

WASTAGE AND STAGNATION AT SECONDARY EDUCATION LEVEL IN MIZORAM: MAGNITUDE, CAUSES AND REMEDIES

**Thesis Submitted in Partial Fulfillment for Degree of Doctor of
Philosophy in Education**

By

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DECLARATION

I, L. V. Zodinpuui, hereby declare that the thesis/ subject matter of Thesis entitled “Wastage and Stagnation at Secondary Education Level in Mizoram: Magnitude, Causes And Remedies” is a record of work done by me; that the content of this Thesis did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else; and that the Thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University, Aizawl for the award of Doctor of Philosophy in Education.

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This is to certify that the work incorporated in this thesis entitled “**Wastage and Stagnation at Secondary Education Level in Mizoram: Magnitude, Causes And Remedies**” is the bonafied research work carried out by **L. V. Zodinpuii** under my supervision and the same has not been submitted previously for any degree.

(Prof. B. B. Mishra)

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CHAPTER-I

INTRODUCTION

1.00: Prologue

A strong nation requires strong social, political and economic foundation, and education is the primary tool to build the same. Education plays an important role in respect of successful implementation of government policies and in strengthening the social, technological and economic development of the lives of the people in any part of the globe. It is because education broadens the vision of the people and helps to comprehend various phenomena in right context. Education should not be limited to literacy. In simple terms, literacy is considered to be the ability to use language to read, write, listen and speak as well as ability to perform simple arithmetic. For successful functioning of democracy, no doubt, literate people are of great worth, but citizens with higher education are more desirable. The constitution framers rightly took note of it and made provision in our constitution (Article 45 till 2001) for compulsory education for all children till they attain the age of 14. Due to concerted efforts taken by the central government and state governments, the literacy rate of our country has grown from a very low literacy rate of 12.2% in 1947 to 74.0% in 2011 (*source: Census of India, 2011(P)*) and it is still growing. One of the most affecting factors for literacy is population growth. In global scenario, China and India are mostly populous nations of the world having more than one- third of the world's human population. India is the second highest populous country next to China.

The ambitious objective of universal compulsory education till the age of fourteen which was set to be achieved within ten years from the date of implementation of the constitution is yet to be achieved even though 66 years have passed due to multifarious reasons. However, the achievement made so far cannot be undermined. This has become possible due to the vast network of education created in our country during these years. Since the basic goal of universal elementary education is not achieved, due stress has not been given to the secondary education. There is a strong feeling and this is being pronounced by many enlightened people that like elementary education, secondary education should be compulsory. In other words, each citizen of our country must complete secondary education, the minimum.

Education in India is provided by both public sector and private sector, with control and funding coming from three levels: central, state, and local. The various articles of the Indian Constitution provide for education as a fundamental right. India has made progress in terms of increasing attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to its economy. However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7%, of the 15% who make it to high school, graduate. The quality of education at all levels is being criticized to be significantly poor as compared with major developing nations.

Drop-out (wastage) is a universal phenomenon of education system in India. This phenomenon spreads over all levels of education, in all parts of the country and across all the socio-economic groups of population. There are also regional and location wise variations. The children living in remote rural areas and urban slums are more vulnerable than their counterparts living in urban areas. Further the drop-out rates are much higher for educationally backward states and districts. Girls in India tend to have higher drop-out rates than boys. Similarly, children belonging to the socially disadvantaged groups like Scheduled Castes, Scheduled Tribes and some minor communities have the higher drop-out rates in comparison to general population. Failure to complete high school education causes serious implications for the individuals as well as for the society. It results in negative outcome for the individuals and widens social and economic inequalities already in existence. As such it is desired that wastage at all stages of education should be reduced to zero and efficiency of education system to be improved to the maximum. The educational planners need to understand and identify the social groups that are more susceptible to drop-out and the reasons for their dropping out for which empirical research support is required. In addition to drop-out, failure (stagnation) is another serious problem in the field of education which results drop-out.

The NPE1986 visualizes education as an instrument to refine the thoughts and attitudes of individuals leading to the emotional Opinions of national integration on the one hand and the spirit of critical inquiry, and scientific bent of mind on the other, which are the pre-requisites for the growth and prosperity of our nation. Education is also supposed to play catalytic role in liberating people from negative thinking, prejudices, dogmas, superstitions, tensions, etc. and also in fighting against regionalism, parochialism, communalism, fissiparous tendencies, unjust social order, inequalities and exploitation. The motto of our nation as enshrined in our constitution is to erect our nation on the pillars of democracy, socialism, and secularism, which should be imbibed and cherished by all citizens irrespective of their socio-cultural background.

It is a fact that even after about sixty-seven years of independence; we have not achieved the vision of universalisation of elementary education. But, it is a great matter that the nation is aspiring for universalisation of secondary education. All maladies on the way of this endeavour have to be addressed and the cherished goal has to be achieved at the earliest.

1.01: The Phenomena of Wastage and Stagnation

In India it was the Hartog Committee (1929), which for the first time pointed out that *“massive wastage and stagnation are taking place in primary education. Primary Education is ineffective unless it at least produces literacy”*. That Committee made a thorough study of the primary education in our country. The committee realised that the progress of primary education was not satisfactory and pointed out the following special difficulties in the path of progress of primary education:

- The Committee realised that the majority of the Indian population reside in villages. Hence primary education was more a rural problem than an urban one. In rural areas school units were usually small, adequate staffing was more expensive, the conditions of living were not attractive to teachers. It was more difficult to secure regular and prolonged attendance of children.

- The Committee found that the villagers were poor, illiterate and conservative and unwilling to send their children to schools. The general economic conditions of the villagers were also unfavourable to the spread of mass education.
- The villages were scattered, roads and means of communications were very bad. Physical and climatic conditions were also not favourable for education.
- The Hartog committee noted that there were many inaccessible and economically backward areas where primary education had not been encouraged.
- As villages did not have hygienic conditions, epidemic often broke out which affected the regularity of attendance of the children. Besides, agricultural work was also responsible for poor attendance. Children had to help their parents in agriculture and the parents found that if they sent their children to schools, their work would suffer.
- The committee also found very serious barriers of caste, religion and communal Opinions making the expansion of primary education complicated.

Another big challenge was found by the Committee on primary level, was *Wastage and Stagnation*.

According to the Committee ‘wastage’ meant premature withdrawal of children from school at any stage before the completion of the primary course. By ‘stagnation’ the committee meant detention in the same classes for more than one academic year. Regular promotion of the students to the next higher class was interrupted resulting in the withdrawal of the student from school learning. Thus stagnation was one of the causes of wastage. The committee had highlighted the following causes of wastage and stagnation in primary education.

- As most of the parents are illiterate children don’t find suitable environment to retain their literacy.

- The committee found that 60% of the primary schools were single teacher school.
- The teachers are not trained and regular inspection of schools was not possible due to inadequate number of inspectors.
- The method of teaching employed by the teachers was unscientific and stereo typed and the curriculum was not scientific and up to date.
- Many of the schools were temporary and short lived. There were certain schools that did not hold their sessions regularly.

The main objective of primary education is the attainment of stable literary through certain years of schooling may be four or five years (as earlier)/ eight years (as now). If a child entering school leaves it or is withdrawn from school before completing the required year of schooling, it leads to wastage in education.

The phenomenon of wastage is not only found at primary level of education but also at secondary and higher levels of education. Any student, who receives education at any stage, is expected to complete his education with the prescribed period. If one withdraws from the course before completion, then that individual or individuals are deemed to be wastage to the course. Such students do not complete the study of their curriculum and consequently the time, money and energy expended on such students prove to be sheer wastage.

As in the case of primary education, the wastage and stagnation are also eating the vitals of the secondary education. There is tremendous loss because of the problems of the wastage and stagnation at the secondary level of education. Higher education everywhere in the country is also not free from wastage and stagnation. Probably, the problems of wastage and stagnation exist in a greater degree at this stage of education. It has been remarked that great wastage of public money is taking place every year in the higher education. There is wastage of time, money and energy of the students, their parents or guardians and their ambitions and aspirations in life.

The book entitled *Wastage in education, a world problem*, published in 1971 by the United Nations Educational, Scientific and Cultural Organization recorded that educational wastage can be said to exist in the following forms:

In the failure of a system to provide universal education

In failure to recruit children into the system

In failure to hold children within the system

In failure of the system to set appropriate objectives

In inefficiency in the achievement of objectives

Thus wastage in education is a global phenomenon. However there are variations in the rate of wastage in different countries and regions. Variations are also found between rural and urban areas, among various ethnic and religious communities. The causes are broadly economic, educational and social.

The education system in India has undergone fundamental change following the transformation of socio-economic structure of society through various stages. Throughout the world education has been recognized not only as a means to elevate individuals by helping them realise the ability and perfection hidden in them, but also it is viewed as a means to create a mass of socially conscious people needed for the smooth and efficient functioning of a democratic system. Education is viewed as instrumental in creating an efficient mass of human capital essential for achieving rapid rate of economic development of any nation. Thus the system of education has social, cultural, political and economic dimensions.

Despite some improvements in enrolment rates over the decades at different levels of education, it is a fact that enrolment at the secondary and higher education levels is not encouraging. The phenomenon of wastage at these levels is of great concern and should be addressed.

1.02: Importance of Secondary Education

School education can be understood as the transitory process for the young children during the formative period of their growth and development. It

prepares them to their entry into professional life and/ higher education. It takes into account the various aspects of human individual i.e. cognitive affective and psychomotor to be nurtured through its content and process, as this is the foundation for all future results in their life. In India school education is not uniform. There are various types of schools which is a cause of stratification. Children of the rich and the elite classes have access to good quality private and special types of public schools, whereas children of the vast majority of the poor and marginalized groups go to government schools. Affiliation of schools to different Boards of Examinations is also associated with the types of schools. Majority of the state government schools, particularly in rural and backward areas are perceived to be of lower quality. Thus, the school system is a factor for the class division in the society.

Secondary education is the link between the primary education on the one hand and the higher education on the other. It has to play a vital role in the education of the community. While elementary education provides the basic information necessary for survival and opens up the gates of knowledge, the secondary education broadens the horizon of that knowledge. For many children secondary education is the end in itself. The span of secondary education was five years earlier with classes VIII to XII. But now a uniform structure of school education i.e. 10+2 system has been adopted by our country. The Secondary Education which serves as a bridge between primary and higher education is expected to prepare young children between the age group 14-18 entry into higher education and in the world of work. Presently the Secondary Education comprises of classes IX and X leading to higher secondary classes XI and XII in almost all Indian states and union territories.

Secondary Education is supposed to provide future leadership to the society in the various walks of life. The importance of secondary education is that it is the earliest stage which brings the child in touch with the world of work. It also provides the foundation for nation building education in the sense that it helps develop the highest potential, aptitudes, interests and qualities of children to enable them to take an active part in developmental activities. The secondary schools are the feeding line to the colleges i.e. institutes of higher learning.

Prof. C. L. Anand (1997, 313), the contributor to the section-16(Secondary Education) of Fifth Survey of Educational Research (1988-1992) has stated the following regarding the importance of secondary education.

For one thing, secondary education is a link between elementary education, on the one hand, and tertiary and higher education on the other. It is evident that improved enrolment at the elementary stage has led to increase access to secondary schools which, in turn, has influenced demands for tertiary and higher education. Secondary education, thus, is of special importance in the educational ladder in as much as its successful completion is a requirement for admission into institutions of higher education and, at the same time, being a terminal stage, it caters to the needs of those who enter the world of work. Again, as stressed by the National Policy on Education, 1986, updated in 1992, 'Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appreciate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

Thus, Secondary education is second to none of the other stages of education. Its profound and pervasive influence and importance is universally acknowledged. **Lyndon B. Johnson**, the President of the United States of America from 1963-1969, had emphatically highlighted its importance and stated:

The Secondary school is the key stone of American Education, for millions of our young people it lies on the threshold of higher learning, for millions more it is the pathway to adult life. It is terminal for many and is preparatory education for a few. (in Shastri, 2008, 3)

Secondary education results in social benefits to the whole society. It equips students with critical thinking enabling civic participation and democratic change. As students pursue their education, they are less likely to engage in or become a victim of crime and youth violence. In addition, secondary education reduces the risk of human trafficking by increasing economic opportunities and making children less vulnerable. Secondary education allows the additional dimension of empowerment whereby an individual can make the leap from being just a member of a family, a clan, or a village to an independent individual with courage and the confidence to participate in governance. Pursuing higher education adolescents are less likely to engage in or become a victim to crime and youth violence. When they see better opportunities for regular employment or income avenues ahead they refrain from unsocial activities. Children who are in school instead of on the streets are likely to be positive agents not negative ones. Secondary education is more important for girls due to the benefits as found through researches. The benefits include reduction in infant mortality, increase in childhood immunization and nutrition, reduction in children's stunting, and lowering down fertility rates and unwanted pregnancies, mitigating HIV and AIDS, alleviating poverty, participation in civil society. Trafficking of girls for labour and sexual exploitation is a serious violation of human rights that affects the majority of countries in the world. Lack of education, specifically secondary education, fosters a favourable environment for girl child trafficking.

It is an unfortunate fact that even after more than six decades of our independence, our nation is not able to universalize secondary education and is still engaged in addressing the problems of universalisation of elementary education. This is high time to concentrate on this stage of education. Like elementary education, we have to look into access, retention and quality in secondary education. Greater investment is needed at all levels of education if we are to reach the Millennium Development Goals (MDGs). There are many benefits of investing in secondary education in particular which will help nations to reach all of the MDGs and ensure long-term sustainable growth.

Thousands of the rural poor in our country struggle to meet their basic needs due to poverty. Many have no access to health care and a large number of rural children are unable to receive an education, particularly secondary education, due to lack of schooling facility. Sometimes even when there is a school some children, often girls, can't go to school because of poverty and other problems of their families and are forced to work instead. There are also orphans who have lost their parents to HIV/AIDS and no one is there to take care of them. Many young children in rural North-East India have to stay at home due to such factors. They indulge in household work or child labor. Promoting education in these areas can uplift the underprivileged rural masses in far-flung areas of North-East India.

With the emphasis on universalisation of elementary education and programmes like District Primary Education Programme, Sarva Shiksha Abhiyan the enrolment in secondary schools has increased. The implications of Right to Education Act 2009 will be visualised very soon and the demand for secondary education will multiply. As a result there is urgent need for opening of new schools with proper infrastructural and human resources not only for access and retention of children but also for quality education.

1.03: Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

It is well recognized that primary education is a basic enabling factor for participation and freedom, for leading a life with minimum dignity and overcoming basic deprivation. However, these eight years of education are not adequate to equip an individual for leading competent adult life. Secondary education is the gateway for growth and prosperity. It opens the world of work to the youth and contributes to socio economic development of the individual as well as of the society. Secondary Education is considered crucial in the educational hierarchy as it prepares the future citizens for higher education and also the world of work. With the advancement in science and technology, it has become essential that school leavers acquire a higher level of knowledge and skills than what was provided in the eight years of elementary education. In other words the eight years of primary education is not just suffice for a common man to lead a decent life at present juncture. A minimum of

secondary education is the prerequisite qualification for every citizen for which our country has aspired to achieve it by 2020 and has launched the scheme named Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in March, 2009. RMSA scheme was launched with the objective to enhance access to secondary education and to improve its quality. The various objectives of this scheme include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Important physical facilities provided under the scheme are: (i) additional class rooms, (ii) laboratories, (iii) libraries, (iv) art and crafts room, (v) toilet blocks, (vi) drinking water provisions; and (vii) residential hostels for Teachers in remote areas.

Important quality interventions provided under the scheme are: (i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

Important equity interventions provided in the scheme are: (i) special focus in micro planning, (ii) preference to Ashram schools for upgradation, (iii) preference to areas with concentration of SC/ST/Minority for opening of schools, (iv) special enrolment drive for the weaker section, (v) more female teachers in schools; and (vi) separate toilet blocks for girls.

In Mizoram elementary education has greatly been uplifted with the induction of SSA Mission during the past few years, and this has in turn created a demand for expansion and introduction of secondary education in remote regions of the state. The centrally sponsored scheme RMSA for universalization of Secondary education was also launched in Mizoram. The people of the poor and remote state of Mizoram are aspiring for its benefits.

With the approval of Govt. of Mizoram, a society named Mizoram Education Mission Society (MEMS) has been set up to undertake various schemes under the department. Centrally sponsored schemes like RMSA, Girls Hostel School, Model School, SSA, NPEGEL and KGBV are under the umbrella of the MEMS. Under this society, various officers have been entrusted responsibilities for implementation of the schemes in addition to their normal duties at the state as well as at district levels. Contribution sharing pattern of these centrally sponsored schemes between centre and state is 90:10 as it is for other North Eastern states of the country. The state has already made progress since 2009-10, the year of implementation, in all its components and it is expected that in comparison to other states of the country Mizoram will prove itself as an advance state in successful implementation of RMSA.

1.04: Back Drop of Mizoram

Mizoram is the southernmost State of north-eastern region of India. It covers a total area of 21,081 sq. km. Mizoram occupies an area of great strategic importance in the north-eastern corner of India. It shares international boundaries with the neighbouring countries of Bangladesh in the west and Myanmar in the east and the south. In its north-east, states of Manipur, Assam, and Tripura share the boundary.

Little is known of Mizoram's early political history. Analysis of literature reveals that between 1750 and 1850, the Mizo (formerly called *Lushai*) tribes migrated from the nearby Chin Hills. The Mizos developed an autocratic political system based on hereditary Chieftainhood. The tribes of Mizoram remained unaffected by foreign political influence until the British annexed Assam in 1826. The British divided the Mizo community for their administrative convenience into Burma (now Myanmar) and India. For the first few years after the British annexation, Lushai hills in the north remained under Assam while the southern half remained under Bengal. Both these parts were amalgamated in 1898 into one district called Lushai Hill District under the Chief Commissioner of Assam. With the implementation of the North-Eastern Reorganization Act in 1972, Mizoram became a Union Territory.

Subsequently with the signing of the historic Memorandum of Settlement between the Government of India and the Mizo National Front (MNF) in 1986, it was granted Statehood on 20th February 1987 and thus became the 23rd State of the Indian Union. Mizoram has a single-chamber Legislative Assembly of 40 seats. The State is represented by two members to the Indian Parliament: one to the Rajya Sabha and one to the Lok Sabha. The State has eight districts, 23 sub-divisions, 3 Autonomous District Councils. Mizo and English are the official languages of the State.

Administratively the state is organised into eight districts, viz., Kolasib, Mamit, Aizawl, Champhai, Serchhip, Lunglei, Lawngtlai, and Saiha. The capital of the state is Aizawl city, the most populous city of the state. The population of the State stood at 10, 91,014 with female population of 5, 38,675 and male population of 5, 52,339 according to 2011 (P) Census of India. The literacy rate of the state stood at 91.58%, the third highest among all the states of India. The State animal of Mizoram is *Saza* (Serow), the State bird is *Vavu* (Hume's bartailed pheasant), the State flower is *Senhri* (Red Vanda) and the State tree is *Herhse* (Mesua Ferrea/Nahar).

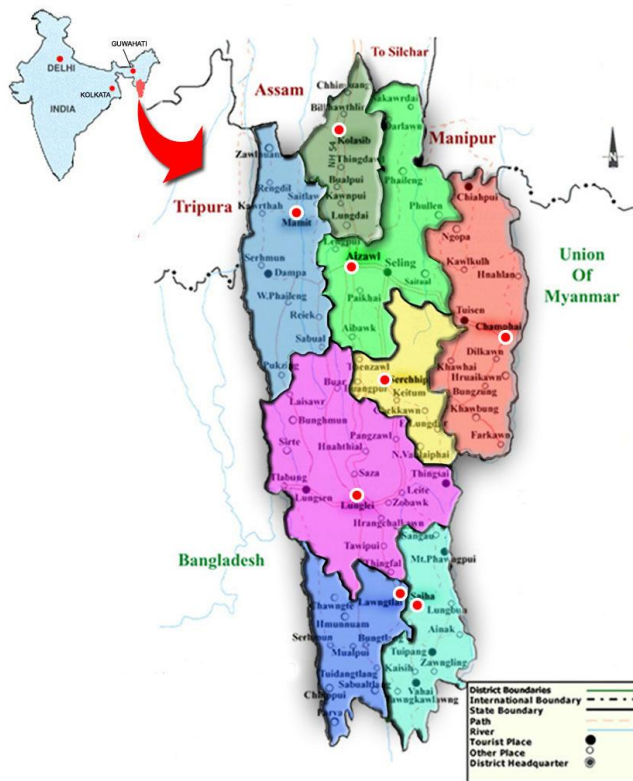
Mizoram has a pleasant climate. It is generally cool in summer and not very cold in winter. The entire area is under the direct influence of the monsoon. It rains heavily from May to September. Winter in Mizoram is rain-free and is very pleasant. Mizoram has great natural beauty and an endless variety of landscape and is also very rich in flora and fauna. The hills are marvelously green.

The native people of the state are called Mizo's, meaning the highlanders. The Mizos believed to have migrated from north-western China and, therefore, Mongoloid in origin, similar to that of many tribes of the north-eastern Indian states. The Mizo people came under the influence of the British Missionaries in the 19th century, and now most of the Mizo's are Christians. One of the beneficial results of Missionary activities was the spread of education. The Missionaries introduced the Roman script for the Mizo language and formal education. The cumulative result is the present high percentage of literacy.

POSITION OF MIZORAM IN INDIA



MAP OF MIZORAM



The Mizo code of ethics moved round "Tlawmngaihna", an untranslatable term meaning on the part of everyone to be hospitable, kind, unselfish and helpful to others. It is an act of charity wherein self-interest is subordinated to the interest of the community, and the self sacrifice for the need of others is to come in spontaneously as a natural part of one's life.

Mizos are a close-knit society with no class distinction and no discrimination on grounds of sex. Ninety percent of them are cultivators and the village exists like a big family. Birth of a child, marriage in the village and death of a person in the village or a community feast arranged by a member of the village are important occasions in which the whole village is involved. The food of Mizo people differs from the rest of the country and people are mostly non-vegetarian.

Agriculture and allied activities is the mainstay of the economy of the people. Agriculture of Mizoram is based on *jhuming* (shifting cultivation) in which rice cultivation is done. In December 2008, a programme of activities called '*New Land Use Policy*' (NLUP) is being implemented by the government of Mizoram to progressively wean away *Jhumia* families from destructive *Jhum* practices and open opportunities for more productive and sustainable livelihood options. Shifting cultivation with shortened land use cycle, and lack of thrust in the potential horticultural activities resulted in stagnation. The State still has to import bulk of its food requirements from other States.

There are not many major industries in the State due to lack of mineral resources, transport, communication and infrastructure. Industries in the State are mostly cottage industries of handloom, handicraft and bamboo products. Mizoram has plenty of raw materials for industry mostly from forest, agriculture and horticulture, but that has not been properly exploited for boosting the economy.

Mizo art and craft items are worth treasuring. The exclusive cane and bamboo furniture of Mizoram is marked by innovative designs. Festivals and dances of the Mizos have a unique tribal flavour. Though the music and

dance of Mizoram differs from community to community, the most popular of the dances is the cheraw dance, performed on bamboo checks and requires a very smooth rhythm between the dancers and the instrumentalists.

1.05: Mizoram in Transition

The British did not attempt to bring about any radical change in the then village administration of Mizoram. The Chieftain system was abolished and a system of Village Council was introduced. The social fabric in the Mizo society has also undergone tremendous change over the years. The Mizos have been enchanted to their new-found faith of Christianity with so much dedication and submission that their entire social life and thought process have been altogether transformed and guided by the Christian Church organisations directly or indirectly and their sense of values has also undergone drastic change.

The fabric of social life in the Mizo society has undergone tremendous change over the last few years. Like all other societies, the Mizo society aspires to march ahead on the path of modernization. Modernization implies scientific attitude and ways of thinking devoid of superstitions, dogmatism and irrationality. The Mizo society has a challenge to strike a proper balance between modernity and tradition as the society cannot progress without modernization but it should not be at the cost of its age-old traditions, specially those aspects of the traditions which have stood the test of time.

The political change process since 1972 opened up new avenues of employment. With the expansion of public administration and other services, the demand for various categories of personnel increased and the education system responded by rapid expansion. The report of Sarva Shiksha Abhiyan (SSA), Mizoram describes the Educational scenario of the state as follows:

Formal Education in Mizoram started with the arrival of Christian Missionaries. It was the Christian missionaries who abridged Mizo language into writing. In doing so they adopted Roman scripts in 1894. For more than half of the 20th century, i.e. from 1895 to 1952, the Church through Honorary Inspector of Schools looked after Elementary Education. The important

landmarks in the field of education in Mizoram are given below:

<u>Events</u>	<u>Year</u>
<i>First Primary School at Aizawl</i>	1898
<i>First Primary School at rural areas</i>	1901
<i>Opening of the First Upper Primary School</i>	1907
<i>Opening of the First High School</i>	1944
<i>Establishments of the First College</i>	1958
<i>First PSLC Examination</i>	1903
<i>First MSLC Examination</i>	1909
<i>First Matriculation Examination</i>	1948
<i>Establishments of the First College of Teachers Education</i>	1975
<i>Establishment of Mizoram Board of School Education</i>	1975
<i>Establishment of SCERT</i>	1980
<i>Establishment of Mizoram University</i>	2000
<i>Establishment of ICFAI in the State</i>	2005
<i>Establishment of 6 Mini Diets in the State</i>	2005

By 30th September, 2012 the Enrolment of Students and number of a teachers and the teacher pupil ratio at various stages of school education are given in table 4.01.

Table 1.01
Enrolment of Student and No. of a teachers at different school stage in Mizoram
(as on 30th September, 2012)

Sl. No	Stage	No. of Schools	Students' Enrolment			No. of Teachers			TPR
			Boys	Girls	Total	Male	Female	Total	
1	Primary School	1831	83973	77608	161581	4059	4644	8703	1:19
2	Middle School	1381	46513	43242	89755	6059	3824	9883	1:9
3	High School	584	19598	19272	38870	2859	1555	4414	1:9
4	Higher Secondary School	118	10851	10621	21472	827	641	1468	1:15
Grand Total		3914	160935	150743	311678	13804	10664	24468	1:13

(Source: Government of Mizoram, Department of School Education Annual Publication 2012-2013, Statistical Cell Directorate of School Education)

The above events clearly establish the fact that Mizoram is a late starter in the field of education. However, remarkable educational development has been achieved in the post independence period partly because of the part played by the government in the field of education. The state has realized the importance of education as the vital instrument for development. The numbers of schools as well as the enrolment of students have increased. The growth of literacy rate of the state, since 1901 to 2011, gives clear picture about the outcomes of the education system, particularly of elementary level.

Table 1.02
Growth of Literacy Rate in Mizoram

Year	Population	Literacy %
1901	82,434	0.93
1911	91,204	3.98
1921	98,406	6.28
1931	124,404	10.70
1941	162,786	19.48
1951	196,202	31.13
1961	266,063	44.00
1971	322,260	53.79
1981	493,757	59.50
1991	689,756	82.27
2001	888,573	88.81
2011	1,091,014	91.58

(Source: Compiled from census reports, Government of India)

Keeping in view the key role of education in the transformation of the human resource in the pursuit of excellence and in achieving social and economic development, the Government of Mizoram considered it imperative to make a comprehensive review of the educational system in the State of Mizoram in its entirety. Accordingly, in order to reform the system of education in the State, the Government of Mizoram set up the *Education Reforms Commission (ERCM), Mizoram* on 8th May, 2009 comprising

members of outstanding expertise in the field of education under the Chairmanship of Prof. A.K. Sharma, Former Director of NCERT, New Delhi. As per Notification No B 2012/1/2009 dated 8th May 2009 of government of Mizoram, the Commission's Terms of Reference was:

- (i) *To examine the current status and condition of education in Mizoram which would cover all aspects of education such as – pre-school education, elementary education (primary and middle levels), secondary education (high school and higher secondary levels), higher education and technical education;*
- (ii) *To examine the position in particular as how to improve the quality of education in order to make the students competitive for world-level education and employment;*
- (iii) *To examine different Acts, Rules, Regulations and others governing the operation of education in Mizoram;*
- (iv) *To focus on how to reduce student drop-out rates in Mizoram and also how to improve the quality of education in order to make the students employable at any levels, whether they pass or fail the given course of study;*
- (v) *To review and find ways of improving the role of Mizoram Board of School Education, State Council of Educational Research and Training, Mizoram, Indira Gandhi National Open University Study Centre at Aizawl, State Advisory Board of Education;*
- (vi) *To suggest ways to re-structure the Government organizational structure at all levels from pre-school education to higher education by making all necessary changes, including recruitment processes and other allied matters;*
- (vii) *In short, to examine and suggest ways and means to offer quality education affordable to the poor, and to find a solution to the increasing unemployment through reform of education in Mizoram.*

The committee submitted its report entitled *Towards an Enlightened and Inclusive Mizo Society* during July 2010. The first paragraph of the executive summary of the report reads:

In order to reform the system of education in the State of Mizoram, the Government of Mizoram set up the Education Reforms Commission to recommend ways and means to raise standards of education and improve its quality. The Commission's terms of reference were wide ranging, covering all sectors of education, namely, pre-school, elementary, secondary, higher and professional education. A wide spectrum of issues including quality of education in relation to academic achievement of students and performance level of schools, drastic reduction of school drop-out, development of skills for wage and self-employment through vocationalization of education, rejuvenating curriculum reform process, language development, education in universal human values, overhauling the system of governance, have been reflected upon in the report of the Commission. The very setting up of this Commission is a pointer to the expectations the State has from the reformed system of education in the State. This is one State in the Country which can be legitimately credited with this pioneering decision.(p-xxi)

The recommendations of the Commission have been seriously considered by the Government of Mizoram to address the ills of education in the state and for quality improvement at all levels of education. At present a good number of students are moving out of the state to pursue their education, starting from school to higher. Over the years the situation is likely to be changed and Mizoram may be a destination for education, particularly for higher and technical education.

Along with education, the other sectors such as road communication, agriculture, power, health, family welfare etc. within the state are first improving indicating that the state of Mizoram is in transition. The most important feature of the state is that it is the most peaceful one of the country for which it is being possible to focus on the development of the state. If the pace of transition continues unhampered, Mizoram is sure to bypass the other north-eastern states in all aspects and will be an ideal state of the country. The foundation for development has to be deeply rooted in the system of education, all types and all levels.

1.06: Observations of Education Reforms Commission, Mizoram on Secondary Education in the State

It is already mentioned in the preceding section that Government of Mizoram had set up the Education Reforms Commission in May 2008 in order to reform the system of education in the State. The commission submitted its report during July 2010. The commission had critically examined the whole education system of the state covering all sectors of education, namely, pre-school, elementary, secondary, higher and professional education. The commission was important in the sense that it was exclusively meant for the state of Mizoram. It had observed some significant facts about the secondary education in the state and had made some important recommendations which are worth to be mentioned.

The commission recognised the importance of secondary education for higher education and expected that the State of Mizoram, in view of its high literacy rate, should move towards achieving universalization of secondary education as early as possible.

The commission examined Secondary Schools by Distribution of Enrolment and expressed concerns for institutional viability as the same mentioned for elementary schools (primary and upper primary) and the same discussion was mentioned to be relevant for making secondary schools viable. The commission's observations regarding Institutional Viability of elementary schools which were appropriate for secondary schools were:

Small schools are a disquieting feature of Mizoram elementary school system. Small schools pose two kinds of challenges. First, a small school because of its sub-optimal level underutilizes teachers for a very small number of children, distorting the teacher-pupil ratio norm. Secondly, small schools are likely to remain less equipped in terms of physical infrastructure as well as academic facilities and perpetuate multi-grade teaching as the norm. Quality of education becomes the real casualty in this, if not carefully handled.

