Review, Examination and Validation of Data on Dropout in Karnataka

An assessment of data on dropout from schools of selected clusters in the state.

Auhtor:

Dr. G.Nagendra Prasad, PPU
DSERT, Bangalore

Bangalore

Suvarna karnataka

Department of Education
Government of Karnataka.

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Policy Planning Unit,DSERT
&
Sarva Siksha Abhiyan, Karnataka (SSA)

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Universalization of elementary education envisages that eligible children, especially in the age group of 6-14 are in the school and acquire the required qualitative and viable competencies. The special drives through Sarva Siksha Abhiyan (SSA) and Back to School Programs assume importance in view of prevailing absenteeism of eligible school children. The National Educational Policy 1986, emphasizes the fact that all the eligible children are to be covered by mainstream learning activities and those who are non enrolled are to be covered through alternative learning processes, designed to suit the needs of various types of children.

Constitutional responsibility & the efforts:

Article 45 of the constitution proposes to provide free and compulsory education for all children in the age group of 6-14. By ratifying the UN Convention of other Rights of Children (CRC) in 1992, the government of India also committed to create an appropriate environment for survival, protection and development of children. The 83rd Constitutional Amendment bill, 1997 seeks to provide free education for all children up to the age of 14 years as a ***Fundamental Right***. National Policy on Education (NPE) 1992 redefined the educational priorities and made an attempt to address the issue of access, quality and equity in educational processes. Program of Action (POA) 1992 has emphasized that enrollment by itself is of no importance if child does not continue education. Hence, retention of a child in the school till elementary education is completed assumes importance.

The recent Education Bill proposed in the Parliament intends to raise the issue of covering all the eligible children through compulsory education. Inspite of many schemes and programs, the goal of universalization of elementary education is still elusive and yet to be achieved. The target of 100 percent literacy in the country is far away, as there are dropout children from the schools. Of those who have been enrolled through special enrollment drives, a countable number of children are unable to continue education due to various reasons. Continuous absenteeism and the dropout are certain pertinent issues to be addressed before providing quality education. Thus, dropout of children is a matter of concern.

Nature of Dropout:

Dropout is influenced by a series of independent factors (variables), namely school environment, socio-economic and socio-psychological factors, prevalence of child labour, age of the child, negative attitude of parents towards education and need to earn livelihood at an early stage of life among certain sections of children. Coupled with the above, family migrations, changes in residence are also responsible for dropout. Among the measures to reduce the rate of dropout and wastage, non promotion of children, repetition of admission (double admission), migration and change of residence are important.

Adopted Definition of dropout (Conceptual understanding for the study)

Under normal circumstances, dropout indicates continuous absenteeism of a child to school. But the duration of absenteeism varies according to the adopted frame of time. For the present study, it is understood and considered that any child who is absent to class continuously for one calendar month (30 days) for any reason is a dropout. However, the reasons like child health, parental or child disinterest to attend the school for a period of more than 30 days is required to be verified by the local teachers and corrective measures are to be initiated to make the child attend the school regularly. Presuming that the teachers initiate such action to address dropout and by providing allowance to various other factors like migration, change of residence and issuance of TC by the teachers, any absenteeism is considered voluntary and requires to be addressed.

There are number of ways through which retention and dropout are measured. Hundred minus retention rate is termed as gross dropout rate which includes repeaters. Separating the repeaters (Failures and those taken TC, assuming that those who have taken are within the system) total dropout is arrived at. Total dropout has two parts (i) Manageable Dropout and (ii) Net Dropout. The former is being addressed by the department through certain alternative education programs including tent schools. Where as net dropout is voluntary and requires measures to sensitize and mobilize the community. Enrollment, attendance marked by the teachers and actual attendance of children in a class are important and provide some basis to estimate the level of absenteeism of students in a school. If enrollment in a class during a specified year is **'X'**, reduction in number of children would have occurred due to transition. The following factors are largely responsible:

Factors responsible for dropout:

- ⇔ When a child does not attend the school regularly and fail in a class at primary level because of lack of required attendance in an academic year.
    - Within the above, the child would have been absent for the school as a result of health problems, temporary migration of family to other place or change of residence.
    - When a child is entangled with subsidiary or family occupations, continuous absenteeism to school may also occur.
- ⇔ When a child takes Transfer Certificate and joins other school, it is presumed that the child is within the system, left the present school and joined the other school.
- ⇔ When a child is absent to school due death.
- ⇔ Besides the above reasons, any dropout to school by the child is considered voluntary and is described in the analysis as ***Net dropout***, because dropout due to the above factors can be addressed in one way or the other by designing a specific program of action.

Absenteeism by children from schools, especially in a class is characterized by ***Non retention*** which includes ***Dropout*** also**.** Retention of children is as important as enrollment, as it indicates school effectiveness. But all the children in a class may not be promoted to subsequent higher class due to failure and lack of attendance, if it is at the primary level. The listed reasons above include both ***Internal*** as well as ***External*** factors to the system. Retention can be ensured by managing the ***internal*** factors and can be controlled by initiating action within the system. ***Dropout*** consists of ***internal*** as well as ***external*** factors. If 100 children are enrolled in a specific year in standard 1, 85 might be eligible for promotion to class 2. The remaining 15 children might be classified under ***(i) failures, (ii) those opted for TC and (iii) those who have left the school voluntarily for various reasons.*** The first two components (i) & (ii) relate to transition where the participation of the child will be within the system, the last component i.e ***(iii)*** is categorized as ***Net dropout*** which indicates children out of the system and requires to be addressed urgently through an action plan. Symbolically, the computation procedure is presented below:

Denotations used in measuring dropout:

- ∑ **En.t1** = Total Enrollment of children as per attendance in **t1** year (first Std.) in a school. (Entry level enrollment)
- ∑ **En.t8** = Total Enrollment of children as per attendance in **t8** year (Eighth Std.) in a school. (Retention)

∑ **En.t1 = En.t8+ Nr…**……1

Where, **Nr** includes two components, namely **Nr1+Dt** ……2

Nr1 = Non-retention, due to issuance of **TC** and failures **(F1)** only → Can be managed & addressed within the system internally. This also includes **Dt** (total Dropout) which is → Both internal & External.

Nr1 = F1+Tc……..3

F1 = Failures & **Tc** = Issuance of Transfer Certificate to the child who is assumed to be within the system.

Dt (total Dropout) can further be classified into two Parts.

Dt = **Dt1 + Dt2……4**

Dt1 = Dropout due to migration & change of address---→ Internal, Can be Managed & addressed by devising special programs. This would also Include admission repetition due to change of school by the child.

Dt1= Mtn+Cr+Ar……..5

Mtn = Migration of the family for some specified period along with the child.

Cr = Change of residence by the household along with the child.

Ar = Admission repetition occurs when a new school is opened in the vicinity and admission continues in the present school. It also occurs due to shift of child to other English medium private school if the parent of the child desires admission in it.

Dt2 is purely voluntary decision of the household or a child to be a dropout. Some times it may be due to death of the child, psychological inert due to failure----→ Purely external and envisages initiation of persuasive methods through sensitization and mobilization programs. In the present analysis ***Dt1*** = Manageable dropout & ***Dt2*** is referred to as ***Net dropout.***

Conversely,

∑ **En.t8 = En.t1 – Nr = Z** i.e

∑ Difference in enrollment between **En.t1 and Ent8** (**Z**) includes (**Nr**) and Total Dropout (**Dt**))

In the present assessment study such factors are separated and efforts are made to understand the net dropout of children from the school.

General Effects of dropout

Dropout of children from learning activities is a tremendous waste of child potential as it involves economic and social implications for future human power development. Dropout from the school has the following effects:

a) Wastage of financial resources and child power
b) Thereby it affects socio-economic development of the nation
c) Child labor may get bred up without formal education to children.
d) Provision of quality education will be elusive.
e) Equity issues can not be addressed.
f) Socio-economic discriminatory process may mop up.
g) Perpetual dropout makes it difficult to reach 100% literacy (national goal).

Need for assessment.

The school administration reports the figures of attendance, enrollment and retention to the BEO usually by the end of June and July every year after obtaining the figures from school records, annual census and through special drives. It is observed that there are variations between the reported figures and those actually exist at the school level. Hence, the enquiry is necessitated to organize it meticulously to draw certain inferences by selecting all the schools in a cluster and validate the data.

Objectives of the study

The following objectives are kept in mind while taking up an in-depth assessment / inquiry:

1. By this exercise, it is expected that variations in the reported figures of enrollment and dropout are understood and is expected that such variations are acknowledged.
2. To understand the variations in reported data on retention and dropout vis-à-vis the average and the actual child attendance on the day of visit.
3. To note and understand the reasons for variations among the reported figures of enrollment, retention attendance and dropout.
4. Based on the inferences drawn for variations, to understand and approximate the varying patterns by validation.
5. The study understands whether the enrollment is the basis for some of the incentive programs like mid-day meals and free supply of text books.
6. To take note of net increase in enrollment through special drives, like Chinnara Angala, Special and Voluntary admission drives that enable and motivate the out of school children for mainstream learning.

Besides observing the above objectives, the process of assessment tried to test the following hypotheses. The hypothesis has been formulated based on the observed facts and the experience. Testing them would have implications for policy planning.

Hypothesis:

The assessment process tried to test the hypotheses that:

1. There is no difference among the reported dropout figures and actual dropout at the school level.

Methodology of assessment study

(a) Sample selection:

The study included an intensive but a representative sample, covering all the dimensions of the issue and the general/average educational characteristic features of the state. Study of this nature supposes to have a sample selected purposively keeping in view the educational progress of the region. There are 176 revenue blocks and 202 educational blocks in the state. The revenue blocks have clearly defined geographical boundaries and the number of BRCs is in conformity with the number of revenue blocks of the state. The state has 4 revenue divisions and the study covered a cluster from a block in each revenue division. Thus, 4 clusters from four blocks are selected for the study and all the schools (LPS & HPS) in the clusters are covered in the sample. The findings emerged from the study are presented separately for each cluster.

(b) Criteria for selection of blocks/clusters

Though selection of blocks is purposive, it takes into consideration primarily the backwardness of the block not only in economic and social terms but also its educational backwardness. Based on the house -to -house survey organized by SSA during the year 2004-05, two blocks with relatively high dropout and another 2 blocks with relatively

low dropout are selected for the study. The following are the blocks selected for the study as sample:

1. Bijapur ® Block in Bijapur District.- Reportedly high dropout rate
2. Bangarpet/KGF Block in Kolar District- Reportedly low dropout rate
3. Devadurga Block in Raichur District- Reportedly high dropout rate
4. Kundapur Block in Udupi District- Reportedly low dropout rate

(c) Selection of clusters:

It is decided that four clusters form the above blocks, one from each revenue division is selected for this enquiry. While selecting the clusters in a block again two clusters with relatively low reported dropout rate - Koni Cluster in Kundapur Block of Udupi district & Kalavanchi cluster in Bangarpet/KGF of Kolar District and another two clusters with relatively high reported dropout rate, - Devadurga ® in Devadurga Block of Raichur district & Bijapur ® in Bijapur ® Block of Bijapur District. Thus, four clusters from 4 blocks/districts as given in the following table are selected and all the schools in the cluster are covered for assessment with the intention of making cross-comparisons and thereby to analyze and understand the patterns of variations in the data on dropout. The actual dropout figures vis-à-vis those reported by the teachers are assessed by noting the attendance marked by the teachers and by class-wise head count of children on the day of visit.

