

**DROPING OUT AND FIGHTING BACK  
A STUDY ON THE ADOLOCENT DROPOUT CHILDREN  
KOPPAL, KARNATAKA**

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**Master of Social Work**

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**FAMILY AND CHILD WELFARE**

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## **Certificate**

This is to certify that this dissertation titled '**Dropping Out And Fighting Back**

**A Study On The Adolocent Dropout Children Koppal, Karnataka**" is arecord of genuine and orginal work done by Bijunu Johnson of fourth semester masters of social work course of this college under my guidance and supervision and it is hereby approved for submission.

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## **Declaration**

I Bijunu Johnson hereby declare that the research work titles “” is submitted to thjs the Mahatma Gandhi university Kottayam is a record of orginal work done by me under the guidance of Dr. Sooraj MV faculty Bharat Mata School of Social Work Thrikakkara and this research work is submitted in partial fulfilment of the requirements for the award of the degree of master of social work specialising in Family and Child Welfare

I hereby declare that the result embedded in this research have not been submitted to any other university or institute for the award of any degree or diploma to the best of my knowledge and belief.

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**ABSTRACT**

The advancement of any civilisation depends on the education of girls. Many Indian women continue to face discrimination in this area. Education is the tool and the weapon for the development of the community. Children are marked as the weaker section in the society. In the rural communities the situation is questionable. When taking up the literature review there is no such in-depth study has done focusing on the multidimensional aspects of the child. This study focus on the various aspects and the system that is being a reason for the girl child dropout. The study gives an in-depth understanding of the child's environment the cultural social, school, house characteristics that as a base for understanding the child environment. It is important to study on the aspect of the person in environment to analyse the basic issues causing the child dropouts.

I am extending my sincere gratitude to the almighty for giving me the spiritual- moral and physical strength to pursue my academic goal **Bharata Mata school of social work**

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# **INTRODUCTION**

This chapter deals with the issue of the child dropouts in the rural village areas and the challenges faced by the children in the koppal district of Karnataka state which is one among the States having low literacy rate. The study helps to understand the situation of the rural female children who were dropped or who are supposed to stop education because of the various social economical and other reasons. There can be hypothetical statements for the reason of dropout children as other rural areas. But this study gives the light on the various aspects contributing to the dropping off the rural female child being a Dropout and why koppal is being distinctive from other districts. As north karnata has a history of the devadaasi system that prevailed years before. The research is a practice informed research. When the researcher was an intern at visthar, under the none governmental organisation there are various project. Bandhavi school is one amongst the project started as an educational support for the children of devadassis. Another project is Manaus kishori sangadne. As per the direction of the organisation. The researcher collected 9 villages of kuknoor thaluk. The researcher opted the qualitative Research which mentioned the universe of the study, sampling procedure and sample size of the research. The tool used for data collection, data analysis and interpretation, chaptalization and ethical considerations of the research are mentioned



# **REVIEW OF LITERATURE**

The study is at the Koppal district which is in the state of Karnataka. Koppal was formerly a part of Raichur district and later it separated for its well maintenance and peace. There was 4 taluks in the district which it was again divided in to 7 in the last year. The study is on the dropout girl children of Koppal district were the number of the Dropout children is in High number as it is rural area which most of the family members rely on agriculture related jobs for their means of livelihood. There is a wide range of literature which states about the high rate of absenteeism in the school. According to the report of the UNESCO it states that about 0.32 billion students in India have been effected with school closures at the time of the pandemic- Covid 19 (UNESCO 2020). The report of NEPUA shows that of these the 84 percentage of the children resides in the rural areas while 70% attend government schools. As of 2015, the average dropout rate across Secondary schools in India was 17.06% with higher numbers for rural areas (NUEPA 2016).

Past evidence suggests that short term disruptions in schooling often lead to permanent dropouts among the poor (Reddy and Sinha 2010) which the covid 19 made an increase in the number of the school dropouts which the schools and the academic institutions were closed due to the lockdown so that the children were experienced some short-term disruptions which often made the children to become permean dropouts.

Bumber of the school One of the reasons being the unemployment of parents and the children being forced to contribute to the family income. In this inevitable economic crisis, education costs might be too costly, which will result in pushing the children in the labor market (Bharadwaj et al. 2019). Unemployment appears as another reason which thinking from the system perspective unemployment appears as another issue which the parents and the children were compelled to work to meet the both ends of the daily life. The children were unknowingly.

The education of girls is crucial to the growth of any civilization. Many Indian ladies are still at a disadvantage in this regard. Karnataka has a significantly higher population density in 2011 than the other eight EAG states. 60% of the female population in northern Karnataka is not enrolled in school. Understanding the causes of girls' dropouts or persistent absences from school is essential to addressing the problems with their academic involvement.

The Karnataka government received numerous benefits. The state government should make reaching 100 percent functional literacy for adults within ten years one of its proclaimed objectives. In order to help ensure that the state has 100% literacy, the Education institution, notably residential schools, colleges, and universities in remote areas, must be given the mission. In order to offer education for students, the government. We may have a special opportunity to prevent illiteracy in the state as a result of the widespread adoption of technology in educational institutions. The literacy rate in Karnataka is 75.6%. Adult education is crucial for a nation's growth because it can significantly enhance a country's social structure and production. It offers chances for socialisation, work, and personal development resulting in the expansion of the country's economy. Since educated parents are more likely to make their children educated, adult education also contributes to high primary enrollments. Education is crucial in every way, then. Key words: adult education, deployment, and literacy.

All the unmarried girls of the family have to drop out of school so that they can take up extra additional household responsibilities as parents increase their own work hours to manage economic distress. Similarly, these economic shocks are likely to have a greater impact on children from communities that are marginalized based on their caste, tribe and religion, and already experience higher dropout rates (NUEPA 2016). Dropping out, in turn, may lead to increases in child marriages, domestic violence, early

pregnancies and a plethora of other development issues (Birchall 2018). Without waiving the school fees, it is impossible to tackle the dropout rates as educational expenses become exorbitant for many. Although some state governments like Haryana, Punjab, Uttar Pradesh, Himachal Pradesh and Jharkhand tried to cut down the school tuition fees and other school expenses during the lockdown period.

there are also child marriages been a main reason for the hike in the number of school dropouts. a study on the dropout children north Karnataka shows that when they examined that girl children's social beliefs regarding the marriage and education the 20% of the girls stated that to get married before the age of 18 is significant the 90 percentage of the population stated that the employment at the adulthood is considered as important and within that the also said that it seems so difficult for the girls to complete the secondary school education. which the 20 percentage of the girl children were of from a female headed family. the data shows that the 60 percentage of the family households heads were illiterate. about 40 percentage of the girls were from the extended families (Journal of adolescence -December 2017).

The literature states that the gender and the poverty and the socio-economic realities act as a catalyst for the increase in the number of the dropout Children in the North Karnataka. The discriminatory practices in case of gender effect ct the girl's education and their mobility also where the boys were given more freedom at the same time the girls in the villages were placed with more restrictions. this comes as other reasons for the The values of the family towards education and how they take the education system have a role in the hike in dropout. So, the aspects and the opinion of the family members differentiates the children who are present and those who are absent. Addition to that the educational needs and the academics were not considered as the point to be stressed the parents were focusing whether the gender notions in the society were performed

well or not and the parents were invested more on the girl's wellbeing and the future they pull the child to have marriages as soon as possible. In the case of the poorest families the girls became shouldered with many responsibilities where they didn't get the opportunity to study which comes as the fundamental right of a child.

The fundamental prerequisite for human progress is education. It is the main tool for introducing children to cultural values and the methodical process of acquiring the knowledge and skills needed to contribute to society in a positive way (Khan, 2014). It is the most powerful factor in a child's growth and development, preparing him or her to become a responsible, knowledgeable, robust, and physically healthy citizen. It is crucial in developing the next generation of leaders (Maithly & Saxena 2008).

Adolescence is a time of rapid growth and development, as well as changes in the body, mind, and behaviour. Adolescents go through a period where they struggle with concerns including identity crisis, emotional immaturity, independence, heterosexuality, and relationship maintenance (Pathan 2011).

### **Karnataka's Education System**

Education was included to the concurrent list in the 1976 constitutional amendment, implying that the State and the Centre must share responsibilities. However, while the Centre provides funding for vertical programmes and initiatives, the state bears the primary duty for establishing and managing Primary Education. In Karnataka, primary education is provided for free for seven years to children in government, local government, and privately run but government-funded schools beginning at age six. A student who wants to continue their education after finishing 10 years of schooling must enrol in a Pre-university college for two years in order to be eligible to enrol in a three-year degree programme or any professional courses offered by institutions. Currently,

degree colleges as well as composite PUC Colleges offer P.U. education. After ten years of education, Karnataka has also established a vocational education programme run by the Directorate of Vocational Education.

