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Assessment of Available Facilities for Primary and Upper Primary Education in Predominantly Tribal Areas in Nine States

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National University of Educational Planning and Administration
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ABBREVIATIONS AND ACRONYMS

ADR	:	Apparent Drop-out Rate
AISES	:	All India School Education Survey
BEOs	:	Block Education Officers
BRC	:	Block Resource Centre
CAL	:	Computer Assisted Learning
CCE	:	Continuous and Comprehensive Evaluation
CRC	:	Cluster Resource Centre
CWSN	:	Children with Special Needs
DEO	:	District Education Officer
DISE	:	District Information System for Education
DPEP	:	District Primary Education Programme
DSC	:	District Selection Committee
DSE	:	Directorate of School Education
ED	:	Education Department
Ed. CIL	:	Educational Consultants of India Limited
EGS	:	Education Guarantee Scheme
FGD	:	Focus Group Discussions
FGD	:	Focused Group Discussions
ICT	:	Information and Communication Technology
IGNOU	:	Indira Gandhi National Open University
KGBVs	:	Kasturba Gandhi Balika Vidyalayas
MDM	:	Mid Day Meal
MHRD	:	Ministry of Human Resource Development
MLE	:	Multi Lingual Education
NCERT	:	National Council of Educational Research and Training
NCF	:	National Curricular Framework
NCTE	:	National Council for Teacher Education
NGOs	:	Non-Governmental Organization
NPE	:	National Policy of Education
NUEPA	:	National University of Educational Planning and Administration
PHC	:	Primary Health Centre

PPP	:	Public Private Partnership
PTG	:	Primitive Tribal Group
PTR	:	Pupil-Teacher Ratio
RESU	:	Research, Evaluation and Studies Unit
RMSA	:	Rashtriya Madhyamik Shiksha Abhiyan
RTE	:	Right to Education
SCERT	:	State Council of Educational Research and Training
SCR	:	Student Classroom Ratio
SFD	:	Special Focus Districts
SHP	:	School Health Programme
SSA	:	Sarva Siksha Abhiyan
ST	:	Scheduled Tribes
TEC	:	Tribal Education Co-ordinator
TSG	:	Technical Support Group
TWD	:	Tribal Welfare Department
UEE	:	Universalization of Elementary Education
UP	:	Upper Primary

PREFACE AND ACKNOWLEDGEMENT

The national report is the synthesis report of a major study titled "Assessment of Available Facilities for Primary and Upper Primary Education in predominantly Tribal Areas" conducted in nine states. The study was commissioned by Sarva Shiksha Abhiyan, MHRD, Government of India and entrusted to NUEPA, New Delhi, which, in turn, coordinated with all the state agencies and undertook the responsibility of writing the national synthesis report. The study primarily intends to examine the access and quality of facilities, and participation of ST children in tribal- dominated areas. The study also intends to examine whether educational facilities cater to the gender, linguistic and social cultural needs of tribal children. Furthermore, the study takes into account the viewpoint of parents regarding the available education facilities, suggestions, their awareness about importance and benefits of education.

The study was conducted in nine states: Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Odisha and Rajasthan. Out of these nine states, 25 sample districts were identified having high percentage of ST population. From each district, a sample of 30 schools was randomly selected. Thus, the total sample comprised 750 schools. The present national synthesis report is the consolidated report of all the nine sample states covering 750 villages in 25 districts.

In this endeavor, I owe a debt of gratitude to our Vice Chancellor, Prof. R. Govinda, for his constant support and cooperation. I express my heartfelt thanks to TSG, EdCil for being proactively involved in all the stages of the research project and providing useful inputs. I extend my sincere thanks to all the state agencies for extending their co-operation and promptly executing the guidelines and suggestions in the state reports

I thank Dr V. Sucharita, for her contribution in developing research tools and coordinating with state level research agencies. I also appreciate her for helping in qualitative data analysis and preparation of chapter on Students' and Parents' Views on Education and School.

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Executive Summary and Recommendations

1. Background and objectives of the study

Scheduled Tribes who constitute about eight percent of the total population of India are among the most disadvantaged sections and lag behind in socio-economic development. Both central and state governments have adopted several special policies and programmes for their educational development. The Sarva Shiksha Abhyan, the flagship programme of the central government has accorded special focus on education of Scheduled Tribes for improving their access and participation in elementary education and to narrow the gap between them and others. In the backdrop of special measures and initiatives, the Ministry of HRD decided to get a study conducted on availability and utilization of facilities for elementary education in the tribal areas of nine states having large tribal population, namely, Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Odisha and Rajasthan and entrusted the task of conducting it to the National University of Educational Planning and Administration (NUEPA). The main objectives of the study were – to assess the availability of schooling facility for primary and upper primary education in rural habitations of tribal areas and the extent to which these cater to the gender, linguistic and socio-cultural needs of children. It was also proposed to find out as to what extent were ST children covered by different incentive schemes and what the views of parents and SMC members were with regard to the functioning of the schools in their villages and whether they had any suggestions to give for the improvement of these schools.

2. Methodology

NUEPA, in collaboration with RESU, EDCIL, has developed research tools and framework for the study and selected nine agencies, one for each state, to conduct the study in different states. They collected the data from sampled villages and schools using the tools provided by NUEPA. The agencies eventually submitted state reports and data to NUEPA, on the basis of which the present report has been prepared.

For the study, first a sample of two to four districts, included in Special Focus Districts having high tribal concentration and low female literacy, was selected from each of the

nine states. Thereafter, a sample of 30 villages from each selected district was drawn to collect the required data from schools and village heads, parents and School Management Committee members. In all, 25 districts were selected and 750 villages were sampled from the nine states. The data was collected using different tools developed at NUEPA for collecting information from school heads, teachers, students and parents as well as state and district- level administrators.

3. Background information about selected States and Districts

Of the nine states selected for this study, seven have between 13 percent and 31 percent tribal population with Maharashtra and Andhra Pradesh having 9.4 and seven percent tribal population respectively. The tribal population in the selected districts, however, is over 50 percent in 17 out of the 25 selected districts. The literacy rate of tribal (ST) population is much less than that of the total population in all these states while the female literacy rate of ST population is even lower, accounting for below 50 percent in six out of the nine states.

There has been steady improvement of literacy among tribes both at national level and in sample states. The literacy rate of tribes (Census 2011) in nine sample states vary with the highest in Assam (72.06 percent) and lowest (49.21 percent) in Andhra Pradesh. Rajasthan, Odisha, Madhya Pradesh and Jharkhand had lower literate rate than national average literacy rate of tribes. Further the literacy rate among tribal females in all sample states, barring Assam and Gujarat, was lower than the national literacy rate of tribal females.

Several policy measures have been adopted by both national and state governments for promoting educational development of tribes. These special measures include incentives, flexible norms for establishing schools and appointing local tribal youth as teachers, introduction of tribal languages as medium of instruction, training of teachers, remedial teaching special institutional arrangement(residential Ashram Schools, hostels, Kasturba Gandhi Balika Vidyalays, Mini-Gurukulums, model schools, sports complexes, admission in best available private schools, health and medical check-ups etc.) The special policies and incentives vary in the nine sample states. While in Madhya Pradesh, Chhattisgarh and Andhra Pradesh, the Department of Tribal Welfare plays a crucial role in running schools and Ashramshalas, the Department of Education

runs schools in tribal areas in Maharashtra, Assam, Gujarat, Odisha and Rajasthan. There is variation among sample states in terms of nature and extent of special measures for education of tribes.

4. Educational and other Facilities in Tribal Villages

The villages selected for the study had a high concentration of tribal population. Overall, the villages had about 86 percent tribal population. There are different tribal groups in every state, their number being as high as 62 in Odisha, but in sample districts in every state, there were only two or three major tribal groups. Among children in the age group 6-10 years in all the sample villages, 88 percent were tribal and among them 48.4 percent were girls. These percentages were 86 and 49.1 percent respectively in the age group 11-13 years.

All the villages have one or more primary schools though these villages lag behind in other infrastructure facilities like road, transport, post office/bank etc. As regards some basic facilities that villages should have, a large variation was found across the states. While 100 percent villages had electricity in Gujarat, as compared to only 50 percent villages in Assam. Overall, 84.4 percent sampled villages in the nine states had electricity. Further, about 59 percent villages had a Primary Health Centre (PHC) within a distance of 5 km but only 32 percent villages had a Post Office within 5 km. A bank was available at a distance of less than 5 km in the case of only 30 percent villages.

Another facility that of all weather roads, which do not develop a surfeit of pot holes in the rainy season was available in only 29.3 percent sampled villages. Further, it was found that long-distance buses passed by the village in only 38.4 percent of the villages.

The main occupation of the inhabitants of sample villages was cultivation (both shifting and settled agriculture), cattle- rearing and collection of forest produce. Shifting cultivation was a more predominant method practiced by the tribes in large percentage of villages. In some of the states like Chhattisgarh and Madhya Pradesh, inhabitants of some of the sample villages have occupations predominantly based on handicrafts and metalwork. In about 65 percent of sample villages, people also work as casual laborers.

The sample villages indicate better position with regard to schooling facilities compared to other infrastructure facilities, with an average of about two schools per village. Schools are now within easy reach of the children; overall about 90 percent habitations (covering 94 percent population) have a school with primary classes within 1 km and 85 percent habitations (with 88 percent population) have an upper primary school within 3 km. Most schools are, however, small schools; 40 percent primary schools and 36.4 percent upper primary schools have enrolment of below 40. Most of the schools are government schools; only about 9 percent primary schools and 15 percent upper primary schools are private schools. There were only 53 secondary schools and 20 Ashramshalas in the total 745 sampled villages of the nine states. The average distance from sample villages to the nearest Ashramshalas was 6.1 km and to KGBV was 26 km with inter-state differences. Given the geographical and ecological barriers in tribal areas, even a small distance hinders free access to schools, particularly during the rainy season when crossing streams and rivulets poses a problem, along with other inhibiting factors like thick forests and fear of wild animals. Both Tribal Welfare Department and Education Department/Local Bodies are engaged in providing schooling facilities in predominantly tribal areas. In some states like Chhattisgarh, Madhya Pradesh and Andhra Pradesh, majority of schools in the tribal habitations were managed by Tribal Welfare Department, whereas in the other states the Department of Education and Local Bodies provided schooling facilities.

5. Facilities in Sampled Schools

5.1 School Building and Classrooms

The number of sampled schools in the nine states was 750 of which 70.7 percent schools had only primary classes while the remaining 29.3 percent schools had upper primary classes. Only 22.7 percent primary schools and 18.2 percent upper primary schools were run by Tribal Welfare Department. Almost all sampled schools were co-educational.

Most schools in the sample (86.2 percent primary and 91.8 percent upper primary) were established more than 10 years ago. Only in Jharkhand and Odisha 5 to 7 percent of primary schools were established in the last five years. The nearest Ashram school and KGBV were located at an average distance of 6.7 km and 26.0 km respectively from

the sampled schools. But the average distance from Ashram School and KGBV varied widely among sample states. There were only hostels but no Ashram schools in Rajasthan.

Most of the primary as well as upper primary schools (86 percent) have pucca buildings. In primary, the average number of classrooms per school was 2.7, ranging from 1.7 classrooms per school in Andhra Pradesh to 3.4 classrooms per school in Maharashtra. But more than 10 percent of primary schools were single classroom schools while only same percentage of primary schools have five or more rooms. Single classroom schools are found in all the sample states. The percentage of schools, having only one classroom, was highest in Andhra Pradesh (47.2 percent), with Jharkhand having the lowest percentage of primary schools with single classroom. It implies that all the five classes are held in one room in more than one- tenth of sample schools. About two-fifths of sampled primary schools had only two classrooms each, 26 per cent schools had three classrooms each, and 22.5 per cent schools had four or more classrooms.

Majority (51.8 percent) of upper primary schools had five or more classrooms in them. The average number of classrooms per school was 5.2, ranging from 2.8 classrooms in Assam and Chhattisgarh to 7.6 classrooms in Gujarat. In Assam, 12.5 percent of upper primary schools were single- room schools and were also found in Chhattisgarh and Madhya Pradesh. Only in Gujarat, Maharashtra and Rajasthan, the upper primary schools had five or more classrooms in the schools. In view of lack of adequate number of classrooms, multiple classes were conducted in one room while in 33 percent primary schools and 27 percent upper primary schools, classes were also held in verandahs.

Overall 29.8 percent classrooms in primary schools and 14.8 percent in upper primary schools were too small for the number of students required to study in them, with the percentage of such classrooms being highest (88.5 percent at primary level and 50.0 percent at upper primary level) in Andhra Pradesh and lowest (12.8 percent and 4 percent respectively at these levels) in Chhattisgarh.

5.2 Multi-grade teaching in schools

There was multi-grade teaching in 83.2 percent of primary and 56.8 percent of upper primary schools. The percentage of primary schools having multi-grade teaching was highest in Rajasthan (97.5 percent) and lowest in Assam (38.5 percent). At upper primary level, this percentage was highest in Andhra Pradesh (100) and lowest in Chhattisgarh only one in 90 schools.

5.3 Condition of School Buildings

Not only the schools have less number of classrooms but more than 50 percent of the schools required one or other repair work. In 52.8 percent primary schools and 53.2 percent upper primary schools, some repair work, such as replacement of broken windows or doors or repair of damaged floor, walls or ceiling were needed in the classrooms. The average number of classrooms per primary school requiring repair was one as against 1.3 classrooms per upper primary school. There is variation in this regard among the sample states. While Andhra Pradesh and Gujarat had a large percentage of primary schools requiring repairs for only one room, Odisha and Chhattisgarh had large percentage of primary schools requiring repairs in two rooms while in Assam, around 10 per cent of primary schools needed repairs in four rooms. This analysis shows that even in schools having more rooms, the latter are not in good condition.

Due to shortage of classrooms, in 168 out of 530 primary schools and 95 out of 220 upper primary schools, at least one more room was under construction. The average number of rooms per school (primary or upper primary) under construction was 0.5.

As regards other facilities, only 30 percent schools had playground; only 36 percent schools had electricity; while school library was there in 56.9 percent schools, in 11.2 percent schools it was not being used by students.

Almost 25 percent primary classrooms and 13 percent of upper primary classrooms were unattractive or dirty. The highest percentage of such classrooms (69 percent primary and 75 percent upper primary) was in Andhra Pradesh. The classrooms that did not have sufficient light or ventilation were mostly in Andhra Pradesh (39 percent at primary and 64 percent at upper primary level). Overall in the nine states, 17.4 percent

of classrooms in primary schools and 12.1 in upper primary schools did not have sufficient light or ventilation. Additionally, about 25 percent of primary school classrooms and 16.5 percent classrooms of upper primary schools did not have good quality blackboard.

Furniture/ tat-patties for sitting were available in most schools but were not adequate in 40 percent primary as well as upper primary schools. The average number of classrooms per school having insufficient tatpattis/mats/furniture in primary and upper primary schools was 1.0 and 1.3 respectively. A separate room for the head teacher was available in only 38.7 percent primary schools and 55.9 percent upper primary schools.

5.4 Auxiliary facilities (Drinking water, Toilets etc.)

Drinking water facility was available in 89 percent primary schools and 92 percent upper primary schools. Usable toilets were available in only 57 percent primary schools and in 70.5 percent upper primary schools. Separate toilets for girls were available in 47 percent primary and 69 percent upper primary schools. Variation can be found among different states as Maharashtra, followed by Gujarat and Chhattisgarh had the highest percentage of primary and upper primary schools with separate toilets for girls whereas Andhra Pradesh had the lowest percentage, followed by Jharkhand and Odisha. Lack of separate toilets for girls can be considered as discrimination against girls and also one of the important reason for drop-out, particularly at the upper primary level. Provision of separate toilets for teachers existed in only 5.8 percent primary and 11.4 percent upper primary schools.

There is a difference between the sample schools and total schools in the state (rural) on various indicators of RTE compliance. However, a very significant difference has been found in the case of boundary wall, with only 45.2 percent of the sample schools as compared to 72.2 percent of the total schools having boundary walls. However, there is considerable difference among the sample states with regards to different indicators of RTE compliance.

5.5 Mid-day Meal and Health care

Around 90 percent of sample schools have reported regular supply of mid-day meal materials. However, it varied among states as the percentage of schools getting regular

supply of MDM materials ranges from 43.3 percent in Assam to 100 percent in Chhattisgarh and Jharkhand. While MDM was cooked in about 90 percent of schools, whereas in other schools, MDM was cooked and supplied by NGOs or prepared in cooks' houses.

Health check- up of students was conducted once or twice a year. Immunization programme was undertaken in 57 percent of primary and 58.2 percent of upper primary schools during 2012-2013. De-worming and Vitamin tablets were given to students in about 70 percent schools. In Assam, health programmes were conducted only in very few schools.

5.6 School Management Committees

All the 219 upper primary schools and 516 out of 528 primary schools have constituted the School Management Committee (SMC).The sample schools held, on an average, seven meetings of SMCs during 2012 -2013. The average number of members and ST members in SMC was 15 and 12 respectively. The head of schools claimed they received support to some extent in enrolling, ensuring children's retention and attendance in school, monitoring teachers' attendance, and helping in management of MDM. However, the Focus Group Discussion with community members, including SMC members and parents, revealed that some of the members even did not know that they were members of SMC and also several of them did not attend the meetings and were not involved or consulted on school- related matters.

6. Teachers in Tribal Areas

6.1 Availability, Qualifications and Experience of teachers

Against 1415 sanctioned posts of teachers in primary schools and 1225 posts in upper primary schools, 93.8 percent and 90.9 percent respectively were actually filled up. There was sharp variation among sample states, with a little over one- fourth of the posts in Rajasthan and about 15 to 16 percent of the posts in Chhattisgarh and Jharkhand being vacant. Similarly, in Jharkhand, more than one-fourth of teaching posts in upper primary schools were not filled up. Only in Assam the sample schools had more than the sanctioned number of teachers as they appointed contract teachers to balance the teacher- pupil ratio.

While the states of Andhra Pradesh, Chhattisgarh and Madhya Pradesh have adopted a specific policy in appointing teachers from tribal communities, in the other states, the department of education provides schooling facilities in tribal areas and follows a common policy for recruiting teachers for the entire state by adopting quota system. This is one of the main reasons for differential proportion of ST teachers in sample states.

Among the total teachers in primary schools, only 30 percent were females and 60 percent belonged to ST category. Additionally, among them 28 percent were contract teachers. In upper primary schools, only 31 percent were females, 58 percent were from the ST category while 22.5 percent were contract teachers. The extent of contract teachers varied from 70 percent in Jharkhand to 0 percent in Gujarat at primary level. A similar trend was noticed in upper primary schools. The average age of teachers in both primary and upper primary schools was 38 years. The average teaching experience of teachers in primary schools was 12 years and in upper primary schools, 13 years. Among primary teachers, 15 percent were just High School pass, 41 percent had Senior Secondary qualification, 32 percent were graduates and the remaining 12 percent were post-graduates. In upper primary schools, 41 percent had up to senior secondary qualification, 39 percent were graduates and 20 percent were post-graduates. About one-third of primary teachers and one-fifth of upper primary teachers were untrained.

6.2 Teacher Absenteeism

Despite prior intimation to schools, on the day of investigators' visit, about one- fifth of teachers in the sample schools were absent as they were either on leave or on official duty The extent of teacher absenteeism varied in primary and upper primary schools and among sample states ranging about 33 percent in Assam and Andhra Pradesh to around six percent in Gujarat and Jharkhand. It is significant that advance intimation of investigators' visit had been given to sample schools which might have influenced some states to demonstrate higher percent of teachers' presence. Discussions in FGDs show that teacher absenteeism is a common issue in all the sample states.

6.3 Teachers' Residence and Desire for Transfer

Only about 34 percent primary teachers and 37 percent upper primary teachers resided in the same village they worked in. Higher percentage of ST teachers (Primary and

Upper Primary) resided in the village of work as compared to non-ST teachers. However, in some states like Andhra Pradesh, Maharashtra, Rajasthan and Odisha, the majority of ST teachers did not reside in the village of work. Inter-state data indicate that the lowest percentage of primary school teachers residing in the village was four percent in Rajasthan, closely followed by Maharashtra. Similar trend has been found among upper primary school teachers. The highest percentage of primary and upper primary teachers staying in the village they worked in was found in Gujarat and Jharkhand. The belief that ST teachers reside in the villages is not proved true as half of them do not reside in the village of work and, in some states, majority of them do not reside in the village of work. Since large percentage of teachers commute from outside, travel time depends on transport facilities and road connectivity which, in turn, affects the regularity of teachers. However, majority of teachers claimed that the average time taken to commute from the place of their residence to school was only 25 minutes which is far from the reality considering the geographical location of the sample villages.

About one-third teachers in both primary and upper primary schools wanted transfer to other schools. The main reason for seeking transfer was related to family problems or the problem faced in commuting between home and school.

6.*4 Opinion of Teachers about In-service Training*

Most of the teachers (about 60 percent) had received in-service training with the average duration of training being 7.3 days. Of the teachers who had attended in-service training at BRC, about 60 percent had found it quite useful, and others useful only 'to some extent'. Only about 50 percent teachers said that they had received some special inputs for teaching tribal children during training. Teachers also attended monthly meetings at CRC level mainly for discussing academic matters. About 60 percent primary teachers and 62 percent upper primary teachers said that they discussed mostly problems related to teaching and sometimes other issues too in the CRC meetings.

6.5 Teaching Tribal Children

Majority of teachers emphasized that they did not face any problem in teaching tribal children. Over 80 percent teachers said that tribal children took interest in studies but

nearly half of the teachers said that tribal students faced a language problem. Nearly one-fourth of teachers attributed lack of parental interest as a problem, while, according to about 16.5 percent teachers, lack of facilities at home acts as a constraint for the students in learning.

Over 60 percent of the teachers believed that the major hindrance in the students' education was their engagement in agriculture and other household activities that left them little time for studies. Nearly half of the teachers also believed that the students' home environment and their many festivals and prolonged celebrations hindered regular attendance and learning of tribal children. They felt that the main reason for students' absenteeism or dropping out from school was that they were either engaged in economic activity or household work. Poor health or illness of the child was also cited as another reason by some teachers. No teacher felt that early marriage, distance of home from school, or language problem was a reason for child's absence or dropping out from school. Obviously the teachers did not take into account school- related factors as affecting the learning of tribal students. They exclusively cited home and socio- cultural aspects as the constraints in the education of tribal children.

Parent-teacher interaction seems to be limited, with only about 36 percent teachers mentioning that parents visit schools to meet teachers to discuss problems related to the child's progress and behavior. Most other teachers disclosed parents come to school only when called.

7. Enrolment, Attendance and Drop-outs

7.1 Enrolment of ST Students in Sample States

As a result of improved access and several other measures, there has been considerable progress in recent years in enrolment of tribal children in schools. From the DISE data of all schools of the nine states, we find that while the enrolment at primary level has been declining in government schools over the last three years, the enrolment of ST children at the primary level has either remained almost the same or has witnessed a marginal decline. At the upper primary level, there is, however, an increase in the enrolment of the ST students. Between 2009-10 and 2012-13, the enrolment of total students in government schools of the nine states declined by 11.4 percent while the enrolment of ST children declined only by 5.5 percent, and while the total enrolment at

upper primary level has increased by 11.6 percent, that of ST children increased by 23.5 percent. The increase in the enrollment has been more in the case of girls as compared to boys. The trend of decline at primary level in government schools is common across several states. The increase in enrolment at the upper primary level was the highest in Andhra Pradesh (60.2 percent).

7.2 Enrolment of ST Students in Private Unaided Schools in Sample States

Since the present study is focused only on government schools (sample), we examined the enrolment of ST children in private unaided schools from DISE data. In the sample states, ST enrolment has been constantly increasing in unaided private school, both at primary and upper primary levels, although their enrolment in government school has been found declining at the primary level. ST boys constitute about 60 percent of the total ST students enrolled in private unaided schools, both at primary and upper primary level. This trend shows that those tribal parents, who are aware of the importance of education and can afford it, opt for private unaided school but they constitute a very minuscule part. However, ST students going to private unaided schools constitute a very small segment to total ST enrollment at the elementary level.

7.3 Enrolment of ST Students in Sample Schools

Interestingly, the ST enrolment in sample schools has increased gradually at the primary level (i.e. by 2.63 percent) and at upper primary level by 20.11 percent between 2010-11 and 2012-13. It is interesting to note that there was some increase in enrolment of tribal students in sample schools at primary level unlike total ST enrolment in the nine states. The rate of increase in enrolment at upper primary level in the sampled schools was much higher than state- level enrollment during the same period viz. 2010-11 to 2012-13.

7.4 Enrolment Size in Sample Schools

The average enrolment was only 73 and 155 in primary and upper primary sample schools respectively. However, 17.4 percent sample primary schools had enrolment below 40 students and only 35.1 percent had more than 80 students enrolled. There is wide variation among the states. Among the nine states, Andhra Pradesh had 41.5 percent of primary schools with less than 40 students. Similarly, in some other states

like Assam, Chhattisgarh and Jharkhand, significant proportion of primary schools have less than 40 students, whereas in Madhya Pradesh and Maharashtra, over half of the sample primary schools have more than 80 students enrolled. In some states, upper primary schools have primary classes also and so the averages are not comparable across states. In 80 percent of the upper primary schools, the enrolment was more than 80. In Andhra Pradesh, upper primary schools comprise Classes I to VII but one- fourth of the sample schools had less than 60 students.

7.5 Students' Attendance

On the day of investigators' visit, in sample schools, about 69 percent of students in primary classes and 71 percent children in upper primary classes were found to be present. There was not much difference between the attendance rate of boys and girls. The head teachers of 91 percent sample schools reported that schools are not closed during the local tribal festivals but the average attendance reduces drastically. Tribes in sample states have number of festivals. Celebration of each festival goes for on many days. Festivals also celebrated on different days in different villages as people can visit each other which is a cultural practice. Since the schools observe holidays for mainstream festivals, only in Chhattisgarh and Madhya Pradesh two to three holidays are granted for local tribal festivals whereas in all the other states, the education department adopts a uniform approach of declaring holidays for festivals that are celebrated by non-tribes. However, it was found from registers that the average number of days of absence during festivals was only 1.8 days in a year. The discrepancy between the high attendances marked in the registers and high absenteeism reported due to festivals is related with issues like mid-day meals, teachers' own attendance.

7.6 Attending Anganwadi/Pre-school centers

In the sample schools of the nine states, about 83.3 percent of the total children and 78.4 percent of ST children in Class I had attended Anganwadi or pre-school centers. Higher percentage of girls as compared to boys attended the Anganwadi/ pre-school centre. There is significant variation among the sample states in the percentage of ST children in Class I who attended Anganwadi centre- from 95.4 per cent in Chhattisgarh to 28 percent in Jharkhand and 35 percent in Rajasthan.

7.7 Drop-out Rate

The average apparent drop-out rate (based on the difference in enrolment of any class in a given year and the enrolment in the next class in the following year) at the primary level was 5.6 percent for all children and 3.9 percent for ST children in 2011-12. In the case of ST girls, the drop-out rate was higher (6.5 percent) than that of boys (1.3 percent). As many children generally drop out between grade 5 and 6 due to lack of facility for upper primary education in the village, we found that the drop-out rate was about 30 percent between grade 5 and 6 in 2011-12. The reasons for drop-out have been ascertained both from students and teachers. Interestingly, teachers attribute household factors, lack of interest, engagement directly or indirectly in economic activities including agriculture related, cattle grazing etc. as the reasons for drop-out by students. However, in the case of girls the reasons are related to helping in household work, baby-sitting, lack of interest among parents and students etc. Some of the other reasons cited were ill- health, language problems, inability to progress in learning etc.

7.8 Children with Special Needs

As regards Children with Special Needs (CWSN), out of the 750 sample schools only nine percent had one or more children with orthopedic disability, 7 percent schools had children with mental disability and 4 percent schools had children with other types of disability. Most of these children had received appliances or other help as provided under SSA, which is applicable for schools of both, the primary and upper primary levels.

8. Incentives for Students

The most common incentive is of Mid-Day Meal that is provided free to every child in government schools. It was found that overall in the nine states 91 percent children who were present on the day of the investigator's visit to school, were served mid-day meal. The school head teachers claimed that about 99 percent children were served mid-day meal regularly. This percentage was lowest (only 53.7 percent) in Assam.

The other two major incentives for all the children were free textbooks and free school uniform. According to the head teachers of schools, textbooks were supplied to 99.3 percent students and free uniforms were made available to about 83 percent students.

Only in Rajasthan no child received free uniform while in Jharkhand, only 36 percent children received uniform from school. Seven states (excluding Andhra Pradesh and Assam) had provision for scholarship to students of disadvantaged groups. Only about 48 percent students benefitted from the scholarship scheme.

Schools provided some other incentives too but these varied from state to state and also were not meant for all children. For example, five out of the nine states provided bicycles to girls studying in upper primary classes if they were living far from school. Overall, only about two percent girls benefitted from this incentive. Seven states except Jharkhand and Rajasthan provided free school bags and stationery to some students; overall only 10.7 percent students were provided free stationery while 3.5 percent received free school bags. Besides, in five states some students were given free shoes/ chappals; overall only about three percent of total students of the nine states were provided free footwear. Another important facility given to students residing far from school was that of an escort or free transport to children going to school. But overall, in the nine states, only 0.2 percent children availed services of escort in only four out of nine states and there was no report of anyone availing the free transport facility. Majority of the schools, except those of Assam, had some arrangement for health check- up of children in school and free distribution of de-worming tablets and Vitamin / iron tablets. About 70 percent schools had such programme.

In the ST population, in most states there are some Primitive Tribal Groups (PTGs) who are more backward and, as such, there is generally provision of special incentives for them. In Assam, Jharkhand and Rajasthan, there were no PTG children in the sampled schools. Overall, only 5.5 percent children of PTGs received some special incentive. There was not much support from NGOs in providing incentives to children.

9. Teaching and Learning in Schools#

9.1 Language used for communication between teachers and students

In 53 percent of primary and 62 percent upper primary sample schools, the main language used for communication between the teachers and students had been the state official language (which is the medium of instruction). In one- third of schools, a mix of regional and local tribal language are used for communication .Only in 7.4 of primary schools, tribal language has been used for communication between teachers

and students. Surprisingly in Andhra Pradesh, despite almost all teachers being ST, only in less than two percent schools tribal language is being used for communication with students. Different languages are spoken by different tribes. This can be the reason that even ST teachers could not speak in language of students.

9.2 Curriculum and Reflection of Tribal Culture in Text-Books

When the head teachers were asked about suitability of the curriculum for tribal children, 58 percent of them felt that it was suitable. Majority (54 percent) of them were of the view that there were examples from tribal life and culture in the textbooks. Apart from Head teachers, teachers were also asked whether they used examples of tribal life and culture while teaching. It was found that most of the teachers (over 85 percent) were familiar with the culture of tribal people and were able to cite examples from local tribal life and culture. Hardly any difference was found in this regard between ST and non-ST teachers and also between male and female teachers. Further, about one- third teachers claimed to have received some formal training on tribal culture. Over 60 percent primary school teachers felt that the textbooks included material on tribal culture and life style, but only 47.5 percent teachers of upper primary schools felt that this was the case in the textbooks of their classes.

9.3 Position of Continuous and Comprehensive Evaluation (CCE) in Schools

A majority of schools (over 80 percent in every state) followed Continuous and Comprehensive Evaluation (CCE) system at both primary and upper primary levels. Further, over 70 percent schools were supplied with guidelines or manual for CCE. Apparently, Rajasthan is the only state where no manuals were given in any sample school. In slightly more than half of the schools, assessment was done quarterly, half-yearly and annually through examinations.

Nearly 40 percent of the schools informed parents by sending them a progress report card while about 35 percent schools informed them at SMC Meetings. About 18 percent schools called the parents to school to inform them about students' progress in school while about seven percent schools did not inform the parents in any way. It was found that overall in 33 percent of the primary schools and 28 percent of the upper primary schools; teachers did not undertake any remedial teaching. In about 50 percent schools, they did additional teaching for weak students within school hours and in

about 12 percent primary schools and 17 percent upper primary schools, teachers undertook such additional teaching after school hours.

9.4 Visits of Block Education Officer and Resource Persons from BRCs, CRCs to Schools

Block Education Officers or Assistant Education Officers, on an average, had visited primary schools 1.5 times and upper primary schools twice during the year 2012-13. There were 41 percent primary schools and 27 percent upper primary schools which were not visited by the BEOs even once.

BRC resource persons, on an average, visited primary schools 1.4 times and upper primary schools twice during the entire year. The CRC resource persons, on an average, visited primary schools six times and upper primary schools 10 times during the year.

9.5 Implementation of MLE in schools

MLE programme has been implemented in only two of the nine states, namely Andhra Pradesh and Odisha, on pilot basis where only 11.8 percent of the total sample schools were covered under MLE. In Andhra Pradesh, majority of schools under MLE pilot project have implemented MLE up to Class III whereas only about two- thirds of the schools implemented MLE up to Class II in Odisha. In Andhra Pradesh, about 88 percent children had received MLE textbooks whereas only 40 percent of the children in Odisha had received textbooks. The teachers, however, felt that due to MLE, children show more interest in learning in the early classes as it makes for smooth transition from home to schooling. However, it was found that in Andhra Pradesh, MLE books were not supplied regularly to schools which were implementing MLE on pilot basis and also there was no expansion of number of schools covered by MLE. In fact, due to routine transfer of teachers, many teachers did not know the MLE languages as belonging to different tribal groups. Teaching has been entrusted to contract teachers called Vidya Volunteers who are also often replaced.

10. Students' and Parents' views on Education

10.1 Sample of parents and students

Opinion of parents was sought through Focused Group Discussions conducted in five villages of each district. The opinion of students on schooling facility and classroom teaching was sought from four to five randomly selected students of the highest class of the school. In all, 3297 students were interviewed; there was equal representation of boys and girls in the sample. While 43 percent of the fathers of sampled students were illiterate, the percentage of mothers who were illiterate was 68. More than half of the fathers (57.1 percent) had agriculture as their major source of income while casual labour was the occupation of about 15 percent of the fathers.

Access to primary and upper primary schools has increased in predominantly tribal areas though there is variation among different states. As most of the schools are close to the habitations of the children, 87 percent students of Class 4/5 and 76 percent students of Class 7/8 took less than 15 minutes to reach school. The average time taken by them to reach school was 10.5 minutes for students of Class 4/5and 14 minutes for students of Class7/8. Almost all (98.4 percent) students of Class 4/5 and 92% students of Class 7/8 went to school on foot; most of other children used bicycles.

The reasons offered by students for absenting from school indicate exclusively household- related factors, with about 61 percent students stating that they had to help parents in agriculture work, household work, cattle grazing; some of them said that they also had to look after their siblings or had to miss school because of illness. This shows the opportunity cost of tribal children as they contribute directly or indirectly to the family economy. Quite surprisingly, students did not cite any school- related factors as the reason for absenteeism.

10.2 Opinion of Students about School and Teachers

Most of the students (79 percent) expressed satisfaction with the school and teaching by the teachers. However, in Rajasthan and Jharkhand, only 40 to 60 percent students were satisfied with the teachers. Overall 71 percent of the students said that they were satisfied with drinking water facilities. Relatively more students of Class 7/8 compared to those of Class 4/5 were satisfied with the facilities in the classroom and drinking

water. When asked what their favorite subject was, 58 percent said that it was language, with 26 percent saying it was Mathematics while the remaining 16 percent said that it was EVS at primary level and Science at upper primary level.

10.3 Use of Teaching Learning Materials (TLM) in class

When asked whether teachers used TLM in class, 72 percent students of Class 4/5 and 79 percent students of Class 7/8 said that teachers use charts, maps etc while teaching. When asked about whether they receive any help in studies at home from family members or others, 57 percent of students of class 4/5 and 55 percent students of Class7/8 said that they did receive help from family members. There were inter-state differences in students' responses. Children were asked about the highest level of education they expected to get. About 50 percent of Class 4/5 students and 60 percent of Class 7/8 students expressed the wish to study till graduation level which shows a fairly high level of aspiration.

When asked about what they would like to become on growing up, about 44 percent said that they would like to become teachers, while others said that they would like to get administrative job or become doctors, engineers etc. Only 7.6 percent said that would like to become farmers, even though their parents were farmers while about eight percent of girls said that they would like to remain home-makers. This clearly shows the tribal students, both at the primary and upper primary levels, aspire for occupational mobility rather than conform to their traditional livelihood pattern. Even though the aspiration may just be wishful thinking or fantasy yet it holds value as they have expectations from education. There are differences among students from different states and also from within the same state in terms of their expectation from education.

Interestingly, while tribal students are clear about what they would like to become, they are unable to comprehend issues related to their school condition or, for that matter, the teaching- learning process. This may be either due to their lack of understanding or inability to articulate issues related to teaching- learning.

10.4 Discrimination, Corporal Punishment and Use of abusive language in schools

In both primary and upper primary schools, hardly any student had faced any type of discrimination by the ST or non-ST teachers. Besides, the investigators reported not

noticing any corporal punishment being given to children but found teachers using abusive or harsh language with students in about three percent schools. However, when children were asked as to whether they received corporal or any other punishment from teachers, about 13 percent tribal and 10 percent non-tribal students of Class 5 disclosed that they had received corporal punishment while about 10 percent students of both the categories admitted to having been scolded or abused by teachers on occasions. In Class 8, only seven percent ST students and six percent non-ST students mentioned that they were given corporal punishment while about nine percent students of both the categories said that they were sometimes scolded or abused by teachers.

10.5 Parents' opinion about education and schooling facilities

Parents mostly expressed dissatisfaction about the facilities in the schools. Most of them spoke about poorly built, dilapidated school buildings and said that the schools lacked basic amenities like playground, furniture in classrooms, clean toilets and library. It was further pointed out that absence of boundary wall attracted stray animals into the school building and also made it susceptible to misuse by people from outside. It was also mentioned that approach roads were not in good condition with the problem aggravating further during the rainy season. Interestingly, most of the parents and community members observed that the school environment should attract children to it rather than appear as a dump yard.

Majority of the parents indicated that teacher absenteeism was quite rampant and that shortage of regular teachers was also a problem. Change of teachers (contract teachers) has been regarded as a hindrance to the learning process of their children. Incidentally, while the parents informed that their children found difficulty in understanding the regional language, at the same time they emphasized the need for teachers to teach in such a way that their children did not face problems. They also strongly advocated the need for their children to learn in the regional language in order to facilitate their further studies, employment opportunities, dealing with non-tribal people and, in general, for better communication with the outside world. However, they did not argue for teaching in tribal language.

Most of the parents were aware of several incentives and provisions for the education of tribal children viz. free textbooks, uniforms and the mid-day meal. But they did not

know about other incentives like bicycles and scholarships which were anyway not meant for all children. Some of them suggested that free stationery should also be given to students.

When asked about the RTE Act, almost all the parents from the nine sample states informed that they were not aware of the Act. Asked what their perception was on the benefits of education, majority of parents from all the nine states observed that there were immense economic, social and psychological benefits of education and even went on to list the same.

Parents were asked about functioning of SMCs as most of them were members of SMC. It was found that majority of the parents in nearly all the villages were not even aware of the meetings of SMC let alone participate in them. Many parents indicated that they did not have time to attend these meetings with some even opining that these meetings did not serve any useful purpose.

Parents were asked whether they were aware of educational facilities in neighbouring villages or towns. Most participants of FGD lacked awareness of such facilities and knew little about KGBVs, Ashramshalas and private schools. However, those who knew about the private schools felt that these were quite expensive and beyond their means though they felt that the quality of education was good in these schools.

10.6 Parents' Suggestions about Schools and Education

Parents were asked to give suggestions for improvement of educational facilities and quality of education in schools; they suggested that improvement was needed in the facilities like classrooms, toilets, furniture etc. They also suggested that there should be no shortage of teachers in schools and that the teachers should be regular and punctual in coming to school. Other suggestions were about enhancement of incentives; they wanted provision of transport facility for the students living far from the school, improvement in the quality of Mid-Day Meals and provision of more scholarships. With regard to teachers, it was felt that they should be fluent in local tribal language. Several parents suggested that English should be taught in schools and children should be made to develop proficiency in it. Many also suggested that primary schools be upgraded to upper primary level while a few felt that more extra-curricular activities needed to be introduced to facilitate holistic development of the children. As most

parents were illiterate, they could not give any comments or suggestion about textbooks or curriculum.

Conclusion

The study covered nine states and a large number of sample villages encompassing several aspects such as access and facilities in schools, teachers, teaching - learning and parental and students' perspective of education.

Tribal habitations are in better position with regard to availability of schools compared to other infrastructure facilities. The access in terms of availability of schooling facilities has increased significantly. However, majority of these schools in tribal areas are found to be small in size and characterized by inadequate and poor physical facilities, high teacher- class ratio, multi-grade teaching. These schools are also having large number of untrained and contract teachers, besides confronting issues of teacher absenteeism, teacher not able to speak in local language, teacher not residing in villages and having limited interaction with the community members. Considering all these, effective access is still an issue in tribal areas.

One of the objectives of the study is to determine whether the education system meets the linguistic, gender and cultural needs of tribes. Towards this, an attempt has been made to assess whether textbooks and curriculum in different states reflect their respective tribal culture and life. Similarly, the study also attempted to assess whether teachers in the tribal areas can understand the local tribal languages and whether the tribal children can understand the medium of instruction. With regard to gender needs, availability of separate toilets, female teachers, teacher regularity, etc. were examined.

The current annual school schedule, vacation and holidays do not cater to the cultural context of the tribals in different states. As a result of this, large-scale absenteeism during many tribal festivals, high drop-out rate and ineffective learning is manifest.

Despite the Constitutional provision of having the mother tongue as a medium of instruction, only a handful of schools in Odisha and Andhra Pradesh have adopted the tribal languages as a medium of instruction as part of multi-lingual education. Even in these two states, process of adoption of tribal languages as medium of instruction is in pilot stage and has not been implemented effectively. This has resulted in a major

communication barrier between students and teachers while hampering the effective learning process in the early years of schooling. This evidently shows that education has failed to meet the linguistic needs of tribes.

Though, there is no explicit discrimination against girls' education, it is commonly seen that that the tribal girls look after younger siblings and are engaged in household work which, in turn, hinder their participation in school. Lack of usable separate toilets, meagre incentives, frequent absence of teachers and lack of female teachers are serious barriers in girls' participation in schools. In other words, the system does not address the needs of tribal girls.

The study has revealed several shortcomings in schooling facilities for children in tribal areas and has provided an insight into what needs to be done to remove the deficiencies and to improve the quality of education in schools. The research findings show some general issues that are found in all states and some problems that are specific to the state and local contexts. Though there has been remarkable progress in providing access to elementary schools in predominantly tribal areas in all nine sample states as a precondition for education, it is not sufficient to achieve the desired goal given the poor quality of facilities and ineffective teaching learning process.

On the basis of the findings of the study, the following recommendations are being made. Some of the recommendations are more policy- related while others are aimed at strengthening and improving the facilities, including provision of incentives. The suggestions also envisage addressing the linguistic, cultural and gender needs of tribals. One of the recommendations deals with administration and management of education in predominantly tribal areas.

Recommendations

1. There is a need to adopt a national and state policy regarding mother tongue as a medium of instruction for tribes in the early classes at the primary level. Thereafter, a steady transition to regional language is recommended at the next stage.

2. There needs to be a policy of teacher recruitment in predominantly tribal areas similar to that of the state of Andhra Pradesh but one- fourth of teachers drawn

from non tribal category in the interest of maintaining competitiveness and ensuring diversity.

3. Improving the quality of school infrastructure and facilities especially construction, boundary wall, usable toilets, separate toilets for girls, drinking water, furniture and equipment within classrooms, should be done on priority basis to ensure that the schools are in a good condition. The quality of construction of school buildings needs to be improved and made appropriate to local weather conditions.

4. In order to overcome implicit discrimination by parents through creating barriers (there is high tendency among tribal households to engage girls in household work, sibling care etc) and invisible discrimination at school (lack of usable toilets, absence of female teachers, teacher absenteeism etc) better facilities in schools, effective incentives and more Ashram Schools for girls need to be provided.

5. As in Maharashtra, Odisha, Gujarat and Assam, the Department of Education should be responsible for establishing, monitoring and administrating/ managing schools in all tribal concentrated/ scheduled areas so as to avoid the problem of dual administration of tribal welfare and education departments.

6. The school monitoring system should be improved and information technology (IT) harnessed to control teacher absenteeism.

7. As majority of schools in tribal areas being small in size, the quality and extent of infrastructure and number of teachers remains an issue. Therefore, one needs to plan an alternative mechanism for having residential Ashram Schools and school complex system.

8. The Annual school schedule, school timings, vacation and holidays need to meet the local geographical and cultural context and also take into account local tribal festivals and fairs.

9. As most schools in rural tribal areas are small in size and are not well- equipped, it is suggested that the budget for such schools should be increased on the basis of higher per student cost.

10. As physical access to schools is generally problematic due to difficult terrain and bad roads, arrangement should be made for transportation of students to schools, where required.

11. In the case of remote habitations where schools do not function effectively and are not viable, the facility of Ashram schools should be expanded or created and also more KGBVs should be opened to take care of the educational needs of girls.

12. Incentives for ST students in tribal areas should be increased in order to overcome opportunity cost. Stationery items should also be given to students and there should be more scholarships for them. Bicycles should be given to girls in upper primary classes.

13. Teachers should be given some monetary incentive for working in remote tribal areas. They should be provided housing if they do not have a house in the village or its vicinity. By facilitating the teachers to reside in the village, teacher absenteeism will decrease and more time would be devoted to teaching-learning.

14. Teachers should be made familiar with tribal culture and lifestyle through short orientation programmes before being posted to schools in the tribal areas.

15. All teacher vacancies should be filled and there should be at least one regular teacher in every school if the school has only contractual teachers.

16. There should be a review of policy for education of tribal children at the national- level and also at state-level in every state having large pockets of tribal population. The review should cover all aspects such as role of different Departments, especially Tribal Welfare Department, finances, incentives, language- related issues, role of Ashram schools and KGBVs, need for vocational courses and monitoring mechanism for schools.

Chapter 1

INTRODUCTION

1.1 Background of the Study

Various policy initiatives of the Government of India since the early sixties had highlighted the need for achieving the goal of universalization of elementary education within a definite time frame but the targets fixed were never fully achieved. In 2001, Sarva Shiksha Abhiyan (SSA) was launched with the aim of providing free education to all children of age group 6 to below 14 years, not only by opening more new schools in the areas where schooling facilities were inadequate but also giving special incentives to children of socially and economically backward communities to enable them to derive full benefits of education. In particular, since the children belonging to Scheduled Tribes had remained more deprived than others, priority was accorded to opening new schools in the areas where there was concentration of tribal population. Further, since the enrolment rates of children of these communities were relatively low and drop-out rate was higher than that of others, special incentives were given for enrolment of children and their retention in school till completion of elementary education. That apart, attention was given to removal of disparities of all types and improving quality of education. The Right to Education Act (2009) further strengthened the SSA by providing legal right to all children of age 6 to 14 years to get education of reasonable quality and targeting at elimination of gender and social class related disparities.

In so far as tribal children are concerned, it appears that in the states with large tribal pockets, the educational facilities in such pockets were still either inadequate or the children of Scheduled Tribes (ST) did not avail the existing facilities fully. Several measures have been adopted by different states for education of tribes, these measures include relaxing population norms to establish schools within walk able distance of 1 km, providing free uniform and textbooks, scholarships and establishing ashram residential schools, appointing local tribes as teachers, interaction of MLE etc. Considering these measures this study was undertaken at the behest of the Ministry of HRD to assess the present situation about availability of facilities for elementary education in the tribal areas of such states and the extent of utilization of these facilities

by the tribal children. The Department of School Education and Literacy, Ministry of Human Resource Development (MHRD) authorized National University of Educational Planning and Administration (NUEPA) to conduct the study in nine large states, namely, Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Odisha and Rajasthan that have sizeable tribal population in some of their districts. The North Eastern states which are almost totally tribal were excluded as they are quite different from those that have only some pockets of tribal population. The districts with high concentration of ST population had already been identified and were labeled as Special Focus Districts (SFD) in order to provide additional inputs and facilities to cater to the needs of tribal population. In order to find out as to what extent various inputs have benefitted the ST children, it was decided to conduct a study in rural areas of tribal SFDs of the nine selected states to assess the present position of elementary education facilities that exist for tribal children and utilization of these facilities by them. In each district a sample of 30 villages was to be taken to study the existing facilities for education in the predominantly tribal villages and, more specifically, in the government schools of such villages.

1.2 Objectives of the Study

The following were the objectives of this study:

(i) To assess availability of schooling facility for primary and upper primary education in rural habitations of tribal areas.

(ii) To assess the extent to which the available educational facilities cater to the gender, linguistic and socio- cultural needs of children.

(iii) To find out to what extent ST children are being covered by different incentive schemes meant for them in government schools.

(iv) To find out the views of parents and Village Committee or SMC members on functioning of the schools in their villages and their expectations from the schools.

1.3 Role of NUEPA and Involvement of various Agencies in conducting the Study in different States

While NUEPA planned and coordinated the study, it selected nine agencies, one for each state, to conduct the study at state level under its guidance. The agencies selected for conducting the study in different states actively collaborated with NUEPA at various stages of the study. In order to ensure smooth implementation and full cooperation of the agencies with NUEPA, the responsibilities of both were clearly delineated and representatives of the agencies were briefed about the project, its objectives and methodology in a meeting with them at the very beginning. Besides, subsequent meetings with them were held at the stage of development of tools and again for data analysis. The specific responsibilities of NUEPA and the agencies are briefly described below.

(a) NUEPA's responsibilities

- Releasing funds and providing administrative support to the agencies as per time frame indicated in the Terms of Reference.

- Providing guidance to the representatives of the agencies, who acted as Principal Investigators of the project at state level; holding meetings with them for briefing and consultation at different stages of the project.

- Developing the design of the study to achieve the study's objectives as spelt out by the Ministry of HRD and working out the details of methodology for data collection, supervision and checking of data at the state level.

- Providing a time schedule of various activities to the state agencies and giving them suggestions about the staff to be deployed for field work and supervision.

- Preparation of tools for data collection in consultation with Research Evaluation and Studies Unit of Technical Support Group for SSA, and translation of the tools in Hindi (the states in which the state language was not Hindi, the agencies had to arrange translation of tools at their level).

- Sampling of schools and providing list of sampled districts, blocks, villages and schools to all the agencies.

- Developing guidelines for data entry, data checking, tabulation and analysis of data to be used by all the agencies in order to ensure uniformity across states in data entry and data analysis.

- Monitoring the progress of the study and keeping track of the activities of the project by visiting the states when and where necessary.

- Developing structure of the state reports to be followed by all the agencies to ensure uniformity in presentation.

- Reviewing the draft reports of the different states and ensuring that comments and suggestions on the draft report are taken care of in the final version.

- Preparation of national level synthesis report on the basis of state reports and tables and results of data analysis provided by the different agencies and carrying out analysis of data at the national level where necessary.

(b) Responsibility of agencies selected for conducting the study in different states

- Coordination with NUEPA while implementing the study and keeping NUEPA informed about the progress of work

- Selection and training of the field staff in data collection and checking the filled- in schedules before undertaking data transcription

- Arranging data transcription, data cleaning and tabulation as per guidelines given by NUEPA

- Preparation of draft report of the study according to the chapter plan provided by NUEPA and submission of the same to NUEPA for comments

- Revision of draft report and submission of the same along with all the raw data and tables to NUEPA.

1.4 Organization of the Report

The present report is organized in 10 chapters. Various aspects covered in these chapters are briefly described below.

Chapter I: Introduction

This chapter describes the background of the study, its objectives, role of NUEPA and of different agencies selected for conducting the study in different states.

Chapter 2: Methodology

It includes brief description of tools, how these were prepared; method of sampling of blocks within districts, and schools and villages within blocks; organization of field work for data collection, data analysis plan and arrangements for data processing.

Chapter 3: Demographic and Educational profile of the Selected States

This chapter provides information on total and ST population of the selected states, literacy rate, and different tribal groups in the selected districts of the state. It covers access to schools (primary, upper primary, KGBV, Ashram schools); participation of ST children in education in the state. It also discusses incentives to students; policy and procedure of recruitment, appointment and transfer of teachers in tribal areas; and role of Tribal Welfare Department in providing elementary education in tribal areas. It presents educational profile of the states, with focus on Scheduled Tribes, based on secondary data and data collected through State and District questionnaires.

Chapter 4: Educational Facilities in Rural Tribal Areas

This chapter presents demographic features and availability of basic services in tribal villages, livelihood pattern of the people, festivals and culture of tribal population based on the data collected from sampled villages; availability of schooling facilities and enrolment of ST children in primary and upper primary classes in schools of the selected villages, based mainly on the information collected through Village Questionnaires.

Chapter 5: Profile of Sample Schools and Facilities available in Schools

This chapter discusses availability of physical and other facilities in schools; facilitators of teaching-learning and details of co-curricular activities and SMCs. Availability of support from NGOs and various items that facilitate teaching-learning in schools.

Chapter 6: Profile of Teachers in Tribal Area Schools

It discusses issues relating to teachers in tribal rural areas based on the data from the sampled schools; it covers such items as educational and social background of teachers, their experience, in-service training; their interaction with ST children and parents and their opinion on ST students' learning and behaviour. This chapter is based mainly on the information collected through Teacher Questionnaire but DISE database has also been used to supplement the information from sampled schools.

Chapter 7: Incentives for Students

This chapter gives details of various incentives given to tribal students, beneficiaries of different incentive schemes; supply of mid-day meals and implementation of School Health programme in schools, based mainly on the data from the sampled primary and upper primary schools.

Chapter 8: Participation of Tribal Children in Education

In this chapter comparison of the percentage of tribal children in sampled schools with the percentage of ST in the population has been made. The chapter also focuses on the trends in enrolment of ST children, average attendance, grade- wise repetition rate and Apparent Drop-out rate (ADR) in the sample schools. It provides information on the reasons for ST children discontinuing studies and girls' not attending schools or dropping out and information about ST children with special needs. It also covers the provision of incentives to ST children and details about special incentives for Primitive Tribal Groups (PTGs) and ST girls.

Chapter 9: Teaching-learning in Schools

This chapter focuses on the teaching – learning process and quality of education in schools. It covers such issues as multi-grade teaching, corporal punishment, use of

abusive/harsh language by teachers, and social climate in school. It also covers teaching and learning facilities inside the classroom, teacher's behavior with students and students' behavior with teachers, ability of teachers in controlling the class and incidence of social discrimination, language used in the classrooms and the status of MLE in schools, monitoring system and various aspects of tribal culture that affect schooling of tribal children.

Chapter 10: Conclusions and Recommendations

This chapter discusses the main findings and recommendations about changes needed in the system to improve the coverage and quality of education for tribal children.

Chapter 2

METHODOLOGY

2.1 Tools for Data Collection

A working group consisting of faculty members of NUEPA and representatives of EdCIL's Technical Support Group for SSA was set up to develop the different questionnaires and schedules for the study. This group identified different categories of respondents from whom data had to be collected, worked on details of information required for the study and finally organized the items of information in the schedules keeping in view the convenience in data collection and data transcription. The schedules so developed were modified after pilot testing and translated in Hindi and regional languages of the selected states in which Hindi was not the official language of the state. All the schedules used for data collection are listed below.

(1) State Schedule: This schedule has two parts - Part A (General Information about policy, incentives and schooling facilities in the state specifically for the tribal children) and Part B (Numerical data relating to population, schools, students and teachers for the state) and for each selected district). Most of the information required for filling this schedule had to be collected from the office of State Project Directors (SPDs). Visit to other offices or agencies (such as Tribal Welfare Department, State Council of Educational Research and Training, etc) was also necessary for collection of some information.

(2) Questionnaire for District Project Coordinator: Socio–cultural and demographic data; educational facilities provided by all the departments; various programmes/provisions for ST population in the district; gender–wise total and ST population (6 to 10 years and 11 to 14 years) according to 2001 census (if the figures from 2011 census are not available); and information about SSA interventions and facilities provided to ST children of the district Most of the information would be available from the District Project Office. Visit to other district level offices would be necessary for the information not available with the District Project Officer**.**

(3) Village Information Schedule: Total and ST population; child population in the age group 6 – 10 and 11 to 14; Schooling facilities in the village and access to schooling for ST children; enrolment by gender (total and ST) in schools of the village; status of SSA and other interventions for ST children at village level. Chairperson/Secretary of Panchayat or Chairperson VEC/SMC was expected to provide the required information.

(4) School Information Form: Information for this form is organized under 8 heads - (i) School particulars (ii) Physical facilities in school, (iii) Teachers in school (iv) Class-wise enrolment and attendance of students (v) Quality aspects (vi) Incentives for ST and other children (vii) School Management Committee and its functions (viii) Support/visits from educational functionaries at CRC, BRC and other levels. The information and data for this form was to be provided by the Head Teacher of the school.

(5) Investigator's Observation Schedule: It has two sections**.** The first section covers teachers' and students' attendance, accessibility to school, condition of the building and classrooms, adequacy of class room size, multi-grade teaching, occurrence of incidents of corporal punishment or use of abusive language by teachers, language used by teachers while interacting with students, social climate in school. The second section relates to teaching and learning facilities inside classroom, teacher's behavior with students and students' behavior with teacher, ability of teachers to control the class and incidence of social discrimination, if any. The form had to be completed by the Investigator on the basis of his/her own observations.

(6) Teacher Questionnaire: It had to be filled by not more than four teachers in each school. In the schools having both primary and upper primary levels, two teachers from each level had to be selected; if the school had only primary or upper primary classes, only 3 teachers had to be selected. Out of the 3 teachers at least one teacher had to be female and one teacher non-tribal, if the school has both tribal and non-tribal teachers. The aspects covered in this schedule are: teachers' age, qualification, social category and gender; opinion of the teacher about facilities in school and utilization of the facilities and whether textbooks catered to linguistic, social and cultural needs of children.

(7) Student's Interview Schedule: Students' learning environment at home, suitability of facilities available in school and incentives provided to him/ her. The investigator was required to interview sampled students of the highest class to get their views.

(8) Guidelines for conducting Focused Group Discussion (FGD) with parents: FGD was intended to assess the views of parents about such aspects as physical facilities in school; teachers regularity, teaching quality, teachers' proficiency in the local tribal language; incentives / facilities given to children; suitability of education being given to tribal students; their interest in school activities and child's schooling; role of SMC. They were also questioned to find out their awareness of RTE; existence of other schools in the vicinity; schooling facility in KGBV and Ashramshalas. Parents/guardians of students in the sampled schools were the participants in FGD.

2.2 Sampling Strategy

First a sample of 2 to 4 Special Focus districts having 25% or more ST population (as per 2001 Census) was selected from each of the 9 states in such a way that, as far as possible, they represented different parts of the state. The number of districts (2, 3 or 4) to be selected from any state depended on the number of SFDs in the state. Further since the study was about schooling facilities in rural areas of SFDs, it was decided to draw a sample of 30 villages from each selected district to collect the required data from schools and habitations of the villages. For that 2 or 3 blocks were selected at random from each district in order to s elect 30 villages from the these blocks ensuring that each village had at least one school having a primary or upper primary classes. As an up-to-date list of villages was not available at the national level, it was decided to draw a sample of 30 schools from the selected blocks using the list of schools available from the District Information System of Education (DISE) of 2011 as the sampling frame. Circular systematic sampling procedure was used for selection of schools from the sampled blocks of each selected district. The villages in which these schools function became the sample of villages for this study. Table 2.1 shows the number of districts and villages selected from the different states. In this process of sampling, the villages without any school were left out but this was not considered a serious limitation since after more than 10 years of SSA, there was hardly any village without a

school. Also since the study focused on facilities in school and children studying there, a sample of villages having one or more schools was desirable.

Table 2.1 Sample of districts and villages in the 9 states selected for the study

Sl. No.	State	No. of selected	
		Districts	**Villages**
1	Andhra Pradesh	2	60
2	Assam	2	60
3	Chhattisgarh	3	90
4	Gujarat	3	90
5	Jharkhand	3	90
6	Madhya Pradesh	4	120
7	Maharashtra	2	60
8	Orissa	4	90
9	Rajasthan	2	60
	Total	**25**	**750**

Further in each district a subsample of five villages out of 30 sampled villages was drawn to conduct FGD. Selection of 5 villages was done at the district level. Selection of teachers and students to be interviewed was done by the investigators employed for field work following the guidelines given during their training. In each school only 3 teachers had to be selected if the school had 3 or more teachers. According to the guidelines the investigators had to select these teachers in such a way that there was at least one female teacher and one non-tribal teacher, if the school had both tribal and non-tribal teachers. If the school had only 2 teachers both had to be included in the sample. Further six students were randomly selected from each highest primary and upper primary class in the school. They had to ensure that out of the six, 4 belonged to ST and 2 to non-ST categories with equal representation of boys and girls. If there were no non-ST children, only 4 ST students had to be selected.

2.3 Procedure of Data Collection

The agencies were given detailed guidelines about the procedure to be adopted for data collection. They had to appoint sufficient number of investigators and a few investigators and a few supervisors to visit the selected villages for collecting data from schools and village heads as well as teachers and students after selecting them according to the guidelines described above. The supervisors had to conduct Focused Group discussions and also check all the data collected by the investigators. They were

also required to interview District Project Officers and collect the required data from district and state authorities. The officer or staff member in-charge of the project had to train and assist the Investigators and Supervisors in data collection at every stage. The state authorities provided necessary support to the agencies at the request of the Ministry of HRD to facilitate data collection. The agencies had to organize 3 days orientation programme for the investigators and supervisors before starting data collection. In general, in each state, the investigators worked in teams of two and spent 2 days in collection of the required data in each village. In most states, there were 5 teams in each district along with one supervisor. They spent about 2 weeks in collecting all the data. After collecting all the school and village level data they sent the same to the Agency headquarters for analysis. The agencies carried out analysis following the data analysis plan provided by NUEPA.

The district coordinators supervised the work of the investigators and collected data from various offices to fill up district schedule for their own districts. The team of two investigators shouldered the responsibility of collecting data from village Sarpanch, Head teacher of schools, teachers and students. They also made necessary arrangement for conducting of FGD in 5 villages of each district.

Chapter 3

DEMOGRAPHIC AND EDUCATIONAL PROFILE OF THE STATES AND SELECTED DISTRICTS

3.1 Total and Tribal population in the selected states and districts

The states selected for this study are those that have some large areas in which the population is mainly tribal. The North Eastern states were, however, excluded as they have different socio-economic characteristics compared to the tribal pockets of other large states of the country. Of the nine states covered in this study, five states have between 7% and 15% tribal population while the remaining four have between 21% and 31% tribal population. Among them, Chhattisgarh and Jharkhand have maximum (over 26%) tribal population. Table 3.1 shows the total population and percentage of tribal population in the different states according to population Census 2011.

Table 3.1: Total population and ST population in the selected states

State Code	State	Total Population (in Millions)	ST Population (in Millions)	% of ST Population
00	**INDIA**	**1210.57 (1.21 Billion)**	**104.28 (0.10 Billion)**	**8.6**
04	Rajasthan	68.6	9.2	13.5
14	Assam	31.2	3.9	12.4
16	Jharkhand	33.0	8.7	26.2
17	Odisha	42.0	9.6	22.8
18	Chhattisgarh	25.6	7.8	30.6
19	Madhya Pradesh	72.6	15.3	21.1
20	Gujarat	60.4	8.9	14.8
23	Maharashtra	112.4	10.5	9.4
24	Andhra Pradesh	84.6	5.9	7.0

Source: Census, 2011

Most of the districts selected in the 9 states for the study have fairly large tribal population. Also in these districts there are some blocks that have concentration of tribal population. Table 3.2 shows district-wise total population and percentage of tribal population.

Table 3.2: Total population and ST population in the selected districts (Census 2011)

Sl. No.	State	Sample Districts	Total Population (in lakh)	ST Population (in lakh)	% of ST Population
1	Andhra Pradesh	Khammam	27.98	7.66	27.4
2		Vishakhapatnam	42.88	6.19	14.4
3	Assam	Karbi Anglong	9.65	5.39	55.8
4		Dima Hasao	2.14	1.52	71.1
5	Chhattisgarh	Korba	12.07	4.94	40.9
6		Rajanondagon	15.38	4.05	26.4
7		Surguja	23.61	13.01	55.1
8	Jharkhand	Lohardaga	4.62	2.63	56.9
9		West Singhbhum	15.02	10.11	67.3
10		Gumla	10.26	7.07	68.9
11	Madhya Pradesh	Betul	15.75	6.67	42.3
12		Dindori	7.04	4.56	64.7
13		Jhabua	10.24	8.92	87.1
14		Shahdol	10.65	4.76	44.7
15	Gujarat	Narmada	5.90	4.81	81.5
16		Panchmahals	23.88	7.22	30.2
17		Dangs	2.27	2.16	95.3
18	Maharashtra	Dhule	20.49	6.47	31.6
19		Nandurbar	16.46	11.42	69.4
20	Rajasthan	Banswada	17.98	13.73	76.4
21		Udaipur	30.68	15.25	49.7
22	Odisha	Mayurbhanj	25.14	14.80	58.9
23		Kandhamal	7.32	3.93	53.7
24		Malkangiri	6.13	3.55	57.9
25		Gajapati	5.76	3.14	54.5

Source: Census, 2011

Among the 25 selected districts, Dangs of Gujarat has highest percentage of tribal population (95.3%) and Visakhapatnam of Andhra Pradesh (AP) has lowest percentage of tribal population (14.4%). All other districts except Rajnandgaon (in Chhattisgarh), Khamman (in AP), Panchmahals (in Gujarat) and Dhule (in Maharashtra) have over 40 percent tribal population. These four districts have between 26 percent and 32 percent tribal population. In the districts that had less tribal population, the blocks that were selected had concentration of tribal population.

3.2 Literacy rate of total and tribal population in the selected states and districts

The literacy rate of the ST population is generally lower than that of non-ST population. In India, the literacy rate (for population of age 7+) according to the Census (2011) was 74.0 percent whereas for the ST population it was only 59.0 percent. As Table 3.3 shows, in the selected states, the literacy rates of ST population are much substantially lower than the corresponding literacy rate of total state population in all the states except Assam where the literacy rate of ST population is only marginally less than that of the total state population. The literacy rate of ST population is lowest just about 50 percent in AP and MP, and also quite low (between 52% and 53%) in Odisha and Rajasthan. In the remaining 5 states, the literacy rate of ST population is between 57 percent and 72 percent, the highest (72.1%) being in Assam. Obviously in Assam, the tribal population is at par with the non-tribal population in respect of literacy while this is not so in all the 8 other states.

Table 3.3: Literacy Rate of total, female and ST population in the 9 states

State	Total Literacy	Female Literacy	ST Total	ST Female
INDIA	**74.04**	**65.46**	**58.96**	**49.35**
Andhra Pradesh	67.66	59.74	49.21	40.09
Assam	73.18	67.27	72.06	65.10
Chhattisgarh	71.04	60.59	59.09	48.76
Gujarat	79.31	70.73	62.48	53.16
Jharkhand	67.63	56.21	57.13	46.20
Madhya Pradesh	70.63	60.02	50.55	41.47
Maharashtra	82.91	75.48	65.73	57.02
Odisha	73.45	64.36	52.24	41.20
Rajasthan	67.06	52.66	52.80	37.27

Source: Census, 2011

The female literacy rate is much lower than the male literacy rate in the whole country. This is true for the tribal population also. The female literacy rate of females in ST population is lowest (only 37.3%) in Rajasthan, while the highest female literacy rate of ST population is in Assam (65.1%) and the next highest is 57 percent in Maharashtra. In the remaining 6 states the female literacy rate of ST population is between 40 percent and 53 percent. Clearly there is need for improving access to and facilities for elementary education in tribal areas with special focus on education of girls.

Table 3.4 gives district-wise literacy rates of both total population and ST population for all the 25 selected districts. Some of the districts have fairly high literacy rate of ST population; among such districts are Rajnandgaon in Chhattisgarh and Dangs in Gujarat where the ST literacy rate is above 70 percent and ST female literacy rate is above 60 percent. Karbi Anglong in Assam also has fairly high ST female literacy rate. We find that the most backward districts in respect of female literacy of ST population are Jhabua (27.9%) in MP, Malkangiri (26.25%) and Gajpati (32.8%) in Odisha and Udaipur (32.2%) in Rajasthan.

Table 3.4: District-wise literacy rates of total and ST population in the selected districts according to Census 2011

Sl. No.	State	Sample Districts	Total Literacy	Female Literacy	ST Literacy	ST Female Literacy
1	Andhra Pradesh	Khammam	65.50	57.90	51.59	44.77
2		Vishakhapatnam	67.70	60.00	44.90	36.34
3	Assam	Karbi Anglong	73.50	64.60	67.34	60.43
4		Dima Hasao	79.0	72.1	75.3	69.3
5	Chhattisgarh	Korba	73.20	62.30	63.74	52.06
6		Rajanondagon	77.00	67.00	72.51	62.45
7		Surguja	61.20	50.90	53.80	44.60
8	Jharkhand	Lohardaga	68.30	57.90	63.01	52.83
9		West Singhbhum	59.50	47.00	53.43	40.81
10		Gumla	66.90	57.00	63.81	54.31
11	Madhya Pradesh	Betul	70.10	61.60	52.82	44.49
12		Dindori	65.50	53.50	60.23	49.19
13		Jhabua	44.50	34.30	37.21	27.87
14		Shahdol	68.40	58.20	54.87	45.29
15	Gujarat	Narrmada	73.30	63.60	69.04	59.15
16		Panchmahals	72.30	59.90	59.09	47.41
17		Dangs	76.80	68.80	74.45	66.50
18	Maharashtra	Dhule	74.60	66.20	50.91	42.65
19		Nandurbar	63.00	53.90	55.03	47.04
20	Rajasthan	Banswada	57.20	43.50	49.99	36.16
21		Udaipur	62.70	49.10	46.86	32.22
22	Odisha	Mayurbhanj	64.00	53.20	53.11	41.36
23		Kandhamal	65.10	52.50	58.34	45.58
24		Malkangiri	49.50	38.90	35.23	26.25
25		Gajapati	54.30	43.60	43.66	32.83

Source: Census, 2011

3.3 Primary and Upper Primary schools in the selected states

Table 3.5 shows the number of Primary and Upper Primary schools in the 9 states selected for this study and the percentage of private schools in each state. Also, it shows the percentage of government schools that are under the Department of Tribal Welfare (DTW). The percentage of schools under DTW is fairly large in Madhya Pradesh and Chhattisgarh and quite small in other states. The Table also shows the ratio of Upper Primary schools to Primary schools. The number of Primary schools is highest (90,804) in Madhya Pradesh and lowest in Gujarat (11,365) since in Gujarat most of the schools have become elementary level schools having classes 1 to 7. In Assam and Chhattisgarh, the number of Upper primary schools is relatively less compared to other Primary schools since unlike other states the Upper Primary schools have only classes 6 to 7 or 6 to 8 and no primary classes. In Gujarat and Maharashtra, most of the Government schools are actually Local Body schools which are not directly under the Department of Education. Another thing to be noticed is that the Upper Primary schools are generally fewer than Primary schools but in Gujarat and Rajasthan, the schools with upper primary classes are more in number than Primary schools. In Gujarat particularly, the Upper Primary schools are nearly thrice the Primary schools in number while in Assam, they are about one-third in number as compared to Primary schools.

Table 3.5: Number and percentage of schools of different types

State	Total schools	% of Private schools	% of Government schools by type of Management				No. of Primary Schools	No. of Upper Primary	Ratio of Upper primary to primary
			Dept. of Educa	TSW	Local body &	Total			
Andhra Pradesh	107106	28.1	3.1	4.9	64.7	71.9	68698	38408	56:100
Assam	61689	30.3	68.8	0.0	0.9	69.7	45959	15730	34:100
Chhattisgarh	53602	11.4	35.0	52.9	0.7	88.6	35672	17930	50:100
Gujarat	42705	21.1	0.1	1.8	77.0	78.9	11365	31340	276:100
Jharkhand	45760	11.1	88.0	0.3	0.6	88.9	27539	18221	66:100
Madhya Pradesh	141859	20.4	58.3	21.0	0.2	79.6	90804	51055	56:100
Maharashtra	95234	27.0	3.3	2.9	66.9	73.0	50139	45095	90:100
Odisha	67271	13.3	83.3	2.4	1.0	86.7	37075	30196	81:100
Rajasthan	112984	30.2	34.5	0.4	34.9	69.8	51413	61571	120:100

Source: DISE, NUEPA

3.4 Physical facilities in Primary schools in the selected states

Before examining available facilities in the sample schools it would be interesting to examine the macro level picture of facilities in the primary and upper primary schools at the state level based on DISE data.

Let us see the kind of facilities available in the existing Primary schools in the nine selected states. We find that many schools still do not have the essential facilities that they are expected to have according to the RTE Act of 2009. Table 3.6 shows the percentage of Primary schools that have different types of facilities. Let us consider them one by one.

While all Primary schools are expected to have at least 2 teachers, we find that most of the 9 states still have fairly large percentage of single teacher schools, according to DISE data of 2012-13. Rajasthan has about 30 percent single teacher schools and Andhra Pradesh has nearly 24 percent such schools. Jharkhand and MP also had 18 to 20 percent single teacher schools. Only Gujarat and Maharashtra had less than 4 percent single teacher schools.

The Primary schools of Jharkhand and Rajasthan have maximum schools (61.5% and 56.3% respectively) that have separate room for Head teachers. In Assam only 10.8 percent Primary schools had separate room for Head teachers. In the other 6 states, the percentage of such schools was between 18 percent and 40 percent.

Drinking water facility is available in over 80 percent schools in all the 9 states. In Gujarat it is available in almost 100 percent school, but in Assam it is available in only 80 percent schools and in Andhra Pradesh in 86 percent schools. In all the remaining states, this facility was available in 88 percent to 98 percent schools.

All the schools are expected to have adequate toilet facilities for students. But only in Maharashtra, about 90 percent primary schools had toilets for boys (or common toilets) but in Andhra Pradesh and Odisha only 20 to 21 percent schools had such toilet facility. In other states, boys' toilets were available in 50 percent to 78 percent Primary schools. The states are better off in respect of availability of Girls toilets in Primary schools. While in Gujarat, Maharashtra and Rajasthan about 98 percent schools had Girls toilets, in the remaining states, between 73 percent and 93 percent schools had girls toilets.

Although there is no full-fledged library in most Primary schools, they are expected to have library books and library corner in classrooms. But only in Andhra Pradesh, 91 percent schools had library books while only 27 percent Primary schools in Assam and 39 percent Primary schools in Rajasthan had library books. In the remaining states the percentage of such schools varied between 58 percent and 78 percent.

Table 3.6: Percentage of primary schools with different types of facilities

State	No. of Primary Schools	% Single-Teacher Schools	% of Schools with Separate room for Head Master	% schools having drinking water facility	% schools having boys' toilet	% schools having Girls' toilet	% schools having Library books	% of Govt. Management schools received text books	% schools having electricity connection	% of schools arranged medical check-up	Average number of classrooms	Average students-classroom ratio
Andhra Pradesh	68698	23.8	18.7	85.9	20.2	73.5	91.1	98.0	82.0	69.7	3.3	23
Assam	45959	9.9	10.8	80.0	61.8	76.2	27.0	96.1	7.0	21.9	2.6	29
Chhattisgarh	35672	8.1	36.5	94.6	49.9	87.8	77.1	91.3	33.7	89.8	3.0	24
Gujarat	11365	3.8	18.6	99.6	75.3	97.5	82.3	96.5	97.7	92.5	3.0	24
Jharkhand	27539	19.7	61.5	88.2	60.8	83.7	75.2	94.6	4.7	36.7	2.9	24
Madhya Pradesh	90804	17.6	29.9	95.9	72.3	92.8	58.1	86.0	10.4	70.9	3.3	24
Maharashtra	50139	3.1	37.3	97.7	89.6	98.1	77.9	97.7	78.8	93.3	3.0	25
Odisha	37075	12.0	27.8	94.3	21.1	68.5	71.6	89.1	10.5	40.9	2.7	22
Rajasthan	51413	30.2	56.3	92.4	77.6	97.8	38.8	94.4	17.9	85.1	2.9	20

Source: DISE 2012-13

All the government schools get free textbooks for children. While 89 percent to 98 percent schools received free textbooks in 8 out 9 states, the percentage of schools that received free textbooks was only 86 percent in Madhya Pradesh.

There is very wide state to state variation in respect of electricity in schools. While about 98 percent Primary schools in Gujarat had electricity only 4.7 percent schools in Jharkhand and 7 percent schools in Assam have electricity supply. In the remaining states, the percentage of schools having electricity varied from 10 percent to 82 percent.

Schools generally arrange Medical check of students at least once a year. In 2012-13, such medical check was done in only 22 percent Primary schools in Assam, and in 39

percent to 41 percent schools in Jharkhand and Odisha. In the remaining states such check-up was done in 70 percent to 94 percent schools.

The Primary schools are required to have at least 2 classrooms but the actual number of classrooms depends on the enrolment in different classes and number of teachers available for teaching. In the 9 selected states, the average number of classrooms varied between 2.6 and 3.3 per school. The highest (3.3) was in Andhra Pradesh and Madhya Pradesh and lowest (2.6) was in Assam.

The Student Classroom Ratio (SCR) was lowest (only 20) in Rajasthan and highest (29) in Assam. In the other 7 states, SCR varied between 22 and 25.

3.5 Physical and other facilities in Upper Primary schools

Table 3.7 which is similar to Table 3.6, shows availability of various physical facilities as well as some other facilities in Upper Primary schools. It may be noticed that most facilities are better in Upper Primary schools than Primary schools.

There is no single teacher Upper Primary school. The percentage of schools having separate room for head teachers was highest (about 80%) in Rajasthan. In no state this percentage was below 36 percent.

More than 95 percent schools had drinking water facility. The percentage of schools having boys toilets was still low (below 50%) in Andhra Pradesh, Odisha, Chhattisgarh and Gujarat. The percentage of schools having separate toilets for girls was between 77 percent and 99 percent in all the states except Andhra Pradesh and Odisha where the percentage of schools having girls toilets was 57 percent and 55 percent respectively.

The percentage of schools having computer facility was quite high (89.3%) in Gujarat and Maharashtra (72.5%) but quite low in Chhattisgarh, Jharkhand and Odisha between 15 percent and 20%). The percentage of schools having the provision of Computer Assisted Learning (CAL) was highest (47.6%) in Gujarat while only between 7 percent and 24 percent schools had CAL in the other 8 states.

Except Assam and Madhya Pradesh, in all the states 72 percent to 89 percent schools had library. In Assam only 46 percent schools and in MP only 63.4 percent schools have library. Most of the government schools had received textbooks for students. In

the 9 selected states, the percentage of such schools was between 86 percent and 98 percent.

Table 3.7: Percentage of Upper Primary schools with different types of facilities

State	No. of Upper Primary school	% Schools with Separate room for Head Master	% schools having drinking water facility	% schools having boys' toilet	% schools having Girls' toilet	% schools having computer	% schools having CAL Facility	% schools having Library	% of Govt. Management schools received text books	% schools having electricity connection	% of schools arranged medical check-up	Average number of classrooms	Average students-classroom ratio
Andhra Pradesh	38408	46.1	95.2	9.0	56.8	57.6	23.6	87.9	97.5	92.9	71.1	6.6	20.2
Assam	15730	36.4	98.7	77.4	99.2	25.4	14.7	45.8	96.0	36.8	15.9	4.7	30.4
Chhattisgarh	17930	50.7	95.1	40.1	83.9	19.0	12.6	77.0	90.9	56.9	86.1	3.3	30.2
Gujarat	31340	47.4	99.7	44.0	94.0	89.2	47.6	86.6	96.3	99.1	94.9	6.6	36.3
Jharkhand	18221	63.2	94.7	53.3	77.8	15.8	11.3	81.9	95.1	20.7	52.7	7.4	39.1
Madhya Pradesh	51055	54.9	96.9	77.8	92.6	28.7	13.2	63.4	86.2	45.8	69.6	5.0	29.6
Maharashtra	45095	69.1	99.1	84.7	97.0	72.5	12.8	89.2	96.7	91.8	92.1	6.8	41.9
Odisha	30196	36.5	95.4	12.3	54.8	15.7	7.3	82.8	88.5	40.3	46.2	4.7	33.1
Rajasthan	61571	79.6	96.9	60.4	95.1	38.1	10.9	72.4	93.8	73.4	81.3	6.4	25.5

Source: DISE 2012-13

There is wide variation across states in respect of availability of electricity in school. While in Gujarat, 99 percent schools had electricity, in Jharkhand, only 21 percent schools had electric connection. In other states the percentage of schools with electricity lies between 37 percent and 93 percent.

There is wide variation across schools that arranged medical check- up of students during 2012-13. While in Gujarat, 95 percent schools had arranged medical check-up of students, in Assam only 16 percent schools had done so. In other states the percentage of such schools was between 46 percent and 92 percent.

The average number classrooms in Upper Primary schools was between 4.7 and 7.4 in all the states except Chhattisgarh, the highest (7.4) being in Jharkhand. The lowest (3.3) was in Chhattisgarh, the reason being that all the Upper Primary schools in the state have only classes 6 to 8 and not any primary class. In other states, most of the Upper Primary schools have primary classes also.

The student classroom ratio (SCR) varies between 20.2 in Andhra Pradesh and 41.9 in Maharashtra. SCR is low in Rajasthan also (25.2) but in all other states it is between 30 and 42.

3.6 Connectivity by road and some other amenities in Elementary (Primary + Upper Primary) schools

As it becomes difficult to walk on some roads during rainy season particularly in villages, children face problem in going to school when the approach road is bad. DISE provides data on schools that are approachable in all types of weather. Table 3.8 shows that over 84% schools in most of the states are approachable by all weather roads, but in Jharkhand and Rajasthan the percentage of such schools was only 48.5 percent and 67.2 percent respectively.

All the schools are supposed to have School Management Committees (SMCs) to manage the schools, to solve their problems and to plan their activities. Over 90 percent government and private aided schools had SMCs in all the states except Odisha where only 86 percent schools were reported to be having SMCs.

The schools are expected to have boundary wall for the safety of children and to check intruders and stray animals from coming in. While in Gujarat, 90 percent schools had boundary walls, in Assam and Jharkhand, the percentage of such schools was only about 25 percent. In other states, the percentage of schools with boundary wall was between 44 percent and 80 percent.

Another important requirement of any school is that it has a playground for the children to play and participate in outdoor sports and other activities. It appears that many schools did not have playground facility. In Gujarat and Maharashtra 74-75 percent schools had playground, but in Jharkhand and Odisha only 30-31 percent schools had this facility. In the remaining states, 41 to 58 percent schools had playground.

Table 3.8: Percentage of Elementary schools having different types of facilities

State	Total schools	% of schools approachable by All Weather Road	% of schools having SMC (Govt. & Aided Management)	% of schools having boundary wall	% of Govt. Management schools received text books	% schools with playground (All schools)
Andhra Pradesh	107106	96.9	91.9	58.7	97.8	57.5
Assam	61689	87.0	94.8	25.7	95.8	52.1
Chhattisgarh	53602	90.1	90.8	52.2	90.9	40.8
Gujarat	42705	93.4	97.3	89.6	96.3	73.8
Jharkhand	45760	48.5	97.2	25.0	94.8	31.3
Madhya Pradesh	141859	84.1	97.7	43.9	86.1	56.7
Maharashtra	95234	95.3	94.5	68.3	97.25	75.0
Odisha	67271	85.2	85.9	64.9	88.8	29.7
Rajasthan	112984	67.2	93.4	79.9	94.1	48.4

Source: DISE, NUEPA

3.7 Enrolment in primary and upper primary classes

Of the nine selected states, Maharashtra is largest and Rajasthan smallest in terms of enrolment of children in primary and upper primary classes. Maharashtra had 10.3 million children enrolled in primary classes and 5.9 million in upper primary classes while in Rajasthan, these enrolment figures were 2.6 million and 1.4 million respectively. Table 3.9 shows enrolment in primary and upper primary classes of all the selected states. The Table also shows the percentage of girls and ST children in the enrolment. The highest percentage of girls in both primary and upper primary classes is in Assam (50.8% in primary and 54.4% in upper primary classes). The lowest percentage of girls is in Gujarat (44.6% in primary and 42.0% in upper primary classes). In other states, the percentage of girls is between 45 percent and 50 percent at both levels.

Table 3.9: Enrolment and percentage of ST children and girls in primary and upper primary classes

State	Enrolment		% of Girls' Enrolment		% of ST Population (Census 2011)	Primary		Upper Primary	
	Primary	Upper Primary	Primary	Upper Primary		% of ST Enrolment	% of ST Girls Enrolment	% of ST Enrolment	% of ST Girls Enrolment
Andhra Pradesh	7243392	3854222	48.7	49.7	7.0	7.9	48.3	6.7	47.7
Assam	3915791	1788169	50.8	54.4	12.4	14.1	50.1	15.5	50.3
Chhattisgarh	3057283	1695256	49.2	49.7	30.6	34.0	48.9	30.3	49.6
Gujarat	5974179	3246025	44.6	42.1	14.8	18.7	47.9	16.6	47.7
Jharkhand	4653133	1965317	49.2	51.3	26.2	30.4	49.7	24.6	50.1
Madhya Pradesh	9988985	5076548	47.7	50.8	21.1	26.7	48.4	21.9	51.0
Maharashtra	10284259	5942184	45.6	44.6	9.4	12.6	48.1	10.8	46.3
Odisha	4336961	2085454	47.7	49.2	22.8	32.5	48.4	23.3	49.1
Rajasthan	26047 51	1438875	45.1	41.5	13.5	16.7	47.1	13.3	44.4

Source: DISE 2012-13

The percentage of ST students in primary classes exceeds the percentage of ST in the total population in all the nine states. But, at the upper primary level, the percentage of ST students exceeds the percentage of ST in the population only in Assam, Gujarat, Maharashtra and Odisha and that too only marginally.

