

A Survey on School Going Children and Out of School Children in the Age Group of 06 To 14 In Rainawari Zone, District Srinagar, J & K

Mehnaz Shafi,

Research Scholar, Department of Education, University of Kashmir, Srinagar (J&K), India

Abstract

The purpose of this paper is to furnish local and global stakeholders with detailed information regarding the development and current status of school and out of school children in the age group of 6 to 14 in Khanyar constituency of Rainawari zone in District Srinagar of Jammu and Kashmir. Jammu and Kashmir is the only state in India which enjoys special status and is governed by a Constitution of its own adopted by the State of Jammu & Kashmir on 17th November 1956. Under the Directive Principles of State Policy of the Constitution of Jammu & Kashmir, vide Article 20 and 21 various Rights including the right to free and compulsory education for all children up to the age of 14 years have been guaranteed. Despite the Constitutional guarantees to the children of the State on their various rights, as stated above, the children have suffered silently in the past over two decades of strife torn areas covering the most of the districts. Many gaps have been reported in the entitlements, especially in the past when the children on account of their tender age and fragile moulds both physical and mental were made absolutely vulnerable to the crisis situations prevalent in the valley. As per estimation more than 2.4 lakh child laborers are there in Jammu and Kashmir, which does not include the home based cottage industry and it is difficult to track. In Jammu and Kashmir, like elsewhere, The Child Labor Act 1986 puts total ban on engagement of child labor below the age of 14 years in any hazardous process/occupation. The present study was helpful in the collection of quantitative data. The study area was khanyar constituency of Rainawari block in district Srinagar of j&k. In the present survey it was found there are presently around 100 schools in the block Khanyar. Out of 100 schools 27 are primary schools, 45 are primary with upper primary, 2 are Up.pr.secondary and high.sec, 24 are Pr.Up.pr and sec only, and 2 sec with H.sec only. The dropout rate was less however further steps are required to take to ensure full enrollment in the school. This survey is a small initiative which would be helpful for the state government to take appropriate measures and hopefully will be helpful in policy and decision making concerned with the khanyar in matters of education. It is hoped to use this findings of this study in future education planning and policy decisions the number of in school and out of school children in the age group of 6 to 14. In this survey study, central attention has been paid to identify reasons as to why children in the age of compulsory education do not attend the school and to come up with proposals to address the issue

KEYWORDS; Khanyar Constituency, Teacher, School, Drop out, School going children

INTRODUCTION

Education is important for development of human capacities (Sen 1992, 1996), economic growth (Adeola, 1996), equality (Gradstein, 2003) and social stability (Ritzen, Easterly

&Woolcock, 2011). Increased access to education is linked with the promotion of civil society (Walter, 2014) and shows that the government is concerned with the citizens of the country (Thyne, 2016).

An indication of the enormous demand for education today is that over 95% of the 252 million child population in the 6-14 age group (Census 2001) enrolls into schools in India (192 million in class 1 to 8 as per Statistics of School Education, 2007-08). However, the statistics on retention show that 25.09% of these children drop-out before completing class 5, 42.68% drop-out by class 8 and 56.71% of children drop-out of school before completing class 10. In all, 111 million children are out of school in class 1 to 8 in one of the fastest emerging countries in the world (Statistics of School Education, 2007-08).

One of the more significant recent developments in the Indian educational context has been the political recognition of the universalization of elementary education (UEE) as a legitimate demand and the commitment of the State towards achieving this goal. This is demonstrated in the 86th Constitutional Amendment (2002), which makes education for children between the ages of 6-14 years compulsory and a fundamental right. Derived from this Amendment, the Right to Education Act, 2009 seeks to mandate pro-active action on the part of the State vis-à-vis every child of the country in the 6-14 age group.

