# UNDERSTANDING THE EDUCATIONAL CRISIS: DROPOUT RATES IN DARRANG DISTRICT, ASSAM 

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#### Abstract

This study presents a comprehensive comparative study of dropout rates in three educational blocks within Darrang District of Assam, namely Dalgaon-Sialmari Education Block, Kalaigaon Education Block and Sipajhar Education Block.


#### Abstract

This research investigated into the critical issue of student dropout rates in the educational landscape of Darrang District. Focusing on the diverse educational blocks within the district, this comparative study aims to unstitch the nuanced dynamics influencing student attrition from formal education. Employing a comprehensive analytical framework, the study investigates various factors contributing to dropout trends, including socio-economic influences, infrastructural disparities, pedagogical approaches and community engagement.


The methodology involves a combination of quantitative analysis, utilizing dropout rate and qualitative investigation through interviews and surveys with students, parents and educators. By adopting a multi-faceted approach, this study seeks to provide a holistic understanding of the challenges leading to dropout occurrences, allowing for informed policy recommendations and targeted interventions to enhance educational retention and success.

Keywords: Dropout, Comparative study, Educational blocks, Infrastructural disparities, Pedagogical approaches, Community engagement, Policy recommendations.

## I. Introduction

Darrang district is situated in the central part of Assam and on the Northern side of the river mighty Brahmaputra. The district is bounded by Arunachal Pradesh (State) and Bhutan (Country) and Udalguri district in the North. The river Brahmaputra flows in the South. The district Sonitpur and Kamrup Rural are in the East and West respectively (https://darrang.gov.in/dist.htm ).

Total area of Darrang is $1,585 \mathrm{~km}^{2}$ including $1,572.61 \mathrm{~km}^{2}$ rural area and $12.39 \mathrm{~km}^{2}$ urban area. As per 2011 census, Darrang has a population of $9,28,500$ peoples, out of which urban population is 55,494 while rural population is $8,73,006$. The district has a population density of 585.8 inhabitants per square kilometer. There are about $1,87,783$ houses in the district, including 12,432 urban houses and $1,75,351$ rural houses. When it comes to villages, there are about 552 villages in darrang district (https://villageinfo.in/assam/darrang.html).

In the district Darrang, there are six developmental blocks. On the other hand there are three educational blocks named as Dalgaon-Sialmari, Kalaigaon and Sipajhar. All of the government and provincialised schools in the district are organized into these three blocks. Total number of elementary schools in Darrang district is 1060 where 980 are lower primary and 90 are upper primary. Total enrolment in the district is 111883 where 93693 are in lower primary and 18190 are in upper primary. Total number of teacher engaged in elementary school is 3983 where 3353 are at lower primary and rest 630 is at upper primary school (Govt. UDIES report 21-22).

As we know education is a critical component of human development and socio-economic progress for a society. Darrang District has a vast diversity in culture, language, religion etc. therefore it faces significant challenges in the field of education. As compared to other district of our state the quality of education is still in the stage of progress and it initiated as aspirational district. Field observation and data shows us that lots of problem are related in the field of education and the problem of school dropout is one of the serious problem in the district.

Dropout in the context of education refers to students who leave school before completing their primary, secondary or higher education. It is a significant concern in many educational systems and it can have several negative effects on both individual students and society as a whole. Dropouts often have limited access to well-paying jobs. Completing education is typically associated with better employment prospects and higher earning potential. Dropouts are more likely to experience unemployment or underemployment, contributing to economic disparities. Society may experience economic consequences due to a less skilled workforce and the potential for increased social welfare spending on those without the means to support them. Lower income levels associated with dropping out can lead to a lower quality of life, including poorer access to healthcare, housing, and other basic needs. Educational attainment is linked to health outcomes. Dropouts are at greater risk of physical and mental health problems, as they may have limited access to healthcare and resources for a healthy lifestyle. Dropouts are more likely to engage in criminal activities and have higher rates of incarceration, leading to increased costs to the criminal justice system and a less safe society. Education is a key factor in social mobility. Dropouts are less likely to move up the social ladder, leading to perpetuated inequalities. The educational attainment of parents can have a significant impact on their children's educational outcomes. If parents are dropouts, the cycle of low educational attainment can continue across generations. Dropouts who are unable to secure stable employment may rely on social services and government assistance, placing a strain on public resources. Lower-educated individuals may be less likely to participate in civic activities, including voting and community involvement (Dropout Rates in School in India Report).

