CHANDIGARH COMMISSION FOR PROTECTION OF CHILD RIGHTS

A PROJECT REPORT ON

INTERNSHIP PROGRAM

(14 JUNE TO 20 JUNE 2019)

HIGHLIGHTS

- Study of EWS and Disabled Students in Unaided Private Schools in Chandigarh- Implementation of Section 12(1)(c) Of RTE, 2009
- Dropouts From Government Schools

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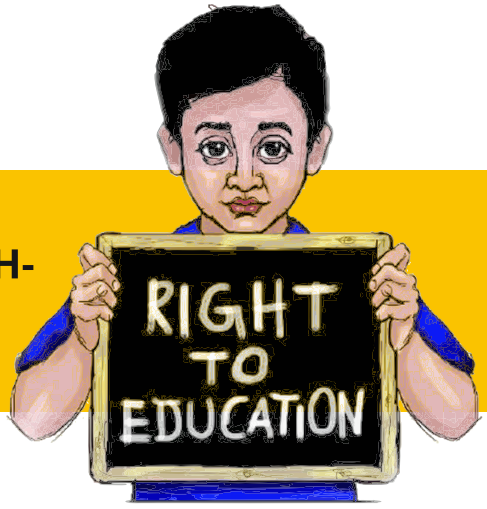
We have learnt a lot during this internship programme and it has enshrined our experiences which will prove beneficial in our respective careers.

CHAPTER 1

STUDY OF EWS AND DISABLED STUDENTS IN UNAIDED PRIVATE SCHOOLS IN CHANDIGARH- IMPLEMENTATION OF SECTION 12(1)(C) OF RIGHT TO EDUCATION ACT, 2009



> **"Human Rights are not a privilege conferred by government. they are very human being's entitlement by virtue of his humanity."**

Mother Teresa

INTRODUTION

Human rights are rights inherent to all human beings regardless of race, sex, nationality, ethnicity, language, religion or any other status. Universal Declaration of Human Rights is a historic document that was adopted by UN General Assembly at its 183rd session on 10th December 1948 as resolution 217 at Palais De Chaillot in Paris, France. It is the first step in the process of formulation international bill of human rights. The declaration served as a foundation for:

- International covenant on civil and political rights
- International covenant on economic, social and cultural rights
- International convention on elimination of all forma of racial discrimination
- United nations convention against torture
- United nations convention on rights of the child

Article 25 and 26 of UDHR specially provides for human rights related to child development. It states that childhood is entitled to special care and assistance. It provides for free and compulsory elementary education. And this education shall be directed to full development of human personality. It forms the basis for child rights.

UNICEF is an organisation whose mission is to advocate for the protection of child rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

Child rights are human rights of children with particular attention to the rights of special protection and care afforded to minors. According to UN Convention on rights of child (1989) child rights are the minimum entitlements and freedoms that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status, disability or other characteristics. UNCRC outlines the

Fundamental Human Rights that should be afforded to children in 4 broad classifications that suitably covers all civil, political, social and economic and cultural rights of every child.

- **Right to survival**
  - Right to be born
  - Right to minimum standards of food, shelter and clothing
  - Right to live with dignity
  - Right to health
- **Right to Protection**
  - Right to be protected from all sorts of violence
  - Right to be protected from neglect Right to be protected from physical and sexual abuse
  - Right to be protected from dangerous drugs
- **Right to Participation**
  - Right to freedom of opinion
  - Right to freedom of expression
  - Right to freedom of association
  - Right to information
  - Right to participate in any decision making that involves him/her directly or indirectly
- **Right to Development**
  - Right to education
  - Right to learn
  - Right to relax and play
  - Right to all forms of development- emotional, mental and physical

In India, not only constitution but also various legislations promote and regulate child rights.

PROVISIONS UNDER INDIAN CONSTITUTION

FUNDAMENTAL RIGHTS

- **Article 15(3)** provides for special status for women and children and empowers the state in this regard
- **Article 21-A** added by 86th Amendment Act, 2002 lays down foundation for Right to Education Act, 2009
- **Article 23** prohibits trafficking among all humans including children
- **Article 24** states that no child below 14 years can work in any hazardous occupation and industry

DIRECTIVE PRINCIPLES OF STATE POLICY

- **Article 39(a) and (f)** provides for state obligations for formulating policies securing tender age
- **Article 45** endeavours to provide all facilities and opportunities for all children, until they complete age of 6 years

FUNDAMENTAL DUTIES

- **Article 51A(k)** obligates parents and guardians to provide opportunities for education towards between the age of 6 to 14 years

VARIOUS LEGISLATIONS IN INDIA

- Child labour(Prohibition and Regulation) Act, 1986
- Immoral Traffic Prevention Act, 1986
- Bonded Labours System Act, 1976
- Prenatal diagnostic Techniques Act, 1994
- Juvenile Justice(Care and Protection) Act, 2000
- Prohibition of Child Marriage Act, 2006
- Right of Children to Free and Compulsory Education Act, 2009
- Protection of children from Sexual Offences Act, 2012

- Commissions for Protection of Child Rights Act, 2005

The National Commission for Protection of Child Rights was set-up in March, 2007, under CPCRA, 2005. NCPCR is a statutory body under the administrative control of the women and child development, Government of India. The commission mandate is to ensure that all laws, policies, programmes and administrative mechanisms are in consonance with child rights perspective as enshrined in the constitution of India and also the UN Convention on the rights of the child.

Chandigarh Commission for Protection of Child Rights is also set up under CPCRA 2005. It serves for the purpose of child rights and its mandate is reflected in UN CRC and in various legislations. One of the most important rule, laid by these commissions is, the check and monitoring of Right to Education Act 2009 and to safeguard interest of Economically Weaker Sections and Disabled Children.

RIGHT TO EDUCATION ACT, 2009

The Right to Education Act, 2009 fulfilled the national aspiration long nurtured since the British period. Almost 100 years ago, Maharaja of Baroda introduced free education for children in the age group 6-12 in his province. Inspired with Baroda experiment, G K Gokhale tried to force the British government to accept the principle of free and compulsory primary education. Gandhi and others tried with the Wardha Scheme of Basic Education. They failed but the RTE Act 2009 fulfilled their long cherished dreams.

When the 'Free and compulsory education' was made a 'fundamental right' under article 21A of the constitution in December 2002 through the 86th Amendment it was a very important step and conclusion of a long journey that started from the Charter Act 1813, to the Macaulay's Minute (1835), to Wood Despatch (1854), to Elementary Education Act (1870), to Maharaja Baroda's compulsory Education (1906), to Gopal Krishna Gokhale's Bill (1911), to Hartog Committee(1929), to Mahatma Gandhi's Basic Education (1937) and after independence through the Article 45, NPE 1968 and 1986, DPEP (1991), and SSA (2001). The passage of the RTE Act, 2009 was fulfillment of a long cherished dream of so many freedom fighters and the Constitution makers.

When the colonial British left in 1947, India inherited an educational system that had not only limited reach but was also characterized by striking gender and regional disparities. Only one out of three children was going to the primary school. Clearly, providing elementary education to all children was a big challenge at that time and this sentiment was reflected in the Constitution. The Article 45 of the newly framed Constitution stated that “the State shall endeavour to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years”.

However, it took the parliament another seven years to pass the 'The Right of Children to Free and Compulsory Education Act 2009' in August 2009, and it came into force in April 2010. Based on this Act, a subordinate legislation, the Model Rules, was framed by the centre to provide guidelines to states for implementing the Act. The RTE Act, 2009 means that the directive principle got turned

into a fundamental right. Thus, every child in this age group, 6 – 14, has a right to full time elementary education in a formal school which satisfies certain essential norms and standards. However, the RTE Act offered only partial fulfillment because children up to 6 years of age are left out. But note the phrase 'free and compulsory' in the title of the RTE Act.

Here 'free' means that no child shall be burdened with any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. And, 'compulsory education' means obligation to provide free elementary education by ensuring admission, attendance and completion rests with the government.

The Section 12(1)(c) of the RTE Act mandates unaided and non-minority schools to keep aside 25% seats for underprivileged children of society through a random selection process. Government will fund education of these children. No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower). All private schools will have to apply for recognition, failing which they will be penalized as per the laid down norms. If implemented enthusiastically, this can have a far reaching impact in improving the education system of the country by inclusiveness. It allows parents to send their kids to schools of better quality. The only constraint is the distance between the school and home, rather than financial capacity. It puts students from the economically weaker sections and disadvantaged groups among the relatively privileged children of rather sound financial background. This mix up goes a long way towards inclusive education making all children more pro-social and accommodative, without affecting their academic outcomes. Finally, it enables children from poor families access quality education.

STATUS OF IMPLEMENTATION OF SECTION 12 (1)(C)

Despite the significance of Section (12)(1)(c), its implementation has been patchy. Of the approximately 21.1 million seats available nationally (25%) of the seats available at the entry level in private unaided schools), DISE suggests that in 2013-14, roughly 610,000 seats were filled under the mandate, resulting in a 'seat fill' rate of 29%. This represents an improvement from 21.5% in 2012-13. However, according to Sarva Shiksha Abhiyan (SSA), this figure is 23.56% for 2013-14, with the numbers for some states like Gujarat particularly different than reported by DISE. The national average masks great variation between individual state performances. Rajasthan and Madhya Pradesh cumulatively account for half the number of children admitted under the provision, while Uttar Pradesh and Andhra Pradesh have a seat fill rate of less than 1% and less than 5% respectively.

