

Dropout children status in Elementary Education after the implementation of “Right to Education Act 2009” in Chhatarpur District (M.P.) – 471001

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Abstract

The study was conducted to explore the drop-out children status after the four years implementation of ‘Right to Education Act 2009’ in Government schools of Chhatarpur District. The samples collected from 80 Primary schools (PS) and Upper Primary Schools (UPS) through the Head Masters were from Chhatarpur District and a self-made questionnaire comprising questions and interview was used by the investigator. After sampling of ten schools of each block of Chhatarpur district (Total 80 Schools), the total drop-out children against enrollment is 269 out of 5134, and 5.24% respectively. Gender wise girls was maximum no. of drop-out from primary Schools (53/746, 7.10%) and in Upper primary or Middle schools total drop-out of girls children are (137/2951) 4.64% respectively. So, gradually decrease drop-out children % in comparison of against enrolment in last five years due to awareness of right to education act and many attractive government educational policies like free education, Mid-Day Meal, Scholarship to poor children, Free text books, Free uniforms etc.. Despite significant achievement in elementary education in the district in terms of schools & up gradation, teachers and enrollment, but there remain serious problems of drop-out Children and squander of school education in the Chhatarpur district of Madhya Pradesh. The reasons for this as attributed by the out of school children are Socio-economic factors, cultural factors, lack of parents & teachers interest, lack of infrastructure, search of better quality education and insecurity in case of girls.

Keywords

Right to Education Act, Dropout Children status, District Chhatarpur.

Introduction

The National Policy on Education (1986) identifies universal access, universal enrolment and universal retention as the major targets to achieve the long cherished goal of Universalization of Elementary Education (UEE). Since then, many programs and mission mode projects have been launched from time to time to accomplish the goal of UEE. But still, wide gender disparities remain across the country with regard to access, Enrollment, retention and quality education in schools. Expansion of school infrastructure and facilities significantly increased access to schooling, and incentives and child entitlements, such as text books, mid day meal and uniforms started reaching to considerably larger number of children. Still, the issue of drop-outs continues to remain a major concern at the elementary stage. Out-of-School children (OoSC) may be those who are non-enrolled in any school or dropped out at any stage before completing elementary education. There is a great heterogeneity among children who are out-of-school. Various categories of ‘out-of-school’ children may include children living or working in urban slums area, in streets, on Bus stand or Railway plat forms or construction sites. They may be found engaged as domestic workers, child laborers, tending cattle, working for wages in dhabas, Tea shops, mechanic shops, hawkers, rag pickers and as shoe shine boys. Other categories maybe those migratory children whose parents migrate from area to area in search of work employments, usually may belong to SC, ST category.

Similarly, there may be adolescent girls, who have never attended school or may have dropped-Out from school during early years. Children living in disturbed areas or in difficult circumstances, who are not attending school, also need to be identified and admitted in neighboring school. Such diverged category of children need special training to bridge their learning gaps and main streamed

in age appropriate classes. A strategy for mainstreaming of these categories of children is a challenge; it need strobe worked out carefully taking into account all aspects which are related with educational developments of such children to fulfill the mandate of RTE Act 2009. Reasons for dropouts of such categories of children need to be explored. Dropouts may be due to parents, illiteracy and lack of awareness, child labour, lack of quality, lack of professional competency skill and commitment in teachers, quality of curriculum and textbook, lack of physical facilities and infrastructure, lack of supervision and monitoring are some of the major reasons of drop out. Hence, this calls for urgent and strategic intervention of educational activities which would motivate such children to come to school again, participate in learning activities and remain in school till completion of elementary stage of education. Special training is significant in many ways in the context of bringing OoSC in school.

Educationists, Social scientists, Social economists and many government agencies have already undertaken a good number of studies concern with enrolment and drop-out problem in elementary education. Mc Neal 1999; Pong and Ju 2000; Rumberge and Larson, 1998; studies have the range of factors, which they found to influencing the drop- out of a child. The authors are of the view that, the family background of the child, children’s own behavior, educational background of the parents, especially in the matter of girls, communities, poor infrastructure, improper seating arrangement, Socio-economic status of a family, their income level etc. immensely contribute towards the drop-out of a child.

Birdsall *et.al* 2005; Brunforth 2007; Cardoso and Verner 2007 are views that poverty is one of the significant factors, which leads to child dropout. Chug, 2011; in her study, undertaken on the dropout of children dwelling in slum in Delhi, which mostly consists of SC population, termed the problem of dropout as intricate with

multiple factions, which together contribute to the dropout of children from schools. The author is of the view that school infrastructure, environment and teaching attitude have a profound impact on creating interest or disinterest among children.

