# GIRLS BACK TO SCHOOLS

A Research Study on Girls Re-Joining to Schools in Rajasthan after COVID-19 Closure by Girls Not Brides, Rajasthan

**GIRLS NOT BRIDES RAJASTHAN**
A State Partnership to End Child Marriage

January 2023

**GIRLS BACK TO SCHOOLS**
**A Research Study on Girls' Re-Joining to Schools after COVID-19 Closure**

**Study sponsored by Girls Not Brides Global**

**Study Facilitation by Girls Not Brides Rajasthan Alliance, a state partnership with Girls Not Brides Global**

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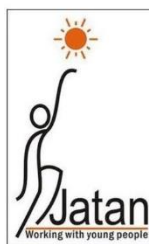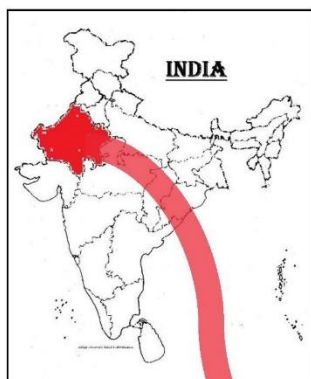**Data Management, Analysis, Designing & Report Writing**

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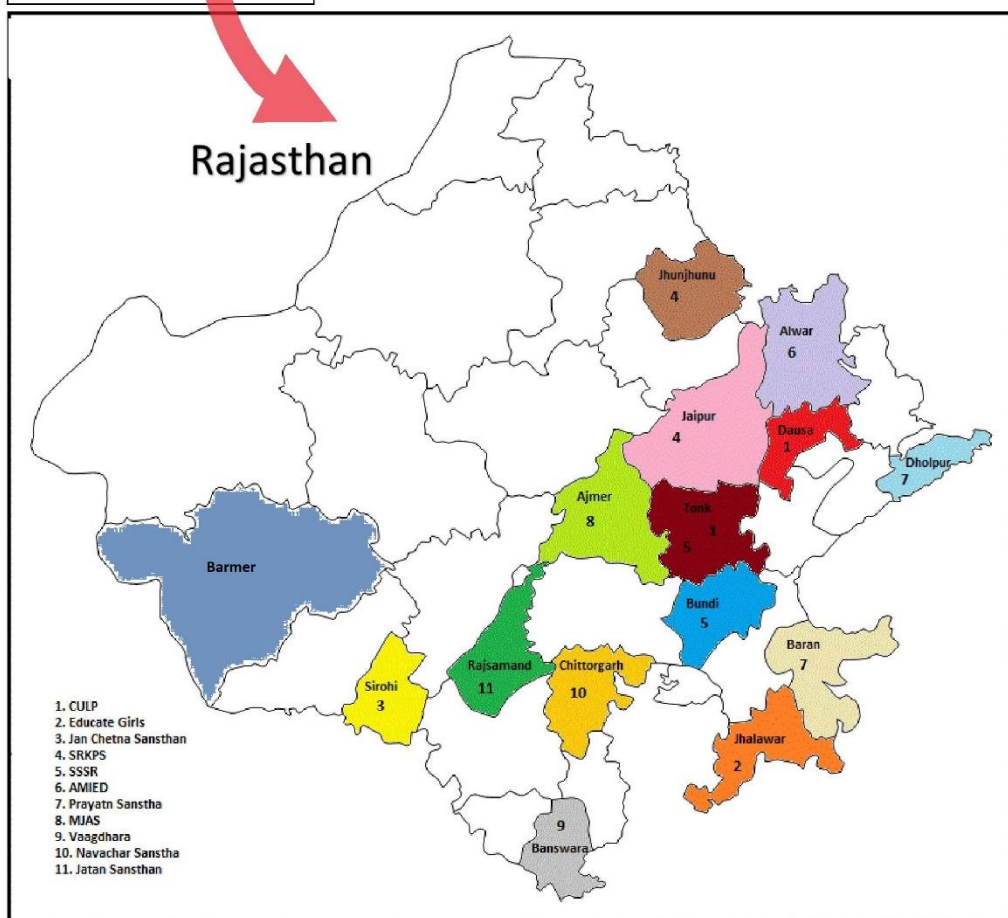
**Secretariat at:** Educate Girls

**January 2023**

## Study Partner Organizations

amed

CULP

educate girls

JCS
Jan Chetna Sansthan

Jatan
Working with young people

महिला जन अधिकार समिति
Mahila Jan Adhikar Samiti

आओ हम मिलकर गांवों का विकास करें
NAVACHAR : 1985
सत्य मेव जयते
नवाचार संस्थान कपासन

PRAYATN

Shikshit Rojgar Kendra Prabandhak Samiti
SRKPS

शिव शिक्षा समिति
शानोली

VAAGDHARA

Geographical Coverage of the Study of

GNB Rajasthan Alliance Partner

1. CULP
2. Educate Girls
3. Jan Chetna Sansthan
4. SRKPS
5. SSSR
6. AMIED
7. Prayatn Sanstha
8. MJAS
9. Vaagdhara
10. Navachar Sanstha
11. Jatan Sansthan

# ACKNOWLEDGEMENTS

**STUDY REPORT CONTENTS**

# Abbreviation, Acronym and Vernacular terms

| Abbreviation & Acronym | Description |
|---|---|
| Adolescent Girls | Girls aged 15 to 19 years included in study sample |
| AY | **Academic Year,** is the time period during which the students complete their one academic session and enter the next class successfully. It usually begins from May or June for most schools in state of Rajasthan (India). |
| *Aata-Saata* | Exchange of girls of two families in marriage |
| Bhabhi | Wife of brother |
| COVID-19 | Corona virus pandemic outbreak in 2019, a global crisis for human race. |
| CSO(s) | Civil Society Organization(s). |
| DISE | District Information System for Education (DISE) initiated in 1994 for strengthening Educational Database in India at school level which is  managed by NUEPA (National University for Educational Planning and Administration (earlier it was known as NIEPA) New Delhi. |
| Google Form(s) | An online questionnaire was developed to elicit responses of the adolescent girls and young women for the study. |
| GNB | Girls Not Brides, a global network for ending early child and forced marriage |
| GNB Rajasthan Alliance | It is a network of CSOs in Rajasthan, established as a State Partnership with GNB Global for ending child marriage in the state. |
| *Gauna* | A ceremonial social event organized for sending the earlier married girl to her In-Laws (husbands) house especially in rural areas of Rajasthan. |
| IT | Information Technology |
| Lock-down | Restrictions imposed by the Government on mobility of the people for a certain time to protect the people from spread of Corona virus. |
| NGO(s) | Non-Government Organization(s) registered under different laws of the country as legal entity (ies). |
| Partner NGOs | 11 local NGOs as partners of GNB Rajasthan Alliance involved in the study. |
| *RtE Act 2009* | Right to Education Act was passed by Indian Parliament 2009 which was being implemented to ensure free quality elementary education to all children since April 2010. |
| *SC* | The Scheduled Castes (SCs) are officially designated groups of people and among the most disadvantaged socio-economic groups in India |
| *ST* | Scheduled Tribes (STs) officially designated groups of people and among the most disadvantaged socio-economic groups in India |
| *OBC* | The Other Backward Class is a collective term used by the Government of India to classify castes which are educationally or socially backward. |
| *Special OBC* | Socially and Educationally Backward Classes of citizens declared as a Special Backward Category by Government |

## EXECUTIVE SUMMARY

The impact of COVID-19 pandemic has been unprecedented, since it affected a large number of populations in India as well as whole world in multi-folds. To be specific, the impact on education has been far reaching. The intermittent closure of schools has put around 300 million learners out of schools in India.

Girls and women are the most affected in every emergency due to restrictions on their mobility, reception, and bargaining strength and decision-making with all civic rights. One of the most direct impacts of Covid-19 on the education of girls has been because of shutting down of schools. As a consequence of closed schools and inequitable distribution of resources, more boys than girls have access to digital infrastructures such as mobile phones, internet services, radio, and media. This became even more evident due to the sudden shift from classroom learning to virtual learning, there was a 'gender-based digital divide' that has made the situation difficult for female students.

If we examine the status of girls in secondary education in Rajasthan, we find that Rajasthan has 3.7 million girls in the age group of 14 to 18 years, which constitute 5 percent of the state's total population. The incidence of girls' dropping out of school is also quite significant in Rajasthan. As per the DISE, in 2008-09, there were 1.05 million girls enrolled in Class I. In 2016-17, the number of girls enrolled in Class IX was only 530,000. This implies that more than half the girls drop out before entering secondary school. As this pre-COVID data tell the story of grim situation of girls' education especially at secondary level, the situation as projected in the several recent studies could be more frightening if the fear of permanent dropout comes true.

In the current context, the impact on girls will continue in many folds. it would be pertinent to measure the impact of intermittent absence of students due to the COVID restrictions on completely opening of schools, especially turn-out of girls (enrolment and actual) at secondary (9 to 12 classes) schools. The study of rural government schools along with capturing the first-hand account of the perceptions of the various key stakeholders (viz. students, parents, community leaders, education officials, etc) for girls not attending the schools will help us to understand the ground reality of girls' reach-out and the factors influencing the same.

The proposed study entailed the content scrutiny and secondary analysis of the relevant available documents, viz. recent study / survey reports, articles in research periodicals, print and social media, and government notifications. The desk study involved screening, reviewing and reflecting on relevant data and information culled out to assess the impact of emergent situation on aspects of education of girls. The relevant findings and results were elicited which could help to understand and provide valid support in discussions on the basis of the analysis of the collected data of the present study conducted with study of girls studying targeted grades (class 9 to 12) in Rajasthan.

The study sample consisted of the data collected from the sampled Senior Secondary Schools on Girls promoted from Classes 8, 9 and 11 to classes 9, 10 and 12 respectively and No of Girls got admission and girls actually attended in Government Senior Secondary Schools during the academic years from 2019-20 to 2022-23.

The data for the study was collected using 5 types of study tools for collecting qualitative as well as the quantitative data. The study data was collected in 14 districts by 11 GNB Rajasthan Alliance partners (Information on partner organization with investigators. The quantitative data was collected from school records (students' promotion register, enrolment and attendance register of girl students in five grades (8, 9, 10, 11 and 12). The perceptions of parents of regular as well as the dropped-out girls (four parents each from the school), two dropped out girls and two regular girls as well as the principal of the school were asked to express their opinion especially the reasons of drop out from their schools.

Although the number of adolescent girls who have dropped out is high in the community we have limited our scope of study to the information available from school data only. We are aware that many times, teachers /schools do not remove names of Girls who might have dropped out or were irregular for a long time, from their registers. The number of drop outs actually high but does not get reflected in school records.

There have been lots of reports by media, international organisations, CSOs, and philanthropic organisations across the world on the varied impact the Covid-19 pandemic on the education of girls. The study team scanned the available documents and recent research reports, articles (in print and electronic media) on the subject and analysed the information and data, built up the context of the present study.

The Study report has been organized into 5 chapters. The first two chapters are related to the Context and Rationale, and Study Design and Methodology. The last three chapters contain Data Analysis and Observations, Key Findings & Conclusions and Way Forward.

The major findings that emerge from the study and based on the results of the data gathered using all the tools are summarized as follows:

- All the Girls enrolled in grade 8 in AY 2019-20 did not reach grade 12 in AY 2022-23. The number of girls dropping out of school is different for different districts. The gap in enrolment and retention increases with an upward move in grades. This gap is more evident in tribal and backward districts like Baran, Banswara, Jhalawar, Dausa and Sirohi. These Tribal populated districts have women literacy rate lower than the state average.
- The respondents were asked to register not more than 3 reasons they felt resulted in School dropout. It was interesting to note that all 3 categories accepted the incidents of change in the single/unmarried status of girls as one of the major reasons of drop out.
- Change in the marital status of girls was categorized further in 3 categories- Engaged, Married but staying with Parents, and married and staying with the spouse. When all these 3 clubbed together, we find that change in the marital status of girls is the major reason for School dropout as opted by Teachers (23%), Parents (16 %), and Girls (14%) themselves.
- While Parents (16%) and Girls (18%) themselves felt disinterest in Education as a major reason teachers (18%) felt girls increased engagement in household activities resulted in School dropout.
- Surprisingly only 14% of the Girls reported engagement and marriage as a cause of school dropout. This probably means that girls, irrespective of their marital status would like to continue their education if the burden of household chores is reduced and the education is Interesting.
- 82 % of the girls who continued their studies, 65 % of the parents, and only 33 % of the girls in the dropout category knew of the online program. Awareness level and access to the digital platform have a direct effect on the retention level of Girls. Mere awareness about the availability of online content is not enough unless it is also accessible. Although 1/3rd of the girls were aware of the

online facility but had limited access to it resulting in a loss in learning and dropping out of the education system.

- The important component of academic assistance was the onsite academic support from government teachers during the school closure 70% of dropout girls and 54% of regular girls denied of any visit from any teacher from their school.
- 46 % of the girls, found to be regular in School reported their interactions with teachers in their village. Access to digital platforms along with teacher support enabled these girls to continue their education.
- Though they have dropped out of school, 94% of the girls mentioned that they miss the learning opportunity and 85% miss their friends. If given the opportunity 43% of they would like to re-join the schools. 31% were indecisive about re-joining the schools.
- 52 % of the girls said they need family support to avail second chance, to re-join education while 16 % of the girls wanted additional academic support to fill up the learning gaps and enable smooth entrance.
- 75% needed family support in continuing with their school education, and 12% felt the need for additional academic support to bridge the learning gap through I provisions for bridge courses that can be organized at the school level.
- 88% of regular students- girls asserted their belief in continuing their education even if they get engaged /get married in the future. Almost 40 % of the girls in this category were enrolled in grade 12 in school and were unmarried. Exposure to a minimum of 12 years of school enabled them to aspire for a better future but they still understand that without family support they cannot continue their education. The need of efforts in developing agency of the girls are yet to be made.

After analysing the data received from the schools on dropout and the discussions with parents, dropout girls and regular girls that COVID closure definitely impacted the study of girls especially studying at secondary level due to which a considerable number of girls were dropped out. The realistic number may not be reflected in the school records due to government pressure but our investigators reported that the number is higher as they came across such girls who do not attend the school but they are regular in school records. It is clear that the family support and school's learning atmosphere plays vital role in retention in the schools. Regular academic support in form of extra inputs for teachers for those who find themselves weak in certain subjects will be required to keep them in the schools. Early marriages also keep girls away from the schools as they were not free to take their life decisions and not confident enough. A large number of girls in engaged in household work that once they become irregular ultimately, they are dropped out and even if they want to re-join, there is no system that can bridge the learning gap and keep their learning alive.

Basis of the findings of the study the following way forward is suggested.

**School Level interventions by Education Department & Government**

- To lower the disinterest in studies, factor due to the poor classroom transaction and unfriendly school atmosphere, teachers need to be well trained and equipped with the latest technology and pedagogy.
- Government with the help of NGOs must develop alternative community based contextualized models of education for girls located in diverse socio-geographical settings.

- Weak and irregular girls needed regular extra academic support from the teacher. Government schools should have provisions for such students in the school premises. For bridging the learning gaps there should be provisions as per the RtE Act, 2009 for dropped out adolescent girls.
- There is a need for a more flexible approach to digitizing curricula that recognizes the difficulties faced by rural girls in access to technology and the internet with digital education materials.
- It is essential to supplement the existing education curriculum with additional content to ensure that adolescents develop the skills to be resilient. For this, the curriculum must incorporate a variety of subjects including life skills, awareness of laws, rights and entitlements, government schemes and programs targeted towards adolescents, gender empowerment and IT skills.
- Government may provide free access to technology such as mobile phones, laptops, and free data packs to ensure that free learning materials are readily provided so that girls can study at their convenience and manage the household as well as educational requirements, with an established support system.
- Education for adolescent girls should be made free of cost by extending the Right to Education Act 2009 to include secondary education, which is an additional cost to bear. To reduce the economic burden on parents, the cost of schooling for girls should be decreased through the provision of scholarships and incentives.
- Appropriate training methods and approaches should be conducted for teachers, the community, parents to train them to respond to the increasing gender-based violence and cases of child marriage.

**Interventions required at Civil Society Level**

- There is a need to invest in women and girls. Interventions need to be made from the family to the State and National levels so that girls are empowered to be able to take their own decisions at the family level and also do advocacy for their rights at the State and National level.
- While the government required to renew its commitment to prevent child marriage and *gauna* and strengthen legal-procedural mechanisms in this regard whereas the NGOs should work extensively to stop this practice using its reach out in the community.

# CHAPTER - 1

## CONTEXT AND RATIONALE OF THE STUDY

*Girls Not Brides* (GNB) is a global partnership of more than 1600 civil society organizations (CSOs) from over 100 countries based throughout Africa, Asia, the Middle East, Europe and the Americas, committed to ending child marriage and enabling girls to fulfil their potential. They share the conviction that every girl has the right to lead the life that she chooses and that, by ending child marriage, we can achieve a safer, healthier and more prosperous future for all.

*Girls Not Brides Rajasthan* is a member of *Girls Not Brides*- the Global Partnership to end Child Marriage since December 2018. 34 CSOs and individuals are members in GNB Rajasthan spread over 33 districts of the state; 7 administrative divisions and thus, cover the geographical and social diversity of the entire state. Currently, Educate Girls is the secretariat for the GNB –Rajasthan Network

The COVID pandemic changed the way the world works, in terms of education, work, travel, health infrastructures, businesses, jobs etc. What we have also seen in this pandemic is the deepening of pre-existing inequalities, lending vulnerable populations even more so. The divide in the social structures across the world are at their most exposed in decades. In all of this, it is pertinent to see and respond to the kind of changes this has led to for the vulnerable populations across the world.

The impact of COVID-19 pandemic has been unprecedented, since it affected a large number of populations in India as well as whole world in multi-folds. To be specific, the impact on education has been far reaching. The intermittent closure of schools has put around 300 million learners out of schools in India.

Girls and women are the most affected in every emergency due to restrictions on their mobility, reception, and bargaining strength and decision-making with all civic rights. One of the most direct impacts of Covid-19 on the education of girls has been because of shutting down of schools. As a consequence of closed schools and inequitable distribution of resources, more boys than girls have access to digital infrastructures such as mobile phones, internet services, radio, and media. This became even more evident due to the sudden shift from classroom learning to virtual learning, there was a 'gender-based digital divide' that has made the situation difficult for female students.

One of the primary causes of the lack of education to girls' is that their families think that it is more important for boys to study and get education. As a result of lockdowns, the responsibility of domestic chores increased and it was allocated to girls, leaving less time to spend on their education.

Following the COVID-19 pandemic and its unprecedented disruption to education, UNESCO estimates that 11 million girls may not return to school. Girls aged 12-17 are at particular risk of dropping out of school in low and lower-income countries, whereas boys are more at risk in upper-middle and high-income countries.[1] The World Bank is forecasting lower levels of schooling, learning, and future earnings because of school closures due to COVID-19. Learning loss is expected and predicted. Recent evidence

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[1] https://en.unesco.org/news/girls-education-and-covid-19-new-factsheet-shows-increased-inequalities-education-adolescent

from several countries shows that the COVID-19 slide is real. For women and girls, who are already being significantly negatively affected by the pandemic, there is a particular risk in the realm of education. [2]

Life does not freeze during a pandemic. Some children have benefited from digital learning modalities, while others have had all learning opportunities removed. Girls in particular face more pressure than boys to prioritize household chores and family care. And the fact is, even a temporary lack of access makes it difficult to re-enter education. School closures due to the COVID-19 pandemic could drive 20 million more secondary school-aged girls out of school after the crisis has passed around the world'[3].

Another study done by the Girls not Brides, Rajasthan Alliance in 2020 also captures the perceptions of the girls on their continuation of the study after the school re-opening. "Perceptions of the girls as to 'what are the chances of discontinuation of their and other girls' studies even after the lockdown is lifted'. 45% of girls currently studying had fear of discontinuation of their studies even after the lockdown is lifted and educational institutions are opened. So, there are higher possibilities that a large number of girls may not continue with their education, which is alarming, and in turn, they would be exposed to early marriages and abuse."[4]

According to a policy brief issued by the Right to Education Forum in January 2021, 10 million girls in India could drop out of secondary school due to Covid-19. The sudden shift from classroom learning to virtual learning was a setback for girls from marginalised communities due to the existing digital divide among students. However, some recent studies show that there existed a 'gender-based digital divide' in education that made the situation worse for female students. Many of the girls who were studying before the Covid-19 pandemic didn't return to classes again as their families didn't want to invest their savings in their education.[5]

If we examine the status of girls in secondary education in Rajasthan, we find that Rajasthan has 3.7 million girls in the age group of 14 to 18 years, which constitute 5 percent of the state's total population. The incidence of girls' dropping out of school is also quite significant in Rajasthan. As per the DISE, in 2008-09, there were 1.05 million girls enrolled in Class I. In 2016-17, the number of girls enrolled in Class IX was only 530,000. This implies that more than half the girls drop out before entering secondary school[6]. As this pre-COVID data tell the story of grim situation of girls' education especially at secondary level, the situation as projected in the several recent studies could be more frightening if the fear of permanent dropout comes true.

