ABSTRACT

According to Bhatia B. D. (1972) education is the necessity of life both biologically and socially. It is needed for living a better life - a socially desirable life that nobody can deny. It is the education which bridges the gulf – the ever widening gulf - between the original nature of the immature child and the standard, customs and exacting demands of society which increase with the growth of civilization. Education renews and rebuilds the social fabric and gives social consciousness. In earlier times, education was primarily meant for survival. But with time it has become indispensible for a more enriched life, better use of leisure time and improvements in social and cultural life.

Education is the most important element for growth and prosperity of a nation. India is in the process of transforming itself into a developed nation by 2020. Yet there are 350 million Indian people who need literacy and many more who have to acquire employable skills to suit the emerging modern India and the globe. Children who belong to weaker sections of our society are undernourished, and only a small percentage of them manage to complete eight years of satisfactory education. There is a need to think specifically on issue. (Singh P. Singh A. and Lata S. 2008)

According to dictionary of education dropout is 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 & were applicable, whether or not he has completed a minimum required amount of school work (Carter V. Good, 1973). 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.” Visaria (1993) and Chatterjee
(1990) reported reasons of lack of interest and financial strains of family as prominent causes 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 behavior/school environment, financial problem etc according to earlier studies (Roderic 1993; Kronick and Hargen; 1998; Khokhar et al 2005 and Bhanpuri and Ginger 2006). The significance of present study entitled “A Comparative study of dropouts among boys and girls (6-14 years) in rural areas of Aligarh District (Uttar Pradesh)” is in the interest of the entire nation. High dropout rates at the elementary level are the main problem of today. By improving elementary education government reduce the drop-out rate. The study would also reveal the existing position of drop-out rates among girls and boys at primary level of education.

Various studies have been carried out on dropouts with varied perspectives and objective by other researcher in the past like a study on “Resourcefulness of the School Going and Non-school Going Girls to the Family in Rural Areas” was carried out by Shivali R.et al (2010). The target area of this study was rural Northern Karnataka. Another study on “Extent of Female School Drop outs in Kangra District of Himachal Pradesh” was conducted by Sharma R., et al. (2007). Khokhar A. et al (2005) conducted a study on “Determinants of reasons of school Dropouts Amongst Dwellers of an Urban Slum of Delhi”. Pandya R. (1998) conducted a study on “Why do kids dropout of school” in primary Municipal school of Baroda city. Many other studies also have done on school dropouts.

The present study was conducted with following objectives:

**General Objectives:**

To study causes and characteristics of dropouts.

**Specific Objectives:**

1. To identify the demographic characteristics of dropout of target areas.
2. To identify personal factors influencing girls and boys to leave school in middle.
3. To highlight other factor giving rise to dropout among boys and girls.
4. To identify characteristics of dropouts.
5. To establish a relationship (if any) between parental and teacher attitude towards school dropout.

**Hypothesis:**
1. There is no significant gender difference among school dropouts.
2. There are no significant differences of personal factors and other factors influencing girls and boys to leave school in the middle.
3. There is no relationship between parental and teacher attitude towards school dropouts.

The research was carried out in the rural areas of Aligarh district, Uttar Pradesh. The study subjects were selected by multistage stratified sampling. In the first stage, Aligarh district was selected because it is known as hub of education. At second stage, Aligarh district was divided into rural and urban areas. Rural area was selected as the needs for educational upliftment is high due to poor educational status. Aligarh district consists of 12 block named as Tappal, Khair, Ghabhana, Lodha, Jawan, Atrauli, Gangiri, Bijauli, Dhanipur, Gonda, Iglas and Akrabad which include altogether 1212 villages. Out of 12 blocks of Aligarh four blocks named Lodha, Jawan, Khair and Dhanipur were selected using lottery method. The sample size was calculated on the total numbers of dropouts 3750 in Aligarh district (BSA office, Aligarh, 2008). Based on this assumption, the sample size was calculated by using formula $n = \frac{n}{1+n(e)^2}$ (Ahuja R. 2003). This study was conducted on the sample of four hundred dropouts.

The study was carried out using a pre-designed and pre-tested interview schedule which was prepared carefully in consultation with experts and approved by Basic Education Officer (Basic Skisha Adhikari). The respondents were individually contacted at their residences. Personal interviews were held with the respondents. Questions in the interview schedule were asked in Hindi, 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.

