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# A Study on Early Drop-out of Primary Schools of Kolkata



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***Conducted by:  
Kolkata Konsutants  
a Unit of Community  
Action Society***

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The collective effort of all concerned has ensured a successful completion of the study

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***LIST OF ABBREVIATIONS***

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- SSM-** Sarva Shiksha Mission
- SSA-** Sarva Shiksha Abhiyan
- UEE-** Universal Elementary Education
- DISE-** District Information System on Education
- SDC-** School Development Committee
- PTA-** Parents Teachers Associations
- MTA-** Mother Teachers Association
- SCR-** School Classroom Ratio
- EDI-** Education Development Index
- GER-** Gross Enrolment Ratio
- NER-** Net Enrolment Ratio
- KPSC-** Kolkata primary School Council
- EFA-** Education for All
- KMC-** Kolkata Municipal Corporation
- FGD-** Focus Group Discussions
- TLM-** Teaching Learning Materials
- VEC-** Village Education Committee
- PRI-** Panchayati Raj Institutions

## 1. INTRODUCTION

**1.1.** Since Independence Government of India through a Constitutional mandate is obligated to spread literacy and promote educational attainment and bridge gender disparities there in. Government of India has undertaken several policies and programmes to ensure the same which includes National Policy on Education 1986 which was revised in 1992 and then was initiated the Programme of Action 1992 to provide an impetus to universalize elementary education in the country. The 86<sup>th</sup> amendment for the Constitution in 2002 further went ahead in making Elementary Education Free and Compulsory for all children in the country in the age of 6- 14 years of age a fundamental right. More recently, The Right of Children to Free and Compulsory Education Bill, 2008 has further reinforced on this commitment. India is also one of the 189 nations in the world who have pledged in the UN Millennium Summit held in September 2000 to fight against poverty, hunger, illiteracy, gender disparity, diseases and environment degradation by adopting the Millennium Development Goals. One of the key goals is to Achieve Universal Primary Education with a target to ensure that by 2015 boys and girls everywhere alike will be able to complete a full course of primary schooling. Two of the core indicators of achievement of the proportion of people reaching grade 1 reach grade V and the net enrolment in primary education.

**1.2.** There is a significant change in the literacy levels above the 7 years of age of the country since 1991 from 52.2 percent has improved to 64.84 percent in 2001 as per the Census figures. The education levels of female have also seen a marginally higher increase in the literacy rate as compared to the men in figure 1. Nevertheless, the level of illiteracy existing in the country is yet an issue of great challenge.

### RIGHT TO FREE AND COMPULSORY EDUCATION Bill 2008 (Excerpts)

CHAPTER II clause 3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

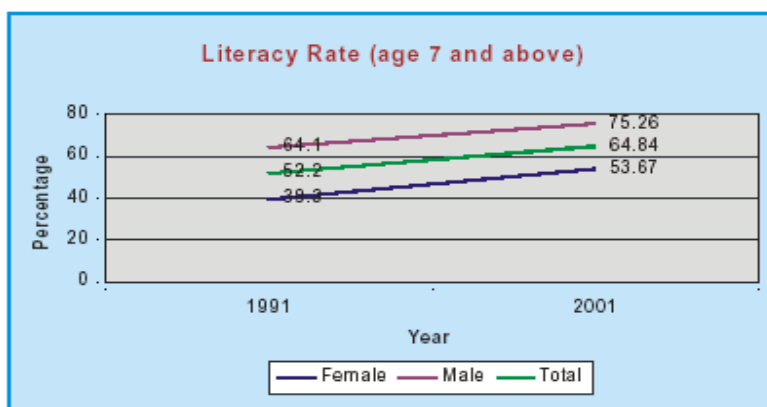
(2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education

CHAPTER III while stating the Duties Of Appropriate Government, Local Authority And Parents In Clause

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.

8. The appropriate Government shall—  
(a) provide free and compulsory elementary education to every child:  
Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

<sup>1</sup> Millennium Development Goals India Country Report 2005, Ministry of Statistics and Programme Implementation Government of India, New Delhi, 2005



**Figure 1**

**1.3** In view of the challenge existing in the country and the commitment to ensure the fundamental right to elementary education to all children in the country, Sarva Shiksha Abhiyan (SSA) a National Programme was initiated in the year 2001. The programme intends to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

**1.4** It is encouraging to note that following SSA India reported a fall of almost 15 million in out of school numbers in just 2 years since its launch in 2001 as reported by an Indian study by the Education for All Global Monitoring Report 2010. **However indicators like India is one of the few countries of the world where the Gross intake into the last grade in primary is lower than the net enrolment that suggests high levels of drop out in early grades (table 1).** The considerable progress and commitments have yet left the country to bridge wide gaps in educational achievements especially in primary schooling.

**Table 1 Key indicators on Primary Education**

Children in the Primary School going age	Enrolment in Primary Education- Year ending 2007	% of enrolment of girls (2007)	GER In primary (2007)	NER	Out of School	% of female out of school children	Survival rate until grade 5 1999	Survival rate until grade 5 2006
124 425 000	139 170 000	47%	112%	89%	7142000	65%	62%	66%

Source: Education for All Global Monitoring Report 2010

Some of the key objectives of Sarva Shiksha Abhiyan (<http://education.nic.in...>)

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010



1.5 The data on class wise dropout rates (2006) analysed also reveals that children leave education in the first three years of school. In class 1, 15.4 of the 34 percent of the drop put children at the primary level leaves school while in grade 2 and 3, 9.7 percent and 9.3 percent consecutively (table2.). The following table also indicates that the drop out of female students from grade 2 onwards is higher consistently until grade 4.

**Table 2 Dropout Rates by Grade in primary Education (%) in school year 2006**

Grade 1		Grade 2		Grade 3		Grade 4	
15.4%		9.7%		9.3%		3.5%	
Male	Female	Male	Female	Male	Female	Male	Female
16.2%	14.4%	9.5%	10.0%	9.0%	9.7%	2.6%	4.7%

Source: Education for All Global Monitoring Report 2010

1.6 However, observation of the internal reports of the country indicates a more vulnerable situation for the state of West Bengal, especially in elementary education. The annual publication of NUEPA, Elementary Education in India- Progress Towards UEE- Flash Statistics (2008-09) reveals that West Bengal's overall (composite I-VIII) **Education Development Index (EDI)<sup>2</sup> and Rank amongst all Indian states is overall 32 amongst all 35 states** with a score of 0.494 while for primary the rank has marginally improved from last year though the EDI value has reduced from 0.536 (07-08) to 0.528 (08-09) while the rank improved from 30 to 28 in the two consecutive years. The scores has been compared in table 3 with Pondicherry which has fared the best in all most all aspects in the last two years. The states doing worse than West Bengal are Bihar, Jharkhand, Assam etc.

**Table 3 Composite Educational Development Index All Schools: All Managements**

States	EDI and Rank (primary) 2007-08	EDI and Rank (primary) 2008-09	EDI and Rank (upper primary) 2007-08	EDI and Rank (upper primary) 2008-09	EDI and Rank (composite) 2007-08	EDI and Rank (composite) 2008-09
West Bengal	0.536 30	0.528 28	0.441 34	0.459 34	0.488 33	0.494 32
Pondicherry	0.799 1	0.797 1	0.816 3	0.884 1	0.808 1	0.841 1

Source: Elementary Education in India- Progress Towards UEE- Flash Statistics (2008-09), NUEPA

1.7 The situation is slightly better is West Bengal in case of Outcomes Index that includes retention and dropout rates including other indicators is 15 score of 0.708 at the primary level (08-09) which has improved from the rank of 18 and score of 0.666. The following table 4 and table 5 reflect in further details some of the most significant indicators of primary education in the state in comparison to the all India status.

<sup>2</sup> A set of 21 indicators have been used in computing EDI which are re-grouped into the four sub-groups, namely Access, Infrastructure, Teachers and Outcome indicators. The Indicators used for constructing EDI were pre-determined by a Working Group on EDI constituted by the MHRD during 2005-06 of which NUEPA was also one of the institutional members.

**Table 4 Core indicators on enrolment and retention in West Bengal and India-I**

State	Enrolment I-V (07-08 government schools)	Enrolment I-V (08-09 government schools)	% of Enrolment in all Government Management schools (07- 08)	% of Enrolment in all Government Management schools (08- 09)	% of girls enrolment (08-09)	Apparent survival rate upto grade V (07-08)	Apparent survival rate upto grade V (08-09)
West Bengal	8,314,874	7,996,328	84.79	88.72	49.09	74	79
All States	101,153,429	99,485,579	63.83	74.03	48.22	72	76

Source: Elementary Education in India- Progress Towards UEE- Flash Statistics (2008-09), NUEPA

**Table 5 Core indicators on enrolment and retention in West Bengal and India-II**

Source: Elementary Education in India- Progress Towards UEE- Flash Statistics (2008-09), NUEPA

Considering the enrolment figures it is reflected that in **West Bengal** there is higher enrolment of children attending government run primary schools (88.72 percent) in comparison to all states figure (74.03percent) in 2008-09. The rate of percentage of girls' enrolment is also marginally better than

State	Average Repetition Rate in Primary classes (07-08)	Average Drop-out Rate at Primary Level (07-08)	Retention Rate at Primary Level (I-V) (07-08)	Retention Rate at Primary Level (I-V) (08-09)	GER: Primary level (07-08)	GER: Primary level (08-09)	NER: Primary level (07-08)	NER: Primary level (08-09)	Transition Rate from Primary to Upper Primary Level (07-08)
West Bengal	12.04	7.98 All 8.53 Male 7.42 Female	51.88	58.15	115.84	113.33	84.07	84.51	69.88 All 68.85 Boys 70.93 Girls
All States	5.24	8.02 All 8.37 Male 7.65 Female	73.71	74.92	113.94	115.31	95.92	98.59	82.68 All 82.52 Boys 82.84 Girls

the all India status with 49.22 percent of the enrolment in government being girls in West Bengal and 48.22 percent girls' enrolment in the entire country. It is important that the child enrolled in the school survives in the formal school system to complete primary schooling and there are several indicators of survival, completion and drop out that reflects the retention status of children in the government schools.

1.8 Table 4 reflects that the apparent survival rate of children upto grade V has improved from 74percent to 76percent in a year's time between 07-08 to 08-09. **Table 5 further reveals that the overall retention rate is actually quite poor with only 58.15 percent children being retained in the primary schools in classes I- V in 2008-09 which is far lower than the all India percentage of 74.92 percent of India though in the situation of West Bengal the status have improved to some extent within a year's time frame.** Quality of teaching learning has an important role to play in retaining children the schools beings repeater in a class may further deter the child's enthusiasm to carry on in the school. Table 5 shows that 12.04 percent children are repeaters in primary classes which is considerable high from the all India average status at 5.24 percent inspite of the no detention policy of the government in primary schools. The drop out rate is similar in India and West Bengal with around 8 percent children dropping out from the classes in primary schools. It is encouraging though that the girls drop out marginally. In addition, the GER data reflects the significant improvement in the enrolment rate of children in primary schools even beyond the relevant age group with 113.33 percent though gradual improvement in the status is also reflected. However the **NER which reflects the age appropriate enrolment at 84.07 percent in primary classes which is far lower than the national data of 95.92 percent.** Several number children not being enrolled in age appropriate classes can also cause children to be pushed out of the school system. To maintain the continuity to complete the Elementary Education of the child is of utmost importance but **in West Bengal an extremely challenging situation is posed with only 69 percent children transiting to secondary schools** or upper primary classes which are much lower to the national data of 82.68 percent though limited gender bias is reflected in this context.

1.9 Therefore to conclude the introductory analysis it can be noted that with the **positive policy reforms and increased awareness on the need of compulsory education there has been significant development in enrolment status** and other indicators in West Bengal. However it also reflects that the scenario **in relation to retaining children in the school system is very challenging and is far away from being satisfactory in achieving its commitment to Universalize Elementary education in the state.**

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## 2. BACKGROUND AND JUSTIFICATION

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**2.1** West Bengal has about roughly 28 percent of its population living in urban settlements and Kolkata happens to be the largest urban conglomeration in the state with more than 45,72,000 (census 2001) living in the city. It is a cosmopolitan city with myriad dynamics that reflects on the education scenario too. Kolkata is also treated as one of the districts of West Bengal and as per the West Bengal Human Development Report ranks first on the EDI with score of .8 (UNDP 2004). The literacy rate of the population (excluding 0-6 population) is 81.31 percent with the female literacy rate being 77.95 percent as compared to the 84 percent of the male.

**2.2** Though there are significant number of private schools catering to large number of children mostly from the middle class and wealthy families yet the largest chunk of the children in the school going age still attends government run schools in the city. The primary school administration is managed by the Kolkata Primary School Council for the largest number of schools though Kolkata Municipal Corporation too runs around 300 schools in the city. However, Sarva Shiksha Mission, Kolkata has also undertaken the responsibility of facilitating the goals of Universalizing Elementary Education in the city working closely with the existing school system and NGOs. **Since its inception it has significant impact in enhancing the enrolment of the primary schools as in 1999-2000 the enrolment in primary schools run by KPSC was 135384 which rose upto 184562 in 2000-01 to 222120 in 2002-03 after the inception of SSA, Kolkata.** Based on the District Elementary Education Report Card 2007-08 there are 1459 schools which run primary classes under the direct administration of the government as compared to 175 such schools run by private administration. The overall enrolment in primary classes as of 2007-08 is 203,857 of which 177,302 in government run schools (only primary)<sup>3</sup>. It is to be also noted that in West Bengal the primary section includes classes I to IV, however there are a few primary schools which have class V too.

Though there has been a sustained increase in the enrolment of primary schools over the last decade but the challenge still remains with retaining children within the school system to complete 4 to 8 years of schooling. The District Elementary Education Report Card collated from the DISE information, mentions that the retention rate in primary classes in the district is 71.4 percent while the transition rate to upper primary classes is 77.2 percent.

**2.3** Observing the data with the class wise variation it would further reveal with clarity with regard to children dropping out of the primary classes.

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<sup>3</sup> Elementary education In India- Where do we stand?, District Elementary Education Report Card, NUEPA, 2008

**Table 6 Class wise enrolment trends in classes I-IV in Kolkata**

Class	Year									
	2003-04	%	2004-05	%	2005-06	%	2006-07	%	2007-08	%
I	67355	32.47%	63172	32.00%	66699	33.93%	60639	29.28%	60006	29.43%
II	47968	23.13%	45591	23.10%	44286	22.53%	49900	24.10%	49062	24.07%
III	47953	23.12%	46096	23.35%	44831	22.81%	49869	24.08%	48001	23.55%
IV	44140	21.28%	42528	21.55%	40736	20.73%	46672	22.54%	46799	22.96%
	207416	100.00%	197387	100.00%	196552	100.00%	207080	100.00%	203868	100.00%

Source: *Elementary education In India- Where do we stand?, District Elementary Education Report Card, NUEPA, 2008*

The table 6 reflects the trend in class wise enrolment in primary classes in schools of Kolkata over the last 5 years from 2003-04 after the initiation of SSA in the country. **The enrolment rate in class I over the years states that the initial boom in enrolment peaked in 2003-04 and then gradually stabilized over the years by 2007-08.** The table also reveals that there is a **significant drop in the enrolment rate in class I and other classes beginning from class II. Every year a 5-10 percent from the first year in the schools have been recorded e.g. in 2003-04 the percentage of enrolment in class I and II almost amounted to 9-10 percent which continued until 2005-06 when the difference rose to almost 11 percent between class I and II and similar in subsequent classes. The difference however reduced to about 5 percent in the last two years. The variation can be interpreted as the improving levels of retention and class wise transition in primary schools of Kolkata of Kolkata.**

**2.4** Thus with the **changing scenario and still continuing about 29 percent drop out in the primary school** is a major issue of concern. Attendance of the children also reflects the trend of participation level of boys and class with 78 percent attending class I but gets gradually increasing levels of child's participation in classes II and III at the rate of 93.4 and 91.4 in the respective classes. The dropout rate is also said to be 17.4 percent in class I to be the highest in the primary school.

The apparent issue of retention calls for strengthening of strategies to bridge gaps in ensuring universalisation of enrolment and retention of children in elementary classes in India including all regions.

**2.5** The Pratichi Trust initiated by Prof: Amartya Sen through a brief study in primary schools of rural West Bengal reported in the earlier part of the decade (2002) about certain factors that led to drop out and less participation of children in schools though it recorded high aspirations and interest in education showed by parents in general though not always true for parents of girls. The report also records several incidences of children not having been enrolled or dropped out or not attending school regularly on account of hunger and other poverty related factors. What comes across is that even if the **demand for education is an issue** (though the report does not say so), **it is not due to disinterest in education but because of objective situations related to poverty and survival on one hand, and insensitive nature and poor quality of delivery processes on the other.** High level of teacher absenteeism, poor functioning of schemes such as textbooks (these do not reach in time) and mid-day meal (a misnomer as cooked meals are not served), poor quality of teaching and monitoring, lack of language preparedness of teachers to teach in areas where mainstream language is not spoken. Insensitive behaviour and low expectations from children belonging to SC, ST and Muslim communities, rigid school calendar and timings, poor functioning of accountability mechanisms such as inspection, Village Education Committees and parent-teacher meetings – all these indicate a system of management and delivery not enabling enough to encourage schooling participation of children from less privileged sections. **Universal presence of private tuition and its role in widening the class barriers in terms of access to learning facilities have been stressed by the study. Private tuition is viewed as a ‘necessity’ considering the poor quality of teaching in primary schools.**

**2.6** The report being a reflection of rural Bengal does not completely contradict the situation in the urban schools rather they have been observed to be similar on most accounts. In Kolkata the existence of a more complex social structure in the presence of variant and multicultural groups, migrant from within the country and outside living in most vulnerable situations and threats of various economic and struggles.

**2.7** Therefore the current research has been undertaken to understand the reasons of drop out at the level of primary schooling, especially the first two to three years of schooling posing a threat to the achievements of all commitments to make EFA a reality in the region. This study is undertaken with the purpose of understanding the probe

**Objectives:**

- To understand the reasons for dropping out in class II and III
- To find out the reasons for not dropping out who are coming from the same back ground in class II and III

### 3. METHODOLOGY

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The study has been conceived to understand the various perceptions of stakeholders including children, teachers, parents and School Development Committee members who are innately related with the challenges like dropping out of children from primary schools in Kolkata. The social research agenda has been designed multiple methods were used to effectively work towards findings.

#### 3.1 Desk Research, Consultation and Sample design:

The study being initiated and proposed by SSA, Kolkata it was a joint effort at the initial phase for Kolkata Konsultants and the SSA team to conceptualize the Research question and also the relevant tools. The consultant agency prepared a concept note and did relevant desk research on the issue of Drop Out of children in India, West Bengal and Kolkata. Based on the agreed deliverables and outcome, the tools for the study were designed.

#### 3.3 Sample design:

The study was conducted in the city of Kolkata in schools run by Kolkata Primary School Council and Kolkata Municipal Corporation. Based on the COHORT Study conducted by SSA, Kolkata in all the government and KMC run primary schools in the year 2008-09 in the district of Kolkata. 100 schools have been shortlisted by SSM, Kolkata those who have recorded more than 15 percent dropout. The study on the dropout covered 100 government and KMC run primary schools across 23 educational circles in Kolkata.

#### *Sample Drawn*

- 100 Primary Schools run by Kolkata Primary School Council
- 100 Head Teachers or Teacher in charge
- 195 Children continuing in school
- 172 Dropped out children
- 95 Parents of children continuing in school
- 84 parents of drop out children
- 8 School Development Committee members

The sample was decided through a purposive sampling method by SSA, Kolkata based on their priority and in schools where enrolment and retention is a challenge. The sample included:

**3.3.1 Children** currently studying in school in classes II and III were interviewed to understand the reasons why they continued in school instead of dropping put. It also included children who have dropped out of school from each of the samples school to understand the reasons of dropping out of school.

**3.3.2. Teachers of the sampled primary schools,** especially it was limited to Head teachers or Teacher in Charge were included in the research study. They were interviewed to have relevant information related to school data and also to understand their perception on the issue of drop out of children.

**3.3.3 Parents of children currently studying in the school and of children who have dropped out of school** were also sampled in the study. A child's decision in most cases is guided and directed by their family, especially parents. Therefore the need was to understand in which way parents facilitate the child to continue in school and the reasons that push the parents to pull out their child from school.

