1.1. Introduction:

Education is the driving force behind any strong economy and a prerequisite for social and economic growth. It creates opportunities and provides societies with a better educated and skilled workforce which is necessary for stimulating development (Govender and Steven, 2004). Education is a key strategy for bringing about the changes necessary to ensure economic, cultural and social development as well as environmental protection and food security (Gasperini, L., 2000). Education is essential to reduce poverty and to increase human capital and can be considered as the most basic building block of development. A literate, well-educated labor-force is essential if a country is to lay the foundations for sustainable economic development and to compete effectively in today’s global market (Gardner and Robert, 1998). Recognizing the role of education in development, strategies particularly in developing world including India are now placing more emphasis on provision of quality education for the many target groups like children, youth and adults.

Education being broad term refers to basic education including primary and upper primary levels of education collectively called as elementary education, early childhood care and pre-school education, literacy programmes for youth and adult, vocational education, non-formal education etc. Primary education which is the first cycle in the elementary education is
defined internationally as “providing children with basic reading, writing, and mathematics skills along with basic understanding of such subjects as history, geography, natural science, social science, art, and music”.

Achieving Universal Primary Education is a common target set out in the Education for All goals and in Millennium Development Goals. India is also committed to achieve the aim of universal education. Due to various interventions like for example Operation Blackboard (1986), Non-Formal Education Scheme (1986), the Shikshakarmi Project (1987), Mahila Samakya (1989), Lok Jumbish (1992), District Primary Education Programme (DPEP) (1994), Mid-Day Meal Scheme (1995), etc. Sarva Shiksha Abhiyan, 2001, in the recent years, much progress towards universal education has been made.

In the past few years, the country has witnessed a rise in enrolment at all the stages of education, a decline in dropout rates, a move towards gender parity, a substantial increase in the number of teachers in all types of institutions and a considerable expansion in the number and spread of educational institutions. Though the recent gains are positive and encouraging but they are still falling short of the set goals. Despite the government’s attempt to achieve the goal through the SSA still millions of students remain out of school for various reasons and do not take the advantage of education.

1.2. Scenario of Educational Development in India:

India made a Constitutional commitment to provide free and compulsory education to all children up to the age of 14 nearly sixty years
ago. The goal, which was expected to be achieved by 1960, remains elusive, even now. Yet, one has to admit that developments in recent years have had significant impacts on the situation, raising the hope that universal basic education could be a reality within a reasonable period of time. Three factors seem to be making a distinct difference in the growth trajectory of elementary education in the country.

The first factor is the increased direct involvement of the Central Government in strengthening infrastructure and delivery of elementary education. This is important, as historically, the state governments have had almost complete responsibility for producing and delivering public elementary education. State governments, of course, continue to provide a major share of recurring financial expenditure, but the proactive manner in which the Government of India has acted following the adoption of the National Policy on Education 1986 stands out as a landmark innovation in educational policy. This changed Centre-State framework of action has made the Central Government the prime mover in designing and implementing development initiatives in elementary education in many states, though the situation is non-uniform across the country.

Coupled with this enhanced Central initiative is the adoption of district as the base for planning development inputs for elementary education, as well as the concurrent move to decentralize governance set up by empowering local self-governance mechanisms through panchayat raj institutions. This second factor has added a new dimension to the multi-
layered planning and implementation framework and created a new dynamic at the grassroots level.

The third factor that has begun to reshape the elementary education scene significantly in India in recent years is the massive social mobilization drive. This has been encouraged over the last few years within the elementary education sector, under the auspices of the National Literacy Mission. This has resulted in increased demand for elementary education, on the one hand, whilst substantially enhancing the role of non-state actors in the provision of elementary education and support services in the country, on the other.

Almost all official documentation, in particular the successive Five Year Plans at national level acknowledges these factors as significantly impacting the progress of elementary education. But what is the nature and extent of impact of these developments on improving access to and participation levels of children in elementary education across the country? Are more children accessing and completing the elementary education cycle and moving to secondary schools? How different is the scene across different regions and social groups in the country? To what extent has the system overcome social and gender inequities in progressing towards the goal of universal elementary education? What factors seem to facilitate or hinder the smooth flow of children within the school system? To what extent are school factors responsible for ensuring that children attending schools achieve the expected levels of learning?
These are critical questions that might possibly determine whether India achieves the targets and goals set at the national level under the flagship programme of Sarva Shiksha Abhiyan (SSA), as well as the international level under Dakar Declaration on Education for All (EFA) and the Millennium Development Goals (MDGs).

The Seventh All India Educational Survey (AIES) conducted by the National Council of Educational Research and Training (NCERT) provides an overview of the availability of schooling facilities in 2002 in India (NCERT, 2003). In 1992-93 according to the Sixth AIES (NCERT, 1998), 83.4 per cent of habitations in the country had primary schooling facilities within a distance of 1 km. The percentage of habitations served by upper primary schools at a distance of up to 3 km was 76.2 per cent of the country. In 2002 (NCERT, 2003), around 87 per cent of habitations had a primary school within a distance of 1 km, while 78 per cent of habitations had an upper primary school within 3 km. This suggests that physical access to school has continued to improve over the years, though at a relatively slow pace. The Seventh AIES (NCERT, 2003) reveals that among the major states in India, numbers of habitations with access to primary schools within 3 km, varied between around 94 percent in Andhra Pradesh; 75 percent in Himachal Pradesh and 77.2 per cent in Jharkhand (which has a large tribal population).

The percentage of habitations having primary schools within the habitation was less than the national average in 2002 in states such as Assam, Jharkhand, Orissa and Rajasthan, where educational indicators are also often
lower. With respect to the availability of upper primary schools, Jharkhand comes at the bottom of the table, with only 61.4 per cent of habitations having access to upper primary schools within a distance of 3 km. Having said this, data shows an increase of more than 50 per cent in primary schooling facilities in Assam, and more than 30 per cent increase in Chhattisgarh, Jammu and Kashmir, Madhya Pradesh, Punjab and Uttarakhand during the period 1993-2002 as indicated by numbers of schools.

The rapid increase in the number of schools, teachers and students is largely due to an increase in small schools. A significant proportion of these are single-room and single-teacher schools which frequently have inadequate physical and academic infrastructure. For instance, the Seventh AIES NCERT, 2003; showed that 15 percent of all primary schools in the country are single teacher schools. The share of single teacher schools is much higher in rural areas than in urban areas. Barring a few states such as Tamil Nadu and Kerala, all major states have a substantial number of schools in this category. The occurrence of these small schools seems most prevalent in Jharkhand and Bihar, followed by states like Maharashtra, Orissa and Karnataka. In terms of absolute numbers, Uttar Pradesh has the highest number of such small schools in rural areas, followed by Andhra Pradesh, Madhya Pradesh and West Bengal. These states also have a large number of small schools in urban areas. Provision of quality education in these schools has become a major concern as, with only one teacher, the schools do not open whenever the teacher is on leave, busy with other work or on training courses. With these
schools in mind, it is important to develop a disaggregated analytical picture of the improvement in the physical infrastructure of schools in order to make a reliable assessment of their adequacy for achieving the goal of universal access. Merely counting school and classroom numbers may not reveal the whole picture, particularly in terms of their ability to attract, retain and provide education of satisfactory quality. This is undoubtedly an important area demanding in-depth empirical exploration.

Improvements in the physical access to elementary education by providing primary and upper primary schools seems to have also had an impact on the ratio of upper primary and primary schools. In 1957, there was only one upper primary school for every six primary schools. Data from successive AIES show that the ratio was 4:1 in 1987 and 3:1 by 1993 (NCERT, 1998). 2002 data indicates that the ratio has further improved to 2.7:1 (NCERT, 2003). This also indicates an increased demand for upper primary education and improvements in transition rates from primary to the upper primary stage.

The Seventh AIES (NCERT, 2003) also gives important information on the state of physical infrastructure in schools. For example, of a total of nearly 900,000 lower and upper primary schools, only around 80 per cent schools have pucca buildings. The situation seems to be most disturbing in Assam as less than 40 percent of schools have pucca buildings; and serious in several other states, such as Bihar, Chhattisgarh, Himachal Pradesh, Jammu and Kashmir, Orissa and West Bengal. That said there have been considerable improvements in the situation in these states over the last few years.
India has achieved high Gross Enrolment Ratios (GERs) in many areas. According to the Annual Report 2006-07 (GoI, 2007) approaching 200 million children were enrolled in primary and upper primary schools in December 2006. Enrolments have grown consistently since 1950 with upper primary and secondary enrolments lagging those at primary. The GER of the 6-14 age-group increased from 96.3 in 2001-02, to 108.6 in 2004-05 at the primary level; and from 52.1 in 2001-02 to 70.5 in 2004-05, at the upper primary level. Net Enrolment Rates (NERs) are less certain to calculate. On average across India the NER is between 85% and 90% suggesting that universal levels have not yet been achieved. But, some states such as Bihar, Jammu and Kashmir, Nagaland, Rajasthan and Uttar Pradesh have NERs below 80% and continue to face serious problems which demand immediate attention.

