

## **Influencing Factors of Dropout Students in Elementary Education: a Study of two Districts in India**

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**ABSTRACT:** Dropping out of school is a worldwide phenomenon with drastic mental health consequences for children, families and society. A significant number of them go on to become unemployed, living in poverty, receiving public assistance, in prison, unhealthy, divorced, and single parents of children who are likely to repeat the cycle themselves. Most of the developing countries have rapidly increasing population with a high proportion of children. The adult population invariably is not able to provide universal education to all children which results in high dropout. The country India is not an exception Dropout rates have remained negative between Classes 4 and 5. In the country a large variation persists in the condition of education differ state to state and district to district within state. The paper investigates the factors influencing the school dropouts at the elementary level in two sample districts of Uttar Pradesh in India. Both primary and secondary data has been used to prepare this paper. Paper suggests some suggestions to retain students in schools and complete their education without hindrances.

**Keywords:** Dropouts, dropout factors, elementary education, school education.

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### **I. INTRODUCTION**

The rate of development of any country depends on the educated population living in the country. <sup>[1]</sup> Most of the developing countries have rapidly increasing population with a high proportion of children. The adult population in variably is not able to provide universal education to all children which results in high dropout. The country India is not an exception. In the year 1993, 27 million children entered school in Class 1 in India but only 10 million (37%) of them reached Class 10 in 2003. Dropout rates peak in the transition between Class 1 and 2 and again in Classes 8, 9 and 10. Dropout rates have remained negative between Classes 4 and 5. In the country a large variation persists in the condition of education differ state to state and district to district within state. It should be recognized that the Indian scenario is too complex and varied to effectively capture by aggregate national figure. Some states would move quite close to the target by the end of the plan period while some others would remain far behind. <sup>[2]</sup> The state of Pondicherry improved its performance with regards to school dropouts from the fourth place in 1991 to the first in 2001, displacing Kerala as the best performing state in the country. The states of Uttar Pradesh, Bihar, Jharkhand, and Arunachal Pradesh perform poorly in this ranking. Government data indicate improvement in the rates of school enrolment. The gross enrolment ratio (GER) for the schooling aged children in 2004-05 for the country as a whole was 93.5, which has risen from 32 in 1950-51 and 86 in 1990-91. Thus, between 1990-91 and 2004-05, the GER improved only by 7.3 percentage points. The rate of dropouts from elementary schools in the same year remains as high 50.84%. Even at the primary levels in 2003-04, the dropout rate was 31%. <sup>[3]</sup> However, there may be problems in looking at enrolment data without attention to attendance and retention rates. Thus, the actual rates of dropout from schools may be much higher than those depicted. The Right of Children to Free and Compulsory Education Act, 2009 promises free and compulsory education to all children in the age group of 6-14 years. <sup>[4]</sup> The concept of compulsory education for all was an old concept. It is interesting to note that Central Advisory Board of Education on Post-war Educational Development came to the conclusion in the year 1944 "that a system of universal, free and compulsory education for all boys and girls between the age 6 and 14 should be introduced as quickly as possible. <sup>[5]</sup> Ultimately this concept of free education came in existence in 86<sup>th</sup> amendment to the Indian Constitution enacted in December 2002 made free and compulsory education a fundamental right for all children in the age group 6-14 years. <sup>[6]</sup> At this stage it is not enough to talk only about the fundamental rights and fundamental duties of the citizens. It is equally necessary to give serious thought to the fundamental duties of the government. <sup>[7]</sup> If the goal of universalisation of elementary education is to be achieved there is a strong need for an enrolment drive and an action plan to ensure the attendance and retention of those enrolled. <sup>[8]</sup>