The percentage of girls among the tribal student**s** in primary classes is between 47% and 50% in all the nine states. At the upper primary level, however, the percentage of girls among the students is less in two states, 44.4 percent in Rajasthan and 46.3 percent in Maharashtra, but in the remaining seven states, the percentage of girls is between 48 percent and 51 percent, the percentage being highest (51%) in Madhya Pradesh.

3.8 Teachers in primary and upper primary schools

All the schools are supposed to have at least two teachers irrespective of enrolment in school. In spite of this directive for all schools, there are still quite a few single teacher schools in many states. Table 3.10 shows that the percentage of single teacher primary schools varies between 3.1 percent (in Maharashtra) and 30.2 percent (in Rajasthan). Apart from Rajasthan, the percentage of single teacher schools is quite high in

Jharkhand (19.7%) and Madhya Pradesh (17.6%) also. In the remaining states, the percentage of such primary schools is between 3 percent and 12 percent. Actually the percentage of children enrolled in single teacher schools is much less than the percentage of such schools, which clearly indicates that most of the single teacher schools are small schools having low enrolment. For example, in Andhra Pradesh, only 8.9 percent primary level students of the state are enrolled in 23.7 percent single teacher schools.

Table 3.10: Percentage of single teacher schools, Pupil-Teacher Ratio, percentage of female and ST teachers in schools and percentage of schools implementing CCE

State	Total schools	% of single teacher primary schools	% Enrolment in Single-teacher primary schools	Average number of teachers per primary school	Pupil-Teacher Ratio (primary)	Pupil-Teacher Ratio (upper primary)	% of female teachers (All schools)	% of ST teachers (All schools)	% of primary schools where CCE is implemented	% of upper primary schools where CCE is implemented
Andhra Pradesh	107106	23.7	8.9	2.8	25	18	47.3	6.0	92.1	82.3
Assam	61689	9.9	7.3	2.8	24	14	33.9	15.6	73.9	86.4
Chhattisgarh	53602	8.1	4.6	3.1	23	23	39.7	29.9	94.0	93.2
Gujarat	42705	3.8	2.0	3.0	31	31	54.5	14.1	92.6	88.0
Jharkhand	45760	19.7	15.7	2.1	39	42	31.7	23.8	68.6	71.9
Madhya Pradesh	141859	17.6	13.7	2.4	30	33	41.1	14.5	96.8	92.7
Maharashtra	95234	3.1	1.0	3.0	26	25	43.8	7.1	98.5	97.7
Odisha	67271	12.0	7.3	2.5	23	23	40.3	12.5	39.4	39.0
Rajasthan	112984	30.2	24.0	2.2	23	22	31.2	9.6	8.4	12.7

Source: DISE 2012-13

Ideally, every primary school should have as many teachers as are the classes, so that there is one teacher for every class. As a complete primary school has 5 classes (I to V), there should be at least 5 teachers per school and the number can be more than 5 in a large school. As Table 3.10 shows, the average number of teachers per primary school was between 2.1 and 3.1 in the nine states covered in the study. The lowest number was 2.1 in Jharkhand and 2.2 in Rajasthan while the highest number (3.1) was in Chhattisgarh. In the other states, the average number of teachers per school was between 2.4 and 3.0. The pupil teacher ratio (PTR) is expected to be 30 pupils per teacher in primary schools**,** according to the RTE (2009) norms but PTR was highest (39) in Jharkhand while in the other eight states, it varied between 23 and 31.

According to the RTE norms, there should be one teacher for every 35 students at the upper primary level. The PTR at upper primary level was again highest (42) in Jharkhand and lowest (only 14) in Assam while in the remaining states, PTR was between 18 and 33.

As shown in Table 3.10, the percentage of female teachers in schools was quite low (between 31% and 34%) in Rajasthan, Jharkhand and Assam, while it was 54.5 percent in Gujarat. In the other states, the percentage of female teachers was in the range of 40 percent and 48 percent.

The Table 3.10 also shows the percentage of ST teachers in schools having elementary level classes. The percentage is lowest in (6.0% in Andhra Pradesh and quite low (7.1%) in Maharashtra, while it is highest (29.9%) in Chhattisgarh. In the other states, the percentage of ST teachers is between 9 percent and 24 percent. Actually, on comparing with the percentage of ST population in the state (given in Table 3.9), we find that the percentage of ST teachers is almost the same as the percentage of ST in the population in Chhattisgarh and Gujarat, while the percentage of ST among teachers is less than the percentage of ST in the population in all the states except Assam where the percentage of ST among the teachers exceeds the percentage of ST in the population. Ideally the proportion of ST teachers would have same as their population representation. However, the states failed to recruit ST teachers according to population size rather follow quota system.

As it is the teachers who implement government policies and programmes related to teaching in classrooms, let us see as to what extent the policy of Continuous and Comprehensive Evaluation (CCE**)** have been implemented in schools. While in 5 out of the 9 states, over 90 percent primary schools have adopted CCE, in Rajasthan only 8.4 percent schools and in Odisha only 39.4 percent schools had adopted CCE. In other states at least 68 percent schools had adopted CCE. At upper primary level, the CCE scheme has been implemented in over 70 percent schools in all the states except Odisha and Rajasthan, where only 39 percent and 13 percent upper primary schools respectively have implemented CCE. The highest percentage of upper primary schools (98%), where CCE scheme has been implemented, is in Maharashtra.

3.9 Access to primary and upper primary schools in rural habitations of the state

From the 8th All India Survey of School Education conducted by NCERT in 2009, it was possible to know the percentage of habitations having over 50 percent ST population that have a primary school within 1 km. From Table 3.11 we find that in 8 out of the 9 states, 86 percent to 92 percent ST habitations had primary school within 1 km; only in Odisha, this percentage was 80 percent. In all the habitations, the percentage of population served by primary schools within 1 km was 90 percent or more since some of the habitations not having primary school within 1 km were sparsely populated small habitations.

Table 3.11: State-wise (percentage) of habitations having primary and upper primary schools within 1 to 3 km range in the case of habitations that are predominantly ST populated

Sl. No.	State/UT	Item	Habitation with Primary Schools/ Sections at a distance (in km) of			Habitation with UP Schools/ Sections at a distance (in km) of		
			Within the Habitation	Up to 1 km	More than 1 km	Within the Habitation	Up to 2 km*	Up to 3 km
1	Andhra Pradesh	a	69.1	86.2	13.8	6.9	39.0	66.2
		b	84.5	94.8	5.2	19	37.8	74.7
2	Assam	a	49.7	86.7	13.3	11	53.0	79.8
		b	61.2	89.4	10.6	15.7	51.4	82.4
3	Chhattisgarh	a	52.4	87.2	12.8	17.9	56.6	87.1
		b	63.4	91.1	8.9	31.9	49.8	91.7
4	Gujarat	a	69.7	90.2	9.8	35.7	48.1	91.3
		b	82.2	94	4.1	53.1	34.8	94.2
5	Jharkhand	a	39.3	89.8	10.2	10.8	59.3	84.8
		b	51.1	91.8	8.2	19.8	53.5	85.8
6	Madhya Pradesh	a	79.5	91.1	8.9	19.8	42.0	82.5
		b	84.8	93.3	6.7	35.5	33.5	86
7	Maharashtra	a	71.2	89.4	10.6	18.4	41.0	76.6
		b	80.6	92.6	7.4	36.6	33.0	82.5
8	Odisha	a	49.9	79.8	20.2	12	54.1	81.1
		b	68.5	89.6	10.4	25.1	50.8	87.7
9	Rajasthan	a	58.8	91.9	8.1	20.7	52.9	88.5
		b	66.2	95.9	4.1	36.9	44.3	91.9
	INDIA	a	55.4	86.4	13.6	16.2	49.8	81.4
		b	69.7	92.1	7.9	32.4	42.3	86.7

Note: a - Percentage of Habitations; b - Percentage of population.

**But not within the habitation.*

Source: AISES 8th Survey, NCE

So far as access to schools with upper primary classes is concerned, the 8th Survey data of NCERT shows that 80 percent to 90 percent habitations in ST predominant areas of most of the selected states have a school with upper primary classes within 3 km. An

exception is Andhra Pradesh where only 66 percent habitations have this facility within 3 km and only 75 percent population of these habitations has access to upper primary school within 3 km. In all other states 82 percent to 94 percent population in these habitations has access to upper primary school within 3 km. Among the 9 states, Gujarat has the highest percentage of habitations (91%) and highest percentage of population (94%) served by schools with upper primary classes.

3.10 Education Policy and incentives for education of tribal children

3.10.1 At National level

At the national level as well as state level there is awareness of educational backwardness of ST population and hence special incentives are given and more facilities are provided for education in such areas as are predominantly tribal in the state. The Framework for Implementation of Sarva Shiksha Abhiyan based on RTE Act of 2009 issued in 2011, has identified exclusionary practices that deter the children of the marginalized communities from deriving full benefit of education. Although such discriminatory practices for SC children have been described in detail in the Framework, the same are not quite applicable to ST children; the exclusionary practices in the case of ST children are of different type. As the tribal population is generally concentrated in remote, hilly or forested areas with low population density, the problem is more of physical access to schools. Teachers are likely to have social and cultural background that is different from that of tribal children and also may not be conversant with the language that tribal children use. According to the policy to overcome these problems as laid down in the Framework, more Ashram schools should be established for tribal children and greater use of tribal language should be made in instruction. Adoption of Multi-Lingual Education (MLE) is also proposed as a solution though is not easy to implement it due to multiplicity of tribal languages in each state and lack of materials and trained teachers to teach in local tribal language. Of the 9 states covered in the study only two (Odisha and Andhra Pradesh) have adopted MLE. The Framework has also suggested several measures to solve the problem of exclusion of tribal children, such as

i. Recruiting native speakers to teach in tribal language
ii. Developing educational materials in local language using local resources

iii. Establishing resource centres for training teachers in MLE
iv. Sensitization of teachers to tribal cultures and practices
v. Incorporating local knowledge in curriculum and textbooks
vi. Involving community members in school activities
vii. Using textbooks in mother tongue at the beginning of primary education
viii. Providing special training to non-tribal teachers to work in tribal areas

Most of these suggestions have yet to be given a proper shape in tribal areas of the states selected for this study though MLE has been introduced in two states and other suggestions like reflection of tribal culture and practices in textbooks and teaching has also been taken care of to a large extent in most states. Also states have been advised to give priority to tribal areas when some grant is given for opening new schools under SSA.

3.10.2 At State level

The states have also their own policies and have introduced certain programmes at their level to improve the quality of education and to enhance the facilities for schooling of tribal children. These have been generally initiated by the Department of Tribal Welfare on its own or in conjunction with the Department of Education as a part of support provided under SSA. Some of the state specific programmes are as follows.

Andhra Pradesh

- PUNADI, a quality enhancement programme was jointly developed by the Department of Tribal Welfare, SSA and SCERT, and was introduced in schools to develop basic competencies in Telugu, English and Life Skills in tribal children studying in classes 3 to 9. About 2.5 lakh students of these classes in Ashramshalas, and other residential schools have been covered under PUNADI.

- Badi Bata Programme was organized to enroll children and give them incentives like free note books, slates and uniforms.

- MLE programme has been introduced in 7 districts to provide education in mother tongue in 8 languages along with Telugu. Snehbala cards were introduced for Activity Based joyful learning.

- Focus was on providing good school environment with clean toilets, ramps, drinking water, electricity etc. Innovative activities like post box, honesty box and news bulletins were also introduced.

- Children are regularly assessed on fortnightly basis by the teachers. Online tracking of students' performance has been introduced and a baseline test was also conducted.

- Another programme QuEST (Quality Education for ST children) has been introduced for achieving subject specific competencies in classes 6 to 10. A sum of Rs 18 crore was allocated for this programme in 2012-13.

- Teacher handbooks (Deepika) and student Workbooks (Abhyasikas) were provided to teachers and students under SSA and RMSA.

- To enhance academic performance of students a 90-minute period was designed with first 45 minutes devoted to teaching and the next 45 minutes to practice.

The government has also introduced a Child Health Improvement Programme (CHIP) and has also provided Mobile Health Units for schools under a recently introduced *Rajiv Bala Sanjivani* programme.

Gujarat

- Ashram schools meant for tribal children are run by voluntary agencies; their 90 percent recurrent expenditure and 100 percent non-recurring expenditure is covered by grants from Tribal Welfare Department (TWD). There are 450 Ashram schools and 97 post Basic Ashram Schools in the state under TWD.

- Model Schools have been established in which tribal children participate in child friendly learning activities in an environment conducive to learning. Grant given through SSA has been used for opening such schools.

- There are 86 KGBVs in the state for girls belonging to ST, SC, OBC and Minority communities. While 71 KGBVs are run by the government under SSA, 15 KGBVs are managed by Mahila Samakhya.

- To attract children to school, financial support of Rs 500 per school was given to schools to undertake enrolment drive in tribal areas.

- Pre-SSC scheme was launched to provide economic assistance to tribal children of classes 1 to 8 at the rate of Rs 250 per child per year.

- Vidya Laxmi Yojana launched in villages having female literacy rate below 35 percent, aims at achieving 100 percent enrolment and retention of girls in primary schools. Girls enrolled in grade 1 Narmada Shrinidhi bond of Rs.1000 which matures on completion of 7 years of elementary education.

- Under Vidya Sadhana Yojana a bicycle costing Rs 2275 is given through GRIMCO to all tribal girls and girls of NPL families studying in class 8 provided they live at a distance of 2.5 km or more in rural areas and 3.0 km or more in urban areas.

- Tribal children get the benefit of other programmes and schemes also which are meant for all children such as Computer education and computer aided learning project, scheme of sanitary facilities for girls in upper primary schools, NPEGEL for girls, free school dresses (2 pairs), Kanya Kelvani Rath Yatra and provision of additional classrooms and other physical facilities needed in schools.

Assam

- Children belonging to ST category have been notified as children of "disadvantaged group" and so get all the benefits meant for such children.

- Due to a large number of teachers being untrained the state has been training the untrained teachers under KKHSOU programme which enables them to complete 2-years D.El.D. Diploma course of teacher training. Of the 10,000 teachers pursuing this course, 690 were from Dhemaji, Karbi Anglong, Dima Hasao and Kokrajhar districts.

- Curriculum based on NCF-2005 has been adopted and NCERT textbooks are being used. Textbooks in 10 mediums of instruction have been printed out of which four are tribal languages (Bodo, Hmar, Garo and Karbi).

Jharkhand

- The state government is running ST schools with hostels, called Adivasi Awasiya Vidyalaya. Ashram schools are run with the support of NGOs and some Voluntary organizations.

- As about 90 percent teachers are contract teachers, their training is a big issue. There is shortage of regular teachers. Improvement is needed in curriculum transaction by the teachers in their classrooms.

Rajasthan

- There is need for improving quality of education and reducing dropout rates in tribal areas particularly.

- Under Public Private Partnership (PPP), several NGOs are providing support to schools; some in ICT based education and others in non-ICT areas.

- There are Ashram hostels and not Ashram schools in Rajasthan, to provide residential facility to tribal students who enroll in nearby regular schools.

Madhya Pradesh

- The state has implemented most of the schemes for the disadvantaged children that were formulated because of the RTE Act (2009) and NCF-2005. These include admission of such children in private schools under 25 percent quota provision, revision of the syllabus and textbooks, introduction of CCE in schools, preparation of resource books for teachers for Activity Based Learning. Micro-nutrients and de-worming tablets have been distributed to children in all the schools.

- To fill the access gap, several primary schools have been opened and existing primary schools were upgraded to upper primary level (16061 primary schools were upgraded in 2011-12).

- Teacher recruitment rules were amended to conform to NCTE norms. While the teachers for primary level are required to have D.Ed. diploma, the teachers for upper primary level (Samvida- Grade II) are required to have B.Ed degree and also should have passed State Teacher Eligibility Test. As the state still had backlog of

20800 untrained teachers in 2012, it organized Diploma level training for them under Distance Education programme of IGNOU. The policy of rationalization of teacher posts is being implemented by shifting teachers from schools where there are excess teachers to schools where there is shortage of teachers.

- The problem of access to schools is still posing a challenge in remote tribal areas due to inadequate infrastructural and communication facilities.

Chhattisgarh

- The policy of opening new schools and upgrading the existing primary schools on the basis of RTE norms has been implemented, according to which a school has to be opened within a walking distance of 1 km provided teacher are at least 40 out of school children or the school going children have to travel more than 1 km to school. An upper primary school is needed within 3 km of every habitation provided there are at least 35 children to be enrolled in classes 6 to 8. But in the case of small hamlets there is also provision of making free transport available to children to go to schools located beyond the 1km (or 3 km) limit.

- The state has revised textbooks according to SCF 2005 (adapted from NCF 2005) and also implemented CCE and other recommendations of RTE Act (2009).

- Schools have made provision for health check up of students on monthly basis. Also participation of students in sports and games is ensured by making provision for it in school time table.

Chapter 4

FACILITIES IN SAMPLED VILLAGES

In this chapter an attempt has been made to discuss availability of different type of amenities like post-office, bank, all weather roads, PHC etc; livelihood pattern, festivals and fairs and the unique tribal features of the villages. It also discusses availability of schooling facilities in the habitations of sampled villages and enrolment of ST children in sampled primary and upper primary schools existing in these villages.

4.1 Demographic features of sampled villages in selected districts

4.1.1 Number of Villages and their Population in different Population Slabs

Distribution of sampled villages and their population in different population slabs is presented in Table 4.1. The table shows that the present estimated (March-April 2013) total population of 747 sampled villages was 833456 of which ST population was 714243 (85.7%). The percentage of STs in the total population of the sampled villages was highest in Rajasthan (99%) closely followed by Gujarat (98.1%), Andhra Pradesh (94%), Jharkhand (92.6%) and Assam (91.5%); such percentage was lowest in Odisha (61.3%). Further, out of total 747 villages 301 (40.3%) villages were in the population slab '1000 and above'; 226 (30.3%) villages in the population slab '500-999'; 116 (15.5%) villages in the population slab '300-499' and each one of the remaining 104 villages had a population of less than 300.

Table 4.1: Number of villages and their total and ST population in different population slabs

State	Population slab	Estimated present total population		Estimated present ST population		% of STs in estimated present total population
		No. of villages	Population of villages	No. of villages	Population of villages	
Andhra Pradesh	<300	22	3813	23	4003	
	300 – 499	6	2245	9	3410	
	500 – 999	15	11427	12	9300	
	>999	17	27979	16	26025	
	Total	60	45464	60	42738	94.0
Assam	<300	12	2688	16	2677	
	300 – 499	14	5657	12	4747	
	500 – 999	16	11236	15	10887	
	>999	18	38929	17	35242	
	Total	60	58510	60	53554	91.5
Chhattisgarh	<300	9	2054	12	2632	
	300 – 499	12	5145	19	7855	
	500 – 999	28	21178	29	20853	
	>999	41	86246	30	54419	
	Total	90	114623	90	85759	74.8
Gujarat	<300	3	585	3	584	
	300 – 499	5	2155	5	2132	
	500 – 999	38	27349	38	26971	
	>999	42	89964	42	88028	
	Total	88	120053	88	117715	98.1
Jharkhand	<300	11	2342	15	3117	
	300 – 499	24	9119	21	7690	
	500 – 999	28	20008	32	23047	
	>999	27	44567	22	36540	
	Total	90	76036	90	70395	92.6
Madhya Pradesh	<300	5	955	11	1781	
	300 – 499	18	7123	24	9444	
	500 – 999	46	33125	47	32851	
	>999	51	93773	38	69065	
	Total	120	134976	120	113141	**83.8**
Maharashtra	<300	0	.	1	280	
	300 – 499	1	469	2	845	
	500 – 999	9	7410	9	7301	
	>999	50	117889	48	96636	
	Total	60	125768	60	105062	**83.5**
Odisha	<300	37	5662	64	8362	
	300 – 499	29	10996	20	7865	
	500 – 999	30	20944	25	17188	
	>999	23	43453	10	16290	
	Total	119	81055	119	49705	**61.3**
Rajasthan	<300	5	1295	5	1291	
	300 – 499	7	2658	7	2658	
	500 – 999	16	11942	17	12757	
	>999	32	61076	31	59467	
	Total	60	76971	60	76174	**99.0**

State	Population slab	Estimated present total population		Estimated present ST population		% of STs in estimated present total population
		No. of villages	Population of villages	No. of villages	Population of villages	
Total	<300	104	19394	150	24727	
	300 – 499	116	45567	119	46647	
	500 – 999	226	164619	224	161156	
	>999	301	603876	254	481713	
	Total	747	833456	747	714243	**85.7**

Source: Village schedule

4.1.2 Number of Total and ST Households in Sampled Villages

Table 4.2 gives the number of total and ST households along with population in sampled villages. It is observed from the table that the total number of households in the 747 villages was 153207 of which 129558 (84.6%) households belonged to ST community. Among the states, the percentage of ST households was highest in Rajasthan (99.2%) followed by Gujarat (97.3%), Andhra Pradesh (97.1%), Jharkhand (93.4%) and Assam (91.9%); it was lowest in Odisha (60.9%).

The average number of households per village was 205; ranging from 100 households in Andhra Pradesh to 397 households in Maharashtra. Further, the average number of ST households per village was 173; ranging from 85 households in Odisha to 328 households in Maharashtra. The table further shows that the average size of total households in the selected states together was 5 as against 6 for ST households.

Table 4.2: Number of total and ST households and population in sampled villages

State	No. of villages	No. of households		% ST house-holds	Average households		Population		Average size of households	
		Total	ST		Total	ST	Total	ST	Total	ST
Andhra Pradesh	60	6009	5834	97.09	100	97	45464	42738	8	7
Assam	60	10622	9761	91.90	177	163	58510	53554	6	5
Chhattisgarh	90	24046	17492	72.74	267	194	114623	85759	5	5
Gujarat	88	21109	20541	97.3	240	233	120053	117715	6	6
Jharkhand	90	13132	12260	93.4	146	136	76036	70395	6	6
Madhya Pradesh	120	25467	21551	84.6	212	180	134976	113141	5	5
Maharashtra	60	23818	19700	82.7	397	328	125768	105062	5	5
Odisha	119	16622	10130	60.9	140	85	81055	49705	5	5
Rajasthan	60	12382	12287	99.2	206	205	76971	76174	6	6
Total	**747**	**153207**	**129558**	**84.6**	**205**	**173**	**833456**	**714243**	**5**	**6**

Source: Village schedule

4.1.3 Number of Households and Population of Different Tribal Groups in Sampled Villages

Table 4.3 gives the number of households along with their estimated population in respect of some major tribal groups that exist in the sampled villages of each of the 9 selected states. In this table only those tribal groups are considered which had at least 5 percent members of the total tribal population of the sampled villages in respective states. The total number of tribal groups existing in these villages is given within brackets in the first column of the table.

Table 4.3: Number of households and population of Major tribal groups

State	Tribal Group	Number of Households	Estimated Tribal Population	% of tribal group population
Andhra Pradesh **(18)**	1. Konda Dora	396	2270	6.2
	2. Kondhu	1297	7005	14.4
	3. Koya	3178	19095	53.7
Assam **(8)**	1. Boro	N.A	1352771	40.9
	2. Miri	N.A	587310	17.8
	3. Mikir	N.A	353513	10.7
	4. Rabha	N.A	277517	8.4
	5. Kachari	N.A	235881	7.1
	6. Lalung	N.A	170622	5.2
Chhattisgarh **(25)**	1. Gond	5064	25774	27.6
	2. Halba	1119	5777	6.2
	3. Kanwar	3341	17301	18.5
	4. Majhwar/Majhi	1114	4995	5.3
	5. Oraon	5503	25134	26.9
Gujarat **(19)**	1. Bhil	18565	102857	84.0
	2. Kokni	968	3660.	5.8
Jharkhand **(12)**	1. Ho	4075	28525	38.5
	2. Munda	920	6440	8.7
	3. Oraon	3837	26859	36.3
Madhya Pradesh **(15)**	1. Baiga	1964	10484	10.0
	2. Bhil	8279	49174	45.3
	3. Gond	6235	30075	27.7
	4. Korku	1763	10078	9.7
Maharashtra (5)	1. Bhill	11450	61700	64.5
	2. Kokani	2382	12760	13.3
	3. Pawara	2968	18769	19.6
Odisha (25)	1. Bhumija	1499	N.A.	N.A.
	2. Kandha	1564	N.A.	N.A.
	3. Kolha	1195	N.A.	N.A.
	4. Koya	2255	N.A.	N.A.
Rajasthan (3)	1. Bhil	8038	52253	73.3
	2. Garasiya	1106	7205	10.1
	3. Meena	2213	11849	16.6

Source: Village schedule

4.1.4 Estimated Number of Children in Age-group 6 to below 14 years in Sampled Villages

Table 4.4 gives the number of total and ST children in the age-group 6 to below 14 years for the sampled villages while the percentage of girls among total children as well as ST children and the percentage of STs among total children are presented in Table 4.5. The table shows that the number of total children in the age-group 6 to below 11 years was 79300 of which 87.8 percent belonged to ST community. The percentage of girls among the total children of this age-group was 48.9 percent as against the corresponding percentage being 48.4 percent among the ST children. Further, the percentage of ST children in this age-group was highest in Gujarat (99.2%) closely followed by Rajasthan (99.1%), Andhra Pradesh (97.6%), Assam (94.1%) and Jharkhand (91.5%); it was lowest in Odisha (65.6%).

Table 4.4: Estimated Number of children in different age-groups in selected villages

State	No. of villages		Child population in the age-group					
			6 to below 11 years			11 to below 14 years		
			Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	60	Total	1402	1415	2817	856	723	1579
		ST	1360	1389	2749	816	711	1527
Assam	60	Total	942	849	1791	660	700	1360
		ST	898	787	1685	607	623	1230
Chhattisgarh	90	Total	6856	7008	13864	4586	4384	8970
		ST	5331	5001	10332	3094	3243	6337
Gujarat	88	Total	8167	8040	16207	4500	4542	9042
		ST	8108	7976	16084	4428	4473	8901
Jharkhand	90	Total	3788	3817	7605	2148	2042	4190
		ST	3457	3498	6955	2013	1914	3927
Madhya Pradesh	120	Total	5754	5306	11060	3264	3193	6457
		ST	4992	4582	9574	2861	2801	5662
Maharashtra	60	Total	4007	3886	7893	2675	2538	5213
		ST	3588	3400	6988	2401	2367	4768
Odisha	119	Total	3991	3945	7936	2181	1985	4166
		ST	2671	2535	5206	1223	1138	2361
Rajasthan	60	Total	5592	4535	10127	2448	1928	4376
		ST	5526	4506	10032	2418	1907	4325
Total	**747**	**Total**	**40499**	**38801**	**79300**	**23318**	**22035**	**45353**
		ST	**35931**	**33674**	**69605**	**19861**	**19177**	**39038**

Source: Village schedule

Table 4.4 further shows that the total number of children in the age-group 11 to below 14 years was 45353 of which 39038 (86.1%) were ST children. Girls constituted 48.6 percent of the total children while the percentage of girls among the ST children was 49.1 percent. Among the states, the percentage of ST children in this age-group was highest in Rajasthan (98.8%) closely followed by Gujarat (98.4%), Andhra Pradesh (96.7%), Jharkhand (93.7%), Maharashtra (91.5%) and Assam (90.4%); it was lowest in Odisha (56.7%).

Table 4.5: Percentage of ST children in different age-groups

State	No. of villages	6 to below 11 years			11to below 14 years		
		% of girls among total children	% of STs among total children	% of ST girls among total ST children	% of girls among total children	% of STs among total children	% of ST girls among total ST children
Andhra Pradesh	60	50.2	97.6	50.5	45.8	96.7	46.6
Assam	60	47.4	94.1	46.7	51.5	90.4	50.7
Chhattisgarh	90	50.5	74.5	48.4	48.9	70.6	51.2
Gujarat	88	49.6	99.2	49.6	50.2	98.4	50.3
Jharkhand	90	50.2	91.5	50.3	48.7	93.7	48.7
Madhya Pradesh	120	48.0	86.6	47.9	49.5	87.7	49.5
Maharashtra	60	49.2	88.5	48.7	48.7	91.5	49.6
Odisha	119	49.7	65.6	48.7	47.6	56.7	48.2
Rajasthan	60	44.8	99.1	44.9	44.1	98.8	44.1
Total	**747**	**48.9**	**87.8**	**48.4**	**48.6**	**86.1**	**49.1**

Source: Village Schedule

4.2 General infrastructure and amenities available in sampled villages

This section discusses availability of different types of amenities such as electricity, source of drinking water, primary health centre, post office, bank, all weather road, etc. in the sampled villages.

4.2.1 Electricity

Table 4.6 gives the number of sampled villages having electricity facility and source of drinking water. It is observed from the table that out of 747 villages, electricity was available in 84.4 percent of them. Among the states, Andhra Pradesh, Chhattisgarh, Gujarat and Maharashtra had electricity connection in 95 percent or more villages while

this facility was available in less than 70 percent villages in Assam (50%) and Jharkhand (65.6%).

4.2.2 Source of Drinking Water

It may also be seen from Table 4.6 that in majority (31.9%) of villages, wells were the main source of drinking water while tube-wells, water taps and river water were used as the source of drinking water in 21.2 percent, 14.5 percent and 6.6 percent villages respectively. Some other sources like Hand pumps were utilized for drinking purpose in 25.8 percent villages.

Table 4.6: Availability of Electricity and Source of drinking water in sampled villages

State	No. of sampled villages	% of Villages having electricity	% of villages in which source of drinking water is				
			Tube-well	Well	River	Water taps	Some Other
Andhra Pradesh	60	95.0	13.3	16.7	3.3	18.3	48.3
Assam	60	50.0	16.7	40.0	35.0	5.0	3.3
Chhattisgarh	90	94.4	2.2	15.6	2.2	45.6	34.4
Gujarat	88	100.0	31.8	29.5	3.4	18.2	17.0
Jharkhand	90	65.6	3.3	51.1	8.9	1.1	35.6
Madhya Pradesh	120	85.8	19.2	31.7	3.3	3.3	42.5
Maharashtra	60	96.7	30.0	23.3	6.7	38.3	1.7
Odisha	119	86.2	55.2	26.7	3.4	7.8	6.9
Rajasthan	60	81.7	1.7	58.3	1.7	0.0	38.3
Total	**747**	**84.4**	**21.2**	**31.9**	**6.6**	**14.5**	**25.8**

Source: Village Schedule

4.2.3 Primary Health Centre

Primary Health Centres (PHCs) form a basic part of the health care system. This section attempts to find at what distance the facility of PHC was available to the persons living in the sampled villages. It is seen from Table 4.7 that out of 747 villages, PHCs were available within the village in only 9.7 percent of them while 49.7 percent villages had this facility within 5 km. There were 40.7 percent villages which had PHCs at a distance of more than 5 km; the percentage of such villages varied from 21.7 percent in Rajasthan to 78.3 percent in Andhra Pradesh. The average distance of a PHC from a village was 7.6 km; ranging from 4.3 km in Rajasthan to 13.4 km in Odisha.

4.2.4 Post Office

It is observed from Table 4.7 that majority (57.9%) of villages had the facility of post office in other villages located within a distance of 5 km; another 31.7 percent villages had this facility beyond 5 km. There were only 7.6 percent villages which had post office within the sample village. The average distance of a post office from a village was 5.8 km; ranging from 3.8 km in Gujarat to 8 km in Chhattisgarh.

Table 4.7: Availability of Primary Health Centre and Post Office for Sampled Villages

State	No. of villages	% of villages by distance (in km) of PHC			Average distance (in km)	% of villages by distance (in km) of Post Office			Average distance (in km)
		0	Within 5	> 5		0	Within 5	> 5	
Andhra Pradesh	60	1.7	20.0	78.3	9.5	5.0	43.3	51.7	6.6
Assam	60	13.3	50.0	36.7	8.3	8.3	53.3	38.3	6.0
Chhattisgarh	90	16.7	44.4	38.9	6.5	17.8	53.3	28.9	8.0
Gujarat	88	2.3	43.2	54.5	7.4	20.4	59.1	20.4	3.8
Jharkhand	90	8.9	60.0	31.1	6.2	5.6	56.7	37.8	7.8
Madhya Pradesh	120	13.3	58.3	28.3	5.5	5.8	63.3	30.8	5.0
Maharashtra	60	13.3	50.0	36.7	5.2	13.3	65.0	21.7	4.3
Odisha	119	10.3	43.1	46.6	13.4	12.1	58.6	29.3	5.5
Rajasthan	60	1.7	76.7	21.7	4.3	1.7	65.0	33.3	5.0
Total	**747**	**9.7**	**49.7**	**40.7**	**7.6**	**10.5**	**57.9**	**31.7**	**5.8**

Source: Village Schedule

4.2.5 Bank

Table 4.8 shows that the banks were functioning in only 3.2 percent of the 747 sampled villages. Another 26.8 percent of the villages had this facility within 5 km but majority of villages (70%) had the facility of bank at a distance of more than 5 km. The percentage of villages which did not have this facility within 5 km was highest in Andhra Pradesh (90%) followed by Gujarat (83%), Jharkhand (80%) and Assam (70%); Maharashtra had lowest percentage (58.3%) of such villages. The average distance of bank from a village was 13.2 km; ranging from 7.7 km in Maharashtra to 24.1 km in Assam.

Table 4.8: Availability of Bank for selected Villages

State	No. of villages	% of villages by distance (in km) of Bank			Average distance (in km) of Bank from the village
		0	Within 5	More than 5	
Andhra Pradesh	60	0.0	10.0	90.0	16.9
Assam	60	5.0	25.0	70.0	24.1
Chhattisgarh	90	7.8	33.3	58.9	11.9
Gujarat	88	0.0	17.0	83.0	14.2
Jharkhand	90	0.0	20.0	80.0	13.4
Madhya Pradesh	120	0.8	35.0	64.2	9.9
Maharashtra	60	1.7	40.0	58.3	7.7
Odisha	119	9.5	24.1	66.4	13.9
Rajasthan	60	0.0	36.7	63.3	10.3
Total	**747**	**3.2**	**26.8**	**69.9**	**13.2**

Source: Village Schedule

Table 4.9: Availability of all weather roads for selected Villages

State	No. of villages	% of villages by its distance (in km) from all weather road						% of villages reporting long distance bus pass by the village
		0	Less than 1	1-3	4-5	Above 5	Average distance	
Andhra Pradesh	60	20.0	6.7	26.7	8.3	38.3	7.1	11.7
Assam	60	23.3	28.3	18.3	15.0	15.0	3.9	26.7
Chhattisgarh	90	36.7	20.0	21.1	6.7	15.6	2.6	63.3
Gujarat	88	39.8	28.4	18.2	6.8	6.8	1.6	46.6
Jharkhand	90	16.7	10.0	20.0	15.6	37.8	6.7	32.2
Madhya Pradesh	120	18.3	17.5	24.2	15.8	24.2	4.4	53.3
Maharashtra	60	33.3	21.7	13.3	6.7	25.0	3.2	41.7
Odisha	119	24.1	17.2	22.4	5.2	31.0	7.3	25.9
Rajasthan	60	63.3	18.3	16.7	0.0	1.7	0.7	28.3
Total	**747**	**29.3**	**18.5**	**20.5**	**9.3**	**22.4**	**4.3**	**38.4**

Source: Village Schedule

2.6 All Weather Road

It is seen from Table 4.9 that all weather roads were available in 29.3 percent sampled villages; 18.5 percent villages had this facility within 1 km; 20.5 percent villages at a distance of 1 to 3 km. There were 22.4 percent villages which did not have the facility of an all weather road even up to 5 km. The percentage of such villages was highest in Andhra Pradesh (38.3%) closely followed by Jharkhand (37.8%) and Odisha (31%). The average distance of an all weather road from a village varied from 0.7 km in Rajasthan to 7.1 km in Andhra Pradesh. Further, it was reported that long distance

buses pass by the village in 38.4 percent of villages; ranging from 11.7 percent villages in Andhra Pradesh to 63.3 percent in Chhattisgarh.

4.2.7 Nearest Bus Stop from village

Table 4.10 shows that about one-half of the sampled villages had nearest bus stop at a distance of more than 5 km. The percentage of such villages was highest in Jharkhand (67.8%) closely followed by Andhra Pradesh (66.7%). There were only 11 percent of the sampled villages in which bus stop was available. The average distance of bus stop from a village was 11.2 km; ranging from 5.2 km in Maharashtra to 26.2 km in Assam.

Table 4.10: Availability of nearest Bus stop for selected Villages

State	No. of villages	No. of villages by its distance (in km) from the bus stop					
		0	Less than 1	1-3	4-5	Above 5	Average distance
Andhra Pradesh	60	6.7	6.7	13.3	6.7	66.7	15.1
Assam	60	10.0	15.0	10.0	10.0	55.0	26.2
Chhattisgarh	90	7.8	7.8	23.3	12.2	47.8	11.7
Gujarat	88	17.0	15.9	17.0	12.5	37.5	9.0
Jharkhand	90	1.1	5.6	8.9	16.7	67.8	12.0
Madhya Pradesh	120	3.3	5.0	20.0	18.3	53.3	8.7
Maharashtra	60	26.7	16.7	15.0	8.3	33.3	5.2
Odisha	119	21.6	6.0	17.2	9.5	45.7	10.9
Rajasthan	60	6.7	6.7	23.3	20.0	43.3	5.9
Total	**747**	**11.0**	**9.0**	**16.8**	**13.0**	**50.1**	**11.2**

Source: Village Schedule

4.2.8 Nearest Railway Station from village

It is seen from Table 4.11 that in most of the villages (76.4%) railway station was available at a distance of more than 20 km. The percentage of such villages was highest in Rajasthan (91.7%) closely followed by Andhra Pradesh (90%), Gujarat (89.8%) and Chhattisgarh (87.8%). There were only 9.8 percent villages which had this facility within 5 km. The average distance from railway station to a village was 50.8 km; ranging from 31.9 km in Jharkhand and Maharashtra to 86.7 km in Andhra Pradesh.

Table 4.11: Availability of Railway Station for selected Villages

State	No. of villages	No. of villages by its distance (in km) from railway station				
		Within 5	6-10	11-20	More than	Average distance
Andhra Pradesh	60	1.7	1.7	6.7	90.0	86.7
Assam	60	10.0	1.7	11.7	76.7	49.0
Chhattisgarh	90	2.2	6.7	3.3	87.8	54.4
Gujarat	88	3.4	2.3	4.5	89.8	62.5
Jharkhand	90	6.7	10.0	20.0	63.3	31.9
Madhya Pradesh	120	3.3	5.8	19.2	71.7	43.3
Maharashtra	60	20.0	6.7	8.3	65.0	31.9
Odisha	119	31.9	1.7	2.6	63.8	53.7
Rajasthan	60	1.7	0.0	6.7	91.7	50.4
Total	**747**	**9.8**	**4.3**	**9.5**	**76.4**	**50.8**

Source: Village Schedule

4.2.9 Nearest Town/City from village

It may be seen from Table 4.12 that 17.2 percent of the sampled villages had nearest town/ city within 5 km; 17.9 percent villages at a distance of 6 to 10 km; 27.7 percent villages at 11 to 20 km while 37.3 percent villages had this facility at a distance of more than 20 km. The percentage of villages having this facility beyond 20 km was highest in Andhra Pradesh (78.3%) followed by Maharashtra (50%), Odisha (46.6%) and Assam (43.3%). The average distance of town/city from a village varied from 9.6 km in Rajasthan district to 50.6 km in Andhra Pradesh.

Table 4.12: Availability of nearest town/city for selected Villages

State	No. of villages	% of villages by its distance (in km) from nearest town/ city				
		Within 5	6-10	11-20	More than 20	Average distance
Andhra Pradesh	60	0.0	3.3	18.3	78.3	50.6
Assam	60	18.3	18.3	20.0	43.3	32.5
Chhattisgarh	90	13.3	15.6	41.1	30.0	21.3
Gujarat	88	11.4	19.3	34.1	35.2	19.3
Jharkhand	90	20.0	16.7	27.8	35.6	20.1
Madhya Pradesh	120	22.5	20.0	37.5	20.0	13.9
Maharashtra	60	11.7	20.0	18.3	50.0	21.5
Odisha	119	14.7	18.1	20.7	46.6	28.8
Rajasthan	60	43.3	28.3	18.3	10.0	9.6
Total	**747**	**17.2**	**17.9**	**27.7**	**37.3**	**23.2**

Source: Village Schedule

4.2.10 Information about Nearest KGBV and Ashram School from the Sampled Villages

Table 4.13 gives the distribution of villages according to distances at which the facility of KGBV or Ashram school was available to children of the villages. It is seen from

the table that 42.7 percent of the 747 villages had KGBV at a distance of 20 km or more; 23 percent villages had this facility at a distance of 10 to 19 km. There were only 16.5 percent villages which had a KGBV at a distance of less than 5 km. The average distance from a village to KGBV was 26 km. Among the states, it varied from 4.4 km in Assam to 76 km in Chhattisgarh. Further, the average number of girls enrolled in KGBVs was given by 5 states only. It varied from 0.2 in Maharashtra to 4.4 in Gujarat.

Table 4.13: Percentage of villages having facilities of KGBV and Ashram school

State	No of villages	Type of school	% of villages by its distance (in km) from Ashram school and KGBV					Average No. of girls of the selected villages enrolled in KGBV
			< 5	9-May	19-Oct	20 or more	Average distance (in km)	
Andhra Pradesh	60	Ashram	30	28.3	31.7	10	9.3	
		KGBV	11.7	16.7	38.3	33.3	17.4	2.9
Assam	60	Ashram	0	0	0	0	-	
		KGBV	33.3	5	10	1.7	4.4	N.A.
Chhattisgarh	90	Ashram	31.1	30	32.2	6.7	9	
		KGBV	6.7	2.2	25.6	65.6	76	1
Gujarat	88	Ashram	48.9	29.5	14.8	6.8	6.3	
		KGBV	5.7	14.8	23.9	55.7	22.6	4.4
Jharkhand	90	Ashram	66.7	5.6	8.9	18.9	8.5	
		KGBV	6.7	21.1	40	32.2	14.5	N.A.
Madhya Pradesh	120	Ashram	44.2	15.8	26.7	13.3	10.5	
		KGBV	10	8.3	23.3	58.3	26.1	N.A.
Maharashtra	60	Ashram	80	11.7	8.3	0	3.6	
		KGBV	58.3	3.3	13.3	25	10	0.2
Odisha	119	Ashram	56.3	25.2	10.1	5.9	3.5	
		KGBV	23.5	16	17.6	38.7	23	N.A.
Rajasthan	60	Ashram	0	0	0	0	-	
		KGBV	6.7	10	8.3	50	25.3	0.6
Total	**747**	**Ashram**	**42.4**	**17.5**	**15.8**	**7.8**	**6.1**	
		KGBV	**16.5**	**11.2**	**22.9**	**42.7**	**26**	

Source: Village Schedule

As regards Ashram schools, these were available within 5 km from 42.4 percent villages; 17.5 percent villages had this facility at a distance of 5 to 9 km; 15.8 percent villages at a distance of 10 to 19 km. There were 7.8 percent villages for which the facility of Ashram school was available at a distance of 20 km or above. The overall average distance of Ashram school from a village was 6.1 km, ranging from 3.5 km in Odisha to 10.5 km in Madhya Pradesh.

4.3 Livelihood Pattern and Unique Features of Sampled Villages

The respondent of each Village schedule was asked to give three main sources of livelihood of the villagers; in some cases less than 3 sources were given. Those responses were analysed according to different occupations of villagers and are presented in Table 4.14. The table shows that 'settled cultivation' was reported as the main source of livelihood of villagers by most of the respondents (more than 70%), in all selected states except Assam where 'shifting cultivation' was mentioned by majority of respondents (61.7%) and 'settled cultivation' by 31.7 percent of them. Next source of livelihood was 'casual labour' given by 64.8 percent of the total respondents. Among the states, it was highest in Rajasthan (98.3%) followed by Maharashtra (93.3%), Madhya Pradesh (88.3%), Jharkhand (77.8%) and Odisha (73.9%). 'Cattle rearing' was mentioned by 30.4 percent respondents while collection of 'Forest produce' was another major source of livelihood reported by 27.7 percent respondents.

Table 4.14: Number of villages according to Sources of livelihood

State	No. of sampled villages		No. and % of villages according to Sources of livelihood				
			Shifting Cultivation	Settled Cultivation	Cattle Rearing	Hunting	Forest Produce Collection
Andhra Pradesh	60	No.	26	52	19	3	32
		%	43.3	86.7	31.7	5.0	53.3
Assam	60	No.	37	19	0	0	0
		%	61.7	31.7	0.0	0.0	0.0
Chhattisgarh	90	No.	8	76	28	1	46
		%	8.9	84.4	31.1	1.1	51.1
Gujarat	88	No.	10	63	3	0	2
		%	11.4	71.6	3.4	0.0	2.3
Jharkhand	90	No.	16	85	48	2	24
		%	17.8	94.4	53.3	2.2	26.7
Madhya Pradesh	120	No.	0	117	39	0	35
		%	0.0	97.5	32.5	0.0	29.2
Maharashtra	60	No.	2	48	13	0	3
		%	3.3	80.0	21.7	0.0	5.0
Odisha	119	No.	33	99	18	5	65
		%	27.7	83.2	15.1	4.2	54.6
Rajasthan	60	No.	4	57	59	0	0
		%	6.7	95.0	98.3	0.0	0.0
Total	**747**	**No.**	**136**	**616**	**227**	**11**	**207**
		%	**18.2**	**82.5**	**30.4**	**1.5**	**27.7**

Source: Village Schedule

Table 4.14 (Contd.): Number of villages according to Sources of livelihood

State		No. and % of villages according to Sources of livelihood					
		Horti-culture	**Fishing**	**Handicraft**	**Casual Labour**	**Government Servant**	**Others**
Andhra Pradesh	No.	4	1	5	33	0	2
	%	6.7	1.7	8.3	55.0	0.0	3.3
Assam	No.	1	0	0	0	2	1
	%	1.7	0.0	0.0	0.0	3.3	1.7
Chhattisgarh	No.	3	1	2	62	12	2
	%	3.3	1.1	2.2	68.9	13.3	2.2
Gujarat	No.	0	0	0	10	0	0
	%	0.0	0.0	0.0	11.4	0.0	0.0
Jharkhand	No.	8	1	10	70	1	5
	%	8.9	1.1	11.1	77.8	1.1	5.6
Madhya Pradesh	No.	2	0	6	106	3	23
	%	1.7	0.0	5.0	88.3	2.5	19.2
Maharashtra	No.	4	2	2	56	4	2
	%	6.7	3.3	3.3	93.3	6.7	3.3
Odisha	No.	21	8	70	88	6	5
	%	17.6	6.7	58.8	73.9	5.0	4.2
Rajasthan	No.	0	0	0	59	0	1
	%	0.0	0.0	0.0	98.3	0.0	1.7
Total	**No.**	**43**	**13**	**95**	**484**	**28**	**41**
	%	**5.8**	**1.7**	**12.7**	**64.8**	**3.7**	**5.5**

Source: Village Schedule

4.4 Schools in the Sampled Villages and Habitations

4.4.1 Number of Sampled Primary and Upper Primary Schools in Sampled Villages

Table 4.15 gives the number of sampled primary and upper primary schools on the basis of which the villages had been selected in the respective states. The total number of selected schools was 749. Of these, 529 (70.6%) schools had only primary classes in them and the rest 220 (29.4%) schools had upper primary classes. In Gujarat, however, two schools each from two villages of Panchmahal district were part of the sample.

4.4.2 Habitations having Primary Schools within 1 km

Table 4.16 gives population slab-wise number of habitations, with population, having primary schools within 1 km. It is seen from the table that the total number of habitations in the sampled villages of the selected states was 2022 with a total

population of 833456. Of these, 1809 (89.5%) habitations catering to 93.8% of the total population of these habitations were served by primary schools. Among the states, the percentage of population served by a primary school within 1 km was highest in Rajasthan (96.4%) closely followed by Andhra Pradesh (96.3%), Gujarat (95.7%), Chhattisgarh (95.3%), Maharashtra (94.6%), Madhya Pradesh (94%) and Jharkhand (93.5%) while this percentage was less than 90% in Assam (88.5%) and Odisha (87.7%). Further, there are still some habitations in every state which fulfill the population criterion (300) laid down by the state for opening of new school under RTE 2009 but are not provided with a primary school within 1 km. The percentage of such habitations was highest in Assam (9.3%) followed by Odisha (6.9%) and Gujarat (6.8%).

Table 4.15: Number of Primary and Upper Primary Schools in Sampled Villages

State	Total No. of villages	No. of sampled schools			
		Primary		Upper Primary	
		N	%	N	%
Andhra Pradesh	60	52	86.7	8	13.3
Assam	60	52	86.7	8	13.3
Chhattisgarh	90	63	70.0	27	30.0
Gujarat	88	43	47.8	47	52.2
Jharkhand	90	60	66.7	30	33.3
Madhya Pradesh	120	92	76.7	28	23.3
Maharashtra	60	50	83.3	10	16.7
Odisha	119	77	64.7	42	35.3
Rajasthan	60	40	66.7	20	33.3
Total	**747**	**529**	**70.6**	**220**	**29.4**

Source: Village Schedule

Table 4.16: Number and Percentage of habitations in different population slabs having primary schools within 1 km

State	Item	Population slab							
		< 100		100 – 299		300 or more		Total	
		Total	Primary school within 1 km	Total	Primary school within 1 km	Total	Primary school within 1 km	Total	Primary school within 1 km
Andhra Pradesh	No. of habitations	36	50.0	65	89.2	56	100.0	157	84.1
	Their Population	2044	59.9	12539	93.0	30881	100.0	45464	96.3
Assam	No. of habitations	121	76.0	132	84.1	43	90.7	296	81.8
	Their Population	7488	77.6	22082	85.6	28940	93.4	58510	88.5
Chhattisgarh	No. of habitations	33	75.8	136	91.9	142	96.5	311	92.3
	Their Population	2028	75.7	26355	92.6	86240	96.6	114623	95,3
Gujarat	No. of habitations	5	60.0	47	91.5	146	93.2	198	91.9
	Their Population	296	59.5	9792	92.2	109965	96.1	120053	95.7
Jharkhand	No. of habitations	81	82.7	144	89.6	91	95.6	316	89.6
	Their Population	4424	86.6	25401	90.3	46211	95.9	76036	93.5
Madhya Pradesh	No. of habitations	22	100.0	68	95.6	151	94.7	241	95.4
	Their Population	1444	100.0	12722	97.1	120810	93.6	134976	94.0
Maharashtra	No. of habitations	0	0	29	93.1	89	94.4	118	94.9
	Their Population	0	0	5828	96.6	119940	94.5	125768	94.6
Odisha	No. of habitations	36	66.7	125	82.4	87	93.1	248	83.9
	Their Population	1999	66.5	22065	83.1	56991	90.2	81055	87.7
Rajasthan	No. of habitations	12	83.3	35	100.0	90	97.8	137	97.1
	Their Population	821	89.2	7218	100.0	68932	96.1	76971	96.4
Total	**No. of habitations**	**346**	**75.4**	**781**	**89.2**	**895**	**95.1**	**2022**	**89.5**
	Their Population	**20544**	**78.3**	**144002**	**90.6**	**668910**	**95.0**	**833456**	**93.8**

Source: Village Schedule **(**Note: Figures within parentheses indicate percentages.)

4.4.3 Habitations having Upper Primary Schools within 3 km

Population slab-wise number of habitations and their population served by upper primary schools either within the habitation or within a distance of 3 km is presented in Table 4.17. It is observed from the table that out of a total of 2022 habitations 1716 (84.9%) habitations, covering 87.6 percent of the total population, had upper primary schooling facility within 3 km. The percentage of habitations having upper primary

schools within 3 km was highest in Rajasthan (97.8%) and lowest in Maharashtra (61%).

Table 4.17: Number and Percentage of habitations having upper primary schools within 3 km

State	Item	Population slab							
		< 100		100 – 299		300 or more		Total	
		Total	UP schools within 3 km	Total	UP schools within 3 km	Total	UP schools within 3 km	Total	UP schools within 3 km
Andhra Pradesh	No. of habitations	36	44.4	65	67.7	56	80.4	157	66.9
	Their Population	2044	45.7	12539	70.5	30881	82.8	45464	77.7
Assam	No. of habitations	121	73.6	132	78.0	43	83.7	296	77.0
	Their Population	7488	73.8	22082	79.0	28940	89.9	58510	83.7
Chhattisgarh	No. of habitations	33	100.0	136	94.1	142	96.5	311	95.8
	Their Population	2028	100.0	26355	94.4	86240	96.7	114623	(96.2
Gujarat	No. of habitations	5	100.0	47	87.2	146	94.5	198	92.9
	Their Population	296	100.0	9792	85.7	109965	95.3	120053	94.6
Jharkhand	No. of habitations	81	82.7	144	83.3	91	94.5	316	86.4
	Their Population	4424	77.2	25401	82.1	46211	95.1	76036	89.7
Madhya Pradesh	No. of habitations	22	100.0	68	98.5	151	86.8	241	91.3
	Their Population	1444	100.0	12722	98.7	120810	84.5	134976	86.0
Maharashtra	No. of habitations	1	100.0	28	32.1	89	69.7	118	61.0
	Their Population	7	100.0	5821	29.1	119940	78.3	125768	76.0
Odisha	No. of habitations	36	80.6	125	77.6	87	87.4	248	81.5
	Their Population	1999	81.1	22065	78.5	56991	83.7	81055	82.2
Rajasthan	No. of habitations	12	100.0	35	94.3	90	98.9	137	97.8
	Their Population	821	100.0	7218	93.1	68932	99.0	76971	98.4
Total	**No. of habitations**	**347**	**79.0**	**780**	**82.3**	**895**	**89.4**	**2022**	**84.9**
	Their Population	**20551**	**78.3**	**143995**	**82.4**	**668910**	**89.0**	**833456**	**87.6**

Source: Village Schedule (Note: Figures within parentheses indicate percentages.)

4.4.4 Number of Schools in the Sampled Villages

Table 4.18 presents the number of schools with primary or upper primary classes or classes of both the stages of education existing in the sampled villages. The table shows that there were 1013 (68.8%) primary schools, 386 (26.2%) upper primary schools and 53 (3.6%) secondary/higher secondary schools with upper primary classes in the sampled villages of the 9 selected states. In addition to these schools, 20 (1.8%)

Ashramshalas also existed in these villages. The table further reveals that one upper primary school existed for every 2.6 primary schools and one secondary/Higher secondary school for every 7.3 upper primary schools in the sampled villages.

Table 4.18: Number of schools in the sampled villages having primary, upper primary or classes of both the stages of education

State	No. of villages	Number of schools				
		Primary (P)	Upper Primary (UP)	Secondary/ Hr. Secondary with UP classes	Ashram school	Total
Andhra Pradesh	60	141	14	0	0	155
Assam	60	77	26	10	2	115
Chhattisgarh	90	206	87	4	1	298
Gujarat	88	81	77	3	9	170
Jharkhand	90	66	34	0	0	100
Madhya Pradesh	120	138	61	0	3	202
Maharashtra	60	127	49	1	1	178
Odisha	120	100	10	33	4	147
Rajasthan	60	77	28	2	0	107
Total	**745**	**1013 (68.8)**	**386 (26.2)**	**53 (3.6)**	**20 (1.4)**	**1472 (100.0)**

Source: Village schedule

4.5 Enrolment of Children at Primary and Upper Primary Level (Total and ST) byManagement in the Sampled Villages

It is seen from Table 4.19 that the total number of primary schools in the sampled villages was 1013 of which 91.3 percent were government schools and the remaining 8.7 percent schools were run by private agencies. There were 459 schools (390 government and 69 private) having upper primary classes in these villages. It is further seen that a total of 72303 children were enrolled in primary classes (I-V) in all the existing schools of selected villages. Of these, 85.4 percent children belonged to Scheduled Tribe community. Further, the total enrolment in upper primary classes (VI-VIII) was 37198 of which 92.6 percent were children of Scheduled Tribes.

Table 4.19: Enrolment at primary and upper primary stages in schools of sampled villages

State	Management	Schools having Primary stage			Schools having Upper primary stage		
		No. of schools	Enrolment at Primary stage		No. of schools	Enrolment at Upper primary stage	
			Total	ST (%)		Total	ST (%)
Andhra Pradesh	Government	138	5611	97.8	13	544	97.1
	Private	3	204	73.0	1	17	100.0
	Total	141	5815	97.0	14	561	97.1
Assam	Government	71	2979	84.2	29	2418	83.6
	Private	6	267	100.0	9	1226	82.7
	Total	77	3246	85.5	38	3644	83.3
Chhattisgarh	Government	200	10548	76.1	89	6687	74.4
	Private	6	371	100.0	3	244	22.1
	Total	206	10919	77.0	92	6931	72.5
Gujarat	Government	74	11297	99.5	82	7405	98.1
	Private	7	404	99.8	7	774	97.7
	Total	81	11701	99.5	89	8179	98.1
Jharkhand	Government	66	4349	90.8	34	3283	86.7
	Private	0	0.	-	0	0.	-
	Total	66	4349	90.8	34	3283	86.7
Madhya Pradesh	Government	101	8284	90.2	49	2835	79.4
	Private	37	2460	76.2	15	988	67.9
	Total	138	10744	87.0	64	3823	76.5
Maharashtra	Government	101	9056	99.2	25	2628	96.4
	Private	26	890.	66.0	26	3131	84.7
	Total	127	9946	96.2	51	5759	90.1
Odisha	Government	100	10114	49.3	42	2773	35.3
	Private	0	0	-	5	241	79.7
	Total	100	10114	49.3	47	3014	38.9
Rajasthan	Government	74	5326	99.4	27	1916	99.0
	Private	3	143	100.0	3	88	97.7
	Total	77	5469	99.4	30	2004	99.0
Total	**Government**	**925**	**67564**	**85.8**	**390**	**30489**	**83.0**
	Private	**88**	**4739**	**80.1**	**69**	**6709**	**81.1**
	Total	**1013**	**72303**	**85.4**	**459**	**37198**	**82.6**

Source: Village Schedule

Distribution of primary and upper primary schools existing in sampled villages according to enrolment size of school is presented in Table 4.20. The table shows that in primary schools, majority (40.3%) of them had enrolment of less than 40; 23.6 percent schools had between 40 and 59; 15.5 percent schools had between 60 and 79 while enrolment in the remaining 20.6 percent primary schools was more than 80. The table further reveals that in several states, majority of schools had enrolment of less than 40 in primary classes. These states are Andhra Pradesh (66%), Assam (53.2%), Jharkhand (60.7%), Maharashtra (60%) and Odisha (75%). On the other hand, Rajasthan had the lowest percentage (14.3%) of such schools.

Table 4.20: Distribution of schools according to enrolment at the primary and upper primary stages

State	School category	Total No. of schools	% of schools with enrolment			
			< 40	40 - 59	60 – 79	80 or above
Andhra Pradesh	Primary	141	66.0	19.9	9.2	5.0
	U. Primary	14	35.7	35.7	14.3	14.3
Assam	Primary	77	53.2	26.0	6.5	14.3
	U. Primary	38	34.2	26.3	10.5	28.9
Chhattisgarh	Primary	206	32.0	31.6	21.4	15.0
	U. Primary	92	22.8	17.4	16.3	43.5
Gujarat	Primary	81	42.1	26.3	10.5	21.1
	U. Primary	89	16.7	21.4	19.0	42.9
Jharkhand	Primary	66	60.7	13.1	18.0	8.2
	U. Primary	34	75.8	6.1	3.0	15.2
Madhya Pradesh	Primary	138	19.6	20.3	15.2	44.9
	U. Primary	64	34.4	15.6	21.9	28.1
Maharashtra	Primary	127	60.0	20.0	0.0	20.0
	U. Primary	51	40.0	0.0	0.0	60.0
Odisha	Primary	100	75.0	12.5	0.0	12.5
	U. Primary	47	66.7	0.0	8.3	25.0
Rajasthan	Primary	77	14.3	22.1	26.0	37.7
	U. Primary	30	30.0	13.3	30.0	26.7
Total	**Primary**	**1013**	**40.3**	**23.6**	**15.5**	**20.6**
	U. Primary	**459**	**36.4**	**15.5**	**15.8**	**32.4**

Source: Village Schedule

As regards upper primary schools, 36.4 percent of them had enrolment of less than 40; 15.5 percent schools had between 40 and 59; 15.8 percent schools had between 60 and 79 while enrolment in the remaining 32.4 percent upper primary schools was more than 80**.** Among the states, the percentage of schools having enrolment of less than 40 in upper primary classes was highest in Andhra Pradesh (92.9%) followed by Jharkhand (75.8%) and Odisha (66.7%). The percentage of such schools was lowest in Gujarat (16.7%).

Chapter 5

FACILITIES AVAILABLE IN PRIMARY AND UPPER PRIMARY SCHOOLS

5.1 Introduction

This chapter presents a brief profile of the sampled schools covered in the study based on the data derived from the School Schedule and Investigator's Observation Schedule. It covers such items as physical facilities like school building, number of class rooms, number of classes conducted in one room etc. and auxiliary facilities like drinking water, toilets, play ground and furniture. Provision of mid-day meal in schools and School Health programme are also covered in this chapter. Apart from these, the chapter discusses availability of various facilitators teaching-learning in school.

Profile of Sampled Schools

5.2 Number of schools with primary and Upper Primary Classes under different Managements

Traditionally the Department of Tribal Welfare in all the sample states plays an important role in promoting education of tribes through several measures such as providing incentives, running hostels, establishing Ashram Schools and other types of residential schools. However, in some states like Madhya Pradesh, Chhattisgarh and Andhra Pradesh, the Tribal Welfare Department has been proactive in providing primary schools by relaxing routine norms in order to facilitate access to primary education in scattered in areas of low density of population.

Table 5.1 gives the distribution of sampled schools according to school category and management in selected states. It is observed from the table that the total number of selected schools in the 9 states was 750. Of these, 530 (70.7%) schools had only primary classes while 220 (29.3%) schools were upper primary schools. Management-wise, majority of primary schools (55.8%) were managed by the Education Department; 21.5 percent were Local Body schools while the rest 22.7 percent were run by Tribal Welfare Department. The corresponding percentage for upper primary schools was 58.6 percent, 23.2 percent and 18.2 percent respectively. State-wise distribution of schools reveals that in Assam and Maharashtra all primary and upper

primary sampled schools were run by Education department; in Jharkhand and Rajasthan by Local Body while in Madhya Pradesh were managed by Tribal Welfare department. In the remaining states these schools were managed by more than one agency. We shall treat the schools managed by Local Bodies at par with schools managed by Education Department, since they function like government school. The categorization depends on the system of administration adopted in a particular state.

Table 5.1: Sampled Schools falling under different Categories and Management

State	Primary				Upper Primary			
	Total No. of Schools	% of schools managed by			Total No. of Schools	% of schools managed by		
		Local body	Education department	Tribal welfare department		Local body	Education department	Tribal welfare department
(1)	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*(7)*	*(8)*	*(9)*
Andhra Pradesh	53	49.1	7.5	43.4	8	62.5	12.5	25.0
Assam	52	-	100.0	-	8	-	100.0	-
Chhattisgarh	63	-	31.7	68.3	27	-	18.5	81.5
Gujarat	43	44.2	44.2	11.6	47	38.3	44.7	17.0
Jharkhand	60	100.0			30	-	100.0	-
Madhya Pradesh	92	-	-	100.0	28	-	-	100.0
Maharashtra	50	-	100.0	-	10		100.0	-
Odisha	77	11.7	88.3	-	42	7.1	88.1	4.8
Rajasthan	40	100		-	20	100	-	-
Total	**530**	**21.5**	**55.8**	**22.7**	**220**	**23.2**	**58.6**	**18.2**

Source: School schedule

Table 5.2: Number of Schools by School Type

State	Primary schools				Schools having Upper Primary classes			
	Total No. of Schools	% of schools			Total No. of Schools	% of schools		
		Co-educational	Only for boys	Only for girls		Co-educational	Only for boys	Only for girls
Andhra Pradesh	53	100.0	0.0	0.0	8	100.0	0.0	0.0
Assam	52	100.0	0.0	0.0	8	100.0	0.0	0.0
Chhattisgarh	63	93.6	3.2	3.2	27	100.0	0.0	0.0
Gujarat	43	100.0	0.0	0.0	47	100.0	0.0	0.0
Jharkhand	60	100.0	0.0	0.0	30	100.0	0.0	0.0
Madhya Pradesh	92	100.0	0.0	0.0	28	100.0	0.0	0.0
Maharashtra	50	100.0	0.0	0.0	10	100.0	0.0	0.0
Odisha	77	84.4	15.6	0.0	42	90.5	9.5	0.0
Rajasthan	40	100.0	0.0	0.0	20	95.0	0.0	5.0
Total	**530**	**97.0**	**2.6**	**0.4**	**220**	**97.7**	**1.8**	**0.5**

Source: School schedule

Distribution of sampled schools according to school category and its type in selected states is presented in Table 5.2. It is seen from the table that out of a total of 530 primary schools 97.4 percent were co-educational; 14 (2.6%) schools (2 schools in Chhattisgarh and 12 schools in Odisha) were only for boys while two schools in

Chhattisgarh were only for girls. Further, of the 220 upper primary schools almost all (97.7%) of them were co-educational; 4 schools in Odisha were only for boys while one school in Rajasthan was only for girls.

5.3 Number of years the sampled schools (primary and upper primary) existed

Table 5.3 shows that out of 530 sampled primary schools, 86.2 percent were in existence for more than 10 years (before 2002) while 12.3 percent new schools were opened between 2002 and 2008. The percentage of schools which were opened after 2008 was only 1.5 percent. Among the states, more than 95 percent of the primary schools were in existence for more than 10 years in Andhra Pradesh, Assam, Chhattisgarh, Madhya Pradesh and Maharashtra. Jharkhand was the only state in which majority (55%) of primary schools were opened between 2002 and 2008.

Table 5.3: Percentage of Schools according to the year of Establishment

State	% of Schools by year of Establishment							
	Primary				Upper Primary			
	Total no. of Schools	<5 Years (After 2008)	5-10 Years (2002-2008)	>10 Years (before 2002)	Total no. of Schools	<5 Years (After 2008)	5-10 Years (2002-2008)	>10 Years (before 2002)
Andhra Pradesh	53	0.0	3.8	96.2	8	0.0	12.5	87.5
Assam	52	0.0	1.9	98.1	8	0.0	0.0	100.0
Chhattisgarh	63	0.0	1.6	98.4	27	0.0	11.1	88.9
Gujarat	43	0.0	11.6	88.4	47	0.0	0.0	100.0
Jharkhand	60	6.7	55.0	38.3	30	0.0	0.0	100.0
Madhya Pradesh	92	0.0	1.1	98.9	28	0.0	28.6	71.4
Maharashtra	50	0.0	2.0	98.0	10	0.0	0.0	100.0
Odisha	77	5.2	20.8	74.0	42	0.0	11.9	88.1
Rajasthan	40	0.0	12.5	87.5	20	0.0	0.0	100.0
Total	**530**	**1.5**	**12.3**	**86.2**	**220**	**0.0**	**8.2**	**91.8**

Source: School schedule

As regards upper primary schools, 91.8 percent of them were in existence for more than 10 years and the remaining 8.2 percent schools came into existence between 2002 and 2008. None of these upper primary schools was opened after 2008. There were 5 states namely, Assam, Gujarat, Jharkhand, Maharashtra and Rajasthan in which all the sampled upper primary schools were in existence before 2002.

5.4 Average Distance between Sampled Schools and Other Schools in the Same or Other Habitations

Table 5.4 gives average distance between sampled schools and other schools. It is seen from the table that the average distance of a primary school from sampled schools was 1.6 km; it varied from o.5 km in Madhya Pradesh to 2.3 km in Andhra Pradesh and Jharkhand. The nearest upper primary school was located at an average distance of 2.5 km from the sampled school; the average distance varied from 1.1 km in Chhattisgarh to 4.8 km in Andhra Pradesh. The average distance of a secondary school from sampled schools was reported as 5.5 km; it varied from 1.4 km in Assam to 9.8 km in Andhra Pradesh. Further, the nearest Ashram school and KGBV were located at an average distance of 5.7 km and 24.0 km respectively, from sampled schools. There was no Ashram school in Rajasthan; there are only Ashram hostels.

Table 5.4: Average distance between sampled schools and other schools

State	Average distance (in km) between sampled school and other school				
	Primary	Upper Primary	Secondary Schools	Ashram Schools	KGBVs
Andhra Pradesh	2.3	4.8	9.8	9.8	17.2
Assam	1.3	1.7	1.4	0.2	1.3
Chhattisgarh	0.7	1.1	4.5	8.9	76.5
Gujarat	1.9	2.8	5.5	7.4	15.1
Jharkhand	2.3	3.3	8.3	17.0	17.1
Madhya Pradesh	0.5	1.5	5.0	10.6	24.5
Maharashtra	1.5	2.3	2.4	2.9	16.0
Odisha	2.2	2.0	6.1	3.7	15.3
Rajasthan	1.4	2.3	3.6	*	25.0
Total	1.6	2.5	5.5	5.7	24.0

Source: School schedule

* No Ashram school in Rajasthan..

5. 5 Number of schools that received support from NGOs

It is observed from Table 5.5 that out of 530 primary and 220 upper primary schools of the 9 selected states, only very few schools had received support from NGOs in different school activities. As reported by the head teachers, no support from NGOs was received by any primary or upper primary school in the states of Assam, Gujarat and Jharkhand. In the remaining states, some NGOs had provided help to schools in the form of infrastructural facilities (in the case of 16 primary and 5 upper primary schools); in training or capacity building of teachers (in the case of 10 primary and 3 upper primary schools); in improvement of physical facilities (in the case of 9 primary and 4 upper primary school); in supply of teaching learning material (in the case of 10 primary and 6 upper primary schools); and in making arrangement for supply of MDM (in the case of 6 primary and 3 upper primary schools).

Table 5.5: Schools which received support from NGOs

State	School category	Total schools	No. of schools received support from NGO relating to					
			Infra-structural facilities	Teachers training	physical facilities	Supply of TLM	Supply of MDM	Some other
Andhra Pradesh	Primary	53	4	1	0	0	0	3
	Upper. Primary	8	1	0	1	1	1	2
Assam	Primary	52	0	0	0	0	0	0
	Upper. Primary	8	0	0	0	0	0	0
Chhattisgarh	Primary	63	1	3	2	2	2	1
	Upper. Primary	27	0	1	1	1	1	0
Gujarat	Primary	43	0	0	0	0	0	0
	Upper. Primary	47	0	0	0	0	0	0
Jharkhand	Primary	60	0	0	0	0	0	0
	Upper. Primary	30	0	0	0	0	0	0
Madhya Pradesh	Primary	92	1	1	1	1	0	0
	Upper. Primary	28	0	0	0	0	0	0
Maharashtra	Primary	50	2	0	0	2	0	0
	Upper. Primary	10	1	1	1	1	0	0
Odisha	Primary	77	6	5	5	4	4	3
	Upper. Primary	42	1	1	1	1	1	0
Rajasthan	Primary	40	2	0	1	1	0	0
	Upper. Primary	20	2	0	0	2	0	0
Total	**Primary**	**530**	**16**	**10**	**9**	**10**	**6**	**7**
	Upper Primary	**220**	**5**	**3**	**4**	**6**	**3**	**2**

Source: School schedule

5.5.1 Infrastructure - School Building

This section provides information on ownership and type of school buildings in sampled primary and upper primary schools. It is seen from Table 5.6 that the school buildings of all primary schools were owned by the Government in all selected states except in Andhra Pradesh and Odisha where the percentage of such schools was 98.1 and 93.5 respectively. Further, except a few schools in Gujarat (1 rented), Madhya Pradesh (1 rent free) and Odisha (1 rented and 2 rent free) all the sampled upper primary schools had their own buildings.

Table 5.6: Ownership of School Building

State	Primary schools				Upper Primary schools			
	Total	Govern-ment	Rented	Rent free	Total	Govern-ment	Rented	Rent free
Andhra Pradesh	53	98.1	-	1.9	8	100	-	-
Assam	52	100	-	-	8	100	-	-
Chhattisgarh	63	100	-	-	27	100	-	-
Gujarat	43	100	-	-	47	97.9	2.1	-
Jharkhand	60	100	-	-	30	100	-	-
Madhya Pradesh	92	100	-	-	28	96.4	-	3.6
Maharashtra	50	100	-	-	10	100	-	-
Odisha	77	93.5	1.3	5.2	42	92.9	2.4	4.8
Rajasthan	40	100	-	-	20	100	-	-
Total	**530**	**98.9**	**0.2**	**0.9**	**220**	**97.7**	**0.9**	**1.4**

Source: School schedule

Table 5.7: Type of School Building

State	Primary schools				Upper Primary schools			
	Total	Pucca	Partly pucca, partly kuchcha	Kuchcha	Total	Pucca	Partly pucca, partly kuchcha	Kuchcha
Andhra Pradesh	53	83.0	13.2	3.8	8	100	-	-
Assam	52	90.4	9.6	-	8	75.0	25.0	-
Chhattisgarh	63	76.2	19.0	4.8	27	85.2	11.1	3.7
Gujarat	43	67.4	27.9	4.7	47	72.3	25.5	2.1
Jharkhand	60	98.3	1.7	-	30	93.3	6.7	-
Madhya Pradesh	92	85.9	14.1	-	28	100.0	-	-
Maharashtra	50	76.0	12.0	12.0	10	50.0	30.0	20.0
Odisha	77	96.1	1.3	2.6	42	88.1	4.8	7.2
Rajasthan	40	95.0	5.0	-	20	100	-	-
Total	**530**	**86.0**	**11.1**	**2.9**	**220**	**85.9**	**10.9**	**3.2**

Source: School schedule

Table 5.7 shows that 86 percent of primary as well as upper primary schools had pucca buildings. Another 11 percent schools of both categories were functioning in partly

pucca buildings. The percentage of kuchcha buildings in both primary and upper primary schools was about 3%. Among the states, the percentage of primary schools having kuchcha building was highest in Maharashtra (12%) followed by Chhattisgarh (4.8%), Gujarat (4.7%), Andhra Pradesh (3.8%) and Odisha (2.6%). In the case of upper primary schools also, such percentage was highest in Maharashtra (20%) followed by Odisha (7.2%), Chhattisgarh (3.7%) and Gujarat (2.1%). There was no kuchcha building in any primary or upper primary school of Assam, Jharkhand, Madhya Pradesh and Rajasthan and also any upper primary school of Andhra Pradesh.

5.5.2 Classrooms and Classes conducted in them

It is seen from Table 5.8 that about two-fifths of sampled primary schools in the 9 states had only 2 classrooms. Another 26 percent schools had 3 classrooms; 12.5 percent schools had 4 classrooms while 10 percent schools had 5 or more classrooms. There were 10.4 percent primary schools in which only one classroom was available. The percentage of schools having only one classroom was highest in Andhra Pradesh (47.2%) followed by Rajasthan (12.5%), Assam (9.6%) and Odisha (7.8%). There were 5 primary schools (in Andhra Pradesh, 2 each in Assam and Maharashtra) which had no classroom in them. The average number of classrooms per school was 2.7, ranging from 1.7 classrooms per school in Andhra Pradesh to 3.4 classrooms per school in Maharashtra.

The table 5.8 further reveals that majority (51.8%) of upper primary schools had 5 or more classrooms in them. Another 37.8 percent schools had either 3 or 4 classrooms while 8.6 percent schools had only 2 classrooms. There were 4 schools having only a single room. Of these, 2 schools existed in Chhattisgarh and one each in Assam and Madhya Pradesh. The average number of classrooms per school was 5.2, ranging from 2.8 classrooms in Assam and Chhattisgarh to 7.6 classrooms in Gujarat.

In the states where Tribal Welfare Department provides schooling facilities while relaxing the population norms, the schools are small and consequently have less facilities like number of classrooms, teachers etc resulting with multi-grade teaching, conducting multiple classes in one room, lack of inadequate facilities.

Table 5.8: Classrooms in Sampled Schools

State	School category	No. of Schools	% of schools with no. of classrooms						Avg. no. of class-rooms
			0	1	2	3	4	5 or more	
Andhra Pradesh	Primary	53	1.9	47.2	32.1	17.0	1.9	0.0	1.7
	U. Primary	8	0.0	0.0	25.0	12.5	25.0	37.5	4.8
Assam	Primary	52	3.8	9.6	34.6	13.5	21.2	17.3	2.9
	U. Primary	8	0.0	12.5	12.5	62.5	12.5	0.0	2.8
Chhattisgarh	Primary	63		6.3	50.8	31.7	7.9	3.2	2.5
	U. Primary	27		7.4	7.4	81.5	3.7	0.0	2.8
Gujarat	Primary	43		2.3	44.2	39.5	7.0	7.0	2.7
	U. Primary	47		0.0	4.3	6.4	4.3	85.1	7.6
Jharkhand	Primary	60		1.7	41.7	11.7	28.3	16.7	3.3
	U. Primary	30		0.0	6.7	6.7	13.3	73.3	6.5
Madhya Pradesh	Primary	92		6.5	44.6	38.0	5.4	5.4	2.6
	U. Primary	28		3.6	10.7	75.0	7.1	3.6	3.0
Maharashtra	Primary	50	4.0	4.0	28.0	28.0	20.0	16.0	3.4
	U. Primary	10	0.0	0.0	0.0	10.0	10.0	80.0	6.2
Odisha	Primary	77		7.8	39.0	26.0	13.0	14.3	2.9
	U. Primary	42		0.0	16.7	9.5	16.7	57.1	4.6
Rajasthan	Primary	40		12.5	42.5	22.5	10.0	12.5	2.7
	U. Primary	20		0.0	0.0	5.0	15.0	80.0	5.8
Total	**Primary**	**530**	**0.9**	**10.4**	**40.2**	**26.0**	**12.5**	**10.0**	**2.7**
	U. Primary	**220**	**0.0**	**1.8**	**8.6**	**27.3**	**10.5**	**51.8**	**5.2**

Source: School schedule

5.5.3 Sample Schools with Classes held in Verandah

It is seen from Table 5.9 that out of 530 primary schools, in about one-third of schools at least one class was held in verandah; among them in 10.4 schools two classes were held in verandah while in 6 percent schools three or more classes were functioning in verandah. There were 67.2 percent schools in which no class was held in a verandah. The average number of classes functioning in verandahs of primary schools was 0.6. Among the states, the percentage of primary schools in which at least one class was held in a verandah was highest in Andhra Pradesh (67.9%) followed by Chhattisgarh (55.6%) and Maharashtra (48%). The percentage of such schools was lowest in Jharkhand (3.3%). As regards 220 sampled upper primary schools, in 27.3 percent of them verandahs were used for holding classes. In 9.1 percent schools only one class was held in a verandah while two classes were functioning in verandahs in 10.9 percent schools and three or more classes in 7.3 percent schools. The average number of classes held in verandahs of upper primary schools was also 0.6. State-wise analysis indicates that the percentage of upper primary schools in which at least one class was functioning in a verandah was highest in Andhra Pradesh (87.5%) and lowest in Jharkhand (6.7%).

Table 5.9: Sampled Schools with Classes held in Verandah

State	School category	No. of Schools	% of schools with classes held in Verandah					Mean No. of classes
			0	1	2	3	More than 3	
Andhra Pradesh	Primary	53	32.1	20.8	35.8	3.8	7.5	1.4
	Upper Primary	8	12.5	12.5	50.0	25.0	0.0	1.9
Assam	Primary	52	76.9	5.8	1.9	3.8	11.5	0.7
	Upper Primary	8	75.0	0.0	12.5	0.0	12.5	0.8
Chhattisgarh	Primary	63	44.4	47.6	7.9	0.0	0.0	0.6
	Upper Primary	27	85.2	11.1	0.0	3.7	0.0	0.2
Gujarat	Primary	43	74.4	11.6	7.0	7.0	0.0	0.5
	Upper Primary	47	68.1	14.9	10.6	6.4	0.0	0.6
Jharkhand	Primary	60	96.7	3.3	0.0	0.0	0.0	0.0
	Upper Primary	30	93.3	0.0	6.7	0.0	0.0	0.1
Madhya Pradesh	Primary	92	64.1	23.9	9.8	2.2	0.0	0.5
	Upper Primary	28	85.7	10.7	0.0	3.6	0.0	0.2
Maharashtra	Primary	50	52.0	10.0	18.0	12.0	8.0	1.1
	Upper Primary	10	50.0	0.0	0.0	10.0	40.0	2.0
Odisha	Primary	77	84.4	6.5	9.1	0.0	0.0	0.2
	Upper Primary	42	66.7	4.8	26.2	0.0	2.4	0.4
Rajasthan	Primary	40	77.5	10.0	5.0	7.5	0.0	0.4
	Upper Primary	20	65.0	20.0	5.0	5.0	5.0	0.7
Total	**Primary**	**530**	**67.2**	**16.4**	**10.4**	**3.4**	**2.6**	**0.6**
	Upper Primary	**220**	**72.7**	**9.1**	**10.9**	**4.1**	**3.2**	**0.6**

Source: School schedule

5.5.4 Number and percentage of schools in which buildings require repair

Table 5.10 gives distribution of primary and upper primary schools according to number of rooms requiring repair. It is seen from the table that out of 530 sampled primary schools, repair of rooms was required in 280 (52.8%) schools. Out of total primary schools, 20.8 percent schools required repair in only one room; 21.9 percent schools in two rooms; 7.2 percent schools in three rooms while the rest 3 percent schools required repair in 4 or more than 4 rooms. The average number of rooms per primary school requiring repair was 1, ranging from 0.5 rooms in Jharkhand to 1.4 rooms in Assam. In upper primary schools, 53.2 percent of the 220 schools required some repair. Of these, 13.2 percent schools required some repair in only one room; 23.2 percent schools in two rooms; 6.8 percent schools in three rooms while the remaining 10 percent schools in 4 rooms or more. The average number of rooms per upper primary school requiring repair was 1.3, ranging from 0.5 rooms in Madhya Pradesh to 2.1 room in both Andhra Pradesh and Jharkhand.

Table 5.10: Sampled Schools with Percentage of classrooms requiring major repair

State	School category	Total no. of schools	% of schools with no. of classrooms require repair						Avg. no. of class-rooms
			0	1	2	3	4	5 & More	
Andhra Pradesh	Primary	53	34	49.1	11.3	3.8	1.9		0.9
	U. Primary	8	0	12.5	75	0	12.5		2.1
Assam	Primary	52	32.7	26.9	21.2	9.6	9.6		1.4
	U. Primary	8	50	25	12.5	12.5	0		0.9
Chhattisgarh	Primary	63	46	11.1	28.6	12.7	1.6		1.1
	U. Primary	27	70.4	14.8	0	11.1	3.7		0.6
Gujarat	Primary	43	37.2	37.2	18.6	4.7	0	2.3	1
	U. Primary	47	48.9	12.8	17	10.6	6.4	4.3	1.4
Jharkhand	Primary	60	76.7	5	11.7	1.7	5	0	0.5
	U. Primary	30	26.7	6.7	43.3	3.3	6.7	13.3	2.1
Madhya Pradesh	Primary	92	58.7	15.2	20.7	5.4	0		0.7
	U. Primary	28	78.6	7.1	3.6	7.1	3.6		0.5
Maharashtra	Primary	50	50	14	26	8	0	2	1
	U. Primary	10	70	0	20	0	10	0	0.8
Odisha	Primary	77	35.1	19.5	31.2	9.1	1.3	3.9	1.3
	U. Primary	42	35.7	19	26.2	7.1	9.5	2.4	1.5
Rajasthan	Primary	40	45	20	25	10	0	0	1
	U. Primary	20	25	20	45	0	5	5	1.6
Total	**Primary**	**530**	**47.2**	**20.8**	**21.9**	**7.2**	**2.1**	**0.9**	**1**
	U. Primary	**220**	**46.8**	**13.2**	**23.2**	**6.8**	**6.4**	**3.6**	**1.3**

Source: School schedule

5.5.5 Number of Rooms under construction in Sampled Schools

Table 5.11 presents the distribution of primary and upper primary schools according to number of rooms under construction. The table shows that out of 530 primary schools, one room was under construction in 18.7 percent schools; two rooms in 10.9 percent schools while 3 or more rooms were under construction in only 2.1 percent schools. The average number of rooms per school under construction was 0.5, ranging from 0.2 rooms in Madhya Pradesh to 0.7 rooms in Andhra Pradesh as well as Jharkhand. Further, of the 220 upper primary schools, in 17.7 percent of them only one room was under construction; two rooms in 12.7 percent schools while 3 rooms or more also in 12.7 percent schools. The average number of rooms per school which were under construction was 0.5, ranging from 0.2 rooms in Rajasthan to 1.2 rooms in Assam as well as Jharkhand.