In the National Educational Scenario, J&K State is subsumed as educationally backward in reference to the established indices namely literacy rate, teacher pupil ratio, dropout rate and the absorption pattern of the educated persons. The disquieting features are low literacy rate, higher drop-out rate gender disparity, mismatch between education and employment. The J&K State strictly adheres to the National Education Policy and with the exponential growth of the institutional framework and reach of services as a consequence of sustained investment folio through plan strategy, improvement in every parameter is visible Since independence, the central and state governments have been expanding the provision of primary, formal and non-formal education to realize the goal of Universalisation of Elementary Education (UEE). The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving Elementary education in the state. With a view to cushioning the impact of rising costs of text books the State Government is providing Free Text books to all the children reading in elementary classes though there was a provision of free text books to all girls and SC/ST children

Unlike other states in India, Jammu and Kashmir lacks proper educational infrastructure. Several social and political disturbances have led to this poor condition of education in the state. However, the state government along with the help of government of India is trying to overcome the situation and modify the existing academic policies of the state. To improve the state of education at the primary level, the government has made education free for children belonging to poor families. The education board of the state was established in the year 1970

School education in Jammu and Kashmir is divided into primary, middle and higher secondary level. The education board of the state has recognized various public and private schools for meeting the academic requirements of the regional students. Board examinations in the state are conducted for students in the 8th, 10th and 12th standard.

Some of the schools are affiliated to the state board while others are recognized by the Central Board of Secondary Education. One can also come across several army schools and ICSE affiliated schools in Jammu and Kashmir Apart from the government aided schools, there are several private and public schools functioning in Jammu and Kashmir. There are approximately 14,938 schools in Jammu and Kashmir which includes primary schools, elementary schools, Secondary schools and senior secondary schools. Urdu and English are the main mediums of instruction at the schools in Jammu and Kashmir. Hindi is also used for teaching students in some of the schools. According to the survey conducted in the year 2004, the literacy rate in the valley is 65.33%. The state has witnessed a steady growth in the literacy rate over the past few years. Literacy rate of males is more than the females in the state. Dropout rates have also decreased due to the introduction of mid-day meal scheme in the schools.

Although the state has made substantial expansion in schooling facilities and equalization of educational opportunities during the past few decades due to introduction of various new programme interventions like SSA / RMSA and other flagship programmes/ schemes, yet the quality parameters could not be maintained in serving the requirements of the community to the desired extent. To overcome this concern, the state has adopted the norm of 1 km distance for the purpose of establishment of a primary school. As a result, the state has been able to provide primary school within the easy reach of students. Similarly, with regard to the up gradation of schools, the policy framework has been liberalized. The state is now performing better in the field of education as compared to many other states of the country, despite many constraints. Besides, focus on Teacher Education by incurring the budgetary provisions under SSA/ RMSA and State Sector, exposure visits of teachers to other states has been the latest initiative in getting the Teachers acquainted about the strides made by other states in quality education

It is hoped to use this findings of this study in future education planning and policy decisions the number of in school and out of school children in the age group of 6 to 14 In this survey study, central attention has been paid to identify reasons as to why children in the age of compulsory education do not attend the school and to come up with proposals to address the issue

OBJECTIVES OF THE STUDY

This research paper has the following objectives:

- To find out the number of School Going Children Between The Age Group Of 06 to 14 in Khanyar constituency of Rainawarizone
- To find out the number of Out of School Children in the Age Group of 06 to 014 in the selected area.
- To find out the number of Drop Outs at Elementary level in block Khanyar.
- To find out the number of private and public schools available to the children in the Age group of 6 to 14 in Khanyar.
- To check the class wise enrolment in Government Schools.
- To find the number of girls and boys enrolled in the public and private schools.

NEED AND SIGNIFICANCE OF THE STUDY

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METHODOLOGY

To carry out the investigation the investigator employed the survey method for the study

Tools Used For the Study

The following tools were employed by the investigator for the present study

1. Information Blank- I (Community Information Form)
2. Information Blank -II (School Information Form)

Sample Used for the Study

The investigator selected the all the permanent houses of Khanyar constituency of Rainawari zone in district Srinagar. The investigator visited almost around 300 houses and made cross-sectional survey of schools available in the Area. The survey was helpful in finding the available number of schools prevailing in that area.

