



THE MISSING STEPS...

A STUDY ON

**TRANSITION RATES OF CHILDREN FROM PRIMARY
TO UPPER PRIMARY TO SECONDARY LEVEL OF
SCHOOLING IN THREE DISTRICTS – MIRZAPUR,
JAUNPUR AND SOANBHADRA**

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CHAPTER - I

STUDY BACKGROUND & METHODOLOGY

INTRODUCTION

While UNICEF continues to work on core issues in Uttar Pradesh (India) and indeed in various other places round the world, the child continues to take center stage in its intervention endeavors. Perhaps in the context of a child no input is more important than facilitating development of the child's mind through suitable education initiatives. With this objective in mind, UNICEF has continued to spearhead various education based initiatives. UNICEF's strategy is built around three inter-linked themes: access, quality and equity in primary education. Besides striving to increase the outreach of primary education it also stresses on the quality of such outreach and foster an environment that promotes achievement among the children.

Between 2000 and 2007, UNICEF and IKEA Social Initiative have partnered to improve the lives of 0.56 million, 6-14 years children in the carpet belt of Uttar Pradesh (UP). During this period, UNICEF focused its activities in 500 villages in the three districts of Bhadohi, Jaunpur and Mirzapur, by providing access to education and immunization services.

While analyzing various types of secondary data to continue the initiatives in the most pertinent districts, UNICEF came across an INDICUS study which showed that 44 percent of the households in the districts of Mirzapur, Jaunpur and Sonbhadhra live below poverty line and 40 percent of children do not attend school regularly. To combat the dire situation in this region, UNICEF proposes stronger and systematic interventions that are based on research in the future and also to undertake research in the same region. The research activities include a baseline to find out the situation dynamics from the field before various activities and strategies are formulated to address the situation.

This study, envisioned in this context, proposes to undertake an understanding of the education scenario, specifically that of how children continue or do not continue with education as they move between the primary and upper primary levels of schooling and also from the upper primary to the secondary level of education. Besides collecting a sample of the transition rates between the primary, upper primary and secondary schools in the three districts of Mirzapur, Jaunpur and Sonbhadhra the study also delves into the transition dynamics.

STUDY OBJECTIVES

This study funded by UNICEF and conducted by Nalanda is undertaken in the three districts of Jaunpur, Mirzapur, and Sonebhadra (ref: annexure1 for district profiles) and in each block of each district.

The study has the following broad objectives:

- To provide rates of transition from the primary to the upper primary stage and also from the upper primary to the secondary stage of education.
- To assess reasons for non-transition of children.
- To assess attitudes of families in continuing to educate their children, especially girls.

Thus the study aims to develop an insight both into transition rates between the different levels of schooling and also the various dynamics associated with such transition.

It is expected that this study will motivate others to look into this vital aspect of education, where transition flips occur both due to demand side and supply side dynamics.

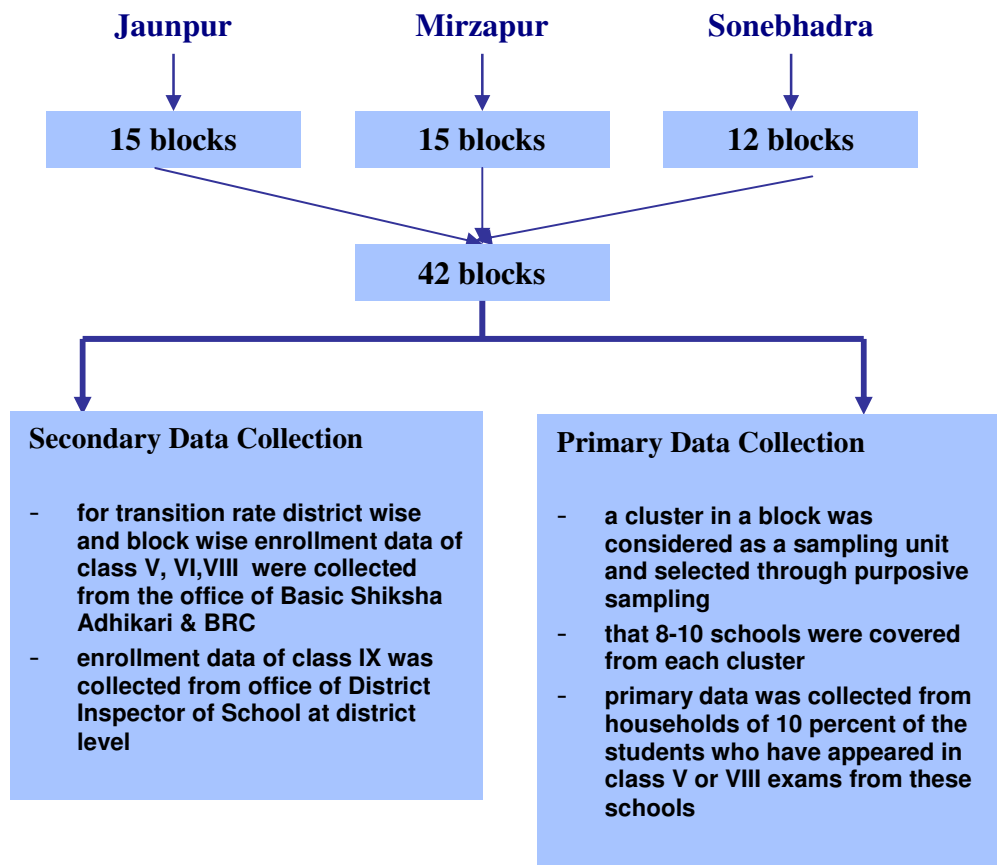
STUDY METHODOLOGY

Doing a study of this scale within a framework of cost and time constraints, at first appeared to be a heady task. However, after a careful analysis of the situation – the study scope and objectives and also the constraint's framework – it was felt that a careful chalking of methodology would enable us to get the action plan into clearer perspective. While chalking out the methodology it was kept in mind that the methodology should be up scalable and replicable in the future, should UNICEF, any other donor agency or even the Government choose to do so.

