ISSN: 2349-2147

Modern Research Studies:
An International Journal of Humanities and Social Sciences

A Study on School Dropouts in Rural Niuland Block, Nagaland

BAHARUL ISLAM LASKAR*
Associate Professor
Dept. of Sociology
Email: blaskar69@gmail.com
LILIKA K. ZHIMOMI
Research Scholar
Dept. of Rural Development
Email: zim.alty@gmail.com
HENNYEI PHOM, THUNGJANBEMO LOTHA & LIMAWATI AIER
MA Students
Dept. of Rural Development
University of Science & Technology, Meghalaya, India

*Correspondence author

Abstract

Education deepens people's understanding of themselves and the world, enriches the mind by broadening one's experiences, and improves the choice they make as consumers, producers and citizens. Education strengthens the ability to meet their wants and those of their family and society. Concerns over the dropout rate have been escalating nationwide. This has aroused the need to measure the extent of dropout problems and the factors associated with it. This study is undertaken in 9 villages of Niuland Block under Dimapur district, Nagaland among the local tribal communities. Considering the negative impact of the phenomena it was found appropriate to explore the various factors such as family environment, personal characteristics and school environment related to early school dropout. Data were gathered using semi-structured, open-ended interviews conducted among purposively selected participants. This study's findings and conclusions confirm that family background, personal and school characteristics are all related to early school leaving.

Keywords: Dropout, Niuland block, school environment, home environment, causes.

1. Introduction:

A student who withdraws before completing a course of instruction is considered as a dropout. Dropout rate is the percentage of students who drop out from a given grade or cycle or level of education in a given school year (GoI, 2014). According to the Oxford Advanced Learner's Dictionary dropout refers to a person who leaves school or college before they have finished their studies. India stands at 111th position at the worldwide literacy rate. According to the Census of India 2011, 40% of the population did not finish their elementary education (Census, 2011a). School dropout rate amongst adolescent girls in India was as high as 63.5% (MoSPI, 2012).

It has been long recognised that youths from low socio-economic backgrounds were more likely than their more affluent peers to suffer from a wide range of problems including academic deficiencies. Connell (1994) has emphasized the importance of socio-economic status within the school context when he remarked that children from poor families were, generally speaking, the least successful by conventional measures and the hardest to teach by traditional methods. The literature has also showed that children who have experienced persistent or occasional poverty were far more likely to have low intelligence-quotient (IQ) test scores (Smale, 2001). Low IQ was highly correlated with the propensity to quit school. Early school dropouts were also more likely to report marital plans or take on adult roles prematurely (Smale, 2001). Proximal factors such as parental influences also appeared to influence one's decision to leave school. Parents of dropouts, more often than not, had low education attainment and might be dropouts themselves. Fagan and Wexler (1987) has noted that the family played an active role in socializing youths to violent behaviours through supervision and discipline practices and modelling and reinforcement of antisocial behaviours. Rumberger (1995) has opined

that students develop more psychosocial maturity and do better in school when they come from families in which parents monitor and regulate their children's activities at the same time that they provide emotional support. One prime reason offered by students for leaving school early is related to boredom with the classroom or school routine. According to a study, boredom and disliking school were common reasons for quitting. Another body of research has shown that dropouts acquired lower grades than school graduates. Hahn (1987) has found that students who had received low marks and failed a grade were four times more likely than other students to drop out of school.

Several other studies have also shown that poor grades were correlated with the propensity to leave school early. Other research supported the assertion that institutional climate may influence student behaviour (Smale, 2001). More precisely, this research concluded that a negative student-teacher relationship may significantly affect a youth's educational prospects. Without doubt teachers and administrators play an integral part in a students' commitment to schooling.

A study of 21 states in India has shown that the topmost reasons for dropping out were lack of interest in studies, economic condition of the parents, migration of family and to help the family in domestic work. After dropping out the children were found to be involved in helping their parents in household work, occupation work, working to earn money and a lot of students were also sitting idle and doing nothing. More or less the students after dropping out from upper primary classes helped their parents in earning money, either by getting them involved in the agriculture and allied activities or directly by doing work to earn money (TNS, 2013).

One of the studies has shown that it was important to consider the economic and racial/ethnic diversity of students when evaluating the effects of financial aid on student dropout. Given the heterogeneous nature of the student population, researchers in higher education needed to explore the possible variations in aid effects on dropout risks across different subgroups rather than just specify average effects for the population as a whole (Smart, 2008).