Pandita 2015; in their respective studies concerning dropout percentage of SC, ST, found that the education is major agents for change and levellar of society, which plays its part in each sphere of human activity, be it social, political, economic, cultural and many more in overcoming the age-old barriers of caste, color, creed or even for that matter the gender bias. Education can give wings to nay downtrodden to fly and chase her-his dreams. There cannot be any other better instrument in the hands of common masses than education, which can bring social justice or reforms in any other form. The author believe that putting a lot of efforts by the Government of India, but there is no any significant change on the ground, which may single the upliftment of these disadvantaged section, which needs to be ensured is to retain the children of these disadvantaged groups in schools and must reach the most deserving, needy and should not get hijacked by the creamy layer of these sections.

Objective of the Study

Determination of dropout children in specific sampling schools of eight blocks of Chhatarpur district against to target nomination of such schools.

Methodology

In the present study, survey method was employed. It was designed to explore the dropout children from ten Primary school and upper Primary School (Middle School) of each block of Chhatarpur district through Head Masters by self-made questionnaires, interview and district information system (DISE) after the implementation of 'Right to Education Act 2009' .

Sample

The questionnaire was used on 80 Government Primary Schools (PS) and Upper Primary Schools (MS) from eight blocks of Chhatarpur District, who were selected by randomly stratified sampling method.

Tools

The tool of this study was a prepared self-made questionnaire and interview related dropout children through Head Masters and teachers after the implementation of 'Right to education Act 2009' in Madhya Pradesh used by the investigator. The tabulation and analyzed using appropriate methods and appropriate diagrams with their collected data.

Analysis and Interpretation

Retention of children and drop out data collected from 80 Primary Schools (PS) and Upper Primary Schools (MS) of Chhatarpur district that were selected by the randomly stratified sampling method. Primary data of drop out children against targeted nomination of such school collected by Head Masters of ten Schools of each Block. Block wise aggregated analysis of maximum and minimum drop out children are 30 & 03 from Chhatarpur/Ishanagar & Barigarh block in Primary school and 41 & 07 from Badamalahra & Chhatarpur block in Upper primary School (Table No.1, 2). Average drop out children of Chhatarpur district is 12.15 % (Table No.03). Secondary data obtained from District Information Education System (DICE) and Portal of

Education Madhya Pradesh. Total NER increased in 2014-15 was 99.48% respectively (Gupta and Khare, 2015). Despite the significant achievement in Primary education in the district in term of schools, teachers and enrolment but there are remains serious problems of drop out children in the district (Table No. 03). A significant portion of children continue drop out at the Primary level and Upper Primary (MS) level or Elementary level which need to be addressed to urgently in order to approach the goal of State or universal elementary education. The reason of dropout children are socio-economic, cultural, unawareness, lack of interest of teachers, parents due to insecurity especially in case of girls. The same results are also given by Acharya; 2007, Mulik and Mohanty; 2009 and Shariff; 1999.

Conclusion

Retention of children and drop out data collected from 80 Primary Schools (PS) and Upper Primary Schools (MS) of Chhatarpur district that were selected by the randomly stratified sampling lottery method. Primary data of drop out children against targeted nomination of such school collected by Head Masters of ten Schools of each Block. After the implementation of RTE Act 2009, the rate of dropout children of Govt. Primary in last five years (2010-11 to 2014-15), has decrease. In the same way, in Upper Primary (Middle) School too, this rate of dropout children for last three years has been gradually decreasing. In Primary schools, the lowest percentage of dropout children of Barigarh Block was 1.73% and 17.96% highest percentage of dropout children of Chhatarpur/Ishanagar block have been found, whereas the lowest percentage 1.50 in Middle school has been found of Nowgong block and highest 6.84 % in Badamalahra Block. From total 80 schools had been selected of which 2183 boys and 3051 girls, total 5134 children enrolled, in which total 257 children (120 Boys and 137 Girls) were dropout whose average is 12.15% (Table No.3). Despite the significant achievement in Primary education in the district in term of schools, teachers and enrolment but there are remains serious problems of drop out children in the district (Table No. 03). A significant portion of children continue drop-out rate at the Primary level (8.16%) and Upper Primary (MS 4.07%) or Elementary level (Average 12.15%) which need to be addressed to urgently in order to approach the goal of State elementary education. The reason of dropout children is socio-economic, cultural, unawareness, lack of interest of parents & teachers and insecurity, early marriage the main cause of dropout in case of girls. The Findings of the above study and their reasons of droupout children especially in rural areas and in case of girls, supported by Balagopalan (2003); Birdsall et. al (2005); Cardoso and Verner (2007); Chung (2011); Mc Neal (1999); Pong and ju (2000); Rumberger and Larson (1998) etc.