Dropouts are more likely to experience early marrage as well early pregnancies, which can lead to additional challenges in terms of financial stability and family support. Society may miss out on the talents and potential innovations that these individuals could have contributed with a proper education. Nations with high dropout rates may find themselves at a disadvantage in the global economy, as a well-educated workforce is a critical factor in economic competitiveness. Reducing dropout rates is vital for ensuring that students complete their education and attain a higher quality of life (Sikdar, 2012).

## Statement of the problem

From the early stages of infancy, education begins as a process of exploration and discovery. It involves assimilating information from the surrounding environment, understanding social dynamics, and building the foundational skills necessary for communication and interaction. As individuals progress through various life stages, the educational journey evolves in tandem with personal growth.

Primary education constitutes an uneasy important part of entrie structure of education. It is at this stage that child starts going to formal institutions. The education which the children receive from the formal institutions provides the foundation of his physical, mental, emotional, intellectual and social foundation and higher education. In a developing country like India, elementary education is regarded as stepping to national educational superstructure. So, in the context of establishment of democratic traditions and values, it is necessary to give opportunity for literacy to all the children of school going age.

School education in Assam is imparted through a number of pre-primary, primary, middle, high and higher secondary schools. The Government of Assam has implemented free and compulsory education for students up to the age of 14 . Schools in Assam are either state run or under the management of private organizations. The syllabus at primary schools is established by the Directorate of Elementary Education, Assam. While most schools are affiliated to SEBA, there are several schools in the state affiliated to the CBSE.

The government of India as well as State government of Assam has initiated a number of programmes for development of elementary education. Consequently, there has been considerable achievement of primary education in Assam since the launching of SSA in 2002-03. In spite of the achievement the elementary education in Assam is facing a number of challenges.
Inadequate infrastructure, including classrooms, sanitation facilities and libraries, can hinder the learning environment. Many schools may lack basic amenities, making it challenging for students to engage in a conductive learning atmosphere.

The Government of India passed the Right to Education Act in 2010 which obliges the state to provide free and compulsory education to all children between the age group of 6-14 years. This is the culmination of various schemes of the union government over the last two decades to encourage children to get enrolled in schools and continue their studies in the secondary level. However, a large number of children are still unable to enroll and if enrolled, unable to continue their education (Sikdar et al, 2012).

Shortages of qualified teachers, as well as issues related to teacher training and professional development, can impact the quality of education. In some cases, there might be a lack of motivation among teachers due to issues like irregular payment or insufficient resources. Geographic barriers and lack of transportation infrastructure can result in limited access to schools, especially in remote or rural areas. This can contribute to lower enrollment rates and higher dropout rates. Economic disparities and social factors can impact attendance and retention rates, particularly among marginalized communities. Issues such as chi ld labor, gender discrimination and poverty can contribute to high dropout rates. The availability and quality of textbooks and
learning materials can significantly impact the educational experience. Lack of updated and engaging materials can hinder effective teaching and learning.

Limited involvement of parents in the education process can impact a child's performance. Creating awareness about the importance of education and involving parents in school activities can contribute to a more supportive learning environment. In regions with linguistic diversity, the language of instruction can be a significant challenge. Ensuring that the language used in teaching is familiar to the students can enhance comprehension and learning outcomes. The lack of access to technology and the integration of digital resources in the learning process can hinder students' exposure to modern educational tools and methods.

The above challenges, one of the major challenge is marked as children dropout. Addressing these challenges often requires a comprehensive and collaborative approach involving government bodies, educators, communities and other stakeholders. Localized solutions that consider the unique socio-economic and cultural aspects of Assam are essential for effectively improving the state of elementary education in the region.

Therefore the problem area for the study is selected as- A Comparative study on School Dropout among three educational blocks of Darrang district, Assam.

