CHAPTER VIII

SUMMARY AND CONCLUSION

It is intended here to present a brief summary of the previous chapters the major findings of the study and conclusions arrive on the basis of the present study.

Elementary education constitutes a very important part of the entire structure of education i.e. the child's physical, mental, emotional, intellectual and social development.

Education is the principal instrument in awakening the child to cultural values, in preparing him for later professional training and in helping him to adjust normally to his environment. In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of education. It is the right, which must be made available to all an equal terms.

Education is perceived today as a process of life long learning. Community education should form an effective means to improve the status and character of people. It helps intellectual, social and emotional development and to enable them to meet their basic needs of daily life.

After independence the central and state governments made liberal plan allocations for education under various Five-Year Plans. Serious considerations were given to improve the educational system. To enhance schooling it was decided to abolish fees, provide free books stationary and uniform. But in spite of all these efforts the problem of school drop-outs have remained as a major problem of the educational
development of our country. The high drop-out rate at the elementary stage is a sign of a basic melody.

Number of studies have made it evident that school drop-outs is the complex problem to which there is no simple solution. Ever since the report of Hartog Committee was first published more than fifty years ago, the problem of drop-outs have been discussed continuously and number of significant issues have been raised. What is drop-out? How can it be measured? What is the precise extent of drop-outs? Is it as large as the Hartog Committee made it out to be? What are the causes of drop-out? and What programme of action can be devised to reduce or eliminate these evils? In view of the larger extent of drop-out in primary education will it be desirable to go ahead with still further expansion or eliminate these evils? In view of the larger extent of drop-outs in primary education will it be desirable to go ahead with still further expansion or will it not be better to concentrate on a programme of consolidation and improvement. These and other allied problems have dominated the discussion of primary education during the last fifty one years. Unfortunately they have not been supported either by the necessary research or by an action programme to eradicate these evils, and inspite of all these learned discussions, drop-outs problem continues to remain as a major problem in the world in general and India in particular. The present study has been under taken to analyse the problem of drop-outs from all these aspects.

It is apparent that the problem of drop-outs is not the same every where in the country. The rate of drop-outs vary considerably from state to state from community to
community and even from school to school in the same district. An attempt has been made here to study the above categories.

This study is a more detailed analysis of the problems, intended to determine the magnitude of drop-outs in the first to seventh standards of the primary school. The drop-outs help to grow illiteracy and lead to large wastage of money and energy both on the part of the parents and governments. So the investigator decided to study the various factors which are related to the drop-outs at the primary stage level.

The main purpose of the present investigation is to make an "Analysis of the drop-outs in primary school – A case study of Belgaum District"

Introduction outlines the present study – An Economic Analysis of the Drop-outs in Primary Schools - A case study of Belgaum District" gives the statement of the problem and objectives of the present study with data period. After the sources of data collected and research methodology and then sample and analysis of the study. The interview schedule were adopted the analysis of the data pursuance of the objectives of the study i.e. for testing the hypothesis stepup, and some concerning related literature also refer in this chapter.

The Second Chapter reveals that the growth and development of a nation necessarily depends upon the quality of education. The huge amount spent on education must be effectively utilised to bring about desirable change in the behaviour of children.

Hence, Harbison points out that the basic problem in most of the under developed countries is not of poverty of natural resources but lot of under development of their
human resources. Inspite of constant attention the problem of drop out remains serious all over the world. Drop-outs or wastage means the child leaves the school at any stage before the completion of primary education. This results in wastage of money, energy and time of both the government and parents. Towards this problem, the investigator wished to make an humble attempt to identify the root causes of the phenomenon of drop outs specially in rural areas.

There is a close relationship between the economic development and educational development. Advanced countries like USA, Japan, USSR, etc. have high per capita income and they have higher literacy rate. But in under developed countries, the per capita income is also low and the literacy rates are also low. Moreover, individual earnings are also positively linked with the educational qualifications. Some studies have effectively proved this fact.

