Systematic Review On Drop Outs And Its Implications

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ABSTRACT:

Dropouts have the consequence of wasting educational resources in several ways. The state's investment of money is not fully utilized; materials and resources are not used, which is uneconomic; the dropout is unable to complete their education and, as a result, is unable greatest possible contribution of the nation's economy. Consequently, rather than being an asset to the nation, the dropout diminishes opportunities for other children who could have better utilized those resources for the good of the nation. Many compelling hypotheses have attempted to explain the phenomenon of dropout rates, which has ramifications for education. In this article, systematic review on drop outs and its implications has been discussed.

Keywords: Dropouts, Education, Implications.

INTRODUCTION:

The learning theory is another important theory with significant implications for education. According to Piaget's cognitive theory, a kid learns what he can learn—that is, readiness. Piaget also made the assumption four basic phases of intellectual development. Sensory-motor stage: this is when the child uses his senses to investigate his surroundings; pre-operational stage: this is when the child learns to speak but lacks operational thinking; When a child is in the concrete operational stage, they are thinking about concrete materials around them; formal operational stage: this is when the child can think abstractly and solve abstract problems.

According to the learning hypothesis, children learn only what their cognitive capacities allow them to learn. It's important to

note that some children are sent to school based just on age, not readiness, and that the four phases of cognitive development may overlap. These kids have not reached adulthood cognitive development. When they arrive at school, they are unable to handle the workload and ultimately leave the institution.

SYSTEMATIC REVIEW OF LITERATURE:

Sukanya Mahalanabis and Sreejita Acharya (2021). Education entails giving students the tools they need to become wiser and more knowledgeable so they can live better lives. Overall, 69% of girls and 85% of boys aged 6 and older reported having attended school at some point. In comparison to urban areas, dropout rates are higher in rural areas. The study has made recommendations and stressed the connection between this article and SDG-4. The National Family Health and Social Survey (NFHS 4) is the source of the data. The enthusiasm for learning, youngsters helping out at home, financial hardships, and family migration. The report depicts a picture of defenseless schoolchildren and the responsibility that all law-abiding Indian residents bear in reducing the country's school dropout rate.

Amita Majumder and Chayanika Mitra (2020). The article looks at pupils who are below the class 10 level (maximum age of 16) and their dropout behavior from two separate angles. Using a probit analysis, we first determine the main features of a home that push a child from the parents' point of view. Second, from the perspective of the child, we use a multinomial logit model to make to link the child's stated reasons with the history and the amenities. The National Sample Survey Office (NSSO) contributed the data set, 71st cycle of education spending data (January 2014 to June 2014). Separate analyses are conducted for boys and girls in the Indian state of West Bengal. It supports the findings in the body of previous literature by demonstrating the importance of parental education and economic factors on their children's dropout behavior. This article also presents children's viewpoints on this type of behavior from various genders and socioeconomic backgrounds.

Biswajit Sarkar, Kaushik Chatterjee, and Avijit Sarkar (2019). Numerous commissions and initiatives were created and put into action following India's independence with the goal of empowering the country's marginalized minority communities. The rate of school dropout in many states is still alarmingly high,

despite governmental efforts and numerous creative preventive initiatives. The situation in the state of West Bengal is equally noteworthy. In West Bengal, the dropout rate for girls. Additionally, compared to other groups, Muslim community groups have a greater dropout rate. In this case, societal and household variables, educational facilities and high-quality instruction, all the decision to stop schooling.

K.V. Sridevi and Mohini Nagpal (2019). From a global standpoint, it is an undeniable reality that a country's ability to advance is strongly correlated with the level of education of its people. Thus, education is essential and has a profound effect on every facet of human existence. However, there is a poor state of affairs in the educational system, which is reflected in the rising dropout rates. Thus, the primary goals of this research are to examine trends in the dropout rate, investigate the reasons behind it, and offer recommendations for lowering the secondary dropout rate in India. The study's conclusions are derived from a thorough review of the literature various Indian states. The review identified child marriage, a lack of transportation, a separate restroom, safety and security while traveling to school, parents' educational backgrounds, leisure time, teachers, guidance and counseling, partiality, prejudices, affordability, and interest in education. In order to help policymakers address this issue, this study also highlights some policy implications, such as enhancing school culture, providing basic facilities in schools, setting up in-service teacher training programs to help teachers recognize and work with at-risk students, and implementing remedial teaching initiatives for the most underprivileged students in schools.