The specific objective of the present study was to determine and analyze the causes of school dropouts. It is proposed that socio-economic factors and improper educational facilities result in school dropout. This study was based on both secondary data and primary data collected from the field. The secondary data were retrieved from internet, articles, books and journals to have a macro picture of school dropouts at national and state levels. The primary data was collected from the nine villages of Niuland Sub-division under Dimapur District, Nagaland, India. The size of the sample is 106 (Dropouts – 74, Parents – 26, Teachers – 6). The studied villages are i) Kuhoxu village, ii) Yeveto village, iii) Hovukhu village, iv) Zuheshe village, v) Ghotovi village, vi) Hovishe village, vii) Hakhizhe village, viii) Hozukhe village and ix) Henito village. Purposive sampling is used in this study. The rationale for choosing this approach is that the researcher seeks knowledge about the school dropouts which the participants would provide by virtue of their experience. In this study only respondents who were eligible were purposively chosen to participate. In collecting primary data, three Questionnaire Schedules, one each for dropouts, parents and teachers; formal and informal interviews and observations were used.

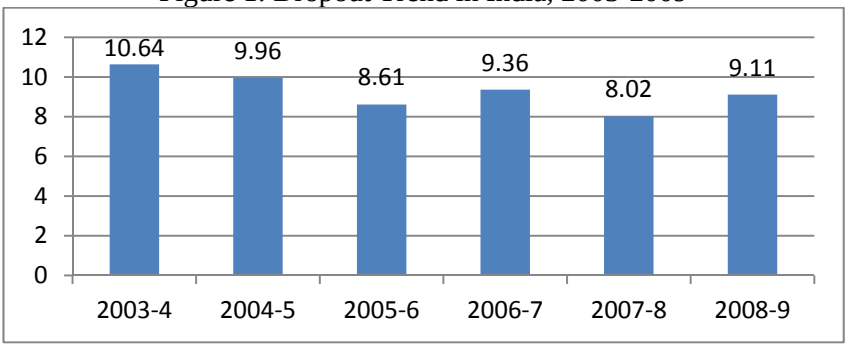
The nine villages studied in Nuiland have similar socio-economical, political and religious phenomena, located within a range of 5 to 10 kms surrounding Nuiland town. The nine villages surveyed have a total of approximately 585 households with an approximate 3500 population. Agriculture is the predominant occupation of the people of the region.

2. Dropouts at national and state levels:

Elementary education in India has witnessed a steady growth over the years in enrolment of children from all sections of society, particularly from weaker and disadvantaged sections such as girls, scheduled castes (SC), scheduled tribes (ST), and linguistic, ethnic and religious minorities. Owing to the increased inflow of children from weaker and disadvantaged sections, classrooms and schools have become increasingly diverse.

Census 2011 data indicates that majority of Indians live in rural areas (68.84%) and the literacy in rural India is 68.91%, which is much less than the urban literacy of 84.96% (Census, 2011a). Accordingly, the dropout rate is also higher in rural India. Figure 1 shows the dropout trend in India from 2003 to 2009, which reflects that although the dropout rate is decreasing, during 2006-7 and 2008-9 it has increased over preceding years.

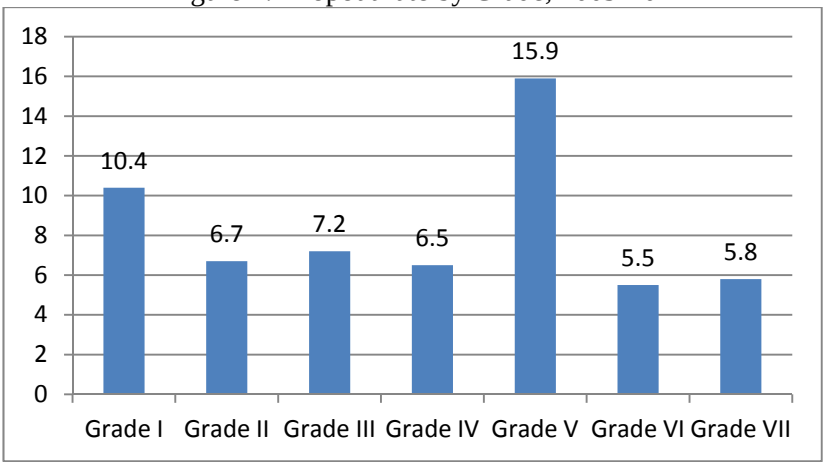
Figure 1: Dropout Trend in India, 2003-2009



Source: USAID, 2011, Dropout Trend Analysis: India, United States Agency for International Development, Washington, DC.

