5.1 Introduction:

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 in the recent years, much progress towards universal education has been made. 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 still millions of students remain out of school for various reasons and do not take the advantage of education. In spite of many efforts drop-out continues to be one of the significant policy and programmatic issue that needs to be addressed at highest level of educational developments.

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 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.

5.2. 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.
5.3. 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 Primary School Students and their Remedial Measures in Gulbarga District, Karnataka State”.

5.4. 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?

5.5. 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)

5.6. 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 in to main stream by providing with different schemes like mid day meal scheme, free text book, uniforms and scholarship etc.

5.7. 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 widen 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.

5.8. Methodology:

The present research focuses on the problems of primary school dropouts, and demands the field based data collection analysis. Survey method is employed to identify the extent and nature of school dropout, condition of existing infrastructure facilities in primary schools, situation related to school attendance and non attendance, learning levels of students in the primary schools of Gulbarga District.
Keeping in mind the requirements of the study a survey is designed to reconnoiter several aspects of the situation of primary schooling with special reference to the above mentioned issues. The survey method of investigation is very common in educational research, which attempts to describe and deduce what exists at present contemporaneously in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc., with regard to the aspects or issues selected for the purpose of investigation.

5.9. Population and Sample:

The present study seeks to understand the situation with regards to primary Education in rural and urban areas of the District Gulbarga in the state of Karnataka. Therefore, the population or the universe of the study is the rural as well as urban areas of the Gulbarga district. As per the records of DDPI Office, Gulbarga District of Karnataka, there are 2622 lower primary and upper primary schools in the District.

The study selected all the eight educational blocks, namely Afzalpur, Aland, Chincholi, Chitapur, Gulbarga North, Gulbarga South, Jewargi, and Sedam. The study has taken the school as unit of study. Each school has school infrastructure, the teachers, students, parents, the SDMC, and dropout children as totality. After selecting the schools the researcher concentrated to collect the data from all these sources.

The sample selection adopted is a multistage random sampling method, where in all the blocks of the district are taken at the first stage. In the second stage from each block randomly two schools selected from the list of
urban sector and three schools from rural sector. During the third stage the researcher selected the teachers, students, SDMC members, families of the selected school participants. The dropout child houses were specifically searched in the field by screening houses and special efforts were made to identify around the selected schools.

5.10. Tools Used for the Study:

As per the need of the study following tools are prepared and used for the purpose of data collection. They are as follows:

1. School observation schedule
2. Interview schedule for teachers
3. Interview schedule for SDMC members
4. Interview schedule for parents
5. Interview schedule for dropouts
6. Achievement test in mathematics
7. Achievement test in language

5.11. Data Collection and Analysis:

The present study is using the tools as mentioned above. For the purpose of the field study, selected school from school-list identified at first stage. The researcher herself decided to visit and collect the data.

Initially the schools were geographically traces for the visiting route. A pilot visit was undertaken for some of the schools. For full fledges data collection the researcher planned a week visit to each school as given below:
Day One: Introduction, Cursory look around the school, identification of teachers and other personnel who are potentially good enough to provide required information, Rapport building with students. Visit around the village and note making.

Day two: School records noting, absenteeism observation actual in class and as per records, filling up observation schedule, Interview with teachers, Identification of SDMC members available in the village and discussion with them.

Day three: Achievement test administration, Identification of dropout students around the village, rapport building with parents.

Day four: Visit to village parents and interviewing the parents and dropout children.

Day five: Interviewing with SDMC members and left over work of previous days.

Day Six: Additional day for emergency like holidays, and non availability of members, manage with problems like non reach ability due to rains, summer, holiday, strikes, teachers non availability etc.

The researcher has spent almost one and half year in data collection excluding the school summer and winter holidays.

Then with the help of teacher the information required as per the interview schedule for teachers is collected. The researcher observed all the class rooms of the school and note down the detail information pertaining to school attendance and infrastructure facilities in school observation schedule.
Further, achievement tests in Mathematics and Kannada are administered to children currently studying in class V. All children of class V, present on the day of school-visit are considered for administration of the tests. The SDMC members are interviewed on different aspects of school infrastructure, attendance patterns of students, school dropouts and SSA facilities. The researcher visited households nearby vicinity of 500 meters of sampled school and collected information from households, and interviewed the dropouts accessible. Consistently not attending children were interviewed. The data collected is tabulated and analyzed as per the requirements of the study.

