

# **SURVEY REPORT**

## **REASONS FOR DROP OUT AMONGST CHILDREN LIVING IN SLUM AREAS OF DELHI**

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### **1. AIM**

To locate the out of school children in specified communities and to find out reasons for the same.

### **2. METHOD OF APPROACH**

The class of fourteen students was divided into two major groups which were further sub-divided into smaller groups. Each group tied up with their respective allotted area supervisors and headed towards the communities. Most of the supervisors had already identified the families and were familiar with the location of the houses. Thus it became easier for us to establish credibility while approaching and probing issues of concern. The houses were identified and respective members of the family were asked the required questions.

### **3. PLAN OF ACTION**

NUMBER OF VISITS: a total of two visits were made to the various locations and the areas covered were:

- Anand Parbat
- Jawahar Mohalla
- Harijan Basti
- Rajeev Colony
- Mulla Colony
- Ghadoli Chowk
- Zakheera
- Trilokpuri
- Budh vihar
- Durga mandir
- Shiv mandir
- Pandit mohalla
- Ashok nagar(B and C block)
- Chara mandi- k block
- Rajasthani gaddha
- Punjabi basti

In each of the house, approximately five to fifteen minutes were spent. In this way, we were able to cover all houses in a particular community within 2-3 hours per visit. On our way, we keenly observed the community environment and acquainted ourselves with the physical spacing of the places.

The conversations with families and children were built around a tracking sheet that had listed the names, addresses of children who had dropped out of school. Aim was to find out details about present status of schooling. In order to know this, each student carried a tracking sheet. This sheet had all the particulars about the child of which only the name of the child and the father was known and the rest included the various parameters which were to be tracked and updated.

#### **4.1. REASONS FOR DROP-OUT**

Main reasons of drop out that emerged were as follows –

- ❖ Migration of families to other places especially to their villages emerged out to be one of the most prominent reasons of school dropout. The neighbors did say that they took readmission in other schools but this information was not confirmed. Many families were not traceable due to frequent migration. The agricultural cycle affects life of people since they move to different areas looking for work.
- ❖ In some cases if a child has gone to village and has been absent for substantial period of time the school strikes off the name and do not allow re entry to the class.
- ❖ Difficulty in commuting was another reason. The parents complained that there are no schools and balwadis in close proximity and sending their wards to a distant place is both unsafe and time consuming. This problem seems more apparent for girls.
- ❖ Also cases were found where the child needed special care and no special schools were located nearby. Teachers don't know how to work with children with disabilities, it might be seen as sickness hence only medical aspect of the problem was viewed.
- ❖ Also due to family crisis, (financial or otherwise) the children were forced to leave school. In cases of 2 girls their mother had fallen sick and being the elder sibling they had to leave studies to take care of siblings and household work. This clearly signifies the lack of proper care giving facilities for young children as a reason for drop out.
- ❖ The children also dropped out of school as both the parents had to go to work and the responsibility to look after their younger siblings was thus given to them.

- ❖ Children had gone to school for a short period of time but dropped out as they started work to support the family. Child labor which is a major issue which is cyclical causality leading to drop out. In many cases child labor yields immediate result in terms of paying off debts or earning money for the family. Long term developmental repercussions are rarely realized. But in the survey only one clear case of child labor emerged since many forms of child labor exist in a hidden form.
- ❖ A case came up where the boy was severely beaten up by the school teacher. Mother reported that child came home covered in shoe marks, the incident led to hospitalization of the child. The child also cried while narrating the incidence. We can not turn a blind eye towards the possibility of physical and sexual abuse in a school setting. Vulnerability is high for both boys and girls. The abuse can be at the hand of not only teacher but also helpers and people child may encounter on the way to school.
- ❖ Very few cases were such where dropout was due to lack of interest on the part of the child. Lack of motivation for teachers is more pertinent issue in drop out. Vimala Ramachandran in her article, "Why school teachers are de-motivated and disheartened?" discusses various issues such as class differential between teacher and students, assignment of non teaching task as reason of lack of teachers' interest.
- ❖ Also inability to pass an examination led to reduction in the motivation level and thus ultimately to dropping out of school.
- ❖ The house numbers were not properly marked and thus it was difficult locating them. Also many of the colonies had relocated somewhere and the addresses had changed. The lack of proper address results to difficulty in tracking of children. Another issue is the lack of registration at the time of birth leads to lack of correct statistics.