According to DISE data, in 2013-14, out of 206,000 private unaided schools with grade 1, approximately 45,000 schools had reported at least one admission under Section 12(1)(c). While Andhra Pradesh (0.1%), Odisha (0.9%) and Uttar Pradesh (2.4%) have the lowest school participation rate (proportion of schools with at least one admission), Rajasthan (64.9%), Delhi (48.2%) and Uttarakhand (42.6%) have the highest school participation rate.

Analysis Regarding Admission of Students Belonging to Category of Ews and Disadvantaged Groups, as per the Section 12(1)(c) of Right to Education (RTE) Act By Private Unaided Schools in Chandigarh

1

C.R.B PUBLIC SCHOOL

near Aarya Samaj Mandir,
SCF 6, Sector 7, Chandigarh

For the session 2011-12, it had 40 seats at entry level class, out of which it should have admitted 10 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted the same number of students resulting in no shortfall. Moreover, this batch when reached its 7th stage in 2018-2019, the class has 48 seats (8 seats more than the seats at entry level). However the number of student admitted by the school under the quota remained 10 resulting in no dropouts but creating a shortfall to 2 quota students. The data also pointed out that in every session at entry level school had admitted 25 percent EWS students however when the same batch reached next stages the seats were increased but the number of students admitted under quota were same that lead to overall shortfall. However it is pertinent to mention that the school had a no dropout except for the students admitted in 2017-2018 which had 1 drop-out.

2

SANAWAR MONTESSORI SCHOOL

Sector 11, Chandigarh

For the session 2011-12, it had 26 seats at entry level class, out of which it should have admitted 7 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted only 6 students resulting in shortfall of one. Moreover, this batch when reached its 7th stage in 2018-2019 number of seats were

reduced to 19 resulting in EWS quota declining to 5 however the number of EWS student admitted by the school decreased to 3 portraying 3 dropouts and shortfall of 2 students under quota seats. The school has followed the same trend of more seats at entry level and decreasing then on lateral stages resulting in high number of dropouts for every batch.

3

ANKUR SCHOOL PU CAMPUS

Sector 12, Chandigarh

For the session 2011-12, it had 150 seats at entry level class, out of which it should have admitted 38 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only one student resulting in high shortfall of 37. Moreover, this batch when reached its 7th stage in 2018-2019, number of seats were reduced to 97 resulting in EWS quota declining to 24 however the number of student admitted under quota by the school remained the same to 1 portraying high d shortfall of 23 EWS quota students and 0 dropout. The school in every entry batch after RTE act started with 150 seats but on later stages decreed the seats, but what is important to note is that the school in every batch had a high shortfall of nearly 20 or more students.

4

PARAGON CONVENT SCHOOL

Sector 24, Chandigarh

For the session 2011-12, it had 40 seats at entry level class, out of which it should have admitted 10 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school filled all 10 seats. But when this batch reached its 7th stage in 2018-2019, it had only 6 such students indicating 4 dropouts and creating a shortfall of 4 EWS quota students. The school had to be appreciated as the school after 2011-2012 session at entry level class has maintained 25 percent EWS quota and have faced 0 shortfall in all batches combined and only 1 dropout.

5

CHITKARA INTERNATIONAL SCHOOL

Sector 25, Chandigarh

For the session 2011-12, it had 118 seats at entry level class, out of which it should have admitted 30 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted only 16 students under quota resulting in shortfall of 14. However the school is successful in retaining the same number of students till this batch reaches its 7th stage in 2018-2019 indicating no dropout and no increase in shortfall as the school kept the same number of seats in higher classes corresponding to this batch.

6

GURU NANAK PUBLIC SCHOOL

Sector 36, Chandigarh

For the session 2012-13, it had 60 seats at entry level class, out of which it should have admitted 15 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted 18 students resulting in 3 extra students under the quota. When this batch reached its 6th stage in 2018-2019, it had 37 more seats taking total seats to 97 and quota to 24 however the number of student admitted under the RTE quota by the school decreased to 15 resulting in 3 dropouts but creating a shortfall of 9. The data also pointed out that in every session at entry level school had admitted 25 percent EWS however at later stages the shortfall has increased due to drop-outs and increase in seats at later stage(s).

7

SAINT PETER SEC SCHOOL

Sector 37, Chandigarh

For the session 2011-12, it had 10 seats at entry level class, out of which it should have admitted 3 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 4 students resulting in 1 extra EWS student. Moreover, this batch when reached its 7th stage in 2018-2019 has 24 more seats taking total seats to 34 and EWS quota to 9 however the number of EWS student admitted by the school decreased to 3 resulting in one dropout and a shortfall of 6.

8

DELHI PUBLIC SCHOOL

Sector 40, Chandigarh

For the session 2011-12, it had 146 seats at entry level class, out of which it should have admitted 36 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted only 23 students under RTE quota resulting in shortfall of 13. Moreover, this batch when reached its 7th stage in 2018-2019, it has 126 more seats taking total seats to 272 and quota to 68, however the number of such student admitted under quota by the school decreased to 22 resulting in 1 dropouts and indicating a shortfall of 46 against RTE quota.

9

AANCHAL INTERNATIONAL SCHOOL

Sector 41, Chandigarh

For the session 2011-12, it had 43 seats at entry level class, out of which it should have admitted 11 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act. The school admitted only 4 students resulting in shortfall of 7. Moreover, this batch when reached its 7th stage in 2018-2019, total seats has been decreased to 12 and so quota to 3. The number of student admitted under RTE quota decreased to 3 resulting in 1 dropout but no shortfall

10

SHISHU NIKETAN PUBLIC SCHOOL

Sector 43, Chandigarh

For the session 2011-12, it had 76 seats at entry level class, out of which it should have admitted 19 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted only 4 students resulting in shortfall of 15. Moreover, this batch when reached its 7th stage in 2018-2019, it had 37 more seats taking total seats to 113 and EWS quota to 28. However, the number of student admitted under RTE quota by the school increased to 5 resulting in no dropouts yet having a shortfall of 23.

11

GURU NANAK PUBLIC SCHOOL

Sector 35, Chandigarh

For the session 2011-12, it had 20 seats at entry level class, out of which it should have admitted 5 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted all 5 students and so no shortfall. Moreover, this batch when reached its 7th stage in 2018-2019, it had 23 more seats taking total seats to 43 and EWS quota to 11 however the number of EWS student admitted by the school increased to 9 resulting in 0 dropouts yet having a shortfall of 2.

12

Divya Public SCHOOL

Sector 44, Chandigarh

For the session 2011-12, it had 40 seats at entry level class, out of which it should have admitted 10 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 11. Moreover, this batch when reached its 7th stage in 2018-2019 total seats decreased to 38 and EWS quota remained same at 10, however the number of students admitted under quota decreased to 10 resulting in 1 dropouts but no shortfall.

13

THE BRITISH SCHOOL

Sector 44, Chandigarh

For the session 2011-12, it had 40 seats at entry level class, out of which it should have admitted 10 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 11 students resulting in surplus of 1 EWS student. Moreover, this batch when reached its 7th stage in 2018-2019 has decreased total seats to 25 and EWS quota to 6, however the number of EWS student admitted by the school decreased to 5 resulting in 6 dropouts and having a shortfall of 1.

14

BHAVAN VIDYALAYA (JUNIOR)

Sector 33, Chandigarh

For the session 2011-12, it had 100 seats at entry level class, out of which it should have admitted 25 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted all 25 students and so no shortfall. Moreover, this batch, when reached its 7th stage in 2018-2019, has 20 more seats taking total seats to 120 and EWS quota to 30 however the number of EWS student admitted by the school decreased to 19 resulting in 6 dropouts and creating a shortfall of 11.

15

MANAV MANGAL HIGH SCHOOL

Sector 21, Chandigarh

For the session 2011-12, it had 111 seats at entry level class, out of which it should have admitted 27 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only 5 students resulting in shortfall of 22. Moreover, this batch, when reached its 7th stage in 2018-2019, has 27 more seats taking total seats to 138 and EWS quota to 29 however the number of EWS student admitted by the school remained same i.e. 5 resulting in 0 dropouts yet creating a shortfall to 29.

16

SRI AUROBINDO SCHOOL OF INTEGRAL EDUCATION

Sector 27, Chandigarh

For the session 2011-12, it had 32 seats at entry level class, out of which it should have admitted 8 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only 7 students resulting in shortfall of 1. Moreover, this batch, when reached its 7th stage in 2018-2019, has 10 more seats taking total seats to 42 and quota of 10 seats however the number of EWS student admitted by the school decreased to 4 resulting in 3 dropouts and having a shortfall of 6.

