



## DROPOUT AT SECONDARY STAGE

### -Special Reference to Assam

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**Abstract:** Education implies the systematic process of acquiring knowledge, skills, values etc. According to 2011 census, HDI is very low that is 0.444. Literacy rate is 79.18 per cent of total population, male literacy rate is 78.81 per cent of total population and female literacy rate is 67.27 per cent of total population of India. Only 7 per cent of the population that goes to school managed to graduate and only 15 per cent of those who enroll manage to make it to high school and achieve a place in the higher education system. GOI insure free and compulsory education for children between 6 and 14 under article 21A in Indian constitution. However, a substantial number of children are out of school. School dropout refers to a student who leaves the school before completing a course of instruction. Because of dropout, unemployment rate increases as they are not eligible for many jobs. The study tries to analyze the level of dropouts and the reasons behind it with reference to Assam and India. Both primary and secondary data are collected for this research and analyzed through percentage, tables and the graphs. There are various reasons of dropout such as- poverty, failure in examination, parents' disinterest, students' low interest, taking care of home, marriage, fear of insult, health problems etc.

**Index Terms** - Education, Dropout, Poverty, Unemployment

#### I. INTRODUCTION

Education is the most concerned area of human being. It implies the systematic process of acquiring knowledge, skills, values etc. The most common form of education results from years of schooling in which students have to study various subjects related to them. It is the key to solve various problems of life like it provides knowledge of different situation, area which will help to live, makes mentally strong, intellectually strong, technically sound etc. Highly educated people are the pillars of the society. Education gives various job opportunities which help in human as well as nation's growth and development. It directly and indirectly influences many factors of development and can bring significant social changes especially country like India where educational backwardness is one of the critical indicators of less HDI. According to census report 2011, 25 per cent of the Indian population is illiterate. Only 7 per cent of the population that goes to school managed to graduate and only 15 per cent of those who enroll manage to make it to high school and achieve a place in the higher education system. Many awareness programme has been run by the government as well as non government organizations to enhance the value of education. Therefore they have been taken various initiatives like –

- 1) Non formal educational scheme (1986),
- 2) District primary education programme (DPEP) (1994),
- 3) Mid day meal scheme (1995).
- 4) The programme for universalization of education - the Sarva Shiksha Abhiyan (2001) is regarded as one of the largest initiatives in the world<sup>1</sup>.
- 5) Right of children to free and compulsory education act or right of education act (RTE) (2009).

The right of education describes the modality of importance for free and compulsory education for children between 6 and 14 under article 21A in Indian constitution. India became one of 135 countries to make education a fundamental right of every child. However a substantial number of children are out of school. According to census 2011 total population of India is about 1.252 billion and literacy rate is 74.04 per cent. Literate according to the Indian government, those who can read and write that means about 26 per cent of total population do not know the basics and along with this many students drop in between and they do not complete their education. According to UNICEF, the school dropout scenario in India is extremely high as over 80 million children are not completing their education while 8 million are dropped out over a period of years. School dropout refers to a student who leaves the school before completing a course of instruction. Dropout may occur in elementary education or in secondary level or higher education level. For every country the dropout rates are different, level of education is different even reasons also different, but within a country the reasons of a problem is somewhat similar and government tries to overcome this problem. Because of dropout, unemployment rate increases as they are not eligible for many jobs. Employment and dropout are dependent to each other. Due to low employment people start to think that no use of education on the other hand it raises unemployment in the economy. Many dropouts have to work in low paid jobs, risky jobs even in unhealthy environment,

sometimes involve in crimes. Because of these their standard of living is poor. The next generation also has to suffer due to parents' dropout. The children of dropping out parents do not get the environment for education and growth and ultimately dropout continues for long. There is no single reason of dropping out. Different students have different reasons for it, such as - lack of connection of school environment; a perception that school is boring; feeling unmotivated; academic challenges and weight of real world events. In India, 40 per cent of total enrolled students dropped out from their school before completing middle education. The girls are the most affected stakeholders. The enrollment of girls have been increasing since last three decades but still it is very low at the higher levels of schooling. Similarly, the gender gap among children increases at the higher levels of schooling. The high poverty, busy in household activities etc is the major reasons for girl dropouts. Family's social and demographic circumstances are important determinants of school dropouts. There is no simple solution to the dropout crisis.