Table 5.11: Percentage of Sampled schools with number of rooms under construction

State	School category	No. of Schools	% of schools with No. of rooms under construction				
			0	1	2	3 or more	Mean
Andhra Pradesh	Primary	53	43.4	39.6	17.0	0.0	0.7
	Upper Primary	8	62.5	12.5	25.0	0.0	0.6
Assam	Primary	52	73.1	19.2	3.8	3.8	0.4
	Upper Primary	8	25.0	37.5	25.0	12.5	1.2
Chhattisgarh	Primary	63	66.7	15.9	14.3	3.2	0.5
	Upper Primary	27	55.6	22.2	7.4	14.8	0.8
Gujarat	Primary	43	67.4	18.6	14.0	0.0	0.5
	Upper Primary	47	57.4	14.9	12.8	14.9	1.0
Jharkhand	Primary	60	68.3	5.0	25.0	1.7	0.7
	Upper Primary	30	46.7	13.3	13.3	26.7	1.2
Madhya Pradesh	Primary	92	81.5	17.4	1.1	0.0	0.2
	Upper Primary	28	71.4	10.7	7.1	10.7	0.6
Maharashtra	Primary	50	72.0	14.0	6.0	8.0	0.5
	Upper Primary	10	70.0	10.0	0.0	20.0	0.8
Odisha	Primary	77	57.1	27.3	14.3	1.3	0.6
	Upper Primary	42	42.9	28.6	21.4	7.2	1.0
Rajasthan	Primary	40	85.0	7.5	5.0	2.5	0.3
	Upper Primary	20	85.0	10.0	5.0	0.0	0.2
Total	**Primary**	**530**	**68.3**	**18.7**	**10.9**	**2.1**	**0.5**
	Upper Primary	**220**	**56.8**	**17.7**	**12.7**	**12.7**	**0.5**

Source: School schedule

5.5.6 Availability of Tatpatti/Mats/Furniture in Classrooms and Separate Room for Head teacher

Tatpatti/mats and furniture are essential requirements of a school and should be available in sufficient quantity for all the students to sit on and study comfortably in the class. But many schools were found to have inadequate sitting facilities. It can be seen from Table 5.12 that among primary schools, tatpatti/mats/furniture were insufficient in one room of 15.5 percent schools; in two rooms of 14.5 percent schools; and in 3 or more rooms of 10.4 percent schools. The percentage of primary schools having insufficient mats/ furniture in 3 or more rooms was highest in Odisha (29.9%) followed by Assam (19.2%), Andhra Pradesh (13.2%) and Jharkhand (11.7%). The average number of classrooms per school having insufficient tatpattis/mats/furniture in primary schools was 1; it varied from 0.1 room in Rajasthan to 2.1 rooms in Odisha. As regards upper primary schools, 40 percent of them had the problem of insufficient tatpatti/mats/ furniture in classrooms. This facility was inadequate in one room of 9.5 percent schools; two rooms of 13.6 percent schools and 3 or more rooms of 16.8 percent schools. The percentage of upper primary schools having insufficient mats/ furniture in

3 or more rooms was highest in Andhra Pradesh (37.5%) followed by Jharkhand (11.7%), Odisha (21.4%) and Gujarat (19.1%). The average number of classrooms per school having insufficient tatpattis/mats/furniture in upper primary schools was only 1.3; its range was from 0.1 room in Maharashtra to 2.6 rooms in Odisha.

According to RTE norms, a separate room for the head teacher is needed in every school which also serves as office-cum-store room. It was found that only 38.7 percent primary schools and 55.9 percent upper primary schools had a separate room for the head teacher.

Table 5.12: Schools with Number of classrooms having insufficient Tattapatis/mats/furniture and separate room for Head Teacher

State	Total No. of Schools	Primary					
		No. of rooms with insufficient Tattapatis/mat/furniture (%)				Avg. no of rooms	Separate room for Head Teacher
		0	1	2	3 or more		
Andhra Pradesh	53	20.8	43.4	22.6	13.2	1.3	17
Assam	52	48.1	21.2	11.5	19.2	1.2	40.4
Chhattisgarh	63	88.9	3.2	4.8	3.2	0.2	46
Gujarat	43	55.8	20.9	16.3	7	0.8	7
Jharkhand	60	55	6.7	26.7	11.7	1.1	10
Madhya Pradesh	92	87	9.8	2.2	1.1	0.2	18.5
Maharashtra	50	40	34	22	4	0.9	20
Odisha	77	36.4	9.1	24.7	29.9	2.1	42.9
Rajasthan	40	97.5	0	2.5	0	0.1	72.5
Total	**530**	**59.6**	**15.5**	**14.5**	**10.4**	**1**	**38.7**
	Upper Primary						
Andhra Pradesh	8	37.5	0	25	37.5	2.1	37.5
Assam	8	37.5	25	25	12.5	1.1	50
Chhattisgarh	27	66.7	11.1	11.1	11.1	0.7	63
Gujarat	47	68.1	4.3	8.5	19.1	1.1	19.1
Jharkhand	30	43.3	6.7	20	30	2.2	10
Madhya Pradesh	28	67.9	25	3.6	3.6	0.4	53.6
Maharashtra	10	90	10	0	0	0.1	70
Odisha	42	42.9	9.5	26.2	21.4	2.6	50
Rajasthan	20	85	0	5	10	0.7	100
Total	**220**	**60**	**9.5**	**13.6**	**16.8**	**1.3**	**55.9**

Source: School schedule

5.6 Auxiliary facilities (drinking water, toilets, playground etc) and furniture in primary and upper primary schools

5.6.1 Drinking Water

Table 5.13 gives the distribution of sampled schools according to availability of drinking water and its source. It can be seen from the table that the drinking water facility was available in 79.6 percent primary schools and 84.5 percent upper primary

schools. This facility was available in all primary and upper primary schools of Chhattisgarh and Rajasthan. The percentage of such schools was lowest in Assam (19.2% primary and 25% upper primary). In 57.1 percent primary and 55.4 percent upper primary schools, hand pump was the main source of drinking water. The other sources of drinking water were tube-well in 14.9 percent primary schools and 21 percent upper primary schools and tap water in 12.1 percent primary and 9.7 percent upper primary schools.

On comparing availability of drinking water facility in primary schools of selected states with that of DISE data it is found that there was no discernible difference between the two figures in Andhra Pradesh, Chhattisgarh, Jharkhand, Madhya Pradesh and Rajasthan while the DISE data was higher in Assam, Gujarat, Maharashtra and Odisha. In the case of upper primary schools, no discernible difference was noticed in the availability of water facility in Assam, Chhattisgarh, Jharkhand and Odisha while DISE figures were higher in Andhra Pradesh, Gujarat, Madhya Pradesh and Maharashtra. However, DISE figures were lower in Rajasthan

Table 5.13: Availability of drinking water and sources of drinking water in Primary and Upper Primary Schools

State	School category	Total No. of schools	% of schools having drinking water facility	Sources of Drinking Water (%)					
				Tap water	Hand pump	Well	Tube well	Water brought from outside	Other
Andhra Pradesh	Primary	53	84.6	8.9	35.6	8.9	2.2	28.9	15.6
	U. Primary	8	100.0	12.5	37.5	0.0	0.0	12.5	37.5
Assam	Primary	52	58.8	20.0	10.0	40.0	20.0	10.0	0.0
	U. Primary	8	33.3	0.0	25.0	25.0	12.5	37.5	0.0
Chhattisgarh	Primary	63	98.4	17.5	79.4	0.0	1.6	1.6	0.0
	U. Primary	27	96.0	14.8	85.2	0.0	0.0	0.0	0.0
Gujarat	Primary	43	100.0	15.8	44.7	10.5	26.3	2.6	0.0
	U. Primary	47	97.9	20.5	33.3	7.7	30.8	5.1	2.6
Jharkhand	Primary	60	78.0	0.0	86.4	13.6	0.0	0.0	0.0
	U. Primary	30	100.0	0.0	89.3	10.7	0.0	0.0	0.0
Madhya Pradesh	Primary	92	91.3	6.5	83.1	5.2	1.3	2.6	1.3
	U. Primary	28	96.4	4.3	78.3	8.7	0.0	0.0	8.7
Maharashtra	Primary	50	100.0	40.0	37.8	6.7	11.1	2.2	2.2
	U. Primary	10	100.0	37.5	25.0	12.5	25.0	0.0	0.0
Odisha	Primary	77	92.8	8.3	11.7	10.0	68.3	0.0	1.7
	U. Primary	42	83.8	3.1	6.3	3.1	78.1	9.4	0.0
Rajasthan	Primary	40	95.2	0.0	77.5	0.0	5.0	17.5	0.0
	U. Primary	20	83.3	0.0	85.0	0.0	0.0	15.0	0.0
Total	**Primary**	**530**	**88.9**	**12.1**	**57.1**	**7.3**	**14.9**	**6.2**	**2.4**
	U. Primary	**220**	**91.8**	**9.7**	**55.4**	**6.5**	**21.0**	**4.8**	**2.7**

Source: School schedule

Tables 5.14 and 5.15 give management-wise distribution of primary and upper primary schools according to availability of drinking water and its source. It is observed from the table that out of 273 primary and 112 upper primary schools under the jurisdiction of Education Department, hand pump was used for drinking water in 45 percent of them; tube well was used in 23.6 percent primary and 28.3 percent upper primary schools while tap water was supplied for drinking in 16.2 percent primary and 12 percent upper primary schools. As regards 163 primary and 62 upper primary schools under the Tribal Welfare Department more than 70 percent got drinking water from hand pump**.** Further, 56 percent primary as well as upper primary schools managed by Local Bodies were using hand pump for drinking water; 15.1 percent primary and 25.6 percent upper primary schools used tube wells while 16.3 percent primary and 10.3 percent upper primary schools were bringing water from outside.

Table 5.14: Availability and sources of drinking water facility by School Management in Primary Schools

State		**Total no. of schools**	**% of schools having drinking water**	**Sources of Drinking Water (%)**					
				Tap water	**Hand pump**	**Well**	**Tube well**	**Water brought from outside**	**Other**
Andhra Pradesh		53	84.9	8.9	35.6	8.9	2.2	28.9	15.6
Assam		52	100.0	13.5	19.2	11.5	19.2	36.5	0.0
Chhattisgarh		63	100.0	17.5	79.4		1.6	1.6	
Gujarat		43	88.4	15.8	44.7	10.5	26.3	2.6	
Jharkhand		60	73.3		86.4	13.6			
Madhya Pradesh		92	83.7	6.5	83.1	5.2	1.3	2.6	1.3
Maharashtra		50	90.0	40.0	37.8	6.7	11.1	2.2	2.2
Odisha		77	77.9	8.3	11.7	10.0	68.3		1.7
Rajasthan		40	100.0		77.5		5.0	17.5	
Total	Local Body	94	91.5	7.0	55.8	5.8	15.1	16.3	0.0
	Edu. Dept.	273	70.0	16.2	45.0	11.0	23.6	2.6	1.6
	TSW Dept.	163	89.0	9.7	73.8	3.4	3.4	4.8	4.8
	Total	**530**	**87.7**	**12.1**	**57.1**	**7.3**	**14.9**	**6.2**	**2.4**

*TSW: Tribal / Social Welfare Department; Source: School schedule

Table 5.15: Availability and sources of drinking water facility by School Management in Upper Primary Schools

State		Total no. of schools	% of schools having drinking water	Sources of Drinking Water (%)					
				Tap water	Hand pump	Well	Tube well	Water brought from outside	Other
Andhra Pradesh		8	87.5	14.3	42.9			14.3	28.6
Assam		8	100.0	0.0	25.0	25.0	12.5	37.5	0.0
Chhattisgarh		27	100.0	14.8	85.2				
Gujarat		47	83.0	20.5	33.3	7.7	30.8	5.1	2.6
Jharkhand		30	93.3		89.3	10.7			
Madhya Pradesh		28	82.1	4.3	78.3	8.7			8.7
Maharashtra		10	80.0	37.5	25.0	12.5	25.0		
Odisha		42	76.2	3.1	6.3	3.1	78.1	9.4	
Rajasthan		20	100.0		85.0			15.0	
Total	Local Body	46	84.8	2.6	56.4	2.6	25.6	10.3	2.6
	Edu. Dept.	112	82.1	12.0	45.7	8.7	28.3	4.3	1.1
	TSW Dept.	62	88.7	10.9	70.9	5.5	5.5	1.8	5.5
	Total	**220**	**87.3**	**9.7**	**55.4**	**6.5**	**21.0**	**4.8**	**2.7**

TSW: Tribal / Social Welfare Department; Source: School Schedule

5.6.2 Toilets – Total, for Girls and for Teachers

Table 5.16 shows that 56.8 percent primary schools had usable toilets for students in them. Among the states, the percentage of primary schools having usable toilets was highest in Gujarat (93%) followed by Maharashtra (76%) and Chhattisgarh (74.6%); it was lowest in Andhra Pradesh (28.3%). Separate functional toilets for girls were available in 47 percent primary schools, ranging from 21.7 percent schools in Jharkhand to 86 percent in Maharashtra. As regards availability of toilets in upper primary schools it is seen that usable toilets for students were available in 70.5 percent of them. The percentage of such schools was highest in Gujarat (89.4%) and lowest in Maharashtra (50%). Separate toilets for girls were available in 66.8 percent upper primary schools, ranging from 25 percent schools in Andhra Pradesh to 100 percent in Maharashtra. Further, separate toilets for teachers were available only in 5.8 percent primary schools and 11.4 percent upper primary schools. There were no separate toilets for teachers in any sampled primary or upper primary schools in Andhra Pradesh and Jharkhand and in any upper primary school in Assam.

Table 5.16: Toilet Facilities for students and separate toilets for girls and teachers in Primary and Upper Primary Schools

State	Primary schools (%)				Upper Primary schools (%)			
	Total	Usable toilet for students	Separate toilet for girls	Separate toilet for teachers	Total	Usable toilet for students	Separate toilet for girls	Separate toilet for teachers
Andhra Pradesh	53	28.3	22.6	0 .0	8	75.0	25.0	0.0
Assam	52	65.4	48.1	9.6	8	87.5	62.5	0.0
Chhattisgarh	63	74.6	73.0	12.7	27	77.8	88.9	22.2
Gujarat	43	93.0	74.4	4.7	47	89.4	80.9	19.1
Jharkhand	60	38.3	21.7	0 .0	30	70.0	56.7	0 .0
Madhya Pradesh	92	45.7	38.0	1.1	28	57.1	75.0	14.3
Maharashtra	50	76.0	86.0	8.0	10	50.0	100.0	20.0
Odisha	77	61.0	35.1	11.7	42	59.5	42.9	7.1
Rajasthan	40	37.5	40.0	5.0	20	60.0	60.0	5.0
Total	**530**	**56.8**	**47.0**	**5.8**	**220**	**70.5**	**66.8**	**11.4**

Source: School schedule

Table 5.17 gives management-wise distribution of primary and upper primary schools having usable toilets in them. The table shows that 53.2 percent primary and 71.7 percent upper primary schools run by local bodies had usable toilets for students while separate toilets for girls were available in 50 percent primary and 67.4 percent upper primary schools. As regards schools managed by Education Department, usable toilets for students were available in 62 percent primary and 69.6 percent upper primary schools while 48 percent primary and 59 percent upper primary schools had functional toilets for girls. Further, about half of primary schools and 71 percent upper primary schools managed by Tribal/ Social Welfare Department had usable toilets for students while separate toilets for girls were available in 43.6 percent primary and 80.6 percent upper primary schools. The table further reveals that the percentage of primary schools having separate toilets for teachers varied from 3.7 percent (schools managed by Tribal Welfare Department) to 7 percent (schools managed by Education Department) while the position is reversed in the case of upper primary schools where such percentage was highest in schools managed by Tribal Welfare Department (21%) and lowest in schools managed by Education Department (5.4%).

Table 5.17: Availability of toilet facility by School Management in Primary and Upper Primary Schools

State		Primary schools (%)				Upper Primary schools (%)			
		Total	Toilet Facility			Total	Toilet Facility		
			Usable toilet for students	Separate toilet for girls	Separate toilet for teachers		Usable toilet for students	Separate toilet for girls	Separate toilet for teachers
Andhra Pradesh		53	28.3	22.6	0.0	8	75.0	25.0	0.0
Assam		52	65.4	48.1	9.6	8	87.5	62.5	0.0
Chhattisgarh		63	74.6	73.0	12.7	27	77.8	88.9	22.2
Gujarat		43	93.0	74.4	4.7	47	89.4	80.9	19.1
Jharkhand		60	38.3	21.7	0.0	30	70.0	56.7	0.0
Madhya Pradesh		92	45.7	38.0	1.1	28	57.1	75.0	14.3
Maharashtra		50	76.0	86.0	8.0	10	50.0	100.0	20.0
Odisha		77	61.0	35.1	11.7	42	59.5	42.9	7.1
Rajasthan		40	37.5	40.0	5.0	20	60	60.0	5.0
Total	Local Body	94	53.2	50.0	6.4	46	71.7	67.4	13.0
	Education Dept.	273	61.9	48.0	7.0	112	69.6	58.9	5.4
	TSW Dept.	163	50.3	43.6	3.7	62	71.0	80.6	21.0
	Total	**530**	**56.8**	**47.0**	**5.8**	**220**	**70.5**	**66.8**	**11.4**

TSW: Tribal / Social Welfare Department; Source: School Schedule Source: School schedule

5.6.3 Playground

Table 5.18 gives availability of playground, electricity and library facilities together in primary and upper primary schools run under different managements. It is seen from the table that out of 750 schools, playground was available in only 29.7 percent of them. The corresponding percentages for primary and upper primary schools were 27.5 percent and 35.0 percent respectively (refer Table 5.19). Among the states, the percentage of schools having playground facility was highest in Assam (46.7%) and lowest in Odisha (16.8%). Further, the percentage of schools under Tribal Welfare Department having playground facility was 34.7 percent as against 29.3 percent such schools under Local Bodies and 27 percent schools managed by Education Department.

5.6.4 Electricity

It may be seen from Table 5.18 that the availability of electricity was better in schools managed by Local Bodies compared to schools run by Education Department or by

Tribal/ Social Welfare Department. In schools managed by Local Bodies, electricity was available in 53.6 percent schools but its supply was irregular in 13.6 percent schools. In schools run by Education Department, this facility was available in 34.8 percent schools but in 9.9 percent schools supply of electricity was not regular. In schools under the jurisdiction of Tribal Welfare Department, electricity was available in only 27.1 percent schools but the supply of electricity was not regular in 9.8 percent schools. It is worth noting that 64 percent of total sampled schools had no electricity connection; under Local Bodies (46.4%), Education Department (65.2%) and Tribal Welfare Department (72.9%) had no electricity. The table further reveals that out of total 750 primary and upper primary schools, electricity connection was available in 36 percent of them. The corresponding percentages for primary and upper primary schools were 19.8 percent and 39.1 percent respectively (refer Table 5.19).

Table 5.18: Other facilities - Playground, Electricity connection and Library by School Management

State		Total no. of schools	% of schools						
			Playground available	Electricity connection			Library		
				Available	Available, but supply is irregular	Not available	Available	Available, but not used	Not available
Andhra Pradesh		61	29.5	41.0	19.7	39.3	24.6	16.4	59.0
Assam		60	46.7	0.0	1.7	98.3	5.0	3.3	91.7
Chhattisgarh		90	38.9	22.2	14.4	63.3	78.9	2.2	18.9
Gujarat		90	24.4	87.8	12.2	0.0	72.2	6.7	21.1
Jharkhand		90	22.2	0.0	0.0	100.0	43.3	12.2	44.4
Madhya Pradesh		120	32.5	1.7	9.2	89.2	31.7	12.5	55.8
Maharashtra		60	38.3	55.0	11.7	33.3	28.3	11.7	60.0
Odisha		119	16.8	17.6	20.2	62.2	67.2	13.4	19.3
Rajasthan		60	30.0	18.3	0.0	81.7	25.0	25.0	50.0
Total	Local Body	140	29.3	40.0	13.6	46.4	43.6	19.3	37.1
	Education Dept.	385	27.0	24.9	9.9	65.2	47.0	9.1	43.9
	TSW Dept.	225	34.7	17.3	9.8	72.9	44.9	9.8	45.3
	Total	**750**	**29.7**	**25.5**	**10.5**	**64.0**	**45.7**	**11.2**	**43.1**

TSW: Tribal / Social Welfare Department; Source: School Schedule

5.6.5 Library

Table 5.18 shows that library books were available in 62.9 percent of the schools run by Local Bodies but mostly not used by students in 9.1 percent schools while the

remaining 37.1 percent schools did not have library books. In schools under the jurisdiction of Education Department, 47 percent of them had library books which were also used by the students. Another 9.1 percent schools had library books but mostly these were not used. The remaining 43.9 percent schools did not have library books. As regards schools managed by Tribal Welfare Department, 54.7 percent of them had library books but mostly not used by students in 9.8 percent schools while the remaining 45.3 percent schools did not have this facility.

It is seen from Table 5.19 that 38.3 percent of the sampled primary schools had library books. Chhattisgarh with 76.2 percent such schools had the highest percentage followed by Gujarat (65.1%) and Odisha (62.3%) while Assam with 5.8 percent such schools had the lowest percentage. As regards upper primary schools library facility was available in 63.6 percent of the schools. Among the states, the highest percentage of such schools was highest in Chhattisgarh (85.2%) followed by Gujarat (78.7%), Odisha (76.2%) and Jharkhand (63.3%). On the other hand, in Assam none of the 8 upper primary schools had reported to be having library books in them.

Table 5.19: Other facilities - Playground, Electricity Connection and Library by School Category

State	Total no. of primary schools	% of Primary schools having			Total no. of Upper primary schools	% of Upper Primary schools having		
		Playground	electricity connection	library		Playground	electricity connection	library
Andhra Pradesh	53	30.2	37.7	22.6	8	25.0	62.5	37.5
Assam	52	42.3	-	5.8	8	75.0	-	0.0
Chhattisgarh	63	38.1	19.0	76.2	27	40.7	29.6	85.2
Gujarat	43	30.2	83.7	65.1	47	19.1	91.5	78.7
Jharkhand	60	15.0	-	33.3	30	36.7	-	63.3
Madhya Pradesh	92	26.1	2.2	29.3	28	53.6	0.0	39.3
Maharashtra	50	34.0	52.0	28.0	10	60.0	70.0	30.0
Odisha	77	13.0	11.7	62.3	42	23.8	28.6	76.2
Rajasthan	40	27.5	0.0	7.5	20	35.0	55.0	60.0
Total	**530**	**27.5**	**19.8**	**38.3**	**220**	**35.0**	**39.1**	**63.6**

Source: School schedule

5.7 RTE Compliance in Sample Schools and Comparison of the same with RTE Compliance in Rural Schools of the State 2012-13

It was of interest to find out to what extent the sampled schools have complied with the requirements of the RTE Act of 2009. The schools were judged on the basis of 10 indicators of RTE. Table 5.20 shows the percentage of schools that show compliance with each of the 10 indicators. Out of the 537 sampled primary schools, playground is one indictor which is present in only about one-third of schools. Interestingly, most of the schools have drinking water and girls toilet facilities. About half of the schools have boys' toilet and ideal teacher classroom ratio.

Table 5.20: RTE Indicator data, 2012-13 of sampled Primary Schools and total Rural Primary Schools in Selected States

State	Item	No. of Primary Schools	% of Primary schools having									
			Boys toilet	Girls toilet	Ramp	Drinking water	Play ground	Library	Boundary Wall	SCR <=30	PTR <=30	Teacher-Classroom Ratio>=1
Andhra Pradesh	a	52	3.8	44.2	94.2	84.6	48.1	82.7	48.1	38.5	30.8	53.8
	b	**68698**	**16.1**	**67.1**	**97.1**	**85.9**	**48.4**	**91.1**	**48.3**	**97.8**	**94.3**	**60.8**
Assam	a	51	33.3	100	96.1	58.8	33.3	31.4	25.5	80.4	64.7	43.1
	b	**45959**	**62.6**	**78.2**	**98.1**	**80**	**47.4**	**27**	**23.4**	**100**	**99.9**	**68**
Chhattisgarh	a	64	57.8	92.2	85.9	98.4	45.3	89.1	51.6	64.1	79.7	65.6
	b	**35672**	**44.9**	**84.2**	**92.3**	**94.6**	**35.2**	**77.1**	**50.2**	**95.5**	**98.9**	**64.8**
Gujarat	a	43	23.3	95.3	86	100	48.8	95.3	79.1	55.8	76.7	86
	b	**11365**	**52.1**	**94.7**	**96.7**	**99.6**	**64.8**	**82.3**	**80.9**	**99.5**	**99.4**	**75.7**
Jharkhand	a	59	47.5	81.4	93.2	78	13.6	78	13.6	64.4	30.5	47.5
	b	**27539**	**57.7**	**81.3**	**96.5**	**88.2**	**27.5**	**75.2**	**16**	**97.8**	**100**	**52.7**
Madhya Pradesh	a	92	91.3	90.2	94.6	91.3	34.8	71.7	43.5	55.4	23.9	34.8
	b	**88873**	**72.3**	**91.5**	**92.1**	**95.9**	**51.1**	**58.1**	**36.5**	**99.8**	**97.9**	**42.5**
Maharashtra	a	51	90.2	100	100	100	56.9	92.2	52.9	51	51	94.1
	b	**50048**	**86.2**	**96.8**	**96.2**	**97.7**	**69**	**77.9**	**61.2**	**98.9**	**99.8**	**82.6**
Odisha	a	83	12.0	62.7	97.6	92.8	18.1	59.0	55.4	69.9	48.2	51.8
	b	**37037**	**17.1**	**62.3**	**96.2**	**94.3**	**18.4**	**71.6**	**57.8**	**97.1**	**99.9**	**61.1**
Rajasthan	a	42	85.7	100	95.2	95.2	31	11.9	28.6	61.9	21.4	28.6
	b	**51386**	**68.1**	**96.3**	**86.3**	**91.6**	**32.5**	**38.8**	**65.2**	**97.7**	**99.9**	**43.6**
9 States Total	a	537	50.3	83.8	93.8	89.0	35.2	68.9	44.3	60.5	46.2	54.4
	b	**416577**	**54.3**	**83.4**	**94.2**	**91.5**	**44.6**	**64.7**	**46.4**	**98.4**	**98.4**	**58.4**

a : Sampled Schools, b : Total Rural Schools (State-wise)
Source: DISE

When the total schools are taken into account, there is wide difference in SCR and PTR between the sampled schools and total rural schools of the state. The total schools are

much better than the sampled schools in respect of SCR and PTR. Apparently there is shortage of teachers and classrooms in the sampled primary schools of rural tribal areas while PTR and SCR are satisfactory in most of the rural schools of the nine states.

When RTE compliance is judged for upper primary sample schools and comparison is made with all rural schools of the state, the picture that emerges is shown in Table 5.21. The table shows that majority of the schools have drinking water facility, and good SCR and PTR indicators. A little more than one third of the schools have playground. There is not much difference between the sample schools and total rural schools of the state except in the case of boundary wall; only 45.2 percent of the sample schools as compared to 72.2 percent of the total schools have boundary walls.

Table 5.21: RTE Indicator data, 2012-13 of sampled Upper Primary Schools and total Rural Upper Primary Schools in Selected States

State	Item	No. of Upper Primary schools	% of Upper Primary schools having									
			Boys toilet	Girls toilet	Ramp	Drinking water	Playground	Library	Boundary wall	SCR<=35	PTR<=35	Teacher-Classroom Ratio>=1
Andhra Pradesh	a	8	12.5	50	100	100	12.5	75	37.5	100	100	62.5
	b	**38408**	**26.4**	**83.9**	**95.9**	**94.8**	**73.8**	**87.9**	**77.4**	**97.6**	**95.9**	**63.3**
Assam	a	6	33.3	100	100	33.3	33.3	50	50	100	100	100
	b	**15730**	**56.7**	**69.9**	**98.4**	**83.3**	**65.3**	**40**	**32.3**	**100**	**100**	**95.6**
Chhattisgarh	a	25	76	96	84	96	68	92	40	60	88	88
	b	**17930**	**54.1**	**88.6**	**91.7**	**95**	**52.5**	**76.9**	**56.6**	**95**	**98.1**	**71.2**
Gujarat	a	47	76.6	95.7	89.4	97.9	70.2	91.5	74.5	100	100	76.6
	b	**31340**	**80.9**	**96.3**	**96.9**	**99.6**	**77.2**	**86.6**	**92.8**	**99.1**	**99.5**	**67.7**
Jharkhand	a	30	80	90	96.7	100	26.7	86.7	3.3	100	100	26.7
	b	**18221**	**63.7**	**86.7**	**96.7**	**94.7**	**37.2**	**81.9**	**38.6**	**99.3**	**99.9**	**36**
Madhya Pradesh	a	28	75	92.9	96.4	96.4	39.3	71.4	39.3	71.4	42.9	32.1
	b	**51055**	**67.1**	**92.1**	**90.7**	**96.9**	**66.7**	**63.4**	**57.1**	**99.6**	**94.1**	**43.2**
Maharashtra	a	9	88.9	100	100	100	44.4	88.9	44.4	100	100	88.9
	b	**45095**	**89.6**	**97.7**	**93**	**99.1**	**81.7**	**89.2**	**76.2**	**99.7**	**99.9**	**79.8**
Odisha	a	37	10.8	75.7	91.9	83.8	37.8	81.1	43.2	91.9	97.3	51.4
	b	**30196**	**25.3**	**75.9**	**96.4**	**95.4**	**43.5**	**82.8**	**73.5**	**99.4**	**99.9**	**70.5**
Rajasthan	a	18	83.3	100	88.9	83.3	38.9	38.9	61.1	100	100	61.1
	b	**61571**	**83.7**	**98.9**	**81**	**97.6**	**61.7**	**72.4**	**92.2**	**99.4**	**99.9**	**67.7**
Total	a	208	62.5	89.9	92.3	92.3	46.6	79.8	45.2	89.9	90.4	59.6
	b	**309546**	**64.5**	**90.4**	**91.7**	**96.3**	**64.9**	**76.9**	**72.2**	**99.0**	**98.3**	**64.9**
a: Sample Schools, b: Total Rural Schools (State-wise)												

Source: DISE

When we combine all the 10 selected indicators of RTE, only 1.7 primaries and 5.7 upper primary sample schools were fulfilled all the 10 parameters. About 86 per cent of

sample primary schools have compliance for 5 and above parameters. However, among sample upper primary schools 95 percent were fulfilling five and above parameters of RTE. There was no single sample schools which has not complied all the parameters of RTE.

Table 5.21 A: Compliance of 10 RTE Indicators: Sample Schools 2012-13

	Primary Sample Schools											
State	**10 RTE Para-meters**	**9 RTE Para-meters**	**8 RTE Para-meters**	**7 RTE Para-meters**	**6 RTE Para-meters**	**5 RTE Para-meters**	**4 RTE Para-meters**	**3 RTE Para-meters**	**2 RTE Para-meters**	**1 RTE Para-meters**	**0 RTE Parameters**	**Total Schools**
Andhra Pradesh	0	1	3	9	14	14	8	1	2	0	0	52
Assam	0	0	4	4	21	16	5	1	0	0	0	51
Chhattisgarh	1	14	19	17	7	5	0	0	1	0	0	64
Gujarat	1	15	6	6	14	1	0	0	0	0	0	43
Jharkhand	1	0	4	7	17	14	13	2	1	0	0	59
Madhya Pradesh	0	7	13	22	24	14	12	0	0	0	0	92
Maharashtra	6	13	11	13	7	1	0	0	0	0	0	51
Odisha	0	4	12	15	12	24	9	5	2	0	0	83
Rajasthan	0	2	2	5	11	13	9	0	0	0	0	42
Total	9	56	74	98	127	102	56	9	6	0	0	537
%	1.7	10.4	13.8	18.2	23.6	19.0	10.4	1.7	1.1	0	0	
	Upper Primary Sample Schools											
Andhra Pradesh	0	1	0	1	3	2	1	0	0	0	0	8
Assam	1	1	0	1	1	2	0	0	0	0	0	6
Chhattisgarh	0	7	12	4	2	0	0	0	0	0	0	25
Gujarat	9	13	14	6	5	0	0	0	0	0	0	47
Jharkhand	0	0	4	9	12	3	2	0	0	0	0	30
Madhya Pradesh	0	3	5	7	8	4	0	1	0	0	0	28
Maharashtra	1	2	2	3	1	0	0	0	0	0	0	9
Odisha	0	1	8	8	10	5	3	2	0	0	0	37
Rajasthan	1	1	2	5	3	5	0	1	0	0	0	18
Total	12	29	47	44	45	21	6	4	0	0	0	208
%	5.7	13.9	22.5	21.1	21.6	10.1	2.8	1.9	0	0	0	

10 RTE Indicators used: Drinking Water, Ramp, Boundary Wall, Playground, Library, Girls' Toilet, Boys' Toilet (Upper Primary) and Teacher-Classroom Ratio >=1, SCR <= 30 (Primary), SCR <=35 (Upper Primary), PTR <= 30 (Primary), PTR <=35 (SCR = Student-Classroom Ratio & PTR = Pupil-Teacher Ratio). Source: DISE 2012-13

5.8 Number and percentage of schools in which more than one class is being taught in one room

Table 5.22 gives the number of sampled primary and upper primary schools having multi-grade teaching in them along with distribution of classrooms according to number of classes being taught in one room. It is observed from the table that out of 530 primary schools 441 (83.2%) schools had multi-grade teaching in them. The percentage of schools having multi-grade teaching was highest in Rajasthan (97.5%) followed by Madhya Pradesh (94.6%), Jharkhand (93.3%) and Chhattisgarh (90.5%); it

was lowest in Assam (38.5%). Among sampled upper primary schools, multi-grade teaching was being practiced in 56.8 percent schools.

Table 5.22: Number of schools in which more than one class is being taught in one room

State	Type of Schools	Total No. of class-rooms	No. of classrooms in which the No. of classes being taught together in one room is				Schools having multi-grade teaching	
			Only one	2 classes	3 classes	> 3 classes	No.	%
Andhra Pradesh	Primary	55	8	28	18	1	47	88.7
	U. Primary	16	8	2	5	1	8	100.0
Assam	Primary	156	136	10	7	3	20	38.5
	U. Primary	21	18	2	1	0	3	37.5
Chhattisgarh	Primary	149	92	10	47	0	57	90.5
	U. Primary	75	74	1	0	0	1	3.7
Gujarat	Primary	120	82	4	34	0	38	88.4
	U. Primary	347	319	10	8	10	28	59.6
Jharkhand	Primary	121	65	15	41	0	56	93.3
	U. Primary	127	101	5	7	14	26	86.7
Madhya Pradesh	Primary	200	113	21	49	17	87	94.6
	U. Primary	80	75	1	2	2	5	17.9
Maharashtra	Primary	126	91	12	23	0	35	70.0
	U. Primary	38	31	2	4	1	7	70.0
Odisha	Primary	228	166	13	46	3	62	80.5
	U. Primary	175	147	8	9	11	28	66.7
Rajasthan	Primary	79	40	6	33	0	39	97.5
	U. Primary	115	96	6	8	5	19	95.0
Total	**Primary**	**1234**	**790**	**119**	**301**	**24**	**444**	**83.2**
	U. Primary	**994**	**869**	**37**	**44**	**44**	**125**	**56.8**

Source: Investigator Observation Schedule

Among the states this percentage was highest in Andhra Pradesh (100%) followed by Rajasthan (95%), Jharkhand (86.7%) and Maharashtra (70%); lowest being in Chhattisgarh where only one school had multi-grade teaching. As regards the number of classes being taught together in the same room in the case of multi-grade teaching, it was found that in primary schools, 3 classes were being taught together in 24.4 percent classrooms; 2 classes together in 9.6 percent classrooms; more than 3 classes together in 2 percent classrooms while only mono-grade classes were being taught in the remaining 64 percent classrooms. In upper primary schools, only a single class was being taught in most of the schools (87.4%); 3 classes and more than 3 classes in 4.4

percent classrooms each while 2 classes together was being taught in only 3.7 percent classrooms.

5.9 Provision of Mid-day Meals

It is observed from Tables 5.23 that mid-day meal is served in 90.5 percent of sampled primary and upper primary schools in all the 9 selected states. Out of the total children who were present in schools on the day of visit of investigators, 47359 (91.7%) children had eaten MDM. There were 6 states in which almost all children who were present in school had taken MDM. These states are Andhra Pradesh (100%),Chhattisgarh (96.2%), Gujarat (97.8%), Jharkhand (98.1%), Madhya Pradesh (96.8%), Odisha (100%) and Rajasthan (98.2%). On the other hand, this percentage was moderate in and Assam (53.7%). Further, MDM was being cooked in 90.3 percent of the schools; MDM was being supplied by NGOs in 3.3 percent schools while in the remaining 6.4 percent schools some other arrangement was made for serving MDM to students. The table further reveals that out of 677 schools, in which MDM was being cooked in school, firewood was used for cooking of meals in 94.9 percent schools while some other fuel was used in the remaining 5.1 percent schools.

The average number of days on which schools were open in previous month was reported as 22.1 whereas the average number of days on which MDM could not be given to students in the previous month was only 0.7, ranging from zero in Jharkhand and Maharashtra to 4.1 in Assam.

Overall, almost 89.1 percent of schools were getting regular supply of MDM. Once again, in the state of Assam, only 43.3 percent of the schools were reported to be getting regular supply of MDM whereas in other states this percentage was more than 88 percent.

About 90.3 percent of all the schools across all the states reported that the meals are cooked in the school itself. The same trend is seen in all the states with the exception of Andhra Pradesh, where only 59 percent of the schools reported that cooking of meals was done in school while 41 percent of schools reported having some other arrangement. These other arrangements include MDM cooked either in the cook's house or in the house of Sarpanch. Firewood was the major source of fuel used for cooking MDM in all the states. On the average, Mid-day meal was not served on only

0.7 days in the previous month. All the states reported the same, barring Jharkhand and Maharashtra, where MDMs were provided on all the days. The state of Assam is once again an exception where the MDMs could not be provided on average 4.1 days in the previous month. Even in other parameters such as schools getting regular supply of MDM and number of children having MDM, Assam stood out as an exception. Thus, it is quite evident from the data that as far as MDM is concerned, Assam seems to be performing poorly as compared to other states.

Table 5.23: Mid-day Meals served to students in sampled schools

State	Total No. of schools	Children who ate MDM		schools having regular supply of MDM	Cooking of meals by		
		No.	% to attendance		school	NGO	Some other
(1)	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*(7)*	*(8)*
Andhra Pradesh	61	1982	100	95.1	59.0	0.0	41.0
Assam	60	1332	53.7	43.3	96.7	0.0	3.3
Chhattisgarh	90	4616	96.2	100.0	91.1	6.7	2.2
Gujarat	90	11715	97.8	94.4	98.9	0.0	1.1
Jharkhand	90	5081	98.1	100.0	100.0	0.0	0.0
Madhya Pradesh	120	5928	96.8	88.3	91.7	1.7	6.7
Maharashtra	60	3800	81.4	90.0	91.7	3.3	5.0
Orissa	119	9387	100.0	94.1	87.4	12.6	0.0
Rajasthan	60	3518	98.2	98.3	88.3	0.0	11.7
Total	**750**	**47359**	**91.7**	**90.5**	**90.3**	**3.3**	**6.4**

Source: School Schedule

Table 5.23 (contd.): Mid-day Meals served to students in schools

State	Total No. of schools	Fuel used for MDM cooked in School (%)		Average no. of days schools were open in previous month	Average no. of days MDM could not be given to students in previous month
		Fire-wood	some other		
(1)	*(2)*	*(9)*	*(10)*	*(11)*	*(12)*
Andhra Pradesh	61	100.0	0.0	20.7	0.9
Assam	60	100.0	0.0	16.8	4.1
Chhattisgarh	90	86.7	13.3	23.7	0.8
Gujarat	90	86.7	13.3	23.3	0.1
Jharkhand	90	100.0	0.0	21.8	0
Madhya Pradesh	120	99.2	0.8	23.2	1.0
Maharashtra	60	98.3	1.7	22.4	0
Orissa	119	93.3	6.7	24.1	0.2
Rajasthan	60	96.7	3.3	18.2	0.4
Total	**750**	**94.9**	**5.1**	**22.1**	**0.7**

Source: School Schedule

5.10 School Health Programme

Except in 15 percent of sample schools, medical check-up was conducted for the students in all the other schools. The average number of medical check-ups varies between one to two times annually. Interestingly, Assam lags behind all the other states, as majority (61.7%) schools did not have any health check-ups. Contrary to this there are no schools in Gujarat where medical checks- ups were not conducted. In few states, like Maharashtra, Odisha and Jharkhand more than 40 percent have medical check-ups more than twice in a year. Ten percent of the sample schools have had medical check-ups more than three times in a year. In Andhra Pradesh, one fourth of the sample schools have had medical check-ups more than three times annually.

Table 5.24a: School Health Programme – Health Check up for Students in 2012-13 in Sample schools

States	Total No. of Schools	No. of times health check up done				Average no. of times
		0	1	2	3 & more	
Andhra Pradesh	61	19.7	31.1	26.2	23.0	2
Assam	60	61.7	23.3	11.7	3.3	1
Chhattisgarh	90	3.3	45.6	36.7	14.4	2
Gujarat	90	0.0	65.6	25.6	8.9	1
Jharkhand	90	12.2	32.2	41.1	14.4	2
Madhya Pradesh	120	25.8	40.8	26.7	6.7	1
Maharashtra	60	1.7	48.3	43.3	6.7	2
Odisha	119	10.9	32.8	43.7	12.6	2
Rajasthan	60	10.0	61.7	28.3	0.0	1
Total	750	15.2	42.1	32.4	10.3	1

Source: School Schedule

Table 5.24b gives the percentage of primary and upper primary schools having School Health programme including Immunization programme and distribution of De-worming tablets and Vitamin/Iron tablets to students. It is seen from the table that immunization programme in 2012 was carried out in 57% primary schools, the highest percentage being in Gujarat (90.7%) and lowest in Jharkhand (33.3%). De-worming tablets were given to students in 68.3% primary schools, ranging between 15.4% schools in Assam and 93% schools in Gujarat. Further, Vitamin/Iron tablets were given to students in 71.9% primary schools, ranging between 15.4% schools in Assam and 95.3% schools in Gujarat. Further, the percentage of upper primary schools which provided immunization, De-worming tablets and vitamin/iron tablets in 2012 were

58.2%, 70% and 76.8% respectively. The percentage of sampled schools participating in immunization programme varied from 25% in Assam to 95.7% in Gujarat; from zero per cent in Assam to 100% in Andhra Pradesh in supply of De-worming tablets; and from zero per cent in Assam to 95.7% in Gujarat in distribution of Vitamin/ iron tablets.

Table 5.24b: Schools having School Health Programme

State	Primary (%)				Upper Primary (%)			
	Total no. of schools	Immunization programme	De-worming tablets given to students	Iron tables give to students	Total no. of schools	Any immunization programme	De-worming tablets given to students	Iron tables give to students in 2012
Andhra Pradesh	53	62.3	86.8	86.8	8	62.5	100	75.0
Assam	52	30.8	15.4	15.4	8	25.0	0.0	0.0
Chhattisgarh	63	66.7	74.6	93.7	27	40.7	63.0	66.7
Gujarat	43	90.7	93.0	95.3	47	95.7	95.7	95.7
Jharkhand	60	33.3	58.3	60.0	30	46.7	53.3	93.3
Madhya Pradesh	92	59.8	55.4	59.8	28	32.1	42.9	57.1
Maharashtra	50	64.0	78.0	84.0	10	80.0	70.0	90.0
Odisha	77	42.9	83.1	83.1	42	35.7	73.8	71.4
Rajasthan	40	80.0	80.0	75.0	20	95.0	90.0	85.0
Total	**530**	**57.0**	**68.3**	**71.9**	**220**	**58.2**	**70.0**	**76.8**

Source: School Schedule

5.11 Teachers who received TLM Grant in 2012

Teachers of primary schools receive fixed grant of Rs 500 per year from the government for purchase of materials for preparing TLM. The grant should be given at the beginning of school year but as the data in Table 5.25(a) shows that teachers in many schools received this grant much later, and some even towards the end of school year.

Overall in 9 states, about 20 percent teachers did not receive this grant at all. While in Gujarat all teachers had received TLM grant, in Assam the percentage of teachers who had not received this grant was as high as 51 percent. Interestingly in the total of all the 9 states, the percentage of ST teachers who had not received TLM grant was more (21.5%) while the percentage of such non-ST teachers was less, only 17.3 percent. However, it is difficult to say whether there was any discrimination in giving TLM grant to teachers.

Table 5.25 (a): Percentage of Teachers of primary schools who received TLM Grant in 2012

State	Social Groups	No. of sampled school teachers	Primary school teachers who received TLM grant at the							
			Beginning of the year		Middle of the academic year		End of the academic year		Not Received	
			No.	%	No.	%	No.	%	No.	%
Andhra Pradesh	ST	90	24	26.7	33	36.7	19	21.1	14	15.6
	Non-ST	4	2	50.0	1	25.0	1	25.0	0	0.0
	Total	94	26	27.7	34	36.2	20	21.3	14	14.9
Assam	ST	94	13	13.8	28	29.8	7	7.4	46	48.9
	Non-ST	32	5	15.6	9	28.1	0	0.0	18	56.3
	Total	126	18	14.3	37	29.4	7	5.6	64	50.8
Chhattisgarh	ST	61	24	39.3	29	47.5	1	1.6	7	11.5
	Non-ST	69	35	50.7	28	40.6	1	1.4	5	7.2
	Total	130	59	45.4	57	43.8	2	1.5	12	9.2
Gujarat	ST	74	59	79.7	15	20.3	0	0.0	0	0.0
	Non-ST	35	31	88.6	4	11.4	0	0.0	0	0.0
	Total	109	90	82.6	19	17.4	0	0.0	0	0.0
Jharkhand	ST	89	19	21.3	56	62.9	8	9.0	6	6.7
	Non-ST	16	5	31.3	9	56.3	2	12.5	0	0.0
	Total	105	24	22.9	65	61.9	10	9.5	6	5.7
Madhya Pradesh	ST	118	37	31.4	33	28.0	1	0.8	47	39.8
	Non-ST	78	29	37.2	24	30.8	2	2.6	23	29.5
	Total	196	66	33.7	57	29.1	3	1.5	70	35.7
Maharashtra	ST	48	19	39.6	23	47.9	3	6.3	3	6.3
	Non-ST	78	29	37.2	34	43.6	8	10.3	7	9.0
	Total	126	48	38.1	57	45.2	11	8.7	10	7.9
Odisha	ST	73	36	49.3	22	30.1	8	11.0	7	9.6
	Non-ST	82	36	43.9	26	31.7	8	9.8	12	14.6
	Total	155	72	46.5	48	31.0	16	10.3	19	12.3
Rajasthan	ST	37	4	10.8	12	32.4	4	10.8	17	45.9
	Non-ST	23	0	0.0	15	65.2	1	4.3	7	30.4
	Total	60	4	6.7	27	45.0	5	8.3	24	40.0
Total	**ST**	**684**	**235**	**34.4**	**251**	**36.7**	**51**	**7.5**	**147**	**21.5**
	Non-ST	**417**	**172**	**41.2**	**150**	**36.0**	**23**	**5.5**	**72**	**17.3**
	Total	**1101**	**407**	**37.0**	**401**	**36.4**	**74**	**6.7**	**219**	**19.9**

Source: Teacher Schedule

Table 5.25 (b) shows the position of TLM grant (Rs 500 per teacher) given in upper primary schools. We find that overall in the 9 states 19.4 percent teachers had not received TLM grant in 2012-13 while most of them received the grant late. About 4.5 percent teachers received the grant towards the end of the year. Again there was some difference between ST and non-ST teachers in getting grant. While 22 percent ST teachers had not received the grant at all, the percentage of such non-ST teachers was much less, only 16 percent. The states in which a large percentage of teachers had not

received TLM grant were Rajasthan and Madhya Pradesh where 53.2 percent and 41.7 percent teachers respectively had not received TLM grant at all.

Table 5.25 (b): Percentage of Teachers of upper primary schools who had received TLM Grant in 2012

State	Social Groups	No. of sampled school teachers	Upper primary school teachers who received TLM grant at							
			Beginning of the year		Middle of the academic		End of the academic		Not Received	
			No.	%	No.	%	No.	%	No.	%
Andhra Pradesh	ST	29	10	34.5	13	44.8	4	13.8	2	6.9
	Non-ST	0	0	0	0	0	0	0	0	0
	Total	29	10	34.5	13	44.8	4	13.8	2	6.9
Assam	ST	9	2	22.2	4	44.4	0	0.0	3	33.3
	Non-ST	11	1	9.1	4	36.4	3	27.3	3	27.3
	Total	20	3	15.0	8	40.0	3	15.0	6	30.0
Chhattisgarh	ST	41	15	36.6	19	46.3	3	7.3	4	9.8
	Non-ST	24	10	41.7	11	45.8	1	4.2	2	8.3
	Total	65	25	38.5	30	46.2	4	6.2	6	9.2
Gujarat	ST	129	61	47.3	57	44.2	0	0.0	11	8.5
	Non-ST	72	37	51.4	30	41.7	0	0.0	5	6.9
	Total	201	98	48.8	87	43.3	0	0.0	16	8.0
Jharkhand	ST	60	12	20.0	34	56.7	5	8.3	9	15.0
	Non-ST	22	4	18.2	14	63.6	3	13.6	1	4.5
	Total	82	16	19.5	48	58.5	8	9.8	10	12.2
Madhya Pradesh	ST	45	10	22.2	16	35.6	0	0.0	19	42.2
	Non-ST	27	11	40.7	5	18.5	0	0.0	11	40.7
	Total	72	21	29.2	21	29.2	0	0.0	30	41.7
Maharashtra	ST	15	3	20.0	9	60.0	0	0.0	3	20.0
	Non-ST	22	9	40.9	8	36.4	3	13.6	2	9.1
	Total	37	12	32.4	17	45.9	3	8.1	5	13.5
Odisha	ST	38	18	47.4	8	21.1	2	5.3	10	26.3
	Non-ST	86	28	32.6	43	50.0	4	4.7	11	12.8
	Total	124	46	37.1	51	41.1	6	4.8	21	16.9
Rajasthan	ST	47	2	4.3	14	29.8	2	4.3	29	61.7
	Non-ST	30	6	20.0	10	33.3	2	6.7	12	40.0
	Total	77	8	10.4	24	31.2	4	5.2	41	53.2
Total	**ST**	**413**	**133**	**32.2**	**174**	**42.1**	**16**	**3.9**	**90**	**21.8**
	Non-	**294**	**106**	**36.1**	**125**	**42.5**	**16**	**5.4**	**47**	**16.0**
	Total	**707**	**239**	**33.8**	**299**	**42.3**	**32**	**4.5**	**137**	**19.4**

Source: Teacher Schedule

5.12 Number of classrooms that are too small or of poor quality

Table 5.26 gives information on percentage of classrooms in the sample schools of the 9 states, which are (a) too small for all the students to sit properly, (b) which are unattractive or dirty, (c) which do not have sufficient light or ventilation and (d) which have poor quality blackboard. Such classrooms are not conducive for learning. It is seen that overall in the 9 states 29.8 percent classroom in primary schools and 14.8

percent in upper primary schools are too small for the number of students who have to study in them, the percentage of such classrooms is highest (88.5% at primary level and 50.0% at upper primary level) in Andhra Pradesh, and lowest (12.8% and 4 % respectively for primary and upper primary levels) in Chhattisgarh.

Further, almost 25 percent primary classrooms and 13 percent upper primary classrooms are unattractive or dirty. Again the highest percentages of such classrooms (69% primary and 75% upper primary) were in Andhra Pradesh. The classrooms that do not have sufficient light or ventilation were mostly in Andhra Pradesh (39% at primary and 64% at upper primary level). Overall in the nine states, 17.4 percent classrooms at primary level and 12.1 at upper primary level did not have sufficient light or ventilation.

Table 5.26: Number and Percentage of classrooms that are too small or of poor quality

State	Type of School	Total No. of schools	Total No. of classrooms	% of classrooms found to be			
				Too small for the number of students in the class	Unattractive or dirty	Lacking enough light and ventilation	with poor quality blackboards
Andhra Pradesh	Primary	51	87	88.5	69.0	39.1	54.0
	Upper Primary	8	28	50.0	75.0	64.3	75.0
Assam	Primary	51	156	25.0	19.2	17.3	25.0
	Upper Primary	8	21	33.3	14.3	4.8	42.9
Chhattisgarh	Primary	63	149	12.8	11.4	5.4	8.1
	Upper Primary	27	75	4.0	5.3	4.0	5.3
Gujarat	Primary	46	120	33.3	33.3	33.3	38.3
	Upper Primary	54	347	15.6	15.0	18.2	13.5
Jharkhand	Primary	60	121	13.2	8.3	7.4	9.9
	Upper Primary	30	127	7.1	7.9	3.9	13.4
Madhya Pradesh	Primary	94	200	29.0	16.0	10.5	21.0
	Upper Primary	30	80	10.0	2.5	3.8	13.8
Maharashtra	Primary	50	126	25.4	37.3	20.6	47.6
	Upper Primary	10	38	18.4	57.9	36.8	86.8
Orissa	Primary	75	228	29.8	32.0	24.1	24.1
	Upper Primary	40	175	16.6	13.7	12.6	12.6
Rajasthan	Primary	43	79	45.6	11.4	2.5	13.9
	Upper Primary	22	115	20.9	0.9	0.0	7.0
Total	**Primary**	**536**	**1234**	**29.8**	**24.7**	**17.4**	**25.2**
	U. Primary	**229**	**994**	**14.8**	**13.0**	**12.1**	**16.5**

Source: Investigator Observation Schedule

A blackboard of good quality is essential in every classroom. It was found that 25 percent of primary school classrooms and 16.5 percent classrooms of upper primary school did not have good quality functional blackboard. Again, in Andhra Pradesh, the percentage of classrooms with poor quality classrooms is highest in primary schools (54%); in upper primary schools, the percentage of classrooms with poor quality blackboards is highest (87%) in Maharashtra.

5.12.1 Condition of Classrooms in which Observed Class III was Held

This section and the next section discuss condition of classrooms where classes III and VI respectively were held based on actual class-room observation. These classes were observed by investigators when language and mathematics classes were being taught. As classes for both the subjects were held in the same classroom, the number of classrooms in which classes were observed was 527 for class III and 199 for class VI. It is observed from Table 5.27 that the average number of students in class III was 11. Out of the 527 classrooms, 336 (63.8%) classrooms had adequate sitting space in them while the rest 36.2 percent classrooms did not have adequate sitting space for children. Most of the classrooms (87.9%) had sufficient light.

Table 5.27 further reveals that most of class III students sitting in about three-fourths classrooms were in school uniform while some students of 18.2 percent classes were not wearing school uniform. There was no class in which every student was not wearing school uniform. Out of 527 classrooms observed, 114 (21.6%) had blackboards/ chalk sticks of poor quality. Several charts/ maps/ pictures were displayed on walls of about one-third of the classrooms; only few charts/ maps/ pictures were displayed on walls in 48.6 percent classrooms. There were 17.8 percent classrooms where no charts/ maps/ pictures were displayed on walls**.**

Table 5.27: Condition of classrooms in which the observed class III was held

State	No. of classes observed	No. of students per class	No. of classes having classrooms with											
			Sitting space			Sufficient Light	Students in Uniform			Quality of blackboard/ chalk		Charts, maps, pictures displayed on walls		
			Adequate	Not adequate	Classes held in open space		Most of them	Some of them	None	Satisfactory	Poor	Several	Some	None
Andhra Pradesh	46	7	21	25	0	38	30	10	6	28	18	16	13	17
Assam	46	11	19	27	0	29	39	6	1	27	19	12	22	12
Chhattisgarh	62	10	47	15	0	58	58	3	1	58	4	31	30	1
Gujarat	45	12	28	17	0	34	28	11	6	35	10	27	17	1
Jharkhand	60	8	49	11	0	58	30	20	10	55	5	8	29	23
Madhya Pradesh	91	11	52	39	0	78	65	24	2	69	22	19	54	18
Maharashtra	47	17	38	9	0	43	34	10	3	24	23	28	16	3
Odisha	87	13	58	29	0	83	83	4	0	77	10	25	56	6
Rajasthan	43	9	24	19	0	42	35	8	0	40	3	11	19	13
Total	**527**	**11**	**336**	**191**	**0**	**463**	**402**	**96**	**29**	**413**	**114**	**177**	**256**	**94**

Source: Investigator Observation Schedule

5.12.2 Condition of Classrooms in which Observed Class VI was Held

Table 5.28 shows that the average number of students in 199 classrooms of class VI was 20. Most of the classrooms (78.4%) had adequate sitting space while the remaining 43 (21.6%) classrooms did not have adequate sitting space; ranging from none in Andhra Pradesh to 50 percent in Maharashtra. Most of classroom (92.5%) had sufficient light. Further, most of the students in 76.4 percent classes were in school uniform while in 18.1 percent classrooms only some of them were wearing school uniform. There were 11 classrooms (8 out of 49 in Gujarat, 2 out of 29 in Madhya Pradesh and 1 out of 26 in Odisha) in which none of the students were in school uniform. Quality of Blackboard/ chalk was satisfactory in 86.9 percent of classrooms. Display of several charts, maps and pictures on walls was found in 40.2 percent classrooms while in 46.2 percent classrooms only a few charts, maps and pictures were displayed. There were 27 classrooms in which no charts or maps or pictures were displayed. These classrooms existed in Assam (3 out of 9), Jharkhand (5 out of 30), Madhya Pradesh (8 out of 29), Maharashtra (1 out of 6), Odisha (3 out of 26) and Rajasthan (7 out of 21).

Table 5.28: Condition of classrooms in which the observed class VI was held

State	No. of classes observed	No. of students per class	No. of classes having classrooms with											
			Sitting space			Sufficient Light	Students in Uniform			Quality of blackboard/ chalk		Charts, maps, pictures displayed on walls		
			Adequate	Not adequate	Classes held in open space		Most of them	Some of them	None	Satisfactory	Poor	Several	Some	None
Andhra Pradesh	2	16	2	0	0	2	2	0	0	2	0	1	1	0
Assam	9	17	5	4	0	9	9	0	0	6	3	2	4	3
Chhattisgarh	27	25	23	4	0	26	25	2	0	26	1	9	18	0
Gujarat	49	30	34	15	0	39	28	13	8	40	9	44	5	0
Jharkhand	30	12	25	5	0	30	18	12	0	29	1	7	18	5
Madhya Pradesh	29	17	24	5	0	28	23	4	2	26	3	6	15	8
Maharashtra	6	14	3	3	0	5	2	4	0	2	4	3	2	1
Odisha	26	20	21	5	0	24	24	1	1	22	4	5	18	3
Rajasthan	21	12	19	2	0	21	21	0	0	20	1	3	11	7
Total	**199**	**20**	**156**	**43**	**0**	**184**	**152**	**36**	**11**	**173**	**26**	**80**	**92**	**27**

Source: Investigator Observation Schedule

Facilitators of Teaching and Learning

5.13 Text books

5.13.1 Supply of Text books in Schools

It is important that textbooks are supplied to all children just before closing of the session or soon after opening of the school every year in order to ensure that teaching does not suffer. Tables 5.29 and 5.30 present the distribution of sampled primary and upper primary schools according to months in which textbooks were received by them. It is seen from Table 5.29 that textbooks were supplied in 521 (98.3%) sampled primary and all 220 upper primary schools of the 9 states. In majority of primary (67.9%) and upper primary schools (71.8%) textbooks were received either in the month of May or June or July during the academic year 2012-13. Another 4 percent primary and 4.5 percent upper primary schools had received textbooks between August and December while 28.1 percent primary and 23.7 percent upper primary schools could get textbooks during the last quarter of the academic year.

Further, it is seen from Table 5.30 that in majority of Local Body primary and upper primary schools, text books were received in the months of May (32.7%) and June (30.3%); by Education Department schools in the months of April (23.4%) and June (31%) while by schools run by Tribal Welfare Department textbooks were received in June (58.5%) and July (22.6%).

Table 5.29: Month in which text books were received in sampled schools

State	School Category	No. of Schools	Text books were not received	Schools which received textbooks in the month of							
				Jan - March	April	May	June	July	Aug	Sep	Oct-Dec
Andhra Pradesh	Primary	53	0	5	5	0	0	43	0	0	0
	U. Primary	8	0	1	1	0	0	6	0	0	0
Assam	Primary	52	4	38	1	0	2	0	0	0	7
	U. Primary	8	0	8	0	0	0	0	0	0	0
Chhattisgarh	Primary	63	3	1	0	0	31	27	0	1	0
	U. Primary	27	0	0	0	1	11	14	1	0	0
Gujarat	Primary	43	0	0	0	0	43	0	0	0	0
	U. Primary	47	0	0	0	1	46	0	0	0	0
Jharkhand	Primary	60	0	9	15	4	2	19	9	1	1
	U. Primary	30	0	4	1	5	1	12	6	0	1
Madhya Pradesh	Primary	92	0	0	2	0	61	28	1	0	0
	U. Primary	28	0	0	1	0	19	8	0	0	0
Maharashtra	Primary	50	1	1	0	6	42	0	0	0	0
	U. Primary	10	0	0	0	0	10	0	0	0	0
Odisha	Primary	77	1	6	57	1	5	6	1	0	0
	U. Primary	42	0	3	33	1	2	1	1	0	1
Rajasthan	Primary	40	0	0	0	36	0	4	0	0	0
	U. Primary	20	0	0	0	17	1	2	0	0	0
Total	**Primary**	**530**	**9**	**60**	**80**	**47**	**186**	**127**	**11**	**2**	8
	U. Primary Primary	**220**	**0**	**16**	**36**	**25**	**90**	**43**	**8**	**0**	**2**

Source: School Schedule

Table 5.30: Month in which text books were received in the school

Management	Total Schools	text - books not supplied	% of schools which received textbooks in the month of							
			Jan-March	April	May	June	July	Aug	Sept	Oct - Dec
Local Body.	140	20.0	1.2	4.2	32.7	30.3	11.5	0.0	0.0	0.0
Education Department	385	3.1	16.1	23.4	4.0	31.0	15.4	4.3	0.5	2.3
Tribal/ Social Welfare	225	15.1	0.0	2.5	0.6	58.5	22.6	0.6	0.0	0.0
Total	**750**	**9.4**	**9.4**	**14.7**	**9.6**	**36.7**	**16.1**	**2.5**	**0.3**	**1.3**

Source: School Schedule

5.13.2 Status of supply of Text books in Schools

Table 5.31 gives the status of supply of textbooks in schools. It is observed from the table that in 85.3 percent primary schools and 84.1 percent upper primary schools all textbooks were given to students in all classes while in 11 percent primary schools as well as upper primary schools textbooks were also given in all classes but only to some students The percentage of primary and upper primary schools in which textbooks were supplied to some of the classes was less than 5 percent. Among the states, textbooks were given to all students of all classes in almost all sampled schools of Andhra Pradesh, Chhattisgarh, Gujarat and Maharashtra. Assam is the only state where no textbook was given to any students in one school.

Table 5.31: Status of supply of textbooks

State	School Category	No. of schools	Status of supply of Textbooks				No textbooks in any class (%)
			Of all classes (%)		Of some classes (%)		
			All of them	Some of them	All of them	Some of them	
Andhra Pradesh	Primary	53	100.0	0.0	0.0	0.0	0.0
	U.	8	100.0	0.0	0.0	0.0	0.0
Assam	Primary	52	63.5	26.9	5.8	1.9	1.9
	U.	8	50.0	50.0	0.0	0.0	0.0
Chhattisgarh	Primary	63	100.0	0.0	0.0	0.0	0.0
	U.	27	100.0	0.0	0.0	0.0	0.0
Gujarat	Primary	43	95.3	2.3	0.0	2.3	0.0
	U.	47	91.5	4.3	0.0	4.3	0.0
Jharkhand	Primary	60	85.0	10.0	3.3	1.7	0.0
	U.	30	83.3	16.7	0.0	0.0	0.0
Madhya Pradesh	Primary	92	75.0	19.6	4.3	1.1	0.0
	U.	28	82.1	14.3	0.0	3.6	0.0
Maharashtra	Primary	50	96.0	2.0	2.0	0.0	0.0
	U.	10	100.0	0.0	0.0	0.0	0.0
Orissa	Primary	77	74.0	20.8	2.6	2.6	0.0
	U.	42	76.2	9.5	9.5	4.8	0.0
Rajasthan	Primary	40	92.5	7.5	0.0	0.0	0.0
	U.	20	65.0	25.0	5.0	5.0	0.0
Total	**Primary**	**530**	**85.3**	**11.1**	**2.3**	**1.1**	**0.2**
	U.	**220**	**84.1**	**10.9**	**2.3**	**2.7**	**0.0**

Source: School Schedule

5.14 Suitability of Curriculum for Tribal Culture

The head teacher of every sampled school was asked to give opinion on whether the curriculum was suitable for tribal culture or not? He was also asked to give opinion on

whether the lessons in the textbooks included examples from tribal life and culture. Table 5.32 summarizes the responses given by them. About 54 percent primary school head teachers and 65 percent upper primary school head teachers felt that the curriculum was suitable for tribal culture while 29.1 percent primary school head teachers and 28.6 percent upper primary head teachers had opposite view; head teachers of 17.2 percent primary schools and 6.4 percent upper primary schools did not give any opinion on this aspect. Further, 49.1 percent primary school head teachers and 59.1 percent upper primary school head teachers were of the opinion that examples from tribal life and culture were included in lessons of the textbooks while 37.5 percent primary school head teachers and 35 percent upper primary school head teachers felt that it was not so. There were 13.4 percent primary school head teachers and 5.9 percent upper primary school head teachers who had not given any opinion on this aspect.

Table 5.32: Suitability of Curriculum for tribal culture

State	School Category	Curriculum suitable for tribal culture (no. of schools)			Examples from tribal culture in lessons (no. of schools)		
		Yes	No	Don't know	Yes	No	Not sure
Andhra Pradesh	Primary	0	0	53	0	0	53
	U. Primary	0	0	8	0	0	8
Assam	Primary	35	8	9	31	16	5
	U. Primary	5	2	1	3	3	2
Chhattisgarh	Primary	49	12	2	52	11	0
	U. Primary	25	2	0	24	3	0
Gujarat	Primary	36	7	0	27	13	3
	U. Primary	38	9	0	25	20	2
Jharkhand	Primary	22	35	3	17	43	0
	U. Primary	12	17	1	13	17	0
Madhya Pradesh	Primary	25	59	8	29	63	0
	U. Primary	10	17	1	11	17	0
Maharashtra	Primary	40	7	3	20	24	6
	U. Primary	6	3	1	2	7	1
Odisha	Primary	43	26	8	49	24	4
	U. Primary	27	13	2	34	9	0
Rajasthan	Primary	35	0	5	35	5	0
	U. Primary	20	0	0	19	1	0
Total	**Primary**	**285 (53.8)**	**154 (29.1)**	**91 (17.2)**	**260 (49.1)**	**199 (37.5)**	**71 (13.4)**
	U. Primary	**143 (65.0)**	**63 (28.6)**	**14 (6.4)**	**130 (59.1)**	**77 (35.0)**	**13 (5.9)**

Source: School Schedule

5.15 Details of Co-curricular activities

Table 5.33 gives percentage distribution of schools according to different co-curricular activities organized in school. It is observed from the table that games were held in majority of the primary schools (64.7%). The other activities, which were held in more than 30 percent primary schools, were singing and dance (35.8%). In upper primary schools also have games more common and were held in 80.5 percent of them. Only one fourth of primary and less than half upper primary schools reported the students were taken for excursion and visit of other places particularly in Gujarat, Chhattisgarh and Odisha. The co-curricular activities in some of the states are very few and far. Although in some states majority of heads of schools reported several activities, it also can be of providing socially desirable answerers and the investigators did not validate this information.

Table 5.33: Co-curricular activities

State	School category	Total no. of schools	(Singing& Dance	Excursions/ Visit to other places	Games	Gardening
Andhra Pradesh	Primary	53	15.1	3.8	54.7	0
	U. Primary	8	12.5	12.5	37.5	0
Assam	Primary	52	19.2	5.8	40.4	13.5
	U. Primary	8	12.5	12.5	50	0
Chhattisgarh	Primary	63	61.9	38.1	87.3	54
	U. Primary	27	74.1	51.9	88.9	55.6
Gujarat	Primary	43	46.5	90.7	97.7	69.8
	U. Primary	47	72.3	95.7	97.9	72.3
Jharkhand	Primary	60	35	36.7	81.7	28.3
	U. Primary	30	53.3	66.7	96.7	40
Madhya Pradesh	Primary	92	13	7.6	43.5	7.6
	U. Primary	28	10.7	7.1	60.7	10.7
Maharashtra	Primary	50	30	38	50	12
	U. Primary	10	10	30	40	0
Orissa	Primary	77	71.4	20.8	83.1	37.7
	U. Primary	42	71.4	28.6	85.7	52.4
Rajasthan	Primary	40	25	2.5	45	2.5
	U. Primary	20	55	0	70	10
Total	**Primary**	**530**	**35.8**	**25.1**	**64.7**	**24.7**
	U. Primary	**220**	**53.2**	**44.5**	**80.5**	**40**

Source: School Schedule

5.16 Average number of working days in a year in Primary and Upper Primary Schools of the selected 9 States

Table 5.34 gives average number of working days in primary and upper primary schools under different managements. It is observed from the table that the average number of working days in primary schools run by Local Bodies during 2011-12 was 224 as against 230 days in primary schools managed by Education Department and 223 days in schools functioning under Tribal Welfare department. The corresponding figures for upper primary schools were 230, 234 and 227 respectively for the schools under these Departments.

Table 5.34: Average number of working days by management and type of schools

State	Academic Year	Primary Schools					Upper primary Schools				
		Total No. of schools	LB	ED	TSWD	Total	Total No. of schools	LB	ED	TSWD	Total
Andhra Pradesh	2011-12	53	217	224	218	218	8	226	232	185	217
	2012-13		142	145	143	143		142	141	142	142
Assam	2011-12	52		218		218	8		228		228
	2012-13			90		90			58		58
Chhattisgarh	2011-12	63	220	228	222	221	27	225		224	225
	2012-13		107	133	120	116		102		132	126
Gujarat	2011-12	43	229	227	230	228	47	228	229	231	229
	2012-13		138	168	140	151		139	142	141	141
Jharkhand	2011-12	60		251		251	30		253		253
	2012-13			164		164			174		174
Madhya Pradesh	2011-12	92			225	225	28			230	230
	2012-13				150	150				151	151
Maharashtra	2011-12	50		225		225	10		221		221
	2012-13			129		129			131		131
Odisha	2011-12	77	223	225		225	42	227	227	232	227
	2012-13		138	175		170		146	164	164	162
Rajasthan	2011-12	40	228			228	20	233			233
	2012-13		134			134		136			136
Total	**2011-12**	**530**	**224**	**230**	**223**	**226**	**220**	**230**	**234**	**227**	**231**
	2012-13		**132**	**145**	**141**	**141**		**135**	**151**	**143**	**145**

LB- Local Body; ED – Education Department; TSWD – Tribal/ Social Welfare Department
Source: School Schedule

5.17 Functioning of School Management Committees – Role, Composition and Participation of Members in Meetings

Table 5.35 gives distribution of schools according to year of constitution of SMCs in primary and upper primary schools and their meetings held during 2012. The table shows that all upper primary schools and almost all primary schools had School Management Committee (SMC). There were 12 primary schools (5 in Andhra Pradesh, 2 in Madhya Pradesh, 4 in Maharashtra and 1 in Rajasthan) in which SMCs were not constituted. In most of the schools of 5 states namely, Gujarat, Jharkhand, Madhya

Pradesh, Maharashtra and Odisha, SMCs were constituted either in 2010 or 2011; in Chhattisgarh and Rajasthan after 2011 while in most of the schools of Assam, SMCs were in existence before 2010. In Andhra Pradesh, however, about half of the schools had constituted SMCs before 2010 while another half of the schools during 2010 and 2011. The average number of SMC meetings held during 2012-13 was 7 in schools run by either Local Bodies or Education Department as against 6 in schools managed by Tribal Welfare Department. Further, the last meeting of SMC prior to the date of data collection was held between October and January only in 18.1 percent schools while 81.9 percent schools had their SMC meeting either in January or afterwards.

Table 5.35: Constitution of SMCs in schools and average number of meetings held during 2012-13

State	Total no. of schools		No. of schools having SMC		Year of constitution of SMC			Average no. of meetings	last meeting held between	
	P	UP	P	UP	Before 2010	2010 & 2011	After 2011		Oct - Jan	Jan and afterwards
Andhra Pradesh	53	8	48	8	26	27	8	6	20	36
Assam	52	8	52	8	46	9	4	5	25	35
Chhattisgarh	63	27	63	27	6	9	75	7	10	80
Gujarat	43	47	43	47	0	83	7	8	1	89
Jharkhand	60	30	60	30	2	81	7	5	17	73
Madhya Pradesh	92	28	90	28	0	114	4	6	18	100
Maharashtra	50	10	46	10	4	47	5	8	5	51
Odisha	75	41	75	41	14	78	24	10	17	99
Rajasthan	40	20	39	20	0	6	53	4	22	37
Total	**528**	**219**	**516**	**219**	**98**	**454**	**187**	**7**	**135**	**600**

Source: School Schedule
Note: Information about 3 schools (2 primary and 1 upper primary) of Odisha not included

Table 5.36: Constitution of SMCs in schools of different managements and average number of meetings held during 2012-13

Management	Total no of schools		Number of schools							
			No. of schools having SMC		Year of constitution of SMC			Average number of meetings held	having last meeting held between	
	P	UP	P	UP	Before 2010	2010 & 2011	After 2011		Oct & Jan	Jan and after-wards
Local Body	115	50	112	50	12	71	81	7	37	124
Education Department	294	129	290	129	72	249	97	7	73	342
Tribal Welfare Department	119	40	114	40	14	134	9	6	25	121
Total	**528**	**219**	**516**	**219**	**98**	**454**	**187**	**7**	**135**	**587**

Source: School Schedule

Table 5.37 gives the average number of SMC members and the average number of those who had attended the last meeting held before the date of data collection in primary and upper primary schools. It is seen from the table that, on an average, there were 14 and 15 members respectively in SMC of primary and upper primary schools; ranging from 11 members in Assam to 17 members in Andhra Pradesh and Jharkhand for primary schools and from 12 members in Gujarat to 28 members in Andhra Pradesh. Further, on an average, 12 (85.7%) members in primary schools and 12 (80%) members in upper primary schools were from ST community. Females constituted 42.9 percent and 40 percent respectively among total members in primary and upper primary schools. The table further reveals that 71.4 percent of the total members in primary schools had attended the last meeting. The corresponding percentage for the members in upper primary schools was 73.3 percent. Thus it appears that most of the SMCs were constituted after the RTE Act became operational and the attendance of members in the SMC meetings was quite good.

Table 5.37: Average number of members in SMCs and those who attended the last meeting

State	School category	Total no. of schools	Average no. of members in SMC	Average no. of female members	Average no. of ST members	Average no. of members present in the last meeting
Andhra Pradesh	Primary	53	17	7	17	11
	U. Primary	8	28	16	27	17
Assam	Primary	52	11	4	10	12
	U. Primary	8	13	4	13	10
Chhattisgarh	Primary	63	16	7	11	11
	U. Primary	27	16	7	12	12
Gujarat	Primary	43	12	5	12	11
	U. Primary	47	12	5	12	11
Jharkhand	Primary	60	17	7	13	11
	U. Primary	30	16	7	14	12
Madhya Pradesh	Primary	92	13	6	11	7
	U. Primary	28	14	6	10	8
Maharashtra	Primary	50	12	5	10	8
	U. Primary	10	16	7	13	9
Odisha	Primary	75	12	5	8	10
	U. Primary	41	14	5	7	10
Rajasthan	Primary	40	14	7	14	11
	U. Primary	20	15	7	14	12
Total	**Primary**	**528**	**14**	**6**	**12**	**10**
	U. Primary	**219**	**15**	**6**	**12**	**11**

Source: School Schedule

5.18 Role of SMCs in different school activities

SMC has a very crucial role in facilitating achievement of the goals of RTE. Its support is essential for the success of educational programmes in schools. The support can be given by way of raising funds for school, facilitating construction of school building, or providing any other help needed by the school. Information on the support given by SMCs for facilitating education of children is given in Table 5.38. It is observed from the table that most of the primary and upper primary schools, irrespective of their management, had received support from their SMCs in admission process, ensuring children's retention and attendance, monitoring teachers' attendance, management of MDM and organization of social and cultural functions in school. On the other hand, there were some activities like raising funds for school and appointment of contract or part-time teachers the role of SMCs was limited; majority of schools did not receive help from their SMCs in these areas.

Table 5.38: Role of SMCs in different school activities in Primary and Upper primary schools

Activity	% of SMCs in primary schools play			% of SMCs in upper primary schools play		
	Active Role	Some Role	No Role	Active Role	Some Role	No Role
Enrolment of children	45.6	29.9	24.4	59.4	24.7	16.0
Ensuring regular attendance of students	37.7	33.3	29.0	47.5	32.4	20.1
Cleanliness of school premises	29.0	32.6	38.4	39.3	23.7	37.0
Facilitating construction of school building/	27.1	28.4	44.5	31.5	32.4	36.1
Raising funds for school	12.9	18.9	68.2	14.2	20.1	65.8
Monitoring teachers attendance	36.2	27.7	36.2	47.9	22.4	29.7
Appointment of contract or part-time teachers	13.4	22.9	63.6	14.6	19.6	65.8
Mobilizing community support	24.8	27.8	47.3	22.4	27.4	50.2
Preparing School development plan	32.4	25.2	42.4	36.1	22.8	41.1
Monitoring of day-to-day school activities	29.2	28.4	42.4	37.4	29.2	33.3
Proper management of MDM materials	45.6	26.3	28.0	50.2	29.2	20.5
Celebration of Tribal festivals in school	26.9	25.8	47.3	33.8	26.5	39.7
Organizing social and cultural functions in	35.8	26.3	37.9	44.3	29.2	26.5
Some other	3.2	8.7	88.1	3.7	6.8	89.5

Source: School Schedule

Table 5.39: Role of SMCs in different school activities separately in schools under Education Department and under Tribal Welfare Department

Activity	% of SMCs in schools under								
	Local Body play			Education Department play			Tribal Welfare Department play		
	Active Role	Some Role	No Role	Active Role	Some Role	No Role	Active Role	Some Role	No Role
Enrolment of children	41.8	38.8	19.4	60.8	24.3	14.9	28.3	28.3	43.4
Ensuring regular attendance of students	34.5	32.1	33.3	49.9	32.2	18.0	22.0	36.5	41.5
Cleanliness of school premises	27.9	27.3	44.8	40.2	31.9	27.9	14.5	27.7	57.9
Facilitating construction of school	23.6	24.2	52.1	37.1	32.9	30.0	10.1	26.4	63.5
Raising funds for school	13.3	17.0	69.7	15.1	21.0	63.8	8.2	17.0	74.8
Monitoring teachers attendance	38.2	21.8	40.0	49.4	28.1	22.5	15.1	25.2	59.7
Appointment of contract or part-time teachers	4.2	17.0	78.8	18.9	23.2	57.9	10.1	23.9	66.0
Mobilizing community support	23.0	20.6	56.4	31.4	33.8	34.8	5.7	18.9	75.5
Preparing School development plan	35.8	20.6	43.6	41.8	29.3	28.8	8.8	15.7	75.5
Monitoring of day-to-day school activities	30.3	30.9	38.8	38.3	31.9	29.8	15.1	17.6	67.3
Proper management of MDM materials	55.8	28.5	15.8	52.2	30.0	17.7	23.9	18.2	57.9
Celebration of Tribal festivals in school	29.1	29.1	41.8	35.0	27.0	38.1	12.6	20.1	67.3
Organizing social and cultural functions in	37.6	26.1	36.4	46.8	29.1	24.1	16.4	23.3	60.4
Some other	1.2	6.7	92.1	4.5	9.0	86.5	2.5	7.5	89.9

Source: School Schedule

5.19 Teachers' posts sanctioned and Teachers in position

Table 5.40 gives the number of teaching posts sanctioned (that is, number of teachers who should be in school according to RTE norms) and the number of teachers in position in sample primary and upper primary schools. It is seen from the table that the number of teaching posts sanctioned in primary and upper primary schools were 1415 and 1225 respectively. The number of teachers posted in primary and upper primary schools was 1327 (93.8%) and 1114 (90.9%) respectively. Among the states the percentage of teachers posted as against the sanctioned posts in primary schools was

highest in Assam (123.8%) and lowest in Rajasthan (74.3%). In upper primary schools such percentage was highest in Odisha (102.8%) and lowest in Jharkhand (73.1%).

Table 5.40: Teachers' posts sanctioned posts and Teachers in position

State	No. of sample schools			No. of sanctioned posts			No. of teachers posted			% of teachers posted		
	P	UP	Total	P	UP	Total	P	UP	Total	P	UP	Total
Andhra Pradesh	53	8	61	123	45	168	109	40	149	88.6	88.9	88.7
Assam	52	8	60	130	51	181	161	46	207	123.8	90.2	114.4
Chhattisgarh	63	27	90	199	145	344	167	119	286	83.9	82.1	83.1
Gujarat	43	47	90	123	384	507	115	361	476	93.5	94.0	93.9
Jharkhand	60	30	90	129	134	263	110	98	208	85.3	73.1	79.1
Madhya Pradesh	92	28	120	249	103	352	238	100	338	95.6	97.1	96.0
Maharashtra	50	10	60	147	49	196	141	45	186	95.9	91.8	94.9
Odisha	77	42	119	206	176	382	205	181	386	99.5	102.8	101.0
Rajasthan	40	20	60	109	138	247	81	124	205	74.3	89.9	83.0
Total	**530**	**220**	**750**	**1415**	**1225**	**2640**	**1327**	**1114**	**2441**	**93.8**	**90.9**	**92.5**

Source: School schedule; P – Primary; UP – Upper Primary

5.20 Schools with Number of Teachers

Table 5.41 shows that about half of the sample primary schools had only two teachers; another 23.4 percent schools had 3 teachers each while 12.6 percent schools had more than 3 teachers each. There were 13.6 percent single teacher primary schools. The percentage of single teacher schools was highest in Andhra Pradesh (30.2%) followed by Jharkhand (26.7%), Assam (23.1%) and Rajasthan (22.5%). As regards upper primary schools about one-fourth of them had seven or more teachers. Among the states, Gujarat had the highest percentage (74.5%) of schools having seven or more teachers followed by Rajasthan (40%) and Assam (37.5%). There were 13.6 percent upper primary schools which had only one teacher each. The percentage of single teacher upper primary schools was highest in Jharkhand (13.3%).

Table 5.41: Distribution of sample Schools according to number of Teachers in position

State	School category	Total no. of sample schools	% of Schools with No. of Teachers in position							% of single teacher schools in the
			1	2	3	4	5	6	7 & Above	
Andhra Pradesh	Primary	53	30.2	45.3	13.2	11.3	0.0	0.0	0.0	28.1
	U.	8	0.0	0.0	12.5	25.0	25.0	25.0	12.5	1.3
Assam	Primary	52	23.1	38.5	15.4	5.8	5.8	3.8	7.7	10.3
	U.	8	0.0	0.0	25.0	12.5	25.0	0.0	37.5	0.4
Chhattisgarh	Primary	63	9.5	34.9	41.3	11.1	3.2	0.0	0.0	8.1
	U.	27	3.7	0.0	14.8	33.3	25.9	18.5	3.7	6.1
Gujarat	Primary	43	0.0	48.8	37.2	11.6	2.3	0.0	0.0	3.9
	U.	47	0.0	0.0	6.4	0.0	8.5	10.6	74.5	1.0
Jharkhand	Primary	60	26.7	68.3	1.7	1.7	1.7	0.0	0.0	20.1
	U.	30	13.3	30.0	16.7	16.7	16.7	0.0	6.7	2.7
Madhya .Pradesh	Primary	92	1.1	58.7	27.2	7.6	5.4	0.0	0.0	19.0
	U.	28	0.0	0.0	57.1	35.7	3.6	3.6	0.0	15.9
Maharashtra	Primary	50	2.0	46.0	34.0	14.0	0.0	0.0	4.0	3.1
	U.	10	0.0	10.0	20.0	20.0	20.0	10.0	20.0	0.2
Odisha	Primary	77	14.3	49.4	24.7	3.9	2.6	1.3	3.9	12.5
	U.	43	7.1	11.9	19.0	26.2	16.7	7.1	11.9	1.5
Rajasthan	Primary	40	22.5	60.0	12.5	2.5	2.5	0.0	0.0	31.1
	U.	20	5.0	0.0	5.0	10.0	20.0	20.0	40.0	0.5
Total	Primary	530	13.6	50.4	23.4	7.5	2.8	0.6	1.7	
	U.	221	4.1	6.8	19.1	19.1	15.5	9.5	25.9	

Source: School schedule

Table 5.42: Pupil-teacher ratio in sample schools

State	Pupil-Teacher Ratio		
	Primary Schools	Upper Primary Schools	Total
Andhra Pradesh	22.6	18.1	21.4
Assam	20.9	11.2	18.8
Chhattisgarh	22.9	23.0	22.9
Gujarat	26.8	32.0	30.7
Jharkhand	37.3	45.1	41.0
Madhya Pradesh	32.7	26.2	30.8
Maharashtra	33.0	34.4	33.4
Odisha	29.0	33.4	31.1
Rajasthan	-	31.4	34.8
Total	**29.0**	**30.6**	**29.7**

Source: School schedule

5.21 Pupil-Teacher Ratio in Sample Schools

Table 5.42 shows that on an average the Pupil Teacher Ratio (PTR) in primary schools is 29 whereas in the upper primary schools it is 30.6. However, there are large inter-state differences. Interestingly, Jharkhand has recorded the highest pupil-teacher ratio with an average of 37.3 in primary schools and 45.1 in upper primary schools. On the other hand, Assam is the lowest with 20.9 and 11.2 PTR in primary schools and upper primary schools respectively.