17

M.R.A. SER SEC MODEL SCHOOL

Sector 27, Chandigarh

For the session 2011-12, it had 62 seats at entry level class, out of which it should have admitted 16 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted 17 EWS student. This batch, when reached its 7th stage in 2018-2019, has 64 more seats taking total seats to 126 and EWS quota to 31 however the number of EWS student admitted by the school decreased to 3 resulting in 14 dropouts and creating a shortfall to 28 EWS quota students.

18

FIRST STEP SCHOOL

Sector 26, Chandigarh

For the session 2011-12, it had 40 seats at entry level class, out of which it should have admitted 10 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only 6 students resulting in shortfall of 4 EWS students. Moreover, this batch when reached its 7th stage in 2018-2019 has decreased its total seats to 24 and EWS quota to 6 however the number of EWS student admitted by the school decreased to 1 resulting in 5 dropouts and creating a shortfall of 5 EWS quota students.

19

TRIBUNE MODEL SCHOOL

Sector 29, Chandigarh

For the session 2011-12, it had 22 seats at entry level class, out of which it should have admitted 6 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 6 students resulting in no shortfall. Moreover, this batch, when reached its 7th stage in 2018-2019, has 14 more seats taking total seats to 36 and EWS quota to 9 however the number of EWS student admitted by the school decreased to 2 resulting in 4 dropouts and creating a shortfall to 7.

20

MODERN WAYS MODEL SCHOOL

Sector 29, Chandigarh

For the session 2011-12, it had 39 seats at entry level class, out of which it should have admitted 10 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only 6 students resulting in shortfall of 4. Moreover, this batch, when reached its 7th stage in 2018-2019, has 41 more seats taking total seats to 80 and , quota of 20 however the number of EWS student admitted by the school decreased to 2 resulting in 4 dropouts and creating a shortfall to 18 EWS quota students.

21

P.M.L.S.D PUBLIC SCHOOL

Sector 32, Chandigarh

For the session 2011-12, it had 30 seats at entry level class, out of which it should have admitted 8 students students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only 7 students resulting in shortfall of 1. Moreover, this batch, when reached its 7th stage in 2018-2019, has 34 more seats taking total seats to 64 and quota of 16, however the number of EWS student admitted by the school increased to 8 resulting in nodropouts yet creating a shortfall of 8 EWS quota students.

22

ASHIANA PUBLIC SCHOOL

Sector 46, Chandigarh

For the session 2011-12, it had 75 seats at entry level class, out of which it should have admitted 18 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school filled all 18 seats resulting in no shortfall. Moreover, this batch, when reached its 7th stage in 2018-2019, has 17 more seats taking total seats to 92 and EWS quota to 23 however the number of EWS student admitted by the school decreased to 13 resulting in 5 dropouts and creating a shortfall of 10 EWS quota students.

23

GREEN CASTLE PUBLIC SCHOOL
Sector 47, Chandigarh

For the session 2011-12, it had 18 seats at entry level class, out of which it should have admitted 5 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted no student resulting in shortfall of 5. Moreover, this batch, when reached its 7th stage in 2018-2019, has only 5 seats and so quota of 1. The number of EWS student admitted by the school is 1 resulting in no dropouts and no shortfall.

24

ADARSH BAL VIDYAPEETH:
Sector 47, Chandigarh

For the session 2011-12, it had 21 seats at entry level class, out of which it should have admitted 5 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school did not admitted any EWS students resulting in shortfall of 5. Moreover, this batch, when reached its 7th stage in 2018-2019, has decreased total seats to 18 and EWS quota to 5 however the school still not admitted any EWS student resulting in a shortfall of 5 EWS quota students.

25

RIMT WORLD SCHOOL
Opposite Shivalik Garden, Shanti Nagar, Manimajra, Chandigarh,

For the session 2011-12, it had 21 seats at entry level class, out of which it should have admitted 5 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school filled all 5 seats resulting in no shortfall. Moreover, this batch, when reached its 7th stage in 2018-2019, has 52 more seats taking total seats to 73 and EWS quota to 18 however the number of EWS student admitted by the school remained same i.e. 5 resulting in no dropouts yet having a shortfall of 13 EWS quota seats.

26

M. D.A.V High School
Sector 22, Chandigarh

For the session 2011-12, it had 42 seats at entry level class, out of which it should have admitted 11 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted 10 students resulting in shortfall of 1. Moreover, this batch, when reached its 7th stage in 2018-2019, has 46 more seats taking total seats to 88 and so RTE quota of 22 seats, however the number of EWS student admitted by the school increased to 12 resulting in no dropout yet there was a shortfall of 10.

27

SHARDA SARVHITKARI MODEL SCHOOL
Sector 40, Chandigarh

For the session 2011-12, it had 95 seats at entry level class, out of which it should have admitted 24 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only 13 students resulting in shortfall of 11. Moreover, this batch, when reached its 7th stage in 2018-2019, has 28 more seats taking total seats to 123 and EWS quota of 31, however the number of EWS student admitted by the school increased to 17 resulting in no dropout yet creating a shortfall of 14.

28

SHIVALIK PUBLIC SCHOOL
Sector 41, Chandigarh

For the session 2011-12, it had 30 seats at entry level class, out of which it should have admitted 8 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act but the school admitted only 7 students resulting in shortfall of one. Moreover, this batch, when reached its 7th stage in 2018-2019, has 101 more seats taking total seats to 131 and so quota to 33. However the number of EWS student admitted by the school decreased to 6 resulting in 1 dropouts and creating a shortfall of 27.

29

SHRI KULWANT RAI SARVHITKARI VIDYA MANDIR
Sector 43, Chandigarh

For the session 2011-12, it had 40 seats at entry level class, out of which it should have admitted 10 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 10 students resulting in no shortfall. Moreover, this batch, when reached its 7th stage in 2018-2019, has only32 students on roll and so quota of 8. However the number of EWS student admitted by the school decreased to 4 resulting in 6 dropouts and creating a shortfall of 4.

30

STRAWBERRY FIELD HIGH SCHOOL
Sector 26, Chandigarh,

For the session 2011-12, it had 112 seats at entry level class, out of which it should have admitted 28 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 17 students resulting in shortfall of 11. Moreover, this batch, when reached its 7th stage in 2018-2019, has 119 students on roll and so quota of 30. However the number of EWS student admitted by the school decreased to 16 resulting in one dropout and creating a shortfall of 14.

31

BANYAN TREE SCHOOL
Sector 48, Chandigarh

For the session 2011-12, it had 28 seats at entry level class, out of which it should have admitted 7 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 8 students resulting in no shortfall. Moreover, this batch, when reached its 7th stage in 2018-2019, has only 29 students on roll and so quota of 7. However, the number of EWS student admitted by the school increased to 12 resulting in neither dropout nor shortfall.

32

GURUKUL GLOBAL SCHOOL,
IT Park, Manimajra, Chandigarh

For the session 2011-12, it had 60 seats at entry level class, out of which it should have admitted 15 students belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act and the school admitted 10 students resulting in shortfall of 5. Moreover, this batch, when reached its 7th stage in 2018-2019, has 113 students on roll and so quota of 28. However the number of EWS student admitted by the school decreased to 9 resulting in one dropout and creating a shortfall of 19.

Data Analyse of all the private unaided schools taken in the sample from Chandigarh .

- **Batch starting in 2011-2012:** When this batch started in session 2011-12,it had total of 1769 seats in these private schools at entry level, thereby requiring a total of 442 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period was only 283 students, which gives us a shortfall of 159 than the required number of students to be admitted under the mandatory quota seats. When this batch reached its 7th level in session 2018-19, it had an increase of 484 seats taking total seats to 2253 and required total 563 students to be admitted under quota of EWS and Disadvantaged group but only 235 students of this category were on roles resulting in 48 dropouts and a total shortfall of 328.

- **Batch starting in 2012-2013:** When this batch started in session 2012-13, it had total of 1810 seats in these private schools at entry level, thereby requiring a total of 453 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period was only 338 students, which gives us a shortfall of 115. When this batch reached its 6th level in session 2018-19, it had an increase of 641seats taking total seats to 2451 and required total 613 students to be admitted under quota of EWS and Disadvantaged group but only 278 students of this category were on roles resulting in 60 dropouts and a total shortfall of 335.

- **Batch starting in 2013-2014:** When this batch started in session 2013-14, it had total of 1808 seats in these private schools at entry level, thereby requiring a total of 452 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period was only 351 students, which gives us a shortfall of 101. When this batch reached its 5th level in session 2018-19, it had an increase of 709 seats taking total seats to 2517 and required total 629 students to be admitted under quota of EWS and Disadvantaged group

but only 307 students of this category were on roles resulting in 44 dropouts and a total shortfall of 322.

- **Batch starting in 2014-2015:** When this batch started in session 2014-15, it had total of 1874 seats in these private schools at entry level, thereby requiring a total of 469 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period was only 364 students, which gives us a shortfall of 105 than the required number of students to be admitted under the mandatory quota seats. When this batch reached its 4th level in session 2018-19, it had an increase of 703 seats taking total seats to 2577 and required total 644 students to be admitted under quota of EWS and Disadvantaged group but only 328 students of this category were on roles resulting in 36 dropouts and a total shortfall of 211.

