Chapter 3
MATERIALS AND METHODS

Methodology is a systematic way of solving any research problem. The procedure by which the researchers go about their work of describing, exploring and predicting phenomena is called methodology. It is a science of studying how researches are done scientifically (Ahuja R. 2003). The purpose of any methodology is to provide a maximum amount of information relevant to problem under investigation at a minimum cost. It includes the description of sample. Selection of valid and reliable standardized tools and their administration for collecting required data and techniques to be used for analysis. In fact methodology is the prerequisite of any research.

The present research entitles, “A comparative study of dropouts among boys and girls (6-14 years) in rural areas of Aligarh district (Uttar Pradesh)” was carried out using following methodology:

3.1 Research design
3.2 Description of the study area
3.3 Selection of sample
3.4 Variables used in study
3.5 Selection of study tools
3.6 Reliability and validity
3.7 Data collection
3.8 Analysis of data
3.9 Ethical consideration
3.10 Time plan of study
3.11 Limitations and constraint

3.12 Strengths of the study

3.1 Research design:

An investigator needs to prepare a plan of action for his study, which is called as a research design. It is a logical and systematic plan of action with reference to the collection and analysis of data to achieve the objectives of the proposed research study. (Ahuja R. 2003)

The present research is a social research. The aim of social research concedes with type of research whether it is explanatory or descriptive research. In other words, it depends upon the general goals. The important aims of social research according to Ahuja R. (2003) are:

- To understand the functioning of society.
- To study individuals behavior and social action.
- To evaluate social problems, on society, and to find out their possible solutions.
- To explore social reality and explain social life.
- To develop theories.

Keeping the above goals in mind, research investigator tries to understand the study area and people who lived in the study locals. Education is the fundamental right and of big challenge for India. Dropouts are one of the major problems of the study locale. The present study focuses on the logical reasons to improve upon situation. “A comparative study of dropouts among boys and girls (6-14 years) in rural areas of Aligarh district (Uttar Pradesh)” is both exploratory research and descriptive research in nature. Further the theme of present study was developed and given a definite shape, to evaluate the studies relevance in the
light of the set objectives. The research was carried out in three major phases as given below:

**Phase I**: Conceptualization and identification of the problem

**Phase II**: Development of the study tools and data collection

**Phase III**: Tabulation, analysis, interpretation and documentation of the data collected

**Phase I**: Conceptualization and identification of the problem

Conceptualizing the identified problem and issues related to the dropout in the age group (6-14 years) in the study locale was made. An effort was made to obtain a thorough review of the relevant literature relating to the previous research in the field. To provide the scientific basic of the study a proper hypothetical framework was also developed. It provided a definite direction and specific scope to the whole investigation. The conceptual clarification needed about the terms and items used within the framework of the study were also considered necessary. Information about the dropout in the study locale and the identification of the target group was the major activity of the phase I of the research.

*Get information about dropouts:* Visits were made to Basic Shiksha Adhikari, BSA (Basic Education Officer) of Aligarh district and some data related to dropouts of target area was collected. Some local social workers of the villages were contacted for getting the information about the study area and dropouts. Door to door survey was carried out to identity the dropouts. The survey of schools was conducted to get information about dropouts.
Identification and Report development of target Group: The dropouts, a target group for the purpose of the study were identified. The researcher participated in different activities to establish report with target group. *Pustak jatah* and *Gosthi* organized by CCAEE (Centre of continuing and adult education and extension) gave a good platform to the researcher to establish report with the mothers of the target group.

II Phase: Development of study tools and data collection

Having the feel of the field and identifying, the “Dropout” as one of the major challenge. In the II Phase researcher developed study tools for investigation of the study problem. The semi structured interview schedule was developed and pretested in the field for the validity and reliability and after the modification at various stages it was finalized for data collection. Researcher discussed study tools in details under the heading of study tool selection. A numbers of visit were made for establishing report with the identified dropouts. Their parents were also interviewed. Some significant observation was made from the school and home environment.

III Phase: Tabulation, analysis, interpretation and documentation of the data collected

After the data was collected using standardized tools then it was subjected to statistical treatment for satisfying the objectives of the present research. The findings were subjected to analyses in the light of the review and covering all major aspects of the study. The research work of later documented to give the proper format to the study.
3.2 Description of study locale:

The study was carried out in Jawan block, Lodha block, Dhanipur block, and Khair block of Aligarh district, Uttar Pradesh, India.