Participation by wealth and gender remains unequal in recent years growth rates at upper primary have been higher than those at primary but hand secondary. The 61st Round of National Sample Survey (NSS) data from 2004-05 (GoI, 2006) reveals that about 83 percent of males and 77 percent of females in the 5-14 age group were attending educational institutions in rural areas (a total of 80 percent overall in rural areas). This compared to around 89 percent of children aged 5-14 in urban areas i.e., 89% percent of urban boys and 88 percent of urban girls (Bandyopadhyay and Subrahmanian, 2008). Overall around 82 percent children of 5-14 years old were currently enrolled in schools. While around 85 percent of boys were enrolled in schools, the percentage of girls enrolled was around 79 percent.
Large variations were observed in the enrolment rates of children across different states. While around 90 percent of children were enrolled in schools in Kerala, Chandigarh, Delhi, Goa, Himachal Pradesh, Maharashtra, Manipur, Mizoram, Nagaland, Punjab, Tamil Nadu, Sikkim, A&N Islands, Chandigarh, Daman & Diu, Lakshadweep and Puducherry; in states such as Rajasthan, Madhya Pradesh, Jharkhand and Uttar Pradesh there were 75-78 percent of children enrolled in schools. In Bihar this percentage went down to 65. A similar situation occurs with the enrolment of female children in the 5-14 age groups.

1.3. General Impediments for Universal Elementary Education:

It is important that access and equity go together in order to make Universal Primary Education a reality. Almost all programmes and plans aim at bridging gender and social gaps in enrolment, retention and learning achievement at the primary stage. As mentioned earlier, special interventions and strategies have been adopted to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children below poverty line, migratory children and children in the hardest-to-reach groups. These are indeed children who have historically remained excluded from education and are at high risk of dropping out even after enrolment if special attention is not paid.

Recent years have witnessed positive developments with respect to girls’ education in India. For instance, since the beginning of 1990s, progress
in girls’ enrolment has been faster than that of boys (Govinda and Biswal, 2006). In the 6-11 age group, this could possibly be explained by the fact that GER for boys was already approaching 100 per cent and was, therefore, in a stabilization phase. Despite the positive trends in the enrolment of girls, gender disparity remains and the GER for girls is below 100 percent at the lower primary stage. The proportion of girls in the age group of 6-11 who are enrolled in primary schools is likely to be less than 80 per cent if over and under age children are excluded. The overall difference in the enrolment ratio between boys and girls continues to be at around 10 percentage points. The situation is even more disturbing at the upper primary stage where the enrolment rate for girls falls below 60 per cent. Particular attention in this regard is required in four states, namely Bihar, Jammu & Kashmir, Rajasthan and Uttar Pradesh.

Despite reported improvement in girls’ enrolment during the 1990s, gender differentials continue to be significant. This is particularly pronounced if one compares participation levels of boys and girls in urban and rural areas. In fact, a wide gap in participation rates of rural girls and urban boys from all age groups persists (Bandyopadhyay and Subrahmanian, 2008). A similar problem of inequity in coverage and participation exists with respect to different social groups, traditionally identified as under-privileged. Despite special provisions in the Constitution to meet the educational requirements of groups such as Scheduled Castes (SC) and Scheduled Tribes (ST), the situation has remained far from
satisfactory. The possibility of exclusion is compounded if the children live in rural areas and are female. Tribal girls in rural areas are in the most disadvantaged position, as only 51 percent of them are enrolled in schools, whereas around 80 percent of all girls were enrolled in urban areas (Sedwal and Kamath, 2008). As additionally, the recent Sachar Committee report has pointed out; the situation of children from the Muslim minority community seems to be even worse than that of SCs and STs (GoI, 2006a).

Correlating income levels with education attainment, the National Sample Survey 61st Round (NSS, 2004-05) (GoI, 2006b) found that the proportion of non literates was highest in bottom Monthly Per Capita Consumption Expenditure (MPCE) groups and literature levels increased as the MPCE increased. Similarly, the proportion of educated people was highest in the top MPCE group and it decreased as the MPCE decreased. There is considerable difference between rural and urban areas. For instance, while the proportion of non-literate was 69 percent of the bottom MPCE class in rural areas, it was 18 percent in the top MPCE class. The corresponding proportions in urban areas were around 51 percent and 2 percent. In terms of the proportion of educated (literate with schooling) people, the difference in rural areas was as high as 42 percentage points with only 4 percent of educated people in the bottom MPCE class. The difference in urban areas was even more glaring with 78 percentage point difference, and only 9 percent of the people in the bottom MPCE being educated to secondary level and above. It was also found that the proportion of non-
literates was highest in households engaged in rural labour (56 percent) and casual labour (41 percent) in urban areas. The lowest proportion of non-literates was found in the households of regular wage/salaried employees (13 percent) in urban areas.

Another important feature was the wide gap that persists between men and women in rural, as well as, urban areas. In rural areas, around 68 percent of rural female labourers were not literate opposed to 44 percent of rural male labourers. Around 56 percent of female self-employed workers in rural areas were not literate opposed to 28 percent of non-literate self-employed men. Less than 10 percent of women were educated in households including labourers as well as the self-employed. In urban areas, 36 percent of women were educated, compared to 48 percent men. The highest proportions of educated females (44 percent) were living in households categorized as including ‘regular salaried/wage employees’. 19 Data based on mixed recall period (consumption pattern over last 365 days) and uniform recall period (consumption pattern over last 30 days). Due to poverty and lack of employment opportunities, a section of the landless poor periodically migrate to nearby urban areas or other agriculturally productive places in search of jobs and income. Often the entire family migrates, which can have an effect on the education of children. According to the UNICEF Report (2006: 56), roughly 20 percent of the Indian population is considered migrant, of whom the majority are women and children. They are often at greater risk of exploitation and tend to accept jobs on unfair terms. Deprived of family
and community support networks at the site of migration, women and children often suffer most and are frequently denied access to basic services including education. Children accompanying their parents also often work, often in the informal sector where they face exploitation and at times, abuse.

Wadiker and Das (2004) reported that seasonal migration within Maharashtra is a very common phenomena (it has the third highest rate in India for child labour). There, poor people migrate every year during lean agricultural seasons, to work in sugar factories, brick kilns, quarries and various construction sites. Women and children form a high proportion of these migrants. Such migration often involves longer working hours, poor living and working conditions and poor access to basic facilities like access to education, health, food distribution systems, etc. Problems faced by migrant children in sugar factories include: lack of school access whilst families migrate (from October to the end of the academic year); lack of educational facilities available to them in migrant sites (including non formal opportunities); sugar factories not looking on children’s education as their responsibility (Wadiker and Das, 2004).

Bashir found that the number and proportion of working children was greater (Bashir, 1994; Kanbargi and Kulkarni, 1991) in labour intensive activities like agriculture, cattle rearing and other household based economic activities. In contrast, children belonging to non-agricultural households and whose parents were working in the formal sector were more likely to attend school (Unni, 1996). Some scholars argue that it is not just poverty and
agriculture, but also the commercialization of agriculture which seems to intensify this process of child labour involvement. For instance, (Venkateswarlu, 2000) points out how hybrid cotton seed production, which is one of the fastest growing sectors, has led to an increase in child labour, as it is highly labour intensive and children are used in most of its operations. A village level study in Gujarat and Karnataka reveals that children below 14 years of age account for 34.9 per cent of the total labour force engaged in these operations; and girls outnumber boys. Of the three states engaged in this activity, the proportion of children in the total workforce is more in Andhra Pradesh and Karnataka than in Gujarat; most of the labourers belong to Scheduled Tribe groups.

The non-participation of children due to such seasonal migration has received little attention in the discourse on educational access Smita (2007) points out that: with the collapse of rural livelihoods in many parts of the country, hundreds of thousands of families have been forced to migrate every year taking their children along, making them drop out of schools and closing the only opportunity available to them for an alternate future. Such migrations are large and growing, and the number of children below 14 years involved in it could be around six million.

Studies also suggest a strong relationship between poverty; development and child labour (Kabeer et al., 2003; Reddy, 2000; Chaudhari, 1997; Chandra, 1997; Duraisamy, 1997; Gupta and Voll, 1999). One cannot deny the fact that the economic status of a family is a powerful force in
shaping its behaviour in many aspects of life including the engagement of their children in productive labour and schooling. However, recent trends in enrolments clearly indicate that poor parents are increasingly sending their children to school, even private fee-charging schools. Moreover the government has, in recent years, launched several programmes to educate older children who missed out on schooling due to their involvement in child labour. Sinha (2006) argues for residential bridge course camps and motivation centers for children currently engaged in labour, which provides them with appropriate educational inputs, and subsequently mainstreams them into formal schools after the completion of their courses.

According to the Census 2001, there has been a sharp decline in the proportion of child main workers from 4.3 percent in 1991 to 2.3 percent in 2001, but at the same time number of marginal workers increased from 2.2 million to 6.9 million; in effect, the total number of child workers increased to 16.4 million in 2001 from 12.9 million in 1991. Most of these children were engaged in agricultural activities on a part time basis. Burra (2006) refers to a substantial decrease in number of child workers, with an increase in school enrolment and reduction in percentage of out of school children. According to the figures given by Burra (2006) there has been a dramatic change in the situation in Andhra Pradesh, Kerala and Tamil Nadu. In contrast, the percentage of child workers increased from 5.5 per cent in 1991 to 8.6 per cent in 2001 in Himachal Pradesh, at the same time as school enrolment improves.
Studies have attempted to assess the magnitude and extent of child labour, the nature of work children are engaged in and its impact on their health, education and well-being. Burra (2006) referring to a number of such studies (LeClerq, 2002; Anthony, 2002; Nangia and Khan, 2002; Ramachandran, 2002; Chaujar, 2002), point outs that a large proportion of children in the states of Andhra Pradesh, Bihar, Rajasthan, Madhya Pradesh are engaged in farming activities and household chores. A large section of these child workers are girls who also work for long hours to earn meager wages. Based on the variety of work contexts in which children are engaged in labour, Burra (2006) argues, ‘the circumstances under which children work in any number of activities gives the lie to the view that work is a form of socialization into adulthood.’ This is also supported by findings that work conditions do not leave scope for children to pursue schooling even on part time basis. A time-use study conducted using survey methods in Haryana, Madhya Pradesh, Gujarat, Orissa, Tamil Nadu and Meghalaya throws light on the kind of activities in which children aged 6-14 years are engaged (Hirway, 2002). The survey points out that while 67.1 percent of children surveyed were engaged in educational activities, about 17 percent were engaged in pure economic activities.

