

## **CHAPTER -2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. INTRODUCTION**

Review of existing literature is an integral part of any research study. It helps the researcher to assimilate /compare findings of this present study with existing available knowledge. It also helps the researcher to establish linkage between what is intended to be examined and what has already been found out. A careful review of research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study (Koul, Lokesh, 2006).

In the present study, the investigator tried to gather and review various related literatures like evaluation studies of Sarva Shiksha Abhiyan Mission, research articles, thesis and other publication related to this study conducted at International, National and Regional level. These literatures facilitated the investigator to get an overall picture on the area of Out of School Children Intervention. Moreover, these literatures gave a direction to the investigator to conduct her study in a proper way. In the present study, the investigator has divided the existing reviews into three parts viz International studies, National studies & Regional studies.

#### **2.2 INTERNATIONAL STUDIES:**

The investigator has reviewed some of the western studies relevant to this investigation:

1. **P.N. Dave.,[1992]** studied on “*Out of School Education in South Asia, a Scenario*”. The main objectives of the study were: i) to review experience, relevant to the South Asian region of strategies for providing basic education to those outside school; ii) to concentration on the needs of out of school children,

particularly the programmes offering the equivalence of primary education; iii) to see the relationship between non-formal education programmes of children and adult literacy, taking into account some well documented adult literacy programmes (without attempting a general review); and iv) to consider the audience addressed by out of school programmes, their organization, their content and methodology, their costs and effects, and the extent to which they have proved to be sustainable.

The study found that 50% children in India (during the years, 1978-82) and Pakistan (during the years, 1981-85) quit school; the percentage of dropout is more than 80% in Bangladesh (during the years, 1981-85). The study also revealed that dropout rate of girls is considerably higher in Pakistan than in the other two countries. Factors such as poor physical facilities, indifferent teachers, poor teaching materials, irrelevant curriculum, curriculum load etc. were found responsible for dropout of young children.

2. **Porteus, K., Clacherty, G., Mdiya, L., Pelo, J., Matsai, K., Qwabe, S. & Donald, D., [2000]** studied on “*Out of school children in South Africa: An analysis of causes in a group of marginalised, urban 7 to 15-year olds.*” The main objective of the study was to analyse the factors underlying school non-attendance in three poor, marginalised communities in South Africa. The findings revealed that ‘poverty’, including the interaction between physical, social and psychological factors, has greatest influence on children’s being out of school. The study concluded that poverty needs to be addressed as a priority to bring children in school in South African society.
3. **Rumberger, Russell W., [2001]** studied on “*Why Students Drop Out of School and What Can be Done*”. This paper examines why students drop out of school and what can be done about it. The paper reviews the theoretical and empirical

research that attempts to explain why students drop out of school based on two different conceptual frameworks. One framework is based on an individual perspective that focuses on individual factors associated with dropping out; the other is based on an institutional perspective that focuses on the contextual factors that found in students families, schools, communities and peers. The next section of the paper examines various strategies to address the dropout, reviewing examples of both programmatic and systemic solutions, and the extent to which policy can promote them. The study found that dropping out is not simply a result of academic failure, but rather often results from both social and academic problems in school. The study observed that these problems are influenced by a lack of support and resources in families, schools, and communities. The study indicates that remediation of the student's ineffective problem-solving skills regarding social interactions and task performance, personal recognition and bonding activities, intensive attendance monitoring, frequent teacher feedback to parents and students, direct instruction and modeling for parents, integration of school and home needs with community services, alternative programs etc. may be taken as specific interventions for reducing drop out.

4. **Sarasota County Openly Plans for Excellence.,[2003]** conducted a study on “*School Dropout*”. The main purpose of the study was to explore the reasons of non-completion of high school by e Sarasota County youth , the impact of school dropout on individuals and the community, identifying children who drop out of school, role of public and private organizations, and how they coordinate in their efforts. The study focuses on the public school system and examines school dropout at the district level. The study showed that poverty, regardless of race, ethnicity or gender, lower the family incomes are strongest predictors of dropping out. This study considers what the community can do to increase the proportion of

Sarasota County youth who complete their high school education, either traditional high school or an alternative that supports their goals.

5. **Tuladhar, SK., [2004]** conducted study on “*The out-of-school children’s programme in Nepal: An analysis*”. The aim of the study to provide an alternative basic education programme for school-aged children who have no access to formal education, cannot afford to attend school full-time, or have dropped out of formal education. As opposed to functioning as a bridging course or reintegration programme, this programme is the Nepalese government’s attempt to develop a non-formal education system that operates parallel to the formal education system. The out-of-school children’s programme (OSP) is offered at 2 levels. At level 1, the focus of the programme is to build literacy, numeracy and basic skills of 8 – 14-year-old dropouts. Once the course is over, these children can rejoin Grade 3 of primary education. Level 2 targets dropout students from Grades 3, 4 or 5 who can rejoin Grade 5 of formal schooling upon graduation. The study found that just over half of the children from level 1 joined level 2, while a quarter joined levels 2 and then transitioned into formal schools, suggesting it was somewhat successful.
6. **Sakurai, Riho., [2006]** conducted a study on “*Child Labour and Education*”. Sakurai’s study on “Child Labour and Education” describes that almost all out-of-school children are in developing countries, especially in South Asia and sub-Saharan Africa where child labour is a serious problem. While the number of child labourers decreased somewhat from 2000-2004, a huge number of out-of-school children are child labourers, most of whom work out of poverty. The study found that recent cash transfer programmes have a comprehensive social protection approaches that encourage schooling by providing beneficiary compliance with requirement of schooling, vaccine or other health-related conditions. The study also found that these cash-transfer programmes have tried to dismantle the intergenerational poverty cycle and thus, have improved school attendance while

reducing the number of child labourers. Hence, this study concluded that cash-transfer programmes will contribute not only to achieve one of the most desired goals, universal primary education but also as a long-term educational investment for children.

7. **Caseley- Hayford L., & Ghartey A., [2007]** studied on “*The Leap to Literacy and Life Change in Northern Ghana: An impact assessment of School for Life (SfL)*”. The main objective of the study was to analyse and document the impact of the SfL approach on the delivery of quality education to children in underserved areas of the Northern Region. School for Life (SfL) is a functional literacy programme for out-of-school children in the Northern Region and was designed as a complementary educational programme for children between the ages of 8-14. Findings of the study indicated that SfL approach has improved access and retention of children and reduce dropout rate across the 12 districts in the Northern Region. The study observed that implementation of the School for Life approach can help out of school children become literate, remain literate and enter higher levels of formal education in northern Ghana.
  
8. **Kanamugire, C., & Rutakamize, J., [2008]** studied “ *The remedial programme for out-of-school and dropout children in Rwanda*”. The main aim of the study was to assess the remedial programme in Rwanda for bring back children who are out of- school or unschooled, even though they are over the legal enrolment age into the formal education system. The study found that the remedial programme for out-of-school children(OoSC) has effectively influenced in improving access to education by OoSC and returned these children to the school. The study examined that remedial programme in Rwanda could educate children and make them competent to earn their living. Since this educational practice has great potential for reflection and learning and this could return many out-of-school children to the

school, the study suggested for replication of the programme in the formal school system to improve the quality of education and increase access of OoSC in education in Rwanda and other countries.

9. **Rumberger, Russell., & Lim, Sun Ah., [2008]** *conducted a study on “Why Students Drop Out of School: A Review of 25 Years of Research”*. This study highlighted the factors that are responsible for dropping out of children. The main objective of the study was to identify the factors which are responsible for dropping out of children. This study shows that poor academic achievement at elementary level is one of the strongest predictors of dropping out of children. It was also found that absenteeism, delinquency, and substance abuse—are strong indicators of dropping of children. The study shows that families, schools, and communities also affect students for dropping out from school. For better understand and find out the causes behind students’ decisions for dropping out, they reviewed the past 25 years of research on dropouts. The review was based on 203 published studies that analyzed a variety of national, state, and local data to identify statistically significant predictors of high school dropout and graduation. This study identified two main types of factors that predict whether students drop out or graduate from high school: one factor associated with individual characteristics of students, and another factor associated with the institutional characteristics of their families, schools, and communities.
  
