Chapter-VI

Conclusion, Findings & Policy Implications
Chapter-VI

CONCLUSION, FINDINGS AND POLICY IMPLICATIONS

Education is a decisive variable in participatory development in which people occupy the centre stage both as means and ends. It is also catalysis of social change. Its capacity to minimize socio-economic and political inequalities in hierarchical societies like India is very high. It has been noticed from the empirical reviews that, the reciprocal relationship between educational progress and social change and Kerala provides the best illustration for this. The spread of education in Kerala has been helpful in overcoming the traditional inequalities of caste, class and gender. And the removal of these inequalities has contributed to the spread of education. But the educationally backward states of North India have made comparatively little progress in this direction (Jean Dreze and Amartya Sen, India: Development and Participation, OUP. 2002, Pp 143-144). Further, the economic opportunities that economic reforms may create would be of little use unless empower the people with enabling factors like education and health. Somehow, the educational aspects of development continue to remain out of the main focus, in spite of very radical changes in economic policy in India. As such, in the current context of progressive privatization, in the larger interest of the masses, there is a strong case for government intervention in the provision of education at least up to the school level.

Further, the Karnataka state (75.6) also moving towards the universalisation of education like Kerala (93.9), Tamilnadu (80.3) which are educationally (EDI, Literacy, Enrollments) more impressive than the state. Hence, the Karnataka has been selected for study area in general manner to know about the reasons for all this issues but the particular study area is Chamarajanagara. Because, according to the Nanjundappa Committee Report (2002) among three classifications i.e. South Karnataka, North Karnataka and Hyderabad Karnataka, the South Karnataka has been more developed in terms of literacy level and educational Infrastructure Index. But the Chamarajanagara district is very deprived by having the characteristics like North Karnataka districts though it is belongs to the Southern part of Karnataka. Subsequently, compared to southern districts of the state i.e. Mandya (70.14), Mysore (72.56) and Hassan (75.89) the literacy level is very poor in Chamarajanagara district (61.12). It is also stood at second place in lowest literacy after Yadgiri district (52.4).
The four taluks of this district has declared as most backward district in Educational Infrastructure Index also (Nanjundappa Committee Report 2002). Hence the Chamarajanagara is an underdeveloped district with low economical as well as educational status. Many studies have conducted research on various development indicators like poverty, infrastructure, health and education etc. But no one touched upon one of the basic development indicator i.e. education. Hence, the present study has mainly concentrated on the various issues of elementary schools especially enrollment and drop-out issues and its socio-economic determinants in the study area. With this backdrop the present study has undertaken in order to analyse the various socio-economic determinants of enrollment and drop-outs of elementary schools and present status of education in the study area.

Since, the research study has conducted on the basis of both primary and secondary sources of the data by employing appropriate statistical tools like, exponential growth model, ANOVA and multiple regression analysis, the Major findings are drawn separately for both primary and secondary data.

6.1 Findings

The study has found out the various findings from secondary data analysis pertaining to the enrollment and drop-outs of elementary schools of India, Karnataka as well as the study area i.e. Chamarajanagara district.

6.1.1 Findings Related to India Level

- The beneficiaries under the ‘Bhagya Lakshmi Scheme’ have to provide school education for their female child only at government schools as per the rules of Government of Karnataka.
- According to RTE act, the private management schools have to reserve 25% of the total seats for the children belong to vulnerable and deprived groups. This act helps to give equal opportunities to all children to get quality education but the level of enrollment in government schools has been decreased due to this act.
- The average growth of number of government schools has lower compared to the private institutions. And the private schools have positive growth rates. But in rural areas the average growth of public schools has not significant but the
private schools have progressive growth rate. Whereas in the urban areas, the average growth of government schools is negative but the private schools have positive growth rate. It means that, the private schools in urban areas are growing rapidly compared to all kinds of elementary schools in India. Because, private management have given much importance to every individual student. They also create a commendable atmosphere through providing good infrastructure facilities. Consequently, the annual growth of enrollment has been increased rapidly as a result of that the number of private schools is growing progressively. But the government schools have failed to do such succession due to their inefficiency of managements.