Table-1

Details of sample

Sl No.	**Name of the District / Taluk**	**Name of the cluster**	**No. of schools covered.***
1	Bijapur District – Bijapur Rural Block. (With Highest Dropout)	Nagathana	29
1	Kolar District- Bangarpet/KGF block (With Lowest dropout)	Kalavanchi	21
2	Raichur district – Devadurga ® taluk (With Highest Dropout)	Devadurga	25
3	Udipi District - Kundapur taluk (With Lowest dropout)	Koni	23
	Total	**4**	**98**

(d) Sources of data.

The sources of collecting the data included school records and head count of children in each class. They included the attendance register, the MMR report sent by the head teachers to the CRC and the BEO, enrollment register and some of the basic records like attendance of teachers, number of teacher posts sanctioned and those deputed to other places. Besides the above sources, secondary data as emerged from EMIS (2004-05) was the basis to compare and make an assessment on the viability of dropout data.

(e) Tools for the study and orientation on data collection to the field personnel.

Tools were designed specifically to collect the information from the schools (Vide Annexure-1). They were the basis to interact with the teachers and collect the information from school records. High school teachers who do not necessarily belong to the same cluster have been selected to collect the information. The tools designed were pre-tested on 7-12-2005 in a selected school. Teachers were oriented about the purpose for which assessment is undertaken on 9-12-2005. Actual data collection started from 12-12-2005 and is completed by 20th December 2005. Initial scrutiny of collected data was done by the Dy.PC /APC of respective districts and the schedules were sent to PPU/DSERT by 30th December 2005. Coding the data, its entry into the system, scrutiny, classification and file structuring took time up to 7th January 2006. Information collected by using the tools largely provided required insights into the concept of net dropout in schools (LPS & HPS) from 4 clusters.

(f) Presentation of the report:

The report is presented in different sections.

- ⇔ Section-1 describes the sample profile and the adjustments made in data with reasons for such adjustments.
- ⇔ Section-2 describes enrollment and the dropout scenario in the state of Karnataka.
- ⇔ Section-3 presents the variations in enrollment between actual and the reported figures.
- ⇔ Section-4 enlists the cohort analysis and separates the factors responsible for dropout through a model, its average, the actual attendance and the one marked by the teachers vis-à-vis that of the actual attendance by head count in each class on the day of visit.
- ⇔ Section-5 tries to make an effort to understand whether the actual enrollment is the basis for certain programs like Mid-day-meals and the text book distribution.
- ⇔ Section-6 broadly presents the summary on discernable variations in enrollment data and the recommendations there of.

Section -1

1. Sample Profile:

From 4 clusters and 4 Blocks/districts and from 14 Gram Panchayats, 98 schools are covered in the sample. Out of 98 schools, 55 are LPS and 43 are HPS. Cluster-wise distribution of the sample according to level and type of schools is given in Table-2

Table-2

Cluster-wise distribution of sample according to Level and type of school

Type of school	Level of school*		
	LPS	HPS	Total
Govt	52 53.1%	39 39.8%	91 92.9%
Aided	1 1.0%	4 4.1%	5 5.1%
Unaided	2 2.0%	-	2 2.0%
Total	55 56.1%	43 43.9%	98 100.0%

* Percentages are in the total sample

Nearly 93 percent of the schools from four clusters are the government schools and the remaining 7 percent are the aided and unaided schools. In clusters of Kolar and Raichur districts only government schools are there and in Udupi and Bijapur districts private unaided schools are there. Cluster-wise distribution of schools is presented in Table-3.

Table-3
Distribution of schools according to Type of school and the cluster.

Type of school	Nagathana	Kalavanchi	Devadurga	Koni	Total
Govt	28 28.6%	21 21.4%	25 25.5%	17 17.3%	**91** **92.9%**
Aided				5 5.1%	**5** **5.1%**
Unaided	1 1.0%			1 1.0%	**2** **2.0%**
Total	29 29.6%	21 21.4%	25 25.5%	23 23.5%	**98** **100.0%**

The analysis of the study thus focuses more on the government schools and partly its focus is on the aided and unaided schools in selected clusters.

In all the schools (98), there are 254 sanctioned posts of teachers. Out of which 216 teachers, i.e 85 per cent are working in their respective schools and the remaining 15 percent are deputed to other schools. There are about 6 schools which have been started during the year 2005-06. In some of these schools, there are no sanctioned posts. Teachers from other schools are deputed and are working. Table-4 gives the details of teacher position in schools.

Table-4

Cluster	Sa Posts	Pre-staff	Depstaff
Nagathana	77	69	8
Klavanchi	23	19	4
Devadurga	36	28	8
Koni	118	100	18
Total	**254**	**216**	**38**

1.1 Data Adjustments for comparisons:

Data from 98 sample schools elicit variations in actual enrollment in schools as per the attendance registers and the reported figures as per MMR. At the stage of analysis, the information from some of the schools is not directly compatible to facilitate for cross comparisons due to missing values of the reported figures of enrollment. The following are the reasons to have missing values.

- ⇔ New schools started during the year 2005-06 (3 Schools)
- ⇔ In one school it is reported that no MMR figures are available (1 school)
- ⇔ Three schools are upgraded and separated as HPS in Koni Cluster of Udupi district (3 schools)
- ⇔ One school is a girls' school where enrollment figures of boys are not available and hence could not be clubbed together for comparisons. (1 School).

Thus, out of 98 schools, 8 schools are eliminated to make comparisons for variations between the actual figures as per the attendance register and the reported enrollment. The remaining 90 school were considered for analysis of variance. Among 8 schools from which missing values for the reported figures have occurred, 3 schools are LPS and 5 schools are HPS. Thus 90 schools are selected for comparisons and variations are assessed separately both for LPH and HPS. Out of 90 schools filtered for analysis, 52 are LPS and the remaining 38 are HPS. From first set, comparisons are made for LPS i.e. from 1 to 5 standards for three years – 2003, 2004 and for 2005. Another set of comparisons are for HPS i.e. from 1 to 8 standards for consecutively three years – 2003, 2004 and for 2005. Variations in enrollment are calculated for each class separately from LPS and HPS. Thus, class-wise variations are assessed in LPS for 3 years and similarly for HPS. Based on this, it would be possible to understand class-wise variations in enrollment as per the attendance register and the reported figures of enrollment in percentage terms.

1.2 GPs covered in the sample:

There are 14 Grampanchayats in the clusters covered for the study. They have been listed below for the sake of clarity on coverage:

Table-5

Sl. No	Name of the Grampanchayat	Cluster	Block	District
1	Jambagi	Nagathana	Bijapur®	Bijapur
2	Nagathana	Nagathana	Bijapur®	Bijapur
3	Aliabad	Nagathana	Bijapur®	Bijapur
4	Bartigi	Nagathana	Bijapur®	Bijapur
5	Tuppanahalli	Kalavanchi	B.Pet/KGF	Kolar
6	Donimadugu	Kalavanchi	B.Pet/KGF	Kolar
7	K.Irabagera	Devadurga ®	Devadurga	Raichur
8	Doddamballi	Devadurga ®	Devadurga	Raichur
9	Karigudda	Devadurga ®	Devadurga	Raichur
10	Kavradi	Koni	Kundapur	Udupi
11	Angalli	Koni	Kundapur	Udupi
12	Basur	Koni	Kundapur	Udupi
13	Koni	Koni	Kundapur	Udupi
14	Balakur	Koni	Kundapur	Udupi

Section-2

2. Current scenario in the state:

There are about 53,461 schools in Karnataka state, out of which the Lower Primary Schools (LPS) are 26,645 and the Higher Primary Schools (HPS) are 26,816. As per the EMIS data from SSA for the year 2004-05, enrollment of children from class 1 to 5 standard is 58.20 lakhs and from standard 6th to 7th is 20.80 lakhs. The total figure of enrollment from 1 to 7th by 2004-05 is 79.00 laks. The child population as given by the EMIS data in the age group of 6-14 by the end of 2004-05 is 76.20 lakhs. This indicates inconsistency in terms of keeping the track of school going children in the state. The reasons for such an ambiguity generally are:

- ⇨ There is a possibility of under aged children enrolled in the schools. This means that the children in the age group of 5 -14 might also be enrolled.
- ⇨ The pre-primary education system in government schools is existent through Anganawadi centers and the children who have been otherwise attending the Anganawadi centers too might have got enrolled in the school registers.
- ⇨ Thus, variations between child population and enrollment are cognizable.

2.1 The **paradoxical situation**

It would be useful if the reasons for such discrepancy in data are understood and subsequently to assess the number of dropout children. As such, the following aspects assume importance:

- ⇨ Can the rates of dropout be collected school-wise and understand the problem through a sample study?
- ⇨ What are the existing realities at the school level?
- ⇨ What should be the alternative course of action to address the problem?

2.2 Review of Studies:

Data regarding enrollment, retention and dropout are available in schools, consolidated cluster and block–wise. These figures flow up to the state level. In order to understand the status of dropout in the state, SSA conducted the following studies:

- ⇨ Cohort Study 2004-05.
- ⇨ House to house survey during 2004-05
- ⇨ EMIS data

2.3 Cohort Study

The study intended to understand retention and dropout of children with an intension of tracking the year-wise dropout and to understand continuance or discontinuance of a child from class 1 to 7 standards during the year 2004-05. This could not correlate with the outcome as emerged from the subsequent similar studies conducted by the SSA. As such, they could were not compatible to actual attendance at the school level. The

interventions for alternative schooling, thus could not either fetch the envisaged benefits or could cover all the out of school children in the state. The dropout rate as per this study for lower primary schools in the state was 9.33 percent and for Higher Primary schools it was 14.47 percent

2.4 House to house survey during 2004-05

House to house survey was conducted during the year 2004-05 by SSA with an intension of preparing a data base on out of school children and to track each child individually. SSA also made an attempt to consolidate the data through ICR method to find out the child-wise reasons for dropout. This was intended to be followed up by initiating the facilities like Chinnara Angala in the habitations, where 15 such children are found for opening a Chinnara Angala center - an alternative mechanism to bring out of school children into mainstream learning activities. As per the house to house survey (Children Census 2005) the drop out rate of children in the age group of 7-14 years during the year 2004-05 is 1.54 per cent. (As provided by the SSA in its booklet on district-wise facts and figures). Thus, there is no unanimity in the emerged patterns and they were not near to coincide with each other. Hence, an effort is made to understand variations in dropout and attendance in schools by selecting sample from four revenue divisions of the state and thereby to understand the variations between the reported and actual figures of dropout.

2.5 NIEPA's estimation on Dropout in the state:

Elementary Education in India , an analytical report 2003 published by NIEPA indicates 31 percent as differential in enrollment from class 1 to 7th in the state of Karnataka .This is yet another estimate based on the selected statistics from the state.

Section -3

3.1 Variations in enrollment:

Enrollment as an indicator of educational progress is an important base to understand access to education and the required infrastructure facilities. Based on it, deployment of teachers and educational management decisions are taken. It is the basis for numerous programs like, free supply of text books, uniforms and mid-day- meals. Enrollment of a school decides the quantum of requirement for the above programs. As a first initiative in the assessment process, variations in enrollment are attempted.

3.2 Sources of tracking the enrollment details:

The source of tracking the details of enrollment in a school is basically through enrollment register. To a larger extent, the enrollment figures through attendance register provide actual class-wise enrollment in a school. As such, the details are collected for 3 years from 2003-04 to 2005-06. Similarly, enrollment details as reported through MMR are also collected for the same years to understand whether there exist any variations between the actual enrollment as per the attendance register and the reported figures of enrollment through MMR. From 98 schools, as stated earlier, 90

schools could provide comparable data. As such, analysis for this aspect is confined to 90 schools which have thrown up comparable and reliable data. Table-6 provides enrollment details of the state, selected districts, blocks and the observed enrollment details during 05-06 of the clusters.

Table-6

Enrollment Details of the state and the selected districts, Blocks and Clusters.