10. **Dorman, Peter., [2008]** conducted a study on *“Child labour, education and health: A review of the literature”*. This paper reviewed the rapidly-expanding literature on the relationships between child labour, education and health. The study showed that child labour as an economic and social problem. The study found that child labour is increasingly being viewed as, above all, a human capital problem, measurable by its impacts on education and health.

11. **Subedi, Udyog., & Nepal, Saroj K., [2009]** conducted a study on “*Enrolment and Retention Strategies in Bhutan*”. The main objective of the study was to understand whether current policies have led to full enrolment and retention and if not identify where the un-reached, out-of school children are and why they are out of school. The study was carried out in two phases. The first phase involved extensive consultations with a wide range of stakeholders and desk assessment of policy and relevant documents. The second phase was an assessment based on the field survey with various stakeholders. The study showed that the reasons for not attending or not being able to attend school were parents to retain them for domestic tasks or parents did not bother to enroll them, poverty and institutional factors etc. The study also found that inability of parents to bear costs, bad peer influence, help parents at home with domestic tasks, early marriages or teenage pregnancy, inadequate facilities especially in primary schools, lack of support from parents etc. are also main reasons for dropping out from school.
12. **Gabriela, Chirteș., [2010]** conducted a “*Case Study into the Causes of School Dropout*”. The study was carried out during 2008-2009 and it consisted of 2 steps: the first one consisted of identifying the cases of absenteeism while the second one consisted of an investigation of the previously identified situations. The study found that risk of school dropout is much higher in families with a low standard of living, who have to deal with poverty and marginalization. This study revealed that there is a strong connection between the family environment and the rate of school dropout. The study also found that school dropout rate is highest in the poorer families. Factors identified by the study viz low income, low educational abilities of the parents, no workplace, excessive consumption of alcohol, divorce, use teenagers in rural areas for labour work were main causes of school dropout.

13. **Wagle, Dhirendra., [2012]** studied on “*Dropout of Children from schools in Nepal*”. This study focused on the reasons of dropout of children from schools and the possible consequences of being dropped out of the rural and remote parts of Rupandehi District. This study also looked at the daily habits of those children who dropped out of schools and tried to dig out the possible measures to reduce the problem of dropout. The study found that poverty, low household income, child marriage, child work and labour, are major reasons for dropping out of children from schools. In addition, school related problems such as corporal punishment, poor infrastructural facilities, lack of teaching learning behaviour, failing of exams, direct and indirect cost of schooling were found noticeable reasons. The study realized that several interventions such as increase in the amount and management of various scholarship programmes, improvement in the physical infrastructures of schools, child friendly teaching activities, and automatic promotion of grades can help to reduce the problem of dropout.

14. **United Nations International Children’s Emergency Fund (UNICEF)., [2012a]** conducted a study on “*All Children in School by 2015. Global Initiative on out-of-school children*”- *Kyrgyzstan Country Study*. The objectives of the study were to improve statistical information and analysis on OoSC and to scrutinize factors of exclusion from schooling and existing policies related to enhance participation of children. The study found that poverty, stigma and discrimination, marginalization, cultural attitudes towards education, lack of job opportunities other than low-skilled labour and prevalent child labour were amongst the factors which caused children to be out of school. The analysis of data also revealed that undeniable fact such as too many children in the country, deprived of their right to education or have a disability, or live in a disadvantaged or poor family were found to be responsible for children being left behind. The study suggested that effective monitoring and



evaluation system may improve participation of out of school children in education system.

**15. United Nations International Children’s Emergency Fund (UNICEF), [2012b]**

conducted a study on “*All Children in School by 2015. Global Initiative on out-of-school children*” ”- *Romania Country Study*. The main purpose of the study was to analyze the situation of out of school children, including the factors of exclusion from schooling and existing policies to enhance participation. The focus of the study was mainly on dropouts and non-attendance, rather than children who have never gone to school. The study revealed that number of children out of school in rural areas is higher in comparison with urban areas, both in the case of boys and girls. The study found that poverty, absent parents or negative attitude of family in relation with education, influence of peers or elder brothers, different disabilities or medical problems, and early marriage etc. were main reasons of drop out

**16. United Nations International Children’s Emergency Fund (UNICEF), [2012c]**

conducted a study on “*All Children in School by 2015. Global Initiative on out-of-school children*”- *Ghana Country Study*. The main aims of the study were to examine the detailed profiles of out-of-school children in Ghana, to scrutinise major barriers to school participation and to analyse existing policies and strategies to tackle key bottlenecks. The result of the statistical analyses of the study showed that roughly 70% of children of 5-6 year age group were attending either pre-school or primary school in 2008, which appears to be a substantial change from 2003. Over 85% of children of the age group of 10-14 were in school in 2008. The results of this study also showed significant increases in dropout rates at both primary and lower secondary levels between 2003 and 2008. Roughly 4% of children were dropouts in 2008 while less than one percent of children were dropouts in 2003. The study indicated that children who are not in school are more likely to come

from the lowest poverty quintiles and have parents who never attended school. The results of this study also indicated that children in child labour are more likely to be out of school compared to those not working.

17. **United Nations Educational, Scientific and Cultural Organisation (UNESCO), [2013]** study on “*Children still battling to go to school. Education for all global monitoring report: policy paper; 10*” found that conflict is a major barrier towards getting all children into school. This study showed that half of the world’s out-of-school children – 28.5 million – live in conflict-affected countries. This study emphasis on taking urgent action for bring education to the 28.5 million primary school age out of school children in countries affected by conflict. The main purpose of the study was to analyse the crisis of education in conflict-affected countries. The study found that factors such as school closure, teacher’s absenteeism, rape and other sexual violence, targeted attacks on schools and decline in humanitarian aid for education were main reasons of children being OoSC. The study suggested that action against human rights violations, an overhaul of global aid priorities, strengthened rights for displaced people and more attention to the ways education failures can increase the participation of children of conflict affected areas for accessing education.
  
18. **Sharma, Umesh, & Ng., Olivia., [2014]** studied on “*What has Worked for Bringing Out-of-school Children with Disabilities into Regular Schools? A Literature Review*”. This study was undertaken to determine (a) what is currently being done to bring out-of-school children into schools and retain them there; (b) what has succeeded in bringing out-of-school children into schools and retaining them; and (c) what is being done to bring out-of-school children with disabilities into schools? This paper reviews research on out-of-school children (OoSC), more specifically those with disabilities, with the aim of identifying possible strategies that can increase their inclusion in the education sector. Various databases were searched to identify relevant articles for the review. Only articles published after the year 2000 were included in the analysis. A total of 23 articles were reviewed.

The result shows that economical, socio-cultural and school-related variables that contribute to children being excluded from schooling. This study recommended various strategies viz alternative education, rebates and incentives, and community awareness programmes to bring out-of school children into schools.

19. UNICEF, [2014] conducted a study on “*All Children in school by 2015, Global Initiative on Out-of-School Children*”. This South Asia Regional Study covered Bangladesh, India, Pakistan and Sri Lanka. This study showed that there are a total of 27 million children out of school in Bangladesh, India, Pakistan and Sri Lanka and out of this 17 million are of primary school-age and 9.9 million of lower secondary school-age group children. Children not attending school are in most cases unaccounted for in school records. The goal of this initiative was to make a significant and sustained reduction in the number of children out of school around the world through developing comprehensive profiles of excluded children using standardized and innovative statistical methods; linking quantitative data with the socio-cultural barriers and bottlenecks that lead to exclusion and Identifying sound policies to address exclusion from education with a multi-sectorial perspective. This study gives some important new insights into the characteristics of excluded groups of children in South Asia, the obstacles they face in attending school and the major gaps in current education policy and programming on school participation across the four countries.