Fig 3.1: Map of India indicating the Aligarh District of Uttar Pradesh
Uttar Pradesh is the fourth largest state of the country in terms of geographical area. The total area of the state is 2,38,566 sq. km. Uttar Pradesh is the largest state of India in term of population also. According to 2001 census it has a population of 16,60,52,859 representing 16.17% of the country’s population. The state of Uttar Pradesh is divided into 14 divisions and 70 districts. Aligarh is situated in the northern region of Uttar Pradesh. The city is located about 90 miles (140 km) southeast of New Delhi. Aligarh was known by the name of Kol or Koil before the 18th century. The name Kol covered not only the city but the entire district, though its geographical limits kept changing from time to
time. It is the administrative headquarters of Aligarh District, Aligarh Police Range and Aligarh Division, and has a population of half a million. It is mainly famous for Aligarh Muslim University. The Aligarh division includes Aligarh, Etah, Hathras, and Kanshi Ram Nagar districts. It is popularly known as the 'Mecca of Education'. Aligarh is one of the Metro City of UP out of 13 Metros (Aligarh, Agra, Allahabad, Bareliy, Gazhiabad, Gorakhpur, Jhansi, Kanpur, Lucknow, Moradabad, Merrut, Saharanpur, Varanasi). (Sankhyakiya patrika, Aligarh, 2010)

Fig 3.3: Map of Aligarh District indicating the Jawan block, Lodha Block, Dhanipur block and Khair block

- **Geography:** Aligarh is located at 27°53'N 78°05'E27.88°N 78.08°E27.88; 78.08. It has an average elevation of 178 metres (587 feet). The city is situated in the middle portion of Doab, or the land between the Ganges and Yamuna Rivers. The Grand Trunk Road passes through the city. (Samjik arthik sameeksha, Aligarh, 2010)

- **Climate:** Aligarh has a monsoon influenced humid subtropical climate, typical of north-central India. Summers, which start in April is hot with temperatures peaking in May. Average temperatures range between 28–33 °C (82–91 °F). The monsoon starts in late June, continuing till early
October, with high humidity levels. (Samjik arthik sameeksha, Aligarh, 2010)

- **General Profile:** According to 2001 census, population of Aligarh is 667,732. Males constitute 53% of the population and females 47%. Sixteen percentage of the population is under 6 years of age and sex ratio is 862 (rural). (Sankhyakiya partika, Aligarh, 2010)

- **Education Profile:** Aligarh has literacy rate of 59.7% with 73.22% of the male and 43.88% of female literates. Aligarh is a city of Uttar Pradesh that is held in high esteem for the educational facilities offered here. The Aligarh Muslim University, a residential academic institution having an international repute, is found across the city civil lines area. (Samjik arthik sameesha, Aligarh, 2010)

- **Professional Profile:** Aligarh City is also popular as an industrial city. It is also known as Taala Nagari (Locks City of India). The second largest lock Manufacturer in India Link Locks is based in the City. The total number of industries are about 25,000, which constitute both Small scale & Large Scale Industries. Aligarh is amongst the largest manufacturers and suppliers of locks and hardware goods in India and is also popular for brass fittings. It is also a manufacturer of plastic and iron toy pistols, handcuffs, belts, badges for schools and government supply. It supplies products all over the world. Brass market of Aligarh is one of the largest in India, which employs thousands of skilled laborers. (Samjik arthik sameeksha, Aligarh, 2010)

For the purpose of the study four blocks namely Lodha, Jawan, Khair and Dhanipur out of 12 blocks were selected as study locale. These blocks are adjacent to the educational hub of main Aligarh district. Their description is given below:

a) **Jawan Block:** It has area of 231.86 square km. It is 15 Km away from District chief-office (Vikas Bhavan). It is situated at Aligarh Anupshar road. It has 10 naya panchyant and 78 gram panchyant and 109 total villages. The population density is 737.68 per square km because it is near to Aligarh. Population of Jawan block is 211390 (Censes 2001) with 112926 male and 98464
female (schedule caste population 51182) and sex ratio is 871.93. There are total of families 32877 in this area. ) (Sankhyakiya partika, Jawan block, 2010)