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[2] https://www.weforum.org/agenda/2021/04/covid-19-has-harmed-girls-education-here-s-what-needs-to-be-done
[3] https://www.unicef.org/blog/where-are-the-girls-and-why-it-matters-as-schools-reopen
[4]https://www.girlsnotbrides.org/documents/1571/GNB_Rajasthan_Impact_of_COVID_19_on_adolescents_in_Rajasthan_2020.pdf

[5] https://www.indiatoday.in/education-today/featurephilia/story/how-covid-19-pandemic-disrupted-female-education-1881212-2021-11-26
[6] https://www.cbgaindia.org/blog/rajasthan-needs-invest-secondary-education-girls

The Institute of Development Studies Jaipur and Development Solution study captured girl's apprehension that Girls, while were keen to attend schools and 93 percent had reported to have enrolled in schools, were unsure if they would be able to go back to schools after their re-opening.

In the current context, the impact on girls will continue in many folds. it would be pertinent to measure the impact of intermittent absence of students due to the COVID restrictions on completely opening of schools, especially turn-out of girls (enrolment and actual) at secondary (9 to 12 classes) schools. The study of rural government schools along with capturing the first-hand account of the perceptions of the various key stakeholders (viz. students, parents, community leaders, education officials, etc.) for girls not attending the schools will help us to understand the ground reality of girls' reach-out and the factors influencing the same.

# CHPATER – 2

## STUDY OBJECTIVES, DESIGN AND METHODOLOOGY

With longer school closures and disruptions in home life, over 100 million additional children were expected to fall below the minimum proficiency level in reading. The losses in learning at a young age are far-reaching. They can easily result in falling behind in school, finding it difficult to ever catch up and affecting whether they continue their education. Eleven million girls, an alarming figure, might not have returned to school. The similar analysis and several reports emerged based on surveys and research during and post COVID era especially concerning about the education and learning of the children once schools re-opened. Whether the adolescent girls would be able to join the schools again remained the question to be answered based on some concrete findings.

The proposed study entailed the content scrutiny and secondary analysis of the relevant available documents, viz. recent study / survey reports, articles in research periodicals, print and social media, and government notifications. The desk study involved screening, reviewing and reflecting on relevant data and information culled out to assess the impact of emergent situation on aspects of education of girls. The relevant findings and results were elicited which could help to understand and provide valid support in discussions on the basis of the analysis of the collected data of the present study conducted with study of girls studying targeted grades (class 9 to 12) in Rajasthan.

In the current context, it would be pertinent to measure the impact of intermittent absence of students due to the COVID restrictions on completely opening of schools, especially turn-out of girls (enrolment and actual) at secondary (9 to 12 classes) schools. The study of rural government schools along with capturing the first-hand account of the perceptions of the various key stakeholders (viz. students, parents, community leaders, education officials, etc.) for girls not attending the schools will help us to understand the ground reality of girls' reach-out and the factors influencing the same.

**The objectives of the study**

1. To assess the dropout of the girls at secondary level after the re-opening of schools.
2. To understand the factors promoting the girl's secondary & higher education.
3. Exploring the workable alternative models of education for those girls who are not part of formal school system.
4. To draw the specific recommendations for the government to take relevant provisions in policies and programs.

**Study sample**

Girls promoted from Classes 8, 9 and 11 to classes 9, 10 and 12 respectively and No of Girls got admission and girls actually attended in Government Senior Secondary Schools during the academic years from 2019-20 to 2022-23:

- No. of Districts: 14 in 7 administrative divisions of the state;
- No. blocks: 24;
- No. of Schools / villages: 123;
- Study target girls for personal interviews:

      (i)       Drop-out Girls 148;

      (ii)     Regular Girls: 217.

- Personal interviews with the parents of the target girls: 289.
- Case studies of girls 10 (finally included in the report although 20 case studies were received but some were lacking relevant information as desired for research purpose. (See more details about the study sample in *Annexure 1*

## Study Methodology

The data for the study was collected using 5 types of study tools for collecting qualitative as well as the quantitative data. The following methodology was used for the study.

- A 5-member core group set-up by the Steering Committee of the GNB Rajasthan Alliance. The responsibility was shouldered to the Core Group to coordinate the study, prepare a thorough plan with shared responsibility and a timeline acceptable to all the partners. The core group kept organizing periodic consultation meets on issues emerged time to time. Finally, 11 partners of the GNB Alliance agreed to be part of the study.
- The entire process was participatory and democratic, where partner organizations were able to recognize the beneficiaries as also researchers, with equal participation in the process, fundamentally changing the top-down approach to research.
- The study data was collected in 14 districts by 11 GNB Rajasthan Alliance partners (Information on partner organization with investigators id given in *Annexure 2*).
- Data was collected from 10 Senior Secondary Government schools (where girls were also studying) in each of districts by covering socio-geographical diversity of Rajasthan.
- The quantitative data was collected from school records (students' promotion register, enrolment and attendance register of girl students in five grades (8, 9, 10, 11 and 12).
- The perceptions of parents of regular as well as the dropped-out girls (four parents each from the school), two dropped out girls and two regular girls as well as the principal of the school were asked to express their opinion especially the reasons of drop out from their schools.
- Four types of questionnaires were used for data collection *(Annexure 3)*
- All types of questionnaires were developed in Google format.
- In the beginning of the study each partner organization was asked to identify at least two blocks in its working district along with the list of identified investigators, one coordinator and list of 10 schools per district.
- A WhatsApp group was formed of all the designated coordinators for smooth flow of information and instructions.
- A guideline was also prepared for the young researchers on the effective use of the questionnaire in field.
- The orientation of the coordinators as well as the investigators was done on all the tools in two shifts on 16 November, 2022. Just after the completion of the orientation all the investigators were asked to fill all the formats once as field trial to assess the feasibility of the tools and amendments required if necessary. They were given two days' time to fill the formats.
- Finally, the study rolled out by the investigators / Field workers of the partner organizations. The field coordinators of the organization facilitated the data collection process and extended the continuous mentoring and monitoring support to the investigators / field researchers.

- The data were consolidated in online excel sheet which were further cleaned and analyzed. During the analysis phase of the data, some clarifications and feedback were sought from the researchers and coordinators which were incorporated in the analysis.
- The report writing work was accomplished by core group members.
- There have been lots of reports by media, international organisations, CSOs, and philanthropic organisations across the world on the varied impact the Covid-19 pandemic on the education of girls. The study team scanned the available documents and recent research reports, articles (in print and electronic media) on the subject and analysed the information and data, built up the context of the present study.

**Study Research tools:** Five types of study tools were developed and used to collect both quantitative and qualitative primary data from the field which were as follows:

1. Four types of questionnaires were used for data collection which are as follows:
a. Schedule1 (School Information);
b. Schedule 2 (Interview with parents);
c. Schedule 3 (Interview with dropped out girls;
d. Schedule 4 (Interview with regular girls).
2. Case study Framework: A guiding one-page document containing guiding points and questions for field researchers for documentation of the cases of exemplar girls on diverse issues.
   The field coordinators of 11 study partners were requested to share at least 2 case studies of selected respondents, particularly for qualitative data.

**Geographical Coverage:** The survey was conducted by 11 participating organizations in their respective project areas covering 123 schools and villages in 24 blocks of 14 districts located in all seven administrative divisions of the state. While selection of the study sample we considered to cover the socio-geographical diversity of the state, as reflected in the study sample and also depicted in the Rajasthan State Map included in the report. *(Ref: more details in Annexure 3)*

**Presentation of the Study Report:** The Study report has been organized into 5 chapters. The first two chapters are related to the Context and Rationale, and Study Design and Methodology. The last three chapters contain Data Analysis and Observations, Key Findings & Conclusions and Way Forward.

The references scanned/reviewed and quoted from secondary sources and exhibits used for data presentation of the primary sources in the report are summarized as follows:

1. Number of documents scanned / reviewed from secondary sources (approx.) : 15
2. Number of references of the documents quoted in the report : 7
3. Number of Exhibits used for presentation of data from primary sources : 53
4. Number of Case studies used in the report : 10

In addition to this, the report contains 2 Annexures for sharing the relevant documents and support information used for the study. The details of the Abbreviations and Acronyms used in the report have been given in the beginning of the report just after preface and acknowledgments.

**Study Limitations:** We had some limitations of in conduction of surveys. Some specific limitations observed were as follows:

1. In several responses, the incomplete information / data were received which had to be deleted during consolidation and analysis of the data.
2. Many of the field coordinators were receiving on-line training on Data collection for the first time. They had limited exposure for conduction of research, online orientation of field coordinators and investigators. This affected their understanding of the purpose of some of the questions needed to ask respondents. This might have affected the quality of some of the data.
3. Some schools didn't provide that required data as they asked written permission from higher authority, in that case the partner organizations replaced the schools.
4. Partner organizations took too much time in providing the required data and some of them did not complete required number of interviews of parents, dropout girls and regular girls. Required number of Case Studies were not provided by them despite repeated reminders.

**CHPATER – 3**

# DATA CONSOLIDATION, ANALYSIS AND DISCUSSIONS

This chapter tries to capture the number of girls enrolled in surveyed schools and the number of drop out girls in in these schools. This data was gathered through school information schedule in 14 districts covering around 123 senior secondary schools. The data received have been derived from the school records of the academic year 2019-20 to 2022-23 of the classes 8 to 12. The following district wise consolidated data has been received which shows the difference of enrolment in a particular class and their trajectory of promotion and retention in the school till they reached to class XII in the present academic year2022-23.

The survey was conducted by the selected team from participating organizations consist of 58% female and 42% male investigators. 47% Investigators were postgraduate and equally were graduates.

## Enrolment & Regularity

| Exhibit 1.1. Status of enrolment and regularity of the girls enrolled in class VIII & IX in AY. 2019-20 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| District | No. of schools surveyed | Enrolled in class VIII in 2019-20 | Promoted to class IX in 2020-21 | Regular in class IX | Girls studying in class XI in AY 2022-23 | Enrolled in class IX in 2019-20 | Promoted to class X in 2020-21 | Regular in class X | Girls studying in class XII in AY 2022-23 |
| Ajmer | 10 | 188 | 188 | 188 | 152 | 293 | 271 | 270 | 265 |
| Alwar | 11 | 181 | 180 | 179 | 147 | 288 | 285 | 257 | 183 |
| Baran | 5 | 49 | 49 | 49 | 49 | 139 | 132 | 111 | 59 |
| Banswara | 11 | 285 | 275 | 272 | 147 | 367 | 354 | 350 | 238 |
| Bundi | 5 | 106 | 106 | 102 | 98 | 137 | 137 | 124 | 121 |
| Chittorgarh | 10 | 80 | 80 | 76 | 70 | 128 | 118 | 112 | 96 |
| Dausa | 17 | 355 | 325 | 320 | 302 | 610 | 578 | 571 | 497 |
| Dholpur | 7 | 174 | 174 | 171 | 153 | 346 | 346 | 334 | 229 |
| Jaipur | 2 | 75 | 75 | 69 | 67 | 87 | 86 | 81 | 80 |
| Jhalawar | 10 | 204 | 203 | 197 | 132 | 458 | 435 | 405 | 289 |
| Jhunjhunu | 10 | 155 | 155 | 155 | 151 | 277 | 271 | 271 | 225 |
| Rajsamand | 11 | 128 | 125 | 120 | 118 | 228 | 225 | 225 | 169 |
| Sirohi | 3 | 14 | 14 | 12 | 10 | 36 | 19 | 14 | 13 |
| Tonk | 11 | 148 | 147 | 143 | 135 | 220 | 220 | 219 | 209 |
| Total (11) | 123 | 2142 | 2096 | 2053 | 1731 | 3614 | 3477 | 3344 | 2673 |
| % | | 100% | 98% | 96% | 81% | 100% | 96% | 92% | 74% |
| Drop out girls in % | | | 2% | 4% | 19% | | 4% | 8% | 26% |

Exhibit 1.1 reveals district wise girls enrolled in class X during the academic year 2019-20 and class IX during the year 2019-20 and out of which the girls promoted and continued in next grade (IX & X) during the AY 2020-21. Out of these girls in current year attending the class XI & XII have been included to understand the retention of girls in school on re-opening of schools. To assess the trend we collected data of three years, one year prior to COVID (2019-20), and one year of COVID lockdown (2020-21) and current academic year (2022-23). The data of 2021-22 were not collected since having no relevance for the study purpose.

| Exhibit 1.2. Status in percentage of enrolment and retention of girls enrolled in class VIII & IX in AY. 2019-20 | | | | | | | |
|---|---|---|---|---|---|---|---|
| District | No. of schools surveyed | Enrolled in class VIII in 2019-20 | Girls studying in class XI in AY 2022-23 | | Enrolled in class IX in 2019-20 | Girls studying in class XII in AY 2022-23 | |
| | | | Number | % | | Number | % |
| Ajmer | 10 | 188 | 152 | 81% | 293 | 265 | 90% |
| Alwar | 11 | 181 | 147 | 81% | 288 | 183 | 64% |
| Baran | 5 | 49 | 49 | 100% | 139 | 59 | 42% |
| Banswara | 11 | 285 | 147 | 52% | 367 | 238 | 65% |
| Bundi | 5 | 106 | 98 | 92% | 137 | 121 | 88% |
| Chittorgarh | 10 | 80 | 70 | 87% | 128 | 96 | 75% |
| Dausa | 17 | 355 | 302 | 85% | 610 | 497 | 81% |
| Dholpur | 7 | 174 | 153 | 88% | 346 | 229 | 66% |
| Jaipur | 2 | 75 | 67 | 89% | 87 | 80 | 92% |
| Jhalawar | 10 | 204 | 132 | 65% | 458 | 289 | 63% |
| Jhunjhunu | 10 | 155 | 151 | 97% | 277 | 225 | 81% |
| Rajsamand | 11 | 128 | 118 | 92% | 228 | 169 | 74% |
| Sirohi | 3 | 14 | 10 | 71% | 36 | 13 | 36% |
| Tonk | 11 | 148 | 135 | 91% | 220 | 209 | 95% |
| Total (11) | 123 | 2142 | 1731 | 81% | 3614 | 2673 | 74% |

It is evident from the Exhibit 1.2 that the number of schools surveyed differ from district to district and the enrolment also varied accordingly. For example in districts Sirohi and Jaipur where number of schools covered were less what was expected and the number of enrolled girls was also less to come to any conclusion. If we see the percentage of girls studying in class XI and XII in AY 2022-23 who were admitted in class VIII & IX respectively in AY 2019-20, though, the highest retention can be seen in Baran district but the number of schools were five only with a handful of enrolment but when it comes to class XII it comes around 42%. The lowest retention has been recorded during class VIII to X was 52% in Banswara district whereas the Sirohi reported 36% retention from Class IX to XII where Tonk tops with 95% retention.

The same trend can be seen when we see the data of other districts that the transition from class IX to XII a considerable number of girls have left the schools owing to different reasons. **Almost 19% girls did not reach to class XI in AY 2022-23 enrolled in class VIII in AY 2019-20.** The percent of missing girls' increases when we observe transition of girls from those enrolled in grade IX in AY 2019-20 and currently studying in AY 2022-23 in grade XII, **which comes almost 26%.**

If we further examine the data of enrolled girls in the AY 2019-20 in class X and their trajectory till, they passed the class XII examination of AY 2021-22, we find that in the districts Banswara, Jhalawar, Dausa, Sirohi record low transition from class X to XII during the COVID period. **Almost 16% girls did not continue their study in AY 2022-23 who were enrolled in class X in AY 2019-20. In the case of girls enrolled in class XI in AY 2019-20, 10% of them could not pass in class XII examination of AY 2021-22** (Exhibit 2.2).

| District | no. of schools surveyed | Enrolled in class X in 2019-20 | Promoted to class XI in 2020-21 | Regular in class XI (2020-21) | No. of girls continued in 2022-23 enrolled_cl X | Enrolled in class XI in 2019-20 | Promoted to class XII in 2020-21 | Regular in class XII | Passed XII class 2021-22 exam |
|---|---|---|---|---|---|---|---|---|---|
| Ajmer | 10 | 200 | 164 | 164 | 161 | 135 | 132 | 131 | 129 |
| Alwar | 11 | 231 | 201 | 172 | 161 | 112 | 105 | 104 | 103 |
| Baran | 5 | 160 | 136 | 104 | 104 | 109 | 109 | 109 | 109 |
| Banswara | 11 | 376 | 321 | 308 | 246 | 163 | 148 | 145 | 140 |
| Bundi | 5 | 112 | 112 | 110 | 108 | 125 | 125 | 122 | 122 |
| Chittorgarh | 10 | 88 | 96 | 92 | 85 | 97 | 84 | 80 | 67 |
| Dausa | 17 | 629 | 582 | 520 | 549 | 449 | 433 | 429 | 411 |
| Dholpur | 7 | 280 | 268 | 242 | 251 | 270 | 261 | 259 | 226 |
| Jaipur | 2 | 99 | 88 | 88 | 88 | 81 | 79 | 63 | 61 |
| Jhalawar | 10 | 332 | 282 | 220 | 266 | 252 | 248 | 245 | 238 |
| Jhunjhunu | 10 | 220 | 219 | 211 | 226 | 233 | 230 | 230 | 223 |
| Rajsamand | 11 | 189 | 159 | 158 | 168 | 154 | 146 | 145 | 141 |
| Sirohi | 3 | 24 | 15 | 9 | 15 | 14 | 13 | 9 | 7 |
| Tonk | 11 | 194 | 192 | 183 | 189 | 149 | 148 | 143 | 141 |
| Total (11) | 123 | 3134 | 2835 | 2581 | 2617 | 2343 | 2261 | 2214 | 2118 |

Exhibit 2.1. Status of enrolment and regularity of the girls enrolled in class X & XI in AY. 2019-20

| District | No. of schools surveyed | Enrolled in class X in 2019-20 | Girls continued in 2022-23 enrolled in cl X | | Enrolled in class XI in 2019-20 | Passed XII class 2021-22 exam | |
|---|---|---|---|---|---|---|---|
| | | | Number | % | | Number | % |
| Ajmer | 10 | 200 | 161 | 80% | 135 | 129 | 96% |
| Alwar | 11 | 231 | 161 | 70% | 112 | 103 | 92% |
| Baran | 5 | 160 | 104 | 65% | 109 | 109 | 100% |
| Banswara | 11 | 376 | 246 | 65% | 163 | 140 | 86% |
| Bundi | 5 | 112 | 108 | 96% | 125 | 122 | 98% |
| Chittorgarh | 10 | 88 | 85 | 97% | 97 | 67 | 69% |
| Dausa | 17 | 629 | 549 | 87% | 449 | 411 | 92% |
| Dholpur | 7 | 280 | 251 | 90% | 270 | 226 | 84% |
| Jaipur | 2 | 99 | 88 | 89% | 81 | 61 | 75% |
| Jhalawar | 10 | 332 | 266 | 80% | 252 | 238 | 94% |
| Jhunjhunun | 10 | 220 | 226 | 103% | 233 | 223 | 96% |
| Rajsamand | 11 | 189 | 168 | 89% | 154 | 141 | 92% |
| Sirohi | 3 | 24 | 15 | 62% | 14 | 7 | 50% |
| Tonk | 11 | 194 | 189 | 97% | 149 | 141 | 95% |
| Total (11) | 123 | 3134 | 2617 | 83% | 2343 | 2118 | 90% |

Exhibit 2.2: Status in percentage of enrolment and retention of girls enrolled in class X & XI in AY. 2019-20

Status of Drop out Girls: The field investigators collected the data of dropped out girls from 123 schools spread in 14 surveyed districts. The data was gathered from AY 2019-20 to AY 2022-23 in classes VIII to XII. The following exhibits depicts the number of drop out girls as received from the school records.