A multipronged approach needs to be adopted for promoting the institutional viability. First, it is necessary to begin a process of consolidation of very small schools by combining some of them operating in the neighbourhood. Consolidation of schools can generate resources. Secondly, a number of Primary schools could be amalgamated with an Upper Primary school. Thirdly, a school complex experiment (or a Central nodal school in a cluster) could be tried out in a need-based manner. Specifically, small schools could be linked with the local Central nodal school which could be equipped with additional facilities that could be shared with others. Linking arrangement between a small school and a central nodal school should be established after proper school mapping exercises and identification of the right combination of schools through mutual consultation process. The central nodal school, thus identified, could be equipped under a special scheme with enhanced human and academic resources.

The merger of small schools, both primary and upper primary, should be taken up with great care and caution. The institutional viability cannot be the sole criterion for the closure or merger of a school as the State is duty bound to ensure access to schooling to every child of 6-14 years within a distance of one km and 3 kms in respect of primary and upper primary schools respectively. In case, the merger of small-sized school with a neighbouring school is likely to disrupt the education of children, then it should continue to function as a separate school despite its non-viability. In other words, the closure or merger of a school should not be decided mechanically on the basis of enrolment size alone. There is a need to examine each case separately for which separate criteria shall have to be developed for each school.

The Commission recommends that the Government of Mizoram should appoint a Task Force to examine the viability of small

schools on case to case basis and to recommend their merger, amalgamation or continuation on the basis of school-based or location-specific criteria. (p-49)

Further on Mushrooming of Secondary Schools the commission observed and recommended as follows:

In 1975, there were 99 secondary schools which were found to be too many by the Inquiry Committee set up by the Government of Mizoram to inquire into the deteriorating standards of school education. By 1985, the number of schools rose to 140, a decadal growth of 41%. By 1994 the number of schools shot up to 248, leading to a growth of 103% in 9 years. Whereas a Secondary School was catering to the educational needs of a population of around 3,500 up to 1985, by 1994 the population coverage for school dwindled down to 2,500. It is no wonder that a vast majority of schools hardly get minimum number of students to justify their existence.

The Secondary Schools, by and large, have become “neighbourhood primary schools”, the main justification of their setting up is the easy accessibility of young children. A secondary school, because of its organizational structure and functioning and consequential higher unit cost, cannot spring up in every nook and corner of the State. There must be sufficient number of feeder institutions and a sizeable age-specific young population to sustain a secondary school. In view of the sparse population and hilly terrain, the State norm could have been one school per 4,000 population. With a little further relaxation, the state can at best have 250 high schools. The foregoing analysis has found that 47% of 502 high schools are ‘very small’ and are non-viable. An objective survey will discover many more such structures that pass for a secondary school.

No corrective action in the form of rationalization has been taken by the Department of Education which has framed its “Terms and Conditions for Granting Permission for Opening High Schools”, the clause 4 of which says: “A new school shall not adversely affect the enrolment of any institution of the same type within two miles of its location”. It is incomprehensible how new schools violating basic Departmental rules can continue to exist with impunity.

A multi-pronged strategy shall be required to address the problem of small-sized unviable secondary schools. The amalgamation of schools, both horizontal and vertical, that is, among schools of the same stage and among schools of different stages respectively, is needed to solve the problem. The adoption of the policy of comprehensive schools shall ensure vertical amalgamation but for horizontal amalgamation of same stage schools, each case shall have to be reviewed separately for which suitable criteria based on the total population, student population, number of schools and distance from different habitations in the catchment area of the school should be evolved.

The Commission recommends that a task force be setup to map the exercise of horizontal and vertical amalgamation of non-viable schools, based on appropriately designed criteria and working out administrative and financial implications in the interest of optimal utilization of physical and human resources.

In addition, before allowing a private school at a particular place, ‘Essentiality Certificate’ issued by the competent authority should be the pre-requisite. The Certificate should clearly state the possible impact of the proposed school on the viability of the existing government and private schools. However, if the proposed school has the potential of providing better quality education, specially in new

curricular areas, it should be permitted and in that case, the existing schools could be considered for amalgamation. (pp. 53-54)

1.07: Research Position in Secondary Education in India

Prof. C. L. Anand (1997, 315), the contributor to the section-16(Secondary Education) of Fifth Survey of Educational Research has recorded the following observations on trends emerging from research abstracts:

In none of the earlier four surveys of research in education, was research in the area of secondary education dealt with in a separate chapter/section. The position was similar in respect of research in elementary education though in the previous survey, i.e., the Fourth Survey, research in elementary education has been treated as a category by itself. No doubt, research in higher education did find a special place in certain surveys, particularly the Fourth Survey, but it was so in view of its distinct nature and issues and problems which are very different from those of school education.

Further Anand (1997,315) had abstracted 30 research studies conducted during 1988-92 out of which 14 were based on doctoral theses, 6 pertained to M.Phil. Dissertations and the remaining 10 were based on certain individual/ institutional projects. It was not that there were no other studies on secondary education beyond the 30 studies that he had mentioned. A large number of studies in different areas of education were conducted in the secondary school setting by way of sample, institutional organization, teaching-learning processes, etc., and those were dealt with in the relevant sections/chapters.

A review of the abstracts of the 30 studies indicated that researchers had mainly dealt with areas/facets like the new pattern/system of secondary education, academic performance correlates, attitude towards the system, drop-outs and stay-ins, study habits, and innovations in secondary education. Only one study that of Pathy (1990) was referred which was conducted in Sambalpur district of Orissa and that had studied the magnitude, trend and

causes of wastage. In another independent study conducted by Nayal and Nayal (1989), differential personality traits of drop-outs and stay-ins of rural and urban secondary schools were studied which had been reported.

It is worth mentioning that in the Sixth Survey of Educational Research (1993-2000) no separate sections have been devoted for various levels of education as it was in the Fifth Survey of Educational Research. It may probably be due to dearth of research.

A good deal of research in secondary education has been conducted around the globe for reconstructing and re-organizing secondary education. The number of researches conducted so far in India, apparently, is not encouraging. Like elementary education, wastage and stagnation may be serious problems in secondary education. The twin problems of wastage and stagnation at the secondary level of education must be addressed for which researches need to be conducted at grass-root levels to reveal the causes and their remedies.

The investigator found certain studies conducted in India and the reports of the researches who have reviewed the studies. The findings of the studies would be presented in chapter II. It was found that no researcher has done research work on wastage and stagnation at secondary education level in the state of Mizoram.

1.08: Rationale of the Study

As already mentioned, drop-out is a universal phenomenon of education system in India that spreads over all levels of education and in all parts of the country. It prevails across all the socio-economic groups of population too. The rates of drop-out are much higher for educationally backward states and districts. In comparison to boys, girls in India tend to have higher drop-out rates. Further, children belonging to the socially disadvantaged groups like Scheduled Castes and Scheduled Tribes have the higher drop-out rates in comparison to general population. There are also regional and location wise differences and the children living in remote areas/urban slums are more likely to drop out of school. Failure to complete high school education not only

produces negative outcome for the individuals, but also widens the existing social and economic inequalities among the people of the country.

Like drop-out, stagnation is also another problem in education. This problem arises in case of a student who is denied promotion to the next higher class due to poor academic performance or shortage of attendance and the like. This problem is one of the factors responsible for drop-out. Of course, now days, stagnation is not that serious a problem since government policy is lenient in this respect.

Prof. C. L. Anand (1997, 318), the contributor to the section-16(Secondary Education) has recorded his observations on studies on drop-outs and stay-ins as follows:

Studies on the phenomenon of drop-out, and its causes and remedies, have so far predominantly been conducted at the elementary level in view especially of the constitutional commitment to the universalisation of elementary education. Research in this area at the secondary stage has till recently not been adequately and systematically taken up. It is at best limited to compilation of statistics regarding the number of drop-outs, collected mostly by the central and state governments and certain organizations like the NCERT and the SCERTs. The phenomenon of drop-out and the associated causal factors at the secondary stage might be quite different from that at the primary stage of education. Thus, the secondary stage drop-out, as an area of research in its own right, has emerged recently.

In order to address the issues of wastage and stagnation and to improve the efficiency of education system, the educational planners need not only to understand and identify the social groups that are more susceptible to such problems, the reasons for the twin problems but also the strategies to overcome those. There is an enormous increase in the school going population at the secondary level in our country due to population growth, strengthening of elementary education, increased awareness of people and the like.

Simultaneously there are manifold problems relating to access, retention and quality which have to be addressed wisely at the earliest. Those problems may be related to schools, home, society and the like. Further the problems may be different in different regions such as urban-rural, and also may vary in different states due to variations in culture.

As already mentioned, Mizoram is a small state having a total population of 10, 91,014 with female population of 5, 38,675 and male population of 5, 52,339 according to 2011 (P) Census of India. The literacy rate of the state stood at 91.58%. By 30th September, 2012, there were 584 high schools in all the eight districts of the state irrespective of management type. There were 38,870 students (in classes IX and X) in these schools with 19,598 boys and 19,272 girls. There were 4,414 teachers out of which 2,859 were males and 1,555 females. The teacher-pupil ratio stood as 1:9. These figures indicate that Mizoram has a better structure of secondary education in comparison to other states of India. In spite of such concerted efforts there are the problems of wastage and stagnation at secondary and higher levels of education. While introducing the members of the Commission, the Hon'ble Chief Minister touched upon a wide spectrum of issues out of which drop-out was one. As mentioned in the report of the commission, the Chief Minister told:

The high number of drop-outs and the unemployed are potential social problem-creators in Mizoram. There are a number of schools without a single successful candidate in this year's High School Leaving Certificate (HSLC) Examination, and this poses a serious danger of increasing the number of drop-outs to an alarming proportion. These drop-outs and the unemployed may be tempted to involve themselves in undesirable life style which may be harmful for themselves and their families in particular and the society and the State in general. Whereas it is indeed on the agenda of the Government to find prospects for the successful students, it is more urgent an agenda to take care of the dropouts and failed

students whose number constitutes a high percentage of the students each year.(p-2)

High voltage advertisements along with Face Book chatting, sex and crime related scenes in modern pictures and electronic media have tremendously influenced the behaviour of vulnerable adolescents throughout our country. Unprotected sexual activities have created many unwanted results such as teenager's pregnancy, abortions, unmarried motherhood, prostitution, rape, murder, HIV, STD etc. Mizo adolescents are not exception of such impacts.

The present researcher being a Mizo and having teaching experience of 15 years in Government Colleges of the state has witnessed such risky behaviour of the adolescents. Moreover, due to lack of proper parental guidance and other family, society, culture, school related problems, many secondary school students drop out from the school and involve themselves in undesired activities. The researcher has felt her concern for such conducts of the future generations. Before the things become out of control, it is desired that some positive steps should be taken to prevent wastage and stagnation at the secondary education level.

Educational planners, administrators, researchers, and managers and also teachers have to devise and organize a system of secondary education which would both widen access to it and simultaneously ensure relevant and quality education. Making quality education available to all students at the secondary stage is the only way to develop their full potential either for pursuing higher studies or seeking gainful employment.

In this connection many questions automatically spring up in the minds of everyone concerned with secondary education. Some important and pertinent questions are:

What are the problems being faced in the secondary education in Mizoram?

What is the magnitude of wastage and stagnation at secondary education level in Mizoram?

What are the reasons for wastage and stagnation in Mizoram?

What remedial measures need to be taken to prevent wastage and stagnation in Mizoram?

These and many such questions can be answered only through serious, sincere, scientific and systematic empirical researches.

1.09: Statement of the Problem

Secondary education is stated to be the education for the adolescents as elementary education is described to be the education for children and higher education for adults. Adolescence is the most crucial period of human life. An educational influence at this adolescent stage has life long implications. For this, secondary education is considered to have the *golden master-key* for upward mobility in every sphere of life. These years are remarked to be “*make or break*” period of one’s life. Every nation stands on the pillars of education. These pillars have to be strong as a weak pillar can offer only weak support.

Like every state, Mizoram has many problems. The human resources of the state may be its assets or liabilities. All depends upon the quality of education that would be offered in our educational institutions. No empirical study has been conducted in Mizoram on the issues of wastage and stagnation at high school stage of education. In order to study the magnitude and causes of wastage and stagnation among boys and girls and in rural and urban secondary schools and to suggest remedies for these problems, the investigator had under taken the following problem for investigation.

WASTAGE AND STAGNATION AT SECONDARY EDUCATION LEVEL IN MIZORAM: MAGNITUDE, CAUSES AND REMEDIES

1.10: Operational Meaning of the Key Terms Used

Different words have their connotations according to their place of reference. In the present study the words which are used in the title of the topic have the following operational meaning. For dictionary meaning the Concise Oxford Dictionary (2002), Tenth Edition is referred and the meanings appropriate to the context are cited.

Wastage and Stagnation:

Though ‘wastage’ and ‘stagnation’ are two separate words they are considered to be the twin problems of education. This was mentioned in

Hartog Committee Report (1929). The committee explained **Wastage** as the premature withdrawal of children from school at any stage before the completion of primary course, and **Stagnation** as retention of a child in a class for a period of more than one year.

It was in the context of primary education in India. The above meaning of the two terms is in agreement with the dictionary meaning. In the present context, the two terms are used with the same meaning relating to secondary education. Drop-out and failure/ grade repetition are the synonyms of the two terms wastage and stagnation respectively.

Secondary Education:

After independence there has been attempt to have uniformity in the structural pattern of education in our country. The Education Commission (1964-66) recommended for the introduction of a uniform pattern of educational structure i.e. 10+2+3 throughout the country, which was endorsed by the Government of India in its resolution on National Policy on Education 1968 and this is now in operation throughout the country. The ten years schooling covers classes I to VIII (for 6 to 14 years of age) as primary and classes IX and X as secondary levels. But like some states, in Mizoram class-VIII was located in secondary schools till the academic session 2009-2010. Further the Sarva Shiksha Abhiyan (SSA) in Mizoram state had not covered class VIII till 2008, when this research was under taken. At present class VIII is included in primary education making secondary education with classes IX and X in the state of Mizoram.

In the present context Secondary Education refers to classes IX to X. However, as originally designed, the drop-out and stagnation rate has been studied for three classes i.e. Classes VIII - X.

Magnitude:

The dictionary meaning of the term 'magnitude' is "great size, extent, or importance".

In the present context magnitude refers the extent i.e. the extent of wastage and stagnation at secondary education level in Mizoram.

Cause:

The dictionary meaning of the word ‘cause’ as a noun, is “a person or thing that gives rise to an action, phenomenon or condition; reasonable grounds for a belief or action”.

In the present context ‘cause’ refers to the grounds or factors that result in wastage and stagnation among the students of secondary schools in Mizoram.

Remedy:

The dictionary meaning of the term ‘remedy’, as a noun, is “a means of counteracting or eliminating something undesirable.

In the present context the term ‘remedy’ refers to the action desired to be taken to counteract/eliminate wastage and stagnation at secondary education level in Mizoram.

1.11: Objectives of the Study

The study was conducted with the following objectives in view:

1. To find out the magnitude of wastage at secondary education level with reference to gender of students and locale of schools in Mizoram.
2. To find out the magnitude of stagnation at secondary education level with reference to gender of students and locale of schools in Mizoram.
3. To find out the problems causing wastage at secondary education level in Mizoram.
4. To find out the problems causing stagnation at secondary education level in Mizoram.
5. To examine the Opinions and suggestions of male and female drop-out and stagnated students, their parents, teachers, headmasters and community

leaders in urban and rural areas to check wastage and stagnation in secondary schools of Mizoram

6. To suggest remedies for addressing wastage and stagnation at secondary education level in Mizoram.

1.12: Hypothesis of the Study

With reference to the above objectives, except objective-5, the following hypotheses were formulated:

1. There is wastage at secondary education level in Mizoram, and the magnitude differs among boys and girls and in rural and urban areas which can be revealed.
2. There is stagnation at secondary education level in Mizoram, and the magnitude differs among boys and girls and in rural and urban areas which can be revealed.
3. There are various problems causing wastage at secondary education level in Mizoram which can be revealed.
4. There are various problems causing stagnation at secondary education level in Mizoram which can be revealed.
5. Male and female drop-out and stagnated students, their parents, teachers, headmasters and community leaders in urban and rural areas have Opinions and suggestions to check wastage and stagnation in secondary schools of Mizoram
6. There are remedies for addressing wastage and stagnation at secondary education level in Mizoram and secondary education in the state will have a better prospect.

1.13: Delimitation of scope of enquiry

Conceptually and geographically the study was delimited in its scope as follows:

1. It was limited to wastage and stagnation in secondary education.
2. It was confined only to the state of Mizoram.

1.14: Plan of the report

The report of the present study is organized in 5 (Five) chapters to facilitate a systematic presentation.

In chapter I the study is introduced. The importances of secondary education, backdrop of the state of Mizoram and its present status have been described briefly in this chapter. The research position on secondary education, rationale of the study, statement of the problem, meaning of key terms used, and objectives and hypotheses of the study have also been presented in this chapter along with delimitation of the scope of enquiry.

Chapter II will be devoted for review of related literature. In this chapter the findings of the researches conducted in the relevant area will be presented.

The procedure adopted for the conduct of present study will be narrated in chapter III. The research approach, sources of data, population and sample, tools and techniques used, procedure of collection of data, organization of data and analysis of data will also be narrated in this chapter.

Chapter IV will be devoted for the Analysis and Interpretation of data.

In chapter V findings of the study will be presented and discussed. Educational implications, limitations of the study, suggestions for further study and an epilogue on the study will also be presented in this chapter. A brief summary of the study, list of References and Appendices will follow chapter V.

CHAPTER-II

REVIEW OF RELATED LITERATURE

“A research project is not an isolated endeavour. Every research project should be based on all of the relevant thinking and research that has preceded it. When completed, it becomes part of the accumulated knowledge in the field and research that follow. For any specific project to occupy the place in the development of a discipline, the researcher must be thoroughly familiar with both previous theory and research.” (Fox David)

Review of related research has an important place in scientific investigation. Researchers have to be up-to-date in their information about studies related to their own problems. References are to be made to similar studies and their evaluation too is to be made for the benefit of the readers. Survey of related studies imply locating, studying and evaluating reports of relevant researches published as articles, encyclopaedias, research abstracts, comprehensive books on the subject and manuscripts if any for the worthwhile study. In any field of knowledge the researchers need adequate familiarity with the works which have already been done in the area. The researchers have to build upon the accumulated and recorded knowledge of the past and draw maximum benefit from the previous investigations. Thus review of related literature shows the real path to be pursued by the researchers to conduct their studies and locate problems which have remained unexplored in previous studies. In this context McMillan and Schumacher (1993, 113) write:

Related literature is that which obviously relevant to the previous references to the theory and empirical testing of the theory; and studies of similar practices.

In relation to the present study, an attempt was made to go through the literature such as reference books, monographs, government records and publications, encyclopaedia on education, research papers and national research abstracts on education, journals and magazines. However, only few studies on wastage and stagnation at secondary school level were found but a good number of studies were found at elementary education level. The findings of such studies both at elementary and secondary levels are presented below in chronological order.

Bihari (1969) conducted a study on wastage and stagnation in primary education among the tribes of Gujarat State. The major findings of the study were:

- 56 percent of the estimated number of children in 6-11 age group were enrolled in schools against 79 percent of the general population.
- The higher the percentage of single teacher schools the lower was the percentage of school going children.
- The rate of wastage in the tribal blocks taken together was 68.4 percent. Only 56 % of the total enrollment completed std.V.
- Lack of proper and adequate consciousness of the need for formal education; parents' apathy for education; poor economic conditions; household work by children; inadequacy; and inefficiency and insincerity on the part of the teachers were some of the major factors responsible for the wastage and stagnation.

Das (1969) conducted a study on wastage and stagnation at the Elementary level of education in the state of Assam. The researcher found that the rate of wastage and stagnation at the primary stage was higher than that of middle level. The variation of rate of wastage and stagnation among various classes was significant. In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastage and stagnation remained constant. The rate of wastage and stagnation was also higher among girls than that of the boys.

Barua (1971) carried a study on the wastage and stagnation at the primary stage during a period of 5 years (1964-1969) in sub-division of Sibnagar and Golaghat. The main findings of the study were:

- The rate of wastage in case of boys and girls in Golaghat sub-division were 80.38 and 78.39 percent respectively. In Sibnagar sub-division, the wastage for boys was 70.08 percent and for girls it was 69.02 %.
- The rate of wastage was affected by three factors, viz. drop-out, stagnation and transfer cases. Moreover, the rate of wastage was not uniform

throughout the five years of schooling. Stagnation and drop-out cases independently were higher in Golaghat than in Sibnagar sub-division.

- Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical conditions of the school, long absence from the school, unsuitable family environment, attendance in social festivals, pupils' negative attitude towards education, rough and unsympathetic behavior of teachers, multiple class teaching, over-crowded classes, single teacher schools, faulty admission policy etc, were the factors behind wastage. One important cause of stagnation was the pupils' indifferent attitude towards examinations.

Agarwal (1972) conducted a study on wastage and stagnation in Mahendragrah T.D. Block of Madhya Pradesh. The result revealed that wastage rate was above 98 percent at the primary stage in Government schools (Tribal) and the Tribal welfare Department schools. Rate of wastage was highest in class I and lowest in class V. More than seventy percent of the parents, teachers and community members believed that students dropped out from schools because their parents did not feel the necessity of education and parents had indifferent attitude towards education. Due to household works, poor economic condition of parents, illiteracy among adult family members and lack of interest among students, high pupil teacher ratio and the curriculum and text books were not adjusted to the needs and capabilities of students, the students dropped out of schools. Further it was reported that reading materials and other teaching materials were not available and teachers remained busy in official duties.

Das (1975) carried out his study on educational wastage in rural, urban and sub-urban areas. The findings indicated that the combined wastage and stagnation in rural schools was significantly higher than that of the urban schools. The same trend existed for boys and girls separately. The percentage of pupils regularly completing the primary education was higher in sub-urban schools compared to both urban and rural schools. But, in the case of stagnation, the rate was lowest for urban schools. Moreover, in rural schools, wastage in case of girls was lower than that of boys, whereas, it was almost

the same for boys and girls in urban and sub-urban areas. However, so far as stagnation was concerned, the percentage was lower for girls in urban schools but higher in both sub-urban and rural schools compared to boys.

Punalekar (1975) investigated into the problems on school drop-outs among Harijan children of Rampur Block in Azamgarh district and Raua block in Balia district. The study revealed that most of the parents had a very low monthly income. Still there was growing awareness among the parents of the need for enrolling children in school. The school going children helped the family members substantially in common duties, a few of them were gainfully employed even while attending the schools. The main reasons of their dropping out were the economic hardship of the family, domestic exigencies like ill health of the family members or of the child. In 70 percent cases, the decision to drop-out was taken by the family, while in the remaining cases it was by the child.

Masavi (1976) carried on a study to find out the nature and extent of wastage and stagnation at the primary stage in the tribal areas of Gujarat state as well as to identify the causes of wastage and stagnation. The study revealed that the rate of wastage in the tribal areas during the first four years of schooling was 65 percent. Std. I was found to be the weakest point in the sphere of tribal education where the rate of wastage was 69.6 percent. Wastage was reported to be higher among the girls than the boys in all the blocks. Also the rate of stagnation was highest in std. I compared to other standards. The main causes of wastage and stagnation as identified by the investigator were: low socio-economic status, ignorance among the tribal parents, ill-equipped teachers, teaching in alien languages, physical illness and inappropriate curricula.

Hussain (1982) conducted an investigation on wastage and stagnation in primary schools of rural areas of Bhilwara District of Rajasthan. The study revealed that the rate of wastage was very much high in the first two classes. Most of the single teachers schools had classes I to V and this resulted in wastage, where as the position was better in single teacher schools with two or three classes. So far as the forms of wastage was concerned, the findings indicated that failing repeatedly in one class led to school leaving an non-

provision of all the five classes in the same institution resulted in discontinuation of studies by the students. Moreover, the rate of stagnation was higher in single teachers' schools without any significant difference between boys and girls.

Sharma (1982) studied the effect of the stay of teachers at their head-quarters on the enrolment and retention of boys and girls in primary schools. The study revealed that the retention, attendance and regularity of students was better in schools in which teachers stayed at their head-quarters as compared to the schools in which the teachers did not do so. However, teachers' stay at their head-quarters was useful only when they kept constant touch with the parents. The incentives like free books and uniforms had a positive effect on the regularity of students. Also, the school environment and game facilities contributed to retention. Lack of good houses and proper facilities for the education of their children were the reasons for which the teachers did not stay at the head-quarters.

Wastage in education at the primary level in Rajasthan was studied by **Sharma (1982)**. He found that in spite of quantitative expansion of schools the state had been able to enrol only 56.6 percent of the children of the age group 6-11 during 1979-80 as against the national average of 81.9 percent. The rate of wastage was found to be higher in the case of the girls than the boys. Moreover, the wastage rate for girls of SCs was higher than the girls from other communities. The rate of wastage was also higher in the case of the girls than the boys. The rate of wastage was also higher in the case of ST students than the other caste students.

Devi (1983) investigated into the problems of drop-outs in primary schools of Manipur with special reference to Imphal town. The major observations made by her were as follows:

- At the lower primary level, girls' dropout was significantly higher than the boys. However, at the middle level, the difference was not significant.
- The boys had a higher rate of stagnation than girls.

- The class-wise stagnation was clearly visible at class VII for boys and Class VI for girls.
- The highest rate of drop-out appeared in class I and lowest in class VI. The variation between the highest and lowest was 43.69 percent.
- The important causes of wastage and stagnation were poverty, frequent transfer of teachers, repeated failure, and negligence of parents. Socio-economic causes were the most important causes of drop-out followed by educational and miscellaneous causes.

Sharma (1983) studied the educational goals and drop-out factors of a rural population in Ettawah District in Uttar Pradesh. The sample of study consisted of 215 couples selected from 16 villages of Ettawah district. The data were collected using questionnaire and an interview schedule. The findings relating to the reasons for children not attending school and drop-out as perceived by the subjects were: parents cannot afford the cost of education, due to poverty children are bound to engage in labour to earn their own bread, lack of attention, teachers' negligence, lack of interest among children, and low consciousness of parents.

Sharma (1985) carried on a study with the objectives to find out the extent of dropout among rural girls as related to the presence or absence of educational facilities for them and to ascertain the socio-economic factors associated with the problem of drop-outs among rural girls. The study revealed that:

- The female enrolment was higher in the village having a Girls' school than that of the village not having a Girls' school. It showed that the presence or absence of educational facility was instrumental in the differential enrolment of girls.
- The rate of dropout was higher in the village not having Girls' school compared to the village having a Girls' school.
- Illiterate parents were more disinclined to send their girls to co-educational institutions or to other villages for education.

- Drop-out rate was more pronounced among lower income groups and landless.
- Occupation was also associated with the problem of drop-out among girls. The problem was more pronounced among those engaged in manual jobs such as farming, arts and crafts and labour. Girls whose parents were engaged in service and business tend to continue their education relatively longer.

Dhongade (1986) carried out a study with the objectives to find out non-enrolment, wastage and stagnation during the first two years of primary schools among SC boys and girls in Sajegaon Taluka; to study the causes of non-enrolment, wastage and stagnation; and to suggest measures to overcome non-enrolment, wastage and stagnation. The main findings of the study were as follows:

- The total enrolment of SC and ST students was 40.7 percent. Non enrolment of girls was higher than the boys.
- The economic conditions of SC families, lack of education of parents, lack of social mobility and lack of adequate communications were the important factors coming on the way of enrolment of SCs and STs.
- Teachers in rural areas, particularly in areas where SC/ST students were in large proportion were not effective. Many of them were untrained, they remained frequently absent from schools.

Subrahmanyam (1986) studied the problems of school drop-outs with special reference to scheduled caste and scheduled tribe students. The main purpose of the study was to identify the personal, economic and socio-cultural problems of school drop-outs. The study with a sample of 300 drop-outs in 30 areas covering 3 districts of Andhra Pradesh that:

- The problem in the area of personal factors such as adjustment to the present educational set up were considerably high and this situation was very severe in the case of girls and with regard to children belonging to scheduled tribes.

- The economic problem of school drop-outs were also considerable high in the case of scheduled caste and scheduled tribe students.
- The social problems were also considerably high in case of scheduled tribes.
- There was no significant difference in the sub areas of economic and social problems and boys were more sufferers in the area of personal problems.

Thakur, Sarma, Mahanta, Sarma and Goswami (1988) from their study on drop-outs in the primary schools of Assam revealed that:

- The gross wastage due to dropout and stagnation was 62.32 percent. Out of every 100 pupils admitted into class I of a primary school, only 38 completed the primary course in the stipulated time; 16 dropped-out from the school and 46 completed the primary course after repeating grades.
- The rate of drop-out was the highest in class I.
- The rate of drop-out for boys was 16.96 percent and that for girls was 15 percent. The rate of stagnation for boys was 39.74 percent, and for girls 54.87 percent. The rate of regular promotion was 43.30 percent for boys but it was 30.12 percent for girls.
- The rate of dropout had been the highest in the scheduled Tribe areas (24.59 percent) and the least in the urban area (12.70) and the rate of stagnation was higher in rural areas than urban areas.

Nayal and Nayal (1989) studied the differential personality profiles of the high school drop-outs and stay-ins and found out that the rural stay-ins were more intelligent, more active, more mild, more tender-minded, more controlled and more relaxed than their urban counterparts. Again as for the urban drop outs, they were found to be less intelligent, possessing less super ego strength, tough minded and more tense in comparison with their stay-in counterparts in rural areas.

Pathy (1990) attempted to know the trend and the magnitude of educational wastage in the secondary schools of Sambalpur District of Orissa. The study

also tried to find out the causes and to identify the rural-urban character of the phenomenon. The average rate of wastage as found during the period 1951–81 was stunning, 71% in class V, 79% in class VII and 90% in XI respectively. As for the causal factors, the study convincingly pinned down the phenomenon to financial hardships generally and to failure in the particular class examinations. It was also established that a significant positive relationship existed between the drop-outs liking for the subject and the subject teacher and the drop-outs' mark secured in the examinations.

Chavare (1991) studied the problem of students dropping –out of the primary schools of Pune Municipal Corporation and the causes of drop-outs. The major findings of the study were:

- All the teachers in the selected three schools were trained and qualified but there were inadequate equipment/aids, unsatisfactory seating arrangements and want of drinking water.
- Of the total 332 dropouts, 32 percent, 15 percent, 12 percent and 8 percent have dropped-out respectively from standard I,II, III and IV- in all 225 (68.6) percent.
- Of the 33 drop-outs, 40 percent were backward castes and the rest were non-backward castes. The Muslims were 55 percent.
- The majority (9.50) percent of parents were illiterates and only 48 percent had education up to standard IV.
- Eighteen percent of parents were daily bread earners and hence did not bother about the education of their wards.
- Twenty-three of the 33 families were large in size and were below poverty line.
- Parents had no time to attend to their wards and watch their progress.
- The majority of students (over 70) percent had no books, exercise books, slates, pencils and uniforms.

- Over 70 percent students did not get the time to study as they were required to do household chores.
- Most of the friends of the drop-outs worked outside, or at home looking after siblings and hence the drop-outs felt like copying them.
- Most of the drop-outs came from hutment and hence were found to be addicted to tobacco, TV and video watching.
- Most of the parents wanted their wards to work and earn than to learn.

Sarma, Dutta and Sharma (1991) in their study made an attempt at identifying the problems of the primary education and their relationship to pupil achievement. The findings of the study revealed that:

- Lack of physical facilities at the school was the major problem of the primary schools, 46 percent of the schools did not have school buildings and 42 percent of schools had no adequate seating arrangement for their pupils. Lack of facilities for health and hygiene was a serious problem. 61 percent of the schools did not have lavatories and 54 percent did not have urinals, games and sports facilities. 54 percent of the schools did not have a play ground and 85 percent did not have any materials for games and sports.
- In 4 percent of the schools, there was only one teacher, in 19 percent there were two teachers and in 8 percent there were three teachers. The teacher-pupil ratio was found to be very high in one school (1:110) and that too in tea garden school, in 24 percent of the schools the ratio was between 1:11-1:20, in 48 percent it is between 1:21-1:30, in 28 percent of the schools the ratio was between 1:31-1:43.
- The Government of Assam supplies textbooks free of cost to its pupils, but 87 percent of the teachers viewed that irregular supply of textbooks as a major problem.
- 71 percent of the teachers considered guardians' lack of co-operation as a serious problem of primary education.