Chapter 6

TEACHERS IN SCHOOLS OF TRIBAL AREAS

This chapter focuses on teachers working in the sample schools. It covers demographic, educational and social background of the teachers, their experience and in-service training; their interaction with ST children and parents and their opinion on ST students' learning and behaviour. The data collected through school schedule and teacher schedule form the basis of discussion in this chapter. The teacher schedule was filled by a maximum of four teachers in each school. In the schools having both primary and upper primary levels, two teachers from each level were selected. In the case of schools having only primary classes or only upper primary classes, only 3 teachers were selected from each school. Out of the 3 teachers, at least one teacher had to be female and one non-tribal, if available.

6.1 Social Group, Gender, Age and Nature of Appointment of Teachers in Selected States (Based on DISE Data 2012-13)

At all India level ST teachers constitute 8.7% to total primary teachers representing equal to the proportion of their population. It is observed from Table 6.1 that out of total 10, 99,678 teachers working in primary schools of the nine sample states, 17.9% of them belonged to the ST category. Inter-state variations were clearly visible. The highest percentage of ST teachers at the primary level, was in Chhattisgarh (36.4%) followed by Jharkhand (31.7%) and Gujarat (26%) representing higher than their population proportion. While the lowest percentage of ST teachers was in Andhra Pradesh (7.9%), however, ST teachers represent the proportion to their population in the state. In Odisha and Rajasthan the percentage of ST teachers was lower than proportion of their population in the states.

At the upper primary level, little less than 10% of total 23, 07,592 teachers were of the ST category. This percentage was even less than that at the primary level. Among the states, the percentage of ST teachers was highest in Chhattisgarh (22.3%) and the lowest in Andhra Pradesh (4.9%). Maharashtra, too, had low percentage of ST teachers (6.5%). Assam (13.5%), Gujarat (12.6%) and Jharkhand (19.8%) were other states where the percentage of ST teachers was more than 12%.

While in the states of Andhra Pradesh, Chhattisgarh and Madhya Pradesh Department of Tribal Welfare plays a crucial role in providing the schooling facilities in predominantly tribal area. Also, these states have adopted a specific policy in appointing teachers from tribal communities. While in the other states, the department of education provides schooling facilities in tribal areas and follows a common policy for recruiting teachers for the entire state by adopting quota system. This is one of the main reasons for differential proportion of ST teachers in sample states.

About two-fifths of the teachers at both the levels were females. Except in primary schools of Andhra Pradesh and upper primary schools of Gujarat, in all the states, more than half of the teachers were males.

Table 6.1: Distribution of Teachers by Social group, Gender and Nature of Appointment (2012-13)

School Category	State	% of Teachers					
		Total teachers	% of Female teachers to total teachers	% of ST Teachers	% of ST Female Teachers To total ST teachers	% of Regular Teachers to total teachers	% of ST Regular Teachers to total ST teachers
Primary	Andhra Pradesh	193125	51.8	7.9	30.8	96.6	92.5
	Assam	130260	36.7	17.9	36.3	99.5	98.3
	Chhattisgarh	111492	36.3	36.4	33.4	85.8	84.3
	Gujarat	33671	48.8	26	48.8	98.7	97.7
	Jharkhand	56934	29.8	31.7	37.6	29.3	29.8
	Madhya Pradesh	221801	33.3	21.1	28.6	99.8	99.8
	Maharashtra	149367	47.2	9.2	27.7	94.7	91.0
	Odisha	91649	42.8	18	30.2	96.9	96.8
	Rajasthan	111379	32.7	12.8	21.2	90.5	89.4
	9 State Total	**1099678**	**40.2**	**17.8**	**14.1**	**92.2**	**87.8**
	All India	**2656064**	**46.5**	**11.1**	**36.2**	**86.6**	**88.4**
Upper Primary	Andhra Pradesh	326624	44.5	4.9	35.4	95.7	95.5
	Assam	147272	31.3	13.5	29.7	99.5	96.9
	Chhattisgarh	95286	43.9	22.3	35.8	87.4	84.1
	Gujarat	269833	55.2	12.6	49.1	98.0	94.5
	Jharkhand	113575	32.7	19.8	48.9	62.1	67.7
	Madhya Pradesh	242217	48.2	8.5	36.3	99.5	99.2
	Maharashtra	483228	42.7	6.5	30.9	97.4	96.1
	Odisha	180524	39	9.8	34.2	96.1	94.6
	Rajasthan	449033	30.9	8.8	19.7	97.6	97.4
	9 State Total	**2307592**	**41.2**	**9.6**	**8.2**	**95.4**	**89.2**
	All India	**4697283**	**46.3**	**7.3**	**38.3**	**89.4**	**89.5**

Source: DISE 2012-13.

Further, more than 90% of the teachers working in primary as well as upper primary schools of the nine states in 2012-13 were appointed on regular basis and only 7.8%

primary and 4.6% upper primary teachers were contractual teachers. Among the states, the percentage of contractual teachers in primary schools was highest in Jharkhand (70.7%) followed by Chhattisgarh (14.2%) while this percentage was lowest in Madhya Pradesh (0.2%). In upper primary schools, the percentage of contractual teachers was highest in Jharkhand (37.9%) and lowest in Assam and Madhya Pradesh (0.5%).

6.2 Teachers by Social Group, Gender, Age and Nature of Appointment in Sample Schools

In the previous section the profile of teachers of all the schools in the 9 selected states was presented. The tribal population in nine states are concentrated mostly in scheduled areas. Here we present the profile of those teachers who were working in the sample schools located in predominantly tribal areas for comparison and understanding whether they differed in any respect.

6.2.1 Gender-wise distribution of Teachers

It is evident from Table 6.2 that out of total 1327 teachers in sample primary schools, 70% were males and the rest 30% were females whereas the percentage of female teachers in the total schools of the 9 sample states was 40% (refer Table 6.1). It is understandable that relatively fewer female teachers work in tribal villages. However, there is wide variation across the sample states in this regard. The proportion of female teachers ranges between 37.4% in Gujarat to 13.6% in Rajasthan. Apart from Rajasthan, less than 30% teachers were women in Andhra Pradesh (23.9%) and Madhya Pradesh (23.1%). At the upper primary level, however, the highest percentage of female teachers was seen in Maharashtra (44.4%) and the lowest in Assam (11%) closely followed by Rajasthan (16%). In upper primary schools also, the situation is similar. While 31.1% teachers were women in the sample schools of the 9 states, in the total upper primary schools of these states, 41.2% were women (also refer Table 6.1).

Table 6.2: Gender-wise Distribution of Teachers posted in Sample Schools

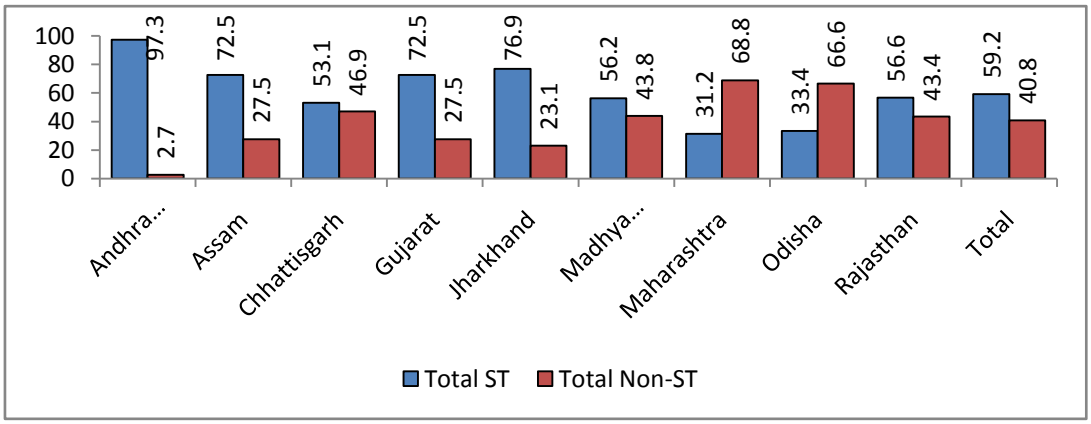
State	Primary			Upper Primary			Total		
	Total	Male (%)	Female (%)	Total	Male (%)	Female (%)	Total	Male (%)	Female (%)
Andhra Pradesh	109	76.1	23.9	40	75.0	25.0	149	75.8	24.2
Assam	161	64.0	36.0	46	89.1	10.9	207	69.6	30.4
Chhattisgarh	167	64.1	35.9	119	74.8	25.2	286	68.5	31.5
Gujarat	115	62.6	37.4	361	60.4	39.6	476	60.9	39.1
Jharkhand	110	68.2	31.8	98	69.4	30.6	208	68.8	31.3
Madhya Pradesh	238	76.9	23.1	100	79.0	21.0	338	77.5	22.5
Maharashtra	141	66.7	33.3	45	55.6	44.4	186	64.0	36.0
Odisha	205	68.3	31.7	181	62.4	37.6	386	65.5	34.5
Rajasthan	81	86.4	13.6	124	83.9	16.1	205	84.9	15.1
Total	**1327**	**69.9**	**30.1**	**1114**	**68.9**	**31.1**	2441	**69.4**	**30.6**

Source: School Schedule

6.2.2 Distribution of Teachers by Social Groups

It can be seen from Table 6.3 that 60% of the teachers in the sample primary schools belonged to ST category while the percentage of ST teachers was only 17.9% in the total primary schools of the nine states. Out of a total of 1114 teachers working in sample upper primary schools, 58.3% were from ST communities as against only 9.6% in the total upper primary schools of these states. Apparently preference is given to ST category while appointing teachers in tribal areas. A wide variation is noticed among the selected states in respect of the proportion of ST teachers. While nearly all the teachers in Andhra Pradesh (97.3%) belonged to the tribal category, only about one-third of the teachers in Maharashtra and Odisha were ST teachers. In the remaining states, more than half of the teachers belonged to the ST category.

Fig. 6.1: Percentage of Teachers by Social Group



The reason for almost all teachers in Andhra Pradesh being from the ST category is mainly due to the state government (GO: 208) policy of 2002 which stipulates appointment of teachers for all schools in the scheduled tribe areas only from among Scheduled Tribe candidates of the same district. The state has also adopted a policy of 33.3% reservation of teachers' posts for females. The policy of appointing only tribal teachers in scheduled areas was based on the belief that local tribal teachers would have a better understanding and ability to connect with culture and life of students, and secondly, providing tribal youth with employment, helps reduce the influence of left-wing Maoists and Naxal activities on tribal youth (Sujatha K, 1995). Besides, it was also felt that the local tribal teachers would live in the villages and attend schools regularly.

Despite National Policy on Education (1986) and Program of Action (1992) envisaged appointing tribal youth as teachers in predominantly tribal areas. Yet, in many of the sample states a large percentage of teachers working in tribal concentrated areas are non-tribals. This clearly shows that the teacher recruitment policy in these states has not followed the National Policy on Education.

Table 6.3: Number and Percentage of Teachers by Social Group in Sample Schools

States	% of Teachers											
	Primary				Upper Primary				Total			
	Total No. of Teachers	% of Female Teachers	% of ST Teachers	% of ST Female	Total No. of Teachers	% of Female Teachers	% of ST Teachers	% of ST Female	Total No. of Teachers	% of Female Teachers	% of ST Teachers	% of ST Female
Andhra Pradesh	109	23.9	96.3	23.8	40	25.0	100	25.0	149	24.2	97.3	24.1
Assam	161	36.0	81.4	38.2	46	10.9	41.3	15.8	207	30.4	72.5	35.3
Chhattisgarh	167	35.9	47.9	33.8	119	25.2	60.5	29.2	286	31.5	53.1	31.6
Gujarat	115	37.4	70.4	37.0	361	39.6	73.1	36.0	476	39.1	72.5	36.2
Jharkhand	110	31.8	83.6	33.7	98	30.6	69.4	32.4	208	31.3	76.9	33.1
Madhya Pradesh	238	23.1	56.7	23.0	100	21.0	55.0	18.2	338	22.5	56.2	21.6
Maharashtra	141	33.3	30.5	18.6	45	44.4	33.3	26.7	186	36.0	31.2	20.7
Orissa	205	31.7	40.0	24.4	181	37.6	26.0	23.4	386	34.5	33.4	24.0
Rajasthan	81	13.6	58.0	4.3	124	16.1	55.6	20.3	205	15.1	56.6	13.8
Total	1327	30.1	60.0	28.1	1114	31.1	58.3	29.3	2441	30.6	59.2	28.7

Source: School Schedule

6.2.3 Distribution of Teachers by Age

It is observed from Table 6.4 that the average age of the total teachers from sample primary as well as upper primary schools was 38 years. The corresponding figures for male and female teachers in primary schools were 39 and 34 respectively while these figures in upper primary schools were 40 and 35 respectively. Non-ST teachers with an average age of 38 in primary schools and 39 years in upper primary schools were little older as compared to ST teachers (average age of 37 years in primary schools and 38 years in upper primary schools). Regular teachers, on an average, were 8 years older than contractual teachers (32 years) in both primary and upper primary schools since most of the contractual teachers were appointed only in the recent years.

The table further reveals that the majority of teachers (47.8% in primary schools and 46.1% in upper primary schools) were in the age-group 35-49 years. Another one- third of the teachers were between the age of 25 and 34 years. There were 12.7% teachers in primary schools and 15.3% teachers in upper primary schools who were 50 years or above while only less than 8% teachers were below 25 years.

Table 6.4: Distribution of Teachers by Age

School Category	Teachers Category	No	% of teachers in the age-group (in years)				Average age in years
			<25	25-34	35-49	50 & above	
Primary	**Total**	**1327**	**7.6**	**31.9**	**47.8**	**12.7**	**38**
	Male	927	5.8	28.4	50.2	15.6	39
	Female	400	11.9	40.2	42.3	5.7	34
	ST	796	7.2	34.3	48.2	10.3	37
	Non-ST	531	8.3	28.1	47.3	16.3	38
	Regular	951	4.2	24.9	54.0	16.8	40
	Contract	376	16.5	50.0	31.6	1.9	32
Upper Primary	**Total**	**1114**	**4.5**	**34.1**	**46.1**	**15.3**	**38**
	Male	767	2.6	29.2	50.3	17.9	40
	Female	347	8.7	44.9	36.7	9.6	35
	ST	649	3.5	36.8	47.0	12.6	38
	Non-ST	465	5.9	30.2	44.9	19.1	39
	Regular	863	2.5	29.2	48.8	19.5	40
	Contract	251	11.3	51.0	36.8	0.8	32

*16 Teachers did not report their age

Source: School Schedule

Majority of male teachers were in the age-group of '35-49' years in primary (50.2%) as well as upper primary schools (50.3%) while majority of female teachers belonged to

the age-group of '35-49' years in primary schools (42.3%) and to the age-group of '25-34' years in upper primary schools (44.9%). Among both ST and non- ST teachers, nearly half of them were in the age group of '35-49' years. About half of the regular teachers were between the age of 35 and 49 years while about half of the contract teachers were in the age group of '25-34' years in both primary and upper primary schools.

6.2.4 Nature of appointment by Gender

About three-fourths of the total sample teachers were employed on regular basis and the rest 25.7% on contractual basis (refer Fig. 6.2). The percentage of regular male teachers was 75.4% which was slightly higher than that of regular female teachers (71.8%).

Table 6.5: Distribution of Teachers according to Gender and Nature of appointment in Sample Schools

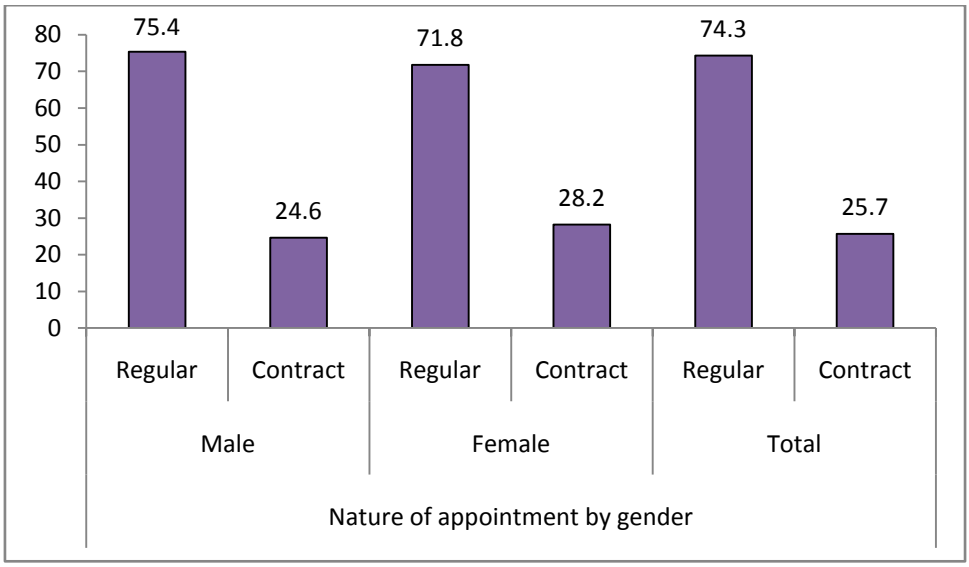
School Category	State	Male			Female			Total		
		Total No. of teachers	% Regular Teachers	% Contract Teachers	Total no. of teachers	% Regular Teachers	% Contract Teachers	Total no. of teachers	% Regular Teachers	% Contract Teachers
Primary	Andhra Pradesh	83	60.2	39.8	26	73.1	26.9	109	63.3	36.7
	Assam	103	94.2	5.8	58	89.7	10.3	161	92.5	7.5
	Chhattisgarh	107	81.3	18.7	60	75.0	25.0	167	79.0	21.0
	Gujarat	72	100	0.0	43	100	0.0	115	100	0.0
	Jharkhand	75	30.7	69.3	35	22.9	77.1	110	28.2	71.8
	Madhya Pradesh	183	70.5	29.5	55	58.2	41.8	238	67.6	32.4
	Maharashtra	94	92.6	7.4	47	95.7	4.3	141	93.6	6.4
	Odisha	140	55.7	44.3	65	41.5	58.5	205	51.2	48.8
	Rajasthan	70	70.0	30.0	11	72.7	27.3	81	70.4	29.6
	Total	**927**	**72.5**	**27.5**	**400**	**69.8**	**30.3**	**1327**	**71.7**	**28.3**
Upper Primary	Andhra Pradesh	30	60.0	40.0	10	80.0	20.0	40	65.0	35.0
	Assam	41	90.2	9.8	5	20.0	80.0	46	82.6	17.4
	Chhattisgarh	89	93.3	6.7	30	96.7	3.3	119	94.1	5.9
	Gujarat	218	99.1	0.9	143	97.2	2.8	361	98.3	1.7
	Jharkhand	68	44.1	55.9	30	33.3	66.7	98	40.8	59.2
	Madhya Pradesh	79	69.6	30.4	21	57.1	42.9	100	67.0	33.0
	Maharashtra	25	96.0	4.0	20	100.0	0.0	45	97.8	2.2
	Odisha	113	50.4	49.6	68	38.2	61.8	181	45.9	54.1
	Rajasthan	104	82.7	17.3	20	60.0	40.0	124	79.0	21.0
	Total	**767**	**79.0**	**21.0**	**347**	**74.1**	**25.9**	**1114**	**77.5**	**22.5**

Source: School schedule

Similar trend was seen at both primary and upper primary levels (refer Table 6.5). However, a higher percentage of teachers in primary schools were employed on

contractual basis as compared to upper primary schools. As regards nine sample states, it was observed that except Jharkhand in all the states most of teachers were appointed on regular basis. In fact, in Gujarat all the teachers in primary schools and 98.3% teachers in upper primary schools were appointed on regular basis. In Jharkhand, however, only about one-third of the teachers were appointed as regular teachers.

Fig. 6.2: Percentage Distribution of Teachers according to Gender and Nature of appointment in Sample Schools (Primary Upper Primary)



6.3 Educational and Professional Qualification of Teachers in Sample Schools

6.3.1 Educational Qualification of Teachers

Before discussing the educational profile of the teachers working in sample schools, it was of interest to examine the educational profile of the teachers in all the schools of the 9 states available from the DISE data. This would help in comparing the educational profile of the teachers in tribal areas with that of the state as a whole.

Table 6.6 shows a wide variation in the educational qualification of teachers working in the nine states. The percentage of primary school teachers having up to secondary education was highest in Gujarat (50.7%) closely followed by Assam (49%) while it was lowest in Chhattisgarh (1.8%). On the other hand, highest percentage of teachers with a minimum of graduate degree existed in Andhra Pradesh (81.7%) while this percentage was lowest in Gujarat (16.6%). A similar trend was observed in regard to educational qualification of upper primary school teachers.

Table 6.6: Educational Qualification of Teachers of all schools in Selected States (2012-13)

States	Teacher category	Primary schools					Upper Primary schools				
		Total teachers	% of teachers with qualification				Total teachers	% of teachers with qualification			
			High school or below	Hr. Sec. or equivalent	Graduate	Post grad. or above		High school or below	Hr. Sec. or equivalent	Graduate	Post grad. or above
Andhra Pradesh	**Total**	193125	4.2	14.2	59.2	22.5	326624	2.6	6.5	53.9	37.0
	ST	15173	15.0	24.7	48.6	11.8	16002	3.3	10.3	59.0	27.4
Assam	**Total**	130260	49.0	29.3	19.8	1.9	147272	7.7	31.6	51.9	8.8
	ST	23287	62.1	26.8	10.4	0.7	19860	8.6	43.2	43.2	5.0
Chhattisgarh	**Total**	111492	1.8	45.0	28.3	24.9	95286	1.6	13.8	36.3	48.2
	ST	40620	1.8	56.3	25.4	16.4	21273	1.1	10.3	43.0	45.5
Gujarat	**Total**	33671	50.7	32.7	11.6	5.0	269833	34.3	25.6	24.0	16.2
	ST	8758	52.3	34.3	9.5	3.9	33928	42.0	28.0	17.5	12.6
Jharkhand	**Total**	56934	10.2	39.6	42.8	7.5	113575	7.8	16.7	53.5	22.0
	ST	18021	13.4	48.5	34.0	4.0	22543	12.3	24.9	48.8	13.9
Madhya Pradesh	**Total**	221801	3.3	38.4	33.5	24.2	242217	4.9	19.6	41.4	33.8
	ST	46901	3.8	50.4	29.9	15.9	20474	3.7	17.9	39.8	38.6
Maharashtra	**Total**	149367	27.0	32.4	32.5	8.1	483228	17.9	20.4	43.5	18.0
	ST	13807	25.9	43.4	24.8	6.0	31358	22.3	32.3	36.1	9.3
Odisha	**Total**	91649	28.7	33.3	33.0	4.9	180524	13.6	20.9	53.0	12.5
	ST	16488	35.7	41.5	20.5	2.2	17643	23.2	35.5	35.8	5.5
Rajasthan	**Total**	111379	8.9	24.9	40.8	25.4	449033	5.2	12.0	48.0	34.8
	ST	14244	14.1	30.3	38.7	17.0	39494	5.1	12.1	50.2	32.5

Source: DISE

The educational profile of the ST teachers also varied across the nine states. Most of the ST teachers had above secondary level education. About half of the teachers in Assam and Gujarat and one-third of the teachers in Odisha had education up to the secondary level only. Majority of teachers in Andhra Pradesh (60.4% in primary and 86.4% in upper primary schools) and Rajasthan (55.7% in primary and 82.7% in upper primary schools) were graduates and above.

Educational Qualification of Teachers in Sample Schools

Out of a total of 1327 teachers in sample primary schools 44% were either graduates or post graduates; 41.2% had passed higher secondary or equivalent examination while 14.8% teachers possessed up to secondary qualification (refer Table 6.7). Comparing educational qualification of teachers in sample schools with that of total teachers of the 9 states it is seen that the percentage of teachers having qualification up to secondary

level only was 16.4% among the total teachers which was slightly higher than that among the teachers of sample schools. However, the percentage of teachers having graduate and above qualification was comparatively higher among the teachers of total schools (52.6%) as compared to those of sample schools (44%). Looking at the state figures, it was noticed that the percentage of teachers with a minimum of graduate degree was highest in Andhra Pradesh (67.9%) and lowest in Assam (3.1%). Among the total schools of different states such percentage was found the highest in Andhra Pradesh (81.6%) and lowest in Gujarat (16.6%). The percentage of teachers having below secondary qualification in sample schools was less than 10% in all the selected states except in Assam (66.5%), Gujarat (21.7%) and Odisha (17.1%).

Table 6.7: Educational Qualification of Teachers in Sample schools

School category	State	Total no. of teachers in sample schools	% of teachers in sample schools having qualification			% of teachers in total schools in the state having qualification		
			High school or below	Higher secondary or equivalent	Graduate & above	High school or below	Higher secondary or equivalent	Graduate & above
Primary	Andhra Pradesh	109	9.2	22.9	67.9	4.2	14.2	81.6
	Assam	161	66.5	30.4	3.1	49.0	29.3	21.7
	Chhattisgarh	167	1.8	41.9	56.3	1.8	45.0	53.2
	Gujarat	115	21.7	54.8	23.5	50.7	32.7	16.6
	Jharkhand	110	5.5	38.2	56.3	10.2	39.6	50.2
	Madhya Pradesh	238	0.8	48.3	50.9	3.3	38.4	58.3
	Maharashtra	141	3.5	39.7	56.8	27.0	32.4	40.6
	Odisha	205	17.1	42.0	40.9	28.7	33.3	38.0
	Rajasthan	81	3.7	50.6	45.7	8.9	24.9	66.2
	Total	**1327**	**14.8**	**41.2**	**44.0**	**16.4**	**31.0**	**52.6**
Upper primary	Andhra Pradesh	40	0.0	15.0	85.0	2.6	6.5	90.9
	Assam	46	8.7	50.0	41.3	7.7	31.6	60.7
	Chhattisgarh	119	0.0	0.0	100	1.6	13.8	84.5
	Gujarat	361	14.1	57.1	28.8	34.3	25.6	40.2
	Jharkhand	98	5.1	27.6	67.3	7.8	16.7	75.5
	Madhya Pradesh	100	2.0	7.0	91.0	4.9	19.6	75.2
	Maharashtra	45	8.9	35.6	55.5	17.9	20.4	61.5
	Odisha	181	16.6	30.9	52.5	13.6	20.9	65.5
	Rajasthan	124	0.0	18.5	81.5	5.2	12.0	82.8
	Total	**1114**	**8.6**	**32.7**	**58.7**	**11.7**	**17.6**	**70.7**

Source: School Schedule

As regards upper primary schools, 58.7% teachers in sample schools had a minimum of graduate degree as against 70.7% teachers of the total schools. There were 8.6% teachers in sample schools who possessed below secondary qualification while such percentage was slightly higher among the teachers of total schools (11.7%). Further, the

percentage of teachers with high school or below qualification in sample schools was more than 10% in Gujarat (14.1%) and Odisha (16.6%).

6.3.2 Professional Qualification of Teachers

It can be seen from Table 6.8 that 20.1% of the primary school teachers and 17% of the upper primary school teachers in the nine selected states were untrained (that is, did not have any professional qualification). More or less similar position was observed in the case of tribal teachers in these schools. Here, a slightly larger percentage of upper primary teachers, as compared to primary teachers, were professionally qualified.

Table 6.8: Professional Qualification of Teachers of all schools in Selected States (2012-13)

State	All Teachers				ST Teachers			
	Primary		Upper Primary		Primary		Upper Primary	
	Total	% not Professionally qualified	Total	% not Professionally qualified	Total	% not Professionally qualified	Total	% not Professionally qualified
Andhra Pradesh	193125	4.8	326624	3.9	15173	1.8	16002	1.5
Assam	130260	49.8	147272	72.1	23287	53.9	19860	78.9
Chhattisgarh	111492	41.8	95286	42.1	40620	46.5	21273	39.9
Gujarat	33671	1.1	269833	2.2	8758	0.6	33928	0.9
Jharkhand	56934	29.8	113575	25.9	18021	26.8	22543	18.2
Madhya	221801	21.0	242217	41.8	46901	27.8	20474	33.4
Maharashtra	149367	2.3	483228	1.2	13807	4.5	31358	2.2
Odisha	91649	23.1	180524	23.6	16488	34.4	17643	34.1
Rajasthan	111379	10.3	449033	10.8	14244	11.0	39494	7.8
Total	**1099678**	**20.1**	**2307592**	17.0	**197299**	29.1	**222575**	20.4

Source: DISE

For both the tribal as well as total teachers, inter-state differences were significant. In Assam, at the upper primary level, 72.1% of the teachers, and 49.8% of the primary school teachers were not professionally qualified. In Chhattisgarh too, about 40% of the teachers, at both the levels, were not professionally qualified. On comparing professional qualification of ST teachers with that of total teachers we find that the percentage of ST teachers who were not professionally qualified was more than that of total teachers working in primary as well as upper primary schools.

As regards professional qualification of teachers working in sample primary schools, majority of them (49.4%) had a diploma in Elementary Education. Another 12.1% of teachers had a B.Ed. degree. There were 38.4% teachers who were either untrained or

had Nursery Teacher Training as against only 20% such teachers among the total primary teachers of the 9 states. The Nursery trained teachers are clubbed with untrained teachers as they are not professionally qualified to teach the primary classes. Among the states, the highest percentage of untrained/Nursery trained teachers was in Assam (90.7%) followed by Jharkhand (65.5%), Madhya Pradesh (47.9%) and Chhattisgarh (43.1%) (refer Table 6.9).

In upper primary schools also highest percentage (49.3%) of teachers had Diploma in Elementary Education or its equivalent while 28.5% of teachers possessed B.Ed. degree. Untrained/Nursery trained teachers accounted for 22.2% of the total teachers teaching in these schools while the percentage of such teachers in the 9 states was only 17%. Among the states, the percentage of untrained/Nursery trained teachers was highest in Assam (80.4%) followed by Jharkhand (62.2%), Madhya Pradesh (36%) and Odisha (32%).

Table 6.9: Percentage of Trained Teachers in Sample Schools

School category	State	Total No. of teachers	% of teachers			
			Having Diploma in Elementary Education or equivalent	Having B.Ed. or equivalent	Untrained	Not Professionally qualified among the total teachers in the state*
Primary	Andhra Pradesh	109	24.8	49.5	25.7	4.8
	Assam	161	5.6	3.7	90.7	49.8
	Chhattisgarh	167	49.7	7.2	43.1	41.8
	Gujarat	115	83.5	16.5	0.0	1.1
	Jharkhand	110	30.0	4.5	65.5	29.8
	Madhya Pradesh	238	46.6	5.5	47.9	21.0
	Maharashtra	141	85.8	7.8	6.4	2.3
	Orissa	205	66.3	8.8	24.9	23.1
	Rajasthan	81	49.4	28.4	22.2	10.3
	Total	**1327**	**49.4**	**12.1**	**38.4**	**20.1**
Upper Primary	Andhra Pradesh	40	12.5	82.5	5.0	3.9
	Assam	46	13.0	6.5	80.4	72.1
	Chhattisgarh	119	45.4	25.2	29.4	42.1
	Gujarat	361	75.6	24.4	0.0	2.2
	Jharkhand	98	29.6	8.2	62.2	25.9
	Madhya Pradesh	100	33.0	31.0	36.0	41.8
	Maharashtra	45	84.4	13.3	2.2	1.2
	Orissa	181	48.6	19.3	32.0	23.6
	Rajasthan	124	18.5	67.7	13.7	10.8
	Total	**1114**	**49.3**	**28.5**	**22.2**	**17.0**

Source: School Schedule, *- Source: DISE

6.3.3 Professional Qualification of Teachers by Nature of Appointment

It is seen from Table 6.10 that the percentage of untrained/ Nursery trained contractual teachers was much higher than that of such regular teachers in both primary and upper primary schools. In primary schools the percentage of untrained/ Nursery trained contractual teachers was 58.5% as against only 30.5% in the case of untrained/ Nursery trained regular teachers. The corresponding percentages for contractual and regular untrained/ Nursery trained teachers working in upper primary schools were 52.6% and 13.3% respectively. Further, the percentage of teachers who had diploma in Elementary Education was much higher amongst regular teachers (56.4%) than amongst contractual teachers (31.9%). The corresponding percentages for upper primary school teachers were 55.5% and 27.9% respectively. The table further reveals that the percentage of teachers who possessed B.Ed. degree was also higher amongst regular teachers than that of contractual teachers in both primary and upper primary schools.

Table 6.10: Professional Qualification of Teachers by Nature of Appointment

State	School Category	Regular				Contract			
		Total	Untrained/ Nursery Teacher Training	Diploma in Elementary Education or equivalent	B.Ed. or equivalent	Total	Untrained/ Nursery Teacher Training	Diploma in Elementary Education or equivalent	B.Ed. or equivalent
Andhra Pradesh	**P**	69	8.7	36.2	55.1	40	55.0	5.0	40.0
	UP	26	3.8	19.2	76.9	14	7.1	0.0	92.9
Assam	**P**	149	89.9	6.0	4.0	12	100	0.0	0.0
	UP	38	81.6	10.5	7.9	8	75.0	25.0	0.0
Chhattisgarh	**P**	132	41.7	50.8	7.6	35	48.6	45.7	5.7
	UP	112	30.4	43.8	25.9	7	14.3	71.4	14.3
Gujarat	**P**	115	0.0	83.5	16.5	0	0.0	0.0	0.0
	UP	355	0.0	75.5	24.5	6	0.0	83.3	16.7
Jharkhand	**P**	31	74.2	19.4	6.5	79	62.0	34.2	3.8
	UP	40	47.5	35.0	17.5	58	72.4	25.9	1.7
Madhya Pradesh	**P**	161	31.1	62.1	6.8	77	83.1	14.3	2.6
	UP	67	17.9	46.3	35.8	33	72.7	6.1	21.2
Maharashtra	**P**	132	5.3	86.4	8.3	9	22.2	77.8	0.0
	UP	44	2.3	84.1	13.6	1	0.0	100.0	0.0
Orissa	**P**	105	12.4	77.1	10.5	100	38.0	55.0	7.0
	UP	83	20.5	59.0	20.5	98	41.8	39.8	18.4
Rajasthan	**P**	57	3.5	66.7	29.8	24	66.7	8.3	25.0
	UP	98	0.0	22.4	77.6	26	65.4	3.8	30.8
Total	**P**	**951**	**30.5**	**56.4**	**13.1**	**376**	**58.5**	**31.9**	**9.6**
	UP	**863**	**13.3**	**55.5**	**31.2**	**251**	**52.6**	**27.9**	**19.5**

Source: School schedule

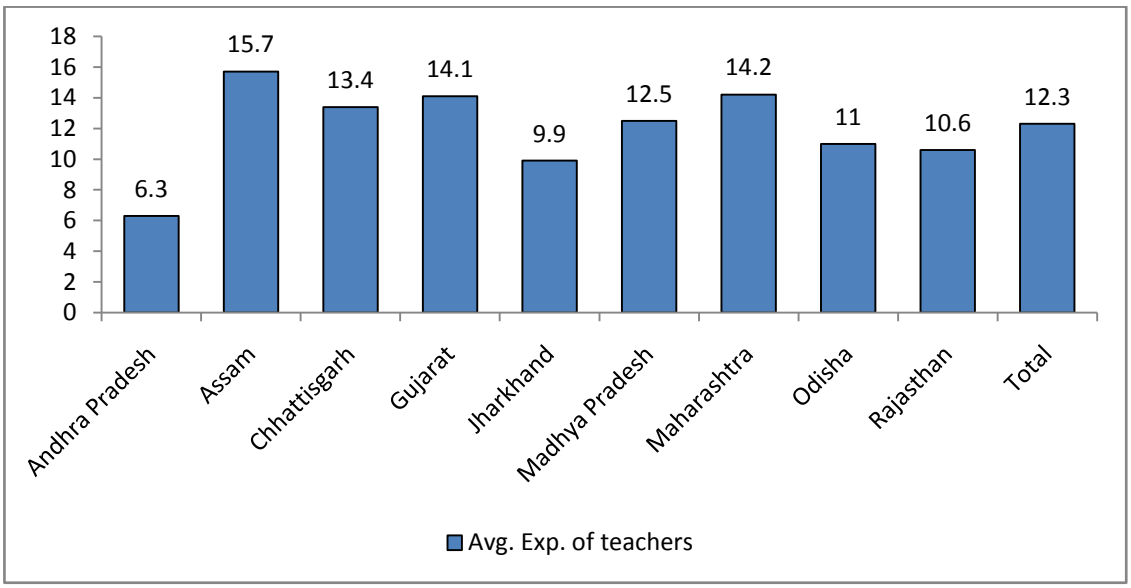
6.4 Teachers Experience

6.4.1 Teachers Experience (in years)

It can be seen from Fig. 6.3 that the average experience of teachers working in the sample schools was 12.3 years. Among the states, it ranges from 6.3 years in Andhra Pradesh to 15.7 years in Assam.

Table 6.11 gives state-wise percentage distribution of teachers in sample schools according to their experience. Average experience of teachers is also given in the last column of the table. The table shows that no discernible difference existed between the average experience of teachers at primary (12 years) and upper primary (12.8 years) levels. However, a variation is clearly visible in the average experience of teachers among the states. For example, in primary schools, teachers of Assam had the highest average experience (16 years) while teachers of Andhra Pradesh had the lowest average experience of 6.7 years. At the primary level, the average experience of teachers of all the 9 sample states, except Andhra Pradesh and Jharkhand (9.7), was above 10 years.

Fig. 6.3: Average Experience of Teachers in Sample Schools



At the Upper Primary level, teachers from Chhattisgarh had the highest average experience (17.8 years) while teachers from Andhra Pradesh had the lowest average experience of 5.1 years. At this level also, the average experience of all the sample states, except Andhra Pradesh, was above 10 years. It may be mentioned here that one of the reasons for less number of years of experience in Andhra Pradesh at both

primary and upper primary levels is the state policy of appointing teachers from local scheduled tribes in the district.

Table 6.11 further reveals that the majority (about 47.7%) of teachers in sample primary schools had an experience of more than 10 years. Among the states, the percentage of teachers having more than 10 years of experience was highest in Maharashtra (67.4%) closely followed by Gujarat (65.2%), Assam (64%) and Madhya Pradesh (54.6%) while it was lowest in Andhra Pradesh (25.7%). Another 17.3% of teachers had an experience between 6 and 10 years, ranging from 6.7% teachers in Madhya Pradesh to 54.5% in Jharkhand. About one-fourth of teachers had served 2-5 years, ranging from 6.2% teachers in Assam to 55.1% in Chhattisgarh. There were 10.1% of teachers who had an experience of less than two years, ranging from 1.8% teachers in Chhattisgarh to 20.2% in Andhra Pradesh.

Table 6.11: Teachers Experience (in years)

State	Primary					
	Total No. of Teachers	% of teachers with experience				Average experience (in years)
		< 2 years	2-5 years	6-10 years	>10 years	
Andhra Pradesh	109	20.2	42.2	11.9	25.7	6.7
Assam	161	12.4	6.2	17.4	64.0	16.0
Chhattisgarh	167	1.8	55.1	15.0	28.1	10.2
Gujarat	115	0.9	19.1	14.8	65.2	15.1
Jharkhand	110	3.6	9.1	54.5	32.7	9.7
Madhya Pradesh	238	18.9	19.7	6.7	54.6	12.6
Maharashtra	141	4.3	16.3	12.1	67.4	13.7
Odisha	205	14.1	25.9	19.5	40.5	10.9
Rajasthan	81	4.9	33.3	17.3	44.4	11.2
Total	**1327**	**10.1**	**24.9**	**17.3**	**47.7**	**12.0**
	Upper Primary					
Andhra Pradesh	40	25.0	42.5	20.0	12.5	5.1
Assam	46	15.2	2.2	17.4	65.2	14.9
Chhattisgarh	119	1.7	29.4	7.6	61.3	17.8
Gujarat	361	3.0	26.6	13.3	57.1	13.8
Jharkhand	98	1.0	26.5	48.0	24.5	10.2
Madhya Pradesh	100	14.0	26.0	14.0	46.0	12.4
Maharashtra	45	2.2	8.9	17.8	71.1	15.9
Odisha	181	17.7	27.6	20.4	34.3	11.1
Rajasthan	124	17.7	33.9	12.9	35.5	10.2
Total	1114	9.0	26.7	17.5	46.9	12.8

Source: School Schedule

As regards upper primary schools, highest percentage of teachers (46.9%) had an experience of more than 10 years. Among the states the percentage of such teachers

was highest in Maharashtra (71.1%) followed by Assam (65.2%), Chhattisgarh (61.3%) and Gujarat (57.1%) while it was lowest in Andhra Pradesh (12.3%). Another 17.8% of teachers had an experience between 6 and 10 years, ranging from 7.6% teachers in Chhattisgarh to 48% in Jharkhand. Slightly more than one-fourth of teachers had served 2-5 years, ranging from 2.2% teachers in Assam to 42.5% in Andhra Pradesh. There were 9% of teachers who had an experience of less than two years, ranging from 1% teachers in Jharkhand to 25% in Andhra Pradesh.

Table 6.12: Distribution of Teachers in Sample Schools according to their Teaching Experience

School Category	Teacher Category	Total No. of Teachers	% of teachers with experience					Average exp. (in years)
			<1 year	1-5 years	6-10 years	11-20 years	>20 years	
Primary	Total	**1327**	**3.5**	31.4	17.3	26.2	21.5	**12.0**
	Male	927	2.0	29.3	15.9	27.8	24.9	13.1
	Female	400	7.0	36.3	20.8	22.5	13.5	9.5
	ST	796	2.5	31.3	20.5	25.6	20.1	11.8
	Non-ST	531	5.1	31.6	12.6	27.1	23.5	12.3
	Regular	951	2.1	20.0	15.2	32.9	29.8	14.9
	Contract	376	7.2	60.4	22.6	9.3	0.5	4.7
Upper Primary	Total	**1114**	**2.7**	**32.9**	**17.5**	**21.0**	**25.9**	**12.8**
	Male	767	1.6	29.1	17.3	22.2	29.9	13.7
	Female	347	5.2	41.5	17.9	18.4	17.0	10.6
	ST	649	1.2	30.0	20.5	23.4	24.8	12.8
	Non-ST	465	4.7	37.0	13.3	17.6	27.3	12.7
	Regular	863	1.7	24.3	15.8	25.1	33.0	14.8
	Contract	251	6.0	62.5	23.5	6.8	1.2	5.7

Source: School Schedule

6.4.2 Teaching Experience of Teachers in Sample Schools

It can be clearly seen from Table 6.12 above that on an average, the teachers in primary schools had an experience of 12 years. Out of the total 1327 teachers in sample primary schools, 47.7% had an experience of over 10 years; another 17.3% teachers between 6 and 10 years while the remaining 35% had an experience only up to 5 years. The male teachers had an average experience of 13.1 years as against 9.5 years of their female counterparts. Both the ST and the non- ST teachers had, more or less, same average experience (about 12 years). Regular teachers had much larger average teaching experience (14.9 years) as compared to their contractual counterparts (4.7 years). As

regards upper primary schools, it is noticed that the teachers working in these schools had more or less same experience as mentioned above in the case of primary school teachers.

6.5 Teachers' Residence and Travel time taken to reach the School

It is observed from Table 6.13 that out of the total sample teachers covered in this study only 45% of them were residing in the same village where they were posted. However, there is a large variation among the states in this regard. While more than half of teachers in Jharkhand (72.7%), Gujarat (59.4%) and Assam (54.8%) resided in the village of work, only about one-fifth of the teachers in Rajasthan and Maharashtra were residing in the same village where they were working. In Andhra Pradesh, only less than one-third of the teachers reside in the village where they work, even though they belong to local tribal communities of the district. The assumption that teachers from the local tribal communities would stay in the villages and regular to the school has not proven true.

Table 6.13: Number and Percentage of ST and Non-ST Teachers residing in the Village they work

State	ST		Non-ST		Total	
	No.	%	No.	%	No.	%
Andhra Pradesh	119	31.9	4	50.0	123	32.5
Assam	103	65.0	43	30.2	146	54.8
Chhattisgarh	102	55.9	93	35.5	195	46.2
Gujarat	203	62.6	107	53.3	310	59.4
Jharkhand	149	75.8	38	60.5	187	72.7
Madhya Pradesh	163	46.6	105	39.0	268	43.7
Maharashtra	63	25.4	100	16.0	163	19.6
Odisha	111	42.3	168	36.3	279	38.7
Rajasthan	84	27.4	53	7.5	137	19.7
Total	**1097**	**51.4**	**711**	**64.8**	**1808**	**45.0**

Source: Teacher Schedule

It is also observed from Table 6.13 that there was some difference between the percentages of ST and non-ST teachers who were residing in the village in which they work. Interestingly, a larger percentage of non- ST teachers (64.8%), as compared to the ST teachers (51.4%), were residing in the same village where they were working. However, it is not true in the case of Andhra Pradesh.

In both primary and upper primary schools, the percentage of teachers staying in the village is, more or less the same with a little more than one-third of teachers in both types of schools having residence in the same village where they work (refer Table 6.14).

Interestingly, slightly more than half of ST teachers of both primary and upper primary schools in Jharkhand, Gujarat and Assam resided in the same village where their school was. However, in Andhra Pradesh, Maharashtra and Rajasthan, only less than one-third of the ST teachers resided in the village. Even among the non- ST teachers, in Jharkhand and Gujarat, majority of them at both the levels stayed in the village of work. Rajasthan is a state where the lowest percentage of non- ST primary teachers resided in the village whereas in upper primary schools, Maharashtra had the lowest percentage of non- ST teachers staying in the same village where they work.

Table 6.14: Percentage of ST and non-ST Teachers of Primary and Upper Primary Schools residing in the Village in which they work

State	No. and % of Sample Teachers Residing in Village where they work											
	Primary						Upper Primary					
	ST		Non-ST		Total		ST		Non-ST		Total	
	No.	Reside (%)	No.	Reside (%)	No.	Reside (%)	No.	Reside (%)	No.	Reside (%)	No.	Reside (%)
Andhra Pradesh	90	31.1	4	50.0	94	31.9	29	34.5	0	0	29	34.5
Assam	94	67.0	32	31.3	126	31.3	9	44.4	11	27.3	20	27.3
Chhattisgarh	61	49.2	69	34.8	130	34.8	41	65.9	24	37.5	65	37.5
Gujarat	74	70.3	35	60.0	109	60.0	129	58.1	72	50.0	201	50.0
Jharkhand	89	75.3	16	62.5	105	62.5	60	76.7	22	59.1	82	59.1
Madhya Pradesh	118	46.6	78	38.5	196	38.5	45	46.7	27	40.7	72	40.7
Maharashtra	48	31.3	78	17.9	126	17.9	15	6.7	22	9.1	37	9.1
Odisha	73	43.8	82	35.4	155	35.4	38	39.5	86	37.2	124	37.2
Rajasthan	37	32.4	23	4.3	60	4.3	47	23.4	30	10.0	77	10.0
Total	**684**	**51.8**	**417**	**33.8**	**1101**	**34.0**	413	**50.8**	294	**37.1**	707	**37.1**

Source: Teachers Schedule

It can be seen from Tables 6.15 that the percentage of female teachers who were residing in the village of their work was slightly higher than that of the male teachers both at primary and upper primary levels. Looking at the state figures it is noticed that in some states like Assam, Gujarat, Jharkhand and Madhya Pradesh a higher percentage of female teachers were staying in the village of work as compared to the male

teachers. In other states, the percentage of female teachers staying in the same village was comparatively less than that of male teachers.

Table 6.15: Percentage of Male and Female Teachers residing in the Village where they work

States	Primary						Upper Primary					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Andhra Pradesh	74	35.1	20	20.0	94	31.9	23	30.4	6	50.0	29	34.5
Assam	91	53.8	35	68.6	126	57.9	18	38.9	2	0.0	20	35.0
Chhattisgarh	78	47.4	52	32.7	130	41.5	42	54.8	23	56.5	65	55.4
Gujarat	70	62.9	39	74.4	109	67.0	119	53.8	82	57.3	201	55.2
Jharkhand	73	74.0	32	71.9	105	73.3	57	66.7	25	84.0	82	72.0
Madhya Pradesh	154	39.0	42	59.5	196	43.4	57	45.6	15	40.0	72	44.4
Maharashtra	83	25.3	43	18.6	126	23.0	19	0.0	18	16.7	37	8.1
Odisha	109	39.4	46	39.1	155	39.4	75	38.7	49	36.7	124	37.9
Rajasthan	50	24.0	10	10.0	60	21.7	63	17.5	14	21.4	77	18.2
Total	**782**	**44.2**	319	**46.7**	1101	**45.0**	473	**43.3**	234	**48.7**	707	**45.1**

Source: Teacher schedule

Table 6.16 shows that 45% of the sample teachers teaching in primary as well as upper primary schools were residing in the same village in which the school is located. Among the ST teachers teaching in both primary and upper primary schools, a little over half of them were residing in the village of work. On the other hand, the percentage of non-ST teachers staying in the village of work was only 33.8% in primary schools and 37.1% in upper primary schools.

Among the states, the percentage of sample teachers staying in the village in which they were working in primary schools was highest in Jharkhand (73.3%) followed by Gujarat (67.0%) and Assam (57.9%) while it was less than 25% in Maharashtra (23.0%) and Rajasthan (21.7%). In upper primary schools such percentage was highest in Jharkhand (72.0%) followed by Chhattisgarh (55.4%) and Gujarat (55.2%) and the lowest in Maharashtra (8.1%).

Table 6.16: Teachers residing in the village in which they work by social group

State	Social group	No. of sample teachers			% of teachers residing in the village they work		
		Primary	Upper Primary	Total	Primary	Upper Primary	Total
Andhra Pradesh	ST	90	29	119	31.1	34.5	31.9
	Non-ST	4	0	4	50.0	.0	50.0
	Total	94	29	123	31.9	34.5	32.5
Assam	ST	94	9	103	67.0	44.4	65.0
	Non-ST	32	11	43	31.3	27.3	30.2
	Total	126	20	146	57.9	35.0	54.8
Chhattisgarh	ST	61	41	102	49.2	65.9	55.9
	Non-ST	69	24	93	34.8	37.5	35.5
	Total	130	65	195	41.5	55.4	46.2
Gujarat	ST	74	129	203	70.3	58.1	62.6
	Non-ST	35	72	107	60.0	50.0	53.3
	Total	109	201	310	67.0	55.2	59.4
Jharkhand	ST	89	60	149	75.3	76.7	75.8
	Non-ST	16	22	38	62.5	59.1	60.5
	Total	105	82	187	73.3	72.0	72.7
Madhya Pradesh	ST	118	45	163	46.6	46.7	46.6
	Non-ST	78	27	105	38.5	40.7	39.0
	Total	196	72	268	43.4	44.4	43.7
Maharashtra	ST	48	15	63	31.3	6.7	25.4
	Non-ST	78	22	100	17.9	9.1	16.0
	Total	126	37	163	23.0	8.1	19.6
Odisha	ST	73	38	111	43.8	39.5	42.3
	Non-ST	82	86	168	35.4	37.2	36.3
	Total	155	124	279	39.4	37.9	38.7
Rajasthan	ST	37	47	84	32.4	23.4	27.4
	Non-ST	23	30	53	4.3	10.0	7.5
	Total	60	77	137	21.7	18.2	19.7
Total	ST	**684**	**413**	**1097**	**51.8**	**50.8**	**51.4**
	Non-ST	**417**	**294**	**711**	**33.8**	**37.1**	**35.2**
	Total	**1101**	**707**	**1808**	**45.0**	**45.1**	**45.0**

Source: Teacher schedule

It is seen from Table 6.17 that the total number of sample primary school teachers who were not staying in the village of work was 606. Of these, nearly 60% teachers usually took less than 30 minutes to reach their school which implies that they stayed near the school; another 36.5% teachers took between 30 and 60 minutes while the rest 3.6% teachers spent more than an hour in reaching the school. On an average, the travel time taken by the primary teachers to reach the school was 25.5 minutes. Among the states, the average travel time of primary teachers to reach the school varied from only 13.9 minutes in Assam to 37.6 minutes in Maharashtra.

Among the upper primary sample teachers, 388 (54.9%) were staying out of the village of work. Of these, majority (64.9%) of teachers took less than 30 minutes to reach their school; another 32% teachers took between 30 and 60 minutes while the rest 3.3% of the teachers were taking more than an hour to reach the school. On an average, the travel time taken by the upper primary school teachers to reach the school was 22.8 minutes. Among the states, the average travel time of upper primary teachers to reach the school varied from only 12 minutes in Gujarat to 35.6 minutes in Assam.

Table 6.17: Travel Time for Teachers who do not reside in the Village where they work

State	Primary schools					Upper Primary schools				
	No. of teachers not staying in the village of work	% of teachers taking travel time to reach the school				No. of teachers not staying in the village of work	% of teachers taking travel time to reach the school			
		< 30 Mins	30-60 Mins	> 60 Mins	Average time in Mins		< 30 Mins	30-60 Mins	> 60 Mins	Average time in Mins
Andhra Pradesh	64	53.1	42.2	4.7	29.0	19	68.4	31.6	0.0	21.8
Assam	53	77.4	20.8	1.9	13.9	13	53.8	30.8	15.4	35.6
Chhattisgarh	76	68.4	28.9	2.6	23.3	29	69.0	24.1	6.9	26.6
Gujarat	36	80.6	19.4	0.0	18.1	90	92.2	7.8	0.0	12.0
Jharkhand	28	35.7	64.3	0.0	30.1	23	34.8	65.2	0.0	32.3
Madhya Pradesh	111	62.2	36.9	0.9	21.8	40	55.0	45.0	0.0	23.0
Maharashtra	97	44.3	45.4	10.3	37.6	34	67.6	23.5	8.8	25.4
Odisha	94	69.1	25.5	5.3	24.2	77	57.1	37.7	5.2	27.3
Rajasthan	47	42.6	57.4	0.0	26.7	63	50.8	47.6	1.6	23.5
Total	**606**	**59.9**	**36.5**	**3.6**	**25.5**	**388**	**64.9**	**32.0**	**3.1**	**22.8**

Source: Teacher schedule

6.6 In-Service Training of Teachers and their Opinion on its Content and Usefulness

6.6.1 In-service training programmes attended by the teachers (in days)

Figure 6.4 shows that about 40% of the teachers in sample schools had not attended any in-service training programme. While about 29% of the teachers had received in-service training of 5-10 days; 22% teachers got training of 11-20 days; only a small percentage of teachers (2.5%) had attended training of more than 20 days.

Fig. 6.4: In-service Training Programme attended by Teachers in Sample Schools

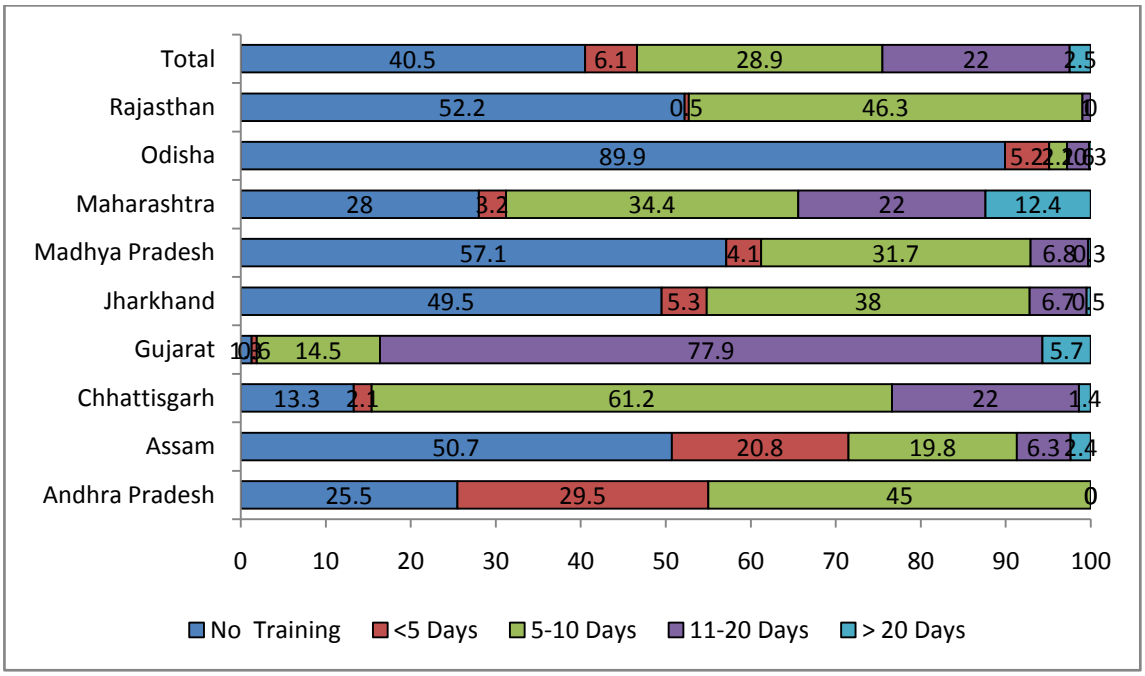


Table 6.18 gives the percentage distribution of teachers of sample schools who had attended the in-service training programmes of different durations. It is seen from the table that on an average, the teachers of sample primary schools had received in-service training of 6.2 days only, varying from only 0.5 days for teachers in Odisha to 16.8 days for teachers in Gujarat. In all the nine states, a very small percentage of teachers had received training for over 20 days, highest being 14.9% in Maharashtra. Interestingly, unlike the other states, most of the teachers (73%) of Gujarat had received in-service training for about 11-20 days.

Table 6.18 further reveals that the teachers in upper primary schools, on an average, had attended in-service training programmes of 8.5 days, varying from only 0.9 days for teachers in Odisha to 18.2 days for teachers in Gujarat. The percentage of upper primary school teachers who had received training for over 20 days, like primary school teachers, was very small, highest being 6.4% in Gujarat. Unlike the other states, most of the teachers (79.5%) of Gujarat had received in-service training for about 11-20 days. Further, a larger proportion of upper primary school teachers (33.2%), as compared to the teachers in primary schools (17.2%) had received in-service training of more than 10 days.

Table 6.18: In-service training programme of different durations attended by teachers

States	Primary						
	Total No. of teachers	% of teachers who received In-service Training (in days)					
		No Training	<5	5-10	11-20	> 20	Avg. no. of training days
Andhra Pradesh	109	22.9	31.2	45.9	0.0	0.0	4.1
Assam	161	48.4	18.6	22.4	7.5	3.1	6.4
Chhattisgarh	167	12.6	0.0	64.1	22.8	0.6	9.1
Gujarat	115	2.6	1.7	19.1	73.0	3.5	16.8
Jharkhand	110	50.0	7.3	33.6	9.1	0.0	4.1
Madhya Pradesh	238	55.9	3.8	33.6	6.7	0.0	4.2
Maharashtra	141	27.7	3.5	29.1	24.8	14.9	11.2
Odisha	205	88.3	8.3	2.0	1.5	0.0	0.5
Rajasthan	81	65.4	1.2	33.3	0.0	0.0	2.3
Total	**1327**	**44.3**	**8.0**	**30.4**	**14.9**	**2.3**	**6.2**
	Upper Primary						
Andhra Pradesh	40	32.5	25.0	42.5	0.0	0.0	3.5
Assam	46	58.7	28.3	10.9	2.2	0.0	1.8
Chhattisgarh	119	14.3	5.0	57.1	21.0	2.5	8.3
Gujarat	361	0.8	0.3	13.0	79.5	6.4	18.2
Jharkhand	98	49.0	3.1	42.9	4.1	1.0	3.8
Madhya Pradesh	100	60.0	5.0	27.0	7.0	1.0	3.8
Maharashtra	45	28.9	2.2	51.1	13.3	4.4	6.2
Odisha	181	91.7	1.7	2.2	3.9	0.6	0.9
Rajasthan	124	43.5	0.0	54.8	1.6	0.0	3.7
Total	**1114**	**36.0**	**3.8**	**27.0**	**30.4**	**2.8**	**8.5**

Source: School schedule

6.6.2 Opinion of Sample ST and Non-ST Teachers about In-service Training Programmes conducted at BRCs

All the teachers are required to attend about 2 weeks training every year at Block Resource Centres (BRCs) on academic and pedagogic issues to improve their teaching skills. There is provision for such training under Sarva Shiksha Abhiyan (SSA). Table 6.19 gives percentage of teachers who had attended in-service training at BRCs and also their opinion about the training programmes. It is observed from the table that about 86% of the sample teachers in primary as well as upper primary schools had received in-service training at BRCs. Looking at the state figures it is observed that quite a more than one-fourth of primary and one-third of upper primary sample teachers had not attended any training program at BRC in Andhra Pradesh (28.7% primary and 34.5% upper primary), Assam (37.3% primary and 50% upper primary), Madhya Pradesh (22.4% primary and 25% upper primary) and Rajasthan (31.7% primary and 36.4% upper primary). On the other hand, in Chhattisgarh, Gujarat, Jharkhand,

Maharashtra and Odisha, more than 90% of the teachers had claimed that they had received in-service training at BRCs.

Table 6.19: Opinion of Sample ST and Non-ST Teachers about In-service Training at BRC

State	Social Group	Primary teachers		% of primary teachers who found training programmes			% of primary teachers who received special inputs for teaching ST children	Upper primary teachers		% of upper primary teachers who found training programmes			% of upper primary teachers who received special inputs for teaching ST children
		Total	% who received BRC training	Quite useful	Useful to some extent	Not much useful		Total	% who received BRC training	Quite useful	Useful to some extent	Not much useful	
Andhra Pradesh	ST	90	71.1	43.8	54.7	1.6	63.3	29	65.5	42.1	57.9	0	48.3
	Total	94	71.3	44.8	53.7	1.5	63.8	29	65.5	42.1	57.9	0	48.3
Assam	ST	94	62.8	42.4	44.1	13.6	41.5	9	77.8	71.4	28.6	0	55.6
	Total	126	62.7	43.0	44.3	12.7	37.3	20	50.0	50.0	50.0	0	25.0
Chhattisgarh	ST	61	98.4	65	35	0	62.3	41	95.1	33.3	61.5	5.1	58.5
	Total	130	99.2	59.7	40.3	0	63.1	65	95.4	37.1	59.7	3.2	55.4
Gujarat	ST	74	95.9	88.7	11.3	0	59.5	129	89.9	74.1	25	0.9	42.6
	Total	109	97.2	88.7	11.3	0	61.5	201	89.6	70.6	27.2	2.2	38.3
Jharkhand	ST	89	98.9	73.9	26.1	0	67.4	60	100	53.3	46.7	0	65.0
	Total	105	98.1	73.8	26.2	0	66.7	82	100	59.8	40.2	0	65.9
Madhya Pradesh	ST	118	78.0	56.5	37	6.5	55.1	45	77.8	51.4	42.9	5.7	51.1
	Total	196	77.6	58.6	37.5	3.9	54.6	72	75.0	50.0	46.3	3.7	54.2
Maharashtra	ST	48	93.8	73.3	24.4	2.2	66.7	15	93.3	71.4	28.6	0	80.0
	Total	126	97.6	68.3	26	5.7	57.9	37	97.3	75.0	25	0	73.0
Odisha	ST	73	91.8	55.2	43.3	1.5	38.4	38	94.7	58.3	41.7	0	55.3
	Total	155	92.9	59.7	38.9	1.4	47.1	124	91.1	61.9	37.2	0.9	52.4
Rajasthan	ST	37	64.9	33.3	66.7	0	13.5	47	55.3	38.5	61.5	0	17.0
	Total	60	68.3	43.9	56.1	0	13.3	77	63.6	42.9	57.1	0	23.4
Total	ST	**684**	**83.3**	**61.4**	**35.6**	**3**	**53.8**	**413**	**85.2**	**57.7**	**40.9**	**1.4**	**48.7**
	Non-ST	**417**	**89.7**	**63.6**	**34.0**	**2.4**	**52.5**	**294**	**86.1**	**60.9**	**37.5**	**1.6**	**45.6**
	Total	**1101**	**85.7**	**62.3**	**35.0**	**2.8**	**53.3**	**707**	**85.6**	**59.0**	**39.5**	**1.5**	**47.4**

Source: Teacher Schedule

As regards opinion of teachers about usefulness of the training received by them at BRCs, 62.3% of primary and 59% of upper primary teachers had found the training programmes to be quite useful; another 35% of primary and 39.5% of upper primary teachers found them to be somewhat useful while the percentage of those teachers, who did not find the training of much use, was almost negligible. Further, no discernible difference was observed in the opinion of ST and non-ST teachers in this regard.

Among the states, most of the sample teachers, at both the levels, in the states of Gujarat, Jharkhand and Maharashtra had found the training to be quite useful.

About 53% and 47% respectively of the sample teachers in primary and upper primary schools had claimed that they had received special inputs during training on cultural aspects to teach tribal children. The highest percentage of sample primary teachers (66.7%) and upper primary teachers (65.9%) who had received the special inputs during the training were from Jharkhand while the percentage of such teachers was lowest in Rajasthan - only 13.3% at the primary level and 23.4% at the upper primary level. It was also seen that almost all the findings were more or less similar in the case of both tribal and non tribal teachers.

6.6.3 In-service Training in Monthly Meetings at Cluster Resource Centres (CRCs)

Teachers are also required to attend a meeting at CRC every month in which academic issues are discussed with the CRC coordinator and other Resource persons. This programme of monthly meetings is supported by SSA. It is observed from Fig. 6.5 that the teachers in primary as well as upper primary schools covered in the study had attended monthly meetings at CRC, on an average, for only six days in a year which means that they attended only 6 monthly meetings on the average. Among the states, Gujarat had the highest number of meetings attended by the teachers of both primary and upper primary schools. Teachers in upper primary schools of Rajasthan (3.4) and in primary schools of Assam (3) had lowest participation in the CRC meetings.

It is seen from Table 6.20 that majority of sample teachers in primary (43.1%) and upper primary schools (45.8%) had attended CRC meetings 1 to 5 times during 2012. About one-third of the teachers at the primary level and 28.6% of the teachers at the upper primary level had attended the CRC meetings 6-10 times during the year while less than 8% of teachers had attended the meetings for more than 10 times in the year. At both the school levels, nearly 95% of the teachers had found the CRC meetings to be useful.

Fig. 6.5: Average number of CRC meetings in year 2012 attended by Teachers of Primary and Upper Primary Schools

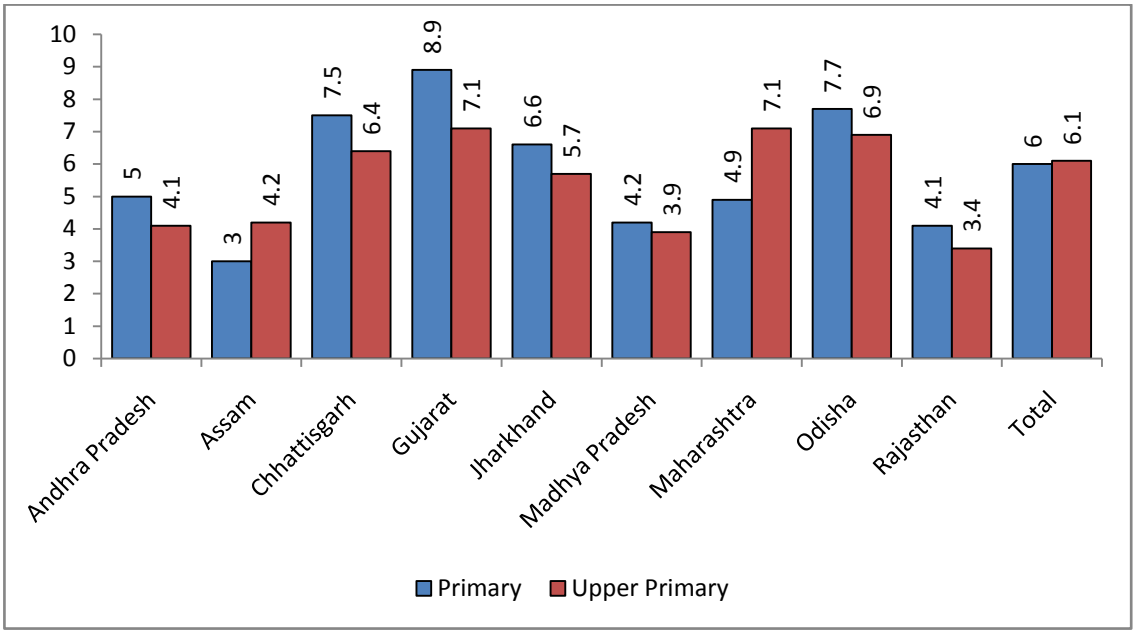


Table 6.20: Number of Teachers attended CRC Meetings

School category	State	Total no. of teachers	Average no. of CRC meetings attended	No. of times CRC meeting was attended by the teachers during 2012				% who found CRC meeting useful
				0	1-5	6-10	>10	
Primary	Andhra Pradesh	94	5.0	21.3	44.7	34.0	0.0	93.2
	Assam	126	3.0	32.5	61.9	4.0	1.6	92.9
	Chhattisgarh	130	7.5	5.4	35.4	47.7	11.5	100
	Gujarat	109	8.9	1.8	36.7	34.9	26.6	98.1
	Jharkhand	105	6.6	1.9	31.4	66.7	0.0	98.1
	M. P.	196	4.2	24.5	54.1	20.9	0.5	91.9
	Maharashtra	126	4.9	9.5	50.8	37.3	2.4	88.6
	Odisha	155	7.7	20.0	27.1	41.3	11.6	91.1
	Rajasthan	60	4.1	45.0	40.0	15.0	0.0	100
	Total	**1101**	**6.0**	**17.3**	**43.1**	**33.4**	**6.2**	**94.4**
Upper Primary	Andhra Pradesh	29	4.1	20.7	58.6	20.7	0.0	100
	Assam	20	4.2	35.0	45.0	20.0	0.0	84.6
	Chhattisgarh	65	6.4	6.2	52.3	32.3	9.2	95.1
	Gujarat	201	7.1	7.5	52.2	22.9	17.4	98.9
	Jharkhand	82	5.7	0.0	56.1	43.9	0.0	96.3
	M. P.	72	3.9	22.2	59.7	16.7	1.4	92.9
	Maharashtra	37	7.1	13.5	16.2	67.6	2.7	90.6
	Odisha	124	6.9	20.2	34.7	37.1	8.1	84.8
	Rajasthan	77	3.4	55.8	36.4	7.8	0.0	100
	Total	**707**	**6.1**	**17.1**	**46.8**	**28.6**	**7.5**	**94.5**

Source: Teachers Schedule

6.6.4 Nature of Discussions in CRC Meetings: Teachers' Opinion

It can be seen from Table 6.21 that more than 60% of the sample teachers of both primary and upper primary schools were of the opinion that the teaching problems were mostly resolved in the CRC meetings; another about 26% teachers at both the levels said that this aspect was taken up in the meetings only sometimes while the rest of the teachers had reported that the teaching problems were rarely/never discussed. Among the states the response 'mostly' on this aspect by primary school teachers varied from 26.7% in Rajasthan to 90.8% in Gujarat. In the case of upper primary schools it varied from 32.5% in Rajasthan to 82.9% in Jharkhand.

Table 6.21: Opinion of Sample Teachers about Nature of Discussion in CRC Meetings

School Category	State	No. of sample teachers	% of teachers said that the issues discussed were about							
			Solving Teaching Problems				Administrative Issues			
			Mostly	Some-times	Rarely	Never	Mostly	Some-times	Rarely	Never
Primary	Andhra Pradesh	94	37.2	45.7	13.8	3.2	26.6	50.0	19.1	4.3
	Assam	126	39.7	45.2	15.1	0.0	19.8	56.3	23.8	0.0
	Chhattisgarh	130	85.4	14.6	0.0	0.0	50.0	40.8	9.2	0.0
	Gujarat	109	90.8	9.2	0.0	0.0	53.2	40.4	6.4	0.0
	Jharkhand	105	86.7	13.3	0.0	0.0	44.8	50.5	4.8	0.0
	Madhya Pradesh	196	52.0	18.4	7.1	22.4	30.1	33.2	12.2	24.5
	Maharashtra	126	55.6	31.7	12.7	0.0	44.4	37.3	18.3	0.0
	Odisha	155	58.7	35.5	5.8	0.0	30.3	51.6	18.1	0.0
	Rajasthan	60	26.7	31.7	1.7	40.0	25.0	33.3	1.7	40.0
	Total	**1101**	**60.4**	**26.6**	**6.5**	**6.4**	**36.1**	**43.6**	**13.4**	**6.9**
Upper Primary	Andhra Pradesh	29	34.5	51.7	10.3	3.4	20.7	65.5	10.3	3.4
	Assam	20	40.0	35.0	25.0	0.0	15.0	45.0	40.0	0.0
	Chhattisgarh	65	73.8	26.2	0.0	0.0	41.5	47.7	10.8	0.0
	Gujarat	201	73.1	25.9	1.0	0.0	27.4	63.7	9.0	0.0
	Jharkhand	82	82.9	15.9	1.2	0.0	42.7	51.2	6.1	0.0
	Madhya Pradesh	72	55.6	16.7	4.2	23.6	37.5	27.8	8.3	26.4
	Maharashtra	37	43.2	37.8	18.9	0.0	48.6	32.4	18.9	0.0
	Odisha	124	64.5	29.0	6.5	0.0	36.3	50.8	12.9	0.0
	Rajasthan	77	32.5	24.7	1.3	41.6	16.9	39.0	2.6	41.6
	Total	**707**	**62.5**	**26.2**	**4.2**	**7.1**	**32.4**	**50.1**	**10.2**	**7.4**

Source: Teachers Schedule

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Table 6.21(Contd.): Opinion of Sample Teachers about Nature of Discussion in CRC Meetings

School Category	State	No. of sample teachers	% of teachers said that the issues discussed were about							
			Strategies for Teaching ST Children				Developing TLM from Local materials			
			Mostly	Some-times	Rarely	Never	Mostly	Some-times	Rarely	Never
Primary	Andhra Pradesh	94	46.8	42.6	8.5	2.1	31.9	52.1	11.7	4.3
	Assam	126	41.3	39.7	19.0	0.0	41.3	31.7	27.0	0.0
	Chhattisgarh	130	51.5	37.7	10.8	0.0	74.6	22.3	3.1	0.0
	Gujarat	109	82.6	16.5	0.9	0.0	81.7	18.3	0.0	0.0
	Jharkhand	105	50.5	28.6	21.0	0.0	63.8	30.5	5.7	0.0
	Madhya Pradesh	196	36.7	27.6	12.2	23.5	42.3	24.0	9.7	24.0
	Maharashtra	126	28.6	42.9	28.6	0.0	49.2	36.5	14.3	0.0
	Odisha	155	39.4	41.3	19.4	0.0	31.6	42.6	25.8	0.0
	Rajasthan	60	8.3	28.3	23.3	40.0	11.7	18.3	30.0	40.0
	Total	**1101**	**43.6**	**34.2**	**15.7**	**6.5**	**48.7**	**30.9**	**13.6**	**6.8**
Upper Primary	Andhra Pradesh	29	41.4	41.4	13.8	3.4	27.6	55.2	13.8	3.4
	Assam	20	35.0	35.0	30.0	0.0	25.0	50.0	25.0	0.0
	Chhattisgarh	65	43.1	43.1	13.8	0.0	73.8	24.6	1.5	0.0
	Gujarat	201	51.2	36.3	12.4	0.0	68.2	31.3	0.5	0.0
	Jharkhand	82	50.0	26.8	23.2	0.0	69.5	23.2	7.3	0.0
	Madhya Pradesh	72	31.9	33.3	6.9	27.8	41.7	25.0	4.2	29.2
	Maharashtra	37	21.6	59.5	18.9	0.0	32.4	40.5	27.0	0.0
	Odisha	124	36.3	40.3	23.4	0.0	33.1	39.5	27.4	0.0
	Rajasthan	77	13.0	28.6	15.6	42.9	10.4	31.2	15.6	42.9
	Total	**707**	**39.2**	**36.8**	**16.4**	**7.6**	**48.9**	**32.5**	**10.7**	**7.8**

Source: Teachers Schedule

Discussions on ‘administrative issues’ were taken up most of the times in the meetings as reported by 36.1% primary and 32.4% upper primary school teachers. About 44% of the primary school teachers and 50% of the upper primary school teachers said that the administrative issues were also sometimes discussed during the meetings. There were 20.3% primary and 17.6% upper primary sample teachers who were of the opinion that this issue was rarely/never taken up during the meetings. The percentage of primary school teachers responding to ‘Mostly’ alternative to this item varied from 19.8% in Assam to 53.2% in Gujarat. Upper primary school teachers giving the same response varied from 15% in Assam to 48.6% in Maharashtra.

Strategies for teaching ST children were mostly discussed in the CRC meetings as reported by 43.6% primary and 39.2% upper primary sample teachers. The percentage of sample teachers of primary and upper primary schools who said that this aspect was discussed ‘some times’ was 34.2% and 36.8% respectively. Rest of the teachers had reported the strategies for teaching ST children were rarely/ never discussed during the

meetings, Among the states, the percentage of sample teachers in primary schools giving the response 'mostly' varied from only 8.3% in Rajasthan to 82.6% in Gujarat. On the other hand the percentage of sample teachers in upper primary schools responding to 'mostly' varied from only 13% in Rajasthan to 51.2% in Gujarat. Issue of developing TLM from local materials was mostly discussed in the CRC meetings reported by nearly half of the sample teachers of primary and upper primary schools. A little less than one third of the teachers at both the levels said that this issue was taken up sometimes in the meetings. Rest of the teachers were of the view that this issue was rarely/ never discussed during the meetings, The percentage of teachers of primary schools responding to this item as 'mostly' varied from only 11.7% in Rajasthan to 81.7% in Gujarat. Responses of upper primary school teachers on this item varied from only 10.4% in Rajasthan to 73.8% in Chhattisgarh.

6.7 Teachers' Interaction with ST Students and Parents

6.7.1 Teachers Views on whether ST Students Interact with Teachers without Reservation

Table 6.22 shows that more than 80% of sample teachers from both primary and upper primary schools had stated that the ST children interacted with them without showing any reservation or shyness or inhibition. Both the ST and non-ST teachers had a similar opinion; they had not found students to be inhibited or feel shy while interacting with teachers. Though in most of the states, a majority of the teachers claimed that their students interacted with them without any inhibition, in the states of Andhra Pradesh, Assam and Maharashtra, a comparatively less percentage of teachers reported the same. It may be mentioned that most of the teachers in Andhra Pradesh belong to ST community and they found students feeling shy/ hesitant to interact with them.

6.7.2 Teachers Facing Difficulty in Communicating with Parents of ST children

It is evident from Table 6.23 that a large majority (about 80%) of the sample ST as well as non- ST teachers claimed that they had not experienced any difficulty or problem in communicating and interacting with parents. There was no difference between teachers of primary and upper primary schools in this regard. When looking at the differences among the states, only in Odisha and Maharashtra, relatively fewer teachers said that they faced no difficulty in interacting with parents. On this issue it is possible that the

teachers felt like giving only socially acceptable responses, but the finding is supported by what the investigators observed; in 74% primary and 81% upper primary schools they found the children to be actively participating in classroom discussions.

Table 6.22: Teachers' Views on whether Students interact with them without Inhibition/Feeling Shy

State	School Category	ST teachers		Non-ST teachers		Total	
		No	%	No	%	No	%
Andhra Pradesh	Primary	90	61.1	4	75.0	94	61.7
	Upper Primary	29	44.8	NA	NA	29	44.8
Assam	Primary	94	69.1	32	46.9	126	63.5
	Upper Primary	9	44.4	11	100.0	20	75.0
Chhattisgarh	Primary	61	95.1	69	97.1	130	96.2
	Upper Primary	41	97.6	24	91.7	65	95.4
Gujarat	Primary	74	94.6	35	94.3	109	94.5
	Upper Primary	129	86.8	72	81.9	201	85.1
Jharkhand	Primary	89	96.6	16	87.5	105	95.2
	Upper Primary	60	95.0	22	95.5	82	95.1
Madhya Pradesh	Primary	118	89.0	78	96.2	196	91.8
	Upper Primary	45	93.3	27	100.0	72	95.8
Maharashtra	Primary	48	68.8	78	57.7	126	61.9
	Upper Primary	15	53.3	22	54.5	37	54.1
Odisha	Primary	73	84.9	82	85.4	155	85.2
	Upper Primary	38	86.8	86	87.2	124	87.1
Rajasthan	Primary	37	86.5	23	95.7	60	90.0
	Upper Primary	47	80.9	30	83.3	77	81.8
Total	**Primary**	**684**	**82.7**	**417**	**82.5**	**1101**	**82.7**
	Upper Primary	**413**	**84.0**	**294**	**85.7**	**707**	**84.7**

Source: Teacher Schedule

Table 6.23: Teachers who did not face difficulty in Communicating with Parents

State	School Category	Teachers who did not faced Difficulty in communicating with parents					
		ST teachers		Non-ST teachers		Total	
		No.	%	No.	%	No.	%
Andhra Pradesh	Primary	90	73.3	4	25.0	94	71.3
	Upper Primary	29	89.7	NA	NA	29	89.7
Assam	Primary	94	85.1	32	71.9	126	81.7
	Upper Primary	9	88.9	11	72.7	20	80
Chhattisgarh	Primary	61	90.2	69	91.3	130	90.8
	Upper Primary	41	90.2	24	87.5	65	89.2
Gujarat	Primary	74	85.1	35	77.1	109	82.6
	Upper Primary	129	77.5	72	73.6	201	76.1
Jharkhand	Primary	89	83.1	16	50	105	78.1
	Upper Primary	60	78.3	22	72.7	82	76.8
Madhya Pradesh	Primary	118	72.9	78	79.5	196	75.5
	Upper Primary	45	77.8	27	81.5	72	79.2
Maharashtra	Primary	48	68.8	78	66.7	126	67.5
	Upper Primary	15	73.3	22	50	37	59.5
Odisha	Primary	73	64.4	82	72	155	68.4
	Upper Primary	38	71.1	86	76.7	124	75
Rajasthan	Primary	37	100	23	95.7	60	98.3
	Upper Primary	47	93.6	30	80	77	88.3
Total	**Primary**	**684**	**79.1**	**417**	**76**	**1101**	**77.9**
	Upper Primary	**413**	**81.1**	**294**	**75.2**	**707**	**78.6**

Source: Teacher Schedule

6.7.3 Parents Meeting with Teachers

Interaction between the parents and teachers is important as it shows accountability on the part of the teachers and parents' interest in the children's education. From Table 6.24, it is evident that at both the primary and upper primary school levels, the situation is more or less similar.