**Dropouts**

| District | No. of schools surveyed | Dropout girls in class VIII | Dropout girls in class IX | Dropout girls in class X | Dropout girls in class XI | Dropout girls in class XII | Total dropped-out girls | Average dropped outs per school |
|---|---|---|---|---|---|---|---|---|
| **Exhibit 3. Grade-wise distribution of drop out girls in AY. 2019-20** | | | | | | | | |
| Ajmer | 10 | 1 | 1 | 2 | 4 | 0 | 18 | 2 |
| Alwar | 11 | 19 | 29 | 24 | 18 | 19 | 120 | 11 |
| Baran | 5 | 4 | 2 | 4 | 0 | 0 | 15 | 3 |
| Banswara | 11 | 12 | 10 | 11 | 14 | 13 | 71 | 6 |
| Bundi | 5 | 0 | 6 | 3 | 0 | 2 | 16 | 3 |
| Chittorgarh | 10 | 4 | 6 | 22 | 13 | 27 | 82 | 8 |
| Dausa | 17 | 25 | 18 | 24 | 20 | 46 | 150 | 9 |
| Dholpur | 7 | 0 | 0 | 7 | 3 | 0 | 17 | 2 |
| Jaipur | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| Jhalawar | 10 | 10 | 24 | 26 | 23 | 9 | 102 | 10 |
| Jhunjhunun | 10 | 0 | 0 | 0 | 0 | 0 | 10 | 1 |
| Rajsamand | 11 | 1 | 2 | 3 | 2 | 1 | 20 | 2 |
| Sirohi | 3 | 11 | 12 | 5 | 4 | 2 | 37 | 12 |
| Tonk | 11 | 3 | 5 | 6 | 7 | 1 | 33 | 3 |
| **Total (11)** | **123** | **90** | **115** | **137** | **108** | **120** | **570** | **5** |

The Exhibit 3 shows the number of dropout girls as per the school records in the surveyed districts. We can see increasing number of dropout girls in class IX and X in Alwar district, class VIII, X and XII in Dausa district, class IX and X in Jhalawar District class VIII and IX in Sirohi district in AY 2019-20. No drop out was reported from Jhunjhunu district owing to higher women literacy rate as compared to other districts. Alwar has higher population of minority while Dausa and Jhalawar has higher OBC population.

| District | Schools surveyed | Dropout girls in class VIII | Dropout girls in class IX | Dropout girls in class X | Dropout girls in class XI | Dropout girls in class XII | Total dropped-out girls | Average dropped out girls per school |
|---|---|---|---|---|---|---|---|---|
| **Exhibit 4. Grade-wise distribution of drop out girls in AY. 2020-21** | | | | | | | | |
| Ajmer | 10 | 0 | 0 | 2 | 3 | 0 | 5 | 1 |
| Alwar | 11 | 7 | 4 | 8 | 1 | 4 | 24 | 2 |
| Baran | 5 | 3 | 0 | 9 | 0 | 0 | 12 | 2 |
| Banswara | 11 | 8 | 3 | 18 | 16 | 5 | 50 | 5 |
| Bundi | 5 | 4 | 5 | 2 | 0 | 1 | 12 | 2 |
| Chittorgarh | 10 | 7 | 2 | 17 | 12 | 27 | 65 | 7 |
| Dausa | 17 | 11 | 15 | 20 | 27 | 25 | 98 | 6 |
| Dholpur | 7 | 0 | 3 | 9 | 2 | 1 | 15 | 2 |

| District | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Jaipur | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jhalawar | 10 | 18 | 16 | 56 | 24 | 9 | 123 | 12 |
| Jhunjhunun | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rajsamand | 11 | 1 | 1 | 1 | 1 | 1 | 5 | 1 |
| Sirohi | 3 | 9 | 11 | 3 | 4 | 1 | 28 | 9 |
| Tonk | 11 | 5 | 9 | 3 | 5 | 4 | 26 | 2 |
| **Total** | **123** | **73** | **69** | **148** | **95** | **78** | 463 | 4 |

In the AY 2020-21 when most of the time schools were closed due to the COVID lock down and the students were promoted to the next classes without taking any formal examination especially in upper primary classes. Some due papers of class X examination were held in July-August 2020 and the course was shortened to reduce the Burdon of students. The schools were also intermittently closed even during the AY 2021-22. In this period, we can see the increased number of girls being dropped out mostly in classes IX and X especially in the districts Banswara, Chittorgarh, Dausa and Jhalawar. In Dausa district we can see a large number of girls dropping out in class XII. (Exhibit 4)

| Exhibit 5. Grade-wise distribution of drop out girls in AY. 2021-22 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| District | no. of schools surveyed | Dropout girls in class VIII | Dropout girls in class IX | Dropout girls in class X | Dropout girls in class XI | Dropout girls in class XII | Total dropped-out girls | Average dropped out girls per school |
| Ajmer | 10 | 2 | 6 | 3 | 3 | 3 | 17 | 2 |
| Alwar | 11 | 6 | 9 | 4 | 6 | 7 | 32 | 3 |
| Baran | 5 | 0 | 1 | 3 | 0 | 0 | 4 | 1 |
| Banswara | 11 | 6 | 7 | 11 | 7 | 4 | 35 | 3 |
| Bundi | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chittorgarh | 10 | 15 | 1 | 11 | 12 | 7 | 46 | 5 |
| Dausa | 17 | 9 | 17 | 17 | 17 | 13 | 73 | 4 |
| Dholpur | 7 | 1 | 3 | 5 | 9 | 1 | 19 | 3 |
| Jaipur | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jhalawar | 10 | 4 | 35 | 27 | 20 | 13 | 99 | 10 |
| Jhunjhunun | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rajsamand | 11 | 1 | 1 | 1 | 1 | 2 | 6 | 1 |
| Sirohi | 3 | 7 | 10 | 1 | 3 | 1 | 22 | 7 |
| Tonk | 11 | 0 | 3 | 5 | 4 | 2 | 14 | 1 |
| **Total** | **123** | **51** | **93** | **88** | **82** | **53** | **367** | **3** |

In the AY 2020-21 regular classes were not held. Some of the school teachers visited children at their homes to provide academic support to them and also organized on-line classes but only few children accessed the online sessions due to non-availability of smart phones or any other device. Internet connection in rural areas poses problem in connecting with the online education. Some assessment studies clearly states that only 33% girls[7] accessed online learning facility during lockdown

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[7] https://www.indiatoday.in/education-today/news/story/covid-19-lockdown-reports-of-girls-attending-online-classes-released-1920313-2022-03-03

In the AY 2021-22Chittorgarh schools recorded highest number of dropouts in class XI whereas in Dausa district almost in drop out can be seen in equal number in classes IX, X and XI. A large number of dropouts can be seen in Jhalawar District where highest number of dropouts can be seen in class IX and similarly in class X and XI. It is evident from the data that the dropouts increase in secondary classes. The reasons of dropout have been asked both from teachers/principles and parents of drop out girls which will be analysed in the next part of the analysis (Exhibit 5).

| District | no. of schools surveyed | Dropout girls in class VIII | Dropout girls in class IX | Dropout girls in class X | Dropout girls in class XI | Dropout girls in class XII | Total dropped-out girls | Average Drop-outs per school |
|---|---|---|---|---|---|---|---|---|
| **Exhibit 6. Grade-wise distribution of drop out girls  in AY. 2022-23** | | | | | | | | |
| Ajmer | 10 | 0 | 0 | 2 | 5 | 5 | 12 | 1 |
| Alwar | 11 | 14 | 9 | 24 | 5 | 10 | 62 | 6 |
| Baran | 5 | 0 | 5 | 4 | 2 | 0 | 11 | 2 |
| Banswara | 11 | 3 | 7 | 4 | 13 | 7 | 34 | 3 |
| Bundi | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chittorgarh | 10 | 8 | 0 | 17 | 16 | 9 | 50 | 5 |
| Dausa | 17 | 13 | 22 | 17 | 17 | 2 | 71 | 4 |
| Dholpur | 7 | 8 | 3 | 2 | 12 | 6 | 31 | 4 |
| Jaipur | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jhalawar | 10 | 10 | 18 | 33 | 21 | 21 | 103 | 10 |
| Jhunjhunun | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rajsamand | 11 | 1 | 2 | 1 | 4 | 3 | 11 | 1 |
| Sirohi | 3 | 5 | 6 | 0 | 2 | 4 | 17 | 6 |
| Tonk | 11 | 0 | 4 | 2 | 10 | 0 | 16 | 1 |
| **Total (11)** | **123** | **62** | **76** | **106** | **107** | **67** | **418** | **3** |

As depicted in the Exhibit 6 in the AY 2022-23 we can see considerable drop out in class VIII in Alwar, Dausa and Jhalawar districts, whereas Jhalawar recorded high number of drop out in class X, XI and XII.

| AY | VIII | IX | X | XI | XII | Total | Average drop out per school |
|---|---|---|---|---|---|---|---|
| **Exhibit 7: Consolidated Grade-Wise, Year-wise number of Drop outs (123 schools)** | | | | | | | |
| 2019-20 | 90 | 115 | 137 | 108 | 120 | **570** | 5 |
| 2020-21 | 73 | 69 | 148 | 95 | 78 | **463** | 4 |
| 2021-22 | 51 | 93 | 88 | 82 | 53 | **367** | 3 |
| 2022-23 | 62 | 76 | 106 | 107 | 67 | **418** | 3 |
| **Total** | **276** | **353** | **479** | **392** | **318** | **1818** | **15** |

When we examine the consolidated grade-wise and year wise number of drop outs of the data received from 123 senior secondary schools we find that in the year when the pandemic broke in class 90 girls dropped out during class VIII which significantly reduced in subsequent years. The same trend can be seen for classes IX to XII in the same academic year. That was the time when the pandemic was on its peak. In the AY 2020-21 we can clearly see the increased number of drop out in class X, the reason could be

promoting to next level (in this case from class IX) without formally assessing on acquired competencies and again there was another wave of COVID in 2021-22 which resulted the long school closure and loss of learning. We can clearly see the decreasing number of dropouts from AY 2019-20 to AY 2022-23 in class XII, which indicates that opening of schools helped in reducing the drop-out.

### Reasons of dropout

The question was asked to the Principles / Teachers from whom the information was collected. Total 13 reasons were listed from which they had to choose at most 3 options which they consider the most prevalent ones. The analysis shows that the reasons reported by the highest number of teachers were Engaged in Household Activities (18%), weak economic condition of the family (11%), disinterest in studies (10%) and the most shocking was either engaged or preparing to be married or moving to spouse house (23%). Other significant reasons which should be considered for future interventions is 'Dropped out of school resulting in decreased learning' though the percentage of teachers' responses was only 8% but teachers would not admit that due to their classroom interactions someone can lose interest in the studies. Engagement, moving to the in-law's house collectively contribute to the major reasons of dropout. This shows that in Rajasthan that the girls have been married or waiting to be married before they complete their secondary education.

| Exhibit 8: Reasons for drop out of girls (as perceived by the teacher), (at most three options) | | |
|---|---|---|
| Reason | Response count (293 from 123 schools) | Response in Percent |
| Reduced learning achievements | 22 | 8 |
| Disinterest in studies | 28 | 10 |
| Illness | 9 | 3 |
| Engage in domestic chores | 53 | 18 |
| Engaged in labour | 13 | 4 |
| Migrated to new location | 19 | 6 |
| School distantly located | 12 | 4 |
| Victim of fear/violence or untoward incidence | 3 | 1 |
| Worsened economic condition | 32 | 11 |
| Engagement (*Sagai*) / To be married | 49 | 16 |
| Staying in-law's house | 20 | 7 |
| Family / social pressure to discontinue study | 2 | 1 |
| Other | 31 | 11 |
| **Total** | **293** | **100** |

> Poonam shares her problems which she faced during pandemic, "*our study was affected adversely, and came to a standstill and economic condition worsened during first COVID lockdown. It would not be possible for me to able to study further as also had to face health related issues. Before COVID, my younger brothers and sisters used to study in private school but due to COVID, they were admitted in government school. During first lockdown, our family didn't get any kind of help. But during the second wave we received free ration from government and we all got connected with online teaching by the school staff. Our studies started again and I studied well. I want to get a good government job*".

# Section 2: Perceptions of Parents /Family Members

The perception of the parents is based on the interviews conducted with the parents of dropped out girls and the regular girls of the surveyed schools. Perception of 289 parents have been recorded. The answers of the asked questions have been analysed and presented in consolidated manner.

The responses or the information received related to the girl were given 52% by father whereas 33% mothers of the girls provided the information. 6% were other responsible members of the family. So the female members of the family took less interest in communicating with investigators or they were busy in daily chores. As more than 50 % of the respondents were fathers, this may give a totally different perspective.

**Exhibit 9.Relationship with Girl (in percentage)**

- Father
- Mother
- Sister
- Brother
- Other responsible family member

2.9  6.5  5.5  52  33.1

**Exhibit 10. About Girl's education status**

- Girl has left studies
- Girl is regular in school

34%  66%
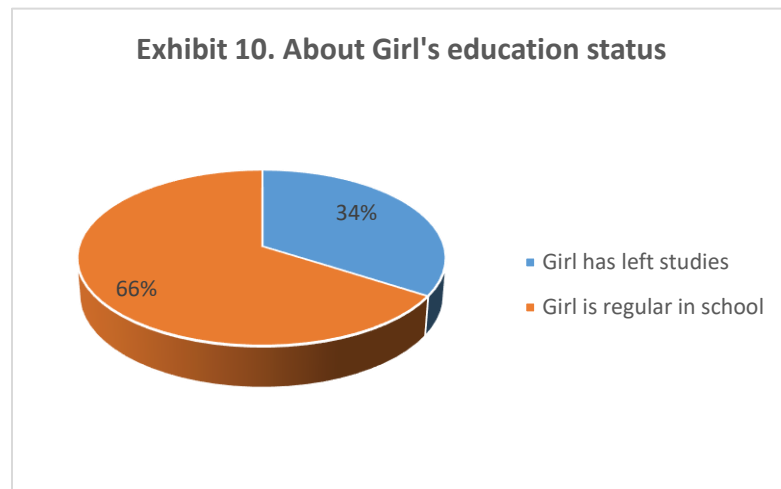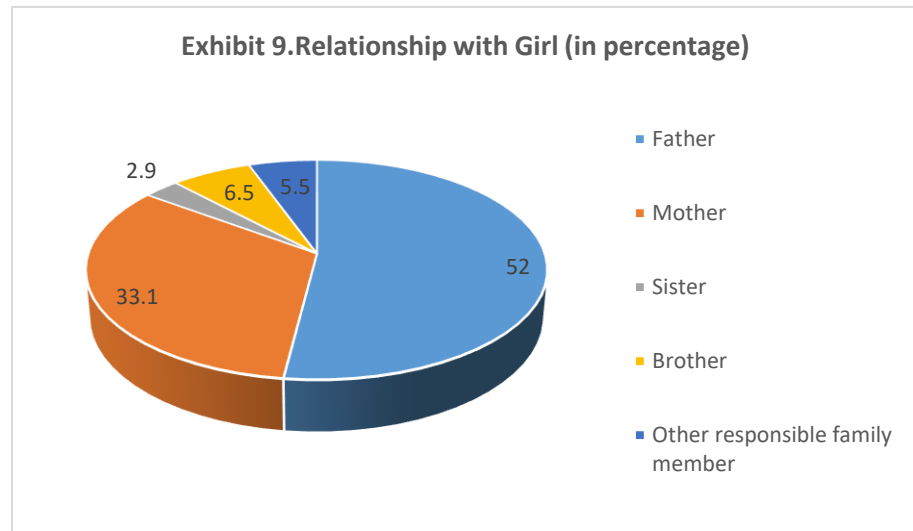
Whether the girl is a dropout or she is studying regularly in the school, 66% parents said that their girls are regular in the schools but 34% parents admitted that their girls have left the schools and currently not studying.

When they were asked about the class in which she dropped out, we found that 37%, 27%, 18%, 15% and 5% left their studies in class 9, 10, 11, 12 and before entering to university level studies respectively.

The Exhibit 11 depicts about the academic year in which the girls were dropped out of the schools. It is evident that in the year 2019-20 when the pandemic outbreak was happened and schools were closed for a prolonged period (March 14, 2020 to February 2, 2021) where 41% parents reported that their girls left the schools. There is slightly decline in the academic year 2020-21 when 30% girls left the studies, this was the time when the schools opened intermittently and studies suffered a lot.

**Exhibit 11. Academic Year-wise drop-outs**
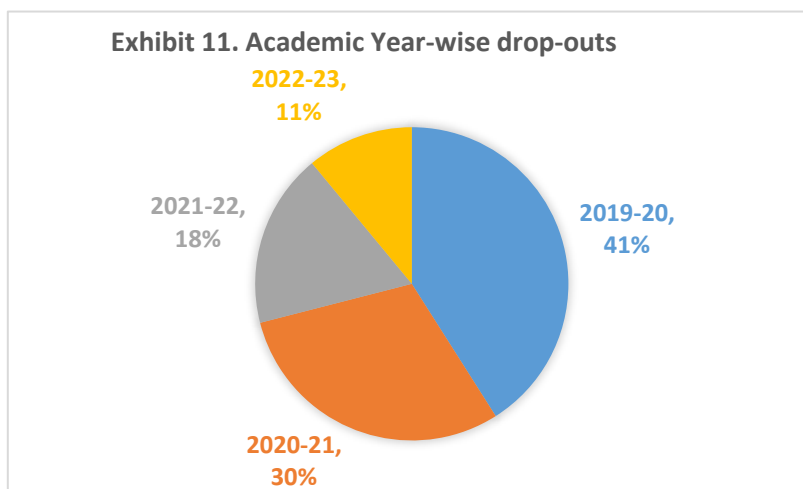


**Reasons of Dropout**

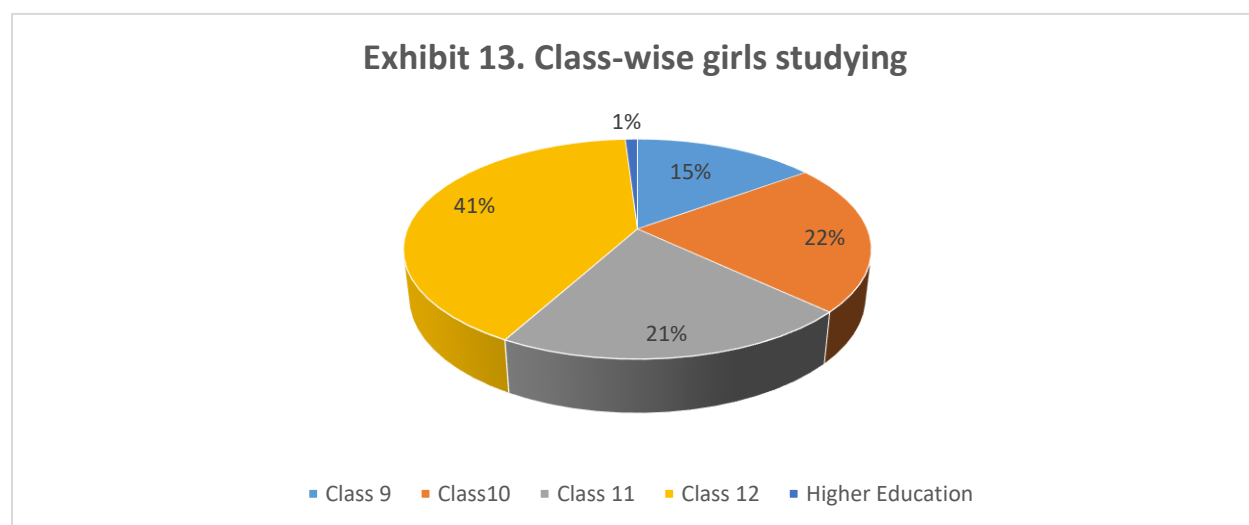Exhibit 12 shows that disinterest in the studies (16%) and indulging in household chores (15%) are the major reasons of leaving the studies. Other important reasons were due to decreased learning (12%) and weak economic condition (11%). It seems that the role of schools is important in keeping the learning alive and in interesting as the classroom transaction becomes important factor in retention. Another interesting reason found was getting engaged and awaiting to be married (13%, which shows a significant number of girls have left the studies due to future marriage possibilities.

| Exhibit 12. Reasons for drop out of girls (as perceived by the parents), (at most three options) | | |
|---|---|---|
| **Reason** | **Response count (total 179 counts by 107 respondents)** | **Response in Percent** |
| **Reduced learning achievements** | 21 | 12 |
| **Disinterest in studies** | 28 | 16 |
| **Illness** | 13 | 7 |
| **Engage in domestic chores** | 26 | 15 |
| **Engaged in labour** | 14 | 8 |
| **Migrated to new location** | 0 | 0 |
| **School distantly located** | 4 | 2 |
| **Victim of fear/violence or untoward incidence** | 3 | 2 |
| **Worsened economic condition** | 20 | 11 |
| **Engagement (*Sagai*) / To be married** | 24 | 13 |
| **Staying in-law's house** | 6 | 3 |
| **Family / social pressure to discontinue study** | 7 | 4 |
| **Other** | 13 | 7 |
| **Total** | **179** | **100** |

When asked, in which class their daughters were currently studying, 41% in class 12, 21% in class 11, 22%

### Exhibit 13. Class-wise girls studying



Legend: ■ Class 9  ■ Class10  ■ Class 11  ■ Class 12  ■ Higher Education

in class 10 and 15% in class 9 whereas only 1% study at undergraduate level.

| Exhibit 14. Study status during the school closure | | | |
|---|---|---|---|
| During the COVID, Girl was studying? | **Yes** | **No** | **Don't know** |
| | 68% | 26% | 6% |
| | | | |
| Does girl study at home? | **Yes** | **No** | **Don't know** |
| | 77% | 23% | 0% |
| | | | |
| If studies at home how many hours in a day? | **30 minutes to 1 hour** | **1.5 hours to 2.5 hours** | **More** |
| | 34% | 46% | 20% |

The parents were asked whether their daughters studied during COVID closure of schools 68% said yes but 26% said no. 77% parents said that their girls' study at home whereas 23% said that their daughters do not study at home. When they were asked how many hours their girls devote on study at home, 46% parents said that they devote 1.5 hours to 2.5 hours a day for her self-study whereas 20% said that they devote more than 2.5 hours a day on their studies at home. It seems that a large percentage of girls devote their time on self-study and it shows their interest in studies.

| Exhibit 15. Girls availed on-line Study Programs | | | |
|---|---|---|---|
| Do you know about online study programs? | **Yes** | **No** | **Don't know** |
| | 65% | 29% | 5% |
| | | | |
| If yes, did your daughter used any such program? | **Yes** | **No** | **Don't know** |
| | 46% | 46% | 7% |

