

**Summer Training
at
CRY Foundation, Delhi**
April 26 to June 24, 2018

**Study of the Problems of Non-Enrollment, Drop-Out and Non-Attendance of
Children at Primary Stage of Education in Urban Slums of Ghaziabad**

**By
Piyush Bansal**

**Under the guidance of
Dr. S.D. Gupta**

**MBA Hospital & Health Management
2017-2019**


Institute of Health Management Research
The IIHMR University, Jaipur
2018

CERTIFICATE

This is to certify that **Mr. Piyush Bansal** has undergone summer training at **CRY Foundation, Delhi** from 26th April 2018 to 22nd June 2018.

The candidate himself completed the project assigned to him during summer training. His approach to the project was sincere and proactive. This summer training is in partial fulfillment of the course requirement recommended for the award of MBA in Hospital Management.

I wish him success in all his future endeavors.



Dr. S.D. Gupta

Chairman

IIHMR University, Jaipur



Col.(Dr.) Ashok Kaushik

Dean (Academic & Student Affairs)

IIHMR University, Jaipur

22nd June, 2018**TO WHOMSOEVER IT MAY CONCERN**

This is to certify that **Mr. Piyush Bansal** interned with CRY from **26th April to 22nd June, 2018**. During his internship he worked with a team at CRY's PAG in Indirapuram, Ghaziabad.

He worked with the following assignments during his tenure as an intern:

- Transcribed videos from Hindi to English
- Interacted with the children under the Indirapuram PAG regarding about their health issues.
- Developed comprehensive questionnaire to assess the lifestyle of the people living in slum areas of Indirapuram to collect information regarding their education, health, income, child and maternal health.
- He searched and located the PHC and anganwadi centre near the slum area.
- Enquired about the health services provided to the public by interacting with the medical officers of that area primary health centre.
- He also played an important role within the team and was accepted well by the other team members.

As an intern, Piyush has not only been professionally competent but is also very diligent, communicative and focused. We hope that this experience has helped sharpen his overall understanding on child rights and he will be able to perform well in any similar future assignments and remain an advocate of child rights.

We trust that he will continue to keep in touch with CRY and work towards a building of a child rights movement.

Wish him all the best.



Ms Sweta Bhattacharjee
Senior Manager – Volunteer Action Team, North



ACKNOWLEDGEMENT

The journey to become a wise and responsible professional doesn't concide to classroom learnings. The experience that I gained while working with CRY FOUNDATION during summer internship acquainted me with the practical aspect of the course & implementation of the theory in the real field. Any accomplishment requires the effort of many people & this work is no different. My sincere thanks to all for taking me ahead in this journey.

I like to extend my thanks to Sweta Bhattacharjee; Senior Manager of Volunteer Action, for providing me an opportunity to learn & develop professionally under her expert supervision.

I am grateful to the entire team of CRY Indirapuram volunteer team who helped me in completing this project, directly or indirectly.

I extend my regards to Dr S.D. Gupta, P.R. Sodani and Dr. Ashok Kaushik for giving me an opportunity to take a project under Summer training programme.

Last but not the least I thank my family for their constant support and for keeping me motivated throughout this journey.

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ABBREVIATIONS

CRY: Child Rights and You

DO: Drop out

NE: Non- Enrolled

NA: Non- Attending

BPL: Below Poverty Line

NGO: Non-governmental Organisation

CRY

CRY Stands for Child Rights and You. Cry is an Indian non-governmental organization (NGO) that's works towards restoring basic rights to underprivileged Indian children. CRY was started by seven young people in December 1978. One of them, an airline pursuer, Rippan Kapur, was the moving spirit behind the children. Their first office – Rippan's mother dining table. Unusually, the founders of CRY chose not to start a grassroot-level implementing organisation working directly with and for underprivileged children. Instead, they opted to make CRY a link between the millions of Indians who could provide resources and the thousands of dedicated field workers struggling to function for lack of them. They saw their role as enablers and in so doing created an institution that is a unique model of a community movement that takes responsibility for its weakest and most vulnerable members and motivates and catalyses change on their behalf.

