

CENTRE FOR MULTI-DISCIPLINARY DEVELOPMENT RESEARCH

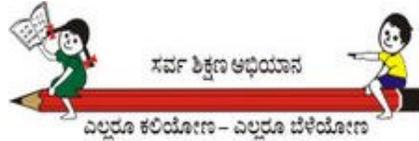
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Validating the Children's Census 2008 A Sample Study in Five Districts of Karnataka

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Executive Summary

A sample of the households in five educational districts of Karnataka was chosen with a view to validate the Child Census Data of 2008. In the five districts, namely Ramanagar, Chikkamagalur, Bagalkot, Gulbarga and Yadgir, a total of 10189 households were revisited. These houses were randomly selected within each of the villages or urban wards. Only 6525 households had any children in the age group of 0 to 14 years in them. In other words, the validation survey found 64.04 per cent of the households in the villages and towns having children.

81 per cent of the child populated households covered by the Census were identified by the validation survey. Considering the extent to which the households were covered by both the Census and the validation survey – that too after a gap of nearly six months (on an average) the extent of matching found by the validation survey is no small achievement.

While arriving at any conclusions pertaining to the differences or data not matching between the two sets of data – the SSA Child Census and the validation survey. First, the respondents in the validation survey and the Child Census 2008 were not the same to the extent of 44.05 per cent cases. One may, therefore, conclude that a considerable extent of variation or difference between the two data sets is a result of the changed respondents. Of course, to the extent some of the responses are based on memory, it is quite likely that they could vary between two points of time even if the investigators were the same. Second, there are some sets of answers which cannot vary, no matter who responds. For example, these are in terms of the sex of a child, whether there had been a birth or a death in the family, etc. If we find variations in such responses too between the two sets of data, then one conclude the following:

- One of the two sets of data is wrongly coded or entered. Consequently we notice in the data set of Census 2008 that Religion, Type of Household, or language spoken are wrongly entered or coded.

- One of the two sets of investigators has not properly explained the question or understood the response.
- The data sets of the two households have not been properly matched.
- One set of the respondents has not been giving sufficient attention and weighing the answers before being offered.
- The respondents or the research investigators (school teaches) have properly understood the system of classification or grouping the responses – e.g., Schedule Caste vs. Schedule Tribe; OBC, etc., or informal education vs. pre-primary school or Madrasas.

Some Problems with the Child Census 2008 or Earlier:

- There have not been a systematic numbering of households that follows any predictable pattern. Numbering has been made haphazardly and at random, consequently, it becomes extremely difficult even for the teachers themselves to relocate or revisit a house if they need to.
- The old schedule (of the previous census) may not have been updated to the full extent, even if some features of the household have changed: e.g., head of the household due to the death of the person listed during the earlier census; a child dropping out of school or rejoining the school, marriage, or growing into a different age group, etc.
- Information up to those of the children are focused on the household of which there is a specified head, but once the children between the age of 0.1 to 14 start being filled up, the unit of observation shifts from household to the child. Comprehending this shift is not uniform for the investigator and the respondent.
- Information about the child being in or out of school should be corroborated with something else that is much more substantial and readily amenable to cross verification. The school should have a reference number for children being out of school, and attempts to have been made to bring the child back into school. Likewise those who are not enrolled too should be explained much more with a documentary cross reference.
- Name of the parents should be included in the schedule.
- PDS card: only two options are given (BPL & APL). "No card" as a response option is to be included. During the past couple of years, there has been far too many

attempts at distributing temporary cards, and therefore until the exercise is complete, an option as "Applied for" too is to be given.

- Family identification number should be entered in a cell that has more space.
- Language: it is better to give two options i.e. one mother tongue/local language.
- There should be co-ordination between teachers and data entry operators so as to minimize the data entry problems.
- After the data entry, the data should be given back to the school to verify.
- The information sought at the child level on migration is highly likely to be unrealistic if in the present format.
- There is room to seek answers to a question about children having been in and out of school, even if they are reported as 'school going'. For, dropout status of child is likely to be passing stage too and the processes associated with this need to be addressed much more scientifically than at present.

Major Areas of Differences

Finally we may now reflect on some of the areas of information in which there existed some significant difference. The first pertains to the incidence of children being out of school, owing either to not having been enrolled or having dropped out. This difference we consider to be largely a result of a] the time of the census and validation survey: one was much prior to the new academic year's commencement while the other is around the time when school has just begun or about to begin. Consequently many poor households take a little longer to stabilize the children's school going patterns and respond to a query as 'Not enrolled.'

Most other items of information pertaining to which we find significant or insignificant variations between the two sets of data are a result of:

- a) Change of respondents
- b) Lapse of time
- c) Change of perception
- d) Faults in data entry and in coding at the time of data processing

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'There are statistics and statistics on children out of school, whether as dropouts, never enrolled or as child labourers.' This is what one often hears in the context of any information on child labour, and the cynicism is even more when there are multiple and contradictory data. The Directorate of Primary Education, Government of Karnataka, especially the wing dedicated to 'Sarva Sikshana Abhiyan' has been exceptional in being self-critical and open to external assessment. As in the past Censuses of Children in the state, the SSA has been entrusting the task of validating its findings to an external agency, with an invitation to be critical and to offer constructive suggestions. The Centre for Multi-Disciplinary Development Research Institute, which has carved a niche for itself by its contributions to the field of education related research in the social sciences, was privileged to be assigned this task for the year 2008.

One may query, why the validation results are being made available just as the preparations for the Census 2009 are underway. The delay has been owing to several reasons. First, even as the study was underway, the elections in the state prevented any possibility of being in the field to collect the data. Secondly, data collection was a very difficult task, especially in keeping the local teachers involved in giving us the requisite data about the previous census, list of houses, etc., but also to keep them away from having to interfere with actual data collection. At least in some places, there had been an over-enthusiasm of the teachers – who it appears were keen on ensuring that their earlier work in conducting the Census 2008 did not get any adverse remark! But the longest delay was owing to the manner in which the data were organised in the two sets – the Census and the validation survey. They both had used different softwares, and to make them compatible was an enormously difficult and time consuming task. The specific sample households of the validation survey had to be matched with a larger data as in the Census, and difficulties cannot be easily recounted here. In any case, despite all these difficulties, thanks mainly to a dedicated team of research and computer specialists, it was possible to accomplish this report in the present form.

We should like to place on record our sincere thanks to the team of field investigators, and research personnel. Thanks are due also to the officials at the Education Department, GoK, in particular Shri Selvaraj, (Director of Sarva Sikshana Abhiyan), the Project Director Shri Subramanya, the Consultant Advisor Professor Sitaram, and Deputy Project Director Shri Aradhya. To each of them, and the several others in the Department who have worked hard on the Census data, we owe our debts of gratitude for their patience.

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Introduction

The emphasis given to education - primary education in particular – by the state in India is evident by the prominence to the goal of achieving universal education for all. While the Directive Principle contained in Article 45 of the Constitution ensures that “the State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years, it took quite a few decades to make this a fundamental right of the child. The goal of universal elementary education (UEE) has been recognised as a complex challenge, in pursuit of which the Central and the State Governments have been sharing the responsibility under the programme of *Sarva Shiksha Abhiyan* [National Campaign for Universal Education]. The goal is not merely to bring all children in the age group of 6 to 14 years into the formal schooling system, but also to overhaul the system so as to improve the quality of education.

Although described as one of the fast growing countries in the world today, India occupied a low Education for All Development Index of 0.789 holding 100th rank during 2004. This rank is out of 125 countries, and shows India rather in a poor light. Many states have been providing Mid-day Meal to the children in school so as to enable children from poorer households to enroll and attend schools as well as with a view to providing support to food security and nutritious food for children in schools. Yet, in a large number of them, there is lack of a kitchen cum stores, thereby reducing the quality of food served, if not the regularity of serving them, especially in all seasons. In Karnataka too there is a huge short-fall of kitchen-cum-stores facility: 61 per cent of the 38567 Government / Local body operated primary schools required them.¹ To the extent mid-day meal scheme worked as an incentive for children to enroll and attend

¹ As of June 2006. Source: MHRD

schools, the state was yet to satisfactorily provide for the facilities of cooking food within the premises but with a separate dedicated space for it.

Notwithstanding the efforts of the state, there had remained nearly 28 million out of about 153 million children who were in the age group of 5 to 14 years 'out of school.' About 14 million among them were estimated to be working children, paid or unpaid workers.² With a view to enhance the opportunities for children to enroll and attend schools, efforts have been on to increase the number of schools, and provide additional support for infrastructure. Thus from 560,935 and 151,456 primary and upper primary schools in the country during 1990-91, there had been an increase to 6,64,041 and 2,19,626 respectively by 2001-02: a quantum increased of 18 and 45 per cent respectively over a decade. Yet, by 2005 there had remained a 6.94 per cent of children in the age group of 6 – 13 years as 'Out of School.'³ One may suppose that if the cut off age had been 14 years, the figures would have been much higher. The gap between rural and urban has persisted in this respect too has persisted: Out of school children recorded 7.8 per cent in rural as against 4.34 per cent in urban areas.

The phenomenon of children dropping out of school seems to be a much serious problem, while there may have been a much larger rate of enrolment. In other words, the challenge of retaining children in schools continues to be formidable. This is evident by the fact that children in the age group of 11 to 13 are more than those under 10 years: 8.56 and 6.10 per cent respectively.

Karnataka state has made considerable progress in respect of minimising the number of Out-of-School children: It ranked 10 lowest in proportions of such children as compared to the other states and Union Territories. Not only is the proportion much small at 1.42, the usual unfair girl child bias too is minimum. That is, it is the male children who are much more out of school than the girl child [1.67 and 1.14 per cent respectively]. Thus it holds the 8th place in being the state with lowest out-of-school girl children, while in respect of out-of-school male children it slips down to 10th rank.

² Source: UNESCO – IBE World Data On Education, 2004 [6th Round; CD Rom]

³ Source: 'All India Survey of Out-of-School Children' Department of Elementary Education & Literacy, MINISTRY OF HUMAN RESOURCE DEVELOPMENT, Government of India. 2005.

1. Tracing the Children – in or out of school

Whether female or male children, the effort has been to keep all the children under the age of 6 to 14 years in schools. Achieving this has been the goal of universal primary education. As in other states, Karnataka too has been carrying out a census of children below the age of 14 years so as to be able to track the children who are out of school and enrol them in schools that meets their special needs. Such a census is designed based on the guidelines provided by the Ministry of Human Resources Development (MHRD). In Karnataka the census was carried out in all the districts on the three days of January 21, 22 and 23, 2008. Unlike the past censuses for this purpose, the current year's exercise covered children ever born till their age of 14 years, and the address of the parents of children too is collected. The former enables one to anticipate and plan accurately the educational needs of children not only for the present, but also for the following years until each child reaches the age of 14 years. Above all, with the availability of the address of the child, it is possible to reach the child if he or she is out of school.

While in the past it was found that urban wards had exhibited a greater tendency for incomplete coverage, or greater returns that were inaccurate, attempts were made this year to ensure accuracy of data gathered from such urban wards as well as rural and urban locales.

Guidelines for the conduct of census bear evidence of utmost concern for precision and avoidance of false or misleading data. For instance, in page 15, one finds a stern warning and reminding the enumerators that 'irrelevant data should not be entered in the schedules' as found to have been done during the previous census. Most significantly, the 2008 census employed the usage of the Census return forms as had been used in the 2007 Census for ready reference.