**3.3.4 School Development Committee** is a representative decision making group of the school which includes people from the community, parents of children and representative teachers of the school. They have the responsibility of the entire school functioning and also are empowered to take decisions. It is significant to understand the community perspective of the SDC members to the issue of drop out.

### ***3.4 Research tools and methodology of data collection:***

The tools were designed for each of the stakeholders included in the study. The tools were designed based on the indicators of information to be collected from each of the schools and other respondents. The tools were prepared by the consultant agency but were discussed and finalized with SSA, Kolkata. The tools included:

**3.4.1 Semi structured interview schedule:** was designed separately for each of the sampled stakeholders including parents of school going children, parents of drop out children, Head Teacher/ Teacher-in-Charge of schools, children continuing in school in classes II and III and children dropped out of school in classes II and III. Individual interviews were conducted with each of the stakeholder by interviewers trained by the Consultant agency based on the interview schedule.

**3.4.2 Secondary information:** on each of the school including infrastructure, functioning, data on children etc were collected from the Head Teacher/ Teacher-in Charge of the school as a part of their interview.

**3.4.3 Group discussion:** was conducted based on a checklist prepared for the same in order to facilitate the discussion especially with the SDC members so as to collect and collate qualitative information based on their perceptions, views and suggestions with regard to dropping out of children from, primary schools.

### ***3.5 Training of interviewers:***

Interviewers adequately qualified were trained by researchers of the Consultant agency on the various tools to be used for conducting the interviews with the various stakeholders along with the overall purpose of the study and necessary outputs. The interviewers were encouraged to be open while asking the questions and to understand their interviewees and their background while putting forward the questions. They were also trained on the techniques of filling up the interview schedules correctly. However, an Instruction to the enumerators was prepared to support the training process and to help the interviewers while data collection.



### ***3.6 Data scrutiny and Data entry template:***

The data collected were collated in a data entry template designed in MS Excel. The data entry operators were trained to use the data entry template prepared to enter the data collected through each of the interview schedules used in the research. The data was cleaned by senior researchers at various stages.

### ***3.7 Compilation, analysis and report writing:***

The compilation of the quantitative information was statistically analyzed through various parameters of the study by developing tables and graphs in SPSS. The qualitative information has also been structured and tabulated and presented in a statistical format for comprehensive understanding. While the feedback of the FGDs have been compiled into brief reports. Together the comprehensive findings of the study have also been finalized based on the compiled information with reference to the desk research and experience and knowledge of the researchers.

A draft report was compiled including the findings of the primary data with needful references to other secondary information gathered and downloaded. Qualitative and quantitative analysis of various factors outlining the drop out of children from primary schools have been emphasized upon. Recommendations have also been drawn in the backdrop of the finding from the city wide research on a key development issue like primary education. The draft report was shared with SSA, Kolkata and based on their feed back and suggestions the final report was prepared and printed.

### ***3.8 Limitation of the Study***

Though in the research activity the best efforts of all involved are utilized but some unavoidable and conscious gaps and limitations still continue to exist. In this case too, some of the limitations were:

- The targeted sample size could not be achieved due to school specific issues as the head teacher was not available for interview. The school was not functioning etc. 2 have been found with zero enrolment, 3 has been found closed perpetually whenever visited; out of 3, 2 are KMC run schools hence the sample size of school going children is 190.
- The secondary information collected had to be depended on the quality of the school database.
- The willingness of the respondents to continue and respond to the queries and pointers put forward.
- It had been extremely difficult to track drop out children and their families in the community. 172 children could be interviewed as either some of them have left that community and shifted some where or have been absorbed into labour force.
- The time and availability of the SDC members affected the FGDs with them.

However with all the above considerations, report has been compiled to suit the needs of the study and also on the available information in the best spirit.

#### 4. ANALYSIS AND FINDINGS

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The collated data was compiled and analyzed to suit the purpose of the study based on the key indicators on issues related Primary Education in India. In The following Chapter effort would be made to compile the feedback of all concerned stakeholders consulted and interviewed during the field work of the study. Relevant references will also be used to complement and supplement the various findings. The key data compiled will be presented in the form of tables and graphs for the statistical overview which will be narrated through qualitative dimensions based on the experience and observation of the researchers. The analysis is presented in key sub chapter to present the analysis in a structured manner. The analysis would be further utilized for drawing findings and recommendations for the study.

##### 4.1 Profile of the Schools

100 primary schools selected were the schools which recorded above 15 percent drop out through a purposive sampling method. The analysis in this sub-chapter would highlight some key school based indicators largely focusing on facilities and resources including teachers and staff. This analysis would finally help in drawing linkages with figures related to enrolment and retention of the schools.

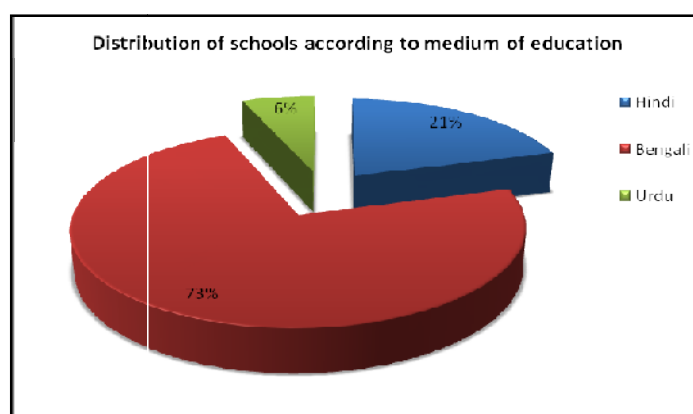
**4.1.1** All schools are located in various education circles that the 141 Municipal Wards of the Kolkata are divided into. Table7 reflects that the 97 schools were spread over 15 Education Circles, though not evenly. It is evident that given the criteria for selection of schools Circle 18 had maximum number of schools sampled (19.59 percent) followed by Circle 12 (16.49 percent) and Circle 2 (12.37 percent).

**Table 7 Circle wise distribution of sampled schools**

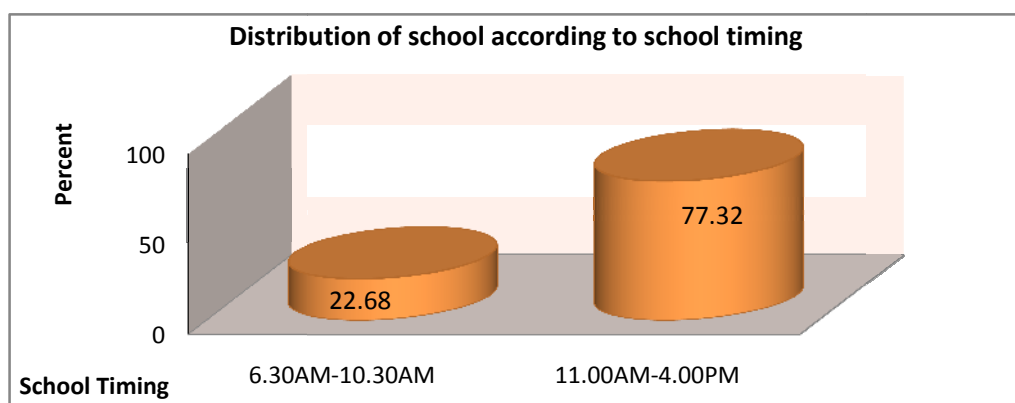
Circle number	No. of schools	Percentage
1	1	1.03
2	12	12.37
5	9	9.28
6	9	9.28
9	1	1.03
11	3	3.09
12	16	16.49
16	3	3.09
17	10	10.31
18	19	19.59
19	1	1.03
Alipore	1	1.03
Behala	2	2.06
Behala West	2	2.06
Tollygunge	8	8.25
Total	97	100.00

4.1.2 Kolkata being a cosmopolitan city has a considerable number of people who belong to the migratory population from various neighbouring states. The schools sampled were also from 3 language mediums with 73 percent of the sampled schools being Bengali medium and 21 percent of the schools were Hindi medium and only 6 percent were Urdu medium schools (Figure 2)

**Figure 2**



**Figure 3**



4.1.3 While Figure 2 reflects that the schools function in two major shifts that is morning from 6.30 a.m to 10.30 a.m and during the day from 11 a.m to 4 p.m, the sample of schools has mostly day schools (77.32 percent) followed by a few morning schools (22.68 percent).

4.1.4 Kolkata's space problem has a unique reflection in the education infrastructure used. The city has about 503 primary schools which run in rented premises out of 1439 primary schools (KPSC and KMC) which amounts to 35 percent of the total schools<sup>4</sup>. Minimal infrastructural support can be provided to these schools

<sup>4</sup> Information from SSA, Kolkata, Annual Plan Document 2008-09

as per norms of SSA and the education department. Therefore these schools are surviving with extremely poor infrastructure and thereby dropping enrolment and increasing drop out in most cases. In this study as stated in Table 8, 39.18 percent schools are rented while 60.82 percent schools are located in own buildings of the Education department. The circle wise distribution of the rented and own buildings reflect that Circle 6 from the sample has largest percentage of rented buildings (8.25 percent) followed by Circle 18 (7.22 percent).

**Table 8 Circle Wise Distribution of Own and Rented School Buildings**

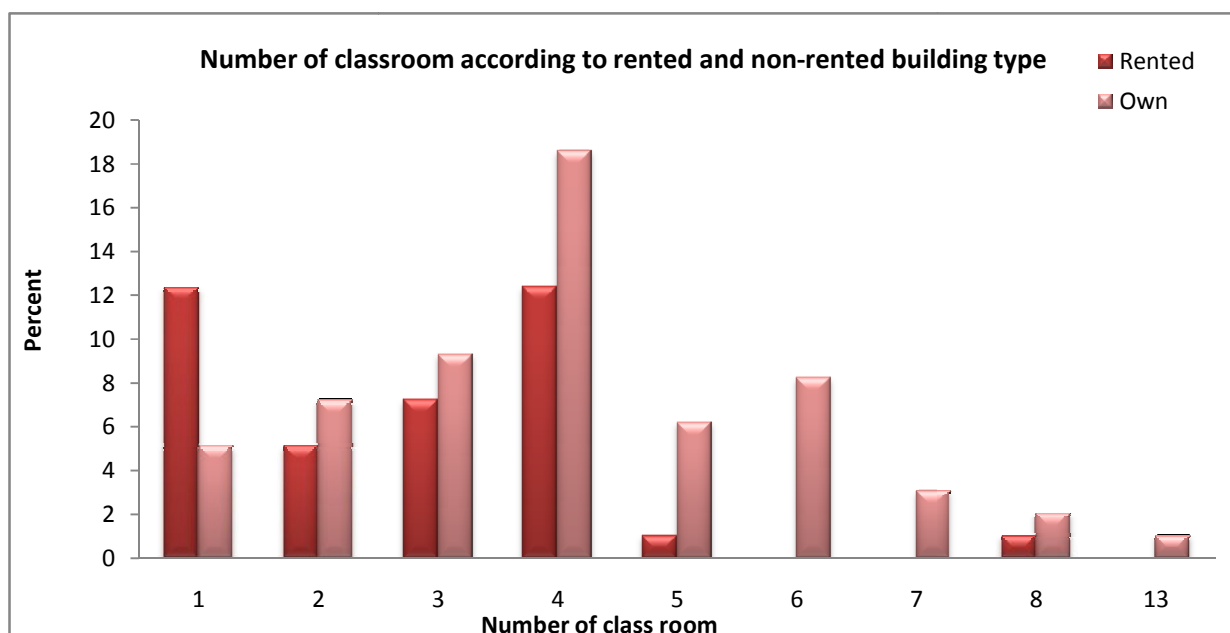
Building Nature	Circle No															
	1		2		5		6		9		11		12		16	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Rented</b>	-	-	5	5.15	6	6.19	8	8.25	-	-	1	1.03	5	5.15	1	1.03
<b>Own</b>	1	1.03	7	7.22	3	3.09	1	1.03	1	1.03	2	2.06	11	11.34	2	2.06
<b>Total</b>	1	1.03	12	12.37	9	9.28	9	9.28	1	1.03	3	3.09	16	16.49	3	3.09
Building Nature	Circle No														Total	
	17		18		19		Alipore		Behala West		Behala		Tollygunge			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Rented</b>	4	4.12	7	7.22	-	-	-	-	-	-	-	-	1	1.03	38	39.18
<b>Own</b>	6	6.19	12	12.37	1	1.03	1	1.03	2	2.06	2	2.06	7	7.22	59	60.82
<b>Total</b>	10	10.31	19	19.59	1	1.03	1	1.03	2	2.06	2	2.06	8	8.25	97	100.00

**4.1.5 School Classroom** is an important indicator in terms of accommodating number of students in a particular classroom in a school which has considerable impact in the quality of instruction within the classroom. As per the Elementary Education in India- An analytical report that analyses the DISE data reveals that almost 5 states in the country have above 40 SCR which is above the norms for any government primary school and West Bengal too is one of them with average 50 children in one classroom. In the sampled schools as stated in table 9 in relevance to the study there are 14.75 percent schools with SCR above 40 and to elaborate 8 of these schools amounting to 8.43 of the sampled schools have SCR above 50. These schools can be extremely vulnerable to dropping out of children. In this regard it is also to be noted that there are contrarily several sampled schools i.e. 20 percent of the schools having less than 10 students per class and a large chunk of schools i.e. 35.79 percent of the schools have SCR between 10 and 20. This reveals that several of the schools in the city are underutilized compared to its capacity, which may actually spoil the classroom spirit and demotivate the existing children and push them out of school.

**Table 9 Student Classroom Ratio by the schools in various medium**

Student-classroom ratio	Medium of education						Total	
	Hindi		Bengali		Urdu			
	n	%	n	%	n	%	n	%
<10:1	-	-	18	18.95	1	1.05	19	20.00
10:1 to 20:1	7	7.37	26	27.37	1	1.05	34	35.79
20:1 to 30:1	5	5.26	11	11.58	-	-	16	16.84
30:1 to 40:1	3	3.16	8	8.42	1	1.05	12	12.63
40:1 to 50:1	2	2.11	3	3.16	1	1.05	6	6.32
50:1 to 60:1	2	2.11	3	3.16	1	1.05	6	6.32
>60:1	1	1.05	-	-	1	1.05	2	2.11
Total	20	21.05	69	72.63	6	6.32	95	100.00

4.1.6 Figure 4 further reveals and reinforces that it is the rented schools in the city that have insufficient infrastructure as more than 12 percent of the sampled schools which are rented are one room schools and above 7 percent of the schools are rented and two room schools. One room schools can also be extremely distracting for the children.

**Figure 4**

**4.1.7** Availability of teachers in schools is an important variable for quality education. The total number of teachers in 2007-08 suggests that about 5.63 million teachers are engaged in teaching in schools imparting elementary education in the country. In West Bengal there are above 1.72 million teachers (07-08) with 41851 only female teachers and there are about 3.8 percent single teacher schools in the state<sup>5</sup>. The analysis of the sampled schools revealed that 16.49 percent of the school are single teacher schools and a large percentage of schools (39.18 percent) are functioning with 2 teachers. Which is below the national average of 3 per primary school (DISE 2007-08). As reflected in table 10. Para- teachers or Supplementary Teachers have been engaged in most of the schools to address the need of teachers in the existing primary schools thus currently 12.83 percent of the staff of the sampled primary schools are para teachers who apparently have intervened to bridge the crisis which in turn might have had some impact on the teaching learning situation of the schools.

**Table 10. Number of staff with the breakup of regular, para- teacher and other staff in the schools**

Total No. of Staff	No. of school	%	Regular Teacher		Para Teacher		Other staff	
			No.	%	No.	%	No.	%
1	16	16.49	16	7.08	-	-	-	-
2	38	39.18	70	30.97	6	20.69	-	-
3	19	19.59	48	21.24	6	20.69	3	50.00
4	6	6.19	22	9.73	2	6.90	-	-
5	6	6.19	25	11.06	4	13.79	1	16.67
6	6	6.19	30	13.27	5	17.24	1	16.67
7	2	2.06	11	4.87	3	10.34	-	-
9	1	1.03	1	0.44	1	3.45	1	16.67
10	1	1.03	1	0.44	1	3.45	-	-
12	1	1.03	1	0.44	-	-	-	-
13	1	1.03	1	0.44	1	3.45	-	-
Total	97	100.00	226	100.00	29	100.00	6	100.00

**4.1.8** Table 11 on the other hand reflects a contradictory situation in comparison to table 4 in terms of a significant indicator for teaching learning in a school i.e. the Pupil Teacher Ratio (PTR). There are 10 percent schools where the PTR is below 10:1, while in 14.74 percent schools it is between 10-14:1, they are below the national average of 17:1 (DISE 2007-08). However the PTR of West Bengal is much higher at 44:1 compared to the national average of 34:1, which further may be reflective of the poor functioning of the schools, overcrowding, poor learning levels, high dropout rates where each of the schools and teachers are not used to

<sup>5</sup> Elementary Education India- where Do we stand?, State Report Cards (2007-08), NUEPA, MHRD

its fullest capacity. Nevertheless, it should be noted that 10.53 percent of the schools in the study are overcrowded with PTR above 40. Therefore the authorities should immediately allocate more teachers to ensure that children do not drop out from these popular schools. The analysis also reveals that it is the Bengali school which is suffering from low PTR in comparison to Hindi and Urdu together, where only 3 percent of all the schools have low PTR.

**Table 11 Pupil Teacher Ratio and number of schools, with the medium wise segregation**

Pupil-Teacher Ratio	Hindi		Bengali		Urdu		Total	
	No of school	%	No of school	%	No of school	%	No of school	%
<10:1	-	-	9	9.47	1	1.05	10	10.53
10:1 to 14:1	2	2.11	12	12.63	-	-	14	14.74
15:1 to 19:1	3	3.16	10	10.53	-	-	13	13.68
20:1 to 24:1	2	2.11	12	12.63	1	1.05	15	15.79
25:1 to 29:1	4	4.21	10	10.53	1	1.05	15	15.79
30:1 to 34:1	5	5.26	5	5.26	2	2.11	12	12.63
35:1 to 39:1	2	2.11	4	4.21	-	-	6	6.32
40:1 to 44:1	1	1.05	5	5.26	1	1.05	7	7.37
45:1 and above	1	1.05	2	2.11	-	-	3	3.16
Total	20	21.05	69	72.63	6	6.32	95	100.00

**4.1.9** Availability of basic facilities in schools not only attracts more children to schools but also help in improving the retention rate. DISE data of 2007-08 reflects that nationally about 87 percent of the schools had drinking water facility available in 2007-. A little less than 50 percent of the total schools had water hand pumps, and 24 percent of schools had tap water facility in school. The report also highlights that more schools now have common toilets (63 percent in 2007-08 compared to 47 percent in 2004-05) and 51 percent schools in 2007-08 separate toilets for girls compared to only 33 percent in 2004-05.

**4.1.10** The WBHDR (UNDP 2004) highlighted that the lack of basic infrastructure facilities in primary schools continued to become a serious concern in West Bengal. It further stressed by mentioning the inadequacies necessary fitting and fixtures, with regard to toilets and basic equipments, teaching learning materials such as black boards<sup>6</sup>. The DISE 2008-09 Flash Statistics revealed that the Education Infrastructure Index had been 0.521 with rank 30 among all states which has marginally declined with respect

<sup>6</sup> West Bengal Human Development Report 2004, Development and Planning department, Government of West Bengal.

to the index but somehow ranked higher in 2008-09 probably as many other states fared worse than West Bengal enhancing its status with index at 0.516 and rank at 24 in 2007-08<sup>7</sup>.

**4.1.11** The compilation of feedback from the respondents in table 12 will further reinforce the poor conditions of the rented schools of Kolkata especially in terms of Infrastructure. 47.37 percent of the students enrolled in rented school complained of not having classroom with sufficient space in comparison to 13.59 percent students in non rented school, similarly 50 percent of the rented schools do not have water with almost equally high number of non rented schools not having water (47.46 percent), 50 percent of the rented schools complained of not having toilets for students compared to 33.90 percent non-rented schools. Nevertheless there are many of the basic amenities like electricity (21.05 rented and 16.95 percent non rented and black board and TLMs too (13.16 percent for rented schools and 11.86 percent). However the need is to further strengthen it in order to enhance all other indicators of education.