The figure 2 shows the dropout in India by grade in 2009-10. It is clear that highest dropout rate is in grade V (15.9), which is a transitory phase after pre-primary level of education. It is worth mentioning here that in our country the number of schools at upper primary/middle level quite is less mainly in the rural areas as compared to number of schools at pre-primary/ elementary level. Traditionally, poverty ridden families with illiteracy or low level of education engage children of this age group to help in household chores, taking care of younger siblings or in works outside household arenas. Girls of this age group, after onset of puberty and lack of separate toilet for them, are especially restrained from continuing education. In course of time they drop out, irrespective of their desire to continue education. Further, in many areas, child marriage also leads to high dropouts.

Figure 2: Dropout rate by Grade, 2009-10



Source: USAID, 2011, Dropout Trend Analysis: India, United States Agency for International Development, Washington, DC.

The table 1 shows the level wise dropouts for boys and girls. It certifies that at all levels dropouts among the boys are more than the girls. Further, the dropout rates among STs are much higher, for both boys and girls at all levels.

Table 1. Level-wise Dropout Rates in School Education in India, 2013-14

Level	**ALL**			**ST**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
I-V	21.2	18.3	19.8	31.9	30.7	31.3
I-VIII	39.2	32.9	36.3	49.8	46.4	48.2
I-X	48.1	46.7	47.4	63.2	61.4	62.4

Source: U-DISE-2013-14 (Provisional)

It is imperative to look into the dropout rates among STs, as our study samples were STs. Table 2 indicates the dropout rates among STs at different levels of education for both boys and girls from 1990-91 to 2013-14. It shows that the dropout rate at classes (I-V) are more for ST girls from 1990-91 to 2007-8, at classes (I-VIII) up to 2003-4 and at

classes (I-X) up to 2011-12. It is an interesting observation here that the current dropout rates among STs are less for girls at all levels.

Table 2. Dropout Rates for Scheduled Tribes Students, 1990-2014

Year/ Classes	Classes (I-V)			Classes (I-VIII)			Classes (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-91	60.3	66.1	62.5	75.7	82.2	78.6	83.3	87.7	85.0
1994-95	56.9	61.3	58.6	74.5	80.0	76.7	NA	NA	NA
1998-99	54.8	56.8	55.7	70.1	75.7	72.4	79.8	85.1	82.2
2003-04	49.1	48.7	48.9	69.0	71.4	70.1	77.9	81.2	79.3
2007-08	31.0	31.7	31.3	62.6	62.3	62.5	76.0	78.0	76.9
2011-12	36.1	34.4	35.3	57.3	57.1	57.2	64.4	67.6	65.9
2013-14(P)	31.9	30.7	31.3	49.8	46.4	48.2	63.2	61.4	62.4

Source: (i) figures for 1990-91to 2011-12 taken from the publication Statistics of School Education, MHRD and (ii) figures for 2013-14(P) have been calculated from U-DISE-NUEPA Enrolment Data.

National level data reflects that at the primary stage there is a similar dropout rate for boys and girls, but at the upper primary stage there is a higher percentage of boys dropping out as compared to the girls (TNS, 2013). Further, around 35% of the school leavers dropped out amongst the SC, ST and Muslims at the primary stage and 37% at the upper primary stage. At the primary stage, 15.3 % of SC, 7.4% of ST and 15% of Muslim pass outs of the terminal grade of the school discontinued their education; and 7.9% of SC, 7.8% of ST and 6.2% of the Muslims discontinued education before completing the upper primary stage (TNS, 2013).

