

CHAPTER-1 INTRODUCTION

“Education in its real sense is the pursuit of truth. It is an endless journey through knowledge and enlightenment. Such a journey opens up new vistas of development of humanism”.

A.P.J.Abdul Kalam (2005)

Indian has witnessed a progressive growth in the field of education, and it has second largest educational system in the world after China wherein more than one million primary and secondary schools cater the educational needs of the Indian children. Within the total educational system, Primary and Secondary form the main chunk of institution/schools of India. Since Education is a critical issue in human resource development, early Indian planners paid due attention for the improvement of the sector. Subsequently, with the introduction of Human Development Index (HDI) and Gender related Development Index (GDI) by the United Nations, which accord a large proportion of their criteria to educational factor; it becomes necessary for all countries in the World to give priority attention to education sector.

Realization the importance of education by Indian leaders in late nineteenth century paved the way for spread of modern education specifically women’s education. Starting from the Third Five Year Plan special attention was paid in all the subsequent Plans. The National Policy on Education (1986) planned out Programme of Action for starting up of a number of schools, especially for girls, increased over the years. Starting with setting up new schools specially schools for girl children, number of schemes and incentives were launched for the purpose. In addition to the provision of schools and financial support, attention was also paid for development of appropriate curriculum, publication of textbooks, and their revision. Along with Infrastructure and education material, efforts were also made for appropriate Human Resource Development i.e. Teacher’s Training who can scientifically deliver / implement the interventions.

Literacy in India is a key for socio-economic progress and the Indian literacy rate grew to 74.04 percent in 2011 from 12 percent at the end of British rule in 1947. Although this was greater than six fold improvement, the level is well below the world average literacy rate of 84percent, and India currently has the largest illiterate population of any nation on earth. Despite government programs, India's literacy rate increased only sluggishly, and a study (1990) estimated that it would take until 2060 for India to achieve universal literacy at then-current rate of progress. The 2011 census, however, indicated a 2001-2011 decadal literacy growth of 9.2 percent, which is slower than the growth seen during the previous decade. There is a wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14 percent for men and 65.46 percent for women (Uma Rani, R).

To individuals, education means expansion of cultural horizons and employment opportunities. To the nations, it means enhanced prospect of social and economic development. The World map of illiteracy coincides with map of poverty, malnutrition, ill-health, and high child mortality rates. It also leads to better utilization of health care and greater community and political participation. The Declaration of Human Rights, 1948, stated that everyone has a right to education. Yet, even today, this right is being denied to millions of children.

Outside the family, schools are the most socializing agents available to convey societal norms and prohibitions to young people. In some cases a positive school experience can compensate for the anti-social influence of family and community. A higher level of education leads to increased income, which in turn decreases malnutrition. Educated mothers are more likely to implement simple health promoting practices, such as increasing cleanliness or utilizing health services. Educated fathers may boost their children's chances of survival through their greater affluence and knowledge. Education opens a vast world of opportunities and ideas for those who are privileged to receive it. It fuels the process of economic growth, human development and advancement. It is also true that a skilled and educated work force contributes to higher economic growth.

Education promotes and plays a crucial role in demographic transition, female education in particular is perceived as a tool of empowerment, lowering fertility, mortality, and promoting better health (Wingard, D.L.)

Unlike many other countries of the World today, India is increasingly growing young as reflected in the population profile of the country. According to Census Bureau of India, 40 percent of population is below the age of 18, and by 2015 it is expected that 55 percent will be under the age of 20. With a sufficiently large proportion of population in the very young age, it is expected that in 2020, the average Indian will be only 29 years old, compared with the average age of 37 years in China and the US, 45 in west Europe and 48 in Japan. This demographic process will create a large and growing labour force, which is expected to deliver spin-offs in terms of growth and prosperity through a number of routes. People of this young age group are considered to be the most productive class of human resources. Therefore, sustainability of economic development of the country will depend on how this section of people is built up and utilized. Providing right type of education to the right people at right time is the key to human resource formation. Unleashing the power of these youths, given its other endowments, builds the necessary condition, although not sufficient one, for the success history of a nation like India. This urges for need for high rate of school retention and more educational participation, not to cite the need for research and innovation in the field.

However, being a poverty-striven and rural based economic society, many problems, leaving no margin for unconsciousness, stand before educational participation, which is reflected, among other educational indicators, by higher school dropout; meaning the children those who were earlier in school, but are not now there although they have not completed their school courses. Albeit world program for education for all and the enactment of right of children to free and compulsory education (RTE) in India, many children still today are out of schools due to one or more reasons and discontinuation of education has been a common phenomenon in every corner of the country. Initiatives for encouraging children

for education have resulted in overall enrollment ratio which, however, has not been successful in retention of children to our desired level. The reasons for dropping out may be many like, failure in academics, non-availability of schools, inaccessibility of schools, pushing out due to teachers' behaviour/school environment, financial problems.

Number of school dropouts in India is not small. Reddy and Sinha (2010) stated that of the more than 27 million children in India, who joined in Class I in 1993, only 10 million of them reached Class X, which is only about 37 percent of those who entered the school system and in more than half the States, only 30 percent of children reached Class X. With the implementation of RTE (Rights to Education), of course, there has been a gradual decline in the annual average dropout rate from 9.1 in 2009- 2010 to 6.9 in 2010-11 but there have been more children dropout in 2010-11 as compared to 2009-2010 in 10 out of the 30 States where RTE has been notified, including progressive states like Tamil Nadu and Gujarat that had increased dropout ratio from 0.1 percent to 1.2 percent and 3.9 percent to 4.3 percent respectively in 2009-10 and 2010-11.

Among others, poverty is one of the main determinants of school dropout. Family economic circumstances are important to meet the hidden and upfront costs of schooling, failure of which leads to many temporary as well as permanent dropouts of children. Hidden costs of schooling include opportunity cost, travel cost, uniform, daily expenditures, while upfront costs include admission fee, examination fee, tuition fees etc. Many research studies link dropouts, among many other factors, to poverty. Both statistical data and empirical studies suggest that children from better off households are more likely to remain in school, while those who are poorer are more likely never to have attended, or to drop out once they have enrolled. Besides, income shocks are also associated closely with poor people. Poor people, besides being with an empty wallet, are also often prone to income shocks, which in turn lead to withdrawal of children from schools. These hypotheses would however not be true had there been some options for coping with these shocks.

This availability of coping options however depends on the society and the nature of accessible economic opportunities such as bank credit, hire purchase etc. These opportunities are, however, a mere dream for many millions poor. But, there is a need for a more complex understanding of the relationship between poverty and school dropout. Absolute poverty cannot account for drop-out on its own although it may account for delayed entry into school and high repetition rates.

Relative poverty shows how inequalities between learners may make learners more vulnerable to drop out. Poor quality education is another important cause of school dropout. Sen's capabilities approach highlights poor quality education as a primary driver of school drop-out.

Socio-demographic circumstances are an important determinant of school dropout; the members who make up a family of the child, health of the family members, education attained by parents, the activities family members are engaged in, whether the family is single-parent or otherwise etc. influence dropout decision of children. Number of children in the family, although the results are in conflict, is also an important determinant of school dropout. School circumstances also play an important role in the dropout decision of children. Among others, student teacher ratio is an important determinant of dropout phenomenon.

Indian Education Scenario

Indian economy has recently entered a high growth path with the GDP growing at about 9 percent per annum. The census 2011 results have shown considerable progress in increase of literacy rates.

Table 1.1: Literacy rate in India 1951-2011 (in percent)

Census year	Persons	Male	Female	Male-Female gap in literacy rate
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62

1991	52.21	64.13	39.29	24.84
2001	65.38	75.85	54.16	21.70
2011	74.04	82.14	65.46	16.68

Source: Census of India, 2011.

Table 1.1 shows that literacy rate has increased from 18.33 percent in 1951 to 74.04 percent in 2011. Male literacy rate has increased from 27.16 per cent in 1951 to 82.14 percent in 2011 whereas female literacy rate has increased from 8.86 percent in 1951 to 65.46 in 2011. There has been a continuous progress in total male and female literacy rate in the previous decades. It is evident from the table that though male and female literacy rates have increased over the period, there is an undesirable continuance of gender disparity. There is a long and wide gap in literacy rate i.e. 21.7 percent in 2001 census between male and female literacy rates and it has been reduced to 16.68 in 2011. Though the literacy rate gap has reduced considerably but it is serious enough to cause concern. High dropout rates may be a reason for this gap between male and female literacy rate.

Dropout: Definitions

According to dictionary of education dropout is most often designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any other reason except death or transfer to another school before graduating or before completing an equivalent programme of studies, such an individual is considered a drop-out whether his dropping out occurs during or between regular school, whether his dropping out occur before or after he has passed the compulsory school attendance age whether or not he has completed a minimum required amount of school work. (Carter V. Good, 1973)

UNESCO (2005) defines dropouts to be children who enrolled in school and subsequently left. Similarly, SDPP defines dropouts as students not completing the full basic education cycle in a country, and specified that SDPP was to work with primary and secondary levels of education, thus providing a clear definition of the years of schooling to be considered. For the purpose of deciding

whether to include non-formal programs in the definition of school, SDPP will follow UNESCO's definition that specifies that children in non-formal education are counted as being in school only when the specific non-formal program is recognized as fully equivalent to formal primary education.

Venkatanarayana M. (2009) said —if a child had attended school but withdrew after sometime (days/month/years) due to some reason and the child is presently not attending school, then the child is said to be a dropout. The concept of dropout is very old. It was present, even in those days when there were very little means available for schools, and building designated as school. Students were often taught under the shade of a tree. Students sat on the ground under the tree and lecture was given by the teacher. In the absence of teaching learning materials like books and papers, the process of education was carried out, only a very few out of the entire school age population went to do families. The reason was that these people wanted to maintain their distinguished social and educational status in the society. People from low socio-economic status neither thought nor sent their children to school. As the caste system was ingrained in the society they were deprived educationally and socially. Teachers generally used corporal punishment to make them obedient. Attendance of the students in olden days was often irregular. Student's absence from the school was a problem even in very old days because compulsion to attend school has a long history.

School participation is important for the individual and society. Students absence from school for unexcused reason is referred to as truancy. It seems that truancy often leads to drop-outs at a later stage (Macdonald, 1972). There are many reasons behind leaving school in middle. Visaria (1993) and Chatterjee (1990) reported reasons of lack of interest and financial strains of family as prominent causes of dropouts. Education is a basic need for a person for leading a worthy human life and one cannot imagine education without school as it plays a major role in creating the basic ideas, habits and attitudes of a child, with view to producing well balanced individuals.

Nature and Causes of dropouts

Though the government of India has made earnest effort since independence to improve the educational status of female and met with considerable success, yet there is much to be done to bring them at par with men. Analysis of data from Uttar Pradesh and Bihar, two North Indian states, revealed a positive relation between child work and schooling costs, negative relation between school enrolment and schooling costs and that the decrease in schooling costs is comparable in magnitude to the corresponding increase in the probability of school enrollment, implying that children's work and school attendance are strongly substitutable activities (Hazarika et al. 2006). In Tamil Nadu, the work load on girls was found to be marginally higher than in boys. The educational status of girls was low in school enrollment and attendance as compared to boys (Ananthakrishnan and Nalini, 2002). At school stage, the progress of girls' education has not been satisfactory. All the children who are enrolled in primary or elementary school do not complete elementary education. It is evident from table 1.2 that school dropout rates among girls are higher than boys (from 1960-61 to 2013-14).

Table 1.2: Dropout rates from 1960-2014

Year	Primary (I-V)			Elementary (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
1960-61	61.7	70.9	64.9	75.0	85.0	78.3
1970-71	64.5	70.9	67.0	74.0	83.4	77.9
1980-81	56.2	62.5	58.7	68.0	79.4	72.7
1990-91	41.1	46.0	42.6	59.1	65.1	60.9
2000-01	39.7	41.9	40.7	50.3	57.7	33.7
2005-06	28.7	21.8	25.7	48.7	49.0	48.8
2006-07	24.6	26.8	25.6	46.4	45.2	45.9
2007-08	25.7	24.4	25.1	43.7	41.3	42.7
2008-09	29.6	25.8	27.8	41.1	36.9	39.3

2009-10	31.8	28.5	30.3	41.1	44.2	42.5
2010-11	29.0	25.4	27.4	40.6	41.2	40.8
2011-12	23.4	21.0	22.3	41.5	40.2	40.8
2012-13	23.0	19.4	21.3	41.8	35.7	39.0
2013-14	21.2	18.3	19.8	39.2	32.9	36.3

Source: Educational Statistics: At a Glance, MHRD, New Delhi, 2014. Page No: 33.

From the above table, it is found that the dropout rate has gradually declined from 64.9 percent to 19.8 percent among the primary school level and in the elementary school level the dropout rate is almost halved. It is to be noted from the table that the dropout rate among the boys and girls has been declined rapidly. Specifically, the dropout rate of girls in both primary and elementary level of school has been declined substantially. This shows a good progress and the parents, who have girl children, realized the importance of providing good education to their children.

Stimuli of Dropouts

Many reasons are responsible for being dropouts as failure in academics, non-availability of schools, inaccessibility of schools, pushing out due to teacher's behaviour/School environment, financial problem etc., (Roderick 1993; Kronick and Hargen 1998; Khokhar et al. 2005; Bhanpuri and Ginger, 2006). There are various factors that are responsible for being dropouts. They include:

1. Personal factors
2. Familial factors
3. School factors
4. Socio-economic factors

Personal Factors

There are certain factors which affected individuals personally as their interest, their health etc. They have direct impact on one's personality and play a significant role in learning process. Sharma, et al. (2007) in their study concluded

some personal factors of being dropouts as lack of child's interest, low grade of child etc.

Familial Factors

The familial factors include the features, which are associated with the family, and its environment in which the individual is brought up. These features have important impact on the development of the personality of the individual specially his learning aspects. Nair (1983) and Karlekar (1985) found that majority of girls dropped out of school as unpaid labourer. Sharma, et al. (2007) also revealed some familial factors of being dropouts as involvement in household chores, conflicts at home, and prolonged illness in family.

School Factors

Roul et al. (2005) have explained school factors role of being dropouts of much value. They include various features which are associated with school as distance of school, lack of teachers, lack of physical facilities etc

Socio-Economic Factors

There are certain factors associated with social and economic environment of an individual that constantly influence the development of his/her personality. These factors have direct bearing on the learning processes, which are important ingredients of the personality development. Such features are associated with the society and its economic conditions of which the individual is members can be termed as socio-economic factors. In this context, in a study Mathur (1999) highlighted that poverty is one of the main causes of dropout of girls. Roul et al. (2005) also found that social and economic factors were responsible of being dropouts. They include various features inadequate encouragement from peer group, harassment of school going girls, lack of money etc.

Statement of the Problem

Even today, Indian population is lagging behind in the field of Universalisation of Elementary Education and hundred percent of literacy up to the age level of 14 years. Today we are having more than 64 percent literacy rate only in our country. Drop out is a major problem in Indian Education System at every level of schooling. If the education system of our country has become good and approachable with best facilities to each and every child of the Nation then there is no problem of wastage and stagnation. It is general phenomena that drop out exists in each and every class level of schooling but high rate of drop out is dangerous for the existing education system and for the society as a whole.

In our country the drop out means that leaving of the students from school before completing five years of Primary education and eight year elementary education. In the field of education, well accepted dictionary of Education by C.V. Good (1973) states that “Most often designates an elementary or Secondary School pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any reason except death or transfer to another school before graduating or before completing an equivalent progress of studies; such an individual is considered a dropout whether his dropping out occurs before or after he has passed the compulsory school attendance age and, where applicable, whether or not he has completed a minimum required amount of School Work”. From this definition of drop out, the following derivations have been made which are listed below:

1. The student may leave the school either without completing, primary, elementary and secondary or any other level of schooling.
2. The students may leave the school for any reasons other than death or transfer to another school.
3. The students may leave the school during the academic session or between the terms of the academic session.

4. The students may leave the school before or after passing the compulsory school attendance age.

Since independence, due to the worst and alarming situation of this dropout among boys and girls, the constructors of our Indian Constitution had incorporated that Education upto the age of 14 years must be compulsory and free for the sake of universalization of elementary education in our country.

The Education Commission setup by Ministry of Education, Government of India, 1966, had stated that it is the responsibility of the educational system to bring different social classes and groups together to promote the emergence of an egalitarian and integrated society. But unfortunately the educational development is very poor in India. Various efforts have been taken in the post-independent period to spread education among the masses. But the result is not very satisfactory, especially in the context of unprivileged sections of the society.

A dropout can be defined as a child who enrolls in school but fails to complete the relevant level of the educational cycle. At the primary level this means that the dropout fails to reach the final grade, usually grade V or VI. A repeater is a child who has to repeat the same grade, due to examination failure, low attendance record, or for any other reason. A repeater may or may not become a dropout, but there is a high probability that he or she will. The dropout may or may not re-enter the school at a later date, but there is more probability that he or she will remain lost to the educational system. Both represent wastage. Whereas the repeater may stay on and eventually repeat the primary cycle, the drop-out is very frequently lost to the system and may also fail to retain even the vestiges of academic skills gained earlier. Evidence from several countries shows that early drop-out result in a lapse to illiteracy. For example, a recent study in the Philippines found that literacy was not retained if there was drop-out before grade III.

Over the past two decades many International initiatives have been focused on providing universal access to basic education, and there has been notable

progress. According to UNESCO (2010), the overall number of out-of-school children has decreased by approximately 38 percent over a six year period from 115 million in 2001/02 to 71 million in 2007. An estimated 44 percent of out-of-school children never attended school. Of the 56 percent of children who do enter school, a high percentage is at risk of leaving before completing an education cycle or not transitioning to the next cycle.

The magnitude of the problem differs among and even within regions. In Sub-Saharan Africa, 64 percent of the out-of-school population of primary children is unlikely ever to enroll, while in East, South, and West Asia and the Pacific only 20 to 30 percent of out-of-school children are unlikely to enroll, but as many as 60 percent of them are dropouts. The prospects of staying in school are particularly low in India, Pakistan, Bangladesh and Nepal: 70 percent of out-of-school children in India have dropped out, 50 percent in Pakistan and 40 percent in Bangladesh and Nepal. In Central Asia, a greater percentage of the primary school age out-of school population has dropped out (38 percent) than never enrolled (35 percent) or entered late (27 percent).

School dropout is a major problem in India even after her sixty second Independence Day celebrations. No matter how much emphasis is given on education, knowledge, and literacy the drop out is a continuing process adding up to the huge population of drop outs. This is one of the most fearful aspects of the practice of education in India. Because the drop outs not only spoil their present and future but also throw their families in agony. The aim of the study is to identify the factors that causes dropout. The earlier the risk of dropping out can be detected, the greater the chance of prevention. Detecting the early signs that a child may be at risk of dropping out can make a valuable contribution toward ensuring that all children have access to opportunities for further education past the primary school level. Drop outs on interrogation cite various reasons for dropping out and each one is closely examined. Though the government has implemented various schemes to enhance the literacy level especially primary education, the rate of dropout has not declined significantly. In this backdrop, the present study

examines the causes for dropout among high school students in Vellore District, Tamil Nadu.

Objectives of study

The objectives of the present study are;

1. To review the school dropouts in Tamil Nadu
2. To study the enrolment ratio in Tamil Nadu
3. To identify the socio- economic causes for school dropouts.
4. To find out the regional variations for school dropouts and;
5. To suggest suitable policy measures to control the dropouts.

Approach and Methodology

This study based on both primary and secondary data. Two blocks of Vellore districts namely Gudiyatham and Arcot are purposively selected for the present study. Primary data have been collected from the beneficiaries' of school dropouts in from the villages in Gudiyatham block and Arcot block. For this purpose, an interview schedule has been used to collect the data. For the present study 300 respondents have been chosen as sample respondents by using simple random sampling technique.

Database

The primary data collection for the study has been collected from two blocks (Arcot and Gudiyatham) and analyzed, adopting both qualitative and quantitative research techniques. The study area was covered by survey across rural and urban locations. Identified schools were surveyed to identify the drop-out cases and in-depth interviews with Principal, School teachers etc. Information's were collected on socio-cultural, economic and behavioral aspects related to school drop-out, like attitude of parents, principals/ teachers and drop-out children. Information was gathered regarding educational facilities and infrastructure at the schools as also educational schemes that have marked effect on students etc.

Efforts were made to find reasons for shifting of students from government and aided schools to privately managed schools in the identified districts. A semi-structured interview schedule, developed for the purpose was used for the survey.

Secondary sources of information from Books, Journals and datasets maintained by the District collectorate office are considered for the study.

Sample Size

The study has made use of scientific methodology. Proportional stratified sampling technique has been applied to select the samples. Under this techniques, each item is drawn from each stratum is proportional to the size of strata, the samples are selected by this method is represent the universe with respect to the proportion in each stratum in the population. The researcher has narrated below the sampling procedure for selecting 300 samples in the study area.

The formula for sample size is as follows

$$n = \left(\frac{ZS}{E} \right)^2$$

Where,

Z= Expected confident level of 95 percent → 1.96

S= Population Standard Deviation (which is calculated from the pilot survey of 30 questions)

E= Acceptance level of sampling errors

$$n = \left(\frac{(1.96)(0.448)}{0.05} \right)^2 = 308.4098$$

Then,

$$n^* = \left(\frac{N-n}{N} \right) n$$

$$n^* = \left(\left(\frac{3049 - 308.4098}{3049} \right) 308.4096 \right)^2$$

$$= (0.8988) (308.4098)$$

$$= 277.198$$

Sample Size = 300 (round off)

Tools of Analysis

Primary data collected through interview schedule, have been analysed with appropriate statistical tools like frequency and percentage, mean and standard deviation and the results obtained are given in the form of tables.

Scope and Limitation of the Study

The study covers various aspects of education dropout pattern. The study discussed various causes of dropouts. However, the study has some limitations. They are;

- The study covered only two taluks and other taluks in the district are not included in the study.
- The results obtained from the study are micro in nature and therefore cannot be generalized to macro level.
- The study has taken only 300 samples from universe and therefore sample limitations are also applicable to the study.

Chapter Scheme

The study is composed of six chapters. The first chapter is introductory in nature. It deals with research problem, objectives, and methodology of the study, scope and limitations and design of the study.

The second chapter is review of literature. In this chapter, studies pertaining to the research problem are reviewed and presented in abstract manner.

The third chapter is

The fourth chapter deals with education development in India and Tamil Nadu.

The fifth chapter provides data analysis and interpretations.

The last chapter is summary of findings and conclusions of the study.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This chapter deals with the review of literature. A large number of children in India remain out of school. India spends only 1.8 percent of the national budget on its children. About 50 to 60 percent of children do not go beyond their primary schooling and more than 50 million become dropout. The ability to calculate the students' dropouts' rate should be a key to educate planner but this is one key which does not seem to be in the hands of union territories education department (Arun, 2000). From the review of the earlier records in field of school dropouts and its related failures the present study will be enriched. This study has also deals with dropout at the all India level, Tamil Nadu and Vellore district.

Abbort (1936) in his study asserts that education is the whole process by which the child grows, it is a seed which may be developed into the tree, and the child who is but a germ may be developed into the man. The child who is but a beginning may be developed into the man. The child who is but a beginning may be carried on towards completion. To put in briefly, educations is the development of the personality of man. This opportunity of personality should not be defined to any one, whether male or female.

Capenes Harold (1964) concluded that in developing countries, the level of formal education is low. This circumstance, perhaps, more than any other, art determent on the potential rate of development. There is uniform agreement that a greatest resource of a country is its trained human capital.

Heady O.Earl. (1964) stated that the education is one of the main methods of investment capital in the individual policies and programmes which increases the opportunity of new income to the person to acquire advanced skills and educations can in the long-run bring about greater equality in economic opportunity and income.

Schultz, T.W (1972) considered that the education as a consumption as well as investment activity. He said schooling is more than a consumption activity which is for important of the quality of people. The vintage effect is provided by schooling. There is cost of schooling in the education system which calculating it one must include foregone work of children to their parents. Further the Public and Private of schooling are included deliberately to acquire a productive stock embodied in human beings that provides future services. These services consist of future earnings, future ability itself household activity and future and consumer satisfaction. As in investment schooling adds appreciably to the savings of low income countries, but it is omitted in the conventional national economic account because the prepared savings are confined to the formation of physical capital.

Wilson, R.K. and Woods, C.S. (1982) concluded in their study that the education has been recognized as vital to development not only fostering attitude and aptitudes conducive to have economic and social change, but also in meeting a basic need for all individual.

George Psacharopoulous and Maureen Wood Hall's (1987) have examined the impact of investment in educational activities. They argued that cost-benefit manpower analysis, forecasting and cost effectiveness analysis are not sufficient tools for an evolution study. Political and social factors have been added to the model in the evaluation of educational investment.

Nambissan and Srivastava (1991) described the opinion that lack of interest in studies is the major reason for dropouts. The drop-out rate (65.70 percent) was more in class IV level of schooling and poor quality of primary schools are the root cause the drop-outs in the school education.

Behrman, R. Jera and Ryan Schruider (1992) revealed that the investment may take the form of education through formal schooling, training and various adult education programmes and through investment in health and nutrition.

Pathinathan (1993) in his study analyses the cause of such dropouts and the study does not concentrate on public or teachers, but only on the parents' role in denying a child even a primary education. To achieve this, the author developed a Fuzzy Relational Maps (FRM) model. As the data under analysis is an unsupervised one, FRM can give us the hidden pattern of the situation.

