

A study of the Causes of Schools Dropout in Andhra Pradesh

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Abstract:

Present study of Causes of school Dropout in Andhra Pradesh. Education is a basic need and right of every human being. It seeks to develop innate inner capacities of man. **Education is the manifestation of the divine perfection, already existing in man** (Vivekananda). Education gives knowledge of the world around us it develops in us a perspective of looking of life. It helps us build opinion and have point of view on things in life. Education is important as it teaches the right behavior and good manners, thus, makes civilized. It teaches how to lead life and organizational skills. It develops social skills for interacting with others. It is the basis of culture and civilization. The present research work is considered as an explanatory study aimed primary at going on insight the causes of schooling dropouts of Andhra Pradesh. Results of the study was the dropout rate at primary school in A.P in 2013-14 was 4.35%, 2014-15 year was 6.72% and 2016-17 year dropout rate at primary school was 9.68. Main causes of school dropout are traditional thinking, failure, help demanded from them in household work and labour activities, lack of education among parents, lack of interest in subjects, inferiority among poor, backward families, etc.

Keywords: School dropout, Causes, Traditional thinking, Andhra Pradesh

I. INTRODUCTION

RIGHT TO EDUCATION:

The right to education is a fundamental human right. The Right to Education Act came into effect on 1st April 2010 which ensures free and compulsory education to every child between the ages 6-14 years. Every individual, irrespective of cast, gender, nationality, ethnic or social origin, religion or political preference, age or disability, is entitled to free elementary education (Universal Declaration of Human Right, 1948). Education narrowly refers to formal institutional instruction. Generally, international instruments use the term in this sense and the right to education, as protected by International Human Rights Instruments, refers primarily to education in a narrow sense (UNESCO, 1960). The Right to Education is separated in to three levels: primary (elemental or fundamental) education, secondary (elementary, technical and professional) education, and higher (university level) education.

II. STUDY AREA BACKGROUND

LITERACY MEANING:

A person aged 7 years and above who can both read and write with understanding in any language is considered as literate.

LITERACY RATE OF ANDHRA PRADESH:

The literacy rate of the State is 67.35 percent in 2011 as against 62.07 percent in 2001. The literacy rate of the State is lower than the all India literacy rate at 72.98% percent. The best record in literacy so far at both the national and state levels was during the nineties.

DECADAL GROWTH OF LITERACY OF ANDHRA PRADESH:

A slow growth in literacy rate was identified during the last decade at state and national levels. The decadal improvement at the national level had been not more than 8 percentage points till 1991 and the nineties witnessed an improvement of 13.8 percentage points. The literacy rate has identified an improvement of more than 8 percentage points during 2001-2011 at national level. Literacy in Andhra Pradesh increased over 37 percentage points from 29.94 percent in 1981 to 67.35 percent in 2011. In spite of this fast rate of growth in the last three decades, the literacy rate in Andhra Pradesh is still lower than the all India average. While the literacy rate of Andhra Pradesh was about three fourths of the all India level in 1961, the State has made substantial progress, especially in the last four decades.

LITERACY RATE OF GENDER:

The overall literacy rate has gone up from 62.07 percent in 2001 to 67.35 percent in 2011; the male literacy rate has increased from 71.28 to 74.77percent. Female literacy rate has gone up from 52.72 percent in 2001 to 59.96 percent in 2011. West Godavari is at the top with 74.32 percent and Vizianagaram is at the lowest with 58.89 percent in 2011 among the districts.

III.REVIEWS OF STUDY

Dropout means leaving a school or group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. School dropouts are primary, upper primary students who do not maintain academic performance or cope with institutional requirements and ultimately leave the school without complete their education. Reviews on dropout have been conducted that many factors like family environment, school environment, socioeconomic status peer factor and personal factors (*Admassie, (2003); Andvig, et al. (2000); Blunch & Verner, (2000); Canagarajah & Coulombeⁱ, (1997); Ersado, (2005)*). Out of school children refers to total school age children who are not enrolled in any leave of education (pre primary, primary. Post primary, secondary) expressed as a percentage of the official school age population in given school year (*Berlin (2009)*). Dropout rate is higher in rural than urban and peri-urban area (*Konate et al. 2003*). *Sharma et al. (2007)* evaluated the possible causes of dropout among girls and asserted that parental pressure, lake of interest, poverty in the households, household works and large family size influence of the dropout. The PROBE report (1999) indicates that health problems are the most important reason for dropout. indicate that teachers" absences in schools are the most important factor of students" dropout. *Alcazar et al. (2006); Banerjee and Duflo (2006)*. indicate that reasons for children from scheduled caste or tribe groups being more likely to dropout from school in India. *Sedwal and Kamat (2008)*, Indicate that school enrolment is higher in urban non-slum areas rather than in urban slum, and is higher in slums than in rural areas at younger ages. *Mugisha (2006)*. Reported that approx. 27% children never attend school due to too much costs of education. Approx. 24% dropouts are due to the fact that these children were required for work at home or outside for cash / kind. Near about 14% dropouts were for the reason of too many educational costs. *Agarwal (2006)* The

socio-economic conditions in rural India have created a hindrance in the process of primary education and the social inequalities of caste, class and gender have been identified as the major causes of educational deprivation among children in India Premji (2004),

