

Children's Worlds National Report

INDIA



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1. Introduction

1.1 Context and population

Population

According to Indian Census 2011, the population of India is 1,210,854,977 with 623, 724, 248 males and 586,469, 174 females. India's population in 2018 is estimated at 1.35 billion based on the most recent United Nations data (July 1, 2018). 1 of every 6 people on the planet live in India, and between the 2001 and 2011 censuses, the country grew by 17.7%, adding 181.5 million people. The country has doubled in size in just 40 years, and is expected to unseat China as the world's most populated country in the next couple decades. India's current yearly population growth rate is 1.11%. While the number of Indians living in urban areas has increased over the last two decades, about 67% of people still live in rural areas. In 2011, India had a literacy rate of 74%, 82% for men and 65% for women.

There are 6 metro cities in the country. Kolkata is one of them. For India, the area to survey is the city of Kolkata, administered by the Kolkata Municipal Corporation. The Kolkata Municipal Corporation has population of 4,496,694 of which 2,356,766 are males while 2,139,928 are females as per report released by the Census of India 2011. The city covers an area of 205 sq.km.³ Different religious groups of people are residents of the city. Hindus are majority (76.51%) followed by Muslims (20.6%). People belonging to other religion are Christian (0.88%), Sikh (0.31%) and Buddhist (0.47%).

Geography

India, located in South Asia, is bordered by the Bay of Bengal, the Arabian Sea, and the Indian Ocean, and is also bordered by the countries of Pakistan, Bhutan, China, Nepal, Myanmar, and Bangladesh. India is the world's area. The total geo-graphical area of the country is 3,287,240 sq.km. (including 120,849 sq. km. of area under the illegal occupation of Pakistan and China). As of 2011, India is a union of 29 states and 7 union territories. The States have been grouped into six zones. Northern Zone comprises of seven states, namely, Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, and Rajasthan; North Eastern zone comprising of seven states, viz., Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Tripura; the State of Sikkim has also been included in the North Eastern Zone. The states of Chhattisgarh, Madhya Pradesh, Uttarakhand and Uttar Pradesh belong to Central Zone; Eastern Zone is comprising of Bihar, Jharkhand, Odisha, and West Bengal; Western Zone includes five states, that is, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, and Maharashtra; and lastly, Southern Zone is consisting of Andhra Pradesh, Karnataka, Kerala, Lakshadweep, Puducherry, Tamil Nadu, and Telangana.

Ethnicity: Data on ethnicity is not collected by the Indian census, although the CIA World Fact-book estimates 72% of Indian population is Indo-Aryan, 25% is Dravidian, and 3% is Mongoloid and other.

³ According to *Basic Statistics of Kolkata*, Kolkata Municipal Corporation.

Religion

Hinduism is the most common religion in India, accounting for about 80% of the population. Islam is the second-largest religion at 13% of the population. Other major religious groups in India are Christians (2.3%), Sikhs (1.9%), Buddhists (0.8%) and Jains (0.4%). People who claimed no religion are officially recorded under 'other' by the census. In 2011, 0.9% of Indians selected the 'No Religion' category.

Economic context

India is a developing country with mixed economy. It has emerged as the fastest growing major economy in the world as per the Central Statistics Organisation (CSO) and International Monetary Fund (IMF) and it is expected to be one of the top three economic powers of the world over the next 10-15 years, backed by its strong democracy and partnerships. India's gross domestic product (GDP) is estimated to have increased 6.6 per cent in 2017-18 and is expected to grow by 7.3 per cent in 2018-19, while at constant prices the growth is about 7.2 per cent. The real per capita income (measured in terms of per capita net national income at constant 2011-12 prices) is one of the important indicators representing the welfare of people of a country. It is expected to increase from Rs.77, 803 in 2015-16 to Rs.86, 660 in 2017-18, growing at an annual average rate of 5.5%. The services sector with a share of 55.2 per cent in India's gross value added continued to be the key driver of India's economic growth contributing almost 72.5 per cent of gross value added growth in 2017-18. The number of job-seeking people in India has always been on a high. As per information available on the official website of the Centre for Monitoring Indian Economy (CMIE)⁴, there are currently nearly 31 million unemployed Indians looking for jobs. To engineer an inclusive and sustainable growth for India, the social infrastructure like education, health and social protection are being given utmost priority by the Government. Public investment in social infrastructure like education and health is critical in the development of an economy. However, the expenditure on social services by the Centre and States as a proportion of GDP is only 6.6 per cent in 2017-18. The Government of India is committed to achieving the Sustainable Development Goal (SDG- 4) for education – “Ensure inclusive and quality education for all and promote lifelong learning” by 2030. With a view to achieve the goal of universalization of elementary education, the Right to Free & Compulsory Education (RTE) Act, 2009 had been enacted in 2010 that provides a justifiable legal framework entitling all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Gender Parity Index (GPI) in education is a valuable indicator which reflects the discrimination against girls in accessing to educational opportunities. Ensuring healthy lives and promoting the well-being for all at all ages is essential for sustainable development. In the financial year 2017-18, new initiatives have been taken up to foster all round development of women and children in the country.

