Appraisal of Dropout Children in Primary Schools: A Case Study of India

Abstract

The major focus of this study has to calculate the drop-out rate between students in twenty nine states of the country. Students face with many economic and social challenges especially when they move on to primary school level in India. It is in this stage the students are challenging problem dropping out of schools.The present study is exclusively based on School Report Cards, DISE, GOI, and New Delhi. The result shows that though most states of India have done well in enrolling more and more children in recent years, inability of the schools to retain the children has continued to be a serious problem. There are a few schooling issues also related to the cause of dropout.

Keywords: Dropout, Education, Causes, Primary Stage.

Introduction

Education is a human right. It empowers people to survive and flourish and is our most effective weapon against poverty.Education is associated with more peaceful communities, greater civic engagement and stronger democracies. Therefore, educational development is necessary to ensure economic and over all development of the country.

Education was recognized as a human right in the Universal Declaration of Human Right in 1948. because it is related to several factors ranging from ensuring human right protection, income of the individual, economic development and its effects on the society. The provision of basic education for all continuous is a matter of serious concern in India, as in several other developing countries of the world. The countries commitment to be goal of providing education for all needs no repetition. After independence India, first education policy has implemented on 1968. This National Policy on Education (NPE) inherited a fabric of education in all parts of Indiabased on 10+2+3 system. It suggested investment on education to reach a level of expenditure of 6 percent of national income as early as possible. After this, National Policy on Education, 1986 this clearly mentions the focus of effects in this direction as; universal enrolment and universal retention of children of up to 14 years age and a substantial improvement in the quality of education.And others modified policy has implemented on 1992 and Sarva Shiksha Abhiyan 2000, (SSA) andthe Right of Children to Free and Compulsory Education Act, 2009.

As enrolment rate in India schools continue to increase, the important of understanding high dropout rates requires careful attention.Why student's dropout can be enhanced by considering how the determinants of school attendance shift as children transition from primary to secondary schools. We focus on how the role of family, school and social context change as children move through the education system. A large literature reveals the critical influence of household characteristics, per capita income, domestic wage, and socio-economic characteristics factor on dropout across states in India (Dasgupta and Tilak, 1983, Tilak, 1996, Sinha, 2004 Jayachandren, 2007, Das, 2014).These include gender disparities, regional disparities, social disparities and spatial disparities.

Objectives of the Study

The main objective of this study is:-

1. To analysis the dropout rate of primary stage in the country.

Database and Research Methodology

The study is mainly based on secondary source of data withthe help of both quantitative and qualitative approaches. This data is collected from School Report Cards, DISE, GOI, and New Delhi for the years 2012-13 to 2016-17. The main features of the 'District Information System for Education, DISE software are a uniform Data Capture Format is being used across the country. A drop-out can be defined as a child who enrolled in school but fails to complete the relevant level of the educational cycle.

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At the primary level this means that the drop-out fails to reach the final grade, usually grade V or VI. The quantification and statistical analysis alongwith diagram representation of data have also been made.

Quantitative Analysis

The main indicators presented in the School Report Cards have been derived by using the following illustrative formulae. For the investigating of school education, mainly focus on two indicators firstly is gross enrolment ratio (GER) and second is dropout rate (DR). Appropriate formulas and explanation are given below:-

$$GER = \frac{total\ enrolment\ in\ each\ grade}{population\ of\ age\ same\ grade} * 100$$

The formula for GER was- total enrolment in grades I-V x 100/population of age 6-10 years.

$$DR = \frac{number\ of\ student's\ dropout\ from\ each\ grade}{total\ number\ of\ student's\ in\ same\ grade} * 100$$

The formula for DR was- number of student's dropout from grade 1-5 x 100/ total number of student's in grade 1-5.

Results and Discussion

The program of universal elementary education aims at bringing every child into school and to see that he or she remains at school till he or she completes the elementary education on age 14. Dropout means the premature withdrawal of children from schools at any stage before completion of the primary level.

Dropout

Table 1 reveals that the progress made in this regard during the last five years. The reduction in dropout seems to have been achieved during the 2012-13 to 2016-17, at primary stages (excluding period 2016-17). Surprisingly, this study is found that the dropout rate for girls is always higher than boys. The dropout rate for girls becomes 6.3 percent and for boys it was higher at 6.4 percent in 2016-17.

Table 1
Drop-out Rate in Primary Stage in India: 2012-13 to 2016-17

Years	Boys	Girls	Total
2012-13	5.8	5.3	5.6
2013-14	4.6	4.6	4.6
2014-15	4.5	4.1	4.3
2015-16	4.3	3.8	4.1
2016-17	6.4	6.3	6.3

Sources: School Report Cards, DISE, GOI, and New Delhi

Enrolment

It may be observed from the enrolment table 2 that primary level registered a phenomenal decline in the years 2012-13 to 2016-17. The Sarva Shiksha Abhiyan (SSA) aim was to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. The first aim was to have all children complete five years of primary schooling by 2007, another aim was for all children to finish eight years of elementary schooling by 2010 (SSA). Despite the efforts of the state and voluntary organization in the field of education universal enrolment in the age group 6-11 years itself has not been achieved. It is excessive vicissitude in dropout for boys than for girls. Though most states of India have done well in enrolling more and more children in recent years, inability of the schools to retain the children has continued to be a serious problem.