Pre-school attendance at Anganawadies, also run by the State government under Integrated Child Development Service Schemes (ICDS), which are located in most of the villages, is typically required before beginning primary school (93 per cent of villages). Zilla Parishads have been tasked with running primary schools under the decentralised system (ZP). The majority of the funding needed to operate schools is provided by the state, and each district's schools are overseen by a ZP-designated officer who has been designated as the Deputy Director of Public Instruction (DDPI). He is supported by Block Education Officers and reports to the Head of State, the Commissioner of Public Instructions (CPI) (BEOs).

### **Karnataka's Education System Organization**

The 10+ 2+ 3 educational model had been adopted by the State. The first ten years are made up of four years of lower elementary school, three more of upper primary school, and then three years of high school. However, a five-year cycle for lower primary is being suggested for 2001.

It's not just a period of opportunity; it's also ripe for dangerous conduct, which could have long-term effects on one's health, job, and education. Teenagers need their parents to provide a safe and social environment for them to grow up in. More over 1.2 billion people worldwide, including around 21% of Indians, are adolescents (Sharma et al. 2007). The importance of school in adolescent life cannot be overstated. The school problem, such as anxiety of going to school, lingering away from school without a valid excuse, academic underachievement, and ultimately dropping out of school, is a

common manifestation of difficulties in practically any area of life (Evangelou et al. 2008).

### **Education in Karnataka is expanding.**

The current State of Karnataka (previously known as Mysore) was created in 1956 by joining the then-princely state of Mysore with four districts from Bombay State (Bombay Karnataka), three from Hyderabad State (Hyderabad Karnataka), two from Madras State (Madras Karnataka), and the teeny state of Coorg. The social and economic indices varied significantly between these locations. The newly created state struggled to integrate and coordinate the education sector's management, administration, and resource distribution to geographically disparate areas. As seen by increased literacy rates, the number of schools, and the number of teachers, the education sector has experienced a notable expansion over the last 45 years. According to estimates, the simple measure of educational achievement literacy rate was 67 percent in 2001, which is somewhat higher than the 65.38 percent national average. There are significant discrepancies in the state's educational outcomes, as evidenced by the huge variances in literacy rates by gender, social class (SC/ST and others), regions, and rural and urban living (Table 2 & 3).

According to studies, if the girls had acted differently, 1.8 million children's lives in impoverished nations could have been saved

According to studies, if the girls had finished secondary school, 1.8 million children's lives in poor nations could have been saved (Olmos 2011). Teenagers who are not in school are most prevalent in India. According to the 2016 Global Education Monitoring Report, 47 million teenagers in India have not advanced to upper secondary school (UIS & EFA 2015). In India, dropout is a widespread epidemic that affects people from all

socioeconomic backgrounds. States and districts with poor educational systems have substantially higher rates. A increasing amount of research demonstrates that females are more likely than boys to be absent from school. In addition to having negative effects on an individual, not finishing high school also causes social inequality to grow. According to numerous studies, persistent absenteeism and frequent class absences cause students to drop out of school (Nekatibeb 2002).

According to the 2011 Census, the state of Karnataka placed 23rd overall in terms of literacy, just ahead of the eight EAG states and three states in the northeast. Children in the northern section of Karnataka miss school more frequently than children in other parts of the state, partly because of the region's lack of development (Suresha & Mylarappa 2013). In terms of the education index, Koppal taluka in Koppal district has been ranked third. According to the 2011 census, it has a total population of 70,698. The district's total literacy rate is 68.1 percent, with a sex ratio of 982 females for every 1000 males (female literacy rate 57.5 Percent).

In this district, the number of females dropping out of school is a problem. Four talukas, namely Koppal, Gangavathi, Kushtagi, and Yelburga, make up the Koppal district (Census 2011).

Despite government efforts, there are still millions of kids who don't attend school for a variety of reasons, and girls continue to face substantial legislative and programmatic challenges related to irregular student attendance.

Poor school performance is mostly caused by low parental levels of education, occupation, money, and deprivation. Other barriers to education include parental attitudes regarding girls' education, a lack of parental support in addressing the needs of adolescent females, a lack of ambition, and a child's low self-esteem (Samal 2012).



High parental income enables parents to more easily provide resources for their kids, such as access to superior schools, private tuition, and increased home learning support. (MDE 2011), The growth of the daughters, parent-daughter interactions, and family dynamics are all impacted by poverty. It also contributes significantly to girls leaving school (Samal 2012).

Due to cultural ideals of early marriage and the idea that girls should take care of their younger siblings, the size of the home affects the likelihood that a girl will drop out of school. The parents' level of education has a stronger impact on how involved they are in their child's education, both at home and at school (Bayisenge 2011). Mothers' education has a beneficial effect on learning and success (Feinstein 2006). Working parents who focus more on their jobs than on their kids, especially during a crucial time for their growth and development, risk causing their kids to lose interest in school and other worthwhile pursuits (Goldstein 2012).

According to Sen's research, children whose mothers had children at a young age and those whose mothers' preferred boys had much lower probabilities of attending school (Sen 1992). According to Sen's research, children whose mothers had children at a young age and those whose mothers' preferred boys had much lower probabilities of attending school (Sen 1992). Studies have demonstrated that gender bias in the classroom, verbal abuse, a lack of female staff members, and other factors all contribute to girls dropping out of school (B & M Development Consultant PLC) (2008). Safety concerns in schools make the adolescent girl and her parents anxious, which causes absenteeism and dropout rates (Chugh 2011). The availability of human resources and educational resources is related to the quality of education. The learning process can be negatively impacted and a child's interest in studies can be decreased by a teacher's lack of confidence in the subject matter, lack of commitment to teaching, favouring some

students over others based on their religion, caste, etc., physical or verbal abuse of students, and gender bias in the classroom (Dislen 2013).

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since it plays a crucial role in establishing how a kid develops their cognitive, intellectual, and attitude toward the outside world (Moitra 2012). Open communication between parents and children fosters moral judgement, academic success, and self-esteem, according to studies (Hoskins 2014).

Ineffective communication between parents and daughters will probably result in problems as they grow up because it is so important for a child's cognitive, intellectual, and attitude development toward the outside world (Moitra 2012). According to studies, parents and kids who communicate openly together develop moral judgement, academic performance, and self-esteem (Hoskins 2014). The way the parents react to their daughter's needs can also differ depending on gender. Parents have different effects on their kids' social growth and potential academic performance. Few studies have looked at the parent's gender as a factor that might help us understand how diverse parent-daughter relationships, between the sexes, affect school dropout (Marks et al. 2009).

## **Karnataka's general issues with educational disparities: a review**

The enrolment and retention of students in primary education are influenced by various general variables. Significant among these is the general lack of regard for education, a mindset that is especially pervasive in economically underdeveloped places. In an Indian study of urban poor people, 32.2% of women and 25.18% of men cited "lack of interest" as their top reason for not enrolling (Rangachar Govinda, 1998). In an effort to find out why they are not enrolling their children in school, parents were questioned for the NFHS II 1999. Nearly half of parents in urban areas and a third in rural areas stated that their boys are not interested in going to school. However, just approximately 19% of parents responded similarly when asked why girls weren't enrolled. One in three parents of boys and one in five of girls in the State as a whole reported that their children are not interested in academics. There are numerous educational determinants at the family level. They include the family's socioeconomic status, the parents' educational backgrounds, and their aspirational levels. The opportunity costs of going to school and poverty have a significant impact on aspiration levels. Aspiration levels were found to be lower among families with household incomes of less than or equal to Rs. 750 to 1500. (Rekha Kaul, 2001).

An extensive year-round survey was carried out in 45 villages from 10 districts, five from coastal, hilly, and southern Karnataka, and five from northern Karnataka, which varied the most in the prevalence of child labour and in the percentage of children aged 5 to 14 who attended school. According to data on time utilisation, children in Karnataka spend an average of 4 hours each day working, whether it be productive or household tasks. Guys and females had different work patterns, with girls doing more household chores and boys doing more productive labour. The analysis using separate

tabulations for children who attend school and those who do not is supported by a causal model.

Between child labour and child education, a significant negative reciprocal link has been found. This relationship is valid for children, households, and villages. Contrary to popular belief, income and related factors have no direct substantial impact on child labour (Kanbargi, 1991).

The amount of modernization a village has undergone is a crucial issue that is connected to children's access to education in rural areas. A village-level study identifies various development indicators as determinants of the village's "modernization" score, which had a direct and positive correlation with literacy levels. These indicators include proximity to the city, the village's approachability, the number of government institutions in the village, the availability of printed material, etc (Rashmi Sharma, 1998).

Birth order has a big impact on who enrolls and who drops out of school. Firstborns are frequently forced to take care of younger children (particularly girls) or, in the case of male offspring, are forced to perform paid or unpaid labour.

## **CHAPTER 3: RESEARCH METHODOLOGY**

## **TITLE OF THE STUDY**

“Study on the dropout children in Koppal district” (Karnataka)

## **STATEMENT OF THE PROBLEM**

As a part of the academic curriculum the trainee got the opportunity to be as an intern at VISTHAR Non governmental organization, Koppal district of Karnataka. This study is based on practice informed research where the researcher get to know about the project Bandhavi, started as a counter movement for the Devadassi system which is known as Yellamma Tradition. So, how does this tradition made an impact on the education of girl child is felt as an important aspect. Another important thing which the researcher have analysed or understood through the field visits were the child labour were seed crossing is very common among children. This made curious about what is it and how it affects the child in various levels was fascinating.

