Chapter–1

Prologue

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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 youth. Education is the harbinger of peace, progress and prosperity. Albeit an inner division of wealth, privilege and status, education is the swashbuckling 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 dignity and development.

The present day education system is being seriously challenged at all level, i.e. primary, secondary or higher education by drop-out phenomenon. School drop-out has been both the social as well as educational erosion which has got all other dimensions as well viz. economic, cultural, ecological and even political. With the declaration of elementary education as fundamental right and the implementation of UEE (Universalisation of Elementary Education) programme, the problem has been highlighted with multimodal dimension.

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 mind full of quest hovering around the nature is becoming a shrunken and sultry experience for eking out livelihood. So, this reversal of human development promotes sometimes social drudgery, liability, and of course, a juvenile delinquency in the worst possible case.

1. THE PERCEPTION AND REALIZATION OF THE IMPORTANCE OF PRIMARY EDUCATION

In an emerging economy like ours, the importance of primary education should earn the highest attention from policy makers, political leaders, managers of different production system and process and developers of rural and urban life processes and livelihoods. The classical perception receiving primary education and its fall out in the form of school dropout in terms of some conventional factors like poverty, income etc. need to undergo a comprehensive scrutiny and desired changes. It is something beyond poverty, and factors like psycho-somatic behavior of the girls receiving education in a unique family environment, milieu of social and cultural surroundings, the organic integration of girl children with the farming system operations along with its topography of seasonal engagement. There is also the motivational inputs that keep spilling to the mind of the children from her mother and father and ultimately are getting the passions drenched with the spirit of educational commitments and inspirations, something invaluable in earning their glory and esteem in such a society as has already been stratified and catalogued by the heterophyly of divide like gender, income, livelihood, access to information, and the worst one like access to food. However the following are some of the identified features and issues gone organic with education.

- Education is the fundamental human right and is one that promotes sense of getting right and responsible.
- The elimination of poverty and progress towards sustainable development cannot take place without attaining an improved level of education.
- Education is the key to the achievement of equality in the society, communities and gender.
- Quality education empowers people to participate in the transformation of their lives and the societies in which they live
- The two international development targets for education focus on the achievement of Universal Primary Education by 2015 and progress towards gender equality and empowerment of women.

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- As we enter the new millennium, one in five adults is illiterate, most of them are women. 113 million children, of whom two-thirds are girls, are still not enrolled in school. (Sarkar, T. 1990, and unpublished thesis, Department of Agriculture, BCKV.)

In India the education sector is also conspicuous with gender divide. May it be drop out or be the case of impoverished access to it, everywhere the girls are becoming more and more vulnerable to social decadence and erosion. Thus, the 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 children, it brings about cognitive changes and through drenching the mind with emotion, its ushers motivational changes. By exposing the socializing personality into a series of selected motor bearing, 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 on 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.

Once it has been the National Policy on Education (NPE), 1986, and subsequent to it, has been the programme of Action (POA), that reframed the constitutional commitment to UEE (Universalization of Elementary Education). It is yet to fulfill its target even after elapsing of long 20 yrs. In West Bengal, it is still 45 per cent of the girl students and 40 per cent of the boys, between I to IV, are being dropped out. The time would come up when we have to sustain a population of around 400 million who are yet to breath in the flavour of literacy along with chasms of gender bias, coupled with the formidable economic hindrance. (Majumdar and Baidyanathan, 1994).

- The gender issues related to primary education, while girls dropout are taken care of, are not only historical in Indian perspective but also remain luridly operational in reality. Girls are doubly stressed both by economic and the social inhibitors. While drop-out is the erosion of both motivation and rights of women, the action taken to reduce drop-out problem for the girl student in primary education has not been that enough and appropriate.
- The process of primary education can not be seen deterrent of geo-political and social impacts. North 24 Parganas, being the border district of West Bengal and having Bangladesh, the neighboring country beyond the fence, has to undergo and experience unique socio-political and economic process and factors like the economy of trans border trafficking of commodities, the cultural homogeneity and heterogeneity across the border, the vulnerability and palpability to cultural issues, the technology socialization dynamics in agriculture and rural livelihood across the border and the expected impact on educational process and achievement made by the girls as well.
- Different micro-environments are organically characterizing the problem of drop-out. The family environment, specially the parental attitude towards education, cares and affection for the children beyond the border of gender, the occupational pursuits of the parents, and the time management in house keeping all are compositely impacting on the educational process of the child. Family can be regarded as the seed bed for the germination of the seed which would be translated into colorful flowers and delicious fruits. In most cases girls are not that cared, on the contrary, they are being perceived as a liability and thus are being deprived of love, attention and commitments from the parents.

