

2017

TRACKING & MONITORING OUT-OF- SCHOOL CHILDREN IN THREE DISTRICTS OF WEST BENGAL

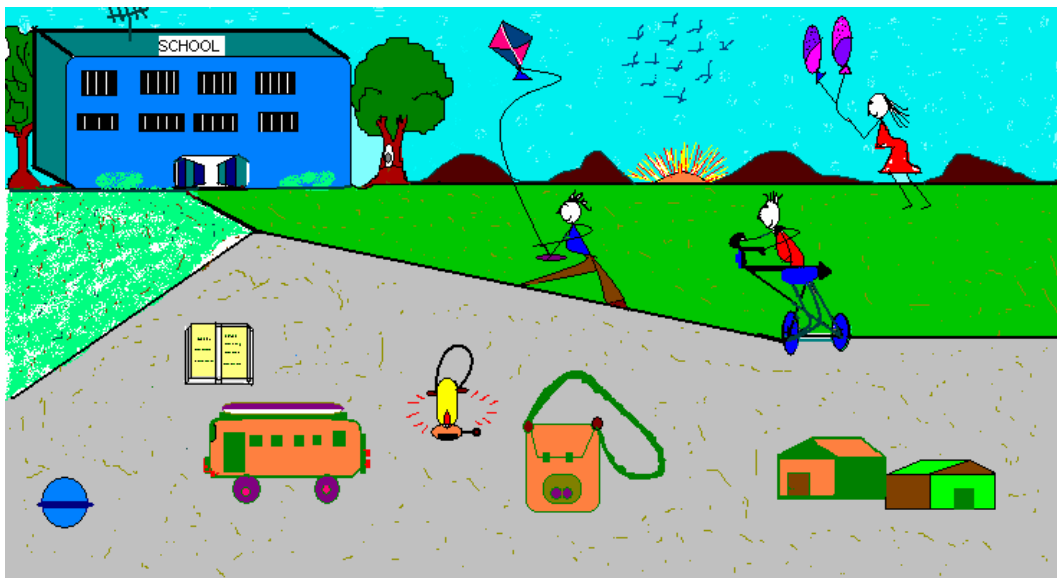
A Draft Report by:
COMMUNITY ACTION SOCIETY (CAS)

Supported by:
UNICEF, WEST BENGAL

*Every school day **millions** of children go to school in India in city classrooms, mountain fields, desert tents and glowing temples. Crossing countless kilometres, riding bicycles, wheeling wheelchairs and waiting for buses on chaotic street corners, they come with bright woven bags heavy with books, walking in flip-flops, with black buckle shoes barefoot in their uniforms. They come because they believe going to **school can change their lives.***

But each day, at the same time, millions of children do not go to school in India.

What do they share?



*Every **child** has the right to go to school and be inspired.*

*Every child has the right to **participate** in lessons that can **change their lives.***

***Every child** has a dream of going to a school that makes learning fun and helps them to become who they want to be.*

And every child knows exactly what they would change about going to school, if they could – we just have to ask.

*...Lisa Heydlauff, **Going to School In India***

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Our sincere thanks are due to all the stakeholders at the village level like the Gram Panchayat members, headmasters of the schools, PHC and AWC staffs who also took part in this research and shared important information with us.

We are sincerely thankful to our partner organisations, BTS, DAS, MSS, NSW, SREEJAK and Towards Future for undertaking the field study at three districts of South 24 Parganas, Kolkata and Malda respectively. It is their hard work and consistent support that has made the publication of this study a reality.

Our special thanks are due to UNICEF WB office for collaborating with us on this research study.

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Partha Roy

Director

Community Social Action (CAS)

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Place: Kolkata

List of Abbreviations

AWW	Anganwadi Worker
BTS	Baikunthapur Tarun Sangha
CAS	Community Action Society
CLRC	Circle Level Resource Centre
DAS	Development action Society
FGD	Focussed Group Discussion
KMC	Kolkata Municipal Corporation
MSS	Malda Sahajogita Samity
MTA	Mother Teacher Association
NGO	Non Government Organisation
NSWO	Nirman Social Welfare Organisation
OBC	Other Backward Classes
OOS	Out of School
PHC	Public Health Centre
PWD	People with Disability
RtE	Right to Education
SC	Scheduled Caste
SHG	Self Help Group
SMC	School Management Committee
ST	Scheduled Tribe
UNICEF	United Nations Children’s Fund
VEC	Village Education Committee
WB	West Bengal

Executive Summary

Background

Nothing is as important for the well-being of a society as the condition of the children. And yet children's nutrition, health, education and happiness are among the most neglected subjects in India.

Many years after implementation of the Right of Children to Free and Compulsory Education Act, a survey has found that implementing it still poses a challenge in rural West Bengal. While doing an intensive field survey in several districts in West Bengal, it has been observed with concern that though the Act is in place, underprivileged children are often being denied of their rights.

It has been evident from various other surveys and experiential learning that a large number of children are still out of the schooling system in the districts like Kolkata, Malda and South 24 Parganas of West Bengal. The trend of irregularity, absenteeism and dropping out of children enrolled in school is quite high in these districts.

UNICEF fights for rights of children, focussing mainly on education, it works with children and stakeholders to deliver immediate and lasting improvements to children's lives worldwide. It has been collaborating with the State Education Department and the Sarva Siksha Mission in West Bengal for a long time.

Over the years various stakeholders have expressed divergent views on the issue of school education. To understand the real causes behind the emerging trends in school education, UNICEF has assigned Community Action Society to conduct a **dipstick study** in these vulnerable districts. CAS has collaborated with several grass-root level NGOs to conduct this survey.

The data shows that all is not well in West Bengal as far as the implementation of the Right to Education is concerned. The purpose is to generate awareness among the common people on several aspects of the Right to Education Act, so that the community can have close vigil on the implementation process.

Objectives of the study

- To enumerate the out-of-school children in the age group of 06-16 years in these three districts through a sample survey.
- To understand from an analytical perspective the real reasons behind being out-of-school or dropping out from school.
- To analyse the causes of student irregularity and absenteeism from schools.
- To probe corporal punishment in schools and analyse the reasons behind such act.

Methodology

The dipstick study was conducted within a specific group of interviewees like children, parents and other community stakeholders in the three districts of West Bengal viz. Kolkata, South 24 Parganas, and Malda. Information was elicited using interview schedules and focus group meetings amongst the children, parents, community leaders, SHGs, school committees and school attendance committees, PRI members and Municipal councillors, schoolteachers, Anganwadi Workers, health staffs etc.

Enumerators were selected by the partner NGOs from among their field staffing. They were trained by CAS on using the questionnaire, FGD guides and survey techniques.

The questionnaire was field tested in the population area of 10 schools and 240 school areas were covered in the entire survey process.

Scope of study and tools

The OOS children were targeted living in the catchment areas lying within 1 km radius of govt. schools located in the backward Gram Panchayats and Municipal Wards. In other words, school catchments were chosen which suffer from poor attendance, irregularity, absenteeism among the students and areas with large number of out-of-school children.

The survey tools included structured questionnaire and FGDs. Separate FGDs were conducted to probe the issue of corporal punishment among students, parents and school teachers.

Key findings

- The dipstick study identified 560 OOS children out of which 150 were “not admitted to school” and 410 were “drop-outs” including absent from schools. The ratio of not admitted to school is the highest at 35% for Kolkata district.
- The study also identified 279 children who were irregular to school.
- The ratio of male OOS children is higher than the females across the districts.
- While poverty is the main reason behind dropping out, there are other reasons too.
- The overall rate of not admitted to school children stood at 27% while the drop-out rate was an alarming 73% across the surveyed districts.
- In terms of occupation, over 50% of the fathers of the OOS children worked as daily labour which is an uncertain, hazardous, and exploitative form of occupation.
- The overall rate for disliking school stood at 22%.
- Nearly, 21% of the children remained out of school due to illness across the districts.
- 66% of the OOS children wanted to re-enrol in schools.
- 70% parents of OOS children expressed their desire to re-enrol their children in schools.
- 35% of the children dropped out in Class IV.
- 32% of the students have remained absent for nearly a month.
- The main reasons for absenteeism are illness, housework, apathy to studies and dislike for school.
- 20% of the OOS children are engaged in income oriented work/job.

- The most worrying factor is that 48% of the children are working without income which underscores the exploitative nature of child labour.
- A remarkable finding is that 6% of the children in Kolkata have an income of Rs. 5000-10000/-.
- Nearly 51% of the children expressed satisfaction with the work they are involved in.
- 19% of the working children stay at their respective working place at night.
- Interestingly, the data shows more boys (54%) have not been admitted than girls (46%).
- Among the SC and OBC students, 41% of the SCs and 48% OBCs have never been admitted in schools.
- Among the SC and OBC students, nearly 50% of the SCs and 34% OBCs have dropped out from school.
- There is an emerging trend of “double enrolment” in all the districts. The range is from low in Kolkata, moderate in South 24 Parganas to high in Malda.
- There is variance on the data of the OOS children between the survey findings and the Child Register. The overall variance is 54% across the districts; for Kolkata it is 31%, for Malda it is 62% and for South 24 Parganas it is 58%.

Survey Findings

1. Kolkata District

- The survey identified 112 out-of-school children. Out of these children, 35% have not been admitted to school while 65% have dropped out from school.
- The survey also identified 88 irregular students.
- Over 25% of the parents of OOS children work as daily labour.
- More than 34% of the students opined that they don't like to study and hence they refrain from going to school.
- About 45% of the parents of OOS children are willing to send their children to school.
- Nearly, 35% of the children opined that they disliked the education that is imparted in the schools.
- The data shows more boys (54%) have not been admitted than girls (46%).
- The data shows more boys (55%) have dropped out from school than girls (45%).
- 41% of the SCs and 54% OBCs have never been admitted in school.
- 56% of the SCs and 38% of the OBCs have dropped out from school.
- 35% of the OOS children are "not admitted in school".
- 65% of the OOS children are "drop-outs from school".
- 46% of the children don't like going to school.
- 85% of the children aspire to go to school now.
- 49% of the parents feel that poverty is the main reason for their children to become OOS.
- 95% of the parents of "not admitted children" want to admit children in school.
- 27% of the children dropped out in Class IV.
- 85% of the dropped out children want to go back to school.
- 52% of the parents thought that the children did not want to continue education.
- 90% of the parents of dropped out children want to re-enrol their children to schools now.
- 15% of the OOS children are engaged as child labour.
- 24% of the working children earn in the range of Rs. 1000-2000/- per month.
- 41% of the working children are satisfied with their job.
- The variance on the data of the OOS children between the survey findings and the Child Register for Kolkata district is 31%.

2. Malda District

- The survey identified 213 out-of-school children. Out of these children, 33% have not been admitted to school while 67% have dropped out from school.
- The survey also identified 119 irregular students.
- The data reveals that 70% of the family bread earners are engaged in daily labour.
- 18% of the students have remained absent for a full month.
- More than 16% of the students opined that are unable to attend to school due to being "out-of-station".
- 30% of the parents opined that their children could not be admitted in school owing to disability.

- 18% of parents opined that they are interested in enrolling their children to school.
- 39% of the children were found to be indecisive about going to school.
- The data shows more boys (56%) have not been admitted than girls (44%).
- The data shows more boys (70%) have dropped out from school than girls (30%).
- 24% of the SCs and 59% OBCs have never been admitted in school.
- 29% of the SCs and 52% of the OBCs have dropped out from school.
- 33% of the OOS children were “not admitted in school”.
- 67% of the OOS children “dropped-out from school”.
- 34% children were not admitted in school due to illness.
- 49% of never been to school children want to be admitted in school.
- 29% parents opined that family poverty hindered the education of their children.
- 60% parents wanted to admit their children in school.
- 41% parents felt that education was unaffordable which forced their children to drop-out from school.
- 43% of the children dropped out in Class IV.
- 59% of the children want to re-enrol in school.
- 72% of the parents of dropped out children wanted to re-admit their children in schools.
- 29% of the OOS children are engaged as child labour.
- 61% of the working children work without any income.
- 44% of the working children are satisfied with their jobs.
- The variance on the data of the OOS children between the survey findings and the Child Register for Malda district is 62%.

3. South 24 Parganas District

- The survey identified 235 out-of-school children. Out of these children, 17% have not been admitted to school while 83% have dropped out from school.
- The survey also identified 72 irregular students.
- The data reveals that 46% of the family bread earners are engaged in daily labour.
- 31% of the children remain absent from school due to household work.
- About 24% of parents are interested in enrolling their children to school.
- 31% of the children opined that they do not like the schools.
- Almost 14% of the children do not like to study and hence do not go to school.
- The data shows more boys (51%) have not been admitted than girls (49%).
- The data shows more girls (52%) have dropped out from school than boys (48%).
- 71% of the SCs and 24% OBCs have never been admitted in school.
- 63% of the SCs and 20% OBCs have dropped out from school.
- 17% of the children not admitted in school.
- 83% of the children dropped out from school.
- 20% of the children do not like the school.
- 78% of the never been to school want to go to school now.
- 63% of the parents want to admit their children in schools now.
- 47% of the parents blamed poverty that caused their children to drop out from school.
- 31% of the children dropped out in class IV.

- 72% parents of dropped out children wanted to re-admit their children in school.
- 13% OOS children were engaged in child labour.
- 32% of the working children earn Rs. 500-1000/- per month.
- 71% of the working children expressed satisfaction on their job.
- The variance on the data of the OOS children between the survey findings and the Child Register for South 24 Parganas district is 58%.

1. Kolkata District

1.1. District profile



Kolkata district is an administrative district of the Indian state of West Bengal. It contains the centre part of the city of Kolkata. The jurisdiction of the Kolkata Collector, that is, of the district, is within the areas covered by the Kolkata Police and by the Kolkata Municipal Corporation, but it does not cover the entire area covered by either of them.

As regards civic infrastructure (water, sewage, etc.), the area of Kolkata District is under the administration of the Kolkata Municipal Corporation. But other parts of the city's (that

is, the KMC's) area, and of the city's suburban areas, belong to the districts of North 24 Parganas, South 24 Parganas, Howrah, Hooghly and Nadia.

Kolkata District is bordered by Howrah District, North 24 Parganas District and South 24 Parganas District.

According to the 2011 census Kolkata district has a population of 4,486,679, roughly equal to the nation of Croatia or the US state of Louisiana. This gives it a ranking of 35th in India (out of a total of 640). The district has a population density of 24,252 inhabitants per square kilometre (62,810/sq miles). Its population growth rate over the decade 2001-2011 was 1.88%. Kolkata has a sex ratio of 899 females for every 1000 males, and a literacy rate of 87.14%.

1.2. Survey sample

Table: 1.2 Survey Sample

District	Partner NGO	No. of Schools	No. of OOS Children	Irregular Children
Kolkata	DAS	70	112	88

Table 1.2 describes the surveyed sample in the district. The survey covered 70 school areas mainly in the KMC Wards viz. 58, 59, 65 and 66. The survey identified 112 out-of-school children. Out of these children, 35% have not been admitted to school while 65% have dropped out from school.

1.3. Coverage of respondents

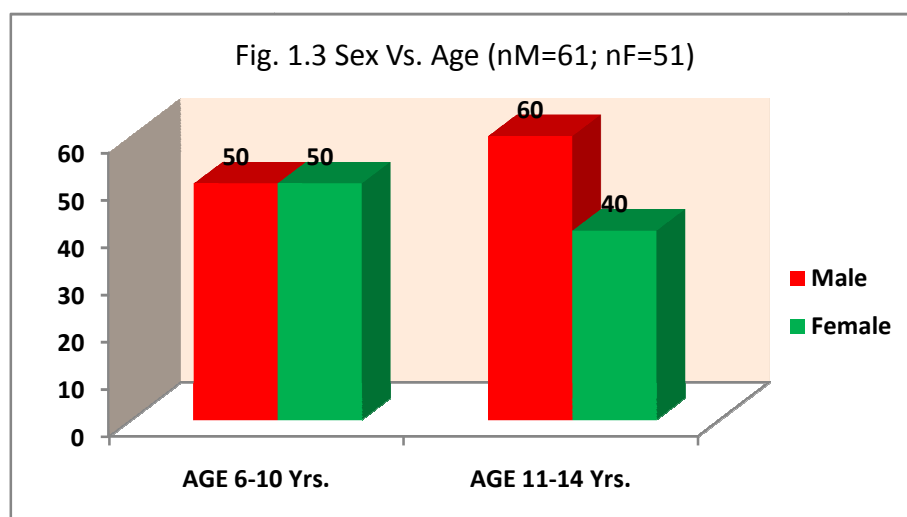


Table 1.3 (See Annexure) describes the coverage of respondents (OOS children) in the Kolkata district. The sex-wide distribution in the age group of 6-10 years was 50% each. However, more males (60%) were found in the age group of 11-14 years.

1.4. Occupation pattern

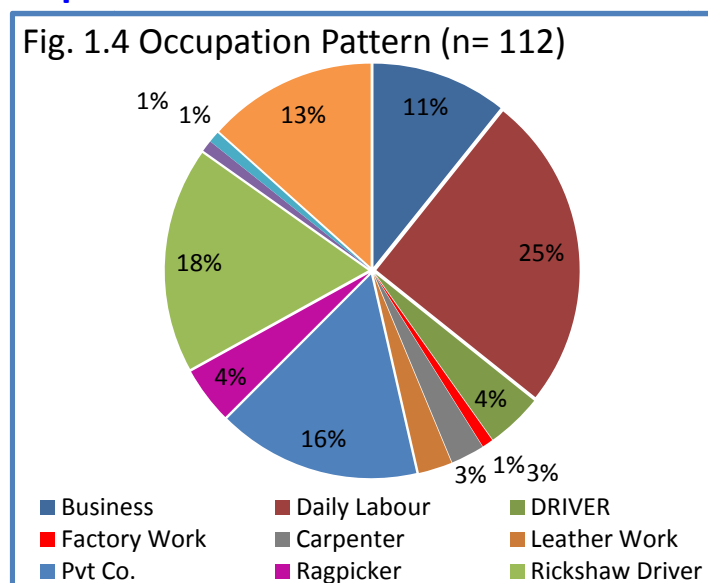


Table 1.4 (See Annexure) describes the occupational pattern of the parents of the OOS children surveyed. The majority (25%) of the parents work as daily labour which underscores the impoverished condition of the families interviewed. Almost 18% of the parents are rickshaw pullers which is another low income oriented occupation.

1.5. Frequency of absenteeism

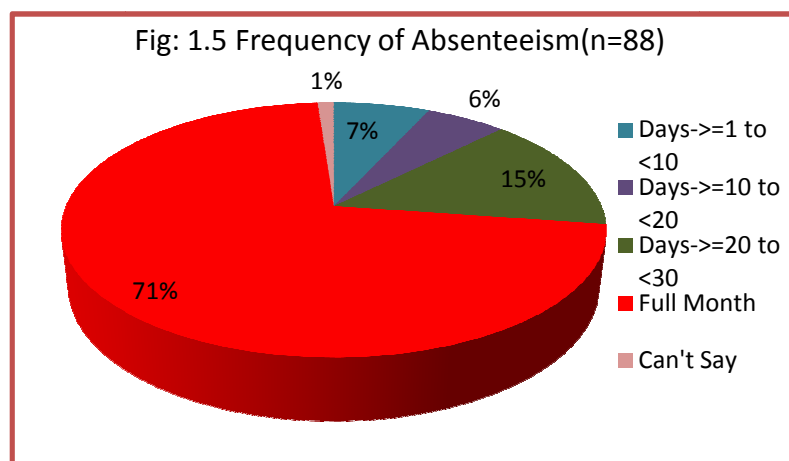


Table 1.5 (See Annexure) enumerates the frequency of absenteeism among the children who have been absent from school in the last one month from the date of survey. Alarming 71% of the students have remained absent for a full month.

1.6. Causes of not going to school

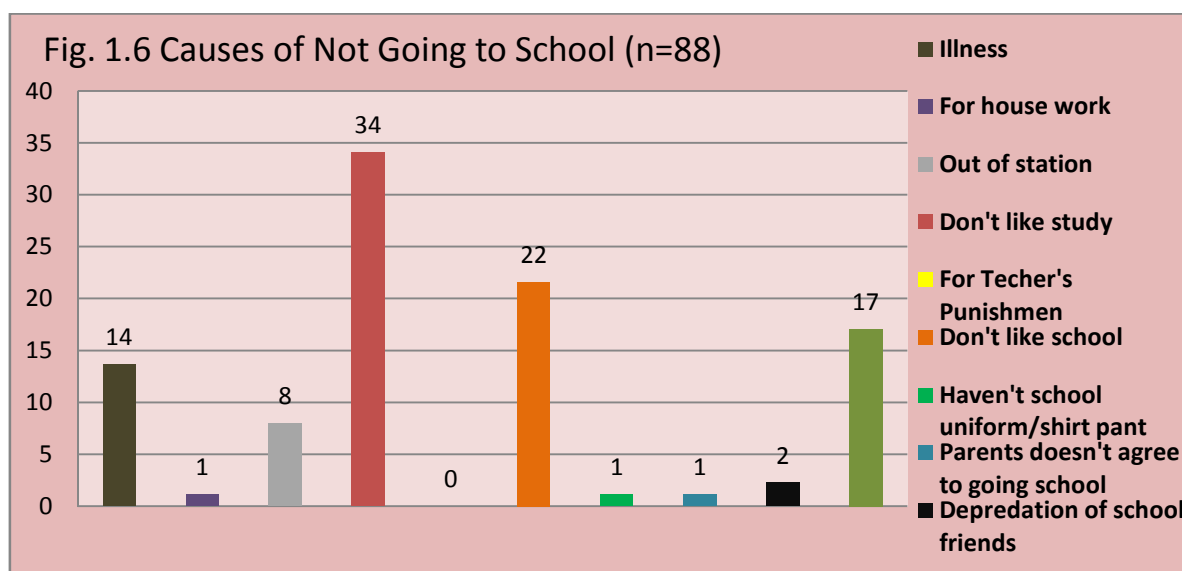
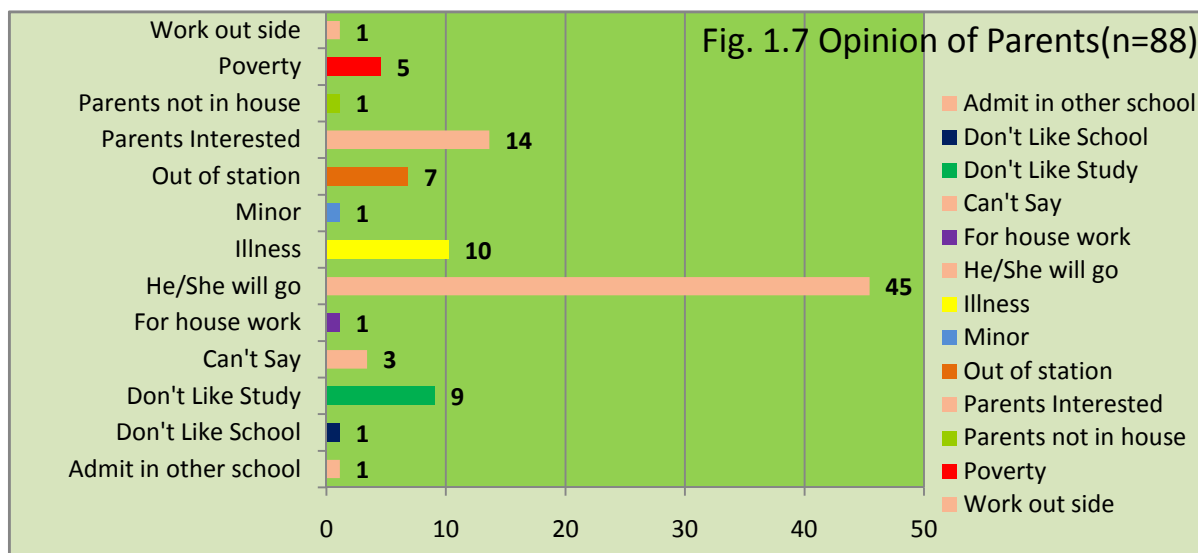


Table 1.6 (See Annexure) lists the main causes for not going to school. More than 34% of the students opined that they don't like to study. Rapid urbanisation has impacted the slum populations. The lure of earning money, addictions and general lethargy has afflicted the young children who are turning away from studies. The slums provide a plethora of income generation opportunities, mostly hazardous in nature. The children are attracted to be engaged in these activities rather than going to school. As young adults they also shy away from skill training courses which can give them more dignified vocational opportunities. The survey also counted 22% of the children who don't like the school environment. Monotonous curriculum, drab teaching and lack of innovations have failed to attract children in the government schools. The figure indicates a very serious reason to be worried about the working of government schools. Teacher absenteeism remains a worrying factor. Very low proportion of parents has opined that all the subjects are properly taught and syllabus is completed in the school. Alarmingly, even within this segment, most have remarked that there is a tendency to rush through the syllabus at the very end of the academic session. The parental response on other indicators to assess quality of formal schools is abysmally low.