This paper investigates the factors influencing the school dropouts at the elementary level in two sample districts of Uttar Pradesh in India. Lucknow district (State Capital) and Barabanki district has been taken as sample districts to find out the problems of these dropout children's. Paper based on the responses of 200 (100 from each district) dropout students' households selected through conducting school and household survey. Both primary and secondary data has been used to prepare this paper. The major factors influencing school dropouts were found to be household work, to look-after siblings at home, lack of parental guidance in studies, large family size, poor economic condition of the family, lack of time for study, punishment by teachers, terror of teachers, lack of interest in studies, etc. Paper suggests some suggestions to retain students in schools and complete their education without hindrances. Household work, lack of parental guidance in studies, large family size, poor economic condition of the family, failure in examination, lack of time for study, punishment by teachers, lack of interest in studies, lack of parental interest in continuation of studies, dislike of teachers, ill-health and illiteracy of parents were found to be the major reasons for dropping out of students from the schools in this study. Moreover, the reason for dropping out varies between the rural and urban sectors and across economic classes. Three principal reasons in the rural areas are household atmosphere, financial constraints and quality of education.<sup>[9]</sup> To stop the Dropout from elementary education and to improve the education of our children, only intension and efforts are not enough. We need the combination of vision, commitment and develop professional research orientation for nation building.<sup>[10]</sup> Paper suggests that more attempts or programmes should be brought forward to solve the problems of these children's education.

In elementary education most of the children drop-out from their classes at different stages of single or multiple reasons those are some time visible and some time in hidden mode. During their course of studies multiple causes affect their uninterrupted schooling resulting into drop-out. This dropping out phenomenon makes hindrances in government educational programme and make slow down the rate of development of a country particularly in case of India which is a developing country. At this juncture it is necessary to trace-out the causes of dropping out children from elementary education. In this context there are four factors those are basically responsible for the smooth and uninterrupted schooling of the children. These factors are- parents, teachers, government and government machinery. It requires regular monitoring and evaluation. Also it is necessary to provide all required facilities to students of elementary education by the parents, teachers, government and government machinery well in time. Now the question arise that at what level of these factors creating obstacle during the study of children's at elementary level of education and which factor is highly influencing drop-out phenomena? It is important to look all these factors carefully and remove them specially those are highly influencing and effecting drop-out students. Simultaneously, it should also find out whether dropout is higher in rural area or in urban area of a district and causes behind it. This is also important to find out whether dropping out from different classes of elementary education girls are dropping-out higher or boys are dropping-out higher as compare to girls. This should be drawn in the form of drop-out rates. This paper has an attempt to solve all these questions by making a field survey in two districts of the state of India namely Uttar Pradesh.

## II. OBJECTIVES

The main objectives of this paper are as follows:

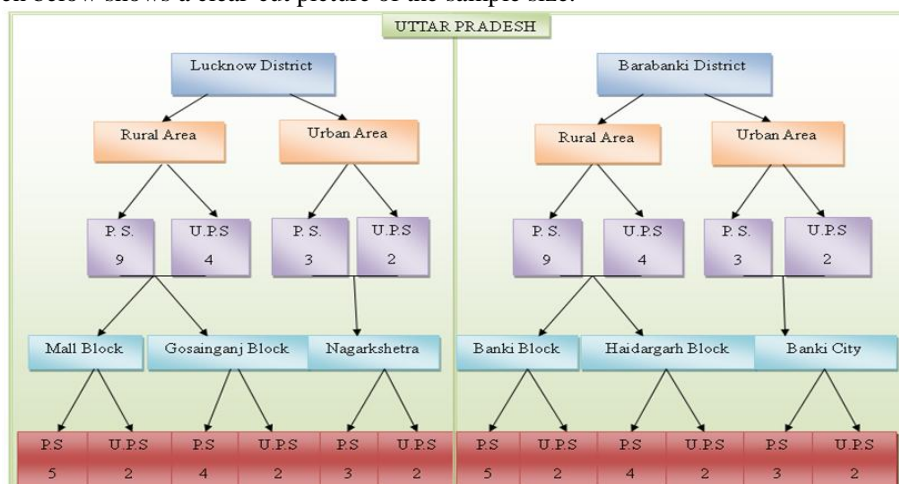
- 1- To find out the influencing factors which forces students to Drop-out from Elementary Education.
- 2- To find out remedial major to stop dropping out students from elementary education.
- 3- To find out way to take dropout students back in to the main stream of the education.
- 4- To suggest some measures to control dropout situation at elementary level.

## III. HYPOTHESES

- 1- Adverse conditions turn into favourable conditions; children will stop dropping out from Schools.

## IV. SAMPLE DESIGN

The chart given below shows a clear-cut picture of the sample size.