Fig 3.4: Map of Jawan block of Aligarh district

- **Educational profile of Jawan Block:** Total educated people are 101088 with 68044 male and 33044 female. Total literacy rate is 59.64 % with 74.88 % male and 42.03% female. There are 134 primary schools in Jawan block. All primary schools have building. Total teacher are 688 in primary schools with 148 female teachers and teacher student ratio is 1:68. Sixty eight percent of children are getting education in Jawan block out of which 63.40% girls. There are 46 upper primary schools available in Jawan block. There are only 5 schools for girls. Total teachers are 285 in
upper primary schools with 62 female teachers and teacher pupil ratio 1:62. There are 9 inter colleges for boys and 1 inter college for girls in Jawan block. Fifty six percent of boys and forty one percentage of girls are getting education at inter college of Jawan block. There is no degree college and professional study centre in Jawan block. (Vikaskhad samjik arthik sameeksha, Jawan block, 2010)

b) Lodha Block: It has area of 217.31 square km. It is 7 Km away from District chief-office (Vikas Bhavan). It situated at Aligarh Palwal road. It has 12 naya panchyant and 92 gram panchyant and total of 140 villages. There is a population density is 923 per square km because it is near to Aligarh. Population of Lodha block is 200642 (Censes 2001) with 108532 male and 92110 female (sc population 52450) and sex ratio is 890. There are total 31496 families in this area. (Sankhyakiya partika, Lodha block, 2010)

- **Educational profile of Lodha Block:** Total educated people are 97039 with 64976 male and 32063 female. Total literacy rate is 56.5 % with 72.19 % male and 38.04% female. There are 132 primary schools in Lodha block. All primary schools have building. The total numbers of teacher are 660 in primary schools with 118 female teachers and teacher student ratio is 1:60. More than fifty four percent of children are getting education in Lodha block with 48.7% girls.
There is 48 upper primary schools available in Lodha block. There are 5 schools for girls. Total teachers are 265 teachers in upper primary schools with 110 female teachers and teacher pupil ratio is 1:59. There are 9 inter college for boys and 1 inter college for girls in Lodha block. Only 45.80% boys and 40.28% girls are getting education at inter college of Lodha block. There is no degree college in Lodha block. There is only one professional study centre which situated under Atroli block. (Vikaskhad samjik arthik sameeksha, Lodha, 2010)

c) Dhanipur Block: It has an area of 233.27 square km. It is 5 Km away from District chief-office (Vikas Bhavan). It situated at Aligarh Eath road. It has 11 naya panchyant and 69 gram panchyant and total of 98 villages. Population
density is 923 per square km because it is near to Aligarh. Population of block is 200642 (Censes 2001) with 108532 male and 92110 female (sc population 52450) and sex ratio is 890. There are total 31496 families in this area. (Sankhyakiya partika, Dhanipur block, 2010)

Fig 3.6: Map of Dhanipur block of Aligarh District

- **Educational profile of Dhanipur Block:** Total educated people are 97039 with 64976 male and 32063 female. Total literacy rate is 56.5% with 72.19% male and 38.04% female. There are 120 primary schools in Dhanipur block. All primary schools have building. Total teacher are in primary schools with 118 female teacher and teacher pupil ratio is 1:99. 68.96% children are getting education in Dhanipur block with 31.04% girls. There is only 46 upper primary schools available in Dhanipur block. There are only 3 schools for girls. Total teachers are 209 teachers in upper
primary schools with 106 female teachers and teacher pupil ratio 1:92.59. There are 10 inter college for boys and 2 inter college for girls in Dhanipur block. Majority of boys (78.17%) are getting education but only girls (21.83%) are getting education at inter college of Dhanipur block. There is no degree college in Dhanipur block. There is only one professional study centre. (Vikaskhad samjik arthik sameeksha, Dhanipur block, 2010)

d) Khair Block: It has area of 289.73 square km. It is 25 km away from District Chief office (Vikas Bhavan). It has 11 naya panchayat and 70 gram panchyant and total of 96 villages. Population density is 573 per square km. Population of Khair block is 165015 with 88942 male and 77073 female (sc population-3245) and sex ratio is 866. There are total 32877 families in this area. (Sankhyakiya partika, Khair block, 2010)