In this context the following methodology has been employed for the study:

- The study was conducted in each of the 42 blocks in the three districts of Jaunpur, (22 blocks), Mirzapur (12 blocks), and Sonebhadra (8 blocks).
- At first secondary data was collected regarding transition rates of children in the above mentioned districts from office of the district Basic Shiksha Adhikari (BSA), District Inspector of School, office of the Block Resource Centre Coordinator (BRCC) and School Report Card. (Ref: Page 12 Chapter III)
- At the next stage primary data collection was carried out.

- To explore the ground reality and simultaneously, to collect the qualitative aspect of transition and non transition of children; a cluster in a block was considered as a sampling unit and selected through purposive sampling.
- Each cluster has been bifurcated either as an urban cluster or as a rural one. It was expected that transition dynamics between the strata may vary and the study would explore this null hypothesis further.
- In this way while selection of blocks and clusters the rural urban strata were kept in mind.
- It was also decided that 8-10 schools would be covered from each block within a district. This was an approximate number of schools to be covered.
- Finally 359 schools consisting primary, middle and secondary schools were taken as units to generate the list of households, which form the primary sampling unit for this study.



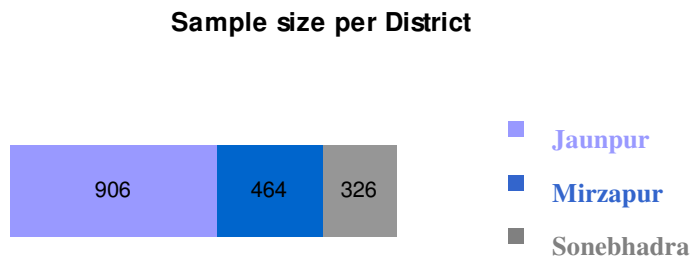
Once the clusters and schools within the clusters were selected in this manner, the study team proceeded to collect primary quantitative data from these schools.

Henceforth hundred percent of these schools were again taken and then used to collect data to cater to the second objective of our study – namely, to understand the transition dynamics.

- For the purpose detailed structured schedules were designed to collect intense quantitative data and some qualitative data (using open ended questions) from households of 10 percent of the children attending these schools.
- The data at household level enabled us to collect transition rates as well as detailed underlying transition and non-transition. This data was disaggregated as much as possible by school, class, gender, SC, ST, caste, religion; child labor households and those children from women headed households. Thus caste and social factors affecting the transition rates, as well as a host of other causal relationships were explored.
- At the household level these schedules were administered to the guardian (either father or mother as per availability, prioritizing father if both are available; or in case both are deceased, to the next closest living relative) of the child, whose name has been selected from the school list.

SAMPLE SIZE FOR PRIMARY DATA COLLECTION

The households covered by the study formed the sample base for the study. As mentioned above, 10 percent of the households of children studying in classes 5 and 8 in the selected schools were covered by the study. Data that was collected may be treated solely as primary data as it has been collected exclusively for the purpose of this study. Also the data collected at the household level is vital for this study not only to assess transition rates, but also to understand transition dynamics.



This chapter covers the demographic characteristics of the population of 1,696 households that were covered. One child from each household was taken to arrive at the transition rate for this study. In this way 906 students were covered from Jaunpur, 464 from Mirzapur and 326 from Sonebhadra. 10 per cent of the eligible children varied according to the number of children enrolled in the relevant classes, leading to differences in the number of children covered in each district.

TRANSITION RATE CALCULATION

In this study to identify the transition rate from primary to upper primary and upper primary to secondary level of education in three districts – Mirzapur, Jaunpur, and Sonbhadra of Uttar Pradesh, two years (2008-09 and 2009-10) block wise grades-specific enrolment data with the number of repeaters in the latest year was gathered and utilized. As secondary data to derive the transition rate district wise and block wise enrollment data of class V, VI, VIII were collected from the office of the Basic Shiksha Adhikari and the BRCC and enrollment data of class IX was collected from office of District Inspector of School at district level. Besides this to validate the transition rate derived on the basis of secondary data, data from schools were collected directly by selecting one cluster in each block through purposive random sampling and were treated as primary data. Disaggregated transition rates have been obtained separately by gender, and area wise (urban – rural).

The transition rate at different levels has been worked out on the basis of the formula used by the National University for Education Planning and Administration (NUEPA) in the District Information System for Education (DISE) and is given below:

For primary to upper primary level

$$\text{Transition Rate} = \frac{\text{New Entrants into Grade VI in year 't +1'}}{\text{Enrolment in Grade V in year 't'}} \times 100$$

For upper primary to secondary level

$$\text{Transition Rate} = \frac{\text{New Entrants into Grade IX in year 't +1'}}{\text{Enrolment in Grade VIII in year 't'}} \times 100$$

DATA COLLECTION TEAM

Members of the data collection team were at least graduates and were selected from each of the three districts. It was presumed that locals would enable better handling of local dynamics.

The interviewers were briefed at a centralized location and also attended mock call sessions before embarking for the field work.