Education is one among the socio- economic factor which brings in the development of the country As we all heard about the proverb “child is the father of man”. So that the education is an integral part which it stands as the fundamental right of the child between the age of 6-14. When thinking about the rural and urban areas the urban areas having high literacy rate 73.5 at the rural areas and 87.5 at the urban areas. So that it’s important to have a study on the village or the rural aspects with considering the gender thereby to understand and analyse the challenges which is existing in the rural village areas in depth and to have strategic measures accordingly.

To understand the factors that leading to the girl child’s dropout and to get an in-depth understanding about the child’s overall dimension it is in need to have research to identify the gap existing.

## **SIGNIFICANCE OF THE STUDY**

Education of a girl is an essential part for the development of any society. Many girls in India still remain disadvantaged in this area. As per the 2011 census, Karnataka stood slightly above the eight EAG states. In northern Karnataka, 60% of the girls are out of school. To address the issues of girls' participation in school, it's necessary to understand the pathways which leads to their dropping out or remaining absent from school. The present study has been carried out to explore the pathways of absenteeism and school dropout of adolescent girls residing in Koppal taluka, Karnataka.

There was a tradition existing in the society, Devadassi system which is otherwise known as Yellamma Tradition in the North Karnataka denied the rights of the child. This system denied the fundamental rights of the individual. It is important to understand the effect of this system still prevailing or not in the society. The system insisted the girl child to be a Devadassi which restricted their education and the women in the society became illiterate and after the abolition of the Devadassi system there was secretly practiced. The impact of the Devadassi system on the education of the women is another aspect to be studied.

Karnataka is one amongst the state of India having low literacy rate with 77.2 as the average literacy rate. The male literacy is 83.4 and the female literacy rate is 70.5 Which shows the gap in guide its availability and its accessibility with an hypothetical view of gender inequality existing in rural areas.

In this 21st century, women's empowerment policies and the rights of every individual are taken into consideration. When we think about the reason for the dropout children in rural areas there can be guessed of some reasons like economic weakness, agricultural way of livelihood and the patriarchy might be the reasons but besides that



it is important to have in-depth study on the child's psychosocial system. Which the child is been a part of.

### **GENERAL OBJECTIVE**

- To identify the socio-economic and cultural reasons behind the adolocent girl dropouts.

### **SPECIFIC OBJECTIVES**

- To identify the parent child relation that contributes to the child dropout in the villages
- To identify various factors that directly and indirectly cause the the dropout children.
- To identify the support system for the child in the community

### **DEFINITION OF CONCEPTS**

#### **Dropout**

##### *Theoretical Definition*

A person who has abandoned a course of study or who has rejected conventional society to pursuee an alternative lifestyle.

##### *Operational Definition*

A Dropout is a student who has to discontinue their education course due to some reasons.

## **RESEARCH DESIGN**

### **Qualitative Approach**

Qualitative research is a research methodology which deals with understanding human beliefs, behaviour, values and perceptions of certain social or non-social issues within their own environmental contexts. Qualitative research methodology makes use of open-ended questions and motivates participants to express their thoughts and views openly with no limitations.

Qualitative research works towards understanding not only “what” people think, but also “why” do they think in a particular way. The participants themselves explain their thought process behind a particular choice or opinions in their answers and qualitative research methodology analyses the data gathered to result in conclusions that can be generalized for a larger population of similar kind.

Here the researcher collects data through the interviews focus group discussion and through observation. The interview guide is used as the tool for data collection.

The researcher taken the exploratory research design which in the sense to explore the each factors which contributes to the dropout children in the community.

### **UNIVERSE**

The universe of the study is the female child in-between the age of 13 – 18 who are Dropouts. **SAMPLING PROCEDURE AND SAMPLE**

n is the dropout children of the kuknoor taluk which is in koppal district , Karnataka.

**Sample:** The sample size of the study includes; The sample is the 13 to 18 years of age group female child of 9 villages of Kuknoor taluk, koppal district.

### **Sampling Method: convenient sampling**

Purposive sampling is a non-probability sampling techniques where the researcher relies on their discretion to choose variables for the sample population. Here, the entire sampling process depends on the researcher's judgment and knowledge.

The researcher as per the guidance of the community facilitators identified the Dropout children in each village and collected data accordingly.

### **INCLUSION CRITERIA**

- Participants from Koppal district are included in the study
- Only older adults from the age group 13 to 18 are included in the study
- Only female samples are included in the study
- Only older adults working in the organized sector are included in the study.
- The various stakeholders of the village are included in the study.

### **EXCLUSION CRITERIA**

- Male children were excluded in the study.

### **TOOLS AND DATA COLLECTION**

For the purpose of data collection, the method in-depth interviews with the child and the different stakeholders, house visits, and focus group discussions the tool used was interview guide (semi structured questionnaires)

## **EXPECTED OUTCOMES OF THE RESEARCH**

The study helps the trainees to understand And analyse various factors contributing to the female child dropout and the challenges faced by the female children in the rural area of the Koppal district. By collecting the data from the various aspects of the child which is from the parents, school authorities, project co-ordinators, community facilitators give clear understanding about the picture of the village by that by identifying those causal factors it helps to address the Challenges in various strategic measures.

## **LIMITATIONS**

- The scientific list of the sample population was not available.
- Had taken long time for a single case to be studied.
- Language was a barrier but also can be denoted as a positive barrier which children were shown interest to speak up. wh

## **CHAPTERIZATION**

Chapter I – Introduction

Chapter II – Review of Literature

Chapter III – Research Methodology

Chapter IV – Data Analysis and Interpretation

Chapter V – Findings, Suggestions and Conclusion

**DATA ANALYSIS**

**AND**

**INTERPRETATION**

## CASE ANALYSIS 1

Name	<b>Nedha</b>	
Age	16	
Class which become a dropout	9 <sup>th</sup> standard	
Source of income	Father	Agriculture labour (own land)
	Nedha	Other land
Mother	Died	
Land area	7 acres (irrigation)	
Siblings	Sister	Child marriage
		Dropout
	Nedha	Dropout
	Brother	4 <sup>th</sup> (ongoing)

*Nedha, the girl who returning back to her home after the labour work through that bright sunlight, the trainees felt so happy seeing her because facilitators didn't had an opportunity to see her by having so many attempts. The girl who is having 15 years of age had passed 8th during the covid time and she had to drop school by the death of her mother being affected by cancer. She had to shouldered the burden that she had to do the household chores , taking care of the cattle and to distribute milk in villages , to look after her brother Making him to go school, and doing the agriculture work in own and other lands.*

*She's interested to write the SSLC Direct exam and last time she went to school for having hall ticket, but she didn't go of not filling the application form. She agreed to write exam next year directly.*

Nedha is a girl child of having 16 years of age who is being a dropout from the eight standard itself. Nedha belongs to the lingayat caste. Her family consists of three members her father brother and she. She lost her mother when her brother was young due to the cancer. At that time who nedha was in ninth standard and for her brother he has only attained the age of three. She was the one who has taken care of the young child to grow up.

After the demise of the mother, she not only taken care of the youngest child but also given care for the dairy farm, the agricultural work on their land and the other land areas for money. Since the age of 13 she started going agricultural work on others land area. And her sister got married before attaining the age of 18 which to be considered as the child marriage. Her sister also hasn't completed their education. Before that they got married.

They are having 7 acres of the land area The income generation is from the diary and from the agricultural land area.

From Vistar organization, from the moment they get to know that nedha as a dropout student and they tried to intervene the child a number of times but they couldn't find the child as she will be always at the field along with her father. So that when the researcher visited the house the house was a hut like home. At the side cow shed was there. No one was there when we visited. As it was ambedkar Jayanthi we felt that everyone will be gone for the rally. At the moment when we step back from home. We could see a girl in that sunny climate along with a small kit and an umbrella was walking towards that house. We fortunately called upon nedha . Then she said yes.

The reason for being a dropout was said by her is that. After the demise of her mom the burden came to her. And being busy with the household tasks and taking care of her



younger brother she slowly became a truant. And her father also asked her to stop schooling.

The money she earned from the agricultural land works given to her father. she having savings with her.

The researcher asked if she is given support to continue her studies is she interested? She answered “ I am not interested” . When having school visit get to know that she had appeared for the last SSLC exam at the school but she doesn't collected her hall ticket from the school authority. So that she couldn't write exam. But when we asked first time child said she was not interested to study. When researcher asked “ why you had attempted to write SSLC exam? She Could not hide about that anymore. she accepted her interest to study. She said “ iam interested to study but not regular basis”. She had to take care his brother. When the brother goes to school she had get him readied. To give milk to households and to go for agricultural works . After that she's not having time to spend time in school.

What is your ambition ?

