The Epilogue

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Education is a man making process; it's continuous, ever unveiling and helps us explore the mysteries of life, nature and the universe. A country's future depends on the kind and quality of education it provides for the children and the youth, the harbinger of peace, progress and prosperity. Albeit an inner division of wealth, privilege and status, education is a still a swashbuckling soul factor that can ignore all these barriers of divide through its amazing strength of changing society, transforming human resources and creating a whole-new-social order for supporting humane values and dignity.

Present day education system is being seriously challenged at all levels, i.e. primary, secondary or higher education, by drop-out phenomenon. Drop-out has been both the social as well as educational erosion which has got all other dimensions viz. economic, cultural, ecological and even political with the declaration of elementary education at fundamental rights and following declaration UEE (Universalisation of elementary education), the problem has been focused as a serious concern to all.

School drop-out consequence is not only an educational fall out but also is generating immense trauma, feelings of being dejected and a ruthless transformation of pristine childhood into a "depleted humanity". The full of quest mind hovering around the nature is becoming a shrunken experience for eking out livelihood. So, this reversal of human development promotes sometimes social drudgery, liability, and juvenile delinquency in the worst case.

Drop out is a process of social erosion which poses a threat to the social ecology in the long run. While we are pledging for universalization of primary education within a stipulation of target period, the problem is tracking newer courses, diverse intricacies and throwing challenges to us.

In India the education sector is also conspicuous with gender divide. May it be drop out or be the case of impoverished access, everywhere the girls are becoming more and more vulnerable to social decadence and erosion. Thus education is doubly refrained and blocked by the economic and gender discrimination from empowering women.

While education is a man making process, it aims at changing the behavior of an individual in terms of knowledge, attitude, skill and understanding. By providing information with the tender minds of the child, it brings about cognitive changes and through drenching the mind with emotion, its ushers affectional changes or motivational changes. By exposing the socializing personality into series of selected motor leaning, education inculcates changes in skill. All these changes i.e. cognitive, motivational and motor-skill, after getting organically and perceptually dovetailed, education generates the most desired changes in understanding.

All these above mentioned organic elements of education undergoes a psycho-somatic process of social and institutional osmosis, better be termed as socialization process. As a process, it is continuous, organically linked and having a sequel of interdependence. School drop out happens to set in as and when any one of these elements or any iota of all these events is being badly affected, enough to distort the entire educational process. Getting it gradually endemic and perennial, the process of erosion results into a drop out consequences or a sad culmination of educational process. Both the 'exotic' and 'intrinsic' agro-economic and socio-cultural variables, acting upon and acting into, at school, in community or at home are supposed to affect the process of successful and joyful learning.

The axiom of the study stands on the objective and perspective analysis of this causal relationship between a set of predicted/consequent variables viz. nature of drop out (Y), age at drop out (Y_1) and level of drop out (Y_2) and set of predictor/causal variables viz.

Father's Education (X_1)

Father's Age (X_2)

Total land acquired (X_3)

Irrigation Index (X_4)

Nature of holding (X_5)

Cropping intensity (X_6)

Days utilized as family labour by boys in a season (X_7)

Days utilized as family labour by girls in a season (X_8)

Expenditure towards Health care (X_9)

Expenditure towards Education (X_{10})

Per capita family expenditure (X_{11})

Monthly family income (X_{12})

Family size (X_{13})

Social interaction value (X_{14})

Perceived reason of drop-out (X_{15})

Fertility status (X_{16})

Key institutional interaction (X_{17})

Distance Matrix (X_{18})

Recreational facility index (X_{19})

Mother's age (X_{20})

Mother's Education (X_{21})

Hours mother engaged in household activity (X_{22})

Girl's age (X_{23})

Hours girl engaged in household activity (X_{24})

Access to text (X_{25})

Family Education Score (X_{26})

Calorie Intake volume (X_{27})

Information use index (X_{28})

