

DETECTION OF HOTSPOTS OF SECONDARY EDUCATION DROPOUTS IN INDIA: A SPATIAL CLUSTERING APPROACH

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Abstract:-

Education is the most fundamental prerequisite for human progress. Employment prospects expand and income levels rise as a result of schooling. The growth of a person and the advancement of a nation are both dependent on education. The current article attempted to comprehend the disparities and causes connected with school dropouts in India. Dropout is a widespread occurrence in India's educational system, affecting all levels of education, all regions of the country, and all socioeconomic categories. Dropout rates are substantially higher in educationally disadvantaged states and districts. Girls drop out at a greater rate than boys in India. Similarly, children from socially disadvantaged groups such as Scheduled Castes and Scheduled Tribes have greater dropout rates than the general population. There are also regional and geographical variances, with children living in rural areas/urban slums being more likely to drop out. Failure to graduate high school not only has a detrimental impact on people, but it also exacerbates existing social and economic inequities. To eliminate waste and increase the efficiency of the educational system, educational planners must first study and identify the socioeconomic groups that are more likely to dropout, as well as the reasons behind their dropout.

Key Words:- Dropouts, Secondary education, Scheduled Castes, Scheduled Tribes, Universal Primary Education, India

Introduction:-

Education is the most fundamental prerequisite for human progress. Employment prospects expand and income levels rise as a result of schooling. The growth of a person and the advancement of a nation are both dependent on education. It is also the primary means of exposing a kid to cultural values, making it the most powerful factor in a child's development and maturation, training him or her to be a responsible, intellectual, and capable citizen. Education is also essential for improving women's position and autonomy. It adds to an improvement in household confidence and decision-making power. Although the percentage of literate children in India is increasing, the number of illiterate children is also increasing¹. At the World Conference on Education for All in 1990, nations agreed on a wide variety of educational goals, including achieving Universal Primary Education (UPE) by the year 2000. Unfortunately, the millennium year has passed, but the UPE aim remains a faraway dream, particularly in emerging nations such as India. The United Nations Millennium Development Goals now direct nations to ensure that all boys and girls complete a full course in primary education by the year 2015. While the government has made great attempts to broaden the accessibility of education, the incidence of school dropouts remains a blemish on India's educational development. The immensity of the problem in most Indian states and at all levels of school education, where unacceptable high dropout rates have been documented, is reason for great worry.² Dropouts constitute a tremendous human cost to children and the nation since they will most likely remain illiterate for the rest of their lives³. Parents' illiteracy, poverty, insufficient incomes, and bad living conditions drive them to not only

withdraw their children from school, but also to place them in various sorts of professions to contribute to the family revenue. The overall dropout rate at the secondary level in the country is higher than 17%, but it is lower in lower classes than in secondary levels.⁴

Dropout Rate by level of education and gender, 2019-20

India/State/UT	Dropouts Rate								
	Primary (1 to 5)			Upper Primary (6-8)			Secondary (9-10)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
India	1.7	1.2	1.5	2.2	3	2.6	17	15.1	16.1
Andam and Nicobar Islands	0.7	0.3	0.5	0	0	0	19.1	12.3	15.7
Andhra Pradesh	0	0	0	0.3	0.2	0.3	17.2	12.2	14.8
Arunachal Pradesh	7.8	4.6	6.2	7.7	7.2	7.5	37.6	30.9	34.3
Assam	5.1	3.6	4.3	4.8	2.1	3.4	31.5	32.9	32.3
Bihar	3	1.5	2.3	8.6	9.2	8.9	20	22.7	21.4
Chandigarh	0	0	0	0.3	0.3	0.3	5.9	3.3	4.7
Chhattisgarh	1.4	0.6	1	4.6	3.1	3.8	19.4	17.2	18.3
Dadra and Nagar Haveli	0	0	0	1.1	1.2	1.1	22.8	17.3	20.3
Daman and Diu	0	0.2	0	0.5	0	0	23.2	16.5	20
Delhi	0	0	0	0	0.2	0.1	15.6	11.8	13.8
Goa	0.3	0.2	0.3	0	0.2	0	12.8	7.2	10.2
Gujarat	1	0.9	1	3.5	7.2	5.2	26	20.7	23.7
Haryana	0	0	0	1.3	2.5	1.8	14.4	12	13.3
Himachal Pradesh	0.9	0.8	0.9	0.2	1	0.6	8.4	5.9	7.2
Jammu and Kashmir	3.9	3.9	3.9	3.1	3.4	3.2	16.7	16.6	16.7
Jharkhand	7.3	5.3	6.3	9	7.9	8.5	16.2	17	16.6
Karnataka	1.4	0.9	1.2	2.7	2.3	2.5	19.4	14.1	16.8
Kerala	0	0	0	0	0	0	9.8	5.9	7.9
Ladakh	0	0	0	0	0	0	0	0	0