1.7. Opinion of parents for sending children to school

Table 1.7 (See Annexure) describes the parental response for sending their children to school. Most parents have circumnavigated the real issue and responded that they are willing to send their children to school (45%). This trend reiterates that there is tremendous parental aspiration in sending children to school. However, there may be other constraints like push and pull factors of socio-economic condition, cost of schooling, quality of schooling. It has been reiterated on several occasions that the problem entirely lies on the supply side. The schooling system is crying for a revamp.

The data also strongly indicates that level of educational aspiration for girls is still quite low as push and pull factors of a labour economy are quite evident. The girls are either married off early or put to work depriving their basic right to education. Even for the boys, the scenario is not very bright as their drop-out rate is higher at the transition from primary to upper primary levels.



1.8. Opinion of children for going to school

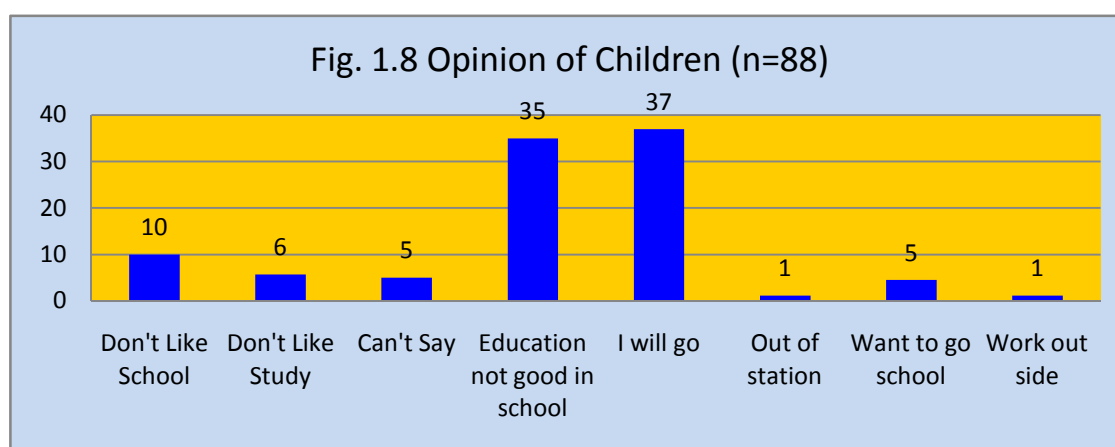


Table 1.8 (See Annexure) describes the opinion of the children towards going to school. Nearly 37% of them wanted to go to school. But alarmingly 35% of them opined that they disliked the education that is imparted in the schools. The trend of response reinstates that the problem mainly on the supply side. Unless schooling system is made attractive or child friendly, it would be difficult to bring children back to government schools.

1.9 Cross Tables:

1.9.1 Sex vs. Not admitted in school

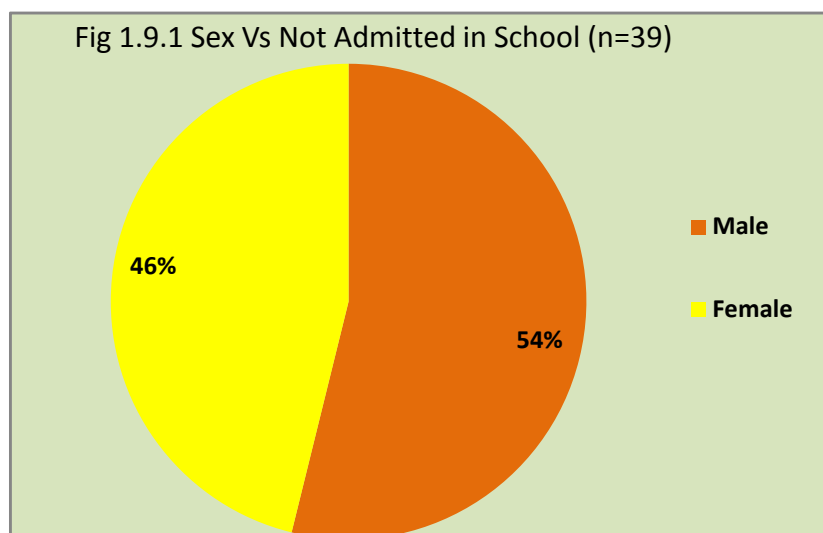


Table 1.9.1 (*See Annexure*) shows that relationship between sex and not being admitted to school. Interestingly, the data shows more boys (54%) have not been admitted than girls (46%). It is quite possible that boys are sucked into employability and income generation quite early than the girls which is corroborated by data.

1.9.2 Sex vs. Drop-out students

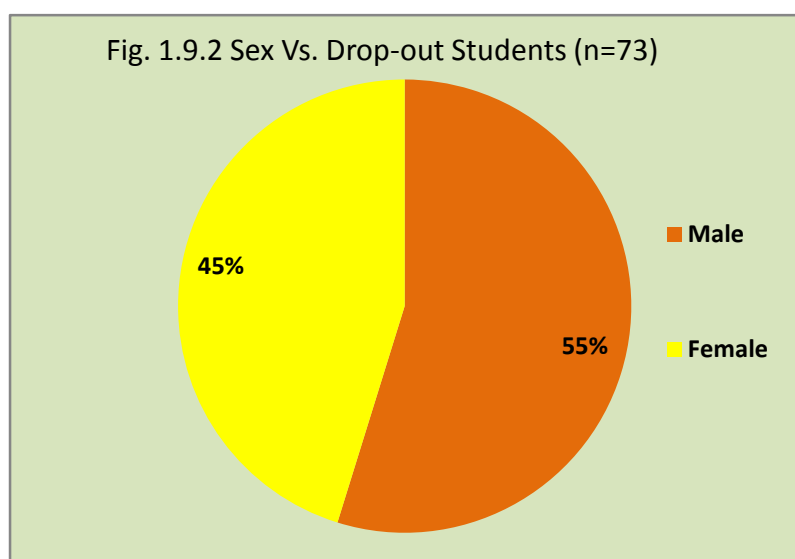
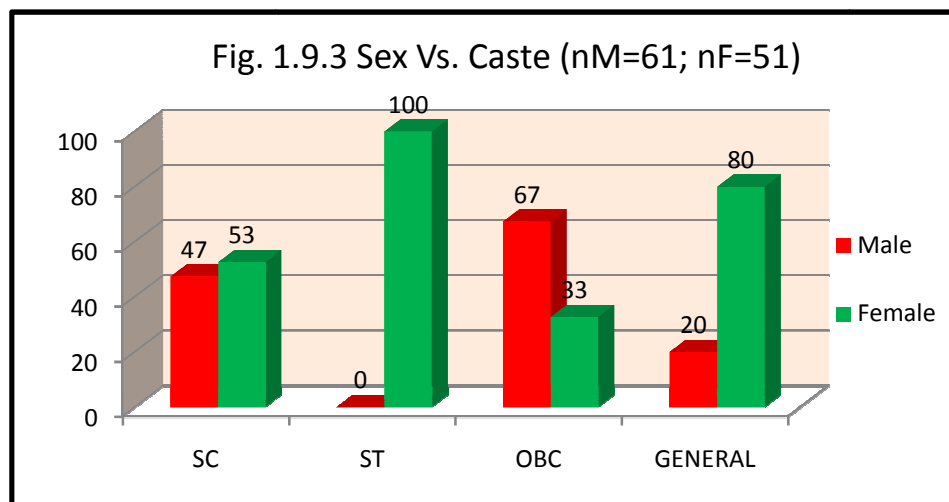


Table 1.9.2 (*See Annexure*) shows that relationship between sex and dropping out from school. In this comparison, the data shows more boys (55%) have dropped out from school than girls (45%). The data underlines the push the boys suffer to get engaged in income generation activities.

1.9.3 Sex vs. Caste

Table 1.9.3 (See Annexure) shows the sex and caste based distribution of the surveyed sample. The reveals a high proportion of SC and OBC children in the selected areas. Among the SCs, 53% were females and within the OBCs, 67% were males.



1.9.4 Caste Vs. Not Admitted in School

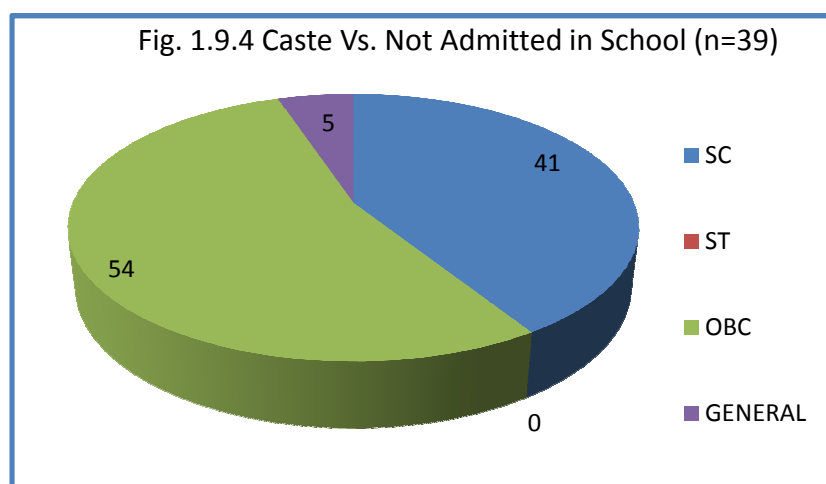


Table 1.9.4 (See Annexure) enumerates the comparison between Caste and Not Admitted in School. Social exclusion in education is evident very prominently in the in data. 41% of the SCs have never been admitted in school while 54% OBCs have suffered the same fate. In comparison, only 5% of the General Caste has not been admitted in schools.

1.9.5 Caste Vs. Drop-out

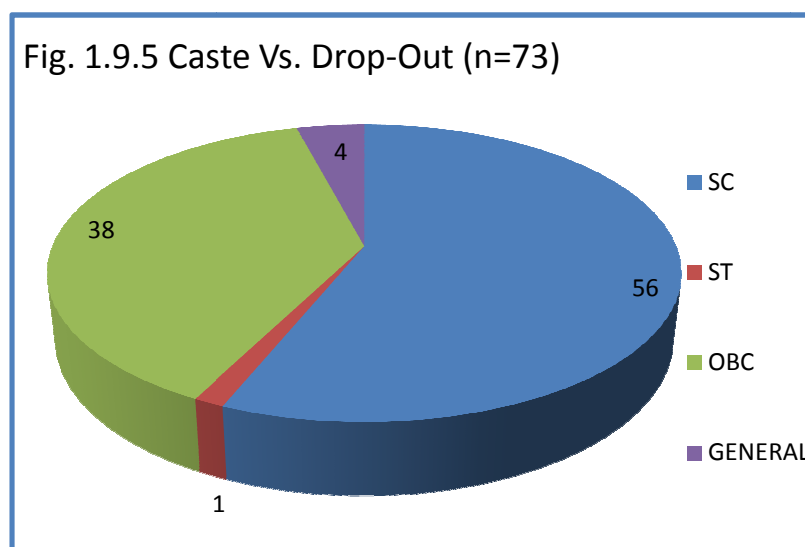


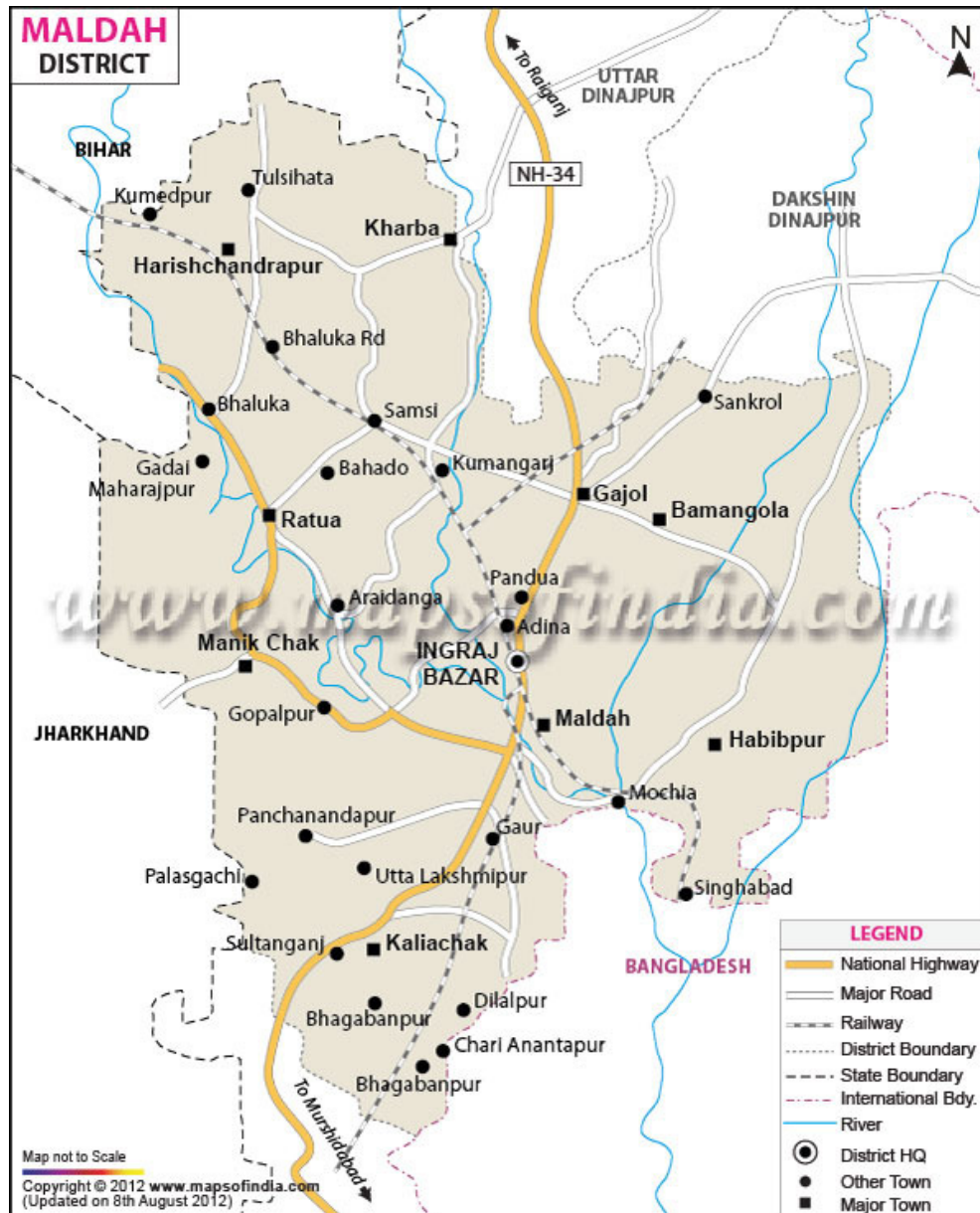
Table 1.9.4 (See Annexure) enumerates the comparison between Caste and Drop-out pattern. Social exclusion is also quite evident in this data set. Nearly 56% of the SCs have dropped out from school while 38% OBCs have dropped out from school in comparison to only 4% General Caste.

The **FGDs** with different stakeholders including students have elucidated the following points:

- The parents were resentful to the survey.
- They wanted to know about schools having free boarding facilities.
- Many working children were found who expressed the desire to study in schools.
- There was practically no response on corporal punishment.
- Parents were aware that schools cannot mete out corporal punishment.
- Parents openly criticised the schools, the inertia and indifferent attitude of the teachers, their apathy towards admission of OOS children and teaching in general.
- Many parents complained about the cost of education; books and stationeries were found to be expensive.
- Parents also complained about lack of Hindi/vernacular medium schools in the locality.
- Few cases of double enrolment were found.
- Some cases were identified wherein SC students attend the government school only on the days when stipend is disbursed. This information is passed to the student by the Teacher over phone.

2. Malda District

2.1 District profile



Malda district is a district in West Bengal, India. It lies 347 km (215 miles) north of Kolkata, the state capital. Mango, jute and silk are the most notable products of this district. The special variety of mango produced in this region, popularly known by the name of the district, is exported across the world and is acclaimed internationally. The folk culture of Gombhira is a feature of the district, being a unique way of representation of joy and sorrow of daily life of the common people, as well as the unique medium of presentation on national and international matters. According to the National Investigation

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Agency Malda is believed to be a hub of a fake currency racket. It is reported that 90 per cent of the fake currency that enters India from Pakistan via Bangladesh comes in from Malda which borders the neighbouring country.

District headquarters is English Bazar, also known as Malda, which was once the capital of Bengal. The district maintains the traditions of the past in culture and education. Old Malda, the town which lies just east of the confluence of the Mahananda and Kalindi rivers, is part of the English Bazar urban agglomeration. The town rose to prominence as the river port of the old capital of Pandua. During the 18th century it was the seat of prosperous cotton and silk industries. It remains an important distributing centre for rice, jute, and wheat. The area between the historical monument of Jame Masjid (1566) and the landmark of Nimasarai tower across the river Mahananda, constituted a municipality in 1867. Rice, jute, legumes, and oilseed are the chief crops in the surrounding area. Malda is the largest producer of excellent quality of jute in India. Mulberry plantations and mango orchards occupy large areas; mango trade and silk manufacture are the main economic activities. The Independence Day of Malda is 17 August 1947.

The latitude range is 24°40'20" N to 25°32'08" N, and the longitude range is 87°45'50" E to 88°28'10" E. The district covers an area of 3,733.66 square kilometres (1,441.6 sq mi). The total population (as of 2001 Census) was recorded as 3,290,160.

To the south is Murshidabad district, to the north are North Dinajpur district and South Dinajpur district. To the east is the international border with Bangladesh. To the west is Santhal Parganas of Jharkhand and Purnea of Bihar. In 2006 the Ministry of Panchayati Raj named Malda one of the country's 250 most backward districts (out of a total of 640). It is one of the eleven districts in West Bengal currently receiving funds from the Backward Regions Grant Fund Programme (BRGF).

Bengalis about 86% including Bengali Hindus and Bengali Muslims form the majority of the district population. Bengali Muslims about 51.27% form the majority of Malda District population whereas Bengali Hindus are the second largest community forming about 48% of District population. According to the 2011 census Malda district has a population of 3,997,970, roughly equal to the nation of Liberia or the US state of Oregon. This gives it a ranking of 58th in India (out of a total of 640). The district has a population density of 1,071 inhabitants per square kilometre (2,770/sq mi). Its population growth rate over the decade 2001-2011 was 21.5%. Malda has a sex ratio of 939 females for every 1000 males, and a literacy rate of 62.71%. Nearly 32,90,160 people live in Malda. Malda has a large diversity of demographics.

Various classes and tribes like Polia, Shersabadia, Khotta, Panjhra, Santhals live here. Northern part of the district has dominantly Hindu 53% population; Muslims are 46%. Tribesman and Christian people also live here. Southern Malda is dominated by 59% Muslim population. Sujapur Idgah is one of the largest in India. Hindus are 40% in this part. Over all Malda district (North Malda & South Malda together) Muslims are 51%, Hindus are 48%, others are 1%.

2.2 Survey sample

District	Partner NGO	No. of Schools	No. of OOS Children	Irregular students
Malda	MSS	45	186	
	Sreejak	55	27	
	GT	100	213	119

Table 2.2 describes the surveyed sample in the district. The survey covered 100 school areas mainly in the Gram Panchayats of Baharal, Bhado, Bilaimari, Chandmoni I, Debipur, Kahala, Mahanandatola, Ratua and Samsi and selected GPs of Gajole and Habibpur Blocks. The survey identified 213 out-of-school children. Out of these children, 33% have not been admitted to school while 67% have dropped out from school.

2.3 Coverage of respondents

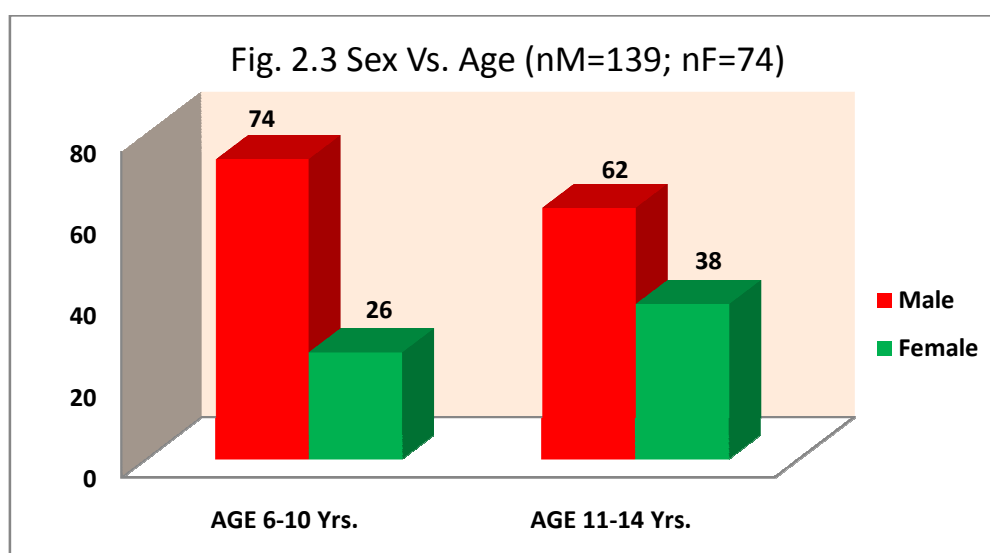
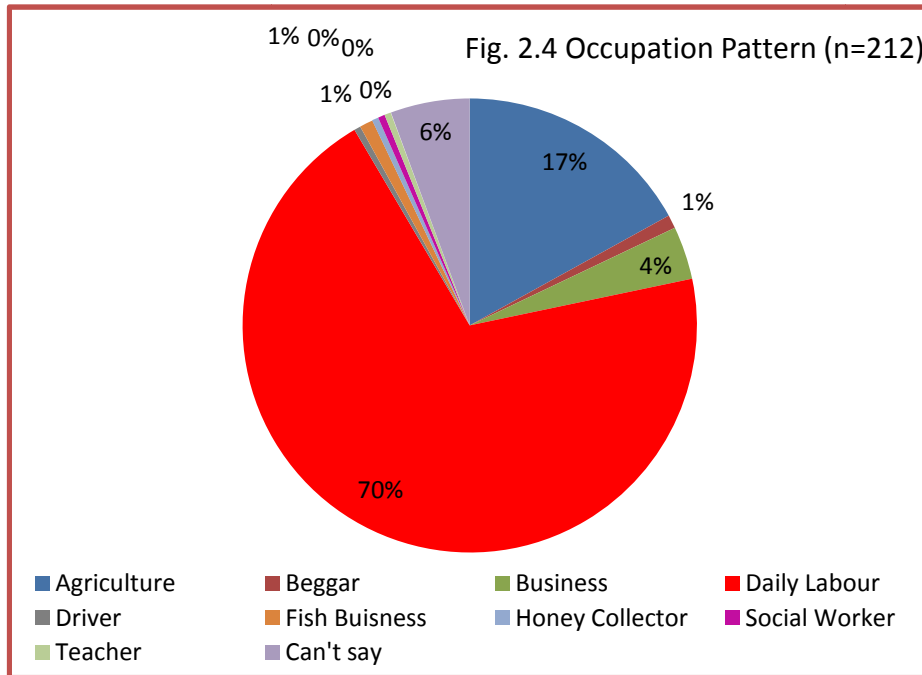


Table 2.3 (See Annexure) describes the coverage of respondents (OOS children) in the Malda district. The sex-wide distribution in the age group of 6-10 years was 74% males and 26% females. However, more males (62%) were found in the age group of 11-14 years.

2.4 Occupation pattern

Table 2.4 (See Annexure) enumerates the occupation pattern of the parents of the surveyed OOS children in the district. The data reveals that 70% of the family bread earners are engaged in daily labour which is an uncertain, low-paying and exploitative occupation. It may be inferred that the survey population is extremely poor and marginalised and suffer from social exclusion, especially in terms of economy and education.