Inter-state variations in dropout are studied for understanding regional variations of dropouts. Table 3 shows that at the national level the dropout rate at the primary stage was 2.7% in 2008-09 and increased to 3.1% in 2009-10. At the upper primary stage the dropout rate have remained almost same at 2.1% and 2.2% for the two years. At Primary stage, the highest dropout rate was in West Bengal (3.9) in 2008-9 and in Uttar Pradesh (4.6) in 2009-10, while the lowest rate was in Gujarat (1.0) for both the years. At Upper Primary stage, the highest dropout rate was in Karnataka (6.8 and 5.7) for both the years, while the

lowest rate was in Delhi (0.3) in 2008-9 and in Delhi and West Bengal (0.3) in 2009-10.

Table 3. Dropout Rates in selected states of India, 2008-9 & 2009-10

Sl. No	**State**	**Primary Stage (I-V)**		**Upper Primary Stage (V-VIII)**	
		2008-9	**2009-10**	**2008-9**	**2009-10**
1	Andhra Pradesh	3.0	2.9	3.4	2.4
2	Assam	3.2	2.6	4.6	3.3
3	Bihar	3.4	3.0	1.1	1.2
4	Chhattisgarh	3.0	4.4	1.5	3.4
5	Delhi	2.7	4.3	0.3	0.3
6	Gujarat	1.0	1.0	3.5	3.0
7	Haryana	2.1	1.8	0.4	0.2
8	Himachal Pradesh	1.4	1.4	1.4	0.9
9	Jammu & Kashmir	1.3	1.3	0.7	0.5
10	Jharkhand	3.5	3.0	2.1	2.8
11	Karnataka	1.6	1.5	6.8	5.7
12	Kerala	2.7	4.2	2.9	3.7
13	Madhya Pradesh	3.2	2.8	1.5	2.2
14	Maharashtra	1.8	2.0	1.7	1.5
15	Orissa	2.7	1.3	4.1	5.0
16	Punjab	3.4	3.9	0.5	1.4
17	Rajasthan	3.2	3.1	2.7	2.2
18	Tamil Nadu	2.6	1.7	1.3	1.9
19	Uttar Pradesh	2.4	4.6	1.5	1.5
20	Uttarakhand	2.6	1.7	1.2	0.8
21	West Bengal	3.9	2.5	0.4	0.3
All States		2.7	3.1	2.1	2.2

Source: TNS, 2013, *Survey for Assessment of Dropout Rates at Elementary Level in 21 States*, Prepared by TNS India Private Limited, Gurgaon and submitted to EDCIL, India.

3. Dropouts in Nagaland:

Nagaland is one of the better literate states of India, though school dropout is common in the state. The total literacy rate in Nagaland is 80.11%; the district with the highest total literacy rate in the state is Mokokchung (92.68%) and with the lowest rate is Mon (56.60%) (Census, 2011a). The elementary school education indicators in Nagaland were comparatively better than the national level during the period 2006-7. The table 4 shows that indicators like out of school children, dropouts, Pupil-Teacher Ratio (PTR), teacher vacancies and per capita budgeted expenditure on education are much better in Nagaland. Only the GER in Nagaland is lower than the national level.

Table 4. Elementary School Education (Classes 1 to VIII) in Nagaland, 2006-07

Indicators	**Nagaland**	**All India**
Number of Out of School Children (6 - 14 yrs)	9116	8043889
% of Out of School Children (6 - 14 yrs)	2.56	4.22
Enrolment (Classes I to VIII)	316986	188196018
GER (Classes 1 to VIII)	79.08	97.08
Dropout (Classes 1 to VIII)	38.60	45.90
PTR (Pupil-Teacher Ratio) at Middle / Senior Basic School	16	34
% of teacher vacancies (only Government schools) against normative requirement of PTR more than 40:1, <2 teachers at primary <1 teacher per section at upper primary	0.90	9.71
Per Capita Budgeted Expenditure (Revenue account on Education in 2006-07) in Rupees	1595.75	1241

Source: GoI, 2011, Human Development Report of North East States, Ministry of DoNER, New Delhi.

Dropout rate in Nagaland at primary and elementary levels are different (Table 5). It is interesting to observe that at primary level,

dropout rate in Nagaland is much higher (42.69%) than national rate (29.00%). While, if we look into the elementary level the rate is lower in Nagaland (42.49%) than the national level (50.84%). Gender wise, at both primary and elementary levels, the dropout rates among the girls are higher than the boys, though at national level, dropouts for girls is lower at primary level but higher at elementary level.