**Table 12 Percentage of the schools having and not having the listed facilities with the segregation of rented and non-rented school buildings**

Facilities	Rented (n=38)				Non-rented (n=59)			
	Yes		No		Yes		No	
	No. of school	%	No. of school	%	No. of school	%	No. of school	%
Classrooms are with sufficient space	20	52.63	18	47.37	51	86.44	8	13.56
Sufficient Blackboard (& other TLMs )	33	86.84	5	13.16	52	88.14	7	11.86
Sufficient Benches	28	73.68	10	26.32	47	79.66	12	20.34
Electricity	30	78.95	8	21.05	49	83.05	10	16.95
Source of drinking water	19	50.00	19	50.00	31	52.54	28	47.46
Source of usable water	25	65.79	13	34.21	40	67.80	19	32.20
Toilet for Students	19	50.00	19	50.00	39	66.10	20	33.90
Whether the toilet is usable	18	47.37	20	52.63	40	67.80	19	32.20
Common Toilet	19	50.00	19	50.00	43	72.88	16	27.12
Separate toilets for boys & girls	5	13.16	33	86.84	17	28.81	42	71.19
Toilet for the teachers only	11	28.95	27	71.05	26	44.07	33	55.93
Space to play (play ground)	5	13.16	33	86.84	14	23.73	45	76.27

**4.1.12** SSA in its Basic Features<sup>8</sup> highlights its intention to ensure community ownership of school-based interventions through effective decentralization through its programmes. It suggested that it could be augmented by involvement of women's groups, VEC members and members of Panchayati Raj Institutions and will promote a community based monitoring system. It also stated that every school will be encouraged

<sup>7</sup> Source: Elementary Education in India- Progress Towards UEE- Flash Statistics (2008-09), NUEPA

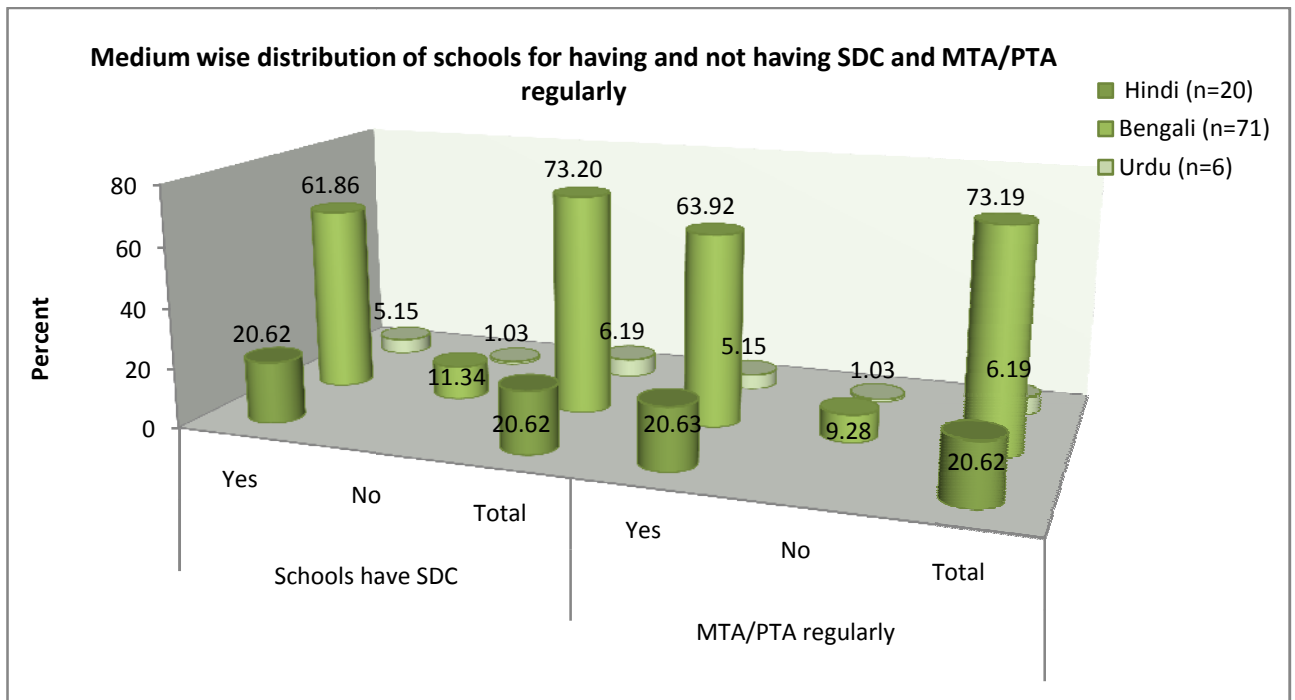
<sup>8</sup> [www.education.nic.in/ssa/ssa\\_1](http://www.education.nic.in/ssa/ssa_1)



to share all information with the community, including grants received. SSA thus envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community

**4.1.13** It s necessary to devise ways of making the formal system more responsive of local needs and to the specific requirements of the children from disadvantaged backgrounds, perhaps by increasing community participation in the supervision of Education (WBHDR 2004). Parent Teacher Association/ Mother Teacher Association (PTA/MTA) and School Development Committee or Village Education Committee (SDC/VEC) are significant bodies for the functioning of the formal primary school as per the government guidelines. Figure 4 reveals that 87.63 percent of the schools have formed and continue to have the School Development Committees and 89.7 percent have also formed and continue to have MTA/ PTA. In this regard it is also observed that all Hindi medium schools have complied with the compulsive and necessary provisions of forming these Committees while there are around 10-12 percent Bengali and Urdu schools who have not even have these committees on record thus their involvement of the local stakeholders remain quite obviously negative.

**Figure 5**



## 4.2 Profile of Respondents

The current chapter would focus on the respondents who have been interviewed for the study based on key indicators viz. the teachers, students and the parents. The discussion will elaborate on the background and other qualitative feature of these respondents and it will be related to the core purpose of the study.

**4.2.1** The PROBE report (1999) is based on in-depth surveys in five Indian states, pointed out that a key factor in low school participation is the low quality (unmotivated teacher incentives, weak curriculums, inadequate physical facilities) of available schools. A study has come up with several interesting observations in this respect that states that years of schooling were reasonably responsive to school quality. The estimates indicate that years of completed schooling could increase by 2 to 2.5 years by raising average teacher experience (from 2 years to 10 years), repairing leaking roofs, reducing travel time (from 2 hours to a few minutes), or providing blackboards to schools without them<sup>9</sup>.

**4.2.2** Education for All Global Monitoring Report-2010 (UNESCO); too often, the most marginalized children are taught by the least skilled teachers in the most poorly resourced schools. Recruitment and deployment practices are at the heart of the problem. Teachers may be reluctant, for career reasons, to serve in what are seen as failing schools. Experienced teachers may use their seniority to get assigned to the smallest classes (often in higher grades), leaving the largest classes, where the marginalized are at particular risk of dropping out, to the least experienced or least qualified teachers.<sup>10</sup>

**4.2.3** In Kolkata just the primary schools have 5454 teachers with 2990 female teachers being more than the male teachers. The total respondent teachers in the study were 97 (55.67 female and 44.33 male percent), either Head Teacher (60.82 percent) or the Teacher in Charge (38.19 percent) were interviewed in each of the schools as detailed in table 13. Going by the age breakup of the teachers engaged in the schools only 22 percent of the teachers were young in the age below 40 years of age while 60.82 percent of the teachers are in the last decade of service, mostly they are in aged above 50 years (table 13). It indicates a positive trend that has begun of recruiting new teachers in primary schools, yet a large number of old staff also reflects that change might be difficult with them so that they can positively contribute to the motivation of children within the classroom status in lieu with their background.

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<sup>9</sup> Public Report on Basic Education in India, Probe Team, 1999.

<sup>10</sup> *Reaching the marginalized- Education for All : Global Monitoring Report-2010*, UNESCO, Oxford University Press

**Table 13. Age, Sex and Designation wise number of teachers**

Teacher's age (years)	No. of Teacher					
	Male	%	Female	%	Total	%
30 and below	3	3.09	-	-	3	3.09
31-40	4	4.12	14	14.43	18	18.56
41-50	8	8.25	9	9.28	17	17.53
51 and above	28	28.87	31	31.96	59	60.82
Total	43	44.33	54	55.67	97	100.00
Teacher's designation						
Head Teacher	23	23.71	36	37.11	59	60.82
Teacher in charge	20	20.62	18	18.56	38	39.18
Total	43	44.33	54	55.67	97	100.00

4.2.4 Table 14 further reflects that there are 95 percent teachers who are with above 9 years experience who are head teachers and 85 percent of the teachers who are Head Teachers of the primary schools have more than 14 years of experience. In fact 64 percent of the head teachers have above 30 years of experience. No gender bias towards the male teachers has been reflected in this perspective as all along the percentage of female teachers at all levels of experience has been higher for head teachers though the percentage of male Teacher in Charges is marginally higher than their female counterparts.

4.2.5 The experience in the current school reflects that most Head Teachers are engaged in the current school of engagement for 0 to 14 years are about 58 percent and Teacher- in- Charge 68.43 percent, which reflect that government has utilized its transfer policy to a great extent. Though about 12.55 percent of the teachers who are now head teachers and 7.89 percent who are now Teacher- in Charges are engaged in the same school for over 35 years. This also reflects stagnation for a few and a policy of mobility for some.

**Table 14. Designation and years of experience as teacher with gender segregation**

	Head Teacher						Teacher in charge					
	M	%	F	%	Total	%	M	%	F	%	Total	%
Experience as Teacher (years)												
<5	-	-	-	-	-	-	2	5.26	4	10.53	6	15.79
5 to 9	-	-	3	5.08	3	5.08	5	13.16	2	5.26	7	18.42
10 to 14	1	1.69	5	8.47	6	10.17	3	7.89	4	10.53	7	18.42
15 to 19	1	1.69	1	1.69	2	3.39	2	5.26	-	-	2	5.26
20 to 24	-	-	3	5.08	3	5.08	1	2.63	1	2.63	2	5.26
25 to 29	3	5.08	4	6.78	7	11.86	-	-	3	7.89	3	7.89
30 to 34	9	15.25	10	16.95	19	32.20	4	10.53	2	5.26	6	15.79

35 to 39	7	11.86	6	10.17	13	22.03	3	7.89	2	5.26	5	13.16
40 to 44	2	3.39	4	6.78	6	10.17	-	-	-	-	-	-
Total	23	38.98	36	61.02	59	100.00	20	52.63	18	47.37	38	100.00
Experience in present school (years)												
<5	5	8.47	8	13.56	13	22.03	4	10.53	6	15.79	10	26.32
5 to 9	4	6.78	11	18.64	15	25.42	7	18.42	5	13.16	12	31.58
10 to 14	2	3.39	4	6.78	6	10.17	2	5.26	2	5.26	4	10.53
15 to 19	2	3.39	1	1.69	3	5.08	1	2.63	1	2.63	2	5.26
20 to 24	-	-	3	5.08	3	5.08	1	2.63	1	2.63	2	5.26
25 to 29	-	-	2	3.39	2	3.39	-	-	1	2.63	1	2.63
30 to 34	5	8.47	4	6.78	9	15.25	3	7.89	1	2.63	4	10.53
35 to 39	3	5.08	2	3.39	5	8.47	2	5.26	1	2.63	3	7.89
40 to 44	2	3.39	1	1.69	3	5.08	-	-	-	-	-	-
Total	23	38.98	36	61.02	59	100.00	20	52.63	18	47.37	38	100.00

**4.2.6** World over in 2007 about 72 million children were out of school inspite of steep decline from the decade of 90s (1999). South and West Asia region more than halved its out-of-school population with a decline of 21 million but still has 18 million out of school children with a share of 58 percent girls (declining from earlier 63 percent in 1999). India accounts for 7.14 million out of school children among them<sup>11</sup>. Therefore the study intends to capture the issue of drop out in primary education in the city of Kolkata in-depth by capturing the perspective of the children themselves both in and out of school.

**4.2.7** The study has covered a total of 190 children (table 15) who are currently enrolled in schools through personal interviews, of whom 46.32 percent are male or boys while 53.68 percent are girls. Figure 6 and table 15 reflects that 64.21 percent are in the age group of 6-9 years which is designated for children to be studying in primary schools while the rest 35.79 percent are in the age group of 10-14 years which is inappropriate for the primary school going age. It is higher than the overall percentage of under-age & over-age Children in primary school in the state i.e 19.93 percent (DISE 2008-09). The gender segregation reveals that amongst the respondent children more male children are over aged for primary classes being above the 9 years of age in these schools than female with 72.64 percent and 63.15 percent consecutively.

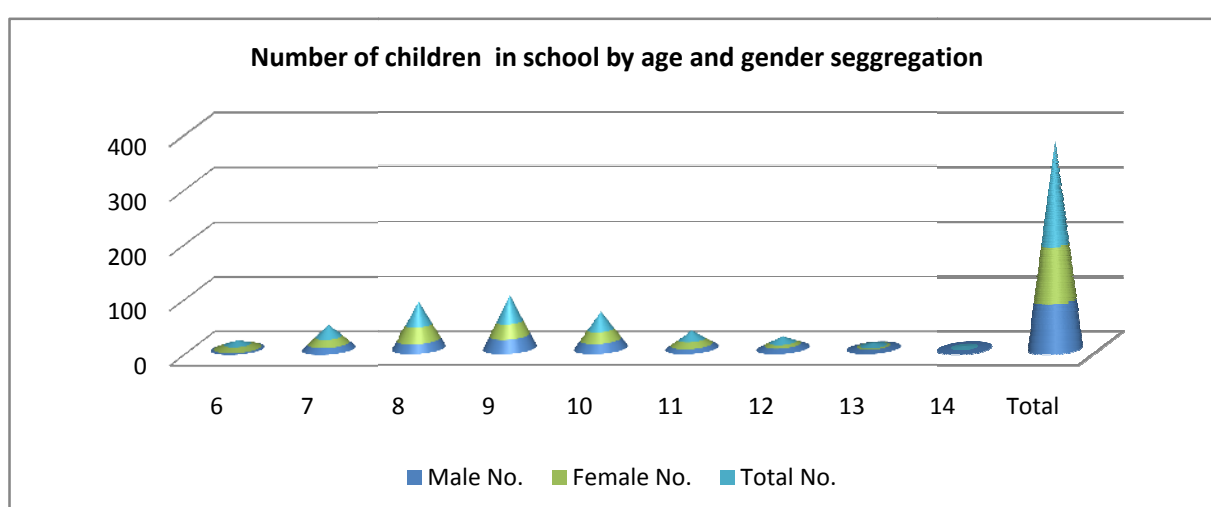
**Table 15 No of children by age and gender segregation of school going children**

Age	Male		Female		Total	
	No.	%	No.	%	No.	%
6	2	1.05	6	3.16	8	4.21
7	10	5.26	12	6.32	22	11.58

<sup>11</sup> EFA Global Monitoring Report 2010, Reaching the marginalized, UNESCO, Oxford University Press, UK

8	16	8.42	27	14.21	43	22.63
9	24	12.63	25	13.16	49	25.79
10	16	8.42	18	9.47	34	17.89
11	7	3.68	9	4.74	16	8.42
12	7	3.68	4	2.11	11	5.79
13	4	2.11	1	0.53	5	2.63
14	2	1.05		0.00	2	1.05
Total	88	46.32	102	53.68	190	100.00

Figure 6

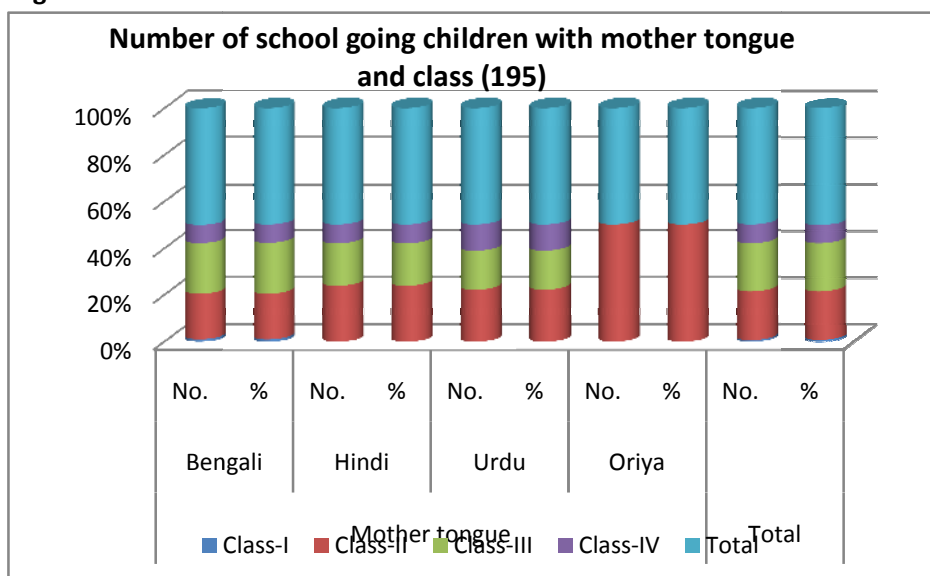


**4.2.8** The class wise desegregation further reveals that only 1.58 percent of the respondent children have been interviewed from class 1 while maximum children as planned were interviewed from children in classes II and III with 41.58 percent and 41.05 percent consecutively as stated in table 16 and figure 7. The mother tongue wise desegregation further reveals as in figure 7 that maximum children studying in the primary schools in Kolkata have Bengali (71.58 percent) as their mother tongue followed by Hindi (23.16 percent), then Urdu (4.74 percent) and Oriya (0.53 percent).

Table 16 No. of school going children by mother tongue and class

Current class	Mother tongue								Total	
	Bengali		Hindi		Urdu		Oriya			
	No.	%	No.	%	No.	%	No.	%	No.	%
Class-I	3	1.58	-	-	-	-	-	-	3	1.58
Class-II	53	27.89	21	11.05	4	2.11	1	0.53	79	41.58
Class-III	59	31.05	16	8.42	3	1.58	-	-	78	41.05
Class-IV	21	11.05	7	3.68	2	1.05	-	-	30	15.79
Total	136	71.58	44	23.16	9	4.74	1	0.53	190	100.00

Figure 7



**4.2.9** The out of school children have also been tracked down in their households and homes and interviewed to understand the factors and reasons for which these children drop out of schools. The study reached out to 172 children in the age group of 6-16 years (table 17). The age segregated data presented in the table states that 55.81 percent children dropped out early and are now in the age group of 6-9 years while 44.19 percent students dropped out and are now in the age group of 10-16 years. Overall almost 98 percent are in the age group of 6-14 years where they can be brought back into the fold of education as a fundamental right and by the law. Further look into the details reveals that maximum children drop out of school in the age group of 8-10 years (59.3 percent) the later part of the study could reflect more on the issue.

**Table 17 No of out of school children by age and gender segregation**

Age in years	Male		Female		Total	
	No.	%	No.	%	No.	%
6	6	3.49	5	2.91	11	6.40
7	8	4.65	8	4.65	16	9.30
8	17	9.88	13	7.56	30	17.44
9	18	10.47	21	12.21	39	22.67
10	19	11.05	14	8.14	33	19.19
11	16	9.30	6	3.49	22	12.79
12	6	3.49	6	3.49	12	6.98
13	1	0.58	3	1.74	4	2.33
14	1	0.58	1	0.58	2	1.16
15	-	-	2	1.16	2	1.16
16	1	0.58	-	-	1	0.58
Total	93	54.07	79	45.93	172	100.00

**4.2.10** Table 18 states that maximum children dropped out from these schools in all age groups dropped out from class II and III with 41.86 percent and 41.28 percent consecutively with their last class attended as the same. This table also states that amongst the respondents more male students (54.07 percent) dropped out from the schools among the respondents than female (45.93 percent)

**Table 18 Gender segregation of out of school children by their last class attended in school**

Class last attended	Male		Female		Total	
	No.	%	No.	%	No.	%
Class-I	7	4.07	10	5.81	17	9.88
Class-II	41	23.84	31	18.02	72	41.86
Class-III	39	22.67	32	18.60	71	41.28
Class-IV	6	3.49	6	3.49	12	6.98
Total	93	54.07	79	45.93	172	100.00

**4.2.11** Attendance in school is considered to be a significant indicator of children learning and retained in schools. This is further reinforced by the profile of the out of school children interviewed who stated that most of them were irregular to school (52.33 percent) with more boys being irregular with 28.49 percent than girls with 23.84 percent. Only a few were regular amongst the drop out children (20.93 percent). It is quite obvious that the Irregular children dropped out first.