2.5 Frequency of absenteeism

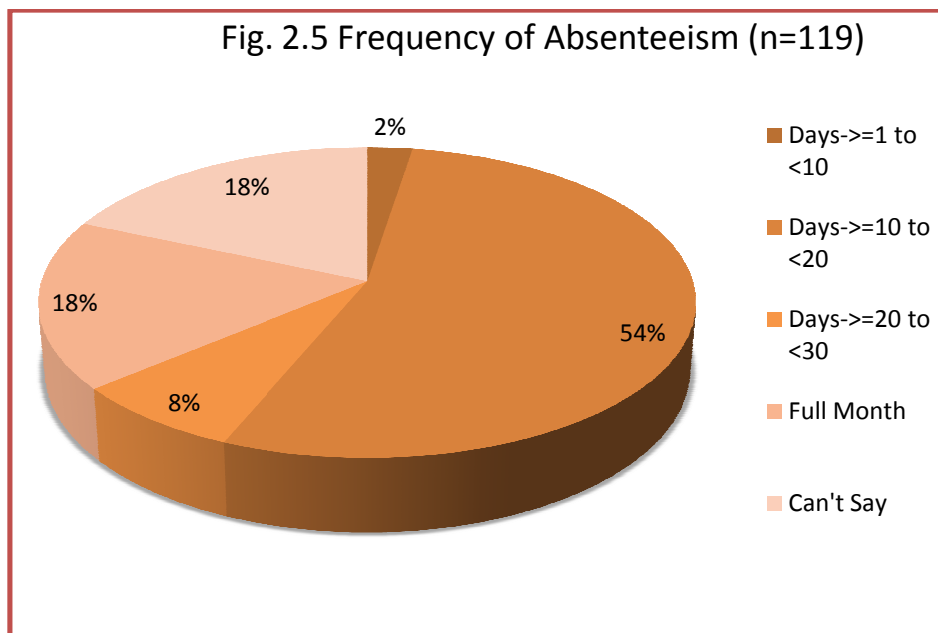


Table 2.5 (*See Annexure*) enumerates the frequency of absenteeism among the children who have been absent from school in the last one month from the date of survey. Quite alarmingly 18% of the students have remained absent for a full month.

2.6 Causes of not going to school

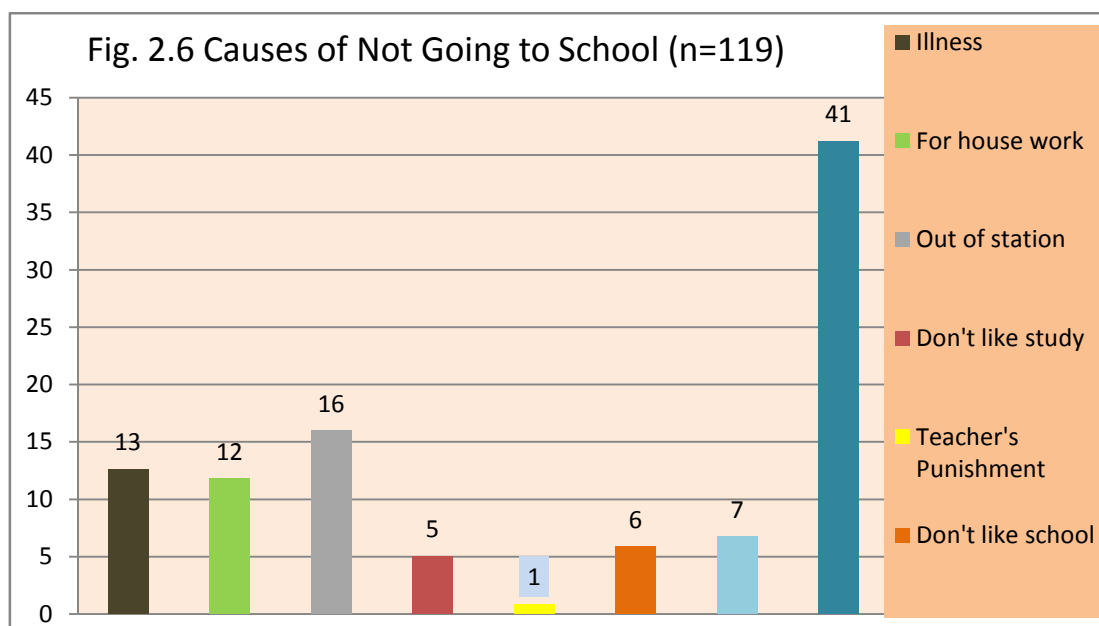


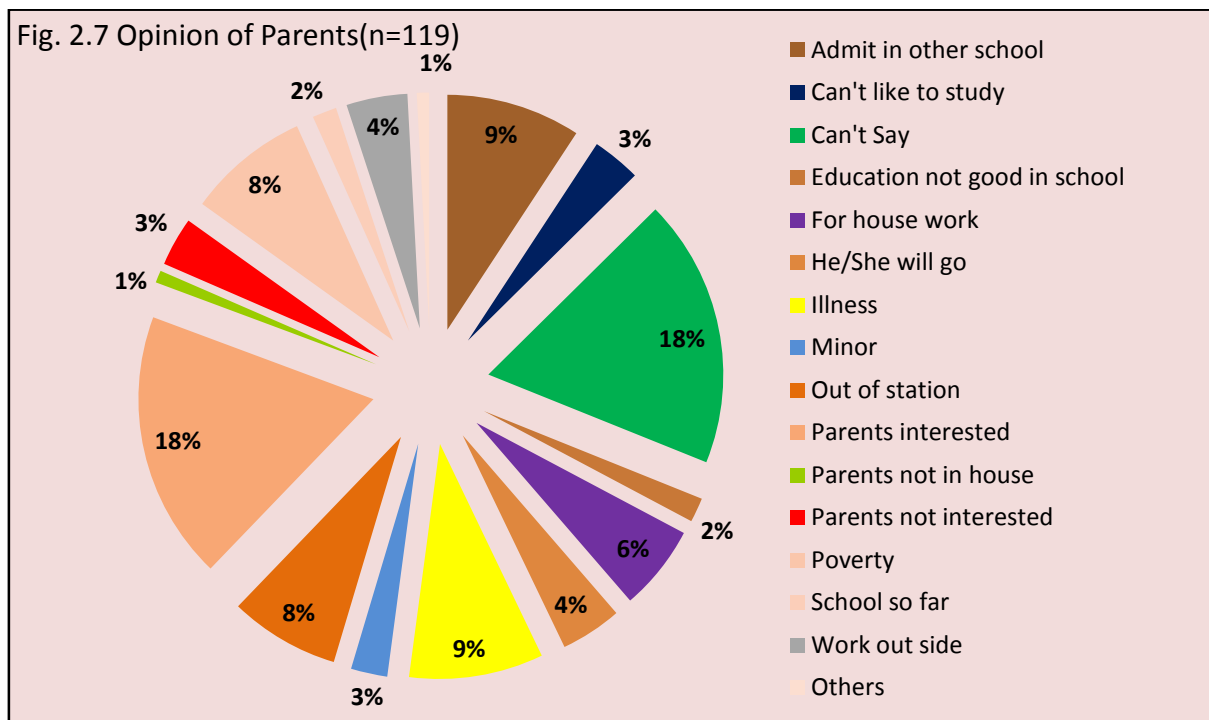
Table 2.6 (See Annexure) lists the main causes for not going to school. More than 16% of the students opined that are unable to attend to school due to being “out-of-station”. This trend underscores the high level migration in the district. About 5% of the students felt that they don’t like to study which is an alibi for them for not going to school. More than 7% of the students responded that their parents do not like their children going to school. Another interesting trend the survey reveals is on sickness (13%) and household chores (12%). The proportions are quite alarming as these are moot points which often prevent willing children from going to school. The health indicators of the region should be looked at to justify it as a reason for not going to school. Similarly, the trend of household work should be probed further. It is common knowledge that household work often includes productive engagement of child labour in cottage industries like *biri* (hand-rolled indigenous cigarette) binding, quite common in the districts of Malda and Murshidabad.

The figure indicates a very serious reason to be worried about the working of government schools. Teacher absenteeism remains a worrying factor. Very low proportion of parents has opined that all the subjects are properly taught and syllabus is completed in the school. Alarming, even within this segment, most have remarked that there is a tendency to rush through the syllabus at the very end of the academic session. The parental response on other indicators to assess quality of formal schools is abysmally low.

2.7 Opinion of parents for sending children to school

Table 2.7 (See Annexure) describes the parental response for sending their children to school. Parents have been found to be divided on this query. About 18% of them opined that they are interested in enrolling their children to school while another 18% were indecisive. Also 3% parents were not interested in schooling of children. In the Malda

sample, 9% parents attributed illness as a major factor which prevents children from going to school.



2.8 Opinion of children for going to school

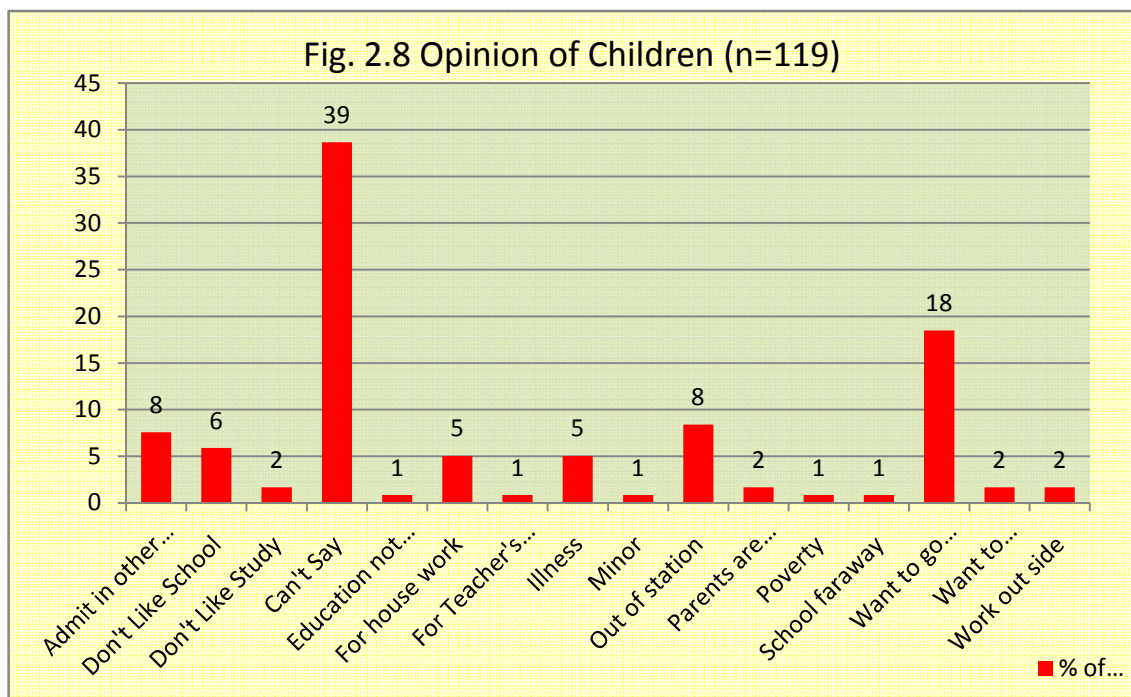


Table 2.8 (*See Annexure*) describes the opinion of the children towards going to school. Quite disturbingly 39% of them were found to be indecisive about going to school which implies that lack of awareness on the efficacy of education on part of both children and parents.

Another important finding is the issue of double enrolment in schools. The natural trend of this aspect is children are enrolled in government schools to access free entitlements but study in private ones by paying fees which is often steep in order to access quality education. About 8% of the children in this sample have been enrolled in two schools simultaneously.

Also 18% of the children want to go to school which is an encouraging trend and parents must be sensitised to make going to school a reality for these children.

2.9 Cross Tables:

2.9.1 Sex Vs. Not Admitted in School

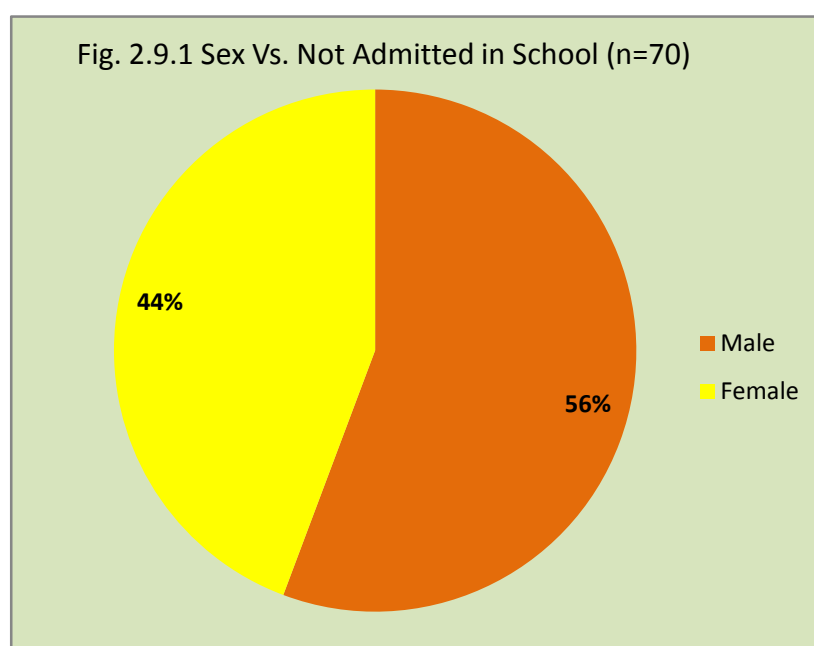


Table 2.9.1 (*See Annexure*) shows that relationship between sex and not being admitted to school. Interestingly, the data shows more boys (56%) have not been admitted than girls (44%). It is quite possible that boys are sucked into employability and income generation quite early than the girls which is corroborated by data.

2.9.2 Sex vs. Drop-out students

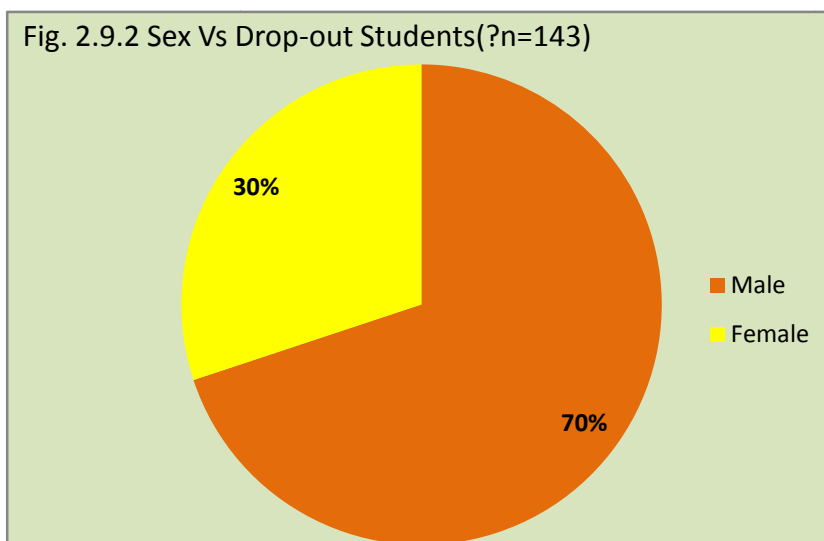


Table 2.9.2 (See Annexure) shows that relationship between sex and dropping out from school. In this comparison, the data shows more boys (70%) have dropped out from school than girls (30%). The data underlines the push the boys suffer to get engaged in income generation activities. It could be surmised that various government schemes for the education of the girls have been somewhat successful in arresting the drop-out rate among the girl students.

2.9.3 Sex vs. Caste

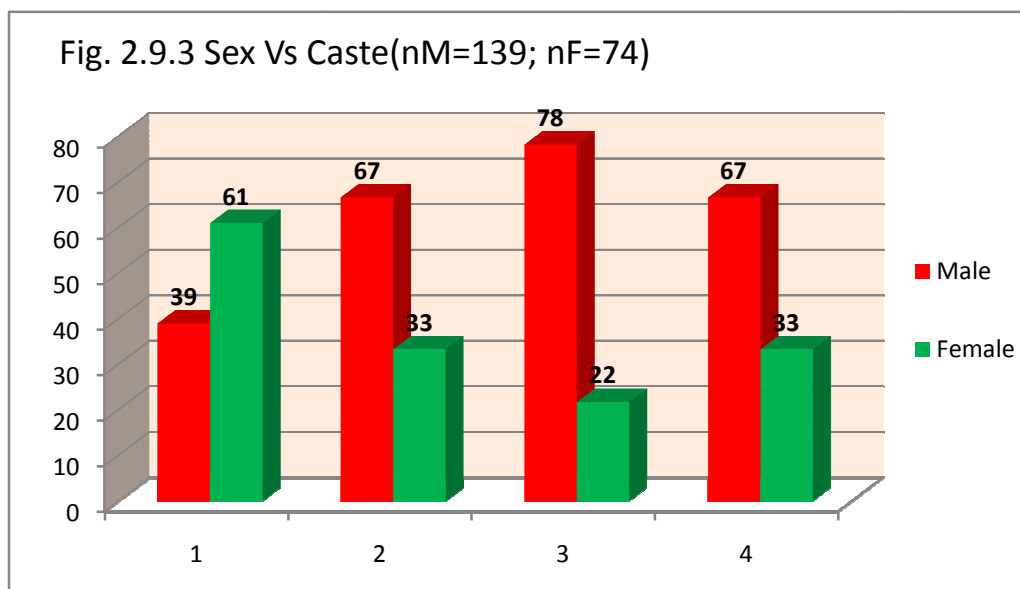


Table 2.9.3 (See Annexure) shows the sex and caste based distribution of the surveyed sample. The reveals a high proportion of SC and OBC children in the selected areas. Among the SCs, 61% were females and within the OBCs, 78% were females.

2.9.4 Caste Vs. Not Admitted in School

Survey on Monitoring and Tracking Out-of-School Children in Kolkata, Malda and South 24 Parganas Districts of West Bengal

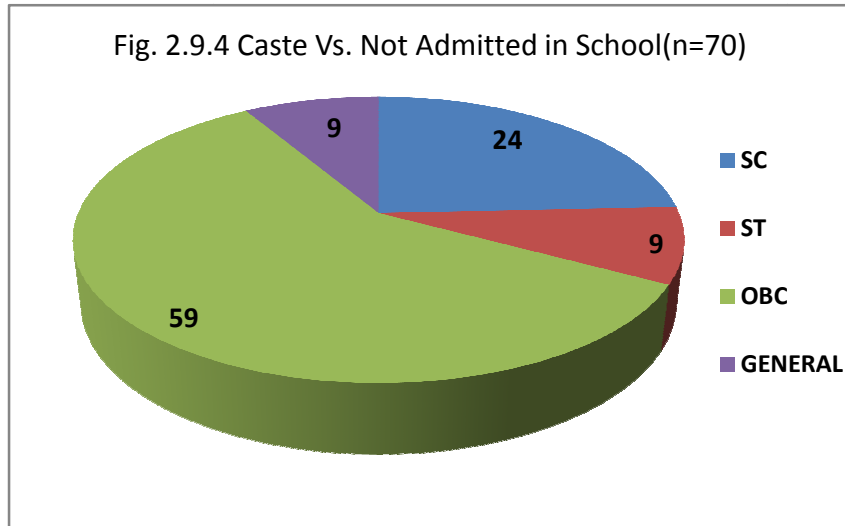


Table 2.9.4 (See Annexure) enumerates the comparison between Caste and Not Admitted in School. Social exclusion in education is evident very prominently in the in data. 24% of the SCs have never been admitted in school while 59% OBCs have suffered the same fate. In comparison, only 9% of the General Caste has not been admitted in schools.

2.9.5 Caste Vs. Drop-out

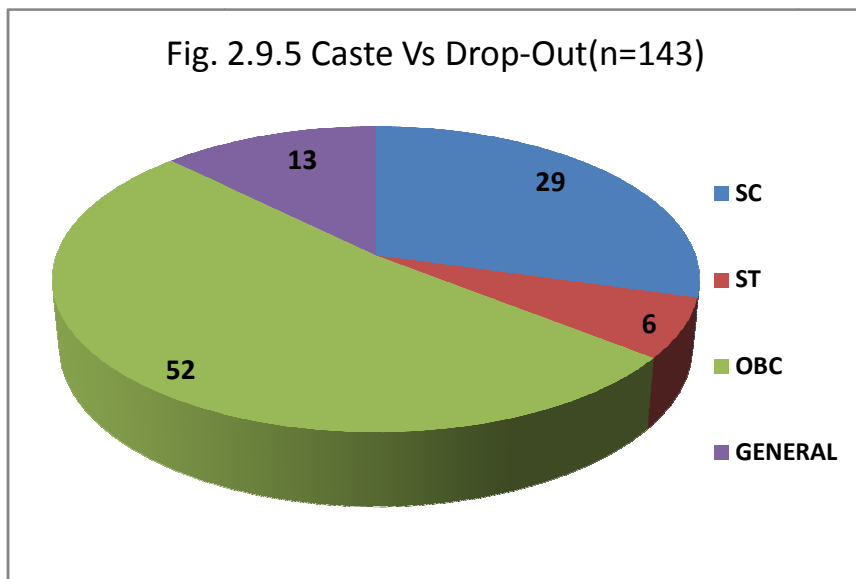


Table 2.9.4 (See Annexure) enumerates the comparison between Caste and Drop-out pattern. Social exclusion is also quite evident in this data set. Nearly 29% of the SCs have dropped out from school while 52% OBCs have dropped out from school in comparison to only 13% General Caste. The OBC segment also includes the Muslim population.

The FGDs with different stakeholders including students have elucidated the following points:

- Many stakeholders in the villages were reluctant to talk about OOS children.
- Parents are willing to send the daughters to school as they are entitled to monetary stipends but are reluctant to send the sons. They prefer to send the sons to work in order to augment the income of the family.
- Schools are not receptive to children with special needs.
- Double enrolment is quite high for accessing government entitlements provided from the government schools. But they attend private schools for better quality of teaching and learning.
- Double enrolment is high for primary schools, in particular, for classes I to IV.
- Many poor parents often send their children to work in the brick kilns and other cities and towns.
- There are many schools where the enrolment register indicated 135 students but the daily attendance shows only 30-40 children.
- Muslims, ST families are more indifferent towards education.

3. South 24 Parganas District

3.1 District profile



South 24 Parganas is a district of West Bengal State, headquartered in Alipore. It is the largest district of West Bengal State by area and second largest by population. On one side it has the urban fringe of Kolkata and on the other, the remote riverine villages in the Sundarbans. It is the sixth most populous district in India (out of 640). Agriculture,

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Industry and Pisciculture are all at their peak in the district. In west side of this district situated Falta Special Economic Zone (SEZ). Various types of industry are situated in this SEZ.

According to the 2011 census South 24 Parganas district had a population of 8,153,176, roughly equal to the nation of Honduras or the US state of Virginia. This gave it a ranking of 6th among the districts in India (out of a total of 640). The district had a population density of 819 inhabitants per square kilometre (2,120/sq mi). Its population growth rate over the decade 2001-2011 was 18.05%. In 2011 South Twenty Four Parganas had a sex ratio of 949 females for every 1000 males, and a literacy rate of 78.57%.

3.2 Survey sample

District	Partner NGO	No. of Schools	No. of OOS Children	Irregular students
South 24 Parganas	BTS	44	52	
	NSWO	19	171	
	Towards Future	7	12	
	GT	70	235	72

Table 3.2 describes the surveyed sample in the district. The survey covered 70 school areas mainly in the Gram Panchayats of Achintanagar, Banashyamnagar, Bidyadharpur, Champahati, Gurguria Bhubaneswari, Mahipith Baikunthapur, Sridharpur, and Tona. The survey identified 235 out-of-school children. Out of these children, 17% have not been admitted to school while 83% have dropped out from school.

3.3 Coverage of respondents

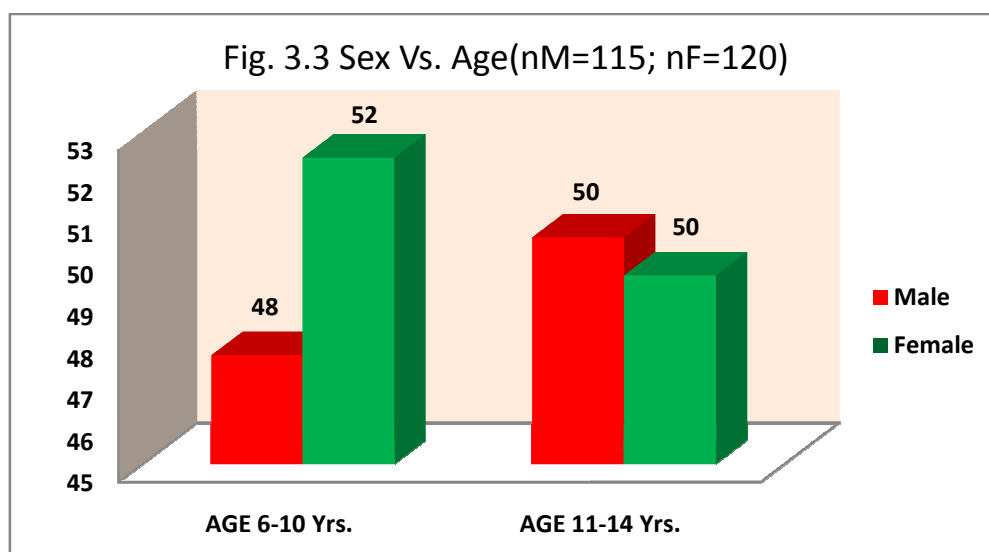


Table 3.3 (See Annexure) describes the coverage of respondents (OOS children) in the South 24 Parganas district. The sex-wise distribution in the age group of 6-10 years was 48% males and 52% females. However, the sex-wise distribution in the age group of 11-14 years was equal at 50% each.