- The level of enrollment in government schools is very low in both rural and urban areas. But compared to government schools, the private schools have lion share in growth of enrollment at elementary school level. The main reason for the decreasing trend of enrollment in government schools is the inefficiency of management, lack of infrastructure facilities and higher PTR ratio.

- Boys’ enrollment is better in both primary as well as upper primary levels. In the same way, the girls’ participation is very remarkable in enrollment of primary schools but in the upper primary level the annual growth of enrollment is very poor compared to the boys. But the growth of enrollment of girls in both primary and upper primary schools has been increased due to various programmes implemented by the government to improve the girl’s enrollment in schools.

- The enrollment of SC’s in both primary and upper primary level is low compared to ST’s in India. The annual growth of SC’s enrollment in upper primary level is slightly decreased compared to the enrollment of primary schools. In contrast, the annual growth of enrollment of ST’ students are in better position compared to the SC’s in India.

- The infrastructure facilities in government schools have been increased in the study period almost all the schools have facilities of drinking water and common toilets but the many of the schools have not girls’ toilets. The study also found that these infrastructure facilities are more in primary schools than elementary schools. But, even though there is availability of toilet facilities in elementary
schools some of those have not working due to lack of water supply and breakage problem and also lack of maintenance fund.

- The drop-out average of boys is less than the average of girls drop-out at primary level in India. The main reason for this decline of drop-outs are, the programmes launched by the government like MDM, Labour to School, Special Enrollment Drive and distribution of Bicycles etc. to decrease the level of drop-outs through SSA. Later the government has concentrated to reduce the drop-outs of girls by employing the programmes like KGBV, NPGEL and Mahila Samakhya and also Distribution of Bicycles.

- Though there is decline in drop-out rates but there is a difference between boys and girls. The girls have more drop-out rates than boys. This difference is due to lack of parental participation, distance of schools and lack of infrastructure facilities. From the overall drop-outs, the majority of the drop-out children belong to SC and ST categories.

- The average drop-outs of boys in SC category are low compared to the girls from the same category. The same result is also for the girls of ST category. In other words the average of drop-outs of primary school girls belongs to SC category is also greater than boy’s drop-outs at primary school level in India.

6.1.2 Findings related to Karnataka Level

- The average growth of government schools is declined compared to private schools growth rate. The private schools are growing rapidly in rural as well as urban areas compared to all kinds of elementary schools in Karnataka state.

- The elementary education in Karnataka has not much difference in terms of enrollment compared to Indian elementary schools scenario. The level of enrollment in government schools is very low in both rural and urban areas. But compared to government schools, the private schools have a huge amount of contribution in growth of enrollment in Karnataka. Whereas, the growth of enrollment of both girls and boys at primary level is increased but in the upper primary level the average growth of enrollment of both girls and boys are decreased compared to primary schools.
The growth of enrollment in SC’s and ST’s are decreased but compared to ST’s enrollment, the average growth of enrollment of SC’s is increased in both primary and upper primary levels in Karnataka.

The study has found that, in Karnataka also, the infrastructure facilities have been provided to all primary and elementary schools through SSA but such facilities are not properly maintained due to lack of maintenance fund from the government.

The average drop-out of boys at elementary school level is higher than the girl’s drop-outs. On the whole, the drop-out level is declined at elementary level in Karnataka.

The average drop-out of boys is less than the average of girls drop-out at primary level. On the whole, the overall drop-out has been decreased at primary school level in Karnataka due to various drop-out reducing programmes implemented by the Government of Karnataka.

The average drop-out of boy’s in SC category is very high compared to the girls from the same category. Moreover, it is quite clear that, in Karnataka most dropping out children at primary school level are boys from SC category. Whereas the drop-out of girls children at primary level has been declined. Further, the girls drop-out is very significant in SC category at elementary schools. Subsequently, in ST’s both girls and boys are dropping out more at the primary and elementary school level in Karnataka.

