CHAPTER V

FINDINGS AND POLICY SUGGESTIONS MADE

In the light of the data analyses and interpretations made with reference to “A STUDY ON SCHOOL DROP-OUTS: CAUSES AND CONSEQUENCES WITH SPECIAL REFERENCE TO MAYILADUTHURAI TALUK, NAGAPATTINAM DISTRICT”, in this last chapter, the researcher has made attempts to bring out 1) the salient findings of the study 2) to provide policy suggestions to eradicate the problems of “drop-outs” at any level, and 3) to enlist projections for future research.

V.1 Major Findings of The Study

The major findings of the Study have been arranged in the three-fold manner, viz.

1. Findings Related To Socio–Economic Details of The School Drop-Out Respondents,

2. Findings Concerned With Causes of Being School Drop-Outs, and

3. Findings Linked With Consequences of Being School Drop-Outs.

V. 1. 1. Findings Related To Socio–Economic Details Of The School Drop-Out Respondents

1. Community and Gender Of Respondents

- Out of the 273 school drop-out respondents surveyed, 11, 33, 81, 136 and 12 of them have fallen under OC, BC, MBC, SC and ST categories respectively.
Out of the 273 respondents examined, 154 and 119 of them respectively identified as males and females,

In respect of 154 male respondents identified, the highest and the lowest proportion of male respondents seen to the extent of 75 (48.70 per cent) and 4 (2.59 per cent) were found in SC and ST Communities.

In respect of 119 female respondents examined, the highest proportion of 61 (51.26 per cent) and the lowest 6 (5.04 per cent) were respectively found in SC and OC drop-out categories.

2. Age Classification of Respondents

Out of the 273 respondents examined, 21, 170, and 82 of them brought under the age groups namely less than 10 years, 10-15 years and above 15 years.

Out of the 21 respondents who came under the age of less than 10 years, the highest 14 (66.66 per cent) of them were found in SC and the lowest 1 (4.76 per cent) each of the same drop-out respectively was found in OC and ST categories.

Out of the 170 drop-out respondents identified, in the age classification of 10-15 years, the highest 85 (50.00 per cent) and the lowest 3 (1.76 per cent) of them were SCs and STs.

In respect of age classification above 15 years, a total of 82 drop-out respondents with the highest 37 (45.12 per cent) and the lowest 4 (4.87 per cent) of them were respectively found in SC and OC categories.
3. Level Of Education

- Out of the 273 drop-out respondents examined, 51, 108, 93 and 21 of them had Primary School, Middle School, High School and Higher Secondary level of education.
- In regard to 51 primary level studied drop-out respondents, the highest 31 (60.78 per cent) and the lowest 2 (3.92 per cent) of the same were respectively seen in SC and BC categories.
- Out of the 108 middle school level drop-outs, the highest 63 (58.33 per cent) of them were found in SC and the lowest 3 (2.77 per cent) of them were found in ST classifications.
- Out of the 93 high school level drop-outs, the highest 36 (38.70 per cent) of them were found in SC and the lowest 1 (1.07 per cent) each of them was found in OC and ST segmentations.
- In respect of 21 H.Sc level of drop-outs, the highest 11 (52.38 per cent) were brought under MBC and the lowest 1 (4.76 per cent) each of them were found respectively in BC and ST categories.

4. Average Monthly Income Of The Family

- Out of the 273 drop-out respondents, 99, 134 and 40 of them have been identified possessing the respective average family income of less than Rs.1,000, Rs.1,000-3,000, and above Rs.3,000.
- In regard to the 99 drop-out respondents with the average monthly income of less than Rs.1,000, the highest 55 (55.55 per cent) and the lowest 5 (5.05 per cent) of the same were SC and OC.
- In respect of 134 drop-out respondents identified with the average monthly family income of Rs.1,000-3,000, the highest 66 (49.25}
per cent) and lowest 2 (1.49 per cent) of them respectively were found as SC and ST drop-outs.

- Out of the 40 drop-out respondents with the average monthly family income of above Rs. 3,000, the highest 20 (50.00 per cent) and the lowest 1(2.50 per cent) were respectively MBC and OC drop-outs.

