Identification of Out-of-School Girls
A Survey Report

Introduction

The ever existing socio-economic inequalities have increased due to the economic fall-out of COVID and is affecting the lives of millions of girls especially in the state of Rajasthan, where girls are already struggling with poor quality education, unable to meet minimum proficiency in basic reading and mathematics and least of all secondary level skills they need to be able to have higher chances of leading a productive adult life. The learning gap and dropout would increase the risk of early and forced child marriages due to intermittent closure of the schools and most importantly the economic constraints. A study in the 13 districts of Rajasthan by Girls Not Brides in August 2020 reveals "*45% of girls currently studying had fear of discontinuation of their studies even after the schools are opened, which is alarming, and in turn, they would be exposed to early marriages and abuse"*. According to the State of the World Report 2020 by UNFPA, in India, 51% of young women with no education and 47% of those with only a primary education had married by age 18, compared to 29% of young women with a secondary education and 4% with post-secondary education.

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 data 2015-16 in Tonk district, the girls' dropout rate at secondary level is 11.54% and at higher secondary level it is 2.01%. The question emerges that what happens to those girls who dropped out of schools due to various reasons. Do we have any mechanism to cope with the issue? However there is a provision of 'special trainings' for such out of school girls under the RtE Act 2009, which does not appear to be implemented at grassroots level. It has been seen that no such efforts have been made to implement this provision by the state government through trainings of teachers or making special provisions in schools of out-side the schools.

As per CULP's experience, if dropped out girls are imparted with the opportunity to bridge the learning gaps as per her age, they keep continue their higher education afterwards once they are mainstreamed. Currently there are many issues in imparting special trainings to these girls prominent are like; lack of trained teachers to do so, lack of interest of schools, dearth of teaching staff in schools, proper government directives in this regard are absent. So it needs a strong advocacy effort to sensitize the education officials on this issue and ensure the implementation of the provisions through orders. It is pertinent to identify the out-of-School girls in CULP's operational area through a rapid survey to understand the status of girls' education in the area and the issues impacting the education of such girls.

Study objective

The survey aimed to understand the situation of girls education especially in the areas of Tonk district of Rajasthan and to identify out-of-School girls in the villages so that a strong advocacy efforts to sensitize the education officials on this issue and ensure the implementation of the provision of 'special trainings' for such out of school girls under the RtE Act 2009, through orders.

Methodology

The survey was done in total 25-30 villages of two blocks Niwai and Piplu of Tonk district (Annexure 1) where the number of girls deprived of education is high. Two types of survey formats were prepared using Google Forms, Form 'A' was to collect information on

1. Surveyor
2. Information of the area
3. Information of the person providing the information
4. Information related to the village (from public representative or community leader / eminent person of the community)
5. Facilities in School
6. Information on out-of-school/out-of-school children (6+ years old)
7. Information of school dropouts (in the last two academic sessions)
8. Issues related to children and girls reported during the last three years

Whereas the Form B was to collect the information on

1. Surveyor
2. Information of the area
3. Household survey for identification of out of school children/girls
4. Information of out of school children (6 to 18 years)

Two types of questions 'objective' and 'short answer type' were given in the forms to conduct the survey. 30 families per village which were more likely to have children who are deprived of education / drop out were interviewed through Form B.

A total number of 1204 families interviewed having 6793 members with 3684 children in the age group 0 to 18 years and the data on out-of-School girls was gathered from 51 schools by the field team members of CULP working in Tonk district.

Data Analysis

A. School & Village Survey

1. Availability of Schools

Table 1 Availability of School		
	No of Habitations	**%age**
Habitations have school	49	98
Primary School within 1 km radius	44	88
Elementary School within 1.5 km radius	42	84
Secondary School within 5 km radius	39	78

Out of 51 villages surveyed 98% villages have school in their village. 88% villages have primary school within 1 km radius, 84% have elementary school within 1.5km radius whereas 78% villages have a secondary school within 5 km radius. It reflects the good availability of schools as far as the primary and elementary schools are concerned but the distance of 5 km may pose issue for the adolescent girls whose parents hesitate to send them to a distantly located school.

