

Appendices

Appendix A – Learners Related Data Presented School Wise

Table A1 Gender and Age of learners

School Code	Total learners	Gender		Age in years		
		Male	Female	12	13	14 or more
A	24	11	13	3	18	3
B	20	7	13	2	9	9
C	6	2	4	1	4	1
D	7	4	3	0	7	0
E	10	6	4	2	3	5
F	28	15	13	4	15	9
G	22	0	22	2	14	6
H	49	31	18	2	30	17
I	28	28	0	0	15	13
J	33	18	15	4	21	8
K	35	16	19	1	18	16
L	45	20	25	5	38	2
M	20	10	10	11	8	1
N	10	6	4	0	8	2

Table A1 Continued on Next Page

School Code	Total learners	Gender		Age in years		
		Male	Female	12	13	14
O	6	3	3	0	6	0
P	36	18	18	1	21	14
Q	9	5	4	1	3	5
R	18	7	11	1	14	3
S	18	10	8	2	12	4
T	22	10	12	6	14	2
U	36	17	19	2	25	9
V	8	4	4	2	6	0
Total	490	248	242	52	309	129

Table A2 Growth Indicators of learners – Height and Weight

School Code	Total learners	Height in CM				Weight in KG			
		Less than 130	131-140	141-150	151 and more	Less than 30	31-40	41-50	51 and more
A	24	2	9	7	6	4	17	2	1
B	20	1	5	10	4	4	15	1	0
C	6	0	1	3	2	2	4	0	0
D	7	0	5	2	0	2	4	1	0
E	10	0	3	5	2	0	8	2	0
F	28	2	11	11	4	15	11	2	0
G	22	4	11	4	3	3	18	1	0
H	49	8	14	22	5	7	22	14	6
I	28	2	6	12	8	14	11	2	1
J	33	2	9	12	10	16	11	4	2
K	35	0	13	17	5	13	15	7	0
L	45	1	9	28	7	13	19	10	3
M	20	1	10	9	0	4	15	1	0
N	10	0	9	1	0	3	5	2	0
O	6	1	2	3	0	0	5	1	0
P	36	3	14	16	3	10	23	3	0
Q	9	0	1	3	5	3	4	1	1
R	18	1	5	11	1	9	9	0	0
S	18	3	6	7	2	5	7	6	0
T	22	3	6	11	2	4	15	2	1
U	36	1	12	20	3	8	24	4	0
V	8	1	2	5	0	6	1	1	0
Total	490	36	163	219	72	145	263	67	15

Table A3 Mode of commuting of learners from learners' house to school

School Code	Total Learners	Mode of commuting(Vehicles)			
		Bicycle	Auto rickshaw	Walking	Any other (Specify)
A	24	1	1	22	0
B	20	2	1	17	0
C	6	0	0	6	0
D	7	0	0	7	0
E	10	1	3	5	1
F	28	9	4	15	0
G	22	2	1	19	0
H	49	15	7	27	0
I	28	5	1	19	3
J	33	0	1	32	0
K	35	2	0	33	0
L	45	3	0	42	0
M	20	10	0	10	0
N	10	4	0	6	0
O	6	0	0	6	0
P	36	15	21	0	0
Q	9	1	0	8	0
R	18	0	0	18	0
S	18	2	0	16	0
T	22	3	0	19	0
U	36	0	0	36	0
V	8	1	1	6	0
Total	490	76	41	369	4

Table A4 Numbers of learners who attended tuition class

School Code	Total Learners	Attends tuition class	
		Yes	No
A	24	6	18
B	20	8	12
C	6	0	6
D	7	1	6
E	10	1	9
F	28	12	16
G	22	1	21
H	49	16	33
I	28	3	25
J	33	6	27
K	35	8	27
L	45	10	35
M	20	10	10
N	10	0	10
O	6	3	3
P	36	11	25
Q	9	2	7
R	18	3	15
S	18	3	15
T	22	4	18
U	36	20	16
V	8	3	5
Total	490	131	359

Table A5 Learners who completed pre primary education

School Code	Total Learners	Completed number of years in pre primary			
		One	Two	Three	None
A	24	8	3	1	12
B	20	15	1	0	4
C	6	1	0	0	5
D	7	5	1	1	0
E	10	4	2	2	2
F	28	3	15	3	7
G	22	8	0	2	12
H	49	20	8	15	6
I	28	9	5	1	13
J	33	7	0	3	23
K	35	10	7	1	17
L	45	17	9	14	5
M	20	12	5	1	2
N	10	0	0	0	10
O	6	6	0	0	0
P	36	11	6	11	8
Q	9	8	0	0	1
R	18	6	8	0	4
S	18	9	6	3	0
T	22	5	5	4	8
U	36	14	13	6	3
V	8	3	1	1	3
Total	490	181	95	69	145

Table A6 Learners' participation in different kinds of sports/games

School Code	Total Learners	Sports/Games				
		Cricket	Badminton	Hockey	Kabaddi	Kho-Kho
A	24	8	2	1	13	17
B	20	7	6	0	19	15
C	6	1	0	0	6	6
D	7	3	7	0	6	7
E	10	7	4	0	6	8
F	28	3	0	0	6	20
G	22	6	14	1	14	16
H	49	31	2	1	31	41
I	28	23	23	2	22	20
J	33	14	3	1	19	15
K	35	0	0	1	15	19
L	45	23	0	1	42	40
M	20	10	7	6	14	20
N	10	0	0	0	3	1
O	6	3	3	0	6	6
P	36	2	0	0	11	24
Q	9	4	5	0	4	6
R	18	4	10	0	8	14
S	18	12	17	2	18	18
T	22	9	3	4	12	20
U	36	8	0	0	19	27
V	8	4	0	0	8	8
Total	490	182	106	20	302	368

Table A7 Learners' participation in different kinds of Other sports/games

Sch ool Cod e	Total Lear ners	Other														
		Run ning	Foot ball	Skippi ng	Hide & Seek	Cha sing	Voll eyba ll	Ston e thro w	Chai n	Lon g Jum p	Yog a	Che ss	Car rom	Dish	Lemo n spoo n	Musica l chair
A	24	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B	20	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
C	6	0	0	2	2	3	0	0	0	0	0	0	0	0	0	0
D	7	0	0	0	3	0	4	1	0	0	0	0	0	0	0	0
E	10	0	0	0	0	4	0	0	3	0	0	0	0	0	0	0
F	28	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
G	22	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
H	49	0	12	0	0	15	0	0	0	0	0	10	12	0	0	0
I	28	0	0	2	0	0	0	0	0	0	0	21	25	7	0	0
J	33	0	24	0	0	29	0	0	0	0	0	0	0	0	0	0
K	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L	45	0	0	24	0	0	0	0	0	0	0	35	33	0	0	0
M	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N	10	0	0	0	0	0	0	0	0	0	0	2	5	0	0	0

Table A7 Continued on Next Page

School Code	Total Learners	Other														
		Running	Football	Skipping	Hide & Seek	Chasing	Volleyball	Stone throw	Chai n	Long Jump	Yoga	Chess	Carrom	Dish	Lemon spoon	Musical chair
O	6	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
P	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q	9	0	0	5	0	0	0	0	0	0	0	3	0	0	0	0
R	18	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0
S	18	0	0	0	5	4	0	0	0	0	0	2	0	0	0	0
T	22	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
U	36	0	1	0	0	2	0	0	0	2	0	0	0	0	10	4
V	8	0	4	0	0	4	0	0	0	0	0	0	4	0	0	0
Total	490	3	43	33	12	65	4	1	3	3	1	74	80	7	10	4

Table A8 Learners' participation in different activities at school level

School Code	Total Learners	Singing	Playing musical instruments	Dancing	Drama	Cleanliness activities	Drawing and crafts
A	24	12	8	9	3	13	7
B	20	16	4	10	2	16	9
C	6	6	5	4	0	6	6
D	7	7	4	4	5	6	5
E	10	5	3	5	6	6	8
F	28	12	5	18	5	22	15
G	22	17	7	15	10	18	11
H	49	23	3	11	3	40	27
I	28	5	6	9	4	12	11
J	33	13	10	19	10	31	31
K	35	15	10	13	13	33	32
L	45	13	5	21	13	33	22
M	20	12	7	18	15	19	18
N	10	4	6	5	3	9	7
O	6	6	4	3	1	6	4
P	36	18	7	21	10	32	32
Q	9	6	3	3	5	9	8
R	18	3	1	11	9	15	16
S	18	14	10	17	18	16	13
T	22	8	8	14	15	20	18
U	36	9	7	16	4	33	17
V	8	3	4	5	1	7	4
Total	490	227	127	251	155	402	321

Table A9 Learners' participation in 'Other' school level activities

School Code	Total Learners	Other					Yoga	Environment day	Teacher's Day
		Essay Writing	Elocution	Science Projects	Quiz	Story Telling			
A	24	4	0	1	0	0	1	0	0
B	20	7	4	0	0	0	0	0	0
C	6	0	0	0	0	0	0	0	0
D	7	1	1	0	0	0	0	0	0
E	10	0	0	0	0	0	0	0	0
F	28	4	3	0	0	0	0	0	0
G	22	0	0	0	0	0	0	0	0
H	49	6	0	0	0	0	0	0	0
I	28	0	1	0	0	0	0	0	0
J	33	2	3	1	0	0	0	1	0
K	35	0	0	0	0	0	0	0	0
L	45	18	31	33	0	0	0	0	1
M	20	0	0	0	0	0	0	0	0
N	10	6	3	0	0	0	0	0	0

Table A9 Continued on Next Page

School Code	Total Learners	Other					Yoga	Environment day	Teacher's Day
		Essay Writing	Elocution	Science Projects	Quiz	Story Telling			
O	6	1	0	0	0	0	0	0	0
P	36	6	0	0	0	0	0	0	0
Q	9	0	0	0	0	0	0	0	0
R	18	0	1	1	0	0	0	0	0
S	18	16	2	0	0	0	0	0	0
T	22	11	6	0	0	4	0	0	0
U	36	8	9	0	10	0	0	0	0
V	8	4	0	0	0	0	0	0	0
Total	490	94	64	36	10	4	1	1	1

Table A10 Learners' attendance in school

School Code	Total Learners	$\leq 181-200$ days	201-220 days	221-240 days	≥ 241 days
A	24	1	9	13	1
B	20	1	3	16	0
C	6	0	1	5	0
D	7	0	3	4	0
E	10	3	3	4	0
F	28	3	4	21	0
G	22	2	3	17	0
H	49	4	22	23	0
I	28	3	6	19	0
J	33	3	13	17	0
K	35	9	15	11	0
L	45	1	0	44	0
M	20	1	8	11	0
N	10	0	1	9	0
O	6	0	2	4	0
P	36	1	10	25	0
Q	9	2	5	2	0
R	18	13	3	2	0
S	18	2	5	11	0
T	22	0	8	14	0
U	36	1	13	22	0
V	8	0	2	6	0
Total	490	50	139	300	1

Table A11 Academic performance of learners in grades

School Code	Total Learners	2016-2017 academic year				
		A	B	C	D	E
A	24	2	8	9	5	0
B	20	5	10	5	0	0
C	6	0	5	1	0	0
D	7	3	3	1	0	0
E	10	3	5	2	0	0
F	28	2	14	11	1	0
G	22	3	15	4	0	0
H	49	7	32	10	0	0
I	28	4	13	8	3	0
J	33	5	16	11	1	0
K	35	7	13	13	2	0
L	45	14	17	13	1	0
M	20	7	12	1	0	0
N	10	3	7	0	0	0
O	6	1	4	1	0	0
P	36	6	13	11	6	0
Q	9	2	5	0	1	1
R	18	0	4	9	5	0
S	18	3	10	5	0	0
T	22	6	12	4	0	0
U	36	19	12	2	3	0
V	8	0	7	1	0	0
Total	490	102	237	122	28	1

Table A12 Government benefits received by learners

School Code	Total Learners	Uniform	Textbooks	Scholarship	Mid day Meal
A	24	24	24	24	24
B	20	20	20	20	20
C	6	6	6	6	6
D	7	7	7	7	7
E	10	10	10	10	10
F	28	28	28	28	28
G	22	22	22	22	22
H	49	49	49	49	49
I	28	28	28	28	28
J	33	33	33	33	33
K	35	35	35	35	35
L	45	45	45	45	45
M	20	20	20	20	20
N	10	10	10	10	10
O	6	6	6	6	6
P	36	36	36	36	36
Q	9	9	9	9	9
R	18	18	18	18	18
S	18	18	18	18	18
T	22	22	22	22	22
U	36	36	36	36	36
V	8	8	8	8	8
Total	490	490	490	490	490