Table 6.24: Percentage of Teachers who reported Parents coming to meet them

State	Social Group	Primary schools				Upper Primary schools			
		Total sample teachers	% of teachers who reported parents coming to meet them			Total sample teachers	% of teachers who reported parents coming to meet them		
			On their own	When called	Do not come even when called		On their own	When called	Do not come even when called
Andhra Pradesh	**ST**	90	33.3	58.9	7.8	29	27.6	62.1	10.3
	Non-ST	4	25.0	75.0	0.0	0	0.0	0.0	0.0
	Total	94	33.0	59.6	7.4	29	27.6	62.1	10.3
Assam	**ST**	94	26.6	72.3	1.1	9	44.4	55.6	0.0
	Non-ST	32	21.9	71.9	6.2	11	18.2	72.7	9.1
	Total	126	25.4	72.2	2.4	20	30.0	65.0	5.0
Chhattisgarh	**ST**	61	26.2	72.1	1.6	41	17.1	75.6	7.3
	Non-ST	69	24.6	75.4	0.0	24	25.0	70.8	4.2
	Total	130	25.4	73.8	0.8	65	20.0	73.8	6.2
Gujarat	**ST**	74	47.3	47.3	5.4	129	44.2	50.4	5.4
	Non-ST	35	60.0	34.3	5.7	72	43.1	54.2	2.8
	Total	109	51.4	43.1	5.5	201	43.8	51.7	4.5
Jharkhand	**ST**	89	37.1	55.1	7.9	60	43.3	55.0	1.7
	Non-ST	16	43.8	50.0	6.2	22	54.5	45.5	0.0
	Total	105	38.1	54.3	7.6	82	46.3	52.4	1.2
Madhya Pradesh	**ST**	118	30.5	65.3	4.2	45	20.0	75.6	4.4
	Non-ST	78	21.8	74.4	3.8	27	7.4	81.5	11.1
	Total	196	27.0	68.9	4.1	72	15.3	77.8	6.9
Maharashtra	**ST**	48	50.0	45.8	4.2	15	60.0	40.0	0.0
	Non-ST	78	41.0	56.4	2.6	22	36.4	59.1	4.5
	Total	126	44.4	52.4	3.2	37	45.9	51.4	2.7
Odisha	**ST**	73	56.2	41.1	2.7	38	52.6	34.2	13.2
	Non-ST	82	61.0	35.4	3.7	86	54.7	40.7	4.7
	Total	155	58.7	38.1	3.2	124	54.0	38.7	7.3
Rajasthan	**ST**	37	5.4	70.3	24.3	47	19.1	66.0	14.9
	Non-ST	23	13.0	78.3	8.7	30	6.7	90.0	3.3
	Total	60	8.3	73.3	18.3	77	14.3	75.3	10.4
Total	**ST**	**684**	**35.4**	**59.1**	**5.6**	**413**	**36.1**	**57.1**	**6.8**
	Non-ST	**417**	**37.2**	**59.2**	**3.6**	**294**	**37.4**	**58.2**	**4.4**
	Total	**1101**	**36.1**	**59.1**	**4.8**	**707**	**36.6**	**57.6**	**5.8**

Source: Teachers Schedule

At both the levels, nearly 60% of the teachers had reported that the parents visited them only when they were asked to do so. More than one- third of the parents did, in fact, take an initiative and visited the teachers on their own. Only a very small percentage of

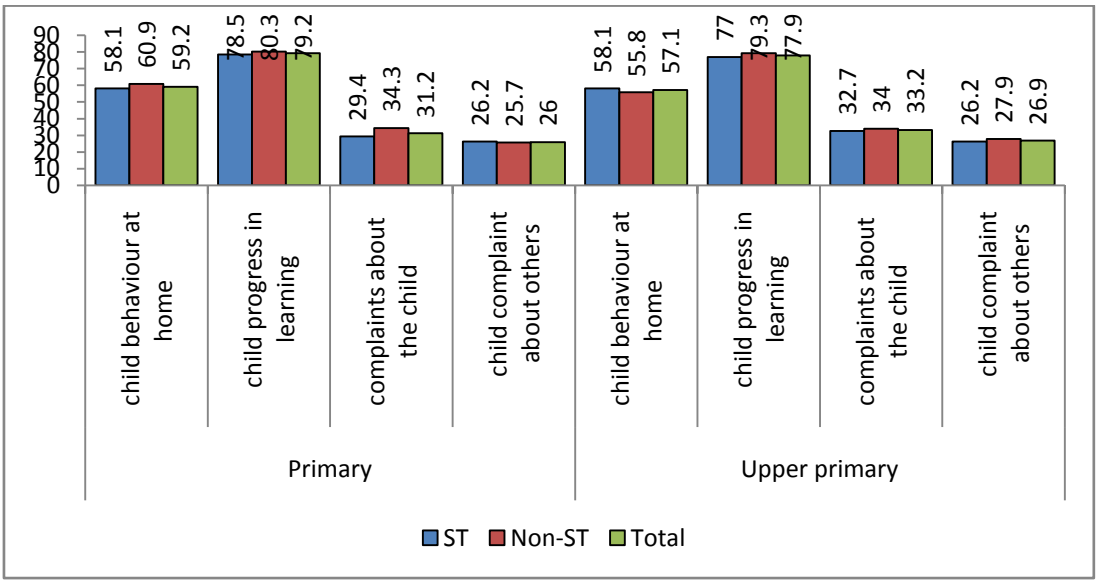
teachers reported that the parents never came to meet them. The finding in this respect is very similar for tribal and non-tribal teachers.

As regards the inter-state differences, it should be noted that the highest percentage (nearly three-fourth) of the teachers in Assam, Chhattisgarh, Madhya Pradesh and Rajasthan claimed that the parents did come to meet the teachers but only when they were called. In the remaining states, a slightly lower percentage of teachers said that the parents came to visit them when called. In the remaining states, a slightly higher percentage of teachers reported that the parents visited them on their own. In Odisha, the highest percentage of teachers (more than half) reported that the parents visited them on their own, with the lowest percentage of parents doing so being in Rajasthan (8% primary and 14.3% upper primary). In all the nine sample states, a very small percentage of teachers reported that the parents never came to meet them.

6.7.4 Issues discussed by Parents who come to meet Teachers

Some of the aspects the parents discuss with the teachers and the reason for meeting them (teachers) were related to the behaviour of their children at home, progress of their children in studies and complaints by their own children against other children or complaints of other children against their children. Often parents came to see the teachers for more than one reason.

Fig. 6.6: Issues discussed by Parents who come to meet Teachers



It is evident from the Figure 6.6 that in both primary and the upper primary schools, similar situation existed. At both the levels, nearly 80% teachers said that prime topic of discussion with the parents was the progress of the students in studies and in nearly 60% cases parents had complaint about the students' mischievous behaviour at home. One-third of the teachers received complaints from the parents about their own children while about one- fourth of the teachers heard complaints against other children.

Table 6.25: Issues discussed by Parents who come to meet Teachers

School Category	State	Total					ST				
		Total No. of teachers	% of teachers said that prime topic of discussion with parents was				Total No. of teachers	% of teachers said that prime topic of discussion with parents was			
			child behaviour at home	child progress in learning	complaints about the child	child complaint about others		child behaviour at home	child progress in learning	complaints about the child	child complaint about others
Primary	Andhra Pradesh	94	46.8	66.0	28.7	28.7	90	47.8	64.4	27.8	27.8
	Assam	126	65.1	77.8	5.6	6.3	94	66.0	77.7	4.3	4.3
	Chhattisgarh	130	67.4	90.0	26.2	23.1	61	63.3	93.4	26.2	26.2
	Gujarat	109	78.9	91.7	30.3	24.8	74	75.7	91.9	31.1	24.3
	Jharkhand	105	53.3	93.3	35.2	33.3	89	56.2	92.1	38.2	36.0
	Madhya Pradesh	196	51.5	73.0	31.1	27.0	118	47.5	69.5	22.0	27.1
	Maharashtra	126	56.3	76.2	19.0	14.3	48	56.2	77.1	25.0	12.5
	Odisha	155	71.0	85.2	45.8	36.1	73	76.7	87.7	41.1	37.0
	Rajasthan	60	23.3	43.3	83.3	53.3	37	24.3	43.2	83.8	51.4
	Total	**1101**	**59.2**	**79.2**	**31.2**	**26.0**	**684**	**58.1**	**78.5**	**29.4**	**26.2**
Upper Primary	Andhra Pradesh	29	44.8	75.9	24.1	13.8	29	44.8	75.9	24.1	13.8
	Assam	20	65.0	80.0	5.0	0.0	9	66.7	66.7	0.0	0.0
	Chhattisgarh	65	60.0	80.0	18.5	21.5	41	61.0	82.9	19.5	22.0
	Gujarat	201	61.2	76.6	26.4	13.4	129	60.5	76.7	27.9	11.6
	Jharkhand	82	65.9	98.8	41.5	42.7	60	70.0	100	45.0	48.3
	Madhya Pradesh	72	45.8	58.3	30.6	30.6	45	48.9	62.2	26.7	33.3
	Maharashtra	37	45.9	81.1	13.5	8.1	15	53.3	80.0	26.7	13.3
	Odisha	124	71.8	89.5	40.3	36.3	38	81.6	81.6	34.2	34.2
	Rajasthan	77	29.9	55.8	66.2	51.9	47	31.9	55.3	59.6	44.7
	Total	**707**	**57.1**	**77.9**	**33.2**	**26.9**	**413**	**58.1**	**77.0**	**32.7**	**26.2**

Source: Teachers schedule

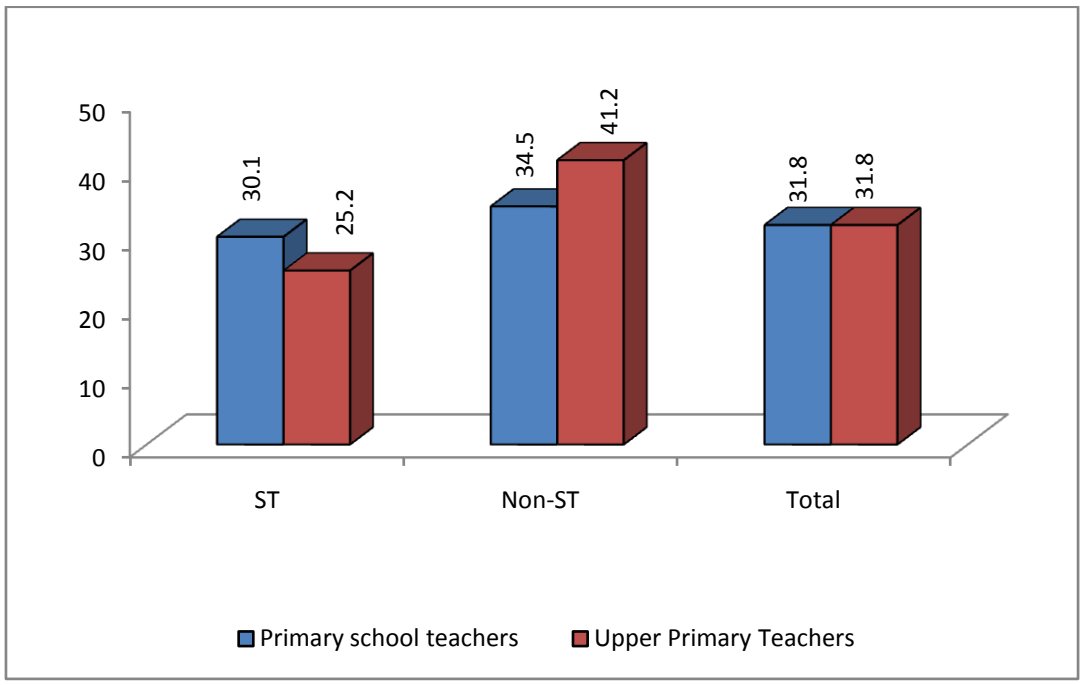
Inter-state variation in this respect was not significant (see Table 6.25). Except for the primary level teachers of Rajasthan, 70% to 80% teachers in all the states reported that the main subject of discussion between them and the parents was that of the students'

academic progress in school. In all the states, more than half of the teachers stated that parents discussed the child's behavior at home with them.

6.8 Teachers' Desire for Transfer from Present Working Place and Reasons for the same

It was of interest to find whether teachers were willing to continue in the school where they were posted or wanted to be transferred to another place. Figure 6.7 shows that overall 32% of both ST and non-ST teachers desired to seek transfer to some other place. However, the percentage of non-ST teachers wanting transfer was more than that of ST teachers in both primary and upper primary schools.

Fig. 6.7: Percentage of ST and non-ST Teachers wanting Transfer



As regards the reasons for seeking transfer, it is evident from Table 6.26 that at both the primary and upper primary school levels, the reasons are more or less similar. About 41% of the sample teachers in primary schools and 50% of the sample teachers in upper primary schools said that the reasons were family related or other personal reasons. Another 20% to 25% teachers attributed problems related to adjustment in the present school or difficulties in commuting from home to school as the reasons for seeking transfer. Some of the other reasons included problems with the community, lack of housing facilities, working for a long time in the same village, etc.

Table 6.26: Teachers' Reasons for Seeking Transfer to another Place

State	Social group	% of primary school teachers responding to					% of Upper Primary school teachers responding to				
		Wanted Transfer	Reasons for transfer				Wanted Transfer	Reasons for transfer			
			Difficult to adjust	Difficult to commute	Family Problems	Some other reason		Difficult to adjust	Difficult to commute	Family problems	Some other reason
Andhra Pradesh	ST	42.2	2.6	47.4	44.7	5.3	13.8	0	50.0	25.0	25.0
	Non-ST	50.0	0.0	50.0	50.0	0.0	0	0	0	0	0
	Total	42.6	2.5	47.5	45.0	5.0	13.8	0	50.0	25.0	25.0
Assam	ST	4.3	76.7	13.3	6.7	3.3	0.0	100.0	0.0	0.0	0
	Non-ST	15.6	45.5	36.4	18.2	0.0	27.3	0.0	33.3	66.7	0
	Total	7.1	68.3	19.5	9.8	2.4	15.0	62.5	12.5	25.0	0
Chhattisgarh	ST	32.8	9.5	14.3	76.2	0	26.8	0	41.7	58.3	0
	Non-ST	36.2	7.4	25.9	66.7	0	29.2	0	14.3	85.7	0
	Total	34.6	8.3	20.8	70.8	0	27.7	0	31.6	68.4	0
Gujarat	ST	47.3	17.1	11.4	57.1	14.3	29.5	20.8	24.5	52.8	1.9
	Non-ST	31.4	9.1	27.3	63.6	0.0	43.1	19.4	19.4	61.1	0.0
	Total	42.2	15.2	15.2	58.7	10.9	34.3	20.2	22.5	56.2	1.1
Jharkhand	ST	15.7	7.1	28.6	42.9	21.4	23.3	14.3	57.1	28.6	0.0
	Non-ST	31.3	0.0	100.0	0.0	0.0	31.8	0.0	42.9	42.9	14.3
	Total	18.1	5.3	47.4	31.6	15.8	25.6	9.5	52.4	33.3	4.8
Madhya Pradesh	ST	32.2	27.7	19.1	42.6	10.6	20.0	30.0	20.0	50.0	0.0
	Non-ST	28.2	39.1	13.0	39.1	8.7	25.9	0.0	0.0	85.7	14.3
	Total	30.6	31.4	17.1	41.4	10.0	22.2	17.6	11.8	64.7	5.9
Maharashtra	ST	54.2	11.1	11.1	25.9	51.9	26.7	50.0	0	25.0	25.0
	Non-ST	48.7	20.9	9.3	23.3	46.5	36.4	20.0	0	70.0	10.0
	Total	50.8	17.1	10.0	24.3	48.6	32.4	33.3	0	50.0	16.7
Odisha	ST	35.6	30.3	36.4	27.3	6.1	42.1	29.2	41.7	25.0	4.2
	Non-ST	35.4	9.4	28.1	62.5	0.0	50.0	12.0	34.0	54.0	0.0
	Total	35.5	20.0	32.3	44.6	3.1	47.6	17.6	36.5	44.6	1.4
Rajasthan	ST	13.5	42.9	28.6	28.6	0	17.0	57.1	21.4	21.4	0
	Non-ST	30.4	12.5	25.0	62.5	0	50.0	31.6	10.5	57.9	0
	Total	20.0	26.7	26.7	46.7	0	29.9	42.4	15.2	42.4	0
Total	**ST**	**30.1**	**24.6**	**23.4**	**39.3**	**12.7**	**25.2**	**27.8**	**29.9**	**38.9**	**3.5**
	Non-ST	**34.5**	**18.5**	**23.5**	**44.4**	**13.6**	**41.2**	**15.1**	**22.3**	**60.4**	**2.2**
	Total	**31.8**	**22.2**	**23.4**	**41.3**	**13.0**	**31.8**	**21.6**	**26.1**	**49.5**	**2.8**

Source: Teachers Schedule

It is also observed that significant difference exists among the sample states in respect of desire of teachers for transfer. In Maharashtra, 51 percent primary teachers and in Odisha 48% upper primary teachers desired transfer; these were the highest percentages of teachers wanting transfer. In Assam, only 7% of the primary school teachers and 15% of upper primary teachers wanted to be transferred to another place. Interestingly

in Andhra Pradesh, government has adopted a policy to appoint teachers in predominantly tribal areas exclusively from ST communities in the district, however, as high as 42% of these teachers desired to obtain transfer from the present place of work. The belief that local ST teachers would be willing to work in tribal areas seems to be far from true where the schools are located in interior areas.

As already pointed out, the percentage of non-tribal teachers seeking transfer is higher than that of the tribal teachers. This difference, however, is comparatively greater at the upper primary level. This is probably due to most of the non-ST teachers belonging to some other far off place. Interestingly, compared to the non-ST teachers, greater percentage of ST teachers in Gujarat, Madhya Pradesh and Maharashtra desired transfer from the present school.

The major reasons for transfer also varied across the states. In Jharkhand, all the teachers and considerable percentage in other states cited difficulty in commuting between home and school as the prime reason for seeking transfer. Family related issues were claimed by large percentage of teachers in some states like Andhra Pradesh, Chhattisgarh, primary teachers in Gujarat and Madhya Pradesh.

More than one fifth of primary and upper primary school teachers attribute to difficulty to adjust with local environment as the reason for wanting transfer. To a great surprise more ST teachers felt difficulty in adjusting.

6.9 Teachers' Absence on the day of School Visit

The investigators were asked to note the number of teachers who were present when they visited the school to collect data. Figure 6.8 shows that about 85% of the teachers were present on the day of school visit. It can be seen from Table 6.27 that about 11% teachers were on leave. There is no difference between the percentage of teachers who were found present in primary and upper primary schools. However, there is significant inter-state variation in teachers' presence rate.

In the states of Gujarat and Jharkhand, highest percentage of teachers (about 94%) were present on the day of visit whereas in Andhra Pradesh only about 64% teachers were present implying that rest one third were either on leave or on official duty at some other place. In fact, Andhra Pradesh records the highest percentage of teachers (about

30%) who were on leave on the day of school visit. Interestingly, in Assam highest percentage of teachers (24%) was on official duty whereas in Gujarat no teacher was reported to be on official duty away from school.

Fig. 6.8: Percentage of Teachers found present on the day of the Investigator's visit to School (Total of all states)

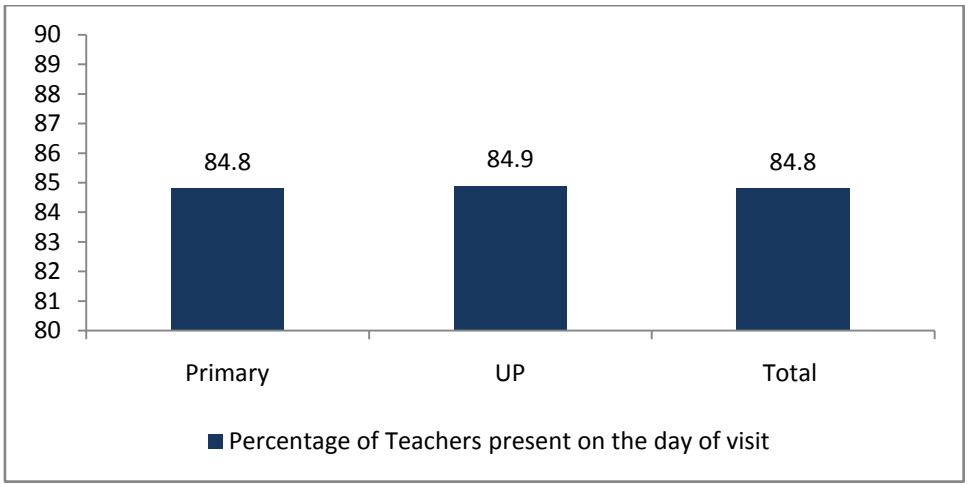


Table 6.27 Percentage of Teachers present, on Leave or on Official duty on the day of the Investigator's visit to School

State	Total no. of Schools			Percentage of Teachers								
				Present in school			On leave			On official duty		
	P	UP	Total	P	UP	Total	P	UP	Total	P	UP	Total
Andhra Pradesh	53	8	61	65.2	60.0	63.8	28.6	32.5	29.6	6.3	7.5	6.6
Assam	52	8	60	60.6	62.5	61.0	14.6	17.9	15.4	24.7	19.6	23.6
Chhattisgarh	63	27	90	81.9	73.0	78.1	15.7	13.1	14.6	2.4	13.9	7.3
Gujarat	43	47	90	95.7	93.6	94.1	4.3	6.4	5.9	0.0	0.0	0.0
Jharkhand	60	30	90	95.5	93.9	94.7	0.0	2.0	1.0	4.5	4.1	4.3
Madhya Pradesh	92	28	120	86.3	83.3	85.5	8.1	10.4	8.8	5.6	6.3	5.8
Maharashtra	50	10	60	81.5	80.9	81.3	6.8	8.5	7.3	11.6	10.6	11.4
Odisha	77	43	120	67.7	71.0	69.2	13.7	15.5	14.5	18.5	13.5	16.3
Rajasthan	40	20	60	88.9	80.2	83.8	9.9	14.7	12.7	1.2	5.2	3.6
Total	**530**	**220**	**750**	**78.4**	**82.0**	**80.0**	**11.6**	**11.1**	**11.4**	**10.1**	**7.0**	**8.7**

Source: Teacher Schedule

6.10 Teachers' Perception and Understanding of Tribal Students' Behaviour, Learning etc.

6.10.1 Teachers' Views on Participation of Tribal Children in Classroom Learning and Activities

From Table 6.28, it is clearly seen that majority of the total teachers opined that most of the students participated in the classroom learning and other activities in the class. When making an inter-state comparison, it is observed that differences between the nine sample states are quite conspicuous. Barring Andhra Pradesh and Assam, majority of the sample teachers in the selected states mentioned that most of the children actively participated in the classroom activities; it ranged from 84.6%, the highest in Chhattisgarh to 13.8%, the lowest in Andhra Pradesh. About 15% teachers in Andhra Pradesh and Assam had stated that very few students participated in classroom activities while in other states, only a negligible number of teachers said so. There were some teachers (6.7%) who said that none of the ST students had participated in classroom activities.

Table 6.28: Teachers' Views on Tribal Children in Classroom learning and Participation in Classroom Activities

States	Total No. of Teachers	Teachers' Response (%) about Students' Participation in classroom Activities			
		Most children	Some children	Very few children	None
Andhra Pradesh	123	13.8	54.5	14.6	17.1
Assam	146	21.9	37.7	15.1	25.3
Chhattisgarh	195	14.4	67.2	10.8	7.7
Gujarat	310	21.9	61.3	11.9	4.8
Jharkhand	187	21.4	55.6	6.4	16.6
Madhya Pradesh	268	23.1	69.4	4.9	2.6
Maharashtra	163	22.7	61.3	6.1	9.8
Orissa	279	16.5	68.8	10.4	4.3
Rajasthan	137	16.8	65.7	8.0	9.5
Total	1808	19.5	61.7	9.6	9.2

Source: Teachers Schedule

When looking at the two school levels (see Table 6.29), it is observed that a higher percentage of sample teachers in upper primary schools, as compared to those in primary schools, stated that most of the students participated in the classroom learning and some other activities in the class. Only about 7% teachers in both primary and upper primary schools said that no student in their classes participated in classroom

activities or discussions. Also there was difference between ST and non-ST teachers in their experience with students. In both primary and upper primary schools, a slightly greater percentage of non- ST teachers, as compared to the ST teachers, said that most of the students participated and showed interest in classroom activities.

Table 6.29: Teachers' Experience with Tribal Children in Classroom learning Participation

State	Teachers' Response (%) about Students' Participation in classroom Activities									
	Primary					Upper Primary				
	Total	Most children	Some children	Very few children	None	Total	Most children	Some children	Very few children	None
Andhra Pradesh	94	16.0	51.1	13.8	19.1	29	6.9	65.5	17.2	10.3
Assam	126	23.0	35.7	15.1	26.2	20	15.0	50.0	15.0	20.0
Chhattisgarh	130	16.2	57.7	14.6	11.5	65	10.8	86.2	3.1	0.0
Gujarat	109	24.8	45.0	30.3	0.0	201	20.4	70.1	2.0	7.5
Jharkhand	105	14.3	49.5	6.7	29.5	82	30.5	63.4	6.1	0.0
Madhya Pradesh	196	29.6	62.8	4.6	3.1	72	5.6	87.5	5.6	1.4
Maharashtra	126	21.4	63.5	6.3	8.7	37	27.0	54.1	5.4	13.5
Orissa	155	7.1	72.9	16.8	3.2	124	28.2	63.7	2.4	5.6
Rajasthan	60	6.7	70.0	18.3	5.0	77	24.7	62.3	0.0	13.0
Total	1101	18.8	56.9	13.2	11.1	707	20.7	69.0	4.0	6.4

Source: Teachers Schedule

6.10.2 Teachers' opinion about ST children showing interest in learning

Teachers were asked whether the tribal children showed interest in learning. From Table 6.30, it can be seen that about 82% primary and 85% upper primary teachers said that the students did show interest and inclination towards learning. As slightly greater percentage of the upper primary teachers mentioned that the students took interest in learning, it is probably due to increasing interest in studies as they grow older. While observing the inter-state variations, it was seen that except for Andhra Pradesh, a large majority of the teachers claimed that their students showed a keen interest in learning. In Andhra Pradesh, only 55% teachers said that students took interest in learning.

Further, there was hardly any difference in the opinion of the ST and non-ST sample teachers of upper primary schools but in primary schools the difference was significant.

While 87% non-ST teachers of primary schools said that students were taking interest in learning, only 79% of ST teachers said so.

Table 6.30: Teachers' opinion about ST children showing interest in learning

State	Social Group	Primary		Upper Primary		Total	
		Total No. of Teachers	Children Show interest (%)	Total No. of Teachers	Children Show interest (%)	Total No. of Teachers	Children Show interest (%)
Andhra Pradesh	**Total**	94	55.3	29	72.4	123	59.3
	ST	90	55.6	29	72.4	119	59.7
Assam	**Total**	126	77.0	20	65.0	146	75.3
	ST	94	78.7	9	55.6	103	76.7
Chhattisgarh	**Total**	130	92.3	65	89.2	195	91.3
	ST	61	86.9	41	87.8	102	87.3
Gujarat	**Total**	109	95.4	201	89.6	310	91.6
	ST	74	93.2	129	90.7	203	91.6
Jharkhand	**Total**	105	87.6	82	93.9	187	90.4
	ST	89	86.5	60	95.0	149	89.9
Madhya Pradesh	**Total**	196	79.6	72	80.6	268	79.9
	ST	118	76.3	45	82.2	163	77.9
Maharashtra	**Total**	126	80.2	37	81.1	163	80.4
	ST	48	77.1	15	73.3	63	76.2
Odisha	**Total**	155	89.0	124	87.9	279	88.5
	ST	73	89.0	38	86.8	111	88.3
Rajasthan	**Total**	60	70.0	77	74.0	137	72.3
	ST	37	67.6	47	76.6	84	72.6
Total	**Total**	**1101**	**81.9**	**707**	**85.3**	**1808**	**83.2**
	ST	**684**	**78.9**	**413**	**85.5**	**1097**	**81.4**

Source: Teachers Schedule

There is some possibility that the teachers responded in a manner which would seem to be more acceptable. However, during informal discussions with the teachers, some of them stated that their students showed no interest in studies due to the environment at home not being congenial. Perhaps students behaved well in the class but lacked support to learning at home.

6.10.3 Teachers' opinion on Reasons for Students not participating in Classroom Activities

Those teachers, who felt that children did not show interest in learning in their classes, were asked to indicate what the possible reasons were for that. Around 45.7 per cent of primary school teachers attribute language is a barrier for children to learn and participate in class room activities except in the states of Jharkhand and Chhattisgarh.

Nearly 24% teachers attributed lack of interest in parents; while about 16.5% teachers felt that this situation was due to "lack of facilities for studies at home". Further, about 7% teachers were of the view that "lack of conducive social (cultural constrains) environment for education" was the reason for children not participating in class room learning.

Table 6.31: Teachers' opinion on Reasons for Students' Lack of Interest in Learning

State	Primary					
	Total No. of Teachers	Language problem (%)	Lack of facilities at home (%)	Lack of parental interest (%)	Lack of conducive social environment (%)	Any other reason (%)
Andhra Pradesh	42	47.6	14.3	38.1	0.0	0.0
Assam	29	93.1	0.0	3.4	0.0	3.4
Chhattisgarh	10	0.0	10.0	70.0	0.0	20.0
Gujarat	5	20.0	20.0	60.0	0.0	0.0
Jharkhand	13	15.4	38.5	23.1	23.1	0.0
Madhya Pradesh	40	20.0	35.0	27.5	15.0	2.5
Maharashtra	25	68.0	0.0	12.0	20.0	0.0
Odisha	17	64.7	0.0	23.5	5.9	5.9
Rajasthan	18	33.3	0.0	38.9	16.7	11.1
Total	**199**	**45.7**	**13.6**	**27.6**	**9.0**	**4.0**
	Upper Primary					
Andhra Pradesh	8	12.5	12.5	37.5	25.0	12.5
Assam	7	14.3	14.3	28.6	42.9	0.0
Chhattisgarh	7	14.3	14.3	28.6	28.6	14.3
Gujarat	21	9.5	19.0	28.6	33.3	9.5
Jharkhand	12	8.3	25.0	33.3	16.7	16.7
Madhya Pradesh	15	13.3	33.3	33.3	13.3	6.7
Maharashtra	7	14.3	14.3	28.6	28.6	14.3
Odisha	30	10.0	26.7	23.3	26.7	13.3
Rajasthan	20	10.0	20.0	25.0	35.0	10.0
Total	**127**	**11.0**	**22.0**	**28.3**	**27.6**	**11.0**

Source: Teachers schedule

Teacher's reasons also evidently prove the present education system could not meet linguistic needs of tribes. However, surprisingly, the teachers did not consider school related factors that affect learning of tribal students. They pointed exclusively to home and socio cultural aspects as the reasons for children to lack interest in learning. This may be either teachers were unwilling or ignorant to reflect on school factors.

Inter-state variation is significant as can be seen from Table 6.31. In the states of Assam, Gujarat, Maharashtra and Odisha, most of the teachers attributed language barrier as the cause behind lack of interest of the children in learning and their non-participation in the class, with Assam having the highest percentage of such teachers. It is interesting to note that the teachers in Chhattisgarh do not consider language as an issue for students' lack of interest in learning.

On comparison between primary and upper primary levels, a smaller percentage of upper primary teachers attributed language and lack of facilities at home which hampers children's class room learning.

6.11 Factors Hindering ST Students' Learning at School

6.11.1 Teachers' Opinion on Factors Hindering Education of Tribal Children

As there is common perception that tribal children's education suffers due to a variety of factors, teachers were asked to indicate which factors affected their education most. From Table 6.32, it can be seen that about 62% sample teachers of primary schools believed that the major hindering factors were, firstly, their engagement in agriculture related activities and, secondly, their preoccupation with other household work that left them little time for studies. More than half (54%) of the teachers also believed that the students' home environment was a third hindering factor and 43% felt that the fourth factor was too many festivals and prolonged celebration of tribal festivals which prevent them from giving due attention and time to studies.

Of the four factors mentioned above that hinder tribal children's education, a higher percentage of sample teachers of upper primary schools, as compared to their counterparts in primary schools, gave importance to each of these factors. The percentage of upper primary teachers who agreed that the above mentioned four factors hindered child's learning at school, were 45%, 60%, 68% and 74% respectively. Obviously being engaged in household work is more dominant factor (as pointed out by 74% teachers) for the children in upper primary classes who are older.

Table 6.32: Factors Hindering Education of Tribal Children: Teachers' Opinion

School Category	State	No. of Sample Teachers	% of teachers said that Factors hindering education of tribal children are			
			Too many Festivals	Home Environment	Engaged of child in Agricultural/ Cattle Grazing	Engagement of child in household work
Primary	Andhra Pradesh	94	62.8	53.2	79.8	85.1
	Assam	126	42.1	39.7	31.7	38.1
	Chhattisgarh	130	26.2	53.1	63.8	62.3
	Gujarat	109	35.8	49.5	54.1	57.8
	Jharkhand	105	62.9	78.1	81.0	81.0
	Madhya Pradesh	196	41.3	52.0	70.4	65.3
	Maharashtra	126	35.7	45.2	47.6	39.7
	Odisha	155	43.2	50.3	57.4	60.6
	Rajasthan	60	50.0	88.3	88.3	81.7
	Total	**1101**	**43.1**	**54.0**	**61.9**	**61.6**
Upper Primary	Andhra Pradesh	29	31.0	48.3	82.8	82.8
	Assam	20	70.0	45.0	50.0	65.0
	Chhattisgarh	65	38.5	67.7	69.2	81.5
	Gujarat	201	45.8	63.7	69.7	75.6
	Jharkhand	82	45.1	74.4	78.0	79.3
	Madhya Pradesh	72	37.5	56.9	76.4	76.4
	Maharashtra	37	32.4	45.9	45.9	43.2
	Odisha	124	48.4	44.4	54.0	69.4
	Rajasthan	77	59.7	76.6	80.5	76.6
	Total	**707**	**45.5**	**60.5**	**68.5**	**74.0**

Source: Teachers Schedule

Inter-state variation is significant among the nine states. Only in Jharkhand about one-fifth of the teachers attributed the surfeit of festivals as a hindrance while over one-third of the teachers in the rest of the states had this view. Majority of the teachers in most of the states like Andhra Pradesh, Chhattisgarh, Gujarat, Jharkhand, Odisha and Rajasthan felt that lack of a supportive environment at home was a hindrance in studies. Barring Assam and Maharashtra, majority of the teachers in the remaining states believed that the children's engagement in cattle grazing, agriculture or any household activities prevented them from devoting adequate time to studies.

The teachers' views on factors that affect education of tribal children shows that the opportunity cost of education is very important factor as children are directly or indirectly support their family economy. The field observation in Khammam district in

Andhra Pradesh demonstrated that even as small as 7-8 years children are engaged in paid labour in plucking cotton.

6.12 Teachers' Opinion on Reasons of Absenteeism and Dropping out of ST Children

6.12.1 Reason I for Students' Absenteeism and Dropping out from School according to Teachers

Teachers were asked to give two main reasons for students' remaining absent or dropping out from school. From Table 6.33, it can be clearly seen that more than half of the teachers felt that students' engagement in household activities (including cattle grazing, helping parents in agriculture and other household work) was the prime reason for high drop-out rate and absenteeism among the students. Nearly one-third of the teachers said that the main reason was that the students were engaged in household related activities instead of going to school. A very small percentage of teachers gave other reasons for the children's dropout and absenteeism.

Table 6.33: Reason I for Students' absenteeism and Drop-out: Teachers' Views

State	No. of sample teachers	Reason I (% of teachers)								
		1	2	3	4	5	6	7	8	9
Andhra Pradesh	123	41.5	43.1	13.8	0.8	0.0	0.0	0.0	0.0	0.8
Assam	146	34.2	13.0	6.8	6.2	4.8	0.7	0.7	6.2	27.4
Chhattisgarh	195	46.9	37.1	7.7	2.1	0.0	0.0	0.5	1.5	4.1
Gujarat	310	75.2	16.8	5.2	0.6	0.0	0.6	0.0	0.6	1.0
Jharkhand	187	57.2	41.7	1.1	0.0	0.0	0.0	0.0	0.0	0.0
Madhya Pradesh	268	51.5	33.2	10.8	0.0	1.1	0.0	0.7	0.4	2.2
Maharashtra	163	67.5	8.0	12.3	0.0	0.6	0.0	0.6	6.7	4.3
Odisha	279	37.6	45.2	8.2	3.2	1.8	0.7	0.0	3.2	0.0
Rajasthan	137	32.8	45.3	18.2	1.5	0.0	0.0	0.0	0.7	1.5
Total	**1808**	**51.5**	**31.2**	**8.7**	**1.5**	**0.9**	**0.3**	**0.3**	**2.0**	**3.7**

Engaged in economic activity: 1; Household work: 2 Lack of parental interest: 3; Lack of interest in learning: 4; Early marriage: 5; School far from home: 6; Language problem: 7; Health reasons: 8; Any other: 9

Source: Teachers schedule

It was observed that there was not much difference among the states in respect of reasons given by the teachers for students' dropping out or remaining absent from school. Except for the states of Assam, Odisha and Rajasthan, majority of the teachers in other states said that the main reason why the children dropped out of school was that they were engaged in economic activities such as cattle grazing, agriculture work and collection of forest produce. In Odisha and Rajasthan, about 45% teachers claimed

that the children's involvement in household chores was the main reason. Only in Andhra Pradesh, Madhya Pradesh and Maharashtra a little over 10% teachers identified children's lack of interest in learning as the main reason for students' dropping out or remaining absent.

6.12.2 Reason II for Students' absenteeism and Drop-out: Teachers' Views

With regard to the second main factor for children's dropping out or being absent from school, more than one-fourth of the teachers identified engagement in household activities as the main reason for high drop-out rate (refer Table 6.34). Another one-fourth of the teachers cited lack of parental interest as the second reason while 18.2% of the teachers regarded engagement in economic activities as the secondary factor.

Only in Maharashtra, nearly half the teachers and in Gujarat one- third of the teachers believed that the students' engagement in economic activities was a secondary factor leading them to drop-out and be absent from school. In none of the states, barring Jharkhand, more than 40% of the teachers believed that engagement in household chores was a secondary factor. In Rajasthan, Chhattisgarh, Madhya Pradesh, Jharkhand and Andhra Pradesh, 30% and above teachers regarded 'lack of parental interest in studies' as the secondary cause. In all the states, a very small percentage of teachers considered the remainder issues even as a secondary factor.

Economic reason either directly or indirectly mentioned in the two main reasons predominantly mentioned by the sampled teachers. Otherwise, the teachers attributed tribal students education is affected by household economic condition and consequently need for them to support household through helping parents in several activities. This clearly evidences that economic condition of tribal households invariably affects education of children. This also reflects lack of public policy to support families to spare children for schooling.

Table 6.34: Reason II for Students' absenteeism and Drop-out: Teachers' Views

State	No. of sample teachers	Reason II (% of teachers)								
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Andhra Pradesh	123	15.4	29.3	29.3	3.3	3.3	1.6	8.9	8.1	0.8
Assam	146	21.9	8.2	5.5	8.9	5.5	4.1	6.2	11.0	28.8
Chhattisgarh	195	4.6	28.9	39.7	6.7	1.0	0.0	1.5	11.3	6.2
Gujarat	310	33.2	35.8	13.5	5.8	1.6	3.2	0.3	1.3	5.2
Jharkhand	187	0.5	48.1	31.6	2.7	1.1	0.0	2.1	1.1	12.8
Madhya Pradesh	268	11.9	36.2	32.5	5.6	2.6	1.5	3.0	2.2	4.5
Maharashtra	163	47.2	15.3	14.7	6.1	0.0	1.2	1.8	4.3	9.2
Odisha	279	13.3	31.5	20.1	7.2	3.6	2.2	5.4	14.7	2.2
Rajasthan	137	13.1	17.5	40.9	13.1	1.5	0.0	0.0	6.6	7.3
Total	**1808**	**18.2**	**29.8**	**24.6**	**6.4**	**2.2**	**1.7**	**3.0**	**6.5**	**7.6**

Engaged in economic activity:1; Household work:2 Lack of parental interest:3; Lack of interest in learning:4; Early marriage:5; School far from home:6; Language problem:7; Health reasons:8; Any other: 9

Source: Teachers Schedule

6.13 Teachers Understanding and Speaking the Tribal Language

6.13.1 Percentage of Teachers who can speak, understand and write in Tribal Language

From Table 6.35, it can be seen that majority of the teachers in primary and upper primary schools stated that they do understand and communicate in the tribal language spoken by the students.

However, there is a significant variation among the states. While in Odisha only less than half of the sample teachers working in upper primary schools can understand and speak the tribal language, a much greater majority of teachers from the other states claim to do so. In fact in Jharkhand, Rajasthan and Gujarat, more than three -fourths of the teachers could easily understand and converse in the tribal language of the students. However, in Assam, Chhattisgarh and Madhya Pradesh, a little less than one- third of the teachers can neither speak nor understand the tribal language.

Table 6.35: Percentage of Teachers who can speak, understand and write in Tribal Language

Teachers live in the village	States	Teachers speak and understand the tribal language well					
		Primary			Upper Primary		
		Total	Speak	Understand	Total	Speak	Understand
Reside in the village	Andhra Pradesh	30	80.0	70.0	10	50.0	40.0
	Assam	73	97.3	95.9	7	71.4	100
	Chhattisgarh	54	75.9	75.9	36	75.0	75.0
	Gujarat	73	91.8	97.3	111	78.4	81.1
	Jharkhand	77	92.2	84.4	59	86.4	83.1
	Madhya Pradesh	85	74.1	72.9	32	75.0	68.8
	Maharashtra	29	72.4	75.9	3	100	66.7
	Orissa	61	63.9	60.7	47	53.2	48.9
	Rajasthan	13	100	100	14	100	100
	Total	495	82.8	81.2	319	75.5	74.6
Reside outside the village	Andhra Pradesh	64	46.9	32.8	19	63.2	36.8
	Assam	53	39.6	45.3	13	38.5	46.2
	Chhattisgarh	76	61.8	63.2	29	69.0	62.1
	Gujarat	36	91.7	86.1	90	60.0	60.0
	Jharkhand	28	89.3	53.6	23	78.3	65.2
	Madhya Pradesh	111	67.6	66.7	40	52.5	57.5
	Maharashtra	97	60.8	60.8	34	73.5	76.5
	Orissa	94	48.9	51.1	77	33.8	33.8
	Rajasthan	47	91.5	89.4	63	71.4	71.4
	Total	606	62.5	59.7	388	58.2	56.7

Source: Teachers Schedule

6.13.2 ST and Non-ST Teachers, who can speak, understand and write Tribal Language

From Table 6.36, it can be seen that majority of the tribal teachers in all the states except Andhra Pradesh, can speak and understand the language of the tribal students. However, in Andhra Pradesh, only 57% of the tribal teachers can understand and converse in the language of the tribal students while in Madhya Pradesh and Odisha, about one- fourth of the teachers can neither understand nor communicate in the language of the tribal students.

Table 6.36: Percentage of ST and Non-ST Teachers who speak and understand Tribal Language

Teachers live in the village	State	Teachers speak and understand the tribal language well					
		ST			Non-ST		
		Total	Speak	Understand	Total	Speak	Understand
Reside in the village	Andhra Pradesh	38	71.1	63.2	2	100	50.0
	Assam	67	100	100	13	69.2	76.9
	Chhattisgarh	57	84.2	82.5	33	60.6	63.6
	Gujarat	127	87.4	92.9	57	75.4	75.4
	Jharkhand	113	93.8	87.6	23	69.6	65.2
	Madhya Pradesh	76	85.5	81.6	41	53.7	53.7
	Maharashtra	16	93.8	93.8	16	56.3	56.3
	Orissa	47	85.1	76.6	61	39.3	39.3
	Rajasthan	23	100	100	4	100	100
	Total	564	89.0	87.1	250	59.6	59.6
Reside outside the village	Andhra Pradesh	81	50.6	33.3	2	50.0	50.0
	Assam	36	50.0	52.8	30	26.7	36.7
	Chhattisgarh	45	80.0	77.8	60	51.7	51.7
	Gujarat	76	73.7	72.4	50	62.0	60.0
	Jharkhand	36	97.2	66.7	15	53.3	40.0
	Madhya Pradesh	87	72.4	72.4	64	51.6	53.1
	Maharashtra	47	80.9	85.1	84	54.8	53.6
	Orissa	64	68.8	67.2	107	26.2	29.0
	Rajasthan	61	82.0	82.0	49	77.6	75.5
	Total	533	71.5	66.8	461	48.6	49.0
Total	Andhra Pradesh	119	57.1	42.9	4	75.0	50.0
	Assam	103	82.5	83.5	43	39.5	48.8
	Chhattisgarh	102	82.4	80.4	93	54.8	55.9
	Gujarat	203	82.3	85.2	107	69.2	68.2
	Jharkhand	149	94.6	82.6	38	63.2	55.3
	Madhya Pradesh	163	78.5	76.7	105	52.4	53.3
	Maharashtra	63	84.1	87.3	100	55.0	54.0
	Orissa	111	75.7	71.2	168	31.0	32.7
	Rajasthan	84	86.9	86.9	53	79.2	77.4
	Total	1097	80.5	77.2	711	52.5	52.7

Source: Teachers Schedule

Among the non-tribal teachers, only half of them stated that they can indeed understand and speak in the tribal language. The extent of the non-tribal teachers speaking the tribal language varies in different states. In Rajasthan, Gujarat followed by Jharkhand, majority of the non-tribal teachers can understand and communicate in the tribal language. In Odisha, on the other hand, less than one- third of the non-ST teachers claimed that they can understand and speak in the tribal language.

Chapter 7
PARTICIPATION OF TRIBAL CHILDREN IN EDUCATION

Introduction

It is an undeniable fact that most of the tribal population lives in remote, inaccessible locations and, due to their closeness with natural resources, their lives revolve around nature. Difficult geographical terrain, coupled with poverty and illiteracy, makes the tribal life very hard. Integrating tribal children into the formal education system has been a major challenge for the government for the last several decades. It has not yet fully succeeded in breaking the cycle of poverty, illiteracy and ignorance for the tribal people. In order to increase their participation, the government has introduced several incentives for schooling of children, assuming that the expenditure of parents on education would be considerably reduced due to the incentives. Due to various incentive schemes, participation of tribal children in education is expected to have increased in the last few years. The same is discussed in this chapter to give an insight into the enrolment trends, and attendance and retention rate of tribal students. The chapter also attempts to understand the reasons behind dropping out of tribal children from schools. The data drawn from DISE and the data collected through State schedule, District schedule, and School schedule of all the nine sample states has been used for this chapter.

7.1 Growth in Enrolment of Total and ST Children in Government Schools in the 9 States and Sample Districts

In order to see whether the representation of ST children in enrolment at primary and upper primary level is commensurate with the ST population of the states selected for this study, we compared the percentage of ST students in 2012-13 with the percentage of ST population according to the 2011 census. Table 7.1 shows this comparison. It may be noticed that the percentage of ST enrolment at primary level is more than the percentage of ST in the population in every state. At upper primary level, the percentage of ST enrolment is almost same or slightly less than the percentage of ST in the population in 7 out of the 9 states. Only in Assam and Gujarat, the percentage of ST enrolment exceeds the percentage of ST in the population. Also, except in Assam the percentage of ST in enrolment at primary level exceeds the percentage of ST enrolment

at upper primary level which makes sense since some children would be dropping out after primary level. At all India level, the percentage of ST among the children enrolled in both primary and upper primary classes is more than their percentage in the population, but then the North –Eastern states which are largely tribal are also included in the data.

Table 7.1 Percentage of ST in total population and in enrolment at primary and upper primary levels in the selected 9 states

State	% of ST in population (Census 2011)	% of ST in enrolment at	
		Primary level	Upper Primary level
Andhra Pradesh	7.0	9.95	8.08
Assam	12.4	14.53	15.51
Chhattisgarh	30.6	32.72	30.34
Gujarat	14.8	17.97	16.58
Jharkhand	26.2	28.86	24.62
Madhya Pradesh	21.1	25.11	21.91
Maharashtra	9.4	12.07	10.79
Odisha	22.8	30.21	23.26
Rajasthan	13.5	15.77	13.30
India	**8.6**	**10.85**	**9.75**

Source: Population census, 2011 and DISE 2012-13

The enrolment data in Table 7.2 at gives an overall picture of enrolment of total and ST boys and girls in all primary and upper primary Government and total schools of all the nine states for the last four years. The table reveals interesting trends in terms of increase/ decrease in enrolment in the recent years. While at the primary level, there is a constant decline in enrolment in the last four years, there has been continuous increase in enrolment at the upper primary level over the same reference period. The trend is the same for total as well as ST boys and girls of government schools. In the year 2010-11, however, there has been a slight increase in enrolment in schools under all managements at the primary level. Likewise, in the same year, at the upper primary level, there has been a significant increase in enrolment in both government schools as well as in schools under other managements.

Actually the enrolment in government schools declined by 8.7% at primary level and increased by 5.25% at upper primary level between 2010-11 and 2012-13; the corresponding figures of decrease and increase in the case ST enrolment were 5.6% at primary level and 12.43% at upper primary level between these two years. The decline rate was a little less at primary level and increase rate was substantially more at upper

primary level in the case of ST children compared to the decline and increase rates in enrolment of all children in government schools.

Table 7.2: Enrolment in Government schools in Nine Sample States

Enrolment in Government and all schools (Nine states total) (in millions)*										
School Category	Year	Government schools						All schools		
		Total			ST			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PRIMARY	2009-10	23.01	22.87	45.88	5.50	5.32	10.82	30.49	28.41	58.91
	2010-11	22.31	22.22	44.53	5.51	5.31	10.82	30.94	28.71	59.66
	%change	-3.0	-2.8	-2.9	0.1	-0.2	0.0	1.5	1.1	1.3
	2011-12	21.30	21.34	42.65	5.387	5.20	10.58	30.61	28.31	58.92
	%change	-4.5	-4.0	-4.2	-2.3	-2.1	-2.2	-1.1	-1.4	-1.2
	2012-13	20.29	20.36	40.65	5.20	5.02	10.22	30.25	27.85	58.11
	%change	-4.8	-4.6	-4.7	-3.3	-3.5	-3.4	-1.2	-1.6	-1.4
UPPER PRIMARY	2009-10	9.82	9.57	19.40	1.78	1.65	3.44	13.34	12.02	25.36
	2010-11	10.32	10.24	20.57	1.93	1.84	3.78	14.18	12.98	27.17
	%change	5.1	7.0	6.0	8.4	11.5	9.9	6.4	8.0	7.1
	2011-12	10.57	10.71	21.28	2.05	2.01	4.06	14.68	13.60	28.28
	%change	2.4	4.5	3.5	6.0	8.9	7.4	3.5	4.8	4.1
	2012-13	10.75	10.89	21.65	2.14	2.11	4.25	15.37	14.15	29.53
	%change	1.8	1.8	1.8	4.7	5.1	4.9	4.8	4.1	4.4

Source: DISE, NUEPA

An overall picture of total enrolment for the last three academic years in primary and upper primary sample schools is given in Table 7.3. If one looks at the total figure of all the states, the data reveals that the trends are similar as in the case of state-wise figures. As Table 7.3 shows, there has been a steady increase in enrolment at the upper primary level in the last three academic years, from 13,673 in 2010-11 to 16,169 in 2012-13, that is, by 18.25%. However, at the primary level, there is a slight dip in enrolment from 54,886 to 54,737 in 2011-12 and an increase to 56,330 in 2012-13. Overall, the increase was by 2.63% between 2010-11 and 2012-13. Similarly, the enrolment for ST total has increased gradually from 47,448 to 50,225 at primary level (i.e. by 2.63%) and from 11,718 to 14,075 at upper primary level (i.e. by 20.11%) between 2010-11 and 2012-13. It is interesting to note that there was some increase in enrolment of both tribal and non-tribal children in the tribal areas at primary level and not decease as in the case of total primary enrolment of the nine states (see Table 7.2 for comparison).The rate of increase in enrolment at upper primary level in the sampled schools, for both total and ST children, was much higher than that in enrolment of total

schools of the nine states during the same period, 2010-11 to 2012-13. Table 7.2 clearly shows that a much higher proportion of enrolment is in government schools.

7.2 ST Students Enrolled in Private Unaided Schools in Sample States

The increasing number of private unaided schools in the last decade has influenced the overall enrolment in government schools. Thus, it was imperative to look into the enrolment trend in private unaided schools in tribal areas. Since the present study is focused only on government schools, there are no private unaided schools in the sample. In order to understand the role of private unaided schools, enrollment data from DISE has been taken into account and Table 7.2a reflects the same.

While it was seen in the previous tables that the enrolment in government schools has decreased over the years at the primary level, the trend was exactly opposite in case of private unaided schools. The table clearly shows that there has been a constant increase in enrolment for total as well as ST children in private unaided schools in the last four years at the primary level. Interestingly, when all managements are taken into account, the enrolment is seen as declining at the primary level for the reason that under all managements, enrolment in government schools is also included which constitutes a major chunk of enrolment.

As at the primary level, there is a constant increase in enrolment in private unaided schools in the last four years at the upper primary level as well.

The private schools have only a fraction of total enrolment in the predominantly tribal areas since most children at the primary level depend on the government schools. Private schools have proliferated only recently and their role in universalization of elementary education is very limited. However, the emergence of private schools may slowly lead to disparities and inequalities among the tribes. The well-to-do tribal population has started showing preference for private schools. Attraction of private schools means better awareness and motivation of the tribal population for education. While some tribal households spend more on education in private schools from their meager income, there is no guarantee that the private schools are qualitatively good. The government schools will continue to play a dominant role in education of tribal children despite a steady growth in enrolment in private schools.

Table 7.2a: Enrolment in Private Unaided Schools of 9 States

(Figures are in ten-thousands; thus 74.44 represents 744400)

State	Years	Enrolment in Private Unaided Schools (9 states total)*								
		Total			ST			% of ST students		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PRIMARY	2009-10	74.44	55.00	129.44	5.55	3.96	9.51	7.5	7.2	7.3
	2010-11	77.84	57.45	135.29	5.92	4.17	10.09	7.6	7.3	7.5
	%change	**4.6**	**4.5**	**4.5**	**6.7**	**5.5**	**6.2**	-	-	-
	2011-12	83.84	61.69	145.53	6.52	4.60	11.12	7.8	7.5	7.6
	%change	**7.7**	**7.4**	**7.6**	**10.2**	**10.2**	**10.2**	-	-	-
	2012-13	89.45	66.09	155.54	6.69	4.75	11.44	7.5	7.2	7.4
	%change	**6.7**	**7.1**	**6.9**	**2.6**	**3.2**	**2.8**	-	-	-
UPPER PRIMARY	2009-10	34.92	24.24	59.16	2.64	1.76	4.40	7.6	7.3	7.4
	2010-11	36.91	25.76	62.67	2.79	1.91	4.70	7.5	7.4	7.5
	%Change	**5.7**	**6.3**	**5.9**	**5.5**	**8.4**	**6.7**	-	-	-
	2011-12	39.29	27.37	66.66	2.94	2.00	4.94	7.5	7.3	7.4
	%Change	**6.5**	**6.3**	**6.4**	**5.4**	**4.8**	**5.2**	-	-	-
	2012-13	44.23	30.92	75.16	3.20	2.19	5.39	7.2	7.1	7.2
	%Change	**12.6**	**13**	**12.7**	**8.9**	**9.6**	**9.2**	-	-	-

Source: DISE

7.3 Growth in Enrolment of Total and ST Children in Sample Schools

The states which have shown constant increase in total enrolment in both primary and upper primary schools in the last three years are Assam, Andhra Pradesh, Odisha, and Rajasthan. Interestingly, in Madhya Pradesh, there was a downward trend in enrolment at both primary and upper primary levels. In the rest of the states, the enrolment was fluctuating either at the primary or at the upper primary level and the enrolment was either decreasing or increasing compared to the previous year.

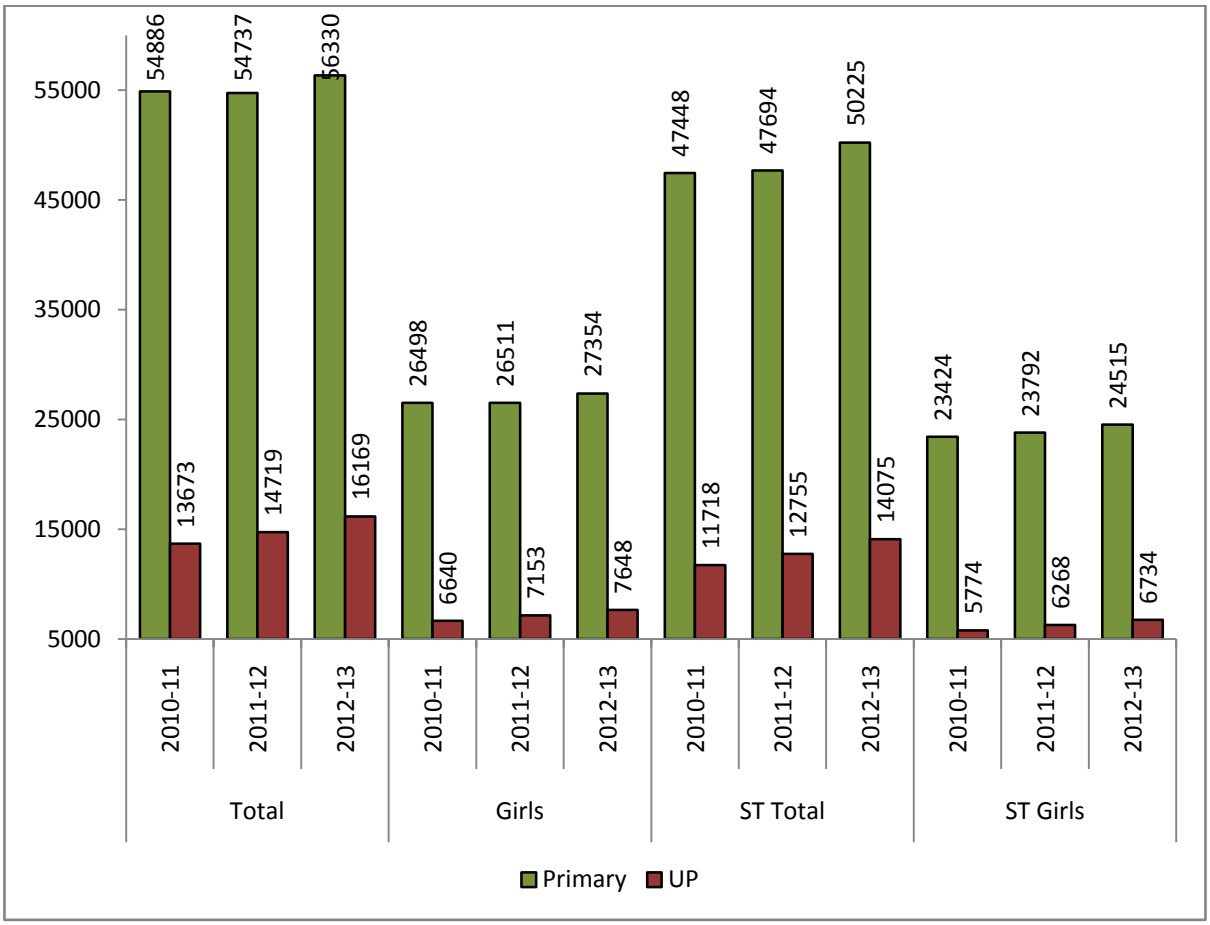
Table 7.3: Total Enrolment in sampled schools of the 9 States in last 3 years and % annual increase in enrolment

Sate	Year	Enrolment Primary	Enrolment Upper Primary	% annual increase	
				Primary	Upper Primary
Andhra Pradesh	2010-11	2577	88		
	2011-12	2972	141	15.3	60.2
	2012-13	3031	151	2.0	7.1
Assam	2010-11	2970	421		
	2011-12	3377	532	13.7	26.4
	2012-13	3368	514	-0.3	-3.4
Chhattisgarh	2010-11	4259	2391		
	2011-12	4008	2573	-5.9	7.6
	2012-13	3820	2742	-4.7	6.6
Gujarat	2010-11	9994	3763		
	2011-12	9723	4107	-2.7	9.1
	2012-13	9637	4979	-0.9	21.2
Jharkhand	2010-11	7641	1140		
	2011-12	7113	1340	-6.9	17.5
	2012-13	7212	1312	1.4	-2.1
Madhya Pradesh	2010-11	8092	2894		
	2011-12	7912	2763	-2.2	-4.5
	2012-13	7783	2621	-1.6	-5.1
Maharashtra	2010-11	6098	226		
	2011-12	5867	234	-3.8	3.5
	2012-13	5974	230	1.8	-1.7
Odisha	2010-11	7708	1755		
	2011-12	7772	1860	0.8	6.0
	2012-13	9594	2393	23.4	28.7
Rajasthan	2010-11	5547	995		
	2011-12	5993	1169	8.0	17.5
	2012-13	5911	1227	-1.4	5.0
Total	**2010-11**	**54886**	**13673**		
	2011-12	**54737**	**14719**	**-0.3**	**7.7**
	2012-13	**56330**	**16169**	**2.9**	**9.9**

Source: School Schedule

When the enrolment trend for all the nine states is taken together, it shows a steady increase at both primary and upper primary level in the last three years though the rate of increase is much greater in the case of upper primary schools.(refer Fig. 7.1).

Fig. 7.1: Enrolment trend of all sample schools



At the primary level, the percentage enrolment of total and ST girls to total enrolment also remained constant (about 49%) for the same time period. At the upper primary level, however, there was a slight dip in 2012-13 in both total as well as ST girls. From 2010-11 to 2011-12, though the enrolment was about 49% for total and ST girls, in 2012-13, it decreased by 2 % to 47% for both total and ST girls. Thus, in the year 2012-13, there was a slight dip in the enrolment of total girls and ST girls at the upper primary level.

Table 7.4: Enrolment of all sample schools by gender

Academic Year	Primary				Upper Primary			
	No. of students	% of Girls	% of ST students	% of Girls among ST students	No. of students	% of Girls	% of ST students	% of Girls among ST students
2010-11	54886	48.3%	86.4	48.6%	13673	48.6%	85.7	49.3%
2011-12	54737	48.4%	87.1	48.6%	14719	48.6%	86.7	49.1%
2012-13	56330	48.6%	89.2	47.3%	16169	48.8%	87.0	47.8%

Source: School Schedule

7.4 Students Belonging to Different Tribal Groups in Primary and Upper Primary Sample Schools

An overview of different tribal groups across nine states reveals that some tribal groups like Bhils are spread across Madhya Pradesh, Rajasthan, Gujarat and Maharashtra, forming a majority, while the tribe Koyas and Kondhus are found in both Odisha and Andhra Pradesh, again forming the majority in both the states (see Table 7.5). The tribe Munda is found in both Jharkhand and Odisha, but the tribe does not form a majority.

Table 7.5: Predominant tribal groups in the selected states

State	Predominant Tribal Group
Andhra Pradesh	Koya
Assam	Karbi
Chhattisgarh	Gond
Gujarat	Bhil
Jharkhand	Oraon
Madhya Pradesh	Gond
Maharashtra	Bhil
Odisha	Savara
Rajasthan	Bhil

Source: School Schedule

The Table gives the three highest enrolments across the tribal groups of a particular state (refer Table 7.6). The enrolment of students across major tribal groups varies from state to state. In some states like Chhattisgarh, Madhya Pradesh and Odisha, the same three major predominant tribal groups are found at both primary and upper primary levels while in the rest of the states, the tribal groups differ at primary and upper primary levels. In Andhra Pradesh, Koyas form the majority, both at the primary and upper primary levels, though the enrolment is high at the latter stage. The same trend is followed by other states as well barring Assam, Chhattisgarh and Odisha where the enrolment at the primary level is higher than the upper primary level.

Table 7.6: Enrolment of three Major Tribal Groups in Sample Schools and their percentage in the total ST enrolment*

State	Predominant Tribal Groups	Enrolment Primary				Predominant Tribal Groups	Enrolment Upper Primary			
		Boys		Girls			Boys		Girls	
		No	%	No	%		No	%	No	%
Andhra Pradesh	Koya	639	42.9	646	45.0	Koya	39	52.7	37	62.7
	Kondhu	333	22.3	290	20.2	Konda Dora	23	31.1	12	20.3
	Konda Dora	125	8.4	138	9.6	Bagata	3	4.1	4	6.8
	Total	**1490**	**73.6**	**1437**	**74.8**	**Total**	**74**	**87.9**	**59**	**89.8**
Assam	Karbi	831	64.3	748	60.0	Karbi	176	57.7	160	52.6
	Jeme Naga	186	14.4	203	16.3	Dimasa Kachari	56	18.4	57	18.8
	Dimasa Kachari	141	10.9	141	11.3	Bodo	24	7.9	45	14.8
	Total	**1292**	**89.6**	**1246**	**87.6**	**Total**	**305**	**84.0**	**304**	**86.2**
Chhattisgarh	Gond	665	43.7	584	40.9	Gond	353	32.0	293	30.2
	Oraon	212	13.9	208	14.6	Oraon	173	15.7	142	14.6
	Kuvar	126	8.3	162	11.4	Kuvar	159	14.4	142	14.6
	Total	**1521**	**65.9**	**1427**	**66.9**	**Total**	**1103**	**62.1**	**971**	**59.4**
Gujarat	Bhil	3714	76.4	3588	75.8	Bhil	1941	78.2	1933	79.5
	Kokni	326	6.7	332	7.0	Kunbhi	118	4.8	151	6.2
	Varli	160	3.3	160	3.4	Varli	103	4.1	85	3.5
	Total	**4860**	**86.4**	**4732**	**86.2**	**Total**	**2482**	**87.1**	**2430**	**89.2**
Jharkhand	Oraon	1145	38.3	1234	40.5	Oraon	256	44.8	301	52.7
	Ho	1094	36.6	951	31.2	Ho	153	26.7	130	22.8
	Munda	231	7.7	281	9.2	Lohra	50	8.7	43	7.5
	Total	**2986**	**82.6**	**3047**	**80.9**	**Total**	**572**	**80.2**	**571**	**83.0**
Madhya Pradesh	Gond	1334	37.5	1166	36.5	Gond	525	56.0	596	52.1
	Bhil	1115	31.3	966	30.2	Korku	209	22.3	264	23.1
	Korku	404	11.3	348	10.9	Bhil	140	14.9	196	17.1
	Total	**3561**	**80.1**	**3198**	**77.6**	**Total**	**938**	**93.2**	**1143**	**92.3**
Maharashtra	Bhil	1258	66.8	1270	68.4	Bhil	136	94.4	120	98.4
	Pawara	343	18.2	348	18.8	Kakani	8	5.6	2	1.6
	Kakani	213	11.3	181	9.8	----	--	--	--	--
	Total	**1884**	**96.3**	**1856**	**97.0**	**Total**	**144**	**100**	**122**	**100**
Odisha	Savara	682	29.6	670	30.5	Savara	209	37.0	111	32.0
	Kandha	602	26.1	481	21.9	Kandha	73	12.9	51	14.7
	Koya	176	7.6	168	7.6	Koya	137	24.2	34	9.8
	Total	**2306**	**63.3**	**2200**	**60.0**	**Total**	**565**	**74.1**	**347**	**56.5**
Rajasthan	Bhil	2221	69.8	1878	70.8	Bhil	529	75.2	403	79.6
	Meena	787	24.7	625	23.6	Meena	174	24.8	103	20.4
	Garasiya	175	5.5	148	5.6	Garasiya	0	0.0	0	0.0
	Total	**3183**	**100**	**2651**	**100**	**Total**	**703**	**100**	**506**	**100**

Source: School Schedule

At the primary level, Bhils of Gujarat recorded the highest percentage of tribal students' enrolment (about 76%) followed by Bhils of Rajasthan (about 70%). At the upper primary level, Bhils of Maharashtra had highest ST enrolment of about 94.4% for boys and 98.4% for girls. This is followed by Bhils of Gujarat who accounted for an enrolment of about 79% for both ST boys and Girls. Thus, it is interesting to note that

Bhils across various states are not only numerically dominant, but also show high enrolment rates at both primary and upper primary levels.

7.5 Enrolment at the Entry Grade of Primary and Upper Primary Stages

The trend in enrolment of the last three years, as shown in Table 7.7 for all the states, indicates that there has been substantial decrease in new enrolment in grade I at the primary level between 2010-11 and 2011-12 and only marginal decrease between 2011-12 and 2012-13. At the upper primary level there has been only marginal increase in new enrolment in grade VI between 2010-11 and 2011-12 but large increase between 2011-12 and 2012-13.

At the state level, Chhattisgarh, Jharkhand, Rajasthan, Madhya Pradesh have shown decline in enrolment at both primary and upper primary levels while there is a fluctuation in enrolment in other states. For instance, in the state of Chhattisgarh between 2010-11 and 2011-12, the decrease in girls' enrolment is slightly more than that of boys. The same trend is observed for ST boys, girls and total enrolment during the same period. Enrolment in Class I, the entry class of primary stage also decreased substantially in the case of girls (by 18.0%) during the same period. Boys' enrolment, however, registered an increase of 6.2%.

Table 7.7: Increase in Enrolment at the entry grade and of all grades of primary and upper primary levels in the total sample Schools of the 9 states

Indicators	% of increase in enrollment between 2010-11 and 2011-12				% of increase in enrollment between 2011-12 and 2012-13			
	Grade I	Primary Stage (I-V)	Grade VI	U.P. Stage (VI-VII)	Grade I	Primary Stage (I-V)	Grade VI	U.P. Stage (VI-VII)
Total	-9.1	-0.3	2.4	7.7	-3.2	2.9	1.1	9.9
Girls	-9.8	0.0	1.8	7.7	-1.4	3.2	-1.8	6.9
Boys	-8.3	-0.6	2.9	7.6	-5.0	2.7	3.8	12.6
ST Total	-9.0	0.5	3.0	8.8	-1.0	5.3	1.9	10.3
ST Girls	-8.4	1.6	0.1	8.6	-2.4	3.0	0.5	7.4
ST Boys	-9.5	-0.5	5.7	9.1	0.3	7.6	3.2	13.2

Source: School Schedule

7.6 Average Attendance of total and ST Students in Different Classes on the Day of Visit to Schools by Investigators

The attendance of the total and ST students, expressed as percentage of the total and ST enrolment on the day of visit to the school, gives the overall picture of participation and regularity of students. Table 7.8 shows that for both total and ST students, the

attendance rate in the primary classes is much better than the attendance of total and ST students in upper primary classes. However, at the primary level, the attendance of total girls (70.1%) and ST girls (70.3%) was found to be more than the attendance of total boys (67.9%) and ST boys (68.2%).

The trend continues in upper primary classes as well where the attendance of total boys (65.6%) is much lower than the attendance of total girls (75.2%), though in the case of ST students, the attendance is almost the same for boys and girls. The higher absence rate of upper primary students could be attributed to several reasons like their involvement in household work and helping parents in work for enhancing family income.

Table 7.8: Average Attendance of students in sample schools of nine states on day of visit to school (2012-13)

Students	Total Enrolment as on 30th September 2012			
	Primary		UP	
	Enrolment	Percent Present	Enrolment	Percent Present
Total	56330	69.0	16169	70.2
Girls	27354	70.1	7648	75.2
Boys	28976	67.9	8521	65.6
ST Total	50225	69.2	14075	74.0
ST Girls	24515	70.3	6734	73.3
ST Boys	25710	68.2	7341	74.7

Source: School Schedul

7.7 Students' Attendance during Tribal Festivals

We get a glimpse of the life style and culture of tribal people in the numerous festivals, rituals and celebrations they observe throughout the year. Their festival calendar is generally different from the school calendar. The holidays and vacations for the school are decided at the state level whereas the tribal festivals and rituals depend on the seasons and life style of the tribes in a particular area. The attendance of tribal children in schools during their festivals is greatly affected by the cultural programmes and activities in the village at that time.

Fig. 7.3 shows that except for the states of Assam and Madhya Pradesh, more than 50% of ST students remained absent during their festivals in all the sample states. The state of Andhra Pradesh leads in this respect with a whopping 93.4% students

remaining absent during the tribal festivals, followed by Rajasthan and other states. The average number of days of absence, however, varies across states, the highest being about four days in Maharashtra, followed by three days in Madhya Pradesh (refer Table 7.9).

Since there is a mismatch in the school calendar and tribal festivals, the schools remain open even during tribal festivals and rituals. Thus, the majority of the schools in the sample states (except in Assam) were reported to be functioning even during tribal festivals and ceremonies. The attendance during such days varies from state to state, with the least being in Andhra Pradesh (33%) and the highest being 68% in Gujarat. Thus, it can be concluded that the tribal policy should reflect a harmony between the school calendar and tribal festivals in such a way that the school calendar makes allowance for tribal festivals instead of making it uniform in all schools of the state.

Table 7.9: ST students remaining absent during tribal festivals and rituals

State	Total no. of Schools	% of schools reporting students absence during festivals	Average no. of days students remained absent for long	Average % of students present during festivals
Andhra Pradesh	61	93.4	0.9	33
Assam	60	46.7	1.7	48
Chhattisgarh	90	61.1	1.0	60
Gujarat	90	73.3	1.3	68
Jharkhand	90	73.3	1.7	43
Madhya Pradesh	120	39.2	3.1	39
Maharashtra	60	60.0	4.2	51
Odisha	120	70.1	1.6	52
Rajasthan	60	86.7	0.5	47
Total	751	65.4	1.8	49

Source: School Schedule

7.8 Children who had attended *Anganwadi or* other Pre- School

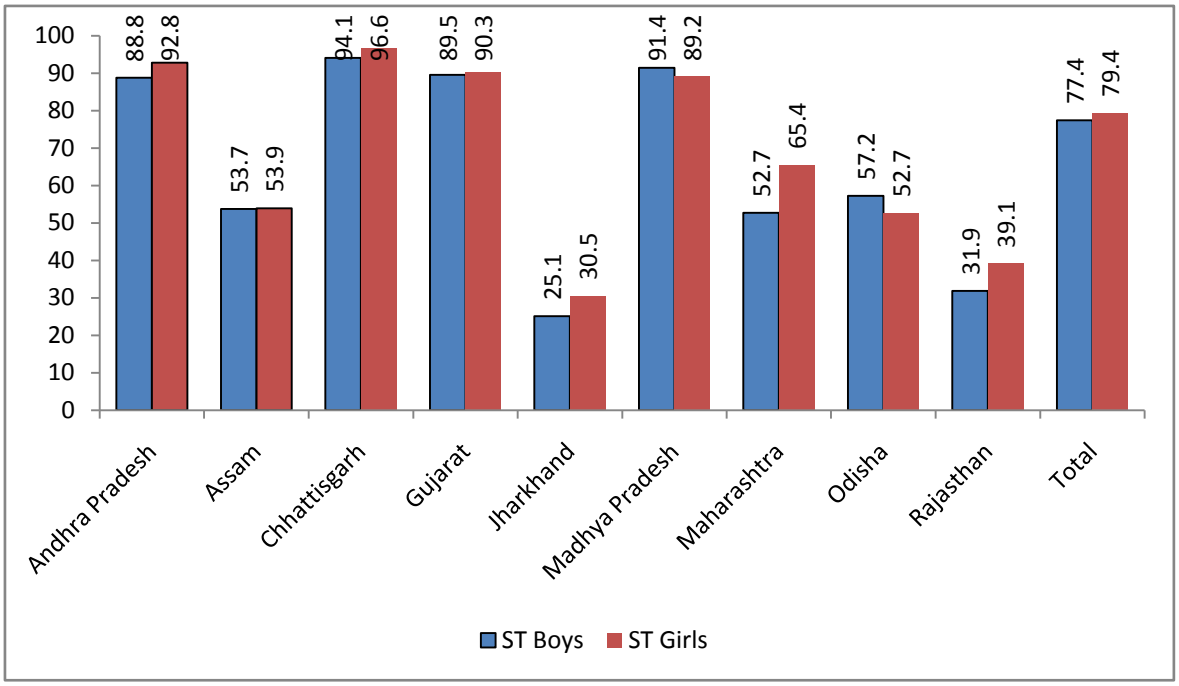
Anganwadi is a government sponsored child-care and education centre in India catering to children in the 0-6 age group. They were started by the Indian government in 1975 as a part of the Integrated Child Development Services programme to combat incidence of child hunger and malnutrition. Apart from providing supplementary nutrition, these centres also provide some pre-school education.

Table 7.10 gives a picture of students of sample schools who had attended *Anganwadi* and other pre-schools. When the total of all nine states is taken into account, about 83.3% of the total children and 78.4% of ST children in Class I had attended

Anganwadi or pre-school centres. Barring Odisha and Madhya Pradesh, the rest of the states showed higher enrolment of ST girls as compared to ST boys. However, there are inter-state differences in enrolment trends.

Fig. 7.2 clearly shows that more than 90 percent of ST students of Class I in the states like Andhra Pradesh, Chhattisgarh and Madhya Pradesh had attended A*nganwadi* centres. On the other hand, the percentage of ST children who had attended A*nganwadi* centres, was very low in Rajasthan and Jharkhand.

Fig. 7.2: Enrolment of ST children in *Anganwadi*/pre-school centres



The trend remains the same for total students as well (see Table 7.10). This shows that the majority of children (both total as well as ST) in these states do not get themselves enrolled in *Anganwadi* or other pre-school facilities. In order to increase the enrolment in A*nganwadi* centres, awareness campaign for the parents would be helpful since pre-school education prepares children to adjust well in school when they get admitted in class-I level.

Table 7.10: Number/percentage of children enrolled in class I who attended *Anganwadi* and other pre-school facilities

State	Total						ST					
	Total Enrollment in Class I			*% attended Anganwadi/* Pre-school			ST Enrollment in Class I			*% attended Anganwadi/* Pre-school		
	Total	Boys	Girls	Boys	Girls	Total	Total	Boys	Girls	Boys	Girls	Total
Andhra Pradesh	792	424	368	91.3	96.7	93.8	774	412	362	88.8	92.8	90.7
Assam	852	412	440	63.1	67.7	65.5	721	361	360	53.7	53.9	53.8
Chhattisga	771	372	399	93.8	95.2	94.	565	273	292	94.1	96.6	95.4
Gujarat	2042	1033	1009	89.6	90.0	89.	2033	1030	1003	89.5	90.3	89.9
Jharkhand	1961	996	965	26.5	34.3	30.	1745	857	888	25.1	30.5	27.9
Madhya Pradesh	1627	891	736	99.8	99.5	99.7	1452	799	653	91.4	89.2	90.8
Maharasht	1401	682	719	62.2	66.5	64.	1355	676	679	52.7	65.4	61.3
Odisha	2131	1045	1086	74.0	71.5	72.	1608	803	805	57.2	52.7	54.9
Rajasthan	1150	619	531	32.5	39.7	35.	1138	611	527	31.9	39.1	35.2
Total	**12727**	**6474**	**6253**	**81.9**	**84.7**	**83.3**	**11391**	**5822**	**5569**	**77.4**	**79.4**	**78.4**

Source: School schedule

7.9 Apparent Drop-Out Rate (ADR) from different grades in Sample Schools

The dropping out of ST children from the schools is a common phenomenon occurring due to various reasons. As other studies have shown dropping out is often due to the children's involvement in economic activities and household work. Table 7.11 shows the Apparent Dropout Rates in different classes as well as the overall dropout rate for primary and upper primary stages for both tribal boys and tribal girls for two years, 2010-11 and 2011-12. For comparison, similar dropout rates for total students are also shown in the same table. It is clear from the table that the drop-out rate of ST children at the primary stage has decreased substantially between 2010-11 and 2011-12 from 11.0% to 3.9%. The drop-out rate of ST girls for the year 2011-12 remains high at 6.5 % as compared to only 1.3% for ST boys. (The Apparent Dropout Rate for any class j in year t is obtained by finding out the difference between enrolment in class j+1 of year t+1 and enrolment in class j of year t and expressing it as percentage of class j enrolment of year t).

Table 7.11: Grade- wise and overall Apparent Drop-out Rate (ADR) in total of all sample schools

Indicators	Apparent Drop-out Rate during 2010-11								
	I-II	II-III	III-IV	IV-V	Primary Stage (I-IV/V)	V-VI	VI-VII	VII-VIII	U.P. Stage (V/VI-VII)
Total	16.8	5.5	6.9	15.3	11.4	26.5	7.7	28.8	21.4
Girls	16.2	5.3	6.0	15.8	11.1	26.6	6.5	29.6	21.3
Boys	17.3	5.7	7.8	14.9	11.7	26.4	8.9	28.1	21.5
ST Total	16.9	4.9	6.5	14.3	11.0	25.5	7.8	28.1	20.8
ST Girls	12.8	4.1	5.7	16.3	9.8	28.4	6.0	28.7	21.7
ST Boys	20.9	5.5	7.3	12.4	12.1	22.7	9.4	27.4	19.8
	Apparent Drop-out Rate during 2011-12								
Total	7.8	2.2	2.8	10.2	5.6	30.7	4.4	11.2	17.6
Girls	8.7	1.2	2.9	11.7	6.0	32.3	6.6	11.4	19.0
Boys	7.0	3.2	2.7	8.7	5.3	29.2	2.3	11.0	16.4
ST Total	5.1	0.4	2.3	8.4	3.9	29.1	6.2	8.8	16.8
ST Girls	9.3	3.7	1.2	12.0	6.5	31.2	6.9	10.2	18.2
ST Boys	0.9	-3.2	3.3	4.8	1.3	27.2	5.5	7.4	15.4

Source: School Schedule

Likewise, at the upper primary stage also, there is a decrease in the drop-out rate among ST children from 20.8% in 2010-11 to 16.8% in 2011-12. The drop-out rate of ST girls remains high in both the years in comparison to the drop-out rate of ST boys.

Interestingly, in both the years, 2010-11 and 2011-12, the drop-out rate of ST students was slightly lower than that of total students at both primary and upper primary levels. In 2010-11, the difference between the two was, however, only marginal.

7.10 Reasons for ST Children Discontinuing Studies

Various factors contribute to the discontinuation of studies by ST children. Among these are such factors as: remaining busy with household work, lack of interest of parents in education, lack of interest of the child in studies, school being far from home, child facing language problem, health problem etc. Though the reasons are many, their importance is not same; some reasons are critical for many children while others are valid for only very few children who drop out. In this study no data was collected from parents of dropouts about specific reasons of their dropping out from school. However, head teachers were asked to give their opinion on reasons based on their own experience. According to them, for boys, the main reason was helping parents in their work and thus indirectly making contribution to their family income. In so far as ST girls are concerned, at the primary level, the predominant reason for

discontinuing studies was their preoccupation with household work while, at the upper primary level, helping parents in their work remained the major reason.

ST children contribute to their family income in various ways like collecting *mahua* flowers, plucking chillies, cotton, cattle rearing that fetch them money. Many a time, instead of attending the school, they engage in such income generating activities as they find it lucrative compared to going to school. Thus, at a very tender age, ST children become an earning member of the family in a household. Interestingly, in the state of Chhattisgarh, health problem was reported as the second major reason for dropping out at the primary level, both for ST boys and ST girls. Lack of interest of parents in education of the child and lack of interest of children in studies were also cited as the second major reason for dropping out in some states like Assam, Jharkhand, Odisha, Rajasthan, Gujarat, Madhya Pradesh and Maharashtra.

7.11 Reasons for Girls not Attending Schools or Dropping Out from School

Under SSA, high priority is given to the education of tribal girls. Several provisions, like free textbooks for all girls up to Class VIII, separate toilets for girls, back to school camps for out-of-school girls, bridge courses for older girls, gender-sensitive teaching-learning materials including textbooks etc., are an integral component of SSA for achieving increased enrolment and retention rate among girls. In addition to these, focused interventions like the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) reach out to girls from marginalized social groups, where the female rural literacy is below the national average and the gender gap in literacy is above the national average.

Parents' interest in girl child's education was ascertained from the heads of the schools. Table 7.13 clearly shows that nearly three-fourths of the head teachers felt that parents were interested in girls' education. In other words, only one-fourth of the parents were reported to be not showing much interest in educating their daughters.

However, there is a wide variation among the states in this respect. The least parental interest in girls' education, as reported by the head teachers, was in Rajasthan (60%). On the other hand, in Assam and Gujarat, about 96% of the head teachers said that parents show interest in educating their daughters.

Table 7.13: Head teachers' opinion on reasons why girls do not attend school or drop out from school

State	Total no. of schools	Parents interested in girls education	Reasons for dropping out						
			Household work	Taking care of siblings	Lack of interest in studies	Early marriage	School far from home	Health reasons	Some other
Andhra Pradesh	61	81.0	32.0	60.0	2.0	0.0	0.0	0.0	6.0
Assam	60	95.0	0.0	0.0	50.0	0.0	0.0	0.0	50.0
Chhattisgarh	90	85.6	46.2	15.4	15.4	0.0	0.0	0.0	23.1
Gujarat	90	96.7	66.7	33.3	0.0	0.0	0.0	0.0	0.0
Jharkhand	90	83.3	60.0	40.0	0.0	0.0	0.0	0.0	0.0
Madhya Pradesh	120	71.7	48.5	27.3	3.0	9.1	0.0	0.0	12.1
Maharashtra	60	77.2	12.5	37.5	37.5	0.0	0.0	0.0	12.5
Odisha	120	72.4	55.6	14.8	0.0	0.0	0.0	3.7	25.9
Rajasthan	60	60.0	39.1	21.7	4.3	0.0	4.3	0.0	30.4
Total	**751**	**74.9**	**42.5**	**34.5**	**5.2**	**1.7**	**0.6**	**0.6**	**14.9**

Source: School schedule

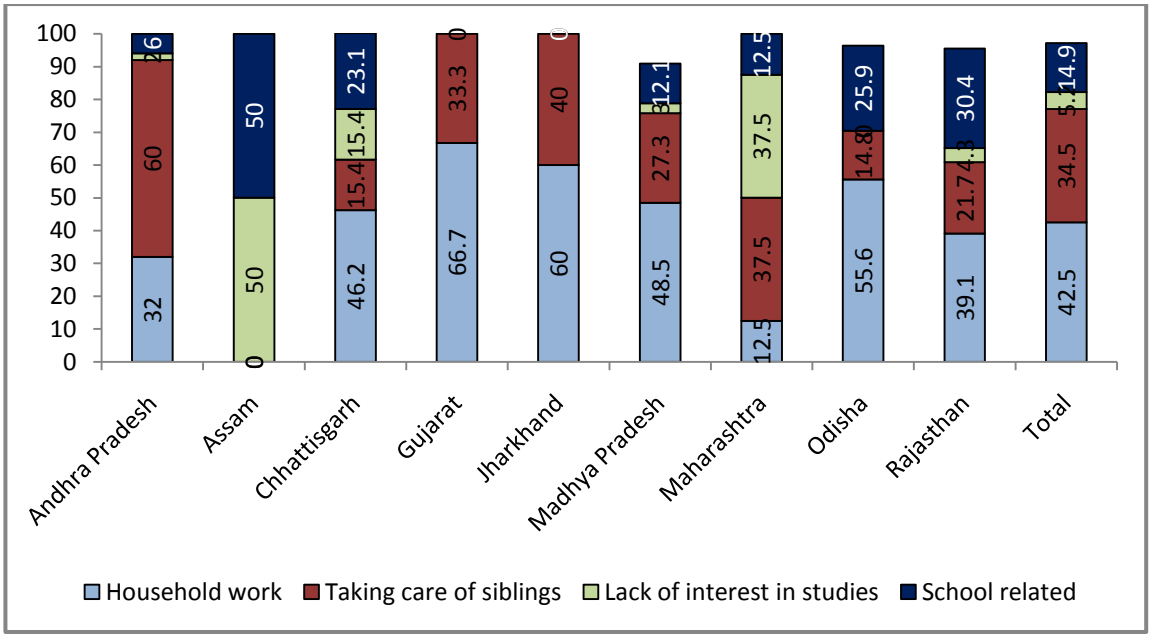
An analysis of the reasons of dropping out makes it clear that the predominant reasons indicated by the head teachers were: girls being engaged in household work and taking care of their siblings. These reasons also corroborate the findings of earlier studies which indicate similar reasons for dropout of girls. Girls' dropping out from school due to their being occupied with household work was prominently seen in Gujarat, Jharkhand, Madhya Pradesh and Odisha. Since, in tribal areas, both the parents work as farmers or labourers, the responsibility of taking care of the house falls upon the girls. The girls are occupied in different household chores like cleaning the house, washing clothes, utensils, cooking food and taking care of their younger siblings.

