

CHAPTER - III

**DOSE QUI PROBLEMA - IT'S NATURE OF THE HIGH
SCHOOL STUDENTS IN KOLKATA**

CHAPTER - III

DROP-OUT PROBLEM - IT'S NATURE ON THE HIGH SCHOOL STUDENTS OF KOLHAPUR

Before we set to begin to analyse the various Drop-out rates for different standards and the various reasons involved, we shall examine what are the basic educational characteristics of the total 45 High Schools of Kolhapur.

**Table No. 1.1 Showing distribution of High Schools
according to category 'Grantable' and
'Non-grantable'.**

S.No.	Grantable	Non-grantable	Total No. of High Schools
1.	42 (93.2%)	4 (8.8%)	45 (100%)

From the above table, it is seen that majority High Schools that is 42 (93.2%) Schools receive regularly State Government's Grants.

Table No. II : Showing distribution of High Schools 'Rural and 'Urban' categories of the High Schools in Kolhapur.

S.No.	Rural High Schools	Urban High Schools	Total No. of High Schools
1.	15 (33.4%)	30 (66.6%)	45 (100%)

It is observed that out of 45 High Schools broadly 30 (66.6%) High Schools are 'Urban' students, while 15 High Schools (33.4%) High Schools have mainly 'Rural' area students. However, a large agricultural, traditional population still lives in the neighbouring villages which continues to exercise it's rural influence on Kolhapur and naturally on it's High Schools too.

Table III : Showing distribution of the High Schools according to their percentage of 'Illiterate' Parents.

S.No.	Parents	Range 0-25%	Range 26-50%	Range 51-100%
1.	Illiterate Parents High Schools	8 (13.6%)	8 (17.7%)	31 (68.7%)

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1. It is observed that 31 High Schools (68.7%) out of total 45 have 51 to 100 percent illiterate parents. In other words majority of the High Schools have still the problem of 'Illiterate Parents', who do not take active interest in the progress of their children.

Table IV : Showing Girls and Boys strength in the High Schools of Kolhapur city during the year 1986-87

S.No.	Students	Total strength of 45 High Schools	% of total No. of students.
1.	Boys	19,451	53.9%
2.	Girls	17,085	46.1%

Table V : Showing distribution of High Schools according to their student strength.

		A	B	C	D
S.No.	Total No. of High Schools	1-250	251-500	501-750	751 above
S t u d e n t s					
1.	45	6	12	11	16

A - Below 250 strength, B - Below 500 strength

C - Below 750 strength, D - Above 751 strength

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It is observed that the majority of the High Schools in Kolhapur city have above 250 strength and 27 High Schools have more than 500 students' strength. Out of 45 High Schools are exclusively Girls' High School and 4 are Boys High Schools ; 33 are mixed ones with co-education.

Table VI : Showing total strength of female and Male Teachers in High Schools of Kolhapur City during year 86.87

S.No.	No. of High Schools	Female Teachers	Male Teachers	Total
1.	45	403 (43.7%)	545 (56.3%)	948 (100%)

It is observed that in the 45 High Schools there are 545 male teachers and 403 female teachers. In other words male teachers (56.3%) are more than female (43.7%) teachers.

Table VII : Showing male and female teachers strength distribution according to High Schools.

S.No. Teachers	1-10	11-20	21-30	31-40	41-50
1. Female	34 (75.4%)	8 (17.7%)	1 (2.3%)	1 (2.3%)	1 (2.3%)
2. Male	21 (46.4%)	19 (42.1%)	3 (6.9%)	2 (4.6%)	0 (0%)

It is observed that 34 High Schools Female strength and 21 High Schools Male teacher strength are below (1-10) category. Also 8 High Schools Female Teacher Strength and 19 High Schools Male Strength (11-20) category. Therefore it is seen that less than (at least 15 teachers) 50% of the total High Schools in Kolhapur have sufficient number of teachers.

Table No. VIII : Showing distribution of the High Schools according to available facilities like Building, Play-ground, Science Laboratory Library, Staff etc. in Kolhapur city.

S.No.	Nature of facilities	No. of High Schools	Percentage
1.	Good	12	26.7%
2.	Medium	25	55.6%
3.	Poor	8	17.7%
		45	100%

It is observed that out of 45 High Schools, 12 High Schools have good facilities, 25 High Schools have medium

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facilities, and other 8 High Schools have poor facilities. In other words, majority of the High Schools have medium facilities in Kolhapur, therefore, it is necessary to improve their available facilities such as Play-ground, Science Laboratory, Library etc. This is a very important factor in the education of the students.

Table IX : Showing distribution of the Schools according to their S.S.C. Annual results during March, 1986.

RESULTS IN PERCENTAGE

S.No.	Total No. of High Schools	P e r c e n t a g e			
		0-25	26-50	51-75	76-100
1.	45 (100%)	12 (26.9%)	15 (33.4%)	10 (22%)	8 (17.7%)

It is observed that 12 High Schools (26.9%) have 0 to 25 percentage of S.S.C. result and 15 Schools (33.4%) have 26 to 50 percentage of S.S.C. results. Further 10 High Schools have 51 to 75 percentage of S.S.C. result and 8 High Schools (17.7%) have 76 to 100% percentage of the S.S.C. result. In other words out of 45 schools there are 27 High Schools

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(60.3%) whose result is below 50% and they have to further improve their S.S.C. results. This is another important factor (S.S.C. performance) affecting the Drop-outs of students.

THE DROP-OUT PROBLEM :

The present investigation studies the drop-out students from standards V to X for the academic year 1985.

The following is the table which indicates the drop-outs standardwise total 45 High Schools in the city of Kolhapur.

Table No. X : Distribution of the High Schools according to their Drop-out rate, standardwise during the year 1985-86.