## Review of literature

The examination of existing literature sheds light on myriad factors influencing the prevalence of school dropouts. Efforts to address this issue have been made not only in India but also globally. Lamichhane et al. (2018) emphasized the dearth of esse ntial infrastructure in most schools, such as separate toilets for genders, playgrounds, and adequate instructional materials, contributing to increased dropout rates. The Indian Institute of Education (2006) identified factors like inadequate transportation, children's illhealth, limited health services, financial constraints, insufficient teaching staff support, dearth of teaching materials in rural schools, and negative parental perceptions as contributors to higher dropout rates. Dinu (2015) highlighted economic conditio ns, infrastructure shortcomings, mi gration, teacher shortages, and communication lapses as multiple factors responsible for dropouts.

Research by the Faculty of Education, University of Jos (2009) pinpointed poor home backgrounds, negative peer influences, strained teacher-student relationships, lack of motivation, parents' financial constraints, and inadequate school facilities as primary causes of secondary school dropout.

Tabassum (2019) found that school dropout rates remained consistently higher for boys than girls, attributing reasons such as lack of interest in studies, children's domestic responsibilities, economic factors, and family migration.

Mohalik, Sethy, and Sangeeta's (2021) investigation into low student enrollment in government elementary schools revealed parental workforce involvement, children's domestic responsibilities, parental relocation for employment, and an array of factors contributing to the problem. Robart B. Cairns at,al (1989) said in their research that estimating school dropout rates is not an easy task. Prior studies of school dropouts have focused on the multiple factors associated with the phenomenon.

Gil, Antelm-Lanzat, Cacheiro, and Eufrasio Pérez-Navo (2018) delved into the perspective of secondary school teachers, identifying lack of dedication from students, teaching staff, and families as significant predictors of school failure. Das a nd Saha (2014) observed regional variations in dropout rates in West Bengal, with migration, parental education, large family size, a nd poverty exacerbating the issue in southern districts. Ghosh et al. (2018) analyzed school absenteeism in a Kolkata slum community, finding illness, rainy days, and social/family occasions as primary reasons (Sikdar, 2012).

Every year, a large number of students dropout of school worldwide. This hinders their economic and social well-being as well as reduces the literacy rate of the country and creates a non-innovative environment. The issue of dropout in India is of particular importance and interest (Walia, 2023).

In summary, the synthesis of literature underscores that economic conditions, infrastructure inadequacies, migration, teacher shortages, communication gaps, and students' health issues contribute to escalating dropout rates.

## Objectives

- To compare the dropout rates in educational blocks within Darrang District. The study will try to cover all the three education blocks and compare the data like dropout rates, school wise dropout, village wise dropout, gender wise dropout ect.
- To explore reasons for school dropout. The study will also try to investigate the primary reasons for students dropping out of school and also to examine factors such as academic challenges, family circumstances, socio-economic constraints, and community dynamics contributing to dropout.
- To suggest potential interventions for reducing dropout rates- The study will try to suggest for reducing dropout rate in near future. This will be also helpful for other further research and intervention to reduce dropout rate.


## Research Question

1. What are the overall school dropout rates in different educational blocks of Darrang district?
2. Are there significant variations in school dropout rates among the educational blocks and if so, what factors contribute to these differences?
3. Are there notable gender-based differences in school dropout rates and if yes what are the underlying causes?

## Methodology

## The method adopted for the study

The research study is conducted by descriptive method with primary and secondary data were used in the study. Researcher talked with the samples and interacted with them by using questionnaire method. The interview and focus group discussion were also conducted regarding various causes and factors related with dropout.

## The Population of the Study

The population of the study is selected as school dropout children as well the out of school children.

## Area of the Study

The study covers the lowar primary school dropout and out of school children of three educational blocks of Darrang district named as Dalgaon-Sialmari, Kalaigaon and Sipajhar education block.

## Sample of the Study

Government survey data, a well organized questionnaire, face to face interview of children, teacher and parents are using for data collection. All elementary school dropout and out of school children are cover as sample for the study. Total 3468 number of dropout and out of school children is selected as sample size for the study.

## Tools used for the Study

A well prepared questionnaire for data collection and check list for interview are used as tool for the study.

## Statistical techniques used

The collected data was organized, consolidated and tabulated by using MS excel sheet and analyzed systematically. The preliminary analytical expressed in frequency and percentage were used.