Validating the Census Data

To be skeptical or suspicious of one's own data or outcome of any work is a sign of good governance. Government of Karnataka has been aware of the difficulties of carrying out

the task of data collection. Professor A S Seetharamu cites such a concern as expressed by the Department of Education: "We observe that on several occasions the reliability of statistics of children is looked at with suspicion. ... [A closer look at the figures as Projected based on Census 2001, and as per departmental enrollment records and the Census of 2005, the department finds] 'something wrong somewhere in counting of children of 6 to 14 years, or the school records of enrolments.' (Seetharamu (2007: 15-16); parentheses added). The commitment to ensure universal elementary education is so strong that the government has been entrusting reputed research institutions with the task of validating the data collected through the annual census.

The need for such a validation is manifold. First, since much of the planning for the current and following year programmes is dependent upon the census data, there is a need to ensure that the findings are accurate. Second, departures between the actual and data as reported to could be a result of human error in either asking the questions wrongly or recording the responses wrongly, the respondents' understanding the questions wrongly. Therefore, not too long after the data has been collected, an exercise of validation is being proposed for the current year too. Such a validation enables the administrators also to identify the best practices and rectify the inappropriate ones such that future census could be less with errors. Above all, it is necessary also to identify which of the specific questions produces responses that are not error-free. Following such identification, rectification could be incorporated in the questionnaire in future.

2. Objectives

In keeping with the principle as outlined above, the study to validate the 2008 children census was undertaken with the following objectives:

The main objective of the study had been to validate the January 2008 Census in a few districts of Karnataka. Originally the study had been intended to undertake a wider set of objectives. The revised specific objectives of the study had been to:

- a) Examine the divergences, if any, between the estimates of the projected (0-14 years) population based on 2001 population census in the districts and

Karnataka state and the estimates of Census 2008. Based on such an examination, arrive at an index of error of divergence.

- b) Estimate the divergences between 2008 Child Census Data and the validation survey in respect of the General School Enrolment Data, as well as estimates of the different types of Out of School Children in the selected districts.
- c) Examine and Analyse the functional efficiency of the tools and procedures of the 2008 Census, especially of the i) Margadarshi Document, ii) pre -printed formats and the use of the 2008 proforma.
- d) Capture the perception of the community members regarding "Missing Children" who failed to figure in the Census 2008 and the children who may be either in labour or away/out of labour.
- e) Analyse sociologically the caste, gender and other social dimensions of the children who are out of school as identified by the 2008 Census and the validation survey data.
- f) Through a secondary analysis of the 2008 Census data, explain the higher prevalence of OOS children in some districts, and interpret in the larger context of HDI Ranking.

However, as the study progressed a few modifications to the above set of objectives had to be made. The first and the last listed objectives had to be set aside for the time being (for the purpose of present reporting) since the 2001 Population Census Data for the districts and to the population below 14 years were not readily available, and the 2008 Child Census data was made available only for the villages and urban wards in which the validation study was undertaken and not for the entire district. In view of the unavailability of district level data, the first objective was deferred to be accomplished in the present report..

4. Methodology

The principal objective of the study was to validate the 2008 Child Census. It was suggested that such a study should be carried out in three districts one from each Educational Administrative Divisions, which had shown a higher prevalence of Out of School Children in each of them. Basing on the preliminary findings of the 2008 Census at the commencement of this study, it was found that the following districts from the different divisions had reported a higher incidence of OOS children in them.

Given the principle of multi-stage semi-random sampling, the above districts were purposively chosen. The two districts (see note 4) from Gulbarga were chosen because they had returned an alarmingly high figures of OOSC. Further, given the fact that during the previous Child Census (2007) too this district had shown a high concentration of OOSC, it is necessary to ascertain that the attendant socio-economic conditions have made any difference.

SI No.	Division	Districts	7 to 13 Years OOSC
1	Gulbarga	Gulbarga	11,811
		Yadgir ⁴	11,163
2	Belgaum	Bagalkot	1491
3	Mysore	Chikmagalore	561
4	Bangalore	Ramnagar	457

The rationale for selection of the districts from each of the divisions is to enable representation to each division in the process of validation and analysis. In them too, the selection of the districts was based on a higher prevalence of OOS Children.

The second stage of sampling was directed at the selection of the 'blocks' and villages randomly. The randomness at this stage was by not taking into account the preliminary findings of the 2008 Census. Thus the validation as carried out in the sample villages and urban wards was aimed at being independent of what the Census 2008 bore fruits for them.

Even though it was ideal to revisit every single household and the villages, the time and costs were too much of a luxury to afford. Instead, it had been decided that the

⁴ Although Yadgir is apart of the district of Gulbarga, here it is treated as a separate educational district as has been the practice by the Department of Education.

validation study shall select a total sample of just above 10000 households randomly from a minimum of ten villages and one urban ward in each of the districts. The villages in these districts were first sorted out in terms of their size of households as in the 2001 Census.

With a view to give representation to villages with varying sizes in terms of households and population, the villages in each district were first grouped in respect of the households as per 2001 Census. Four groups were thus identified: those below 150 households, between 151 and 250, between 251 to 500 and those above 500 households.

A major assumption was that larger villages will generally tend to have varying accesses to schools and other educational institutions while the small or very small villages will have much less such facilities. The chances that households in villages with easy access to schools and educational infrastructure to face difficulties in enrolling the children in schools or in keeping them as students are much less in villages lacking such facilities than those others with such facilities. Therefore a larger quota of sample households was chosen from smaller villages, and as the size of the villages were bigger, the sample households to be chosen were decided to be smaller. In addition to this set of assumptions determining the quota, time, cost and human resources also prompted us to restrict the sample size such that it was possible to carry out the data collection within the limited resources and time.

The questionnaire that had been used for canvassing during the 2008 Child Census became the main instrument with which data for the validation survey was undertaken. A few additional questions were added with a view to fulfill the objectives pertaining to socio-economic and gender dimensions of the phenomenon of out of school children. In every village a house-listing was first made, and randomly the households were chosen through computer generated random numbers. While selecting households, there had been no considerations given to whether or not such households had in them children below the age of 13 years. As it turned out, our analysis of the data and validation therefore became applicable to about 6331 households while the rest had no children under the specified age groups.

5. Data Analysis and Limitations

Once the data were collected from all the villages and urban wards, they were first shared with the SSA officials, who in turn supplied to us the data pertaining to the corresponding villages and wards from the 2008 Child Census for the purposes of comparison and validation. Since the data from the Census 2008 was in one format – with children as the units of analysis, while the data gathered for validation survey was at the household level, considerable time was spent in rearranging the latter data to make it fit for comparison with the former. Following this marathon task, we had to then match the sample households of the Validation survey with those of the Child Census. The survey data was only a fraction – big or small, depending on the quota of households to different villages – of the Census; the only way of comparing was by manually identifying the matching households. It is here that an important suggestion that can be made based on the limitations faced during the present validation survey. The Child Census, though has been conducted several times earlier, has been keeping one format for identification of the households and the villages, etc. Cross references are made to the same households in the successive questionnaires. It would be ideal if a smart card is made for each household – with or without children – which becomes basic means of identification not only in subsequent surveys or censuses, but also in helping the department of education for 'tracking the child'. For, in the validation survey we found it extremely time consuming process to manually identify the households for which data had been collected merely three or four months earlier through the Census: common names of the heads of the households, of fathers, incomplete addresses, etc., and even identical names of children or spouse/s made it very difficult to arrive at the matching pairs of the two schedules (Census and Validation Survey) or data sets. Consequently there may be a major limitation that some households (at least about 3 to 5 per cent) about which without our being aware, we may have compared with counterparts that may not be the correct ones.

The second most important problem with the data from SSA was that there were several villages for which the information about either a hamlet or an extension / new locations were missing. For instance, in the villages of Gulbarga and Yadgir there are the habitations of Lambani castes that live in a secluded, often at a considerable distance

from the main settlement. For all practical purposes these settlements are separate in every respect that except for the revenue records purposes – and the population census purposes – they are part of a single larger village. Thus, for instance, the main village Gutti has several tandas, and each is in different directions from the main village settlement. The way in which this data has been entered in the SSA data does not reflect if all these settlements were taken into account or not.

Part I: Differences in General Information about Children and their Household

Who Responded in the Previous Study?

In any study attempting to validate the data collected in an earlier study, it is necessary to take note of the source of information as a possible source of difference in the data collected at both the points of time. Differences in the data between the two sets needs to be explained in terms of the differences in the persons who responded to the questions posed. This is in addition to the changes in the situation that may have occurred between two points of time when the studies were carried out. It is useful to take note of the differences between the persons who provided the information, in the two contexts.

Table 1: Differences of Respondents

Districts	Self	Others	No Census	Total
Chikkamagalur	56.44	40.63	2.93	2080
Ramanagar	63.60	40.15	1.06	2177
Bagalkot	42.63	56.84	0.52	1907
Gulbarga	56.47	43.02	0.51	1962
Yadgir	62.29	37.08	0.63	2063
Total	55.95	42.91	1.14	10189
	5701	4372	116	

About 116 respondents (1.14 per cent) in a sample of 10189 households pointed out that their households had not been covered during the 2008 census. Their houses may have been locked, or none available in it to respond to the queries when the investigators had visited. This response, of their household having not been covered is possible also if the respondent during the validation round being unaware of the first study. In any case, what is important for the validation study is to note that there had

been over 99 per cent instances of the households reporting one or the other person having responded to the questionnaires, and that as high as that proportion reporting to have been part of the census study. That the validation study will refer only 6331 households that had children in them has been explained earlier.

Ramanagar and Yadgir (educational) districts reported a higher per cent of households in which the respondents in both the studies were the same. Bagalkot district represented the highest proportion of households with different respondents in the two studies.

The Household in the Previous Census (March 2008)

From Table 1, was also seen that as many as 116 households – a mere 1.14 per cent of the households in the larger sample of 10189 across the five districts – had not been covered by the 2008 Census. Obviously, such of those households that had no ‘eligible’ (below 14 years of age) were not listed in the sample for all the details. However, in our sample during the Validation survey, as many 116 households not only responded by stating that their households had not been covered during the earlier Census, but had offered their explanation for such an ‘exclusion.’

Districts	Work whole day	Migration	Gone out station	Other	Total
Chikkamagalur	31.15	4.92	29.51	34.43	61
Ramanagar	90.91		4.55	4.55	22
Bagalkot	100.00				10
Gulbarga	90.00	10.00			10
Yadgir	23.08		76.92		13
Total	52.59	3.45	25.00	18.97	116
	61	4	29	22	

The respondents in Bagalkot, Ramanagar and Gulbarga reported that a large majority among them had been away from houses at work the whole day that when the enumerators during the census operations may have visited the house none was at home to respond to the queries. Merely one household in Gulbarga and three in Chikkamagalur (together 3.45 per cent) had pointed that members of the household had migrated and therefore none may have responded. Next only to the ‘work whole day at

work' as a response is the 25 per cent of those who may have temporarily gone of the village or locality of their residence to visit a relation or participate in a wedding, etc. 18.97 per cent of those reporting 'Other' causes included those who 'did not know why', or some even alleging that 'none came to our house!'

Who is best suited to respond in a Child Census?

In recent years there has been a growing concern about the quality of data gathered during sample surveys. Often it is questioned in respect of the data gatherers, who may or may not influence the respondents. In the case of SSA census data, the data gatherers are the teachers who in almost all cases are responsible to enrol and keep the children in their jurisdiction in the school. There is every reason to believe that the teachers would make efforts to under-report incidences of children who are out of school due either to non-enrolment or dropping out. While this set of problems may pertain to the data gatherers, there is also a problem in respect of who the respondents are? "Can survey designers ask only household heads and expect them to accurately represent the living conditions of the entire household?" is an often raised question these days in assessing the validity of data in sample surveys (e.g., Bookwalter, Fuller and Dalenberg 2006). While some studies have found that the heads of the households can well represent the lived experience of the members of the household as a whole, others argue that view points could well be a result of subjective opinions of the respondents.