5. **Possession of Assets by Families of Respondents**
   - A total of 192 drop-outs respondents out of a total of 273 possessed assets while 81 others did not so.
   - Out of the 192 who possessed assets, the highest 97 and the lowest 4 belonged to SC and OC communities.
   - Out of the 81 who did not possess assets, the highest 39 and the lowest 3 each were found as SC and ST drop-outs.

6. **Possession of Liabilities by Families of Respondents**
   - Out of the total of 273 drop-out respondents examined, 177 of them possessed liabilities while the other 96 of the same did not so.
   - In regard to the 177 who had liabilities, the highest 89 (50.28 per cent) of them were SC while the lowest 6 (3.38 per cent) each of the same were OC and ST.

7. **Place of Living**
   - Out of the 273 drop-out respondents surveyed, 143 and 130 of the same were found in villages and town respectively.
   - Out of those 143 who were seen in villages, the highest 87 (60.83 per cent) and the lowest 2 (1.39 per cent) of them were SC and ST.
In regard to 130 drop-out respondents who resided in towns, the highest 49 (37.69 per cent) and the lowest 7 (5.38 per cent) of the same were respectively SC and OC.

V.1.2. Findings Concerned With Causes of Being School Drop-Out Respondents

V.1.2.1 Reasons From The Point Of View Of Respondents

1. Class Last Studied By Drop-out Respondents

   Primary School Level Drop-outs

   ➤ Out of the 51 primary level educated respondents, the highest 34 and the lowest 4 of the same dropped themselves from studies while doing V standard and III standard.

   ➤ Out of the 34 respondents who dropped from schooling while doing V standard, the highest 21 of them came under SC while the lowest 2 each of them were respectively seen in OC and BC categories.

   ➤ With reference to 4 of the respondents who discontinued their studies while doing III standard the maximum 3 (75 per cent) and the minimum 1 (25 per cent) of them were respectively SC and MBC.

Middle School Level Drop-outs

➤ Out of the 273 drop-out respondents, 108 of them were middle school level drop-outs.

➤ The highest 62 respondents discontinued their studies while doing VIII standard whereas the lowest 20 became drop-outs while doing VI standard.
Out of the 62 respondents who stopped going to schools while doing VIII standard, the highest 32 (51.61 per cent) and the lowest 2 (3.23 per cent) respectively were SC and ST respondents.

Out of the 20 respondents who discontinued their studies at the VI standard level, the highest 12 (60.00 per cent) and the lowest 2 (10.00 per cent) of them respectively were SC and BC.

### High School Level Drop-outs

- Out of the 93 high school drop-outs, the highest 58 of them stopped going to schools while doing IX standard, the remaining 35 of the same became drop-outs while doing X standard.
- Out of the 58 school drop-outs at the IX standard level, the highest 22 (37.93) and the lowest 15 (25.86 per cent) of the same respondents respectively found as MBC and BC.
- Out of the 35 drop-outs the seen at standard X the highest 15 (42.85 per cent) of them were SC and the lowest 1 each (2.85 per cent) was ST and OC duly.

### Higher Secondary Level Drop-outs

- A total of 21 respondents stopped going to schools at higher secondary level. Out of this total, 11 of them were rendered drop-outs while doing XII standard and 10 of the same were turned out to be drop-outs while doing XI standard.
- With reference to highest 11 respondents who discontinued this studies while doing XII standard, the highest 4 (36.36 per cent)
each was made by MBC and SC drop-outs and the lowest 1 each (9.09 per cent each) was made by OC, BC and ST drop-outs.

- Out of the 10 drop-out respondents at XI standard level, the higher 7 and lowest 1 respectively were MBC and OC.

2. **Type of School Studied.**
   - Out of the 273 respondents studied, 159 and 114 of the same had their schooling in government and private aided schools.
   - With reference to the 159 government school studied drop-outs, the highest 80 (50.31 per cent) were SCs while the lowest 4 were ST drop-outs.
   - Out of the 114 drop-outs who studied in private aided schools, the highest 56 (49.12 per cent) and the lowest 3 (2.63 per cent) of them were SC and OC respectively.

