

# CHAPTER-V

## THE SOCIAL DETERMINANTS OF EDUCATION

In the previous two chapters the state of education in the schools and the socio-economic background of the students have been described. In this chapter we take closer look to the social background of the students in order to understand the particular context in which the students live and study. We shall try to understand the extent of conducive atmosphere available to the students. For this purpose we have drawn about 25% sample of the students. Besides this a few drop-out students have been traced out and interviewed to learn the situational background of dropping out.

The sample students were interviewed at their homes. The interview was conducted with the help of a schedule (see appendix), which also included a part to record the responses of the guardians about their wards. The same procedure was followed for the drop out students, only the Schedule used was a different one (see Appendix). The findings of these interviews are presented under the broad headings (a) present students and (b) Drop- out students.

### PRESENT STUDENTS

After introducing the sample students, we shall present the findings from the home interviews of the students and their guardians. Findings from both the schools will be presented under each sub-topic and compared as far as possible. The sub-topics cover concrete as well as abstract aspects like -(a) family background (b) age of starting school, (c) economic support in study, (d) aspirations of the guardians and (e) work and study in the home environment.

### THE SAMPLE

Altogether 178 students comprised our sample, taking 156 students from PHSS and 22 students from PAJHS. Students from all the classes are represented in the sample.

**Table-5.1**

**Class-wise distribution of the sample students**

Class	PHS School		PAJH School	
	No.	%	No.	%
V	16	20.0	8	22.2
VI	33	35.5	6	24.0
VII	19	20.2	5	20.8
VIII	15	20.0	3	30.0
IX	44	31.9	-	-
X	16	22.5	-	-
XI	6	31.6	-	-
XII	7	23.3	-	-
Total	156	26.0	22	23.2

26% of the students who are continuing studies in the PHSS and 23,2% of those in the PAJHS have been interviewed. The percentage distribution of the sample students in the classes lack uniformity due to several reasons. The sample students have been selected from all the ethnic groups and from both the sexes. Thus our aim of taking 20% sample from each class has often not been possible, as is evidenced from the above table.

The ethnic group -wise distribution of the students is shown in the following table.

**Table-5.2**

**Distribution of students by sex and ethnic group**

Ethnic group	PHSS			PAJHS
	M	F	T	F
S.C.	83	15	98	18
General	24	11	35	-
Muslim	16	2	18	-
S.T.	5	-	5	4
Total	128	28	156	22

In the PAJHS only Scheduled Caste and Scheduled Tribe girl students study. In the PHSS girls are enrolled in class IX onwards and in the classes V to VIII only boys are enrolled. Among the Scheduled Castes the Rajbansis are the largest group. There are other Scheduled Castes like Namasudra, Jelia Kaibarta, Suri, Poundra and Champal. Among the Scheduled Tribes the largest group comprises of the Oraon. Besides this there are other Scheduled Tribes, like Munda, Nagesia and the Santal.

The following table depicts the distribution of the Scheduled Castes in the categories Rajbansis and non-Rajbansis.

**Table-5.3**  
**Distribution of Scheduled Caste students**

School	Class	Rajbansi		Non-Rajbansi		Total	
		M	F	M	F	M	F
PHSS	V	7	-	4	-	11	-
	VI	12	-	10	-	22	-
	VII	8	-	3	-	11	-
	VIII	6	-	4	-	10	-
	IX	12	5	6	6	18	11
	X	4	2	2	1	6	3
	XI	2	-	1	-	3	-
	XII	2	1	-	-	2	1
	Total	53	8	30	7	83	15
PAJHS	V		6		1		7
	VI		4		1		5
	VII		3		1		4
	VIII		2		-		2
	Total		15		3		18

From the above table we see that 64% of the sample male students of Scheduled caste are Rajbansi whereas of the female Scheduled caste students about half are the Rajbansi in PHSS.

There are 18 Muslim students of whom only 2 are girls in our sample. Of the Scheduled Tribe students except 2 girls of PAJHS all are christians. The 2 girls stated Hinduism as their religion.

#### **FAMILY BACKGROUND**

In the chapter IV we have been able to analyse some aspects of the family background of the students. Now, we shall go to a greater detail as found out from our sample.

**Table-5.4**

**Distribution of the students by their family size**

<b>Family size</b>	<b>PHSS</b>	<b>PAJHS</b>
2-3	2 (1.28)	1(4.54)
4-5	40 (25.64)	1 (4.54)
6-7	55 (35.26)	14 (63.60)
8-9	28 (17.95)	3 (13.60)
10-11	*20 (12.82)	-
12-13	5 (3.20)	1 (4.54)
14-15	4 (2.56)	2 (9.09)
16+	2 (1.28)	-
<b>Total</b>	<b>156 (100.00)</b>	<b>22 (100.00 )</b>

The size of the family ranges from 2 to more than 16 members, but 5-7 member families are seen most often. This is specially true for PAJHS students, 63.60% of whom belong to 6-7 membered families.

**Table-5.5**

**Distribution of the students by their family type**

<b>Family Type</b>	<b>PHSS</b>	<b>PAJHS</b>
Nuclear	88 (56.40)	12 (54.54)
Extended / Joint	68 (43.58)	10 (45.45)
<b>Total</b>	<b>156 (100.00)</b>	<b>22 (100.00)</b>

From this table it is seen that in both the schools nuclear families send larger share of the students, but the difference is not very much. In PHSS however, a closer look reveals that in the classes IX to XII girls from nuclear families greatly outnumber those from joint families.