Districts	HH Male	Housewife	Younger Person	Any One	Total
Chikkamagalur	61.54	15.53	0.63	22.31	2080
Ramanagar	50.99	21.50	1.38	26.14	2177
Bagalkot	34.29	35.97	4.40	25.33	1907
Gulbarga	88.33	6.27	0.56	4.84	1962
Yadgir	29.81	27.05	0.15	43.00	2063
Total	52.92	21.18	1.38	24.52	10189
	5392	2158	141	2498	

We sought to find out the views of the respondents in the validation study, especially since there were questions about the date of birth of a child, reasons for a child not

being in school, etc. Some of these questions are perhaps better answered by an adult male member or a female member of the household, we thought. Table 3 presents the views of the respondents in the validation survey, not all of whom were heads of the households or children. Almost a quarter of the respondents felt that it made no difference as to who responded, for in their view 'any one' could respond to the battery of questions posed in a study concerning the education of children. Yet, younger persons in the household does not seem to be a major choice, since only about 141 respondents chose them as ideally suited to respond. Women heads of the household or the housewives as an ideal respondent too was not a major choice, for only about 21 per cent had a faith in them as ideal to respond in Child Census. Male heads of the household was the largest choice by about 53 per cent of the respondents, which included women too.

Differences in Data on Child (Below 14 years of age) Population

The validation data set revealed a net addition of 92 children in the sampled household compared with that of the SSA Census. The largest change, in the form of addition, occurred in Bagalkot district: net addition was 335 children.

Table 4: Differences between SSA and Validation Data in Number of Children in Households

Districts	SSA Census	Validation	Net Difference	
			No.	Per cent
Chikkamagalur	1636	1701	65	3.97
Ramanagar	1605	1574	-31	-1.93
Bagalkot	2203	2538	335	15.20
Gulbarga	2953	2721	-232	-7.85
Yadgir	3112	3067	-45	-1.44
Total	11509	11601	92	0.79

Chikkamagalur was the only other district that accounted for a net addition with 65 children during the two periods. The largest decline was found in Gulbarga (232 net) followed by Yadgir Educational District (45 net). Both the districts are well known for

households that migrate – together with young children, although our data on migration did not substantiate this as a factor responsible for the huge negative difference.

Addition and Depletion of Child Population since 2008 Census: Births and Deaths

The validation survey data showed a net addition of 65 children as compared with the matched sample households with that of the Census data. However, a few separate questions were posed seeking information about children born or dead in the households since the Census 2008 had been carried out.

Table 5: Children born since SSA Census 2008

Districts	Male	Female	Total
Chikkamagalur	23	25	48
Ramanagar	26	36	62
Bagalkot	65	51	116
Gulbarga	31	28	59
Yadgir	51	71	122
Total	196	211	407

Yadgir educational district has had the largest number of child births since the Census 2008 was carried out. In terms of larger numbers, this is followed by Bagalkot district, while the least has been in Chikkamagalur district. Altogether, there has been an addition of 407 children in a matter of about four to five months. The girl children are more in number in such an addition.

Table 6: Children Dead since SSA Census 2008

Districts	Male	Female	Total
Chikkamagalur	3	3	6
Ramanagar			0
Bagalkot	6	3	9
Gulbarga	7	4	11
Yadgir	3	5	8
Total	19	15	34

About 34 children were reported to have died since the Census 2008 was carried out, among them the male children were more than the female children. It is only in Yadgir district that we find more number of girls than boys who had died between the two studies. Ramanagar district reported none as child deaths.

Since we are describing changes in the households in terms of births, and deaths (of children below 14 years), it is appropriate also to point out to other changes. Marriage of members of the family is an important one: 156 persons had been married since the data collection for the Census, out of which men had been slightly at a higher rate (81) against those of women. A further matter of importance is the pattern of migration among the members of the household. None who had been a female head of a household reported to have migrated during the intervening period between the two studies.

Districts	Male	Female	Total
Chikkamagalur	16	9	25
Ramanagar	3		3
Bagalkot	14		14
Gulbarga	16	3	19
Yadgir	11	2	13
Total	60	14	74

In all there were 74 cases of migration reported in the study villages / urban wards. Together Gulbarga district (comprising Gulbarga and Yadgir educational districts) accounted for the largest share, of 32 out of 74 migrants reported. If we take the educational districts separately, the land of coffee estates – Chikkamagalur shows the largest of migrants with nearly one-thirds of all the migrants from that district. The least incidence of migration was from Ramanagar district.

Districts	>14	14-25	26-50	Total
Chikkamagalur	4	2	19	25
Ramanagar	0	2	1	3
Bagalkot	2	6	6	14
Gulbarga	9	1	9	19
Yadgir	0	5	8	13
Total	15	16	43	74

Table 8 above presents the age distribution of the migrants reported during the validation survey. Only about 21 per cent of the migrants were of an age group that may be considered as children's age: below 14 years. Gulbarga accounted for the largest child migration, which was followed by Chikkamagalur district. A heartening feature of children's migration is that most

among them migrated for the purpose of education. This feature was true of Gulbarga district too. However, when taken together, most migration by all age groups was work-related (77 per cent). June month is the peak month for migration, since as many as 29 persons migrated during this month, while January and April were the next in importance: 12 and 11 persons respectively.

Nearly 66.2 per cent of the migration was outside ones own district, including 16.22 heading beyond the state (See Table 9). Gong outside the district but within the district was highest among the migrants from Ramanagar (100 per cent), followed by Bagalkot (abut 86 per cent). Migration beyond the state is highest in the district of Gulbarga. More than three-fourths of all the migrants are said to be away from home for six months or beyond.

Districts	Within Taluk	Within District	Within State	Other State	Total
Chikkamagalur	40.00	20.00	36.00	4.00	25
Ramanagar			100.00		3
Bagalkot			85.71		14
Gulbarga	5.26	21.05	26.32	47.37	19
Yadgir	7.69	15.38	61.54	15.38	13
Total	18.92	14.86	50.00	16.22	74
	14	11	37	12	

A fourth set of information that was gathered during the validation survey was about division of households since the previous study. 33 households had reported that there had been a division of the joint household into two or more. Data on such households were matched by taking into account the names of the children besides the particulars that were common between the undivided households as recorded in the Child Census 2008.

Differences in Data on Age

One of the curious features of data provided on age, more specifically the date of birth, that most parents seem to have the age of the children determined to suit the minimum age required for admission of a child in school. Thus, nearly, two-thirds of the children had their birthdays reported to be around the month of June, while the other main dates were during the months of March, April, and May (the months when the school teachers are enrolling children to school, carrying out the census, etc.)

The fact that there is a tendency for ages, or date of birth to be quoted without any documentation is evident by the fact that in each of the age groups, there has been differences between the SSA and Survey data. To the extent there is a negative difference, especially as in the age group of those below 3 years or those between 6 – 14 years, it accounts in part to the ageing of the children between the two studies. Thus a child that may have been, say 2 years 10 months during the first study may have been reported to be 3.2 months when the second. This is true of the two other age groups as well, although the positive difference in the age group of 3 to 5 years need an explanation.

Districts	% of Difference		
	< 3 yrs	3-5 yrs	6-14 yrs
Chikkamagalur	-8.13	27.39	1.59
Ramanagar	-34.88	28.10	0.72
Bagalkot	-14.87	42.14	16.46
Gulbarga	-21.50	17.29	-11.23
Yadgir	-15.50	40.32	-9.33
Total	-18.89	31.51	-1.92

There may have been several other factors that accounting for a positive difference between two sets of data on the reported age group of 3 to 5 years: The specific age of the population in this age group may have been such that during the intervening periods of studies, a majority did not cross the age of 5 years. Instead, there may have been a greater addition into this population by those who crossed 3 years of age. Hence, our finding a larger proportion of children in this age group during the second study than the first study by the SSA. There may have been other factors too, but in a validation study of the SSA data, it is necessary to emphasise one important factor: In the absence of a proper documentation of date of birth, there is a tendency for parents or elders to indicate the date of birth to be less than 5 years if they are not yet enrolled. Non-enrolment of children in school is attempted to be justified by declaring a lower age of the children. As long as enrolment of children into schools at a particular age is mandatory, fulfilment of such a mandate is more likely if the age of the children is properly documented. Hence, the added need to popularise birth registration.

Differences in Data on Children's Parent's Education

Data on Children's parental education as collected were compared. Four sets of responses were classified: no formal education, education of Primary school level, high school, and of higher education. This set of information was compared for both the mother and father of the children separately. Some differences were found in both the sets of data, although it was greater in respect of the information on the education of fathers.

Districts	Per Cent Difference over SSA Data			
	No Formal education	Primary	High School	Higher education
Chikkamagalur	3.10	38.62	29.47	25.53
Ramanagar	9.22	3.40	65.70	85.71
Bagalkot	-1.44	-6.63	58.25	-25.23
Gulbarga	-4.96	6.70	-2.11	-0.57
Yadgir	9.56	-9.70	28.41	-22.58
Total	2.39	9.88	35.96	2.99

Districts	Per Cent Difference over SSA Data			
	No Formal education	Primary	High School	Higher education
Chikkamagalur	-20.41	-7.45		1544.44
Ramanagar	4.80	19.79	47.19	58.57
Bagalkot				
Gulbarga	-1.78	-12.47	-5.22	-5.47
Yadgir	17.88	-18.35	-10.42	-13.53
Total	29.85	29.80	102.47	52.69

Responses received during the Validation survey tended to show a higher rate of difference in respect of nearly all categories of educational levels for the mothers. Thus 2.39 per cent of the respondents reported that the mother of a child was without a formal education while that many cases had been reported as having had some education of one or the other level.

Differential reporting was more or less at a lower rate when it was reported as 'No formal education' [2.39 per cent], and Higher Education [2.99 per cent]. A slightly higher difference was found in respect of data reporting the educational level to be 'Primary', but the largest difference was found among those who reported the mother's education to be of High School level.

As was indicated earlier, the differences between two sets of data are greater when it concerns that of the father of the child. Besides faulty reporting as a possible reason for this greater difference, it is to be noted with concern that the data pertaining to father's education is wrongly entered by the SSA. The information pertaining to Bagalkot in this regard is missing altogether, thereby giving a complete wrong interpretation about the extent of deviance between the two sets of data. The SSA data for Chikkamagalur district too is likewise wrongly entered, it appears, especially in respect of those reporting education of High School and Higher Education. Gulbarga and Yadgir educational districts too show some negative differences (i.e., the validation data being smaller in proportion than that of the SSA in respect of specific educational qualifications of the father of the child). There is a need to re-check the SSA data entry in regard to both the mother and father of children.

Differences in the Data on Parents' Occupation

In respect of the data on parents' occupation too we find a considerable variation between the two studies. Occupations of the mothers have been grouped into five categories: agriculture, employment in government/semi-Government and private sectors, self-employed, wage labour and housewives. In respect of men's employment the first four listed are included, leaving out the last one, namely 'housewives.'

The Validation data has a higher reporting of agriculture as occupation both among the mothers (23.87 per cent) and fathers (42.75 per cent). In respect of 4097 children's mothers, the SSA had reported agriculture as the occupation while the validation study found nearly a thousand persons more as agriculturists. A similar pattern of difference was found in respect of the mothers as 'wage labourers' (2671 by SSA against 3320 by the validation survey). In contrast, a short fall was found over the SSA data in respect of those reporting as 'Employed [Government/Semi-Government/Private]: SSA found 516 persons reporting the mother to be wage labourer, while the latter study accounted for merely 211 such cases: a shortfall of nearly 60 per cent. Those reporting to be 'self-employed' were shorter by a greater proportion in the SSA data. The validation survey found this to be short by 71.53 per cent of what had been reported by SSA.

