

A STUDY
ON
THE OUT OF SCHOOL CHILDREN INCLUDING CWSN
IN THE DISTRICT OF BANKURA

PROPOSAL 10



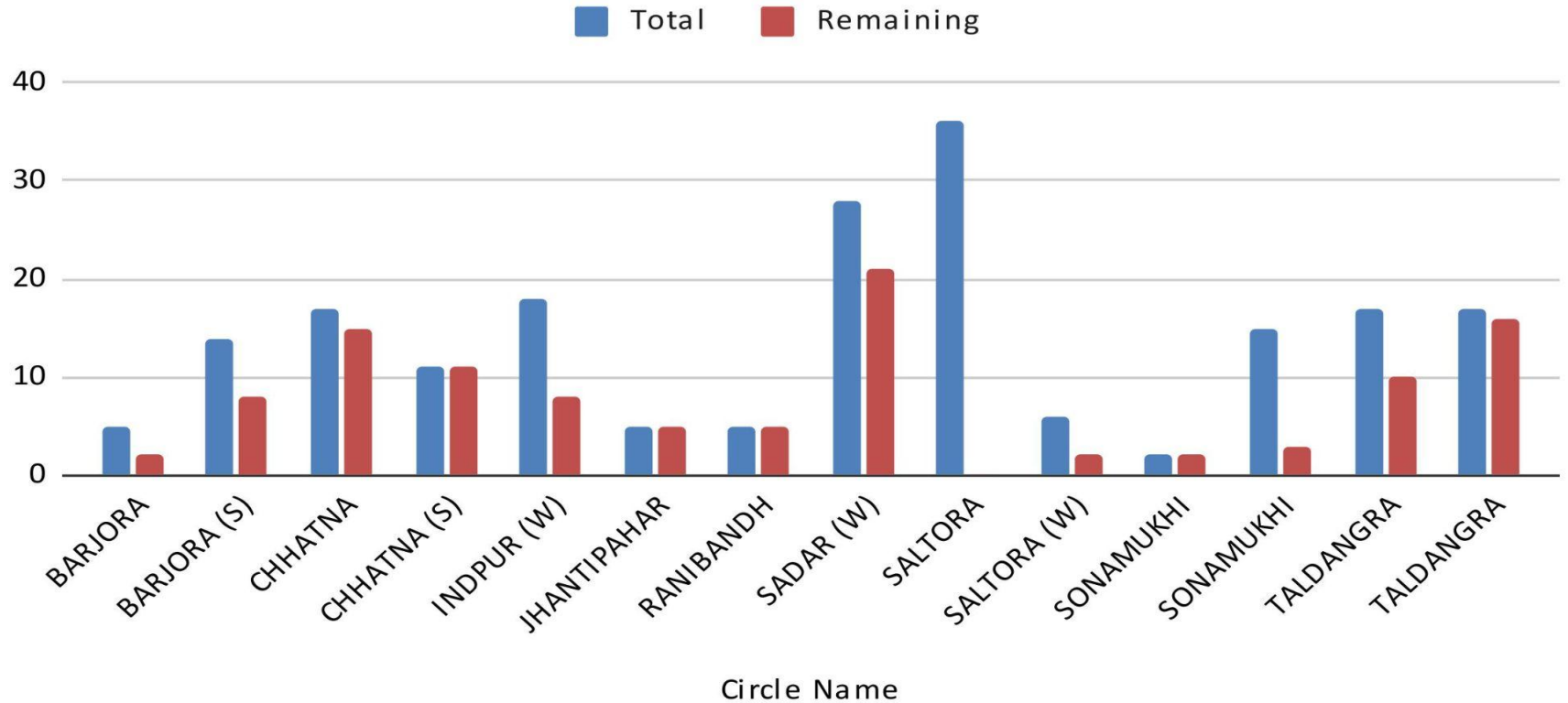


Why the selected circles ?