6.1.3 Findings related to Chamarajanagara District

The average growth of government schools is declined in the study area. But the growth of private schools has positively increased only in urban areas not in rural area in Chamarajanagara district.

The level of enrollment in government schools has been decreased in both rural and urban areas. The enrollment in private schools has been increased in urban area but the enrollment in urban private schools has been decreased in Chamarajanagara. Further, the enrollment level of both boys and girls has decreased due to lack of parental participation.

The infrastructure facilities like drinking water, common toilets and girls toilets facilities in both primary and elementary schools have not properly provided by
the Government. Though there is few schools which having such facilities but they have not properly maintained due to lack of maintenance fund.

- The average drop-out of SC’s has been decreased compared to children of ST caste. ST’s are more dropping out from the schools compared to the SC caste. On the whole, the overall drop-out is very significant in the district. Now, it has been decreasing gradually.

- It has been found that, the girls drop-out is more in SC caste than the boys in the same caste in the study area. Whereas, in ST’s, the boys drop-out is more significant than the girls.

6.1.4 Findings from the Primary Data

The finding from the analysis of the primary data has been mentioned below

- The study has noticed that, nearly 54% of the respondents are daily wage workers. Agriculturist’s covers 2nd place constitutes only around 30% of the total respondents due to lack of land holdings. Whereas the small entrepreneurs and private employers constitutes around 6 and 7% of the overall respondents respectively. Finally, the government employers are only 3% of the total respondents in the study area due to the poor education level. Further, in rural area 42.1% are agriculturists and 52.1% of the respondents are daily wage worker. Remaining 1 or 2% are occupied in other sectors. Similarly, in urban area, around 58.8% of the respondents are daily wage worker and only 5.7% of respondents are agriculturists. This occupational structure reveals that Chamarajanagara is mainly depends on agriculture related activities. There is no any major industrial or service sector activities in the district.

- Likewise, among social groups also, 46.1% of the respondents are daily wage worker and nearly 33.3% of the respondents are agriculturists in the general category. Whereas in SC’s and ST’s the daily wage workers are 56.9% and 69.8% respectively, only 29.2% of the SC’s and 18.6% of the ST’s are occupied in agriculture.

- The study has found that, around 62 respondents are comes under the small farmers group (>2<5 acres). Likewise, nearly 10 respondents are marginal farmers (>1<2 Acres). But only 1 respondent has the land of more than 5 acres from the
total 140 respondents in rural area. In the same way in urban area also, the
majority of the respondents have no land holdings which has consisted of 62
respondents. Whereas the 7 respondents are small farmers but only 1 respondent
has >1<2 acres of land holdings.

Further, among social groups, nearly 49% of the respondents in general category
are small farmers (<2>5 Acres). Whereas around 42.2% of the respondents are
landless farmers who have been working as agricultural labourers and only 7.8%
are marginal farmers as well as 1% of the respondents are large farmers.
Similarly, around 83.1% of the respondents belongs to SC caste are landless
farmers. Nearly 15.4% of the respondents of SC caste are small farmers.
Subsequently, in the ST category also majority of the respondents are landless
farmers with an average of around 74.4% and 20.9% of the respondents are small
farmers with >2<5 acres of land whereas only 4.5% of the respondents are
marginal farmers in ST caste.

It has been found that, in the rural area majority of the respondents annual income
is Rs <10000 which is constituted around 82.9%. Whereas 24 of the respondents
have been earning income between 1000-25000. Subsequently, in the urban area
majority of the respondents comes under the <10000 annual income group which
constitutes around 48.6%. And the 42.9% of the respondents are >10001<25000
income groups. Likewise, 4.3% of each respondents have been earning
>25001<50000 Rs and >50000 <100000 Rs of annual income respectively.