3. **Facilities Available In Schools**
   - Out of the 273 school drop-out respondents surveyed and who responded to the question of facilities available in the schools studied, all the 273 (the highest) respondents expressed the fact that the mid-day meals was being made available in all the schools. In contrast, easily accessible place of school location was a facility enumerated by a total of 134 drop-out respondents (lowest).
   - Out of the 273 drop-out respondents who endorsed the availability of mid--day meals in their schools, the highest 136 were SCs and the lowest 11 were OCs.
In regard to 134 respondents who endorsed easily accessible place of school location, the highest 58 (43.28 per cent) and the lowest 3 (2.22 per cent) respectively were MBC and ST drop-outs.

**Facilities Not Available In Schools**

- Among the facilities not available in schools, the most wanted facility, to a total of 252 drop-out respondents, was non-availability of scholarships. To this total, SC drop-outs did the highest share of 84 (46.67 per cent) while the lowest share of 4 (2.22 per cent) was made by ST drop-outs.
- Absence of extra-curricular activities was a facility, to a total of 6 drop-out respondents, with the highest share of 2 each (33.33 per cent each) was respectively made by BC and ST drop-outs while the lowest share of 1 each (16.66 per cent each) was made by OC and MBC drop-outs.

4. **General Level of Satisfaction Expressed With the Facilities Available in Schools.**

- Out of 273 drop out respondents examined, 207 of them expressed satisfaction towards the availability of facilities in schools while the remaining 66 were not so.
- Out of the 207 who expressed “satisfaction“, the highest 99 (47.83 per cent) and the lowest 6 (2.90 per cent) were respectively SC and ST drop-outs.
- Out of the 66 drop-out respondents who expressed “no” satisfaction towards the facilities available in the schools, the highest 37 (56.06
per cent) and the lowest 3 (4.54 per cent) were drawn from SC and OC categories.

5. Respondents Expressed Level Of Satisfaction Positively Towards Facilities Available In Schools

Economic and Health Reasons

- Among the economic and health reasons accounted for being school drop-outs, poverty, a reason pointed out by the highest 73 drop-out respondents. To this total, SC did the highest share of 45 drop-outs (61.64 per cent) while ST did the lowest share of 3 drop-outs (4.10 per cent).

- Ill-health was a reason pointed out by the lowest number of 25 drop-out respondents with the highest 12 (48.00 per cent) and the lowest one of 2 (8.00 per cent) respectively made by SC and OC drop-outs.

Respondents Reasons Related to Society and Family Environment

- Among the Society and Family related reasons, drunkard parents was the reason found with the highest number of 53 drop-outs. To this total, SC did the highest share of 40 drop-outs (75.47 per cent) where as ST did the lowest share of 3 (5.66 per cent) drop-outs.

- Immorality of parents and parents not supportive were the reasons with the lowest number of 2 drop-outs each. In the former case the share contribution made to the total respectively was 1 each BC and MBC while in the latter case, BC and SC did the share of 1 each to the total mentioned
6. For The Respondents Not Satisfied With The Facilities Available In The Schools

School Related Reasons

➢ Out of the 66 drop-out respondents who were not satisfied with the facilities available in the schools, among the school related reasons, lack of understanding among the students accounted by the highest 22 drop-out respondents. To this total, SC drop-outs numbering 9 (40.90 per cent) did the highest share while 1 (4.54 per cent) OC did the lowest share.

➢ Differential treatment extended by teachers to students was a reason which received the support of lowest number of 10 drop-out respondents, to which 6 (60.00 per cent) SC drop-outs did the highest share while 1 each (10.00 per cent each) from OC and MBC did the lowest share contribution.