Khan S. et al. (2012) in their study found that majority of girls dropouts (72.86 percent) belonged to the age group 12-14 years; majority of the (42.86 percent) dropouts are ordinal position at the first; majority of the (77.14 percent) dropped out from school at primary education and belongs to Schedule caste followed by (21.43 percent) backward caste and minimum (18.57 percent) general caste. They also found the education status of the dropout's parents was very low as majority of mothers (65 percent) and fathers (60 percent) were illiterate and mostly girls belonged to medium income group.

Shivali R. et al. (2010) reported that mostly non-school going girls are coming from family of low family income found in a study on "Resourcefulness of the school going and non-school going girls to the family in rural areas". The target area of this study was rural Northern Karnataka.

Sharma R. et al. (2007) revealed that majority of the dropout (52.66 percent) belonged to joint family; their parents were primarily labourers and had a small family income of Rs 500/- to 2500/-per month. The educational status of their parents was low as majority of the mothers were illiterate and fathers had education till primary standard.

Khokhar A. et al (2005) found that 43.73 percent dropouts in the urban slum areas of Delhi. They revealed that a higher proportion of girls (60 percent) had dropped out as compared to boys (39.50 percent) and difference was statically significant. They reported that no female in age group of more than 14 years studied beyond middle school and maximum had dropped out after finishing primary school.

Pandya R. (1998) conducted a study on “Why do kids dropout of school in primary Municipal school of Baroda city. She found out 57 percent of the dropouts were female and 43 percent dropouts were male. Boys were considered as future bread earners of the family, as a result girls’ education is neglected. She also reported the higher percentage (60 percent) of dropouts were non Hindus (Muslim and Christians), majority of dropout from III-IV class, families of mostly dropouts had 6-7 members and majority of dropouts were coming from low income group (38 percent) followed by 35 percent medium income group and remaining from high income group.

Seetharanue A. S. (1980) conducted a study on Education in slums: A study of the utilization of education facilities by slum dwellers of Bangalore city in relation of their social and economic backgrounds. A sample of 1000 children, 500 dropouts and 500 stay-ins was selected by stratified random sampling. He found that the total dropout rates at the end of standard I, II, III, IV were 46.20 percent, 24.20 percent, 19 percent respectively and mother unskilled occupation contributed majorly.

Pillai C. V. et al. (1980) carried out a study of dropouts in primary education in Kerala. Sample consisted of twenty-eight lower schools selected from 28 educational sub districts with due representation to highland, middle and coastal regions in the state, four hundred seventy nine households were surveyed for the purpose. The percentage of dropouts was higher among boys than among girls, students belonging to SC, ST and other backward communities constituted the majority of the dropouts (69 percent), majority of them belonged to casual labourers.

Raj N. K. (1979) worked on “A study of the socio-economic factors and interrelationship among the out of school children”. The non-probability sampling procedure was used on the basis of which 54 dropouts and 659 left outs were included in the sample using the Interview schedule. He found that the dropouts were more in families with more members, the percentage of out of school

children was higher in those families which were low in family literacy index and the percentage of dropout was higher in nuclear families than in joint.

Shivali R. et al. (2010) conducted a study on “Resourcefulness of the school going and non-school going girls to the family in rural areas. This study was conducted in Northern Karnataka. They revealed that school enrollments of girls have been far less in rural areas. Investigators found 6 percent girls were not interested in studying and 2 percent girls lacking in intelligence so they left school in middle.

Goindaraju R. et al. (2010) found in their study that some child-centered reasons for school drops-outs, like transient or prolonged illness, accidents, disabilities, early menarche or marriage of the child, age of child, disinterest with studies, distraction with play or games, inferiority feelings and problem behaviours of the child.

Unni J. (2009) conducted a study on Gender differentials in education: exploring the capabilities approach. His finding reported that 36 percent boys and 21 percent girls were not interested in studies so they left school in middle.

A study was conducted by Devi K. G. (1983) found that the problems of drop-outs in primary schools of Manipur with special reference town. Repeated failure was also an important cause for dropout.

Khandekar M. (1974) revealed that 69 percent of the dropouts stopped their study on their own in their study on “A study of dropouts”, Government College of Education Jabalpur”. Sample was drawn from 175 rural and urban primary schools spread over the whole of Madhya Pradesh. 37 basic training institutes were made data collection centers to collect data from 5 schools each. The main causes of dropout were lack of interest on the part of pupils and parents.

A study on “Gender differentials in education: Exploring the capabilities approach”, was conducted by Unni J. (2009). He found that young girls were engaged in helping their households with domestic duties and the care of sibling.

So they left school in middle. And boys were also required for work on family farm or enterprise; they have to leave school early.

Kirazoglu C. (2009) reported that some family and family related issues like broken families, family's socioeconomic level, designation of the parents, hard working conditions of the family are the causes of dropouts. Poor communication of the parents with school, family's high expectations and low educational level of family are the reasons pertaining to school dropouts.

A study on Causes of school dropouts among girls in Kathua District was conducted by Kotwal N. et al (2007). The authors revealed that the major cause of rural girls leaving schools before the completion of education was reluctance of the parents as expressed by 78 percent of the respondents. The parents (72 percent) need the girls for performing domestic activities. They revealed that 10 percent and 6 percent girls left their studies because of illness of parents and Death in the family respectively. This study shows that majority of the parents (72 percent) expressed that due to family circumstances; they had to engage their girls in household chores.

Sudhakar C. et al. (1999) analysed the enrolment and dropout trends in schools, family members' interest in their children's education, weavers' views regarding education, and their perception towards child earning and work-orientation. The study was conducted during 1998-99 in Somandepalli village of Anantpur district, Andhra Pradesh. The study found that 56.6 percent respondents did not provide any guidance to their children's education. They advised children to study regularly at home. Nearly 54.1 percent of respondents showed interest in their school management and 50 percent parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the school and its management.

A more extensive study was conducted by Rao S. et al. (1999) in Andhra Pradesh. A total sample of 630 respondents was selected among whom 315 were those who dropped out of the schools and 315 were those who never went to

school. Major findings of this study revealed that domestic reasons are high towards the dropout of girls from school in the Srikakulam.

Desetty V. R. et al. (1998) conducted a study on Slum school dropouts. They revealed the domestic care (54-57 percent), sibling care (42-43 percent) and necessity to take up a job supplement family income (21-17 percent) are also important reasons for dropping out.

Rush S. et al. (1994) conducted a study on analysis for determining factors that place elementary students at risk. The purpose of the study was to determine a profile of the most significant factors that caused elementary school students to be at risk. A factors analysis of this study revealed eight interpretable factors accounting for 52 percent of the variance. Parenting is one of eight factors. This factor identified the students who are at risk with parents who do not actively participate in their children's education and who do not stress the importance of regular school attendance and the responsibility of being at school on time.

Manjeshwar et al. (1986) found that both school going and non-going girls were actively involved in domestic, child-care, animal care, unpaid agricultural activities and paid activities in their study. School and work are they compatible.

Seetharamu et al (1981) conducted a study on "School drop-outs in rural areas: A study of the drop-outs in Karnataka State". The sample consisting of 1872 dropout families and 80 schools in 62 villages was drawn through the multistage stratified sampling procedure. Major finding of their study was that family factors were responsible in case of girl's dropout.

Sarker B. N. (1980) carried out work on a pilot investigation on school dropout reasons. A questionnaire consisting of ninety three questions was administered on a sample of 46 male and 35 females' dropouts in the age group 6-14 years. Guardians of the dropouts were also interviewed. The investigation revealed that domestic work is most prominent reason for girl's dropout and parents' lack of interest also an important reason for both male and female dropouts.

Lessard A. et al. (2010) conducted a study on “Student-teacher relationship: A protective factor against school dropouts?” The study analysed the relationship between the student’s commitment satisfaction, perceived achievement level, attitudes towards teachers, the perceived support and structure provided by teachers and the dropout risk. Result indicated that for boys, satisfaction and achievement contributed to explaining 18 percent of the variance whereas for girls, commitment, satisfaction and achievement explained 23 percent of the variance. Achievement represented a determinant factor while relationships did not contribute to the dropout risk for this sample.

Lessard et al. (2008) conducted another study on “Shades of discommitment: high school dropouts speak out”. They found in a qualitative study conducted using a sample of 32 dropouts, showing more specifically how certain factors such as conflicts with teachers affected both their achievement and decision to drop out.

Christle C. A. et al. (2007) compared the schools with higher dropout rates to schools with lower dropout rates in terms of the school characteristics. Academic difficulty, absenteeism, sense of belongingness to school and undesirable student behavior were some of the themes related with school dropouts.

Sharma R. et al. (2007) found that school factors were responsible for girls’ dropout such as discriminating behavior of teachers (27.33 percent), insecure school environment (24.33 percent), unsuitable school curriculum (24 percent), rude behaviour of teachers (22 percent), and absence of female teachers (6.6 percent) in their study on extent of female school drop outs in kangra district of Himachal Pradesh.

Stearns E. et al. (2006) revealed the academic failure, disciplinary problems (including suspensions, expulsions, and incarceration), employment opportunities, and attendance found to be the reasons of dropout in their study on When and why dropout leave high school. This was study done in North Carolina’s public schools.

A study on Dropout among girls at elementary level a study of casual factors by Roul K. et al. (2005), revealed that school condition (61 percent) also play important role in girl student's dropout. The school condition features distance of school from home, lack of teaching aids, teacher not understanding the needs and difficulties of students, punishment given by teacher etc. The sample composed 100 teachers and 100 girl dropouts from the Sagobindpur block of Mayubhanj district of Orissa.

Bhagyalakshmi J. (2001) revealed that the major factors in dropouts are improper physical availability of school, access and facilities are less than satisfactory, tangible and intangible costs of education.

Battin-Pearson S. et al. (2000) suggests that school achievement is a mediating variable which, combined with delinquency, low bonding to school, bonding to deviant peers and parents' educational practices can lead to an increased dropout risk in their study on Predicators of early high school dropout: A test of five theories.

A more extensive study on "Predicting different types of school dropout: A typological approach with two longitudinal samples" conducted by Janosz M et al. (2000). They evaluated the influence of the student-teacher relationship on the dropout risk using a sample of 134 adolescents studying in schools located in impoverished communities. Their results indicate that warm relationships with teachers decreased the dropout risk of at-risk students whereas conflict actual relationships affected all students negatively.

Desetty V. R. et al. (1998) found that 61-86 percent slum children discontinued studies due to unaffordable school fees followed by improper teaching (45-61 percent) and harassment by teacher (13-21 percent) and teaching aids.

Panadya R. (1998) found most reported reason for dropping out of school was the boring teaching style (44 percent) which was followed by reasons like physical punishment given by teacher (41 percent), fear of failure (38 percent),

fear of teacher (22 percent), Lack of toilet facilities (10 percent), lack of drinking water facilities (10 percent) , long distance between school and home and unable to follow classroom instruction (35 percent) in his study “Why do kids dropout of school in primary Municipal school of Baroda city”

Rumberger R. W. (1995) revealed the students who experience a warm relationship with their teacher are 16 percent less likely to drop out than students who report a negative relationship in his study “Dropping out of middle school: A multilevel analysis of students and schools”.

Goksen F. et al. (2010) conducted a study on Social capital and cultural distance as predictors of early school dropout: Implications for community action for Turkish internal migrants. In their study with a sample of 764 adolescents, they showed that rural to urban migration at school age (5-15 years) increases a child’s odds of dropping out from compulsory education about 103% compared to when the child is not migrated, above and beyond other significant structural risk factors like child labour, having an illiterate mother and no stable house income. They suggested that social capital factors are critical in the educational attainment and of migrant children.

Shivali R. et al. (2010) conducted a study on “Resourcefulness of the school going and non-school going girls to the family in rural areas”. Investigators found that 41% girls were not attending school because of financial problems and 13% of the girls utilized the time to be spent on school for earning money, as they were from low income families. This study was conducted in rural areas of Northern Karnataka.

A study on Adolescent’s educational status and reasons for dropouts from school Conducted by Maithly B. et al (2008). This study was carried out in the three districts of the Uttaranchal Viz Dehradun, Nainital and Udham Singh Nagar. Two blocs in each district were selected for study. Total 3,980 adolescents were covered in six blocks of three districts of Uttaranchal. They found main reason for dropping out was financial difficulties for both (40%) girls and boys.

Kotwal N. et al (2007) conducted a study on Causes of school dropouts among girls in Kathua District. This study was conducted in Kathua District of Jammu & Kashmir. They found that poverty (68 percent) was a root cause of girl's dropouts. They revealed that the attitude regarding education of girl child was negative. Their social environment is such where education is considered meaningless for the girls. Some of the parents (35 percent) believed that instead of wasting time on education, it was fruitful for girls to stay at home and engage in some vocational activities.

Sharma R. et al (2007) revealed some economic and social factors at behind of girls dropout. Economic features involves financial strain (78.6 percent), support from child's earning (8.6 percent) and societal features involves as system of early marriages (42 percent), problem of adjustment (41.3 percent), training in Household work (24 percent), trend of not educating girls in community (20 percent) in their study on Extent of female school drop outs in Kangra District of Himachal Pradesh. They also revealed that dropout have parental pressure (30 percent) for leaving school. Some other girl's dropout said that they had a lot of house hold work (12 percent) so they leave school in middle.

Peter S. et al (2007) conducted a study on School dropouts of SC and ST students in Chennai corporation school. This study covers 10 zones of Chennai Corporation Schools, involving all high/higher secondary schools. A total of 64 schools, 38 high schools and 26 higher secondary schools were included in the study. They revealed that financial reasons were of much concern for the dropouts irrespective of the gender.

Roul K. et al (2005) conducted a study on Dropout among girls at elementary level a study of casual factors. The sample comprised 100 teachers and 100 girl dropouts from the Rsagobindpur block of Mayubhanj district of Orissa. He revealed that social condition (61 percent) is contributing to the dropouts among girl students. The social condition includes harassment of school going girls by local unsocial elements, inadequate encouragement from peer groups, marriage of girls at lower stage etc. He also found that economic condition (68

percent) was also play pivotal in dropout of girl students. The economic condition includes tendency among parents not to waste money on the education of their daughters who would leave after marriage, irregularity in free supply of school uniform and scholarship, mid-day meal, poverty, etc.

Husain Z. (2005) conducted a study on Analyzing demand for primary education: Slum dwellers of Kolkata. He revealed in his study that 61 percent dropouts had financial problems and 10 percent were doing job so they had no time to study.

Saroja K. (1999) conducted a study on School related factors affecting the female school dropout phenomenon in rural areas-case study. This study analysed the structure of school education and the factors influencing female school dropouts in schools in Ron Taluk of Gadag district Karnataka. He found that 4 schools were located on the outskirts of the village. Far location of schools was also a reason of girl's dropout.

A more extensive work on A study of socio-economic factors and interrelationships among the out of school children was conducted by Rao S. et al (1999) in Andhra Pradesh. Major findings of this study revealed that economic reasons were main and the common reasons for the girl's dropouts in the three districts and socio/cultural and domestic reasons are high towards the dropout of girls from school in Sikakulam.

Rather A. R. (1985) carried out a study on Incidence of dropout and maladjustment among student in relation to creativity and social structure of the school. Sample of the study comprised 887 students ranging from 11-14 years. Statistical techniques applied were t-test, chi square test and product moment correlation. He found that dropout incidence was significantly related to socio-economic condition of children.

Aikara J. (1979) conducted a study on Educating out of school children. A 20 percent random sample of the out of school children and 5 percent random sample on the in school children was drawn for the purpose of interviewing

parents/guardians. The major findings were that poverty and poor educational background stood out as the main reasons for dropout.

BhattyKiran (1998) reviewed that the benefits of education and private and social which as mostly measured in terms of economic returns to the finally and the society. The social benefit of education is to bring uniform status in the educational attainment of boys and girls in the system. Actually the primary education starts in the educational engine and the quality of education provided in that period shapes the educational system of a country. Primary education is a target of education attainment and the instrumental benefit of such education as derived in a measure only in the subsequered staged of education.

RukminiBannerji's (2000) studied problems like child labour and schooling arrival through primary schools and pupil achievement lovely children in the slum area do not go school because of economic reason and prevailing short coming in the school. More over the parents leave honor early to work and no pre is available at home to take care of the children whether they go to school or no further, over good in the school is also a sector for dropouts. The present study shows that the poverty of family.

Pathinathan and VasanthaKandasamy (2002) concluded that the increasing dropout ratio is the result of poor economic condition of the parents, no school in the neighboringhood with least fees, language problems, uneducated parents, who are unaware of the value of education, no proper counseling given to the poor and uneducated parents by the teachers of social workers about the need of the basic primary education and the unknown harm they are doing to their children denying them education.

Rekha Kaul (2002) pointed out that the primary education has been formally accepted as a human right for almost half a century yet even as we enter the 21st century, only about three-quarters of children of school going age are able to attend a primary school in the developing world. A large number dropout before reaching class V and there are many others who are never able to reach schools.

Although in India a high priority is placed on education in policy statements, this has not necessarily ensured adequate resources or covered marginalized groups in national programmes (Sudarshan 2000). Thus, India with 30 percent of the world's illiterates has female literacy rates much lower than in Sub-Saharan Africa (PROBE 1999). The largest numbers of out of school children, close to 59 million are in India, 60 percent of whom are girls (Human Development report 2000 UN). Thirty Seven percent of the children are unable to reach class V (Haq and Haq 1998). And, this despite the Directive principles in Article 45 of the Indian constitution which prescribes that the state shall endeavor to provide, within a period of ten years from the commencement of the constitution, for free and compulsory education for all children until they reach the age of 14. Although the number of primary schools has increased 2.82 times since 1951 and enrolments have improved, the responsibility of the government for creating a satisfactory infrastructure has in practice not been matched by corresponding outlays which continue to remain woefully inadequate at around 3 percent of the GDP.

Okumu Ibrahim. M. Narojjo, Alex and Isore Doren (2008), described the socio-economic determinants of primary school dropout in Uganda with the aim of a logistic model analysis using the 2004 National service Delivery Survey data. The result of the study showed that the significance of distance to school, gender of pupils, gender of household head and total average amount of school dues paid by students influencing dropout of pupil that showing the profound impact universal primary education has had on both access to primary education pupil dropout. Also the results indicated that the importance of parental education, household size and proportion of economically active household members in influencing the chances of pupil dropout. The study finally calls for government to keep a keen eye on non-school fees payments by parents to schools as these have the potential to increase to unsustainable levels by most households especially in rural area. Roll-out of adult education across the entire country and expand free

universal education to secondary education to continue with schooling. This has the effect of reducing the number unproductive members in the household.

Solan (1995) carried out a randomized control group study of the effectiveness of group counseling of elementary age children, in combination with brief telephone consultation with parents, and found no significant differences between treatment and control group on self-esteem or behavioral dependent measures. A weakness of the study was that traditional family counseling and parents consultation were not used and very limited telephone contact with parents was made over a relatively short (12 week) period. Although both treatment and control groups of contamination in that three of the nine control group teachers sought consultation for problem students during the study.

CHAPTER 3 PROFILE OF THE STUDY AREA

This chapter provides a glimpse of the study area. To the study, Vellore district has been chosen as the study area. It is one of the 32 districts in the Tamil Nadu state of India and Vellore City acts as the headquarters of the district. The district has glorious history and it had been ruled by Cholas of Uraiyur, Pallavas, Rashtrakutas of Malkhed, Sambuvarayar, who lived in the territory of Melakadambur which denoted in Ponninselvan the rulers of Vijayanagaram, Marathas, the Nawabs of the Carnatic and the British. The Vellore fort, which was probably built during the rule of Chinna Bommi Nayak (1526 to 1595 A.D.), was considered to be a strong fort during the Carnatic war in the 17th Century. The district finds an important place in the Indian freedom struggle. The Sepoy Mutiny of 1806 that took place inside the Vellore fort was seen as a prelude to the Revolt of 1857.

After the Indian independence, Vellore became a part of the erstwhile Madras state. The modern Vellore District was formerly part of North Arcot District, which was established by the British in the 19th century. On 30 September 1989, the district was split into Tiruvannamalai-Sambuvarayar (present-day Tiruvannamalai) and North Arcot Ambedkar districts, which was later renamed Vellore District in 1996.

Beginning of the year 2000's there was a movement to bifurcate the Tirupattur area as a separate district from Vellore. The arguable basis for the split was administrative convenience, but it would also increase the number of government workers. The Tirupattur area already has separate Forest Offices, and separate Deputy Director (Health) Offices.

Geography and Climate

Vellore district has an area of 6077 km. Vellore district lies between 12° 15' to 13° 15' North latitudes and 78° 20' to 79° 50' East longitudes in Tamil Nadu

State. The district is bound on the northeast by Tiruvallur District, on the southeast by Kanchipuram District, on the south by Tiruvannamalai District, on the southwest by Krishnagiri District, and on the northwest and north by Andhra Pradesh state. Major towns in the district include Ambur, Arakkonam, Arcot, Jolarpet, Gudiyattam, Melvisharam, Ranipet, Sholinghur, Tiruppattur, Vaniyambadi, Vellore, and Walajapet. Kaveripakkam is a panchayat town in Vellore with the second largest lake in Tamil Nadu. The average maximum temperature experienced in the plains is 39.5 degree Celsius and the average minimum temperature experienced is 15.6 degree Celsius. The region experiences an average annual rainfall of 795 mm, out of which North East Monsoon contributes to 535 mm and the South West Monsoon contributed to 442 mm.

Vellore district lies between 12° 15' to 13° 15' North latitudes and 78° 20' to 79° 50' East longitudes in Tamil Nadu State. The geographical area of this district is 5920.18 sq. k.m. There were eight taluks and 20 blocks as listed in Tables 3.1. Also, there were seven agricultural divisions in the district. The other administrative details of the district are given below.

Table 3.1: Administrative Setup

Sl.No	No of Divisions	Taluks
i)	Header quarters	Vellore
ii)	No. of Taluks	8
iii)	No. of Revenue Divisions	3
iv)	No. of Community Divisional Blocks	20
v)	No. of Municipal Towns	14
vi)	No. of Town Panchayats	22
vii)	No. of Village Panchayats	763
vii)	No. of Revenue Villages	842

Human Resources

The 2011 census recorded Vellore district with a population of 3,928,106 an increase of 450,789 from the 2001 figure of 3,477,317. The increased population is roughly equal to that of the nation of Liberia or the US state of Oregon. Such a growth in human resource makes the district ranking of 62nd among districts of India (out of a total of 640), and represents 12.96 percent growth rate over the decade. The district had a population density of 646 inhabitants per square kilometre (1,670 /sq mi). In 2011, Vellore had a sex ratio of 1004 females for every 1000 males. The literacy rate of 79.65 percent for 2011 was an increase from 73.06 percent in 2001. Urbanization continued to increase over the decade; it went from 37.62 percent in 2001 to 43.13 percent in 2011.

Hinduism is the major religion in the district, followed by more than 86 percent of the population. Other religions followed in the state are Islam and Christianity, with other religions having much smaller following. Tamil is the principal and the administrative language of the district. Sizeable Telugu speaking minorities are also present given that the district shares its border with Andhra Pradesh. About 30 percent of the population are Telugu, Urdu is spoken by the Muslims present in the district, especially in areas like Ambur, Paradarami, Wallajahpet, Vaniyambadi and Arcot. Given below is the 2001 demographic details of the district based on religious groups, the population spread is of historical value.

Administrative Structure

Vellore is one of the 32 districts of Tamil Nadu and is administered by the Vellore District Collectorate. The police force present in the district has a strength of 1,733 personnel, of which the local police comprise 1,162 personnel and the armed reserve police comprise 534 personnel. Vellore district has 12 State Legislature constituencies and comes under 3 Lok Sabha Constituencies. The table at left lists the State assembly constituencies in the state and the 2006 Tamil Nadu

State Assembly Election results. The three Lok Sabha constituencies under which the district falls are Vellore, Arakkonam and Thiruvannamalai.

Transportation

Two National Highways - NH 4 (Mumbai - Chennai) and NH 46 (Krishnagiri - Ranipet) connect parts of the district to other parts of the country. NH 46 passes through Vaniyambadi, Ambur, Vellore and Arcot before joining NH 4 at Ranipet. Both these highways are important connecting roads for vehicles especially travelling to Chennai from Bangalore and Coimbatore. Both these highways run for a length of 226 km (140 mi) in the district. Other important roadways present are State Highways of 629 km (391 mi) and district roads of 1,947 km (1,210 mi). Railway network in Vellore comes under the Southern Railways, with Vellore (Katpadi), Arakkonam and Jolarpettai forming the major railway junctions in the district. There are a total of 28 railway stations and a total of 152 km (94 mi) of rail tracks. There is a domestic airport which is not in use, but the nearest international / domestic airport at Chennai.

Agriculture

The district is primarily agrarian with majority of its population involved in agriculture. The chief food grains cultivated are Paddy, Cholan, Ragi and Redgram. Vellore is also one of the top producers of Sugarcane and Coconut in the state. Oil seeds that are cultivated are Groundnut, Coconut, Sunflower and Gingelly.

Industries

BHEL-BAP, Ranipet factory (Bharat Heavy Electricals Ltd-Boiler Auxiliaries Plant) is a major heavy engineering unit of Tamil Nadu. There are three industrial estates, namely SIDCO at Katpadi, SIPCOT at Ranipet and SIDCO at Arakkonam. Leather based industry is the main industry in this district. Ambur,

Vaniyambadi, Pernambut and Ranipet are the main towns involved in the leather business.