Sl. No		Enrollment in 2004-05(1 to 7th)*		
	District	**Boys**	**Girls**	**Total**
1	Bijapur	192997 (4.7)	169622 (4.4)	362619 (4.5)
2	Kolar	194463 (4.7)	186518 (4.8)	380981 (4.8)
3	Raichur	153827 (3.7)	136255 (3.5)	289682 (3.6)
4	Udupi	73871 (1.8)	67923 (1.7)	141794 (1.7)
	Total	**615158 (15.0)**	**560318 (14.7)**	**1175076** ** **(14.8)**
	Block	**Enrollment in 2004-05(1 to 7th)***		
4	Bijapur ®	60689 (31.4)	54702 (32.2)	115391 (31.8)
5	B.Pet/KGF	31733 (16.3)	30268 (16.2)	62001 (16.2)
6	Devadurga	22683 (14.7)	19779 (14.5)	42462 (14.6)
7	Kundapura	27382 (37.0)	25396 (37.3)	52778 (37.2)
	Total	**142487 (23.1)**	**130163 (23.2)**	**272632 (23.2)**
	Selected Clusters	**Enrollment As per attendance (05-06)**		
	Nagathana	2299 (3.7)	2110 (3.8)	4409 (3.8)
	Kalavanchi	991 (3.1)	953 (3.1)	1944 (3.10)
	Devadurga	1781 (7.8)	1520 (7.7)	3301 (7.7)
	Koni	1755 (6.4)	1653 (6.5)	3408 (6.4)
	Total	**6826 (4.7)**	**6236 (4.7)**	**13062 (4.7)**
	State	**Enrollment in 2004-05(1 to 7th)***		
	All Dts Enrlt of Edu Dept. (04-05)	2874382	2802167	5676549
	Enrollment when included schools of other Depts. (04-05)	4090528	3810205	7900733

* Enrollment of education and that of the other schools.

** District %ages in the state, Block %ages in district, Cluster %ages in the Blocks are worked for comparison.

Table-6-A

Cluster & class-wise enrollment details as per the attendance register						
Standard	**Gender**	**Nagathana**	**Kalavanchi**	**Devadurga (R)**	**Koni**	**Total**
	Boys	381	143	378	181	**1083**
	Girls	353	152	300	179	**984**
1st Std.	**Total**	**734**	**295**	**678**	**360**	**2067**
	Boys	314	125	363	176	**978**
	Girls	291	151	315	194	**951**
2nd Std	**Total**	**605**	**276**	**678**	**370**	**1929**
	Boys	365	165	298	208	**1036**
	Girls	344	152	276	204	**976**
3rd Std	**Total**	**709**	**317**	**574**	**412**	**2012**
	Boys	359	152	271	210	**992**
	Girls	328	139	281	184	**932**
4th Std	**Total**	**687**	**291**	**552**	**394**	**1924**
	Boys	329	175	283	250	**1037**
	Girls	320	154	247	225	**946**
5th Std	**Total**	**649**	**329**	**530**	**475**	**1983**
	Boys	286	108	116	241	**751**
	Girls	237	90	70	229	**626**
6th Std	**Total**	**523**	**198**	**186**	**470**	**1377**
	Boys	227	97	72	258	**654**
	Girls	204	91	31	229	**555**
7th Std	**Total**	**431**	**188**	**103**	**487**	**1209**
	Boys	38	26	0	231	**295**
	Girls	33	24	0	209	**266**
8th std	**Total**	**71**	**50**	**0**	**440**	**561**
	Boys	2299	991	1781	1755	6826
	Girls	2110	953	1520	1653	6236
Total	**G.Total**	**4409**	**1944**	**3301**	**3408**	**13062**

Table-6 and 6-A give total enrollment in schools of Districts, Blocks and clusters. In the above table, percentage composition of enrollment of a block in the district is given and the district's percentage composition in total enrollment of the state is also provided. Total enrollment of all 4 clusters in the state enrollment of 2004-05 is 0.16 percent. In order to understand the existing variations in enrollment, an attempt has been made to collect class-wise enrollment figures as per the attendance register and those reported to the BEO on monthly basis through MMR. Enrollment figures of 98 schools from 4 clusters indicate class-wise enrollment during the year 05-06 as per the attendance register. (vide tables 8 & 9)

These figures are compared with the reported figures and the variations in percentage terms are understood. However, while making the comparisons, 8 schools for which missing values exist is eliminated from the analysis and the remaining 90 schools are considered for comparison. The summarized enrollment figures of 90 schools along with

percentage variations over the actual enrollment as per the attendance register during the year 2005-06 are presented in Table-7.

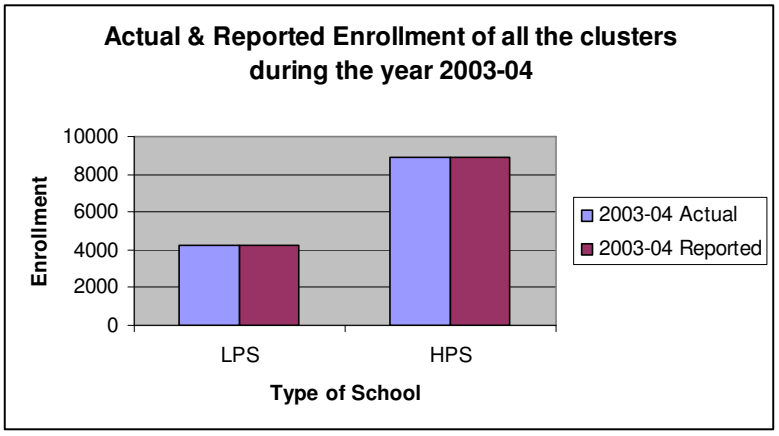
Table-7

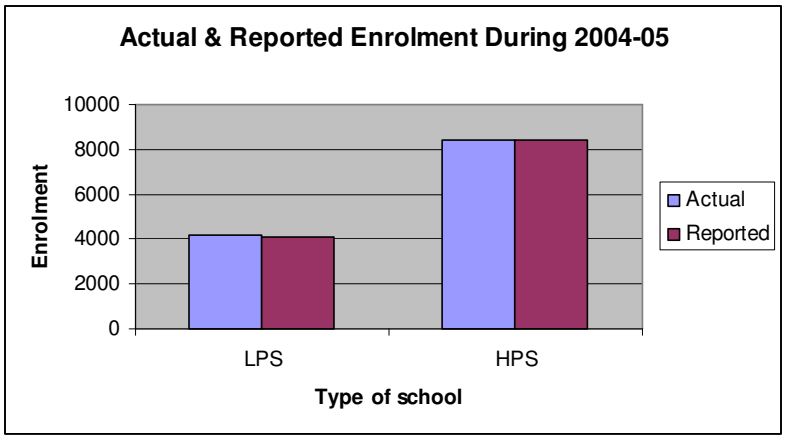
Year-wise Enrollment as per the Attendance Register and the Reported enrollment, their variations for LPS & HPS of 4 selected clusters.

Type of school/ Year	2003-04			2004-05			2005-06		
	Actual	Reported	%age of variation	Actual	Reported	%age of variation	Actual	Reported	%age of variation
LPS	4221	4211	-0.24	4159	4131	-0.67	4058	4023	-0.86
HPS	8915	8929	0.16	8417	8410	-0.08	7807	7858	0.65
Total	13136	13140	0.03	12576	12541	-0.28	11865	11881	0.13

It can be seen from the above table that there are no significant changes in the reported enrollment over the enrollment as reflected through the attendance register. Marginal variations are discernable for the year 2003-04 and 2005-06. During the year 2004-05, reported enrollment figures are negative (-0.28). Marginal variations during the year 2003-04 and 2005-06 are compensated by down side reported enrollment during the year 2004-05. This indicates that there are no significant variations between enrollment as per the attendance register and the reported figures of enrollment.

The reported figures of enrolment for the year 2004-2005 in the state are 79 lakhs for the whole state. However, the figures of actual enrollment during the year for all the clusters is reported to be less to the tune of -0.28 as shown in table -7.




Actual & Reported Enrolment During 2004-05
10000
8000
6000
4000
2000
0
Enrolment
LPS
HPS
Type of school
Actual
Reported

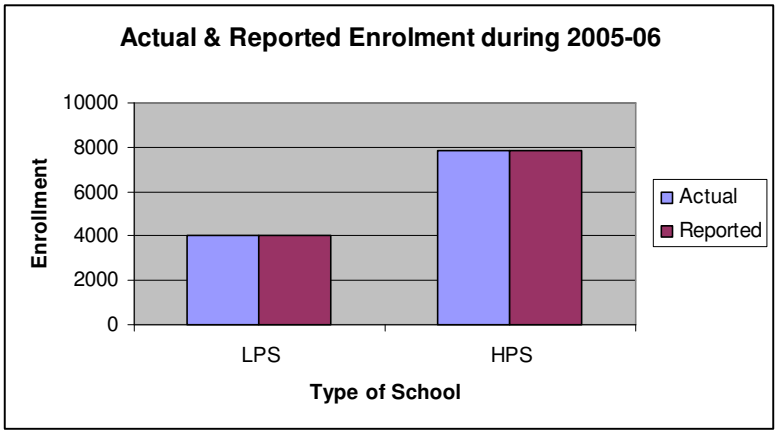

Actual & Reported Enrolment during 2005-06
10000
8000
6000
4000
2000
0
Enrollment
LPS
HPS
Type of School
Actual
Reported

Table-8

Enrollment as per the Attendance Register & the Reported Enrollment for the year 2003-04 for Lower Primary Schools (1 to 5th) - Both Boys & Girls. Data Adjusted of 52 L.P.Schools out of 90 filtered Schools for missing values

Std.	Clusters												Total Enrlt as per Attndance	Reported Enrlt figure	Toal %age variation
	Nagthana			Kalavanchi			Devadurga®			Koni					
	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation			
I std	202	195	-3.47	262	259	-1.15	403	423	4.96	53	53	0.00	920	930	**1.09**
II std	183	177	-3.28	240	239	-0.42	426	424	-0.47	39	39	0.00	888	879	**-1.01**
III Std	160	150	-6.25	271	271	0.00	449	459	2.23	32	32	0.00	912	912	**0.00**
IV std	139	131	-5.76	191	191	0.00	401	408	1.75	35	35	0.00	766	765	**-0.13**
V Std	136	131	-3.68	210	210	0.00	367	362	-1.36	22	22	0.00	735	725	**-1.36**
Total	**820**	**784**	**-4.39**	**1174**	**1170**	**-0.34**	**2046**	**2076**	**1.47**	**181**	**181**	**0.00**	**4221**	**4211**	**-0.24**

Enrollment as per the Attendance Register & the Reported Enrollment for the year 2004-05 for Lower Primary Schools(1 to 5th) Both Boys & Girls. Data Adjusted of 52 L.P.Schools out of 90 filtered Schools for missing values

Std.	Clusters												Total Enrlt as per Attendance	Reported Enrlt figure	Total %age variation
	Nagthana			Kalavanchi			Devadurga®			Koni					
	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation			
I std	159	153	-3.77	242	243	0.41	454	474	4.41	44	44	0.00	899	914	**1.67**
II std	202	194	-3.96	255	255	0.00	383	368	-3.92	49	49	0.00	889	866	**-2.59**
III Std	170	165	-2.94	238	238	0.00	406	396	-2.46	31	31	0.00	845	830	**-1.78**
IV std	152	143	-5.92	264	264	0.00	400	412	3.00	32	32	0.00	848	851	**0.35**
V Std	122	114	-6.56	190	189	-0.53	336	337	0.30	30	30	0.00	678	670	**-1.18**
Total	**805**	**769**	**-4.47**	**1189**	**1189**	**0.00**	**1979**	**1987**	**0.40**	**186**	**186**	**0.00**	**4159**	**4131**	**-0.67**