HETEROGENOUS NATURE OF DATA

As has already been mentioned, data was collected both as primary and secondary data. When the secondary data collected from different sources was compared to other sources of secondary data and also to primary data it was found that often there is a variation in the data collected from the different sources/departments. Variations in the secondary and primary data sources were also seen. A few cases cited below are explored here:

- Data collected from the blocks, when consolidated often did not match the district level data.
- There are also differences between different studies done on collecting transition data.
- The collection management and consolidation of data is often done using different techniques, resulting in discrepancies.
- Various ground realities also lead to situations that impact on the accuracy while computing transition data. For example, private schools that often have no affiliation for the examination for Classes 5 and 8, have the children appear for exams from public schools in upper primary and then transition to secondary, where the headcount of students increases dramatically. This affects the overall transition rates. Again, the system has started allotting each child a unique number upon enrollment in class 9 which is referred to in the class 10 board exams. Often to get this certificate (of passing class 10) parents and guardians pull strings at local level to enable even drop out children to get somehow enrolled and receive this identification number to be able to appear in the Class 10 board exam. This also inflates the enrolment figures at this level.

CHAPTER - II

DEMOGRAPHIC CHARACTERISTICS

INTRODUCTION

As has been already mentioned in the last chapter, data for this study has been collected at several levels. These include the district, block and NPRC level. A lot of this may be considered as secondary data as this study has not collected or compiled the data but noted data that has already been collected by the government at various levels.

At the same time data has been collected from 10 percent households which have school going children in the transition classes (5 and 8). Various characteristics of this sample are presented in this chapter.

SCHOOL TYPES

From the school perspective, this study has covered mainly Government schools. The households of sampled students thus mostly consist of households that send the child to a government school. Thus the study covers 1479 households where the sampled student attends a government school, 200 households where the sampled student attends a private school, 3 households where the sampled student attends a NCLP school and 12 households where the sampled student attends a Madarsa. Two households have not given a response to the question. The households, as already mentioned, were those to which 10 percent of the students in the various schools belong. In this way, 87 percent of the households have a child who attends government school, 12 percent who attend private schools while NCLP and Madarsas together make up for approximately 1 percent of the students.

District wise the proportion of the sampled children studying in government schools are as in Table-1

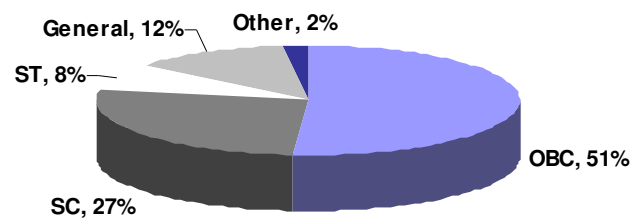
TABLE -1

District	Percentage
Jaunpur	81
Mirzapur	90
Sonbhadra	99

Source : Primary Data

CASTE COMPOSITION

The study shows that the sample is dominated by OBC households, followed by SC households. The households belonging to general category come in only a distant third. According to the data half of the households (50.5percent) are OBC households. This is so for the districts. 53 percent of the households in Jaunpur, 49 percent in Mirzapur and 44 percent of the sampled households in Sonbhadra are OBC households.



In the total number of households in the three districts 27 percent households are SC households, while 12.4 percent households are from general community. Another eight percent households are from ST community and the remaining 2.1 percent are from 'Others'.

What is notable is that in the three districts as much as 85.5 percent of the households sampled in this study belong to the SC, ST or OBC categories combined.

TABLE – 2

CASTE COMPOSITION

	Jaunpur	Mirzapur	Sonbhadra	Total
General	138	43	29	210
SC	250	125	82	457
ST	15	57	65	137
OBC	480	229	142	851
Other	19	8	8	35
NR	4	2	0	6
Total	906	464	320	1696

Source : Primary Data

RELIGIOUS COMPOSITION

In terms of religious composition households from Hindu families form a whopping majority of the households. In fact approximately 94 percent households (94.3percent) are Hindu households. The Muslims form 5.5 percent of the households in this study. Sikhs and Jains are negligible in forming only 0.1 percent of the households.

TABLE – 3
RELIGIOUS COMPOSITION

	Jaunpur	Mirzapur	Sonbhadra	Total
Hindu	856	436	309	1601
Muslim	47	28	17	92
Sikh	1	0	0	1
Jain	2	0	0	2
Total	906	464	326	1696

Source : Primary Data

FAMILY SIZE

The size of the families included in the study varies over a wide range of 'less than 4 members' per family to 'more than 7 members' per family. The modal family size is 5, with approximately 28 percent families having five members, followed by approximately 23 percent families having six members.

As much as 55.4 percent families have a size of 6 or more members. In contrast only 16.4 percent families have a size of 4 or less.

TABLE – 3
FAMILY SIZE

No. of members	Percentage of total families
More than 7	18.1percent
= 7	14.6percent
= 6	22.7percent
= 5	28.2percent
= 4	12.4percent
Less than 4	4.0percent
Total	100.0percent

Source : Primary Data

FAMILY INCOME

The average family income of the modal family (27.6percent) is between Rs. 2,000 to Rs. 3,000 per month. In fact 21.3percent of the families have a monthly income of even less than Rs.2000 per month, while approximately 18 percent families have a monthly income that ranges between Rs. 3,000 to Rs. 4,000 per month.

In contrast, less than 2percent families (1.6percent) have an income of over Rs.15,000 per month, about 1percent families have a monthly income between Rs.10,000 to Rs.15,000 and approximately 4percent percent families have between Rs.8000 to Rs.10 000 of monthly income.

TABLE – 4
DISTRIBUTION OF FAMILIES INCOME WISE

Average Monthly Income	Percentage
Less than 2000	21.3%
2000-3000	27.6%
3000-4000	17.7%
4000-5000	16.6%
6000-8000	10.2%
8000-10000	3.7%
10000-15000	1.3%
More than 15000	1.6%

Source : Primary Data

PRIMARY BREAD WINNER

Male dominance is prominent so far as family income generation is concerned. In as many as 79 percent households, the father of the child is the primary bread winner in the family. In approximately 6 percent households however, the mother is the primary bread winner. In another 6 percent households a brother of the child sampled for this study is the prime earner. **What is notable is that in almost 2 percent households one or more children are the primary bread winners.**

SOURCE OF HOUSEHOLD INCOME

Agriculture continues to be the predominant source of income in the rural areas. In fact 47 percent of the households draw income from agricultural proceeds of their own land. 12 percent draw household income by working on the land of other people.