Appendix B Family Related Data Presented School Wise

Table B1 Caste and religion of learners

School Code	Total Learners	Caste – Hindu					Caste – Muslim				
		SC	ST	SEBC	OBC	General	SC	ST	SEBC	OBC	General
A	24	-	-	2	19	3	-	-	-	-	-
B	20	-	-	-	18	-	-	-	-	2	-
C	6	-	-	-	0	-	-	-	-	6	-
D	7	6	-	-	1	-	-	-	-	-	-
E	10	-	-	-	5	-	-	-	-	5	-
F	28	2	-	-	12	1	-	-	-	12	-
G	22	-	-	-	17	1	-	-	-	4	-
H	49	-	-	-	41	-	-	-	-	8	-
I	28	2	-	13	12	-	-	-	1	-	-
J	33	-	-	-	31	1	-	-	-	1	-
K	35	-	-	-	27	2	-	-	-	6	-
L	45	8	1	-	29	-	-	-	-	7	-
M	20	1	-	-	17	2	-	-	-	-	-
N	10	2	-	-	7	-	-	-	-	1	-

Table B1 Continued on Next Page

School Code	Total Learners	Caste – Hindu					Caste – Muslim				
		SC	ST	SEBC	OBC	General	SC	ST	SEBC	OBC	General
O	6	-	-	-	6	-	-	-	-	-	-
P	36	1	-	-	27	1	-	-	-	7	-
Q	9	-	-	-	4	1	-	-	-	4	-
R	18	-	-	-	8	-	-	-	-	10	-
S	18	-	-	-	10	-	-	-	-	8	-
T	22	-	-	-	16	4	-	-	-	2	-
U	36	15	2	-	14	1	-	-	-	4	-
V	8	1	1	-	5	1	-	-	-	-	-
Total	490	38	4	15	326	18	0	0	1	87	0

Table B2 Type of learners' family and number of family members

School Code	Total learners	Joint family			Nuclear family			Single parent family			Other		
		1 to 3	4 to 6	7 to 9 or more	1 to 3	4 to 6	7 to 9 or more	1 to 3	4 to 6	7 to 9 or more	1 to 3	4 to 6	7 to 9 or more
A	24	-	-	5	-	16	2	1	-	-	-	-	-
B	20	-	4	8	-	8	-	-	-	-	-	-	-
C	6	-	-	3	-	-	-	-	1	1	-	1	-
D	7	-	1	-	-	5	-	-	1	-	-	-	-
E	10	-	-	4	-	6	-	-	-	-	-	-	-
F	28	-	-	2	-	23	2	-	-	-	-	-	1
G	22	-	3	4	-	13	1	-	1	-	-	-	-
H	49	-	4	16	1	18	5	2	2	1	-	-	-
I	28	-	1	3	-	20	2	-	2	-	-	-	-
J	33	-	4	4	-	21	3	-	-	1	-	-	-
K	35	-	4	7	-	18	6	-	-	-	-	-	-
L	45	-	2	11	-	29	2	-	1	-	-	-	-
M	20	-	5	7	-	6	2	-	-	-	-	-	-
N	10	-	-	4	-	5	1	-	-	-	-	-	-

Table B2 Continued on Next Page

School Code	Total learners	Joint family			Nuclear family			Single parent family			Other		
		1 to 3	4 to 6	7 to 9 or more	1 to 3	4 to 6	7 to 9 or more	1 to 3	4 to 6	7 to 9 or more	1 to 3	4 to 6	7 to 9 or more
O	6	-	1	3	-	2	-	-	-	-	-	-	-
P	36	-	7	6	1	19	2	1	-	-	-	-	-
Q	9	-	2	2	-	4	-	-	1	-	-	-	-
R	18	-	2	2	-	9	4	-	1	-	-	-	-
S	18	-	2	5	-	9	2	-	-	-	-	-	-
T	22	-	2	3	1	12	4	-	-	-	-	-	-
U	36	-	11	6	2	17	-	-	-	-	-	-	-
V	8	-	-	1	-	6	-	-	-	-	-	-	1
Total	490	0	55	106	5	266	38	4	10	3	0	1	2

Table B3 Number of learners' siblings

School Code	Total learners	No. of siblings			
		1 to 3	4 to 6	7 to 9 or more	None
A	24	20	3	1	-
B	20	17	3	-	-
C	6	-	2	4	-
D	7	7	-	-	-
E	10	9	1	-	-
F	28	26	2	-	-
G	22	20	2	-	-
H	49	41	6	1	1
I	28	25	2	1	-
J	33	28	4	-	1
K	35	29	6	-	-
L	45	40	5	-	-
M	20	17	2	1	-
N	10	7	1	2	-
O	6	6	-	-	-
P	36	31	4	-	1
Q	9	9	-	-	-
R	18	14	3	1	-
S	18	15	3	-	-
T	22	15	5	1	1
U	36	33	1	-	2
V	8	7	1	-	-
Total	490	416	56	12	6

Table B3 Earning members in learners' family

School Code	Total	Father	Mother	Other
A	24	23	9	1
B	20	20	14	10
C	6	3	1	5
D	7	6	4	0
E	10	10	5	3
F	28	27	11	2
G	22	21	11	4
H	49	46	31	12
I	28	27	18	10
J	33	31	20	13
K	35	35	27	0
L	45	45	29	4
M	20	20	5	3
N	10	10	8	2
O	6	6	3	5
P	36	35	27	7
Q	9	8	1	6
R	18	16	8	6
S	18	18	5	1
T	22	22	15	9
U	36	36	23	5
V	8	7	4	1
Total	490	472	279	109

Table B4 Occupation of learners' father

School Code	Total	Father						
		a) self employed	b) factory workers	c) government servant	d) daily wage earners	e) agriculture labor	f) agriculture land owner	g) other (specify)
A	24	3	3	2	3	7	5	-
B	20	1	9	3	5	-	2	-
C	6	-	-	-	3	-	-	-
D	7	-	2	-	4	-	-	-
E	10	3	-	-	7	-	-	-
F	28	13	3	2	7	1	1	-
G	22	12	5	-	4	-	-	-
H	49	22	12	1	9	1	1	-
I	28	9	7	2	8	1	-	-
J	33	17	5	-	5	2	2	-
K	35	7	6	-	20	-	2	-
L	45	19	11	2	10	2	1	-
M	20	7	2	1	10	-	-	-
N	10	3	1	-	6	-	-	-

Table B4 Continued on Next Page

School Code	Total	Father						
		a) self employed	b) factory workers	c) government servant	d) daily wage earners	e) agriculture labor	f) agriculture land owner	g) other (specify)
O	6	2	2	-	2	-	-	-
P	36	15	5	-	15	-	-	-
Q	9	5	-	1	2	-	-	-
R	18	6	3	-	7	-	-	-
S	18	12	2	-	3	1	-	-
T	22	16	2	-	4	-	-	-
U	36	11	4	1	15	5	-	-
V	8	5	1	-	-	1	-	-
Total	490	188	85	15	149	21	14	0

Table B5 Occupation of learners' mother

School Code	Total	Mother						
		a) self employed	b) factory workers	c) government servant	d) daily wage earners	e) agriculture labor	f) agriculture land owner	g) other (specify)
A	9	-	-	-	5	4	-	-
B	14	-	5	2	5	2	-	-
C	1	-	-	-	1	-	-	-
D	4	-	1	-	3	-	-	-
E	5	-	-	-	5	-	-	-
F	11	3	-	-	7	1	-	-
G	11	3	1	-	6	-	1	-
H	31	5	-	1	25	-	-	-
I	18	3	1	-	14	-	-	-
J	20	4	6	-	9	-	1	-
K	27	2	2	-	21	2	-	-
L	29	5	3	2	15	4	-	-
M	5	-	-	-	5	-	-	-
N	8	5	-	-	3	-	-	-

Table B5 Continued on Next Page

School Code	Total	Mother						
		a) self employed	b) factory workers	c) government servant	d) daily wage earners	e) agriculture labor	f) agriculture land owner	g) other (specify)
O	3	-	-	-	3	-	-	-
P	27	6	2	-	19	-	-	-
Q	1	-	-	-	1	-	-	-
R	8	4	-	-	3	1	-	-
S	5	-	-	-	5	-	-	-
T	15	1	-	1	13	-	-	-
U	23	4	3	2	9	5	-	-
V	4	1	1	-	2	-	-	-
Total	279	46	25	8	179	19	2	0

Table B6 Occupation of other member in learners' family

School Code	Total	Other family member						
		a) Self employed	b) Factory worker	c) Government servant	d) Daily wage earners	e) Agriculture labor	f) Agricultu re land owner	g) Other (specify)
A	1	-	-	-	-	-	1	-
B	10	-	3	-	6	1	-	-
C	5	-	-	-	5	-	-	-
D	0	-	-	-	-	-	-	-
E	3	2	-	-	1	-	-	-
F	2	1	-	-	1	-	-	-
G	4	1	3	-	-	-	-	-
H	12	5	-	-	7	-	-	-
I	10	2	3	-	5	-	-	-
J	13	6	3	1	1	1	1	-
K	0	-	-	-	-	-	-	-
L	4	-	1	-	3	-	-	-
M	3	-	-	-	3	-	-	-
N	2	-	-	-	2	-	-	-

Table B6 Continued on Next Page

School Code	Total	Other family member						
		a) Self employed	b) Factory worker	c) Government servant	d) Daily wage earners	e) Agriculture labor	f) Agriculture land owner	g) Other (specify)
O	5	2	-	1	2	-	-	-
P	7	-	1	-	6	-	-	-
Q	6	2	-	-	3	-	1	-
R	6	1	-	-	5	-	-	-
S	1	-	-	-	1	-	-	-
T	9	-	3	-	5	-	-	1
U	5	-	2	-	2	1	-	-
V	1	-	-	1	-	-	-	-
Total	109	22	19	3	58	3	3	1

Table B7 Income of the learners' father

School Code	Total	Father								
		a) Below 60,000	b) 60000- 80000	c) 81000- 100000	d) 1,01,000- 1,20,000	e) 1,21,000- 1,40,000	f) 1,41,00- 1,60,000	g) 1,61,00- 1,80,000	h) 1,81,00B- 2,00,000	i) Above 2,00,00 0
A	24	13	2	2	2	2	-	-	1	1
B	20	7	5	7	1	-	-	-	-	-
C	6	3	-	-	-	-	-	-	-	-
D	7	5	1	-	-	-	-	-	-	-
E	10	6	4	-	-	-	-	-	-	-
F	28	22	2	-	-	1	-	-	2	-
G	22	11	7	2	1	-	-	-	-	-
H	49	25	10	8	1	1	-	-	-	1
I	28	17	3	4	3	-	-	-	-	-
J	33	15	3	2	5	-	1	1	2	2
K	35	3	27	4	-	1	-	-	-	-
L	45	30	8	2	2	2	1	-	-	-
M	20	12	4	-	2	-	-	2	-	-
N	10	10	-	-	-	-	-	-	-	-

Table B7 Continued on Next Page

School Code	Total	Father								
		a) Below 60,000	b) 60000- 80000	c) 81000- 100000	d) 1,01,000- 1,20,000	e) 1,21,000- 1,40,000	f) 1,41,00- 1,60,000	g) 1,61,00- 1,80,000	h) 1,81,00B- 2,00,000	i) Above 2,00,00 0
O	6	2	3	-	-	1	-	-	-	-
P	36	24	9	1	1	-	-	-	-	-
Q	9	1	7	-	-	-	-	-	-	-
R	18	14	2	-	-	-	-	-	-	-
S	18	12	5	1	-	-	-	-	-	-
T	22	16	4	-	-	2	-	-	-	-
U	36	15	7	5	8	-	-	1	-	-
V	8	5	1	-	-	1	-	-	-	-
Total	490	268	114	38	26	11	2	4	5	4