**Table 19 Attendance of currently out of school children (gender wise) while they were in school**

Attended school	Male		Female		Total	
	No.	%	No.	%	No.	%
Regularly	15	8.72	21	12.21	36	20.93
Irregularly	49	28.49	41	23.84	90	52.33
Often	29	16.86	17	9.88	46	26.74
Total	93	54.07	79	45.93	172	100.00

**4.2.12** On enquiring about the parents of the out of school children revealed that most of the children revealed that their fathers worked as casual labourers (49.42 percent) or has small businesses e.g hawking, tea shop etc (15.70 percent) while some others were 4<sup>th</sup> grade service staff (6.98 percent). The mothers of these children were mostly at home as house wives (49.42 percent) or worked as maid servants (40.12 percent). It revealed that the children all belonged to mostly marginalized sections (table 20).

**Table 20 Occupation of parents as stated by the out of school children**

Occupation type	Father		Mother	
	No.	%	No.	%
Private service (conductor/helper/works in hotels, saloons)	10	5.81		
Maid servant			69	40.12
Housewife			85	49.42
Driver (bus/van/auto)	11	6.40		
Casual labour	85	49.42	12	6.98
Small business (hotel/howkery/teashop/vegetable seller)	27	15.70	3	1.74
Service (4th grade)	12	6.98	1	0.58
Ayah			2	1.16
Rickshaw puller	10	5.81		
Carpenter/priest/farmer	7	4.07		
Died/left home	6	3.49		
No works	4	2.33		
Total	172	100.00	172	100.00

**Table 21 Distribution of parents of school going students by age and sex**

Guardians' age (years)	Male		Female		Total	
	No.	%	No.	%	No.	%
≤25	-	-	6	6.32	6	6.32
26-30	2	2.11	14	14.74	16	16.84
31-35	15	15.79	14	14.74	29	30.53
36-40	20	21.05	6	6.32	26	27.37
41-45	5	5.26	2	2.11	7	7.37
46-50	7	7.37	2	2.11	9	9.47
≥51	-	-	2	2.11	2	2.11
Total	49	51.58	46	48.42	95	100.00

**4.2.13** Parents have been considered as important respondents, 95 parents of school going children have been interviewed from the sampled schools. 51.58 percent of the respondent parents were male and 46 percent were female. It was found that most of the parents were in the age group of 26 to 35 years of age (47.37 percent) and 27.37 percent were in the age group of 36 to 40 years of age (table 21 and figure 8).



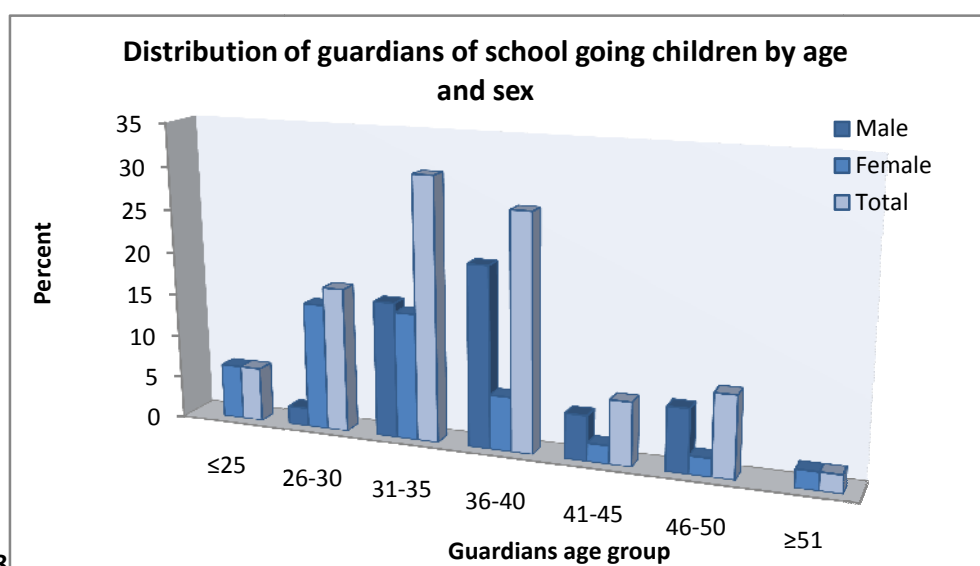


Figure 8

4.2.14 A challenging group of 89 parents whose children have dropped out challenges II and III were also interviewed as illustrated in table 22. These parents were tracked to their household to be interviewed, in some cases parents were not found, therefore responsible adults living in the same household like the aunt or elder brother/ sister were interviewed. Among the 95 percent of the parents interviewed 68.54 percent were fathers and 26.97 percent were mothers. It can be assumed the fathers being the major decision maker to pull the child out of school. In most cases the respondent parents, especially fathers were in the age group of 31 to 40 years with 60.67 percent.

Table 22 Parents/ guardians of out of school children with age and category break up

Age group (years)	Father		Mother		Elder brother/sister		Aunt		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	≤30	4	4.49	9	10.11	1	1.12			14
31-35	15	16.85	6	6.74	1	1.12	1	1.12	23	25.84
36-40	23	25.84	7	7.87			1	1.12	31	34.83
41-45	7	7.87	1	1.12					8	8.99
46-50	8	8.99	1	1.12					9	10.11
51-55	4	4.49							4	4.49
Total	61	68.54	24	26.97	2	2.25	2	2.25	89	100.00

4.2.15 The parents of the children in and out of school were mostly casual labourers or had small businesses like hawking or a tea stall or a road side *dhaba* where mostly fathers were active earning members. On the other hand mothers in both cases were also maid servants or housewives reflecting that almost children from similar categories were both in or out of school especially with reference to the occupation of the parents (table were not used in the main analysis).

### 4.3 Enrolment and retention in the sampled schools

As also discussed in table 6 that revealed an initial boom was experienced after the advent of SSA in the state and so also in Kolkata as per the DISE data stabilized in the later years rather there has been a decrease in the enrolment in the targeted schools. It is also similar in the sampled schools though the reducing overall enrolment is more intensely reflected in the sampled 100 schools.

**4.3.1** As stated in table 23 the overall enrolment of all classes from I to IV together reduced from 8650 students in 2006-07 to 7591 students in 2009-10 in 4 years it reduced by 13.95 percent proving that drop out continues to be a persist in these schools. However to analyze the difference in the class wise enrolment reveals that over the years at least 9-11 percent reduction in enrolment has been visible before attaining class II every year; while the reduction in enrolment in further classes in the primary school is rather marginal as between 2007-08 and 2009-10, 1.89 percent, 1.78 percent and 0.5 percent consecutively in 3 years dropped between classes II and III while 0.35 percent, 1.31 percent and 1.9 percent was the reduction in enrolment between class III and IV in 3 consecutive years. This drop in enrolment is obviously due to the drop out of children between classes I to IV. In 2006-07 11.92 percent and in 2009-10 10.18 percent students dropped out between class I and IV. The gender segregation also reveals that in the sampled schools the enrolment of male students has been higher than the female students though mostly less than 5 percent in all years from 2006-07 but the gender wise difference is further strengthened in the recent year with 5.5 percent male students enrolled in the schools than female students. Though the difference is marginal but persistent thus it may be worthy to intervene to focus on enrolling and retaining girl students in primary classes.

**Table 23 Class wise total enrolment over the years (2006-07 to 2009-10) with gender segregation**

Classes	Enrollment of students (2006-07)						Enrollment of students (2007-08)					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class I	1487	17.19	1356	15.68	2843	32.87	1442	16.89	1429	16.74	2871	33.63
Class II	1010	11.68	977	11.29	1987	22.97	1025	12.01	981	11.49	2006	23.50
Class III	1063	12.29	945	10.92	2008	23.21	951	11.14	894	10.47	1845	21.61
Class IV	964	11.14	848	9.80	1812	20.95	969	11.35	846	9.91	1815	21.26
Total	4524	52.30	4126	47.70	8650	100.00	4387	51.39	4150	48.61	8537	100.00
	Enrollment of students (2008-09)						Enrollment of students (2009-10)					
Class I	1346	17.05	1258	15.93	2604	32.98	1267	16.69	1129	14.87	2396	31.56
Class II	955	12.10	937	11.87	1892	23.96	950	12.51	855	11.26	1805	23.78
Class III	929	11.77	822	10.41	1751	22.18	922	12.15	845	11.13	1767	23.28
Class IV	860	10.89	788	9.98	1648	20.87	865	11.40	758	9.99	1623	21.38
Total	4090	51.80	3805	48.20	7895	100.00	4004	52.75	3587	47.25	7591	100.00

**4.3.2** Table 24 further details the drop out problem in the schools. It is apparent that the number of drop out children have reduced over the years from 2006-07 to 2009-10 from 590 students to 424 children with a reduction of about 39.15 percent. However in all the years of the entire drop out children, maximum dropped out in class I from 35.42 percent in 2006-07, 36.47 percent in 2007-08 and the highest in 2008-09 at 40.53 percent and relatively the lowest in 34.67 percent in 2009-10. This reveals that after an increase of drop out at class I level in 2007-08 and 2008-09 the schools took steps to regulate it in 2009-10. Like the higher enrolment rates reflected in table 23 table 24 too reveals the higher percentage of male students drop out from school.

**Table 24 Class wise dropout students over the years (2006-07 to 2009-10) with gender segregation**

Classes	No. of Drop out students (2006-07)						No. of Drop out students (2007-08)					
	M	%	F	%	Total	%	M	%	F	%	Total	%
Class I	109	18.47	100	16.95	209	35.42	118	19.83	99	16.64	217	36.47
Class II	85	14.41	67	11.36	152	25.76	85	14.29	70	11.76	155	26.05
Class III	53	8.98	59	10.00	112	18.98	63	10.59	70	11.76	133	22.35
Class IV	69	11.69	48	8.14	117	19.83	50	8.40	40	6.72	90	15.13
Total	316	53.56	274	46.44	590	100.00	316	53.11	279	46.89	595	100.00
	No. of Drop out students (2008-09)						No. of Drop out students (2009-10)					
Class I	125	23.45	91	17.07	216	40.53	77	18.16	70	16.51	147	34.67
Class II	69	12.95	57	10.69	126	23.64	64	15.09	58	13.68	122	28.77
Class III	62	11.63	56	10.51	118	22.14	52	12.26	53	12.50	105	24.76
Class IV	40	7.50	33	6.19	73	13.70	28	6.60	22	5.19	50	11.79
Total	296	55.53	237	44.47	533	100.00	221	52.12	203	47.88	424	100.00

**4.3.3** The medium wise segregation revealed that maximum drop out occurs in Bengali medium schools followed by Hindi and Urdu schools (table 25). Though in 2008-09 there was a sudden decrease in the drop out of children in Bengali medium schools, however in 2009-10 again the dropout rate of Bengali medium school rose steeply while the dropout rate of Hindi medium schools dropped significantly.

**Table 25 Medium wise drop out details of students**

Medium of education	Total drop out (2006-07)				Total drop out (2007-08)			
	M	F	Total	%	M	F	Total	%
Hindi	71	63	134	22.83%	75	53	128	21.84%
Bengali	217	198	415	70.70%	211	202	413	70.48%
Urdu	26	12	38	6.47%	29	16	45	7.68%
Total	314	273	587	100.00%	315	271	586	100.00%
Medium of education	Total drop out (2008-09)				Total drop out (2009-10)			
Hindi	78	53	131	24.62%	29	26	55	13.03%
Bengali	187	167	354	66.54%	170	162	332	78.67%
Urdu	30	17	47	8.83%	21	14	35	8.29%
Total	295	237	532	100.00%	220	202	422	100.00%

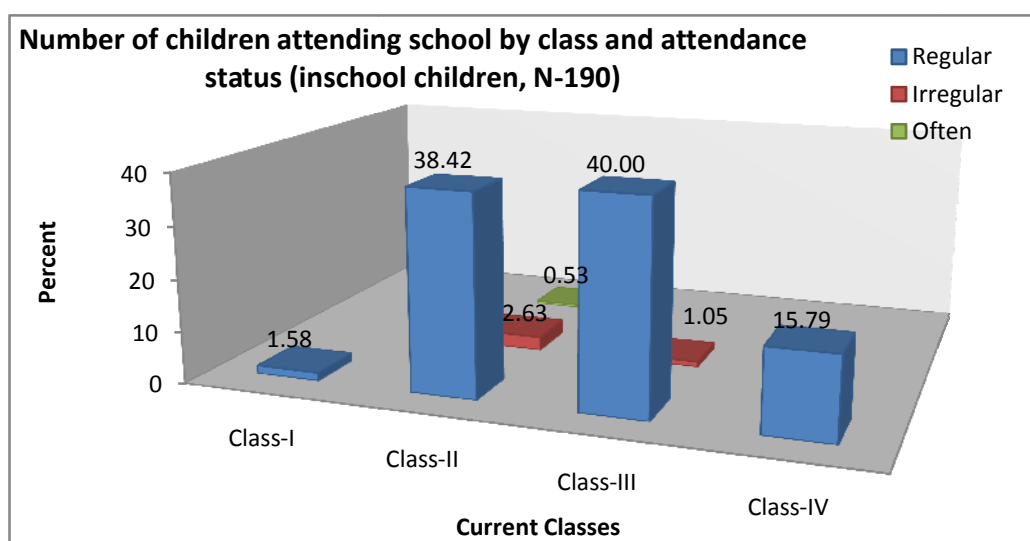
**Table 26 Circle wise break up of drop out children**

Circle no.	Total drop out (2006-07)						Total drop out (2007-08)					
	M	%	F	%	Total	%	M	%	F	%	Total	%
1	-	-	-	-	-	-	-	-	-	-	-	-
2	42	7.16	32	5.45	74	12.61	30	5.56	27	5.00	57	10.56
5	35	5.96	26	4.43	61	10.39	38	7.04	21	3.89	59	10.93
6	44	7.50	23	3.92	67	11.41	11	2.04	4	0.74	15	2.78
9	-	-	3	0.51	3	0.51	-	-	4	0.74	4	0.74
11	9	1.53	8	1.36	17	2.90	8	1.48	9	1.67	17	3.15
12	42	7.16	36	6.13	78	13.29	48	8.89	50	9.26	98	18.15
16	3	0.51	3	0.51	6	1.02	3	0.56	3	0.56	6	1.11
17	20	3.41	20	3.41	40	6.81	27	5.00	19	3.52	46	8.52
18	56	9.54	53	9.03	109	18.57	57	10.56	56	10.37	113	20.93
19	1	0.17	-	-	1	0.17	6	1.11	-	-	6	1.11
Alipore	12	2.04	10	1.70	22	3.75	8	1.48	7	1.30	15	2.78
Behala	8	1.36	7	1.19	15	2.56	9	1.67	8	1.48	17	3.15
Behala West	10	1.70	10	1.70	20	3.41	11	2.04	5	0.93	16	2.96
Tollygunge	32	5.45	42	7.16	74	12.61	31	5.74	40	7.41	71	13.15
<b>Total</b>	<b>314</b>	<b>53.49</b>	<b>273</b>	<b>46.51</b>	<b>587</b>	<b>100.00</b>	<b>287</b>	<b>53.15</b>	<b>253</b>	<b>46.85</b>	<b>540</b>	<b>100.00</b>
	Total drop out (2008-09)						Total drop out (2009-10)					
1	-	-	-	-	-	-	4	0.95	5	1.18	9	2.13
2	34	6.39	32	6.02	66	12.41	27	6.40	29	6.87	56	13.27
5	37	6.95	16	3.01	53	9.96	20	4.74	11	2.61	31	7.35
6	47	8.83	20	3.76	67	12.59	24	5.69	17	4.03	41	9.72
9	-	-	5	0.94	5	0.94	-	-	-	-	-	-
11	11	2.07	7	1.32	18	3.38	6	1.42	7	1.66	13	3.08
12	36	6.77	26	4.89	62	11.65	28	6.64	25	5.92	53	12.56
16	4	0.75	4	0.75	8	1.50	-	-	-	-	-	-
17	26	4.89	21	3.95	47	8.83	28	6.64	18	4.27	46	10.90
18	38	7.14	54	10.15	92	17.29	42	9.95	45	10.66	87	20.62
19	10	1.88	-	-	10	1.88	9	2.13	-	-	9	2.13
Alipore	6	1.13	6	1.13	12	2.26	7	1.66	7	1.66	14	3.32
Behala	14	2.63	9	1.69	23	4.32	1	0.24	6	1.42	7	1.66
Behala West	5	0.94	11	2.07	16	3.01	2	0.47	6	1.42	8	1.90
Tollygunge	27	5.08	26	4.89	53	9.96	22	5.21	26	6.16	48	11.37
<b>Total</b>	<b>295</b>	<b>55.45</b>	<b>237</b>	<b>44.55</b>	<b>532</b>	<b>100.00</b>	<b>220</b>	<b>52.13</b>	<b>202</b>	<b>47.87</b>	<b>422</b>	<b>100.00</b>

4.3.4 The Circle wise break up reveals that schools in Circle 18 has experienced maximum number of drop out with 18.57 percent of the drop out students located in the circle to 20.62 percent in 2009-10 (table 26). Circle 18 is followed by Circle 2 (12.61 percent in 2006-07 and 13.27 percent in 2009-10) and Circle 12 (13.29 percent in 2006-07 and 12.56 percent in 2009-10) with higher percentage of the drop out children.

#### 4.4 Profile of children in and out of school- a profile

Figure 9



**4.4.1** Attendance and regularity of the children to school is an important indicator of whether the child is enjoying school. Long absence from school can also signify a future drop out. Therefore students in school and children who have dropped out of school were asked if they are regular or irregular to school. Figure 9 states that 95.79 percent of the students are regular according to them and the rest 3.68 children are irregular to school. When this data is compared with the children who have dropped out it clearly proves that the irregular children are more vulnerable to dropping out as only 20.93 percent children were regular to school, a majority of 52.33 percent children were irregular to school and 26.74 percent children often went to school.

**Table 27 Regularity of the currently dropped out children during the time in school**

Attended school	Male		Female		Total	
	No.	%	No.	%	No.	%
Regularly	15	8.72	21	12.21	36	20.93
Irregularly	49	28.49	41	23.84	90	52.33
Often	29	16.86	17	9.88	46	26.74
Total	93	54.07	79	45.93	172	100.00

**4.4.2** While based on the discussion with the teacher a more objective view of the attendance of the children currently attended school was taken. The analysis as tabulated in table 28 reflects that 20.53 percent of the children attended school for less than 50 percent of class days while 30 percent attended between 51 to 60 percent of class days. Only about 34.74 percent of the students attended school for more than 70 percent. Therefore this close analysis reflects that amongst the currently school going children too they are vulnerable to dropping out, especially children in Class II who have comparatively more children attending school for less than 60 percent at 22.11 percent.

**Table 28 Percentage of attendance class wise of currently school going children**

Attendance percentage	Class-I		Class-II		Class-III		Class-IV		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
≤50%	1	0.53	17	8.95	16	8.42	5	2.63	39	20.53
51% - 60%	-	-	25	13.16	20	10.53	12	6.32	57	30.00
61% - 70%	-	-	7	3.68	14	7.37	7	3.68	28	14.74
71% - 80%	-	-	16	8.42	20	10.53	5	2.63	41	21.58
81% - 90%	2	1.05	7	3.68	4	2.11	1	0.53	14	7.37
≥91%	-	-	7	3.68	4	2.11	-	-	11	5.79
Total	3	1.58	79	41.58	78	41.05	30	15.79	190	100.00

4.4.3 Table 29 reveals that students attending these government-run primary schools live in the vicinity of the schools as about 94.74 percent travelling about 9.21 minutes. Only 3.68 percent of the children travel from a distance by bus for about 15.71 percent. This may also signify the absence of any primary schools in the locality of those children. Table 30 reflects the comparative picture for the dropped out children in reflected in table 29. It states that only 56.39 percent children stay within 10 minutes distance from school while 43.6 percent of the students live between 12 minutes to one hours distance from school. This establishes that the drop out children in many cases travelled longer distance to reach school which could also be the probable reason to build demotivation to continue in school.