With this back ground the following objectives of the study have been framed up –

i)   To define and determine the nature of dropout (Y), age at drop out (Y_1) and level of drop out (Y_2).
ii)   To assess the nature of deferent explanatory/causal variables selected for the study (28 explanatory/independent were selected).
iii)   To asses both the inter and intra level of relationship between consequent variables (nature of drop out, age at drop out and level of drop out) and the selected explanatory / independent variables ($X_1 - X_{28}$).
iv)   To select dominant independent variables having significant impact on the three selected consequent variables (y, y_1 and y_2).
v)   To derive some strategic implication for dealing with drop out problems of girls in primary education.

The Review of Literature (Chapter 2) focuses on the recent and relevant works to logically support the objectives of the study. Since the issue of the school drop out is nascent by nature, not much of work on the

aspect the researcher has come across so far. This is one of the limitation of this study. However, an earnest attempt has been made to justify the topic and content of study by deriving relevant academic references on this topic.
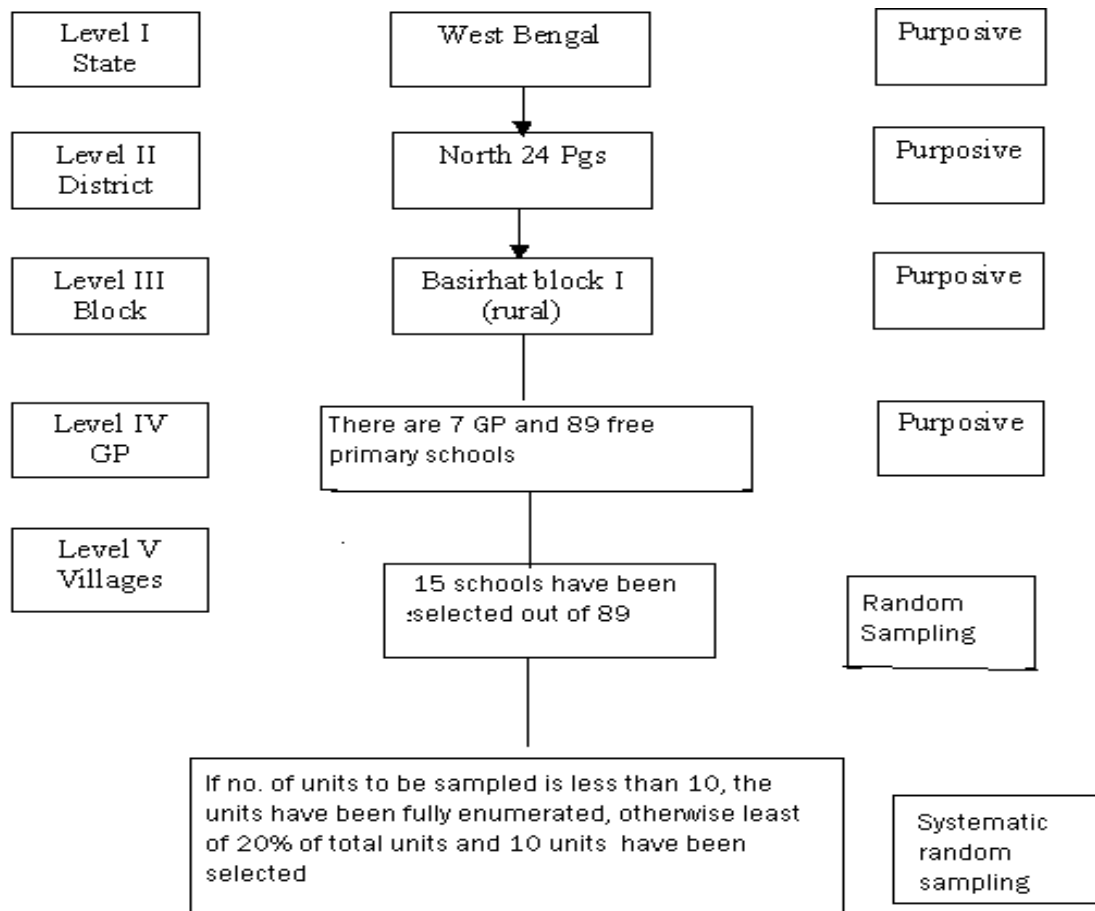
The Research Methodology (Chapter 3) has been designed in the following way

A. Locale of Research
B. Pilot study
C. Sampling design
D. Variables and their measurements
E. Method of data collection
F. Statistical tools used for analysis of data.