Ravindra Kosari (2018) explanatory study was to gain further insight into the factors contributing to Andhra Pradesh's high rate of school dropout. The study's findings showed that the primary school dropout rate in AP was 4.35 percent from 2003 to 2014, 6.72% from 2014 to 2015, and 9.68 percent from 2016 to 2017. Traditional thinking, failure, assistance required for domestic chores and labor, parental ignorance, lack of interest in subjects, inferiority complex in impoverished, backward households, etc. are the main causes of school dropout.

C. Aswathy, S. Darsana, & B. Vijayan (2018). 1.4 percent of Kerala's tribal population is comprised of indigenous communities. The indigenous people in Kerala continue to be the most vulnerable in

the state, notwithstanding the state's notable social sector progress. Five factors were used to quantify social isolation, and 90 respondents completed a standardized questionnaire to provide primary data. Descriptive statistics were used to analyze the data that was collected. Adiyas saw an overall exclusion rate of 66.38 percent, according to the report. When the amount of social exclusion was analyzed indicator-by-indicator, it was found that 74.54% of people felt economically excluded, and 69.89% felt politically and legally excluded. The Adiya tribe also experienced high levels of geographical exclusion (697.76%), service exclusion (679.96%), and social-cultural exclusion (48.92%). Given the high degree of social exclusion this tribal community faces, developmental interventions for Adiya empowerment in the social, economic, and educational spheres are desperately needed to ensure food and livelihood security, protect against exploitation, and empower them. An additional 50% of respondents reported feeling a medium level of social exclusion.

K. Somasekhar (2018), India promotes inclusive progress; however, the underprivileged group is left out of this growth because of a lack of education. STs continue to experience social exclusion and discrimination in their day-to-day existence; other caste groups frequently impose authority on them, suppressing their voice about their rights, entitlements, dignity, and justice. This continues to occur despite extensive constitutional safeguards and legislation that have been implemented over time to protect and advance the interests of SCs and STs. The analysis is based on secondary data from the 2011 Census of India. The Indian constitution contains special provisions aimed at encouraging literacy among tribal people. The state government is required by Article 46 to give particular attention to advancing the economic and educational interests of the general population, with a focus on the Scheduled Tribes and Scheduled Castes. Even after multiple programs were put in place, a sizable portion of tribal people lack literacy. This is especially true for women.

Suman Kumari (2018). The goal of the study is to examine the state of tribal women's education in India, taking into account factors like the dropout rate, gross enrolment ratio, and literacy rate. Since education is a crucial tool for the nation's growth, the government and civil society in India are particularly concerned with the education of tribal women. This research was conducted

using secondary data from the 2011 India Census. The literacy rate for tribal women improved from 3.16% in 1961 to 49.35% in 2011. Primary and secondary education are important because they not only help females further education, but they also serve as a source of motivation for many other girls who wish to pursue education. The major discovers that providing stipends to enrolled girls is a smart way to lessen poverty on daughters' education. Given significant disruptions of the families toward their girls' education, the study supports giving the local girls high-quality, easily accessible education.

Gouranga Biswas and Dhanya Krishnan (2017). It looks tribal kids in West Bengal's Hooghly District secondary school. Eight schools were randomly selected as a sample from two blocks within the Hooghly district using a qualitative survey approach. The study employed school records, a questionnaire, and an interview schedule to investigate the dropout rate, gender disparity, and contributing variables. The survey discovered that among tribal secondary students, the dropout rate increased from 2014–15 to 2015–16. It was also discovered that among tribal students, the percentage of boys who had dropped out was higher than that of girls. A qualitative examination data showed that the main factors linked to dropout rates are low socioeconomic status, a family environment that is not supportive of learning, parental attitudes toward education, a lack of ambition, and the attitudes of non-tribal students toward tribal students.