Table: 2
Gross Enrolment Ratio in Primary Stage in India: 2012-13 to 2016-17

Years	Boys	Girls	Total
2012-13	104.83	107.23	105.98
2013-14	100.20	102.65	101.36
2014-15	98.85	101.43	100.08
2015-16	97.87	100.69	99.21
2016-17	94.02	96.35	95.12

Sources: School Report Cards, DISE, GOI, and New Delhi

Dropout: State-wise

The dropout is a critical indicator reflecting lack of educational development and inability of children to complete a specific level of education. Number of children dropouts in India is not small. The number of children who drop out without completing the full school cycle remains a formidable challenge. Dropout rate for class 1 to 5 at national level has 6.3 percent in 2016-17. However, eleven states out of 29 states is high dropout rate as compared to national level. The dropout rate at primary level has highest recorded 23.25 percent in Arunachal Pradesh whereas national average 6.3 percent. It may be noted that large number of dropout students are north-east states in the country. The lowest dropout rate is in Kerala state (table 3 and Diagram 1).
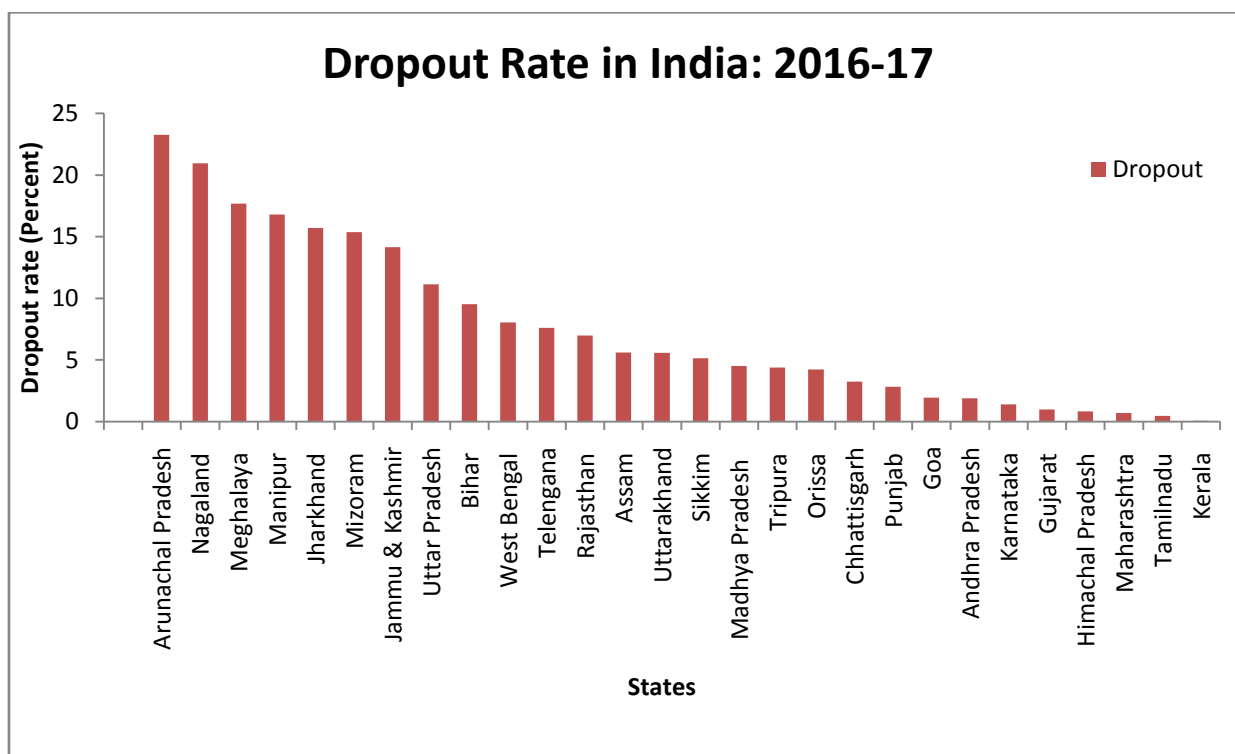
Dropout Rate in India: 2016-17

Diagram 1

Table: 2

Drop-out Rate in Primary Stage in India: 2016-17

States	Total
Andhra Pradesh	1.9
Arunachal Pradesh	23.25
Assam	5.6
Bihar	9.53
Chhattisgarh	3.25
Goa	1.96
Gujarat	0.98
Haryana	-
Himachal Pradesh	0.84
Jammu & Kashmir	14.15
Jharkhand	15.71
Karnataka	1.39
Kerala	0.08
Madhya Pradesh	4.51
Maharashtra	0.7
Manipur	16.79
Meghalaya	17.69
Mizoram	15.36
Nagaland	20.95
Orissa	4.24
Punjab	2.83
Rajasthan	6.99
Sikkim	5.13
Tamilnadu	0.46
Telengana	7.6
Tripura	4.39
Uttarakhand	5.58
Uttar Pradesh	11.15
West Bengal	8.05

Sources: School Report Cards, DISE, GOI, and New Delhi

Note: not available data as states Haryana.

Main Findings

The main findings of the study are as follows:

1. The major focus of this study has to calculate the drop-out rate between students in twenty nine states of the country.
2. The progress made in this regard during the last five years. The reduction in dropout seems to have been achieved during the 2012-13 to 2016-17, at primary stages (excluding period 2016-17).
3. Surprisingly, this study is found that the dropout rate for girls is always higher than boys.
4. Despite the efforts of the state and voluntary organization in the field of education universal enrolment in the age group 6-11 years itself has not been achieved. It is excessive vicissitude in dropout for boys than for girls.
5. Dropout rate for class 1 to 5 at national level has 6.3 percent in 2016-17. However, eleven states out of 29 states is high dropout rate as compared to national level.
6. The dropout rate at primary level has highest recorded 23.25 percent in Arunachal Pradesh whereas national average 6.3 percent.
7. It may be noted that large number of dropout students are north-east states in the country. The lowest dropout rate is in Kerala state

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