Interestingly, in Assam, none of the head teachers reported either of these reasons. Half of the head teachers attributed some other reasons for dropping out of girl children. These reasons were mostly school- related and included lack of toilets, proper infrastructure, parents' inability to spend on clothes or buying teaching-learning materials etc. About one-third of head teachers in Rajasthan and about one-fourth in Odisha and Chhattisgarh also cited school-related factors under 'some other reasons' being responsible for dropping out of girls.

However, majority of head teachers attributed the reasons for dropping out of girls to their being preoccupied with household work and taking care of siblings (see Fig. 7.3). This evidently shows that the head teachers only look for factors external to the school

system as major reasons for dropping out and tend to overlook the factors responsible for dropping out that are within the school system.

Fig.: 7.3 Reasons for dropping out of ST girls



Most of the head teachers (93%) reported that the common age of marriage of ST girls was between 14 and 18 years, the average age of marriage being 17 years (see Table 7.14). Interestingly, barring Madhya Pradesh, none of the head teachers from other states viewed early marriage as one of the reasons for ST girls not attending school or dropping out from school (refer Table 7.14).

Table 7.14: Average marriage age of ST Girls

State	Total no. of schools	School heads reporting average marriage age of ST girls (in years)				
		<10	10--13	14--18	>18	Average age at marriage
Andhra Pradesh	61	0.0	9.8	85.2	4.9	16.0
Assam	60	0.0	3.3	93.3	3.3	17.0
Chhattisgarh	90	0.0	0.0	96.7	3.3	17.9
Gujarat	90	0.0	1.1	94.4	4.4	17.4
Jharkhand	90	0.0	2.2	93.3	4.4	17.3
Madhya Pradesh	120	0.0	0.8	92.5	6.7	17.1
Maharashtra	60	0.0	1.7	98.3	0.0	16.3
Odisha	120	4.3	0.9	87.8	7.0	16.0
Rajasthan	60	0.0	1.7	98.3	0.0	16.1
Total	**751**	**0.7**	**2.0**	**93.0**	**4.3**	**16.8**

Source: School schedule

7.12 Distribution of Schools according to number of Students enrolled

Table 7.15 given below shows that about one third of schools at the primary level have more than 80 students with an average of 73 students. At the upper primary level too, majority of schools have an enrolment of more than 80 with Gujarat having the highest average of 246 students per school, the average enrolment per school in the total 9 states being 155. The average enrolment per primary school is lowest (only 46) while the highest average per school is 93 in Maharashtra. The average enrolment per upper primary school is lowest (only 64) in Assam and the highest is 246 in Gujarat where the schools are quite large in size.

Table 7.15: Distribution of sampled schools according to number of Students enrolled

State	Primary					
	Total no. of schools	No. of schools with no. of students				Average no. of students
		<40	40-59	60-79	>80	
Andhra Pradesh	53	41.5	37.7	13.2	7.5	46
Assam	52	34.6	21.2	11.5	32.7	65
Chhattisgarh	63	22.2	33.3	22.2	22.2	61
Gujarat	43	14.0	18.6	32.6	34.9	72
Jharkhand	60	20.0	16.7	33.3	30.0	68
Madhya Pradesh	92	7.6	19.6	18.5	54.3	85
Maharashtra	50	14.0	16.0	12.0	58.0	93
Odisha	77	6.5	32.5	33.8	27.3	77
Rajasthan	40	2.5	20.0	32.5	45.0	81
Total	**530**	**17.4**	**24.3**	**23.2**	**35.1**	**73**
	Upper Primary					
Andhra Pradesh	8	0.0	25.0	25.0	50.0	91
Assam	8	12.5	37.5	37.5	12.5	64
Chhattisgarh	27	3.7	7.4	14.8	74.1	102
Gujarat	47	0.0	0.0	0.0	100	246
Jharkhand	30	0.0	10.0	13.3	76.7	147
Madhya Pradesh	28	3.6	7.1	21.4	67.9	94
Maharashtra	10	0.0	0.0	20.0	80.0	155
Odisha	43	2.4	4.9	12.2	80.5	148
Rajasthan	20	0.0	0.0	0.0	100	195
Total	**219**	**1.8**	**6.4**	**11.9**	**79.9**	**155**

Source: School Schedule

7.13 ST Population and Enrolment of ST children in selected states

On comparing the percentage of ST children studying in classes I to V or classes VI to VIII with the percentage of ST children in the population, we find that the percentage of ST children in schools is higher than the percentage of ST population in every state (see Table 7.16). Thus the ST children appear to be well represented in enrolment in schools. The percentage of girls among the students is between 47% and 50% in all the states at both primary and upper primary levels, except in Rajasthan where the percentage of girls is about 46% in classes I to VIII.

Table 7.16: Percentage of ST children in schools as compared with % of ST population in selected states

State	% ST Population & Enrolment in 2012-13						
	% ST Population (Census 2011)	Classes I to VIII		Primary Classes		Upper Primary Classes	
		% ST Enrolment	% Girls Enrolment	% ST Enrolment	% Girls Enrolment	% ST Enrolment	% Girls Enrolment
Andhra Pradesh	7.0	9.8	48.0	10.6	48.2	8.3	47.6
Assam	12.4	14.7	49.9	14.2	49.8	15.7	50.3
Chhattisgarh	30.6	32.7	49.1	33.8	48.9	30.9	49.3
Gujarat	14.8	17.4	47.6	18.1	47.8	16.1	47.3
Jharkhand	26.2	28.5	49.2	30.0	49.0	25.1	49.9
Madhya Pradesh	21.1	24.6	48.6	25.9	47.8	22.0	50.3
Maharashtra	9.4	11.7	47.5	12.4	48.0	10.6	46.5
Odisha	22.8	29.9	48.8	32.7	48.7	24.1	49.1
Rajasthan	13.5	15.1	45.8	15.8	46.4	13.6	44.3
All India	**8.6**	**10.6**	**48.5**	**11.1**	**48.3**	**9.7**	**48.7**

Source: DISE, 2012-13

7.14 Children with Special Needs (CWSN)

Under SSA, special efforts are made to give quality education to Children with Special Needs (CWSN). The CWSN include children having poor eye sight or being totally blind or suffering from Hearing and Speech Impairment or having orthopedic problem, mental retardation, or multiple Disability (MD). Through special provisions, the aim is to develop full potential of CWSN and to bring them at par with other children depending on the nature of their disability.

Table 7.17 shows that orthopedic disability is the most common form of disability among ST children. About 9.1% of schools reported to be having some CWSN with orthopedic disability, which is the highest compared to other forms of disability. This

is followed by 6.2% of schools that reported some children having visual disability. So far as ST beneficiaries are concerned, highest beneficiaries were the children with multiple disabilities who accounted for 86.2% of the total beneficiaries, followed by 84% beneficiaries who had speech impairment.

Table 7.17: Number of schools having Children with Special Needs (CWSN) and number and percentage of CWSN beneficiaries in the sample schools

Type of disability	Primary (N=526)			Upper Primary (N=219)			Total (N=745)		
	% of schools having CWSN	Total beneficiaries	% of ST beneficiaries	% of schools having CWSN	Total beneficiaries	% of ST beneficiaries	% of schools having CWSN	Total beneficiaries	% of ST beneficiaries
Orthopedic	7.4	47	80.8	13.2	44	84.0	9.1	91	82.4
Visual disability	4.2	26	80.7	11	50	84.0	6.2	76	82.8
Hearing disability	1.5	9	66.6	10	33	87.8	4	42	83.3
Speech disability	1.7	9	77.7	6.4	16	87.5	3.1	25	84.0
Mental disability	4.8	30	93.3	12.3	64	64.0	7	94	73.4
Multiple disability	2.9	15	86.6	4.1	14	85.7	3.2	29	86.2

Source: School Schedule

Chapter 8
INCENTIVES FOR STUDENTS

Introduction

Incentives to students, especially those residing in hilly and inaccessible areas, serve as a motivating factor in increasing enrolment as well as regularity in student attendance. There are various incentives and different sources of funding for these incentives like SSA, Tribal Welfare Department (TWD) and State Education Department. The incentives common to all children include free textbooks, free uniforms, and Mid- Day Meals (MDM). In some states, some upper primary girl students get bicycles too. The incentives also vary across gender and tribal groups and there are special incentives for girls and Primitive Tribal Groups (PTGs) in some states since SSA, particularly, lays special emphasis on tribal children's and girls' education. In this context, the present chapter discusses various incentives, their source of funding, and coverage of students under different incentive schemes. The data is primarily drawn from DISE, and data collected through school schedule and students' schedule in all the nine states.

8.1 Different Types of Incentives, Source of Funding and Total and ST Students Covered

Table 8.1 gives an overall picture of the source of funding for various incentives in 745 schools of the nine states (5 out of 750 sampled schools did not provide information). The Table shows that in almost 98% of schools, free textbooks were provided by the SSA and in only 2% and 0.1% of schools, the textbooks were given by TWD and State Education Department respectively. In other words, as far as textbooks are concerned, SSA plays a prominent role in providing textbooks to the students.

As far as uniforms are concerned, SSA again plays a major role as about two-thirds of schools receive uniforms from SSA. Another one-third of schools receive uniforms for children from TWD (19.1%) and Education Department (9.9%).

Like free textbooks and uniforms, there is provision for free mid-day meal for every child in government school. The central government funds were the source for MDM in 82.4% of schools. Apart from that, the State Education Department was the second major source of funds for MDM in 11.4% schools followed by TWD (5.2%). In some

of the schools, it was found that NGOs are also funding the MDM for children and it accounted for approximately 1% of the total sources of funding for MDM.

Bicycles are provided to the upper primary school students, from both SSA and Education Department funds, sharing virtually equal responsibility in providing bicycles. Together they supplied bicycles in more than two-thirds of schools. This is followed by funding from TWD (12.8%) and NGOs (0.9%).

TWD plays a major role in providing scholarships to students as a little more than half of the schools received scholarships from TWD. This is followed by SSA (32.1%) and State Education Department (15.2%).

State Education Departments are the major source of funding for providing other incentives like stationery, chappals/shoes, school bags etc to children in some cases. SSA and Education Departments of the states also have provision for making escort and transport facility available to the students where needed; together they provide more than half of the funding for these items as compared to other departments.

Table 8.1: Source of funds for various incentives

Incentive	Total no. of schools	Source of funds (in %)			
		SSA	TWD	Education Department	NGO
Free textbooks	745	97.9	2.0	0.1	--
Uniforms	745	71.0	19.1	9.9	--
Mid-day Meals	745	82.4	5.2	11.4	0.9
Bicycles (upper primary)	219	42.9	12.8	43.4	0.9
Scholarship	745	32.1	52.5	15.2	--
Stationary	745	43.8	0.8	54.5	0.9
Chappals/shoes	745	37.5	2.4	59.3	0.8
School bag	745	44.7	2.7	51.7	0.7
Escort for children	745	38.0	0.3	61.6	--
Transport facility	745	38.4	0.3	61.3	--
Some Other	745	42.3	0.3	56.9	0.4

Source: School schedule

Table 8.2 gives the number of students (total and ST) covered under different incentive schemes. The total number of students for the entire 745 schools was 72,449, comprising 37,497 boys and 35,002 girls. Out of the total boys, 88% were ST boys and out of total girl students, 89.2% were ST girls. If one looks at the major trend in coverage of incentives among boys and girls, there is not much difference in the supply of various incentives with scholarships as an exception. Clearly, the Table shows that

the coverage of total girls as well as ST girls under schemes of scholarships is higher (by 14%) than the coverage of total and ST boys. Moreover, majority of ST students were receiving free textbooks and MDM while three-fourths of ST children were beneficiaries of the supply of free uniforms. Very small percentages of ST children were covered under the rest of the incentives like school bags, shoes, escort, transport etc.

Table 8.2: Percentage of Students who received different Incentives

Incentive	Total enrolment		% of students covered		Total ST Enrolment		% of ST students covered	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Free textbooks	37497	35002	96.2	96.2	33051	31249	95.8	94.6
Uniforms	37497	35002	76.1	77.7	33051	31249	75.7	75.4
Mid-day Meals	37497	35002	94.1	94.4	33051	31249	94.2	92.9
Bicycles (Upper	37497	35002	1.4	2.4	33051	31249	1.4	2.4
Scholarship	37497	35002	41.9	56.2	33051	31249	47.2	61.1
Stationary	37497	35002	8.5	9.2	33051	31249	8.8	9.8
Chappals/shoes	37497	35002	1.0	1.5	33051	31249	1.6	2.1
School bag	37497	35002	1.9	3.4	33051	31249	2.5	4.3
Escort for children	37497	35002	0.2	0.1	33051	31249	0.2	0.1
Transport facility	37497	35002	0	0	33051	31249	0	0
Some Other	37497	35002	1.7	6.9	33051	31249	1.6	7.0

Source: School Schedule

8.2 Provision of Mid-Day Meals

Mid- Day Meal programme was initially launched as National Programme of Nutritional Support to Primary Education (NP-NSPE) in 1995 in 2408 blocks of the country, with the objective of enhancing enrolment, retention and attendance of students, at the same time improving the nutritional level of children. By the year 1997-98, the NP-NSPE was introduced in all blocks of the country. It is a centrally sponsored scheme and the cost of cooking includes cost of ingredients, e.g. pulses, vegetables, cooking oil and condiments. This programme is considered as the world's largest school feeding programme. This section gives the operational details of MDMs in the sample states and schools.

As noted in the previous section, the central government plays a major role in funding MDMs in schools. When it comes to number and percentage of children who availed MDM, as Figure (Fig. 8.1) shows, about 91.3% of the students have availed MDM on the day on which the investigator visited the school. Among sample states, more than

96% of the students availed MDM in the states of Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh and Rajasthan while in Odisha, and Andhra Pradesh, 100% students had availed MDM on the day of school visit.

Interestingly, the state of Assam stands as an exception, with only 53.7% students having been served MDM. The reason behind low coverage of children under MDM in Assam lies in the irregular supply of MDM items. Some teachers also reported that due to poor quality of the MDM items, schools defaulted in feeding the students. It was also brought to our notice that lack of water supply, at times, is a major impediment in cooking. Some schools in Assam reported that sometimes students themselves were involved in the cooking process like washing rice, dal, cutting vegetables etc. by absenting themselves from their classes.

Table 8.3: Supply of Mid-day Meals (MDM) in Schools

State	Total No. of Schools	Children who ate MDM	
		No. of children	% with respect to total attendance
Andhra Pradesh	61	1982	100
Assam	60	1332	53.7
Chhattisgarh	90	4616	96.2
Gujarat	90	11715	97.8
Jharkhand	90	5081	98.1
Madhya Pradesh	120	5928	96.8
Maharashtra	60	3800	81.4
Odisha	120	9387	100
Rajasthan	60	3518	98.2
Total	**751**	**47395**	**91.3**

Source: School schedule

8.3 Students who received MDM regularly and those who liked it

Regular supply of MDM to the students is very crucial in order to ensure that children get MDM every day. Table 8.4 gives the details of regular supply of MDM to the schools and students who liked the food.

Table 8.4 Percentage of Students who were served MDM regularly and percentage of those who liked it (According to students who were interviewed)

States	Mid-day meal									
	Primary					Upper primary				
	No. of students interviewed	% Received Regularly	% of students who liked MDM			No. of students interviewed	% Received Regularly	% of students who liked MDM		
			Everyday	Only on some days	No, not on any day			Everyday	Only on some days	No, not on any day
Andhra Pradesh	301	96.0	74.8	25.2	0	48	97.9	72.9	27.1	0
Assam	187	26.7	59.4	39.6	1.1	32	62.5	62.5	37.5	0
Chhattisgarh	280	98.6	87.9	10.7	1.4	142	97.9	74.6	19.0	6.3
Gujarat	174	100	90.2	9.8	0	200	100	91.0	7.5	1.5
Jharkhand	226	100	96.5	3.5	0	124	100	87.9	11.3	0.8
Madhya Pradesh	390	93.1	81.0	18.2	0.8	140	93.6	68.6	30.7	0.7
Maharashtra	203	98.5	80.8	12.8	6.4	58	100	77.6	19.0	3.4
Odisha	316	98.4	79.1	20.3	0.6	223	98.7	84.8	14.8	0.4
Rajasthan	158	99.4	91.8	8.2	0	95	100	96.8	3.2	0
Total	**2235**	**91.5**	**82.0**	**17.0**	**1.1**	**1062**	**97.4**	**82.3**	**16.1**	**1.6**

Source: Students' schedule

In Jharkhand, Gujarat and Rajasthan, 100% students in both primary and upper primary schools were reported to be getting MDM regularly. In the rest of the states, except Assam, more than 90% of students reportedly got MDM regularly.

Interestingly, in Assam, only one -third of students reported receiving MDMs regularly. Only about one-fourth at the primary level and a little more than one-third of upper primary students were reported to be getting MDM regularly. Thus, the state of Assam presents a very gloomy picture compared to the other states where MDM is concerned.

The trend remains the same so far as liking of MDMs by the students is concerned. Once again, Assam shows a dismal picture as only about 60% students reported that they liked the food every day while 40% said that liked it on only some days (refer Table 8.8). It can be inferred that in Assam, the taste of MDM served to the children was not good enough to be liked by them.

8.4 School Health Programme

In order to address the health needs of school- going children and adolescents in the 6-18 years' age group in Government and Government-aided schools, School Health Programme (SHP) was launched under NRHM. This is the only public sector

programme that covers specifically school- age children. The focus of the programme is on addressing the health needs of children, both physical and mental, nutritional interventions, promoting physical activities and counseling and providing of fixed day immunization coupled with education. Various components of SHP include Screening, health care and referral, immunization, micronutrient (Vitamin A and IFA) management and de-worming. This section gives an overview of this programme in nine sample states and sampled schools.

With regard to this programme, the findings for primary and upper primary schools are similar (refer Table 8.5). Out of the total sample schools, a little more than half (57.3%) reported that they organized immunization programme in schools. The percentage of primary and upper primary schools reporting this was almost the same. About 69% of the total sample schools as well as schools at the primary and upper primary levels mentioned that they had given de-worming tablets to students. Likewise, the trend is the same in both primary and upper primary schools with regard to supply of iron tablets to students in 2012, with over 70% of schools reporting it.

Table 8.5: School Health Programme undertaken in 2012 – Percentage of students who benefitted

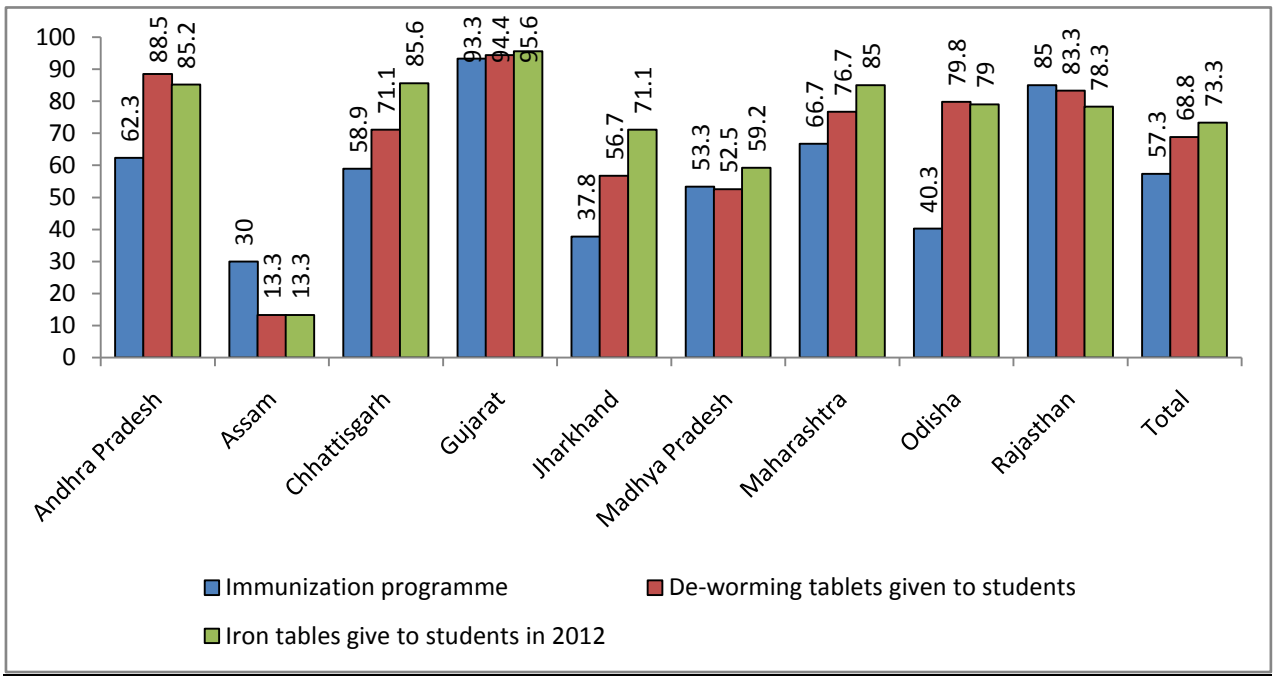
State	Primary				Upper Primary			
	Total no. of schools	Immunization programme	De-worming tablets given to students	Iron tables give to students	Total no. of schools	Any immunization programme	De-worming tablets given to students	Iron tables give to students in 2012
Andhra Pradesh	53	62.3	86.8	86.8	8	62.5	100	75.0
Assam	52	30.8	15.4	15.4	8	25.0	0.0	0.0
Chhattisgarh	63	66.7	74.6	93.7	27	40.7	63.0	66.7
Gujarat	43	90.7	93.0	95.3	47	95.7	95.7	95.7
Jharkhand	60	33.3	58.3	60.0	30	46.7	53.3	93.3
Madhya Pradesh	92	59.8	55.4	59.8	28	32.1	42.9	57.1
Maharashtra	50	64.0	78.0	84.0	10	80.0	70.0	90.0
Odisha	77	42.9	83.1	83.1	43	35.7	73.8	71.4
Rajasthan	40	80.0	80.0	75.0	20	95.0	90.0	85.0
Total	**530**	**57.0**	**68.3**	**71.9**	**220**	**58.2**	**70.0**	**76.8**

Source: School Schedule; Figures are in percentages

Interestingly, the state level picture differs from the national picture (refer Fig. 8.3). In Assam, at the upper primary level, none of the schools reported to be giving de-worming and iron tables to students and, at the state level, only 13.3% of total schools had supplied de-worming and iron tablets to the students. On the other hand, the state of Gujarat seems to be doing well in terms of school health programme as on all the

indicators at the primary and upper levels, more than 90% of schools stated that SHP was being implemented.

Fig. 8.3: Percentage of schools implementing School Health Programme (SHP) in nine states



8.5 Students who were given Incentives and who received the same on Time

Provision of free textbooks and uniforms has been a common policy in all the states, but some specific incentives such as scholarships, bicycles, school etc are provided in some states. Various incentives given to students like free uniforms, textbooks, scholarship etc. are of utmost use when students actually receive it and that too on time so that students' basic school needs get satisfied at the right time. Table 8.5 shows the percentage of students who received the incentives and the percentage of students who received the same on time.

The overall picture of the incentives shows that about 99% of students were receiving free textbooks and about 96% of them received it on time. The states of Rajasthan, Gujarat and Andhra Pradesh recorded almost 100% coverage in terms of students receiving the incentives and receiving the same on time.

Table 8.5: Percentage of students who received incentives in 2012 and received the same on time

State	Total no of Students interviewed	Students who received incentive	Percentage of students who received incentives in 2012									
			Mid day Meals	Free text books	Uniforms	Scholarships	Stationary	Supply of free vitamin tablets	Bicycles	Shoes	School bags	Escort for going school
Andhra Pradesh	349	Total	99.4	98.9	96.8	0	7.4	59.9	0.9	4.6	4.6	0.6
		In time	99.7	98.9	95.7	0	6.9	60.5	0	4.6	4.3	0.6
Assam	219	Total	96.8	99.1	100	0	2.3	5	0	0	1.4	0
		In time	72.1	90.9	88.1	0	2.3	5	0	0	1.8	0
Chhattisgarh	422	Total	99.3	99.5	95.3	63.3	10.7	75.1	0.7	1.4	6.6	0.7
		In time	98.1	98.8	92.9	60.9	10.2	72.5	0.7	1.7	6.6	0.5
Gujarat	374	Total	100	100	88.2	98.7	25.7	89	3.2	0	0.3	0.3
		In time	99.7	100	88	98.7	25.7	89	2.9	0	0.3	0.3
Jharkhand	350	Total	99.1	98.3	35.7	75.7	0	0.6	0.3	0	0	0
		In time	96	82.3	33.7	66.3	0	0.6	0.3	0	0	0
Madhya Pradesh	530	Total	98.7	99.2	98.5	71.3	1.5	46.4	7	7	7	0
		In time	94.9	97.4	96.4	67.9	1.5	42.8	6.8	6.2	6.2	0
Maharashtra	261	Total	99.6	98.9	98.9	88.1	44.4	97.7	0	0.8	0.8	0
		In time	96.2	94.3	80.8	85.1	41.8	96.6	0	0.8	0.8	0
Odisha	539	Total	98.9	99.4	98.9	4.8	10.4	61.6	0.7	6.5	5.6	0.2
		In time	98.5	96.8	98.7	4.5	10.9	56.6	0.9	7.1	5.8	0.2
Rajasthan	253	Total	100	100	0	16.6	0	94.5	0	0	0	0
		In time	100	100	0	16.6	0	93.7	0	0	0	0
Total	**3297**	**Total**	**99.1**	**99.3**	**82.7**	**47.8**	**10.7**	**59**	**1.8**	**2.9**	**3.5**	**0.2**
		In time	**96.1**	**95.8**	**79.5**	**45.7**	**10.4**	**57.1**	**1.7**	**2.9**	**3.5**	**0.2**

Source: Students' schedule

Apart from free textbooks, free uniforms were received by a large percentage of students. About 82.7% of students received free uniforms and about 80% of them received the same on time. Interestingly, in the states of Maharashtra and Assam, there is a considerable difference between the total percentage of students receiving it and the percentage of students receiving it on time. The figures clearly indicate that there was considerable delay in supply of these items to students in some cases.

Supply of free Vitamin tablets under School Health Programme is the fourth incentive which is received by almost two-thirds of the students. For this incentive, only in the state of Odisha, about 5% of students did not receive it on time.

The incentive of Scholarship is not provided in the states of Andhra Pradesh and Assam. On the whole, about 47.8% students received scholarships and 45.7% of the students received it on time. The figures for the states of Madhya Pradesh and Jharkhand indicate that about 3% to 10% of the students did not receive scholarship on time.

Rest of the incentives like bicycles, school bags, escorts and shoes are not provided in all the states due to which the overall percentage of beneficiaries in the total of 9 states is very low. Nevertheless, since these incentives also fulfill the basic needs of the students in tribal areas, these can be extended to the states in which it is not available at present.

8.6 Special Incentives for Primitive Tribal Groups (PTGs) and ST Girls

Out of the total 745 schools, about 5.5% and 16.6% of schools provide special incentives for PTGs and ST girls respectively (refer Table 8.6). At the state level, schools in three states, viz. Assam, Jharkhand and Rajasthan do not provide any special incentives to PTGs and ST girls.

In the state of Chhattisgarh, about 52% of the ST girls received special incentives at the upper primary level, accounting for the highest percentage among all the other states. Following Chhattisgarh, the state of Maharashtra as well as Gujarat also reported that a little more than two-thirds of ST girls received special incentives. In Madhya Pradesh, girls of ST communities are provided scholarships by Tribal Welfare Department in the form of '*Kanya Protsahan Rashi'* which is given to those ST girls who having passed Class 5, get promoted to Class 6.

As far as PTGs are concerned, Madhya Pradesh reported the highest percentage of students of PTGs (16.7%) receiving special incentives from schools. The two PTGs i.e. Baiga and Kol were identified in Dindori and Shahdol districts of Madhya Pradesh. The children of these two tribal groups were provided shoes and school bags by the school along with other incentives being provided to children of other tribal groups. To improve the socio-economic status of Baiga and Kol community and to bring them into the mainstream, the Tribal Welfare Department has set up Baiga Development Authority and Kol Development Authority. Through these, the TWD has started various programmes for betterment of PTGs.

Table 8.6: Special incentives for Primitive Tribal Groups (PTGs) and ST girls

State	% of schools providing Special Incentives to PTGs and ST Girls								
	Primary			Upper Primary			Total		
	Total no. of schools	PTGs	ST Girls	Total no. of schools	PTGs	ST Girls	Total no. of schools	PTGs	ST Girls
Andhra Pradesh	53	11.3	3.8	8	12.5	12.5	61	11.5	4.9
Assam	52	-	-	8	-	-	60	-	-
Chhattisgarh	61	3.3	32.8	27	3.7	51.9	88	3.4	38.6
Gujarat	43	4.7	32.6	47	4.3	36.2	90	4.4	34.4
Jharkhand	60	-	-	30	-	-	90	-	-
Madhya Pradesh	92	15.2	18.5	28	21.4	32.1	120	16.7	21.7
Maharashtra	50	2.0	44.0	10	0.0	30.0	60	1.7	41.7
Odisha	77	4.0	0.0	43	7.3	12.2	120	5.2	4.3
Rajasthan	40	-	-	20	-	-	60	-	-
Total	**526**	**5.3**	**14.3**	**219**	**5.9**	**22.4**	**749**	**5.5**	**16.6**

Source: School Schedule

8.7 Support from NGOs

Among the total sample schools, very few schools have received any kind of support from NGOs (refer Table 8.7). Among the nine states, Andhra Pradesh has more NGO support as compared to other sample states. In this state, Naandi foundation in Visakhapatnam was found to be playing an active role in supplying teaching-learning materials, improving physical facilities and capacity building of teachers. In rest of the states, NGO support is nominal and is confined to providing a pair of shoes/chappals, extra pair of uniforms and sometimes imparting training to teachers. Thus, we do not find any significant contribution from NGOs in the sample schools. Interestingly, several NGOs are working in other sectors like agriculture, economic development, women empowerment and so on but their intervention in elementary education is rather limited. Since all the sampled schools are government schools, more NGO support is needed for their improvement.

Table 8.7: Percentage of schools which received support from NGO for improvement of schools

State	School Category	Total no. of schools	% of schools which received support from NGO	% of schools according to type of support received from NGOs				
				Help in training or capacity building of teachers	Help in improvement of physical faculties	Supply of teaching-learning material	Arrangement for supply of MDM	Some other
Andhra Pradesh	Primary	53	7.5	25.0	0.0	0.0	0.0	75.0
	Upper Primary	8	12.5	0.0	100	100	100	100
Assam	Primary	52	3.8	100	100	50.0	50.0	0.0
	Upper Primary	8	0.0	0.0	0.0	0.0	0.0	0.0
Chhattisgarh	Primary	61	1.6	100	0.0	0.0	0.0	0.0
	Upper Primary	27	0.0	0.0	0.0	0.0	0.0	0.0
Gujarat	Primary	43	7.0	0.0	0.0	0.0	0.0	0.0
	Upper Primary	47	0.0	0.0	0.0	0.0	0.0	0.0
Jharkhand	Primary	60	0.0	0.0	66.7	33.3	33.3	0.0
	Upper Primary	30	0.0	0.0	0.0	0.0	0.0	0.0
Madhya Pradesh	Primary	92	1.1	100	100	100	0.0	0.0
	Upper Primary	28	0.0	0.0	0.0	0.0	0.0	0.0
Maharashtra	Primary	50	4.0	0.0	0.0	50.0	0.0	0.0
	Upper Primary	10	10.0	100	100	100	0.0	0.0
Odisha	Primary	77	6.4	60.0	60.0	40.0	40.0	40.0
	Upper Primary	43	2.3	100	100	100	100	0.0
Rajasthan	Primary	40	5.0	0.0	50.0	50.0	0.0	0.0
	Upper Primary	20	10.0	0.0	0.0	100	0.0	0.0
Total	**Primary**	**526**	**3.8**	**40.0**	**45.0**	**35.0**	**20.0**	**25.0**
	Upper Primary	**219**	**2.3**	**40.0**	**60.0**	**100**	**40.0**	**20.0**
	Total	**745**	**3.4**	**40.0**	**48.0**	**48.0**	**24.0**	**24.0**

Source: School Schedule

Chapter 9
TEACHING AND LEARNING IN SCHOOLS

How teaching and learning takes place in schools reflects on their overall quality; it is more crucial in tribal areas where it is often said that teaching-learning is not satisfactory. This chapter focuses on various aspects of teaching – learning and the overall quality of education in schools. It covers issues such as language, multi-grade teaching, corporal punishment, use of abusive/harsh language by teachers, and learning environment in school. It also covers teaching and learning facilities inside classroom, teacher's behaviour with students and students' relation with teacher, monitoring in schools and incidence of social discrimination. It also focuses on language used by teachers for communication with students and the status of MLE in schools in case the state has adopted the policy of using tribal language as medium of instruction. It also deals with various aspects of tribal culture that affect schooling of tribal children. The analysis and findings in this chapter are essentially based on data from the Investigators observation schedule, School schedule, Student schedule and Teacher schedule. However, the observations made by the investigators were for a very short duration and so provided only a glimpse of the classrooms during their visit to the schools; this point and the fact that whatever is reported is from the Investigator's perspective, has to be kept in mind while interpreting the results.

9.1 Language used in school and classrooms

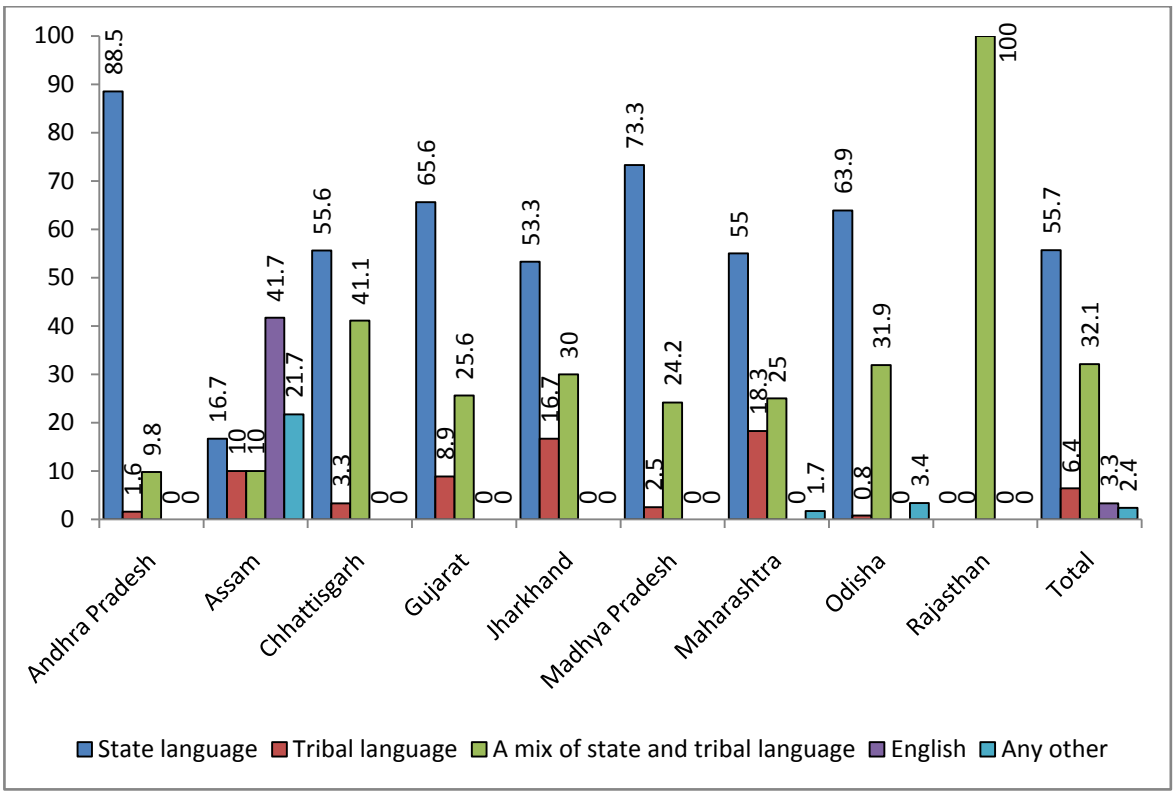
Mother tongue as medium of instruction is one of the most important facilitating factors in the teaching-learning process. The transaction is smooth when there is coherence between the language used in schools and that of home. The present section focuses on the language used in schools and classrooms by teachers and students. Except in very few school in Andhra Pradesh and Odisha where multi-lingual education has been adopted on pilot basis, in all other states regional language has been the medium of instruction.

9.1.1 Language used for communication between teachers and students

From the Fig. 9.1 it can be clearly seen that in more than half of the schools the teachers and students communicated with each other in the state language. In about one

third of the schools, they communicated in a mix of the state and the local tribal language. In a very small percentage of schools the teachers and students communicated with each other in local tribal language. Communication in tribal language depends on social background of the teachers (tribal or non-tribal). Even if teachers belong to ST community, they may not necessarily speak or understand language of students as different tribes speak different languages resulting with schools failing to satisfy fully the cultural needs of tribal children in predominantly tribal areas.

Fig. 9.1 Percentage distribution of Language used for communication between teachers and students



The finding is similar in both primary and upper primary schools. The state language and a mix of the state language and local tribal language are most common as medium of communication between the students and teachers.

In terms of the interstate differences, it is seen that in Andhra Pradesh, Madhya Pradesh, Gujarat and Odisha, majority of the schools use the state language as a medium of communication between the students and teachers whereas in the rest of the states about half of the schools do so. Only in Assam English is used in about 40%

schools whereas in other states in a very small percentage of schools English is used for communication.

Table 9.1: Percentage of schools according to Language used for communication between teachers and students

State	Total No. of Schools	Primary				
		State language	Tribal language	A mix of state and tribal language	English	Any other
Andhra Pradesh	53	88.7	1.9	9.4	0.0	0.0
Assam	52	17.3	9.6	7.7	44.2	21.2
Chhattisgarh	63	54.0	3.2	42.9	0.0	0.0
Gujarat	43	53.5	9.3	37.2	0.0	0.0
Jharkhand	60	45.0	21.7	33.3	0.0	0.0
Madhya Pradesh	92	70.7	3.3	26.1	0.0	0.0
Maharashtra	50	54.0	20.0	24.0	0.0	2.0
Odisha	77	63.6	1.3	33.8	0.0	1.3
Rajasthan	40	0.0	0.0	100	0.0	0.0
Total	**530**	**53.0**	**7.4**	**32.8**	**4.3**	**2.5**
	Upper Primary					
Andhra Pradesh	8	87.5	0.0	12.5	0.0	0.0
Assam	8	12.5	12.5	25.0	25.0	25.0
Chhattisgarh	27	59.3	3.7	37.0	0.0	0.0
Gujarat	47	76.6	8.5	14.9	0.0	0.0
Jharkhand	30	70.0	6.7	23.3	0.0	0.0
Madhya Pradesh	28	82.1	0.0	17.9	0.0	0.0
Maharashtra	10	60.0	10.0	30.0	0.0	0.0
Odisha	42	64.3	0.0	28.6	0.0	7.1
Rajasthan	20	0.0	0.0	100	0.0	0.0
Total	**220**	**62.3**	**4.1**	**30.5**	**0.9**	**2.3**

Source: Table 4.4 (Q. No. 13A)

9.2 Language used for communication among students

Out of the total sample students, it is observed that in nearly 40% of the schools, students communicate in the tribal language with one another while in more than one fourth of the schools, the state language is used and in nearly 30% schools a mix of the two languages is used by the students (see Fig. 9.2).

Although the situation is similar at both primary and upper primary levels (see Table 9.2), in a higher percentage of primary schools as compared to the upper primary a mix of the state and tribal language is used as a medium of communication between the students and teachers.

Fig. 9.2 Language used for communication among the students (Percentage of Schools)

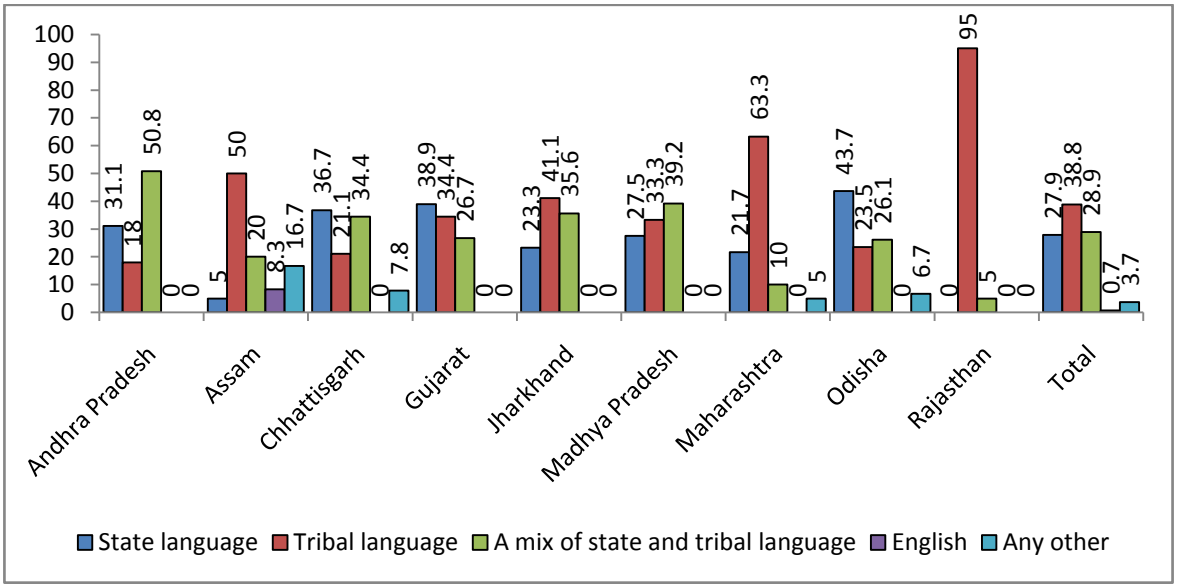


Table 9.2 Percentage of schools according to Language used for communication among the students

School category	State	Total No. of Schools	% of schools in which language used for communication among the students is				
			State language	Tribal language	A mix of state and tribal language	English	Any other
Primary	Andhra Pradesh	53	34.0	18.9	47.2	0.0	0.0
	Assam	52	5.8	46.2	21.2	9.6	17.3
	Chhattisgarh	63	38.1	17.5	33.3	0.0	11.1
	Gujarat	43	30.2	32.6	37.2	0.0	0.0
	Jharkhand	60	21.7	43.3	35.0	0.0	0.0
	Madhya Pradesh	92	26.1	33.7	40.2	0.0	0.0
	Maharashtra	50	24.0	64.0	6.0	0.0	6.0
	Odisha	77	41.6	24.7	29.9	0.0	3.9
	Rajasthan	40	0.0	95.0	5.0	0.0	0.0
	Total	**530**	**26.2**	**38.7**	**30.0**	**0.9**	**4.2**
Upper Primary	Andhra Pradesh	8	12.5	12.5	75.0	0	0.0
	Assam	8	0.0	75.0	12.5	0	12.5
	Chhattisgarh	27	33.3	29.6	37.0	0	0.0
	Gujarat	47	46.8	36.2	17.0	0	0.0
	Jharkhand	30	26.7	36.7	36.7	0	0.0
	Madhya Pradesh	28	32.1	32.1	35.7	0	0.0
	Maharashtra	10	10.0	60.0	30.0	0	0.0
	Odisha	42	47.6	21.4	19.0	0	11.9
	Rajasthan	20	0.0	95.0	5.0	0	0.0
	Total	**220**	**31.8**	**39.1**	**26.4**	**0**	**2.7**

Source: school schedule

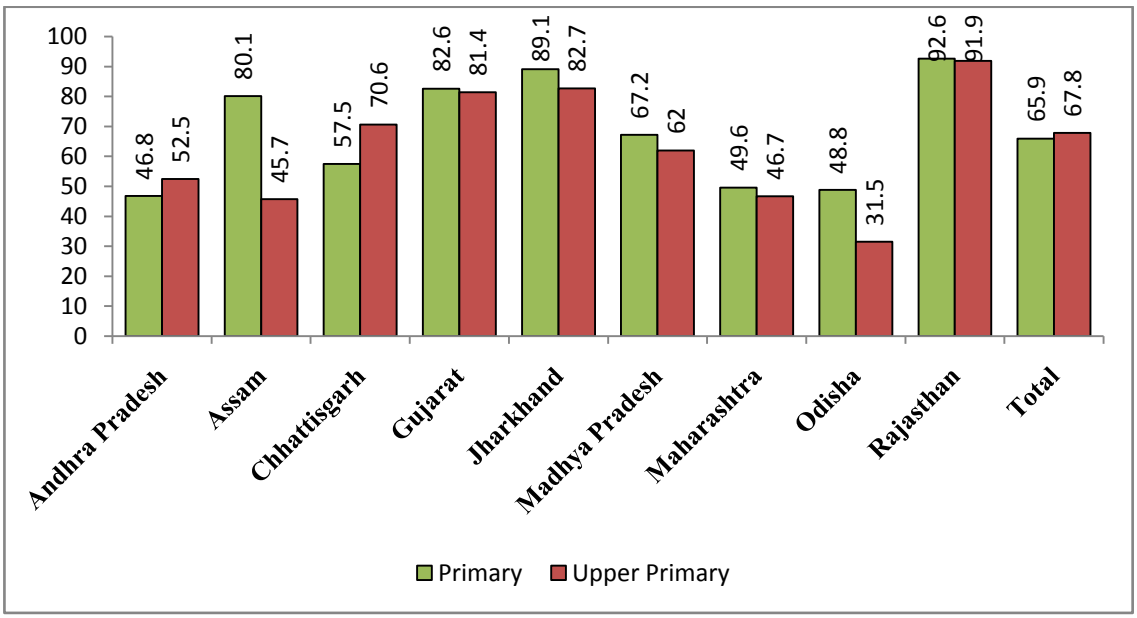
When looking at the interstate variations, it is seen that there is not very much difference among the sample states. Except Assam and Rajasthan, 20% to 40% schools in all the states students use the state language as a medium of communication among

them. In Rajasthan, nearly in all the schools the students talk in the tribal language with one other. Even in Assam and Maharashtra, more than half of the students do so. About 20% to 40% schools in the remaining states have the tribal language as a communication medium between the students. Teaching learning in the state language is likely to affect learning of students who are used to communicate only in their on tribal language.

9.3 Teachers conversant in local tribal language and number of schools in which ST students understood regional language

It can be seen from Fig. 9.3, nearly two- third of the teachers at both primary and upper primary levels, can converse in the local tribal language fluently. However, a slightly higher percentage of the upper primary teachers compared to the primary school teachers understand and converse in the local tribal language in Andhra Pradesh and Chhattisgarh, but the opposite is true in other states.

Fig. 9.3 Percentage of teachers conversant in local tribal language



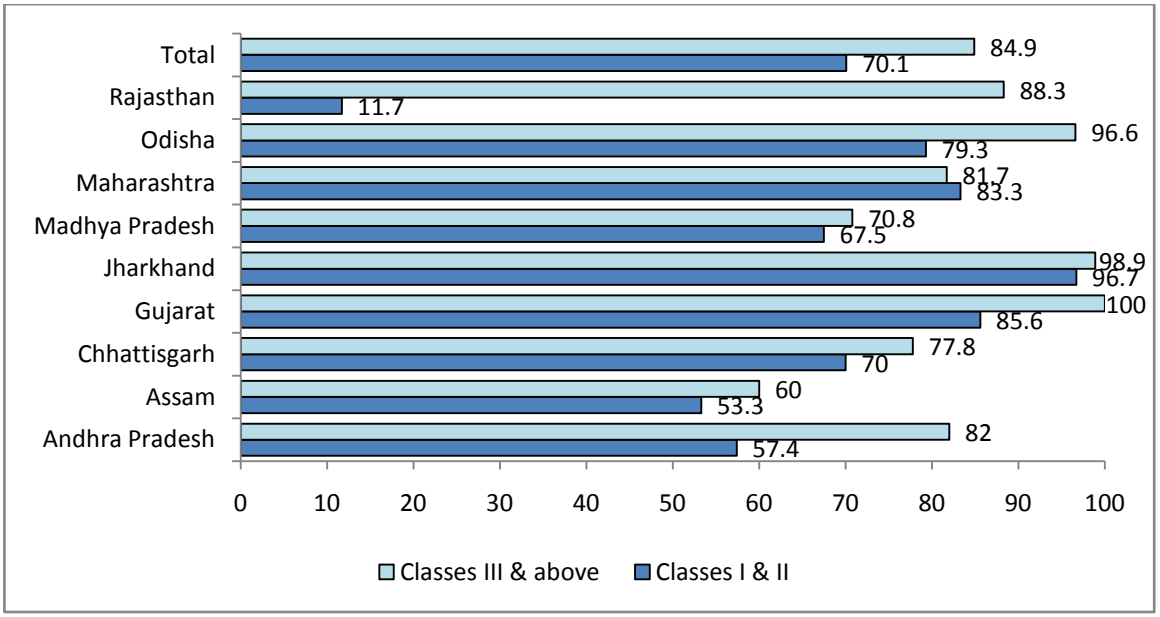
As regards inter-state differences, we did not find much across the nine sample states; majority of the teachers in all the states could converse fluently in the local language. In fact, in the states of Gujarat, Jharkhand and Rajasthan, a whopping majority of the teachers were fluent in tribal language. Moreover, in most of the states, except in Assam and Chhattisgarh, there was not much difference between the teachers of primary and upper primary levels in this respect.

Table 9.3 Teachers conversant in local tribal language and number of schools in which ST students understood regional language

State	Total no. of teachers		Percentage of teachers conversant in local tribal language	
	Primary	Upper Primary	Primary	Upper Primary
Andhra Pradesh	109	40	46.8	52.5
Assam	161	46	80.1	45.7
Chhattisgarh	167	119	57.5	70.6
Gujarat	115	361	82.6	81.4
Jharkhand	110	98	89.1	82.7
Madhya Pradesh	238	100	67.2	62.0
Maharashtra	141	45	49.6	46.7
Odisha	205	181	48.8	31.5
Rajasthan	81	124	92.6	91.9
Total	**1327**	**1114**	**65.9**	**67.8**

Source: Teacher Questionnaire

Fig. 9.4 Percentage of schools in which most ST students understood Regional language



Source: Teacher schedule

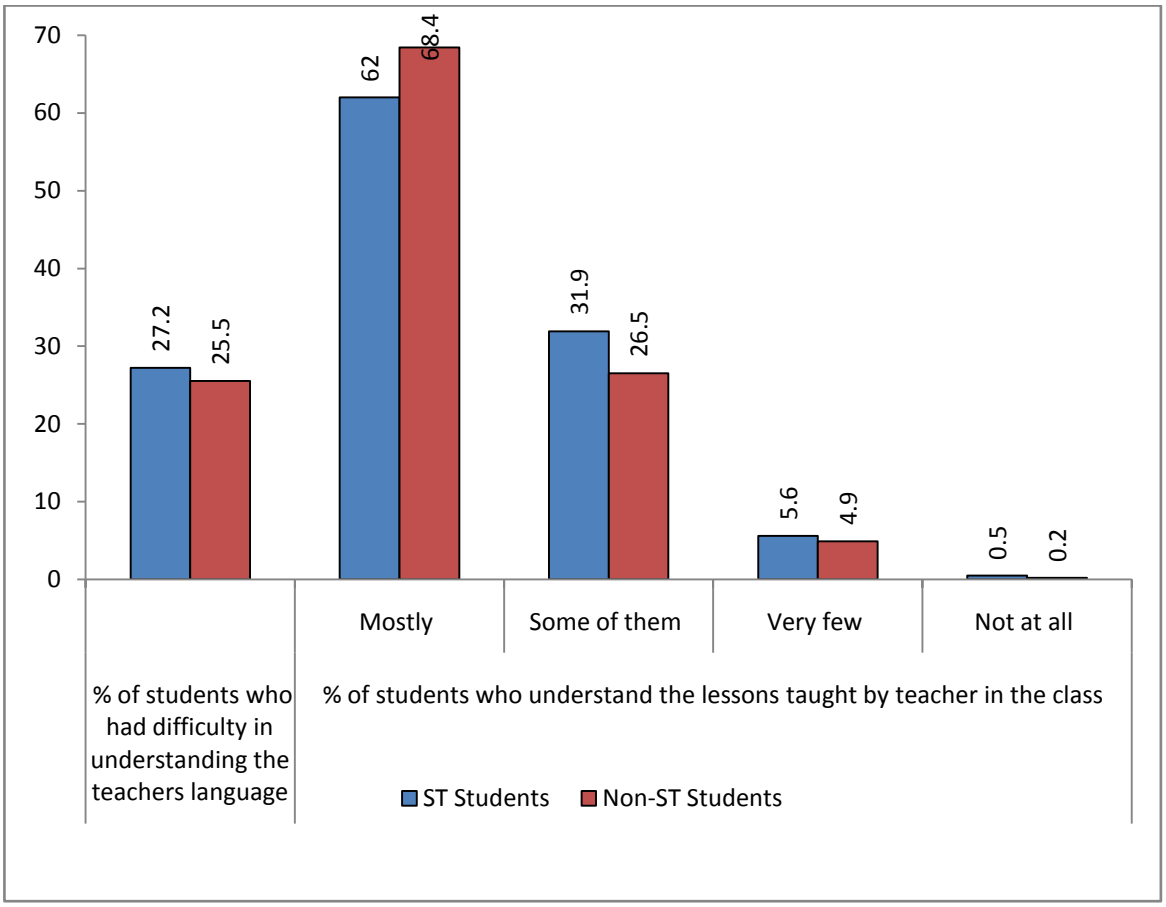
Also, in more than three fourths of the schools had ST students understood the regional or state language (see Fig. 9.4). In fact in nearly 85% schools, students above the class III understood the state language. In the nine sample states, except for classes I to III of the state of Rajasthan, in majority of the schools ST students understood the regional/ state language (refer Table 9.3).

9.4 Students who had difficulty in understanding language used by teachers

One can see from the figure (Fig. 9.5) that out of the total sample students, only about one- fourth of the students faced difficulty in understanding the language spoken by the

teachers. This could also be due to lack of clarity in what teachers say. However, more than 60% of the students stated that they did comprehend the lessons taught by most of the teachers. Only very few (about 5% students) said that they could understand very few lessons.

Fig.: 9.5 Students who had difficulty in understanding the teachers' language and those who could understand the lessons taught by teacher in the class



When looking at the state wise figures (refer Table 9.4), it is seen that in most of the states, not more than about 30% of the students faced any difficulty in understanding the language spoken by the teachers. Only Maharashtra was an exception with nearly three fourth of the students said that they faced difficulty. In Odisha too, about 37% students reported the same. However, in all the nine sample states, majority of the students clearly affirmed that they mostly understood the language used by teachers in the class. Here we can infer that though students may not be fluent in the language spoken by the teachers, they could comprehend the lessons taught in the class in most cases.

Table 9.4 Percentage of Students who had difficulty in understanding language used by teacher

State	Social Group	Total No. of students	% of students who had difficulty in understanding the teachers language	% of students who understand the lessons taught by teacher in the class			
				Mostly	Some of them	Very few	Not at all
Andhra Pradesh	ST	335	19.7	46.6	49.0	4.5	0.0
	Non-ST	14	0.0	35.7	64.3	0.0	0.0
	Total	349	18.9	46.1	49.6	4.3	0.0
Assam	ST	191	18.3	51.3	41.4	7.3	0.0
	Non-ST	28	28.6	50.0	32.1	14.3	3.6
	Total	219	19.6	51.1	40.2	8.2	0.5
Chhattisgarh	ST	317	23.7	67.8	31.2	0.9	0.0
	Non-ST	105	23.8	62.9	32.4	4.8	0.0
	Total	422	23.7	66.6	31.5	1.9	0.0
Gujarat	ST	362	22.9	83.7	15.7	0.6	0.0
	Non-ST	12	41.7	91.7	8.3	0.0	0.0
	Total	374	23.5	84.0	15.5	0.5	0.0
Jharkhand	ST	316	29.7	65.2	19.6	13.9	1.3
	Non-ST	34	26.5	85.3	14.7	0.0	0.0
	Total	350	29.4	67.1	19.1	12.6	1.1
Madhya Pradesh	ST	464	18.3	67.2	29.5	2.8	0.4
	Non-ST	66	12.1	68.2	28.8	3.0	0.0
	Total	530	17.5	67.4	29.4	2.8	0.4
Maharashtra	ST	239	69.0	56.5	32.2	8.8	2.5
	Non-ST	22	59.1	68.2	18.2	13.6	0.0
	Total	261	68.2	57.5	31.0	9.2	2.3
Odisha	ST	422	38.4	60.9	36.3	2.6	0.2
	Non-ST	117	31.6	76.9	20.5	2.6	0.0
	Total	539	36.9	64.4	32.8	2.6	0.2
Rajasthan	ST	240	7.9	45.0	38.8	16.3	0.0
	Non-ST	13	0.0	46.2	30.8	23.1	0.0
	Total	253	7.5	45.1	38.3	16.6	0.0
Total	**ST**	**2886**	**27.2**	**62.0**	**31.9**	**5.6**	**0.5**
	Non-ST	**411**	**25.5**	**68.4**	**26.5**	**4.9**	**0.2**
	Total	**3297**	**27.0**	**62.8**	**31.2**	**5.5**	**0.4**

Source: Investigator observation schedule

9.5 Schools in which all teachers and Non-ST teachers used tribal language in communicating with students

It can be seen from Table 9.5 that more than one fourth of the schools at the primary levels and more than three fourth of the schools at the upper primary level had non-ST teachers and most of them were able to use the local tribal language to communicate with their students. There was higher percentage of primary schools than upper primary schools which had only ST teachers and no non-ST teacher.

At the primary level, only in Rajasthan and Chhattisgarh, a little more than 40% of the schools state that the ST teachers did interact with their students in the tribal language. It was lesser for the rest of the states. At the upper primary school level, only in the

states of Rajasthan (70%) and Assam (62.5%) did the majority of schools have Non ST teachers communicating in the local language with the students. In the remaining states, a near about one third of the schools reported the use of tribal language by the Non ST teachers.

Table 9.5 Percentage of schools in which all teachers and non-ST teachers used tribal language in communicating with students

State Name	% of schools in which (a) all teachers and (b) Non-ST teachers used tribal language in communicating with students							
	Primary schools				Upper Primary schools			
	Total No. of schools	All teachers	Non-ST teachers	No Non-ST teacher in school	Total No. of schools	All teachers	Non-ST teachers	No Non-ST teacher in school
Andhra Pradesh	50	0.0	10.0	90.0	8	0.0	0.0	100
Assam	51	11.8	23.5	64.7	8	62.5	25.0	12.5
Chhattisgarh	63	46.0	33.3	20.6	27	48.1	40.7	11.1
Gujarat	41	19.5	19.5	61.0	47	27.7	36.2	36.2
Jharkhand	60	20.0	5.0	75.0	30	33.3	30.0	36.7
Madhya Pradesh	92	30.4	32.6	37.0	28	28.6	35.7	35.7
Maharashtra	50	38.0	46.0	16.0	10	30.0	40.0	30.0
Odisha	75	36.0	37.3	26.7	40	37.5	55.0	7.5
Rajasthan	40	42.5	5.0	52.5	20	70.0	15.0	15.0
Total	**522**	**28.0**	**25.3**	**46.7**	**218**	**37.2**	**35.8**	**27.1**

Source: Investigator observation schedule

9.6 Schools in which ST children had problem in understanding language used by the teachers

From Table 9.6, we find that only in about 13% schools ST children faced difficulty in comprehending the language spoken by their teachers. This was so for both primary and upper primary schools. The inter-state differences in this respect were large. Odisha, Andhra Pradesh and Gujarat had the highest percentage of primary schools (about 20%) where the ST students had difficulty in understanding the language spoken by the teachers; in other states this percentage was below 13%, the lowest being 2.5% in Rajasthan. At upper primary level, the percentage of such schools was highest (27.5%0 in Odisha and lowest (3.7%) in Chhattisgarh. the ST students had trouble in understanding the language spoken by the teachers.

Table 9.6 Problems in understanding teachers' language

States	Percentage of schools in which ST children had problem in understanding language used by the teachers			
	Primary		Upper Primary	
	Total no. of	%	Total No. of	%
Andhra Pradesh	50	20.0	8	12.5
Assam	51	9.8	8	12.5
Chhattisgarh	63	9.5	27	3.7
Gujarat	41	19.5	47	10.6
Jharkhand	60	10.0	30	16.7
Madhya Pradesh	92	8.7	28	3.6
Maharashtra	50	10.0	10	10.0
Odisha	75	22.7	40	27.5
Rajasthan	40	2.5	20	15.0
Total	**522**	**12.6**	**218**	**13.3**

Source: Investigator observation schedule

9.7 ST children understanding and using the state language

As shown in Table 9.7, in majority of the schools, the ST children understood as well as used the state language. In fact, a higher percentage of upper primary level schools as compared to the primary level schools had students who could understand and use the state language.

When looking at the inter-state differences, it is noticed that there is not much of difference among the sample states. In more than 80% primary schools in all the sample states, majority of the students understood and used the state language. Only in Assam only about 41% of the primary schools had students who did not understand and use the state language.

Table 9.7 Schools in which ST children understood and used the state language

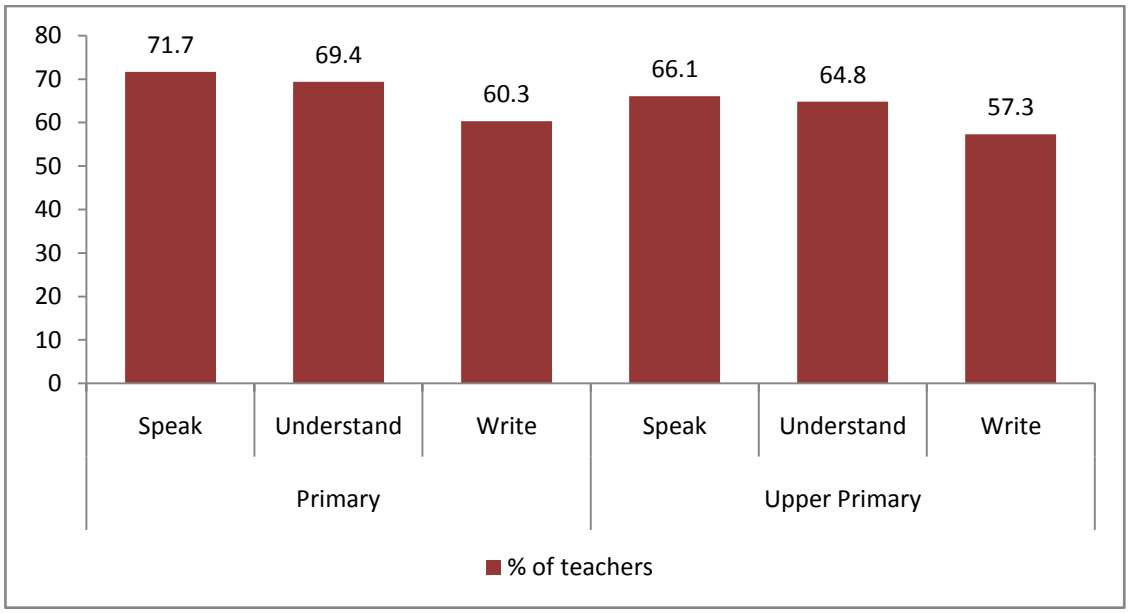
State Name	ST children understood and used the state language			
	Primary		Upper Primary	
	Total No. of	%	Total No. of	%
Andhra Pradesh	50	80.0	8	50.0
Assam	51	41.2	8	100
Chhattisgarh	63	92.1	27	92.6
Gujarat	41	78.0	47	76.6
Jharkhand	60	85.0	30	86.7
Madhya Pradesh	92	85.9	28	85.7
Maharashtra	50	80.0	10	70.0
Odisha	75	86.7	40	92.5
Rajasthan	40	82.5	20	95.0
Total	**522**	**80.3**	**218**	**85.3**

Source: Investigator observation schedule

9.8 Teachers who could speak and understand tribal language, and write a small note in Tribal language

From the figure below (Fig. 9.6) it can be seen that majority of the teachers could speak, understand as well as write a small note in the local tribal language. The finding in this respect was similar for both primary and upper primary schools. A marginally higher percentage of the primary level teachers as compared to the upper primary teachers appeared to be more well versed in the local tribal language.

Fig.: 9.6 Percentage of total teachers who could speak, understand and write in Tribal Language (Total)



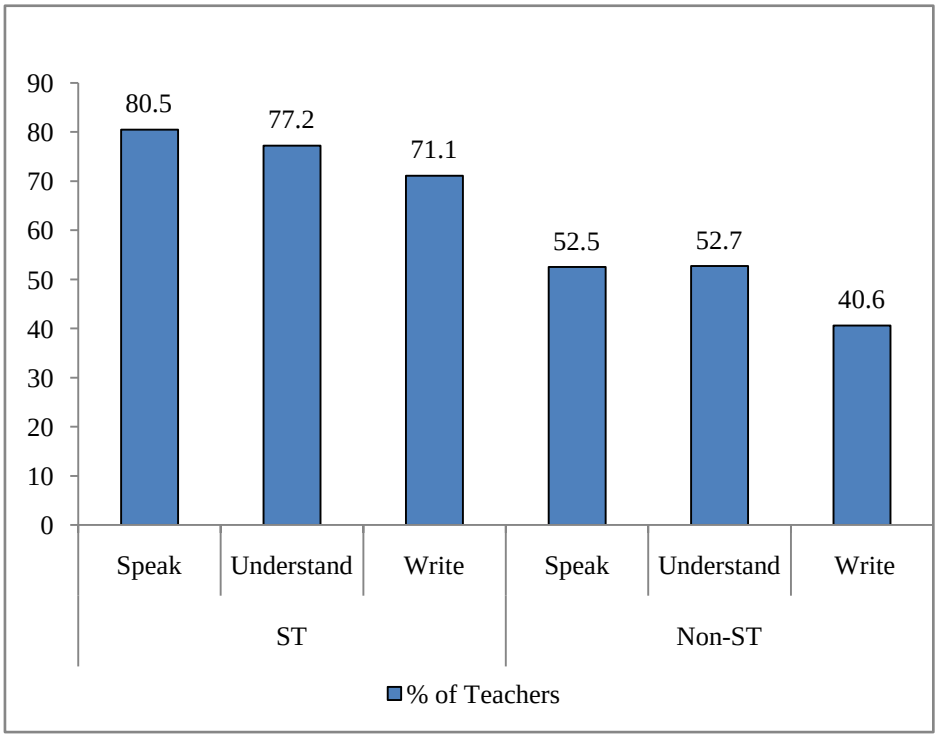
In terms of the inter-state differences (see Table 9.8), it is observed that at the primary level, except in the state of Andhra Pradesh, a clear majority of the teachers were able to speak, understand and write the local tribal language. In fact, in Rajasthan and Jharkhand, nearly all the primary level teachers could do so. Looking at the upper primary level, except in the state of Odisha and Andhra Pradesh, majority of the teachers in the remaining states seemed well versed in the local tribal language.

Table 9.8: Percentage of total teachers who could speak and understand local Tribal Language and write a note in it

States	Primary				Upper Primary			
	Total	Speak	Understand	Write	Total	Speak	Understand	Write
Andhra Pradesh	94	57.4	44.7	43.6	29	58.6	37.9	37.9
Assam	126	73.0	74.6	70.6	20	50.0	65.0	40.0
Chhattisgarh	130	67.7	68.5	61.5	65	72.3	69.2	63.1
Gujarat	109	91.7	93.6	92.7	201	70.1	71.6	67.2
Jharkhand	105	91.4	76.2	63.8	82	84.1	78.0	72.0
Madhya Pradesh	196	70.4	69.4	46.4	72	62.5	62.5	47.2
Maharashtra	126	63.5	64.3	55.6	37	75.7	75.7	59.5
Odisha	155	54.8	54.8	45.2	124	41.1	39.5	29.0
Rajasthan	60	93.3	91.7	91.7	77	76.6	76.6	76.6
Total	**1101**	**71.7**	**69.4**	**60.3**	**707**	**66.1**	**64.8**	**57.3**

Source: School schedule

Fig. 9.7: Percentage of ST and non-ST teachers who could Speak, Understand and write in Tribal Language



Clearly from the figure (Fig. 9.7) given below, we can assert that a greater percentage of the ST teachers (between 70% and 80%) as compared to the Non ST teachers (between 40% and 53%) could speak, understand as well as write a note in the local tribal language. Majority of the ST teachers (about three fourth) as against about half of the Non ST teachers understood and could use the local tribal language in speech.

As regards the ST teachers, except for in the state of Andhra Pradesh, a clear majority of the teachers were proficient in speaking, understanding and writing the local tribal language. However, in the terms of the Non- ST teachers, except in the states of Assam and Odisha, more than half of the teachers seemed to be well versed in the local tribal language.

Table 9.9: Percentage of ST and Non-ST Teachers who could Speak, Understand and write in Tribal Language in the different states

States	ST				Non- ST			
	Total Teachers	Speak	Understand	Write	Total Teachers	Speak	Understand	Write
Andhra Pradesh	119	57.1	42.9	42.0	4	75.0	50.0	50.0
Assam	103	82.5	83.5	81.6	43	39.5	48.8	30.2
Chhattisgarh	102	82.4	80.4	75.5	93	54.8	55.9	47.3
Gujarat	203	82.3	85.2	81.8	107	69.2	68.2	65.4
Jharkhand	149	94.6	82.6	73.2	38	63.2	55.3	44.7
Madhya Pradesh	163	78.5	76.7	59.5	105	52.4	53.3	26.7
Maharashtra	63	84.1	87.3	81.0	100	55.0	54.0	41.0
Odisha	111	75.7	71.2	65.8	168	31.0	32.7	19.6
Rajasthan	84	86.9	86.9	86.9	53	79.2	77.4	77.4
Total	**1097**	**80.5**	**77.2**	**71.1**	**711**	**52.5**	**52.7**	**40.6**

Source: Teacher schedule

9.9 Percentage of ST students who, according to their teachers, could speak and understand Regional/ State language

When looking at the figure (Fig. 9.8), we find that in the opinion of teachers, about two-third students of primary schools and three-fourths students of upper schools can speak and understand the regional or state language well while others can do so to some extent. Obviously, relatively more upper primary students know the regional/ state language better than the primary level students.

Fig.: 9.8 Percentage of Teachers who felt that ST students who can Speak and Understand Regional Language (Total)

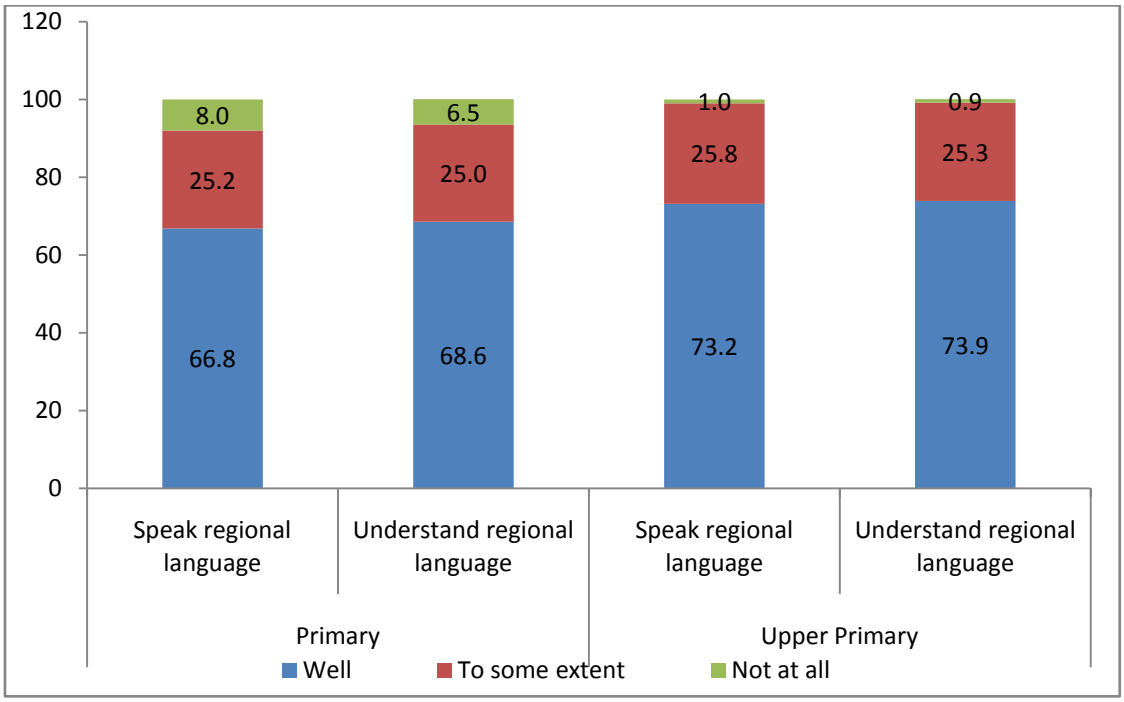


Table 9.10 Percentage of Teachers who felt that ST students who could Speak and Understand Regional Language

State	Primary							Upper Primary						
	Total no. teachers	Speak regional language			Understand regional language			Total no. teachers	Speak regional language			Understand regional language		
		Well	To some extent	Not at all	Well	To some extent	Not at all		Well	To some extent	Not at all	Well	To some extent	Not at all
Andhra Pradesh	94	48.9	26.6	24.5	46.8	38.3	14.9	28	85.7	7.1	7.1	82.1	14.3	3.6
Assam	106	19.8	36.8	43.4	21.7	36.8	41.5	19	15.8	73.7	10.5	27.8	61.1	11.1
Chhattisgarh	130	91.5	7.7	0.8	93.1	6.2	0.8	65	84.6	15.4	0.0	84.6	15.4	0.0
Gujarat	109	71.6	28.4	0.0	75.2	24.8	0.0	188	75.0	25.0	0.0	70.2	29.8	0.0
Jharkhand	105	83.8	15.2	1.0	86.7	12.4	1.0	82	92.7	6.1	1.2	92.7	7.3	0.0
Madhya Pradesh	193	78.8	20.2	1.0	70.5	28.0	1.6	72	83.3	16.7	0.0	75.0	25.0	0.0
Maharashtra	123	59.3	36.6	4.1	74.0	22.8	3.3	36	41.7	58.3	0.0	50.0	50.0	0.0
Odisha	152	75.0	23.7	1.3	77.6	21.1	1.3	120	75.8	22.5	1.7	74.2	24.2	1.7
Rajasthan	57	40.4	49.1	10.5	47.4	52.6	0.0	68	45.6	54.4	0.0	70.6	27.9	1.5
Total	**1069**	**66.8**	**25.2**	**8.0**	**68.6**	**25.0**	**6.5**	**678**	**73.2**	**25.8**	**1.0**	**73.9**	**25.3**	**0.9**

*61 teachers have not responded
Source: Teacher schedule.

As regards inter-state differences (see Table 9.10), in the state of Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh and Odisha, a huge majority of the primary students spoke and understood the regional/ state language well. In Assam very few students could do so. At upper primary level, except in Assam, Maharashtra and Rajasthan, in all the

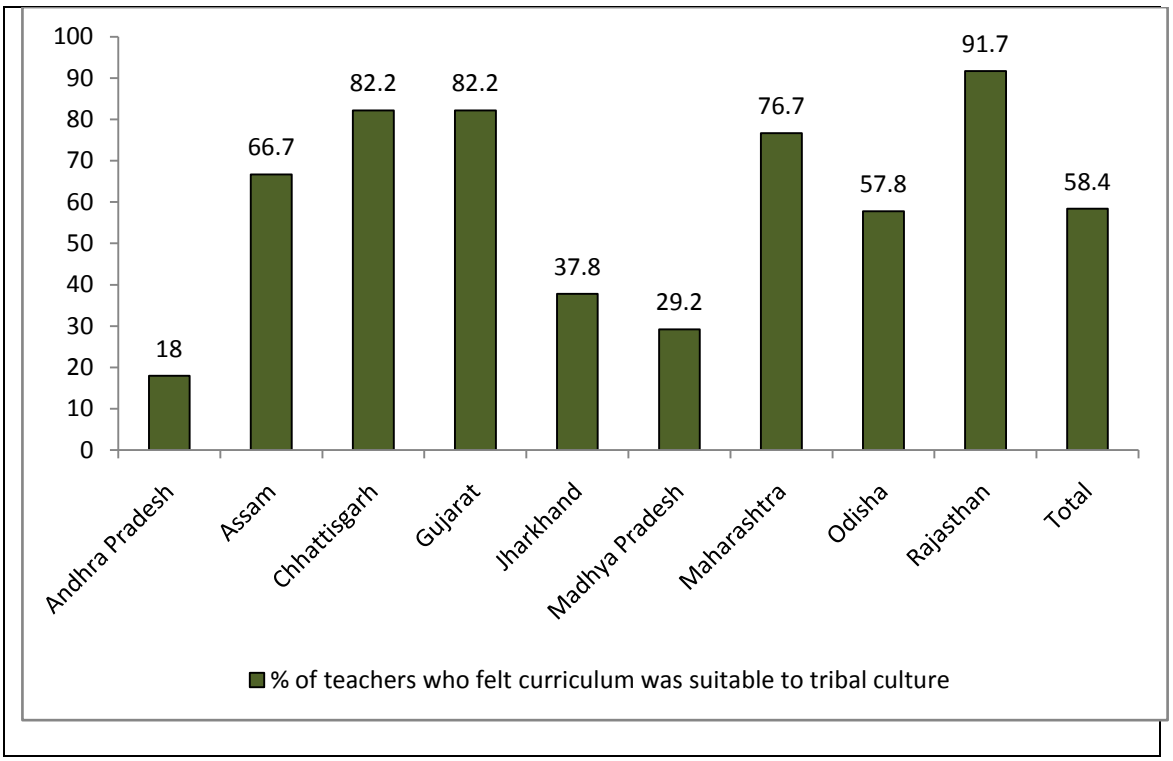
other states, according to the teachers, over 75% students could speak and understand the state language well.

Familiarity with Tribal Culture

9.10 Suitability of School Curriculum for tribal culture

We find that according to nearly 60% of the teachers in the sample schools of the 9 states the curriculum was suitable from the point of view of reflection of tribal culture in it. However, there is considerable variation in the opinion of teachers across the states on this issue. While over 75% teachers in the sample from Chhattisgarh, Gujarat, Rajasthan and Maharashtra felt so, less than 40% teachers had this opinion about curriculum in Andhra Pradesh, Jharkhand and M. P. (See Fig. 9.9).

Fig.: 9.9 Percentage of teachers who felt curriculum was suitable to tribal culture



Source: Teacher schedule.

There was also difference between Primary and upper primary schools in this respect as the figures in Table 9.11 show. It is seen that in a higher percentage of the upper primary schools (65.8%) as compared to the primary schools (55.3%) teachers felt that the curriculum was suitable for tribal culture. In six out of the nine sample states in majority of the schools teachers felt the curriculum portrayed the tribal culture. In fact

in Rajasthan, teachers in nearly all the schools found the curriculum to be suitable. Only in Andhra Pradesh teachers in very few schools (less than one fifth schools) had this opinion about the curriculum.

Table 9.11 Percentage of teachers who felt curriculum suitable to tribal culture

State	Curriculum suitable for tribal culture					
	Primary		Upper Primary		Total	
	Total No. of schools	%	Total No. of schools	%	Total No. of schools	%
Andhra Pradesh	53	17.0	8	25.0	61	18.0
Assam	52	67.3	8	62.5	60	66.7
Chhattisgarh	63	77.8	27	92.6	90	82.2
Gujarat	43	83.7	47	80.9	90	82.2
Jharkhand	60	36.7	30	40.0	90	37.8
Madhya Pradesh	92	27.2	28	35.7	120	29.2
Maharashtra	49	80.0	10	60.0	59	76.7
Odisha	75	54.7	41	63.4	116	57.8
Rajasthan	40	87.5	20	100	60	91.7
Total	**527**	**55.3**	**219**	**65.8**	**746**	**58.4**

Source: School Schedule

9.11 Inclusion of examples from Tribal Life and Culture in Lessons of Textbooks

As Fig. 9.10 shows, it is quite evident that in more than half of the schools of the 9 states heads of schools found that the lessons in the textbooks included examples from the tribal life and culture. The percentage of head teachers who felt so, was 90% in Rajasthan followed by Chhattisgarh (84%) and over 55% in Assam, Gujarat and Odisha, but less than 40% in the other 4 states. The variation across the states is very large.

In fact, a slightly higher percentage of upper primary school heads compared to the primary school heads reported that textbooks include examples of tribal life and culture in the lessons (see Table 9.12). In terms of inter-state variation, it is noted that in Rajasthan, Chhattisgarh and Odisha followed by Gujarat, majority of the school heads said that textbooks included these examples. In fact, in Rajasthan, this was so in nearly all the schools.