Educational and Healthcare

A total of 162 Higher Secondary Schools, 167 High Schools, 444 Middle Schools, 1678 Primary Schools and 324 Primary Schools. Vellore has two universities in. There are a total of 4 Medical Colleges, 11 engineering colleges, 21 Arts and Science colleges, one Agricultural college and a Nursing college, apart from 39 teacher training institutions. The most prominent colleges are Vellore Institute of Technology, ranked as one of the best private engineering colleges in India, and Voorhees College, Islamiah College for Men and Islamiah College for Women, Vaniyambadi, MarudharKesari Jain College for Women, Vaniyambadi and Sacred Heart College, Tirupattur and Ranipettai Engineering College in walajah. Doctor siluvaisitharayurveda & herbal research center Pallikonda. The Christian Medical College Hospital is one of the leading medical colleges in India. It is also one of the largest private hospitals in the State and is much sought after facility from all across India. There are 13 hospitals and 67 primary health centres functioning in the district.

Tourism

Though Vellore does not boast of a plethora of tourist spots, there are few places which are sought after by tourists from across the district as well as from other parts of Tamil Nadu. The Vellore Fort is the primary tourist attraction in the district headquarters Vellore. Near the towns of Vaniyambadi and Tirupattur is the Yelagiri hill station, fondly referred to as 'Poor Man's Ooty', attributed to it being less expensive to visit and stay. The hill station is much unspoiled and retains its laid-back atmosphere, unlike many other hill stations of India. Near Yelagiri is a seasonal waterfall named Jallagamparai, which receives water during the rainy season. The latest tourist attraction in the district is the Sripuram Golden Temple at Malaikodi. The salient Feature of *Sripuram* is the LakshmiNarayani temple or

Mahalakshmi temple whose 'Vimanam' and 'ArdhaMandapam' have been coated with gold both in the interior and exterior. Amirthi is a forest region of vellore it is one of the tourist spot of vellore. Zoo, Falls and Forest are the main attractions of amirthi. Aamirthi is 28 km away from vellore.

Table 3.2: Industrial Category of workers

S.No	Industrial Category	Vellore	Tamil Nadu
I	Total Main Workers	1172645 (33.72)	22799066 (9.43)
A	Agricultural Labour	232731 (19.85)	7896295 (32.64)
B	Household industry	136491 (11.64)	802956 (3.32)
C	Other workers	570583 (48.66)	8435725 (34.86)
II	Marginal workers	254535 (7.32)	1395277 (5.77)
A	Total workers	1427180 (41.04)	24194343 (100.0)
B	Non Workers	205013 (58.96)	316646603

Source: Census of India, 2011.

The above table reveals distribution of industrial workers according to various categories. The table gives comparative analysis of industrial workers belongs to Tamil Nadu and Vellore District. The total workforce in Tamil Nadu is estimated to be 94.23 percentage. Among them, the agriculture labour composed of 32.64 percent and labours involved in household industry is 3.32 percent and the remaining workers consisted of 34.86 percent. The composition of marginal workers in the total workforce is 5.77 percent.

Table 3.3: Number of Schools in the study area

Sl. No.	Year	Government			Private School
		Primary School	Middle School	High Sec. School	
1	2005-2006	1461	391	391	52
2	2007-2008	2541	483	168	67
3	2008-2009	2041	545	247	70
4	2009-2010	2042	547	247	84
5	2010-2011	1694	446	248	97
	Total	9779	2412	1301	370

Source: DISE Various Years, DEEO.

Table 3.4: School-wise Drop-out status (Percentage)

Sl. No.	Years	Primary School	Middle School	Higher Sec. School
1	2005-2006	46.3	39.1	41.3
2	2007-2008	54.4	48.3	36.4
3	2008-2009	41.7	45.4	24.5
4	2009-2010	38.6	34.5	20.7
5	2010-2011	31.5	26.2	18.9

Source: DISE Various Years, DEEO.

Table 3.5: School-wise Enrolment rate (Percentage)

Sl. No.	Years	Primary School	Middle School	Higher Sec. School
1	2005-2006	58.7	56.5	55.9
2	2007-2008	60.6	59.4	57.5
3	2008-2009	65.8	63.7	61.8
4	2009-2010	77.9	75.5	73.8
5	2010-2011	83.7	82.8	81.7

Source: DISE Various Years, DEEO.

The above tables (3.3, 3.4 and 3.5) presents the Vellore school education dropout of primary, upper primary and higher secondary school under SSA-I and SSA-II in Tamil Nadu from the years 2001-2011. It reveals the fact that there is a decrement of dropout (18percent) at the District level and the Table 3.7 presents the Vellore school education enrolment of primary, upper primary and higher secondary school from the years 2001-2011. It reveals the fact that there is an improvement of enrollments (80percent) at the District level. The Vellore districts have recorded significant enrolments and drop out of students from the years 2001-2011.

VELLORE (Tamilnadu)



CHAPTER 4

SCHOOL DROPOUTS IN INDIA AND TAMIL NADU

The children of today are the future of tomorrow; this powerful statement assumes special significance in our context as children (0-14 years) comprise one third of the total population in the country. Every child, on provision of a conducive and an enabling environment, may blossom into an ever fragrant flower, to shine in all spheres of life. This reminds us of the onerous responsibility that we have to shape their present conditions in the best possible way.

India, with 1.21 billion people is the second most populous country in the world, while China is on the top with over 1.35 billion people. The figures show that India represents almost 17.31percent of the world's population, which means one out of six people on this planet live in India. Every year, an estimated 26 millions of children are born in India which is nearly 4 million more than the population of Australia. It is significant that while an absolute increase of 181 million in the country's population has been recorded during the decade 2001-2011, there is a reduction of 5.05 million in the population of children aged 0-6 years during this period. The decline in male children is 2.06 million and in female children is 2.99 million. The share of Children (0-6 years) in the total population has showed a decline of 2.8 points in 2011, compared to Census 2001.

In 2011, the total number of children in the age-group 0-6 years is reported as 158.79 million which is down by 3.1percent compared to the child population in 2001 of the order of 163.84 million. The share of children (0-6 years) to the total population is 13.1percent in 2011 whereas the corresponding figures for male children and female children are 13.3percent and 12.9percent.

Education is the foundation of all development and a vital catalyst for growth. It is proven to be the key to ensuring sustained and equitable economic growth, improved health and social development in any country. Across the world, 171 million people could be lifted out of poverty if all children left school with

basic reading skills. UN Millennium Summit in 2000 asserted by stating that "Education is development. It creates choices and opportunities for people, reduces the twin burdens of poverty and diseases, and gives a stronger voice in society". India as one of developing country, takes very much keen to provide basic education to all the girl children up to the age of 12. Unequal social, economic and power equations deeply influence children's access to education and their participation in the learning process. This is evident in the disparities in education access and attainment between different social and economic groups in rural India.

Education means expansion of cultural horizons and employment opportunities to an individual. But for nations, it means enhanced prospect of social and economic development. Education is a major factor influencing health (especially female education). The world map of illiteracy coincides with map of poverty, malnutrition, ill health, and high child mortality rates. There is a wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14percent for men and 65.46 percent for women. The low female literacy rate has had a dramatically negative impact on family planning and population stabilization efforts in India.

India spends 1.8 percent of the national budget on its children, who form nearly 25percent of its population. This explains why we are a country of 330 million illiterates, why 50 to 60 percent of children do not go beyond their primary schooling and why more than 50 million become drop-outs. Amid all the celebrations over the Right to Education (RTE) coming into effect from April 1, there is an elephant in the room that nobody is talking about. It's called dropout rate. The spotlight till now has been on expanding the infrastructure, appointing teachers, ensuring that schools are at walk able distances, and so on. The Right to Education Act covers children in the 6 to 14 years age group precisely for these classes in school. So, the dropouts need to be the biggest focus of the implementation mechanism being set up. Since the benefits that accrue to a country by having a literate population are multidimensional it becomes imperative to study the determinants of school drop-outs. The present paper attempts the same

in villages in and around Salem District, Tamil Nadu as surveys indicate that majority of the drop-outs belong to poorest and least developed area of the country especially backward rural areas and urban slums. Hence an attempt has been made, to analyze the primary reasons for drop-outs among rural girl children and to identify the age group of rural girls with high drop-out rate. For this analysis, fuzzy matrix, one of the soft computing techniques has been used. While the rest of the world frets about the economic effects of an increasingly aging population, India is increasingly growing young.

By 2050, it is estimated that the present billion populations will hit 1.57 billion. According to India's Census, 40percent of the populace is below the age of 18. By 2015, 55 percent will be under 20. The bad news is that India could easily squander its demographic edge. Despite the success of a few world-class business, medical and engineering schools, India's education system is in dismal state. India spends just 3.5 percent of its gross domestic product on education, way below China's 8percent. Of its one million schools, most are state-run and sub-standard. It is alleged that the teachers just sit around talking and children learn nothing. While 96percent of India's children enroll in primary schools, by the age of 10 about 40percent have dropped out. Out of the 20 crore children between 6 and 14 years, three crore do not go to school while another 8.5 crore are dropouts who discontinued their education (Census of India 2001).

Schooling has been made compulsory for all children under fourteen. The government spending on education is being raised to six per cent of the GDP. Incentives are being given to schools with best student and teacher attendance. The Government sponsored Sarva Sikhana Abhiyan (Universal Elementary Education), focuses on increasing enrollment rates and reducing drop-out rates. There is widespread prevalence of poor quality of education at the primary and secondary levels across the country. Even though children are promoted to the next grades based on sheer attendance, they are unable to comprehend material taught to them three grades below. The good news is that there are more kids going to school than ever before. The annual 2006 child census figures show that out-of-school children

in the 7-14 age group in the state of Karnataka has dropped from 1.05 lakh in 2005 to 75,825 this year.

With the introduction of several incentive schemes, the drop-out number has shrunk from 59,002 in 2005 to 50,569 this year. In the 'never enrolled' category, the figures are down from 46,035 to 25,166. One of the main reasons for children dropping out of school is migration. Within Karnataka, the highest number of drop-outs are in Gulbarga (57.15percent), followed by Belgaum (20.73percent), Bangalore (14.41percent) and Mysore (7.71percent). According to the census, 60percent of the out-of-school children are in 10 districts-Yadgir, Gulbarga, Bellary, Raichur, Bijapur, Koppal, Bidar, Bagalkot, Bangalore South and Uttara Kannada. Yadgir has the highest number of out-of-school children (13,258), ahead of Gulbarga (8,733) and Raichur (7,560) respectively. The Government insists on schools maintaining registers of out-of-school children and monitoring their status through School Development and Monitoring Committees (SDMCs) and Gram Sabhas. Figures show that there are more girls, who have remained out of school than the boys. Of the 75,825 children, 39,084 are girls and 36,741 in the 7-14 year category (Kanhare, 1987).

A large number of children in India remain out of school (Arun 2000; Anupreet 1999). Many of them are those who do not get enrolled at all. Some of them are those who drop out at one stage or other. The reasons for dropping out may be many like, failure in academics, non-availability of schools, inaccessibility of schools, pushing out due to teachers' behaviour/school environment, financial problems etc. (Roderick 1993; KronickandHargen 1998; Khokhar et al. 2005; Bhanpuri and Ginger 2006).

Education is the most important lever for social, economic and political transformation. A well educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socioeconomic mobility and a key instrument for building an equitable and just society. Education

provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity. Recognizing the importance of education in national development, the Twelfth Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society. Recognizing the importance of education, public spending on education increased rapidly during the Eleventh Plan period. Education expenditure as a percentage of gross domestic product (GDP) rose from 3.3 percent in 2004–05 to over 4 per cent in 2011–12. Per capita public expenditure on education increased from Rs.888 in 2004–05 to Rs.2,985 in 2011–12.

The bulk of public spending on education is incurred by the State Governments and their spending grew at a robust rate of 19.6 percent per year during the Eleventh Plan. Central spending on education increased even faster at 25 percent per year during the same period. Aggregate public spending on education during the Eleventh Plan period is estimated at Rs.12,44,797 crore for both the Centre and States taken together. Of this, 35 percent was accounted for by Plan expenditure and 65 per cent by non-Plan expenditure. About 43 per cent of the public expenditure on education was incurred for elementary education, 25 per cent for secondary education and the balance 32 percent for higher education. About half of the Central Government's expenditure was incurred for higher education and the remaining for elementary (39 percent) and secondary (12 percent) education. In the State sector, about 75 percent of education expenditure is for school education, of which 44 percent is on elementary education and 30 percent on secondary education. 21.3.

The dropout problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete secondary education and multiple factors are responsible for children dropping out of school. Risk factors begin to add up even before students enroll in school that includes: poverty, low

educational level of parents, the weak family structure, pattern of schooling of sibling, and lack of pre-school experiences. Family background and domestic problems create an environment which negatively affects the value of education. Further, students could drop out as a result of a multitude of school factors such as uncongenial atmosphere, poor comprehension, absenteeism, attitude and behavior of the teachers, and failure or repetition in the same grade, etc. When students experience school failure, they become frustrated with lack of achievement and end up alienated and experience exclusion leading to eventual dropout. It is important to carefully design preventive measures and intervention strategies that could be adopted in order to help all adolescent dropouts.

The education system in India has undergone fundamental change following the transformation of socio-economic structure of society through various stages. In fact, education throughout the developed world has been viewed not only as a means to elevate individuals by helping them realise the ability and perfection hidden in them, nor it is viewed simply as a means to create a mass of socially conscious people needed for the smooth and efficient functioning of a democratic system.

Rather education is viewed as a means to create an efficient mass of human capital essential for achieving a rapid rate of economic development. In modern day society, the system of education not only has a social, cultural and political dimension; it has also an economic dimension. It is this economic dimension of education which brings in the question of the economic efficiency and productivity of a particular education system. The new economic policy (NEP) initiated by the government of India (1991) supported the view that public expenditure in the social sector should be lowered, including in areas like education. Mainly realising the growing budgetary constraints, and partly by conviction that public subsidies in education are inherently inefficient, it strongly advocated a drastic cut in public subsidies and its privatisation in this area. It was also contended that there is the ability to pay and also a willingness to pay on the part of the people, which need to be tapped. As a result, the government of India (1997) identified a large set of

social and economic services, classified them into public goods, merit goods and non-merit goods, and proposed to reduce subsidies to non-merit goods. In case of the education sector, education up to the elementary level is considered as a merit good, and because secondary and higher education has been labeled as a non-merit good it is proposed to reduce the scale of subsidies at these levels, including higher education, by about 50 per cent through phased increases in user charges or cost recovery rates.¹ In this particular paper, the objective is to take up the question of public expenditure on higher education from a particular viewpoint. We think instead of reducing the public expenditure on higher education, the government should revise its policy on the basis of rational estimates of relative efficiency of different streams of higher education. Usually, efficiency in education is judged by productivity of education or with the help of cost-benefit analysis of education.

In the past few years, several committees have been set up which have pointed out the problem of overcrowding in universities and the consequent incidence of wastage, but the suggestions and recommendations made by them to reduce cost and wastage were not based on any rigorous analysis of the existing situation or statistical estimation of wastage. In addition to a few analyses on the particular question of dropouts at the school level done by some researchers, a statistical estimation of wastage in university education in India may have been an important addition in this literature. In this paper, to assess the value of existing structure of education from the point of view of its impact on growth, we use a particular viewpoint with regard to wastage in education. The part of education which does not contribute to the process of economic development may be considered ineffective as human capital. Similarly, we hold the view that the part of expenditure on education which is spent on students who do not complete the course and cannot join the labour market may be considered as wastage of human capital. Secondly, a part of expenditure on higher education on the students who join the labour force but cannot manage to get a job with higher earnings can also be considered as a marginal wastage, when we consider education as human capital.

District Information System for Education (DISE)

DISE report is one of the principal sources of planning and monitoring. Data has been collected from all recognized, unrecognized schools to meet the requirement of both School Education and Elementary Education Directorates. NUEPA has supplied new software, which is being piloted exclusively in Tamilnadu. This is in view of the fact that Tamilnadu was the first State to achieve complete coverage under DISE. The required reports have been generated through the software at Cluster, Blocks, District and State levels. The reports generated at Cluster, Block and District are shared with user Departments, namely, School Education and Elementary Education Directorates as well as stakeholders at various levels. The school report has been generated by DISE software supplied by NUEPA. Number of schools, enrolment in Std I –VIII as per DISE 2010-2011 is given in the tables below:

Table 4.1: Schools by Category (2010-2011)

S. No	Management	School Category					
		Primary only	Primary with Upper Primary	Primary with Upper Primary & High / Hr. Sec. School	Upper Primary Only	Upper Primary & High / Hr. Sec. School	KGBV
1	Govt.	22877	8279	42	17	4568	54
2	Private Aided	5071	1572	107	36	1645	-
3	Private Unaided	6124	587	3344	15	406	-
4	Others	154	53	210	1	13	-
	Total	34226	10491	3703	69	6632	54

Source: Cohort Study (2009)

Table 4.2: Class wise Enrolment – 2010- 2011

Class	Boys	Girls	Total	percent girls
I	620939	586200	1207139	48.56
II	613001	581625	1194626	48.69
III	619382	588804	1208186	48.73
IV	634892	600495	1235387	48.61
V	655566	615889	1271455	48.44
VI	646083	608464	1254547	48.50
VII	623217	581583	1204800	48.27
VIII	632038	589086	1221124	48.24
I-V (total)	3143780	2973013	6116793	48.60
VI-VIII (total)	1901338	1779133	3680471	48.34
I - VIII (Total)	5045118	4752146	9797264	48.50

Source: Cohort Study (2009)

Cohort Study has been conducted in all recognized Primary Schools and Upper Primary Schools. The five year cycle taken into consideration for Primary level is from 2005-2006 to 2009-2010 and three year cycle for Upper Primary level is from 2007-2008 to 2009-2010. The objective of the Cohort Study is primarily to study the internal efficiency of the Schools in terms of Completion Rate, Repetition Rate, Dropout Rate and Transition Rate. The study has also been helpful in devising strategies to reduce Repetition Rate and Dropout Rate and improve Transition Rate.

Specific Software has been developed for data entry and report generation at Cluster, Block, District and State levels. The report has been used for grading of schools which has been helpful in identifying the low performing schools. The Cohort Study Report has been shared with the field officials of the Department of Elementary Education, School Education and other departments, namely, Social Welfare, Adi Dravidar and Tribal Welfare, Forest Department, etc., to enable them to formulate appropriate strategies for improving low performing schools.

Completion Rate (CR), Repetition Rate (RR) and Dropout Rate (RR) according to the Cohort study from 2002 to 2010 is presented below:

Table 4.3: Cohort Indicators

Year	Completion Rate					
	PRIMARY			UPPER PRIMARY		
	All	SC	ST	All	SC	ST
2002	64.00	61.00	58.00	68.00	62.00	59.00
2003	69.00	66.00	61.00	74.00	68.00	67.00
2004	75.00	73.00	72.00	79.00	74.00	76.00
2005	78.00	74.00	68.00	82.00	78.00	77.00
2006	86.55	84.40	83.40	88.57	85.85	84.48
2007	92.46	89.88	87.10	91.29	88.89	87.73
2008	93.94	91.18	88.16	92.7	90.15	89.07
2009	97.03	96.59	91.95	93.04	90.24	89.40
2010	97.36	96.84	92.08	93.35	90.67	89.74

Source: Cohort Study.

Table 4.4: Repetition Rate

Year	Repetition Rate					
	PRIMARY			UPPER PRIMARY		
	All	SC	ST	All	SC	ST
2002	24	25	23	19	23	19
2003	23	24	23	16	19	19
2004	19	21	16	12	16	13
2005	19	22	21	10	13	10
2006	11.54	13.64	13.1	7.35	9.37	10.49
2007	6.14	8.9	11.06	6.67	8.78	9.86
2008	4.84	7.69	10.43	5.41	7.64	8.66
2009	1.95	2.47	6.69	5.08	7.57	8.49
2010	1.65	2.25	6.59	4.85	7.34	8.28

Source: Cohort Study.

Table 4.5: Dropout Rate

Year	Dropout Rate					
	PRIMARY			UPPER PRIMARY		
	All	SC	ST	All	SC	ST
2002	12	14	19	13	15	17
2003	8	10	16	10	13	14
2004	6	6	11	9	10	11
2005	4	4	11	8	9	14
2006	1.91	1.96	3.5	4.08	4.8	5
2007	1.4	1.22	1.84	2.04	2.33	2.41
2008	1.23	1.13	1.41	1.9	2.2	2.27
2009	1.02	0.94	1.36	1.88	2.18	2.11
2010	1.00	0.91	1.32	1.79	1.99	1.98

Source: Cohort Study.

The analysis of Cohort study reveals that the enrollment rate both primary and upper primary level has increased from 2002-2010. whereas, the dropout rate has considerably declined from 12 percent to one percent in the year 2010 in primary level of education. The dropout rate in upper primary level of schooling has declined from 13 percent to 1.79 percent. This shows that there is increasing trend in the enrollment rate due to the result of programs offered by the government.

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN(RMSA)

The scheme was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. The scheme envisages inter alia, to enhance the enrollment at secondary stage by providing a secondary school within a reasonable distance of habitation, with an aim to ensure GER of 100 percent by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic

and disability barriers, etc. New Upgraded (under RMSA) Govt. Secondary School Building, Punjab. Important physical facilities are provided, which include, apart from construction of new buildings for upgraded schools (i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water supply, (vii) Electricity/ telephone/ internet connectivity and (viii) Disabled friendly environment. (ix) Major repairs in existing schools.

Improvement in quality through, (i) Appointment of additional teachers to improve PTR (ii) In-service training of teachers, (iii) ICT enabled education, (iv) Curriculum reforms and (v) Teaching learning reforms.

Equity aspects addressed through, (i) Special focus in micro planning, (ii) Preference to areas with concentration of SC/ST/Minority population for opening of schools, (iii) Special enrolment drive for the weaker sections, (iv) More female teachers in schools and (v) Separate toilet blocks for girls, (vi) residential quarters for teachers in remote and hilly areas .

The funding pattern under RMSA in respect of normal States is 75:25 and in case of North Eastern States it is 90:10. The scheme is being implemented by a Society set up by the State Governments for implementation of the Scheme.

Dropout Rate: All India level

Table 4.6 shows dropout rates in school education at all-India level. from the table, it is found that the dropout rate among the primary school level has declined from 64.9 percent to 27 percent in the year 2010-11. A close look at the table reveals that the dropout rates among the girls students have declined considerably. this reflects that the participation of girls in the education sector is higher and they are at par with boys in all aspects.

Table 4.6: Dropout Rates in School Education: All Categories of Students

Years	Primary (I-V)			Upper Primary (VI-VIII)			Secondary/ Senior Secondary (IX-XII)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1960-61	61.7	70.9	64.9	75.0	85.0	78.3			
1970-71	64.5	70.9	67.0	74.6	83.4	77.9			
1980-81	56.2	62.5	58.7	68.0	79.4	72.7	79.8	86.6	82.5
1990-91	40.1	46.0	42.6	59.1	65.1	60.9	67.5	76.6	71.3
2000-01	39.7	41.9	40.7	50.3	57.7	53.7	66.4	71.5	68.6
2005-06	28.7	21.8	25.7	48.7	49.0	48.8	60.1	63.6	61.6
2006-07	24.6	26.8	25.6	46.4	45.2	45.9	58.6	61.5	59.9
2007-08	25.7	24.4	25.1	43.7	41.3	42.7	56.6	57.3	56.7
2008-09	26.7	22.9	24.9	44.9	38.9	42.3	55.8	56.0	55.9
2009-10	30.3	27.3	28.9	40.6	44.4	42.4	53.4	52.0	52.8
2010-11	28.7	25.1	27.0	40.3	41.0	40.6	50.4	47.9	49.3

Source: School Statistics, MHRD, India.

Access in Elementary Education

New Primary School are being opened every year and Primary Schools have been upgraded into Upper Primary Schools to ensure access to all habitations. Primary Schools are opened within a radius of 1 km and Upper Primary Schools within an radius of 3 km from the habitation with a population of 300 and 500 respectively.

Enrolment

The enrolment of children in primary schools and upper primary schools is very encouraging and is at 99.69 percent and 99 percent respectively. All efforts are being taken to improve this to 100 percent. Many innovative schemes are being introduced by the Government to encourage the children to enroll in the Government schools. An analysis of the reasons for the same was discussed and this resulted in the following new schemes being announced by the Hon'ble Chief Minister to encourage children to enroll in Government Schools.

- a. Note books
- b. 4 sets of uniforms
- c. School bags
- d. Crayons
- e. Colour pencils
- f. Atlas
- g. Geometry box
- h. Foot wear

Due to the implementation of the above welfare schemes, it is ensured that the Government schools in the rural areas will attract more children. The directorate is taking all efforts to reach the message of the Government to the last mile. Thereby it is very confident that the enrolment in the Government and Government aided schools will be improved in the academic year 2013-2014.

Sarva Shiksha Abhiyan

Education is a key tool for development and an invaluable means of addressing structural inequality and disadvantage. Providing free and quality education to children reflects the fact that every child is entitled to fundamental human rights and is to be treated with dignity. Primary education provided children with life skills that will enable them to prosper later in life. It equips children with the skills to maintain healthy productive and resourceful and socially active adults. Education also transmits more abstract qualities such as critical thinking skills, healthy living, resilience and self-confidence amongst the school going children.

Sarva Shiksha Abhiyan is an attempt to improve the capabilities of all children through provision of community owned quality education in a mission mode. It is a programme designed to universalize elementary education within a timeframe. Arduous efforts have been made in Universalization of Elementary Education in Tamil Nadu. As a result of the interventions, there has been

considerable progress in ensuring access to primary education and increase in enrollment, retention, improvement in school attendance and generation of strong demand for education specially for girls.

Tamil Nadu is one of the leading States in terms of achieving Universalization of Primary Education due to its remarkable achievements in access, enrolment, attendance and completion.

Educational Indicators

The state has made significant improvements in educational indicators. A lot of progress has been made not only in educational indicators but also in collection and maintenance of data, validity, sharing and dissemination. Tamil Nadu is considered at National level as a State with exemplary data keeping, validation and dissemination practices. The following points gives the progress of SSA schemes.

