INTRODUCTION
CHAPTER I

INTRODUCTION

1. Background of the study
2. The study problem
3. Review of Literature.
4. Specific objectives of the study.
5. Hypothesis of the study.
6. Sources of data and Research methodology.
7. The sample.
8. Study area and period.
9. Data Gathering Tools
10. Person contacted.
11. Chapter Scheme.
12. Limitations of the study
13. Scope of further research.
1.1 Background of the Study:

Education is a major input in the economic development of a nation. There is enough evidence to show the contribution of education to economic development. The right to education has been recognised as one of the most important human rights. A UNICEF Report\(^1\) talks of a world where increasingly to be illiterate is to be excluded. The declaration of the Nairobi world conference of the International Community of Education Association recognised the human dimensions of education. The declaration says "we stand firm in the belief that education is not only learning how to read, write, add or subtract, though these are important elements of educational process. More importantly, education must support the task of making people-children, youth, adults, aware of their identity, aware of the problems".\(^2\)

The economic benefits of investment in education are manifold. The World Banks Development Report 1991\(^3\) has emphasized the "high return" on investment in education. The following statement from the Report sums up both social and economic benefits of educating people "By improving people's ability to acquire the information education develops their understanding of themselves and the world, enriches their minds as consumers, producers and citizens. Education strengthens their ability to meet their wants and those of their family by increasing their productivity and their potential to achieve a higher standard of living. By improving people's confidence and their ability to create and innovate, it multiplies their opportunities for personal and social achievement. When schools open their doors wider to girls and women, the benefits from education multiply."
Countries which achieved near universal primary education for boys in 1965 but in which enrolment rates for girls lay behind have about twice the infant mortality and fertility rates.

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 on equal terms.4

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 also 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, stationery and uniform. But in spite of all these efforts the problem of school drop-outs has remained as a major problem of the educational development of our country. The high drop-out rate at the elementary stage is sign of a basic malady.
Education is the dynamic form of philosophy and our country desires to lead a scholastic way of life. Hence, education is the only means to bring the desired social change. Vast sums of money have been spent on education but still 41 crores of population remains illiterate. This is due to population explosion, ignorance and poverty. Illiteracy is also caused from the homes, which are uneducated and poverty stricken.

Accordingly, the need for literate population and universal education for all children in the 6-14 years age group was provided with a precisely defined and delineated framework in the Indian constitution as well as in successive Five Year Plans. The constitution makes an elaborate legislative, administrative and financial distribution of powers between the state governments and the Union Government. Decision regarding the organisation and structure of education were largely the concern of the states. Within the overall policy framework, each state determines independently the educational structures to be adopted.

The motivational questions and quantitative aspects of the problems of drop-outs have drawn the attention of many investigators and research workers. What are the causes responsible for these drop-outs? How shall we improve the existing school system? With these questions in view the present investigator has undertaken this study and has tried to find ways and means to reduce the problem of drop-outs in our country.

1.2 The Problem:

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 in spite 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 everywhere 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.

1.3 Review of Literature:

Number of studies have been conducted in this area, the abstracts of those studies which are relevant to the present problem are presented here.

The study conducted by Jayaram (1961)7 "A study of stagnational and wastage in Primary Schools", Research Bureau Teachers College, Madras. This study was conducted in 51 elementary schools of which 5 were urban and 46 rural and he has given some suggestions. The following were the suggestions made to reduce the drop-outs and stagnation.

1. Provision of one teacher for every 30 pupils.
2. Provision of facilities in school for reading and writing materials after school hours
3. Providing clothing
4. Supply of reading and writing materials
5. Supply of mid-day meals
6. Providing of music and library in schools.

The finding of the study conducted by Bombay Municipal Corporation (1967)8, "Study of the Incidence of Wastage and Stagnation and the Effective of our Educational Efforts". Primary education Department - This study reveals that

1. Incidence of drop-outs and stagnation is more in girls than boys.
2. The number of drop-outs is also negatively correlated with co-curricular activities in the school.

3. Drop-outs are usually from nuclear families who have suffered the death of one or both the parents.

4. Drop-outs are usually older in age and come from families of the low income group.

5. Some of the parents of drop-outs are insensible to the physical facilities available at the school and perceive facilities available at the school and perceive no need for the education of their children.

6. 43 per cent of the drop-outs are from rural areas.

Illness economic backwardness social maladjustment home problems, etc, are some of the factors for dropping out from the school.