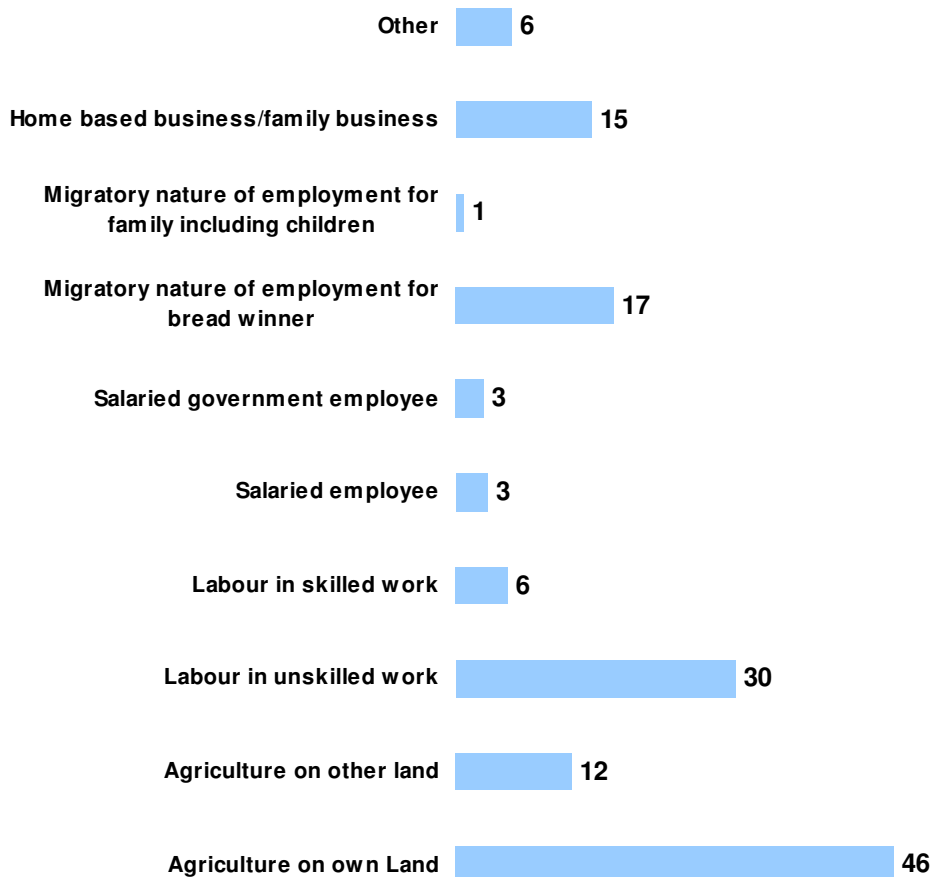
CHILD LABOUR

The findings from the study show that 10 percent of households who responded to the query conceded that they have one or more child labors in their family. In contrast 90 percent said that they have no child labours in the household.

At the same time labour is also steadily emerging as an important income earner, with 30 and 6 percent of the households respectively earning their income from unskilled and skilled labour. Some 3 percent of households have a salaried employee while 3 percent households have a government employee. As many as 15 percent households have home based or family business.

Migration continues to have a significant contribution to employment as it does in most rural parts of Uttar Pradesh. In 17 percent households the primary bread winner is a migrant while in another 1 percent households the entire family including children have a migratory nature of employment. These are represented in the table below:

Main Source of Family Income (Percentages)



FEMALE HEADED HOUSEHOLDS

The study findings show that most of the households covered by the study are male headed households. Thus in these 93 percent households the male is the predominant bread winner and decision maker. However, in 7 percent households the female is both the primary bread winner and decision maker and qualify as female headed households.

CHAPTER – III

SECONDARY DATA FINDINGS ON TRANSITION RATE

INTRODUCTION

One of the important indicators for the efficiency of Primary, Upper primary and Secondary education system is the transition rate from one level to another. This will impact the proportion of students moving into higher rungs of education.

The formula used for calculating the transition rates from secondary data is a standard one and has already been mentioned in the chapter on study methodology. In this chapter we look into the transition rates and also the variations in transition rates based on gender, caste and location.

DISTRICT WISE TRANSITION RATE:

Transition from Primary to Upper Primary:

Secondary data collated shows that overall 63.6 percent children have made transition from primary to upper primary in the three districts combined. This is in the year 2007-2008 as per the DISE state report card – 2008-09 of elementary education in India. While the transition rate district wise calculated on the basis of secondary data collected from BSA office of the year 2009-10 are as follow in table- 5

TABLE – 5
District Wise Transition Rate

DISTRICT	PRIMARY TO UPPERPRIMARY		
	BOYS	GIRLS	TOTAL
SONBHADRA	70.5	72.9	71.7
JAUNPUR	64.3	63.2	63.7
MIRZAPUR	55.0	58.0	56.4
TOTAL	63.0	63.8	63.4

Source: Data collected from BSA office – 2009-10

Based on the secondary data it may be pointed out that among the three districts Mirzapur has the lowest transition rates from the primary to the upper primary level.

There is no secondary data available for religious minority, which has been clubbed under OBC

Upper Primary to Secondary Transition

The secondary data figure for upper primary to secondary transition was found to be well over 100 percent. Using the secondary data the transition rate calculated for transition from upper primary to secondary was as follow in table – 6.