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After family, next proximate environment is community which is still generating both strong and inextricable impact on the creation of motivation, supportive or non-supportive disposition of values, access to community resources etc. It is very difficult for a girl child to earn an impromptu motivation from the community for fulfilling her educational ambition or persuasion.

Next to community, the other environment is the school. School is the breeding, brooding and rearing grounds to socialize personality, motivation for learning achievement and emotional up-bringing and the growth of intellect.

Teachers' attribute and perception are equally important to provide a continuous support to a girl child for fulfill of her educational process and purpose. Teachers are not merely the information provider or a self proclaimed guardian, beyond that they should be the source for knowledge, mentor of wisdom and mentor of a numerable dreams and as well as of imagination nurtured by children themselves.

The girls' drop out at primary level ranging from 25 to 65 per cent and for the boys' drop out as a range from 15 to 60 per cent. This erosion can be attributable to a score of fractions and poverty is only one of them. Both the impoverished economy and the depleted social process could enhance drop-out level and intensity. All the micro, meso and mega level of social and family environment are harnessing drop-out process. Sometimes, a stoic or a ruthless society may find drop-out children as the source of cheap human labour or in the worst case girls' drop-out may tall victim to human trafficking, but at the end point, it has become the urgent and intervention by any sensible mind for saving the girls drop out from social attrition and heinous imposition of any kind.

The on going study aims at screening out and isolating causal factors; social, cultural, economic and psychological in nature, which go interactively impacting on the drop-out phenomena.

The variables are identified through multi level interactions as to get them contextually relevant in the ambience of drop-out process which itself is complex, polyhedral and heterodox as well.

2. THE PRESENT STATUS OF PRIMARY EDUCATION IN INDIA

Indian education system is one of the largest systems in the world as it caters to the needs of more than 128 million people (as per 2001 Census). In view of its size, the information system has certain limitations, both administrative and non-administrative. Some of these limitations are:

i) Multiple data collection agencies and directorates involved in data collection and lack of coordination among them;
ii) Lack of understanding of the concept and definitions of educational statistics,
iii) Lack of adequate, qualified and trained staff at different levels,
iv) Problems in distribution and collection of data captures formats,
v) Lack of district-specific time series data,
vi) Time-lag in data,
vii) Reliability of education data,
viii) Data gaps,
ix) Lack of computers at lower levels,
x) Creation of new districts and re-demarcation of boundaries of the existing districts,
xi) Poor dissemination and utilization of data and,
xii) Lack of accountability at all levels.

Notwithstanding these limitations, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education, in general, and primary and elementary education, in particular.

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3. THE RATIO OF PRIMARY TO UPPER PRIMARY SCHOOLS IN INDIA AND WEST BENGAL

The ratio of primary to upper primary schools is immensely important for a balanced and comprehensive primary education system. As the data shows, it has been found that the ratio of primary to upper primary schools in West Bengal (All Government Managements) has been 18.70 as against the national level data of 3.11.

4. NUMBER OF SCHOOLS ESTABLISHED SINCE 1994 (INDIA AND WEST BENGAL)

While in the national level total number of schools established since 1994 has been 236003, in West Bengal in total number of schools established 4016.

5. PERCENTAGE DISTRIBUTION OF SCHOOLS BY TYPE OF BUILDING

In west Bengal 57.46 per cent of schools are pucca and 19.64 per cent of schools of multiple type. The partially pucca kind of schools are of 11.55 per cent and still there are 1.88 per cent of school are of katcha type. The national level scenario shows that 69.80 per cent of primary schools building are of pucca type.