⁴ CMIE is a board that tracks business and economic data of the country.

1.2 Sampling: Strategy and outcome

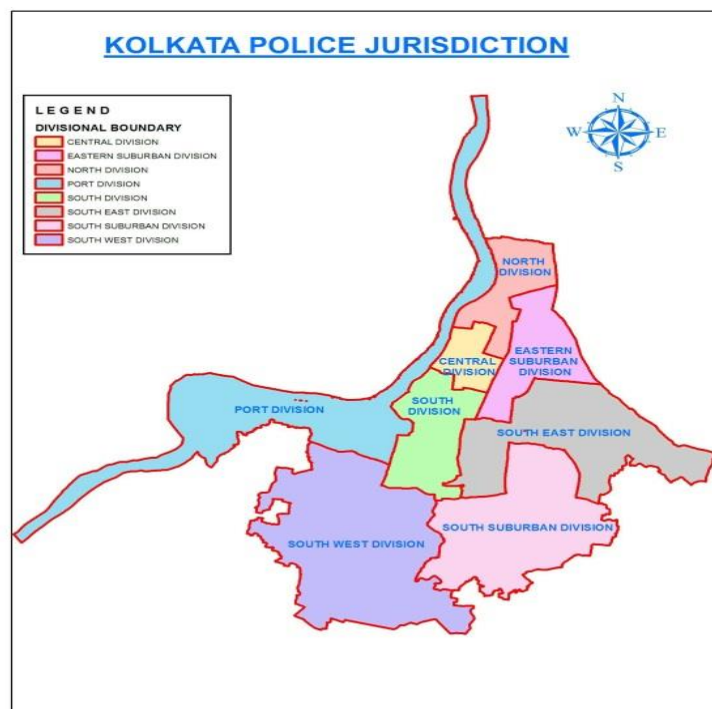
Our objective is to achieve a representative sample of 1000 children in each of three age groups (around the age of 8, 10 and 12 years) for India. As India is a large country, it is very expensive and time consuming to conduct a survey all over the country. We propose to conduct the survey in the city of Kolkata which is the capital of the state of West Bengal. Due to its cosmopolitan nature, the city represents an average picture of urban India. To conduct the survey, we need to develop a sampling strategy that is described in subsequent steps.

Step 1: We include only children who are attending regular schools and so, exclude those who are not attending school at all and children, attending specialist educational establishments.

Step 2: As we are interested to survey 8, 10 and 12 years old children, so, we consider schools with classes from primary to secondary. In the West Bengal state govt. terminology these are the *primary schools with secondary and higher secondary (PSH)*, and, *primary and upper primary with secondary and higher secondary (PUSH)*.

Step 3 (preparing sample frame): We need to decide a sampling method for our survey that would serve our purpose most efficiently. To formulate a sampling method, we need to have a sample frame that includes all the sampling units belonging to the population to be studied with their proper identification particulars. This may be a list of units with their identification particulars or a map showing the boundaries of the sampling units. As the sampling frame forms the basic material from which a sample is drawn, it should be up to date, and free from errors of omission and duplication of sampling units (Murthy, M. N., 1977. *Sampling Theory and Methods*, Statistical Publishing Society, Calcutta).

For India, the area to survey is the city of Kolkata. The city covers an area of 205 sq.km. (Basic Statistics of Kolkata, Kolkata Municipal Corporation) administered by the Kolkata Municipal Corporation (see the city map presented below).



Source: Official website of Kolkata Police(<http://www.kolkatapolice.gov.in/division>)

The map shows that the city consists of eight divisions as follows:

- North and North Suburban Division
- Central Division
- Eastern Suburban Division
- South Division
- Port Division
- South East Division
- South Suburban Division
- South West Division

Considering the classic and distinctive features (for example, traditionalism, living standards, modern day city life etc.) that differentiate the northern and southern parts of Kolkata from each other, we can broadly divide the city in two mutually exclusive regions, viz., Northern region (merging northern, central and eastern divisions) and Southern region (merging all the southern divisions). We access / prepare an exhaustive list of all PSH and PUSH schools in these two regions which forms our sample frame. Table 1 shows the distribution of schools in Kolkata by two regions.

Table 1.2.1. Distribution of schools (population) by region, the city of Kolkata

Region	Number of schools		
	Number of PSH schools	Number of PUSH schools	Total
Northern Region	91	226	317
Southern Region	89	290	379
Whole Area	180	516	696

Source: National University of Educational Planning and Administration under the Program of 'District Information System for Education, 2013-14'.

