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 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, 19471. 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-Banglore 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 75,293,97 children in the age group of 6-14 yrs., of which 75,825 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>
<thead>
<tr>
<th>Lack of Access</th>
<th>House work</th>
<th>Work at other house</th>
<th>To Earn</th>
<th>Marriage</th>
<th>Puberty</th>
<th>Other Reasons [G]</th>
<th>Unattractive School Environment</th>
<th>Migration Ratio</th>
<th>Fear of teachers</th>
<th>Run away child</th>
<th>Street/Rag picking child</th>
<th>Severe Physical Disability</th>
<th>Other reasons</th>
<th>Total [T]</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
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<td>0</td>
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</tbody>
</table>

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 1.

Table-2 Taluk wise school dropout children

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Taluk</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bhadravathi</td>
<td>762</td>
</tr>
<tr>
<td>2</td>
<td>Hosanagar</td>
<td>155</td>
</tr>
<tr>
<td>3</td>
<td>Sagara</td>
<td>402</td>
</tr>
<tr>
<td>4</td>
<td>Shikaripura</td>
<td>667</td>
</tr>
<tr>
<td>5</td>
<td>Shimoga</td>
<td>756</td>
</tr>
<tr>
<td>6</td>
<td>Soraba</td>
<td>220</td>
</tr>
<tr>
<td>7</td>
<td>Thirthahalli</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3100</td>
</tr>
</tbody>
</table>

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.

References


[4]. Anupreet S. Education Department clueless on Dropout rate, Indian Express, 2009, 30th July.


[7]. Sarva Shikshana Abhinayana Samithi, Karnataka.