REVIEW OF LITERATURE

Indian Perspective on Child's Right to Education The education system does not function in isolation from the society of which it is a part. Unequal social, economic and power equations deeply influence children's access to education and their participation in the learning process. This is evident in the disparities in education access and attainment between different social and economic groups in India. There were an estimated eight million 6 to 14 year-olds in India out-of-school in 2009. The world cannot reach its goal to have every child complete primary school by 2015 without India. In 2010, India implemented the Right to Education Act (RTE), to legally support inclusive education. Today, 18 crore children are taught by almost 57 lakh teachers in more than 12 lakh primary and upper primary schools across the country. This notable spatial spread and physical access has, however, not been supported by satisfactory curricular interventions, including teaching learning materials, training designs, assessment systems, classroom practices, and suitable infrastructure. The present paper attempts to: (a) Understand the Indian perspective on child's right to education, (b) Analyze the feasibility of RTE and highlight the challenges in its implementation in India, (c) Present Case Studies to describe the present Indian scenario in education for the marginalized children in two progressive states of India that have the potential to show a way for the rest of the country. In this study, the common issues that emerged, in deterring inclusion in two states of India were: attitudinal barriers, lack of awareness of the legal provisions and subsequent schemes, accessibility of schools being meagre, lack of necessary infrastructure, lack of and retention of trained staff adaptation of curriculum and materials and lack of control systems. Though India has taken ownership for inclusive education by establishing legal provisions through the RTE, several issues continue to be faced. While many innovative programmes have been initiated, a stronger partnership between the government and the common man together is what is required to bring about the desired difference.

Relationship between school education and economic growth in Pakistan: The present study investigated short-run and long-run linkage between school education and economic growth in Pakistan using annual time series data on real GDP, real physical capital, inflation and general school enrolment for the period 1970-71 to 2008-09. Co-integration between school education and economic growth is found in the present study. The results of this study also confirm the existence of direct relationship between school education and economic growth in Pakistan, both in the short-run and the long-run.

Macroeconomic instability due to inflation retards economic growth both in the short-run and the long-run while it retards school education only in the long-run. A statistical significant and inverse relationship between school education and economic growth is observed only in the short-run.

Elementary Education as Fundamental Right: The bonafides of the UF government's intentions in respect of school education in the country will be established not so much by putting through a constitutional amendment as by the government spelling out its detailed plan to raise the required resources and by the concrete steps it takes in that direction at once - in 1997-98 itself

FINDINGS

The information collected from the concerned families, schools, and area was properly analyses.

In order to arrive at definite conclusions in the light of proposed objectives as follows:

TABLE 1		
TOTAL NO. OF ENROLLMENT IN GOVT. AND PRIVATE SCHOOLS IN KHANYAR CONSTITUENCY OF RAINAWARI ZONE		
Class	Boys	Girls
Class : I	240	233
Class : II	215	233
Class : III	209	208
Class : IV	186	224
Class : V	177	217
Class : VI	220	216
Class : VII	206	223
Class : VIII	215	217

The above table shows the overall enrolment of both the genders in public and private schools

TABLE 2		
LIST OF SCHOOLS AVAILABLE IN KHANYAR CONSTITUENCY OF RAINAWARI ZONE		
School	Type	Category
BHSS Nowpora	Government	Up. pr. sec & high.sec
BMS Khanyar	Government	Pr. with upper primary
PS Kaw Mohalla	Government	Primary

PS Akilmir	Government	Primary
Ghousiah.schoolkhanyar	Pvt. Unaided	Pr. Up. Pr. &Sec. only
CMP.H.S.Daulatabad	Pvt. Unaided	Pr. Up. Pr. & Sec. only
City Central.Edu.Inst.	Pvt. Unaided	Pr. Up. Pr. & Sec. only
Sun shine. Pub.school.	Pvt. Unaided	Pr.with.Upperpr
JamiaMilliaIslamia	Pvt. Unaided	Pr.with.Upperpr
Sun flower.pub.school.	Pvt. Unaided	Pr.with.Upperpr
Central.pub.Model.school	Pvt. Unaided	Pr.with.Upperpr
New sunflower khanyar	Pvt. Unaided	Pr.with.Upperpr
Humzaedu.institution	Pvt. Unaided	Pr.with.Upperpr
Ps sheesh gari.Mohalla	Government	Primary
Ps koolipora	Government	Primary
GHSS khanyar	Government	Sec with higher secondary
Blue Bells school koolipora	Pvt. Unaided	Primary
GMS Khawaja Bazar	Government	Pr.with.Upperpr
Children PradiseH.School	Pvt. Unaided	Pr.with.Upperpr& sec only

Name of public and private schools available in the area are mentioned in the table .All The children of the concerned area between the age group of 6 to 14 are enrolled in the above mentioned schools.above mentioned schools.

TABLE 3				
TOTAL NUMBER OF SCHOOLS AVILABLE IN THE AREA				
SCHOOL TYPE	PRIMARY	MIDDLE	SECONDARY	Hr.SECONDARY
GOVT	26	24	3	4
PRIVATE	1	20	21	4
TOTAL	27	44	24	8

The above table separately explains the number of schools available in the selected area.

