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Research Paper

A RESEARCH STUDY ON DROPOUTS IN PRIMARY SCHOOLS IN BELGUM DISTRICT OF KARNATAKA STATE

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ABSTRACT

Majority of the children comes from the economically poor family. Due to the poverty the parents force the children to go to work in garages. Small scale industries, cleaners. Small motels, etc. This affects the education of the particular children. As the parents depend child has to full fill the needs of the parents by working without out rejecting their opinions. Though the Government has banned child labour yet there are many children working for their family benefits. This is major course for the children to drop out from their particular schools.

The aim of the primary education is to know the basic knowledge for the children It is to know that it is necessary effort to forward in the life. So, primary education is training to all the children, as it is particular human being. Governments have provided various helpfulness to gain by going to schools. It has given free education for all the children studying between 6-14 years. It is not to shown that Government is helping by providing free education for infants but to bring up all the young ones up and to bring the knowledge of our side world to them. Hence Government has established of outside world free education and provides dresses, books, etc. Even the mid-day meal is also provided to the young ones. It has also provided scholarships for them to come up in education Government is now also providing free cycles for girls of lower caste to solve the problem of traveling longer distances.

“In order to bring these children back to school, the government has taken actions such as (plans) three months special training (school based) with hostel and without hostel facility, Tent schools for migrant children, special schools for child labors, schools for children who are deprived from education in cities and aid for Madarasa Centres, special schools for female children in backward areas. Hostel facilities, Free uniforms, Textbooks, school bags, bicycle, Free afternoon which milk (Kshreera bhagya) etc.”

KEYWORDS: children, knowledge, education, educational system

1. INTRODUCTION

The aim of the primary education is to know the basic knowledge for the children It is to know that it is necessary effort to forward in the life. So, primary education is training to all the children, as it is particular human being. Governments have provided various helpfulness to gain by going to schools. It has given free education for all the children studying between 6-

14 years. It is not to shown that Government is helping by providing free education for infants but to bring up all the young ones up and to bring the knowledge of our side world to them. Hence Government has established of outside world free education and provides dresses, books, etc. Even the mid-day meal is also provided to the young ones. It has also provided scholarships for them to come up in education



Government is now also providing free cycles for girls of lower caste to solve the problem of traveling longer distances.

Even after the provision of these facilities at primary level children are withdrawing their names from the schools without taking its complete benefit, there are various reasons that describe the evil of this situation. Some of the reasons to withdraw from schools are as under.

Majority of the children comes from the economically poor family. Due to the poverty the parents force the children to go to work in garages. Small scale industries, cleaners. Small motels, etc. This affects the education of the particular children. As the parents depends child has to full fill the needs of the parents by working without out rejecting their opinions. Though the Government has banned child labour yet there are many children working for their family benefits. This is major course for the children to drop out from their particular schools.

Another reason for the child to withdraw is that the agricultural problem. They have many acres of land, parents wish their children's to work in the fields, this also disturbs the education of the child. The children instead of going to schools goes to failed to work, to look after the cattle and the land again the children cannot go against their parents. So they follow their parents order and again drop outs takes place by the particular child.

Another major factor is that the parents themselves are not educated. So, as the parents are illiterate they do not know the value of education. They think it as a waste of time and as they are poor. They also believe that they cannot effort to give an the belongings that the child needs to get education. So the parents think it is impossible to provide. It is butter to send the children to work rather than to send them to schools. So again the child hinders to go to school and withdraws.

With this background there an attempt is made to study about the development of primary education and dropouts in Belgaum district of Karnataka with special reference to the Gokak taluka.

2. OBJECTIVES

The specific objectives of the study are as follows.

1. To examine the achievements made by Karnataka in the field of Primary education.
2. To explore the trend & changes achieved in primary education in Belgaum district.