2. Number of Children not enrolled (6 to 18 years)
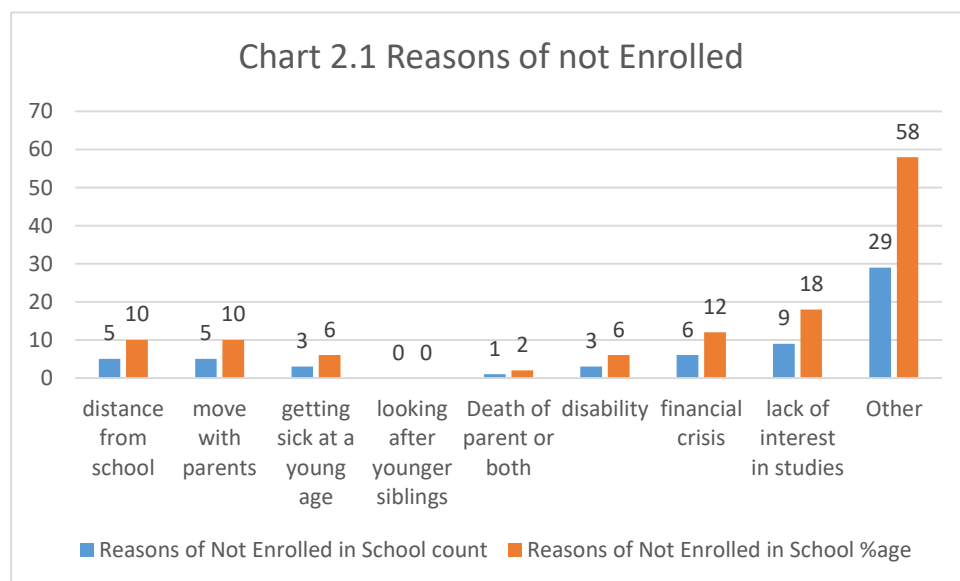
Table 2. Not enrolled children

Total No. of Children not enrolled	Girls	Boys
245	139	106

The data was gathered from the schools situated in the village. Only 13 villages out of 51 surveyed had 245 children not enrolled in the age group of 6-18 years out of which 139 were girls and 106 were boys. This clearly indicates the enrolment situation of girls.

2.1 Reasons of not getting enrolled

The question was asked from the teacher /principal of the school and they could mark maximum of two reasons. Baring other reasons specified 18% responses were about lack of interest in studies, 12% due to economic crisis. The distance from school and migrating/moving with parents were other prominent reasons of not being enrolled in schools. 6% responses were registered for disability reason.

Chart 2.1 Reasons of not Enrolled

2.2. Information on children dropped out (Last two academic sessions)

Table 2.2. Status of drop out children

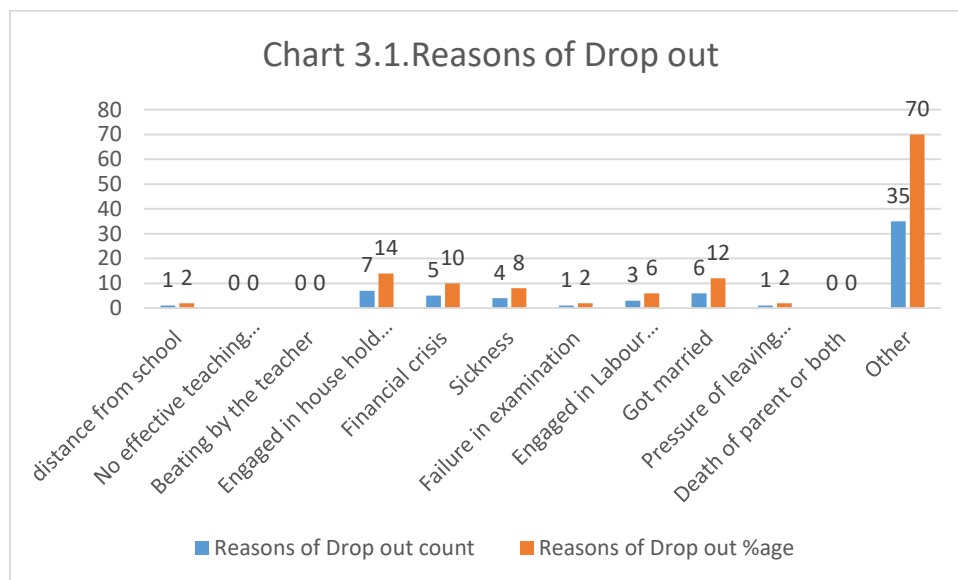| Drop out level	Girls	Boys
Before completion of class 5	67	45
Before completion of class 8	54	37
Before completion of class 10	64	31
Before completion of class 12	113	60
How many Girls passed class 12	1799	
How many girls took admission in colleges	1588	

The information was collected from schools. We can see that the number of dropout girls is higher than the boys at primary, elementary as well as the secondary level. When we see the number of pass out girls in class 12 who took admission in higher studies, we find that there is a difference of 211 girls who passed class 12 examination but did not go for higher studies.