Transport Reasons

➢ Out of 66 respondents who expressed nil satisfaction towards facilities available in the schools, the highest 13 respondents accounted congestion in buses as a transport reason for being drop-outs. The said total had the majority representation of 6 (46.13 per cent) from SC drop-outs and the lowest representation of 1 each (7.69 per cent) from OC and BC respectively.
7. Reasons From The Point Of View Of Parents, As Uttered By Drop-Out Respondents

Parental Attitude

- Out of the 273 school drop-outs examined, to the highest 76 of them that they were rendered drop-outs for the simple reason that their parents were not having desire to educate them. To this total, SC did the highest share of 47 (61.84 per cent) whereas OC did the lowest share of 1 (1.32 per cent).

- Lack of parental awareness in education was a reason to the lowest number of 45 drop-out respondents with the highest share of 23 (51.11 per cent) was made by SC and the lowest share of 1 (2.22 per cent) was made by OC drop-outs.

School Related Reasons

- Among the school related reasons, to a majority of 44 drop-out respondents that lack of discipline was a reason for being drop-outs, to which SC did the highest share of 25 (56.81 per cent) while ST did the lowest share of 2 (4.54 per cent).

- Absence of distribution free text books was a reason with lowest support of a single OC drop-out respondent for being a drop-outs.

8. Reasons From The Point Of View Of Family, As Uttered By Drop-Out Respondents

- Children pay more interest to earn rather than to learn was a family related reason uttered by a majority of 40 drop-out respondents. To this total, SC did the highest share of 22 (55.00 per cent) while OC did the lowest share of 1 (2.50 per cent).
Mentally retarded parents were held responsible by 8 of the respondents for being drop-outs. To this said total, SC did the highest share of 4 (50.00 per cent) while the lowest share of 1 each (12.50 per cent) respectively was made by BC and ST.

V.1.3. Findings Linked To Consequences Of Being School Drop-Outs, As Uttered By The Drop–Out Respondents

V.1.3.1. Consequences From Respondents Point Of View

1) Positive or Negative Consequences.
   - From out of a total of 273 respondents, 122 and 151 of them expressed “positive” and “negative” consequences.
   - To the total of 122 respondents who gave out positive consequences, SC did the highest share of 54 (44.26 per cent) while ST did the lowest share of 2 (1.64 per cent).
   - To the 151 drop-out respondents who expressed negative consequences, SC did the highest contribution of 82 (54.30 per cent) while OC did the lowest share contribution of 6 (3.97 per cent).

2) Positive Consequences
   - Out of a total of 122 drop-out respondents who expressed positive consequences, to the highest 45 respondents that they were **totally freed from the problems of educated unemployment**. To this total, SC drop-outs did the highest share of 32 (77.11 per cent) whereas a single OC did the lowest share (2.22 per cent).
   - **Successful in life through finding self-employment**, a positive consequences, to the lowest number of 14 drop-out respondents. To
this total, MBC did the highest share of 10 (71.42 per cent) and OC and BC did the lowest share of 1 each (7.14 per cent each) respectively.

3) **Negative Consequences**

- Out of a total of 151 drop-out respondents who expressed negative consequences of being drop-outs, the highest 28 of them maintained that being drop-outs they had **developed inferiority complex**. This may applicable to drop-outs in general. To this total, SC did the highest share of 10 (35.71 per cent) while OC did the lowest share of 2 (7.14 per cent).

- To the lowest number of 2 SC drop-outs that by being drop-out that they were **not enjoying any social status**.

**V.1.3.2. Consequences From School Point Of View, As Uttered By The Drop –Out Respondents**

1. **Positive or Negative Consequences.**

   - From out of 273 drop-out respondents who expressed consequences of being drop-outs, from school point of view, a total of 192 such expressions were “positive” while the remaining 81 of the same were “negative”.
   
   - To the total of 192 drop-out respondents who gave out “positive" consequences, SC did the highest share of 100 (52.08 per cent) whereas OC did the lowest contribution of 8 (4.17 per cent).
   
   - To the 81 drop-out respondents who maintained “negative” consequences, the highest share of 36 (45.00 per cent) was made by SC while OC and ST did the lowest share of 3 (3.75 per cent) each.
2. Positive Consequences

- Among the very many positive consequences of being school drop-outs, the highest number of 63 (45.00 per cent) drop-out respondents made **the school going children to behave in a disciplined way inside school premises**. To this total, SC did the highest share of 28 (44.44 per cent) while OC and ST did the respective lowest share of 1 each (1.58 per cent).

