

Causes Of Dropouts In Education Zone Khag District Budgam

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Abstract: The present study has been carried on causes of dropouts in education zone Khag District Budgam. (1) Most of the schools are not accessible to people. The national policy on education and right to education had guaranteed education for all which seems far reality in this Zone. (2) Most of the schools have very less teacher student ratio, which has a direct impact on the performance of these schools. Moreover, the extracurricular activities are altogether lacking in these schools. (3) The study showed the total dropout of students from year 2010 to 2011 in two classes i.e. 6th and 7th as 61. (4) There has been very less enrollment of girls in the Schools and among girls the dropout has been high in lower classes while as the dropout among boys is higher in higher classes. (5) The Middle School Hamchipora has the highest percentage of dropouts from the class 7th to 8th in year 2010–2011. (6) Most of the dropouts were found engaged with the traditional occupation of cattle grazing in high altitude areas as cattle grazing are their traditional and one of the major livelihood options. (7) Some of the areas which are at high altitude, in most of the other areas dropouts were found to be engaged with agricultural practices. (8) It was found that many dropouts were “job card holders” under MGNREGA.

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Introduction

Education is the main plank of progress. Societies and nations can progress only by the promotion and progress of education sector. The education system in ancient times was not an organized system but was based on what we call it as Gurukul system where the whole educational system was controlled, organized and operated by the individual teacher himself. Besides the education system was primarily religious/ ethical in character. The education in India was restricted to the upper castes which according to the Indian Varna system were declared as Dvijaor twice born with the advancement of society the education came out of Gurukuls and was institutionalized first by the Buddhist's Vihara/Monastery system and then in the medieval period by the Maktaba, Madrasa and Khanka system of Muslims. The dawn of modernity revolutionized the education sector. The advancement in science and technology forced the nation states to prepare for the universalization of education. Even though western education was introduced in Indian subcontinent by the European colonial masters but it was not universalized even after pressures from nationalists and the promises from British government because of the colonial character of their governments.

After the overthrow of colonial government the independent India began to provide serious attention towards the progress of education. The policy of downward filtration, an idea forwarded by Lord Macaulay in his famous minute in 1835 was

abandoned and serious efforts were made for the universalization of education. To achieve this target of free and compulsory education for all in the age group of 6-14 years many steps were taken. A considerable progress was made in terms of increase in types of educational institutions, volume of enrolment and diversification and sophistication of educational programs. Various schemes were launched by the State and Centre governments to provide education at the door steps of children. The growing political and military importance of India also forced her to achieve the badly needed target of 100% literacy rate and it was for the same purpose that ministry of Human Resource Development became very active in providing much kind of facilities to attract children towards the school. In addition to free education, many additional measures were taken to attract the children towards the educational institutions. Free distribution of books, uniforms and mid-day meals were in one or the other way the steps to attract the children towards educational institutions. In spite of the above mentioned measures taken at governmental and non-governmental level, India is not yet in a position to achieve its goal of 100% literacy. One third (1/3) of the population is in the grip of illiteracy. In spite of the enrolment drives launched by the schools under different schemes, nothing tangible seems to have been done as they become the victim of wastage or stagnation before they could get the elementary education. A global calculation of wastage and stagnation indicates that out of 100 children who are

admitted in grade-i about 45 reach grade-iv and 37 reach grade-v. Relatively large number of girls dropout and more than two-third dropout before reaching grade-III and is significantly greater in rural groups than in urban groups.

Dropout percentage is of a considerable extent in all the developing countries and fairly small in developed countries. However the general trend over the past few years in the developing countries is that of a gradual decline. The highest wastage on account of dropout takes place in the region of Latin America followed by the region of south Asia, Africa and Asia. The rates of developing countries in general and south Asia in particular are influenced by high wastage in

India. Furthermore the grade wise occur in grade-I. In developed countries, the per capita income is much higher in comparison to developing countries where wastage is minimal. During the period (1960-1975) primary school enrolment in developed countries almost doubled. The main factor for this trend lies in the fact that by 1960 the majority of the developed countries had almost reached a state of completion of universalization of primary education, while the majority of developing countries at this stage had a low enrolment base and moreover, this was accompanied by significant increase in child population in developing countries. The government of India is viewing with concern the fact that even after half a century, the constitutional directive contained in the article 45 which enjoins "the state shall provide free and compulsory education for all children until they complete the age of 14 years has not been achieved. No doubt many committees and commissions have been constituted to look in to the dropout problem. Schools have started to launch enrolment drive every year but nothing tangible seems to have been done with respect to those children who had already been admitted in schools to retain them till they get at least elementary education.