Exhibit 15 shows that 65% parents knew about the online learning programs run during the school closure in COVID times whereas 29% did not know about such programs. It is interesting to know that amongst the parents who were aware about such online programs, 7% said that they did not know whether their daughters used any online program or not and 46% said that her girl did not use such program. More than half of the parents had knowledge of on line opportunities but many of them mentioned that the girls did not use it.
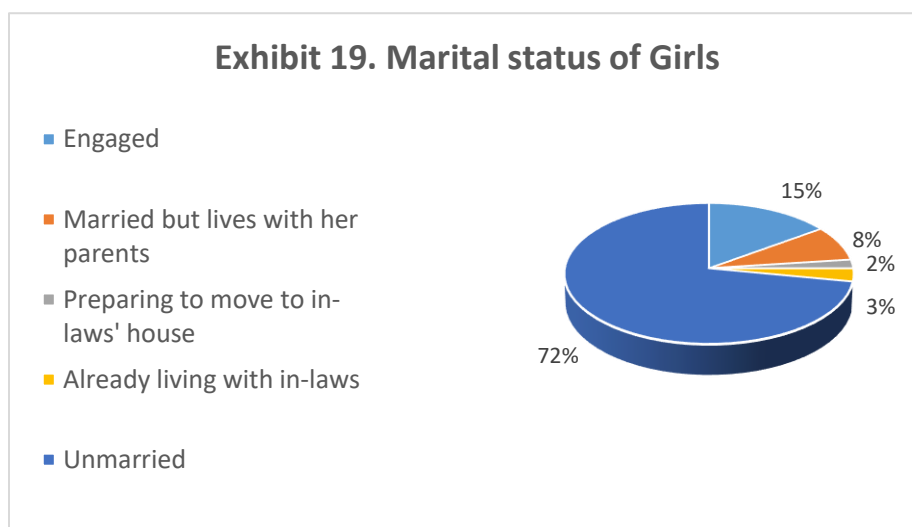
| Exhibit 16. COVID closure affected the study | | | |
|---|---|---|---|
| Did COVID closure affect the study of your daughter? | **Yes** | **No** | **Don't know** |
| | 81% | 14% | 5% |

| Exhibit 17. Factors affected the study | | | | | |
|---|---|---|---|---|---|
| If yes, what affected her study? | Mental stress & illness | Unavailability of online learning programs | Increased pressure of household work | Lack of academic support from teachers | Girl got engaged or married |
| | 15% | 32% | 21% | 29% | 4% |

81% of parents accept that the COVID closure affected the study of their daughters and they also cite reasons of it, like unavailability of online or alternative method of study (32%) amalgamated with the reason of unavailability of teachers for academic support (29%). Increased pressure of household work on girls contributed significantly in affecting their study. While the data of Girls who dropped out significantly mentions more than 43% being either married or engaged but parents do not see it as a hindering factor in girls' pursuit to get educated. A minimal of only 4% of the parents felt that this did affect the girl's studies.

| Exhibit 18. Teachers for academic assistance | | | |
|---|---|---|---|
| **Did any teacher come to provide academic assistance at home?** | **Yes** | **No** | **Don't know** |
| | 37% | 54% | 9% |
| **If yes, how many times they visited home?** | Regularly (once or twice a week) | Twice or three times in a month | Seldom (once or twice in a year) | Though visited but not for academic assistance |
| | 14% | 31% | 26% | 28% |

It was important to inquire about the academic assistance provided by the school teachers to the girls during the COVID closures. 54% of parents said that no teacher visited their homes for providing academic assistance to their wards. 9% parents did not even know about the visit of any teacher. Those said yes that teachers visited their homes were further enquired about the frequency of their visits, only 14% said that their visits were regular (weekly) and 31% reported monthly visits. A large percentage of parents (28%) said that though the teachers visited their homes but did not provide any academic assistance to the girls.



**Exhibit 19. Marital status of Girls**

- Engaged
- Married but lives with her parents
- Preparing to move to in-laws' house
- Already living with in-laws
- Unmarried

15%
8%
2%
3%
72%

Exhibit 19 shows the present status of girls either studying regularly of dropped out of schools

as per the information provided by their parents. 72% girls are unmarried, whereas 28 % are either engaged or already married.

**Exhibit 20. Continuation of study after engagement or marriage**



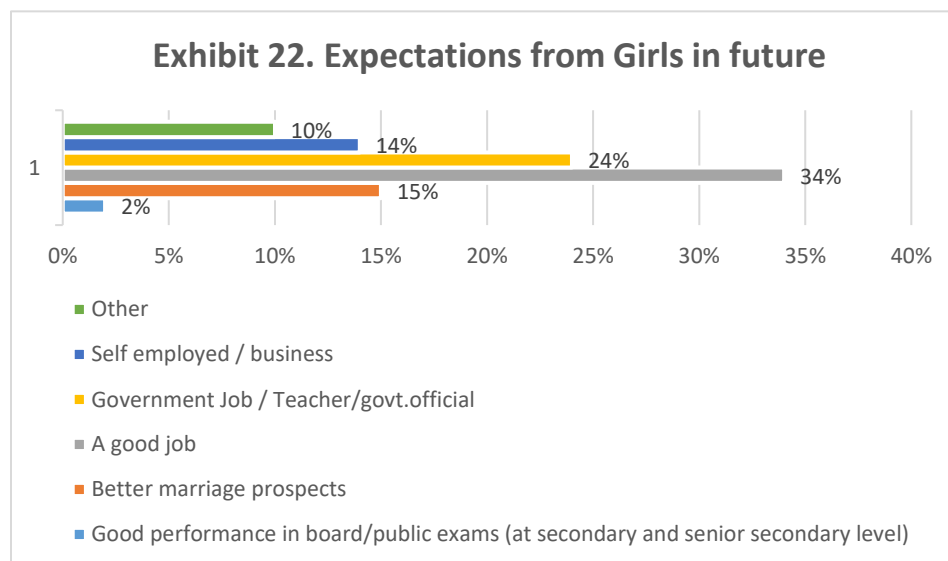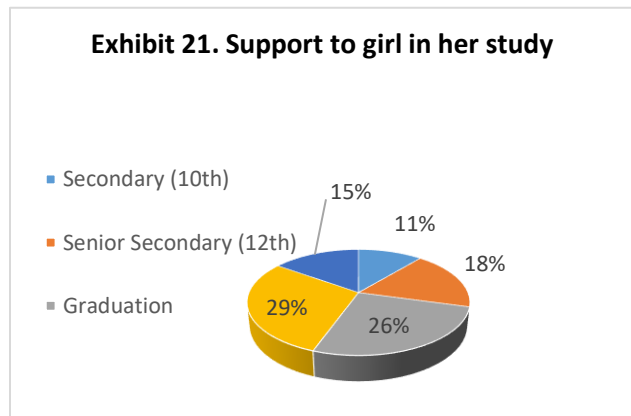Don't Know, 23%

No, 14%

Yes, 63%
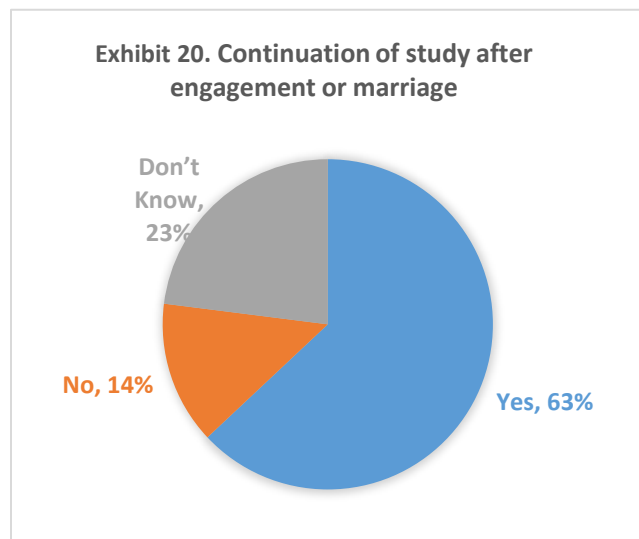
8% are already married but living with their parents as their *Gauna* has not taken place. 3% girls are already living with their in-laws and 2% soon will join their in-laws. Collectively it seems that around 28% girls are either engaged, to be married, to be sent to in-laws' house. In this age group it is a large number.

It was asked to the parents whether their girls would continue with their studies even after they were engaged or married (Exhibit 19). 63% parents responded affirmatively while 14% said no. 23% did not know since it would be decided by her in-laws. While 63% of the parents affirmatively stated that their wards would continue education even after they may get engaged or married the remaining 37 % was not sure on it. Once a girl is engaged or married, major decisions concerning her education and other aspects of life are taken by her spouse's family.

Those parents who said that they would let their girls to continue with their study were further probed about till which standard they will support their daughters in their study. 29% would support till post-graduation level, 26% till graduation and 15% will support for obtaining technical degree or some professional degree. Only 11% and 18% would support till secondary and senior secondary respectively. More than 70% of the respondents wanted to support their daughters to avail higher education facility, above grade 12. It is

**Exhibit 21. Support to girl in her study**



- Secondary (10th)
- Senior Secondary (12th)
- Graduation

15%
11%
18%
29%
26%

responsibility of the major stakeholders including government, local bodies and also civil society to keep this zeal alive and create conducive environment for higher education for girls. As per the expectations from their girls to achieve in future, the 34% parents wants that their daughter should get a

**Exhibit 22. Expectations from Girls in future**



10%
14%
24%
34%
15%
2%

- Other
- Self employed / business
- Government Job / Teacher/govt.official
- A good job
- Better marriage prospects
- Good performance in board/public exams (at secondary and senior secondary level)

respectable job anywhere in private sector, while 58 % of the respondents wanted their daughters to get a job (34 % in private sector while 24 % wanted a government job for their wards), 14 % also wanted them to start their own business.15 % of the respondents saw education as an opportunity to get better match for marriage for their daughters.

# Section 3: Perceptions of Dropped-out Girls

In this section the perceptions of dropped-out girls have been recorded and further analysed for reaching out to a conclusion. It was designed to conduct interviews of two dropped out girls from each surveyed school. We could only get 148 responses from dropped out girls in given time frame. The question wise analysis of the response has been given as:

| Exhibit 23. Social Category of Respondents | | | | | |
|---|---|---|---|---|---|
| Scheduled Caste (SC) | Scheduled Tribe (ST) | Other Backward Class (OBC) | Special OBC | Minority | General |
| 30% | 27% | 30% | 2% | 8% | 4% |

The respondents belong mainly to the three social categories SC, ST and OBC who are considered to be socially as well as economically weaker sections of the society.

| Exhibit 24. Dropped-out in Class | | | | |
|---|---|---|---|---|
| Class 9 | Class 10 | Class 11 | Class 12 | Before entering the higher education |
| 45% | 28% | 18% | 8% | 1% |

It reaffirms the previous research conducted by many, including educate Girls under AGP pilot that maximum dropout occurs in grades 8 ,9 and grade 10 as the girls do not find themselves capable and confident enough to attempt the first public exam (grade 10). This is the time when girls are transiting from elementary to secondary level, this transition phase is difficult to cope with. The teachers are much concerned about maintaining good results, therefore they focus more on good-performing students, those needing extra academic inputs are left on their own and ultimately they develop disinterest in their studies and start missing classes and ultimately drop out of school.  73 % of the respondents dropped out before they could complete secondary education.

| Exhibit 25. Academic Year of drop-out | | | |
|---|---|---|---|
| 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| 37% | 35% | 18% | 10% |

As shown in exhibit 24 that 45% girls were dropped out in class 9 and 28% in class 10 this may be due to the transition from elementary level to the secondary level where the subject matter become difficult and the classroom transaction become more formal. The less dropout has been observed in class 11 and 12. The academic years 2019-20 and 2020-21 where most of the time COVID related school closures were account for the maximum number of drop outs.

The dropout rate is highest in the academic year 2019-20 (37%) and then in 2020-21(35%). The major reason can be considered as school closure and lockdown resulting in a gap in learning levels and disinterest in education. (Exhibit 25)

| Exhibit 26. Reasons for drop out (multiple options choosen by respondents) | | |
|---|---|---|
| **Reason** | **Response count (total 256 counts by 148 respondents)** | **Response in Percent** |
| **Widened learning gap** | 25 | 10 |
| **Disinterest in studies** | 46 | 18 |
| **Illness** | 16 | 6 |
| **Engage in domestic chores** | 42 | 16 |
| **Engaged in labour activities** | 27 | 10 |
| **Migrated to another location** | 1 | 1 |
| **Distantly located school** | 4 | 2 |
| **Victim of fear/violence or untoward incidence** | 10 | 4 |
| **Worsened family economic condition** | 29 | 11 |
| **Engaged / getting married soon** | 26 | 10 |
| **Staying in In-Laws house** | 11 | 4 |
| **Family / social pressure to quit study** | 10 | 4 |
| **Other** | 9 | 4 |
| **Total** | **256** | **100** |

18% of the girls reported loss of interest in studies as the major reason for drop out while 16% quoted engagement in household activities to be responsible for dropout. 14% of the responses also indicated girls getting engaged and married during the period as a factor contributing for dropout.

11 % of responses were registered under weaker economic conditions and another 10 % was registered as involvement in labour activities.

> **Failure in public examination family forces girl to quit study**
> *Sonam Kumari Bairwa (17),* Magalyavas, GP: Ralavata,  Dausa), belongs to poor SC family who failed in class X board examination since her study was much impacted adversely due to beginning of the pandemic, lockdown and closure of schools for longer duration. She was forced by family members to leave her study due to failure in 10th class and engaged her in household activities since her parents were daily wage labourers and their wage earning opportunities suddenly reduced significantly.
> Sonam expresses her wish, although, I wanted to continue with my study till 12th but due to domestic / family pressure I was not allowed to join school when it opened after long duration. NGO volunteers contacted and counselled to my parents and convinced them to allow to apply for Open School Examination for which I'm preparing from home.

The reasons of their drop out as reported by the girls shows that the major reasons were disinterest in studies (18%) this may be due to the poor classroom transaction and unfriendly school atmosphere. 16% girls dropped out of the increased pressure of household work and 10% dropped out due to engagement in labour activities for earning for the family as 11% were dropped out due to weak economic condition of their families. It is interesting to know that 4% girls stopped going to schools due to the fear of becoming victim of violence or untoward incidence and 4% have left due to their marriage. If we analyse the reasons, we may find two major reasons of drop out, first disinterest in studies and engaging in household and earning activities.

| Exhibit 27. Study status during COVID | | |
|---|---|---|
| During the COVID, Girl studied? | **Yes** | **No** |
| | 33% | 67% |
| | | |
| Did girl study at home? | **Yes** | **No** |
| | 32% | 68% |

During the COVID 67% girls did not study and did not do well in their studies and 68% girls did not study at home during the school closure.

| Exhibit 28. Girls availed on-line Study Programs | | |
|---|---|---|
| Do you know about the online study programs? | **Yes** | **No** |
| | 33% | 67% |
| | | |
| If yes, did you use any such program? | **Yes** | **No** |
| | 15% | 85% |

67% of dropped out girls did not know about the online study program and 33% who knew about such programs, many of them did not avail the opportunity.

It can be assumed, if the girls had studied and were able to drive benefits of online classes, they would have stayed in the education system but 85% did not use any such program. It shows, had they used the online programs some of them would not have left the study.

| Exhibit 29. COVID closure affected the study | | |
|---|---|---|
| Did COVID closure affected your study? | **Yes** | **No** |
| | 83% | 17% |

83% of the girls mentioned that COVID closure did affect their studies. They found "no access to digital platforms and increased household chores as the major factors affecting their education resulting in school drop-out.
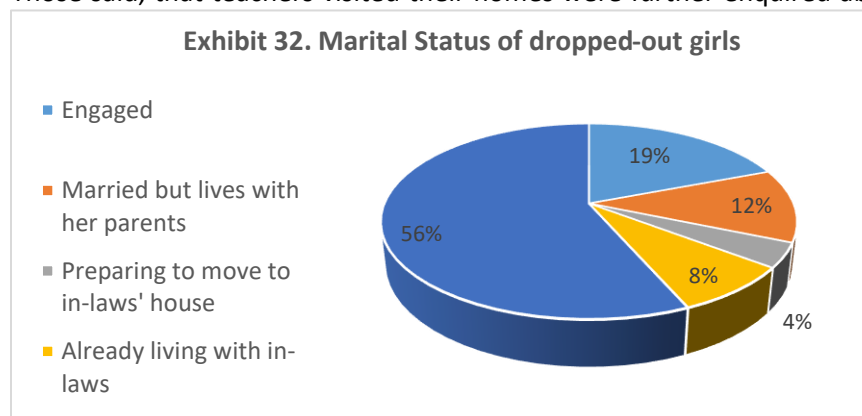
| Exhibit 30. Factors affected the study | | | | | | |
|---|---|---|---|---|---|---|
| If yes, what affected your study? | Mental stress & illness | Unavailability of online learning programs | Increased pressure of household work | Lack of academic support from teachers | Girl got engaged or married | My study was not affected |
| | 15% | 29% | 28% | 14% | 11% | 3% |

The school closure due to COVID affected the study of 83% of dropped-out girls. The factors that affected their studies are the unavailability of online learning programs (29%) and the increased pressure of household work (28%). Other factors reported were due to mental stress (15%) and lack of academic support from teachers (14%). So, the main factors that affected the study are lack of academic support in form of online learning programs and onsite support of teachers to the students.

| Exhibit 31. Teachers' academic assistance | | | |
|---|---|---|---|
| **Did any teacher come to provide academic assistance at home?** | **Yes** | **No** | **Don't know** |
| | 17% | 70% | 13% |
| **If yes, how many times they visited home?** | Regularly (once or twice a week) | Twice or three times in a month | Seldom (once or twice in a year) | Though visited but not for academic assistance |
| | 2% | 27% | 34% | 36% |

When inquired about the academic assistance provided by the school teachers to the girls during the COVID closures. 70% of dropped-out girls said that no teacher visited their homes for providing academic assistance to them. 13% did not even know about the visit of any teacher.

Those said, that teachers visited their homes were further enquired about the frequency of their visits, only 2% said that their visits were regular (weekly) and 27% reported monthly visits. A large percentage of girls (36%) said that though the teachers visited their homes but did not provide any academic assistance to the girls. Exhibit 32 shows the present marital status of dropped-out girls. 44% of the girls from the dropout category were either engaged or married as compared to the 14% in the regular in-school category of girls.

**Exhibit 32. Marital Status of dropped-out girls**

- Engaged
- Married but lives with her parents
- Preparing to move to in-laws' house
- Already living with in-laws

19%
12%
56%
8%
4%

We clearly see a correlation between engagement /marriage and drop-out of education. Also that lockdown had triggered rise in child marriages and engagement processes. The realization of missing of learning opportunities was mentioned and also that they miss being with their friends from school.

This affirms the idea that schools are definitely seen as spaces for meeting friends and learning opportunities. This response also draws our attention that girls do want to be educated but because of multiple factors are not able to continue their education.63% of the respondents want to re-join school while 31 % were not able to decide ( indicates level of dependency on others in family in making choices)

While 63 % of the girls have face time with each other, 32 % make phone calls and only 5% of the girls use WhatsApp to connect with friends. This further confirms the limited availability of phones and very low access to internet facilities to these girls.

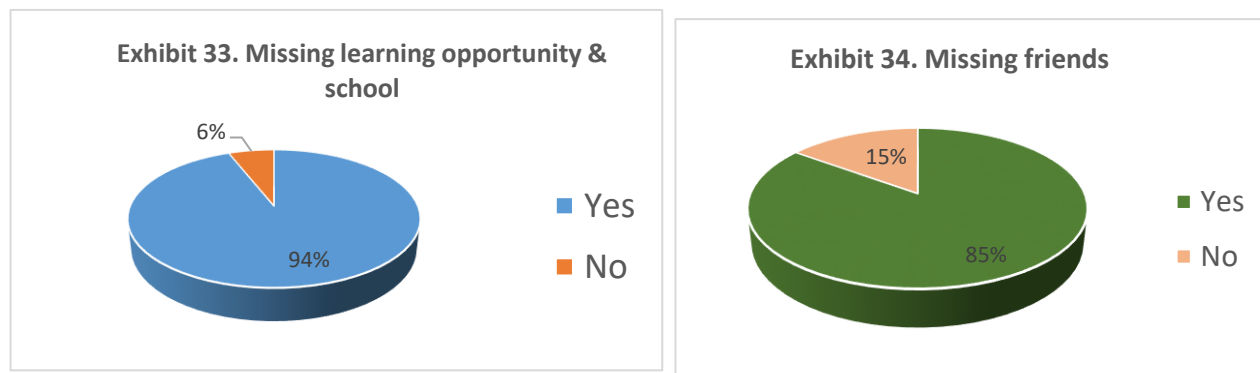**A 14 year girl victim of forced marriage and worsened economic condition**
**Narbada Kumari Teli** (*Kapasan, Chittorgarh*). Her father died 12 years ago after a long illness, family landless since her father sold 3 bighas agricultural because he needed money for the treatment of his own and his and 65-year-old mother. Her brothers do not cooperate in the expenses of the family.
Narbada and her two sisters studied till grades 7, 8 and 9 respectively, two elder brothers left the study in grades 8th and 9th respectively during this Covid time. Although, mother wanted to support to continue studies of her children. But economic condition of the family becomes grim which the children observed and forced them to quit the study and earn wage. All 3 sisters and one of two brothers were married before legal age. Narbada left her studies since she failed in 9th class and ill health of her mother during Covid times.
Narbada's mother gets widow pension and apart from this, family got dry ration / wheat from the government during the Corona period, but got no other financial assistance. There was no scope of wage earning during the pandemic. Her mother mortgaged all her jewellery and borrowed money from a co-worker in the village and took care of herself and all the children. The debt money is still unpaid. Currently, both earning brothers have stopped to support her family. Narbada shares sadly, "*marriage was held as 'Atta-Satta' in my brother's in-laws' house. I'm staying back in my mother's house since brother's wife (Bhabhi) does not come to stay with my brother. My life has been ruined*".