- **Educational profile of Khair Block:** Total educated people are 80341 with 55183 male and 25158 female. Total literacy rate is 60.60 % with 77.5 % male and 41.00% female. There are 131 primary schools in Khair block. All primary schools have building. Total teacher are 662 in primary schools with 116 female teachers and teacher pupil ratio is 1:99. 67.57% children are getting education in Khair block with 32.43% girls. There is only 51 upper primary schools available in Khair block. There are only 2 schools for girls. Total teachers are 221 teachers in upper primary schools with 68 female teachers and teacher pupil ratio 1:88.
There is 25 inter college (boys) but there is no one inter college for girls in Khair block. Majority of boys (84%) are getting education but only 16.00% girls are getting education at inter college of Khair block. There is one degree college for girls and one professional study centre in Khair block (Vikashkhand samjik arthik sameesha, Khair, 2010).

3.3 Selection of sample: In the present study, sample selection was done by the researcher in following ways:

3.3.1 Population: As per the information obtained from the Office of Basic Education, Aligarh (2008), total numbers of dropouts 3750 in Aligarh District (A survey on dropouts, Aligarh, 2008). Aligarh district consists of 12 block, These blocks names are Tappal, Khair, Ghabhana, Lodha, Jawan, Atrauli, Gangiri, Bijauli, Dhanipur, Gonda, Iglas and Akrabad (source: Development office of Aligarh, 2008). Sample size of the study was calculated on the basis of numbers
of dropouts. The study was conducted among boys and girls dropouts in four blocks of Aligarh city.

3.3.2 Criteria for choosing the Sample:

- Dropouts between age group 6-14 years were included in the sample. The age group (6-14yrs) was chosen because this age is called as ‘School age’. (Hurlock, 1994)
- Only the dropouts were selected for the sample of present study.
- Both boys and girls (males and females) were selected for sample.
- Only dropouts, who were living in study locale, were included in the sample.

3.3.3 Sample technique: Investigator used Multi Stage 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.
3.3.4 Selection of sample size: According to report of dropout survey, Aligarh (2008), total population of dropouts of Aligarh district is 3750, based on this assumption, the sample size was calculated by using formula \( \frac{n}{1+n(e)^2} \) (Ahuja, R. 2003).

Where ‘n’ = total population of dropouts

\['e' = 0.05 \text{ (error level)}\]

\[\frac{3750}{1 + 3750(0.05)^2} = 361.62\]

After solving the formula the sample size was calculated as 361.62 and it was rounded in 3 digits thus the rounded figure is 400. Investigator studied 400 dropouts for more reliable figures.

The total number of subjects to be included in the study from each block was proportional to the sample size and was calculated using the formula (Ahuja R. 2003).

Data of dropouts \( a / A \times N = \text{Subject to be included in the study from block ‘a’}. \)

Hence,
\[ n'a' = \frac{\text{No. of data from block 'a' } \times N \text{ (sample size)} }{\text{Total population of 4 blocks (A)}} \]

Where,

\[ n'a' = \text{Number of subjects to be included from block ‘a’} \]

\[ A = a + b + c + d \]

\[ = 133 + 109 + 81 + 107 = 430 \]

\[ N = \text{Total sample size} \]

The allocation of sample sizes to various blocks according to proportion allocation of a total sample size of 400 is as follows:

<table>
<thead>
<tr>
<th>Blocks</th>
<th>Formula</th>
<th>Calculated figure</th>
<th>Round figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawan (a)</td>
<td>133×400</td>
<td>123.72</td>
<td>124</td>
</tr>
</tbody>
</table>
|         | \[
| Dhanipur (b) | 109×400       | 101.34            | 101          |
| Lodha (c) | \[
| Khair (d) | 107×400       | 99.53             | 100          |

3.4 Variables used in the study:

a) **Independent Variables:** According to Kerlinger (1990), “Independent variable is the presumed cause of the dependent variable”. The following independent variables have been selected for this study i.e. *age, sex, religion, caste, ordinal position, education, family type, family size, family income, parents’ education and parents’ occupation*.

b) **Dependent Variables:** According to Kerlinger (1990) “Dependent variable is the presumed effect of an Independent variable”. The variable that is predicted is
called the dependent variable. The dependent variable is the condition which the researcher tries to explain. The dependent variables may be different factors of the dropouts in the present study. Dependent variables are the conditions or characteristics that appear or change as the experimenter introduces, removes or changes the independent variables. Reasons of the dropouts were used as dependent variable.

