

**Problem of Accessibility in Elementary Education by
Scheduled Caste,
Scheduled Tribe & Other Backward Classes:
A Study in Hingalganj Block**

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2016

Fondazione L'albero della Vita

In association with

ACID and Visva Bharati University



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FOREWARD

I am indeed happy to know that the research report on “Problem of Accessibility in Elementary Education by Scheduled Castes, Scheduled Tribes and Other Backward Classes: A Study in Hingalgañ Block” by Dr. Sukumar Pal and Mr. Neelmani Jaysawal, Assistant Professors, Department of Social Work, Visva-Bharati is being published in association with Fondazione L’Albero della Vita (FADV) and Andrewspalli Centre for Integrated Development (ACID) and the research report will be released on 17th August, 2016. I came to know that the partner organization is making an attempt to publish the report in book form soon with ISBN.

It is interesting to note here that the study highlighted a number of facts. One good part of it is that a majority of the parents are in positive side as they are sending the children in schools. However, there are a number of issues of concerns as depicted in the study. A few of those concern areas are high rate of absenteeism at school, difficulty in understanding the lessons taught in school, no guidance at home for studies or doing homework, low reading-habit among children, low score in examination, lack of congenial atmosphere at home for studies, lack of proper infrastructure and poor teacher-student ratio at schools.

The study also unfolded the innovative work of FADV’s partner organization Andrewspalli Centre for Integrated Development, which is running four study centres in four villages in three Gram Panchayats, covering 96 children at the initial phase with 8 teachers. The children are greatly benefitted out of their services. The research study and the organization discovered the need to include 100 more left out children within the project area, which the organization now covered with the assistance of FADV very recently. This of course is one of the immediate result given by this study.

With regard to poor infrastructure and inadequate teacher-student ratio at school, there is a need for advocacy at the district and state level with concerned authorities along with other issues gender discrimination. A large number of girls who have been remain absent for some days in a month can also be taken as point for discussion, likewise, a number of girl child in helping their parents in different work including picking ‘min bagda’. Besides, the cases of child marriage also had reported by the guardians. But it is interesting to note that the cases of dropout as observed in the area are having influence from negative peer group culture and their parents are still interested to send their children to schools.

The issue of drinking water at home and schools is another concern area. The saline water, which was contaminated during Aila in the area, could not be drinkable. The study as directed needs water treatment plant so as to people including children in the schools could get safe and drinkable water. The schools are running mid day meal without having such pure water. There are many more issues highlighted in the study.

I believe that this research report will be helpful and surely be considered to be an academic contribution in the field of identifying problems of marginalized groups in elementary education. It will be a great help for FADV and ACID to incorporate some of the important findings of the study towards benefitting the target children and communities as well as to the researchers, educators, social workers and professionals engaged in the field of elementary education and action research.

Debnarayan Bej
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We also lend our acknowledgement to the Department of Social Work, Visva-Bharati for providing us permission and opportunity to carry out this study for the greater interest of the marginalized community. We are grateful towards support from Ms. Samprita Sengupta, Junior Programme Manager, FADV and Mr. Debnarayan Bej, Asia Regional Coordinator, FADV, for giving an opportunity in sharing our report in their different workshops at Kolkata and in Kalimpong.

Special thanks extended to Mr. Sougata Bhattacharya, Secretary, ACID, Mr. Hasanur Mondal, Social Work Professional, for timely help and assistance in the process of monitoring the work, case study and data entry, required for this study.

Last but not the least, we thank to all the 10 volunteers who have helped in data collection in the 10 selected villages at Hingalganj Block.

Dr. Sukumar Pal
Principal Investigator

Mr. Neelmani Jaysawal
Co-Principal Investigator

PREFACE

This research is based on an intensive baseline study, review of literature, primary data collection from 10 villages at Hingaljanj block, North 24 Parganas (West Bengal) selected through simple random sampling method. Research tools used for the study are Interview Schedule, Focus Group Discussion (FGD) and Case Studies. The study examines primary education for children belonging to Scheduled Caste, Scheduled Tribe and Other Backward Classes who have historically been excluded from formal education due to their oppression, their spatial isolation, cultural difference and subsequent marginalisation in Indian society. Bearing this in mind, this research attempts to provide a contextualised understanding of the field situation of education among Scheduled Castes, Scheduled Tribes and Other Backward Classes. The concerned researchers selected 10 villages at Hingaljanj block and drew samples of parents, children and schools and have conducted 4 FGDs and interviewed 180 parent respondents and 180 student respondents to understand the problem of education among Scheduled Castes, Schedule Tribes and Other Backward Classes at primary level. The scope of the research is not only primary education but also secondary education as the respective age group consists of 6-14 years. It has also incorporated a section on assessment of a few Study Centres run by an NGO called ACID in four villages with financial assistance from the organization called FADV. It may be mentioned here that in 1950, India made a Constitutional provision to provide free and compulsory education to all children up to the age of 14 years¹. The most significant development in India is Article 21A as inserted through Constitution (86th Amendment) Act, 2002 to make elementary education a fundamental right, and its consequential legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operative since 1st April' 2010². As the right to education of children is given shape in RTE Act, now not only primary education but also upper primary, as the Act covers children till class VIII is completely free, but it does not exactly mean enrolment. There are other dimensions of it for which poor families from Scheduled Castes, Scheduled Tribes and Other Backward Classes are unable to take advantage at both primary and secondary education levels.

This research is the outcome of unfolding these dimensions so as to take care of other factors by the government and non-government institutions for the benefits of Scheduled Castes, Scheduled Tribes and Other Backward Classes. It is interesting to note that the parents respondents showed positive attitude towards education. 67.22 percent parents says that education provides knowledge and 66.77 percent of them said that education makes the person to stand on his or her own feet, therefore, it is important to say that all parents are willing to send their children to the school. This is a very positive side. Another positive side of the research is the fact that 89.44 percent parents respondents are aware of free and compulsory education and 88.33 percent of them are aware of mid-day meal, books, uniform etc to be provided free of cost, in the government schools.

However, there are a number of issues of concerns as reflected by the study. A few of those factors are high rate of absenteeism at school, difficulty in understanding the lessons taught in school, no guidance at home for studies or doing homework, low reading-habit among children, low score in examination, lack of congenial atmosphere at home for studies, lack of proper infrastructure and poor teacher-student ratio at schools.

The positive part is that ACID is running four study centres in four villages, in two panchayats; although, only 96 children are covered under the four centres, with a view to enable them to carry out their education, atleast till higher secondary level. Eight teachers, two in each of the four centres, help the 96 children with their studies. There is a need to include 100 more children within the project alongwith more special teachers. It is observed that there is also a need for extra-curricular teacher for the ongoing study centre. The most important need is that of a counsellor to support the children and their parents. The area needs study centres for the students of higher

¹ <http://nuepa.org/new/Download/Publications/Create/India%20Policy%20Brief/policybriefind>

² <http://mhrd.gov.in/rte>

secondary level, as well, which may not be possible at this moment through FADV assistance. With regard to poor infrastructure and inadequate teacher-student ratio at school, there is a need for advocacy at the district and state level with concerned authorities.

On the status of children in the village, it is observed that 99.44 percent among the selected children are going to the school; only 0.55 percent was out of school children, at the time of our research (Table-36). To view the issue of absenteeism from a gendered perspective, the study shows that 57.30 percent girls remain absent for 1-5 days in school, as they help the family in household work or sibling care (Table-57). Another reason for which the children remain absent in school is while they help their parents to catch “meen bagda” (Small prawns), from the river. More girl children are engaged in this collection of small prawns from the river, which can be very much witnessed simply during a morning walk by the river side. The organization needs to work hard to have attitudinal changes in the community as well. In view of the above, the researchers have given a series of recommendations which may be very useful for Social Work Practitioners, Voluntary Organization, Researchers, funding organization and Policy makers.

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CHAPTER-I

Review of literature

Introduction:

The international Agenda of Education for All (EFA) as per the agreed Dakar Framework of Action (2001) has been central to the focus and implementation of education development over the last decade and a half. As the current EFA agenda approaches the 2015 deadline, the World Education Forum, Dakar, Senegal, from April 26 to 28, 2000 was the first and the most important event in education in 21st century³. By adopting the Dakar Framework for Action, the 1100 participants of the Forum reaffirmed their commitment to achieve Education for All⁴.

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is a legislation of the Parliament of India enacted on 4th August, 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 years in India.⁵ Article 21A of the Indian Constitution became agenda of 135 countries, to make education a fundamental right of every child, when the Act came into force on 1 April' 2010.⁶ The RTE Act provides for the Right of the children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in six to fourteen age group⁷. 'Free' means that 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 elementary education⁸.

The RTE Act, 2009 provides for the following:

Every child of the age of six to fourteen years is entitled for the right to free and compulsory education in a neighbourhood school till completion of elementary education⁹. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education by every child in the six to fourteen age group¹⁰. 'Free' means that 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 elementary education¹¹. It prohibits physical punishment, mental harassment, screening procedures for admission of children, capitation fees, private tuition by teachers, running of schools without recognition. It also requires the appropriate government and every local authority to ensure that the child belonging to weaker sections and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds. A private unaided school, not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority, shall admit in Class I, to the extent of at least 25 per cent of the strength of that Class, children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory education to them. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was amended in 2012 and the RTE Amendment Act came into force with effect from 1 August 2012. The Amendment Act *interalia* provides for: (i) inclusion of children with disability as contained in the Persons with Disabilities Act

³ UNESCO Report, 2000

⁴ UNESCO Report, 2000

⁵ Tata Institute of Social Sciences, Mumbai/36396-2.docx

⁶ Tata Institute of Social Sciences, Mumbai/36396-2.docx

⁷ Department of Education 2010

⁸ Dhar, Aarti, 2010

⁹<http://mhrd.gov.in/rte>

¹⁰ <http://mhrd.gov.in/rte>

¹¹ <http://mhrd.gov.in/rte>

2005 and the National Trust Act under the purview of RTE Act and provide them free and compulsory education alongwith providing option for home-based education for children with severe disability; (ii) protection of the rights of minorities provided under Article 29 and 30 of the Constitution while implementing the RTE Act; (iii) exemption of Madrasas, Vedic Pathshalas and educational institutions imparting religious instruction from the provisions of the RTE Act.

Accessibility in Primary Education:

Indian society is based on hierarchies of caste, economic status and gender characterising Indian society, which deeply influence children's access to education. It therefore emphasises the significance of social access in universalising elementary education. One is equity, which means that all children should have equal access to, in and through elementary education to realise their potential and aspirations. Ensuring equity means not only creating equal opportunities, but also enabling conditions in which socially excluded children like Dalit and Adivasi children can avail of the opportunity to receive an education. Social access, therefore, has two key components. One is equity, which means that all children should have equal access to elementary education to realise their potential and aspirations and second is inclusion, which means two processes: reducing exclusion from within education; addressing and responding to the diversity of learning needs among students.

The Causes of Inaccessibility:

There are many interacting factors which contribute to exclusion from schooling. The Indian context is so diverse that social stratification, gender inequity, location and poverty vary greatly across states and communities and often interact. Together, they can form a complex nexus of exclusion and it is important to understand relationships between factors¹².

Location of School: The National Sample Survey Organization (NSSO) data (GOI, 2006) suggests that although distance between home and schools is not a critical issue, the remoteness of habitations within rural areas still affects the participation of children, particularly girls and those with disabilities. While small community-based schools help enrolments, there is some concern that many small schools have low standards and limited amounts of meaningful learning.

Poverty: A major factor affecting schooling is poverty. The children of the poor tend to be relegated to the margins of the system, and eventually pushed-out altogether. However, a closer analysis shows that economic impoverishment itself is deeply embedded in discriminatory social structure¹³.

Gender: Girls are more likely than boys to be not attending school in India. Gender disparities in enrolments have reduced, especially in richer states, but girls remain more likely to drop-out where enrolment rates are low¹⁴.

Disadvantaged Positions: Educational access has remained unsatisfactory among Scheduled Castes, Scheduled Tribes and Other Backward Classes to attend schools as a number of them are First Generation learners-especially children of this group have little or no previous educational experience. Many first generation learners live in an environment that does not encourage them learn and continue their education. The SSA Framework (MHRD, 2011) for Implementation has given the broad listing of examples of exclusion of SC/ST children which are as follows:

Exclusion by Teachers in terms of segregated seating arrangements; undue harshness in reprimanding SC children; not giving time and attention to SC children in the classroom, including answering their questions; excluding SC children from public functions in the school; making

¹² <http://nuepa.org/new/Download/Publications/Create/India%20Policy%20Brief/policybriefind>

¹³ <http://nuepa.org/new/Download/Publications/Create/India%20Policy%20Brief/policybriefind>

¹⁴ <http://nuepa.org/new/Download/Publications/Create/India%20Policy%20Brief/policybriefind>

derogatory remarks about SC children and their academic abilities; denying SC children the use of school facilities; asking SC children to do menial tasks in school.

Exclusion by Peer Group, in terms of calling SC children by caste names; not including SC children in games and play activities; not sitting with SC children in the classrooms.

Exclusion by the System, in terms of incentives schemes meant for SC children not being implemented in full; a lack of acknowledgement of SC role models in the curriculum or by teachers; reinforcing caste characteristics in syllabi and textbooks; lack of sensitisation of teachers in teacher education and training; insufficient recruitment of SC teachers.

Indian Policy Context:

The elementary education which has now been made free and compulsory for the children of 6-14 years age group which includes primary (I-V) and upper-primary/middle (VI-VIII) stages. Most states conduct examinations after class VIII for entry to secondary school. A policy of automatic promotion has been introduced at the elementary stages to encourage children to continue their education to at least Grade 8, whilst minimizing repetition and dropout¹⁵.

As a result of the NPE policy initiatives, changes are being made on the ground. A massive infrastructure development and teacher recruitment drive was initiated nationally. NPE (1986) focused on the need for improvement in school environment (including building conditions, availability of tap water and toilet facilities), instructional material and teacher training. The District Primary Education Programme, 1994 brought additional resources to the sector through the involvement of bilateral and multilateral donors. Village education committees, parent-teacher and mother-teacher associations have become active across the country. Legislative moves to bring elementary education under Panchayati Raj Institutions have given further impetus to community mobilization at the grassroots level despite these changes; quality of provision continues to be a concern and is highlighted in the Tenth (2002-2007) and Eleventh (2007-2012) Five Year Plans, as well as SSA. Various government schemes target disadvantaged children¹⁶.

Constitutional Provisions:

Some of the constitutional provisions which are aimed at positive discrimination in favour of SC, ST, OBCs are as follows:-

Article 17: Abolition of “untouchability” and making its practice in any form is punishable offence. The reinforcement of any disability arising out of untouchability shall be punishable in accordance with law. Parliament enacted the Untouchability Offense Act 1955, which has been amended and renamed in 1976 as PCRA (Protection of Civil Rights Act). The Act declares certain act as an offense, when done on grounds of untouchability and prescribed punishment i.e. refusing admission to any person to public institution, preventing any person from worshipping or offering prayers in the place of public interest, objecting any access to any shop, use of reservoir or source of water where services are rendered to the public. The Act makes untouchability as cognizable offense and provided stringent punishment upto six month with a fine. Despite it, the practice of untouchability has been rampant. The Government had to pass another law called Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989, which provides special court to try offenses committed against them, to provide relief and rehabilitation for the victims of atrocities.

Article 46: This Act promotes educational and economic interests of Scheduled Castes & Scheduled Tribes. It says, “The state shall promote with special care the educational and economic interest of

¹⁵ <http://nuepa.org/new/Download/Publications/Create/India%20Policy%20Brief/policybriefind>

¹⁶ <http://nuepa.org/new/Download/Publications/Create/India%20Policy%20Brief/policybriefind>

weaker sections of people and in particular of scheduled castes, scheduled tribes and protect them from social injustice and all forms of exploitation”¹⁷.

Article 16 and 335 provides preferential treatment in matters of employment in public services.

Article 330 and 332: It provides reservation of seats in the Lok Sabha (lower house of Parliament) and State Assemblies.

Article 45: It is in the Directive Principles of State Policy in the Indian Constitution that has mandated the State to provide free and compulsory education to all children until they complete the age of fourteen years within a period of ten years from the commencement of the Constitution. The national resolve to achieve universal elementary education gained further momentum with the adoption of the Constitution (Eighty-sixth Amendment) Act, 2002 which inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine¹⁸. The Constitution (Eighty-sixth Amendment) Act, 2002 also enjoins the State “to provide early childhood care and education to all children until they complete the age of six years”. Article 46 of the Indian Constitution enjoins that “the State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation¹⁹. Similarly, Article 30[1] provides for the rights of the minorities to establish and administer educational institutions of their choice.

A significant change has been noticed after Independence with the firm declaration in the Constitution of India by adopting protective measures. Justice would never come in this society unless certain constitutional guarantees are given keeping in view of the fact of long standing discrimination and disabilities suffered by these classes. Various safeguards are provided in the Constitution. The underlying principle of such steps seems to be the reorganization of the concept of social justice not merely accepting the philosophy of equality before law but actually putting it into practice, reaching benefits to the most deprived sections, which are discriminated since long.

Important Initiatives by Government of India:

The Department of Education continued to lay special emphasis on the education of Scheduled Castes and Scheduled Tribes. The National Policy on Education (NPE), 1986 as updated in 1992, lays special emphasis on the removal of disparities and equalization of educational opportunities by attending to the specific needs of those who have been denied equality so far. The Policy and its programme of Action (POA), 1992 contains specific directions and measures for the educational upliftment of Scheduled Castes and Scheduled Tribes. The Government of India has done various remarkable jobs in providing education to children of SCs and STs²⁰. Through Sarva Shiksha Abhiyan (SSA), the universalization of primary education has been made available. The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc²¹. There is reservation of seats upto 15 percent and 7.5 percent for SC and ST respectively. Additionally, the government has given responsibility for strengthening boarding and hostel facilities for female students of these communities in areas inhabited by SC and ST. National Institute of Educational Planning and Administration has provided materials related to development of Scheduled caste and Scheduled Tribe students. UGC provides financial assistance for Remedial Coaching to SC/ST students. It provides financial assistance to the existing coaching centres to

¹⁷ Sciences-Po Paris - France / Finalpaper_ecodev_Natacha_Gorwitz_Julie_Astou

¹⁸ <http://mhrd.gov.in/rte>

¹⁹ Sciences-Po Paris - France / Finalpaper_ecodev_Natacha_Gorwitz_Julie_Astou

²⁰ Planning Commission of India Report, 2006

²¹ planningcommission.nic.in/aboutus/committee/wrkgrp11/wg11_scst.doc

prepare SC/ST candidates for the National Eligibility Test (NET) conducted by UGC/CSIR²². The Commission provides financial assistance for extension activities. Under the scheme, all groups of the society are covered including SCs/STs.