6. PERCENTAGE DISTRIBUTION OF CLASS ROOM BY CONDITION OF CLASS ROOM (INDIA AND WEST BENGAL)

It is interesting to note that while in national level 66. 34 per cent of schools are in good condition and 22.68 per cent of schools need minor repair, in West Bengal 45.99 per cent schools are in good condition and 25. 77 per cent need minor repair.

7. PERCENTAGE OF DISTRIBUTION OF SINGLE TEACHER SCHOOL (INDIA AND WEST BENGAL)

While at the national level still 16.60 per cent of schools are having single teacher but in West Bengal it is only 3.10 per cent, so condition of teacher student ratio is relatively better in comparison to national level scenario.

8. PERCENTAGE OF DISTRIBUTION OF SCHOOL BY ENROLMENT

As per data provided by the analytical table 2006-07, It is depicted that at primary level 73 per cent of school in West Bengal are having an enrolment level ranging from 51-220 while at the national level 56 per cent of schools are having the enrolment level of same expanse i.e. 51-220.

9. PERCENTAGE OF SCHOOLS HAVING PUPIL TEACHER RATIO ABOVE 100

In West Bengal 2.85 per cent of schools are having a pupil, teacher ratio running above 100. Although, this situation is bit better in comparison to national level ratio where in 5 per cent of schools are still having a pupil-teacher ratio above 100.

10. PERCENTAGE OF DISTRIBUTION OF SCHOOLS BY DISTANCES FROM CRC (CLUSTER RESOURCE CENTRE)

11.54 per cent of schools in West Bengal are stationing less than 1 km from CRC, while 64.38 per cent of the schools are stationing more than 5km from CRC. For the same distance status mentioned already at the national level 28.22 per cent of schools are stationing within 1 km and rest 26.25 per cent, are stationing beyond.

11. PERCENTAGE OF SCHOOLS HAVING PLAYGROUND

Playground is an important and integral part of primary school system. It might be due to extreme population pressure or narrow land man ratio in West Bengal, only 32.86 per cent of schools are having playground. The national level scenario even is better than the state, 45.30 per cent of school in national level are having playground.

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12. SCHOOL : THE ABODE OF CHILDHOOD

One of the important components of universalization of education is universal access to it, which is measured in terms of availability of Primary and Upper Primary schools/ section within a distance of 1 and 3 km from the habitation. Over a period of time, number of schools has increased many-fold which is also evident from the percentage of habitants served by the Primary and Upper Primary schools/sections as per the data generated by *NCERT through its all – India educational survey. Schooling facilities might have further significantly improved since 2002, the year in which NCERT conducted the Seventh Survey. It is needless to mention that activities under SSA (Sarva Shiksha Abhijan) got momentum from the year 2002 onwards and a large number of Primary and Upper Primary schools/section were opened across the country. This is also reflected in the ratio of Primary to Upper primary schools/section over a period of last 5 years. In the present section, a variety of schools and school related indicators in respect of five school categories, that is, (i) Primary (ii) Primary with Upper Primary (iii) Primary with Upper Primary, Secondary and Higher Secondary (iv) Independent upper Primary and (v) Upper Primary with Secondary and Higher Secondary, for all the 35 states and UT (Union Territories), and the average of 604 districts covered under DISE (District Information System For Education) in 2005-06, together with selected indicators for previous years, are prescribed herewith to examine trends. Whenever necessary, indicators are also presented by management category and separately for rural and urban areas. DISE mandate being to collect information from all the recognized institution imparting elementary education (Classes I to VIII), irrespective of the school type; the six management types, by which information has been analyzed are Department of Education, Local Body, Tribal and Social Welfare Departments and Private Aided, private unaided, and other managements, basically are the government managements once. Wherever necessary an indicator is also separately presented for all the Government (Department of Education, Local Body and Tribal and Social Welfare Department) and Private managements (Aided and unaided) together.