3.5 Selection of study tools: Researcher selected following study tools which help him for implementation of the present study:

3.5.1 Interview schedule: Investigator developed two interview schedules for Dropouts and their parents. Interview Schedule is a device consisting of a set of question which are asked and filled in by an interviewer in a face to face situation with another person. (Ahuja R. 2003)

Development of study tools: The study was carried out using a pre-designed and pre-tested interview schedule (annexure-1 ‘a’ ‘b’). The interview schedule was prepared carefully in consultation with educational experts and was improved over several administrations. Each question was examined for its relevance to the study and the objectives before finalizing. The investigator removed all ambiguities and such items which did not contribute to the purpose of investigation. Interview Schedule also was checked and approved by the BSA (Basic Skisha Adhikari, Basic education of officer) of Aligarh. Interview schedule was developed in following section:
Personal Profile:

a) **Age of the sample:** Age was recorded according to the chronological age of dropouts.

b) **Sex of the sample:** Sex was recorded according to observation and reply of sample.

c) **Number of Siblings:** Number of siblings was recorded according to reply of sample.

d) **Ordinal Position:** Ordinal position of sample was recorded according to reply of their parents.

Family Profile:

a) **Education and Occupation of the Parents:** Information about education and occupation were obtained.

b) **Number of Family members:** Information about number of family members was recorded according to the parents of dropouts.

c) **Type of family:** The type of family such as joint or nuclear was recorded according to the number of the family in the family and relation between them.

d) **Family income:** Information about family income was recorded according to parents.
• **Personal view of the dropouts:** In this section investigator asked questions to dropouts individually. Majority of questions were related to their characteristics and reasons for being dropouts.

• **Role of teacher and its relation:** Information about role of teacher and its relation in dropping out of the sample was obtained according to reply of different question of the sample as attitude of teacher, behavior of the teacher etc.

• **Role of the parents and its relation:** Information about role of parents in dropping out of the sample was also obtained according to reply of different questions of the parents themselves.

3.5.2 **Observation:** The observation method is the most commonly used method especially in studies relating to behavioral sciences. Observation becomes a scientific tool and the method of data collection for researcher when it serves a formulated research purpose. Under the observation method, the information is sought by way of investigator’s own direct observation without asking from the respondent. Investigator also did observation of dropouts at the time of administering the interview schedule (Kothari, 2004). Observation criteria was prepared for the study (annexure 1‘c’). Observation method was used to support and facilitate the interview schedule of dropouts in the present study.

3.5.3 **Case Study:** According to Odum, (1929) “The case study method is a technique by which individual factors whether it be an institution or just an episode in the life of an individual or a group is analysed in its relationship to any other in the group.” The case study method is a very popular form of
qualitative analysis and involves a careful and complete observation of social unit, a unit may be a person, a family, a institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth (Kothari, 2004). In present research, six case studies of boys and girls were compiled in order to have a feel about reasons and problems of dropout children in larger perspective. (Annxure-1‘d’)

3.6 Reliability and validity:

The importance of the inferences of any investigation depends upon the validity and reliability of data. Various measures were adopted to ensure validity and reliability in the context of the need of the study.

Questions were framed in simple and easy language to enable the rural society to understand them quickly and all the interviews were conducted separately in order to control group influence and to protect privacy of the individual respondent. A pilot study was carried out for the reliability and validity.

3.6.1 Pilot Study: Before data collection, the initial versions of the pre-designed and pre-tested interview schedule and all the techniques of measurements were piloted on respondents from selected blocks. It was done for the purpose of the efficiency of the interview schedule and other techniques of the measurements. Consequently the content of the interview schedule was modified and minor changes were made in the method of gathering information about various variables of the study. Then, a modified interview schedule was used to study the objectives of the present research and the results were found to be satisfactory.
a) **Reliability:** The most important characteristic of a measuring tool is reliability. A test is said to be reliable when it functions consistently. Reliability means consistency or accuracy, i.e. the degree to which the test agrees with itself. A test cannot be valid unless it is reliable, but it may be reliable without being valid. Spearman Splithalf correlation method was used to know the reliability of the interview schedule. The Co-relation coefficient between two variables was found to be 0.8271, thus interview schedule is reliable.

b) **Validity:** Validity is the extent to which a test measures what it is purposed to measure. No measurement procedure is valid if it does not use the valid tool for data collection because tool is the information capturing device and the tool should capture the information which fulfills its purpose. Therefore, validity is the most important characteristic of a tool. The validity of interview schedule was found to be 0.7623. Thus the interview schedule is reliable and valid.