James Bell (1967)⁹, "A comparison of drop-outs on participation in school activities" Journal of Educational Research. He came to the conclusion that - lower achievement a dissatisfaction with school lack of participation in extra curricular activities and background of low economic status are responsible in the increasing drop-outs.

The study conducted by Mamta Ali Khan (1968)¹⁰ has covered six selected district like Bidar, Dharwad, South Canara, Kodagu, Mandya and Shimoga. In each district two taluk and further two village in each of the two taluk had been selected for the study. The study reveals that the majority of the reason for the drop-out and majority
of the children interviewed during the study said that poverty was the main cause for drop-outs.

The study conducted by Ray Kapper (1975)11, "The Retention of Literacy". The MacMillan company of India Limited. Indian Educational Abstract, Vol.16. this study spreads over males, females of both literacy classes and early schools belonging to urban and rural areas of Lucknow District (U.P). the main findings of his research are

1. Population explosion and massive drop-outs rate of primary education increase illiteracy by about four million a year.

2. Lack of interest on the part of parents towards their children's education is the main causes for drop-outs.

The secretary National Council of Educational Research and Training, New Delhi. Their findings have been summarized as follows in a hand book by RawatD.S.

In the book by Rawat D.S. and Goyal, B.R. (1975)12 "Educational Wastage at the Primary Level", following are the main causes of drop outs.

1. Economic causes

2. Parental indifference to education

3. Social habits and customs

4. Irregularity of attendance

5. Admission to under aged children

6. In effective teaching method and curriculum

7. Other causes.
Michael Todaro (1987) also studies the problem of drop-outs in his book "Economic Development in the Third World". Orient Longman Limited 1/2 Asaf Ali Road, New Delhi. His opinion is that one of the major educational problem of developing nations is the high percentage of student who drop-out before completing particular cycle. For example in Latin America he estimated 60 out of 100 students who enter primary school drop-out before completion. In some Latin American countries, the primary school drop-out rate is as high as 75%. In Africa and Asia the medium drop-outs rate are approximately 54% and 24% respectively. But variation among counties has been wide with drop-out rates as high as 80% and 64% respectively in certain African and Asian Nations.

Anil Sinha and R.D.Tyagi (1988) “Planning and Management of school Education” A case of Himachal Pradesh Journal of Educational Planning and Administration vol.XII January. In spite of considerable progress, the state is yet to realise the goal of universal enrolment retention and achievement as a sizeable proportion of children of age group 6-11 and 11-14 is still not in schools more particularly the girls. The drop-out rates of children in classes I-V and I-VII are quite high though lower as compared to all India level. The situation seems to be more serious as the drop-out rates of children belonging to scheduled cast and scheduled tribes are taken into account as shown in Table 1.1. More than one third of the total children admitted in class I do not reach class VII and discontinue their education after completing of the first level. The
main reasons include poverty of the family, inaccessibility to schools, social prejudice and the lack of parental support.

Table 1.1 Drop-out Rate of scheduled cast and scheduled tribe children in Himachal Pradesh (1989-90)

<table>
<thead>
<tr>
<th>Class</th>
<th>SC Children</th>
<th></th>
<th>ST Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>I-V</td>
<td>36.29</td>
<td>36.50</td>
<td>36.39</td>
</tr>
<tr>
<td></td>
<td>32.87</td>
<td>41.88</td>
<td>36.44</td>
</tr>
<tr>
<td></td>
<td>07.81</td>
<td>76.87</td>
<td>71.12</td>
</tr>
</tbody>
</table>


Suresh Bhatnagar (1990)\textsuperscript{15} in his book "Today and Tomorrow - Indian Education" strongly argues that problems of drop-outs at the primary level can exist only as long as we are unable to develop the facilities for education and also to implement the educational policy in the right manner. If suitable efforts are made in these spheres of education the severely of the problems can be considerably reduced.

Margrate Dian (1991)\textsuperscript{16} "Student Drop-outs and Teachers Burnout", Company of New Barg Park, California, has conducted research and concluded in this book that all his suggestions are based upon the following assumptions.
1. A child education should not be stigmatized by derogatory labels as implicit disparity of esteem.

2. Curriculum should not be stratified into advance college and remedial streams because this contributes to lusherlling and disparity of esteem.

3. Education for every child should be made compulsory.

4. School facilities should be organised to make it possible for today's children to attend regardless of their need to work to fulfill their own parent responsibility or to provide special services.