The Problem in the history of Indian education, it was the Hartog Committee (1929) which first drew pointed attention to the widespread prevalence in the system of elementary education, of wastage, stagnation and lapse in to illiteracy. Using the latest statistics then available, it pointed out that out of 533,878 pupils who were studying in class-I in 1922-23, 161,228 reached class II in 1923-24, 86,846 reached class III in 1924-25, 55,794 in class IV in 1925-26 and only 33,858 or 18 out of 100 children who had entered the school five years before reached class V in 1926-27. This reduction the committee pointed out was mainly due to two causes, wastage and stagnation. The national education commission 1964-66 estimated that as against 100 children enrolled in class-I there were only 20 in class IV in 1911-12, in 1946-47 this increased to 39 but dropped

to 37 in 1964-66. The commission thus concluded that the wastage is very high at the lower primary stage about 50% for boys and 62% for girls. While discussing the dropout problem at elementary stage, the national policy on education 1986 pointed out approximately 95% of children in 6-11 years of age group and 50% 11-14 of age are enrolled in school, the corresponding figure for girls being 77% and 36% respectively. As against to this, still nearly 60% children dropout between class I-V and 75% between class i-viii. The modified National Policy on Education 1992 has also shown its concern on the appalling dimensions of educational wastage the incidence being 50% for boys and 70 % for girls at primary level. Because of the huge dropout percentage, the gravity of the problem increased and it attracted the attention of different scholars and researchers in India and abroad. Some scholars and researchers like Kline (1993) reported a high percentage of about 39.6% of dropout. Thorndike (1908) found 81.7% had dropped before reaching IX grade.

Ayres (1909) reported on the basis of his findings that only 10% of students under investigation could reach the high school level. Bowners (1920) indicated that in 20 cities during the period of 1907-1918, 40 % of the number of dropouts were found existing before the VIII grade. Mcneely (1938) studied the dropout problem in 25 institutions during the period 1931-35 and obtained the percentage as high as 62%. Wolyle's (1954) studied 41 institutions during the period 1948-52 revealed the rate of incidence of dropouts as 52%. The Directorate of Education of the Maharashtra State (1960) discovered that 414 out of every 1000 students had left the school before completing class IV. Sharma and Sapra (1969) indicated that the total dropout rate up to I-VIII standards has been computed as 80%. Chikermane (1972) carried out a study in 13 villages around Gargoti has pointed out that total wastage in primary education is about 68%. Leelavathy (1973) reported the incidence of wastage and stagnation of about 32.4% of the pupils admitted left the school wasting a few years of schooling, 75% of these dropped out from I-VIII standards. Rather (1985) has carried a study on dropout incidence among elementary school children in J&K state (India) and found that girls were having higher dropout incidence than boys. Higher dropout ratio was found in the primary classes than middle classes and estimated average dropout rate ranges from 36% to 69%. Yet in a recent research report financed by national council of educational research and training, New Delhi, Rather (1994) has reported the incidence among Kashmiri boys 60% and 68% in girls at elementary stage. Not satisfied with mere estimates of educational wastage, some researchers ventured to delve deep in to the problem and attempted at locating the causes leading

to dropout behavior. Among them some have studied the factors leading to school like Dresheer (1954) Sharma and Sapra (1969) Desai (1970) Nayal (1983) Rather (1985). While as some researchers confined their researches to the 'family variables' only and tried to explain the causes of drop age emanating from family background. Mention may be made of Sharma and Sapra (1969) Tiwari (1970) Das (1970) Mehta (1974) Nayal (1983) these researchers have tried to trace the origin of these causes from two variables only i.e. school and family background.

But the matter of the fact is that it is not only school variable and the type of the family on whom the responsibility of the children's withdrawal from school can be laid, there are other variables which play the most important role in the development of healthy attitude in the children. The parental education, teachers and parents attitude towards child, presence of competition, social milieu and general awareness about broader virtues and values of education also play an important role. How a child behaves as he behaves and to what extent he is able to maintain relationships with his friends and peers is directly concerned with the pupil.