**Table-5.6**

**Distribution of the students of PHSS by class, sex and family type**

Class	Sex	Family Type		Total
		Nuclear	Extended/Joint	
V	Male	11	5	16
VI	Male	18	15	33
VII	Male	11	8	19
VIII	Male	5	10	15
IX	Male	13	13	26
	Female	13	5	18
X	Male	5	5	10
	Female	5	1	6
XI	Male	3	1	4
	Female	1	1	2
XII	Male	2	3	5
	Female	1	1	2
Total		88 (56.4%)	68 (43.58%)	156

It may be noted that of the 28 girl students 71.43% come from nuclear families and only 28.57% from joint families. Whereas, of the 45 boys of classes IX to X 51.11% and 48.89% come from nuclear and joint families respectively. This probably indicates that the girls from joint families face greater hurdle in pursuing education in higher classes.

Besides family -size and type there are other variables to which attention must be paid to understand the determinants of education.

### **THE EDUCATION AND OCCUPATION OF THE FAMILY MEMBERS**

From secondary sources we have learnt that a student's education has been found to have some association with the education and occupation of the family members. From our sample we try to find out now whether this holds true in this case. We have got similar indications while analysing educational level of the family members in the previous chapter.

**Table-5.7****Distribution of the students by class, sex and father's educational attainment in PHSS**

Class	Sex	Educational level				Total
		Illiterate	Primary	Secondary	Above	
V		3	7	6	-	16
VI		9	6	17	1	33
VII		2	4	12	1	19
VIII		7	2	5	1	15
IX	M	4	5	14	3	26
	F	4	2	10	2	18
X	M	2	-	7	1	10
	F	1	1	3	1	6
XI	M	2	1	1	-	4
	F	-	-	2	-	2
XII	M	1	3	1	-	5
	F	-	-	2	-	2
Total		35	31	80	10	156
%		22.44	19.87	51.28	6.41	100.00

From the table 5.7 it is observed that 57.69% of the students are the children of the fathers who have studied upto secondary level or above. This is an area of low educational level in general. So, we can say that men having higher educational level are more concerned about their children's education. This is more obvious in case of the girl students, of whom 67% in class IX and X and 100% in classes XI and XII are daughters of fathers having secondary or above level of education.

In the table 5.8 the occupations of the guardians have been shown against the class wise distribution of the students. Most of the guardians are males and only 16 (shown in parentheses) are females. These female guardians are included in the sum of guardians along with the males. From this table we find that the guardian's occupations can be categorised mainly as cultivation, business, govt. service and shop-keeper. Most of the guardians (57.05%) of the students of PHSS are engaged in cultivation. In business 16.66% and in services 24.35% of the guardians are engaged while 0.64% are shop-keepers. Of the mothers only a few are engaged in occupations other than being purely house-wives.

Table - 5.8

**Distribution of the students of PHSS by class, sex  
and the guardian's occupation**

Class	Sex of the student	Occupation							Total	
		Cultivation		Business		Service		Shopkeeper		Other
V	Male	7	(1)	2	-	5	(1)	-	-	16
VI	"	15	(1)	9	(1)	7	-	-	-	33
VII	"	11	(1)	2	(1)	4	-	-	-	19
VIII	"	8	-	1	(1)	4	(1)	-	-	15
IX	M	14	(1)	1	(1)	6	(1)	-	2	26
	F	14	-	-	-	4	-	-	-	18
X	M	5	(1)	2	-	1	(1)	-	-	10
	F	3	-	3	-	-	-	-	-	6
XI	M	2	-	1	(1)	-	(1)	-	-	4
	F	-	-	-	-	1	-	1	-	2
XII	M	2	-	1	(1)	1	-	-	-	5
	F	2	-	-	-	-	-	-	-	2
Total		89	(5)	26	(6)	38	(5)	1	2	156
		57.05%		16.67%		24.36%		0.64%	1.28%	100.00%

**Table-5.9**

**Distribution of the students by class and father's educational attainment in PAJHS**

Class	Educational level				Total
	Illiterate	Primary	Secondary	Above	
V	1	2	5	-	8
VI	-	4	2	-	6
VII	1	-	4	-	5
VIII	2	1	-	-	3
Total	4	7	11	-	22
	(18.18)	(31.8)	(50.00)	-	(100.00)

The students of PAJHS are all girls. This table shows the distribution of the students by class and fathers' educational attainment in PAJHS. We find from this table that illiterate fathers are 18.18% and those who have primary and secondary level of education are 31.8% and 50% respectively. So we can say from this table that educational level of the father has positive relationship with their daughters' schooling.

**Table-5.10**

**Distribution of the students of PAJHS by class and occupations of guardians**

Class	Occupation					Total
	Cultivation	Business	Service	Shopkeeper	Other	
V	5	-	2	-	1	8
	(62.50)		(25.00)		(12.50)	(100.00)
VI	4	-	1	-	1	6
	(66.66)		(16.67)		(16.67)	(100.00)
VII	1	1	3	-	-	5
	(20.00)	20.00	(60.00)			(100.00)
VIII	1	-	2	-	-	3
	(33.33)		(66.67)			(100.00)
Total	11	1	8	-	2	22
	(50.00)	(4.54)	(36.36)	-	(9.09)	(100.00)

This table shows the distribution of the students of PAJHS by class, sex and occupations of guardians. Most of the guardians are engaged in cultivation 50.0%, 4.54% guardians are engaged in business and 36.36% in service and the rest 9.09% in other works.

Looking at the class wise distribution we find that the proportion of students coming from cultivator families decrease in the upper classes while the proportion of students coming from service holders' families increase in the upper classes.

### AGE OF STARTING SCHOOL

The rural families send their wards to school in different ages like 5 to 6 years and rarely 4 years. From the following table we can find the different age of starting school education for the girl and boy students. There are V to XII classes in PHSS and the sample students are 156, coming from the same number of families. In V to VIII classes there are only male students but from IX to XII classes there are both girl and boy students. But we have enquired in the families of the boys studying in classes V to VIII about the age of starting school of the girls of the same families also. The findings are presented in the table 5.11.

