



A STUDY OF CAUSES OF DROPOUT AND FAILURE AT ELEMENTARY STAGE IN RURAL AREAS OF TEHSIL HIRANAGAR OF DISTRICT KATHUA IN J&K STATE

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Abstract

Education works as a lever in raising financial and social status of the individuals. Education is that which makes human being a social one. So, it must be given from the first day of life informally. Formal education begins at elementary stage, so elementary education is called fundamental education

Elementary education means the first few years of education of an individual when he/she goes to school. Primary is usually used for first five years of schooling. It is called primary education because it is of primary of first importance to a person and secondly, it is a first step towards his total education in life. Thus, in simple words, the elementary education means eight years of schooling dividing the stages into two sub-stages, five years of primary school stage and three years of middle school stage.

The Indian constitution under article 45 also provides for eight years of elementary education in the age-group of 6-14. Elementary education is the level of education, which needs to be provided to all individuals. It lays down the foundation stone for further attainment like social, moral, physical, intellectual etc. That is why in all the democratic countries of the world, elementary education has been compulsory, universal and free. The main aim of elementary education is to give children education of citizenship to fulfill their basic needs, start socialization process train children for reading and playing in group, to develop social attitude, to develop in them healthy attitudes or habits. Other aims are literacy, attainment of numeracy, technocracy and to develop a respect for national symbols like the flag and the anthem and for the democratic processes and institutions of the country. It develops in the child healthy attitudes towards human labour and its dignity, to develop habits of cleanliness and healthful living. It enables the child to express himself freely and develop the habit of self-learning. In the present study researcher focuses on these objectives; i.e. to find out the extent of failure and dropout in rural areas, the difference in the rate of failure and dropout between boys and girls, the difference in the rate of wastage and stagnation between the upper castes and the lower castes, the problem of dropout of the children, the extent of failure and dropout among different religious groups and to list some of the important causes of failure and dropout at the elementary school stage in the rural

villages of Hiranagar Tehsil of District Kathua J&K. Author selected the sample that consists of 100 parents of dropout and failure children.

For the present study 'A causes of dropout and failure at elementary stage'. The investigator used an interview self prepared schedule.

Introduction:

Education has always been accorded an honoured place in the life and culture of India. In the ancient India, it was regarded as an instrument of liberation from ignorance and oppression both in this world and the other world. In the modern India, it has been taken as a means of improving one's ability to read and write, of developing one's all round personality and of enabling one to be an efficient citizen of the country. Education is therefore, regarded as a potential instrument of social change and national development.

It is rightly said, "The child of today is the citizen of tomorrow." He or she is the builder of the country. It is through a well-planned and well implemented educational system that the child could be equipped to realize his or her potential and to contribute effectively in national reconstruction. The curriculum has to be developed for facilitating the physical, intellectual and emotional development of the child.

Education by its very nature influences and gets influenced by the cross currents and dynamic forces of the society its social, cultural, economic and political parameters. The educational system must, therefore, be responsive to changes in order to realize the individual and social objectives. It has to undergo various changes-modifications, adaption's, orientations and innovations. Every nation has an educational system, which is commensurate with the aspirations of the people of the nation concerned as education is supposed to be a means to fulfill these aspirations. The philosophy and aspiration of the Indian people are reflected in her constitution which envisages the establishment of a sovereign, secular, socialist, democratic society wherein everybody shall have equality of opportunity to actualize his potential to contribute to the development of such a society.

The education is being considered as a means to that end. The constitution of India has various provisions to ensure equality of opportunity in education and on its basis the equality of opportunity in employment. A number of provisions have been included in the constitution. Besides giving details of the provisions of functions between the central government and state government with regard to the provision of education, the constitution contains important provisions for providing equality of opportunity in education.

Thus, education is a life-long process. It is that which modifies the behaviour of an individual and helps him to make adjustment in every sphere of life. It makes human being a social one. It helps in harmonious development of individual and makes oneself relevant and self-sufficient so one should be given education from cradle to grave.

According to Mahatma Gandhi Ji, "By education I mean an all-round drawing out of the best in the child-body, mind and spirit".

CONCEPT OF ELEMENTARY EDUCATION: Education works as a lever in raising financial and social status of the individuals. Education is that which makes human being a social one. So, it must be given from the first day of life informally. Formal education begins at elementary stage, so elementary education is called fundamental education. In India, elementary education is divided into two stages.