56% girls are unmarried, whereas 19% were engaged and soon will be married. 12% are already married but living with their parents as their *Gauna* has not taken place. 8% girls are already living with their in-laws and 4% soon will join their in-laws. Collectively it seems that around 43% girls are either engaged, to be married, to be sent to in-laws' house. In this age group it is a large number and may be one of the reasons of their dropping off from schools.
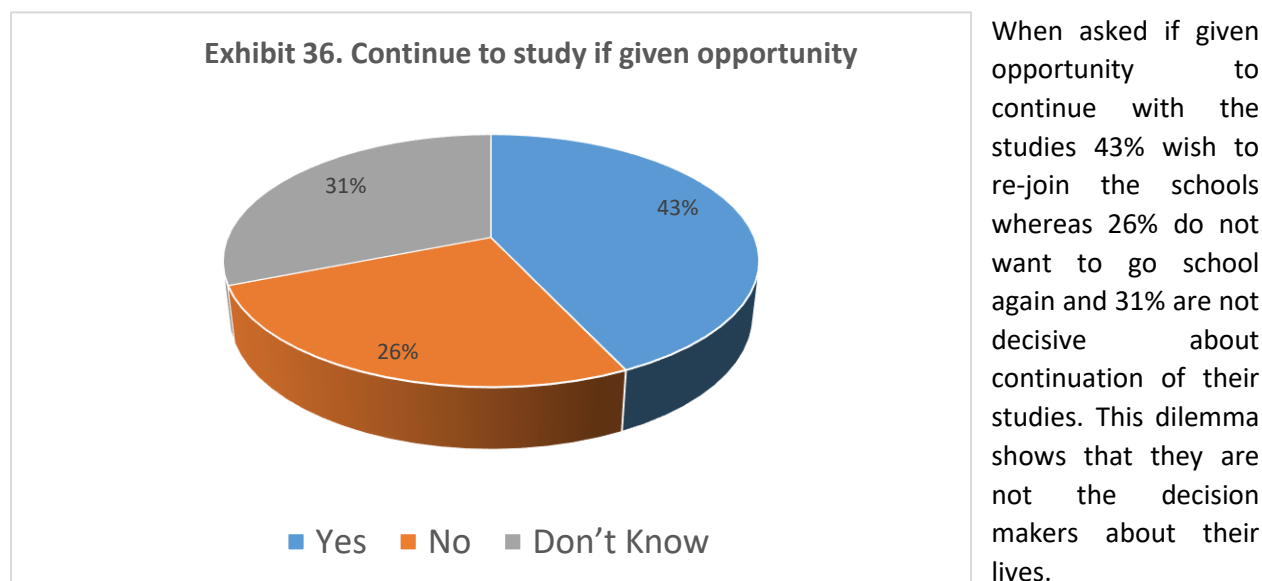
Exhibit 33 and 34 depict the missed learning opportunities being felt by the dropped-out girls as 94%



**Exhibit 33. Missing learning opportunity & school**

6%
94%

- Yes
- No

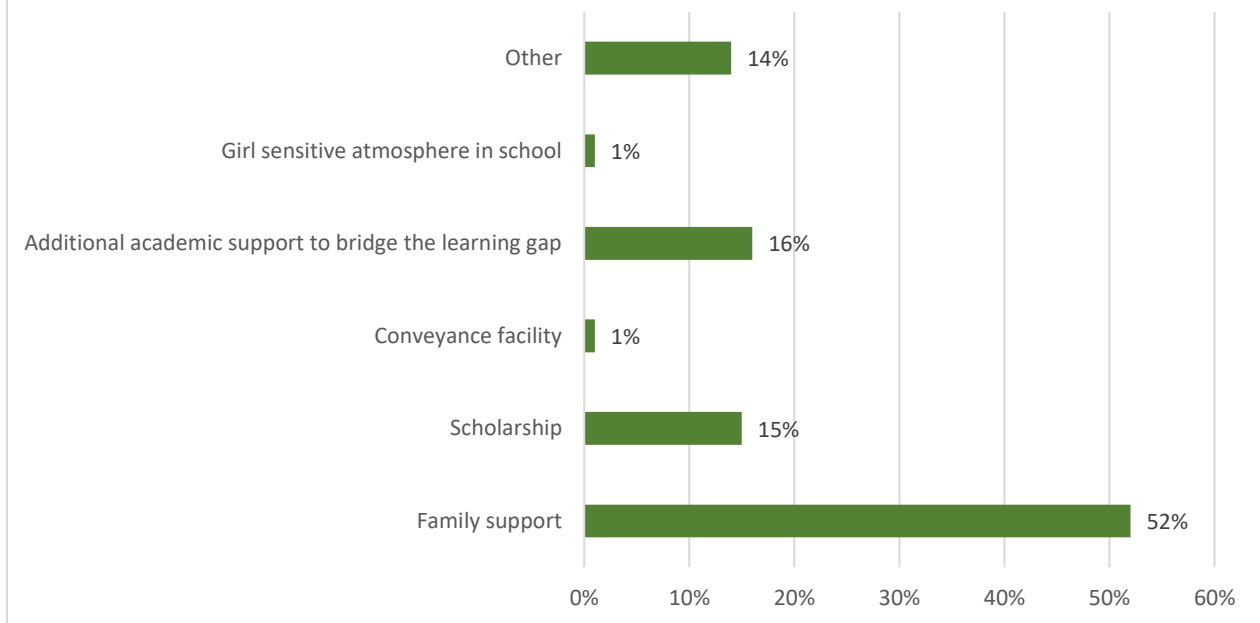**Exhibit 34. Missing friends**

15%
85%

- Yes
- No

expressed that they miss the learning opportunities and the school. 85% girls miss their school friends. It seems that the girls really want to be in schools but some other factors and compulsions prevent them for doing so.

| Exhibit 35. Contact with friends | | |
|---|---|---|
| **Are you still in touch with your school friends?** | **Yes** | **No** |
| | 62% | 38% |
| | | |
| **If yes, then how?** | Phone calls | WhatsApp chat | Meeting face to face |
| | 32% | 5% | 63% |

Whether the dropped-out girls are still in touch with their friends, 62% said yes and 38% are devoid of any interaction with their school friends. Those who said yes out of them 32% keep calling on phone and 63% meet physically from time to time. Only 5% of them use WhatsApp.



**Exhibit 36. Continue to study if given opportunity**

31%
43%
26%

- Yes
- No
- Don't Know

When asked if given opportunity to continue with the studies 43% wish to re-join the schools whereas 26% do not want to go school again and 31% are not decisive about continuation of their studies. This dilemma shows that they are not the decision makers about their lives.

**Exhibit 37. Enabling environment for re-joining the school**

| Category | Percentage |
|---|---|
| Other | 14% |
| Girl sensitive atmosphere in school | 1% |
| Additional academic support to bridge the learning gap | 16% |
| Conveyance facility | 1% |
| Scholarship | 15% |
| Family support | 52% |

Those who said yes, they want to continue with their studies were asked what kind of support they would need in order to be able to re-join the schools. 52% need family support to implement on their decision of continuing with their studies. 16% want to additional academic support to bridge the learning gap through special provisions for bridge courses that can be organized at school level. Around 15% need scholarships to meet out some of their expenses on their education. It seems that family reluctance comes out a major reason of their drop out from the schools. They want to continue with their studies provided that their families support them.

> **Poor economic condition of the family caused by pandemic forces girl to quit study**
> **Varsha Jangid** (Rai colony, Barmer city) stays widow mothers in 5-member family. At the time of father's death two sisters and two brothers were studying in school. Source of family income was tailoring. After father's death, mother took the responsibility of tailoring job. The eldest sister left her study (class VIII) due to grim economic condition and started to support her mother in tailoring work. After 2 or 3 years, the eldest sister got married and Covid situation which worsened the economic condition, so Varsha also left her education in class IX and engaged herself to ear livelihood through the family occupation. Her one brother, next to Varsha also left school education and migrated to Gujarat for wage earning and works in a company there while her youngest brother continues his study in class XI supported by both mother and sister.

# Section 4: Perceptions of Regular Girls

This section deals with the perceptions of regular girls which have been recorded and further analysed for reaching out to a conclusion. It was designed to conduct interviews of two regular girls from each surveyed school. We could get 217 responses from regularly studying in school girls in given time frame. The question wise analysis of the response has been given as:

| Exhibit 38: Social Category of Respondents | | | | | |
|---|---|---|---|---|---|
| Scheduled Caste (SC) | Scheduled Tribe (ST) | Other Backward Class (OBC) | Special OBC | Minority | General |
| 22% | 21% | 43% | 3% | 3% | 8% |

The respondents belong mainly to the three social categories OBC, SC & ST. The increased percentage of OBC and general category in comparison to the dropped-out girls can be seen in case of regular students.

| Exhibit 39: Class in which she is studying | | | | |
|---|---|---|---|---|
| Class 9 | Class 10 | Class 11 | Class 12 | Higher education |
| 12% | 16% | 26% | 45% | 2% |

45% of regular girls are studying in class 12 whereas 26% are in class 11. Only 2% are pursuing their higher studies.

> **Social protection schemes are boon for education of orphaned children**
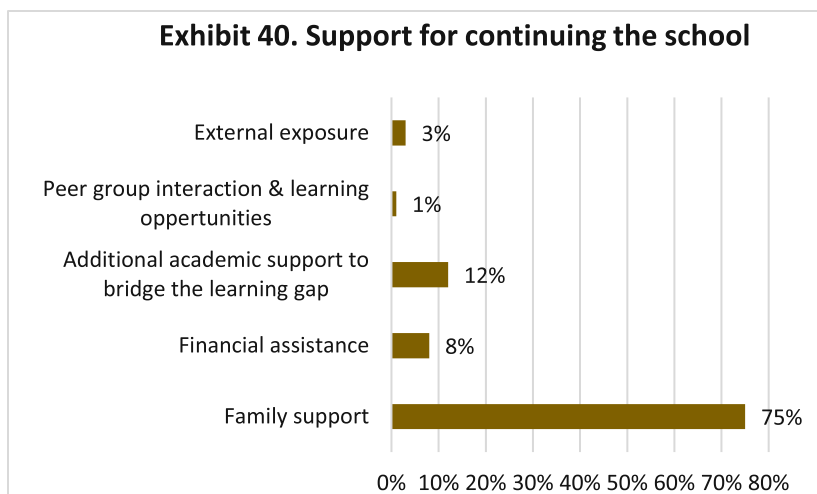>
> **Manisha Jangid** (*18, Haripura, Dausa*) lives in 5-member OBC family lost both parents and caregiver is her eldest sister. Both parents died sometimes back. Caregiver sister studies in BA final. Manisha and her two younger brothers study in BA part-I, class IX and VII respectively
>
> The financial condition of the family is very poor, the elder sister cooks food in the school and earns Rs.1000 and two younger brothers are linked with Palanhar scheme and get cash support. Both sisters want to continue their higher education along with supporting both brothers education but it seems difficult to continue the education of all four members due to lack of adequate financial resources.
>
> Although the Palanhar scheme kept us connected with studies till now.
>
> Manisha expects, "*we should also be connected with other schemes which could improve economic condition to support our studies*".

When asked whether the regular girls **would be able to continue with their studies in future**, 100% of them were sure that they would complete their studies. For this what kind of support, they need to complete their school education their responses were like (exhibit 40); 75% need family support in continuing with their school education, 12% want to additional academic support to bridge the learning gap through special provisions for bridge courses which can be organized at school level. Around 8% need financial assistance to meet out some of their expenses on their education. And 3% girls demand of an

**Exhibit 40. Support for continuing the school**

- External exposure: 3%
- Peer group interaction & learning oppertunities: 1%
- Additional academic support to bridge the learning gap: 12%
- Financial assistance: 8%
- Family support: 75%

external exposure to assist their learning. The family support plays a vital role in girl's studies and this is the area where one need to work up on to let the girls in schools till, they complete their school education. Regular additional academic support is needed for the girls at secondary level education through special classes of difficult subjects like Maths, Science and English.

> **Girl gets support for her study from the family**
>
> Anju Kumari Jat, (*16, Kesarkheda, GP - Nimbaheda, Block - Kapasani, Chittorgarh*) is from farmer's family with fairly good financial condition since her educated father (55 years) is actively earning member, adequate sources of regular income such as 15 bighas irrigated land with a tube-well and electricity connection, milching animals (a cow and 4 buffaloes).
>
> Anju has a total of 6 sisters. Her eldest sister has studied till graduation, she lives in her in-laws house, the second sister has studied till 12th, she also lives in her in-laws house, and the third sister is also studying in B.A. by staying at her in-laws house and is preparing for police constable. The fourth sister has also studied up to B.A. Anju is also studying in class 11th. She wants to become a teacher when she grows up. She doesn't have a brother.
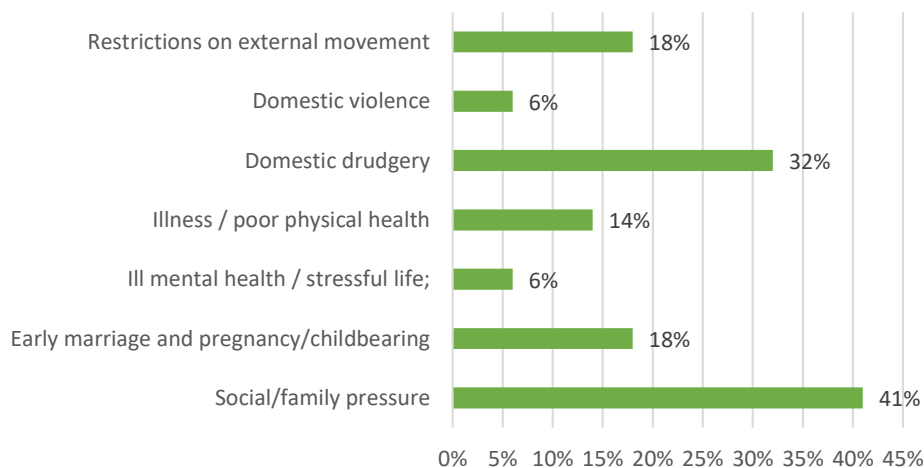>
> Anju gets support from her father even during the Corona period, such as providing android phone for online studies. He keeps motivating Anju for her studies. His family did not face much troubled and did not need any kind of government assistance during Covid period. Her father also supported other families during pandemic.

## Exhibit 41. Risk of dropping out



- 6%
- 10% Yes
- 84% No
- Don't know
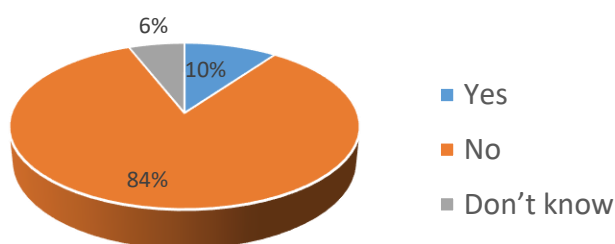
When asked from the regular girls whether you feel any danger of dropping out of the schools in near future, 84% of them said no and they were assured that that they would continue with their schooling but 10% girls had apprehension of dropping out from the schools due to the various reasons as described in the exhibit 42. 41% girls who had fear of discontinuing their studies due to family pressure or social pressure that they might be dropped out.

## Exhibit 42. Nature of Risks



| | |
|---|---|
| Restrictions on external movement | 18% |
| Domestic violence | 6% |
| Domestic drudgery | 32% |
| Illness / poor physical health | 14% |
| Ill mental health / stressful life; | 6% |
| Early marriage and pregnancy/childbearing | 18% |
| Social/family pressure | 41% |

0%  5%  10% 15% 20% 25% 30% 35% 40% 45%

The pressure might be of getting married or some pressure of not sending girls to higher education etc. A large number of respondents (32%) said that due to indulging in domestic work they may be dropped out. We can also see that 18% of them have fear of getting married in early age and fear of bearing child that might lead to school dropout. Restriction on external movement and poor physical health were also reported by significant percentage of regular girls.

| Exhibit 43. Level of Education to achieve | | | | | |
|---|---|---|---|---|---|
| 12th | Graduation | Post-graduation | Professional degree | Vocational Training | other |
| 4% | 21% | 41% | 22% | 6% | 5% |

Maximum number of regular girls want to study till post-graduation (41%), 22% aspired to obtain some profession degree and 21% want to pursue graduation. Only 6% desired to have vocational training. It is good to see that only 4% girls want to stop after class 12.

| Exhibit 44. Aspiring to become in life | | | | | | |
|---|---|---|---|---|---|---|
| Teacher | Nursing staff | Police officer | Other government service | Social activist | politician | other |
| 42% | 15% | 20% | 16% | 3% | 1% | 3% |

Most of the regular girl students want to become a teacher (42%), second choice came as police officer (20%) and 16% want to be a government servant. A significant number want to work as nursing staff but only 1% want to take plunge in politics. All the interactions of the girls are limited between school and home. They do not have exposure nor do they get to interact or see any role model in the vicinity. Women teacher is the only female role they interact with on regular basis. To promote gender equity, we need to mobilize girls to opt for non-traditional roles. To promote non-traditional jobs among girls, they need to have an opportunity to see some role models.

This shows that most of the girls inclined towards traditional jobs but the society require girls to adopt more unconventional roles like pupil's representatives, social activists and entrepreneurs. This need to be addressed through education and training to adolescent girls and young women.

**Girl aspires to complete school education and gain employability skills**
**Shakuntala Yogi** (Ramgarh, Block- Mahwa Dausa) lives in 5-member family. Her Father and brother are differently-abled. Her mother earns wage through labour. Shakuntala devotes time to household chores. Hence, she can't concentrate on her studies. Her family is unaware of social protection schemes. Due to the poor family economic condition and disability of two members she has to take care of them. People around her also say to Shakuntala, 'you have grown up now and should devote time for household works. Girls should not read much and serve their family first'. That is why she dropped out of school when she was in 8th class. Shakuntala shares "*two years later after dropping out school I see my school mates going to the school and doing better in their studies, I want to go to school too and complete my school education and aspire to acquire some skills for enhancing employability opportunity, so that I may become self-reliant and economically sound*".

**Determined girl defy social norms**
**Monika Sharma (14),** Khonchpuri, block - Mahwa, Dausa**)** lives in 4-member family and studies in class 10. She is good in her studies and wants to achieve something big in life. Unfortunately, her parents did not want her study to be continued. However, her strong will convinced parents to continue her study looking after her good performance. She aspires to go for higher studies with continued family support.

| Exhibit 45. Study status during COVID | | | |
|---|---|---|---|
| Whether Girl studied | **Yes** | | **No** |
| | 93% | | 7% |
| | | | |
| Whether girl studied at home | **Yes** | | **No** |
| | 98% | | 2% |
| | | | |
| Hours spent in a day when studied at home | **30 minutes to 1 hour** | **1.5 hours to 2.5 hours** | **More** |
| | 20% | 48% | 31% |

During the COVID closure 93% girls studied using different means and 98% studied at home only and 48% devoted 1.5 hours to 2.5 hours daily for self-study and 31% devoted more than 2.5 hours daily. It means that they were dedicated towards their studies and used different methods to get in touch with the study till the regular classes started.

| Exhibit 46. Availing on-line Study Programs | | |
|---|---|---|
| Whether girl knows about the online study programs | **Yes** | **No** |
| | 82% | 18% |
| | | |
| Whether used any such program if yes | **Yes** | **No** |
| | 72% | 28% |

Online study material was made available by the government to the students during the COVID closure and 82% girls were aware about the programs and out of which 72% used such programs. It seems a large number of girls used these programs.

| Exhibit 47. COVID closure affected the study | | | | | | |
|---|---|---|---|---|---|---|
| **COVID closure affected study?** | **Yes** | | | | **No** | |
| | 87% | | | | 12% | |
| | | | | | | |
| **If yes, how?** | Mental stress & illness | Unavailability of online learning programs | Increased pressure of household work | Lack of academic support from teachers | Girl got engaged or married | My study was not affected |
| | 16% | 32% | 16% | 25% | 1% | 9% |

The school closure due to COVID affected the study of 87% regular girls. The factors that affected their studies are unavailability of online learning programs (32%) and increased pressure of household work (16%). Other factors reported were due to mental stress (16%) and lack of academic support from teachers (25%). So, the main factors affected the study are lack of academic support in form of online learning programs and onsite support of teachers to the students.