#### 4.2. STATISTICAL FINDINGS

Total number of children covered through the survey- 47

Total number of children not traceable- 5

Number of children who migrated or shifted residence- 16

Number of children unable to go to school because of disability/ill health- 4

Number of children dropped out due to inability to take test for promotion – 3

Number of children working as child labor- 1

Number of children who never went to school- 9

Children dropped out due to abuse by parents or teacher- 2

Number of children dropped out because of family problems, especially ill health of parent- 2

Children currently attending school- 7

Number of children out of those who never attended school, whose parents reported that child was never interested to study- 1

Number of children not interested in going to school even on re-enrollment -5



### 5. TABLE OF SURVEY

Basti Name	Pratham House No	Permenent Address	Father Name	Child ID	Child Name	Age	Sex	Present Schooling status	Was Child enroll last year	Why did child drop out	Will the child go if enrolled again	If no for (D) then why?
Mulla colony	15/1	c8/219	Sabir	ss065040	Heena	13	F	till 5th	no	After she came back from village school didn't accept her name	Yes	
Mulla colony	183/1	C-147	Anish Ahemed	SS0651125	Kadir	11	M	till 2nd	no	Didn't appeared for test as he was in village	Yes	
Mulla colony	183/1	C-147	Anish Ahemed	SS065396	Shahista	10	F	Studies in 3rd				
Mulla colony	23/1	c8/212	Abdul Sattar	SS065765	Babay	14	F	till 5th	no	Family crisis	No	Presently doing beauty course
Mulla colony	90/1	c5/3	Abdul Rasheed	SS0661311	Ikra	11	F	none	no	Never went to school as father didn't allow	Yes	Has never studied so age barrier
Ghadoli Chowk	50/5/2	Ghadoli Chowk	Santosh	SS0471241	Sauravh	10	M			Residence Changed		

Ghadoli Chowk	50/5/2	Ghadoli Chowk	Santosh	SS0471242	Kanchan	8	F			Residence Changed		
Rajeev Colony	48/1	5\77	Om Prakash	SS00661311	Satendar	13	M			Not tracable		
Bhudh Vihar	2\68	67	Mohan Das	SS0531096	Virjan Kumar	10	M			Not tracable		
Bhudh Vihar	86/1/2	54	Mulayam	SS053941	Lal Babu	7	M	Govt school		Had gone to village but registered again		
Durga Mandir	101/1/4	Durga Mandir	Prem Pal	SS054898	Madhu	11	F	none		Didn't go to school because no identity proof	Yes	
Durga Mandir	103/1/4	Durga Mandir	Raju	SS0541406	Aarti	14	F			Residence Changed		
Durga Mandir	21/1/1	Durga Mandir	Vijay	SS0541227	Shani	7	F			Residence Changed		
Shiv Mandir	155/2/1	100	Desh Raj	SS0551378	Minakshi	11	F			Not tracable		
Pandit Maholla	64/1/1	Pandit Mohalla	Guru	SS0571324	Suraj	11	M	till 5th	yes	Left after completing primary school	No	Shifting to Nepal in february
Pandit Maholla	74/2/7	Pandit Mohalla	Badal	SS057155	Karishma	6	F			Residence Changed		