Step 4 (Stratification)

The stratified sampling technique is to classify the population units into a certain number of groups, called stratum and then select samples independently from each group or stratum. This is generally done by forming the stratum such that they are homogeneous within themselves with respect to a suitably chosen auxiliary variable termed stratification variable. The allocation of the sample size to the strata would depend on the stratum sizes; the stratum accounting for a substantial part of the variation should receive a larger allocation (Murthy, M. N., 1977. *Sampling Theory and Methods*, Statistical Publishing Society, Calcutta).

In our present case, apart from the geographical classification as mentioned in step 3, we stratify the schools in such a way that they are homogeneous within the stratum in terms of their fee structure, facilities offered to the students, and, ownership/management of the schools. In India, there are basically three types of schools – government owned, private-aided and purely private schools. Purely private schools provide better facilities to their students but are costly. The private-aided schools also offer good facilities, but the same cannot be said about most of the government schools though. Keeping this into our mind, we stratify all the listed schools into three stratum, viz. government, private-aided and private. Table 2 below shows the number of schools belonging to each stratum.

Table 1.2.2. Distribution of schools (population) by region and stratum, the city of Kolkata

Region	Number of schools			
	Government	Private	Private-aided	Total
Northern Region	225	66	26	317
Southern Region	281	92	6	379
Whole Area	506	158	32	696

Source: National University of Educational Planning and Administration under the Program of 'District Information System for Education, 2013-14'.

Step 5 (multi-stage sampling)

We adopt a multi-stage stratified sampling technique. Our first stage unit (fsu) is school unit that has been selected with probability proportional to size (PPS), size being the number of schools in a particular region. To achieve approximately equal gender representation in our sample, we define a school unit in two different ways. In a co-education school boys and girls, both are available, so we take it as one sample unit. On the other hand, in a single-sex school, either boys or girls are available. So, we assign the weight 0.5 to a single-sex school. Therefore, one boys' school and one girl's school together with form one sample school unit.

We use PPS sampling technique in second stage also, here, size being the number of schools in different stratum. Table 3 is showing the distribution of sample school units selected in two consecutive stages. It should be mentioned here that following PPS, we obtain only one sample school unit in private-aided category while at least two are needed in order to calculate variances. To overcome this problem, we sample two private-aided school units from the whole region (taking Northern and Southern regions altogether) and reduce the number of sample government school units to 16, in place of 17.

Finally, we select 60 boys (20 boys for each age group) and 60 girls (20 girls for each age group) from each sample school unit by simple random sample without replacement (SRSWOR) for each age group from lists of students for respective age group. Therefore, all

together, we need to survey 25 school units to cover 1000 children for each age group⁵. We like to mention here that, for all practical purposes, we like to consider three school classes, like class III – IV, class V – VI and class VII – VIII for three specific age groups, 8, 10, and 12 years respectively.

Table 1.2.3. Distribution of sample school units by region and stratum, city of Kolkata

Region\Stratum	Number of school units				
	Government	Private	Sub-Total	Private-aided	Total
Northern	7	3	10	2	
Southern	9	4	13		
Total	16	7	23	2	25

2. Results

2.1 The Participants

In India a total of 3000 children participated in the survey in proposed age groups. But in each age category there were few cases with age out of acceptable range or with systematic responding (Table 2.1). So, finally 2892 number of children has been included in the data analysis. Out of them 49.83 % are boys and 50.17 % are girls.

Table 2.1. Age and gender distribution of survey participants

	8 years old*	10 years old**	12 years old***	Total
Boy	497	465	489	1441
Girl	495	481	488	1451
Total	992	946	977	2892

* 8 children were excluded; ** 54 children were excluded; ***23 children were excluded.

⁵If required number of students is not available from any selected school unit, an additional similar type of school unit will be surveyed to maintain the total number of surveyed children in that particular type and age group (s).

2.2 The home and the people children live with






Table 2.2.1. Type of home children live in (10 and 12 age groups)

First home (%)	10 years	12 years
Mother & father	94.1	93.9
Mother & partner	0.0	0.0
Father & partner	0.0	0.1
Lone mother	3.9	4.7
Lone father	0.0	1.1
other	2.0	0.2
total	100	100

*Missing: 54 for 10 years & 23 for 12 years old children.

Most of the children live with their own families in first home (96.8% of 10years and 95.5% of 12years age groups). For both age groups less than 1% lives in a foster home. Very few children (1.6% and 2.3% of 10years and 12years age groups respectively) live in children's home. About 94% children live with their parents. Percentages of children living in 'lone mother' home types are 3.9 and 4.7 for 10years and 12years age groups respectively. No other home type is relevant in the study area.