Two districts have been selected from U. P. state of India, namely- Lucknow (State Capital) and Barabanki (Adjoining district) for the calculation of drop-out children, to enquire their problems and to enquire the factors positively effecting dropping out students through triangulation data bases and enquiries i.e. EMIs data, school records data and household survey data. All together we have surveyed 36 schools. Out of which 26 schools were from rural areas and 10 schools from urban areas those have been randomly selected for survey. For the collection of household data we have taken 200 households (100 household from each district).

## V. METHODOLOGY

This paper has been abstracted from the thesis work of the author which is based on both primary and secondary data and information. This paper is based on both primary and secondary data and information. For the purpose two districts of Uttar Pradesh, one of the highly populated states in India has been selected on the bases that one district namely Barabanki is educationally backward and second Lucknow district which is educationally normal and is state capital too. Both these districts are adjoining to each other. The data collected from these districts indicate gross enrolment ratio (GER) of student's up to the class 8<sup>th</sup> and also collected gender wise, caste wise and religion wise data of drop out students. For the collection of primary data we have conducted a field survey of the household of drop-out students after collecting secondary data and information from EMI data and schools data. For the collection of secondary data and information we have visited State Project Director (SPD) Office in Lucknow and also visited BSA office, DITE office of the concerning districts and consulted different library. Published sources on the problem of dropout have also been utilized.

## VI. DATA ANALYSES

**6.1. School Going and Not Going Children-** According to EMI data there were 7,77,842 children residing in Lucknow district and having the age group of 6 to 14 year in the year 2010-11. Out of these total children 7, 65,512 were going to school and 12,330 were not going to school. In the year 2011-12 there were 7, 22,714 children residing in Lucknow district. As compare to last year school going children increases and school not going children reduces. Similarly in the next year 2012-13 and also 2013-14, school going children showing high number and school not going children reduces. This is a healthier sign as school not going children reducing in numbers continuously since last three years. This is similar situation in Barabanki district was also observed in which school not going children are reducing and obviously school going children are increasing and is a healthy sign. If we talk about enrolment then the EMI data shows that gross enrolment ratio in the both districts was more than 99 per cent and was satisfactory in the connection of enrolment of the students in elementary education. These children are those children living in catchment areas of the primary and upper primary schools. The goal of universalization of education in India seems very near to achieve with these data of enrollment of children in schools. But weather all these enrolled students complete their elementary education smoothly or not is a big question. As a matter of fact they are not able to continue their education up to class 8<sup>th</sup> due to various reasons and factors. During the course of their studies students leave their education from different classes as negative factors create hindrances during the course of their studies and them drop-out from schools.

**Table-1:** School Going and Not Going Children (6 to 14Years of Age Groups)

Year	Lucknow			Barabanki		
	School Going Children	Not School Going Children	Total Children	School Going Children	Not School Going Children	Total Children
2010-11	7,65,512	12,330	<b>7,77,842</b>	6,59,662	4,885	<b>6,64,547</b>
2011-12	7,17,189	5,525	<b>7,22,714</b>	6,39,999	1,589	<b>6,41,588</b>
2012-13	9,79,492	3,302	<b>9,82,794</b>	6,46,177	1,090	<b>6,47,267</b>
2013-14	9,98,922	2,212	<b>10,01,134</b>	6,49,004	945	<b>6,49,949</b>

Source: EMI Data

**6.2. Total Drop-Out Students-** Taking both Lucknow and Barabanki districts together we have found that 11, 207 children were drop-out from elementary education. Out of these drop-out children 69.51 per cent were in Lucknow district and 30.49 per cent were in Barabanki district. Although in the year of 2011-12 the total number of drop-out children reduces tremendously but the percentage dropout in Lucknow district was higher at side as compare to Barabanki district. This situation again appears in the year of 2012-13. The percentage drop-out children in Lucknow district was 79.99 per cent and percentage drop-out in Barabanki district was only 20.01 per cent. But in absolute number the drop-out students reduces during the year 2010-11 and 2012-13. It is interesting to note that in year 2013-14 higher rate of drop-out in Barabanki district appears as compare to Lucknow district. In Lucknow district drop-out rate reduces while in Barabanki district this rate increases more

than double since last year. As this data of drop-out children has been taken from EMI data which is indicating a sharp decline of drop-out children may be due to the seriousness of teachers doing hard work to retain students in the school and parents are becoming more serious to words their wards for education and may be otherwise.