13. ENROLMENT : THE ENTRY OF CHILDREN

Like school-related indicators, a variety of enrolment-based indicators has been covered under DISE 2005-06 in case of each of the 35 states and UTs as also the average of 604 districts. Most of the indicators are presented by school category and wherever necessary, separately for boys and girls. While analyzing enrolment – based indicators, limitations presented in Part I with respect to coverage and no- responses be kept in mind, because these limitations require crucial indicators such as enrolment ratio to be analyzed carefully. As already reported, the DISE mandate is to collect data only from recognized schools that impart elementary education irrespective of the school type. This applies both to government run as well as private managed schools. Within these managements, the field level functionaries maintain that coverage in case of private institutions (recognized) is not complete even though the number of private schools covered under DISE over a period of time has been on the rise. It may also be noted that Education Guarantee Schools and similar other types of schools are not part of the DISE coverage, has also the unrecognized school which are quite large in number.

In view of the above limitations, enrolment ratio based on DISE data can at best be treated by presenting data on 6-11 and 11-14 year group children enrolled in formal Grades – I-V and VI-VIII in recognized school only. The rest of the children may either be in unrecognized schools, EGS (Education Guarantee Scheme), alternative learning schools and recognized schools which are not covered under DISE or a few of them may either be termed as out of school, never enrolled or drop out children. The recently conducted Punjab study on unrecognized schools by NUEPA (National University of Educational Planning and Administration) also reveals that the number of unrecognized schools and enrolment in them has been very large. Unless these schools are considered, true picture of universalisation can not be known. Hence, planning exercises based upon the data of only recognized schools would serve only a limited purpose. In view of this, states like Andhra Pradesh and Punjab extended the coverage of DISE to their unrecognized schools also. It is hoped that other states would soon follow Andhra Pradesh and Punjab so as to make available complete data on enrolment.

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In the previous year, DISE data was not available for the entire country across all the 35 states and UTs; hence indicators of efficiency and other aspects could not be worked out for all the states and also average of districts. With the availability of 2005-06 data, an attempt has been made to compute all such indicators in the present document in case of 29 states and UTs for which DISE data over a period of two years is available. Based on student Flow Analysis, a detailed section is devoted on retaining capacity of the system which is based on DISE data for 2004-05 and 2005-06. Further, with data available for only 3-4 years enrolment, it may not be possible to work out retention rate which needs enrolment data at least over a period of five years. Since those districts in a state that have grade-specific enrolment over a period of five years are considered in estimating the retention rate at the primary level, as such the retention rate presented does not represented the state as a whole; it gives a fairly good amount of information about retaining capacity of the education system in the state. Alternatively, the Apparent Survival Rate worked out in case of Primary level also presents share of enrolment in Grade II and subsequent grades in relation to the enrolment in Grade I in a year. The rate is considered crude as it is based upon the enrolment data of only one year. It, however, reveals interesting and useful information about retaining capacity of the system. More specifically, the following indicators have been analysed.

- Gender Parity Index (GPI) in case of enrolment in Primary and Upper Primary Classes.
- Share of enrolment of boys and girls.
- Share of enrolment in rural areas.
- Percentage of enrolment in government school to total enrolment.
- Percentage of SC, ST and OBC enrolment to total enrolment.
- Percentage of enrolment of children with disability and its share to total enrolment in primary and Upper Primary classes.
- Per cent share of pre-primary enrolment to total enrolment.
- Percentage of enrolment in schools having 60 and more students in a classroom.
- Percentage of over-age and under age children, both at the Primary and Upper Primary levels of education.
- Average enrolment by school category.
- Apparent survival rate in Primary and Upper Primary grades.
- Percentage of enrolment in schools, without building and blackboard.
- Average repetition, promotion and drop-out rates.
- Retention rate at the Primary levels.
- Transition rate from primary to Upper Primary level; and
- Indicators of internal efficiency of education system: input/output ratio, average number of years the system is taking to produce primary graduate and wastage ratio.

Wherever necessary and possible an indicator at the all-India level is presented over a period of time. In view of the nature of an indicator, the same is also presented separately for rural and urban areas as well as for government and private management.