- At primary level, the Net Enrolment Rate (NER) has increased from 93 percent in 2001-2002 to 99.29 percent in 2005-2006 and at present is 99.69 percent.
- At upper primary level, the Net Enrolment Rate has increased from 90 percent in 2001-2002 to 98.25 percent in 2005-2006 and at present is 99 percent.
- At primary level, the dropout rate has decreased from 12 percent in 2001-2002 to 1.91 percent in 2005-2006 and at present is 0.93 percent.
- At upper primary level, the dropout rate has decreased from 13 percent in 2001-2002 to 4.08 percent in 2005-2006 and at present is 1.70 percent.
- At Primary Level, Completion Rate (CR) has increased from 64 percent in 2001-2002 to 86.55 percent in 2005-2006 and at present 97.73 percent.
- At Upper Primary Level, CR has increased from 68 percent in 2001-2002 to 88.57 percent in 2005-2006 and at present 93.83 percent.

Special Training Interventions

The State has succeeded in a good measure in bringing down the number of Out of School Children which was more than 5.74 lakhs in 2001-2002 is brought down to 51,447 in 2012-2013. In the last year, 53,832 Out of School Children identified and 47,684 have been covered under various interventions through Residential and Non-Residential mode.

The Out of School Children identified in 2012-2013 are first enrolled in nearby neighbourhood formal schools in age appropriate class as per the Right of Children to Free and Compulsory Education Act 2009. Such children are provided special training through Residential and Non-Residential method. After the period of 6-12 months, these children are inducted in the same school in the appropriate class.

SSA Project Officials have been involved in the Gramasabhas to create awareness among public on hundred percent enrolment in each habitation and identification of Out of School Children, inclusion in schools and providing quality education.

- Provision of quality and life related education and vocational skills to empower the students to face real life situations and improve employability.
- Achieve improvement in performance of students in the Board examination by special initiatives.

State/UT	% of Special Schools for CWSN		Number of Primary Schools Covered under DISE			Number of Government Schools Opened during the period 2002-03 to 2013-14		Primary Schools/Selection per thousand Child Population (6 to 11 years)			Upper Primary Schools / Section per thousand Child Population (11 to 14 Years)		
	Primary Schools	All Schools	2011-12	2012-13	2013-14	Primary Schools / Sections	Upper Primary Schools / Sections	2011-12	2012-13	2013-14*	2011-12	2012-13	2013-14*
	2013-14												
A & N Islands	1.10	1.10	251	280	273	43	8	8	11	13	7	7	8
Andhra Pradesh	0.38	0.60	70620	68698	66222	4321	3749	12	12	11	8	8	8
Arunachal Pradesh	0.47	0.65	3039	2999	2363	1480	254	40	41	21	17	19	17
Assam	0.21	0.20	45735	45959	47947	4957	82	16	16	14	8	8	8
Bihar	0.85	0.93	40934	40600	42525	20124	710	6	6	5	4	4	5
Chandigarh	0.00	1.04	14	14	11	11	11	2	2	2	3	3	3
Chhattisgarh	1.25	1.31	35477	35672	35325	7786	8070	5	15	14	11	12	11
Dadra & Nagar Haveli	0.00	0.31	202	181	181	90	16	27	28	8	15	19	6
Daman & Diu	0.00	0.00	61	56	55	8	4	0	1	4	11	13	5
Delhi	0.75	0.82	2574	2581	2678	143	148	3	3	3	3	3	3
Goa	0.88	1.33	1023	1012	1023	3	2	8	7	11	5	4	7
Gujarat	0.15	1.18	11105	11365	11698	2863	1218	8	8	7	9	10	9
Haryana	0.30	0.24	10335	10323	10249	434	270	6	7	6	7	8	8
Himachal Pradesh	0.31	0.30	11215	11267	11292	406	1364	23	23	22	17	18	18
Jammu &	0.10	0.13	14371	14593	14626	10559	1268	25	25	19	20	21	16

Kashmir													
Jharkhand	0.56	0.66	27070	27539	27747	19364	1360	13	13	11	8	8	9
Karnataka	0.71	0.82	26345	26722	26792	4252	997	12	12	11	14	11	11
Kerala	1.07	1.67	7872	8424	8572	150	31	5	5	6	5	5	5
Lakshadweep	0.00	0.00	20	18	18	9	4	5	5	6	6	6	7
Madhya Pradesh	1.17	1.39	92053	90804	90401	6962	10556	14	14	13	10	11	11
Maharashtra	1.27	1.30	49915	50139	52991	7412	795	8	8	8	7	7	7
Manipur	0.85	1.26	2447	2760	2812	749	30	18	21	17	10	13	14
Meghalaya	0.50	0.48	9081	9164	9260	1652	1736	42	42	24	23	23	20
Mizoram	0.40	0.41	1550	1549	1499	194	228	22	22	16	22	24	25
Nagaland	0.55	0.57	1911	1834	1806	690	179	13	13	11	11	11	12
Odisha	1.98	2.08	37293	37075	36399	10637	707	15	15	14	13	13	13
Puducherry	0.00	0.56	288	282	284	14	2	6	6	5	6	6	6
Punjab	0.65	0.48	15702	15335	14751	928	1356	10	10	9	10	10	10
Rajasthan	0.65	0.72	49642	51413	54774	17524	1942	14	14	13	13	13	14
Sikkim	2.60	2.58	717	742	732	79	7	23	24	21	14	14	16
Tamil Nadu	0.39	0.54	34638	35185	35177	1909	1423	9	9	9	7	7	6
Tripura	0.31	0.38	2317	2535	2564	1311	85	14	15	14	10	10	13
Uttar Pradesh	1.58	2.11	145255	153874	153220	26781	31624	7	7	6	6	6	6
Uttarakhand	0.91	0.95	15893	15772	15680	1668	1487	17	18	16	13	13	11
West Bengal	0.14	0.19	75516	77104	76969	7636	5504	10	10	10	3	3	4
All States	0.88	1.05	842481	853870	858916	162849	77227	10	10	9	8	8	8

CWSN : Children with Special Needs: Child Population used is projected by the Department of Higher Education, MHRD.

State/UT	Density of Schools per 10 Sq. Km.						Ratio of Primary to Upper Primary Schools / Sections		
	Primary Schools			Upper Primary Schools			2011-12	2012-13	2013-14
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14			
A & N Islands	0.40	0.52	0.53	0.21	0.21	0.22	1.84	2.51	2.41
Andhra Pradesh	3.23	3.17	3.10	1.36	1.40	1.42	2.37	2.27	2.19
Arunachal Pradesh	0.51	0.51	0.45	0.16	0.17	0.18	3.25	3.04	2.50
Assam	6.15	6.22	6.49	1.96	2.00	2.07	3.14	3.10	3.14
Bihar	7.45	7.53	8.07	3.14	3.28	3.62	2.37	2.30	2.23
Chandigarh	12.71	12.78	12.99	12.01	12.08	12.57	1.06	1.06	1.03
Chhattisgarh	2.84	2.89	2.89	1.28	1.33	1.33	2.22	2.18	2.17
Dadra & Nagar Haveli	6.13	6.37	6.46	2.06	2.73	2.81	2.98	2.34	2.30
Daman & Diu	6.31	6.48	6.39	4.26	4.84	4.75	1.48	1.34	1.34
Delhi	29.49	29.68	31.64	16.79	17.01	18.27	1.76	1.75	1.73
Goa	3.45	3.34	3.37	1.31	1.25	1.31	2.64	2.67	2.66
Gujarat	2.07	2.13	2.15	1.52	1.60	1.61	1.36	1.33	1.34
Haryana	3.53	3.67	3.65	2.48	2.64	2.64	1.42	1.39	1.38
Himachal Pradesh	2.33	2.35	2.37	1.11	1.13	1.15	2.10	2.08	2.05
Jammu & Kashmir	1.21	1.24	1.24	0.59	0.61	0.62	2.05	2.03	2.02
Jharkhand	5.50	5.60	5.68	2.23	2.29	2.33	2.47	2.45	2.43
Karnataka	3.08	3.12	3.14	2.32	1.79	1.80	1.32	1.75	1.74
Kerala	3.25	3.64	3.70	1.19	2.02	2.17	1.70	1.80	1.70
Lakshadweep	11.25	10.94	10.94	8.13	8.13	8.13	1.38	1.35	1.35
Madhya Pradesh	3.60	3.61	3.62	1.59	1.66	1.70	2.27	2.18	2.13
Maharashtra	2.63	2.69	2.71	1.43	1.47	1.40	1.84	1.83	1.93
Manipur	1.68	1.98	2.00	0.68	0.85	0.84	2.49	2.34	2.37
Meghalaya	4.20	4.19	4.24	1.66	1.66	1.69	2.53	2.53	2.51
Mizoram	0.90	0.92	0.90	0.65	0.69	0.68	1.38	1.32	1.33
Nagaland	1.51	1.54	1.55	0.88	0.92	0.91	1.72	1.67	1.69
Odisha	3.54	3.60	3.61	1.89	1.94	2.00	1.87	1.85	1.80

Puducherry	12.52	12.58	12.74	8.52	8.68	8.80	1.47	1.45	1.45
Punjab	4.69	4.64	4.51	2.87	2.88	2.87	1.63	1.61	1.57
Rajasthan	2.99	3.06	3.16	1.74	1.80	1.89	1.72	1.70	1.67
Sikkim	1.73	1.79	1.78	0.73	0.76	0.77	2.37	2.36	2.32
Tamil Nadu	3.74	3.74	3.75	1.62	1.64	1.66	2.30	2.28	2.26
Tripura	4.22	4.45	4.50	2.08	2.11	2.13	2.03	2.11	2.11
Uttar Pradesh	6.56	7.02	7.02	3.20	3.58	3.65	2.05	1.96	1.93
Uttarakhand	3.20	3.22	3.25	1.37	1.41	1.45	2.34	2.28	2.25
West Bengal	8.72	8.91	8.91	1.86	1.96	2.03	4.68	4.54	4.40
All States	3.55	3.62	3.66	1.71	1.76	1.80	2.07	2.06	2.04

Source: School Statistics, MHRD, India.

State/UT	% Single – Teacher Schools						% Single – Teacher Schools with 15 and More Students						% Enrolment in Single – Teacher Schools					
	Primary Schools			All Schools			Primary Schools			All Schools			Primary Schools			All Schools		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A & N Islands	4.78	18.21	16.65	2.80	11.31	8.81	1.20	5.36	4.03	0.70	3.33	2.42	1.23	0.00	4.73	0.27	0.00	1.02
Andhra Pradesh	11.74	23.68	23.95	7.80	15.62	15.65	6.06	18.26	18.54	4.06	12.17	12.20	2.91	8.95	8.84	1.51	4.64	4.60
Arunachal Pradesh	60.35	58.15	48.75	43.10	40.61	31.10	32.64	29.81	31.49	23.62	21.19	20.29	37.47	33.61	32.66	12.75	11.42	9.69
Assam	20.48	9.91	10.62	15.37	7.47	7.99	19.39	9.14	9.71	14.55	6.87	7.31	19.21	7.32	8.03	12.21	4.74	5.09
Bihar	5.33	11.74	12.30	3.62	7.00	7.06	5.27	11.70	12.26	3.59	6.95	7.03	4.07	9.43	10.49	1.89	3.42	3.54
Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Chhattisgarh	6.98	8.10	9.59	6.17	7.08	7.83	5.71	6.67	7.74	5.02	7.26	6.36	3.75	4.61	5.48	2.98	3.55	3.85
Dadra & Nagar Haveli	37.13	27.62	27.62	24.75	15.87	16.93	34.65	24.31	24.31	23.10	13.97	15.05	20.43	16.23	15.90	4.76	3.03	3.18
Daman & Diu	3.28	3.57	1.82	1.77	1.67	0.88	3.28	3.57	1.82	1.77	1.67	0.88	1.39	1.36	1.01	0.53	0.47	0.32
Delhi	0.08	0.12	0.11	0.06	0.12	0.06	0.04	0.08	0.07	0.04	0.12	0.04	0.00	0.01	0.01	0.04	0.01	0.00
Goa	33.53	37.25	39.49	23.06	25.54	26.97	12.61	15.22	16.13	8.68	10.43	11.00	7.41	8.63	9.46	2.37	2.54	2.85
Gujarat	1.93	3.80	4.78	0.81	1.64	2.03	1.58	3.28	3.92	0.70	1.47	1.73	0.98	1.95	2.53	0.18	0.33	0.43
Haryana	1.9	3.06	5.66	1.91	2.38	3.97	1.76	2.77	4.31	1.65	3.07	3.30	0.79	1.10	1.49	0.59	0.79	1.25
Himachal Pradesh	7.87	10.23	11.18	5.37	6.94	7.77	4.57	5.90	6.33	3.12	4.22	4.41	4.36	5.77	6.46	1.99	2.54	2.81
Jammu & Kashmir	-	13.03	11.64	7.92	6.85	6.10	9.35	7.69	6.69	5.03	4.07	3.53	10.95	9.34	8.13	2.39	2.02	1.82
Jharkhand	19.17	19.73	23.00	12.43	12.82	14.89	18.76	19.23	22.28	12.18	12.45	14.43	15.03	15.72	18.71	5.19	5.30	6.25
Karnataka	15.52	14.94	14.91	6.29	7.09	7.11	7.96	7.78	7.74	3.41	3.92	3.89	8.41	8.46	8.50	1.28	1.37	1.33
Kerala	4.37	4.24	4.25	2.31	2.25	2.22	2.68	2.15	1.388	1.42	1.14	0.99	0.74	0.70	0.62	0.21	0.15	0.13
Lakshadweep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Madhya Pradesh	16.65	17.60	15.09	14.93	15.39	13.49	16.15	17.03	14.46	14.53	18.57	13.03	12.64	13.68	11.87	9.89	10.25	8.94
Maharashtra	3.97	3.05	3.47	2.28	1.71	2.01	2.45	1.99	2.07	1.48	1.13	1.22	1.19	10.0	1.07	0.39	0.27	0.31
Manipur	15.77	7.36	7.11	10.13	4.70	4.30	15.41	5.14	6.54	9.91	3.35	3.96	11.71	4.22	5.10	3.89	1.19	1.31
Meghalaya	9.66	9.96	9.90	6.93	7.19	7.17	7.52	7.99	7.75	5.38	5.76	5.53	5.85	6.08	5.77	3.66	4.04	3.76

Mizoram	2.52	3.03	4.27	1.53	1.72	2.33	2.26	2.91	3.94	1.36	1.69	2.09	2.72	2.82	3.95	1.23	1.21	1.61
Nagaland	3.09	2.24	3.99	1.96	2.08	3.43	2.51	1.69	2.05	1.48	1.46	1.54	1.69	1.47	1.39	0.64	0.70	0.66
Odisha	12.82	12.03	9.28	7.90	7.39	5.79	11.70	10.64	8.11	7.25	6.89	5.13	8.15	7.28	5.79	3.95	3.43	2.83
Puducherry	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Punjab	11.80	6.98	7.76	6.41	3.90	4.37	10.14	5.29	6.17	5.50	3.25	3.53	7.14	2.99	3.45	2.54	1.11	1.25
Rajasthan	31.34	30.19	24.96	15.08	14.01	11.78	29.37	27.73	21.39	14.17	12.88	10.12	25.06	24.03	17.93	6.59	5.80	4.47
Sikkim	4.88	1.21	0.82	2.83	0.70	0.55	2.51	0.81	0.27	1.46	0.47	0.23	2.31	0.68	0.39	0.52	0.15	0.10
Tamil Nadu	4.91	6.92	3.67	3.38	4.40	2.35	4.03	5.64	3.00	2.83	3.57	1.94	1.88	2.70	1.52	0.84	0.93	0.52
Tripura	2.98	2.60	3.71	1.58	1.39	2.02	2.68	2.33	3.12	1.42	1.24	1.71	2.64	2.05	2.74	0.53	0.44	0.64
Uttar Pradesh	4.52	5.59	7.33	9.03	8.82	9.35	4.40	5.24	7.01	8.57	12.65	8.77	4.31	5.13	6.34	6.56	6.36	6.58
Uttarakhand	24.02	16.87	11.31	17.38	12.11	8.30	16.86	10.80	6.07	12.18	8.13	4.58	12.43	8.57	5.51	7.04	4.70	3.50
West Bengal	3.26	3.70	3.99	2.97	3.38	3.75	3.00	3.36	3.43	2.68	3.29	3.21	1.72	1.87	2.02	1.03	1.13	1.25
All States	10.80	11.79	11.46	8.31	8.65	8.32	9.34	10.05	9.67	7.18	8.72	7.15	6.30	6.83	7.00	3.77	3.79	3.68

State/UT	Number of Teachers (All Schools)				Number of Teachers Available in Government Schools			% Teachers in Government Schools*			% Teachers in Aided Schools*			% Teachers in Unaided Schools*			% Teachers in Unrecognised Schools ^z
	2012-13		2013-14		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2013-14
	Based on School Category	Based on Class Taught	Based on School Category	Based on Classes Taught													
A & N Islands	5228	3697	5263	3876	4486	4246	4285	83.48	81.22	81.42	1.32	1.43	1.41	15.04	17.35	17.18	-
Andhra Pradesh	519749	377966	543634	438128	345499	300686	312477	59.99	57.85	57.80	2.83	2.74	2.44	33.01	35.85	37.94	1.83
Arunachal Pradesh	20483	18640	20461	18369	14613	16418	15671	77.68	80.15	76.59	3.26	0.23	0.66	17.38	19.38	22.55	0.20
Assam	277532	250015	290459	26040	145436	181658	208117	61.87	65.45	71.65	16.95	14.99	9.72	8.86	9.05	10.92	7.71
Bihar	361466	326824	49631	401554	347010	349348	364715	97.93	96.65	86.91	0.06	0.12	0.35	0.11	1.33	3.76	8.98
Chandigarh	7524	5598	8555	6628	2780	4139	4849	50.90	55.01	56.68	3.33	3.20	2.98	42.05	41.79	40.34	-
Chhattisgarh	207108	191565	213193	197658	160672	158175	161198	80.15	76.37	75.61	1.15	1.28	1.14	18.22	21.91	22.89	0.36
Dadra & Nagar Haveli	1879	1728	1977	1803	1117	1294	1289	74.22	68.87	65.20	3.92	3.78	3.89	21.06	27.35	30.91	-
Daman & Diu	1000	881	1193	948	424	551	656	51.77	55.10	54.99	9.04	10.20	13.83	33.58	28.10	31.18	-
Delhi	120018	78865	131031	85295	42650	68328	75280	51.31	56.93	57.45	3.29	4.27	3.84	43.15	38.80	38.71	-
Goa	10694	8414	11217	7522	3258	3187	3467	38.52	29.80	30.91	51.44	54.06	55.63	9.93	13.52	13.46	-
Gujarat	303607	290304	309931	290726	205667	206800	204682	75.32	68.11	66.04	1.47	2.56	2.31	23.00	29.25	31.63	0.02
Haryana	175090	153089	183776	147881	82575	91772	93176	56.63	52.41	50.70	1.87	1.67	1.68	38.04	43.52	45.51	2.11
Himachal Pradesh	87499	6718	90019	65044	46929	63971	64284	72.04	73.11	71.41	0.32	0.01	0.01	26.97	26.87	28.56	0.02
Jammu & Kashmir	147034	140205	151772	135937	86755	93665	96040	62.62	63.70	63.28	@	@	@	36.75	36.30	36.72	-
Jharkhand	170509	144694	170189	1579907	126620	126804	121569	75.93	74.37	71.43	3.98	3.84	3.60	10.47	10.72	10.33	14.64
Karnataka	306350 [#]	282070	314595	303039	227165 [#]	189446	189427	58.68	61.84	60.21	11.17	6.00	5.93	29.72	32.14	33.81	0.04
Kerala	229912	168946	26268	169786	52591	60848	71345	28.67	26.47	26.69	49.44	43.76	43.35	16.81	24.02	23.51	6.45
Lakshadweep	827	722	894	666	864	827	894	96.32	100.00	100.00	@	@	@	@	@	@	-
Madhya Pradesh	464018	443956	503431	479950	267011	274635	291176	59.99	59.19	57.84	1.08	1.06	0.97	37.28	38.47	39.94	1.25
Maharashtra	632595	525338	647625	502822	289067	298181	272192	53.33	47.14	42.03	31.19	37.12	40.25	15.22	15.20	17.11	0.61
Manipur	35123	30449	37488	31120	14801	19468	19775	53.45	55.43	52.75	6.20	6.43	6.52	36.29	34.84	37.11	3.62

Meghalaya	41048	39228	43395	40294	22692	22897	22739	55.68	55.78	52.40	30.03	25.88	27.81	13.89	17.77	19.07	0.72
Mizoram	19108	18950	18745	18743	14777	15287	12916	79.52	80.00	68.37	1.57	1.99	2.17	18.26	17.71	19.02	10.44
Nagaland	24825	22780	28506	25382	127833	15401	18516	58.19	62.04	64.95	@	@	@	40.46	37.96	35.05	-
Odisha	272173	198082	284797	241918	204208	206252	215219	77.05	75.78	75.57	8.82	8.89	8.37	9.32	10.48	11.11	4.95
Puducherry	11744	9701	11343	9043	5139	5415	4836	45.84	46.11	42.63	8.87	8.66	8.82	43.88	45.23	48.54	-
Punjab	2265701	163476	236186	169238	108040	119890	13545	52.01	52.92	57.22	2.43	2.25	2.24	20.92	23.22	39.86	0.67
Rajasthan	560412	472915	60464	490567	265217	312754	326202	56.09	55.81	53.97	0.40	0.05	@	42.38	43.02	44.87	1.16
Sikkim	12356	10436	130285	11163	8695	8847	9630	74.02	714.60	72.38	3.17	1.12	1.16	21.53	27.28	26.46	-
Tamil Nadu	474211	349252	508788	362147	149868	208604	218305	44.78	43.99	42.91	16.69	17.22	16.17	38.11	38.49	40.80	0.12
Tripura	42222	33048	42975	32651	29483	37522	37554	91.67	88.87	87.39	2.40	3.26	3.16	5.47	7.29	8.11	1.34
Uttar Pradesh	953808	638376	974120	899402	508518	551119	536247	63.37	57.78	55.05	5.24	8.93	9.21	30.67	31.33	33.70	2.05
Uttarakhand	93383	73896	98224	80560	44278	57604	60741	59.44	61.69	61.84	3.86	4.28	4.55	34.21	32.70	32.39	1.22
West Bengal	537047 ^a	449864	536830	463163	447842	444578	438115	84.55	82.78	81.61	0.63	0.68	0.65	10.66	12.42	13.11	4.62
All States	7354152	5988698	7721903	6528670	4289303	4520617	4612429	64.13	61.47	59.73	8.06	9.06	9.07	24.69	26.54	28.60	2.60

a: Including SSK etc. institutions. z: May not present complete coverage of such schools/madrasas. *: Total may not add to hundred because of missing values and rounding of figures.

@: State does not have such school type. #: Including teachers teaching Grade VIII as a part of Secondary level has also been considered.