Baisakhi Sarkar (2017). Nurses have a significant impact on improving the world by helping to achieve the fourth Sustainable Development Goal (SDG) through high-quality education or by lowering the school dropout rate. The purpose of this descriptive study was to determine the frequency of school dropouts, their contributing variables, and their correlation with certain characteristics. Following ethical approval, the sample was chosen using the random sampling technique, and the setting was chosen using the non-probability sampling technique. There were 147 children aged 6 to 19, and 95 parents who satisfied the inclusion criteria were interviewed. The bulk of school dropouts, or 14.28% of them, are between the ages of 12 and 13.

Md. Ayub (2017). Two field experiences from two notable tribal hamlets in West Bengal: the Narayangarh Block in the West Midnapore district and the Kanksa Block in the Burdwan district. In

Santal and Munda society, matter of social inclusion or exclusion, potential conflict or issue of compromise between tradition and modernity. Authority is shared in the communities of Santal and Mund. Headmen in both Santal and Munda communities uphold their customs within the bounds of their respective civilizations, despite some influence and control from non-Santal and non-Munda customs. Through the panchayati raj system, the tribal people are being incorporated into an integrated economic agenda. Extensive fieldwork served as the basis for the study. Both primary and secondary sources have been used to gather pertinent data. As a result, the tribal authority has some influence over the tribal members' daily lives in a number of areas, especially those pertaining to their inner lives. Although the former occasionally serve as a guide for the latter, the former do not want to sacrifice their traditions nor do they want to unwelcomely interfere with the tribal traditions.

Sambhu Sankar Deep (2017). To grow to be dependent on their parents' low-skill, low-wage employment. This essay aims to investigate problems pertaining to the social and economic status of migrant workers and their offspring in various industries, difficulties these migrant workers' children encounter in getting the prevalence of child labor. The six and fourteen would get a high-quality elementary education, according to the 2009 Right of Children to Free and Compulsory Education Act. However, there are still several obstacles in the way of ensuring that kids have access to a high-quality elementary education. Children belonging to Scheduled Caste (SC), Scheduled Tribe (ST), children of landless laborers, and children of construction workers make up the majority of out-of-school adolescents. These defenseless, rational migrants are voiceless. For the children who migrate along, they must provide daycare and educational resources so that they can integrate with society at large. As a result, mobile school marked the start of the SSA. Although it is doubtful if it could be implemented, providing a mobile teacher to accompany the relocating families and kids would have been a better course of action.

Khyati Desai, Mohua Moitra, Vipul Chaudhary, and Bhavin Dava (2017). A study named "Education Status, School Dropouts, and Their Reasons, Determinants, and Perspectives among Young Girls in a City of Western India". The study used a cross-sectional

methodology and involved teenage females between the ages of 15 and 24 who were living in Surat's urban slums at anganwadi centers. With a total population of 30520, an expected frequency of 39.4%, an absolute precision of 5%, and a design effect of 1.8, the sample size was 652. Two stages of sampling were carried out: in the first, 30 slums were chosen using a probability proportional to size sampling method, and in the second, 22 individuals were chosen consecutively from each slum. As a consequence, just 14.2% of the girls had completed higher secondary education, while half of the girls (49.5) could only complete their primary education. When elementary school ended, the majority of the females (74.8%) had already left the school. Early marriages and financial constraints that force them into forced labor dash girls' aspirations for higher education. Therefore, it is important to create new channels for higher education and career counseling.

