CHAPTER VIII

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The problem of dropout had plagued the system of education in all the stages not only in Sipajhar Development Block but in the whole world. Not a single country in the world likes to spread this disease at any stage of education. Because education enables man to lead a better and richer life and to develop a wholesome personality. Moreover, it is a potent agency for economic development for all. Education brings change and dynamism to the human society. The basic knowledge of understanding the modern tools and their uses is a must for all people in the modern scientific world. But the problem of dropout stood as a hurdle. Mere rise in enrolment would not give the desired educational effect unless the wide-spread dropping out is controlled.

With a thick population of 90693 in 1971 which was increased to 164195 persons in 1986, Sipajhar Development Block had increased from one school in 1800 to 258 schools and one college during the period from 1968 to 1984. Out of 258 schools 192 were primary, 36 middle and
29 secondary and one higher secondary school with 983 teachers. Out of 983 teachers, 438 were for primary, 252 for middle, 250 for secondary and 43 for higher secondary schools. For college, 17 teachers were there. The total number of enrolment in these 258 schools and the college were 62500 in 1984. The total number of enrolment from classes A to XI by 1968 was 48736 with a cohort of 6824 in class A. This number did not include college students since there was no college by that time in Sipajhar Development Block.

Following the career of 6824 fresh entrants for a period of 16 years starting from 1968 to 1984, 5755 were promoted to class B in 1969, 5721 to class I in 1970, 5852 to class II in 1971, 4623 to class III in 1972, 4849 to class V in 1973, 6583 to class VI in 1974, 5012 to class VII in 1975, 4219 to Class VIII in 1976, 2057 to class IX in 1977, 1807 to class X in 1978. Stagnation started in class II in 1971. Again, stagnation occurred in class V and VI in 1973 and 1974. The class X students were in the same class in 1979 as no examination was held in that very year in the State due to political disturbances. Thus out of a total 6824 fresh entrants 1807 had continued and completed the secondary course.
Following the cohort, 197 students were admitted in the 1st year of +2 stage which included Pre-university and higher secondary courses in 1980. Out of 197, all were promoted to the second year of +2 stage in 1981, followed by 67 students in the first year B.A. in 1982 and 83 in the second year B.A. in 1983. As all the students of the first year of +2 stage were promoted to the second year, there was no dropout in the +2 stage. In degree course, stagnation occurred in 1983 in the second year B.A. class since the number of enrolment exceeded the number of enrolment in the first year.

The method of estimating the extent of dropout included subtraction of the number of students enrolled at class X in 1979 from that of the enrolment of class A of 1968. The difference denoted the extent of dropout. When the difference was divided by the number of enrolment in the different classes and multiplied the result by 100 each rate of dropout was found out. The same process was followed in estimating the extent of dropout from class XI or Pre-university first year to B.A. second year.

The rate of dropout in 1968 in class A following the cohort was 15.67, in class B in 1969 was 0.59, in class I it was -2.29 in 1970, 20.83 in class II in 1971.

Stagnation occurred in class I, III, V, X and first year B.A. The number of dropout decreased to 0.59 in class B and there were stagnation in class I, III and V. From class VI the rate was decreased in class VII. But in class IX stagnation occurred again. The rate was increased again from class VIII up to class X. Stagnation did not occur in plus two stage. While stagnation occurred in degree first year, dropout took place in second year degree.

Stagnation occurred in class B, V, IX, X and XI in 1978. The number of dropout was less in class I whereas it was highest in class X in 1979. Although rate of dropout was increased in class II, again it decreased in class III. In class VIII it was increased again. Stagnation started in class B. The rate of stagnation was highest in class V in 1973. But in class IX, X and XI it was decreased.


The rate of dropout was increasing from class A to B but in class II it was decreased. In class V it increased again. The rate was low in class VIII but the rate was highest in class X in 1979. The lowest rate was in class XI.

Stagnation started in class I. In class VI, X in 1978, and in first year degree stagnation occurred. The
rate of stagnation was highest in first year degree and lowest in class X in 1978.