**Table-2: Total Drop-Out Students (6 to 14 of Age Groups)**

Year	Lucknow	Barabanki	Total
2010-11	7,790 (69.51)	3,417 (30.49)	<b>11,207 (100.00)</b>
2011-12	3,149 (77.49)	915 (22.51)	<b>4,064 (100.00)</b>
2012-13	2,242 (79.99)	561 (20.01)	<b>2,803 (100.00)</b>
2013-14	444 (58.73)	312 (41.27)	<b>756 (100.00)</b>

Source: EMI Data

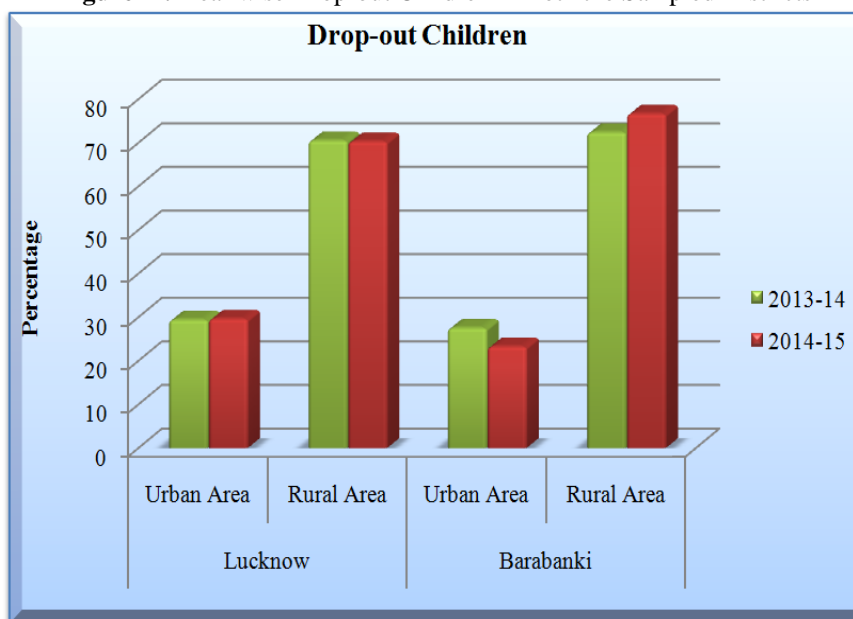
**6.3. District and Area wise Dropout-** According to our survey in the sample schools in both rural and urban areas of the Lucknow and Barabanki districts the dropout students in rural areas were more than 70 per cent in Lucknow district, while dropout in rural areas of Barabanki district was higher as compare to Lucknow rural areas and was 72.44 per cent in the year 2013-14 which increase to 76.69 per cent in the year 2014-15. But it was a reverse situation in urban area of Lucknow and Barabanki districts. In Lucknow urban area dropout students were higher (more than 29 per cent) as compare to urban areas of Barabanki district. This phenomenon has also been depicted in the graph form which is given below in figure 1.

**Table-3: District wise Drop-out Children (Both in Primary and Upper Primary Schools)**

Year	Lucknow			Barabanki		
	Urban Area	Rural Area	Total	Urban Area	Rural Area	Total
2013-14	167 (29.45)	400 (70.55)	<b>567 (100)</b>	105 (27.56)	276 (72.44)	<b>381 (100)</b>
2014-15	113 (29.66)	268 (70.34)	<b>381 (100)</b>	107 (23.31)	352 (76.69)	<b>459 (100)</b>