14. SHARE OF GIRLS' ENROLMENT

The share of girls' enrolment also indicates that it is much lower than the share of boys' enrolment, both at primary (47.79 per cent) and Upper Primary (45.80 per cent) levels of education. Not much significant improvement in girls' share in the total enrolment in Primary and Upper primary classes was observed during 2004-05 and 2005-06. In primary classes the share of girls' enrolment in 2005-06 is 47.79 per cent compared to 47.52 per cent in the previous year, indicating an improvement only 0.27 per cent. Girls share in total

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enrolment at upper primary has been only 45.80 per cent; it was 45.32 per cent in 2004-05 and 44.20 per cent in 2002-03. Girls' share both in Primary and Upper Primary enrolment was found to be lower in rural areas (47.75 and 45.17 per cent respectively) than the same, in urban areas (47.95 and 47.70 per cent).

15. TEACHER : THE KEY PERSON IN THE CORE

Apart from information on school and enrolment indicators, a good amount of information on teacher is also collected under DISE. Comprehensive profiles of more than 4.7 million teachers are being maintained under DISE. This rich set of information could well be useful in developing teacher education plans by SCERT and DIET faculty across the country who may be its potential users.

The following set of data and indicators with respect to teachers have been available for analysis both at the state level and as average of 604 districts. Wherever necessary, indicators are also presented and analysed by school category. If needed, the same can also be obtained at disaggregated levels, such as school, cluster, block district, state and national level. In most of the cases, besides gender wise distribution of teachers, comprehensive information about para-teachers is also made available which renders DISE as a singular source that disseminates detailed information on all aspects of para-teachers, that otherwise is not available from any other source. This section presents such variables as state-wise number of para-teachers by school category, their educational and professional qualifications, training status, and average number of para-teachers by school category etc. All these parameters have been analysed and presented as also those of regular teachers. One of the other significant indicators is the percentage of teachers involved in non-teaching assignments and the average number of days of involvement in such assignments. The age distribution of teachers can also be of great help in planning for teachers' requirement and recruitment in years that follow. Among various variables, the following deserve special attention and treatment.

- Number of teachers by school category,
- Distribution of teachers by school category,
- Age and Sex distribution of teachers,
- Teachers profile by caste,
- Professional and educational qualifications,
- Number of teachers provided in-service training,
- Pupil –teacher ratio,
- Average number of teachers by school category,
- Distribution of female teachers,
- Types of teachers,
- Para teachers; number, academic and professional qualifications,
- Average number of para-teachers by school category; and
- Average number of days engaged in non-teaching assignments.

16. THE SYSTEM OF COLONIAL EDUCATION

Every modern system in human civilization has been evolved through the classical as well as dialectical contradiction between tradition and modernity. The rejection of moribund, dead and stale conventions by logical mind invites the modernization process to keep socializing continuously. Anything modern does not generate in a vacuum; it grows in the womb of tradition. It does not replace it; it transforms it. The modern is basically a modernized tradition, a new wave in the ocean of time. If the modern rejects the whole of tradition, it ceases to be modern. It becomes rootless and anemic, a spurious product – glossy but ephemeral is destined

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for the dustbin of history. If tradition does not eschew the obsolete by modernizing itself, it ceases to be tradition. It becomes sterile, a stagnant pool of decay and degeneration.

Since the distortions introduced into the educational system by the colonial power had far-reaching consequences, as they had been in the case of economic processes, and as some of these still persist, poisoning the atmosphere of our academic endeavours, it may be worth while to identify some of the main characteristics of the educational system inherited by independent India.

First, the system was quantitatively a miniscule one with only a marginal section of the teeming millions inhabiting the vast subcontinent within its orbit of influence. The literacy rate in a country where the concepts of zero and the decimal system, were evolved, was abominably low. In 1951, after about two centuries of the 'civilizing' role of the British, literacy rate was 16.67 per cent and the enrolment per lakh of population for elementary schools was 4,500 and for secondary schools 418. The level of enrolment in higher education approximated to the corresponding figures in the present day Switzerland and Somalia and was less than those in Lesotho and Zambia.

Second, education in colonial India responded to the needs of alien administration rather than to those of socio-economic development. With the share of the secondary sector in the work force and agricultural productivity per hectare as well as per worker declining as a result of the operation of the colonial mechanism, education was not required to become an input into productivity and provide the scientific-technological base as well as trained manpower for economic development. It was instead expected to produce graduated cogs and wheels for the administrative machinery. The distance between education and work which had grown over millennia was abridged in the countries of the West under the impact of the Industrial Revolution. Such a revolution was not allowed to take place in the countries of the third world and as a consequence the linkage between work and education, which were traditionally weak in the ethos of ancient and medieval world, become still more infirm during the colonial period.

