

Assessment of Psychological, Social and School functioning problems in School children at Shimoga

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Abstract: Literacy is the key for the growth of self aiding in gaining knowledge and job opportunity; in the context of the nation it is social and economic development. Education includes literacy and social objectives impeded along with in. The understanding varies among persons and socio-cultural background. Material and methods: Data from SSA from DDPI office, Shimoga was taken and analyzed. Results: Unspecified reasons outstand the causes for school dropouts, House work being the next common cause and the least is fear of teachers and street/Rag picking work by child. The SSA schemes, other Government policies for the improvement of education and decreasing the dropouts of children from school have done major impact in reducing the school dropouts of children. Though the policies cannot address minor problems, those can be solved with the district administration with available resources.

Key words: SSA-Sarvashikshana Abhiyana, DDPI: Deputy Director of Public Instructions.

I. Introduction

Literacy is the key for the growth of a nation especially developing countries like India. The literacy rate in India was 74.04% in 2011 as compared to 12% at the end of British rule, 1947. The literacy growth in 2001-2011, decade literacy growth rate was 9.2%, with gender disparity; male literacy was 82.14% and female literacy 65.46%. This disparity had a negative impact on family planning and population stabilization efforts in India. Individual view of education suggest expansion of cultural and employment

Horizons, but in the Nations' prospect is Social and Economic development. Education has a direct impact on poverty, malnutrition, ill health and high child mortality rate³. Though there is Right to education is present in the Constitution, the budget allocation for them is 1.8% of the National Budget, and this explains why 50-60% of children do not go beyond primary schooling³. Another estimate showed off 1.93 crore children between the age of 6-14 yrs, 1.61 lakh went to school up to 8th standard, remaining 32 lakh did not attend the school⁴. Majority of the school dropouts belonged to poorest and least developed areas of the country like backward rural areas and urban slums⁵. Female education leads to Gender justice boosting up by increasing their autonomy and selfworth⁶. The habitants for primary school to being resided with in 1kilometer distance increased from 84% [1993] to 88% [2002], increasing recruitment of women teachers went up to 54% and the mid day meal scheme covering nearly 66lakh children in both Government and Aided schools; all these modalities helped to decrease school dropouts. In Karnataka about 1/3rd population are still illiterate. Female literacy rate is high in following district-Bangalore Urban, Dakshina Kannada& Udupi, >75% and least in Koppal& Raichur <40%. In Karnataka the primary education incorporated Universal Elementary Education [UEE] to all children as per Supreme Courtruling 1994. The objectives include

1. Universal access to primary schools for all children
2. Universal enrolment
3. Universal retention
4. Universal achievement of minimum

Karnataka has pioneered various schemes for bringing back the out of school children to school like

1. Chinnara Angala
2. Coolienda Shalege-child labor
3. Flexi schools-night schools for working children
4. Mobile schools-for slum children
5. Beediyinda Shalege-for street children
6. BaaBaale Shalege-for girl child
7. Kishore Kendra-residential bridge course for girls
8. Samudayadatta Shale-Community rallies

Chinnara Angala has succeeded in mainstreaming more than 50% of beneficiaries more in Hyderabad-Karnataka region⁷.

Household data on out of school children-there are 7529397 children in the age group of 6-14 yrs., off which 75825 children were out of school.

II. Material and methods:

Data from SSA from DDPI office, Shimoga was taken and analyzed.

III. Results

There are different causes for the school dropouts- they are listed in the below table

Table: Different causes for school dropouts

Lack of Access		House work		Work at other house		To Earn		Marriage		Puberty		Other Reasons [G]		Unattractive school environment		Migration		Fear of teachers		Run away child		Street/Rag picking child		Severe Physical disability		Other reasons		Total[T]		
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T		
52	35	13	16	22	08	13	37	8	0	0	63	65	38	0	22	18	0	0	50	0	0	0	87	64	10	83	173	31	30	

Unspecified reasons outstand the causes for school dropouts, House work being the next common cause and the least is fear of teachers and street/Rag picking work by child. The other reasons are enumerated in the table.

Table-2 Taluk wise school dropout children

Sl no	Taluk	Total
1	Bhadravathi	762
2	Hosanagar	155
3	Sagara	402
4	Shikaripura	667
5	Shimoga	756
6	Soraba	220
7	Thirthahalli	138
	Total	3100

Bhadravathi leads the list in having the highest number of school dropouts and Thirthahalli the least number.

IV. Discussion:

Literacy is the mainstay of improvement of self and total improvement of the nation. School dropouts are one of the main hindrances in achieving it. The Government of Karnataka and Government of India have put forth various schemes and activities to achieve it. Few of them are SSA scheme and other schemes are having following objectives and goals

Objectives:

1. To see all children between 6-14 yrs are enrolled for schooling
2. All enrolled children completes 8th standard successfully
3. All children attains minimum levels of learning
4. Every Teacher is regular and punctual to school
5. To have Active Community Participation
6. To bring back the school dropout children to school through various schemes

Goals:

1. Increase state literacy rate to >80%
2. Reducing the school dropout level to 0 level
3. To attain minimum level of learning
4. To improve Teacher's Teaching skill standards
5. Implement educational reforms for quality learning
6. Ensuring progressive community involvement
7. To give minimum education to all through either schemes of education

V. Conclusion:

This type of evaluation is needed district wise to know the local problems and availability of local resources for its effective use and solving the hindrances' to achieve the goal.

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