Enrollment as per the Attendance Register & the Reported Enrollment for the year 2005-06 for Lower Primary Schools (1 to 5th) - Both Boys & Girls. Data Adjusted of 52 L.P.Schools out to 90 filtered Schools for missing values															
	Clusters														
Std.	Nagthana			Kalavanchi			Devadurga®			Koni			Total Enrlt as per Attendance	Reported Enrlt figure	Toal %age variation
	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation			
I std	214	213	-0.47	228	228	0.00	375	383	2.13	51	51	0.00	868	875	**0.81**
II std	161	155	-3.73	224	223	-0.45	401	405	1.00	40	40	0.00	826	823	**-0.36**
III Std	197	192	-2.54	250	249	-0.40	351	327	-6.84	49	49	0.00	847	817	**-3.54**
IV std	153	149	-2.61	229	220	-3.93	353	334	-5.38	33	33	0.00	768	736	**-4.17**
V Std	124	115	-7.26	254	255	0.39	343	374	9.04	28	28	0.00	749	772	**3.07**
Total	**849**	**824**	**-2.94**	**1185**	**1175**	**-0.84**	**1823**	**1823**	**0.00**	**201**	**201**	**0.00**	**4058**	**4023**	**-0.86**

HPS-Table-9

Enrollment as per the Attendance Register & the Reported Enrollment for the year 2003-04 for Higher Primary Schools (1 to 8th) Both Boys & Girls. Data Adjusted to 38 H.P.Schools out of 90 filtered Schools for missing values															
	Clusters														
Std,	Nagthana			Kalavanchi			Devadurga®			Koni			Total Enrlt as per Attendance	Reported Enrlt figure	Toal %age variation
	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation			
I std	403	403	0.00	73	73	0.00	329	314	-4.56	375	375	0.00	1180	1165	**-1.27**
II std	476	475	-0.21	68	68	0.00	338	333	-1.48	348	356	2.30	1230	1232	**0.16**
III Std	481	481	0.00	74	74	0.00	310	303	-2.26	437	439	0.46	1302	1297	**-0.38**
IV std	432	432	0.00	67	67	0.00	282	273	-3.19	432	432	0.00	1213	1204	**-0.74**
V Std	515	525	1.94	67	67	0.00	182	179	-1.65	464	469	1.08	1228	1240	**0.98**
VI Std	500	500	0.00	227	227	0.00	195	192	-1.54	553	556	0.54	1475	1475	**0.00**
VII Std	319	319	0.00	176	176	0.00	112	107	-4.46	494	530	7.29	1101	1132	**2.82**
VIII Std	52	52	0.00	42	42	0.00	0	0	0.00	92	90	-2.17	186	184	**-1.08**
Total	**3178**	**3187**	**0.28**	**794**	**794**	**0.00**	**1748**	**1701**	**-2.69**	**3195**	**3247**	**1.63**	**8915**	**8929**	**0.16**

Enrollment as per the Attendance Register & the Reported Enrollment for the year 2004-05 for Higher Primary Schools (1 to 8th) - Both Boys & Girls. Data Adjusted to 38 H.P.Schools out of 90 filtered Schools for missing values

Clusters															
Std.	Nagthana			Kalavanchi			Devadurga®			Koni			Total Enrlt as per Attndance	Reported Enrlt figure	Toal %age variation
	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation			
I std	317	317	0.00	55	55	0.00	304	298	-1.97	340	340	0.00	1016	1010	**-0.59**
II std	419	405	-3.34	69	69	0.00	287	282	-1.74	334	359	7.49	1109	1115	**0.54**
III Std	478	468	-2.09	61	61	0.00	286	270	-5.59	355	355	0.00	1180	1154	**-2.20**
IV std	432	434	0.46	70	70	0.00	237	233	-1.69	442	443	0.23	1181	1180	**-0.08**
V Std	440	441	0.23	68	68	0.00	198	197	-0.51	418	441	5.50	1124	1147	**2.05**
VI Std	434	433	-0.23	211	211	0.00	191	189	-1.05	509	508	-0.20	1345	1341	**-0.30**
VII Std	429	429	0.00	201	202	0.50	146	143	-2.05	518	520	0.39	1294	1294	**0.00**
VIII Std	32	32	0.00	40	41	2.50	0	0	0.00	96	96	0.00	168	169	**0.60**
Total	**2981**	**2959**	**-0.74**	**775**	**777**	**0.26**	**1649**	**1612**	**-2.24**	**3012**	**3062**	**1.66**	**8417**	**8410**	**-0.08**

Enrollment as per the Attendance Register & the Reported Enrollment for the year 2005-06 for Higher Primary Schools (1 to 8th) - Both Boys & Girls. Data Adjusted to 38 H.P.Schools out of 90 filtered Schools for missing values

Std	Nagthana			Kalavanchi			Devadurga®			Koni			Total Enrlt as per Attendance	Reported Enrlt figure	Total %age variation
	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation	Actual	Reported	% Variation			
I std	392	391	-0.26	67	67	0.00	262	259	-1.15	309	312	0.97	1030	1029	**-0.10**
II std	335	337	0.60	52	52	0.00	277	271	-2.17	330	329	-0.30	994	989	**-0.50**
III Std	403	410	1.74	67	67	0.00	223	224	0.45	363	364	0.28	1056	1065	**0.85**
IV std	432	432	0.00	62	62	0.00	199	191	-4.02	361	362	0.28	1054	1047	**-0.66**
V Std	386	419	8.55	75	74	-1.33	187	178	-4.81	447	448	0.22	1095	1119	**2.19**
VI Std	415	427	2.89	198	198	0.00	186	183	-1.61	470	471	0.21	1269	1279	**0.79**
VII Std	350	359	2.57	188	189	0.53	103	113	9.71	487	487	0.00	1128	1148	**1.77**
VIII Std	50	50	0.00	50	50	0.00	0	0	0.00	81	81	0.00	181	181	**0.00**
Total	**2763**	**2825**	**2.24**	**759**	**759**	**0.00**	**1437**	**1419**	**-1.25**	**2848**	**2854**	**0.21**	**7807**	**7857**	**0.64**

Enrolment through Special Drives:

Data on enrollment can not be complete unless the enrollment through special enrollment drives is considered. Table 10 gives the details of enrollment during the year 2005-06 through special enrollment drives.

Table-10
Enrollment of children through Special Enrollment Drives

	C A			SED			VTA			MG – in			Total			Migration Out			Net school enrollment		
Cluster	**B**	**G**	**T**	**B**	**G**	**T**	**B**	**G**	**T**	**B**	**G**	**T**	**B**	**G**	**T**	**B**	**G**	**T**	**B**	**G**	**T**
Nagathan	6	6	12	9	16	25	30	20	50	5	0	5	50	42	92	111	116	227	-61	-74	-135
Kalavanchi	0	1	1	3	5	8	0	0	0	1	1	2	4	7	11	4	2	6	0	5	5
Devadurga	95	83	178	48	45	93	88	78	166	1	0	1	232	206	438	18	11	29	214	195	409
Koni	0	0	0	2	1	3	21	12	33	37	36	73	60	49	109	15	15	30	45	34	79
TOTAL	**101**	**90**	**191**	**62**	**67**	**129**	**139**	**110**	**249**	**44**	**37**	**81**	**346**	**304**	**650**	**148**	**144**	**292**	**198**	**160**	**358**

From all the four clusters 650 students have got enrolled through the following special enrollment drives:

(i) Chinnara Angala….. ……191 Students
(ii) Special Enrolment Drives……..129 Students
(iii) Voluntary Admissions……..249 Students
(iv) Migrated-in Children……..81 Students
Total……650 Students
(v) Migrated- out Children……..292 Students
Net enrollment through Spl Drives… 358 Students

It can be seen from table 10 that out of 650 children enrolled through special drives, only 358 (45%) children remained in the school and 58 per cent of the children went along with the parents when the family migrated to other place. In Nagathana cluster of Bijapur district, out-flow of children is more than the in-flow. Where as, in Devadurga cluster, migration-in and migration-out has not significantly affected enrollment through special drives. Enrollment through special drives is 1.7 per cent in actual school enrollment of all the four clusters and the percentage of children migrated-out along with their parents is only 0.77 per cent. This is indicative of the fact that special enrollment drives could retain 45 percent of the children who are prone to migration along with the parents.

Section.4

4.1 Variations in reported dropout and actual dropout:

SSA conducted House to house survey during the year 2004-05 to asses the out of school children. As per this, 1.54 per cent of children (in total enrollment from 1 to 7 during 2004-05) were considered dropout. In absolute numbers, the figure was 1,02,055. The percentage composition of girls and the boys was 1.62 and 1.47 respectively. This indicates that among those dropped out from school, girls were more in number than the boys. The number of dropout children in total enrollment of 1 to 7 during the year 2004-05 was 14.46 percent. During the year 2001-02, the absolute figure of the dropout was about 10.5 lakhs. By the year 2005, the figure has come down to 1.05 lakhs. The reason for such a steep downfall is largely due to the interventions made by the state government to bring the out of school children into main stream learning. These programs were: (i) Education Gurantee Program Centers (ii) 6 months Residential Bridge Course programs (iii) 4 Months Seasonal Bridge Course programs (iv) Tent Schools (v) Provision of home- based education and (vi) Provision of transportation allowance to children. However, the reported figures of dropout were not constant and are susceptible to change. The reasons are largely the following:

- ⇔ The teachers are apprehensive to report about the dropout, as it increases their liability to bring such children into mainstream learning during the summer through Chinnara Angala or the other bridge course program. This is largely one of the reasons to suppress the actual figures of dropout.
- ⇔ Secondly the definition adopted for dropout and the consideration of branding children as dropouts is also one of the concerns to have variations in dropout. There are children who attend the school once in a while within 30 days and happen to be branded as those attending to school.
- ⇔ Variations in data on dropout looks largely due to the fact that the collection of numbers is not often based on reality and are taken without verifying the school records for various reasons.

Table-11
Dropout details as per the EMIS data for the year 2004-05.

	Enrolment (1 to 7th)			Total dropout(1 to 7th)		
Districts	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Bijapur	19738	15463	35201	4877	4215	9092
Kolar	15291	13915	29206	1915	1553	3468
Raichur	12362	9133	21495	3979	3383	7362
Udipi	9226	8608	17834	299	303	602
Total	**56617**	**47119**	**103736**	**11070**	**9454**	**20524**
Bijapur®	7603	5913	13516	1843	1348	3191
B.pet/KGF	1941	1583	3524	176	123	299
D.Durga	1672	1208	2880	592	603	1195
K.Pur	3234	2943	6177	61	76	137
Total	**14450**	**11647**	**26097**	**2672**	**2150**	**4822**
State	**371094**	**334352**	**705446**	**54142.61**	**47912**	**102055**

Source: EMIS data for the year 2004-05 by SSA

Table -11 gives the details of children who are the dropout as per the Cohort Study conducted by SSA, the figures are furnished in EMIS report for the year 2004-05.

When the teachers are asked about number of dropout children (girls and boys), the numbers are relatively less than the actuals. Data collection to seek the information about the dropout took place at two levels. At one level, the school teachers were asked to give the details of dropout and at the other level, by verifying the school records cohort study was carried out to actually assess the number of dropout children. There is variation between what school teachers have reported about the dropout and what existed as per the school records. The following table gives the details of reported figures on dropout.

Table-12
Distribution of schools according to the reported figures of dropout.