Jeena Shelly (2017). Education is critical component of growth. Since guaranteeing equality of opportunity, the government has been working to improve education by expanding special educational institutional facilities on a number of occasions. However, the indigenous group has yet to see significant advancements in the education sector. There are still rising dropout rates and subpar academic performance in their community. To describe how tribal students adjusted to their school. Additionally, it focuses mostly on how the pupils have adjusted socially, emotionally, and academically to their school. Eighty samples were gathered for the study, which is an attempt by the researcher to examine and characterize the adjustment issues that tribal pupils face in their school. The researcher finds that 57.5% of respondents reported that they had both language problems and other adjustment issues, indicating that language problems play a prominent role in tribal pupils' difficulties adjusting to school.

Divya K (2017). Dropout rates pose a significant risk to India's primary education system. Over the past 65 years, the topic has been researched in India and other developing nations. The causes behind primary school dropouts are multifaceted. The children not attending school, the states of Bihar, Jharkhand, Uttar Pradesh, Meghalaya, and Arunachal Pradesh had the highest percentages for both 1991 and 2001. The rising dropout rate can be attributed to a number of factors, including low income and poverty,

restricted credit availability, child labor, parental and child neglect, disinterest in school, an unfavorable school environment, and a hidden cause of dropout in India's rural and tribal areas: a lack of community support. Poverty, ignorance, superstition, cultural norms, and gender bias are obstacles to education for indigenous groups. This report decrease dropout rates and increase educational access in India's tribal areas.

Aditi Sharma, Satya Ranjan Dash, and Annapurna Samantaray (2017). The emphasis of this paper is on addressing the school at an earlier level of schooling. Using the data dropper visualization program have been examined year-by-year for several locations in India. In this part, analytical research conducted year-by-year in various regions, like Uttar Pradesh, Bihar, and others, was carried out through the use of a tool called Data Dropper. This tool is a simple browser-based visualization program that does not require installation; data is supplied online to generate annual patterns. There are numerous reasons why girls leave school early. A few of them are demography, family history, and the social and intellectual environments. Kerala has no dropout rates, whereas Rajasthan and Maghalaya have the highest annual percentages of A.V. girl dropouts, according to the examination of the data set provided in this research (2008–2011). In J & K, the ST-X girls' dropout rate in 2011–12 is high, while the SC–V girls' dropout rate in 2008–2009 is low. In Odisha, the dropout rate for ST-X females was high in 2009–2010 and low for A–V girls in 2010–2011. 2009 saw the highest A-V girl dropout rate in India when compared to previous years. Better analysis and recommendations for actions to reduce future student dropout rates among girls can be obtained through more data mining.

T. Brahmanandam and T. Bosu Babu (2016). It is discovered that Scheduled Tribes are economically marginalized, socially and physically isolated communities. Sincere and coordinated efforts were made for the tribal people's economic and educational development during the post-independence era. This paper observed that the Dhabar Commission of 1960 had pinpointed specific causes for the indigenous people's lack of educational advancement. They were imprecise and generic, with stations like the teachers' inappropriate and ugly instructional methods, etc. It also addressed other issues like the weak economy and subsistence farming. This paper aims to efficacy of various

educational initiatives and their influence on Native Americans. Additionally, it seeks to identify educational gaps and recommend appropriate corrective actions to close these gaps. As a result, research on tribal education indicates that policymakers gave little consideration to schooling that is culturally connected. Dropouts have resulted from this, which has negatively affected their general educational position.

Preeti Sinha and Sushil Kumar Singh (2016). The study also made an effort to analyze the middle school dropout rate. 480 middle school underprivileged kids from government and private schools in the districts of Samastipur, Vaishali, and Patna made up the study's sample. This study aims to determine the differences in dropout rates between students in classes VI and VII, class VII and VIII, as well as the dropout rates in schools within various panchayats, blocks, and districts. The retention pupils in the disadvantage category was examined using a random sample technique. Using a random sampling technique, 480 sample, and data was collected using an interview schedule. Thus, the study's conclusions show that class VIII had the highest percentage of dropouts. Additionally, it showed the regions they covered varied. Comparing Samastipur district to Patna and Vaishali districts, the former has the lowest dropout rate. Although there have been recent changes, much more work is still needed to make Bihar shine.