Suggestions and Recommendations:

1. Reciprocal relation between teachers and students should be increased enrolment and retention of children.
2. Confidence building among the children is particularly important to enable all children particularly from the disadvantaged groups to integrate within the system, which needs to be ensured must reach all facilities provided by the government the most deserving, needy and should not get hijacked by the creamy layer of these sections.
3. The restriction of age between 6-14 years could be a barrier, particular in remote villages, poor families, less awareness in long run, which is the main cause of drop-out children.

4. The central and the state government should make sure that the incentive schemes such as mid-day meal (MDM) programs, free text books, free uniforms, Scholarship to SC/ST/OBC/Poor children etc. are being implemented for the improvement of enrolment and retention but need of proper implementation.
5. Provide for Special Training to are related persons who associated with them like Parents, Teachers, School Management Committees, CAC, BRC, BEO (Provision in Chapter II, para 4) in RTE Act for OoSC children to bring them at par with their peer groups in the class.
6. Class room climate can be keep in terms of the physical and psycho-social environment that is provided in schools keeping in view the needs and context of children of different age groups, where the child feels at home, secure, happy and enjoys all type learning process.
7. Lack of teacher's interest due to financial disparity in salary and post should be similar in equal in State and whole Country.
8. Appointment of an expert panel or Educational government body to identify the responsible causes, for Out of School children rate and their preventive strategies..

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Table No. 01 BLOCKWISE DROPOUT CHILDREN AGAINST ENROLLMENT AND RETAINMENT DURING OF STUDY COMPLETION PERIOD FROM 2010-11 to 2014-15 FOR PRIMARY OF CHHATARPUR DISTRICT

Se. No.	Name of Block	Primary Schools (P)	Enrolled Student		Total No of Student	Drop Out Children			% of Dropout Children
			Boys	Girls		Boys	Girls	Total	
1.	Badamalahra Block	P	156	71	227	11	14	25	11.01
2.	Barigarh Block	P	60	113	173	03	-	03	1.73
3.	Bijawar Block	P	94	82	176	05	09	14	7.95
4.	Buxwaha Block	P	100	109	209	05	04	09	4.30
5.	Chhatarpur / Ishanagar Block	P	107	60	167	20	10	30	17.96
6.	Nowgong Block	P	55	70	125	06	08	14	11.20
7.	Lavkushnagar (Laundi) Block	P	53	128	181	05	02	07	3.86
8.	Rajnagar Block	P	38	113	151	05	06	11	7.28
Total 08		40	663	746	1409	60	53	113	Average 8.16 %

Table No. 02 BLOCKWISE DROPOUT CHILDREN AGAINST ENROLLMENT AND RETAINMENT DURING OF STUDY COMPLETION PERIOD FROM 2012-13 to 2014-15 FOR MIDDLE SCHOOL OF CHHATARPUR DISTRICT

Se. No	Name of Block	Middle School (Upper Primary)	Enrolled Student		Total No of Student	Drop Out Children			% of Dropout Children
			Boys	Girls		Boys	Girls	Total	
1.	Badamalahra Block	M	136	463	599	05	36	41	6.84
2.	Barigarh Block	M	177	257	434	04	11	15	3.45
3.	Bijawar Block	M	205	247	452	21	08	20	4.42
4.	Buxwaha Block	M	255	294	549	08	13	21	3.82
5.	Chhatarpur/Ishanagar Block	M	114	283	397	04	03	07	1.76
6.	Nowgong Block	M	217	248	465	05	02	07	1.50
7.	Lavkushnagar (Laundi) Block	M	146	279	425	11	15	26	6.11
8.	Rajnagar Block	M	270	134	404	10	09	19	4.70
Total 08		40	1520	2205	3725	60	84	144	Average 4.07 %

Table No.03: BLOCKWISE DROPOUT CHILDREN AGAINST ENROLLMENT AND RETAINMENT DURING OF STUDY COMPLETION PERIOD FROM 2010-11 to 2014-15 FOR PRIMARY AND 2012-13 TO 2014-15 FOR MIDDLE (UPPER PRIMARY) OF CHHATARPUR DISTRICT, MADHYA PRADESH.