Regarding the total amount of expenditure out of Rs.37,61,141.33 in 1968, Rs.2,94,046.16 was expended for class A, out of Rs. 46,79,027.03 in 1969, Rs. 2,90,282.20 was expended for class B, out of 49,24,224 in 1970, Rs.3,26,325.84 was expended for class I, out of 55,92,226.24 in 1971, Rs. 3,26,775.68 was expended for class II, out of 47,52,311.56 in 1972, Rs.2,66,515.95 was expended for class III, out of Rs.50,93,871.85 in 1973, Rs.5,13,442.78 was expended for class V, out of Rs.53,61,351.97 in 1974, Rs.66,98,059.03 in 1975, Rs.6,21,337.64 was expended for class VII, out of Rs.79,22,643.58 in 1976, Rs.51,08,798.78 was expended for class VIII, out of Rs.87,88,579.14 in 1977, Rs.7,93,878.58 was expended for Class IX, out of Rs.1,10,58,931.53 in 1978, Rs.7,54,905.84 was expended for class X, out of Rs. 1,13,67,314.00 in 1979, Rs.7,89,677.07 was expended for class X, out of Rs.1,22,50,686.67 in 1980, Rs.45,507.84 was expended for class XI and Rs.67,340.74 for class first year Pre-University, out of Rs.1,47,45,308.12 in 1981, Rs.56,487.36 were expended for class XII and Rs.74,760.20 for second year Pre-University, out of
Rs.1,30,12,963.35 in 1982, Rs. 52,526.66 were expended for first year B.A. and out of Rs. 1,62,70,158.07 in 1983, Rs. 72,639.94 was expended for second year degree class.

Regarding the amount of expenditure for boys out of Rs. 15,71,44,161.20, as sum of Rs. 822,71,627.3 was expended. For girls out of a total amount of Rs. 15,71,44,161.2 a sum of Rs. 7,48,72,533.9 was expended from 1968 to 1984.

Causes given by the Dropouts were converted to percentages. Out of the twelve important causes the first five were poverty, death of father, death of mother, engaged in earning family income and failure in the examination. The percentages were 40.12, 69, 8.08, 7.69 and 5.39 respectively. The percentage rate of the causes of dropout for boys was 18.85 for poverty, engaged in earning family income 6.92 and death of father 5.77, death of mother 3.08 and unfavourable school environment 2.69. For girls the percentage rate of the causes given by dropouts were 21.15 for poverty, 6.92 for death of father, 5.00 for death of mother, failure in the examination 3.08, engaged in domestic works 3.08.

The important causes of dropouts given by the parents of dropouts were converted to percentages. Out of
the seven important causes, the first five were poverty, failure in examination, absence for many days, engaged in agriculture and unwillingness for learning. The respective percentages were 36.64, 16.92, 10.77, 10.00 and 10.00. The causes for boys dropout as given by the parents of dropouts among the most important causes were poverty, failure in the examination, engaged in agriculture, bad company, absence for many days. The rates were 16.54, 9.62, 7.31, 6.54 and 3.85. For girls dropout the causes given by dropouts parents were poverty, failure in the examination, unwillingness for learning, absence for many days, and keeping youngsters. The respective rates were 20, 7.31, 7.31, 6.92 and 6.54.

Causes of dropout given by the stayins were found out in percentages. Out of the seven important causes, the first five most important were poverty, failure in examination, marriage, engaged in agriculture and earned for family. The respective rates were 40.77, 12.31, 11.92, 10.77 and 9.62. For boys, the causes of dropout given by stayins out of the seven important causes, the first five were poverty, engaged in agriculture, failure in the examination and earned for family income, marriage and overage. The respective percentages were 19.23, 9.23, 6.54, 5.00, 3.08 and 3.08. Causes given by stayins parents and guardians were also found out and converted to percentages.
Causes of dropout given by the teachers were also converted to percentages. Among the sixteen important causes, the first five important were poverty, undomínable sex urge, dull brain, caught while copying, and engaged in agricultural works. The respective percentages were 41.15, 6.92, 5.39, 5.00 and 5.00. For boys the causes of dropout as given by the teachers in percentages were poverty, undomínable sex urge, engaged in agriculture, caught while copying, and dull brain. The percentages were 18.85, 4.23, 3.46, 2.69 and 2.31. For girls, the causes were poverty, dull brain, having no interest in study, undomínable sex urge and caught while copying. The percentages were 20.31, 3.08, 3.08, 2.69 and 2.31.