Standard	Drop-out Rate of Students			Total No. of students.
	0 to 10	11 to 20	21 to 40	
A) V	45 (100%)	0 (0%)	0 (0%)	45 (100%)
B) VI	42 (93.3%)	3 (6.7%)	0 (0%)	45 (100%)
C) VII	40 (88.8%)	5 (11.1%)	0 (0%)	45 (100%)
D) VIII	36 (80%)	8 (17.7%)	1 (2.3%)	45 (100%)
E) IX	32 (71%)	11 (24.4%)	2 (4.6%)	45 (100%)
F) X	12 (26.9%)	16 (35.5%)	17 (37.7%)	45 (100%)

A) As regards Vth standard drop-out rate in the range of 0 to 10 students all the 45 High Schools (100%) fall in this category.

B) As regards VIth standard drop-out rate in the range of 0 to 10 42 High Schools out of 45 High Schools (93.3%) fall in this category.

C) As regards VIIth standard drop-out rate in the range of 11 to 20, 3 High Schools out of 45 High Schools (6.7%) fall in this category.

As regards VIIIth standard drop-out rate in the range of 0 to 10, 40 High Schools out of 45 High Schools (88.9%) fall in this category.

As regards VIIIth standard drop-out rate in the range of students 11 to 20, 5 High Schools out of 45 High Schools (11.1%) fall in this category.

D) As regards VIIIth standard drop-out rate in the range of students 0 to 10, 36 High Schools out of 45 High Schools (80%) fall in this category.

As regards VIIIth standard drop-out rate in the range of students 11 to 20, 8 High Schools out of 45 High Schools (17.8%) fall in this category.

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As regards VIIIth standard drop-rate in the range of students rate 21 to 40, 1 High School out of 45 High Schools (2.3%) fall in this category.

- E) As regards IXth standard drop-out rate in the range of students 0 to 10, 32 High Schools out of 45 High Schools (71.0%) fall in this category.

As regards IXth standard, drop-out rate in the range of students 11 to 20, 11 High Schools out of 45 High Schools (24.4%) fall in this category.

As regards IXth standard, dropout rate in the range of students 21 to 40, 2 High Schools out of 45 High Schools (4.6%) fall in this category.

- F) As regards Xth standard, drop-out rate in the range of students 0 to 10, 12 High Schools out of 45 High Schools (26.9%) fall in this category.

As regards Xth standard, drop-out rate in the range of students 11 to 20, 15 High Schools out of 45 High Schools (33.4%) fall in this category.

As regards Xth standard, drop-out rate in the range of students 21 to 40, 17 High Schools out of 45 High Schools (37.7%) fall in this category.

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In other words for the Standards V to IX the Drop-out rate range is mainly in the range of 0 to 10 students per year. However, the Xth standard or S.S.C. the Drop-out rate is higher. It is 35.4 percentage in the drop-out range of 11 to 20 students and little higher that is 37.7% in the drop-out range of 21 to 40 students.

Table No. XI : Drop-out rate Vth to Xth std. in the range of 0 to 10 standardising.

<u>Standard</u>	<u>Range</u>	<u>No. of High Schools</u>	<u>Percentage</u>
V	0 to 10	45	100%
VI	0 to 10	42	93.3%
VII	0 to 10	40	88.5%
VIII	0 to 10	36	80%
IX	0 to 10	32	71%
X	0 to 10	12	26.9%

It clearly indicates that range 0 to 10 Drop-out rate is less in the V standard. It increases according to higher standard.

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**Table No. XII : Drop-out rate Vth to Xth std. in the
range of 11 to 20 standardise.**

Standard	Range	No. of High Schools	Percentage
V	11 to 20	0	0%
VI	11 to 20	3	6.7%
VII	11 to 20	5	11.5%
VIII	11 to 20	8	17.7%
IX	11 to 20	11	24.4%
X	11 to 20	16	35.4%

It is observed that 11 to 20 range, there is ^{no} single drop-out in Vth standard. That means the drop-out rate is 0% in Vth standard comparing to Vth to Xth standards, in this category.

**Table No. XIII : Drop-out rate Vth to Xth std. in the
range of 21 to 40.**

Standard	Range	No. of High Schools	Percentage
V	21 to 40	0	0%
VI	21 to 40	0	0%
VII	21 to 40	0	0%
VIII	21 to 40	1	2.3%
IX	21 to 40	2	4.6%
X	21 to 40	17	37.7%

It is observed that 21 to 40 range there is no singal Drop-out in the Vth, Vth and VIth standards. It is compare to Xth standard drop-out rate is less in VIIIth & IXth std. Therefore, it is clear that Drop-out rate in the Xth standard is 37.7% which is higher.

Table No. XIV : Showing Drop-out rate percentages in various
45 High Schools in Kolhapur during year 85-86.

S.No.	Name of the High School	Percentages Drop-out
1.	Holy Cross Convent High School	0%
2.	St. Xavier's High School	0%
3.	Shah N.M.Gujarathi High School	6.1%
4.	M.L.G. High School	11.3%
5.	Tavanapa Patana High School	3.08%
6.	Usharaje High School	2.2%
7.	Seventh day Adventist High School	1.5%
8.	Private High School	2.3%
9.	Easter Patton Girls High School	8.2%
10.	V.S. Khandekar Prashala	2.8%
11.	Shri Ram Vidyalaya	13.1%
12.	Nutan Marathi Vidyalaya	4.9%
13.	S.M. Lohia High School	2.3%
14.	Princess Padma Raje Girls High School	2.6%
15.	S.K.Pant Walwalkar High School	5.3%
16.	Rajarshri Shahu Chh. Vidyaniketan	3.4%
17.	Irvin Christian High School	2.8%
18.	Indira Gandhi Vidyalaya	8.2%