- (i) Lower primary covers Ist -Vth standards.
- (ii) Upper primary covers VIth-VIIth standards.
- (iii) It has been made compulsory according to constitution to give education to each child up to 14 years of age. For this, emphasis was given on:-
 - (1) Provision (increase in number of institutions)
 - (2) Enrolment (Registration of children in school)
 - (3) Retention (staying of children in schools up to their primary level).

But in spite of this, country has not achieved universalization of elementary education and we still have Ist/IIIrd of population, which is illiterate. It is due to poor retention rate as well a high dropout rate of children. Dropout is a pupil who leaves the school for any reason before completion of primary stage. Failure is a pupil who remains in the same class for more than one time. It has been found that besides providing good infrastructure and facilities in rural areas, dropout and failure rate is increasing.

Elementary education means the first few years of education of an individual when he goes to school and in some countries and in our country as well, the term means the same thing and sometimes to mean different things. Primary is usually used for first five years of schooling. It is called primary education because it is of primary of first importance to a person and secondly, it is a first step towards his total education in life. Thus, in simple words, the elementary education means eight years of schooling dividing the stages into two sub-stages, five years of primary school stage and three years of middle school stage.

The Indian constitution under article 45 also provides for eight years of elementary education in the age-group of 6-14. Elementary education is the level of education, which needs to be provided to all individuals. It lays down the foundation stone for further attainment like social, moral, physical, intellectual etc. That is why in all the democratic countries of the world, elementary education has been compulsory, universal and free. The main aim of elementary education is to give children education of citizenship to fulfill their basic needs, start socialization process train children for reading and playing in group, to develop social attitude, to develop in them healthy attitudes or habits. Other aims are literacy, attainment of numeracy, technocracy and to develop a respect for national symbols like the flag and the anthem and for the democratic processes and institutions of the country. It develops in the child healthy attitudes towards human labour and its dignity, to develop habits of cleanliness and healthful living. It enables the child to express himself freely and develop the habit of self-learning.

Living Stone (1949) has, therefore, said, "Elementary education is not complete in itself. It is preparatory. It prepares the pupil to go on to something else and put his foot on the first-step of the ladder of knowledge."

The organization of elementary education is different in different countries. In some countries, it is from 5-16 years (U.K), 6-16 or 18 (U.S.A), 6-14 (India) as far as the pattern of elementary education is concerned. It is also different in different countries. But in India, organizational pattern of elementary education after independence was conceived as:

Elementary Education in India

Pre-primary (2 years)	Primary (6-14 years)
	Lower Primary (6 – 11 years)
	Upper Primary (11 – 14 years)

But, at present elementary education in India includes:

Elementary Education in India

Early Childhood Care And education (2 years)	Primary (6 – 14 years)
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Lower Primary Upper Primary
(6 – 11 years) (11 – 14 years)
I.e. 5 years i.e. 3 years

Realizing the importance of elementary education to universalize the elementary education, provisions have been made to provide free and compulsory education for all children until they complete the age of 14 years and their primary level of schooling.

Article 45 of the Indian constitution under directive principle of state policy provides for free and compulsory education to all children in the age-group of 6 – 14 within 10 years of commencement of constitution. Since 1950, determined efforts have been made towards the achievement of this goal. Over the years, these have been very impressive.

Provision: National policy on education 1986 states that there should be provision of primary school for all the children within a radius of 1 km. But according to 5th educational survey 1986, 94 percent of the rural population was served with middle school within a walking distance of 3 km. The number of primary school increased from 2.10 lakhs in 1950-51 to 5.29 lakhs. Besides this, there had been significant efforts to improve functioning of Madrassa. A number of primary schools should be opened especially for girls' education.

Enrolment: Enrolment means number of children admitted in the school to get education. At first, enrolment was to be planned by making the groups of the students in the first primary class homogeneous i.e. age 5 – 16 or 17 introducing a system of pre-registration and also be ensuring the transfer rate of students from the end of lower stage to upper stage as 10 percent by the end of 5 years plan.

Retention: The 100 percent enrolment is of no use, if there is no 100 percent retention. Retention means how many children, which have been enrolled in first standard, complete their primary level being a part of formal system of education. But it has been observed by various experts policies and programmes that retention rate is not as of enrolment of the children dropout from the school at subsequent levels of primary schooling due to certain reasons.

Failure and dropout: Dropout occurs either due to wastage and stagnation. It leads to educational backwardness of the country. It is becoming universal phenomenon at all levels resulting into wastage of resources. Ordinarily, dropout is defined as a person who withdraws from a programme of study before completing the same. It may be viewed as a unit of behaviour.

“A dropout is a pupil who except death before primary level graduation or completion of programme of studies without transferring to another school.”