The Commission has created a Central Pool Database of eligible SC/ST candidates and recommends their candidature for teaching positions in order to fulfil the prescribed reservation quota in Universities and Colleges²³. The Scheme of Community Polytechnics undertakes rural/community development activities through application of science and technology in its proximity²⁴. Preference is given in training to rural youths, SCs, STs, women, school dropouts and other disadvantaged groups and helps them to obtain need-based gainful employment²⁵.

In order to enhance the access to primary education of SC/ST children, the norm for opening of primary school, which is generally one kilometre walking distance from habitations of 300 populations, has been relaxed in the case of SC/ST habitations. All State Governments have abolished tuition fees in government schools at least up to upper primary level. In most of the states, education is also free in the schools run by local bodies and in private aided institutions. Most of the States provide assistance to students belonging to economically backward, SC and ST communities for meeting other costs of education, such as textbooks, uniforms, schools bags, transport, etc.

A national programme of Nutritional Support to Primary Education was launched with a view to boost the universalization of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes. The programme will cover, in a phased manner by the end of 1997-98, all government, local body and government aided primary schools in all the states/UTs. Key programmatic interventions for universalization of elementary education in India are given below:

Sarva Shiksha Abhiyan (SSA): The principal programme for universalization of primary education is the *Sarva Shiksha Abhiyan (SSA)*, a centrally-sponsored scheme being implemented in partnership with State/UT governments. The programme has been in operation since 2000-01. The overall goals of the SSA are:

- (i) all children are in schools;
- (ii) bridge all gender and social category gaps at primary and upper primary stages of education
- (iii) universal retention; and
- (iv) Elementary education of satisfactory quality. The SSA is the primary vehicle for implementing the aims and objectives of the RTE.

The SSA interventions which had a direct bearing on the progress towards the goal of universal access and enrolment include the following:

Education for All towards Quality with Equity—India

- **Opening of New Primary Schools:** Since the commencement of the SSA, a total of 207,995 new primary schools were sanctioned to cover unserved habitations. Of the new primary schools sanctioned, 202,248 (97%) schools have been opened and made functional upto the academic year 2013-14. As a result, about 98 per cent of rural habitations have a primary school within a distance of 1 km. EGS centres at primary level would be opened in un-served habitations where no school exists within a radius of 1 km and at least 15 children in the age group of 6-14 who are not going to schools, are available. The SSA norm stipulates that as per requirement based on

²² planningcommission.nic.in/aboutus/committee/wrkgrp11/wg11_scst.doc

²³ planningcommission.nic.in/aboutus/committee/wrkgrp11/wg11_scst.doc

²⁴ planningcommission.nic.in/aboutus/committee/wrkgrp11/wg11_scst.doc

²⁵ Planning Commission of India Report, 2006

the number of children completing primary education, up to a ceiling of one upper primary school\section for every two primary school\sections may be opened.

- **Opening of New Upper Primary Schools:** Since the commencement of the SSA, a total of 159,499 new upper primary schools were sanctioned under SSA to cover unserved habitations²⁶. Of the new upper primary schools sanctioned, 155,363 (97%) schools have been opened and made functional upto the academic year 2013-14. About 96 per cent of rural habitations have an upper primary school within a distance of 3 kms²⁷.
- **Construction of additional Classrooms:** Up to 2013-14, sanctions were issued for construction of a total of 1,603,789 additional classrooms²⁸. This has contributed to substantial improvement in the average Student Classroom Ratio (SCR), which improved from 36 in 2006-07 to 28 in 2013-14²⁹.
- **Provision of Residential Schools and Hostels in remote tribal/forest/hilly/desert areas:** In view of the fact that there are many sparsely populated areas with low density of population and there are many children in urban areas in need of care and protection, the SSA has provided residential facilities³⁰. Upto 2013-14, a total of 790 residential schools with an enrolment capacity of 86,750 students were sanctioned. Of the residential facilities sanctioned, 767 facilities (97.1 per cent) have been established.
- **Transportation/Escort facilities:** Transport/escort facility was sanctioned for 147,600 children living in sparsely populated areas wherein opening of schools is not viable and for urban deprived children. A total of 55,647 children were provided transport/escort facility by the end of 2013.
- **Provision of Uniforms:** Financial provisions were made for providing two sets of uniforms to all girls, SC/ST children and children belonging to Below Poverty Line families, wherever the State governments have incorporated provision of school uniforms as a child's entitlement in their State RTE rules, and where the State Governments are not providing uniforms from the State budgets³¹.
- **Special Training for mainstreaming and age-appropriate admission of out-of-school children:** The RTE Act makes specific provision for special training for age-appropriate admission for out-of-school children. During the year 2012-13, financial provision was made for providing special training to 2.8 million out-of-school children, including never-enrolled children and those who dropped-out before completing elementary education.
- **National Programme of Mid-Day Meal in Schools (NP-MDMS):** With a view to enhance enrolment, retention and attendance and simultaneously improving nutritional levels among primary school children, the National Programme of Nutritional Support to Primary Education was launched in August 1995³². During 2008-09, the Scheme was extended to cover children in upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools'³³. The National Programme of Mid-Day Meal in Schools is now covering all children studying in Classes I-VIII in Government, Government-aided and Local Body schools, National Child Labour Projects schools, and Madrasas and *Maqtabs* supported under SSA³⁴.
- **'Saakshar Bharat' Mission (2009 onwards):** In the context of Government's overall policy aimed at empowerment of women and in recognition of the fact that female literacy is a force multiplier in all actions for social development, the National Literacy Mission (NLM) was recast with renewed focus on female literacy and its new variant, *Saakshar Bharat* (Literate India), was

²⁶ <http://ssa.nic.in/financial-mgmt-docs/fm-manual-as-on-may18th/Pages-1%20to%20100-Revised%20Manual-FM-P.pdf>

²⁷ <http://ssa.nic.in/financial-mgmt-docs/fm-manual-as-on-may18th/Pages-1%20to%20100-Revised%20Manual-FM-P.pdf>

²⁸ MHRD Report, 2014

²⁹ MHRD Report, 2014

³⁰ <http://ssa.nic.in/ssa-framework/coverage-of-special-focus-groups>

³¹ Annual Report, MHRD 2013-14

³² <http://mhrd.gov.in/mid-day-meal>

³³ <http://mhrd.gov.in/mid-day-meal>

³⁴ <http://mhrd.gov.in/mid-day-meal>

launched in September 2009 as India's National Literacy Mission³⁵. The Saakshar Bharat Mission envisions a "fully literate society through improved quality and standard of adult education and literacy". The main goals of the Mission, to be achieved by 2017, are: raising literacy levels to 80 per cent (from 73 per cent in 2011), reducing gender gap in literacy rate to 10 percentage points (from over 16 percentage points in 2011) and bridging urban-rural and social group disparities at literacy level³⁶.

Key Programmatic interventions for bridging Gender gaps in education:

- **Interventions supported under the SSA:** In addition to programmatic interventions to promote girls' education within the mainstream elementary education system, girls' education is pursued through two special schemes for girls (MHRD Report, n.d). These are
 - (i) *National Programme for Education of Girls at Elementary Level (NPEGEL)*, which is implemented in Educationally Backward Blocks (EBB) to reach the 'hardest-to-reach' girls, especially those not in school; and
 - (ii) *Kasturba Gandhi Balika Vidyalaya (KGBV)*, which provides for setting up residential schools at the upper primary level for girls belonging predominantly to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC) and minority communities. As a result of such intervention, it is observed that the growth of primary schools, percentage of enrolment of SC, ST children has gone up, drop-out rate has declined. At all India level, the figure is given as below³⁷.
- **Growth of Primary Education:** The growth of primary education in India is steadily going. As per information of NUEPA, in 2000-10 there were 638738 primary schools in India which steadily goes to 827244 primary schools in 2010-11 and in 2013-14, it has gone up to 858916 (Table-1).

Table-1: Growth of Primary Schools in India

Sl No.	Year	No. of Primary Schools
1	2000-10	638738
2	2010-11	827244
3	2013-14	858916

(Source: Unified District Information System, NUEPA)

Table-2: Growth of Primary Schools in West Bengal

Sl. No.	Year	No. of Primary Schools
1	2004-05	50397
2	2010-11	79119
3	2013-14	79969

(Source: Unified District Information System, NUEPA: http://dise.in/Downloads/Elementary-STRC-2013-14/ElementaryState_Report_Cards_201314.pdf; http://planningcommission.nic.in/plans/stateplan/sdr/sdr_wb1909.pdf)

Enrolment Pattern: The enrolment of boys and girls in primary education is increasing. In 2000-01 at India level, there were 104.9 GER for boys enrolled in primary school and 85.9 GER for girls enrolled and in 2013-14, it has gone down to 100.20 GER for boys and up by 102.65 GER for girls (Table-3). Similarly, in West Bengal, there were **51.80 GER for boys and 48.19 GER for girls** enrolled in 2000-01 which has gone upto 103.16 GER for boys and 104.88 GER for girls during 2013-14 (Table-4).

³⁵ MHRD Report, n.d

³⁶ MHRD Report, n.d

³⁷ MHRD Report, n.d

Table-3: Gross Enrolment Ratio in primary education in India

Year	Boys	Girls
2000-01	104.9	85.9
2013-14	100.20	102.65

(Source: Educational Statistics at a Glance- 2005-06 and School Education in India, Flash Statistics, 2013-2014, NUEPA)

Table-4: Gross Enrolment Ratio in Primary Education in West Bengal

Year	Boys	Girls
2000-01	51.80	48.19
2013-14	103.16	104.88

(Source: Provisional Population Totals: India. Census of India and DISE Report, 2012-13 and School Education in India, Flash Statistics, 2013-2014, NUEPA, GOI), Statistics of School Education, 2009-10, MHRD, Govt. Of India.)

Enrolment among SC and STs: Enrolment of SC, ST children is not so satisfactory in India. According to Educational Statistics given by MHRD, the enrolment pattern of SC at India level has marginally increased from 21.2 percent in 2000-1 to 26.3 percent in 2013-14 (Table-5).

Table-5: Enrolment in Primary school for SC and ST children in India

Year	SC (%)			ST (%)		
	Boys	Girls	Total	Boys	Girls	Total
2000-01	12.1	9.1	21.2	6.3	4.7	11.0
2010-11	14.1	13	27.1	7.7	7.2	14.9
2013-14	13.6	12.7	26.3	7.6	7.1	14.7

(Source: Educational Statistics at a Glance 2011, MHRD, GOI, MHRD Report (2014): Education for All: Towards Quality with Equity, New Delhi & Statistics of School Education 2009-10, GOI, MHRD 2014)

Similarly, at West Bengal level, the enrolment pattern of SC is pegged at 19.77 percentages and for ST, it is 13.61 percent (Table-6).

Table-6: Enrolment in Primary school for SC and ST children in West Bengal

Year	SC (%)			ST (%)		
	Boys	Girls	Total	Boys	Girls	Total
2000-01	12.06	9.14	21.20	6.33	4.67	11.00
2009-10	13.49	12.52	26.01	7.71	7.21	14.92

(Source: Educational Statistics at a Glance 2011, MHRD, GOI, MHRD Report (2014): Education for All: Towards Quality with Equity, New Delhi & Statistics of School Education 2009-10, GOI, MHRD 2014)

NSSO, 2005 gives reflection of children attending school for different categories are 83.6 percent from general category, 78.1 percent from OBCs, 72.5 percent from Scheduled Castes and 66.4 from Scheduled Tribe categories.

Drop out: The drop-out rate for children has been declining over the years. It is good symptoms. The dropout rates for different classes has been observed at India level in class I from 10.2 percent to 4.8 percent in 2012-13 which has declined upto 5.4 percent. Similarly, in class V, the dropout rate was 15.9 percent in 2009-10 but it has declined to 9.5 percent with a declining figure of 6.4 percent (Table-7)

Table-7: Drop-out (Percentage) in India (I-V)

Grade	2009-10	2012-13	Decline
Class-I	10.2	4.8	5.4
Class-II	6.7	2.3	4.4
Class-III	7.2	3.6	3.6
Class-IV	6.2	3.5	2.7
Class-V	15.9	9.5	6.4
Overall	9.1	4.7	4.4

(Source: Unified District Information System, NUEPA)

The dropout rates for different classes has been observed at West Bengal level in class I from 1.5 percent in 2009-10 to 12.38 percent in 2013-14. Similarly, in class V, the dropout rate was 0.1 percent in 2009-10 but it has declined to 5.05 (Table-8).

Table-8: Drop-out (Percentage) (I-V) in West Bengal:

Grade	2009-10	2013-14
Class-I	1.5	12.38
Class-II	1.1	3.07
Class-III	0.8	1.58
Class-IV	6.9	7.66
Class-V	0.1	5.05
Overall	10.4	29.74

(Source: DISE State Report Cards 2013-14)

- **Out of School:**It is nice to note that the percentage of children who are out of schools has declined again from 6.94 percent in 2005-06 to only 4.28 percent in 2009-10 (Table-9)

Table-9: Out of school children in the age group 6-14 years

	2005	2009	Trend/Declining figure
All	13.46	8.15	5.31
SC	3.10	2.31	0.79
ST	1.66	1.07	0.59

(Source: NUEPA (2014): Education for All-Towards Quality with Equity)

CHAPTER-II

Methodology

Significance of this Study:

In 1950, India made a Constitutional provision to provide free and compulsory education to all children up to the age of 14. The most significant development in India, however is that Article 21A, as inserted in the Constitution of India through Constitution (86th Amendment) Act, 2002 to make elementary education a fundamental right, and its consequential legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operative since 1st April 2010. This development has far reaching implications for elementary education in the years to come. The RTE Act incorporates the principles of child centred education spelt out in the National Policy on Education (NPE), 1986/92 and elaborated in the National Curriculum Framework (NCF) 2005. In 2002, a constitutional amendment made free and compulsory education a fundamental right for children aged 6-14 years. But in reality, the provision of schools favours those who are better off only. Large variations in access of education exist across different states, geographical areas, and social categories such as gender, caste and ethnicity³⁸. Policy makers whilst making great strive to improve physical access to schools, have ongoing challenges to provide meaningful access for all children in India. Hence, it is important to identify important variables which are helping or working against in the process of educational development of all communities.

The study intended the following:-

1. To identify sub-castes among Scheduled Caste, Scheduled Tribe and Other Backward Class communities in primary and secondary education.
2. To study the differential growth of various Scheduled Castes, Scheduled Tribes and Other Backward Classes Communities in primary education in Hingalganj Block.
3. To outline the socio-economic position of SC, ST and OBC respondents from the rural communities.
4. To study various factors influencing different Scheduled Caste, Scheduled Tribe and Other Backward Class' Communities in the process of primary education.
5. To study the problems of girl children among Scheduled Caste, Scheduled Tribe and Other Backward Class Communities in education in Hingalganj Block.
6. To outline innovation in the area in terms of case studies and search for solution as remedy.

In order to study the intricacies of educational development among Scheduled Castes, Scheduled Tribes and Other Backward Classes Communities, the researcher intended to have an in-depth study of enrolment pattern of Scheduled Castes, Scheduled Tribes and Other Backward Classes Communities of children and parent respondents. Moreover, census data, data from Ministry, Block level report, scholarship data, journals, newspapers, books etc have been studied for having the retrospective insight into the objectives of the study. Primary schools in three panchayats are being selected for data collection.

Research Design:

The study follows a model of exploratory research design.

Universe: The universe of the study is 10 villages in Hingalganj Block, Sunderban in North 24 Paraganas (West Bengal) which are affected by Aila. These 10 villages are selected based on simple random sampling using lottery method. The details of 10 villages are annexed in Appendix-V.

³⁸ <http://nuepa.org/new/Download/Publications/Create/India%20Policy%20Brief/policybriefind>

Sampling: A simple random sample of 180 from 10 villages is selected for in-depth study. 18 respondents from each village have been selected and further divided into 60 group/clusters/sectional list. 180 samples are based on primary sampling units or clusters selected using Probability Proportion to Size sampling (PPS) technique, where probabilities are proportional to number population as villages have different sizes of population. It is done through baseline survey, the selected children and households are also marked accordingly as per sampling.

Tools of data collection: There are three types of schedules developed for data collection, one for child population (6-14 years age group) as this age group gets free and compulsory education but for this research work the age group 6 to 18 years is also included, second one for parents of the children selected as respondents and third is meant for teachers of primary schools.

FGD and Case Studies: In order to develop a meaningful insight, the study is undertaking FGD (Focus Group Discussion) and a few case-studies.



FDG Sessions held in the villages



Collecting case studies of children

Participant Observation: This method is utilized for interacting with respondents to understand the real problems in the villages under the study.

Defining concepts:-

Accessibility: As per *Universal Declaration of Human Rights*, education shall be free, at least in Elementary education. It also refers opportunity to all groups irrespective of caste, religion, race, gender, etc. Indian society is based on hierarchies of caste, economic status and gender characterising Indian society, which deeply influence children's access to education. Social access includes the principle of equity, which means that all children should have equal access to, in and

through elementary education. Ensuring equity also refers to creating equal opportunities, and enabling conditions in which socially excluded children like Dalit and Adivasi children can avail of the opportunity.