5. Teachers and students should have adequate material working conditions.

Dr Haroon Jatol & Dr Nasim Qouisrani (1992)\textsuperscript{17} "Evaluation of Integrated Functional Literacy Project. Educational Planning and Management. Ministry of Education Survey, Islamabad. They were also given some reason for drop-outs. Social structure and system of a conservative society where parents are not well aware of the need for female education as they themselves are not educated to have such kind of social awareness. For minority of the parents who want their girls to be educated, finances become an hindrance. So the vicious cycle goes on.

Later Antony Break (1992)\textsuperscript{18}, in his book, "Beating Wastage in Education" Indian Educational Research Abstract Vol.18. He came to the conclusion that the drop-outs rate is very high and educational administrators through out the world are worried because of this problem. In the same book according to a study made by Brimer and Plate and
recently published UNESCO and International Bureau of Education, two of the most important forms of facilities in the educational process are

1. Repeating classes

2. Drop-outs

They accept that drop-outs is a grave economic problem for developing countries. They cite the maximum estimate that drop-outs and repetition were costing the 17 counties in the Karachi Plan for Asian Educational Development about 100 million dollars. The remedy for drop-outs lies inside the educational system. Even if it is not possible to snap the whole system improving is possible inside the present frame work of things if the government and citizens work harder and with dedication.

Department of women studies (1993)19 "Study of Drop-outs And non Enrolment Among Girls in Rural Hariyana". National council of Educational Research & Training New Delhi"-He has studied in particular girls drop-outs. The major reason for girls drop-outs is Domestic work load, sibling care and financial constraints were cited as reason for- drop-outs at primary school.

In N.K. Ambashi's20 article (1994) " Tribal Education scope and constraints". YOJAN JANUARY 26. The drop-outs children belonging to scheduled tribes are considered by parents as economic assets to the family simple because sending a grown up and girls to school is essentially a matter of economic loss and entails dislocation of tradition. Girls labour give every kind of help to their parents. In other seasons, they are busy collecting minor forest. Produce like fire wood, grazing goats, bringing water,
hunting and fishing. Further the parents think that the child will be lost to the family if the child gets educate.

Tripati P.S'(1994)\textsuperscript{21} in his "Exploitation of Children" study, holds government responsible. The Times of India Jan-21, it reveals that relatively higher percentage of female slum school drop- outs were engaged in house hold work and sibling care as compared to the male slum school drop-out. It was also noted that 38 percent male slum child labour engaged in job to supplement family income.

P.D. Malagavankar (1995)\textsuperscript{22} "Universalisation of Primary Education". Konark Publishing house. Pvt Ltd Delhi, He gave five reasons appeared to be significant in the minds of parents for withdrawal of children from school poverty (34.5 percent) children needed to do household and lack of interest in school among the children (15.1 percent) The other reasons mentioned were ill-health of parents, children needed to take care of the house, school distinct from home. Children needed support family financially and teacher beating children. All these together come to (18.9) percent.

In state wide survey on primary school drop-outs in Karnatak it was noted that 60 percent of the drop-outs were unusable to read write or count while the remaining 40 percent learned something.

Sundaram's (1996)\textsuperscript{23} "Guarding the girls child" Social Welfare (42). Hence, it was also recorded that 92 per cent school drop-outs directly from I standard without Preschool experience and these children were more irregular in school experience. This clearly shows that - majority of the slum children drop-out from school at primary school
level were due to parental lack of awareness about the importance of children's education.

Elementary Education as a Fundamental Right is a study conducted by Rajya Sabha in July (1997)\textsuperscript{24}. This is the aim of the proposed 83rd constitutional amendment. This report said that the girls sadness was echoed by other girls who were interviewed in the course of a study of six villages two each in the states of Madya Pradesh, Maharashtra and Tamil Nadu. The villages were socially and culturally diverse but reasons why children had dropped out more remarkable similarities. A sample of 62 drop-outs children (32 boys and 30 girls) the 10-14 age group were interviewed. The reason for dropping out turned out to be very different for boys and girls. All except 2 of the 30 girls had dropped out due to some domestic crisis or parental pressure, Boys on the other hand, had usually abandoned their studies owing to their own disinterest, illness or failure in examinations parents had rarely pressed their sons to drop-out.