- **Batch starting in 2015-2016:** When this batch started in session 2015-16, it had total of 1931 seats in these private schools at entry level, thereby requiring a total of 483 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period was only 396 students, which gives us a shortfall of 87. When this batch reached its 3rd level in session 2018-19, it had an increase of 710 seats taking total seats to 2641 and required total 660 students to be admitted under quota of EWS and Disadvantaged group but only 378 students of this category were on roles resulting in 18 dropouts and a total shortfall of 282.

- **Batch starting in 2016-2017:** When this batch started in session 2016-17, it had total of 1943 seats in these private schools at entry level, thereby requiring a total of 486 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period was only 413 students, which gives us a shortfall of 73 than the required number of students to be admitted under the mandatory quota seats. When this batch reached its 2nd level in session 2018-19, it had an increase of 569 seats taking total seats to 2512 and required total 628 students to be admitted under quota of EWS and Disadvantaged group but only 383 students of this category were on roles resulting in 30 dropouts and a total shortfall of 245.

- **Batch starting in 2017-2018:** When this batch started in session 2017-18, it had total of 2041 seats in these private schools at entry level, thereby requiring a total of 510 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period was only 416 students, which gives us a total shortfall of 94 than the required number of students to be

admitted under the mandatory quota seats. When this batch reached its 1st level in session 2018-19, it had an increase of 456 seats taking total seats to 2497 and required total 624 students to be admitted under quota of EWS and Disadvantaged group but only 400 students of this category were on roles resulting in 16 dropouts just within one year and a total shortfall of 224.

- **Batch starting in 2018-2019:** The batch started in session 2018-19 had a total of 2211 seats in these private schools at entry level, thereby requiring a total of 553 admissions of children belonging to the category of EWS and Disadvantaged group. However the total number of students admitted under this category during that period were only 422 students, which gives us a total shortfall of 106.

Following schools have increased total number of seats in primary/elementary classes in case of each batch admitted in entry level class in the years 2010 to 2017

Sr. No.	Name of the School
1	St. Peter Secondary School, Sector 37, Chandigarh
2	Delhi Public School, Sector 40, Chandigarh
3	Shishu Niketan Public School, Sector 43, Chandigarh
4	Bhavan Vidyalaya (Junior), Sector 33, Chandigarh
5	Sri Aurobindo School of Integral Education, Sector 27, Chandigarh
6	M.R.A. Senior Sec Model School, Sector 27, Chandigarh
7	Tribune Model School, Sector 29, Chandigarh
8	P.M.L S.D Public. School, Sector 32, Chandigarh
9	Ashiana Public School, Sector 46, Chandigarh
10	RIMT World School, Manimajra, Chandigarh
11	M.D.A.V High School, Sector 22, Chandigarh

12	Shivalik Public School 41, Chandigarh
13	Strawberry Fields High School, Sector 26, Chandigarh
14	Gurukul Global School, IT Park Manimajra, Chandigarh

Total number of seats in upper classes of elementary stage of Education in case of each batch admitted in entry level class in the years 2010 to 2017 have been decreased in the following schools

Sr. No.	Name of the School
1	Sanawar Montessori School, Sector 11, Chandigarh

No specific trend could be observed in the following schools as these schools have increased total number of seats in primary/elementary classes in case of some batches , kept same number of seats for some batches and decreased seats in respect of some batches admitted in entry level class in the years 2010 to 2017

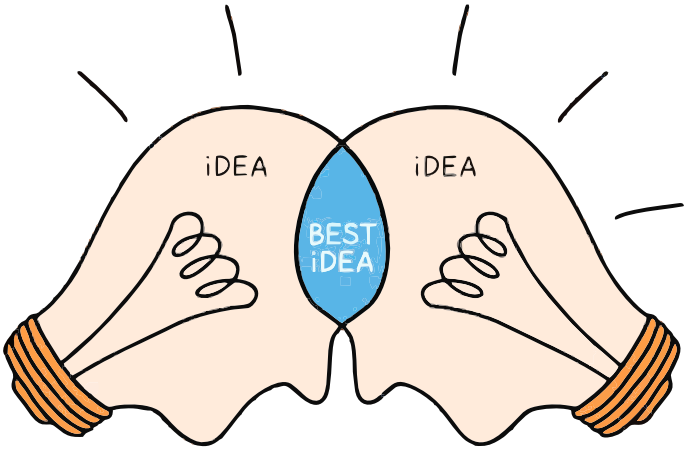
Sr. No.	Name of the School
1	C.R.B. Public School, Sector 7, Chandigarh
2	Ankur School, Sector 14, Chandigarh
3	Paragon Convent School, Sector 24, Chandigarh
4	Chitkara International School, Sector 25, Chandigarh
5	Guru Nanak Public School, Sector 36, Chandigarh
6	Aanchal International School, Sector 41, Chandigarh
7	Sri Guru Gobind Singh Public School, Sector 35, Chandigarh
8	Divya Public School, Sector 44, Chandigarh
9	The British School, Sector 44, Chandigarh

Sr. No.	Name of the School
10	Manav Mangal High School, Sector 21, Chandigarh
11	First Steps School, Sector 26, Chandigarh
12	Modern Ways Model School, Sector 29, Chandigarh
13	Green Castle Public School, Sector 47, Chandigarh
14	Adarsh Bal Vidyapeeth, Sector 47, Chandigarh
15	Sharda Sarvhitkari Model Sr. School, Sector 40, Chandigarh
16	Shri Kulwant Rai Sarvhitkari Vidya Mandir, Sector 43, Chandigarh
17	Banyan Tree School, Sector 48, Chandigarh

OBSERVATION

After the analysis of these private unaided schools taken together, we can conclude that in every entry level batch there are shortfall of children required to be admitted from the category of EWS and Disadvantaged groups. Even after 9 years of implementation of RTE act, there is a shortfall of about 100 students that is about 17 percent of the requisite number which is quite high.

It has also come to fore that most of the schools have increased seat in upper classes of elementary stage. While admitting students against these increased seats, rarely any school has admitted children belonging to the category of EWS and Disadvantaged groups resulting in increased shortfall. The issue is that there might be intentional violation of RTE act by the schools using this method i.e. increasing the



seats in higher classes of elementary stage but granting admissions to children belonging to the category of EWS and Disadvantaged groups only in entry level class. This practice may have been followed to escape from implementing this clause of RTE Act as this practice has been followed by most of the schools

It is also pertinent to mention here that apart from high shortfall, 1% to 2.6% of these students' dropouts every year. It poses a

question of concern that whether these students are forced to get migration certificate/Drop out or leave the school for some personal reasons? However, another dilemma in this issue is that since students under RTE quota have to be admitted at entry level and not in subsequent classes even if seats fell vacant due to drop-outs/migration or are available due to increase in total number of seats at a later stage.

When we looked at the data of each and every school in isolation we found that some of the schools have adapted the RTE initiative regarding reservation of seats for admission of children belonging to category of EWS and disadvantaged groups, as per the section 12(1)(c) of RTE Act to best of their capabilities such as Sri Guru Gobind School Sector 35 which has seemly maintained their 25 percent quota of children belonging to the category of EWS and Disadvantaged groups. On the other hand, there are schools who either have not admitted even a single student at entry level class such as Green Castle Public school and schools which have a very high shortfall and drop-outs such as Delhi Public school.

Issues in Implementation of Section 12(1)(c) of Right to Education Act, 2009

ISSUE 1

Confusion between 1996 scheme and 2009 RTE act

As per private unaided schools the government is only reimbursing the fee for 10 percent EWS students saying that according to the amendment in 1996 Land Allotment Scheme, the private schools are under obligation to provide free education to 15 percent students thereby the government is only liable for 10 percent students as per RTE Rules 2010.

As per the private schools:

- there is no transparency in the matter how the figure for reimbursement of the expenditure per child is arrived at;
- the various items like staff pension, departmental salaries etc are not taken into account whereas in the rules it has been included into recurring expenses:
- the government is seen to be reluctant to pay an amount and I trying best to reduce down the amount as far as possible
- the schools are paid only for the first year (entry level class) that is pre-nursery for EWS children.

ISSUE 2

Confusion between 1996 scheme and 2009 RTE act

ISSUE 3

Vacant seats and filling of seats by Education Department

As per some of the schools when the EWS seats are vacated they ask education department to fill them but either education department fails to do so or when it fills the seats, the department does not verify whether the student belongs to EWS or disadvantage section of society.

ISSUE 4

Dropout rate and reduction in seats

Another issue of concern is that there are some situations in which totals seats at a particular school in higher class have reduced and as a result the EWS quota drops. Now the issue of concern is that when EWS quota drops there are dropouts. So, are these dropouts forced by schools? This needs further research and investigation as this is of prime importance.

Another issue regarding dropout is that why there is dropout of EWS students in private schools when on other hand in government schools till 8th standard there is around 0% dropouts. This is another grey area which needs further research.