Vision

A happy, healthy and creative child whose rights are protected and honoured in a society that is built on respect for dignity, justice and equity for all.

Mission

To enable people to take responsibility for the situation of the deprived Indian child and so motivate them to seek resolution through individual and collective action thereby enabling children to realise their full potential

To make people discover their potential for action and change

To enable peoples' collectives and movements encompassing diverse segments, to pledge their particular strengths, working in partnership to secure, protect and honour the rights of India's children.

PROJECT REPORT

INTRODUCTION

The word “Education” has a Latin derivation. In Latin the word “Educere” means “to draw out”, “to bring up”, “to foster”. If this implication is recognized then education becomes the process of drawing out the dormant qualities from within rather than imposition of some qualities from without. Therefore, the appropriate function of education is to bring up or to facilitate the unfolding of the innate capacities and potentialities of the human child. Pestalozzi remarked “All true educative instruction must be drawn out of the pupils themselves and must be born with them”. Mahatma Gandhi also said “By education I mean an all-round drawing out of the best in the child and man – body, mind and soul.

India has achieved rapid improvement in the literacy rate during the post independence period. Universalization of Elementary Education (UEE) has been an esteemed goal of India since Independence. To achieve this goal, Article 45 of Indian Constitution directs the states to provide free and compulsory education to all the children till they complete 14 years of age. To fulfil this goal, the access to educational facilities has been improved with setting up of large number of new schools and therein enrolment rate has also tremendously increased. The goal has received further motivation with the launching of nationwide programme Sarva Shiksha Abhiyaan (SSA), which aims at achieving UEE. Various plans had laid importance on the identified areas for improvement of literacy standard. Commissions have also been constituted to provide expert suggestions for removal of age old hindrances to education and improve the curriculum. However, despite decades of educational reform through various schemes such as Operation Blackboard, District Primary Education Programme (DPEP); available statistics shows that vast majority of children are still out of the educational system and efforts made by the states appear to be insufficient to achieve the goal of UEE (Evaluation Report of SSA, 2010). As per the data provided by Annual Status of Education Report (ASER) 2011, though enrolment rate has been increasing in almost all the states of India; still many children are out of school. These out of school children includes both dropouts and non-enrolled, who are mainly found as adolescents and youths.

As per Census of India 2011, 77,84,54,120 persons have been counted as literates. Among all literates, 33,42,50,358 are females, whereas 44,42,03,762 are males. The literacy rate of India is 80.1 percent. Among female it is 65.5 percent whereas among the male is 82.1 percent.

Table: Literacy Rate in India (1981-2011)

Year	Literacy Rate			Gap in Literacy (%)
	Person (%)	Males (%)	Females (%)	
1981	43.6	56.4	29.8	26.6
1991	52.2	64.1	39.3	24.8
2001	64.8	75.3	53.7	21.6
2011	71.0	82.1	65.5	16.6

The above table shows increase of literacy both among males and females and an encouraging reduction in the gap of literacy between males and females in India.

Importance of education among the slum children

Slums have become worldwide phenomena in the urban areas and 31.6 percent of the world's urban population live in slums (Kumar et al., 2007). The slum dwellers belong to among one of the deprived segment of the urban society. In India, 15 percent of total urban population have no option but to get their shelter in slums. Among the underprivileged section of society, slum dwellers are one of the major components who are still unaware about the importance of education. An intra-city analysis on slum literacy was done for Kolkata, Delhi, Ahmedabad, Jaipur, Ludhiana and Indore and the findings as reveals in the paper Regional Dimension of Disparities in Slum Literacy in India shows that a major locational disparity exists in terms of literacy between slums and non-slum areas and that - slum population is educationally deprived. Slums are physical and spatial indicator of growing urban poverty and intra-city inequality. (ibid., 2007)

There are many problems found in the slum areas and some studies on the slums pointed out that educational backwardness is one of the major problem. Most of the slum youths dropped out from school in the initial stage of education. These people are still unaware about the importance of education for upgrading themselves.

