

PURPOSE OF THE ANALYSIS

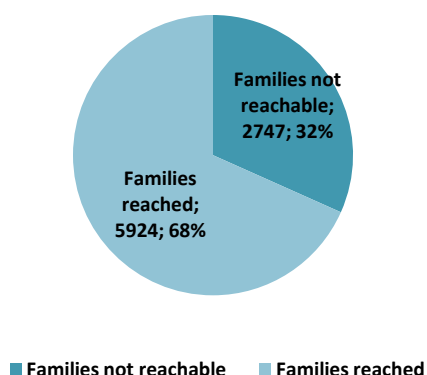
Since 2013, Project Eklavya has supported thousands of children to obtain admission into private unaided schools and bolster the implementation of Section 12(1)(c) of Right to Education Act, 2009. In 2017, the organization conducted its first Retention Survey to assess whether those children still study in their respective private schools. The purpose of this study was (1) to administer a census and determine the number of admitted students who have dropped out of their respective private schools, and (2) to plan necessary intervention for improving the experiences of continuing students. This is our second retention survey and is primarily to determine the efficacy of Project Eklavya's Implementation in Delhi.

PROCEDURE USED FOR THE ANALYSIS

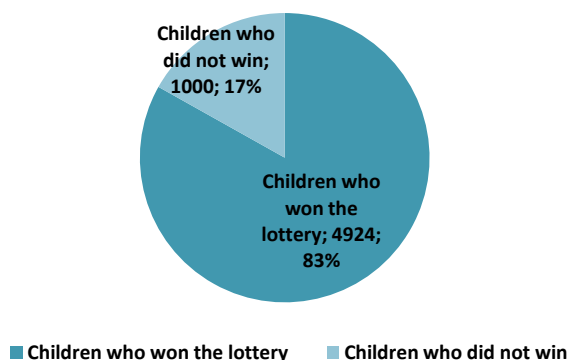
In order to conduct the analysis, Indus Action telephonically surveyed 8,671 families, who were previously assisted through Project Eklavya, to assess their school going experience. The survey's questions ranged from inquiring whether the student still studies in the private school he or she was admitted in to asking what more assistance do parents request from the school and community to the average time it took for a child to reach his or her school. The data was then cleaned, arranged and analysed using sentiment analysis techniques on R(for cleaning) and MATLAB(for sequentially arranging).

Data Collection and Validation

Families Contacted



Distribution of lottery winners and non-winners

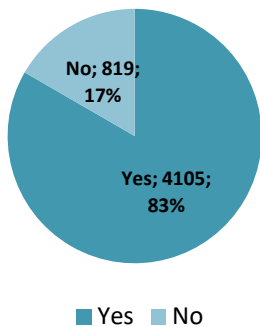


Children who declined admission or dropped out

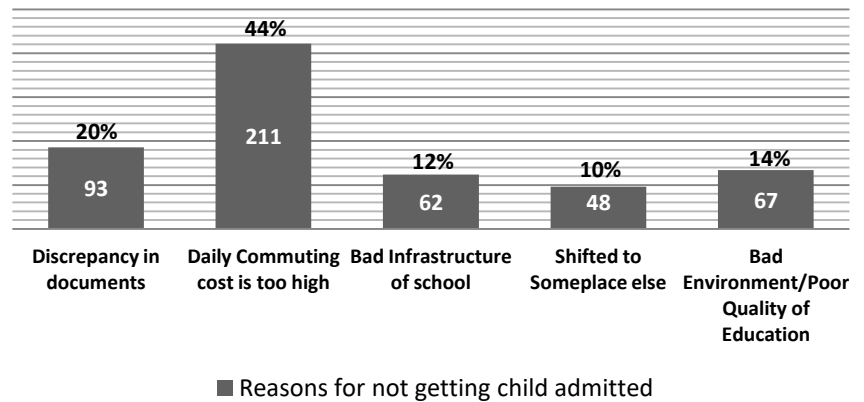
Out of the 5924 families reached out and subsequently 4924 children who won the lottery, 4105 children (1558 from DG and 2019 from EWS category and the rest unspecified) stayed in the same school in which they obtained admission through EWS quota and 819 children did not study in the same school.

Out of the above classified **819 children¹, 587(256 from DG and 242 from EWS category) children never took admission** to the allotted school. The reasons for the same are mentioned below:

Does your child study in the same school she/he got admission in through EWS quota?