**Table-5.11**  
**Age of starting school (PHSS)**

Class	Boys		Girls			Total
	5 Years	6 Years	4 Years	5 Years	6 Years	
V	11	5	-	12	4	16
VI	33	-	-	33	-	33
VII	14	5	-	13	6	19
VIII	15	-	-	13	2	15
IX	37	7	-	24	20	44
X	12	4	4	9	3	16
XI	6	-	-	6	-	6
XII	7	-	-	6	1	7
Total	135	21	4	116	36	156
	(86.54%)	(13.46%)	(2.56%)	(74.36%)	(23.08%)	

This table shows the distribution of students in different classes by their age of going to school for the first time. It may be seen that in most of the families (86.54%) boys started going to school at 5 years of age while in 74.36% families girls students started going to school at 5 years of age. So we can say that majority of the boys and girls started going to school at 5 years of age. But in class X only 4 girl students were found who had started going to school at 4 years of age. However, in the age of starting school there is some sex differentiation as 86.54% families had sent their boys to school at 5 years and 76.92% families had sent their girls to school at 5 years or less.

**Table-5.12**  
**Age of starting school (PAJHS)**

Class	Boys			Girls		
	5 Years	6 Years	Total	5 Years	6 Years	Total
V	8	-	8	4	4	8
VI	6	-	6	6	-	6
VII	5	-	5	3	2	5
VIII	-	3	3	-	3	3
Total	19 (86.36%)	3 (13.63%)	22	13 (59.09%)	9 (40.90%)	22

Responses of the families interviewed regarding the age of their children starting school has been presented in the table 5.12.

It has already been started that only girls study in PAJHS. But in the home interview we also enquired about the age of their boys at the time of first going to school. From their responses as noted in the table No. 5.12, it is observed that there is sex differentiation in the schooling of their children. 86.36% families had sent their boys to school at 5 years, whereas 59.09% of the families had sent their girls to school at 5 years. This suggests that less importance is attached to the study of the girls.

### **ECONOMIC AND TUTORIAL SUPPORT IN STUDY**

All the guardians help their children for their study by economic help at first. Sometimes the guardians help in their study and they always try to give them sufficient time for their study. And they also purchase a bicycle to lessen their time of commuting to school. Almost all the villager's economic condition is poor so they sometimes sell their crops or cattle to provide economic support to their children. Every year they purchase the school dress or educational materials for their wards indifferent classes as the guardians are interested in their study.

All the guardians give economic help to their wards but all are not able to help them in study or provide help through private tutor. The table 5.13 presents the nature of help in study received by the students.

Among 156 total students 46.15% get no help from their guardians but 53.85% students study under the tutelage of their guardians. Besides the guardian's help some students also have private tutors. 37.82% students receive help from one private tutor and 31.41% students have more than one private tutors (30.76% students get no private tutor).

Thus, most of the students get study help from the guardians and /or private tutors. The guardians provide private tutors to almost all the students in the classes X upwards. Most of these students are also helped in their studies by their guardians.

**Table- 5.13**

**Guardians' help to their wards by looking after their study or by providing private tutor (PHSS)**

Class	Sex	Guardian's help		Private tutor's help			Total students
		Yes	No	One tutor	More than one tutor	No private turtor	
V	M	5	11	10	5	1	16
VI	M	18	15	18	5	10	33
VII	M	11	8	4	11	4	19
VIII	M	3	12	5	5	5	15
IX	M	16	10	6	5	15	26
	F	7	11	4	4	10	18
X	M	8	2	4	3	3	10
	F	5	1	4	2	-	6
XI	M	4	-	2	2	-	4
	F	2	-	1	1	-	2
XII	M	4	1	1	4	-	5
	F	1	1	-	2	-	2
Total	No	84	72	59	49	48	156
	%	53.85	46.15	37.82	31.41	30.76	100.00

**Table-5.14**

**Guardian's help to their wards by looking after their study or by providing private tutor ( PAJHS )**

Class	Guardians' help		Private tutor's help		Total students
	Yes	No	Yes	No	
V	2	6	1	7	8
VI	1	5	3	3	6
VII	2	3	3	2	5
VIII	1	2	2	1	3
Total No.	6	16	9	13	22
%	(27.27)	(72.72)	(40.90)	(59.09)	(100.00)

From the above table we find the distribution of the students by class and the type of help received from their guardians. In PAJHS there are both resident and non resident students. So there has to be some difference between the guardians in providing private tutor help and study help. As some students stay at the hostel all of them do not get the study help from their guardians except economic help. But they are allowed to receive any outside private tutor's help with their own expenditure. Sometimes they get coaching from the school superintendent.

But the other students who stay with their parents get study help and private tutor help from their guardians.

In the above table this difference has been presented. We find from the above table that most of the students like 72.72% get no study help from their guardians because among the some students stay at hostel. Besides this most of the students (59.09%) have no private tutor because the economic condition of their families is not so good.

In addition to interviewing the guardians at homes of the students, the students themselves also have been separately interviewed. Their responses regarding the source of help and type of help they receive from their family members for their study have been recorded. This is now being presented in the following table.