20. Ashim, Shanker., Diana Marian., & Christopher, Swimmer., [2015] conducted a study on “*Effective Interventions Aimed at Reaching Out-of-School Children, A Literature Review*”. The aims of the study were to aggregate the academic literature reviewing and reporting interventions for out-of-school children (OoSC) around the world to serve as a guide for potential interventions in South Asia and elsewhere. This literature review was commissioned by the UNICEF Regional

Office for South Asia (ROSA) as a follow-up to and to complement the Global Initiative on Out-of-School Children (OoSC) South Asia Regional Study (2014). This study identified some major barriers of out of school children which includes conflict, gender discrimination, child labor, language challenges and “social, institutional and environmental barriers linked to disability”. This review stated that South Asia has the highest number out-of-school children at primary and lower secondary school age level globally with 36.1 million: 9.8 million primary school age out-of-school children and 26.3 million out-of-school adolescents of lower secondary age (UNESCO-UIS, 2015a). This literature review also analyzes the decentralization of education systems and inclusive education through the lens of governance, providing short case reviews from around the world as learning examples and points of comparison.

21. **Shahidul, S.M., & Karim, A.H.M. Zehadul.,[2015]** studied on “*Factors Contributing to School Dropout among the Girls: A Review of Literature*”. The main objective of this paper was to clarify which factors contribute to the increase in the dropout rate, particularly among girls which are not quite clear in past reviews on the dropout issue. This study revealed that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. This study recommended for introducing special stipends for female students to improve female education and also making education free for them, availability of trained and qualified female teachers etc.
  
22. **Vayachuta, P., Ratana-Ubol, A., & Soopanyo, W. [2016]** studied on ‘*out-of-school’ children and youth situations for developing a lifelong education model for ‘out-of-school’ children and youth*’. The aim of the study was to examine ‘out-of-school’ children and youth situations and method of education provided for them

by the related organizations and networks. The results of the study revealed that main problems of ‘out-of school’ children and youth are low quality of life, lack of life skills and social skills, poverty, low achievement in school and behavior problems.

**Table 2.1**

**SUMMARY OF THE INTERNATIONAL STUDIES**

<b>SN</b>	<b>Author(s)</b>	<b>Year</b>	<b>Title of the study</b>
<b>1</b>	Dave	1992	Out of School Education in South Asia, a Scenario
<b>2</b>	Porteus et al.	2000	Out of school children in South Africa: An analysis of causes in a group of marginalised, urban 7 to 15-year olds.
<b>3</b>	Rumberger	2001	Why Students Drop Out of School and What Can be Done
<b>4</b>	Sarasota County Openly Plans for Excellence	2003	School Dropout
<b>5</b>	Tuladhar	2004	The out-of-school children’s programme in Nepal: An analysis
<b>6</b>	Sakurai	2006	Child Labour and Education
<b>7</b>	Caseley- Hayford & Ghartey	2007	The Leap to Literacy and Life Change in Northern Ghana: An impact assessment of School for Life (SFL)
<b>8</b>	Kanamugire & Rutakamize	2008	The remedial programme for out-of-school and dropout children in Rwanda
<b>9</b>	Rumberger & Lim	2008	Why Students Drop Out of School: A Review of 25 Years of Research
<b>10</b>	Dorman	2008	Child Labour, education and health: A review of the literature
<b>11</b>	Subedi & Nepal	2009	Enrolment and Retention Strategies in Bhutan
<b>12</b>	Gabriela	2010	Case Study into the Causes of School Dropout

SN	Author(s)	Year	Title of the study
13	Wagle	2012	Dropout of Children from schools in Nepal
14	United Nations International Children's Emergency Fund (UNICEF).	2012(a)	All Children in School by 2015. Global Initiative on out-of-school children- Kyrgyzstan Country Study
15	United Nations International Children's Emergency Fund (UNICEF).	2012(b)	All Children in School by 2015. Global Initiative on out-of-school children- Romania Country Study.
16	United Nations International Children's Emergency Fund (UNICEF).	2012(c)	All Children in School by 2015. Global Initiative on out-of-school children- Ghana Country Study.
17	United Nations Educational, Scientific and Cultural Organisation(UNESCO)	2013	Children still battling to go to school. Education for all global monitoring report
18	Sharma & Ng Olivia	2014	What has worked for Bringing Out-of-school Children with Disabilities into Regular Schools? A Literature Review
19	UNICEF	2014	All Children in school by 2015, Global Initiative on Out-of-School Children
20	Ashim et al.	2015	Effective Interventions Aimed at Reaching Out-of-School Children, A Literature Review
21	Shahidul & Karim	2015	Factors Contributing to School Dropout among the Girls: A Review of Literature
22	Vayachuta, et al.	2016	Out-of-school' children and youth situations for developing a lifelong education model for 'out-of-school' children and youth".

### 2.3 NATIONAL STUDIESS

The investigator has also reviewed some of the National studies relevant to this investigation:

1. **Jha, Jyotsna., & Jhingran, Dhir.,[2002]** conducted a study on *“Elementary Education for the Poorest and other Deprived Groups: The Real challenge of Universalisation”*. The board objectives of the study were i) to understand the challenges involved in making the universalisation of elementary education a reality ii) to understand the ways and manner in which poverty and other forms of deprivation affect school participation decisions in a verity of contexts iii) to discern and understand the factors and process which have an enabling impact from those that have a depressing impact on decisions about the schooling of children in poor households iv) to analyse the current policy and programmes frameworks in the sub-sector with the perspective developed through the above understanding. The findings of the study showed that the majority of children not attending school regularly are girls and children belonging to marginalized groups, mainly from poor households. The problems related with basic livelihood security are real for them, impacting on their life-situations significantly. Adverse socio-political positioning adds to their marginalization making them more vulnerable. The study also revealed that the universalisation of elementary education cannot be achieved without a fundamental change in the approach and functioning of the schooling system on the one hand, and socio-political empowerment of poor and deprived on the other.
2. **Ashley, LD., [2005]** conducted a study on *“From margins to mainstream: Private school outreach inclusion processes for out-of-school children in India”*. The main purpose of the study was to examine the processes involved for mainstreaming of Out of School Children from non-formal education to formal schools. The study examined effect of private school outreach programmes in India for providing basic non-formal

education to the out-of-school children focusing on children's circumstances and programme was designed as equivalent to Grade 1-5. The study focused on 3 case studies. For Cases study 1 and 2, the outreach programme worked as a bridging programme and in Case 3, the outreach programme replaced government schooling at lower primary levels and then mainstreamed children at Grade 6. The key findings of the study revealed that outreach programme increased the retention rates of OoSC by generating an atmosphere of an inclusive school.

3. **IMRB., [2005]** conducted a study viz “*All India Sample Survey to estimate the number of Out of school children*”. This sample survey was conducted for assessing the number of out of school children in the country in the age group 6-14 years. Data were collected during the months of July to October 2005 from a sample of 87874 households in 3178 villages and 1823 urban blocks covering all the districts. The findings of the survey indicated that the country had about 19.4 crores children in the age group 6-13 years (i.e. 6 to below 14 years), of whom 6.9% children were out of school. Amongst the out of school children, 68.3% children had never attended school and 31.7% were dropouts. Further, out of those children who were attending school, 97.3% studied in Government or Private recognized schools (including recognized Madarasas/ Sanskrit Pathshalas) and another 1.8% attended unrecognised schools. The remaining 0.9% children attended Education Guarantee schools, Alternative & Innovative Education centres or recognized Madarasas/ Sanskrit Pathshalas.
  
4. **Mehta, A.C., [2007]** has conducted a study on “*Student Flow at Primary Level: an analysis based on DISE Data*”. The study highlighted that the initiation of Sarva Shiksha Abhiyan is one of the programme to achieve the goal of Universalisation of Elementary Education which aims at achieving universal primary education by 2007 & universal retention by 2010. The study revealed that by measuring the dropout rate, the situation will not improve automatically but the first major exercise is to know the



reasons of low promotion and high dropout and repetition rates. The study concluded that without area-specific strategies no improvement can be expected.