Table 5: Gender-wise Drop- Out Rates in Nagaland, 2004-05

States	**Classes l-V (Primary) (Age group 6 to 11 years)**			**Classes I-VIII (Elementary) (Age group 6 to 14 years)**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Nagaland	41.79	43.66	42.69	41.09	43.93	42.49
All India	31.81	25.42	29.00	50.49	51.28	50.84

Source: Selected Educational Statistics 2004-05, Ministry of Human Resource Development.

A comparative look into the Right to Education Act norms in Nagaland vis-a-vis India gives us a clear picture on some of the important factors of dropout in the state. Table 6 shows a comparative data relating to Pupil-Teacher Ratio (PTR), Classroom-Teacher Ratio (CTR), building, drinking water, toilet, library and Mid-Day-Meal. It reflects that most of the indicators in Nagaland are impressively not better off, e.g., PTR, playground, drinking water, girls' toilet, library and Mid-Day-Meal served. Such lack of infrastructural facilities contributes towards higher dropouts.

Table 6: Schools meeting selected RTE norms in Nagaland and India, 2014

Schools meeting the following RTE norms (%):		**2014**	
		Nagaland	**India**
PTR & CTR	Pupil-Teacher Ratio (PTR)	92.1	49.3
	Classroom-Teacher Ratio (CTR)	73.9	72.8
Building	Office/store/office cum store	81.0	76.7
	Playground	43.8	65.3
	Boundary wall/fencing	52.6	58.8
Drinking water	No facility for drinking water	73.4	13.9
	Facility but no drinking water available	3.2	10.5
	Drinking water available	23.4	75.6
Toilet	No toilet facility	4.4	6.3
	Facility but toilet not useable	27.7	28.5
	Toilet useable	68.0	65.2
Girls' toilet	No separate provision for girls' toilet	31.1	18.8
	Separate provision but locked	16.7	12.9
	Separate provision, unlocked but not useable	7.2	12.6
	Separate provision, unlocked and useable	45.0	55.7
Library	No library	85.4	21.9
	Library but no books being used by children on day of visit	9.1	37.4
	Library books being used by children on day of visit	5.5	40.7
Mid-day meal	Kitchen shed for cooking mid-day meal	79.2	88.1
	Mid-day meal served in school on day of visit	24.1	85.1

Source: ASER, 2015, Annual Status of Education Report (Rural) 2014 (P), ASER Centre, New Delhi.

Further, a look into the trained teachers and female teachers in the state and comparing it with national scenario is relevant in this context. Data shows that percentage of trained teachers is quite low in Nagaland

at both primary (34% compared to 86% at national level) and middle/upper primary (17% vis-à-vis 87%) schools. The proportion of female teachers was marginally lower in the state (59 and 61 per 100 male teachers at primary and middle/upper primary levels) compared to national level of 66 and 65 (MHRD, 2008).

4. Dropouts in Rural Niuland Block:

Niuland is a rural block in Dimapur District of Nagaland. The main objective of the present study is to understand the issues of dropouts in Rural Niuland Block. Dimapur is the most populous district which has emerged as the main commercial centre of the state with a literacy rate of 85.44% (Census, 2011b). According to a study on Elementary School Dropouts in Nagaland conducted by the State Council of Educational Research and Training, school dropouts in Nagaland and Dimapur are 7.4% and 9.7% respectively (Assam Tribune, 2015). Dimapur has 8 blocks i.e., Nuiland, Kuhuboto, Medziphema, Dhansiripar, Chumukedima, Dimapur Sardar, Aghunaqha and Nihokhu. Nuiland is located 35 km away from Dimapur city. It has a total area of 305 km^2 comprising of 79 recognized villages. Sumis are the predominant tribe inhabiting the area.

Analysis of Data:

A total of 74 dropouts were interviewed from 73 households out of which 60.81% were male and 39.19% were female. The family size of the dropout respondents showed that majority of the dropout belonged to a family size of 4-6 members and the average family size were found to be 6 (six). It was further found that 20.27% were from joint family, majority of 78.38% from nuclear family and 1.35% from extended families.

Majority of the dropout respondents' age was found to be between the age group of 19-24 years with 54.04%. Regarding the class studied, majority of the respondents were found to have dropped out between classes 6-10 (89.18%). Failure in class 10 was the major cause. 17.57% respondents revealed to have dropped out at class 8 while majority of them were found to have dropped out at class 10 (52.70%). With regard

to the age at which they dropped out, it was found that 18.92% of the respondents dropped out at 8-12 years and 81.08% i.e., majority of them dropped out at 13-17 years of age. It was also observed that 67.56% dropped out from government schools and 32.44% from private schools.