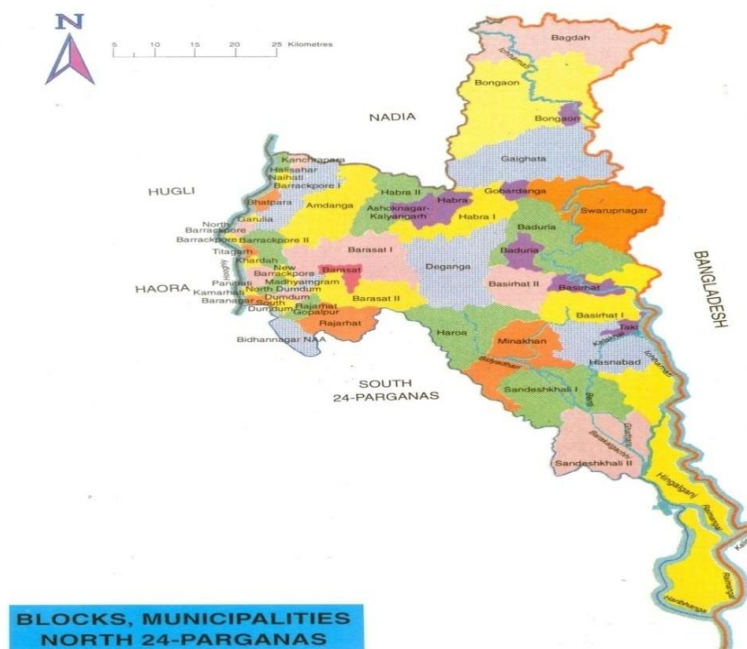
Scheduled Caste: The word 'Scheduled caste' was first coined by Simon Commission and embodied in Govt of India Act, 1935. Article 341 gives power to determine the scheduled castes. A list of Scheduled Castes in West-Bengal is enclosed in appendix-II.

Scheduled Tribes: They are mostly the forest dwellers. Their life style is attached with forest and water bodies' areas. Indian Constitution especially Article-342 gives power to determine who the scheduled tribes are. A list of Scheduled Tribes is enclosed in appendix-II.

Other Backward Classes: Article 340 gives power to the President of India to appoint a commission to investigate the condition of SEBC (Socially and Economically Backward Classes) and make recommendation to improve their condition. The first backward classes commission was appointed in 1953, with Kaka Saheb Kalelkar as the chairman which is also known as Kaka Kalelkar Commission. The other commission was instituted namely Mandal Commission on December 1978 under the chairmanship of Mr. B. P. Mondal. The report was implemented by the government of India since 1990s with a modified order from 1993 by including creamy layer. A list of such castes in OBC list is enclosed in appendix-II.

CHAPTER III
Research Setting
(North-24 Parganas)

Hingalganj



The Research is conducted in three Panchayats in Hingalganj block under Basirhat sub-division of North-24 Parganas (West Bengal), India. As per 2011 census, Hingalganj block has a total population of 174545 out of which 88937 were males and 85608 were females. There are 9 Grampanchayats under Hingalganj Block which are Bishpur, Hingalganj, Rupamari, Dulduli, Jogeshganj, Sahebkhali, Gobindakati, Kalitala and Sandelerbil³⁹. The total number of villages under Hingalganj block is 124. The total number of households in the block is 46123. The other details of the area are given below:-

- The literacy rate is 78.3% (Male: 86.4% and Female: 67.7%)⁴⁰.
- No. of college in Hingalganj Block : 1
- No. of Higher Secondary Schools: 10
- No. of High Schools 15 and Junior High Schools is 15.
- No. of Primary schools: 128
- No. of SSK:48
- No. of Block Primary Health Centre: 1
- No. of Primary Health centres : 3
- No. of sub-centres: 42⁴¹

10 selected villages in three Panchayats for the research are: Dakshin Jogeshganj (Jogeshganj GP); Hemnagar Paschimpara (Jogeshganj GP); Hemnagar Purvopara (Jogeshganj GP); Shamshernagar-1 (Kalitala GP); Purbokalitala Haridasakti (Kalitala GP); Dakshin Govindokathi (Gobindakathi GP); Uttar

³⁹ [https://en.wikipedia.org/wiki/Hingalganj_\(community_development_block\)](https://en.wikipedia.org/wiki/Hingalganj_(community_development_block))

⁴⁰ Office of the Registrar General and Census Commissioner, India, 2011

⁴¹ Office of the Registrar General and Census Commissioner, India, 2011

Govindokathi (Gobindakathi GP); Dakshin Madhvkathi (Jogeshganj GP); Dakshin Kalitala (Kalitala GP); Paschim Madhabkathi (Jogeshganj GP)

Information on Villages covered under the study: The researcher collected the information of parent population and child population through survey in the study villages with the help of the volunteers of ACID and their community mobilizers. The information gathered in each village is presented below. According to information collected from the villages, there were 1140 children in the age group 0-14 years at the time of research. The details of these children' population are likewise: 60 children in Dakshin Jogeshganj, 69 in Hemnagar Paschimpara, 100 in Hemnagar Purbapara, 175 in Samsernagar-I, 90 in Purbakalitala Haridasakti, 156 in Dakshin Gobindakathi, 114 Uttar Govindkathi, 94 in Dakshin Madhabkathi, 156 in Dakshin Kalitala and 126 in Paschim Madhabkathi (Table-10).

Table 10: Population and child population (6-14 years age group) in study village

SI No	Village	Total Household	Population	Male	Female	Total children (6-14 years)
1	Dakshin Jogeshganj	358	1360	687	673	60
2	Hemnagar Paschimpara	300	900	460	440	69
3	Hemnagar Purvopara	240	1041	553	488	100
4	Shamshernagar-1	300	978	584	394	175
5	Purbokalitala Haridasakti	343	1386	729	657	90
6	Dakshin Govindokathi	300	946	530	416	156
7	Uttar Govindokathi	305	925	503	422	114
8	Dakshin Madhvkathi	408	1506	790	716	94
9	Dakshin Kalitala	425	1377	795	582	156
10	Paschim Madhabkathi	512	1804	943	849	126
	Total	3491	12223	6574	5637	1140

(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

The gender-wise representation of children is given in the following table. It is observed that the female children are very less in Dakshinkalitala and Dakshin Gobindakathi.

Table-11: Gender wise Representation of children

SI	Village	Total children (6-14 years)	Sex	
			Male	Female
1	Dakshin Jogeshganj	60	34	26
2	Hemnagar Paschimpara	69	39	30
3	Hemnagar Purvopara	100	44	56
4	Shamshernagar	175	75	100
5	Purbokalitala haridasakti	90	49	41
6	Dakshin Govindokathi	156	92	64
7	Uttar Govindokathi	114	76	38
8	Dakshin Madhvkathi	94	43	51
9	Dakshin Kalitala	156	92	64
10	Paschim Madhabkathi	126	64	62
	Total	1140	608	532

(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

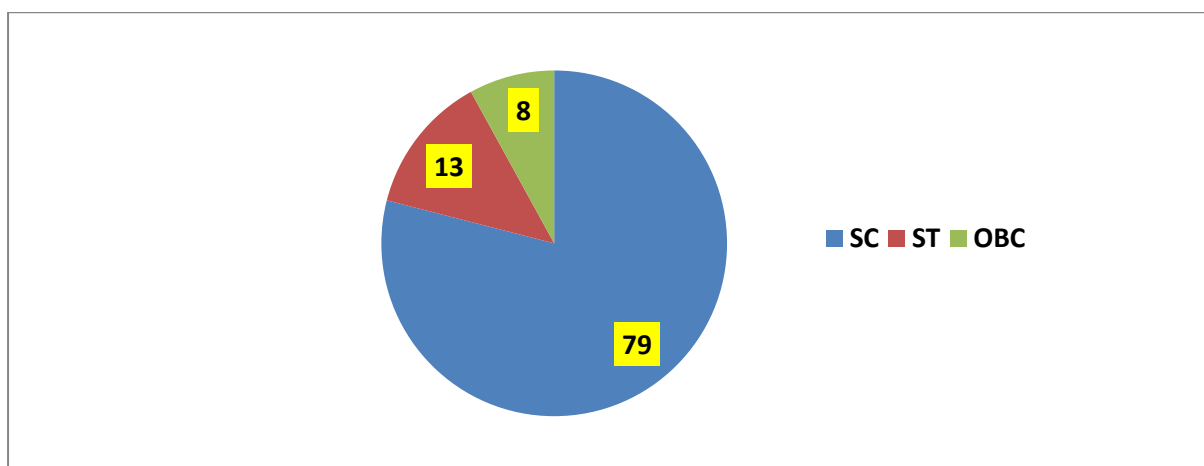
Representation of SC, ST, OBC children: The caste-wise information as collected from the study villages reveals that there were 897 SC children, 148 ST children and 93 OBC children out of 1140 children. Our observation is also that there were no ST and OBC children in the villages like Dakshin Jogeshganj, Hemnagar Paschimpara, and Hemnagar Purvopara (Table-12).

Table-12: Caste-wise Representation of children

Village	No. of children	Caste			
		SC	ST	OBC	N.A./Not decided
Dakshin Jogeshganj	60	60	0	0	0
Hemnagar Paschimpara	69	69	0	0	0
Hemnagar Purvopara	100	100	0	0	0
Shamshernagar	175	140	18	16	1
Haridasakti	90	79	0	11	0
Dakshin Govindokathi	156	73	47	36	0
Uttar Govindokathi	114	90	21	3	0
Dakshin Madhvkathi	94	88	5	1	0
Dakshin Kalitala	156	129	0	26	1
Paschim Madhabkathi	126	69	57	0	0
Total	1140	897 (79%)	148 (13%)	93(8.%)	2 (0.17%)

(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

Figure:1 Caste-wise Representation of children(Percentage)



(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

- **Drop-out children:**

The dropout rate in the study villages between the age group 0-14 years was less. It was only 2.10 percent. There were 24 children found out of 1140. Some sizable figure we observed in Dakshin Madhabkathi. There were 9 children found during the research period.

Table-13: Drop-out children in study villages:

Sl.	Village	Total number of children	Drop-out
1	Dakshin Jogeshganj	60	0
2	Hemnagar Paschimpara	69	0
3	Hemnagar Purvopara	100	2
4	Shamshernagar	175	0
5	Purbokalitala haridasakti	90	0
6	Dakshin Govindokathi	156	1
7	Uttar Govindokathi	114	1
8	Dakshin Madhvkathi	94	9
9	Dakshin Kalitala	156	2
10	Paschim Madhabkathi	126	9
	Total	1140	24 (2.10%)

(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

Primary school in the area

The team observed a number of primary schools in three Gram panchayats. There were 44 primary schools, 7 secondary schools, 2 H.S. Schools, 17 SSK and 6 MSK schools found in three Gram panchayats.

Table-14: No. of schools in study area

Name of the G.P	Primary school	Secondary school	H.S School	S.S.K	MSK	Total
Kalitala	14	3	0	8	1	26
Govindakati	15	2	1	6	3	27
Jogeshganj	15	2	1	3	2	23

(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

Table-15: Total number of Primary, Secondary, MSK, SSK School in the vicinity of 10 villages:

Sl No	Village Name	GP	Name of the primary school	Total
1	Paschim madhvkathi	Jogeshganj	1.Paschim Madhvkathi Adivasi F.P School 2.Madhvkathi Pathghara F.P School 3.Madhvkathi Adivasi Primary School	3
2	Dakhshin madhvkati	Jogeshganj	1.Jogeshganj Tiblighiri SSK School 2.Jogeshganj High School 3.Dakhshin Madhvkathi F.P Primary School	3
3	Purba hemnagar	Jogeshganj	1.Purba Hemnagar Junior Basic School	1
4	Paschim hemnagar	Jogeshganj	1.South Jogeshganj Dakhshin Para Paschim Hemnagar FP primary school 2.Uttar Hemnagar Adivasi Primary School	2
5	Dakhshin Jogeshganj	Jogeshganj	1.Dakhshin Jogeshganj Primary School	1
6	Dakhshin Kalitala	Kalitala	1.Kalitala F.P Primary School 2.Chingrikhali Adrasha F.P Primary school	3

			3.Kalitala High School	
7	Samsernagar	Kalitala	1.Samsernagar High School 2.Samsernagar Vivekananda SSK School 3.Uttar Samsernagar Primary School 4.Dakhshin Samsernagar Primary School	4
8	Haridaskathi	Kalitala	1.Haridaskathi Primary School	1
9	Uttar Gobindakathi	Gobindakathi	1.Gobindakathi Gazipara SSK School 2.Uttar Gobindakathi Adibasi Primary School	2
10	Dakhshin Gobindakathi	Gobindakathi	1. Gobindakathi F.P. Primary School 2.Gobindakathi Sishukalyan Primary School 3.Gobindakathi High School	3

(Source: S. Pal & N. Jaysawal. 2015. Baseline data on population and children. Unpublished)

Table-16: Name of the Primary Schools selected in three Panchayats

Sl. No	Name of the Schools	Schools in Panchayats	School selected
1	Paschim Madhavkathi Adivasi F.P School	10	5 from Jogeshganj
2	Madhavkathi Pathghara F.P School		
3	Madhavkathi Adivasi Primary School		
4	Jogeshganj Tiblighiri SSK School		
5	Jogeshganj High School		
6	Dakhshin Madhavkathi F.P Primary School		
7	Purba Hemnagar Junior Basic School		
8	South Jogeshganj Dakhshin Para Paschim Hemnagar FP primary school		
9	Uttar Hemnagar Adivasi Primary School		
10	Dakhshin Jogeshganj Primary School		
11	Kalitala Parghumti F.P School	8	2 from Kalitala.
12	Chingrikhali Adrasha F.P Primary school		
13	Kalitala High School		
14	Samsernagar High School		
15	Samsernagar Vivekananda SSK School		
16	Uttar Samsernagar Primary School		
17	Dakhshin Samsernagar Primary School		
18	Haridaskathi Primary School		
19	Dakshin Gobindakathi Gazipara SSK School	05	3 from Gobindakathi as marked.
20	Uttar Gobindakathi Adibasi Primary School		
21	Dakshin Gobindakathi F.P. Primary School		
22	Gobindakathi Sishukalyan Primary School		
23	Gobindakathi High School		

(Source: S. Pal & N. Jaysawal. 2015. Baseline data on population and children. Unpublished)

Social history of some sub-castes among SC, ST, OBCs in 10 villages at Hingalganj Block:

Poundra

In this area (Jogeshganj, Gobindokati & Kaitala GP) the percentage of population is high rather than any other sub-caste. More than 80 percent of the total population belongs to this Poundra community. There are different titles of this sub-caste such as Mondal, Gayen, Auliya, Mistri, Sarkar etc. Poundra have migrated from Bangladesh after 1905 during “Bongo- Vongo Andolan”.

After migration from Bangladesh, they mainly involve in agriculture and daily labour profession. Those who are involved in agriculture are treated as marginal labour. Their forefather had worked hard for earning bread. They work upto midnight and earn some money for their survival. Most of the land was under the ‘Jamidar’ class and they torture the villagers the most. So, the socio-economic condition of the poundra community was very bad. Literacy rate among them was also very poor and most importantly, they did not get any opportunities for education during that time.

But at present situation, they have their own culture and literature. The literacy rate is increasing gradually. Participation in election to PRI system is also seen. Role of Govt. or NGOs are also very important in this area.

Munda & Sardar

Munda, Sardar and Sing community belong to ST community. They have also different title such as Munda, Sing, Sardar. The percentage of population of this community is 10 to 12. Their forefather mainly engage themselves as daily labourer, agricultural labour, maid- servant (specially women) in Jamidar houses, a number of them have started working as boatman. Their literacy rate during that time was not more than 10 percent. They don't have any agricultural land for cultivation. Actually they don't get minimum food, shelter and cloth during that time. At present situation, they also involve in cultivation, small business and few are in government services. For example, the headmaster of Jogeshganj high school belongs to this community. He spoke to us and informed that the role of government and voluntary organization is very positive but they want that more opportunity should come for youth and women.

Muslim Gazi

Muslim population in this area is very less. A few subtitles such as Muslim Gazi, Muslim Sana, Muslim Sardar, and Muslim Tarafdar are mainly seen in this area. During 1905, many rich Muslim people go to Bangladesh and those who were very poor stayed back in India. During that time they don't have any agricultural land for cultivation. So they have to work very hard for their bread. Literacy rate among them was also very less and they don't get any opportunity for education. Many of them got converted to Hindu religion for getting opportunities such as health, education, employment etc. At present, Muslim Gazi, Sana, Tarafdar and Sardar belong to OBC community under the West Bengal government. Few of them are the members of Panchayati Raj for local election representation.

CHAPTER IV

Profile of the Respondents

Profile of Parent Respondents:The study carried out in Hingaljanj among parent respondents shows that majority of them are in the age group 36-45 years of age, which is 54.44 percent, only 31.11 percent are in quite young age group i.e 26-35 years and 14.44 percent in between the age group 46-58 years (Table-17).

Table 17: Age of Respondents

Age of Respondents	No. of Respondents	Percentage
26 years-35 years	56	31.11
36 years-45 years	98	54.44
46 years-58 years	26	14.44

With regard to the caste component, it is observed that a majority of them belong to Scheduled Caste community (86.66 percent), the rest are Scheduled Tribe (8.33) and Other Backward Classes (5.0 percent)-refer Table-18.

Table 18: Caste of the Respondents

Caste	No. of respondents	Percentage
Scheduled Caste	156	86.66
Scheduled Tribes	15	8.33
Other Backward Classes	9	5.0

As far as the sub-castes are concerned, a few castes are seen to utilize the education in primary and secondary education from SC, ST and OBC community. They are Poundara, Munda, Muslim Gazi, Sardar etc. (Table-19).

Table 19: Sub-Caste of the Respondents

Caste	No. of Respondents	Percentage
Poundara	158	87.77
Muslim Gazi	6	3.33
Munda	12	6.66
Sardar	4	2.22

The area is predominantly inhabited by the Hindu community, which is 96.66 percent; only 3.33 percent belong to Muslim community (Table-20).

Table 20: Religion of the Respondents

Religion	No. of respondents	Percentage
Hindu	174	96.66
Muslim	6	3.33

Housing: The majority of the family in the area live in kutchha house (83.88), only 2.77 percent live in pucca house, 12.22 percent houses are mixed in nature having both katcha and pucca and 1.11 percent family donot own any house (Table-21).

Table 21: Housing Pattern

Nature of House	No. of respondents	Percentage
No house	2	1.11
Kutcha	151	83.88
Mixed	22	12.22
Pucca	5	2.77

Occupation: The occupation of the parent respondents in the area is observed that 45.55 percent are doing some pretty cultivation which cannot even meet their basic needs, a sizable number of them are skilled or unskilled labour, only 0.55 percent is doing service (Table-22).