Latif A, Choudhary AI, and Hammayun AA (2015). It is an undeniable fact that a country's ability to advance is strongly correlated with the level of education of its people. Education is essential and has a profound effect on every facet of human existence. This research determines the reasons behind dropouts in Pakistan and, more crucially, does a comparative comparison of the causes of student dropouts worldwide. The primary goal causes of student dropouts and their effects on the economy. The study's conclusions are derived from a thorough analysis of the literature on student dropout rates across national boundaries. Several factors dropouts in various countries, including financial difficulties, parental disinterest, distance and lack of basic amenities, poor educational quality, inadequate school facilities and environments, crowded classrooms, inappropriate teaching languages, teacher negligence, and security issues in female-only schools. This study also examines the impact of student dropouts

on the economy and offers some corrective recommendations to lower the rate of student dropouts. The study also has some policy implications for legislators to address this issue, including the implementation of a free education program, curriculum modifications, teacher training programs, and the provision of all school infrastructure.

Koushik Kumar Hati and Rajarshi Majumder (2015). The efforts are being made to address school dropout, which has become a significant global barrier to the development of human capital in emerging nations. The current study attempts to pinpoint the immediate causes of school dropout and determine the relative influence of those factors on a child's likelihood of finishing school. The final section of the article offers a few immediate and long-term policy recommendations based on the study's analytical debate.

Pranab Kumar Das and Bibhas Saha (2014) investigated this and demonstrated north-south split desire for education up to the higher secondary level. In notable exceptions to this pattern, however; Bankura and Purulia are among the best in the state. In general, northern districts have a much lower overall dropout rate than the southern districts (measured by minors aged between 5 and 18 who are "not in school" among the total population of that age group). According to our preliminary investigation, the household's land wealth and they live have this trend. Land ownership in and of itself lowers the dropout rate, which supports the so-called "Basu-Van luxury axiom." Nevertheless, the luxury axiom's validity is undermined and, in some cases, even reversed in relatively prosperous districts. The alternative employment alternatives in unofficial industries or migration chances. Parents who are educated always support continuing education. Naturally, living below the statutory poverty level, belonging to a minority population, and having a large family are among the other variables that exacerbate the dropout problem.

Jana, M. et al. (2014). Delinquency and poor academic performance are linked to dropping out. Two primary schools in Paschim Medinipur, West Bengal's Gopiballavpur Circle (west), served as the study's sites. The first step in selecting "Schools with lower primary grades only" in Gopiballavpur Circle (West), Paschim Medinipur, involved sorting the list of all such schools according to total enrolment (Grades I–IV) in ascending order. A school was

disqualified if its total enrollment was less than ten. On the other hand, we used enrollment information from both schools' daily attendance books that was taken into consideration for our study. The examined data period spans seven academic sessions, from 2003 to 2010 (2003–04, 2004–05, 2005–06, 2006–07, 2007–08, 2008–09, and 2009–10), and all of the data are continuous with no missing information.

Joy Jobin and M. Srihari (2014). Kerala, the southernmost state of India, has nearly universal literacy and excellent health indicators across a number of development domains, according to Srihari (2014). With a 94 percent literacy rate and the lowest school dropout rate (0.53%) in the nation, the state stands out from the rest of India. However, when compared to the district's overall dropout rate, Wayanad, a state district with a sizable population of Scheduled Tribes, has the highest overall dropout rate in the state. The tribal dropout rate was 61.11% in 2007–08 and increased to 77.23% five years later in 2011–12. This demonstrates the rise in dropout rates in the district's tribal sector alone of 16.125%. Both quantitative and qualitative methodologies are used in this investigation. The study's potential to address tribal dropout rates and the application of robust constructivist pedagogy and a class-oriented learning method in tribal communities were noted in this research.