Table B8 Income of learners' mother

School Code	Total	Mother								
		a) Below 60,000	b) 60000- 80000	c) 81000- 100000	d) 1,01,000- 1,20,000	e) 1,21,000- 1,40,000	f) 1,41,00- 1,60,000	g) 1,61,00- 1,80,000	h) 1,81,0B- 2,00,000	i) Above 2,00,00 0
A	9	7	2	-	-	-	-	-	-	-
B	14	9	2	2	1	-	-	-	-	-
C	1	1	-	-	-	-	-	-	-	-
D	4	3	1	-	-	-	-	-	-	-
E	5	5	-	-	-	-	-	-	-	-
F	11	11	-	-	-	-	-	-	-	-
G	11	9	2	-	-	-	-	-	-	-
H	31	31	-	-	-	-	-	-	-	-
I	18	12	4	2	-	-	-	-	-	-
J	20	16	2	2	-	-	-	-	-	-
K	27	17	8	1	-	-	-	-	-	1
L	29	25	3	1	-	-	-	-	-	-
M	5	5	-	-	-	-	-	-	-	-
N	8	8	-	-	-	-	-	-	-	-

Table B8 Continued on Next Page

School Code	Total	Mother								
		a) Below 60,000	b) 60000- 80000	c) 81000- 100000	d) 1,01,000- 1,20,000	e) 1,21,000- 1,40,000	f) 1,41,00- 1,60,000	g) 1,61,00- 1,80,000	h) 1,81,0B- 2,00,000	i) Above 2,00,00 0
O	3	3	-	-	-	-	-	-	-	-
P	27	22	4	1	-	-	-	-	-	-
Q	1	1	-	-	-	-	-	-	-	-
R	8	8	-	-	-	-	-	-	-	-
S	5	5	-	-	-	-	-	-	-	-
T	15	13	1	1	-	-	-	-	-	-
U	23	19	3	1	-	-	-	-	-	-
V	4	3	-	-	1	-	-	-	-	-
Total	279	233	32	11	2	0	0	0	0	1

Table B9 Income of other member in learners' family

School Code	Total	Other								
		a) Below 60,000	b) 60000 - 80000	c) 81000- 100000	d) 1,01,000- 1,20,000	e) 1,21,000- 1,40,000	f) 1,41,000 - 1,60,000	g) 1,61,000 - 1,80,000	h) 1,81,000 - 2,00,000	i) Above 2,00,000
A	1	-	1	-	-	-	-	-	-	-
B	10	6	1	3	-	-	-	-	-	-
C	5	4	1	-	-	-	-	-	-	-
D	0	-	-	-	-	-	-	-	-	-
E	3	2	1	-	-	-	-	-	-	-
F	2	2	-	-	-	-	-	-	-	-
G	4	2	2	-	-	-	-	-	-	-
H	12	10	1	1	-	-	-	-	-	-
I	10	4	4	1	1	-	-	-	-	-
J	13	7	4	2	-	-	-	-	-	-
K	0	-	-	-	-	-	-	-	-	-
L	4	3	1	-	-	-	-	-	-	-
M	3	3	-	-	-	-	-	-	-	-
N	2	2	-	-	-	-	-	-	-	-

Table B9 Continued on Next Page

School Code	Total	Other								
		a) Below 60,000	b) 60000 - 80000	c) 81000- 100000	d) 1,01,000- 1,20,000	e) 1,21,000- 1,40,000	f) 1,41,000 - 1,60,000	g) 1,61,000 - 1,80,000	h) 1,81,000 - 2,00,000	i) Above 2,00,000
O	5	2	2	-	1	-	-	-	-	-
P	7	6	1	-	-	-	-	-	-	-
Q	6	5	-	-	1	-	-	-	-	-
R	6	4	2	-	-	-	-	-	-	-
S	1	1	-	-	-	-	-	-	-	-
T	9	6	2	-	-	1	-	-	-	-
U	5	3	2	-	-	-	-	-	-	-
V	1	1	-	-	-	-	-	-	-	-
Total	109	73	25	7	3	1	0	0	0	0

Table B10 Level of education of learners' father

School Code	Total	Father								
		a) illiterate	b) Pre primary	c) Primary (up to V)	d) U. Primary (up to VIII)	e) Secondary (IX, X)	f) Higher Secondary (XI, XII)	g) Graduate	h) Post Graduate	i) Other
A	24	3	-	1	3	16	-	1	-	-
B	20	1	-	8	5	6	-	-	-	-
C	6	1	-	2	-	-	-	-	-	-
D	7	-	-	1	-	3	1	1	-	-
E	10	3	-	4	-	3	-	-	-	-
F	28	2	1	9	8	6	1	1	-	-
G	22	4	-	2	11	3	1	-	-	-
H	49	10	18	14	4	1	-	-	-	-
I	28	8	-	7	10	2	-	-	-	-
J	33	3	-	14	10	3	2	-	-	-
K	35	3	-	6	13	10	2	1	-	-
L	45	6	-	6	18	9	5	1	-	-
M	20	1	-	7	7	4	1	-	-	-
N	10	1	-	1	7	1	-	-	-	-

Table B10 Continued on Next Page

School Code	Total	Father								
		a) illiterate	b) Pre primary	c) Primary (up to V)	d) U. Primary (up to VIII)	e) Secondary (IX, X)	f) Higher Secondary (XI, XII)	g) Graduate	h) Post Graduate	i) Other
O	6	-	-	-	4	2	-	-	-	-
P	36	1	-	10	16	7	1	-	-	-
Q	9	1	1	1	2	1	1	-	-	-
R	18	3	1	5	6	1	-	-	-	-
S	18	2	2	2	7	3	2	-	-	-
T	22	3	-	5	10	4	-	-	-	-
U	36	1	-	6	19	5	4	1	-	-
V	8	2	-	1	3	2	-	-	-	-
Total	490	59	23	112	163	92	21	6	0	0

Table B11 Level of education of learners' mother

School Code	Total	Mother								
		a) illiterate	b) Pre primary	c) Primary (up to V)	d) U. Primary (up to VIII)	e) Secondary (IX, X)	f) Higher Secondary (XI, XII)	g) Graduate	h) Post Graduate	i) Other
A	24	7	-	7	6	2	1	-	-	-
B	20	6	-	6	6	2	-	-	-	-
C	6	1	-	2	2	-	-	-	-	-
D	7	1	-	2	3	-	-	1	-	-
E	10	2	-	3	2	2	-	-	-	-
F	28	6	-	5	9	5	1	1	1	-
G	22	9	-	6	6	1	-	-	-	-
H	49	17	-	8	14	1	2	-	-	-
I	28	15	1	2	7	2	-	-	-	-
J	33	17	-	11	4	1	-	-	-	-
K	35	9	-	11	13	2	-	-	-	-
L	45	14	2	11	11	5	1	-	-	-
M	20	3	-	6	8	2	1	-	-	-
N	10	2	-	3	4	1	-	-	-	-

Table B11 Continued on Next Page

School Code	Total	Mother								
		a) illiterate	b) Pre primary	c) Primary (up to V)	d) U. Primary (up to VIII)	e) Secondary (IX, X)	f) Higher Secondary (XI, XII)	g) Graduate	h) Post Graduate	i) Other
O	6	2	-	1	3	-	-	-	-	-
P	36	10	-	12	9	5	-	-	-	-
Q	9	3	-	1	4	-	-	-	-	-
R	18	6	1	6	3	-	-	-	-	-
S	18	3	1	3	8	2	1	-	-	-
T	22	11	-	4	5	2	-	-	-	-
U	36	5	-	13	14	3	-	1	-	-
V	8	4	-	1	3	-	-	-	-	-
Total	490	153	5	124	144	38	7	3	1	0

Appendix C Learners' House Related Data Presented School Wise

Table C1 Kind of house and space available in learners' house

School Code	Total learners	Own		Rental		Number of rooms		Availability of separate kitchen	Availability of bathroom	Availability of toilet
		Kuchha	Pucca	Kuchha	Pucca	1 to 2	3 to 4 or more			
A	24	6	14	1	3	20	4	10	22	19
B	20	4	15	1	0	16	4	9	20	19
C	6	0	6	0	0	5	1	5	5	3
D	7	3	3	1	0	5	2	2	7	7
E	10	0	8	0	2	7	3	3	9	8
F	28	4	23	0	1	18	10	15	28	26
G	22	9	12	1	0	17	5	12	21	21
H	49	11	36	1	1	38	11	22	47	45
I	28	3	24	1	0	23	5	15	28	27
J	33	5	27	1	0	23	10	16	26	27
K	35	9	22	2	2	29	6	13	34	35
L	45	5	33	3	4	30	15	21	37	38
M	20	2	16	2	0	14	6	8	20	20
N	10	2	8	0	0	6	4	-	9	8

Table C1 Continued on Next Page

School Code	Total learners	Own		Rental		Number of rooms		Availability of separate kitchen	Availability of bathroom	Availability of toilet
		Kuchha	Pucca	Kuchha	Pucca	1 to 2	3 to 4 or more			
O	6	0	5	1	0	3	3	4	6	5
P	36	5	27	1	3	29	7	21	31	31
Q	9	0	8	1	0	7	2	5	9	9
R	18	1	15	1	1	13	5	7	17	13
S	18	1	15	1	1	12	6	3	18	18
T	22	0	16	2	4	18	4	12	22	21
U	36	5	31	0	0	25	11	11	35	34
V	8	0	7	0	1	6	2	4	7	3
Total	490	75	371	21	23	364	126	218	458	437

Table C2 Resources availability in learners' house

School Code	Total Learners	Water availability		Water Resources		Electricity availability	
		Yes	No	Individual	Common	Yes	No
A	24	24	-	18	6	24	-
B	20	20	-	19	1	20	-
C	6	6	-	5	1	6	-
D	7	7	-	7	0	7	-
E	10	10	-	9	1	10	-
F	28	28	-	22	6	28	-
G	22	22	-	22	0	22	-
H	49	49	-	34	15	49	-
I	28	28	-	28	0	28	-
J	33	33	-	31	2	33	-
K	35	35	-	27	8	35	-
L	45	45	-	45	0	45	-
M	20	20	-	20	0	20	-
N	10	10	-	4	6	10	-
O	6	6	-	6	0	6	-
P	36	36	-	25	11	36	-
Q	9	9	-	9	0	9	-
R	18	18	-	12	6	18	-
S	18	18	-	16	2	18	-
T	22	22	-	18	4	22	-
U	36	36	-	32	4	36	-
V	8	8	-	2	6	8	-
Total	490	489	1	411	79	490	0

Table C3 Availability of electronic equipments in learners' house

School Code	Total Learners	TV	Refrigerator	Air cooler	Mobile	Computer	Internet	Fan	Radio
A	24	20	13	3	24	3	7	23	1
B	20	17	6	3	20	1	15	20	-
C	6	5	3	1	6	-	5	6	1
D	7	7	2	-	7	-	4	7	-
E	10	10	2	-	10	-	6	10	2
F	28	28	13	8	28	2	22	28	4
G	22	20	7	1	22	2	12	21	2
H	49	45	19	6	48	2	35	48	11
I	28	26	13	5	26	2	13	27	13
J	33	30	8	2	33	-	18	33	7
K	35	32	16	3	33	-	5	35	4
L	45	41	13	6	45	2	22	44	3
M	20	18	9	1	20	2	7	20	2
N	10	5	3	1	10	1	1	10	1
O	6	6	3	2	6	-	4	6	-
P	36	33	12	9	35	3	16	36	14
Q	9	8	5	3	9	1	5	9	2
R	18	16	9	4	17	-	7	17	3
S	18	16	11	9	18	-	15	17	2
T	22	20	6	4	20	1	13	21	4
U	36	32	16	6	36	4	24	36	4
V	8	7	3	-	8	-	3	8	1
Total	490	442	192	77	481	26	259	482	81

Table C4 Availability of vehicle in learners' house

School Code	Total Learners	Bicycle	Scooter/Bike	Four Wheeler	Other
A	24	23	20	5	2
B	20	18	11	-	2
C	6	5	4	1	5
D	7	7	1	-	1
E	10	9	5	-	2
F	28	26	15	6	6
G	22	19	13	2	5
H	49	43	29	2	9
I	28	27	15	3	8
J	33	28	20	4	6
K	35	34	21	4	2
L	45	44	20	8	4
M	20	20	13	5	1
N	10	9	5	2	-
O	6	6	3	2	1
P	36	33	21	5	4
Q	9	8	2	-	2
R	18	11	6	-	2
S	18	18	11	2	6
T	22	22	13	4	4
U	36	34	20	4	3
V	8	7	3	1	1
Total	490	451	271	60	76