PROBLEM STATEMENT

Poverty, illiteracy and ignorance are the basic problems of the third world countries in general and India in particular. These are the root causes of all the global problems stagnating and degrading both the development of the country and the individuals of the society. On one hand, illiteracy leads to ignorance and exploitation making vast masses poorer and poorer and on the other hand, poverty keeps them under constant stress and strain of economic, social and cultural degradation.

The educational status among the slum population is very low (Chugh, 2010). These people are still unaware about the importance of education in their lives and due to educational backwardness, they are commonly seen as "breeding grounds" for social problems such as crime, drug addiction, high rate of mental illness, alcoholism and suicide. In many poor countries, they exhibit high rates of disease due to unsanitary conditions, malnutrition, and lack of basic health care.

Different studies have pointed out that when education as a carrier of development has been stressed, it is looked upon as a secondary requirement in urban slums. It is important to note that a large number of population in the slum have a natural tendency of dropping out of schools at Lower Primary and Middle level which has a significant bearing on the youths. Due to low educational level, job market for the slum dwellers is evidently limited allowing the youth to seek employment in the informal sector. One notable reason for their growing poverty is the lack of education which finally results in lack of skill and limited resources.

It is hoped that the findings of the study will not only help to identify the causes of the problem but will also help to formulate pathways to combat with the typical problem and would at the same time help the future researcher to carry out more such kind of studies covering various other aspects of primary education. Such researches need to be carried out extensively for continuous evaluation and identifying the gaps and suggesting ways to overcome them till we achieve the target of ensuring at least primary education to all children.

RESEARCH QUESTION

To assess the primary educational status of children living in urban slums of Indirapuram, Ghaziabad?

RATIONALE

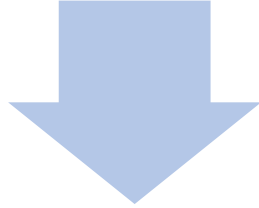
The main purpose of conducting this study is to identify in great details the chief causes of non-enrolment, drop-out among boys and girls at primary school. Parents and children were interviewed and their opinion were noted so that these findings can throw some light on the socio-economic structure of the families of these urban education deprived children living in the slums of Ghaziabad. It is hoped that the findings of the study will not only help to identify the causes of the problem but will also help to formulate pathways to combat with this problem and would at the same time help the future researchers to carry out more such of studies covering various other aspects of education till we achieve the target of ensuring at least primary education to all children.

OBJECTIVES

1. To find how income status of the family influences drop-out, non-enrolment and non-attending children in primary school.
2. To understand the reason behind non-enrolment of children
3. To study the status of dropout among the slum children and its causes.

METHODOLOGY

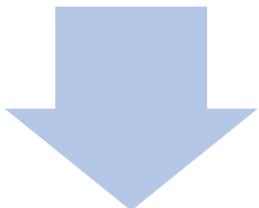
Research area decided - EDUCATIONAL STATUS



Brainstorming done & objectives framed



Research tool prepared (questionnaire)



Revised questionnaire prepared for the survey



Sampling done & individuals from urban slum were selected



Final implementation of the tool done



Data compiled in advance excel & analysis done

DATA COLLECTION

Data collection was done by: Questionnaire

Case studies were also taken for the justification of the associating factors.

Study design	: Descriptive Cross-sectional
Sample method	: Random Sampling
Sample area	: Nyay Khand-1, Indirapuram, Ghz, U.P.
Sample size	: 100
Selection Criteria	: A total of 100 children were chosen from age group between (05-09yrs).

The areas covered were as follows:

- a- Nyay Khand-1

DATA COMPILATION & ANALYSIS

Compilation:

Data compilation was done using the advance excel software. 100 slum children from Indirapuram area were taken as sample.

All the answers to the interview questions were then entered in a password locked computer for further analysis and excel sheet was used to enter all data from which those data needed for analysis and interpretation were separated. And compilation was done in advance excel. After removing the duplication and errors, all data was verified and double checked before initiating analysis.

Analysis:

The objectives of the study were to investigate the socio-economic background of the family, to identify the reasons for not enrolling or drop-out or non-attendance of children. To fulfil these objectives, both quantitative as well as qualitative analysis were done. For quantitative analysis, statistical techniques like percentage, have been adopted.