**Table-5.15**  
**Responses of the students by class about help received**

School /Class	Help from the family members			Type of help		Total students
	Father	Mother	Brother	Eco. help	Study help & Eco. help	
<b>PHSS</b>						
V	15	1	-	10	6	16
VI	32	-	1	33	-	33
VII	14	2	3	14	5	19
VIII	9	2	4	12	3	15
IX	25	7	12	21	23	44
X	10	4	2	7	9	16
XI	3	1	2	2	4	6
XII	1	-	6	3	4	7
Total	109 (69.87)	17 (10.89)	30 (19.23)	102 (65.38)	54 (34.61)	156 (100.00)
<b>PAJHS</b>						
V	6	-	2	5	3	8
VI	6	-	-	5	1	6
VII	4	1	-	5	-	5
VIII	3	-	-	3	-	3
Total	19 (86.36)	1 (4.55)	2 (9.09)	18 (81.82)	4 (18.18)	22 (100.00)

From the above table we find that all the guardians help their wards but the type of help differs. All the students get economic help from their guardians but there is considerable difference between the two schools in this regard. In the two schools father's help is greater than the mother's help, as 69.87% fathers help their wards in PHSS and 86.36% of the fathers help their wards in PAJHS. 10.89% mothers help their wards in PHSS and only 4.54% mothers help their wards in PAJHS. So we find that there are great differences between the mother's help and the father's. Some students get the brother's help also. In this table we also find that most of the students do not get study help from their guardians. This is more conspicuous in case of PAJHS, probably due to the lower level of education of the parents as well as the students being resident in the school and thus staying away from their guardians.

Previously the guardian's responses regarding their help toward the study of their wards in the two schools have been presented in the tables 5.13 (PHSS) and 5.14 (PAJHS). Comparing the two previous tables and the table 5.15 we come across some discrepancies. While the percentage of students of PHSS receiving help in study, according to the guardians, is

53.85%, it is only 34.61% according to the students themselves. Similarly in the PAJHS, according to the guardians, help in study is provided to 27.27% of the students, while the students state it to be 18.18% only. The researcher is of the opinion that the students responses are more accurate and the guardians often have loosely included their gestures like calling the student for study or seeing that they sit down for study as helping in study.

### **SOURCES OF HELP AND ENCOURAGEMENT AND HURDLES**

All the students in both the schools receive help from their families. In addition to this most of the students of PAJHS get help from the government, because this is a residential school. If the students stay at hostel they get the dress, books, school bags and other educational materials and also food, stipend money and medical help. The non-residential students also get all the government help except food and medical help. In PHSS all the students do not get the government help. Thus there is difference between the two schools. This picture is presented in the following table.

**Table-5.16**

**Distribution of students by class and the status of receiving help(PHSS)**

Class	Help		Total
	Yes	No	
V	11	5	16
VI	22	11	33
VII	16	3	19
VIII	11	4	15
IX	42	2	44
X	13	3	16
XI	5	1	6
XII	2	5	7
Total No.	122	34	156
%	(78.21)	(21.79)	(100.00)

This table shows that in all the classes most of the students receive help from the government or from the school but in class XII most of the students get no help. So we find that in PAJHS all the students get government help, but in PHSS 78% of the students among 156 students receive help.

## ASPIRATIONS OF THE GUARDIANS

The guardians of the sample students were interviewed on various aspects to know about their aspirations for their wards. The responses of the guardians are presented below.

All the guardians desire that their boys and the girls should study at higher level as far as their mental capacity. They did not differentiate between the girls and the boys. They said the girls also need to study in the present days. Thus the guardians want to give help in different ways like economic help, study help even by selling the crops and the cattle. They sometimes give bicycles to the students as most of the villages are far away from the school.

The guardians also help the students for their study as per their ability. Their aspirations for their wards were expressed in the order of priority as firstly their study, next their service and lastly their marriage. There is a pronounced lack of concern about one's age among the villagers. The guardians when interviewed, have shown this when asked about the future of their children in terms of their age. For example, when asked how long they want their children to study (upto which age), at what age they want their children to get married, etc. However, from the responses it has become clear that they are more concerned about their daughters' marriage rather than their study. Thus we find they want their daughters to study, if she can, upto 30 years of age almost, but in the same breath they say that she may get married before that, i.e. the study should be stopped after marriage.

Views regarding the age at marriage of their wards also differed widely. 156 guardians of PHSS students have stated the preferable age of marriage of the wards as follows:

**Table-5.17**  
**Preferable age of marriage (PHSS)**

For boys	Responses	For girls	Responses
20-25 years	49	18-20 years	76
26-30 years	105	21-25 years	64
31-35 years	2	26-28 years	16
Total	156		156

But on the other hand we find from the guardians of PAJHS students that they expect to marry off their daughters between 18 or 19 years in most cases with only a few exceptions stating higher ages upto 30 years. These are all S.T and S.C. girls.

Thus, we find the responses of the guardians bear glaring anomalies. Although they stated that there is no differentiation about the boys and the girls, but they evidently aspire for their daughter's marriage, more than their study. We did not receive any response regarding the daughters to study and get some occupation to earn. This anomaly is reflected in the differential opportunities the boys and the girls receive regarding their study in the home environment.

## **WORK AND STUDY IN THE HOME ENVIRONMENT**

In order to understand the extent of conduciveness for study in the home environment several questions were put to the guardians as well as the student. These questions were about the daily routine of the students, their study time and domestic and other chores they are required to do, the help expected of them by their parents, etc.

### **Study time:**

In the table 5.18 we find the distribution of the students of PHSS and PAJHS by class, sex and study time. This table shows that the students do not study everyday at morning and evening or on holidays. As PAJHS is a residential school so most of the students stay at Hostel and a few students stay near the school area, so the students of PAJHS get enough time for study. But on the other hand the students of PHSS come from distant villages by bus or bicycle or on foot. Besides these female students are engaged in different domestic works. So they do not get sufficient time for study.

We also notice that most of the students of class X and XII study in the morning, evening and on holidays because they are preparing for Madhyamik and Higher Secondary examinations. But it may also be noticed that relatively fewer female students study in the morning and evening in comparison to the male students, but on holidays more girls than the male students study because the male students on holidays often go to field for cultivation or for marketing.

