

Role of Socio-Economic and Personal Factors in Dropping of the Children in Jammu: A Case Study

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Abstract

This study aimed to seek the personal and socio-economic causes for dropping of the children at the primary level in Jammu District of Jammu and Kashmir. The main objectives of the study were: 1) To investigate the causes of high dropout at primary level. 2) To determine the socio-economic and personal factors that causes children to drop out. 3) To determine the attitude of parents towards education as a factor that causes children to dropout. 4) To determine strategies of reducing the dropout among pupils. Random sampling technique was used. The research study is descriptive in its nature. For conducting the study two types of questionnaires were prepared - one for children, and one for parents. After collection of data the data was analyzed using percentage method. Results of the study showed that majority of the parents were illiterate, belonged to low caste, unemployed, having very low socio-economic status and have poor attitude towards education.

Keywords: Dropout; Socio-economic; Personal; Case study.

Introduction

The National Education Policy 2020 provides the opportunities to all the disadvantaged as well as historically deprived & marginalized a chance of the quality education so that the economic & social mobility can be attained. That is why since the inception of the society, it is education which is considered as the single most instrument of change in all the dimensions, be it the social, political or individual. The education is one of the wheel which has not only revolutionized the social order but the role and responsibilities of individual for social order. That is how the developed and underdeveloped societies are being recognized. The developed societies besides being a well ordered society has also the massive spread of education among its population in contrast to the underdeveloped societies. It is why the developed societies are developed not only socially but politically as well as educationally. It is in 21st century where education is the prime most cause of the development behind any context. So, if today India boosts itself to be among the leading nations, it needs to strengthen its education system as it is primarily because education is running in the backbone of economy, polity as well as among individuals.

In contemporary times when the focus is on the 'knowledge economy' the role of education becomes all the more important in the development of human capital. Education can reduce poverty and social injustice by providing the underprivileged resources and opportunities for upward social mobility and social inclusion. But unfortunately the base of the education from where the process of the schooling & further education starts is still in trouble. As per the NEP 2020, in order to grow in education there is direct need of strengthening the foundational literacy which includes the ability of reading & writing & performing the numerical functions. All these prerequisites are important for the future of school education & the higher education. But unfortunately, as per NEP (2020), “we

are currently in severe crisis ” because around 5 crores of the students in the elementary schools have not attained the foundational literacy & numeracy which is the prerequisite of furthering the schooling. It is apprehended that if the timely action is not taken in India , there could be around 10 crores of the persons getting into illiteracy(NEP,2020) So it is needed that immediate steps should be taken to plug in the problems related to illiteracy and to do so , it is more important to know & understand the causes behind it. In this regard, it is very important that a society of literates & skilled citizens be developed and the attempts be made to rope in the students for more of the skilled programs.

Education is seen as a powerful means to reduce poverty and achieve economic growth (Mankiw, Romer, and Weil 1992; Breton 2004). It empowers people, improves individuals' earning potential, promotes a healthy population, is a major determinant of democracy and builds a competitive economy (Hannum and Buchmann 2005; World Bank 2006; Hanushek and Wossmann 2007; UNESCO 2014; Castello-Climent 2008). Since the start of the Education For All (EFA) campaign after the World Education Forum in Jomtien Conference in 1990, remarkable progress has been made in getting young children in developing countries into primary education. However, still millions of children drop out of school at too young an age, shifting the problem from getting children into school to keeping them there. In half the countries in South and West Asia and sub-Sahara Africa one of every three children who starts school, drops out before completion (UNESCO 2009). Children who leave school before they have finished the curriculum do not develop their potentials to the fullest and their countries waste scarce resources sorely needed. It is therefore of prime importance to get a better understanding of the factors that drive the decision to stay in school or drop out of children in developing countries. Most research on dropout has been conducted in the India (Vyas, 1992, Sharma, 2007, Govindraju and Venkatesan, 2010, Chugh, 2011, Khan and Pandey, 2012, Haseena 2014, Joy, 2014) and other Asian countries and finds the various factors responsible for dropping of the children from School. The national and international commitments for the right to education of every child regardless of economic status such as the RTE-2009, the Millennium Development Goals (MDGs) and Education for All (EPA) has not had fruitful results. Among developing and South Asian countries, India still remains a country with a significant number of out-of-school children. UNICEF reports more than half of the primary school going age children (5-9) remain out of school. Most strikingly,for India, ratio of non-participation in schooling for pre-school age children are 12.4 per cent and for primary school-age children, 6.4 per cent. The ratio of exclusion for lower secondary school-age children is 5.7 per cent. Given its large population size, India has the highest number of out of the school children around 11.9 million children (ages 6 to 13). Moreover in India, school exclusion is considerably more prevalent among Muslim children, and among older children from socially disadvantaged groups. The average rate of exclusion for primary school-age children from Scheduled Castes is 5.6 per cent and Scheduled Tribes 5.3 per cent compared to the national average of 3.6 per cent. Girls from Scheduled Castes have the highest rates of exclusion at 6.1 per cent. (UNICEF 2014). As per the MHRD report on Educational Statistics at a Glance, 2018, the all- India average dropout rate of primary students is 4.13 per cent while it is 4.03 per cent in upper primary and 17.06 per cent in the secondary levels (the Economic Review.)