Among social groups, around 65.7% of the respondents belongs to general
category are earning only <10000 Rs income annually and nearly 31.4% of the
respondents have the income of >10001<25000. But the percentages of the
respondents who have been earning more than 25000 are very low (2%, 1%).
Whereas in SC’s majority of the respondents (73.8) have low income people who
have been earning the income worth of <10000 and also only 21.5% of the
respondents have been earning >10000 <25000 income annually. In the same way,
the percentage of the respondents who have been earning a high income is very
low which is constituted 1.5% and 3.1% in the SC caste. Subsequently, in the ST
caste also, around 81.4% of the respondents are low income people by earning the
amount of less than 10000 per annum. Likewise, only 18.6% of the respondents
have been earning income between >10001<25000 income per year but no one is earning more than this level of income in this particular category.

The study has noticed that, approximately 92.9% of the respondents have no savings only 5.2% of the respondents have been saving Rs 1000-4000 from their annual income and Rs 4001-8000 of the amount saved by around 1.4% of the respondents. Whereas, only 0.5% of the respondents are having more saving habits by saving up to Rs 8001-10000 in their annual income.

The study has found that, the maximum number of the respondents have been living in the minimum standard houses which is constitutes 71%. Nearly 16% of the respondents have been living in katcha house which haven’t basic facilities. Whereas, around 13% of the respondents have been living in pakka houses from the total respondents in the study area.

It has been found from the study, majority of the parents (71) are both literate. Whereas 50 parents are illiterate in rural area. Subsequently, in urban areas, the majority of the parents both are literate which constitutes around 48 respondents. Nearly 13 of the parents are illiterates. Whereas, among social groups, 62.7% of the parents are literate and 24% are illiterate in general category. Similarly, 56.9% of the parents are literate and nearly 33.8% of the parents are illiterate. Around 41.9% of the parents are literate and 37.2% of the parents are illiterate in ST caste. This finding shows that parents belong to SC and ST categories have less education.

It has been observed from the study that, the majority of the respondents (65.7%) have been sent their children to government schools because of the fee relaxation. And 6% of the respondents have been preferred the government school due to the incentives whereas 3% of the respondents have been sent their children due to the Bhagyalaxmi Scheme. Nearly 21.9% of the respondents have been sent their children to government schools because of all the reasons in the rural area. Subsequently, in urban area also approximately 84% of the respondents have been sent their children to government school because of the fee relaxation. But, Nearly 12% of the respondents have been preferred the government schools for their children because of all the reason in urban area.
Similarly, among social groups, around 58.8% of the respondents belong to general category have been sent their children to government schools due to the fee relaxation. And nearly 25.5% of the respondents have been preferred government schools because of all the reasons. Only 1%, 4% and 3% of the respondents have been sent for the reason of Bhagyalaxmi, proximity and incentives. Whereas in SC caste, majority of the respondents (72.1%) have been offering government schools for their children because of the reason of fee relaxation. Only 9.3% for incentives and 2.3% of the respondents have sent for proximity reason whereas around 16.3% of the respondents have been offering the government schools due to the above all the said reasons. Likewise in the ST caste also majority of the respondents (80.6%) have been sent their children to public schools due to fee relaxation. Only 2.8% of the respondents prefer for incentives and 16.7% of the respondents have been sent their children for all the reasons.

Here, the majority of the respondents (51.4%) have been sent their children to the private schools because of the quality of school. And 11.4% of the respondents have preferred the private school due to the medium of instruction. Nearly 37.1% of the respondents have been sent their children to the public schools because of all the reasons in the rural area. Subsequently, in urban area also approximately 51.1% of the respondents have been sent their children to private school because of the school quality. And also nearly 17.8% of the respondents have been preferred the private schools for their children because of medium of instruction. Whereas 6.7% of the respondents have been sent their children to private schools because of proximity. Similarly, around 24.4% of the respondents have been preferred the private schools due to the all reasons in urban area.