A dropout can also be defined as a child who after having enrolled into primary school left it before completing full terms of 7 years of primary education. The child might have left school just after enrolment completing standard Ist, IInd, IIIrd, and IVth or any other time during the course of his study. It is confirmed school learners.

Dropout may be:-

- (i) Involuntary
- (ii) Educational handicapped
- (iii) Intellectually incapability.

Involuntary: Those who leave the school as a result of personal crisis constitute in voluntary dropout. They leave school because of external circumstances over which they have no control. These include:- Physically disabled, accidental cases face death of head of family suffering from economic problem.

Educational handicapped: These are those who are not capable of doing work required for promotion to high grades and completion of high schools. These include students with limited innate ability and students who lack requisite skill.

Intellectually incapability: Capable dropouts have requisite skill but cannot do well due to lack of motivation, trainee behavioral problems, poor citizenship and irregularities in attendance. As far as the causes of dropout are concerned most common cause is poverty among the masses. The other includes poor facilities in schools, an irregular curriculum, teaching strategies, and lack of separate schools for girls and illiteracy of parents, early marriage of girls and involvement of child in earning to supplement family income etc. Regarding the rate of dropout children, it has been found that it is increased especially in rural areas or rural masses. In rural areas children don't want to attend school and even parents are not sending their children to schools. It has been found that dropout continue to be significant. But sometimes, the poor parents cannot meet the desire to the child, as they want, as a result of which their children become dropout at very early stage.

Dropouts for standard Ist-VIII from 2000-2005

Years	Ist-Vth Standards		VIth-VIII Standards	
	Male	Female	Male	Female
2000-2001	6	4	4	3
2002-2003	3	3	6	5
2003-2005	4	5	7	3

Total Male=30

Female=23

Source: IVth Educational Survey Census 2001 and 2005.

DPEP was one of them launched with objective to improve quality of education and increase the retention rate at primary level for all students to less than 10 percent of DPEP the working in 131 of 13 states with objective to increase retention rate and decrease dropout rates. In spite of all, there are many reasons, which lead to these problems.

NEED OF THE PROBLEM: In order to realize the constitutional provisions with regard to education, a number of steps have taken from time to time to make education accessible to all children in age group of 6-14. For instance, the number of schools has been progressively increasing and the enrolment in them has been swelling up yet the dream of universalization of primary education is far from being fulfilled.

The several reasons for this state of affairs include non-availability of school, trained teachers, proper equipment, school-buildings, wastage and stagnation, lack of motivation on the part of both the teachers and the parents of the children etc.

Economic difficulty of the rural masses, scheduled castes or scheduled tribes and other backward classes has been one important cause of non- participation of these children in education. It has been observed that non-enrolment is only as important a problem as non-retention and a lot of children dropout and fall in the school after they are enrolled. It is therefore highly pertinent to investigate the cause of non-participation, wastage and stagnation at the school stage. Since the resources at disposal of investigator are limited. It

was not possible for him to study the problem in its entirety. It is, therefore intended to address the study to the causes of dropout and failure at elementary school stage only.

Article 45 of the Indian Constitution under the directive principle of the state policy provides for free and compulsory education to all children in the age group of-14 within 10 years of the commencement of the constitution. This target of providing elementary education to all children was to be achieved by 1960. But even after the lapse of 54 years, we are unable to provide elementary education to all children. Universalization of elementary education, problem of wastage and stagnation is the most dominant. In spite of various efforts made by time by the Government of India, we are miles behind our target. We have still one-third of population which is illiterate. To overcome this problem, we have to ensure that all children have access to primary education, enroll in primary or elementary education and retain in course.' This would help us to make India fully literate country. Government launched various programmes to universalize elementary education. Programmes like DPEP, operation blackboard as SSA is in progress. But still problem of wastage and stagnation needs to be tackled with utmost urgency. The urgency needs to investigator to undertake the present problem for investigation.

OBJECTIVES OF THE STUDY:

1. To find out the extent of failure and dropout in rural areas of Tehsil Hiranagar of Kathua district.
2. To find out the difference in the rate of failure and dropout between boys and girls.
3. To find out the difference in the rate of wastage and stagnation between the upper castes and the lower castes.
4. To get an overview of the problem of dropout of the children.
5. To find out the differences in the extent of failure and dropout among different religious groups.
6. To list some of the important causes of failure and dropout at the elementary school stage in the rural villages of Hiranagar Tehsil under study.