5. **Pradhan, G.C., (2009)** conducted a study on “*Growth and Present Status of Elementary Education in Goa*”. The objective of the study were i) to study the growth of elementary education in Goa since 1987 and the present status in terms of , a) number of schools b) student enrolment and c) teachers population. 2) to study the dropout rate at elementary stage of education in Goa during the last one decade. 3) to find out the initiatives taken by the state in the recent years for the improvement of EE. The finding of the study revealed that number of Govt. primary schools declined substantially whereas number of private schools increased considerably. The study showed that the teacher population at elementary stage has been declined along with the decline in number of schools and enrolment. The finding of the study also showed that the enrolment trend in Goa is quite opposite to that of many other states. The enrolment was declined in Goa due to natural fall in the population of school going age group children. The study found that dropout rate at elementary stage (Class-I to VII) varied between 11.00-19.6 percent during last decade (1997-98 to 2006-07). Dropout rate is comparatively higher at primary stage than upper primary stage during last one decade except in 2006-07. The finding also revealed that out of every 100 children enrolled in Class-I, only some children could reach Class-X and rate of girls dropout is higher than the boys drop out.
  
6. **IMRB., [2009]** conducted “*All India Sample Survey to estimate the number of Out of school children*” for assessing the number of out of school children in the age group 6 to below 14 in the country. Data were collected from a sample of 99,226 households in 3234 villages and 1856 urban blocks covering all the districts. The findings of the survey indicated that the country had about 19.1 crores children in the age group 6-13 (i.e. below 14 years), of whom 4.3% children were out of school, in

2005 this figure was 6.9% . Amongst the out of school children, 3.2% children had never attended school and 1.1% were dropouts. Among boys 3.9% children were out of school and among girls 4.6 % children were out of school. Amongst the states which had relatively high percentage of Out of school children are Arunachal Pradesh (10.6%), Delhi (5.0%), Orissa (7.0%) Rajasthan (8.4%), Uttarakhand (7.6%) and West Bengal (5.25%).

7. **Ed. CIL (India) Limited (A Government of India Enterprise)[2009]**., published a report on *“Reasons for large decline in enrolment between class I and class II”*. The main objective of the study was to find out the reasons for large decline in enrolment from class I of one year to class II of the following year. The study was conducted in samples of 100 primary and upper primary schools in four states -West Bengal, Bihar, Assam & Meghalaya, in which the decline was sharp. The study showed that 3% to 4% children of grade I left school in Assam, Bihar & West Bengal, whereas this percentage was higher in Meghalaya (9.8%). The finding of the study also revealed that most common reason of decline in enrolment was that many children enrolled in class I repeat the class and do not get promoted to the next class in the following year. The study reported that percentage of repeaters was higher among children admitted late. The most common reasons for leaving the school and shifting to another school, were (i) the other school was nearer home and (ii) another sibling was already studying in the other new school. Unsatisfactory teaching and inadequate facilities in schools were also significant reasons in some cases.
  
8. **Mott MacDonald, Poverty Monitoring & Policy Support Unit (PMPSUS).**, [2009] conducted a study on *“Girl Child Enrolment & Retention in Rural Schools in Madhya Pradesh”*. The aim of the study was to carry out a comprehensive study of the Girl Child enrolment and retention in the rural schools in Madhya Pradesh with special focus to identify the causes of dropout. The major objective of the study was to

assess the existing status of girl's enrolment and retention in School education for both elementary and high schools in rural areas (tribal and non-tribal districts) of the State. Primary school facility is available within a distance of one km radius of each habitation while the upper primary schools are now available within a reach of 3kms in the State. The study revealed that retention (69 percent) is a serious concern, girls' retention rate is still poor (67.7 percent). Thus, only 60-65 percent children complete 8 years of schooling in Madhya Pradesh. There exists a significant gender gap in enrolment at the elementary level, which is more acute for schedule caste and scheduled tribe girls, for whom the gender gap is almost 30 percent at the primary level and 26 percent at upper primary stage.

9. **Reddy, A.N., & Sinha, S., [2010]** conducted a study *on "Dropouts or Pushouts? Overcoming Barriers for the Right to Education."* The main objective of the study was to assess the magnitude of the problem of dropout. This study also critically reviewed the evidence on some of the commonly cited reasons for dropout, including poverty, limited to access to credit, child labour, children's and parents' lack of interest in education. The study revealed that factors viz poverty, lack of quality of education, lack of interest in education and examination failure are mainly responsible for children being pushed out and drop out of schools. The study suggested that there must be a decentralization of the education system with autonomy to the schools to absorb older children and make arrangements for their education as part of the school system and not as a parallel activity; to cater to the demands of children of migrant labour, girl children, scheduled castes and scheduled tribes and children in regions with fewer educational facilities.
  
10. **Sud, P., [2010]** studied on *"Can non-formal education keep working children in school? A case study from Punjab, India"*. The objective of the study was to analyses the effectiveness of non-formal schools for working children in Jalandhar, Punjab,

India and mainstreaming child labourers into the formal education system through incentivised informal schooling. The study found that non- formal school is an effective alternative way for providing formal primary education to the working children. The study also revealed that non-formal school has high success rates of mainstreaming and maintaining children into post-primary education. The study concluded that the child labour schools have great impacted on poor children to attend school for receiving education.

11. **Mehta, S.C.**, (2010) studied some important features of the RTE Act, 2009 and challenges that need to be addressed by all the States and UTs of the country. According to his study, some of the challenges are: 1) Collaboration at all levels of implementation 2) For the successful implementation of RTE, all the stakeholders need to be actively involved 3) There is need for State specific interventions rather than -one size fits all ‘approach 4) For the mainstreaming of out-of-school children from difficult circumstances, lots of new strategies may be needed. 5) Reaching out to child labourers, tribal, migrant and scattered population and drop outs, who are still out-of school.
  
12. **Chugh,Sunita.**, [2011] conducted a study on “*Dropout in Secondary Education: A Study of Children Living in Slums of Delhi*”. This study tries to examine the factors that contribute to dropping out of children at the secondary level. The analysis was based on the empirical study undertaken on the marginalized group of children living in slum areas of Delhi. The main purpose of this study was to derive detailed information about the specific reasons behind high dropout rates at secondary level, of youngster living in slums of Delhi. It tries to analyze the role of school as well as of contextual variables in order to bring into fore the debate between supply and demand interventions aimed at reducing dropout rates and to suggest appropriate important

policy implications. The study showed that dropout rates are much higher for educationally backward states and districts. Girls in India tend to have higher dropout rates than boys. Similarly, children belonging to the socially disadvantaged groups like Scheduled Castes and Scheduled Tribes have the higher dropout rates in comparison to general population. The findings revealed that both the family and school related factors are responsible and appeared to be highly correlated with each other. The study was also found that adolescents dropout not merely due to poverty and financial constraints but also because the schools did not respond appropriately to their special educational needs forcing them to dropout.

13. **Kumar, D. , & Sharma, S., [2011]** conducted a study on “*Awareness of Parents and Teachers towards RTE Act, 2009*”. The study was conducted on 320 parents and teachers of primary to upper primary level. Self-made tool —Awareness scale for teachers and parents towards RTE-2009 was used for collection of data. The findings revealed that there is a significant difference between the means of awareness levels of RTE of teachers and parents. The study also found that teachers were significantly more aware than parents. The study showed that most of teachers were moderately aware of RTE (73.12%). 11% were highly aware and 13% had low awareness. The study also revealed that most of parents were moderately aware of RTE (70%), 14% highly aware and 16% having low awareness.
  
14. **Fathima, Jaseena M.P.M., [2011]** conducted a study on “*General Awareness of Teacher Educators regarding Some Important Facts about -Right to Education*”. A total of 60 M.Ed. students from aided and unaided training colleges of Calicut district were taken as sample for the study. Tool consisting of 30 items belonging to different aspects of right to education was used. The findings revealed that male M.Ed. students have higher awareness about RTE than their counterparts; Management of the M.Ed. College does not affect the awareness of RTE.

