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STUDY OF THE PROBLEMS OF SCHOOL DROPOUT AND ENROLMENT AMONG CHILDREN STUDYING IN GOVERNMENT PRIMARY SCHOOLS IN GADARPUR BLOCK OF UTTARAKHAND

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Abstract

Primary education plays an important role in the development and progress of any human being. In primary education, children are made aware of language as the medium of communication. They are trained in general practice and also in study skills. In this research paper, an attempt has been made to shed light on school enrolment in primary education, children who have never been enrolled in schools, the problems faced in dropout and stagnation, and related facts. The nature of this research study was a survey. In this, 33003 children in the age group of 6-14 studying in the session 2020–21 in Gadarpur, Udham Singh Nagar (Uttarakhand), were included as a selected sample by the purposeful sampling method. The schedule was used as a tool under the personal data schedule. In which issues concerning school enrolment, school dropout, reasons for never enrolling in school, and stagnation were discussed. The economic and social status of the parents in relation to the school enrolment of the children in primary education was discovered to be the biggest problem in this research study, as well as the family with a nomadic tendency, various types of physical disabilities in the children, and the children engagement in housework was also the main reason for this. Keeping in view the universalization of education, initiatives are being taken by the government and the education department to provide access to basic and primary education to all and quality education, so that a solid foundation can be developed for the future of the children. But due to many reasons like illiteracy of parents, unemployment, financial constraints, physical disability, lack of awareness, heterogeneous geographical conditions, and a lack of proper arrangements, problems related to class enrolment in basic education are prevalent even today. Hundred per cent enrolment of children in the age group of 6-14 is still a challenge. Without solving this and without providing quality basic education, it may not be possible to develop a solid foundation for the future of the individual, society and nation.

Keywords: Dropout, Enrolment, Universalization of Education, and Primary Education.

Introduction

Education is the basic means of human development. Education is an important tool for any kind of development and progress. Nothing is possible to achieve without education. The standard of living of the people can be improved through education. It plays an important role in building capacities to enhance the quality of life of the people and in providing better employment opportunities. Higher education levels lead to higher productivity and opportunities to improve health and promote social development and fair equity. The power of discretion is developed in children through education, as a result of which they develop the ability to make decisions on their own strength and thinking powers.

"Education for All" was reiterated in the National Policy on Education (1986). It was resolved in this document to provide an education system based on the principles of ability and equality for all children without regard to caste, religion, class, region, or level of poverty. It is a challenge in present times to improve the quality of primary education in our country. Primary education is the cornerstone of all education. The child will receive the same level of support throughout his childhood and will continue to develop at the same level. Emphasized education as the only and most effective means of achieving social justice and equality.

Equal and inclusive education is not only an essential goal in itself but also an essential step for building an egalitarian and inclusive society in which every citizen has the opportunity to cherish dreams, develop, and contribute to the national interest. Inclusive education pursues such goals so that the circumstances of birth or background do not hinder the opportunities of any child in the country to learn and grow. In education, it should be emphasized that bridging social grade gaps in access, participation, and learning outcomes in school education should be the main goal of all education sector development programs. Enabling mechanisms have to be developed in the educational sector to provide equal opportunities to children with special needs (CWSNs) and differently-abled children to receive a quality education at the same level as any other child. Children with disabilities have to be enabled to participate in the educational process from the elementary level up to the college level.

Sarva Shiksha Abhiyan (2000) was launched by the Government of India to achieve the universalization of primary education for a specified period of time. The provision of free and compulsory education for children in the age group of 6–14 years



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has been made a fundamental right by the 86th amendment of the Indian Constitution. Kasturba Gandhi Balika Vidyalaya Yojana (KGBVY) is also included in Sarva Shiksha Abhiyan. This scheme was started in 2004 with the goal of providing primary education to all girls. Later, this scheme merged with the Sarva Shiksha Abhiyan. Sarva Shiksha Abhiyan is a flagship program of the Government of India, which envisages the universalization of basic education in a time-bound manner. Sarva Shiksha Abhiyan mainly focuses on access to education, social and gender equality, and quality education for children. Along with this, active community participation in school management should be encouraged in order to bridge social and gender gaps. Despite decades of reforms in education through various schemes such as Operation Black Board and the District Primary Education Program (DPEP), it was felt that a large number of children were still out of the stream of education, despite the efforts made by the states to provide basic education is not enough to idealization of education.

