



## Analysis of educational schemes impact on dropouts trends in India

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### Abstract

Since Independence, Government of Indian is constantly aiming to fulfil basic needs i.e. food, shelter, health and education. But even after 68 years of independence, government is still struggling and incapable to increase the living standard of its citizens. According to 2010 data from the United Nations Development Programme, approximately 29.8% of Indians live below poverty line of country. Government of India offering many Scheme for improve status but inefficient because of mass population.

The top most essential basic need which can change the entire scenario is 'Education' for that government is running lots of education schemes to improve the figures in positive direction. But unfortunately, people are unaware with the schemes and not able to take advantage for it.

It has been observed, that the number of school going children's are falling down every year has compared the children's are enrolled. There are many reasons which affect the regular attendance of the students and even drop outs.

This paper will discuss the government schemes running to motivated 'Education' and analyse its Impact on dropout ratio. Also analyse the cause of drop-outs in primary education. Lastly suggestions and conclusion will drown.

**Keywords:** education, government schemes, primary education, dropouts

### 1. Introduction

It is more than six decades since India gained independence. The state of elementary education has not yet achieved the satisfactory level in state schools (state schools in this assignment refers to state primary school from classes 1<sup>st</sup> to 5<sup>th</sup>) (Kaushik, 2010). In 1964 government of India allotted Education Commission to recommend government about the national pattern of education in the country and the policies and plans for the holistic development of education at all stages (MHRD, 1968). In National Policy on Education (NPE) 1968, provisions were made for free and compulsory education for all the children till the age of 14 years, after the recommendation of Education Commission (ibid). However it was only 1<sup>st</sup> April 2010 when the Right to Education (RTE) Act was enforced in India, which made elementary education compulsory for the children from 6-14 age groups (Sengupta, 2010). During this period Indian government made several efforts to ensure the quality and accessibility of primary education throughout the country by introducing NPE 1968(National Policy on Education), NPE 1986 and programmes such as Operation Blackboard (OB) in 1980s, establishment of District Institute of Education and Training (DIET), District Primary Education Plan (DPEP) in 1990s, Education For All (EFA) popularly known as Sarva Shiksha Abhiyan (SSA) in 2000s and many others (Babu, 2009; Little, 2010).

A survey has been conducted for analysing the state wise dropout ratio by ASER in 2016. They have found that BIMARU states are having higher percentage of dropout as compared to other states. As compared to 2014 dropouts ratio

has been increased in year 2016 in Madhya Pradesh and Chhattisgarh

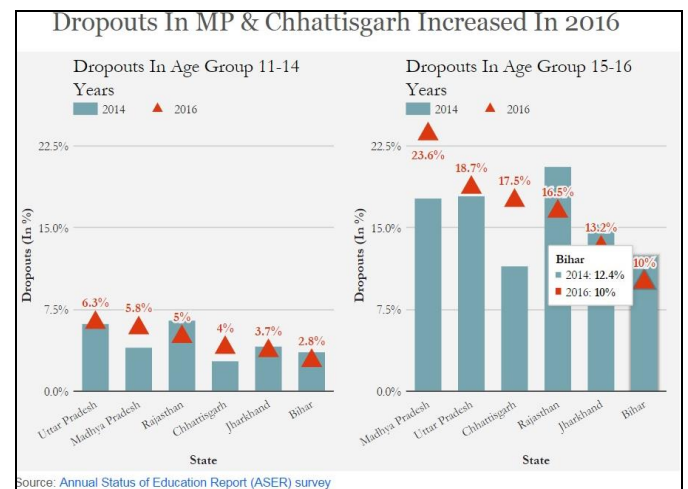


Fig 1

One of the world's largest Mid-Day-Meal program provides 108 million children school meals daily to help retention. In the EFA (Education for All) pantheon, of goals, India has added its own resolve to focus on quality education and to understand whether children's achievements are improving over time in an equitable manner. Three rounds of National Achievement Surveys (NAS) have been completed for class III, V and VIII levels. In the latest NAS report on class III overall Class III Children were able to answer 64% of

language item correctly and 66% of mathematics questions correctly.

### **Meaning of Enrolment and Dropouts**

**Enrolment:** Enrolment means number of children admitted in the school to get education. At first, enrolment was to be planned by making the groups of the students in the first primary class homogeneous i.e. age 5

16 or 17 introducing a system of pre-registration and also be ensuring the transfer rate of students from the end of lower stage to upper stage as 10 percent by the end of 5 years plan.