The dropout problem is becoming serious day by day as the large numbers of children leave the school before completing the elementary education. The dropouts are dangerous not only for themselves in terms of their future developments but also for the society and nation as a whole. Besides they are easily outrun by the exploiters and anti-social elements for their petty interests. On the one hand schools are reformed at government and non-government levels and quality education is made available to the children at the doorsteps but the dropout problem continues which made the fact clear that other variables other than school variables are important which has to be reached out in order to eradicate this evil. The huge educational wastage amounts to a big loss of nation's scarce monetary resources. Pandit in his study (1970) estimated that 2.5 million pupils completed class VIII education in 1963-64 amounting to total expenditure of Rs 181 Crores out of these 59 crores accounted for dropout and 20 Crores went in to financing stagnation. If these early leavers are identified in time and proper measures are taken, then the Nation's monetary resources could be saved from going waste.

Again these dropouts are not only a drain on the national exchequer but they put a big threat to the wastage of human resources. Our country like other developing countries is in need of developing potential and talent for its progress. It has been observed in research that majority of pupil who dropout possess high creativity. In the universities of California and Barkley researchers have found that a good number of high creative in music, in dramatics etc. have all been

dropouts (Raina1977). Dropouts are easily outrun by others in the job market not to talk of their contribution to the society. They become burden not only to themselves but also to the society at large. It has been observed that dropouts are lacking warm social relations thereby they develop several kinds of socio-psychological pathologies and deviate to different undesirable directions like truancy, absenteeism and dropping out of school, Gronlund (1959), Moreno (1953), Jennings (1950), Kerrester, Bonney (1943) and Rather (1985).

As the problem intensified day by day and took the shape of an epidemic the result was the rush of scholars towards the issue. But as mentioned above they either simply concentrated on the statistical data and came out with a heap of material showing only the intensity of problem or searched out some common causes leading towards dropouts. They either attempted to trace the origin of the cause of dropouts from family or school background. So the other important variables which play an important role in the overall behavior of the child were ignored. The personal and social adjustments of the child were ignored and were not given the attention which it deserves. It is the social and personal variables which play an important role in the healthy attitude of the child and thus affects his/her educational behavior. It may be pointed out here next to family adjustments social adjustment occupies the most important place in the life of the child. The personality of and grows if he/she can function satisfactorily in social or group situation. Dissatisfaction which grows in number of ways resulted in unbalanced growth of personality. So in the light of above discussion it seems worthwhile to undertake a study in which the personal and social adjustment of dropouts will be investigated. Thus the incidence of dropouts among the students in relation to their personal and social adjustments is quite relevant topic for research.

Operational Definitions:

Dropouts:

Those students who fail to complete the first eight years of compulsory education.

Elementary Education:

The formal education that is being imparted to the children up to the class 8th is called formal education.

Objectives:

The main objectives of the study are:

1. To analyze the male and female dropouts at elementary level in zone Khag of District Budgam.

2. To study and analyze the trend of dropouts at elementary level in zone Khag of District Budgam.
3. To study the causes of dropouts at elementary level in zone Khag of District Budgam.

Hypotheses

For the investigation of the present study, following hypothesis has been testified:

1. There is a significant difference between male and female children at the elementary level in zone Khag of District Budgam.
2. There is no significant difference between agrarian economy and causes of dropout at elementary level in zone Khage of District Budgam.
3. Monetary base and causes of dropouts are highly correlated with each other.

Methodology adopted

For the present investigation the investigator first of all got the permission from the Zonal Education Officer (ZEO) of the zone Khag of District Budgam and then the respective heads of the different institutions of the same zone. The investigator makes a list of the 36 Middle Schools of the said zone and then randomly selected 11 schools among them. Then the researcher visited the selected schools and after discussing in details the main objectives of the program with the teachers of these schools, the researcher collected the necessary information regarding the dropouts in 2010 and 2011 in these Middle Schools (MS).

Sample

The sample chosen by investigator included the two classes viz. class VI and VII for 2010 and classes VII and VIII for 2011. The sampling type was random probability. The home address of the dropouts was collected from the school records in order to facilitate the search for the living samples of the study. Few case studies were collected from the dropouts, wherein the observation and informal interview technique was used.

Tools and Techniques used

1. Informal interviews
2. Observation.
3. Collection of School enrolment data.

The findings of the present study are based on the primary sources; the data was collected from different schools of educational zone Khag, to access the enrolment of students in various classes and dropouts thereof. The data collection involved the random probability sampling technique. Hence, eleven schools of the zone were selected for reference. The significance of the data collection was to identify the nature of dropouts and their causes specifically in these schools and particularly in entire Zone Khag of district Budgam.