Haseena V.A. and Ajims P. Mohammed (2014). Scheduled Tribes in India are typically referred to as "Adivasi," which is shorthand for indigenous people or the nation's first settlers. Rather than being incorporated into the larger Hindu community, the tribes have been reduced to low status and are frequently separated both physically and socially. They speak various dialects and come from diverse racial and religious origins. This paper aims to investigate the educational resources offered to tribal students pursuing higher education in Kerala, analyze the barriers to tribal education, identify the reasons behind dropout rates among tribal students in Kerala, and compile a list of government policies and programs aimed at raising tribal students' educational attainment. This approach is qualitative. The study's findings can be broadly interpreted to include social-economic and cultural factors among tribal people, economic conditions, social customs, cultural ethos, ignorance formal education, conflict, and the divide between the home and school, among other things. Research on tribal people's

lack of access to education has inextricably connected it to their impoverished living conditions.

Kabita Kumari Sahu (2014). Those who belong to Scheduled Tribes are among the most economically disadvantaged and marginalized populations in India. The purpose of the article is to analyze India's tribal education situation in terms of the gender parity index, dropout rates, gross enrolment ratio, and literacy rate. The research is predicated on secondary data from the 2011 Indian Census. Just 8.54% of tribe members were literate in 1961; by 2011, that number had risen to 63.1%. For ST boys and ST girls, the gross enrolment ratio is higher in classes I through V, at 137.2 and 136.7, respectively. With the exception of classes XI and XII, ST children's gender parity index is nearly the same as that of all other child groups. Ultimately, she discovers from this study that tribal youngsters participate at extremely low levels, despite the fact that Indian tribes are developing at a rather sluggish pace. The government will not take any significant action to advance tribal education; instead, tribal education will continue to be a tale of poverty, hopelessness, and death.

Sateesh Goudam & T. V. Sekher (2014). The current study attempted to comprehend the variations and contributing factors. This study aims to look into the differences in dropout rates reported by household members as well as the family and parental characteristics that affect school dropout in India. Based on information from the National Family Health Survey-3, it was discovered that only 75% of children between the ages of 6 and 16 were enrolled in school, 14% had never gone, and 11% had dropped out for various reasons. It was noted that children from Muslim, Scheduled Caste, and Scheduled Tribe backgrounds had a significant dropout rate. The qualities of the parents also have a big impact on how well a child does in school.

Renuka. B. Dasannavor (2013). The majority of youngsters originate from low-income families. The parents have their kid's labor in garages. Small-scale manufacturers, housekeepers, mothers, etc. Since a child depends on their parents, they must work hard to meet their requirements while respecting their opinions. This is a crucial course for kids to leave their specific schools. The study's specific goals are to look at Karnataka's accomplishments in the area of basic education. The first stage of the sample in this work is made up of the household data that was

selected for the study region, the Belgaum district, using the stratified random sampling approach. The reasons include they live far from school, doing their homework at someone else's house, child labor, married students in an unmarried classroom, children who are refugees or migrants, fear of teachers, children who are orphans, children who are physically challenged, etc.

Manjunath B. R., Annapurna M. (2012). It will investigate the socioeconomic standing of the tribes under study and identify the causes of tribal students' dropout rates. A total of 300 families in Karnataka state's Chama Raj Nagar district were chosen at random using a basic random technique. 198 dropout children, aged 6 to 18, were included in this study. The majority of 51% of Jenukuruba children who have a class wife who drops out are dropped at the elementary level. On the other hand, 57% of Bettakuruba children drop out of higher primary school. Children from Soliga School Level 5 are not allowed to continue their studies at the P.U. level. There is nothing fundamentally unusual about tribal schooling. It is education tailored to the unique requirements and goals of tribal communities, each of which is in a different developmental stage. By the end of primary school, there is little in the way of tribal and advanced strategies offered by the education system to facilitate the seamless transfer from mother tongue to school language. He uses the assistance provided by conventional education as an equal without feeling oppressed by society or lacking anything.