Selection of locale : The present study has been conducted in 15 villages under Basirhat Block – 1 (rural) of North 24 Parganas district in the state of West Bengal. The selection parameters have been as follows :

1. Having abundance of problem traits, components and dynamics under study and as describe in objectives.
2. It would provide easy access.
3. Having abundance of causal factors to be correlated with the consequence factors, i.e. school drop-out at primary level.
4. Heterogeneity of problem content and factors.
5. Having gender discrimination – in terms of educational attainment, at primary level as demanded by the objective of the study.

Sample design 150 respondents have been selected for these 15 villages by following this sampling design

Level I State	West Bengal	Purposive
Level II District	North 24 Pgs	Purposive
Level III Block	Basirhat block I (rural)	Purposive
Level IV GP	There are 7 GP and 89 free primary schools	Purposive
Level V Villages	15 schools have been selected out of 89	Random Sampling
	If no. of units to be sampled is less than 10, the units have been fully enumerated, otherwise least of 20% of total units and 10 units have been selected	Systematic random sampling

Table (3.1): [referred in the 3rd chapter] showing name of the Free Primary Schools and the corresponding Gram Panchayets in Basirhat Block-I (rural) selected as a random sample of 15 schools out of 89; 150 respondents have been selected.

Sl. No.	Gram Panchayet	School Slected	Dropout /school in last 2 years	Fully enumerated/ sampled	No. of individuais sampled
1	Pifa	Pifa Free Priimary School	60	Sampled	15
2	Pifa	Atkaria Ramnagar Free Priimary School	4	Fully Enumerated	4
3	Pifa	Paikpara Free Priimary School	9	Fully Enumerated	9
4	Sangrampur Shibhati	Biramnagar Free Priimary School	80	Sampled	20
5	Sangrampur Shibhati	Sangrampur Free Priimary School	6	Fully Enumerated	6
6	Sangrampur Shibhati	Amarkati Free Priimary School	40	Sampled	10
7	Madhyampur-Olaichandi	Madhyampur Olai Chandi Free Priimary School	2	Fully Enumerated	2
8	Gotra	Anantapur Free Priimary School	92	Sampled	23
9	Shankchura Bagundi	Soladana Free Priimary School	7	Fully Enumerated	7
10	Shankchura Bagundi	Hariharpur Free Priimary School	40	Sampled	10
11	Gacha Aakharpur	Prasannakati Free Priimary School	9	Fully Enumerated	9
12	Gotra	Laxmankati Free Priimary School	48	Sampled	12
13	Gotra	Gotra Free Priimary School	3	Fully Enumerated	3
14	Itinda Panitar	Ghochadanga Free Priimary School	60	Sampled	15
15	Itinda Panitar	Itinda Free Priimary School	5	Fully Enumerated	5

Statistical tools have been selected as per the need of the study so that a reliable and effective analysis of all the linear, multi colinear and directional relations can be possible.

The background information in line with the objective of the study have been furnished to delineate the agro-economic and socio-cultural backdrop of both the locale and respondents.

Results and Discussion is the most important chapter that presents the whole gamut of empirical studies in support of the concept and objectives of the study by providing field data; classified, catalogued and analysed through befitting tools, techniques and methods. This chapter has got two components. Component I is presenting the statistical and analytical contents whereas component II is presenting the success stories and case studies.