## Data Analysis and Interpretation

## A. Total Number of Dropout:

These facts came to light in the Unified District Information System for Education Plus (UDISE+) report for 2021-22. According to the report, the school dropout rate at the lower primary stage in Assam is 6 percent compared to 1.5 percent at the national level; the dropout rate at the upper primary stage is 8.8 percent compared to 3 percent at the national level; and the dropout rate at the secondary level is 20.3 percent compared to 12.6 percent at the national level.

Table-1: Education Block-wise Dropout Rate (2021-22)

| Sl.No. | Education Block | Total Enrolment | Total Number of <br> children dropout | Percentage | Dropout per <br> thousand <br> children |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Dalgaon-Sialmari | 78223 | 2489 | 3.18 | 31.81 |
| 2 | Kalaigaon | 23849 | 801 | 3.35 | 33.58 |
| 3 | Sipajhar | 20533 | 178 | 0.86 | 08.66 |
| Total |  | 122605 | 3468 | 2.82 | 28.28 |

Source- SS District office, Darrang

The mean total number of dropout children across the blocks is 1156 , and the mean percentage is $33.33 \%$. Total number of dropout and out of school children found 3468 in the district for the year 2021-22. The total number of enrollment in primary section is 122650 . The dropout rate for the district is calculated as 2.82 percent which is lower than state dropout percent. If we take a look in total number of dropout, it is found highest in Dalgaon Education block and lowest in Sipajhar Education block but according to the enrollment, the highest children dropout rate found in Kalaigaon Education Block and lowest dropout rate fou nd in Sipajhar education block.

Diagram: 1- Total number of Dropout in three Educational Block


## B. Gender-wise Dropout Rate:

The relationship between gender and dropout rates in education is a complex and multifaceted issue that can be influenced by various factors. It's important to note that the relationship between gender and dropout rates can vary significantly across different countries, cultures, and educational systems. Additionally, the intersectionality of gender with other factors, such as socioeconomic status and ethnicity, should be considered when examining dropout rates. Efforts to reduce dropout rates often involve addressing a combination of these factors through targeted policies and interventions.

Significantly, the dropout rates of boys in the state at the lower and upper primary stages are higher than those of girls. In lower primary, the dropout rate for boys is 6.8 percent compared to 5.2 percent for girls. The dropout rate of boys at the up per primary stage in the state is 10.1 percent compared to 7.6 percent for girls. At the secondary level, the dropout rate for boys in the state is 19.8 percent compared to 20.7 percent for girls.

Table 2: Gender-wise Dropout Rate (2021-22)

| Sl. No. | Education Block | Total <br> dropout | Boy | percent | Girl | Percentage |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Dalgaon-Sialmari | 2489 | 1507 | 61 | 982 | 39 |
| 2 | Kalaigaon | 801 | 485 | 61 | 316 | 39 |
| 3 | Sipajhar | 178 | 112 | 63 | 66 | 37 |
| 4 | Total | 3468 | 2104 | 61 | 1364 | 39 |

Source- SS District office, Darrang
The above data shows that gender wise dropout rate of boys are found higher than girl in each block. There are no significant different found in gender wise dropout for each block. The causes of high dropout rate for boy's children are found as poor economic condition of family. Most of the dropout boys were found engaged in income with their perants. They were found engaged in brick factory, Pickle factory, seals boy, daily wage earner or they were help their parents in agricultural field (field observation).

Diagram:2- Gender-wise Dropout in Three Education Block

C. School-wise Dropout-

Table: 3- School-wise Dropout-

| Sl. <br> No. | Education Block | Total number of <br> School | Total number of school where dropout <br> found | Percent |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Dalgaon-Sialmari | 430 | 341 | 79.30 |
| 2 | Kalaigaon | 256 | 80 | 31.25 |
| 3 | Sipajhar | 294 | 14 | 04.76 |
|  | Total | 980 | 435 | 44.38 |

(Source- SS District office, Darrang)
The above table shows that in Dalgaon Sialmari education block, the number of school is found highest where dropout is also heights. There are total 430 numbers of primary schools in Dalgaon-Siamati Education block, where 79 percent schools are affected by dropout. In Kalaigaon Education Block it was 31 percent and in Sipajhar Education Block it was counted lowest 5 percent. For the district it was counted 44 percent schools are faces the problem of dropout. It is a very serious issue that in each block, schools are facing the problem of children dropout.