**Dropout May be:** - (I) Involuntary (II) Educational handicapped (III) Intellectually incapability.

**Involuntary:** Those who leave the school as a result of personal crisis constitute in voluntary dropout. They leave school because of external circumstances over which they have no control. These include:-Physically disabled, accidental cases face death of head of family suffering from economic problem.

**Educational handicapped:** These are those who are not capable of doing work required for promotion to high grades and completion of high schools. These include students with limited innate ability and students who lack requisite skill

**Intellectually incapability:** Capable dropouts have requisite skill but cannot do well due to lack of motivation, trainee behavioural problems, poor citizenship and irregularities in attendance. As far as the causes of dropout are concerned most common cause is poverty among the masses. The other includes poor facilities in schools, an irregular curriculum, teaching strategies, and lack of separate schools for girls and illiteracy of parents, early marriage of girls and involvement of child in earning to supplement family income etc.

### **Major Initiative for Increasing Enrolment in Primary Education (Source: Annual Report of MHRD)**

Major initiatives / programmes of this Ministry are given below.

### **The right of children to free and compulsory education (RTE)**

Constitution provides for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such manner as the State may, by law, determine. The RTE Act makes specific provisions for Special Training for age-appropriate admission for out-of-school children. The RTE Act also provides that such children shall continue to be provided free and compulsory elementary education even after they cross 14 years of age.

### **Kasturba Gandhi Balika Vidyalaya (KGBV)**

KGBV are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are set up in areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the

block itself. KGBVs provide for a minimum reservation of 75% seats for Girls.

### **Mid-Day-Meal (MDM)**

With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional of children and enable them to develop in a healthy manner, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally sponsored scheme in 1995.

### **Mahila Samakhya (MS)**

Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas.

### **Teachereducation (TE)**

The National Policy on Education (NPE) envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. It emphasized the significance and need for a decentralized system for the professional preparation of teachers

### **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**

This scheme is being implemented with the objective to enhance access to secondary education and improve its quality. The schemes envisage inter alia, enhancing the enrolment at secondary stage by providing a secondary school.

### **Vocationalisation of Education (VE)**

"Vocationalisation of Secondary and Higher Secondary Education" is being implemented to address the issues of low esteem of vocational education in the country

### **Model Schools - Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence:-**

The scheme envisages providing quality education to talented rural children through setting up of 6,000

Model schools as benchmark of excellence at block level at the rate of one school per block.

The paper is organized into sections: The next section deals with literature review which focuses on the related work done in the same field. The third section covers the objectives; the scope of study, fourth section is methodology for analysis of data. The fifth section reports the analysis the facts of the study and result and discussion. The sixth section presents conclusions of the study.

## **2. Literature Review**

Pratichi Trust (2005) has conducted a study in West Bengal and found that the Mid-Day Meal Scheme (MDMS) was started in some 1,100 primary schools in five districts and extended to some other districts. A total of 5,200 primary schools were covered under the programme till March 31, 2004. Only a few of the richer households, mainly of caste Hindu background, were against the continuation of the MDMS. There were a handful of upper caste children, who in unison with their parents' inhibition towards the meal showed

their disliking towards the cooked meal. Some children highlighted the need for a change in the monotonous menu of khichuri every day. They also found that Inadequate salaries were paid to the. Zaidi (2005) [2] reported that since the Supreme Court says that the onus to monitor the implementation of the Scheme essentially lies with the Central government, as it is the Central government that is providing assistance, it is important that leakages from the Mid-Day Meal Scheme should be stopped at all cost. The quality of cooked meal served needs to be enhanced. More allocation of funds for Mid-Day Meal Scheme would be able to attract students in the Sarva Shiksha Abhiyan (SSA) and increase retention in schools.

Kumar (2008) in his research paper reported that most of the teachers teaching in government primary schools of Himachal Pradesh were not in favour of implementation of cooked Mid-Day Meal Scheme. There is wastage of teaching time on the part of teachers as a result of Mid-Day Meal Scheme.

Chand *et al.* (2006), narrated innovations under the Sarva Shiksha Abhiyan. The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India and has been in operation since 2002. The innovative Interventions were identified in 13 states of the Nation. These innovations played an important role in reducing the number of out-of-school children. It was also observed that in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled. The linking of civil works to an educational purpose like teaching rainwater harvesting was also another innovation to be encouraged. Strategies should be made to focus on a problem area identified by national guidelines, and monitoring and assessment systems should be

established whenever possible, to facilitate modifications to the interventions.