Qualitative analysis, on the other hand has been done on the basis of observations during household survey and discussion with the head of the families, other family members including children.

FINDINGS

1. Total Income of the family

<u>Range (in Rs./month)</u>	<u>No. of households (in %)</u>
0-750	10(10%)
751-1500	24(24%)
1501-2250	34(34%)
2251-3000	14(14%)
3001-3750	6(6%)
3751-4500	4(4%)
≥4501	8(8%)
Total	100(100%)

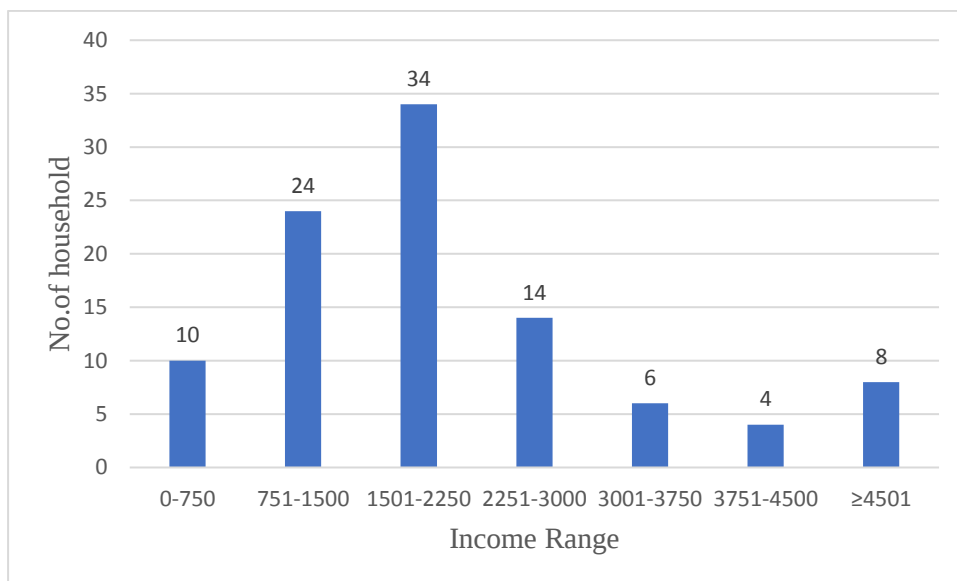


Fig.: Bar graph showing per capita income

Table shows that near about 68% of the total 100 households fall below poverty line. Out of the remaining almost 32% families who are seen to be above poverty line almost 14% are marginal cases whose per-capita income per month fluctuates between Rs. 2251 to Rs. 3000. Not even 10% families were found whose monthly per capita income was more than Rs. 4501.

Relationship between economic condition and children's educational status

Table: showing Economic condition and children's educational status

Economic condition	Per capita income	Categories of children				Total children
		NE	DO	NA	R	
Below Poverty Line	≤2250	18 (90%)	19 (79.1%)	10 (83.33%)	32 (72.7%)	79 (79%)
Above Poverty Line	>2250	2 (10%)	5 (20.9%)	2 (16.67%)	12 (27.3%)	21 (21%)
	Total	20 (100%)	24 (100%)	12 (100%)	44 (100%)	100 (100%)