Under the indirect method the causes of dropout were given by the Head teachers, Inspecting Officers and the local educationists. Although 9186 sets of causes of dropout were received from 131 Head teachers and Principals, 8 Inspecting Officers and 30 Local educationists there were very common individual causes among those causes. After sorting out to fall into some common patterns, the number were reduced to 60. The causes which were related to the problem in most indirect and remote way were rejected. Thus the total remaining number of causes were forty. These
Relative importance of the causes of dropout within each broad category was also found out. Out of 40 causes 16 belonged to socio-economic category, 15 belonged to educational category and 9 belonged to miscellaneous category. Out of these broad categories, the first five most important causes were found out.

The concordance among the three sets of judges were examined with the help of concordance test and the co-efficient of concordance was tested for significance. Thus out of the finally retained forty causes of dropout, five most important causes were found out. Those first five most important causes were poverty and economic backwardness of the family, involvement in various domestic works like cultivation, rearing cattle, weaving, looking after youngsters etcetera, lack of interest in education, parents needed them to supplement family income and bad communication specially during summer.

Under socio-economic causes, the first five most important causes were a) poverty and economic backwardness of the family, b) involvement in various domestic works like cultivation, rearing cattle, weaving, looking after youngsters etcetera, c) parents needed them to supplement family income, d) indifference and lack of consciousness of
parents and guardians towards education and e) ignorance and low general educational status of the family.

Under the educational causes the first five most important were a) lack of interest in education, b) irregular attendance and frequent absence of teachers, c) repeated failure in the examination, d) residing in rented house with great difficulties, e) caught while copying in the examination.

Under miscellaneous causes the first five most important were a) bad communication specially during summer, b) natural calamities like flood, storm, erosion, epidemic etcetera, c) lack of adjustment in school and college hours and vacations according to local needs, d) mixing up with bad companions, e) frequent illness and poor health of the students.

The first five most important causes of dropout under each broad category as perceived by the three sets of judges were also dealt separately as it provided basis for examining the variations in the general trend of opinions among the group of judges.
The causes present in common within the five most important ones under the socio-economic causes as perceived by the three sets of judges were a) poverty and economic backwardness of the family, b) involvement in various domestic works like cultivation, weaving, rearing cattle, looking after youngsters, fishing etcetera and c) parents needed them to supplement family income.

Among the educational causes only one cause was found common under the three sets of judges. The only cause common in all the three sets of judges was irregular attendance and frequent absence of teachers.

Under the miscellaneous causes two causes were found common as perceived by the three sets of judges. The causes were a) natural calamities such as regular flood, storm, epidemic, erosion etcetera and b) bad communication specially during summer.

SUGGESTIONS

The study found out that dropout occurred in every stage of education in Sipajhar Development Block of Assam. The causes were also hypothetically tested and proved significant by direct method. Out of 41 causes 33 were
found significant. The problem in the area was so intense that it cannot be overrided and neglected. The percentage reached a maximum of 46.26 in primary, 17.25 in middle, 90.69 in secondary, 53.40 in plus two stage and 1.74 in degree stage during the period from 1968 to 1984.

Steps should be taken up for solving the problem of dropout and remedial measures needs to be adopted. It needs a deep rooted thinking and effective planning so that concrete measures can be taken up. Since dropout is found occuring in every stage of education in the Block a right approach should be adopted in solving the problem.

Of course the problem was caused by various socio-economic, educational and miscellaneous factors like poverty, lack of transportation facility, ignorance, parental over protection or negligence, superstition etcetera.

Our heritage of the Upanishads, Srimad Bhagawad Gita and recently the Philosophy of Sarvodaya as profounded by Gandhji wanted us to recognise the unity and oneness of all the members of the society. According to all the schools of Indian Philosophy, human life on earth
is full of sufferings and wisdom lies in finding out some way out of it. Human soul has immense potentialities. If these potentialities can be used in a proper way the sufferings will no longer exist. Thus a system of new thought, a set of new ideas and dedication would help the society to come forward. Some value oriented thinking is being strongly felt with regard to solving of the problem of dropout from our society. Accordingly attempt has been made by the investigator to suggest some appropriate remedial measures of the causes of dropout for every stage of education.

Although Sipajhar Development Block had no scholess village the conditions of the most of the primary schools were of deplorable condition. There were many primary school buildings with thatched roof and without wall during the period under study. The amount of Rupees thirty thousand each sanctioned by the Government in 1986 for improvement of primary school buildings in Sipajhar Development Block could not cover all the primary schools in the area. Hence, steps should be made by the Government of Assam for providing the same facility to all the leftout primary schools so that building conditions
can be improved. This is found required as the number of dropout was higher in these schools rather than the schools having building with better condition.