3. Reasons of Dropout

The question was asked from the teacher /principal of the school and they could mark maximum of two reasons**.** According to them, the reasons of drop out from the school varies from student to student. Most cited reasons were engaging in house hold activities (14%), financial crisis (10%), sickness (8%), engaged in labour activities (6%), due to marriage (12%) and others (70%) which were

not clarified. It is interesting that no teacher accepted absence of effective teaching and beating by the teacher as reasons of dropout.

Chart 3.1.Reasons of Drop out

4. Status of Child Labour

9 (18%) villages reported that there were instances of child labour in their villages. 118 children who were engaged in child labour were reported in these villages.

5. Status of Child Migration or Trafficking

6 (12%) villages reported that there were instances of child migration or trafficking. 23 children were reported to be migrated elsewhere.

6. Prevalence of child marriage

It was accepted in 5 (10%) villages that child marriages happen in their villages and reported 31 such marriages in the past three years.

B. Family Survey

7. Social Category

Table 7.1. Social Category-wise no. of Families Surveyed

Social Category	No. of Families	
	Numbers	Percentage
SC	291	24.20%
ST	313	26%
OBC	271	22.50%
Minority/Muslim	110	9.10%
General BPL	72	6%
General APL	147	12.20%
Total	1204	

Total 1204 families were surveyed out of which 24% belonged to Scheduled Caste (SC) category, 26% Scheduled Tribe, 23% Other Backword Class (OBC), 9% Muslims, 12% General Category (Above Poverty Line). A fair representation of each category was there to come to the conclusion.

8. Families with Out-of-School Children

The each surveyed family were asked to provide details of out-of-school children if any in their family. 75% families did not have any out-of-school children in their family. One child in age group of 6-18 was found in 187 (18%) families, two children were found in 47(4%) families, three children were found in 19(2%) families, four and five children were found out-of-school in 6 and 3 families respectively. Total 377 children were found out-of-school in 1204 surveyed families in the age group of 6-18 years, which is a large number. If we see the class of drop out we find that 112 children were dropped out between class 1-5, 110 children between class 6-8, 116 between class 9-10 and 39 children were dropped out between class 11-12.

Table 8.1. No. of Families with out of School children (6-18Y)

No. of Children are out-of-school	No. of Families	Percentage	Out-of-school children
0	796	75.20%	0
1	187	17.70%	187
2	47	4.40%	94
3	19	1.80%	57
4	6	0.60%	24
5	3	0.30%	15
Total out-of-school children			**377**

Table 8.2.Drop-out Class of Children

Class category	No. of children
Class 1-5	112
Class 6-8	110
Class 9-10	116
Class 11-12	39
Total	**377**

9. Out of School Girls

If we see the families with out-of- School Girls in the age category of 6-18 years, we find that 642 (76%) families do not have any girl out of school, 157 families (19%) have one girl who is out of school, 32 families (4%) have 2 out-of-school girls, 7 and 4 families have 3 and 4 out-of-school girls in their families. Total number of 258 girls were found in 200 families which is a large number.

Table 9.1. No. of Families with out-of- School Girls (6-18Y)

No. of Girls out-of-school	No. of Families	Percentage	Out-of-school Girls
0	642	76.20%	0
1	157	18.60%	157
2	32	3.80%	64
3	7	0.80%	21
4	4	0.50%	16
5	0	0.00%	0
Total out-of-school Girls			**258**

Findings

1. Out of 1204 families surveyed, 258 girls in the age category of 6-18 years were found out of School, whereas 377 children in total were found out-of-school in the survey villages.

2. The reasons of not getting enrolled were cited by the school can be specified as lack of interest in studies 18%, 12% due to economic crisis. The distance from school and migrating/moving with parents were other prominent reasons of not being enrolled in schools. 6% responses were registered for disability reason.