**Table 29 Average travel time and means of travelling to school of the school going children**

Means of travel	Number of students		Average time (minutes)
	No.	%	
Walking	180	94.74	9.21
Bus	1	0.53	30.00
Rickshaw	1	0.53	15.00
Private vehicle	1	0.53	10.00
Bicycle	7	3.68	15.71
Total	190	100.00	-

**Table 30 Average travel time to school for out of school children when in school**

Time needed for reaching (minutes)	Sex of the child				Total	
	Male		Female			
	n	%	n	%	n	%
0	1	0.58			1	0.58
1	1	0.58			1	0.58
2	3	1.74	4	2.33	7	4.07
3	1	0.58			1	0.58

5	20	11.63	14	8.14	34	19.77
6	1	0.58	2	1.16	3	1.74
8	3	1.74	1	0.58	4	2.33
10	23	13.37	23	13.37	46	26.74
12	4	2.33	3	1.74	7	4.07
15	18	10.47	16	9.3	34	19.77
20	10	5.81	5	2.91	15	8.72
25	2	1.16	1	0.58	3	1.74
30	5	2.91	8	4.65	13	7.56
40	1	0.58	1	0.58	2	1.16
60			1	0.58	1	0.58
Total	93	54.07	79	45.93	172	100

**4.4.4** To take a deeper look at the profile of the school going children it is reflected that with the changing time the family size on an average is between 3-5 as detailed in table 31, especially Kolkata being a metropolitan city where many people have come as wage earners and thus have settled down with their nuclear families. As per the number of children are concerned 148 children (77.89 percent have families with 1-3 children though however there are still families of 42 children (22.17 percent) who have 3 to 10 siblings. It can also be assumed that children from families having more children may be more vulnerable to drop out considering the financial pressure to the earning members of the family.

**Table 31 Number of family members of school going children**

Total number of family members	Number of children									Total
	1	2	3	4	5	6	8	9	11	
10	-	-	-	-	-	-	1	-	-	1
13	-	-	-	-	-	-	-	-	1	1
2	1	-	-	-	-	-	-	-	-	1
3	26	2	-	-	-	-	-	-	-	28
4	7	50	1	-	-	-	-	-	-	58
5	2	1	47	1	-	-	-	-	-	51
6	-	3	4	22	-	-	-	-	-	29
7	-	-	4	1	11	-	-	-	-	16
8	-	-	-	1	1	2		1		5
Total	36	56	56	25	12	2	1	1	1	190

4.4.6 The family situation of the dropped out children is comparable as more children from this category live in large families having 4 to 9 children (34.88 percent) which is more than 12 percent higher than the school going children (table 32).

**Table 32 Time taken to reach school by the dropped out children when in school**

Total number of family members	Number of children in the family								Total	%
	1	2	3	4	5	6	8	9		
2	3								3	1.74
3	30	3							33	19.19
4		36	3	1					40	23.26
5			36						36	20.93
6			1	29	2				32	18.6
7					21				21	12.21
8						5			5	2.91
10							1		1	0.58
11								1	1	0.58
Total	33	39	40	30	23	5	1	1	172	100

4.4.7 To discuss the economic profile of the students attending or not attending school, the occupation of the parents may be a significant indicator to analyze the status of the family in which the children are living. Table 33 states that most of the fathers of the school going children are wage labourers (32 percent) while the rest have either small temporary business establishments or work as drivers or rickshaw pullers. To compare the background with the parents of the out of school children also discussed in table 20, more fathers work as casual labourers (49.42 percent) and there are less drivers of auto/bus/van/taxi (6.40 percent parents of out of school children) as compared to school going children's fathers (13.16 percent) as the drivers are marginally better of economically than casual labourers or wage earners.

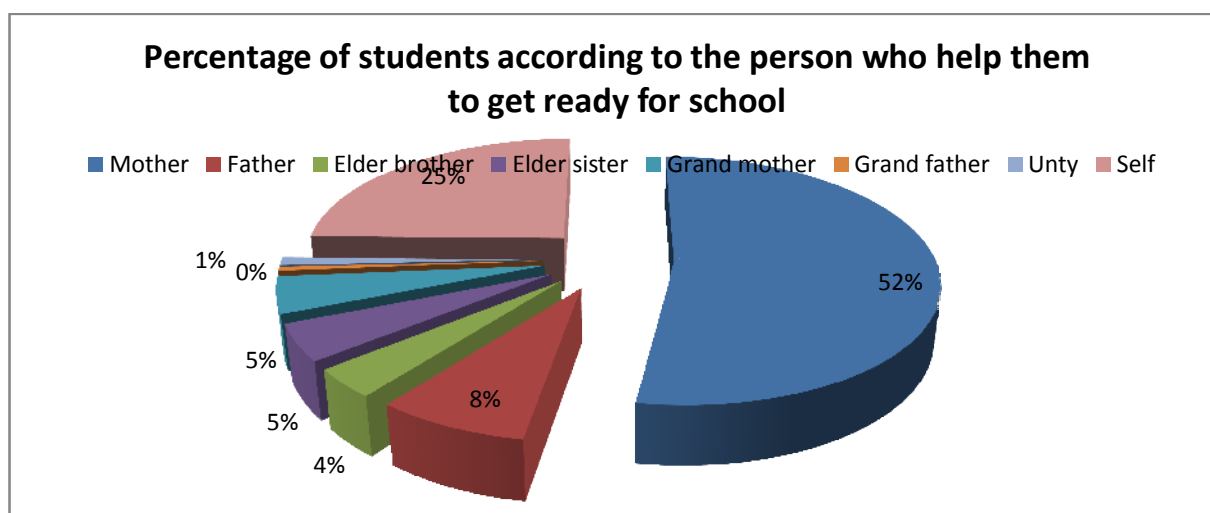
**Table 33 Occupation of father and mother of the school going children**

Occupation groups	Father		Mother	
	No.	%	No.	%
Doing nothing/House wife	7	3.68	105	55.26
Maid servant	-	-	60	31.58
Rickshaw puller/bus conductor/helper	10	5.26	-	-
Driver (Bus/Auto/Taxi/Van)	25	13.16	-	-
Wage labourer	61	32.11	13	6.84
Small business like Beatle-leaf shop/tea stall/motels	29	15.26	4	2.11
Private service like in shops, agencies, factories, etc.	15	7.89	2	1.05



Left wife and children/died	8	4.21	4	2.11
Service (group D)	18	9.47	1	0.53
Farmer	1	0.53	1	0.53
Hawkers, carpenter, electrician, masion, etc	16	8.42	-	-
Total	190	100.00	190	100.00

4.4.8 A comparison of table 33 and 20 reveals that more mothers of school going children are housewives (55.26 percent) compared to mothers of out of school children (49.42 percent) as probably some of the fathers are economically better off and their wives are not compelled to compensate family income by working. On the other hand similar picture is reflected as more mothers of out of school children work as maid servants (40.12 percent) than mothers of school going children (31.58 percent). This analysis tells us that children both school going and non school going are from mostly from the same socio economic background yet it is observed there is a group of poorest of the poor where families survive with low incomes and other social problems whose children are out of school.



**N: 190 Figure 10**

4.4.9 An effort has been to understand the various reasons that could help the child to come to school. Though 97.37 percent of the school going children reaches school in time (table not presented here) yet it has been felt that small children need support to get ready to school to retain their motivation to go to school and also punctually. Figure 10 reveals that most assuimngly 52 percent of the children are helped by the mothers. 23 percent are helped by other members of the family but about 25 percent of these small children get ready themselves which may delay them for schools and also could have a negative impact on their attendance. In fact, the children who cannot reach school in time has cited the reason as there are household work for them to do, their mother goes out to work or they are unable to wake up for morning school.

**4.4.10** The situation when compared with the currently out of school children it is revealed that many of these children were not able to reach school in time (31.81percent ) and more number of boys have reported being late as stated in table 34. Further when the reasons for not reaching school were analyzed then it was found that 28. 31 percent of the late children did not have parents to help them, 28.30 percent of them claimed that their mothers were out for work and 24.53 percent of the children said they get engaged in a lot of house work and in this case more girls (16.78 percent) have reported of such a problem as detailed in table 35.

**Table 34 Class wise number of currently drop out children reaching school in time when in school**

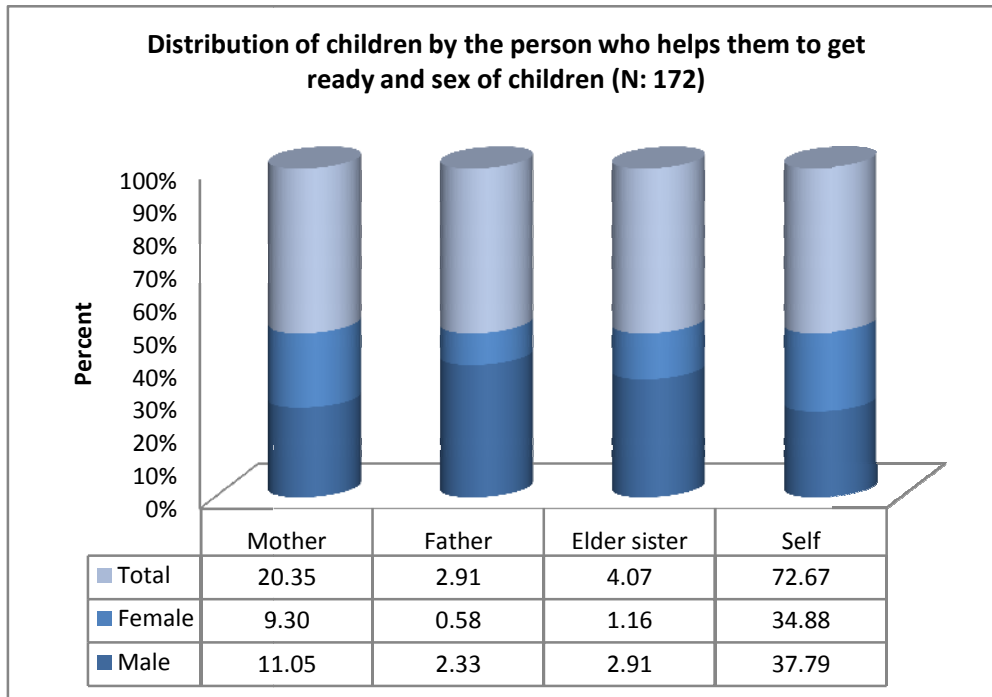
Last class attended	Reaching school in time								Total	
	Male (n=93)				Female (n=79)					
	No		Yes		No		Yes			
	n	%	n	%	n	%	n	%	n	%
Class-I			7	4.07	3	1.74	7	4.07	17	9.88
Class-II	11	6.40	30	17.44	8	4.65	23	13.37	72	41.86
Class-III	19	11.05	20	11.63	8	4.65	24	13.95	71	41.28
Class-IV	1	0.58	5	2.91	3	1.74	3	1.74	12	6.98
Total	31	18.02	62	36.05	22	12.79	57	33.14	172	100.00

**Table 35 Reasons for currently drop out children for not reaching school in time when in school**

Sex of the child	Reasons for being late in school	Total (n=53)	
		n	%
Male (n=31)	Parents did not help	11	20.75
	Mother goes to work that time	9	16.98
	Lot of house work	4	7.55
	Cannot wake up in the morning	1	1.89
	Unable to find reasons	6	11.32
	Total	31	58.49
Female (n=22)	Parents did not help	4	7.55
	Mother goes to work that time	6	11.32
	Lot of house work	9	16.98
	Unable to find reasons	3	5.66
	Total	22	41.51

**4.4.11** The challenging home situation for the drop out children is further reinforced when Figure 10 and Figure 11 is compared. The latter clearly states that most of the currently dropped out children (72.67 percent) were actually left alone to get ready for school and only in case of 20.35 percent children their mothers helped them. This makes it quite evident that such environments at home are demotivating for the child and do not have enough support to continue in school.

Figure 11



4.4.12 The children's personal choice has also been probed to get a deeper insight into the conditions in children stay or leave school. Thus 172 children who have now left school were asked if they enjoyed school, to which 35.47 percent children responded negatively to state that they did not enjoy school and 64.53 percent said they did enjoy school (table 36). Thus for children it may be the circumstantial reasons that pushed them out of school.

**Table 36 Response of the out of school children on whether they enjoyed school**

Sex of the child	Did enjoy to go to school	Total (N=172)	
		n	%
Male	No	33	19.19
	Yes	60	34.88
	Total	93	54.07
Female	No	28	16.28
	Yes	51	29.65
	Total	79	45.93

4.4.13 The students have also indicated the reasons why children were not enjoying schools as detailed in table 37. 31.4 percent of the children said that they did not enjoy school as there was no place to play.

However the next major cause of resentment was due to the lack of basic infrastructure like the absence of drinking water (29.65 percent) and toilet (19.76 percent). The problem of unusable toilet has emerged as bigger problem for the girl students (14.53 percent). To reinforce their feedback on the poor infrastructure of schools they have said schools are too cramped (16.28 percent) or dilapidated building (11.05 percent). The other significant feedback from the children remained that they did not understand teaching (14.54 percent)

**Table 37 Response of the out of school children on reasons for disliking school**

Sex of the child	Positive responses regarding disliking about school	Total (N=172)	
		N	%
Male	Teachers not friendly	12	6.98
	Hate to study	6	3.49
	Abusive & violent friends	12	6.98
	Dilapidated building	13	7.56
	Too cramped	16	9.30
	No playing place	33	19.19
	Do not understand teaching	13	7.56
	No/unusable toilet	9	5.23
	No source of drinking water	21	12.21
	Friends ignored me	4	2.33
Female	Teachers not friendly	4	2.33
	Hate to study	4	2.33
	Abusive & violent friends	9	5.23
	Dilapidated building	6	3.49
	Too cramped	12	6.98
	No playing place	21	12.21
	Do not understand teaching	12	6.98
	No/unusable toilet	25	14.53
	No source of drinking water	30	17.44
	Friends ignored me	4	2.33

**4.4.14** To compare the feedback with that of the school going children it is reflected that only the feedback has been similar in case of having no playing space( 52.63 percent). While for the other factors they have responded positively as stated in table 38. This is further comparable when the children were asked the factors of liking school as stated in table 39. It reflects the two major liking or factors for children to attend school are the teaching and learning as 60 percent of all children positively responded for this and friends (40 percent). On the other hand they have negatively responded for the teachers as 87.37 percent children said they did not like teachers and 93.68 percent did not like the mid day meal (it is assumed that in many cases mid day meal has been not initiated in the schools).

**Table 38 Positive and negative responses of currently school going children on factors of disliking in school**

Students disliking in school	Yes		No		Total	
	No.	%	No.	%	No.	%
Teachers not friendly	11	5.79	179	94.21	190	100.00
Hate to study	3	1.58	187	98.42	190	100.00
Abusive & violent friends	19	10.00	171	90.00	190	100.00
Dilapidated building	14	7.37	176	92.63	190	100.00
Too cramped	26	13.68	164	86.32	190	100.00
Teachers do not come			190	100.00	190	100.00
No playing place	100	52.63	90	47.37	190	100.00
Do not understand teaching	5	2.63	185	97.37	190	100.00

**Table 39 Positive and negative responses of currently school going children on factors of liking in school**

Students liking in school	Yes		No		Total	
	No.	%	No.	%	No.	%
Teaching-learning	125	65.79	65	34.21	190	100.00
Friends	76	40.00	114	60.00	190	100.00
Teachers	24	12.63	166	87.37	190	100.00
Mid day meal	12	6.32	178	93.68	190	100.00
Games & fun	52	27.37	138	72.63	190	100.00

4.4.15 It was also probed whether children who are continuing in school have some after school support to complement and supplement their learning as most of their parents were wither illiterate of have minimal education background. Table 40 reveals that about 72.11 percent of the children have some kind of after school support in education.

**Table 40 Response of children in school on whether they have any after school support**

Any after school support	YES		NO		TOTAL	
	No.	%	No.	%	No.	%
Class I (n=3)	3	1.58			3	1.58
Class II (n=79)	57	30.00	22	11.58	79	41.58
Class III (n=78)	56	29.47	22	11.58	78	41.05
Class IV (n=30)	21	11.05	9	4.74	30	15.79
Total	137	72.11	53	27.89	190	100.00

**Table 41 the nature of after school support received by the school going children (N:137)**

Type of support	Total	
	No.	%
Help from parents	20	14.60
Private tuition	93	67.88
After school classes by teachers	7	5.11
Help from elder siblings/family members	14	10.22
Others	3	2.19
Total	137	100.00

**4.4.16** This is further detailed in table 41 which states that this support largely come as private tuition (67.88 percent); while few reported of receiving support from parents (14.60 percent) or older siblings (10.66 percent) and a very few teachers (5.11 percent). This reveals that the teaching learning in school is yet not completely depended upon by many parents where children in such large numbers depend on private tuition to stay in school . thus it can also be assumed that children who cannot have any after school support at home or through private tuitions would be vulnerable to drop out.

**4.4.17** It was significant to understand how the children keep themselves occupied after leaving schools. Therefore in table 42 it is clearly stated that many of the children have engaged themselves in work outside home (15. 7 percent) most of whom are male who have engaged themselves as helps in shops or in eateries like hotel/ dhaba. 26.74 percent help parents in their work with more girls responding positively for this, 27.33 percent do housework and in this case too girls are more into it and 11.05 percent children are engaged in taking care of siblings where too it is more an occupation for the girls. However there are about 19.19 children who are not constructively engaged in any kind of work and spend their time playing.

**Table 42 Present activity of drop out students with gender segregation**

Present activity status		Male		Female		Total	
		No.	%	No.	%	No.	%
Working place outside home	Shop	11	6.40	1	0.58	12	6.98
	Workshop	3	1.74	1	0.58	4	2.33
	Factory	1	0.58		0.00	1	0.58
	Hotel/Dhaba	9	5.23		0.00	9	5.23
	Other's house		0.00	1	0.58	1	0.58
Play most of time		25	14.53	8	4.65	33	19.19
Do house work		20	11.63	27	15.70	47	27.33
Help parents at work		19	11.05	27	15.70	46	26.74
Take care of siblings		5	2.91	14	8.14	19	11.05
Total		93	54.07	79	45.93	172	100.00

#### 4.5 Background of parents of children in and out of school

**4.5.1** The family background has a strong implication on the child's growth and development. Parents education background in many cases also influence the decisions taken within a family for the education of the child. In table 43 and 44 the education background of the parents of the school going and out of school children has been compared. It is clearly reflected that parents of dropped out children are illiterate (47.19 percent) in higher percentage than the currently school going ones (28.42 percent). The respondent parents who completed primary schooling are in fact more in case of children who dropped out of primary school (19.1 percent) than parents of children continuing (12.63 percent).

**Table 43 Education background of parents of out of School children**

Educational Background of respondent parent/guardian	Total	
	N	%
Primary (I-IV)	17	19.1
Upper Primary (V-VIII)	28	31.46
Graduation & above	2	2.24
Illiterate	42	47.19
Total	89	100

**Table 44 Education background of parents of school going children**

Educational Background of respondent parent/guardian	Total	
	N	%
Primary (I-IV)	12	12.63
Upper Primary (V-VIII)	40	42.11
Secondary (IX-X)	9	9.47
Higher Secondary (XI-XII)	2	2.11
Graduation & above	5	5.26
Illiterate	27	28.42
Total	95	100.00

**4.5.2** However parents whose children are still continuing in school have attained higher education levels than the dropped out ones with 42.11 percent parents completing upper primary education, 9.47 completed Secondary education and 7.37 percent have education qualification of higher secondary and above. The most alarming element in this analysis probably remains that the fact that there are 31.46 percent parent/ guardians in the family who have completed Upper Primary Education but have still allowed their children to drop out at primary level as it is usually assumed that parents always want their children to be educated when they themselves are. It clearly reflects other circumstantial reasons for children dropping out which can be studied in-depth.

**4.5.3** The most frequently and popularly accepted reason for drop out have been low income or poverty of the families therefore it is a significant factor to analyze how important can the income be in relation to the child's schooling. 27.27 percent of the families of the drop out children and 20 percent of the currently school going children live with an income below Rs. 2000 per month, 31.58 percent of the families of school going

children live with an income below 3000 as compared to 38.64 percent in the other category. While 43.16 percent of the families are in the category of comparative higher income bracket of Rs.3000-Rs.5000 while much below them at 30.68 percent families of the drop out children are in the same category.