Source: School Survey

**Figure- 1: Year wise Drop-out Children in Both the Sampled Districts**

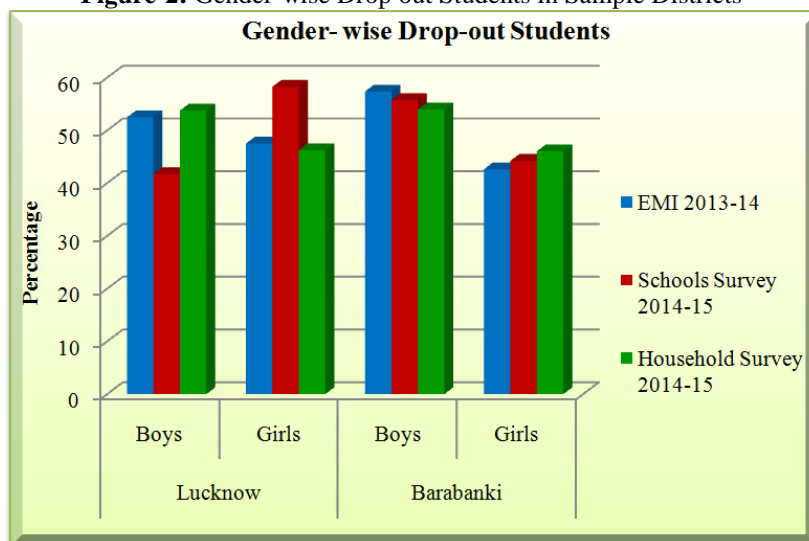


**6.4. Gender-wise Drop out Students in sample districts-** The table below shows three types of data i.e. EMI data of the year 2013-14, school survey and household survey data of the year 2014-15. Very first of fowl we have gather EMI data from BSA office of the concerning district. EMI data depicts that among the total drop-out students boys were having higher percentage in both the districts but according to school survey it has been found that among the total drop-out students in Lucknow district girls drop-out were higher as compare to boys. On the other side in Barabanki district boys drop-out were higher as compare to girls. But according to household survey boys' drop-out were higher in terms of percentage in both the district. This is also clearly highlighted in the figure-2 given below.

**Table-4: Gender-wise Drop out Students**

Source of Data	Lucknow			Barabanki		
	Boys	Girls	Total	Boys	Girls	Total
EMI 2013-14	233 (52.48)	211 (47.52)	<b>444</b> <b>(100)</b>	179 (57.37)	133 (42.63)	<b>312</b> <b>(100)</b>
Schools Survey 2014-15	159 (41.73)	222 (58.27)	<b>381</b> <b>(100)</b>	256 (55.77)	203 (44.23)	<b>459</b> <b>(100)</b>
Household Survey 2014-15	50 (53.76)	43 (46.24)	<b>93</b> <b>(100)</b>	75 (53.96)	64 (46.04)	<b>139</b> <b>(100)</b>

**Figure-2: Gender-wise Drop out Students in Sample Districts**



**6.5. Caste wise Drop-out Rate in sample districts-** If we look caste wise drop-out rate among students of Lucknow district it has been found that highest drop-out were among SC students followed by OBC, Minority and General Caste students which can be seen through EMI, school and household survey. Similarly, in Barabanki district SC students were highest drop-out. In these districts it has been inform by BSA that OBC students were the next highest drop-out after the SC students followed by Minority and General caste students. But in case of our school and household survey in Barabanki district SC students were highest drop-out and followed by minority students, OBC and General students.

**Table-5: Caste wise Drop-out Rate**

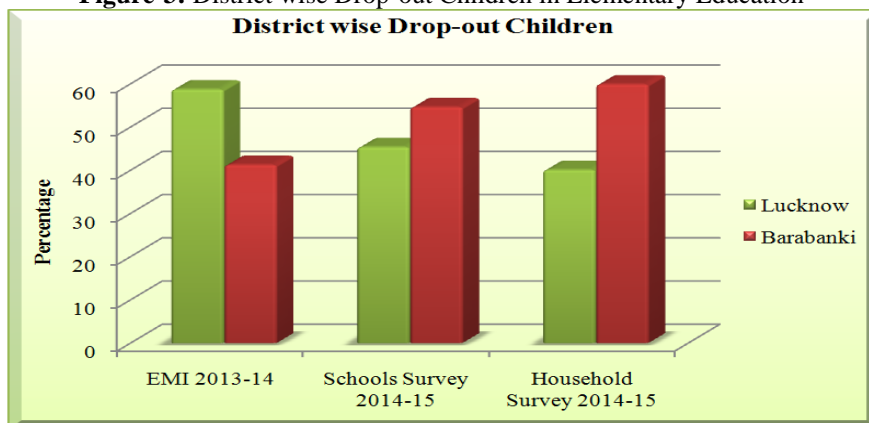
Source of Data	Lucknow						Barabanki				
	SC	ST	OBC	Minority	General	Total	SC	OBC	Minority	General	Total
EMI 2013-14	172 (38.74)	5 (1.13)	116 (26.13)	69 (15.54)	82 (18.47)	<b>444</b> <b>(100)</b>	109 (34.94)	101 (32.37)	96 (30.77)	6 (1.92)	<b>312</b> <b>(100)</b>
Schools Survey 2014-15	143 (37.53)	-	106 (27.82)	98 (25.72)	34 (8.92)	<b>381</b> <b>(100)</b>	170 (37.04)	109 (23.75)	134 (29.19)	46 (10.02)	<b>459</b> <b>(100)</b>
Household Survey 2014-15	47 (50.54)	-	24 (25.81)	16 (17.20)	6 (6.45)	<b>93</b> <b>(100)</b>	62 (44.60)	28 (20.14)	40 (28.78)	9 (6.47)	<b>139</b> <b>(100)</b>