No of dropout/Clusters	Nagathana	Kalavanchi	Devadurga	Koni	Total
No dropout	15 15.3%	18 18.4%	6 6.1%	19 19.4%	58 59.2%
Below 5	2 2.0%	3 3.1%	4 4.1%	2 2.0%	11 11.2%
5 to10	4 4.1%	-	7 7.1%	2 2.0%	13 13.3%
11 to 20	7 7.1%	-	5 5.1%	-	12 12.2%
21 to 30	-	-	2 2.0%	-	2 2.0%
Above 30	1 1.0%	-	1 1.0%	-	2 2.0%
Total	**29** **29.6%**	**21** **21.4%**	**25** **25.5%**	**23** **23.5%**	**98** **100.0%**

* Percentages in the total no. of schools

4.2 Actual reported figures of dropout

It can be seen from the table above that out of 98 schools selected from 4 clusters, 58 schools (59.2%) reported that there was no drop-out in any class. When the teachers are asked directly about the children who got dropped-out from the school, the response is normally negative saying that there was no dropout in their schools. In another 39.8 percent of schools, the reported dropout is 380. Among the schools which reported dropout, the average figure from all the schools is roughly 3-4 children per school. Table-13 gives the details of Cluster-wise reported drop-out.

Table-13
Cluster-wise distribution of reported dropout 2005-06

Clusters	Boys	Girls	Total
Nagthana	86 (22.63)	68 (17.89)	154 (40.53)
Kalavanchi	0 (0.0)	3 (0.79)	3 (0.79)
Devadurga	90 (23.68)	115 (30.26)	205 (53.95)
Koni	12 (3.16)	6 (1.58)	18 (4.74)
Total	**188** **(49.47)**	**192** **(50.53)**	**380** **(100.0)**

* Percentages in the total no. of dropout.

It can be observed from Table-13 that out of 380 children reported to be the drop-out from 98 schools, 94.5% of the children are from two clusters namely Nagatana cluster of Bijapur district and Devadurga ® cluster of Raichur district. The remaining 5.5% of the children are from Koni cluster of Udupi district and Kalavanchi cluster of Kolar district. The absolute figures clearly indicate that dropout is more in the clusters of Bijapur and Raichur districts.

However, it is interesting to understand the variations in terms of standard deviations of attendance from June to November 2005. Table-14 gives the details of cluster-wise standard deviations from average attendance.

Table-14
Cluster-wise standard deviations from average attendance

Clusters	Average attendance	Standard deviation
Nagathana	5521.47	352.46
Kalavanchi	1881.17	28.23
Devadurga	1987.47	153.12
Koni	3131.18	160.24

In Nagatana cluster of Bijapur district both the average attendance and the standard deviations are high, followed by Koni cluster in Udupi district. High standard deviation in attendance indicates irregular attendance of students to the school. Further the reported dropout of all 98 schools is 380. However, the verified total dropout from all the schools is 418. (Vide Table-16). Thus, there is -9.09 percent under- reporting of actual dropout from all the schools.

4.3 Cohort Analysis:

In the light of the above information an attempt is made to capture the reality by selecting at least one year for entry enrollment **(En.t1)** and the data was separated keeping in view the above factors as stated earlier. Out of 98 schools selected for the sample, 8 schools are eliminated for the reasons of having missing values. The remaining 90 schools are considered for analysis. The distribution of 90 schools and the year selected for entry enrolment according to the type of school are provided in Table-15.

Table-15

Distribution of schools according to the type of school and the year selected for entry enrolment and the class.

Sl. No.	Year	Class	Type of school & frequency		Total
			LPS	HPS	
1	2001-02	5th	53	0	53
2	1999-00	7th	0	28	28
3	1998-99	8th	0	7	7
4	2004-05	8th	0	2	2
	Total		**53**	**37**	**90**
	Not Applicable		3	5	8
	Total schools in sample		**56**	**42**	**98**

It can be seen from table-15 that there are two schools which have been upgraded and separated as HPS during the year 2004-05. The entry enrollment of these schools belongs to the year 2004-05 and hence is not considered for analysis, because they are not suitable to make cross comparisons. The remaining schools (88 schools) are considered for analysis.

Table-16

Type of School	Details of admission Retention and Dropout according to level of school.							
	Total Admissions	Retention	Failures	TCs issued	Admission Repetition	Change of Residence	Migration	Net Dropout
LPS	1038	731 (70.42)	83 (12.84)	78 (7.51)	11 (1.06)	40 (3.85)	25 (2.41)	70 (6.74)
HPS	1410	755 (53.55)	181 (8.00)	202 (14.33)	30 (2.13)	108 (7.66)	30 (2.13)	104 (7.38)
Total	2448	1486 (60.70)	264 (10.78)	280 (11.44)	41 (1.67)	148 (6.05)	55 (2.25)	174 (7.11)

From table-16, it can be seen that out of 2,448 entry level enrollment, children retained is 60.7 percent (both for LPS & HPS). Where as, at the primary level the retention levels are to the tune of 70.4 and at the higher primary level it is 53.5 percent. This indicates that retention at HPS level is relatively less than that of the LPS. Through the study (cohort) the retention levels are analyzed and have been placed as per the notions stated

earlier. Analysis was carried out separately for LPS &HPS. Cluster-wise details of dropout are presented in table-17

Tabale-17

Details of admission Retention and Dropout according to selected Clusters.

Clusters	Total Admissions	Retention	Failures	TCs issued	Admission Repetition	Change of Residence	Migration	Net Dropout
Nagathana	866	510	98	95	15	38	8	102
Kalavanchi	362	265	16	54	2	22	0	3
Devadurga ®	694	361	95	27	14	83	47	67
Koni	526	350	55	104	10	5	0	2
Total	**2448**	**1486**	**264**	**280**	**41**	**148**	**55**	**174**

Entry-enrollment for the year 2001-02 was considered when it is a Primary school up to 5 standards. If it is an HPS up to 7 standards, the entry level enrollment of 1999-2000 was considered. If the HPS has classes up to 8th standard, the year 1998-99 was considered for entry level enrollment. Based on the entry level enrollment, the details of the dropout are analyzed. The percentage of total dropout of all the clusters in entry level enrollment is 17.0 percent; where as the net dropout is 7.10 percent. Based on the identified factors, as stated earlier, analysis was carried out. These factors are considered as the reasons by the teachers for non-retention (gross dropout) in a school:

4.4 Reasons for non-retention:

The reasons for non retention according to the teachers include:

(i) Failures (ii) TCs issued (iii) Admission Repetition (iv) Change of residence (v) Migration .

Making an allowance for the above, total, manageable and net dropouts are computed. Using the notions provided earlier, analysis of dropout is carried out separately both for the LPS and HPS. The details of retention (also for non retention), for the LPS are provided below:

4.5 Detailed analysis of dropout for 53 L.P. Schools based on the reasons:

$$\sum \textbf{En.t1} = \textbf{En.t5} + \textbf{Nr}$$

Where

En.t1 = Entry level enrollment for class 1 during the year 2001-02 for LPS is **1038**
En.t5 = Retention during the year 2005-06 in 53 LPS is **731**
Nr = Non-retention which includes **Nr1,** which is failures **(F1)**, issuance of **TC** and the dropout is **307**.
Nr1 = Includes failures **(F1)** and issuance of **TC** is **161**

Substituting the values arrived in the above equation for 53 LP Schools, we have the following figures.

En.t1 (1038) = Nr1 (307) +En.t5 (731) …….....For 53 L.P. Schools

Since **Nr1** includes failures (F1) and issuance of **Tc**, it can be identified as,

Nr1 (161) = F1(83)+Tc(78) ……, When substituted the figures for 53 LPSchools

Dt = Dt1 + Dt2, Since Dt1 = Mtn+Cr+Ar , we can write the equation and substitute the values for 53 LPSchools.

Dt (146) = Dt1 (Mtn (25)+Cr (40) +Ar (11)+Dt2 (70)

Total dropout for LPS is 146. Manageable Dropout is **76 (Dt1)** and Net dropout **(Dt2) is 70** which is voluntary and needs to be addressed.

4.6 Detailed analysis of dropout for 35 H.P. Schools based on the reasons:
(Class 7th & 8th are clubbed together)

$\sum$ **En.t1 = En.t7+ Nr**

Where,

En.t1 = Entry level enrollment for class 1 during the years 1999-00 (7th -28 Schools) & 1998-99 (8th - 7 Schools), 2 HP schools opened in 2004-05 are ignored. The total figures thus for 35 HPS is 1410

En.t7 &8 = Retention during the year 2005-06 in 35 HPS is **755**
Nr = Non-retention which includes, **Nr1** i.e., failures **(F1)**, issuance of **TC** and the Dropout is **655**.
Nr1 = Includes failures **(F1)** and issuance of **TC** is **383**.

Substituting the values arrived in the above equation for 35 HP Schools, we have the following figures.

En.t1 (1410) = Nr (655) +En.t7 &8 (755)…….....For 35 H.P. Schools

Since **Nr** includes failures **(F1)** and issuance of **Tc**, it can be identified as **Nr1**

Nr1 (383) = F1(181) +Tc (202) ……, Substituting the figures for 35 H.P.Schools

Dt = Dt1 + Dt2, Since Dt1 = Mtn+Cr+Ar **,** we can write the equation
Dt (272) =Dt1 ((Mtn (30) +Cr (108) +Ar(30))+Dt2 (104).. when the values are substituted for 35 HPS schools.

Manageable Dropout is **168 (Dt1)** and Net dropout **(Dt2) is 104** which is voluntary and needs to be addressed. Total Dropout for HPS is 272.

On the whole, the actual total dropout from both LPS and HPS is 418 (146 for LPS and 272 for HPS). The dropout in absolute numbers is more in Higher Primary Schools than in the Lower Primary schools.

Dt (418) = Dt1(244) + Dt2 (174)**…**……..For all 4 clusters and for both LPS & HPS.

4.7 Variations in dropout:

Thus, from 4 clusters 418 children were found actually dropped-out from schools. Among them, 244 children can be classified under manageable dropout who can be managed by special interventions and the net dropout is 174. These children require to be brought under mainstream learning immediately. Another significant learning from this analysis is that there is -9.09 percent of under reporting on dropout by the teachers.

Class-wise enrolment and the average attendance for each class from 1 to 8 are collected from 98 schools. Table-18 gives the details of class-wise average enrolment and attendance of children in all the schools from 4 clusters. These percentages are worked out in entry level enrollment of the schools.