## II. OBJECTIVES

1. To find out the reasons behind drop out of secondary level students .
2. To analyze the level of dropouts with reference to Assam and India.

## III. RESEARCH METHODOLOGY:

This research is descriptive and quantitative in nature. In this study three small villages are chosen namely Dihing Holla No1, Telpani Bon Gaon R/F and Telpani R/V in Dibrugarh district of Assam. The Primary sample size for the research is 46 among 118 dropouts, which are randomly selected. And for further study secondary data is collected from census, UDISE and MHRD report. In this research the participants are the dropout students, their family members and the teachers. Interview method is used to collect primary data and analyzed through percentage, tables and the graphs.

## IV. LITERATURE REVIEW:

Ress and Mocan (1997) stated that level of school enrollment is positively related to dropout rate. When enrollments increase, the rate of dropout is also increases and vice-versa. They pointed out some factors such as family background, eligibility of teachers and slack labour market. Those students whose family income are not good and receive government support are most likely to dropout, although increasing awareness about education with government support can reduce the dropout rate. Similarly teachers' low qualifications lead to more dropouts as they are unable to inspire the students. Joshi (2010) examines the status of access to school amongst the indigenous children of India and the enrolment, gender parity and drop-out at different levels of school education as well as gender-wise. He tells that the indigenous children are still remaining the most deprived group in terms of access to school education and drop-outs. The girls are the most affected stakeholders. The enrolment and gross enrolment have increased in the last three decades, but it is still very low at the higher levels of schooling. Similarly, the gender gap amongst the indigenous children increases at the higher levels of schooling. The high poverty and opportunity cost of attending schools are the major reasons for low participation. Govindaraju and Venkatesan (2010) explore the causes of dropout in rural areas in Karnataka. They tells the reasons as disinterest in studies, poverty, early marriage, migration, teachers' influence, poor academic achievements, fear of punishment, psychological stress, love affairs etc.

## V. ANALYSIS:

The collected data are analyzed in the form of tabulation and graph. Percentage method is also used to interpret the result. The data is classified into some tables. These tables are about, parents' main occupation, reasons of dropping out and time series of numbers of dropouts. Both primary and secondary data are collected for this research and analyzed through percentage, tables and the graphs.

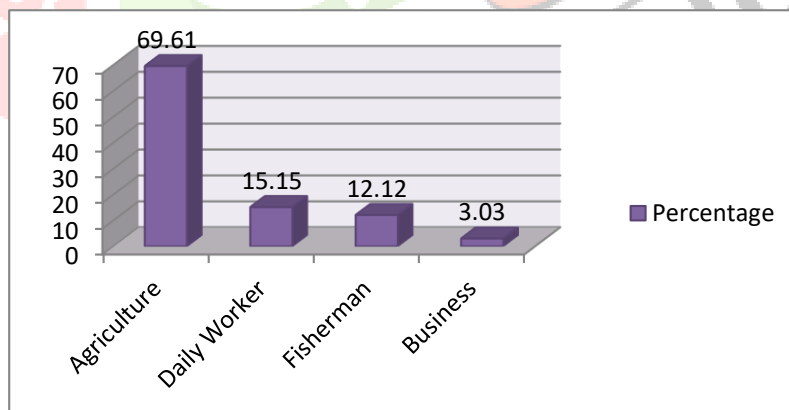


Figure 1-occupation of dropout students' parents

In the above graph most of the families are engaged in agricultural work, which is 69.608 per cent of total population of families collected in the sample. Their income varies time to time but living standard of them is little better than other families. 15.15 per cent of the total population is doing daily work. They work in construction of roads, other rich people homes and agricultural fields, helping masons etc. In the Telpani R/V village, many families' main occupation is fishing. Their living standard is not so good. Most of them are belong to scheduled caste category. Girls are got married early in this community. Business activity is very less in these villages. Only 3.03 per cent of total population of the families doing small business like shopkeeper.