It has found that among social groups, around 51% of the respondents belongs to general category have been sent their children to private schools due to the good quality of the schools. And nearly 11.8% of the respondents have been preferred private schools because of Medium of Instruction. But only 2% of the respondents have been sent for proximity reason. Whereas 35.3% of the respondents have been sent their children to private schools for the above all the reasons. Whereas in SC caste, the majority of the respondents (50%) have been offering private schools for their children because of the quality of schools. Only 4.5% for proximity and 22.7% of the respondents have been sent for Medium of Instructions, whereas
around 22.7% of the respondents have been offered the private schools due to the above all the said reasons. Likewise in the ST caste also majority of the respondents (57.1%) have been sent their children to the private schools due to the quality of schools. Whereas 14.3% of each respondents prefer for Medium of Instructions and proximity reasons respectively and 14.3% of the respondents have been sending their children for all the reasons.

- It has been observed that, approximately 43.3% of the parents have been visited to school monthly. Similarly 34.3% of the parents have been visited weekly and 11.9% of the parents have been visiting fortnightly. Whereas 5.2% of the parents have been visiting to schools yearly at once but remaining 5.2% of the parents are not visiting to schools.

- It has been noticed that, around 76.3% of the respondents have been used their loans for their own expenditures. Whereas, nearly 23.7% of the respondents have been using the loan for their children’s education in the rural areas. Subsequently, in urban areas, around 80.4% of their loans have been used for their own expenditure but only 19.6% of the respondents have been used their loan amount for their children’s education purpose.

- Subsequently, among social groups, the majority of the respondents (73.1%) in the general category have been used the loan for their own expenditure but only 26.9% of the respondents have been spending on their children’s education. Similarly, in the SC caste also around 84.2% of the respondents have been utilizing the loan for their own expense only 15.8% of the respondents have been spending on the education. Likewise, nearly 90.9% of the respondents in ST caste have been using their loans for own only 9.1% of the respondents have been spending on the education which is very less compared to the general category people.

6.1.5 Major Findings from the Elementary Schools Survey

- The enrollment has been increased in elementary schools of around 53.3% due to the teacher performances. Similarly, the enrollment has been increased in the schools of around 40% in rural area schools due to the curriculum and school reputation. Whereas, in urban schools also, the enrollment has been increased in 58.3% of the schools because of the above all the reasons and there is an
increase in enrollment in 25% of the elementary schools in the urban area because of the curriculum and school reputation. Similarly, around in 16.7% of the schools, the enrollments have been increased due to the teacher performances in urban area.

- The enrollment has been increased in 58.3% of the government schools due to the performance of teachers. Whereas, the curriculum activities and reputation of the schools have the positive impact on the enrollment of 16.7% of the government schools and nearly 25% of the schools have agreed for enrollment increase because of the above all reasons. Subsequently, in private schools the situation is different compared to government schools. Around 46.7% of the schools have opined for enrollment increase due to the curriculum and school reputation and 33.3% of the schools have given above all the reason for their enrollment increase. But only 20% of the schools have agreed about the enrollment increase due to because of the teacher performances.

- The study also found some reasons for multiple classes such as, in rural schools around 45.5% of the schools are being handled the multiple classes due to lack of teachers and also 18.2% of the each schools have been handled because of teacher absenteeism and Nali-kali programme respectively. Whereas, 9.1% of the each schools have that problem due to shortage of rooms and for less number of students in rural areas. Subsequently, in urban areas, around 70% of the schools have been handled the multiple classes because of teacher absenteeism. And 20% of the schools have been handling due to Nali-kali programme, but only 10% of the schools have been handling the multiple classes for less number of students in urban areas.

- Majority of the government schools have the teacher related problems like lack of teachers and teacher absenteeism. Hence, the multiple classes are being handled by the teachers which are followed by 35.7% and 21.4% schools respectively. Whereas 7.1% of the each government schools are handled the multiple classes due to shortage of rooms and for less number of students. Likewise, the majority of the private schools are being handled the multiple classes due to the teacher absenteeism with the highest percentage of 85.7%.
And only 14.3% of the private schools are having such problem because of less enrollment.