Table C5 Distance between learners' house and school in km

School Code	Total Learners	Distance from school in km		
		Less than 0.5 km to 0.5 km	0.51 km to 1 km	More than 1 km
A	24	6	17	1
B	20	13	5	2
C	6	6	0	0
D	7	5	2	0
E	10	10	0	0
F	28	17	7	4
G	22	18	1	3
H	49	19	20	10
I	28	20	5	3
J	33	17	16	0
K	35	35	0	0
L	45	19	26	0
M	20	0	18	2
N	10	2	8	0
O	6	5	1	0
P	36	23	9	4
Q	9	8	1	0
R	18	18	0	0
S	18	12	6	0
T	22	10	10	2
U	36	27	8	1
V	8	7	1	0
Total	490	297	161	32

Appendix D School Related Data Presented School Wise

Table D1 Physical space availability in school

School code	Kuchha	Pucca	Separate Classroom for each standard	Kitchen	Playground	Boundary wall
A	0	1	1	1	1	1
B	0	1	1	1	1	1
C	0	1	1	1	1	1
D	0	1	1	1	1	1
E	0	1	1	1	1	1
F	0	1	1	1	1	1
G	0	1	1	1	1	1
H	0	1	1	1	1	1
I	0	1	1	1	1	1
J	0	1	1	1	1	1
K	0	1	1	1	1	1
L	0	1	1	1	1	1
M	0	1	1	1	1	1
N	1	0	1	1	0	1
O	0	1	1	1	1	1
P	0	1	1	1	1	1
Q	0	1	1	1	0	1
R	0	1	1	1	0	1
S	0	1	1	1	1	1
T	0	1	1	1	1	1
U	0	1	1	1	1	1
V	0	1	1	1	1	1
Total	1	21	22	22	19	22

Table D2 Health and Sanitation facilities in schools

Health and Sanitation Facilities						
School code	Kitchen	Water Supply	Hand wash	Girl's Toilet	Boy's Toilet	Drinking water
A	1	1	1	1	1	1
B	1	1	1	1	1	1
C	1	1	1	1	1	1
D	1	1	1	1	1	1
E	1	1	1	1	1	1
F	1	1	1	1	1	1
G	1	1	1	1	0	1
H	1	1	1	1	1	1
I	1	1	1	0	1	1
J	1	1	1	1	1	1
K	1	1	1	1	1	1
L	1	1	1	1	1	1
M	1	1	1	1	1	1
N	1	1	1	1	1	1
O	1	1	1	1	1	1
P	1	1	1	1	1	1
Q	1	1	1	1	1	1
R	1	1	1	1	1	1
S	1	1	1	1	1	1
T	1	1	1	1	1	1
U	1	1	1	1	1	1
V	1	1	1	1	1	1
Total	22	22	22	21	21	22

Table D3 Learning and other resources available in school (Number of computer, fan, tube light and furniture)

School code	No. of Computers						Fan	Tube light	Tables	Chairs	Cupboards
	One	Two	Three	Four	Five	More than five					
A	0	0	0	0	0	1	1	1	1	1	1
B	0	0	0	0	0	1	1	1	1	1	1
C	0	0	0	0	0	1	1	1	1	1	1
D	0	0	0	0	0	1	1	1	1	1	1
E	0	0	0	0	0	1	1	1	1	1	1
F	0	0	0	0	0	1	1	1	1	1	1
G	0	0	0	0	0	1	1	1	1	1	1
H	0	0	0	0	0	1	1	1	1	1	1
I	0	0	0	0	0	1	1	1	1	1	1
J	0	0	0	0	0	1	1	1	1	1	1
K	0	0	0	0	0	1	1	1	1	1	1
L	0	0	0	0	0	1	1	1	1	1	1
M	0	0	0	0	0	1	1	1	1	1	1
N	0	0	0	0	0	1	1	1	1	1	1
O	0	0	0	0	0	1	1	1	1	1	1
P	0	0	0	0	0	1	1	1	1	1	1
Q	0	0	0	0	0	1	1	1	1	1	1
R	0	0	0	0	0	1	1	1	1	1	1
S	0	0	0	0	0	1	1	1	1	1	1
T	0	0	0	0	0	1	1	1	1	1	1
U	0	0	0	0	0	1	1	1	1	1	1
V	0	0	0	0	0	1	1	1	1	1	1
Total	0	0	0	0	0	22	22	22	22	22	22

Table D4 Learning resources available in school (Library, chalk, duster and TLM)

School Code	Library	Chalkboard	Textbook	Chalk	Duster	Teacher's Handbook	TLM
A	0	1	1	1	1	1	1
B	0	1	1	1	1	1	1
C	0	1	1	1	1	1	1
D	0	1	1	1	1	1	1
E	0	1	1	1	1	1	1
F	1	1	1	1	1	1	1
G	1	1	1	1	1	1	1
H	0	1	1	1	1	1	1
I	0	1	1	1	1	1	1
J	0	1	1	1	1	1	1
K	0	1	1	1	1	1	1
L	0	1	1	1	1	1	1
M	0	1	1	1	1	1	1
N	0	1	1	1	1	1	1
O	1	1	1	1	1	1	1
P	0	1	1	1	1	1	1
Q	1	1	1	1	1	1	1
R	0	1	1	1	1	1	1
S	0	1	1	1	1	1	1
T	0	1	1	1	1	1	1
U	0	1	1	1	1	1	1
V	0	1	1	1	1	1	1
Total	4	22	22	22	22	22	22

Appendix E Collation of data of various variables

Table E1 Mode of commuting and distance between learners' house and school

Distance between learners' house and school in km	Mode of commuting							
	Bicycle		Auto rickshaw		Walking		Other	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
< 0.5	19	10	4	0	120	138	0	0
0.51 to 1	22	9	6	5	56	67	0	1
> 1	10	6	3	2	6	4	0	0
Total	51	25	13	7	182	209	0	1

Table E2 Academic performance of learners who have attended school for less than 200 days

Gender	A	B	C	D
Boys	2	8	12	7
Girls	2	7	9	3

Table E3 Height and weight of learners who have attended school for less than 200 days

A Per Norms of IAP	Height		Weight	
	Boys	Girls	Boys	Girls
< Normal	8	7	8	7
Normal	2	0	0	1
> Normal	19	14	21	13

Table E4 Academic performance of learners in letter grades who attended tuition classes

Gender of learners	Academic performance of learners in letter grades				
	A	B	C	D	Total
Boys	18	33	25	1	76
Girls	23	23	6	2	54
Total	41	56	31	3	132

Table E5 Academic performance of learners and income of learners' father

Income of father (Per annum in rupees)	Academic performance in letter grades			
	A	B	C	D
1,21,000 – 1,40,000	0	7	4	0
1,41,000 - 1,60,000	1	0	1	0
1,61,000 – 1,80,000	1	2	0	0
1,81,000 – 2,00,000	3	2	0	0
Above 2,00,000	1	2	1	0

Table E6 Income of learners' father which is more than Rs. 1,21,000 per annum, type of occupation and academic performance of learners

Academic performance of learners in letter grade	a) self employed	b) factory workers	c) government servant	d) daily wage earners	e) agriculture labor	f) agriculture land owner
A	3	0	1	1	2	0
B	5	2	0	4	0	1
C	3	0	0	0	3	0
D	0	0	0	0	0	0

Table E7 Academic performance of learners and post school education level of parents

Graduation or post graduation	Academic performance of learners in letter grades					
	A		B		C	
	Boys	Girls	Boys	Girls	Boys	Girls
Father	1	4	1	0	0	1
Mother	2	1	2	0	0	0
Both parents	1	1	1	0	0	0
Total	3	5	3	0	0	1

Table E8 Norms of Indian Academy of Pediatrics regarding height and weight of girls and boys as per their age

Age in years	Girls		Boys	
	Height	Weight	Height	Weight
12	134	26	133	25
13	138	29	138	28
14	141	31	143	31
15	143	33	148	44
16	145	35	152	38
17	146	36	155	40

Table E9 Earning members of learners' family

School Code	Total Learners	Father only	Mother only	Other member only	Father & Mother	Father & Other	Mother & Other	Father, Mother & Other
A	24	15	1	0	7	0	0	1
B	20	4	0	0	6	2	0	8
C	6	1	0	2	0	2	1	0
D	7	3	1	0	3	0	0	0
E	10	3	0	0	4	2	0	1
F	28	15	0	1	11	1	0	0
G	22	9	0	0	9	2	1	1
H	49	13	2	0	22	5	0	6
I	28	4	1	0	13	6	0	4
J	33	6	0	0	14	7	2	4
K	35	8	0	0	27	0	0	0
L	45	16	0	0	25	0	0	4
M	20	12	0	0	5	3	0	0
N	10	2	0	0	6	0	0	2
O	6	0	0	0	1	3	0	2
P	36	9	1	0	19	0	0	7
Q	9	3	0	0	0	5	1	0
R	18	7	1	0	4	3	1	2
S	18	13	0	0	4	0	0	1
T	22	7	0	0	6	0	0	9
U	36	12	0	0	19	1	0	4
V	8	3	0	1	4	0	0	0
Total	490	165	7	4	209	42	6	56

Appendix F – List of Experts, Schools, Teachers and Parents

Table F1 - List of Experts for Validation of Tools

- Professor. Sujata Shrivastava, Centre for Advanced Study in Education (CASE), Faculty of education and psychology, The Maharaja Sayajirao University of Baroda, Vadodara
- Dr. P.V. Xavier, Associate Professor, School of Liberal Studies and Education, Navrachana University, Vadodara
- Dr. Archana Tomar, Assistant Professor, School of Liberal Studies and Education, Navrachana University, Vadodara
- Mrs. Ketu Vyas, Principal of Municipal Corporation School, Vadodara
- Mrs. Priyavadanaben H. Vyas, Teacher of Municipal School no. 2 in Surendranagar

Table F2 - List of Schools and school code given by investigators

School Code	Government School No	Address
A	Primary School No 1 Dudhrej	Near vadvala temple, Dudhrej
B	Pay Center School No 1 Ratanpar	Near Rameshwar temple, Ratanpar
C	Primary School No 2 Surendranagar	Kanya shala, Jail Chowk
D	Primary School No 2 Dudhrej	Near S.T. bus stand, Dudhrej
E	Primary School No 3 Surendranagar	Near N.T.M. High School
F	Primary School No 4 Surendranagar	Jawahar Ground Road, Sardar Society
G	Primary School No 4 Dudhrej	Mafatiya Para, Near Firdoz Society
H	Primary School No 5 Surendranagar	Bala Ashram, Opp. Mill Bungalow
I	Primary School No 5 Dudhrej	Near Dudhrej School No 4
J	Pay Center School No 6 Dudhrej	Vadnagar, Near Dam
K	Primary School No 7 Dudhrej	Ramnagar, Near new junction
L	Pay Center School 7 Joravarnagar	Near Jain Upashraya, Joravarnagar
M	Primary School No 8 Joravarnagar	Near Ramji Temple, Joravarnagar
N	Primary School No 9 Joravarnagar	Main Chok, Joravarnagar
O	Primary School No 11 Joravarnagar	Near D.N.T. High School
P	Pay Center School No 12 Surendranagar	Bharatpara, Jintan Road
Q	Primary School No 13 Surendranagar	Opp. Euro Kids School
R	Primary School No 15 Surendranagar	Popatpara, Moti Shakmarket Road
S	Pay Center School No 16 Surendranagar	Laxmipara, near Bahuchar hotel
T	Primary School No 17 Surendranagar	Meghani Road, New Housing Board
U	Primary School No 10 Joravarnagar	Near Sava Shala School, Joravarnagar
V	Primary School No 20 Surendranagar	Manav mandir Campus