**6.6. District wise Drop-out Rate-** According to EMI data drop-out rate in Lucknow district was higher (58.73 per cent) as compare to Barabanki district (41.27 per cent). According to school and household survey the drop-out rate was higher in Barabanki district as compare to Lucknow district. These variations may be due to the reason that data of EMI belong to entire district and the data of school and household survey belongs to sampled school and household. Figure 3 also clearly depicts district wise drop-out rate by EMI, school and household survey data.

**Table-6:** District wise Drop-out Rate

Source of Data	Lucknow	Barabanki	Total
EMI 2013-14	444 (58.73)	312 (41.27)	756 (100.00)
Schools Survey 2014-15	381 (45.36)	459 (54.64)	840 (100.00)
Household Survey 2014-15	93 (40.09)	139 (59.91)	232 (100.00)

**Figure-3:** District wise Drop-out Children in Elementary Education



**6.7. Reasons of Drop-out-** According to household survey conducted by us in the sampled schools of both the districts we have found that a number of reasons were there for leaving studies during the course of elementary education. We have broadly categorized these reasons in two categories- main reasons of dropout and other reasons of dropout. There were three main reasons of dropout students, those are- economic reasons, social reasons and religion causes or reasons. Most of the students left their studies from elementary education due to economic reasons. Social and religion reasons were found mostly in the rural areas of these districts. Due to social reasons girls are not permitted to continue their studies and forced for marriage. On the other side Children are not studying or left their formal education as their parents believe that they should have to complete their religious education first then they will read other school education. Due to economic reasons most of the dropout children from schools help their parents by doing some job at dhabas, tea stalls, domestic servants, on retail shops or in manufacturing units etc. and become child labour. This creates violation of two laws of the country: (a) Right to Education Act and (b) Child Labour Act. The second categories of reason of dropout include taking care of siblings at home, helping to parents in their business, less teaching in schools, misbehavior of teachers in schools, sickness of some family member in the family, illness of student himself, less interest in studies, migration of parents, death of parents and illiterate parents. If we remove above causes or reasons of dropouts among students we would be able to stop dropout phenomenon from elementary education and dropout would be negligible.

**Table-7:** Reasons of Drop-out

Reasons of Drop-out	Lucknow		Barabanki		Total	
	Rural	Urban	Rural	Urban	Rural	Urban
Economic	12 (42.86)	7 (53.85)	16 (57.14)	6 (46.15)	28 (100.00)	13 (100.00)
Social	8 (57.14)	-	6 (42.86)	-	14 (100.00)	-
Religion	6 (46.15)	-	7 (53.85)	4 (100.00)	13 (100.00)	4 (100.00)
<b>Other Reasons</b>						
Take care of Sibling	2 (25.00)	3 (37.50)	6 (75.00)	5 (62.50)	8 (100.00)	8 (100.00)
Help in Parents Business	3 (37.50)	5 (45.45)	5 (62.50)	6 (54.55)	8 (100.00)	11 (100.00)
Less Teaching in School	12 (41.38)	6 (33.33)	17 (58.62)	12 (66.67)	29 (100.00)	18 (100.00)
Misbehaviors of Teacher's	-	-	4 (100.00)	-	4 (100.00)	-
Family sickness	-	1 (20.00)	1 (100.00)	4 (80.00)	1 (100.00)	5 (100.00)
Illness of Students	3 (60.00)	-	2 (40.00)	2 (100.00)	5 (100.00)	2 (100.00)