SUGGESTIONS

- The government should make reimbursement process more stringent and mechanized. Government by either by issuing a official notification or by amending the rules, should specify the dates on which the reimbursement should be paid to the schools. Moreover the reimbursement should be paid quarterly.
- There should be District Admission Monitoring Committee reporting directly to Education Department. The committee should continuously keep check on private schools and see that the Act is not violated. Apart from this, the committee

should also conduct periodic (at least twice a year) visits in private schools, have conversation with students belonging to the category of EWS and Disadvantaged groups and in case of dropout, follow up them and find out reasons.

- Government should make it mandatory that when a private schools increases seats in higher classes it should first get permission from the Education Department and give assurance to fill the seats under quota occurred due to the increase in seats in any class up to class VIII.
- The government should resolve the issue regarding Land Allotment Scheme of 1996 and RTE act as early as possible.
- The parliament may amend the RTE act to make it stronger especially regarding the increase of seats in higher classes so to avoid violation of law. This is because admission to EWS students is made mandatory only at entry level is serving as blanket cover to the schools.

LIMITATION OF STUDY

- Physical barrier: we were not able to have direct interaction with the EWS students and this served as a barrier for us to have deep knowledge about dropout and their problems.
- Schools were reluctant to provide the data, this also served as a limitation to the study.

BENEFIT OF STUDY

- Deep and better understanding of Right to Education Act.
- Understood the procedure of admissions to EWS quota and difficulties in proper implementation of Scheme.
- The study enhanced our research skills and provided us with great research experience.

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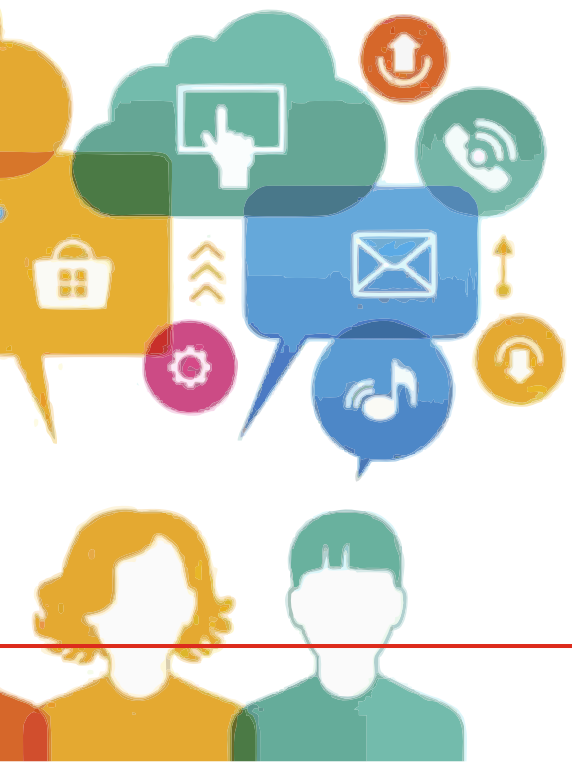
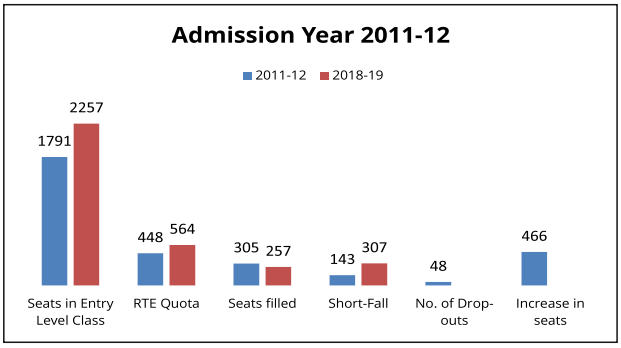
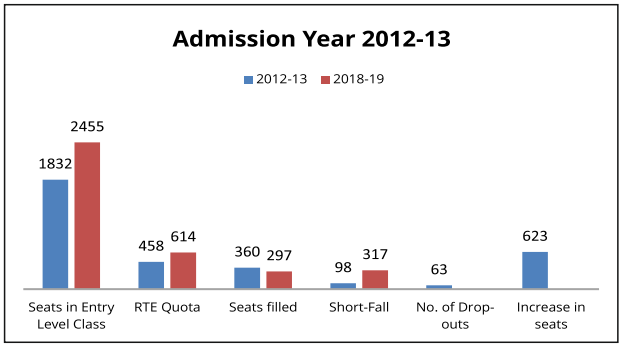
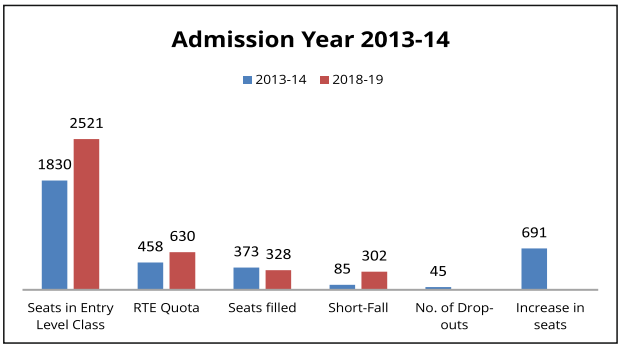
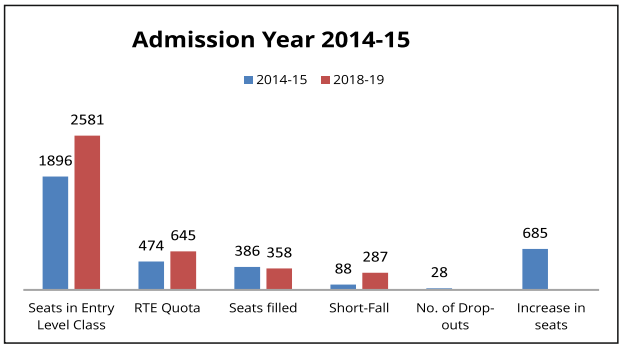


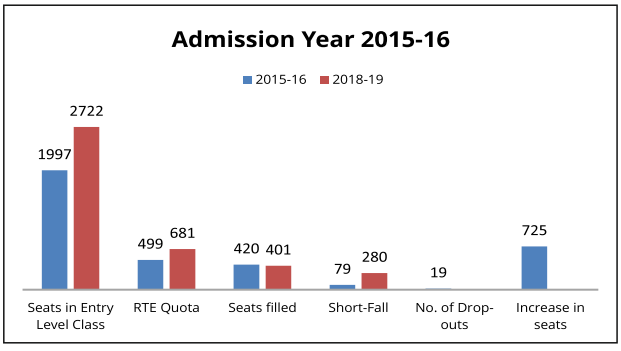
Position of Children belonging to Economically weaker Sections (EWS) and Disadvantaged Groups admitted in Unaided Recognised Schools of Chandigarh as in the Session 2018-19 in comparison to the session they were admitted.