Satyanarayan Pattanai & Dalijitsing Bedi (1998)\textsuperscript{25} "The Menace of child Labour Need for an Integrated Approach, Kurukshetra December- A resent survey conducted by the Shramik Vidyapith of Surat found that around 1,800 children under age 14, were engaged in the hazardous diamond cutting industries. Out of these a large percentage of the child workers were school drop-outs and the contractors paid them 60 to 70 percent of the actual wages. The survey also found that the child workers in these industries contributes nearly one third of their families total income. This may be a reason for the parents to pullout the children from the schools and put them into these industries.
Dr. D.N. Mittal (1998) in his article “Saraswat scheme in Rajasthan Social Welfare June”. In his article some district of Rajasthan like Tonk, Bherlwala, Bondi, Jhalwar and Chittor, every third girl in the age group of 10-14 is married. The drop-out rate among girls is highest in Rajasthan comparing whole of India and he came to the conclusion that Education empowers women to develop as individual not just as appendices to a husband or as low ranking members of an extended family, girls with little schooling tend to marry earlier and start having children sooner than women married with more education. The younger women has more years of exposure to frequency of children as she has ahead a large number of children before her reproductive years are over.

Gosh D.K. (1998) Inter state disparities in education YOJANA January 42 Vol. Observe that the critical factors attributed to large scale of drop-outs are lack of adequate families in schools and less emphasis on qualitative aspect education.

G.S. Mehata (1998) “Utilization of Primary Education Inequality Among General Casts and Scheduled Caste Tribes”, Man and Development Vol.XX. In his study overall the drop-out rates in different classes of primary level education are significantly higher among general castes children than scheduled castes and scheduled tribes children. It shows that once the children of SC/ST communities get the opportunity of enrolling themselves in primary education their performance is better than that of higher caste children in the utilization of the facilities available.

M. Indira (1999) Fifty years of Literacy Development in Karnataka District Level Analysis Journal of Educational Planning and Administration Vol.XII Jan. She
suggests that drop-out rate at primary levels is highest in Karnataka. According to the estimates of the NCAER 33.54 per cent of the children drop-out at primary level. Highest among the southern states however, a welcome trend is that the drop-out rate among the girls in Karnataka has come down considerably.

Jyotirmayeekar (1999)30 “Female Educational Attainment and Drop-out in Low income Families in Rural Orissa” Man and Development, Jan. The study has attempted to assess the correlation between the occupational pattern of the sample house holds and the extent of female drop-outs. Considerably the sample as a whole the maximum number of drop-outs before primary education 35.76 per cent are drop-outs come from house hold with agriculture as the main occupation. Next in order come house hold of daily wage labours with 28.75 per cent of drop-outs.

1.4. Objectives of the Study:

In the light of the above analysis following are the specific objectives of the study for India in general and for Belgaum district in Karnataka in particular.

1. To study the extent of drop-outs in primary schools.
2. To analysis the causes of drop-outs in primary schools.
3. To suggest the remedial measures to reduce the problem of drop-out.

1.5 Hypothesis of the Study:

The following are the hypothesis of this study. These hypothesis have been formulated on the basis of previous studies and discussion with parents, teachers, pupils, and educational officers.
I. Economic Criteria:

1. The rate of drop-outs is more in the rural schools as compared to urban schools.
2. The rate of drop-outs is more in lower primary than in upper primary schools.
3. Low income is the main cause for drop-outs.
4. The drop-outs rate is more in agricultural families.
5. The drop-out rate is directly related to the size of the family.
6. Educational status of the parents is negatively related to the drop-outs.

II. Social Criteria:

1. The rate of drop-out for girls is more than that of boys.
2. The drop-out rate is more in case of low caste families caste.

1.6 Sources of Data and Research Methodology:

Procedure Used:

i. Assessing the extent of drop-outs:

The assessment of the problem is very important because it helps us to keep a record of the relative changes (rise or fall) that take place through the years in the magnitude of drop-outs. The relative changes, if measured on the same scale can perhaps provide accurate description of the phenomena as is needed by educational administrators.
Since the present study is a wide study, the most scientific method employed for calculating the extent of drop-outs is "True Cohort Method". The method analyses how many leave school and at what reasons, how many migrate to other schools of the same type or other types, how many repeat grades and with what frequency, how many die, how many get accelerated promotions, how many rejoin schools after dropping out and how many ultimately complete the course successfully.

The number of students admitted to grade I as recorded in the "admission register" of the schools in the year 1992-93 were followed till they graduate from the last stage of lower and higher primary (i.e. grade I-VII) in the year 1998-99 with the help of promotion register and attendance register it was possible to follow up to a child's progress in the I to VII grades. The beginning of the year in 1992-93 from class I was called "base year" and the enrolment itself is referred to as cohort.