The study found that almost all the primary schools were run without any inside partition. In such schools, it was found that four classes were held simultaneously. Photograph No.18 shows one of those schools. Holding four classes in a room without any partition, had affected and disturbed the other classes both in teaching as well as in learning. Partitions of the class rooms are required as high rate of dropout occurred in such schools.

Poor physical facilities of the school had affected the students. In most of the primary schools no furniture for sitting purpose was available: students used to sit on mate or jute bags for sitting purpose and that too in damp Kuchcha floor. Photograph No.19 shows one of these schools. This state of affairs not only demoralises the pupil's psychology but also affected their health. Hence, every effort should be made for providing sitting facilities to all the primary schools of Sipajhar Development Block.
19. SITALABARI J.B. SCHOOL
(STUDENTS SITTING ON JUTE RATS)

20. NATHURAJA J.B. SCHOOL
(THINLY POPULATED SCHOOL)
Teaching aids like black board, duster, globe, chalk, map etcetera should be made available to all the primary schools. Lack of these facilities were found in almost all the primary schools of the Block.

The study found that in most of the primary schools the audio-visual aids like transistor distributed by the Government of Assam for imparting knowledge on informal agencies were kept with the Head Masters at their respective houses. The reason was reported as insecure to keep inside the school buildings. Thus the students were devoid of the importance and facility for listening to the informations of the mass media. Hence, steps should be taken up by the Inspecting Staff for looking into the matter so that students and teachers may get the facility of listening to the relevant programmes.

In almost all the schools it was found that kit boxes for science education were not at all used. These were kept unused as a treasure of the school. Thus the students were not made available of facility for science education with demonstration while equipments were kept at their own custody. The reason for its non-utilisation may be because of lack of training to the teachers or it may be due to their negligence. Hence steps should be taken for giving training to the untrained teachers.
Students dropped out mostly from the socio-economic causes. Hence, provision be made for supplying the stationery and free uniforms and feeding programmes particularly for children of the weaker section of the community in order to combat the problem. This matter also was discussed in the Common Wealth summit of 'Universal Primary Education' held in Dhacca, Bangladesh from December 3 to 24, 1979 by the Ministry of Education of the Government of India. A report was also submitted in 1972 concerning the problem by the NCERT, New Delhi. Emphasis was also given to the problem in the 5th World Conference of community Education held in Nairobi, Kenya in July 27th to 31th 1987. As these programmes are to be taken up as a challenge for solving the problem of dropout Government of Assam may look into the matter and take action on the lines recommended by the National Council of Educational Research and Training.

In order to solve the problem number of inspection made by the Inspecting Officers should be increased instead of inspecting once or twice a year. Hence, surprise inspection should be made by the inspecting officers in the schools.

Conditions of the school buildings of middle and high school were also not favourable. Although sitting
arrangements were available to all the schools, the
thatched roofs with Kuchcha floor and without window pans
make the schools look very unhygienic, untidy and
inconvenient.

Library facility should be improved in the
schools. Students should be motivated to use and consult
library for making reading habits. In order to motivate
the students one full time librarian should be appointed
instead of giving charge of librarian to one of the
teachers. This is required since the libraries in the
schools remain only in name. Library in the schools had
limited number of books and moreover it was issued to
students according to the convenience of the teachers in
charge of library. As there was no time schedule very
often it discouraged the students.

Subject like Home science should be opened in the
schools and colleges of sipajhar Development Block as done
in other parts of the country. This is required
particularly in the block with the increasing involvement
of girls in the schools and colleges.

Each school and college must be made available of
lavatory, drinking water and toilet facilities. Separate
lavatory and toilet facilities should be made available in the co-educational institutions.

Efforts should be made to open varied subjects so that students can select subjects according to their interest and traits. This is required so that students do not fail repeatedly because of wrong subject combination. Since repeated failure contributes to stagnation, which consequently leads to dropout, facility for selecting right combination of subjects should be made.

As hostel facility is not available many students were residing in rented house and ultimately left college for inability to pay rent fee as well as tuition fee. The poor economic condition also was responsible for dropping out of students. Many dropped out as they could not pay tuition fee to the college. Hence, provision for providing hostel facilities should be made, particularly in the college where students from far places study, both by the private body as well as the Government.