I want to become a police officer”. Only rarely children reply for this question. We appreciated her ambition and asked her to continue her education. And make her ambition in real. Her one of the main wish is to teach her brother. To provide him education. And she added that “ I want my brother to be educated that I don't want him to be like me” and this was felt so touching from her. And it hides her feelings and wish to be educated that she buried within her.

When asking more assurance about her studies she said that she had to seek permission from her father. The child repeated about this in between.

When researcher asked about the school support and the school authority she said that school and teachers were good at teaching and they are supportive.

After sometime her grandfather came to the house. Asked to teach the child they said about the household work the child has to undergo and the duty to take care of her little brother who is now in fourth standard.

Interacting with the brother he likes her brother to become educated.

At that moment her father came to house from the field. Talking to her father about her studies he also agreed to have distance education. Which the community coordinator of the Visthar, agreed her to give all the support from the organization regarding her education. And she also promised to write SSLC next time by attending tuition and support from the organization. We also communicated that in Malayalam netha means a leader and like wise wishing you all the best.. thrCommunity facilitators was also happy that could see and interact with the child. Abd the child given contact details.

## CASE 2

Name	<b>Prabhitha</b>	
Age	15 yrs.	
Class which become a dropout	8 <sup>th</sup> standard	
Source of income	Father (54)	Farmer (illiterate)
	Mother (48)	Farmer (illiterate)
Land area	7 acres (No irrigation)	
Siblings	Manjowa 21 yr –PU Dropout	
	Kavitha 17yrs 10 <sup>th</sup> pass Dropout	
	Prabitha 15 yrs 8 <sup>th</sup> Dropout	

In search of the prabhithas house we asked a child who is washing clothes at the front yard of house. A stone is there to wash the clothes. She looked us in blank face and we asked which is house of prabhitha. She said in a place voice that “I am prabhitha”. And we entered in the house. The father came outside and he asked “what” the voice was in an authoritative manner. Then the child went to wash clothes again.

Parabhitha is 15-year-old child and she dropped her education at the age of 13 and at that time she was at eight standards. She’s having two sisters two elder sisters. One of them got married. They belongs to other backward classes( kuruba).

Father given an introduction that he had two marriages it is his second family. In his first wife he is having two sons which they are still continuing their education. And this father is giving full support for their studies.

We called the child to have more information then the child was not ready to answer the questions or to say the reason that she is being a dropout. Then asking her father he said that the child is having forgetfulness. Which she cannot remember what she learns. So that she's not making her to go school.

Later she also communicated that she is not able to recollect what she studies.

We asked the child to concentrate and assured to give support from the organisation. But she answered that she's not interested for continuing her studies. That she believes that she cannot remember anything. We said that the basic education and the tricks will teach you, if u are interested but she said she's not interested.

Talking with her father he granted the permission to let her go for school. But she's not willing to go school. She said that she will fail. " I only know to copy and write" which is a malpractice.

Father said that, in his opinion women need education, if my daughters are educated by using the political hold he will bring them government job for them. " I given more support for girl children but they are not studying, they are not giving result. I am giving more facilities and opportunities for them. They are not taking it up". Asking about women empowerment he said " women must be on their legs, women not to drive motorcycle they have to ride tractors". In his wish he has a wish to make one boy and one girl to secure government job.

When asking about the hobbies, child could not understand the word hobbies and she said domestic works is her hobbies. Later asking what she likes to do more in leisure time she answered she kikes mehendi. Which she always engaged with. She was remained silent for many questions and reluctant to speak up. And she didn't had any ambition.

Her mother's response was there is no use . It is waste of time, she will not remember anything.

### Case – 3

Name	<b>Kavitha</b>	
Age	17	
Class which become a dropout	10 <sup>th</sup> standard	
Source of income	Father (54)	Farmer (illiterate)
	Mother (48)	Farmer (illiterate)
Land area	7 acres (No irrigation)	
Siblings	Manjowa 21 yr –PU Dropout	
	Kavitha 17yrs 10 <sup>th</sup> pass Dropout	
	Prabitha 15 yrs 8 <sup>th</sup> Dropout	

In search for prabitha we went to prathibas house. But we could find three dropout children there who is girls. After having an interaction with prathiba. We asked to see kavitha and to talk with her. But the father was not shown interest to allow her to talk. She was also had a dull face which seems so hopeless. She was felt so afraid to speak in front of her father. And her mother was busy with the household chores sister prabhitha was busy with washing clothes at the front yard of house in a stone.

As the above-mentioned case 3, kavitha is the elder sister of prabhitha. Kavitha is completed 10<sup>th</sup> standard and secured high score. But she was not allowed to continue her studies. Asking her the reason, her father talked in between that she's not good to study and 10<sup>th</sup> is enough within a year marriage will be there. Her father talked so. At the initial time child didn't ready to speak she put her head down and rarely looked at us. After some time so many times of repeated intervening the child came to sit nearby

us. And then she slowly started to speak up and she was kept all the pain within her. She started to cry for a long time. And from that we get to know that the child is in a problematic situation.

The child is interested to study and to continue education. But father didn't agree to make her educated but he had already said his views on education and need of women empowerment and everything but the child hearing this was crying. When he says that she's weak in her studies she could control her emotions and she was continuously crying.

So, we felt if having a problem and the child is good at studies who have completed her sslc and then before his father she was not ready to speak up. So, we asked the child that she know English and can you speak in English. Surprisingly she started to speak up. She said what her father told was all fake. He is not the person as she said. When asked about her sister's matter, she said sister is having the problem of forgetfulness.

For her she's interested to study. Asking about her ambition she said she like to become a nurse. As the father agreed to teach the youngest child, we asked permission of the father to continue her education. And assured the support for the child but father was not ready to make the child continue her education. As the researcher tried many times to support her education discussing with her father by seeking permission. But he didn't.

From that we could understand that for younger child he is ready to make her go school and unfortunately child is not willing to go. But in Kavitha's case the father was not willing. We asked child that father is having any problem with her in English so she said yes. And further more asked about a guess that is there any relationship affair you

met with. Is that the reason for dropout? She said yes. And cried for help that she wants to continue her education. That she got admission for PU nursing.

Her elder sister is also completed 10th and during her PU she got dropped and got married. We agreed child to give support. We secretly given the contact of the community campaign facilitator. And then she said that will call for help.

After completing the data collection and all the researcher went back. And get to know that after one month the child called the facilitator saying that she's trying to get married. Then had intervened with father. But he didn't. Her father planned to make the marriage. Then she committed suicide. She had an affair with the boy while she was studying in 9 th standard. Knowing this her father restricted her going school. Then after she was asked to marry the another so she couldn't. The has been emotionally abused by her father.

It was from the secondary data also known that the child is been killed by her father for not agreeing with his opinion.



## CASE 4

Name	<b>Eeramma</b>	
Age	14	
Class which become a dropout	5 <sup>th</sup> standard	
Source of income	Father (40)	Rock splitter
	Mother (35)	Rock splitter
Land area	1 acre (No irrigation)	
Siblings	Elder brother (15)	10 <sup>th</sup> std
	Younger brother (6 yrs)	1 <sup>st</sup> std

*She's the girl with a beautiful smile Eeramma left the school at 5th standard to take care of her father whose one eye got blind when he was breaking the stone. A piece of stone gets in to eye and become blind. For the livelihood her mother went to agricultural labours she also had to take care of her younger brother who is that time two years of age. When her brother grown up she also started to work in agricultural lands (seed crossing) she's interested to study, seeing her brothers she felt to go school. Her ambition is to become a teacher. It's because of the economic issues she denied of education.*

She is girl who worn a innocent smile. And she hides her all wishes in that beautiful smile. She paved the way for us at the late evening time. The way was felt so narrow. Which small way, in between many houses. It was a small house with a diminished light. For her she was so happily welcomed us to get home. There are could see her

father and mother waiting for us. They had put a mat for us to sit. From their face it was felt welcoming.

She's having 14 years of age and drop out from fifth standard itself. She's living with her father mother and with her siblings which her eldest brother is pursuing Degree and her younger brother is at first standard.

She belongs to the religion of Karadi. And the child became a dropout to take care of her father. During that time, he used to go for stone works for construction and other works. During that time a small part of stone while hitting the stone get in to the eyes of him His eyes got injured and then in became a serious issue it affected the whole family which he was the only source of income after family. He was having to have operation but unfortunately, he couldn't get his vision back properly. The younger child at that time was having one year of age due to the father's vision problem the mother has to go for work to meet the ends of the life. So that the mother went for work stop to look after her father and the child having run near page enema has to put her studies aside the child was interested to continue her studies and the father and the mother was also supportive for educating the child but it was due to the situation the child became a dropout now the child is having six years of age which he is at a standard first .the child is busy with the domestic works taking care of her father and younger brother to make him go to school. The researcher asked that the educational support was given for the child will you continue education by giving basics of education which means to start from the alphabets. The child seems so happy for that and she's really soon trusted to continue her studies and to make her parents proud of her. Animation is to become a teacher. For every question the child trying to keep smiling face before us when we asked about her interest and continuing education, she was looking at her parents which is felt like seeking permission from the parents.