3.4 Occupation pattern

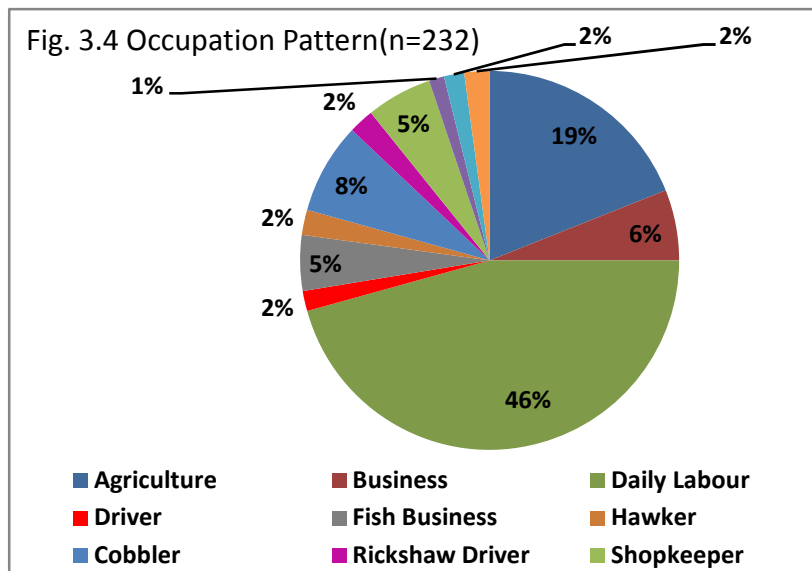


Table 3.4 (See Annexure) enumerates the occupation pattern of the parents of the surveyed OOS children in the district. The data reveals that 46% of the family bread earners are engaged in daily labour which is an uncertain, low-paying and exploitative occupation. A large number of parents of the surveyed children are engaged in honey collection, a typical agro-forestry based occupation in the Sunderban region. This occupation is quite hazardous in nature.

3.5 Frequency of absenteeism

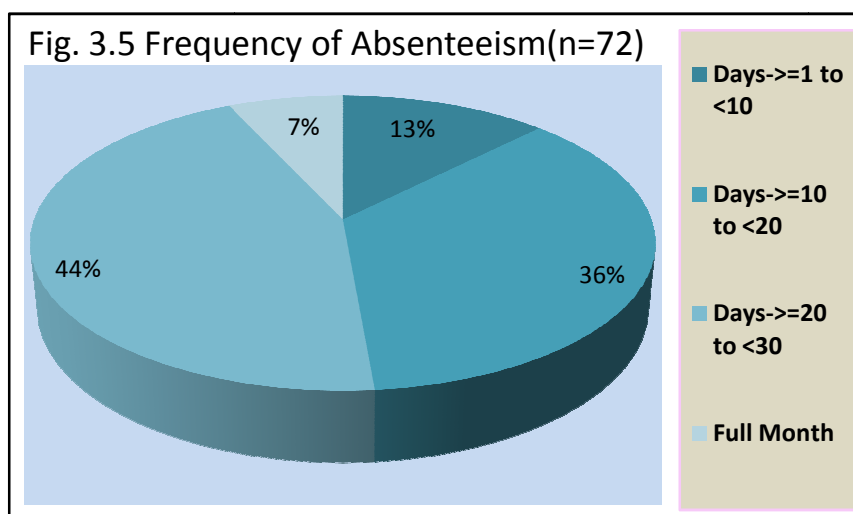


Table 3.5 (See Annexure) enumerates the frequency of absenteeism among the children who have been absent from school in the last one month from the date of survey. The rate

of absenteeism is not as high as in Malda, but nearly 7% of the students have remained absent for a full month. However, alarmingly 44% of the children have been absent for over 20 days but less than 30 days.

3.6 Causes of not going to school

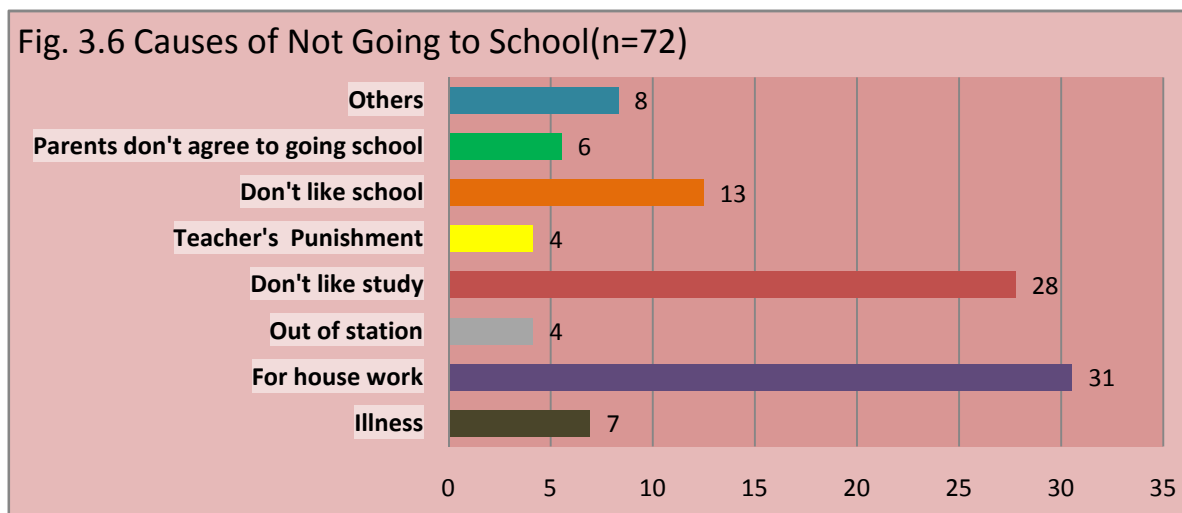
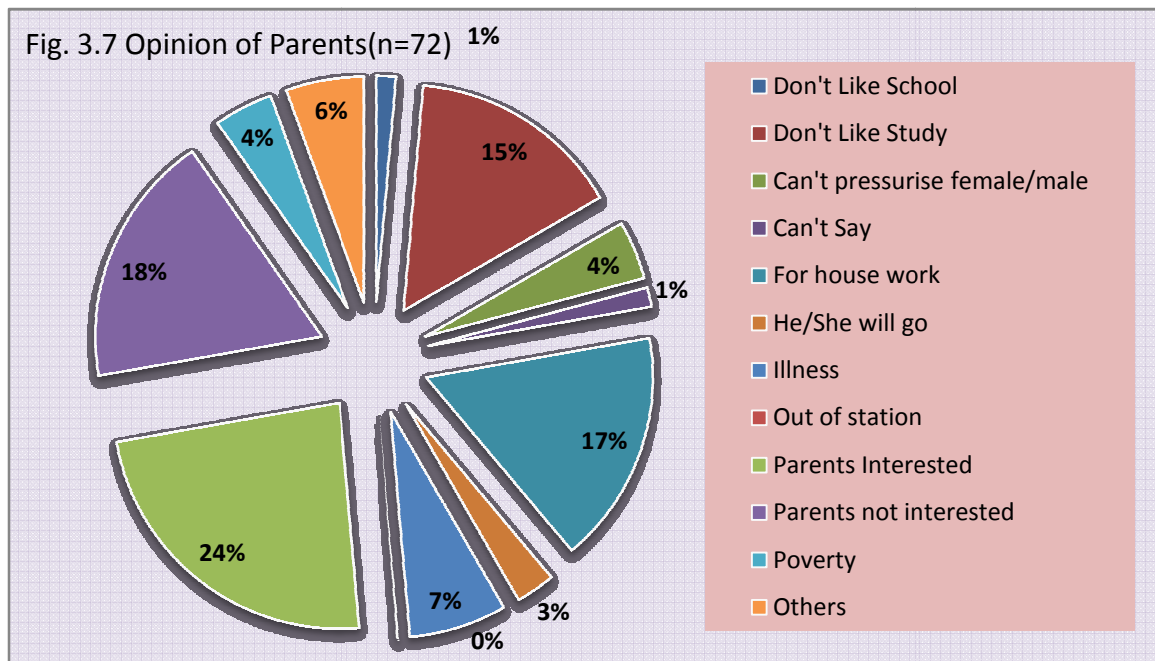


Table 3.6 (See Annexure) lists the main causes for not going to school. The trend of household work as the main reason for not going to school is disturbingly high at 31% which needs to be probed further. It is common knowledge that household work often includes productive engagement of child labour in cottage industries or other forms of productive labour. About 28% of the students felt that they don't like to study which is an alibi for them for not going to school. Nearly 13% of the students don't like the school environment and inter alia aspects. The figure indicates a very serious reason to be worried about the working of government schools.

3.7 Opinion of parents for sending children to school

Table 3.7 (See Annexure) describes the parental response for sending their children to school. Parents have been found to be almost divided on this query. About 24% of them opined that they are interested in enrolling their children to school while another 18% were not interested. Almost 17% of them opined that children can't go to school due to housework which is an oblique reference to children being engaged in productive or exploitative labour. Nearly 15% of the parents felt that the children do not like to study and hence cannot be motivated to go to school.



3.8 Opinion of children for going to school

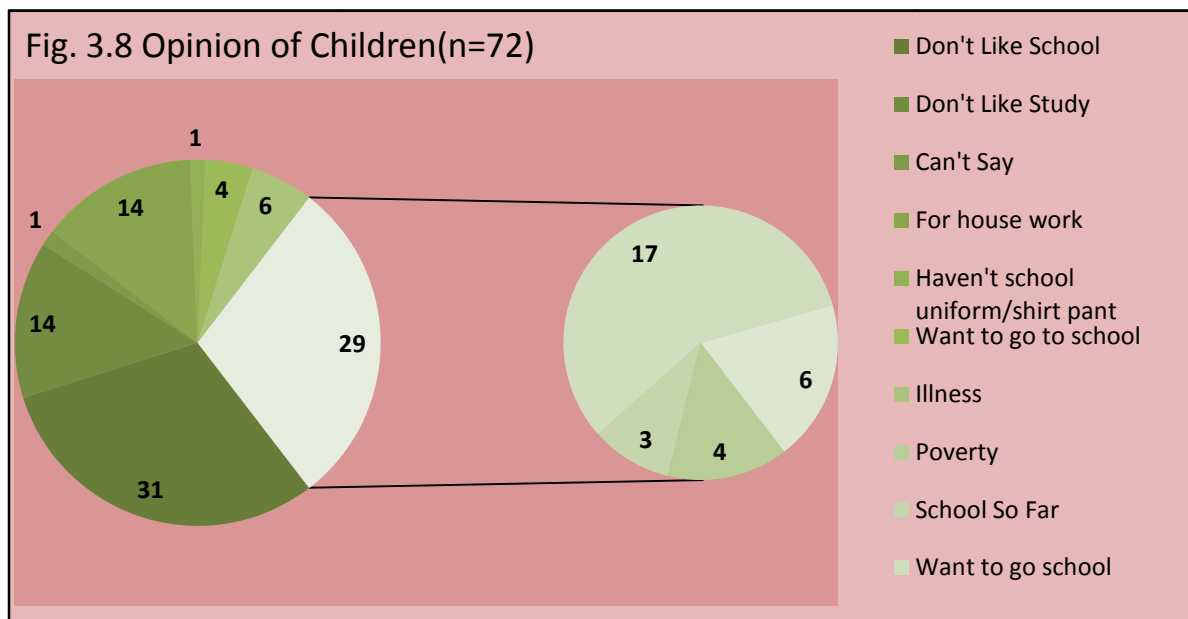


Table 3.8 (See Annexure) describes the opinion of the children towards going to school. Quite disturbingly 31% of them opined that they do not like the schools. It re-emphasises the dismal scenario of the government schools where large number of students feel isolated and disenchanted to go to school.

Almost 14% of the children do not like to study which implies that lack of awareness on the efficacy of education. Also 17% of the children want to go to school which is an encouraging trend and parents must be sensitised to make going to school a reality for these children.

3.9 Cross Tables:

3.9.1 Sex Vs. Not Admitted in School

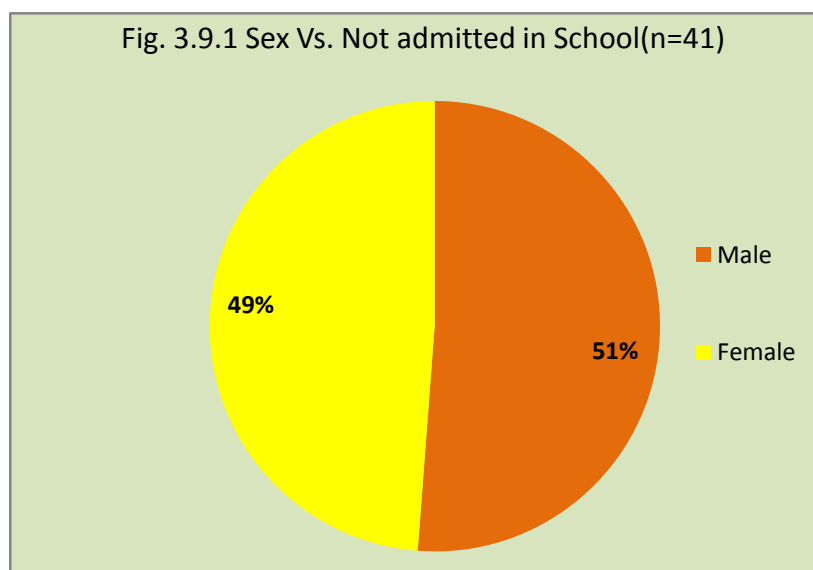


Table 3.9.1 (See Annexure) shows that relationship between sex and not being admitted to school. Interestingly, the data shows more boys (51%) have not been admitted than girls (49%). It is quite possible that boys are sucked into employability and income generation quite early than the girls which is corroborated by data. The gender gap is not much in this district.

3.9.2 Sex vs. Drop-out students

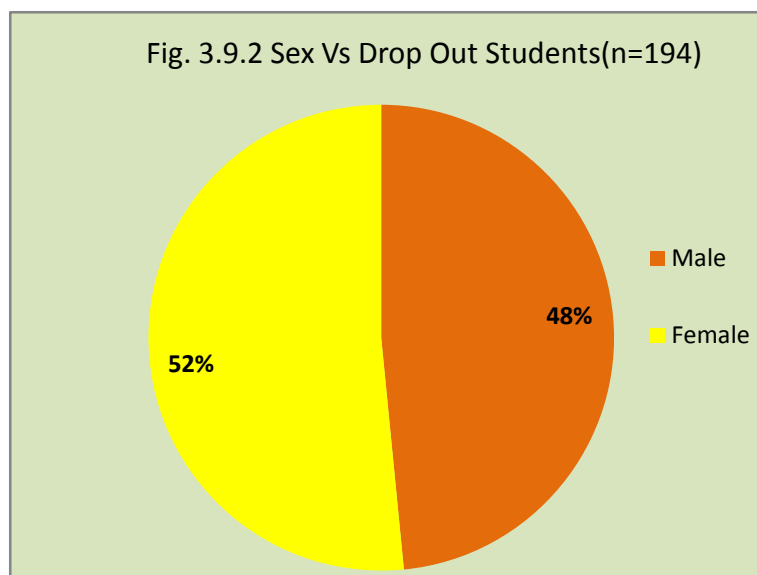


Table 3.9.2 (See Annexure) shows that relationship between sex and dropping out from school. In this comparison, the data shows more girls (52%) have dropped out from school than boys (48%). This reverses the general trend in other districts. The data underlines the push the boys suffer to get engaged in income generation activities. In this district, it is

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evident that various government schemes for the education of the girls have failed to arrest the drop-out rate among the girls. The data also reveals socio-economic exclusion that is omnipresent in the Sunderban region.

3.9.3 Sex vs. Caste

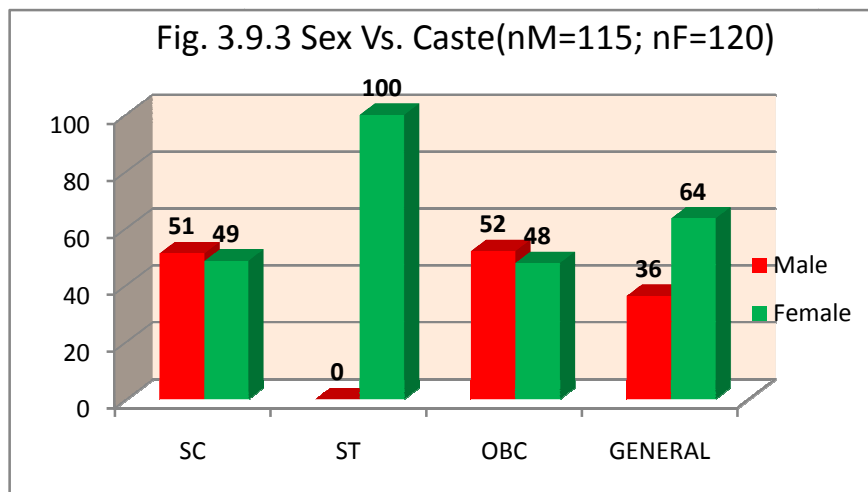


Table 3.9.3 (See Annexure) shows the sex and caste based distribution of the surveyed sample. The reveals a high proportion of SC and OBC children in the selected areas. Among the SCs, 49% were females and within the OBCs, 48% were females.

3.9.4 Caste Vs. Not Admitted in School

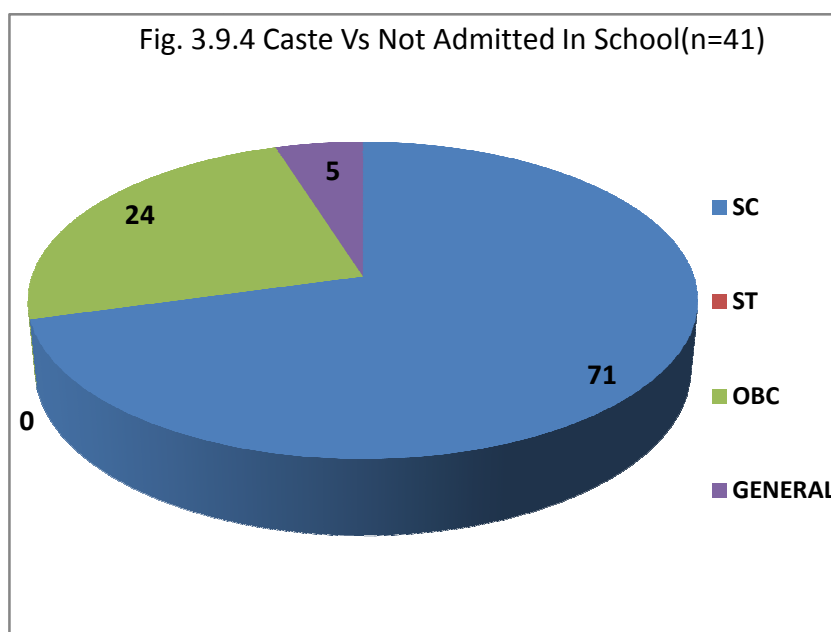


Table 3.9.4 (See Annexure) enumerates the comparison between Caste and Not Admitted in School. Social exclusion in education is evident very prominently in the in data. 71% of the SCs have never been admitted in school while 24% OBCs have suffered the same fate. In comparison, only 5% of the General Caste has not been admitted in schools.

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3.9.5 Caste Vs. Drop-out

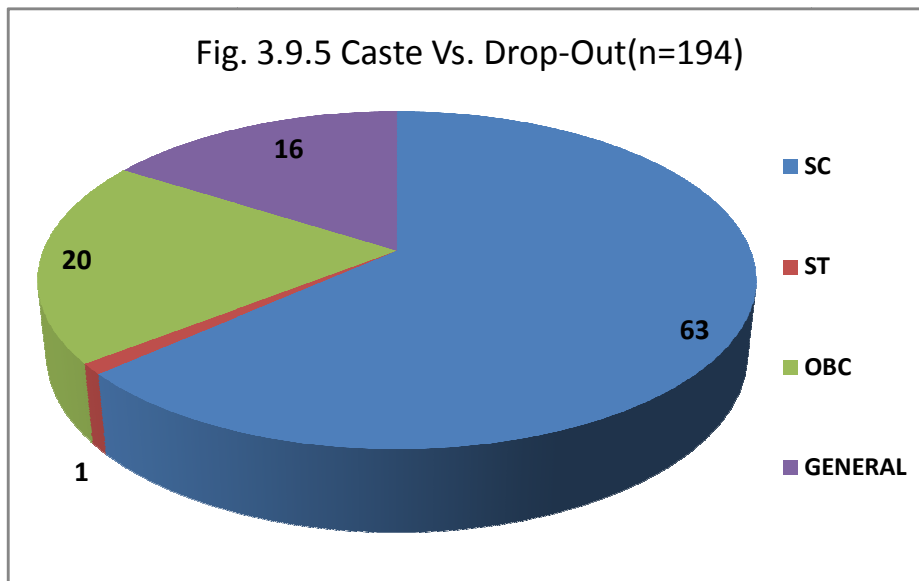


Table 3.9.4 (*See Annexure*) enumerates the comparison between Caste and Drop-out pattern. Social exclusion is also quite evident in this data set. Nearly 63% of the SCs have dropped out from school while 20% OBCs have dropped out from school in comparison to only 16% General Caste.

The FGDs with different stakeholders including students have elucidated the following points:

- Parents were reluctant to sign on survey papers and school papers.
- There are many working children in the brick kilns; both local and migratory.
- Children also work in the vegetable markets.
- Children also work in firework factories which is extremely hazardous.
- Many migrate to another place for a day's work and return in the evening.
- Students encounter religious discrimination in the schools.
- Parents of OOS children prioritise income over education of children as they feel education is expensive and therefore unaffordable.
- Parents also complained about the poor quality of education and underscored the inevitable necessity of private tuitions which is unaffordable at times.
- The SI office and Schools refused to show the Child Register to the partner NGO staffs deployed for the survey.
- Para teachers are responsible for identifying the OOS children but they shirk from the task.
- Many children have migrated to Delhi, Mumbai and Bengaluru for work either on their own or with parents.
- There have been many instances of child marriages.
- Some cases of corporal punishment were identified.
- Many children still remain without Birth Certificates.
- Schools ask for donation from time to time and consequently parents are forced to withdraw the children from the schools.
- Children living with single parent or grandparents are more reluctant to go to school.
- Schools provide no facilities for children with disabilities and hence violate the norm of inclusive education.
- Children of classes III and IV cannot write their own name properly.
- Double enrolment is a serious issue

4. All Three Districts

4.1 (i) Survey Sample

District	NGO Partner	No. of Schools	No. of OOS Children
Kolkata	DAS	70	112
Malda	MSS	45	186
	Sreejak	55	27
South 24 Parganas	BTS	44	52
	NSWO	19	171
	Towards Future	7	12
Field testing		10	
	GT	250	560

(ii) Coverage of respondents

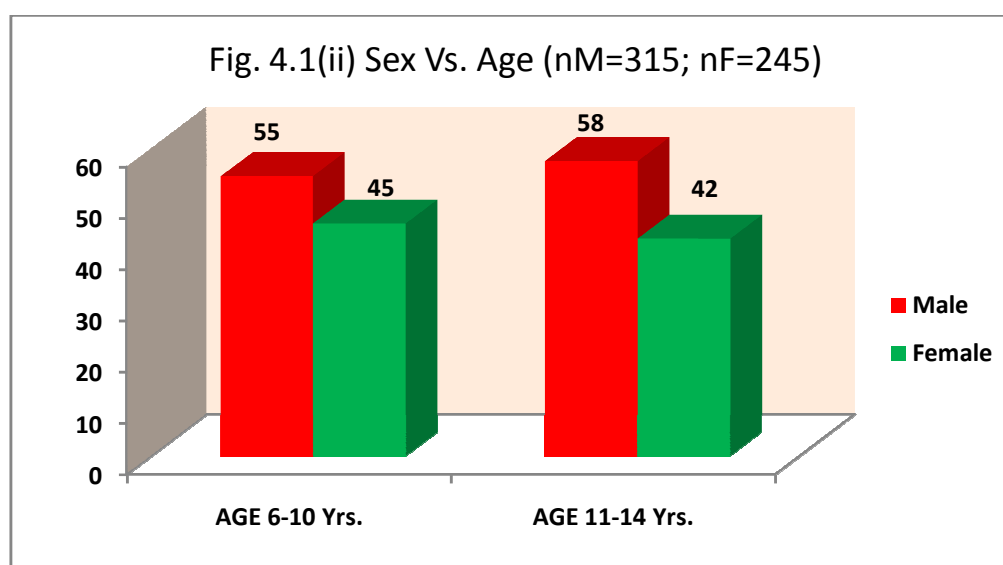


Table 4.1 (ii) (See Annexure) describes the coverage of respondents (OOS children) in all three surveyed districts. The sex-wide distribution in the age group of 6-10 years was 55% males and 45% females. Similarly, the sex-wise distribution in the age group of 11-14 years was 58% males and 42% females. Thus it may be inferred that more males have been out-of-school than females in all the districts.