Some major findings of the present study were discussed in following heads:

- Demographic profile of dropouts
- Characteristics of dropouts
- Factors of being dropouts
- Parental attitude and its relationship in becoming dropouts
- Teacher’s attitude and its relationship in becoming dropouts

The demographic profile of dropout in the present study was focused on personal profile, social profile, family profile and family work profile. In the personal profile, investigator found that girls (63.75%) are more dropout than boys (36.25%). A large number of girls are kept at home because of responsibilities pertaining to housework. Further researcher also found that majority of dropouts belonged to age group 12-14 years (67.5%) and majority of dropout were first and second in ordinal position (66.75%). Actually 12-14 years age is puberty age. At this time sexual development of child begins. As Indian parents are more concerns about sexual security of girls. So they don’t allow them to go outside. In case of boys dropouts are capable for doing work at fields, shops etc at this age of 12-14 years so parents send them for earning instead of studies. Present study also indicated that majority of children (87.25%) were dropouts at primary level of education due to parental lack of awareness about the importance of education. In the social profile, researcher indicated that the majority of dropouts were from the Hindu religion (77%). The reason behind this is that the Muslim community enrolls their children in less numbers in schools hence dropout percentage is also low. Their awareness about importance of child education is poor. Further findings also indicated that the majority of dropouts were from SC (45.25%) followed by OBC (29.25 %) and minimum dropouts were from General Caste (25.5%). In the family profile, it was depicted that the majority of dropouts (92.75%) belonged to nuclear family and remaining (10.89%) belonged to joint family. It means that responsibility sharing is better
in joint families giving more opportunities to children to study. The present research also indicated that majority (78.25%) of dropouts were from large families (6-8 members). In present study fathers of dropouts 52.75% were illiterate, 35.25% had primary education and 12% were educated at Junior and above level. This study also found that majority of dropouts mother (52.75%) were illiterate and 35.25% were educated till primary education. In the work profile of family, Investigator indicated the majority of fathers (83.75%) were labourer, 11.75% were business man and minimum (4.5%) were in service. Majority of dropouts (56.25%) were from low income group. The study sample depicted that the majority of mother (57.75%) were working as labourer and (42.25%) were housewife.

Investigator revealed following characteristics of dropout in the present study as the majority of boys (88.96%) and girls (86.27%) were dropping out from primary education where as 11.03% boys and 13.72% girls were dropping out from elementary education. It was observed that there was a significant difference regarding the dropout stage between male and female dropouts ($\chi^2=0.603$, df=1, P>0.05). Further present study indicated that majority of dropouts (48.25%) 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 (55.5%) were not doing anything and majority of male dropouts (22.76%) were busy with working on agricultural field work and female dropouts (23.53%) were busy with household responsibilities. Further study indicated that majority of dropouts (56.75%) had no fix place to study and majority of dropouts (35%) also had no specific hours 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. Investigator depicted that majority of dropout (31.75%) never felt hesitation in speaking in front of teacher. Researcher also indicated that majority of dropouts (69.5%) never participated in games. Present research
revealed that majority of female dropouts (43.53%) were ashamed after dropping out on the other hand majority of male dropouts (38.62%) were sad after dropping out. It showed statistically, significant differences regarding feeling after leaving school in middle were observed between boys and girls dropouts ($\chi^2=23.901$, df=4, $P<0.05$). Researcher also indicated that majority of male dropouts (44.83%) were very happy for rejoining school followed by 41.38% male dropout (boys) who were not interested to join school again on the other hand majority of female dropouts (24.31%) weren’t interested to join school again followed by 9.4% female (girls) who said “it is too late now”. Statistically, significant difference regarding feeling of after getting a chance to join was observed between boys and girls dropouts ($\chi^2=15.779$, df=3, $P<0.05$).

Investigator revealed that majority of boys (40%) gave importance to improved behavior of teacher after rejoining school followed by 24.83% male dropouts (boys) who gave importance to good school environment after rejoining school. On other hand majority of female dropouts (40.39%) who gave the importance to good school environment followed by 23.92% female dropouts (girls) gave importance to the economic help after rejoining school. It was observed that there was significant difference between male (boys) and female (girls) dropouts ($\chi^2=31.238$, df=5, $P<0.05$). Majority of dropouts (46%) took leave sometimes. Finding also depicted that the majority of female dropouts (67.86%) who took leave due to domestic chores while majority of boys (50.35%) took leave due to disease. Here significant difference was observed between male boys and girls dropouts ($\chi^2=104.463$, df=3, $P<0.05$).