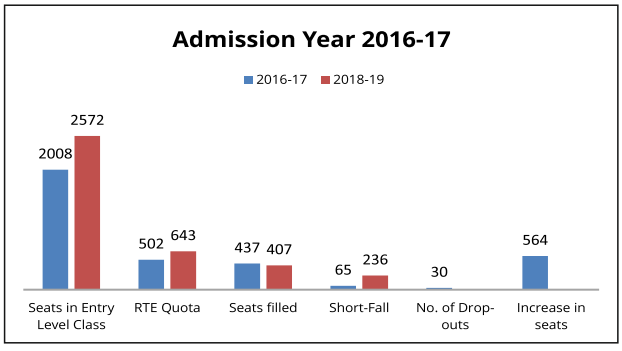


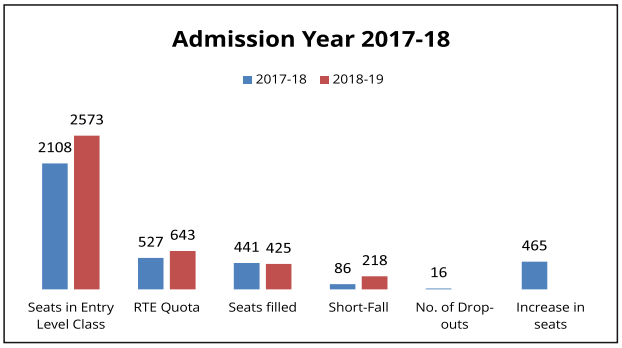


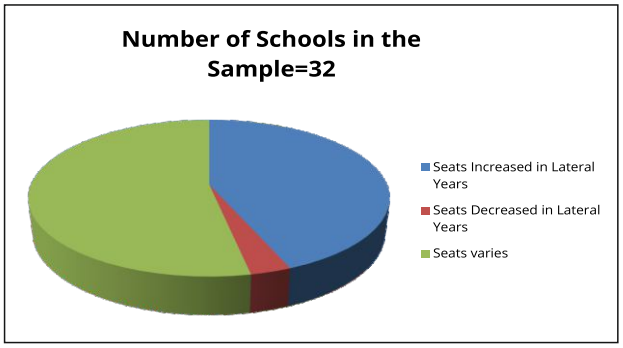


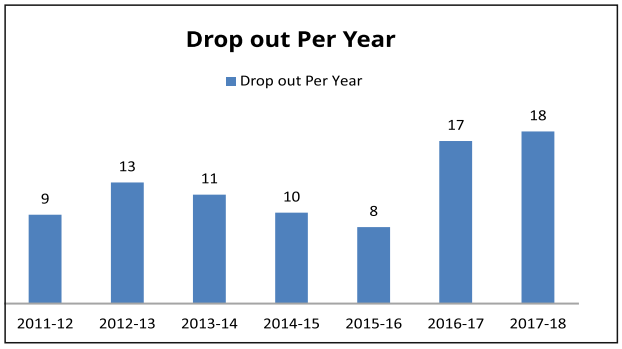


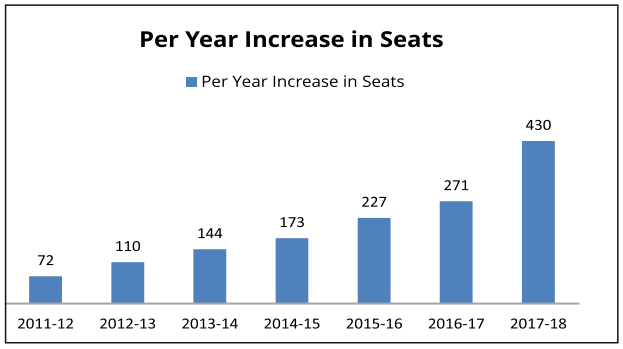












STUDY SUBMITTED BY INTERNS (UNIVERSITY INSTITUTE OF LEGAL STUDIES, PANJAB UNIVERSITY, CHANDIGARH)

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ACKNOWLEDGEMENT

The Chandigarh Commission for Protection of Child Rights (CCPCR) has been constituted under section 17 of the Commission for Protection of Child Rights (CCPCR) Act, 2005 vide a notification issued by the Govt. of India, Ministry of Home Affairs vide Notification no. F.No.11030/1/2007-UTL dated 7th August, 2013. The Commission started functioning from 7 Feb, 2014. The mandate of the Commission is to monitor all laws, policies, programmes, and administrative mechanisms in the country to ensure that children's rights as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child (UNCRC) are protected. The Commissions for Protection of Child Rights Act, 2005 provides for one chairperson and six members in the Commission.

The internship programme started at CCPCR with a warm welcome and introductory session by the chairperson ma'am Ms. Harjinder Kaur and under the due guidance and supervision of Mr. Chanchal Singh (RTE Consultant). The internship programme was scheduled from 14 June 2019 – 20 June 2019. The purpose of the internship was to provide an insight of the rights relating to children and the apt procedures in the instances of their violation. This was to help inculcate a spirit of awareness and social service amongst the interns towards the protection of child rights.

During the internship a total of two projects were taken up namely, Dropouts from Government Schools and EWS quotas implementation in private schools.

The present internship report deals with the first project, i.e. Dropouts from government schools.

CHAPTER 2

STUDY OF DROPOUTS FROM GOVERNMENT SCHOOLS OF CHANDIGARH

INTRODUTION

"We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India", stated Dr. Manmohan Singh, then prime minister, when for the first time in the history of India a law was brought into force by a speech.

The **Right of Children to Free and Compulsory Education Act** or **Right to Education Act (RTE)** is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1st April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free Education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act, 17. It was the 86th Amendment in the Indian Constitution. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

The RTE Act provides for:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.

- Makes provisions for a non-admitted child to be admitted to an age appropriate class.
- Specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- Lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- Provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- Provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- Prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- Provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

NO DETENTION POLICY UNDER RIGHT TO EDUCATION (RTE)

Section 16 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 stipulates that 'No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education'.

Section 16 prohibits holding back and expulsion of a child from school till the attainment of elementary education. There have been some misgivings on the provisions relating to 'no detention' and 'no expulsion'. The 'no detention' provision is made because examinations are often used for eliminating children who obtain poor marks. Once declared 'fail', children either repeat grade or leave the school altogether. Compelling a child to repeat a class is demotivating and discouraging. Repeating a class does not give the child any special resources to deal with the same syllabus requirements for yet another year. Parents and friends of such children also tend to view them as being 'fit for failure', thereby reinforcing the perception which the school has already used for declaring a child 'fail'. The 'no detention' provision in the RTE Act does not imply abandoning procedures that assess children's learning. The RTE Act provides for putting in place a continuous and comprehensive evaluation procedure – a procedure that

will be non-threatening, releases the child from fear and trauma of failure and enables the teacher to pay individual attention to the child's learning and performance. Such a system has the best potential to improve quality, rather than punishment, fear of failure and detention. Consistent with the arguments provided under section 13 that each child has the same potential for learning, a 'slow', 'weak' learner or a 'failed' child is not because of any inherent drawback in the child, but most often the inadequacy of the learning environment and the delivery system to help the child, realise his/her potential, meaning thereby that the failure is of the system, rather than of the child. This requires addressing the improvement of the quality of the system rather than punishing the child through detention. There is no study of research that suggests that the quality of the learning of the child improves if the child is failed. In fact, more often than not the child abandons school/ learning altogether. As regards expulsion, there are many who give examples of deviant and aberrant behaviour of some children, adversely influencing other children, and that such deviant children should be 'expelled' in order that the others may be protected. But the implications of expulsion are that the education system has refused to serve the child. The notion of 'expulsion' is not compatible with the concept of 'right'. No civilized country in the world expels children from elementary school for any reasons: there are no valid grounds for doing so. If the child – and remember we are talking about 6-14 year olds, not older children – does not respond to the existing system and resorts to 'deviant' activities, then the education system must address the child differently – through counselling or by providing different curricular and co-curricular activities, which enable the child to develop self awareness, address deep rooted fears and problems and consequently change patterns of behaviour.

AMENDMENT IN SECTION 16

In pursuance of a resolution adopted in the 59th meeting of the Central Advisory Board of Education (CABE) held on 6th June, 2012, a Sub-Committee was constituted for assessment of implementation of Continuous and Comprehensive Evaluation (CCE) in the context of No-Detention provision in the RTE Act, 2009. The Sub-Committee submitted its report in August, 2014. The report of the Sub-Committee was placed before CABE in its meeting held on 19.8.2015, wherein it was decided to request all States/UTs to share their views on the No-Detention policy. 28 States have shared their views on the No Detention policy out of which 23 States have

suggested modification to the No Detention policy.

In pursuance of the decision taken in the Central Advisory Board of Education (CABE) Committee meeting held on 19.8.2016, another Sub-Committee under the Chairperson ship of Prof. Vasudev Devnani, Minister of Education, Government of Rajasthan was constituted on 26.10.2015 inter-alia, to review the feedback received from States/UTs on the 'No-Detention' policy. The recommendations of the Committee are as under:

- There should be an examination at Class 5. It should be left to the States and UTs to decide whether this exam will be at the school, block, District or State Level.
- If a child fails then allow the child an opportunity to improve. There should be additional instruction provided to children and the child should be given an opportunity to sit for another exam. If the child is unable to pass the exam in the second chance, then detain the child.
- At Classes 6 and 7, there should be a school based exam for students.

- At Class 8, there should be an external exam. In case the child fails, the child should be given additional instruction and then appear for an improvement exam. If fails again then detain. The matter regarding amendment to Section 16 of the RTE Act, 2009 is under the active consideration of this Ministry.

The aim of NDP was to reduce the number of dropout cases from schools due the fear of failure in examination. It's essence was to promote active learning and participation of children in school and related activities. Yet it was observed that there were several drop out instances in cases of children who were admitted in schools in class 8th, who as presumed must would have passed grade 8th and subsequently should have appeared for class 10th examinations after a gap of two years. But the figures tend to represent a different scenario.

RESEARCH METHODOLOGY

Chandigarh Commission of Protection of Child Rights (CCPCR) had collected the data directly from the education department and made us available for research.

The research finding has been drawn of number of dropouts in government schools, taking clusters as one unit. However, the picture of Chandigarh as a whole has also been drawn and analysed.

RESEARCH FINDINGS

Chandigarh education has divided Chandigarh into 20 clusters on the basis of adjoining areas for better management. Each cluster consists of 5-6 schools approximately. Assuming that the students will tend to take admissions for higher secondary in the same cluster only.

From the data accessed from Chandigarh Commission for Protection of Child Rights (CCPCR) of different schools, there is an analysis drawn of each cluster which is as follows:

PRESENTATION OF DATA

CLUSTER 1

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 8-B, GSSS Kaimbwala, GMHS Sector 7-C, GGMSSS Sector 18-C, GMSSS Sector 19-C , GHS Sector 19-C.

- Students enrolled in class VIII in 2016-17: 525
- Students appeared in class X in 2018-19: 488
- Students passed the examination: 411.
- Gap in continuation of Education: 525-488= 37.
- Gap in completion: 525-411= 114.

CLUSTER 2

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 5 schools included in this cluster i.e. GMSSS Sector 10-A, GMHS Sector 11, GMHS Sector 12, GPS Sector 12, GMSSS Khuda Alisher.

- Students enrolled in class VIII in 2016-17: 653
- Students appeared in class X in 2018-19: 570.
- Students passed the examination: 437.
- Gap in continuation of Education: 653-570= 83.
- Gap in completion: 653-437= 216.