**Reena Kumari** (Chilkari, Rohaniya, Banswara), a daughter of widow mother, belongs to poor ST family and has got married before legal age and her two younger brothers are studying, elder one is doing STC and second younger one is studying in BA part-II

Reena and his elder brother were also applied for the Palanhar benefits but they never got the same. Since the poor condition of the family, she was eldest one among all three children, Reena opted to discontinue her study and earn to support the education of both younger brothers. She was used to migrate to Gujarat along with her cousin brother for wage earning during the lean period of the tear (when no option of wage earning at local level) and she was also used to engage in MNREGA work during summers.

Reena came in contact with the NGO Volunteers and became aware about other social protection schemes. This enhances her confidence and information level. So she re-started her education as a private candidate and accessed the benefits from other schemes, linked Mother with Widow Pension, got the labour card, etc.

Now, Reena is staying with her husband in In-Laws house and mother now, forced to take loan / debt to support the younger brother for his higher education. Reena aspires to go for higher and professional education or skill trainings.

| Exhibit 48. Teachers for academic assistance | | | | |
|---|---|---|---|---|
| **Did any teacher come to provide academic assistance at home?** | **Yes** | | **No** | |
| | 46% | | 54% | |
| | | | | |
| **If yes, how many times they visited home?** | Regularly (once or twice a week) | Twice or three times in a month | Seldom (once or twice in a year) | Though visited but not for academic assistance |
| | 17% | 45% | 25% | 14% |

About the academic assistance provided by the school teachers to the girls during the COVID closures. 54% of regular girls said that no teacher visited their homes for providing academic assistance to them. Those said yes (46%) that teachers visited their homes were further enquired about the frequency of their visits, only 17% said that their visits were regular (weekly) and 45% reported monthly visits. Once a year visit was reported by 25% girls and 14% said that though the teachers visited their homes but did not provide any academic assistance to the girls.
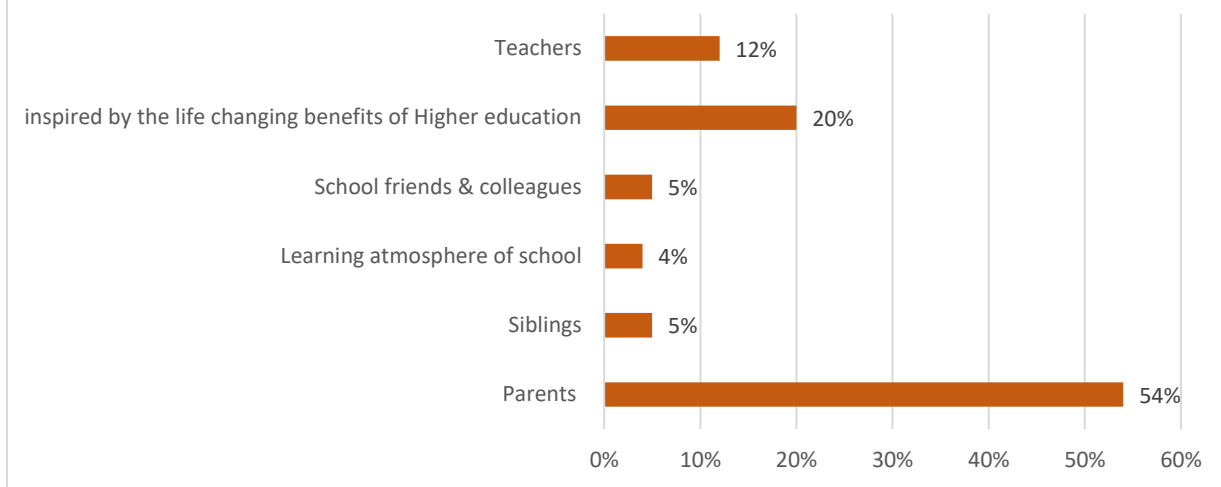
**Neetu** (*Kosoti Kheda, GP: Sahedi, Block - Badi, Dholpur*) belongs to a poor ST and educationally backward family. Her 5-member family has one elder married sister who studied till class 5; her two brothers have migrated to other states for earning livelihood. Family's poor condition was caused due to lack of resources and opportunities of earning livelihood in the village. Her father suffers by silicosis disease since he was engaged in mining and had no other means of livelihood. This resulted poverty, poor health and financial condition of the family.

Neetu used to remain irregular in the school due to domestic problems and the study adversely impacted due to Covid pandemic, closer of schools, no online study facility was available and lack of information about government schemes,. Hence the family could not get benefits of the welfare schemes during this odd time.

Neetu expresses "*My study becomes discontinued in class X during the Covid period and engaged myself in domestic work. My teacher used to come to my house twice a week to resolve my academic problems, inspired and guided me for self-study, gave homework for practice. He also connected me with online SMILE group platform which rejuvenated my interest in the study again.*
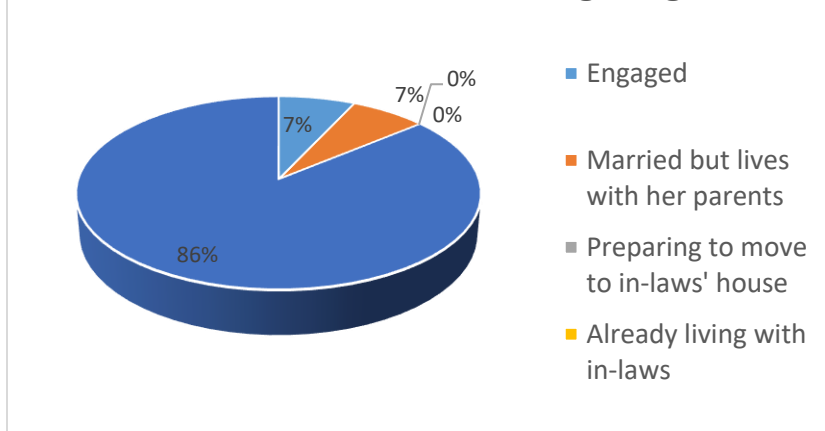
*I currently study in class-12th and is well connected with regular education. I passed class XI with first division i cheers study and feels indebted to my teacher who helped me a lot during difficult times*".

**Exhibit 49. Inspirations to join school after the re-opening**

| Category | Percentage |
|---|---|
| Teachers | 12% |
| inspired by the life changing benefits of Higher education | 20% |
| School friends & colleagues | 5% |
| Learning atmosphere of school | 4% |
| Siblings | 5% |
| Parents | 54% |

Parents played a vital role in sending their girls to the schools when they re-opened after the prolonged closure due to COVID. 54% regular girls give credit to their parents. It is interesting that 20% girls were inspired by the life changing benefits of higher education and want to go for it despite of any constraint. It is also interesting to note that only 4% regular girls inspired by the learning atmosphere of the schools for which they want to re-join. Here teachers also played some role in bringing them back to the schools.

**Exhibit 50. Marital status of regular girls**

- Engaged — 7%
- Married but lives with her parents — 7%
- Preparing to move to in-laws' house — 0%
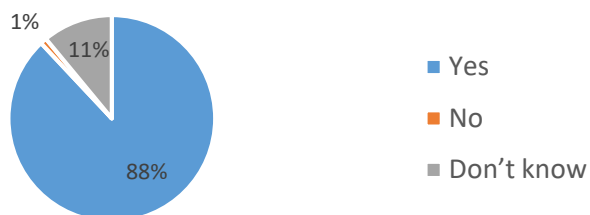- Already living with in-laws — 0%
- 86%

Most of the regular girls are unmarried (86%). 7% are engaged but not married yet but another 7% are married and lives with their parents since their *Gauna* did not take place. If we compare this status with dropped out girls, we find that in comparison to 86% unmarried regular girls 56% were unmarried in case of dropped out girls. Only 7% regular girls are married as compared to the 12% in dropped out girls. Only 7% regular girls are engaged in comparison to 19% dropped out girls.

When asked about the chances of continuing studies by engaged / married girls, 88% of them said that they would continue with their studies 11% were not sure about that and only one percent said that they would not be able to keep her studies continue once they are married.

**Exhibit 51. Chances of continuing study of engaged / married girls**



- Yes
- No
- Don't know

1%
11%
88%

After analysing the data received from the schools on dropout and the discussions with parents, dropout girls and regular girls that COVID closure definitely impacted the study of girls especially studying at secondary level due to which a considerable number of girls were dropped out. The realistic number may not be reflected in the school records due to government pressure but our investigators reported that the number is higher as they came across such girls who do not attend the school but they are regular in school records. It is clear that the family support and school's learning atmosphere plays vital role in retention in the schools. Regular academic support in form of extra inputs for teachers for those who find themselves weak in certain subjects will be required to keep them in the schools. Early marriages also keep girls away from the schools as they were not free to take their life decisions and not confident enough.

A large number of girls in engaged in household work that once they become irregular ultimately, they are dropped out and even if they want to re-join, there is no system that can bridge the learning gap and keep their learning alive.

**CHPATER – 4**

**KEY FINDINGS & CONCLUSIONS**

This study was an attempt, in a certain way, to follow up our research efforts put in 2020, Covid-19 response, to examine the impact on Girls in Rajasthan. Our aim was to examine the status of girls' education at the secondary level in Rajasthan, to understand the impact of school closure on the retention of girls in secondary classes, the perception of parents about their education, and most importantly to explore factors responsible for the retention and drop out of Girls from school.

Although the number of adolescent girls who have dropped out is high in the community we have limited our scope of study to the information available from school data only. We are aware that many times, teachers /schools do not remove names of Girls who might have dropped out or were irregular for a long time, from their registers. The number of drop outs actually high but does not get reflected in school records.

*The school data on enrolment and dropout show a different story. Schools do not remove the names of dropped-out girls from their records even long absences of students from school since they have the pressure to show increased enrolment / retention per year and they do not accept that the locality has out-of-school children ----One of the researchers perceives from interaction with the community and students.*

Although some of the questions have been same for all the respondents, we can see clear contrast in responses received from the various categories.

The member organizations of Girls Not Brides, Rajasthan willingly participated in the study and mobilized teams to collect the data and to interview parents and girls. This study resonates with the findings of the other attempts made to assess the effect of COVID -19 on the education of Adolescent girls. It would definitely provide insight to prepare strategies for the partner organizations working for girls' education and also would help to design advocacy campaigns.

The study, therefore, became more than just research by re-linking and connecting organizations, individuals, and communities. The data from the study points to some key findings which have been placed under separate categories below:

**Situation of dropout**

All the Girls enrolled in grade 8 in AY 2019-20 did not reach grade 12 in AY 2022-23. The number of girls dropping out of school is different for different districts. The gap in enrolment and retention increases with an upward move in grades. This gap is more evident in tribal and backward districts like Baran, Banswara, Jhalawar, Dausa and Sirohi. These Tribal populated districts have women literacy rate lower than the state average.  Exhibits 1 to 6 clearly shows that

- 19% of the Girls enrolled in grade 8 in AY 2019-20 did not reach the appropriate class 11 in AY 2022-23.
- The gap is higher when the transition from grade 9 (AY 2019-20) to grade 11 (AY 2022-23) is tracked. 26 % less girls were enrolled in grade 12.
- Almost 16% girls enrolled in grade 10  (AY 2019-20) did not continue their study in AY 2022-23

- In the case of girls enrolled in class XI in AY 2019-20, 10% of them could not pass in class XII examination of AY 2021-22.

**Reasons of dropout**

The respondents were asked to register not more than 3 reasons they felt resulted in School dropout. It was interesting to note that all 3 categories accepted the incidents of change in the single/unmarried status of girls as one of the major reasons of drop out.

Change in the marital status of girls was categorized further in 3 categories- Engaged, Married but staying with Parents, and married and staying with the spouse. When all these 3 clubbed together, we find that change in the marital status of girls is the major reason for School dropout as opted by Teachers (23%), Parents (16 %), and Girls (14%) themselves.

While Parents (16%) and Girls (18%) themselves felt disinterest in Education as a major reason teachers (18%) felt girls increased engagement in household activities resulted in School dropout.

As we had decided to engage with only government schools where the cost of education is not very high and also had enlisted one of the options as –increased household chores, not many had opted for economic conditions as a reason for school dropout. Percent of responses from all the categories- Teacher, Parents and Girls was registered at 11.

**Teachers:** The analysis shows that the reasons reported by the highest number of teachers were engagement and Marriage (23%) and then domestic chores /Engaged in Household Activities (18%). When teachers opt for child marriage and household chores as major reason for drop out, it also releases them from being accountable for children dropping out of school. The onus, in such case lies on parents and students themselves and not on the push out factors by the education system. Only 10% of the responses by teachers were registered under "disinterest in the education category".

**Parents:** All 3- "Disinterest in the studies" and Engagement and marriage (16%) and indulging in household chores (15%) were seen as major reasons for Girls dropping out of the Education system. (16%). Other important reasons were decreased learning (12%) and weak economic condition (11%).

 **Girls:** The major reasons were disinterested in studies (18%) and engagement in household chores (16%).

Surprisingly only 14% of the Girls reported engagement and marriage as a cause of school dropout. This probably means that girls, irrespective of their marital status would like to continue their education if the burden of household chores is reduced and the education is Interesting.

**Online study program**

The girls who had access to online learning programs were those who were regular in School.

**Parents:** 65% of parents were aware of the online learning programs available for their wards during lockdown while 29% of the parents were totally ignorant of such initiatives.

Of the 65 % of informed parents, almost half (45%) of them reported that their wards did not access these programs.

**Dropout girl:** Only 1/3$^{rd}$ of the girls in the category of dropout were aware of the online academic support**.** 2/3$^{rd}$ of the DO girls **-** 67% of dropped-out girls did not know about the online study program. Even among the 33% of those who knew about such programs, as many as 85% did not use any such program.

**Regular Girl:** 82% of girls were aware of the programs. Out of this 82 % as many as 72% even availed of the opportunity

82 % of the girls who continued their studies, 65 % of the parents, and only 33 % of the girls in the dropout category knew of the online program. Awareness level and access to the digital platform have a direct effect on the retention level of Girls. Mere awareness about the availability of online content is not enough unless it is also accessible. Although 1/3$^{rd}$ of the girls were aware of the online facility but had limited access to it resulting in a loss in learning and dropping out of the education system.

**Academic assistance at home by teachers**

During the Pandemic, teachers teaching classes 1 to 8, were assigned the additional task of visiting students at their homes and the senior teachers were to provide academic support to students in classes 9 to 12.

**Parents:** 54% of parents said that no teacher visited their homes for providing academic assistance to their wards during the school closure. While 28% of parents said that the teachers visited their homes but did not provide any academic assistance to the girls.

**Dropout girls:** 70% of dropped-out girls said that no teacher visited their homes for providing academic assistance to them.

**Regular Girls**: 54% of regular girls said that no teacher visited their homes for providing academic assistance to them.

The important component of academic assistance was the onsite academic support from government teachers during the school closure 70% of dropout girls and 54% of regular girls denied of any visit from any teacher from their school.

46 % of the girls, found to be regular in School reported their interactions with teachers in their village. Access to digital platforms along with teacher support enabled these girls to continue their education.

**Marital Status of girls**

**Dropout girls: 43% of girls are either engaged, to be married, to be sent to their in-laws' houses**.

**Regular Girls:** Only 14 % of the girls who were regular in School were found to be either engaged or married as compared to 43% of the Dropout girls.

This clearly indicates that regularity in school plays a vital role in a girl's future, the more years in school, lessen the chances of being pushed into child marriage.

**Missing learning opportunity by dropout girls**

Though they have been dropped out of schools but them 94% miss the learning opportunities and 85% miss friend circle. If given opportunity 43% of them want to re-join the schools and 31% were indecisive on the re-joining the schools. It seems that they are not capable of taking their life decisions due to some

pressure from the family or victim of circumstances as 52% need family support to re-join and 16% need additional academic support to bridge the learning gaps.

**The girls who are dropouts miss school.**

Though they have dropped out of school, 94% of the girls mentioned that they miss the learning opportunity and 85% miss their friends. If given the opportunity 43% of they would like to re-join the schools.  31% were indecisive about re-joining the schools.

52 % of the girls said they need family support to avail second chance, to re-join education while 16 % of the girls wanted additional academic support to fill up the learning gaps and enable smooth entrance.

**Support required by Regular girls for continuing their studies**

100% of them were sure that they would complete their studies till grade 12.

75% needed family support in continuing with their school education, and 12% felt the need for additional academic support to bridge the learning gap through l provisions for bridge courses that can be organized at the school level.

88% of regular students- girls asserted their belief in continuing their education even if they get engaged /get married in the future.  Almost 40 % of the girls in this category were enrolled in grade 12 in school and were unmarried. Exposure to a minimum of 12 years of school enabled them to aspire for a better future but they still understand that without family support they cannot continue their education. The need of efforts in developing agency of the girls are yet to be made.

**Conclusion**

After analysing the data received from the schools on dropout and the discussions with parents, dropout girls and regular girls that COVID closure definitely impacted the study of girls especially studying at secondary level due to which a considerable number of girls were dropped out. The realistic number may not be reflected in the school records due to government pressure but our investigators reported that the number is higher as they came across such girls who do not attend the school but they are regular in school records. It is clear that the family support and school's learning atmosphere plays vital role in retention in the schools. Regular academic support in form of extra inputs for teachers for those who find themselves weak in certain subjects will be required to keep them in the schools. Early marriages also keep girls away from the schools as they were not free to take their life decisions and not confident enough. A large number of girls in engaged in household work that once they become irregular ultimately, they are dropped out and even if they want to re-join, there is no system that can bridge the learning gap and keep their learning alive.

**CHPATER – 5**

**WAY FORWARD**

The study elucidates that the COVID-19 school closure have put pressure on these school girls' education. Clear strategies are needed to cope with this kind of situation in future. We need to think of solutions on multiple levels. It is important for us to design programmes adopting the convergence model approach for various policies and programmes with line departments of the government in the state. This is evident in their positivity regardless of their current situation. They want to move forward and it is an opportunity for GNB through their strong partner alliance to help them mobilize and inculcate confidence and leadership so that they are able to take their life decisions.

The previous chapter of this report highlighted the key findings from the study and the basis of such findings the way forward is suggested.

**School Level interventions by Education Department & Government**

- To lower the disinterest in studies, factor due to the poor classroom transaction and unfriendly school atmosphere, teachers need to be well trained and equipped with the latest technology and pedagogy.
- Government with the help of NGOs must develop alternative community based contextualized models of education for girls located in diverse socio-geographical settings.
- Weak and irregular girls needed regular extra academic support from the teacher. Government schools should have provisions for such students in the school premises. For bridging the learning gaps there should be provisions as per the RtE Act, 2009 for dropped out adolescent girls.
- There is a need for a more flexible approach to digitizing curricula that recognizes the difficulties faced by rural girls in access to technology and the internet with digital education materials.
- It is essential to supplement the existing education curriculum with additional content to ensure that adolescents develop the skills to be resilient. For this, the curriculum must incorporate a variety of subjects including life skills, awareness of laws, rights and entitlements, government schemes and programs targeted towards adolescents, gender empowerment and IT skills.
- Government may provide free access to technology such as mobile phones, laptops, and free data packs to ensure that free learning materials are readily provided so that girls can study at their convenience and manage the household as well as educational requirements, with an established support system.
- Education for adolescent girls should be made free of cost by extending the Right to Education Act 2009 to include secondary education, which is an additional cost to bear. To reduce the economic burden on parents, the cost of schooling for girls should be decreased through the provision of scholarships and incentives.
- Appropriate training methods and approaches should be conducted for teachers, the community, parents to train them to respond to the increasing gender-based violence and cases of child marriage.

**Interventions required at Civil Society Level**

- There is a need to invest in women and girls. Interventions need to be made from the family to the State and National levels so that girls are empowered to be able to take their own decisions at the family level and also do advocacy for their rights at the State and National level.
- While the government required to renew its commitment to prevent child marriage and *gauna* and strengthen legal-procedural mechanisms in this regard whereas the NGOs should work extensively to stop this practice using its reach out in the community.