MICS data from 2000 referenced by UNICEF (2004) also throws light on the level situation of child labour and school participation by states. According to MICS the proportion of child labour presently is more than 15 percent in the following states: Rajasthan (20.3 percent),
A.P. (25.2 percent), Tamil Nadu (21.6 percent), Chhattisgarh (19.2 percent), Jharkhand (20 percent), Orissa (15.4 percent), Arunachal Pradesh (23.3 percent), Sikkim (16.4 percent). In Maharashtra, Karnataka, Chhattisgarh and Manipur their proportion varies between 5-15 per cent of children. According to the same UNICEF report (2004), over 20 percent of India’s working children are from Uttar Pradesh, most of who work at odd jobs, in factories and in the carpet industry for meager wages. They are found in districts like Bhadohi, Mirzapur, Jaunpur, Varanasi, Allahabad and Sonbhadra, areas that account for over 85 percent of the country’s total carpet exports. One of the main reasons for the high prevalence of child labour in these areas is the burden of debt, which forces families to send their children to work, combined with low literacy rates which compound the problem (UNICEF, 2004: 60-61).

Drawing reference from different research studies Bhatti (1998) argued that poverty is an inadequate explanation of regional variations in educational achievement. While some parts of the country which are experiencing relative economic prosperity lag behind in terms of educational progress, in other parts even extreme poverty does not prevent parents sending their children to school. For instance, states like Haryana and Punjab, which are considered economically progressive, have still a lot to do to achieve the goal of UEE. Dreze and Gazdar (1997) found that despite having economic prosperity, literacy rates and school participation rates of children in western Uttar Pradesh were far from satisfactory. Moreover,
(Bhatty, 1998 drawing on Maharatna, 1996; Unni Jeemol, 1996; Majumdar, 1997; Jabbi and Rajyalakshmi, 1997) points out that the opportunity costs do not forbid schooling and many unschooled children are also found not working anywhere.

Children are more likely to participate in the workforce after reaching a certain age. For example, the study of Kanbargi and Kulkarni (1991) reveals that, ‘working for wages is significant among children in the 12-14 age groups’. Similarly, Bhatty (2006) found that ‘labour driven drop-out rates are more likely to be low in the early grades and to rise significantly around the ages when children become more productive.

1.4. Dropout - A Persisting Problem:

According to UNESCO, “dropping out” or “early school leaving” is understood as leaving school education without completing the started cycle or program. OECD defines a “dropout” as a student who leaves a specific level of education system without achieving first qualification. Though, the notion of dropout children is not new and international organizations such as UNDP, UNESCO, OECD and the World Bank and Ministries of Education have attempted to define it. It was discovered that definitions of drop-out differ according to context and country and by the level of education. According to Morrow (1987), “A dropout is any student previously enrolled in a school, who is no longer actively enrolled as indicated by fifteen days of consecutive unexcused absences, who has not satisfied local standards for graduation and for whom no formal request has been received signifying
enrolment in another state-licensed educational institution. A student death is not tallied as a dropout”. Hussen and Postlewhite (1985) pronounces dropouts as those pupils who leave school before the final year of the educational cycle in which they are enrolled, which could be primary, ordinary or advanced level, or even college or university levels. Chivore (1986) opines a dropout as a pupil who ceases to attend school either temporarily or permanently, before completing the given educational cycle. In most developing countries, school dropout or low survival in schools has been a subject of interest to many academicians, researchers, and policy makers for a long time. Although the findings of various studies on school dropout differ depending on the different country specific situations, factors such as; rural- urban divide, gender bias, organization and governance of the education policies, civil conflicts and war, poverty/vulnerability- costs, impact of HIV/AIDS and distance to school appear to be the most common elements that lead to primary school dropout in all studies (MFPED, 2002).

In addition to the challenges faced in defining the concept of drop-out, it is also equally difficult in dealing with drop-out statistic. Various methods of calculating the drop-out rates are employed by different agencies depending upon the context in which the statistics are used. The common types of drop-out statistic that are used are given below:
<table>
<thead>
<tr>
<th>Type of Dropout Statistic</th>
<th>Definition</th>
<th>Relative Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Event Rate</em> (may also be referred to as the annual rate or incidence rate)</td>
<td>Measures the proportion of students who drop out in a single year without completing primary school.</td>
<td>Typically yields the smallest rate.</td>
</tr>
<tr>
<td><em>Status Rate</em> (may also be referred to as the prevalence rate)</td>
<td>Measures the proportion of students who have not completed primary school and are not enrolled at one point in time, regardless of when they dropped out.</td>
<td>Yields a rate that typically falls between event and cohort rates.</td>
</tr>
<tr>
<td><em>Cohort Rate</em> (may also be referred to as the longitudinal rate)</td>
<td>Measures what happens to a single group (or cohort) of students over a period of time.</td>
<td>Typically yields the largest rate of dropout.</td>
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The implications for dropouts are that they cause educational wastage in a number of ways. The money which is invested by the state is under-utilized, materials and resources are not put into use, which is uneconomic, the dropout cannot attain a full educational capacity, consequently, the dropout cannot maximally contribute to the country’s economy building, as a result, the dropout becomes a liability to the country instead of being an asset, the dropout reduces opportunities for other children who could have better utilized, those resources to the benefit of the country (Chivore, 1986).

Numerous persuasive theories have strained to explain the phenomenon of drop-out which has educational implications. For instance the well-known Maslow’s hierarchical needs theory. Gibson (1980) in an attempt
to analyze the relationship between motivation and behavior, has outlined the five basic needs of human beings in a pyramid. At the base of the pyramid are the psychological and physiological needs. Among the physiological needs are the need for food, water, sleep and rest and activity. The psychological needs include the need for affection, belonging and achievement. This theory has implications for education. A need is a basic requirement that must be met for optimal adjustment to the environment (Gibson, 1986). This implies that if food is not available at home, children cannot adjust to the school environment. Therefore, hunger or starvation is a common problem to some families. The result is that the hungry children cannot cope with schoolwork and in most cases they end up dropping out of school. Every child needs to be loved, to belong to the group and to achieve goals. Some teachers use authoritative leadership styles in the class, where children have very little to say. As a result, children feel they are not loved and lack interest in attending school. On the other hand, the use of ineffective teaching and learning methods by some teachers causes children to drop out of school, particularly the slow learners who cannot easily move along with others.

One more noteworthy theory that has influential educational implication is that of the Learning theory. Piaget in his cognitive theory assumes that a child learns what he is capable of learning, that is, the concept of readiness. Piaget also assumes that intellectual development goes through four main stages. Sensory motor stage; where the child explores the environment using his senses, the pre-operational stage; where the child
acquires language but has no operational thinking, the concrete operational stage; where the child thinks about abstract ideas accompanied by concrete material, the formal operational stage; in which the child is now able to think in an abstract manner and solve abstract problems.

The implication of the learning theory for education is that children learn what they are cognitively capable of learning. Important to mention here is that the four stages of cognitive development may overlap and some children are sent to school on the basis of age and not readiness. Such children are under-aged in terms of cognitive development. They are not ready for formal education. When they come to school, they cannot cope with school work and end up dropping out of school.

Another significant theory that has influential educational implication is that of the Language theory. In the theory of functions of language the language is part of our social behaviour and is used to express our attitudes (Halliday, 1973). The assumption is that there are seven functions of language. The instrumental model or function of language where language is used as a means of getting things done. The regulatory function is used to control or regulate one’s behavior. The personal model is equated to Piaget’s egocentric speech where language is used to talk to one self. Language plays a directing role. The heuristic model is used as a means of investigating reality. The imaginative function or model is used for creativity and imagination. It involves make-belief of fantasizing. The representational function of language is used to convey a message, instruction and direction. Finally the
interactional model or function of language is used for social interaction with family members, neighbors and peers. Since language is the most important tool for effective communication, it means that those children with language difficulties will find it difficult to interact with peers and to adjust to school work. Such children can become part of the dropout statistics (Halliday, 1973).