- Sixty-four percent teachers and headmasters considered pupils' irregular attendance as a major problem.

Sharma, Dutta and Sharma (1991) conducted a study to identify the problems relating to education in upper primary level. The major findings of the study were:

- 74 percent of schools had a permanent school building, 57 percent had urinals, 16 percent had lavatories, 44 percent had drinking water facilities and 68 percent had a fence surrounding the compound. Only 9 percent schools had a sufficient number of desks and benches for the students. 77 percent had seating arrangement for the teachers.
- 74 percent of schools had sufficient number of blackboards, 21 percent had teaching aids, 58 percent schools had playgrounds, and only 68 percent schools had game teachers.
- Though 9 percent schools regularly arranged guardians' meetings, their participation was 14 percent. 50 percent of the headmasters sought economic help; 64 percent sought physical help; and 86 percent sought educational suggestions from the guardians for good-management of the schools.
- 50 percent of the trained teachers did not apply their training methodology in their classes. They cited the causes as want of time (23 %) want of teaching aids (11%); tight syllabus (24%); suggestions not applicable in class room situations (24%).

Yadav (1991) conducted "A study of the causal factors of drop-out among the socio-economically deprived elementary school students in Haryana". The findings of study revealed:

- Of the 68 causal factors, 50 factors were found prominent according to teachers.
- The factors highly contributing to the phenomena of drop-out in descending order of significance were: the non-detention policy of the government in

classes I and III, drop-out of students during showing and harvesting seasons, poor interest of students due to heavy syllabi, illiteracy of parents, punishment at school, poor individual attention in overcrowded classes, large family size in poor families, and poor teacher-pupil relationship due to frequent transfer of the teachers.

- The main findings on students' perception of causal factors of drop-out were: punishment by teachers, use of guides by teachers instead of textbooks in teaching, ignorance of parents about the importance of education and poverty.
- The potential drop-outs were due to: indifferent behavior of the teachers towards studies, teachers' fault for not meeting their parents for discussing their difficulties and priority of household work for girls.
- According to the parents' perception the casual factors contributing to school dropout were: reluctance to send their wards to co- educational schools, teachers' apathy in teaching, and not getting periodical progress reports of their wards regularly.

Gyaneswar (1992) conducted a study to find out the extent of stagnation and dropout in the schools of Manipur. The major findings of the study were as follows:

- The rate of wastage and stagnation amongst pupils in rural schools was higher than that of urban schools.
- The rates of wastage and stagnation amongst boys, girls and scheduled tribes in rural schools were 40.9 percent, 55.2 percent and 92.8 percent respectively. The figures were higher than those in urban schools, viz. 26.6 percent, 21.8 percent and 75.0 percent respectively.

Ralte (1992) had undertaken a survey to make an analytical study of primary education in Mizoram during the post-independence period and also to analyse the quantitative and qualitative aspects of the primary education in the state. The findings of the study revealed that:

- Primary education developed in a big way during the post independence period.
- The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79.
- The percentage of wastage of girls (36.8) was higher than that of boys (31.3).
- The expansion in enrolment was not matched to the rate of increase in teacher population.
- 55 percent of the schools had properly maintained classrooms. The storeroom, students' common room, crafts room, library room etc. were almost non-existent in most of the schools.

Sarma (1992) made a study of the problems of non-enrolment and non-retention of the children of tea garden labourers with special reference to the district of Sibsagar (undivided). The findings of the study revealed the following four important causes of non-retention and non-enrolment of the tea garden labourers' children in order of importance:

- Involvement of the children in domestic or non-domestic work; ufrg
- Parents' unawareness of the importance of education;
- Home environment not congenial for education; and
- Parents' inability to provide materials needed in school.

Besides, the overall condition of the schools was far from satisfactory. 80% schools consisted of a single hall with no separation wall between the classes. No school had an adequate number of desks and benches. Schools had no teaching aids, charts, etc. 60% of the schools had no provision for drinking water, while 90% had no latrines and urinals.

Vyas (1992) conducted a survey on pupils drop-out at the primary stage in the state of Rajasthan. The major objectives of the study were to find out the

status of pupils' dropping out from schools, and to explore its causes. The major findings of this study were:

- The drop-out rate in the state of Rajasthan was 44.66%; the drop-out rate of girls (53.670%) was more than that of the boys (40.66%).
- The drop-out rate in urban schools (30.39%) was less than that in rural schools (42.98%).
- The drop-out rate in government schools (45.36%) was more than that in the private schools (36.67%).
- The drop-out rate was higher among scheduled castes than that among scheduled tribes and others.
- The drop-out rate of boys and girls of laborers was higher than that of children whose parents were engaged in business or service.
- The potential causes of dropping out were related to family circumstances, personal reasons, and other reasons.
- The most important cause for dropout was the financial condition of the family, meaning poverty. Some other important causes were: busy with domestic works, parental vocation, parental unwillingness to send children to school, illiteracy of parents, death of parents, and parental illness.
- The school related causes were non-availability of lady teachers, lack of interest in teaching on the part of the teachers, and co-educational classes.
- The personal causes were lack of interest in studies, illness, weakness in studies, inferiority complex, fear, low IQ, early marriage, uncertainty of employment after graduation, handicaps, over-age, etc.

McNeal and Ralph (1996) conducted a study on extra-curricular activities and high school and beyond. The study indicated that participation in extra-curricular activities (athletics and fine arts) significantly reduced a student's likelihood of dropping out, whereas, participation in academic and vocal clubs had no effect.

Hunter & May (2003) reported about connection between measures of academic performance in early elementary school and drop-out behaviour before high school graduation. They also emphasized the need for examining the causes of drop-out before high school, as many students were observed to be dropping out before Grade X. Those who reach secondary level with weak academic understanding find it difficult to sustain.

Chokri (2003) reported that girls' drop-out rate was higher than boys and girls in the rural areas dropped out at an even higher rate than those in the urban areas. Constraints identified for girls drop out were social and family reasons than for educational related reasons.

Nair (2003) in an article in THE HINDU, reported that the quality of education was on the decline in Kerala due to financial constraints resulting from quantitative expansion of education sector. Shortage of resources had often resulted in insufficient funds allocation. As a result, even maintenance of the existing infrastructure of Government school was rarely undertaken needless to talk about up gradation or modernization. The situation in the secondary schools was not very different. The drop-out rates especially in the 9th and 10th standards were quite high. This was particularly true for SC/ST students. Another major indicator for the inefficiency of school education system was the large scale failure of students in the matriculation examination.

Vijayalakshmi (2003) conducted a study on Problems of Secondary School Tribal Children. The sample was comprised of 240 students from VIII, IX and X classes of Andhra Pradesh. The study revealed that:

- Tribal Students had more problems with regard to their parents and family followed by personal, infrastructural facilities, academic and teachers.
- The most five affecting problems in order were: Low social status of the parents, Lack of education of parents, Cultural backwardness of the family, Low educational levels of the siblings and Nomadic life of parents.

- The least five affecting problems in order were: Lack of academic health from the teachers, Non-Availability of teachers, Insect bites in the school premises, Inconvenient school timings and Absence of teachers in the school.

Ainsworth et al (2005) in their study found that the education level of the parents was also expected to influence the continuation of children in school and observed that parental education was the most consistent determinant of child education. Higher parental education was associated with increased access to education, higher attendance rates and lower drop-out rates. Parents, who had attained a certain educational level, wanted their children to achieve at least the same level. Further the study found that students; whose parents monitored and regulated their activities, provided emotional support, and encouraged independent decision-making; were generally more involved in their schooling and were less likely to drop out of school.

Ainsworth et al (2005) established that long distance has a strong negative impact on attending school. It was observed that a large number of children, especially girls, terminate their schooling after Grade VIII as the secondary school was not available in their village. Even in cities like Delhi there were instances of secondary school being not available in the close vicinity to quite a few children. As a result about three percent of the children had to leave school as their squatter settlement had been relocated in the outskirts of the city, making it difficult for them to travel about 25 to 30 kilometres everyday to attend school. In addition, they were not sure if they would get admission in the nearby school as their quarterly results were not satisfactory. Some of them mentioned that they would try to continue their studies through the distance mode.

Ersado (2005) reported that besides household income, the education level of the parents was expected to influence the continuation of children in school. He observed that parental education was the most consistent determinant of child education. Higher parental education was associated with increased access to education, higher attendance rates and lower drop-out rates.

Sachar Committee Report (PMHLC, 2006) observed that though enrolment rate of Muslims had increased in recent times, it still remained below that of other communities. Further, drop-out rate was high among Muslim students, resulting in low mean years of schooling related to that of other communities. Rejecting the value theory of educational backwardness, the report identified economic conditions of Muslims and pessimism about their prospects in the labour market as major demand side constraints. The report also identified the failure of the state to provide adequate educational infrastructure in Muslim dominated areas as a supply side constraint to improve educational status of Muslims.

Sujatha (2006) observed that there existed a system of 'private tuition' parallel to the formal system of education to supplement the academic support and to overcome the school inadequacies. Children from the middle and higher income families used to spend Rupees 5,000 to 10,000 per month towards private tuitions but children from the poor households were also often spend Rupees 300 to 800 per month towards group tuitions to improve their understanding of a subject. It was difficult for parents to bear their tuition expenses. Moreover, the private tutors were also not of high quality and even after attending the tuition, children were not able to cope with the syllabus leading to failure. Failure in a particular grade lowered their morale and self-esteem resulting in disinterest in studies and finally dropping out of the system.

Banerjee (2007) reported that the gender disparity at Secondary and Tertiary stages was mainly due to the existing gender bias at the entry stage to an educational institution. There had been a noticeable high enrolment and decline in the drop-out rate from 1998 onwards, though girls' privilege of being educated was 50% less than the boys.

Hunt (2008) reported that irregular attendance and temporary withdrawals could be caused by a range of factors including child ill health; ill health of family members; distance to school; labour requirements; pending school fees. As a result of irregular attendance or temporary withdrawal, children could fall behind at school and find it difficult to readjust on returning.

Lakshmi (2008) in her book ‘Drop out of girls in schools’, focussed on different aspects of girls’ education. Drawing references from different sources of literature, the author had observed that drastic deterioration took place in girls and women position during post Vedic period and it continued till the beginning of the twentieth century. Girls’ education received its due attention only when Christian missionaries and social reformers started making efforts to spread education during nineteenth century but majority of girls remained out of educational institutions. While some states had shown considerable improvement in women literacy, many educationally backward states with history of gender discrimination and social stigma against girls’ education were lagging behind in terms of female literacy rate and enrolment of girls in schools at primary, upper-primary and secondary levels.

Rema Devi (2008) in her study the constraints in the secondary education of Kerala collected data from teachers, students, parents, social workers and educational experts regarding the constraints in schools. Direct observation of the school situation was also made by the investigator. Major Conclusions of the study were:

- In many cases infrastructural facilities were less than enough.
- At least a small number of schools did not have real library facilities. Separate reading room and library facilities were nonexistent in all the schools selected for the study.
- The laboratories in the schools lacked many of the minimum facilities. A few of the important facilities were totally lacking.
- Condition of buildings in many of the schools was imperfect. Lack of space and poor maintenance was a common complaint.
- Financial difficulties especially non receipt of Government grants in line was a major reason for having poor school building facilities.
- Teachers, social workers and education experts considered the prevailing administrative system as rigid.
- Delay occurring in releasing development funds in time created financial problems.

Buragohain (2009) in his study 'Poverty and Drop-out in Orissa' concluded that Orissa has specific problem of school drop-outs, as about 48 percent of children drop-out from classes 1-3, without learning something to label them as literate. If this group of children was not brought to 'alternate school' they would pose an obstacle in the attainment of universal elementary education in the state. The drop-out rate was high where the population of SCs/STs categories was high. About 17 percent of all children stated poverty to be main reason for dropping out. More than one-third of students cited the reason for drop-out as household activities. 'School is very far' and 'unaware of benefit from education' were some other important reasons for children dropping out from elementary level schools.

The drop-out levels for secondary education were somewhat different. The drop-out children cited multiple reasons, such as high private education costs, and schools were not available within walking distance, etc. The poor household spent about 14 percent of their annual income on children's education. 'No quality education', 'no incentive' and 'lack of teachers' were other reasons for dropping out cited by the children. Poor economic status was the major reasons for children dropping out, according to school teachers.

Malik & Mohanty (2009) in their study 'Rural Poverty and Child Schooling, A Case Study of Balasore District, Orissa', found out that children belonging to chronically poor, irrespective of caste, are more likely to be out of school. About 32 percent children in the school going age and belonging to chronic poor families were not attending school compared to 18 percent among poor and 7 percent among non-poor. Further, more than three-fourths children belonging to scheduled tribes were from chronically poor families as against 39 percent among scheduled castes, 21 percent among other backward castes and 7 percent among others. While the poor perceived poverty as the cost of not sending the child to school, it was the distance, as reported by chronic poor. Results of logistic regression confirmed that the poverty status and caste of the household were the two critical determinants of schooling status of a child.

Singh and Sharma (2009) in their article Basic Facilities in Secondary Level Schools in Rural India had analysed the different all India Educational Surveys and summarized that:

The gap between not having access of secondary and higher secondary schooling facilities as per the norms based on distance criterion were found in nearly 3,24,373 and 4,55,480 rural habitations respectively.

The seventh educational survey had recorded a growth of 87.88 percent in secondary level rural schools as compared to fifth educational survey over a period of 16 years in the country.

The management-wise secondary level schools without building in rural area had a decreasing trend except for local bodies with an increase of 223.60 percent during seventh survey as compared to fifth survey.

The position of a drinking water and toilet facilities were better in private schools in comparison to other management schools.

The private manages schools had better teaching learning materials than other managed schools.

Zakir Hussain (2009) in his study Enrolment and Drop-outs of Muslims in West Bengal (Evidence from NSS 61st Round) analysed the educational status of minorities, particularly Muslims, in the field of primary education in West Bengal. Although the result did not support the popular belief that ‘Muslims do not value education’, they were found to lag behind other communities in both rural and urban areas in terms of enrolment and drop-outs. Econometric analysis showed that such differences remained even after controlling for household characteristics. He also found that while Muslim girls had marginally lower enrolment rates, the issue of gender discrimination was more complex than commonly believed.

Basak and Mukherji (2011) in their paper Elementary Education in Rural West Bengal had analysed the socio-economic correlated factors and reported that Parental education was a significant determinant in household education decisions, mothers education had a stronger influence than that of fathers on girls education, and literacy level of the community as a whole had a significant impact on children’s education – higher literacy level, lower was the number of dropouts and non-enrolled children.

Lucidi (2011) in his study ‘Relationship between Social Context, Self Efficacy, Motivation, Academic Achievement and Intention to drop out of High School: A Longitudinal Study’, reported that the level of self determined motivation in students, which was directly related to the perceptions of children autonomy support, was the best predictor of the intention to drop out from school. Self-efficacy had significant impact both on self-determined motivation and academic performance.

Mukherjee (2011) from his study ‘Reducing Out-of-School Children in India: Lessons from a Micro Study’, reported that problem of out of school children was deeply rooted in the socio-economic structure of our nation. Children were out of school because of various reasons – poverty and lack of educational infrastructure emerging to be most important among them. Factors like availability of lucrative job opportunities for the children, lack of consciousness among the parents, gender discrimination etc were also very much prevalent. The reasons varied across regions. Whereas in the agriculturally developed regions children used to substitute adult labour doing domestic duties and also working in family farms, in the backward areas they emerged to be no-where; children who neither had the economic condition to carry on their education, nor had sufficient employment opportunities. While SSA had been able to improve enrolment situations it had not been able to stem drop out as was evident from high incidence of out-of school children. While boys were withdrawn from school and sent to work, the initial burnt used to fall on the girls who were withdrawn much before their brothers to simply stay at home and help their mothers. Thus incidence of no-where children was much more among girls.

Sunita (2011) reported that both the family and school related factors were responsible and appeared to be highly correlated with each other. It was also found that adolescents dropped out not merely due to poverty and financial constraints but also because the schools did not respond appropriately to their special educational needs forcing them to drop out. She suggested that the State needs to adopt a holistic approach to drop-out issue and not treat it as merely a discrete problem that can be tackled without reference to the broader socio- economic setting and poor delivery of education in which it is rooted.

Though the study was conducted at micro level, the analysis provides useful policy insights in terms of broader educational policies aimed at improving educational equity and quality with the adoption of appropriate intervention for focused groups at the local level.

An analysis of the research studies and articles cited in this chapter reveals that wastage and stagnation at secondary education level has not attracted the researchers in our country. It is due to the fact that secondary education was not much emphasised when universalisation of elementary education, which was a constitutional objective, was not achieved.

Studies conducted at elementary education level in different parts of our country have revealed multifarious problems of wastage and stagnation which are related to school, home, society, personal attitude and habits of students and parents. The nature and magnitude of the problems vary from region to region and there are variations in urban and rural areas. In addition to all these, the socio-cultural factors also play key role. In the context of secondary education, there is dearth of research studies.

Our country has launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in March, 2009, a new scheme, and has aspired to achieve it by 2020. This scheme is launched with the objective to enhance access to secondary education and to improve its quality. The various objectives of this scheme include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020. These broad objectives can be achieved through proper planning and their effective implementation. Research support is very much essential for revealing the problems on the way of universalisation of secondary education which should be addressed simultaneously failing which, like elementary education, it will take long time.

There is dearth of research studies which would strengthen secondary education in our country. Moreover, the present researcher did not find any

study conducted on the causes of wastage and stagnation at secondary education level in the state of Mizoram, though these problems are serious in the state.

CHAPTER-III

PLAN AND PROCEDURE

This chapter is devoted for the description of plan and procedure followed for the conduct of the study. It has been divided into seven sections i.e. 3.00 to 3.06; one each for the description of the research approach, the sources of data, population and sample, tools and techniques used, procedure followed for collection of data, organisation of data and plan of analysis of data sequentially.

3.00: The Research Approach

In any kind of research work, it is very vital to decide about the research approach that the researcher would use in dealing with the research problem. Research approaches describe the various steps of the plan of attack to be adopted in the research process.

The present study was primarily intended to investigate the magnitude and causes of wastage and stagnation at secondary education (high school) level in Mizoram, and to suggest remedies to address the issues. Therefore, descriptive survey approach was followed for the present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

3.01: Sources of Data

For any kind of research the data must be collected from valid and reliable sources, the sources may be primary or secondary or both, keeping the objectives and hypotheses of the study in view. The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

A. Primary Sources: The following primary sources were considered appropriate for the study.

i) Secondary Schools: The secondary schools located in urban and rural areas of all the eight districts of Mizoram state were the major sources of data. It is the secondary schools which are intended to impart the education of secondary level. For the sample of the study, secondary schools were selected as the basic units and other sample units such as Drop-outs, Stagnated Students, Parents, Teachers and Headmasters were selected subsequently.

ii) Drop-outs and Stagnated Students: The main focus of the study was to find out the causes of wastage and stagnation at the secondary school level in

the state of Mizoram. Thus, the drop-outs and stagnated students were considered to be the main sources for the study.

iii) Parents of Drop-outs and Stagnated Students: Perhaps no parent wants his or her child to be deprived of education. In case, it happens, it may be due to reasons which are beyond their limitations. In one sense along with their children, they are also victims of the circumstances. As such the parents (male and female) of the drop-outs and stagnated students were considered to be the valuable sources for the study.

iv) Teachers: It is the teachers who interact with the students, try to understand their background, counsel for their improvement and try their level best for the attainment of the objectives of education. Their experiences and perceptions were considered to be the precious sources for the present study.

v) Headmasters: The Headmasters of the secondary schools occupy key positions in the schools due to their vast experiences and long associations with the education system. They comprehend the problems of education and as such they are considered to be important sources for the present study.

vi) Community Leaders: The Local Community Leaders such as Local Council Members, YMA Leaders and KTP Leaders were thought to be having knowledge about the real conditions of the secondary school students. They were considered to be important sources for the present study too.

B. Secondary Sources:

Official Reports, Records and Documents: The secondary schools are supposed to keep the official records such as admission registers, attendance registers, and result books etc which were considered to be valuable sources for the study. Statistical handbooks, handbooks on rules and regulations, census reports, books and journals, other official records of secondary schools were the major sources of these types for collection of necessary data for the present study. Besides, the reports of different committees and commissions, national and state survey

reports, books and journals and official records, internet, published and unpublished documents were also considered important for the present study.

3.02: Population and Sample:

In recent years appropriate techniques for sampling have been increasingly used in education and other social science researches to get information necessary about a specific population (target population). Through appropriate sampling techniques, it is possible to draw a representative sample from the population so that the inferences drawn from a study can be safely extended to the target population. In the present study the investigator had taken such steps as were necessary to see that the sampled population was representative of the target population.

The study was concerned with the whole of Mizoram state covering all the eight districts. Broadly we divide the areas of each district under two categories i.e. urban and rural. The socio-economic conditions of people, infrastructural and communication facilities are different in the two types of localities. The study was designed to compare the magnitude and problems of wastage and stagnation in rural areas with that of urban areas. It was decided to consider the schools situated in district headquarters as urban schools and the rest as rural schools. Further, it was decided to include 50 urban and 50 rural government high schools in the sample of the study covering all the eight districts. After obtaining the list of government schools situated in the urban and rural areas of the eight districts, 50 urban high schools and 50 rural high schools were selected randomly. The lists of urban and rural sampled schools are given in Appendix A1 and A2 respectively.

Further from each sampled school the headmaster, one senior most science teacher, one senior most arts teacher, four drop-outs (2 boys and 2 girls) and four stagnated students (2 boys and 2 girls) were purposively selected for the study. Similarly, 50 male parents of drop-outs, 50 female parents of drop-outs, 50 male parents of stagnated students, 50 female parents of stagnated students and 50 community leaders were also purposively selected both from urban and rural areas separately. Thus, the sample of the study constituted of 50 urban high schools and 50 rural high schools. Further, the sample constituted of 100 drop-out

boys, 100 drop-out girls, 100 stagnated boys, 100 stagnated girls, 50 headmasters, 50 science teachers, 50 arts teachers, 50 male parents of drop-outs, 50 female parents of drop-outs, 50 male parents of stagnated students, 50 female parents of stagnated students and 50 community leaders both from urban and rural areas separately. Category wise sample of the study is given in table 3.01.

Table 3.01: Category Wise Sample of the Study (N=50 urban and 50 Rural Schools)

Sample Type	Sl. No.	Category	Urban	Rural
Respondents	1	Drop-out boys	100	100
	2	Drop-out girls	100	100
	3	Stagnated boys	100	100
	4	Stagnated girls	100	100
	5	Male parents of drop-outs	50	50
	6	Female parents of drop-outs	50	50
	7	Male parents of stagnated students	50	50
	8	Female parents of stagnated students	50	50
	9	Secondary school arts teachers	50	50
	10	Secondary school science teachers	50	50
	11	Headmasters of secondary schools	50	50
	12	Community leaders (Urban & Rural)	50	50

Besides, 16 unique cases (8 from urban and 8 from rural areas) from among the sampled drop-out and stagnated students were selected for in-depth analysis (case study) of the causes of their drop-out and stagnation.

3.03: Tools and Techniques used:

Every researcher requires data gathering tools or techniques which may vary in their complexity, design, administration and interpretation. Each tool/technique is appropriate for the collection of certain kind of data. To

debate on the superiority of one over the other is like to argue on which tool of the carpenter is better “*A hammer or a handsaw?*” Like the tools in the carpenter’s chest, each is appropriate in a given situation, the researchers have to select from the available tools, which can help in collecting the relevant data that they require for the study. In some situations, the researchers may find that the existing research tools do not suit their purpose. In such cases, they have to construct their own.

For the present study no readymade tool was found suitable. Keeping the characteristics of the sources and objectives of the study in view, it was decided to develop and use questionnaires for collection of data from the various subjects. Besides, one general information sheet was prepared for collection of basic information about wastage and stagnation of the schools from the headmasters. Interview technique was followed to collect data from the drop-out and stagnated students and their parents, and also from local leaders for which interview schedules were developed having common items. Besides, it was decided to follow un-structured interview for conduct of case studies on drop-outs and stagnated students.

Questionnaire as a technique and tool of data collection is not only popular but widely used. Mouly (1964, 238) writes:

Probably no instrument of research has been more subject to censure than the questionnaire. Yet it continues to be the most used-and the most abused-instrument in educational research as both graduate students and professional agencies continue to rely on it.

Further, Mouly (1964, 238) writes on the weaknesses and strengths of the questionnaire:

Today its weaknesses and limitations as well as its strengths are more clearly recognized, and a more serious attempt is made to limit its use to situations where it is appropriate. It is recognized, that its weaknesses are not insurmountable. The problem is one of deciding when it is appropriate to use it- for

instance, in preference to the interview or the experiment- and then of ensuring that it meets acceptable levels of adequacy. In other words, the questionnaire has definite advantages which must be weighed against its disadvantages, and its validity must be considered in the specific case.

Similarly in the context of interview Best and Kahn (1992, 201) write:

The interview is in a sense an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information orally and face-to-face.

With a skilful interviewer, the interview is often superior to other data-gathering devices. One reason is that people are usually more willing to talk than to write. After the interviewer gains rapport or establishes a friendly, secure, relationship with the subject, certain type of confidential information may be obtained that an individual might be reluctant to put in writing.

The interview can be either structured or unstructured, depending on the extent to which the content and the procedures involved are prescribed and standardized in advance.

Mouly (1963, 264) writes:

To some extent, the distinction between structured and unstructured interviews parallels that between the open and the closed questionnaire, though the unstructured interview being even more flexible than the open questionnaire, is better suited to getting varied and sundry responses and, of course, more capable of following through on tangential ideas. Both the structured and the unstructured interview have their purpose and their relative advantages. The unstructured interview is most appropriate for getting insight into a particular situation in the early stages of investigation. The structured interview, on the other hand, is used to derive

more precise generalizations in the later stages. In the structured interview, the interviewer operates on the basis of an interview schedule, which is essentially an abbreviated questionnaire, often planned to the last detail.

In the present study both questionnaire and interview were used as techniques for collection of data. Questionnaire technique was used for headmasters, teachers, and educated community leaders. Structured interview technique was used for drop-outs, stagnated students, parents (both male and female) of drop-outs and stagnated students and some community leaders who were not able to respond in writing. Un-structured interview was followed to study the cases selected for case studies.

No readymade tool was found suitable for collecting the data. As such, the following tools were developed by the investigator for collection of data for the study.

1. General information sheet for revealing the magnitude of wastage and stagnation which was to be responded by the headmasters with reference to the school records.
2. A questionnaire for the drop-outs and stagnated students, parents of drop-outs and stagnated students, teachers, headmasters, and community leaders with 60 probable problems relating to the causes of wastage and stagnation at secondary education level in Mizoram.
3. A questionnaire for the drop-outs and stagnated students, parents of drop-outs and stagnated students, teachers, headmasters, and community leaders with 20 questions to assess their opinions and suggestions for checking drop-out and stagnation at secondary education level in Mizoram.

It may be noted that the two questionnaires as mentioned above at serial numbers 2 and 3 were having different direction sheets suitable to the subjects but the items were same. Further, the two questionnaires were also used as interview schedules for the drop-outs, stagnated students, parents and community leaders who were not able to properly read and write.

A brief discussion of the procedure followed for development of each of the above tools is made in the following pages.

1. General information sheet: A general information sheet was prepared to obtain the identification data of the schools along with the data relating to enrolment of students in classes VIII – X during the academic sessions 2004-05 to 2008-2009. Further, the information sheet was also designed to collect the data pertaining to wastage and stagnation among the admitted students in respective classes and academic sessions. Such data were to be provided by the headmasters of the schools from the office records such as admission registers, attendance registers and result books.

2. Questionnaire for revealing the causes of wastage and stagnation: A questionnaire was required to be developed to reveal the causes of wastage and stagnation in both urban and rural secondary schools. It was decided to develop a structured questionnaire which will be appropriate to all the 12 categories of subjects and will facilitate interpretation of data. Basing upon the review of research studies both at primary school level and secondary school level, and taking note of socio-cultural context of Mizoram, initially 82 possible problems were identified. After thorough review by the investigator and 12 headmasters, 60 problems were finally retained in the questionnaire. The 60 problems were organised into six areas viz. Problems related to Infrastructural Facilities of the school, Problems related to Functional and Academic activities of the school, Social Problems, Problems Related to Home, Financial Problems, and Personal Problems.

3. Questionnaire to assess the opinions and suggestions for checking drop-out and stagnation: In order to examine the opinions and suggestions of all the 12 categories of subjects for checking wastage and stagnation at secondary level of education in urban and rural secondary schools in Mizoram one more questionnaire was required to be developed. For this purpose, initially 27 questions were framed and after reviewing and editing 20 items were finally retained.

It may be noted that the items were same in both the questionnaires; but there were little variation in the directions of the two questionnaires, when administered to different categories of subjects. Since the items were same for all categories of respondents, reliability of the two questionnaires was

established through Test- Retest method with 20 arts teachers and the reliability coefficients were found to be 0.88 and 0.91 respectively. As such the two questionnaires were found to be reliable.

Copies of the General Information Sheet and the two questionnaires are appended to Appendices- B1, B2 and B3.

3.04: Data collection

Data collection is essentially an important part of research process. For the present study, data were collected through personal visits to the selected schools and through personal approach to the selected subjects. The headmasters of the selected schools were approached personally to extend all possible co-operations in selecting the subjects and in providing the relevant information. Thus all categories of subjects were contacted personally and data were collected after establishing rapport with the subjects individually.

3.05: Organization of Data

Keeping the objectives of the study in view data collected through different sources were organized. Data pertaining to enrolment, drop-out, and failure for the sampled urban and rural schools were organised separately. The perceptions of all the twelve categories of respondents regarding the causes of wastage and stagnation were organised separately for urban and rural schools. Similarly the Opinions and suggestions of all the twelve categories of respondents were organised separately for urban and rural schools.

3.06: Analysis of Data

The data were analysed both qualitatively and quantitatively. For quantitative analysis, descriptive statistics like frequency and percentage were used. Further t- test was used for the purpose of comparison between different groups in the percentage of wastage and stagnation.

CHAPTER-IV

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis of data collected from different sources as described in the preceding chapter and their interpretations. The first two objectives of the study were to find out the magnitude of wastage and stagnation at secondary education level with reference to gender of students and locale of schools in Mizoram which will be presented in section 4.01. In section 4.02, the causes of wastage and stagnation, as perceived by different subjects, will be presented in conformation with third and fourth objectives of the study. A brief account of case studies conducted by the investigator with some unique cases of drop-outs and stagnated students with the help of unstructured interview will be presented in section 4.03 in accordance to objective five. In section 4.03, the Opinions and suggestions of male and female drop-outs and stagnated students, their parents, teachers, headmasters and community leaders in urban and rural areas in order to check wastage and stagnation in secondary schools of Mizoram will be presented in conformation to sixth objective of the study. Suggestions for addressing wastage and stagnation at secondary level education in Mizoram, which was the seventh objective of the study, will be presented in chapter V.

4.01: Magnitude of Wastage and Stagnation at Secondary Education Level with reference to Gender of Students and Locale of Schools.