Table 13: Differences in Data on Mother's Occupation (Per Cent)

Districts	Per Cent Difference in Data on Mother's Occupation				
	Agriculture	Employed (Govt/ Semi-Govt/ Private)	Self Employed	Wage Labour	Housewife
Chikkamagalur	81.27	-82.65	-83.78	22.30	
Ramanagar	-5.81	-54.35	-62.96	187.29	-7.78
Bagalkot	31.70	-24.56	-37.50	21.92	-34.52
Gulbarga	5.69	-2.90	-54.90	0.52	-17.52
Yadgir	37.85	-7.41	-27.08	14.73	-24.37
Total	23.87	-59.11	-71.53	24.30	-9.16
SSA	4097	516	555	2671	3429
CMDR	5075	211	158	3320	3115

Considering the differences across the districts, we find that Ramanagar accounts for the largest difference in respect of 'Wage labour': Over the SSA data, this showed a difference of 187 per cent. With the exception of those reporting 'Self-Employed', the range of differences is by and large narrow in Gulbarga than in the other districts. However, considering the widely ranging differences between the two sets of data on mother's occupation, it is our view that classification of this data may have been wrongly done by the investigating agencies during the census, or that the data has been wrongly coded.

Table 14: Differences in Data on Father's Occupation

Districts	Per Cent Difference in Data on Father's Occupation			
	Agriculture	Employed (Govt/ Semi-Govt/ Private)	Self Employed	Wage Labour
Chikkamagalur	38.63	47.92	2.48	-0.86
Ramanagar	4.12	16.98	-51.80	92.01
Bagalkot				
Gulbarga	-7.05	11.16	-41.30	4.52
Yadgir	0.62	22.73	-20.00	26.77
Total	42.75	59.09	-13.93	36.04
SSA	4126	484	639	2963
CMDR	5890	770	550	4031

Further evidence for wrong coding or wrong classification of the occupational data is to be found in respect of the data on fathers' occupation. In the district of Bagalkot is an

example of this since the SSA data shows blank on this item of information. Recall, this was the case also in respect of father's education in this district. The category of 'Employed [Government/ Semi-Government/ Private]' seems to be the one which is much misunderstood for classification or coding, since we find about 60 per cent over-reporting of this in the validation survey. Agriculture and wage labour too has a similar pattern. The exception is in respect of those reporting 'Self-Employed,' in which the validation survey found a shortfall of about 13.9 per cent over what had been reported during the SSA Census. Ramanagar district showed the largest difference, shortage 51.80 per cent during the validation survey.

Social Group of the Child Population

Each child was classified in terms of his or her social background, as belonging to different social groups. In this respect, there had been a four-fold classification: Scheduled Castes, Scheduled Tribes or Tribals of Group 1, Muslims and Others. Problems of data classification and coding become even more glaring when we look at the differences in respect of social group of the children in the two studies. Even though the names of the persons are clearly of Muslim identity, we find them to have been classified as any other groups than as Muslims. It is only Ramanagar district that we find no difference between the two sets of data pertaining to Muslims, and the overall difference to be rather narrow at 0.06 per cent between the two sets of data. However, it should be hastened to add that much of the differences in the data in regard to social group is also due to misconceptions that the respondents may have about their social origins. While one may think s/he is a Scheduled Caste, officially the caste to which she or he belongs to may be classified as either a ST or Backward Caste (Group 1). A uniform over representation of the 'Others' in most districts (save Bagalkot district) could be a result of such misconception while identifying oneself as 'Others.'

Table 15: Differences in Data on Social Groups

Districts	Differences in Data on Children's Social Group				
	SC	ST/Group1	Muslim	Others	Total
Chikkamagalur	4.06	15.95	-7.41	12.38	5.98
Ramanagar	-19.24	2.39	0.00	12.34	-0.06
Bagalkot	-33.17	51.29	-65.52	-1.67	-5.11
Gulbarga	-14.38	-24.44	1.14	15.42	-6.05
Yadgir	20.45	-35.76	-7.73	14.86	1.89
Total	-8.89	-4.61	-7.54	9.54	-1.37

Data on Physical Fitness of Children

While information on many other items, the likelihood of it being wrong or different is little in respect of physical fitness. Of course, one must recognise the fact that illnesses or ailment that may have rendered a child physically challenged could have be cured between two studies, just as some new children may have been born or passed out of the child age (0 to 14 years) who may have had deformities in them.

Table 16: Differences in Data on Physical Fitness of Children

Districts	Per cent Differences in Data	
	Physically Challenged	Physically Fit
Chikkamagalur	-43.75	11.85
Ramanagar	-58.93	4.16
Bagalkot	-34.29	-1.93
Gulbarga	0.00	2.31
Yadgir	53.33	3.70
Total	-23.31	3.23

While SSA Census had as many as 236 children reporting to be physically challenged, the validation survey found merely 181 children reporting thus: differences resulting in shortfall of nearly 23.31 per cent in the latter study. In the Educational District of Gulbarga there had been identical number of those reporting physically challenged children, but in the educational district of Yadgir, the difference was to the extent of 53. 3 per cent in excess of SSA data. In the three other districts [Chikkamagalur, Bagalkot, and Ramanagar] there had been a shortfall in this respect between the two studies, the latter study recording a decline in the number of children reporting to be physically handicapped.

However, what makes the data suspect is the absence of a corresponding increase in the incidence of physically fit children, if not equal to the extent of shortfall. As was explained in respect of other items of information, in this respect too it is possible that shortfall and increase in the latter study could be a result of independent processes: new children being born who are physically challenged, or those reporting as challenged to have grown in age to pass the definition of a child (below 14 years.) In the absence of a detailed investigation as to why there were differences between the two data sets, one could only speculate the reasons. One such reason could also be due to a sense of accountability about child's educational status, dropout status or not being regular to school. It may be recalled that the SSA Census was carried out by teachers, and if there had been instances of a child not in school, the parents may find an excuse by complaining about a physical challenge. Likewise, it is also necessary to recognise a wrong definition of 'physically challenged' with which it is possible to have reported a child with a fracture as physically challenged at one point of time while after its cure, to have reported as physically fit.

Differences in Data on Issues of Main Concern – Education

Educational Status of Children: Differences between the two Studies

The gap of time between the two studies was by about four to five months. This gap, however, builds in passing of one academic year since at the end of March-April most children would have finished their studies in one class, taken examinations and based on their results, they may have moved on to the next class. By the time the validation survey took place, some children would have entered the school going age, while a few others may have moved out of the age group defined as children and so may have not been accounted for as students.

The SSA Census reported (in respect of the children who were later involved in the validation study) that a negligible proportion of children (0.38 per cent) who had dropped out of school. These children were a mere 38 in number out of 9892 in about 6330 households. Information about dropout children too had been found to be wrongly entered in the SSA census: uniformly all such children were shown as having

dropped out in the very first year or class in school. Surely this must be owing to a wrong code being entered. Consequently it is not possible at this stage to comment on the critical stage in school that may be associated with school dropping out by children. What causes alarm, however, is that the SSA data points out to a considerably high proportion of children who had not enrolled in schools although they were in the age group of 5.10 to 14 years. Such children account for 8.51 per cent of all the children in the sample.

Table 17: Educational Status of Children in the Sample Households Identified in the SSA Census

Districts	Pre-Primary	Lower Primary	Upper Primary	Not Enrolled (5.10 to 14 yrs)	Dropped Out	Total
Chikkamagalur	24.27	54.47	18.54	2.72	0.00	1397
Ramanagar	34.56	47.34	13.73	4.37	0.00	1580
Bagalkot	27.07	52.11	17.38	3.29	0.15	2065
Gulbarga	20.55	53.24	13.41	11.80	1.00	2297
Yadgir	25.62	47.32	11.08	15.51	0.47	2553
Total	25.98	50.71	14.42	8.51	0.38	9892

Yadgir and Gulbarga educational districts lead in this regard with 15.51 and 11.80 per cent respectively. The lowest is in Chikkamagalur, which is an impressive pattern if one takes note of the difficult terrain which the young children have to cross in order to reach the schools. Ramanagar district, famous for silk industry, has about 4.37 per cent children out of 1580 who were out of school by not having been enrolled in it. However, the data on dropout children in Ramanagar district is suspect, because the town of Ramanagar alone has substantial number of children who dropped out from school so as to seek employment in the silk reeling units (see e.g., Karanth et al. 2008)

The Validation study, in contrast, found that there had been a corresponding increase in the enrolment of children in 'Lower Primary' school while there had been a decline in the share of those in pre-primary school. Indeed, the variations in each category represent a desirable process of change, since the validation survey had been carried out soon after the re-opening of schools after a summer holidays.

From the point of view of reviewing the progress in school enrolment and prevention of dropout of children from schools, it is necessary to point out to an important observation. If at the end of the academic year, children show a greater tendency to report as either having dropped out or not enrolled than say at the beginning of an academic year, there is something seriously wrong in our school system: the schools fail to retain children of certain socio-economic background, or children belonging to specific socio-economic backgrounds have a greater tendency to dropout or report not to have enrolled.

Table 18: Educational Status of Children in the Sample Households

Districts	Validation Study					Total
	Pre-Primary	Lower Primary	Upper Primary	Not Enrolled (5.10 to 14 yrs)	Dropped Out	
Chikkamagalur	14.08	58.69	25.59	0.55	1.10	1278
Ramanagar	14.53	59.11	25.10	0.59	0.67	1191
Bagalkot	25.03	54.69	18.55	0.53	1.21	1898
Gulbarga	22.82	55.44	18.84	0.34	2.56	2033
Yadgir	22.34	56.49	15.65	2.89	2.62	2287
Total	20.76	56.53	19.79	1.12	1.81	8687
	1803	4911	1719	97	157	

Moreover, children in a specific age cohort remaining outside the school without enrolment is also due to the fact that many such children become eligible to be enrolled only during the course of an academic year (May-June of a year till March-April of the following year). Once the eligible children remain outside the school system without enrolment for a major part of a year, it becomes rather a difficult task to bring them into school the following year. This is true, at least, among certain types of households sharing similar socio-economic vulnerabilities: migration in search of employment, poorer households, households in which older children are assigned tasks of looking after other children, gender biases against the girl child, and so on. In view of this, it is perhaps useful if the school authorities maintain a vigil over such children throughout the year rather than at the commencement of the year. Thus, if the children are enumerated during the child census with their dates of birth, such children who become eligible to be enrolled during the subsequent months too should be contacted and enrolled in schools even after the formal commencement of an academic year.

Since the validation study of a sample households in the five districts were carried out during the months that may be considered as initial months of an academic year, there was a considerable decline in the proportion of those who had not enrolled in schools, as compared with the data in the SSA Census. As against 8.51 per cent of those reporting 'not enrolled' during the Census, there had been a mere 1.12 per cent during the sample survey in the corresponding households. This decline, as was argued earlier, could be attributed to the initial period of an academic year during which the sample survey was carried out.