On the other hand in PAJHS most of the students study in the morning, evening and on holidays because most of the students stay at hostel so they are compelled to maintain the study hours. But on holidays sometimes they go to their home for visiting their parents.

Now we shall see what the students of PHSS and PAJHS do when they have spare time at home and outside.

Table-5.18

Distribution of the students of PHSS and PAJHS by class, sex and study time.

School / Class		Morning		Evening		Holiday		Total students
		Yes	No	Yes	No	Yes	No	
PHSS								
V		16	-	10	6	2	14	16
VI		33	-	32	1	11	22	33
VII		14	5	19	-	9	10	19
VIII		12	3	14	1	2	13	15
IX	M	22	4	20	6	12	14	26
	F	10	8	7	11	10	8	18
X	M	8	2	9	1	8	2	10
	F	3	3	2	4	6	-	6
XI	M	4	-	3	1	2	2	4
	F	1	1	-	2	2	-	2
XII	M	5	-	4	1	5	-	5
	F	2	-	1	1	2	-	2
Total		130	26	121	35	71	85	156
PAJHS								
V		8	-	8	-	2	6	8
VI		4	2	5	1	4	2	6
VII		4	1	3	2	5	-	5
VIII		3	-	3	-	3	-	3
Total		19	3	19	3	14	8	22

**Table - 5.19**

**Spare time activities of the students of PHSS & PAJHS by class and sex**

School/ Class		At home				Out side				Total students
		Kitchen Garden	Domestic	Study	Other	Play	Cul.	Market activity	Other	
<b>PHSS</b>										
V		6	3	7	-	9	4	1	2	16
VI		3	19	11	-	19	10	4	-	33
VII		1	16	2	-	7	9	2	1	19
VIII		4	5	6	-	2	10	-	3	15
IX	M	4	15	7	-	5	10	3	8	26
	F	4	10	2	2	5	3	5	5	18
X	M	4	6	-	-	5	3	-	2	10
	F	-	6	-	-	1	1	1	3	6
XI	M	4	-	-	-	1	2	-	1	4
	F	1	1	-	-	-	-	-	2	2
XII	M	2	2	1	-	2	2	-	1	5
	F	-	2	-	-	1	1	-	-	2
<b>Total</b>		33	85	36	2	57	55	16	28	156
		(21.15)	(54.48)	(23.07)	(1.28)	(36.53)	(35.25)	(10.25)	(17.94)	(100.00)
IX-XII	M	31.11	51.11	17.78	0.00	28.89	37.78	6.67	26.67	45(100.00)
	F	17.86	67.86	7.14	7.14	25.00	17.86	21.43	35.71	28(100.00)
<b>PAJHS</b>										
V		-	2	4	2	4	1	1	2	8
VI		-	3	3	-	3	1	1	1	6
VII		-	-	3	2	2	-	-	3	5
VIII		2	-	1	-	-	-	2	1	3
<b>Total</b>		2	5	11	4	9	2	4	7	22
		(9.09)	(22.72)	(50.00)	(18.18)	(40.90)	(9.09)	(18.18)	(31.80)	(100.00)

The above table shows the distribution of the students of PHSS and PAJHS by class, activities in spare time at home and outside. In the table we find that most of the students of PHSS are engaged in domestic works (54.48%) rather than reading (23.07%) at home. In spare time outside most of the students (36.53%) are engaged in playing and 35.25% students are engaged in cultivation but a small number of students are engaged in buying or selling in the local market (10.25%) and other students are engaged in different works like cutting grass, collection of coal-ball and some are engaged in looking after cattles. Comparing the girl and boys of classes IX to XII we find more involvement of girls in domestic works (67.86% girls and 51.11% boys). The proportion of girls studying at home is much less than that of the boys (7.14% girls and 17.78% boys). The boys work more in the kitchen garden, whereas the girls do other activities, like sewing, knitting, gossiping, etc. more. Some of the girls and the boys sometimes play. In cultivation the boys are found more (17.86% girls and 37.78% boys). In marketing we found more girls whereas in selling we found more boys.

From the above discussion the involvement of the girls more in domestic work and less in study becomes glaringly apparent, although the boys also do not study much and are involved in other activities. In PAJHS most of the students (50%) are engaged in studying at home as all students are female and most of them stay at hostel so they rarely go to field for cultivation. In domestic works 22.72% students are engaged but 40.90% students are engaged in playing outside during spare time as they are reading at lower classes (V to VIII).

#### **Helping parents /guardians:**

The students often help their families by undertaking various responsibilities at home and outside. The relationship of these works to study has been looked into in the following table.

**Table-5.20**

**Distribution of the students showing the type of help to their guardians: PHSS and PAJHS**

Class		Everyday help in				During study time help				Total students
		Cul.(F)	Domes.(M)	Other	Nil	Father	Mother	Other	None	
PHSS										
V		10	5	1	-	3	4	-	9	16
VI		10	10	13	-	10	8	-	15	33
VII		6	8	4	1	5	4	-	10	19
VIII		4	9	1	1	8	6	-	1	15
IX	M	19	6	1	-	9	17	-	-	26
	F	9	9	-	-	4	9	-	5	18
X	M	7	3	-	-	2	2	-	6	10
	F	2	4	-	-	4	2	-	-	6
XI	M	3	1	-	-	4	-	-	-	4
	F	-	2	-	-	1	1	-	-	2
XII	M	5	-	-	-	3	2	-	-	5
	F	1	1	-	-	-	1	-	1	2
Total		76	58	20	2	53	56	-	47	156
PAJHS										
V		4	4	-	-	2	4	-	2	8
VI		1	5	-	-	4	1	1	-	6
VII		1	4	-	-	-	4	-	1	5
VIII		-	3	-	-	1	2	-	-	3
Total		6	16	-	-	7	11	1	3	22

In the above table we find that almost all the students of PHSS and PAJHS help their parents daily and sometimes also at study time in different works like cultivation, bringing water, wood cutting, shopping and cooking. Most of the male students help their father in cultivation. Most of the lower class students and almost all girl students help their mother in domestic works but some of the higher class male students (IX to XII) also help their mother in domestic works but their number is relatively few.