Khag zone is educationally backward due to its topographic nature. Most of the schools are not present in accessible areas, which reflect the communication gap between people and these schools. Moreover, some schools are situated on high altitudes with lack of proper infrastructural facilities. These schools have very less student-teacher ratio which was observed during the visit to these schools. The ratio has direct ramifications on the academic climate in these schools as adjoining areas are not sensitized enough to educate their children. It reflects the meager role of the teachers outside the teaching practice. The recreation is envisaged as one of the basic rights of children as recreation in schools is particularly focused by the CRC 1989. However, the present study found the absence of recreation in these schools, which has also direct impact on students particularly retention of children in these schools.

Enrollment of Students

In order to identify the no of dropouts in sample, the data was collected in terms to identify them in two years. The table 1.1 depicts the total no of students enrolled in 6th and 7th class during the year 2010. However, to identify the no of students leaving the studies (dropouts) from 6th to 7th was assessed by collecting the data of students enrolled in 7th and 8th classes in 2011 respectively. The total no of students enrolled in 6th and 7th in the selected eleven schools in the year 2010 was 316 and 322 respectively. Whereas the total no of students enrolled in the 7th and 8th in the selected eleven schools in the year 2011 was 285 and 282 respectively.

Table 1.1 shows the total enrolled students in the class 6th and 7th in the different selected schools of the zone Khag of district Budgam in the year 2010.

S. No.	Name of the School	Class 6 th	Class 7 th
1.	MS Drang	20	25
2.	MsShuplian	29	28
3.	MS Shunglipora	35	30
4.	MS Hamchipora	18	28
5.	MS Malpora	15	20
6.	MS Lachmanpora	20	22
7.	MS Boys Khag	45	40
8.	MS Sitaharan	35	33
9.	MS Charihara	27	31
10.	MS Sugin	40	27
11.	MS Khangripora	32	38
Total		316	322

Table 1.2 Shows the total enrolled students in the year 2011 in the class 7th and 8th in the different selected schools of the zone Khag of the district Budgam.

S. No.	Name of the School	Class 7 th	Class 8 th
1.	MS Drang	18	23
2.	MsShuplian	27	27
3.	MS Shunglipora	34	26
4.	MS Hamchipora	16	24
5.	MS Malpora	14	19
6.	MS Lachmanpora	17	20
7.	MS Boys Khag	40	37
8.	MS Sitaharan	28	30
9.	MS Charihara	23	17
10.	MS Sugin	38	24
11.	MS Khangripora	30	35
Total		285	282

No. and Percentage of Dropouts

As inferred from the table 1.3 and 1.4 the total no of dropouts from class 6th to 7th in year 2010 -2011 has been 31 whereas in class 7th to 8th in year 2010-2011 is 30. The table 1.3 has tried to reflect on the different percentages of dropouts from year 2010-2011 in class 6th to 7th. As inferred it was found that MS Sitaharan has the highest percentage (20%) of dropouts while as MS Shonglipora has the lowest percentage (2.86%) of dropouts. Further analyzing the data it was found that six middle schools are having the dropout percentage more than 10% which

reflects the gravity of the problem. Since the highest percentage of dropouts was found in those schools where the people are marginalized as accustomed with traditional livelihood options. The rate of child labour has been significant in terms of their traditional livelihood patterns. The easily available livelihood makes it more convenient for such children to leave studies and join the traditional occupation. One of the traditional occupations as was identified and observed was cattle grazing and timber smuggling.

Table 1.3 Shows the total number and percentage of dropouts from class 6th to 7th in years 2010 to 2011 respectively.

Name of the School	Total roll in Class 6 th in the year 2010	Total roll in Class 7 th in the year 2011	No. of dropouts	Percentage of dropouts
MS Drang	20	18	02	10%
MS Shuplian	29	27	02	6.90%
MS Shunglipora	35	34	01	2.86%
MS Hamchipora	18	16	02	11.12%
MS Malpora	15	14	01	6.66%
MS Lachmanpora	20	17	03	15%
MS Boys Khag	45	40	05	11.12%
MS Sitaharan	35	28	07	20%
MS Charihara	27	23	04	14.81%
MS Sugin	40	38	02	5%
MS Khangripora	32	30	02	6.25%
Total	316	294	31	--

The analysis of the data reflects that MS Hamchipora has the highest percentage of dropouts from the class 7th to 8th in year 2010 – 2011. Moreover, MS Hamchipora has also recorded the high percentage in other classes as illustrated in the table 1.3. The middle school Shuplian has the lowest percentage of dropout from the class 7th to 8th in between years 2010 to 2011. Moreover, the data reflects very less percentage of dropouts in higher classes as compared to lower classes, which can be analyzed by the fact that only 4 schools have the dropout percentage more than 10% as compared to 6 schools as depicted in table 1.3. Besides, the number of dropouts in higher classes is also low as compared to lower classes.