1.5. Dropout Rate in Karnataka State - An Overview:

Achievements in education in Karnataka have been quite remarkable, and the state is moving towards universal literacy at a steady pace. The literacy rate increased from 56.04 per cent in 1991 to 66.64 per cent in 2001, with the female literacy rate increasing more swiftly than the male literacy rate. Overall, the gender disparity in literacy is declining rather perceptibly and the decline is much more evident in the less economically developed districts of the state. Karnataka has 51,904 primary schools (2003-04) and the number of habitations with primary schools within a distance of one kilometre increased from 84 per cent in 1993 to 88 per cent in 2002. Enrolment in primary education grew at the rate of one per cent for boys and two per cent for girls per annum from 1990-91 to 2003-04. The dropout rate for Classes I to IV came down from a high 31 per cent in 1993-94 to six per cent in 2001-02, but increased thereafter, to 11 per cent in 2003-04. For classes I to VIII, the dropout rate declined from 54-59 per cent between 1992 and 2000 to 45.4 per cent in 2003-04. Karnataka has taken steps to recruit women teachers, whose numbers went up to 54 per cent in 2003-04. At present there exists an extensive high school network in the state and the Mid day meal scheme covers nearly 66 lakh children in classes I to VII,
in both government and aided schools. As many as 1,088 high schools have computer-aided learning centers, thereby bringing information technology within the reach of rural students. The constraints and challenges will have to be confronted head-on. Overall, the mean years of schooling have improved only marginally over a four-year period, from 1999-2000 to 2003-04. The high levels of regional, caste and gender disparities imply that not all the children in the state have equal access to education. The dropout rate in south Karnataka districts in 2003-04 was lower than the state average as well as north Karnataka’s average for boys and girls. In terms of infrastructure in primary schools, Hyderabad Karnataka performs poorly while south Karnataka has better infrastructure than other regions. More than 3 per cent schools do not have teachers and 19 per cent function with single teachers (Seventh All-India School Education Survey, Provisional Statistics, 2002). The percentage of girls’ and boys’ enrolment in secondary education in the state still shows marked differentials (boys: 6,86,893 and girls: 5,97,244 in 2003-04) despite a steady improvement over the years. The quality of instruction and instructional material will have to improve considerably to ensure better retention of students.

The scenario of primary education in Karnataka is somewhat mixed. About one-third of the state’s Population is still illiterate; the illiteracy rate is more than 63 per cent and 58 per cent respectively among Scheduled Tribe and Scheduled Caste females. As many as 15 districts (9 in north Karnataka and 6 in south Karnataka) have a literacy rate that is below the state average
and 11 districts are even below the national average, ranging from Raichur with 48.8 per cent to Mysore with 63.48 per cent. One encouraging feature is that the female literacy rate increased more rapidly (around 28 per cent) from 1991 to 2001 than the male literacy rate (around 14 per cent). The gender disparity in literacy has declined steadily over the years, from 0.47 in 1961 to 0.19 in 2001, indicating significant progress in the reduction of female illiteracy. Another trend, which is reflective of the success of policy interventions, is the sharp decline in gender disparity in the rural areas of even the relatively less developed region of Hyderabad Karnataka. While the literacy-gender disparity is higher in rural areas than in urban areas, the good news is that the disparity has reduced more rapidly in the rural area.

As many as 3.37 lakh students studying between class one and class five have dropped out of the government schools across the State in 2008-2009. Similarly, a total of 35.37 lakh students enrolled in class one to five in government schools in 2008-09. But two years later, this number has dropped to 32 lakh children. Of these, 101 Assembly constituencies show a high dropout rate of over 1,000 children each. These statistics were compiled by India Governs Research Institute based on the numbers provided by the District Information System for Education, National University of Education, Planning and Administration, New Delhi.

Correspondingly, the numbers in private schools have increased, albeit only marginally. While government schools saw 1.78 lakh boys dropping out, 46,000 boys joined private schools. A total of 1.59 lakh girls left government
schools but the corresponding increase in private schools is only 28,000.
Interestingly, there is only a marginal percentage increase in children
enrolling into private schools in the years from 2008-09 to 2010-11, the
percentage among boys has gone up from 36 pc to 42 pc, while the percentage
among girls has gone up from 33 pc to 38 pc. The number of boys in
government schools has come down from 64 pc to 58 pc, while the number of
girls – from 67 pc to 62 pc. Twenty-two per cent of the schools in the State are
private schools, and the highest numbers are in Gulbarga North. Between
2008-2009, 10,986 children have dropped out of the government schools in
Chittapur Assembly constituency in Gulbarga, making it the highest in school
dropout rate. The Constituency of Gulbarga is second highest number of
school dropouts in the State. The Assembly constituency of Chincholi (SC)
follows suit with 10,866 children leaving government schools, while 7,270
children left the government schools in Shorapur (ST).

As many as 1,70,525 children in the State between the age of seven and
14 are out-of-school, reveals the survey carried out by Sarva Shiksha Abhiyan.
This includes children who never enrolled and those who have dropped out
of school. The data, which has been compiled after school and household
surveys, has been further tracked at the block, cluster and the district levels.
There are 1,70,525 lakh children dropout in which 83,820 are girls.

The educational district that has the highest number of out-of-school
children is Bangalore (South) is 18,393, followed by Gulbarga (15,468) and
Raichur (12,128). The district with the lowest number of such children is Uttar
Kannada with 686, followed by Udupi (1,008) and Sirsi (1,066). Five districts, Yadgir, Raichur, Gulbarga, Koppal and Bellary, have 56,898 such children. The average dropout rate, which is calculated against enrolment in 2012-2013, is 2.3 per cent. The highest dropout rate is 6.32 per cent in Yadgir, while the lowest is 0.66 per cent in Dakshina Kannada. Sarva Shiksha Abhiyan had taken up the survey in November 2013 after the High Court of Karnataka took up a *suo motu* case. While the activists claimed that the number of such children was 6.28 lakh, the Education Department figures for the last academic year revealed put it at 51,994. Responding to the findings of the survey, Commissioner for Public Instruction Mohammad Mohsin said, “The figures have revealed that there are more number of dropouts compared to the department’s earlier figure as the survey was more comprehensive with some parameters being changed”. Sources, who attended a high-level inter-department coordination committee meeting to discuss the proceedings in the High Court, said that the department officials were asked to verify the figures once again as some members said that an NGO survey had claimed that the dropout rates in districts such as Yadgir and Gulbarga were much higher than the figures produced by the department. The officials of the Education Department were also urged to formulate an action plan to focus on preventive techniques rather than curative techniques to reduce dropout rates.
## Table – 1.1: Year Wise Dropout Rate in Karnataka State

<table>
<thead>
<tr>
<th>Year</th>
<th>SES/MHRD</th>
<th>Annual Difference</th>
<th>DISE/SSA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>2002-2003</td>
<td>48.46</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2005-2006</td>
<td>44.83</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2006-2007</td>
<td>38.79</td>
<td>3.96</td>
<td>-</td>
</tr>
<tr>
<td>2007-2008</td>
<td>33.89</td>
<td>5.10</td>
<td>-</td>
</tr>
<tr>
<td>2008-2009</td>
<td>30.20</td>
<td>6.31</td>
<td>10.10</td>
</tr>
<tr>
<td>2009-2010</td>
<td>25.86</td>
<td>5.66</td>
<td>5.80</td>
</tr>
<tr>
<td>2010-2011</td>
<td>-</td>
<td>-</td>
<td>2.96</td>
</tr>
<tr>
<td>2011-2012</td>
<td>-</td>
<td>-</td>
<td>1.19</td>
</tr>
<tr>
<td>2012-2013</td>
<td>-</td>
<td>-</td>
<td>2.56</td>
</tr>
</tbody>
</table>

Sources: a) Selected Educational Statistics – MHRD.  
  b) DISE data for Karnataka.

A study of the education sector in the state has revealed that school enrollment numbers in Karnataka have dropout by seven percent over the last year and student dropout figures have reached three lakh with nearly 48 percent of dropouts being from SC/ST communities.

The study conducted by India governs Research institute, a private organization revealed that the Hyderabad Karnataka region leads in the school dropout rate during the last two academic years 2011-2012 to 2013-2014 of the top 10 constituencies in school dropout rate during this period, seven are from the Hyderabad Karnataka region.

The report further states that the dropout rate is the highest 48 percent among SC/ST student than any other group. About 1,38,000 SC/ST children left school by 2013-14 from among those who were in class 1st to class 5th batch during 2011-12.
Table – 1.2: Category Wise Dropout Rate in Karnataka State

<table>
<thead>
<tr>
<th>Category</th>
<th>Lower Primary</th>
<th>Higher Primary (In % Ages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Children</td>
<td>+ 2.56</td>
<td>+ 5.40</td>
</tr>
<tr>
<td>Boys (All)</td>
<td>+ 2.33</td>
<td>+ 5.16</td>
</tr>
<tr>
<td>Girls (All)</td>
<td>+ 2.81</td>
<td>+ 5.66</td>
</tr>
<tr>
<td>SC (All)</td>
<td>+ 2.62</td>
<td>+ 6.31</td>
</tr>
<tr>
<td>SC (Boys)</td>
<td>+ 2.30</td>
<td>+ 5.77</td>
</tr>
<tr>
<td>SC (Girls)</td>
<td>+ 2.97</td>
<td>+ 6.92</td>
</tr>
<tr>
<td>ST (All)</td>
<td>+ 8.79</td>
<td>+ 12.72</td>
</tr>
<tr>
<td>ST (Boys)</td>
<td>+ 8.93</td>
<td>+ 12.18</td>
</tr>
<tr>
<td>ST (Girls)</td>
<td>+ 8.93</td>
<td>+ 13.32</td>
</tr>
</tbody>
</table>

Sources: Selected Statistics MHRD (2012-13)

Dropout rates in the state have marginally increased from 1.19 percent at LPS stage to 2.56 percent. This increase is because there is a student-wise count and student Disc code is given in 2012-13. This trend is true across sex and social categories. Highest drop-out rate is observed among ST girls, the value being 8.93 percent.

Boys in general have recorded lower than state average dropout at both LPS and HPS levels. This is true of SC boys at lower primary stage. Dropout rate at HPS stage is considerable at 5.40 percent. This value also has increased from previous year (4.35 percent).