15. Dey, N., & Beck, B., [2011] conducted a study on “*The Right of Children to Free and Compulsory Education, Act, 2009: Teachers Perception*”. The main objective of the study was to study the provisions of the RTE Act, 2009 and to compare the awareness and opinions of teachers. The findings of the study revealed that teachers were aware about RTE Act, 2009. The study also observed that the young teachers were more aware about the RTE Act, 2009 in comparison to the senior teachers.
16. Datta, Banik., [2012] studied ‘*If the child cannot come to the school, then the school must go to the child*’: *The railway station platform schools in Odisha, India*’. The Railway Platform School Initiative was implemented by civil society organisations, with an attempt to bridge the gap by educating children who live in high-risk settings in India. The schools were scheduled in a flexible manner to suit the working schedules of the children. More importantly, the programme employed more relevant curricula and teaching methods to engage children. In addition, the curriculum emphasized functional literacy, where children were taught about things in relation to their work. As a result of such approaches, roughly 58% of students transitioned to government schools to continue their education. A follow-up study was conducted after 3 years of implementation of the programme and this study indicated that only around 5% of students dropped out from government schools after transitioning. The study found that Platform Schools programme was effective for educating children who live in high-risk settings.
17. Kumar, N., [2013] studied on “*Socio-economic aspect of Right to Education Act*”. The objectives of the study were: (1) To examine enrolment practices under the RTE Act , Clause 12 (1) (c) in randomly identified private schools of Dehradun city. (2) To analyze impact of this provision on education expenditure on the families from weaker sections and disadvantaged community. (3) Perceptions of various stakeholders

(service providers, service seekers, service organizers) about the provision of this act. Lack of uniformity in admission rules, children 4-5 years age group are not eligible to get admission under this act, parents are using fake age certificates of their wards for admission to school along with fake address, fake income proof were found main findings of the study.

**18. Social & Rural Research institute (A specialist unit of IMRB International – a division of M/S Hindustan Thompson Associates) with the support of Educational Consultants India Ltd. (EdCIL),[2014] conducted “National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India”.** The primary objectives of the survey were:

- i. To estimate state-wise child population and to provide estimates of number and percentage of children who are out of school by sex, social class, religion, age (single year age as well as age groups 6-10,11-13 and 6-13) separately for rural and urban areas and for Children (of different categories) with Special Needs.
- ii. To provide estimates of number and percentage of children attending different types of school or are enrolled in Special Training Programmes envisaged under RTE Act.
- iii. To provide estimates of number and percentage of school going children enrolled in different grades
- iv. To provide estimates of number and percentage of (a) dropouts and (b) those who never went to school among the out-of-school children belonging to different categories.
- v. To find out the reasons of not attending school or dropping out from school in the case of out-of-school children.

The following findings are based on the data collected from a sample of 99,929 households within 5005 PSUs (villages and urban wards).

- The estimated total number of children in the age group of 6-13 years is 20.41 Crores, out of which, an estimated 60.41 lakhs (2.97%) are out of school. The proportion of out of school in this round is estimated to be lower than both the previous rounds, 2009 (4.28%), and 2006 (6.94%).
- The highest proportion of out of school children within 6-13 years is estimated in the East zone (4.02%) and the lowest within South zone (0.97%). Odisha has the highest proportion of out of school children in India (6.10%).
- At a national level, a higher proportion of females (3.23%) are out of school than males (2.77%). Also, more children from rural areas (3.13%) are out of school than from urban areas (2.54%).
- A religion wise disaggregation reveals that out of the total estimated Muslim children in the country, 4.43% are out of school. This proportion is lower than the last round where 7.67% Muslims children were estimated to be out of school.
- The study also reveals that a higher proportion of ST children are out of school than any other social category. In this round, 4.36% ST children are estimated to be out of school. This is lower than the last round where 5.60% ST children were out of school.
- Disability estimates reveal that in the age group of 6-13 years, 1.05% children suffer from one or the other type of disability. Following the trend observed in the last round, out of school children among the disabled population remain much higher than the national average. This round's findings show that an estimated 28.07% children with special needs are out of school. This stood at 34.12% in the last round.
- An estimated 1.12 Crore children from urban India live in slum areas. This is 36.01% of the total urban population. Out of the total children living in slums in



the urban areas, 2.14% are out of school. This is lower than the previous round, where 3.74% of the slum populations were out of school.

- Maximum children who are out of school have never been enrolled in any school recognized under RTE. This is closely followed by those who have dropped out after successfully completing some class. This study reveals that maximum dropouts in this age group are after class 2.
- As observed in the last round as well, poverty/economic reason is cited by majority of head of the household in households having an out of school child. Child not interested in studies is also frequently cited as a reason for dropping out of school. Disability or poor health is the most common reason for being out of school among CWSN.
- Among the children who are attending school, almost three-fourths are enrolled in a government/local body school. This proportion is lower within urban areas.

**19. Murthy, Suman K., [2016] studied on “*Right to Education Act: Perceived Hurdles and providing awareness to mothers in Mysuru city, Karnataka state, India*”. The main Objectives of the study were:**

- i. To identify the method of school selection for elementary education by the mothers
- ii. To study the perceived hurdles in procuring admission to the elementary schools by the mothers of children who require admission to elementary school
- iii. To study the level of awareness among the mothers about the Right to education of their children and their awareness about Right to Education act, 2009
- iv. To give awareness about the RTE Act to the mothers of children enrolled to Anganawadis in the City of Mysore
- v. To study the impact of giving awareness about RTE to the mothers

The result of the study reveals that majority of mothers were house wives living in urban slums or peripheral areas of the cities, having education up to SSLC. The awareness about RTE Act was very less among the participants. Most of the mothers wanted their children to study in private English medium schools through reservation under RTE Act

20. **Sharma, Mudita.**,[2016] conducted a study on “*Assessment of the Implementation of Right to Education (RTE) Act, 2009 in the Elementary schools of Western U.P*”.

The objectives of the study were:

1. To assess the implementation of RTE Act in the elementary schools of the Western U.P.
2. To compare the implementation of RTE Act in the private and government schools.
3. To study the causes for the non-implementation of RTE Act.
4. To give some suggestions for the effective implementation of RTE Act.

The findings of the study showed that there is a low level of awareness among principals and teachers about the provisions of RTE Act, 2009. Principals have more awareness about RTE Act as compared to teachers. Regarding the year of RTE implementation in their Schools, the government teachers have more awareness in comparison to the private school teachers while private and government principals do not differ about the year of RTE implementation in their schools.

**Table 2.2**  
**SUMMARY OF THE NATIONAL STUDIES**

SN	Author	Year	Title of the Study
1	Jha & Jhingran	2002	Elementary Education for the Poorest and other Deprived Groups: The Real challenge of Universalisation

SN	Author	Year	Title of the Study
2	Ashley	2005	From margins to mainstream: Private school outreach inclusion processes for out-of-school children in India
3	IMRB	2005	All India Sample Survey to estimate the number of Out of school children
4	Mehta	2007	Student Flow at Primary Level: an analysis based on DISE Data, New Delhi, National University of Educational Planning and Administration
5	Pradhan	2009	Growth and Present Status of Elementary Education in Goa
6	IMRB	2009	All India Sample Survey to estimate the number of Out of school children
7	Ed. CIL (India) Limited (A Government of India Enterprise)	2009	Reasons for large decline in enrolment between class I and class II
8	Mott MacDonald, Poverty Monitoring & Policy Support Unit (PMPSUS)	2009	Girl Child Enrolment & Retention in Rural Schools in Madhya Pradesh
9	Reddy	2010	Dropouts or Pushouts? Overcoming Barriers for the Right To Education
10	Sud	2010	Can non-formal education keep working children in school? A case study from Punjab, India
11	Mehta	2010	Right to Education - A precious gift to children, Primary Teacher
12	Chugh	2011	Dropout in Secondary Education: A Study of Children Living in Slums of Delhi
13	Kumar & Sharma	2011	Awareness of Parents and Teachers towards RTE Act, 2009
14	Fathima	2011	General Awareness of Teacher Educators regarding Some Important Facts about -Right

SN	Author	Year	Title of the Study
			to Education
15	Dey & Beck	2011	The Right of Children to Free and Compulsory Education, Act, 2009: Teachers Perception
16	Datta& Banik	2012	If the child cannot come to the school, then the school must go to the child’: The railway station platform schools in Odisha, India
17	Kumar	2013	Socio-economic aspect of Right to Education Act
18	Social & Rural Research institute (A specialist unit of IMRB International – a division of M/S Hindustan Thompson Associates)	2014	National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India
19	Murthy	2016	Right to Education Act: Perceived Hurdles and providing awareness to mothers in Mysuru city, Karnataka state, India
20	Sharma	2016	Assessment of the Implementation of Right to Education (RTE) Act, 2009 in the Elementary schools of Western U.P

#### 2.4 REGIONAL STUDIES:

The investigator has also reviewed following Regional studies:

1. **Devi, K.G.**, [1983] conducted a study on “*Problem of Dropouts in Primary Schools of Manipur with special reference to Imphal Town (1963-1970)*”. The objectives of the study were (1) to ascertain accurately the extent and nature of dropouts in Manipur as well as in Imphal town (2) to study variations in the magnitude of the problem under various situations (3) to identify the causes and their relative importance and (4) to suggest feasible remedial measures in the light

of the findings. The findings of the study revealed that there was no uniformity of the rate of dropout in the entire primary level. The study showed that girls dropped out were more than the boys at lower primary level. One of the most important finding of the study was that girls had a higher rate of dropout than boys and boys had a higher rate of stagnation than girls. The study showed that the causes of dropout were due to poverty, frequent transfer, repeated failures and negligence of parents.