OoSC: Total vs Remaining in the Dist of Bankura

Source UDISE 2019



Objectives of the study

- To find out the reasons for children being out of school
- To find out the gender disaggregated status of children who are out of the school
- To find out the status of identification of CWSN and any problem therein

SELECTED CIRCLES FOR THE STUDY

Sadar (West),

Taldangra (East),

Chhatna ,

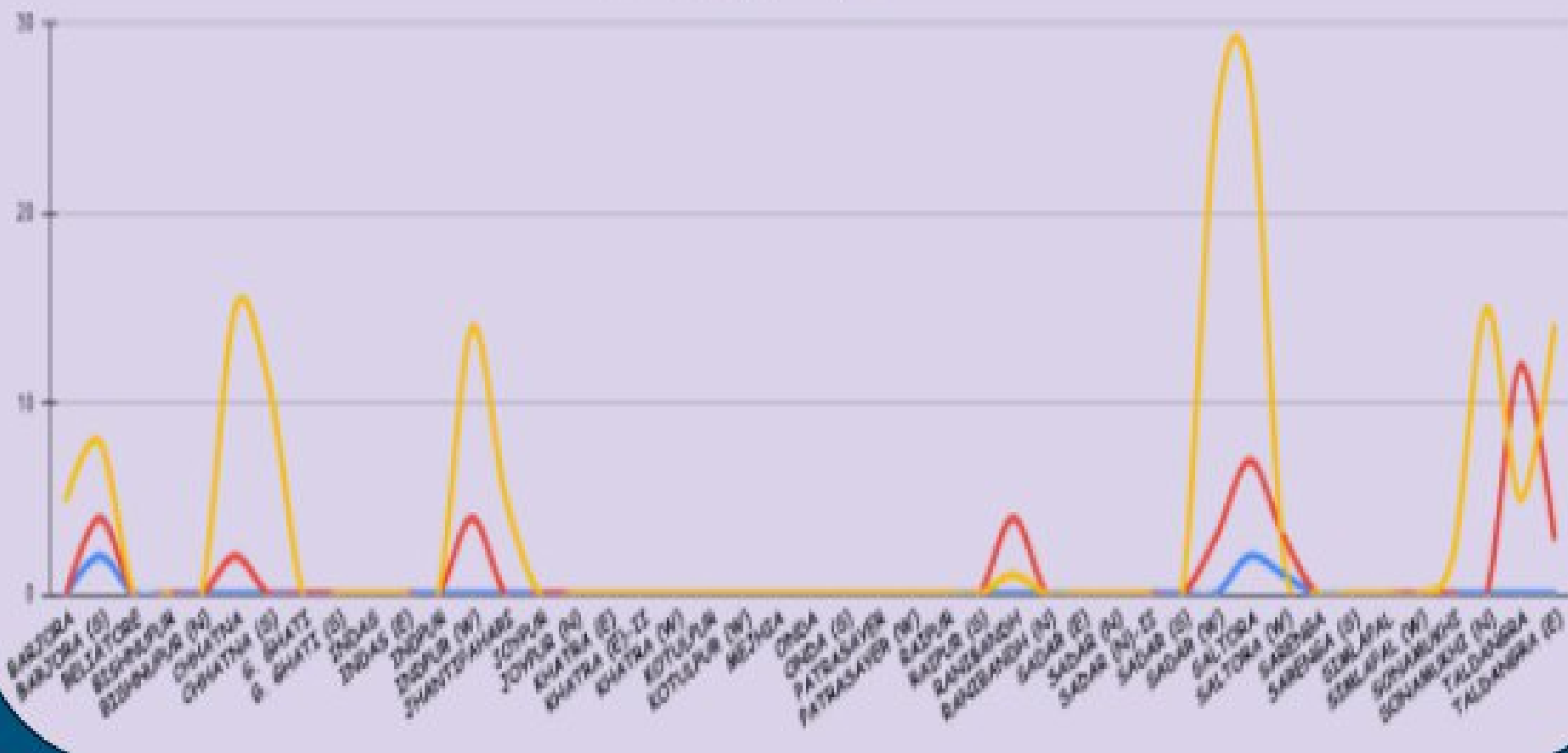
Indpur West and

Anchuri GP of Bankura -I

of the district brought under the study.