1.6. Initiatives of Karnataka State towards Universal Elementary Education:

Karnataka has pioneered the various schemes to bringing out of school children back to mainstream. Following are the few initiatives of the state towards the universal elementary education.
1.6.1. Nali-Kali – A Recipe for Joyful Learning:

The Karnataka government and UNICEF collaborated to create a virtual revolution in education in Mysore district. The walls in classrooms are hung with colorful charts and craftwork. Children of different ages are sitting in groups. But there is no ‘teacher’ here only a ‘facilitator’. And that is not just a meaningless change of nomenclature. Government schools normally shy away from any change in modes of teaching or learning. Nali-Kali is an exception, having created a veritable revolution in classroom transactions. Nali-Kali or ‘joyful learning’ was started as an experiment in classroom transaction, spearheaded by the teachers themselves. It all began in Heggada Devana Kote taluk in Mysore district. UNICEF had prepared a micro-plan, which included a survey of in-school and out-of-school children in the taluk, a primarily SC/ST constituency. In 1995, M.N. Baig, Education Officer in Mysore district, along with UNICEF and the Commissioner of Public Instruction, decided to revive the micro-plan and look into activity-based learning. They held a meeting with schoolteachers in the taluk. The local teachers isolated some problems that they could tackle themselves. These included absenteeism of children involved in farm labour, unattractive curricula and teaching methods, lack of support at home and urban bias in text books. The pre-training session, consisting of 35 teachers, resource persons and other officials laid down outlines for classroom transactions, teaching-learning materials, etc. Learners’ problems, especially those of first-generation learners, were discussed, the minimum level of learning
scrutinized and changes suggested. The learning load was reduced to a realistic and achievable level. Language, mathematics and environmental studies were to be taught through art, craft, song, dance and other activity-oriented methods Nali-Kali envisions the breaking down of the traditional hierarchy that exists between teacher and student. This orientation is introduced at the level of training of the teachers itself. All the teaching learning materials are handmade by the teachers and hands-on experimentation is encouraged. In the first year, 1995, 257 teachers from HD Kote were trained. This number rose to 322 in 1999. It is operational in all but one block in Mysore district. In addition, five blocks across the state were also covered. Nali-Kali has managed to penetrate the villages in unprecedented ways. In Madanpura, the private school had to close down because most of the students sought a transfer to the government school! And even the farmers were heard humming the action songs that are taught in the school.

1.6.2. Chinnara Angala – A Course to the Mainstream:

The Chinnara Angala Summer Course Programme is aimed at bringing back out-of-school children into schools. The out-of-school children fall into two categories: a) those who were never enrolled in school, and b) those who have dropped out of school at either the Lower Primary level or the Upper Primary level. The Chinnara Angala intends to enable these children in the age group of 6–14 years to enroll themselves into regular schools. A para-teacher appointed from amongst the village youth teaches the children. An intensive, condensed form of the curriculum is taught, at the end of which
the children are enrolled in the appropriate regular classes. The duration of
the intervention was initially proposed to be of 60 days. Later it was decided
that it would continue till all children were enrolled into formal school.
Chinnara Angala – A spark of hope for child labour when first started in
10 programme blocks, 3,100 children were enrolled in the course, and as
many as 2,600 children from amongst them were enabled to join the
mainstream formal schools. It shows acceptance of the intervention by the
community. This also indicates growing awareness among people about the
need for education. In the beginning the programme personnel spent
considerable time convincing people about the benefits of the interventions,
which was crucial for the success of this intervention. During 2003 over 4,800
Chinna Angala centres were opened so as to generate school preparedness
among 407,000 out-of-school children. 127,000 children, including 50,000 child
labourers, participated in this programme The Akshara Foundation has been
very active in running this programme in Bangalore. All the existing
194 Chinnara Angala learning centres reaching out to 4,600 children in the
city have been coordinated by the Foundation with the help of other NGOs
like MAYA, Mobility India, APSA, REDS and Rashtrothana Parishat.

1.6.3. Baa Baale Shaalege:

(Bringing the girl child Under the Sarva Shiksha Abhiyaan (SSA)
programme all out-of-school children in the age group campaign 6-14 are to
be enrolled by the end of 2003. Towards this end, Chinnara Angala, Baa
Marali Shaalege (Come Back to School), Cooliyinda Shaalege (from labour to
school) and the Enrollment Campaign have helped draw lakhs of children to school. Through programmes such as Akshara Daasoha (Free hot mid-day meals scheme), supply of free textbooks, free school uniforms, etc., efforts have been made to see that these children don’t leave the school. In spite of these efforts about 300,000 children are still outside the school system. About 50% of these are girls. There is a gender gap of about 19% between male and female literacy in the state. Baa Baale Shaalege is yet another special drive to bridge this gender gap. The main strategies being adopted under this campaign are: 1) To make women officials of the education department motivate themselves to adopt an educational block each and evince special interest in the education of girls in that block; 2) To make the women officials adopting a block to meet women teachers in the particular block and motivate them to achieve the aims of this programme voluntarily; 3) To make all voluntary organizations such as stree-shakti/self-help groups, mahila/yuvathi mandals and women representatives to evince interest and take responsibility for the tasks; 4) To ensure that girls participate effectively in the 20-point programme under the Learning Achievement Year; 5) To persuade NGOs to take active part in the campaign; 6) To open two residential schools with the help of Mahila Samakhya for dropout girls in the backward districts of North-eastern Karnataka.

1.6.4. Beediyind Shaalege (From Street to School):

Eight years of education is now a fundamental right of all children in the age group 6-14. To make this a reality the government has initiated
several campaigns to enroll all children in schools through various new initiatives. Towards this end the Enrolment Drive, Baa Marali Shaalege (come back to school), Coolyinda Shaalege (from labour to school), Chinnara Angala (a bridge course), Samudayadatta Shaale (school towards the community) and Baa Baale Shaalege (calling the girl child to school) are prominent ones. An effort is made to see that the children don’t leave the school through incentive schemes like free supply of textbooks and uniforms, Akshara Dasoha (free hot midday meals scheme). Learning is being made joyful to the student through activities such as Chaitanya, Nali-Kali, etc. Teachers are striving to provide enhanced opportunities to children who lag behind others in learning and to make them reach a prescribed level of learning by observing 2003-04 as Learning Achievement Year. In spite of these efforts thousands of children are still deprived of education. Street children constitute one such deprived category. In urban areas they are struggling to live in the hardest and most degrading circumstances. Separated from their parents because of a variety of social and economic problems many of them have been orphaned and driven to the streets. Others have been driven to begging or scouring dustbins for a living. Under the objectives of Sarva Shiksha Abhiyaan all children, including these deprived street children have to be brought into the school system by the end of 2003. This Beediya Shaalege programme has been conceived against this background, the department’s latest initiative towards providing education to the deprived. It is no easy task to contact children in the streets, understand their situation
and problems and persuade them to join school. There is a need for institutions and individuals who have a deep understanding of the sociological aspects of the problem, experience in social service, a service minded attitude as well as a concern and commitment for such issues. Both time and effort are needed in good measure. For this reason it is best to implement this programme though voluntary agencies. It has therefore been decided to entrust the responsibility of implementing this programme to voluntary agencies and organizations that are active in the social and educational sectors. It is expected that departmental officials and teachers working under the SSA programme will be able to identify competent voluntary agencies and organizations and persuade them to come forward to accept responsibility for implementing this programme. About a dozen such organizations have already been identified. A survey of street children in major cities will be taken up in the next few months.

1.6.5. Cooliyinda Shalege [Labour to School]:

To free the children from the bondage of child labour and admit them to school is the main object of the Coolienda Shalege campaign. It is against the law, to engage children as child labour with in the age group 6 or 14 and it is the constitutional fundamental right to Primary Education. So under the SSA during February-March 2003, a state level publicity campaign was taken up and during this campaign the teachers, educationist non-government organization, Labour Department, Social Welfare Department, Department of women, child welfare and Police participated. With this effort should be made to bring them back to
school. Around 3261 children brought to school fold. While publicity have been
given to TV and AIR for this purpose. Due to the efforts of teachers and
supporters of educational initiatives the Baa Marali Shaalege campaign
succeeded in bringing back to school about 224,000 children in the age group
6-14. Even then, about 340,000 children remained out of reach of the school
system. Many of them are children doing hard and demeaning menial jobs for
their livelihood when they should actually be involved in some productive and
joyful learning. They are the victims of a cruel society that tolerates and puts up
with child labour that is plainly illegal as well as officially forbidden. The basic
aim of the Coolyinda Shaalege campaign is to liberate such children from the
bondage of labour and bring them to the school. The First Step: Most people
seem to be unaware of the fact that it is illegal to employ children below 14 years
of age for any purpose. Eight years of elementary is a fundamental right of all
children. Employing them would amount to denying this right and is therefore
unconstitutional. As a first step it is necessary to warn employers of child labour
through wide publicity to the relevant laws and court judgments on the issue.
During February March 2003 a major campaign was mounted throughout the
state giving publicity in various ways - though handbills, posters, wall writings,
street plays, newspapers and media. If the employers release the children from
their employment it may not be very difficult to bring them to school.
Subsequently, teachers, students, workers, departmental officials, resource
persons including those in BRCs/CRCs, SDMC members, voluntary
organizations/NGOs and students in teacher education institutions have all
participated extensively in the campaign liberate children from the world of labour and introduce them to the world of learning. The state chief minister made a special appeal to all people in this regard. Employers of child labour have been told: “Employing children below 14 is an offence. Those violating the law are liable for punishment with fine or a jail term or both. Release the children from your bondage and send them to school” Tumkur district As per Feb. 2003 children census, there were 13306 out of school children in Tumkur district. Some of the innovative strategies adopted to mainstream the out of school children like, Cooliyinda Shalege, Chinnara Angala, Baa Marali Shalege, Baa Bale Shalege, Education Guarantee Scheme and so on. 10773 children were mainstreamed with these efforts. Cooliyinda Shalege is one of the main strategies adopted to provide education facilities to the deprived working children. There were 223 working children mainstreamed through this programme in 2003.