Third, the multi-level educational system was highly pyramidal with very acute angles at the base. The transition rates from the primary to the middle, from the middle to the secondary, from the secondary to the higher secondary, from the higher secondary to the lower tertiary and from the lower tertiary to the higher tertiary were exceptionally low. The tertiary stage showed an even more alarming picture. Postgraduate and research work, which provides the basic inputs for self-reliance, constituted a disproportionately small share in the total enrolment in higher education--- 11.5 per cent for the former and 0.8 per cent for the latter.

Fourth, education in colonial India--- particularly at higher levels--- was concentrated in and around port cities. This enclavization of education was an important element in the spatial distribution of underdevelopment. The newly established ports of Calcutta, Bombay and Madras acted as apex points to the colonial suction mechanism.

Fifth, the socio-economic base of education in colonial India was extremely narrow. Its doors were closed to the vast majority of the toiling people. Such segments of population, wherein economic and social deprivations were combined with each other as in the case of Scheduled Castes and Tribes, found it almost impossible to enter the sacred premises of educational institutions. The rural areas, inhabited by the vast majority of the Indian people, were almost completely devoid of educational facilities. The level of female education had been extremely low. If was on their shoulders that the whole system of inequities rested. For example, literacy rate for predominantly tribal district of Koraput in 1931 was only 1.73 per cent as against the national average of 9.50 per cent for the general population. The corresponding figure for females was only 0.72 per cent.

Sixth, education in colonial India was essentially teaching, and not "learning" oriented. The teacher-student relationship was based on the assumption that knowledge is essentially "received" and an uncritical acceptance of the gospel truth was, therefore, the most efficient method of learning. The products of such a system of education could be evaluated with the help of an examination. The ability to uncritically accept the "received" truth could be best judged by a uniform external end-of-term and comprehensive essay-type examination.

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Seventh, the educational system of colonial India was intended to weaken the forces of national integration, which were growing on the basis of the strengthening of the national home market, on the one hand, and under the impact of the national movement, on the other. The virus of communalism, casteism and regionalism was injected into the polity through the instrumentality of the curriculum.

17. A COMPREHENSIVE VISION AND APPROACH OF THE STUDY

A system is basically a complex whole having structural inputs and relevant functions towards accomplishing a system goal. The education system being a composite and complex one, it supports the process of education. The process involves accessing infrastructure, building up course and curriculum, providing capacity building and training of teachers, management of fund and other resources, and ultimately promoting children's enrolment and ensuring the quality of education. The education for children has got four critical elements to ponder over viz. Access, Enrolment, Retention and Quality (AERQ). While access and enrolment components are primarily quantitative in mature and, retention, implies both physical present and motivational attachment, the last element, i.e. quality focuses on the desired values of education. Hence, its' a journey from a gross quantity to total quality through a mix of both quantity and quality i.e. retention.

18. LOGICAL SUPPORT TO THE STUDY IN TERMS OF SOCIAL AND AGRO-ECOLOGICAL SET UP

1) Adoption of modern agriculture and rural technology presupposes educational capability of the concerned clientele. Socialization of modern agricultural and rural technology, be its logical adoption or its objective rejection, pre-supposes basic educational capability. The primary education has been the most decisive factor in either promoting the process or retarding it where in the effect of the proposed technology is not economically and socially compatible. Education, thus helps determining the level of perception on the compatibility of any proposed change. Both farmers and farmwomen usually receive, perceive and react to any innovation proposed by the exotic agency from an experiential learning which is invariably derived from the learning experience of primary education.
2) When agricultural extension, with modern day approaches, is aiming for creating new for vistas changing its traditional approaches of technology oriented visions to a system responsive technology options, the importance of associational factors viz. motivation, value orientation, primary education, gender dimension, information networking indigenous technical knowledge system etc. are gaining immense importance in terms of being mixed with very nucleus of primary education.
3) Time has come to go deeper in characterizing and specifying the conventional variables, being selected and have been chosen so far, in the light of its relevancy, contextuality and the ability to correlate or regress in a heterophily situation.
4) Education, the mostly chosen (almost universal in every thesis work of agricultural extension) merits a meticulous attention to screen out and asses its efficacy and specific activity zone wherefrom and from which a target farmer or farm women would receive and response, react or scrutinize to a proposed technology option.
5) Today's school drop-outs are tomorrows unutilized and underutilized agricultural labourer. Once a child of farm family turns school drop-outs, he is the tomorrows practising farmer of marginal technology adoption potentials in face of modern and costlier agricultural technology
6) To draw some elements observation from the Prof. Amartya Sen, it is worthy enough to mention that capability, empowerment, access towards making a gallant entry into the realm of social choices, primary education is the most crucial inputs as well as weapon.