Table-18

Average Enrolment & Attendance (all clusters) from June to Nov-2005							
Standard		**June-05**	**July-05**	**Aug-o5**	**Sep-05**	**Oct-05**	**Nov-05**
1st std.	**Avg. Enrl**	678.50	735.00	790.00	706.50	623.50	698.75
	Avg.Attn	445.01	548.15	540.77	560.18	482.79	514.26
2nd std	**Avg. Enrl**	653.50	646.25	651.75	623.00	549.25	609.00
	Avg.Attn	475.77	497.86	492.13	495.01	436.25	472.02
3rd std	**Avg. Enrl**	694.75	695.25	687.75	663.00	576.50	633.25
	Avg.Attn	487.67	524.05	518.06	508.74	469.24	494.82
4th std	**Avg. Enrl**	672.00	675.59	666.50	647.25	564.50	622.50
	Avg.Attn	463.56	511.21	476.11	492.28	432.51	462.55
5th std	**Avg. Enrl**	654.75	676.85	670.50	674.75	577.00	632.25
	Avg.Attn	492.52	522.08	512.15	520.49	471.54	512.58
6th std	**Avg. Enrl**	416.00	402.25	428.25	415.00	380.00	393.00
	Avg.Attn	265.60	284.40	306.70	302.58	270.82	289.67
7th std	**Avg. Enrl**	323.75	311.00	308.00	308.00	300.50	300.25
	Avg.Attn	262.39	266.08	256.27	266.24	243.60	248.60
8th std	**Avg. Enrl**	142.75	142.25	140.50	140.25	140.25	140.25
	Avg.Attn	121.86	132.39	141.68	139.10	128.34	135.83

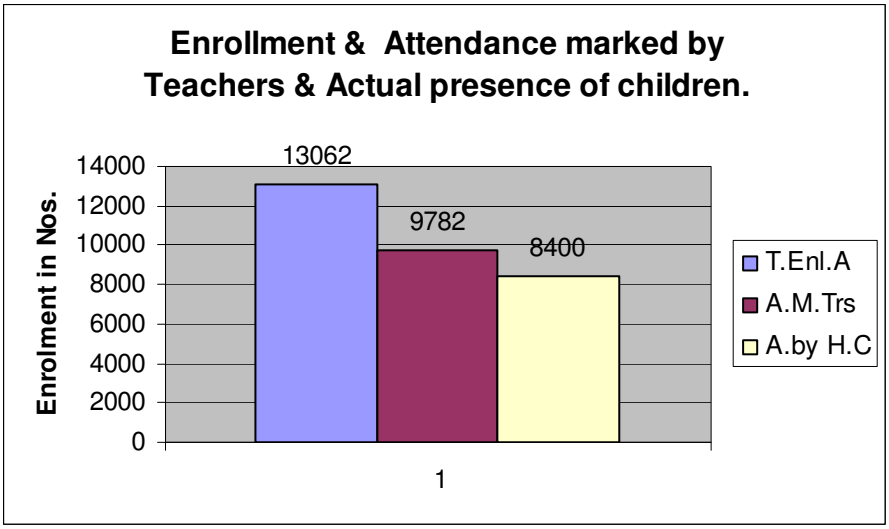
Avg. Enrl = Average Enrolment of all the 4 clusters. * **Avg.Attn** = Average Attendance of all the 4 clusters.

From Table-18 it can be observed that enrolment during June to November 2005 is skewed and it varies significantly within 6 months period. In the month of November-05 both average enrollment and attendance are high. From August to October-05, the

attendance levels are relatively lower than those of November 2005. Attendance of children picked up from November 2005 onwards. Usually, the period from August to October is the monsoon period and the agricultural operations will be at their peak. Children during this period generally support their families in agricultural operations and will be absent to school. Table-20 provides cluster-wise details of average attendance and enrolment. The trend seems to be the same in all the selected clusters of four districts.

4.8 Variations between attendance marked by teachers and the actual attendance by head count:

Significant variations are observed between the actual attendance of children, by head count on the day of visit and the attendance marked by the teachers. In all the clusters the percentage of variation is 16 percent which is excess of the actual physical presence of children in the classes. This means that the average marked attendance by the teachers increased by 16 percent. In Devadurga ® cluster of Raichur district the marked attendance by the teachers crossed 50 percent. This is required to be checked immediately. The reasons stated by the teachers generally included those that they were forced to do so as the attendance should match with the number of children ordered for mid-day meals. Even then, the mid-day-meals ordered do not match with the actual physical verification of children in the school. A graph depicting the total variations in 4 clusters is provided below.



T.Enl.A = Total enrolment as per Attendance.
A.M.Trs= Attendance marked by the teachers**.**
A.by H.C= Actual Attendance as per head count on the day of Visit.

Among the selected clusters, Devadurga® cluster has the highest variation, followed by 16.8 percent in Nagthana cluster of Bijapur district. In all the 4 clusters average excess attendance marked is 2,100 which is however lower than the average attendance (3130, vide table 18) of all the clusters during November 2005. This is indicative of the fact that fake attendance marked by the teachers is significant.

Table-19

Attendance marked by the teachers and the actual number of children by Head count.

Gender/Clusters	Nagathana		Kalavanchi		Devadurga		Koni	
	Atten. By trs	Head count	Atten. By trs	Head count	Atten. By trs	Head count	Atten. By trs	Head count
Boys	1455	1256	884	878	1176	772	1654	1526
Girls	1339	1136	842	818	850	550	1582	1464
Total	**2794**	**2392**	**1726**	**1696**	**2026**	**1322**	**3236**	**2990**

4.9 Community Mobilization and sensitization on the issue of dropout.

Community participation and its sensitization on the issue of dropout is yet another issue by itself. If the community, especially the SDMCs are sensitized it is expected that the problem of dropout can be addressed effectively. Out of 98 schools 79 (80.6%) schools initiated discussions with SDMC members on the issue of dropout and the remaining schools did not consult the SDMC members, nor did they hold the meetings to sensitize and initiate community participation. Out of the selected schools, 70 schools responded saying that they held the SDMC meetings regularly and discussed the issue of dropout.

Table-20

Cluster-wise distribution of schools according to discussions with the SDMC members on the issue of Dropout.

	Nagathana	Kalavanchi	Devadurga	Koni	Total
Yes	25 (25.5)	21 (21.4)	23 (23.5)	9 (9.2)	78 (79.6)
No	4 (4.1)	-	2 (2.0)	14 (14.3)	19 (19.4)
Total	**29 (29.6)**	**21 (21.4)**	**25 (25.5)**	**23 (23.5)**	**98 (100.0)**

As part of community sensitization on the problem of dropout, the teachers were asked whether they visited the households of the dropout children. Out of 98 schools, 74.5% of

the school teachers visited the houses of dropout children and sensitized the parents and 25.5% of the school teachers could not visit the parents.

The teachers were asked whether they took the help of the Community or the members Grampanchayat in addressing the issue of dropout. 49 percent of the school teachers responded saying that they took the help of SDMC members in addressing the issue of dropout, 9.2% of the teachers took the help of Grampanchayat members and 8.2% of them took support from the NGOs to address the issue of dropout. Since some of the SDMC members are also the members of Grampanchayat (GP), 24.5% of the teachers took help both from the GP and the SDMC members. The local NGOs working with the issue of education have helped the school teachers, GP members and the SDMCs. All most all the schools could not present the list of dropout children to the Grampanchayat.

4.10 Meetings with Parents

Co-operation and participation by the parents in addressing the issue of dropout goes a long way to ensure regularity of child attendance to school. Teachers were asked whether they have conducted the parents meetings on the issue of dropout. 80.6% of the schools responded that they organized parents meeting and another 19.3% could not organize the meetings. A large number of schools (21 schools) have organized 10 parent meetings or below. There are 8 schools (8.2%) which conducted meetings above 100. On an average, 25to 35 parent meetings have been organized by all the schools on the issue of dropout.

Table-21

Cluster-wise distribution according to enrollment and average attendance from June to Nov.2005												
	Jun-05		**Jul-05**		**Aug-05**		**Sep-05**		**Oct-05**		**Nov-05**	
Clusters	**Enrl.**	**Avg Att.**	**Enrl.**	**Avg Att.**	**Enrl.**	**Avg Att.**	**Enrl.**	**Avg Att.**	**Enrl.**	**Avg Att.**	**Enrl.**	**Avg Att.**
Nagatana	8273	4920.83	8337	5723.88	8655	5702.36	8064	5838.38	6675	5215.93	7861	5521.47
Kalavanchi	1989	1921.8	1954	1921.67	1947	1889.8	1943	1877.56	1935	1848.3	1953	1881.17
Devadurga (R)	3224	2083.5	3373	2284.36	3378	2131.81	3293	2216.5	2819	1863.55	2892	1987.47
Koni	3458	3131.312	3474	3214.92	3393	3251.46	3411	3206.03	3417	2812.47	3411	3131.18
Total	**16944**	**12057.44**	**17138**	**13144.83**	**17373**	**12975.43**	**16711**	**13138.47**	**14846**	**11740.25**	**16117**	**12521.29**
Average	4236	3014.361	4284	3286.208	4343	3243.858	4178	3284.618	3712	2935.063	4029	3130.323

Table-22

Details of Cluster- wise enrolment, attendance marked by teachers & Head count on the day of visit(12th to 14th Dec 05)									
Cluster	**Enrolment As per Attendance**			**Attendance Marked by Teachers.**			**Attendance As per head count**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Nagathana	2299	2110	4409	1455	1339	2794	1256 (15.84)	1136 (17.87)	2392 (16.81)
Kalavanchi	991	953	1944	884	842	1726	878 (0.68)	818 (2.93)	1696 (1.77)
Devadurga®	1781	1520	3301	1176	850	2026	772 (52.33)	550 (54.55)	1322 (53.25)
Koni	1755	1653	3408	1654	1582	3236	1526 (8.32)	1464 (8.06)	2990 (8.22)
Total	**6826**	**6236**	**13062**	**5169**	**4613**	**9782**	**4432 (**16.62**)**	**3968 (**16.26**)**	**8400 (**16.45**)**

Table-23

Details of Enrolment, Attendance marked by the teachers and class-wise Head Count on the day of visit (From 12th to 14th Dec-2005)									
Standards.	**Enrolment As per attendance**			**Attendance marked by teachers**			**Attendance As per head Count**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
1st	1083	984	2062	778	713	1491	676 (15.0)	603 (18.24)	1279 (16.57)
2nd	978	951	1929	687	656	1343	554 (24.0)	569 (15.2)	1123 (19.6)
3rd	1036	976	2012	736	672	1408	609 (20.85)	550 (22.18)	1159 (21.48)
4th	992	932	1924	771	681	1452	626 (23.16)	539 (26.34)	1165 (24.63)
5th	1037	946	1983	772	673	1445	638 (21.0)	585 (15.0)	1223 (18.15)
6th	751	626	1377	592	482	1074	535 (10.65)	448 (7.58)	983 (9.25)
7th	654	555	1209	524	458	982	489 (-6.3)	401 (14.21)	890 (10.33)
8th	295	266	561	309	278	587	305 (1.31)	273 (1.83)	578 (1.55)
Total	**6826**	**6236**	**13062**	**5169**	**4613**	**9782**	**4432 (16.62)**	**3968 (16.25)**	**8400 (16.45)**

It can be seen from Table-23 that the attendance marked by the teachers is more for 4th standard students followed by those in 3rd and 2nd standards in the sequence. Teachers marked 75 percent attendance for 60 percent of actual student attendance. It can be noticed that fake attendance marked by teachers is discernable more in Lower Primary level. However, it can be recalled that the dropout is more pronounced at higher primary levels both in absolute as well in real numbers. It is more in Nagthana block of Bijapur district, followed by Devadurga ® of Raichur district. Average enrollment and attendance are compared to understand the variations across the clusters and classes from 1 to 8. Table-24 gives the details.

Table-24
Class-wise average enrollment and attendance from June to November 2005.

Standard	Average enrollment		Average Attendance	
	Mean	Standard Deviation	Mean	Standard Deviation
1st Std	705.37	55.69	515.19	44.13
2nd Std	622.12	39.81	478.17	23.09
3rd Std	658.41	46.69	500.43	20.51
4th Std	641.38	42.52	473.03	27.12
5th Std	647.68	38.43	505.22	19.57
6th Std	405.75	17.51	286.62	16.51
7th Std	308.58	8.61	257.19	9.45
8th Std	141.04	1.14	133.19	7.30

From the above table it can be seen that the standard deviations both in average enrollment and attendance are high up to 5th standard and hence they are volatile in growth. The average attendance of the students more are less gets stabilized after 5th standard. This would have reflected in fewer dropouts at the higher primary level. But the dropout at higher primary level in the selected cluster is relatively more than that of the lower primary level. Cluster-wise deviations in enrollment and average attendance are presented in table-25.

Table-25

Enrollment and average attendance in all the selected clusters from June to November 2005 – Cluster-wise.