Street Play and Jhathas were conducted all over the state. Bangalore City: There were 12 Street Plays performed to get awareness among the parents and community, live in urban slum areas to enroll their children to the formal schools, especially working children with the coordination of NGOs.

1.6.6. Listen - Learn The "Keli-Kali" (listen-learn):

Programme is being broadcast from Gulbarga and Dharwar on All India Radio since August 2001. This is intended to encourage students of IV standard and also to bring about novelty in their learning process. About 5 lakhs students and teachers are enjoying the benefits of this scheme.
1.6.7. Mobile Schools:

It may not always be possible to bring children to the school. So, a novel and experimental scheme of taking the school to the children has been introduced in some slum areas of urban Bangalore. It is a mobile school built into a bus that is equipped fully as a classroom with attractive and colourful teaching aids and a blackboard. Started in July 1999, the mobile school has been serving the needs of underprivileged slum children in two colonies of south Bangalore district. It is a heartening experience to see children rushing towards the bus when they hear its horn blowing and calling them to school. The facility has been expanded to four mobile schools and a small team of pre-school and elementary school teachers and supporting staff is involved in the endeavour full time. Children attending mobile schools learn the same way as children in other schools. They are provided with free textbooks, slates, notebooks, uniforms and play materials. They are also being provided with free mid-day meals. The programme has the enthusiastic support of the people and several institutions. The programme aims to mainstream the children into regular schools after providing up to one year of mobile schooling. 262 children are enrolled in the current year. The success story has prompted the Bangalore Metropolitan Transport Corporation to donate four more buses for expanding this novel idea to cover more children in the slum areas.
1.6.8. Tribal Education – Special Drive in a Forest:

The Tribal Alternate Education Programme was initiated as a pilot project by an NGO called DEED (Development through Education) in collaboration with A-e-A (Aide-et-Action), a Chennai based support group, in the Kakanakote forest area of Nagarahole national park in Mysore district in 6 tribal hadis (settlements) to assist 443 tribal (Adivasi) children out of whom 234 were girl children. Three government schools that were virtually dysfunctional in the area were adopted. 88 out-of-school children were also brought back to the educational system through these schools. This is a major component of a larger programme for the upliftment of the primitive tribal population of Jenu Kurubas that lives under extremely difficult and dangerous conditions. After the results of the pilot project were found encouraging the programme was implemented under the Community Owned and Managed Education (COME) concept. The Education Department of the Government of Karnataka is now supporting this programme on a long-term basis. A 4-year plan is now under implementation focusing on pre-primary education, primary education, life oriented education and mainstreaming the dropouts below 14 years in 32 hadis. A total of about 3000 adivasi children, including over 1600 girls, are being targeted. 386 dropout children have been brought back to the mainstream school system through 18 special Chinnara Angala coaching centres. These children joined regular government schools in June 2003. Under the programme certain innovative components have been included. For preprimary children play-way methods, habit formation,
games, plays and songs have been introduced. For primary education DPEP methods (Nali-Kali, Kali-Nali), cultural story telling, teaching songs, playing games, watching nature, promotion of eco-friendly practices, analyzing and understanding real life situations, etc., have been adopted. The tribal dialect has been given importance. Special pedagogy education material (Jenunudi Kaliyaku) has been published and popularized in the schools. Science, mathematics and social studies have been taught through songs and games also to combat the children’s malnutrition noon meal and nutritious supplementary food is being given in the schools. This has helped to reduce the dropouts and increase attendance in the schools. There is a strong community commitment to the programme. Education has been accepted by parents as well as children in the broader sense of an empowerment process in day-today affairs on a continuous basis.

1.6.9. Program for the Backward Districts of North East Karnataka (NEK):

Action plans in the name of ‘Edu-Action’ are being developed for sub sector reports on education. The later has been consolidated as shaping education in Karnataka (Eduvision). “Pre School and elementary education” is a sub sector in which following areas have been identified as key priority areas. (1) Policy for pre-school education for 4-5 year old. (2) Quality improvement in elementary education. (3) Program and strategy for small schools and multi grade teaching. (4) Program for the backward districts of North East Karnataka (NEK) (5) Effecting transition from 4 + 3 + 3 to 5 + 3 + 2. At the first instance Programme for the backward districts of North Eastern
Karnataka has been taken up for which the Action plan is prepared based on the ‘eduvision’ document, the other relevant studies and other departmental documents. Several key problems and issues specific to this region have been discussed in the document. Problems of teacher attendance; student attendance; student incentives not reaching on time, lack of access in school less habitations, lack of adequate infrastructure and learning aids; lack of transactional skills and remedial measures have been dealt with. The Action plans to focuses on these problems have been discussed so as to achieve the stated objectives of Universalisation of Elementary Education. In North Eastern Karnataka region, these efforts are expected to provide the much needed impetus for educational reforms in the region. (1) Access and infrastructure. (2) Quality improvement and capacity building. (3) Incentives to the needy disadvantaged and girl children. (4) Monitoring and evaluation.

1.6.10. Akshara dosha - Free hot mid day meals for school children:

The government of Karnataka introduced a massive programme for providing free hot mid day meals to all school children enrolled in classes 1-7 of government and government aided primary schools. The primary objective of this programme is improvement in enrolment and attendance, improvement of retention rate, reducing the dropout rate in schools and improving health of children by increasing nutrition level. This programm is implemented in all 27 district of Karnataka state covering 46244 government and government aided primary schools. non government organization are also given opportunity to participate in this programme by opining their own
kitchen for single or cluster of schools prepare food in the common kitchen and distribute the same to schools.

- Some more schemes New Programs Proposed in Elementary Education are:
  - Distribution of Uniforms, School Bags & Text Books under Vidya Vikasa Scheme.
  - To provide for best school awards.
  - Inclusion of 8th std. to primary schools.
  - Lengthening of TCH curriculum to 2 years and 6 months internship course.
  - Procurement of sites for schools in urban areas.
  - To provide additional graduate teachers to higher primary schools (due to inclusion of 8th std.)

1.7. General Profile of Gulbarga District:

Gulbarga district is one of the 30 districts of Karnataka state in southern India. Gulbarga city is the administrative headquarters of the district and also division. In Persian language Gul means flower and berg means leaf thus making Gulbarga once a land of lavish living.

Gulbarga District is also known as Kalaburgi District. The district has a total area of 16174 sq. kms with a total population of 25,64,892 (Census, 2011). Male population is 75.11% and female population is about 55.87 and sex ratio is 962 (Female per 100 males). The combined literacy rate is 65.65% and Kalaburgi District is 5th population district in Karnataka state.
The district comprises Eight blocks, namely: Afzalpur, Aland, Chincholi, Chittapur, Gulbarga (North), Gulbarga (South), Jewargi, Sedam. The district has 32 hoblies, 220 Gram Panchayats and 10 urban local bodies and 873 villages.

**Educational profile of Gulbarga District:** According to Karnataka State Human development Report 2005 based on 2001 Data the Gulbarga District is considered relatively backward in the entire state and in the region as well. The table below shows the Human Development Index of the district in relation to the other district in the Hyderabad Karnataka Region. The district according to the report is at the bottom level. The Human Development Index of the district for the year 2001 was 0.564.

**Table – 1.3: Human Development Indicators in Gulbarga District and Hyderabad Karnataka region**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Districts</th>
<th>HDI 2001</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bellary</td>
<td>0.617</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Bidar</td>
<td>0.599</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>Gulbarga</td>
<td>0.564</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>Raichur</td>
<td>0.547</td>
<td>27</td>
</tr>
<tr>
<td>State</td>
<td>Karnataka</td>
<td>0.650</td>
<td>--</td>
</tr>
</tbody>
</table>

Source: Human Development Report 2005 Govt. of Karnataka

The table below shows the break up of three indicators of the Human Development which again shows that the district is again far below the state average. The three indicators of Human Development i.e., Health Index, Education Index and Income Index taken comprehensively indicate the level of development scenario and the pertinent issues to be identified for
development target. If one looks at Education Index alone, the district shows very poor performance in terms of the identified indicator.

**Table – 1.4: Various Indices of Human Development for Gulbarga district**

<table>
<thead>
<tr>
<th>Year 2001</th>
<th>Health Index</th>
<th>Rank</th>
<th>Education Index</th>
<th>Rank</th>
<th>Income Index</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>0.632</td>
<td>20</td>
<td>0.572</td>
<td>25</td>
<td>0.490</td>
<td>25</td>
</tr>
<tr>
<td>State</td>
<td>0.680</td>
<td>--</td>
<td>0.712</td>
<td>--</td>
<td>0.559</td>
<td>--</td>
</tr>
</tbody>
</table>

Source: Human Development Report 2005 Govt. of Karnataka

The table below shows the details about the backwardness as taken Taluka wise. According to the High Power Committee on Regional Imbalances of the Government of Karnataka, which is also popularly known as Nanjundappa Committee the Talukas of the District Gulbarga except for the Taluka Gulbarga all are considered as the most backward Talukas. In other words, the district Gulbarga out of its ten Talukas has nine most backward Talukas.