Average Number of Teachers per School*

State/UT	Average Number of Teachers per School*															
	All Schools			Primary Schools			All Government Schools			All Aided Schools			All Unaided Schools			All Unrcognised Schools ⁷
	2011-12	2012-13*	2013-14*	2011-12	2012-13*	2013-14*	2011-12	2012-13*	2013-14*	2011-12	2012-13*	2013-14*	2011-12	2012-13*	2013-14*	2013-14*
A & N Islands	12.6	11.6	11.6	4.6	4.2	3.9	13.6	12.5	12.3	35.5	37.5	37.0	10.3	8.3	8.7	-
Andhra Pradesh	5.3	4.9	5.1	3.3	2.8	2.9	4.4	3.9	4.2	4.9	4.4	4.2	13.2	7.8	8.1	5.8
Arunachal Pradesh	4.3	4.6	5.3	2.1	2.1	2.3	3.7	4.1	4.6	11.6	8.0	9.0	19.8	9.9	10.6	6.8
Assam	3.9	4.5	4.5	2.4	2.8	2.8	3.4	4.2	4.1	7.1	7.2	7.2	17.7	9.5	11.2	3.1
Bihar	5.0	5.1	5.5	3.4	3.1	3.2	5.0	5.0	5.2	5.8	8.6	9.9	14.0	12.7	10.2	8.9
Chandigarh	29.2	40.0	44.6	10.7	12.9	17.7	26.7	37.6	43.3	26.0	34.4	36.4	8.4	44.3	47.3	-
Chhattisgarh	3.8	3.9	4.0	3.2	3.1	3.0	3.4	3.3	3.4	5.0	5.5	6.1	7.3	8.6	9.3	3.2
Dadra & Nagar Haveli	5.0	6.0	6.2	2.1	2.3	2.5	4.1	4.7	4.7	4.9	5.9	6.4	12.1	18.4	19.1	-
Daman & Diu	7.3	8.3	10.6	5.2	5.1	5.6	5.0	5.7	7.5	18.5	34.0	41.3	20.7	14.8	17.7	-
Delhi	16.4	23.56	24.3	10.8	10.3	10.0	15.6	24.3	26.6	10.7	19.9	19.7	5.4	22.9	22.0	-
Goa	5.6	7.2	7.4	2.7	2.9	2.8	3.1	3.3	3.6	11.5	16.2	15.7	4.3	10.6	10.1	-
Gujarat	6.7	7.1	7.2	2.9	3.0	3.0	6.2	6.1	6.1	5.7	9.4	9.6	9.0	10.9	11.3	19.7
Haryana	6.9	8.0	8.4	4.3	4.3	4.1	5.5	6.1	6.2	10.2	13.0	13.5	8.3	12.2	13.4	7.5
Himachal Pradesh	3.8	5.0	5.1	2.6	2.5	2.5	3.1	4.2	4.2	7.4	8.0	8.0	12.7	9.7	10.3	4.5
Jammu & Kashmir	5.0	5.2	5.4	2.4	2.4	2.4	3.9	4.1	4.1	**	**	**	13.5	10.6	11.0	-
Jharkhand	3.7	3.7	3.7	2.1	2.1	2.0	3.1	3.1	3.0	5.8	5.6	5.2	7.2	13.0	15.1	7.4
Karnataka	5.5	5.0	5.1	2.3	2.3	2.4	4.5	4.1	4.1	7.4	6.5	6.4	7.5	8.3	8.6	4.8
Kerala	11.8	14.1	15.7	6.2	6.1	5.9	10.3	12.3	14.0	12.6	14.4	16.0	8.4	17.7	21.4	9.8
Lakshadweep	19.5	18.8	20.3	13.1	12.3	11.7	19.6	18.8	20.3	**	**	**	**	**	**	-
Madhya Pradesh	3.2	3.3	3.5	2.4	2.4	2.5	2.4	2.4	2.5	3.9	4.3	4.6	7.2	6.8	7.9	3.6
Maharashtra	5.4	6.6	6.7	3.0	3.0	3.0	4.1	4.3	4.0	9.1	15.2	14.9	8.5	10.0	10.4	5.3
Manipur	7.0	7.5	8.0	4.5	4.4	4.3	6.0	6.3	6.3	3.0	4.0	4.3	9.7	14.5	16.4	9.6
Meghalaya	3.2	3.2	3.3	2.5	2.5	2.5	2.9	2.9	2.9	3.5	3.2	3.5	12.7	4.6	4.9	2.8
Mizoram	6.3	6.3	4.6	4.6	4.5	4.2	6.0	6.0	5.6	8.3	8.1	8.0	8.2	8.5	9.5	8.7

Nagaland	6.5	7.4	8.6	4.8	5.4	6.1	4.8	5.9	7.1	**	**	**	9.3	12.8	13.9	-
Odisha	4.0	4.0	4.2	2.5	2.5	2.6	3.5	3.5	3.7	5.4	5.5	5.3	6.4	9.6	10.0	9.1
Puducherry	15.9	16.6	15.8	5.6	5.9	5.1	12.1	12.5	11.2	29.2	30.8	30.3	10.3	21.9	21.9	-
Punjab	6.9	7.6	8.1	3.1	3.4	3.4	5.3	5.9	6.3	10.5	10.7	11.2	15.2	13.5	13.2	6.3
Rajasthan	4.3	5.0	5.1	2.1	2.2	2.3	3.4	4.0	3.9	7.2	8.1	**	3.9	7.6	8.1	3.0
Sikkim	9.3	9.7	10.2	5.0	5.1	5.3	9.5	10.2	10.8	13.0	69.0	50.3	33.3	8.2	8.5	-
Tamil Nadu	6.0	8.4	9.0	4.0	3.9	4.1	4.1	5.6	5.9	6.6	9.7	9.8	9.6	16.6	18.3	12.5
Tripura	7.1	8.9	9.0	3.6	3.7	3.7	6.9	8.5	8.7	7.9	28.6	28.3	8.1	13.6	14.6	3.0
Uttar Pradesh	3.6	4.0	4.1	3.7	3.7	3.6	3.3	3.4	3.3	4.7	7.7	8.7	13.1	4.8	5.1	4.3
Uttarakhand	3.2	4.0	4.2	2.5	2.6	2.7	2.5	3.3	3.5	5.1	7.0	7.8	6.8	6.1	6.2	4.2
West Bengal	5.8	5.7	5.7	3.9	3.8	3.8	5.5	5.4	5.3	8.6	8.3	8.6	8.2	7.4	7.6	7.3
All States	4.7	5.1	5.3	3.1	3.1	3.1	4.0	4.2	4.2	7.4	9.8	10.3	7.3	8.1	8.8	5.8

*: Including teachers in Secondary and Hr. Secondary sections in composite Elementary schools

Z: May not present complete coverage of such schools / madrasas

**: State does not have such school type.

State/UT	Pupil-Teacher Ratio													
	All Schools			All Government Schools		All Aided Schools		All Unaided Schools		All Unrecognised Schools	Primary Level*		Upper Primary Level*	
	2011-12	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2013-14	2012-13	2013-14	2012-13	2013-14
A & N Islands	10	10	10	9	9	16	15	12	12	-	9	9	8	7
Andhra Pradesh	20	21	21	20	19	28	28	23	22	19	24	23	20	16
Arunachal Pradesh	18	16	16	16	16	31	17	16	15	8	13	13	8	8
Assam	25	21	20	22	22	13	12	116	15	19	25	24	15	14
Bihar	59	53	51	54	54	33	40	31	28	23	43	38	25	23
Chandigarh	29	21	19	26	22	12	11	15	15	-	17	15	11	10
Chhattisgarh	24	23	22	24	22	27	25	20	19	17	22	21	20	19
Dadra & Nagar Haveli	40	31	30	35	34	24	22	22	21	-	21	20	17	17
Daman & Diu	32	27	24	26	23	32	26	17	23	-	27	26	16	16
Delhi	34	24	22	26	23	20	21	22	21	-	26	25	20	19
Goa	22	18	18	13	12	21	20	22	20	-	20	21	13	16
Gujarat	31	31	30	30	30	29	31	31	30	23	21	21	13	13
Haryana	26	22	22	23	22	23	21	22	21	17	23	24	13	14
Himachal Pradesh	15	11	11	10	10	31	27	14	13	8	14	13	10	10
Jammu & Kashmir	14	13	12	12	11	@	@	14	14	-	9	9	6	6
Jharkhand	40	39	39	41	41	49	51	35	33	28	33	30	22	20
Karnataka	22	25	26	23	22	41	41	27	26	13	19	18	13	12
Kerala	21	17	15	15	13	17	15	20	19	15	16	17	12	14

Lakshadweep	11	12	9	12	9	@	@	@	@	-	10	9	8	8
Madhya Pradesh	34	21	29	36	33	34	28	27	24	29	27	24	23	20
Maharashtra	30	25	25	23	23	25	23	32	30	21	26	25	16	17
Manipur	18	15	15	10	10	19	17	23	20	15	13	13	8	8
Meghalaya	17	17	17	16	16	20	19	18	17	14	21	21	12	12
Mizoram	14	13	12	12	10	13	11	18	14	17	16	14	7	5
Nagaland	19	17	14	13	11	@	@	23	21	-	16	14	10	9
Odisha	25	24	22	26	25	11	11	17	17	16	23	20	18	14
Puducherry	16	15	15	11	11	24	23	18	18	-	13	14	8	9
Punjab	19	18	17	18	17	27	25	18	17	10	20	19	13	12
Rajasthan	26	22	20	22	20	25	@	23	21	27	19	18	11	11
Sikkim	11	10	9	11	9	3	13	9	9	-	8	7	6	6
Tamil Nadu	29	20	18	19	18	26	24	20	17	13	20	19	17	14
Tripura	19	14	14	14	13	13	12	15	16	30	12	12	9	9
Uttar Pradesh	44	39	38	33	33	32	30	50	47	45	56	41	45	34
Uttarakhand	22	18	17	15	14	19	16	23	24	25	21	20	16	15
West Bengal	28	27	25	29	27	20	20	14	13	20	31	27	31	29
All States	30	27	26	28	26	24	23	27	25	24	27	25	18	17

@: State does not have such school pay.

*: Excluding teachers teaching in Secondary & Hr. Secondary Class in Composite Schools

State/UT	Enrolment																Unrecognised Schools ^z	
	Classes I-V ²			Classes VI-VIII ²			Classes I-VIII ²		Class I-V (All Government Managements)**		Classes I-V (All Private Managements)**		Classes VI-VIII (All Government Managements)**		Classes VI-VIII (All Private Managements)**		Primary Classes	Upper Primary Classes
	2011-2012	2012-2013 [#]	2013-2014 [#]	2011-2012	2012-2013	2013-2014 [#]	2012-2013	2013-2014	2012-2013	2013-2014 [#]	2012-2013	2013-2014	2012-2013	2013-2014 [#]	2012-2013	2013-2014	2013-14	
A & N Islands	32423	32233	31987	20909	20164	19716	52397	51703	23819	23441	8414	8546	16650	16074	3514	3642	-	-
Andhra Pradesh	7440000	7243392	7218831	3811101	3854222	3870384	11097614	11089215	3796073	3735160	3142522	3331215	2198441	2232461	1574552	1603631	152456	34292
Arunachal Pradesh	248357	234768	225052	92954	98647	99995	333415	325047	184646	171206	50001	53587	83078	83326	15557	16620	259	48
Assam	3927798	3915791	4013706	1833169	1788253	1792478	5704044	5806184	2963820	3309489	293087	341687	1081508	1254277	649614	473175	362530	65026
Bihar	15882000	14031263 ^d	15020755	4970093	5261688	6218202	19292951	21238957	13744839	14024944	815250	343593	5083788	5828608	79801	155772	652071	232763
Chandigarh	98214	96729	97524	58655	62163	63661	158892	161185	64643	64122	32086	33402	43189	44090	18974	19571	-	-
Chhattisgarh	3120598	3057283	2922943	1622304	1695256	1666621	4752539	4589564	2375948	2221884	670340	689068	1378304	1342997	314030	320076	11988	2919
Dadra & Nagar Haveli	39381	35883	35822	20613	22184	22971	58067	58793	26569	24960	9314	10862	18723	17114	3461	3857	-	-
Daman & Diu	17122	17337	18152	9337	9421	10009	26758	28161	9923	9330	7414	8822	5989	5939	3432	4071	-	-
Delhi	1807829	1806683	1828741	1010628	1063899	1115450	2870582	2944191	1077156	1040768	729527	787973	683637	716314	380262	399136	-	-
Goa	114236	122443	122820	71769	74778	75264	197221	198084	33671	32243	88739	90577	10449	10444	64329	4820	-	-
Gujarat	5858019	5974179	5936567	2518948	3246025	3292904	9220204	9229471	4099085	3977505	1874162	1958320	2116305	2128100	1128897	1163822	742	596
Haryana	2443613	2545537	2513863	1280868	1378800	1442860	3924337	3956723	1358303	1289519	1135310	1172306	740372	778165	622983	649006	52038	15689
Himachal Pradesh	619300	610098	599071	386642	374800	370024	984898	969095	387357	368110	222679	230812	270343	260721	104457	109301	149	2
Jammu & Kashmir	1239955	1218785	1223462	668275	640316	617716	1859101	1841178	720412	710141	498373	513321	392893	366567	247423	251149	-	-

Jharkhand	4753088	4653133	4582759	1907171	1965317	2042264	6618450	6625023	3647149	3528498	610035	539604	1497416	1493054	349911	361248	514062	181665
Karnataka	5417838	5379332	5352623	3007019	3017399	2970933	8396731	8323556	2933661	2847433	2444820	2504247	1687570	1429887	1329538	1041857	943	932
Kerala	2286189	2471358	2482397	1533674	1620477	1619549	4091835	4101946	534134	513001	1764547	1750977	414433	406565	1165787	1168213	218419	44771
Lakshadweep	5828	5560	4691	4337	4187	3598	9747	8289	5560	4691	*	*	4187	3598	*	*	-	-
Madhya Pradesh	10396617	9988985	9569006	4921211	5076548	5025083	15065533	14594089	6497447	6109426	3340817	3311553	3415737	3402360	1630221	1589647	148027	33376
Maharashtra	10337189	10284359	10188809	5848702	5942184	5969982	16226543	16158791	5441805	4946840	4789217	5165223	1544086	1365219	4389369	4217729	76563	7397
Manipur	366372	388548	385119	141692	151487	154778	540035	549897	166267	168273	207360	211257	35462	39178	111304	110966	15589	4634
Meghalaya	516342	513920	528194	189274	198795	209930	712715	738124	268374	273670	242150	250596	98216	95597	100326	113567	3928	389
Mizoram	179993	176069	149401	78660	78644	68562	254713	217963	130260	88050	45476	37524	57115	41139	21516	18428	23827	8995
Nagaland	288541	291156	255298	125865	126635	126397	417791	411695	145978	144420	145178	140878	53004	53451	73631	72816	-	-
Odisha	4433052	4336961	4277710	2087078	2085454	2110347	6422415	6388057	3815009	3695440	366705	402355	1643953	1662259	394753	396360	179915	51618
Puducherry	109803	108502	106697	71189	69805	67425	178307	174122	29922	27462	78580	79235	29833	26846	39972	40579	-	-
Punjab	2587691	2604751	2575880	1401372	1438875	1435640	4043626	4011520	13140880	1435065	70796	1127453	814222	858356	386660	574040	13362	3244
Rajasthan	8657160	8655936	8394087	3740012	3885582	3896165	12541518	12290525	4742214	4367200	3748246	3859330	2076370	2043464	1792838	1832608	167557	19846
Sikkim	84291	80702	73832	41327	44628	46269	125330	120101	57148	50186	23554	23676	36880	38067	7748	8202	-	-
Tamil Nadu	6040051	6021843	5769685	3736201	365633	3626756	9678476	9396441	2248509	2217124	3758369	3546525	1665054	1641048	1989329	1983638	6036	2070
Tripura	384760	391556	386530	218820	214474	203700	606030	590230	340391	318032	44307	51889	194178	180927	19671	22031	16609	742
Uttar Pradesh	26188803	26671203	25941586	9215942	10427087	107845914	37098290	36726500	14159320	13523506	11937930	11694774	4460533	4188647	5864099	6365946	703845	195712
Uttarakhand	1091485	1086082	1117123	567433	582381	587767	1668463	1704890	548191	526354	511465	564311	316484	305986	262351	277713	26158	3923
West Bengal	1008647 ^c	9731912	8437717	4741910	4748869	4842905	14480781	13280622	8573022	7333775	871604	829700	4399322	4477080	125119	133359	274076	232372
All States	137099984	134784272	132428440	61955154	64926077	66471219	199710349	198899659	86491505	83121238	44481644	45665198	38567724	38839624	25265429	25566596	3621149	1143022

#: States have certified decline in enrolment.

**#: Figures may not add to total

*: State does not have such school types.

d: State had certified that enrolment declined because enrolment is labulated on the basis of Adhaar enabled child-wise survey conducted along with DISE in 2012-13.

z: Including enrolment in unrecognized schools and madrasas.

zz: Incomplete coverage.

C: Including SSK & MSK.

State/UT	Enrolment									
	Classes I-V: 2013-14					Classes VI-VIII: 2013-14				
	% Enrolment in All Government Managements*	% Enrolment in Private Aided Management*	% Enrolment in Private Unaided Management*	% Enrolment in Private Management*	% Enrolment in Unrecognised Schools ^{zz}	% Enrolment in All Government Managements*	% Enrolment in Private Aided Management*	% Enrolment in Private Unaided Management*	% Enrolment in Private Management*	% Enrolment in Unrecognised Schools ^{zz}
A & N Islands	73.28	1.72	25.00	26.72	-	81.53	3.00	15.47	18.47	-
Andhra Pradesh	51.74	3.24	42.90	46.15	2.11	57.68	3.57	37.87	41.43	0.89
Arunachal Pradesh	76.07	0.76	23.05	23.81	0.12	83.33	0.63	15.99	16.62	0.05
Assam	82.45	0.05	8.46	8.51	9.03	69.97	18.98	7.42	26.40	3.63
Bihar	93.37	0.17	2.11	2.29	4.34	93.73	0.52	1.98	2.51	3.74
Chandigarh	65.75	1.48	32.77	34.25	-	69.26	2.23	28.52	30.74	-
Chhattisgarh	76.02	1.28	22.29	23.57	0.41	80.58	1.45	17.76	19.21	0.18
Dadra & Nagar Haveli	69.68	2.87	27.45	30.32	-	83.21	2.76	14.03	16.79	-
Daman & Diu	51.40	13.51	35.09	48.60	-	59.33	17.81	22.86	40.67	-
Delhi	56.91	2.61	40.47	43.09	-	64.22	5.08	30.70	35.78	-
Goa	26.25	51.00	22.75	73.75	-	13.88	82.65	3.47	86.12	-
Gujarat	67.00	1.61	31.38	32.99	0.01	64.63	3.78	31.57	35.34	0.02
Haryana	51.30	1.33	45.31	46.63	2.07	53.93	2.24	42.74	44.98	1.09
Himachal Pradesh	61.45	0.02	38.51	38.53	0.02	70.46	0.02	29.52	29.54	-
Jammu & Kashmir	58.04	**	41.96	41.96	-	59.34	**	40.66	40.66	-
Jharkhand	77.00	4.48	7.30	11.77	11.22	73.11	5.28	12.41	17.69	8.90
Karnataka	53.20	9.13	37.66	46.79	0.02	48.13	9.12	25.95	35.07	0.03
Kerala	20.67	37.90	32.64	70.54	8.80	25.10	49.20	22.93	72.13	2.76
Lakshadweep	100.00	**	**	**	-	100.00	**	**	**	-
Madhya Pradesh	63.85	1.00	33.60	34.61	1.55	67.70	0.81	30.82	31.63	0.66
Maharashtra	48.55	26.70	21.00	50.70	0.75	22.87	56.73	13.91	70.65	0.12
Manipur	42.59	7.55	45.92	53.47	3.95	25.31	6.89	64.80	71.69	2.99

Meghalaya	51.81	27.54	19.91	47.44	0.74	45.54	37.84	16.26	54.10	0.19
Mizoram	58.94	1.31	23.80	25.12	15.95	60.00	3.47	23.41	26.88	13.12
Nagaland	50.62	**	49.38	49.38	-	42.29	**	57.61	57.61	-
Odisha	86.39	0.86	8.54	9.41	4.21	78.77	10.62	8.17	18.78	2.45
Puducherry	25.74	12.34	61.92	74.26	-	39.82	14.53	45.66	60.18	-
Punjab	55.71	2.62	41.15	43.77	0.52	59.79	4.61	35.37	39.98	0.23
Rajasthan	52.03	**	45.98	56.98	2.00	52.45	**	47.04	47.04	0.51
Sikkim	67.93	1.37	30.70	32.07	-	82.27	1.92	15.81	17.73	-
Tamil Nadu	38.43	16.93	44.53	61.47	0.10	45.25	27.26	27.44	54.69	0.06
Tripura	82.28	2.30	11.13	13.42	4.30	88.82	3.90	6.92	10.82	0.36
Uttar Pradesh	52.13	3.79	41.30	45.08	2.71	38.84	16.05	42.97	59.03	1.81
Uttarakhand	47.12	0.68	49.83	50.51	2.34	52.06	11.25	36.00	47.25	0.67
West Bengal	86.92	0.64	9.20	9.83	3.25	92.45	0.34	2.42	2.75	4.80
All States	62.77	5.53	28.95	34.48	2.73	58.43	12.97	25.49	38.46	1.72

*: Total may not add to 100 because of rounding of figures and no responses.

** : State does not have such school type.

zz: Complete coverage.

State/UT	Enrolment					Enrolment in Grade I		% CWSN to Total Enrolment			
	Classes I-VIII: 2013-14					Total	% of Girls Enrolment	Primary Level		Upper Primary Level	
	% Enrolment in All Government Managements*	% Enrolment in Private Aided Managements*	% Enrolment in Private Unaided Managements*	% Enrolment in Private Managements*	% Enrolment in Unrecognised Schools ^{zz}	2013-14		2012-13	2013-14	2012-13	2013-14
A & N Islands	76.43	2.21	21.37	23.57	-	6453	49.37	0.84	1.08	0.63	1.03
Andhra Pradesh	53.81	3.36	41.14	44.50	1.68	1523814	48.08	1.87	1.81	1.08	1.18
Arunachal Pradesh	78.31	0.72	20.88	21.60	0.09	61954	48.94	4.26	4.31	2.99	3.31
Assam	78.60	5.89	8.14	14.03	7.36	958267	49.17	1.65	1.81	0.92	1.14
Bihar	93.48	0.28	2.08	2.35	4.17	3129256	48.88	0.82	1.08	0.62	0.80
Chandigarh	67.14	1.77	31.09	32.86	-	16894	47.15	1.19	2.42	2.35	3.36
Chhattisgarh	77.67	1.34	20.64	21.99	0.32	552007	48.73	1.00	1.96	0.91	1.73
Dadra & Nagar Haveli	74.96	2.83	22.21	25.04	-	7894	46.36	0.40	0.63	0.39	0.55
Daman & Diu	54.22	15.04	30.74	45.78	-	3525	45.56	0.52	0.57	0.64	0.59
Delhi	59.68	3.55	36.77	40.32	-	329237	47.30	0.51	0.53	0.69	0.80
Goa	21.55	63.03	15.42	78.45	-	24722	48.48	0.49	1.03	0.19	1.41
Gujarat	66.15	2.38	31.45	33.83	0.01	1143578	47.36	1.08	1.10	1.02	1.11
Haryana	52.26	1.66	44.37	46.03	1.71	496699	45.56	0.86	0.14	0.63	0.12
Himachal Pradesh	64.89	0.02	35.07	35.10	0.02	114687	47.69	1.11	1.44	1.05	1.41
Jammu & Kashmir	58.48	**	41.52	41.52	-	285555	47.64	0.96	1.20	0.79	1.12
Jharkhand	75.80	4.72	8.87	13.60	10.50	1029504	48.73	1.04	1.25	0.65	0.95
Karnataka	51.39	9.12	33.48	42.60	0.02	1134033	48.55	1.47	1.37	1.21	1.51
Kerala	22.42	42.36	28.81	71.17	6.42	490287	48.76	3.54	3.88	4.12	5.67
Lakshadweep	100.00	**	**	**	-	438	49.54	5.74	4.05	4.35	3.06
Madhya Pradesh	65.17	0.94	32.65	33.58	1.24	1943370	47.38	0.49	0.50	0.48	0.50
Maharashtra	39.06	37.80	20.27	58.07	0.52	2034182	45.91	1.98	1.91	1.06	1.68

Manipur	37.73	7.36	51.24	58.60	3.68	100336	49.45	1.17	1.70	0.27	0.94
Meghalaya	50.03	30.47	18.87	49.34	0.58	145085	49.10	1.15	1.32	0.65	0.56
Mizoram	59.27	1.99	23.68	25.67	15.06	40138	48.68	2.42	6.48	2.75	2.98
Nagaland	48.06	**	51.91	51.91	-	59262	49.00	2.48	2.47	0.81	1.57
Odisha	83.87	4.08	8.42	12.50	3.62	840354	48.30	1.99	2.11	1.29	1.90
Puducherry	31.19	13.19	55.62	68.81	-	21068	48.33	0.45	0.58	0.36	0.79
Punjab	57.17	3.33	39.08	42.42	0.41	512713	45.24	3.13	2.86	1.33	2.16
Rajasthan	52.16	**	46.31	46.31	1.52	1803858	45.90	0.60	1.01	0.35	0.75
Sikkim	73.46	1.58	24.96	26.54	-	12077	46.10	1.21	1.35	0.64	0.76
Tamil Nadu	41.06	20.92	37.94	58.85	0.09	1169855	48.68	1.05	1.27	0.90	1.72
Tripura	84.54	2.85	9.67	12.52	2.94	73712	49.08	0.40	0.65	0.34	0.69
Uttar Pradesh	48.23	7.39	41.79	49.18	2.45	5653503	47.78	0.76	0.84	0.70	0.67
Uttarakhand	48.82	4.33	45.06	19.39	1.76	239191	47.01	0.58	0.93	0.39	0.65
West Bengal	88.93	0.53	6.72	7.25	3.81	1207003	47.52	1.37	1.52	0.82	0.90
All States	61.32	8.02	27.80	35.81	2.40	27164511	47.81	1.18	1.30	0.90	1.18

zz: Incomplete coverage. *: Total may not add to 100 because of rounding of figures and no responses.

** : state does not have such school type.

CWSN: Children with Special Needs.