Asking about her interest towards continuing education she said that if my parents were allowed me to go to school, she's happy.

Her elder brother is allowed to study. And brother is securing his degree. And they are not and now to make the elder brother to be suffered. And all the sufferings were only Experienced may the girl child from her if to stand on itself she's taking care of her father as her father became blind later. The child had a hope to study more but unfortunately her father became fully blind. Father could not do his arm matters alone. Father became independent. So, the child in the situation tattoo suffers by the life situations. Her mother became the source of income by doing storm works. the father and the mother is interested to make the child to go school. the child after making her brother get ready to school she go for agricultural works which is state crossing on others land they are not having any land area. Her mother alone can't made the needs of the family that is to make the elder brother educated and the younger brother is also going to school and to take care of the father she also had to go for work to help her mother to meet all the needs of the family. They are economically poor and weaker. The child is doing said crossing with this meant to be child labour it affect the health of the child later in a negative manner which the powder used for seed crossing will make harmful for the child. she also said that there is 5/6 children are coming at the agricultural land area for seed grossing at her same age. she said that then inspection happens the agricultural land owner used to hide these children somewhere.

From the opinion of the parents they support education. The parents are interested to make their children educated but due to the situation and as they are economically weak they are not supposed to let her educated. if any support is given for the children they are OK to make the child educated. For the child she also said about the interest o go to

school.seeing her brothers going to school she also fell to go school but it was her situations which made her so.

## CASE ANALYSIS 5

Name	<b>Shilpa</b>	
Age	13	
Class which become a dropout	8 <sup>th</sup> standard	
Source of income	Father (53)	Driver
	Mother (45)	Own land
	Yumurappa (30)	Own land and other's work
	Manjowa (25)	Banglore (other job)
	Hanumappa (22)	Own land, other,s works
	Chaitra (17)	Own land
	Shilpa (13)	Own land
	Anitha (10)	Own land
Land area	6 acres (irrigation)	
Siblings	Elder brother 1	Dropout
	Elder brother 2	Dropout
	Elder brother 2	Dropout
	Chaitra	8 <sup>th</sup> Dropout
	Younger Sister	8 <sup>th</sup> Dropout
	Anitha	4 <sup>th</sup> (ongoing) but irregular

We saw her at fields with a happy face; we went to her home once we couldn't see her. She was forced by her elder brother who is married, to quit education for taking care of the land area while their father is an alcoholic and her one elder brother is working at Bangalore. Her elder sister is Chaitra is also doing child labour (Seed crossing). And the younger sister. Who is studying in 4th standard is also doing seed crossing in their own land area with their mother? Her elder brother is taking care of the family so that she is forced to obey her brother. She is interested to go school and she 'also seeking the permission of the elder brother to continue her studies, which indirectly shows the existence of the patriarchy in the family. She cried by saying that her father is alcoholic and he used to beat his mother without remaining a single teeth in her mouth. The girl Shilpa Is from the Kuthirmothi village. When we first visited her house only her father was there. Her father was appeared in a drunken manner. From the father the researcher get to know that he's having 6 children,three daughters And three son. We got the basic demographic data from the father who is seems to be in a drunken manner. When we asked about Shilpa who is being a dropout non from the community facilitator her father said that she's not a dropout and the children are not here they went outside. The father and mother add child marriage and they are illiterate. The father doesn't know about the age of his own or his wife s age. Except the younger child who is in fourth standard the other five children are dropouts.

They are having 6 acres of land without irrigation and 18 acres of land with irrigation facility from the in depth conversation with the father we get to know that the children along with her mother is at the agricultural land area. so as the father seems drunken so the trainees went to agricultural land area to meet the children.

Then we went to the agricultural land areas but we could find her. Moving on we saw children at the fields. So we went to them.

Shilpa is 13 dropout at 8th standard. She's having two sisters and three brothers. Her elder brother Married at the age of 21 and he is illiterate from five year onwards he's doing agriculture along with his parents due to economic issues. The second and this brother who is now having 25 years of age is a dropout from 5th of January itself he also committed child marriage and who is also committed child labour. another brother he's having 19 years of age who is a dropout from the 6th standard onwards and he is a child labor. She's having two sisters. one sister is a dropout at 11 years of age. there are six children within that only the youngest child are neither who is having 10 years old it's only going to school who is at fault standard but despite the child is also doing seed crossing. which is really harmful for the child. it may cause future problems on her health.

When we went to the field she had worn a shirt. It was mid of the day which is noon time and it was summer season. In that sunny weather the child is doing agricultural works. Along with the others. She had a beautiful smiling face. And she speaks and she become emotional and tried to cover with her smile but she became emotional and started cry at some moments. The reason the child became dropout is that her two brothers are not in that place the two brothers are not in the native place. so along with her mother and the other children siblings she had to take care of their land area which is so vast and wide. It was because of the command of the brother she became a dropout and started to work on their own agricultural land area. She's Forced by her brother to be a dropout. It is because the elder brothers got married her mother and other children had to take care of their land area. She respect her brother The respect which is came from fear. The Child forced by the brother do stop schooling.

The child was interested to study but the force from the brother She had to stop schooling. her father us an alcoholic. He used to beat his mother and she started to cry

more and said her mother is not having a single tooth in her mouth by the beating of father. That much her father is beaten her mother, he use abusive languages to her. And her mother. He is always in a drunken manner and dosen't help the family in any work. So that in the absence of her brothers she was forced to stop schooling and to help her mother at agricultural land areas.



## Case 6

<b>Name</b>	<b>Jyothi</b>
<b>Age</b>	14
<b>Dropout</b>	1
<b>Religion, Caste</b>	OBC
<b>Educational qualification of parents</b>	Illiterate
<b>Parent marriage</b>	Child marriage
<b>Siblings</b>	Sidhappa > 5 <sup>th</sup> Somappa > 7 <sup>th</sup>
<b>Land area</b>	2 acres
<b>Source of income</b>	Mother father agriciultlure
<b>Reason for dropout</b>	Vision related
<b>Problematic issues within family</b>	Nillt
<b>Child psycho social system</b>	Posiarents caring
<b>Child labour</b>	Pno
<b>Distance to school</b>	2 km
<b>Parental support</b>	Supportive
<b>Child attitude on education</b>	Positive
<b>Parent attitude education</b>	Edcuation is needed
<b>Attitude towards school</b>	Shes in need of special school .

## Case 7

Name	BASAVA
Age	13
Religion , caste	OBC
Educational qualification of parents	ILLITERARE
Parent marriage	CHILD MARRIAGE
Siblings	NILL
Land area	2 ACRES
Source of income	FATHER AUTO DRIVER MOTHER AGRICULTURE WORK
Reason for dropout	LEARNING DISABLITY
Problematic issues within family	DISCRIMINATION
Child psycho social system	NOT SUPPORTIVE
Child labour	NO
Distance to school	2 KM
Parental support	NILL
Distance to school	
Child attitude on education	NEUTRAL
Parent attitude education	TILL 10 <sup>TH</sup> THEY WILL TEACH
Attitude towards school	SUPPORTIVE

## Case 8

Name	Andamma
Age	16
Religion , Caste	Higher Caste Hiremath
Educational Qualification Of Parents	Illiterate
Parent Marriage	Child Marriage
Siblings	Elder Brother:Degree Younger Brother :Iti
Land Area	4 Acre Irrigation
Source Of Income	Agriculture
Reason For Dropout	Learning Disablity , Distnce To Scholl
Problematic Issues Within Family	Child Was Crying , Isolation , Discriminated
Child Psycho Social System	Not Supportive Parents
Child Labour	Null
Distance To School	2 Km
Parental Support	Not Supportive Not Willing To Let Her School
Distance To School	
Child Attitude On Education	Silent , Crying
Parent Attitude Education	Not Supportive For Her .
Attitude Towards School	Null

## Case 9

Name	MEENAKSHI	10 <sup>th</sup> Pass
Age	17	
Religion , Caste	GENERAL	
Educational Qualification Of Parents	Illiterate	
Parent Marriage	Child Marriage	
Siblings	Sister Sister	Married Married
Land Area		Nil
Source Of Income	Mother Meenakshi	Agricultural Work Agricultural Work
Reason For Dropout	To Help Mother	
Problematic Issues Within Family	Mothers Brother Is Deciding	
Child Psycho Social System	Mother	
Child Labour	Yes	
Distance To School	5 Km	
Parental Support	Nil	
AMBITION OR HOBBIES	Tailoring , IAS	
Child Attitude On Education	POSITIVE	
Parent Attitude Education	Positive	Economically Weak
Attitude Towards School	Positive	