Component I

A. Descriptive Statistics.
B. Co-efficients of correlation to estimate the degree of independence between set of dependent/predicted variables vize. Nature of drop out (Y), Age at drop out (Y_1) and level of drop out (Y_2) and twenty eight independent predictor variables as follows:

Father's Education (X_1)

Father's Age (X_2)

Total land acquired (X_3)

Irrigation Index (X_4)

Nature of holding (X_5)

Cropping intensity (X_6)

Days utilized as family labour by boys in a season (X_7)

Days utilized as family labour by girls in a season (X_8)

Expenditure towards Health care (X_9)

Expenditure towards Education (X_{10})

Per capita family expenditure (X_{11})

Monthly family income (X_{12})

Family size (X_{13})

Social interaction value (X_{14})

Perceived reason of drop-out (X_{15})

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Distance Matrix (X_{18})

Recreational facility index (X_{19})

Mother's age (X_{20})

Mother's Education (X_{21})

Hours mother engaged in household activity (X_{22})

Girl's age (X_{23})

Hours girl engaged in household activity (X_{24})

Access to text (X_{25})

Family Education Score (X_{26})

Calorie Intake volume (X_{27})

Information use index (X_{28})

Nature of drop-out (Y)

Age at drop-out (Y_1)

Level of drop-out (Y_2)

C. Regression Analysis : For the estimating the efficacy of causal factors on consequent factors through i) Regression Co-efficient (β), ii) Step down Regression.
D. Factors Analysis : For deriving the principal components vis-à-vis factors, by creating a functional conglomeration of different variables based on factor loading.
E. Path Analysis : For decomposing the co-efficient of correlation into direct, indirect and residual impact of antecedent independent variables on the consequent variable development variables.
F. Discriminant Analysis : For isolating the factors having higher discriminant function for making difference between, what we call, the high and low level of performance of consequent characters *i.e.* Nature of drop out (Y), Age at drop out (Y_1) and Level of drop out (Y_2).
G. Canonical Analysis : For selectively elucidating the set of dependent and independent (Left side and Right side) variables.

Component II

It has got two sets of presentation : i) The Success Stories, ii) Some case studies with a taste and stench of real life experiences of the girls drop out.

Co-efficient of co-relation

It presenting the co-efficient of co-relation the following independent variables have been identified having significant impact on the dependent variables :

Independent variable		Dependent variable
• Hours mother engaged in household activity	(X_{22})	(Y)
• Girls' age	(X_{23})	(Y)
• Father's age	(X_2)	(Y_1)
• Recreational facility index	(X_{19})	(Y_1)
• Mother's age	(X_{20})	(Y_1)
• Father's education	(X_1)	(Y_2)
Independent variable		Dependent variable
• Days utilized as family labour by girls in a season	(X_8)	(Y_2)
• Expenditure towards Health care	(X_9)	(Y_2)

- Per capita family expenditure (X_{11}) (Y_2)
- Monthly family income (X_{12}) (Y_2)
- Perceived reason of drop-out (X_{15}) (Y_2)
- Recreational facility index (X_{19}) (Y_2)
- Hours mother engaged in household activity (X_{22}) (Y_2)
- Girl's age (X_{23}) (Y_2)
- Access to text (X_{25}) (Y_2)
- Family Education Score (X_{26}) (Y_2)

Regression analysis

- Expenditure towards Education (X_{10}) (Y)
- Girl's age (X_{23}) (Y)
- Expenditure towards Education (X_{10}) (Y_1)
- Per capita family expenditure (X_{11}) (Y_1)
- Girl's age (X_{23}) (Y_1)
- Hours girl engaged in household activity (X_{24}) (Y_1)
- Father's Education (X_1) (Y_2)
- Days utilized as family labour by girls in a season (X_8) (Y_2)
- Girl's age (X_{23}) (Y_2)
- Family Education Score (X_{26}) (Y_2)

In the step down regression analysis the following variables have been identified as to have significant regression impact on nature of drop out-

Stage I - Predictors: (Constant), girl's age

Stage II - Predictors: (Constant), girl's age, #hours mother engaged in household activity

Stage III - Predictors: (Constant), girl's age, #hours mother engaged in household activity, Recreational facility

Stage IV - Predictors: (Constant), girl's age, #hours mother engaged in household activity, Recreational facility, Expenditure towards Education

Stage V - Predictors: (Constant), girl's age, #hours mother engaged in household activity, Recreational facility, Expenditure towards Education, Expenditure towards Health care Coefficients.