4.2 Out-of-School Children

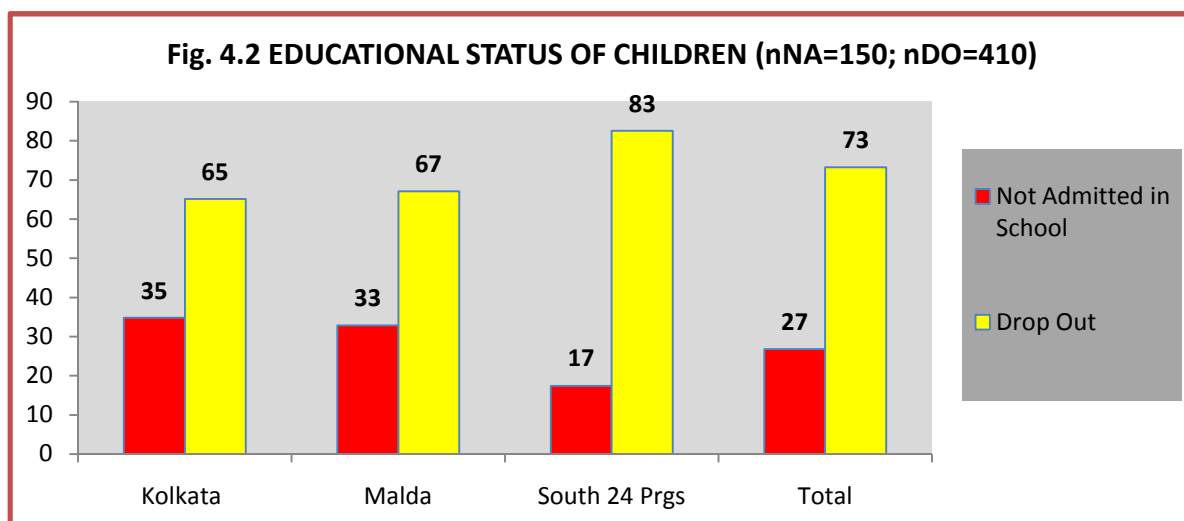


Table 4.2 (*See Annexure*) describes the pattern of OOS children in the surveyed districts. The pattern is very frightening and must be the reason for grave concern for all the stakeholders. The ratio of not admitted to school is the highest at 35% for Kolkata district. As discussed earlier, general apathy to educations, lack of attractive school environ, lure of easy and accessible income could be some of the major reasons behind children not going to school in the school population of the selected KMC wards surveyed.

Also it is very worrisome to note that the drop out ratio is the highest at 83% in the South 24 Parganas district. The parental response on the reasons for dropping-out from school was quite divergent as elucidated during the FGDs. While poverty is the main reason behind dropping out, there are other reasons too. The survey indicates that the other reasons are inter-related and it is a combination of several influencing factors. Lack of interest in studies is often a culmination of poor quality and disinteresting teaching at school, failure of exams, lack of home support due to low parental literacy (FGLs) and distance of schools. A combination of these factors result in dropping out and the parents are almost equally divided in their responses. The economic reason aside, child labour has emerged strongly in the response to this query and it is inevitably linked with the economic issue.

The overall rate of not admitted to school children stood at 27% while the drop-out rate was an alarming 73% across the surveyed districts.

In terms of occupation, over 50% of the fathers of the OOS children worked as daily labour which is an uncertain, hazardous, and exploitative form of occupation.

The survey focused on two types of Out-of-School children:

- i) Not admitted to school
- ii) Dropped-out children
- iii) Absent from school

4.3 Not admitted in school

4.3.1 Why not admitted in school

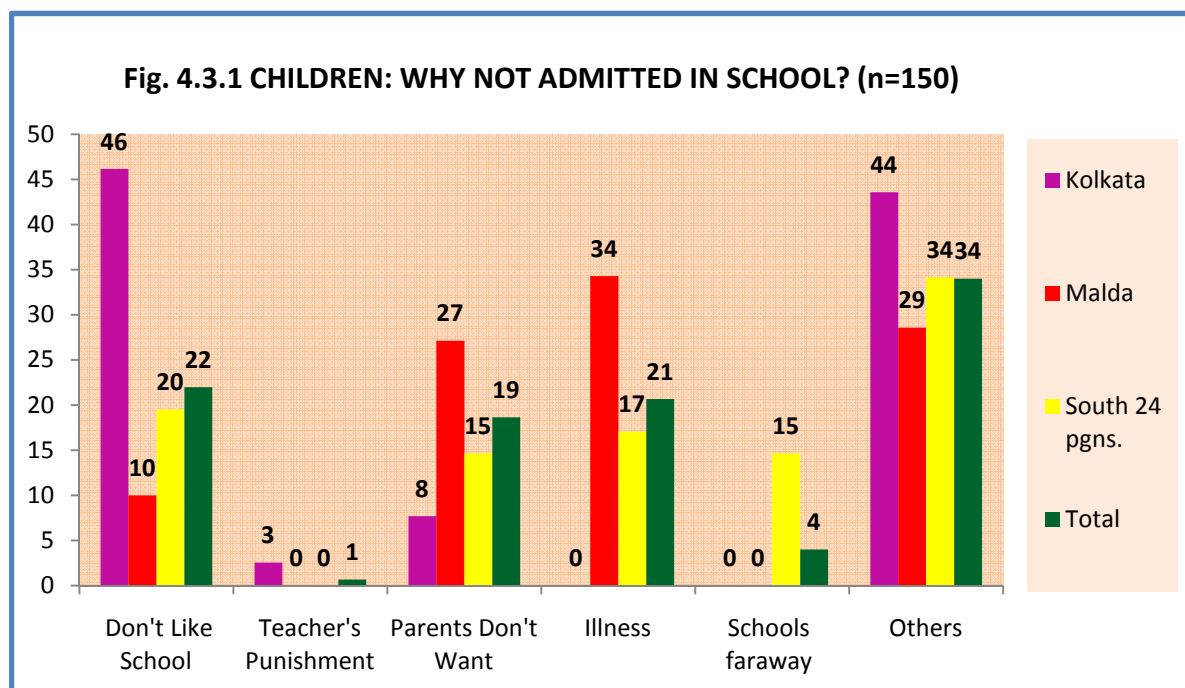
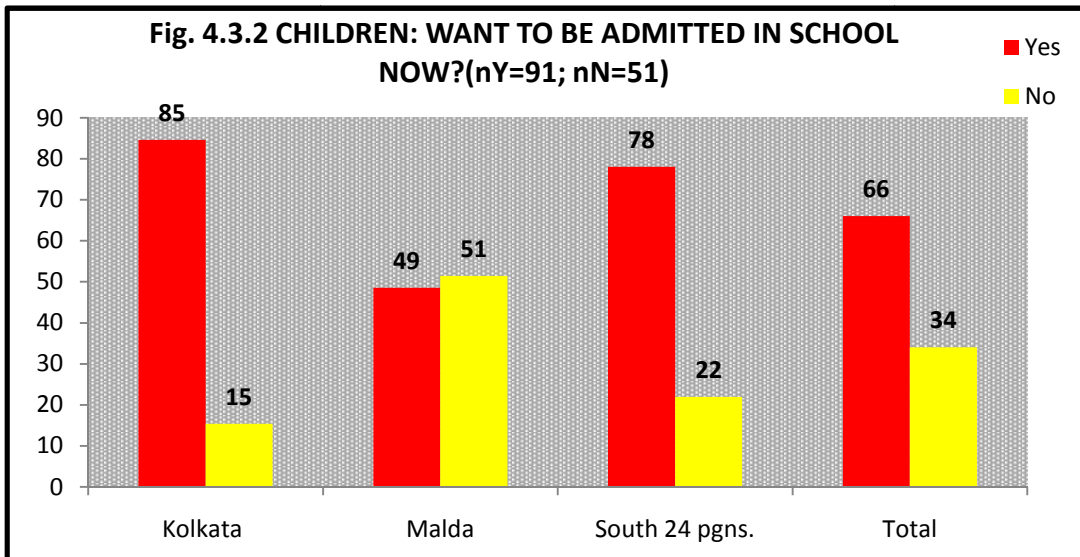


Table 4.3.1 (See Annexure) enumerates the responses from the children as to why they have not been admitted to school. The overall rate for disliking school stood at 22% which flags up the issue that something is intrinsically wrong in the government schooling system. The highest score on this field of query is again at Kolkata where 46% of the students have felt that there is nothing in the school that is attractive to them. Illness is another major factor for not being admitted to schools. The proportion on this count is highest in Malda at 34% and the overall ratio is 21% across the districts.

4.3.2 Children's aspiration for admission in school

Table 4.3.2 (See Annexure) counts the responses from Not Admitted Children whether they would like to join school now. A large percentage of OOS children wanted to get back to school across all the districts. This is an encouraging trend which again reiterates the fact that the problem is not on the demand side. Also another interesting finding is that the district which recorded the highest drop-out i.e. South 24 Parganas also recorded a high rate (78%) of aspiration among children to get enrolled in school. Similarly, this trend is evident for Kolkata district as well.



4.3.3 Reasons for not admitting in school

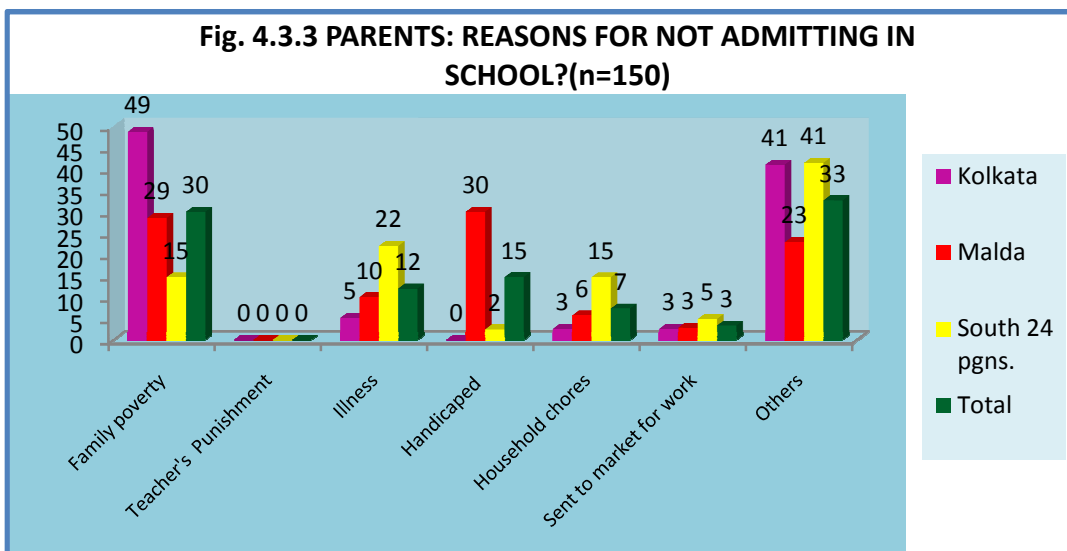


Table 4.3.3 (See Annexure) describes the responses from the parents about the reasons for admitting their children to school. Poverty seemed to be the chief reason as opined by the parents. Interestingly the proportion is highest for Kolkata at 49% despite being the hub of highest income opportunities in the state and where people migrate from remotest areas in search of greener pastures. There was no response on corporal punishment from the parents.

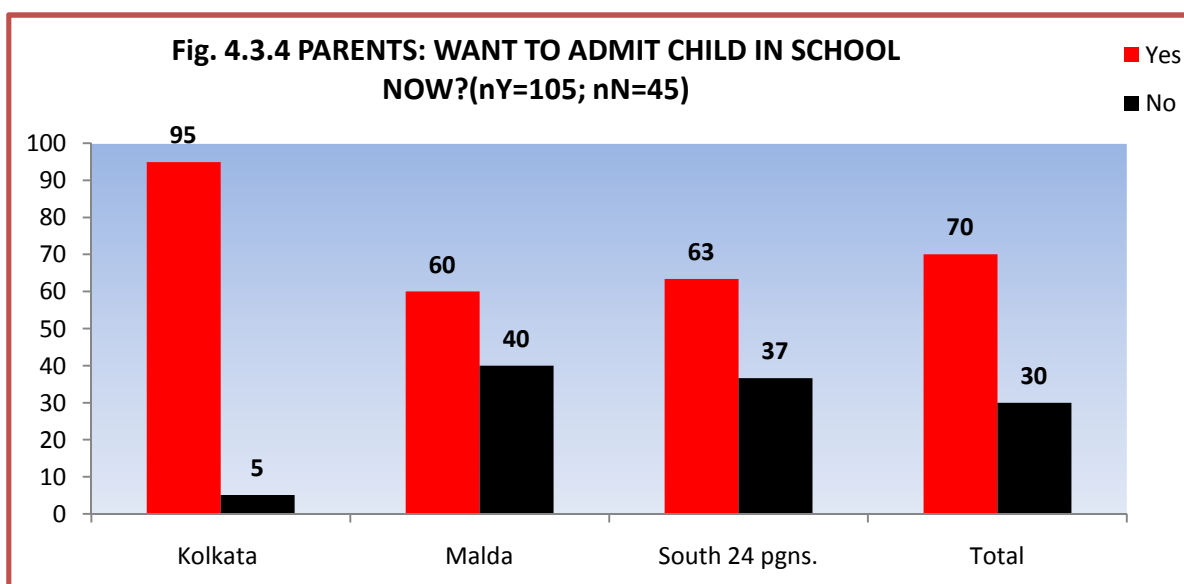
4.3.4 Parental aspiration for admission in school

Table 4.3.4 (See Annexure) enumerates the parental aspiration for admitting children in schools. Across the districts a high percentage of parents want to admit their wards into schools. However, this aspiration does not often translate into reality.

Parents, in general, were found to be highly desirous of acquiring education for their children. None of the respondents was against making primary education compulsory. Only a small section of the respondents send their children to school with the hope of

future employment while the majority felt that acquiring primary education has its own importance in day-to-day (keeping accounts while drawing wages and purchasing or selling goods, writing letters, making one self-confident, assisting younger children with their studies, etc) activities. One of the main reasons for wanting girls to acquire education, in general, (was to improve her status for marriage proposals), and all feel that it is impossible to live in this world without acquiring education.

Teachers of all the primary schools and SSKs visited admit that parents' aspirations regarding their children acquiring primary education has become very high. This aspiration has been also translated into enrolment of children in primary schools and SSKs.



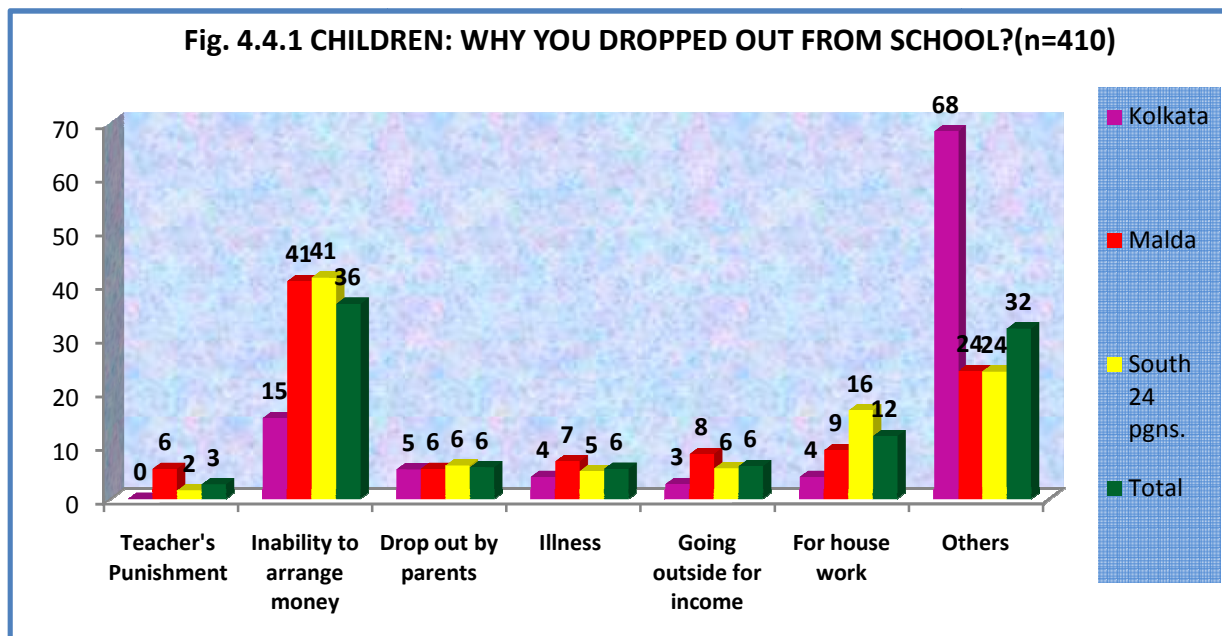
4.4 Dropped-out children

4.4.1 Why dropped-out from school

Table 4.4.1 (*See Annexure*) tries to capture the reasons for dropping out from school from this section of the children. Poverty seemed to be the overarching issue where nearly 36% of the children opined that their parents failed to meet up with the cost of education. Unwillingness among parents, illness, migration for work, and household chores were among the other major reasons for dropping out from school.

While financial handicap of the family is the main reason behind dropping-out, in some cases it is precipitated by poor quality of teaching, excessive physical punishment and children's failure in qualifying for higher classes (which is surely an outcome of poor quality of teaching). The schools were reluctant to divulge actual rate of dropout students.

In conformity with the nationwide debate and discussion on the flaws of the 93rd Amendment, with particular emphasis on the cost of schooling at primary level, the study found that “Free Primary Education” is still a distant dream. Parents are forced to bear the cost of schooling, and for a majority of them this is quite large a sum in proportion to their level of income.



4.4.2 Class of dropping-out

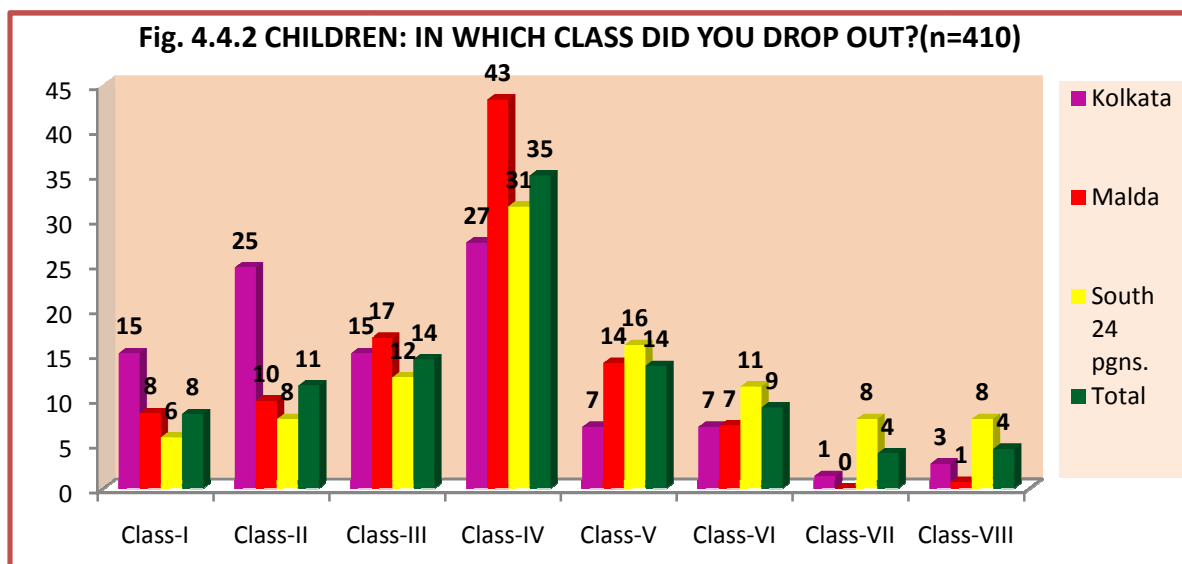


Table 4.4.2 (See Annexure) computes the responses on the class of dropping-out from school from this category of children. The data corroborates with the state and national figures that the highest drop-out ratio occurs in the transition from primary to upper-primary or middle school level. It is also evident in this sample that the most children

dropped out in classes IV and V across the board. In other words, across the districts surveyed, 35% of the children dropped out in class IV while 14% dropped out in class V.

4.4.3 Children’s aspiration to re-enrol in schools

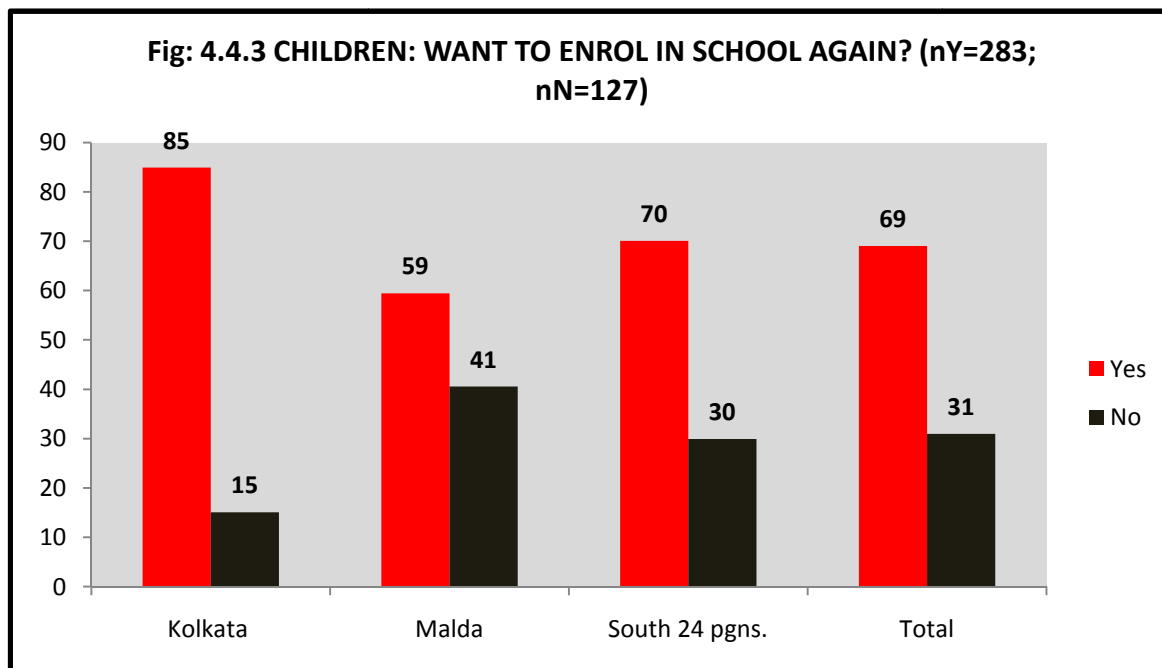


Table 4.3.3 (See Annexure) calculates the responses from dropped out children on their aspiration to enrol themselves in school. The data reveals that there is willingness to rejoin school among 69% of the children. However, the socio-economic push and pull often acts as a stumbling block in transforming this willingness into reality.