Statement of the Problem

Basic education is a pre-requisite for attaining the sustainable development. The major drawback in attaining EFA and 100% literacy is the school dropout. Despite the huge expenditure by the Government in providing free primary education, a substantial amount of this expenditure is spent on those who drop out of school, there is wastage of the scarce national resources since the dropouts had not acquired the knowledge and skills expected of them. In spite of the initiative done

on providing free ad compulsory education to the children in the age group 6-14 there exists a still number of associated factors responsible for dropping of the children, hence there arise a need to determine the “Role of Socio-economic and Personal factors in Dropping of the children in Jammu: A case study ”

Objectives and Research Questions

The objectives of the study were to:

- To investigate the causes of dropout of the students at primary level.
- To determine the socio-economic, personal attitude of parents towards education as a factor that causes children to drop out.

- To determine strategies of reducing the dropout rate at primary level.

To achieve these objectives, following research questions were formulated:

- What are the causes of students’ dropout at primary level in Jammu?
- How socio-economic and personal factors cause children to drop out from School?
- How can be minimized students’ dropout and increase retention rate at primary level?

Significance of the Study

There is a high dropout rate in all levels of primary and secondary education in India as well as in the Union Territory of Jammu and Kashmir. A fairly large number of students are unable to complete their education cycle due to one or the other reason .The present study has great significance because it provides basic and comprehensive information to assist teachers and educational authorities in order to find out the gaps of not attaining the cent per cent retention & zero dropouts. Although there is a provision in the constitution that no child will be retained in any class by the 8th standard but there are many explicable & implacable reasons for the drop outs. So the present study is an attempt to find out the causes of the children to be drop outs & the not going to school. It also provides basic information to the curriculum planner to plan the curriculum according to the needs of teachers and students in hope of overcoming these causes.

Methodology

The present study objectives were realized through the research which was of the descriptive survey type. As the present study is a causative study which is concerned with the study of role of socio-economic and personal factors in dropping of the children from Schools in Jammu district. Hence the questionnaires related to these two aspects were administered to the dropout children and their parents.

In the present context the researcher selected the sample from all the tehsils of Jammu district and all the 14 educational zones of the Jammu district. As the sample was selected from a very diverse population and on large number of children in the Jammu district as such the random sampling technique was employed for the selection of the sample. In this way a total of 197 dropout children and their parents were selected from different tehsils falling in the different educational zones of Jammu district. The following research instruments tools were used for the collection of data: 1) Questionnaire A for studying the Socio-economic status 2) Questionnaire B for studying parents attitude towards education.

Results

The study sought to identify the causes of high dropout rate in Jammu and Kashmir. The factor analysis produced three conceptual factors that include: Social factors, Economic factors, and Personal factors. Analysis indicates that the ‘socio-economic factors’ was the major cause of high

dropout while the 'Parents attitude towards education factors' was a least cause for dropout. The following figures highlight some of the socio-economic and Personal factors for dropping of the children from School:

The Profile of the Drop outs

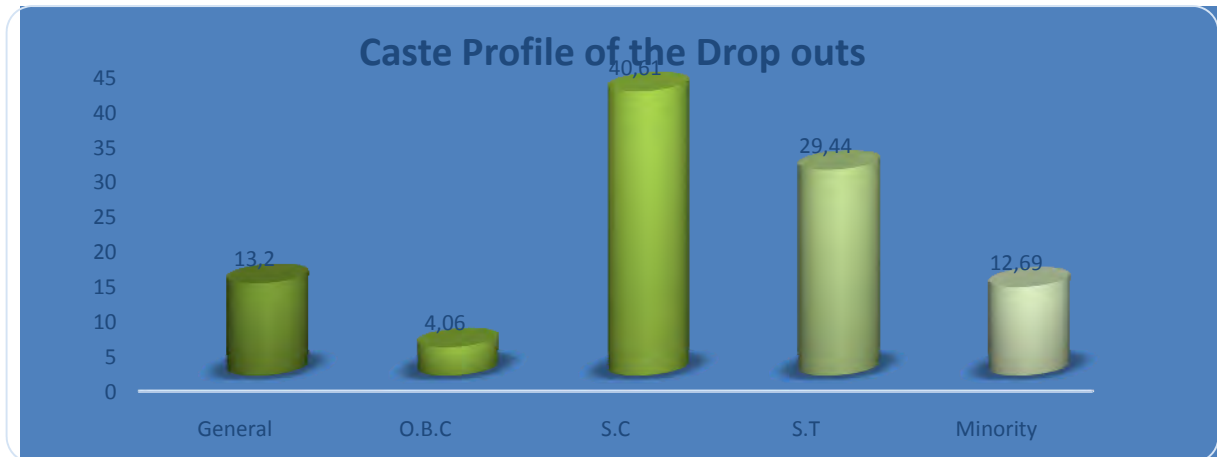


Figure 1. Showing the percentage of the different castes of dropouts.