Various factors of being dropouts include in the present study. Personal factor, familial factor, school factor and socio-economic factor. In personal factors, Researcher found that majority of dropouts (boys- 68.14%, girls-47.83%) were not interested in study. Majority of parents (79.91%) also agree with this view that dropouts were not interested in study. Result also revealed that the some dropout (boys- 7.96%, girls-10.56%) left school due to self ill health. Due to lack of knowledge and money, parents are unable to take proper care of the health of their children. A numbers of dropouts were also because of physical inability
(6.20%) and retarded mindedness (8.39%). Findings of this study also reported that few dropouts left school as they don’t have sufficient time (2.92%), books (1.46%) and some found study difficult (15.33%). Parents of female dropouts (12.88%) also said that their children found study difficult. In familial factors, investigator revealed that majority of female dropouts (55.70%) left school due to domestic chores as compared to only 25.26% male dropout who left school because of it. Result also concluded that looking after sibling an important cause for boys (25.26%) and (28.19%) to leave school middle. Parents of dropouts (71.15%) also agreed with care for siblings as one of 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, 25% boys and 5.77% girls were dropping out because of it. Some parents think education is useless, there is no practical use of education. Present study also revealed that the 35% male dropouts due to ill health of their parents and 18.27% female (girls) also dropout because of it as perceived by parents of dropouts. Further analysis of this study also indicated that majority of male dropouts (47.37%) left school because there was no one to help them in study. Investigator also found death of the father of dropouts, a reason of dropping out from school as perceived by parents of dropouts. In Teacher and school factor, researcher found that 71.76% females (girls) and 85.46% male dropouts (boys) liked school environment. On other hand 45.17% male and 28.24% female dropout disliked school environment. It was observed that liking for school environment is significant ($\chi^2=12.217$, df=1, P<0.05). Dropouts liked school environment because of good teaching (70.63%) and friends (26.02%). 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 who disliked school environment also had reasons as more physical punishment was given by teacher (50.72%), partiality (33.33%), no proper sitting arrangement (9.42%) and boring teaching (6.52%). 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 (57.24%) and female dropouts (67.45%) had their houses only half km from school,
17.24% male dropouts and 18.43% female dropouts had one km distance of school and male (9.66%) and female dropouts (6.67%) had two-three km distance of school from their houses. It was significant between male and female dropouts. Majority of dropouts (84.75%) went to school on foot. Statistically, significant difference regarding the use of mode of transport was observed between male and female dropouts ($\chi^2= 7.548$, df=3, P<0.05). Further findings revealed that the majority of dropouts said that games facilities were not available in their schools. Investigator also indicated that the majority of dropouts were never insulted by any one in class and remaining 22% of dropouts felt insult in class. Here was a significant difference between male and female dropouts. Majority of dropouts (43.18%) were insulted by teacher. Majority of girls (34.15%) dropouts left school due to fear teacher followed by 21.95% girls who left school because of physical punishment and minimum girls (7.32%) dropouts left school due to lack of toilets faculties in schools. Parents of dropouts (20%) also agree that the fear of teacher was a reason for female dropouts but majority of parents (40%) said that school environment was not good so females were dropping out. Some females were also dropping out because of long distance of school (17.07%) and lack of toilets (7.32%) but no one males were dropping out because long distance of school and lack of toilets. Parents also agreed with this fact. Some females dropouts said that their teacher didn’t teach properly so they were dropping out and boring teaching (9.76%) was also an important reason for being dropouts. On the other hand majority of males dropout (39.13%) left school due to physical punishment followed by 23.91% male dropout left school due to boring teaching and minimum (13.91%) male dropouts left school due to fear of teacher. Parents also said that majority of male dropout left school due to fear of exam (39.39%), boring teaching (33.33%), bad school environment (21.21%) and fear of teacher (6.06%). In socio-economic factors, researcher found majority of male 95.17% and female (96.08%) dropout had friends in school and 4.83% male and 3.92% female dropouts had not any friends. Statistically, no significant difference regarding it friendship was observed between male and female dropouts ($\chi^2=0.188$, df =1,
Finding also revealed that majority of male (67.39%) and female (63.27%) dropouts had only 2-3 friends and male (32.61%) and female (36.73%) dropouts had 4-6 friends. It is also insignificant between male and female dropouts ($\chi^2=0.658$, df =1, $P>0.05$). Majority of male (42.3%) had friends who are average in study and 31.88% male dropouts had friends who were weak in study. Academic records of dropouts’ friends were not good. They are mostly average or weak studies. It was significant between male and female dropouts ($\chi^2 = 16.326$, df =3, $P<0.05$). Further present study also revealed that the male (31.03%) and female (30.20 %) dropouts had no other relationship with other students expect their friends. Statistically, no significant difference regarding relationship with other students was observed between male and female dropouts ($\chi^2 =0.582$, df=2, $P>0.05$). Further study also revealed that majority of male (67.39%) and female (35.51%) dropouts had friendship on the basis of playing games followed by 18.12% male and 35.10% female dropouts had friendship on the basis of academic records and some dropouts had social constraints (boys -12.32%, girls-11.02%) and talk (boys-2.17%, girls-18.37%) as basis of friendship. It had significant difference between male and female dropouts ($\chi^2 =46.481$, df=3, $P<0.05$). Above all findings show many dropouts had no friends in schools and some dropouts had no relationship with their classmates expect friendship. It means dropouts did not so much adjust in school environment. Further researcher also revealed that the in the perceptions of the parents, majority of male dropouts (68.72%) left school due to lack of family income followed by 26.72% male who dropouts left school because they were eldest one and they had to support family income and some male dropouts also left school because of negative attitude of society (1.72%) and early marriage (2.59%). On the other hand majority of female dropouts (77.32%) left school due to lack of money followed by 8.76% female dropouts for negative attitude of society and some female dropouts also left school (6.19%) because of 1st ordinal position and early marriage as perceived by parents of dropouts. Majority of dropouts (91.25%) also agreed that they left school due to lack of money, 5.83% dropouts
left school due to negative attitude of society and 2.92% dropouts left school because of early marriage.