Table 22: Occupation of Parent Respondents

Nature of Occupation	No. of Respondents	Percentage
No work	3	1.66
Skilled Labour	33	18.33
Unskilled labour	49	27.22
Business	11	6.11
Cultivation	82	45.55
Service	1	0.55
Others	1	0.55

Education: It is common nature that the educational background of the majority parent respondents are illiterate (11.66), literate (11.11), primary educated (30), middle and secondary standard (40) and HS and above 6.66 percent (Table-23).

Table 23: Level of Education of the Parent Respondents

Level of Education	No. of Respondents	Percentage
Illiterate	21	11.66
Literate	20	11.11
Primary	54	30
Middle/Secondary	73	40.55
HS and above	12	6.66

Land Holding: It is one of the important variables on which one can earn livelihood. But a major portion of the household does not own any land or have little homestead land till 1 bigha. Only 27 percent parents possess 1-5 bigha land and only 2.22 percent more than 6-10 bigha (Table-24). It may be noted that due to Aila, their land are contaminated with saline water.

Table 24: Land holding of the Respondents

Land holding	No. of respondents	Percentage
No land	81	45
< 1 Bigha	45	25
1-5 Bigha	50	27.77
6-10 Bigha	4	2.22
>10	0	0

Special Status: We have observed that 10 percent of the parent respondents are having some status in the village (Table 25).

Table 25: Special status of the Parent Respondents

Status	No. of respondents	Percentage
Yes	18	10
No	162	90

Those who are having some special status are doing work as village headman, panchayat members or village officials (Table-26).

Table 26: Nature of special status by the Parent Respondents

Nature of status	No. of respondents	Percentage
Village officials	4	2.22
Panchayat members	3	1.66
Village headman	3	1.66
Others	8	4.44

Income: Income is also very important variable for the parent respondents. More than 82.21 percent respondents fall in the income upto 3000 monthly income category. Only 10.55 percent earn monthly income between 3001-4000, 5.55 percent earn a monthly income between 4001-5000 and only 1.66 percent individuals earn more than Rs. 5000 income per month. So, the general picture is that they are very poor in nature (Table-27).

Table 27: Income of the Parent Respondents:

Income level	No. of respondents	Percentage
Upto 1000	17	9.44
1000-2000	51	28.33
2000-3000	80	44.44
3001-4000	19	10.55
4001-5000	10	5.55
>5000	3	1.66

Profile of the Child Respondents:

Age of child respondents: The age of the child respondents varies. It falls from 6 years to 14 years. The portion of the children ranging from 6-10 years is 50 percent and 50 percent belongs to the age group 11-14 years (Table-28).

Table 28: Age of Respondents

Age of respondents	No. of respondents	Percentage
6-10 years	90	50.00
11-14 years	90	50.00

Sex of the Respondents: It is interesting to note that 50.55 percent are male children and only 49.45 percent are female children (Table-29).

Table 29: Sex of Respondents

Sex	No. of respondents	Percentage
Male	91	50.55
Female	89	49.44

Caste of the Respondents: 86.66 percent children belong to the Scheduled Caste category, 8.33 from Scheduled Tribe category and only 5 percent of them belong to OBC category (Table-30).

Table 30: Caste of the Respondents

Caste	No. of respondents	Percentage
Scheduled Caste	156	86.66
Scheduled Tribe	15	8.33
Other Backward Classes	9	5.0

Sub-caste of the children: 87.77 percent children belong to sub-caste Poundra community, 6.66 percent belong to Munda and 2.22 percent from Sardar community (ST) and only 3.33 percent from Muslim Gazi (Table-31).

Table 31: Sub-Caste of the Respondents

Sub Caste	No. of Respondents	Percentage
Poundara	158	87.77
Muslim Gazi	6	3.33
Munda	12	6.66
Sardar	4	2.22

Religion: 96.66 percent of the child respondents belong to Hindu religion and only 3.33 percent from Muslim community (Table-32).

Table 32: Religion of the Respondents

Religion	No. of respondents	Percentage
Hindu	174	96.66
Muslim	6	3.33

CHAPTER V

Data and Discussion on Important Variables on Progress of Children

Attitude of Parents: It is interesting to note that all parent respondents are having good attitude towards the education of their children. The table-33 shows that 67.77 percent parents say that education provides knowledge and 66.66 percent of them said that education makes the person to stand on his or her own feet; therefore, it is important to say that all parents are positive towards education of their children.

Table 33: Attitude towards Education of the Respondents (Multiple Answers)

Attitude	No of respondents replied
Education provides knowledge	122 (67.77%)
Education is nothing but waste of time	0
It makes the person to stand on his/her own feet	120 (66.66%)
Any other	0

The parents are also aware about free and compulsory education of children. 89.44 percent respondent said very firmly that they are aware about it but 10.55 percent respondents gave this opinion that they are not aware about it. (Table-34)

Table-34: Awareness on free and compulsory education

Awareness	Yes (%)	No (%)
Yes	161	89.44
No	19	10.55

Most of the parents are also aware on the incentives given by the school, like mid-day meal, books, uniform etc. 88.33 percent said that they are well aware on this. Only 11.66 percent respondent did not reply on it.

Table-35: Awareness on incentives

Awareness on incentives	Yes (%)	No (%)
Yes	159	88.33
No/Not replied	21	11.66

Educational development of children: On the status of children in the village, it is observed that 99.44 percent children are going to school. Only 0.55 percent children were not attending school at the time of our research. (Table-36)

Table 36: Whether going to school

Whether going	No. of Respondents	Percentage
Yes	179	99.44
No	1	0.55

It is interesting to note that male and female children are almost equal in number attending the school. (Table-37)

Table-37: Sex of the child respondents attending school

Gender of Respondents	No. child respondents	Percentage
Male	91	50.55
Female	89	49.45
Total	180	100

The participation of children in attending school is quite encouraging. Nearly 42 percent of male children and 48 percent of female children in the age group of 6-10 years are attending to school while this figure stands at 57 percent and 51 percent in case of age group of 11-15 years. (Table-38)

Table-38: Age group of the children attending school

Sex of the Child Respondents	Age group of child respondents		Total
	6-10	11-15	
Male	39 (42.85%)	52 (57.14%)	91
Female	43(48.31%)	46(51.68%)	89

Genderwise participation in primary and secondary schools is quite encouraging. It is observed that about 54.83 percent female children attending to primary schools which are near their door steps. However it is not encouraging that in secondary school their enrolment is only 43.67 percent. The accessibility in secondary school is not encouraging. The parents of the villagers are not willing to send their female children little far and they are also little bit engaged in household work. As observed through interaction it is shrinking further when the female students are going to the college which is far off places and it is expensive as well as the traditional value is not supporting to go far off places.

Table-39: Age group of children and sex attending primary and secondary schools

Sex of the Child Respondents	Age group of child in primary schools		Total in Primary level	Age group of the children in secondary schools		Total in secondary level
	6-10	11-15		6-10	11-15	
Male	39	2	42 (45.16%)	0	49	49 (56.32%)
Female	42	9	51 (54.83%)	1	37	38 (43.67%)
Total	81	11	93	1	86	87

The reason given behind not attending the school is that they are helping in the household activities. (Table-40) But the case of the study was lack of interest and further investigation also found that he is a male child and peer group influence has very adversely affected his education.

Table 40: Reasons behind never went to school

Reason	No. of respondents	Percentage
Need to help in the house/no interest	1	0.55
Attending school	179	99.45

Those attending to school had given the reason that they have selected the school in their vicinity. 45 percent respondents expressed that they have selected the school because the school is nearby and 30 percent respondents said that their teachers are friendly in nature. Only 2.22 percent respondents stated this reason that school fee is less and 8.88 percent said that there is free school

education as responsible factor for their continuity in education. However 13.88 percent respondent's didnot respond. (Table-41)

Table 41: Reasons for selecting the school

Reason	No. of respondents	Percentage
School is nearby	81	45
School teachers are friendly	54	30
School fee is less	4	2.22
School education is free	16	8.88
Others/Didnot respond	25	13.88

It is interesting to note that the investigation data conducted among children between the age group 6-14 years is revealing that continuing primary education is almost 50.55 percent and rest are continuing secondary education which is 49.44 percent. (Table-42)

Table 42: Class-standard attending by the respondents

Class standard	No. of respondents	Percentage
Primary	91	50.55
Secondary	89	49.44

The encouragement for education among children is affected by various factors which are summarised below. (Table-43)

Table 43: Encouragement received (given multiple answers)

Encouragement	No. of respondents	Percentage
Father	70	38.88
Mother	122	67.77
Brother	0	0
Teacher	1	0.55
Friend	0	0
Self	13	7.22
Other	5	2.77

Child respondents had given their statement regarding various difficulties regarding education in the schools. It is found that about 43.33 percent of them faced difficulties in the process of continuing their studies. 56.66 percent did not state any problem in their studies. (Table-44)

Table 44: Difficulties faced by the respondents

Difficulties	No of respondents	Percentage
Yes	78	43.33
No	102	56.66

The explanation given by them regarding various reasons like difficulty in understanding the subject, jargons used by teachers is stated herewith. (Table-45)

Table-45: Types of Difficulties faced

Difficulties faced	Number of Respondents said 'YES'	Percentage
Difficulty to understand subject/syllabus	38	21.11
Use of jargons by teachers	34	19
Instruction is difficult to follow	5	2.77
Teacher is not attentive	19	10.55
Others/Didnot reply	84	46.66

It is also stated that about 90 percent respondents get sufficient time in home work and rest 10 percent respondents do have a problem in spending sufficient time in study and homework. (Table-46)

Table 46: Whether able to spend sufficient time for study and home work

Whether spending sufficient time	No. of respondents	Percentage
Yes	162	90
No	18	10

50.55 percent child respondents devote only 2 hours time in home work whereas 12.22 percent respondents spend 1 hour in homework. (Table-47)

Table-47: Time spent for home work

Time devoted	No of respondents	Percentage
1 Hour	22	12.22
2 Hour	91	50.55
3 Hour	60	33.33
4 hour	7	3.88

With regard to the problem in the process of home work, it is quite interesting to note that a huge number of problems faced in the process of homework are domestic work, lack of guidance at home and some health problems. It is shown in the following table that 47.77 percent respondents faced problem in homework due to their engagement in activities like domestic work while 27.77 percent respondents had problems due to lack of guidance. (Table-48)

Table-48: Problem faced in the process of homework

Type of problem	No. of respondents	Percentage
Domestic work	86	47.77
No interest	8	4.44
Lack of guidance	50	27.77
Health problem	36	20

Congenial Atmosphere: This variable is seen on the basis of space and home environment. Based on observation and interaction with children, it may be clear that only 32.77 percent children are having congenial home environment suitable to their study, the rest 53.33 percent children do not get congenial atmosphere. (Table-49)

Table 49: Whether congenial atmosphere received at home

Nature of atmosphere at home	No. of respondents	Percentage
Congenial	59	32.77
Not congenial	96	53.33
Do not know	25	13.88

Reading Habit: The investigators also looked into the aspects of reading habits in terms of both books and newspapers. Only a few i.e. 36.11 percent respondents are having this habit. (Table-50)

Table-50: Reading habits of books and newspaper

Reading habits-- books and newspaper	No of respondents	Percentage
Yes	65	36.11
No	115	63.88

Extra-curricular activities: In terms of extra-curricular activities, it is observed that the children are more interested in playing which is pegged at 82.22 while rest extra-curricular activities like singing, drama are pegged at 8.33, 1.66 percent respectively. (Table-51)

Table-51: Extra-curricular activities

Activities	No. of them said 'Yes'	No. of them say 'NO'
Playing	148	82.22
Debate	0	0
Singing	15	8.33
Drama	3	1.66
Others	14	7.77

Interest in study: About 79.44 percent respondents are of this opinion that they would like to read whereas 16.11 percent respondents are finding it difficult to understand the subject topic. (Table-52)

Table-52: Interest in the study

Interest in the study	No. of respondents	Percentage
Boring	6	3.33
Difficult to understand	29	16.11
Like to read	143	79.44
Other	2	1.11

Friend and friend circle: 90 percent of the respondent children are having friend circle (Table-53) and most of them have expressed that they are having friends from their own community.

Table-53: Friend circle

Friend circle	No. of respondents	Percentage
Yes	162	90
No	18	10

Results in last examination:

In terms of results in last examination, the picture is not so happy as only 27.22 percent scored above 60 percent marks while 34.44 percent respondents scored between 30-60 percent marks. In

terms of poor performance, the percentage of respondents is very low, which is, 14.44 percent. (Table-54)

Table-54: Performance in last examination

Performance	No. of respondents	Percentage
Good (Above 60%)	49	27.22
Average (30 to Below 60%)	62	34.44
Below average upto 30 %	43	23.88
Poor (Less than 30 %)	26	14.44

Absenteeism: The regularity in the school is a problem of all children. As seen in the field data that almost all the children are absent from the classes either within 1-5 days or 6-10 days in a month. The table-55 shows that 87.22 percent children are absent for 1-5 days in a month, 12.22 percent children are absent from attending classes for 6-10 days in a month and 0.55 percent children are absent from school for more than 10 days in a month. (Table-55)

Table 55: Absenteeism in the school:

Absence period	No of respondents	Percentage
1-5 days in a month	157	87.22
6-10 days in a month	22	12.22
Above 10 days in a month	1	0.55

It is also observed that absenteeism is prevalent in both male and female children. It is noticed that 82.41 percent male and more than 92.13 percent female children remain absent from school for 1-5 days, likewise absenteeism in (6-10 days) is observed nearly 16.48 percent for male children and same is 7.86 percent for female children. In above 10 days, the figure stands at 1.09 percent for male children while it is NIL in case of female children. (Table-56)

Table 56: Absenteeism in the School according to Gender

Sex of the Child Respondents	No of days absent in schools & Percentage			
	1-5 Days	6-10 Days	Above 10 Days	Total
Male	75(82.41)	15 (16.48)	1(1.09)	91
Female	82 (92.13)	7 (7.86)	0	89

Table 57: Reason for absenteeism (Gender-wise)

Gender	No use of study	Help in house	take care of animals	Unable to meet expenses	Others	Total
Male	7(7.69%)	27(29.67%)	10(10.99%)	22(24.17%)	25(27.47%)	91
Female	3(3.37%)	51(57.30%)	1(1.12%)	10(11.23%)	24(26.97%)	89

As far as the reason for this absenteeism is concerned, it is stated that 29.67 percent male children need to help in house while 57.30 percent female children need to help in house being reason for their absenteeism. 24.17 percent male children and 11.23 percent female children are unable to meet expenses as being prime reason for their absenteeism. (Table-57)

Accessibility to Schools and Quality Education:

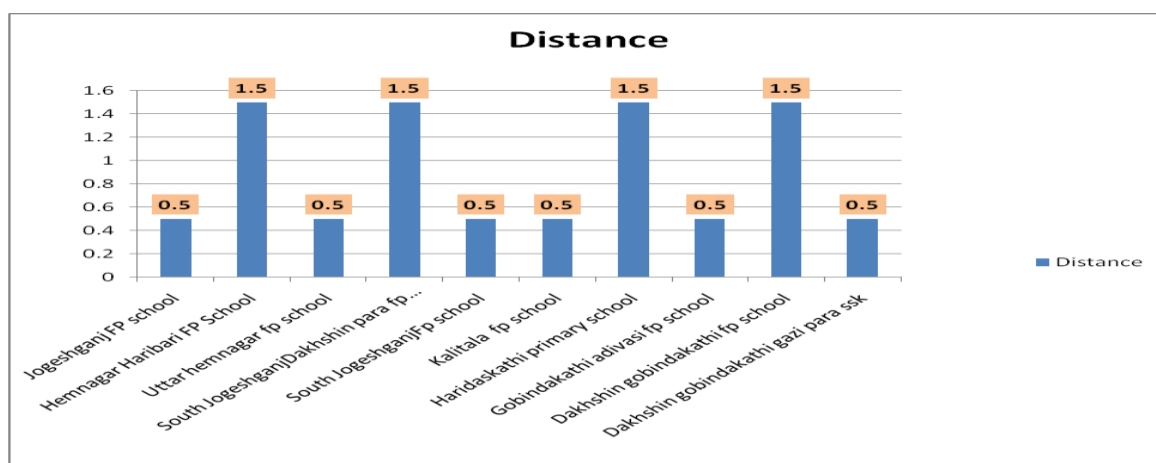
The researcher tried to look at accessibility of schools to children in the study areas and the study also tried to look into the school environment including quality education. Only 10 schools were

selected out of 23 schools in three panchayats based on simple random sampling process through lottery system. The selected schools are:

- | | |
|----------------------------------|--------------------------------------|
| Jogeshganj F. P. School | South Jogeshganj D. Para F.P. School |
| Govindakathi Adivasi F. P School | South Jogeshganj F.P. School |
| Kalitala Parghumti F.P School | Dakshin Govindakathi FP School |
| Hemnagar Haribari SSK | Dakshin Govindakathi Gajipara SSK |
| Uttar Hemnagar F.P School | Haridaskathi Primary School |

Sometimes, the people know those schools through different names, like Jogeshganj F. P. School known as Paschim Madhabkati FP School; Govindakathi Adivasi F. P School known as Dakshin Gobindakathi F.P. School; Hemnagar Haribari SSK known as Purba Hemnagar Junior Basic School; Uttar Hemnagar F.P School read as Uttar Hemnagar Adivasi Primary School. Instead of this let us look at the accessibility in different aspects.