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S.No.	Name of the High School	Percentage Drop-out
19.	Rajashri Shahu High School	7.2%
20.	Princess Indumetidevi High School	2.9%
21.	Maharaja Pratap High School	14.1%
22.	Irvin Christian High School (Marathi)	10.2%
23.	Rajmata Jijamata Girls High School	15.8%
24.	Main Rajaram High School	7.6%
25.	Branch Rajaram High School	8.3%
26.	D.A. Magdum High School	19.2%
27.	Samata High School	21.1%
28.	Chh. Rajaram High School	5.3%
29.	Shri Saraswati Girls High School	3.01%
30.	Kolhapur High School	8.8%
31.	Shri Shiv Shakti Vidyapeeth	9.8%
32.	Jewahar Nagar High School	7.8%
33.	Vikram High School	3.8%
34.	Rajashri Chh. Shahu High School	7.4%
35.	Shriwaji Maratha High School	4.7%
36.	Sai High School	15.8%
37.	Korpekar High School	6.7%
38.	Vikas Vidyamandir	9.7%
39.	Shahu Dayanand High School	5.7%
40.	Rohatma Fule High School	21.1%
41.	Neharu High School	6.4%
42.	Narinar High School	17.2%
43.	N.P. High School	4.1%
44.	Branch Vikram High School	13.2%
45.	Karnvir Bhaurao Patil High School	25%

It is observed that drop-out percentage in 45 High Schools of Kolhapur city, it goes from 0% to highest 25% during the year 1985-86.

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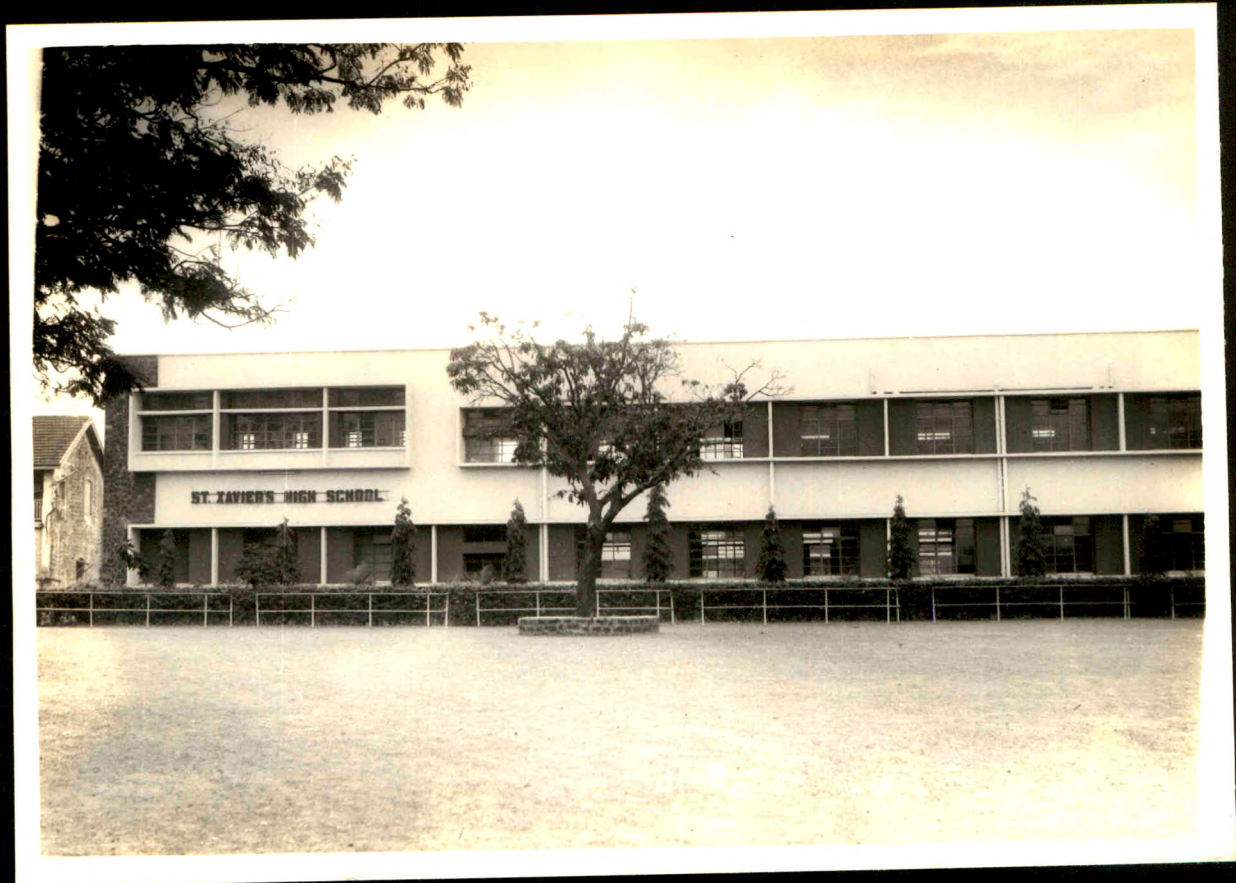
Let us now try to investigate the reasons affecting the drop out of the students as per parents contact with the High Schools :

Table No. XX : Showing distribution of the High Schools according to parents contact with the High Schools.