TABLE – 6
TRANSITION RATES FROM UPPER PRIMARY TO SECONDARY

Districts	Transition rates from Upper primary to Secondary
Jaunpur	146.6
Mirzapur	97.7
Sonebhadra	144.8

Source: Data collected from BSA office and District Inspector of School- 2009-10

Given that transition rates are above 100 percent in Jaunpur and Sonbhadra, raises concerns about the veracity of the data provided. Consequently, this data has not been considered while freezing the baseline values for transition rates from upper primary to secondary level of schooling.

GENDER AND TRANSITION

Data as shown in table -5 the difference in transition rate between boys and girls at primary level is not high, with approximately 63.8 percent girls and 63 percent boys transitioned from primary to upper primary level.

CASTE AND TRANSITION

Among the various castes the same trend of higher transition for girls continues in primary to upper primary transition. However, substantial difference is noticed in the transition rates between the boys and girls in Sonebhadra district. The girls from SC households in Sonebhadra district also show maximum primary to upper primary transition at 90 percent. In contrast the ST girls in Mirzapur district show the minimum primary to upper primary transition at 31.9 percent. This is close to one third the transition of SC girls in Mirzapur district!

TABLE – 7
DISTRIBUTION OF TRANSITION RATE PRIMARY TO UPPER PRIMARY CASTE WISE AND
GENDER WISE

DISTRICT	SC			ST			OBC			GEN.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
SOANBHADRA	74.3	90.1	82.1	67.3	80.8	73.1	71.6	66.9	69.4	66.8	84.4	73.3
JAUNPUR	64.7	62.7	63.7	-	-	-	64.5	63.1	63.8	61.4	63.9	62.7
MIRZAPUR	52.8	56.7	54.6	43.9	31.9	38.5	54.4	57.1	56.2	60.2	65.7	62.9
TOTAL	62.0	65.9	63.9	67.1	80.4	72.9	62.9	61.8	62.3	63.1	69.3	66.0

Source: Data collected from BSA office – 2009-10

The above table also shows that total figures are weighted averages rather than simple averages and reflect not only on the transition rates but also on the presence of certain castes in a district. For example, Jaunpur secondary data does not reflect on the presence of any ST community while the presence of ST community in Mirzapur is very low.

CONCLUSION

A synoptic view of the secondary data is revealing in certain ways. It shows that while girls continue to be marginalized both state wise and nationally so far as literacy rates are concerned the general trend in the three districts is that girls have a better transition rate both from primary to upper primary and from upper primary to secondary. The trend is only marginally reversed in the Muslim community. The chapter also brings to light the infeasibility of transition figures that are taken from secondary data sources so far as upper primary to secondary transition is concerned. This shows that there is a definite need to fine tune the data collection tools at this level.

CHAPTER - IV

TRANSITION DYNAMICS (Primary Data)

This chapter is a continuation of elucidating on the transition dynamics of school children from primary to upper primary and upper primary to secondary. The last chapter threw light on the income dynamics of the households covered in the study. Here we try to understand the attitude and perceptions which have a direct or indirect bearing on the continuation of education of children in a household. Simultaneously it also explores the attitude towards educating a girl child, whether such attitude differs substantially from that of educating a boy and whether the difference of attitude, if any, can be an impediment to transition of a girl child.

TRANSITION RATE

Data shows that approximately 62 (61.7) percent of the children who have been covered by the study have made a transition either from primary to upper primary or from upper primary to secondary. Among them the balance is tilted in favor of girls with approximately 63 percent of girls making the transition overall. In contrast 60 percent of the boys made the same overall transition.

However while the level of gender disparity is low the discrepancy is high between transition rate of the two levels – namely, transition to upper primary and transition to secondary.

These are given in the tables- 8 and 9 below:

TABLE – 8

TRANSITION RATES FROM PRIMARY TO UPPER PRIMARY IN 3 PROJECT DISTRICTS

District	Transition Rates (percent)		
	All Children	Girls	Boys
Jaunpur	59	61	58
Mirzapur	79	80	78
Sonbhadra	71	75	66
All districts	67	68	66

Source : Primary Data

TABLE – 9

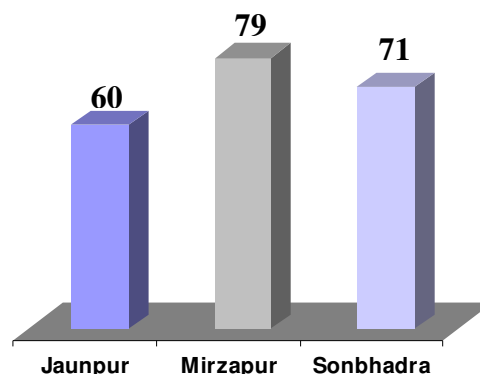
TRANSITION RATES FROM UPPER PRIMARY TO SECONDARY IN 3 PROJECT DISTRICTS

District	Transition Rates (percent)		
	All Children	Girls	Boys
Jaunpur	46	47	44
Mirzapur	62	65	58
Sonbhadra	74	70	77
All districts	62	63	60

Source : Primary Data

The transition rate from primary to upper primary is partially higher than secondary data (which stated 63 percent) at 67 percent. The transition rate for boys at 66 percent is lower than that for girls at 68 percent.

While the primary data findings closely resemble the secondary data findings so far as primary to upper primary transition is concerned the district wise data differs substantially between the two. In primary data Mirzapur shows the best transition rates from primary to upper primary at 79 percent while Jaunpur has the worst rate at 59 percent. The corresponding transition figures found in Sonebhadra district is 71 percent. In contrast in secondary data Mirzapur had the worst transition figure while Sonebhadra had the best figures.



Boys have an approximate transition rate of 66 percent and girls have a transition rate of 68.65 percent. In upper primary to secondary transition Sonebhadra has the best transition figure at 74 percent approximately, followed by Mirzapur at 62 percent and Jaunpur at 46 percent.