TABLE 4		
CLASS-WISE ENROLLMENT IN KHANYAR CONSTITUENCY OF RAINAWARI ZONE IN GOVT. SCHOOLS		
Class	Boys	Girls
Class : I	165	178
Class : II	115	154
Class : III	100	123
Class : IV	100	121
Class : V	91	118
Class : VI	104	126
Class : VII	100	136
Class : VIII	107	147

The above table presents the class wise enrollment in public schools and it was found the enrollment in govt.schools is comparatively low to private schools.

TABLE 5		
CLASS-WISE ENROLLMENT IN KHANYAR CONSTITUENCY OF RAINAWARI ZONE IN PRIVATE SCHOOLS		
Class	Boys	Girls
Class : I	532	491
Class : II	575	480
Class : III	549	466
Class : IV	543	495
Class : V	447	489
Class : VI	525	447
Class : VII	473	436
Class : VIII	442	446

The above table shows the class wise enrollement only in private schools gender.

TABLE 6			
TOTAL NUMBER OF DROP OUTS			
AGE	TOTAL	BOYS	GIRLS
6 TO11	17	11	6
11 TO 14	5	3	2

The drop has been one of the cause of out of school for few children and those students were involved in child labour.

TABLE 7			
TOTAL NUMBER OF CHILDREN NEVER ENROLLED IN KHANYAR CONSTITUENCY OF RAINAWARI ZONE IN DISTRICT SRINAGAR			
AGE	TOTAL	BOYS	GIRLS
6 TO11	13	6	7
11 TO 14	1	1	2

It was found those who were not enrolled in the schools were specially abled children and few of them were from extremely poor families.

Table 8			
OUT OF SCHOOL CHILDREN			
AGE	TOTAL	BOYS	GIRLS
6 TO11	30	17	13
11 TO 14	7	4	3

The above table presents the status of out of school children in the age group of 6 to 14. It was found number of boys out of school stand high in comparison to girls

DISCUSSION BASED ON FINDINGS

Providing right type of education to the right people at right time is the key to human resource formation. Unleashing the power of these youths, given its other endowments, builds the necessary condition, although not sufficient one, for the success history of a nation like India. This urges for need for high rate of school retention and more educational participation, not to cite the need for research and innovation in the field. However, being a poverty-striven and rural based economic society, many problems, leaving no margin for unconsciousness, stand before educational participation, which is reflected ,among other educational indicators, by higher school dropout ;meaning the children those who were earlier in school, but are not now there although they have not completed their school courses., many children still today are out of schools due to one or more reasons and discontinuation of education has been a common phenomenon in every corner of the country. Few of the reasons are;

1. **Academic difficulty and failure.** Struggling in school and failing classes is one of the main reasons of drop out, and this pattern often shows up early. Students who fail eighth grade English or math, for example, are seventy-five percent more likely to drop out of high school.

2. **Poor attendance.** students who struggle in school are also absent a lot, and along with academic failure, absenteeism is an important future predictor for dropping out.
3. **Being held back (retention).** Linked to academic difficulty, students who are held back and who are older than the kids in their grade also tend to drop out.
4. **Disengagement from school.** Many kids who drop out say that school was boring and teachers did little to connect learning to real life. .
5. **Transition to a new school.** A poor transition from the smaller, more protected environment of middle school to the anonymity of a high school can cause a students to have difficulty catching up-and some kids never do.
6. **Other life factors.** Pregnancy, family problems, and financial difficulties are all factors that distract a student from schoolwork and make keeping up more challenging.

CONCLUSION AND SUGGESTIONS BASED ON FINDINGS

The present study was helpful in the collection of quantitative data. The study area was khanyar constituency of Rainawari block in district Srinagar. In the present survey it was found there are presently around 100 schools in the block Khanyar. Out of 100 schools 27 are primary schools, 45 are primary with upper primary, 2 are Up.pr.secondary and high.sec, 24 are Pr.Up.pr and sec only, and 2 sec with H.sec only. The dropout rate was less however further steps are reqd to take to ensure full enrollment in the school. This survey is a small initiative which would be helpful for the state govt to take appropriate measures and hopefully will be helpful in policy and decision making concerned with the khanyar in matters of education.

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