## D. Age-wise and Block-wise Dropout

The actual age for lower primary is 6-10 years. But according to the data highest age found 18 years and lowest age is 6 years. If we calculated the age specific dropout in lower primary school it shows that for Dalgaon Sialmari Education Block, average age of drop out is 11 years and 9 years for other two blocks respectively. It indicates that over age students are study in lower primary school.

Table: 4- Age-wise and Block-wise Dropout

| Sl. No. | Education Block-wise/ | Average of Dropout Age |
| :---: | :---: | :---: |
| 1 | Dalgaon-Sialmari | 11 |
| 2 | Kalaigaon | 09 |
| 3 | Sipajhar | 09 |

Source-SS Office, Darrang

When the causes of over age students in lower primary school found it shows that the most of the dropout students were leave school for multiple times, secondly the unaware parents admitted their child in school lately. Moreover in the time of applying birth certificate parents gave wrong information to the authority about their child birth (field observation).

## E. Social category-wise Dropout

Table: 5- Social category wise Dropout

| Sl. No. | Education Block-wise | Social category wise Dropout |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Dalgaon-Sialmari | General | 2405 | 96.5 |
|  |  | ST | 16 | 0.66 |
|  |  | OBC | 52 | 2.16 |
|  |  | SC | 19 | 0.79 |
|  |  | Total | 2492 | 100 |
| 2 | Kalaigaon | General | 719 | 89.87 |
|  |  | ST | 05 | 0.62 |
|  |  | OBC | 53 | 6.62 |
|  |  | SC | 123 | 15.37 |
|  |  | Total | 800 | 100 |
| 3 | Sipajhar | General | 178 | 100 |
|  |  | ST | 0 | 0 |
|  |  | OBC | 0 | 0 |
|  |  | SC | 0 | 0 |
|  |  | Total | 178 | 100 |

Source-SS Office, Darrang

In all three blocks there are no significant different found in social category-wise dropout. Highest dropout found in General category and lowest dropout found in ST category.


## F: Religion-wise Dropout

The bellow table shows that in the Darrang district, total ninty eight percent dropout are found, Muslim community and other two percent are found, Hindu community. Significantly no other community found. If we study the data according to block-wise again the Muslim community found highest in each block.

Table: 6- Religion wise Dropout of the District

| Sl. No. | Religion | Total Dropout | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | Muslim | 3390 | 98 |
| 2 | Hindu | 81 | 2 |
| 3 | Total | 3471 | 100 |

Source-SS Office, Darrang
If we try to find out the cause behind the highest droupout in Muslim community, it shows that particularly the minority Muslim community is found in this category. The illiteracy rate among them is high, therefore the parents are not aware. Mostly they are engaged in agricultural work and like to engaged their children in the same (field observation).

## G: Block-wise Dropout Village

There are 552 villages are in Darrang district. Among 552 villages 372 villages are affected by school dropout. This indicated that 67 percentage villages are affected by dropout in Darrang district. Among the three educational blocks, highest school dropout village, 66 percent found in Dalgaon-Sialmari Education Block and lowest, 6 percent school dropout village found in Sipajhar Educational Block.

Table: 7- Block-wise total Dropout Village

| Sl.No. | Educational Block | Total <br> Village | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | Dalgaon-Sialmari | 247 | 66 |
| 2 | Kalaigaon | 104 | 28 |
| 3 | Sipajhar | 21 | 06 |
| 4 | Total | 372 | 100 |

Source-SS Office, Darrang

## H: Dropout in CWSN category

According to the data received in Darrang district total 49 numbers of students are found dropout and out of school children in Children with Special Need category. In CWSN category we found children with Orthopedically Handicapped (OH), Hearing Impaired (HI), Low Vision (LV), Cerebral Palsy (CP), Locomotor Disebility (LD), Orthopedic Impairment (OI), Speech Impairment (SI) etc. Law Vision (LV) is counted highest among the categories, which is 26 percent in the district.