The first and second objectives of the study were to find out the magnitude of wastage and stagnation at secondary level of education with reference to gender of students and locale of schools in Mizoram. The data relating to wastage and stagnation in the schools were collected through a general information sheet from the headmasters of the schools and school records. The data on enrolment, drop-outs and stagnated students gender wise and for five sessions were organized separately for urban and rural schools. It may be noted that Government of Mizoram, School Education Department in its notification number A.23022/2/2003-EDN dated 22nd June, 2010 had restructured the classes of the schools and class VIII was merged in Middle Schools. This has become effective from the academic session 2011-12. At the time of data collection, which was started during 2010, and during the period under study i.e. 2004-2009, class VIII was in the secondary schools for which the data relating to the same class were collected. Since the scope of the study

was the whole state of Mizoram and it was expected to take time for data collection from the sampled schools, in order to have uniformity, the data of five academic sessions 2004-2005 to 2008-2009 were decided to be collected. The data in respect of boys and girls relating to enrollment, wastage and stagnation for urban schools and rural schools were organized separately, which are presented in tables 4.01 to 4.06 respectively. The figures on drop-outs and stagnated students given in tables 4.03 to 4.06 are corresponding to the enrollment figures given in tables 4.01 and 4.02 for the various sessions. The 't' values for testing the significance of differences in percentages of the rate of wastage and stagnation between various groups were computed and are presented in tables 4.07 and 4.08 respectively.

Table 4.01
Enrolment in Urban Schools (N=50)

Academic Session	Enrolment								
	Class VIII			Class IX			Class X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2008-2009	1385	1387	2772	1144	1262	2406	1048	1048	2096
2007-2008	1226	1273	2499	1062	1001	2063	895	988	1883
2006-2007	1566	1440	3006	1273	1238	2511	1013	1083	2096
2005-2006	1599	1595	3194	1177	1112	2289	859	862	1721
2004-2005	1553	1567	3120	1257	1277	2534	827	955	1782
Total	7329	7262	14591	5913	5890	11803	4642	4936	9578

(Source: School records)

Table 4.02
Enrolment in Rural Schools (N=50)

Academic Session	Enrolment								
	Class VIII			Class IX			Class X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2008-2009	747	752	1499	617	577	1194	577	572	1149
2007-2008	714	676	1390	559	544	1103	495	500	995
2006-2007	753	732	1485	523	518	1041	512	501	1013
2005-2006	797	724	1521	597	548	1145	476	492	968
2004-2005	850	814	1664	608	603	1211	557	539	1096
Total	3861	3698	7559	2904	2790	5694	2617	2604	5221

(Source: School records)

Table 4.03
Wastage in Urban Schools (N=50)

Academic Session	Drop-outs																	
	Class VIII						Class IX						Class X					
	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%
2008-2009	99	7.15	67	4.83	166	5.99	73	6.38	68	5.39	141	5.86	76	7.25	59	5.63	135	6.44
2007-2008	104	8.48	80	6.28	184	7.36	105	9.89	64	6.39	169	8.19	95	10.61	71	7.19	166	8.82
2006-2007	131	8.37	87	6.04	218	7.25	108	8.48	72	5.82	180	7.17	92	9.08	90	8.31	182	8.68
2005-2006	111	6.94	75	4.70	186	5.82	77	6.54	49	4.41	126	5.50	68	7.92	77	8.93	145	8.43
2004-2005	133	8.56	87	5.55	220	7.05	98	7.80	65	5.09	163	6.43	63	7.62	66	6.91	129	7.24
Total	578	7.32	396	5.45	974	6.68	461	7.80	318	5.40	779	6.60	394	8.49	363	7.35	757	7.90

(Source: School records. Percentages have been calculated by the researcher)

Table 4.04
Wastage in Rural Schools (N=50)

Academic Session	Drop-outs																	
	Class VIII						Class IX						Class X					
	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%
2008-2009	87	11.65	93	12.37	180	12.01	66	10.70	66	11.44	132	11.06	55	9.53	50	8.74	105	9.14
2007-2008	104	14.57	70	10.36	174	12.52	55	9.84	55	10.11	110	9.97	60	12.12	56	11.20	116	11.66
2006-2007	107	14.21	85	11.61	192	12.93	52	9.94	55	10.62	107	10.28	62	12.11	71	14.17	133	13.13
2005-2006	106	13.30	88	12.15	194	12.75	71	11.89	50	9.12	121	10.57	41	8.61	39	7.93	80	8.25
2004-2005	107	12.59	93	11.43	200	12.02	71	11.68	56	9.29	127	10.49	55	9.87	61	11.32	116	10.58
Total	751	19.45	701	18.96	1452	19.21	531	18.29	533	19.10	1064	18.69	821	31.37	816	31.34	1637	31.35

(Source: School records. Percentages have been calculated by the researcher)

Table 4.05
Stagnation in Urban Schools (N=50)

Academic Session	Stagnations																	
	Class VIII						Class IX						Class X					
	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%
2008-2009	221	15.96	294	21.20	515	18.58	217	18.97	214	16.96	431	17.91	160	15.27	123	11.74	283	13.50
2007-2008	263	21.45	203	15.95	466	18.65	226	21.28	213	21.28	439	21.28	139	15.53	147	14.88	286	15.19
2006-2007	347	22.16	278	19.31	625	20.83	239	18.77	235	18.98	474	18.88	162	15.99	161	14.87	323	15.41
2005-2006	286	17.89	275	17.24	561	17.79	229	19.46	196	17.63	425	18.57	121	14.07	117	13.57	238	13.83
2004-2005	295	19.00	364	23.23	659	21.12	232	18.46	266	20.83	498	19.65	115	13.91	136	14.24	251	14.09
Total	1412	19.27	1414	19.47	2826	19.37	1143	19.33	1124	19.08	2267	19.21	697	15.02	684	13.86	1381	14.42

(Source: School records. Percentages have been calculated by the researcher)

Table 4.06
Stagnation in Rural Schools (N=50)

Academic Session	Stagnations																	
	Class VIII						Class IX						Class X					
	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%	Boys	%	Girls	%	Total	%
2008-2009	165	22.09	126	16.76	291	19.41	118	19.12	118	20.45	236	19.77	161	27.90	184	32.17	345	30.03
2007-2008	131	18.38	118	17.46	249	17.91	94	16.82	94	17.28	188	17.04	183	36.97	149	29.80	332	33.37
2006-2007	145	19.26	133	18.17	278	18.72	119	22.75	99	19.11	218	20.94	140	27.34	150	29.94	290	28.63
2005-2006	144	18.07	123	16.99	267	17.55	99	16.58	108	19.71	207	18.08	147	30.88	156	31.71	303	31.30
2004-2005	166	19.53	201	24.69	367	22.06	101	16.61	114	18.91	215	17.75	190	34.11	177	32.84	367	33.49
Total	751	19.45	701	18.96	1452	19.21	531	18.29	533	19.10	1064	18.69	821	31.37	816	31.34	1637	31.35

(Source: School records. Percentages have been calculated by the researcher)

Table 4.07

't' Values of the percentage of Wastage in Urban and Rural Secondary Schools

Academic Session	Class VII							Class IX							Class-X						
	U.B. Vs. U.G.	U.B. Vs. R.B.	U.B. Vs. R.G.	U.G. Vs. R.B.	U.G. Vs. R.G.	R.B. Vs. R.G.	U.T. Vs. R.T.	U.B. Vs. U.G.	U.B. Vs. R.B.	U.B. Vs. R.G.	U.G. Vs. R.B.	U.G. Vs. R.G.	R.B. Vs. R.G.	U.T. Vs. R.T.	U.B. Vs. U.G.	U.B. Vs. R.B.	U.B. Vs. R.G.	U.G. Vs. R.B.	U.G. Vs. R.G.	R.B. Vs. R.G.	U.T. Vs. R.T.
2008-2009	2.58 **	3.52 **	4.08 **	5.88 **	6.34 **	0.43	6.84 **	1.03	3.20 **	3.64 **	4.21 **	4.65 **	0.41	5.53 **	1.51	1.62	1.07	2.63 **	2.39	0.46	2.81 **
2007-2008	2.10 *	4.17 **	1.36	6.10 **	3.21 **	2.38 *	5.32 **	2.88 **	0.03	0.15	2.50 *	2.62 **	0.15	1.68	2.61 **	0.86	0.35	3.18 **	2.62 **	0.45	2.43 *
2006-2007	2.48 *	4.30 **	3.60 **	6.38 **	4.57 **	1.49	6.22 **	2.51 *	0.99	1.44	3.10 **	3.53 **	0.36	3.11 **	0.63	1.86	3.01 **	2.40 *	3.60 **	0.97	3.84 **
2005-2006	2.70 **	5.13 **	4.27 **	7.48 **	6.54 **	0.67	5.06 **	2.24 *	3.85 **	1.94	5.75 **	3.23 **	1.52	5.45 **	0.75	0.44	0.00	0.20	0.65	0.38	0.17
2004-2005	3.27 **	3.15 **	2.43 *	6.12 **	5.16 **	0.73	5.78 **	2.79 **	2.73 **	1.10	5.19 **	3.47 **	1.36	5.56 **	0.58	1.47	1.50	2.10 *	2.94 **	0.78	3.13 **

* Significant at 0.05 level

**Significant at 0.01 level

Table 4.08
't' Value of the percentage of Stagnation in Urban and Rural Secondary Schools

Academic Session	Class VII							Class IX							Class-X						
	U.B. Vs. U.G.	U.B. Vs. R.B.	U.B. Vs. RG.	U.G. Vs. R.B.	U.G. Vs. R.G.	R.B. Vs. R.G.	U.T. Vs. R.T.	U.B. Vs. U.G.	U.B. Vs. R.B.	U.B. Vs. RG.	U.G. Vs. R.B.	U.G. Vs. R.G.	R.B. Vs. R.G.	U.T. Vs. R.T.	U.B. Vs. U.G.	U.B. Vs. R.B.	U.B. Vs. RG.	U.G. Vs. R.B.	U.G. Vs. R.G.	R.B. Vs. R.G.	U.T. Vs. R.T.
2008-2009	3.54 **	3.50 **	0.48	0.48	2.29 *	2.61 *	0.65	1.29	0.08	0.73	1.16	1.81	0.58	1.35	2.37 *	6.13 **	7.93 **	8.00 **	10.01 **	1.58	11.40 **
2007-2008	3.53 **	1.64	2.08 *	1.37	0.85	0.43	0.57	0.00	2.14 *	1.92	2.12 *	1.88	0.20	2.85 **	0.39	9.08 **	6.34 **	9.69 **	6.81 **	2.70 **	11.29 **
2006-2007	1.93	1.60	2.19 *	0.03	0.64	0.54	1.66	0.13	2.82 **	0.17	1.81	0.07	1.44	0.35	0.71	9.88 **	6.28 **	5.91 **	7.01 **	0.94	8.64 **
2005-2006	0.48	0.12	0.54	0.50	0.15	0.55	0.20	1.12	1.48	0.12	0.54	1.03	1.37	0.35	0.30	7.34 **	7.73 **	7.46 **	8.03 **	0.28	10.85 **
2004-2005	2.90 **	0.32	3.21 **	2.50 *	0.79	2.25 *	0.76	1.50	1.07	1.24	2.18 *	0.97	1.05	1.24	0.20	8.90 **	8.45 **	9.11 **	8.45 **	0.45	12.36 **

*Significant at 0.05 level
**Significant at 0.01 level

It is revealed from tables 4.01 and 4.02 that the number of enrolment of boys and girls is almost same in both urban and rural secondary schools. It can be interpreted that in Mizoram there is no gender discrimination by the parents in admitting their children in schools for education and they give equal emphasis for education of both male and female children.

Table 4.03 presents the statistics of drop-outs in urban schools. The table reveals that during the period under study, 974 (6.68%) students had dropped out from the sampled urban schools in class VIII, the number of boys was 578 (7.32%) and the number of girls was 396 (5.45%). In class IX, 779 (6.60%) students had dropped out, the number of boys was 461 (7.80%) and the number of girls was 318 (5.40%). Similarly, 757 (7.90%) students had dropped out in class X, the number of boys was 394 (8.49%) and the number of girls was 363 (7.35%). The percentage of boys drop-out during the five sessions across different classes varied from 6.38 in class IX during the session 2008-09 to 10.61 in class X during the session 2007-08. The percentage of girls drop-out during the 5 sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Though there was no definite trend in the rate of drop-out among boys and girls, the overall drop-out rate was less during the session 2008-09.

Table 4.03 presents the statistics of drop-outs in rural schools. The table reveals that during the period under study, 940 (12.44%) students had dropped out from the sampled rural schools in class VIII, the number of boys was 511 (13.23%) and the number of girls was 429 (11.60%). In class IX, 597 (10.48%) students had dropped out, the number of boys was 315 (10.85%) and the number of girls was 282 (10.11%). Similarly, 550 (10.53%) students had dropped out in class X, the number of boys was 273 (10.43%) and the number of girls was 277 (10.64%). The percentage of boys' drop-out during the five sessions across different classes varied from 8.61 in class X during the session 2005-06 to 14.57 in class VIII during the session 2007-08. The percentage of girls' drop-out during the five sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in

the year 2005-06 in class X, the boys dropped out more in comparison to girls. Like urban secondary schools, though there was no definite trend in the rate of drop-out among boys and girls in rural secondary schools, the overall drop-out rate was found to be less during the session 2008-09 for classes VIII and X. But for class IX, the overall drop-out rate was highest in the year 2008-09.

The above statistics indicate that drop-out in the secondary schools is a serious problem both in urban and rural areas.

Table 4.07 presents the 't' values relating significance of differences in percentages of drop-outs between various groups for different sessions and classes in urban and rural secondary schools. Comparison between drop-out rate of urban boys and urban girls reveals that in class VIII, the 't' values are significant for all the sessions. It is found from table 4.03 that the boys' drop-out rate in all sessions was higher than that of the girls. In class IX the 't' values are significant for all the sessions, except 2008-09; and in class X, the 't' value was significant only for the session 2007-08. Table 4.03 reveals that like class VIII, the rate of drop-out among boys in class IX and X were more than that of the girls in those sessions.

Comparison between drop-out rate of urban boys and rural boys reveals that in class VIII the 't' values for the five sessions are significant and it is found from tables 4.03 and 4.04 that the drop-out rates in rural schools were significantly higher than that of urban schools in all the sessions. In class IX the 't' values for these two groups are found significant during the sessions 2004-05, 2005-06 and 2008-09. It is found from tables 4.03 and 4.04 that the drop-out rates in rural schools were significantly higher than that of urban schools in all these sessions. However, no significant difference was found between these two groups in class X for all the five sessions.

Comparison between urban boys and rural girls reveals that the 't' values for class VIII were significant in all sessions, except 2007-08; and for class X, it was significant only for the session 2006-07. Tables 4.03 and 4.04 reveal that the drop-out rates among the rural girls were significantly higher than that of the urban boys for those sessions.

Comparison of urban girls with rural boys as well as rural girls reveals that the 't' values for classes VIII and IX are significant for all the five sessions. It is found from tables 4.03 and 4.04 that the drop-out rates among rural boys and rural girls were significantly higher than that of urban girls. But in class X, the 't' values for comparison between urban girls and rural boys were found significant in all the sessions, except 2005-06 and for comparison between urban girls and rural girls during the sessions 2004-05, 2006-07 and 2007-08. From tables 4.03 and 4.04 it is found that in all the sessions the drop-out rates among the rural boys and girls were significantly higher than that of urban girls.

Comparison between rural boys and rural girls reveals that the 't' values were not significant in respect of all classes and all sessions, except class VIII of the session 2007-08 in which the percentage of drop-out among rural boys was significantly higher than that of rural girls.

Comparison between urban total drop-outs and rural total drop-outs reveals that the 't' values are significant for all sessions in respect of class VIII. For class IX, the 't' values are significant for all sessions, except 2007-08; and for class X for all sessions, except 2005-06. It is found from tables 4.03 and 4.04 that the overall drop-out rate in rural areas was significantly higher than that of urban areas in those sessions.

Table 4.05 and 4.06 presents the data relating stagnation of boys and girls in classes VIII-X for five sessions i.e. from 2004-05 to 2008-09 in respect of urban secondary schools and rural secondary schools respectively. Table 4.05 reveals that during the period under study, 2826 (19.37%) students had stagnated in the sampled urban schools in class VIII, the number of boys was 1412 (19.27%) and the number of girls was 1414 (19.47%). In class IX, 2267 (19.21%) students had stagnated, the number of boys was 1143 (19.33%) and the number of girls was 1124 (19.08%). Similarly, 1381 (14.42%) students had stagnated in class X, the number of boys was 697 (15.02%) and the number of girls was 684 (13.86%). The percentage of boys stagnated during the five sessions across different classes varied from 13.91 in class X in the year 2004-05 to 22.16 in class VIII in the year 2006-07. The percentage of

girls stagnated during the five sessions across different classes varied from 11.74 in class X in the year 2008-09 to 23.23 during the session 2004-05. No definite trend in the rate of stagnation is revealed in the urban secondary schools.

Table 4.06 presents the statistics of stagnation in rural schools. The table reveals that during the period under study, 1452 (19.21%) students had stagnated in the sampled rural schools in class VIII, the number of boys was 751 (19.45%) and the number of girls was 701 (18.96%). In class IX, 1064 (18.69%) students had stagnated, the number of boys was 531 (18.29%) and the number of girls was 533 (19.10%). Similarly, 1637 (31.35%) students had stagnated in class X, the number of boys was 821 (31.37%) and the number of girls was 816 (31.34%). The percentage of stagnated boys during the five sessions across different classes varied from 16.58 in class IX during the session 2005-06 to 36.97 in class X during the session 2007-08. The percentage of stagnated girls during the five sessions across different classes varied from 16.76 in class VIII during the session 2008-09 to 32.84 in the same year. Like urban secondary schools, there is no definite trend in the rate of stagnation among boys and girls in rural secondary schools.

The above statistics indicate that stagnation in the secondary schools is also a serious problem, like drop-out, both in urban and rural areas.

Table 4.08 presents the 't' values relating significance of difference in percentage of stagnation between various groups for different sessions and classes in urban and rural secondary schools. Comparison between stagnation rate of urban boys and urban girls reveals that in class VIII the 't' values are significant for the sessions 2004-05, 2007-08, 2008-09. It is found from table 4.05 that the boy's stagnation rate was higher than that of the girls' in the session 2007-08, but in the other two sessions the stagnation rate among girls was more than that of the boys. In respect of class IX, the 't' values are not significant for all the sessions. In class X, except the session 2008-09, the 't' values are found non-significant. Table 4.03 reveals that in the session 2008-09 the rate of stagnation among boys was significantly higher than that of the girls.

Comparison between urban boys and rural boys reveals that the 't' values are significant during the session 2008-09 in respect of class VIII; during the sessions 2006-07 and 2007-08 in respect of class IX; and during all the five sessions in respect of class X. Tables 4.05 and 4.06 reveal that in 2008-09 and in class VIII the rate of stagnation of rural boys was significantly higher than that of the urban boys. In class IX, the rate of stagnation of rural boys was significantly higher than that of urban boys in the session 2006-07, but it was significantly lower in the session 2007-08. In class X, the rate of stagnation of rural boys was found to be significantly higher than that of urban boys during all the five sessions.

The 't' values for urban boys versus rural girls were found to be significant during the sessions 2004-05, 2006-07 and 2007-08 in respect of class VIII; and in all the sessions of class X. The 't' values were found non-significant in all the sessions for class IX. As revealed from tables 4.05 and 4.06, in class VIII the percentage of stagnation among urban boys was significantly higher in comparison to rural girls in the sessions 2006-07 and 2007-08; but girls had stagnated significantly higher than the boys in the session 2004-05. In class X, the rural girls had stagnated significantly higher than urban boys in all sessions.

The 't' values for urban girls versus rural boys were found to be significant during the session 2004-05 in respect of class VIII during the sessions 2004-05 and 2007-08 in respect of class IX; and during all the five sessions in class X. As found from tables 4.05 and 4.06, in the session 2004-05 the percentage of urban girls failed in class VIII was significantly higher than that of rural boys. In class IX, the percentage of urban girls failed during the sessions 2004-05 and 2007-08 was significantly higher than that of rural boys. In class X and during all sessions, the percentage of failures among rural boys was significantly higher than that of urban girls.

The 't' values for urban girls versus rural girls were found to be significant during the session 2008-09 in respect of class VIII; and during all the five sessions in class X. The 't' values were found non-significant in all the sessions for class IX. As found from tables 4.05 and 4.06, in the session 2008-

09 the percentage of urban girls failed in class VIII was significantly higher than that of rural boys. In class IX, the percentage of urban girls failed during the sessions 2004-05 and 2007-08 was significantly higher than that of rural boys. But in class X and during all sessions, the percentage of failures among rural boys was significantly higher than that of urban girls.

The 't' values for rural boys versus rural girls were found to be significant during the sessions 2004-05 and 2008-09 in respect of class VIII; and during the session 2007-08 in class X. The 't' values were found non-significant in all the sessions for class IX. As found from table 4.06, in the session 2004-05 the percentage of rural girls failed in class VIII was significantly higher than that of rural boys and in the session 2008-09 the percentage of rural girls failed in class VIII was significantly lower than that of rural boys. In class X and during the session 2007-08, the percentage of failures among rural boys was significantly higher than that of rural girls.

Comparison between the percentage of stagnation between urban total students and rural total students reveals that the 't' values are non-significant for all sessions in respect of class VIII. For class IX, the 't' values are non-significant for all sessions, except 2007-08. For class X, the 't' values are significant for all sessions. It is found from tables 4.03 and 4.04 that in class IX and in the session 2007-08, the percentage of failures was significantly higher in urban secondary schools in comparison to rural secondary schools. But in class X, the percentage of failures was significantly higher in rural secondary schools in comparison to urban secondary schools.

4.02: Perceptions of Different Respondents relating to Causes of Wastage and Stagnation

The third and fourth objectives of the study were to find out the causes/problems of wastage and stagnation at secondary level of education in urban and rural secondary schools in Mizoram. It is already stated that drop-outs, stagnated students, male and female parents/guardians of drop-outs and stagnated students, arts teachers, science teachers, headmasters of the schools, and community leaders were the sources of data for the study. Data from all

these sources were collected through structured questionnaires and interview. Interviews were held only in cases of drop-outs, stagnated students, parents/guardians, and community leaders who were not able to read and write. During the interview the same structured items of the questionnaire were used.

Further, as already mentioned in chapter III, the problems related to wastage and stagnation were broadly categorized as problems related to school (infrastructural, and functional and academic), society, home condition, financial condition and personal behavior. In total, there were 60 items related to the various problems and all categories of respondents were asked to respond to those 60 items as per their perceptions. Besides, one open ended item was there soliciting *any other problem*, which were not enlisted in the questionnaires but they had in their minds, to which no response was received from any respondent. The responses of all the twelve categories of respondents were analyzed separately for urban schools and rural schools relating to the six areas of problems. The frequencies along with their percentages (in parentheses) of the responses in favor of the problems i.e. responding 'yes' to the problems are presented for urban schools and rural schools in tables 4.09 and 4.10 respectively. No percentage is given in respect of the frequencies of the categories of respondents whose sample size was 100 as the frequencies indicate percentages too. For interpretation it was decided to interpret the problems as **major**, if perceived by 50% or more respondents, **minor**, if perceived by 20% or more but less than 50% of the respondents and **negligible**, if perceived by less than 20% of the respondents of any category. The problems are interpreted in 12 sub-sections respondent wise for urban and rural secondary schools. For facilitating interpretation the 60 problems are presented below:

Problems related to Infrastructural facilities of the school

1. Distance of the school from home
2. Communication barrier in attending the school
3. Lack of school building
4. Lack of adequate classrooms
5. Unattractive school environment

6. Lack of Proper sanitation of toilets
7. Lack of playground
8. Lack of play materials

Problems related to Functional and Academic activities of the school

9. Too much stress on the theory but less in practical
10. Corporal punishment
11. Uninteresting school curricula
12. Difficulty of some subjects
13. No Parent-teachers' meeting
14. Overcrowded classrooms
15. Shortage of teachers
16. Insincerity of teachers
17. Frequent absence of teachers
18. Teachers' unfavourable attitude towards low achievers
19. Lack of teaching aids
20. Burden of home task

Social Problems

21. Too much involvement in social activities
22. Too much involvement in religious activities
23. Apathetic attitude of the society towards education
24. Unemployment of educated youth of the society

Problems Related to Home

25. Lack of parents' education
26. Lack of parents' interest and attitude
27. Lack of guidance of the parents
28. Divorce of parents
29. Single Parents
30. Step mother
31. Step father
32. Death of both parents
33. Health problem of family members

34. Death of family members
35. Alcoholic addiction of the parents
36. Drug addiction of the parents
37. Engagement in taking care of small children at home
38. Lack of study facilities at home

Financial Problems

39. Poor economic condition of the family
40. Supplementing the income of family
41. Helping parents in profession
42. Burden of school fees
43. Burden of providing dresses/uniforms
44. Burden of providing study materials
45. Financial problem to provide tuition facilities

Personal Problems

46. Continuous illness of students
47. Association with bad peer group
48. Overage of students
49. Alcoholic addiction of students
50. Drug addiction of students
51. Illegitimate pregnancy
52. Early marriage
53. Untimely indulgence in love affairs
54. Failure
55. No specific ambition
56. Low aspiration
57. Improper study habits
58. Disliking for some teachers
59. Fear for examination
60. Medium of instruction (English) being difficult

Table 4.09
Perceptions of Different Respondents about the Causes of Wastage and Stagnation
in Urban Secondary Schools

Pr. No	Drop-out Boys N=100	Drop-out Girls N=100	Male Parents of Drop-outs, N=50	Female Parents of Drop-outs, N=50	Stagnated Boys N=100	Stagnated Girls N=100	Male Parents of Stagnateds, N=50	Female Parents of Stagnateds N=50	Arts Teachers N=50	Science Teachers N=50	Headmasters N=50	Community Leaders N=50
1	17	23	07(14)	06(12)	36	41	15(30)	14(28)	12(24)	16(32)	16(32)	09(18)
2	14	15	08(16)	04(8)	21	25	12(24)	11(22)	04(08)	08(16)	09(18)	12(24)
3	09	04	02(4)	03(6)	16	13	09(18)	05(10)	16(32)	17(34)	15(30)	08(16)
4	12	08	05(10)	03(6)	18	28	13(26)	12(24)	17(34)	19(38)	20(40)	10(20)
5	18	12	06(12)	04(8)	18	24	08(16)	11(22)	15(30)	17(34)	13(26)	14(28)
6	11	07	03(6)	04(8)	26	32	08(16)	12(24)	18(36)	23(46)	21(42)	05(10)
7	25	10	05(10)	05(10)	36	30	07(14)	12(24)	24(48)	22(44)	29(58)	23(46)
8	32	16	08(16)	09(18)	38	31	12(24)	13(26)	36(72)	27(54)	32(64)	29(58)
9	58	60	60(32)	18(36)	68	62	21(42)	20(40)	35(70)	33(66)	38(76)	32(64)
10	16	09	02(4)	02(4)	08	02	04(8)	04(08)	04(08)	04(08)	04(8)	05(10)
11	27	15	07(14)	09(18)	21	21	10(20)	08(16)	17(34)	17(34)	22(44)	09(18)
12	10	12	08(16)	06(12)	12	13	08(16)	06(12)	15(30)	18(36)	16(32)	45(90)
13	39	33	09(18)	13(26)	48	48	19(38)	19(38)	22(44)	21(42)	15(30)	21(42)
14	17	12	10(20)	03(6)	24	21	11(22)	14(28)	09(18)	13(26)	09(18)	10(20)
15	24	19	12(24)	11(22)	25	28	10(20)	14(28)	20(40)	21(42)	22(44)	17(34)
16	22	17	09(18)	08(16)	08	08	06(12)	12(24)	10(20)	16(32)	09(18)	26(52)
17	12	11	03(9)	03(6)	09	09	07(14)	07(14)	10(20)	11(22)	08(16)	15(30)
18	24	24	06(12)	05(10)	18	07	09(18)	06(12)	09(18)	14(28)	10(20)	17(34)
19	40	37	13(26)	11(22)	57	54	17(34)	23(46)	39(78)	33(66)	34(68)	35(70)
20	19	19	03(6)	05(10)	26	23	08(16)	07(14)	07(14)	13(26)	13(26)	15(30)

21	25	11	10(20)	04(8)	19	11	12(24)	11(22)	09(18)	14(28)	18(36)	29(58)
22	25	15	10(20)	05(10)	18	10	15(30)	16(32)	11(22)	13(26)	17(34)	37(74)
23	27	24	12(24)	09(18)	29	22	14(28)	19(38)	28(56)	31(62)	32(64)	18(36)
24	65	59	26(52)	28(56)	75	75	32(64)	35(70)	31(62)	37(74)	37(74)	38(76)
25	40	31	23(46)	22(44)	45	39	21(42)	28(56)	42(84)	43(86)	44(88)	35(70)
26	14	12	05(10)	02(4)	09	09	11(22)	13(26)	40(80)	45(90)	42(84)	26(52)
27	14	14	09(18)	07(14)	13	14	06(12)	15(30)	41(82)	42(84)	42(84)	36(72)
28	11	07	05(10)	03(6)	14	14	06(12)	08(16)	17(34)	21(42)	14(28)	19(38)
29	09	16	07(14)	07(14)	13	15	06(12)	07(14)	07(14)	13(26)	08(16)	13(26)
30	03	05	04(8)	04(8)	02	06	02(4)	05(10)	09(18)	12(24)	07(14)	15(30)
31	02	02	04(8)	01(2)	02	02	01(2)	03(06)	08(16)	14(28)	07(14)	12(24)
32	02	03	03(6)	01(2)	01	05	01(2)	07(14)	16(32)	14(28)	11(22)	13(26)
33	06	07	05(10)	02(4)	12	18	03(6)	05(10)	15(30)	13(26)	17(34)	07(14)
34	07	09	05(10)	07(14)	11	09	04(8)	06(12)	12(24)	15(30)	13(26)	10(20)
35	03	09	06(12)	03(6)	04	06	04(8)	06(12)	15(30)	15(30)	18(36)	12(24)
36	01	04	03(6)	03(6)	01	03	02(4)	02(04)	06(12_)	11(22)	09(18)	12(24)
37	02	05	03(6)	03(6)	01	08	06(12)	04(08)	17(34)	33(66)	20(40)	11(22)
38	20	17	13(26)	08(16)	18	22	09(18)	11(22)	34(68)	39(78)	41(82)	30(60)
39	47	36	26(52)	26(52)	44	48	22(44)	29(58)	38(76)	41(82)	44(88)	36(72)
40	31	27	16(32)	18(36)	27	17	13(26)	19(38)	27(54)	30(60)	26(52)	30(60)

41	46	38	22(44)	17(34)	53	46	15(30)	21(42)	18(36)	18(36)	23(46)	27(54)
42	22	20	13(26)	11(22)	24	16	08(16)	15(30)	07(14)	08(16)	09(18)	18(36)
43	17	12	10(20)	11(22)	13	14	05(10)	13(26)	14(28)	12(24)	22(44)	12(24)
44	24	15	13(26)	12(24)	17	12	07(14)	16(32)	16(32)	18(36)	30(60)	24(48)
45	36	31	18(36)	16(32)	37	36	16(32)	22(44)	24(48)	20(40)	30(60)	18(36)
46	14	23	12(24)	13(26)	34	40	10(20)	11(22)	06(12)	15(30)	11(22)	12(24)
47	20	02	05(10)	05	20	08	07(14)	09(18)	19(38)	23(46)	20(40)	26(52)
48	04	07	05(10)	02(4)	09	02	06(12)	02(04)	07(14)	07(14)	09(18)	06(12)
49	02	01	03(6)	06	03	01	03(6)	01(02)	05(10)	07(14)	06(12)	06(12)
50	03	03	03(6)	01(2)	02	05	02(4)	01(02)	05(10)	10(20)	08(16)	06(12)
51	04	02	03(6)	02(4)	02	04	03(6)	03(06)	04(08)	08(16)	06(12)	16(32)
52	04	06	04(8)	02(4)	05	02	04(8)	03(06)	04(08)	16(32)	06(12)	28(56)
53	24	11	07(14)	05(10)	18	10	05(10)	09(18)	13(26)	22(44)	18(36)	36(72)
54	53	52	23(46)	30(60)	47	35	23(46)	23(46)	26(52)	27(54)	27(54)	34(68)
55	51	35	23(46)	28(56)	35	31	28(56)	28(56)	35(70)	41(82)	38(76)	43(86)
56	61	44	29(58)	26(52)	55	61	30(60)	32(64)	33(66)	37(74)	34(68)	33(66)
57	55	57	27(54)	26(52)	55	55	32(64)	28(56)	33(66)	38(76)	40(80)	34(68)
58	21	16	05(10)	06(12)	12	12	10(20)	04(08)	08(16)	13(26)	09(18)	11(22)
59	05	07	04(8)	02(4)	12	11	07(14)	06(12)	09(18)	20(40)	13(26)	04(8)
60	44	48	20(40)	20(40)	53	53	30(60)	32(64)	29(58)	32(64)	33(66)	35(70)