2. **Reddy, B. Shiva., [1997]** conducted a study on “*Child Labour and Compulsory Primary Education in Andhra Pradesh*”. The main attempt of the study was to examine the problem of child labour and its implications for compulsory primary education in one of the educationally backward states of India-Andhra Pradesh. The study revealed that the goal of universalisation of primary education has remained unfulfilled mainly due to the high incidence of child labour in the state. The study also revealed that though poverty of the people continues to be an important factor in determining the school attendance; much more important are the non-economic factors like unattractiveness of the school, lack of motivation among parents and lack of a learning environment.
  
3. **Longkumer, Lima., [1999]** conducted a study on “*Factors Related to Dropouts in Mon District (1996-99)*”. The objectives of the study were (1) to identify the dropout in elementary stage and to find out percentage of dropouts in both rural and urban schools during the year 1993-98 (2)to make a comparison between rural and urban school dropouts rates as indicated by the dropouts, their parents and teachers (3)to find out the factors responsible for school dropouts as indicated by the dropouts, their parents and teachers (4) to make a comparison between male and female dropout rates (5) to suggest remedial measures for reducing school

dropouts. The study revealed that in Mon district, there was 12.73% dropout rate in urban area. Out of that 13.77% was rate of male dropout and 11.72% was rate of female dropout. In rural areas the dropout rate was 39.15% wherein 41.68% was rate of female dropout and 38.9% was rate of male dropout. During the year 1993- 1998, the overall dropout rate of the district was 25.9% (students from class I to VII) where 25.9% was rate of male dropout and 26.7% was rate of female dropout.

4. **Kalita, Dilip Kr., & Pathak, Gobinda., [2007]** conducted a study on *“Evaluation of Functioning of AIE centres with focus on the Retention of Mainstreamed Children in the Formal Schools”*. The key objective of the study was to know the attendance rate and thereby to examine or predict the retention rate of the mainstreamed children in formal schools and to assess the achievement level of mainstreamed children in formal schools. The finding of the study showed that overage, work at home or outside and economic hardships are main reason of drop out. Retention level of mainstreamed children was found very good. Head teachers of mainstreamed schools had faced no problem with mainstreamed children. The study recommended that awareness programme may be arranged for parents of out of school children for regular attendance of their children. Attention should be given for maintaining proper hygienic condition in centres
  
5. **Chakravarty, Kanta., & Choudhury, Nivarani., [2007]** conducted a *Study on “Evaluation of the functioning of HTR centres in urban areas with focus on the Coverage of Working Children”*. The key aim of the study was to analyze the functioning of the HTR centres in urban areas of Assam with special reference to working children. Six districts of Assam were selected for the study. The study showed that academic achievements of the learners reveal that most of them are better in Mathematics than in Language. Student attendance was less and main

reason was lack of parents' interest to send their children to centres. Working nature of the children revealed that 36.9% are domestic helpers, 32.6% are rag pickers, 6.8% daily labourer, 5.3% shopkeepers and 5.0% wayside vendors. Educational status of the children showed that majority of children are never enrolled and some are drop out. Social status of the children showed that majority of children was minority. The study suggested that organizing awareness programmes for parents, counseling programme, Motivational camps etc. may help in regular attendance of children in centre.

6. **Sarkar, Subhrangshu Sekhar., & Baruah, Papori., [2008] conducted a “Study on the effectiveness of Education Guarantee Scheme(EGS) in covering out of school children in Assam”.** The key objective of the study was to see how far the Education Guarantee Scheme has been effective in covering out of school children in Assam. Five districts were covered under this study. The study found that 53% of Sikhsha Mitra (SM) respondents, 42% of Village Education Committee (VEC) respondents and 36% of the Village Heads believe that almost all out of school children have been covered by the EGS. The study revealed that many of the EGS learners become dropouts at the Upper Primary level due to lack of UPs in the neighbouring areas. The study also showed that malnutrition of children, natural disaster, child marriage, financial problem etc. are some of the reasons of discontinuation of EGS learners. The Village Education Committee, Secretary/President (VEC) respondents opined that as there were no primary schools nearby, hence these centres were very much required. As malnutrition was found to be one of the major causes for drop-out, the study suggested that regular health check up of children in conjunction with NRHM may be initiated. Looking after younger siblings by the elder ones lead to missing of classes and ultimate drop-out from school, the study team suggested for operationalisation of crèche in conjunction with NREGA.

7. **Kalita, Dilip Kumar., Pathak, Gobinda., & Das, Dipak.,** [2008] conducted a study on “*Coverage and Effectiveness of Residential Bridge Course Centres of Assam in Bringing the Out of School Children including Child Labour to the fold of Elementary Education with Special Reference to the Retention of Mainstreamed Children in Formal Schools*”. The key objective of the study was to evaluate the overall management of RBC Centres including the Teaching Learning processes adopted therein and to know the status of children in formal school mainstreamed from RBC Centres. The study was carried out in eight districts of Assam. The study found that learners of RBCCs have excelled in co-curricular activities like singing, dancing, quiz competition etc. and most of the RBCC learners showed medium performance. The study showed that Head teachers of formal schools are not found to be eager to enroll learners from RBCCs. The study recommended that concerned authority should take necessary steps to ensure retention of the mainstreamed learners.
  
8. **Hussain, Wasbir.,**[2008] conducted a study on “*Status of mainstreamed children in formal schools from Jyoti Kendras ( HTR centres) in Guwahati city*”. The key objectives of the study were: i) to analyse the constraints in enrolling and retaining the urban children in Jyoti Kendras ii) to study the status of mainstreamed children from Jyoti Kendras in formal schools in last two years. The study was conducted in Guwahati City of Kamrup district.. The study found that attendance of mainstreamed children in formal schools is less. Some of the reasons of irregularity of mainstreamed children are engagement, attitude of parents, attitude of teachers etc. The academic performance of mainstreamed children was found to be average in class I-III and in class IV it is at par with the regular students. The performance of mainstreamed children in co-curricular activities is better than that of regular students. The study recommended that extra coaching classes,



vocational training may be arranged for ensuring retention of mainstreamed children.

9. **Borbora, Saundarya. , & Dutta, M.K.** [2008] conducted a study on “*Drop-out rate in Elementary Schools and reasons thereof*”. The key objective of the study was to find out the prevailing dropout rate in elementary schools during a single academic year as well as during a cycle of elementary education and the factors responsible there upon. The study covered the five districts covering 500 samples. The study found that the overall dropout rate for class II is the highest among all classes of lower primary stage and in case of upper primary stage the highest dropout class is –VI. The study also indicated some of the reasons of drop out like engagement in domestic chores, lack of encouragement from parents, engagement in outdoor economic activities, lack of adequate recreational facilities in the school, uninteresting curriculum, rude behaviour of teachers, irregularity in attendance of teachers etc. The study suggested that awareness among different stakeholders of the society, improvement of school environment, attractive school curriculum may help to reduce dropout rate in elementary stage.
  