Figure 1 shows that Majority (70.05%) of the dropout children belonged to low caste (Schedule Caste and Schedule Tribes) and only 13.2%, 12.69% and 4.06% of the dropout children belonged to General caste, Minority and Other backward class respectively. So, it was analyzed in this study that low caste of the children had a relationship with the dropping out from the school as the low education of their fathers 'also did not complete early schooling and as such the early schooling of the fathers was one of the index of not completing the respective schooling. It was also analyzed that since the fathers could not do the schooling and as such had also a low income, due to which the fathers are not very keen to continue even the minimum expenditure of the children on education and as such were not interested to send the children to schools because the as per the fathers' opinion same time of the child in the school could be utilized for earning the livelihood by doing the labour on the construction sites.

Academic Profile of Fathers' of Drop outs (Personal Factor)

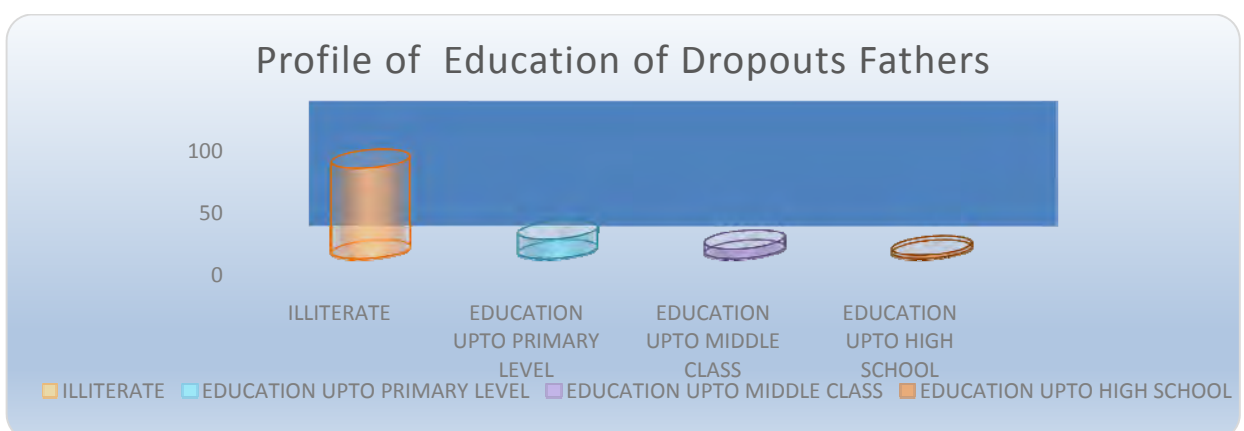


Figure 2. Showing the Educational attainment level of Fathers' of dropouts' Children.

Figure 2 depicts that majority of the fathers' (73.10%) of the children who were dropouts were totally illiterates where as only 15.74%, 8.12% and 3.04% of the fathers of dropout children were educated up to primary, middle and high school level respectively. Hence it is interpreted that illiteracy and low level of education (schooling) of the fathers may be one of the important causative factors for the children to drop out and this factor constituted the economic factor.

Academic Profile of Mothers' of Drop outs (Personal Factor)

Figure 3 depicts that majority of the mothers (93.4%) of dropouts children are illiterate where as only 5.58% and 1.02% of the mothers 'of dropout children are educated up to primary and high school level. So, this analysis can be interpreted that illiteracy and low level of the mothers's was another significant causative factor for the children to drop out of the schools. As it is said that the mother is the first teacher of the child but here in the present study that due to non attainment of the mothers in education, the children were not forced to continue with the education and even never asked the children not to drop out as the importance of education was not very prime to the mothers.

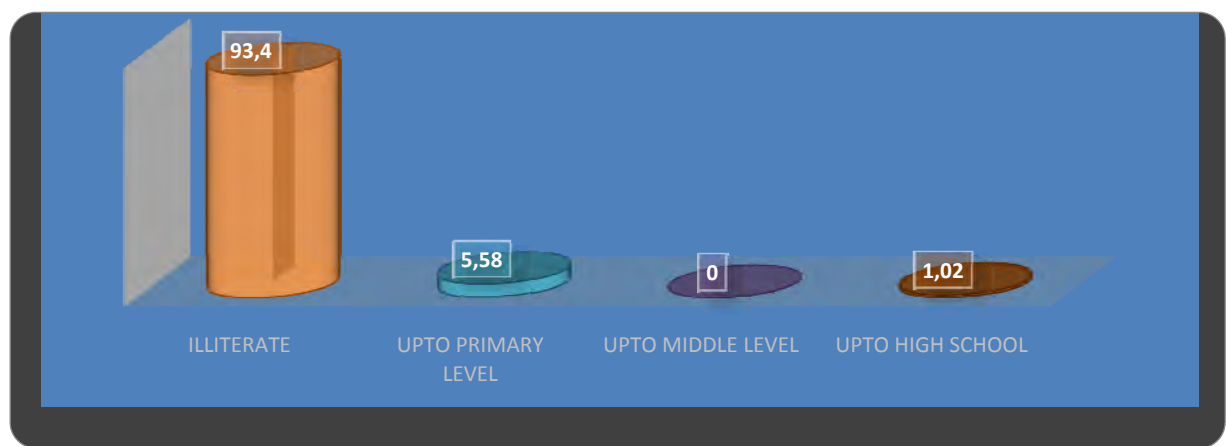


Figure 3. Showing the Educational attainment level of dropouts' children mother.