Table 4.10

Perceptions of Different Respondents about the Causes of Wastage and Stagnation in Rural Secondary Schools

Pr. No	Drop-out Boys N=100	Drop-out Girls N=100	Male Parents of Drop-outs, N=50	Female Parents of Drop-outs, N=50	Stagnated Boys N=100	Stagnated Girls N=100	Male Parents of Stagnated, N=50	Female Parents of Stagnated, N=50	Arts Teachers N=50	Science Teachers N=50	Headmasters N=50	Community Leaders N=50
1	30	24	08(16)	05(10)	36	33	17(34)	14(28)	17(34)	14(28)	14(28)	07(14)
2	21	22	08(16)	07(14)	25	19	07(14)	10(20)	07(14)	11(22)	10(20)	11(22)
3	03	02	05(10)	02(4)	11	05	14(28)	05(10)	14(28)	05(10)	05(10)	02(04)
4	08	15	07(14)	02(4)	15	11	18(36)	08(16)	18(36)	11(22)	08(16)	07(14)
5	22	25	07(14)	04(8)	31	20	22(44)	09(18)	22(44)	07(14)	09(18)	13(26)
6	13	24	03(06)	03(6)	26	26	19(38)	12(24)	19(38)	09(18)	12(24)	10(20)
7	27	26	04(08)	08(16)	41	25	34(68)	14(28)	34(68)	13(26)	14(28)	21(42)
8	27	31	11(22)	06(12)	32	27	35(70)	11(22)	35(70)	17(34)	11(22)	22(44)
9	35	44	12(24)	13(26)	49	49	35(70)	24(48)	35(70)	22(44)	24(48)	33(66)
10	12	16	02(04)	03(6)	17	11	06(12)	06(12)	06(12)	05(10)	06(12)	11(22)
11	22	27	05(10)	06(12)	15	22	15(30)	06(12)	15(30)	05(10)	06(12)	08(16)
12	30	35	12(24)	14(28)	38	42	21(42)	14(28)	21(42)	30(60)	30(60)	31(62)
13	28	39	13(26)	14(28)	37	43	21(42)	20(40)	21(42)	18(36)	20(40)	21(42)
14	12	19	04(08)	04(8)	30	13	16(32)	11(22)	06(12)	02(04)	01(02)	03(06)
15	12	08	04(08)	06(12)	18	18	20(40)	06(12)	20(40)	13(26)	06(12)	28(56)
16	11	13	05(10)	04(8)	10	12	11(22)	06(12)	11(22)	05(10)	06(12)	20(40)
17	09	13	01(02)	02(4)	10	08	11(22)	05(10)	11(22)	05(10)	05(10)	16(32)
18	19	24	06(12)	04(8)	19	21	12(24)	10(20)	12(24)	07(14)	10(20)	23(46)
19	32	33	11(22)	08(16)	48	36	33(66)	20(40)	33(66)	18(36)	20(40)	31(62)
20	19	17	05(10)	03(6)	22	23	17(34)	14(28)	17(34)	13(26)	14(28)	12(24)

21	16	14	07(14)	08(16)	15	09	16(32)	17(34)	16(32)	11(22)	17(34)	30(60)
22	14	15	07(14)	09(18)	17	15	18(36)	13(26)	18(36)	10(20)	13(26)	28(56)
23	12	24	09(18)	09(18)	16	19	20(40)	09(18)	20(40)	14(28)	19(38)	28(56)
24	58	60	30(60)	31(62)	74	65	29(58)	33(66)	29(58)	40(80)	33(66)	33(66)
25	25	31	20(40)	16(32)	32	38	39(78)	15(30)	39(68)	38(76)	35(70)	30(60)
26	10	06	05(10)	03(6)	09	08	42(84)	06(12)	42(84)	35(70)	36(72)	35(70)
27	12	08	05(10)	02(4)	10	11	43(86)	10(20)	43(86)	38(76)	30(60)	33(66)
28	10	08	02(04)	03(6)	14	14	33(66)	03(6)	33(66)	04(14)	03(06)	20(40)
29	09	10	03(06)	02(4)	12	14	29(58)	03(6)	29(58)	09(18)	03(06)	26(52)
30	03	05	02(04)	01(2)	04	08	25(50)	03(6)	25(50)	03(06)	03(06)	18(36)
31	05	04	05(10)	01(2)	03	02	25(50)	04(8)	25(50)	03(06)	07(14)	17(34)
32	02	03	01(02)	01(2)	04	05	22(44)	01(2)	22(44)	05(10)	01(02)	22(44)
33	05	07	01(02)	05(10)	10	08	17(34)	01(2)	17(34)	04(08)	01(02)	10(20)
34	04	05	07(14)	05(10)	10	13	21(42)	05(10)	21(42)	04(08)	05(10)	10(20)
35	04	03	02(04)	03(6)	10	08	18(36)	05(10)	18(36)	04(08)	04(8)	23(46)
36	04	05	01(02)	01(2)	03	11	12(24)	07(14)	12(24)	03(06)	06(12)	17(34)
37	02	07	01(02)	02(4)	04	07	30(60)	03(6)	30(60)	04(08)	03(06)	08(16)
38	12	09	05(10)	07(14)	09	20	30(60)	08(16)	37(74)	32(64)	38(76)	30(60)
39	23	30	19(38)	16(32)	42	42	30(60)	17(34)	37(74)	27(54)	27(54)	27(54)
40	20	23	16(32)	13(26)	35	26	25(50)	12(24)	25(50)	34(68)	32(64)	27(54)

41	32	29	20(40)	19(38)	57	44	21(42)	19(38)	21(42)	25(50)	29(58)	27(54)
42	16	20	11(22)	13(26)	20	20	14(28)	08(16)	14(28)	12(24)	18(36)	12(24)
43	11	15	10(20)	09(18)	11	13	22(44)	07(14)	22(44)	09(18)	17(34)	22(44)
44	13	19	10(20)	09(18)	16	25	25(50)	09(18)	25(50)	10(20)	19(38)	15(30)
45	18	18	18(36)	12(24)	28	34	30(60)	14(28)	30(60)	24(48)	14(28)	12(24)
46	29	28	06(12)	11(22)	25	41	10(20)	09(18)	10(20)	11(22)	09(18)	21(42)
47	21	06	04(08)	04(8)	22	13	16(32)	03(6)	16(32)	15(30)	13(26)	34(68)
48	07	04	01(02)	03(6)	05	07	08(16)	03(6)	08(16)	01(02)	03(06)	08(16)
49	01	02	07(14)	03(6)	04	04	06(12)	04(8)	06(12)	01(02)	05(10)	11(22)
50	04	02	02(04)	01(2)	03	04	07(14)	06(12)	07(12)	02(04)	06(12)	22(44)
51	04	08	01(02)	03(6)	06	04	05(10)	01(2)	05(10)	01(02)	01(02)	17(34)
52	07	14	02(04)	04(8)	07	04	08(16)	03(6)	08(16)	04(08)	03(06)	31(62)
53	18	14	01(02)	07(14)	15	15	18(36)	10(20)	18(36)	06(12)	10(20)	29(58)
54	39	45	20(40)	17(34)	27	38	22(44)	22(44)	22(44)	38(76)	32(64)	33(66)
55	40	42	17(34)	19(38)	27	29	28(56)	18(36)	28(56)	38(76)	38(76)	38(76)
56	50	47	23(46)	21(42)	47	54	27(54)	24(48)	27(54)	32(64)	34(68)	40(80)
57	41	42	23(46)	23(46)	42	49	30(60)	22(44)	30(60)	34(68)	32(64)	28(56)
58	13	14	04(08)	05(10)	11	17	08(16)	06(12)	08(16)	03(06)	06(12)	07(14)
59	08	07	02(04)	01(2)	08	11	15(30)	06(12)	15(30)	04(08)	06(12)	07(14)
60	41	37	13(26)	14(28)	40	44	35(70)	20(40)	35(70)	34(68)	30(60)	27(54)

A. Perception of Drop-out Boys

I. Infrastructural problems of the schools

In urban schools: The first eight problems of the questionnaire/ interview schedule were relating to infrastructural problems relating to the schools. As revealed from table 4.09, out of the eight problems, *distance of school from home, communication barrier in attending the school, lack of school building, lack of adequate classrooms, unattractive school environment, and lack of proper sanitation* were perceived to be negligible by the drop-out boys. But, *lack of playground and lack of play materials* were perceived as minor problems of drop-out by them.

In rural schools: From table 4.10 it is revealed that out of the eight problems, *lack of school building, lack of adequate classrooms, unattractive school environment, and lack of proper sanitation* were perceived to be negligible by the drop-out boys. But *distance of school from home, communication barrier in attending the school, lack of playground and lack of play materials* were perceived as minor problems by them.

II. Functional and Academic related Problems of the schools

In urban schools: Problem numbers nine to twenty stated in the questionnaire/ interview schedule were related to functional and academic aspects of the schools. Out of the 12 problems, the urban drop-out boys recognized *too much stress on theory but less in practical* as a major problem; *uninteresting school curricula, no parents-teachers' meeting, shortage of teachers, insincerity of teachers, teachers' unfavorable attitude towards low achievers, and lack of teaching aids* as minor problems; and *corporal punishment, difficulty of some subjects, overcrowded classrooms, frequent absence of teachers, and burden of home task* as negligible problems.

In rural schools: Out of the 12 problems, the rural drop-out boys perceived *too much stress on theory but less in practical, uninteresting school curricula, no parents-teachers' meeting, difficulty of some subjects, and lack of teaching aids* as minor problems; and *corporal punishment, overcrowded classrooms, shortage of teachers, insincerity of teachers, frequent absence of teachers,*

teachers' unfavorable attitude towards low achievers and burden of home task as negligible problems.

III: Social Problems

In urban schools: Four problems (items 21-24) were included in the questionnaire/ interview schedule relating to social problems. From table 4.09 it is revealed that *too much involvement in social activities, too much involvement in religious activities and Apathetic attitude of the society towards education* were recognized as minor problems and *unemployment of educated youth of the society* as a major problem by the urban drop-out boys.

In rural schools: From table 4.10 it is revealed that *too much involvement in social activities, too much involvement in religious activities and Apathetic attitude of the society towards education* were recognized as negligible problems and *unemployment of educated youth of the society* as a major problem by the rural drop-out boys.

IV: Problems related to Home

In urban schools: Fourteen possible problems related to home (items 25-38) were included in questionnaire/ interview schedule for checking the responses of all categories of respondents. The urban drop-out boys recognized *lack of parents' education and lack of study facilities at home* as minor problems. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, and engagement in taking care of small children at home* were recognized as negligible problems by urban drop-out boys.

In rural schools: The rural drop-out boys recognized *lack of parents' education* as a minor problem. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the*

parents, engagement in taking care of small children at home and lack of study facilities at home were recognized as negligible problems by them.

V: Financial Problems

In urban schools: Seven finance related problems (items 39-45) were included in the questionnaire/ interview schedule. From table 4.09 it is revealed that *poor economic condition of the family, supplementing the income of family, helping parents in profession, burden of school fees, burden of providing study materials and financial problem to provide tuition facilities* were perceived as minor problems and *burden of providing dresses/uniforms* as a negligible problem by urban drop-out boys.

In rural schools: From table 4.10 it is revealed that *poor economic condition of the family, supplementing the income of family and helping parents in profession* were perceived as minor problems and *burden of school fees, burden of providing study materials, burden of providing dresses/uniforms and financial problem to provide tuition facilities* as negligible problems by rural drop-out boys.

VI: Personal Problems

In urban schools: Table 4.09 reveals that among the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, *continuous illness of students, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, and fear for examination* were perceived to be negligible problems by urban drop-out boys. They recognised *association with bad peer group, untimely indulgence in love affairs, disliking for some teachers, and medium of instruction (English) being difficult* as minor problems and *failure, no specific ambition, low aspiration and improper study habit* as major problems.

In rural schools: Out of the 15 personal problems, *overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers, and fear for examination* were perceived to be negligible

problems by rural drop-out boys. They recognised *continuous illness of students, association with bad peer group, failure, no specific ambition, improper study habit* and *medium of instruction (English) being difficult* as minor problems and *low aspiration* as a major problem.

B. Perception of Drop-out Girls

I. Infrastructural problems of the schools

In urban schools: Out of the eight problems, *communication barrier in attending the school, lack of school building, lack of adequate classrooms, unattractive school environment, lack of proper sanitation, lack of playground* and *lack of play materials* were perceived to be negligible by the drop-out girls. But, *distance of school from home* was perceived as a minor problem by the drop-out girls in urban secondary schools.

In rural schools: Out of the eight problems, *lack of school building, lack of adequate classrooms, unattractive school environment, lack of proper sanitation, lack of playground* and *lack of play materials* were perceived to be negligible by the drop-out girls. But, *distance of school from home* and *communication barrier in attending the school* were perceived as minor problems by them in rural secondary schools.

II. Functional and Academic related Problems of the schools

In urban schools: Out of the 12 problems, *too much stress on theory but less in practical* was recognized as a major problem; *no parents-teachers' meeting, teachers' unfavorable attitude towards low achievers, and lack of teaching aids* as minor problems; and *uninteresting school curricula, corporal punishment, difficulty of some subjects, overcrowded classrooms, shortage of teachers, insincerity of teachers, frequent absence of teachers, and burden of home task* as negligible problems by the urban drop-out girls.

In rural schools: Out of the 12 problems, *too much stress on theory but less in practical, uninteresting school curricula, no parents-teachers' meeting, difficulty of some subjects, teachers' unfavorable attitude towards low achievers, and lack of teaching aids* as minor problems; and *corporal punishment, overcrowded classrooms, shortage of teachers, insincerity of*

teachers, frequent absence of teachers, and burden of home task as negligible problems by the rural drop-out girls.

III: Social Problems

In urban schools: Urban drop-out girls recognized *too much involvement in social activities* and *too much involvement in religious activities* as negligible; *apathetic attitude of the society towards education* as minor; and *unemployment of educated youth of the society* as major social problems of wastage and stagnation.

In rural schools: From table 4.10 it is revealed that *too much involvement in social activities* and *too much involvement in religious activities* were recognized as negligible problems; *apathetic attitude of the society towards education* as a minor problem and *unemployment of educated youth of the society* as a major problem by the rural drop-out girls.

IV: Problems related to Home

In urban schools: The urban drop-out boys recognized *lack of parents' education* and *lack of study facilities at home* as minor problems; *lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, and engagement in taking care of small children at home* as negligible problems.

In rural schools: The rural drop-out girls recognized *lack of parents' education* as a minor problem; *lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home and lack of study facilities at home* as negligible problems. The perception of rural girls was found similar to that of the rural boys.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *poor economic condition of the family, supplementing the income of family, helping parents in profession, burden of school fees, burden of providing study materials and financial problem to provide tuition facilities* were perceived as minor problems and *burden of providing dresses/uniforms* as a negligible problem by urban drop-out boys.

In rural schools: From table 4.10 it is revealed that rural drop-out girls perceived *poor economic condition of the family, supplementing the income of family, helping parents in profession and burden of school fees* as minor problems and *burden of providing study materials, burden of providing dresses/uniforms and financial problem to provide tuition facilities* as negligible problems.

VI: Personal Problems

In urban schools: Among the 15 personal problems, *continuous illness of students, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, and fear for examination* were perceived to be negligible problems by urban drop-out boys. They recognised *association with bad peer group, disliking for some teachers, and medium of instruction (English) being difficult* as minor problems and *failure, no specific ambition, low aspiration and improper study habit* as major problems.

In rural schools: Out of the 15 personal problems, *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers, and fear for examination* were perceived to be negligible problems by rural drop-out boys. They recognised *continuous illness of students, failure, no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as minor problems.

C. Perception of Male Parents of Drop-outs

I. Infrastructural problems of the schools

In urban schools: As revealed from table 4.09, all the eight problems were perceived to be negligible by the male parents of drop-outs. It implies that the problems- *distance of school from home, communication barrier in attending the school, lack of school building, lack of adequate classrooms, unattractive school environment, lack of proper sanitation, lack of playground and lack of play materials* were not perceived by the male parents of drop-outs to be causes of drop-out and stagnation of boys and girls in urban secondary schools.

In rural schools: As revealed from table 4.10, male parents of drop-outs perceived *distance of school from home, communication barrier in attending the school, lack of school building, lack of adequate classrooms, unattractive school environment, lack of proper sanitation and lack of playground* as negligible problems. They perceived *lack of play materials* as a minor problem.

II. Functional and Academic related Problems of the schools

In urban schools: Out of the 12 problems, *too much stress on theory but less in practical, overcrowded classrooms, shortage of teachers, and lack of teaching aids* were recognized as minor problems; and *no parents-teachers' meeting, teachers' unfavourable attitude towards low achievers, uninteresting school curricula, corporal punishment, difficulty of some subjects, insincerity of teachers, frequent absence of teachers, and burden of home task* as negligible problems by the male parents of drop-outs in urban secondary schools.

In rural schools: As revealed from table 4.10, out of the 12 problems, *too much stress on theory but less in practical, difficulty of some subjects, no parents-teachers' meeting and lack of teaching aids* were recognized as minor problems; and *corporal punishment, uninteresting school curricula, overcrowded classrooms, shortage of teachers, insincerity of teachers, frequent absence of teachers, teachers' unfavourable attitude towards low*

achievers, and burden of home task as negligible problems by the male parents of drop-outs in rural secondary schools.

III: Social Problems

In urban schools: From table 4.09 it is revealed that male parents of drop-outs recognized *too much involvement in social activities, too much involvement in religious activities and apathetic attitude of the society towards education* as minor problems; and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in urban secondary schools.

In rural schools: Male parents of drop-outs recognized *too much involvement in social activities, too much involvement in religious activities and apathetic attitude of the society towards education* as negligible problems; but *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The male parents of drop-outs in urban areas recognized *lack of parents' education and lack of study facilities at home* as minor problems; *lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, and engagement in taking care of small children at home* as negligible problems.

In rural schools: The male parents of drop-outs recognized *lack of parents' education* as a minor problem; *lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home and lack of study facilities at home* as negligible problems.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that the male parents of drop-outs recognized *poor economic condition of the family* as a major problem; *supplementing the income of family, helping parents in profession, burden of school fees, burden of providing dresses/uniforms, burden of providing study materials* and *financial problem to provide tuition facilities* as minor problems.

In rural schools: From table 4.10 it is revealed that the male parents of drop-outs recognized all the seven finance related problems as minor.

VI: Personal Problems

In urban schools: Out of the 15 personal problems, the male parents of drop-outs perceived *low aspiration* and *improper study habit* as major problems; *continuous illness of students, failure, and no specific ambition* as minor problems; and *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers, fear for examination* and *medium of instruction (English) being difficult* as negligible problems in urban areas.

In rural schools: The male parents of drop-outs perceived *continuous illness of students, association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers, and fear for examination* as negligible problems. They recognised *failure, no specific ambition, low aspiration, improper study habit* and *medium of instruction (English) being difficult* as minor problems in rural areas.

D. Perception of Female Parents of Drop-outs

I. Infrastructural problems of the schools

In urban schools: As revealed from table 4.09, all the eight problems were perceived to be negligible by the female parents of drop-outs. It implies that

the problems like *distance of school from home, communication barrier in attending the school, lack of school building, lack of adequate classrooms, unattractive school environment, lack of proper sanitation, lack of playground and lack of play materials* were not perceived by the female parents of drop-outs to be causes of drop-out of boys and girls in urban secondary schools. The perception of female parents of drop-outs is found similar to that of the male parents of drop-outs in urban secondary schools.

In rural schools: As revealed from table 4.10, female parents of drop-outs perceived all the eight problems as negligible.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, *too much stress on theory but less in practical, no parents-teachers' meeting, shortage of teachers, and lack of teaching aids* were recognized as minor problems; and *teachers' unfavourable attitude towards low achievers, uninteresting school curricula, corporal punishment, difficulty of some subjects, overcrowded classrooms, insincerity of teachers, frequent absence of teachers, and burden of home task* as negligible problems by the female parents of drop-outs in urban secondary schools.

In rural schools: Table 4.10 reveals that female parents of drop-outs perceived the problems- *too much stress on theory but less in practical, difficulty of some subjects, no parents-teachers' meeting* as minor problems; and *corporal punishment, uninteresting school curricula, overcrowded classrooms, shortage of teachers, insincerity of teachers, frequent absence of teachers, teachers' unfavourable attitude towards low achievers, lack of teaching aids and burden of home task* as negligible problems in rural secondary schools.

III: Social Problems

In urban schools: From table 4.09 it is revealed that female parents of drop-outs recognized *too much involvement in social activities, too much involvement in religious activities and apathetic attitude of the society towards education* as negligible problems; and *unemployment of educated youth of the*

society as a major social problem of wastage and stagnation in urban secondary schools.

In rural schools: Like male parents of drop-outs, the female parents of drop-outs recognized *too much involvement in social activities, too much involvement in religious activities* and *apathetic attitude of the society towards education* as negligible problems; and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The female parents of drop-outs in urban areas recognized *lack of parents' education* as a minor problem. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home* and *lack of study facilities at home* were recognized as negligible problems by them.

In rural schools: Like male parents of drop-outs, the female parents of drop-outs recognized *lack of parents' education* as a minor problem. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home* and *lack of study facilities at home* were recognized as negligible problems by them.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *poor economic condition of the family* was recognized as a major problem by the female parents of drop-outs. The problems like *supplementing the income of family, helping parents in profession, burden of school fees, burden of providing*

dresses/uniforms, burden of providing study materials and financial problem to provide tuition facilities were perceived as minor problems. The perception of female parents of drop-outs is found similar to that of the male parents of drop-outs in urban secondary schools.

In rural schools: From table 4.10 it is revealed that the female parents of drop-outs recognized *poor economic condition of the family, supplementing the income of family, helping parents in profession, burden of school fees, and financial problem to provide tuition facilities* as minor problems; and *burden of providing dresses/uniforms and burden of providing study materials* as negligible problems.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, the female parents of drop-outs perceived *failure and no specific ambition* as major problems; *continuous illness of students, low aspiration and improper study habit* as minor problems; and *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers, fear for examination and medium of instruction (English) being difficult* to be negligible problems.

In rural schools: Out of the 15 personal problems, the female parents of drop-outs perceived *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers, and fear for examination* as negligible problems. Further they perceived *continuous illness of students, failure, no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as minor problems in rural secondary schools.

J. Perception of Stagnated Boys

I. Infrastructural problems of the schools

In urban schools: Table 4.09 reveals that out of eight problems two problems were perceived to be negligible by the stagnated boys. Those were *lack of school building and lack of adequate classrooms*. The problems like *distance of school from home, communication barrier in attending the school, unattractive school environment lack of proper sanitation, lack of playground and lack of play materials* were perceived as minor by the stagnated boys in urban secondary schools.

In rural schools: Table 4.10 reveals that out of eight problems three problems were perceived to be negligible by the stagnated boys. Those were *lack of school building, lack of adequate classrooms, and unattractive school environment*. The problems like *distance of school from home, communication barrier in attending the school, lack of proper sanitation, lack of playground and lack of play materials* were perceived as negligible by the stagnated boys in rural secondary schools.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, *too much stress on theory but less in practical and lack of teaching aids* were recognized as major problems; *uninteresting school curricula, no parents-teachers' meeting, overcrowded classrooms, shortage of teachers, and burden of home task* as minor problems; and *corporal punishment, difficulty of some subjects, insincerity of teachers, frequent absence of teachers, and teachers' unfavourable attitude towards low achievers* as negligible problems by stagnated boys in urban secondary schools.

In rural schools: As revealed from table 4.09, out of the 12 problems, *too much stress on theory but less in practical, no parents-teachers' meeting, difficulty of some subjects, lack of teaching aids overcrowded classrooms, and burden of home task* as minor problems; and *corporal punishment, uninteresting school curricula, shortage of teachers, insincerity of teachers,*

frequent absence of teachers, and teachers' unfavourable attitude towards low achievers as negligible problems by stagnated boys in rural secondary schools.

III: Social Problems

In urban schools: From table 4.09 it is revealed that urban stagnated boys recognized *too much involvement in social activities* and *too much involvement in religious activities* as negligible problems; *apathetic attitude of the society towards education* as a minor problem and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in urban secondary schools.

In rural schools: From table 4.10 it is revealed that rural stagnated boys recognized *too much involvement in social activities, too much involvement in religious activities* and *apathetic attitude of the society towards education* as negligible problems; and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The stagnated boys in urban areas recognized *lack of parents' education* as a minor problem. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home* and *lack of study facilities at home* were recognized as negligible problems by them.

In rural schools: The rural stagnated boys recognized *lack of parents' education* as a minor problem. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home* and *lack of study facilities at home* were recognized as negligible problems by them.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *helping parents in profession* was recognized as a major problem by the stagnated boys. The problems like *poor economic condition of the family, supplementing the income of family, burden of school fees, and financial problem to provide tuition facilities* were perceived as minor problems; and *burden of providing dresses/uniforms, and burden of providing study materials* were perceived as negligible problems by them.

In rural schools: From table 4.10 it is revealed that *helping parents in profession* was recognized as a major problem by the rural stagnated boys. The problems like *poor economic condition of the family, supplementing the income of family, burden of school fees, and financial problem to provide tuition facilities* were perceived as minor problems; and *burden of providing dresses/uniforms, and burden of providing study materials* were perceived as negligible problems by them.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, stagnated boys perceived *low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, association with bad peer group, failure and no specific ambition* as minor problems; and *overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers and fear for examination* to be negligible problems.

In rural schools: Stagnated boys in rural areas perceived *overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers, and fear for examination* as negligible problems. Further they perceived *continuous illness of students, association with bad peer group, failure, no specific ambition, low aspiration, improper study habit and medium*

of instruction (English) being difficult as minor problems in rural secondary schools.

J. Perception of Stagnated Girls

I. Infrastructural problems of the schools

In urban schools: Table 4.09 reveals that out of eight problems one problem i.e. *lack of school building* was perceived to be negligible by the stagnated girls. The problems like *distance of school from home, communication barrier in attending the school, lack of adequate classrooms, unattractive school environment, lack of proper sanitation, lack of playground and lack of play materials* were perceived as negligible by the stagnated girls.

In rural schools: The problems like *distance of school from home, lack of proper sanitation, lack of playground and lack of play materials* were perceived as negligible by the stagnated boys in rural secondary schools. Further they perceived *communication barrier in attending the school, lack of school building, lack of adequate classrooms, and unattractive school environment* as negligible problems.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, *too much stress on theory but less in practical and lack of teaching aids* were recognized as major problems; *uninteresting school curricula, no parents-teachers' meeting, overcrowded classrooms, shortage of teachers, and burden of home task* as minor problems; and *corporal punishment, difficulty of some subjects, insincerity of teachers, frequent absence of teachers, and teachers' unfavourable attitude towards low achievers* as negligible problems by stagnated girls in urban secondary schools.

In rural schools: As revealed from table 4.10, stagnated girls in rural secondary schools perceived *too much stress on theory but less in practical, uninteresting school curricula, difficulty of some subjects, no parents-teachers' meeting, teachers' unfavourable attitude towards low achievers and burden of home task* as minor problems; and *corporal punishment,*

overcrowded classrooms, shortage of teachers, insincerity of teachers, and frequent absence of teachers as negligible problems.

III: Social Problems

In urban schools: From table 4.09 it is revealed that stagnated girls, like stagnated boys, recognized *too much involvement in social activities* and *too much involvement in religious activities* as negligible problems; *apathetic attitude of the society towards education* as a minor problem and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in urban secondary schools.

In rural schools: Like rural stagnated boys, the rural stagnated girls recognized *too much involvement in social activities, too much involvement in religious activities* and *apathetic attitude of the society towards education* as negligible problems; and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The stagnated girls in urban areas recognized *lack of parents' education* and *lack of study facilities at home* as minor problems. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, and engagement in taking care of small children at home* were recognized as negligible problems by them.

In rural schools: The rural stagnated girls recognized *lack of parents' education* and *lack of study facilities at home* as minor problems. *Lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents and engagement in taking care of small children at home* were recognized as negligible problems by them.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that the problems like *poor economic condition of the family, helping parents in profession, and financial problem to provide tuition facilities* were perceived as minor problems; *supplementing the income of family, burden of school fees, burden of providing dresses/uniforms, and burden of providing study materials* were perceived as negligible problems by stagnated girls.

In rural schools: From table 4.10 it is revealed that the problems like *poor economic condition of the family, supplementing the income of family, helping parents in profession, burden of school fees, burden of providing study materials and financial problem to provide tuition facilities* were perceived as minor problems; and *burden of providing dresses/uniforms* was perceived as a negligible problem by stagnated girls in rural secondary schools.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, stagnated girls perceived *low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, failure and no specific ambition* as minor problems; and *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers and fear for examination* to be negligible problems.

In rural schools: The rural stagnated girls perceived *low aspiration* as a major problem; *continuous illness of students, failure, no specific ambition, improper study habit, and medium of instruction (English) being difficult* as minor problems; and *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for some teachers and fear for examination* as negligible problems.

K. Perception of Male Parents of Stagnated Students

I. Infrastructural problems of the schools

In urban schools: Table 4.09 reveals that out of eight problems *distance of school from home, communication barrier in attending the school, lack of adequate classrooms and lack of play materials* were perceived to be minor; and *lack of school building, unattractive school environment, lack of proper sanitation, and lack of playground* were perceived as negligible by the male parents of stagnated students.

In rural schools: Table 4.10 reveals that the male parents of stagnated students recognized *lack of playground and lack of play materials* as major problems; *distance of school from home, lack of school building, lack of adequate classrooms, unattractive school environment, and lack of proper sanitation* as minor problems; and *communication barrier in attending the school* as a negligible problem.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, *too much stress on theory but less in practical, uninteresting school curricula, no parents-teachers' meeting, overcrowded classrooms, shortage of teachers, lack of teaching aids and burden of home task* as minor problems; and *corporal punishment, difficulty of some subjects, insincerity of teachers, frequent absence of teachers, and teachers' unfavourable attitude towards low achievers* as negligible problems by male parents of stagnated students in urban secondary schools.

In rural schools: As revealed from table 4.10, out of the 12 problems, the male parents of stagnated students in rural secondary schools perceived *too much stress on theory but less in practical and lack of teaching aids* as major problems; *uninteresting school curricula, difficulty of some subjects, no parents-teachers' meeting, overcrowded classrooms, shortage of teachers, insincerity of teachers, frequent absence of teachers, teachers' unfavourable attitude towards low achievers and burden of home task* as minor problems; and *corporal punishment* as a negligible problem.

III: Social Problems

In urban schools: From table 4.09 it is revealed that male parents of stagnated students recognized *too much involvement in social activities, too much involvement in religious activities* and *apathetic attitude of the society towards education* as minor problems and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in urban secondary schools.

In rural schools: It is revealed from table 4.10 that male parents of stagnated students recognized *too much involvement in social activities, too much involvement in religious activities* and *apathetic attitude of the society towards education* as minor problems and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The male parents of stagnated students in urban areas recognized *lack of parents' education* and *Lack of parents' interest and attitude* as minor problems. *lack of guidance of the parents, divorce of parents, single parents, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home,* and *lack of study facilities at home* were recognized as negligible problems by them.