Ashok Nagar B Block	83/1	131	Ram Nareyan	SS062856	durga	7	F	none	no	Father was not well so they went to village for some time		
C Block Ashok Nagar	20/1/1	11	Aanad	SS063892	Shakti	9	M	In class 3rd MCD school	yes			
II- Dally Pura	3\8	Dally Pura	Munish	SS052325	Vikash	8	M			Residence changed Migrated		
EXT 32 Block Trilok Puri	178/1	B40	Navab Singh	SS014289	Pooja	13	F	till 6th class	yes	Household problems(abusive comments by father), didn't attend any pratham program	No	Didn't appear interested, no clear reply
EXT 32 Block Trilok Puri	182/1	B380	Kant Parshad	SS014020	Anita	13	F			Not tracable		
EXT 32 Block Trilok Puri	188/1	32/98	Shahid	SS0141053	Sahil	10	M	studies in 2nd class		Not drop out but faces problem in attendance due to mother's health. Elder siblings are drop outs		
32 Block Trilok Puri(II)	202/1	32/461	Jalalude n	SS013938	rubena	14	F	till 6th class	yes	Mother not well, so stay at home to take care of siblings	Yes	

I- Jawah ar Mohalla	137/1	B-62	Naresh	SS01543 4	Chandan	11	M			Not tracable		
I- Jawah ar Mohalla	146/1	A-408	Moh. Chaman	SS01573 8	Sonam	12	F	till 6th class		Residence Changed		
I- Jawah ar Mohalla	148/1	A-409	Jakir	SS01574 0	Shamsh er	7	M	studies in 2nd class				
I- Jawah ar Mohalla	210/1	A-249	Moh. Tahir	SS01590 9	Tamana	7	F			Residence Changed		
I- Jawah ar Mohalla	210/2	A-249	Safik	SS01584 4	Tohid	7	M			Residence Changed		
Harija n Basti 2	257	A-376	Jiya Lal	ZK01674 8	Rahul	6	M	studies in class 3rd		presently gone to seelampur, not clear if the child will drop out		
Harija n Basti 2	53	B-231	Mamta Prasad	ZK01651 0	Aashish	7	M	none	no	Not living with the family for the time, but younger siblings go to school.		

Chara Mandi K-block	141	T 201	Chote Lal	ZK002223	Raj Kumar	8	M	none	no	Lack of resources with the family. The child just attended 2 days of balwadi program but then the balwadi had to be closed since teacher left. So the child never received pre school education.	Yes	
Chara Mandi K-block	321	T 74	Gopal	ZK002212	Govind	6	M	none	no	Studied in balwadi which has ceased to function.	Yes	
Rakhi Market A B	196	A 198	Harish Chand	ZK003255	Sajana	6	F	none	no	The child was not taken to school due to impairment in hearing.	Yes	
Rajasthani Gadhaha GF	166	107	Om Kar	ZK005506	Narender	13	M	studied till 6th standard	no	Failed after 6th standard so didn't attend school after that	Yes	
Rajasthani Gadhaha GF	187/1/2		Ram Prasad	ZK005617	Shallu	8	F	studies in 3rd	yes			

Rajasthani Gaddha GF	99	230	Raj Nath	ZK005608	Ravi	12	M			Gone to village, migration not confirmed		
Punjab Basti 1A	37	B155	Ved Prakash		Vicky	9	M	till 1st	yes	Not interested in school, severe beating which lead to hospitalization was reported	yes	but to a different school
Punjab Basti 2G	209	CN30/12	Arjun Prasad		Ranjeet Kumar	7	M	didn't complete class 1	yes	Disability exclusion, suffers from convulsions so not accepted at school, ongoing treatment	yes	Only when the child gets well
Punjab Basti 2C	221/1	F30/1	Ratan Pal		Rajeev	13	M	till class 3rd	yes	work as labor but no clear information as no adult at home. Two siblings present go to school		
28 Block Trilok Puri	220/1	28/234	Rajender	SS007724	Radhika	12	F	None	no	Parents reported that child didn't have any interest in studies, reported that time spent mostly working at home	No	Will go to the library but no interest in formal studies