**Table F3 – List of Principals of Municipal Elementary Schools of Surendranagar
and codes given by investigator**

Principal code	Government School No	Name of Principal
PA	Primary School No 1 Dudhrej	Tulsibhai Makwana
PB	Pay Center School No 1 Ratanpar	Rohitkumar V. Trivedi
PC	Primary School No 2 Surendranagar	Dipikaben C. Bhatasana
PD	Primary School No 2 Dudhrej	Manishbhai J. Kamezliya
PE	Primary School No 3 Surendranagar	G. M. Varmora
PF	Primary School No 4 Surendranagar	Kirtarsinh Parmar
PG	Primary School No 4 Dudhrej	Sukhdevsinh H Zala
PH	Primary School No 5 Surendranagar	G. M. Bar
PI	Primary School No 5 Dudhrej	Manishaben A. Dave
PJ	Pay Center School No 6 Dudhrej	Sanjaybhai Khambhadiya
PK	Primary School No 7 Dudhrej	Rafulbhai Said
PL	Pay Center School 7 Joravarnagar	N. C. Vaghela
PM	Primary School No 8 Joravarnagar	Mohanbhai
PN	Primary School No 9 Joravarnagar	Devsibhai Solanki
PO	Primary School No 11 Joravarnagar	Kalpanaben R. Trivedi
PP	Pay Center School No 12 Surendranagar	Sureshbhai N. Baroliya
PQ	Primary School No 13 Surendranagar	Jayaben G. Rathod
PR	Primary School No 15 Surendranagar	Jivanbhai B. Jadav
PS	Pay Center School No 16 Surendranagar	Mukeshbhai Badreshiya
PT	Primary School No 17 Surendranagar	Govindbhai S. Kukadiya
PU	Primary School No 10 Joravarnagar	Kalpanaben R. Trivedi
PV	Primary School No 20 Surendranagar	Dineshbhai B. Malvaniya

**Table F4 – List of Teachers of Municipal Elementary Schools in Surendranagar city
and codes given by investigator**

Serial Number	Teacher code	Name of teacher
1	AT1	Kaushikbhai K. Makwana
2	AT2	Jayshreeben Chauhan
3	AT3	Dharmendraray G. Gohil
4	BT1	Jillabhai R. Detroja
5	BT2	Indrasinh Zala
6	BT3	Aarifbhai M. Chudasama
7	CT1	Tarunkumar A. Panasaniya
8	CT2	Kailashben C. Jid
9	DT1	Ranjanben N. Parmar
10	DT2	Chetanbhai B. Patadiya
11	ET1	Tarunaben U. Raval
12	ET2	Ritaben A. Bhatt
13	ET3	Arunaben K. Nayakpara
14	FT1	Bhavanaben H Bhatt
15	FT2	Shardaben D Jitiya
16	FT3	Hanshaben G Katosana
17	FT4	Andabhai K Mundhva
18	FT5	Vrajlal P Kanani
19	FT6	Mahendrabhai P Lo
20	FT7	Nayanaben R Vakil
21	HT1	Indiraben P. Joshi
22	HT2	Anjana ben P.
23	HT3	Hasumatiben M. Panara
24	HT4	Yasminben G. Hudda
25	HT5	Jignashaben B. Sarala
26	HT6	Udaykumar B. Makwana
27	HT7	Bhavesbhai B. Patel
28	HT8	Hasumatiben M. Panara
29	HT9	Yasminben G. Hudda
30	IT2	Mrunal S. Thakkar
31	IT3	Rikiben K. Mehata
32	JT1	Gajendrasinh N. Chudasama

Table F4 Continued on Next Page

Serial Number	Teacher code	Name of teacher
33	LT1	Maheshbhai Padheriya
34	LT2	Rekhaben Vaghela
35	LT3	Nipaben N. Dangi
36	LT4	Pushpaben Daxini
37	LT5	Lalitaben N. Vaniya
38	LT6	Umatiben N. Dudhrejiya
39	LT7	Bhavanaben A. Dangi
40	MT1	Jayshreeben R. Karthariya
41	MT2	Chandubhai R. Gohil
42	NT1	Rajeshbhai Patel
43	NT2	Rashmiben Joshi
44	NT3	Arunaben Chauhan
45	NT4	Rashmiben Patel
46	NT5	Bhagavanjibhai Dulera
47	NT6	Nishaben Bhatt
48	NT7	Vaishaliben G. Parmar
49	OT1	Kalpanaben R. Trivedi
50	OT2	Kalpanaben Jani
51	PT1	Bharti R. Padhiyar
52	PT2	Smitaben H. Raval
53	QT1	Hasumatiben I. Haraniya
54	QT2	Renukaben M. Patel
55	R1	Gitaben T. Makwana
56	R2	Ilaben C. Parmar
57	R3	Purviben G. Talsaniya
58	S1	Bhavanaben N. Raval
59	TT1	Jayshreeben N. Munjapara
60	TT2	Pravinkumar. N. Ogalja
61	TT3	Jalambhai K. Alagotara
62	UT1	Devshibhai Solanki
63	VT1	Pragyaben D. Tholiya

Table F5 – List of learners’ parents with whom informal interaction was conducted

Serial Number	Student code	Name of student
1	A4	Avani d. kaliya
2	A23	Umesh a. Aniyaliya
3	B18	Khamma B. Meniya
4	C4	Fiza Kadarbhai Jam
5	D1	Yash a. Sapara
6	E7	Nandini Rajeshbhai Saarla
7	F11	Twinkal Vilsonbhai Christian
8	F12	Sahinabanu Husenbhai Jayadi
9	G7	Pooja V. Sodha
10	G9	Rekha K. Vaghodiya
11	H4	Alpa Mashrubhai Ratadiya
12	H6	Sanjana Khodabhai Paradiya
13	H17	Priyanka Manishbhai Chauhan
14	I4	Anil A. Bhavaniya
15	I6	Kishan G. Patadiya
16	J2	Ranchhod H. Nangha
17	J12	Payal J. Mundhava
18	K19	Hina R. Kareha
19	K21	Alisha R. Rathod
20	L2	Nikita M. Vaghela
21	L23	Manisha R. Maruniya
22	L24	Nidhi N. Solanki
23	M11	Ritakshi J. Bhadaniya
24	N1	Anand dhanjibhai Jhala
25	O5	Janak G.Kharagiya
26	P1	Priti Dalsukhbhai Ghataliya
27	P8	Vishal Nareshbhai Dharajiya
28	Q4	Sohil Siddikbhai Parmar
29	R4	Kunjal dilipbhai Vasvelia
30	S13	Ridham Jagdishbhai Paradiya
31	T7	Gayatri Rameshbhai Ranevadiya
32	T9	Simran Firozbhai Mirja
33	U17	Dilip J. Nakiya
34	U29	Anjali R. Parmar
35	V2	Sejal Bharatbhai Parmar

Appendix G – List of Tools

Appendix G1 Proforma for Background of Learners

Please read each items presented below carefully and fill up information selecting the items which are related to you.	
1	School Code:
2	Name of learner:
3	Address and contact no.:
3	Learner Code:
4	Residential address:
5	Contact no.
Growth Indicators	
6	Physical details <i>a)</i> Age : _____ <i>b)</i> Sex: Male: _____ Female: _____ <i>c)</i> Height: _____ <i>d)</i> Weight: _____

Family profile	
7	Caste : <i>a)</i> SC: _____ <i>b)</i> ST: _____ <i>c)</i> SEBC: _____ <i>d)</i> General: _____
8	Religion: <i>a)</i> Hindu: _____ <i>b)</i> Muslim: _____ <i>c)</i> Christian: _____ <i>d)</i> other: _____
9	Type of family: <i>a)</i> Joint: _____ <i>b)</i> Nuclear: _____ <i>c)</i> Single parent: _____
10	No. of family members living in house <i>a)</i> one: ___ <i>b)</i> Two: ___ <i>c)</i> Three: ___ <i>d)</i> Four: ___ <i>e)</i> Five: ___ <i>f)</i> Six: ___ <i>g)</i> Seven: ___ <i>h)</i> Eight: ___ <i>i)</i> Nine or more: ___
11	No. of siblings <i>a)</i> one: ___ <i>b)</i> Two: ___ <i>c)</i> Three: ___ <i>d)</i> Four: ___ <i>e)</i> Five: ___ <i>f)</i> Six: ___ <i>g)</i> Seven: ___ <i>h)</i> Eight: ___ <i>i)</i> Nine or more: ___
12	Earning members <i>a)</i> Father: _____ <i>b)</i> Mother: _____ <i>c)</i> Other (Specify): . _____
13	Occupation of family members

	Father	Mother	Other(Specify)
	_____	_____	_____
<i>a)</i> Self employed			
<i>b)</i> Factory workers			
<i>c)</i> Government servant			
<i>d)</i> Daily wage earners			
<i>e)</i> Agriculture labor			
<i>f)</i> Non – Agriculture			
<i>g)</i> Agriculture land owner			
<i>h)</i> Other(Specify)			
14	Approximate annual income of the family (Rupees)		
	Father	Mother	Other (Specify)
	_____	_____	_____
<i>a)</i> Below 60,000			
<i>b)</i> 60,000-80,000			

	<i>c)</i> 81,000-1,00,000			
	<i>d)</i> 1,01,000-1,20,000			
	<i>e)</i> 1,21,000-1,40,000			
	<i>f)</i> 1,41,000-1,60,000			
	<i>g)</i> 1,61,000-1,80,000			
	<i>h)</i> 1,81,000-2,00,000			
	<i>i)</i> 2,01,000-2,20,000			
	<i>j)</i> 2,21,000-2,40,000			
	<i>h)</i> Above 2,40,000			
15	Education of parents			
		Father	Mother	Other(Specify) _____
	<i>a)</i> Illiterate			
	<i>b)</i> Pre Primary			
	<i>c)</i> Lower Primary (Up to class V)			

	<i>d)</i> Upper Primary (Up to class VIII)				
	<i>e)</i> High School (Class IX -X)				
	<i>f)</i> Higher Secondary (Class XI- XII)				
	<i>g)</i> Graduate				
	<i>h)</i> Post Graduate				
	<i>i)</i> M.Phil.				
	<i>h)</i> Ph.D.				
	<i>i)</i> Other(Specify) _____ _____ _____ _____				
<u>House profile</u>					
16	Kind of house				

	<p>a) Own: _____ a (i) Kachha: _____ a (ii) Pacca: _____</p> <p>b) Rental: _____ b (i) Kachcha: _____ b (ii) Pacca: _____</p>		
17	<p>Location of house from school (in kilo meter): a) less than 0.5: _____ b) 0.51 to 1: _____ c)</p> <p>More than 1: _____</p>		
18	<p>Facilities at home</p> <p>a) Space:</p> <p>1. No. of rooms: i) One: _____ ii) Two: _____ iii) Three: _____</p> <p>2. Kitchen: i) Yes: _____ ii) No: _____</p> <p>2(A): Is it separate?: i) Yes: _____ ii) No: _____</p> <p>3. Bathroom: i) Yes: _____ ii) No: _____</p> <p>4. Toilet: i) Yes: _____ ii) No: _____</p> <p>5. Availability of water: i) Yes: _____ ii) No: _____</p> <p>6. Availability of electricity: i) Yes: _____ ii) No: _____</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>b) Availability of Electronic gadgets:</p> <p>1. Television: _____</p> <p>2. Refrigerator: _____</p> <p>3. Fan: _____</p> <p>4. Radio: _____</p> </td> <td style="width: 50%; vertical-align: top;"> <p>c) Availability of vehicles:</p> <p>1. Bicycle: _____</p> <p>2. Scooter/Bike: _____</p> <p>3. Four wheeler: _____</p> </td> </tr> </table>	<p>b) Availability of Electronic gadgets:</p> <p>1. Television: _____</p> <p>2. Refrigerator: _____</p> <p>3. Fan: _____</p> <p>4. Radio: _____</p>	<p>c) Availability of vehicles:</p> <p>1. Bicycle: _____</p> <p>2. Scooter/Bike: _____</p> <p>3. Four wheeler: _____</p>
<p>b) Availability of Electronic gadgets:</p> <p>1. Television: _____</p> <p>2. Refrigerator: _____</p> <p>3. Fan: _____</p> <p>4. Radio: _____</p>	<p>c) Availability of vehicles:</p> <p>1. Bicycle: _____</p> <p>2. Scooter/Bike: _____</p> <p>3. Four wheeler: _____</p>		