In rural schools: The male parents of stagnated students in rural areas recognized *lack of parents' education, lack of parents' interest and attitude, lack of guidance of the parents, divorce of parents, single parents, step mother, step father, engagement in taking care of small children at home,* and *lack of study facilities at home* as major problems; but *death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents* and *drug addiction of the parents,* as negligible problems.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that the problems like *poor economic condition of the family, supplementing the income of family, helping parents in profession, and financial problem to provide tuition facilities* were perceived as minor problems; *burden of school fees, burden of providing dresses/uniforms, and burden of providing study materials* were perceived as negligible problems by male parents of stagnated students.

In rural schools: Table 4.10 reveals that the male parents of stagnated students perceived *poor economic condition of the family, supplementing the income of family, burden of providing study materials and financial problem to provide tuition facilities* as major problems; but *helping parents in profession, burden of school fees and burden of providing dresses/uniforms*, as minor problems.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, male parents of stagnated students perceived *no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, failure and disliking for some teachers* as minor problems; and *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, and fear for examination* to be negligible problems.

In rural schools: The male parents of stagnated students in rural areas perceived *no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, association with bad peer group, untimely indulgence in love affairs, failure and fear for examination* as minor problems; but *overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, and disliking for some teachers* to be negligible problems.

L. Perception of Female Parents of Stagnated Students

II. *Infrastructural problems of the schools*

In urban schools: Table 4.09 reveals that out of eight problems, *distance of school from home, communication barrier in attending the school, lack of adequate classrooms, unattractive school environment, lack of proper sanitation, lack of playground and lack of play materials* were perceived to be minor, and *lack of school building* was perceived as negligible by the female parents of stagnated students.

In rural schools: Table 4.10 reveals that the female parents of stagnated students in rural areas perceived *distance of school from home, communication barrier in attending the school, lack of proper sanitation, lack of playground and lack of play materials* as minor problems; and *lack of adequate classrooms, unattractive school environment, lack of school building* as negligible problems.

II. *Functional and Academic related Problems of the schools*

In urban schools: As revealed from table 4.09, out of the 12 problems, *too much stress on theory but less in practical, no parents-teachers' meeting, overcrowded classrooms, shortage of teachers, insincerity of teachers, and lack of teaching aids* as minor problems; and *uninteresting school curricula, corporal punishment, difficulty of some subjects, frequent absence of teachers, and teachers' unfavourable attitude towards low achievers and burden of home task* as negligible problems by female parents of stagnated students in urban secondary schools.

In rural schools: Out of the 12 problems, the female parents of stagnated students in rural areas perceived *too much stress on theory but less in practical, difficulty of some subjects, no parents-teachers' meeting, overcrowded classrooms, teachers' unfavourable attitude towards low achievers, lack of teaching aids and burden of home task* as minor problems; and *uninteresting school curricula, corporal punishment, frequent absence of teachers, shortage of teachers and insincerity of teachers,* as negligible problems.

III: Social Problems

In urban schools: From table 4.09 it is revealed that female parents of stagnated students recognized *too much involvement in social activities, too much involvement in religious activities* and *apathetic attitude of the society towards education* as minor problems and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in urban secondary schools.

In rural schools: It is revealed from table 4.10 that female parents of stagnated students in rural areas recognized *apathetic attitude of the society towards education* as a negligible problem; *too much involvement in social activities* and *too much involvement in religious activities* as minor problems; and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The female parents of stagnated students in urban areas recognized *lack of parents' education* as a major problem; *lack of parents' interest and attitude, lack of guidance of the parents,* and *lack of study facilities at home* as minor problems; *divorce of parents, single parent, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home,* and *lack of study facilities at home* were recognized as negligible problems by them.

In rural schools: The female parents of stagnated students in urban areas recognized *lack of parents' education* and *lack of guidance of the parents* as minor problems; and *lack of parents' interest and attitude, lack of study facilities at home, divorce of parents, single parent, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, drug addiction of the parents, engagement in taking care of small children at home,* and *lack of study facilities at home* as negligible problems.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *poor economic condition of the family* was recognized as a major problem by female parents of stagnated students. They perceived *supplementing the income of family, helping parents in profession, burden of school fees, burden of providing dresses/uniforms, burden of providing study materials* and *financial problem to provide tuition facilities* as minor problems.

In rural schools: From table 4.10 it is revealed that the female parents of stagnated students in rural areas recognized *poor economic condition of the family, supplementing the income of family, helping parents in profession* and *financial problem to provide tuition facilities* as minor problems; and *burden of school fees, burden of providing dresses/uniform, and burden of providing study materials* as negligible problems.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, the female parents of stagnated students, like male parents of stagnated students, perceived *no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, failure and disliking for some teachers* as minor problems; and *association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, and fear for examination* to be negligible problems.

In rural schools: The female parents of stagnated students in rural areas perceived *continuous illness of students, association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, disliking for some teachers* and *fear for examination* as negligible problems; but *untimely indulgence in love affairs, failure no specific ambition, low aspiration, improper study habit* and *medium of instruction (English) being difficult* as minor problems.

M. Perception of Arts Teachers

I. Infrastructural problems of the schools

In urban schools: Table 4.09 reveals that out of eight problems, the arts teachers' perceived *lack of play materials* as a major problem. They perceived *distance of school from home, lack of school building, lack of adequate classrooms, unattractive school environment, lack of proper sanitation and lack of playground* to be minor; *communication barrier in attending the school* as negligible problems by them.

In rural schools: The arts teachers' perceived *lack of playground and lack of play materials* as major problems; *distance of school from home, lack of school building, lack of adequate classrooms, unattractive school environment and lack of proper sanitation* to be minor problems; and *communication barrier in attending the school* as a negligible problem in rural areas.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, the arts teachers perceived *too much stress on theory but less in practical* as a major problem; *uninteresting school curricula, difficulty of some subjects, no parents-teachers' meeting, shortage of teachers, insincerity of teachers, frequent absence of teachers and lack of teaching aids* as minor problems; and *corporal punishment, overcrowded classrooms, teachers' unfavourable attitude towards low achievers and burden of home task* as negligible problems in urban secondary schools.

In rural schools: The arts teachers perceived *too much stress on theory but less in practical and lack of teaching aids* as major problems; *uninteresting school curricula, difficulty of some subjects, no parents-teachers' meeting, shortage of teachers, insincerity of teachers, frequent absence of teachers, teachers' unfavourable attitude towards low achievers and burden of home task* as minor problems; and *corporal punishment and overcrowded classrooms* as negligible problems in rural secondary schools.

III: Social Problems

In urban schools: From table 4.09 it is revealed that arts teachers recognized *too much involvement in social activities* as a negligible problem and *too much involvement in religious activities* as a minor problem. Further, they perceived *apathetic attitude of the society towards education* and *unemployment of educated youth of the society* as major social problems of wastage and stagnation in urban secondary schools.

In rural schools: The arts teachers recognized *too much involvement in social activities*, *too much involvement in religious activities* and *apathetic attitude of the society towards education* as minor problems; but *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The arts teachers recognized *lack of parents' education*, *Lack of parents' interest and attitude*, *lack of guidance of the parents*, and *lack of study facilities at home* as major problems; *divorce of parents*, *death of both parents*, *health problem of family members*, *death of family members*, *alcoholic addiction of the parents*, and *engagement in taking care of small children at home* as minor problems; and *single parent*, *step mother*, *step father* and *drug addiction of the parents* as negligible problems.

In rural schools: The arts teachers recognized *lack of parents' education*, *Lack of parents' interest and attitude*, *lack of guidance of the parents*, *divorce of parents*, *single parent*, *step mother*, *step father*, *engagement in taking care of small children at home* and *lack of study facilities at home* as major problems; and *death of both parents*, *health problem of family members*, *death of family members*, *alcoholic addiction of the parents* and *drug addiction of the parents* as minor problems.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *poor economic condition of the family* and *supplementing the income of family* were recognized as major problems by arts teachers. They perceived *helping parents in*

profession, burden of providing dresses/uniforms, burden of providing study materials and financial problem to provide tuition facilities as minor problems. *Burden of school fees* was perceived as a negligible problem by the arts teachers in urban secondary schools.

In rural schools: The arts teachers in rural areas recognized *poor economic condition of the family, supplementing the income of family, burden of providing study materials and financial problem to provide tuition facilities* as major problems; *helping parents in profession, and burden of providing dresses/uniforms,* as minor problems; and *burden of school fees* as a negligible problem of wastage and stagnation in the rural secondary schools.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, arts teachers perceived *failure, no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *association with bad peer group and untimely indulgence in love affairs* as minor problems; and *continuous illness of students, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, disliking for some teachers and fear for examination* to be negligible problems.

In rural schools: The arts teachers perceived *no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; and *continuous illness of students, association with bad peer group untimely indulgence in love affairs, failure and fear for examination* as minor problems; and *overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage,* and *disliking for some teachers* to be negligible problems.

N. Perception of Science Teachers

I. Infrastructural problems of the schools

In urban schools: Table 4.09 reveals that out of eight problems, the science teachers perceived *lack of play materials* as a major problem. They perceived

distance of school from home, lack of school building, lack of adequate classrooms, unattractive school environment, lack of proper sanitation and lack of playground to be minor; *communication barrier in attending the school* as negligible problems. The perception of science teachers was similar to that of arts teachers.

In rural schools: Out of eight problems, the science teachers perceived *distance of school from home, communication barrier in attending the school, lack of adequate classrooms, lack of playground* and *lack of play materials* to be minor; and *lack of school building, unattractive school environment, and lack of proper sanitation*, as negligible problems of wastage and stagnation in the rural secondary schools.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, the science teachers perceived *too much stress on theory but less in practical* and *lack of teaching aids* as major problems; *uninteresting school curricula, difficulty of some subjects, no parents-teachers' meeting, overcrowded classrooms, shortage of teachers, insincerity of teachers, frequent absence of teachers, teachers' unfavourable attitude towards low achievers* and *burden of home task* as minor problems; and *corporal punishment*, as a negligible problem in urban secondary schools.

In rural schools: Out of the 12 problems, the science teachers perceived *difficulty of some subjects* as a major problem; *too much stress on theory but less in practical, no parents-teachers' meeting, shortage of teachers, lack of teaching aids* and *burden of home task* as minor problems; and *corporal punishment, uninteresting school curricula, overcrowded classrooms, insincerity of teachers, frequent absence of teachers, and teachers' unfavourable attitude towards low achievers* as a negligible problem in rural secondary schools.

III: Social Problems

In urban schools: From table 4.09 it is revealed that science teachers recognized *too much involvement in social activities* and *too much involvement in religious activities* as minor problems and *apathetic attitude of the society towards education* and *unemployment of educated youth of the society* as major social problems of wastage and stagnation in urban secondary schools.

In rural schools: Science teachers in rural secondary schools recognized *too much involvement in social activities*, *too much involvement in religious activities* and *apathetic attitude of the society towards education* as minor problems and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The science teachers recognized *lack of parents' education*, *Lack of parents' interest and attitude*, *lack of guidance of the parents*, and *lack of study facilities at home* as major problems; *divorce of parents*, *single parent*, *step mother*, *step father*, *death of both parents*, *health problem of family members*, *death of family members*, *alcoholic addiction of the parents*, *drug addiction of the parents* and *engagement in taking care of small children at home* as minor problems.

In rural schools: The science teachers recognized *lack of parents' education*, *Lack of parents' interest and attitude*, *lack of guidance of the parents*, and *lack of study facilities at home* as major problems; *divorce of parents*, *single parent*, *step mother*, *step father*, *death of both parents*, *health problem of family members*, *death of family members*, *alcoholic addiction of the parents*, *drug addiction of the parents* and *engagement in taking care of small children at home* as negligible problems in rural secondary schools.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *poor economic condition of the family* and *supplementing the income of family* were recognized as major problems by science teachers. They perceived *helping parents in profession, burden of providing dresses/uniforms, burden of providing study materials* and *financial problem to provide tuition facilities* as minor problems. *Burden of school fees* was perceived as a negligible problem by the science teachers in urban secondary schools.

In rural schools: The science teachers recognized *poor economic condition of the family, supplementing the income of family* and *helping parents in profession* as major problems; *burden of providing study materials* and *financial problem to provide tuition facilities* as minor problems; and *burden of school fees* and *burden of providing dresses/uniforms* as negligible problems in rural secondary schools.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, science teachers perceived *failure, no specific ambition, low aspiration, improper study habits and medium of instruction (English) being difficult* as major problems; *continuous illness of students, association with bad peer group, drug addiction of students, early marriage, untimely indulgence in love affairs, disliking for some teachers* and *fear for examination* as minor problems; and *overage of students, alcoholic addiction of students* and *illegitimate pregnancy*, to be negligible problems in urban secondary schools.

In rural schools: The science teachers perceived *failure, no specific ambition, low aspiration, improper study habits and medium of instruction (English) being difficult* as major problems; *continuous illness of students* and *association with bad peer group*, as minor problems; and *overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy, early marriage, untimely indulgence in love affairs, disliking for*

some teachers and fear for examination to be negligible problems in rural secondary schools.

O. Perception of Headmasters

I. Infrastructural problems of the schools

In urban schools: Table 4.09 reveals that out of eight problems, the headmasters perceived *lack of playground* and *lack of play materials* as major problems. They perceived *distance of school from home, lack of school building, lack of adequate classrooms, unattractive school environment* and *lack of proper sanitation* to be minor; and *communication barrier in attending the school* as negligible problems.

In rural schools: Out of the eight problems, the headmasters recognized *distance of school from home, communication barrier in attending the school, lack of proper sanitation, lack of playground* and *lack of play materials* to be minor; and *lack of school building, lack of adequate classrooms* and *unattractive school environment* as negligible in rural secondary schools.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, the headmasters perceived *too much stress on theory but less in practical* and *lack of teaching aids* as major problems; *uninteresting school curricula, difficulty of some subjects, no parents-teachers' meeting, shortage of teachers, frequent absence of teachers, teachers' unfavourable attitude towards low achievers* and *burden of home task* as minor problems; and *corporal punishment, overcrowded classrooms, and insincerity of teachers,* as negligible problems in urban secondary schools.

In rural schools: Out of the 12 problems, the headmasters perceived *difficulty of some subjects* as a major problem; *too much stress on theory but less in practical, no parents-teachers' meeting, teachers' unfavourable attitude towards low achievers* and *burden of home task* as minor problems; and *corporal punishment, uninteresting school curricula, overcrowded classrooms, shortage of teachers, lack of teaching aids frequent absence of*

teachers, and insincerity of teachers, as negligible problems in rural secondary schools.

III: Social Problems

In urban schools: From table 4.09 it is revealed that headmasters recognized *too much involvement in social activities* and *too much involvement in religious activities* as minor problems and *apathetic attitude of the society towards education* and *unemployment of educated youth of the society* as major social problems of wastage and stagnation in urban secondary schools.

In rural schools: The headmasters recognized *too much involvement in social activities, too much involvement in religious activities* and *apathetic attitude of the society towards education* as minor problems and *unemployment of educated youth of the society* as a major social problem of wastage and stagnation in rural secondary schools.

IV: Problems related to Home

In urban schools: The headmasters recognized *lack of parents' education, lack of parents' interest and attitude, lack of guidance of the parents, and lack of study facilities at home* as major problems; *divorce of parents, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, and engagement in taking care of small children at home* as minor problems; and *single parent, step mother, step father and drug addiction of the parents* as negligible problems in urban secondary schools.

In rural schools: The headmasters recognized *lack of parents' education, lack of parents' interest and attitude, lack of guidance of the parents, and lack of study facilities at home* as major problems; *divorce of parents, single parent, step mother, step father, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parents, engagement in taking care of small children at home, and drug addiction of the parents* as negligible problems in rural secondary schools.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *poor economic condition of the family, supplementing the income of family and financial problem to provide tuition facilities* were recognized as major problems by headmasters. They perceived *helping parents in profession, burden of providing dresses/uniforms and burden of providing study materials* as minor problems. *Burden of school fees* was perceived as a negligible problem by them in urban secondary schools.

In rural schools: Headmasters in rural secondary schools recognized *poor economic condition of the family, supplementing the income of family and helping parents in profession* as major problems; and *burden of school fees burden of providing dresses/uniforms, burden of providing study materials, and financial problem to provide tuition facilities* as minor problems.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, headmasters perceived *failure, no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, association with bad peer group, untimely indulgence in love affairs, and fear for examination* as minor problems; and *overage of students, alcoholic addiction of students, drug addiction of students, early marriage, illegitimate pregnancy and disliking for some teachers* to be negligible problems in urban secondary schools.

In rural schools: The headmasters perceived *failure, no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *association with bad peer group and untimely indulgence in love affairs* as minor problems; and *continuous illness of students, overage of students, alcoholic addiction of students, drug addiction of students, early marriage, illegitimate pregnancy, disliking for some teachers and fear for examination* to be negligible problems in rural secondary schools.

P. Perception of Community Leaders

I. Infrastructural problems of the schools

In urban schools: Table 4.09 reveals that out of eight problems, community leaders perceived *lack of play materials* as a major problem. They perceived *communication barrier in attending the school, lack of adequate classrooms, unattractive school environment and lack of playground* to be minor; and *distance of school from home, lack of school building and lack of proper sanitation* as negligible problems.

In rural schools: Community leaders perceived *communication barrier in attending the school, unattractive school environment, lack of proper sanitation, lack of playground and lack of play materials* to be minor; and *distance of school from home, lack of school building and lack of adequate classrooms* as negligible problems of wastage and stagnation in rural secondary schools.

II. Functional and Academic related Problems of the schools

In urban schools: As revealed from table 4.09, out of the 12 problems, the community leaders perceived *too much stress on theory but less in practical, difficulty of some subjects, insincerity of teachers and lack of teaching aids* as major problems; *no parents-teachers' meeting, overcrowded classrooms, shortage of teachers, frequent absence of teachers, teachers' unfavourable attitude towards low achievers and burden of home task* as minor problems; and *corporal punishment and uninteresting school curricula,* as negligible problems in urban secondary schools.

In rural schools: Out of the 12 problems, the community leaders perceived *too much stress on theory but less in practical, difficulty of some subjects, insincerity of teachers, shortage of teachers and lack of teaching aids* as major problems; *corporal punishment, no parents-teachers' meeting, frequent absence of teachers, teachers' unfavourable attitude towards low achievers and burden of home task* as minor problems; and *uninteresting school*

curricula and overcrowded classrooms as negligible problems in rural secondary schools.

III: Social Problems

In urban schools: From table 4.09 it is revealed that community leaders recognized all the four problems- *too much involvement in social activities, too much involvement in religious activities, apathetic attitude of the society towards education and unemployment of educated youth of the society* as major social problems of wastage and stagnation in urban secondary schools.

In rural schools: Community leaders recognized all the four problems- *too much involvement in social activities, too much involvement in religious activities, apathetic attitude of the society towards education and unemployment of educated youth of the society* as major social problems of wastage and stagnation in rural secondary schools. The perception of the community leaders in rural areas was similar to that of urban areas.

IV: Problems related to Home

In urban schools: The community leaders recognized *lack of parents' education, Lack of parents' interest and attitude, lack of guidance of the parents, and lack of study facilities at home* as major problems; *divorce of parents, single parent, step mother, step father, death of both parents, death of family members, alcoholic addiction of the parents, drug addiction of the parents* and *engagement in taking care of small children at home* as minor problems; and *health problem of family members* as negligible problem in urban secondary schools.

In rural schools: The community leaders recognized *lack of parents' education, Lack of parents' interest and attitude, lack of guidance of the parents, single parent* and *lack of study facilities at home* as major problems; *divorce of parents, step mother, step father, death of both parents, death of family members, alcoholic addiction of the parents, drug addiction of the parents* and *health problem of family members* as minor problems; and

engagement in taking care of small children at home as negligible problem in rural secondary schools.

V: Financial Problems

In urban schools: From table 4.09 it is revealed that *poor economic condition of the family, supplementing the income of family and helping parents in profession* were recognized as major problems by community leaders. They perceived *burden of school fees, burden of providing dresses/uniforms, burden of providing study materials and financial problem to provide tuition facilities* as minor problems.

In rural schools: The community leaders in rural areas recognized *poor economic condition of the family, supplementing the income of family and helping parents in profession* as major problems; *burden of school fees, burden of providing dresses/uniforms, burden of providing study materials and financial problem to provide tuition facilities* as minor problems.

VI: Personal Problems

In urban schools: Out of the 15 personal problems (items 46-60) included in the questionnaire/ interview schedule, community leaders perceived *association with bad peer group, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, illegitimate pregnancy, disliking for some teachers and fear for examination* as minor problems; and *overage of students, alcoholic addiction of students and drug addiction of students*, to be negligible problems in urban secondary schools.

In rural schools: The community leaders perceived *association with bad peer group, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration, improper study habit and medium of instruction (English) being difficult* as major problems; *continuous illness of students, illegitimate pregnancy, alcoholic addiction of students and drug addiction of students* as minor problems; and *overage of students, disliking for some*

teachers and *fear for examination* to be negligible problems in rural secondary schools.

4.03: Brief account of Case Studies on Drop-outs and Stagnated Students

In order to fulfill the 5th objective of the study and with a view to get free and frank response for in-depth analysis of the causes of wastage and stagnation, 16 cases were selected, who had left schooling much before and were of the age between 20- 24. The 16 cases include four drop-out boys, four drop-out girls, four stagnated boys and four stagnated girls, two each from urban and rural areas. Though, in one sense, the stagnated ones were also drop-outs since they were not pursuing their studies, they were selected because they had stagnated before they dropped out and it was the main cause of their drop-out. All of them had entered in to the world of work in the society i.e. doing something to earn their livelihood, housewife (in case of females), etc. In such cases, unstructured interview was followed.

Case wise report is not presented in order to maintain the research ethics of confidentiality and more over to avoid unnecessary repetition of facts as all the cases were having multiple problems along with one or two major problems. Though it was possible to report the cases with pseudonyms, it would serve no purpose. Gender and locale wise account of the cases is presented in the following four paragraphs:

In case of urban boys, the serious causes of wastage and stagnation were found to be unattractive school environment, too much involvement in social activities, their early marriage, drug addiction, lack of motivation in studies, effects of broken family, ill treatment of drunkard father, and poverty.

In case of urban girls, the serious causes were found to be their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.

As revealed from the case studies, the serious causes of wastage and stagnation in case of rural boys were unattractive school environment, sarcastic behaviour of teachers and headmasters, lack of adequate teachers,

frequent absence of teachers, insincerity of teachers, too much involvement in social activities, lack of motivation in studies, divorce of parents, fear for the examination, and poverty.

In case of rural girls, the serious causes of wastage and stagnation were found to be distance of the school from home, unattractive school environment, uninteresting school curricula, sarcastic behaviour of teachers and headmasters, over age, their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.

4.04: Opinions and Suggestions of Different Respondents to Check Wastage and Stagnation

The sixth objective of the study was to examine the Opinions and suggestions of different respondents for checking wastage and stagnation at secondary level of education in urban and rural secondary schools in Mizoram. For this purpose the Opinions and suggestions of all the sampled subjects were obtained through the structured questionnaire/interview schedule and the data were organized for urban and rural secondary schools separately. The questionnaire contained 20 questions with alternative response of 'yes' and 'no' type. Besides, one open ended item was there soliciting '*any other Opinions and suggestions*' to which no response was received from any respondent. The responses of all the twelve categories of respondents were analyzed for urban schools and rural schools. The frequencies along with their percentages (in parentheses) of the responses in favour of the problems i.e. responding 'yes' to the statements are presented for urban schools and rural schools in tables 4.11 and 4.12 respectively. No percentage is given in respect of the frequencies of the categories of respondents whose sample size was 100 as the frequencies indicate percentages too. The responses of all the 12 categories of respondents to the 20 questions are interpreted item wise collectively both for urban and rural schools since the trend was found almost similar.

Table 4.11
Opinions and Suggestions of Different Respondents in favour of the items for Checking Wastage and Stagnation
in Urban Secondary Schools

Pr. No	Drop-out Boys N=100	Drop-out Girls N=100	Male Parents of Drop-outs, N=50	Female Parents of Drop-outs, N=50	Stagnated Boys N=100	Stagnated Girls N=100	Male Parents of Stagnated, N=50	Female Parents of Stagnated, N=50	Arts Teachers N=50	Science Teachers N=50	Headmasters N=50	Community Leaders N=50
1	96	94	50(100)	50(100)	96	92	47(94)	50(100)	49(98)	48(96)	49(98)	48(96)
2	99	95	49(98)	50(100)	96	97	49(98)	50(100)	49(98)	49(98)	49(98)	50(100)
3	97	90	48(96)	49(98)	94	93	47(94)	49(98)	46(92)	48(96)	45(90)	48(96)
4	94	85	46(92)	47(94)	90	83	45(90)	46(92)	42(84)	46(92)	45(90)	47(94)
5	70	68	39(78)	40(80)	76	76	38(76)	40(80)	38(76)	42(84)	46(92)	31(62)
6	70	66	40(80)	35(70)	75	61	36(72)	35(70)	38(76)	38(76)	39(78)	31(62)
7	98	95	50(100)	49(98)	95	96	49(98)	49(98)	49(98)	48(96)	45(90)	49(98)
8	93	90	48(96)	47(94)	89	95	47(94)	47(94)	46(92)	47(94)	48(96)	50(100)
9	69	74	44(88)	39(78)	79	68	37(74)	39(78)	38(76)	38(76)	37(74)	36(72)
10	96	94	47(94)	49(98)	93	89	49(98)	49(98)	47(94)	45(90)	48(96)	49(92)
11	99	96	49(98)	49(98)	95	94	50(100)	49(98)	49(98)	48(96)	48(96)	50(100)
12	89	92	45(90)	45(90)	93	75	46(92)	45(90)	47(94)	47(94)	48(96)	43(86)
13	82	82	45(90)	46(92)	89	77	43(86)	46(92)	45(90)	49(98)	47(94)	44(88)
14	77	72	40(80)	30(60)	69	74	35(70)	30(60)	45(90)	47(94)	45(90)	39(78)
15	95	93	49(98)	49(98)	94	95	47(94)	49(98)	42(84)	40(80)	45(90)	46(92)
16	87	90	44(88)	42(84)	83	86	47(94)	42(84)	49(98)	43(86)	43(86)	45(90)
17	98	92	48(96)	48(96)	95	93	37(74)	47(94)	47(94)	48(96)	48(96)	49(98)
18	87	83	46(92)	42(84)	91	82	44(88)	42(84)	41(82)	42(84)	38(76)	35(70)
19	97	92	47(94)	49(98)	96	95	48(96)	49(98)	49(98)	49(98)	48(96)	49(98)
20	90	82	45(90)	45(90)	91	81	44(88)	44(88)	42(84)	44(88)	45(90)	42(84)

Table 4.12
Opinions and Suggestions of Different Respondents in favour of the items for Checking Wastage and Stagnation
in Rural Secondary Schools

Pr. No	Drop-out Boys N=100	Drop-out Girls N=100	Male Parents of Drop-outs, N=50	Female Parents of Drop-outs, N=50	Stagnated Boys N=100	Stagnated Girls N=100	Male Parents of Stagnated, N=50	Female Parents of Stagnated, N=50	Arts Teachers N=50	Science Teachers N=50	Headmasters N=50	Community Leaders N=50
1	91	94	50(100)	50(100)	94	98	50(100)	47(94)	50(100)	49(98)	50(100)	42(84)
2	94	92	50(100)	50(100)	99	99	50(100)	47(94)	48(96)	50(100)	50(100)	50(100)
3	96	98	50(100)	50(100)	97	96	50(100)	48(96)	45(90)	48(96)	50(100)	49(98)
4	93	93	49(98)	49(98)	90	93	49(98)	46(92)	43(86)	48(96)	50(100)	46(92)
5	65	84	39(78)	40(80)	74	81	42(84)	38(76)	44(88)	42(84)	50(100)	41(82)
6	60	69	40(80)	40(80)	71	76	39(78)	39(78)	41(82)	40(80)	43(86)	41(82)
7	90	98	50(100)	50(100)	95	96	47(94)	45(90)	48(96)	43(86)	47(94)	50(100)
8	94	95	43(86)	50(100)	89	90	49(98)	45(90)	44(88)	38(76)	49(98)	50(100)
9	72	65	47(94)	41(82)	69	82	38(76)	38(76)	41(82)	42(84)	43(86)	34(68)
10	97	94	50(100)	48(96)	93	96	49(98)	48(96)	46(92)	48(96)	50(100)	48(96)
11	96	100	50(100)	50(100)	98	99	46(92)	43(86)	50(100)	49(98)	49(98)	50(100)
12	89	95	49(98)	50(100)	83	90	44(88)	46(92)	42(84)	46(92)	44(88)	48(96)
13	85	92	48(96)	44(88)	69	87	47(94)	45(90)	42(84)	47(94)	43(86)	43(86)
14	69	89	44(88)	41(82)	73	75	41(82)	38(76)	48(96)	46(92)	47(94)	40(80)
15	86	95	47(94)	49(98)	89	90	46(92)	49(98)	40(80)	41(82)	44(88)	47(94)
16	97	85	49(98)	46(92)	85	77	45(90)	38(76)	45(90)	41(82)	34(68)	46(92)
17	98	98	49(98)	47(94)	88	97	44(88)	47(94)	50(100)	47(94)	46(92)	50(100)
18	90	87	46(92)	49(98)	92	95	44(88)	45(90)	44(88)	43(86)	43(86)	43(86)
19	98	99	50(100)	50(100)	98	97	49(98)	48(96)	50(100)	48(96)	49(98)	48(96)
20	89	95	47(94)	50(100)	89	89	43(86)	42(84)	49(98)	48(96)	47(94)	43(86)

Item -1: *Do you think it is necessary to educate all the children?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 92-100% and in rural areas it varied from 84-100%.

Item-2: *Do you feel pity on those who could not complete at least secondary school education?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 95-100% and in rural areas it varied from 92-100%.

Item-3: *Do you feel school students should have limited involvement in social activities in the interest of their studies?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. . In urban areas the favourable responses varied from 90-98% and in rural areas it varied from 90-100%.

Item-4: *Do you feel school students should have limited involvement in religious activities in the interest of their studies?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 83-94% and in rural areas it varied from 86-100%.

Item-5: (a) *Do you feel age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education?*

(b) *If so, what should be the appropriate age?*

The response of majority of all the 12 categories of respondents to part (a) of the question was favourable i.e. to raise the age, both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 62-92% and in rural areas it varied from 65-100%. The response to part (b) of the question varied between 16 and 20 years in place of 14 years, at present.

Item-6: (a) *Do you feel age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education?*

(b) *If so, what should be the appropriate age?*

The response of majority of all the 12 categories of respondents to part (a) of the question was favourable i.e. to raise the age, both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 61-80% and in rural areas it varied from 60-86%. The response to part (b) of the question varied between 16 and 20 years in place of 14 years, at present.

Item-7: *Do you feel our society should have vigilant eye on the teenagers sitting idle at house/ just roaming around the street?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 89-100% and in rural areas it varied from 86-100%.

Item-8: *Do you feel our free society is having adverse effect on our children?*

The response of majority of all the 12 categories of respondents to this question was favourable i.e. 'yes', both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 89-100% and in rural areas it varied from 76-100%.

Item-9: *Do you feel no girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 68-88% and in rural areas it varied from 65-94%.

Item-10: *Do you feel the parents should educate their wards relating sex / marriage and raise their morale?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 89-98% and in rural areas it varied from 92-100%.

Item-11: *Do you think this is high time that parents/guardians should pay proper attention for the studies of their wards at home?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 94-100% and in rural areas it varied from 86-100%.

Item-12: *Do you feel that in case of divorce both the parents, particularly one having stable income, should be responsible to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 86-96% and in rural areas it varied from 84-100%.

Item-13: *Do you feel adolescents initially take liquors and drugs out of curiosity and later they become addicted?*

As revealed from tables 4.11 and 4.12, the response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas. In urban areas the favourable responses varied from 77-98% and in rural areas it varied from 84-96%.

Item-14: *Do you feel our social, political and religious leaders should try to reform some traditions and practices in the Mizo society for the interest of children's education?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 60-94% and in rural areas it varied from 69-96%.