Moreover, many students came from very interior villages. The road and transport facilities of the whole Block area is not at all satisfactory. Students cannot attend classes regularly particularly during summer. In summer, roads were disconnected due to flood, storm and
rain water. As there is no bridge the students could not cross the rivers thereby resulting to stoppage of attending school and college. Non-attendance of the school and college gradually led the students to dropout from their educational career. In order to save students from dropping out road and transport facilities should be improved by the Government.

A serious complain was received regarding holding of irregular classes in the college. The teachers were not regular in attending classes. Hence, teachers should make themselves regular in attending college and in taking classes. In this connection the Principal as the administrative head should take steps for looking into the matter.

In the Sipajhar Development Block, the rate of dropout in Degree course was low. Because, in the single college of the whole Block area, Degree classes were started only from 1981 with only 40 students it was only in 1982, 1983 and 1984 some students dropped out because of marriage and after getting some job. Early marriage should be discouraged in the area.
Examinations should not be liberal. It should be made strict so that copying can be stopped at the early stage. If copying is once started without any checking and control, it will lead to failure. Repeated failure will lead to stagnation. Thereby wastage will occur. When wastage and stagnation occur dropout will automatically arise.

It is found that most of the causes of dropouts were common in all stages of education although the degrees are different. For combating the evil of dropout in all the stages improvement of economic condition of the parents need to pay top priority. But we cannot wait till the per capita income of parents rise sufficiently high to enable the parents to spare their children for education.

To meet the present situation the State Government should shoulder the burden in case of really needy students. No student should leave the school or college because of financial hardship. Such needy students should be first identified and made arrangement for providing facilities for not only free education but also free clothing, books, stationery, shoes, medicine etcetera. In other words, financial assistance may be extended to these needy students from class VIII to X in terms of lower income group scholarship as done in other classes or in terms of clothing, books, stationery, shoes,
medicine etcetera.

Regarding medical facilities the Government can make arrangement by instructing the medical officers to check the health of students at least once a month and make the medicine available free of cost.

Adjustment of school and college hours and vacations according to the need of local community is a must in solving the problem. The vacations should be synchronised with the sowing and harvesting periods of major crops sown in the area. As such, opening of school hours should be adjusted. This will cost nothing.

Block level meetings may be held for reducing educational wastage where discussions can be made on the seriousness of the problem—its causes and steps to be taken up. It can be held at the level of the headmasters, principals, inspecting officers etcetera.

Again, for encouraging the students block level competitions can be held on various aspects like debating, essay writing, symposiums, painting, music etcetera. Posters and charts indicating necessity for education for children to enable them to live as a happy
member of the society may be prepared by the schools. Some posters may be devoted to the effect of dropout in terms of human and financial resources which will develop consciousness among the parents regarding seriousness of the problem.

Since high rate of dropout occurred in the schools where school buildings and surroundings were not favourable school and college buildings should be made attractive in order to reduce the problem of dropout. Around the compound flower and fruit bearing trees should be planted. Social forestry department may come forward for this purpose. In this connection students can also participate by involving themselves in tree plantation work and social services.

Provision for games and sports should be made available to the students specially of elementary stage. Sports authority may help in this regard.

Steps can also be taken up for checking truancy which is very much related with dropping out. It can be done by roll calling the students of each class at least twice a day, that is, at the beginning of the school hour
and after the recreation hour. It can easily be done by the respective class teachers of the two hours. The system can easily be introduced in the schools although it will not be applicable to the college. In college attendance should be made compulsory in the class. Thus attendance should be strictly made compulsory for both college and schools because the first signal of dropout was found in irregularity of attending classes. Teachers should be more conscious about it. Special attention should be given to the irregular students. The case of irregular attendance should be reported to the parents quickly to avoid dropout. In this connection Progress Report Cards should be maintained.

Our prevailing formal education system with a centralised, book centred, irrelevant, rigid curriculum, conservative system of teaching and examination system should be replaced. Agricultural science should be included in the curriculum. It should include knowledge of plant and animal life, knowledge of manure, irrigation, plant and animal pests, knowledge of weather, rainfall etcetera.