2. The reasons of drop out as per the school staff were engaging in house hold activities (14%), financial crisis (10%), sickness (8%), engaged in labour activities (6%), due to marriage (12%) and others (70%)

3. The number of dropout girls is higher than the boys at primary, elementary as well as the secondary level.

4. Out of 51 villages surveyed 98% villages have school in their village. 88% villages have primary school within 1 km radius. 78% villages have a secondary school within 5 km radius which may pose issue for the adolescent girls whose parents hesitate to send them to a distantly located school.

5. 9 (18%) villages reported that there were instances of child labour in their villages. 118 children who were engaged in child labour were reported in these villages.

6. 6 (12%) villages reported that there were instances of child migration or trafficking. 23 children were reported to be migrated elsewhere.

7. It was accepted in 5 (10%) villages that child marriages happen in their villages and reported 31 such marriages in the past three years.

Conclusion & Recommendation

After analysing the data received from the school staff (teachers and Headmasters) and families on the status of education of children of their families. The realistic number and the reasons of dropout and not enrolled may not be reflected from the school records and their perceptions but as per the discussion with the family members of surveyed families the number of out-of-school girls was found much higher. The prime reason of girls drop out came out to be the giving the less preference to the girls education and engaging them in house hold chores, that is why they leg behind in their learning as compare to their peers and drop out and even if they want to re-join, there is no system that can bridge the learning gap and keep their learning alive. These girls need extra academic support from the school.

Following are the recommendations

- 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.
- 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.
- 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.

CULP

**RISE UP Girl's Education Advocacy Project**
**Details of GPs and Habitations of Rapid Survey for Identifying out-of-school Girls**
Sr. No.	**District**	**Block**	**GP Name**	**Village/Hemlets**	**Name of Surveyer**
1	Tonk	Niwai	Jugalpura	Jugalpura Kachhi Basti	Kavita Gurjar
				Bhagwan Pura	
2	Tonk	Niwai	Chainpura	Chainpura	Kanta Bairwa
				Bhanvta	
3	Tonk	Niwai	Palei	Palei	Hemlata Bairwa
				Maharajpura	
4	Tonk	Piploo	Kathmana	Kathmana	Hemlata Bairwa
				Arniya	
5	Tonk	Niwai	Beedoli	Beedoli	Nisha Sharma
				Bahakwa	
6	Tonk	Niwai	Sedariya	Sedariya	Shimla Gurjar
				Bichpadi	
7	Tonk	Niwai	Dehlod	Dehlod	Hansa Gurjar
				Ganeshpura	
8	Tonk	Niwai	Lalwadi	Lalwadi	Sayra Bano
				Kamal Ki Dhani	
9	Tonk	Niwai	Pahadi	Pahadi	Rashmi Gurjar
				Bharthal	
10	Tonk	Niwai	Jhilai	Jhilai	Anjana Jangid
				Gopalpura	
11	Tonk	Niwai	Bassi	Bassi	Vimla Gurjar
				Banjaro ki Dhani	
12	Tonk	Niwai	Dangarthal	Dangarthal	Teena Tatawat
				Rambha	
13	Tonk	Piploo	Bagdawa	Mohabbat nagar	Teena Tatawat
				Ganeshpura	
14	Tonk	Niwai	Rajwas	Rajwas	Anupama Pahadiya
				Girdharipura	
15	Tonk	Piploo	Bagdi	Bagdi	Anupama Pahadiya
				Anwarpura	
16	Tonk	Niwai	Khandevat	Khandevat	Mamta Devi Sharma
				Chikana	
17	Tonk	Piploo	Banwada	Banwada	Mamta Devi Sharma
				Jai Kishanpura	
18	Tonk	Niwai	Jamdoli	Jamdoli	Devki Sharma
				Chatarpura	
19	Tonk	Niwai	Bahad	Bahad	Monika Pareek
				Bhenkvuliya	
20	Tonk	Niwai	Nohata	Nohata	Sarita Swami
				Kareeriya	
21	Tonk	Piploo	Pyavadi	Pyavdi	Khushbu Sharma

				Molipura	
22	Tonk	Piploo	Loharwada	Loharwada	Meenakshi Meena
23	Tonk	Piploo	Chaugai	Chaugai	Mafiya Bano
				Gordhanpura	
24	Tonk	Piploo	Ranoli	Ranoli	Mukesh Kr Sharma
				Darda turki	
25	Tonk	Piploo	Hadi Kalan	Kareempura	Mukesh Kr Sharma
				Hadi kalan	