Deviant activities were common among many dropouts. Data shows the involvement of the dropouts (58.11%) in various deviant activities like 39.53% found to be involved in smoking, 46.51% in gambling and 13.95% in consumption of alcohol.

The table 8 shows the dropouts' perceptions on various factors at school environment. As such 27.16% ranked the teaching staff as good, while 45.95% ranked it as average and 27.03% as bad. Regarding the quality of mid-day meal 12.16% finds it good while 40.54% finds it average and a majority of 47.30% finds it bad. With regard to text book and uniform 12.16% ranked it good, 28.38% ranked it average and a majority of 41.89% ranked it as bad. 13.51% of the dropout respondent revealed that their school results were good, while 35.14% as average and a majority of 51.35% as bad. Data also shows the dropout respondent's relationship with their peer students where it was found that 25.68% had good relationship with their fellow students while 60.81% were found to have average and 13.51% were found to have bad relationship with their fellow students. On the category of teacher's regularity in the school 12.16% ranked it as good while 58.11% ranked it as average and 29.73% as bad. 25.14% of the respondents find the school infrastructure as good while a majority of 45.94% finds it average and 18.92% finds it bad. With regard to the maintenance of playground 6.76% respondent ranked it as good, while the rest 78.37% and 14.86% respondents' ranked it average and bad, respectively. Regarding the relationship of the dropout respondent with their teachers, 6.76% revealed to have good relation with their teachers, a majority of 78.37% revealed to have average relationship while 14.86% said their relationship with their teachers were bad. It further indicates the availability of separate washroom for male and female students, where 87.84% of the respondent revealed that their school had separate washroom and 12.16% revealed that there were no separate washroom. Regarding teacher's concern towards the student's studies 70.27%

respondent revealed that their teacher showed concern towards their studies while 29.73% revealed that their teacher showed no concern toward their studies.

Table 8: Dropouts' Perspectives on Various Factors at Schools

Factors	Good	Average	Bad
Adequate teaching staff	20 (27.16%)	34 (45.95%)	20 (27.03%)
Mid-day meal	9 (12.16%)	30 (40.54%)	35 (47.30%)
Uniform	22 (12.16%)	21 (28.38%)	31 (41.89%)
Textbook	22 (12.16%)	21 (28.38%)	31 (41.89%)
School result	10 (13.51%)	26 (35.14%)	38 (51.35%)
Peer students	19 (25.68%)	45 (60.81%)	10 (13.51%)
Teachers regularity	9 (12.16%)	43 (58.11%)	22 (29.73%)
School infrastructure	26 (25.14%)	34 (45.94%)	14 (18.92%)
Playground	5 (6.76%)	58 (78.37%)	11 (14.86%)
Good Relationship with teachers	Yes 42 (56.76%)	No 32 (43.24%)	…
Separate washroom	Yes 65 (87.84%)	No 9 (12.16%)	…
Teacher's concern	Yes 52 (70.27%)	No 22 (29.73%)	...

Table 9 shows the relationship between the dropouts and their home environment. When asked if their parents showed any interest in their school results, 70.27% of the respondents said YES while 29.73% said NO. 64.86% of the respondent revealed that they were encouraged by their family members to continue their studies while 35.14% did not. It was found that 68.91% of the dropout respondent's parents had trouble in sending them to school mostly because of financial constraints.

When asked if they found education dull and boring 60.81% said YES while 39.18% said NO. It was further found that 41.89% of the respondents were still interested in studying while a majority of 58.11% showed no interest in studying again. Among the dropouts it was found that 40.54% repeated in a particular class while 59.46% did not repeat.