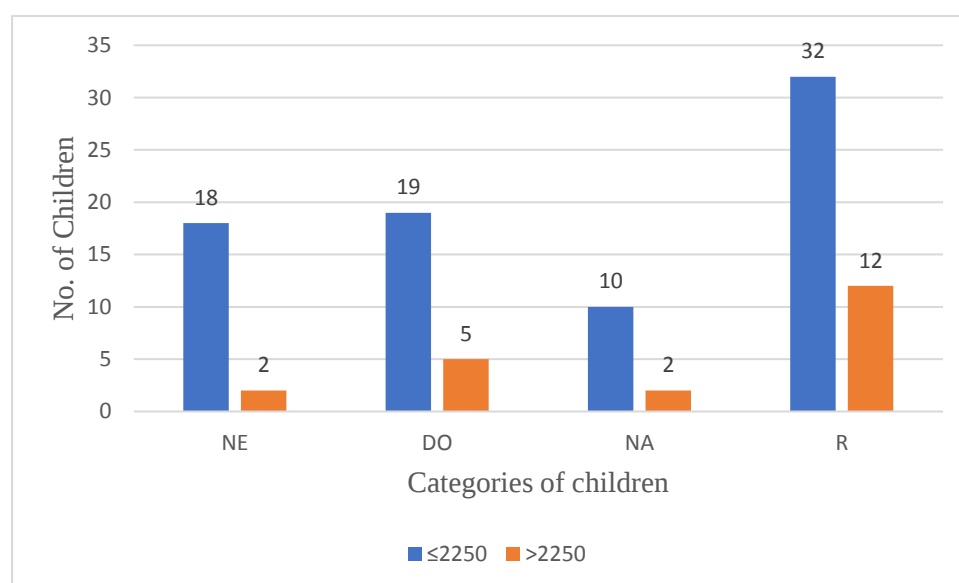


Fig.: Graph showing economic condition and children's educational status

Among the total 100 children in 5 to 9 years age group, it was found that almost 79% children lived below poverty line (BPL) and remaining only about 21% were found to be above poverty line (APL). The table clearly shows that in all the categories (NE, DO., N.A.) the percentage of children below poverty line was higher than percentage of children above poverty line. This picture is also same in case of children who were still reading (72.7% and 27.3% respectively). This indicates that economic condition is not always the only obstructing factor in education, particularly at the primary level.

2. Gender wise categories of children

Table: Gender wise non-enrolled, drop-out, non-attending, and reading children

Gender	Categories of Children				
	NE	DO	NA	R	Total
Male	8	10	10	16	44
Female	12	14	2	28	56
Total	20	24	12	44	100
	20%	24%	12%	44%	100%

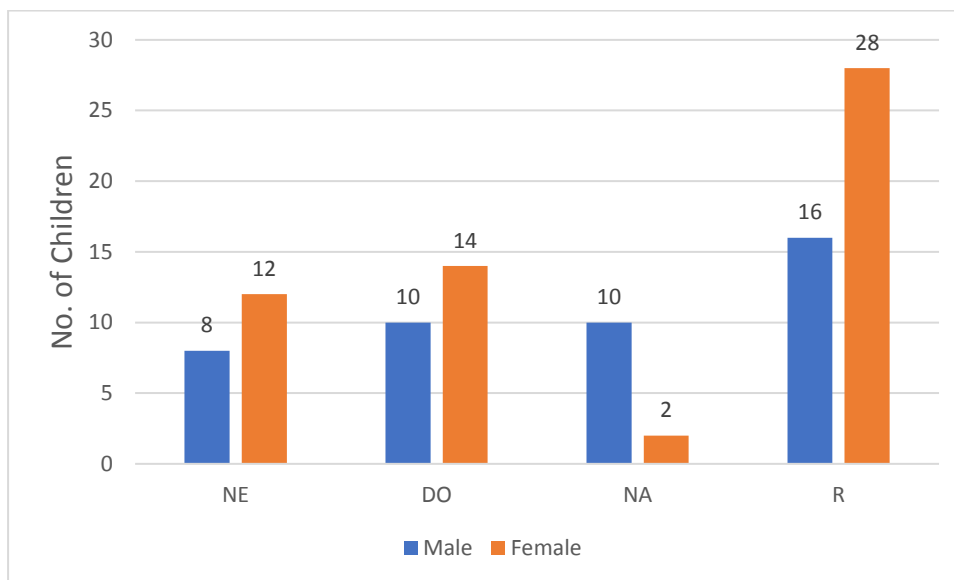


Fig.: Bar graph showing genderwise different categories of children

From the table, it is clearly seen that non-enrolment and drop out is found out to be higher among girls (20% and 24%). However, among the total number of children continuing education (reading) at this stage, the picture is reverse i.e. girls are slightly in a better position (63.63%) than boys (44.44%).