The path analysis has been carried out for all these three dependent variables viz. Nature of drop out (Y), Age at drop (Y_1) and Level of drop (Y_2) to derive the direct, indirect and residual effect of the antecedent variables on the consequent variables.

Factors Analysis: The factor analysis has, as to conglomerate different variables, been based on factor loading, into a constellation of variables called factor. However, the following factors have been extracted.

Factor I : FAMILY INVESTMENT FACTOR

Factor II : RESOURCE FACTOR

Factor III : MANAGEMENT FACTORS

Factor IV and V : FAMILY COMPOSITION AND FAMILY ATTRIBUTES RESPECTIVELY

Discriminant Analysis

Discriminant analysis for identifying variables having conspicuous discriminant function to differentiate between high and low topography of dropout i.e. nature of drop-out. The table presents the discriminant analysis for identifying variables having discriminant function.

Girl's age

It has been found that the variables girl's age has elicited highest discriminant function in deciding on the nature of drop-out. The chronological age of the girl drop-out has also characterized the seasonality of drop-out in order of discriminatory efficacy. Mothers' engagement in household activity has been placed to the second rank to decide on the nature of drop-out. The excessive engagement of a mother in her house hold activity has rightly amounted to the seasonality nature of drop-out.

With the high intensity of farming operations, excessive stress for eking out livelihood, unplanned house hold chores all imply on the inability of a mother to pay more time and attention to the school going girl child. Being neglected some how rather, the girl child feels demotivated and dejected and, ultimately, drop-out appears to her as an inevitable consequence.

Perceived Reasons of drop-out has occupied third position in terms of discriminant function.

So, the perception of drop-out sometimes goes more significant than the material arrangement supporting or withdrawing educational process.

It has also been that the variable girl's age has possessed the most conspicuous and decisive discriminant function for creating difference between, what we call the high and low drop-out age. It implies that the girl's age and drop out has been tuned in a consanguine manner. Drop-out consequence at a very early age has been found not to go further perennial by nature. It becomes seasonal and ephemeral. But drop-out incidence, when takes place at a higher levels of primary education, the chances for revival has gone bleak and remote.

The predomination of this variable in deciding age at drop-out has been found to an overwhelming extent i.e. 77.1% of total D^2 value.

The second variable comes up with decisive impact with the fertility status and then followed by the variable, the reasons of drop-out.

The fertility status implies the number of children against a mother to be nurtured and cared between puberty to menopause. If it is so, then the trend is that mother having less and lesser no. of children remain distant from the drop-out erosion.

The reasons of drop-out as perceived by the family of drop at children including the drop-out herself has logically been contributed to the age at drop-out. The poorer the perception, the higher would be the drop-out propensity.

The study reveals that the Girl's age (X_1) has wielded the highest discriminant function in making a difference between a high and low level of drop-out.

Girl's age has got both physical and psychological impact on the continuity of her education. In case she has gone dropped out or trying to retrieve her carrier of educational progress, it is very difficult to go in compliance with "junior and younger friends" after having a restart of the school going process. The invisible mental block by this time has been created, enough impermeable, to mix freely and resiliently with the chronologically

junior girl classmates. So these variables are both critical and important and to be considered carefully while we are trying to reduce the drop-out level as such.

These variables have contributed 36.81% of D^2 – value and hence wielded important impact on the drop-out consequences.