Susmita Sengupta and Shovan Ghosh (2012). The current study details the Scheduled Tribe children's disadvantageous condition ability to receive an education, which is still largely neglected and poses a major obstacle to their attendance at school. This study examines social isolation that tribal children face in Indian schools and calls for a comprehensive governmental response that emphasizes the obstacles that stand in their way of receiving an education. The physical remoteness, social exclusion, extreme poverty, and psychosocial variables. It is revealed in this study that every tribal youngster is a first-generation learner—the first member of their generation to attend school and acquire an education. Their parents don't give their kids any educational assistance, and their home atmosphere discourages and doesn't support learning. As a result, tribal kids who are raised on the margins of two cultures must learn to get along with others both at home and at school handle cultural conflict.

Rupon Basumatary's (2012). A number of factors, including social environment, teacher quality, transportation options, poverty level, and the distance between home and school, can contribute to school dropouts. The 1998 Nobel winner in economics, Prof. Amartya Sen, has also noted that proper education is essential for sustainable development, even for the poorest, and that appropriate measures must be implemented to deliver elementary education to rural populations. This leads to a loss of enthusiasm in the pupils, boredom, and hopelessness in the parents and guardians; it is anticipated that this favorable effect on dropout rates. This study examines quantitatively by regressing it on variables that are referred to as factors in this context. For the years 2009–10, data were gathered for 35 Indian states and union territories. Nevertheless, for one statistic, the literacy rate (LR), there is insufficient data available for the 2009–10 period. The planning commission, the DISE report for 2009–10, the census report, certain educational figures, the MHRD, and other sources provided data. The primary finding of this research is that dropout rates are higher in UTs and Indian states factors, including the student-teacher ratio. There are numerous variables, but some have a bigger impact than others. Therefore, actions are needed to lessen this issue. Among other policy possibilities are the following: eradicating poverty; enhancing school facilities; hiring more qualified instructors; and quickly adjusting the curriculum to meet current needs.

In light of Sarva Shiksha Avijaan (SSA), Prasenjit Deb and Gour Sundar Ghosh (2012) discovered that this article highlights the drain of human resources among tribal communities in the West Bengal Door region. To identify the effects, a structured schedule containing seventeen independent variables was employed. The purpose of this paper is to evaluate the factors that influence the reasons why SC and ST children in Nagrakata Block, Jalpaiguri district, West Bengal, drop out. It also looks at the type and degree of cause variables that depend on the predictor variable and determines how much the echelon of dropout is dependent on various academic, social, economic, and educational factors. A comprehensive household survey that was carried out in one block of the Jolpaiguri district in the state of West Bengal between August 13, 2013, and January 1, 2014. The block (Panchayet Samiti), namely Nagrakata, was chosen using a random sample technique. One hundred dropout children, aged six to fourteen,

were chosen from five-gram panchayets. In this study, it was discovered that the state report card of DISE data, primarily for the district of Jalpaiguri during the 2011–12 year, as gathered by NUEPA, indicated that there were still 148 schools with a single teacher, 763 schools without a female restroom, and 31401 girls enrolled in those schools. The midday meal program was not implemented in 905 primary schools.

Chandan Roy (2011). The Right to Education (RTE) Act, which guarantees every child between the ages of 6 and 14 years old free and compulsory education, went into force in India on April 1, 2010. There are 8.1 million qualifying dropouts in India at the moment. As a result, returning them to school has been identified as the main RTE challenge. In 2005, despite successful enrollment, 1 in 4 students dropped out before completing Grade V, and nearly half before finishing Grade VIII. Drop-out appears to be the main obstacle to obtaining RTE, therefore. With regard to dropout rates, Uttar Dinajpur ranks highest in the state of West Bengal and has the lowest literacy rate among its districts. Reducing the district's primary and upper-primary dropout rates will be the biggest obstacle to attaining RTE. As a particular case study, this report provides some insight into the problems associated with elementary school dropout. There are certain common beliefs about the reasons why students drop out, but defining policies necessitates developing target doctrine that is relevant to a given sector. Although socio-economic elements are sometimes difficult to measure, this research attempts to identify some potential avenues for problem solving within these limitations.