	<p>5. AC/Cooler: _____</p> <p>6. Landline: _____</p> <p>7. Mobile: _____</p> <p>8. Computer: _____</p> <p>9. Internet: _____</p>	<p>4. Any other: _____</p>	
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Profile of learners								
19	Mode of commuting (a) Bicycle _____ (b) Auto rickshaw _____ (c) Walking _____ (d) Any other (Specify) _____							
20	Attends tuition classes: (a)Yes _____ (b) No _____							
21	Help from any other volunteers: (a)Yes _____ (b) No _____							
22	Completed years of Pre Primary education: (a)One ___ (b) Two ___ (c)Three ___ (d) None _____							
23	Attendance in days							
	2011	2012	2013	2014	2015	2016	2017	
24	Marks of each academic year							
	Subjects	2011	2012	2013	2014	2015	2016	2017
	Gujarati							
	Math							

Appendix G2 Checklist for Facilities in Municipal Elementary Schools of Surendranagar city

1	School Code:		
2	Name of School and address:		
		Yes	No
3	Building a. Kachcha b. Pucca		
4	Separate classroom for each standard		
5	Library		
6	Computer lab		
7	No. of computers a. One b. Two c. Three d. Four e. Five f. More than five		
8	Water supply		

9	Hand wash		
12	Girl's toilet		
13	Boy's toilet		
14	Kitchen		
15	Playground		
16	Boundary wall		
17	Drinking water		
18	Furniture a. Benches b. Table c. Chair d. Cupboards e. Fan f. Tube lights		
19	Stationery a. Chalkboard b. Textbooks c. Chalk d. Duster e. Teacher's handbook		

	<ul style="list-style-type: none">f. TLMg. Other		
20	Sports equipments <ul style="list-style-type: none">a. Cricketb. Basketballc. Handballd. Badmintone. Tennisf. Chessg. Others		
21	Musical instruments <ul style="list-style-type: none">a. Mikeb. Speakersc. Tablad. Dholake. Khanjarif. Other		

Appendix G3 List of Questions for Informal Interaction with teachers

The interaction with each source of information was started with the two guiding questions:

- 1) What was the nature of learner engagement in all school activities particularly teaching learning?
- 2) What could be reasons for learners coming to school and for continuing in the school for eight years?

Further, the questions were asked based on the responses. Generally the questions asked further are presented below.

Focus in the interaction with teachers

- Please explain: how do you teach in the class?
- What are the various ways of learners' response to your teaching?
- What do you do if the learner is not participating in the teaching learning?
- When do you come to know that learners have not understood the content you taught? What do you do then?
- Please explain if any extra initiatives in teaching are taken by you going out of the way.
- How do you respond to questions related to academic or in general of the learners in the classroom or outside the classroom?
- What do you do to know the understanding level of concept among the learners? When do you do?
- If some learners do not respond in the class at all for the longer period of time, what do you do? Why?
- When do the learners come to you to seek guidance or suggestions? Please explain in detail.
- There are some learners who grasp the content quickly and some slowly. So how do you manage this situation?
- What do you do if the learner is irregular in class work or homework?

Appendix G3 A List of Questions for Informal Interaction with learners

The interaction with each source of information was started with the two guiding questions:

- 1) What was the nature of learner engagement in all school activities particularly teaching learning?
- 2) What could be reasons for learners coming to school and for continuing in the school for eight years?

Further, the questions were asked based on the responses. Generally the questions asked further are presented below.

Focus in the interaction with learners

- Do you like school? Why?
- Why do you come to school?
- What is the first thing that you do in school every day?
- Do you enjoy in school? Why?
- Which is your favourite subject? Why?
- Which teacher's teaching you like? Why?
- When teacher teaches in classroom, what did you use to do?
- Do the teachers teach throughout the year in same way? How do they teach?
- When teacher teaches with different methods, what do you do? Please explain.
- If you don't understand any topic, what do you do?
- If the teacher does not respond to your problems in learning, what do you do?

Appendix G4 A Focus in the Informal Interaction with Principal

The interaction with each source of information was started with the two guiding questions:

- 1) What was the nature of learner engagement in all school activities particularly teaching learning?
- 2) What could be reasons for learners coming to school and for continuing in the school for eight years?

Further, the questions were asked based on the responses. Generally the questions asked further are presented below.

Focus in the interaction with principal

- Achievement of learners outside the school
- Any interest shown by learners in special case
- Parents' individual interest or involvement in their child's education
- Any special initiatives taken by school
- The activities conducted in school

Appendix G5 Focus in the Informal Interaction with Parents

The interaction with each source of information was started with the two guiding questions:

- 1) What was the nature of learner engagement in all school activities particularly teaching learning?
- 2) What could be reasons for learners coming to school and for continuing in the school for eight years?

Further, the questions were asked based on the responses. Generally the questions asked further are presented below.

Focus in the interaction with parents

- Explain: Why you have taken admission in this school for your child?
- What are the reasons that your child could complete his/her elementary education?
- Why did you think that it is important to complete elementary education of your child?
- What support did you get from school?
- Do you receive benefits of government? How did it help you?
- Please explain if any problem you faced during your child's elementary education.

Appendix H Data related to Learning Engagement of Learners in Elementary School

Table H1 Grants and incentives received by school as per prescribed guidelines of SSA as per Principal

Different activities as per prescribed guidelines of SSA		Grants – per learners (per annum)	Grants – Per school per (Per annum)	Incentives in non monetary terms to learners
School level	Class level			
Celebration of cleanliness days for 15 days	Computer education for classes 6, 7 & 8 (11 computers allotted to each school with computer table)	Free uniform – Rs.300 for two set of uniform	School development grant – Rs.12000	Free textbooks
Math and Science exhibition every year school level and district level	‘Meena ni duniya’ – 15 minutes value based stories shown to learners	Scholarship – Rs.800 to 1200 (Based on category of caste)	School repairing grant – Rs.15000	Mid Day Meal
Children’s fair and Life skill fair	‘BISAG’ – Subject wise content explanation	Praveshotsav – Rs.300	Internet grant – Rs.6000	

Table H1 Continued on Next Page

Different activities as per prescribed guidelines of SSA		Grants – per learners (per annum)	Grants – Per school per (Per annum)	Incentives in non monetary terms to learners
School level	Class level			
Innovation education fair – for teachers (One teacher every year has to attend or present innovation done at school level or class level in form of report)	Class test arrangement according to time table for classes V to VIII	Science fair – Rs.100 per participant (2 participants)	Children’s fair (Classes 1 to 5) – Rs.500	
Praveshotsav			Life skill fair (Classes 6 to 8) – Rs.500	
Gunotsav			TLM – Rs.500 (Per teacher)	
Sports day			Eco club – Rs.1000	
Science fair			Svachhata kamdar – Rs.1800 (monthly)	
Celebration of national festivals			Svachhata sankul – Rs.2400 per annum	
Teachers visit at absent learners’ house			Library development – Rs.5000	
Tithibhojan				
Two picnic arrangement every year - one local and one outstation				

Table H2 Teaching learning as perceived by Teachers (School wise)

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
A	3	3	0	0	Gujarati Maths Science English Hindi	Explanation with story Writing exercise Use of teaching aids - charts, models, pictures Less homework or no homework No punishment Monthly class tests Revision when learners asked BISAG exercises – quiz, games after each topic	Revision through BISAG classes especially before examinations Teaching of basic grammar Textbook exercises as homework Loud reading Story books reading from library Make sure each learner participate in children fair
B	3	0	3	0	Gujarati English Sanskrit Hindi	Explanation with story Translation of topic Use of BISAG classes Regular class tests Revision of content Less homework Reading exercise in classroom Writing exercises	Textbook exercises as projects (preparing chart) Tell topic related stories for extra information Revision when learners approached teachers Give Hindi story books of library Notebook completion in homework

Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
C	2	1	1	0	Social Science English	Explanation of topic or explanation in story form Use of teaching aids Explanation of word meanings Writing exercise Teaching of basic grammar Textbook exercises as homework Less homework Revision whenever learners asked Revision before examinations No punishment Monthly class tests Loud reading BISAG classes	Activities mentioned in textbook as project to learners. Revision of content whenever learners approached teachers All Pragma Activities in classrooms Activity of sticking different things on paper

Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
D	2	1	1	0	Gujarati Maths Social Science Hindi	Explanation with examples Teaching through different activities Translation of topic Writing examples Monthly class tests Use of teaching aids No punishment No homework for learners of class 1 to 3 Less homework for learners of class 4 & 5 Revision BISAG classes Notebook completion in homework	Use of library books in for teaching reading skill Activities mentioned in textbook as project to learners. Revision of content whenever learners approached teachers especially before examination time Less homework Self learning exercises to learners

Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
E	3	3	0	0	Gujarati Maths Social Science	Explanation of topic with examples or explanation of topic in story form Writing exercise Use of teaching aids BISAG Classes Monthly test Revision Teaching through different activities No punishment No homework till class 3 Less homework from class 4 and 5	No homework for learners Regular class test to check content clarity of learners Conduct games of 'matching the different words and letters' for teaching new words Used the coloring activities for learners so that they could learn to hold pencils

Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
F	7	5	2	0	Gujarati Science Social Science English Sanskrit	Explanation of topic with examples or explanation of topic in story form Explanation of word meanings Textbook exercise as homework Writing exercise Reading exercise Use of teaching aids – charts, models, pictures BISAG exercises – quiz, games after each topic Monthly test Revision when learners asked for Teaching through different activities No punishment but scolded No homework till class 3 Less homework from class 4	Used picture stories as prompts to writing exercises Teaching of grammar BISAG for revision Used the coloring activities for learners so that they could learn to hold pencils Regular class test to check content clarity of learners Peer tutoring Library period once a week Teaching through Smart board Textbook exercise as projects Loud reading All BISAG exercises after regular BISAG class Freedom to learners to go to BISAG classes anytime

Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
G	0	0	0	0			
H	9	2	7	0	Gujarati Maths Science Social Science	<p>Explanation of topic with examples or explanation of topic in story form</p> <p>Explanation of word meanings</p> <p>Explanation of sums and asking for the doubts</p> <p>Textbook exercise in as homework</p> <p>Writing exercise</p> <p>Textbook activities or exercises as projects</p> <p>Science experiment</p> <p>Reading exercise</p> <p>Use of teaching aids – charts, models, pictures</p> <p>BISAG class</p> <p>BISAG exercises – quiz, games after each topic</p> <p>Monthly test</p>	<p>Teachers are flexible for homework</p> <p>Introduce new topic through BISAG class</p> <p>Punishment for misbehavior in class and irregularity in class work</p> <p>Share content related YouTube videos</p> <p>Give Science projects in pair or group</p>

						<p>Revision of content whenever learners asked for Teaching through different activities No punishment Scolding to learners No homework till class 3 Less homework from class 4 and 5</p>	
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Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
I	2	0	2	0	Gujarati Social science Sanskrit	Explanation with story Translation of topic Use of BISAG classes Regular class tests Use of teaching aids – charts, models, pictures Revision of content Less homework Reading exercise in classroom Writing exercises	Give activities mentioned in textbook as project Punishment given to learners for irregularity in class work Sharing of topic related stories for extra information Freedom to learners to go to BISAG classes anytime they wish again for revision
J	1	0	0	1	Gujarati Social Science	Explanation with story Translation of topic Use of BISAG classes Regular class tests Use of teaching aids – charts, models, pictures Revision of content Less homework Reading exercise in classroom Writing exercises	Textbook activities as project work Punishment given to learners to maintain discipline in class
K	0	0	0	0			

Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
L	7	3	2	2	Gujarati Maths Science Social Science English Sanskrit Hindi	<p>Explanation of topic with examples or explanation of topic in story form</p> <p>Explanation of word meanings</p> <p>Explanation of sums and asking for the doubts</p> <p>Textbook exercise in as homework</p> <p>Writing exercise</p> <p>Textbook activities or exercises as projects</p> <p>Science experiment</p> <p>Reading exercise</p> <p>Use of teaching aids – charts, models, pictures</p> <p>BISAG class</p> <p>BISAG exercises – quiz, games after each topic</p> <p>Monthly test</p> <p>Revision of content whenever learners asked for</p> <p>Teaching through different activities</p>	<p>Told topic related stories in order to arouse interest and for providing extra information</p> <p>Picture stories for writing exercise</p> <p>Exercise of sticking different objects on paper</p> <p>Coloring activities</p> <p>Loud reading</p> <p>Provide Hindi story books from library</p> <p>Self learning exercises</p> <p>Revision of topic through games as group or pair activity</p> <p>Poem recitation along with using teaching aids for Class II</p>