- The PTR also investigated in this study. It is found that, around 88% of the rural elementary schools are having below PTR ratio (1:30) but only 12% of the schools are above the PTR ratio in rural area. Whereas in urban areas also around 80% of the schools are within the ratio of 1:30 but 20% of the schools are having the above the optimum ratio of 1:30.

- Further, around 87% of the government schools are under the below optimum level of PTR (1:30) and there is only 3% of the government schools which are comes under above the optimum ratio of PTR. Subsequently, around 82.4% of the private schools are having the 1:30 PTR and within it. Nearly, 17.6% of the schools belongs to private managements have above the optimum level of PTR.

- Some of the major infrastructure related issues also investigated in this study. So, around 92% of the schools have the facility of common toilets from the total number of schools. And only 8% of the schools haven’t such toilet facilities in rural area schools. Where as in urban schools around 93.3% of the schools are having the toilet facility and only 6.7% of the schools don’t have such facilities.

- Around 92% of the schools are having the facility of girls toilets but only 8% of the schools haven’t such facilities in rural elementary schools in the study area. Whereas, in urban area majority of the schools (93.3%) are also having the facilities of girls toilets but only 6.7% of the schools haven’t such facilities in urban areas.

- All the government schools are providing the Mid Day Meal programme. Similarly, in private schools, around 82.4% of the schools have not been providing the MDM due to because of private management. Whereas, nearly 17.6% of the private schools are providing such facilities, because such schools are aided by the government.

6.2 Policy Implications

The present study has suggested some important policy implications based on the current findings of both primary as well as secondary data analysis. Such implications are as follows
The annual growth of government schools is very low compared to private schools. The private schools are growing rapidly which leads to increase in number of private schools and the enrollment also increases due to large number of private schools compared to government schools. Therefore, the government has to implement a major steps to control the rapid growth of private management schools.

It has been found from the study; the enrollment in government schools in India, Karnataka and the study area is very low especially in rural areas. So, proper initiatives i.e., scholarships, financial assistance according to the ratio of attendance have to take by the government to improve the quality of government schools and to maintain the retention rate at elementary level to increase the level of enrollments in such schools especially in rural areas.

According to RTE, the private schools have to reserve 25% of their total seats for children coming from vulnerable section. But it is affected negatively on the enrollment of government schools. So, the government should give quality education like pre-primary, Medium of Instruction with good infrastructure facilities in government schools rather than giving reservation in private schools.

It has been found form the study, there is much difference between girls and boys in enrollment at elementary schools in India Karnataka, and Chamarajanagara district due to the reasons of gender bias, child labour and child marriage. So, the government has to launch a strong rule to eradicating such problems in order to improve the enrollment in schools.

It has been found from the study, the ST enrollment is very high in India compared to SC’s, whereas SC’s are very dominant in enrollment in Karnataka compared to ST’s but in Chamarajanagara both have distressed in terms of enrollment. But compared to other social groups the level of enrollment of the above groups is very poor. So, the government needs to take proper initiatives to give equal education opportunities with the proper incentives.

The average of drop-outs has been declining due to because of the impact of government programmes i.e., MDM, fee relaxation, RTE etc. But the drop-outs are still existed in India as well as Karnataka. So, the government has to take a
strong step to fall down the growth of drop-outs like Kerala and other less drop-out states.

- The girls’ drop-outs are very high in India, Karnataka as well as in Chamarajanagara district. So, the government has to take a savior step to avoid drop-outs of girls especially at elementary school level through attracting the children and parents from various incentives and programmes towards the elementary schools. And also, the government should launch the programmes like financial assistance and scholarships to decrease drop-outs.

- The girls are dropping out from the schools at elementary and secondary levels. So, the Government has to modify the RTE Act of compulsory education up to the age of 16. Additionally, the government has to give free education for girls up to the age of 16.

- The government should voluntarily provide grants and financial assistance to the teachers for conducting the enrollment campaign as well as to create awareness among the parents to send their girl children to elementary schools.