State/UT	Girls' Enrolment								Ratio of Girls' to Boys Enrolment*						% Enrolment in Primary Schools / Sections with PTR>30	% Enrolment in Upper Primary Schools / Sections with PRT>35
	Classes I-V				Classes VI-VIII				Classes I-V			Classes VI-VIII				
	2011-12	2012-13	2013-14		2011-12	2012-13	2013-14		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14		
			%	Number			%	Number								
															2013-14	
A & N Islands	48.88	48.61	48.94	15565	48.31	48.89	48.55	9572	0.96	0.95	0.96	0.93	0.96	0.94	2.19	0.31
Andhra Pradesh	48.76	48.61	48.50	3501104	49.42	49.35	49.09	1899826	0.95	0.95	0.94	0.98	0.97	0.96	41.46	23.11
Arunachal Pradesh	48.69	48.74	48.96	110189	49.26	50.29	50.05	50047	0.95	0.95	0.96	0.97	1.01	1.00	22.96	7.21
Assam	49.64	49.67	49.66	1993116	51.32	51.50	51.63	925393	0.99	0.99	0.99	1.05	1.06	1.07	55.03	20.54
Bihar	49.29	49.83	49.47	7430617	48.77	50.46	60.49	3139734	0.97	0.99	0.98	0.95	1.02	1.02	75.66	38.32
Chandigarh	46.45	46.75	46.81	45650	43.86	44.20	44.20	28140	0.87	0.88	0.88	0.78	0.79	0.79	6.80	0.55
Chhattisgarh	48.91	48.95	48.97	1431436	49.28	49.35	49.32	821937	0.96	0.96	0.96	0.97	0.97	0.97	36.80	31.86
Dadra & Nagar Haveli	47.22	47.06	46.63	16705	46.13	46.07	46.22	10318	0.89	0.89	0.87	0.86	0.85	0.86	34.17	2.76
Daman & Diu	46.47	45.93	45.66	8288	46.17	45.88	46.20	4624	0.87	0.85	0.84	0.96	0.85	0.86	54.16	16.78
Delhi	46.69	46.86	46.45	849458	45.94	46.01	46.26	516021	0.88	0.88	0.87	0.85	0.85	0.86	55.07	1.54
Goa	48.20	47.92	47.98	58929	46.92	47.05	47.21	35533	0.93	0.92	0.92	0.88	0.89	0.89	23.48	21.40
Gujarat	46.42	46.59	46.65	2769479	45.65	45.17	44.98	1481079	0.87	0.87	0.87	0.84	0.82	0.82	23.63	7.69
Haryana	45.49	45.56	45.71	1149036	44.83	44.79	45.00	649324	0.83	0.84	0.84	0.81	0.81	0.82	50.71	16.58
Himachal Pradesh	47.51	47.51	47.59	285077	46.72	46.84	47.12	174361	0.91	0.91	0.91	0.88	0.88	0.89	12.57	11.55
Jammu & Kashmir	47.34	47.37	47.66	583067	46.80	47.00	47.42	292908	0.90	0.90	0.91	0.88	0.89	0.90	9.47	2.07
Jharkhand	49.01	49.09	48.99	2245081	49.77	50.01	50.02	1021475	0.96	0.96	0.96	0.99	1.00	1.00	59.53	30.46
Karnataka	48.16	48.12	48.38	2589624	48.15	48.05	48.14	1430283	0.93	0.93	0.94	0.93	0.93	0.93	27.36	5.78
Kerala	49.07	48.80	48.77	1210731	48.58	48.59	48.63	787573	0.96	0.95	0.95	0.94	0.95	0.95	14.72	16.94
Lakshadweep	48.64	49.10	48.31	2266	53.40	53.26	52.20	1878	0.95	0.96	0.93	1.15	1.14	1.09	0.00	10.64

Madhya Pradesh	48.84	48.31	47.74	4567940	50.13	49.86	49.46	2485534	0.95	0.93	0.91	1.01	0.99	0.98	48.94	49.93
Maharashtra	47.07	47.05	47.05	4793970	46.61	46.46	46.40	2770079	0.89	0.89	0.89	0.87	0.87	0.87	43.72	32.90
Manipur	49.59	49.82	49.87	197032	49.82	49.62	49.47	76572	0.98	0.99	0.99	0.99	0.98	0.98	20.88	7.59
Meghalaya	50.28	50.08	50.08	264495	50.90	52.98	63.15	111588	1.01	1.00	1.00	1.12	1.13	1.13	38.56	18.09
Mizoram	48.18	48.02	48.30	72161	48.66	48.49	48.38	33171	0.93	0.92	0.93	0.95	0.94	0.94	15.54	1.61
Nagaland	49.23	49.11	49.09	140065	49.50	49.64	49.55	62632	0.97	0.97	0.96	0.98	0.99	0.98	20.89	9.80
Odisha	48.45	48.28	48.29	2065810	48.82	48.89	48.77	1029207	0.94	0.93	0.93	0.95	0.96	0.95	32.36	15.10
Puducherry	48.54	48.70	48.70	51960	48.64	48.89	48.51	32709	0.94	0.95	0.95	0.95	0.96	0.94	7.88	4.61
Punjab	44.64	44.93	45.15	1163030	43.85	43.87	44.00	631714	0.81	0.82	0.82	0.78	0.78	0.79	33.07	14.59
Rajasthan	46.98	46.93	46.59	3910467	44.73	44.78	44.65	1939554	0.89	0.88	0.87	0.81	0.81	0.81	31.67	16.22
Sikkim	48.00	47.84	47.74	35251	53.23	52.51	51.11	23648	0.92	0.92	0.91	1.14	1.11	1.05	1.36	1.39
Tamil Nadu	48.64	48.70	48.65	2806994	48.39	48.89	48.69	1766001	0.95	0.95	0.95	0.94	0.96	0.95	25.54	32.60
Tripura	48.98	48.95	49.02	189482	48.95	48.87	49.00	99807	0.96	0.96	0.96	0.96	0.96	0.96	14.99	5.10
Uttar Pradesh	48.72	48.79	48.59	12604978	50.39	50.59	50.09	5402397	0.95	0.95	0.95	1.02	1.02	1.00	75.79	51.44
Uttarakhand	47.40	47.47	47.30	528383	48.44	48.62	48.05	282411	0.90	0.90	0.90	0.94	0.95	0.92	41.44	26.79
West Bengal	49.52	49.42	49.18	4149336	51.94	52.02	51.96	2516553	0.98	0.98	0.97	1.08	1.08	1.08	41.38	54.78
All States	48.35	48.36	48.20	63836863	48.63	48.77	48.66	32343903	0.94	0.94	0.93	0.95	0.95	0.95	49.82	31.92

State/UT	% Under-Age Children						% Over-Age Children					
	Primary Level			Upper Primary Level			Primary Level			Upper Primary Level		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A & N Islands	7.77	7.34	7.53	8.71	9.27	8.20	7.13	6.86	6.32	10.12	15.87	14.33
Andhra Pradesh	16.90	16.89	16.18	21.69	21.51	20.10	2.36	2.33	2.86	2.39	3.69	5.41
Arunachal Pradesh	8.88	8.42	8.13	2.96	5.84	5.18	6.81	6.38	7.37	10.39	15.29	17.31
Assam	4.54	3.84	8.53	5.44	6.57	5.78	3.72	3.61	3.06	8.52	12.39	12.09
Bihar	1.36	1.44	1.42	3.07	2.86	2.36	4.93	4.78	4.99	4.79	6.21	7.00
Chandigarh	7.64	6.81	6.57	8.20	9.65	9.12	10.08	8.87	8.42	11.41	16.68	14.76
Chhattisgarh	2.41	2.59	2.36	3.37	3.38	3.29	9.57	9.02	7.40	17.34	23.42	20.42
Dadra & Nagar Haveli	11.10	0.93	0.93	9.82	13.12	14.07	8.11	8.22	6.39	10.91	12.63	11.47
Daman & Diu	9.05	8.93	6.97	8.00	7.98	8.56	7.63	7.20	7.00	10.22	12.37	11.75
Delhi	10.64	10.17	10.27	10.75	11.23	11.22	6.95	6.96	6.33	8.71	12.47	12.91
Goa	2.44	1.94	2.07	3.87	2.43	2.40	7.10	5.99	5.19	12.38	15.03	13.18
Gujarat	12.72	12.24	12.09	16.74	14.53	15.13	5.94	5.65	5.32	6.16	9.02	9.03
Haryana	11.30	15.06	14.37	9.12	13.98	14.54	8.39	7.45	6.69	10.26	13.11	12.58
Himachal Pradesh	15.21	14.25	14.22	13.33	15.83	16.22	3.24	2.77	2.48	6.68	7.64	6.72
Jammu & Kashmir	16.61	17.43	16.48	16.24	17.30	16.96	2.07	2.13	2.26	4.25	6.51	6.65
Jharkhand	5.69	4.16	4.70	5.70	4.81	4.31	7.30	7.47	7.77	7.94	12.04	11.95
Karnataka	4.56	12.20	5.10	6.11	12.70	6.88	3.23	2.20	3.47	5.28	3.15	3.03
Kerala	9.72	8.82	7.30	12.64	12.24	10.96	3.30	2.92	2.85	3.68	5.10	5.42
Lakshadweep	10.71	10.38	0.15	11.90	11.49	12.65	3.84	1.82	1.75	8.19	6.76	6.25
Madhya Pradesh	7.52	8.32	7.88	7.37	7.67	8.13	8.93	8.27	8.11	14.42	16.45	16.23
Maharashtra	5.89	8.02	5.82	5.11	5.13	5.46	9.11	8.62	7.60	11.58	17.34	16.10
Manipur	-	-	16.49	3.16	4.15	2.60	-	-	11.25	3.10	3.51	2.98
Meghalaya	6.95	6.02	7.17	3.92	3.61	3.48	21.60	21.85	22.43	35.21	36.94	38.06
Mizoram	5.21	4.46	5.39	3.36	2.08	2.02	14.12	15.24	14.54	21.64	31.11	27.30
Nagaland	4.13	4.95	2.57	3.79	2.26	2.96	10.50	6.27	13.75	13.70	28.19	24.71

Odisha	16.25	14.79	14.00	22.21	21.79	20.29	2.14	1.89	1.66	3.27	4.84	5.46
Puducherry	14.30	1.94	15.10	17.67	18.75	23.21	1.69	0.86	0.64	3.04	2.11	1.14
Punjab	10.94	9.93	9.03	7.43	7.90	8.28	9.63	9.95	9.80	13.62	19.36	18.16
Rajasthan	12.39	12.67	11.97	7.28	8.58	8.65	10.15	10.66	9.68	13.62	19.94	18.09
Sikkim	4.85	4.22	4.23	2.53	1.72	2.01	30.94	28.59	28.62	59.86	41.54	54.91
Tamil Nadu	15.83	14.14	14.46	19.66	18.15	17.99	0.72	0.73	0.71	1.67	2.43	2.58
Tripura	0.64	0.72	1.16	0.57	0.80	0.88	4.95	5.87	9.57	12.30	15.51	10.33
Uttar Pradesh	3.73	4.16	5.23	8.28	8.49	9.63	3.98	4.37	4.46	6.99	12.13	12.07
Uttarakhand	13.25	13.44	12.31	12.86	15.05	14.19	5.09	4.27	4.64	9.38	11.39	12.51
West Bengal	14.51	12.82	2.98	13.05	11.70	11.77	8.18	8.70	8.47	14.83	15.52	15.01
All States	8.11	8.35	7.36	9.95	10.21	9.88	5.87	5.80	5.68	8.66	11.69	11.42

State/UT	Average Annual Drop-out Rate [#]														Retention Rate at Primary Level (Grade I to V)**					Gross Completion Rate at Primary Level*** 2013-14
	Primary Level					Upper Primary Level			Elementary Level	Grade-wise Drop-out Rate					2012- 13	2013- 14	2013-14			
	2010- 11	2011- 12	2012-13			2012-13				2012-13							SC	ST	Muslim	
			All	Boys	Girls	All	Boys	Girls		Grade I	Grade II	Grade III	Grade IV	Grade V						
A & N Islands	-	-	0.68	0.83	0.51	1.23	1.37	1.09	0.89	-	1.23	0.30	0.71	1.14	98.05	93.80	-	92.53	-	103.15
Andhra Pradesh	6.17	5.65	3.18	3.30	30.58	3.36	3.21	3.51	3.24	7.21	1.45	2.48	0.44	3.99	84.77	86.73	88.17	62.24	96.70	94.56
Arunachal Pradesh	14.82	18.69	15.16	15.84	14.44	7.47	5.86	9.06	12.88	32.63	13.41	8.32	5.99	1.55	42.28	42.96	45.68	38.71	-	104.17
Assam	11.71	8.84	6.24	7.02	5.46	7.20	7.89	6.55	6.54	11.94	4.53	3.69	3.10	6.53	56.23	76.09	86.76	72.68	65.96	92.82
Bihar	5.68	15.28	-	-	-	-	-	-	-	-	-	-	-	12.75	62.26	74.59	65.57	64.23	74.24	102.72
Chandigarh	-	-	-	-	-	0.10	-	0.88	-	-	-	-	-	-	-	-	-	-	-	114.43
Chhattisgarh	4.93	3.14	4.14	4.24	4.05	5.42	6.09	4.73	4.60	4.96	3.15	3.52	2.92	6.25	80.14	82.95	81.53	76.57	93.37	108.16
Dadra & Nagar Haveli	2.48	-	-	-	0.47	3.38	2.59	4.30	1.18	-	0.62	0.05	0.19	0.32	91.22	95.97	-	91.99	87.11	101.99
Daman & Diu	2.61	0.72	-	-	-	-	-	-	-	-	-	-	-	-	94.96	92.19	81.88	94.07	87.64	93.93
Delhi	-	-	-	-	-	-	-	0.31	-	-	-	-	-	-	-	-	-	-	-	125.55
Goa	-	-	-	-	0.26	-	-	-	-	-	0.55	0.46	-	-	-	-	-	-	-	112.19
Gujarat	2.99	-	0.74	0.21	1.35	5.20	2.75	8.19	2.31	1.50	0.22	-	0.44	1.64	93.29	95.51	-	84.58	-	98.39
Haryana	-	-	1.29	1.48	1.06	0.46	0.18	0.80	1.00	0.31	1.03	1.98	0.28	2.86	-	-	97.74	-	-	102.49
Himachal Pradesh	0.72	-	0.45	0.51	0.39	0.51	0.52	0.49	0.47	0.52	0.22	0.37	-	1.27	95.01	99.40	99.43	-	-	103.33
Jammu & Kashmir	11.33	8.37	6.30	6.80	5.75	5.52	5.51	5.52	6.03	12.14	5.45	4.06	2.10	6.21	77.60	74.20	77.47	63.25	71.53	79.56
Jharkhand	12.62	7.51	7.21	7.36	7.05	5.47	4.99	5.94	6.69	6.77	2.78	5.30	3.63	18.35	60.17	65.07	61.28	56.83	63.63	107.82
Karnataka	2.03	2.61	2.97	3.40	2.51	5.05	4.96	5.15	3.72	3.94	2.36	1.58	1.93	4.97	91.63	91.84	87.45	89.11	38.42	99.38
Kerala	0.08	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	95.08	-	100.40
Lakshadweep	1.29	1.44	2.50	2.30	2.71	0.29	0.97	-	1.55	3.97	1.16	1.01	3.40	2.99	94.28	95.15	100.00	95.71	93.17	97.21

Madhya Pradesh	8.31	6.25	6.11	5.75	6.49	8.53	6.79	10.27	6.93	6.49	4.19	5.40	4.96	9.58	73.51	75.16	77.60	67.59	81.32	115.87
Maharashtra	1.86	0.58	0.97	0.88	1.06	1.74	0.89	2.72	1.25	1.05	0.55	0.48	1.93	0.80	91.23	94.23	91.16	78.39	-	105.33
Manipur	12.06	8.61	9.86	10.24	9.48	6.06	5.48	6.65	8.79	13.38	10.62	5.15	6.28	12.03	64.50	64.19	63.83	61.66	76.53	115.65
Meghalaya	15.11	13.91	10.14	11.32	8.96	7.85	8.43	7.34	9.50	22.53	6.63	8.89	9.07	-	51.90	57.51	73.47	55.98	77.78	97.58
Mizoram	7.04	10.59	24.11	24.27	23.93	19.28	19.35	19.21	22.62	30.56	23.76	25.77	21.58	15.77	65.78	57.55	-	57.19	-	105.16
Nagaland	6.04	5.46	7.07	7.11	7.03	9.83	10.15	9.51	7.91	5.15	5.94	6.23	6.97	12.00	75.74	79.20	-	78.88	-	107.59
Odisha	5.37	5.20	3.56	3.63	3.49	3.81	4.10	3.52	3.64	2.15	2.18	3.05	1.90	8.93	80.03	84.77	86.13	73.04	91.99	96.00
Puducherry	-	0.21	0.34	0.25	0.43	0.68	0.33	1.05	0.47	1.11	0.27	0.46	0.58	-	97.71	98.53	-	0.00	99.23	106.89
Punjab	1.80	1.55	1.99	1.99	1.98	2.78	2.58	3.04	2.27	5.59	1.05	1.94	-	1.93	-	-	-	-	-	105.63
Rajasthan	7.79	5.51	7.97	7.20	8.85	4.42	2.86	6.34	6.87	6.55	8.81	8.91	5.12	10.58	66.78	68.50	67.84	62.58	77.47	100.71
Sikkim	4.34	2.24	3.60	4.78	2.31	3.15	2.60	3.64	3.44	5.78	1.72	4.34	1.51	4.60	95.15	92.77	93.37	91.75	-	134.80
Tamil Nadu	0.98	0.55	4.06	4.02	4.10	1.24	0.38	2.13	2.99	5.94	3.43	3.48	2.90	4.53	-	96.29	96.53	83.13	-	102.96
Tripura	6.18	0.12	2.22	2.31	2.11	3.08	3.10	3.08	2.52	1.26	0.31	1.44	1.04	7.30	80.70	79.99	86.31	64.41	-	115.57
Uttar Pradesh	11.85	7.13	10.28	10.53	10.03	1.06	-	3.10	7.69	6.92	5.65	9.13	9.21	22.52	87.41	87.81	87.18	91.91	97.55	96.36
Uttarakhand	4.93	4.29	1.16	1.14	1.18	0.13	-	1.00	0.80	4.60	-	-	-	3.79	83.28	89.00	83.16	-	71.97	99.98
West Bengal	6.61	6.56	6.30	6.88	5.71	5.18	6.29	4.16	5.93	12.38	3.07	1.58	7.66	5.05	74.96	60.77	64.80	48.15	55.64	98.48
All States	6.50	5.62	4.67	4.68	4.66	3.13	2.30	4.01	4.17	4.83	2.28	3.58	3.49	9.47	80.07	82.38	80.68	67.68	78.06	101.30

Reasons for Dropping Out of School Primary Stage – Boys in India

Sl. No.	States	Number	Need to help family in domestic work	Poverty / Economic Reasons	Lack of interest in studies	Facilities / teaching in school not satisfactory	Distance to school was a problem / not convenient	Child's own long illness	Family migrated to other places
1	Andhra Pradesh	169	30.18	21.89	8.28	1.78	4.14	1.78	31.95
2	Assam	138	36.95	20.29	26.09	1.45	1.45	7.25	6.52
3	Bihar	1215	11.93	26.26	37.04	2.80	3.29	7.08	11.60
4	Chhattisgarh	354	40.68	16.67	14.97	3.95	3.95	5.08	14.69
5	Delhi	143	26.57	16.08	16.78	6.99	9.09	15.38	9.09
6	Gujarat	141	26.24	21.99	21.28	4.96	8.51	2.13	14.89
7	Haryana	91	36.26	31.87	14.29	2.20	2.20	5.49	7.69
8	Himachal Pradesh	37	40.55	16.22	10.81	8.11	5.41	10.81	8.11
9	Jammu & Kashmir	37	48.65	27.03	10.81	5.41	0.00	2.70	5.41
10	Jharkhand	934	18.73	33.62	23.13	2.57	2.68	5.67	13.60
11	Karnataka	280	27.85	24.64	22.14	3.93	3.57	1.07	16.79
12	Kerala	27	22.20	14.81	33.33	3.70	0.00	11.11	14.81
13	Madhya Pradesh	278	28.42	17.27	18.71	6.47	3.24	8.27	17.63
14	Maharashtra	213	25.83	25.35	22.54	3.76	8.92	6.10	7.51
15	Orissa	121	18.18	26.45	39.67	1.65	4.13	3.31	6.61
16	Punjab	135	20.74	28.15	6.67	13.33	2.22	2.22	26.67
17	Rajasthan	357	34.17	28.29	22.69	3.36	3.36	1.40	6.72
18	Tamil Nadu	38	13.16	21.05	31.58	7.89	0.00	7.89	18.42
19	Uttar Pradesh	367	28.33	16.62	15.26	9.81	8.72	7.90	10.35
20	Uttarakhand	245	24.89	15.51	13.47	13.47	11.02	9.80	11.84
21	West Bengal	346	31.79	24.57	15.32	6.07	7.51	6.07	8.67
All States		3125	24.86	22.75	24.58	3.78	4.77	6.08	13.18
All States		2624	24.01	26.94	21.38	5.64	4.57	5.72	11.74

Source: DISE – 2013-14

Reasons for Dropping Out of School Primary Stage – Girls in India

Sl. No.	States	Number	Need to help family in domestic work	Poverty / Economic Reasons	Lack of interest in studies	Facilities / teaching in school not satisfactory	Distance to school was a problem / not convenient	Child's own long illness	Family migrated to other places	Non availability of girls school	No need for girls to study
1	Andhra Pradesh	157	28.66	24.84	8.92	3.82	3.82	3.18	24.84	1.27	0.64
2	Assam	128	28.91	24.22	19.53	3.91	5.47	5.47	4.69	5.47	2.34
3	Bihar	1081	16.37	22.29	33.30	3.24	3.24	6.29	14.25	0.74	0.28
4	Chhattisgarh	236	34.74	16.95	21.19	2.54	3.81	1.69	1.18	4.66	2.54
5	Delhi	328	42.98	12.20	6.40	8.84	6.71	7.32	8.84	5.49	1.22
6	Gujarat	120	2.94	24.17	17.50	2.50	5.00	3.33	13.33	3.33	1.67
7	Haryana	83	36.14	25.30	13.25	2.41	6.02	4.82	4.82	1.20	6.02
8	Himachal Pradesh	25	24.00	20.00	24.00	4.00	4.00	4.00	8.00	8.00	4.00
9	Jammu & Kashmir	22	40.91	13.64	22.70	0.00	9.09	0.00	13.64	0.00	0.00
10	Jharkhand	801	19.23	29.71	25.09	2.50	2.25	7.24	12.73	0.75	0.50
11	Karnataka	212	31.12	17.45	16.51	6.13	3.77	2.36	15.57	0.47	6.60
12	Kerala	17	35.29	17.65	23.53	5.88	11.76	0.00	0.00	5.88	0.00
13	Madhya Pradesh	226	23.01	8.58	14.60	5.31	5.31	9.73	16.81	3.98	2.65
14	Maharashtra	129	22.49	24.03	19.38	6.98	6.20	8.53	10.08	2.33	0.00
15	Orissa	111	20.72	22.52	35.14	7.21	0.00	3.60	6.31	2.70	1.80
16	Punjab	55	25.45	25.45	16.36	14.55	0.82	0.00	10.91	0.00	5.45
17	Rajasthan	264	22.73	23.48	29.17	3.41	2.65	1.14	6.82	1.52	9.09
18	Tamil Nadu	32	43.76	15.63	9.38	0.00	12.50	3.13	12.50	3.13	0.00
19	Uttar Pradesh	310	19.68	13.23	21.29	11.61	11.61	6.77	7.42	7.42	0.97
20	Uttarakhand	94	21.28	11.70	11.70	13.83	11.70	9.57	8.51	11.70	0.00
21	West Bengal	281	32.03	17.44	8.54	8.19	10.68	6.41	10.32	4.63	1.78
All States		2588	25.23	20.56	23.57	4.91	4.48	5.83	11.21	2.40	1.82
All States		2210	23.62	22.94	19.82	5.07	5.88	5.34	12.35	2.99	1.99

Source: DISE – 2013-14.

Reasons for Dropping out of School Upper Primary Stage – Boys in India

Sl. No.	States	Number	Need to help family in domestic work	Poverty / Economic Reasons	Lack of interest in studies	Facilities / teaching in school not satisfactory	Distance to school was a problem / not convenient	Child's own long illness	Family migrated to other places
1	Andhra Pradesh	91	31.11	24.44	11.11	4.44	3.33	2.22	23.33
2	Assam	155	40.00	36.77	16.77	0.00	2.58	1.29	2.58
3	Bihar	199	15.58	27.14	27.14	10.05	3.52	3.52	13.07
4	Chhattisgarh	163	33.74	25.77	18.40	3.68	3.68	2.45	12.27
5	Delhi	33	27.27	27.27	24.24	9.09	3.03	6.06	3.03
6	Gujarat	42	42.86	11.90	28.10	0.00	0.00	7.14	0.00
7	Haryana	19	21.05	5.26	57.89	5.26	5.26	0.00	5.26
8	Himachal Pradesh	47	29.79	19.15	12.77	10.64	8.51	10.64	8.51
9	Jammu & Kashmir	63	28.57	20.63	12.70	9.52	4.76	9.52	14.29
10	Jharkhand	279	25.81	25.81	19.71	0.36	4.30	2.87	21.15
11	Karnataka	195	28.20	21.54	29.23	3.59	1.54	0.51	15.38
12	Kerala	8	25.00	12.50	25.00	12.50	0.00	0.00	25.00
13	Madhya Pradesh	184	29.89	22.83	22.83	5.43	5.43	0.00	13.59
14	Maharashtra	59	32.20	13.56	33.90	8.47	1.69	5.08	5.08
15	Orissa	154	21.43	19.48	43.51	1.95	3.25	2.60	7.79
16	Punjab	46	36.96	21.74	15.22	2.17	4.35	2.17	17.39
17	Rajasthan	180	23.89	28.89	33.89	0.56	6.67	1.67	4.44
18	Tamil Nadu	86	25.58	33.72	18.60	0.00	4.65	2.33	15.12
19	Uttar Pradesh	145	29.66	20.69	15.17	4.83	5.52	10.34	13.79
20	Uttarakhand	96	40.63	10.42	15.63	10.42	6.25	4.17	12.50
21	West Bengal	48	18.75	31.25	0.00	12.50	27.08	2.08	8.33
All States		896	29.46	23.33	22.88	4.35	4.13	4.02	11.83
All States		1159	28.22	24.25	23.12	4.23	5.00	3.02	12.17

Source: DISE – 2013-14.