Sometimes the students get up from their study to help their parents. Among the total students except only 50 (47 in PHSS and 3 in PAJHS) students, other students get up from their study for bringing water, cutting wood, helping mother in kitchen or helping father in domestic works. In higher classes girl students help their mother in domestic works more than the boy students. Thus the girl students get less time for their study. Sometimes they look after their younger brothers and sisters at study time.

This table also shows that in PAJHS all the girl students help their parents. Only three students said that they do not get up from their study to help their parents.

So we can say from the above table that most of the students are compelled to help their guardians and are diverted from their study for the works.

From the table 5.21 we find that in PHSS from class IX to XII there are total 28 female students. All of them are engaged in different domestic works. Most of them are engaged in cooking, washing clothes and washing utensils and cleaning house but in other works there are small number of students. In XI and XII classes no students were found to do plastering walls and in XI and XII classes there are nil and two students in agriculture respectively.

Table - 5.21

**Distribution of the students of PHSS and PAJHS by class, sex  
and domestic works (only for girl students)**

School/ Class	Cooking	Washing clothes	Washing utensils	Taking care of babies	Cleaning house	Plastering walls	Agriculture	Total
PHSS								
IX	9	10	8	3	16	3	2	18
X	6	5	5	1	6	1	1	6
XI	2	2	2	-	2	-	-	2
XII	2	2	2	1	2	-	2	2
Total	19	19	17	5	26	4	5	28
PAJHS								
V	2	2	3	2	6	-	3	8
VI	3	3	4	2	6	1	1	6
VII	3	5	2	-	4	-	1	5
VIII	3	3	3	3	3	1	3	3
Total	11	13	12	7	19	2	8	22

In PAJHS there are all female students and they are engaged in different kinds of works. But in plastering walls a small number of students are there than the other domestic works.

In PAJHS most of the students are engaged in washing clothes, washing utensils and cleaning house. So we can say that after doing the domestic works all the students go to their schools. We can also find that all the school-going students are more or less compelled to do their domestic works. So it seems that most of the girl students are deprived of their study for domestic works as they do not get sufficient time for study (which is presented in the table No-5.19 and 5.20 )

Besides these problems there are other educational problems faced by the students of the two schools. Because there are no other Madhyamik or Higher secondary school nearby, so most of the students who stay at distant villages come to study at PHSS by bus or bicycle. Sometimes they come walking, where there is no bus facility. So it is very difficult for the girl students to go to school, specially when the river is full with water in the month of July. At that time it is not possible for the girls to come to school.

There are other common problems for all students. When the students are promoted to higher classes like class X or XII and they are to prepare for final examination like Madhyamik and Higher secondary examination, then most of the students take tuition from private tutors who often live in other villages. Thus most of the students go to get the private coaching early in the morning and after that they go to school. At evening they try to get enough time for study but most of the villages have no electricity and they have to study by the light of oil lamp. But for oil crisis they cannot burn mid-night lamp. Sometimes they are so tired after the whole day's work and domestic works that they cannot study. Sometimes they get no chance for study at holiday because they have to go to field for cutting grass, collecting coal- ball or such other works. In this way they face different problems and often are compelled to drop-out from school. This problems we shall take up in the next section.

## **DROP OUT STUDENTS**

Wastage of school education is manifested through the dropping out of students. All students do not continue their study and they drop out before reaching a particular stage in their educational career. In this section we shall try to identify the problems related to dropping out from school.

In PHSS the number of drop-out students in different classes add up to 157, of which 123 have been studied in their homes. They comprise of different ethnic groups- Hindu general castes, S.C., Muslims and S.T. In PAJHS total drop out students are 13, of whom 9 are S.C. and 4 S.T. All of them have been interviewed. Views of the guardians of the drop-outs have also been collected.

Under the table 5.22 and 5.23 we will find the distribution of these drop-out students by sex and their ethnic groups in different classes in the two schools.

**Table- 5.22**  
**Distribution of drop-out students by ethnic group and class in PHSS**

Class	S.C.		General		Muslim/Other		S.T.		Total		Total
	M	F	M	F	M	F	M	F	M	F	
V	7	-	5	-	3	-	-	-	15	-	15
VI	5	-	6	-	1	-	-	-	12	-	12
VII	8	-	2						10	-	10
VIII	15	-	6		3				24	-	24
IX	13	6	4	3		1	3		20	10	30
X	12	-		1	1	1			13	2	15
XI	8	1	2		3				13	1	14
XII	3	-							3	-	3
Total No.	71	7	25	4	11	2	3	-	110	13	123
%	(57.72)	(5.69)	(20.32)	(3.25)	(8.94)	(1.62)	(2.43)		(89.43)	(10.57)	(100.00)

From the table 5.22 we find that of the total 123 drop out students 63.5% are S.C., 23.6% are from general Hindu castes 10.5% Muslims and others and 2.4% are S.T. This distribution as well as that of male/female drop out students need to be seen in the perspective of the enrollment of the respective groups. However, we find that the drop out rate is the highest in the classes VIII and IX and the lowest in the class XII.

Class -wise enrolment and drop out of PHSS has been presented by sex in the chapter III (see tables 3.1, 3.2 and 3.3).