Table 1  
Reason of dropout

Slot no	Reason of Dropping Out	Male	Female	Total	Percentage
1	Failure in exam	11	8	18	19.35
2.	poverty	12	12	24	25.81
3	Parents' disinterest	9	3	12	12.90
4	Students' low interest	6	6	12	12.90
5	Taking care of home	3	8	11	11.83
6	Marriage	0	8	8	8.60
7	Fear of insult	4	0	4	4.30
8	Health issue	3	1	4	4.30

The above table shows various reasons of dropping out occurred in these villages. The main reason of dropping out of the area is poverty, that is 25.81 per cent of total dropout. Agricultural income varies time to time. Commercial production is not sufficient for a family. Even sometimes production does not satisfy consumption too. Many students try to help their families by doing other jobs. In doing so they missed many classes and later they could not able to cover that portion and failed in the examination. Because of absenteeism also many students dropped out. Many students could not pass in the examination and they left the school. 19.35 per cent of total dropouts leave school because of this reason. In dropouts' families, parents show disinterest for children's education. Most of the parents themselves are illiterate and some studied up to X standard. They are not bothered about their children's education. Students' low interest also contributes to dropout rate. 12.90 per cent dropped out because of their lack of interest in education. The job market also helps to think that there is no use of higher education as many highly qualified people remain unemployed. Therefore, many students dropped out and did whatever job came to them even though the standard and salary is less. Many girls dropped out from school due to take care of their households and marriage. Fear of insult also causes dropped out from school. 4.3 per cent of total dropouts dropped out. 4.3 per cent of total dropouts are dropped out due to health issue.

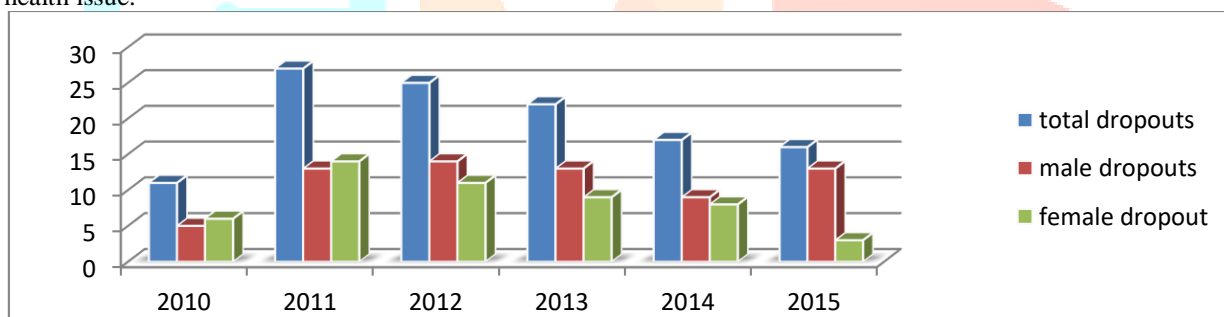


Figure 2- time series of dropouts from 2010-15 of Dehing Holla School

From the above graph it is clearly understandable that horizontal axis defines years and vertical axis defines the numbers of dropouts. There are three columns; one column defines total dropout and the next two columns shows male dropouts and female dropouts of a year respectively. The time series starts from 2010 to 2015 of the two schools in that area. Dropout rate is continuously falling from 2011, which is from 22.88 per cent of total dropouts in 2011, to 21.88 per cent in 2012, then 18.64 per cent of total dropout in 2013, then 14.41 per cent in 2014 and then 13.56 per cent in 2015. The rate declines slowly.