Anugula N. Reddy and Shantha Sinha (2010). One of the main obstacles to India's realization of the right to education is the country's consistently high dropout rates. This essay makes an effort to evaluate the scope of the dropout issue. The study conducts a rigorous analysis of the data about a few of the frequently cited causes of dropout, such as poverty, restricted credit availability, child labor, and parents' and kids' disinterest in school. The findings of this paper suggest that children's incapacity to continue their education is typically one of the reasons why they drop out of school. The child's familial situation or macroeconomic circumstances are held accountable for their dropout rate. Children from Scheduled Tribes should receive a suitable education and attend a high-quality school. The act of sending a

child to school signifies a significant change and frequently requires significant financial sacrifice for a household consisting of illiterate parents.

DROPOUT AND ITS IMPLICATIONS:

"Dropping out" or "early school leaving" is defined by UNESCO as leaving school before finishing a cycle or program that has been started. A student who quits a particular level of the educational system without earning their first certificate is referred to as a "dropout" by the OECD. However, the idea of "dropout children" is not new; in fact, international organizations like the World Bank, UNESCO, OECD, UNDP, and Ministries of Education have tried to define it. It was found that definitions of dropout vary by country, environment, and educational attainment. Any student who has ever attended a school and is no longer actively enrolled—as demonstrated by fifteen days of consecutive unexcused absences—as well as any student who has not met graduation requirements set by the school and for whom no formal request for enrollment in another state-licensed educational institution has been received—is considered a dropout. A student's passing is not considered a dropout. According to this definition, a dropout is a student who leaves specified academic cycle, either permanently or temporarily. School dropout rates or low school survival rates have long piqued the curiosity of academics, researchers, and policymakers in the majority of developing nations. While different studies on school dropout vary circumstances unique to each country, common factors that appear primary school dropout across all studies include the rural-urban divide, gender bias, the organization and governance of education policies, civil conflicts and war, poverty and vulnerability costs, the impact of HIV/AIDS, and distance to school.

Dealing with the drop-out statistic presents difficulties on par with those encountered in establishing drop-out. Depending statistics are utilized, different agencies use different techniques to calculate the drop-out rates. Take the widely recognized Maslow's Hierarchical Needs Theory, for example. The five basic human needs have been defined in a pyramid form in an effort to examine the relationship between motivation and behavior. In the pyramid, the physiological and psychological demands are at the base. The physiological demands include the need for food, drink, rest, and exercise. The requirements for achievement, belonging, and

affection are among the psychological wants. This philosophy has an impact on education. A need prerequisite that needs to be satisfied best adapt to the surroundings. This suggests that children cannot adjust to the school environment if food is not accessible at home. As a result, famine, or hunger, is a regular issue for certain families. As a result, the hungry kids struggle their academics and time & drop out. Every youngster has the yearning to be loved, to fit in with the group, and to do things. When it comes to teaching, some teachers adopt an assertive leadership style that leaves little room for student input. Children feel unloved and lose interest in going to school as a result. However, some teachers employ inefficient teaching and learning strategies that lead to students quitting school, especially those who are slow learners and find it difficult to keep up with their peers.

CONCLUSION:

The language theory is another important theory with substantial implications for education. According to our view of language's functions, language expresses our attitudes and is a component of our social behavior. It is assumed that language serves seven purposes. The instrumental model, or function, of language in which words are employed to accomplish tasks. One can use the regulatory function to manage or control their conduct. The egocentric speech of Piaget, in which language is used to talk to oneself, is compared to the personal model. Language has a guiding influence. The heuristic model is a tool for real-life investigation. The imaginative function or model fosters imagination and creativity. It entails believing in fantasy. Language's representational role is employed to provide guidance, instructions, and messages. Lastly, social engagement with peers, neighbors, and family members uses the interactional model or function of language. Since language is the most essential instrument for efficient communication, children who struggle with language will have a hard time interacting with their peers and adjusting to schoolwork. Children like this could end up in the statistics on dropouts.

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