Academic Profile of Siblings' of Drop outs (personal Factor)

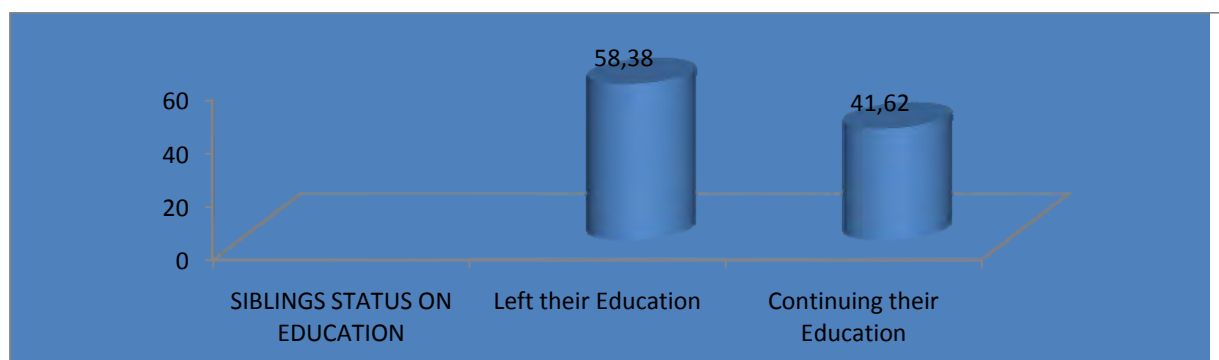


Figure 4. Showing the Educational status of the siblings' of dropout children.

Figure 4 shows that majority (58.38%) of the siblings of the dropout children had left their education, where as only 41.62% siblings of the dropout were continuing their education, so, it

could be predicted that the educational status of the siblings influenced the school going of the children.

Educational Attainment of Fathers' Drop outs(Educational & Personal Factor)

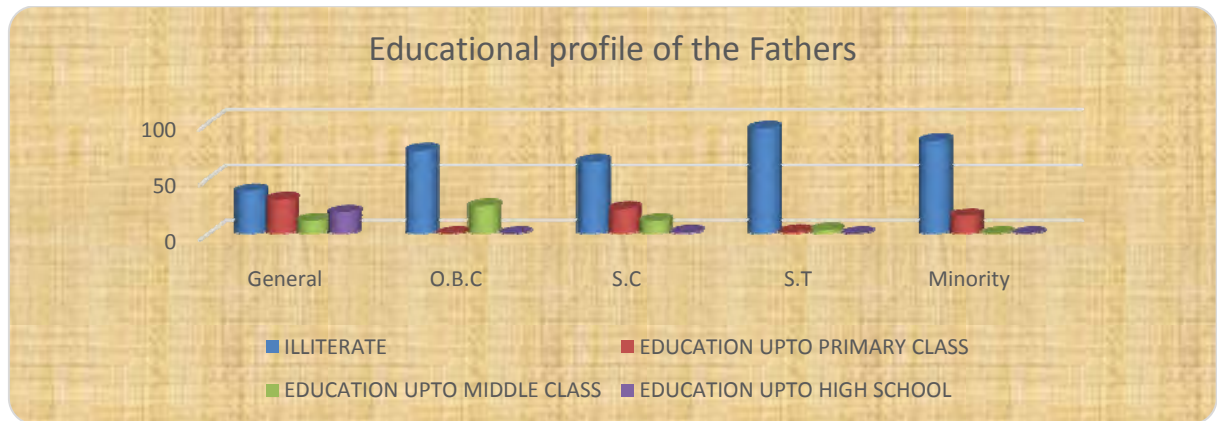


Figure 5. Showing caste wise Educational attainment level of Fathers' of dropouts children

Figure 5 shows that majority of the fathers (75%, 65%, 94.83% and 84%) of dropouts children belonging to O.B.C, Schedule Caste, Schedule Tribes and Minority were illiterates where as 30.76%, 22.5%, 1.72% and 16% of the fathers belonging to General, Schedule Caste, Schedule Tribes, and Minority were educated up to primary class. So, it could be interpreted that due to lower attainment level of the fathers' education was one of the significant causative factor that many of the children dropped out of the schools and lack of the guidance & motivation from the respective fathers' to continue the education or not to drop out of the schools was one of the prominent personal causes to be drop out. .