Table 2.2.2. Satisfaction with the people children live with (8 age group %)

Satisfaction with ...					
The people you live with	0.2	0.5	0.7	12.8	85.8

Missing: 7

Table 2.2.3 Satisfaction with the people children live with (10, 12 age groups %)

	0	1	2	3	4	5	6	7	8	9	10
10years	0.2	0.3	0.2	0.4	1.3	1.8	1.5	2.5	2.4	6.0	83.3
12years	0.0	0.1	0.4	0.3	1.3	1.7	2.9	2.1	5.6	8.5	77.1

*Missing: 55 for 10 years & 23 for 12 years old children.

Children were asked about their level of satisfaction regarding different aspects of life. In all the cases children in 8years age group answered in five points emotion-scale while higher age groups answered in eleven points emotion scale. For better comparison this scale has been transformed to 0-100 scale. Table 2.2.2 shows that for all age categories more than 80% children are highly satisfied with the people they live with.

Table 2.2.4. Agreement of children with each of these sentences (10years and 12years, Means)

	Family care	Good time together	Feel safe	Parents listen
10 year-old*	3.64	3.52	3.58	3.44
12 year-old**	3.67	3.60	3.69	3.44
Total	3.66	3.56	3.63	3.44

*Missing: 65, 63, 78, 67 respectively for family care, good time together, feel safe and parents listen.






**37, 35, 40, 36 respectively for family care, good time together, feel safe and parents listen.

Children of both 10years and 12years mostly agree with first three statements described in Table 2.2.3. They do not totally agree (67.7% for 10years and 66.5% for 12years) that their parents listen to them and take into account what they say. Sixteen to eighteen percent children agree a lot but about 3% do not agree with this view. Table 2.2.4 summarises variations in responses regarding family related four questions. There is no variation about how much parents listen to them, whereas variations in other three responses are negligible.

2.3 The home where children live

Table 2.3.1. Satisfaction of children with the home they live in

8 year old

Satisfaction with ...					
the house or flat where you live	0.8	1.2	2.2	19.6	76.2

*Missing: 6

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	0.2	1.3	1.1	1.4	0.7	3.4	1.9	4.1	5.4	10.6	70.0
12 year-old**	0.4	0.4	1.6	0.7	1.3	3.3	1.9	4.1	7.7	11.9	66.6

*Missing: 54; ** Missing: 23

Table 2.3.1 shows that all most all children (95.8%) aged 8years are highly satisfied with the home that they live in. This percentage is lower for 10years and 12years old children (80.6% and 78.5% respectively). Reason may be that only 11.5% children of 10years old have their own room where they sleep, while this figure increases only to 13 % for 12years old children. About 80% children do not have their own bed and also not all of them (58.4% of

10years and 63.6% of 12years) have a place in their home where they can study (Table 2.3.2).

Table 2.3.2. Different features of the home they live in (in %)

Whether you have ...	10 year-old	12 year-old
Own room	11.5	13.0
Own bed	21.0	22.3
Place to study	58.4	63.6






*Missing: 54 for all the questions.

** Missing: 23 for all the questions.

2.4 Friends

Table 2.4.1. Satisfaction of children with their friends

8 year old

Satisfaction with ...					
Your friends	0.9	0.9	1.6	15.2	81.4

*Missing: 6

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	0.6	1.3	0.8	1.4	2.1	3.8	3.9	4.1	7.5	8.5	66.0
12 year-old*	0.9	0.3	1.2	1.4	0.8	4.6	3.7	5.0	8.8	11.2	62.0

*Missing: 54; ** Missing: 23

Table 2.4.2. Agreement of children with each of these sentences about their friends

	10 Years*					12 Years**				
	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
I have enough friends	5.1	6.0	8.1	15.7	65.0	3.7	5.8	7.9	15.6	67.0
My friends are usually nice to me	4.0	6.6	9.5	17.5	62.5	3.8	6.5	13.2	22.1	54.4
If I have a problem, I have a friend who will support me	5.8	5.8	7.3	14.1	67.0	4.9	4.9	7.5	13.6	69.1






*Missing: 66, 70, 71; ** Missing: 32, 31, 43

Table 2.4.2 shows that 81.4% Children in 8years age category are fully satisfied with their friends, while this percentage reduces to 66% and 62% for 10years and 12years old children respectively. More than 80% children of 10years and 12years old agree that they have enough friends and that they are very supportive if they have any problem. Similarly, more than 80% 10years old children agree that their friends are usually nice to them, whereas, this percentage is quite low for 12years old children (76.5%).

2.5 School

Table 2.5. Satisfaction of children with following matters in their life

8 year old

Satisfaction with ...					
Life as a student	0.1	0.7	2.7	17.1	79.4
Things you have learned	0.7	0.6	2.1	13.1	83.5
Other children in your class	2.5	2.0	4.7	18.3	72.4

*Missing: 6 for first two questions and 7 for the last one.