Not Interested in Study	9 (45.00)	4 (33.33)	11 (55.00)	8 (66.67)	<b>20</b> <b>(100.00)</b>	<b>12</b> <b>(100.00)</b>
Migrated	1 (50.00)	-	1 (50.00)	-	<b>2</b> <b>(100.00)</b>	-
Death of Parents	2 (100.00)	-	-	-	<b>2</b> <b>(100.00)</b>	-
Illiterate Parents	9 (42.86)	-	12 (57.14)	4 (100.00)	<b>21</b> <b>(100.00)</b>	<b>4</b> <b>(100.00)</b>
Total	67 (43.23)	26 (33.77)	88 (56.77)	51 (66.23)	<b>155</b> <b>(100.00)</b>	<b>77</b> <b>(100.00)</b>

Source: Household Survey 2014-15

**6.8. Whereabouts of Drop-out Students at Present-** The present status of dropout students has been inquired by conducting a household survey of the dropout students in both Lucknow and Barabanki district. It has been found that most of the children were either staying at home or engaged in some work to earn money. Those are staying at home were helping parents in a way or other and sometime wandering here and there without any job.

**Table-8:** Whereabouts of Drop-out Students at Present

Particulars	Lucknow		Barabanki		Total	
	Rural	Urban	Rural	Urban	Rural	Urban
At House	45 (44.55)	18 (32.14)	56 (55.45)	38 (67.86)	<b>101</b> <b>(100)</b>	<b>56</b> <b>(100)</b>
In Profession	22 (40.74)	8 (38.10)	32 (59.26)	13 (61.90)	<b>54</b> <b>(100)</b>	<b>21</b> <b>(100)</b>
Total	67 (43.23)	26 (33.77)	88 (56.77)	51 (66.23)	<b>155</b> <b>(100)</b>	<b>77</b> <b>(100)</b>

Source: Household Survey 2014-15

**6.9. Professional Status of Drop-out Students-** It has been found that drop out cases were higher in rural areas as compare to urban areas in both the districts. Those children are in some profession after leaving studies from elementary level of education were working in Tea stall, Dhabas/ Restaurants or became vegetable vender but it was found that all they were boys in both rural and urban areas of the district. In most of the cases girls were engaged in the profession like chikan work and dardozi work especially in Lucknow district but dropout girls in Barabanki district were engaged in printing work of cloths Dholak/ Drum manufacturing works etc. Few children were doing welding work at welding shop and others were agricultural labour in rural areas of the both districts.

**Table-9:** Professional Status of Drop-out Students

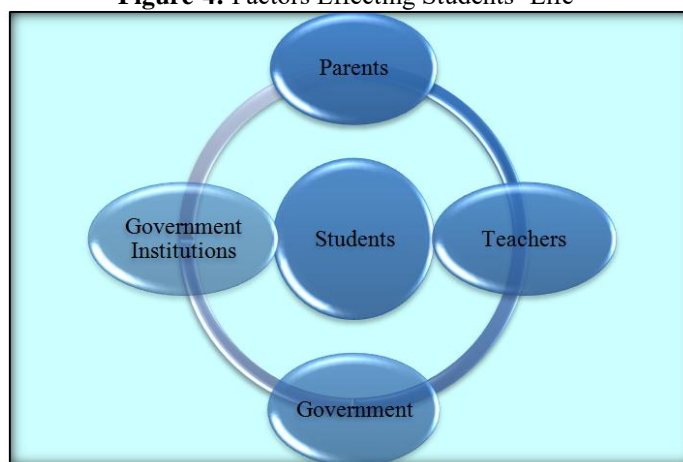
Name of Professions	Lucknow		Barabanki		Total	
	Rural	Urban	Rural	Urban	Rural	Urban
Tea Stall	2 (40.00)	-	3 (60.00)	-	<b>5</b> <b>(100)</b>	-
Dhaba/ Restaurant	1 (33.33)	2 (50.00)	2 (66.67)	2 (50.00)	<b>3</b> <b>(100)</b>	<b>4</b> <b>(100)</b>
Vegetable vender	3 (42.86)	-	4 (57.14)	-	<b>7</b> <b>(100)</b>	-
Printing/ of Cloths	-	-	9 (100)	8 (100)	<b>9</b> <b>(100)</b>	<b>8</b> <b>(100)</b>
Chikan Work	6 (100)	3 (100)	-	-	<b>6</b> <b>(100)</b>	<b>3</b> <b>(100)</b>
Dardozi Work	5 (55.56)	2 (66.67)	4 (44.44)	1 (33.33)	<b>9</b> <b>(100)</b>	<b>3</b> <b>(100)</b>
Welding Work	1 (100)	1 (100)	-	-	<b>1</b> <b>(100)</b>	<b>1</b> <b>(100)</b>
Drum Manufacturing	-	-	5 (100)	2 (100)	<b>5</b> <b>(100)</b>	<b>2</b> <b>(100)</b>
Agricultural Labour	4 (44.44)	-	5 (55.56)	-	<b>9</b> <b>(100)</b>	-
Total	22 (40.74)	8 (38.10)	32 (59.26)	13 (61.90)	<b>54</b> <b>(100)</b>	<b>21</b> <b>(100)</b>