The data was both qualitative and quantitative. The quantitative data available was digitized and processed to the excel sheets. Further it is processed for percentage analysis. The qualitative data was critically analyzed for uniformities, peculiarities and contradictions. SPSS 20 software was employed for statistical analysis of data. The data will be included percentage analysis and graphical presentation to arrive at conclusions for generalization in the light of objectives.

5.12. Major Findings:

Following set of findings have been concluded after careful observations of analysis and interpretation.

1. The Dropout rate presented in the official records differs significantly from the actual observations available.
2. The students enrolled but not attending is available in the actual field study, the official records do not show such information. The present study has categorized them as deemed drop out and are of significant magnitude. The record showing them as present in school has amounted to creation plan expenditures that differ significantly from field based reality and significantly of high percentages compared to drop out shown.

3. The number of students found outside school within the close vicinity of 500 mtrs is two to three time more when researcher visited in person.

4. There is large difference between the opinion of the researcher on the number of dropouts from their respective schools and the actual rate. Teachers prefer to conceal the magnitude of the dropout rate.

5. The percentage of dropout rate as per the study is 3.61% however the official records represent the same as 0.15% of the total student population of that the specific age group.

6. There is no much difference in the factors influencing the child not to attend the school in rural and urban areas. The intensity of the factors remains same.

7. Majority of the schools both in rural and urban areas have impoverished provision of access to schools in terms basic infrastructural facilities and amenities.
8. Lack of girls toilets and lack of improvement in learning are opined to be the major reasons for girl child not attending the school.

9. Schools with high enrollment and Multi-grade classrooms being handled by single teacher in most of the schools.

10. Economically poor households engaged in labour intensive agricultural patterns for their livelihood.

11. Very less effective instructional time available for teaching learning processes.

12. Reasons for children’s non-school participation as reported by parents relate to teacher and school related factors.

13. Reasons for children’s non-school participation as reported by parents also relate to child’s need to work at household level.

14. Lack of understanding ability and lack of interest in studies do influence the child for not attending the school.

15. Majority of boys dropout about (53.70%) as compared to girls dropout (46.29%).

16. The number of students dropping out is very high between fourth to fifth standard, similarly from sixth to seventh stage also there is sharp dropout rate.

17. Majority of dropout children willing to join school again.

18. Reason for school dropout as reported by parents and dropout children is due to lack of secondary school in the village they have to go nearby
city to attend the classes, due to this reason they dropout from mainstream.

19. Low academic achievement levels in the mathematics and Kannada (Language). Majority of children face problem in reading and writing also have problems in dealing with basic mathematical operations. However, no gender gap in learning levels both in mathematics and Kannada (Language) has been found out.

20. Majority of the children are first generation learners. The Major issues of dropout are centered around this group. Taking care of younger siblings is found to be one important reason for non-school participation.

21. Lack of basic infrastructural facilities like electricity, safe drinking water facility and health care system also negatively affect the children’s school participation.

22. Inefficient teaching staff, lack of play ground, library, poor language ability to communicate and rapport between teacher and students are other reasons for not attending to schools.

5.13. Discussion on Findings:

The present set of findings generates a useful discussion based on available research evidences. The discussion based present findings are as given below.

1. First finding of the present study as listed above relates to the discrepancy in the official record and actual observation in the class
and in the field. The information of enrollment was taken from the declaration written on black board of head teacher’s room of respective grades, and attendance was checked by actual head count of children in each grade through observation. On the basis of observation it is found that there was disparity in attendance rate between the official record and actual observation. There is a governance issue related to the record of keeping and reporting system as more than 80% of the school did not maintain proper record of dropout children. In many schools discrepancies in record keeping was clearly visible as the data provided did not match the catchment villages.

2. The impoverished provision of access to schools in terms basic infrastructural facilities and amenities. Many studies like for instance (Sujatha, 2002) have pointed the low quality provisioning of the school facilities though in the context of Tribal region. The remoteness and scattered nature of tribal habitations, together with difficult terrain, makes school attendance a difficult proposition for young tribal children. According to K. Sujatha, about 1/5th of the tribal population is constrained by this problem studied by Jha and Jhingran and K. Sujatha show how tribal children in Andhra Pradesh and Orissa had to cross hills, ravines and walk long distance to reach school every day, which was responsible for the high level of absenteeism among them (K. Sujata, 1987; Jha and Jhingran, 2002).
3. Small schools with high enrollment and Multi-grade classrooms being handled by single teacher in majority of the schools. Such schools are commonly found in impoverished rural communities, where they are often characterized by the need for multi-grade classroom management as a result of low enrolment and or too few teachers, and usually face significant shortages in terms of teaching and learning resources and basic infrastructure. This frequently leads to poor educational quality, student disillusionment, high rates of drop-out and low rates of retention. The teaching and learning which occurs in such schools, however, varies a great deal depending on a number of factors such as local social and economic circumstances, the availability of physical and human resources, curriculum and assessment methods, and type of school management. The literature regarding such schools and multi-grade teaching and learning for instance Little, 2006; Pridmore, 2007, Gupta et al., 1996, Bharadway, 1998; Swamalekha, 1999, Kamat, 1998 have suggested the handicap that is faced with the problem of small and multi-grade classrooms in rural areas.