- The positive consequence viz, **making the children to preserve and conserve the properties of the schools** received the lowest support of 32 drop-out respondents. The highest share of 17 (53.12 per cent) was made by SC while OC did the lowest share of 2 (6.25 per cent).

3. Negative Consequences

- **Causing damage to school properties** was a negative consequence to the highest total of 18 drop-outs which enjoyed the highest share of 7 (38.88 per cent) by SC while the lowest share 1 (5.55 per cent) was made by ST.

- **Instigating students to fight for unnecessary rights in the schools**, a negative consequence uttered by the lowest of 3 SC drop-outs.
V.1.3.3. Consequences From The Family Point Of View, As Uttered By The Drop-Out Respondents

1. Consequences Positive or Negative
   - With reference to the total 273 drop-out respondents surveyed, 165 of them gave out “positive” consequences while the remaining 108 of the same expressed “negative” consequences.
   - To the 165 drop-out respondents who gave out positive consequences, SC did the highest share of 65 (39.39 per cent) while ST did the lowest share of 7 (4.42 per cent).
   - In regard to the 108 respondents who pronounced negative consequences, the highest share of 71 (65.74 per cent) came from SC drop-out respondents whereas OC did the lowest share of 2 (1.85 per cent).

2. Positive Consequences
   - By being drop-outs, to the highest total of 68 drop-outs that they were able to provide additional income to the family. To this total, SC did the highest share of 32 (47.06 per cent) while the lowest share of 2 (2.94 per cent) was made by ST.
   - By being school drop-outs the lowest 47 of such type felt that it was their duty to educate the other children of their families. To this total, SC did the highest share of 22 (46.80 per cent) while the lowest 1 (2.13 per cent) came from ST.

3. Negative Consequences
   - To the highest 29 drop-out respondents that by being school drop-outs resulted in stealing of family income and property on their
part. To this total, SC did the highest share contribution of 24 (82.75 per cent) and ST did the lowest share of 2 (6.90 per cent).

- To a total of 7 drop-out respondents that the families of drop-out became psychologically upset. To this total, SC did the highest share of 3 (42.85 per cent) while the lowest share of 1 each (14.28 per cent each) was made respectively by MBC and ST.

V.1.3.4. Consequences From The Society Point Of View, As Uttered By The Drop-Out Respondents

1 Consequences “Positive” or “Negative”

- Out of the 273 drop-out respondents examined, that consequences of being drop-outs from society point of view were “positive” to a total of 234 drop-outs and “negative” to a total of 39.

- Out of the 234 drop-out respondents who uttered positive consequence, the highest share of 110 (47.00 per cent) and lowest share of 9 (3.85 per cent) respectively were made by SC and ST.

- To a total of 39 drop-out respondents who gave out negative consequences, SC did the highest share of 26 (66.67 per cent) while OC did the lowest share of 1 (2.56 per cent).

2 Positive Consequences

 PROVIDING both financial and physical help to the poor students was the experience of the highest 74 drop-outs. To this total, SC did the highest share of 48 (64.86 per cent) while the lowest share of 2 (2.70 per cent) was made by OC.
Acting as a social reformer, a positive consequence, referred by the lowest 13 drop-outs with the highest share of 5 (38.46 per cent) and the lowest share of 1 (7.69 per cent) each respectively was made by BC and ST.

3 Negative Consequences

⇒ Among the Negative consequences enlisted, the consequence namely indulging in robbery and murder was the case with the highest 20 drop-outs. To this total, SC did the highest share of 12 (60.00 per cent) while ST did the lowest share of 2 (10.00 per cent).

⇒ A single respondent attached to MBC (lowest) maintained that by being drop-out the respondent led self and others on path of vices to mint money.