According to primary data the transition level from upper primary to secondary is substantially lower at 55 percent. Again the lower transition figures are those for boys at 54 percent. Those for girls are higher at 56 percent (56.54). At the upper primary to secondary transition level a comparison between primary and secondary data is not possible, as secondary data shows unrealistic transition rates exceeding 100 percent.

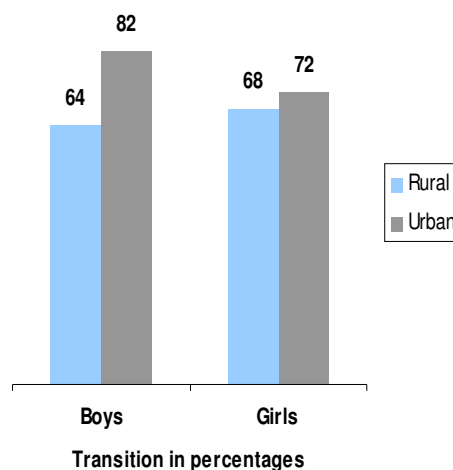
There are two facts that may be deduced from here. One that in a cohort based analysis the percentage of children who progress into higher classes has shown a decrease. Two,

that there is perceptible difference between secondary data and primary data findings, thereby showing that better data collection, collation and interpretation procedures must be adopted by the government to lend it greater accuracy. This discrepancy exists in the upper primary to secondary transition figures where various factors have added to the inaccuracy of secondary data (ref: Chapter I).

RURAL URBAN TRANSITION DYNAMICS

The overall transition in rural regions is 61 percent. That for urban regions is approximately 67 percent.

The gender balance in rural regions continues to be with the girls with almost 63 percent of the girls but only around 59 percent of the boys making transition in rural areas. However, we find a role reversal of sorts in the urban areas where approximately 70 percent of the boys but only some 64 percent of the girls is making a transition either from primary to upper primary or from upper primary to secondary.



The rural urban transition rates are given below in table – 10 and 11

TABLE – 10

TRANSITION RATES IN RURAL AND URBAN AREAS FROM PRIMARY TO UPPER PRIMARY IN 3 PROJECT DISTRICTS

District	Rural Transition Rates (percent)			Urban Transition Rates (percent)		
	All Children	Girls	Boys	All Children	Girls	Boys
Jaunpur	57	59	55	83	73	94
Mirzapur	80	82	79	71	69	73
Sonbhadra	70	75	64	79	78	80
All districts	61	63	59	67	64	70

Source : Primary Data

TABLE – 11

**TRANSITION RATES IN RURAL AND URBAN AREAS FROM UPPER PRIMARY TO
SECONDARY IN 3 PROJECT DISTRICTS**

District	Rural Transition Rates (percent)			Urban Transition Rates (percent)		
	All Children	Girls	Boys	All Children	Girls	Boys
Jaunpur	47	49	5	31	26	35
Mirzapur	63	67	59	43	45	40
Sonbhadra	69	63	75	100	100	100
All districts	61	57	64	54	57	50

Source : Primary Data

INCOME AND TRANSITION RATES

The study has also tried to understand the transition rates as per incomes levels of families. This is given in the table- 12 below:

**TABLE – 12
TRANSITION RATES AS PER INCOMES LEVELS**

Monthly Income (Rs)	Transition rate Primary to Upper Primary (percent)	Transition rate Upper Primary to Secondary (percent)
< 2,000	72	63
2,000 – 4,000	66	54
4,000 – 8,000	68	56
8,000 – 15,000	77	54

Source : Primary Data

It was found that income levels do not have a correlation with transition rates. In the households with monthly income less than Rs.2000 a month the primary to upper primary transition rate is 72 percent, in the Rs.2000 – 4000 income households the corresponding figure is 66 percent, in the Rs.4000 – 8000 category 68 percent made the same transition and in the Rs.8 000 – Rs.15 000 households the transition is 77 percent. This shows that children from the BPL or close to BPL households are more sincere about continuing their education up to the upper primary level, once they receive an admission to school and so are the families with relatively higher income slabs.

In the upper primary to secondary transition there is a transition of 63 percent in then households that have a monthly income below Rs.2000. There is a drop in transition in the Rs.2000 – Rs.4000 households where the transition rate is 54 percent. There is however an increase in transition in the next income slab of Rs.4000 – Rs.8000 where the rate shows a

marginal increase to 56 percent and in the Rs.8000 to Rs.15 000 there is again a marginal decline and the transition rate is 54 percent.

The above figures show that there is no definite correlation between income and transition rates either from primary to upper primary or from upper primary to secondary. Instead there is definite erratic nature of data. What stands out though that transition rates both to upper primary and secondary follow more or less similar patterns across income groups.

REASONS FOR DROPPING OUT OF SCHOOLS

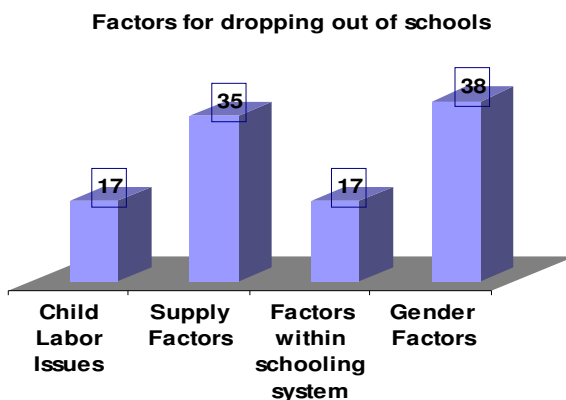
Respondents who offered their reasons gave various factors for the child having dropped out of school. In 13 households the child could not go to school as he or she was expected to help in family earnings. Another 4 households considered it redundant to send the child to school as the child is already earning. Thus a total of 17 households conceded that the child being tracked is already earning and is thus a child labour.