4.4.4 Reasons of dropping-out from school

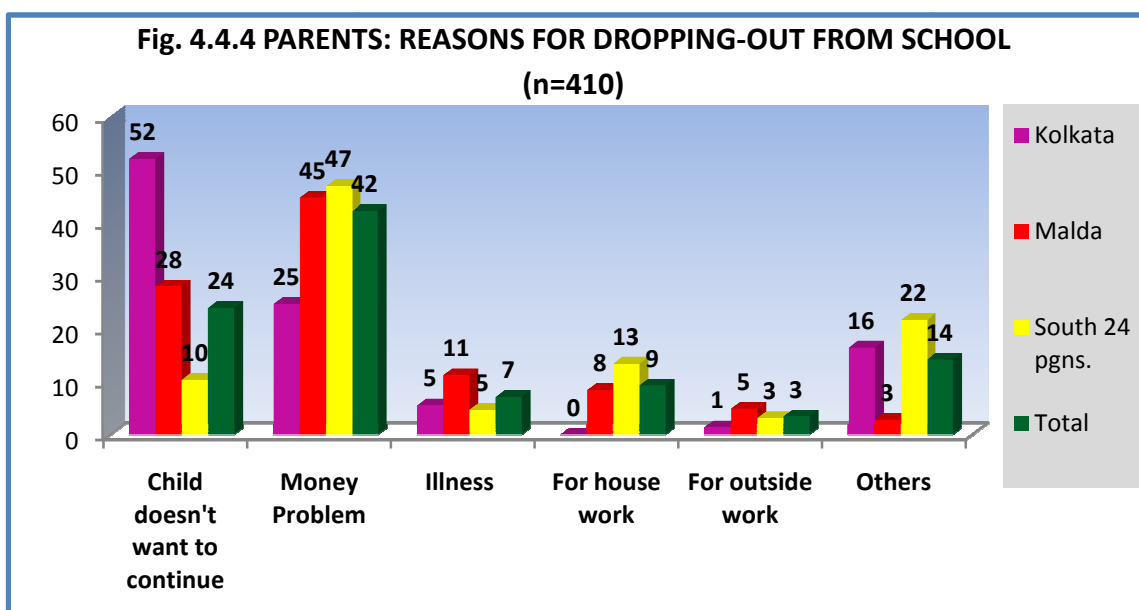
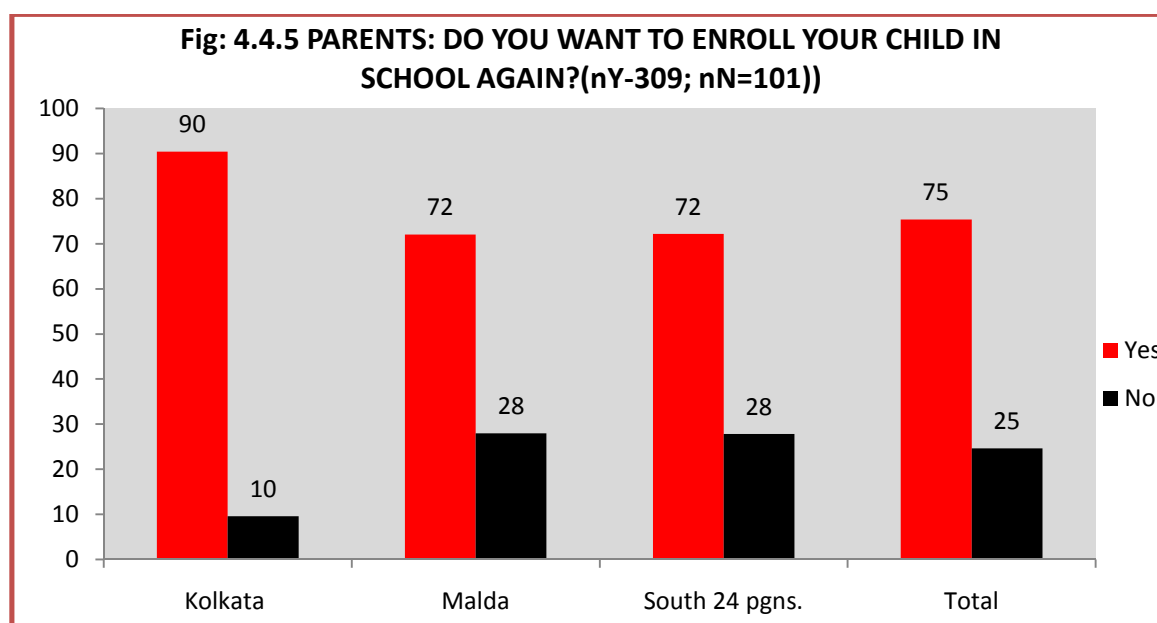


Table 4.4.4 (See Annexure) analyses the responses from parents on what pushed their children to drop-out from school. Financial constraint seemed to be the most pertinent reason for 42% parents on this field of query. However, there is certain contradiction in the data between children’s aspiration for re-enrolment and unwillingness of children to continue studies. In the previous table, 69% of the children wanted to go back to school after dropping-out whereas in this table 24% of the children across the districts did not want to continue education as per the opinion of their parents. Children’s engagement in work, both outside and inside home contributes to 12% of their dropping out according to the parents.

4.4.5 Parental desire to re-enrol children in school

Table 4.4.5 (See Annexure) analyses the aspiration of the parents to re-enrol their children in school who had dropped-out. The response is very high in Kolkata at 90% and overall rate is 75% in this field of query.

Most of the responses were extremely interesting and goes on to reflect the acquired awareness and sensitivity of the parents towards education of children that has been a redeeming feature of this education survey. An overwhelming proportion of the mothers opined that they send their children to school to educate them and they must acquire elementary education at least. Many parents said that education would give their children future security more in social terms than financial; many mothers opined that they send their children to schools to prevent them from becoming child labour (a resonance of the Child Rights); a large proportion of parents mothers thought that education would enhance the quality of life and help to eke livelihoods. Most interestingly, illiterate parents thought they are sending children to school so that they do not share the fate of parents.



4.5 Absenteeism

4.5.1 Frequency of absenteeism

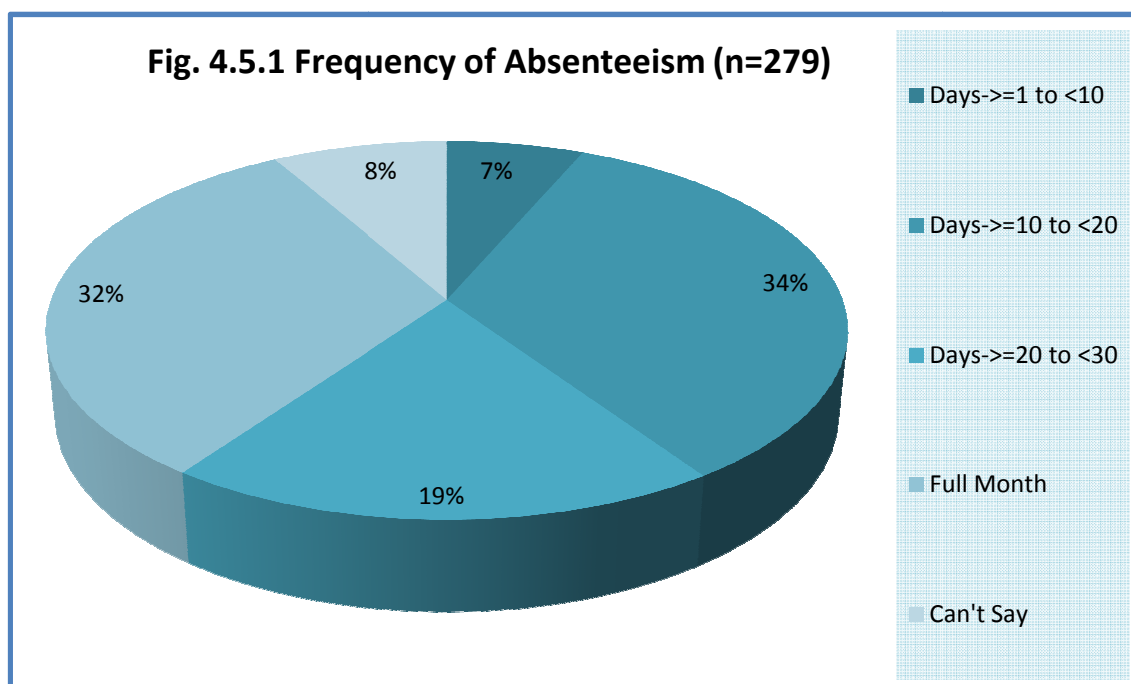
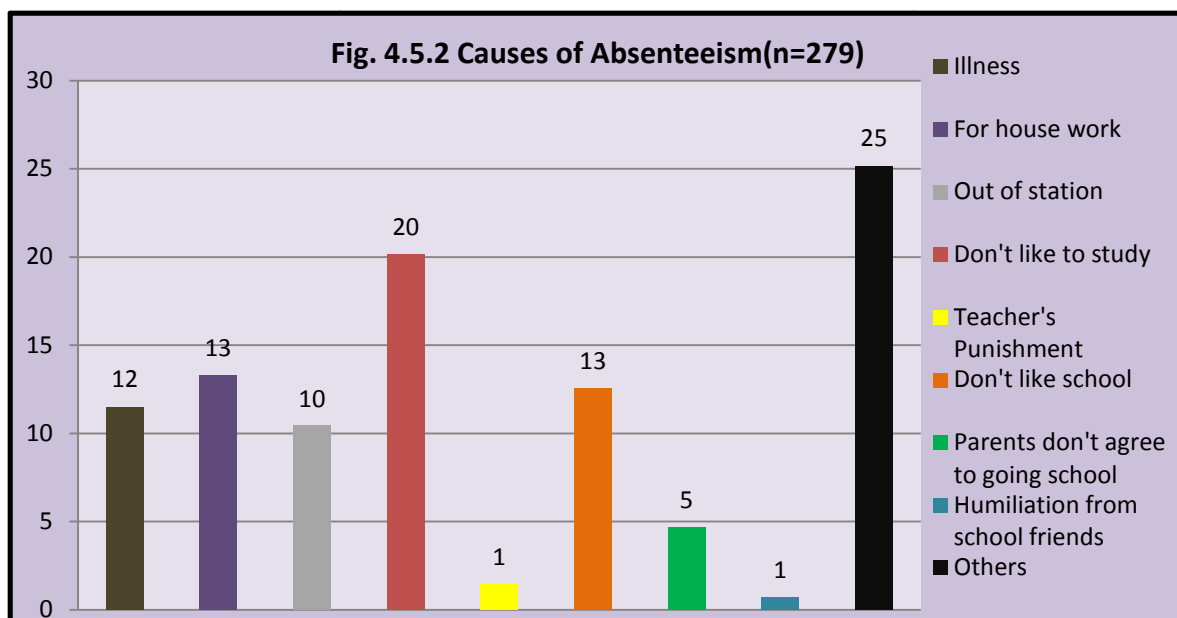


Table 4.5.1 (*See Annexure*) computes the frequency of absenteeism among those children who have remained absent in the last one month in the surveyed districts. Across the districts, 32% of the students have remained absent for nearly a month while 34% have been absent for 10-20 days in a month. It is widely accepted that absenteeism is the precursor of dropping out from school. It is difficult for FGLs to cope with the academic flow of the school as they do not enjoy a patronising learning environment at home. Hence, they begin to be absent which further lags them behind. They eventually drop-out unable to catch-up with the formal curriculum at schools.

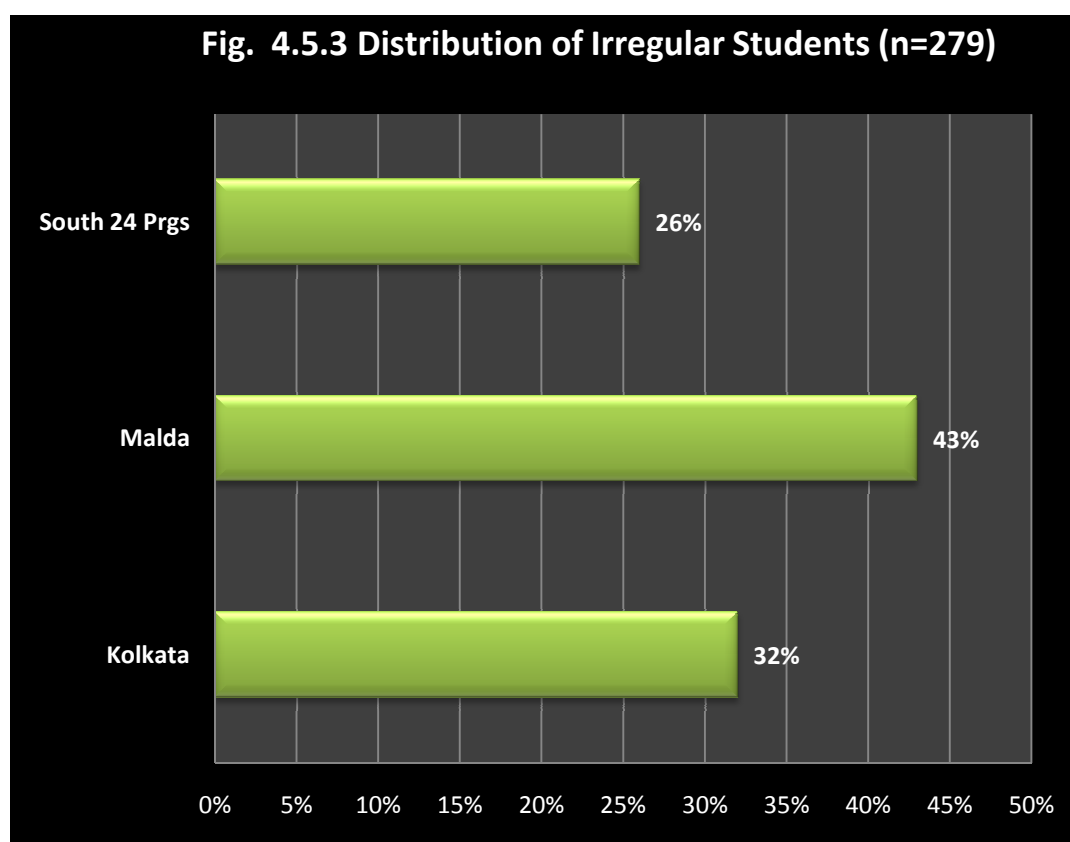
4.5.2 Causes of absenteeism

Table 4.5.2 (*See Annexure*) counts the responses of the participants of the survey on the causes of being absent from school. The major inferences are that 20% respondents opined that children do not like to study while 13% felt that children do not like the schools; 10% opined that they remain absent as they are often forced to leave their place of residence owing to work. Only 1% felt that corporal punishment and humiliation faced by peers respectively deter children to remain absent.



4.5.3 Distribution of irregular students

Table 4.5.3 (*See Annexure*) computes the total number of irregular students across the districts. The data reveals that Malda has the highest proportion of irregular children at 43% followed by Kolkata at 32% and South 24 Parganas at 26%.



4.6 Child labour

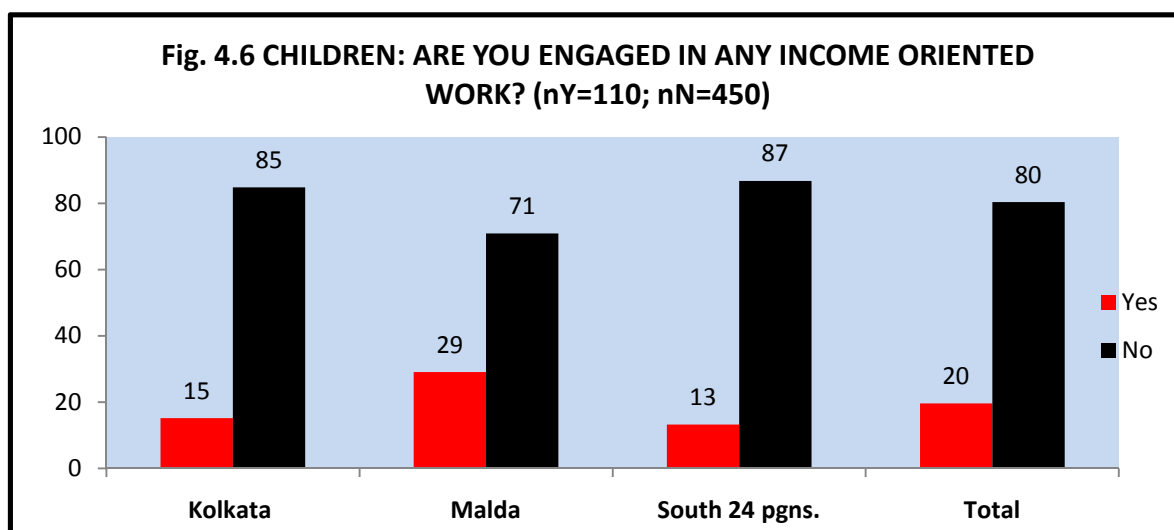
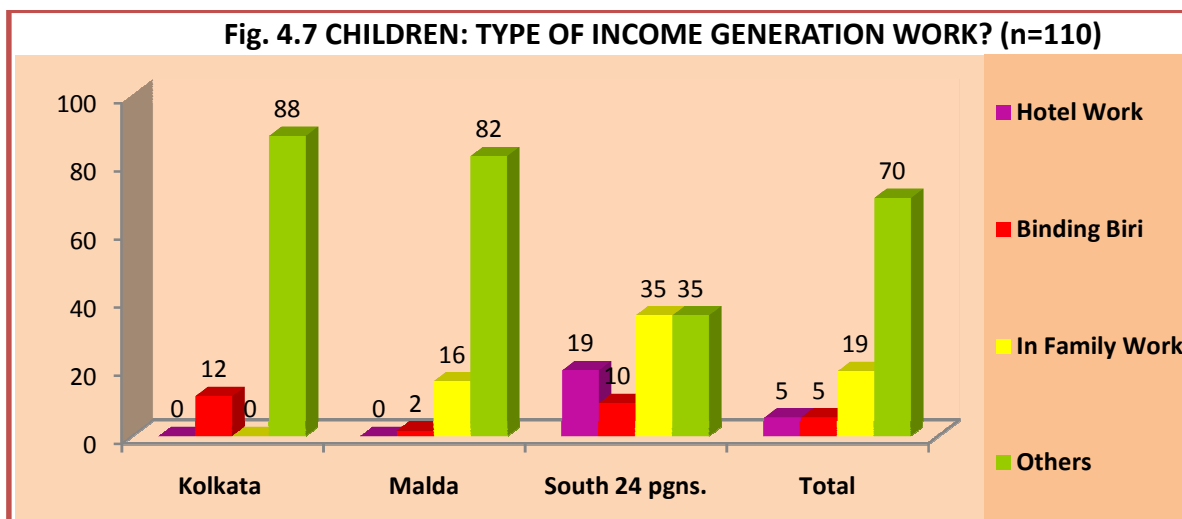


Table 4.6 (See Annexure) counts the responses from the children on whether are engaged in any income oriented work. The data reveals that 20% of the OOS children are engaged in this form of work across the board. However, the proportion is comparatively higher in Malda district where 29% of the children are engaged in income generation activities.

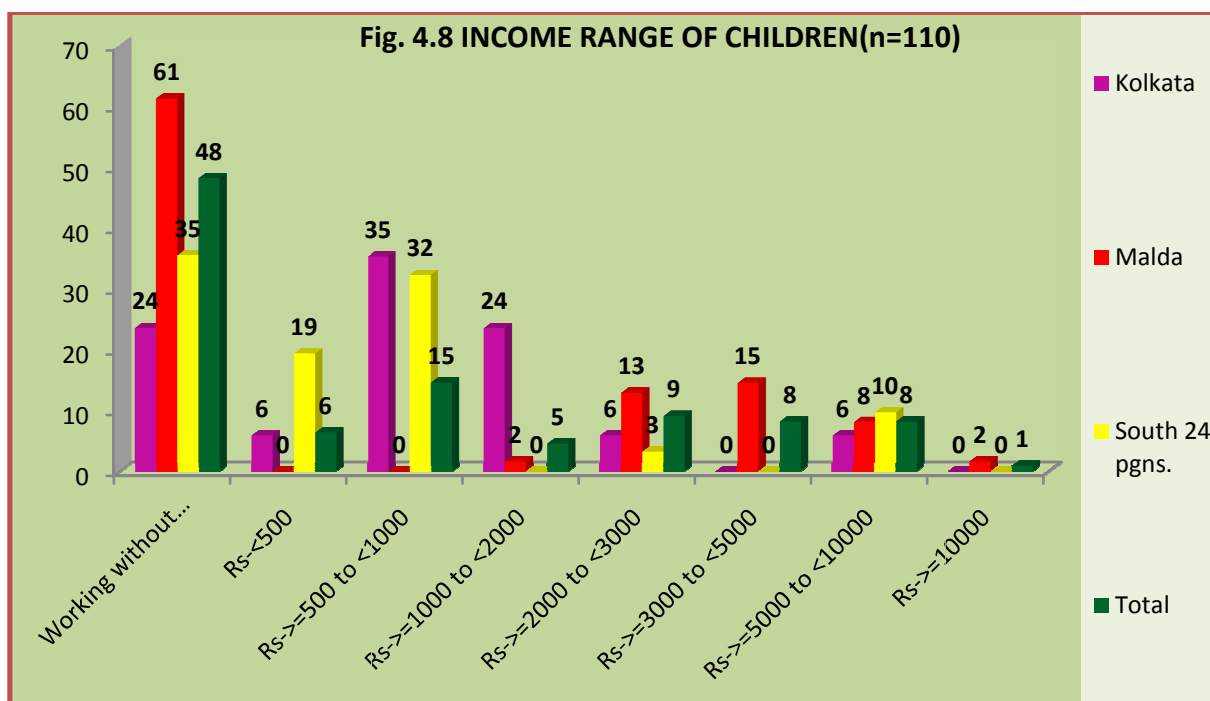
4.7 Type of work

Table 4.7 (See Annexure) computes the responses on the type of work in which the working children are engaged in. The children interviewed opined that 19% are engaged in family work or occupations. This may be due to the fact that many poor families are engaged in jobs where payment is linked to piece rate. In that case often more hands are required to augment the income and involvement of children becomes an inevitable necessity. As evident earlier, engagement of children in earning activity is more in Malda district. Alarmingly, it has been found that children are also engaged in hazardous work like *biri* binding. Also children have been found working in many different jobs listed under “others”.



4.8 Income range

Table 4.8 (*See Annexure*) describes the income pattern of the children who are engaged in income oriented activities. The most worrying factor is that 48% of the children are working without income which underscores the exploitative nature of child labour. Nearly 15% of the children earn in the range of Rs. 500-1000/-. Interestingly in Kolkata about 24% of the children earn an income of Rs. 1000-2000/-. A remarkable finding is that 6% of the children in Kolkata have an income of Rs. 5000-10000/-. This pattern emphasises the wide range of income opportunities that are available in a metropolis in comparison to other district towns.



4.9 Level of satisfaction

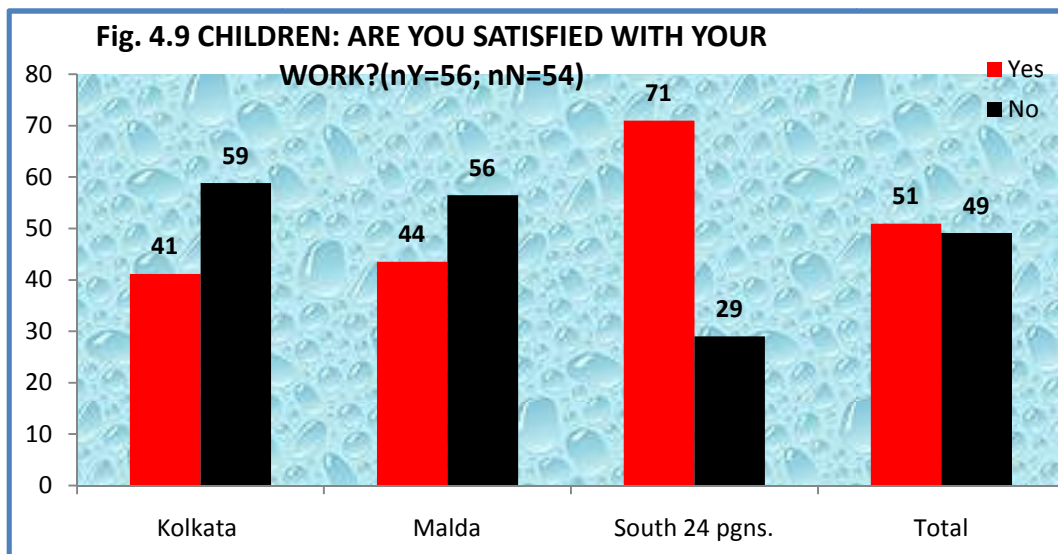


Table 4.9 (See Annexure) attempts to measure the level of satisfaction among the working children. Nearly 51% of the children expressed satisfaction with the work they are involved in. Perhaps this underscores the ignorance of the children on the level of exploitation that is imbued in the work. On the other hand it could well mean that the allure of money is drawing these children to work and helps them to enjoy many freedoms (no matter even if they have hazardous implications) which a student would not be able to enjoy.