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
life as a student											
10years*	0.4	0.1	0.4	0.3	0.8	2.1	2.1	3.2	8.3	9.1	73.1
12years**	0.3	0.1	0.6	0.3	0.7	3.7	2.1	4.1	8.3	11.4	68.4
Things they have learned at school											
10years*	0.5	0.4	0.2	0.4	0.6	1.8	1.6	2.5	5.6	10.6	75.7
12years**	0.4	0.0	0.1	0.1	0.4	2.4	1.7	3.9	8.7	13.4	68.9
Other children in their class											
10years*	2.0	2.3	0.6	1.2	1.9	4.5	3.9	4.5	8.5	14.2	56.4
12years**	1.1	1.0	1.1	1.1	1.3	5.1	4.8	8.0	11.6	17.0	47.7

*Missing: 57, 54, 57; ** Missing: 23, 24, 25.






It is revealed from Table 2.5 that 8years old children are mostly satisfied as a student or what they have learned in their school. Level of satisfaction in each case decreases consistently with higher and higher age groups. While 79.4% children in 8years age group report highest level of satisfaction as a student, this percentage is 73.1% for 10years old children and as low as 68.4% for 12years old children. Respective figures for what they have learned in their school are 83.5%, 75.7% and 68.9%. Children in none of these age groups

are very happy with other children in their class and these figures decrease drastically from 72.4% for 8years to 56.4% for 10years and 47.7% for 12years age groups.

2.6 The area where children live

Table 2.6.1. Satisfaction of children with the area where they live

8 year old

Satisfaction with ...					
The area where you live	3.3	3.0	4.2	18.1	71.3

*Missing: 6

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	3.5	1.5	0.7	1.3	2.4	4.2	5.1	3.9	8.8	13.6	55.0
12 year-old**	2.0	0.8	1.0	1.4	2.4	6.0	6.2	6.1	11.5	18.0	44.4

*Missing: 54; ** Missing: 23

Very few people in each age group report low level of satisfaction with their residential area, although percentages of fully satisfied children are not so hopeful (71.3% for 8years, 55% for 10years and 44.4% for 12years) (Table 2.6.1). This is also reflected in their statement regarding safety, availability of playground etc. in their local area they live in (table 2.6.2). About 37% to 40% children (10years and 12years) do not totally agree that they feel safe when they walk around in their local area, whereas 45% to 50% children of similar age group think that there are not enough places to play and they have a good time.

Table 2.6.2. Agreement of children with following sentences about their local area

	10 Years*					12 Years**				
	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
I feel safe when I walk around in the area I live in	8.1	6.3	10.6	15.7	59.3	4.4	4.3	10.3	18.2	62.8
In my area there are enough places to play and I have a good time	12.0	8.5	10.9	13.2	55.4	14.4	10.7	10.8	14.1	50.1

*Missing: 100 & 94 for two statements respectively; ** Missing: 55 & 43 for two statements respectively.

(10years & 12 years age group)

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	6.23	5.31	10.41	16.96	61.08
There are enough places to play or to have a good time	13.24	9.6	10.83	13.67	52.65

2.7 Money and the things children have

Table 2.7.1. Money and food status (%)

	8 year-old*	10 year-old**	12 year-old***	Total
How often do you worry about how much money your family has				
Never	30.5	30.7	31.3	30.98
Sometimes	18.5	27	30.6	28.82
Often	9.9	10.9	14.6	12.77
Always	41.1	31.4	23.5	27.43
Do you have enough food to eat each day?				
Never	1.8	1.7	1.1	1.42
Sometimes	9.4	5.4	7.9	6.67
Often	7.9	4.6	5	4.78
Always	80.9	88.3	86	87.13

*Missing: 94 for the first question and 30 for the second one.






** *Missing: 103 & 66 respectively for two questions.

***Missing: 96 & 31 respectively for two questions.

The first column of Table 2.7.1 shows how much worried is children about monetary status of their families. Surprisingly, children of youngest age group are very concerned (41.1%) with the monetary status of their families, while fewer children of two older age groups (31.4% and 23.5% for 10years and 12years respectively) are always worried about how much money their families have. It is also unexpected that percentage of children not getting enough food each day is higher for youngest age group (1.8%) compared to that of two older age groups (1.7% for 10years and 1.1% for 12years). It is ruthless to know that still a percentage of children in all age groups do not have enough food to eat each day.