METHOD AND PROCEDURE: Research methodology explains the design of study in detail. The size and selection of the sample, the variables and controls employed, the sources of data, the tools and the methods of data gathering, the reliability and validity of instruments selected or constructed and statistical procedure used in analysis are carefully described. The research methodology for the present study includes:-

SAMPLE: Sample is the process of selecting the sample from population, which is the aggregate or totality of objects or individuals regarding which (influences) inferences are made. Sample is a small proportion of population selected for observation and analysis. Sample is done in order to save time, energy and money. It is not possible to make description about whole population. There we drawn the inferences from sample selected from the population hence the sample is done for this procedure.

Sample group: The sample group for the present study consists of:-

- (a) Parents of dropout and failure children.
- (b) **Sample Size:** The sample consists of 100 parents of dropout and failure children.
- (c) **Sample:** The sample for the study was selected from the rural areas of Hiranagar Tehsil. For this 21 villages were selected given in Table.

Table 1 showing the detail of sample selected for the study

S. No.	Name of Villages	Number of families
1.	Badnota	4

2.	Baggan	10
3.	Bhatwal	5
4.	Kindli	2
5.	Kohag	8
6.	Malad	7
7.	Marhoon	2
8.	Najote	1
9.	Sadrota	8
10.	Thall	13
11.	Kalore	13
12.	Bhandar	1
13.	Doulka	12
14.	Gatti	3
15.	Kanthal	1
16.	Dharor	1
17.	Chala	4
18.	Sarthal	1
19.	Kasheer	2
20.	Chalog	1
21.	Dullangal	1
	Total	100

(d) **Criteria for sample description:** Criteria for sample selection includes:-

- (1) Parents of dropout and failure children.
- (2) **Sample Technique:** For the present study purposive as well random technique was used.

THE TOOL USED: For the present study 'A causes of dropout and failure at elementary stage'. The investigator used a self prepared interview schedule. It contains items to seek objective information on the socio-economic data, bio-data, family strength, education of siblings and education of parents. It has also item seeking the information on the reason, the parents hold for their children's failure and dropout of school.

Interview Schedule for Parents of Dropout and Failure Children:The interview schedule for parents of dropout and failure children was prepared with objective to know the reasons responsible for dropping out of school and failure of their children.

It includes background information of respondents, interest and performance of the child in the school, liking and disliking for school by children as prescribed by their parents, list of activities done at home by the child, effect of peer group or performance as well as an interest in school as given by their parents.

As the interview schedules were devised by an investigator herself with the members of faculty of education. These schedules were carefully related to the problem and final draft was printed and used for present study.

COLLECTION OF DATA: The data was collected by the investigator by visiting the houses of dropout children from their parents. The responses were recorded in the interview schedules for further analysis and conclusion.

DATA ANALYSIS: Data obtained through schedule was analyzed by both qualitatively and quantitatively.

TECHNIQUES OF DATA ANALYSIS

No sophisticated and statistical techniques have been employed for analysis of data. Data has been converted into frequency distribution table and percentages were computed to arrive at the conclusion in the present study.

DATA ANALYSIS AND INTERPRETATION: The data collected through the techniques described and analyzed by computing the percentage according to various variables of sex, caste, parental education, education of elder siblings and the causes of dropout and failure.

At the outset year-wise percentage for failure and dropout was calculated which is given in Table.

Table 2 showing the distribution of failure and dropout students by year-wise and sex-wise

Year	Dropouts			Failures		
	Male	Female	Total	Male	Female	Total
1998-99	12	10	22	14	8	22
2000-01	10	7	17	16	13	29
2002-03	9	8	17	18	12	30
2004-05	11	8	19	16	8	24

Interpretation: Table 2 indicates the year-wise sex-wise distribution of dropouts and failures. It indicates that during the year 1998-99, the dropout rate among males was 54.55%

and among females was 45.45%. But the failure rate among males was 63.64% and among females was 36.36%.

It also indicates that during the year 2000-2001, dropout rate among males was 58.82% and among females was 41.18%. But the rate of failure among males was 55.17% and among females was 44.83%.

It also indicates that during 2002-2003, dropout rate among males was 52.94% and among females was 47.1%. The rate of failure among males was 60% and among females was 40%.

It also indicates that during the year 2004-2005, the dropout rate among males was 57.89% and among females was 42.11%. The rate of failure among males was 66.67% and among females was 33.33%.

Thus, this indicates that dropout rate is highest among males than females. But the rate of failure is also highest among males than females.