Table H2 Continued ...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
L						No punishment Scolding to learners No homework till class 3 Less homework from class 4 and 5	
M	2	0	2	0	Gujarati Science English Hindi	Explanation with story Giving writing exercise Reading exercise Science experiments Less homework or no homework No punishment Monthly class tests Revision whenever learners asked BISAG classes BISAG exercises – quiz, games after each topic	Peer tutoring Teaching through skit or play Use of supplementary books more to teach vocabulary, stories, essays, idioms Loud reading Learners are allowed to use library books anytime Share topic related stories to give extra information Learners are scolded for maintaining discipline Use of English words more while teaching English Loud reading in classroom

Table H2 Continued...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
N	7	4	2	1	Gujarati Maths Science Social science English Sanskrit Hindi	Explanation of topic with examples or explanation of topic in story form Explanation of word meanings Explanation of sums and asking for the doubts Textbook exercise in as homework Writing exercise Textbook activities or exercises as projects Science experiment Reading exercise Use of teaching aids – charts, models, pictures BISAG class BISAG exercises – quiz, games after each topic Monthly test Revision of content	Use of educational toys to teach writing and reading Share topic relates stories to arouse interest among learners Games of ‘matching the different words and letters’ for teaching new words Picture stories as prompts to writing exercises Activity of sticking different things on paper Coloring activities Loud reading Use of English words more while teaching English Provide Hindi story books for reading Topic were taught in form of stories Some topic of Science were taught through field trips to give

						<p>whenever learners asked for Teaching through different activities No punishment Scolding to learners No homework till class 3 Less homework from class 4 and 5</p>	<p>live examples Self learning exercises Showing all science experiments in BISAG classes Revision of topic through quiz</p>
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Table H2 Continued...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
0	2	2	0	0	Gujarati Maths Social Science	Explanation of topic with examples or explanation of topic in story form Writing exercise Use of teaching aids BISAG Classes Monthly test Revision Teaching through different activities No punishment No homework till class 3 Less homework for class 4 and 5	Textbooks activities as project All Pragma activities Field trips for live examples Use of games of 'matching the different words and letters' for teaching new words Use of picture stories as prompts to writing exercises Use of the activity of sticking different things on paper Coloring activity

Table H2 Continued...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
P	2	1	0	1	Gujarati Science English Hindi	Explanation with story Giving writing exercise Reading exercise Science experiments Less homework or no homework No punishment Monthly class tests Revision whenever learners asked BISAG classes BISAG exercises – quiz, games after each topic	Open laboratory Basic grammar All BISAG activities after each BISAG class Use of smart board Scolded learners whenever they were irregular in class work Textbook exercises as projects

Table H2 Continued...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
Q	2	1	0	1	Gujarati Maths Science Social science English Sanskrit Hindi	<p>Explanation of topic with examples or explanation of topic in story form</p> <p>Explanation of word meanings</p> <p>Explanation of sums and asking for the doubts</p> <p>Textbook exercise in as homework</p> <p>Writing exercise</p> <p>Textbook activities or exercises as projects</p> <p>Reading exercise</p> <p>Use of teaching aids – charts, models, pictures</p> <p>BISAG class</p> <p>BISAG exercises – quiz, games after each topic</p> <p>Monthly test</p> <p>Revision when learners asked for</p> <p>Teaching through different activities</p> <p>No punishment</p> <p>Scolding to learners</p> <p>No homework till class 3</p> <p>Less homework from class 4 and 5</p>	<p>Open library for all learners</p> <p>Coloring activities</p> <p>Use of picture stories as prompts to writing exercises</p> <p>BISAG for revision</p> <p>Library books for reading skill</p> <p>Scolded learners whenever they were irregular in class work</p> <p>Field trips for providing live examples</p>

Table H2 Continued...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
R	3	3	0	0	Gujarati Maths Science Social science English	Explanation of topic with examples or explanation of topic in story form Writing exercise Use of teaching aids BISAG Classes Monthly test Revision Teaching through different activities No punishment No homework till class 3 Less homework from class 4 and 5	Field trips for giving live examples Self learning exercises Loud reading Use of educational toys to teach writing and reading BISAG for revision

Table H2 Continued...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
S	1	1	0	0	Gujarati Social Science Sanskrit	Explanation with story Translation of topic Use of BISAG classes Regular class tests Revision of content Less homework Reading exercise in classroom Writing exercises	BISAG for revision Use of library books for reading skills Field trips for live examples
T	3	0	3	0	Gujarati Social Science	Explanation with story Translation of topic Use of BISAG classes Use of teaching aids – Charts, models and pictures Regular class tests Revision of content Less homework Reading exercise in classroom Writing exercises	Given textbook exercises as projects All activities and exercises were done after each BISAG class Scolded learners for incomplete work

Table H2 Continued...

School Code	Total Teachers	Number of teachers taught at Lower primary (LP)	Number of teachers taught at Upper primary (UP)	Number of teachers taught at both levels (LP and UP)	Subjects taught	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
U	1	0	0	1	Social Science Sanskrit Hindi	Explanation with story Translation of topic Use of BISAG classes Use of teaching aids – Charts, models and pictures Regular class tests Revision of content Less homework Reading exercise in classroom Writing exercises	Sometimes punished learners to maintain discipline All Pragma activities Quiz, puzzles and oral questioning
V	1	1	0	0	Gujarati Maths Social Science	Explanation of topic with examples or explanation of topic in story form Writing exercise Use of teaching aids BISAG Classes Monthly test Revision Teaching through different activities No punishment No homework till class 3 Less homework from class 4 and 5	All Pragma activities Oral questioning in pair or in group Use of educational toys to teach writing and reading

Table H3 Teaching learning as perceived by Learners

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
A	24	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Showing different pictures with stories Teaching through different examples Balsabha every Saturday Cultural activities - drawing, prayer, dance Computer education Science experiments BISAG classes Science fair every year Teaching aids – Charts, pictures and models Science fair every year Revision of topic anytime learners asked for Poem recitation in classroom with actions by teachers Counting through different objects like beads, stones and colouring etc. Different sports and games to play in school Table recitation	Poem recitation in classroom with actions by teachers Counting through different objects like beads, stones and colouring etc. Different sports and games to play in school Table recitation Allowed to play in last period everyday Use of google search Use of calculator and mobile for learning Yoga activities Teaching of discipline and behavior

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
B	20	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Teaching through different examples Showing different pictures with stories Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Language teacher in different language Poem recitation in classrooms Counting through different objects like beads, stones and colouring etc.

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
C	6	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Poem recitation in classroom with actions by teachers Counting through different objects like beads, stones and colouring etc. Different sports and games to play in school Language teacher in different language
D	7	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
E	10	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
F	28	<p>Children's fair - clay modeling, crafts, coloring, drawing</p> <p>Activities in classroom for teaching - games, drawing, coloring</p> <p>Story telling by teachers</p> <p>Balsabha every Saturday</p> <p>Cultural activities - drawing, prayer, dance, singing etc.</p> <p>Science experiments</p> <p>Teaching aids - charts, pictures, models</p> <p>BISAG classes</p> <p>Stories of Meena ni duniya programme</p> <p>Revision of topic anytime learners asked for</p>	<p>Use of google search</p> <p>Teaching through YouTube videos</p> <p>Teaching through smart board - videos, animated stories, audio video aid</p> <p>Teaching of discipline and behavior</p> <p>Very less homework given by teachers</p> <p>Monthly class tests</p> <p>Sansad bhavan activity</p> <p>No punishment to girls and sweetly correct us</p> <p>Punishment was given to boys only but no harsh punishment</p> <p>Library period for reading and books were allowed to take for a week</p> <p>Extra filed printed material provided by teachers free of cost</p> <p>General knowledge exams preparation</p> <p>Work books provided by teachers free of cost which would be compelled</p> <p>Grade wise sitting arrangement</p> <p>Peer tutoring</p> <p>Math teacher share mythological stories many times</p> <p>Picnic arranged every year funded by staff</p>

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
G	22	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Revision of topic anytime learners asked for Stories of Meena ni duniya programme	Counting through different objects like beads, stones and colouring etc. Different sports and games to play in school Peer tutoring Teacher taught with smile and by making fun
H	49	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Different sports and games to play in school Explanation by drawing different objects on blackboard\ Teaching in open ground Poem recitation by gestures Taking care of plants by regularly watering them

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
I	28	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	
J	33	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Different sports and games to play in school Taking care of plants by regularly watering them

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
K	35	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Different sports and games to play in school
L	45	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Use of google search Peer tutoring Group work Drawing activity in last period everyday

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
M	20	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Poem recitation in classroom Different sports and games to play Teaching of discipline and behavior
N	10	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Different sports and games to play

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
O	6	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Different sports and games to play in school Poem recitation Library period for reading and books are issued for a week Different stationery items are given for learning
P	36	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Peer tutoring Group work Poem recitation Story books are given for reading

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
Q	9	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Poem recitation Story books are given for reading Teaching of discipline and behavior
R	18	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling with showing Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Monthly class tests

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
S	18	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Teaching of discipline and behavior
T	22	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Poem recitation Story books are given for reading Use of google search Use of calculator and mobile for learning Teaching of behavior and discipline

Table H3 Continued...

School Code	Total Number of Learners	Common teaching learning activities as per SSA guidelines irrespective of any subjects	Distinct activities in addition to prescribed activities
U	36	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Group work – project work Taking care of plants by watering them
V	8	Children's fair - clay modeling, crafts, coloring, drawing Activities in classroom for teaching - games, drawing, coloring Story telling by teachers Balsabha every Saturday Cultural activities - drawing, prayer, dance, singing etc. Science experiments Teaching aids - charts, pictures, models BISAG classes Stories of Meena ni duniya programme Revision of topic anytime learners asked for	Story books are given for reading Teaching of behavior and discipline Teaching in open ground Taking care of plants by watering them Learning music by playing different musical instruments

Table H4 Teacher learner relationship as perceived by Teachers

Teaching learning relationship as perceived by teachers (Pointers)	Number of responses
Try to teach through different ways so that learner learn easily and liked to study	63
Teachers enjoy teaching with different activities otherwise they would feel bored	2
Encourage to ask for doubts in class as many time as they wish	61
Encourage the learners by words, chocolates and prize	35
Encourage learners by explaining them often to make them attend school	46
Learners were given chocolates when they cry for any reason	45
Learners were allowed to approach teachers anytime for doubts	18
Learners asked freely to teachers	61
Teachers instinctively know about learners' doubt as learners ask less	2
Less homework given to make learners not feel burdened	48
Teachers have to be more liberal towards learners even if they deny to study	5
Teachers have to be compatible always with learners to make them sustain	10
Asking easy questions to learners to make them feel they learnt topic well so that they sustain	5
Allowed to come to staff room whenever learners wanted any subject related doubts	29
Learners come to teacher even when teachers are in another class	18
Learners share their ideas about activities to be done in school or class	29
Learners were given total freedom to operate computer lab, science lab, speakers and mike system	13

Table H4 Continued...

Teaching learning relationship as perceived by teachers (Pointers)	Number of responses
Correct learners' mistake by explaining them softly	33
All learners were allowed to participate in any activity they wish	62
Learners were given different task knowing their interest area	30
No discrimination among boys and girls as all allowed to participate in activities and encouraged to sustain	63
Weak learners were taught separately	17
Irregular learners were treated well so that they would like to come to school	5
Complete focus on learners who used to come from distant place	2
Give more importance to learners during teaching and other activities	10
Teachers taste Mid day meal for quality checking before serving to students	63
Teachers have to be strict only to maintain discipline in behavior	35
Learners do as teachers say but they don't pressurized them	30
Learners asked to call teachers by "Dada" and "Mummy" kind of adjectives	2
Teachers and learners both used to plan to make meal together which they would have sitting together	4
Keep in touch with parents by visiting learners' house when needed	63
Explain the importance of completing elementary education to learners and parents	63
Tolerate the rude behavior of some learners sometimes when they were pressurized to be regular in their work	12
Tolerate the rude behavior of some parents to make learners sustain	12
Take initiative to find funds for donation for learners	2
Teachers provide funds for learners for Tithibhojan	18
Teachers provide self prepared educational material to learners for free	7

Table H4 Continued...