**Case 10**

<b>Name</b>	Eeramma	
<b>Age</b>	17	
<b>Qualification of</b>	Illiterate	
<b>Father</b>	Father died	Father had two marriages.
<b>Mother</b>		Both living in same home
<b>Parents marriage</b>	Child marriage	
<b>Siblings</b>	3 brothers	Dropouts
<b>Land area</b>	Bill	
<b>Source of income</b>	Brother – sales Eeramma – sales	
<b>Reason for dropout</b>	Vision problem	
<b>Problems of issues</b>	Negligence, hereditary vision problem.	
<b>Interested to continue or not</b>	Not interested	
<b>Ambition /hobbies</b>	Null	
<b>Parental support</b>	Bill	
<b>Child psycho social system</b>	Negligence, ignorance	
<b>Child labour or not</b>	Yes	
<b>Distance to school</b>	2 km	
<b>Opinion towards school</b>	Positive	

## Case 11

<b>Name</b>	Rajeswari	
<b>Age</b>	15	
<b>Qualification of Father</b>	Illiterate	Father had two marriages.
<b>Mother</b>	Father died	Both living in same home
<b>Parents marriage</b>	Child marriage	Dropouts
<b>Siblings</b>	3 brothers, 1 sister	
<b>Land area</b>	Bill	
<b>Source of income</b>	Brother – sales Rajeswari – sales	
<b>Reason for dropout</b>	Vision problem .	
<b>Problems of issues</b>	Negligence, hereditary vision problem.	
<b>Interested to continue or not</b>	Not interested	
<b>Ambition /hobbies</b>	Null	
<b>Parental support</b>	Null	
<b>Child psycho social system</b>	Bill Negligence, ignorance	
<b>Child labour or not</b>	Yes	
<b>Distance to school</b>	2 km	
<b>Opinion towards school</b>	Positive	

**Case 12**

<b>Name</b>	<b>Ambika</b>	
<b>Age</b>	17	
<b>Qualification of</b>		
<b>Father</b>	Illiterate	
<b>Mother</b>	Illiterate	
<b>Parents marriage</b>	Child marriage	
<b>Siblings</b>	4 sisters	
	Two brothers	
<b>Land area</b>	No land	
<b>Source of income</b>	Father – palm reader	
<b>Reason for dropout</b>	Mother – sales	
	Ambika – agricultural	
<b>Problems of issues</b>	work	
	Economically weak	
<b>Interested to continue or not</b>	Child labour	
	Yes	
<b>Ambition /hobbies</b>	Doctor	
<b>Parental support</b>	Bill	
<b>Child psycho social system</b>	Not supportive	
	Agricultural work	
<b>Child labour or not</b>	2 km	
<b>Distance to school</b>	Positive	
<b>Opinion towards school</b>		

**Case 13**

<b>Name</b>	<b>Suma</b>	
<b>Age</b>	<b>13</b>	Illiterate till 7 the standard
<b>Qualification of</b>		the child was passed by
<b>Father</b>	<b>Nil</b>	school authority.
<b>Mother</b>	Illiterate	
<b>Parents marriage</b>	Devadassi	Mother was devadassi
<b>Siblings</b>	Sister	Reshma -dropout
<b>Land area</b>	Nil	
<b>Source of income</b>	Mother	Construction work
	Grandmother	Concrete work
<b>Reason for dropout</b>	Nil not interested	Mother tied hands and put
<b>Parental support</b>	Mother supportive	her in we'll not to go
		school.
<b>Interested to continue or not</b>	No	
<b>Ambition /hobbies</b>	Cenematic dance	Automatically fill pass till
<b>Distance to school</b>	1 km	7 <sup>th</sup> and no exam.s
<b>Opinion towards school</b>	No school attended.	attended.



### Case 14

Name	Sharanamma	
<b>Age</b>	16	
<b>Qualification of</b>		
<b>Father</b>	Illiterate	
<b>Mother</b>	“	
<b>Parents marriage</b>	Child marriage	
<b>Siblings</b>	Sister	3 <sup>rd</sup> standard
	Sister	7 <sup>th</sup> standard
<b>Land area</b>	1 acres	
<b>Source of income</b>	Mother	Agriculture work (other
	Father	land )
<b>Reason for dropout</b>	Look after her sisters. Then	
	lost interest, transportation	
<b>Problems of issues</b>	Emotionally getting	
<b>Interested to continue or</b>	disturbed	
<b>not</b>	No. Lost interest .	
<b>Ambition /hobbies</b>	Tailor	
<b>Parental support</b>	Yes	
<b>Child psycho social system</b>	Parents supporting education	
	now	
<b>Child labour or not</b>	Yes	
<b>Distance to school</b>	2 km no bus facility	
<b>Opinion towards school</b>	Good	

# **THEME ANALYSIS**

## **INTRODUCTION**

The chapter deals with the interpretations and the analysis of the in-depth semi structured interviews.

Thematic analysis is used in the qualitative data which is used to analyze the set of tasks such as interview or transcripts. Through this process the data collected through the interview or the transcripts is to meaning full themes. The discussion focuses up on the the research questions which is sturcted to understand and to identify the challenging factors that contributes to the girl children dropout.

As education is the fundamental right of the child the children were not able to access to their right and it is followed as a routine. As the historical contributions of the Nassi also contributed to the illiteracy of the state. They didn't bring any educational contributions to the state. As India was under the British rule of colonial empire the north karanata regions were under the Nazzi.and it didn't contribute any educational contributions to the state.

From the literature review there could not get an in-depth understanding on the reasons and the situations for the child to be dropout. The studies focus on a single problem. So by identifying the gap in the literature review the researcher focused on the multi-dimensional approach of the girl children in the community. And this study focuses on the in-depth understanding on various aspects of the child is being affected.

This chapter focuses up on the reasons for child being dropout and the determinant factors that contribute indirectly which means the factors which appears as background for the child dropout,

The problematic situations contributing to the dropouts, within the family, The structural inequalities in the family, the psycho social system in the family, Attitudes of parents towards education. In this session it defines about the primary data on why the child is being or what contributed as a main problem to the girl child to become a dropout. From the data the data is in the nature of multi-dimensional. Which touches the overall aspects of the child. Because the data was collected from the child psychosocial system and the school authorities and parents of the child and also from the child. And the data is different as the village is different.

The reasons for dropouts can be divided into 3 themes which is the factors that attack the child individually and the household characteristics that contribute to the child's education and the school characteristics are the factors determinants that contribute to the child drop out in the society. And the cultural

Individual Characteristics

Household characteristics

\School characteristics

Societal characteristics

Parent child relation

## **INDIVIDUAL CHARACTERISTICS**

### **1. Differently Abled / Child With Learning Disabilities**

This appears as one of the main reason that the child been a dropout. While collecting data from the yadiyapura village.

In the case of Andhamma, we can see that the child was crying by the mothers statement and she remained crying by hearing mothers talking. “she’s having learning disability she can’t read and remember anything and she is weak in studies”. Hearing this the child was crying. By an in-depth conversation we could understand that the child is not diagnosed by anyone. They didn’t seek any treatment for the child.the main reason behind was that it takes two kilometers from the home to school. And she don’t know how to get in bus and come back. So that father have go bring her school and back. They were tired of doing that. It’s the reason the child became dropout.

If effected the child to be isolated which she always sit in room. Doesn’t Doesn’t go outside to play and did you interact with with other children. When she was going to school she used to interact with the other children and to play with them in the evening.

In the case of jyothi the parents were okay to let her educate but they were not aware if the school. And the special school is 70 km away.

### **2. Vision / sight Issues**

In kuknoor village 17th ward two children Eeramma and rajeswari were having the eye problem which they are the daughter of same father of two wives. And father died. And the children because of this problem became dropouts. They can only see partially. The children used to things through roads. They are also not having any treatment and they don’t know their date of birth or blood group.

### **3. Forget fullness**

In the case of two children forgetfulness is the reason for the child being dropout. But any test or treatment was not done on the basis of that. In chandhinnal Prabhitha and in kuthirmoti Shilpa is having the issue of forgetfulness. And its beeing accepted by the child itself.

In the case of prabhitha she's saying that she could remember the things she read and could only copy and write by seeing. And father is supporting for that statement rather than having a substitute to make the child to be educated. In the case of the No reason is not only no problem of forgetfulness and the child is also being subjected to side labour also meet in their family or her siblings are also dropouts and doing agricultural work on their land areas.

### **4. Relationship issues**

In the village of monaural year back a child get in affair with the a person. And she went along with the boy she a tad affair with. After this incident many of them made their girl children not to go school. During data collection after an in-depth conversation mother of hanumowa said that they are afraid to sent their child to go school for this reason. In konapura village the 5 children were dropout in that three children is doing child labour.

In the village of Kuthirmoti Tiseen and in the village Chandhinnal kavitha is subjected to this reason for being dropout. In case of tiseen

Her mother said that Outside girls must be like boys out side and girls must like girls inside home. From the words of mother gender inequality is prevalent. After seeking permission for the child to go school she said that *no phone nothing no any other place..direct to school and school to college.*

Her father said, *If I teach them, they must be able to attain full marks and able to achieve a government job.*

Hearing all these Tizen was crying she only started to spoke when we started to communicate in English which their parents can't understand.