28 Block Trilok Puri(II)	30/1	285	Raju	SS00815 7	Nitin	7	M	studies in 1st class				
EXT 28 Block Trilok Puri	101/1	28/127	Sumari	SS00917 3	Sangeet a	6	F	none	no	Enrollment to happen next year as parents believed child to be young. She appeared weak and was reported by parents to be unwell	Yes	
EXT 28 Block Trilok Puri	128/1	28/99	Madan Pal	SS00920 6	Gourav	8	M	studies in 1st class	yes			
EXT 28 Block Trilok Puri	149/1	28/138	Suresh	SS00912 5	Sandeep	12	M			Gone to village, migration not confirmed		
EXT 28 Block Trilok Puri	149/1	28/138	Suresh	SS00955 4	Deepak	10	M			Gone to village, migration not confirmed		
EXT 28 Block Trilok Puri	4\1	E25/28/4	Babbu	SS00904 5	Sofiya	6	F	didn't complete class 1	yes	child suffers with speech impairment, couldn't cope with the school	No	Childr en make fun of the child

EXT 28 Block Trilok Puri	511	E25/28/5	Nank Chand	SS00960 3	Nishant	8	M	attended balwadi		Residence Changed		
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## 6. OUR EXPERIENCE:

From 1999, Pratham Delhi has established an extensive network of pre-schools (*balwadis*) in the underprivileged communities. An Out Of School (OOS) survey was added to Pratham's work in Delhi in 2008.

A set of skills, interests and experiences grew within the team as a consequence of the joint execution of the OOS Survey. Our evolving skills and experiences range from detailed data collection, data cleaning, interpersonal skills, training abilities, rapport building with the balwadi teachers, knowledge of pre-school age cognitive and social issues. The time-bound nature of the study brought discipline; we learnt to follow deadlines and produce outcomes in a timely manner. This layering of the research over the existing balwadi program gave us opportunities to understand how best to deliver the message. We disseminated the findings of the study within the Pratham network. This was done at various levels including teachers, area and zonal teams. Discussing needs and concerns with parents and within the Pratham network made us increasingly aware of and interested in a broader set of issues on primary education.

The experience from the first two weeks of field work has led us to explore our collective interest in community and primary education in a variety of ways.

Every session made us think in a more focused way about how to communicate, for what duration. While we were experimenting with communication and content, we used Pratham's network for reaching wider audiences. Various strategies were adopted by the team to evaluate what methods gave maximum benefits e.g. when to go door to door, with to have discussions in alleys, what topics to cover with parents, how to use question answer sessions, and so on.

This exercise helped us a lot and gave us a very good exposure: as a result our public speaking skills improved, our materials improved, we learnt much more about basic issues on primary education, we had intense group discussions. We came know about the harsh realities of people living in slums, with basic facilities that are necessary for living and thus got the opportunity to have a closer look at the realities, a microscopic view of the situation of these people, and problems faced by them.

The entire process was tentative but responsive to articulated or perceived needs of the community.

There were many delicate matters that raised concerns in our mind related to issues concerning education. Due lack of awareness and resources these people are not able to overcome the barriers to education. There are no schools in the close proximity and government schools that are there are already flooded with children. For example in Rakhi Market there is only one govt. school that has 1900 students and school authorities are not willing to enroll any child, each class already has 70 students. It is not that now people are not aware of the benefits of education. Now more and more people are being aware of it but they don't have excess to education. Also the education provided in govt. schools is not that much interesting that it can attract the interest of people below poverty line or motivate them. Due to financial constraints and family responsibilities young children drop out of school. Very few cases were such where dropout was due to lack of interest on the part of the child. Also there were no special schools for special children in the nearby locality, which was another limitation.

Having successfully carried out a variety of innovative and purposeful activities over the last few months, we are excited and energized by our journey so far. By tailoring our activities according to the community's needs, based on feedback obtained from members of the community, we all feel that our team is now poised to take significant strides towards making a positive impact in serving educational needs of the communities in which we have a presence.

## **7. LIST OF ANNEXURES**

7.1. EPW article Why School Teachers Are Demotivated and Disheartened, dated 21 May, 2005

7.2 EPW article, How High Are Dropout Rates in India? Dated March 17, 2007