Table: 8- Block wise CWSN Dropout

| Sl.No. | Educational Block | CWSN Dropout | Percentage |
| :---: | :---: | :---: | :---: |
| 1 | Dalgaon-Sialmari | 32 | 65 |
| 2 | Kalaigaon | 16 | 33 |
| 3 | Sipajhar | 1 | 2 |
| 4 | Total | 49 | 100 |

Source-SS Office, Darrang
Diagram: 5- CWSN Category Dropout


If we compared the data for three educational blocks, it counted highest dropout in CWSN category is in Dalgaon-Sialmari Education Block and lowest in Sipajhar education block.
H. Class-wise total Dropout in three Education Blocks

Table: 9- Class-wise total Dropout in three Education Blocks

| Class | Dalgaon | Kalaigaon | Sipajhar | Toal |
| :---: | :---: | :---: | :---: | :---: |
| I | 182 | 125 | 26 | 333 |
| II | 527 | 121 | 36 | 684 |
| III | 538 | 158 | 20 | 716 |
| IV | 400 | 151 | 38 | 589 |
| V | 430 | 135 | 5 | 570 |
| total | 2077 | 690 | 125 | 2892 |

Source- SS office, Darrang
If we calculate the school dropout by class wise, it is found that in Dalgaon-Sialmari Education Block, highest children dropout was counted in class-III and lowest counted in class-I. In Kalaigaon Education Block, highest dropout counted in class III that is 158 and lowest dropout counted in class II which is found 121.In Sipajhar education Block the height dropout class found as Class- IV, which is counted as 38 and lowest is in class V. For Darrang district, class wise highest dropout found for class II. Diagram-6- Class-wise Dropout of Dalgaon-Sialmari Education Block


Diagram: 7- Class-wise Dropout of Kalaigaon Education Block

Class-wise Dropout of Kalaigaon Education Block


Diagram: 8- Class-wise Dropout of Sipajhar Education Block


Diagram: 9- Class-wise Dropout of Darrang district


Diagram: 10- Class-wise Dropout of three Education Blocks


## I. Never enrolled children-

Among the dropout children, total 419 numbers of children were found, never enrolled in any schooi. They are recognazied as out of school children.

## J. Causes of Dropout

Table: 10-Verious Causes of Dropout

| Sl. No. | Causes of Dropout | Total response | Percent |
| :---: | :---: | :---: | :---: |
| 1 | Slow Learner | 52 | 2 |
| 2 | Irregular | 47 | 1 |
| 3 | Economicaly backwar and Poor Family | 3472 | 97 |
| 4 | Total | 3571 | 100 |

Source: SS office data
There are various causes related with Dropout. A few major casuses are found in the field like, slow learner, economically backward, poor family, irregular etc. the heigst dropout 97 percent is found in the category of economically backward and poor family. On the other hand the lowest response is found in the category irregular.
Field observation revels that students belonging to low-income groups are more likely to dropout of school. They may have to work to support their family. Some children may need to work to support their family. Some children may need to stay at home to take care of their siblings.

Diagram: 11- Causes of Dropout in Darrang district

L. Duration of Dropout in Month

Table: 11- Dropout duration

| Sl. No. | Total Month | Total No of Dropout in Month |
| :---: | :---: | :---: |
| 1 | 1 | 04 |
| 2 | 2 | 28 |
| 3 | 3 | 107 |
| 4 | 4 | 37 |
| 5 | 5 | 15 |
| 6 | 6 | 591 |
| 7 | 7 | 3 |
| 8 | 8 | 2 |
| 9 | 9 | 2 |
| 10 | 10 | 4 |
| 11 | 11 | 2 |
| 12 | 12 | 689 |
| 13 | 13 | 05 |
| 14 | 14 | 19 |
| 15 | 15 | 07 |
| 16 | 16 | 07 |
| 17 | 17 | 07 |
| 18 | 18 | 28 |
| 19 | 19 | 05 |
| 20 | 20 | 04 |
| 21 | 21 | 04 |


| 22 | 22 | 07 |
| :---: | :---: | :---: |
| 23 | 23 | 02 |
| 24 | 24 | 252 |
| 25 | 25 | 05 |
| 26 | 26 | 03 |
| 27 | 27 | 03 |
| 28 | 28 | 02 |
| 29 | 29 | 01 |
| 30 | 30 | 01 |
| 31 | 33 | 01 |
| 32 | 36 | 75 |
| 33 | 48 | 02 |
| 34 |  | 1924 |

Source- SS Office
If we counted the period of dropout of children, it was found that from one month to forty eight month, total 1924 number of childrens were counted out of school. The mean for period of dropout is 17.63 . Highest dropout found total 689 for tweelve months.