No. of total OoSC (Pry+UP+Sec & HS) in Bankura District

● Primary
 ● Upper Primary
 ● Sec & HS



Types of tools

Secondary Quantitative Data

As per Child Register as on 30.9.19

Structured interview schedule

- For DEO & SSM
- For HOIs & Para Teacher
- For neighbourhood parent
- For parents of CWSN

Sample Description

1. System Level Officials (DEO , SSM & SI/S) = 6
2. HoI , & Para-Teacher = 47
3. Neighborhood Parents of OoSC = 126
4. Special Educator & Parent of CWSN = 12

OPINION FROM THE TARGET GROUP

1. OPINION FROM SYSTEM LEVEL OFFICIALS

Causes of Children remaining out of School -

- Economic reasons, Migration, Child Labour and Distance from School.

Contributors for inclusion of reported OoSc in neighboring Schools

- Para Teachers, Shiksha Bandhus, Hols (they are also asked to waive off any kind of fees for the included OoSC in their Schools), CDPOs, Anganwadi Workers, Local Police (as a part of their social responsibility initiative).

OPINION FROM SYSTEM LEVEL OFFICIALS (contd.)

Ways to include OoSC in mainstream education

- Arrangement of Special Training
- Arranging for remedial teaching and suitable bridge courses.
- Proper guidance and counselling regarding the importance of education and the scope of learning.
- Motivating them to take admission in vocational training under Utkarsha Bangla.
- Admission in Open Schools & Skill Development Centers

2. OPINION FROM HoIs & PARA TEACHERS

- 44% of the HoIs have expressed that schools lack in infrastructure for CWSN,
- 26 % of the Para Teachers have expressed that pandemic & school closure has increased the number of OoSC
- Socio-economic background of the family forces the children to remain out of school, Economic deprivation forces the children belonging to the school going age (6 to 18 years) help their parents in earning for the family,
- Children of the school going age (6 to 18 yrs) are employed in local stone quarries and brickyards,

OPINION FROM HoIs & PARA TEACHERS (contd.)

- Few children belonging to the school going age (6 to 18 years) believe that school education will not find them a job to sustain their families,
- Early marriage is still a prevalent issue,
- Migrant worker parents,
- Ex-students and Panchayat members should also be included in tracking and mainstreaming of OoSC,
- Financial Assistance to the families of OoSC who are sending their children to school,

OPINION FROM Hols & PARA TEACHERS (contd.)

- Residential education & arrangement of transport facilities to school for OoSC,
- Increase in frequency of visits by Para Teachers & others for tracking and mainstreaming of OoSC.
- 73.9% of the Hols and Para teachers stated that the number of OoSC increased due to pandemic.
- As per the responses received from the Hols and Para teachers, the main reason for OoSC is financial distress (73.9%) followed by migration of parents (47.8%), early marriage (30.4%) and poor accessibility to school , forced engagement to work and unwillingness (21.7 % each).

OPINION FROM HoIs & PARA TEACHERS (contd.)

- 58.3% of HoIs responded that they took initiatives to include the OoSC students in their school.
- 44.4% of HoIs responded that the non-inclusion of OoSC is due to the lack of infrastructural support to CWSN.

3. OPINION FROM NEIGHBOURHOOD PARENTS' OF OoSC

The most prevalent reasons for non enrollment and dropouts among the learners are :

- Chronic illness,
- Engaged in economic activity,
- Family responsibilities,
- Financial crisis,
- Early Marriage,
- Not interested in studies anymore,
- Poor economic condition of family,
- Repeated failure and loss of interest.

OPINION FROM NEIGHBOURHOOD PARENTS' OF OoSC (contd.)