Teaching learning relationship as perceived by teachers (Pointers)	Number of responses
Teachers provide stationery material on their expense	21
Teachers pay fees for picnic	16
Teachers make sure each learners would receive all government benefits by doing documentation work	63
Teachers used to give freedom to learners in attendance when learners have any domestic work to complete	2
Teachers listen to parents when they used to approach them and treated them with respect	25
Tithibhojan provided according to taste of learners	9
Teachers distribute stationery items or distribute one time meal to learners on teacher's birthday	5
Teachers used to ask for help from donors as per need of the learners	13

Table H5 Teacher learner relationship as perceived by learners

Teacher Learner Relationship as perceived by Learners (Pointers)	Responses of learners of number of Schools
Many times tell to ask about doubts	22
Teachers treat us without any discrimination between girls and boys as all were allowed to participate in activities	22
Anytime we approach teachers to ask questions to solve doubts related to topic	22
Teachers used to have meal with us	7
Learners could share ideas related subject related activities	8
Teachers give examples and explain in easy language	22
Teacher teachers with different style	22
Teachers provide subject reading material free of cost	1
Explain sweetly when we approach them to solve doubts	6
Teachers share information of outside textbooks	6
Teachers visit home of learners	22
Teachers pay fees for picnic	10
We were given different stationery items	11
When we perform well, teacher sometimes give chocolates	22
Teachers explain us importance of education	22
Many times tell to ask about doubts	22

Table H5 Continued...

Teacher Learner Relationship as perceived by Learners (Pointers)	Responses of learners of number of Schools
Explain sweetly when we approach them to solve doubts	6
Teacher used to tell stories and crack jokes with learners when we get bored	3
Teachers teaches with smile and making fun	5
It is for our good if teacher gets angry	10
We are at fault so teacher gets angry	10
Learners don't feel bad when teachers scold them and punish them	4
Learners felt teachers are helpful	11
No punishment to any learners	6
Boys were given punishment	6
Learners felt scared of teachers	7
Teachers teaches manners and discipline	22
Teachers used to correct us sweetly by making fun of us	4

Table H6 Perception of Learners, Teachers, Principal and Parents

Learners	Teachers	Principal	Parents
The expenses would have increased if we didn't get scholarship	Mid day meal is had by all and is liked by all without any complains	Learners get benefits of different government schemes	Teachers are good and take care of the our child
We don't have to spend money on food and our hunger satisfied as we get hot meal here	Learners and parents didn't have to worry about food, especially those whose both the parents are working so in a way it helped the learners to be in the school	We have to submit data regarding mid day meal online everyday	Girls get good groom if they study and boys earn well if they study
We would have come even though we did not get anything from school but would not have much interest which we have now	Learners are allowed to take mid day meal as many times as they wish without any restriction	We make sure that each learner get all government benefits and mid day meal every day	Our child was bright in studies and liked to study so we liked to pay for education
If we didn't get meal in the school, we would have to go home in hot afternoon or we couldn't concentrate because of hunger	All are allowed to participate in any activities without any discrimination Learners used to like and enjoy cultural activities more	We take care that mid day meal is cooked and given in appropriate quantity and also check its quality as any one teacher used to taste mid day meal before serving to learners	No, we manage expenses and we also get help from government scholarship
Every year we took part in children's fair and cultural programmes	Computer education increased interest for teaching	Different facilities in terms of infrastructure are provided to learners which they don't have home	No complains for mid day meal. It is good. They used to have it. We didn't have to worry. We also gave them lunch.

Table H6 Continued...

Learners	Teachers	Principal	Parents
It is the nearest school from home and other one is private school so we come here	Teachers had to teach learners through different activities or they would feel bored	We have separate toilets for girls and boys, library in the school	It is for their good if they study as they will not have to do labor work as we do
Though school don't have big play ground, we get open ground in nearby area as this school is in remote place	Learners liked to learn with different activities in the classroom as well as in the school with friends	Different grants are given to the school for different purpose which are used well	Our child does own study related work regularly at home
We do hard work if we get less marks	The teachers give very less homework otherwise they don't do	Teachers here are good and all are qualified	They do some kind of activities – come and go with friends – wear new clothes sometime – they liked it
We enjoy in this school as different activities are done such as different sports, cultural activities, Saturday assembly	Learners are totally dependent on what is done in classroom as they don't do anything at home in terms of homework, notebook completion, revision of subjects	We make sure that learners enjoy in the school	No one at home said to our child that you don't study, we all want that s/he study
We get different things such as ball, lunch box, compass box, brush etcetera so that we come to school	Teaching through different aids make the learners curious about learning as they learn from new ways through projectors, computers etcetera which they don't have at home	We all many times spend our own money to provide some items to learners	No any problem in school as school is good and teachers are good

Table H6 Continued...

Learners	Teachers	Principal	Parents
Parents only get money if we will do job and earn	Teachers always have to teach according to learners' interest or learners would not concentrate	We are ready whenever any parents come to us for any document work	Yes, learners get some stuff in the school – sometimes from donators and sometimes teachers give
We will have good future, good development in terms of job so that we don't have to do labor work	The regular learner remain always regular as they study or to some extent their parents are aware	Different programmes are done for the learners so that they enjoy	My child was regular in the school always
We don't have to do labor work unlike our parents	Teachers also take initiatives personally so that learners stay in the school and at least complete their elementary education	The parents who has no bank accounts, I personally helped them open it	We say that you study so that you don't have to do labor work, we will manage the expenses
We get only labor jobs if we don't study	Teachers can't push learners to do homework or to complete notebooks on time or they sometimes become rude to teachers		
Teachers are good in the school so we come	Many parents don't even know what their learner are learning in the school		
We had to study even when this kind of activities wouldn't have been there	Separate toilet facilities help girls to come to school regularly		

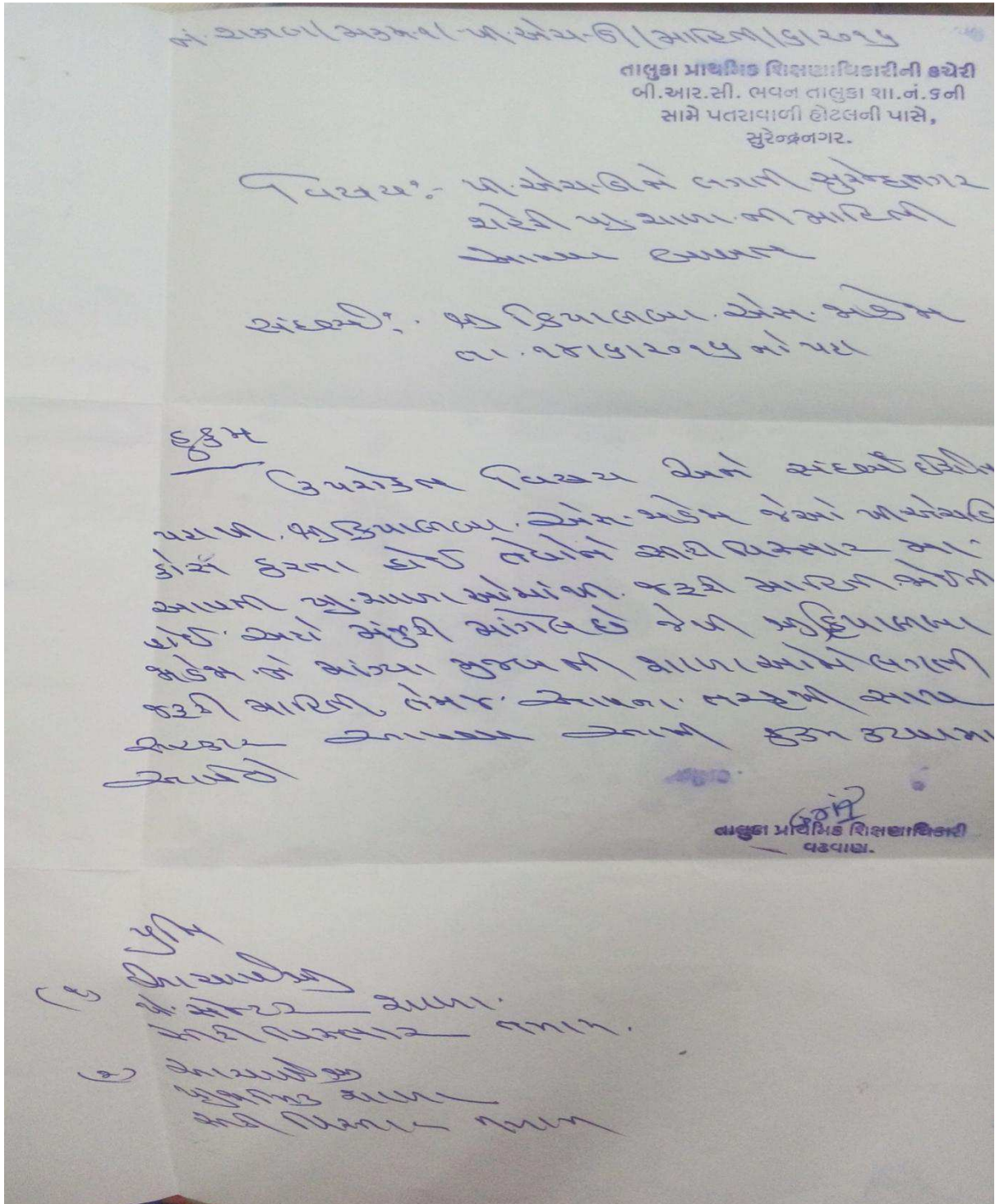
Table H6 Continued...

Learners	Teachers	Principal	Parents
	Only 4 to 5 parents come in PTA that too when they are free		
We liked to study and had fun talking with friends so we come to study in the school	Majority of the parents do labor work and in many cases both parents are working so there is no one to take care at home about their studies		
We get marks according to our hard work	Parents though not having much education wish that their child will do good jobs after getting education unlike them as they have to do labor work		
We liked to study as there was different activities along with the studies	Donators used to donate necessary stationery items to learners which they need in daily basis, this helped every learners		
We would study even there were less activities but we would not enjoy	Learners don't have any expense related to schooling as they are given many things from the school		

Table H6 Continued...

Learners	Teachers	Principal	Parents
Parents at home says to us that they could not study so that you study	Learners here get the good facilities in terms of government benefits and good infrastructure which our children in private schools don't get even after paying so much of fees		
Here in the school, teachers teach through explanation, with different activities so liked to study	We try to provide homely atmosphere in the school so that the learners like to come to school		
We don't have computer at home so here we get chance to learn	Though the parents go for labor work, the learners used to spend 10 to 20 rupees everyday on food packets. So there is nothing like that they can't afford but they have lack of awareness		
	Learners get exposed to many sports equipments which they don't have at home and here all are allowed to use while playing		

Appendix I Permission issued by 'Taluka Prathmik Shikshanadhikari' for data collection from Municipal Elementary Schools in Surendranagar City



Appendix J Publications

List of papers published based on the area of research

1. Jadeja, K. & Talegaonkar, V. (2019). Teaching strategies adopted in government elementary schools: Perspective of teachers. *International Journal of Research and Analytical Reviews (IJRAR)*. 6(2), 6-11. E-ISSN 2348-1269, P- ISSN 2349-5138, May 2019. Available at: <http://www.ijrar.org/IJAR19K4808.pdf> _
2. Jadeja, K. & Talegaonkar, V. (2019). ICT in elementary schools: Provision and utilization. *International Journal of Research and Analytical Reviews (IJRAR)*. 6(2), 6-11. E-ISSN 2348-1269, P- ISSN 2349-5138, May 2019. Available at: <http://www.ijrar.org/IJAR19L1229.pdf> _

Paper presented in the seminars/conferences based on the area of research

1. Paper titled, “Effective ways of teaching to elementary school students in municipal schools of Surendranagar city” was presented in national seminar on Social Science Researches for Culminating Society, held on 3rd February, 2019 organized by Shri C. H. Shah Maitri Vidhyapeeth Mahila College of Education in Surendranagar.
2. Paper titled, “Teacher as transformer: ICT in government elementary school” was presented in national conference on Learning beyond classroom, held on 6th March, 2019 organized by A. G. Teacher’s college in Ahmedabad.