Reasons for Dropping Out of School Upper Primary Stage – Girls in India

Sl. No.	States	Number	Need to help family in domestic work	Poverty / Economic Reasons	Lack of interest in studies	Facilities / teaching in school not satisfactory	Distance to school was a problem / not convenient	Child's own long illness	Family migrated to other places	Non availability of girls school	No need for girls to study
1	Andhra Pradesh	81	24.69	20.99	18.52	4.94	3.70	0.00	22.22	2.47	2.47
2	Assam	127	38.58	35.43	4.72	0.00	7.87	0.00	4.72	0.79	7.87
3	Bihar	118	21.18	19.49	21.19	8.47	2.54	3.39	23.73	0.00	0.00
4	Chhattisgarh	106	47.17	20.75	20.75	3.77	1.89	0.00	2.83	2.83	0.00
5	Delhi	27	40.74	14.81	40.74	0.00	0.00	0.00	3.70	0.00	0.00
6	Gujarat	54	46.30	14.81	25.93	0.00	1.85	0.00	0.00	0.00	11.11
7	Haryana	28	39.29	10.71	42.86	0.00	3.57	0.00	0.00	0.00	3.57
8	Himachal Pradesh	64	29.69	18.72	20.31	7.81	10.94	1.56	4.69	3.13	3.13
9	Jammu & Kashmir	23	39.13	13.04	26.09	0.00	4.35	0.00	4.35	13.04	0.00
10	Jharkhand	133	29.32	16.54	18.05	2.26	6.77	6.77	20.30	0.00	0.00
11	Karnataka	135	24.44	22.22	24.44	2.96	2.96	3.70	14.07	0.74	4.44
12	Kerala	9	33.33	11.11	44.44	0.00	0.00	0.00	11.11	0.00	0.00
13	Madhya Pradesh	148	24.32	19.59	29.05	4.05	4.73	0.68	14.86	0.00	2.70
14	Maharashtra	30	36.67	26.67	16.67	6.67	6.67	0.00	3.33	0.00	3.33
15	Orissa	115	21.74	20.87	29.57	8.70	0.00	2.61	8.70	0.87	6.96
16	Punjab	25	48.00	20.00	8.00	8.00	4.00	0.00	0.00	0.00	12.00
17	Rajasthan	120	26.67	23.33	5.00	0.83	3.33	0.83	6.67	0.83	22.50
18	Tamil Nadu	75	26.67	38.67	13.33	0.00	8.00	0.00	13.33	0.00	0.00
19	Uttar Pradesh	68	19.12	17.65	20.59	5.88	7.35	4.41	5.88	11.76	7.35
20	Uttarakhand	23	26.09	8.70	17.39	17.39	0.00	8.70	8.70	13.04	0.00
21	West Bengal	72	36.11	19.44	15.28	2.78	11.11	4.17	1.39	0.00	9.72
All States		631	30.58	21.08	20.76	3.80	3.80	2.06	9.35	1.74	6.81
All States		777	29.73	22.65	21.11	3.35	5.54	1.67	10.42	1.29	4.25

Source: DISE – 2013-14.

Current Activity of the Dropouts Primary State – Boys

Sl. No.	States	Number	Helping parents / family in agriculture / taking care of cattle / other occupational work	Helping parents / family in household work	Working to earn money	Not doing anything, being idle	Not doing anything due to incapacity to work (like long illness)	Activity not known
1	Andhra Pradesh	169	28.40	14.79	8.88	36.09	0.59	11.24
2	Assam	138	26.81	15.22	34.36	13.04	5.07	5.80
3	Bihar	1215	17.04	23.21	13.91	31.52	4.20	10.12
4	Chhattisgarh	354	28.81	31.07	16.38	16.67	1.13	5.93
5	Delhi	143	15.38	23.78	22.38	21.68	1.40	15.38
6	Gujarat	141	27.66	7.80	20.57	28.37	1.42	14.18
7	Haryana	91	40.66	18.68	9.89	15.38	2.20	13.19
8	Himachal Pradesh	37	35.14	13.51	16.22	29.73	2.70	2.70
9	Jammu & Kashmir	37	32.43	21.62	24.32	13.51	2.70	5.41
10	Jharkhand	934	22.27	24.41	6.85	23.77	3.72	18.95
11	Karnataka	280	18.21	22.86	18.93	13.57	6.43	20.00
12	Kerala	27	48.15	3.70	25.93	3.70	3.70	14.81
13	Madhya Pradesh	278	23.02	16.19	24.10	16.55	0.72	19.42
14	Maharashtra	213	26.76	15.02	12.21	24.88	0.94	20.19
15	Orissa	121	19.83	20.66	23.14	22.31	0.83	13.22
16	Punjab	135	24.44	17.78	8.89	14.07	3.70	31.11
17	Rajasthan	357	34.73	17.93	15.69	14.57	1.40	15.69
18	Tamil Nadu	38	23.68	7.89	18.42	28.95	7.89	13.16
19	Uttar Pradesh	367	25.61	29.43	20.65	20.44	1.36	2.18
20	Uttarakhand	245	30.61	2.08	21.63	22.45	0.41	0.82
21	West Bengal	346	25.72	30.36	24.28	14.74	0.58	4.62
All States		3125	25.12	23.14	16.46	21.41	2.59	11.30
All States		2624	22.71	21.80	16.08	23.21	2.67	13.53

Current Activity of the Dropouts Primary State – Girls

Sl. No.	States	Number	Helping parents / family in agriculture / taking care of cattle / other occupational work	Helping parents / family in household work	Working to earn money	Not doing anything, being idle	Not doing anything due to incapacity to work (like long illness)	Activity not known
1	Andhra Pradesh	157	22.29	31.21	8.92	22.93	2.55	12.10
2	Assam	128	24.22	30.47	26.56	12.50	2.34	3.91
3	Bihar	1081	11.01	39.04	8.14	29.23	3.61	8.97
4	Chhattisgarh	236	29.24	41.53	11.02	8.90	0.42	8.90
5	Delhi	328	18.29	52.44	10.98	10.06	1.22	7.01
6	Gujarat	120	9.17	55.00	16.67	2.50	3.33	13.33
7	Haryana	83	30.12	37.35	7.23	9.64	3.61	12.05
8	Himachal Pradesh	25	16.00	48.00	24.00	8.00	0.00	4.00
9	Jammu & Kashmir	22	9.09	68.18	9.09	0.00	0.00	13.64
10	Jharkhand	801	21.72	33.46	5.25	19.73	3.75	16.10
11	Karnataka	212	9.43	46.23	15.57	5.66	7.08	16.04
12	Kerala	17	5.88	64.71	17.65	11.76	0.00	0.00
13	Madhya Pradesh	226	18.14	26.55	26.11	13.27	0.44	15.49
14	Maharashtra	129	13.18	38.76	22.48	7.75	1.55	16.28
15	Orissa	111	9.01	31.53	25.23	8.11	2.70	23.42
16	Punjab	55	10.91	45.45	12.73	9.09	1.82	20.00
17	Rajasthan	264	17.80	48.86	11.36	4.92	2.27	14.77
18	Tamil Nadu	32	05.63	53.13	1250	93.8	3.13	6.25
19	Uttar Pradesh	310	20.32	34.84	20.65	17.10	4.84	2.26
20	Uttarakhand	94	30.85	26.60	21.28	1915	1.06	1.06
21	West Bengal	281	29.89	32.38	17.44	14.59	1.07	4.63
All States		2588	18.47	41.77	11.75	15.69	2.86	9.47
All States		2210	17.96	34.34	13.98	17.83	2.85	13.03

Current Activity of the Dropouts Upper Primary State – Boys

Sl. No.	States	Number	Helping parents / family in agriculture / taking care of cattle / other occupational work	Helping parents / family in household work	Working to earn money	Not doing anything, being idle	Not doing anything due to incapacity to work (like long illness)	Activity not known
1	Andhra Pradesh	90	32.22	21.11	14.44	22.22	1.11	8.89
2	Assam	155	8.39	31.61	51.61	3.87	1.29	3.23
3	Bihar	199	17.09	41.71	18.09	16.08	1.51	5.53
4	Chhattisgarh	163	25.77	22.70	20.25	17.18	0.61	13.50
5	Delhi	33	21.21	30.30	21.21	9.09	9.09	9.09
6	Gujarat	42	40.48	33.33	2.38	7.14	7.14	9.52
7	Haryana	19	21.05	52.63	21.05	0.00	5.26	0.00
8	Himachal Pradesh	47	25.53	34.04	25.53	14.89	0.00	0.00
9	Jammu & Kashmir	63	28.57	19.05	23.81	15.87	0.00	12.70
10	Jharkhand	279	25.09	25.09	8.32	21.15	0.72	18.64
11	Karnataka	195	17.95	25.64	21.03	13.85	3.59	17.95
12	Kerala	8	50.00	12.50	12.50	12.50	0.00	12.50
13	Madhya Pradesh	184	30.43	19.02	20.11	16.30	2.72	11.41
14	Maharashtra	59	20.34	38.98	16.95	13.56	0.00	10.17
15	Orissa	154	24.68	20.13	32.47	15.58	0.65	6.49
16	Punjab	46	15.22	13.04	13.04	15.22	17.39	26.09
17	Rajasthan	180	30.00	26.67	25.56	12.78	1.11	13.89
18	Tamil Nadu	86	25.58	23.26	13.95	19.77	0.00	17.44
19	Uttar Pradesh	145	20.69	20.69	16.55	24.83	3.45	13.79
20	Uttarakhand	96	32.29	20.83	23.96	15.63	0.00	7.29
21	West Bengal	48	47.92	16.67	31.25	2.08	2.08	0.00
All States		896	24.55	31.70	20.65	10.49	1.45	11.16
All States		1159	22.86	23.64	21.48	17.95	2.50	11.56

Current Activity of the Dropouts Upper Primary State – Girls

Sl. No.	States	Number	Helping parents / family in agriculture / taking care of cattle / other occupational work	Helping parents / family in household work	Working to earn money	Not doing anything, being idle	Not doing anything due to incapacity to work (like long illness)	Activity not known
1	Andhra Pradesh	81	22.22	39.51	16.05	12.35	1.23	8.64
2	Assam	127	1.57	30.71	45.67	7.09	0.00	14.96
3	Bihar	118	20.34	36.44	15.25	13.56	4.24	10.17
4	Chhattisgarh	106	33.02	33.02	14.15	15.09	0.00	4.72
5	Delhi	27	14.81	55.56	18.52	11.11	0.00	0.00
6	Gujarat	54	51.85	18.52	0.00	3.70	1.85	24.07
7	Haryana	28	17.86	71.43	3.57	3.57	0.00	3.57
8	Himachal Pradesh	64	26.56	28.13	15.63	23.44	0.00	6.25
9	Jammu & Kashmir	23	30.43	17.39	13.04	21.74	0.00	17.39
10	Jharkhand	133	33.83	36.09	6.02	6.77	4.51	12.78
11	Karnataka	135	10.37	48.89	22.22	4.44	6.67	7.41
12	Kerala	9	11.11	44.44	33.33	11.11	0.00	0.00
13	Madhya Pradesh	148	26.35	47.97	5.41	10.81	0.68	8.78
14	Maharashtra	30	33.33	50.00	6.67	6.67	0.00	3.33
15	Orissa	115	13.91	39.13	27.83	4.35	2.61	12.17
16	Punjab	25	24.00	40.00	4.00	8.00	0.00	24.00
17	Rajasthan	120	26.67	48.33	9.17	9.17	0.00	6.67
18	Tamil Nadu	75	14.67	60.00	9.33	6.67	1.33	8.00
19	Uttar Pradesh	68	29.41	32.35	17.65	14.71	0.00	5.88
20	Uttarakhand	23	30.43	26.09	17.39	21.74	0.00	4.35
21	West Bengal	72	48.61	33.33	9.72	2.78	1.39	4.17
All States		631	25.04	38.99	16.48	9.03	1.74	8.72
All States		777	26.25	38.74	13.90	10.42	1.42	9.27

School Enrolment and Out of School Children

Division / Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	0.89	0.79	0.63	0.48	0.52	19.44	19.35	25.18	27.43	24.75
	±0.44	±0.36	±0.29	±0.32	±0.37	±3.06	±3.72	±3.28	±4.08	±4.64
East	0.8	1.38	0.86	1.03	0.57	14.96	20.67	23.91	25.36	23.73
	±0.31	±0.60	±0.41	±0.63	±0.27	±2.37	±3.38	±2.92	±3.09	±3.24
North	0.69	0.9	1.06	0.36	0.54	21.09	26.11	26.42	26.76	31.19
	±0.36	±0.46	±0.68	±0.36	±0.31	±2.73	±3.85	±3.68	±3.34	±3.43
South	1.14	3.94	0.67	0.4	0.52	26.25	34.84	3.23	36.08	28.02
	±0.37	±0.38	±0.28	±0.25	±0.29	±4.16	±5.74	±4.95	±5.04	±5.26
West	1.25	0.71	1	0.85	0.78	17.54	2.29	26.93	27.96	24.86
	±0.49	±0.33	±0.74	±0.53	±0.52	±3.96	±5.30	±4.13	±4.19	±4.57
State	0.93	0.98	0.85	0.59	0.57	19.69	25.07	27.04	28.95	26.78
	±0.17	±0.22	±0.23	±0.19	±0.15	±1.47	±2.06	±1.79	±1.86	±1.92

Source: ASER – TN, 2013-14.

School Enrolment and Out of School Children

Age Group	Government	Private	Other	Not in School	Total
6-14 (All)	72.6	26.8	0.1	0.6	100
7-16 (All)	73.3	24.8	0.1	1.9	100
7-10 (All)	69.6	30.1	0.0	0.3	100
7-10 B	65.9	33.7	0.0	0.4	100
7-10 G	73.6	26.4	0.0	0.1	100
11-14 A	77.2	21.7	0.1	1.0	100
11-14 B	74.8	23.9	0.1	1.2	100
11-14 G	79.9	19.3	0.1	0.7	100
15-16 A	72.3	19.5	0.1	8.1	100
15-16 B	69.3	20.6	0.2	10.0	100
15-16 G	75.0	18.5	0.1	6.4	100

Note: 'Other' includes children going to madrasa and EGS.
never enrolled

'Not in School' = dropped out +

Source: ASER – TN, 2013-14.

ASER 2013 District Performance Tables: Tamil Nadu

District Name	Pvt. School	Out of School	Std I-II learning levels		Std III-V learning levels	
	% children (6-14) in pvt. school	% children (6-14) out of school	% children (Std I-II) who CAN READ letters, words or more	% children (Std I-II) who CAN RECOGNISE numbers (1-9) or more	% children (Std III-V) who CAN READ a Std I level text or more	% children (Std III-V) who CAN DO subtraction or more
Thiruvallur	36.9	1.5	48.7	73.5	38.5	32.9
Kancheepuram	35.7	0.0	56.2	77.1	39.2	30.7
Vellore	35.9	0.4	46.6	69.9	43.5	37.4
Dharmapuri	28.5	0.6	52.6	58.3	43.3	36.0
Tiruvannamalai	22.3	0.2	41.7	56.7	44.3	39.8
Viluppuram	29.6	0.7	68.5	83.7	47.0	38.4
Salem	27.9	0.8	60.6	75.0	40.9	25.8
The Nilgiris	66.1	0.0	83.2	97.4	43.0	32.0
Coimbatore	16.1	0.5	62.0	68.2	45.3	31.1
Dindigul	25.1	1.5	74.5	78.0	54.2	35.6
Karur	32.5	0.4	59.7	73.1	46.3	42.5
Tiruchirappalli	18.7	0.3	62.8	57.9	53.3	37.2
Perumbalur	33.6	0.2	63.2	77.2	51.2	45.1
Ariyalur	17.5	0.2	62.1	85.1	35.5	25.3
Cuddalore	34.9	0.7	62.0	82.3	48.2	49.2
Nagapattinam	14.1	1.0	76.8	75.8	56.2	34.8
Thiruvavarur	21.0	0.9	59.1	70.1	52.8	29.3
Thanjavur	18.1	0.1	64.5	74.2	42.8	47.3
Sivaganga	18.4	0.6	63.8	76.4	59.8	51.0
Madurai	35.0	0.6	64.4	71.3	50.4	38.3
Theni	33.3	0.6	77.1	82.6	42.7	56.3
Virudhunagar	22.3	1.5	57.1	58.5	48.4	34.6
Ramanathapuram	12.7	0.2	86.3	80.7	72.8	40.3
Thoothukodi	38.2	0.1	64.4	71.1	64.5	55.0
Tirunelveli	32.8	0.4	79.5	75.5	74.2	43.1
Total	26.8	0.6	62.5	71.8	50.2	39.2

Source: ASER – TN Division Estimate – 2013-14.

CHAPTER 5
ANALYSIS AND INTERPRETATION: HOUSEHOLD SURVEY OF
SCHOOL DROPOUTS IN RURAL SETTINGS

The survey is based on a sample of 300 households having at least one dropout child per sample household. The survey comprised of interviews from the identified drop-out child as well as the household head and attempted to elicit information regarding the general characteristics of the household, the importance given to children’s education and finally the reasons for the child’s drop out from school.

General Socio-demographic Attributes of the Households

Table 5.1: Age-wise Distribution of the respondents

Age (in years)	Taluku		Total
	Gudiyatham	Arcot	
Below 8	0	6	6
9-12	19	73	92
Above 12	131	71	202
Total	150	150	300

Source: Field Survey, 2014.

Table 5.1 shows age-wise distribution of the respondents. Out of 300 respondents, 202 respondents belongs to the age group of above 12 years; 92 respondents belongs to 9-12 years and only six respondents are in the age group of below 8 years. From the table, it is found that majority of the respondents are in the age group of above 12 years and they are expected to be studied above high school level of educations were above 12 years age groups. The next highest percentage of respondents was within the 9-12 years age groups. There were also a significant percentage of both males and females dropouts above the age of 12.

The present age of the dropout respondents as identified from the school records both of male and female dropout respondent. The major proportion of

males and females dropped out of school in the classes. The pattern is similar amongst the two blocks.

Table 5.2: Gender-wise Distribution of the respondents

Gender	Taluks		Total
	Gudiyatham	Arcot	
Boys	79 (52.66)	106 (70.66)	185
Girls	71 (47.34)	44 (29.34)	115
Total	150	150	300

Source: Field Survey, 2014.

Table 5.2 shows gender-wise distribution of the respondents. Out of 300 respondents, 185 respondents belong to boys category, among them 79 respondents from Gudiyatham and 106 respondents from Arcot taluk. the composition of girls in the total sample is 115. out of them, 71 from Gudiyatham and 44 from Arcot. It is found from the study that vast majority of sample represented by boys. The major proportion of males and females dropped out of school in the classes. The pattern is similar amongst the two blocks.

Table 5.3: Religion followed by the Households

Religion	Taluks		Total
	Gudiyatham	Arcot	
Hindu	120 (80.00)	142 (94.66)	262
Muslim	28 (18.66)	0 (0)	28
Christian	2 (1.34)	8 (5.34)	10
Total	150	150	300

Source: Field Survey, 2014.

The above table explains the religion-wise distribution of the respondents. Out of 300 sample respondents, majority of the respondents found to be the followers of Hindu religion. In Gudiyatham, 120 respondents (80 percent) and Arcot 142 (94.66 percent) respondents follow Hindu religion. Whereas, 28 (18.66 percent) respondents belongs to Muslim religion. And, the remaining 10 respondents are the followers of Christianizes. It is inferred from the table that majority of the respondents in the study area follow Hindu religion.

Table 5.4: Community-wise Distribution of the respondents

Community	Taluks		Total
	Gudiyatham	Arcot	
OC	1 (0.66)	0 (0.00)	1
BC	46 (30.66)	14 (9.33)	60
BCM	30 (20.00)	1 (0.66)	31
MBC	11 (7.34)	68 (45.33)	79
SC	59 (39.34)	62 (41.34)	121
SCA	0 (00)	5 (3.34)	5
ST	3 (2.00)	0 (0.00)	3
Total	150	150	300

Source: Field Survey, 2014.

Table 5.4 shows community-wise distribution of the respondents. Out of 300 respondents, 121 respondents belong to Schedule Caste (SC) Community; 79 respondent belongs to MBC category; 60 respondents belongs to BC category. A close look at the table reveals that in both taluk Schedule Caste respondents represent more than rest of other communities. In gudiyatham taluk, apart from SC respondents, the next most representing community is BC, while in Arcot it is MBC category. it is inferred from the table that majority of dropout are from SC category followed by MBC and BC category.

Table 5.5: Type of Family

Family Type	Taluks		Total
	Gudiyatham	Arcot	
Nuclear	64 (42.66)	7 (4.66)	71
Joint	86 (57.34)	143 (95.34)	229
Total	150	150	300

Source: Field Survey, 2014.

Table 5.5 shows family type of the respondents. Out of 300 respondents, 229 respondents belongs to joint family and 71 respondents from nuclear family system. From the table, it is found that majority of the sample dropouts are from Joint family system. In order to contribute family income or share, the young boys boys have been dropped from school.

Table 5.6: Family Size

Family Size	Taluks		Total
	Gudiyatham	Arcot	
One	0 (00)	02 (1.34)	02
Two	03 (2.00)	43 (28.66)	46
Three	36 (24.00)	66 (44.00)	102
Four	75 (50.00)	34 (22.67)	109
Five	26 (17.33)	04 (2.67)	30
Six	08 (5.33)	0 (00)	08
Seven	02 (1.34)	01 (0.66)	03
Total	150	150	300

Source: Field Survey, 2014.

Table 5.6 shows the percentage of households in the sample against the number of household number of dependents on members. In the overall sample, most of the households comprised 4 dependents. Out of 109 respondents, 75 respondents from (50 percent) Gudiyatham and 34 (22.67 percent) respondents represented from Arcot block. 102 respondent have reported that their family size is three. out of them, 36 (24 percent) respondents represented from Gudiyatham and 66 (4 percent) from Arcot taluk. From the table, it is found that majority of the dropouts' family have 3-4 members in their family.

Table 5.7: Education level of respondent's mother

Mother Education	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Primary School	38 (25.34)	87 (58.00)	125
High School	75 (50.00)	41 (27.00)	116
College	37 (24.66)	22 (14.66)	59
Total	150 (100.0)	150 (100.0)	300

Source: Field Survey, 2014.

Table 5.7 gives particulars regarding education level of their mother. it is observed from the table that 125 respondents have reported that their mother studied upto primary level of schooling; 116 respondents have reported that their mother studied upto high school level; and college level of education is reported by 59 percent of the respondents. Further examination of the table reveals that high school and above level of education are more represented by Gudiyatham taluk's respondents and Primary level of education is highly represented by Arcot taluk's respondents. It is interesting to be noted from the table that majority of the dropouts' mothers have studied high school and graduation level of education. the findings is worrisome and needs to rectified.

Table 5.8: Father's Occupation

Father Occupation	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Self employed	77 (51.33)	78 (52.00)	155
Regular	52 (34.66)	20 (13.34)	72
Casual labour	20 (13.34)	10 (6.66)	30
Others	1 (0.67)	42 (28.00)	43
Total	150	150	300

Source: Field Survey, 2014.

The majority of the households heads across the two blocks were found to be self employed. Among the 155 respondents, 77 respondents represented from gudiyaatham (51.33percent) and 78 (52 percent) from Arcto. It is found in the study that majority of the dropouts' parents were self-employed. The rate of dropout is least in the case of casual labour. The reason behind that the self-employed people don't have assured income regularly.

Table 5.9: Occupation of the respondent's Mother

Mother Occupation	Taluku		Total
	Gudiyaatham	Arcot	
Self employed	89 (59.34)	108 (72.00)	197
Regular	58 (38.66)	27 (18.00)	85
Casual labour	3 (2.00)	5 (3.34)	8
Others	0 (00)	10 (6.66)	10
Total	150	150	300

Source: Field Survey, 2014.

That The details regarding dropout's mother occupation is displayed in the above table. It is found from the table that 197 respondents said that their mother are self-employed and 85 respondents said they are regular worker. Further examination of the table shows that arcot taluk has more number of self-employed women than gudiatham taluk. As it is discussed earlier that more number of dropouts are found among self-employed category.

TABLE 5.10: Income-wise Distribution of the respondents

Income	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Below 3000	30 (20.00)	31 (20.66)	61
3000-4000	75 (50.00)	51 (34.00)	126
4000-5000	31 (20.66)	63 (42.00)	94
Above 5000	14 (9.34)	5 (3.34)	19
Total	150	150	300

Source: Field Survey, 2014.

The income-wise classification of the sample dropouts is presented in Table 5.10. It is observed from the table that 126 respondents fall in the income category of Rs.3000-4000. 94 respondents fall in the income category of 4000-5000 and is followed by 61 respondents whose income is above Rs.5000. An examination of the table shows that high dropouts are from the medium income category of Rs.3000-4000. It is found from the analysis that low income is the main parameter for increasing rate of dropouts.

Rank Sum Analysis

The researcher has applied the Friedman rank sum test to examine the relative importance of the variables considered for the study. There are five socio-economic factors are considered for the study which are to be arranged according to the preference given by the respondents. The result of the application is shown in table 5.11.

Table 5.11: Friedman Rank sum Test between socioeconomic factors

Statements	Mean	Rank	Chi-Square value	Sig
Socio-Economic factors	2.66	II	48.96	0.00
socio2	2.72	I		
socio3	2.42	III		
socio4	2.21	IV		

Source: Computed.

From the table, it is found that statement 2 has been given more priority followed by statement one and least priority has been given to statement 4. The computed chi-square value is 48.96 which is greater than the table value (2.58). therefore, the null hypothesis is rejected that there is association between the variables.

Table 5.12: Friedman Rank sum Test between Psychological factors

Statements	Mean	Rank	Chi-Square value	Sig
Psychological factor1	3.01	III	19.04	0.01
Psychological factor2	3.17	I		
Psychological factor3	3.10	II		
Psychological factor4	2.75	V		
Psychological factor5	2.97	IV		

Source: Computed.

Since the p value is greater than 0.05 therefore the null hypothesis is rejected. The study concludes that the psychological factors are dependent with each other.