IV. METHODOLOGY WITH OBJECTIVES

The present research work is considered as an explanatory study aimed primary at going on insight the causes of schooling dropouts of Andhra Pradesh state. Particular data retrieved from the socio economic survey of Andhra Pradesh and causes of dropouts from different reports and articles. The study followed the objective of causes of schooling out of pupils of A.P and enrolment of academic years. Dropout’s rate of govt. school, sarva shiksha abhiyan in the year of 2016-2017 and: teachers and teacher pupil ratio:

V. FINDING OF THE STUDY

SCHOOL EDUCATION:

Over the years, efforts are being made both at the state and national levels to achieve the goal of “Education for All”. As per Article 45 of the Constitution of India, Universalisation of Elementary Education is a directive principle of state policy that underlines the need to provide free and compulsory education for all children up to the age of 14 years. As per Article 21A and 93rd Constitutional Amendment 2009, Education has become a fundamental right. This article spells out the responsibility of the State for providing free and compulsory education to all children in the age group of 6 to 14 years.

Table 1.Management-wise Schools and Teachers 2016 – 17.

S.NO	MANAGEMENT	SCHOOL	TEACHERS
1	Central govt	64	828
2	State govt	3753	17030
3	MPP/ZPP	38719	156438
4	Municipal	2119	12051
5	Pvt.aided	2269	7705
6	Pvt.Un-aided	14604	94011
	Total	61528	288063

Source: socio economic survey 2016.

Central Govt. school was management in A.P -64 total teachers in this school was 828. Total state govt school in A.P was 3753, teachers was 17030 and more school management by unaided school were 61528 , teachers were 94011.total school in management in 2016-17 year 61528and teachers were 288063.

ENROLMENT:

Enrolment in all types of schools in the state during 2016-17 was 68.47 Lakh out of which 34.76 Lakh in I–V classes; 20.85 Lakh in VI-VIII classes and 12.87 Lakh in IX-X classes. In terms of percentage enrolment of children was about 50.76% in I-V classes, 30.45 % children in VI-VIII and 18.79% in IX-X.

Table2. Type of Schools and Teachers.

S. NO	CATEGORY OF SCHOOL	NO OF SCHOOLS	NO OF TEACHERS
1	Primary	39193	105242
2	Primary with UP(1 to VII/VIII class)	10272	56980
3	Primary with UP, secondary & higher secondary (I–XII class)	174	2630
4	UP with secondary , higher secondary (VI-XII classes)	184	2280
5	Primary with UP. Secondary (I–X class)	1747	16505
6	UP with secondary (VI–X class)	9958	104426

Source: socio economic survey 2016.

TEACHERS AND TEACHER PUPIL RATIO:

A teacher is instrumental in developing knowledge, skills, attitudes and values among children at all stages of Education. It is essential to maintain an optimum teacher-pupil ratio to achieve the goal of universal enrolment, retention and improve the Education of children. During 2016-17, there were 1,05,242 teachers in primary schools, 56,980 in Primary with Upper Primary schools(I-VII/VIII), 2630 in Primary with Upper Primary, Secondary & Higher secondary schools (I-XII) and 2280 in Upper Primary with Secondary & Higher secondary schools (VI-XII) 16,505 in Primary with Upper Primary & Secondary schools (I-X) and 1,04,426 in Upper Primary with Secondary (VI- X).

DROPOUTS:

It has been observed that there is a problem of retention at different levels in enrolment of school aged group children into the schools. During 2016-17, dropouts at I-V classes (Primary Level) were 9.68%, 12.77% at I-VIII (Elementary Level) and 20.67% at I-X (Secondary Level). Necessary measures have been taken to retain children into schools i.e., Badi Pilustondi Programme etc. (*table 3 represent the data*)

Table 3. 2016-17 dropouts details of Govt. school.

2016-17 dropouts details of Govt. school	
No of schools	61,528
Enrollments	68.47 lakha
Dropout ratio	
1-V classes	9.68
1-VIII classes	12.77
1 –X class	20.67

Source: socio economic survey 2016.