**Table – 1.5: Most Backward Talukas of Gulbarga District**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Taluka</th>
<th>Rank in the State</th>
<th>Development Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sedam</td>
<td>155</td>
<td>0.72</td>
</tr>
<tr>
<td>2</td>
<td>Chitapur</td>
<td>165</td>
<td>0.65</td>
</tr>
<tr>
<td>3</td>
<td>Afzalpur</td>
<td>170</td>
<td>0.62</td>
</tr>
<tr>
<td>4</td>
<td>Aland</td>
<td>172</td>
<td>0.61</td>
</tr>
<tr>
<td>5</td>
<td>Chincholi</td>
<td>173</td>
<td>0.57</td>
</tr>
<tr>
<td>6</td>
<td>Jewargi</td>
<td>174</td>
<td>0.57</td>
</tr>
</tbody>
</table>

Source: Report of the High Power Committee for Redressal of Regional Imbalances in Karnataka, Govt. of Karnataka, 2002

Primary education is one of the important area of intervention in terms of progress in the area Human Development. While there are several indicators of primary education progress, enrolment of children of appropriate age is considered as one of the significant indicator. The table
below shows the enrolment of children during the year 2001-2006. The increase and achievement in the enrolment sector may be attributed to the recent intervention by the State Government in the form of SSA and other relevant schemes. However, the figures are still considered not satisfactory when compared to the state and national level. The targets of Net Enrolment and the Gross Enrolment have yet to be achieved by the district.

Table – 1.6: Enrolment of Children in Schools 2001-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>SC</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>292778</td>
<td>65544</td>
<td>142620</td>
</tr>
<tr>
<td>2002-03</td>
<td>301501</td>
<td>67235</td>
<td>145477</td>
</tr>
<tr>
<td>2004-05</td>
<td>288921</td>
<td>67323</td>
<td>146003</td>
</tr>
<tr>
<td>2005-06</td>
<td>284411</td>
<td>67792</td>
<td>147017</td>
</tr>
</tbody>
</table>

Source: Annual Work Plan & Budget SSA, Gulbarga

Another crucial indicator of school progress by children and progress by the District in terms of school education is that of the size and volume of out of school children. The out of school children directly relates to the persisting problem of students pre-matured school drop-out. In spite of several remedial measures in place by the state government, many children are still remaining out of school for various socio-economic reasons.

Table – 1.7: Out of School Children from 2001-06

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>Child Population</th>
<th>Out of School Children</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>560780</td>
<td>135791</td>
<td>24.21</td>
</tr>
<tr>
<td>2002</td>
<td>559128</td>
<td>94847</td>
<td>16.96</td>
</tr>
<tr>
<td>2003</td>
<td>531280</td>
<td>56185</td>
<td>10.57</td>
</tr>
<tr>
<td>2005</td>
<td>487491</td>
<td>24261</td>
<td>4.97</td>
</tr>
<tr>
<td>2006</td>
<td>371713</td>
<td>21991</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Source: SSA Annual Work plan and Budgets
Academic Structure and Functioning at the District, Block and Cluster Levels:

The Educational Administrative machinery is headed by the Deputy Director of Public Instruction (DDPI) and is assisted by a team of 1 Educational Officers, 6 Subject Inspectors and one Superintendent of Physical Education, provide academic guidance at the district level. The D.D.P.I. takes up the academic and administrative inspections of the institutions in the district and also provides educational leadership to the entire district.

At the block level, the Block Educational Officer (BEO) heads the educational machinery supported by a team of Educational Coordinators and Cluster Assistant Educational Officers (CAEO). The Cluster Assistant Educational Officers, Education Coordinators and CRCs pay visits to the schools in their jurisdiction and provide academic support for quality improvement in the schools.

At the block level, the Block Educational Officer (BEO) leads the educational machinery supported by a team of 5 Educational Coordinators and Educational Assistants. The Educational Coordinators and the Educational Assistants pay visits to the schools in their jurisdiction and provide guidance for quality improvement in the schools.

The BEOs are assisted by the Block Resource Coordinators in the planning, implementation and supervision of the activities under Sarva Shiksha Abhiyan. The BRCs have 5 resource persons – 2 from the high school cadre and
3 from the primary cadre. These resource persons provide training, academic
guidance and on job support to the teachers in their respective blocks.

At the cluster level there is a Cluster Resource Person (CRP) who
provides academic guidance and on job support to the teachers in their clusters.

**Educational Facilities in Gulbarga:**

The district has 1806 primary schools out of which 796 LPS, 1010 are
higher primary schools and 254 high school having classes VIII to X are run
by education department. There are 3373 Anganwadi centers run by the
Department of Women & Child Develop.

**Table 1.8: Structure of Education System at Gulbarga District**

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic</th>
<th>Administrative</th>
<th>Program (SSA)</th>
<th>Local Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>DIET</td>
<td>DDPI/DEO, EO</td>
<td>DPC, DyPC</td>
<td>ZP</td>
</tr>
<tr>
<td>Block</td>
<td>BRC</td>
<td>BEO, ECO</td>
<td>BRC</td>
<td>TP</td>
</tr>
<tr>
<td>Cluster</td>
<td>CRP</td>
<td>CRP</td>
<td>CRP</td>
<td>GP</td>
</tr>
<tr>
<td>School</td>
<td>HM</td>
<td>HM</td>
<td>HM</td>
<td>GP</td>
</tr>
</tbody>
</table>

Source: DISE 2012-13

**Elementary Education Scenario:**

**Lower Primary Schools:**

In the district, 1144 Schools are providing lower primary education.
Out of 1144 schools 799 schools are run by education department, 4 schools
are run by social welfare department, 14 schools are run Aided management,
319 are run by unaided management, 2 schools are run by central and
6 schools are run by madarasas.
Table 1.9: Block Wise and Management Wise Lower Primary School in Gulbarga District

<table>
<thead>
<tr>
<th>BLK Name</th>
<th>Education</th>
<th>Social Welfare</th>
<th>Local Body</th>
<th>Aided</th>
<th>Unaided</th>
<th>Central</th>
<th>Others</th>
<th>Mad. Rec.</th>
<th>Mad. Unrec.</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afzalpur</td>
<td>80</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>123</td>
</tr>
<tr>
<td>Aland</td>
<td>97</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>135</td>
</tr>
<tr>
<td>Chincholi</td>
<td>158</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>179</td>
</tr>
<tr>
<td>Chittapur</td>
<td>123</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>30</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>159</td>
</tr>
<tr>
<td>Gulbarga North</td>
<td>70</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>84</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>158</td>
</tr>
<tr>
<td>Gulbarga South</td>
<td>53</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>102</td>
</tr>
<tr>
<td>Jewargi</td>
<td>108</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>157</td>
</tr>
<tr>
<td>Sedam</td>
<td>110</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>131</td>
</tr>
<tr>
<td>Total</td>
<td>799</td>
<td>4</td>
<td>0</td>
<td>14</td>
<td>319</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1144</td>
</tr>
</tbody>
</table>

Source: DISE 2012-13

**Higher Primary Schools:**

In the district, 1599 Schools are providing higher primary education. Out of 1599 schools 1003 schools are run by education department, 30 schools are run by social welfare department, 153 schools are run by Aided management, 408 are run by unaided management, 2 school is run by central and 3 are run by madarasas.

Table 10 shows the block wise and management wise higher primary schools in the district.
### Table - 1.10: Block Wise and Management Wise Higher Primary School in Gulbarga District

<table>
<thead>
<tr>
<th>BLK Name</th>
<th>Education</th>
<th>Social welfare</th>
<th>Local body</th>
<th>Aided</th>
<th>Unaided</th>
<th>Central</th>
<th>Others</th>
<th>Mad. Rec.</th>
<th>Mad. Unrec.</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afzalpur</td>
<td>95</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>118</td>
</tr>
<tr>
<td>Aland</td>
<td>168</td>
<td>4</td>
<td>0</td>
<td>12</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>218</td>
</tr>
<tr>
<td>Chincholi</td>
<td>123</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>146</td>
</tr>
<tr>
<td>Chittapur</td>
<td>162</td>
<td>6</td>
<td>0</td>
<td>14</td>
<td>50</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>233</td>
</tr>
<tr>
<td>Gulbarga North</td>
<td>112</td>
<td>5</td>
<td>0</td>
<td>57</td>
<td>164</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>338</td>
</tr>
<tr>
<td>Gulbarga South</td>
<td>112</td>
<td>5</td>
<td>0</td>
<td>57</td>
<td>164</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>226</td>
</tr>
<tr>
<td>Jewargi</td>
<td>126</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>165</td>
</tr>
<tr>
<td>Sedam</td>
<td>120</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>155</td>
</tr>
<tr>
<td>Total</td>
<td>1003</td>
<td>30</td>
<td>0</td>
<td>153</td>
<td>408</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1599</td>
</tr>
</tbody>
</table>

Source: DISE 2012-13

The last year LPS were 800 and HPS schools were 1007 out of which 2 lps are upgraded this year in Jewargi block of which one school upgraded last year but sanction was taken in 2012-13. 5 education department schools were closed this year (3 in Sedam, 1 in Chittapur and 1 in Sedam Block). The 5 HPS are degraded as lps due to no enrolment in 6th std. The block wise are Aland -2, Chincholi-1, Gulbarga N-1, Gulbarga S-1.

**Elementary Schools:**

In the district, 2743 Schools are providing Elementary education. Out of 2743 schools 1802 schools are run by education department, 34 schools are run by social welfare department, 167 schools are run by Aided management, 727 are run by unaided management and 4 school are run by central.
Table - 11 shows the block wise and management wise Elementary schools in the district.