For 16 households however, the drop out from school is a forced one as there is no school in the vicinity. Another 19 households felt that schooling will be discontinued anyway in the next level of schooling and just took their wards off the system in advance. So here a distance factor combined with an attitudinal one has broken the train of transition. Here the supply chain has taken a predominant role in the child having discontinued education.

There were also other factors associated with the supply side. According to six households had withdrawn their wards from further schooling due to corporal punishment in school and 11 households felt that it is useless encouraging their wards to go to school when there is limited progress in school and/or teachers regularly absent themselves.

Gender factors play a pivotal role in breaking transition chain for 38 households. Among them 13 households felt that it is not necessary for a girl child to know more, 9 households felt that it is redundant educating a girl child further as she will anyway get married and move away to a new household, another 13 households felt that it was necessary for the child to stay at home and attend to household chores while 3

households felt that growing girls should not be encouraged to go out of home.



However, for all parents who said that their child had dropped out of school, as much as 95 percent said that the child had dropped out only after appearing for the last examination in primary (class 5) or upper primary (class 8).

FACTORS THAT AFFECT DECISION BEHIND CHILD'S EDUCATION

Respondents were probed to understand the attitude and causes behind furtherance or otherwise in educating their children. It was found that there are various factors that affect parent's or guardian's decision to have their wards continue education or otherwise.

However parents and guardians were also found to take into account the merit of their ward in their decision making process. 4 percent parents felt that they would not want their wards to continue education too far as they were not particularly meritorious, while 16 percent felt that their wards were meritorious and deserved to study. 16 percent households also felt that the child is studying simply because he/she wants to.

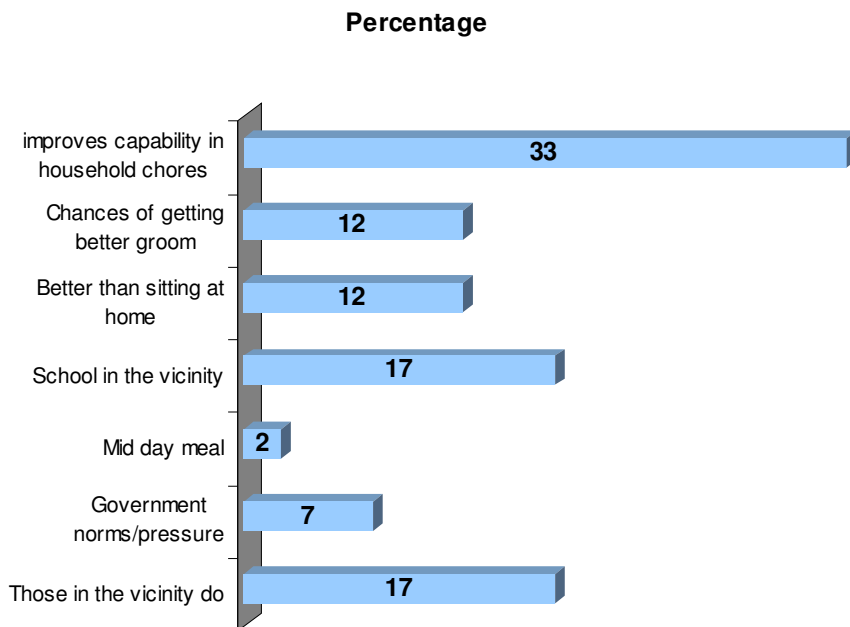
Answers show that various reasons that may jeopardize further education of girl children have to do with gender barriers. 16 percent families felt that their daughter would be married away, 9 percent families felt that their daughters would have to look after household chores and thus would not be able to attend schools, 4 percent families felt that they do not want young girls to go out too often, 7 percent households felt that it was not prudent for girls to be too qualified as overly qualified girls require more dowry and 3 percent did not find it socially acceptable that young girls and boys should be studying together.

It was also found that families were waking up to the long term benefits of studying and education but most of them have solely the economic benefits in mind. 25 percent households said that they would not want their children to have the same standard of living as they do and felt that education would make a difference. 27 percent households felt that educating their child further would allow the child to get a government job, 20 percent felt that further education for their child would allow them to get specific planned jobs. In contrast only 7 percent households felt that one must study more to get to know life better.

FACTORS BEHIND SENDING DAUGHTERS TO SCHOOL

Fortunately data shows that all is not lost so far as educating a girl child is concerned as various factors instigate parents to send their daughters to school. A lot of the factors that prompt families to send their daughters to school are however external rather than

intrinsic. Social pressure, government norms and the advantages of the mid day meal scheme are some factors that instigate a family to send girls to school. In fact, 17 percent households send their daughters to school because others in the vicinity does so, 7 percent did so due to government norms and pressure while 2 percent sent their daughters to school owing to mid day meal facility.



For 17 percent the supply factor played a pivotal role and they send their daughters to school simply because there is a school in the vicinity. 12 percent also felt that sending a daughter to school is better than having her sit at home.

Family life aspects also motivated households to send girls to school. 12 percent families felt that sending their daughters to school upped their daughter's

chances of getting a good groom and 33 percent households felt that some schooling would later enable their daughter to tackle household chores more efficiently.

FACTORS BEHIND INTENTION TO CONTINUE SENDING DAUGHTER TO SCHOOL

There are various factors that encourage parents to continue sending their daughters to school in the future. Again some of these are external. 4 percent felt that government policy and pressure forces them to continue to educate their children. Another 1 percent said that the mid day meal scheme is a definite catalyst.

There are a sizeable percentage of respondents who see some future advantages of education in wanting to continue educating their daughters. 19 percent felt that it was

necessary for a girl to read and write well, 15 percent felt that education prepares the girls for various eventualities, 10 percent felt that education is as important for a girl as for a boy and 11 percent said that education should enable a girl to get a job and earn money.