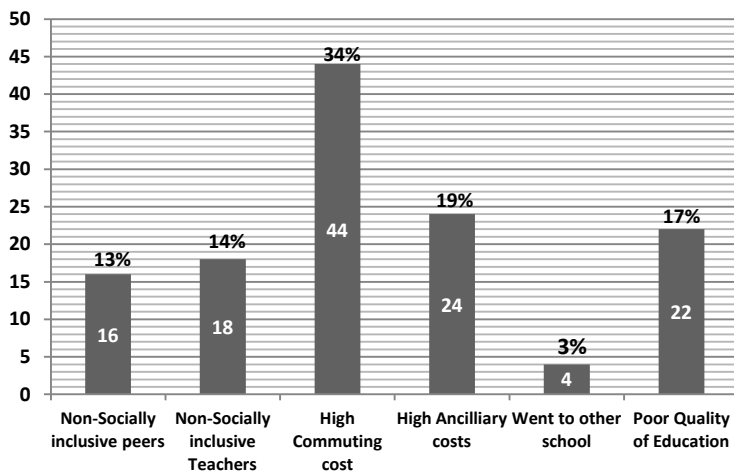


Reasons for not getting child admitted²

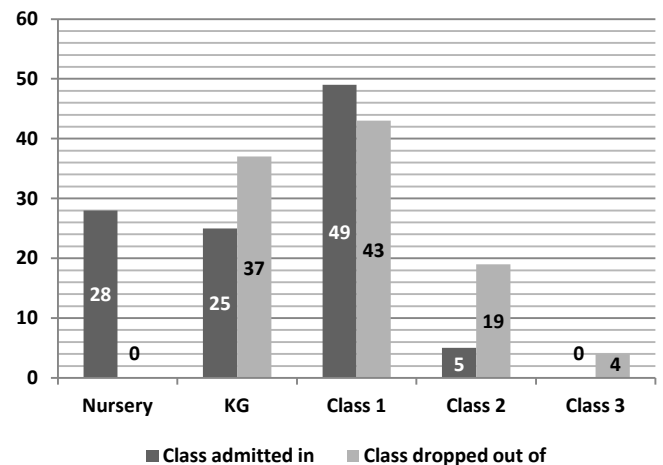


Out of the **819 children** who did not study in the same school as they were admitted, **128 children dropped out** after joining. The **retention** was at **83%**, **2.5% dropped out**, **11.5% changed schools** and **3% were lottery dropouts**

Reasons for dropping out of school



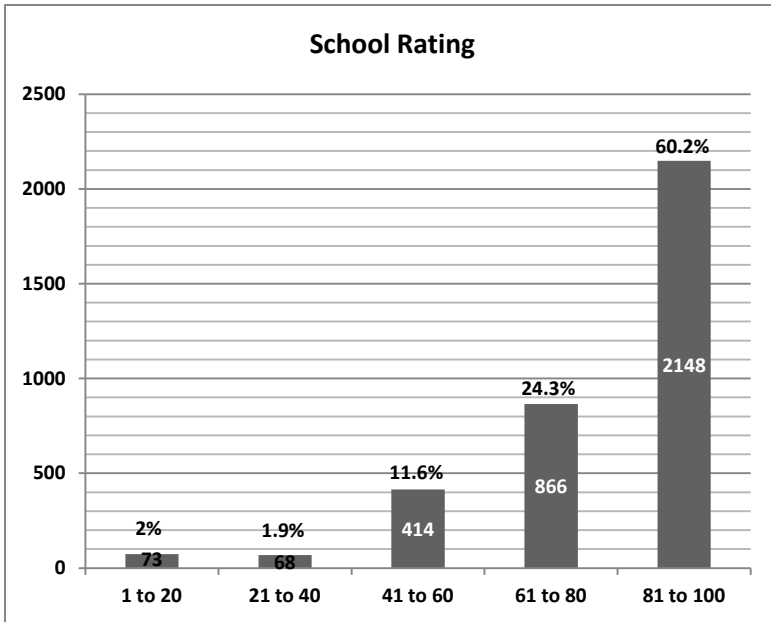
Entry and exit classes for dropouts³



1.. Data of drop-out or school change for 104 children was not available
 2. Out of the 587 children who did not go to school, valid reasons were only collected for 481 children.
 3. 21 children had not specified their entry and(or) exit level classes