The drop out students are at present engaged in several occupations, from which their aspirations differ. This has been presented in the table 5.27. At present most of the male and female students are engaged in domestic works, of the total drop-out students 95 have expressed their desire for readmission in school but only 37 students are pursuing their studies at home. Among them 36 are male students and only one female student. 39 male students are engaged in cultivation. Two male students of class VII have gone to work as assistants to truck drivers. One class VII drop-out student is working as labourer. A class VI student now works at Kurseong. One student of class VIII has gone to Delhi for work.

In PHSS from V to VIII classes there are no girl students but from IX to XII there are both male and female students. Among the total 123 students in class VIII most of the male students dropped out because at that time they try to get a government service as eight pass certificate is accepted in B.S.F. service or any other departments or railways. In class XII fewer students dropped out and in class IX female Rajbansi students drop out more because at that time they are married off or take up domestic works or look after their younger siblings but there are no S.T female students in class IX who have dropped out. So except only in class VIII and IX students of other classes drop out less. This table also shows that among the total students drop out rate is more among the Rajbansi students, both males and females.

**Table-5.23**

**Distribution of the drop -out students of PAJHS in different classes.**

Class	S.C.	S.T.	Total
V	3	1	4
VI	6	1	7
VII	-	1	1
VIII	-	1	1
Total	9	4	13

Drop out rate in PAJHS is much lower than that of PHSS. Out of 108 enrolled students only 13 have dropped out. Out of 99 S.C students 9 and out of 9 S.T. students 4 have dropped out (see table 4.6). This shows a very significant dropping out among the S.T. girl students.

Now we shall shift our attention to the educational level of the guardians of the drop-out students of the two schools. In the following table this will be presented.

**Table-5.24**  
**Guardian's educational level of the drop-out students**

Class	Illiterate	Primary	Secondary	College & Above	Total
<b>PHSS</b>					
V	3	2	10	-	15
VI	2	3	7	-	12
VII	-	3	7	-	10
VIII	3	8	12	1	24
IX	6	7	17	-	30
X	1	6	8	-	15
XI	2	6	5	1	14
XII	-	3	-	-	3
<b>Total</b>	<b>17</b>	<b>38</b>	<b>66</b>	<b>2</b>	<b>123</b>
<b>PAJHS</b>					
V	2	2	-	-	4
VI	1	6	-	-	7
VII	1	-	-	-	1
VIII	1	-	-	-	1
<b>Total</b>	<b>5</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>13</b>

From the above table we find the class-wise distribution of the drop out students by their parent's educational level. This table shows that most of the parent's education is upto the secondary level (53.66%) and only two parents are educated in college. From the table we also find that in class XII three parents are educated only upto primary stage. So we can say that their wards drop out from the school as they do not guide them in the study or try hard for pursuance of their study.

On the other hand in PAJHS there are no parents in secondary level or college level. Only eight parents are educated upto primary stage and five parents are illiterate among the total number of thirteen drop out students.

It may be noticed that in PAJHS all the drop out students come from those houses where the parents have not reached upto secondary level of education. But all the guardians stated that they want their children to be educated. They told me that every student, whether boy or girl, should study in higher level upto their capacity. For this reason they encourage the drop out students to go to school again.

In the present study we also tried to find out in which year and in which classes most of the students of the two schools have dropped out and why.

The table 5.25 shows the distribution of the students of PHSS by their class, sex and the educational problems which they face at home and at school or other.

**Table-5.25**

**Distribution of students of PHSS by their class, sex and educational problems.**

Class/ Sex	Problems			Total		
	At School	At home	Other	Drop - out - students		
				M	F	T
V	8	7	-	15	-	15
VI	2	10	-	12	-	12
VII	1	9	-	10	-	10
VIII	3	19	2	24	-	24
IX M	1	18	-	19	11	30
F	2	9	-			
X M	2	6	-	6	9	15
F	2	7	-			
XI M	2	9	2	13	1	14
F	-	1	-			
XII M	-	3	-	3	-	3
F	-	-	-			
Total M + F	19+4	81+17	4+0	102	21	123

From this table we find that most of the students have dropped out for problems at home. The girl students dropped out because they help their mother in domestic works thus they do not get enough time for study. As a result they failed at school examination and if they failed at the same class again and again then they dropped out from the school. Sometimes their parents stop their study for marriage thus often after passing class eight they do not want higher education for their daughters and prefer their marriage at an early age.

From the above table we find that in lower classes most of the male and female students dropped out but in higher classes like XI & XII the total number of dropped out students decreased. At that time they try to pass in the Higher Secondary examination. But in lower classes most of the students dropped out for economic problem, domestic works, cultivation, marriage ceremony and also for illness.

The poverty of the family is such that they do not give the bus fare to the students, do not buy their school materials or dress and provide no private tutor thus they find it difficult to pursue study and drop out from school. Some times they have to look after their lands and guide their labour in the cultivation. Sometimes the students go out side from villages to work in the industry or become a truck driver or tea garden labour.

**Table-5.26**  
**Distribution of students of PAJHS by their class and educational problems**

Class	Problems			Total
	At home	At School	Other	
V	4	—	—	4
VI	4	2	1	7
VII	1	—	—	1
VIII	1	—	—	1
Total	10	2	1	13

In the table 5.26 the distribution of the drop-out students of PAJHS by their class and their different problems which they faced has been presented.

Problems at home is the major reason why they dropped out from the school. We have found that for domestic works the girl students usually dropped out. One student in class VI dropped out because of her sister's death and other students dropped out for economic problem and because they failed in the same class again and again, because they do not get the study help from the family and they get no private tutor for their study. Sometimes the S. T. girl students go to tea garden for plucking tea leaves. Thus the main reason of dropping out from school is the poverty of their families.