Table 3 showing the educational status of parents of students in the present studies and number and percentage of dropout and failure of student's Educational status/attainment of father

Educational attainment of father	Dropouts			Failures		
	Male	Female	Total	Male	Female	Total
Illiterate	20	25	45	35	20	55
Upto 5 th	12	15	27	25	11	36
Upto Middle School	5	8	13	16	10	26
Upto High School	6	6	12	2	5	7
Upto higher secondary	-	-	-	-	-	-
Graduate	-	-	-	-	-	-
Post Graduate	-	-	-	-	-	-
Total	43	54	97	78	46	124

Interpretation: Table 3 indicates break up of dropout and failure by their fathers' educational attainment. A perusal of this table reveals that no child, whose father attained an educational beyond high school stage has any chances of failure and dropout decreases as one proceeds upward on the ladder of the father's educational attainment.

Table 4 showing the educational status of parents of students in the present study and number and percentage of failure and dropout students

Educational attainment of father	Dropouts			Failures		
	Male	Female	Total	Male	Female	Total

Illiterate	25	32	57	30	27	57
Upto 5 th	12	16	28	16	10	26
Upto Middle School	5	3	8	4	3	7
Upto High School	1	-	1	-	-	-
Upto higher secondary	-	-	-	-	-	-
Total	43	51	94	50	40	90

Interpretation: Table 4 indicates breakup of dropout and failure by their mothers' educational attainment. A perusal of this table reveals that no child whose mother attained an education beyond the middle school stage has any chance of failing and dropout. It also indicates that children of illiterate mothers have the highest percentage of failure and dropout in case of both males and females. It also indicates that the chances of failure and dropout decrease as one proceeds upwards on the ladder of mother's educational attainment. There is only one dropout child whose mother has attained the education up to matriculation.

Table 5 showing distribution of dropout and failure along with income of family

Family Income	F	Dropouts	F	Failure
		F%		F%
4500 – 5500	4	4.12%	5	4.03%
4000-4500	7	7.22%	8	6.45%
3500-4000	8	8.25%	7	5.65%
2500-3000	8	8.25%	16	12.90%
2000-2500	10	10.31%	12	9.68%
1500-2000	15	15.46%	18	14.52%
1000-1500	18	18.56%	22	17.74%
500-1000	22	22.68%	30	24.19%
Total	97		124	

Interpretation: Table 5 indicates the distribution of dropout and failures of students and the monthly income of their families. The table reveals that no child has dropped out or failed from the family with monthly income of over Rs. 5000.00. It implies that all those children who belong to economically weaker sections of the society irrespective of religion or caste

have higher percentage of failure and dropout. All the dropouts and failures belong to families whose income is much lower than the average monthly income of Rs. 500/-.

The table reveals that 75 percent of dropout children come from families with annual per capita income of Rs. 2984.5. In case of failure children, 75 percent of these children come from families with annual per capita income of Rs. 2844.5, which is still lower. Thus, a majority of failure and dropout belong to the families whose average annual income is even less than half of the income i.e. 5000/-.

Table 6 Showing distribution of dropout and failure along with family size

Family Size	Dropouts			Failures		
	Male	Female	Total	Male	Female	Total
2-4	10 (23.26%)	8 (14.8%)	18 (18.56%)	11 (14.10%)	8 (17.39%)	19 (15.32%)
5-7	14 (32.56%)	21 (38.89%)	35 (36.1%)	29 (37.18%)	16 (34.78%)	45 (36.29%)
8-10	19 (44.19%)	25 (46.29%)	44 (45.36%)	38 (48.72%)	22 (47.83%)	60 (48.39%)
Total	43	54	97	78	46	124

Interpretation: Table 6 reveals the distribution of dropout and failure students and the size of families they come from. This table shows that the chance of failure and dropout increase with increasing size of the family and this is true with boys and girls.

Table 7 Showing distribution of dropout and failure and ownership of land

Ownership of land	Dropouts			Failures		
	Male	Female	Total	Male	Female	Total
Landless (less than 5 kanal)	23 (38.33%)	37 (61.67%)	60 (61.86%)	52 (66.67%)	26 (33.33%)	78 (62.90%)
Landlord (more than 10 kanal)	20 (54.1%)	17 (45.95%)	37 (38.14%)	26 (56.52%)	20 (43.48%)	46 (37.1%)
Total	43	54	97	78	46	124

Interpretation: Table 7 indicates the distribution of dropouts and failures and the type of ownership of land of the families i.e. less than 5 kanal and more than 10 kanal. This table shows that children from landlord families have lower chances of failing and dropout. The children from landless families have more chances of dropping out and failure.

Table 8 Showing causes of dropout and failure as given by parents of the children in percentage in Yes/No response.