Educational Attainment of Mothers' Drop outs(Educational & Personal Factor)

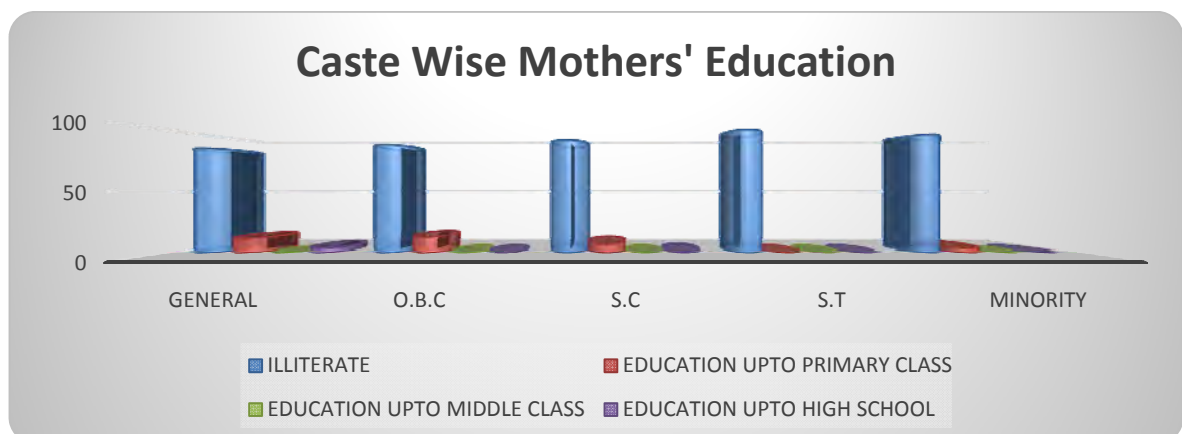


Figure 6. Showing the caste wise Educational attainment level of Mothers' of dropouts children

Figure 6 showed that majority of the mothers (84.61%, 87.5%, 91.25%, 100% and 96%) of dropouts children belonged to General, O.B.C, Schedule Caste, Schedule Tribes and Minority were illiterates where as 11.54%, 12.5%, 7.5% and 4% of the mothers belonging to General, O.B.C, S.C.,

and Minority caste were educated up to primary class. So, it could be interpreted that lower attainment level of the mothers' education was one of the contributing factor that many of the children were dropping out of the school as their mothers were not in position to motivate their children to stay on in the school because the mothers themselves had not good education with them.

Economic Profile of the Drop outs of the Parents' Occupation (Economic Factor)

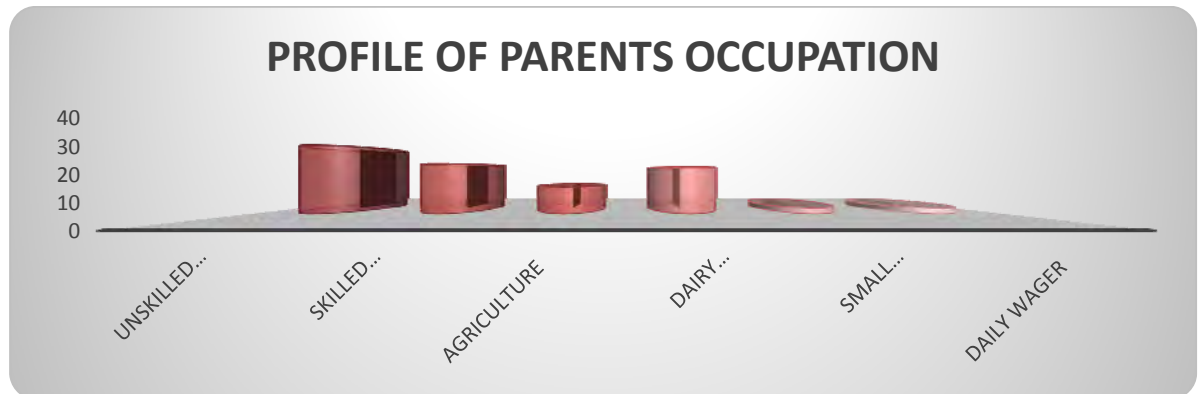


Figure 7. Showing the Parents' occupation of the dropout children.

Figure 7 showed that majority of the parents (33.5%, 24.37%) and 22.84% of the dropout children had the occupations in unskilled labour, skilled labour and dairy farming/animal husbandry respectively, whereas 13.2%, 3.05% and 3.05% of the dropouts parents were in the agriculture, running small business/ shopkeeper and having daily wages in govt. departments respectively as occupation. So, it can be analyzed that lack of job avenues along with the low income among the parents of the dropout children was one of another significant causative factor in the dropping out of the children from schools. Due to the low income of the parents, it was imperative for them to fulfill the three times meals for the children and in this regard working as labourer on the construction site is preferred to the schooling.