## **HOUSEHOLD CHARACTERISTICS**

### **1. Forced parents**

The children were forced by their parents and their brothers and if the father is not other The authority is taken care by the mother's brother. In the village of yadhiapura, In the case of meenakshi she had secured 80% of mark in 10th exam. She's not having her father had her father died elder sisters all got married In case of her in the in the house the child and mother is only there and the decisions were taken by mother's brother. To meet the basic needs of the family the child and her mother have to work. For her ambition is to become an IAS officer.

In kuthirmoti village the child Shilpa and her sister chaitra is dropouts. The situation is their father is an alcoholic. they are total seven children Had another brother got married her second brother is not in the place and in the absence of her brothers To help her mother she had to work on their agricultural and areas and she's having two younger sisters in that family the younger sister will you studying in the 4th standard is only going to school which is not regular. Why are asking her the reason for being a dropout she was continuously crying and she said that she's interested to continue her studies but her situations made her so. They are having 16 acres of land. When we went to the home to see the child her father was only one was there and he was in a drunken manner then he said no one is dropout and no child is doing child labour and the child is found at the agricultural land area.

### **2. Child labor**

This is an important one aspect which is associated with many other reasons. The one of the main reason or the factor that contribute the child or the family is that the economically weaker situation.



- Domestic work - in the devadassi family of the kuthirmoti the children were not only subjected to the child labour but also to balance the family equilibrium they have to be in homes from the childhood itself when asking about their interest to education the child is not intended to continue their education if support is also given.

- Seed crossing – Seed crossing is very harmful for the child to be in. In belagrai village eeramma karadi is doing child labour which the child is saying, *There happens inspection. So at that time the owner will hide us in a shed. In my age there 5,6 children are there.*

For the children they had to work in the sunny climate, seed crossing refers to the application of the plants. When it is with the hands of the children it became more safe and effective to pollinate because the children hand is soft and small as pre the flowers. So the land owners mainly opt the children to do seed crossing. For a full day they get 200- 300 rupees per day. The powder used for the seed crossing is very harmful for the child and in future it cause the lung diseases and the child may effected with breathing problem.

The daughters of debadassi of the kuthirmoti village three of them are doing the seed crossing of their earnings.

- Sales – in some cases the families who are migrants and the family who is not having the land areas do sales.

In kuknoor 17 th ward village the Two children who is of same father but different wives having the blurred vision. So that the children were doing the sales in the kuknoor regions.

### **3. Taking care of parents, siblings, grandmother**

In the case of eeramma karadi of Belagari, she's dropped from 5 th standard to take care of her younger brother and to take care of her father Always having mission related problem. Is doing construction works and the stone piece got entered in to his eyes and his vision got blurred and later he became a blind. At that time her yihner brother is having 1 year of age. So The mother had to go for mark work.Later on when the younger brother and the engine brothers started to go to school, Along with the mother the child also started to go for work on the agricultural land area which is child labor she had done Seed crossing In the fields.

Taking up the case of the case Nedha she lost her mother so at that time she had taken up the role of the mother they are having 16 acres of land and also having dairy farm so the child had to take care of the younger brother to make him go to school to do the domestic works to look after the diary from and to help the father and agricultural field area so became a reason for the challenge to drop her education.

## **SCHOOL CHARACTERISTICS**

### **1. Lack basic knowledge**

The child itself staken ing the fear they don't know anything and even the alphabet they don't know. The children were afraid of going school because of not knowing the basics and then the organisation was asked to give the proper tution and training fir the child so that many children agreed to gon for school. And the researcher went back to the school and interacted with the principal for asking the special tution for children and he was agreed to do the same.

### **2. Didn't got Admission**

Netravathi is the child from the konapura village she completed her salc and after that she applied for PU but she didn't got any admission anywhere and due to the financial debt and all she was not taken admission for private. And her siblings are going school. And herbekdwr sister completed PU 2 and year.

### **3. School Teachers – strict**

One child in the kuthirmoti village was said that the school authority is strict that the child was afraid to go to schoolshe said hat the child beats for not knowing the nots and all. It appeared as the reason for the child dropout.

## **SOCIETAL CHARACTERISTICS**

### **1. Transportation**

The transportation appears as a main problem in the chandhinnal, yadhiapura and also at the lakmapur. In chandhinnal the children have to walk for 2 and half kilometres to reach school. In that area there is only one bus is there .it goes by 6.30 in the morning and come back by 6.30 In the evening. The school authority( principal ) had written a petition and signed it and submitted to the authorities. But he said there is no interest for the village people to make their children to reach school. In the yadhiapura the children have to go 5km of walk to reach high school. And there's no bus available through this road. In the case of jyothi who is said to be having learning disability is not allowing to go school for that one reason is transportation. They won't allow child to walk by. And they are not willing to make reach school by motorcycle. If a proper time bus was there they will allow the child.

### **2. Child marriage**

Taking the whole village the parents had the child marriage system. Of marriage which not a strange thing for the people in the society. In the belgari village a girl child basava Rajeswari was stopped education by their second mother. her father is alcoholic and her mother's brother is not married yet who is having 32 years of age. The reason for marriage is that there is no one to make food for the mother's brother and their mother is bedridden. So if the child is getting married to him, the kitchen duties and the taking care of the mother will be done.

In the case of the mallamma she had done child marriage her mother is the anaganawadi teacher . in the village if any child marriage is happened the members have to inform

## **CULTURAL CHARACTERISTICS**

### **1. Devadassi system**

Devadassi system is the system that prevailed in the past year's of north Karnataka and in Andrapradesh. We can still see devadasi families more in the kuthirmoti villages. In total Uh, in total weekend things are this 4 devadasi families and 5 children who are dropouts. Within that three families is from the village of kudirmoti village and The children were only the source to help their mother. In the kuthirmoti village, Kalpana, hanuman the, and bheemmamma are child laborers. They are going to the seed crossing in other land areas.

In kuknoor two children from a devadasi family are dropouts and they are not child laborers. They are not interested to go school the child suma said that her mother put her in the well by timing their hands not going to school. Suma is not attended a single class of school but her name is the school register.

### **2. Migration**

Watparvi village we got 4 data from that three children of families were migrants. If effect the child, in the way that, during 6 Months, when the sugarcane season came the family whole go for another place to sell sugarcane. Only a limited period of time the families stay in the place. In the case of Reshma her family members are migrants so that there is no one to take care of the grandmother so that she's staying in the home. And doing tailoring.

## **PARENTAL ATTITUDE TOWARDS EDUCATION**

Parents are the prime decision making within the family towards the child's matters. So it is important to understand the attitude of the parents towards the education. In the research we can see that the parents who are both illiterate, single parent literate and both parents attained primary education. The attitude of the parents is associated with the norms, beliefs, values that the society has within it affects the value system of the individual. Under this the themes where parents who have supported for education, who supports till 10th and who didn't supports. 1) Parent Supports For Education When we ask about the need and the importance of education for a girl the most of the parents had replied positively but when their children taken in to consideration the situations, family economic situations everything matters. In the case of jyothi, Yadhiyapura her mother is taking care of her. She's a child having vision problem which sometimes vision got blurred and mentally retarded. Mother said that in ready to make my child educated if she is admitted there. So she's ready to make the child educated if any school is available. There is no school nearby in that area. In some cases parents says that they are fully supportive for their education and says about women empowerment In case of kavitha, and Prathiba who are from chandhinnal village asking about the need of education he did In my wish I want to see one boy and one girl from my children to achieve government job. I am given full support for children to educated but they are not good at studies. I given more facilities available for girl children" if they secure highest marks with my hold I can bring them government jobs". He's is having two wives and in truth he didn't gave support much support to the girl children which he made her elder child to get married at age of 17 and saying her second daughter is having an affair with the boy so knowing this he made kavitha to be in home. And compelling her to get married she committed suicide. of forgetfulness. By asking

permission he's ready to make her let her go to school. But he didn't allowed the second daughter kavitha to let her educated. She got admission for nursing. But father restricted her. In the village of Kuknoor the child suma put in the well being her hands with the rope because of not going to school. But still the child is not going to school. It is a devadassi family . 2) Parents who support by situations In the case of Tiseen who is became a dropout due to the having an affair with a boy, she was not allowed to have any outside contact. And she wish to became a nurse and she had secured 80 percentage of marks in sslc. So seeking permission from her mother for letting the child to be educated mother said that, Okay I will let her. But no phone or nothing, direct to school and school to home," here the mother is restricted to have the child any outside contact. In yadhiapura, chandhinnal, and lakmapur the transportation appears as the main issue of there so if there is a transportation facility, the parents will be ready to make the children educated not fully but partially. It also appears as a negative effect on the child education. From yadhapura it takes 5 kilometers to high school. . 3) Parents who support write direct exam by tuition. The reason for dropout is different according to the families as per the concept of individualization. In the case of Nedha of Kuthirmoti, the child is single parents her mother died because of cancer to take care of the younger brothers and to take up the household chores she dropped her education. From the school we get to know that the child went to the school for writing the 10th efficiency Unfortunately the child didn't brought the hall ticket for writing the exam so that the principal didn't allowed the child to write the exam and she had to get back from the school without writing the exam but asking the child the child didn't said anything regarding that for the first time the child restricted and reluctant to right and to continue their education she said that she's not interested and then asking about the incident that has happened till the last week that she went to school for writing the exam she got

stuck and she said that she's interested to write the exam and if their support is given or providing her tuition for writing the exam she will she will write the exam for the next year she couldn't attend like regular glasses because in the absence of her mother she had to take care of her younger brother and two go for the agricultural land area and to take care of the dairy farm. 4) Parents Who Doesn't Support In the village of kuthirmoti the devadassi mothers doesn't support education .which Don'tre three families. And the children were dodevadasi labor. According to them to meet their daily needs and chores they have to work. The mother alone can't meet the needs so the children go for agricultural land area work. The child said that they sometimes are subjected to discrimination. When the teacher or the other children asks about the father the child had to keep silent so which contributes to a negative effect on the child mother.