**Study Sample**

| Division | District | No. of Blocks | School information | Interviews | | | Case Studies | |
|---|---|---|---|---|---|---|---|---|
| | | | | Dropped out girls | Regular Girls | Parents | Recieved | Used in report |
| Jaipur | Jaipur | 1 | 2 | 0 | 4 | 4 | 0 | 0 |
| | Dausa | 2 | 17 | 24 | 35 | 39 | 5 | 3 |
| | Jhunjhunu | 2 | 10 | 0 | 20 | 20 | 1 | 1 |
| | Alwar | 2 | 11 | 16 | 14 | 23 | 0 | 0 |
| Ajmer | Ajmer | 2 | 10 | 20 | 21 | 19 | 0 | 0 |
| | Tonk | 2 | 11 | 9 | 13 | 12 | 5 | 0 |
| Bharatpur | Dholpur | 1 | 7 | 10 | 14 | 21 | 1 | 1 |
| Kota | Jhalawar | 2 | 10 | 20 | 21 | 26 | 0 | 0 |
| | Bundi | 1 | 5 | 9 | 11 | 17 | 0 | 0 |
| | Baran | 1 | 5 | 6 | 10 | 15 | 0 | 0 |
| Udaipur | Rajsamand | 1 | 11 | 5 | 22 | 38 | 0 | 0 |
| | Chittorgarh | 2 | 10 | 8 | 12 | 28 | 4 | 2 |
| | Banswara | 2 | 11 | 14 | 20 | 23 | 5 | 1 |
| Jodhpur | Sirohi | 2 | 3 | 7 | 0 | 4 | 0 | 0 |
| | Barmer | 1 | 0 | 0 | 0 | 0 | 5 | 1 |
| Total | | **15** | **24** | **123** | **148** | **217** | **289** | **25** | **10** |

**Study Partners & Field Research Team Information (District wise)**

| S. N. | Partner organization | District | Block | Field coordinator | Data collection investigators |
|---|---|---|---|---|---|
| 1 | AMIED | Alwar | Alwar | Asha Narang 7976448043 | Fakrudeen 9602872723 |
| | | | | | Seema Bhandari 8440845670 |
| | | | Tijara | Iqbal 9950037168 | Rajni 7732941286 |
| | | | | | Najma 9116092532 |
| 2 | CULP | Dausa | Dausa | Mr. Hemant K. Sharma; Mobile: 9782206412 | Bharat & Suman |
| | | | Mahua | | Anchal & Neha |
| | | Tonk | Niwai | | Mukesh, Vijay Laxmi and Devki |
| | | | | | |
| 3 | Educate Girls | Jahlawar | Bhawani Mandi | Rakesh PA 9587823823 | Pavitra Nagar, 6367463259 |
| | | | Dag | | Ravina Rathor, 9509130907 |
| | | | | | |
| 4 | Jan Chetna Sansthan | Sirohi | Abu Road | Ranchhod Devasi, 9928070817 | Chandra Kanta, 8107939602 |
| | | | Pindwara | Kailash Kumari, 8094784232 | |
| | | | | | |
| 5 | SRKPS | Jaipur | Chaksu | Anoop Kumar; Mobile- 97998 27975 | Rinku Sharma-8058959313 |
| | | | Jaipur City | | Not done |
| | | Jhunjhunu | Alsisar | | Subhash Kumar-9680249558 Neetu-8306023810 |
| | | | Jhunjhunu | | Suman Kumari-9610069069 Arvind Kumar-9784811120 |
| | | | | | |
| 6 | SSSR | Tonk | Piploo | Rahul 9549875806 | Saziya Parveen 8432102958, Amlesh 8529565071 |
| | | Bundi | Taleda | Suresh Bheel 8875121916 | Antima 7230849631, Himani 7976382745, Anil 9549324066, Soniya 8529565071 |
| | | | | | |
| 7 | Prayatn Sanstha | Baran | Shahabad | Gajan Lal 9982617134 | Zeba 9636237989; Manju Bheel 7878479681 |
| | | Dhaulpur | Bari | Fazru Khan 9983055144 | Sangeeta 7891853441; Mustafa Khan 8005942515 |
| | | | | | |
| 8 | Jatan Sansthan | Rajsamand | Railmagra | Deepak Vaishnav 9784780184 | Nisha Solanki 8107810100 Neha Sen 8302531279 |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 9 | Mahila Jan Adhikar Samiti | Ajmer | Ajmer Gramin | Karuna Philip - 8890870412 | Yashoda Gurjar -9351519851 Govind Singh - 9680869794 |
| | | | Kekri | | Shmbhu Devi-9799646941, Sunita Ajmera-919772646009, Rampal-7665355230 |
| | | | | | |
| 10 | Vaagdhara | Banswara | Ghatol | Dhanraj-9166442926 | Ramila Ninama-6367427953 Jagdish Gendot-8696199155 |
| | | | Anandpuri | Neelu Jat-7740869711 | Mansingh-9983819064 Dipika-6367925831 |
| | | | | | |
| 11 | Navachaar Sansthan | Chittorgarh | Kapasan | | Suman Dadhich, 7014421364 |
| | | | Bhopalsagar | Arunji-9460040918 | Radheyshyam Parashar, 9784226812 |

**Note:** *Five case study of girls received from Dhara Sanstha, Barmer during the Palanhar Assessment Study, of which one was found relevant and used in the report.*

# कोविड लॉकडाउन के बाद की अवधि में फिर से खुलने के बाद स्कूलों में शामिल होने वाली लड़कियों पर एक शोध अध्ययन

**अनुसूची 1- विद्यालय जानकारी संग्रह प्रपत्र**

*Required

## डाटा कलेक्टर / अन्वेषक के लिए दिशा-निर्देश

- यह अध्ययन कोविड काल के दौरान बंद रहे विद्यालयों के पुनः खुलने के बाद लड़कियों के स्कूल में आगमन एवं ठहराव की स्थितियों व कारणों को जानने तथा उनकी समीक्षा करने के लिए किया जा रहा है।
- यह अध्ययन मुख्यतः कक्षा 9 से 12 में वर्तमान में अध्ययनरत एवं स्कूल छोड़ चुकी बालिकाओं के बारे में किया जा रहा है।
- इस अध्ययन हेतु प्रत्येक जिले से 10 उच्च माध्यमिक विद्यालयों का चयन किया जाना है जिनमे बालिकाएं भी पढ़ती हों।
- प्रत्येक जिले से दो ब्लॉक्स में यह अध्ययन प्रस्तावित है।
- प्रत्येक ब्लाक से 5 विद्यालयों का चयन किया जाना है तथा एक डाटा कलेक्टर / अन्वेषक को 2 से 5 विद्यालयों से सूचना एकत्रित करनी है।
- निर्धारित सूचना दिए गए गूगल फॉर्म का प्रयोग करते हुए दर्ज करनी है। इस हेतु आपको दिए गए लिंक को खोलना है और एक-एक प्रश्न का ज़वाब भरते जाना है।
- विद्यालय सम्बंधित जानकारी एकत्रित करने हेतु आपको पृथक से इस प्रपत्र की हार्ड कॉपी साथ रखनी होगी जिसमे स्कूल से प्रधानाचार्य या उसके द्वारा अधिकृत शिक्षक से हार्ड कॉपी में जानकारी दर्ज करवाई जायेगी या उनकी मदद से हार्ड कॉपी में जानकारी दर्ज करेंगे।
- हार्ड कॉपी में प्राप्त जानकारी को दर्ज करने के बाद गूगल फॉर्म में भर कर सबमिट करना होगा।
- एक फॉर्मेट में केवल एक विद्यालय की जानकारी ही भरी जानी चाहिए।
- लिख कर दर्ज की जाने वाली **समस्त जानकारी को हिंदी में** ही भरें।
- जहाँ संख्यात्मक जानकारी देनी हो वहां पर केवल अंकों का ही प्रयोग करें।

**1. डाटा कलेक्टर / अन्वेषक की सूचना**

1.  1.1. डाटा कलेक्टर / अन्वेषक का नाम: *

_____

2.    1.2 . मोबाइल फोन नंबर (स्मार्ट फोन) *

       _____

3.    1.3. लिंग *

*Mark only one oval.*

⬭ पुरुष

⬭ महिला

4.    1.4. आयु *

*Mark only one oval.*

⬭ 18 से 25 वर्ष

⬭ 26 से 30 वर्ष

⬭ 30 वर्ष से अधिक

5.    1.5. शैक्षिक योग्यता *

*Mark only one oval.*

⬭ 11 वीं या इससे कम

⬭ 12 वीं कक्षा

⬭ स्नातक

⬭ स्नातकोत्तर

## 2. क्षेत्र की जानकारी (सर्वे वाले क्षेत्र की जानकारी भरें )

6.    2.1. जिला *

*Mark only one oval.*

◯ अजमेर
◯ अलवर
◯ बूंदी
◯ बाँसवाड़ा
◯ बारां
◯ दौसा
◯ धौलपुर
◯ जयपुर
◯ झुंझुनूं
◯ राजसमन्द
◯ सिरोही
◯ टोंक

7.    2.2. ब्लॉक *

_____

8.    2.3. ग्राम पंचायत *

_____

9.    2.4. गांव का नाम *

_____

10.   सरकारी सीनियर सेकेंडरी स्कूल का नाम जहाँ की जानकारी ली जा रही है , उसमे लड़के और    *
लड़कियां दोनों पढ़ते हों या केवल लड़कियां पढ़ती हों |

_____

## 3. विद्यालय की सूचनाएँ प्रदान करने वाले की जानकारी
यह सूचनाएँ विद्यालय के प्रधानाचार्य से या उनके द्वारा अधिकृत व्यक्ति से ही ली जानी चाहिए |

11.    3.1.  जानकारी देने वाले का नाम *

_____

12.    3.2. जानकारी देने वाले का पदनाम *

*Mark only one oval.*

⬭ प्रधानाचार्य
⬭ एचएम (प्रधानाध्यापक )
⬭ शिक्षक
⬭ सचिवालय कर्मचारी
⬭ अन्य

13.    3.3.   जानकारी देने वाले का  मोबाइल नंबर *

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**4.  स्कूल में लड़कियों का डेटा (ग्रेड/कक्षा-वार और स्कूल रिकॉर्ड से  शैक्षिक सत्र  -वार डेटा)**
शैक्षणिक सत्र 2019-20 (जुलाई 2019 से जून/जुलाई 2020) से 2022-23

14.    4.1.  शैक्षिक सत्र  2019-20 में  कक्षा 8 में  नामांकित लड़कियों की संख्या

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15.    4.1.1. कक्षा 8 में  नामांकित लड़कियों को अगली कक्षा (9) में  क्रमोन्नत  किया गया (संख्या    *
लिखें)

_____

16.    4.1.2.  क्रमोन्नत लड़कियां जिन्होंने कक्षा 9 में प्रवेश लेकर नियमित अध्ययन किया (नए    *
शैक्षणिक वर्ष 2020-21 में)

_____

17. 4.1.3. शैक्षणिक सत्र 2019-20 के दौरान कक्षा 8 में नामांकित लड़कियों में से वर्तमान में 11 *
वीं कक्षा में पढ़ रही लड़कियां (शैक्षणिक सत्र 2022-23)

_____

18. 4.2. शैक्षिक सत्र 2019-20 में कक्षा 9 में नामांकित लड़कियों की संख्या *

_____

19. 4.2.1. कक्षा 9 में नामांकित लड़कियों को अगली कक्षा (10) में क्रमोन्नत किया गया (संख्या *
लिखें)

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20. 4.2.2. क्रमोन्नत लड़कियां जिन्होंने कक्षा 10 में प्रवेश लेकर नियमित अध्ययन किया (नए *
शैक्षणिक वर्ष 2020-21 में)

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21. 4.2.3. शैक्षणिक सत्र 2019-20 के दौरान कक्षा 9 में नामांकित लड़कियों में से वर्तमान में 12 *
वीं कक्षा में पढ़ रही लड़कियां (शैक्षणिक सत्र 2022-23)

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22. 4.3. शैक्षिक सत्र 2019-20 में कक्षा 10 में नामांकित लड़कियों की संख्या *

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23. 4.3.1. कक्षा 10 में नामांकित लड़कियों को अगली कक्षा (11) में क्रमोन्नत किया गया *
(संख्या लिखें)

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24. 4.3.2. क्रमोन्नत लड़कियां जिन्होंने कक्षा 11 में प्रवेश लेकर नियमित अध्ययन किया (नए *
शैक्षणिक वर्ष 2020-21 में)

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25. 4.3.3. शैक्षणिक सत्र 2019 -20 के दौरान कक्षा 10 में नामांकित लड़कियों में से शैक्षणिक *
सत्र 2021-22 में कितनी लड़कियों ने कक्षा 11 में अध्ययन जारी रखा

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26. 4.3.4. शैक्षणिक सत्र 2021-22 के दौरान कक्षा 11 में नामांकित लड़कियों में से वर्तमान *
शैक्षणिक सत्र 2022-23 में कितनी लड़कियों ने कक्षा 12 में अध्ययन जारी रखा हुआ है

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27. 4.4. शैक्षिक सत्र 2019-20 कक्षा 11 में नामांकित लड़कियों की संख्या *

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28. 4.4.1. कक्षा 11 में नामांकित लड़कियों को अगली कक्षा (12) में क्रमोन्नत किया गया *
(संख्या लिखें)

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29. 4.4.2. क्रमोन्नत लड़कियां कक्षा 12 में शामिल हुईं (नए शैक्षणिक वर्ष 2020-21 में) *

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30. 4.4.3. शैक्षणिक सत्र 2019 -20 के दौरान कक्षा 11 में नामांकित लड़कियों *
से कितनी लड़कियों ने कक्षा 12 (शैक्षणिक सत्र 2021-22) में उत्तीर्ण हुईं

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## 5. शैक्षणिक वर्ष-वार और ग्रेड-वार ड्रॉप आउट लड़कियों की संख्या (स्कूल रिकॉर्ड के अनुसार)

31. 5.1. शैक्षणिक सत्र 2019-20 में कक्षा 8 में ड्रॉप आउट लड़कियों की संख्या *

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32.　5.2.　शैक्षणिक सत्र 2019-20 में कक्षा 9  में ड्रॉप आउट लड़कियों की संख्या　*

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33.　5.3.　शैक्षणिक सत्र 2019-20 में कक्षा 10 में ड्रॉप आउट लड़कियों की संख्या　*

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34.　5.4.　शैक्षणिक सत्र 2019-20 में कक्षा 11 में ड्रॉप आउट लड़कियों की संख्या　*

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35.　5.5.　शैक्षणिक सत्र 2019-20 में कक्षा 12 में ड्रॉप आउट लड़कियों की संख्या　*

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36.　5.6.　शैक्षणिक सत्र 2020-21 में कक्षा 8 में ड्रॉप आउट लड़कियों की संख्या　*

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37.　5.7.　शैक्षणिक सत्र 2020-21 में कक्षा 9 में ड्रॉप आउट लड़कियों की संख्या　*

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38.　5.8.　शैक्षणिक सत्र 2020-21 में कक्षा 10 में ड्रॉप आउट लड़कियों की संख्या　*

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39.　5.9.　शैक्षणिक सत्र 2020-21 में कक्षा 11 में ड्रॉप आउट लड़कियों की संख्या　*

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40.　5.10.　शैक्षणिक सत्र 2020-21 में कक्षा 12 में ड्रॉप आउट लड़कियों की संख्या　*

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41.    5.11. शैक्षणिक सत्र 2021-22 में कक्षा 8 में ड्रॉप आउट लड़कियों की संख्या *

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42.    5.12. शैक्षणिक सत्र 2021-22 में कक्षा 9 में ड्रॉप आउट लड़कियों की संख्या *

_____

43.    5.13. शैक्षणिक सत्र 2021-22 में कक्षा 10 में ड्रॉप आउट लड़कियों की संख्या *

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44.    5.14. शैक्षणिक सत्र 2021-22 में कक्षा 11 में ड्रॉप आउट लड़कियों की संख्या *

_____

45.    5.15. शैक्षणिक सत्र 2021-22 में कक्षा 12 में ड्रॉप आउट लड़कियों की संख्या *

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46.    5.16. शैक्षणिक सत्र 2022-23 में कक्षा 8 में ड्रॉप आउट लड़कियों की संख्या *

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47.    5.17. शैक्षणिक सत्र 2022-23 में कक्षा 9 में ड्रॉप आउट लड़कियों की संख्या *

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48.    5.18. शैक्षणिक सत्र 2022-23 में कक्षा 10 में ड्रॉप आउट लड़कियों की संख्या *

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49.    5.19. शैक्षणिक सत्र 2022-23 में कक्षा 11 में ड्रॉप आउट लड़कियों की संख्या *

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50.　5.20.　शैक्षणिक सत्र 2022-23  में कक्षा 12 में ड्रॉप आउट लड़कियों की संख्या *

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51.　6.　लड़कियों के ड्रॉप आउट होने के कारण (शिक्षक की धारणा के अनुसार), **(अधिकतम तीन** *
**विकल्प चुनें**)

*Tick all that apply.*

☐ स्कूल जाना बंद कर दिया जिससे सीखने में कमी आई
☐ अध्ययन में अरुचि
☐ बीमारी
☐ घरेलू गतिविधियों में संलग्न
☐ मजदूरी जैसी गतिविधियों में संलग्न
☐ दूसरी जगह माइग्रेट किया गया
☐ दूर स्थित स्कूल
☐ भय / हिंसा का शिकार या अनहोनी
☐ परिवार की कमजोर आर्थिक स्थिति
☐ सगाई हो जाना
☐ विवाहित होना
☐ ससुराल चले जाना
☐ स्कूल छोड़ने का पारिवारिक / सामाजिक दबाव
☐ अन्य

# कोविड लॉकडाउन के बाद की अवधि में फिर से खुलने के बाद स्कूलों में शामिल होने वाली लड़कियों पर एक शोध अध्ययन

अनुसूची - 2 : साक्षात्कार-अभिभावक

### डाटा कलेक्टर / अन्वेषक के लिए दिशा-निर्देश

- यह प्रपत्र उन बालिकाओं के अभिभावकों से साक्षात्कार पर आधारित है जो मुख्यतः कक्षा 9 से 12 में वर्तमान में अध्ययनरत हैं या स्कूल छोड़ चुकी हैं।
- प्रत्येक चयनित विद्यालय से दो अध्ययनरत एवं दो विद्यालय छोड़ चुकी बालिकाओं के अभिभावकों से यह साक्षात्कार किया जाना है।

  जिनके नाम व पता विद्यालय से प्राप्त कर सकते हैं।
- साक्षात्कार हेतु प्रश्न नीचे दिए गए हैं जिनके उत्तर इस गूगल फॉर्मेट में भर कर आपको सबमिट करने हैं।
- एक अभिभावक हेतु एक फॉर्मेट भरा जाना है।

## 1. क्षेत्र की जानकारी

1.    1.1. जिला *

*Mark only one oval.*

- ⬭ अजमेर
- ⬭ अलवर
- ⬭ बूंदी
- ⬭ बाँसवाड़ा
- ⬭ बारां
- ⬭ दौसा
- ⬭ धौलपुर
- ⬭ जयपुर
- ⬭ झुंझुनूं
- ⬭ राजसमन्द
- ⬭ सिरोही
- ⬭ टोंक

2.    1.2. ब्लॉक *

_____

3.    1.3. ग्राम पंचायत *

_____

4.    1.4. गांव का नाम *

_____

**2. साक्षात्कार किये जाने वाले माता-पिता/अभिभावक के बारे में जानकारी**

5.    2.1.लड़की के साथ रिश्ता *

*Mark only one oval.*

     ⬭ माता
     ⬭ पिता
     ⬭ भाई
     ⬭ बहिन
     ⬭ परिवार में अन्य जिम्मेदार सदस्य

6.    2.2. बालिका के बारे में जानकारी देने वाले परिवार के सदस्य का नाम *

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7.    2.3. सूचना देने वाले का मोबाइल नंबर *

_____

## 3. लड़की के बारे में जानकारी

8.    3.1. लड़की का नाम *

_____

9.    3.2. क्या लड़की ने पढाई? *

*Mark only one oval.*

     ⬭ छोड़ दी है (यदि विकल्प यह है तो ही आप प्रश्न संख्या 3.3, 3.4 एवं 3.5 के उत्तर दें )
     ⬭ नियमित पढाई कर रही है (यदि उत्तर यह विकल्प है, तो सीधे प्रश्न संख्या 3.6 पर जाएं)

10. 3.3. ड्राप आउट हुई तो किस कक्षा में ड्राप आउट हुई ?

*Mark only one oval.*

◯ कक्षा 9

◯ कक्षा 10

◯ कक्षा 11

◯ कक्षा 12

◯ उच्च शिक्षा में शामिल होने से पहले (मतलब विश्वविद्यालय स्तर की शिक्षा)

11. 3.4. वह किस शैक्षणिक वर्ष में ड्राप आउट हुई ?

*Mark only one oval.*

◯ 2019-20

◯ 2020-21

◯ 2021-22

◯ 2022-23

12. 3.5. लड़की के ड्रॉप आउट होने के कारण (अधिकतम दो कारण चुनें )

*Tick all that apply.*

☐ स्कूल जाना बंद कर दिया जिससे सीखने में कमी आई

☐ अध्ययन में अरुचि

☐ बीमारी

☐ घरेलू गतिविधियों में संलग्न

☐ मजदूरी जैसी गतिविधियों में संलग्न

☐ दूसरी जगह माइग्रेट किया गया

☐ दूर स्थित स्कूल

☐ भय / हिंसा का शिकार या अनहोनी

☐ परिवार की कमजोर आर्थिक स्थिति

☐ सगाई हो जाना

☐ विवाहित होना

☐ ससुराल चले जाना

☐ स्कूल छोड़ने का पारिवारिक / सामाजिक दबाव

☐ अन्य

13.    3.6. अगर लड़की पढ़ रही है, तो वह किस कक्षा में पढ़ रही है ?

*Mark only one oval.*

◯ कक्षा 9
◯ कक्षा 10
◯ कक्षा 11
◯ कक्षा 12
◯ उच्च शिक्षा (अर्थात् विश्वविद्यालय स्तर की शिक्षा)

## 4. लड़की के बारे में माता-पिता/अभिभावक की धारणाएं

14.    4.1. क्या कोविड के समय में लड़की पढ़ रही थी / पढ़ाई में अच्छा प्रदर्शन कर रही थी ? *

*Mark only one oval.*

◯ हाँ
◯ नहीं
◯ पता नहीं

15.    4.2. क्या लड़की घर पर पढ़ाई के लिए समय बिताती है ?