4. In rural areas economically poor households are engaged in labour intensive agricultural patterns for their livelihood. The present study also indicates to an important factor that the relation between poverty, child work and schooling is indeed a complex one. Many significant studies for instance. (Burra, 2001) shown the evidence suggesting that poverty does play a discouraging role in the schooling process in many
ways like opportunity costs of schooling children are high, the opportunity costs appear relevant with reference to being withdrawn during season of the peak agricultural activity and the direct costs of schooling are a major deterrent especially for poor families. In the recent times efforts have been made to overcome the poverty constraint at the household level, through effective implementation of incentive schemes by the government and various initiatives to mainstream girls into the schooling process in various states. It is clear that there is a factual correlation, but not necessarily a casual relationship, between poverty and low schooling levels and for a more definitive statement on this relationship, further research would indeed be useful.

5. Very less effective instructional time available for teaching learning processes. In almost all education systems, government authorities mandate a certain number of years and a set quantity of hours per year during which pupils are required to be in school and engaged in classroom learning. The organization of school time is the object of sustained attention by educational officials. Especially important are decisions regarding how this time should be distributed in light of general educational objectives and specific curricular goals (Amadio et al., 2004). A widely held assumption in the research literature concerns the impact of instructional time on pupil learning (Bloom, 1974; Smyth, 1985; Anderson, 1994; Millot, 1995). Simply stated, the more time that educational authorities require that pupils be present in classrooms,
the greater the chances of positive time effects on desired learning outcomes (e.g., knowledge acquired, skills mastered, values and attitudes internalized). Pupil achievement increases when students are given greater opportunities to learn, especially when ‘engaged learning time’ is maximized. Although some studies raise doubts about the learning effects of more instructional time (e.g., Karweit, 1978; Anderson, 1984; Demfer, 1987), the presumed positive benefits of instructional time have considerable currency among international and national policy makers.

6. Another finding of the study relates to the teacher factor. Jha and Jhingran point out how the acceptance of the teacher by the community appears critical in increasing school participation in tribal areas. A person, who understands and respects tribal culture and practices, could gain acceptance. Non-tribal teachers would tend to be biased and regard tribal children as inferior, while tribal teachers in general would be more sensitive to the problems of ST children (Jha and Jhingran, 2002). Many research studies have shown that the content of education taught in schools is far removed from what tribal’s are familiar with. Thus, modern education is often seen as irrelevant to the life and needs of the tribal people (Sujatha, 1987; Nambissan, 2000). Daswani’s study found that many tribes asked for a curriculum linked to the economic activities of their local context (Daswani et al., 1995).
7. Reasons for children’s non-school participation as reported by parents also relate to child’s need to work at household level is another important finding of the present exercise. A plethora of studies have shown that child work has a substantial negative effect on child’s school attendance and schooling progress (Akabayashi and Psacharopoulos, 1999; Kanbargi and Kulkarni, 1991; Khanam, 2006). Since more working hours decreases child’s hour of study which concomitantly results into poor school performance (Akayabashi and Psacharopoulos, 1999; Binder and Scrogin, 1999; Orazem and Gunnarsson, 2004; Ray and Lancaster, 2003). Additionally, while analyzing the relationship between child’s economic activity and learning achievement in Ghana, Heady (2000) has found that child labour leaves children too tired to learn and may rob them of their interest in learning.

8. One very important finding that has emerged out of this study is that the majority of boys dropout from main stream rather than girls because boys have to help their parents for earning to livelihood and they have to work in the agricultural field or in the dhabas, tea shops and brick factory. The boys have lots of opportunities of work but the girls have limited opportunity either to help mother in taking care of younger siblings or sometimes to be engaged as domestic help. For this reason there are more dropout among boys than girls. As Usha Nayar states, “it is patriarchy and low status, which keeps women down and
girls out of school. Poverty would be a constant, if gender discrimination was not at work” (Nayar, 1993). In predominantly tribal dominated areas, as in the North East, egalitarian gender relations have contributed to higher literacy rates among girls (Srivastav and Dubey, 2002).