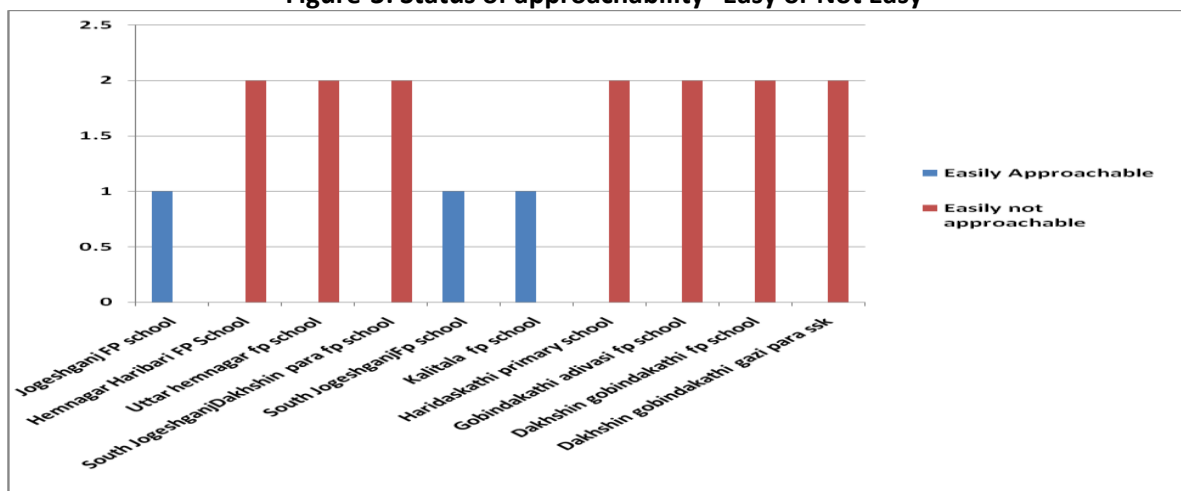
Figure-2: Approachability to school in terms of distance



(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

In terms of approachability it is observed that 4 schools out of 10 are located in a distance more than 1.4 kilometers away from the villages. These schools are Hemnagar Haribari F.P. School, South Jogeshganj Dakshinpara F.P School, Haridaskathi Primary School and Dakshingovindakathi F.P. School.

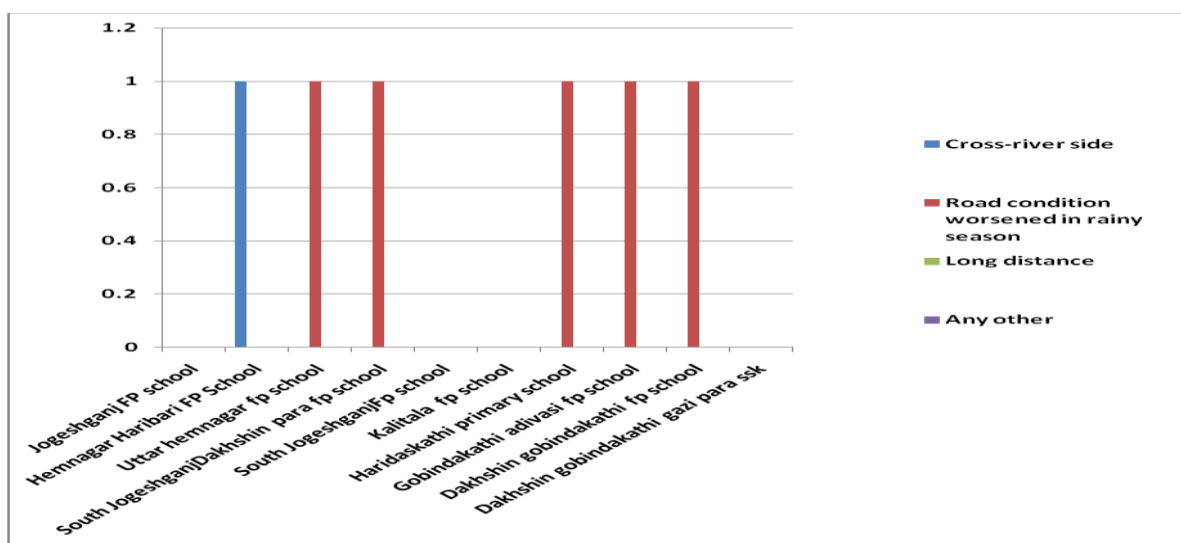
Figure-3: Status of approachability--Easy or Not Easy



(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

As per figure 3, it is clear that seven schools are not easily approachable by their children and only three schools are having easy accessibility, those are Jogeshganj F.P School, South Jogeshganj F.P School and Kalitala F.P School.

Figure-4: Reason for not easy accessibility.



As per interaction with the villagers and parent respondents, the difficulties of children in reaching school were explored. It may be mentioned that the children do face difficulty in reaching five schools especially in rainy season. One of the schools is Hemnagar Haribari F.P School, the children need to cross river to attend the school and it is very difficult for them in reaching school during rainy season. Besides, there are five other schools which become inaccessible by the children during monsoon, as the roads take a bad shape. Those schools are Uttar Hemnagar FP School, South Jogeshganj Dakshin Para F.P. School, Haridaskathi Primary School, Gobindakathi Adivasi F.P. School and Dakshin Gobindakathi Gazi Para SSK and one area did not specify reasoning for Dakshin Gobindakathi Gazipara SSK.

Infrastructure & Basic facilities

Table-58: Nature of building in different schools

Name of the school	Mud house	Brick House	Brick house & thatched roof	Brick house with cement
Jogeshganj F.P school	0	0	0	1
Govindakathi Adivasi F.P school	0	1	0	0
Kalitala Parghumti F.P school	0	0	0	1
Hemnagar Haribari SSK	0	0	0	1
Uttar Hemnagar F.P school	0	1	0	0
South jogeshganj D. Para F.P school	0	1	0	0
South jogeshganj F.P school	0	0	0	1
Dakshi Govindakathi F.P school	0	0	0	1
Dakshin Govindakathi Gajipara SSK	0	0	0	1
Haridaskati Primary School	0	0	1	0
Total	0	3 (30)	1 (10)	6 (30)

As per data (table-58), there are 10 percent schools in the area which are still having thatched roof. While that of brick house with cement is 30 percent. But there are no schools with mud house.

Table-59: Condition of building

Name of the school	Good	Needs repair	Badly needs repairing	Repairing of wall	Roof repairing	Repairing of others
Jogeshganj F.P school	0	0	0	1	1	0
Govindakathi Adivasi F.P school	1	0	0	0	0	0
Kalitala Parghumti F.P school	0	0	0	1	1	0
Hemnagar Haribari SSK	1	0	0	0	0	0
Uttar Hemnagar F.P school	0	1	0	0	0	0
South jogeshganj D. Para F.P school	0	1	0	0	0	0
South jogeshganj F.P school	0	1	0	0	0	0
Dakshi Govindakathi F.P school	0	0	0	0	0	1
Dakshin Govindakathi Gajipara SSK	1	0	0	0	0	0
Haridaskati Primary School	0	0	0	0	1	0
Total	3 (25%)	3 (25%)	0	2 (16.66%)	3 (25%)	1(8.33%)

There are 25 percent schools in the area which are in a good condition but rest 75 percent schools are in a bad shape, which needs immediate repairing of roofs and walls. (Table-59)

Table-60: Schools with verandah

Name of the school	Yes	No
Jogeshganj F.P school known as Paschim Madhabkati FP school	1	0
Govindakathi Adivasi F.P school known as Dakshin Gobindakathi F.P School	1	0
Kalitala Parghumti F.P school	0	1
Hemnagar Haribari SSK known as Purba Hemnagar junior basic school	1	0
Uttar Hemnagar F.P school known as Uttar Hemnagar Adivasi primary school	1	0
South jogeshganj D. Para F.P school	1	0
South jogeshganj F.P school	1	0
Dakshi Govindakathi F.P school	0	1
Dakshin Govindakathi Gajipara SSK	1	0
Haridaskati Primary School	1	0
Total	8 (80%)	2 (20%)

The investigators also raised question and observed that 20 percent schools do not have any veranda, which of course is necessary for the easy movement of the children and teachers. While on

the other side, 80 percent schools have varandah, but 20 percent of the school still does not have any varandan. (Table-60)

Table-61: School with boundary wall

Name of the school	Yes	No
Jogeshganj F.P school known as Paschim Madhabkati FP school	0	1
Govindakathi Adivasi F.P school known as Dakshin Gobindakati F.P School	0	1
Kalitala Parghumti F.P school	0	1
Hemnagar Haribari SSK known as Purba Hemnagar junior basic school	0	1
Uttar Hemnagar F.P school known as Uttar Hemnagar Adivasi primary school	0	1
South jogeshganj D. Para F.P school	1	0
South jogeshganj F.P school	0	1
Dakshi Govindakathi F.P school	1	0
Dakshin Govindakathi Gajipara SSK	0	1
Haridaskati Primary School	0	1
Total	2 (20%)	8 (80%)

It is also observed that 80 percent schools do not have any boundary wall, which is very essential for the safety of children and teachers. While on the other side, only 20 percent schools have boundary wall, which shows a very miniscule figure. (Table-61)

Table-62: Basic facilities (drinking water, latrine, playground, blackboard) in 10 schools

Name of the school	Drinking water	Toilet	Playground	Black Board	No. of chair	No. of Bench	No. of students
Jogeshganj F.P school	1	1	1	4	6	12	118
Govindakathi Adivasi F.P school	0	1	0	4	5	12	66
Kalitala Parghumti F.P school	0	1	1	4	7	16	65
Hemnagar Haribari SSK	1	1	1	4	4	15	50
Uttar Hemnagar F.P school	1	1	1	3	5	10	97
South jogeshganj D. Para F.P school	0	1	1	4	4	12	81
South jogeshganj F.P school	0	1	1	4	4	13	94
Dakshi Govindakathi F.P school	1	1	0	4	4	16	98
Dakshin Govindakathi Gajipara SSK	1	1	0	8	6	13	125
Haridaskati Primary School	0	1	1	4	6	14	88
Total	5	10	7	43	51	133	882

It is observed here through table-62 that only 50 percent of the selected schools in the area have safe drinking water facilities whereas 30 percent schools are lacking playground and almost all the schools do not have sufficient benches for the students.

Few photographs of toilets in some schools



(Source: S. Pal & N. Jaysawal and ACID, 2015)

Condition of some old schools



(Source: S. Pal & N. Jaysawal and ACID, 2015)

A few good school in relation to environment and bathrooms





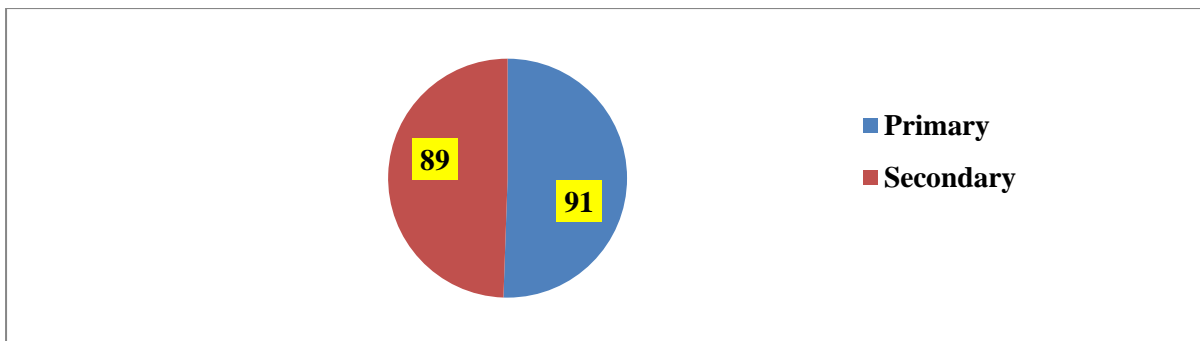
(Source: S. Pal & N. Jaysawal and ACID, 2015)

Table-63: Teacher-Student Ratio

Name of the school	Student	Teacher	Ratio
Jogeshganj F.P school known as Paschim Madhabkati FP school	118	6	1: 19.6
Govindakathi Adivasi F.P school known as Dakshin Gobindakathi F.P School	66	4	1: 16.5
Kalitala Parghumti F.P school	65	2	1: 32.5
Hemnagar Haribari SSK known as Purba Hemnagar junior basic school	50	3	1: 16.6
Uttar Hemnagar F.P school known as Uttar Hemnagar Adivasi primary school	97	2	1: 48.5
South jogeshganj D. Para F.P school	81	2	1: 40.5
South jogeshganj F.P school	94	3	1: 31.3
Dakshi Govindakathi F.P school	98	4	1: 24.5
Dakshin Govindakathi Gajipara SSK	125	4	1: 31.2
Haridaskati Primary School	88	2	1: 44
Total (Ideal Ratio is 1: 40 in each class)	882	32	1: 27.5

It is stated through table-63 that 4 schools are having only 2 teachers to run five classes while 3 schools are having 4 teachers to run five classes and the rest are having more than 5 teachers.

Figure-5: Children in 10 villages attending in different schooling



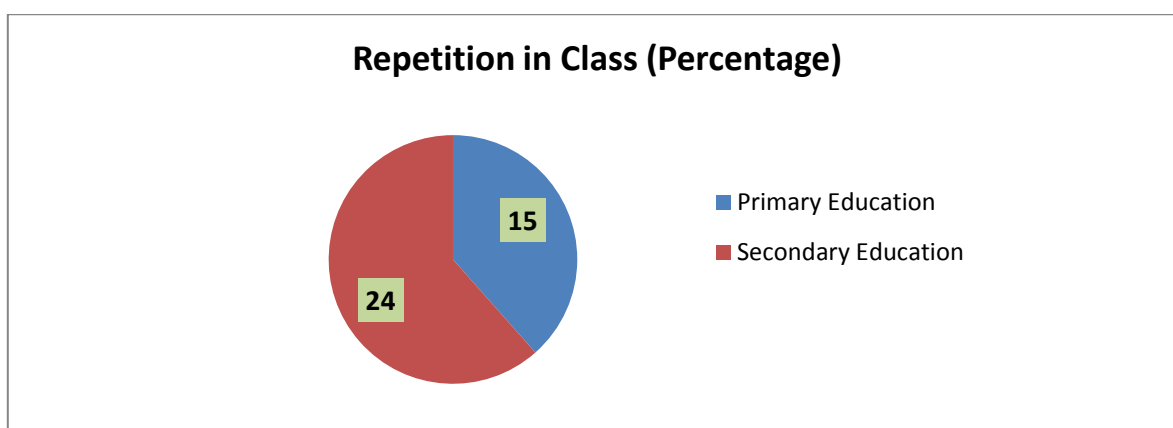
As observed through figure-5, the number of total school-going children at the primary level is 91 and the rest 89 are at secondary standard.

Table-64: Repetition in the class

Level of education	Repetition in the same class	Percentage
Primary Education	14	15
Secondary Education	21	24
Total	35 out of 180	39

It is also noticed through table-64 and figure-6 that nearly 15 percent children are repeating their classes at primary level despite this fact that there is no pass and fail system at primary level while 24 percent children repeat in their class at secondary level.

Figure-6: Repetition in class



Absenteeism at different levels of schools: It is observed here (table-65) that 86.82 percent children remain absent in primary school for 1-5 days, while it is 88.76 percent in case of secondary education. It is also stated that the number of children absent for 6-10 days is 12.08 percent at primary level and 11.23 percent at secondary level.

Table-65: Absenteeism at different levels of schools

Different levels	1-5	6-10	>10 days	Total
Primary (1-V)	79(86.82)	11(12.08)	01(1.09)	91 (55.56%)
Secondary	79 (88.76)	10(11.23)	0(00)	89 (49.44%)

A number of children are facing problems in terms of different reasons like difficulty in subjects/syllabus (21.11 percent), use of jargon by the teachers (18.88 percent).

Problem in Homework: A number of children are facing different problems at home, for which they are unable to spend sufficient time in their studies. The challenges faced by them range from domestic work, lack of guidance, lack of space, some health problems to less incentives from parents.

Table 66: Factors helping in the process of Education

A number of factors constraining the process of education as observed in table-66 are home environment, institutional problem like difficulty in school, education of parents, reading habits and land resources etc.

Sl. No	Variables	Weak variables of households	Percentage
1	Housing	Kaccha house with one room	83.88
2.	Education of parents	Illiterate or literate	22.77
3.		Primary educated only	30
4.	Land holding	No land or upto 1 Bigha	70
5.	Income	Upto 3000	93.21
6.	Home environment	Lack of congenial atmosphere	53.33
7.	Problem in home work	Domestic work + lack of guidance	75.56
8.	Difficulty in school	Understanding subjects + instruction	77.78
9	Absence in school	1-5 days	90.55
10	Performance in last examination	Good >60 and above	27.22
11	Reading story or newspaper	No habit of reading	63.88

It is observed through table-66(a) that some of the vital factors are having crucial impact over education of children such as home environment, education of parents, parents' attitude towards education, parents' income, and engagement of children in income-generating activities. There is high significance level (.000) between parents' attitude towards education and children's time spending in homework. Similarly, the relation between parents' attitude towards education and reason stated for absenteeism is also significantly high (.000). It is also obvious through below mentioned table that children's engagement in income generating activities is having significant relation with reason for their absenteeism (.046). The parents' income is having relation with kinds of difficulties faced by their children at a significance level of .000. It is also indicated that parents' education has highly significant relation (.000) with their children's performance in their last examination.

Table 66 (a): Some Vital Factors helping in the process of Education of Children:

The detailed statistical tables are attached in Appendix-VI.

Sl. No.	Independent Variable	Dependent Variable	ANOVA Test			Coefficient level		
			Mean Square	Frequency	Significance level	Standardized Coefficients (Beta)	t-value	Significance level
1	Parents' attitude towards education	Children's time spent for homework	66.736	300.039	.000 ^b	.792	17.322	.000*
2	Impact of parents' attitude towards education	Reason for absenteeism	277.378	535.115	.000 ^b	.866	5.964	.000*
3	Impact of children's engagement for income activities	Reason for absenteeism from school	85.265	53.369	.000 ^b	.480	7.305	.046*
4	Impact of parents' income	kinds of difficulties faced by their children	334.459	345.960	.000 ^b	.813	18.600	.000
5	Impact of parents' education	performance in the last examination of their children	127.322	342.061	.000 ^b	.811	18.495	.000*

* P-value at significance level=.05

CHAPTER VI

Focus Group Discussion

FGD-1

Name of village: Madhavkathi

Place: SardarPara Study Centre

Date and Time: 06-08-2015, 06:00 PM

Members Present: Baisakhi Mondal, Shishumohan Mridha, Lokhi Mondal, Shima Raj, Sumitra Mondal, Anita Mondal, Suchitra Mondal, Ratiya Bibi, Bijli Mondal, Karuna Mondal, Basanti Mondal, Jamuna Mondal, Anjana Mondal, Sunita Mondal, Renuka Mondal, Ichcha Mondal.