Item-15: *Do you feel, being a dry state, traffic of drugs and alcohols should be totally checked by the government?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 80-98% and in rural areas it varied also from 80-98%.

Item-16: *Do you feel that due to lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadium, cinema halls and other recreation centres our adolescents get frustrated?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 83-98% and in rural areas it varied from 68-97%.

Item-17: *Do you feel the necessity of strengthening and proper functioning of Parent-Teacher-Association in all the secondary schools?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 74-98% and in rural areas it varied from 88-100%.

Item-18: *Do you feel that hostel facilities in secondary schools will help in addressing the wastage and stagnation in our society?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 70-92% and in rural areas it varied from 86-98%.

Item-19: *Do you feel the necessity of regular and proper supervision of secondary schools?*

Both from urban and rural areas the response of majority of all the 12 categories of respondents to this question was favourable as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 92-98% and in rural areas it varied from 96-100%.

Item-20: *Do you feel award of stipends to needy students will check wastage and stagnation?*

The response of majority of all the 12 categories of respondents to this question was favourable both from urban and rural areas as revealed from tables 4.11 and 4.12. In urban areas the favourable responses varied from 82-91% and in rural areas it varied from 84-100%.

CHAPTER-V

RESULTS AND DISCUSSIONS

This chapter is divided into seven sections. Major findings of the study have been presented in section 5.00 and discussed in section 5.01. Suggestions for checking wastage and stagnation are offered in Section-5.02. Section 5.03, 5.04 and 5.05 pertain to the discussion on educational implications of the study, limitations of the study and suggestions for further research. Lastly a brief epilogue on the study is presented in section 5.06.

5.01: Major Findings

A. Findings on Wastage and Stagnation:

- The number of enrolment of boys and girls was almost same in both urban and rural secondary schools. It can be interpreted that in Mizoram there is no gender discrimination by the parents in admitting their children in schools for education and they give equal emphasis for education of both male and female children.
- During the period under study (2004-2009), 974 (6.68%) students had dropped out from the sampled urban schools in class VIII, the number of boys was 578 (7.32%) and the number of girls was 396 (5.45%). In class IX, 779 (6.60%) students had dropped out, the number of boys was 461 (7.80%) and the number of girls was 318 (5.40%). Similarly, 757 (7.90%) students had dropped out in class X, the number of boys was 394 (8.49%) and the number of girls was 363 (7.35%). The percentage of boys drop-out during the five sessions across different classes varied from 6.38 in class IX during the session 2008-09 to 10.61 in class X during the session 2007-08. The percentage of girls drop-out during the 5 sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Though there is no definite trend in the rate of drop-out among boys and girls, the overall drop-out rate is found to be less during the session 2008-09.
- During the period under study, 940 (12.44%) students had dropped out from the sampled rural schools in class VIII, the number of boys was 511 (13.23%) and the number of girls was 429 (11.60%). In class IX, 597 (10.48%) students had

dropped out, the number of boys was 315 (10.85%) and the number of girls was 282 (10.11%). Similarly, 550 (10.53%) students had dropped out in class X, the number of boys was 273 (10.43%) and the number of girls was 277 (10.64%). The percentage of boys' drop-out during the five sessions across different classes varied from 8.61 in class X during the session 2005-06 to 14.57 in class VIII during the session 2007-08. The percentage of girls' drop-out during the five sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Like urban secondary schools, though there is no definite trend in the rate of drop-out among boys and girls in rural secondary schools, the overall drop-out rate is found to be less during the session 2008-09 for classes VIII and X. But for class IX, the overall drop-out rate was highest in the year 2008-09.

- Drop-out in the secondary schools was a serious problem both in urban and rural areas.
- No definite trend in the rate of drop-out was found in the study. However, barring few sessions of some classes, the drop-out rate was significantly higher in rural areas.
- During the period under study (2004-2009), 2826 (19.37%) students had stagnated in the sampled urban schools in class VIII, the number of boys was 1412 (19.27%) and the number of girls was 1414 (19.47%). In class IX, 2267 (19.21%) students had stagnated, the number of boys was 1143 (19.33%) and the number of girls was 1124 (19.08%). Similarly, 1381(14.42%) students had stagnated in class X, the number of boys was 697 (15.02%) and the number of girls was 684 (13.86%). The percentage of boys stagnated during the five sessions across different classes varied from 13.91 in class X in the year 2004-05 to 22.16 in class VIII in the year 2006-07. The percentage of girls stagnated during the 5 sessions across different classes varied from 11.74 in class X in the year 2008-09

to 23.23 during the session 2004-05. No definite trend in the rate of stagnation is revealed in the urban secondary schools.

- During the period under study, 1452 (19.21%) students had stagnated in the sampled rural schools in class VIII, the number of boys was 751 (19.45%) and the number of girls was 701 (18.96%). In class IX, 1064 (18.69%) students had stagnated, the number of boys was 531(18.29%) and the number of girls was 533 (19.10%). Similarly, 1637 (31.35%) students had stagnated in class X, the number of boys was 821 (31.37%) and the number of girls was 816 (31.34%). The percentage of stagnated boys during the five sessions across different classes varied from 16.58 in class IX during the session 2005-06 to 36.97 in class X during the session 2007-08. The percentage of stagnated girls during the five sessions across different classes varied from 16.76 in class VIII during the session 2008-09 to 32.84 in the same year. Like urban secondary schools, there is no definite trend in the rate of stagnated among boys and girls in rural secondary schools.
- Stagnation in the secondary schools was a serious problem both in urban and rural areas.

B. Findings on Perceptions of Different Respondents relating to Causes of Wastage and Stagnation:

- There was no consensus among the various categories of respondents, both in urban and rural areas, relating major/minor/negligible problems/causes of wastage and stagnation in secondary schools of Mizoram.
- Out of the 60 probable problems/causes included in the study all the 12 categories of respondents recognized *unemployment of educated youth of the society* and *improper study habits of students* as major problem; and *corporal punishment in the schools*, *overage of students* and *alcoholic addiction of students* as negligible problems in urban secondary schools. In rural secondary schools *unemployment of educated youth of the society* was recognized as a major problem by all categories of respondents.

- *Distance of the school from home, communication barrier in attending the school, lack of school building, and lack of adequate classrooms, unattractive school environment, lack of proper sanitation, uninteresting school curricula, no parents' teachers meeting, overcrowded classrooms, frequent absence of teachers, teachers' unfavourable attitude towards low achievers, burden of home task, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parent, burden of school fees, burden of providing dresses/uniforms, continuous illness of students, association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy of students, disliking for some teachers and fear for examination* were considered as negligible/minor problems by all categories of respondents in urban as well as rural secondary schools.
- In urban secondary schools *lack of playground, lack of play materials, too much stress on theory but less in practical, difficulty of some subjects, shortage of teachers, insincerity of teachers, lack of teaching aids, too much involvement in social activities, apathetic attitude of the society towards education, lack of parents' education, lack of parents interest and attitude, lack of guidance of the parents, engagement in taking care of small children at home, lack of study facilities at home, poor economic condition of the family, supplementing the income of family, burden of providing study materials, financial problem to provide tuition facilities, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration and medium of instruction (English) being difficult* were recognized as major problems by one or more category of respondents. *Shortage of teachers and drug addiction of the parents* were perceived as negligible/minor problems by all categories of respondents in urban schools.
- In rural secondary schools *lack of playground, lack of play materials, too much stress on theory but less in practical, difficulty of some subjects, shortage of teachers, lack of teaching aids, too much involvement in social activities, apathetic attitude of the society towards education, lack of parents' education,*

lack of parents interest and attitude, lack of guidance of the parents, divorce of parents, single parent, step mother, step father, engagement in taking care of small children at home, lack of study facilities at home, poor economic condition of the family, supplementing the income of the family, helping parents in profession, burden of providing study materials, financial problem to provide tuition facilities, association with bad peer group, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration, improper study habits and medium of instruction (English) being difficult were recognized as major problems by one or more category of respondents. *Insincerity of teachers, teachers' unfavourable towards low achievers, burden of home task, burden of school fees, burden of providing dresses/uniform and drug addiction of the parents* were perceived as negligible/minor problems by all categories of respondents in rural schools.

C. Findings on Case Studies:

- In case of urban boys, the serious causes of wastage and stagnation were found to be unattractive school environment, too much involvement in social activities, their early marriage, drug addiction, lack of motivation in studies, effects of broken family, ill treatment of drunkard father, and poverty.
- In case of urban girls, the serious causes were found to be their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.
- As revealed from the case studies, the serious causes of wastage and stagnation in case of rural boys were unattractive school environment, sarcastic behaviour of teachers and headmasters, lack of adequate teachers, frequent absence of teachers, insincerity of teachers, too much involvement in social activities, lack of motivation in studies, divorce of parents, fear for the examination, and poverty.
- In case of rural girls, the serious causes of wastage and stagnation were found to be distance of the school from home, unattractive school environment, uninteresting school curricula, sarcastic behaviour of teachers and headmasters,

over age, their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.

D. Findings on Opinions and Suggestions of Different Respondents to Check Wastage and Stagnation:

Majority of all categories of respondents, both from urban and rural areas, expressed that:

- It was necessary to educate all the children.
- They felt pity on those who could not complete at least secondary school education.
- School students should have limited involvement in social activities in the interest of their studies.
- School students should have limited involvement in religious activities in the interest of their studies.
- Age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education and it should be above 16 years.
- Age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education and it should be above 16 years.
- Mizo society should have vigilant eye on the teenagers sitting idle at house/ just roaming around the street.
- Free nature of Mizo society had adverse effect on children.
- No girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education.
- The parents should educate their wards relating sex / marriage and raise their morale.

- It was high time that parents/guardians should pay proper attention for the studies of their wards at home.
- In case of divorce, both the parents, particularly one having stable income, should be responsible and have the right to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society.
- Adolescents initially took liquors and drugs out of curiosity and later they became addicted.
- Social, political and religious leaders should try to reform some traditions and practices in the Mizo society for the interest of children's education.
- Mizoram being a dry state, traffic of drugs and alcohols should be totally checked by the government.
- Due to lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadium, cinema halls and other recreation centres the adolescents got frustrated.
- There was necessity of strengthening and proper functioning of Parent-Teacher Association in all the secondary schools.
- Hostel facilities in secondary schools would help in addressing the wastage and stagnation among secondary school students.
- There was necessity of regular and proper supervision of secondary schools.
- Award of stipends to needy students would check wastage and stagnation.

5.01: Discussion of Results

The number of enrolment of boys and girls was found in the study to be almost same in both urban and rural secondary schools. It can be interpreted that in Mizoram there is no gender discrimination by the parents in admitting their children in schools and they give equal emphasis for education of both male and

female children. Though, Mizo society is a patriarchal society like many other societies of our country, females take active part in all walks of life. Girls are not considered as liabilities; rather they are equally valued in the family like boys. There is no practice of dowry, rather there is practice of bride price, for which there is no incident of female infanticide in the society. Now a days females are more involved in economic activities like business, agriculture, and employment in both private and public sectors along with their traditional responsibilities of housekeeping. More importantly, their active participation in church and social activities emphasizes literacy. Government of Mizoram has implemented all centrally sponsored schemes of education for which there is no problem for access to education. Now Mizoram has the distinction of being the third highest literate state in the country. No empirical study of this kind was found to validate the present findings.

The study found that both drop-out and stagnation in the secondary schools were serious problems in urban as well as rural areas. Baring few sessions of some classes, the twin problems were significantly higher in rural areas. Everywhere in our country the rural areas differ from urban areas in many ways such as communication facility, sanitation facility, health care facility, recreation facility etc. Besides, the children differ in their exposure, outlook, aspiration, motivation, study facility at home, socio-cultural interaction and the like. In the urban areas, most people are educated and have definite source of income such as employment, business, skilled labour etc. But in rural areas, the picture is different. Particularly in Mizoram, due to mountainous region, people largely go for *jhum* cultivation, in which they get the returns much less to their efforts in comparison to plain areas. The *jhum* cultivation requires the support of almost all family members directly or indirectly. These factors may be responsible for more drop-out and stagnation in the secondary schools in rural areas in comparison to urban areas. Another factor which may be common for both urban and rural areas is that the emphasis that is given to literacy of the people is not the same for

secondary and higher education. No empirical study of this kind was found to validate the present findings.

5.02: Suggestions

A problem is a problem, whether it is major/ minor/ negligible; whether it causes wastage and/or stagnation for one individual/ group of individuals/ majority of individuals. The objective of education is both individual and social which implies to have development of society through the development of individual members. As such every future citizen should be made efficient to lay a constructive role in society/ nation building. Based on the responses of various respondents of this study and researcher's own intuition, and literature the following suggestions are offered to check wastage and stagnation at secondary level, both in urban and rural areas of Mizoram.

- All members of the society- parents, teachers, and community leaders, irrespective of their place of residence and socio-economic status, should realise that it is necessary to educate all children and every child should complete secondary education.
- There should be proper harmony between the NGOs and the school. All concern should cooperate the school authorities in the process of enrolment and retention of children in the schools and in promoting quality education.
- Proper physical facilities should be made available in the schools in shape of infrastructure, furniture, library, toilets for boys and girls drinking water etc.
- Appropriate teaching aids should be made available in the schools for effective delivery of lessons.
- School students should have limited involvement in social activities in the interest of their studies.
- School students should have limited involvement in religious activities in the interest of their studies.

- Age limit for joining NGOs should be revised in the interest of their education. There may be separate NGOs for students of various grade and age levels.
- Age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education and it should be above 16 years.
- Age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education and it should be above 16 years.
- Mizo society should have vigilant eye on the teenagers sitting idle at house/ just roaming around the street.
- Free nature of Mizo society has advantages as well as disadvantages. Secondary school students being at adolescent stage need to be guided properly at home, school and in society.
- No girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education.
- The parents should educate their wards relating sex / marriage and raise their morale.
- Parents/guardians should pay proper attention for the studies of their wards at home.
- Settled married life should be encouraged and the divorce process should be complicated. Instead of following traditional divorce practices the legal procedure should be adopted which will, in the long run, help the society.
- In case of divorce, both the parents, particularly one having stable income, should be responsible to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society.
- Adolescents initially took liquors and drugs out of curiosity and later they became addicted. All concern should see that children do not get scope to

have access to such sources and it being a gang age, adolescents do not mix with such antisocial gangs. Both NGOs and government should take stringent action on such gangs.

- Adolescence education should be imparted in the secondary schools which would prevent the students from their indulgence in any undesired activities.
- In Mizo society leaders of social, political and religious organisations having concern for the people should critically examine the existing traditions and practices and should reform some such traditions and practices, if necessary, in the interest of children's better education.
- It is a fact that officially Mizoram is a dry state, but in reality most people use to have it. The people belonging to higher socio-economic class take foreign costly liquors even paying more, but the poor people consume the country made which are more dangerous. The government may examine the excise policy. However, traffic of drugs should be totally checked by the government.
- There is lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadiums, study centres, cinema halls and other recreation centres in the state as a whole. Keeping the need and interest of adolescents in view government of Mizoram should go for establishment of amusement centres such as parks, study centres, indoor and outdoor stadiums both in urban and rural areas where they can spend their leisure time and get amusement.
- Officially all schools have Parent-Teacher Associations which need to be strengthened and function effectively to attain the objectives.
- It is not possible to establish secondary schools in every hamlet as those are not viable. However, hostel facilities for both boys and girls in selected secondary schools at block, sub-division, and district levels would help in

addressing the wastage and stagnation among secondary school students. This opportunity will provide more conducive study atmosphere to students.

- Scholarships/ stipends to needy and deserving students should be provided on behalf of NGOs and government.
- Regular and proper supervision of secondary schools should be done by appropriate authorities not only to assess but also monitor teaching- learning processes.
- Secondary school teachers should be imparted training on guidance and counselling to help the students in right way.
- Employment opportunities, both at private and public sectors, need to be generated.

5.03: Educational Implications

India is characterized by 3Ds- Demography, Diversity and Democracy. These are its strengths and may become its limitations as being interpreted. India is a union of 28 states and 7 union territories. India's socio-cultural phenomena are the true pictures of *unity in diversity*. It is home to over 1.20 billion people of diverse origins, cultures and religions. All cherished goals of any nation are hoped to be realized through the classrooms only. The Butler Act of 1944 in U. K. had a nice line written on top: "*What our schools are, the race shall be*". Similarly, in India, report of the Kothari Commission starts with: "*The destiny of India is being shaped in her classrooms*". It implies that education is a man making process. This has more relevance to secondary education, since this level of education is the end of formal education for many. Every future citizen must have the basic education which no more to be limited to elementary education but to secondary education, if not to higher education, at present juncture.

The present study has important implications for students, parents, community leaders, teachers, administrators, and educational planners, and all

those having concern for Mizo society in particular, and our nation in general in the process of *secondary education for all*.

Students are the future of our society. At present there is tough competition every where to find a place in the job market and to get a scope to earn livelihood. Women are no more confined to the four walls of their houses. Their role is no more confined to wifehood and motherhood; they are equal partners in every sphere with men. During coming decades the world will be more competitive for which the youngsters, both boys and girls, have to prepare themselves, and for it there is no other means, except hard work. As such, students should dream, have realistic aspiration, develop intrinsic motivation, and put maximum effort coping with all difficulties that come on their way to make their ambitions fulfilled and to make their future life enjoyable and colourful.

Who can be the best well wishers of the children other than their parents? They should take note of the societal condition, dream for their children, provide all best possible scope for the education of their wards, and sacrifice as far as possible in the interest of their children. In the context of Mizo society, all family should develop emotional bond among the family members respecting each others' boundaries, understanding each others' difficulties, and coping each other so that families remain as families, and children grow up in pleasant and conducive home environment as children without any frustration and negative influence on their personality. In fact, it is the parents who make or mar the future of their children. They should understand their role from right prospective to make the future of their children bright.

Socialisation is a process that starts at home during the early years of life, and school and society socialise the child at later stages of life along with family. During school stage, particularly at secondary level, most of the social characteristics of an individual get final shape, though those use to be modified subsequently to some extent. Thus, society/ community play an important role in socialising the child. Mizo society is a well organised one in which NGOs

including the church play key role in not only socialising the child but also in inculcating socio-cultural values. Every Mizo is a member of such organisations. The study revealed the Opinions and suggestions of all categories of respondents regarding the age of involvement in such activities and majority opined that the age should be above 16 for active involvement of boys and girls in such organisations in the interest of their education i.e. after their secondary education. The leaders of NGOs need to critically think about it and take appropriate decision. Besides the NGOs should think of opening hostels for the needy students who dropout from the schools due to their poor financial conditions and other socio-cultural reasons. NGOs also can take measures in identifying and providing counselling to the wayward students. Thus, NGOs have vast scope to render their services to check wastage and stagnation in secondary schools for which the leaders need to decide, plan and execute as a part of their concern for the society.

In the schools teachers along with headmasters can play important role in checking wastage and stagnation. They can exert their influence on wayward students, can report their parents, can take remedial classes and can refer the students for counselling. Teachers should develop proper study habits with the students, and encourage them to maintain study hours at home. They should be regular and sincere in their duties and project themselves as role models to whom the students will not only admire but also imitate. The Saint and Educationist Sri Aurobindo has recorded *The first principle of true teaching is that nothing can be taught. A teacher is not an instructor of recruits or commanding fatigue squads. He is an assistant and a guide. His function is to suggest and not to impose.* It implies that students have to be critical and should learn how to learn. In this endeavour teachers can play the role of facilitators. But in spite of their best efforts, if students fail, they should not be blamed for the same.

Educational planners and administrators are required to take cognizance of the scenario and plan the educational system of the state so that wastage and stagnation in secondary level of education comes to zero. For this purpose they

should make the syllabi interesting, incorporate co-curricular activities, ensure regular supervision and monitoring, open hostels, provide stipends/scholarships and award rewards to sincere and dedicated teachers. Teachers should be trained with right kind of pedagogical approaches too. It is worth mentioning the findings of Maria Montessori as regards learning: *images are better than words, showing is better than telling, too much instruction is worse than too little, and positive reinforcement of what is done right is far more effective than when things are wrong.* In-service teacher education programmes are required to be regularly organized for updating the teachers with pedagogical skills.

The above discussion highlights the fact that everyone has a responsibility for checking wastage and stagnation in secondary schools. As such serious commitment is required by everyone and at everywhere.

5.04: Limitations of the Study

The investigator had tried to be scientific and objective in the process of investigation. However the study contained the following limitations:

- The sample of the study might have been limited. Though the schools were selected randomly, the subjects were selected purposively.
- The study was limited to Mizoram state only.
- For the collection of data no standardized tool was used. All the tools were developed by the investigator which might have some defects.
- The data were collected through questionnaire and interview techniques with assumption that the respondents will be honest, sincere and will interpret the same meaning of the items/questions as the investigator does. This could not be judged objectively.
- Due to lack of resources the investigator might not have gone through all relevant literature and research studies.

5.05: Suggestions for Further Research

Further researches may be undertaken in the following lines:

- Similar studies may be conducted with larger samples to validate the present findings.
- Similar studies may be conducted on higher secondary school students.
- Similar studies may be conducted on college and university students.
- Similar studies may be conducted in other states of our country.

5.06: Epilogue

Secondary education is a link between elementary education, on the one hand, and tertiary and higher education, on the other. Improved enrolment at the elementary stage has led to increased access to secondary schools. Secondary education is of special importance in the educational ladder in as much as its successful completion is a requirement for admission into institutions of higher education and at the same time, being a terminal stage, it caters to the needs of those who enter the world of work. Again, as stressed by the National Policy on Education, 1986, updated in 1992, *Secondary Education beings to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.*

A major challenge before educational planners, educational administrators, educational researchers, teachers and managers of education is to strengthen secondary education which would both widen access and ensure quality education. Making quality education available to all students at the secondary stage is the only way to develop their full potential for pursuing higher studies or seeking gainful employment and for nation building.

Mizoram, being a small state and predominantly inhabited by tribal people, should not deprive a single child from getting quality secondary education. All malady should be addressed by appropriate organisations and all concern should extend cooperation for this purpose. If right steps are not taken at right time, Mizoram may lose its present status of one of the first developing states of the country. The researcher has a sincere hope that all concern would deliver their best in the interest of the future generations.

SUMMARY

A strong nation requires strong social, political and economic foundation, and education is the primary tool to build the same. Education plays an important role in respect of successful implementation of government policies and in strengthening the social, technological and economic development of the lives of the people in any part of the globe. It is because education broadens the vision of the people and helps to comprehend various phenomena in right context. Education should not be limited to literacy. In simple terms, literacy is considered to be the ability to use language to read, write, listen and speak as well as ability to perform simple arithmetic. For successful functioning of democracy, no doubt, literate people are of great worth, but citizens with higher education are more desirable.

Failure to complete high school education causes serious implications for the individuals as well as for the society. It results in negative outcome for the individuals and widens social and economic inequalities already in existence. As such it is desired that wastage at all stages of education should be reduced to zero and efficiency of education system to be improved to the maximum. The educational planners need to understand and identify the social groups that are more susceptible to drop-out and the reasons for their dropping out for which empirical research support is required. In addition to drop-out, failure (stagnation) is another serious problem in the field of education which results drop-out.

It is a fact that even after sixty-six years of independence; we have not achieved the vision of universalisation of elementary education. But, it is a great matter that the nation is aspiring for universalisation of secondary education. All maladies on the way of this endeavour have to be addressed and the cherished goal has to be achieved at the earliest.

Rational of the Study and Statement of the Problem:

Drop-out is a universal phenomenon of education system in India that spreads over all levels of education and in all parts of the country. It prevails across all the socio-economic groups of population too. The rates of drop-out are much higher for educationally backward states and districts. In comparison to boys,

girls in India tend to have higher drop-out rates. Further, children belonging to the socially disadvantaged groups like Scheduled Castes and Scheduled Tribes have the higher drop-out rates in comparison to general population. There are also regional and location wise differences and the children living in remote areas/urban slums are more likely to drop out of school. Failure to complete high school education not only produces negative outcome for the individuals, but also widens the existing social and economic inequalities among the people of the country.

Like drop-out, stagnation is also another problem in education. This problem arises in case of a student who is denied promotion to the next higher class due to poor academic performance or shortage of attendance and the like. This problem is one of the factors responsible for drop-out. Of course, now days, stagnation is not that serious a problem since government policy is lenient in this respect.

In order to address the issues of wastage and stagnation and to improve the efficiency of education system, the educational planners need not only to understand and identify the social groups that are more susceptible to such problems, the reasons for the twin problems but also the strategies to overcome those.

It is a fact that due to the increase in population, strengthening of primary education and increase in general awareness about the significance of education there is an enormous increase in the school going population at the secondary level throughout our country. But simultaneously this must give rise to manifold problems which have to be tackled urgently and wisely. These problems may be related to the schools, home, society and the like. Problems may be different in different regions such as urban- rural, and may vary in different states due to cultural variations.

Mizoram is a small state having a total population of 10, 91,014 with female population of 5, 38,675 and male population of 5, 52,339 according to 2011 (P) Census of India. The literacy rate of the state stood at 91.58%. By 30th September, 2012, there were 584 high schools in all the eight districts of the state irrespective of management type. There were 38,870 students (in

classes IX and X) in these schools with 19,598 boys and 19,272 girls. There were 4,414 teachers out of which 2,859 were males and 1,555 females. The teacher-pupil ratio stood as 1:9. These figures indicate that Mizoram has a better structure of secondary education in comparison to other states of India. In spite of such concerted efforts there are the problems of wastage and stagnation at secondary and higher levels of education.

High voltage advertisements along with Face Book chatting, sex and crime related scenes in modern pictures and electronic media have tremendously influenced the behaviour of vulnerable adolescents throughout our country. Unprotected sexual activities have created many unwanted results such as teenager's pregnancy, abortions, unmarried motherhood, prostitution, rape, murder, HIV, STD etc. Mizo adolescents are not exception of such impacts.

The present researcher being a Mizo and having teaching experience of 16 years in Government Colleges of the state has witnessed such risky behaviour of the adolescents. More over due to lack of proper parental guidance and other family, society, culture, school related problems, many secondary school students drop-out from the school and involve themselves in undesired activities. The researcher has felt her concern for such conducts of the future generations. Before the things become out of control, it is desired that some positive steps should be taken to prevent wastage and stagnation at the secondary education level.

Secondary education is stated to be the education for the adolescents as elementary education is described to be the education for children and higher education for adults. Adolescence is the most crucial period of human life. An educational influence at this adolescent stage has life long implications. For this, secondary education is considered to have the *golden master-key* for upward mobility in every sphere of life. These years are remarked to be "*make or break*" period of one's life. Every nation stands on the pillars of education. These pillars have to be strong as a weak pillar can offer only weak support.

Like every state, Mizoram has many problems. The human resources of the state may be its assets or liabilities. All depends upon the quality of education that would be offered in our educational institutions. No empirical study has been conducted in Mizoram on the issues of wastage and stagnation at high school stage of education. In order to study the magnitude and causes of wastage and stagnation among boys and girls and in rural and urban secondary schools and to suggest remedies for these problems, the investigator had under taken the following problem for investigation.

WASTAGE AND STAGNATION AT SECONDARY EDUCATION LEVEL IN MIZORAM: MAGNITUDE, CAUSES AND REMEDIES

Objectives of the Study

The study was conducted with the following objectives in view:

1. To find out the magnitude of wastage at secondary education level with reference to gender of students and locale of schools in Mizoram.
2. To find out the magnitude of stagnation at secondary education level with reference to gender of students and locale of schools in Mizoram.
3. To find out the problems causing wastage at secondary education level in Mizoram.
4. To find out the problems causing stagnation at secondary education level in Mizoram.
5. To examine the feelings and suggestions of male and female drop-out and stagnated students, their parents, teachers, headmasters and community leaders in urban and rural areas to check wastage and stagnation in secondary schools of Mizoram
6. To suggest remedies for addressing wastage and stagnation at secondary education level in Mizoram.

Hypothesis of the Study

With reference to the above objectives, the following hypotheses were formulated:

1. There is wastage at secondary education level in Mizoram, and the magnitude differs among boys and girls and in rural and urban areas which can be revealed.
2. There is stagnation at secondary education level in Mizoram, and the magnitude differs among boys and girls and in rural and urban areas which can be revealed.
3. There are various problems causing wastage at secondary education level in Mizoram which can be revealed.
4. There are various problems causing stagnation at secondary education level in Mizoram which can be revealed.
5. Male and female drop-out and stagnated students, their parents, teachers, headmasters and community leaders in urban and rural areas have feelings and suggestions to check wastage and stagnation in secondary schools of Mizoram
6. There are remedies for addressing wastage and stagnation at secondary education level in Mizoram and secondary education in the state will have a better prospect.

Delimitation of scope of enquiry

Conceptually and geographically the study was delimited in its scope as follows:

- The study was limited to wastage and stagnation in secondary education.
- It was confined only to the state of Mizoram.

Plan and Procedure:

The Research Approach:

The present study was primarily intended to investigate the magnitude and causes of wastage and stagnation at secondary education (high school) level in Mizoram, and to suggest remedies to address the issues. Therefore, descriptive survey approach was followed for the present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

Sources of Data

Primary Sources:

i) Secondary Schools: The secondary schools located in urban and rural areas of all the eight districts of Mizoram state were the major sources of data. It is the secondary schools which are intended to impart the education of secondary level. For the sample of the study, secondary schools were selected as the basic units and other sample units such as Drop-outs, Stagnated students, Parents, Teachers and Headmasters were selected subsequently.

ii) Drop-outs and Stagnated students: The main focus of the study was to find out the causes of wastage and stagnation at the secondary school level in the state of Mizoram. Thus, the drop-outs and stagnated students were considered to be the main sources for the study.

iii) Parents of Drop-outs and Stagnated Students: Perhaps no parent wants his or her child to be deprived of education. In case, it happens, it may be due to reasons which are beyond their limitations. In one sense, along with their children, they are also victims of the circumstances. As such the parents (male and female) of the drop-outs and stagnated students were considered to be the valuable sources for the study.

iv) Teachers: It is the teachers who interact with the students, try to understand their background, counsel for their improvement and try their level best for the attainment of the objectives of education. Their experiences and perceptions were considered to be the precious sources for the present studies.

v) Headmasters: The Headmasters of the secondary schools occupy key positions in the schools due to their vast experience and long association with the education system. They comprehend the problems of education and as such they are considered to be important sources for the present study.

vi) Community Leaders: The Local Community Leaders such as Local Council Members, YMA Leaders and KTP Leaders were thought to be having knowledge about the real conditions of the secondary school students. They were considered to be important sources for the present study too.

Secondary Sources:

Official Reports, Records and Documents: The secondary schools are supposed to keep the official records such as admission registers, attendance registers, and result books etc which were considered to be valuable sources for the study. Statistical handbooks, handbooks on rules and regulations, census reports, books and journals, other official records of secondary schools were the major sources of these types for collection of necessary data for the present study. Besides, the reports of different committees and commissions, national and state survey reports, books and journals and official records, internet, published and unpublished documents were also considered important for the present study.

Population and Sample:

The sample of the study constituted of 50 urban high schools and 50 rural high schools. 100 drop-out boys, 100 drop-out girls, 100 stagnated boys, 100 stagnated girls, 50 headmasters, 50 science teachers, 50 arts teachers, 50 male parents of drop-outs, 50 female parents of drop-outs. 50 male parents of stagnated students, 50 female parents of stagnated students and 50 Community leaders were selected both from urban and rural areas separately. Besides, 16 unique cases (8 from urban and 8 from rural areas) were selected for in-depth analysis of the causes of their drop-out and stagnation.

Tools and Techniques used:

The following tools were developed by the investigator for collection of data for the study.

1. General information sheet for revealing the magnitude of wastage and stagnation which was to be responded by the headmasters with reference to the school records.
2. questionnaire for the drop-outs and stagnated students, parents of drop-outs and stagnated students, teachers, headmasters, and community leaders with 60 probable problems relating to the causes of wastage and stagnation at secondary education level in Mizoram.
3. A questionnaire for the drop-outs and stagnated students, parents of drop-outs and stagnated students, teachers, headmasters, and community leaders with 20 questions to assess their opinions and suggestions for checking drop-out and stagnation at secondary education level in Mizoram.