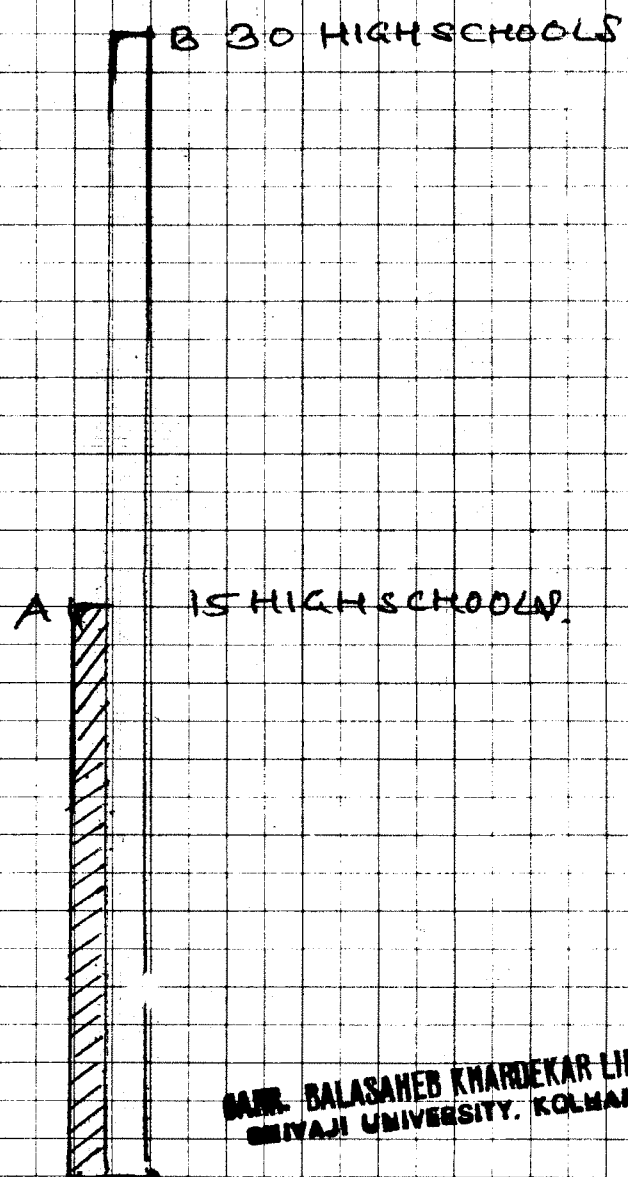
S.No.	0 to 10	11 to 20	21 to 30	31 & above
Parents contact percentages,				
1.	21 (46.7)	4 (9.2%)	5 (11.8%)	15 (33.4%)

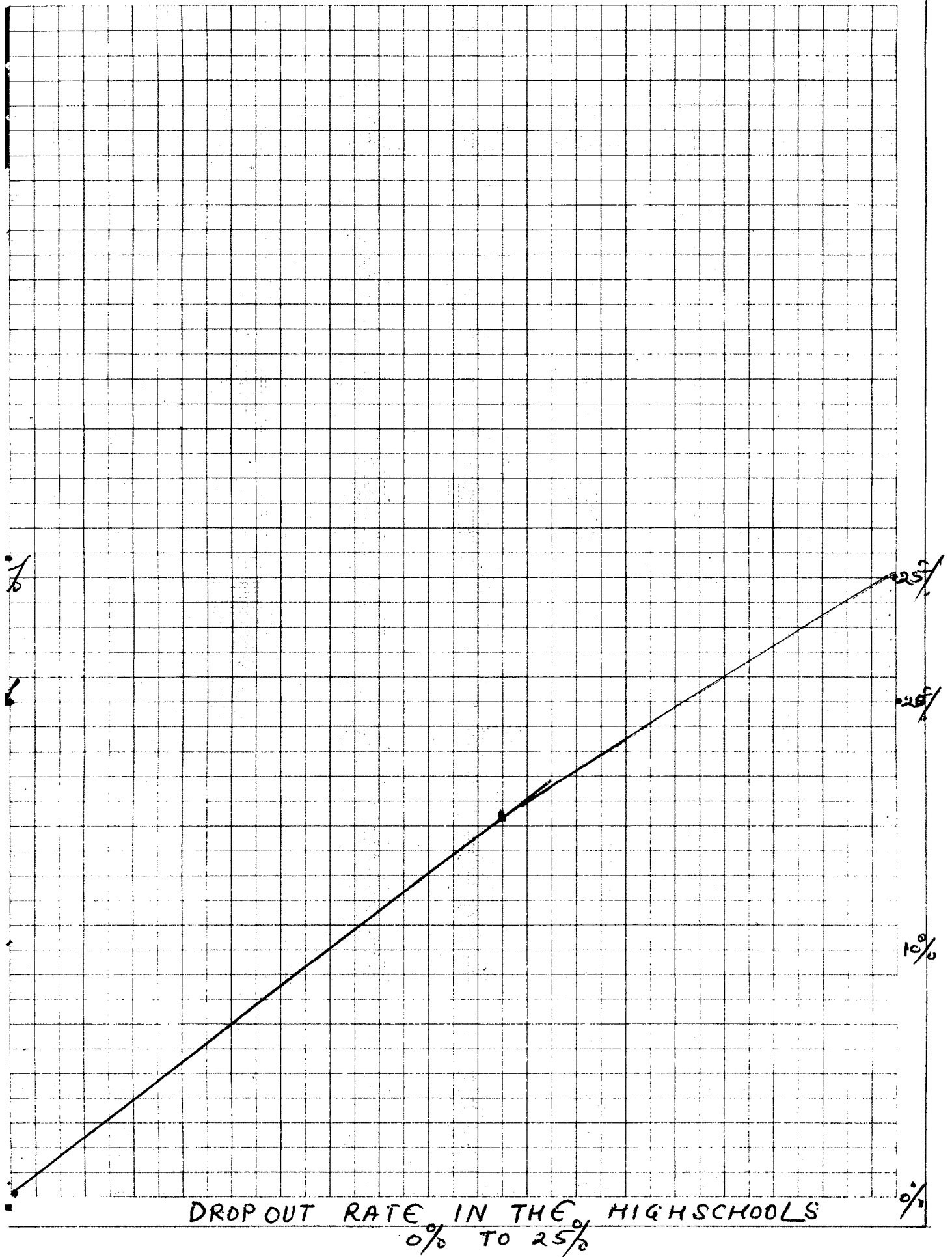
From the above table we find that 21 High Schools (46.7%) are such that only 10% of parent have real contacts with the teachers while there are 15 High Schools (33.4%) such that 30% of the parents have contact with teachers. In other large majority 70% and more of the parents in most of the High Schools have no contact with the teachers regarding progress of their children.