Narratives:

The FGD started with raising a number of issues related to education such as migration, child marriage, economic crisis, health issues, guidance in different subject, problems in infrastructure for guiding centre etc. The members observed that a number of persons seasonally migrated to Chennai, Karnataka, Andaman and some parts of Bengal like Kolkata. The person is spending much time in daily labour as supply workers at construction sites or in some factories like brick kilns. They are spending time outside for a few months and visit occasionally to their native place. It is because of this reason that a number of parents are unable to spend time with their children so there is a lack of parental guidance for them. Besides, a few cases are also reported that the children have migrated along with them. Some of the incidents relating to child marriage happened a few years back. The issue is not so high in the village. Sometimes, economic crisis is restricting the parents to send the girl child to far-off places after completion of primary, secondary and higher secondary education. The college facilities are only available at Hingalganj block which is far off from this village. The poor families cannot afford to spend daily Rs. 100/- for this purpose. Some health related issues were also raised by them and asked to support those individual cases so that they are not overburdened. The parents also felt that the centre run by ACID for children is helpful but it is limited only to class-2. They also need help for subsequent classes as many of their children are continuing studies at secondary level. So, help in running centre for different classes would be beneficial for them. As suggested that the centre should be provided with electric connection and ceiling fan.



FGD-2

Name of village: Dakshin Govindakathi

Place: Village ground

Date and Time: 08-08-2015, 08:00 AM

Members Present: Tapasi Mondal, Kalpana Mondal, Amala Gayan, Malati Haldar, Suneel Gayan, Manasi Haldar, Sonali Haldar, Chandra Haldar, Piyali Haldar, Bablu Mistri, Prasad Haldar, Reena Mondal, Shanti Mondal, Anjali Gayan, Chaitali Mondal, Kanika Gayan, Parimal Haldar, Tusimay Haldar.

Narratives:

This FGD was conducted at 8 a.m at Haridaskathi. The participants were mainly from guardian of

children in this village. The guardians were very much eager to raise various issues relating to the problem of education of their children in their area. The first point they raised that the children are facing problem like lack of guidance. Therefore, the progress in education for them is not upto the mark. The children are not getting home environment properly as a number of them are living in a one room with a verandah. Secondly, they shared that the grown-up children who are crossing through secondary education, is unable to get college in approachable area. As the college is located faraway from this village, one has to spend a minimum of 100/- a day in attending Hingalganj college which is 20 kms away. Thirdly, they raised the fact that the children need training and guidance for preparation for competitive examination. There is no specific centre where they may get guidance for preparing for different examination. The girls are often married off after secondary education. As said, "we donot like to send our daughters to far off places for college education." They feel that there is a need for good guidance centre where they may get for different subjects and also for various competitive examinations and an attempt is also necessary to have a college atleast at graduation level in their area. This will help them not only boys but girls may also get an opportunity to continue education further. A few guardian expressed that they are mostly dependent on guidance of the person who are little bit educated in their area. A few of them also narrated some cases of child marriage and child labour. The cases are also expressed on school drop-outs.

FGD-3

Name of Village: Dakshin Govindakathi

Place of FGD: Educational Centre

Date: 08-08-2015

Members Present: Tapasi Mondal, Kalpana Mondal, Amla Gayan, Malati Haldar, Sunil Gayan, Sonali Haldar, Chandra Haldar, Piyali Haldar, Bablu Mistri, Prasad Haldar, Reena Mondal, Santi Mondal, Anjali Gayan, Chaitali Mondal, Kanika Gayan, Tulsi Haldar, Parimal Haldar, Sonaka Haldar, Sripada Mondal.

Narratives:

The participants started interacting with the research team members and they shared that the children from low economic background are facing difficulties in continuing their studies. As the discussion was going on in the study centre, the time in which number of children was also present. The cases that are facing difficulties are narrated by a few guardians of those children who are suffering at higher secondary or graduation level. As suggested by them, a good study centre at centrally located place approachable by different villages with good teachers with different subjects can solve problems to some extent. A poor person from this area cannot afford expenditure relating to hostel nor are they willing to send their children to far off places. They also narrated their struggles for survival since long. Now, this area has one primary school and a high school. The major problem is that the guardians are not able to relate themselves to the school as most men are out of village for livelihood. A few cases are also reported by the participants. For eg. Abhishek Naik is not having any guardian and his father left long back. The other case is that of Chaitali Mondal, daughter of late Manotosh Mondal. Her mother is a maid servant. She is going for tuition and pays Rs. 200/- for getting guidance in Math and English subjects. The participants expressed howcome a maid servant can meet the expenditure relating to other expenses in education. Shyamal Gayan, son of Gour Gayan was continuing education in class-12, could not take admission as his father moved to Tarakeshwar along with his son for livelihood. The participants expressed that the condition of this area became worse after Aila in 2009. Earlier, they used to get good production by doing paddy cultivation. But the area is contaminated with saline water so the production is a dream. The other problem they raised in the area as well as in their school is drinking water. A number of tubewells are not working. They are having 6 tubewells in the village but the taste of water is salty. The iron level is too high so it is necessary that purified water should be given to children as well as people of the area. The participants also want to get support in their health related issue of their children. Suparna Mondal narrated her case that she is a daughter of Bikash Mondal who is reading in class-8,

and having stomachache. Due to it, she could not attend the school. A few children who migrated to other places for livelihood, are also cited namely Santosh Mondal, Sukhdev Mondal, Debasis Mondal, Bikash Mondal and Tanmoy Mondal. The participants are aspiring to get all round help, in terms of not only educational but livelihood opportunities.

FGD-4

Name of Village: Dakshin Madhvkathi

Name of Place: Dakshin Madhvkathi

Date: 04-09-2015

Narratives:

The members of the village were interested to take up mangrove plantation in riverside as there is soil erosion which can be very dangerous for their sustenance. In due course of this discussion, the participants expressed that the condition of the road towards school is in a very bad shape. It becomes difficult for their children to travel to school through this road as they need to cross the riverside. As result of this, a number of children could not attend the school during rainy season. A few children are also engaged in collecting 'Pin Bagada' a small prawn. A few valid issues were also raised by the participants like problem relating to portable drinking water, absenteeism of teachers and lack of home environment. In Paschim Madhvkathi, it is observed by them that the children do not respond to go to school and majority of them belong to tribal community. A few of them who are attending school are also dropped-out in between. For eg. Jharna Murmu, daughter of Debasis Murmu is attending class-10 but likely to be dropped as her parents are unable to provide expenditure. She did not get facility of Kanya Shree.

CHAPTER-VII

Case Study of the Study Centres run by ACID



(Source: S. Pal & N. Jaysawal and ACID, 2015)

Information related to Study Centre: The organization started four Study centres with an aim to reduce drop-outs and irregularity of students in the area so as to support mainstreaming in the society with other children. With support from FADV, the organizations is helping 96 children in regular Study Centres along with regular home visits and provide school materials, nutrition, etc. Each centre is having two part-time teachers and it is being supervised by the Programme Coordinator of the project.

The project which is started in 2015 covered two important components; one on educational support to the marginalised children in six villages of Hingaljanj Block through community- based approach and the other is to provide Health and Hygiene awareness programme for the marginalised children in Hingaljanj Block.

Titles of the two Project components are:

1. Educational Support for the Marginalized Children in Hingaljanj Block in a Community Based Approach.
2. Health and Hygiene Awareness and Support for the Marginalized Children in Hingaljanj Block in a Community Based Approach.

Functional Area of the Study Centres: The organization educates and makes the parents aware regarding importance of education and rights of children and it is working in three Gram Panchayats in North-24 Parganas. There are four Parents and Children Group who meet once every month. The sponsors are in regular touch with children through pictures, postcards and their progress reports. The children in Dakshin Gobindokathi Adivasi Para are all first generation learners. Mostly, they belong to below poverty level (BPL) and are also deprived of knowledge regarding various schemes. Initially, they weren't regular but slowly because of our team's effort, they hardly miss any classes in the centre. The regular awareness meetings are conducted with the parent group and other

community members. Parents have started taking ownership and encourage their children to attend classes regularly.

Target Groups and its Beneficiaries:

Table 67: No. of Study Centres run by ACID and its enrolment according to category

Centre Name	Timing	No. of children						B. Number of teachers :- Total teachers are 8 (2 teachers in each centre). All teachers are Graduate. Female: 6 & Male: 2 Two teachers have qualification with MA & B.Ed
		SC	ST	OBC	Gen	Drop-out	Total	
Dakshin Gobindakati	6.30a.m to 9.30 a.m	3	22	36	0	1	25	
Hemnagar		11	8	0	2	3	24	
Madhabkathi	6 p.m to 9 p.m	17	2	3	0	1	23	
Samshernagar	6.30 a.m to 9.30 a.m	16	7	5	0	0	28	C. Subjects taught in the centres English, Bengali, Mathematics, Environmental Science etc. Besides these subjects, Drawing, Dance, Music, Yoga, Health and Hygiene awareness are done through the centres.
Total		47	39	44	2	5	100	

Table 68: Class-wise break up of children

Class Reading	No. of children
Nursery-class-I	41
Class-II	40
Class-III	15
Total	96
	Male-47 Female-49

Peer Group: In terms of peer group, the study centre covers four of them comprising of 50 children each in group. The activities performed by the peer group include meeting, awareness generation, preparation of street play, celebration of special occasions, dance programmes, tree plantation etc.

Material distribution: The study centre distributes various materials related to education like Copy, Pen, Pencil, Eraser, Sharpener, Scale, Pencil box, Colour pencil, school bags, blackboard etc. In addition to it, they are also provided toiletries like toothbrush, soap, shampoo, hair oil, towel, washing powderwater bottle. It also provides the shoes, coffee mug and requisite uniforms to the children along with nutritional supplements.

Health Check-up done by the centre: This study centre organizes various health check-up camps and provides medicines to all children in its target intervention. It has organized 8 such camps covering 96 children with providing 99 medicines to them.

Table 69: Schedule for Regular Nutritional Support

Days	Nutritional Contents
Monday	Bread, Boiled egg, Banana
Tuesday	Health drinks, Biscuits, any fruit
Wednesday	Cake, Boiled egg, Banana
Thursday	Health drinks, Cake, any fruit
Friday	Bread, Boiled egg, Banana
Saturday	Health drinks, Biscuits, any fruit

Analysis of Data for 30 Children on its Progress of intervention: The research team collected data of 30 children out of 96 children who are attending three study centres run by the organization called ACID with financial assistance of FADV. This target group comprised of 15 male and 15 female children. The analysis of respective data is presented below:-

In study centre, it is observed through table-70 that the participation rate of Scheduled Castes is 60 percent, while Scheduled Tribes constitutes only 26.67 percent and OBC only 13.33 percent.

Table 70: Caste of Sample 30 Child Respondents

Caste	No. of respondents	Percentage
SC	18	60
ST	8	26.67
OBC	4	13.33

A very few sub-caste among SC, ST and OBC found in the educational centre, such as Poundara, Munda, Muslim Gazi etc (Table-71). It is due to villages having limited sub-castes.

Table-71: Sub-caste of Sample 30 child respondents

Sub Caste	No of respondents	Percentage
Poundara	18	60
Munda	8	26.67
Muslim Gazi/Sani Gazi	4	13.33

The occupation of the parents of the children attending the centres is observed herewith (table-72). It consists of boatman, carpenter, cultivators, daily labourer, unskilled worker, cameraman and van driver.

Table-72: Occupation of Sample 30 Children's Parent Respondents:

Occupation	No. of respondents	Percentage
Boatman	1	3.33
Carpenter	1	3.33
Cultivation	11	36.67
Daily labour	4	13.33
NGO worker	1	3.33
Cameraman	1	3.33
Unskilled labour	10	33.33
Van driver	1	3.33

The educational background of the parents as shown in table-73 exhibits that there are only 3.33 percent children who have crossed Class VIII and the rest are upto class VIII.

Table-73: Education of parents and progress of Sample 30 child respondents

Education	No. of respondents	Percentage
Class-II	3	10
Class-III	3	10
Class-IV	6	20
Class-VI	4	13.33
Class-VII	3	10
Class-VIII	2	6.66
Class-IX	1	3.33
Class-X	1	3.33
Class-XI	1	3.33
Class-XII	1	3.33

The table-74 reveals that the progress of the children in the centre-run classes is good. 44.45 percent children are in this category and 51.11 percent are in the very good category. But still there are 4.44 percent children who are poor in study which is varying between study habit at home, regularity and good results in their school examination.

Table-74: Advancement of Sample 30 children in Classes:

Classification	No. of children and their Progress			All
	Study- habit at home	Regularity in school	Result in last exam.	
Very Good(>80)	22	3	21	46 (51.11%)
Good (60-<80)	6	27	7	40 (44.45%)
Poor (40-<60)	2	0	2	04 (4.44%)
Total	30	30	30	90 (100%)

Challenges (if any) to Study Centres run by ACID:

1. Four students dropped-out due to migration of family to other cities/ town because of absolute poverty and food insecurity. Livelihood programme is tried to create livelihood opportunities in the villages so as to stop migration/sectional migration in the area.
2. Inclusion of more children as there is a demand from the guardian that their children should get the opportunity of study centre and health facilities as provided. It is very difficult to decide on its own as there are involvement of cost for inclusion of such children in the area.
3. Instructors for extra-curricular activities like singing, yoga, computer literacy etc. Additional instructors along with facilities like equipments/accessories may solve this problem.
4. There are challenges in covering secondary, higher secondary level and above level guidance centre as this not be possible to cover within the project outline. It may need other partners for establishing a common centre accessible to their area with good teachers in Science, Arts subjects.
5. The need to support the very poor children at different levels of education is also a challenge.

CHAPTER VIII

Case Study of Child Respondents

Case No-1

Name : Sitala Singh
Age : 6 years
Education : Class-I
Sub-Caste : Munda
Caste : ST
Sex : Female
Village : Madhabkathi,
Sardarpara



Sitala Singh is a girl child with 6 years 3 months old who lived in her maternal uncle's house at Madhabkathi Sardarpara under Jogeshganj GP of Hingalganj Block. She is not our sponsored child. Her mother's name is late Sramani Singh and father is Mr. Chidam Sardar of Kokilpara village under Basanti Block of South 24 Parganas. After her marriage, she used to live in her father's house as there was a family conflict between husband and wife. Sitala is staying in her matrimonial house for the last 7 years. Her mother died just 3 month back. Her father never gave attention to her. Even after her mother's death, her father did not provide Sitala's birth certificate therefore, as a result of that she could not get admitted to school. Her birth certificate is still lying with him. When it was discovered nearly one year ago, her mother was alive. She asked her maternal uncle about the reason for not admitting her in the school. He answered that they wanted to admit her but she has no birth certificate. In such a situation, it was duty of organization to request local PRI member and Pradhan to arrange for her, the birth certificate so as to help her to admit to school. It was on this effort and initiative that she was admitted to the school and got books and uniform from school under Mid-Day meal programme.

Her father's name is Shribash Auliya who is educated upto class-7. Her mother's name is Aruna Auliya who is educated upto class-8. Her father is having 2 bigha land used for cultivation purpose but the production is low in the area so the earning or production could not meet the need of family. As a result of it, her father has been taking seasonal work like cutting paddy and working in brick kiln site at Basirhaat Sakchala area. As her father is staying outside, her mother is looking after her education who is educated upto B.A. She is sending her daughter for tuition to maternal uncle's house who is continuing to give tuition for two hours a day. She has one daughter also. Her name is Rakhi Auliya aged 7 years continuing education in Class-2. Both of her daughters are showing good results except two subjects; 1. English 2. Atma Vikash. Therefore, it is felt that both of them need guidance in these subjects in a common study centre. The family belongs to very needy poor family and suffered a lot during "Aila". Their property was damaged during Aila in Kalitala area where they are still having some land. After Aila, they are shifted to Govindakathi so they may not forget the event as somehow they

Case No-2

Name : Ankhi Auliya
Age : 12 yrs
Education : Class-6
Sub-Caste : Poundra
Caste : SC
Sex : Female
Village :Uttar Govindakathi
School : Jogeshganj High School



might save life of two daughters in flooded situation by using utensils. Both of her daughters are dreaming of school teacher. They now possess “khas land” distributed by the government. Her mother is struggling to meet expenditure for both her daughters’ study. As per their calculation, she needs to spend Rs. 1000/- towards tuition and other incidental materials. She is motivating both her daughters and now they made a habit to devote 2-3 hours in home work regularly. Besides, her grandmother is also staying with them.

Case No-3	
Name	: Jogesh Morol
Age	: 12 yrs
Education	: Class-6
Sub-Caste	: Poundra
Caste	: SC
Sex	: Male
Village	: Uttar Govindakathi
School	:Uttar Govindakathi Adivasi Avaitanik School



Her father’s name is Ravi Morol. His father is illiterate and sometimes engaged with fishing. But it is two small earnings which could engage him in one occupation. He started migrating to Bangalore for construction work and stayed over there for 4-5 months. Her mother’s name is Tuki Morol. She is a housewife. Their family is yet to receive a SC certificate. She is contributing Rs. 10/- per month and not having any extra income. She has to depend on her husband’s income. They are Jayanto Morol and Jaydev Morol. Jayanto is working in Tamilnadu in construction activity with his father. However, Jaydev who is 17 years old, is doing fishing activity. Though Tuki Morol is getting the amount to meet her son’s educational expenses but it seems that Jogesh Morol is very regular in attending to school. He expressed, “I am not having interest in school as i am beaten by the teachers for poor knowledge in mathematics and English.” Due to the fear, he started losing interest in school. Besides, his peer group is playing a negative force as many of his friends did drop their education at 5th standard namely Shankar Bayan, Jaydev Morol etc. Shankar Bayan was also present there. Shankar Bayan said, “I left study in class-5 and went to Karnataka. I was

engaged there in mushroom cultivation.” He went to Karnataka with his father at the age of 11 years and came back now. Jaydev Morol also dropped three years back. He said, “I was beaten up by my English teacher”. He uttered further, “Kaan dhore daar koriye diyechhe (made to stand up with holding ears in two hands)”. He was further explaining to us that he would like to go for fishing for twenty days which will fetch him Rs. 4000/-.