Students Continuing School (Retention)

Academic Credibility



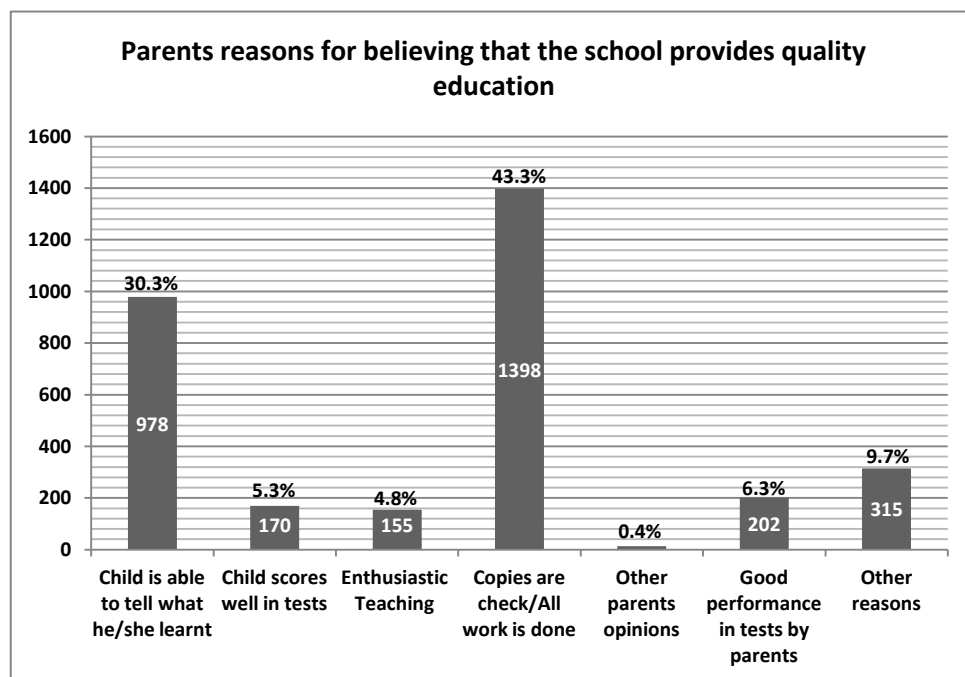
School Rating

Out of the **4105 children** who were **studying** in the **same school** as they got admission into, **3268 liked the quality of education** at the school and **231 were unsatisfied**. (**606 children did not submit valid data**).

Reasons for low score ranges for Satisfied parents:

Range	Parents	No Free Books & Uniforms	High Ancillary Charges
1-20	44	32	12
21-40	36	29	7
41-60	311	211	100