Table – 1.11: Block Wise and Management Wise Elementary Schools in Gulbarga District

<table>
<thead>
<tr>
<th>BLK Name</th>
<th>Education</th>
<th>Social Welfare</th>
<th>Local Body</th>
<th>Aided</th>
<th>Unaided</th>
<th>Central</th>
<th>Others</th>
<th>Mad. Rec.</th>
<th>Mad. Unrec.</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afzalpur</td>
<td>175</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>55</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>241</td>
</tr>
<tr>
<td>Aland</td>
<td>265</td>
<td>5</td>
<td>0</td>
<td>12</td>
<td>71</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>353</td>
</tr>
<tr>
<td>Chincholi</td>
<td>281</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>325</td>
</tr>
<tr>
<td>Chittapur</td>
<td>285</td>
<td>6</td>
<td>0</td>
<td>15</td>
<td>80</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>392</td>
</tr>
<tr>
<td>Gulbarga North</td>
<td>182</td>
<td>5</td>
<td>0</td>
<td>61</td>
<td>248</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>496</td>
</tr>
<tr>
<td>Gulbarga South</td>
<td>150</td>
<td>2</td>
<td>0</td>
<td>49</td>
<td>122</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>328</td>
</tr>
<tr>
<td>Jewargi</td>
<td>234</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>75</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>322</td>
</tr>
<tr>
<td>Sedam</td>
<td>230</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>286</td>
</tr>
<tr>
<td>Total</td>
<td>1802</td>
<td>34</td>
<td>0</td>
<td>167</td>
<td>727</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>2743</td>
</tr>
</tbody>
</table>

Source: DISE 2012-13

1.8. Significance of the Study:

While there are many reasons for drop-out but they may be opportunely classified into two categories as those “internal” to the educational system and those “external” to the educational system. The external factors are those within the child’s socio-cultural milieu. Of these, the economic and social condition of the family is the single most crucial variable affecting drop-out coupled with many other factors. The school itself, as an internal factor, its impoverished facilities, and pedagogical methods may affect the child’s schooling experience and influence upon drop-out. Dropping out of school is a process of disengagement that begins early and the decision to leave school is typically
not an instantaneous event (Finn, 1993). Indicators of withdrawal (e.g., poor attendance) and unsuccessful school experiences (e.g., academic or behavioral difficulties) accompanied by feelings of alienation, a poor sense of belonging, and general dislike for school may lead to path toward school withdrawal and eventual drop out.

Theoretical conceptualizations have helped to elucidate the important role of student engagement in school and learning and have drawn attention to key elements of engagement such as student participation, identification, social bonding, and personal investment in learning (Finn, 1993). Many theories have contributed significantly to the development of interventions aimed at preventing dropout and promoting school completion. Finn’s (1993) theory has been extremely influential in supporting the notion that school engagement is integral to school completion. His model of dropout prevention suggests students must both actively participate in school and have a feeling of identification with school in order for them to remain in school and graduate. Interventions supporting student engagement help students develop connections with the learning environment across a variety of domains.

The Surveys of Research in Education (Buch, 1974, 1979, 1984 and 1991) and Fifth and Sixth Survey of Research in Education refer to a fairly good number of studies which attempt to understand the phenomenon of children’s school drop-out. Various studies have indicated that the interconnectedness of both internal and external factors are responsible for children’s school drop-out. In the process one very important research gap has been identified that
hardly any study has been conducted in Indian context or elsewhere which
deal with elaborating the existing understanding of children’s school drop-out.
Studies dealing with academic and behavioral engagement including
attendance and classroom participation that foster learning and eventually
increase the retention capacities of school are very rare.

Under these circumstances, it is pertinent to identify the magnitude of
the problem, the factors that contribute to the problem and what causes
school drop-out by children. It is only by understanding the nature of the
problems it would be feasible to take appropriate steps. Coming to the study
area i.e., the District Gulbarga which is considered one of the educationally
backward district in the entire State, has several serious problems in terms of
achieving universal educational goals set in EFA and SSA program.

It is the need of the hours that the research work must be conducted for
the improvement in education and particularly the educational awareness
among the both rural and urban areas. The research works done thereafter
according to the reviews from the survey of research in education and the
internet reveal that the works conducted so far in this area are done mostly in
the states of Chennai, Maharashtra, Kerala and Gujarat. Very little research
work in this area has been conducted in Karnataka State specifically in
Gulbarga District. According to the census 2006, 60% of the out-of-school
children are in 10 districts - Yadgir, Gulbarga, Bellary, Raichur, Bijapur,
Koppal, Bidar, Bagalkot, Bangalore South and Uttara Kannada. Yadgir has the
highest number of out-of-school children (13,258), ahead of Gulbarga (8,733)
Raichur (7,560). The highest number of dropouts are in the Gulbarga (57.15%), followed by Belgaum (20.73%), Bangalore (14.41%) and Mysore (7.71%).

Moreover, the outcomes of the study will provide deeper insights into the problem taken up in the study. Though in principle, factors such as socio-economical, political and policy lead to school dropout, this study seeks to find out how the policy gaps contribute to school dropout in order to reverse the process of children’s disengagement with school. Hence, the present study becomes relevant to the development studies in that the information contained therein will add to the existing knowledge in the field of universal primary education and school dropout. Further, it would also help educational planners in framing policies and programmes in a more meaningful way in the field of primary education in the District of Gulbarga, Karnataka state.

1.9. Statement of the Problem:

The problem of study undertaken by the investigator can formally be stated as follows:

“A Study on the Problems of Dropouts among the Primary School Students and their Remedial Measures in Gulbarga district, Karnataka State”.

1.10. Research Questions:

The present study becomes significant as it seeks to address the following research questions.

- To what extent the problem of school dropout exists and what is the nature of dropouts in the study area?
• What is the condition of existing infrastructural facilities in primary schools?
• What is the situation related to children’s school attendance and non-attendance?
• What levels of learning achievements in Mathematics and Kannada (Language) have been achieved by children?

1.11. Objectives of the Study:

The objectives of the study are as follows:

1. To identify the school dropout and deemed dropout in terms of school records, school observation and house visit.
2. To identify the nature and distribution of dropout children on various attributes.
3. To identify the SSA facilities and infrastructure deficiencies in primary schools of Gulbarga district and its relation to deemed dropout and school dropout.
4. To identify the major issues and related factors of dropout rate as perceived by educational active participants.
5. To study the levels of learning achievements in Mathematics and Kannada (Language)

1.12. Operational Definition of the Terms Used:

Dropout:

Dropout is a student who leaves a specific level of education system without achieving first qualification. For the present study drop out is defined
as a child who after having enrolled into a primary school left it before completing the full-term of seven years of primary education. The child might have left school immediately after enrolment, before completing the first year after completing standard, I, II, III, IV, V, VI or any other time during the course of the standard. Further any child remaining absent consistently for more than two months from school is also taken as drop out for the study.

**Deemed Dropout:**

Students consistently irregular to attend the classes for more than a term and are observed in the surrounding of the school. They enrolled in the school register and operantly shown as regular attainders.

**Primary School Students:**

Elementary education is divided into lower primary and upper primary levels. Lower Primary level includes standards 1-4 (and 5) and upper primary level includes standards 4/5 to 7/8 according to the state structure. In the present study, primary education refers to all the Government schools that are titled as primary school by the state.

**Educational Active Participants:**

All the stake holders of education system like teachers, students, SDMC members, governance, parents and others who influence the accesses, admission, providing equality of opportunity and quality education.

**Remedial Measures:**

Remedial measures mean corrective actions taken to solve the problem. Remedial measures denoting or relating to special teaching, teaching methods
or material for backward and slow learners. An aid from the government to bring back the students into mainstream by providing with different schemes like midday meal scheme, free textbook, uniforms and scholarship etc.

1.13. Scope and Limitations of the Study:

Information available at large in various sources regarding the dropout is official data collected from different government agencies. Further, the data defined as dropout is collected by collaborating a large number of sources namely, head teachers and SDMC members. This type of data is highly attenuated and does not represent the real status in field. In the present study, the scope has been widened to get the meaningful realistic statistic when the children not going to school consistently supported informally by parents. This information is collected by direct observation in class and tracing the child in the field.

Study limits itself to all the phenomenon of children’s school drop-out in terms of infrastructural facilities in the schools, opinion expressed by parents, teachers, SDMC members and children who are school drop-outs. Study limits itself to the learning achievements in the subjects of mathematics and language i.e., Kannada for only class V students. With regard to recent remedial measures, study limits itself to the discussion of results of the study in relation to the recent remedial measures taken up by the State Government to deal with the problem of drop-out in the study area. Certain schools during the visit did not permit to observe and get proper data. All the primary schools are not allowed to observe and the researcher unable to give the
accurate estimate of dropout children of particular village. The study has made efforts to bring intensively both qualitative and quantitative data. To attend this effectively researcher concentrated on a single district.

1.14. Chapterization:

The first chapter deals with the introduction of the study which includes the overview of primary education, the recent efforts to improve the primary education in the country dropout rate in Karnataka state and initiatives of the state towards the UEE followed by significance of the study, statement of the problem, study objective, operational definition of the terms used, delimitation of the study and the Chapterization to the thesis.

The second chapter highlights the review of related literature. The third chapter is about design and methodology of the study. In this chapter development of tools, sampling, procedure of data collection and analysis is presented.

The fourth chapter presents the details regarding the analysis and interpretation done as per the requirement of the study along with the major findings and discussion.

The fifth chapter deals with the summary of the entire study, including the major findings, their educational implications and suggestions for further study.

References and appendices are provided at the end of the thesis.