3. To study the enrolment trend, dropouts and reasons at primary level in study area, i.e. Gokak taluka.

3. REVIEW OF LITERATURE

In the Indian context, the subordination of the educational system to other social systems, viz, economic and political, can be say in two broad, phases. The first phase refers to the period prior to the British rule & the second to the period the British rule India. Education was the monopoly of the groups of the highest order in the caste hierarchy system & also had the religious sanction, later, although the state controlled education caste was allowed to operate in a defacto manner. This is noted from the fact that formal education during greater part of the 19th & early 20th centuries was dominated by the upper castes. This pattern was in perpetuation of the earlier system of Gurukulas.

The earlier system of education has along history. There were two tiers to the system of education, first, the upper level restricted is itself to the study of courses under the control of religious institutions called as pathshalas for the Hindus & madarssas for the Muslims, the second, consisted of elementary schools, restricted itself to the teaching, reading, writing & arithmetic, the first kind of schools were characterized by their exclusiveness. They were conducted by learned men who served more for religious than for monetary gains. The clientele was, to a great extend, restricted to the Brahmins & twice – born castes among the Hindus & rich or priestly classes among the Muslims education at higher levels, was meant for preparing the younger generation for statecraft & priestly roles these institutions received patronage from rules chieftains or religious leader, women belonging to these section of the Society has access only to the lower levels of education leading to literacy. However, the family took over the responsibility of training women for the predominant roles of house wife & mother.

The indigenous elementary schools geared to spread education were open to other upper castes of the society, these schools catered to the bare requirements of the warriors & traders. No religious importance was attached to such institutions & consequently only local patronage was available the children entering these schools were drawn mostly from the upper classes though it did include a small percentage of girls & children of other communities. However, the educational system was characterized by a complete absence of the untouchable castes, training

to take up the adult roles for these castes was provided by the family educational mainly waste prepare the individuals to fit into the ascribed roles to be performed by them in later life. In such an indigenous system of education. Some of the important elements of nation building processes such as equality rationality & secularism could not receive any important position.

Keeping this in view there are a few studies which are reviewed here particularly on the issue of dropouts, absenteeism, retention, enrolment etc, in primary education.

4.0 RESEARCH METHODOLOGY

We have used stratified random sampling technique while collecting the house hold data selection of Belgaum district as a study area constitutes the first stage of the sample. The one taluka namely Gokak constitute the first stage of the sample, the one taluka namely Gokak constitute the second stage of the analysis. The villages namely pulgaddi, Beeranagaddi, Balobal, Kaparatti and Kanaratti of Gokak taluka constitute the third stage of the study. The households respondents of these villages from the fourth & the last stage of the analysis.

4.1 Selection of the District :

The analysis of development of primary education in Belgaum District is done in our study. The Belgaum district is selected for our study because in it we find rapid changes in the education pattern at primary level by initiating various programmes.

4.2 Selection of the taluka :

Not all ten talukas of Belgaum district are relevant to our study for our study of primary education & dropout. We have selected the one taluka i.e. Gokak. Selection of the study villages :

4.3 Selection of households :

Simple random technique has been adopted for our study while selecting the households. Households from five selected villages in which dropout is the major problem of primary education were selected & interviewed for our study. These respondents were selected only because of their children dropped

their education in primary section. Therefore, total number of household/respondents interviewed comes to the 200. Even the caste wise households were picked up for this purpose a specially designed interview schedule was prepared & administered.

4.4 Secondary Data :

The Secondary data were collected from Bureau of Economics & statistics, Bangalore, District statistical office, Belgaum, Gazetteers of Karnataka & Belgaum, office of the commissioner for public instruction, Bangalore. Deputy Director for public instruction, Belgaum block education office, Gokak, census of India, Human development Reports 1999 & 2005, etc.,

5. DATA ANALYSIS

The primary data collected through interview schedule were organized in a tabular form further, tables are analysed with the help of percentages & averages to draw the conclusions.