Fig. 9.10: Percentage of school heads (of total schools) who felt that lessons in textbooks include examples from tribal life and culture

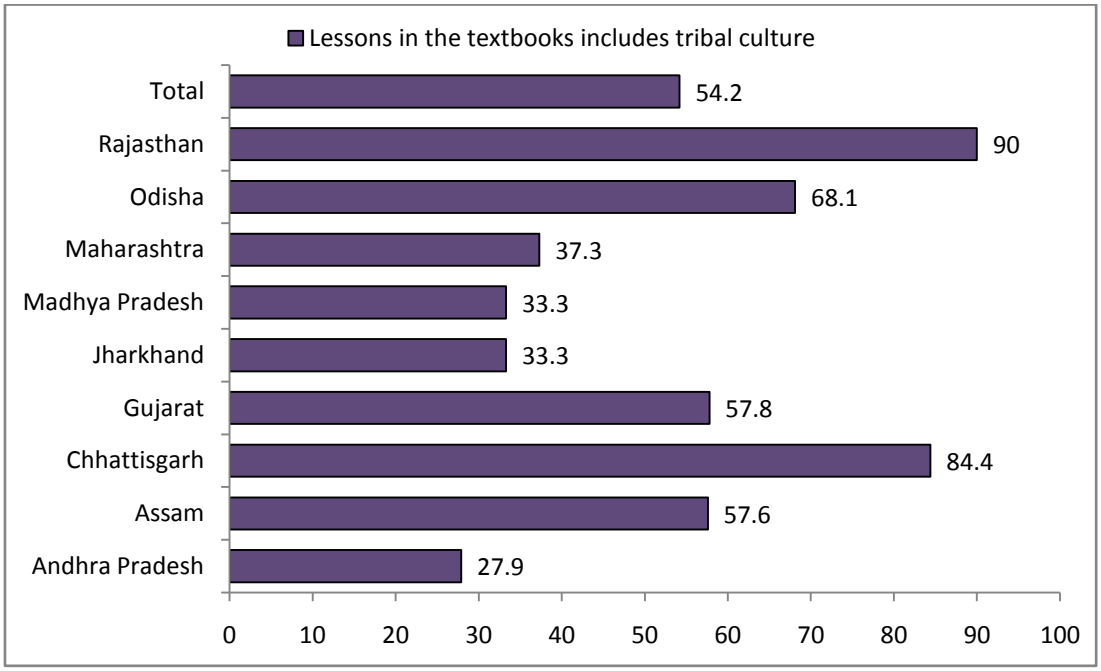


Table 9.12: Opinion of School Heads about Inclusion of examples from tribal life and culture in Textbooks

State	Number and percentage of School Heads who felt Lessons in the textbooks include examples from tribal life and culture					
	Primary		Upper Primary		Total	
	Total No. of schools	%	Total No. of schools	%	Total No. of schools	%
Andhra Pradesh	53	32.1	8	0.0	61	27.9
Assam	52	59.6	8	42.9	60	57.6
Chhattisgarh	63	82.5	27	88.9	90	84.4
Gujarat	43	62.8	47	53.2	90	57.8
Jharkhand	60	28.3	30	43.3	90	33.3
Madhya Pradesh	92	31.5	28	39.3	120	33.3
Maharashtra	49	40.8	10	20.0	59	37.3
Odisha	75	62.7	41	78.0	116	68.1
Rajasthan	40	87.5	20	95.0	60	90.0
Total	**527**	**52.2**	**219**	**59.2**	**746**	**54.2**

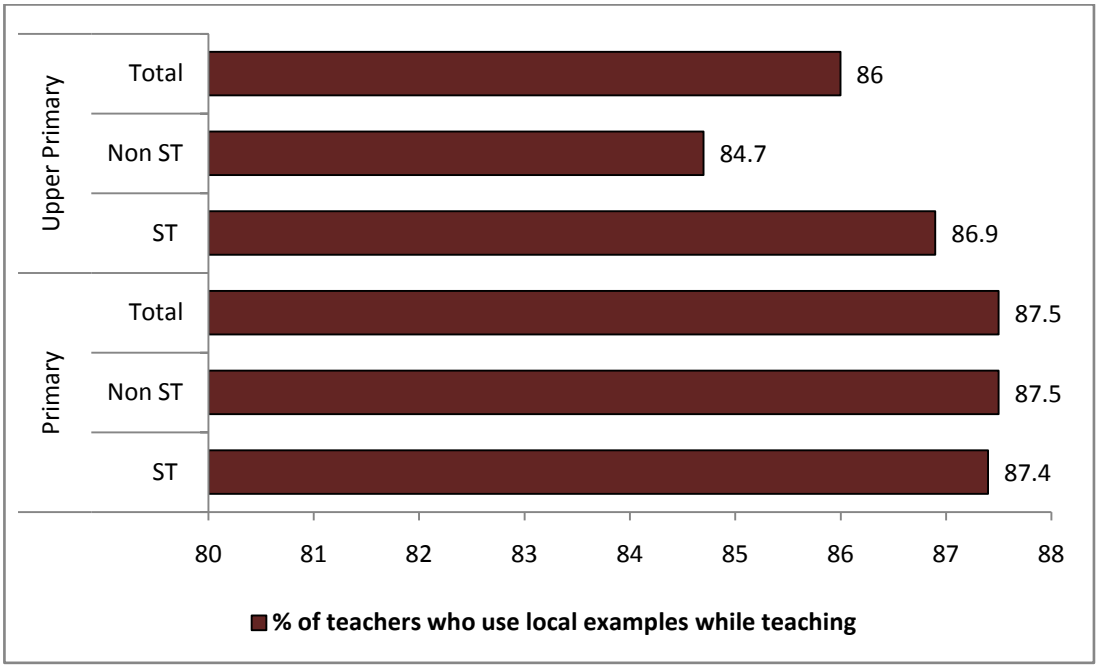
Source: School Schedule

9.12 Teachers who used tribal culture examples in teaching

Apart from Head teachers, teachers were also asked whether they used examples of tribal life and culture while teaching. Fig. 9.11 shows the percentage of teachers who said that they did so while teaching. It appears that a significantly high percentage (over 85%) of the teachers do use tribal culture and local tribal life examples while teaching. However, a slightly higher percentage of the primary teachers as compared to

the upper primary teachers do so. There was hardly any difference between ST and non-ST teachers in this respect. However, at the upper primary level, a marginally higher percentage of the ST teachers did so compared to the Non ST teachers.

Fig. 9.11 Percentage of teachers who used local examples while teaching



Source: Teacher Schedule

In terms of the inter-state differences, (see Table 9.13) we can see that in all the nine sample states more than three fourth of the teachers in both primary and upper primary schools used examples of tribal life and culture in teaching. In fact, nearly all the teachers in Chhattisgarh, Gujarat and Jharkhand reported to be doing so.

Table 9.13: Number and Percentage of Teachers Using Examples of Tribal Culture/Life while Teaching

State	Primary						Upper Primary					
	ST		Non ST		Total		ST		Non ST		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Andhra Pradesh	90	78.9	4	75.0	94	78.7	29	79,3	NA	NA	29	79.3
Assam	94	75.5	32	65.6	126	73.0	9	77.8	11	90.9	20	85.0
Chhattisgarh	61	93.4	69	98.6	130	96.2	41	95.1	24	91.7	65	93.8
Gujarat	74	98.6	35	94.3	109	97.2	129	89.1	72	90.3	201	89.6
Jharkhand	89	91.0	16	87.5	105	90.5	60	95.0	22	90.9	82	93.9
Madhya Pradesh	118	85.6	78	92.3	196	88.3	45	91.1	27	85.2	72	88.9
Maharashtra	48	93.8	78	83.3	126	87.3	15	80.0	22	77.3	37	78.4
Odisha	73	89	82	84.1	155	86.5	38	76.3	86	82.6	124	80.6
Rajasthan	37	91.9	23	87.0	60	90.0	47	76.6	30	70.0	77	74.0
Total	**684**	**87.4**	**417**	**87.5**	**1101**	**87.5**	**413**	**86.9**	**294**	**84.7**	**707**	**86**

Source: Teacher Schedule

In order to see whether there is any gender difference in use of examples from tribal culture by teachers, it is can be seen clearly from the percentages reported in Table 9.14 that most of male as well as female teachers of both primary and upper primary schools use examples from tribal culture in teaching and there was hardly any gender difference in this respect.

Table 9.14: Total number of Teachers and Percentage of those who Used Tribal culture/Local Examples while teaching

State	Primary						Upper Primary					
	Males		Females		Total		Males		Females		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Andhra Pradesh	74	81.1	20	70.0	94	78.7	23	78.3	6	83.3	29	79.3
Assam	91	73.6	35	71.4	126	73.0	18	88.9	2	50.0	20	85.0
Chhattisgarh	78	97.4	52	94.2	130	96.2	42	92.9	23	95.7	65	93.8
Gujarat	70	95.7	39	100	109	97.2	119	84.9	82	96.3	201	89.6
Jharkhand	73	89.0	32	93.8	105	90.5	57	94.7	25	92.0	82	93.9
Madhya Pradesh	154	87.7	42	90.5	196	88.3	57	87.7	15	93.3	72	88.9
Maharashtra	83	90.4	43	81.4	126	87.3	19	73.7	18	83.3	37	78.4
Odisha	109	87.2	46	84.8	155	86.5	75	85.3	49	73.5	124	80.6
Rajasthan	50	92.0	10	80.0	60	90.0	63	77.8	14	57.1	77	74.0
Total	**782**	**87.7**	**319**	**86.8**	**1101**	**87.5**	**473**	**85.6**	**234**	**86.8**	**707**	**86.0**

Source: Teacher schedule.

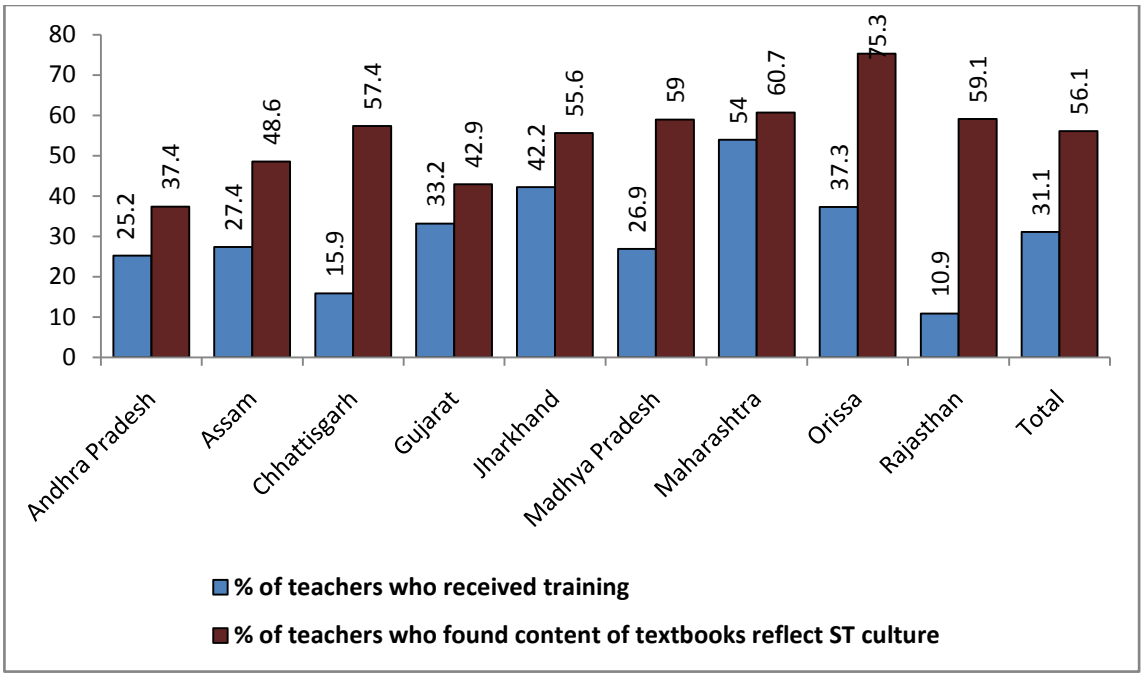
9.13 Teachers who received training on life style and culture of local tribes and those who found local culture reflected in textbooks

Majority of the teachers had not received any training on the life style and culture of the local tribes. In fact, only 31% teachers in the sample from total of 9 states claimed to have received such training. However, a greater percentage of the upper primary teachers (as compared to the primary teachers) had received such training (see Table 9.15). Only in the state of Maharashtra more than half the teachers had received this type of training while in most of the other states, less than 50% teachers had received such training.

Teachers were also asked whether in their opinion local tribal culture was reflected in textbooks. Overall in the 9 states 61.6% primary teachers felt that textbooks had content on tribal culture while only 47.5% teachers of upper primary schools felt that it was so. The findings in this regard differ from those based on responses to similar question put to head teachers of schools. Also state to state variation is considerable in

what teachers find out about inclusion of content on tribal culture in textbooks. As they actually use textbooks in teaching, their opinion should be given greater credence.

Fig.: 9.12 Percentage of Teachers who received Training on Life Style and culture of local tribes and percentage of those who found that textbooks include content on tribal culture



Source: Teacher schedule.

Table 9.15 Percentage of Teachers who received Training on Life Style and culture of local tribes

State	Primary			Upper Primary			Total		
	Total no. of teachers	Received Training	Content of textbooks reflect ST culture	Total no. of teachers	Received Training	Content of textbooks reflect ST culture	Total no. of teachers	Received Training	Content of textbooks reflect ST culture
Andhra Pradesh	94	30.9	36.2	29	6.9	41.4	123	25.2	37.4
Assam	126	28.6	50.0	20	20.0	40	146	27.4	48.6
Chhattisgarh	130	13.1	80.0	65	21.5	12.3	195	15.9	57.4
Gujarat	109	41.3	55.0	201	28.9	36.3	310	33.2	42.9
Jharkhand	105	41.0	55.2	82	43.9	56.1	187	42.2	55.6
Madhya Pradesh	196	27.0	64.8	72	26.4	43.1	268	26.9	59
Maharashtra	126	52.4	58.7	37	59.5	67.6	163	54	60.7
Odisha	155	41.9	76.8	124	31.5	73.4	279	37.3	75.3
Rajasthan	60	10.0	65.0	77	11.7	54.5	137	10.9	59.1
Total	**1101**	**32.7**	**61.6**	**707**	**28.7**	**47.5**	**1808**	**31.1**	**56.1**

Source: Teacher schedule

9.14 Status of Multi-Lingual Education (MLE) in schools

There has been a lot of discussion over the benefits of using mother tongue which would be a local tribal language, as medium of instruction for tribal students. Several committees and commissions also suggested use of tribal language for teaching tribal children to help them make better progress in learning. Earlier no concrete efforts were made by any state for imparting education in tribal education only in the last one decade, two states, namely, Andhra Pradesh and Odisha made an attempt to develop textbooks in different tribal languages on a pilot basis in few schools. Therefore, in the present study except in these two states, in no other state MLE is implemented. The status of MLE in these two states is discussed below.

In Andhra Pradesh in 2003-04, Tribal Cultural Research and Training Institute, Tribal Welfare Department with financial support from Sarva Siksha Abhiyan, the Education department started preparation of text books for Class I involving all stake holders. Till date, textbooks for Classes I-V have been prepared. Text books in tribal languages are now prescribed by Education Department officially in Class I and Class II to replace Telugu Text books in about 2000 primary schools with student strength of about 70,000. The state currently covers 2238 schools under Multi -Lingual Education (MLE) programme. Under this programme, the schools cover Classes 1 to 5 and textbooks have been prepared for these classes in tribal languages. There are eight tribal languages in which the MLE programme is being implemented in Andhra Pradesh: Koya, Kuvi, Lambada, Savara, Adivasi Oriya,Gondi, Kolami, Konda. About 77,653 students are being covered in this programme and about 2394 teachers are involved in implementation of this programme.

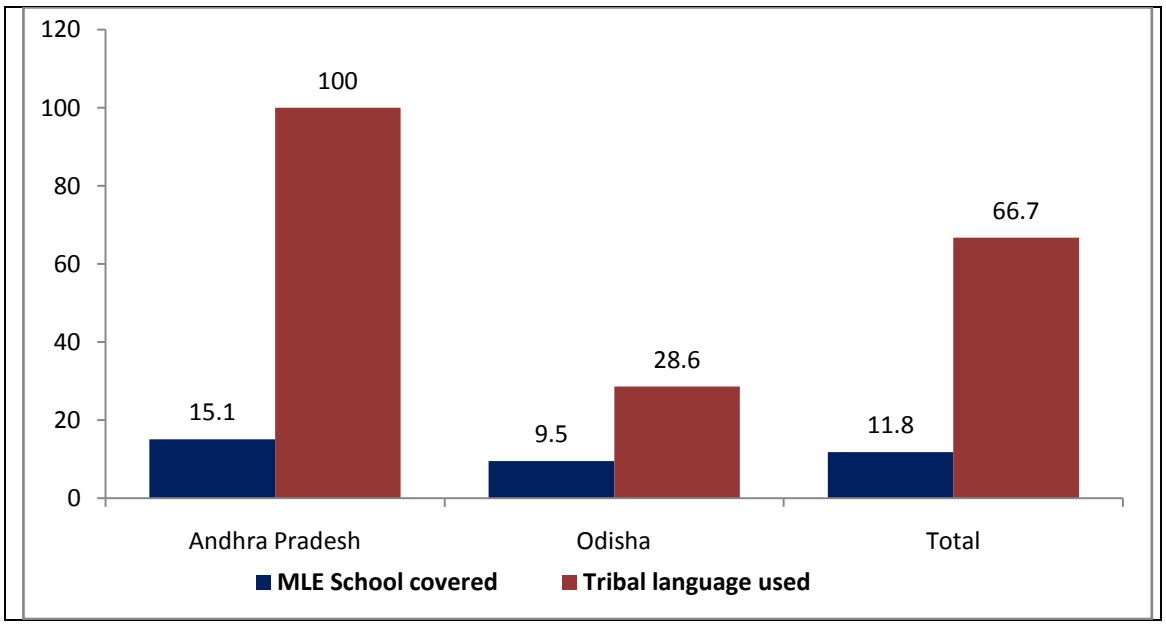
In Odisha, on the other hand, the state has initiated a pilot programme on Multi-Lingual Education (MLE) in 544 government schools in eight districts: Gajapati, Keonjhar, mayurbhanj, Malkangiri, Sambalpur, Sundargarh, Rayagada, and Kandhamal. Currently, MLE is implemented in ten languages: Saora, Juanga, Munda, Santali, Bonda, Koya, Kissan, Oram, Kuwi and Kui.

The status of MLE in sample schools is discussed below.

9.14 Implementation of MLE in schools

Fig. 9.13 given below shows that only about 11.8% of the total sample schools in Andhra Pradesh and Odisha are covered under the MLE programme. Andhra Pradesh has a higher percentage of MLE schools. Moreover, all the schools under MLE use tribal language in Andhra Pradesh whereas only a little less than one third in Odisha do so.

Fig. 9.13 Percentage of schools covered under MLE



Source: Teacher schedule

Table 9.16 shows that in Andhra Pradesh, majority of the schools have implemented MLE up to class III whereas only about two thirds of the schools implemented MLE up to class II in Odisha. Moreover, in Andhra Pradesh, more than two third of the children received MLE textbooks whereas only 40% of the children in Odisha received textbooks last year as well as this year. Nevertheless, when compared to Andhra Pradesh, in Odisha all the Principals of MLE schools reported that teachers were conversant in the language used in MLE. School heads also felt that MLE has increased attendance and learning level of students.

Table 9.16: Multi-lingual education (MLE) in sample schools of Andhra Pradesh and Odisha

State	Total no. schools having Primary classes	MLE School covered	If yes-Tribal language used	Up to class MLE implemented		Children received MLE books last year	Children received the MLE books this year	MLE teachers in the school	MLE teachers conversant with the language use in MLE	MLE teacher helped in increasing attendance of the school children	MLE enhanced learning level of students
				II	III						
Andhra Pradesh	53	15.1	100	12.5	87.5	75.0	87.5	87.5	87.5	87.5	87.5
Odisha	74	9.5	28.6	60.0	40.0	40.0	40.0	100	100	100	100
Total	**127**	**11.8**	**66.7**	**33.3**	**66.7**	**60.0**	**66.7**	**93.3**	**93.3**	**93.3**	**93.3**

Source: School Schedule

9.15 Teachers using MLE books in teaching and finding them useful

About use of MLE books in teaching, there is, however, some contradiction in the opinion of school heads and that of MLE teachers. Table 9.17 clearly shows that only a miniscule percentage of teachers used MLE books in teaching. Moreover, only about one fourth of the total teachers found the MLE books useful. Thus, majority of teachers in both the states, with higher percentage in Odisha, felt that MLE textbooks were not very useful in teaching-learning.

Table 9.17: Percentage of teachers using MLE books in teaching Tribal Children and finding them useful

State	No. of schools having MLE	Total No. of Teachers	Using Multi-lingual (MLE) books in teaching (%)	MLE books useful in teaching learning (%)	
				Useful	Not useful
Andhra Pradesh	8	94	8.5	37.5	62.5
Odisha	7	155	3.9	16.7	83.3
Total	**15**	**249**	**5.6**	**24.6**	**75.4**

Source: Teacher Schedule

9.16 Advantages of using MLE for Teaching Tribal Children

Though MLE was implemented in only two states, teachers from all the nine states were asked to mention its advantages. Table 9.18 clearly shows that majority of the teachers felt that if MLE programme is implemented, children will show more interest in learning, with states like Gujarat, Jharkhand, Madhya Pradesh and Maharashtra recording hundred percent for the same.

Table 9.18: Advantages of Using MLE for Teaching Tribal Children according to teachers

State	Total no. of teachers	Children will show more interest in learning	Improve attendance	Decline dropout rates	Children learn faster and better	Any Other
Andhra Pradesh	123	65.0	1.6	0	0.8	32.5
Assam	146	96.6	0	0	0	3.4
Chhattisgarh	189	50.3	0	0	0.5	49.2
Gujarat	310	100	0	0	0	0
Jharkhand	187	100	0	0	0	0
Madhya Pradesh	268	100	0	0	0	0
Maharashtra	163	100	0	0	0	0
Odisha	279	97.1	1.4	1.4	0	0
Rajasthan	137	100	0	0	0	0
Total	**1802**	**91.7**	**0.3**	**0.2**	**0.1**	**7.7**

*Any other reasons are varied from academic to culture and social identity. *6 teachers did not respond
Source: Teacher Schedule

9.17 Teachers who received training on MLE and found training useful

Among the total number of MLE teachers, it was found that only about one third of teachers had received training in MLE whereas the majority had not received any training (refer Table 9.19). Out of the two sample states, a greater percentage of teachers from Odisha had received training in MLE as compared to teachers from Andhra Pradesh. Out of those teachers who received the training, a little more than three fourths of the teachers felt that the training was useful and adequate. In Andhra Pradesh, all the teachers found the training programme very useful and adequate. Clearly, it suggests that implementation of MLE requires more training of teachers.

Table 9.19: Teachers who had received training on MLE and its usefulness

States	Total No. of Teachers	Teacher received any training on MLE		Teachers felt the training useful and adequate		
		Received	Not received	Useful and adequate	Useful but not adequate	Neither useful nor adequate
Andhra Pradesh	12	25.0	75.0	100	0	0
Odisha	13	46.2	53.8	66.7	16.7	16.7
Total	**25**	**36.0**	**64.0**	**77.8**	**11.1**	**11.1**

Source: Teacher Schedule

9.18 Teachers opinion about benefits of MLE in teaching – learning

When the sample MLE teachers were asked about the benefits of MLE in teaching and learning, about two thirds of the teachers felt that it made teaching learning easier and children could understand better in their own language (see Table 9.20). About three fourths of teachers from Odisha compared to half of the teachers in Andhra Pradesh felt

the same. Surprisingly, half of the teachers from Andhra Pradesh strongly felt that MLE is only making the teaching-learning more difficult for the students implying that these teachers were not in favour of MLE in the schools.

Table 9.20: Teachers opinion about benefits of MLE in teaching – learning

States	Total no. of Teachers	Teachers opinion on benefits of MLE made teaching-learning		
		Easier	Neither easier nor more difficult	More difficult
Andhra Pradesh	12	50.0	0.0	50.0
Odisha	13	76.9	23.1	0.0
Total	**25**	**64.0**	**12.0**	**24.0**

Source: Teacher Schedule

Teaching-learning in classrooms

9.19 Corporal punishment and Use of abusive language in schools.

From the table given below (Table 9.21) we can see that in a very small percentage of both primary and upper primary schools, any sort of corporal punishment was given to the students or they were subjected to abusive language.

Though at the upper primary level, none of the schools had administered corporal punishment to students, there were still a small percentage of the primary schools where corporal punishment was given. Also, a slightly higher percentage of the upper primary schools as compared to the primary schools had teachers who were using abusive and inappropriate language with their students.

When looking at the inter-state differences, only a small percentage of schools in Andhra Pradesh, subjected their students to corporal punishments. Similarly a very small percentage of schools in Chhattisgarh, Madhya Pradesh and Maharashtra had subjected their students to any such punishments. None of the schools in rest of the sample states did so.

Similarly, only in a small percentage of schools in Maharashtra teachers used abusive language. Even in the rest of the states, a very small percentage of the sampled schools had teachers using such inappropriate language.

Table 9.21 Percentage of Schools in which giving of corporal punishment or use of abusive language by teachers was noticed

State	School Category	Total no. of schools	% of schools in which Corporal Punishment being given was noticed	% of schools in which teachers used abusive or harsh language with students
Andhra Pradesh	Primary	50	10.0	4.0
	Upper Primary	8	0.0	0.0
Assam	Primary	51	0.0	2.0
	Upper Primary	8	0.0	0.0
Chhattisgarh	Primary	63	3.2	3.2
	Upper Primary	27	0.0	3.7
Gujarat	Primary	41	0.0	0.0
	Upper Primary	47	0.0	4.3
Jharkhand	Primary	60	0.0	0.0
	Upper Primary	30	0.0	0.0
Madhya Pradesh	Primary	92	3.3	1.1
	Upper Primary	28	0.0	3.6
Maharashtra	Primary	50	4.0	4.0
	Upper Primary	10	0.0	10.0
Odisha	Primary	75	0.0	4.0
	Upper Primary	40	0.0	2.5
Rajasthan	Primary	40	0.0	0.0
	Upper Primary	20	0.0	0.0
Total	**Primary**	**522**	**2.3**	**2.1**
	Upper Primary	**218**	**0.0**	**2.8**
	Total	**740**	**1.6**	**2.3**

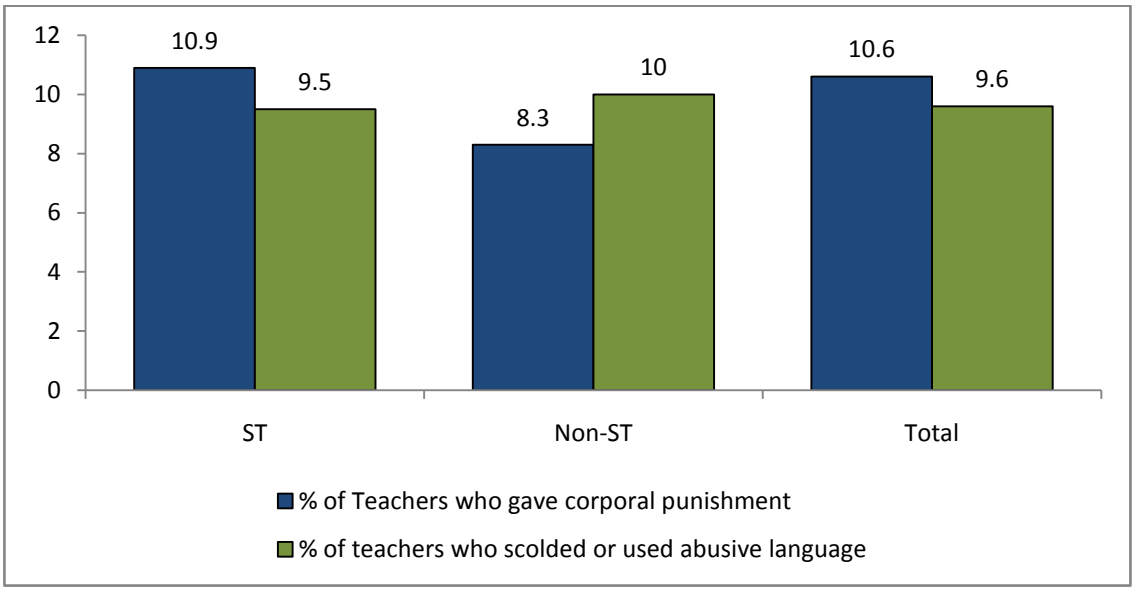
Source: Investigator Observation Schedule

9.20 Students who got corporal punishment or were scolded by teachers in School

Even in the very few schools in which giving of corporal punishment by teachers was noticed it was found that out of the total students in the school, a very small percentage of students were subjected to any sort of corporal punishment or were even scolded or abused by the teachers (see Fig 9.14). The findings about corporal and other punishment in this Section reported are based on the information provided by students themselves and should be more reliable.

When making a comparison between the primary and upper primary levels, it can be seen that relatively more of primary students as compared to the upper primary were subjected to corporal punishments by their teachers. Almost a similar percentage of students of both the levels were scolded by the teachers. However, at both the levels, overall a very small percentage of the students were subjected to any sort of corporal punishment or scolding or abuse by the teachers.

Fig 9.14.: Percentage of Students who got corporal punishment or were scolded by teachers (total schools)



Source: Student's Interview Schedule

When looking at the inter-state variations, (see Table 9.22) it was observed that only in the states of Andhra Pradesh and Maharashtra, the incidence of corporal punishment was higher compared to other states; about one fourth of students received corporal punishment in the sample schools of these two states while in the rest of the states, less than 10% of the students were given such punishment. Also, only in Maharashtra a little more than one fifth of the students were scolded or abused by the teachers while in the remaining states, less than 11% of the students were subjected to abusive language.

Table 9.22 also shows the incidence of corporal and other punishments separately for ST and non-ST children. It is noticed that there is no difference between the two groups in respect of punishment given to children. There is no bias towards any group when it comes to giving of punishment by teachers.

Table 9.22: Percentage of Students who said that they got corporal punishment or were scolded by teachers in School

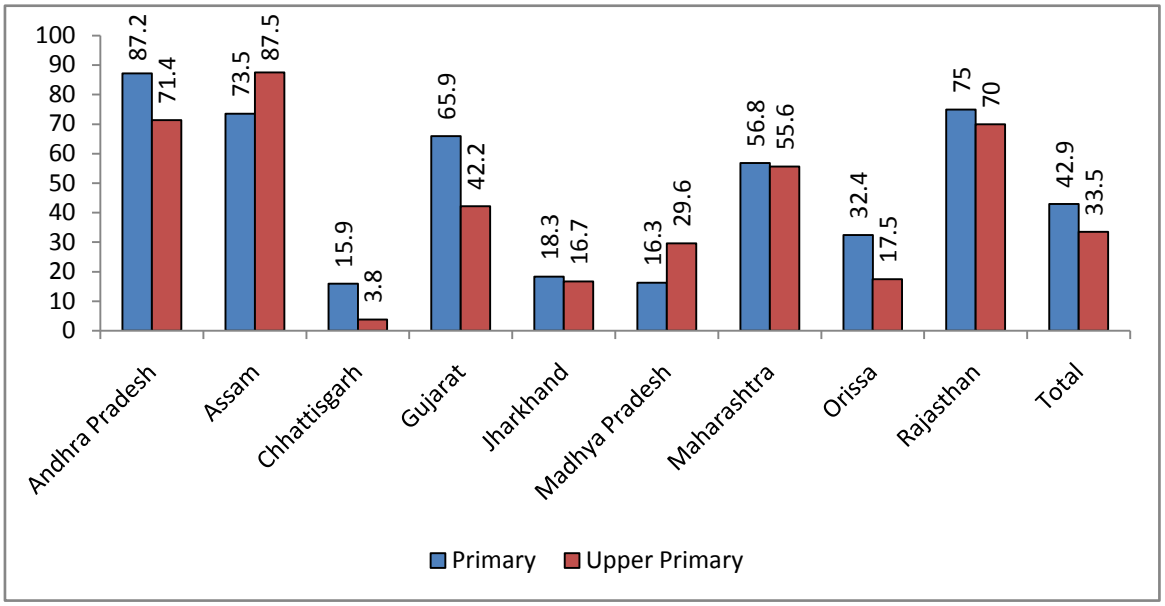
State	Social group	Primary			Upper Primary			Total		
		Total no. of students	% students saying that		Total no. of students	% students saying that		Total no. of students	% students saying that	
			Teachers give corporal punishment	Teachers scold or use abusive language		Teachers give corporal punishment	Teachers scold or use abusive language		Teachers give corporal punishment	Teachers scold or use abusive language
Andhra Pradesh	ST	287	29.3	8.7	48	22.9	4.2	335	28.4	8.1
	Non-ST	14	0.0	0.0	0	0.0	0.0	14	0.0	0.0
Assam	ST	161	8.7	4.3	30	16.7	16.7	191	9.9	6.3
	Non-ST	26	3.8	11.5	2	0.0	0.0	28	3.6	10.7
Chhattisgarh	ST	216	10.6	11.1	101	5.0	11.9	317	8.8	11.4
	Non-ST	64	15.6	12.5	41	4.9	14.6	105	11.4	13.3
Gujarat	ST	171	0.0	0.6	191	6.3	3.7	362	3.3	2.2
	Non-ST	3	0.0	0.0	9	0.0	11.1	12	0.0	8.3
Jharkhand	ST	209	0.0	0.0	107	0.0	0.0	316	0.0	0.0
	Non-ST	17	0.0	0.0	17	0.0	0.0	34	0.0	0.0
Madhya Pradesh	ST	350	9.7	8.9	114	7.0	14.9	464	9.1	10.3
	Non-ST	40	7.5	7.5	26	0.0	7.7	66	4.5	7.6
Maharashtra	ST	184	33.7	23.9	55	16.4	21.8	239	29.7	23.4
	Non-ST	19	15.8	21.1	3	33.3	0.0	22	18.2	18.2
Odisha	ST	251	8.8	13.9	171	5.3	8.2	422	7.3	11.6
	Non-ST	65	12.3	12.3	52	11.5	11.5	117	12.0	12.0
Rajasthan	ST	156	7.7	15.4	84	6.0	17.9	240	7.1	16.3
	Non-ST	2	0.0	0.0	11	0.0	0.0	13	0.0	0.0
Total	**ST**	**1985**	**12.6**	**9.6**	**901**	**7.1**	**9.3**	**2886**	**10.9**	**9.5**
	Non-ST	**250**	**10.0**	**10.4**	**161**	**5.6**	**9.3**	**411**	**8.3**	**10.0**
	Total	**2235**	**12.3**	**9.7**	**1062**	**6.9**	**9.3**	**3297**	**10.6**	**9.6**

Source: Student Schedule

9.21 Deficiencies in schools infrastructure

The investigators were asked to report whether they observed any deficiency in the schools they visited in respect of infrastructure, facilities or teacher behavior. The figure (see Fig. 9.15) gives an idea of the deficiencies observed in the school by them. The figure shows that overall 43% primary schools and 33% upper primary schools were reported to have some deficiency in infrastructure, facilities or teacher behavior. At the upper primary level less percentage of schools were found to have such deficiency. It may be noted that the deficiencies are being reported on the basis of perception of the investigators.

Fig. 9.15: Deficiency in the school infrastructure, facilities or behavior of teacher as observed by field investigators (% of schools)



Source: Investigator Observation Schedule

However, the state to state variation is large. In Andhra Pradesh, Assam and Rajasthan over 75% schools were seen to be having deficiency. Even in Maharashtra, for that matter, more than half of the schools had these shortcomings. The states in which very few schools were found to be deficient by the investigators were Chhattisgarh, Jharkhand and Madhya Pradesh (Table 9.23).

Table 9.23: Deficiencies in schools and teachers' behavior as observed by investigators

State Name	Deficiency in the school infrastructure, facilities or behavior of teacher			
	Primary		Upper Primary	
	Total No. of schools	%	Total No. of schools	%
Andhra Pradesh	50	87.2	8	71.4
Assam	51	73.5	8	87.5
Chhattisgarh	63	15.9	27	3.8
Gujarat	41	65.9	47	42.2
Jharkhand	60	18.3	30	16.7
Madhya Pradesh	92	16.3	28	29.6
Maharashtra	50	56.8	10	55.6
Odisha	75	32.4	40	17.5
Rajasthan	40	75.0	20	70.0
Total	**522**	**42.9**	**218**	**33.5**

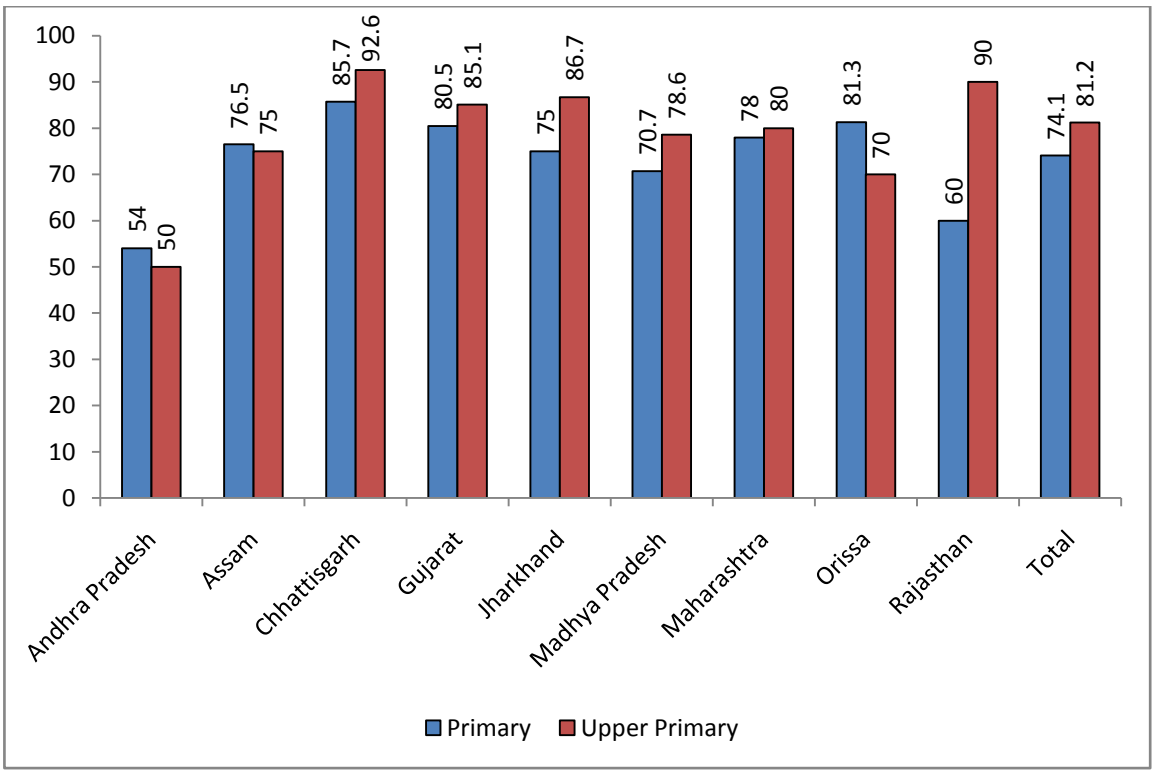
Source: Investigator observation schedule.

9.22 Active participation of ST children in the class

From the figure (Fig. 9.16), we can see that in majority of schools, the tribal students do actively participate in the classroom activities.

At both the primary and upper primary levels the tribal students actively participate in the class. However, it is evident from the Figure that in a slightly higher percentage of upper primary schools as compared to primary schools children actively participate in the classroom activities.

Fig. 9.16: Percentage of schools in which ST children actively participating in the class



Source: Investigator observation schedule

Also, there is not much difference between different states in this regard (see Table 9.24). Only Andhra Pradesh is the lowest, with only in a little more than 50% schools children were observed to be actively participating in classroom discussions or activities. In the rest of the states in more than three fourth of the schools children were seen to be actively participating in various classroom activities.

Table 9.24: Percentage of ST children actively participating in the class

State Name	ST children actively participating in the class			
	Primary		Upper Primary	
	Total No. of schools	%	Total No. of schools	%
Andhra Pradesh	50	54.0	8	50.0
Assam	51	76.5	8	75.0
Chhattisgarh	63	85.7	27	92.6
Gujarat	41	80.5	47	85.1
Jharkhand	60	75.0	30	86.7
Madhya Pradesh	92	70.7	28	78.6
Maharashtra	50	78.0	10	80.0
Odisha	75	81.3	40	70.0
Rajasthan	40	60.0	20	90.0
Total	**522**	**74.1**	**218**	**81.2**

Source: Investigator observation schedule

9.23 Discrimination against ST students

It was of interest to find out whether there was any discrimination practiced against ST students in school particularly by Non-ST teachers. It can be seen from the Table 9.25 that in both primary and upper primary schools, in only a very insignificant percentage of schools, ST students faced any sort of discrimination by the non ST teachers. Only in Odisha, in a very small percentage of schools, there was some evidence of discrimination.

Table 9.25: Discrimination against ST students

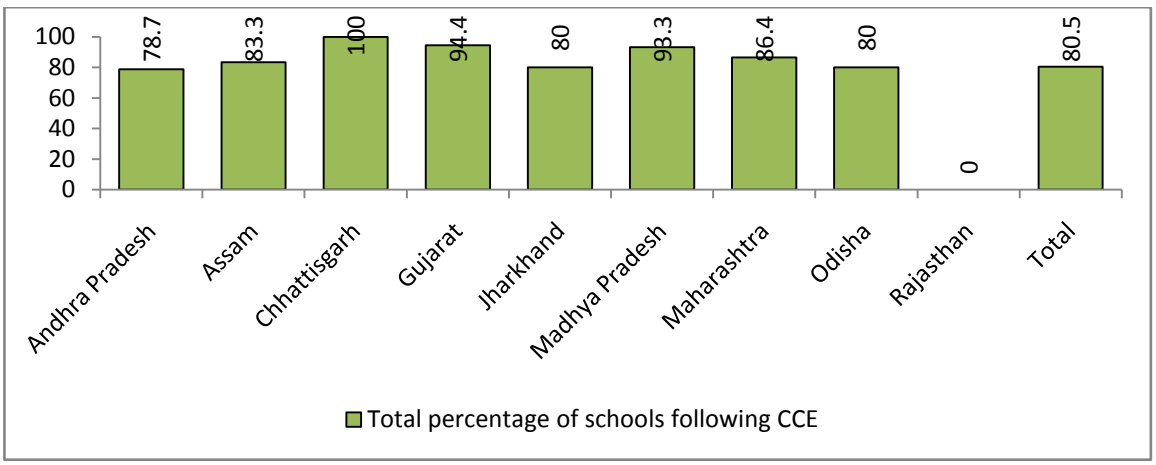
States	Discrimination against ST Students							
	Primary				Upper Primary			
	Total No. of schools	Yes	No	No Non-ST teacher in school	Total No. of schools	Yes	No	No Non-ST teacher in school
Andhra Pradesh	50	0	10.0	90.0	8	0	0	100
Assam	51	0	35.3	64.7	8	0	87.5	12.5
Chhattisgarh	63	1.6	77.8	20.6	27	0	88.9	11.1
Gujarat	41	2.4	36.6	61.0	47	0	63.8	36.2
Jharkhand	60	0	25.0	75.0	30	0	63.3	36.7
Madhya Pradesh	92	0	63.0	37.0	28	0	64.3	35.7
Maharashtra	50	0	84.0	16.0	10	0	70.0	30.0
Odisha	75	6.7	66.7	26.7	40	5.0	87.5	7.5
Rajasthan	40	0	47.5	52.5	20	0	85.0	15.0
Total	**522**	**1.3**	**51.9**	**46.7**	**218**	**0.9**	**72.0**	**27.1**

Source: Investigator observation schedule

9.24 Position of Continuous and Comprehensive Evaluation (CCE) in schools

The study also attempted to find out how the CCE scheme for evaluation of students was being implemented in schools. From Fig. 9.17 it is evident that majority of the schools (over 80% in every state) followed Continuous and Comprehensive Evaluation (CCE) scheme for evaluation at both primary and upper primary levels. Also, more than 70% schools were provided with the guidelines or manual for CCE. Only in Rajasthan it seems that no manuals were given. As far as the process of periodic assessment of students is concerned, in a little more than half of the schools, assessment was done quarterly, half yearly and annually through examinations. A little more than one fourth of the schools assessed their students with both periodic tests and examinations. In very few schools (about 6% schools) evaluation was done only using periodic tests without conducting any examination.

Fig. 9.17: Percentage of schools following CCE



It was also observed that the trend at both the levels (primary and upper primary) were more or less the same (see Table 9.26). At both the levels, majority of the schools (80.5%) did follow the CCE system. At both the levels, a little more than half of the schools, assessment was done quarterly, half yearly and annually through examinations and in a little more than one fourth of the schools assessment of their students was done through periodic tests and examinations.

When looking at the inter-state differences, it was noted that in all the states, except Rajasthan, the CCE approach to evaluation was being followed. In Rajasthan, it appears that no school followed this approach whereas in Chhattisgarh all the schools followed

it. Also, in all the states, more than three fourth of the schools have been given the CCE guidelines. Almost all the schools in Chhattisgarh use the CCE manual. In Assam and Odisha over 70% schools assessed their students using only examinations held either quarterly, half yearly or annually while the percentage of such schools was much less in other states.

Table 9.26: Position of Continuous & Comprehensive Evaluation (CCE) in schools

State	Total no. of schools	Primary								
		Following CCE			CCE guidelines or manual provided to school	Process of assessing students academic achievement				
		Yes	No	Don't know		Quarterly/ half yearly/ annual examination	Monthly periodic tests but no exam	Both periodic tests and exam	Testing students any time with no fixed time table	Some Other
Andhra Pradesh	53	79.2	17.0	3.8	84.9	49.1	1.9	45.3	3.8	0.0
Assam	52	84.6	3.8	11.5	82.7	80.8	1.9	5.8	1.9	9.6
Chhattisgarh	63	100	0.0	0.0	98.4	31.7	0.0	12.7	38.1	17.5
Gujarat	43	97.7	2.3	0.0	86.0	55.8	9.3	34.9	0.0	0.0
Jharkhand	60	76.7	20.0	3.3	75.0	63.3	10.0	6.7	20.0	0.0
Madhya Pradesh	92	93.5	3.3	3.3	87.0	40.2	17.4	42.4	0.0	0.0
Maharashtra	49	85.7	4.1	10.2	85.7	43.8	4.2	10.4	31.2	10.4
Odisha	74	79.7	9.5	10.8	49.3	78.4	5.4	9.5	5.4	1.4
Rajasthan	40	0.0	55.0	45.0	0.0	0.0	0.0	100.0	0.0	0.0
Total	**526**	**80.6**	**11.0**	**8.4**	**74.3**	**50.7**	**6.5**	**27.6**	**11.0**	**4.2**
	Upper Primary									
Andhra Pradesh	8	75.0	25.0	0.0	87.5	62.5	0.0	37.5	0.0	0.0
Assam	8	75.0	0.0	25.0	87.5	87.5	12.5	0.0	0.0	0.0
Chhattisgarh	27	100.0	0.0	0.0	96.3	37.0	3.7	22.2	7.4	29.6
Gujarat	47	91.5	8.5	0.0	74.5	70.2	0.0	29.8	0.0	0.0
Jharkhand	30	86.7	13.3	0.0	86.7	56.7	6.7	6.7	30.0	0.0
Madhya Pradesh	28	92.9	7.1	0.0	85.7	28.6	14.3	42.9	3.6	10.7
Maharashtra	10	90.0	10.0	0.0	80.0	55.6	0.0	11.1	22.2	11.1
Odisha	41	80.5	19.5	0.0	56.1	70.7	9.8	14.6	4.9	0.0
Rajasthan	20	0.0	55.0	45.0	0.0	0.0	0.0	100.0	0.0	0.0
Total	**219**	**80.4**	**14.6**	**5.0**	**71.2**	**52.3**	**5.5**	**29.4**	**7.3**	**5.5**

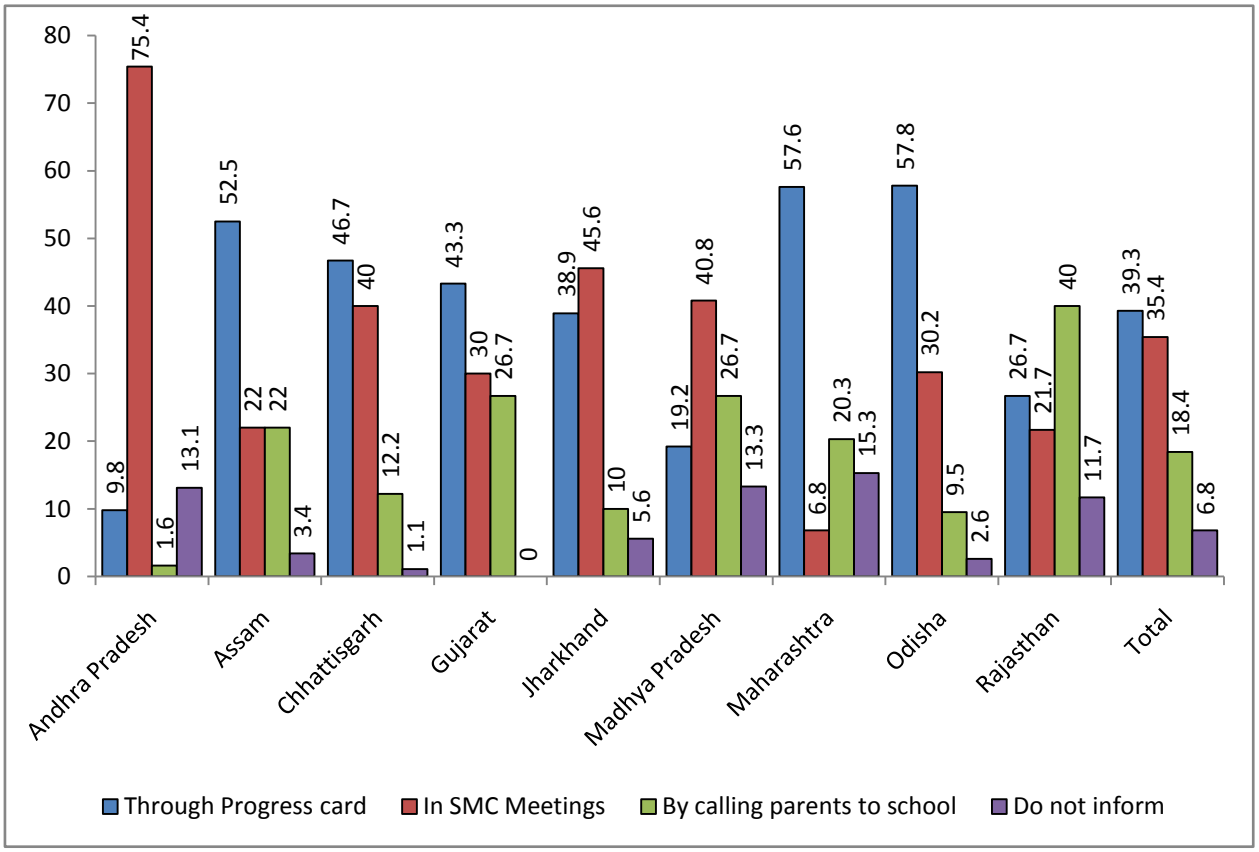
Source: School schedule

9.25 Procedure for communicating progress of children to parents

It is pretty evident from the figure (see Fig 9.18) that majority of the schools do keep the parents informed about the progress of the child. Only a very small percentage of schools do not bother to do so. Nearly 40% of the schools inform the parents by

sending them a progress report card while about 35% inform them in SMC Meetings. Less than one fifth schools (overall 18%) call the parents to school to inform them about students' progress in school. It appears that different practices are followed in different schools in each state. Only in Andhra Pradesh a very high percentage of schools (75%) followed the practice of informing parents in SMC meetings.

Fig.9.18: Procedure adopted by school for informing parents about the academic progress of students (% of total schools)



CCE helps teachers in taking remedial action to improve the learning level of students on the basis of feedback from periodic tests and other evaluations. It was found that overall in 33% primary schools and 28% of upper primary schools teachers did not do any remedial teaching. In about 50% schools they did additional teaching for weak students within school hours. Very few schools (12.4% primary and 16.5% upper primary) did such additional teaching after school hours. At upper primary level, relatively more schools compared to primary level, provide help to students who are weak in studies or are slow learners (see Table 9.27).

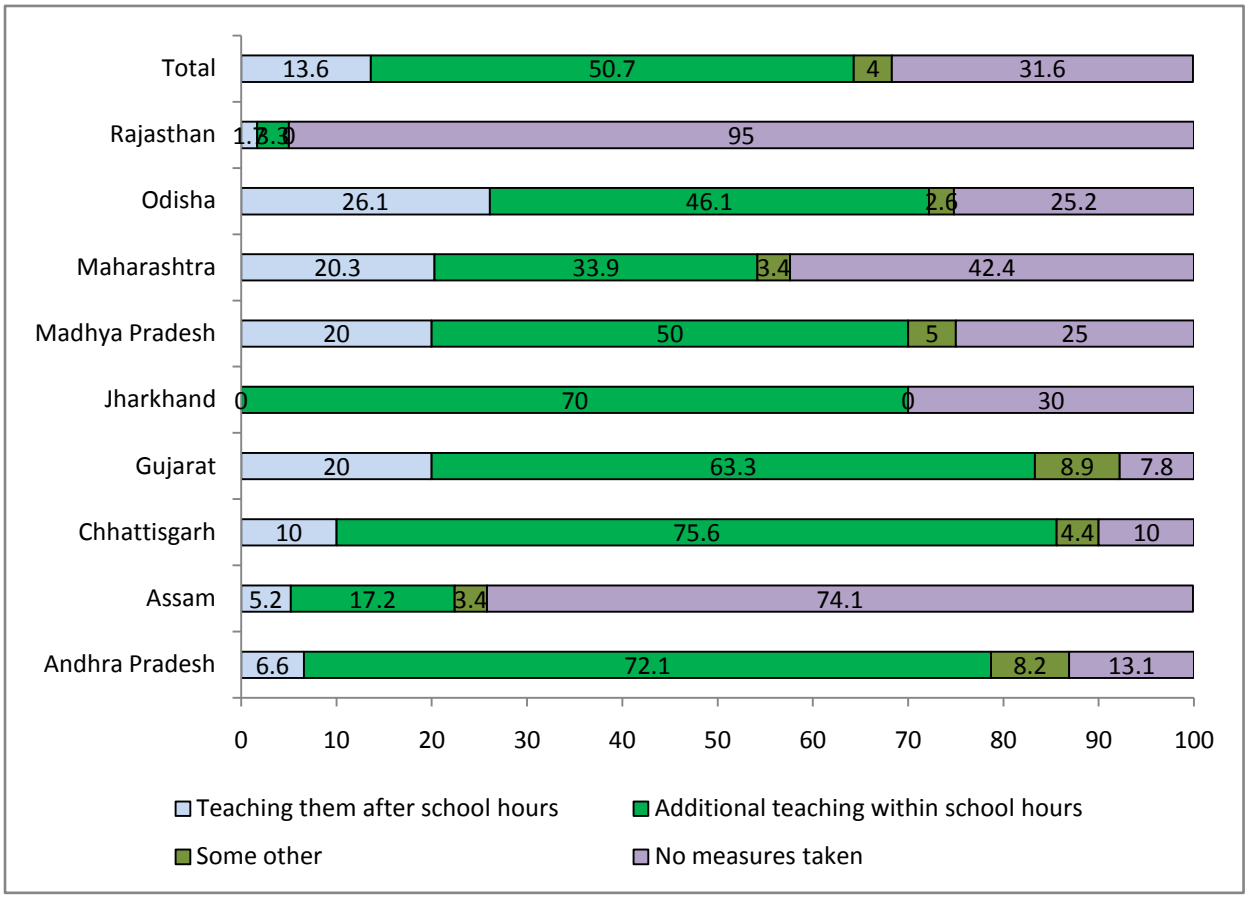
Table 9.27 Procedure of communicating progress of children to parents and measures for remedial teaching on the basis of feedback from CCE

State	Total no. of schools	Primary							
		Inform the parents about the academic progress (% of schools)				Measures for improving the learning of students who are slow learners or weak in studies (% of schools)			
		Through Progress card	In SMC Meetings	By calling parents to school	Do not inform	Teaching them after school hours	Additional teaching within school hours	Some other	No measures taken
Andhra Pradesh	53	7.5	75.5	1.9	15.1	3.8	75.5	7.5	13.2
Assam	51	56.9	21.6	19.6	2.0	3.9	15.7	3.9	76.5
Chhattisgarh	63	46.0	42.9	11.1	0.0	7.9	77.8	6.3	7.9
Gujarat	43	39.5	27.9	32.6	0.0	20.9	65.1	9.3	4.7
Jharkhand	60	41.7	45.0	6.7	6.7	0.0	68.3	0.0	31.7
Madhya Pradesh	92	16.3	43.5	27.2	13.0	21.7	45.7	6.5	26.1
Maharashtra	49	61.2	8.2	22.4	8.2	18.4	34.7	2.0	44.9
Odisha	75	57.3	33.3	6.7	2.7	24.3	50.0	2.7	23.0
Rajasthan	40	25.0	17.5	42.5	15.0	0.0	2.5	0.0	97.5
Total	**526**	**38.4**	**36.7**	**17.9**	**7.0**	**12.4**	**50.1**	**4.4**	**33.1**
	Upper Primary								
Andhra Pradesh	8	25.0	75.0	0.0	0.0	25.0	50.0	12.5	12.5
Assam	8	25.0	25.0	37.5	12.5	14.3	28.6	0.0	57.1
Chhattisgarh	27	48.1	33.3	14.8	3.7	14.8	70.4	0.0	14.8
Gujarat	47	46.8	31.9	21.3	0.0	19.1	61.7	8.5	10.6
Jharkhand	30	33.3	46.7	16.7	3.3	0.0	73.3	0.0	26.7
Madhya Pradesh	28	28.6	32.1	25.0	14.3	14.3	64.3	0.0	21.4
Maharashtra	10	40.0	0.0	10.0	50.0	30.0	30.0	10.0	30.0
Odisha	41	58.5	24.4	14.6	2.4	29.3	39.0	2.4	29.3
Rajasthan	20	30.0	30.0	35.0	5.0	5.0	5.0	0.0	90.0
Total	**219**	**41.6**	**32.4**	**19.6**	**6.4**	**16.5**	**52.3**	**3.2**	**28.0**

Source: School schedule

Also, except for the states of Assam, Maharashtra and Rajasthan, nearly half or even three fourth of the schools in some states (AP and Chhattisgarh) do provide additional help to school within school hours (refer Fig 9.19). Though most of the schools did take measures to provide additional help to the weak students, in Rajasthan and Assam in a very large percentage of schools no additional efforts were made to help such students.

Fig. 9.19: Measures for improving the learning of students who are slow learners or weak in studies



Monitoring and supervision of schools

9.26 Visits of Block Education Officer or Assistant Education Officer

From the figure below (see Fig. 9.20) it is evident that the Block Education Officer (BEO) visits the schools for only about one or two days annually. The upper primary schools are visited by the BEO for a slightly longer duration as compared to primary schools. Also, at both the levels, the schools under the Education Department were visited more often than the TSW Dept schools. Also, there were a greater percentage of the upper primary schools where the BEO did not visit even once in contrast to the primary schools. However, at both the levels, majority of the schools were visited by the BEO.

In terms of the inter-state differences, at the primary level, only in the states of Chhattisgarh, Gujarat and Odisha the BEO visited schools for 2-3 days annually (refer table 9.28). In rest of the states, none of the visits were more than for a day. Also, except in Andhra Pradesh, Odisha and Chhattisgarh, in the remaining states more than

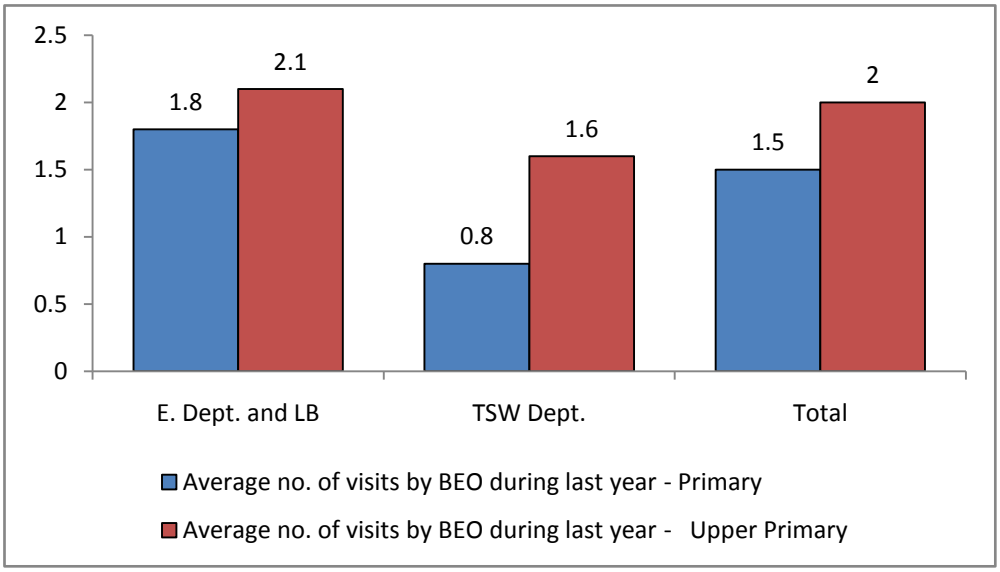
half of the schools were not visited by the BEO even once. At the upper primary level, in about five states the BEO visited the schools for 2-3 days annually. At the upper primary level a comparatively lesser percentage of schools were not visited by the BEO. Except in Assam, majority of the schools were visited by the BEO.

Table 9.28 Visits of Block Education Officer or Assistant Education Officer to schools under Education Department and Tribal Welfare Department during last one year (Percentage of schools visited)

State	School Management	Number of visits by BEO to school						
		Primary						
		Total	**0**	**1**	**2**	**3**	**>3**	**Average**
Andhra Pradesh	E. Dept. & LB	31	16.1	41.9	25.8	9.7	6.5	**1.5**
	TSW Dept.	22	27.3	54.5	9.1	4.5	4.5	**1.1**
Assam	E. Dept. & LB	52	57.7	21.2	11.5		9.6	**0.9**
Chhattisgarh	E. Dept. & LB	63	25.4	15.9	19.0	15.9	23.8	**2.5**
Gujarat	E. Dept. & LB	38	13.2	18.4	28.9	18.4	21.1	**2.5**
	TSW Dept.	5	40.0	20.0	0.0	20.0	20.0	**1.6**
Jharkhand	E. Dept. & LB	60	50.0	18.3	16.7	6.7	8.3	**1.3**
Madhya Pradesh	TSW Dept.	92	57.6	28.3	7.6	4.3	2.2	**0.7**
Maharashtra	E. Dept. & LB	50	66.0	26.0		2.0	6.0	**0.7**
Odisha	E. Dept. & LB	75	20.0	17.3	21.3	13.3	28.0	**3.1**
	TSW Dept.	0						
Rajasthan	E. Dept. & LB	40	57.5	17.5	17.5	5.0	2.5	**0.8**
Total	E. Dept. & LB	409	38.4	20.8	17.1	9.0	14.7	**1.8**
	TSW Dept.	119	51.3	32.8	7.6	5.0	3.4	**0.8**
	Total	**528**	**41.3**	**23.5**	**15.0**	**8.1**	**12.1**	**1.5**
	Upper Primary							
Andhra Pradesh	E. Dept. & LB	6	16.7	33.3	16.7	16.7	16.7	**1.8**
	TSW Dept.	2	50.0	50.0	0.0	0.0	0.0	**0.5**
Assam	E. Dept. & LB	8	62.5	12.5	25.0			**0.6**
Chhattisgarh	E. Dept. & LB	27	18.5	29.6	22.2	14.8	14.8	**2.1**
Gujarat	E. Dept. & LB	39	10.3	15.4	17.9	23.1	33.3	**3.1**
	TSW Dept.	8	0.0	25.0	37.5	25.0	12.5	**2.3**
Jharkhand	E. Dept. & LB	30	40.0	36.7	10.0	6.7	6.7	**1.0**
Madhya Pradesh	TSW Dept.	28	39.3	28.6	14.3	3.6	14.3	**1.4**
Maharashtra	E. Dept. & LB	10	40.0	30.0	20.0		10.0	**1.1**
Odisha	E. Dept. & LB	39	33.3	15.4	23.1	7.7	20.5	**2.6**
	TSW Dept.	2	50.0	0.0	0.0	0.0	50.0	**2.5**
Rajasthan	E. Dept. & LB	20	10.0	30.0	35.0	10.0	15.0	**2.1**
Total	E. Dept. & LB	179	25.7	24.0	20.7	11.7	17.9	**2.1**
	TSW Dept.	40	32.5	27.5	17.5	7.5	15.0	**1.6**
	Total	**219**	**26.9**	**24.7**	**20.1**	**11.0**	**17.4**	**2.0**

Source: School schedule

Fig. 9.20: Average number of visits by BEO to schools under Education Department or Local Body (E. Dept. & LB) and schools under Tribal Welfare (TSW) Department during last year (Total)



Source: School schedule

9.27 Visits of Resource Persons from Block Resource Centre (BRC) to schools

BRC is supposed to provide academic support to schools by organizing training workshops for them and visiting schools to help teachers on the spot. In order to find out to what extent BRCs provide support to teachers by visiting schools, information was collected on the number of visits made by BRC resource persons to schools during the last one year. From the Figure given below (Fig. 9.21) we find that the BRC resource person, on an average, visited primary schools 1.4 times and upper primary schools 2 times in the whole one year. The frequency of visits to upper primary schools was more. Further, the schools under the Education Department were visited more often than the schools under Tribal / Social Welfare (TSW) Department.

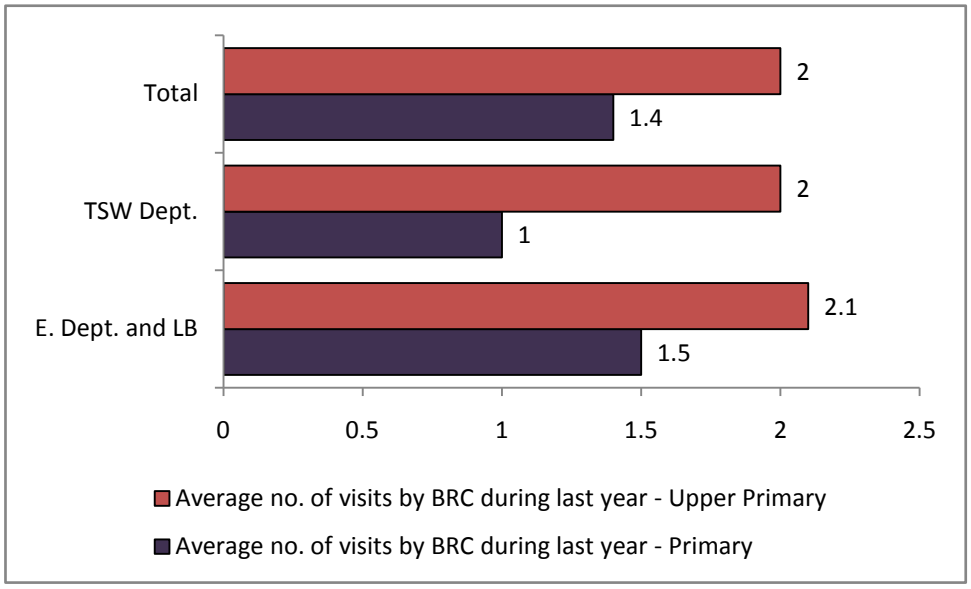
On seeing the inter-state differences (see Table 9.29), we find that at the primary level, only in the state of Jharkhand BRC resource persons visited schools more than twice in a year; in all other states the average number of visits in a year was just 1 day or even less. Also, in the states of Andhra Pradesh and Assam, it was found that most of the schools were not visited even once by the BRC resource persons during the entire year.

Table 9.29 Visits to Schools by BRC Resource Persons during last one year

State	School Management	Number of visits of BRC Resource Person to school during the last one year						
		Primary (% of schools)						
		Total	0	1--2	3--4	5—6	>6	Average
Andhra Pradesh	E. Dept. & LB	31	61.3	25.8	12.9	0.0	-	**0.8**
	TSW Dept.	22	68.2	18.2	9.1	4.5	-	**0.8**
Assam	E. Dept. & LB	52	67.3	25.0	3.8	1.9	1.9	**0.9**
Chhattisgarh	E. Dept. & LB	63	33.3	47.6	12.7	3.2	3.2	**1.7**
Gujarat	E. Dept. & LB	38	36.8	36.8	18.4	7.9	-	**1.6**
	TSW Dept.	5	60.0	40.0	0.0	0.0	-	**0.6**
Jharkhand	E. Dept. & LB	60	40.0	30.0	11.7	6.7	11.7	**2.4**
Madhya Pradesh	TSW Dept.	92	37.0	53.3	7.6	2.2	-	**1.1**
Maharashtra	E. Dept. & LB	50	56.0	30.0	12.0	2.0	-	**1**
Odisha	E. Dept. & LB	75	36.0	41.3	9.3	6.7	6.7	**1.9**
	TSW Dept.	-	-	-	-	-	-	-
Rajasthan	E. Dept. & LB	40	60.0	35.0	5.0	-	-	**0.7**
Total	E. Dept. & LB	409	46.9	35.0	10.5	3.9	3.7	**1.5**
	TSW Dept.	119	43.7	46.2	7.6	2.5	0.0	**1**
	Total	**528**	**46.2**	**37.5**	**9.8**	**3.6**	**2.8**	**1.4**
	Upper Primary (5 of schools)							
Andhra Pradesh	E. Dept. & LB	6	100	0.0	-	-	-	**0.0**
	TSW Dept.	2	50.0	50.0	-	-	-	**1.0**
Assam	E. Dept. & LB	8	75.0	12.5	12.5	-	-	**0.5**
Chhattisgarh	E. Dept. & LB	27	14.8	63.0	11.1	11.1	-	**1.9**
Gujarat	E. Dept. & LB	39	15.4	43.6	25.6	2.6	12.8	**3.0**
	TSW Dept.	8	25.0	50.0	0.0	12.5	12.5	**2.5**
Jharkhand	E. Dept. & LB	30	40.0	36.7	6.7	10.0	6.7	**2.2**
Madhya Pradesh	TSW Dept.	28	14.3	57.1	21.4	3.6	3.6	**2.0**
Maharashtra	E. Dept. & LB	10	30.0	50.0		10.0	10.0	**2.1**
Odisha	E. Dept. & LB	39	30.8	46.2	12.8	5.1	5.1	**2.1**
	TSW Dept.	2	100	0.0	0.0	0.0	0.0	**0.0**
Rajasthan	E. Dept. & LB	20	35.0	50.0	10.0	5.0	-	**1.5**
Total	E. Dept. & LB	179	31.3	44.1	12.8	6.1	5.6	**2.1**
	TSW Dept.	40	22.5	52.5	15.0	5.0	5.0	**2.0**
	Total	**219**	**29.7**	**45.7**	**13.2**	**5.9**	**5.5**	**2.0**

Source: School schedule

Fig 9.21: Average number of visits to schools by BRC Resource Persons during last year



Source: School schedule

9.28 Visits of Resource Persons from Cluster Resource Centres (CRC) to schools

As the Cluster Resource Centres have only few (usually 10 to 29) schools to look after, they are in a position to provide more on the spot support to schools by visiting them. It is seen from the Figure (Fig. 9.22.) given below that at the upper primary level, the CRC resource persons visited primary schools on about 10 days annually on an average, while the average number of days was about 6 days in the case of upper primary schools. Also, the schools under the Education Dept were visited more often than those under the TSW Department.

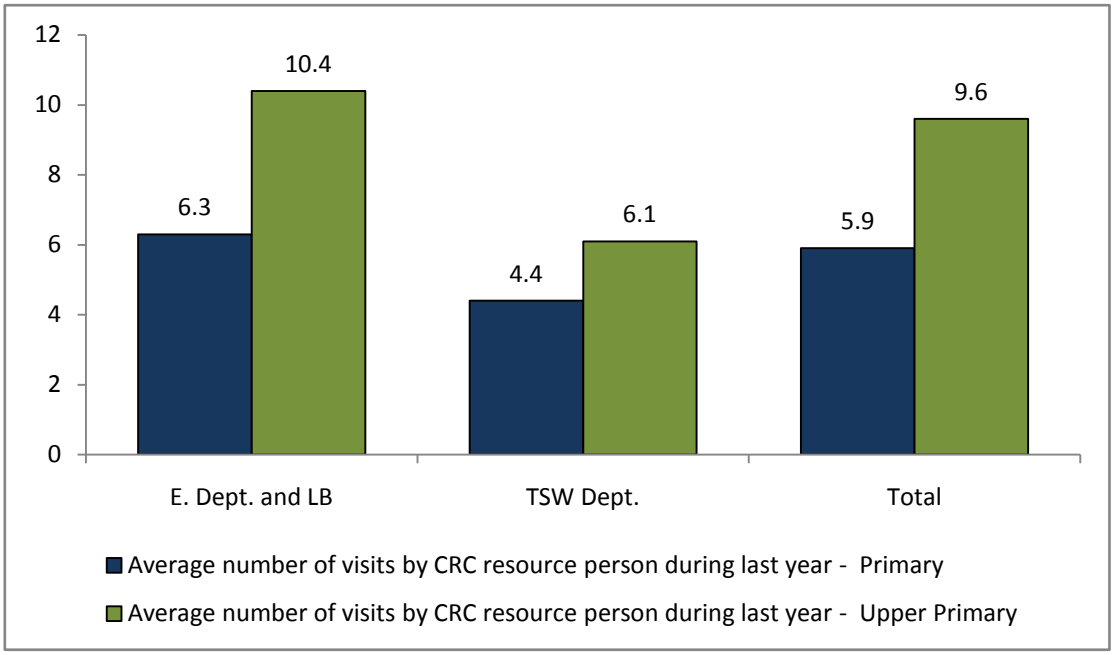
In terms of the inter-state differences (see Table 9.30), we find that at the upper primary level only in four states the CRC resource persons visited schools more than 7 times in a year. In the remaining states, the visits were not more than 2-3 times in a year. At the upper primary level, in Gujarat and Odisha the visits from CRC were made more than 12 times in a year

Table 9.30 Visits of CRC Resource Person to schools during last one year

State	School Management	Number of visits of CRC Resource Person to school during the last one year						
		Primary (%of schools)						
		Total	0	1--2	3--4	5--6	>6	Average
Andhra Pradesh	E. Dept. & LB	31	16.1	29.0	35.5	19.4	-	**2.6**
	TSW Dept.	22	9.1	50.0	31.8	9.1	-	**2.4**
Assam	E. Dept. & LB	52	42.3	26.9	11.5	7.7	11.5	**2.4**
Chhattisgarh	E. Dept. & LB	63	1.6	11.1	17.5	11.1	58.7	**7.8**
Gujarat	E. Dept. & LB	38		0.0	15.8	13.2	71.1	**11.7**
	TSW Dept.	5		20.0	20.0	0.0	60.0	**11.0**
Jharkhand	E. Dept. & LB	60	1.7	5.0	21.7	18.3	53.3	**7.4**
Madhya Pradesh	TSW Dept.	92	21.7	26.1	7.6	12.0	32.6	**4.5**
Maharashtra	E. Dept. & LB	50	40.0	24.0	4.0	8.0	24.0	**3.4**
Odisha	E. Dept. & LB	75	1.3	5.3	9.3	5.3	78.7	**10.1**
	TSW Dept.	0	-	-	-	-	-	**-**
Rajasthan	E. Dept. & LB	40	27.5	50.0	12.5	10.0	-	**1.8**
Total	E. Dept. & LB	409	14.9	16.9	14.9	11.0	42.3	**6.3**
	TSW Dept.	119	18.5	30.3	12.6	10.9	27.7	**4.4**
	Total	**528**	**15.7**	**19.9**	**14.4**	**11.0**	**39.0**	**5.9**
	Upper Primary (%of schools)							
Andhra Pradesh	E. Dept. & LB	6	16.7	50.0	33.3	-	-	**2.2**
	TSW Dept.	2	0.0	100	0.0	-	-	**1.5**
Assam	E. Dept. & LB	8	25.0	37.5	12.5	-	25.0	**4.1**
Chhattisgarh	E. Dept. & LB	27	3.7	3.7	29.6	11.1	51.9	**7.4**
Gujarat	E. Dept. & LB	39	2.6	5.1	-	-	92.3	**19.2**
	TSW Dept.	8	0.0	12.5	-	-	87.5	**16.9**
Jharkhand	E. Dept. & LB	30	3.3	6.7	13.3	23.3	53.3	**8.9**
Madhya Pradesh	TSW Dept.	28	25.0	32.1	3.6	17.9	21.4	**3.4**
Maharashtra	E. Dept. & LB	10	50.0	20.0	-	-	30.0	**5.0**
Odisha	E. Dept. & LB	39	2.6	2.6	5.1	7.7	82.1	**13.1**
	TSW Dept.	2	0.0	0.0	0.0	100	0.0	**5.0**
Rajasthan	E. Dept. & LB	20	35.0	35.0	20.0	-	10.0	**2.0**
Total	E. Dept. & LB	179	10.6	11.7	11.7	7.3	58.7	**10.4**
	TSW Dept.	40	17.5	30.0	2.5	17.5	32.5	**6.1**
	Total	**219**	**11.9**	**15.1**	**10.0**	**9.1**	**53.9**	**9.6**

Source: School schedule

Fig.9.22: Average number of Visits of CRC Resource Persons to schools during the Previous one year



9.29 Visits of Tribal Education Coordinator (TEC) to schools during the last one year

In all the selected states except Rajasthan, there are Tribal Education Coordinators to provide support to schools in their areas of jurisdiction. Their support, however, is very limited. On looking at the Figure (Fig.9.23) we can clearly see that the visits of the Tribal Education Coordinator were even less frequent, only 1/3 day, on an average, in a year. The visits of TEC were more or less similar for both the primary and upper primary schools. The frequency of visits was almost. It should be noted that in a huge majority of the primary level schools, the TEC did not even visit the schools. However, at the upper primary level, the TEC did pay at least one visit in majority of the schools. Also, it should be seen that the trends followed by the schools under the two managements were very similar.

In terms of the inter-state differences (see Table 9.31), it can be seen that in the nine sample states the situation was similar. In most of the states the visits by the TECs did not occur more than once in a year. At the primary level, in most of the states, TECs did not visit schools even once. In Rajasthan, as there was no TEC to visit schools, the frequency of visits is zero.

Table 9.31 Visits of Tribal Education Coordinator (TEC) to schools during Last one year

State	School Management	Number of Visits of tribal Education Coordinator (TEC) to school during the last one year						
		Primary (% of schools)						
		Total	0	1	2	3	>3	Average
Andhra Pradesh	E. Dept. & LB	31	90.3	3.2	6.5	-	-	**0.2**
	TSW Dept.	22	77.3	18.2	4.5	-	-	**0.3**
Assam	E. Dept. & LB	52	94.2	5.8	-	-	-	**0.1**
Chhattisgarh	E. Dept. & LB	63	81.0	7.9	3.2	1.6	6.3	**1.0**
Gujarat	E. Dept. & LB	38	71.1	18.4	10.5	-	-	**0.4**
	TSW Dept.	5	60.0	40.0	0.0	-	-	**0.4**
Jharkhand	E. Dept. & LB	60	93.3	-	1.7		5.0	**0.3**
Madhya Pradesh	TSW Dept.	92	81.5	9.8	4.3	2.2	2.2	**0.4**
Maharashtra	E. Dept. & LB	50	90.0	8.0	2.0	-	-	**0.1**
Odisha	E. Dept. & LB	75	80.0	9.3	9.3	1.3	-	**0.4**
	TSW Dept.	0	-	-	-	-	-	**0.0**
Rajasthan	E. Dept. & LB	40	100	-	-	-	-	**0.0**
Total	E. Dept. & LB	**409**	**87.0**	**6.6**	**4.2**	**0.5**	**1.7**	**0.3**
	TSW Dept.	**119**	**79.8**	**12.6**	**4.2**	**1.7**	**1.7**	**0.4**
	Total	**528**	**85.4**	**8.0**	**4.2**	**0.8**	**1.7**	**0.3**
	Upper Primary (% of schools)							
Andhra Pradesh	E. Dept. & LB	6	83.3	16.7	-	-	-	**0.2**
	TSW Dept.	2	100	0.0	-	-	-	**0.0**
Assam	E. Dept. & LB	8	100	-	-	-	-	**0.0**
Chhattisgarh	E. Dept. & LB	27	85.2	3.7	3.7	-	7.4	**0.7**
Gujarat	E. Dept. & LB	39	64.1	20.5	10.3	2.6	2.6	**0.6**
	TSW Dept.	8	62.5	12.5	25.0	0.0	0.0	**0.6**
Jharkhand	E. Dept. & LB	30	93.3	-	-	-	6.7	**0.5**
Madhya Pradesh	TSW Dept.	28	71.4	14.3	10.7	3.6	-	**0.5**
Maharashtra	E. Dept. & LB	10	90.0	10.0	-	-	-	**0.1**
Odisha	E. Dept. & LB	39	74.4	15.4	7.7	2.6	-	**0.4**
	TSW Dept.	2	50.0	0.0	0.0	50.0	-	**1.5**
Rajasthan	E. Dept. & LB	20	100	-	-	-	-	**0.0**
Total	E. Dept. & LB	**179**	**82.1**	**9.5**	**4.5**	**1.1**	**2.8**	**0.4**
	TSW Dept.	**40**	**70.0**	**12.5**	**12.5**	**5.0**	**0.0**	**0.5**
	Total	**219**	**79.9**	**10.0**	**5.9**	**1.8**	**2.3**	**0.4**

Source: School Schedule

Fig. 9.23: Average number of Visits of Tribal Education Coordinator (TEC) to school during the last one year

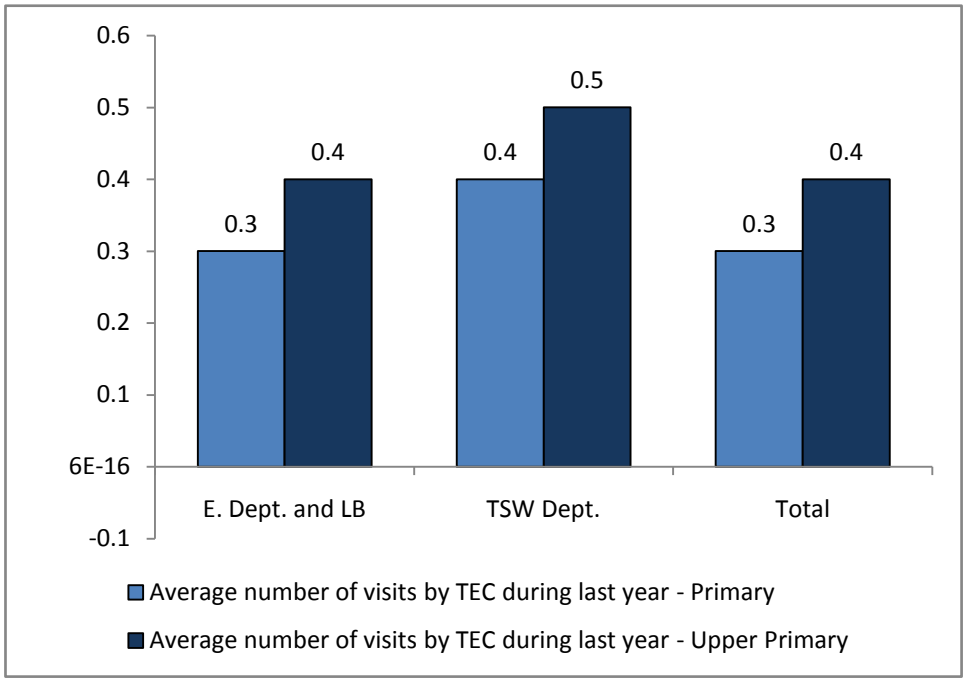


Table 9.32: Comparison of frequency of Visits by Resource Persons and Officers of Education and Tribal Welfare Departments to Schools in the last year

School Management	Number of visits by BEO to school					
	Primary			Upper Primary		
	Total	No Visit	Average No. of Visits	Total	No Visit	Average No. of Visits
E. Dept. & LB	409	38.4	1.8	179	25.7	2.1
TSW Dept.	119	51.3	0.8	40	32.5	1.6
Total	528	41.3	1.5	219	26.9	2.0
	Number of visits of BRC Resource Person to school during the last one year					
E. Dept. & LB	409	46.9	1.5	179	31.3	2.1
TSW Dept.	119	43.7	1.0	40	22.5	2.0
Total	528	46.2	1.4	219	29.7	2.0
	Number of visits of CRC Resource Person to school during the last one year					
E. Dept. & LB	409	14.9	6.3	179	10.6	10.4
TSW Dept.	119	18.5	4.4	40	17.5	6.1
Total	528	15.7	5.9	219	11.9	9.6
	Number of Visits of tribal Education Coordinator (TEC) to school during the last one year					
E. Dept. & LB	409	87.0	0.3	179	82.1	0.4
TSW Dept.	119	79.8	0.4	40	70.0	0.5
Total	528	85.4	0.3	219	79.9	0.4

Source: School Schedule

The above table clearly shows that the maximum visits to schools (9.6 in a year, that is about once in a month) are by CRC coordinator or CRC level resource person, which is understandable since the schools are at a short distance from CRC and there are only few schools under a CRC. The BRC resource persons and BEOs have large number of schools in a block to supervise and so they cannot visit schools frequently. The average of 2 visits in a year appears to be reasonable, considering their other workload. The average number of visits to schools in the case of TEO is much less, only about 0.4, as they do not have the same responsibility for supervision of schools and providing them academic guidance as the officers of Education Department have. The schools under their own department are also visited on 0.5 time (that is, about once in 2 years on the average).

Chapter 10

STUDENTS' AND PARENTS' VIEWS ON EDUCATION AND SCHOOL

K. Sujatha
V. Sucharita

Introduction

Perceptions of parents and students regarding schooling, in general, and facilities in school, in particular, provide deeper insight in comprehending their viewpoints. The present chapter attempts to understand the same through Focused Group Discussions (FGD) with parents and by administering questionnaire to students. Some of the aspects covered in the questionnaire include students' learning environment at home, suitability of facilities available in school and incentives provided to them. The questionnaire was administered to six students of highest primary/upper primary class in the school (four ST and two non-ST with equal representation of boys and girls). In the case of schools having both primary and upper primary classes, three students were selected from the highest class of each stage. If there were no non-ST children, the sample consisted of only four ST students. Since the sample includes students from primary classes as well, it is possible that some of them were unable to express their views properly about the school or teachers while answering the questions asked by the investigators.

Focused Group Discussion (FGD) with parents in five villages per district were conducted to get their views on physical facilities in school, teachers regularity, their teaching ability, proficiency in the tribal language; provision of incentive to students by the school, knowledge of RTE, suitability of education being given to ST students, parents' interest in school activities and child's education, role of SMC, knowledge about other schools in the vicinity, KGBV and *Ashramshala*, etc..

This chapter is in two parts, Part A gives the findings based on interview of students and Part B discusses the outcomes of FGD with parents.