9. One of the important finding of the present study is majority of children who are deemed dropout/dropout willing to join school again. But due to poverty and economic condition of the family they are not able to join school again. Majority of children dropout after upper primary school because in rural areas there is no availability of secondary school in the village, if the children wants to continue their education then they have to go nearby city. For this reason not only the girls but boys also dropout from mainstream.

10. One of the important focus of the present study is the children’s learning levels in two important school subjects i.e., mathematics and the language. Study has revealed the low academic achievement levels in the mathematics and Kannada (Language). Majority of children face problem in reading and writing also have problems in dealing with basic mathematical operations. However, no gender gap in learning levels both in mathematics and Kannada (Language) have been reported.

11. Majority of the children are first generation learners. The educational status of both parents is known to have a positive impact on the
sCHOOLING OF CHILDREN BOTH BOYS AS WELL AS GIRLS. SIPAHIMALANI (1996), HIGHLIGHTS THREE WAYS BY WHICH PARENT’S EDUCATIONAL ATTAINMENT IMPACTS SCHOOLING OF CHILDREN. THIS HAPPENS BECAUSE I) THEY REALIZE THE NON FINANCIAL BENEFITS OF CHILD SCHOOLING; II) THEY ARE ABLE TO REDUCE COSTS OF SCHOOLING AND III) THEY ARE LESS CREDIT CONSTRAINED (SIPAHIMALANI, 1996). MALATHI DURAIswamy STATES THAT NOT ONLY DOES PARENTAL EDUCATION LEAD TO AN INCREASE IN ENROLMENTS, BUT THE PERCENTAGE OF DROPOUTS ALSO FALLS AS PARENTAL EDUCATION LEVELS RISE (DURAIswamy, 1998). JHA AND JHINGRAN’S STUDY FOUND THE IMPORTANT INFLUENCE EXERTED BY LITERACY LEVELS OF PARENTS ON SCHOOLING OF CHILDREN.

ABOUT 80.5% OF HOUSEHOLDS WITH BOTH PARENTS LITERATE HAD ALL CHILDREN IN SCHOOL, AS AGAINST ONLY 44.2% WITH ILLITERATE PARENTS (JHA AND JHINGRAN, 2002). STUDIES ALSO BRING OUT THE FACT THAT THE MOTHER’S EDUCATION LEVEL HAS A STRONGER IMPACT ON THE SCHOOL PARTICIPATION OF CHILDREN, ESPECIALLY OF GIRLS. DURAIswamy IN HIS STUDY FOUND THAT MOTHER’S EDUCATION HAS A BIGGER EFFECT ON THE PROBABILITY OF CHILD ENROLMENT IN RURAL AREAS (DURAIswamy, 1998). MANY STUDIES SUBSTANTIATE THE LINKAGE BETWEEN GIRL’S PARTICIPATION IN SCHOOL AND FEMALE LITERACY.

12. LACK OF BASIC INFRASTRUCTURAL FACILITIES LIKE ELECTRICITY, SAFE DRINKING WATER FACILITY AND HEALTH CARE SYSTEM ALSO NEGATIVELY AFFECT THE CHILDREN’S SCHOOL PARTICIPATION. STRONG ASSOCIATIONS BETWEEN NON-SCHOOL FACTORS AND LOW LEVELS OF EDUCATIONAL ATTAINMENT HAVE LONG BEEN
recognized in the sociological and education literature (Jo Sparkes, 1999). As a result, inequalities in final educational outcomes arising from background factors may be at risk of becoming acceptable and even regarded as inevitable. A number of key background/non-school variables are associated with educational attainment in the literature are availability of facilities like safe drinking water, electricity at household, transport facility, health care system available at village level etc.

5.14. Educational Implications:

In the light of present analysis after careful observation of the major findings keeping in mind the available related literature few educational implications and policy recommendations emerge. They can be listed as below:

1. The surveyed schools in the rural as well as urban areas of the region have impoverished provision of access to schools in terms basic infrastructural facilities and amenities. Therefore improving physical infrastructure and basic amenities is to be taken care on an urgent basis.

2. Teacher are required to go through in-service training so that they can be well equipped to handle the crowded schools and multi-grade classrooms as one of the important finding relates to the problems of schools with high enrollment and Multi-grade teaching being handled single teacher in majority of the schools.
3. Broader policy and programmes have to be put in place in order to deal with opportunity costs or indirect costs of households so that parents can afford to send their children to school.