**Table 45 Family income of the children currently in school and their number of family members as stated by parents**

Monthly family income	Number of family members								Total		
	3		4		5		6				
	No.	%	No.	%	No.	%	No.	%	No.	%	
≤Rs.1500/-	6	6.32	-	-	-	-	-	-	-	6	6.32
Rs.1501-Rs.2000	8	8.42	5	5.26	-	-	-	-	13	13.68	
Rs.2001-Rs.2500	5	5.26	4	4.21	-	-	-	-	9	9.47	
Rs.2501-Rs.3000	9	9.47	9	9.47	2	2.11	1	1.05	21	22.11	
Rs.3001-Rs.3500	8	8.42	2	2.11	-	-	-	-	10	10.53	
Rs.3501-Rs.4000	4	4.21	4	4.21	2	2.11	1	1.05	11	11.58	
Rs.4001-Rs.4500	5	5.26	2	2.11	1	1.05	-	-	8	8.42	
Rs.4500-Rs.5000	7	7.37	4	4.21	1	1.05	-	-	12	12.63	
≥Rs.5001	-	-	2	2.11	3	3.16	-	-	5	5.26	
Total	52	54.74	32	33.68	9	9.47	2	2.11	95	100.00	

**Table 46 Family income of the children dropped out from school and their number of family members as stated by parents**

Income groups	Total number of family members										Total	
	2		3		4		5		6			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
≤Rs.1000			2	2.27							2	2.27
Rs.1001-2000	2	2.27	15	17.05	4	4.55	1	1.14			22	25.00
Rs.2001-3000			14	15.91	11	12.50	7	7.95	2	2.27	34	38.64
Rs.3001-4000			9	10.23	3	3.41	3	3.41	1	1.14	16	18.18
Rs.4001-5000			5	5.68	2	2.27	4	4.55			11	12.50
≥Rs.5001			1	1.14	2	2.27					3	3.41
Total	2	2.27	46	52.27	22	25.00	15	17.05	3	3.41	88	100.00

**4.5.4** The other aspect that has been revealed through the above tables is that the schooling children families income are distributed in comparatively smaller families with 4 members with only 11.58 percent of the respondent parents having family members with 5 and above members in comparison to 20.46 percent of the families of drop out children. This analysis does not reveal any significant difference in the income groups of families of both category children yet it does reveal that marginally some families survive on lesser income than the families of school going children and comparatively some of them have larger families to sustain with the same income. However it is also established that there are poorest of the poor children who are continuing in school inspite of their families having low incomes, even below Rs.2000 a month.



**Table 47 The expenditure on education by parents of school going children in relation to the parents education background**

Expenditure on child education	Educational Background of respondent												Total	
	Primary (I-IV)		Upper Primary (V-VIII)		Secondary (IX-X)		Higher Secondary (XI-XII)		Graduation & above		Illiterate			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Nothing	4	4.21	13	13.68	7	7.37	-	-	4	4.21	12	12.63	40	42.11
<Rs.200	3	3.16	10	10.53	-	-	2	2.11	-	-	6	6.32	21	22.11
Rs.201-Rs.400	3	3.16	7	7.37	2	2.11	-	-	-	-	2	2.11	14	14.74
Rs.401-Rs.600	-	-	3	3.16	-	-	-	-	1	1.05	3	3.16	7	7.37
Rs.601-Rs.800	1	1.05	1	1.05	-	-	-	-	-	-	1	1.05	3	3.16
Rs.801-Rs.1000	-	-	1	1.05	-	-	-	-	-	-	-	-	1	1.05
Rs.1001-Rs.1200	-	-	2	2.11	-	-	-	-	-	-	-	-	2	2.11
Rs.1201-Rs.1400	-	-	-	-	-	-	-	-	-	-	1	1.05	1	1.05
Rs.1801-Rs.2000	-	-	3	3.16	-	-	-	-	-	-	1	1.05	4	4.21
>Rs.2000	1	1.05	-	-	-	-	-	-	-	-	1	1.05	2	2.11
Total	12	12.63	40	42.11	9	9.47	2	2.11	5	5.26	27	28.42	95	100.00

4.5.5 Chapter II, section 3(1) and (2) of the Free and Compulsory Education Bill, 2008 of India states that , “Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. .... no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education”<sup>12</sup>. In spite of the legislation parents are spending large amounts of money as annual fees to school in the form of development fees etc. In addition to that parents have to pay for the school uniform (for boys), stationeries and some books even at the primary level. The above table states that 42.11 percent of the spend nothing for their children’s education 22.11 percent spend a nominal amount below Rs.200 annually, while 33.69 percent spends between Rs.200-Rs.2000 annually for their child’s education in a government run primary school while 2 percent of the parents have claimed to have spent above Rs.2000. The amount of spending when compared with the education background of the children reveals that 9.47 percent of 28.42 percent parents who are illiterate spend over Rs.200 for their child’s education and 23.16 percent of the parents having primary/ elementary schooling qualification too spend enough for their child’s education. Thus it is evident that with motivation families with low income and education background invest in education of their children.

<sup>12</sup> The Right Of Children To Free And Compulsory Education Bill, 2008; Bill No. Lxv Of 2008, Government of India

#### 4.6 Views of stakeholders on intensity of the drop out problem, its probable reasons and mechanisms to stop it

The view of all respondents will be analyzed in this chapter so that all respondents from their experience and perception can highlight the actual reason for children dropping out of school, violating their basic right to development.

**Table 48 Reasons cited by teachers for drop out of children**

Drop out reasons	Number of teachers											
	Male (n=43)				Female (n=54)				Total (n=97)			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
<b><i>Family related reasons</i></b>												
Parent lost job	5	5.15	38	39.18	6	6.19	48	49.48	11	11.34	86	88.66
Parents bad health/death	-	-	43	44.33	2	2.06	52	53.61	2	2.06	95	97.94
Parents not motivated	12	12.37	31	31.96	21	21.65	33	34.02	33	34.02	64	65.98
Parent's illiteracy	13	13.40	30	30.93	16	16.49	38	39.18	29	29.90	68	70.10
Joined work	9	9.28	34	35.05	8	8.25	46	47.42	17	17.53	80	82.47
Sibling care	5	5.15	38	39.18	5	5.15	49	50.52	10	10.31	87	89.69
House work	2	2.06	41	42.27	4	4.12	50	51.55	6	6.19	91	93.81
Very poor	25	25.77	18	18.56	29	29.90	25	25.77	54	55.67	43	44.33
Girl child	3	3.09	40	41.24	3	3.09	51	52.58	6	6.19	91	93.81
Child marriage	2	2.06	41	42.27	1	1.03	53	54.64	3	3.09	94	96.91
Native place	25	25.77	18	18.56	14	14.43	40	41.24	39	40.21	58	59.79
<b><i>School related reasons</i></b>												
No electricity	9	9.28	34	35.05	5	5.15	49	50.52	14	14.43	83	85.57
No toilet	11	11.34	32	32.99	8	8.25	46	47.42	19	19.59	78	80.41
No drinking water	13	13.40	30	30.93	16	16.49	38	39.18	29	29.90	68	70.10
Teachers not friendly	1	1.03	42	43.30	-	-	54	55.67	1	1.03	96	98.97
Beating/scolding	-	-	43	44.33	-	-	54	55.67	-	-	97	100.00
No place to sit	6	6.19	37	38.14	4	4.12	50	51.55	10	10.31	87	89.69
High fees	-	-	43	44.33	2	2.06	52	53.61	2	2.06	95	97.94
Not interesting	2	2.06	41	42.27	7	7.22	47	48.45	9	9.28	88	90.72
School far away	2	2.06	41	42.27	5	5.15	49	50.52	7	7.22	90	92.78
<b><i>Child Related Reasons</i></b>												
Peer influence	11	11.34	32	32.99	9	9.28	45	46.39	20	20.62	77	79.38
Did not enjoy studies	8	8.25	35	36.08	13	13.40	41	42.27	21	21.65	75	77.32
No support after class	8	8.25	35	36.08	17	17.53	37	38.14	25	25.77	72	74.23
Dull	7	7.22	36	37.11	12	12.37	42	43.30	19	19.59	78	80.41
Likes to play	13	13.40	30	30.93	13	13.40	41	42.27	26	26.80	71	73.20
Likes to work/earn money	11	11.34	32	32.99	12	12.37	42	43.30	23	23.71	74	76.29
Failed	1	1.03	42	43.30	3	3.09	51	52.58	4	4.12	93	95.88

**4.6.1** Table 48 highlights the opinion of the teachers in a statistical form where it is clear that they have put maximum emphasis on family related reasons, where they have highlighted that the children drop out as they are very poor (55.67 percent) followed by the reason that they often go to their native place (40 percent). The next important reasons accorded by most teachers are the child related reasons where they have highlighted that the children have no support after school (25.77 percent) or they enjoy playing (26.80 percent) or likes to work/ earn money. 21.65 percent teachers also felt that the children did not enjoy studies. Amongst the school related reasons teachers have mostly not agreed to any of the highlighted factors apart from the lack of drinking water highlighted by 29.90 teachers of whom 16.49 percent were female teachers who have felt the problem more intensively.

**4.6.2** Children in and out of school were also provided an opportunity to share their views in relation to the cause of drop out of children from primary schools, the responses are detailed in table 49 and table 50 consecutively. Children in school have prioritized family related reasons in larger numbers and they have felt being poor (57.89 percent) and parents not being motivated (33.16 percent) were two important reasons for drop out. These problems have been rather more intensively stated by dropped out children of whom 67.44 percent cited as poor being the reason for them dropping out and 35.46 percent makes their demotivated parents responsible.

**4.6.3** In case of the school related reasons both school going and dropped out children have accorded the lack of drinking water and lack of toilet in schools though these reasons have more reinforced by dropped out children with 31.39 percent responding to it as a positive reason compared to 22.11 percent of school going children . In case of lack of toilet it has been highlighted more by dropped out children (28.48 percent) compared to school going children (22.11 percent).

**4.6.4** The dropped out children seemed to be more critical of themselves as they have put much importance to reasons related to their positions for dropping out. Amongst the dropped out children 48.84 percent stated they did not enjoy studies, 31.97 percent liked to play more and 29.07 percent felt they did not have any support after class to get support in their studies and 21.51 percent also have admitted that they were influenced by their peers which made them leave school. These reasons have been also highlighted by school going children too but in lesser numbers than the dropped. Amongst the children related reason 33.16 percent have mentioned that some children do not enjoyed studies and 32.63 percent of the children like to play instead of studying (table 48 and 51).

**Table 49 Reasons cited by currently school going children for drop out of children**

Reasons behind dropouts in school	Number of students				Total	
	Yes	%	No	%	No.	%
<b><i>Family related reasons</i></b>						
Parent lost job	22	11.58	168	88.42	190	100.00
Parents bad health/death	12	6.32	178	93.68	190	100.00
Parents not motivated	63	33.16	127	66.84	190	100.00
Parent's illiteracy	48	25.26	142	74.74	190	100.00
Girl child	9	4.74	181	95.26	190	100.00
Joined work	36	18.95	154	81.05	190	100.00
Very poor	110	57.89	80	42.11	190	100.00
Sibling care	29	15.26	161	84.74	190	100.00
House work	27	14.21	163	85.79	190	100.00
Child marriage	1	0.53	189	99.47	190	100.00
Native place	39	20.53	151	79.47	190	100.00
<b><i>School related reasons</i></b>						
No toilet	42	22.11	148	77.89	190	100.00
No electricity	18	9.47	172	90.53	190	100.00
Teachers not friendly	6	3.16	184	96.84	190	100.00
Beating/scolding	6	3.16	184	96.84	190	100.00
No drinking water	55	28.95	135	71.05	190	100.00
No place to sit	36	18.95	154	81.05	190	100.00
School far away	8	4.21	182	95.79	190	100.00
High fees	2	1.05	188	98.95	190	100.00
Not interesting	21	11.05	169	88.95	190	100.00
<b><i>Child Related Reasons</i></b>						
Failed	7	3.68	183	96.32	190	100.00
Peer influence	47	24.74	143	75.26	190	100.00
Did not enjoy studies	63	33.16	127	66.84	190	100.00
No support after class	40	21.05	150	78.95	190	100.00
Disabled			190	100.00	190	100.00
Dull	39	20.53	151	79.47	190	100.00
No friends in school	1	0.53	189	99.47	190	100.00
Likes to play	62	32.63	128	67.37	190	100.00
Likes to work/earn money	33	17.37	157	82.63	190	100.00
Ill health	6	3.16	184	96.84	190	100.00

**Table 50 Reasons cited by currently dropped out children for drop out from schools**

Reasons for leaving school	Male				Female				Total (n=172)				Total%
	Yes		No		Yes		No		Yes		No		
	n	%	n	%	n	%	n	%	Yes	%	No	%	
<b><i>Family related reasons</i></b>													
Parent lost job	11	6.4	82	47.67	10	5.81	69	40.12	21	12.21	151	87.79	100
Parents bad health/death	6	3.49	87	50.58	7	4.07	72	41.86	13	7.56	159	92.44	100
Parents not motivated	29	16.86	64	37.21	32	18.6	47	27.33	61	35.46	111	64.54	100
Parent's illiteracy	15	8.72	78	45.35	19	11.05	60	34.88	34	19.77	138	80.23	100
Girl child			93	54.07	5	2.91	74	43.02	5	2.91	167	97.09	100
Joined work	14	8.14	79	45.93	3	1.74	76	44.19	17	9.88	155	90.12	100
Sibling care	6	3.49	87	50.58	13	7.56	66	38.37	19	11.05	153	88.95	100
House work	5	2.91	88	51.16	25	14.53	54	31.4	30	17.44	142	82.56	100
Child marriage			93	54.07			79	45.93	0	0	172	100	100
Native place	14	8.14	79	45.93	14	8.14	65	37.79	28	16.28	144	83.72	100
Very poor	65	37.79	28	16.28	51	29.65	28	16.28	116	67.44	56	32.56	100
<b><i>School related reasons</i></b>													
No toilet	25	14.53	68	39.53	24	13.95	55	31.98	49	28.48	123	71.51	100
No electricity	10	5.81	83	48.26	13	7.56	66	38.37	23	13.37	149	86.63	100
Teachers not friendly	5	2.91	88	51.16	3	1.74	76	44.19	8	4.65	164	95.35	100
Beating/scolding	3	1.74	90	52.33	2	1.16	77	44.77	5	2.9	167	97.1	100
No drinking water	25	14.53	68	39.53	29	16.86	50	29.07	54	31.39	118	68.6	100
No place to sit	17	9.88	76	44.19	13	7.56	66	38.37	30	17.44	142	82.56	100
High fees	1	0.58	92	53.49	1	0.58	78	45.35	2	1.16	170	98.84	100
Not interesting	10	5.81	83	48.26	10	5.81	69	40.12	20	11.62	152	88.38	100
School far away	5	2.91	88	51.16	6	3.49	73	42.44	11	6.4	161	93.6	100
<b><i>Child Related Reasons</i></b>													
Failed	7	4.07	86	50	5	2.91	74	43.02	12	6.98	160	93.02	100
Peer influence	23	13.37	70	40.7	14	8.14	65	37.79	37	21.51	135	78.49	100
Did not enjoy studies	42	24.42	51	29.65	42	24.42	37	21.51	84	48.84	88	51.16	100
No support after class	24	13.95	69	40.12	26	15.12	53	30.81	50	29.07	122	70.93	100
Disabled	1	0.58	92	53.49			79	45.93	1	0.58	171	99.42	100
Dull	17	9.88	76	44.19	24	13.95	55	31.98	41	23.83	131	76.17	100
Likes to play	32	18.6	61	35.47	23	13.37	56	32.56	55	31.97	117	68.03	100
Likes to work/earn money	20	11.63	73	42.44	6	3.49	73	42.44	26	15.12	146	84.88	100
Ill health	5	2.91	88	51.16	4	2.33	75	43.6	9	5.24	163	94.76	100
No friends in school			93	54.07	1	0.58	78	45.35	1	0.58	171	99.42	100

**Table 51 Reasons cited by parents of children who are continuing in school for drop out from schools**

Reasons for dropouts	Male (n=49)				Female (n=46)				Total (n=95)				
	Yes		No		Yes		No						Total%
	N	%	N	%	N	%	N	%	Yes	%	No	%	
<i>Family related reasons</i>													
Parent lost job	7	7.37	42	44.21	9	9.47	37	38.95	16	16.84	79	83.16	100
Parents bad health/death	1	1.05	48	50.53	4	4.21	42	44.21	5	5.26	90	94.74	100
Parents not motivated	18	18.95	31	32.63	22	23.16	24	25.26	40	42.11	55	57.89	100
Parent's illiteracy	13	13.68	36	37.89	19	20	27	28.42	32	33.68	63	66.31	100
Girl child	1	1.05	48	50.53	4	4.21	42	44.21	5	5.26	90	94.74	100
Joined work	11	11.58	38	40	11	11.58	35	36.84	22	23.16	73	76.84	100
Very poor	25	26.32	24	25.26	32	33.68	14	14.74	57	60	38	40	100
Sibling care	6	6.32	43	45.26	7	7.37	49	51.58	13	13.69	92	96.84	111
House work	4	4.21	45	47.37	5	5.26	41	43.16	9	9.47	86	90.53	100
Child marriage	-	-	49	51.58	-	-	46	48.42	0	0	95	100	100
<i>School related reasons</i>													
No toilet	9	9.47	40	42.11	12	12.63	34	35.79	21	22.1	74	77.9	100
No electricity	6	6.32	43	45.26	4	4.21	42	44.21	10	10.53	85	89.47	100
Teachers not friendly	4	4.21	45	47.37	2	2.11	44	46.32	6	6.32	89	93.69	100
Beating/scolding	2	2.11	47	49.47	1	1.05	45	47.37	3	3.16	92	96.84	100
No drinking water	16	16.84	33	34.74	19	20	27	28.42	35	36.84	60	63.16	100
No place to sit	9	9.47	40	42.11	10	10.53	36	37.89	19	20	76	80	100
School far away	1	1.05	48	50.53	2	2.11	44	46.32	3	3.16	92	96.85	100
High fees	-	-	49	51.58	1	1.05	45	47.37	0	0	94	98.95	99
Not interesting	8	8.42	41	43.16	2	2.11	44	46.32	10	10.53	85	89.48	100
<i>Child Related Reasons</i>													
Failed	3	3.16	46	48.42	0	0	46	48.42	3	3.16	92	96.84	100
Peer influence	13	13.68	36	37.89	12	12.63	34	35.79	25	26.31	70	73.68	100
Did not enjoy studies	20	21.05	29	30.53	13	13.68	33	34.74	33	34.73	62	65.27	100
No support after class	13	13.68	36	37.89	14	14.74	32	33.68	27	28.42	68	71.57	100
Disabled	0	0	49	51.58	0	0	46	48.42	0	0	95	100	100
Dull	7	7.37	42	44.21	12	12.63	34	35.79	19	20	76	80	100
No friends in school	0	0	49	51.58	0	0	46	48.42	0	0	95	100	100
Likes to play	19	20	30	31.58	11	11.58	35	36.84	30	31.58	65	68.42	100
Likes to work/earn money	6	6.32	43	45.26	8	8.42	38	40	14	14.74	81	85.26	100
Ill health	2	2.11	47	49.47	3	3.16	43	45.26	5	5.27	90	94.73	100

4.6.5 The parents whose children are continuing in schools viewed family related reasons as one of the most important factors for children dropping out. In table 51 the 60 percent parents of school going children felt that children who dropped out were from poor families and 44.21 percent felt that the parents of such children were not motivated. Amongst the school related reasons they have significantly highlighted the lack of drinking water (36.84 percent) and reinforced the need to upgrade the school facilities for the children. The parents of whose children are continuing in school felt that the dropped out students preferred playing to studying.