The Right to Education Act (2009) was enacted by the Central Government with the objective of providing free and compulsory education to all children in the age group of 6–14 years. The Right to Education Act came into force on April 1, 2010. After the implementation of this act, it is mandatory to provide free education to twenty five percent of the poor children ages 6 to 14 in private schools.

Through the Balika Samridhi Yojana, efforts are being made to raise the level of education for the girl child. This is a central government scholarship program designed to provide financial assistance to young girls and their mothers who live below the poverty line. The main objective of this scheme is to improve their status in society, improve school enrolment, increase the number of girls in schools, and reduce school dropouts among girls.

The central government has implemented the "Beti Bachao, Beti Padhao" scheme to give the girl child a proper place in society through education. The aim of this is to save the girl child from social ills like gender-biased abortion and to stop the education of girls across the country and advance them in the field of education.

The National Policy on Education (NEP) 2020 recognizes the importance of a hundred per cent primary school enrolment and children's continuing education. As per the National Policy on Education (NEP) 2020, one of the primary goals of school education is to ensure that children are enrolled in school and sent to school regularly. Through initiatives such as the Sarva Shiksha Abhiyan (now Samagra Shiksha) and the Right to Education Act, India has made remarkable progress in achieving the enrolment of almost all children in primary education and reducing dropouts in recent years, although the latter figures have pointed out some serious issues related to stagnation and dropout in the school system. The GER for classes VI to VIII is 90.9 per cent, while for classes 9 to 10 and 11 to 12, it is only 79.3 per cent and 56.5 per cent, respectively. According to the 75th Round Household Survey of the NSSO in 2017-18, the number of out-of-school children between the ages of 6 and 17 is 3.22 crore. Bringing these children back into the education system as soon as possible is the country's top priority. Along with this, we have to go ahead with the target of achieving a hundred per cent gross enrolment ratio from preschool to secondary school by 2030 and also reduce the dropout rate of future students. Altogether, two initiatives will be taken so that children can return to school and further children can be prevented from dropping out. The first is to provide effective and adequate infrastructure so that all students can get safe and attractive schooling through it at all levels, from pre-primary school to class XII. Apart from providing regularly trained teachers at each level, special care should be taken to ensure that there is no shortage of infrastructure in any school. Second is that to ensure the participation of all the children in the schools, all the students will have to be tracked very carefully, as well as monitoring their learning levels to ensure that they are enrolled and attending school, and to ensure that dropouts children return and reintegrate into the mainstream if they are left behind. Adequate facilities are available for India has an ancient tradition of holistic and multidisciplinary learning. From universities such as Taxila and Nalanda, there is a wide range of literature that reveals a combination of disciplines in different fields. Ancient Indian literature such as Bana Bhatta's Kadambari defines and describes education as the knowledge of 64 arts, and these 64 arts include not only subjects such as singing and painting but also scientific fields such as chemistry and mathematics, occupational areas such as carpentry and sewing, business tasks such as medicine and engineering, as well as practical skills such as communication, discussion, and debate, and soft skills. It is the idea that all areas of human creation should be seen as art. It is the product of Indian thought. The aim of a holistic education would be to develop all human potentialities—intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such education will provide vital assistance to the all-round development of the individual in the arts, humanities, linguistics, social sciences, and vocational-technical and vocational fields.

In order to increase the literacy rate in school education through holistic education in the country and to provide the right to education to every child, continuous efforts are being made to upgrade the level of education by providing quality education. Samagra Shiksha is a central government scheme. This scheme has been made by replacing the three existing schemes, Sarva Shiksha Abhiyan



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(SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE). The scheme will cover all aspects of school education and will focus on the holistic development of students from pre-school to class XII. According to sustainable development goal (SDG) 4 of Samagra Shiksha, the school will work to ensure inclusive and equitable quality education from the pre-secondary to the higher secondary level. Provisions like providing training to Anganwadi workers, arranging sanitary pads in girls' hostels, and expanding Kasturba Gandhi schools have been included in this scheme. This scheme has been made in accordance with the recommendations of the National Education Policy. Under this scheme, in the coming years, efforts will be made to provide quality education by solving the problems of enrolment and dropout in the education system by arranging Bal Vatika, smart classes, and trained teachers in the school in a phased manner. Apart from this, infrastructure, vocational education, and creative teaching methods will be arranged for smooth and quality education in schools. Such an environment will be created for the teaching-learning process in schools, in which emphasis will be given to developing diverse backgrounds, multilingualism, and different abilities in children.