The rate of drop-outs in every 100 children enrolled by the grades and stage of education, sex and location of school (Rural/Urban) in the primary schools selected for the present study from all Taluka's were also calculated. The method adopted for working out the rate of drop-outs is as under.

The names of pupils those who left school during 1992-93 to 1998-99 were listed. It is the assumption that school leavers will include only those pupils whose names were struck off from the rolls on account of long absence, one or the other reasons but not the pupils those who obtained school leaving certificate. The teachers were requested to ascertain the whereabouts of the school leavers by contacting their parents or by gathering
evidence about them from any other school whom it was definitely known that they had discontinued their studies constituted clear cases of drop-outs.

The formula used to calculate the rate of drop-outs was

\[
\text{Rate of drops} = \frac{\text{Number of cases in the grade}}{\text{Total enrolment in the grade}} \times 100
\]

The data for computing the rate of drop-outs was collected through the school information sheet.

Note:

**True Cohort Method**: Studies the career of single group of pupils joining grade I in a given year till they graduate from the final grade of the course.

**Admission Registers**: It is the general register in which names of students admitted every year along with their date of birth, parent name and address, date of joining and leaving school, reasons for leaving, promotion information about school leaving etc. will be maintained.

**Promotion Register**: It is the register of examination results in which how many students were promoted to a higher classes every year. How many retained in the grades along with their percentages of marks will be maintained.

**Attendance Register**: It is the register in which the day today regular attendance of pupils along with the number of working days will be maintained.
A Base Year: Starting year of cohort.

Cohort: Is a single group of pupils joining in the beginning grade of a course in a given year.

ii. Identifying the causes of drop-outs:

It was considered useful to study the causes of drop-outs while determining the extent with reference to the cases identified by the cohort method. In this cohort method involving "stage" has been treated as time unit for inquiry.

As stated earlier the school leavers during the years 1992-93 to 1998-99 were therefore, listed in the present study. From the list, so obtained, the names of those who were transferred to other schools, who were dead, who migrated to different places and who were in trouble were struck off. The remaining names on the other list were utilized as frames for drawing out systematic sample of drop-outs. This is no doubt, the cases of drop-outs ascertained on the basis of a wide study from a part of the population of drop-outs.

To study the causes of drop-outs interview schedules to drop-outs, their parents and for teachers were administered.

Usually the parents schedule were administered to father instead of mother. This was done in order to enhance the reliability of data, to avoid problems while taking interview with widow and with the people who were observing paradha.
1.7 The Sample:

In order to know the drop-outs problem it was quite difficult to select all the drop-outs of the chosen area, whose number runs into thousands. However, the method of simple random sampling is used to select the schools, villages and talukas in the area of study. So the researcher has interviewed 300 drop-outs and their parents in their leisure time.

1.8 Study Area and Period:

There are ten talukas in Belgaum district. The investigator felt that if more than half talukas are considered the study may be more representative. Hence, in this study the primary schools of the following seven talukas are included.

I. Athani Taluk
   1. Govt. K.B.S.School, Ugar B.K.
   2. Govt. K.B.S.School, Ugar Kurd
   3. Govt. Lower Primary School in Kusnal.
   4. Govt. K.B.S.School, Basavangudi, Athani
   5. Govt. K.B.S.School, Khotnatti

II Chikkodi
   1. Govt. K.B.School, Bheemanagar
   2. Govt. K.B.School, Manjari
   3. Govt. Higher Primary School, Hosa Yadur
   4. Govt. K.B.S. Manjarewadi
   5. Govt. K.B.S.School, Manoochwadi
III Ramdurg
1. Govt. Higher Primary School, Mudenur
2. Govt. K.B. School, Sureban
3. Govt. Higher Primary School, Halagatti
4. Govt. K.B.S. School, Manganur
5. Govt. K.B.S. School, Soppadla

IV Bailhongal
1. Govt. Primary School, Mahal Maradi
2. Govt. K.B. School, Sunkumpi
3. Govt. K.B. School, Makalmaradi
4. Govt. K.B. School, Karakoppa
5. Govt. K.B. School, Kulamanatti

V Saundatti
1. Govt. Higher Primary School, Betsur
2. Govt. Higher Primary School, Ugargol
3. Govt. Higher Primary School, Chikkumbi
4. Govt. Higher Primary School, Achamatti
5. Govt. Lower Primary School, Shingargopp