Cluster	Average enrollment		Average Attendance	
	Mean	**Standard Deviation**	**Mean**	**Standard Deviation**
Nagathana	**7977.50**	**691.82**	**5487.14**	**352.46**
Kalavanchi	**1953.50**	**18.73**	**1890.05**	**28.23**
Devadurga	**3163.12**	**246.01**	**2094.53**	**153.12**
Koni	**3427.33**	**31.42**	**3124.56**	**160.24**

Deviations both in enrollment and attendance are less in Kalavanchi cluster, Kolar district. They are very high in Nagathana cluster. High standard deviation in Nagthana, Bijapur district followed by Koni in Udupi district indicate that the attendance of students is not regular to school. However, it can be recalled that Koni has a very few dropout at the lower primary level.

Sction-5

5.1 Enrollment as a basis for certain programs:

Enrollment of children in a school is the basis for certain incentive programs like Mid-day-meals, free supply of textbooks and uniforms to children. The school records meant for these programs were verified and the teachers were asked about certain important aspects of these programs. Information collected is juxtaposed with the enrollment of children. Certain areas of concerns are discernable.

5.2 Free supply of text books and enrollment:

Text books are distributed free to all the children from standard I to VII, in Government schools, irrespective of caste and gender by the Department of Education, Government of Karnataka. In standard VIII, only girl children and the SC/ST boys in government schools are supplied with free textbooks. In Government schools girls of IX and X standards are supplied with free textbooks. No children from aided or unaided private institutions are supplied with the free textbooks. During the year 2005-06, supply of textbooks was well within time and efforts were made by the Department to ensure that all the eligible children are supplied with free textbooks. Each standard has one or more titles to be supplied. The details of number of titles for each standard are given below.

Table-26
Title-wise distribution of free supply of textbooks to different Standards in Karnataka

Standard	Number of titles	Details of titles
I Std	3	1. Language 1. EVS 1.Maths (1+1+1=3)
II Std	3	1. Language 1. EVS 1.Maths (1+1+1=3)
III Std	3	1. Language 1. EVS 1.Maths (1+1+1=3)
IV Std	3	1. Language 1. EVS 1.Maths (1+1+1=3)
V Std	6	2. Textbooks for 3 Trimesters (2+2+2=6)
VI Std	6	1.Kan. 2. Hindi. 3. Eng. 4.Maths 5. Science 6. S Studies
VII Std	6	1.Kan. 2. Hindi. 3. Eng. 4.Maths 5. Science 6. S Studies
VIII Std	7	3 Languages 2. Sciences (1Biology) 1.S.Studies 1.Maths

With the above background, the teachers were asked to furnish the information on the indent made for textbooks, their supply, distribution and the balance of textbooks available with the schools. Information as collected after interacting with the school teachers is furnished in table-27.

Table-27
Cluster and class-wise enrollment (As per attendance in 05-06), text-book indent, supply, distribution and the balance for the year 2005-06.

	I. Std.				
Cluster	**Enrl. as per Attendance in govt schools**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	704	1119	1084	973	111
Kalavanci	295	811	766	686	80
Devadurga	678	850	846	807	39
Koni	219	380	401	397	4
Total	**1896**	**3160**	**3097**	**2863**	**234**
	II. Std.				
Cluster	**Enrl. as per Attendance**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	605	895	1056	894	162
Kalavanci	276	744	764	672	92
Devadurga	678	856	857	838	19
Koni	258	447	473	453	20
Total	**1817**	**2942**	**3150**	**2857**	**293**
	III. Std.				
Cluster	**Enrl. as per Attendance**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	709	1069	1184	1010	174
Kalavanci	317	813	806	601	205
Devadurga	574	726	727	701	26
Koni	264	463	484	479	5
Total	**1864**	**3071**	**3201**	**2791**	**410**
	IV. Std.				
Cluster	**Enrl. as per Attendance In Govt schools**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	687	1117	1259	1050	209
Kalavanci	291	775	789	644	145
Devadurga	552	749	747	699	48
Koni	274	488	522	515	7
Total	**1804**	**3129**	**3317**	**2908**	**409**
	V. Std.				
Cluster	**Enrl. as per Attendance**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	649	1322	1274	1205	69
Kalavanci	329	1405	1407	1059	348
Devadurga	530	819	822	728	94
Koni	332	891	875	940	-65
Total	**1840**	**4437**	**4378**	**3932**	**446**

	VI. Std.				
Cluster	**Enrl. as per Attendance**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	523	1772	1663	1434	229
Kalavanci	198	1188	1194	1062	132
Devadurga	186	232	241	183	58
Koni	329	1101	1464	1158	306
Total	**1236**	**4293**	**4562**	**3837**	**725**
	VII. Std.				
Cluster	**Enrl. as per Attendance**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	431	1542	1607	1129	478
Kalavanci	188	1128	1170	1056	114
Devadurga	103	133	133	129	4
Koni	363	1259	1320	1134	186
Total	**1085**	**4062**	**4230**	**3448**	**782**
	VIII. Std.				
Cluster	**Enrl. as per Attendance**	**INDENT**	**SUPPLY**	**DISTBN.**	**BALANCE**
Nagatana	71	118	33	33	0
Kalavanci	50	213	233	140	93
Devadurga	0	0	0	0	0
Koni	319	379	403	380	23
Total	**440**	**710**	**669**	**553**	**116**

It can be seen from table-27 that the demand for textbooks is not matching with the enrollment figures as collected from the attendance register. Textbook demand for 1 standard is made based on the previous year's enrollment and the demand for textbooks for the subsequent standards ideally should be based on the actual enrollment figures. Neither the textbook demand nor the enrollment figures are matching with each other. The emerged situation is that there are fewer indents in relation to the existing enrollment from class II to VIII. This mismatch between enrollment and the indent given by the schools for textbooks invariably indicates that the surplus textbooks during the previous year are being used for distribution during 2005-06. For standard III, during the year 2005 and 2006, the indent given is 3071 for an actual enrollment of 1864. Since there are 3 titles for 3rd standard, the indent given is insufficient to distribute among 1864 children. This means that for 2521children were distributed by taking books from surplus stocks of the previous year.

5.3 Incompatibility in enrollment as a basis:

But in every cluster, there is a balance in textbook availability during the year 2005-06. However, in Koni cluster of Udupi district there is a shortage of 65 books for standard V. Thus, all this indicates that the textbooks are in surplus and are being distributed in the subsequent years. The enrollment figures as provided by the BEOs for textbook distribution need to be verified in relation to the actual enrollment at the school level.

Generally, the BEOs are reported to have hiked 5% enrollment for textbook indent. This would have resulted in excess supply of textbooks than the actual demand. During the year 2005-06, it looks as though these stocks are being used for distribution. Blind hike of 5% in the indent of the previous year by the BEOs should be stopped and there should be a reasonable basis for requirement. The basis should be arrived after verifying the school records in every block. In the light of the above, the Department of Education issued instructions to all the DDPIs/BEOs to make use of the available EMIS figures of enrollment as the basis for making the textbook indent in the subsequent years.

5.4 Mid-day-meals Program & Enrollment:

As part of the assessment program, information from the school records and through interactions with the teachers, data with regard to the Mid-day-meals program was collected. This included verification of Mid-day-meals register, number of meals ordered on the day of visit and the number of children who do not usually consume the meal. This information is juxtaposed with the number of children physically available in the school on the day of visit. (Head count of children)

There is incompatibility between the number of meals ordered on the day of visit and the actual number of children available in the school. Table 28 gives cluster and class-wise details of actual number of children physically available in the school on the day of visit.

Table-28

Cluster and class-wise distribution of actual attendance of children by Head count.						
Standard	**Gender**	**Nagathana**	**Kalavanchi**	**Devadurga (R)**	**Koni**	**Total**
1st Std.	**Boys**	219	134	171	152	676
	Girls	183	132	135	153	603
2nd Std	**Boys**	151	109	149	145	554
	Girls	147	131	118	173	569
3rd Std	**Boys**	169	138	118	184	609
	Girls	159	120	103	168	550
4th Std	**Boys**	173	145	128	180	626
	Girls	146	127	100	166	539
5th Std	**Boys**	163	157	109	209	638
	Girls	173	140	67	205	585
6th Std	**Boys**	170	94	53	218	535
	Girls	144	82	17	205	448
7th Std	**Boys**	141	77	44	227	489
	Girls	116	68	10	207	401
8th std	**Boys**	70	24	0	211	305
	Girls	68	18	0	187	273
Total	**Boys**	1256	878	772	1526	4432
	Girls	1136	818	550	1464	3968
	G.Total	**2392**	**1696**	**1322**	**2990**	**8400**

Table-29
Attendance marked by the teachers and the actual number of children by Headcount

Clusters	Nagatana		Kalavanchi		Devadurga		Koni	
	Atten. by trs.	Head count	Atten. by trs.	Headc ount	Atten. by trs.	Headc ount	Atten. by trs.	Head count
Boys	1455	1256	884	878	1176	772	1654	1526
Girls	1339	1136	842	818	850	550	1582	1464
Total	**2794**	**2392**	**1726**	**1696**	**2026**	**1322**	**3236**	**2990**

It can be seen from the Table-29 that attendance marked by the teachers is on the higher side than the actual physical attendance of children in the school. The percentage variation of attendance marked by the teachers over headcount is 16. On the other hand, the meal ordered for the children is not matching with the number of available children in the school. Table 30 indicates that there are variations between meals ordered and the actual meals consumed by the children.

Table-30

Details of Mid-day-Meals ordered and consumed by the students on the day of visit				
Clusters	**Meals ordered**	**Meals consumed**	**Children not taking meals**	**Extra Meals ordered**
Nagatana	1007	1002	97	5
Kalavanchi	1701	1701	0	0
Devadurga	1538	1239	109	299
Koni	2439	2414	73	25
Total	**6685**	**6356**	**279**	**329**

Total number of children actually attended the school on the day of visit in all the four clusters is 8400. Table 31 gives the details of actual attendance by headcount and the type of school.

Table-31

Actual attendance on the day of visit by Headcount						
	Government		Aided		Un-Aided	
Standard	Boys	Girls	Boys	Girls	Boys	Girls
I	599	539	47	34	30	30
II	514	510	33	48	7	11
III	537	489	58	50	14	11
IV	569	486	46	45	11	8
V	574	526	59	55	5	4
VI	456	395	79	53	0	0
VII	424	352	65	49	0	0
VIII	236	233	69	40	0	0
Totals	**3909**	**3530**	**456**	**374**	**67**	**64**
	7439		**830**		**131**	
	8400					

Enrollment details of the children from government, aided and un-aided schools are provided in table-32. Mid-day meal is provided only in government schools. As such it would be convenient to compare and separate the enrollment of government schools from that of the aided and unaided schools.

Table-32

Enrollment as per attendance by type of school and standard
During 2005-06

	Government		Aided		Un-Aided	
Standard	Boys	Girls	Boys	Girls	Boys	Girls
I	991	905	60	48	32	31
II	927	890	43	50	8	11
III	960	904	62	61	14	11
IV	930	874	51	50	11	8
V	956	884	76	58	5	4
VI	672	564	79	62	0	0
VII	586	499	68	56	0	0
VIII	219	221	76	45	0	0
Total	**6241**	**5741**	**515**	**430**	**70**	**65**
Grand Total	**11982**		**945**		**135**	
Total Enroll.	**13052**					

Out of the actual attendance, children by head count from Government school are 7439 (62%) as against the total enrollment of 11,982. Similarly, the enrollment of children from Aided and Unaided schools is 945 and 135 respectively. As against this, the actual attendance in these schools is 830 (87.8%) and 131 (97%). But the actual meal ordered in government schools on the day of visit was 6,685 as against the actual presence of 7.439 children. The reasons for such a variation of excluding 754 children are not known. In fact it can be understood that meal is not ordered for at least 10% of children who actually present in the schools. Another 279 children are reported to be not consuming the mid-day- meals from Government schools. Variation between meal ordered on the day of visit and the actual meals consumed is 5.1 percent. This indicates that all the children to whom meal is ordered are not consuming. The reasons for such variations are to be investigated further.