## K:- Tea Garden Dropout

There are four tea gardens where dropout is counted. Total 33 number of dropout are counted in four tea state namely Bargara TE, Kopati TE, Tangni TE and Cikanmati TE. Among the four tea estate the highest dropout found in Kopati TE and lowest dropout found in Tangni TE.

## FINDINGS-

- The overall dropout rates in Assam for the academic year 2021-22 are higher than the national average at all three educational stages (lower primary, upper primary, and secondary).
- Boys consistently have higher dropout rates than girls across all three educational stages of the state.
- The district's overall dropout rate is 2.82 percent, lower than the state dropout rate.
- Kalaigaon Education Block has the highest dropout rate among the three blocks, while Sipajhar has the lowest.
- The mean total number of dropout children across all blocks is 1156 , with a mean percentage of $33.33 \%$.
- Boys consistently have higher dropout rates than girls in each education block of Darrang district.
- The overall for Darrang district gender-wise dropout rate is $61 \%$ for boys and $39 \%$ for girls.
- Dalgaon-Sialmari Education Block has the highest percentage of schools affected by dropout, followed by Kalaigaon and Sipajhar.
- In Dalgaon-Sialmari, $68 \%$ of schools are affected by dropout.
- The average age-wise dropout is 11 in Dalgaon-Sialmari and 9 in both Kalaigaon and Sipajhar Education Blocks.
- In each block, dropout rates vary across social categories, with the highest among General and the lowest among ST.
- The majority of dropouts are from the Muslim community, accounting for $98 \%$ of the total.
- Out of 552 villages in Darrang district, $67 \%$ are affected by school dropout.
- Dalgaon-Sialmari has the highest percentage of school dropout villages (66\%), while Sipajhar has the lowest (6\%).
- According to the data received in Darrang district total 49 numbers of students are found dropout and out of school children in Children with Special Need category. In CWSN category we found children with Orthopedically Handicapped (OH), Hearing Impaired (HI), Low Vision (LV), Cerebral Palsy (CP), Locomotor Disebility (LD), Orthopedic Impairment (OI), Speech Impairment (SI) etc. Law Vision (LV) is counted highest among the categories, which is 26 percent in the district.
- If we compared the data for three educational blocks, it counted highest dropout in CWSN category is in Dalgaon-Sialmari Education Block and lowest in Sipajhar education block.
- There are significant differences found in all three blocks regarding class wise dropout. For Dalgaon Educ ation block, the high class dropout found in class-II where in Kalaigaon, it is found in class-III and in Sipajhar it is found in class-V.
- Among the dropout children, 12 percent children were found, never enrolled in any schooi. They are recognazied as out of school children.
- The heigst dropout 97 percent is found in the category of economically backward and poor family.
- If we counted the period of dropout of children, it was found that the mean for period of dropout is 17.63 . Highest dropout found total 689 for tweelve months.
- In Tea Garden area, school dropout rate is found very least amount.


## Recommendation

Community Engagement: Foster partnerships with local communities to raise awareness about the importance of education. Conduct outreach programs to involve parents, emphasizing the long-term benefits of education for their children.

Student Support Services: Establish counseling services and support systems within schools to address academic and personal challenges. Identify at-risk students early and provide tailored assistance, addressing individual needs.

Infrastructure Improvement: Invest in school infrastructure to create a conducive learning environment. Ensure schools have adequate facilities, including classrooms, libraries, and sanitation facilities, to enhance the overall educational experience.

Teacher Training: Provide ongoing professional development for teachers to enhance their ability to identify and address the diverse needs of students. This could include training on differentiated instruction and classroom management.

Local Language Instruction: Integrate local languages into the curriculum to make learning more accessible and culturally relevant, especially for students from indigenous communities.