S.No.		Yes	No
1	Un-educability of the child	83	17
2	Repeated failure in the same examination	87	13
3	Poverty	93	7
4	Involvement of the child in earning to supplement the family income	84	16
5	Helping parents in their work	87	13
6	Non-availability of school within walking distance of 1 km	34	66
7	Fear of unemployment	72	28
8	III-treatment of teachers	40	60
9	Lack of infrastructural facilities	80	20
10	Unattractive and poor school building	64	36
11	Not being able to help the child at home in his/her studies	82	18
12	Overcrowded classrooms	80	20
13	Lack of interest of parents to educate the child	82	18
14	No financial aid/incentive to students	50	50
15	Much importance to work than education	83	17
16	Lack of attention by teachers towards students	43	57
17	Illiteracy of parents	94	6
18	Complex curriculum	79	21
19	No linkage of education with practical needs of life	46	54
20	Feeling of insecurity and discomfort among children in school	42	58
21	Lack of co-curricular activities in school	80	20
22	Lack of interest among children for education	87	13

23	Lack of interest among children for education	87	13
24	Low intelligence level of the child	85	15
25	Unsuitable methods of teaching	44	56
26	Wastage of time in going to school	42	58
27	Too much expenditure on education	56	44
28	Lack of understanding of importance of girls' education	53	47
29	Involvement of girls in helping the mother in her domestic work	86	14
30	Non-availability of female teachers	52	48
31	Truancy among teachers	43	57

Interpretation:

1. Table 8, clause (1) indicates that 83 percent of parents think that un-educability of the child is the cause of dropout and failure of the child whereas 17 percent parents do not favour this cause of dropout and failure.
2. Table 8, clause (2) reveals that 87 percent of parents think that repeated failure in the same examination is the cause of dropout and failure of their children whereas 13 percent parents say that this is not the cause of dropout and failure of their children from school. Parents say that when a child fails in a class more than once, they discourage their children to continue their education.
3. Table 8, clause (3) indicates that 93 percent of parents think that poverty is the cause of dropout and failure of their children whereas 7 percent parents do not favour this cause. The larger proportion of the population is the victim of poverty in these areas from whom the data has been collected. Due to poverty, people are neither able to send their children to school nor fulfill their educational needs. So, this is the most common cause of dropout and failure of their children at elementary stage.
4. Table 8, clause (4) reveals that 84 percent of parents say that child should involve in earning to supplement family income whereas 16 percent of parents do not favour this cause. The larger proportion of total population in the sample thinks that boys should earn something to supplement family income.
5. Table 8, clause (5) reveals that 87 percent of parents think that child must help the parents in their work whereas 13 percent parents do not favour this view. The larger proportion of total population in the sample think that the child i.e. boy or girl must help his/her parents in their domestic work at home. They give much importance to work than education.
6. Table 8, clause (6) reveals that 34 percent of parents say that non-availability of school within the walking distance of 1 km is also a cause of dropout and failure of their children, whereas 66 percent parents do not favour this cause. There are some areas where there is no school within the walking distance. So, they do not send their children to school, which causes dropout from the class before the completion of elementary education.

7. Table8, clause (7) reveals that 72 percent of parents think that fear of unemployment is also the cause of dropout and failure of their children, whereas 28 percent parents do not accept this cause.
8. Table8, clause (8) indicates that 40 percent of parents say that ill treatment of teachers is also a cause of dropout and failure, whereas 60 percent parents do not accept this cause. The lesser proportion of total population in the sample says that in the present time, no such strict and hard punishments are given to the children. But, on the other hand punishments are given to the children. But, on the other hand, some orthodox parents are of the view that treatment of the teachers towards students is not good.
9. Table8,clause(9) indicates that 80 percent of parents say that lack of infrastructural facilities is also the cause of dropout and failure, whereas 20 percent parents think that this is not the cause of dropout and failure of their children. There are large numbers of schools in rural and backward areas in this sample where there are no infrastructural facilities. People always complain about the lack of water facilities, toilet facilities and others etc.
10. Table 8,clause(10) indicates that 64 percent parents think that unattractive and poor school building is also the cause of dropout and failure of their children, whereas 36 percent parents do not favour this cause of failure and dropout. Some parents have given views that some buildings and their furniture have been destroyed. Schools are without doors and windows and other facilities, so the children are not encouraged to come in these schools and to continue their education.
11. Table 8, clause (11) reveals that 82 percent of parents say that they are not being able to help their children in their studies at home, as they are illiterate. So, this is also a cause of dropout and failure of their children, whereas 18 parent parents do not accept this cause.
12. Table8, clause (12) reveals that 80 percent of parents accept this view that overcrowded classrooms is also a cause of dropout and failure. There are large numbers of primary schools in these areas with at least 2 or 3 rooms. But the strength of students in these schools is more as compared to the excepted and the students in these schools feel comfortable, whereas 20 percent parents do not accept this cause.
13. Table 8, clause (13) reveals that 82 percent of parents say that they have no interest to educate their children, whereas 18 percent parents do not accept this cause.
14. Table8, clause (14) reveals that 50 percent of parents think that lack of financial aid/incentive is also the cause of dropout and failure. They say that lack of incentives/aid do not encourage them to send their children to school, whereas 50 percent parents do not accept this cause.
15. Table8, clause (15) reveals that 83 percent of parents think that the work is more important than education. They say child should help his/her parents in their domestic work, whereas 17 percent parents do not accept this cause of dropout and failure.
16. Table8, clause (16) reveals that 43 percent of parents think that lack of attention by teachers towards students is also the cause of dropout and failure.
17. Table8, clause (17) reveals that 94 percent of parents say that illiteracy of parents is also the cause of dropout and failure, whereas 6 percent parents do not accept this cause as they have attained a little bit education. The larger proportion of total population in the sample is illiterate. Such parents do not understand the importance of education and they do not send their children to school to get education.
18. Table8, clause (18) reveals that 79 percent parents think that complex curriculum is also the cause of dropout and failure. This curriculum do not inspire children to take