Father's educational score has also been found to contribute significantly to make discrimination on the differential level of drop-put. Father's education, especially parental education, is extremely important since they are the sources of inspiration and the prime mover to gear up educational status, the most dependable source for translating dreams of the daughter into reality. That is why with a poor parental educational background, it is very difficult for a girl child, to derive and enjoy the motivation from her parents for the continuity of schooling process and accomplishing the goal of educational excellence.

The monthly family income has ranked third in the D^2 value and has transmitted the idea that income is the provider of an economics sustenance either to continue education further or to upgrade the quality of teaching learning environment in the family.

Hours of mother engaged in house hold activity has also elicited predominant. The D^2 function is to state that in case the mother somehow remains absent or stoic in attending the children, either due to engagement in household activity or due to poor education background of her own children's education specially, that of girl children has suffered the worst.

So also happens to the girl deployed as family labour in farm operations or other economic activity for eking out livelihood

The table thus shows an array of sequential importance of different variables in impacting on the level of drop-out through exposing of respective D^2 – values and percentile contribution in manaeuvering the variation by creating either a high and or a low level of drop out.

Resource allocation can follow for managing the drop-out level can- follow the percentile contribution has displayed by D^2 – value so as to utilize different resources proportionately with the respective capability of different independent variable in terms of high and low occurrence as well.

Canonical Analysis

Canonical analysis (table 5.16) has been carried out to extract the canonical roots by dividing the set of variables understudy into the right side set and the left side set. While all the dependent variables (Y, Y_1, Y_2) together have been branded as set of dependent variables or the left side set. The independent variables$(X_1$-$X_{28})$ altogether have been called here the independent set or right side set. The basic purpose of carrying out canonical analysis has been to top-up the correlation values as to make a precise conclusion in terms of specific relations between each of the independent variables with that of the dependent variables.

The table shows that while the dependent variable nature of drop-out (Y), has been considered for the canonical analysis and the other two dependent variables are kept dormant, the variables girls' age (X_{23}), total land owned (X_3), monthly family income (X_{12}), family size (X_{13}), cropping intensity (X_6), five in order of values have conspicuously impacted on nature of drop-out. The nature of agrarian lifestyle and livelihood, passing through the texture of seasonality as well as topography of labour demand, have altogether characterized the configuration of drop-out nature.

To any planner of education (primary) this result has got both implicit and explicit communication. In precise, the canonical analysis shows that the nature of drop- out problem could not be intervened without considering the nature of agrarian lifestyles impacting on the school going behavior of the children living and confronting in the core agriculture based school eco-system.

In case of the dependent variable, age at drop-out (Y_1) the canonical analysis elicits the precise impact of different independent variables are as follows:

X_1 (per capital family expenditure). X_{11} (per capita family expenditure), X_{10} (expenditure towards education, X_{26} (family education score; X_{13} (family size) and X_1 (fathers education).

So, this result objectively shows that the educational and economic variables together have wielded decisive impact on the age at drop-out. It is either motivation or economy that as decided the extent of age upto which primary education has become a viable proposition for the variable.

In case of the dependent variable, class in which the girl dropped-out (Y_2) the canonical analysis elicits the precise impact of different independent variables are as follows : X_{11} (per capita family expenditure), X_{12} (monthly family income), X_{20} (mother's age), X_{10} (expenditure towards mother's education) and X_2 (father's age).

So, this result objectively shows that the family economy variables in terms of income, expenditure, and also the psycho-somatic variables like parent's age, have together characterized the level or classes to which the girl child is supposed to be dropped out. So, if the educational attainment of the girl children at primary level is to be assured, these variables are extremely contextual.