**Table 52 Reasons cited in relation to their family income by parents of dropped out children for drop out from schools**

Dropout reasons	Guardians income groups											Total		
	≤Rs.1000		Rs.1001-2000		Rs.2001-3000		Rs.3001-4000		Rs.4001-5000		≥Rs.5001			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Family Related Reasons</b>														
Parent lost job			1	1.14	2	2.27	3	3.41					6	6.82
Parents ill health/death	2	2.27			1	1.14							3	3.41
Parents not motivated			10	11.36	8	9.09	1	1.14	2	2.27	1	1.14	22	25.00
Parent's illiteracy	1	1.14	9	10.23	7	7.95	2	2.27	2	2.27			21	23.86
Girl child					1	1.14	1	1.14			1	1.14	3	3.41
Joined work			5	5.68	3	3.41	1	1.14	1	1.14	1	1.14	11	12.50
Very poor	1	1.14	19	21.59	27	30.68	9	10.23	6	6.82	1	1.14	63	71.59
Sibling care			5	5.68	3	3.41							8	9.09
House work			7	7.95	6	6.82	2	2.27	3	3.41			18	20.45
Native place	1	1.14	5	5.68	7	7.95	1	1.14	1	1.14	2	2.27	17	19.32
<b>School related reasons</b>														
No toilet			9	10.23	9	10.23	2	2.27	3	3.41			23	26.14
No electricity			5	5.68	1	1.14	1	1.14	1	1.14	1	1.14	9	10.23
Teachers not friendly			1	1.14	1	1.14							2	2.27
Beating/scolding							2	2.27	1	1.14			3	3.41
No drinking water			6	6.82	10	11.36	4	4.55	7	7.95			27	30.68
No place to sit	1	1.14	4	4.55	5	5.68	2	2.27	4	4.55			16	18.18
School far away					2	2.27	1	1.14	1	1.14			4	4.55
High fees							1	1.14	1	1.14			2	2.27
Not interesting	1	1.14	1	1.14	4	4.55					1	1.14	7	7.95
<b>Child Related Reasons</b>														
Failed	1	1.14											1	1.14
Peer influence			7	7.95	11	12.50	4	4.55	1	1.14	1	1.14	24	27.27
Did not enjoy studies			10	11.36	11	12.50	5	5.68	2	2.27	1	1.14	29	32.95
No support after class			4	4.55	3	3.41	2	2.27	2	2.27			11	12.50
Dull	1	1.14	5	5.68	7	7.95	2	2.27	2	2.27	1	1.14	18	20.45
No friends in school					2	2.27	1	1.14					3	3.41
Likes to play			7	7.95	14	15.91	2	2.27	5	5.68	1	1.14	29	32.95
Likes to work/earn	1	1.14	3	3.41	4	4.55	1	1.14	2	2.27	1	1.14	12	13.64
Ill health	2	2.27	1	1.14	2	2.27	2	2.27	1	1.14			8	9.09

**4.6.6** Parents whose children have dropped out of the school also have shared their opinions on the reasons for their children leaving schools in table 52. The table states that 71.59 percent of the parents mentioned that their children dropped out as they were poor in spite of the fact that almost 49 percent of this group had income above Rs.2000 per month much like many other parents sending children to school as discussed in the earlier chapter. However they have also highlighted the poor school infrastructure as on an average 25 out of 88 parents have also highlighted the lack of toilet and access to water for children. On an average 27 of the 88 parents also blamed their young children for leaving either due to their disinterest in studies or liking towards playing or due to bad peer influence.

**4.6.7** To get the views of the parents regarding a positive situation their perceptions may be clarified and there they have accorded more responsibility to themselves. In table 53 it details the opinion of the parents whose children have dropped out of school where they have stated factors that motivate other children to continue in schools. Most of the parents have highlighted the parents' motivation to enable the children to be in school with 48.31 percent, followed by of course the need of an economically stable family (40.45 percent) and the need of having educated parents (33.7 percent).

**Table 53 Factors highlighted by parents of dropped out children on motivation of other children to continue in school**

Sex of parent	Motivation for other school going students	Relation with child						Total (N=89)	
		Father/Mother		Brother/Sister		Aunt		n	%
		n	%	n	%	n	%		
Male	Educated parents	15	16.85					15	16.85
	Motivated parents	29	32.58					29	32.58
	Economically stable family	32	35.96					32	35.96
	Children are bright	4	4.49					4	4.49
	Close contacts between school & family	5	5.62					5	5.62
	School has all facilities	1	1.12					1	1.12
	Mother tongue medium of instruction	5	5.62					5	5.62
	Mid day meal	5	5.62					5	5.62
	Positive community	1	1.12					1	1.12
Female	Educated parents	4	4.49					4	4.49
	Motivated parents	13	14.61	1	1.12	1	1.12	15	16.85
	Economically stable family	11	12.36	1	1.12	2	2.25	14	15.73
	Children are bright	3	3.37			1	1.12	4	4.49
	Close contacts between school & family	2	2.25	1	1.12			3	3.37
	Effective teaching in school	3	3.37					3	3.37
	School has all facilities	1	1.12					1	1.12
	Mother tongue medium of instruction	1	1.12					1	1.12
	Mid day meal	3	3.37					3	3.37



**4.6.8** The view of 64.95 percent teachers on similar account felt that the school going children's parents are more motivated to continue their education while almost 58 percent of the dropped out children felt that the children who continue in schools is due to their motivated parents (table not put in the main document). This chapter intended to highlight the various perspectives to the issue of drop out as per the view of the primary stakeholders attached to it. Effort has been made to analyze the problem from various perspectives in addition to the most popularly cited reason of economic problem. This analysis highlights that there are several factors that push children out of school part from the fact that they are from poor families. The need to motivate parents and children towards education has also emerged as an important factor that should be looked into prevent dropout of children. While poor school infrastructure has been also been a pushing factor for children out of school.

**4.6.9** All the stakeholders were also asked to suggest ways to retain children in formal schools. The school going children as stated in table 54 felt that the most important role of the school should be to talk to parents (62.63 percent), the most important role of the parents should be to ensure they send their children regularly (80-53 percent), Community's role to take active role in school functioning (74.21 percent) and children's role to attend school regularly (75.79 percent).

**Table 54 Mechanism of stopping children from dropping out of school as stated by school going children**

Mechanism of stopping dropouts	Number of students				Total)	
	Yes	%	No	%	No.	%
<b><i>School's Role</i></b>						
Teaching more interesting	48	25.26	142	74.74	190	100.00
Mid day meal	39	20.53	151	79.47	190	100.00
Talking with parents	119	62.63	71	37.37	190	100.00
No fees	9	4.74	181	95.26	190	100.00
Home Visit	46	24.21	144	75.79	190	100.00
PTA/MTA & SDC meeting	40	21.05	150	78.95	190	100.00
Regular teacher attendance	4	2.10	186	97.89	190	100.00
<b><i>Parent's Role</i></b>						
Emotional moral support	50	26.32	140	73.68	190	100.00
Send children regularly	153	80.53	37	19.47	190	100.00
Invest in child's education	25	13.16	165	86.84	190	100.00
Parents should educate themselves	18	9.47	172	90.53	190	100.00
<b><i>Community's Role</i></b>						
Proper monitoring	14	7.37	176	92.63	190	100.00
Play active role	141	74.21	49	25.79	190	100.00
Demand for quality education	39	20.53	151	79.47	190	100.00

<i>Children's Role</i>						
Do not think of money	30	15.79	160	84.21	190	100.00
Attending school regularly	144	75.79	46	24.21	190	100.00
Disciplined	45	23.68	145	76.32	190	100.00
Study at home everyday	66	34.74	124	65.26	190	100.00
Study at home regularly	19	10.00	171	90.00	190	100.00

**Table 55 Mechanisms to stop dropout as per the dropped out children**

Mechanism to stop dropouts	Male (n=93)				Female (n=79)			
	No		Yes		No		Yes	
	n	%	n	%	n	%	n	%
Teachers should talk to our parents	48	27.91	45	26.16	47	27.33	32	18.60
Friends should stop fighting with us	89	51.74	4	2.33	73	42.44	6	3.49
Children should understand the teachings	78	45.35	15	8.72	64	37.21	15	8.72
Parents should have jobs	77	44.77	16	9.30	63	36.63	16	9.30
We should have all facilities in school	65	37.79	28	16.28	49	28.49	30	17.44
Schooling should be free	90	52.33	3	1.74	74	43.02	5	2.91
All children should treated equally in school	93	54.07	-	-	76	44.19	3	1.74

**4.6.10** On the other hand the dropped out children suggested as detailed in table 55 that all children who dropped out or are at the risk of dropping out can be prevented if teachers talk to the parents (44.76 percent children) and the schools should have all facilities (33.72 percent). Some children have also mentioned the need to understand what is being taught (17 percent) to retain children in school. Similar mechanisms have also been suggested by school teachers themselves while 38.14 percent of the teachers felt that government's role should be to provide adequate teachers in the schools, 31.96 percent also added that the schools role should be to conduct PTA/MTA and SDC meetings more regularly strengthening the role of the community involvement and 37.11 percent of them also felt that there should be emotionally support from parents to support the child to continue in school.

**4.6.11** The parents of the dropped out children were also asked to respond about the various mechanisms that they could suggest for retaining children in school as detailed in table 57. While they echoed a similar voice with regard to the role of each of the stakeholders they also highlighted two significant issues to strengthen the school system. As part of the government's role 44.94 percent of them felt the need to provide health support to the children in school while for the children 37 percent felt that children should also study at home everyday to continue in school.

**Table 56 Mechanisms to retain child in school as stated by the school teachers.**

Perceived mechanisms to retain children to school	Number of teachers											
	Male (n=43)				Female (n=54)				Total (n=97)			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
<b><i>School's Role</i></b>												
Talking with parents	28	28.87	15	15.46	28	28.87	26	26.80	56	57.73	41	42.27
No fees	1	1.03	42	43.30	3	3.09	51	52.58	4	4.12	93	95.88
Teaching more interesting	15	15.46	28	28.87	12	12.37	42	43.30	27	27.84	70	72.16
Home Visit	8	8.25	35	36.08	9	9.28	45	46.39	17	17.53	80	82.47
PTA/MTA & SDC meeting	17	17.53	26	26.80	14	14.43	40	41.24	31	31.96	66	68.04
Regular teacher attendance	2	2.06	41	42.27	-	-	54	55.67	2	2.06	95	97.94
Mid day meal	13	13.40	30	30.93	17	17.53	37	38.14	30	30.93	67	69.07
<b><i>Parent's Role</i></b>												
Send children regularly	36	37.11	7	7.22	44	45.36	10	10.31	80	82.47	17	17.53
Invest in child's education	10	10.31	33	34.02	10	10.31	44	45.36	20	20.62	77	79.38
Emotional moral support	18	18.56	25	25.77	18	18.56	36	37.11	36	37.11	61	62.89
Parents should educate them	12	12.37	31	31.96	14	14.43	40	41.24	26	26.80	71	73.20
<b><i>Community's Role</i></b>												
Play active role	34	35.05	9	9.28	37	38.14	17	17.53	71	73.20	26	26.80
Monitoring	7	7.22	36	37.11	7	7.22	47	48.45	14	14.43	83	85.57
Demand for quality education	9	9.28	34	35.05	13	13.40	41	42.27	22	22.68	75	77.32
<b><i>Department's / Governments Role</i></b>												
School infrastructure	32	32.99	11	11.34	35	36.08	19	19.59	67	69.07	30	30.93
Health support	10	10.31	33	34.02	14	14.43	40	41.24	24	24.74	73	75.26
Adequate teachers	18	18.56	25	25.77	19	19.59	35	36.08	37	38.14	60	61.86
Free schooling	2	2.06	41	42.27	5	5.15	49	50.52	7	7.22	90	92.78
MT* as tongue medium of instruction	2	2.06	41	42.27	1	1.03	53	54.64	3	3.09	94	96.91
<b><i>Children's Role</i></b>												
Disciplined	17	17.53	26	26.80	9	9.28	45	46.39	26	26.80	71	73.20
Study at home regularly	15	15.46	28	28.87	21	21.65	33	34.02	36	37.11	61	62.89
Attending school regularly	38	39.18	5	5.15	40	41.24	14	14.43	78	80.41	19	19.59
Do not think of money	5	5.15	38	39.18	11	11.34	43	44.33	16	16.49	81	83.51

**Table 57 Mechanisms to prevent children from dropping as stated by parents of dropped out children.**

Positive responses regarding preventive roles	Male (n=61)		Female (n=28)		Total (n=89)	
	n	%	n	%	n	%
<b><i>School's Role</i></b>						
Talking with parents	39	43.82	20	22.47	59	66.29
No fees	2	2.25	3	3.37	5	5.62
Teaching more interesting	7	7.87	7	7.87	14	15.73
Home Visit	11	12.36	7	7.87	18	20.22
PTA/MTA & SDC meeting	17	19.10	5	5.62	22	24.72
Regular teacher attendance	2	2.25	1	1.12	3	3.37
Mid day meal	12	13.48	3	3.37	15	16.85
<b><i>Parent's Role</i></b>						
Send children regularly	46	51.69	22	24.72	68	76.40
Invest in child's education	4	4.49	6	6.74	10	11.24
Emotional moral support	24	26.97	12	13.48	36	40.45
Parents should educate themselves	3	3.37	1	1.12	4	4.49
<b><i>Community's Role</i></b>						
Play active role	43	48.31	21	23.60	64	71.91
Demand for quality education	13	14.61	9	10.11	22	24.72
Monitoring	3	3.37	1	1.12	4	4.49
<b><i>Department's / Governments Role</i></b>						
School infrastructure	29	32.58	13	14.61	42	47.19
Health support	23	25.84	17	19.10	40	44.94
Adequate teachers	17	19.10	14	15.73	31	34.83
Free schooling	8	8.99	3	3.37	11	12.36
Mother tongue as medium of instruction	1	1.12			1	1.12
<b><i>Children's Role</i></b>						
Disciplined	17	19.10	6	6.74	23	25.84
Study everyday at home	20	22.47	13	14.61	33	37.08
Attending school regularly	51	57.30	21	23.60	72	80.90
Do not think of money	4	4.49	5	5.62	9	10.11
Study regularly at home	1	1.12	6	6.74	7	7.87

#### ***4.7 Aspirations of children and their parents***

Considering that it is the right of the children to be in school until the age of 14 it is important that all children who have dropped out of school are brought back into the school system. While the children who are continuing in primary classes should retain their motivation to continue until they complete elementary or secondary schooling and also aspire for more.

4.7.1 Therefore in this regard the dropped out children were asked whether they wanted to return back to school to which 53 percent of these children responded positively of whom 38 percent were girls and rest were boys (table 58). Analyzing the data age group wise revealed that children aged 9 years wanted to come back to school (12.79 percent) while 10.46 percent children in the age group of 10 years do not want to return to school probably knowing that they won't be able to adjust in the primary classes due to the increasing age.

**Table 58 Age and gender wise currently dropped out children whether wanted to come back to school**

Sex of children	Age of children (Years)	Want to go back to school				Total	
		No		Yes			
		n	%	n	%	n	%
Male (n=93)	6	-	-	6	3.49	6	3.49
	7	4	2.33	4	2.33	8	4.65
	8	6	3.49	11	6.40	17	9.88
	9	6	3.49	12	6.98	18	10.47
	10	8	4.65	11	6.40	19	11.05
	11	7	4.07	9	5.23	16	9.30
	12	4	2.33	2	1.16	6	3.49
	13	-	-	1	0.58	1	0.58
	14	1	0.58	-	-	1	0.58
	16	-	-	1	0.58	1	0.58
	Total	36	20.93	57	33.14	93	54.07
Female (n=79)	6	1	0.58	4	2.33	5	2.91
	7	3	1.74	5	2.91	8	4.65
	8	9	5.23	4	2.33	13	7.56
	9	11	6.40	10	5.81	21	12.21
	10	10	5.81	4	2.33	14	8.14
	11	4	2.33	2	1.16	6	3.49
	12	2	1.16	4	2.33	6	3.49
	13	2	1.16	1	0.58	3	1.74
	14	-	-	1	0.58	1	0.58
	15	2	1.16	-	-	2	1.16
	Total	44	25.58	35	20.35	79	45.93

4.7.2 The 53 percent of the children who wanted to return back to school clarified they wanted to do so as they wanted to study further (49 percent) and almost all of them (53 percent) said that as they also miss their friends.

**Table 59 Reasons for which children wants to get back to school by mother tongue of the child**

Reasons for which children wants to get back to schools	Male (n=57)				Female (n=35)			
	No		Yes		No		Yes	
	n	%	n	%	n	%	n	%
Miss teachers	54	58.70	3	3.26	28	30.43	7	7.61
Want to study further	37	40.22	20	21.74	10	10.87	25	27.17
Miss friends	28	30.43	29	31.52	15	16.30	20	21.74
Enjoyed school	51	55.43	6	6.52	33	35.87	2	2.17
Enjoyed learning	53	57.61	4	4.35	34	36.96	1	1.09

4.7.3 The currently school going children stated in table 60 that 57 percent of them wanted to study beyond higher secondary until college while 18.95 percent of them wanted to complete higher secondary education until class XII and 23.16 percent of the children wanted to complete secondary education until class X, which almost seems to be the minimal aspiration of the children. The parents of currently school going children's aspiration as reflected in table 61 also seems quite positive though not as high as their children with 41.06 percent wanting them to complete higher secondary education, 36.84 percent wanting them to study until college while 20 percent wanting them to study until the complete secondary education. No gender bias has been observed in this regard.

**Table 60 Aspiration of the children to study further who are currently in primary school**

Aspiration up to	Bengali (n=136)		Hindi (n=44)		Urdu (n=9)		Oriya (n=1)		Total (n=190)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Class-VIII	1	0.53							1	0.53
Class-X	30	15.79	14	7.37					44	23.16
Class-XII	27	14.21	7	3.68	2	1.05			36	18.95
College	78	41.05	23	12.11	7	3.68	1	0.53	109	57.37
Total	136	71.58	44	23.16	9	4.74	1	0.53	190	100.00

**Table 61 Aspiration of the parents of the children regarding continuing their education in relation**

Sex of guardians	Aspiration of education	Sex of child				Total (n=95)	
		Male		Female			
		No.	%	No.	%	No.	%
Male	Class-X	8	8.42	5	5.26	13	13.68
	H.S	11	11.58	6	6.32	17	17.89
	College	12	12.63	5	5.26	17	17.89
	Depends on income	1	1.05	-	-	1	1.05
	As much the child wants	1	1.05	-	-	1	1.05
	Total	33	34.74	16	16.84	49	51.58
Female	Class-X	2	2.11	4	4.21	6	6.32
	H.S	6	6.32	16	16.84	22	23.16
	College	6	6.32	12	12.63	18	18.95
	Total	14	14.74	32	33.68	46	48.42

#### 4.8 Compilation of FGDs based on discussion with SDC members

	Issues	Feedback
1	<b>Composition of SDC and role</b>	<p>The SDC is mostly composed by the head teacher, chairman (ward councilor representative), parents- especially mothers identified form the MTAs.</p> <p>Their role is mainly to attend meetings when called The other identified role remains to monitor the fund utilized for school development Rarely they are also involved in enrolling students in schools Some did mention about their involvement in the overall development of schools</p> <p>The challenges of conducting MTA and SDC are echoed similarly as all members are busy in their own vocations then they are not willing or motivated to attend these meetings in school timings</p>
2	<b>The problem of drop out as perceived by the members</b>	<p><b>The cause of drop out has been enlisted to be:</b></p> <ul style="list-style-type: none"> <li>- The poor economic condition of the family</li> <li>- The children getting more attracted to <i>Shikshalayas</i><sup>13</sup> or NGO run centres because of Mid Day Meal and other facilities</li> <li>- Children also continue to visit ICDS centres in classes I and II</li> <li>- One teacher school and teachers being pulled out from smoothly functioning schools</li> <li>- Children are being withdrawn to be enrolled into local English medium private schools, though may be for a short while</li> <li>- The lack of drinking water</li> <li>- The lack of toilet facilities for children</li> <li>- In families with both parents working may not have any support system at home</li> <li>- The children also have a propensity to join the labor force</li> <li>- Community people and parents not aware about the ended of education</li> </ul>
3	<b>The various strategies that be undertaken to stop dropping out of children from schools</b>	<ul style="list-style-type: none"> <li>- Economic support to the poor student,</li> <li>- To arrange mid day meal, uniform for all children, education materials for all children</li> <li>- Increase in teacher number, extracurricular activities</li> <li>- to make the school more attractive to the children</li> <li>- Organize awareness for parents</li> <li>- Govt. is to provide residential teaching learning system to the needy students;</li> <li>- SDC members to be extensively involved in home visit, campaigning &amp; monitoring self monitoring</li> <li>- The proper implementation of training to the teachers in the classroom</li> <li>- Needs full support from the higher authority to strategize, plan and overcome problems she &amp; programmes</li> <li>- A need to bridge gap between the orders, plans &amp; there ways of implementation between school authorities and schools needs to be bridged.</li> </ul>

<sup>13</sup> *Shikshalayas*: Alternative formal primary schools run by NGOs under SSM, Kolkata to ensure access to all children to formal school

## 5. SUMMARY OF FINDINGS

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**5.1** 100 schools selected were schools which recorded above 15 percent drop out. Circle 18 had maximum number of schools sampled (19.59 percent) followed by Circle 12 (16.49 percent) and Circle 2 (12.37 percent).

**5.2** 39.18 percent schools are rented while 60.82 percent schools are located in own buildings of the Education department. The circle wise distribution of the rented and own buildings reflect that Circle 6 from the sample has largest percentage of rented buildings (8.25 percent) followed by Circle 18 (7.22 percent)

**5.3** 14.75 percent schools have SCR above 40 and 8 of these schools amounting to 8.43 percent of the sampled schools have SCR above 50 which is above the acceptable standard revealing that these schools maybe vulnerable to dropping out of children. Contrarily, several sampled schools 35.79 percent of the schools have SCR between 10 and 20 stating that several of the schools in the city are underutilized compared to its capacity, which may and demotivate the existing children.