Table 2.7.2.Satisfaction of children with all the things they have

8 year old

Satisfaction with ...					
all the things you have	0.9	2.0	1.4	15.5	80.2

*Missing: 7

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	0.5	0.6	0.4	0.5	0.2	4.3	2.5	2.0	7.5	10.1	71.2
12 year-old**	0.4	0.4	0.3	1.0	0.9	2.6	1.7	5.4	9.0	13.5	64.7

*Missing: 54; ** Missing: 23

Youngest children are happier with all the things they have than their older counterparts. While about 80% 8years old children report the highest level of satisfaction, the percentages for two older groups are 71.2 and 64.7 respectively. Most children in all the age groups have enough clothes in good condition, equipment or things they need for sports and hobbies, two pairs of shoes in good condition, and, equipment or things they need for school. The fact that only about 50% children of 12years old have a mobile phone, whereas, about 60% children in two other younger age groups have a mobile phone, perhaps, does mean that Indian children only have access to mobile phone to play games, and so, increase in age reduces this access due to their education.

Table 2.7.3. The things children have

Which of the following do you have	8 year-old*		10 year-old**		12 year-old***	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	4.1	95.9	2.3	97.7	2.6	97.4
Enough money for school trips and activities	34.3	65.7	29.7	70.3	32.0	68.0
Access to the Internet at home	42.3	57.7	43.8	56.2	38.5	61.5
The equipment/things you need for sports and hobbies	11.8	88.2	13.3	86.7	13.3	86.7
Pocket money/ money to spend on yourself	34.4	65.6	34.1	65.9	36.5	63.5
Two pairs of shoes	11.2	88.8	7.8	92.2	7.7	92.3
A mobile phone	37.9	62.1	40.5	59.5	49.3	50.7
The equipment/things you need for school	6.9	93.1	7.3	92.7	3.4	96.6

*Missing: 6, 6, 7, 6, 427, 8, 7 & 10 respectively for eight questions in this table.

**Missing: 54, 54, 55, 54, 55, 55, 56 & 57 respectively for eight questions in this table.

***Missing: 23, 23, 24, 24, 24, 23, 24 & 23 respectively for eight questions in this table.

Material and economic circumstances scales - Scale A

2.7.4. Does your home have (10 years & 12 years age group, %)

Electricity*

All of the time	95.32
Some of the time	3.80
Not at all	0.88

Running water**

Yes	81.35
No	16.61
Not sure	2.03

A toilet that flushes***

Yes	60.74
No	37.95
Not sure	1.31

*Missing: 77 (out of 2000); ** Missing: 80 (out of 2000); *** Missing: 91(out of 2000).

2.7.5. Descriptive statistics on family's material possessions (%)

A computer (including laptops and tablets)	40.24
A television	68.45
A fridge/freezer	76.31
A radio	56.38
A telephone (landline or mobile)	93.18
A family car / van / motorbike / etc.	56.90






*Missing: 79, 78, 79, 81, 78 & 81 (each out of 2000) respectively for above 6 items.

Tables 2.7.4 presents information on electricity, running water and toilet facilities. Electricity is available in almost all houses, while running water is available in 81.35% houses. Availability of toilet with flushes needs to improve, presently which is available only in 60.74% houses. Hopefully more than 90% houses of 10years and 12years old children have accessibility to telephone services (Table 2.7.5). Freeze and television are available in a moderate percentages of houses (76.31% and 68.45%). Computer is not available even in 50% houses of children of these two age groups.

2.8 Time use

Table 2.8.1. Satisfaction of children with use of time

8 year old

Satisfaction with ...					
How you use your time	0.9	1.0	3.5	16.7	77.8

*Missing: 7

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	1.1	1.6	0.6	0.4	0.7	2.5	2.5	3.8	5.9	13.7	67.0
12 year-old**	0.4	0.1	0.3	0.7	1.1	3.5	3.4	5.2	10.1	18.3	56.8

*Missing: 54; **Missing: 23.

Level of satisfaction regarding how children use their time varies with different age groups. More precisely, it decreases with age of the children (Table 2.8.1). 77.8% 8years old children report highest level of satisfaction with use of time followed by 67% for 10years old

children. 12years old children are not so happy with use of time showing 56.8%, 10.1% and 18.3% for '10', '9' and '8' level of satisfaction in 0 to 10 scale.

Table 2.8.2. Satisfaction of children with free time (10years and 12years)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	2.2	1.2	1.4	1.4	1.3	3.0	3.4	5.0	8.1	15.5	57.6
12 year-old**	0.3	0.6	0.4	2.4	2.4	5.6	4.8	6.3	11.0	15.1	51.1






*Missing: 54; **Missing: 23.

Children of 10years and 12years of age are more satisfied with how they use their time than what they can do in their free time (Table 2.8.2).