4.10 Night shelter

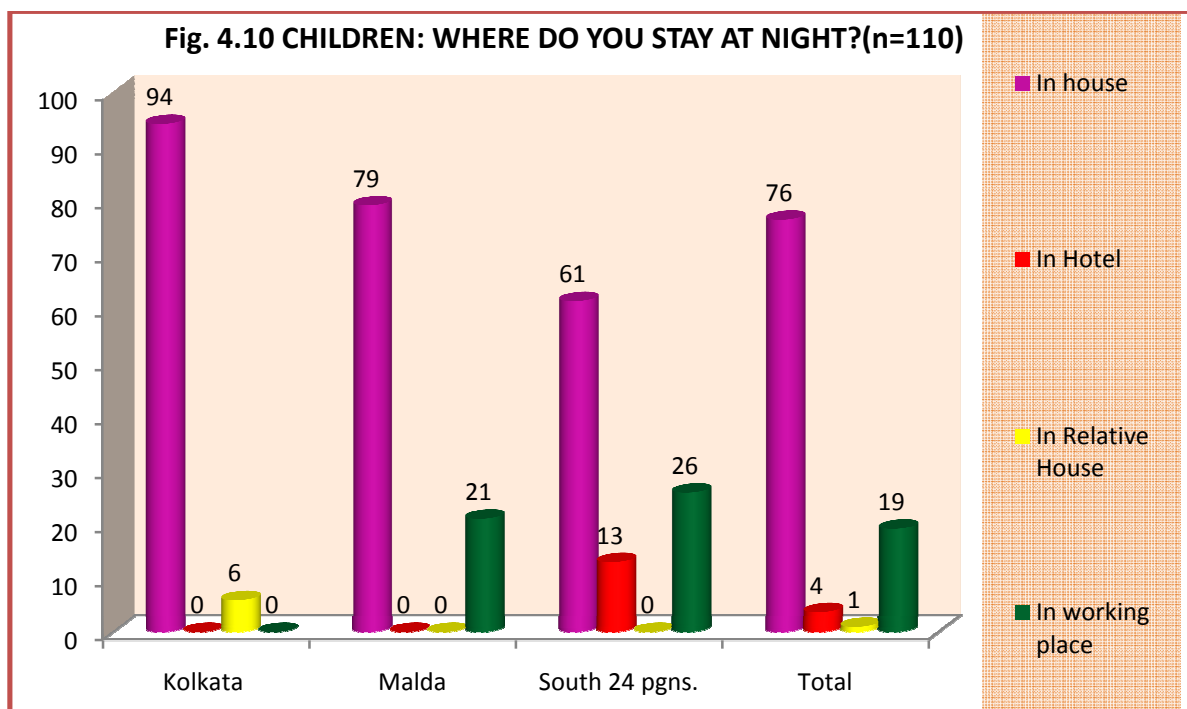


Table 4.10 (*See Annexure*) tries to elucidate on responses from working children about their night shelter in order to assess and probe the child protection issue. The survey indicated that 76% of the working children stayed at home during the night. However, the disconcerting data is that about 19% of the working children stay at their respective working place at night. This segment might be vulnerable to various forms of abuses and violence.

4.11 Cross Tables

4.11.1 Sex Vs. Not Admitted in School

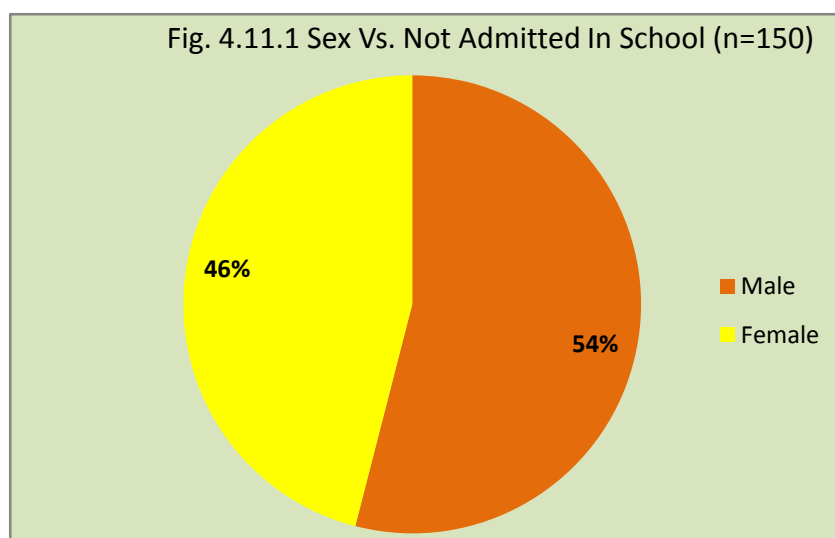
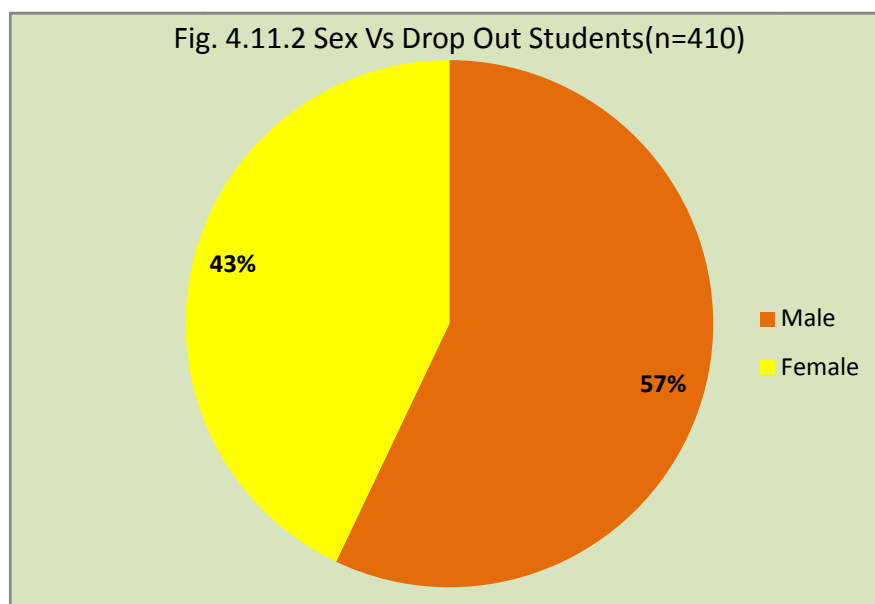


Table 4.11.1 (*See Annexure*) shows that relationship between sex and not being admitted to school. Interestingly, the data shows more boys (54%) have not been admitted than girls (46%). It is quite possible that boys are sucked into employability and income generation quite early than the girls which is corroborated by data. The gender gap is not much in this district.

4.11.2 Sex Vs. Drop-out

Table 4.11.2 (*See Annexure*) shows that relationship between sex and dropping out from school. In this comparison, the data shows more boys (57%) have dropped out from school than girls (43%). The data underlines the push the boys suffer to get engaged in income generation activities. In this district, it is evident that various government schemes for the education of the girls have been somewhat successful in arresting the drop-out rate among the girls. The data also reveals socio-economic exclusion that is omnipresent across the districts.



4.11.3 Sex vs. Caste

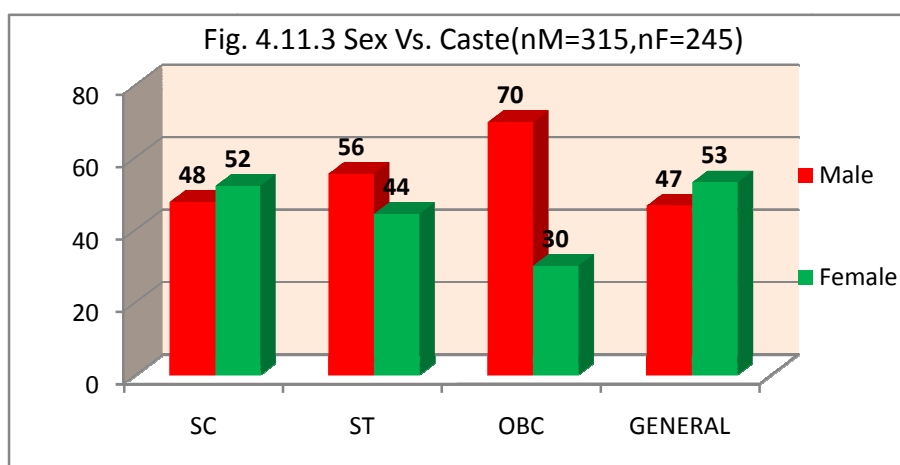
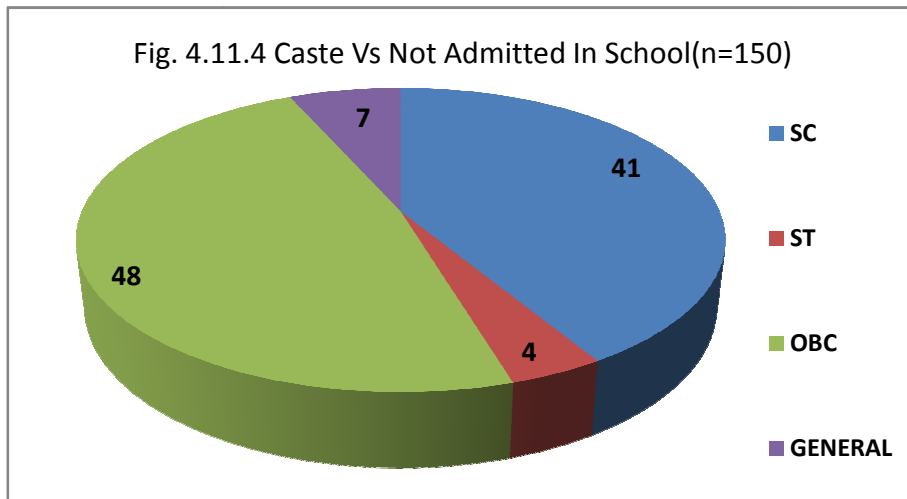


Table 4.11.3 (See Annexure) shows the sex and caste based distribution of the surveyed sample. The reveals a high proportion of SC and OBC children in the selected areas. Among the SCs, 52% were females and within the OBCs, 30% were females and 70% were males.

4.11.4 Caste Vs. Not Admitted in School

Table 4.11.4 (See Annexure) enumerates the comparison between Caste and Not Admitted in School. Social exclusion in education is evident very prominently in the in data. 41% of the SCs have never been admitted in school while 48% OBCs have suffered the same fate. In comparison, only 7% of the General Caste and 4% STs have not been admitted in schools.



4.11.5 Caste Vs. Drop-out

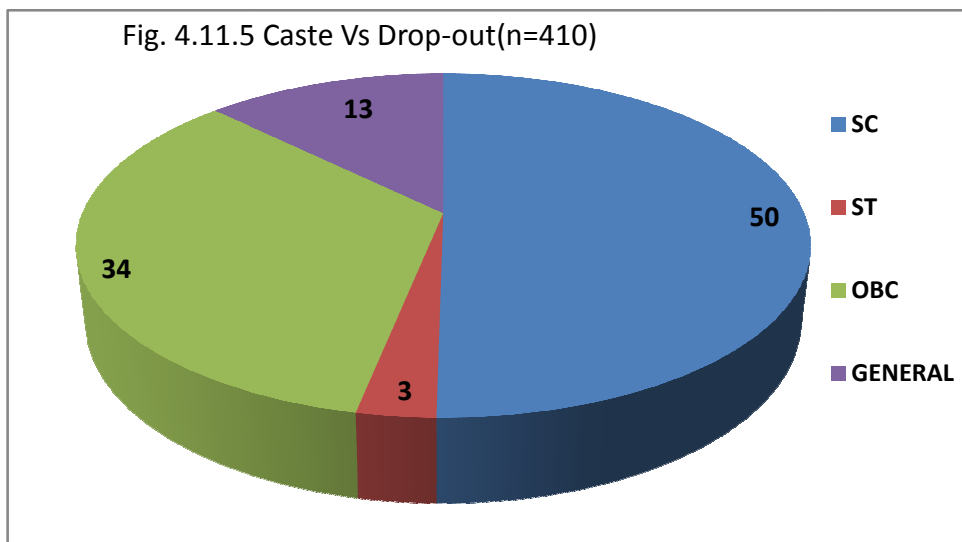


Table 4.11.5 (See Annexure) enumerates the comparison between Caste and Drop-out pattern. Social exclusion is also quite evident in this data set. Nearly 50% of the SCs have dropped out from school while 34% OBCs have dropped out from school in comparison to only 13% General Caste.

4.12 Corporal punishment

4.12.1 Dropping out for corporal punishment

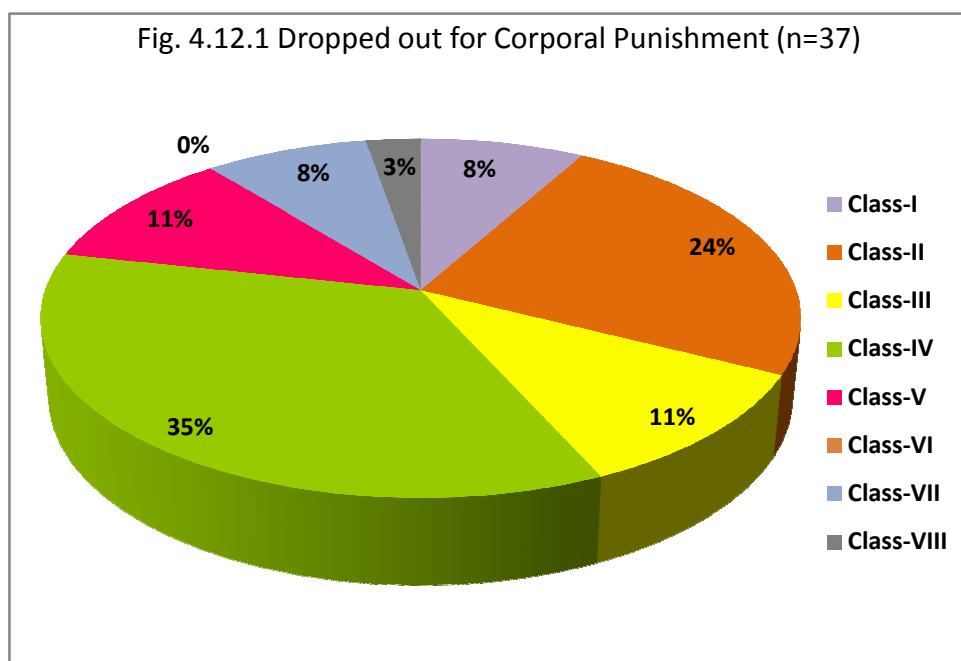
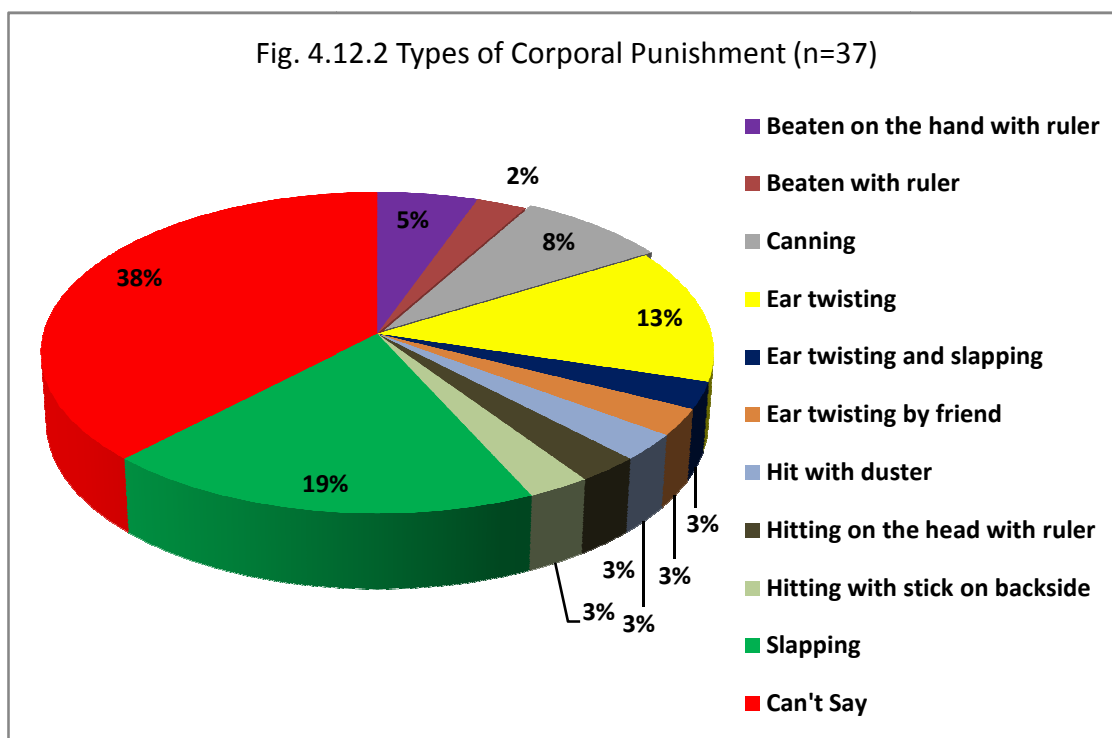


Table 4.12.1 (See Annexure) attempts to probe the issue of corporal punishment. Responding to the query on which class the child dropped out for corporal punishment, it is evident that 35% of the children dropped out due to physical punishment in Class IV and 24% did so in Class II. The data reveals that corporal punishment is still existent in schools in spite of the strict ban enforced by the government. However, the students, parents and teachers are reticent about discussing this issue.

4.12.2 Types of corporal punishment

Table 4.12.2 (See Annexure) enumerates the types of corporal punishment meted out to the students. Slapping (19%) and ear twisting (13%) are the top ranked types of punishment followed closely by canning (3%). It is difficult to believe that canning is still in practice.

Corporal Punishment (CP) is an accepted way of life in schools and at homes. The children also mentioned that the situation was no different at home. Many teachers argued the children cannot be disciplined without punishment.



4.13 OOS Children: Survey Vs. Child Register

Table: 4.13 Number of OOS Children : Survey Vs. Govt. Child Register

District	Schools Surveyed	OOS as per Survey	OOS Children as per Child Register	Variance	Variance %
KOLKATA	70	112	77	35	31%
SOUTH 24 PRGS	70	235	98	137	58%
MALDA	100	213	81	132	62%
GT	240	560	256	304	54%

Table 4.13 describes the variance on the number of OOS children between the survey findings and the Child Registers. The overall variance across the districts is 54%. The highest variance is evident in Malda at 62% and South 24 Parganas is 58%. Hence, the data corroborates the fact that the number of OOS children is under-reported in the Child Registers. One of the main objectives of this dipstick study was to bring to light this variance. It may be this concluded that the survey has been successful on this count.

5. Case Studies

5.1 Method and typology

The case study method is a form of qualitative analysis involving the very careful and complete observation of a person, a situation or an institution. This method may be defined as an all-inclusive and intensive study of an individual, in which the investigator brings to bear all his/her skill and methods, or as a systematic gathering of enough information about a person to understand how he or she functions as a unit of society. The underlying contention is that any case being studied is a representative of many, if not all, similar cases and hence facilitates generalisations. This method is like a social microscope, which usually entails an investigation and analysis of all factors entering into the case and its examination from as many points of view as possible.

Case study differs from other ways of assembling systematic information about social phenomena for research purpose. It brings out the distinctiveness of the subject being studied along with commonalities with others so as to reach certain generalisations.

This chapter profiles nine case studies of OOS children with varied typologies. These are longitudinal case studies present the life profiles of the children who have or had to leave school under extenuating circumstances. Their stories cover their childhoods, initiation into servitude, struggles of work life, their present state and future aspirations.

Important Note: The names and photographs of the children, their parents and villages in the following case studies have been changed to protect their identities and maintain anonymity in keeping with the Child Protection Policy of CAS.

5.2 Case studies

5.2.1 Corporal punishment

This story is about Savitri, a 12-year old girl from Malda district. This girl who is from a poor family was severely beaten by her headmistress for coming late to school and as a result of the beating fractured her arm. As a result of this incident she stopped going to school and was very afraid. Local NGOs and Gram Panchayat members intervened and warned the teacher about the existing government legislations and threatened legal action. The headmistress and school authorities apologised. However, Savitri was too afraid to go the school and eventually dropped out from school.

5.2.2 Irregular

Pinky is a little girl enrolled in class IV in a village school South 24 Parganas district. She is intelligent and bright in studies. Pinky's mother works as a maid and his father is a daily wager. Her father is an alcoholic and spends most of his income on his addiction. The economic condition of the family is miserable. It is extremely difficult to make ends meet for a family of four heads. Pinkly likes going to school but is often engaged in household chores. She also needs to look after her little brother while her mother is away. As a result Pinky often misses school which she hates. Sometimes Pinky is absent from school for days together when her brother falls sick or she becomes sick.

5.2.3 Never been to school

Mithun is an adolescent in his teens. He belongs to an impoverished family living in one of the slums of Kolkata. His father is mentally unsound and mother works in a private job. Unfortunately Mithun could never go to school owing to poverty and other allied factors. He had to work from early childhood. Livelihood for the family was the main issue and he soon had to assume the role of a breadwinner. Mithun migrated to Kerala for work. He still works there and comes back home after 2-3 years during holidays. Sister's marriage is his greatest concern now.

5.2.4 Dropped out

Bandana is a young girl in her early teens. She comes from a poor family residing in a village in Malda district. With great enthusiasm Bandana was admitted to primary school in her village. The local NGO motivated her parents to send her to school. She liked studies and enjoyed going to school. With help of private tutors she reached Class V and performed well in studies. However, all of a sudden his father decided to migrate to Bengaluru to work with the entire family. Bandana was crestfallen as she had to leave her village school. She doesn't like Bengaluru as she cannot follow the language there. She also cannot go to school due to language barrier. Bandana who began school with great promise had to drop-out from it in Class V.

5.2.5 Seasonal migration

The work in the kiln begins for Maganlal, Meenadevi and Bhola at 5.00 am. Munni begins her day with household chores. She has to carry out different chores like sweeping the floor, drawing water from the tube well, washing utensils, cleaning clothes and igniting the chullah. She has to look after her younger siblings, Shalu and Raju aged 4 and 2 years respectively in between. At noon, she prepares herself to carry lunch to her parents and elder brother at the brickfield. Munni and her family arrived to the brick kiln this season. The family did not have anything to survive in their native village and were "almost dying of starvation". Munni loves to read and count numbers while Shalu likes to draw pictures of fishes and birds. Munni aspires to become a teacher like *didi* (centre teacher) but does not get enough time to read in the *kholi*. She dreams of going to the school but does not

know what it is.... who will allow her to get admission there? From where she will get colourful books and pencils? Even if the centre *didi* will arrange all this for her, who will cook at home and mind the siblings? Little Munni is in a dilemma....

5.2.6 Double enrolment

Aakash is a blessed child. He is enrolled in two schools when most children cannot even go to one. In one government school he is enrolled in class IV. However, he regularly goes to attend Class VIII in another government school which is his age-appropriate class. Aakash is good in studies and aspires to become a teacher one day. He has still kept himself enrolled in Class IV in another school to access all the benefits that a SC student is entitled to. Often the teacher rings his parents to send Aakash to his primary school to receive the grant. This case bears testimony to the fact that the rate of double enrolment is higher in primary schools.

5.2.7 Death of parent

Mushfiqur is the only child of a poor Muslim family in South 24 Parganas district. He went to school regularly and moved on to upper Primary School after finishing primary level. Suddenly his father passed away due to a heart attack. Hell broke loose on the family. His father was the only bread earner in the family. Mushfiqur soon had to step into the shoes of his deceased father in order to sustain the family. He had to end school and become an earner as direct consequence of his disaster that befell his family.

5.2.8 Child labour

Khairul lives in a village in Malda. His father works in a local factory with meagre income. All three members in the family are engaged in biri binding. Khairul had interest in studies and had studied until Class IV. With plummeting income and as more hands were needed for the cottage industry of biri binding, Khairul gradually got engrossed into this business and became irregular at school. After sometime Khairul dropped out from school and focussed completely on this job. Today he is young adolescent who employs his friends to bind biri.

5.2.9 Non-inclusive education

Haider Ali, age 10 cannot go to school. He suffered from Polio which deformed his legs. His family could not afford a wheelchair. Owing to his disability Haider was denied admission in a local primary school. Schools in his village do not have ramps and the teachers are not sensitive to persons with disability. This non-inclusiveness deprived Haider from accessing education. Over 98% of disabled children do not go to school in India. The Government of India passed the PWD Act stating that every child with a disability must have access to free education. However, the reality is very different from the postulates of the Act.

6. Conclusions & recommendations

6.1 Survey conclusions

The present survey on OOS children in the three target districts has been an effort to unearth the existing condition of the overall education system in the area and to understand the impact of government education programme from a scientific angle.

This survey has been done according to a structured questionnaire and direct interactions with the parents of OOS children and OOS children themselves and other responsible stakeholders. The replies to the queries have been collected and systematically processed. Some replies reflected the limitations of the villagers to express their minds thus increasing the proportion of non-responsiveness in many queries; in order to capture the spirit of the questions and their replies every reply has been taken into account. Nevertheless, apart from these, all discussions with the villagers and other key informants have been meticulously noted and used in the analysis. That has been done with a view to evolving some decisive inferences.