4. It has been pointed out that very less effective instructional time is available for teaching learning processes. Therefore, serious measures have to be taken in order to increase the effective instructional time.

5. Reasons for children’s non-school participation as reported by parents relate to teacher and school related factors. Hence, school and teacher factor is becoming one of the impeding factors of children’s non-school participation. Therefore, innovative and practically viable school improvement programmes have to be implemented.

6. Awareness programmes at village level with an aim to sensitize the community are required as it has been noticed that SDMC members, parents are unaware of several recent developments in the field of educational programmes. Hence, information, education and communication need has been identified.

7. Low academic achievement levels in the mathematics and Kannada (Language). Majority of children face problem in reading and writing also have problems in dealing with basic mathematical operations. Though, no gender gap in learning levels both in mathematics and Kannada (Language) has been found out. It has been established by research and practices that if children are taught properly, their academic abilities can substantially improve (Sathe, D., 2005).
For instance, the programmes like Read India of Pratham may be initiated either by the education department or in collaboration with such NGO’s working in the field of education with motivation of improving learning levels of children at primary stage.

8. The educational status of both parents is known to have a positive impact on the many studies substantiate that schooling of children both boys as well as girls has got the linkages with parental education. Therefore, schools in general and teacher in particular should take into account the fact that majority of the children are first generation learners.

9. Taking care of younger siblings is found to be one important reason for non-school participation. In spite of the very effective Anganwadi programme available in the village level, still there is a huge demand for child care services as in most of the villages in the study region both parents work hard both at household and farm level. In order to deal with children’s non-school participation therefore schools should take into account the child’s need to take care of younger siblings.

10. Lack of basic infrastructural facilities like electricity, safe drinking water facility and health care system also negatively effect the children’s school participation. Therefore in order to attract children to school and to improve the general school participation it is not important to focus upon only the school factors. Non-school factors have to be taken into account while dealing with such problem.
5.15. Suggestions for Further Study:

The present study tried to address the research questions as to what extent the problem of school drop-out exists and what is the nature of dropouts in the study area and what is the condition of existing infrastructural facilities in primary schools and what is the situation related to children’s school attendance and non-attendance and what levels of learning achievements in Mathematics and Kannada (Language) have been achieved by children and ascertain the contribution of the remedial measures taken up by the state government to deal with the problem of dropout in the study area.

While doing so the study is confined to 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 also confines itself to the learning achievements in the subjects of mathematics and language i.e., Kannada for only class V. Further, 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 i.e., 40 sample schools from both rural and urban areas of eight educational blocks from the District Gulbarga, Karnataka State. Therefore, taking into account the overall process of efforts of universalisation of primary education with special reference to the persisting problem of children’s school drop-out,
study has many suggestions to offer for further studies. Few important are listed below.

1. Further research may be conducted how to improve the conditions of the schooling scenario both in rural and urban areas taking into account the impoverished provision of access to schools.

2. In Indian context very less research has been conducted on small schools and Multi-grade classrooms. Present study has not dealt in detailed manner the challenges children and teachers face in such situations. Therefore, further research may be conducted in the area of Multi-grade classrooms.

3. There is a scope to conduct in depth analysis of the nexus between poverty and schooling and also to probe the impact of various positive interventions of Government that have been introduced to deal with economically disadvantaged households.

4. Further research may be conducted in the area of instructional time available for teaching learning processes and school effectiveness in terms of measurable outcomes.

5. The present study has come out with a finding that one of the reasons for children’s non-school participation relates to child’s need to work at household level. Further research may be conducted to examine few pertinent questions in this regard like to what extent there is a household demand for work from children studying in primary schools? To what extent there is actual labour contribution of children.
studying in primary schools in terms of their work input in household and productive activities in the farm? To what extent the labour contribution of children will affect the student’s attendance and learning achievements?

6. The present study focused children’s learning levels only in mathematics and Kannada (Language) and that too confining to children studying class V. Further studies may be conducted to probe into detailed learning styles of children in rural and urban areas in different curricular subjects covering all the grades in the primary education.

7. Further research may also be conducted in details the problems of the first generation learners.

8. In terms of statistical techniques, taking into account the need of the present study, only content and percentage analysis has been employed. Further Research for more accurate and in-depth insights, logistic and multiple regression techniques may be employed.

9. Striking finding of the present study relates to drop-out as a phenomenon of disengagement of children from schools. Further research may be conducted to demonstrate the process of school engagement.

10. The present study has only dealt with issues revolving around the phenomenon of children’s school drop-out. Further studies may be taken to establish the linkage and impact of remedial measures to deal with the issue of drop-out.