Table-33

Cluster & Class-wise enrollment as per attendance in Government Schools- All Clusters						
Standard	**Gender**	**Nagathana**	**Kalavanchi**	**Devadurga (R)**	**Koni**	**Total**
1st Std.	**Boys**	363	143	378	107	**991**
	Girls	341	152	300	112	**905**
2nd Std	**Boys**	314	125	363	125	**927**
	Girls	291	151	315	133	**890**
3rd Std	**Boys**	365	165	298	132	**960**
	Girls	344	152	276	132	**904**
4th Std	**Boys**	359	152	271	148	**930**
	Girls	328	139	281	126	**874**
5th Std	**Boys**	329	175	283	169	**956**
	Girls	320	154	247	163	**884**
6th Std	**Boys**	286	108	116	162	**672**
	Girls	237	90	70	167	**564**
7th Std	**Boys**	227	97	72	190	**586**
	Girls	204	91	31	173	**499**
8th std	**Boys**	38	26	0	155	**219**
	Girls	33	24	0	164	**221**
Total	**Boys**	**2281**	**991**	**1781**	**1188**	**6241**
	Girls	**2098**	**953**	**1520**	**1170**	**5741**
	G.Total	**4379**	**1944**	**3301**	**2358**	**11982**

Section-6

Conclusions & Recommendations:

On the whole, the assessment study provided certain important insights into the issue of variations in Enrollment, Retention and Dropout. The hypothesis that there are no significant variations is partly true between the reported and the actual enrollment, but it does not hold good with the variations in dropout. The following are the inferences drawn from the assessment study:

- ⇔ Enrollment during the year 2005-06, for 90 schools is 11,865 and a decreasing trend in enrollment from 2003-04 to 2005-06 is observed. This is largely attributed to the decline in child birth rate. Percentage of variation in enrollment during 2005-06 over the previous year's enrollment is -5.2%. This is indicative of the fact that the enrollment in schools is decreasing.

- ⇔ The study also tried to capture the variations in the actual enrollment as per the attendance register and the reported enrollment figures through MMR. The percentage of variations during the year 2003-04 is 0.03% over the actual enrollment. During the year 2004-05 it is negative to the tune of -0.28% and during the year 2005-06 the variation it is 0.13%. This is suggestive of the fact that the variations in enrollment are marginal or negligible. Marginal variations during the year 2003-04 are compensated by downside reported enrollment during the year 2004-05.

- ⇔ The reported figure of enrollment for the whole state during the year 2004-05 is 79, 00,000. The reported enrollment varies during the same year to the tune of -0.28. To this extent, the aggregate enrollment at the state level may be understood.

Variations in enrollment from LPS:

- ⇔ Class-wise variations across 4 clusters are understood separately for Lower primary (LPS) and Upper primary schools (HPS). In lower primary schools of Nagatana cluster, Bijapur district the reported figures of enrollment for standard I to V are all most negative. On the other hand in Koni cluster of Udupi district, reported variations in enrollment of Lower primary schools from I to V are nil. In Kalavanchi cluster, Kolar district there are no big variations between the actual enrollment as per attendance and the reported enrollment through MMR.

- ⇔ However, in some of the Lower primary schools of Kalavanchi Cluster, Kolar district and the percentage of variations between actual and reported figures of enrollment are negative, but they are either marginal or negligible. In Devadurga rural cluster of Raichur district, the percentage of variations between the actual and the reported figures of enrollment are positive and also negative.

- ⇔ During the year 2003-04 for all the classes from 1 to V standards the percentage of variations between the actual and reported figures is 1.47. However, it has come down to 0.40% during the year 2004-05. But during the year 2005-06 there are no variations in Devadurgs ® cluster.

- ⇔ Thus, for all the Lower primary schools it can be inferred that the variations in enrollment from Nagatana cluster are reported to be lower in relation to actual attendance. Whereas in Kalavanchi cluster there were no variations between actual and reported enrollment during the year 2004-05, but during year 2003-04 and 2005-06, marginal negative variations are discernable. Outstandingly, in Koni cluster of Udupi district there are no variations between the actual and reported figures of enrollment from 2003-04 to 2005-06.

Variations in enrollment from HPS:

- ⇔ As far as the variations between the actual and the reported figures of enrollment in Higher primary schools (HPS) are concerned, Nagatana cluster of Bijapur district reported less variations in enrollment than Devadurga which is -2.69% during the year 2003-04. It can also be understood that in Koni cluster of Udupi district enrollment is reported to be on higher side to the tune of 1.63% during the year 2003-04.

- ⇔ Incidentally, during the year 2004-05 Nagatana cluster of Bijapur district and Devadurga ® cluster of Raichur district reported lower enrollment from HPS. Whereas the variations in enrollment from Koni cluster of Udupi district are significant to the tune of 1.66% which is higher than the reported enrollment of 0.26% from Kalavanchi cluster during the same year. During the year 2005-06, excepting Kalavanchi cluster of Kolar district, the other three clusters reported relatively high figures of enrollment : Nagatana cluster to the tune of 2.24%, Koni to the tune of 0.21% and Devadurga reported a lower figure to the tune of -1.25%.

- ⇔ On the whole it can be stated that the reported enrollment figures both from HPS and LPS are marginally either under or over reported. This drives us to draw an inference that there are variations towards negative side also which implies that the actual attendance figures of schools are not being properly reported by the teachers.

Enrollment through special drives:

- ⇔ Enrollment through special drives brought 650 students from four clusters. However, the number of students retained by the schools during the year 2005-06 is 358 students which is 45% of the enrollment brought through special drives. It is interesting to note that 58% of children brought through special enrollment drives went along with their parents when the family migrated to the another

place in search of employment. ***Migration-in*** is more in Koni cluster of Udupi district and ***Migration-out*** is more in Nagatana cluster of Bijapur district, followed by Devadurga® cluster of Raichur district.

Reasons for Variation in Dropout

Variations between the actual figures of dropout and those reported are examined by the study. While collecting the information on dropout two ways were adopted- i) by verifying the school registers and obtaining the actual figures of dropout. ii) By interacting with the teachers and noting the figure of dropout as reported by them. In general, it was found that the teachers were apprehensive to report about the actual figures of dropout largely due to the following reasons.

- ⇒ Fear of reporting a larger figure of dropout entails their liability to bring the dropout children into the main stream learning either through Chinnarangala or the Bridge course programs.
- ⇒ The teachers also feel it burdensome to keep constant touch with the families, prone to migration along with children. These children are generally susceptible to irregular attendance. The teachers are expected to track down these children properly and ensure that they are well within the system. This warrants having constant interactions with the parents through organizing Parent and SDMC meetings on the issue of dropout. Teachers feel that this is an additional burden and report either less or no dropout.
- ⇒ Variations in the reported data are largely due to the fact that collection of information is not often based on verifying the school records or checking the realities at the school level for various reasons.

Variations in Dropout

- ⇔ Analysis is carried out keeping the above reasons in view and separating the influence of certain systemic factors for non-retention. The reported number of dropout from 98 schools (4 clusters) is 380. However, after verifying the school records and analyzing the information, the actual total dropout is found to be 418 from 98 schools. Thus, the actual dropout is under-reported to the tune of -9.09%. This implies that the reported figures of dropout are to be used keeping the above variations and considering the above percentage as correction factor.

- ⇔ Standard deviations from average attendance are more in Nagatana cluster of Bijapur district followed by Koni cluster of Udupi district. Kalavanchi cluster of Kolar district has less standard deviation. Higher standard deviations invariably indicate that regularity of child attendance to school is not consistent for the whole academic year.

- ⇔ Community mobilization and sensitization to address the issue of dropout is understood by the teachers and a majority of them have reported the problem of dropout to the SDMC and GP members. Local NGOs have also been consulted and approached by the teachers to address the issue of dropout. Meetings with

the parents and discussions with the SDMC members are part of addressing the issue of dropout.

⇔ The cohort analysis revealed interesting results in-terms of estimating the dropout correctly using the methodology as suggested in the report. It appears better to collect the data relating to dropout in the above specified methodology which includes various factors for dropout and separates the influence of each factor on the total dropout and non-retention.

⇔ Total retention rates of all the clusters is 60.7% and the remaining 39.3% non retention is largely due to failures, issuance of TC, admission repetition, change of residence and migration. Making an allowance for all these factors, manageable and net dropouts are calculated separately for LPS and HPS. Manageable dropout for all the schools from four clusters is 244 which can be managed through special programs/drives and the net dropout of 174 children needs to be addressed urgently by mobilizing and sensitizing the community towards the issue.

⇔ Among the clusters, Nagatana and Devadurga have got more dropout than that of Kalavanchi cluster of Kolar district and Koni of Udupi district. In the net dropout, Nagatana and Devadurga ® contributed for about 94.5% and the remaining 5.5% is distributed between Kalavanchi and Koni. However, it can be noticed that the standard deviations in attendance are more in Nagathana cluster, Bijapur district followed by Koni cluster of Udupi district.

⇔ Attendance of children to school is more in June and July than that of it from August to October. Children during the above period generally support their families in agricultural operations as they will be at their peak stage during this period. Thus, seasonality of attendance is another factor which influences the dropout.

Attendance and head count:

⇔ Variations in attendance marked by teachers and the actual presence of children in the schools are significant to the tune of 16%. Attendance marked by the teachers in Devadurga cluster is to the tune of more than 50%. This is an area of concern and needs to be addressed, initiating discussions with the teachers who are inclined to give about 75% attendance to 60% children actually present in the class/school. No cluster is an exception in providing more attendance to children than the actual number of children in the school.

Free supply of text books & Mid-day-meals

⇔ The programs like Mid-day-meals and free supply of Textbooks are implemented based on the reported enrollment figures by the schools. The indent placed for free Textbooks do not match with actual enrollment at the school level. Similarly, the Mid-day-meal ordered on the day of visit does not

match with the actual number of children counted on the day of visit. The reasons are not captured fully through this study. Suffice it say that the enrollment as a basis for these programs is not properly accounted and there seems to be significant variations in accounting the enrollment as a basis for these programs.

Recommendations:

- ⇔ It is suggested that the subsequent efforts to collect data on dropout needs to be modified and the related information on failures, issuance of TC, admission repetition, migration and seasonality of attendance are to be considered. As of now, these factors are considered while estimating the retention rates of the children through secondary sources. There is a need to get this information from all the schools after verifying the actual position. Further, this needs to be integrated with EMIS data. In strict sense, dropout cannot be separated from non-retention. Very often non retention is also considered dropout. As such, both are connected to each other and the methodology of collecting the information should go hand in hand both for retention and dropout.

- ⇔ In general, attendance marked by the teachers over actual attendance is 16 percent. In Deavadurga rural cluster of Raichur district attendance marked by the teachers crossed 50% over the actual presence of children in the school. This needs to be corrected through interactions with the teachers, follow-up visits by persuading them to understand the importance of providing correct information on attendance and dropout.

- ⇔ Enrollment as a basis for programs like, Mid-day-meals and free supply of Text-books needs to be properly accounted. The EMIS data may become the basis to estimate the requirement of textbooks and food grains for Mid-day-meals uniformly. A blind fold increase of 5% in indent for text books is to be avoided.

- ⇔ Teachers are to be instructed to provide information on dropout in a specified format at three quarter- intervals in an academic year - i) At the beginning of the academic year. ii) By the end of the second semester iii) At the end of the academic year or at the end of the third Trimester. This should be based on the school records and should become a usual activity to feed the information on retention and dropout.

Unless the above aspects are looked into, any estimation on dropout will be varying and misleading.

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