19. THE BASIC SPIRIT OF THE STUDY

A program of action (POA) (1992), was initiated by the Govt. of India to ensure UEE (Universalisation of Primary Education) by 2002, with the following key messages are-

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i) To provide Access for ensuring enrolment through retaining them into school system for universalisation of quality education. The focus in this study has rightly been the girl children.

ii) To initiate enrolment drive to bring the children of age group 5–11 into the formal school system.

iii) Retention to sustain enrolled girls children into school system; drop out needs to bring down at the minimums 10 per cent level.

iv) Quality of education – It is the basic character of education which ensures value based education for the proper building of human entity, earning desired skill to secure decent livelihood and make oneself ecologically resilient to accommodate in evolving niche.

20. PREMISES OF THE PROBLEM

The premises of the school dropout problem comprise of school environment, family environment, community and cultural milieu, social policy surroundings.

1) **School environment :** The impact of school environment has got the most decisive effect in personality building process. School environment has got a very substantive role to play either to attracted or repel its children, both from the school or from the pedagogy as well.

2) **Family environment :** Family environment is very much crucial in nurturing and caring the tender minds of the girl children in favour of educational accomplishment. Sometimes non caring and non supportive attitude from the parents to the girl children can create a serious discord or deleterious impact on to drive. Them away from the goal of educational attainment. Mother's education, affection of the parents, stability of the family, education motivation, parental relation, all are coming in agglomeration to influence the educational performance of the girl children both in school and in family.

3) **Farming system and economic factors :** Farmers and their families do continuously thrive on and confront with a farming system, the provider of food, livelihood and income for them. A total family participation in the farming process including anciliary activities, invariably make it economically and socially obligatory for even the school going girl children to work in the farm or to be involved in household chores as well. This will certainly pull them out of their routine learning programme in school.

4) **Motivation in education :** Education is basically a psychological process. So, motivational elements of the learning the children undergoing are very much important. A constant mapping of the motivation and behoviour profile helps understand education process of children.

5) **Teachers-student ratio :** This has basically been a manifestation and indicator of a performing school system, wherein the dynamics of reciprocal interaction and relation between the teacher and student must have a telling effect in understanding the text and accessing a rather complex content with higher joy, grace and confidence.

6) **Social set up and surrounding :** The Social set-up and surroundings including policies, legislations, planning are exercising tremendous influence on the attainment of elementary education. After so many years since independence, Government started focusing on it and is realizing the need of universal primary education (UEE) through the programme of action (P.O.A.) in 1989. Peoples adequate support and proper perception on this issue are also equally important and desirable. Role of infrastructure, amenities and incentives are important for the continuity of primary education, specially by the girl children of age group 5 to 11 years. Inadequate sitting arrangement, lack of Teaching-Learning-Materials (TLM) absence of other facilities like playground and separate toilets for girls are also an integral part of the environment of any primary education that must have had telling impact on the retentively of girl children in a school.

7) **The gender premise of the study :** As already stated, education, alike other realms of development in India, is also distorted by gender divide and gender discrimination. The enrolment status, the retentively level, the quality accessed, the motivation of inputs placed in minds – all show a clear gender discrimination in primary education.

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21. OBJECTIVE OF THE STUDY

With this comprehensive background information and visions the Objective of the Study have been spelt out accordingly

General objectives

Prediction of girls' drop-out in primary education from some selected agro-economic, socio-psychological and cultural factors.

Specific objectives

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.

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