**Table- 5.27**

**Distribution of the students of PHSS and PAJHS by their class, sex, present occupation, desire to study and marital status**

Class & Sex	Present Occupation				Want to study again in school		Marital Status		Total drop-out students
	Domestic work	Cultivation	Study at home	Other	Yes	No	Married	Unmarried	
<b>PHSS</b>									
V	7	3	5	-	12	3	-	15	15
VI	4	1	6	1	10	2	-	12	12
VII	2	4	1	3	6	4	-	10	10
VIII	4	10	9	1	16	8	1	23	24
IX M	6	8	5	-	18	1	-	19	19
F	10	-	1	-	6	5	6	5	11
X M	4	8	1	-	11	2	-	13	13
F	2	-	-	-	-	2	2	-	2
XI M	2	3	8	-	13	-	-	13	13
F	1	-	-	-	1	-	1	-	1
XII M	-	2	1	-	2	1	-	3	3
F	-	-	-	-	-	-	-	-	-
Total	42	39	37	5	95	28	10	113	123
M	29	39	36	5	88	21	1	108	109
F	13	-	1	-	7	7	9	5	14
Total IX-XII	25	21	16	-	51	11	9	53	62
<b>PAJHS</b>									
V	1	-	3	-	3	1	-	4	4
VI	5	1	1	-	4	3	-	7	7
VII	-	-	-	1	-	1	-	1	1
VIII	1	-	-	-	1	-	-	1	1
Total	7	1	4	1	8	5	-	13	13

The drop out students are at present engaged in several occupations, from which their aspirations differ. This has been presented in the table 5.27. At present most of the male and female students are engaged in domestic works. Of the total drop out students 95 have expressed their desire for readmission in school but only 37 students are pursuing their studies at home. Among them 36 are male students and only one female student. 39 male students are engaged in cultivation. Two male students of class VII have gone to work as assistants to truck drivers. One class VII drop out student is working as labourer. A class VI student now works at Kurseong. One student of class VIII has gone to Delhi for work.

From the table 5.27 we notice that among 123 total drop-out students 95 want to study again and 28 do not want. It can be noticed that among 14 girls students only 7 (50%) want to study again whereas of 109 males 88 (80.7%) want so. The male students want to read again for their future career and for the development of their new generation besides this they are eager to enroll again because they think that if they pass the Madhyamik examination or Higher Secondary examination then they will get a government job or it will help to improve their cultivation and help them to look after their property well. Most of the students of class IX, X, XI and XII want to study again but most of the students of class VIII do not want so.

We observe that most of the female students of classes IX-XI (9 students) are married but only one male student of class VIII is married. He has also a child. Of the female married students 4 have one child each. These 10 students who are married they do not want to read again for their preoccupation with domestic works but they said that their education is necessary for guiding their children's education. One married girl without any issue wants to study again.

In PAJHS most of the students are engaged in domestic works except one student, who is engaged in tea garden as labourer and also as wage labourer in cultivation. 4 students are reading at home for new admission in school. Among the total 13 students 8 students want to read again for their future career. We also observe that all the drop out students of PAJHS are unmarried.

### **Summing up:**

To sum up our findings about drop-out students we shall first mention the various parameters studied, which are ethnic group, sex, guardian's educational level, economic and social variables which creates problems in studying at home/school. The salient points that emerged will now be highlighted. Regarding ethnic group, we have not been able to find any significant relationship. The proportion of ethnic groups among the drop-out students more or less resemble that among the students enrolled.

On the other hand, gender difference in enrollment as well as in drop-out is observed clearly. This becomes more obvious when we try to find out the social constraints of study. The girls are more involved with domestic works or looking after their younger siblings. They are also married off at an early age, or are not allowed to study further in order to find a suitable groom, which is considered to become increasingly difficult with higher education of the girl. The guardians, specially the mother's education is relevant in the dropping out of the children from school.

However, economic problems create the most difficult hurdle for the continuance of the student's study. This has been found in the form of not getting help in study, in commuting to school by foot, in not getting proper dress for going to school, having to help the family by working in cultivation or other jobs, in case of girls, having to help the mother in her domestic and other chores. To overcome the family's economic stress quite a few male students have started working to earn money. Among the S. T. girls one has gone to work as labourer in tea garden. Most of the other girl students are engaged in domestic works.

Besides the social and economic variables attitude towards study is another major factor creating hindrance in the study of the students. To them the study is secondary to family life, besides the lack of time of the girls after taking care their marital and domestic duties. Although they state that they would like to pursue study further, but that is not shown in their actions. Very few try to pursue study at home preparatory to readmission to school. They feel their study is necessary for guiding their children's education and for their own future career. But they are stuck in the socio-economic quagmire of their surroundings.

Regarding the educational level of the family members of the students we have observed that educational attainment has gone up in this generation in both the schools, but it is more pronounced in case of the PAJHS. Illiteracy is lower among the siblings of the PAJHS students. This probably is due to the special facilities provided to the S. C and S. T students. The same facilities may have induced the students to enroll and continue studies in this school.

Secondly, we observe that the educational attainment of the fathers show positive relationship with the students education in both the schools. The same can be said about the mothers of the PHSS students but not so about the mothers of the PAJHS students. The siblings educational attainment has positive relationship with the students education in both the schools. Some relationship has also been observed with that of the other family members. Thus, education of the students is dependent on the education of their family members to a great extent.

Thirdly, we may point out the gender discrepancy in education in past as well as present is evident (from the Tables 4.12, 4.13, 4.15, 4.16, 4.18, 4.19, 4.21 and 4.22). When we compare the educational levels of the parents and siblings of the students of both the schools. The discrepancy is more pronounced in the parent's generation.

The relationship of education and the variables discussed in this chapter will be further examined in the next chapter. Besides these, aspects like social values and attitudes as determinants of education, will also be covered.