Present research concluded that personal factor played more important role in male dropouts (32.47%) than female dropouts (24.92%) and family factors had more significant role in female dropouts’ cases (46.13%) than male dropouts (24.74%). Because many parents have negative attitude towards girls education. Some interesting field observation of study locale revealed that rural parents are not aware about importance of education. They said about education of girls – “padh likh ke ka karegi, karna to ghar ka kaam hi hai. Agar ladki padh likh gayi to shadi me jyada pasia kharch hoga.” (What is use of her education, at last she will do domestic work. If girl becomes literate, her marriage also becomes expensive). Further findings of the present study also revealed that the socio-economic factor also have importance in both male (27.01%) and female (22.60%) dropouts with little difference but it more important for male dropouts. Rural parents are illiterate so they can’t understand importance of education, some of the parents who had educated but they had a very bad experience, related to employment so, from the very beginning, they engaged their children in farming, their words were “Padh likh kar ka top maar lega, naukari to wase bhi na lagni, accha hai kuch karna sikh jayega to do paise kama ke layega to peth bhi bherga, bahaan ji katai karne jayega to kam se kam ghar mein 50 rupeeya to kamma ke layega school mai ka milega”. (There is no use of education because employment is not available. Child will get Rs 50 per day if he goes in field for wheat cutting while in school he will get nothing). School factors also had crucial role in both cases male (13.23%) and female (6.35%) dropouts. Findings of present study showed a difference in both gender as statistically, significant differences regarding factors for leaving school was observed between male and female dropouts ($\chi^2=38.9825$, df =2, P<0.05). On the other hand parents of dropouts gave more important to socio-economic factor in both male (44.44%) and female (41.72%) dropouts after that they gave the significance to personal factors for male (37.16%) and female (28.39%) dropouts. Parents also agreed that family factors had more essential role in
female (22.365%) dropouts than male (7.66%) dropouts. They also said that school had also important factor for being dropout in both cases (boys-12.64%, girls-6.45%). Statistically, significant differences regarding factors of leaving school was observed between male and female dropouts ($\chi^2$=32.504, df=3, P<0.05). According to above findings of the present study depicted that the there were different factors which were responsible for being school dropouts as personal, familial, socio-economic and school factors.