5.1 Socio-Economic Background :

The Social & economics status of the family determines the life-chances & impending prospects of the child. Social & educational opportunities & career choices are directly linked & positively correlated to the status of the family in general & the process of growth & development in particular. In other words, the entire gamut of evolving of a person & creation of self itself is a product of socialization & forms the basis for future options & Endeavour's. The underlying significance of home environment can't be ignored in the development of self & educational interests & achievements.

The present study also aims at investigating the socio, economic, educational factors responsible for deciding the educational status of the child. Questionnaire was administered for 125 respondents parents of out of school. Children of 6-14 years of age who have dropped out before the 7th standard the analysis of the characteristics of households being a major part of the study. A preliminary appraisal of the social & economic context of the sampled house hold is presented in this section.

Caste-Wise House-Holds

The percentage distribution of head of the households interviewed by caste in study area.

Caste	Number	Percentage
SC/ST	18	14.40
OBC	40	32.00
GM/Upper caste	44	35.20
Minority	23	18.40
Total	125	100.00

Source field study

YZS respondents were selected for the purpose of this 18 (14.40 percent) respondents belong to SC/ST category 40(32.00 percent) respondents belong to OBC 44 (35.20 percent) respondents belong to GM upper caste & 23 (18.40 percent) respondents belong to minority in study area.

Thus it has been observed that highest percentage of the population belong to GM/upper caste in the study area a small percentage of population belong to the SC/ST. However, caste-wise distribution of data also shows predominance of other backward classes(OBC) in the study area.

5.2 Parents education :

Education economic conditions & environment are inter linked & jointly affect the learning

capacity & achievement of the child. This necessitates of an explanation of actors like parental education, family income & home environment & their impact on the education of child. The present study attempts to empirically verify as to what extend these factors affect the educational future of the child. Here education of the parents is treated as a separate aspect & believed to be one of the potent factors influencing the educational status & development of the child. The figures on the educational status of the parents reveal vital facts table next.

Illustrates about the level of education of the respondents possessed 94.44 percent in SC/ST 92.50 percent in OBC, 84.09 percent in GM/upper caste and 82.61 percent in minority groups were found illiterates.

Education level of parents in study area.

Education level	SC/ST	OBC	GM	Minority	Total
Illiterate	17 (98.44)	37 (92.50)	37 (84.09)	19 (82.61)	110 (88.00)
Literate	1 (5.56)	3 (7.50)	7 (15.91)	04 (17.39)	15 (12.00)
Total	18 (100.00)	40 (100.00)	44 (100.00)	23 (100.00)	125 (100.00)

Source : Field study

Even in spite of having given government provisions for learning in the past, these parents could not be educated. It is observed that it is the apathy towards the lettered knowledge. Severe poverty lack of schools in their nearby places caused them not to go to schools & not to have the knowledge of the same. This has been influencing the educational performance of their children like “as the parents so the Children.”

Thus, parental education is very crucial for the education of children. It has been often found that educated parents earn better & encourage their children for education creating a circle of education. Though examples of illiterate & uneducated parents investing & encouraging the education of their children are there but they are rather few. In a broad sense parental education is considered as an important dimension in the spread of education.

5.3 Occupation structure:

In modern industrial society, occupation & income are two very important factors in the determination of individuals' status not only the nature of occupation & amount of income but even individual's specialization in it are the important contributing factors in deciding his/her socio-economic status. The exploration into the occupational status of the respondents reveals that 46.40 percent respondents are agricultural labour 45.60 percent respondents are farmers, 4.00 percent respondents are daily wages, 1.60 percent respondents belong to self-employed category & 2.40 percent respondents are government employees this table shows that the majority of respondents are working in agriculture either or farmers.

Table : 5.3 Occupation structure of the Respondents in study area.