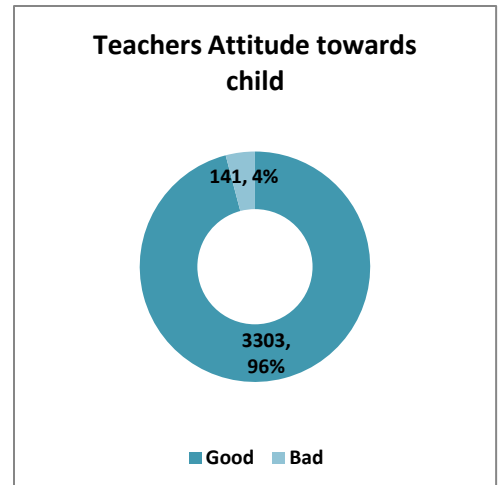
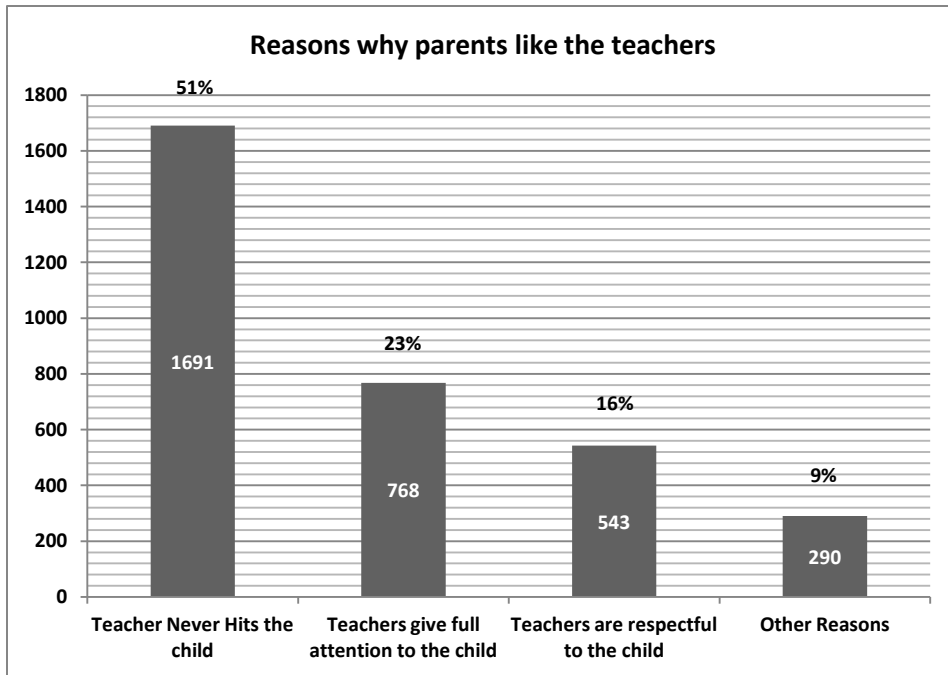
- Out of the **3268** parents **happy** about their child's school, **57%** of the children started **going to school in 2017, 30% in 2016 and 13 % earlier than 2015**
- **75%** of the people whose schools score range was in **61-100** joined in **2016**
- **40%** of the **parents** gave a score of **more than 61** despite being **charged** for Books and Uniform



Amongst the adjacent parameters, parents **appreciated** the fact that their **child was able to explain the things learnt at school and all homework was followed up by the teachers to ensure that it was done**.

All **other factors** only played a **marginal role** in the parent's belief of **what good education entails**, which is **alarming** in terms of **parent awareness**.

Socio-Emotional Conduciveness



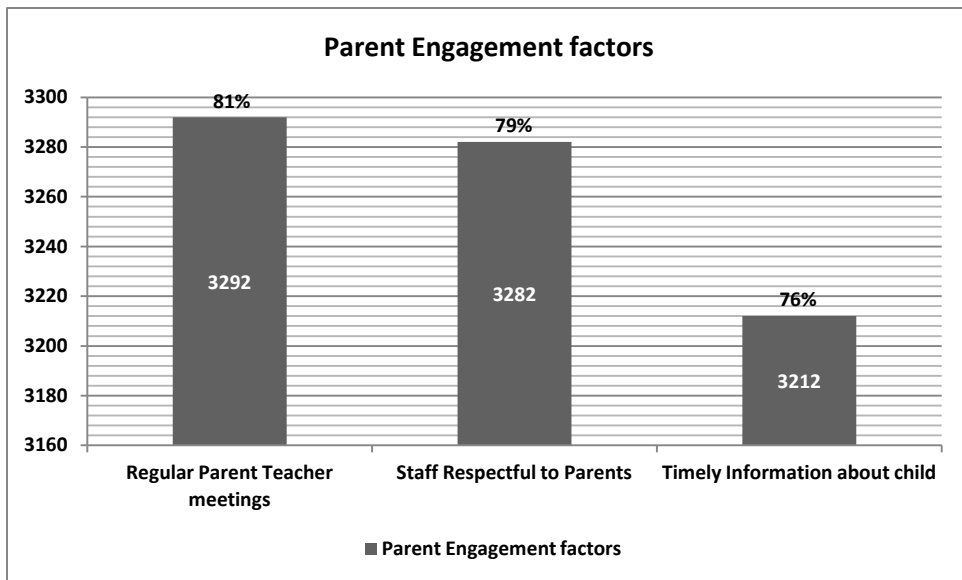
More than **50% of the parents** whose **children did not drop** said that there **was no form of physical punishment** to the child at school

There were **only 3292 parents** who submitted **valid reasons** for liking their teachers out of the 4105 who retained their child in the same school

Almost all parents were satisfied with how the teachers behaved with their child at school but had these other issues:

- ⚠ Teachers pay less attention
- 🔍 Other reasons like sibling studying in a different school