V.1.4. Concluding Remarks

It is well understood that from the foregone data analyses, interpretations and salient findings made in relation to the question of “school drop-outs” with special reference to Mayiladuthurai Taluk of Nagapattinam District, Tamil Nadu, India, since the said question has been ransacked from various angles, the widened and deepened nature of the “question” is highly and glaringly alarming among every section of the society irrespective of the communities. Though the problem and consequences of school drop-outs have been widely seen in OC, BC, MBC, SC and ST, the proliferation of the problem and the consequences of it have been much glaring and severe in respect of scheduled caste. It is concluded that among the very many communities to which problems and consequences of school drop-outs have been wide open, measures have to be undertaken to eradicate the same. More
specifically, since the Scheduled Caste children are the worst affected individuals in respect of the problem experienced, more specific, concrete and continuous measures must be undertaken with rigid and strict monitoring.

V.2 Policy Suggestions Made

Since the severity and magnitude of the problems of school drop-outs and its consequences felt very strikingly in every community especially in SC in the research area investigated, based on the major findings and conclusions of the research, it is wise and pertinent to bring out relevant suggestions which can be made to form the policies of the Governments at Central, State and Local levels

1. **Girls, as expected are significantly disadvantaged in relation to boys**

   Girls, as expected are significantly disadvantaged in relation to boys as far as their progression through school is concerned. Reducing their chances of getting into the drop-out category implies an examination of the structuring of schools and schooling from the point of view of evolving gender-sensitive schooling practices.

2. **Children whose father have less than secondary education being at risk**

   An inter-generational continuity in matters of poor educational performance is indicated, with children whose father have less than secondary education being at risk. In addition, children in the lower three-quarters of the income distribution are disadvantaged. There are clear
implications for providing homework support or alternative learning support mechanisms to children from such homes.

3. **Influence of partial attendance in the mid-day meal scheme on the chances of dropping out**

   The significance influence of partial attendance in the mid-day meal scheme on the chances of dropping out may appear paradoxical at first glance. The finding only indicates the variety impact of the mid-day meals as an incentive for children to remain in school commonly heard remarks in the district are that the scheme is a backward class scheme, and that the better-off do not participate in it. Perhaps the educational performance of those who do not need it is not influenced by the scheme. On the other hand, the scheme may have a positive impact on those who need it, and utilise it fully. Extending the latter argument, those who need it, but are unable to utilise it regularly for a variety of reasons, are at risk. This means that monitoring the attendance in the midday meal scheme, which is not a significant concern at the moment, is an important aspect of school management. Many teachers are known to be antagonistic to the scheme since they feel that the time they spend on supervising the cooking of the meals reduces the time available for strictly educational duties; they would prefer distribution of food grain. However, given that mid-day meals may have a significant impact on retention of children is school, provided children avail themselves of it regularly, teachers may need to be more serious about ensuring regularity in the utilisation of the scheme by those who need it.
4. The Law of People’s Republic of China

 Authorities do not Exercise the Right and Obligation as a General Subjectivity or Obligator. Lack of school and school facilities is the main barrier to rural girls’ education. The Law of People’s Republic of China (PRC) on Compulsory Education states, “Local government should establish and local primary and junior secondary schools appropriately to ensure children to study in schools easily accessible.” In rural areas, almost all of the schools are public schools setup by government. Anyhow, there are enough schools or teaching branches in sparsely-settled areas, especially schools or boarding schools for girls to cater to the local needs and customs, to ensure the personal safety of girls, to shorten the distance between schools and girls’ homes. Some schools lack basic facilities for daily use and learning which bring much inconvenience and difficulties to rural girls. The responsibilities should be taken first by government

The Education Law of PRC stipulates. “The State Council land governments at and above country levels should establish earmarked funds for compulsory Education Law lands the Law on Compulsory Education state that government will provide financial assistance to school-age children in need, establish stipend to assist students form poor families. The Law of Protection of Women’s Right and Interests states, “Governments, communities and schools should take effect measures to assist the school-age children in needs to complete compulsory education”
Investigations and experience indicate the rural girls cannot enjoy their right to financial assistance, which has resulted in a great number of girls’ drop-out of schools. According to the laws concerned in China, poverty would not result in girls’ drop-out of schools, for school-age children are backed up by their rights to financial and material assistance. When rural girls are in poverty, the governments have the obligations to assist them. Today, some rural girls have no access to schooling because local governments are unable to guarantee rural girls’ right to receive financial and material assistance.