CLUSTER 3

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 15-C, GSSS Khuda lahora, GMHS Khuda Jassu, GMHS Sector 25, GMSSS Sarangpur , GHS Sarangpur.

- Students enrolled in class VIII in 2016-17: 760.
- Students appeared in class X in 2018-19: 492.
- Students passed the examination: 354.
- Gap in continuation of Education: 760-492= 268.
- Gap in completion: 760-354= 406.

ABBREVIATIONS

GMSSS- Government Model Senior Secondary School.
GHS- Government High School.
GMPS- Government Model Public School.·
GMS – Government Model School.
GPS- Government Public School.
GGMSSS- Government Girls Model Senior Secondary School

CLUSTER 4

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 16-D, GMSSS Sector 22-A, GMHS Sector 22-C, GMSSS Sector 23-A, GGMSSS Sector 23-A , GMMS Sector 23-D.

- Students enrolled in class VIII in 2016-17: 484.
- Students appeared in class X in 2018-19: 440.
- Students passed the examination: 404.
- Gap in continuation of Education: 484-440= 44.
- Gap in completion: 484-404= 80.

CLUSTER 5

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 5 schools included in this cluster i.e. GMSSS Sector 26TM, GMHS Sector 26PL, GMS Sector 26BDC, GMHS Kishangarh, GPS Sector 26TM.

- Students enrolled in class VIII in 2016-17: 547
- Students appeared in class X in 2018-19: 324
- Students passed the examination: 230
- Gap in continuation of Education: 547-324=223
- Gap in completion: 547-230=317

CLUSTER 6

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 27-C, GMSSS Sector 28-D, GMHS Sector 28-C, GMHS Sector 29-A, GHS Sector 29-B, GHS Sector 30-A, Chandigarh.

- Students enrolled in class VIII in 2016-17: 562
- Students appeared in class X in 2018-19: 529
- Students passed the examination: 394
- Gap in continuation of Education: 562-529=33
- Gap in completion: 562-394=168

CLUSTER 7

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 33-D, GMHS Sector 20-D, GMS Sector 33-D, GMSSS Sector 21-A, GGMSSS Sector 20-B, GMSSS Sector 20-D, Chandigarh.

- Students enrolled in class VIII in 2016-17: 504
- Students appeared in class X in 2018-19: 480
- Students passed the examination: 439
- Gap in continuation of Education: 504-480=24
- Gap in completion: 504-439=65

CLUSTER 8

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 35-D, GMHS Sector 41-D, GPS Buterla, GMHS Sector 36-D, GHS Sector 35-D, GHS Sector 41-A, Chandigarh.

- Students enrolled in class VIII in 2016-17: 521
- Students appeared in class X in 2018-19:

499
- Students passed the examination: 407
- Gap in continuation of Education: 521-499=22
- Gap in completion: 521-407=114

CLUSTER 9

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 37-B, GMSSS Sector 37-D, GHS Sector 24, GMHS Sector 37-D, GHS Sector 38-B, GMHS Sector 38-D, Chandigarh.

- Students enrolled in class VIII in 2016-17: 593
- Students appeared in class X in 2018-19: 485
- Students passed the examination: 382
- Gap in continuation of Education: 593-485=108
- Gap in completion: 593-382=211

CLUSTER 10

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 5 schools included in this cluster i.e. GMSSS Sector 38-W, GMHS Sector 38-W GMSSS Maloya, GHS Maloya Colony, GHS Dadumajra Village, Chandigarh.

- Students enrolled in class VIII in 2016-17: 799
- Students appeared in class X in 2018-19: 523
- Students passed the examination: 363
- Gap in continuation of Education: 799-523=276
- Gap in completion: 799-363=436.

CLUSTER 11

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 40B, GMSSS Sector 56, GMSSS Sector 39C, GHS Sector 40A, GMS Pal Colony, GHS Sector 54, Chandigarh.

- Students enrolled in class VIII in 2016-17: 992
- Students appeared in class X in 2018-19: 795
- Students passed the examination: 533.
- Gap in continuation of Education : 992-795 = 197
- Gap in completion: 992-533=45.

CLUSTER 12

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Sector 44B, GMHS Sector 43, GMHS Sector 42B, GHS Sector 53, GHS Sector 52, GHS Kajheri, Chandigarh.

- Students enrolled in class VIII in 2016-17: 734
- Students appeared in class X in 2018-19: 520
- Students passed the examination: 412.
- Gap in continuation of Education: 734-520= 214
- Gap in completion: 734-412= 322

CLUSTER 13

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GSSS Sector 45A, GMHS Sector

45A, GMHS Sector 45C, GMHS Sector 34C, GHS Sector 50B, GMS Burail, Chandigarh.

- Students enrolled in class VIII in 2016-17: 615
- Students appeared in class X in 2018-19: 346
- Students passed the examination: 266.
- Gap in continuation of Education: 615-346= 269
- Gap in completion: 615-266= 349

CLUSTER 14

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 7 schools included in this cluster i.e. GMSSS Sector 46D, GMSSS Sector 32C, GHS Sector 32D, GHS Sector 46C, GHS Sector 46D, GMHS Sector 49, GMPS Sector 49, Chandigarh.

- Students enrolled in class VIII in 2016-17: 534
- Students appeared in class X in 2018-19: 455
- Students passed the examination: 417
- Gap in continuation of Education: 534-455= 79
- Gap in completion: 534-417= 117

CLUSTER 15

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 5 schools included in this cluster i.e. GMSSS Sector 47D, GHS Sector 47A, GMHS Sector 31C, GMSSS Karsan, GHS Karsan, Chandigarh.

- Students enrolled in class VIII in 2016-17: 854
- Students appeared in class X in 2018-19: 671
- Students passed the examination: 363
- Gap in continuation of Education: 854-671 = 184
- Gap in completion: 854-363= 491.

CLUSTER 16

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 3 schools included in this cluster i.e. GMSSS Dhanas, GMHS Dhanas I , GMHS Dhanas II, Chandigarh.

- Students enrolled in class VIII in 2016-17: 927
- Students appeared in class X in 2018-19: 612
- Students passed the examination: 463
- Gap in continuation of Education: 927-612= 315
- Gap in completion: 927-463= 464.

CLUSTER 17

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 5 schools included in this cluster i.e. GSSS Raipur Khurd, GHS Hallomajra, GSSS Behlana, GMS Makhanmajra, GHS Col NO. 4, Chandigarh.

- Students enrolled in class VIII in 2016-17: 832
- Students appeared in class X in 2018-19: 377
- Students passed the examination: 277
- Gap in continuation of Education: 832-377= 455
- Gap in completion: 832-277= 555.

CLUSTER 18

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GMSSS Manimajra, GMHS Manimajra, GMHS pocket no. 8, GHS Indira colony, GPS I Manimajra, GPS II Manimajra, Chandigarh.

- Students enrolled in class VIII in 2016-17: 725
- Students appeared in class X in 2018-19: 515
- Students passed the examination: 378.
- Gap in continuation of Education: 725-515= 210
- Gap in completion: 725-378= 347.

CLUSTER 19

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 5 schools included in this cluster i.e. GMSSS Manimajra, GMS Pocket no. 6 , GMMS Pocket no. 10, GHS Daria, GMHS Pocket no. 1, Chandigarh.

- Students enrolled in class VIII in 2016-17: 881
- Students appeared in class X in 2018-19: 543
- Students passed the examination: 479.
- Gap in continuation of Education: 881-543= 338.
- Gap in completion: 881-479= 402.

CLUSTER 20

As the data provided by Chandigarh commission of protection of child rights (CCPCR). There are 6 schools included in this cluster i.e. GSSS Mauli jagran, GMHS Vikas nagar, GMS Raipur Kalan, GHS Mauli colony, GPS Mauli complex, GPS Railway colony, Chandigarh.

- Students enrolled in class VIII in 2016-17: 994.
- Students appeared in class X in 2018-19: 926.
- Students passed the examination: 559.
- Gap in continuation of Education: 994-926= 68.
- Gap in completion: 994-559= 435.

ANALYSIS

From the above findings, it has been assumed that the no. of students who took admission in 8th standard (2016-17) were more than students who appeared in 10th standard (2018-19). The no. considerably reduced creating a major gap.

With The highest gap in pass out of VIII Standard in 2016-17 and the no of students who appeared in X standard in 2018-19 is as follows:

- GHS colony no. 4 :- 268
- GMHS Dhanas II :- 139
- GMHS Sec 25 :- 133
- GHS Hallo Majra :- 122
- GHS Maloya colony :- 117

Also, there is an addition in no. of students who appeared in 10th standard (2018-19) in some schools:

- GHS Mauli Colony :-153
- GGMSSS Sec 20 B :- 37
- GMSSS Manimajra :- 32

However, the dropout rate in government

schools are alarmingly high which creates a huge gap. Taking U.T Chandigarh as one unit, against the pass out of 14500 students from class VIII in 2016-17, only 10500 students appeared in class X in 2018-19 and so there is a gap of 4000 students.

Even though there might be migration from one school to another school within the same cluster as well as admissions from non government schools in 9th standard.