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. Sharing pattern of GOI and GOAP is 60:40.

TABLE 4: Enrolment of Students and dropouts in Govt. Schools are shown.

CLASS	STUDENTS
I –II	262462
II-III	325560
III-IV	3444519
IV-V	356065
VI-VI	367107
VI-VII	373976
VII-VIII	382763
DROPOUTS	5896

Source: Sarva Siksha Abhyan.

Table 4 represents the data about the student’s enrollment of class wise. The total students enrolled in sarva sikha abiyian in the year of 2016-2017 was 38276, total students dropout was 5896.

CAUSES:

The school and teachers -The schools are toxic to student learning, Students are suspended for minor infractions (such as “talking back to the teacher”), or placed in “remedial classes.

Percentage of SC & ST students (SC, ST): SC and ST students represent the disadvantaged sections of the economy. Therefore, higher the ratio of SC and ST in the school higher it is expected would be the dropout rate of the school.

Muslim Minorities also plays a strong role in raising dropout in many part of our country. Minorities prefer religious Maktab teaching which raises the out of school or dropout of the students.

The problem of dropout has been continually troubling the primary education system not only in India but in other developing countries also. Out of approximately 200 million children in the age-group 6-14 years, only 120 million are in schools. The overall dropout rate was 40 per cent at the primary level and 55 per cent at the upper primary level in 1999-2000 (India Vision, 2020).

Many Indian schools do not have basic amenities like blackboards, drinking water facilities and separate toilets for girls (Ramachandran, 2003). A quality indicator, which might be especially important to girls, is the presence of female teachers. Male teachers might not provide girls with enough support, or might even be sexually threatening to them (Leach, 2006; Dee, 2005; Colclough, Rose and Tembon, 2000). Given concerns about safety in public spaces, separate toilets for girls might be important too.

In a traditional Indian context, girls after marriage are generally expected to become part of their husband's household and are "lost" to their parents. This might mean daughters are not sent to school, since investments in daughters' education accrue to their future husbands' family, whereas boys are, since investments in their education stay in the family. These gender specific roles may be responsible for continuing wide gaps in education across gender in patriarchal areas (Gündüz-Ho_gör and Smits, 2008; Shamshad, 2007).

Another aspect of India's cultural fabric is its caste system, which still, to a large extent, determines people's position in society. Children from a scheduled caste or tribe have a lower chance of being in school (UNESCO, 2010: 171). If they do go, they are often treated differently. Teachers from higher castes tend to have low expectations for these children, and the attitude of teachers and other pupils towards the children from low-caste families often forces them to drop out (Jha and Parvati, 2008; PROBE, 1999; Malik, 1999; Nambissan, 1996).

Children from lower castes were found to perform worse in tests when their caste was announced publicly than when that was not the case (UNESCO, 2010; Hoff and Pandey, 2006). Consequently, we expect children from the higher castes more likely to be in school.

The *cultural factors* show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. Girls belonging to a scheduled caste are less in school in rural areas and girls belonging to a scheduled tribe are less in school in urban areas.

Lack of interest -It is usually found that every class of students has some of those pupils who refuse to show any attention to the subjects being taught. Their lack of interest is caused by their lack of attention in whatever is being taught.

Constant failure -Some students fail repeatedly, be it in class tests or semester examinations. The constant failure causes the lack of self confidence in them. As and when the failure persists, the lack of self-confidence vanishes.

The family background of the students -There is often a clash between the family values and those of the school. Frequently, their parents have dropped out of school themselves. The students come from families from low socio-economic backgrounds, where there are many other children. Older children often have to go to work in order to supply the family with much-needed funds for basic family needs or need to stay home to take care of younger siblings so that their parents can work. Many children are products of divorce, separation or, sometimes, family violence.

CONCLUSION

Dropout problem is a dazzling concern in the arena of primary education of the India. The disadvantaged sections schedule tribes, Scheduled Caste and Muslims students are more prone to dropout and therefore the remedial measures for the disadvantaged sections needs to be strengthened. The school and teachers -The schools are toxic to student learning, Students are suspended for minor infractions (such as “talking back to the teacher”), or placed in “remedial classes. Percentage of SC & ST students (SC, ST): SC and ST students represent the disadvantaged sections of the economy. Therefore, higher the ratio of SC and ST in the school higher it is expected would be the dropout rate of the school. Muslim Minorities also plays a strong role in raising dropout in many part of our country. Minorities prefer religious Maktab teaching which raises the out of school or dropout of the students.

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