GOI, 2000, has stated that the average number of students per teacher in all categories of schools in India shows that highest number of student-teacher ratio was in Bihar (1:54) followed by West Bengal (1: 47) and minimum ratio was in Mizoram (1:16) The average student-teacher ratio for India was 1:37 which was quite high as compared to international standard.

### 3. Objective of the Study

The study objective is:

1. To identify the Impact of educational schemes to reduce dropouts.
2. To identify the ratio of dropouts is reducing or increasing.

### 4. Methodology

To investigate the research objectives secondary data have been collected and analyzed. The first part of the research of the extensive review of the researches already had been done in the field of Indian government scheme for education, causes of drop-outs and how to increase enrolments in schools.

### 5. Analyses of Facts

Reasons of Dropouts

**Less Attendance:** As compared to enrolled students attendance is very less in primary and secondary education in India. Only three-fourth students are attending classes in primary and upper primary school according the survey in 2016 by Annual Status of Education Report (ASER)

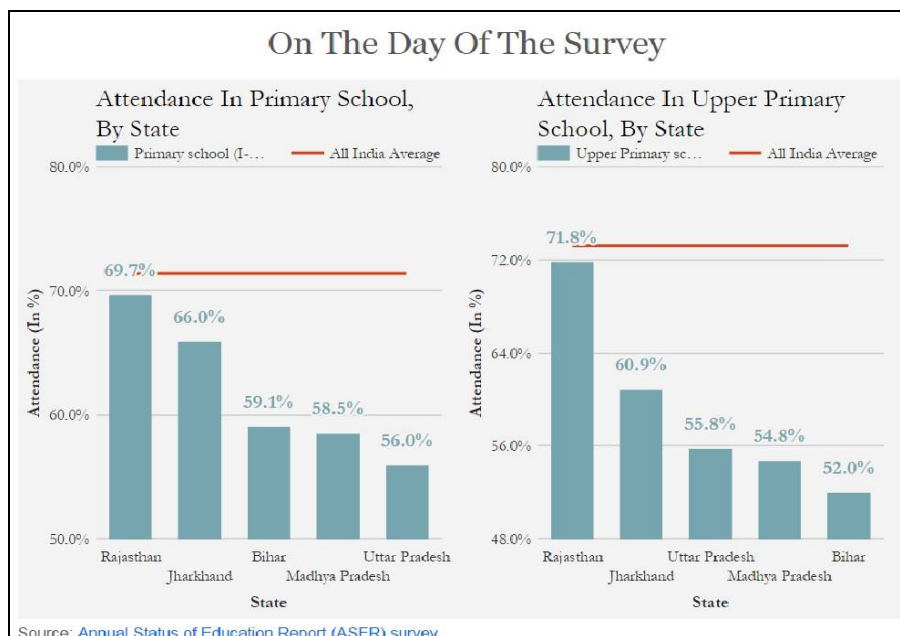


Fig 2

**Poverty and Illiteracy:** poverty is the most significant cause of dropout. It is therefore, essential to raise the income of people in rural areas. A larger proportion of population is illiterate and do not understand the importance of education

**Learning Environment:** infrastructures of the schools, counting class-room facilities, water to drinking, and toilets etc are not available.

**Health Issues:** the major health problem faced in rural areas is malnutrition. Children's with this deficiency are not able to participate actively in school activities in another hand according to data in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled, because children with special needs are not able to attend school for lack of essential aids and appliances.

**Student Teacher Ratio:** The recent District Information System for Education (DISE) 2013-14 report states that 30% of primary and 15% of upper primary schools have PTRs (pupil to teacher ratio) higher than 30:1 and 35:1 though the numbers are not specified. Some private schools in urban areas even have just one teacher for 65-70 students, say academics.

Free Press (Aug, 2018) is reported that, three state UP, Bihar and MP are in the top ranking in shortage of school teachers. Mainly reporter has provided the data of MP were state government acknowledged that that 4,811 schools are without teachers. It means schools have infrastructure but teacher is unavailable. Approximately, 18000 schools have a single teacher according to the government figure.

**Teachers Teaching Pattern:** teaching pattern of school teacher is very poor. Because of the childhood age learning way should be entertaining and easy. But lack of proper training or irresponsible behaviour teacher are not capable to serve quality teaching.

**Distance causes:** distance from home to school is still very far in remote areas. It's just because of less number of schools and teachers as compared to requirement.