Parent Engagement



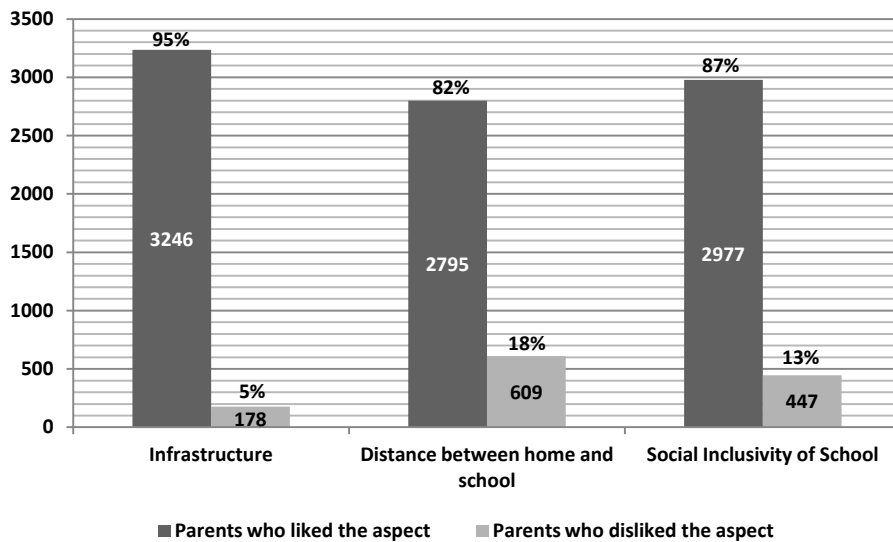
These figures are out of the **4105 parents** whose children were studying in the same school

Out of these **1429 parents** said that **both the PTM and informational** aspect of the school were good

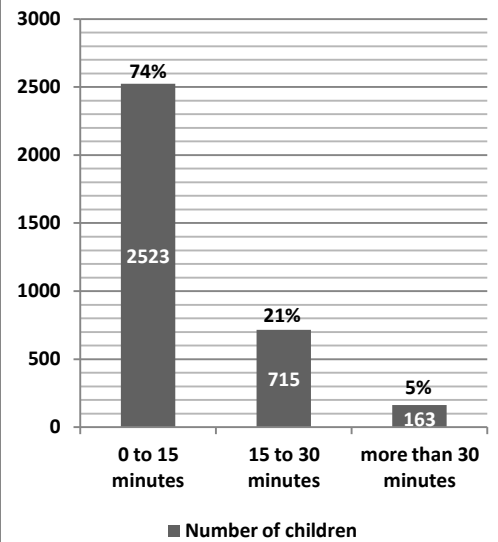
927 parents said **all three** aspects of the school **were good**

Other qualitative factors

Parents opinion of the qualitative aspects of their child's school



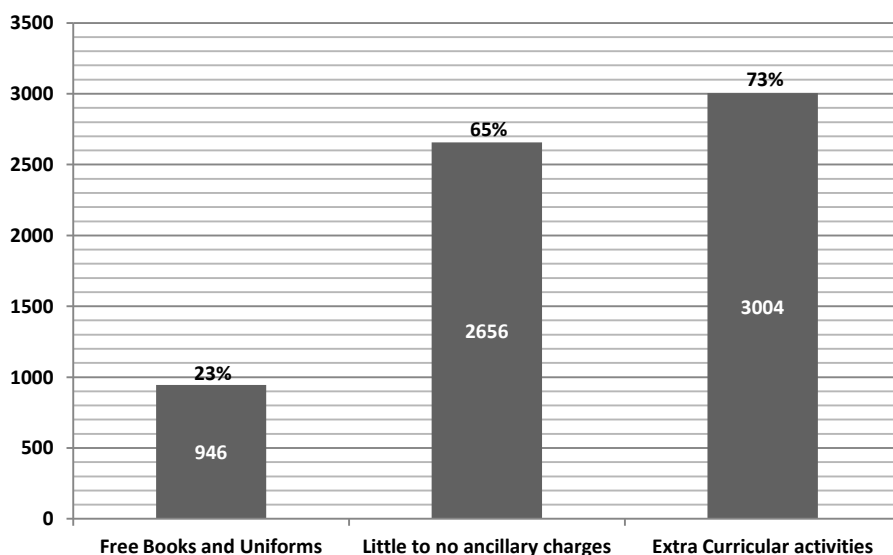
Time taken by children to reach their school