Her father’s name is Animesh Gayan. He was engaged with decorator’s business but earning was too meagre in his occupation. He is madhyamik Pass from Panchapalli High school. Her father and mother have gone to Bangalore and doing work at garment factory. They generally work for 5-6 months and send some money. Last month, they sent Rs. 10000/- to their father by using another close relative’s bank account called <i>Son-in-law’s account</i> who is working as part-time teacher in Jogeshganj. Their family is having 5-6 bigha of land. The production of this land is very low and the area is contaminated with saline water after Aila. Savita	Case No-4															
	<table border="1"> <tbody> <tr> <td>Name</td> <td>:Shatabadi Gayan</td> </tr> <tr> <td>Age</td> <td>: 6 yrs</td> </tr> <tr> <td>Education</td> <td>: Class-1</td> </tr> <tr> <td>Sub-Caste</td> <td>: Poundra</td> </tr> <tr> <td>Caste</td> <td>: SC</td> </tr> <tr> <td>Sex</td> <td>: Female</td> </tr> <tr> <td>Village</td> <td>:Uttar Govindakathi</td> </tr> <tr> <td>School</td> <td>:Uttar Govindakathi Adivasi Avaitanik Primary School</td> </tr> </tbody> </table>	Name	:Shatabadi Gayan	Age	: 6 yrs	Education	: Class-1	Sub-Caste	: Poundra	Caste	: SC	Sex	: Female	Village	:Uttar Govindakathi	School
Name	:Shatabadi Gayan															
Age	: 6 yrs															
Education	: Class-1															
Sub-Caste	: Poundra															
Caste	: SC															
Sex	: Female															
Village	:Uttar Govindakathi															
School	:Uttar Govindakathi Adivasi Avaitanik Primary School															

Gayan, her daughter is taking tuition for two hours outside which is very unfortunate. They are staying in a space which may not ensure privacy as it is hatched with bamboo sticks. Her grand-father "Asit Gayan" is educated upto class-5 at Jogeshganj high school who is taking care of Shatabadi Gayan. She is also missing parental guidance and her gradfather is suggesting a study centre where she may take education for a longer period.



Case No-5

Name : Riya Pramanik
Age : 10 yrs
Education : Class-4
Sub-Caste : Poundra
Caste : SC
Sex : Female
Village : Haridaskathi
School : Haridaskathi Primary School



She is orphan. She is staying with Grandmother and grandfather. She is intelligent in her study. The occupation of her grandfather is cultivation. They donot have a decent standard of living and are landless people. Her mother's name is Krishna Pramanik. She is working in Bangalore now. Her father's name is Keshav Dhar who got married for second time and he is not having any attachment with this family. So, Riya Pramanik is staying with her maternal uncle. Maternal uncle is Krishnapada Pramanik who is educated upto class-8 from Samsbernagar high school and now working at Bangalore in a plastic factory. He is earning Rs. 8000/- per month and sending money from time to time for her up-bringing. Presently, Riya is looked after by her grandfather and grand mother and they are very poor and depend on money of her maternal uncle namely Krishnapada Pramanik.

She does not have her father but mother. Her father expired in 2011. He was suffering from kidney problem. Both of his kidneys were damaged and because of it, they had to mortgage land for treatment. Initially, they could sell two bigha of land for treatment but that was not sufficient for his medical care. Therefore, they mortgaged the land. Presently, they had only one room to lead their life and her mother is working as a volunteer for an organization called ACID. Her mother's name is Sushila Tarafdar. She is also sending her daughter for tuition for which she is paying Rs. 150/- per month as tuition fee. Her mother is very sensitive and very emotional in taking care and nurturing her daughter. She feels that the subject like English and Mathematics requires special attention by well-educated persons in concerned subjects. Her home is 3-4 kms. away from her school. She has scored more than 60 percent in last examination. She is also interested in singing, dancing and playing. Her total monthly income is Rs. 3000/- (approx.). Her mother has only one daughter. Her mother's education is upto class-12. The condition of house building is not good and it requires construction. She is really interested in her education. She

Case No-6

Name : Soumali Tarafdar
Age : 10 yrs
Education : Class-5
Sub-Caste : Poundra
Caste : SC
Sex : Female
Village : Haridaskathi
School : Shamsbernagar High School



also goes for tuition class in Math and English subjects. She is very much regular in her attendance and all the peers belong to her community only. Her aim in life is to do a job and pursue higher studies. Her dream is to be teacher. Her mother helps her in her studies.

Case No-7

Name :Dhruba Mondal
Age : 7 yrs
Education : Class-2
Sub-Caste : Vaishya Kapali
Caste : OBC
Sex : Male
Village : Samshernagar
School : Samshernagar F.P School



He is staying with his grandfather named 'Madhusudan Mondal'. He is very fond of his grandfather. His mother expired few years back and his father got married for second time having one more child. Dhruba sometimes, stays with his father for a day or two in a week. His grandfather used to sell bettle leaves in earlier days but the earning from such business was very meagre. He has 3 bigha of land. He does cultivation in his land but the

production is very little for meeting the family needs.

Her father Manotosh Biswas is educated upto class-5 and is doing job at Sonarpur, Kolkata. She has 4 bigha of land but after Aila, the fertility of land has gone down. Due to this reason, her father stays outside and visits home at an interval of 2-3 months. The family has 2 rooms and a verandah made of bamboo stick. Priya attends tuition class staying in uncle's house. Her uncle named "Buddhadeb Biswas" is educated upto class-8 and drives van for earning money. Hier uncle is also having two sons and one daughter who are attending to school in Hemnagar high school. She narrated us that she is very interested to learn but she cannot remember her studies. She wants special guidance in the subject like English and mathematics so as she may do good results. Her family is not having much problem before Aila but the problem started after Aila hit as they were not having sufficient earning. As a result of it, her father is not staying at home and working outside to support family.

Case No-8

Name : Priya Biswas
Age : 11 yrs
Education : Class-6
Sub-Caste : Poundra
Caste : SC
Sex : Female
Village : Hemnagar
School : Hemnagar High School



Case No-9

Name : Rakesh Baidya
Age : 12 yrs
Education : Class-7
Sub-Caste : Poundra
Caste : SC
Sex : Male
Village : Purbo Hemnagar
Dakshinpara
School : Hemnagar High School



His father Subrato Baidya is aged 38 years and educated upto class-4. His mother's name is Radhika Baidya who is aged 27 years and illiterate. The main occupation of family is collecting "min of Prawns". Generally, they get Rs. 200-300/- for collecting per thousand 'min'. He has 1 sister whose name is Kanika Baidya aged 8 years attending class-3 in Hemnagar Basic School. He is an average student and his rank in class is 38. They have got only one room made up of bamboo sticks with asbestos as reported by his father. He said that he is just like a refugee after Aila. His forefather came and got settled in a dense forest but due to erosion and expansion of river, they shifted to present place. The condition of road is not good. Therefore, it becomes difficult for their children to reach school which is about 3 kms away from their house.

Her father named Sribhash Auliya is educated upto class-7 and her mother Aruna Auliya attended till class-8. They have got 2 bigha of land but income from this land is not sufficient. Though, they are doing cultivation here. Her father is also working outside as seasonal migrant labour either cutting paddy for sometime in Midnapore or Burdwan district or brick kiln site at Basirhaat Sakchulla area. She is attending tuition. She excerpted, "Ami Mamar kache tuition podte jayi" (I go to my maternal uncle for taking tuition). She spends 1.5 hrs for taking tuition. Amit Mondal, her maternal uncle is educated upto B.A from Basirhaat college. Her family has got one room and condition of her house is in a very bad shape. The historical point is that family has shifted to Govindakathi from Kalitala after Aila effect. She has a dream to become a school teacher. Her father is educated upto class-7 from Kalitala high school. She could not stay at home for 7-8 months due to earning money outside. They have got some land at Kalitala which is contaminated with saline water after Aila. Her grandmother Pramila Mondal is staying with them. She is educated till class-2.

The house where they are staying is constructed with *Khas* land. The land was used by her grandfather and grandmother and by virtue of their grace. Presently, he is staying here. She is also attending tuition for subjects like Bengali and Maths. The expenditure related to tuition and other educational material spent by them is approximately Rs. 1000/-. They have got solar light in such a remote area and aspiring for greater future.

Case No-10

Name : Rakhi Auliya
Age : 7 yrs
Education : Class-2
Sub-Caste : Poundra
Caste : SC
Sex : Female
Village : Govindakathi AdivasiPara
School : Govindakathi Adivasi Avaitanik Primary School



Case No-11

Name : Jaydeb Morol
Age : 14 yrs
Education : Class-6
Sub-Caste : Poundra
Caste : SC
Sex : Male
Village : Uttar
Govindakathi
School : Govindakathi
Adivasi Avaitanik
Primary School



His father named Ravi Morol is illiterate and doing work at construction site. Sometimes, he engages himself with fishing. The family reported that his father also stays at Bangalore for 4-5 months and earn some money. His mother named "Tuki Morol" is a housewife. There are other family members like Jayanto Morol aged 18 years doing construction activity in TamilNadu. Jaydeb Morol is

aged 14 years doing fishing outside. They have got 1 kutchha house where there is no separate room. They are spending their day-to day life in Verandah made of bamboo sticks and one side is used for cooking purpose. He is not having any interest in his study. His brother Somenath is attending class-1 in the same school. His peer group namely Supado Gayan and Jaydev Morol are from the same school. They are irregular in nature. Jaydeb Morol who also left school 3-4 years back, attended upto class-5 and left the school because he was beaten up by his teacher. He said that he was asked to stand up with folded ears. Recently, he made a plan to go for fishing in Haldia in South-24 Parganas for 20 days. He said, "I will get Rs. 4000/- for fishing activities for the period of 20 days." I donot have any interest in continuing my study. But after a spell of discussion, he agreed to continue studies if he gets a good teacher.

Her father's name is Sarojit Pramanno and her mother's name is Sampa Pramanno. Her father is educated upto Madhyamik. Her mother is educated upto class IX from Sonarpur and attended school named Acharya Prafulla Nagar Girls High School. They possess poultry. Her mother is a SHG member. She has taken a loan for poultry for Rs. 6000/- from the bank. She has also purchased a tailoring machine and taken training on tailoring. She could not succeed in tailoring business. Her father works at Kolkata and she lives there for 2-3 weeks. Her mother is struggling to take up other activities like cultivation. She has taken 2.5 bigha of land on lease. She has a dream to grow her child so as she may stand up on her own feet. She is dreaming hard of being a doctor. She has an LIC policy also. She has a plan to run a shop with the help of taking another loan from SHG. Her second plan is that she is interested in engaging herself in fishing activity in taking a pond on lease. She belongs to an SHG group named Lokhi SHG. She is depositing there Rs. 30/- as a contribution to her group. Her daughter likes Bengali subject. She could stand first in class-1. But she is not happy with her class teacher as she was once scolded by teacher.

Case No-12

Name :Maitri Pramanno
Age : 7 yrs
Education : Class-2
Sub-Caste : Poundra
Caste : SC
Sex : Female
Village :Paschim Madhavkathi



Case No-13

Name : Hafijul Rahman Gaji
Age : 12 yrs
Education : Class-4
Sub-Caste : Muslim Gaji
Caste : OBC
Sex : Male
Village : Paschim Madhavkathi
School :Jogeshganj Tibligiri Shishu Shiksha Kendra



His father's name is Sattar Gaji. His mother's name is Hasina Bibi. Hafijul has two sisters- one named Rafija Khatun aged 9 years continuing her study in class-III Tibligiri SSK at Madhabkathi. His mother is educated upto class II and his father is educated upto class XI. The story is that Rafija Khatun met with an accident with an engine van and she had to undergo a major surgery in Kolkata. Her father works as daily labour though they possess 2-3 bigha of land. Hafijul doesn't like English but he likes Bengali. He has also narrated that once he was scolded by his teacher. He generally studies one hour a day at home. He is continuing his studies at Jogeshganj Tibligiri Shishu Shiksha Kendra. He likes tuition more than his school education. His sister is more intelligent in English. She was also scolded by a Bengali teacher. The parents are willing to see their studies further. His father is earning Rs. 2000/- per month. He teaches his children in the evening. He doesn't believe in migrating to another place. His mother is a member of Kanyadai SHG. She has taken a loan of Rs. 5000/- from SHG to do cultivation of paddy.

5000/- from SHG to do cultivation of paddy.

His father named Bidhan Mondal migrated to Tamilnadu for livelihood. His father along with his mother Pratima Mondal has migrated to Tamilnadu. Shivpada Mondal is very regular in school. He devotes two hours daily in his study. Thus, he is not getting parental guidance. Therefore, he is staying with his grandfather. The name of his grandfather is Biswanath Mondal. His parents send Rs. 4000/- per month to his grandfather. Besides, his grandfather is doing fishing and earning some money. Shivpada Mondal stood first in class-3. He likes his teacher. He is never scolded by his teacher. His father is educated upto class-7 and his mother is educated till class-6.

Case No-14

Name : Shivpada Mondal
Age : 11 yrs
Education : Class-4
Sub-Caste : Poundra
Caste : SC
Sex : Male
Village : Dakshin Madhavkathi



Case No-15

Name : Luv Barman
Age : 9 yrs
Education : Class-4
Sub-Caste : Poundra
Caste : SC
Sex : Male
Village : Dakshin Madhavkathi
School : Madhavkathi Junior Basic School



His father named Ram Barman is educated upto class-8. His mother named Pramila Barman is also educated upto class-8. Both of them are interested to see Luv Barman to continue studies further. It is unfortunate that his parents are migrated to Tamilnadu who are working in its brick kiln factory. He has one sister reading in Nursery class. Luv Barman likes Bengali and mathematics as subjects. But he never forgets that he was also scolded by teacher which was also painful for him. He goes to tuition class. He devotes 2 hours a day and 2 hours in a tuition class. He is guided by his grandfather as he is not having parental guidance. Her grandfather has got Rs. 10000/- from panchayat for house building purpose. He has 15 cottah of land. The land is not enough to earn their daily expenses. The land is contaminated by saline water. His grandfather also wants study centre for different subjects for different classes in their village.

Rintu Mondal lost his father 5-6 years back. His father's name is Parimal Mondal, who expired before Aila in 2009. His mother's name is Devi Mondal. His father was suffering from tuberculosis. His mother is a daily labourer and she also catches fish in the river. The economic condition of her family is very poor. She is struggling to educate her children. She has got another child namely Pintu Mondal aged 12 years continuing study in 7th class at Jogeshganj high school. The family possesses 1 bigha of land which was contaminated with saline water after Aila in 2009. Both of them are interested in study but they were not satisfied with marks in last exam final result. Rintu has knowledge of all subjects and he is very sincere and punctual in the school. Both of them are attending a tuition class from 6 am to 8 am. They spend Rs. 100/- each person per month for tuition class.

Case No-16

Name : Rintu Mondal
Age : 14 yrs
Education : Class-9
Sub-Caste : Poundra
Caste : SC
Sex : Male
Village : Dakshin Madhavkathi
School : Jogeshganj High School



Case No-17

Name : Rakesh Gayan
Age : 13 yrs
Education : Class-8
Sub-Caste : Poundra
Caste : SC
Sex : Male
Village : Samshernagar
School : Samshernagar High School



His father Nimai Gayan is a painter and is engaged in work outside. He stays for 2-3 months in Kolkata for some informal work and visits the home with a frequent interval. His mother expired outside while doing work at site. It was narrated that it was a suicidal case. His grandmother Aloka Gayen is helping Rakesh in his studies. She is attending a tuition centre run by Rupa Sarkar in the village. He generally spends Rs. 250 per month for taking tuition from this centre. He has received Rs. 700/- as Shiksha Shree scholarship. Besides, he could also get from the school books free of cost and money for school dress for Rs. 400/-. In the last examination, he stood 5th in the class. His grandmother belongs to the BPL category. She is also getting a widow pension. They have got one house having only 1 room with bamboo stick and asbestos. The varanda is used for kitchen purpose. He is aspiring to go for higher education and become a class teacher. As suggested by him, he needs a good teacher who could help him in going ahead.

Her father named Bapi Mondal is educated upto class-8. Her mother's name is Manju Mondal educated upto class-10. His father is working as daily labourer at construction site and his family possess a kutchha house and verandah. His brother Abhi Mondal is reading in class-4. She explained that it is quite difficult to memorise the subject. She is also contacting Ramkrishna Mission centre in their area which is called Samshernagar Shimana. The centre gives guidance upto class-10. Her father is doing work at Kolkata. She generally visits after a gap of 1 year. They face a tremendous problem during Aila as there was influx of water in their area. Ritu is getting Rs. 400/- for school dress after class-4. She is also taking mid-day meal. She has received Shiksha Shree of Rs. 500/- . She is interested to continue her study.

Case No-18

Name : Ritu Mondal
Age : 11yrs
Education : Class-5
Sub-Caste : Poundra
Caste : SC
Sex : Female
Village : Samshernagar
School : Samshernagar M.S.K



Case No-19

Name : Mainak Gayan
Age : 11 yrs
Education : Class-6
Sub-Caste : Poundra
Caste : SC
Sex : Male
Village : Uttar Hemnagar
School : Hemnagar High School



His father's name is Madhusudan Gayan aged 42 years who attended till class-10. He could not pass Madhyamik examination. His mother's name is Maya Rani Gayan aged 32 years who is educated upto class-8 from Mangalchandra Vidyapeeth, Mullakhali in South-24 Parganas. He says, "I would like to see our children should cross through graduate level". Mainak has one brother aged 9 years. His name is Mrinmoy Gayan who is studying in class-3 in Uttar Hemnagar Primary School. His mother is having pain in bone. He had to spend Rs. 2,500/- for her treatment as doctors fee beside medicine. She has got money as an IAY beneficiary of Rs. 38500/- in one instalment. Mainak further, is engaged in a petty business repairing sign board and Photo binding work. He earns sometimes 4000/- in a month depending on the assignment of work. He gives his opinion that whatever little knowledge he has, he will not go outside rather he will stay in the village.