*Mark only one oval.*

◯ हाँ
◯ नहीं

16.    4.3. यदि उत्तर हाँ है, तो लड़की घर पर अपने अध्ययन पर कितने घंटे बिताती है ?

*Mark only one oval.*

◯ 0.30 मिनट से 1.00 घंटे तक
◯ 1.30 से 2.30 घंटे तक
◯ अधिक

17.    4.4.   क्या आप ऑनलाइन अध्ययन कार्यक्रमों के बारे में जानते हैं ? *

*Mark only one oval.*

◯ हाँ

◯ नहीं

◯ पता नहीं

18.    4.5.   यदि हाँ, तो क्या आपकी लड़की ने कोविड के समय में अपने अध्ययन के लिए किसी          *
ऑनलाइन कार्यक्रम का उपयोग किया है?

*Mark only one oval.*

◯ हाँ

◯ नहीं

◯ पता नहीं

19.    4.6.   क्या कोविड काल में स्कूल बंद होने से छात्रा की पढ़ाई प्रभावित हुई है ? *

*Mark only one oval.*

◯ हाँ (यदि यह विकल्प है तो ही प्रश्न संख्या 4.7 का उत्तर देना है )

◯ नहीं

◯ पता नहीं

20.    4.7.   यदि हाँ, तो उसकी पढ़ाई पर क्या असर पड़ा ?

*Mark only one oval.*

◯ मानसिक तनाव और खराब स्वास्थ्य

◯ ऑनलाइन अध्ययन सुविधाओं की अनुपलब्धता

◯ घरेलू काम का बढ़ा हुआ दबाव

◯ स्कूल/शिक्षकों से शैक्षणिक सहायता का अभाव

◯ लड़की की सगाई हो गई या शादी हो गई

21.    4.8.   क्या आपकी बेटी को शैक्षणिक मार्गदर्शन प्रदान करने के लिए कोई शिक्षक आपके घर   *   आया है ?

*Mark only one oval.*

◯ हाँ (यदि यह विकल्प है तो ही प्रश्न संख्या 4.9 का उत्तर देना है )

◯ नहीं

◯ पता नहीं

22.    4.9.   यदि हाँ, तो शिक्षक आपके घर आए ?

*Mark only one oval.*

◯ नियमित रूप से (सप्ताह में एक / दो बार)

◯ बार-बार (महीने में दो या तीन बार)

◯ विरले ही (एक शैक्षणिक वर्ष में शिक्षक के दो या तीन दौरे)

◯ हालांकि शिक्षक घर आये लेकिन लड़की को कोई शैक्षणिक सहायता नहीं दी।

23.    4.10.   क्या लड़की वर्तमान में ?

*Mark only one oval.*

◯ सगाई हो चुकी है

◯ विवाहित लेकिन गौना नहीं हुआ (माता-पिता के घर पर रहना)

◯ गौना की तैयारी (लड़की को ससुराल भेजने के लिए)

◯ लड़की पहले से ही अपने ससुराल में रह रही है।

◯ अन्य

24.    4.11.   क्या लड़की सगाई या शादी के बाद भी अपनी पढ़ाई जारी रखेगी ?

*Mark only one oval.*

◯ हाँ (यदि यह विकल्प है तो ही प्रश्न संख्या 4.12 का उत्तर देना है )

◯ नहीं

◯ पता नहीं

25.    4.12.   आप किस ग्रेड स्तर तक लड़की की पढ़ाई में सहयोग करना चाहते हैं ? *

*Mark only one oval.*

- ⬭ माध्यमिक (10वीं कक्षा)
- ⬭ उच्च माध्यमिक (12वीं कक्षा)
- ⬭ स्नातक स्तर की पढ़ाई
- ⬭ पोस्ट ग्रेजुएशन
- ⬭ तकनीकी / व्यावसायिक डिग्री

26.    4.13.   आप अपनी लड़की से भविष्य में क्या हासिल करने की उम्मीद करते हैं? *

*Mark only one oval.*

- ⬭ बोर्ड/सार्वजनिक परीक्षा में अच्छा प्रदर्शन (माध्यमिक और वरिष्ठ माध्यमिक स्तर पर)
- ⬭ विवाह हेतु बेहतर संभावनाएं
- ⬭ एक अच्छी नौकरी
- ⬭ सरकारी नौकरी /स्कूल शिक्षक/अधिकारी
- ⬭ स्व - रोजगार (व्यापार)
- ⬭ अन्य

# कोविड लॉकडाउन के बाद की अवधि में फिर से खुलने के बाद स्कूलों में शामिल होने वाली लड़कियों पर एक शोध अध्ययन

### अनुसूची-3: साक्षात्कार-ड्रॉप आउट लड़कियां

*Required

## डाटा कलेक्टर / अन्वेषक के लिए दिशा-निर्देश

- यह प्रपत्र उन बालिकाओं से साक्षात्कार पर आधारित है जो मुख्यतः कोविड काल से पहले या इसके दौरान कक्षा 9 से 12 में अध्यनरत थी और वर्तमान में स्कूल छोड़ चुकी हैं।
- प्रत्येक चयनित विद्यालय से विद्यालय छोड़ चुकी दो बालिकाओं से यह साक्षात्कार किया जाना है। जिनके नाम व पता विद्यालय से प्राप्त कर सकते हैं।
- साक्षात्कार हेतु प्रश्न नीचे दिए गए हैं जिनके उत्तर इस गूगल फॉर्मेट में भर कर आपको सबमिट करने हैं।
- एक बालिका हेतु केवल एक फॉर्मेट भरा जाना है।

## 1. क्षेत्र की जानकारी

1.   1.1. जिला *

*Mark only one oval.*

◯ अजमेर

◯ अलवर

◯ बूंदी

◯ बाँसवाड़ा

◯ बारां

◯ दौसा

◯ धौलपुर

◯ जयपुर

◯ झुंझुनूं

◯ राजसमन्द

◯ सिरोही

◯ टोंक

2.   1.2. ब्लॉक *

_____

3.   1.3. ग्राम पंचायत *

_____

4.   1.4. गांव का नाम *

_____

## 2. लड़की के बारे में जानकारी

5. 2.1. परिवार किस सामाजिक श्रेणी का है ?

*Mark only one oval.*

- ◯ अनुसूचित जाति
- ◯ अनुसूचित जनजाति
- ◯ अन्य पिछड़ा वर्ग
- ◯ विशेष अन्य पिछड़ा वर्ग
- ◯ अल्पसंख्यक
- ◯ सामान्य

6. 2.2. लड़की का नाम *

_____

7. 2.3. लड़की किस कक्षा में ड्रॉप आउट हुई ? *

*Mark only one oval.*

- ◯ कक्षा 9
- ◯ कक्षा 10
- ◯ कक्षा 11
- ◯ कक्षा 12
- ◯ उच्च शिक्षा में शामिल होने से पहले (मतलब विश्वविद्यालय स्तर की शिक्षा)

8. 2.4. वह किस शैक्षणिक वर्ष में ड्रॉप आउट हो गई: *

*Mark only one oval.*

- ◯ 2019-20
- ◯ 2020-21
- ◯ 2021-22
- ◯ 2022-23

9.　　2.5.　लड़की के ड्रॉप आउट होने के कारण (अधिकतम दो कारण चुनें ) *

*Tick all that apply.*

- ☐ स्कूल जाना बंद कर दिया जिससे सीखने में कमी आई
- ☐ अध्ययन में अरुचि
- ☐ बीमारी
- ☐ घरेलू गतिविधियों में संलग्न
- ☐ मजदूरी जैसी गतिविधियों में संलग्न
- ☐ दूसरी जगह माइग्रेट किया गया
- ☐ दूर स्थित स्कूल
- ☐ भय / हिंसा का शिकार या अनहोनी
- ☐ परिवार की कमजोर आर्थिक स्थिति
- ☐ सगाई हो जाना
- ☐ विवाहित होना
- ☐ ससुराल चले जाना
- ☐ स्कूल छोड़ने का पारिवारिक / सामाजिक दबाव
- ☐ अन्य

## 3. लड़की की अपने बारे में धारणा

10.　　3.1.　क्या कोविड के समय में लड़की ने पढ़ाई की / पढ़ाई में अच्छा प्रदर्शन किया ? *

*Mark only one oval.*

- ⬭ हाँ
- ⬭ नहीं

11.　　3.2.　क्या आपने घर पर पढ़ाई के लिए समय बिताया ?

*Mark only one oval.*

- ⬭ हाँ
- ⬭ नहीं

12.    3.3.    क्या आप ऑनलाइन अध्ययन कार्यक्रमों के बारे में जानती हैं ? *

*Mark only one oval.*

◯ हाँ (यदि विकल्प यह है तो ही प्रश्न संख्या 3.4 का उत्तर दें )

◯ नहीं

13.    3.4.    यदि हाँ, तो आपने कोविड के समय में अध्ययन के लिए किसी ऑनलाइन कार्यक्रम का उपयोग किया है ?

*Mark only one oval.*

◯ हाँ

◯ नहीं

14.    3.5.    क्या कोविड के समय में स्कूल बंद होने से आपकी पढ़ाई प्रभावित हुई है ? *

*Mark only one oval.*

◯ हाँ (यदि विकल्प यह है तो ही प्रश्न संख्या 3.6 का उत्तर दें )

◯ नहीं

15.    3.6.    अगर हां, तो पढ़ाई को नुकसान किस वजह से हुआ ?

*Mark only one oval.*

◯ मानसिक तनाव और खराब स्वास्थ्य

◯ ऑनलाइन अध्ययन सुविधाओं की अनुपलब्धता

◯ घरेलू काम का बढ़ा हुआ दबाव

◯ स्कूल/शिक्षकों से शैक्षणिक सहायता का अभाव

◯ सगाई हो गई या शादी हो गई

◯ मेरे अध्ययन को कोई नुकसान नहीं पहुंचा

16. 3.7. क्या कोई शिक्षक शैक्षणिक मार्गदर्शन प्रदान करने के लिए आपके घर आया था ? *

*Mark only one oval.*

⬭ हाँ (यदि विकल्प यह है तो ही प्रश्न संख्या 3.8 का उत्तर दें )

⬭ नहीं

⬭ पता नहीं

17. 3.8. यदि हाँ, तो शिक्षक आपके घर आए ?

*Mark only one oval.*

⬭ नियमित रूप से (सप्ताह में एक / दो बार)

⬭ बार-बार (महीने में दो या तीन बार)

⬭ विरले ही (एक शैक्षणिक वर्ष में शिक्षक के दो या तीन दौरे)

⬭ हालांकि शिक्षक घर गए लेकिन लड़की को कोई शैक्षणिक सहायता नहीं दी।

18. 3.9. क्या लड़की की वर्तमान में ? *

*Mark only one oval.*

⬭ अविवाहित है और सगाई भी नहीं हुई है

⬭ सगाई हो गयी है

⬭ विवाहित है लेकिन गौना नहीं हुआ (माता-पिता के घर पर रहना)

⬭ गौना की तैयारी (लड़की को ससुराल भेजने के लिए)

⬭ लड़की पहले से ही अपने ससुराल में रह रही है।

19. 3.10. क्या आपको लगता है कि आप स्कूल और सीखने के अवसर से चूक गयी हैं ? *

*Mark only one oval.*

⬭ हाँ

⬭ नहीं

20.    3.11.  क्या आपको लगता है कि आप मित्र मंडली और साथियों से बातचीत की कमी को    *
महसूस करती हैं ?

*Mark only one oval.*

◯ हाँ
◯ नहीं

21.    3.12.  क्या आप अभी भी अपने स्कूल के दोस्तों के संपर्क में हैं ? *

*Mark only one oval.*

◯ हाँ (यदि विकल्प यह है तो ही प्रश्न संख्या 3.13 का उत्तर दें )
◯ नहीं

22.    3.13.  यदि हाँ, तो कैसे ?

*Mark only one oval.*

◯ फोन कॉल्स
◯ व्हाट्सएप चैट
◯ साथ बैठ कर बातचीत

23.    3.14.  यदि मौका मिले तो क्या आप अपने अध्ययन को जारी रखना चाहेंगी ? *

*Mark only one oval.*

◯ हाँ (यदि विकल्प यह है तो ही प्रश्न संख्या 3.15 का उत्तर दें )
◯ नहीं
◯ पता नहीं

24.    3.15. यदि हाँ तो उन्हें उसके लिए किस तरह का सपोर्ट मिल जाये कि वे स्कूल जा पाएंगी

*Mark only one oval.*

◯ पारिवारिक सहयोग

◯ छात्रवृत्ति

◯ यातायात।

◯ सीखने की कमी को पूरा करने के लिए अतिरिक्त शैक्षणिक सहायता

◯ स्कूल में बालिका संवेदनशील वातावरण

◯ अन्य

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# कोविड लॉकडाउन के बाद की अवधि में फिर से खुलने के बाद स्कूलों में शामिल होने वाली लड़कियों पर एक शोध अध्ययन

अनुसूची-4: साक्षात्कार-नियमित लड़कियां

*Required

### डाटा कलेक्टर / अन्वेषक के लिए दिशा-निर्देश

- यह प्रपत्र उन बालिकाओं से साक्षात्कार पर आधारित है जो मुख्यतः कोविड काल में कक्षा 9 से 12 में अध्यनरत थी और वर्तमान में भी अध्यनरत हैं।
- प्रत्येक चयनित विद्यालय में अध्यनरत दो बालिकाओं से यह साक्षात्कार किया जाना है।
- साक्षात्कार हेतु प्रश्न नीचे दिए गए हैं जिनके उत्तर इस गूगल फॉर्मेट में भर कर आपको सबमिट करने हैं।
- एक बालिका हेतु केवल एक फॉर्मेट भरा जाना है।

## 1. क्षेत्र की जानकारी

1.　　1.1. जिला *

*Mark only one oval.*

◯ अजमेर

◯ अलवर

◯ बूंदी

◯ बाँसवाड़ा

◯ बारां

◯ दौसा

◯ धौलपुर

◯ जयपुर

◯ झुंझुनूं

◯ राजसमन्द

◯ सिरोही

◯ टोंक

2.　　1.2. ब्लॉक *

_____

3.　　1.3. ग्राम पंचायत *

_____

4.　　1.4. गांव का नाम *

_____

## 2. लड़की के बारे में जानकारी

5.    2.1. परिवार किस सामाजिक श्रेणी का है ?

*Mark only one oval.*

- ⬭ अनुसूचित जाति
- ⬭ अनुसूचित जनजाति
- ⬭ अन्य पिछड़ा वर्ग
- ⬭ विशेष अन्य पिछड़ा वर्ग
- ⬭ अल्पसंख्यक
- ⬭ सामान्य

6.    2.2. लड़की का नाम *

_____

7.    2.3. वह किस कक्षा में पढ़ रही है ?

*Mark only one oval.*

- ⬭ कक्षा 9
- ⬭ कक्षा 10
- ⬭ कक्षा 11
- ⬭ कक्षा 12
- ⬭ उच्च शिक्षा (अर्थात् विश्वविद्यालय स्तर की शिक्षा)
- ⬭ Option 6

## 3. लड़की की अपने बारे में धारणा

8.    3.1. क्या वे अभी स्कूल में सतत पढाई जारी रख पाएंगी ?

*Mark only one oval.*

- ⬭ हाँ
- ⬭ नहीं
- ⬭ पता नहीं

9.　3.2. किस तरह के समर्थन से आप पढाई सतत रूप से जारी रख सकती हैं ?

*Mark only one oval.*

◯ पारिवारिक सहयोग

◯ वित्तीय सहायता;

◯ सीखने की कमी को पूरा करने के लिए शैक्षणिक सहायता;

◯ साथियों से बातचीत और सीखने का अवसर;

◯ बाहरी एक्सपोजर

◯ अन्य

10.　3.3. क्या स्कूल / पढाई छूटने की कोई संभावना या कोई खतरे नज़र आ रहे हैं ? *

*Mark only one oval.*

◯ हाँ (यदि विकल्प यह है तो ही प्रश्न संख्या 3.4 का उत्तर दें )

◯ नहीं

◯ पता नहीं

11.　3.4. वे क्या खतरे हो सकते हैं ? (अधिकतम दो विकल्प चुन सकते हैं )

*Tick all that apply.*

☐ सामाजिक/पारिवारिक दबाव;

☐ जल्दी शादी और गर्भावस्था / बच्चे पैदा करना

☐ बीमार मानसिक स्वास्थ्य / तनावपूर्ण जीवन;

☐ बीमारी / ख़राब शारीरिक स्वास्थ्य

☐ घरेलू कठिन परिश्रम

☐ घरेलू हिंसा

☐ बाहरी आवाजाही पर प्रतिबंध

12.    3.5. आप कहाँ तक पढना चाहती हैं ? *

*Mark only one oval.*

⬭ 12वीं कक्षा
⬭ स्नातक स्तर की पढ़ाई
⬭ पोस्ट ग्रेजुएशन;
⬭ पेशेवर डिग्री
⬭ कौशल प्रशिक्षण
⬭ अन्य

13.    3.6. आपका सपना क्या है और भविष्य में आप क्या करना चाहती हैं ? *

*Mark only one oval.*

⬭ शिक्षक बनना
⬭ नर्सिंग कर्मचारी
⬭ पुलिस बल
⬭ अन्य सरकारी सेवा
⬭ समाज सेवक
⬭ राजनीतिझ
⬭ अन्य

14.    3.7. क्या कोविड के समय में लड़की ने पढ़ाई की / पढ़ाई में अच्छा प्रदर्शन किया ? *

*Mark only one oval.*

⬭ हाँ
⬭ नहीं

15.    3.8. क्या आपने घर पर पढ़ाई के लिए समय बिताया ? *

*Mark only one oval.*

⬭ हाँ
⬭ नहीं

16. 3.9. यदि हाँ, तो घर पर लड़की द्वारा अपने अध्ययन पर बिताया गया समय

*Mark only one oval.*

◯ 0.30 मिनट से 1.00 घंटे

◯ 1.30 से 2.30 घंटे

◯ अधिक

17. 3.10. क्या आप ऑनलाइन अध्ययन कार्यक्रमों के बारे में जानती हैं ? *

*Mark only one oval.*

◯ हाँ

◯ नहीं

18. 3.11. यदि हाँ, तो आपने कोविड के समय में अध्ययन के लिए किसी ऑनलाइन कार्यक्रम का * उपयोग किया है ?

*Mark only one oval.*

◯ हाँ

◯ नहीं

19. 3.12. क्या कोविड के समय में स्कूल बंद होने से आपकी पढ़ाई प्रभावित हुई है ? *

*Mark only one oval.*

◯ हाँ ( यदि विकल्प यह है तो ही प्रश्न संख्या 3.13 का उत्तर दें )

◯ नहीं

20.    3.13.  अगर हां, तो पढ़ाई को नुकसान किस वजह से हुआ ? *

*Mark only one oval.*

◯ मानसिक तनाव और खराब स्वास्थ्य
◯ ऑनलाइन अध्ययन सुविधाओं की अनुपलब्धता
◯ घरेलू काम का बढ़ा हुआ दबाव
◯ स्कूल/शिक्षकों से शैक्षणिक सहायता का अभाव
◯ सगाई हो गई या शादी हो गई
◯ मेरे अध्ययन को कोई नुकसान नहीं पहुंचा

21.    3.14.  क्या कोविड के दौरान कोई शिक्षक शैक्षणिक मार्गदर्शन प्रदान करने के लिए आपके घर *
आया था ?

*Mark only one oval.*

◯ हाँ (यदि विकल्प यह है तो ही प्रश्न संख्या 3.15 का उत्तर दें )
◯ नहीं

22.    3.15. यदि हाँ, तो शिक्षक आपके घर आए ?

*Mark only one oval.*

◯ नियमित रूप से (सप्ताह में एक / दो बार)
◯ बार-बार (महीने में दो या तीन बार)
◯ विरले ही (एक शैक्षणिक वर्ष में शिक्षक के दो या तीन दौरे)
◯ हालांकि शिक्षक घर गए लेकिन लड़की को कोई शैक्षणिक सहायता नहीं दी।

23.  3.16.स्कूल खुलने के बाद आपको स्कूल में वापस नियमित पढाई करने के लिए किसने  प्रेरित   *
किया ?

*Mark only one oval.*

- माता-पिता से प्रेरणा
- भाई बहिन
- स्कूल का सीखने का माहौल
- साथी और दोस्त स्कूल में शामिल हुए
- उच्च शिक्षा के माध्यम से जीवन में उत्कृष्टता प्राप्त करना चाहते हैं
- शिक्षक

24.  3.17. क्या आप /आपकी वर्तमान में ? *

*Mark only one oval.*

- अविवाहित हैं और सगाई भी नहीं हुई है
- सगाई हो गयी है
- विवाहित है लेकिन गौना नहीं हुआ (माता-पिता के घर पर रहना)
- गौना की तैयारी (लड़की को ससुराल भेजने के लिए)
- लड़की पहले से ही अपने ससुराल में रह रही है।

25.  3.18. क्या आप सगाई या शादी के बाद भी पढ़ाई जारी रखेंगी ? *

*Mark only one oval.*

- हाँ
- नहीं
- पता नहीं