Lakshadweep	0	0	0	0	0.4	0	10.6	2.7	6.7
MadhyaPradesh	0.9	0.7	0.8	3.6	4.7	4.1	24.4	21.8	23.2
Maharashtra	0	0.1	0	0.7	1.5	1.1	16.2	14	15.2
Manipur	8.8	8.7	8.8	4.4	3.6	4	9.3	9.2	9.2
Meghalaya	7.9	6.1	7	9.5	6.6	8	22.8	21.8	22.2
Mizoram	8	7.6	7.8	3.8	1.2	2.5	23.2	17.5	20.4
Nagaland	4.9	3.5	4.2	6.9	3.9	5.4	21.7	20.7	21.2
Odisha	0.8	0.8	0.8	4.9	4.1	4.5	25.2	21.9	23.6
Puducherry	0	0	0	0	0	0	10.8	4.9	7.9
Punjab	0	0	0	0	0	0	4.8	0	1.6
Rajasthan	2.9	2.8	2.9	1.1	2.1	1.5	12.5	12.1	12.3
Sikkim	0.5	0	0	0	0	0	25.6	21.1	23.2
TamilNadu	1.4	0.8	1.1	0.4	0.3	0.4	13.4	5.6	9.6
Telangana	0	0	0	0.4	0	0.1	14	10.6	12.3
Tripura	2.2	1.8	2	3.8	3.2	3.5	27	26.4	26.7
UttarPradesh	2.8	2.5	2.7	0.2	4	2.1	14.6	14.2	14.4
Uttarakhand	2.7	2.2	2.5	2.2	2.4	2.3	9.5	7.3	8.4
WestBengal	0.9	0.3	0.6	0	0	0	14.1	13.6	13.8

Source: UDISE+2019-20

Causes of student dropouts

Students who are financially disadvantaged are more likely to drop out. Poor attendance was a key cause of students dropping out without completing their studies⁵. Researchers also discovered that children whose parents are uninterested in their studies quit out⁶. Researchers discovered that students drop out when they are upset by their low academic performance.⁷ The study investigates the link between student dropouts and social, institutional, economic, and personal factors. Previous research findings show that there are many socioeconomic factors, such as high institute costs, parents who do not want their children to be educated and instead want their children to work and earn, early marriage, and security issues, that cause students to drop out of polytechnic institutes.⁸ Children of varying ages and abilities study in a shared classroom without the use of proper teaching techniques, learning, and inducement to engage in school. The researcher discovered that the majority of students who came from low-income families dropped out because their parents were ignorant and made insufficient money to cover their bills. Researchers also discovered that students drop out of school owing to bad health caused by poor food and famine, distance between their institute and their home or town, a lack of knowledge, and a lack of teaching personnel are all major reasons of dropouts. Previous research has found

that inequities in the school system, as well as a poor family background, contribute to student dropout.⁹ In describing the causes of student dropouts, researchers discovered that distance to schools, poor educational quality, inadequate school environment and building, overcrowded class rooms, improper teaching languages, teacher carelessness, and security issues in girls' schools were common causes that increased school dropouts.¹⁰ Many youngsters in Pakistan drop out of school before completing their education. In addition to other factors, physical punishment is a key contributor to Pakistan's high dropout rate. Students were more likely to learn more in an open and welcoming environment, which reduced dropout rates. Dropout rates grew as a result of the school's and buildings' uninteresting environments, a lack of facilities, and a terrible physical atmosphere. Aside from other factors, poverty is a major contributor to student dropouts. Dropouts are a widespread issue in the Indian school system. Many children who begin school are unable to finish secondary education, and a variety of causes contribute to youngsters dropping out. Poverty, poor educational level of parents, a weak family structure, sibling schooling pattern, and absence of pre-school experiences are all risk factors that begin to accumulate even before youngsters join school. Family history and household troubles create an environment that undermines the value of schooling. Furthermore, kids may drop out as a result of a variety of school problems such as an unfriendly environment, poor comprehension, absenteeism, instructor attitude and conduct, failure or repeat in the same grade, and so on. When kids fail in school, they grow dissatisfied with their lack of accomplishment, becoming alienated and experiencing marginalization, eventually leading to dropout. It is critical to carefully create preventive measures and intervention techniques that may be used to assist all teenaged dropouts. Certain preventative strategies may be deployed throughout the whole target population, while others require account for the wider range of dropout characteristics.¹¹

Structure of Secondary Education:-

Secondary education (classes IX and X) lasts two years and consists of three years of primary education and three years of upper primary education. Following that, a two-year senior secondary education (classes XI and XII) follows. At the end of the secondary phase (class X), students take a set of externally administered examinations from either a state or national (All-India) examination board. Students who pass the secondary examinations are awarded the Secondary School Certificate, or SSC. These youngsters have the opportunity to attend senior secondary school. In general, central and most state boards of education adhere to the '10+2+3' educational pattern. In this system, 12 years of schooling are followed by three years of graduation for a bachelor's degree. Within the 10+2 pattern, school education is divided into four stages: five years of elementary schooling, three years of upper primary, two years of secondary school, and two years of senior secondary. This pattern arose as a result of the 1964–66 Education Commission's suggestion. While the minimum number of years necessary to finish general school education in the United States remains ten, about eighteen states and union territories have chosen the 5+3+2 pattern of general school education.¹²

CONCLUSION

Based on the study, it is possible to infer that, as the Indian Constitution equalizes educational possibilities at all levels, the scheduled caste has the same rights and opportunities as any other segment. The dropout issue has been reported to be quite complicated, with several intertwined elements contributing to this complex scenario. However, the use of reservation regulations and programs is ineffective among members of scheduled caste pupils, as they drop out of school. Furthermore, structural/cultural, family, and individual variables have a significant impact in their greater dropout rate, low enrollment, and substantially lower educational achievement. It was discovered that family history, such as low socio-economic and educational standing of the parents, is highly associated to the phenomenon of dropping out. As a result, they are frequently underrepresented in secondary school. The government should now take genuine measures to remove scheduled castes from this dropout matrix.

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