Table 19: Differences in Data on School Enrolment

Districts	Per Cent Difference in Data on School Enrolment				
	Pre-Primary	Lower Primary	Upper Primary	Not Enrolled (5.10 to 14 yrs)	Dropped Out
Chikkamagalur	-46.90	-1.45	26.25	-81.58	
Ramanagar	-68.32	-5.88	37.79	-89.86	
Bagalkot	-15.03	-3.53	-1.95	-85.29	666.67
Gulbarga	-1.69	-7.85	24.35	-97.42	126.09
Yadgir	-21.87	6.95	26.50	-83.33	400.00
Total	-29.84	-2.09	20.55	-88.48	313.16

However, what is of concern is the fact that there had been a slight increase in the proportion of those reporting as having dropped out of school. While the SSA census had shown a mere 0.38 per cent of the children to have dropped out of schools, the sample study in the corresponding households had found 1.81 per cent of this category of children. Even though this is a very small proportion of the children's population, any society with a commitment to 'universal education' ought to be concerned with its trend, especially as observed at the commencement of an academic year. The authorities concerned, members of the society in which such children are found, as well as the households have failed to prevail upon such children to be back in school after the long summer vacation. This would also bring to the fore an importance to the approach of keeping children in school: as much care is to be given to children needing re-enrolment just as to the children being enrolled for the first time.

Table 19 provides us a picture of the variation between the two data sets in respect of enrolment in schools by children during the two points of time of the studies. Even

though the number of children reported to be out of school—whether after enrolment or never enrolled—during the SSA Census, there is every indication of an improvement in the situation: the validation study found in all the districts in respect of the sampled households, that there were far less children out of school. But, there indeed is room for concern since the difference in data in respect of children who had dropped out is somewhat higher.

While those who had reported to be out school without enrolment during the SSA Census 2008 had in a majority of cases reported to have enrolled by the time validation survey took place. But there seems to be a greater proportion of those who had dropped out during the two points of time. The increase in the proportion of children who had dropped out by the time the second set of data was gathered is by about 313 per cent. In other words, for every child that had been a school dropout during the Census, there had been at least two additional children who had joined the first dropped out child! This rapid rise is in a matter of merely six months. Moreover, considering the fact that there had been a rise in enrolment, the challenge seems to be one of keeping the child in school than bringing her/him into school.

Type of School Attended

Even though much discussion is made about the privatisation of education, especially the primary education, it appears that a majority of children in Karnataka are yet under the care of public (government) educational system. The SSA data on this set of information is more likely to be free from 'investigator error' since the teachers who were the enumerators know much better whether or not a named school/institution is a aided / unaided / or merely recognised school. About 70 of the children were in government schools. Indeed, Gulbarga district showed the highest share of children to be in pre -primary schools, and lowest of those in government schools.

One does not expect a major difference in data on the type of schools which attend, especially within a year. However, there is room for some change to occur if the class in which a child is studying say, that which is the highest in a school. Thus a child studying in 7th standard during March may be enrolled in a different school, within ones own village or outside, in which facility for studying in 8th standard is possible. The validation survey data does show a larger number of children going to school than showed by the

SSA Census data (Table 21). However, the pattern in regard to the type of school is more or less similar in both the sets of data.

District	SSA Data on Type of Schools				Total
	Government	Aided/ unaided/ Recognised	Others	Pre Primary School	
Chikkamagalur	71.56	10.29	1.22	16.94	1234
Ramanagar	75.35	8.57	0.62	15.46	1132
Bagalkot	69.77	5.18	0.36	24.69	1932
Gulbarga	64.34	9.33	0.28	26.05	2134
Yadgir	75.66	2.42	0.95	20.97	1898
Total	70.74	6.83	0.64	21.79	8330
	5893	569	53	1815	

Between the two sets of data, the validation survey shows a larger reporting in respect of Government and aided/unaided schools, while there is a decline in respect of those studying in 'others' (such as non-formal, or Madrasa and other religious) schools (Table 22). From 53 students reporting to have been admitted to such 'Other' schools during March 2008, there was a decline to 35 students. Likewise, there was a decline also in respect of the proportion of children studying in Pre-primary schools. This, perhaps, is due to a decline in the net number of children in this age group: while a larger number of young children below 5.10 years have been admitted now to schools, there has not been a corresponding increase in the number of those admitted to pre-primary school since March 2008.

District	Validation Survey Data				Total
	Government	Aided/ unaided/ Recognised	Others	Pre Primary School	
Chikkamagalur	75.53	14.79	1.56	8.11	1406
Ramanagar	76.71	12.22	0.23	10.85	1318
Bagalkot	72.85	6.98	0.05	20.13	2077
Gulbarga	68.68	9.70	0.33	21.28	2133
Yadgir	80.26	2.37	0.09	17.27	2275
Total	74.68	6.72	0.16	3.41	9209
	6877	775	35	1522	

Table 22: Difference in Data on Type of Schools Attended (SSA and VSD)				
District	Per cent Difference in Data on Type of Schools Attended			
	Government	Aided/ unaided/ Recognised	Others	Pre Primary School
Chikkamagalur	20.27	63.78	46.67	-45.45
Ramanagar	18.52	65.98	-57.14	-18.29
Bagalkot	12.24	45.00	-85.71	-12.37
Gulbarga	6.70	4.02	16.67	-18.35
Yadgir	27.16	17.39	-88.89	-1.26
Total	16.70	36.20	-33.96	-16.14

Why are Children Out of School?

Both the SSA Census study and the Validation survey had inquired the causes for children to be out of school or for not having enrolled in any. Of course, it is unrealistic to expect that the responses would be identical on both the occasions, even if the same person responded on both the occasions. In respect of the data from SSA Census, we find some difficulties. The district of Bagalkot had reported 68 and 3 children as having not been enrolled in any school or dropped out (3.29 and 0.15 per cent respectively). Yet, while presenting the reasons for the children being out of school, the data for the district shows as though there were no child who had been out of school – never enrolled or had dropped out. Either the question had not been addressed properly or the responses have been coded wrongly in this regard.

Another major problem with the SSA Data on reasons for children's dropping out or non-enrolment needs to be highlighted. In the data on educational status of children, we find in the SSA data as many as 880 children of this description. However, in a separate column, explanations are sought from the respondents about the causes for children being either out of or for dropping out of school. Instead of presenting information from 880 children, we have responses merely from 91 children. As many as 276 responses are wrongly coded. Even if one were to classify this set of responses as belonging to the category of 'Other', it does not account for all those children who had reported to be out of school or had dropped out.

Effectively, therefore, information is available only for the two (Educational) districts of Gulbarga and Yadgir as to why children were out of school. Both the districts account for a high migration rate – though not reflected in the two data sets. More importantly, the two districts have a predominance of exclusive settlements, the

tandas of the Lambanis that are usually at a considerable distance from the main settlement of the village. In Gulbarga, for instance, some such *tandas* were as far away as 4 to 5 kilometres – if not more, while not all such *tandas* have all the infrastructure (school, transport facility, all season roads, etc.) conducive for pursuance of education by children belonging to the vulnerable scheduled caste households.

District	Reasons for Children Not Being in School: SSA Data				Total
	School too far	Engaged in work	Nomadic/Migratory Life	Others	
Chikkamagalur	0	0	0	0	0
Ramanagar	0	0	0	0	0
Bagalkot	0	0	0	0	0
Gulbarga	56.41	25.64	2.56	15.38	39
Yadgir	40.38	28.85	13.46	17.31	52
Total	47.25	27.47	8.79	16.48	91
	43	25	8	15	

SSA Census data for the corresponding sample households showed (Table 23) that there had been 91 cases of children not being in school – either as not having enrolled or dropped out of school. Almost half the number of children (47.25 per cent) found the school to be too far (from their homes or villages) resulting in their dropping or not having enrolled in schools. About 27 per cent of children were engaged as labourers and therefore not going to school. As a reason, this is not the most apt, since a result is shown by the children or their parents as the cause! In any case, one has to see this response also as a ‘need to engage in work and/or support the household income’ as a reason for being out of school. Even though the district of Gulbarga and Yadgir are known for migratory populations, migration as a cause for children being out of school is minimal in importance: only about 8.79 attributed to this as a reason.

The Validation Survey found as many as 294 children to be out of school. Table 24 below, lists the reasons for children not being in school. ‘School too far’ cited as a reason that played a major explanation during the SSA Census was reduced to merely 3.15 per cent of the responses during the validation survey. Perhaps, the teacher enumerators find this as a major reason even though there may have been other

reasons keeping the children out of the schools. It appears as though the causes attributed for children not being in school are more likely to be of one kind if they are offered to the teachers (who were the investigators during the Child Census), while they are others when neutral investigators seek the answers.

Table 24: Causes for Children to be Out of School in Districts (Validation Survey)						
Cause for OOS	Chikkamagalur	Ramanagar	Bagalkot	Gulbarga	Yadgir	Total
School too far		14.29		57.14	28.57	7
Own house work	6.60	0.94	11.32	18.87	62.26	106
Wage Work	4.17		8.33	8.33	79.17	24
Parent not interested	3.57	7.14	10.71	35.71	42.86	56
No interest in school	10.17	8.47	18.64	13.56	49.15	59
Nomadic/Migratory Life	62.50		6.25	18.75	12.50	16
Fear of Teacher			50.00	50.00		2
Physically challenged	25.00	12.50	12.50		50.00	8
Other Causes	6.25	6.25	12.50	37.50	37.50	16
Total	9.86	4.42	12.24	21.77	51.70	294
	29	13	36	64	152	

Some of the responses that now appear as prominent, but those which may not have been listed at all when the school teachers were enumerating (as in the SSA Census) are: [need to be engaged in] wage work and work at home (about 44 per cent); either the parents not keen on children studying [19 per cent] or the children disinterested in studies [20 per cent]. The set of responses that have been classified as 'Others' consisted of the following:

- One of the parents being sick or ill
- The need to look after other (usually younger) siblings
- Chronic sickness or a physical or mental challenge to the child
- Poverty, indebtedness and related issues
- Failure in the preceding class
- Not enrolled in school yet, but next year/ or soon

Those familiar with child labour studies will immediately recognise many of these 'Other' causes for children not being in school as many but important factors associated with the phenomenon. In any event, and as was anticipated at the outset in this section, there are significant differences between the two sets of data on causes for children being out of school.

Information on Date of Birth as an indication of Importance to Children

Social workers and policy makers have been giving greater importance to child-centred development, with a 'child rights' approach to the latter. One of the main concerns of this approach is to ensure that every child has a record of its birth, with which is possible to monitor the entitlements to the child are delivered in subsequent years: education, health, decent family, nutrition, shelter and freedom from bondage, etc.

District	Chikkamagalur	Ramanagar	Bagalkot	Gulbarga	Yadgir	Total	
Birth Certificate	3.54	5.69	58.66	2.28	29.84	791	5.53
School Slip	17.66	13.38	19.94	25.65	23.37	5816	40.66
Horoscope	5.95	0.22	0.44	92.73	0.66	454	3.17
Family Memory	15.38	17.57	26.72	17.06	23.27	3979	27.82
DoB Not Known	13.12	17.01	13.70	18.33	37.85	3263	22.81
Total	14.84	14.53	21.93	22.43	26.28	14303	
	2122	2078	3136	3208	3759		

DoB Information	Chikkamagalur	Ramanagar	Bagalkot	Gulbarga	Yadgir	Total	
Birth Certificate		41.38		34.48	24.14	8	2.72
School Slip		15.38		46.15	38.46	88	29.93
Horoscope	16.67	33.33		41.67	8.33	3	1.02
Family Memory		59.38	4.69	15.63	20.31	77	26.19
DoB Not Known	1.32	15.79		23.68	59.21	118	40.14
Total	2.72	29.93	1.02	26.19	40.14	294	
	29	13	36	64	152		

In a sample of 14303 children from 6631 households, this study found merely 5.53 children possessing a birth certificate, which is a result of a formal registration of birth of the child. 454 children (3.17 per cent) had to depend on a horoscope to support the evidence of a date of birth. A vast majority consisting of 40.66 had to depend upon a 'slip' on which the particulars about date of birth were jotted down by the school authorities when they carry out the Child Census.