**5.4** 16.49 percent of the schools are single teacher schools and a large percentage of schools (39.18 percent) are functioning with 2 teachers below the national average of 3 per primary school (DISE 2007-08). Para-teachers or Supplementary Teachers have been engaged in most of the schools to address the need of teachers in the existing primary schools thus currently 12.83 percent of the staff of the sampled primary schools are para teachers who apparently have intervened to bridge the crisis.

**5.5** There are 10 percent schools where the PTR is below 10:1, while 14.74 percent schools it is between 10-14:1, they are below the national average of 17:1 (DISE 2007-08) Nevertheless, it should be noted that 10.53 percent of the schools in the study are overcrowded with PTR above 40. The analysis also reveals that it is the Bengali school which is suffering from low PTR in comparison to Hindi and Urdu together, where only 3 percent of all the schools have low PTR.

**5.6** 47.37 percent of the students enrolled in rented school complained of not having classroom with sufficient space in comparison to 13.59 percent students in non rented school, similarly 50 percent of the rented schools do not have water with almost equally high number of non rented schools not having water (47.46 percent), 50 percent of the rented schools complained of not having toilets for students compared to 33.90 percent non-rented schools.

**5.7** 87.63 percent of the schools have formed and continue to have the School Development Committees and 89.7 percent have also formed and continue to have MTA/ PTA. In this regard it is also observed that all



Hindi medium schools have complied with the compulsive and necessary provisions of forming these Committees while there are around 10-12 percent Bengali and Urdu schools who have not even have these committees on record thus their involvement of the local stakeholders remain quite obviously negative.

**5.8** The age breakup of the teachers engaged state that only 22 percent of the teachers were young in the age below 40 years of age while 60.82 percent of the teachers are in the last decade of service, mostly they are in aged above 50 years. It indicates a positive trend that has begun of recruiting new teachers in primary schools. 12.55 percent of the teachers who are now head teachers and 7.89 percent who are now Teacher- in Charges are engaged in the same school for over 35 years. This also reflects stagnation in the same school for a few and a policy of mobility for some.

**5.9** The study has covered a total of 190 children who are currently enrolled in schools through personal interviews, of whom 46.32 percent are boys while 53.68 percent are girls. 64.21 percent of these children are in the age group of 6-9 years which is designated for children to be studying in primary schools while the rest 35.79 percent are in the age group of 10-14 years which is inappropriate for the primary school going age.

**5.10** 172 children who have dropped out from classes II and III were interviewed in the age group of 6-16. The age segregated data represented that 55.81 percent children dropped out early and are now in the age group of 6-9 years while 44.19 percent students dropped out and are now in the age group of 10-16 years. Further look into the details reveals that maximum children drop out of school in the age group of 8-10 years (59.3 percent).

**5.11** the out of school children interviewed who stated that most of them were irregular to school (52.33 percent) with more boys being irregular with 28.49 percent than girls with 23.84 percent stating of their irregularity. Only a few were regular amongst the drop out children (20.93 percent). It is quite obvious that the Irregular children dropped out first.

**5.12** 95 parents of school going children have been interviewed from the sampled schools. It was found that most of the parents were in the age group of 26 to 35 years of age (47.37 percent) and 27.37 percent were in the age group of 36 to 40 years of age. A challenging group of 89 parents whose children have dropped out challenges II and III were also interviewed. Among the 95 percent of the parents interviewed 68.54 percent were fathers and 26.97 percent where mothers. It can be assumed the fathers being the major decision maker to pull the child out of school. In most cases the respondent parents, especially fathers were in the age group of 31 to 40 years with 60.67 percent

**5.13** Initial boom was experienced after the advent of SSA in the state and so also in Kolkata as per the DISE data stabilized in the later years rather there has been a decrease in the enrolment in the targeted schools. It is also similar in the sampled schools though the reducing overall enrolment is more intensely reflected in the sampled 100 schools. The overall enrolment of all classes from I to IV together reduced from 8650 students in 2006-07 to 7591 students in 2009-10 in 4 years it reduced by 13.95 percent proving that drop out continues to be a persist in these schools.

**5.14** The class wise enrolment reveals that over the years atleast 9-11 percent reduction in enrolment has been visible before attaining class II every year; while the reduction in enrolment in further classes in the primary school is rather marginal as between 2007-08 and 2009-10, 1.89 percent, 1.78 percent and 0.5 percent consecutively in 3 years dropped between classes II and III while 0.35 percent, 1.31 percent and 1.9 percent was the reduction in enrolment between class III and IV in 3 consecutive years. This drop in enrolment is obviously due to the drop out of children between classes I to IV.

**5.15** In 2006-07 11.92 percent and in 2009-10 10.18 percent students dropped out between class I and IV. The gender segregation also reveals that in the sampled schools the enrolment of male students has been higher than the female students though mostly less than 5 percent in all years from 2006-07 but the gender wise difference is further strengthened in the recent year with 5.5 percent more male students enrolled in the schools than female students. Though the difference is marginal but persistent thus it may be worthy to intervene to focus on enrolling and retaining girl students in primary classes.

**5.16** It is apparent that the number of drop out children have reduced over the years from 2006-07 to 2009-10 from 590 students to 424 children with a reduction of about 39.15 percent. However in all the years of the entire drop out children maximum dropped out in class I from 35.42 percent in 2006-07, 36.47 percent in 2007-08 and the highest in 2008-09 at 40.53 percent and relatively the lowest in 34.67 percent in 2009-10. This reveals that after an increase of drop out at class I level in 2007-08 and 2008-09 the schools took steps to regulate it in 2009-10.

**5.17** The Circle wise break up reveals that schools in Circle 18 has experienced maximum number of drop out with 18.57 percent of the drop out students located in the circle to 20.62 percent in 2009-10. Followed by Circle 2 (12.61 percent in 2006-07 and 13.27 percent in 2009-10) and Circle 12 (13.29 percent in 2006-07 and 12.56 percent in 2009-10) with higher percentage of the drop out children

**5.18** 95.79 percent of the students are regular according to them and the rest 3.68 children are irregular to school amongst the children continuing in schools. Compared with the children who have dropped out it clearly proves that the irregular children are more vulnerable to dropping out as only 20.93 percent children were regular to school, a majority of 52.33 percent children were irregular to school and 26.74 percent children often went to school. 20.53 percent of the children attended school for less than 50 percent of class days while 30 percent attended between 51 to 6 percent of class days. Only about 34.74 percent of the students attended school for more than 70 percent.

**5.19** Students attending government-run primary schools live in the vicinity of the schools as about 94.74 percent travelling about 9.21 minutes. While the dropped out students stated that only 56.39 percent children stay within 10 minutes distance from school while 43.6 percent of the students live between 12 minutes to one hours distance from school. This establishes that the drop out children in many cases travelled longer distance to reach school.

**5.20** 148 children (77.89 percent) of the families have 1-3 children though however there are still families of 42 children (22.17 percent) who have 3 to 10 siblings. It can also be assumed that children from families having more children may be more vulnerable to drop out considering the financial pressure to the earning members of the family. The family situation of the dropped out children is comparable as more children from this category live in large families having 4 to 9 children (34.88 percent) which is more than 12 percent higher than the school going children.

**5.21** Most of the fathers of the school going children are wage labourers (32 percent) while the rest have either small temporary business establishments or work as drivers or rickshaw pullers. To compare the background with the parents of the out of school children, more fathers work as casual labourers (49.42 percent) and there are less drivers of auto/bus/van/taxi (6.40 percent parents of out of school children) as compared to school going children's fathers (13.16 percent) as the drivers are marginally better off economically than casual labourers or wage earners.

**5.22** More mothers of school going children are housewives (55.26 percent) compared to mothers of out of school children (49.42 percent). On the other hand similar picture is reflected as more mothers of out of school children work as maid servants (40.12 percent) than mothers of school going children (31.58 percent). This analysis tells us that children both school going and non school going are mostly from the same socio economic background yet it is observed that there is a group of poorest of the poor families survive with low incomes and other social problems whose children are out of school

**5.23** Though 97.37 percent of the school going children, reach school in time. Yet it has been felt that small children need support to get ready to school to retain their motivation to go to school and also punctually. Most assumingly 52 percent of the children are helped by the mothers. 23 percent are helped by other members of the family but about 25 percent of these small children dressed on their own. While 31.81percent children now dropped out did not reach school in time when in school. Further, when the reasons were that 28.31 percent of them did not have parents to help them, 28.30 percent of them claimed that their mothers were out for work and 24.53 percent of the children said they get engaged in a lot of house work. This makes it quite evident that such environments at home are demotivating for the child and do not have enough support to continue in school.

**5.24** 35.47 percent children who have now left school stated that they did not enjoy school and 64.53 percent said they did enjoy school. The next major cause of resentment was due to the lack of basic infrastructure like the absence of drinking water (29.65 percent), toilet (19.76 percent) and place to play. The problem of unusable toilet has emerged a bigger problem for the girl students (14.53 percent). To reinforce their feedback on the poor infrastructure of schools they have said schools are too cramped (16.28 percent) or dilapidated building (11.05 percent). The other significant feedback from the children remained that they did not understand teaching (14.54 percent).

**5.25** Two major liking or factors of children to attend school are the teaching and learning as 60 percent of all children positively responded for this and friends (40 percent). On the other hand they have negatively responded for the teachers as 87.37 percent children said they did not like teachers and 93.68 percent did not like the mid day meal (it is assumed that in many cases mid day meal has been not initiated in the schools).

**5.26** After school support largely come as private tuition (67.88 percent); while few reported of receiving support from parents (14.60 percent) or older siblings (10.66 percent) and a very few teachers (5.11 percent). This reveals that the teaching learning in school is yet not completely depended upon by many parents where children in such large numbers depend on private tuition to stay in school.

**5.27** Children now dropped out of school have engaged themselves in work outside home (15.7 percent) most of whom are male who have engaged themselves as helps in shops or in eateries like hotel/ dhaba. 26.74 percent help parents in their work, 27.33 percent do housework and 11.05 percent children are engaged in taking care of siblings and in last three cases girls where more involved in it. However there are about 19.19 children who are not constructively engaged in any kind of work and spend their time playing

**5.28** It is clearly reflected that parents of dropped out children are illiterate (47.19 percent) in higher percentage than the currently school going ones (28.42 percent). The respondent parents who completed primary schooling are in fact more in case of children who dropped out of primary school (19.1 percent) than for children continuing (12.63 percent).

**5.29** Parents whose children are still continuing in school have attained higher education levels than the dropped out ones with 42.11 percent parents completing upper primary education, 9.47 completed secondary education and 7.37 percent have education qualification of higher secondary and above. The most alarming element remained that there are 31.46 percent parent/ guardians in the family who have completed Upper primary Education but have still allowed their children to drop out at primary level.

**5.30** 27.27 percent of the families of the drop out children and 20 percent of the currently school going children live with an income below Rs. 2000 per month, 31.58 percent of the families of school going children live with an income below 3000 as compared to 38.64 percent in the other category. While 43.16 percent of the families are in the category of comparatively higher income bracket of Rs.3000-Rs.5000 while much below them at 30.68 percent families of the drop out children are in the same category. However it is also established that there are poorest of the poor children who are continuing in school in spite of their families having low incomes, even below Rs.2000 a month.

**5.31** Income are distributed in comparatively smaller families with 4 members with only 11.58 percent of the respondent parents having family members with 5 and above members in comparison to 20.46 percent of the families of drop out children.

**5.32** Children in school has prioritized family related reasons in larger numbers and they have felt being poor (57.89 percent) , parents not being motivated (33.16 percent) were two important reasons for children to drop out. These problems have been rather more intensively felt by dropped out children of whom 67.44 percent cited as poor being the reason for dropping out of school and 35.46 percent makes there demotivated parents responsible.

**5.33** In case of the school related reasons both school going and dropped out children have accorded the lack of drinking water and lack of toilet in schools though as reasons more reinforced by dropped out children with 31.39 percent responding to it as a positive reason compared to 22.11 percent of school going children . In case of lack of toilet it has been highlighted more by dropped out children (28.48 percent) compared to school going children (22.11 percent). Dropped out children seemed to be more critical of themselves as they have put much importance to reasons related to their positions for dropping out. Amongst the dropped out

children 48.84 percent stated they did not enjoy studies, 31.97 percent liked to play more and 29.07 percent felt they did not have any support after class to get support in their studies and 21.51 percent also have admitted that they were influenced by their peers which made them leave school

**5.39** 42.11 percent of the parents spend nothing for their children's education, 22.11 percent spend a nominal amount below Rs.200 annually, while 33.69 percent spends between Rs.200-Rs.2000 annually for their child's education in a government run primary school while 2 percent of the parents have claimed to have spent above Rs.2000. The amount of spending when compared with the education background of the parents reveals that 9.47 percent of 28.42 percent parents who are illiterate spend over Rs.200 for their child's education.

**5.40** Parents whose children have dropped out of the school also have shared their opinions on the reasons for their children leaving schools. 71.59 percent stated that the children dropped out as they were poor in spite of the fact that almost 49 percent of this group had income above Rs.2000 per month much like many other parents sending children to school as discussed in the earlier chapter. However they have also highlighted the poor school infrastructure as on an average 25 out of 88 parents have also highlighted the lack of toilet and access to water for children. On an average 27 of the 88 parents also blamed their young children for leaving either due to their disinterest in studies or liking towards playing or due to bad peer influence

**5.41** Parents motivation has been highlighted by all stakeholders as the major factor to retain children in schools. This has been followed by that fact that the families should be economically stable and the parents should be educated.

**5.42** The most frequently suggested strategy to retain the children in the schools have been to talk to the parents from the school on a regular basis, the role of the parents to be to ensure they send their children regularly community's role to take active role in school functioning and children's role should be to attend school regularly. Some of the teachers also felt that the government should be more conscious about providing adequate number of teachers to the schools and the schools should conduct PTA/MTA and SDC meetings regularly strengthening the role of the community. Some also felt that the parents need to emotionally support the child to continue in school. Some of the parents felt that government should provide health support to the children.

53 percent of the dropped out children wanted to come back to school as they wanted to study further (49 percent) and almost all of them (53 percent) said that as they also missed their friends

**5.43** The currently school going children 57 percent of them wanted to study beyond higher secondary until college while 18.95 percent of them wanted to complete higher secondary education until class XII and 23.16 percent of the children wanted to complete secondary education until class X, which almost seems to be the minimal aspiration of the children. The parents of currently school going children's aspiration seemed quite positive though not as high as their children with 41.06 percent wanting them to complete higher secondary education, 36.84 percent wanting them to study until college while 20 percent wanting them to study until the complete secondary education. No gender bias has been observed in this regard.

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## 6. RECOMMENDATIONS

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**6.1** The schools which are rented are cause of some of the key infrastructure problems in school especially drinking water and usable toilet. It is time that some mechanism of approving a specialized fund is sanctioned **jointly by the state and central government to relocate these rented schools or upgrade them with specialized facilities.** The outcome of the several studies can be used to validate a proposal from SSM Kolkata

**6.2** There is also a need to make rented as well as own building schools be made child friendly thorough **play materials, attractive environment and interesting teaching learning materials** etc. so that small children attending the primary schools. It is important to **include games, cultural programmes to make school a more holistic development environment.**

**6.3** It has been stated by most dropped out children did not like the teaching learning along with the school. Therefore it is important that teachers in the **primary school are trained to present education in a more participatory and in a joyful manner.**

**6.4** There is a circle was trend of higher level of drop out. It is revealed that Circle 18,12 and 2. Have highest rate of drop out amongst all other sampled circles. It is important that the **Circle Inspectors with the support of Shiksha Bandhus** <sup>14</sup>**are made accountable to monitor and guide the drop out and enrolments** made in the school along with the school teachers.

**6.5** To **initiate a detailed qualitative study based on the case studies where the parents have education background and also have income above Rs.2000 but their children have dropped out from formal schools** in contrast to children who are in school but parents are illiterate and have income below Rs.2000. This will enable to understand the attitudes and factors that lead a child to stay in school even with poor backgrounds in contrast to children from similar or slightly better of backgrounds.

**6.6** It is important that **tracking of children especially with regard to attendance of children in classes I and II** needs to be initiated as apart of the daily school activity. There needs to be follow up done for all children having attendance less than 50 percent so as to ensure that they are not gradually dropping out. A

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<sup>14</sup> *Shiksha Bandhus*- are community facilitators engaged in each circle on behalf of SSM



regular report on children with weak attendance needs to be compiled and shared with MTA, SDC and the school authorities.

**6.7 Regular meetings with parents of children in class wise group's** needs to be conducted where parents should be empowered to speak about their difficulties and ask questions about the school and about their child's progress. Such meetings are to be conducted atleast once a month. This should be a motivational exercise for the parents.

**6.8 MTA and SDC meetings are to be made compulsory in all the schools** and the membership to SDC to be made broad-based apart from ward councilor and parents representative. Such additional members can be from the local youth community, ex-students and other community leaders who can practically guide and support the school in the process of retaining its children. **It is important to strengthen a partnership environment between the school and the community.**

**6.9 The teachers and *Shiksha Bandhus* are to be trained in techniques to plan and conduct the community meetings with parents or other community members.** It is important that the others are empowered and allowed to share their opinions and views. The training needs to be followed up by a field support and monitoring plan to ensure its implementation.

**6.10 Health cards of all children can be introduced for all the children** enrolled in the primary classes. These health cards can be used to monitor the health status in assistance with local health centre or health workers of the government health department. A smooth referral can also be done to the local hospital or PHC.

**6.11 It is important to ensure that all primary schools do not burden parents with fees, donations and other charges.** It is important that provisions are made within the system to make appropriate up gradations in all government primary schools and its maintenance is done by the government. The parents are not to be burdened with the share of the cost and as per the law actions against the schools are to be taken in case of proof of such action is found.

**6.12 Remedial classes are to be organized for children in all classes from class II so that children with difficulty in understanding the class proceedings** initially or with limited academic progress or after a long absence is provided supported until they can cope with eth regular class. Support teachers with support

of the regular teachers should undertake such classes after or before school hours with appropriate consent of parents.

**6.13 A monitoring tool to be developed to track the child's progress beyond examinations** through basic indicators that will enable the teachers to group the class so that children lagging behind for some reasons in the class can also be motivated and supported so that drop out does not happen.

**6.14 An evaluation process for the teachers** needs to be put into place where teachers will be evaluated based on their attendance, methodology of teaching, relationship with the community and also based on the numbers of children retained in the system.

**6.15** Through the study it has been reflected that due to lack of coordination with the local NGOs and lack of monitoring systems in both perspectives there is a lot of pull and push with the enrolled children causing children dropout from school. Therefore, a **coordination committee, ward wise needs to be set up with local NGO representatives, especially running Shikshalayas, ICDS and primary and upper primary schools are made part where such confusions may be addressed.**

**6.16** It is important a mechanism is initiated to **review the allocation of primary schools and Shikshalayas in the city in the context of making the best use of the available resources and to ensure universal access.** Some of the schools are sick and do not have enough children efforts should now be initiate to reactivate the schools by merging shikshalayas into the schools. On the other hand shikshalayas should be set in places where there is overcrowding in the existing schools.

**6.17 An immediate effort should be undertaken to bring back the children who have dropped out,** atleast under the age of 14 years back into the school help from credible NGOs need to be taken to bridge the learning gap of the children to help them adjust in the age appropriate class.

**6.18 Holiday Camps in schools should be organized for children in Class I** so that they do not drop out during the holidays and can be engaged in interesting activities like storytelling, art and craft and limited fun learning.

## ***7. CONCLUSION***

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The study has revealed that post Sarva Shiksha Abhiyan there has been an improvement in the enrolment and retention scenario yet a large number of children who are dropping out or are in the danger of dropping out needs to be addressed. The drop out especially before they complete class I or soon after they reach class II has been identified in the study to be the most vulnerable class. It has also been reinforced that children who are currently irregular are at greater risk of dropping out. The stakeholders pointed out economic condition of the family being one of the primary reasons for children dropping out but several other important factors like poor infrastructure of schools, lack of interest in teaching and learning and demotivation of the parents have been highlighted too. It has strongly emerged that a dynamic and proactive multi-stakeholder approach has to be undertaken to curb drop out in early years of primary schooling so as to ensure the Right to Compulsory Elementary Education of all children.