After expert opinions, it was assumed that the present interview schedule has logical and face validity. It is quite apparent that if a questionnaire is valid in relation to the objective which was to be achieved than the same will be reliable also. BSA of Aligarh district also approved the interview schedule.

### 3.7 Data Collection:

The present research was conducted to assess factors of becoming dropouts. The respondents were individually contacted at their residences. In order to get a realistic picture, the techniques adopted for obtaining data and information was intensive and time consuming. 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. At the time of administration, the researcher is supposed to explain the purpose of administering the schedule and to ensure the subjects that the information supplied by the subjects will be kept confidential and will be used for research purpose only.

**Filling the Interview Schedule:**

The interview schedule of the study was approved by the BSA of Aligarh district and also improved by expert of “To Save Children” a well known NGO, Delhi. Filling the Interview Schedule:

![Researcher interviewing the subject](image)

Fig. 3.10: Researcher interviewing the subject

Each question was examined for its relevance to the study and the objectives before finalizing. Interview schedule was used to collect information regarding age, sex, attitude of dropouts and their parents towards education. Dropouts were interviewed using a self-structured schedule that comprised of information regarding school and home atmosphere and background information. Opinions of parents about causes behind dropouts of girls were also sought.
3.8 Analysis of data:

In the present study, the contents of interview schedule were coded according to a coding plan developed for the purpose with the help of a statistician. The compiled data were entered into coding sheets and subsequently analyzed using statistical package for social sciences (SPSS) version 17.0. Distribution of data is important in the presentation of data. A distribution is a form of classification of scores obtained for the various categories of a particular variable (Sarantakos, 1998). So, the percentages, averages and frequencies were computed for making simple classifications and comparisons. Chi-square ($\chi^2$) test was also used to know significance of various factors of being dropouts. A difference was
considered to be significant at \( p < 0.05 \). In addition, bar graph and cone graphs were used to visual presentation of the results.

3.9 Ethical consideration:

1. Permission was sought from the District Magistrate (DM) to conduct the survey in the selected blocks (annexure-2).

2. Permission was sought from the Block development of officers to conduct the survey in the selected blocks (annexure-3 ‘a’, ‘b’, ‘c’ and ‘d’).

3. Ethical Clearance for approval of interview schedule was obtain by Basic education Officer (BSA- Basic Shiskha Adhikari), Aligarh district.

4. The purpose of the study was clearly explained to school dropouts and their parents. Participants were affirming their willingness to participate in the study.

5. The purpose of the study was clearly explained to the subject. Only subjects affirming their willingness to participate in the study were included. The subject had the liberty to withdraw from the study at any stage, without the fear of retribution.

3.10 Time plan of study:

The study was carried out in 51 months probably which included the work of review study, field work, repo formation with target group, development of study tools, pretesting of study tools, data collection, tabulation, data analysis and documentation of the study.
3.11 Strengths of the study:

1. This was the first study of its type in the Aligarh district which provides the dropout profile of four blocks of Aligarh district.

2. Dropouts and their parents both are interviewed with pretested interview schedule during the course of research work for finding out the actual reasons of dropping out from school.

3. A comparison of between dropouts of between sex boys (male) and girls (female) dropouts is drawn.

4. The study clearly indicated that the personal, familial, school and socio-economic have a significant role in being dropouts.

5. The study also depicted that gender affects dropouts.

6. The study highlighted that the domestic chores and sibling care are the most important causes of being dropouts for girls.

7. Researcher also reported that the lack of money is more significant for both boys and girls dropouts.

3.12 Limitations and constraint:

Although every possible effort was made to get the correct information, the following limitations were noted:

1. Some school dropouts have migrated, their transfer certificates were new issued and their present placement is not known, hence, it is difficult to catch them.
2. Repeated visits were required to collect the information from one respondent as they were absent in home due to child labour, hence collection of data required laborious efforts.

3. The finding of the present research are more focused and restricted for Aligarh district.

*After establishing the methodology plan of research work the collected data was tabulated and results were drawn in the next chapter.*