Occupation	SC/ST	OBC	GM/Upper Caste	Minority	Total
Agricultural labour	6 (33.33)	11 (27.50)	24 (54.56)	17 (73.91)	58 (46.40)
Farmers	10 55.56	25 (62.50)	20 (45.45)	2 (8.69)	57 (45.60)
Daily wages	2 (11.11)	1 (2.50)	0 (0.00)	2 (8.70)	5 (4.00)
Self-employees	0 (0.00)	0 (0.00)	0 (0.00)	2 (8.70)	2 (1.60)
Government servant	0 (0.00)	3 (7.50)	0 (0.00)	0 (0.00)	3 (2.40)
Total	18 (100.00)	40 (100.00)	44 (100.00)	23 (100.00)	125 (100.00)

Source Field Survey :

5.4 Mean size of the family:

As shown in this table the mean size of the family is 8.40 for the sampled households in the study area, further the mean size of the family varies with caste-

wise. For instance, it is 10.44 for SC/ST 7.60 for OBC, 7.45 for GM/upper caste & 10.00 for Minority. This shows that still SC/ST & Minority people.

Table 5.4: Mean family size in study area

Caste	Mean family size
SC/ST	10.44
OBC	7.60
GM/Upper caste	7.45
Minority	10.00
Total	8.40

Source : Field survey :

Prefer larger family than OBC or GM/upper caste in study area. Thus, it indicates that a larger family size is accompanied by high-dependency ratio adversely affecting its potential to send their children to school.

5.5 Drop – Outs:

In view of education made compulsory for the children 0-14 age group they would have been enrolled

but due to acute poverty & unawareness of the parents, few of the children would be dropping out/ discontinuing. Government has made some special provisions like Sarva Shikashana Abhiyana & others, under these dropped put children of different categories continued in study area as follows:

Number of children dropped out from the schooling in study area

Children	SC/ST	OBC	GM	Minority	Total
Boys	13 (14.77)	23 (26.14)	31 (35.23)	21 (23.86)	88 (100.00)
Girls	11 (15.94)	28 (40.58)	20 (28.99)	10 (14.49)	69 (100.00)
Total	24 (15.29)	51 (32.98)	51 (32.48)	31 (19.75)	157 (100.00)

Source field survey :

Distribution of data according to the caste in study area reveals that 15.29 percent SC/ST. 32.48 percent OBC & GM/upper caste & 19.75 percent minority students dropped their education between I-VII standard of this 35.23 percent GM/upper caste boys followed by 26.14 percent of OBC, 23.86 percent of minority & 14.77 percent of SC/ST boys dropped their education at primary level further, among girls, 40.58 percent of OBC & GM / upper caste, 14.49 percent

minority & 15.44 percent SC/ST 28.99 percent GM/upper caste discontinued their education between I-VII. Results shows that surprisingly majority of GM/upper caste boys dropped their education of primary level due to irrigation of the study area & shortage of agricultural labourers, parents insist their child do dis-continue their education & work in farms.

A number of reasons are given by the respondents for not sending their children to school,

most of parents have specified domestic constraints as the main reason behind their inability to enroll their children in school. However, the cause of dropout is also associated with school related problems apart from the domestic contingencies. In order to verify the truth by going to the root of the problem respondents were probed & questioned on manifold dimensions of their children's developmental issues. In most of the cases more than one reason was given for keeping the child out of the school.

6. Conclusions, Findings and Suggestion :

The present study was undertaken to know about the development of primary education & drop-outs in Gokak taluka of Belgaum district. The major findings of the study are as follows.

Children have left the school in the middle of the year. The reasons are school is far from their residence, Home work working in others house, child labour, married inadanaate school environment, refugee children, migrant children, afraid of teachers, Orphan children, Physically challenged children's etc.,

“In order to bring these children back to school, the government has taken actions such as (plans) three months special training (school based) with hostel and without hostel facility, Tent schools for migrant children, special schools for child labors, schools for children who are deprived from education in cities and aid for Madarasa Centres, special schools for female children in backward areas. Hostel facilities, Free uniforms, Textbooks, school bags, bicycle, Free afternoon which milk (Kshreera bhagya) etc.,”

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