Basirhat is one of the densely populated subdivisions in West Bengal situated at Bangladesh border and above 70 per cent people solely depend on agriculture. Like in other parts of West Bengal, the main cultivators in the district are mainly small and marginal in land possession. The cross border illegal immigration and illicit trade have made the economy and the serial fabric a complex one. So, a kind of aculturation process is also going on across the border and the agriculture as well as agrarian life have been impacted the highest. So some people in this area think better to get their children involved in cross border trade laboured in the brick industry. Selection of Basirhat Block I (rural) as our study area has made us able to delineate the real picture of drop-out of girl students at primary level in a unique social ambience of rural or urbanite Bengal. The domination of sub-marginal and marginal agrarian category of farmers indicates a bleak capability for investing, whatever might be the amount, after the education of the children. Sending the dropout children including girls for cross border trade activities might be perceived as a means to earn something to support their family.

Strategy and policy implication of the study

The study on school drop-outs has generated a tremendous implication in dealing with the drop-out problem and issues for the girls of farm families. Both the canonical analysis and factor analysis have generated immense output that can be used for figuring up befitting action policy and strategic intervention for handling with the problem.

- Policy for dealing with the problem of nature of drop-out (Y) as getting threads from canonical analysis, it is evincing that while the dependent variable nature of drop-out (Y), has been considered for the canonical analysis and the other two dependent variables are kept dormant, the variables girls' age (X_{23}), total land owned (X_3), monthly family income (X_{12}), family size (X_{13}), cropping intensity (X_6), five in order of values have conspicuously impacted on nature of drop-out. The nature of agrarian lifestyle and livelihood, passing through the texture of seasonality as well as topography of labour demand, have altogether characterized the configuration of drop-out nature.

  So, policies to be undertaken and relevant actions may be triggered in the following areas.

- The drop-out girls should be categorized based on their age and psycho-somatic profile for their educational rehabilitation. All the drop-out girls should not be perceived as a homogenous psycho-somatic and psycho-chronological mass for each of the few category as the matter goes and different kind of management interventions are suggested herewith.

Size of holding and cropping intensity vs. nature of drop-out

Size of holding is linked with crop management and cropping intensity, which again is tuned to on farm engagement of the girls of the farm families. So, flexible admission procedures, flexible school hours, realistic course orientation, making schools accessible at their farm itself, if possible, can be the befitting interventions.

Family Size, Family Income vs. Nature of drop-out

Family income is accessed by family size which again is a crude determinant of per capita income and expenditure of the family. So, the girls of poorest of the poor need to be supported by some incentives in the form of mid-day meal (it is in practice), ancillary income for the parents, school dress, free health checkup etc. can help higher retentivity of the girls in their desire schooling process.

- Policy for dealing with of age at drop-out (Y_1) getting some threads from canonical analysis, it is evincing the following fact "that educational and economic variables together have wielded decisive impact on the age at drop-out. It is either motivation or economy that as decided the extent of age up to which primary education has become a viable proposition her". The variable to be focused here are per capita family expenditure towards education, family education score, family size, fathers education.

Family economy and Age at drop-out

Age of girls at drop-out needs to be critically examined in terms of family expenditure category and also fathers' educational level. This would help us to resort to precise intervention and effective management of drop out problem by taking a classified approach based family economy and parental education as well.

Father's education and Age at drop-out

Here, policy should be to impart training and motivational education to the fathers of the drop-out based on the education of the father and also family size being represented by the father himself before doing that it needs to be transparent that whether the drop-out problem is clinical by nature.

Policy for dealing with the problem of level of drop-out (Y_2), getting the threads from canonical analysis, it is evencing from the following fact that "family economy variables in terms of income, expenditure, and also the psycho-somatic variables like parent's age, have together characterized the level or classes to which the girl child is supposed to be dropped out. So, if the educational attainment of the girl children at primary level is to be assured, these variables are considered extremely contextual".

Per capita family expenditure, monthly family income vs. level of drop-out

Level of drop-out does involve a score of psycho-somatic parameter which needs to be envisaged in terms of mother's education, father's education as well. A drop-out girl should always be studied, not in terms of the problem alone, but also in terms of the parental education and maturity as well.