Also, there might be some repeaters of 9th & 10th standard with promotions from 8th standard to 9th standard. There persists this gap which is ambiguous.

Probable Reasons For Dropouts

Sr. No.	Reasons
1	Bullying
2	Poor performance in academics
3	Lack of Financial support
4	Lack of interest
5	Excessive academic pressure (achievement gap) from school and parents
6	Frequent change of schools
7	Education not considered necessary
8	Discouragement by teachers and family
9	The community they belong to
10	Inappropriate Infrastructure
11	Lack of quality teachers and attitude of teachers
12	Child marriage
13	Poverty
14	No access to mid day meals and other benefits after 8th standard.

Sr. No.	Reasons
15	Partiality among children by tuition teacher
16	Delinquency
17	Physical and other medical problems
18	Migration (inter city and intra city)
19	Peer pressure.

Issues

Sr. No.	Issues
1	Lack of transparency and monitoring in admissions
2	No child wise study.
3	Lack of follow up mechanism of drop outs
4	Lack of accountability of school heads
5	Attitude of parents and teachers towards failures.
6	Sudden withdrawal of incentive from 9th standard which were available upto class VIII
7	Lack of proper counselling in schools
8	Discrimination among students by teachers
9	Overcrowded classrooms
10	Inadequate teaching and learning equipment
11	Poverty
12	Carelessness of teachers
13	Upkeep of infrastructure and security issues, particularly for girls
14	Socio- economic reasons

15	Gender bias.
16	Cultural taboos

Recommendations and Suggestions

- There must be a child friendly atmosphere in the schools.
- Principle must have the record of children who drop out with specified reasons to take follow up action.
- Proper counselling to parents and children must be given.
- Provide career and technical education.
- Start a monitoring programme.
- Proper training to teachers through training institutes, workshops and counselling.
- Extension of mid day meal system, financial incentives and other benefits till 10th standard.
- By making education more practical oriented by introducing more vocational courses from 9th standard.
- Make learning relevant by designing curriculum as per the present needs and its periodic review and improvement.
- Formulation of social inclusive policies with strict compliance.
- Continuous upgradation of teaching and learning equipments.

PROFESSIONAL KNOWLEDGE

Internships are great way for college students, graduates or anyone considering career change to obtain valuable work experience. The internship project on DROPOUTS FROM GOVERNMENT SCHOOLS helped us get an insight into the real world crisis that further enriched our knowledge and experience as professionals. It also helped us gain:

- **Valuable work experience:** The experience and exposure so gained here cannot be simply acquired through classroom teachings. Internships help gain the real work experience through working environment, that further enriches our skills through activities like team work

- **Guide in the career path:** Exploring fundamentals of career required skills is an integral part for one's professional development to face the real world situations.
- **Provides an edge over the others:** One of the most important internship benefits is that college graduates who already have some work experience in the form of internship stands out to professional employers.
- **Develops and refine skills:** One gets to learn a lot about his strengths and shortcomings during the internships. They allow for feedback from supervisors and others who are established in that field. And offer an unique learning opportunity.
- **Gain confidence:** Internship allows one to test his specific techniques learnt in the classroom before entering the working world. It's an opportunity to apply what you have learnt in a safe environment where mistakes are expected rather than learn the hard way in your first job experience.

LIMITATIONS

- **Personal touch:** Due to duration of internship programme during the vacation period of schools there could be no one to one interaction either with the school authorities or with the drop out students, that would have provided a deeper insight in the said matter.
- **Inefficient data:** Again due to vacations of the school, no actual data could be collected from the school authorities directly and hence the data so analysed may suffer from several shortcomings.
- **Short duration:** The duration of the internship maybe insufficient with regard to the data analysis and sensitivity of the topic covered.

STUDY SUBMITTED BY INTERNS (UNIVERSITY INSTITUTE OF LEGAL STUDIES, DEPARTMENT OF SOCIOLOGY, PANJAB UNIVERSITY, CHANDIGARH, GEETA INSTITUTE OF LAW, AND RAYAT COLLAGE OF LAW

- Faarika Mehta
- Sangam Garg
- Tanish Jindal
- Shweta
- Dikshant Gahlot
- Somya Goyal
- Mudit Johar

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GALLERY

Sh. Mahavir Singh, Member Secretary, State Legal Services Authority (SLSA) delivered a lecture on the various Provisions of Protection of Children from Sexual Offences (POCSO) Act 2012 to the interns.

Ms. Sangita Vardhan, Member, CCPCR -cum- Chairperson, Child Welfare Committee giving a lecture on Juvenile Justice (Care and Protection of Children) Act, 2015.

Ms. Madanjit Sahota, Member, Child Welfare Committee briefed about the working of Child Welfare Committee.

Sh. Chanchal Singh, RTE Consultant, CCPCR delivered a lecture on the various provisions of Right to Education Act (RTE), 2009 and implementation thereof

Sh. Chanchal Singh, RTE Consultant, CCPCR briefed about the work to the Commission members undertaken by the interns in during their internship period.

Interns getting their Internship Certificate (Group Photograph)

Minority schools witness high dropout rate among EWS kids

WORRISOME Out of the 77 private schools in Chandigarh, 22 are minority institutes; of these 13 had opted for the status after the RTE Act came into force

Srishti Jaswal
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CHANDIGARH: Minority schools of the UT have witnessed 19% dropout rate under the economically weaker sections (EWS) and disadvantaged group (DG) in the last eight academic sessions, showed the data of Chandigarh Commission for Protection of Child Rights (CCPCR).

Out of 77 private schools in the city, 22 are minority institutes out of which 13 had opted for the minority status after the implementation of the RTE Act in 2010. In total, around 450 students of EWS and DG dropped out of 77 private recognised schools in UT. 8% dropout rate in the 55 non-minority schools.

FIGURE FOR CLASSES 1-7

The figure of Classes 1-7 from 2010-11 to 2017-18 has been witnessed despite the fact that minority schools reserve 15% seats as per the terms and conditions of the land-allotment scheme by UT.

Notifications regarding the same were served to the schools under the law of land allotment in 1996, 2001 and 2005. The notifications stated that schools would reserve some percentage of seats for EWS students and the disadvantaged groups. In November 2016, the UT education department had fixed 15% reservation of seats for the two sections in all private schools. Talking about the trend, Independent Schools Association president HS Mamik said, "Maybe the students do not like minority schools. They take admission at first but later discontinue. I cannot comment on why the students don't like these schools."

Principal of a minority school St Stephen's School, Sector 45, Louis Lopez, said, "A huge effort is being made from our side to mainstream EWS students and we are somewhat successful in retaining students from Classes 1-5. Some students drop-out in Class 6 as they are not able to cope up with the Indian Certificate of Secondary Education (ICSE) syllabus. Our statistics show that there are some exits in Classes 8 and 9, however, the numbers are not that alarming."

Chandigarh Parents Association (CPA) president Nitin Goyal said, "Barring a few schools which were minority institutions before the Right to Education (RTE) Act came into force, other schools which converted into minority institutions just to escape their obligation of providing free education to poor students, are the ones which are always reluctant to grant admission and have students continue under EWS/DG quota."

Principal of another minority school St John's High School, Sector 26, Kavita Das, said, "I cannot comment for other minority schools but the four missionary schools of Chandigarh -- St John's School, Carmel Convent School, St Anne's School and Sacred Heart School, are committed to the cause of society."

'SCHOOLS NEED TO EXPLAIN'

Education secretary BL Sharma said, "As per the provisions of RTE Act, a child admitted at the entry point needs to be provided education till Class 8 without detention at any level. Corollary of this is that there should be, under normal circumstances, no dropout till at least till Class 8. High dropout rate, if any, in private schools needs explanation."

Before 2016, the schools would reserve the percentage mentioned in their respective land allotment letters. The education department does not reimburse the fee for the said seats. The schools can charge a nominal fee from such children. However, adding to the fury of schools, the education department had in 2016 defined nominal to be equal to the fee charged by government schools which is nil till Class 8 and minimal for higher classes.

Assistant professor of sociology at MCM DAV College for Women, Minakshi Rana, conducted a thesis on the subject. She said, "The rate of reimbursement is different in both cases. On the one hand, the non-minority schools are reimbursed while minority schools are not. In some minority schools, separate Hindi medium sections are set up for these children which is not acceptable by the EWS parents." "15% is less representation of EWS community and they may feel isolated so they opt out. 25% means that there is substantially more representation of these students leading to inclusive education," she said.

EWS/DG students from 2010-11 to 2017-18 academic sessions

Minority schools have to reserve 15% seats as per the terms and conditions of the land-allotment scheme by Chandigarh

Type of schools	Total EWS/DG students admitted	No. of dropouts	Percentage of dropouts
Schools under RTE	4,298	379	8%
Minority schools	399	74	19%

> As per the provisions of RTE Act, a child admitted at the entry point needs to be provided education till Class 8 without detention at any level. Under normal circumstances, no dropout till at least till Class 8.
>
> BL SHARMA, education secretary

Hindustan Times
Dated 24.06.2019

“If you don't give up, you still have a chance. Giving up is greatest failure."

Jack Ma, Founder of Alibaba

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