It may be noted that the two questionnaires as mentioned above at serial numbers 2 and 3 were having different direction sheets suitable to the subjects but the items were same. Further, the two questionnaires were also used as interview schedules for the drop-outs, stagnated students, parents and community leaders who were not able to properly read and write.

Major findings of the study

A. Findings on Wastage and Stagnation:

- The number of enrolment of boys and girls was almost same in both urban and rural secondary schools. It can be interpreted that in Mizoram there is no gender discrimination by the parents in admitting their children in schools for education and they give equal emphasis for education of both male and female children.
- During the period under study (2004-2009), 974 (6.68%) students had dropped out from the sampled urban schools in class VIII, the number of boys was 578 (7.32%) and the number of girls was 396 (5.45%). In class IX, 779 (6.60%) students had dropped out, the number of boys was 461 (7.80%) and the number of girls was 318 (5.40%). Similarly, 757 (7.90%) students had dropped out in class X, the number of boys was 394 (8.49%) and the number of girls was 363 (7.35%). The percentage of boys drop-out during the five

sessions across different classes varied from 6.38 in class IX during the session 2008-09 to 10.61 in class X during the session 2007-08. The percentage of girls drop-out during the 5 sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Though there is no definite trend in the rate of drop-out among boys and girls, the overall drop-out rate is found to be less during the session 2008-09.

- During the period under study, 940 (12.44%) students had dropped out from the sampled rural schools in class VIII, the number of boys was 511 (13.23%) and the number of girls was 429 (11.60%). In class IX, 597 (10.48%) students had dropped out, the number of boys was 315 (10.85%) and the number of girls was 282 (10.11%). Similarly, 550 (10.53%) students had dropped out in class X, the number of boys was 273 (10.43%) and the number of girls was 277 (10.64%). The percentage of boys' drop-out during the five sessions across different classes varied from 8.61 in class X during the session 2005-06 to 14.57 in class VIII during the session 2007-08. The percentage of girls' drop-out during the five sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Like urban secondary schools, though there is no definite trend in the rate of drop-out among boys and girls in rural secondary schools, the overall drop-out rate is found to be less during the session 2008-09 for classes VIII and X. But for class IX, the overall drop-out rate was highest in the year 2008-09.
- Drop-out in the secondary schools was a serious problem both in urban and rural areas.
- No definite trend in the rate of drop-out was found in the study. However, barring few sessions of some classes, the drop-out rate was significantly higher in rural areas.
- During the period under study (2004-2009), 2826 (19.37%) students had stagnated in the sampled urban schools in class VIII, the number of boys was

1412 (19.27%) and the number of girls was 1414 (19.47%). In class IX, 2267 (19.21%) students had stagnated, the number of boys was 1143 (19.33%) and the number of girls was 1124 (19.08%). Similarly, 1381(14.42%) students had stagnated in class X, the number of boys was 697 (15.02%) and the number of girls was 684 (13.86%). The percentage of boys stagnated during the five sessions across different classes varied from 13.91 in class X in the year 2004-05 to 22.16 in class VIII in the year 2006-07. The percentage of girls stagnated during the 5 sessions across different classes varied from 11.74 in class X in the year 2008-09 to 23.23 during the session 2004-05. No definite trend in the rate of stagnation is revealed in the urban secondary schools.

- During the period under study, 1452 (19.21%) students had stagnated in the sampled rural schools in class VIII, the number of boys was 751 (19.45%) and the number of girls was 701 (18.96%). In class IX, 1064 (18.69%) students had stagnated, the number of boys was 531(18.29%) and the number of girls was 533 (19.10%). Similarly, 1637 (31.35%) students had stagnated in class X, the number of boys was 821 (31.37%) and the number of girls was 816 (31.34%). The percentage of stagnated boys during the five sessions across different classes varied from 16.58 in class IX during the session 2005-06 to 36.97 in class X during the session 2007-08. The percentage of stagnated girls during the five sessions across different classes varied from 16.76 in class VIII during the session 2008-09 to 32.84 in the same year. Like urban secondary schools, there is no definite trend in the rate of stagnated among boys and girls in rural secondary schools.
- Stagnation in the secondary schools was a serious problem both in urban and rural areas.

B. Findings on Perceptions of Different Respondents relating to Causes of Wastage and Stagnation:

- There was no consensus among the various categories of respondents, both in urban and rural areas, relating major/minor/negligible problems/causes of wastage and stagnation in secondary schools of Mizoram.

- Out of the 60 probable problems/causes included in the study all the 12 categories of respondents recognized *unemployment of educated youth of the society* and *improper study habits of students* as major problem; and *corporal punishment in the schools*, *overage of students* and *alcoholic addiction of students* as negligible problems in urban secondary schools. In rural secondary schools *unemployment of educated youth of the society* was recognized as a major problem by all categories of respondents.

- *Distance of the school from home*, *communication barrier in attending the school*, *lack of school building*, and *lack of adequate classrooms*, *unattractive school environment*, *lack of proper sanitation*, *uninteresting school curricula*, *no parents' teachers meeting*, *overcrowded classrooms*, *frequent absence of teachers*, *teachers' unfavourable attitude towards low achievers*, *burden of home task*, *death of both parents*, *health problem of family members*, *death of family members*, *alcoholic addiction of the parent*, *burden of school fees*, *burden of providing dresses/uniforms*, *continuous illness of students*, *association with bad peer group*, *overage of students*, *alcoholic addiction of students*, *drug addiction of students*, *illegitimate pregnancy of students*, *disliking for some teachers* and *fear for examination* were considered as negligible/minor problems by all categories of respondents in urban as well as rural secondary schools.

- In urban secondary schools *lack of playground*, *lack of play materials*, *too much stress on theory but less in practical*, *difficulty of some subjects*, *shortage of teachers*, *insincerity of teachers*, *lack of teaching aids*, *too much involvement in social activities*, *apathetic attitude of the society towards education*, *lack of parents' education*, *lack of parents interest and attitude*, *lack of guidance of the parents*, *engagement in taking care of small children at home*, *lack of study facilities at home*, *poor economic condition of the family*, *supplementing the income of family*, *burden of providing study materials*, *financial problem to provide tuition facilities*, *early marriage*, *untimely indulgence in love affairs*, *failure*, *no specific ambition*, *low aspiration and medium of instruction (English) being difficult* were recognized as major problems by one or more category of respondents. *Shortage of teachers* and

drug addiction of the parents were perceived as negligible/minor problems by all categories of respondents in urban schools.

- In rural secondary schools *lack of playground, lack of play materials, too much stress on theory but less in practical, difficulty of some subjects, shortage of teachers, lack of teaching aids, too much involvement in social activities, apathetic attitude of the society towards education, lack of parents' education, lack of parents interest and attitude, lack of guidance of the parents, divorce of parents, single parent, step mother, step father, engagement in taking care of small children at home, lack of study facilities at home, poor economic condition of the family, supplementing the income of the family, helping parents in profession, burden of providing study materials, financial problem to provide tuition facilities, association with bad peer group, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration, improper study habits and medium of instruction (English) being difficult* were recognized as major problems by one or more category of respondents. *Insincerity of teachers, teachers' unfavourable towards low achievers, burden of home task, burden of school fees, burden of providing dresses/uniform and drug addiction of the parents* were perceived as negligible/minor problems by all categories of respondents in rural schools.

C. Findings on Case Studies:

- In case of urban boys, the serious causes of wastage and stagnation were found to be unattractive school environment, too much involvement in social activities, their early marriage, drug addiction, lack of motivation in studies, effects of broken family, ill treatment of drunkard father, and poverty.
- In case of urban girls, the serious causes were found to be their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.
- As revealed from the case studies, the serious causes of wastage and stagnation in case of rural boys were unattractive school environment, sarcastic behaviour of teachers and headmasters, lack of adequate teachers,

frequent absence of teachers, insincerity of teachers, too much involvement in social activities, lack of motivation in studies, divorce of parents, fear for the examination, and poverty.

- In case of rural girls, the serious causes of wastage and stagnation were found to be distance of the school from home, unattractive school environment, uninteresting school curricula, sarcastic behaviour of teachers and headmasters, over age, their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.

D. Findings on Opinions and Suggestions of Different Respondents to Check Wastage and Stagnation:

Majority of all categories of respondents, both from urban and rural areas, expressed that:

- It was necessary to educate all the children.
- They felt pity on those who could not complete at least secondary school education.
- School students should have limited involvement in social activities in the interest of their studies.
- School students should have limited involvement in religious activities in the interest of their studies.
- Age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education and it should be above 16 years.
- Age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education and it should be above 16 years.
- Mizo society should have vigilant eye on the teenagers sitting idle at house/ just roaming around the street.
- Free nature of Mizo society had adverse effect on children.

- No girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education.
- The parents should educate their wards relating sex / marriage and raise their morale.
- It was high time that parents/guardians should pay proper attention for the studies of their wards at home.
- In case of divorce, both the parents, particularly one having stable income, should be responsible and have the right to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society.
- Adolescents initially took liquors and drugs out of curiosity and later they became addicted.
- Social, political and religious leaders should try to reform some traditions and practices in the Mizo society for the interest of children's education.
- Mizoram being a dry state, traffic of drugs and alcohols should be totally checked by the government.
- Due to lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadium, cinema halls and other recreation centres the adolescents got frustrated.
- There was necessity of strengthening and proper functioning of Parent-Teacher Association in all the secondary schools.
- Hostel facilities in secondary schools would help in addressing the wastage and stagnation among secondary school students.
- There was necessity of regular and proper supervision of secondary schools.
- Award of stipends to needy students would check wastage and stagnation.

Suggestions

A problem is a problem, whether it is major/ minor/ negligible; whether it causes wastage and/or stagnation for one individual/ group of individuals/ majority of individuals. The objective of education is both individual and social which implies to have development of society through the development of individual members. As such every future citizen should be made efficient to play a constructive role in society/ nation building. Based on the responses of various respondents of this study and researcher's own intuition, and literature the following suggestions are offered to check wastage and stagnation at secondary level, both in urban and rural areas of Mizoram.

- All members of the society- parents, teachers, and community leaders, irrespective of their place of residence and socio-economic status, should realise that it is necessary to educate all children and every child should complete secondary education.
- There should be proper harmony between the NGOs and the school. All concern should cooperate the school authorities in the process of enrolment and retention of children in the schools and in promoting quality education.
- Proper physical facilities should be made available in the schools in shape of infrastructure, furniture, library, toilets for boys and girls drinking water etc.
- Appropriate teaching aids should be made available in the schools for effective delivery of lessons.
- School students should have limited involvement in social activities in the interest of their studies.
- School students should have limited involvement in religious activities in the interest of their studies.

- Age limit for joining NGOs should be revised in the interest of their education. There may be separate NGOs for students of various grade and age levels.
- Age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education and it should be above 16 years.
- Age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education and it should be above 16 years.
- Mizo society should have vigilant eye on the teenagers sitting idle at house/ just roaming around the street.
- Free nature of Mizo society has advantages as well as disadvantages. Secondary school students being at adolescent stage need to be guided properly at home, school and in society.
- No girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education.
- The parents should educate their wards relating sex / marriage and raise their morale.
- Parents/guardians should pay proper attention for the studies of their wards at home.
- Settled married life should be encouraged and the divorce process should be complicated. Instead of following traditional divorce practices the legal procedure should be adopted which will, in the long run, help the society.
- In case of divorce, both the parents, particularly one having stable income, should be responsible to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society.
- Adolescents initially took liquors and drugs out of curiosity and later they became addicted. All concern should see that children do not get scope to

have access to such sources and it being a gang age, adolescents do not mix with such antisocial gangs. Both NGOs and government should take stringent action on such gangs.

- Adolescence education should be imparted in the secondary schools which would prevent the students from their indulgence in any undesired activities.
- In Mizo society leaders of social, political and religious organisations having concern for the people should critically examine the existing traditions and practices and should reform some such traditions and practices, if necessary, in the interest of children's better education.
- It is a fact that officially Mizoram is a dry state, but in reality most people use to have it. The people belonging to higher socio-economic class take foreign costly liquors even paying more, but the poor people consume the country made which are more dangerous. The government may examine the excise policy. However, traffic of drugs should be totally checked by the government.
- There is lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadiums, study centres, cinema halls and other recreation centres in the state as a whole. Keeping the need and interest of adolescents in view government of Mizoram should go for establishment of amusement centres such as parks, study centres, indoor and outdoor stadiums both in urban and rural areas where they can spend their leisure time and get amusement.
- Officially all schools have Parent-Teacher Associations which need to be strengthened and function effectively to attain the objectives.
- It is not possible to establish secondary schools in every hamlet as those are not viable. However, hostel facilities for both boys and girls in selected secondary schools at block, sub-division, and district levels would help in addressing the wastage and stagnation among secondary school students.

This opportunity will provide more conducive study atmosphere to students.

- Scholarships/ stipends to needy and deserving students should be provided on behalf of NGOs and government.
- Regular and proper supervision of secondary schools should be done by appropriate authorities not only to assess but also monitor teaching-learning processes.
- Secondary school teachers should be imparted training on guidance and counselling to help the students in right way.
- Employment opportunities, both at private and public sectors, need to be generated.

Educational Implications

India is characterized by 3Ds- Demography, Diversity and Democracy. These are its strengths and may become its limitations as being interpreted. India is a union of 28 states and 7 union territories. India's socio-cultural phenomena are the true pictures of *unity in diversity*. It is home to over 1.20 billion people of diverse origins, cultures and religions. All cherished goals of any nation are hoped to be realized through the classrooms only. The Butler Act of 1944 in U. K. had a nice line written on top: "*What our schools are, the race shall be*". Similarly, in India, report of the Kothari Commission starts with: "*The destiny of India is being shaped in her classrooms*". It implies that education is a man making process. This has more relevance to secondary education, since this level of education is the end of formal education for many. Every future citizen must have the basic education which no more to be limited to elementary education but to secondary education, if not to higher education, at present juncture.

The present study has important implications for students, parents, community leaders, teachers, administrators, and educational planners, and all those having concern for Mizo society in particular, and our nation in general in the process of *secondary education for all*.

Students are the future of our society. At present there is tough competition every where to find a place in the job market and to get a scope to earn livelihood. Women are no more confined to the four walls of their houses. Their role is no more confined to wifehood and motherhood; they are equal partners in every sphere with men. During coming decades the world will be more competitive for which the youngsters, both boys and girls, have to prepare themselves, and for it there is no other means, except hard work. As such, students should dream, have realistic aspiration, develop intrinsic motivation, and put maximum effort coping with all difficulties that come on their way to make their ambitions fulfilled and to make their future life enjoyable and colourful.

Who can be the best well wishers of the children other than their parents? They should take note of the societal condition, dream for their children, provide all best possible scope for the education of their wards, and sacrifice as far as possible in the interest of their children. In the context of Mizo society, all family should develop emotional bond among the family members respecting each others' boundaries, understanding each others' difficulties, and coping each other so that families remain as families, and children grow up in pleasant and conducive home environment as children without any frustration and negative influence on their personality. In fact, it is the parents who make or mar the future of their children. They should understand their role from right prospective to make the future of their children bright.

Socialisation is a process that starts at home during the early years of life, and school and society socialise the child at later stages of life along with family. During school stage, particularly at secondary level, most of the social characteristics of an individual get final shape, though those use to be modified subsequently to some extent. Thus, society/ community play an important role in socialising the child. Mizo society is a well organised one in which NGOs including the church play key role in not only socialising the child but also in inculcating socio-cultural values. Every Mizo is a member of such organisations. The study revealed the feelings and suggestions of all

categories of respondents regarding the age of involvement in such activities and majority opined that the age should be above 16 for active involvement of boys and girls in such organisations in the interest of their education i.e. after their secondary education. The leaders of NGOs need to critically think about it and take appropriate decision. Besides the NGOs should think of opening hostels for the needy students who dropout from the schools due to their poor financial conditions and other socio-cultural reasons. NGOs also can take measures in identifying and providing counselling to the wayward students. Thus, NGOs have vast scope to render their services to check wastage and stagnation in secondary schools for which the leaders need to decide, plan and execute as a part of their concern for the society.

In the schools teachers along with headmasters can play important role in checking wastage and stagnation. They can exert their influence on wayward students, can report their parents, can take remedial classes and can refer the students for counselling. Teachers should develop proper study habits with the students, and encourage them to maintain study hours at home. They should be regular and sincere in their duties and project themselves as role models to whom the students will not only admire but also imitate. The Saint and Educationist Sri Aurobindo has recorded *The first principle of true teaching is that nothing can be taught. A teacher is not an instructor of recruits or commanding fatigue squads. He is an assistant and a guide. His function is to suggest and not to impose.* It implies that students have to be critical and should learn how to learn. In this endeavour teachers can play the role of facilitators. But in spite of their best efforts, if students fail, they should not be blamed for the same.

Educational planners and administrators are required to take cognizance of the scenario and plan the educational system of the state so that wastage and stagnation in secondary level of education comes to zero. For this purpose they should make the syllabi interesting, incorporate co-curricular activities, ensure regular supervision and monitoring, open hostels, provide stipends/scholarships and award rewards to sincere and dedicated teachers. Teachers should be trained with right kind of pedagogical approaches too. It is

worth mentioning the findings of Maria Montessori as regards learning: *images are better than words, showing is better than telling, too much instruction is worse than too little, and positive reinforcement of what is done right is far more effective than when things are wrong.* In-service teacher education programmes are required to be regularly organized for updating the teachers with pedagogical skills.

Adolescence education should be strengthened at the secondary school level.

The above discussion highlights the fact that everyone has a responsibility for checking wastage and stagnation in secondary schools. As such serious commitment is required by everyone and at everywhere.

Limitations of the Study

The investigator had tried to be scientific and objective in the process of investigation. However the study contained the following limitations:

- The sample of the study might have been limited. Though the schools were selected randomly, the subjects were selected purposively.
- The study was limited to Mizoram state only.
- For the collection of data no standardized tool was used. All the tools were developed by the investigator which might have some defects.
- The data were collected through questionnaire and interview techniques with assumption that the respondents will be honest, sincere and will interpret the same meaning of the items/questions as the investigator does. This could not be judged objectively.
- Due to lack of resources the investigator might not have gone through all relevant literature and research studies.

Concluding Remarks

Secondary education is a link between elementary education, on the one hand, and tertiary and higher education, on the other. Improved enrolment at the elementary stage has led to increased access to secondary schools. Secondary education is of special importance in the educational ladder in as much as its

successful completion is a requirement for admission into institutions of higher education and at the same time, being a terminal stage, it caters to the needs of those who enter the world of work. Again, as stressed by the National Policy on Education, 1986, updated in 1992, *Secondary Education beings to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.*

A major challenge before educational planners, educational administrators, educational researchers, teachers and managers of education is to strengthen secondary education which would both widen access and ensure quality education. Making quality education available to all students at the secondary stage is the only way to develop their full potential for pursuing higher studies or seeking gainful employment and for nation building.

Mizoram, being a small state and predominantly inhabited by tribal people, should not deprive a single child from getting quality secondary education. All maladies should be addressed by appropriate organisations and all concern should extend cooperation for this purpose. If right steps are not taken at right time, Mizoram may loose its present status of one of the first developing states of the country. The researcher has a sincere hope that all concern would deliver their best in the interest of the future generations.

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APPENDICES

LISTS OF APPENDICES

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A1	List of urban sampled schools
A2	List of rural sampled schools
B1	General Information Sheet
B2	Questionnaire for revealing the causes of wastage and stagnation
B3	Questionnaire to assess the feelings and suggestions for checking dropout and stagnation

AwPPENDIX-A1

LIST OF SAMPLED URBAN SCHOOLS

Sl.no	Name of the School
1	Gov't Dinthar H/S, Aizawl
2	Gov't KVM H/S, Aizawl
3	Gov't Central H/S, Aizawl
4	Gov't R.M H/S, Aizawl
5	Gov't Republic H/S, Aizawl
6	Gov't Aizawl East H/S, Aizawl
7	Gov't Kulikawn H/S, Aizawl
8	Gov't Zemabawk H/S, Aizawl District
9	Gov't Bethlehem Vengthlang H/S, Aizawl
10	Gov't Pianghleia H/S, Aizawl
11	Gov't Chaltlang H/S, Aizawl
12	Gov't Aizawl H/S, Aizawl
13	Gov't Chawnpui H/S, Aizawl
14	Gov't Comprehension Model School, Aizawl
15	Gov't J.L H/S, Aizawl
16	Gov't CH.Chhunga H/S, Aizawl

17	Synod H.S.S, Aizawl
18	Gov't Hrangchhuana H/S, Aizawl
19	Gov't Bawngkawn H/S, Aizawl
20	Gov't K.M H/S, Aizawl
21	Gov't Bungkawn H/S, Aizawl
22	Gov't Durtlang H/S, Aizawl
23	Gov't Hrangchhunga H/S, Aizawl
24	Gov't Mizoram Institute of Comprehensive Education (MICE), Aizawl
25	Gov't Tinzagina H/S, Aizawl
26	Gov't Maubawk H/S, Aizawl
27	Gov't Tuikual H/S, Aizawl
28	Gov't Mizo H.S.S , Aizawl
29	Gov't Diakkawn H/S, Kolasib
30	Gov't Kolasib H/S, Kolasib
31	Gov't Lunglei H/S, Lunglei
32	Gov't Z.D. Zoramthanga H/S, Lunglei
33	Gov't Electric Veng H/S, Lunglei
34	Gov't Bazar H/S, Lunglei
35	Gov't Rahsi Veng H/S, Lunglei

36	Gov't Liantawna H/S, Lunglei
37	Gov't Leitlangpui H.S.S, Lunglei
38	Gov't Lunglei H/S, Lunglei
39	Gov't Mamit H/S, Mamit
40	Gov't Serchhip H/S, Serchhip
41	Gov't J.M H/S, Serchhip
42	Gov't P.C.R H/S, Serchhip
43	Gov't Southern Public H/S, Lawngtlai
44	Gov't Lairam H/S, Lawngtlai
45	Gov't Region H/S, Lawngtlai
46	Gov't Chandmari H/S, Lawngtlai
47	Gov't H/S, Saiha
48	Gov't Saiha, Saiha
49	Gov't Gandhi Memorial H/S, Champhai
50	Gov't Champhai H/S, Champhai

APPENDIX – A2

LIST OF SAMPLED RURAL SCHOOLS

SL. NO	Name of the school
1	Gov't Falkawn H/S, Falkawn, Aizawl.
2	Gov't Sairang H/S, Aizawl.
3	Gov't Melriat H/S, Aizawl.
4	Gov't Shihphir H/S, Aizawl.
5	Gov't Aibawk H/S, Aizawl.
6	Gov't Hlimen H/S, Aizawl.
7	Gov't Tanhril Gov't H/S, Aizawl.
8	Gov't H/S Lengpui, Aizawl.
9	Gov't Sakawrtuichhun H/S, Aizawl.
10	Gov't Zoram H/S, Khawruhlian Aizawl.
11	Gov't Selling H/S, Aizawl.
12	Gov't Thingsulthiah H/S, Aizawl.
13	Gov't H/S Saitual, Aizawl.
14	Gov't Comprehensive H/S, Keifang, Aizawl.
15	Gov't Bilkhawthlir H/S, Kolasib.
16	Gov't Thingdawl H/S, Kolasib.

17	Gov't Vairengte H/S, Kolasib.
18	Gov't P.M H/S, Lungdai, Kolasib.
19	Gov't H/S Kawnpui, Kolasib.
20	Gov't Kawrtethawveng H/S, Mamit.
21	Gov't Zamuang H/S, Mamit.
22	Gov't Rengdil H/S, Rengdil, Mamit.
23	Gov't Kawrthah H/S, Mamit.
24	Gov't H/S Tlabung, Lunglei.
25	Gov't Thiltlang H/S, Lunglei.
26	Gov't H/S Tawipui 'S' Lunglei.
27	Gov't H/S Tawipui 'N', Lunglei.
28	Gov't H/S Thingfal, Lunglei.
29	Gov't H/S Haulawng, Lunglei.
30	Gov't H/S Mualthuam, Lunglei.
31	Gov't Southern H/S, Hnahthial, Lunglei.
32	Gov't HSS Hnahthial, Lunglei.
33	Gov't H/S Zobawk, Lunglei.
34	Gov't H/S Pukpui, Lunglei.
35	Gov't Zohnuai H/S, Lunglei.
36	Gov't Theiriat H/S Lunglei.

37	Gov't H/S Maubawk, Saiha.
38	Gov't H/S Tuipang, Saiha.
39	Gov't Zawngling H/S, Saiha.
40	Gov't Thenzawl H/S, Serchhip.
41	Gov't Lallengunga H/S, Serchhip.
42	Gov't Blue Mountain H/S, Sangau, Lawngtlai.
43	Gov't Ramthar H/S, Lungpher 'S'.
44	Gov't Bualpui(NG), Lawngtlai.
45	Gov't Khawzawl H/S, Champhai.
46	Gov't Ruantlang H/S, Champhai.
47	Gov't Hranga H/S Champhai.
48	Gov't H/S Reiek, Aizawl.
49	Gov't Sateek H/S, Aizawl.
50	Gov't Sumsuih H/S, Aizawl.

APPENDIX – B1

GENERAL INFORMATION SHEET

(To be filled in by the Headmaster / Headmaster in-charge)

Instruction : Please put a tick mark at the appropriate place and / or supply the required information.

While responding please keep your school in view

1. Name and Address of the School:

2. Location : Rural / Urban

APPENDIX – B2

QUESTIONNAIRE FOR REVEALING THE CAUSES OF WASTAGE AND STAGNATION

(For Drop-out, Stagnated Students, Parents of Drop-out and Stagnated Students, Teachers, Headmasters and Community Leaders. With different direction sheets)

Sir,

You are aware that Secondary education is seriously affected in our State. There are many constraints which may be broadly classified as Physical, Social, Economic, Educational and Administrative that have significant impact on enrolment, retention and quality improvement of secondary education in our state. As an experienced teacher and/ as the headmaster/ supervisory authority you might have thought over it and you might have suggestions to overcome the constraints. Your free expression will be of great help for this research and for the solution of the problems. Your views will be kept strictly confidential and it will be used for the research purposes only. Please co-operate.

While responding to the items please keep the dropout/stagnant (failed) students in view. Put a tick mark on 'YES' or 'NO' as your response against the listed problems which you think appropriate. Please respond to all items and give your suggestions (if any) at the place specified. You may enlist more problems and give your suggestions.

(L.V. ZODINPUII)
Research Scholar
Dept. of Education
Mizoram University

Please give the following information about yourself:

Name:

School and address:

Gender:

Age:

Educational qualification.....

Experience as a teacher.....years, as a headmaster.....years

Supervisory post.....years

Sl.No.	Problems	Response
Problems Related to School.		
<i>Infrastructural</i>		
1.	Distance of the school from home	Yes/No
2.	Communication barrier in attending the school	Yes/No
3.	Lack of school building	Yes/No
4.	Lack of adequate classrooms	Yes/No
5.	Unattractive school environment	Yes/No
6.	Lack of proper sanitation of toilets	Yes/No
7.	Lack of playground	Yes/No
8.	Lack of play materials	Yes/No
<i>Functional and Academical Activities of the School</i>		
9.	Too much stress on theory but less in practical	Yes/No
10.	Corporal punishment	Yes/No
11.	Uninteresting school curricula	Yes/No
12.	Difficulty of some subjects	Yes/No
13.	No parent-teachers' meeting	Yes/No
14.	Overcrowded classrooms	Yes/No
15.	Shortage of teachers	Yes/No
16.	Insincerity of teachers	Yes/No
17.	Frequent absence of teachers	Yes/No
18.	Teachers' unfavorable attitude towards low achievers.	Yes/No
19.	Lack of teaching aids	Yes/No
20.	Burden of home tasks	Yes/No
<i>Social Problems</i>		
21.	Too much involvement in social activities	Yes/No
22.	Too much involvement in religious activities	Yes/No
23.	Apathetic attitude of the society towards education	Yes/No
24.	Unemployment of educated youth of the society	Yes/No

Problems Related to Home

25. Lack of parents' education	Yes/No
26. Lack of parents' interest and attitude	Yes/No
27. Lack of guidance of the parents	Yes/No
28. Divorce of parents	Yes/No
29. Single parents	Yes/No
30. Step mother	Yes/No
31. Step father	Yes/No
32. Death of both parents	Yes/No
33. Health problem of family members	Yes/No
34. Death of family members	Yes/No
35. Alcoholic addiction of the parents	Yes/No
36. Drug addiction of the parents	Yes/No
37. Engagement in taking care of small children at home	Yes/No
38. Lack of study facilities at home.	
39. Poor economic condition of the family	Yes/No
40. Supplementing the income of family	Yes/No
41. Helping parents in profession	Yes/No
42. Burden of school fees	Yes/No
43. Burden of providing dresses/uniforms	Yes/No
44. Burden of providing study materials	Yes/No
45. Financial problem to provide tuition facilities	Yes/No
46. Continuous illness of students	Yes/No
47. Association with bad peer group	Yes/No
48. Overage of students	Yes/No
49. Alcoholic addiction of students	Yes/No
50. Drug addiction of students	Yes/No
51. Illegitimate pregnancy	Yes/No
52. Early marriage	Yes/No
53. Untimely indulgence in love affairs	Yes/No

- | | | |
|-----|---|--------|
| 54. | Failure | Yes/No |
| 55. | No specific ambition | Yes/No |
| 56. | Low aspiration | Yes/No |
| 57. | Improper study habits | Yes/No |
| 58. | Disliking for some teachers | Yes/No |
| 59. | Fear for examination | Yes/No |
| 60. | Medium of instruction (English) being difficult | Yes/No |

Any other problems:

APPENDIX – B3

QUESTIONNAIRE TO ASSESS THE FEELINGS AND SUGGESTIONS FOR CHECKING DROP-OUT AND STAGNATION

Opinions and suggestions:

1. Do you think it is necessary to educate all the children? Yes/No
2. Do you feel pity on those who could not complete at least secondary school education? Yes/No
3. Do you feel school students should have limited involvement in social activities in the interest of their studies? Yes/No
4. Do you feel school students should have limited involvement in religious activities in the interest of their studies? Yes/No
5. (a) Do you feel age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education? Yes/No
(b) If so, what should be the appropriate age? Yes/No
6. (a) Do you feel age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education? Yes/No
(b) If so, what should be the appropriate age? Yes/No
7. Do you feel our society should have vigilant eye on the teenagers sitting idle at house/ just roaming around the street? Yes/No
8. Do you feel our free society is having adverse effect on our children? Yes/No

9. Do you feel no girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education? Yes/No
10. Do you feel the parents should educate their wards relating sex / marriage and raise their morale? Yes/No
11. Do you think this is high time that parents/guardians should pay proper attention for the studies of their wards at home? Yes/No
12. Do you feel that in case of divorce both the parents, particularly one having stable income, should be responsible to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society? Yes/No
13. Do you feel adolescents initially take liquors and drugs out of curiosity and later they become addicted? Yes/No
14. Do you feel our social, political and religious leaders should try to reform some traditions and practices in the Mizo society for the interest of children's education? Yes/No
15. Do you feel, being a dry state, traffic of drugs and alcohols should be totally checked by the government? Yes/No
16. Do you feel that due to lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadium, cinema halls and other recreation centres our adolescents get frustrated? Yes/No
17. Do you feel the necessity of strengthening and proper functioning of Parent-Teacher-Association in all the secondary schools? Yes/No
18. Do you feel that hostel facilities in secondary schools will help in addressing the wastage and stagnation in our society? Yes/No
19. Do you feel the necessity of regular and proper supervision of secondary schools? Yes/No
20. Do you feel award of stipends to needy students will check wastage and stagnation? Yes/No

Any other Feelings/ Suggestions:-