3. Causes of Non-Enrollment

a. Among boys

<u>Causes of NE</u>	<u>No. of boys. (%)</u>
Poverty	4(50%)
Not interested	1(12.5%)
Not yet admitted (parental negligence)	1(12.5%)
Death of parents	0(0%)
Health related	2(25%)
Total	8(100%)

b. Among girls

<u>Cause of NE</u>	<u>No. of NE girls (%)</u>
Poverty	4(33.33%)
Not interested	0(0%)
Parental negligence	2(16.67%)
Household work	3(25%)
Health related	3(25%)
Total	12(100%)

Table show causes of non-enrolment among boys and girls respectively. There is hardly any gender difference seen except in case of girls it was found that in 25% cases it was household work and 25% cases was utter parental unwillingness to educate specially girls (very rigid conservative reservation) as the chief cause for non-enrolment.

In the case of both boys and girls the common major cause was found to be poverty. Another frequently occurring cause was found to be health related, illness due to unhygienic living condition, malnutrition, lack of proper treatment or medication, superstitious beliefs and practices etc. All other causes are almost same.

4. Causes of Drop out

a. Among boys

<u>Causes of D.O.</u>	<u>No. of D.O. boys (%)</u>
Death of parents	0(0%)
Failed	1(10%)
Not interested	3(30%)
Poverty	4(40%)
Health related	2(20%)
Total	10(100%)

b. Among girls

<u>Causes of D.O.</u>	<u>No. of D.O. girls (%)</u>
Taking care of siblings	4(28.5%)
Failed	0(0%)
Not interested	2(14.3%)
Poverty	5(35.7%)
House hold work	3(21.5%)
Total	14(100%)

In case of boys the chief cause was found to be poverty and its related problems followed by lack of interest in studies (30%) and health related problems (20%). 10% cases were found to be due to failure.

In case of girls too, poverty was found to be the chief cause followed by taking care of siblings. Less percentage of girls were found in other categories like household work (21.5%), not interested in studies (14.3%)s as the causes for discontinuing studies at primary stage of education leading to drop-out.

CONCLUSION

Following inferences were drawn on the basis of face to face and in-depth interviews

It may be concluded that the overall economic condition (BPL / APL) and per-capita income of the family does affect children's education.

No significant gender bias was noticed among non-enrolled, drop-out, non-attending and school going children.

It was also noticed that attendance of students in private school was to some extent better than corporation or Government- aided school

One of the chief reason for non-enrolment was found to be poverty while for drop-out along with poverty, lack of interest and health related problems were found to be more pre-dominant reasons.

RECCOMENDATIONS:

1. The basic problem from which it was found that all other problems crop up in these slum areas is acute poverty. Therefore, more and more income generation and poverty alleviation programmes should be properly implemented under strict monitoring system so that the economic condition of these vulnerable section of the society could be improved by providing them loans for self-employment, 172 more job opportunities to be provided for wage earners.
2. Children should be taught to develop habit to remain clean and to keep the surrounding including class-room, school as well as home clean. If the children in school can be made aware of these, then they will in turn at least to some extent will make other family members aware of these basic health and hygiene.
3. More part-time, flexible, need based and vocational educational facilities should be provided, particularly for the non-enrolled and the drop-out children. Government and N.G.O.S should come forward to provide various educational schemes for these non-enrolled as well as drop-out children.
4. Requirement of publicity campaign by Government or NGO's regarding importance on education among the slum youth and parents.
5. Government should take initiative towards the overall development of slum schools and regarding water supply in the slum areas.
6. Government or NGOs should provide vocational training or informal education among the out of school youth which may help to get them economic engagement.

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ANNEXURE

QUESTIONNAIRE

a. Name of head of the family:

Date:

b. Age:

c. Sex:

d. Address:

e. Household member:

S. no.	Name	Relation with head of the family	Age(in yrs)	Sex	Education	Occupation	Income of individual

Regarding Education (to be questioned from children)

1. What is the child name, sex and age?
2. Are your children enrolled or studying in school?
 - a. Yes
 - b. No
3. In which class and school are your children studying?
4. What type of school does the child attend?
 - a. Private
 - b. Government
 - c. Municipality
5. Reason for N.E.

6. Reason for D.O.

7. Reason for N.A.