So, policy is to go precisely fitting with the expenditure and income level of the families "helplessly" creating girls drop-out. The layering of family income and family expenditure help a lot in redressing the girls drop-out problem both in economic and social terms.

Factor Analysis

Emergence of new factors and policy implication of the factor. In the present study a good number of variables, three dependent variables and twenty eight independent variables have been included to elicit and asses the causal relationship, through an ex-post factor approach between girls drop-out and a set of twenty eight agro- economic and socio- personnel variables.

It is very difficult and complex to handle all these twenty eight variables at a time for solving or making intervention for singled out problem, that is girls drop-out in primary education.

Towards framing out a policy for strategic action plan, all these apparently different variables have been clubbed, based on the latent roots or intrinsic homogeneity into five factors. So, the policy makers, managers, teachers, parents, organization should keep on focusing on the following factors for a strategic intervention and desirable out come.

1) **Investment factor-** For the management of drop-out problem, family should be made en-capable of investing after primary education through their own or being supported by others. Hence, it is an essential condition.

2) **Resource factors-** The resource endowment and the support is an important precondition for characterizing the drop-out problem both in nature and extent. So, cataloging of families, having girls drop-out, in terms of their resources should help a categorical intervention.

3) **Management factor-** A policy without management prescription and monitoring methodology cannot generate desire outcome. So, the result suggests a clandestine management intervention in terms of variables days utilized as family labor by girl, distance matrix, recreational facility, mother's education, hour's of mother engaged in house hold activity , hour's of girl engaged in house hold activity and family education score.

4) **Family composition and family attribute factor-** These two factors generates huge data and policy implication for placing the family with highest level of importance in handling with the drop- out problems. The contribution of these two factors in influencing the variables has been to the tune of around five per cent. So, in making a policy format for proper management of education of girls and refraining them from being dropped- out and re tracking already drop- out girls, the area of focuses are father's age, fertility status, mother's age, productive activity, house hold chores and volume of calorie intake being provided with the girl child to carry forward her studies and to fulfill her dream as well.

Conclusion

1. The study has been methodically and operationally defining the three deferent dimensions of girls drop out viz. nature of drop out, age at drop out and level of drop out.

(objective – I)

2. Before entering the relational analysis, it has comprehensively presented the nature of the selected 28 independent variables in the form of mean values, standard deviation, ranges (max - min), and co-efficients of variations. Also it has depicted the behaviour of the respondents in term of the 28 selected independent variable.

(objective – II)

3. Relation analysis has been comprehensively done through analytically placing and enacting the set of dependent variable (Y, Y_1, Y_2) and independent variable ($X_1 - X_{28}$) in the form of coefficients of

correlation (degree of independence), beta coefficients (efficacy of the relation), path coefficients (direction of relation between dropout and agro-economic and socio personal variable), clustering of variables into a set of effective factor i.e. factor analysis (factors identified).

The discriminant coefficient for identifying the variables nurturing the capability of making a difference between high and low level of drop out consequences.

Lastly the canonical analysis for deriving canonical roots so that a precise strategy can be taken for operating some few selected independent variables (right side variables) having specific impact on either of the three dependent variable (i.e. Y, Y_1, Y_2).

All these analysis and modeling has been done with, of course, both of policy and strategic purposes as follows :

I.   To identify exactly which or what set of causal variables are impacting on drop out phenomenon.

II.   To describe what are the direction or networking of the selected variables in characterizing, both qualitatively and quantitatively, the dependent variable.

III.   To delineate the management strategy needs to imbible which one or what set of selected few causal variables in successfully dealing with the drop out consequences.

IV.   To present some case studies from the study area as to identify the performing factors, might be at this moment, causing drop out consequences.

V.   Thus, to create a policy implication, with and including social, psycho-somatic, economic, geo-spatial, gender and cultural dimension in the realm of girls drop out in primary education i.e. the very defined and selected area of study.