Profile of the Social Castes of the Parents' occupation (Socio-economic factor)

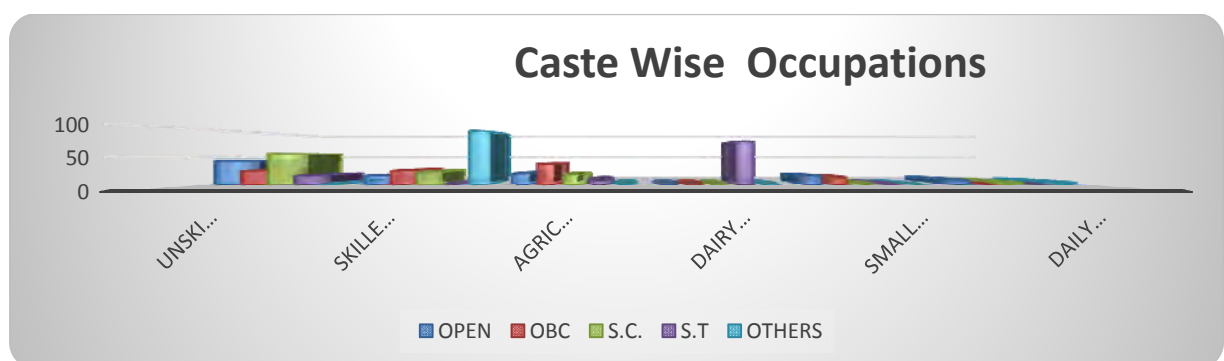


Figure 8. Showing the caste wise analysis of the Parents occupation of the dropout children.

Figure 8 shows that majority of 42.33% parents occupation of the dropout children belonged to the General caste were unskilled labour, whereas 37.5% parents were belonging to the other Backward Castes (O.B.C) were doing the farming, whereas as 55% of parents belonged to Schedule Caste were of unskilled labour, 77.58% of the Schedule Tribes parents were having dairy farming

and 96% of parents of minority communities were skilled laborer. So, it could be interpreted that there was a wide variation in the occupations of the parents of the dropout children and all the occupations were low paid as well as unskilled which do not guarantee regular income or salary. So, it is interpreted that most of the dropouts were having the parents who were of social castes and the job profile of the parents is not economically high, which might have led to the children to drop out of the school

Caste Wise Profile of the Parents' of Drop outs for Education (Social & personal factor)

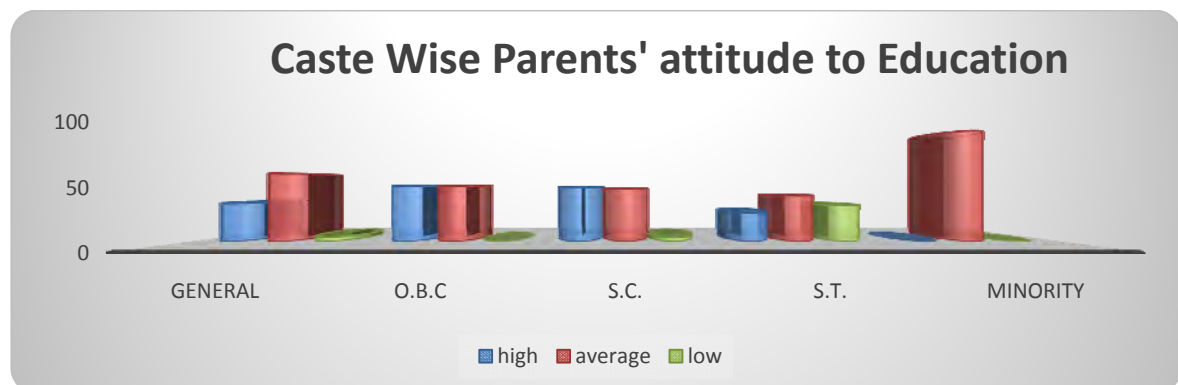


Figure 9. Showing the caste wise analysis of the Parents' attitude towards education of the dropout children.

Figure 9 showed that majority (61.54%, 50%, 47.5%, 41.38% and 100%) of the parents of the dropout children's belonged to General, O.B.C, S.C., S.T respectively and Minority and who had an average attitude towards education whereas (34.62%, 50%, 48.75% and 25.86%) of the parents of dropout children's were belonging to General, O.B.C, S.C and S.T. respectively had a high attitude towards education and only 3.84%, 3.75% and 32.76% parents belonging to General caste, Schedule Caste and Schedule Tribes respectively had a low attitude towards education. So, the above figure clearly depicted that 32.76% parents belonging to the Schedule Tribe had a low attitude towards education. Thus there was a significant cause that some of the caste parents of the drop outs had a poor attitude towards education but this factor needs more of research.

Conclusions and Discussion

School dropout is a very complex phenomenon, which has lot of explicable & implacable cause due to the fact that it happens much too easily and frequently. It is not enough for one of the mentioned variables to be present, for the Student to fail at school and eventually abandon school but there can be chain of factors. The risk of school dropout is much higher in families with a low standard of living, which have to deal with poverty and marginalization.

In the present study the socio-economic and Parents attitude towards education was studied to find out possible reasons but even after having filtering out the explicable reasons, it is just possible there are many implicit reasons and such reasons may not have been listed out. An attempt has been made to enlist some of explicable reasons for dropping of the children from school which are enlisted below:-

Economic related factors

Bedi (2002) studied the dropout children in one of the block of Jammu district and found that dropout was inversely proportional to family income i.e. higher the family income, lower the

chances of dropping, poor socio-economic-factor and large family size was found to be the main factor for dropping, Illiteracy of the parents (68%) was one of the factor for dropping of the children, indulgence of the girl child in house hold chores as one of the factor for dropping of the girl child.