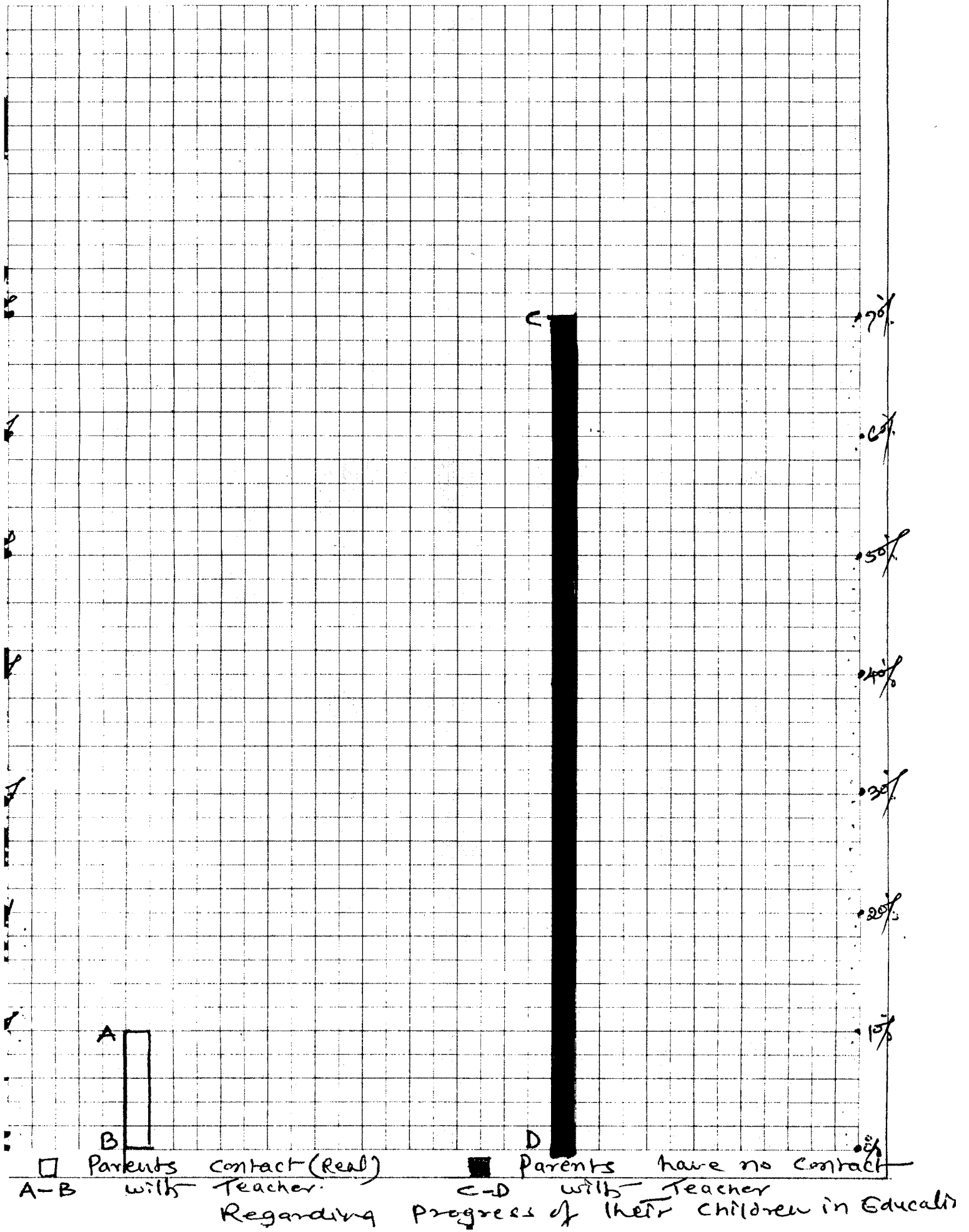
THE HIGHSCHOOLS ACCRording TO AVAILABLE FACILITIES











CASE STUDY NO. I

TRADITIONAL OCCUPATION AND BUSINESS AND IT'S EFFECTS

ON THE DROPOUTS:

Name : Deelip Age : 22 Unmarried

Education - S.S.C. failed.

At present Deelip is a mutton shop keeper in Kolhapur. He is co-operative and helpful to all surrounding people. He is persists in his opinion always. He gives much preference to money. He is religious minded and superstitious. He always talks with people loudly. He thinks about only his family members, friends and surrounding people. He is unaware of the national and international news or incidents. His thinking power has limitations.