Table 5.13: Friedman Rank sum Test between School factors

Statements	Mean	Rank	Chi-Square value	Sig
School Factors	3.13	X	1723.71	0.01
school2	3.67	VII		
school3	4.19	VII		
school4	4.20	VI		
school5	3.18	IX		
school6	4.56	V		
school7	8.84	II		
school8	8.56	III		
school9	5.73	IV		
school10	8.95	I		

Source: Computed

From the table, it is found that the highest priority has been given to school 10 and next to school 7 and is followed by school 8. The least priority has been given to school 1 and school 5, school 2. The computed p value is less than 0.05, the null hypothesis can be rejected. Therefore, the study arrives to conclude that there is association between school factors. This shows one factor leads to cause for another factor.

Table 5.14: Friedman Rank sum Test between Social factors

Statements	Mean	Rank	Chi-Square value	Sig
Social Factors	2.66	IV		
social2	2.61	V		
social3	2.83	III		
social4	2.99	II		
social5	3.92	I		

Source: Computed

Table 5.15: Father Education

Father Education	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Illiterate	77 (51.33)	92 (61.33)	169
High School	44 (29.33)	48 (32.00)	92
College	29 (19.34)	10 (6.67)	39
Total	150	150	300

Source: Field Survey, 2014.

Table 5.15 shows distribution of sample dropout according to their father education level. It is found from the table that majority of the sample dropouts fathers were illiterate and least dropout is found among graduated educated fathers. It is to be noted from the study that high rate of dropouts are among illiterate fathers/

Table 5.16: School Category

School Category	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Govt	145 (96.66)	142 (94.66)	287
Private	2 (1.34)	5 (3.34)	7
Aided	3 (2.00)	3 (2.00)	6
Total	150	150	300

Source: Field Survey, 2014.

There are three schools categories are considered for the study such as public, private and aided schools. It is found in the study that majority of the dropouts are from government schools. Low dropout is found in private and aided schools. The reason for high dropouts in government schools is no strigent rules.

Table 5.17: School Type

Type of School	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Boys	5 (3.33)	20 (13.34)	25
Girls	5 (3.33)	9 (6.00)	14
Co-education	140 (93.34)	121 (80.66)	261
Total	150	150	300

Source: Field Survey, 2014.

The study intends to examine the dropout rate among the types of school. It is found in the study that high dropouts are from co-education pattern of school than boys and girls schools. It is quite shocking to note that high dropout takes place in co-education system.

Table 5.18: Class Room Conditions

	Taluks		Total
	Gudiyatham	Arcot	
Pucca	91 (60.66)	112 (74.66)	203
Partially Pucca	2 (1.34)	38 (25.34)	40
Kuccha	57 (38.00)	0 (00)	57
Total	150	150	300

The school in all two blocks in permanent (pucca) school buildings. In all school covered are of that category. In other two regions Gudiyatham 57 (38.00percent) it general trend also in general trend.

TABLE - Availability of Furniture

Opinion	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Yes	73 (48.66)	137 (91.33)	210
No	77 (51.34)	13 (8.67)	90
Total	150	150	300

The table shows that in two block maximum have provisions of bench for seating. In 90 respondents of schools use floors for seating arrangements of students.

TABLE - Availability of Toilet Facilities

	Taluks		Total
	Gudiyatham	Arcot	
Yes	23 (15.33)	141 (94.00)	164
No	127 (84.67)	9 (5.00)	136
Total	150	150	300

TABLE - Sources of Drinking Water

	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Handpumps	56 (37.33)	27 (18.00)	83
Well	3 (2.00)	2 (1.33)	5
Tap water	86 (57.33)	121 (80.67)	207
Others	5 (3.34)	0 (00)	5
Total	150	150	300

TABLE - Electricity Facility

Electricity Facility	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Yes	109 (72.66)	122 (81.33)	231
No	41 (27.33)	27 (18.00)	68
Not Functioning	0 (00)	1 (0.66)	1
Total	150	150	300

TABLE – Hostel Facility

Hostel Facility	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Yes	3 (2.00)	54 (36.00)	57
No	147 (98.00)	96 (64.00)	243
Total	150	150	300

Availability of various types of basic amenities varied from region to except for electricity, drinking water, availability of furniture, toilet facilities and drinking water – which is available in all school covered in the study.

TABLE - Environment centred factors

Environment centred factors	TALUKS		TOTAL
	GUDIYATHAM	ARCOT	
Yes	3 (2.00)	54 (36.00)	57
No	147 (98.00)	96 (64.00)	243
Total	150	150	300

TABLE - Environment centred factors

S.No	Factors	TALUKS		TOTAL
		GUDIYATHAM	ARCOT	
1	Caste Factor	2 (1.33)	0	02
2	Poverty in Family	80 (53.33)	91	171
3	Tradition	2 (1.33)	5	7
4	Change of School	10 (6.66)	8	18
5	Medium of Instruction	1 (0.66)	2	03
6	Influence by Television or mass media	7 (4.66)	2	09
7	Famine in the village, tribal life, migration of family	13 (8.66)	22	35
8	Home environment	16 (10.66)	12	28
9	Distance between home to school poor school maintenance	9 (6.00)	2	11
10	Absence of Toilet at School	9 (6.00)	4	13
11	Intimidating system of examination	1 (0.66)	2	03
	Total	150	150	300

icChapter 6

SUMMARY AND CONCLUSIONS

This chapter gives summary of findings alongwith policy implications. Although literacy rate of India is increasing but children are still leaving school in middle. It is one of the major problems of Indian education system. When child fails to amend with school environment, it results in dropout. There are several factor are causing high dropouts such as socio-economic factors, school related factors, teacher centric factors, parental background factors and peer group effects. In the study those factors are considered. The dropout statistics both in all-over India as well as State level reveals that the dropout rate has declined drastically due to the effective implementation of policy measures. The present study categorized into six chapters. The present study was conducted with an objective to identify demographic profile and factors which are responsible for being dropouts. The first chapter of —Introduction focuses on need of education, definition and concepts of dropouts. It goes into depth of various aspects on the related issues. The second chapter is of —Review of literaturell which narrates about studies done in the field of demographic characteristics and various factors of being dropouts. All the findings of the present research are crafted in chapter four of —results. The data base for analysis is discussed in the later chapter five of the research documentation.

This study was carried out with 300 dropouts who were selected by multistage stratified sampling from the two different blocks of Vellore district. It includes the task which is exploratory in nature, their trend s, techniques of data collection and interpretation in the light of desired objectives. The study was carried out using a pre-designed and pre -tested interview schedule which was prepared carefully in consultation with experts. The respondents were individually contacted at their residences. Personal interviews were held with the respondents and their parents. Questions in the interview schedule were asked in Tamil, preferably in the local dialect and the responses were recorded. Sometimes the questions were repeated and read out to them to obtain an

accurate response. There was no specified time limit to complete the schedule but it took about in 50 -60 minutes to get the required information. The fourth Chapter —Result includes the results based on the tabulated data collected from the study locale. It provides the detail information about the field on the research issue. The fifth chapter of —Discussionl is based on analysis and interpretation of tabulated data in chapter four light of earlier studies that are explained in second chapter of review. The study is finally concluded is in the present chapter six of —summary and conclusion. This chapter is divided in following sections:

- 6.1 Demographic profile of dropouts
- 6.2 Characteristics of dropouts
- 6.3 Factors of being dropouts
- 6.4 Teacher’s attitude and its relationship in becoming dropouts
- 6.5 Parental attitude and its relationship in becoming dropouts
- 6.6 Conclusions

6.1 Demographic profile of dropouts:

Demographic profile of dropouts was drawn by researcher. The findings are summarizes as:

6.1.1 Personal Profile:

- It is found in the study that the rate of dropout is higher among girls than boys.
- Majority of dropouts belonged to age group 12 -14 years (67.5%) and majority of dropout were at first and second ordinal position (66.75%).
- Majority of dropouts (87.25%) were dropping out from primary stage.

6.1.2 Social Profile:

- Majority of dropouts were from the Hindu religion (77%).

- Majority of dropouts were from scheduled caste followed by backward class (29.25) and minimum dropouts were from general caste.

6.1.3 Family Profile:

- Majority of dropouts belonged to nuclear family and remaining belonged to joint family.
- Majority of dropouts' fathers were illiterate followed by primary education and minimum were educated at Junior and above.
- Majority of dropouts mother were illiterate and remaining were educated at primary education.

6.1.4 Work profile of family:

- Majority of dropout's fathers were casual labourer followed by business and service men.
- Majority of dropouts whose mothers were working as labourer and remaining were dropouts whose mothers were housewife.

6.2 Characteristics of dropouts:

- Majority of boys and girls were dropping out from primary education only while some boys and girls dropping out from elementary education level.
- Majority of dropouts were not engaged in any constructive activity. Majority of Boys were working in shops, factories etc. while majority of girls were engaged in household activities. Statistically, significant difference regarding present work of dropouts was observed between male and female dropouts ($\chi^2=119.673$, $df=4$, $P<0.05$).
- Parents also agreed to that majority of dropouts were not doing anything and majority of boys dropouts were busy with working on agricultural field work and female dropouts were busy with household responsibilities.
- Majority of dropouts had no fix place to study. Majority of dropouts also had no specific hours for study at home followed by one hour for study at home. It shows that dropouts were not sincere about the study or they had

no time for study and their family was not so much concern about their education.

- Majority of dropout felt hesitation in speaking in front of teacher followed by never felt any hesitation in front of teacher.
- Majority of female dropouts were ashamed after dropping out on the other hand majority of male dropouts were sad after dropping out. It showed statistically, significant difference regarding feeling after leaving school in middle were observed between male and female dropouts ($\chi^2=23.901$, $df=4$, $P<0.05$).
- Majority of male dropouts were very happy for rejoining of school followed by 41.38% male dropout (boys) were not interested to join school again on other hand majority of female dropouts who weren't interested to join school again followed by 9.4% female (girls) said —it is too late now. Statistically, significant difference regarding feeling of after getting a chance to join was observed between male (boys) and female dropouts ($\chi^2=15.779$, $df=3$, $P<0.05$).
- Majority of boys gave importance to improved behavior of teacher after rejoining of school followed by male dropouts (boys) who gave importance to good school environment after rejoining of school. On other hand majority of female dropouts gave the importance to good school environment followed by female dropouts (girls) who gave importance to the economic help after rejoining school. It was observed that there was a significant difference between male and female dropouts ($\chi^2 =31.238$, $df=5$, $P<0.05$).
- Majority of dropouts took leave sometimes followed by dropouts to ok leave mostly. Finding also depicted that the majority of female dropouts who took leave due to domestic chores while majority of boys took leave due to disease. Here significant difference was observed between boys and girls dropouts ($\chi^2=104.463$, $df=3$, $P<0.05$).

Factors of being dropouts:

Some personal factors, familial factors, teacher and school factor were found during research. These all factors are summarized as:

6.3.1 Personal factor:

- Majority of dropouts were not interested in study and majority of parents also agree with this point that dropouts were not interested in study.
- Present study revealed that some dropout left school due to self ill-health. A numbers of dropouts were also dropping out because of physical inability and retarded minded.
- Researcher also reported that few dropouts left school because they don't have sufficient time, books and some found study difficult. Parents of female dropouts also said that their children found study difficult.

6.3.2 Familial factors:

- Majority of female dropouts left school due to domestic chores while only male dropout (boys) left school because of domestic chores. After domestic chores female (girls) dropouts more left school because of looking after of siblings. Result also concluded that looking after of sibling was also a important cause for boys to leave school in the middle.
- Parents of dropouts also agreed with that care for siblings as one of the major reason for dropouts especially in girls cases. Some parents had negative attitude towards education that was also a cause of dropping out from school, boys and girls were dropping out due to this reason from school.
- Present study also revealed those male dropouts due to ill health of their parents and female also dropout because of ill health of their parents as perceived by parents of dropouts.
- Further analysis of this study also indicated that majority of male dropouts because there was no one to help them in study. Investigator also

found death of the father of dropouts as reason of dropping out from school as perceived by parents of dropouts.

6.3.3 School and teacher factor:

- The study found that high percentage of females and male dropouts liked school environment.
- Dropouts liked school environment because of good teaching and friends. Statistically, no significant difference regarding liking of school environment was observed between male and female dropouts ($\chi^2= 0.073$, $df=1$, $P>0.05$).
- Dropouts disliked school environment because of more physical punishment given by teacher, partiality, no proper sitting arrangement and boring teaching. Statistically, no significant difference regarding disliking environment was observed between male and female dropouts ($\chi^2 = 5.780$, $df=3$, $P>0.05$).
- Majority of male and female dropouts had school at only half km from their houses and minimum of male and female dropouts had two -three km distance of school from their houses. It was significant between male and female dropouts.
- Majority of dropouts went to school on foot and minimum went to school by bullock cart. Statistically, significant difference regarding the use of mode of transport was observed between boys and girls dropouts ($\chi^2= 7.548$, $df=3$, $P<0.05$).
- Majority of dropouts said that games facility was not available in their schools and minimum dropout said that games facility was very good in their school. It was insignificant between male and female dropouts ($\chi^2=1.605$, $df =3$, $P>0.05$).
- Majority of dropout's parents said that their children never learned anything wrong from school and only some parents said that their children learned wrong thing in schools. Statistically, significant difference

regarding learned any wrong learning in school was observed between male and female dropouts ($\chi^2 = 8.038$, $df = 1$, $P < 0.05$).

- Majority of dropout were never insulted by any one in class and remaining dropout felt insult in class. Here was a significant difference between male and female dropouts.
- Majority of dropouts were insulted by teachers followed by dropouts were insulted by Intelligent students and some dropouts were insulted by rich students and physically strong students.
- Majority of female dropouts left school due to fear of teacher followed by physical punishment and due to lack of toilets facilities in schools.
- Parents of dropouts also agree that fear of teacher was a reason for female dropouts but majority of parents said that school environment was not good so girls were dropping out. Some girls also were dropping out because of long distance of school and lack of toilets but no one males was dropping out because of distance of school and lack of toilets. Parents also agreed with this fact.
- On the other hand majority of males dropout left school due to physical punishment followed by boring teaching and fear of teacher. Parents also said that majority of boys (male dropout) left school due to fear of exam.

6.3.4 Socio Economic Factors:

- Majority of male and female dropout had friends in school.
- Majority of dropout who had friends who are average in study.
- Majority of female dropouts had friends who were average in study.
- As the perceptions of the parents, majority of male dropouts left school due to lack of family income.
- On the other hand majority of female dropouts left school due to lack of money. Majority of parents also agreed that they left school due to lack of money.
- Present study concluded all factors (personal, familial, school and socio-economic) in following ways.

- Investigator depicted that personal factor played more important role in male dropouts than female dropouts and family factors had more significant role in female dropouts' cases than male dropouts.
- Socio-economic factor also had importance in both male and female dropouts with little difference but it was more important for male dropouts.
- School factors also had crucial role in both cases male and female dropouts.
- On the other hand parents of dropouts gave more importance to socio-economic factor in both male and female dropouts after that they gave the significance to personal factors for male and female dropouts.
- According to above findings in the present study, it is depicted that there were different factors which were responsible for being school dropouts as personal, family socio-economic and school. All factors have their own significance in being dropouts.

6.4 Teacher's attitude and its relationship in becoming dropouts:

- Majority of boys and girls dropouts liked their teacher too much and obedient to teachers.
- Majority of male dropouts said that their teachers had irritating behavior while majority of female dropout said that their teacher's behavior were very good towards students.
- Majority male and female dropouts had no problem of communication with teachers.
- Majority of male dropouts didn't understand the reply of teacher after asking any question.
- Majority of boys and girls dropouts said that their teacher used teaching aids and used blackboard.
- Majority of boys and girls dropouts said that their teachers were sincere for their work.

- Majority of dropouts had complaints about partiality against their teachers followed by abusive language.
- Majority male and female dropouts were punished by teacher sometimes because of not doing home work followed by indiscipline.
- Majority of male dropouts (81.15%) and female dropouts (57.23%) got physical punishment while 18.15% male dropouts and 32.95% female dropouts had to go out of class as punishment.
- Majority of male (44.68%) and female (55.56%) dropouts said that their teacher asked reasons whenever they took leave without information while 41.13% male (boys) and 16.68% female dropouts (girls) were physically punished.

6.5 Parental attitude and its relationship in becoming dropouts:

- Majority of parents (boys -47.58%, girls-58.04%) sent their children to school only for education. After education more boys (42.76%) were sent to school for employment than girls (14.50%).
- Majority of parents (boys - 36.55, girls - 39.60%) encouraged their children regularly for study.
- Majority of parents (72.5%) never helped their children in home work perceived by dropouts. Majority of parents (73.75%) also agreed with this fact. Only 0.75% dropouts said that their parents helped them in home work.
- Majority of parents (52.75%) asked reason whenever dropouts did not go to school on working day while 41.25% had no reaction. Parents also agreed with this point as majority of parents (48.25%) said they asked reason whenever their child did not attend school on a regular day while 30.5% parents said that they didn't say anything to them.

- Majority of parents (60.5%) thought boys should be educated at status of professional education followed by 28.75% parents who thought male should be educated till elementary education and minimum (4%) parents thought boys should be educated till primary status.
- On the other hand majority of parents (51.25%) thought girls should be educated at the primary education level followed by 30.25% parents thought that education is useless for girls and minimum (7.25%) parents thought that girls should be educated for professional education.
- Majority of parents (94.5%) said that their child never had any complaints against other students.
- Majority of parents (45.5%) were sad for dropping out their child followed by 27% parents who said that they didn't know anything about it, they are indifferent and some parents were ashamed (13.75%) and were satisfied (13.76).
- Majority of parents (31%) were happy if their child had second chance for study while 28% parents were indifferent.
- Majority of parents (33%) gave importance to economic help after rejoining school while 25.5% parents gave importance to good school environment.

6.6. Further research areas:

Based on the present investigation and knowledge gained during study period, the following areas of research can be put forward:

- The present research work has been done in rural areas only, the study can be extended to urban areas and comparison can be made between the achievement of rural and urban schooling.
- The present study locale selections which have been chosen for research purpose is limited. Further studies can be conducted in the other educationally backward areas.
- More studies can be conducted in the tribal, hilly and inaccessible areas as the problem of dropout is quite prominent in these areas.

- Longitudinal study can be done on school dropouts.
- Research can be done on teacher and dropout relationship also exclusively.
- Research can be also done on parents and dropout relationship exclusively.
- These and many more related issues in the studies related to the problem of dropout and various levels can become the focus of the future research works.

6.8 Suggestions for reducing number of dropouts:

A school dropout is a major problem of Indian education system. So there is a need of the hour to take a proper step in this direction. Primary need to improve the local conditions like:

- The state government and central government have to play significant roles in improving the quality of education. For this purpose many important decisions may have to be taken. There is a wide gap between standard of education in India and advanced countries. This gap is widening rapidly. Some factors, which are responsible for degradation of the standard of education, are – unplanned and rapid expansion, scarcity of funds, apathy and traditions, defective examination system and rampant corruption at all levels. There is urgent need to update curriculum, to include element which produce real learning and creativity.
- The parents should be made aware for the importance of education for not for girls and boys equally. For this planning should be gender sensitive so that difference between girls and boys dropouts can be minimized.
- Primary curriculum should be more creative and include some interesting teaching aids like posters, charts, folders etc.
- Curriculum should be reorganized according to local conditions problem and traditions.

- Teaching material should be gender sensitive. It should be liberal and flexible so that proper changes and adjustment may be easily made.
- The community leaders and worker should come forward to raise funds and other resources to serve the community and the school. Improvement in school building will not only help to increase the enrollment of children but also retain them by creating secure and healthy environment.
- Parents should be made aware of the importance of education so that he develops a desire to educate his children. Part time and night school can serve the purpose of parent education for awareness.
- Laws should be enacted to enforce the eradicate from child marriage and child labour.
- Seating arrangement should be improved to facilitate learning process.
- Teacher should realize their responsibilities and develop a friendly atmosphere in the class room. This will create a sense of security among the students and help to reduce dropouts' rate.
- Parent-teacher meeting should be organized at least quarterly. This will help in solving the problems related to students.
- Library facility is very essential for the development of reading habits among students by this habit a sense of responsibility, solving the problems by themselves is developed.
- For the overall development of students and their personality, co-curricular activities should be encouraged. School should have playground along with the facilities for games and sport.
- Similarly cultural programme like debates, discussions etc. should be arranged, guest speaker like doctors, engineer, scientist, teacher etc. should be invited to provide elementary knowledge in different fields.
- Educational tour, excursions, field trips should be organized in schools.
- Orientation programme as well as refresher courses should be organized for shorter as well as longer duration in summer and winter vacations. In service programme for teacher should be arranged.

- Within the overall school age population, the focus should be on girls and especially on adult women's literacy which has beneficial impact on children's literacy as well as other national objectives like population control and family welfare. In order to increase literacy rate among girls, there is a need to establish more and better school for the girls as family do not want to send their daughters to school offers co-education. Exclusive girls' school may help to increase retention and increase in their enrolment.
- A comprehensive package of incentives and support services for girls S C, BC and children of the economically weaker section of society should be provided. Poverty is the most potential cause which forces the students to leave the school before the completion of a course. Scholarships should be given to students of weaker section.
- Apart from financial assistance, best efforts are needed for the creation of curiosity, interest and motivation and to develop healthy and positive attitude towards education of the parents of the rural areas. For this adult education programme may prove to be of great advantage to create desired sense of curiosity interest and motivation among weaker section.
- Teachers are considered as the builders of the personality of their students. Present study revealed that many teachers don't perform their duty properly instead of moulding the behavior and personality of students they insult students, pass sarcastic comments and remarks which are totally unprofessional and should be avoided at all cost.
- Teachers are expected to play a role of catalyst in polishing the personality of the students thus teacher training is essential for all elementary school teachers to equip them with the knowledge of individual differences.
- The goal of the universalization of elementary education is still a dream before the country despite tremendous increase in school as well as enrolment. Majority of students leave the school before completion of

elementary education. This clearly indicated that our educational system is defective at various stages and in various ways.

- Both the government and NGO (non-government organization) need to focus on the most basic need of the time —education. Through foods, cloth and shelter are the primary human needs but the —education is the basic to all. It is only education that can provide strong pillars and give the strength even meet the primary human needs. Education can be a hammer that can help in breaking the vicious circle of poverty and dropout in long run.

Conclusions

Education is the important device in development of cultural values and growth of a child in preparing him to become responsible, intelligent, strong and healthy citizen. Dropouts are hindrance in this whole process. Despite professed equality of opportunity to all citizens, still dropouts are present. Present study was an attempt to know the background of dropouts and the factors which are responsible for being dropouts. Researcher revealed that girls are more dropout than boys and majority of dropouts were dropping out from primary stage. Present study also revealed that majority of dropouts were from SC and OBC and the majority of dropout were from large families (6-8 members). The study depicted that majority of dropouts' parents were illiterate and labourer. Illiterate parents don't show interest towards the education of their child therefore children themselves, consider that education is not important for them. Many of the dropouts belong to illiterate families and because of it. They didn't find an environment conducive to learning. It can be concluded that the dropouts had shown interest towards their studies but because of apathy of the parents and uneducated family background they were forced to become dropouts. Some of the parents who had educated their children had a very bad experience related to employment so other around than, from the very beginning, they engaged their children in farming. Result of this study also revealed that some factors namely

personal, family, school and socio-economic are responsible for being dropouts from school. Investigator depicted that personal factor played more important role in boy dropouts than girl dropouts and family factors had more significant role in female dropouts' cases than male dropouts. Personal factors includes dropout's interest, their health etc. Lack of interest in studies was also one of the prominent reasons for being dropouts. Lack of interest and motivation indicates that either teacher don't try to create interest and motivation among students towards their studies or students themselves don't show interest in learning process and apart from this their careless attitude of parents may be the reason for the students to lose interest in their studies and become dropout. In the cases of girls as soon as a girl child reaches the age of puberty, parents immediately restrict their innocence and tender mind in the harsh responsibilities of family and life. Negative and indifferent attitude of parents towards education of girls is a major factor contributing to dropout among girls. Parents are not interested in the education of their daughters. They involve them in doing household work and looking after their youngsters. Parents also said that family factors had more essential role in girl dropouts than boys dropouts. Socio-economic factors are more important for male than female dropouts. School factors also had significant role in both cases boys and girls dropouts. On the other hand parents of dropouts gave more importance to socio-economic factor than they give value to personal factors for boys and girls dropouts. For the parents a boy can share family responsibilities with his pay from agricultural work like wheat cutting and other type of work is more significance rather than to attend school. Lack of social acceptance and inability to adjust in school was also seen as reason for being dropout. The dropouts do not adjust well. Some of the dropouts had not a single friend in school. Everyone wants to be accepted socially if a person conforms to social norms, beliefs and values of the society in which he is living he may be called as a well adjusted person. Isolates and persons having the feelings of being rejected have hard time to adjust to the school. Their chances of retention in the school are reduced and to become dropouts increases. Results also indicated that mostly teachers use the physical punishment

for keeping students in discipline. Physical punishment is not only ineffective but it makes the students aggressive and arrogant. Physical punishment hinders learning and may increase disruptive behavior. Excessive corporal punishment may develop a sense of fear and anxiety among students and may reduce interest in learning. This may be one of the main reasons for dropping out from school. To reduce the number of dropouts and fight against it, some changes must be made in existing situation. There is a need for some united efforts of society and government. There is a big difference between girls and boys dropouts. It is indicating the need for interventions in the family and social domains. For this planning should be gender sensitive so that difference between girls and boys can be minimized. The parents should be made aware of the importance of education so that they develop a desire to educate their children.



**A STUDY ON SCHOOL DROPOUTS IN RURAL SETTINGS IN
TAMILNADU WITH SPECIAL REFERENCE TO VELLORE DISTRICT**

**Project Report submitted
To
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