- According to the RTE, the PTR in schools should be 1:30 and within it. But, majority of the schools have crossed the limits of that optimum level of PTR. Therefore it is directly affected on the individual performance of the student. So, government has to take a strong regulation in this regard.

- Compared to government schools the private schools have given much preference to infrastructure facilities like toilets, drinking water and building constructions. The government also has given such facilities to the government schools through SSA. But such facilities are not utilizing due to because of the maintenance problem. So, government has to provide the funds and water facilities to maintain such things. Additionally, the Government has given the computer facilities to every government school but majority of the schools have not been taking the advantage of such facilities due to lack of knowledge. Hence, the government should have to make compulsory of computer knowledge to the teachers.
The study also suggested some implications for the findings of primary data analysis. Such policy implications are as follows

- In the study area there is huge gap between upper caste and the lower caste in land and asset holdings. The government has to eradicate the imbalance of land and asset holdings in order to improve the economic condition of the people.

- The people in the study area are still living under a distressed economic status due to lack of income though there is an availability of the land for cultivation. Because, they have been facing a huge irrigation problem. So, the government has to provide proper irrigation facilities to the agriculture in order to improve the economic condition of the people in the study area. It leads to improve the level of income as well economic condition of the family through that the level of education also increases.

- Majority of them are daily wage workers and landless farmers who have been migrating from rural area to urban areas for seeking jobs. So, the government has to give the employment opportunities as well as unemployment allowances to them in order to increase the level of income as well as economic condition. So, it will help to increase the standard living of the respondents along with the educational improvements in the study area.

- The government should give a link between the PDS and the students’ attendance in schools. It means that, the parents who are sending their children properly they should obtain the ration properly from the PDS. Those who are not sending their children’s to school such parents have to take the ration as per the percentage of attendance of the child in schools. So, the government should amend the rules of PDS as every person should bring monthly attendance or progress card of the child along with the ration card. And the ration should give as per the attendance ratio of the child.

- Multiple classes have been handling by the teachers in most of the schools in the study area due to because of two major reasons, one is lack of teachers and another is teacher absenteeism. So, the government has to recruit the teachers’ accordance the number of schools and also proper regulation has to insist to avoid the teacher absenteeism.
Among all the incentives and programmes of the government, the impact of MDM and fee relaxation programmes are very high. So, the people also responding positively on that programmes. So, the government should try to implement that programmes systematically to attract the children and parents in order to give education only at government schools.

There is a need to strength the compulsory and free education to all in a systematic way in order to reduce the deprivation in years of schooling and child enrollment. This calls for stronger and intense implementation of the DPEP, SSA, MDM and girls enrollment oriented programmes.

Thus, the present study has undertaken to discuss the various issues like enrollments, drop-outs, differences in enrollment and drop-outs in gender and castes, infrastructural factors and the determinants of the enrollment and drop-outs and it exhibits the trends and growths of enrollment and drop-outs. Subsequently, the study also come out with the major findings like income inequality, less irrigation, educational backwardness, impact of private managements in terms of enrollment and the poor situation of government schools, enrollment and drop-outs differences in gender and castes. And also rural and urban elementary schools participations, more PTR and lack of teacher, absenteeism of teacher are the most important issues are found out in the study. Further, some of the important suggestions are given by this study. Such as, controlling the growth of private schools, eradicating the income inequalities, providing irrigation facilities to improve their economic condition, improving the quality of government schools, recruiting the teachers and so on.

Apart from household income, land holdings, caste, gender and rural-urban location and government private elementary schools continue to determine access to education. The poor, girls, rural inhabitants and members of scheduled castes and tribes still face formidable barriers in acquiring basic education. In recent years, the situation has improved for female schooling, especially in the younger age-groups. However, the discrepancies between rural and urban areas continue to be large and the educational situation of scheduled castes and tribes lags considerably behind the rest of the population.
**Issues for Future Research**

- The determinants of enrollment and drop-outs and infrastructural issues at secondary school level.
- Retention rate, EDI and secondary school scenario
- Region, Caste and Management-wise differences in enrollment and drop-outs in secondary schools.