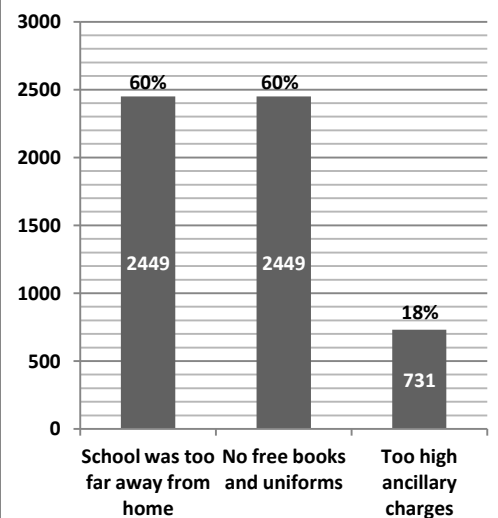
Almost **half** of all the **parents** whose children were **retained** liked **all 3** of the **above** mentioned **parameters** of their child's school.

The **average time** taken by a **child** to **reach school** was in the range of **15 to 30 minutes**

Factors which parents liked about their child's school



Factors that parents did not like about their child's school



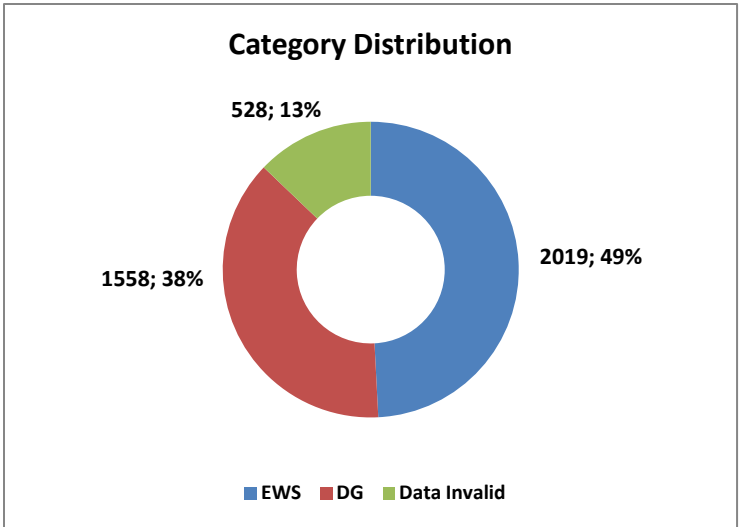
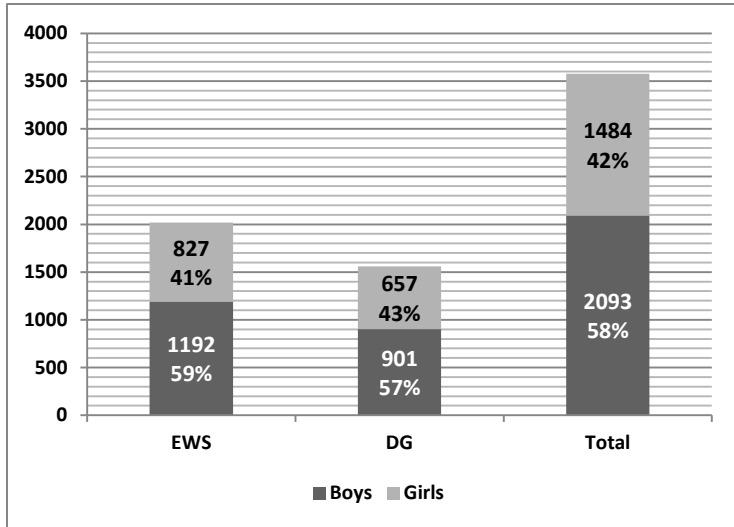
Books and Uniforms are being **charged** for in schools because of which only a **quarter of the parents** were **satisfied** with that particular factor

20% of the parents said the school was **too far away** and were also being **charged for books and uniforms**