This source of information will serve as a formal basis for eventually establishing documentary evidence of the date of birth of a child, but is not free from speculation and guess work made by the parents or the teachers. This is evident by the fact that a large number of children are recorded to have been born on the first day of a month, specially in such a way that the child becomes eligible to be admitted to school since the minimum age for school admission is 5 years and ten months. Family memory served as an important source of information on date of birth. This source does not imply that there may not have been any other sources available (birth certificate, school slip, or a horoscope – or all of them), but at the time of interviews the members responding was able to merely inform the date of birth without having to consult any other source.

Not knowing the Date of birth is an important problem in the educational district of Yadgir with 37 of children not having any documentary evidence on it. Horoscope is a major source of information (92 per cent) in Gulbarga district, as compared to other districts. Bagalkot leads the other districts in respect of children possessing a birth certificate as source of information. “Family memory” too is a leading source of information in Bagalkot district, which is next in importance in Yadgir district.

Shifting our focus mainly on children who are out of school – either due never having enrolled or having dropped out, let us examine if they had suffered a neglect as expressed in terms of not having a date-of-birth record. As may be observed from the Table xxa above, it is evident that out of school children in our sample study do suffer a parental neglect: over 40 per cent of such children have no documentary evidence of their birth dates. Indeed, only 2.72 children had a birth certificates, and about 30 per cent children did have a slip issued by the school. Taking the 30 per cent of children (88 children in our study) show that even the school was aware of their existence, it had been possible for such children to remain out of school either without enrolment or by having dropped out. This fact calls for a serious review of the role of school teachers in being able to bring the children to school, either for the first time or bring them back.

The three major erring districts in terms of the larger share of OOS children are Yadgir educational district (40.14 per cent); Ramanagar (30 per cent) and Gulbarga (26 per cent). The composite district of Gulbarga accounts for 66.33 per cent of the OOS children found in the validation survey.

Who are the 'Out of School' Children?

There are several dimensions about the children being out of school, by identifying which one could aim at reorienting the policies of bringing the children back into school. First, let us take a look at their age and sex.

In a large sample of 14303 children, it is no mean achievement that only about 96 children are out of school on account of never having been enrolled in schools: 0.67 per cent may be considered as negligible, indeed. With a concerted effort these children could be brought into the fold of those in school, for a majority of the 'not-enrolled' OOS children are in the age group of 6 to 10 years. The bridge schools and the NCLP schools should focus on such children. Table 26 shows that the share of not enrolled among the OOS children is higher among the younger children than the others. The converse is the feature among the children who have dropped out of schools: 37.5 per cent have dropped out among those aged 7 years, while as the age of children increases the proportion dropping out too increases.

Age of the Child	Not Enrolled	Dropped Out	Total
6	76.92	23.08	13
7	62.50	37.50	16
8	44.44	55.56	27
9	40.63	59.38	32
10	31.91	68.09	47
11	30.56	69.44	36
12	22.81	77.19	57
13	23.26	76.74	43
14	10.00	90.00	20
15		100.00	2
Not Known		100.00	1
Total	32.65	67.35	294
	96	198	

A higher share of not enrolled children among the OOS children also imply that the families of which they are children have not been showing adequate concern nor the agencies responsible (schools, teachers, Civil society organisations including the school betterment committees, etc) have paid sufficient attention to the problem. Since the number of children or families is

small, it is possible that such households have specific problems that have defied all other attempts to bring children back into school.

OOS Type	Male	Female	Total	
Not Enrolled	33.85	31.71	32.65	96
Dropped Out	66.15	68.29	67.35	198
Total	130	164	294	

Much of the literature on child labour and educability of the children focuses on the gender dimension, and finds evidence that the girl child is more discriminated against than the boy child. Unlike such a feature, the sample in the validation survey found that the girl child is not discriminated against: instead it is the boy child who is more out of school – both as a never enrolled child or school dropout. Indeed, the male child is less as compared to the girl child in terms of non-enrolment, while it is the girl child who is higher among the school dropouts. In other words, the study findings could be interpreted as follows: while there is a good concern in enrolling the girl child in school as much as a male child, the tendency seems to be that households and families have been failing in keeping the girl child in school. In this respect, the boy child is certainly better situated than the girl child, in being able to keep the children in school.

Religion	Child 1 Educational Status		
	Not Enrolled	Dropped Out	Total
Hindu	32.72	67.28	272
Muslim	28.57	71.43	14
Christian		100.00	2
Budhist	60.00	40.00	5
Other		100.00	1
Total	32.65	67.35	294
	96	198	

In terms of the religious background of the OOS children, non enrolment seems to be a major problem for the Buddhists than either Hindus or Muslims. Dropping out of schools is a major problem among the Christians followed by Muslims. Of the different religious groups, dropping out seems to be a much severe problem by the Christians, Muslims and the Hindus in the same order.

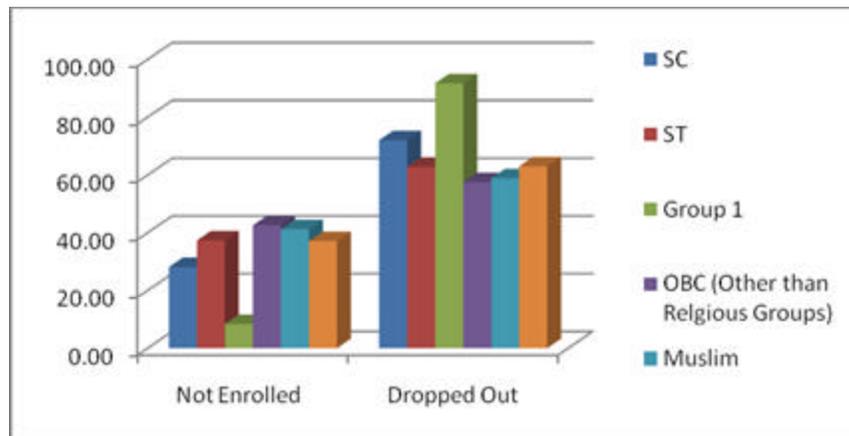
Between the two identified forms of OOS Children – the non enrolled and the dropped out – the latter is more common (67.35 per cent). However, when looked at the background of only the 'not enrolled' children we find that two

social groups are predominant among them: The OBC (without Muslims) and the Muslims: 42.6 and 41.2 per cent respectively (See Graph 1 below)

What role of the Parental Education?

Both the mother and father have a crucial role to play in determining whether a child is in school or not, or whether the child remains without dropping out. The SSA validation data found, as with many other studies on the subject, that literacy and non-literacy of the parent had an important role to play, rather than the level of education. Thus, when parents are illiterate, there is a much greater likelihood of a child remaining out of school – not enrolled or having dropped out.

Graph 1: Social Background of the OOS Children



	Mother's Education		Father's Education	
	Not Enrolled	Dropped Out	Not Enrolled	Dropped Out
Illiterate	91.67	89.90	93.75	68.18
Literate	1.04	3.03	2.08	9.09
Lower Primary Stage	1.04	3.54	2.08	7.07
Upper Primary Stage	3.13	0.51	1.04	6.06
High School	1.04	0.51		4.04
PUC	1.04	0.51		1.01
No Response			1.04	
No Mother	1.04	2.02		4.55
Total	96	198	96	198

Three important observations are to be noted from the Table above: The illiterate educational background of the mother and father do not make a major difference in keeping the children out of school without enrolment, although the

status of the father is marginally more influential than that of the mother. About 94 per cent of children whose father is illiterate is more likely to be out of school than illiterate mothers (92 per cent). Second, mother's education – more than that of the father's – appears to be more important determinant of children dropping out: 89.9 per cent of dropped out children had mothers who were illiterate, while a substantially lower share of dropped out children (68.2 per cent) had fathers who were illiterate. Thirdly, whether in preventing non-enrolment or children dropping out of school, educational status of the parents need to be paid greater attention. This is because, as evident from Table 29 above, we find the share of children dropping out or remaining un-enrolled is found to be declining steadily as the education of the mother increases. The decline is much less steadily in the case of increasing educational status of the father.

SSA and Validation Data Differences: Some Conclusions

It is clear that there are several areas of information in which changes or differences between the two sets of data (SSA Census and Validation Survey) do occur. In the presently reported validation survey – from three districts in Karnataka too we find considerable areas in which there exist differences. The extent of matching of the households as we found in the validation study with those in the Child Census 2008 is to the extent of 81 per cent. The highest was in the district of Gulbarga (85.65 per cent) as against the lowest in Ramanagar (76.98).

Extent of SSA and Validation Survey Data				
Districts	No. of HHs visited	No. of HH having children	No. of HH matched with SSA	% of HHs matched
Chikkamagalur	2080	1125	903	80.27
Ramanagar	2177	1151	886	76.98
Bagalkot	1907	1335	1070	80.15
Gulbarga	1962	1394	1194	85.65
Yadgir	2063	1520	1243	81.78
Total	10189	6525	5296	81.16

It is important that we keep in mind at least three sets of factors in mind while arriving at any conclusions pertaining to the differences or data not matching between the two sets of data – the SSA Child Census and the validation survey. First, the respondents in the validation survey and the Child Census 2008 were not the same to the extent of 44.05 per cent cases. One may, therefore, conclude that a considerable extent of variation or difference between the two

data sets is a result of the changed respondents. Of course, to the extent some of the responses are based on memory, it is quite likely that they could vary between two points of time even if the investigators were the same. Second, there are some sets of answers which cannot vary, no matter who responds. For example, these are in terms of the sex of a child, whether there had been a birth or a death in the family, etc. If we find variations in such responses too between the two sets of data, then one conclude the following:

- One of the two sets of data is wrongly coded or entered. Consequently we notice in the data set of Census 2008 that Religion, Type of Household, or language spoken are wrongly entered or coded.
- One of the two sets of investigators has not properly explained the question or understood the response.
- The data sets of the two households have not been properly matched.
- One set of the respondents has not been giving sufficient attention and weighing the answers before being offered.
- Neither has properly understood the system of classification or grouping the responses – e.g., Schedule Caste vs. Schedule Tribe; OBC, etc., or informal education vs. pre -primary school or Madrasas.

Some Problems with the Child Census 2008 or Earlier:

- There have not been a systematic numbering of households that follows any predictable pattern. Numbering has been made haphazardly and at random, consequently, it becomes extremely difficult even for the teachers themselves to relocate or revisit a house if they need to.
- The old schedule (of the previous census) may not have been updated to the full extent, even if some features of the household have changed: e.g., head of the household due to the death of the person listed during the earlier census; a child dropping out of school or rejoining the school, marriage, or growing into a different age group, etc.
- Information up to those of the children are focused on the household of which there is a specified head, but once the children between the age of 0.1 to 14 start being filled up, the unit of observation shifts from household to the child. Comprehending this shift is not uniform for the investigator and the respondent.

- Information about the child being in or out of school should be corroborated with something else that is much more substantial and readily amenable to cross verification. The school should have a reference number for children being out of school, and attempts to have been made to bring the child back into school. Likewise those who are not enrolled too should be explained much more with a documentary cross reference.
- Name of the parents should be included in the schedule.
- PDS card: only two options are given (BPL & APL). "No card" as a response option is to be included. During the past couple of years, there has been far too many attempts at distributing temporary cards, and therefore until the exercise is complete, an option as "Applied for" too is to be given.
- Family identification number should be entered in a cell that has more space.
- Language: it is better to give two options i.e. one mother tongue/local language.
- There should be co-ordination between teachers and data entry operators so as to minimize the data entry problems.
- After the data entry, the data should be given back to the school to verify.
- The information sought at the child level on migration is highly likely to be unrealistic if in the present format.
- There is room to seek answers to a question about children having been in and out of school, even if they are reported as 'school going'. For, dropout status of child is likely to be passing stage too and the processes associated with this need to be addressed much more scientifically than at present.