Table 1.4 shows the total number and percentage of dropouts from class 7th to 8th in years 2010 to 2011 respectively.

S.No.	Name of the School	Total roll in Class 7 th in the year 2010	Total roll in Class 8 th in the year 2011	No of dropouts	Percentage of dropouts.
1.	MS Drang	25	23	02	8%
2.	MsShuplian	28	27	01	3.57%
3.	MS Shunglipora	30	26	04	13.34%
4.	MS Hamchipora	28	24	04	14.28%
5.	MS Malpora	20	19	01	5%
6.	MS Lachmanpora	22	20	02	9.09%
7.	MS Boys Khag	40	37	03	7.5%
8.	MS Sitaharan	33	30	03	9.09%
9.	MS Charihara	31	27	04	12.90%
10.	MS Sugi	27	24	03	11.12%
11	MS Khangripora	38	35	03	7.90%
Total		322	282	30	--

Gender Analysis of Dropouts:

On analyzing the data in terms of gender, it was found that dropout percentage was more in boys than in girls. The ratio of dropouts among boys and girls in the classes 6th to 7th is near about 3:1 (table 1.5) whereas in the classes 7th to 8th it is 3:2 (table 1.6) which reflects the nature of the problem among boys. The primary obligation of boys is to involve themselves in to livelihood, hence considered as one of the important areas for this increasing trend. However, the other factor that shows the less percentage of girls as dropouts are due to the fact that overall no of enrolled girls is low in these schools.

Table 1.5 shows the number of dropouts among boys and girls from class 6th to 7th in years 2010 to 2011 respectively.

S. No.	Name of the School	Dropout Boys	Dropout Girls
1.	MS Drang	02	--
2.	MsShuplian	01	01
3.	MS Shunglipora	01	--
4.	MS Hamchipora	01	01
5.	MS Malpora	01	---
6.	MS Lachmanpora	02	01
7.	MS Boys Khag	05	--
8.	MS Sitaharan	04	03
9.	MS Charihara	03	01
10.	MS Sugin	02	--
11.	MS Khangripora	01	01
Total		23	08

Table 1.6 shows the number of dropouts among boys and girls from class 7th to 8th in years 2010 to 2011 respectively.

S. No.	Name of the School	Dropout Boys	Dropout Girls
1.	MS Drang	01	01
2.	MsShuplian	01	--
3.	MS Shunglipora	03	01
4.	MS Hamchipora	02	02
5.	MS Malpora	01	---
6.	MS Lachmanpora	01	01
7.	MS Boys Khag	02	01
8.	MS Sitaharan	02	01
9.	MS Charihara	02	02
10.	MS Sugin	02	01
11.	MS Khangripora	01	02
Total		18	12

Enrollment in terms of Gender

The other analysis was done in terms to identify the total number of students enrolled in the 6th class in these Schools. It was found that 316 students were studying in class 6th in the year 2010. The number of boys has been significantly higher as compared to girls, while the total number of boys enrolled in these schools was 251 the total number of girls in these schools was only 65. The total enrollment ratio between boys and girl has been around 4:1 respectively (table 1.7). The number of boys has been also higher as compared to girls in class 7th in the

year 2010, while the total number of boys enrolled in these schools was 255 the total number of girls in these schools was only 67. The total enrollment ratio between boys and girl has also been around 4:1 respectively (table 1.8). It clearly reflects the poor Scenario of girl child education in the Khag Zone. The poor status is the result of the dropout of girls in early Classes as compared to boys. Most of the girls are forced to leave their studies in early due to the fact communities are more conservative in nature. The tradition and customs have compelled such families either not to enroll their daughters or force

them for early exit from schools. Meanwhile, the girls which are enrolled in these schools are belonging to service class and educated families. It will not be an exaggeration to mention that most of the communities in Khag zone have practice of early marriages especially among girls. It serves as one of the major reasons for the early exit of girls from school as they are forced for early marriages.