Deelip is from a middle class family background. It is a new clear family. His father is an illiterate person. There were altogether nine members in the family. Father is also illiterate. One of his brother is blind. He has four sisters and two brothers. All of them are school Dropouts, from X Std. The economic condition of the family is good. Five years back they built a new house at Ambewadi village. Both father and

mother did not know the importance of education. Even though they enrolled their children in the school, father was mainly busy in his own work. Father had started a mutton shop and fire wood depot when Deelip used to go to the primary school. He was very much interested in business. At their home there is no educational atmosphere. Children were going to school. There was no contact between the school and their family. Father knows only importance of his business and he is commercial minded. When children were coming from school, he always used to give them work. Mother is always under the pressure of husband. His father is a rough and dominating personality and, therefore nobody go against him. Deelip failed at the S.S.C. examination because he was irregular at school. When he left school, there was no interaction or communication between school and their family. Father always gave him work. Some times he used to take him for marketing. He involved him in the business. Deelip was attracted towards money. Some times when his father was going for purchasing sheep and fire-wood during that time he used to give him work. Sometimes Deelip's father used to advise " Education is not more important than business". He sent his children to school just to be able

to read, Deelip was clever and intelligent but due to irregularity to school he did not understand what topics were going on in the class. Therefore, it was difficult for him to understand the lessons. When he left school his father was happy. Immediately his father opened another new sutton shop at Wadanage Padoli village. His father did not realize the importance of education. His father made him a sutton shop keeper. Deelip purchased a new motorcycle for business last year. Some of his friends and he went to Goa for purchasing the motorcycle. When his friends were talking in English, it was very difficult for him to understand and mix with them, when he realized the importance of education more than money. His father used to take liquor every day in the evening. There was always quarrels between his mother and father. Some times his father used to speak loudly and swear words to all the family members. At home all facilities were available except books. Parents did not feel anything because they were themselves illiterate. His elder brother was involved in purchasing sheep and firewood.

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Deelip is co-operative helpful. At present near his mutton shop there is a Bakery. The owner of that Bakery is a widow women. It was very difficult for her to run that Bakery. Therefore, she had given that Bakery on rented basis per month Rs.200/-. When Deelip saw the poor condition of the family he helped that widow women.

Deelip always goes home late. He did not get love and affection from his family members. Many neighbours feel that there are no cordial relationships between Deelip and his father. There are always quarrel between them.

Analysis :

Parents are illiterate, therefore, they did not know the importance of education. Father gives more importance to money. Father is commercial minded. At the age of 16 Deelip become an economic asset for the family. There are no educational atmosphere in the family. Father always quarrels with mother. Even though Deelip was intelligent he became a victim of the traditional occupation and for want of affection from his father and mother.

CASE STUDY NO. II

CARELESSNESS AND IMPROPER ATTENTION TOWARDS ONE'S CHILDREN
LEADING TO EDUCATIONAL AND SOCIAL PROBLEM.

Name : Suhoo

Age : 24 years

Education: VIII

Unmarried.

Suhoo is an elder son in the family. He is unemployed. He is interested in films. His favourite subject is to discuss film stories and other such things connected with film stars. He is calm and quiet but more talkative among his friends.

Suhoo is from a middle class family background. Father is a priest and a respected man. There are altogether six members in the family. They live in a small bungalow. Mother is a respected Sunday School Teacher. Both father mother are educated and religious. They know the importance of education. Father was elected as a Treasurer. Once he got an opportunity to take further education and his father completed Christian education course in the U.S.A. Now his father is appointed as a Director of Christian Education.

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Suhase was brought up in a good religious family. However father was able to provide all educational facilities to all the children. One of his sisters started working as a Nurse. His younger brother is at Mary Wenless Hospital for medical course, other younger is studying in X std. The economic condition of family is good. Father and mother both are involved too much in their respective work. They did not get time to look after their children.

During school going age, Suhase used to go for purchasing. Therefore, he got an opportunity to handle money at an early childhood age. Suhase used to go often for cinema. Some times he used to bring cinema magazines. Also he used to read all the magazines and news papers regarding films. Nobody controlled him. As a result he lost interest in his studies and became irregular to school. His parents did not look after his studies. He failed at VIII standard. He left school and made friendship with other surrounding children. There was no communication between school and his family regarding Suhase's progress. All his friends were school Dropout children. He wasted three years of life with his

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friends. Suhag used to come home during late night. Therefore, his father admitted him for Motor Mechanical courses. He completed that course. Again he made friendship with surrounding children. He did not think about his future life. His thinking capacity has limitations. He did not go to Church. He did not talk with his parents. But he is more talkative with others. When people come from out-side and come relatives he used to go out-side. He is co-operative and helpful to others. At present he is jobless. Now the parents have realized their carelessness regarding their elder son's education but it is too late.

Analysis :

Parents are educated and respected members in the society. Both father and mother provided all facilities to their children but failed to contact with school. They are too much busy with their work. They did not get time during Suhag's school going age but when the child was grown-up and jobless, they realized their fault. Now they realized the importance of education. Now at present, there are always quarrels between Suhag and his parents for the sake of money.

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Sometimes he goes out side the home and he comes late during night time. Now he is out of control. And parents are always worried about his future life.

CASE STUDY NO. III**BAD COMPANY AND IT'S EFFECT OF DROP-OUT**

Name : Satish **Age :** 38 **Education :**

Married.

At present Satish is a rickshaw Driver. He got married with a trained Nurse. He is commercial minded and is not religious. He has many friends and spends his time with them. He is chain smoker. He is always interested in purchase of new things. He got separated from his parents after his marriage. He is a dominating personality at the home. But however has good relationships with his neighbours involved too much in his own work. He is unknown about international matters. His thinking capacity has limitations.