Objectives

The following were the objectives of this research study.

1. A study of school enrolment among children in the age group of 6–14 years.
2. A study of children who were never enrolled in school in the age group of 6–14 years.
3. A study of school dropout children in the age group of 6-14 years.

Method

The nature of the research study was the survey method.

Sample

Gadarpur Block in Udham Singh Nagar District of Uttarakhand was selected for the present research study. In the academic session 2020-21 of the block Gadarpur, boys and girls from classes 1–8 and 33003 boys and girls in the age group of 6–14 living in the covered area of the block were selected for the study.

Tools

The schedule was used under the personal data schedule for the collection and interpretation of data.

Data Collection

The block of Gadarpur Udham Singh Nagar District in Uttarakhand was selected for the present research study. In the academic session 2020-21 in Gadarpur block, all the children studying from class 1 to 8 and the total number of boys and girls in the age group of 6 to 14 living in the covered area, the class enrolment of boys and girls who had never enrolled in the school, and data related to children's details and school dropout were collected from the Office of the block education officer, Gadarpur, Udham Singh Nagar, Uttarakhand.

Analysis and Interpretation

Objective-1

The analysis of the data obtained from the study related to the school enrolment of children in the age group of 6-14 in the primary schools of the block Gadarpur (Udham Singh Nagar) is shown in Table-01. On perusal of the data presented in Table No. 1, it is clear that out of a total of 16998 boys in the age group of 6-14 in Gadarpur block, 16945 were enrolled in school, and 53 were not enrolled in school, boys enrolled per cent was 99.69. Similarly, out of a total of 1,6005 girls in the age group of 6-14, 15962 girls were enrolled in school, and 43 girls were left out, girls enrolled per cent was 99.73. As a result, out of 33003 children aged 6-14, 32907 were successfully enrolled in school, which per cent was 99.71, while 96 were denied enrolment in primary school. Children whose parents were aware had a good economic situation, and understood the value of education; their children were enrolled in school; and lack of awareness among parents, wealth, nomadic families, and children engaged in housework, many children were denied school enrolment due to factors such as a physical inability to participate.

Table Number-1: Study of school enrolment among children aged 6-14 years

S. N.	Group	Total Children	enrolled in school	Not enrolled in school	Enrolment%
1	Boys	16998	16945	53	99.69
2	Girls	16005	15962	43	99.73
3	Total	33003	32907	96	99.71

Source: Block Education Officer Office, Gadarpur; Udham Singh Nagar, Uttarakhand



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Objective-2

The analysis of data obtained from the study of children who were never enrolled in school in primary schools in Block Gadarpur is given in Table No.2. It is clear on the basis of the data given in Table, that 60 boys and girls in the age group of 6-14 years in Gadarpur Block could never get enrolled in the school due to various reasons. The parents of all these children used to work as labourers. According to the data, 10 boys and 10 girls were denied enrolment in school due to their involvement in housework. Similarly, 12 boys and 10 girls are suffering from multiple disabilities, 5 boys and 5 girls are suffering from mental retardation, 1 boy and 4 girls are suffering from physical disability, 1 boy is a TB patient, and 1 boy and 1 girl are suffering from hearing impairment. 1 boy and 1 girl were deprived of enrolment in primary education due to learning disabilities. It is clear from the above data that there are two main reasons why children are not enrolled in school. First, either they used to help their parents with housework or, second, they were suffering from some physical disability or disease.