His father Nityananda Sarkar has 1.5 bigha of land. He is also assisting in Gram Panchayat. His grandfather's name is Bhavani Pratap Sarkar. His mother's name is Sandhya Sarkar who is educated upto class-8. She gives guidance to her son in Bengali, History and English subjects. His grandfather expressed that Rama is very weak in English and he needs guidance from a good centre. He is also restless. He could score well in overall exam. He scored 435 marks out of 700 total marks but he is poor in English. His mother is very attentive and participates in guardian meeting of the school. He feels that interaction with school teacher is helping Rama in continuing and keeping his good results.

Case No-20

Name : Rama Sarkar
Age : 12 yrs
Education : Class-7
Sub-Caste : Vaishya Kapali
Caste : OBC
Sex : Male
Village : SamsherNagar
School : Samshernagar Vivekananda Shiksha Kendra



CHAPTER IX

Findings and Suggestions

- Need for a special care for the children specially those who are missing parental care due to the absence of their parents and working in far off places, like Chennai, Andaman, Hyderabad, Kolkata, etc. In our study a number of such cases observed.
- Parents groups continuously be persuaded and awareness be generated on child marriage, child labour, etc., as the cases are reported by the parents and community members in FGDs.
- Strong peer group relation in the villages should be developed, who are to be trained on the matter of identifying problems among their friends.
- Role of teachers/instructors in different study centres especially identifying children at risk in the area should be given focus of attention. Frequent home visit is necessary for creating congenial relationship between teacher and parents.
- There is a special need to provide safe drinking water along with good sanitation specially latrine and bathrooms are necessary the area is saline prone area the water is contaminated and it could not be drinkable.
- As the area is contaminated with saline water, the schools should provide mid-day meal with safe drinking water. It needs immediate intervention by installing water purifier plant for supplying drinking water to those schools.
- Advocacy is necessary for infrastructure facilities both at the School Managing Committee and Education Department. The schools are having serious problems on school infrastructure and basic facilities like chair benches and teacher student ratio.
- Counselling services is necessary for the children as well as there is a need to sensitize school teachers especially on drop out cases.
- There is a need of teachers/tutors in different science subjects in the area and the study centre like ACID can be useful in higher up classes. Presently they are running Class-I and Class II and Class III classes.
- The places which are not easily accessible to higher education, parents pay attention to girls' education specially sending them off places for education. In this regard it necessary to provide them adequate facilities specially accessing them to high schools, colleges like scholarship, transport facilities, boarding/hostels, etc.
- The socio-economically weaker groups among Scheduled Castes, Scheduled Tribes, OBCs continuously be helped for income generation or alternative employment opportunity as a number of them belong to below poverty line and it is also observed that a number of individuals migrated in far off places.
- The Girl's education is very poor as compared to that of boys in terms of educational achievements. In terms of absenteeism the girls are becoming more absent than girls. It should be challenging task for the ACID members to sensitize parents continuously. Besides, many girls got married off soon after completing secondary education. Focus group discussion and interaction with parent respondents it was very clear to us. As the places are not easily accessible to higher education, parents hardly pays attention to girls' education specially sending them to far off places. A wider social support including providing incentives by identifying cases in philanthropic approach may reduce such drop-out or negative attitude in the process of girls' education.
- The ACID should focus on involving community people from area for greater sustainability of the project. The people in the area should be provided value education frequently, for which time to time awareness programme on different issues are organized.

It is observed that weaker families or ultra-poor families are facing more problems in the process of education. It needs a serious thought so as to economic condition of the families are improved. Besides, there is need to make these centres as Child friendly study centres be developed so as to community members are involved and children get enjoyment with all recreational facilities or extra-curricular activities with all basic facilities including water, sanitation, bathroom.

The committee members in the study area be given more responsibility and frequent meeting of parent-teachers and ACID members should be held.

In terms of sustainability of the project areas, greater initiatives is necessary and in this respect ACID, International Organization and community partnership can be taken more initiatives. The area as it stands today getting a great help from FADV and ACID. The need for involving PRIs members and representative of community members in engaging different activities of the study centres in addressing problems including gender issue be taken up towards benefitting the target children and communities is call of the day.

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Appendix-I

The list of Scheduled Castes, Scheduled Tribes and Other Backward Classes (OBCs) in West Bengal

List of Other Backward Classes by Govt. of West Bengal:-

Sl.	More Backward (Category-A)	Sl.	Backward (Category-B)
1	Abdal (Muslim)	1	Baishya Kapali
2	Baidya Muslim	2	Bansi-Barman
3	Basni / Bosni (Muslim)	3	Barujibi, Barui
4	Beldar Muslim	4	Betkar (Bentkar)
5	Bepari / Byapari Muslim	5	Bhar
6	Bhatia Muslim	6	Bharbhuja
7	Muslim Bhatiyara	7	Bhujel
8	Chowduli (Muslim)	8	Bungchheng
9	Muslim Chutor Mistri	9	Chasatti (Chasa)
10	Muslim Dafadar	10	Chitrakar
11	Dhukre (Muslim)	11	Christians converted from Scheduled Castes
12	Dhunia	12	Devanga
13	Fakir / Sain	13	Dewan
14	Gayen (Muslim)	14	Dhimal
15	Ghosi (Muslim)	15	Gangot
16	Hajjam (Muslim)	16	Goala, Gope (Pallav Gope, Ballav Gope, Yadav Gope, Gope, Ahir and Yadav)
17	Hawari	17	Hele / Halia / Chasi-Kaibartta
18	Muslim Jamadar	18	Kahar
19	Jolah (Ansari-Momin)	19	Kansari
20	Muslim Kalander	20	Kapali
21	Kan (Muslim)	21	Karani
22	Kasai	22	Karmakar
23	Khotta Muslim	23	Keori / Koiri
24	Muslim Laskar	24	Khen
25	Mahaldar (Muslim)	25	Kumbhakar, Kumar
26	Majhi / Patni Muslim	26	Kurmi
27	Mal Muslim	27	Malakar
28	Mallick	28	Mangar
29	Midde	29	Moirra-Modak (Halwai)
30	Muslim Molla	30	Nagar
31	Muchi / Chamar Muslim	31	Napit
32	Muslim Barujibi / Barui	32	Nembang
33	Muslim Biswas	33	Newar
34	Muslim Haldar	34	Rai (including Chamling)
35	Muslim Mali	35	Raju
36	Muslim Mandal	36	Sampang
37	Muslim Piyada	37	Sarak
38	Muslim Sanpui/Sapui	38	Satchasi
39	Nashya-Sekh	39	Shankakar
40	Muslim Nehariya	40	Sunuwar
41	Nikari (Muslim)	41	Sutradhar

42	Patidar	42	Swarnakar
43	Muslim Penchi	43	Tamboli / Tamali
44	Muslim Rajmistri	44	Tanti, Tantubaya
45	Rayeen / Kunjra	45	Teli, Kolu
46	Muslim Sardar	46	Thami
47	Shershabadia	47	Turha
48	Siuli (Muslim)	48	Yogi, Nath
49	Tutia (Muslim)	49	Muslim Darji / Ostagar / Idrishi
50	Dhanuk	50	Dhali (Muslim)
51	Jogi	51	Pahadia-Muslim
52	Khandait	52	Tal-Pakha Benia
53	Kosta / Kostha	53	Adaldar (Muslim)
54	Lakhera/Laahera	54	Aku nji/Akan/Akhan (Muslim)
55	Roniwar	55	Bag (Muslim)
56	Sukli	56	Chaprashi (Muslim)
57	Bhangi (Muslim)	57	Churihar
58	Dhatri/Dai/Dhaity (Muslim)	58	Daptari (Muslim)
59	Gharami (Muslim)	59	Dewan (Muslim)
60	Ghorkhan	60	Dhabak (Muslim)
61	Goldar/Golder (Muslim)	61	Gazi (Muslim)
62	Halsana (Muslim)	62	Khan (Muslim)
63	Kayal (Muslim)	63	Sadhukhan (Muslim)
64	Naiya (Muslim)	64	Majhi
65	Shikari/Sikari (Muslim)	65	Malita/Malitha/Malitya (Muslim)
66	Sekh/Seikh	66	Mistri (Muslim)
67	Bayen (Muslim)	67	Paik (Muslim)
68	Bhuiya/Bhunya (Muslim)	68	Pailan (Muslim)
69	Borah/Bara (Muslim)	69	Purkait (Muslim)
70	Gorey (Muslim)	70	Sana (Muslim)
71	Hati (Muslim)	71	Sareng (Muslim)
72	Jatuya (Muslim)	72	#Omitted
73	Khondekar/Khonkar (Muslim)	73	Sarkar (Muslim)
74	Pahar (Muslim)	74	Shah (Shah/Sahaji)
75	Raptan (Muslim)	75	Tarafdar (Muslim)
76	Kalwar	76	Gavara
77	Atta (Muslim)	77	Mouli (Muslim)
78	Khansama	78	Sepai (Muslim)
		79	Baradi (Muslim)
		80	Dalal (Muslim)
		81	Hoseni Goyala (Muslim)
		82	Khalashi (Muslim)
		83	Kichni (Muslim)
		84	Mukti/Mufti (Muslim)
		85	Kalal/Iraqi
		86	Sarala/Sarwala (Muslim)
		87	Bagani (Muslim)
		88	Bhandari (Muslim)

List of Scheduled Caste (S.C) recognized by Govt. of West Bengal:-

Sl.	Caste	Sl.	Caste
1.	Bagdi, Duley	30.	Karenga, Koranga
2.	Bahelia	31.	Kaur
3.	Baiti	32.	Keot, Keyot
4.	Bantar	33.	Khaira
5.	Bauri	34.	Khatik
6.	Beldar	35.	Koch
7.	Bogta	36.	Konai
8.	Buimali	37.	Konwar
9.	Bhuiya	38.	Kotal
10.	Bind	39.	Kurarior
11.	Chamar, Charmakar, Mochi, Muchi, Rabidas, Ruidas	40.	Lalbegi
12.	Chaupal	41.	Lohar
13.	Dabgar	42.	Mahar
14.	Damai (Nepali)	43.	Mal
15.	Dhoba, Dhobi	44.	Mallah
16.	Doai	45.	Musahar
17.	Dom, Dhangad	46.	Namasudra
18.	Dosadh, Dusadh, Dhari, Dharhi	47.	Nat
19.	Ghasi	48.	Nuniya
20.	Gonrhi	49.	Paliya
21.	Halalkhor	50.	Pan, Sawasi
22.	Hari, Mehtar, Methar, Bhangi	51.	Pasi
23.	Jalia Kalibarta	52.	Patni
24.	Jhalo Malo, Malo	53.	Pod, Poundra
25.	Kadar	54.	Rajbanshi
26.	Kami(Nepali)	55.	Rajwar
27.	Kandra	56.	Sarki(Nepali)
28.	Kanjar	57.	Sunri (Excluding Saha)
29.	Kaora	58.	Tiyar
		59.	Turi

List of Scheduled Tribes (S.T) recognized by Govt. of West Bengal:-

Sl.	Caste	Sl.	Caste
1.	Asur	20.	Kora
2.	Baiga	21.	Korwa
3.	Bedia, Bediya	22.	Lepcha
4.	Bhumij	23.	Lodha, Kheria, Kharia
5.	Bhutia, Sherpa, Toto, Dukpa, Kagatay, Tibetan, Yolmao	24.	Lohara, Lohra
6.	Birhor	25.	Magh
7.	Birija	26.	Mahali
8.	Chakma	27.	Mahli
9.	Chero	28.	Mal Pahariya
10.	Chik Baraik	29.	Mech
11.	Garo	30.	Mru
12.	Gond	31.	Munda
13.	Gorait	32.	Nagesia
14.	Hajang	33.	Oraon
15.	Ho	34.	Pahariya
16.	Karmali	35.	Rabha
17.	Kharwar	36.	Santal
18.	Khond	37.	Sauria Pahariya
19.	Kisan	38.	Savar

Appendix-II

The list of villages in three Gram Panchayats

Sl. No	Name of GP	Village Name	Total Population
1	Jogeshganj	✓ Hemnangr Paschim Para	900
2	Jogeshganj	✓ Hemnagar Purba Para	1041
3	Jogeshganj	Hemnagar uttar para	1263
4	Jogeshganj	Hemnagar Dakhshin para	1874
5	Jogeshganj	Jogeshganj Purba para	1731
6	Jogeshganj	✓ Jogeshganj paschimpara/Paschim Madhabkathi	1804
7	Jogeshganj	✓ Jogeshganj Dakshin para	1360
8	Jogeshganj	Jogeshganj uttar para	1962
9	Jogeshganj	✓ Dakshin Madhabkati	1506
10	Jogeshganj	Madhavkati uttar para	1854
11	Jogeshganj	Madhabkati Paschim para	2051
12	Jogeshganj	Madhavkathi purba para	2531
13	Jogeshganj	Pathghora-1	1743
14	Jogeshganj	Pathghora-2	1524
15	Kalitala	✓ Dakshin kalitala	1377
16	Kalitala	✓ Purba Kalitala Haridaskathi	1386
17	Kalitala	✓ Uttar Samser Nagar -1	978
18	Kalitala	Uttar Samsheer Nagar-2	1194
19	Kalitala	Dakshin Samser Nagar – 1	1165
20	Kalitala	Dakshin Samser Nagar – 2	1148
21	Kalitala	Dakhshin Parghumti	1239
22	Kalitala	Purba kalitala	1335
23	Kalitala	Paschim kalitala	1589
24	Kalitala	Dahshin kalitala paschim para	1231
25	Kalitala	Uttar pargumti uttar para	1315
26	Kalitala	Dakhshin parghumti dakhshin para	1349
27	Kalitala	Uttar parghumti	1422
28	Kalitala	Dakhshin parghumti	1392
29	Kalitala	Dakhshin parghumti-2	1365
30	Gobindakathi	Sridhar kathi	953
31	Gobindakathi	Kanaikathi	1051
32	Gobindakathi	Malekanaghumti	1123
33	Gobindakathi	Malekana	857
34	Gobindakathi	✓ Uttar gobindakathi	925
35	Gobindakathi	✓ Dakshin gobindakathi	946

Note: marked one are our surveyed village.

(Source: S. Pal & N. Jaysawal and ACID-Baseline data on population and children, 2015)

Appendix-III

Factor Analysis Tables

Impact of parents' attitude towards education on reason for absenteeism in their children

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.866 ^a	.750	.749	.71997	.750	535.115	1

Model Summary^b

Model	Change Statistics	
	df2	Sig. F Change
1	178 ^a	.000

- a. Predictors: (Constant), ATTOWEDU
 b. Dependent Variable: REASONABSENT

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	277.378	1	277.378	535.115	.000 ^b
	Residual	92.267	178	.518		
	Total	369.644	179			

- a. Dependent Variable: REASONABSENT
 b. Predictors: (Constant), ATTOWEDU

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	.650	.109		5.964	.000	
	ATTOWEDU	1.317	.057	.866	23.133	.000	1.000

Coefficients^a

Model		Collinearity Statistics
		VIF
1	(Constant) ATTOWEDU	1.000

- a. Dependent Variable: REASONABSENT
 Significant impact observed

Impact of parents' education on performance in the last examination of their children

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.811 ^a	.658	.656	.61010	.658	342.061	1

Model Summary^b

Model	Change Statistics	
	df2	Sig. F Change
1	178 ^a	.000

a. Predictors: (Constant), EDU

b. Dependent Variable: PLEX

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	127.322	1	127.322	342.061	.000 ^b
	Residual	66.255	178	.372		
	Total	193.578	179			

a. Dependent Variable: PLEX

b. Predictors: (Constant), EDU

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	-.249	.139		-1.787	.076	1.000
	EDU	.767	.041	.811	18.495	.000	

Coefficients^a

Model		Collinearity Statistics
		VIF
1	(Constant) EDU	1.000

a. Dependent Variable: PLEX

Significant impact observed

Impact of parents' income on kinds of difficulties faced by their children

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.813 ^a	.662	.660	.98324	.662	345.960	1

Model Summary^b

Model	Change Statistics	
	df2	Sig. F Change
1	177 ^a	.000

- a. Predictors: (Constant), INCOME
 b. Dependent Variable: KINDSOFDIFF

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	334.459	1	334.459	345.960	.000 ^b
	Residual	171.116	177	.967		
	Total	505.575	178			

- a. Dependent Variable: KINDSOFDIFF
 b. Predictors: (Constant), INCOME

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	-.365	.216		-1.688	.093	
	INCOME	1.374	.074	.813	18.600	.000	1.000

Coefficients^a

Model	Collinearity Statistics	
	VIF	
1	(Constant)	
	INCOME	1.000

- a. Dependent Variable: KINDSOFDIFF
 Significant impact observed

Impact of children' engagement for income as reason for their absenteeism

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.480 ^a	.231	.226	1.26398	.231	53.369	1

Model Summary^b

Model	Change Statistics	
	df2	Sig. F Change
1	178 ^a	.000

a. Predictors: (Constant), CHILDININCOME

b. Dependent Variable: REASONABSENT

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	85.265	1	85.265	53.369	.000 ^b
	Residual	284.380	178	1.598		
	Total	369.644	179			

a. Dependent Variable: REASONABSENT

b. Predictors: (Constant), CHILDININCOME

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.101	.548		-2.009	.046
	CHILDININCOME	2.101	.288	.480	7.305	.000

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	CHILDININCOME	1.000	1.000

a. Dependent Variable: REASONABSENT

Significant impact observed

Impact of parents' attitude towards education on child's time spent for homework

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.792 ^a	.628	.626	.47162	.628	300.039	1

Model Summary^b

Model	Change Statistics	
	df2	Sig. F Change
1	178 ^a	.000

a. Predictors: (Constant), ATTOWEDU

b. Dependent Variable: TSHW

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.736	1	66.736	300.039	.000 ^b
	Residual	39.592	178	.222		
	Total	106.328	179			

a. Dependent Variable: TSHW

b. Predictors: (Constant), ATTOWEDU

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	1.262	.071		17.683	.000	
	ATTOWEDU	.646	.037	.792	17.322	.000	1.000

Coefficients^a

Model		Collinearity Statistics
		VIF
1	(Constant)	
	ATTOWEDU	1.000

a. Dependent Variable: TSHW

Significant impact observed