5. Education Authorities do not perform their Duties and Obligations as an Administrative Executive Organ in Application of Laws

Educational authorities are the administrative executive organs in enforcement of educational administrative laws to deal with cases violating laws in the administrative legal relation. The education authorities, functioning as a management organ, have an administrative legal relation with other organisations or individuals. The education authorities are not in stage same position as other parties in the administrative legal relation. They are in the management position and their right to enforce Education Authorities laws could not be given up. Accordingly, government or education authorities are in dominant position in prevention and eliminating the violation of rural girls’ right to education. If other parties in Education Authorities legal relation do not perform their duties and obligations to ensure girls’ education, government and its educational authorities have responsibility and obligations to take all legal measures to have obligators perform heir duties and obligations and ensure girls’ right to education.
6. **Implementation of Compulsory Education states**

The Detailed Rules on Implementation of Compulsory Education states” If parents of school-age children do not send their children to school for compulsory education, in rural areas the local government will make the parents aware of the wrong doings and mobilize the parents to send their children to school. If the parents refuse to do, the local government will execute money punishment according to specific conditions and take other measures to make them sends their children to schools.” Nowadays, many rural girls are out of school. The violation of rural girls’ right to education is not intervened by legal measures. Accordingly, girls’ right to education is violate and is unable to be remedied and compensated. One of main reasons is that government and its educational authority do not perform their duties and obligations as educational administrative executive organs.

7. **The major factor responsible for educational deprivation among low socio-group**

As too large a family size was the major factor responsible for educational deprivation among low socio-group, knowledge should be provided regarding family planning methods and contraceptives, using mass media. They should be motivated to use contraceptives and be made aware about the benefits of small family size in improving the quality of life.
8. **Community participation activities**

Community participation activities such as street plays, rallies, cultural programme and orientation programmes should be organized at regular intervals to high-light social evils such as early marriage, child labour and gender biases which are directly or indirectly related to the drop-out phenomenon.

9. **Level of education**

Level of education was found to be low in parents of low socio-economic group, thus, making it necessary to open adult education centres to help parents to broaden their horizon and educate them regarding baselessness of the traditional biases and prejudices between the sexes. In this context, mother’s education should be given prime importance, as she is the backbone of entire family.

10. **Counselling service to the children**

To compensate for the disadvantage of the children such as excessive absenteeism, frequent failure or constant dissatisfaction from grade, it should be beneficial to provide counselling service to the children. For the children who dropped from school and were not engaged in any kind of activity, vocational training courses such as tailoring, embroidery, basket weaving etc. for girls and photography, carpentry etc. for boys should be introduced to encourage their participation in work experience, which can help them earn money in later years.
11. **Pupil-teacher ratio**

As high pupil-teacher ratio was found in all primary schools affecting their teaching ability, efforts should be made to appoint sufficient number of teachers to achieve the 1:35 NCERT norm of teacher-pupil ratio.

12. **Refresher training** should be provided to teachers at regular intervals to improve their teaching skills.

13. **Parent-teacher meetings**

Also at regular interval parent-teacher meetings should be organized for discussing child’s performance and developing mutual understanding.

14. **Starting a centre for Early Childhood Care and Education (ECCE)**

The provision for starting a centre for Early Childhood Care and Education (ECCE), close to the primary school, should be made and their timing should be adjusted accordingly. This would relive the girl child from the responsibilities of sibling care.

15. **Various incentives**

such as the best teacher award, promotion policies etc. should be provided by the Government to efficient teachers, who are key of the entire educational system. This will encourage and motivate teachers to improve their teaching method and improve schools environment.
16. The number and quality of the schools

The number and quality of the schools have to be improved. The education guarantee scheme (EGS) of Madhya Pradesh should be implemented in all states.