Major Areas of Differences

Finally we may now reflect on some of the areas of information in which there existed some significant difference. The first pertains to the incidence of children being out of school, owing either to not having been enrolled or having dropped out. This difference we consider to be largely a result of a] the time of the census and validation survey: one was much prior to the new academic year's

commencement while the other is around the time when school has just begun or about to begin. Consequently many poor households take a little longer to stabilize the children's school going patterns and respond to a query as 'Not enrolled.'

Most other items of information pertaining to which we find significant or insignificant variations between the two sets of data are a result of:

- e) Change of respondents
- f) Lapse of time
- g) Change of perception
- h) Faults in data entry and in coding at the time of data processing

Some Case Studies of Out of School Children⁵

Ramanagar District: Cases of Drop outs:

Case: 1

Name of the Habitation: Kumbalgod State Forest (Bhadrapur)

Revenue Village: Kumbalgod State Forest

Taluk: Ramnagar, District: Ramnagar

The female child belonging to Hakki Pikki community (ST) dropped out at 2nd standard. Since last 3 years the child is out of school. The child happens to be the second to the parents. Child's elder brother is studying in 8th standard in Kumbalgod School. The child's father and mother had a quarrelled over silly reasons and now they are separated. Mother's main occupation is selling plastic materials (like flowers, etc) in different villages. Since the child is younger, mother carries the child with her while going to work. Therefore, the child is not attending the school. Teachers, concerned AEO, BEO and other officers of the education department contacted the family regularly. Since the child is with the mother at work (wondering village to village) they couldn't contact her. At first, the child enrolled because of teacher's initiative, mid-day meals, school within

⁵ Our special thanks are due to Dr. V B Annigeri, Dr. A. R. Kulkarni and Mr. D R Revankar for undertaking to carry out these case studies.

the village and other facilities provided by Social Welfare Department. Drinking habits among men and quarrel with women are common in the village.

Case: 2

Name of the Habitation: Gollahalli

Revenue Village: D. Gollahalli

Taluk: Kanakapur

District: Ramnagar

The male child belonging to *Korma* community (ST) dropped out at 5th standard. Since last 5 years the child is out of school. The child happens to be the second to the parents. Child's elder brother is studying in 9th standard in Bangalore. Mother and father are illiterate. Parents are working as agricultural laborers and they are having one acre of land. The family is residing in a small house provided by the government (*Ashraya* house). The child was not interested in the studies from the beginning. Friendship with bad boys has made him to drop out from the school. Teachers, neighbors, elders in the village, parents and elder brother tried to bring him back to the school but failed. Earlier the child was enrolled to the school on the initiative of the teachers and village elders.

Case: 3

Name of the Habitation: Gollaradoddi, Revenue Village: Bommanahalli

Taluk: Kanakapur, District: Ramnagar

The male child belonging to *Golla* community dropped out at 5th standard. Since last 3 years the child is out of school. The child happens to be first to the parents. Both mother and father are illiterate. Earlier, both father and mother were working as agriculture laborers in the village. They were also looking after their own land and cattle. Now they have moved to the nearby village (Sigekote village; 5 km from Gollaradoddi) to do agriculture and to fulfill their livelihood (in relatives land). In this situation, the child has to look after the land (one acre) in the village and cattle (two). Now the child is staying with his grandmother. He has also started performing Pooja of Shani and Moneswar temples in the village. The location of the school is also disadvantage to the child as the HPS School is located in Achalu village (about 2 km from the village). Because of all these reasons the child has dropped out of the school. Teachers and elders tried to bring

back the child to the school. Though the child is also interested in studying the situation forced him to drop out of the school.

Case: 4

Name of the Habitation: Kolliganadoddi Revenue Village: Mullahalli

Taluk: Kanakapur District: Ramnagar

The male child belonging to *Madivalaru* community dropped out at 7th standard. Since last one and half years the child is out of school. The child happens to be the second to the parents. Both mother and father are illiterate and working as agriculture laborers in the village. The parents have no awareness about the importance of child's education. The child dropped out of the school because of the friendship with the bad boys and lack of control on children due to poverty and illiteracy of the parents. The child's elder brother is doing ironing work in Bangalore in others' laundry. After completing 7th standard the child started staying with his brother and learnt ironing. Now the child is doing ironing work and started earning Rs. 100 to 150 per day. Many attempts by the teachers and village elders to bring back the child to the school are in vain. According to Kolligaudana Doddi school teacher the parents are not interested to send the child to school. The family got their daughter married and hence they went in debt trap. To repay the debt the child has been forced to do work.

Case: 5

Name of the Habitation: Duntur, Revenue Village: Duntur

Taluk: Kanakapur, District: Ramnagar

The female child belongs to *SC* community dropped out at 7th standard. Since last six months the child is out of school. The child happens to be the first to the parents. After the death of her father (six months ago), her mother started staying in parental house (in other village). The child is presently staying in father's sister's house in the (same) village. Father's sister is doing *coolie*. After this incident the child started dropping the school frequently. Teachers started getting angry with the child and the child in the fear of teacher started remaining absent frequently. Father's death is the main reason for the child's drop out. The location of the school is also disadvantage to the child. The HPS School is located in Alsur (about 3 km away from the village) and the child has to travel this long distance to reach the school by walk. Presently, the child is doing some

household work, like collecting water from the tap, etc. Teachers and elders in the village have been trying to get back the child to the school.

Case: 6

Name of the Habitation: Gollaradoddi, Revenue Village: Bommanahalli

Taluk: Kanakapur, District: Ramnagar

The female child belongs to *Gollaru (Krishna)* community dropped out at 4th standard. Since last three years the child is out of school. The child happens to be the first to the parents. Father and mother are illiterate and doing agricultural coolie in the village. The child after getting matured stopped going to school. As a result of poverty the parents find it difficult to finance for books, pen, fees, etc. the child also started working as agricultural laborer. It is also reported that there were many other family problems. Teachers have tried their best to get back the child to the school. We find that there are not many learned persons in the village.

Case: 7

Name of the Habitation: Mullahalli, Revenue Village: Mullahalli

Taluk: Kanakapur, District: Ramnagar

The female child belongs to *category 1* dropped out at 5th standard. Since last one and half years the child is out of school. The child happens to be the second to the parents. The family just survives on husband's daily collection of white stone. The child's father has maintained donkeys for transportation of white stones from one village to other. The child dropped out the school because she has been assigned the work of keeping and maintaining 10 donkeys that are used to transport the white stones. The child's mother is interested to send the child to the school and to maintain the donkeys. But the child's father is not allowing to do so. The child's father is a drunkard. He earns around Rs.200/ week. He sometimes gives his earning to his wife and sometimes not. They live in a tiny hut. Many efforts were made by the school teachers and the SDMC members and even AEO and BEO visited the child's house.

Case: 8

Name of the Habitation: Rajiv Gandhi Nagar, Revenue Village: Magadi

Taluk: Magadi, District: Ramnagar

The male child belonging to *Adi Dravid (SC)* community dropped out at 5th standard. This is a migrated Tamil Family. They live in a small (two room) house. Since last three years

the child is out of school. The child happens to be the ninth to the parents. The child enrolled in the 'Chinnara Angala' scheme for the 3rd standard. The child dropped out of the school because it has no interest in studies. Presently the child is working as a carpenter/daily wage laborer. The child's family suffers from poverty and survives on daily wages. The child is still out of the school, though the parents and teachers are interested in getting the child to the school.

Case: 9

Name of the Habitation: Anagattedoddi, Revenue Village: Kallanakuppe

Taluk: Kanakapur, District: Ramnagar

The male child belonging to *Gond (3rd A) community* dropped out at 3rd standard. Since last three years the child is out of school. The child happens to be the third to the parents. The child dropped out the school because it has no interest in studies.

Presently the child looks after some activities in the field. The parents did try to send him back to the school but the child did not go. The child is totally lament, though the parents are interested enough to provide the schooling to their children. The distance of the primary school from the village and lack of environment to attract the child towards the school are the important factors those are not conducive the school.

Case: 10

Name of the Habitation: Gattigunda, Revenue Village: Gattigunda

Taluk: Kanakapur, District: Ramnagar

The female child belonging to *SC community* dropped out at 2nd standard. Since last two years the child is out of school. The child happens to be the 8th to the parents. The child dropped out the school because of the negligence of the family about the child's education. Presently the child looks after household chore and takes care of young children in the house. It is reported that no efforts have been made to get back the child to the school.

Cases of Better Attendance (No Dropout)

Case: 1

Name of the Habitation: Annahalli, Revenue Village: Annahalli

Taluk: Ramnagar, District: Ramnagar

The male child belongs to *Wakkaliga* community is doing well in his studies and attending the school regularly. The parents have three children. The elder sister has been got married and the elder brother is studying in 9th standard. The child happens to be the 3rd to the parents. The parents have a intention that The child should learn something to lead his own life decently unlike them as they are not and he should not suffer and he should gain some knowledge to glorify his own living. The important factors those are conducive for child's education are; child's own interest, availability of education facilities in the village and parents full support and willingness to provide better education to their children.

Case: 2

Name of the Habitation: Rajiv Gandhi Nagar, Revenue Village: Magadi Ward No-14

Taluk: Magadi, District: Ramnagar

The female child belong to SC community is doing well in her studies and attending the school regularly. The parents have 4 children and the child happens to be the 4th. The parents are daily wage laborers. The government has provided a small house in subsidized rate. Both father and mother get wage around Rs. 50 per day. Many times they go without any work and have to be in the house. Child's own interest, parents support and free education provided by the government and other facilities available in the locality have resulted in better performance of the child (though the school is located far away from the house).

Case: 3

Name of the Habitation: Jyoti Nagar, Revenue Village: Magadi Ward No-14

Taluk: Magadi, District: Ramnagar

The female child belongs to *Wakkaliga* (3rdB) community is doing well in her studies and attending the school regularly. The birth order the child is 1st. The parents have 2 children and both are girls. There are no members in the family who have completed SSLC. The parents are willing to provide education to the children to enable them to shape their own future better and prosperous though their economic condition is poor. They reside in a rented small house and pay Rs. 350/ per month as rent. Child's father gets Rs. 60/ per day in handloom (silk) company. Mother does dish washing in others' house and gets around Rs. 15/ per day. The child is also interested in studying. Though the school located little bit away, she is not neglecting the school.

Case: 4

Name of the Habitation: Annahalli, Revenue Village: Annahalli

Taluk: Ramnagar, District: Ramnagar

The female child belongs to *Wakkaliga* community, doing well in her studies. The child is also attending the school regularly. The child's mother is completed SSLC and father completed PUC. The family have only half acre of agricultural land and working as a agricultural laborer. The couple has only two children and staying in small house (own). Though their income is low they have admitted the child to the nearby private school (2 km). The child reaches the school by school bus. About five students go to this school from this village. The child's mother sits with the child every day for the study (6 pm to 7 pm). The school is having good teachers and they take personal care of the child. All these factors help the child to perform well in the school.