Chinyoka (2014) studied the causes of school dropout in Zimbabwe and find out that children dropout because poor parents are also overstressed in trying to meet the daily needs of their families, the resulting depression and negativity often lead to insufficient nurturing, disengaged parenting and a difficulty in focusing on the needs of children thus leading to school dropout.

Chugh (2011) conducted a study on dropout children living in the slums of Delhi and found that family background such as low socio-economic and educational status of the parents is significantly correlated with the phenomenon of dropping out with about one fifth of the sample children dropping out due to financial constraints

Ghazi (2011) studied the socio- economic factors as a cause of children dropout at primary level at Pakhtunwala in Pakistan and found that 90% parents and 95% children are in support that parents' engagement in earnings was a cause of dropout. 100% parents and children are in favour that children left schools due to their financial problem. 82.5% parents considered education as economic burden.

Joshi (1997) conducted a study on the causes of female educational backwardness in rural areas of Maharashtra and found that poor economic conditions of the parents in rural areas was the prime reason of female backwardness, the number of dropouts among the female school going children were high and inadequate educational facilities and shortage of female teachers were found to be the other main reasons for the drop outs of the school going children.

Khan (2011) investigated the causes of primary school dropout among rural girls in Pakistan and found that poverty is responsible for dropping of the children.

Khan and Pandey (2012) studied the causative factor of school dropout in Aligarh district of Uttar Pradesh and found that low socio-economic factor is a major cause for dropping of the male from the school.

Khan (2011) investigated the causes of primary school dropout among rural girls in Pakistan and found that the most compelling reason for not completing primary schooling was poor economic conditions of their families.

Naval (2009) investigated the factors for school leaving and found that Poverty of the parents, irregular income or little income, lack of money for school-related expenses such as school allowance, transportation, uniforms and class requirements, engagement of boys in household tasks where as on the other hand engagement of girls to take care of their younger siblings, loss of interest in studies, extra cost of schooling, no money for transportation, no money for lunch, etc are the major causes for dropping of the children in Philippines.

Wagle (2012) conducted a study on school dropout children in Nepal and found that low income of parents/ poverty and compulsion of children to support their family/parents in daily household chores as familial factors of dropping of the children.

Education of the Parents

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cantly correlated with the phenomenon of dropping out with about one fifth of the sample children dropping out due to financial constraints.

Datta and Sarkar (2012) conducted a study in order to understand the child education with more precisely and explore the family environment that can effect on the child education in Indian context. The results revealed that ever enrollment status is affected significantly by all the components of family environment. Student's performance is mostly affected by parents' educational status and parent's survival status rather than others family condition like parental conflicts (conflicts is higher for the parents who are living together), Fathers occupation, and are it transferable or not? Parent's education and family economic condition are more significant on the child education outcome Students whose both parents are illiterate have higher chances to fall in dropout in comparison to the children, those both parents are literate, highly literate, and either of the parent is literate, highly literate.

Datta and Sarkar (2012) conducted a study in order to understand the child education with more precisely and found that Student's performance is mostly affected by parents' educational status as Parent's education and family economic condition are more significant on the child education outcome. Students whose both parents are illiterate have higher chances to fall in dropout in comparison to the children, those both parents are literate, highly literate, and either of the parent is literate, highly literate.

Fato (2012) conducted a study in order to examine the predictors responsible for dropping of the primary school children in Cambodia and found that education of a Cambodian father seemed to increase the chances of longer school retention for their children, compared with that of the mother.

Ghazi (2011) studied the socio- economic factors as a cause of children dropout at primary level at Pakhtunwala in Pakistan and found that 95% parents and 100% children are in favour that illiteracy of parents was a cause of dropout. 75% parents and 95% children are in favour that they considered the education unfruitful that cause dropout.

Goksen (2008) conducted a study on dropouts in six provinces of Turkey and found:

83.5% of the drop outs had uneducated mothers while 62.2% of students attending school have literate mothers. This is a much more decisive factor for girls. If mothers are literate, 60% of daughters will attend school; if mothers are uneducated, 85% of girls drop out.

Gouda and Sekher (2014) conducted a survey on factors leading to dropout in India and found that Parental characteristics play a significant role in determining school education. The dropouts among the children belonging to illiterate parents were four times higher than that of the literate parents.

Gul (2013) conducted a study on the causes of dropout rate in Government high schools (males) in Pakistan and found the following causes of drop out as perceived by teacher:

100% teachers were of the opinion that illiteracy and ignorance of the parents and domestic atmosphere influences the student's education. The responses show that parent's involvement in school has greatly influenced the students or even led to their leaving school in almost 50% cases. The parent's low level of education leads to a lack of motivation to attend school.

Huisman and Smits (2012) studied the characteristics of school dropout in 363 districts of 30 developing countries and found that higher educated parents, a wealthier household and a father with a higher-level job, are strongly positively associated with children staying in school. Parental education and household wealth are most important. If the father has more than primary education, the odds of staying in school for both girls and boys are 157 per cent higher than if the father has no education. Mother's education is especially important. Odds of staying in school increase 77 per cent for daughters and 40 per cent for sons from mother with at least some education.