Se. No.	Name of Block	Primary Or Middle (Upper Primary)	Enrolled Student		Total No of Student	Drop Out Children			% of Dropout Children
			Boys	Girls		Boys	Girls	Total	
1.	Badamalahra Block	P	156	71	227	11	14	25	11.01
		M	136	463	599	05	36	41	6.84
2.	Barigarh Block	P	60	113	173	03	-	03	1.73
		M	177	257	434	04	11	15	3.45
3.	Bijawar Block	P	94	82	176	05	09	14	7.95
		M	205	247	452	21	08	20	4.42
4.	Buxwaha Block	P	100	109	209	05	04	09	3.82
		M	255	294	549	08	13	21	3.99
5.	Chhatarpur / Ishanagar Block	P	107	60	167	20	10	30	17.96
		M	114	283	397	04	03	07	1.76

6.	Nowgong Block	P	55	70	125	06	08	14	11.20
		M	217	248	465	05	02	07	1.50
7.	Lavkushnagar (Laundi) Block	P	53	128	181	05	02	07	3.86
		M	146	279	425	11	15	26	6.11
8.	Rajnagar Block	P	38	113	151	05	06	11	7.28
		M	270	134	404	10	09	19	4.70
Total 08		80	2183	2951	5134	128	150	269	Average 12.15 %

P= Primary Education
M=Middle Education

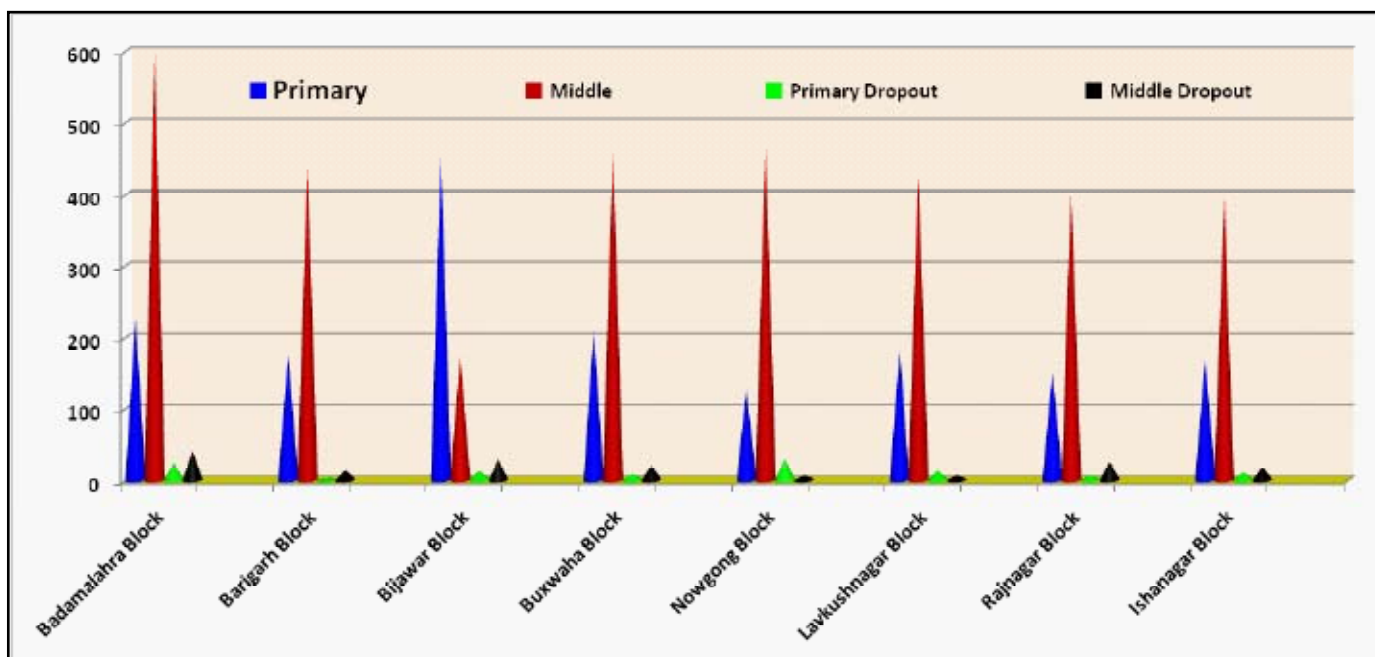


Fig. No.01 BLOCKWISE DROPOUT CHILDREN AGAINST ENROLLMENT AND RETAINION DURING OF STUDY COMPLETION PERIOD FROM 2010-11 TO 2014-15 FOR PRIMARY SCHOOL AND 2012-13 TO 2014-15 FOR MIDDLE SCHOOL (UPPER PRIMARY) OF CHHATARPUR DISTRICT, MADHYA PRADESH