Teachers have a very significant role in whole learning process. Present study revealed the teacher’s role and its relation in being dropouts. Findings of the presents study revealed that the majority of boys (46.21%) liked their teacher too much and 25.52% of boys’ dropout didn’t like teachers. On the other hand majority girls (37.65%) dropouts liked their teacher not too much, and 12.4% of female dropouts didn’t like their teachers. There was significant difference found between male and female dropouts ($\chi^2$ =24.131, df=3, P<0.05). Further majority of male dropouts (41.38%) were obedient towards their teachers while 37.24% of male dropouts (boys) were scare of their teachers. Majority of female dropouts (39.61%) were obedient followed by 38.82% female dropouts (girls) were respectful for their teacher and minimum (10.59%) female dropouts were disobedient towards their teacher. Investigator also found that the majority of male dropouts (50.34%) said that the their teacher had irritating behavior followed by 22.76% male dropouts said that the their teacher’s behavior were very good while majority of female dropout (girls) said that the (39.61%) their teacher’s behavior were very good towards students and 25.09% dropouts said that their teacher had irritating behavior. It was observed that the there was significant difference between male and female dropouts ($\chi^2$ =27.293, df=3, P<0.01). Results of present study also showed that the majority of boys (40%) and girls (56.86%) had no problem of communication with teachers. It was observed that there was significant difference between male and female dropout regarding communication problem with their teacher ($\chi^2$ =19.497, df=2, P<0.05). Majority of male dropouts (47.59%) didn’t understand the reply of teacher after asking any question and 42.07% male dropouts found that teacher’s reply was
enough. Statistically, significant difference regarding reply of teacher was observed between male and female dropouts ($\chi^2=23.840$, df=2, P<0.05). Majority male (64.83%) and female (51.76%) dropouts said their teacher used teaching aids and male (35.17%) and female (48.24%) dropouts said that their teacher didn’t use teaching aids. It was observed that there was significant difference between male and female dropouts regarding use of teaching aids ($\chi^2=6.422$, df=1, P<0.05). Findings also revealed that majority of male dropouts said that their teachers were sincere for their work followed by 20.69% male dropouts said that teachers were coming class but doing some other work instead of teaching and minimum (4.14%) male dropouts (boys) said that their teachers were not coming class for teaching them. Some male dropouts (boys) also said that the teachers were punctual (20.69%), late comer (15.86%) and fighting with other teachers (6.90%). On the other hand majority of female dropouts (girls) said that the teacher were punctual, 27.06% female dropouts (girls) said that the teacher were sincere for their work and minimum female dropouts (3.14%) said that their teacher had fight with staff. Some female dropouts also said that their teachers were late comer (16.86%), coming in the class but doing other work (11.37%) and not coming in class for teaching (8.63%). Statistically, significant differences regarding teacher’s attitude towards work was observed between male (boys) and female (girls) dropouts ($\chi^2 = 19.948$, df=3, P<0.05). Findings also revealed that the majority of dropouts had no complaints against their teachers as perceived by parents of dropouts. Statistically, significant difference regarding complaint against teacher was observed between male and female dropouts ($\chi^2 = 7.436$, df=1, P<0.05). Majority of dropouts had complaints about partiality against their teachers, 26.73% of dropouts had complaints about abusive language and (24.75%) dropouts had complaint about insulting behavior in front of class. It was insignificant between male (boys) and female (girls) dropouts ($\chi^2= 4.503$, df=2, P>0.05). Result of present research also revealed that the majority male dropouts (57.93%) and female (53.33%) dropouts were punished by teacher sometimes and 26.21% of male dropouts were always punished by teachers but only 14.51% of female dropouts always punished by
teachers. It was observed that there was a significant difference between male and female dropouts ($\chi^2=16.445$, df=2, P<0.05). Majority of male dropouts (60.66%) and female dropouts (69.36%) were punished because of not doing homework, 26.23% of male dropouts (boys) and 25.73% of female dropouts (girls) were punished due to indiscipline and minimum male (13.11%) and female (16.76%) dropouts were punished because they were not obedient for teachers. It was observed that there was significant difference between male and female dropouts regarding cause of punishment given by teachers ($\chi^2= 7.203$, df=2, P<0.05). Majority of male dropouts (81.15%) and female dropouts (57.23%) got physical punishment. This data showed that teachers mostly used to give physical punishment to dropouts. Physical punishment always rises dropout rate. Statistically, significant difference regarding type of punishment was observed between male and female dropouts ($\chi^2= 21.548$, df=2, P>0.05). Majority of male (44.68%) and female (55.56%) dropouts said that their teacher asked reasons whenever they took leave without any information and 41.13% male and 16.68% female dropouts were physically punished for this and 14.18% male (boys) and 27.78% female dropouts (girls) said that their teacher had indifferent attitude. Statistically, significant difference regarding reaction of teacher after taking leave was observed between male and female dropouts ($\chi^2= 30.632$, df=2, P<0.05).