Source: Household Survey 2014-15



**6.10. Factors Effecting Students' Life-** There are four main factors those are most effective in the students' life. These factors are parents, teachers, government and government institutions. Parents are the first and foremost factors of a child responsible to start his/ her life as student and to start begin of their carrier. Without parents, will and wish, a child cannot approach to school for his/her school and then they have to take care of their ward throughout their study period. The second factor is teacher, those are responsible to provide education in such a way so that a student may understand and learn their course work easily and effectively. The behavior of the teacher should be very polite and affectionate with the students so that they can take interest in their studies instead of fear of the teacher. The teacher should be very polite with their students so that students may be enthusiasm to attain each class every day with interest, instead of discouraging and terrorize them. Government has a great role in the student life to provide them all sort of facilities for education and hassle free atmosphere. Government institutions have also equally responsible for creating atmosphere and extend all facilities regularly and effectively to all schools and students so that students can continue their studies without any problem and not a single student leave or dropout from the study.

**Figure-4: Factors Effecting Students' Life**



## VII. SUGGESTIONS

To control dropout situation among boys and girls in elementary education and bring dropped-out children back to main stream of education this paper suggest following suggestions:

1. The main factor of drop-out students is economic factor; due to this factor it is difficult to continue elementary education smoothly by the parents. So along with other facilities like- copy, pen, pencil, color and geometric box should also be provide by the government to the students so that parents may continue their ward's education without hindrances.
2. Drop-out phenomenon is also due to social causes and believes of society particularly for girls. People especially in rural area's believe that girls should not go to school because they have to go other family after the marriage and she should learn only doing household activities i.e. cooking, cleaning of houses and take care of siblings. This is what a girl has to perform for her family in near future and most of the time their parents married their daughter in a early age just to complete their social duty. This should be stop forcibly and action should be taken against such parents according to country's law.
3. Third factor which influence students to drop-out from their studies is religious factor. Parents of such type of drop-out students want to provide religious education prior to formal education and they stop sending their children to school and provide them religious education (deeni taleem). It is suggested that religious education should be provided along with formal education in the school and one period of such education should be there to those students opting such religious education so that children may continue their studies.
4. Teachers of elementary classes should be regular, polite with the students and must be trained to teach them. All facilities to the children with special need (CWSN) should be provided to them in every school by the government institutions with the help of teachers which are documented and compulsory.
5. It is suggested that the teachers of such schools where drop-out students are there must be approached to their residence and make a meeting with the parents of drop-out students to convince them to send their ward back to school.
6. Government has a great role in the student life to provide them all sort of facilities for education and hassle free atmosphere. Government policy must be effective as it should be facilitating to all schools at elementary level along with the regular monitoring and evaluation.



7. Government institutions have also equally responsible for creating atmosphere and extend facilities regularly and effectively to all schools and students so that students can continue their studies without any problem and not even a single student leave or dropout from the study.

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