Satish was brought up in a poor class family background. His father is a servant at Kolhapur Diocesan Council. Mother and father both are not educated. But however, they know the importance of education much. In

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their family altogether there were six persons. He has
 three brothers and all of them are educated. One of them
 is a lecturer, second one is social welfare officer and
 the third is graduate, completed Electrician course.
 During his school going age Satish was clever boy, but
 when he joined for High School, that time he started
 playing Cricket, and made relationship with many students.
 Sometimes he used to go with his friends to cinema
 during school hours. He learnt through them bad habits
 like smoking, drinking. There were no interactions between
 school and Satish's family. His mother used to give all
 the time instructions to Satish because she understood, other
 children used to do their school home work except Satish.
 His parents are literate. After that due to bad company
 he left school and joined Saugata Industrial Course. He
 completed Motor Mechanical Course successfully because
 Satish is clever. Then he got driving job at Kolhapur
 Diocesan Council. He used to get only Rs.350/- per month.
 Then he left the job and joined one builders company.
 Through that company he went to Dubai. He was there only

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for two years. During that period he saved money and purchased new things for his future life. Then he got married with a trained Nurse who is more qualified than Satish. There are always quarrels between Satish and his wife. Satish always persists in his opinion. He did not listen to his wife's opinion. Sometimes he used to tell her even though you are educated then me, I am your husband. He did not listen to her good advice regarding leaving his smoking habit. He wanted to give up the habit. He promised many times to his wife, but now a days it is very difficult for him, because he developed this bad habit during his school going age. His all friends are motor mechanic, drivers and other surrounding people who are uneducated. He has no good relationships with his parents and brothers. Some time he used to come home late during night time. Then again quarrels took place. All his brothers are educated. Sometimes he realises importance of education. He is now conscious about his son's education. He has a son, who goes to English medium school. His wife teaches his son regularly. Sometimes his son asked Satish some questions regarding his lessons, but it

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is very difficult for him to answer the questions. Hence he does not pay attention to his son's studies.

Analysis

Parents are literate and always conscious about their children's education. All their children are educated except Satish. During school going age, Satish made friendship with other children and developed bad habits of smoking. Then he used to go with his friends to Cinema during school hours. Satish is clever but, due to bad company he dropped out from Irvin Christian High School.

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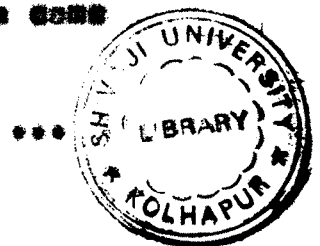
CASE STUDY NO. IV**EARLY MARRIAGE PRACTICE AND ITS EFFECT
ON THE PROGRESS OF GIRLS FROM THE
HIGH SCHOOLS****Name : Sunita****Age : 20 Years****Education : IX failed****Married**

Sunita got married four years back. She is more talkative and interested to discuss, of their neighbours. She is kind and helpful to others. She is always courageous and hard worker. She is always busy in her daily routine work but when she gets free time, she goes from house to house of the surrounding people and different news regarding family matters, she is attentive to her guests.

Sunita was brought up in a Christian family background. There were nine members in the family. Sunita has six sisters, Suman, Lata, Pratibha, Kamala, Padma and Shobha. All got married at very early age, except the youngest daughter Shobha. The economic condition of the family was extremely poor. Her father used to work on daily wages. When Sunita was a small child, it was difficult for him to provide basic necessities of life to all children. Father and mother

both were literate but there was no educational atmosphere in the family. All family members live in a small hut. Only two sisters of Sunita passed S.S.C. examination. All others were Drop-outs during school going age. Parents were always worried about their daughter's marriage. Therefore, Sunita's father was always interested in suitable Son-in-laws for his daughters. He was not so much interested about their daughters education. He did not think about their future life. His thinking capacity had limitations.

During school going age, Sunita passed VIII standard examination with good marks and she joined IX standard. She used to go to school regularly and used to do her school studies without fail. One day his father showed to Sunita a photograph of a boy. Sunita liked him and she lost interest in her studies. His parents had drawn her mind towards marriage. Therefore, Sunita did not appear for IX standard examination. During High school going age she she got married with one of the relative's son who is a helper. After six months of her marriage Sunita came



back home, because there was always quarrels between Sunita and other members of her husband's family. At present there is no relationship between Sunita and her husband. Her husband was also a Drop-out from High School. He always depends on his family members. Now she is unable to maintain herself. Now daily she assists her mother in cooking, washing cloths and sometimes she goes to collect firewood for cooking purpose. It is difficult for her to spend her future life like these. Now a days she has spoiled relationships with her parents too. She is always calm and quiet and does not talk with her other sisters.

Analysis :

Parents are literate. They were always worried about their daughter's marriage. They failed in their family responsibility. They were careless regarding their children's education. There is no educational atmosphere in the family. Sunita was clever and hardworker. In spite of this, she became a victim of early marriage practice. Therefore, at present she is unable to maintain herself. She depends all

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time on her family members. Now her parents realized the importance of education but it is too late now.

CASE STUDY NO. VIMPROPER GUIDANCE AND IT'S EFFECT ON
DROPOUT AND EDUCATIONName : SujataAge : 25Education : IX

Sujata is Balundi servant. She is clever and courageous. She is more interested in reading story books, magazines, other books. She is unmarried. She is more talkative and active.

Sujata was brought up in a poorest poor, semi-orphan family background. Her father expired during her school going age. Her two sisters got married after completing their Nursing training. Her mother is illiterate. There were all together six members in the family. She has a brother named Sanjay who also became a victim of improper guidance and he left his school. Now he is unemployed. Other one sister Nita, who is studying in Xth standard.

During school going age, she was clever and active. Therefore, one of her relative (mother's sister) used to

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to give her educational material. Her mother's sister was unmarried. Some time she used to take with her for films. Sujata used to get from her aunty some pocket money. That money Sujata used to spend for herself. When she joined High School, she made relationship with many girls. Sometimes, she used to go for films during school hours. In the family there was no educational atmosphere and there was no communication between family and school. Sujata's aunty always used to take Sujata for marketing and then for cinema. Her aunty used to purchase film magazines and used to give Sujata for reading purpose, sometimes some story books etc. As a result of this, the girl lost her interest in studies and became irregular to High School. Mother always told to Sujata to help her sister. Even though Sujata was clever she got less marks for her VIII standard annual examination. Her mother did not look after her. Finally she failed in IX standard examination. Then she completed Balvadi training course in Sangli. Now she is appointed as a Balvadi worker. She gets Rs.500/-

per month. Now she realizes the importance of education. Some times she gets letters from her office, which she does not understand because of lack of English knowledge. It is difficult for her to give reply to the letters she receives. During the Salwadi inspection time she had a problem in giving information regarding Salwadi children. All the Salwadi children are supported by West Germany. Some times Foster parents of the Salwadi children visit the Salwadi. During that time she realizes importance of English education because she was unable to express her views, opinion and other things regarding her work to the foreign guests. She is a dedicated child care worker. But at present, it is difficult for her to maintain herself within her small salary. Her mother is always sick. She did not think more except her routine. She is ^{not} aware of the national and international news. She does not have relationships with her mother. She does not talk with her mother and other family members.