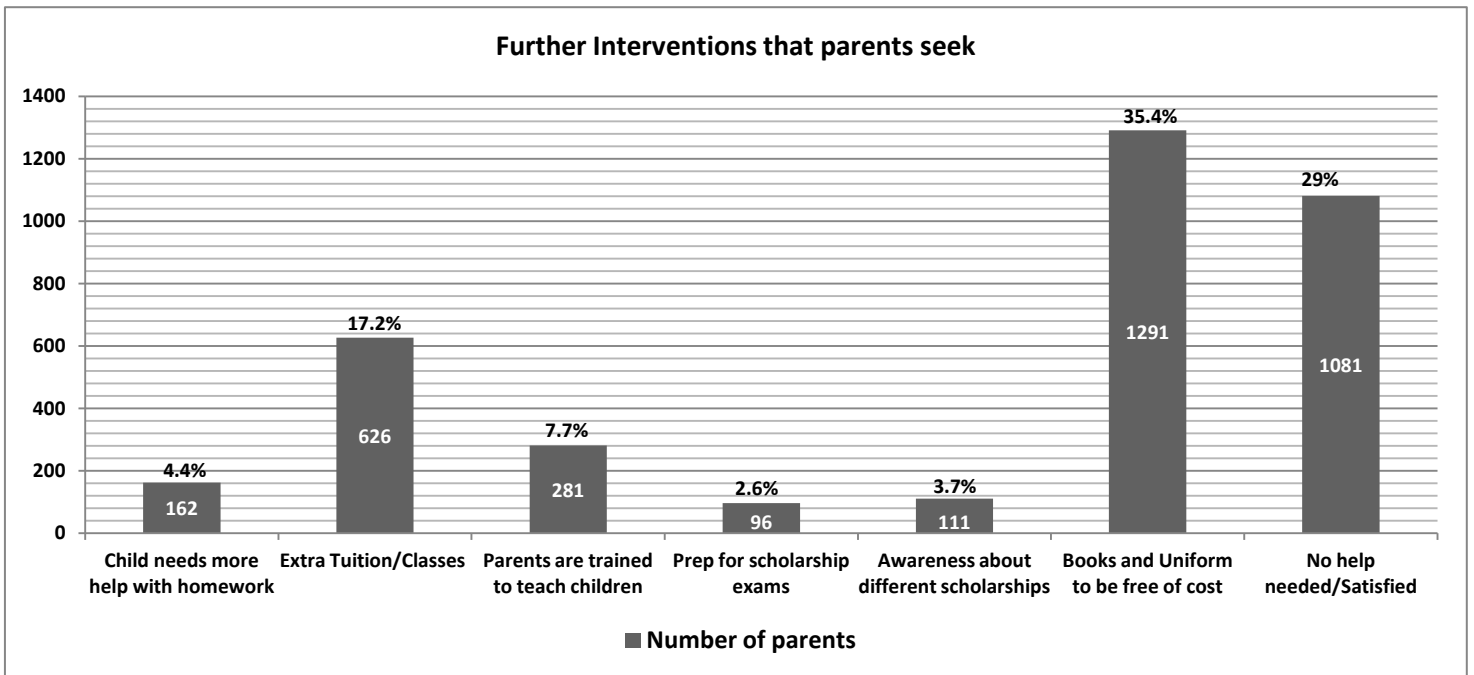
INDUS ACTION INITIATIVES
RETENTION SURVEY 2018

We telephonically surveyed 8,671 families, this document presents the analysis of the 5924 families who provided us with valid data

Gender and Category Distribution of students continuing school



Conclusion of the Survey



Key Takeaways



Retention rate has dropped from 91% to 83%, primarily due to a 15% increase in the number of schools which charge for books and uniforms⁴



Drop-out rate has decreased from 8% to 5.5%, due to better social inclusivity of children from EWS/DG categories. Out of this 5.5%, 3% were lottery drop-outs⁵



14.5% Changed Schools after joining the one through EWS/DG admissions, mostly because 60% of the parents said there were no free books and uniforms and the school was too far away



Extra-Tuition and Classes are needed by 20% of the surveyed parents, which brings in a good scope for our School Readiness program

4. This data was collected from the Directorate of Education, Delhi as a part of Indus Action's research with the Delhi Commission for Protection of Child Rights on the status of implementation of RTE Section 12.(1).(c) in Delhi. There has been a total increase in the number of RTE Section 12.(1).(c) seats from 25k to 35k over the last three years, thus even though the number of retained students only marginally increased, there was a 40% increase in the total number of seats(15% increase in the total number of schools) which caused the retention rate to go down by 8%.

5. Lottery Drop-outs are defined as children who did not get admitted into the school allotted in the lottery process