10. **Bhagawati, Darshana.,** [2009] has conducted a study on “*A study of universalisation of primary education of Guwahati city under Kamrup District, Assam with special reference to Enrolment and Retention during last five years (2004-2008)*” M.Ed, Edu, Gauhati University, Assam. The main objectives of the study were 1) to find out the enrolment in the primary schools of Guwahati city (2004-2008), 2) to find out the number of students retained in the primary course in the city Guwahati (2004-2008), 3) to find out and identify the various problems relating to the retention problem 4) to suggest remedial measures for further development of universal primary education programme. The findings of the study showed that the teacher- pupil ratio in the schools of the city is better than the

national level ratio. The enrolment of the girls in each class is less in comparison to the boys during the period 2004-2008. Drop out of students shows a great variation. The objective of Universalisation of primary education has not been attained.

11. **Bharali, G., [2010]** conducted a study on “*Sanjogi Siksha in Tea Garden- A Study in Kaliabor Block, Nagaon with special reference to Sonari and Kaliabor Tea Garden from 2006 to 2009*” , Govt., Sikshan Mahavidyalaya, Nagaon . The objectives of the study were a) to study the present situation of Sanjogi in Tea Garden b) to study the attitude of the parents and society towards Sanjogi Siksha in the Garden area c) to find out the major problem faced by the Siksha Karmi in the Garden area. The major findings of the study revealed that even after mainstreaming through Sanjogi Kendra, some children were dropping out of the format system thus defeating the very purpose of the Sanjogi Kendra. The over aged children of 13 or 14 years were ashamed of coming to such centres. The attitude of tea garden community towards education of their children was not found positive and therefore parents or guardian of first generation learners in Sanjogi Siksha Kendra seemed to take less interest in their study at home.
  
12. **Bhuyan, Shyamalima., (2010-2011)** has conducted a study on a study on “**The status and problems of primary education of tea tribe’s community- A special reference of Biswanath Sub- Division.**” M.Ed., Edu, Guwahati University. The main Objectives of the study were (i) To know about the enrolment of the students in schools of the tea garden area (ii) Study the type and condition of school, the total number of trained and untrained teachers and the infrastructure of schools (iii) To know about the pass percentage of the students of tea garden areas under the Biswanath Sub-Division (iv) To know the causes of dropout (v) To find out

the attitude of parents and levels of awareness of these people towards education (vi) To know about the socio-economic condition of these people and (vii) To suggest possible measures to improve the academic achievement of pupils of Biswanath tea garden area. The major Findings of the study showed that the enrolment of students has increased day by day. But the total number of girl students is less than that of boy's student. Poverty or inadequate family income is the main cause of school dropout. Most of the parents or guardians are not conscious about the education of their children. Most of the parents in general have failed to realize the value of education. The parents are uneducated and poor. Naturally, this has psychological impact on the children. Hence, most of the children of labourers are slow in learning. Engagement in work at home or tea garden is hindrance in the way of education of tea tribes' community.

13. **Sarkar, Subhrangshu Sekhar., Baruah, Papori., & Hazarika, Abdul Latif.,** [2011] "*Sample Survey on Out of School in Assam*". The key objectives were to determine the status of out of school children in the selected areas (area wise, community wise), to identify and analyze the reasons of out of school children and to make a comparative analysis on OoSC with existing relevant records. This study was taken to carry out a sample survey on out of school children in 100 selected villages in five districts of the State. A total of 100 villages from 5 sample blocks were selected. It was found that SC, Tea Garden and General areas, most of the (more than 80%) of OoSC belong to 'drop-out' category whereas in case of ST, char and minority areas around 30% of OoSC belong to 'never enrolled' category. Absence of UP schools in many areas compels the learners to become drop out. The study suggested that convergence programme with other departments like Social Welfare Department may be taken up for overcoming the problem. A scheme of incentives and rewards for parents may be remarkable steps

to bring back drop out children back to school and also the OoSC into the education arena.

14. **Pertin, A., [2011- 12]** has conducted a study on “*A study on various causes of Dropout in the Elementary School of Roing Block under Dibang valley District- Arunachal Pradesh*” . The purposes of the study were a)to study the various problems of Dropout in the elementary schools of Roing block under lower Dibang valley district b) to examine the effect of dropout on the socio-economic life of the study area c) to study the background of the parents of dropout students d) to examine the number of existing dropout students in the elementary school of the study area e) to determine the relative remedial needs and importance of each causes of dropout in the study district f) to make recommendations and suggestions to eradicate the dropout problem in the study area. The study found that the main reasons of school dropout were early marriage, lack of awareness among the parents, inadequate family income and poverty, illiteracy of the parents, engagement in the household work, family problems, improper communication and improper school environment.
  
15. **Bordhan, Sujit., [2012]** conducted a study on “*Impact of Child Labour Act on the promotion of Universal Primary Education - with special reference to Kamrup District*”. The key objectives of the study were: a) to find out the causes of child labour b) to find out the employment pattern of child labourers c) to find out the impact of Child Labour Act on the promotion of Universal Primary Education d) to make a comparative study of child labour based on gender e) to find out the services of different NGO’s involved with child labour. The findings of the study revealed that most of the child labourers were in the age group of 11-14 years and some child labourers were in the age group of 5-10 years. The study showed that a large percentage of children had never attended school due to their

financial constraints, some could not attend school due to lack of interest of parents, absence of nearby school etc. It was found that majority of the parents/guardians & employers of child labourers were not aware about the provision of Universal Primary Education. Moreover, the studies also found that majority of the employers were not aware about the existing Child Labour Prohibition Act.

16. **Sharma, H.I., [2013]** conducted a study on “**Universalisation of Elementary Education under Sarva Shiksha Abhiyan in Manipur**”. The major goal of the study was to study the status of Universalisation of Elementary Education under Sarva Shiksha Abhiyan in the state of Manipur, and its constraints to achieve by 2010. The findings of the study revealed that there are various constraints in the implementation of SSA programme in Manipur from 2004. These constraints include difficulties in mobilization of people due to scattered remote hilly areas, problem of collection of data from communities inhabiting in hilly areas, lack of communication facilities, insurgency problem, law and order situation, high rates of blockades, bandhs, agitation and uncertainty of personal security, frequent change of official and additional charges, frequent transfer policy at the state and district level, double official charges etc. Moreover, improper rationalization of teachers, poor infrastructure, and absence of expert’s resource persons and co-ordination among the intervention, coordinators and less exposure of the programme were also found constraints of implementation of SSA programme.

17. **Omeo Kumarr Das Institute of Social Change & Development, Guwahati., [2013]** conducted a study on “**Dropout Students in the Elementary Schools of Assam: A Study of Five Districts**”. The objectives of the study were:

- i. To study the dropout and retention rates at the elementary stage.

- ii. To analyse the status of dropout of mainstreamed learners.
- iii. To identify the classes having highest dropout and retention rate at Lower Primary and
- iv. Upper Primary stages.
- v. To analyse the causes of students' dropping out of school.
- vi. To suggest remedial measures to improve the scenario.

**Some of the major findings of this study were:**

- Putting mainstreamed learners in the age appropriate classes did not seem to be working, although separate research will be needed. Because, learning seems hardly to be taking place among this section in reality, although official data may indicate otherwise.
- Highest number of dropouts in the Lower Primary schools occurred in class I (29%), followed by class II and III with 23 percent and 22 percent respectively as per teachers' recall. More than one third of students dropped out in class VI and VIII at Upper Primary level.
- The two main reasons for dropping out of school at the elementary level were: required to help in the household works and nobody was there to help in studies at home.
- Some other school related reasons for dropping out were: dislike for the textbooks, dislike for teachers, dislike for school, no use of studying at school, difficulty arising out of medium of instruction being different from the spoken language at home, because friends dropped out and so on.

- A comparison between the numbers of students as in the class registers and the numbers of students present on the day of our visit revealed a huge gap of 38 percent to 21 percent in different classes of LP schools. Maximum gap is found in the class I. Enrolment and attendance gap is found to be much higher in case of UP schools, the gap ranging between 55 percent to 20 percent in different classes at this level.
- The data from the school record revealed that around 31 percent of the students who joined school system in class I in 2007 are not there in class V in 2011, this figure is 28 percent for girls and 34 percent for boys. Similarly, 9.6 percent of the students who joined class VI in 2009 are not found in class VIII in 2011. The corresponding girls' percent is 11.4 and boys' is 7.3.