Again advantages of family life issues may continue fostering some parents to send their daughters to school. 9 percent said that continuing to educate their daughters would enable them to get a better groom and as much as 23 percent said that an educated girl would be able to attend to household chores better.

CONCLUSION

The chapter throws light on a few facts as well as a few myths. One, child labour is not a veritable cause for low attendance or transition to school. Two, the number and percentage of female headed households is very small and does not substantially impact the transition rates. Three, there does not appear to be a definite correlation between household income and current transition. At the same time it comes to light that upper primary to secondary transition figures must be collected in a newer way to be able to come at realistic figures, that secondary data do not reflect. So for secondary data the methods of data collection need to be scrutinized and revisited. Gender issues and inability to perceive any direct correlation between school level studies and income are two primary factors that dissuade parents from sending children to school. While supply side issues do exist, it is more in the demand side issues and perceptions that causes of low transition must be sought.

Annexure I

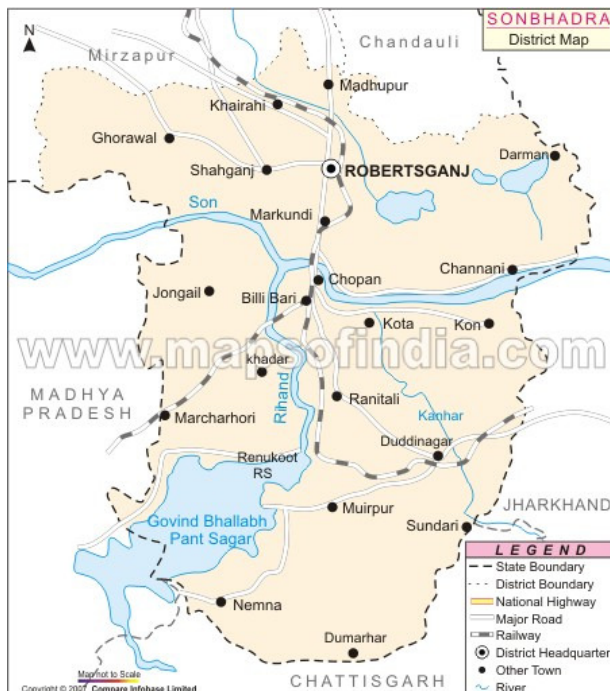
SONEBHADRA

Sonebhadra is a district bordered by three states. It is surrounded by Bihar state to the northeast, Jharkhand state to the east, Chhattisgarh state to the south, and Madhya Pradesh state to the west. It is also bordered by Mirzapur district to the northwest and Chandoli district to the north.

Sonebhadra is an industrial place and has many big names of the industries. The Hindalco Aluminium Plant, Renukoot, the Kanoria Chemicals, Renukoot, Chunar Cement Factory, Singrauli Thermal Power Plant NTPC are only some of the names in the district.

A few other distinctive facts about the district would be:

- It is dominated by rural areas since urban areas cover only some 4 percent of the habitation. The district has as many as 1372 villages and a total projected population (for 2008) at 1,715,982.
- The literacy level at 49.96 is below the state average. The male female disparity in literacy is also higher than the state average with 63.79 of males and only 34.26 of females being literate.
- In fact the district only has 1209 government schools of which 1106 are primary schools, 28 are junior high schools, 61 are high schools, 10 intermediates and only 4 graduation facilities.



- The district has a skeleton health system supported by primary health facilities and very limited number of private facilities. It has a district hospital, 4 CHCs, 4 PHCs, 24 additional PHCs and 1 sub-center and 1 female hospital each.
- The district is not as highly populated as some other districts of Uttar Pradesh, with a population density of 216 persons per km².

MIRZAPUR

The Mirzapur district came into existence in 1861 after its separation from Allahabad. Again in 1989, a part of it was separated to form district “Sonbhadra”, which has already been mentioned in the annexure. The district is surrounded by Sant Ravidas Nagar & Varanasi districts in the north, State of Madhya Pradesh & Sonbhadra district in the south, Chandauli district in the east, and Allahabad district in the west.

Some facts that characterize the district are:

- It has an area of 4521 square km with a projected population of 2,074,709 in 2008.
- Again the rural existence is predominant with 86 percent of the population living in rural areas.
- The number of female per 1000 male is less than 1000, with only 47 percent of the population being male and the rest female.
- The district has 2268 schools with 1631 of them being primary schools, 456 being junior high schools, 120 being high school and 33 intermediate facilities. There are also 19 graduate and 9 post graduate institutions.
- The district has a literacy rate of approximately 44 percent, with the male literacy rate at 66 percent being exactly twice the female rate.
- There are a total of 364 government health care facilities in the district which include a district hospital, 7 CHCs, 33 PHCs and other facilities like additional PHCs sub centers, female hospitals etc.



JAUNPUR

Jaunpur is a district in the Varanasi Division of Uttar Pradesh state in India. The district is located to the northwest of the district of Varanasi in the eastern part of the North Indian state of Uttar Pradesh.

- According to the 2001 census, Jaunpur district had a population of 3,911,678, with the urban area having accounting for 168,851 people.
- As of 2001 India census [1], Jaunpur had a population of 159,996. Males constitute 53percent of the population and females 47percent. Jaunpur has an average literacy rate of 65percent, higher than the national average of 59.5percent: male literacy is 71percent, and female literacy is 58percent. In Jaunpur, 14percent of the population is under 6 years of age.
- Jaunpur has a very high concentration of colleges as compared to most other districts in U.P. It has more than 20 undergraduate colleges and 130 colleges up to high-school (twelfth grade - called "Intermediate" in the local system).