2.9 Subjective well-being: how children feel about their lives

Table 2.9.1. Satisfaction of children with life as a whole (OLS)

8 year old

Satisfaction with ...					
How you use your time	1.3	1.8	5.0	14.2	77.6

*Missing: 9

10 & 12 year old

	0	1	2	3	4	5	6	7	8	9	10
10 year-old*	1.2	1.2	0.5	0.5	0.8	2.3	2.6	3.6	5.8	7.7	73.7
12 year-old**	0.5	0.1	0.5	1.0	0.7	2.6	3.2	5.0	8.2	16.6	61.6

*Missing: 54; *Missing: 23.

Children of 8years age are most satisfied with their life as a whole, scoring 77.6%, followed by 73.7% for 10years, and, 61.6% for 12years.

Table 2.9.2. Six items measuring cognitive subjective well-being (CW-SWBS)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life											
10years*	1.0	1.0	0.8	0.5	0.7	2.3	1.9	2.4	6.3	8.8	74.2
12years**	0.8	0.3	0.4	0.3	0.5	3.5	2.6	3.2	8.1	9.0	71.3
My life is going well											
10years*	0.5	0.8	1.0	0.4	1.8	1.9	2.4	3.1	6.3	14.1	67.6
12years**	0.5	0.3	0.6	0.5	1.1	4.5	3.1	3.9	10.5	16.2	58.8
I have a good life											
10years*	2.2	0.6	1.1	1.2	1.5	2.2	2.0	3.5	9.1	10.9	65.7
12years**	1.1	0.9	0.5	0.8	0.7	3.1	2.2	4.2	8.9	16.1	61.5
The things that happen in my life are excellent											
10years*	1.8	1.7	1.3	0.7	1.9	4.0	3.6	5.0	7.8	13.0	59.2
12years**	1.9	0.7	0.8	1.0	2.4	6.0	4.8	7.4	9.9	18.6	46.4
I like my life											
10years*	0.2	0.4	0.4	0.5	0.5	1.7	2.0	2.5	5.8	8.5	77.3
12years**	0.8	0.1	0.4	0.6	0.9	1.6	1.5	2.7	5.9	11.6	73.8
I am happy with my life											
10years*	0.3	0.3	0.8	0.7	1.1	1.3	0.8	2.0	3.4	9.0	80.2
12years**	0.7	0.5	0.2	0.5	0.6	2.1	2.3	1.6	5.4	10.0	75.9

*Missing: 55, 55, 55, 55, 56 & 54 respectively for above six statements.

**Missing: 23, 23, 24, 23, 23 & 23 respectively for above six statements.

Six questions were asked to the children to measure cognitive subjective well-being as stated in Table 2.9.2. The statement, 'I am happy with my life', scored highest for all three age groups. Second highest score is for the statement, 'I like my life'. 10years old children enjoy their life more compared to 8years and 12years. 8years children are most satisfied for 'My life is going well', 'I have a good life', and, 'The things that happen in my life are excellent', followed by 10years and 12years.

Table 2.9.3. Five items measuring domain based cognitive subjective well-being (CW-DBSWBS, 10years and 12years age group together)

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.10	0.21	0.31	0.42	1.25	1.72	2.19	2.29	3.95	7.23	80.33
Your friends	0.78	0.78	1.04	1.40	1.46	4.21	3.80	4.58	8.16	9.83	63.96
Your life as a student	0.36	0.10	0.52	0.31	0.78	2.92	2.14	3.65	8.28	10.26	70.68
The area where you live	2.76	1.14	0.88	1.35	2.39	5.15	5.67	5.04	10.14	15.86	49.61
The way that you look	0.99	0.68	0.94	0.78	1.93	3.23	3.07	4.43	9.58	12.76	61.61

*Missing: 77, 77, 77, 77 & 78 respectively for above five answers.

Table 2.9.3 shows level of satisfaction on five items measuring domain based cognitive subjective well-being for 10years and 12years taking together with. Children of these two age groups are mostly happy with the people they live with. Less than 50% are happy with the area where they live. They are not so happy with the way they look (61.61%), or, their friends (63.96%). 70.68% report to be satisfied with their life as a student.

Table 2.9.4. Six items measuring affective subjective well-being: positive and negative affect (CW-PNAS)