Since students sometimes dropout from repeated failure and sometimes from using unfair means special
attention should be paid to control them. The habit of using unfair means should be rooted out from the very beginning of its use. Various measures should be adopted by the Government agencies, teachers, students and parents for controlling it. For, it is not only related to dropout but it will also corrupt the mind of the user.

Due to dearth of quarter facilities for those teachers in the block area who come from far places made them sometimes dull and uninterested in teaching. When teachers taught students mechanically without any interest the consequence goes to the students only. When teaching is not made effective truancy arises which ultimately leads to dropout. Hence, provision for providing quarter facilities be made both by the local bodies and the government.

While selecting teachers care should be taken to see whether they have love towards their profession. In other words teaching profession should not be made the centre of getting job for the unemployed ones irrespective of their interest and aptitude for teaching. Qualified teachers with a talent to judge the different attitudes of students should be recruited to arouse interest and to make learning a pleasure for the students.
Adult education programme and non-formal education were implemented in the area but mere implementation would not serve the purpose. It needed vigorous and well sustained efforts. The main purpose is not served till to-day. The village schools should be the centre of community education. Functioning of these centres in the Block area is required for creating an awareness and importance of the value of education to the illiterate parents. Adult Education to these illiterate parents are required in helping to solve the problem of dropout indirectly.

Teachers who can show the best performance in reducing the problem of dropout in the schools and colleges should be given recognition by awarding prizes or certificates which would encourage them to think more about different ways and means of tackling the problem. Performance of the teachers in this regard should be recorded by the authorities which would surely motivate the teachers to think more about the problem.

The parents are to be motivated for changing their attitude towards early marriage of their children. They should be oriented to the need and importance of
maintaining their children for learning. If early marriage is dealt with strictly, it will ensure a longer stay at schools and colleges. Social Education Department, teachers, panchayats, leading personalities of the locality should come forward to initiate such efforts.

Pre-vocational training courses like sewing, tailoring, knitting, interior decoration, sculptures, painting, minor repairing of the house etcetera should be introduced. In these training courses there should be no sex discrimination. Project works and work experiences are to be introduced for acquisition of more knowledge and engagement of students in an innovative way.

Non-formal education in the block should be made more effective in solving the problem of dropout.

Seminars, workshops and conferences should be organised at various levels regarding the problem as it is related not only with the student but also with the national economy.

Till now Sipajhar Development Block has no continuing Education Centre. Opening of continuing education classes will be helpful in solving the problem
of dropouts. It will be more helpful to those who were engaged in hotels, pan shop, shops, helping in others families, selling vegetables, fruits etcetera for earning family income. These continuing Education Centres should be opened in the evening so that those who were engaged during day time for earning family income can attend classes in the evening. Special attention can also be given to the method of teaching and curriculum. Knowledge of agricultural sciences should be included in the continuing education classes. The curriculum should be suited to the needs of the local area.

Academically backward and physically handicapped students should be paid more attention. Because academic backwardness or progressive deterioration in academic achievement is another signal of dropping out. Such students should be treated psychologically with great care. Hence special classes in or out of school hours or during vacations may be conducted.

It is encouraging that two more high schools were raised to higher secondary schools and six new colleges were established in different parts of Sipajhar Development Block after 1984 besides several high, middle and primary schools.
But mere establishment of educational institution would not give the desired result. It should stand as a great challenge for the teachers, inspecting officers, government, local educationists, gaon panchayats and voluntary organisation to motivate the parents to be fully conscious about the problem so that they can co-operate to root out the evils of this problem.

Meetings may be held among the villagers frequently where problem of educational wastage prevails and their grave consequences may be discussed and thereby made them feel the seriousness of the problem of dropout.

Moreover, 'Parent-Teacher Association' may be organised in which the problems and probable solutions may be discussed. The value of education and its utility as a long term investment may be discussed in the meetings. Involvement of parents may be made in the programmes for reducing educational wastage and for enrolment of students.

To meet the needs of the various programmes, the State Government alone cannot bear the expenses. The funds are to be raised and received from various sources. A
joint effort from the parents, Voluntary agencies, students concerned, teachers, inspecting officers, local educationalists and State Government is required in solving the problem of dropout at every stage of education.

Since the problem of dropout is concerned not only with domain of education but with national economy. Further research works can be taken up in its effort to solve the problem in the light of the findings and recommendations made from this study. It will certainly help in building up a good nation.