Table 2  
State wise dropout rates of India

State/ UT/ India	Dropout rate		
	Boys	girls	total
A&N Islands	17.0	15.1	16.1
Andhra Pradesh	19.1	12.3	15.7
Arunachal Pradesh	17.2	12.2	14.8
Assam	37.6	30.9	34.3
Bihar	20.0	22.7	21.4
Chandigarh	5.9	3.3	4.7
Chhatisgarh	19.4	17.2	18.3
Dadra & Nagar	22.8	17.3	20.3
Daman & diu	23.2	16.5	20.0
Delhi	15.6	111.8	13.8
Goa	12.8	7.2	10.2
Gujrat	26.0	20.7	23.7
Haryana	14.4	12.0	13.3
Himachal Pradesh	8.4	5.9	7.2
J&K	16.7	16.6	16.7
Jharkhand	16.2	17.0	16.6
Karnataka	19.4	14.1	16.8
Kerala	9.8	5.9	7.9
Ladakh	0	0	0
Lakshadweep	10.6	2.7	6.7
Madhya Pradesh	24.4	21.8	23.2

Maharastra	16.2	14.0	15.2
Manipur	9.3	9.2	9.2
Meghalaya	22.8	21.8	22.2
Mizoram	23.2	17.5	20.4
Nagaland	21.7	20.7	21.2
Odisha	25.2	21.9	23.6
Puducherry	10.8	4.9	7.9
Punjab	4.8	0.0	1.6
Rajasthan	12.5	12.1	12.3

Sikkim	25.6	21.1	23.2
Tamil nadu	13.4	5.6	9.6
Telangana	14	10.6	12.3
Tripura	27	26.4	26..7
Uttar Pradesh	14.6	14.2	14.4
Uttarakhand	9.5	7.3	8.4
West Bengal	14.1	13.6	13.8
India	17.0	15.1	16.1

Source- Report on UDISE+ 2019-20

In the above table the rates are much higher of Assam compared to other states and the average of India. Assam has the second highest dropout rates in India followed by Arunachal Pradesh which is 32.3 per cent of total enrollment in the year 2019-20. It is also seen that girls' dropout rate is higher than the boys'. The gap between the nation's average dropout rate and Assam's average dropout rate is much wider about 16 per cent of total dropouts.

## RESULTS AND SUGGESTIONS

Dropout rate is continuously falling but the rate is very slow. Thus, Assam has the second highest dropout rates in India. There are various reasons of dropout such as- poverty, failure in examination, parents' disinterest, students' low interest, taking care of home, marriage, fear of insult, health problems etc. Dropout leads to unemployment and thus never able to come out from the vicious circle of poverty.

There are some suggestions listed below to reduce dropout rates of Assam-

- Quality education should be given which provides the best opportunity for students to feel that they are developing personal, intellectual, creative, and interpersonal skills. Special high school programs may permit some potential dropouts to obtain a diploma which are helpful in getting a good job. They should not feel that education is of no use. The curriculum should be reviewed and adopted according to the market demand and international standard.
- Counseling sessions help to meet the students' social needs and to encourage them to recognize their level of ability and their available future academic and vocational options.
- Improve communication and infrastructure. Students should not feel discomfort able while going to school.
- Teachers should be stayed near schools and available any time to help students. Therefore government should provide the teachers the quarters and make it compulsory to live near to school.
- There should be free education minimum at secondary level. Proper implementation of Right to Education Act to secondary level, for free and compulsory education.
- Trends of early marriages should be abolished and strict legal action should be taken.
- Provide Students with Educational Services with Flexible Time Options. Poor student are not able to devote sufficient time on academics. Therefore timings of class should be relevant to students.
- Proper implementation and time to time evaluation of the policies is needed. Continuous and Comprehensive Evaluation should be adopted.

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