There is no room for a medium of doubt that the problems the Indian villages are still facing, after many development initiatives from both government and non-government sectors, are of divergent nature. However, there the analysis does not end. Other conflicting interests that rule the roost in our rural and urban life must also be analysed. The factors mainly active behind this clash of interests must also be scanned. A large number of people with numerous castes, creeds, cultures, and economic status live side by side in our country. They have to adjust themselves to various social, economic, cultural, and political interests.

Naturally, while we attempt to perform an academic task like the present study, it is absolutely necessary to widen the canvas of the village society to cover every thinkable aspect with minute details. Otherwise, this type of study will not acquire the status of a genuinely dependable scientific social analysis.

An attempt was made to look at the survey more critically. In this regard, looking at the some special segment of the sample was necessary in order to find out which segments are **included** and **excluded** in the society in terms of social equities, rights and entitlements, and participation in the process of development particularly education through some cross or bi-variate tables. Generally, it has been observed in many development initiatives, the already marginalised segments of the society continue to be excluded from all interventions and are invariably more pushed back as a result. There is a pressing need to include them in the mainstream of development.

6.2 Survey recommendations

6.2.1 Broad recommendations

- The debates generated with the launching of the programme has, in fact, had a rectifying effect on the issue of primary education, so far neglected in public discussions. In several localities, people were found to raise their voices on the quality of schooling alongside the problems related to the implementation of the programmes. This has initiated the questions related to the governance of schools and the quality of education.
- One way of adding to the incentive system in schooling would be to give more legal powers to parent-teachers committee, even making the renewal of school appropriations conditional on their approval. (In order to nullify the presence of fathers, most of the schools and the government have invited mothers to be a part of these committees and have renamed it to mother teacher association or MTAs).
- The most alarming of all the aspects of primary education is the dreadful low quality of education. The quality of education depends upon various factors – teaching, teaching materials, school environment, and so on. Teaching does not always depend upon motivation of the teachers; there are other aspects as well. Parent-teacher relations, inspection of schools, evaluation of students (and of teachers), school infrastructures, number of teachers, etc, play a vital role in maintaining the quality of primary education.
- The incidence of teacher absenteeism, their engagement in non-teaching activities and other forms of neglect cannot just be countered through moral exhortation. Institutional collaboration would be needed in this. The lack of facilities in primary schools and shortage of funding are still problems in many cases.
- One of the observations that emerge very clearly from this study is the comparative success of female teachers over male teachers. In making policy reform this diagnosis of comparative success would have to be borne in mind.
- There is a need for firmer political commitment towards the delivery of primary education. It is not just a question of paucity of resources – there is a strong case for more resource allocation. More serious is the question of utilizing the available resources. Much better organizational efficiency – which is related both to political commitment and the will to draw as much as possible from the experiences of the various agents, such as parents, teachers and others – is required first, to put an end to the habitual practice of underutilization of resources (such as Mid-day Meal or Sarva Siksha Abhiyan funds).
- There is an urgent requirement for developing a system of coordination between various departments, particularly those related to child development (Education,

Health, Women and Child Development and Social Welfare, Panchayat and Rural Development, etc.). There is a need for understanding the fact that the improvement of the primary schools alone cannot ensure the delivery of education at the primary level; the improvement of the ICDS, the implementation of the school-health services, the improvement of the Sishu Siksha Kendras, etc. are inseparable urgent requirements for the delivery of primary education.

- The lack of facilities is particularly acute for the SSKs. Even though the SSKs are, in many ways, very cost effective and also quite successful (at least comparatively speaking), the differences in facilities between the primary schools and the SSKs are a matter of concern, not just on the part of the SSK teachers themselves (some were quite vocal on this subject).
- There is a clear need for looking afresh at the problem of private tuition. As we have found, the regrettable necessity of private tuition is not only connected with poor delivery of education in the schools, it also has other roots –systemic as well as social. The creation of the necessity of home-task gives a sort of justification for private tuition. Till the students find the teaching given in the school sufficient for their studies, the evil of private tuition and the vicious cycle of class division and illiteracy cannot be abolished. There is a need for radical policy changes which may even include the abolition of text books at the primary level – a standard practice not only in developed countries but also in states like Tamil Nadu. Nevertheless, these policy changes need to be perfectly aligned with a proper implementation – learning of the children in the school has to be ensured. This will need larger public participation.
- There is a need for developing newer mechanisms to realize the scope of participation of children, parents, teachers and others in the process of planning and implementation to make them more effective. It is important to build up a larger public participation, which is not only a theoretical possibility, but also something that has already been realized – however partially – in some areas. This needs to be explored and expanded with much wider participation of different segments of the society. The notion of public participation – not just peoples’ participation, but collaboration among the implementing agencies, unions, activists and common people – needs to be understood seriously and more fully and this can only be achieved through practical steps.
- The local initiatives can solve only some problems. However, most of the problems are related to policy designs and implementation by the government authorities (teachers’ appointment, supplying of uniform and other incentives, change in syllabus, provisions of Mid-day Meal, supplying of textbooks in time, building infrastructure, etc.). However, local-level collaboration can be very helpful in bridging the gaps by raising those demands more forcefully.
- The implementation of the Mid-day Meal needs to be given more priority; in the initial phase of its launch, a process of public participation (involving parents and teachers in the planning, establishing a grievances cell, etc.) was initiated, which seems to have

slackened. This needs to be revived and the whole programme needs to be made more accountable and transparent. Given the tremendous services the Self-Help Group women are giving, there is a case for expanding this possibility much further to devolve the programme into their hands. At the same time it is urgent to fulfil their long pending demand of enhancing their wages to a respectable level – at least making it at par with the government-declared minimum wages. In the last decade we have seen a lot of changes in the primary education sector. These changes themselves speak for the possibility of further changes – based on collective deliberation and collaborative actions.

- The school inspection system seems to have fallen into disuse or irregular use. The inspection system needs a major overhaul.

6.2.2 Specific recommendations

- Some effort must be made to design strategies and roadmap to change the perception of education and inter alia aspects among the parents and communities.
- There must be a system of incentivising attendance in school to prevent children from becoming out-of-school.
- The VECs (rural) and Ward Level Education Committees (urban) and SMCs have been empowered in the RtE. They need to be functional and active in discharging of their specific duties.
- Micro-planning (Child Register) must be retained at the school level instead of the CLRC level.
- A sound inspection mechanism must be put in place involving comprehensive school appraisal system.
- Data on children including their academic performance, extra-curricular activities, cognitive development etc. must be shared with parents. A system of social audit for education must be put in place and praxis.
- Corporal punishment continues to be reason from dropping out from school despite stringent legislations against it. This aspect must be re-evaluated.

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Table: 1.3 Sex Vs. Age

Sl. No.	Educational Type	AGE 6-10 Yrs.		AGE 11-14 Yrs.	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Male	31	50	30	60
2	Female	31	50	20	40
	Total	62	100	50	100

Table 1.4 OCCUPATION PATTERN (KOLKATA)

Sl. No.	TYPE OF OCCUPATION	No. of Child	% Parents
1	Business	12	11
2	Daily Labour	28	25
3	Driver	5	4
4	Factory Work	1	1
5	Carpenter	3	3
6	Leather Work	3	3
7	Pvt. Co.	18	16
8	Ragpicker	5	4
9	Rickshaw Driver	20	18
10	Tailoring	1	1
11	Van Driver	1	1
12	Can't say	15	13
	Total	112	100

Table: 1.5 Frequency of Absenteeism

Sl. No.	No. of Days	No. of Child	% of Child
1	Days->=1 to <10	6	7
2	Days->=10 to <20	5	6
3	Days->=20 to <30	13	15
4	Full Month	63	72
5	Don't Say	1	1
	Total	88	100

Table. 1.6 Causes of Not Going to School

Sl. No.	No. of Days	No. of Child	% of Child
1	Illness	12	14
2	For house work	1	1
3	Out of station	7	8
4	Don't like study	30	34
5	Don't like school	19	22
6	Haven't school uniform/shirt pant	1	1
7	Parents doesn't agree to going school	1	1
8	Depredation of school friends	2	2
9	Others	15	17
Total		88	100

Table. 1.7 Opinion of Parents

Sl. No.	No. of Days	No. of Child	% of Child
1	Admit in other school	1	1
2	Don't Like School	1	1
3	Don't Like Study	8	9
4	Don't Say	3	3
5	For house work	1	1
6	He/She will go	40	45
7	Illness	9	10
8	Minor	1	1
9	Out of station	6	7
10	Parents Interested	12	14
11	Parents not in house	1	1
12	Poverty	4	5
13	Work out side	1	1
Total		88	100

Table. 1.8 Opinion of Children

Sl. No.	No. of Days	No. of Child	% of Child
1	Admit in other school	0	0
3	Don't Like Study	5	6
4	Don't Say	11	13
5	Haven't school uniform/shirt pant	0	0
6	I will go	54	61
7	Out of station	1	1
8	Parents are working outside	0	0
9	Want to go school	4	5
Total		88	100

Table. 1.9.1 Sex vs. Not Admitted to School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	21	54
2	Female	18	46
	Total	39	100

Table: 1.9.2 Sex Vs Drop Out Students

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	40	55
2	Female	33	45
	Total	73	100

Table: 1.9.3 Sex Vs. Caste

Sl. No.	Options	No. of SC Child	% of Child	No. of ST Child	% of Child	No. of OBC Child	% of Child	No. of GENERAL Child	% of Child
1	Male	27	47	0	0	33	67	1	20
2	Female	30	53	1	100	16	33	4	80
	Total	57	100	1	100	49	100	5	100

Table: 1.9.4 Caste Vs Not Admitted In School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	16	41
2	ST	0	0
3	OBC	21	54
4	GENERAL	2	5
	Total	39	100

Table: 1.9.5 Caste Vs Drop-Out

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	41	56
2	ST	1	1
3	OBC	28	38
4	GENERAL	3	4
	Total	73	100

2. Malda District

Table: 2.3 Sex Vs. Age

Sl. No.	Educational Type	AGE 6-10 Yrs.		AGE 11-14 Yrs.	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Male	45	74	94	62
2	Female	16	26	58	38
	Total	61	100	152	100

Table: 2.4 OCCUPATION PATTERN (MALDA)

Sl. No.	TYPE OF OCCUPATION	No. of Child	% of Child
1	Agriculture	36	17
2	Beggar	2	1
3	Business	8	4
4	Daily Labour	148	70
5	Driver	1	0
8	Fish Business	2	1
6	Honey Collector	1	0
7	Social Worker	1	0
8	Teacher	1	0
9	Can't say	12	6
	Total	212	100

Table: 2.5 Frequency of Absenteeism

Sl. No.	No. of Days	No. of Child	% of Child
1	Days->=1 to <10	3	3
2	Days->=10 to <20	64	54
3	Days->=20 to <30	9	8
4	Full Month	21	18
5	Don't Say	22	18
	Total	119	100

Table. 2.6 Causes of Not Going to School

Sl. No.	No. of Days	No. of Child	% of Child
1	Illness	15	13
2	For house work	14	12
3	Out of station	19	16
4	Don't like study	6	5
5	Teacher's Punishment	1	1
6	Don't like school	7	6
8	Parents don't agree to going school	8	7
9	Depredation of school friends	0	0
10	Others	49	41
	Total	119	100

Table. 2.7 Opinion of Parents

Sl. No.	No. of Days	No. of Child	% of Child
1	Admit in other school	11	9
2	Don't Like School	0	0
3	Don't Like Study	4	3
4	Don't pressurize female/male	0	0
5	Don't Say	22	18
6	Education not good in school	2	2
7	For house work	7	6
8	He/She will go	5	4
9	Illness	11	9
10	Minor	3	3
11	Out of station	9	8
12	Parents Interested	22	18
13	Parents not in house	1	1
14	Parents not interested	4	3
15	Poverty	10	8
16	School so far	2	2
17	Work out side	5	4
18	Others	1	1
	Total	119	100

Table. 2.8 Opinion of Children

Sl. No.	No. of Days	No. of Child	% of Child
1	Admit in other school	9	8
2	Don't Like School	7	6
3	Don't Like Study	2	2
4	Don't Say	46	39
5	Education not good in school	1	1
6	For house work	6	5
7	For Teacher's Punishment	1	1
8	Haven't school uniform/shirt pant	0	0
9	I will go	0	0
10	Illness	6	5
11	Minor	1	1
12	Out of station	10	8
13	Parents are working outside	2	2
14	Poverty	1	1
15	School So Far	1	1
16	Want to go school	22	18
17	Want to Readmission	2	2
18	Work out side	2	2
19	Others	0	0
Total		119	100

Table: 2.9.1 Sex Vs Not Admitted In School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	39	56
2	Female	31	44
Total		70	100

Table: 2.9.2 Sex Vs. Drop-out Students

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	100	70
2	Female	43	30
Total		143	100

Table: 2.9.3 Sex Vs. Caste

Sl. No.	Options	No. of SC Child	% of Child	No. of ST Child	% of Child	No. of OBC Child	% of Child	No. of GENERAL Child	% of Child
1	Male	23	39	10	67	90	78	16	67
2	Female	36	61	5	33	25	22	8	33
Total		59	100	15	100	115	100	24	100

Table: 2.9.4 Caste Vs. Not Admitted in School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	17	24
2	ST	6	9
3	OBC	41	59
4	GENERAL	6	9
	Total	70	100

Table: 2.9.5 Caste Vs. Drop-Out

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	42	29
2	ST	9	6
3	OBC	74	52
4	GENERAL	18	13
	Total	143	100

3. South 24 Parganas District

Table: 3.3 Sex Vs. Age

Sl. No.	Educational Type	AGE 6-10 Yrs.		AGE 11-14 Yrs.	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Male	60	48	55	50
2	Female	66	52	54	50
	Total	126	100	109	100

Table: 3.4 Occupation Pattern

Sl. No.	TYPE OF OCCUPATION	No. of Child	% of Child
1	Agriculture	44	19
2	Business	14	6
3	Daily Labour	106	46
4	Driver	4	2
5	Fish Business	11	5
6	Hawker	5	2
7	Cobbler	18	8
8	Rickshaw Driver	5	2
9	Shopkeeper	13	6
10	Tailoring	3	1
11	Van Driver	4	2
12	Can't say	5	2
	Total	232	100

Fig: 3.5 Frequency of Absenteeism

Sl. No.	No. of Days	No. of Child	% of Child
1	Days->=1 to <10	9	13
2	Days->=10 to <20	26	36
3	Days->=20 to <30	32	44
4	Full Month	5	7
	Total	72	100

Fig. 3.6 Causes of Not Going to School

Sl. No.	No. of Days	No. of Child	% of Child
1	Illness	5	7
2	For house work	22	31
3	Out of station	3	4
4	Don't like study	20	28
5	Teacher's Punishment	3	4
6	No school uniform/shirt pant	0	0
7	Parents doesn't agree to going school	4	6
8	Others	6	8
Total		72	100

Fig. 3.7 Opinion of Parents

Sl. No.	No. of Days	No. of Child	% of Child
1	Don't Like School	1	1
2	Don't Like Study	11	15
3	Don't pressurize female/male	3	4
4	Don't Say	1	1
5	For house work	12	17
6	He/She will go	2	3
7	Illness	5	7
8	Parents Interested	17	24
9	Parents not interested	13	18
10	Poverty	3	4
11	Others	4	6
Total		72	100

Fig. 3.8 Opinion of Children

Sl. No.	No. of Days	No. of Child	% of Child
1	Admit in other school	0	0
2	Don't Like School	22	31
3	Don't Like Study	10	14
4	Don't Say	1	1
5	For house work	10	14
6	For Teacher's Punishment	0	0
7	Haven't school uniform/shirt pant	1	1
8	I will go	3	4
9	Illness	4	6
10	Poverty	3	4
11	School So Far	2	3
12	Want to go school	12	17
13	Others	4	6
Total		72	100

Table: 3.9.1 Sex Vs. Not admitted in School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	21	51
2	Female	20	49
	Total	41	100

Table: 3.9.2 Sex Vs. Drop-out Students

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	94	48
2	Female	100	52
	Total	194	100

Table: 3.9.3 Sex Vs Caste

Sl. No.	Options	No. of SC Child	% of Child	No. of ST Child	% of Child	No. of OBC Child	% of Child	No. of GENERAL Child	% of Child
1	Male	78	51	0	0	25	52	12	36
2	Female	74	49	2	100	23	48	21	64
	Total	152	100	2	100	48	100	33	100

Table: 3.9.4 Caste Vs. Not Admitted In School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	29	71
2	ST	0	0
3	OBC	10	24
4	GENERAL	2	5
	Total	41	100

Table: 3.9.5 Caste Vs. Drop-Out

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	123	63
2	ST	2	1
3	OBC	38	20
4	GENERAL	31	16
	Total	194	100

4. All Four Districts

Table 4.1 (ii) Sex Vs. Age

Sl. No.	Educational Type	AGE 6-10 Yrs.		AGE 11-14 Yrs.	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Male	136	55	179	58
2	Female	113	45	132	42
	Total	249	100	311	100

Table. 4.2 Education Status of Children

Sl. No.	Educational Type	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Not Admitted in School	39	35	70	33	41	17	150	27
2	Drop Out	73	65	143	67	194	83	410	73
	Total	112	100	213	100	235	100	560	100

Table. 4.3.2 Children: Want to be Admitted in School Now

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Yes	33	85	34	49	32	78	99	66
2	No	6	15	36	51	9	22	51	34
	Total	39	100	70	100	41	100	150	100

Table. 4.3.3 Parents: Reasons for Not Admitting in School

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Family poverty	19	49	20	29	6	15	45	30
2	Illness	2	5	7	10	9	22	18	12
3	Handicapped	0	0	21	30	1	2	22	15
4	For house work	1	3	4	6	6	15	11	7
5	Send to market for work	1	3	2	3	2	5	5	3
6	Others	16	41	16	23	17	41	49	33
	Total	39	100	70	100	41	100	150	100

Table. 4.3.4 Parents: Want to Admit Child in School Now

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Yes	37	95	42	60	26	63	105	70
2	No	2	5	28	40	15	37	45	30
	Total	39	100	70	100	41	100	150	100

Table. 4.4.1 Children: Why Dropped-out from School?

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Teacher's Punishment	0	0	8	6	3	2	11	3
2	Inability to arrange money	11	15	58	41	80	41	149	36
3	Drop out by parents	4	5	8	6	12	6	24	6
4	Illness	3	4	10	7	10	5	23	6
5	Going outside for income	2	3	12	8	11	6	25	6
6	For house work	3	4	13	9	32	16	48	12
7	Others	50	68	34	24	46	24	130	32
	Total	73	100	143	100	194	100	410	100

Table. 4.4.2 Children: In Which Class did you Drop-out?

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Class-I	11	15	12	8	11	6	34	8
2	Class-II	18	25	14	10	15	8	47	11
3	Class-III	11	15	24	17	24	12	59	14
4	Class-IV	20	27	62	43	61	31	143	35
5	Class-V	5	7	20	14	31	16	56	14
6	Class-VI	5	7	10	7	22	11	37	9
7	Class-VII	1	1	0	0	15	8	16	4
8	Class-VIII	2	3	1	1	15	8	18	4
	Total	73	100	143	100	194	100	410	100

Table. 4.4.3 Children: Want to Enroll in School Now?

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Yes	62	85	85	59	136	70	283	69
2	No	11	15	58	41	58	30	127	31
	Total	73	100	143	100	194	100	410	100

Table. 4.4.4 Parents: Reasons for Dropping out from School

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Child don't want to continue	38	52	40	28	20	10	98	24
2	Money Problem	18	25	64	45	91	47	173	42
3	Illness	4	5	16	11	9	5	29	7
4	For house work	0	0	12	8	26	13	38	9
5	For outside work	1	1	7	5	6	3	14	3
6	Others	12	16	4	3	42	22	58	14
	Total	73	100	143	100	194	100	410	100

Table. 4.4.5 Parents: Do You Want to Enroll Your Child in School Again?

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Yes	66	90	103	72	140	72	309	75
2	No	7	10	40	28	54	28	101	25
	Total	73	100	143	100	194	100	410	100

Fig. 4.5.1 Frequency Of Absenteeism

Sl. No.	No. of Days	No. of Child	% of Child
1	Days->=1 to <10	18	6
2	Days->=10 to <20	95	34
3	Days->=20 to <30	54	19
4	Full Month	89	32
5	Don't Say	23	8
	Total	279	100

Fig. 4.5.2 Causes of Absenteeism

Sl. No.	No. of Days	No. of Child	% of Child
1	Illness	32	11
2	For house work	37	13
3	Out of station	29	10
4	Don't like study	56	20
5	Teacher's Punishment	4	1
6	Don't like school	35	13
7	No school uniform/shirt pant	1	0
8	Parents doesn't agree to going school	13	5
9	Depredation of school friends	2	1
10	Others	70	25
Total		279	100

Table: 4.5.3 Distribution of Irregular Students

District	No. of Child	% of Child
Kolkata	88	32%
Malda	119	43%
South 24 Prgs	72	26%
GT	279	100%

Table. 4.6 Children: Are You Engaged in Income Oriented Work?

Sl. No.	Options	Kolkata		Malda		South 24 Prgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Yes	17	15	62	29	31	13	110	20
2	No	95	85	151	71	204	87	450	80
Total		112	100	213	100	235	100	560	100

Table. 4.7 Type of Work

Sl. No.	Options	Kolkata		Malda		South 24 Prgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Hotel Work	0	0	0	0	6	19	6	5
2	Binding Biri	2	12	1	2	3	10	6	5
3	In Family Work	0	0	10	16	11	35	21	19
4	Others	15	88	51	82	11	35	77	70
Total		17	100	62	100	31	100	110	100

Table. 4.8 Income Range

Sl. No.	Income Range	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Working but No Income	4	24	38	61	11	35	53	48
2	Rs-<500	1	6	0	0	6	19	7	6
3	Rs->=500 to <1000	6	35	0	0	10	32	16	15
4	Rs->=1000 to <2000	4	24	1	2	0	0	5	5
5	Rs->=2000 to <3000	1	6	8	13	1	3	10	9
6	Rs->=3000 to <5000	0	0	9	15	0	0	9	8
7	Rs->=5000 to <10000	1	6	5	8	3	10	9	8
8	Rs->=10000	0	0	1	2	0	0	1	1
	Total	17	100	62	100	31	100	110	100

Table: 4.9 Children: Are You Satisfied with Your Work

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	Yes	7	41	27	44	22	71	56	51
2	No	10	59	35	56	9	29	54	49
	Total	17	100	62	100	31	100	110	100

Table. 4.10 Children: Where Do You Stay At Night?

Sl. No.	Options	Kolkata		Malda		South 24 Pgns.		Total	
		No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child	No. of Surveyed Child	% of Child
1	In house	16	94	49	79	19	61	84	76
2	In Hotel	0	0	0	0	4	13	4	4
3	In Relative House	1	6	0	0	0	0	1	1
4	In working place	0	0	13	21	8	26	21	19
	Total	17	100	62	100	31	100	110	100

Table: 4.11.1 Sex Vs Not Admitted In School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	81	54
2	Female	69	46
	Total	150	100

Table: 4.11.2 Sex Vs Drop Out Students

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Male	234	57
2	Female	176	43
	Total	410	100

Table: 4.11.3 Sex Vs Caste

Sl. No.	Options	SC	% of Child	ST	% of Child	OBC	% of Child	GENERAL	% of Child
1	Male	128	48	10	56	148	70	29	47
2	Female	140	52	8	44	64	30	33	53
	Total	268	100	18	100	212	100	62	100

Table: 4.11.4 Caste Vs Not Admitted In School

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	62	41
2	ST	6	4
3	OBC	72	48
4	GENERAL	10	7
	Total	150	100

Table: 4.11.5 Caste Vs. Drop-Out

Sl. No.	Options	No. of Surveyed Child	% of Child
1	SC	206	50
2	ST	12	3
3	OBC	140	34
4	GENERAL	52	13
	Total	410	100

Table: 4.12.1 Dropped out for Corporal Punishment

Sl. No.	Options	No. of Surveyed Child	% of Child
1	Class-I	3	8
2	Class-II	9	24
3	Class-III	4	11
4	Class-IV	13	35
5	Class-V	4	11
6	Class-VI	0	0
7	Class-VII	3	8
8	Class-VIII	1	3
	Total	37	100

Table: 4.12.2 Types of Corporal Punishment

Sl. No.	Type of Punishment	No. of Surveyed Child	% of Child
1	Beaten on the hand with ruler	2	5
2	Beaten with ruler	1	3
3	Canning	3	8
4	Ear twisting	5	14
5	Ear twisting and slapping	1	3
6	Ear twisting by friend	1	3
7	Hit with duster	1	3
8	Hitting on the head with ruler	1	3
9	Hitting with stick on backside	1	3
10	Slapping	7	19
11	Can't Say	14	38
	Total	37	100