**Education not necessary:** the social and cultural behaviour of rural areas is still having sense that education is less important. In case of male child they start working from the childhood to support their families financially. In the other hand girls are got married in very early age.

**To support household income:** children's are supporting their family to start working from childhood. Villagers are having concept like: "Jitne hath Utni kamai"

**Not interested in studies:** there is large numbers of children's found, those are not interested in studies. They think it's a burden like: first you have to go school regularly and the main fear is examination which demoralise them.

**Repeated failures:** Zubair (2014) [3]. The main causes of failure in the same examination, requirement of helping the parents in domestic work, lack of guidance at home by parents. Once the child failed in examination they demoralised for constituting the study.

**Lack of awareness:** most of the rural population is unaware with the schemes related to the education. Main reason is illiteracy they are not alert to educate their children, so they are not taking interest to know more about schemes.

**Sanitation facilities:** most of the schools are not having single

toilet which has been used by boys and girls both. One's a toilets is available than water is not there. It is the basic need of human which can be demoralise the students, especially the girls are living the school.

## 5. Results and Discussion

After reviewing researches in the field it has been found that government is facilitating many schemes to increase enrolment and to reduce dropouts. But there is more strong steps has to take to motivate children's toward primary education. Through reviewing it has been found that:

**Textbooks for Children:** children's has to provide free text book will motivate the students to study. Indian government has started providing free textbooks up to class VIII. In 2013-14 provision was made for providing text books to 8.85 crore children.

**Additional Teachers Provided:** To meet the shortage of teachers in elementary schools, 19.84 lakh additional teacher posts have been sanctioned under SSA up to 2013-14. Out of this, 14.80 lakh posts are reported to have been filled up. The pupil to teacher ratio (PTR) in primary and upper primary schools in India fell to 28:1 and 30:1 respectively in 2013-2014, a sharp decline from the 46:1 and 34:1 ratios in 2005-2006, say the official figures of the Ministry of Human Resources and Development

**Failure of Mid-Day-Meal Scheme:** world largest Mid-Day meal is launch by the Indian government but because of poor quality, unavailability of cook and kitchen it has been fail to motivate children. Therefore, government has to take necessary step to remove the problems related to Mid-Day meals.

**Health Issues Related Support:** government has to provide essential aids and appliance to disable children to motivate them to reach school and study continuously.

**Create Awareness:** it is required to make rural people aware with the schemes related to education. Government has to take initiative, through involvement of NGO's and Gram Panchayat to provide proper guidance for educational schemes.

**Proper Training to Teachers:** A motivated teachers can motivate the children's to continue the education and even they can counsel the students those left their studies. But it will be possible through giving proper training to the teacher.

**Non Formal Education for Dropped out:** students those already dropped out. Like proper counselling should be given, firstly to know the reasons of dropped out. Then give special remedial measure through both formal and non-formal means to motivate again start studies.

## 6. Conclusion

With reference to HRD India survey report 2016 they has said that girls dropout ratio has been reduce as compared to boys in secondary education from year 2009 to 2015. "Annual average

dropout rate of girls is 16.88 per cent, which is less than the dropout rate of boys of 17.21 per cent". It has been found that enrolment in private school of boys is higher than girls according to Economic Survey 2017-18 total 9.37 lakh boys enrolled in private schools in 2016-17 against 6.28 lakh girls. 7.18 lakh boys and 8.10 lakh girls are enrolled in Government schools. But experts say that when parents are sending their child to private schools, they prefer boy.

There is relatively few research is available to determining the cause why so many children drop out of schools in India. On the basis of available research it has been found that the major cause is poverty. Therefore, it is necessary to increase the income of rural population. Financial incentives should be given to parents those send their children to study, so that parents will be motivated to send their children to school.

Central and State government take essential initiatives to start industries in rural areas and as well as to motivate rural people for entrepreneurship for self-employment. Through this more job opportunities will arise and assured income for the parents of children. Results of this will enable the people relieve children from the burden of earning for their families as well increase the demand for education also.

It is required to provide incentives to teacher those are appointed in remote areas they encourage education and might to perform their duties properly. Indian government has to take necessary steps to enhance the teaching methods, teaching strategies and the curriculum to reduce dropouts and encourage enrolment. If co-education discouraging the girl child parents, then proper infrastructural facilities should be provided in coeducation, else number of separate schools should be increase.

Lastly we can say that although Indian government is making many policies to increase enrolment and reduce drop outs, but there is strong monitoring and control should be required to achieve the target of Serva Shikha Abhiyan and all other policies motivating children's to take education.

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