Table 9: Dropout and their home environment

Factors	**Yes**	**No**
Parent's interest in the child's result	52 (70.27%)	22 (29.73%)
Encouragement from the family members to continue studying	48 (64.86%)	26 (35.14%)
Trouble in sending the child to school	51 (68.91%)	23 (31.09%)
Education; dull and boring	45 (60.81%)	29 (39.18%)
Interest in studying	31 (41.89%)	43 (58.11%)
Repeated class	30 (40.54%)	44 (59.46%)

The perception of the teachers varied on the causes of dropout in the study area. A total of six (06) teachers were interviewed from two schools based on their availability and cooperation. These two schools were surveyed because majority of the students were found to have dropped out from these schools. Out of six teachers interviewed two were undergraduate, three graduates and one post graduate. Major causes of dropout in view of teacher respondents are parents' ignorance and poor school infrastructure. According to them the lack of school infrastructure fails to create suitable learning atmosphere leading to loss of interest among students. In view of two teacher respondents, SSA is not at all successful while four respondents thought SSA has some role to play in reducing the dropout rate to some extent.

Parents were interviewed from nine villages where it was found that each parents had different perspectives about different matters. It showed that out of 26 parent respondents 50.94% were male and 49.56% were female, 73.08% were found to be illiterate and 26.92%

literate. 42.86% were found to have studied up to class 5 while 57.14% were found to have studied from class 5 to 10. Further, 42.50% belonged to BPL while 57.69% belonged to APL. The monthly income of 53.85% was found to be below Rs. 5000, while the income of 30.77% families was between Rs. 5000–10,000 and it was also found that 15.38% of the families had income above Rs.10,000 per month.

Study has revealed that 38.46% each spends less than Rs. 50 per day and between Rs. 50–100 per day, while 23.07% spends more than Rs. 100 per day on food items. With regard to yearly expenditure on cloths majority (52.84%) revealed that they spend between Rs. 2000–4000 on cloths yearly. It is also found that a majority (65.38%) spends between Rs. 1000–2000 on health yearly. The yearly expenditure on education showed that 50% spends between Rs. 10,000-20,000 per year. It is found that 42.30% of parents consider economic constraint as the cause of their child's dropout while 57.69% considers loss of interest on education on the part of children as their cause of dropout.

Among the dropout families it was found that all the parents had voter's ID card while only 15.35% had access to ration card and 34.62% had MGNREGA cards as well as bank account. It can be speculated from the figure that in order to get the benefits of MGNREGA the beneficiaries had no choice but to open a bank account. Further 43.30% of the family had access to BPL card and out of which only 15.35% had access to ration card.

It was revealed by the parents of dropout respondents that 34.61% of them were indebted with loans from various financial institution such as 7.69% from bank, 11.54% from relatives and friends, and a majority of 38.46% of loans were provided by the self help group of the particular village to which they belong. It was found that the purpose of the loan is mostly for domestic purpose i.e., 46.67% while 40% of the family takes loan for children's education and 13.33% for cultivation purposes. About any savings for their child's future, 15.38% responded in affirmative while 84.62% responded in negative.

Regarding parents' effort to send their children to school again it was found that 65.38% tried to send their children to school again since

they considered education as an important aspect of life while 34.61% of the parents did not try to send their children to school, because they consider skill formation to be more important than education.

Major Findings:

The various factors identified responsible for dropout are:

1) Economic constraints,
2) Home related factors such as large family size and parents' ignorance,
3) Peer influence,
4) Lack of proper infrastructure and poor facilities leading to failure in motivating students,
5) Poor academic performance and failure in examination,
6) In some rare cases, health issues.

High school dropout is a silent epidemic which destroys the backbone of the nation. It leads to an increase in low skilled workers. State economy suffers when it has less-educated workers. A high school dropout is ill equipped to enter today's high-tech globally competitive workforce. A persistently high dropout rate increases the threat to our country's strength and prosperity. Dropping out of school impacts student's self esteem and psychological well-being, faced with the reality that they lack skills and knowledge to fulfil their desires. There is a high probability of dropouts to get involved in criminal or anti-social activities. The survey reveals that majority of the dropouts are unemployed, living on others' assistance, and the remaining are found to be engaged in low skilled works in cultivation, driving, small businesses in case of male respondents, and weaving and tailoring apart from household chores in case of female dropout respondents.