## **CHILD PARENTAL RELATIONSHIP**

Studies on the interactions between parents and their adolescent children have demonstrated the importance of effective parenting, which is represented in strong parent-child bonds, in ensuring the success of children. It also has a strong connection to young people's health (Hoskins 2014). Care that is given with warmth, sensitivity, and responsiveness promotes healthy brain development and boosts students' chances of academic achievement (Khan 2014). Children that have happier parent-child connections perform better in school (Moore et al. 2011). Adolescent girls have emotions of insecurity and unworthiness as a result of early interactions with unresponsive and insensitive parents. They are unable to explore their surroundings and avoid engaging in healthy activities as a result. Additionally, it has a significant impact on their emotional health, fundamental coping and problem-solving skills, and ability to form strong interpersonal relationships (Bowlby 2008). That is one of the important aspects that contribute to the child dropout. To have a strong bond within the family and within the siblings and partners system is important. Which helps to increase her self esteem and confidence in the children to have an open communication with the parents. In the most of the cases we can see that the child is being so afraid before the parent to speak up and when the researcher asks the child whether no English or not the child then only started to speak in English it is because the parents are illiterate so that they don't know to speak in English and they can't understand so that within that conference that the child is started to speak in English. When the researcher asks that the child why she is being a dropout uh mostly the parent is or the parent was started to speak up or to answer in most of the cases so that hearing this the child started to cry and she didn't speak anything up. It all means that the parent child is not having it Positive relationship which affect this child psychosocial support system and also contribute to the child

mental health other by the child became dropout. In the case of kovida we can see asking the child why she became a dropout the child did in uttered a word in before her parent she was only looking down she kept her head down always. So later the child was asked to speak in English and he asked that what does she know English then she's replied that she can speak in English she has passed through 80% of market SLC and due to an relationship with their boy in the same village she is not allowed to go for her higher education he had already got an admission for nursing but the father didn't allow the child to go but asking the parent why she became a dropout parent is not revealing the truth he was saying that the child is not able to study she is weak in her studies like that and he also said that she's about to get married the next year so issues being educated it's a waste of money like that he's communicating.

## **FOCUS GROUP DISCUSSION**

To analyse the problems from the village the Focous group discussion was conducted in the six villages namely,

Yadiapura

Chandhinnal

Kuknoor 17<sup>th</sup> ward.

Adavi Halli

Nadur

Lakmapura

The FGD was conducted to understand the main reasons contributing to the child dropouts. Which is included the children, stakeholders, beneficiaries. From the focus group discussions, we have arrived at the conclusion.

### **Objectives**

- To analyse the real reasons and to find solutions
- To ensure the rights of the children who is abandoned and lockout.
- Participant responsibility to protect the rights of the child.
- To ensure no rights of the child is violated.

### **Analysis**

- Children became truant's to skipp walking more than 2 km
- Prioritization of the problems within the family than the education of child.
- Afraid of the graveyard on the way .
- Leave school to take care of the family members

- Lack of toilet facility in school
- To take up responsibilities by death of their parents
- Alcoholism as an important factor that is affecting the child indirectly

## **FINDINGS**

- The child parental system is one of the important factor that effect the child mental health. It effect the child social wellbeing. the family is primary socialising agent
- Devadassi system is an indirect factor that I don't know the intensity of the child mainly girl child drop out in the villages.No there doesn't orders are more more prone to vulnerability in the society. Due to devadasi system the mother alone how to take care of the children without knowing their father not only knowing but also there is no contribution is from the father. In the social aspect the child is being discriminated on the basis of the devadasi system they also reluctant to go to school because they are not known their father. and the other problem is that the mother alone has to suffer to make the children being educated so that automatically the child became a dropout to help the mother in the daily domestic works and seed crossing and other works to help the mother so likewise there was a system that indirectly contributes to the girl child dropout.
- The parent and the child relationship within the village is in a negatively affecting the child. In a family the first and the primary relation of a child is their parents and the siblings so making the child to access the primary education is the duty of the parent.Moreover for the overall development of the child a positive relationship between with the child.
- In the village konapura, So one of the main problem the child is being dropped out is thone of the girls all get on affair with another boy and she went away with that boy after this incident The village members is having a fear on their child more than giving Preston the child the mother and the village members were suspecting their own children for by this incident.

- The religion is also an important factor that is a system in the society which the there is inequality you still prevailing on the basis of this .when having an interaction with the high school They have said that if the known food is made by any lowercase member in the society the uppercase children then how food from the school. They have set two children's which the parents already informed the child that if it is largest or modica who is making food down her food from there come to home in the noon time to have food likewise they are advised the parents advice a child so.
- Most of the children is afraid to speak about their rights they are none of the children is aware of their right to education they are in between the parental force and the problematic situations they are going with the flow they don't aware of their rights and the services and facilities provided for them for education. And not only the children the parents were also not aware about the educational rights of the children and the another thing is that the most of the parents are Illiterate so that the same system is following generation to generation andand in most cases if the child is interested to study till 10th or till pu they will teach the child after they will get married to another. in some cases they are asking that why girls are being educated at the time of the marriage they will go to another home so there is new no use for the family by this education
- And one of the binding Is that uh landworks and all and all are depending upon their agricultural lands or another agricultural land for their livelihood.So the researcher felt that an employment gap is existing within the society.Which the child is being educated and go complete the degree after all the child have to again get into the agricultural land area to meet their livelihood. when the child

become educated and after all there is no skill based employment opportunities for the child to work on so it is a gap within the society which they most of them off to drop their education and go for child labor to earn.

- There is no proper list of the dropout children or there is no proper attendance list in the schools who are being present. In the village of kuknoor suma who Who didn't want to school from her childhood but till 7th standard naughtiness was there for the child who who has no that under single glass at the school and missile decelerate also but the school is providing attendance for the child. from the organization it is known that the school has to give a proper list of students who are present in the school then only the PTA of the school or the government will provide no one food according to the list when does school authority provides a list of the children who are present and who are having known food they will provide a sack of rice and everything for the children by this taking as an opportunity the school authority will only use the half or some of the grains or the rice provided by them and the balance will um indirectly selling to the another markets for money. it is another form of corruptness that is existing in the school. Patriarchy is one of the important aspect in the society which is affecting the girl child very negatively because the father and the family are the brother and the family or the mother's brother and the family is the main person who is taking decisions. the child is being married to mother's brother to look after their mother and all there the interest of the child to get educated is not giving any importance. Truly they will say that there is no one to look after the pair mother and to make Curry or anything for them he's alone making food and everything so there to help him you you want to get married for him.

## **SUGGESTIONS**

- The girl child must be given more opportunities to raise their voice
- Campaigns can be conducted for the members in the villages which helps them to realize their rights and make them capable of their rights.
- The self-help groups can be Started and thereby helping the child to take up roles and initiatives in the society.
- Make the children and the parents aware of their rights and duties
- A part is to be included in the syllabus regarding the rights of the children.
- Life skill education is to be incorporated in the academic curriculum, that helps in the personal life of the child and helps in self reflection.
- Making the children equally in decision making which can be considered as another tool that's contributes to child Decision making and problem solving
- Promote the activities that break the gender stereotyping in the village.
- Provide skill-based education in the curriculum that make positive change in the development and to be more creative.
- Promote education and Skill based employment opportunities for a youth who had acquired the educational qualification.



## **CONCLUSION**

Koppal is the north karnatik area which was under the Nazzi rule which it didn't contributed to the educational development of the state. And at that time it remained as the stony and dry land area in the northern part .which is rural area.

The study was conducted on the kuknoor thaluk which is in the 9 villages as directed by the organisation. The research data collection was completed within a month. And it is important to know the reason behind the child dropouts it's because a if the youth is the pillar of the country the child is the present that contributed to the future of the state and the country. So it's important aspect of every county and every state to promote provide the educational values within. Education promotes the overall development and the growth of the child. It helps the nations to provide the new innovative strategies.

It is important to learn and to have an in-depth understanding on the factors and the indirect determinants that contributing to the child dropouts.

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