- 73.9% of neighbourhood parents responded that the OoSC is increased due to pandemic.
- The main reason for OoSC as per the neighbourhood parents is poor economic conditions of the family (58.7%) followed by family responsibilities (27.8%) , financial crisis (21.4%), non interested in studies anymore(17.5%) and marriage (15.9%)

Gender Disparity trend in OoSC

This is interesting to note that the trend of OoSC among girls is less in comparison to boys which may be linked with the incentive schemes, like Kanyashree provided by the Government. However, on the other hand, boys are becoming more OoSC at Upper Primary, Secondary and HS levels

Girls are mostly out of school at Primary level but the boys are mostly out of school at Upper Primary, Sec. and HS levels

4. OPINION FROM SPECIAL EDUCATORS' & PARENTS' of CWSN

- The Special Educators expressed that the IED grant should be provided to all the enrolled CWSN, both boys and girls.
- 60% parents request for all types of barrier free school environment,
- Class sizes need to be reduced where classes are inclusive,
- Involvement of the Anganwadi workers are essential for identification & inclusion of CWSN at an early stage,
- Improved modernised classrooms required for continuing providing facilities to the CWSN already enrolled.

OPINION FROM SPECIAL EDUCATORS' & PARENTS' of CWSN (contd.)

- Special Educators opined that Parents of CWSN lack in information about the procedures for identification, inclusion & extension of benefit of CWSN,
- The resource room requires adequate support staff and more Special Educators as opined by both the groups,
- There are not enough services available to the CWSN to match the requirements.
- Lack of health care and personal care assistants,
- Parent participation needed in students' support arrangements,
- Appropriate educational goals and program planning,
- Appropriate Teacher Training and refresher courses for Special Educators,

OPINION FROM SPECIAL EDUCATORS' & PARENTS' of CWSN (contd.)

- 60% of the parents are of the opinion that a physical and mental barrier free accessibility to school is the requirement for inclusion of more CWSN in the system. 20% of the parents are of the opinion that an adequate number of trained teaching and non-teaching staff and the rest 20% felt the need for well equipped classrooms in schools. At the same time they were also asked about the primary requirement and facilities received by their children, the parents expressed gratification.
- The present system included children upto 90% of disability whereas most of the CWSN are in 80% disability category in this Circle.
- It is seen that the category of hearing impairment (HI) is highest (50%) among those who have been included in the education system in the locale of the study followed by LV(20%), CP(20%) & Intellectual disability(10%).

OPINION FROM SPECIAL EDUCATORS' & PARENTS' of CWSN (contd.)

- It is opined by all the parents of CWSN that after inclusion of their ward in the Resource Room they observe improvement of their wards
- All the special educators respondents that they develop the Individualized Education Plan (IEP) for the CWSN students.

RECOMMENDATIONS

Major findings of the Study :

The study has resulted in some significant conclusions. The economically deprived have the highest risk of being OoSC. However, the presence of an adult literate in that household may result in increased enrolment. The study further confirms that household economic condition accounts for the highest contribution towards non enrolment, which, in turn, may lead children to be engaged in child labour. It was also observed that poor households did not send their children to school for fear of losing children's income. It also implies that child labour still exists in some form or the other. Here, we have observed that the active role of the Early Childhood Care Centre may be helpful in bringing more students to school.

Major findings (continued):

Parents may be responsible for not enrolling their children in school or discontinuing their studies or taking them out of school. The parents' poor financial condition may have added to their inability to provide education for their children and it was also observed that children of many families could not attend school because of family responsibilities.

Some families migrated out in search of work from season to season, which hampered their children's discontinuation of school.

Medium of instruction and gap between home language and school instruction language may also inhibit school enrolment and attendance seen from other earlier studies.

Major findings (continued):

In rural and remote areas, the transportation cost may have an important bearing on school enrolment thus there is demand for Residential Schools and transport facilities.

Further, it is observed that the enrolment of girls has been increased due to various incentive schemes of this Government but boys tend to remain out of school in higher numbers.

Suggestions :

The Government may plan for provisioning of new incentive schemes for students from socio-economically marginalised families focussing the increase participation of boys in schooling and reducing child labour.

The Government may organise rallies / campaigns or produce skits for all media in all languages focussing the parents of CWSN & unwilling parents which will also increase guardian motivation for school participation by their children.

The Government may consider initiating a balance in disbursal of IED (Stipend) irrespective of boys and girls belonging to CWSN category.

The Government may initiate pedagogic curriculum adaptation with appropriate teachers training, if not already done or initiated , for increased participation of CWSN.

THANK YOU