In the modern days, economists consider the trained, educated and healthy people as human capital. Investment in education and health is investment in the human resource development. Many studies have pointed out that investment in education yields greater returns as compared to the investment in any other real sector of the economy. Separately, the most important policy suggestion to the Government is that investment in primary education is more beneficial as compared to secondary or higher education. This has been effectively proved by several studies with the help of cost benefit analysis. Hence it is necessary for the government and parents to give more
importance to the education of their children because they are the future citizens of the
country.

The Third Chapter presents that today education has undergone a lot of changes. In conclusion literacy has increased, but at the same time the rapidly increasing population has also increased the problems of education. In the various sphere of education many problems have assumed gigantic proportion. Although our Five Year Plans have made some efforts in this direction, but they are not sufficient to solve the problems in education.

On the plan period educational expenditure in India are classified into 5 sectors on elementary education, secondary education, higher education and others, finally technical education. Though investment in primary education are higher than those sectors in the beginning of the plans but in recent plans government has to done more expenditure, on elementary education that is, low in 1990-92 – 37 per cent and during 1992-97 that has slowly increased to 47 per cent.

Particularly, in Karnataka state district wise literacy rate considerably low. A few districts have good literate percentage above 70 per cent and majority of districts have above 40 per cent and below 50 per cent of literacy rates. Belgaum district also comes in this section only.

The education sector in India exhibits both quantitative and qualitative problems of expansion. In fact, it appears that free India ha ventured to build higher education without adequate attention to build higher education without adequate attention and
planning efforts at developing and expanding primary to higher secondary education. In addition, the educational infrastructural bottlenecks are very serious in the country. Added to this are a number of other qualitative problems of educational development like curricular media of instruction, languages question, student personal development, etc. Above all, the problems of mobilization and allocation of financial resources for education and management and administration of educational system have been posing a real threat to the growth prospects and stability goal of the Indian educational system.

In today's competitive global economy, it is evident that the existing model of education is not feasible. An alternative is need that is decentralized of authority and financially flexible, provides learning opportunities, reduces gender and location disparities, encourages community participation, directed towards concrete and achievable goals and provides disquity to the teaching, profession. Needed is an integrated alternative that transforms as from much followers to world class leaders.

In this Fourth Chapter explains brief summary of the drop-outs in world, India and Karnataka. The state of primary education as viewed in the analysis provides us a window to several issues - it explains interlinkages among the lack of denial of education, deprivation and poverty, low income levels and caste and gender divides in society.

Our observations in the study also point to the larger implications vis-à-vis access and retention in primary education. To begin with, education of children has to viewed in terms of the larger social reality, which implies greater power to the marginalised and
weaker groups. This can be done through the formulation of need based education practices, which can enable the weaker groups to negotiate the unequal world from a position of strength (Ramachandran, 1988). The study has attempted to grasp the reality and quality of children’s life vis-à-vis education, to be seen not merely as a number game to reach a minimum literacy level but as something that should be closely related to the lives of the learners. The primary responsibility for achieving the goal still rests with the democratic state.

The basic questions around education are political and structural, related to issues of caste, gender, and land and power relations in society. Poverty, child labour, and unattractive school, and indifferent teaching may also be cited as factors, which contributes to early elimination from school. However, the rhetoric and activity linked to educating very often functions to legitimate those with political power to change social reality (Ginsburg, 1991). Neither political parties nor social movements in the country have paid much attention to education. If there is interference by political parties, it is only to gain political mileage or control; parties may often mould or alter the syllabi or course to suit their own perceptions of Indians or regional favor, but seldom do they intervene to alter caste, gender or rural-urban divides.

Even panchayati raj institutions are not without their limitations and when village group formations are based more often on the basis of caste and religion. One has to keep in mind the endemic and the continuous conflict of group and individual interests
and constant shifting of alignments. Even the newly formed Village Education Committees were not seen to be free from such problems.