Moreover, it was observed that schools have not played any significant role in sensitizing the adjoining communities so that, the people of these communities would have realized importance of education. It becomes necessary to inculcate the development of children through education in contemporary world.

Table1.7: Gender wise enrollment in CLASS 6th in the year 2010

S. No.	Name of the School	Total roll in Class 6 th in the year 2010	No. of Boys	No. of Girls
1.	MS Drang	20	13	07
2.	MsShuplian	29	20	09
3.	MS Shunglipora	35	28	07
4.	MS Hamchipora	18	13	05
5.	MS Malpora	15	12	03
6.	MS Lachmanpora	20	15	05
7.	MS Boys Khag	45	45	--
8.	MS Sitaharan	35	27	08
9.	MS Charihara	27	23	04
10.	MS Sugin	40	30	10
11.	MS Khangripora	32	25	07
Total		316	251	65

Table1.8 Gender wise enrollment in Class 7th in the year 2010

S. No.	Name of the School	Total roll in Class 7 th in the year 2010	No. of Boys	No. of Girls
1.	MS Drang	25	20	05
2.	MsShuplian	28	22	06
3.	MS Shunglipora	30	23	07
4.	MS Hamchipora	28	20	08
5.	MS Malpora	20	15	05
6.	MS Lachmanpora	22	15	07
7.	MS Boys Khag	40	40	--
8.	MS Sitaharan	33	25	08
9.	MS Charihara	31	24	07
10.	MS Sugin	27	21	06
11.	MS Khangripora	38	30	08

Major findings of the study

1. The study reveals the Khag zone as educational backward with little enrolment of students. Most of the schools are not accessible to people. The national policy on education and right to education had guaranteed education for all which seems far reality in this Zone.

2. Most of the schools have very less teacher student ratio, which has a direct impact on the performance of these schools. Moreover, the extracurricular activities are altogether lacking in these schools having direct influence on the motivation of children in school.
3. The study showed the total dropout of students from year 2010 to 2011 in two

- classes i.e. 6th and 7th as 61. It depicts the overall dropout from each class in a year as around 30 students. Meanwhile, the total dropout percentage for each class in a school is 10.7%. This shows the mean dropout percentage from each class in a given year. It clearly shows the magnitude of dropout in Zone Khag.
4. There has been very less enrollment of girls in the Schools and among girls the dropout has been high in lower classes while as the dropout among boys is higher in higher classes. Much of this problem is owed to the conservative nature of people and their traditional occupational profile.
 5. The Middle School Hamchipora has the highest percentage of dropouts from the class 7th to 8th in year 2010 – 2011. Moreover, MS Hamchipora has also recorded the high percentage in other classes as illustrated in the table 1.3. The middle school Shuplian has the lowest percentage of dropout from the class 7th to 8th in between years 2010 to 2011. Further analyzing it was found the Schools in backward areas had highest percentage of dropouts.
 6. As observed during the data collection, most of the dropouts were found engaged with the traditional occupation of cattle grazing in high altitude areas as cattle grazing are their traditional and one of the major livelihood options.
 7. Except some of the areas which are at high altitude, in most of the other areas dropouts were found to be engaged with agricultural practices. Since, these communities are stagnant due to extreme poverty; their only livelihood is based on the tradition agricultural practices. Hence they confine their children in such activities to manpower their human resource. Moreover, the agricultural sector of this area is traditional and is lacking the modern agricultural techniques, which marks the additional requirement of human resource to which unfortunately the children are involved.
 8. The area is also marked with huge number of children without parental care, which has been due to high intensity armed conflict from last two decade. The no. of children without parental care is significant with survival problems. It has forced such children to leave studies and to find out some menial jobs for their survival. There is absence of any governmental support for such children and even if there are some provisions they are not reaching to this vulnerable section.
 9. In recent years the government has started various developmental activities, in particular MGNREGA, was started in the concerned district in the year 2009. It was found that many dropouts were “job card holders” under MGNREGA. Meanwhile these dropouts are now being employed in various developmental projects. It is worth to mention that these children being too little to their age for such jobs are still continuing their work in the developmental projects under MGNREGA. Despite having very little age they are being provided with job cards illegally.
 10. The conservative nature of parents has also been one of the major areas of concern. Being illiterate or socially backward they continue their trifling role on the development of children, which has the direct ramifications on increasing trend of dropout in the zone.

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