18. **Malakar, Dipankar., [2016]** conducted a study on “*Sarva Shiksha Abhijan Mission among the Tea-Tribes of Sivasagar District-an Evaluative Study*. The main objectives of the study were: i) to assess the number of children attaining school going age and the number of children actually enrolled in the elementary schools of tea-gardens at present. ii) to find out the rate of dropout at the primary stage in the elementary schools of tea gardens iii)to find out the current status of teacher student ratio in elementary schools of tea gardens iv) to assess the academic qualification of the teachers of elementary schools of tea gardens at present v)to study the difference of enrolment between boys and girls in the elementary schools of tea gardens vi)to study the current status of the number of trained and untrained teachers in the elementary schools of the tea gardens vii)to study the current situation of infrastructural facilities in the elementary schools of tea gardens. The findings of the study revealed that 90% of the children have been enrolled in school and 10% of the children of tea-gardens schools have not been

still enrolled. The study found that the problem of dropout has remained as one of the major obstacles for non-universalisation of elementary education in the tea gardens of Sivasagar district and percentage of dropped out of girls are more than the dropped out percentages of boys. It has been found that the present teacher student ratio in the tea-garden schools of Sivasagar district is not very satisfactory which is not at par with norm. The study also revealed that enrolment of boys is more than that of girls. The study showed that illiteracy of parents, lack of awareness of the parents, poverty of parents, engagement of children in domestic work, sibling care, language problem, poor infrastructural facilities in the elementary schools are major problems of non-universalisation of elementary education in the tea gardens of Sivasagar District.

19. **Upadhyaya, Amar., & Senapati, Niakhi.,[2016]**, conducted a study on *“Implementation of RTE Act 2009 in the Elementary Schools of Assam”*. The objective of the study was to study the implementation of following provisions of RTE Act 2009 in the Elementary Schools of Dibrugarh town

- Education for CWSN
- Provisions for students
- Provisions for teachers
- Infrastructure facilities
- Provisions of the schools
- Provisions for school management committee
- Provisions for curriculum

The study found that PTR is higher than the norms of RTE 2009, 1% of the total students were CWSN, there was no screening procedure for admission, 100% teachers maintained regularity and punctuality. The study indicated that all schools have SMC but only one school had the members belonging to disadvantage group or weaker sections. The study also showed that all sample schools had CWSN friendly infrastructure with ramp.



20. **Save the children., [2016]**, conducted a study on “*Child Rights Situational Analysis in Tea Gardens of Assam.*” The main aim of the study was to develop an understanding of the situation of children who are directly or indirectly involved in tea estates and the nature of the rights violations faced by them. The findings of the study found that 2 out of 5 children (40%) had dropped out from school and 9% had never attended school. Data revealed that 1/5th of the working children were currently attending school and whopping majorities (63%) have dropped out in order to earn for their families. The study revealed that due to very poor economic condition children generally start working in the tea garden at a very tender age (11 years). They also found that lack of time for education was the major reasons as cited by children who have discontinued their schooling. The study has shown that there are instances of violation of child right in different forms across the tea gardens. The study revealed that changes in policy level, infrastructure and service provision are required at all levels for improving access of the local communities especially the children to their basic rights and entitlements.

**Table 2.3**

**SUMMARY OF THE STUDIES CONDUCTED AT REGIONAL LEVEL**

<b>SN</b>	<b>Author</b>	<b>Year</b>	<b>Title of the study</b>
1	Devi	1983	Problem of Dropouts in Primary Schools of Manipur with special reference to Imphal Town (1963-1970)
2	Reddy	1997	Child Labour and Compulsory Primary Education in Andhra Pradesh
3	Longkumer	1999	Factors Related to Dropouts in Mon District (1996-99)
4	Kalita & Pathak	2007	Evaluation of Functioning of AIE centres with focus on the Retention of Mainstreamed Children in the Formal Schools

<b>SN</b>	<b>Author</b>	<b>Year</b>	<b>Title of the study</b>
5	Chakravarty & Choudhury	2007	Evaluation of the functioning of HTR centres in urban areas with focus on the Coverage of Working Children
6	Sarkar & Baruah	2008	Study on the effectiveness of Education Guarantee Scheme (EGS) in covering out of school children in Assam
7	Kalita et al.	2008	Coverage and Effectiveness of Residential Bridge Course Centres of Assam in Bringing the Out of School Children including Child Labour to the fold of Elementary Education with Special Reference to the Retention of Mainstreamed Children in Formal Schools
8	Hussain	2008	Status of mainstreamed children in formal schools from Jyoti Kendras ( HTR centres) in Guwahati city
9	Borbora & Dutta	2008	Dropout rate in Elementary Schools and reasons thereof
10	Bhagawati	2009	A study of universalisation of primary education of Guwahati city under Kamrup District, Assam with special reference to Enrolment and Retention during last five years (2004-2008)
11	Bharali	2010	Sanjogi Siksha in Tea Garden- A Study in Kaliabor Block, Nagaon with special reference to Sonari and Kaliabor Tea Garden from 2006 to 2009
12	Bhuyan	2010-2011	The status and problems of primary education of tea tribe's community- A special reference of Biswanath Sub- Division
13	Sarkar et al.	2011	Sample Survey on Out of School in Assam
14	Pertin	2011-12	A study on various causes of Dropout in the Elementary School of Roing Block under Dibang valley District- Arunachal Pradesh
15	Bordhan	2012	Impact of Child Labour Act on the promotion

SN	Author	Year	Title of the study
			of Universal Primary Education - with special reference to Kamrup District
16	Sharma	2013	Universalisation of Elementary Education under Sarva Shiksha Abhiyan in Manipur
17	Omeo Kumarr Das Institute of Social Change & Development, Guwahati	2013	Dropout Students in the Elementary Schools of Assam: A Study of Five Districts
18	Malakar	2016	Sarva Shiksha Abhijan Mission among the Tea-Tribes of Sivasagar District-an Evaluative Study
19	Upadhyaya & Senapati	2016	Implementation of RTE Act 2009 in the Elementary Schools of Assam
20	Save the children	2016	Child Rights Situational Analysis in Tea Gardens of Assam

## 2.5 SUMMARY OF THE STUDIES REVIEWED

In this chapter the investigator discussed altogether 62 reviews published in different form. Out of 62 reviews, 22 were International studies, 20 National studies and 20 Regional studies. From the above studies, it may be mentioned that Out of School children (OoSC) is one of the major concern of the state for ensuring universalisation of elementary education.

From the above reviews, it has been observed that most of the research studies were conducted to find out the reasons of dropouts and out of school in elementary level. Some studies were also conducted to estimate Out of School children and dropout rate at National & State levels. It was found that in most of the studies gender wise, community wise and locality wise analysis was made. It was observed that in some studies, effort was made to find out the status of mainstreamed children at elementary school.

After examination and analysis of the major findings of the studies, it was found that there are various reasons for influencing children out of school in our country and state. Some of the major causes were- domestic chores, inadequate family income and poverty, lack of encouragement from parents, engagement in outdoor economic activities, early marriage, uninteresting curriculum, rude behaviour of teachers, irregularity in attendance of teachers, , illiteracy of the parents, engagement in the household work, family problems, poor communication system and unhealthy school environment etc.

We all know that RTE is the milestone for ensuring free and compulsory elementary education by each child of the age group of 6 to 14 years of the country. RTE also mandates that the children who have not attended the school or drop out before completion of elementary education should also have right to receive free and compulsory education and such children should be provided special training as per age and need to meet up the learning gap so that they may be at par with other children of the regular school after mainstreaming.

But it was found from the above reviews that a very few number of studies were conducted on the areas of Out of School Children. The main purposes of the most of the studies were to find out the causes which are responsible for children never going to school and dropping out from school. The studies only on said areas cannot be considered as sufficient enough. Further, no study on implementation of section-IV of the RTE, ACT, 2009 i.e Special Training was found in the country as well as in the state even after implementation of 7 years of the Act.

Since literature reviewed on present study was found lagging behind in the field of education and for ensuring receipt of elementary education by each child of the age group of 6 to 14 years either school going or non school going, it is essential to know about the effectiveness of special training intervention of out of school children with special reference to the provision of RTE, Act, 2009.