A. Characteristics of Sampled Students and their Opinion about School and Teaching

Table 10.1: Number of Boys and Girls, ST and Non-ST in the sample of Students who were interviewed

State	Gender	Total	Social Group		Classes	
			ST	Non-ST	IV/V	VII/VIII
Andhra Pradesh	Boys	174	168	6	147	27
	Girls	175	167	8	154	21
	Total	349	335	14	301	48
Assam	Boys	114	100	14	97	17
	Girls	105	91	14	91	14
	Total	219	191	28	188	31
Chhattisgarh	Boys	214	161	53	140	74
	Girls	208	156	52	140	68
	Total	422	317	105	280	142
Gujarat	Boys	181	176	5	132	49
	Girls	193	186	7	134	59
	Total	374	362	12	266	108
Jharkhand	Boys	178	159	19	120	58
	Girls	172	157	15	123	49
	Total	350	316	34	243	107
Madhya Pradesh	Boys	271	236	35	205	66
	Girls	259	228	31	189	70
	Total	530	464	66	394	136
Maharashtra	Boys	134	122	12	125	9
	Girls	127	117	10	118	9
	Total	261	239	22	243	18
Odisha	Boys	265	205	60	212	53
	Girls	274	217	57	216	58
	Total	539	422	117	428	111
Rajasthan	Boys	133	125	8	101	32
	Girls	120	115	5	94	26
	Total	253	240	13	195	58
Total	**Boys**	**1664**	**1452**	**212**	**1279**	**385**
	Girls	**1633**	**1434**	**199**	**1259**	**374**
	Total	**3297**	**2886**	**411**	**2538**	**759**

Source: Student Schedule

10.1 Education Level of Parents of Sample Students

Illiteracy among the tribes is one of a major impediment in tribal development. Illiteracy, coupled with poverty and ignorance, further aggravates the problem of under-development. Due to endemic illiteracy, most children going to the school are the first generation learners and the present study too reflects the same. Table 10.2 clearly shows that overall 43% fathers and 68% mothers were illiterate. Only about 27% fathers and 20% mothers were educated up to the primary level whereas, only about 30% fathers and 12% mothers had education beyond primary level. The situation remains virtually the same for parents of both primary and upper primary level children. The educational level of parents varies from state to state but the broad picture

is the same. The percentage of illiterate parents was found to be highest in the state of Andhra Pradesh where about 61% fathers and 76% mothers were illiterate. Andhra Pradesh is followed by Rajasthan. Gujarat has the least percentage of illiterate fathers (20.6%), followed by Assam (22.8%) and Chhattisgarh (23.2%). Invariably, the percentage of illiterate mothers is higher than that of illiterate fathers across all the nine states.

Looking at the literacy level of parents of different social groups, it was found that there were more illiterates among STs than among non-STs, which clearly reflects the former's backwardness in terms of formal education as compared to non-STs. Fig. 10.1 shows that about 44.4% of ST fathers and about 70% of ST mothers were illiterates as compared to 31.1% non-ST fathers and 55.2% non-ST mothers. In general, the parents of non-ST students had higher educational level than parents of ST students.

It is also clearly seen that across all states, relatively more ST mothers were illiterate as compared to ST fathers. In the states of Assam, Gujarat and Chhattisgarh, ST parents were found to be more educated than in the rest of the states. Lowest percentage of illiterate ST fathers and ST mothers was found in Assam, followed by Chhattisgarh and Gujarat.

Fig. 10.1: Educational level of parents of ST and non-ST students (Percentage of parents with different educational qualifications)

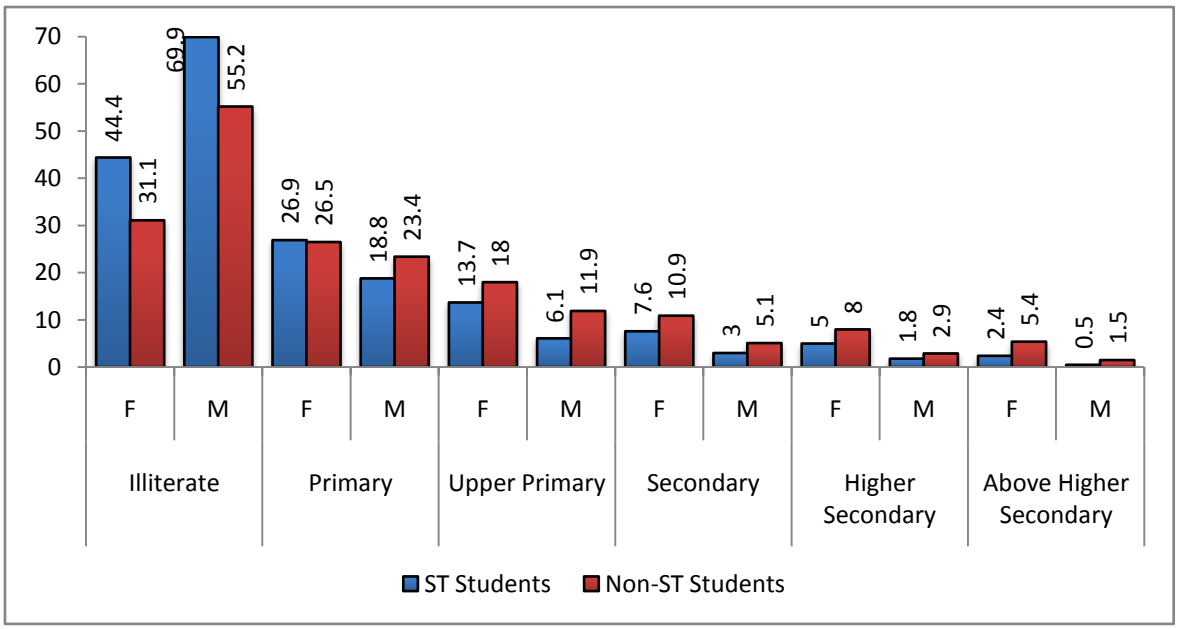


Table 10.2: Percentage of parents according to their e ducational level by social group

State	Social Group	Total No. of Students	Percentage of Students with educational level of their parents											
			Illiterate		Primary		Upper Primary		Secondary		Higher Secondary		Above Higher Secondary	
			F	M	F	M	F	M	F	M	F	M	F	M
Andhra Pradesh	ST	335	60.9	76.7	24.5	17.6	9.6	3.9	3.9	1.8	0.6	.0	0.6	.0
	Non-ST	14	64.3	64.3	7.1	21.4	28.6	14.3	.0	.0	.0	.0	.0	.0
Assam	ST	191	23.0	45.0	37.2	34.0	27.7	14.1	8.4	5.2	2.1	1.0	1.6	0.5
	Non-ST	28	21.4	60.7	32.1	21.4	35.7	10.7	7.1	.0	.0	3.6	3.6	3.6
Chhattisgarh	ST	317	23.0	51.1	28.4	27.8	24.3	12.9	12.6	5.0	7.9	2.5	3.8	0.6
	Non-ST	105	23.8	46.7	35.2	32.4	21.9	15.2	11.4	4.8	3.8	1.0	3.8	.0
Gujarat	ST	362	21.0	52.8	32.6	27.6	15.7	7.5	13.3	6.6	12.2	4.7	5.2	0.8
	Non-ST	12	8.3	25.0	16.7	25.0	8.3	8.3	16.7	16.7	33.3	16.7	16.7	8.3
Jharkhand	ST	316	45.6	79.1	29.1	13.3	12.3	5.1	8.9	1.9	3.5	.0	0.6	0.6
	Non-ST	34	23.5	58.8	29.4	23.5	20.6	8.8	14.7	8.8	2.9	.0	8.8	.0
Madhya Pradesh	ST	464	54.3	80.0	25.0	14.7	11.9	3.7	5.0	1.3	2.8	0.4	1.1	.0
	Non-ST	66	39.4	65.2	27.3	19.7	16.7	12.1	10.6	1.5	4.5	1.5	1.5	.0
Maharashtra	ST	239	45.6	62.3	26.4	18.8	9.2	7.9	9.2	5.0	7.1	4.6	2.5	1.3
	Non-ST	22	31.8	63.6	0.0	4.5	18.2	13.6	13.6	13.6	18.2	4.5	18.2	.0
Odisha	ST	422	55.0	80.6	23.9	11.4	7.8	3.3	4.7	1.7	5.0	2.6	3.6	0.5
	Non-ST	117	30.8	53.0	24.8	21.4	12.0	11.1	12.0	6.0	14.5	5.1	6.0	3.4
Rajasthan	ST	240	61.7	87.5	18.3	11.3	10.8	0.8	4.2	0.4	2.5	.0	2.5	.0
	Non-ST	13	76.9	76.9	23.1	23.1	0.0	0.0	0.0	0.0	0.0	.0	.0	.0
Total	ST	2886	44.4	69.9	26.9	18.8	13.7	6.1	7.6	3.0	5.0	1.8	2.4	0.5
	Non-ST	411	31.1	55.2	26.5	23.4	18.0	11.9	10.9	5.1	8.0	2.9	5.4	1.5
	Total	3297	42.8	68.0	26.9	19.4	14.2	6.8	8.0	3.3	5.3	1.9	2.8	.6

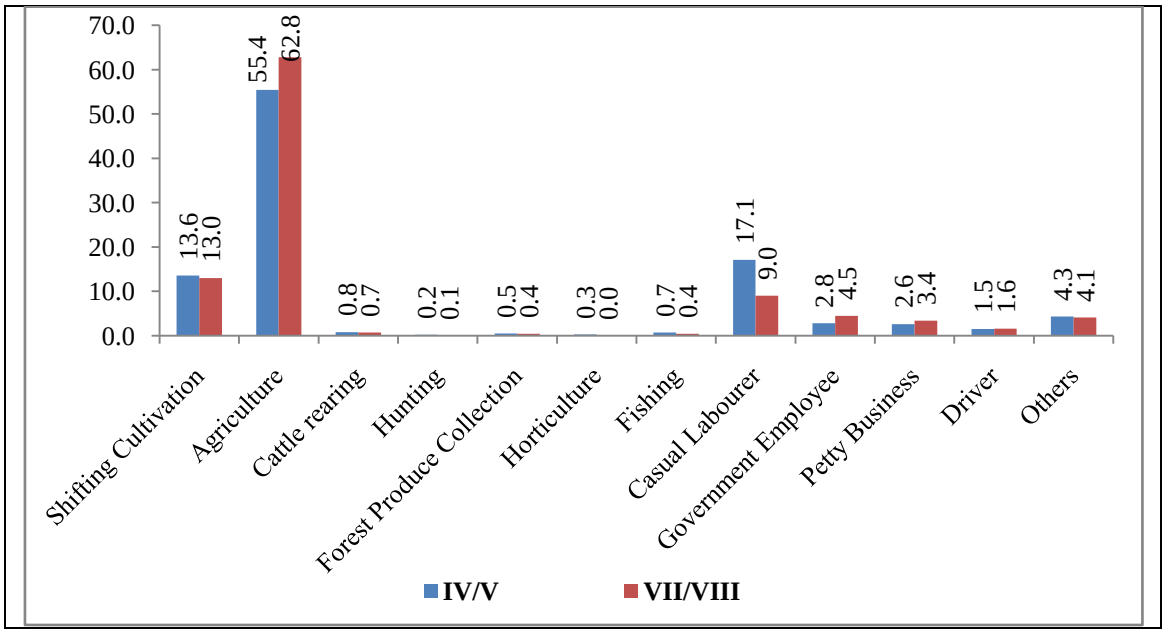
*F = Father and M = Mother
Source: Student Schedule

10.2 Occupation of Parents of Sample Students Studying in Primary and Upper Primary Classes

The livelihood of the tribal population revolves around the topography of the region and the natural resources available around their habitations. They are involved in more than one income generating activity, though the primary occupation remains in place. Fig. 10.2 clearly shows that agriculture, followed by casual labour was the predominant occupation among the tribals. More than half of the fathers (57.1%) practice agriculture as their major source of income and sustenance. While this was found to be the predominant source of livelihood across all the nine states, it was most common in the state of Rajasthan, followed by Andhra Pradesh and Jharkhand. Casual labour is the

occupation of about 15.3% of the fathers followed by shifting cultivation practiced by 13.4% of the fathers. Apart from shifting cultivation and casual labour, government employment accounted for the occupation of 3.2% of ST fathers, the highest percentage being in the state of Assam.

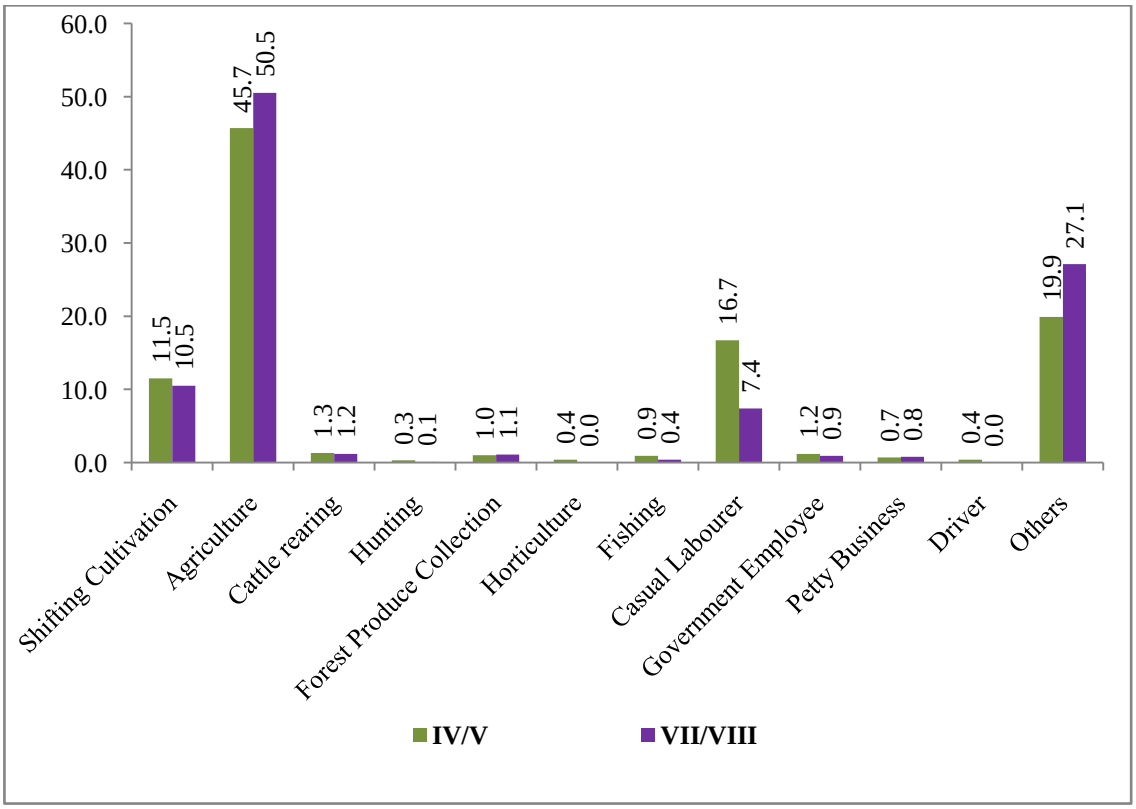
Fig. 10.2: Percentage of Fathers of sample students with different occupations



Source: Student Schedule

When it comes to the occupation of mothers, the picture remains the same as that of occupation of fathers. About 46.8% of mothers are engaged in agriculture, with highest in Rajasthan, followed by Jharkhand and Andhra Pradesh. Surprisingly, in the case of mothers, apart from agriculture, the second major occupation was found to be "women engaged in 'other' economic activities". About 21.6% of mothers were engaged in other economic activities, the highest percentage being in Gujarat, followed by Odisha. This was followed by mothers being employed as casual labour which accounted for the occupation of 14.6% mothers. More than one- third of mothers were found to be casual laborers in Andhra Pradesh and Maharashtra (see Fig. 10.3).

Fig. 10.3: Percentage of Mothers of sample students with different occupations



Source: Student Schedule

10.3 Students according to Average Time Taken to Reach School and Transport Used

Table 10.3 shows that about two-third students took less than 15 minutes to reach their schools, indicating that the schools are located in the vicinity of their homes. About 87.3% of the primary school students, as compared to 76.2% of upper primary school students, spent less than 15 minutes to reach school. The average time taken by primary students was about 10 minutes while the upper primary students took about 14 minutes on the average to reach school (Fig. 10.4). At the upper primary level, students of the states of Assam, followed by Rajasthan, spent more time in reaching school as compared to other states.

Table 10.3: Distribution of Students according to Time taken in coming to School and Transport used

State	Classes	Total no. of students	Time spent in coming to school			Average Time spent in reaching school (In Minutes)	% of students coming to school		
			< 15 Minutes	15 - 30 Minutes	> 30 Minutes		On foot	By Cycle	Using some other means
			%	%	%		%	%	%
Andhra Pradesh	IV/V	301	93.0	7.0	.0	**9.4**	99.0	.0	1.0
	VII/VIII	48	91.7	6.3	2.1	**11.1**	100	.0	.0
Assam	IV/V	188	81.9	14.9	3.2	**12.0**	98.9	1.1	.0
	VII/VIII	31	58.1	19.4	22.6	**22.5**	96.8	.0	3.2
Chhattisgarh	IV/V	280	93.9	6.1	.0	**7.9**	99.3	.7	.0
	VII/VIII	142	79.6	20.4	.0	**11.8**	92.3	7.7	.0
Gujarat	IV/V	266	90.2	9.0	.8	**8.4**	98.1	0.4	1.5
	VII/VIII	108	76.9	19.4	3.7	**12.1**	92.6	5.6	1.9
Jharkhand	IV/V	243	90.9	9.1	.0	**9.3**	100	.0	.0
	VII/VIII	107	83.2	15.0	1.9	**12.1**	95.3	4.7	.0
Madhya Pradesh	IV/V	394	85.0	13.7	1.3	**10.6**	97.7	.8	1.5
	VII/VIII	136	65.4	32.4	2.2	**15.2**	83.1	14.0	2.9
Maharashtra	IV/V	243	91.4	7.4	1.2	**10.4**	98.4	.0	1.6
	VII/VIII	18	77.8	16.7	5.6	**13.1**	100	.0	.0
Odisha	IV/V	428	86.7	10.3	3.0	**11.3**	96.5	2.8	0.7
	VII/VIII	111	82.9	10.8	6.3	**14.4**	87.4	9.9	2.7
Rajasthan	IV/V	195	66.2	28.2	5.6	**17.0**	100	.0	.0
	VII/VIII	58	62.1	22.4	15.5	**20.3**	100	.0	.0
Total	**IV/V**	**2538**	**87.3**	**11.2**	**1.6**	**10.5**	**98.4**	**0.8**	**0.8**
	VII/VIII	**759**	**76.2**	**19.4**	**4.5**	**14.0**	**91.8**	**6.9**	**1.3**

Source: Student Schedule

Fig. 10.4: Average Time (in minutes) taken by the Sample Students to reach School

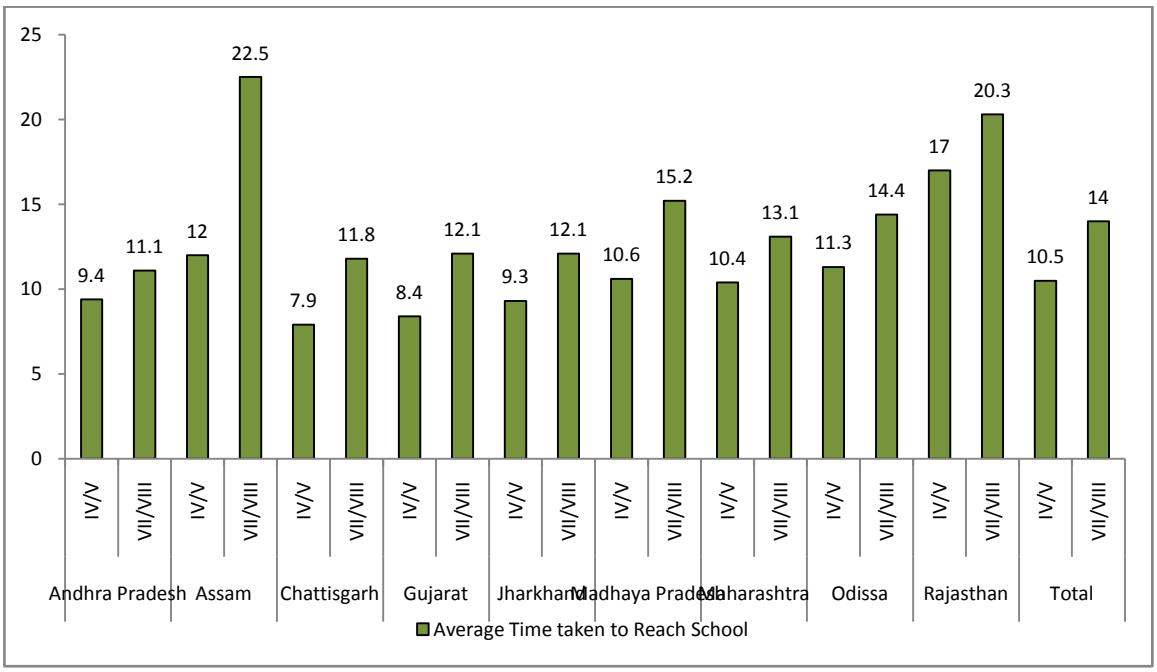


Table 10.3 also clearly shows that about 98.4% of the primary class students and 91.8% of the upper primary students come to school on foot, with Rajasthan and Andhra Pradesh reporting 100% students coming on foot. Among upper primary students,

about 14% in Madhya Pradesh and 7.7% of students in Chhattisgarh reported that they go to school by bicycle. As already discussed in Chapter 7, bicycle is one incentive provided to upper primary girl students in these states (also in Gujarat and Odisha) because of which they go to their schools on bicycles.

10.4 Factors Affecting Regular Attendance of Students

Tribal students' attendance in schools is affected by several factors and, eventually, these factors turn out to be major reasons for dropping out from the school. In Chapter 7, when the reasons for discontinuing of schooling of tribal children were sought from the head teachers, it was reported that their involvement in economic activities for contribution to family income remained the most dominant reason, at both primary and upper primary levels, for dropping out of ST boys from school. So far as ST girls are concerned, at the primary level, the predominant reason for dropping out given by head teachers was their involvement in household work while at the upper primary level, their involvement in making contribution to the family income became the major reason.

When a similar question was posed to the students, their response corroborated that of their teachers (see Table 10.4). About 61.3% of ST students reported that helping parents in their work was the major reason due to which their regular attendance was affected. This was followed by the other reason 'helping in household work' as reported by 49.9% of students. Interestingly, even among the non-tribal students, about 51% students gave the same reason for affecting their regular attendance. Apart from that, festivals and rituals play a pivotal role in tribal life and students tend to remain absent from school during such festivals. The school calendar should take into account this aspect.

In states like Maharashtra, Rajasthan, Assam and Gujarat, about one- third of the students reported some other factors affecting their regular attendance and these include school- related factors such as poor infrastructure, inadequate facilities and unsatisfactory teaching.

Table 10.4: Factors affecting regular attendance of students*

State	Social group	Percentage of children whose regular attendance was affected by												
		Total No. of students	School being far off	Need to help parents	Language problem	Look after siblings	Health Problem	Festivals/ rituals	Not interested in studies	Help in HH work	Teachers behavior	MDMs not served regularly	Some Other	No reason
Andhra Pradesh	ST	335	3.6	70.7	20.6	59.4	74.3	1.8	64.8	0.3	0.6	3.0	0.0	0.6
	Non-ST	14	0.0	35.7	7.1	92.9	92.9	7.1	64.3	0.0	0.0	0.0	0.0	0.0
Assam	ST	191	14.1	49.7	8.9	10.5	85.3	22.0	8.9	28.3	5.2	3.7	28.8	34.6
	Non-ST	28	17.9	53.6	10.7	10.7	92.9	14.3	3.6	42.9	.0	3.6	17.9	25.0
Chhattisgarh	ST	317	4.4	67.5	0.6	30.3	60.6	38.2	1.6	71.3	0.3	0.3	1.6	10.1
	Non-ST	105	5.7	55.2	1.0	35.2	69.5	41.9	2.9	61.0	1.0	0.0	1.9	13.3
Gujarat	ST	362	20.7	61.9	12.7	33.7	15.7	22.4	16.0	54.1	1.1	1.1	4.4	26.2
	Non-ST	12	8.3	58.3	0.0	33.3	16.7	25.0	0.0	66.7	.0	0.0	16.7	41.7
Jharkhand	ST	316	19.9	76.9	6.6	69.0	14.9	23.4	14.6	70.9	.0	0.6	3.2	0.0
	Non-ST	34	23.5	79.4	5.9	73.5	11.8	23.5	17.6	58.8	.0	0.0	5.9	0.0
Madhya Pradesh	ST	464	15.1	50.2	11.0	40.3	19.0	26.5	18.1	48.9	0.4	0.2	4.5	31.7
	Non-ST	66	13.6	39.4	4.5	25.8	18.2	24.2	13.6	47.0	.0	.0	7.6	50.0
Maharashtra	ST	239	11.7	43.9	16.7	17.6	44.4	36.8	5.0	41.0	0.4	1.3	9.2	39.3
	Non-ST	22	0.0	50.0	0.0	9.1	59.1	54.5	9.1	36.4	.0	.0	4.5	36.4
Odisha	ST	422	8.8	63.5	10.2	49.8	49.8	31.8	8.1	58.8	6.4	0.2	6.2	3.1
	Non-ST	117	9.4	65.0	7.7	48.7	54.7	41.9	4.3	50.4	9.4	1.7	1.7	3.4
Rajasthan	ST	240	4.2	62.9	0.4	22.5	31.3	33.3	2.5	68.8	0.0	0.0	13.8	30.4
	Non-ST	13	0.0	38.5	0.0	38.5	30.8	38.5	7.7	53.8	0.0	0.0	0.0	38.5
Total	**ST**	**2886**	**11.6**	**61.3**	**10.0**	**39.8**	**41.1**	**26.0**	**16.6**	**49.9**	**1.6**	**1.0**	**6.5**	**18.1**
	Non-ST	**411**	**9.7**	**56.0**	**4.6**	**39.7**	**51.3**	**34.5**	**8.8**	**50.9**	**2.9**	**0.7**	**4.6**	**18.5**
	Total	**3297**	**11.4**	**60.7**	**9.4**	**39.8**	**42.4**	**27.0**	**15.6**	**50.0**	**1.8**	**1.0**	**6.3**	**18.1**

*For this question, students gave more than one response due to which the total is more than 100 per cent.
Source: Student Schedule

10.5 Students who found Facilities in School Satisfactory

Students' satisfaction with school facilities and teaching is of utmost importance and the same is discussed in this section. However, since opinion is sought from primary and upper primary children who are too young to judge the quality of facilities, many a time they gave socially acceptable answers to the investigators. Also it is possible that the children were not able to assess properly the available facilities in school and competence of teachers as they had not seen other schools for comparison. Nevertheless, their opinion is given due importance and is presented in Table 10.5.

It can be clearly seen that about 79% of the students expressed satisfaction with teaching by the teachers. When one looks closely at the individual states, the picture is not uniform. Students of Rajasthan (38.7%), followed by Jharkhand (58.6%) were least satisfied with the teachers, while students of Andhra Pradesh, Gujarat and Odisha were

very much satisfied with their teachers, thus taking the average of all the states as 78.8% being satisfied.

Similar is the case with toilets and drinking water facilities in the school. While 70.9% of the students of the total of the nine states were satisfied with toilet and drinking water facilities, only about one third students from Andhra Pradesh and Assam were satisfied with the same. This lopsided picture continues for facilities in classrooms as well, with 72.2% students of all the states being satisfied with the facilities, while only about two-thirds students in Andhra Pradesh and a little over one-third of students in Assam were satisfied with classroom facilities.

Table 10.5: Percentage of Students according to their Satisfaction with School Facilities

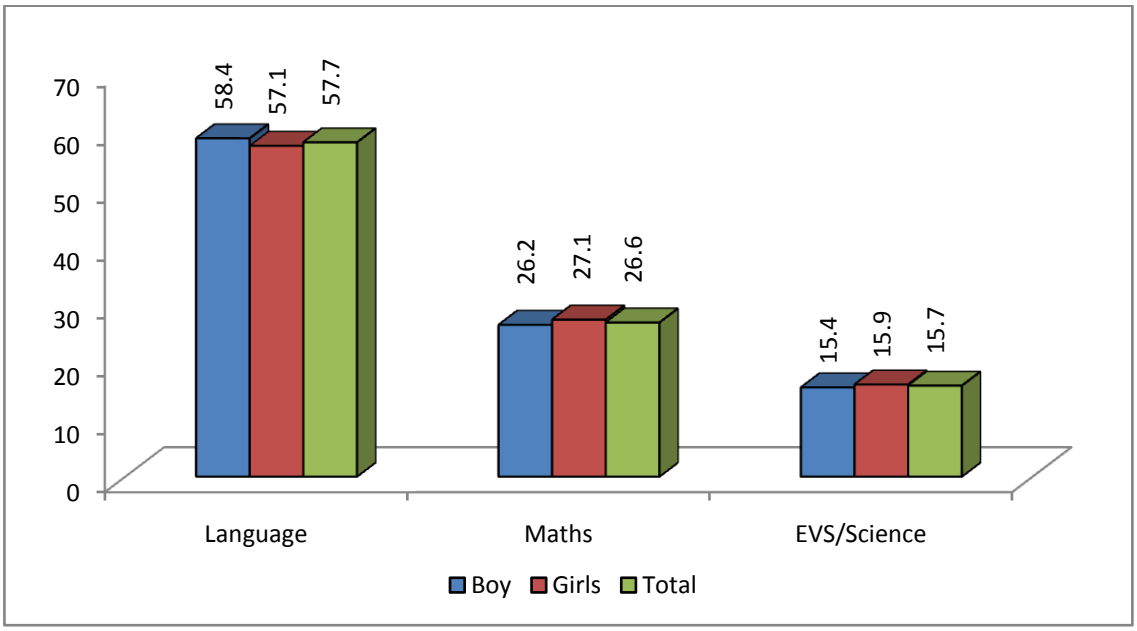
State	Studying in class							
	IV/V				VII/VIII			
	Total Number of Students	Percentage of students who were satisfied with			Total Number of Students	Percentage of students who were satisfied with		
		Teaching	Toilet and drinking water facilities	Facilities in class-rooms		Teaching	Toilet and drinking water facilities	Facilities in class-rooms
Andhra Pradesh	301	92.4	32.6	55.8	48	100	50.0	72.9
Assam	188	73.9	33.5	38.8	31	77.4	45.2	61.3
Chhattisgarh	280	89.6	95.7	85.4	142	85.2	93.7	94.4
Gujarat	266	94.4	82.0	83.1	108	98.1	86.1	95.4
Jharkhand	243	50.6	87.2	70.4	107	76.6	88.8	71.0
Madhya Pradesh	394	64.0	86.3	81.7	136	62.5	92.6	94.9
Maharashtra	243	89.7	73.7	81.5	18	94.4	88.9	88.9
Odisha	428	94.4	50.5	53.0	111	90.1	39.6	64.0
Rajasthan	195	35.4	73.3	68.7	58	50.0	93.1	74.1
Total ST	**2254**	**77.7**	**68.6**	**68.9**	**632**	**79.4**	**77.8**	**81.0**
Total Non-ST	**284**	**82.0**	**67.3**	**70.4**	**127**	**86.6**	**84.3**	**89.8**
Total	**2538**	**78.2**	**68.4**	**69.1**	**759**	**80.6**	**78.9**	**82.5**

Source: Student Schedule

10.6 Distribution of Students according to their Favorite Subject in School

When the opinion of students about their favorite subject in school was ascertained, it was found that about 57.7% students reported language as their favorite subject (Fig. 10.5). Language was followed by Mathematics (26.6%) and EVS (15.7%). Not much difference is seen between the opinion of girls and boys in this regard.

Fig. 10.5: Percentage of students according to their favorite subject (9 states total)



When the state-wise analysis was done (see Table 10.6), the results were more or less same as at the national level. The highest percentage of students reporting language as their favorite subject was in Rajasthan. Similarly, the highest percentage of students reporting Mathematics as their favorite subject was in Gujarat (38.8%) while EVS was favorite subject of highest percentage of students (22.5%) in Chhattisgarh.

Table 10.6: Distribution of Students according to what their Favorite Subject was in School

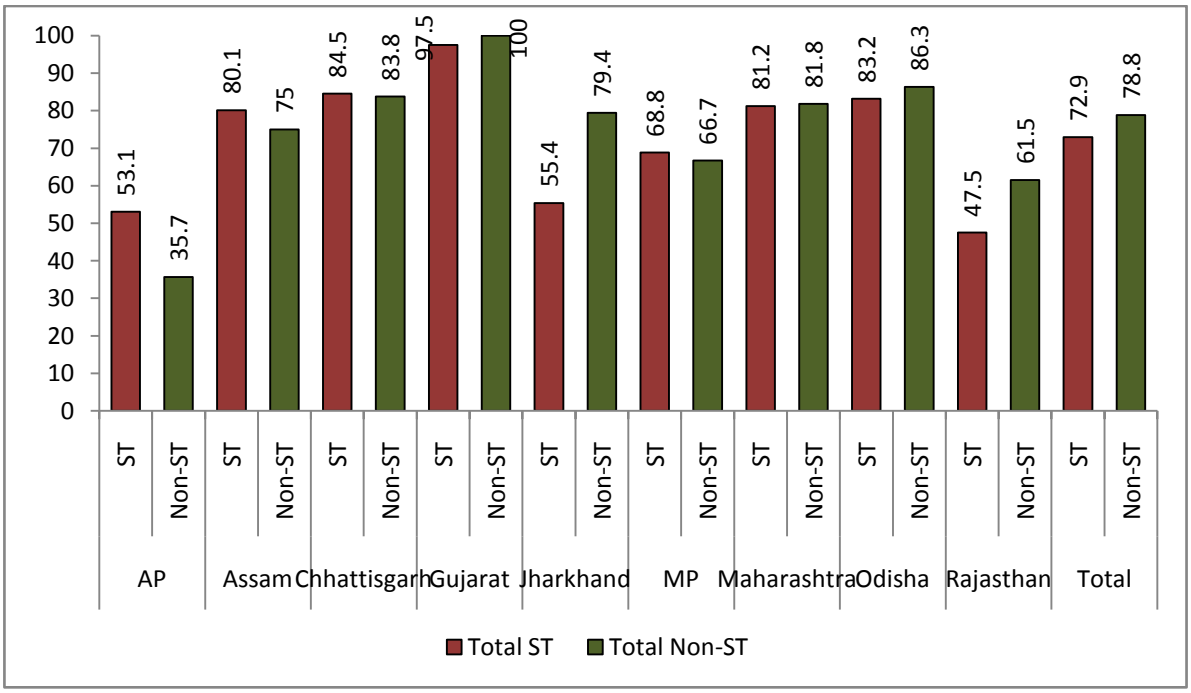
State	Total	Number and Percentage of students whose favorite subject is					
		Language		Maths		EVS/Science	
		N	%	N	%	N	%
Andhra Pradesh	349	211	60.5	71	20.3	67	19.2
Assam	219	132	60.3	47	21.5	40	18.3
Chhattisgarh	422	226	53.6	101	23.9	95	22.5
Gujarat	374	178	47.6	145	38.8	51	13.6
Jharkhand	350	186	53.1	129	36.9	35	10.0
Madhya Pradesh	530	333	62.8	99	18.7	98	18.5
Maharashtra	261	174	66.7	69	26.4	18	6.9
Odisha	539	265	49.2	179	33.2	95	17.6
Rajasthan	253	198	78.3	38	15.0	17	6.7
Total Boys	**1664**	**971**	**58.4**	**436**	**26.2**	**257**	**15.4**
Total Girls	**1633**	**932**	**57.1**	**442**	**27.1**	**259**	**15.9**
Total	**3297**	**1903**	**57.7**	**878**	**26.6**	**516**	**15.7**

Source: Student schedule

10.7 Use of Teaching Aids by Teachers in Schools

Undoubtedly teaching aids have an important role in teaching and their use makes students understand concepts better and thus the learning outcomes in the classrooms improve. These teaching aids include flash cards, maps, globe, charts, pictures and other devices. When students were asked whether teachers used these teaching aids, about three-fourths of the total ST and non-ST students reported that teachers used such teaching aids in the classrooms (see Fig. 10.6).

Fig. 10.6: Teachers using teaching aids in school according to information given by students



Source: Student schedule

The opinion of students at both primary and upper primary level was sought. About 72% of the ST and 75% of the non-ST students at the primary level responded in the affirmative (see Table 10.7). At the upper primary level, more than three -fourths of ST and non-ST students reported the use of teaching aids by teachers in their classrooms.

At the primary level, 40% to 45% students of Andhra Pradesh and Rajasthan reported the use of teaching aids by teachers whereas the percentage of such students was much higher in other states, the overall percentage being about 72%. On the other hand, over 75% students of upper primary level reported the use of teaching aids by teachers in classroom in all the nine states.

Table 10.7: Number and Percentage of Students Reporting use of Teaching Aids by Teachers in Classroom

State	Teachers using teaching aids as reported by students of class					
	IV/V		VII/VIII		Total	
	Total no. of students	%	Total no. of students	%	Total no. of students	%
Andhra Pradesh	301	45.8	48	93.8	349	52.4
Assam	188	81.4	31	67.7	219	79.4
Chhattisgarh	280	84.0	142	85.2	422	84.3
Gujarat	266	96.7	108	100	374	97.6
Jharkhand	243	59.3	107	54.2	350	57.7
Madhya Pradesh	394	66.2	136	75.0	530	68.5
Maharashtra	243	80.6	18	88.9	261	81.3
Odisha	428	83.4	111	85.6	539	83.9
Rajasthan	195	44.6	58	60.3	253	48.2
Total ST	**2254**	**71.6**	**632**	**77.7**	**2886**	**72.9**
Total Non-ST	**284**	**75.4**	**127**	**86.6**	**411**	**78.8**
Total	**2538**	**72.0**	**759**	**79.2**	**3297**	**73.6**

Source: Student Schedule

10.8 Students According to type of help Received in Studies at Home

Since illiteracy is prevalent in the tribal households, the children get little help in their studies at home. If there are elder siblings or literate parents, they do help them in their studies. Table 10.8 clearly shows that a little more than half of the total ST students and about 67% of non-ST students received help from family members. Interestingly, only about one- third of ST students from the states of Rajasthan, Jharkhand and Madhya Pradesh reported that they received help from family members in studies. Rest of the two- thirds of ST students reported that they did not receive any help in studies. Likewise, a significant percentage of non-ST students from these states also reported that they did not receive any help. Surprisingly, in Chhattisgarh, about one- third of ST students and little less than one- fourth of non-ST students took help of private tutors. Interestingly, in Gujarat, 100% non- students at both primary and upper primary levels, said that they received help from family members and not from any private tutor or friends whereas the same is true for two-thirds of ST students. On the whole, at the primary and upper primary levels, receiving help from family members appeared to be more common than not receiving any help. Thus, we can infer that due to poverty and illiteracy, students end up receiving no help from any source.

Table 10.8: Number and percentage of ST students according to type of help received in studies at home

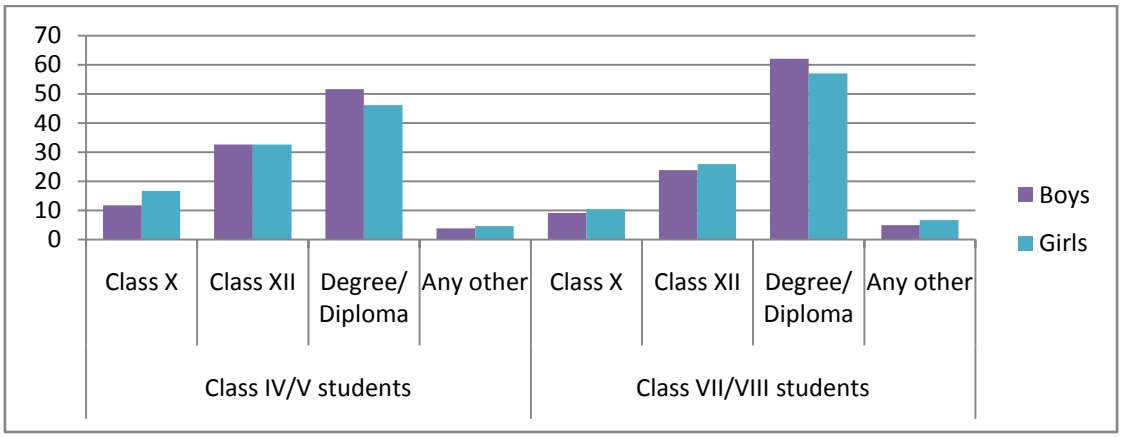
States	Studying in class									
	IV/V					VII/VIII				
	Number of students who received help					Number of students who received help				
	Total	Family Members	Friends	Private Tutor	No one	Total	Family Members	Friends	Private Tutor	No one
		%	%	%	%		%	%	%	%
Andhra Pradesh	287	49.1	4.2	0.3	46.3	48	56.3	10.4	0.0	33.3
Assam	162	69.1	1.9	3.7	25.3	29	55.2	3.4	0.0	41.4
Chhattisgarh	216	74.1	0.0	25.9	0.0	101	69.3	1.0	29.7	0.0
Gujarat	262	72.1	1.1	0.4	26.3	100	67.0	3.0	2.0	28.0
Jharkhand	224	35.3	0.4	1.3	62.9	92	39.1	2.2	1.1	57.6
Madhya Pradesh	353	47.6	1.7	1.1	49.6	111	35.1	4.5	0.0	60.4
Maharashtra	222	62.6	2.7	0.0	34.7	17	88.2	0.0	0.0	11.8
Odisha	338	59.5	6.2	4.4	29.9	84	61.9	3.6	2.4	32.1
Rajasthan	190	36.3	0.0	0.0	63.7	50	28.0	0.0	0.0	72.0
Total	**2254**	**55.8**	**2.3**	**3.8**	**38.1**	**632**	**53.2**	**3.2**	**5.5**	**38.1**
Non-ST	**284**	**68.3**	**1.1**	**6.0**	**24.6**	**127**	**63.8**	**3.9**	**8.7**	**23.6**
Total	**2538**	**57.2**	**2.2**	**4.0**	**36.6**	**759**	**55.0**	**3.3**	**6.0**	**35.7**

Source: Student Schedule

10.9 Students According to the Highest Level they Expect to Study

Tribal students, like any other non-tribal students, have dreams and aspirations for a better future and would want to pursue higher studies if circumstances are favorable. The Figure 10.8 clearly shows that ST students have high aspirations and, like non-ST students, seek to pursue studies up to graduation level.

Fig. 10.7: Percentage of Boys and Girls according to the highest level up to which they expect to



Source: Student Schedule

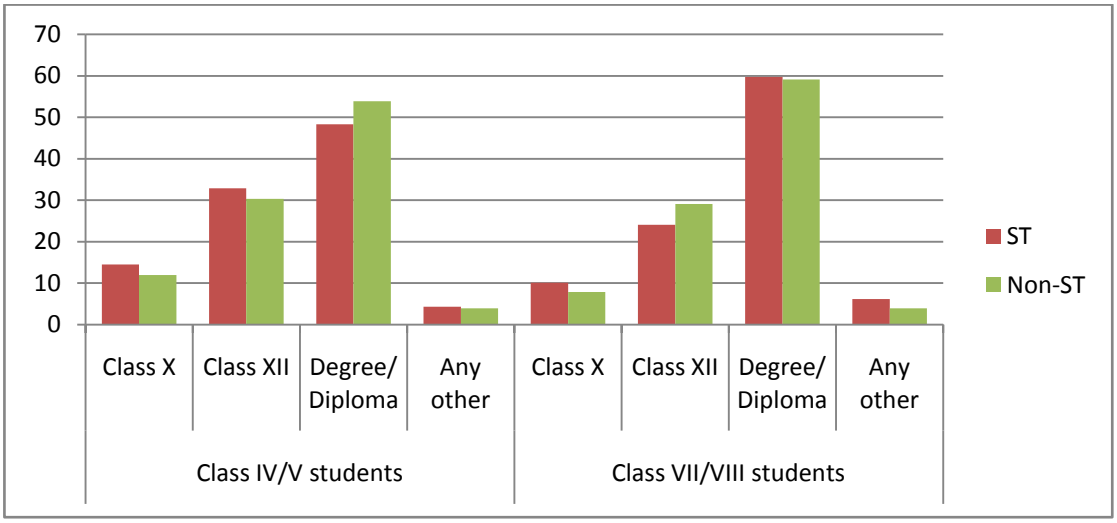
Table 10.9: Percentage of Students (Boys & Girls) according to the Highest Level they expect to Study

States	Gender	Class IV/V students					Class VII/VIII students				
		Students expecting to study up to					Students expecting to study up to				
		Total	Class X	Class XII	Degree/ Diploma	Any other	Total	Class X	Class XII	Degree/ Diploma	Any other
Andhra Pradesh	Total	301	5.3	21.3	68.4	5.0	48	12.5	8.3	79.2	.0
	Boys	147	7.5	17.0	70.7	4.8	27	11.1	7.4	81.5	.0
	Girls	154	3.2	25.3	66.2	5.2	21	14.3	9.5	76.2	.0
Assam	Total	188	9.0	19.7	62.8	8.5	31	3.2	22.6	58.1	16.1
	Boys	97	11.3	17.5	64.9	6.2	17	5.9	17.6	64.7	11.8
	Girls	91	6.6	22.0	60.4	11.0	14	.0	28.6	50.0	21.4
Chhattisgarh	Total	280	6.1	35.0	56.4	2.5	142	4.9	28.2	62.0	4.9
	Boys	140	7.1	32.9	57.1	2.9	74	5.4	28.4	64.9	1.4
	Girls	140	5.0	37.1	55.7	2.1	68	4.4	27.9	58.8	8.8
Gujarat	Total	266	3.8	27.1	63.5	5.6	108	.9	23.1	66.7	9.3
	Boys	132	4.5	25.8	63.6	6.1	49	.0	14.3	77.6	8.2
	Girls	134	3.0	28.4	63.4	5.2	59	1.7	30.5	57.6	10.2
Jharkhand	Total	243	14.8	36.2	48.1	.8	107	14.0	22.4	59.8	3.7
	Boys	120	9.2	39.2	50.8	.8	58	17.2	24.1	55.2	3.4
	Girls	123	20.3	33.3	45.5	.8	49	10.2	20.4	65.3	4.1
Madhya Pradesh	Total	394	18.0	48.7	26.6	6.6	136	14.0	34.6	41.9	9.6
	Boys	205	12.7	50.7	29.8	6.8	66	12.1	31.8	45.5	10.6
	Girls	189	23.8	46.6	23.3	6.3	70	15.7	37.1	38.6	8.6
Maharashtra	Total	243	25.5	26.3	44.9	3.3	18	5.6	33.3	61.1	.0
	Boys	125	21.6	26.4	49.6	2.4	9	11.1	33.3	55.6	.0
	Girls	118	29.7	26.3	39.8	4.2	9	.0	33.3	66.7	.0
Odisha	Total	428	15.2	36.7	44.4	3.7	111	13.5	20.7	62.2	3.6
	Boys	212	10.4	36.8	49.5	3.3	53	5.7	28.3	60.4	5.7
	Girls	216	19.9	36.6	39.4	4.2	58	20.7	13.8	63.8	1.7
Rajasthan	Total	195	34.4	28.7	35.4	1.5	58	15.5	22.4	60.3	1.7
	Boys	101	26.7	32.7	40.6	.0	32	15.6	18.8	65.6	.0
	Girls	94	42.6	24.5	29.8	3.2	26	15.4	26.9	53.8	3.8
Total	**Total**	**2538**	**14.2**	**32.6**	**48.9**	**4.3**	**759**	**9.7**	**24.9**	**59.6**	**5.8**
	Boys	**1279**	**11.8**	**32.6**	**51.7**	**3.9**	**385**	**9.1**	**23.9**	**62.1**	**4.9**
	Girls	**1259**	**16.7**	**32.6**	**46.1**	**4.6**	**374**	**10.4**	**25.9**	**57.0**	**6.7**

Source: Student Schedule

The state-specific Table (Table 10.9) shows about 48.3% of primary and 59.7% of the upper primary ST students wanted to pursue studies up to graduation/diploma level. This was followed by about one-third of primary and upper primary students aspiring to study up to Class XII. Interestingly, here a greater percentage of primary ST and non-ST students reported wanting to study up to Class XII as compared to the upper primary ST and non-ST students. In all states, except Gujarat, the percentage of boys aspiring for graduation was more than that of the girls. In Madhya Pradesh, the highest percentage of primary ST students reported wanting to pursue studies only up to Class XII.

Fig. 10.8: Percentage of ST and Non-ST students according to the highest level up to which they expect to study

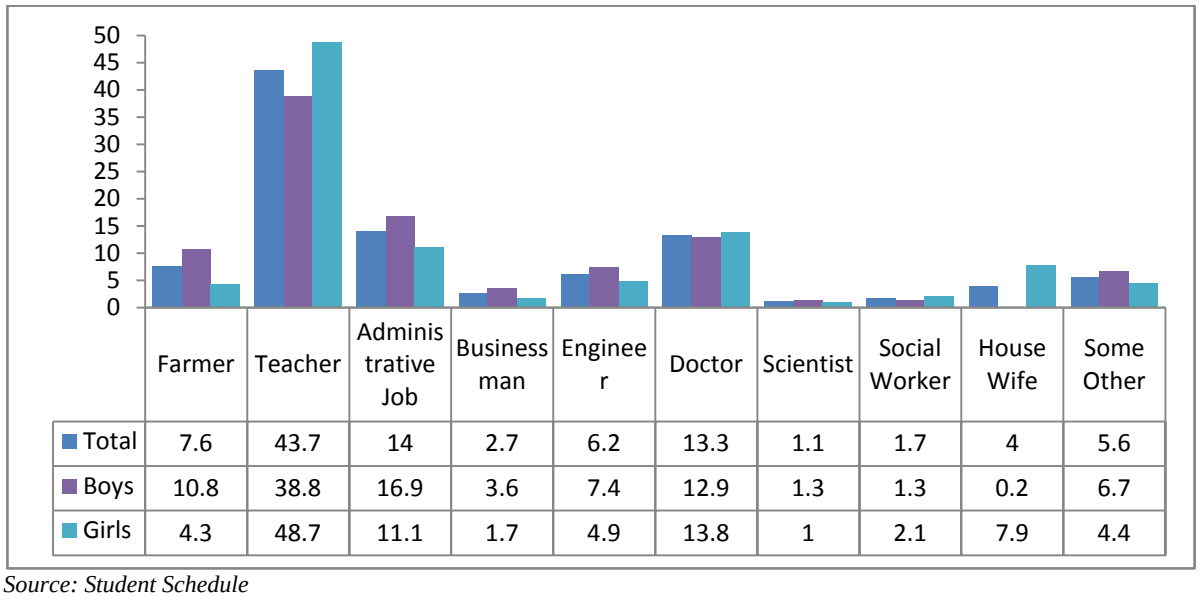


Source: Student Schedule

10.10 Students having Aspirations for Different Occupations by Gender

Though, in the previous sections, it was found that the majority of the parents were engaged in agriculture, the students, on their part, do not aspire to be farmers. It is clearly seen from Figure 10.9 that most of the children aspired to become teachers. This was followed by students who wanted to do an administrative job, with a slightly lesser percentage keen on becoming doctors. Interestingly, a higher number of girls aspired to become teachers whereas a greater number of boys were keen to be in administrative positions.

Fig. 10.9: Percentage of Boys and Girls aspiring for different occupations

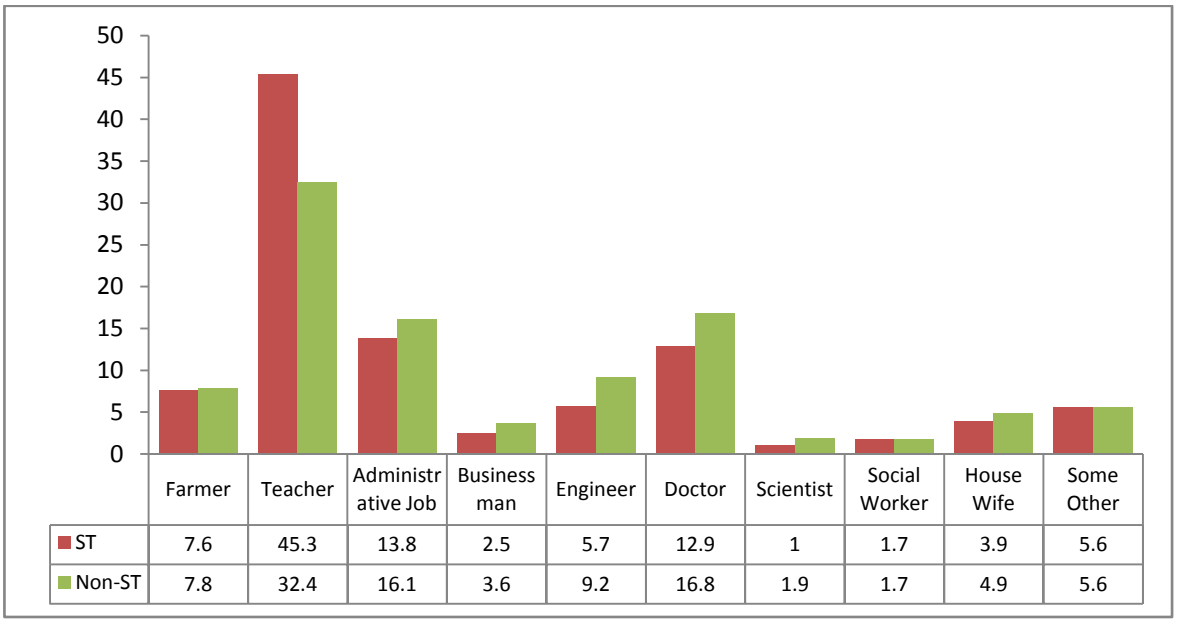


	Farmer	Teacher	Administrative Job	Businessman	Engineer	Doctor	Scientist	Social Worker	House Wife	Some Other
Total	7.6	43.7	14	2.7	6.2	13.3	1.1	1.7	4	5.6
Boys	10.8	38.8	16.9	3.6	7.4	12.9	1.3	1.3	0.2	6.7
Girls	4.3	48.7	11.1	1.7	4.9	13.8	1	2.1	7.9	4.4

Source: Student Schedule

About 43.7% of total students want to become teachers when they grow up, with Andhra Pradesh and Gujarat accounting for highest percentages in this regard as compared to the rest of the states (see Table 10.10). This is followed by 13.8 % and 12.9 % ST students aspiring for administrative jobs and becoming doctors respectively. The percentage of students aspiring to be doctors was highest in Chhattisgarh, with 20.5% of ST students and 23.8% of non-ST students coming under this category.

Fig. 10.10: Percentage of ST and Non-ST Students aspiring for different Occupations



	Farmer	Teacher	Administrative Job	Business man	Engineer	Doctor	Scientist	Social Worker	House Wife	Some Other
ST	7.6	45.3	13.8	2.5	5.7	12.9	1	1.7	3.9	5.6
Non-ST	7.8	32.4	16.1	3.6	9.2	16.8	1.9	1.7	4.9	5.6

Source: Student Schedule

Table 10.10: Number and percentage of students according to what they want to become when they grow up

State	Gender	% of students who would like to become										
		Total	Farmer	Teacher	Administrator	Business-man	Engineer	Doctor	Scientist	Social Worker	House Wife	Some Other
Andhra Pradesh	Total	349	1.4	54.7	11.5	1.1	4.9	23.2	.0	0.6	1.1	1.4
	Boys	174	1.7	47.1	16.7	1.1	6.3	23.6	.0	0.6	0.6	2.3
	Girls	175	1.1	62.3	6.3	1.1	3.4	22.9	.0	0.6	1.7	0.6
Assam	Total	219	2.7	32.9	32.9	6.8	5.0	9.1	5.0	3.2	0.5	1.8
	Boys	114	1.8	30.7	31.6	10.5	4.4	8.8	5.3	4.4	.0	2.6
	Girls	105	3.8	35.2	34.3	2.9	5.7	9.5	4.8	1.9	1.0	1.0
Chhattisgarh	Total	422	7.6	38.9	10.2	1.9	8.5	21.3	1.4	1.7	2.6	5.9
	Boys	214	11.2	29.4	15.0	1.9	12.6	18.2	2.3	1.4	.0	7.9
	Girls	208	3.8	48.6	5.3	1.9	4.3	24.5	.5	1.9	5.3	3.8
Gujarat	Total	374	5.3	57.5	5.3	3.2	7.2	12.3	1.3	3.2	.0	4.5
	Boys	181	6.6	45.9	7.7	5.5	11.0	12.7	2.2	2.2	.0	6.1
	Girls	193	4.1	68.4	3.1	1.0	3.6	11.9	0.5	4.1	.0	3.1
Jharkhand	Total	350	6.3	39.1	12.9	3.4	6.6	14.6	1.1	2.3	2.6	11.1
	Boys	178	10.7	36.0	12.4	4.5	6.2	14.6	1.1	2.2	.0	12.4
	Girls	172	1.7	42.4	13.4	2.3	7.0	14.5	1.2	2.3	5.2	9.9
Madhya Pradesh	Total	530	11.9	37.4	14.7	2.6	7.4	7.4	.0	2.3	6.0	10.4
	Boys	271	19.2	32.5	20.3	4.1	6.6	5.5	.0	0.4	.0	11.4
	Girls	259	4.2	42.5	8.9	1.2	8.1	9.3	.0	4.2	12.[illegible]	9.3
Maharashtra	Total	261	13.8	32.2	18.8	0.4	5.4	11.1	.0	0.8	10.[illegible]	7.3
	Boys	134	16.4	29.1	25.4	0.7	6.7	12.7	.0	.0	1.5	7.5
	Girls	127	11.0	35.4	11.8	.0	3.9	9.4	.0	1.6	19.[illegible]	7.1
Odisha	Total	539	6.7	43.0	17.1	2.4	6.1	14.8	2.0	1.3	4.3	2.2
	Boys	265	9.8	41.5	17.0	1.9	8.3	15.1	1.5	1.5	.4	3.0
	Girls	274	3.6	44.5	17.2	2.9	4.0	14.6	2.6	1.1	8.0	1.5
Rajasthan	Total	253	12.3	58.5	9.5	3.6	1.2	1.6	.0	.0	10.[illegible]	3.2
	Boys	133	15.0	61.7	11.3	5.3	.0	2.3	.0	.0	.0	4.5
	Girls	120	9.2	55.0	7.5	1.7	2.5	0.8	.0	.0	21.[illegible]	1.7
Total	**Total**	**3297**	**7.6**	**43.7**	**14.0**	**2.7**	**6.2**	**13.3**	**1.1**	**1.7**	**4.0**	**5.6**
	Boys	**1664**	**10.8**	**38.8**	**16.9**	**3.6**	**7.4**	**12.9**	**1.3**	**1.3**	**.2**	**6.7**
	Girls	**1633**	**4.3**	**48.7**	**11.1**	**1.7**	**4.9**	**13.8**	**1.0**	**2.1**	**7.9**	**4.4**

Source: Student Schedule

B. Views of Parents on Education and Schooling Facilities

Understanding the views of parents on education and schooling facilities were ascertained through conducting Focused Group Discussions (FGDs). Conducting FGDs proved to be a fruitful exercise in situations where it is imperative to understand the opinion of the respondents and their perceptions and awareness about certain issues. In the present context, the education of tribal children was the focal point of the discussions.

The FGDs with tribal parents and community members were conducted to elicit information regarding awareness and understanding of tribal communities with regard to facilities, opportunities and provisions made by government for the education of tribal children. Moreover, the FGDs were also conducted to understand the parental/ community perspective of problems and constraints that hinder educational progress of tribal children and their suggestions to improve the same.

10.11 Details of how FGDs were conducted; who participated in FGDs

The FGDs tried to shed light on eight main areas, which can be broadly classified into three dominant categories. Firstly, the questions dealt with the parents and the community members' awareness of the facilities and the provisions available for the education of their children like their familiarity with the RTE, knowledge of the various schools available in their vicinity and other initiatives taken by the government catering to tribal education. Secondly, through these FGDs, not only was the awareness level of the participants assessed but also whether they had the understanding to evaluate the quality of the schooling provided and give their own suggestions to improve the same. An attempt was made through the FGDs to understand the views of the participants regarding whether the educational opportunities, in their opinion, had improved. Lastly, the FGDs tried to study the perceived value, which the parents and community members had for education and whether they were conscious of the long term- benefits of education. The FGDs also sought to determine the extent of involvement of these parents in their children's education.

In order to divulge the maximum and unbiased responses from the participants, rapport formation between the participants and the investigators was essential. Thus, to break the ice, FGDs were conducted at a common meeting place or in school premises after school hours. Further the entire FGDs were conducted in the local language used by the participants. This enabled them to feel more comfortable. Besides, the usage of local language allowed the villagers to communicate more effectively and articulate their thoughts better.

Since the study was conducted in 25 sample districts, with 30 villages in each district, a sub-sample of five villages was selected out of the list of 30 villages from each district.

Thus, on the whole, 125 FGDs were conducted for 25 sample districts. In every FGD, around 8-10 tribal parents participated.

10.12 Parents' opinion about the school teachers and the facilities provided in the school and their awareness of the incentives provided

An analysis of parents' opinion reveals that parents mostly were critical of school teachers and available facilities in the schools. It was evident that most of the problems faced by the different villages in all the nine sample states were more or less the same.

Firstly, poor infrastructure was a matter of concern to all parents of the sample states. Everyone spoke about poorly built, dilapidated school buildings, with leaking walls and roofs, broken windows and floors. In Andhra Pradesh, it was even reported that the problem of leakage of the walls of the buildings was such as to result in closure of some of the schools during the rainy season. Invariably, all the states reported that their schools lacked basic amenities like a playground, furniture, toilets and library. Parents from states like Andhra Pradesh, Assam, Odisha and Rajasthan reported that there was congestion in classrooms and two or more classes were taught in one room. It made learning in classrooms difficult for the children. Parents felt that attractive classrooms with ample space for children to sit would be conducive to learning.

Lack of sufficient clean and hygienic toilets was another major concern of the parents in all the states. In every state, parents reported a severe shortage of water in the toilets, making them unusable. Moreover, there was an acute scarcity of potable water in many schools of all the states. Interestingly, as an exception, only a handful of schools in Gujarat had ROs installed for supply of clean drinking water. A few parents in Maharashtra and Jharkhand also expressed satisfaction with the water supplied in schools for their children.

In Andhra Pradesh, Assam and Rajasthan, the parents clearly mentioned that the road connectivity between the schools and their homes was a major hassle. Schools were too far away from where they lived and since transport facility was not provided to the students, they often reached school late and missed classes. Also in the villages in which the habitations are located in different directions from the school and the terrain is difficult, escort facility for the children is needed which is generally not available. Even in the remaining states, although connectivity was not a major problem in normal

weather, it became a problem during the rainy season. This is an issue due geographical location of tribal habitations and scattered households in the midst of forest, rivulets and streams between the hillocks

On the whole, based on the parents' opinion, it can be concluded that the infrastructure and the basic school facilities for the tribal children in all the nine states were far below the expected standard which affected proper functioning of the schools.

As regards the perception of the parents about the teachers, majority of the parents of the nine states reported that teacher absenteeism was quite rampant. Moreover, apart from absenteeism of teachers, shortage of regular teachers was another major problem pointed out by parents. In Andhra Pradesh, it was reported by the parents that there were some schools without any regular teacher and these schools were functioning only with the help of contractual teachers. Parents in the sample from four states, namely, Andhra Pradesh, Assam, Jharkhand and Madhya Pradesh clearly indicated that not only there were insufficient teachers in schools, many of them were untrained. However, in the states of Gujarat and Madhya Pradesh, there were some parents who said that the teachers were indeed regular and absenteeism was not a very critical issue.

Another issue raised by many parents, especially from Andhra Pradesh and Maharashtra, was that the teachers did not know the local language spoken by the students, which resulted in a communication gap between them and the students. However, this hitch of a communication gap was not very prominently reported in other states.

When the parents were asked about the various incentives provided by the government to support their children's education, they clearly mentioned that they were very much aware of the incentives. Most of the parents were not only aware of the incentives provided by the government, they also kept track of what incentive was actually provided to children by the school. They knew about free textbooks, uniforms and the mid-day meal that was provided to children. But they were not aware of any other incentive like bicycles and scholarships which were not for all children. Nevertheless, there were a few parents who knew about the incentives provided by the school other than the ones mentioned above. For instance, in Andhra Pradesh, a few villages had the

facility of hostel and free medicines and the parents were aware of these incentives and mentioned that in the FGD.

In Jharkhand, not only the parents were aware of the incentives, they also knew whether these were being provided at the prescribed time or not. Further, they were also well aware of the incentives to which their children were entitled but were not getting. Thus, it was evident that in all the states the parents were fully aware of the incentives being given to their children and knew when any child was deprived of it due to some reason.

10.13 Parents' awareness of the RTE

Almost all the parents in all the nine sample states were completely oblivious of the Right to Education Act. However, in some states like Andhra Pradesh and Maharashtra, some of the villagers were curious about the Act and did evince interest in knowing more about it.

Though most of them did not know about the Act, there were parents from villages in Andhra Pradesh and Maharashtra who claimed to be slightly familiar with the Act. They indicated they got acquainted with the Act, after their children started getting incentives like books and clothes on time, which earlier in many cases were not being supplied in time. In Maharashtra, some of the villagers reported that the teachers had informed them about the Act; however, due to their illiteracy and lack of awareness, they could not really understand it in totality and, eventually, forgot about it. In Gujarat too, a huge majority of the participants were unaware of the RTE Act. Thus, almost all the parents in the nine states were completely ignorant of the RTE Act and had no knowledge of its implications for schools and for the education of their children. The lack of information about children's right to education results in parents' lack of commitment to educate their children and to free them from household work and such other activities as cattle grazing, picking forest produce, etc.

10.14 Parents' perception of the value of education

When asked about their opinion on the importance of education, majority of the parents in all the nine states said that there are immense benefits of education. Though in the

states of Chhattisgarh, Rajasthan and Maharashtra, the parents could not spell out the benefits, they, nevertheless, very well knew that it was due to education that one gained knowledge of the world beyond agriculture and one's own village. Even if they did not show the needed commitment for education of their children, they realized that only education will improve their children's quality of life and standard of living.

The perceived value of education, as pointed out by parents, can be broadly classified into three categories- economic, social and personal that includes psychological and other benefits for self and family.

Firstly, **economic benefit** was the most important benefit of education in which the villagers of all the nine states believed. Many stated that because of education, one can acquire a job and earn one's livelihood. They all knew that only formal education facilitates occupational mobility. Most of them felt that education helps youngsters to move away from traditional manual labour and get better job opportunities, and thereby enhance their earning potential. In Andhra Pradesh, most of the villagers expected employment in the government sector and many even cited examples of their community members who got jobs as teachers, policemen, etc. Parents in Andhra Pradesh, Jharkhand and Assam mentioned that education helps in leaving the rural village life behind and starting a new life in cities where one can get good jobs. However, in Madhya Pradesh and Gujarat, tribal parents mentioned that they had to migrate to a city for 4-5 months in a year in search of jobs as they do not get any work in their villages. Consequently, their children were unable to attend school during these months. In Andhra Pradesh, however, some FGD participants also gave an opposite view by citing examples of youths from their villages not being able to get jobs, as the unemployment rate was quite high. Many said that children after completing High School had to remain in the village because there were no job opportunities for them elsewhere even though they did not like working in fields. They felt that provision of more job opportunities for the youth was one of the urgent issues that needed to be addressed by the government.

Secondly, some FGD participants also mentioned quite a few **social benefits** of education. Many villagers from these states believed that education not only enabled them to secure employment but also simultaneously made them capable of interacting with people other than their fellow villagers, since education helps in developing

communication skills. They felt that education opens up the outside world for them and enables them to meet and mingle with people from other communities. Moreover, they believed that they would be able to interact and negotiate with the people in positions of authority without fear or inhibition and lodge complaint if they had any problem that required their attention. The participants of Assam and Jharkhand held very similar view and they believed that education helps them to move out of the confines of their villages and join the mainstream of society. In other words, participants understood that education alone facilitates an exposure to the outside world. In Gujarat, the villagers opined that education brought about improvement not only in one's personal life but also at the macro community level. However, in states like Andhra Pradesh and Assam, parents pointed out that alcoholism (consumption of home brewed beer, toddy, wine from mahua, etc) even in the early school years was very rampant in the community and this was affecting the education of their children.

Lastly, the FGD participants in two states, Maharashtra and Andhra Pradesh, briefly expressed that education also brought about an improvement at **psychological level**. Many villagers in Andhra Pradesh opined that being regarded as educated was something to be proud of, with its spin-offs including increased self- esteem and confidence in interacting with others and especially with higher authorities. Positive changes in their children's behavior and mannerism were attributed to education by the parents. In Maharashtra, on the other hand, the participants stated that since they themselves were not educated, they desired that their children should not have a similar fate and should have good education which would give parents a sense of satisfaction.

Thus, though most parents being illiterate or having only primary level education, could not take much interest in their children's studies, they knew that education was not only a means to get a job and earn money but also to earn respect and to improve one's quality of life. Majority of the participants in nearly all the nine states were clear that education was key to improvement in quality of life, and made one independent and capable of leading a healthy life.

10.15 Parents' involvement in their children's education

As most parents were illiterate or had only primary level education, they themselves could not help their children in studies. This was so particularly among the parents of

Jharkhand, Madhya Pradesh and Maharashtra. The root cause behind this ignorance was poverty and illiteracy. Severe poverty drove these villagers to endless toil in their fields just to earn their livelihood, and hence they could not play much of a role in their children's education.

However, there were states like Andhra Pradesh, Chhattisgarh, Assam, Gujarat and Rajasthan where, despite the widespread ignorance, there were some parents who did try to show some concern for their children's education by motivating them to study and conveying to them the value of education.

Although most were not in a position to help their children in studies, many of them were familiar with the facilities and incentives provided by the school to their children. Not only this, some of them even made suggestions for improvement. This indicates that there are indeed parents who feel concerned about their children's education and want to get involved in matters relating to their children's education.

10.16 Role in School Management Committees (SMCs)

With regard to SMC meetings, it was quite evident from the FGDs that a majority of the parents in nearly all the villages were not even aware of these meetings, what to talk of active participation in the meetings. Only a handful of parents of Andhra Pradesh, Assam, Gujarat and, to some extent Madhya Pradesh knew about SMC meetings and also participated in them actively. A smaller percentage of these parents were also aware of the objectives of these meetings. Even among the parents, who were aware of the SMC Meetings, some claimed that they only attended the meetings whenever they were called. Parents of Andhra Pradesh reported that many a time, the teachers themselves did not inform them about the meeting. In Madhya Pradesh, many parents reported that they did not attend these meetings because they were so caught up in their own struggle for survival in order to make both ends meet and so could find time for the meetings. It was also reported that many parents felt that these meetings were held just for formality and did not serve any useful purpose.

10.17 Parents' Awareness of other Schooling Facilities in Neighborhood

Of the nine sample states, the FGD participants of Andhra Pradesh, Chhattisgarh, Gujarat and Rajasthan were somewhat conscious of the existence of different schooling facilities in their vicinity. In Assam, Madhya Pradesh and Maharashtra, while the majority did not have any knowledge, there were a handful of participants, however, who did show some awareness of schooling facilities available in neighboring villages or towns. During the FGD sessions in Jharkhand, it was noticed that hardly any participant was aware of schooling opportunities in nearby places. They even told the research team that since they were illiterate and were preoccupied with routine work of everyday life all the time, they did not know much about other schools in their village or its vicinity.

In Andhra Pradesh, it was seen that most of the parents knew about the, *Ashram Shalas* and the KGBVs and some of them know about private schools. However, despite a large number of villagers knowing about other schools, there were others who were completely unaware. In Chhattisgarh and Gujarat, on the other hand, the parents were aware of *Ashram Shalas* and the KGBVs, but only a very small number of parents knew about the existence of private schools. In Assam and Maharashtra, majority of the parents neither had any knowledge of *Ashram Shalas* nor of the KGBVs.

In terms of the private schools, those who were aware of these schools believed that the private schools were too expensive and way beyond their budget. In both Andhra Pradesh and Maharashtra, though the participants did believe that these schools were costlier, they felt that the quality of education provided there was much better than that provided by the Government-run schools. In Assam, however, there was a mixed response, as on the one hand, there were parents who praised the quality of education in the private schools, on the other hand, there were those who felt that the private schools are snobbish, they believe in showing-off and provide poor quality education. In Andhra Pradesh, some villagers were not only aware of various schools in the neighborhood, they even made comparison between the government-run schools and the private schools and considered the latter to be better.

On the whole, it appears that most of the parents in the nine states had a very superficial knowledge of other schools in the vicinity, and knew little about their quality or reputation.

10.18 Parents' Suggestions for improving educational facilities in tribal areas

When the parents were asked about their suggestions for improvement of educational facilities and quality of education provided to the tribal children, various suggestions were given in the FGD sessions. It was noted that while some general suggestions were given by the parents of virtually all the nine states, some parents also gave state specific suggestions for their states.

Firstly, improvement in basic infrastructure facilities was suggested by the FGD participants in almost all the states. Clearly, none of the participants of the FGDs showed full satisfaction with the available infrastructure and demanded improvement in the same. When some schools were visited we saw some classrooms with leaking roofs, broken floor or windows and some with unusable toilets and inadequate facility for drinking water. So what was said by FGD members was very much true. In Andhra Pradesh and some other states too, it was emphatically said that adequate facilities and attractive environment in school would motivate children to attend school regularly and will help them in learning better.

Apart from this, the parents of almost all the sample states also complained that the schools did not have sufficient number of teachers and those who were present were coming on contractual basis and most of them were very irregular. A few parents even recommended appointment of separate teachers for different subjects at the primary level. Generally contract teachers tend to leave and others have to be appointed in their place as a result of which learning is affected due to discontinuity.

Parents in five states wanted improvement in the incentives provided to students. The major demand in this regard was for implementation of transport facility for the students since many parents felt that the distance between the schools and their homes was sometimes too much for the children to commute on foot. This problem is more in areas where the households are scattered in and around forest, crossing streams etc. Better quality of Mid-Day Meals and more scholarships were the other important

suggestions made by parents. With improvement in the incentives, it was felt that the children would be better motivated to attend school and pursue their studies.

The parents of Andhra Pradesh and Madhya Pradesh pointed out that communication gap existed between the teachers and the students due to language problem. In order to raise the teaching standards and make teaching more effective, parents suggested that teachers who are fluent in speaking and writing in the local tribal language should be appointed. The parents from Assam and Gujarat, on the other hand, were in favour of appointing those teachers who could speak and teach in English so as to make their children proficient in English the language.

There were parents from states like Rajasthan, Madhya Pradesh and Gujarat who desired that children study further and suggested, in this context, that the primary level schools be upgraded to offer upper primary education as well. The parents of Assam and Andhra Pradesh suggested that extra-curricular activities along with studies should be introduced to provide a holistic development of the children. Parents also showed concern about lack of playground in school and no opportunity for children to play games.

Parents from Assam even suggested conducting of training camps for students and counseling programmes for teachers. The parents from Gujarat made a demand for inclusion of computer education in the curriculum and providing of ST certificate to their children since without this certificate they faced problems in future.

Thus, it can be clearly asserted that the villagers were not only conscious of the problems faced by the children in the schools but many were discerning enough to identify the problems and to demand solution for the same. They harbored within them a desire to improve the education system as they knew that only through education they can have good earning for improvement of the quality of their lives. Invariably the participants in FGD were of the view that present provisions in the school need to be improved and schools need to be attractive to make children evince interest in schooling.

10.19 Parents' views on the relevance of textbooks and other materials to tribal culture

Since most parents were illiterate and lacked even general awareness of the content in the textbooks being used in schools, it was not possible for them to hold any opinion on the books given to children by the school and the content of these books. This lack of awareness was due to their lack of formal education.

In Andhra Pradesh, a few parents stated that even though they did look at their children's textbooks, they were unable to comprehend the words and sentences written in the books, and therefore they were contented only with looking at the pictures and illustrations in the book. However, despite the lack of ability to read children's textbooks, there were a few parents who expressed a desire to learn and understand these books. Some illiterate parents said that they preferred children reading books and learning in their own tribal language as they can then know what is written in the books and what is being taught.

Only in the states of Gujarat and Jharkhand parents showed some awareness of the contents of the text books. In both the states, the parents expressed satisfaction with the content of the books, even though they reported that the content was not relevant to tribal culture and lifestyle. It was also found that in Gujarat, the awareness of the content of the books and the same being relevant to tribal culture was greater than that seen in Jharkhand. Moreover, in Gujarat there were a few participants who even demanded modification of the content of the textbooks for inclusion of more information on tribal life and culture.

To sum up, barring a few exceptions, in most of the states, the FGD participants were, by and large, oblivious of the content of the text books. They were mostly not in a position to judge the content and decide whether it was in consonance with their tribal culture or not.

However, as a special case in Rajasthan, the investigators themselves examined the content of textbooks of different classes and subjects and gave comments on whether these reflected tribal culture and lifestyle. Their comments are summarized below:

Class	Subject	Chapter	Contents in Brief
IV	**Environmental Study**	Art is the base of life	Bhat and Nat sub-castes in particular tribes are engaged in making puppets and showing them in dance and story telling. This is their main profession.
VI	**Social Science**	Chapter 10- Society and Administration	Tribes like Bhil and Saharias settle their problems, related to livestock, marriages and other social and cultural affairs, through consultation among themselves in the spirit of mutual understanding and as per their traditions. The management of forest, forest products, minerals etc. in the tribal belt is based on tribal traditions. There is a tradition among Bhils that they collect only dry wood from forests. Plantation and enrichment of forest is deeply rooted in tribal culture, and planting new saplings is a part of their cultural festivals.
VII	**Social Science**	Chapter 6 - Life and Livelihood of Tribes	There are several tribal clans living in Himalayan region. The tribes living in high altitudes come down to the plains, along with their livestock, during the winter in search of grazing grounds for animals and to earn their livelihood for supporting their families. They again go back to their dwellings during summers. The tribes in the region, thus, live a migratory life, along with their livestock. In the Garhwali and Kumaun region, the Bhutias mostly rear sheep while, in Kashmir, they have goats. In Jammu and parts of Uttarakhand, buffalos are the main property of tribes i.e. Gujjars, while Ladakh's south-east part is inhabited by Changpa. Bhutias are found in Sikkim, while Kinnauri tribes are the dwellers of Kinnaur region in Himachal Pradesh. Tribal life is integrated with the life of their livestock and their movements are related to the needs and requirements of their families and livestock.
VIII	**Hamara Rajasthan (Social Science)**	Chapter 2 - Struggle for Independence in Rajasthan and its prominent leaders	Bhils and Garasia, under the leadership of Sadhu Govind had launched Bhagat agitation in the districts of Banswara and Dungarpur. He motivated the Bhils to follow the path of Dharma and Truth and asked them to worship Dhuni (fire) and the tribal symbol - the Nishan. He roamed from village to village and implored the tribal people to read and learn. He stressed the need to give up smoking and drinking and adopting the path of rightousness. (It was indeed a moment for social reforms among the tribes).
VIII	**Hamara Rajasthan (Social Science)**	9 Folk music and drama	Bhils enact Gawari in the open campus for 40 days following Rakshabandhan. The role of women is performed by male actors. Some tribes are agriculturists, while others opt for hunting. Rearing animals is a common profession associated with most of the tribes.

Conclusion

Thus, all the FGDs revealed that there is some commonality of problems cited by parents across all the states. Lack of proper infrastructure, teacher absenteeism, shortage of teachers, lack of awareness of RTE, lack of participation in SMC meetings etc were common problems across all the states. Language for effective communication between the teachers and students was cited as a problem by some parents from Andhra Pradesh and Maharashtra. Parents were aware of some incentives like free textbooks, free uniforms, Mid- Day Meal, but were unaware of other incentives such as bicycles, scholarships that were not meant for all students.

Among all the states, FGDs in Gujarat revealed some positive features of schools. Parents reported that the facilities were good in schools and the infrastructure was adequate. There was availability of clean RO water supply in certain villages (e.g. Moscut Primary School in Narmada district). There was also the practice of biometric attendance for teachers in some schools. Parents showed a good deal of understanding and awareness of the content of the textbooks and even made suggestions to bring about some changes. Due to their illiteracy, parents across all the states were not much involved in their children's education and were also unaware of the content of the textbooks and teaching done in classrooms. They, however, gave great importance to formal education and viewed education as a catalyst in bringing about economic, social and personality development of the learners.

SUGGESTIONS GIVEN BY THE PARENTS

Suggestions	States
Improvement in the school infrastructure	Assam, Andhra Pradesh, Chhattisgarh, Odisha, Madhya Pradesh, Gujarat, Jharkhand
Teachers should speak the local tribal language to avoid communication gap	Andhra Pradesh, Odisha
Need for more subject teachers at primary level	Assam, Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Gujarat, Jharkhand
Education training camps for students and counseling programs for teachers	Assam
Awareness camps for parents	Madhya Pradesh
Inculcation of more extra-curricular activities	Assam, Andhra Pradesh
English to be the medium of instruction	Assam, Gujarat
Computers to be taught to students	Gujarat
More cooperation between parents and teachers	Chhattisgarh, Madhya Pradesh
Bicycles to be provided to the upper primary students	Chhattisgarh, Jharkhand
Upgradation of primary schools to upper primary schools	Rajasthan, Madhya Pradesh, Gujarat
Transport Facilities	Andhra Pradesh, Rajasthan, Madhya Pradesh, Gujarat, Jharkhand
Better quality of MDMs	Andhra Pradesh, Assam, Rajasthan, Madhya Pradesh
More Scholarships for ST students	Andhra Pradesh, Madhya Pradesh, Jharkhand
Staff quarters for the teachers in the villages	Madhya Pradesh
Need to provide ST certificates to students	Gujarat
Regular school inspection so that the education in tribal areas could improve	Maharashtra
Content of books to be parallel to the tribal culture	Gujarat, Andhra Pradesh, Odisha

Major Trends Emerged through the FGDs

ISSUES	STATES								
	Andhra Pradesh	**Assam**	**Chhattisgarh**	**Gujarat**	**Jharkhand**	**Madhya Pradesh**	**Maharashtra**	**Odisha**	**Rajasthan**
INFRASTRUCTURE									
Poor Infrastructure of Schools	Yes	Yes	Yes	Yes	Mostly Yes	Yes	Yes	Yes	Mostly Yes
Poor water facility	Yes	Yes	Yes	Yes	Yes	Mostly No	Yes	Yes	Yes
Poor connectivity to school	Yes	Yes	Not Specified	Mostly No (access difficult in rainy seasons)	No	Mostly No (access difficult during rainy seasons)	No	Yes	Yes
PARENTAL INVOLVEMENT									
Involvement in the SMC	Mostly No	No	No	Mostly No	No	No	No	Mostly No	Not Specified
Involvement in school affairs	Yes	Yes (but not to a great extent)	Yes	Mostly no	No	No	No	Yes	Yes (but not to a great extent)
PARENTAL AWARENESS									
Awareness of the availability of Incentives	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Well Aware of RTE	No	No	No	Mostly No	No	No	No	No	No
Knowledge of the different schools in the vicinity	Yes	Mostly No	Yes	Yes	No	No	No	Yes	Yes
Improvement in the education facilities in the last few years	Yes	Not Specified	Yes	Yes	Yes	Yes	Not Specified	Yes	Not Specified

ISSUES	STATES								
	Andhra Pradesh	**Assam**	**Chhattisgarh**	**Gujarat**	**Jharkhand**	**Madhya Pradesh**	**Maharashtra**	**Odisha**	**Rajasthan**
TEACHERS									
Teacher Absenteeism	Yes	Yes	Not specified	No	Yes	Yes	Yes	Not Specified	Not Specified
Shortage of Teachers	Yes	Yes	Yes	Yes	Yes	Mostly Yes	Yes	Yes	Yes
Lack of Trained Teachers	Yes	Yes	Yes	Not Specified	Yes	Yes	Not Specified	Not Specified	Not Specified
Aware of the value of education	Yes	Yes	Not specified	Yes	Yes	Yes	Yes	No	Yes
Belief that private schools are only meant for the rich	Yes	Not specified	Not specified	Yes	No	Yes	Yes	Not Specified	Not specified
SOCIO-CULTURAL INDICATORS									
Communication gap between students and teachers	Yes (major issue)	No (but prevalent at some areas)	Not Specified	No	No	No	Yes (but not a major issue)	Yes	Not Specified
Content of textbooks relevant to tribal culture	No	No	No	Not in accordance with Culture (parents showed awareness of the content)	Not in accordance with Culture (parents showed awareness of the content)	Mostly No	No	Not Specified	No
Poverty, the main hindrance of students getting education	Yes	Not Specified	Yes	Not Specified	Yes	Yes	Not Specified	Yes	Not Specified
Insurgency Problems	Yes	Yes	Not Specified	Not Specified	Yes	Not Specified		Yes	Not Specified