- interest in education, so they either fail or dropout from the school, whereas 21 percent parents do not favour this view.
19. Table8, clause (19) reveals that 46 percent parents think that no linkage of education with practical needs of life is also a cause of dropout and failure, whereas 54 percent parents do not think this as the cause of dropout and failure.
 20. Table8, clause (20) reveals that 42 percent parents think that feeling of insecurity and discomfort is also the cause of dropout and failure as there is lack of facilities in these schools, whereas 58 percent parents do not agree with this cause of dropout and failure.
 21. Table8, clause (21) reveals that 80 percent parents say that lack of co-curricular activities in school is also the cause of dropout and failure, whereas 20 percent parents do not accept this cause. In some of the rural and backward areas the teachers as well as the parents do not involve in organizing co-curricular activities, as they have no interest in these activities. They are ignorant about these activities and do not understand the importance of these extra-curricular activities in school. Due to this, the child feels monotony and boredom in school. This discourages them to come to school to get education. It means to say that this repels them to get education and to continue education.
 22. Table8, clause (22) reveals that 60 percent parents think that lack of job-oriented is also a cause of dropout and failure, whereas 40 percent parents do not agree with this cause. Some parent says that there is no fun, to educate the children as job is not available to all in the present times.
 23. Table8, clause (23) reveals that 87 percent parents think that lack of interest among children for education is also the cause of dropout and failure. They also say children themselves are not interest in education, whereas 13 percent parents do not accept this cause.
 24. Table8, clause (24) reveals that 85 percent think that low level of intelligence of the child is also the cause of dropout and failure. They are of the view that children have low I.Q. and low academic achievement. Due to this they either fail or leave the class before completion, whereas 15 percent parents do not accept this cause.
 25. Table8, clause (25) reveals that 44 percent parents say that unsuitable methods of teaching are also a cause of dropout and failure, whereas 56 percent parents do not agree with this cause.
 26. Table8, clause (26) reveals that 42 percent parents think that wastage of time is going to school is also the cause of dropout and failure, people living in far-flung areas and too much backward areas and those who have school much farther from their homes, have given this view. Even in the present scenario, there is large number of villages where there is no primary school. So, they do not allow their children to go to school or children themselves do not want to go to school by covering such a long distance from homes, whereas 58 percent parents do not accept this cause.
 27. Table8, clause (27) reveals that 56 percent parents think that too much expenditure on education is also a cause of dropout and failure. They say that expenditure on education is beyond their earnings, whereas 44 percent parents do not agree with this view point. As we have discussed earlier, that the larger proportion of population in the sample is poor. Even they cannot fulfill their daily needs. So, they find it difficult to educate their children.
 28. Table8, clause (28) reveals that 53 percent parents think that lack of understanding of the importance of girls' education is also a cause of dropout and failure. They say girls must do some domestic work. They do not allow their girls to go to school as

these people are pessimist and orthodox. They also say that it is not necessary to educate the girls, whereas 47 percent parents do not agree with this cause.