Kushiyait (2009) studied the school dropouts in Teria and Hill districts of Nepal and found that parental literacy and education have a convincing relationship with the likelihood of children to retain in or dropout from primary schools and also found that illiteracy or poor education of mother is a critical factor behind high dropout and low retention of children in primary education.

Musisie (2003) studied the attendance pattern and causes of Dropout in Primary Schools in Uganda and found out the following causes for non enrollment and dropping:

- 20 % Boys are non-enrolled because of parents no value to education.
- 22.20% girls are non-enrolled because of parents no value to education.

Okumu (2008) investigated the Socio economic determinants of Primary School dropouts and found that high academic attainment of a mother and father significantly reduces chances of primary school dropout for both boys and girls in rural and urban areas.

Social caste of the Parents

Bhargava (1988) conducted a study on the educational facilities for Schedule castes and Schedule tribes in two districts(Bharatpur and Dungapur) of Rajasthan and found that in spite of the availability of various facilities, participation of schedule castes and schedule tribes in general and girls in particular was very low.

Datta and Sarkar (2012) conducted a study in order to observe the role of family environment factors on child development in India and found Dropout rate was higher for rural students compared to urban students, like as dropout is higher among Muslim religion (7.8 percent) and SC caste (6.9 percent) compared to other religion and caste respectively exists state level variation in educational status and performance of children.

Gouda and Sekher (2014) conducted a survey on factors leading to dropout in India and found considerable disparities still exists in states like Gujarat and West Bengal as dropout was high among SC and ST children than the children belonging to OBC and general categories in these states of India.

Murmu (2020) studied the problems of dropout of schedule tribe students of West Bengal and found that the percentage of dropout of tribal students is more than that of non- tribal students as majority of dropout occurs among tribal students (1.86%) compared to non tribal students (1.37%).

Pillai (2020) conducted a study on dropout children in Kerala and found that caste issues were the reasons to stop education. The teachers who associated with this study also state that caste is a major issue for the problem and some of the students feel reluctant to sit with a lower caste student and to share the physical properties of learning. This orthodox attitude could be cited as a reason for dropout.

At presently due to paucity of the time and resources, only the explicit reasons were analyzed for dropping of the children which includes low socio-economic status, low caste, illiteracy of the Parents, low attitude towards education, unemployment among Parents, sibling's educational status. But the researchers believe that it is not the exhaustive list of the reasons & depending upon the locale, profile reasons would definitely vary from these but still it is an earnest attempt to list out at least some of the reasons which are contributory to the drop outs. Besides the role of the parents, role of the teachers cannot be underestimated as it is said that after the parents, it is the teacher who is next to God and so the teachers should not shy away from their responsibilities of retaining the students in the schools and not allowing them to drop out. In this context, it is also important that in case of the need whether the social or the economic context, the teachers should come forward to extend the help by appealing to the society at large & to the various NGOs for meeting any demand of such drop outs who are likely to drop out by arranging the counselling sessions for the students as well as for the parents. The retention of the students for the studies in the school is to be the prime

responsibility besides to the teaching. The teaching can only be successful if the teachers can teach to the needy & turn out into a profitable commodity. The role of the school is also responsible to some extent for dropout because of lack of professional approach of the teachers and due to non vocational education, lack of useful skills in the curriculum, lack of basic facilities and co curricular activities at school. But the National Policy on Education (2020) sensing all these difficulties have introduced the vocational as well as skill oriented courses from the sixth standard onward but the researchers believe that class 6th is too late a stage for the drop outs because the drop outs mostly happens in the early schooling and so the policy makers & planners should try to enact some scholarships for the vulnerable students likely to drop out. Students poor performance, increase in unemployment of educated persons, traditional curriculum, may be the implicit reasons floating among such students which may be proving as an implicit cause of dropping out & so the government should try to bring a tangible improvement in the employment scenario which may fulfill the demands of the society. It is also observed that no follow up by the Educational authorities was ever taken up to find out the cause of the dropout children & neither the parents were contacted & cajoled to send back the drop outs to the portals of the schools.

Recommendations and Suggestions

The study established that dropout in primary schools was a major challenge that requires to be addressed to urgently.

After a deep study of the causes of the dropout at primary level in district Jammu, J & K, the findings and conclusions were drawn. The following recommendations were made on the basis of those findings and conclusions

I. Most of the parents of the dropout children socio-economic status are very low. The government must provide scholarship to the poor students in greater number and provide the essentials for their education i.e., copies and other stationeries, school uniform and shoes.

II. Efforts should be made to encourage wealthy and influential people of the society to provide financial assistance to the poor and needy students to continue and complete their education. In addition to this the community must keep itself in touch with schools, so that their problems and difficulties are sorted out.

III. Need based change should be brought into curriculum and in the method of teaching. Children from agricultural background and environment should be given practical opportunities for gardening and farming in the school.

IV. Finally, advocacy programs that create awareness of the factors associated with school leaving among key stakeholders such as parents, teachers, school administrators, and educational officials and community leaders should be initiated by policy makers and government agencies, and pursued in all areas with high dropout rates. Such awareness should lead to the formulation of coordinated and appropriate strategies that should specifically address the issues threatening potential dropouts.

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