However, politics, conflicts and contradictions not with standing, if education has to serve the needs of the excluded strata – the dalits, tribals and the backward amongst the OBCs as well as the landless and poor – and become an intrinsic part of their struggle for survival and dignity, it is necessary to address issues of social and economic disparities and gender inequalities. One way to do this is to adopt more integrated development programmes which rather than treat the problems of education in isolation, are also able to view them in relation to other core issues such as poverty alleviation, upliftment of the girl child, removal of bonded labour and landlessness. Another way to do this entails organising around communities, such as by strengthening community and group mechanisms for fetching fodder, water and fuel, sibling care, etc. thus overcoming individual poverty barriers and enabling children to reach schools. Efforts such as these can go a long way in diminishing caste and class disparities and village and family patriarchy to allow for wider access to education.

The analysis of the field work clearly indicates that the problems of drop-outs is very serious in rural areas. It results huge wastage of money, energy and time etc. on the part of the government as well as the parents. In Karnataka, Belgaum district has the literacy level lower than the all Karnataka average literacy. Educationally, it is not a developed-district. Hence, the investigator selected this district to study the problem of drop-outs in primary schools. Simple random sampling technique was used to collect the
data. A detailed analysis of the field work is carried on here and the results are drawn. A few hypothesis of the study are also tested here. Our analysis supports the hypothesis which are made in the beginning of this study.

The sixth chapter present that the two main causes for drop-outs which are also the two hypothesis of the study (Economic and Social) are

1. The low income of the family. This is with regard to the 3rd hypothesis of the study. Due to the poverty the parent and their children to work as labourers and expect the wages. Apart from this, if they sent these children to the schools they have to not only bear the extra school expenditure but also far go to the daily wages which the children would earned at the same time. Hence, the hypothesis holds good that low income is the main cause of the drop-outs.

2. The drop-outs rate is more in case of agricultural families. This is the 4th hypothesis of the study. This is quite natural because if the parents sent their children to the schools they have to hire the services of other labourers which they can not afford due to the fact that they are poor farmers with small holdings. Moreover, in the fields, many activities are there which can be easily done by the children. Such situation is not there in other services. Hence our fourth hypothesis also holds good.

3. The drop-out rate is directly related to the size of the family. This is 5th hypothesis. This is quite natural. If the family is large, the house work all will be more. Hence, usually the elder children drop-out from the school to look after the
younger children and also showing the house work with their mothers. Hence, our study supports this hypothesis also.

4. If the parents are uneducated they do not show much interest in the education of their children. This study also supports their hypothesis. They fail to realise the importance of education in the life of their children. Hence, if the parents are educated, the drop-out rate is less and vice-versa. This supports the 6th hypothesis of this study.

5. Though out our study, it is quite obvious that the rate of drop-out is more for girls than for boys. The major cause for this is, the parents give more importance to boys education and a girl child is more useful to look after the younger children in the house rather than boys. Hence, this supports our hypothesis in the social criteria.

6. This study does not support the 2nd hypothesis in social criteria i.e. the drop-outs rate is more in case of upper caste families and low in case of lower cast families. This is due to the fact that the government provides various facilities to the children of SC and St more over they have the job prospects also better due to the reservation policy of the Government. Such benefit is not there for other people other than ST and SC. Children, Hence this study does not support the 2nd hypothesis in the social criteria.

Apart from these, there are many other reasons like sickness of children, migration of parents, unhappy family environment not suitable school, houses, inferiority
feelings, mishandling of pupils by teacher, etc. which are equally important in deciding the drop-outs from schools. This needs further elaborate study.

Finally, the problem of drop-outs is a much dimensional problem. There are several reasons for the drop-outs. The most important reason is the poverty. Hence, the government have to take a bold step in implementing the programme of universalisation of primary education in our country. This problem can be effectively tackled if parents, teachers and government join hands fruitfully.

**Scope of the further Research :**

The problem of dropouts in primary schools in multi dimensional problem, there are several factors involved in this. This needs an elaborate further research in this field. For the better understanding of the problem of drop-outs it is essential to study this problem at regional and state level on comparative basis.