29. Table8, clause (29) reveals that 86 percent parents think that involvement of girls to help their mothers in domestic work is also the cause of dropout and failure, whereas 14 percent parents do not accept this cause.
30. Table8, clause (30) indicates that 52 percent parents think that non-availability of female teachers is also a cause of dropout and failure. The study reveals that there are large numbers of schools within female teacher, whereas 48 percent parents do not accept this cause.
31. Table8, clause (31) reveals that 43 percent parents think that truancy among teachers is also the cause of dropout and failure. They say teachers do not attend the school punctually and regularly. They neither come nor go at the proper time according to the time schedule, whereas 57 percent parents do not accept this cause.

The above discussion indicates responses by the majority of parents. The main causes of dropout and failure in the same examination, requirement of helping the parents in domestic work, lack of guidance at home by parents, too much distance of school from home and lack of understanding of importance of girls' education and illiteracy of parents. A larger proportion of population is illiterate and do not understand the importance of education. Hilly and far-flung areas are also an important cause of dropout and failure of the students. The most important reasons for dropouts are same as for failures except that not being to help the child in his/her studies and un-educability of their children could be solved.

Poverty coupled with parents' illiteracy leads them to believe the teachers' idea of un-educability of their children. Again, it is poverty that forces to supplement their family income through helping their parents at work. Overcrowded classrooms can cause dropout in case of smaller children as it makes them uneasy especially during the hot-summer.

MAJOR FINDINGS: The data analyzed in previous chapter lead to the following major findings:

- (1) The extent of failure is greater among girls than boys. But the extent of dropout is greater among boys than girls.
- (2) The extent of failures and dropouts is more among schedule castes than other castes.
- (3) The chances of dropout and failure decrease with the increasing educational attainment of father. Matriculate fathers reduced the chance of dropout and failure.
- (4) Education of mothers up to middle standard also helped to reduce dropout and failure ratio.
- (5) Children coming for larger families have greater chances of failure and dropping out than those coming from small families.
- (6) Children coming from joint families have greater chance of failure and dropping out than those coming from nuclear families.
- (7) Children coming from landlord families have less chance of dropout and failure than children coming from landless families.
- (8) Dropout rates are inversely proportion to the family income. Family income helped to reduce dropout and failure ratio. Children coming from the families with low level of income have greater chances of dropout and failure than those coming from the families with high level of income.
- (9) Failure and dropouts are mostly the children of father in blue-collar manual work and class fourth employees and farmers and to some extent those of clerical workers. The

children of higher non-manual. White collar workers (professionals) etc. do not have any chance of dropout and failure.

- (10) The five reasons considered most important for failure and dropping out of children by their parents lead to the fact that it is poverty and parents' illiteracy and factors associated with it that causes two maladies, too much expenditure on education, involvement of child in domestic work, involvement of boys in earning to supplement family income.

Among all these reasons, the financial problem and household work was at the extreme height followed by school problems and peer group problems.

EDUCATIONAL IMPLICATIONS: Findings the present study has implications for the teachers, parents, planners, administrators and governments.

The findings of this study indicate that poverty is the most important cause of dropout and failure. It is therefore, essential to raise the income of people in rural areas. Financial incentives should be provided to parents who send their children to school, so that people will be encouraged to send their children to school. Children should be provided free textbooks, uniform and stationary and mid-day meal so that they might continue their studies. They should be provided various incentives/aid/scholarships. This will encourage them to continue their studies. Non-formal education is launched for those children who have already dropped out of school programme. For the academically weak children, special remedial measures through both formal and non-formal means are taken to remove their handicaps due to not getting any guidance at home. State government should make massive investment in industrial and agricultural and educational development of villages to increase job opportunities and assured income for the parents of children. This will not only enable the people to relieve their children from the burden of supplementing their family income, but will demand for education also. There is utmost urgency to provide incentives to teachers who have been appointed in rural and far-flung areas so that they might be encouraged to perform their duties in a proper manner. There is need to improve teaching methods, teaching strategies, curriculum to reduce the discouragement and increase enrolment, retention and quality of elementary education. Various programmes should be launched to make people aware of education and its benefits. Parental education in home economics, family planning and use of communication media to show the ill-effects of dropout and failure should be undertaken. As far as possible, separate schools should be opened for girls and special provisions of infrastructural facilities and facilities for girls in co-educational schools should be made. Schools should be provided in those areas where there is no school within a walking distance of 1 km.

The local teachers should be appointed in the concerned areas and various incentives should be provided to them as provided to the teachers appointed in urban areas. People should be benefited by launching various programmes like DPEP, SSA and operation blackboard so that they might continue their children's education.

All this will help in reducing wastage and stagnation at elementary stage. By recommending these, everybody will be benefited and will be encouraged and made aware of education.

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