Financial Support: Explore scholarship programs or financial assistance to alleviate economic barriers for students. This could involve collaboration with local businesses, NGOs, or government initiatives.

Vocational Training Opportunities: Introduce vocational training programs to cater to students with diverse interests and skills, offering practical alternatives to traditional academic paths.

Regular Monitoring and Evaluation: Implement a robust monitoring and evaluation system to track student progress and identify potential dropouts early. This allows for timely intervention and support.

Inclusive Education: Develop strategies to include students with special needs, ensuring that the education system is inclusi ve and accommodates diverse learning styles.

Collaboration with NGOs: Partner with non-governmental organizations (NGOs) that focus on education and community development to leverage additional resources and expertise in addressing dropout rates.

Customizing these strategies to the specific context and needs of the three education blocks in Darrang district is crucial for their effectiveness. Community involvement and a multi-stakeholder approach will enhance the impact of these interventions.

## Discussion and Conclusion

The comparative study across educational blocks in Darrang District has shed light on the multifaceted nature of school dropout rates and the various factors influencing this critical issue. The findings reveal that dropout rates vary significantly across different blocks, indicating the need for targeted interventions tailored to the unique challenges faced by each locality.

One of the notable trends identified in this study is the correlation between socio-economic factors and dropout rates. It is evident that students from economically disadvantaged backgrounds are more vulnerable to dropping out of school. Therefore, any comprehensive strategy aimed at reducing dropout rates must include measures to address economic disparities, such as scholarship programs, financial aid, and community outreach initiatives.

Additionally, the study highlights the role of parental involvement and awareness in influencing student retention. Efforts should be made to enhance parental engagement through awareness campaigns, workshops, and community forums. Collaborative initiatives involving schools, parents, and local authorities can contribute significantly to creating a supportive educational environment.

Moreover, the study underscores the importance of infrastructure and educational resources. Disparities in facilities and resources among different blocks contribute to varying dropout rates. Addressing these infrastructure gaps should be a priority, with a focus on improving school facilities, providing adequate teaching materials, and ensuring a conducive learning environment.

Policy implications arising from this study suggest the need for a nuanced and region-specific approach to tackle school dropout rates. A one-size-fits-all solution may not be effective, given the diverse challenges faced by different educational blocks. Policymakers should consider tailoring interventions based on the socio-economic, cultural, and infrastructural characteristics of each locality.

This study provides valuable insights into the comparative study of dropout rates in three educational blocks of Darrang District, and it offers a foundation for addressing this critical issue and improving the educational outcomes in the region.

To address the effects of dropout in education, it is essential to implement strategies and interventions that encourage students to stay in school and complete their education. These strategies may include providing additional support for at-risk students, improving the quality of education, addressing socio-economic disparities, and creating educational policies that are inclusive and supportive. Reducing dropout rates not only benefits individual students but also has broader positive implications for society as a whole.

After the study, we can say that dropout create a mojor problem in the field of education in Darraang district. Dropout changes the picture of educational attainment system. Study on dropout is very much needed to find out the actual causes of dropout which will be helpful to take necessary action.

In conclusion, reducing school dropout rates in Darrang District requires a comprehensive and collaborative effort involving educators, policymakers, parents, and the community. By addressing economic disparities, enhancing parental involvement, and improving educational infrastructure, we can work towards creating an inclusive and supportive educational system that ensures the retention of students across all educational blocks in the district.

## II. ACKNOWLEDGMENT

I am grateful to all of those with whom I have had the pleasure of work during this research work. I am indebted to DIET Darrang, Assam to give me the opportunity of research activity. I would like to express my deepest appreciation to the Principal, DIET Darrang for the opportunity, guidance and advice. I would like to express my deepest appreciation to District Programme Officer, SSA Darrang for provide me the necessary data for the research. I am extremely grateful to the head teachers of the visited schools, for their full cooperation and support. I would like to extend my sincere thanks to the office stuff of DIET Darrang for their help. I would also like to extend my sincere thanks to my colleague for their valuable advice and support.

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www.ijcrt.org © 2023 IJCRT | Volume 11, Issue 3 March 2023 | ISSN: 2320-2882
IJCRT2303205 International Journal of Creative Research Thoughts (IJCRT) www.ijcrt.org b884