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Analysis :

Sujata was clever and intelligent. During her school going age, due to her aunty, she used to go for cinema. And also because of poor financial condition, she used to go to her relatives home. There she used to get film magazines and other things for reading purpose. Nobody controlled her, as a result, she lost her interest in studies, and became irregular to school. There was no communication between family and school regarding her educational progress. Therefore, Sujata left the High School and thus suffered on account of incomplete education.

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CASE STUDY NO. VI**POVERTY AND IT'S EFFECT ON EDUCATION****Name : Lata****Age : 20****Education : VIII pass**

Lata is talkative but a lazy girl. She is always careless about her clothing and other things. She does all home work such as cleaning, washing and cooking. She is kind and generous. She always talks loudly. Sometimes she used bad words to her younger brother. She is unaware about Kolhapur District news and incidents as well as national and international. She is religious minded.

Lata was brought up in a poorest poor family background. Her father expired due to heart attack. Mother is illiterate and orthodox. There were all together five members in the family. There was no interaction between their family and and the school. They live in a small room. Lata's uncle adopted her sister Shakuntala because of her family economic condition. It was very difficult for them to get even basic necessities like food and clothing. There was no educational atmosphere in the family. During school going age, Lata

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went to school regularly, she did her school home work regularly. She was a hard worker and slow learner. When she passed VII standard examination, her mother told her not to go to school. But Lata was interested in continuing. It was very difficult for her to get educational aids. Sometimes she used to bring from school some books. When her father expired during that time her elder sister, elder sister, Ranjana, who used to stitch clothes, earned Rs.3/- every day. Sometimes, if she did not get work meant no food on that day. Lata's mother was helpless to provide basic necessities of life to all family members. They were struggling for basic necessities of life. Sometimes they used to bring some food from the neighbourhood. The condition of family was poorest of poor and therefore, Lata became a victim of poverty and left the school.

At present, Lata helps her mother, because her mother got loan through Bank and started a new Bakery. The financial condition of the family is now good. There are always quarrel between Lata and mother regarding home work and Bakery work. Both mother and daughter uses bad words to

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It is a sign of lack of education . There is no good relationship between Late and her mother.

Analysis :

Due to poverty Late was unable to get food properly, therefore, she was physically very weak. Another thing it is very difficult to get educational aids. Mother is illiterate. Her elder sister had also dropped out from primary school due to poverty. Only her younger brother is studying in V standard. He is also irregular to school. Another thing Late is a slow learner. When she joined VIII standard, she was very poor in English and Maths. Some times due to poverty, she used to get one school uniform from her relatives. She has to keep clean all the time one uniform. During rainy season, sometimes she was unable to attend school. Sometimes in the morning she even used to get very small quantity of food. Therefore, it was very difficult for her to concentrate her mind towards study. Due to all above reasons she left her High School study.

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CASE STUDY NO. VII**SLUM AREA AND IT'S EFFECTS ON DROPOUT CHILD****Name : Girish****Age: 25****Education : IX Std.**

Girish was brought up educationally in backward slum area i.e. Budhwar Peth, Kolhapur. He is from ^a backward class family background. There were five members in the family. Mother and father both were educated. His mother is trained Nurse who stood first class first in Nursing course examination. Father was ^a municipality worker. His father expired five years' back due to heart attack. The economic condition of the family is good. Mother used to provide all the educational material to them because Girish was ^a clever boy. He has a brother and a sister. Both of his elder brother and sister are also school Drop-outs due to surrounding area. Girish was clever and intelligent during his school going age at primary school. But when he joined Secondary School, due to friendship with surrounding school Drop-out children, he started to

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go to cinema during school hours. One day a letter from his school was received by his family members regarding his irregularity in the High School. Mother went to his school and requested the Headmaster to allow Girish to continue his education. But again due to the friendship he again made the same mistake. He used to go for playing cards, Carrom Board and cricket. Thus he became a victim of all bad habits such as smoking, tobacco chewing and drinking. A quarrel took place between his family and the neighbouring family due to his love affairs with the neighbour's daughter. Thus he ran away from his home. Then after one month he came back from his relatives home. Next day night he took ^a poisonous drug. After this incidence, there were lot of discussions regarding his misbehaviour and love affairs ^a surrounding area. Finally Girish got married with the same girl. At present he depends on his mother for every small things. He is now ^a married person having one child. Sometimes he used to go for painting and other daily wages work. He often quarrels with his mother and wife. There is no good relationship

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with his family members and other surrounding people. His mother got new house near isolation hospital and she has moved there because of her work. Since Gish is unable to maintain the basic needs of his family, he often visits his mother at Isolation Hospital for her help. They are struggling for their basic needs of the life.

Analysis :

Parents were educated. The economic condition of family was good. The atmosphere of the family is also good. Parents used to provide all the educational aids such as books, note-books and such other useful material. The boy was clever and intelligent during school going age at primary school level, but he became victim of slum area when he was grown up and made friendship with surrounding area, ^{and its culture,} children who were drug addict and this was the reason that he also became of the same type.

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