Table No- 2: Study of children who were never enrolled in school aged 6-14 years

S. No.	Age of Child	Reason for not enrolled	Parents profession	Boy/Girl
1	7	Engaged in housework	Labour	Boy
2	8	Engaged in housework	Labour	Boy
3	10	Engaged in housework	Labour	Boy
4	7	Engaged in housework	Labour	Girl
5	8	Engaged in housework	Labour	Girl
6	8	Engaged in housework	Labour	Girl
7	9	Engaged in housework	Labour	Girl
8	12	Engaged in housework	Labour	Girl
9	13	Engaged in housework	Labour	Girl
10	7	Engaged in housework	Labour	Boy
11	7	Engaged in housework	Labour	Boy
12	7	Engaged in housework	Labour	Boy
13	7	Engaged in housework	Labour	Boy
14	10	Engaged in housework	Labour	Boy
15	6	Multiple disabilities	Labour	Boy
16	6	Mental retardation	Labour	Boy
17	8	Multiple disabilities	Labour	Boy
18	9	Multiple disabilities	Labour	Boy
19	9	Multiple disabilities	Labour	Boy
20	9	Multiple disabilities	Labour	Boy
21	10	Multiple disabilities	Labour	Boy
22	10	Multiple disabilities	Labour	Boy
23	10	Multiple disabilities	Labour	Boy
24	10	Multiple disabilities	Labour	Boy
25	10	Mental retardation	Labour	Boy
26	10	Multiple disabilities	Labour	Boy
27	11	Multiple disabilities	Labour	Boy
28	11	Mental retardation	Labour	Boy
29	12	Physical disability	Labour	Boy
30	12	Mental retardation	Labour	Boy
31	14	Tuberculosis disease	Labour	Boy
32	14	Multiple disabilities	Labour	Boy
33	14	Mental retardation	Labour	Boy
34	6	Physical disability	Labour	Girl
35	6	Mental retardation	Labour	Girl
36	7	Multiple disabilities	Labour	Girl
37	7	Physical disability	Labour	Girl



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38	7	Multiple disabilities	Labour	Girl
39	8	Multiple disabilities	Labour	Girl
40	8	Hearing impairment	Labour	Girl
41	8	Multiple disabilities	Labour	Girl
42	10	Multiple disabilities	Labour	Girl
43	10	Mental retardation	Labour	Girl
44	10	Mental retardation	Labour	Girl
45	10	Multiple disabilities	Labour	Girl
46	10	Learning disabilities	Labour	Girl
47	11	Physical disability	Labour	Girl
48	11	Mental retardation	Labour	Girl
49	12	Multiple disabilities	Labour	Girl
50	12	Multiple disabilities	Labour	Girl
51	12	Multiple disabilities	Labour	Girl
52	13	Mental retardation	Labour	Girl
53	14	Physical disability	Labour	Girl
54	14	Multiple disabilities	Labour	Girl
55	8	Engaged in housework	Labour	Boy
56	9	Engaged in housework	Labour	Boy
57	7	Engaged in housework	Labour	Girl
58	8	Engaged in housework	Labour	Girl
59	8	Engaged in housework	Labour	Girl
60	10	Engaged in housework	Labour	Girl

Source-Block Education officer office Gadarpur Udham Singh Nagar Uttarakhand

Objective-3

The analysis of data obtained from the study of school dropout children in primary schools in Gadarpur is given in Table No.3. On perusal of the data presented in the table, it is clear that 36 children in the age group of 6-14 have dropped out from different classes. A maximum of 10 children from classes 05, 06, and 08 have dropped out of school. Similarly, in classes 02 to 01, 03 to 01, and 07 to 04, children left school in the middle of their studies. Many reasons came to the fore behind the school exodus. A maximum of 21 children left school because of being engaged in housework. Similarly, 04 children due to mental retardation, 01 child due to physical disability, 07 children due to the nomadic nature of the family, 02 children due to lack of school, and 01 child had left school due to lack of awareness.

Table No-3 A study of school dropouts children in the age group of 6-14 years

S. N.	Age of child	Dropout class	Reason for dropout	Parents profession	Boy/Girl
1	13	10	Engaged in housework	Labour	Boy
2	12	8	Engaged in housework	Labour	Girl
3	8	2	Nomadic family	Labour	Boy
4	9	5	Nomadic family	Labour	Boy
5	9	3	Nomadic family	Labour	Boy
6	10	5	Engaged in housework	Labour	Boy
7	10	5	Nomadic family	Labour	Boy
8	12	6	Engaged in housework	Labour	Boy
9	13	8	Engaged in housework	Labour	Boy
10	13	6	Nomadic family	Labour	Boy
11	13	8	Nomadic family	Labour	Boy
12	13	6	Nomadic family	Labour	Boy
13	11	5	Lack of school	Labour	Girl
14	12	5	Engaged in housework	Labour	Girl