VII Belgaum
1. Govt. Higher Primary School, Ujagar
2. Govt. Higher Primary School, Muchachandi
3. Govt. Lower Primary School, Aste
4. Govt. K.B.S.School, Basarikatti
5. Govt. K.B.S.School, Halyanur

VII Gokak
1. Govt Higher Primary School, Gokak
2. Govt. Urdu Boys School, Konnur
3. Govt. K.G.School, Goduchi Malkin
4. Govt. K.B.S.School, Binsankoppa
5. Govt. K.B.S.School, Dasanatti

VIII Hukkeri
1. Govt. K.B.S.School, Naganur
2. Govt. K.B.S.School, Rustampur
3. Govt. K.B.S.School, Aladhal
4. Govt. K.B.S.School, Bidarewadi
5. Govt. K.B.S.School, Handigood

The study covers a period of 7 years from 1992 to 1999.

1.9 Data Gathering Tools:

The instrument is designed to collect data about the school, information in respect of class wise enrolment, present strength of admission procedure, teacher, pupil ratio, auxiliary services, school building teaching aids and other physical facilities available in the school. Information about the contribution of the school in terms of books stationary
uniform etc. towards pupils Betterment Committee and the provision of co-curricular activities, cultural activities, etc.

**Pupil Information Sheet:**

This instrument aims at collecting some biographical material about the pupils. The items included in this instrument are date of birth, sex, class to which admitted and the data of admission to school, class from which left and the data of leaving school, reasons for leaving school, details regarding attendance during the year of leaving school, details in respect of achievement in different school subject, etc.

**Interview Schedule for Children (Drop-outs)**

This interview schedule is for drop-out children relating to personal data about the respondent and his perception of his teacher, parents and justificational influences that they have a major role in shaping the personality of a child, building his ego, ideal for his motivation for learning and his need for approval.

**Interview Schedules for Parents of Drop-outs:**

The schedules aim at collecting data having both facts as well as an opinion bias. The fact questions seek information on the size, structure and socio-economic status of the family of a drop-out child. The opinion bias questions pertain to the opinion of parents about the school need for educating children, etc. and also expect facilities.

**Interview schedule for Teachers:**

This schedule is intended for collecting the teacher's opinion on the causes of drop-outs and also remedial measures. It also includes questions which relate to the
personal data, his perception of his pupil, school and his perceptual data regarding teaching, profession. The questions in the schedule are organized in a funnel sequence.

1.10 Person Contacted:

Much of the information was collected by contacting the Head Masters and also the Assistant Masters of the concerned school. Some of the educational officers were also contacted for the purpose of this study. Apart from this the leaders of the village and other elderly people were also contacted to get the required information.

1.11 Chapter Scheme:

The First Chapter deals with the background of the study. The problem, review of literature objectives of the study, hypothesis and study areas and period, then sources of data and research methodology, sampling and analysis of the data.

The Second Chapter is concerned with the Role of Education in Economic Development, stages of educational development, and relation between education and economic development, Human capital formation, process of human resources development, life cycle of human development, etc.

The Third Chapter describes the Development of Education in India and Karnataka. It narrates the growth of education, expenditure on education, problems of education and also policies of education in India and Karnataka.

The Fourth Chapter discusses the problems of drop-outs in the world, and problems of drop-outs in the India and Karnataka, meaning and definition, proportion of drop-outs rates in the world, India and Karnataka.
The Fifth Chapter deals with the analysis of the field work. Find out the causes and consequences of drop-outs in primary school education in rural and urban areas and if possible to make some suggestions to reduce the extent of drop-outs in primary schools.

The Sixth Chapter discuss the causes of drop-outs as narrated by the children parents, and also their teachers separate schedule were prepared for the drop-outs children and also for the parents. Identifying the possible causes of drop-outs relate to four categories. Institutionally, Teachers, Pupil and family. In this section all the hypothesis have been tested.

Chapter Seventh analysis that the remedial measures of drop-outs from the point of view of children, parents and also teachers. Hence, several remedial measures have been suggested to reduce the severity of the problems of drop-outs in India in general and Belgaum in Karnataka in particular.

Finally, the chapter Eight presents the summary and conclusions of the study. It also points out the scope for further research in this area.

1.12 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. An econometric analysis may be used to study this problem in a better manner.
Reference:


7. Ibid.