	0	1	2	3	4	5	6	7	8	9	10
Happy											
10years*	0.6	0.5	0.5	0.3	1.3	2.2	2.1	3.1	8.0	13.1	68.2
12years**	0.6	0.4	0.8	0.9	1.1	3.3	3.9	5.5	10.1	17.0	56.3
Sad											
10years*	34.2	11.1	11.3	7.9	6.4	8.8	4.2	2.6	3.8	3.0	6.6
12years**	22.2	12.6	11.9	12.3	7.9	8.7	5.1	4.2	5.0	3.8	6.3
Calm											
10years*	5.9	2.2	2.1	3.4	2.5	8.4	5.7	5.8	9.3	12.4	42.3
12years**	4.1	2.5	2.0	3.7	4.0	8.1	7.9	7.8	13.9	11.5	34.5
Stressed											
10years*	20.3	7.0	7.3	8.7	5.8	8.7	6.5	6.4	6.8	5.5	17.1
12years**	19.7	7.1	6.8	7.1	6.2	7.9	5.7	8.1	7.5	6.8	17.3
Full of energy											
10years*	5.6	1.5	1.7	1.8	1.7	5.4	4.4	5.5	8.8	11.7	51.9
12years**	4.7	1.1	0.7	1.4	3.3	4.9	3.4	7.3	11.3	15.5	46.4
Bored											
10years*	21.1	5.3	6.4	6.4	6.9	8.8	5.8	7.2	5.0	5.5	21.6
12years**	20.9	6.4	8.0	5.0	6.3	10.3	6.2	4.4	8.4	6.7	17.3

*Missing: 54, 54, 54, 56, 55 & 57 respectively for above six expressions.

**Missing: 23, 23, 24, 23, 25 & 23 respectively for above six expressions.

Table 2.9.4 shows overall distribution of positive and negative affects. For youngest age group there are only one positive affect (Happy) and one negative affect (Sad) that are measured on a four point emotion scale (0 to 3), where '0' means 'never' and '3' means 'always'. Youngest children are happiest followed by 10years and 12years children. 10years children are more calm and full of energy compared to 12years children. So, as a whole positive affects are more prominent for younger children compared to older children. Similar trend is observed for other two items (stressed and bored) measuring negative affects, with only exception that percentage of most bored children is higher for 10years age group than 12years. Surprisingly, gap between percentages of children (both 10years and 12years) lying in two opposite ends of the scale is very small.

Psychological subjective well-being has been measured only for 12years age group. Distributions of psychological subjective well-being for six items are depicted in Table 2.9.5. 72.4% children of 12years report that they love the way they are, while 69.3% children are hopeful about their future. But near about 50% children believe that they don't have choiceable works to do. More than 50% (58.3%) children believe that people are generally friendly with them, whereas, more than 60% (65.3%) feel that they are learning a lot of things.

Table 2.9.5. Distribution of psychological subjective well-being (CW-PSWBS), 12years

	0	1	2	3	4	5	6	7	8	9	10
I love the way I am.	0.4	0.3	0.2	0.9	0.5	2.3	1.4	3.2	6.7	11.8	72.4
I can well manage my daily duties.	1.0	0.7	0.6	1.2	0.6	3.4	3.3	5.9	11.5	18.6	53.1
People are generally friendly with me.	0.9	0.2	0.4	0.8	1.3	3.7	2.7	4.3	10.7	16.6	58.3
I have enough choice able works to do to spend my time.	2.0	0.9	1.3	1.6	2.6	3.4	4.1	5.7	8.4	17.4	52.5
I feel I am learning a lot of things at this moment.	0.7	0.6	0.7	1.3	0.6	2.0	2.8	5.1	8.5	12.3	65.3
I am hopeful about my future	0.7	0.4	0.4	0.4	0.6	2.0	1.4	4.0	7.2	13.5	69.3

*Missing: 23 for each of the above statements.

2.10 Children's perceptions about their country

Table 2.10. Percentage of children having knowledge about their rights

	8years*			10years**			12years***		
	No	Not sure	Yes	No	Not sure	Yes	No	Not sure	Yes
I know what rights children have	56.3	9.7	34.0	40.6	14.4	45.0	23.6	17.2	59.2
I know about the UN Convention on the Rights of the Child	73.2	9.7	17.1	66.7	16.3	17.0	54.7	23.9	21.4

*Missing: 7 for both the answers; **Missing: 56 and 54 respectively for two statements; ***Missing: 23 and 24 respectively for two statements.

As expected, knowledge about children's rights or United Nation's convention on child rights improves with age of the children. But as a whole Indian children are not so much aware about their rights.

2. Conclusions

In India, survey has been conducted in the city of Kolkata. We do some descriptive statistics on the basis of which we make some comments on Indian children. Our analysis shows that on the whole, Indian children are happy and younger children are happier compared to children of two older age groups in different spheres of life. To be more precise, more than 80% children of all age groups are highly satisfied with the people they live with. All most all children aged 8years are most satisfied with the home they live in, while about 80% children of other two age groups are most satisfied in this aspect. Although 10years and 12years old children are not so happy with their friends, most of the 8years old children are happy with their friends. Youngest children are mostly satisfied with their school, while level of satisfaction decreases consistently for older children. Youngest children are happier with all the things they have than their older counterparts. Subjective well-being is higher for 8years old children followed by 10years and 12years.

As world survey on child well-being has been conducted first time in India, results should be compared with results obtained for other developing as well as developed countries. So cross-country analysis is needed to understand the comparative situation of child well-being in India compared to different countries around the world.