Case: 5

Name of the Habitation: Duntur, Revenue Village: Dunturu

Taluk: Kanakapur, District: Ramnagar

The female child belongs to *SC* community, doing well in her studies. The child is also attending the school regularly. The child's mother is completed 7th and father completed SSLC. They know the importance of child's education in her life. The family have one acre of agricultural land and the child's father and mother are working as a agricultural laborer. The child has a interest in studying and this is the main reason for the better performance of the child. The other factors those are conducive for the child's education are; location of the school in the village, good teacher, parents support, mid-day meals and toilet and play ground facilities to the school.

Case: 6

Name of the Habitation: Vajarahalli, Revenue Village: Vajarahalli

Taluk: Ramnagar, District: Ramnagar

The female child belongs to Gonder (OBC) community, doing well in her studies and attending the school regularly. The parents have only two children. Father has studied up to 4th standard and mother is illiterate. They extent all support to the children for the study. They wish that the children should not suffer as they did (they have not studied much). The following are the important factors which are conducive for children's

education. Parents support and willingness to provide better education to children, better co-operation and quality education provided by the local government school, and children's own interest in studying.

Case of No Enrollment

Case: 1

Name of the Habitation: Gattigunda, Revenue Village: Gattigunda

Taluk: Kanakapur, District: Ramnagar

The child named Venkatalaxmi not enrolled because of her health problem. She belongs to SC community. The child is handicapped due to Paralysis attack when she was 6 months baby. Now she can't speak and stays whole day in the house. The child happens to be the 8th to the parents. Family members work as agricultural laborers and their income is very low. They have consulted many doctors to improve the child's health, but their efforts are in vain. Only god can improve / save the child.

Case: 2

Name of the Habitation: Bhadrapur, Revenue Village: Kumbalgod State Forest

Taluk: Ramnagar, District: Ramnagar

The male child belongs to *Hakki Pikki*(ST) community not enrolled to school. The child happens to be the 3rd to the parents. Parents are duff and dumb and they survive on alms collected in the village. Because of poverty and the child is adamant that it always stays at home. Presently the child plays and wonders here and there in the village. School master visited child's house and number of times asked his parents to send the child to school but child doesn't have any interest to go to school. This is how the child was not enrolled. Child is scared of school teachers and loves to be in the house and with his parents. Father has the handicap of speaking and expression. Only teacher's sympathy and love to him may help him to return to the school. Presently the school is not having the mid-day meal programme.

Case of Being in and Out of School

Case: 1

Name of the Habitation: Mullahalli, Revenue Village: Mullahalli

Taluk: Kanakapur, District: Ramnagar

The female child belonging to the *Bovi* community (SC) dropped out for short period at 6th standard. The child happens to be the 3rd to the parents. The child after maturation stayed in her grandmother's house in other village for one and half months. After returning to the village Teachers and other officers from education department contacted the parents and convinced them to send their daughter to school. Now the girl child is attending the school regularly. Child's brothers are studying in Tamil Nadu staying in relatives house (elder one is doing BA and other one is studying PUC) Father and mother are illiterate and doing non-agriculture work (stone cutting) and their income is low (father is drunkard). These fathers are not conducive for the child's schooling. Child's own interest in learning and teachers support are the positive factors in her schooling.

Case: 2

Name of the Habitation: Waddarakuppe, Revenue Village: Kallanakuppe

Taluk: Kanakapur, District: Ramnagar

The male child belonging to the *Illaguru* community (ST) dropped out at 3rd standard. The child drops out often because of conditions prevailing in the family. Father and mother are illiterate and father is doing stone cutting job. The child's father is about 40 years of age and already having 8 children. There are 12 members in the family. Because of all these factors parents couldn't pay attention to the children (and mother's health is not good). Good teachers and mid-day meal programme are the conducive factors for child's education.

Some observations based on Case Studies in Ramanagar District

Major Reasons for Dropouts:

The discussions have revealed that the following are the major reasons for children dropping out from the schooling system.

- Poverty and lack of knowledge about the importance of education
- Lack of child's interest in schooling and friendship with the bad boys
- Lack of support from parents and teachers
- Blind beliefs (maturity of girl child)
- Bad environment in the family (drunkardness, illness, etc)

Reasons for Better Attendance:

- Child's own interest
- Parents interest and support
- Better compliance from the teaching community
- Nearness of the school and other facilities in the school

Reasons for no enrollment

- Ill health of the child
- Poverty and negligence of the parents

Reasons for Being in and Out of School

- Blind belief (maturity of the girl child)
- Poverty and negligence of the parents

Summary of Children Surveyed -Ramnagar District

		Cases of Dropouts		Cases of Better Attendance		Cases of
Intermittent Dropouts	No Enrolment					
Sex of the child	Male	5	1	1	1	
	Female	5	5	1	1	
Social Category	SC	5	2	1	1	
	ST	2		1	1	
	OBC	3	4			
	Minority Others					
Birth order of the Child	First	2	4			
	Second	4		1		
	Third	1	1	1	1	
	Fourth	1	1			
	Sixth					
	Seventh					
	Eighth	1			1	
	Ninth	1				

Why Do Children Go or Do Not Go to the Schools: A Peep into the District of Chikkamagalur

The district of Chikkamagalur located in the hilly ranges of Karnataka state poses a challenge to the managers of education especially at the primary level. As the district has a topography which restricts the mobility of the child population, the task of getting the children into the schools becomes still more difficult. The spread of villages / habitations across mountain ranges has a bearing on the physical accessibility of schools which would in turn influence the

attendance at the schools. In this background the study team thought of examining the issue of better attendance or otherwise at the primary schools in the select locations of the district. The information from the parents / children was collected to understand the factors influencing the attendance status.

Lessons Learned from the Focus Group Discussions:

The field visits covered the blocks of Tarikere, Chikmagalur and Mudigere (both urban and rural). In all 20 respondents were covered and due representation was given to different social categories like SC /ST, OBC, Minorities and others.

Male and Female Children

The message from the FGDs reveal that more number of male children would drop out from the schools. This may be on account of the fact that they would be compelled to work elsewhere for economic support to the family. The discussions revealed that on account of chronic poverty, the family is forced to take out the child from the school to make both ends meet. The efforts from the department seem to on to bring back such children to the schools but very little seems to have been achieved in this regard. Though the issue fall beyond the scope of SSA per se, the need is felt to address larger issues of overall poverty eradication and improvements in labor market conditions. As the elder members do not get regular employment throughout the year, the family would bank upon seasonal employment opportunities that come forward for the children as well.

In some cases the male child was also assigned the task of looking after the other siblings which would not allow him to attend the schools. The point that emerged in this regard is that the Anganwadi is not located within the close vicinity of the school which could have solved the issue of looking after the siblings. **Thus, the need is felt to introduce better inter departmental co-ordination and to see that Anganwadi Centers and the Primary Schools move in a unidirectional way to serve the community in better way.**

Social Category

In this regard as usual the SC category seems to be lagging behind with regard to better attendance at the schools. The reasons could be the poverty coupled with lack of enthusiasm of parents to send the children to the schools. Though one can say that the drop out rate for the district as a whole is quite marginal there are instances of SC child remaining out of the school.

The efforts of the teaching community deserves full appreciation who are constantly monitoring the child and trying their best to get the child back to school.

Birth Order of the Child:

The findings of the field investigation supports the hypotheses that as the birth of the child increases the drop out rate also increases. The cases visited indicate that upto the second child there seems to be better compliance to the schooling system. But as the child population increases within the family, the parents lose the enthusiasm (may be on account of economic compulsions) to send their children to the schools. **This only provides a pointer for the managers of the schooling system to be extra careful in managing the children who are high on the birth order list.**

In Migration:

The district of Chikmagalur provides ample employment opportunities to the people of adjoining districts on account of Coffee and Tea plantations. The labour intensive nature of plantation activities attracts labor and thus in migration seems to be quite significant in this region of the state. This naturally affects the children's attendance both at the place of their origin and their new place in Chikmagalur. Some of the parents interviewed feel that though they are interested in sending their children in their new habitation, they are not able to comply with the formalities of getting the TC from the original place. Though the department has introduced the system of accepting the migration card for giving admissions to the migrant children, the system seems to be not favouring the migrant community due to the time involved in completing the formalities. **In this background, the need is felt to simplify the formalities by giving a temporary TC by the schools after taking the necessary details from the parents and the same can be intimated to the schools in their original place through the departmental set up. The feel from the ground reveals that such an arrangement would go a long way in managing the migrant children in the years to come.**

Major Reasons for Dropouts:

The discussions have revealed that the following are the major reasons for children dropping out from the schooling system.

- In Migration
- Poverty and lack of employment of parents throughout the year
- Looking after siblings at home

- Sudden death of either father or mother
- Sometimes the child does not find the school interesting
- Lack of provision of separate toilets to the girls child
- Single Teacher schools in some pockets of the district adds work load to the lone teacher and hence he / she may not be able to address issues of drop outs effectively

Reasons for Better Attendance:

Chikkmagalur district seems to be a better performing district in terms of attendance at the schools with few dropputs. The major reasons which have emerged from the field discussions reveal the following.

- Better school environment
- Regular and effective Mid Day Meal program
- Better compliance from the teaching community
- Effective clas room transactions
- Over all commitment, zeal and enthusiasm of the overall SSA system in the district which strives hard to bring back the missing child to the school

Sample Districts, Talukas, Villages and No. of Households

Chikkamagalur		
Taluka	Village	No. of household surveyed
Tarikere	A.Rangapur	125
	Nandibatlu	167
	Tarikere TP Ward No. 8	292
Kadur	Ramanahalli	130
Chikkamagalur	Thogarihankal	131
	Melinaholavatti	145
	Kargur	36
	Yalgudagi	182
	Handi	108
Mudagere	Megur	196
	Hyragudde	26
	Hesagal	170
	Kannapur	112
	Gowthahalli	113
	Chandrapur	147
District Total		2080

Ramanagar		
Magadi	Yallapur	109
	Vishwanathpur	67
	Magadi TMC Ward No.14	291
Ramanagar	Kumbalagod state forest	104
	Vajarahalli	186
	Annahalli	105
Kanakapur	Gollahalli	147
	Yerehalli	97
	Guttalahunase	123
	Kallanakuppe	125
	Anajawadi	166
	Bommanahalli	185
	Dunturu	118
	Mullahalli	191
	Gattigunda	163
District Total		2177

Bagalkot		
Badami	Hannapur SP	139
	Subbalahunase	57
	Halageri	102
Bagalkot	Bannidinni	73
	Durganagar	153
	Neeralkere	132
	Bagalkot CMC Ward 19	309
Bilagi	Kontikal	122
	Kovalli	106
	Ramathal	152
Hungund	Amaravati	129
	Chikkodagali	107
	Guggalmari	124
Jamakhandi	Chinagundi	115
Mudhol	Palakimani	87
District Total		1907

Gulbarga		
Aland	Hadalagi	125
Gulbarga	Dinasikunnur	172
	Kinnisaraposh	97
	Gogi	106
	Machanal	85
	Somanathahalli	125
	Gulbarga CMC Urban	317
Chincholli	Salagar basanthpur	121
	Shivarampur	145
	Chikkalingadalli	171
	Bhairampalli	115
Jewargi	Mayur	117
	Mutkod	107
	Konnur	39
	Balabatti	120
District Total		1962

Yadgir		
Shorapur	Aralahalli	133
	Yedalbhavi	91
	Bomanahalli	116
	Adwadgi	101
	Shorapur TMC Ward 23	302
Shahapur	Hursagundagi	169
	Gundahalli	139
	Aikur	135
Yadgir	Bommanahalli	117
	Mailapur	127
	Balichakra	207
Sedam	Samkhed	46
	Batagera K	185
	Rudravaram	30
	Handarki	165
District Total		2063