Conclusion:

This study is an attempt to understand the early school leaving phenomenon. The respondents were categorised into three categories – dropout respondents, teacher respondents, and parent respondents in order to determine the various personal, home and school related factors influencing the phenomenon. Personal characteristics form the first set

of factors where boredom, loss of interest and having friends who are dropouts themselves are found to be the major factors contributing to dropout. With regard to home environment socioeconomic factors are found to be highly predictive of dropout behaviour. Lack of encouragement from ignorant parents, large family size and financial constraints are found to be in vogue. School related variables like combinations of disliking and not attending school are found common among dropout students; factors such as improper facilities, lack of extracurricular activities, failure to cope up with friends, and failure in examination contribute to dropout. It is found that dropouts are more likely than non-dropouts to find school boring and dull, acquire low grades and experience difficulty in learning. The research findings validate the hypothesis which was framed beforehand based on the assumptions and literature review. The present study has revealed the perceptions and relationship between the dropouts and the surrounding environment. Hopefully, the findings and recommendations might probably shed some light about the dropout problem in general.

Suggestions and Recommendations:

A few of the important suggestions and recommendations are as follows:

1) There is a need for more facilities like an idle class room, well maintained playground, separate washrooms, and regular teachers. Need to create suitable learning atmosphere in order to make the learning process interesting. Further need to encourage the extracurricular activities so that the students can grow their interest in their respective field.
2) There is a need to formulate student oriented rules so that school itself becomes a place of interest for the student community, though some students advocated for strict rules and regulations to be maintained in the school system.
3) The education system should be simple and easy so that even illiterate parents can access and send their children to schools. The system and the teachers need to be student friendly so that the school does not become a place of fear to the children.
4) There is a need to establish parent-teacher and teacher-student relationships and encourage parents' involvement and

participation in the student activities. In order to encourage parents' involvement, awareness programmes should be conducted occasionally.

5) The concerned government authority should establish policies and procedures that will facilitate the re-entry of dropouts into the educational system. The SSA may play an important role in this context.
6) Academically weak students need to be identified and provided support, guided and counseled. Continued monitoring of at-risk children is also recommended. The school should also encourage programme to improve communication between teachers and students.
7) Provision in the form of scholarship should be given to the meritorious students belonging to BPL category; proper guidance in the form of coaching should be given to the class X repeaters so as to motivate them to re-appear in the examination. There is a need to create awareness about distance and informal education system also which may be adopted by many dropouts to enhance their education and life skill training.

References:

ASER. (2015). *Annual Status of Education Report (Rural) 2014 (P)*. New Delhi: ASER Centre.

Assam Tribune. (2015, August 15). School dropout rate in Nagaland 7.4 pc. Retrieved from www.assamtribune.com/scripts/detailsnew.asp?id=aug1511/oth07

Census of India. (2011a). Directorate General of Census Operations, Govt. of India.

Census of India. (2011b). *Provisional population total, paper 2, volume II of 2011, rural-urban distribution, Nagaland.*

Connell, R. W. (1994). Poverty and Education. *Haward Educational Review*, *64*(2), 125-149.

Fagan, J., & Wexler, S. (1987). Family origins of violent delinquents. *Criminology*, *25*(3), 643 -669.

GoI. (2014). *Educational Statistics at a Glance.* Government of India, Ministry of Human Resource Development, Bureau of Planning, Monitoring & Statistics, New Delhi.

Hahn, A. (1987). Reaching out to America's dropouts: What to do? *Phi Delta Kappan*, *69*(4), 256-263.

MHRD. (2008). *Selected School Education Statistics, 2006-07*. MHRD, New Delhi.

MoSPI. (2012). *Report to the People on Education, 2011-12*. Ministry of Statistics and Programme Implementation, New Delhi.

Rumberger, R W. (1995). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal*, *32*(3), 583-625.

Selected Educational Statistics 2004-05. (2005). New Delhi: Ministry of Human Resource Development, Govt. of India.

Smale, W. T. (2001). *Understanding the Issue of Dropouts: A Young Offender Perspective*. Edmonton, Alberta: University of Alberta.

Smart, J. C. (Ed.). (2008). *Higher Education: Handbook of Theory and Research.* Dordrecht, Netherlands: Springer.

NUEPA. (2014). Statistics of School Education, MHRD and U-DISE-NUEPA Enrolment Data. Retrieved from http://www.dise.in/Downloads/Publications/Documents/U-DISE-SchoolEducationInIndia-2013-14.pdf

TNS. (2013). *Survey for Assessment of Dropout Rates at Elementary Level in 21 States*. Gurgaon: TNS India Private Limited.

USAID. 2011. *Dropout Trend Analysis: India*. Washington, DC: United States Agency for International Development.