Researcher found that **parental attitude** is playing a significant role in dropping out of child from school. Investigator revealed that the 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 school for employment than girls (14.51%). Some parents sent their children for manners (boys-2.76%, girls-11.76%) and improvement in social status (boys-6.89%, girls-15.69%). This showed difference between male and female dropouts. Parents more concerned about the boy’s professional life but not for girls. It was observed that there was significant difference between male (boys) and female ($\chi^2 =146.184$, df=3, P<0.05). Findings of this study also concluded that the majority female (39.60%) were encouraged regularly by parents. Majority of male dropout (36.55%) were
encouraged sometimes by parents. Some male dropouts (33.10%) and female dropout (28.25%) were never encouraged by parents for study. It was insignificant between male and female dropouts ($\chi^2 = 3.431$, df=2, $P>0.05$). Investigator also concluded that the majority of parents (72.5%) never helped their parents in homework perceived by dropouts. Majority of parents (73.75%) also agreed with this fact. Only 0.75% dropouts said their parents helped them in homework. It was observed that there was no significant difference between male and female dropouts ($\chi^2= 0.503$, df=2, $P>0.05$). Results also indicated that the majority of parents (52.75%) asked reason whenever dropouts did not go to school on working day while 41.25% parents 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 and 30.5% parents said that they didn’t say anything to them. It was observed that there was no significant difference observed between male and female dropouts ($\chi^2 = 0.93$, df=3, $P>0.05$). Majority of parents (60.5%) thought boys should be educated at status of professional education while 28.75% parents thought boys should be educated at elementary education. On other hand majority of parents (51.25%) thought girls should be educated at the primary education and 30.25% parents thought that education is useless for girls. This negative attitude of parents plays a significant role in dropout of a child from school. Majority of parents (94.5%) said that their child never had any complaints against other students but some parents (5.5%) said their child had complaint against other students. It was observed that there was a significant difference between male and female dropout ($\chi^2= 7.570$, df=1, $P<0.05$). Dropouts had complaints like beating (54.54%), abusing (27.27%), teasing (18.18%). Majority of parents (45.5%) were sad after dropping out of their child and 27% parents said that they didn’t know anything about it. This means that they had indifferent attitude. It was observed that there was a significant difference between boys and girls dropouts ($\chi^2= 6.311$, df=3, $P<0.05$). Majority of parents (31%) were happy if their child had second chance for study and 28% parents had indifferent attitude about it. Only 19% of parents said that they encourage their child to join school again. There
was insignificant difference found between male and female dropouts ($\chi^2=1.174$, df =4, P>0.05). Majority of parents (33%) gave importance to economic help after rejoining of school followed by 25.5% of parents gave importance to good school environment,17% of parents gave importance to mid day meal while importance to improved behavior of teachers given by 13.75% of parents. It was observed that there was a significant difference between male and female dropouts ($\chi^2 = 20.070$, df=5, P<0.05). In rural area, most of the parents were not conscious of the value of education. Since majority of the parents were illiterate, they were unable to understand the importance of education and failed to motivate their children to study. This condition leads to dropout problem.

After analyzing the data, it was found that various factors as personal factors, familial factors, teacher and school factor and socio-economic factor are responsible for being dropouts. Parental attitude and teacher attitude have a significant role in life of dropouts. There is a need of some united efforts of society and government to improve the educational status of children (boys and girls). 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 dropout can be minimized. The parents should be made aware of the importance of education so that they develop a desire to educate their children.