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15	13	5	Engaged in housework	Labour	Girl
16	13	8	Engaged in housework	Labour	Girl
17	13	5	Lack of school	Labour	Girl
18	7	5	Engaged in housework	Labour	Boy
19	11	6	Engaged in housework	Labour	Boy
20	11	6	Engaged in housework	Labour	Boy
21	11	8	Engaged in housework	Labour	Boy
22	12	6	Engaged in housework	Labour	Boy
23	12	6	Engaged in housework	Labour	Boy
24	13	9	Engaged in housework	Labour	Boy
25	7	5	Engaged in housework	Labour	Girl
26	11	6	Engaged in housework	Labour	Girl
27	13	6	Engaged in housework	Labour	Girl
28	13	6	Engaged in housework	Labour	Girl
29	13	8	Engaged in housework	Labour	Girl
30	14	10	Lack of awareness	Labour	Girl
31	13	5	Engaged in housework	Labour	Girl
32	8	7	Mental retardation	Labour	Boy
33	8	7	Physical disability	Labour	Boy
34	8	7	Mental retardation	Labour	Boy
35	8	7	Mental retardation	Labour	Boy
36	14	8	Mental retardation	Labour	Boy

Source-Block Education officer office Gadarpur Udham Singh Nagar Uttarakhand

Conclusion

It is clear from the results of the research study that the universalization of primary education and the enrolment of a hundred per cent of the children in primary education at the prescribed age, their dropout of school, and the main problems faced by the children are dropout and stagnation. Reasons such as being engaged in housework, being physically disabled, having a family of nomadic tendencies, lack of school, lack of awareness, hearing impairment, and mental retardation were found in children who were never enrolled in school. Their parents were not aware of education and did not understand the importance of education. Children who dropped out of school without completing primary education were mainly responsible for some form of physical disability, mental retardation, and family nomadic tendencies among the children. Problems such as school dropout and child enrolment were solved by making parents aware of education, understanding the importance of education, identifying the individual differences and needs of physically challenged children, and providing educational arrangements for them.

Educational Implications

It is clear from this research study that the main reasons for school dropout in primary education and never enrolling children in school are lack of awareness among parents, involvement of parents in wage work, and having a physical disability. Children whose parents used to do wages or other work and were constantly moving around for wages were either never able to take admission in schools or took admission, but their parents cannot continue the admission after some time. They used to run away from school because they were shifting places for wages. Until the parents of the children are able to know that the all-round development of the children can be done through education and the children can be able to earn their livelihood by standing on their feet in the future, such problems should be solved. It will not be possible, because unless there is a hundred per cent enrolment in primary education and continuous dropout and stagnation in schools are not maintained, it will not be possible to achieve the objectives of education, and it will also create hindrances in the progress of society and the nation. Children are the builders of the future of society and the nation. Unless and until all efforts are made to develop children through education, the overall development of individuals, society and the nation will be impossible.

Suggestions

Based on the findings of the current study, the following recommendations appear to be appropriate following the examination of school dropout and enrolment in primary education. These findings and suggestions can prove useful for education planners, administrators, and teachers for the spread of primary education and for quality education.



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1. Effective steps should be taken to identify the causes of school dropout and problems in enrolment in primary education and to address them so that the necessary environment can be created for quality education for the students and that children can achieve higher academic achievement.
2. After finding out the reasons for spending more than one year in a class in basic education, a concrete policy can be prepared for its solution.
3. To solve the problem of school dropout, stagnation and enrolment in primary education, efforts are required to make teaching practical, easy, and interesting by using teaching innovations.
4. Counsellors should be arranged in schools for the guidance of students who are failing or are depressed due to low academic achievement.
5. Necessary steps should be taken to solve problems like wastage and stagnation in primary education. For this, continuous special programs can be organized to motivate the parents and guardians.
6. Along with teaching in primary schools, proper participation of children should be ensured in co-curricular activities, and play methods, learning by doing and learning by the self-experience method should be used in teaching so that interest and confidence in teaching can be increased in children.
7. Enrolment and retention can be increased by developing all primary educational facilities in remote areas.
8. Efforts should be made to arrange proper education for disabled and physically challenged children in primary schools by establishing special teachers and special schools for them so that a hundred per cent enrolment in primary education can be achieved.

It is clear that due to non-enrolment in the prescribed class within the prescribed age in primary education, problems like wastage, stagnation and dropout prevail. Unless and until a meaningful effort is made to find out the reasons for school dropout, stagnation, and problems in enrolment in primary education and remove them, a solid foundation for the future of the nation and society cannot be developed. It would be expedient to make such an effort because the future of the nation rests on the shoulders of these boys and girls. Unless and until the all-around development of all boys and girls is done by enrolling them in schools and providing them with quality education, it will be useless to imagine the bright future of the nation.

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