17. Female attendance

School meals significantly increase school attendance, especially female attendance. Provision of school meals in primary schools should be made the norm.

18. Auxiliary teachers

Pupil-teacher ratio should be brought down drastically. No school should be a single-teacher school. A system of “auxiliary teachers” should be introduced.

19. Facilities should be improved

School buildings, water and toilet facilities should be improved. Adequate teaching aids and books should be provided to all schools. How best to accomplish these? It is often suggested that we should make education a fundamental right and eight years of education should be compulsory. We may do both of these but by themselves they don’t serve much of a purpose. Kerala has a very high literacy rate without education being compulsory. If we make primary education compulsory, it should be done only as one element in the strategy and not as a substitute for substantive action. However, making primary education compulsory might serve a small purpose. Even when most parents seem to desire their children to go to school for eight years, legal compulsion can overcome the
resistance or inertia of the few and help accelerate the process of universal primary education.

20. Make primary education compulsory

Make primary education compulsory but recognize it to be a very limited value without other actions. All these would require resources. However, these are not very large. It is estimated that an expenditure of 2.8 per cent of Gross Domestic Product (GDP) instead of the current expenditures of around 105 per cent of GDP on primary education can do all that has been suggested. This means raising our current expenditure on Primary education by about Rs. 25,000 crores per year in 2000-1 prices. This is not at all an impossible amount when we consider that we spend Rs. 150,000 crores a year in non-merit subsidies.

21. Increase allocation to primary education

Increase allocation to primary education to 3 percent of GDP and the total expenditure on education to 6 percent of GDP from its present level of 3.4 per cent. Money alone, however, cannot give quality schools. The problem of teacher accountability is critical. Ensuring it is as difficult as it is important. However, one thing is certain. Accountability cannot be ensured by a faraway central authority. One needs a local level body or institution to monitor performance and give rewards and punishment. Nor is it necessary that all the money allocated for education be spent by the government in running schools directly. Private schools can play a very important role here. Again, Kerala provides a good example
22. **Abolishing the licence – Permit Raj in Education**

   To facilities private initiatives we should liberalize education by abolishing the licence – permit raj in education. All entry-exit restrictions on schools and colleges should be abolished. The constraints imposed by the government prevent new schools from coming up and prevent competition, which is critical for quality. Also they reduce the choice that students have. Private and even autonomous public schools have to be made accountable for performance. This can be done by linking government grants to performance. Even in measuring performance, a monopoly must not be created. We should encourage a number of competing, independent agencies for certification accreditation, and examination. Thus, we should link **government grants to the performance of schools**.

23. **Rating and certification agencies.**

   Performance can be assessed by independent **rating and certification agencies**. Finally, the most **effective quality control** can be exercised by students and parents if they are given a choice of schools. They should be empowered to do so. Thus,

24. **Freedom to select the school to attend**

   Give every child in the relevant age group a voucher of a specified sum and give her/him the **freedom to select the school to attend**. A transportation subsidy may also be included to make choice possible in a larger set of schools.
V.3. Projections For Future Research

A good researcher can never be successful by giving a wholesome completion to the “research problem” that he has taken up by touching every aspect of the same. From that angle it is the pertinent duty of the good researcher to cite out those areas of the research problem he could not deal in anyway, as fresh areas, which await the attention of future researchers. The following constitute the projections for future research, Viz.

1. the problem of drop-outs at any level can be attempted at inter--taluk or inter-district or inter- state level.,

2. the problem and consequences of school drop-outs may be assessed directly from the point of view of schools, or parents or society point of view instead of from respondents point of view,

3. gender based study may be attempted,

4. a study on effectiveness of measures undertaken by governments to eradicate the problem of drop-outs,

5. a separate study may be launched to study the problem of drop-outs extending its purview from its present level of VIII standards (14 years) to Higher Secondary Level,

6. a study on the role of NGOs and problems of drop-outs may be attempted, and

7. a study on the problems and consequences of drop-outs with special reference to regions of hilly and valley may be ventured.

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