CHAPTER – II

REVIEW OF RELATED LITERATURE
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Review of the related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. Besides serving the above purpose it helps the researcher -

- to delimit and define the limits of her study.
- to avoid unintentional duplication of well established findings and
- to know the recommendations of previous researchers for further research which they have listed.

There have been studies related to dropouts, wastage and stagnation of primary schooling by different researchers at different periods. But here the investigator has thrown a glance towards some related studies with regard to the problem since 1980s:

2.1 Studies Undertaken Abroad

Katsis, A; Robert, M. & Psacharoponlos, Georgen (1990) conducted a study on Explaining Educational Development in Pakistan. The main objectives of the study were to find out the development of primary and secondary education in Pakistan and the contribution of government and private enterprises in the development of school education. Their major findings were the human capital situation was poor in Pakistan, particularly as it was related to education, it was estimated that 62% of the population was illiterate, 88% of female population had no schooling, and at times climbed to 94% in rural areas. Further they found that low enrollment rate among girls in the rural areas was not the only
serious educational obstacle in Pakistan but a substantial proportion of children were dropouts.

**Peraita C & Pastor M. (2000)** conducted a study on *The Primary School Dropout in Spain: The Influence of Family Background and Labor Market Conditions*. The most outstanding event in the Spanish education system in the past two decades has been the overall improvement of enrolment in all educational levels. However, the primary school dropout rate in Spain is relatively high, and the evidence indicates that being a dropout is a permanent condition. This is the first study on dropouts in Spain, and it uses individual-level data from the Living and Working Conditions Survey (1985) to analyze the determinants of dropping out of primary school in Spain. This study focuses on the impact of family socio-economic background and labour market conditions on dropping out. The results from logistic regression for dropping out indicate that family socio-economic status variables are significant factors in determining the probability of dropping out, and the youth labour market conditions also have an impact on primary school dropout behaviour.

**Tanja, Kisslinger (2006)** investigated on *Primary School Dropouts and Truancy are serious problems in Kilimanjaro*, He found the high incidence of school dropout due to social exclusion, multi faceted and complex familiar problems like poor economy, exacerbated non-income poverty (Violence, family break down, lack of community support) that caused special emotional, behavioural and developmental problems among children in the region.

**Okumu, Ibrahim M., Nakajjo, Alex and Isoke, Doreen (2008)** conducted a study on the *Socio-economic determinants of Primary School Dropouts in*
Uganda: The Logistic Model Analysis by using the 2004 National Service Delivery Survey Data. The objectives were to establish the household socio-economic factors that influence dropout of pupils given free education, to estimate various logistic regression of primary school dropout by taking the various dimensions i.e. rural-urban gender and age cohort. They found the insignificance of distance to school, gender of pupil, gender of household head were influencing dropout of pupils. Also the result indicated the importance of parental education, household size and proportion of economically active household members in influencing the chances of pupil dropout.

2.2 Studies in India:

Pillai, G.V. Benjamin, J. and Nair, K.R (1980) conducted a study of Dropouts in Primary Education in Kerala State. The main objectives of the study were to estimate the rate of the dropout in Primary Education in Kerala to identify the socio-economic causes leading to dropout. As per the major findings of his study, the rate of dropouts in lower primary stages was 10 percent and that in upper primary stage was 9.2 percent. The main reasons were ill health, household work, poverty and lack of education of parents which generated the tendency to dropout.

Sarkar, B.N. (1980) made a status study on Primary Education of Children in Rural Bengal. The objectives of the study were to identify the various causes leading to non-enrolment of children and suggest programme in increasing their access to education, to specify causes of dropout of children before attaining the minimum education and to plan strategies of educating parents not to withdraw children. The findings of his study were universalisation of primary education.
depended more on enrolment drive among the backward population, the task of motivating parents to send children to schools should be made easier by designing school curriculum, economic difficulty was responsible for non-enrolment as well as dropout of boys and girls and low marriage age of girls was responsible for large-scale dropout of girls.

Pimply, P.N. (1981) examined The Problems of Non-attendance in schools of the children (6-14 years) belong to Scheduled Castes in Haryana. The objectives of the study were to identify the structural constraints to the spread of education among the Scheduled Castes, to assess the values and attitudes of these persons with a view to finding out their effect on attendance. He found that irrespective of caste, the spread of education among females was considerably lower than among males in the rural sample, the majority of the regular agricultural labourers belonged to the non-attendees category and the educational level of the head of the household seemed to have a positive bearing upon the school attendance of children in both rural and urban samples.

Sharma, R.C. (1982) conducted his study on the Wastage in education at the Primary level in Rajasthan. The purpose of the study was to find out the position of wastage at the Primary level in Rajasthan since 1970-71 to 1980-81 and to assess the wastage among scheduled castes and scheduled tribes. The major findings were in spite of an increase in the number of schools and teachers, the state had been able to enroll only 56.6% of the children of the age group of 6-11, the percentage of wastage was found to be higher in the case of girls than the boys, the wastage rate of girls from SC was 72.30% and others it was 63.38%, it was high in case of boys of scheduled tribes.
Devi, K.G. (1983) made an investigation into the Problems of Dropouts in Primary Schools at Manipur with special reference to Imphal Town. The objectives of her study were to ascertain accurately the extent and nature of dropout in the primary education in Manipur, to ascertain the incidence of dropout at the primary stage of education at Imphal town, to identify the causes of dropout. She concluded that there was no uniformity in the rate of dropouts for the whole primary course at the lower primary stage, female dropouts were more than the male, as a whole, the boys had the highest rate of stagnation, the variation between the highest and the lowest was 43.69%.

Leelavathy, T.K. (1984) examined the Wastage and Stagnation at lower Primary Stage. The study reveals that lack of training facilities at home, inability to develop proper study habits, absence of a suitable social environment etc. were some of the causes of wastage and stagnation according to the Heads of the schools. Added to these the negative attitude of parents towards education is another factor that leads to wastage and stagnation.

Sie, U.P. (1986) conducted his study on the Dropouts and failures in Primary classes of Allahabad. The objective of his study was to investigate the causes of dropout and failure among 6-14 age group students. The findings of the study revealed that there was 15 percent dropout and 4 percent failure of primary stage; maximum dropouts were seen among children coming from backward classes. The main causes for dropout were illiteracy of the parents, poverty, lack of interest, distance of school from home, unattractive environment of the
school, indifference attitude of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation etc. in schools.

Lakhera, S.K. (1986) investigated the *Educational Problems of ST people studying in Junior and Secondary schools of Chamoli District* in which he attempted to identify the structural variables that impeded the spread of formal education among the ST and also studied the educational problems of tribal children. He found tribal girls faced more difficulties than boys in doing their home work but were found to be more adjusted with teachers as compared to their male counterparts, the low achievement of tribal children was attributed to factors like educational backwardness, unfavorable attitude of parents towards education and lack of motivation.

Abrol, P.C. (1987) conducted a study on *Constraints in the Educability of the Tribals – Gaddies, Gujjars, Backwards in Jammu Region* with the objectives of identifying the out of school and in school constraints in the educability of tribal children as perceived by the community, the students and the teachers. The result showed poverty, poor school facilities, parental apathy and inconvenient location of the school were the major constraints.

Singh, V. (1988) conducted an in-depth study on the *Extent and causes of dropouts among Girl students in the Rural Schools of Chandigarh* with the objective to explore the factors responsible for higher dropouts of rural girls of Chandigarh. His major findings were female literacy in rural areas was much less than urban areas, the dropout rate of rural girls in class I at Primary stage was higher as compared to that of other classes, parents are not willing to send their daughter to schools because of domestic reasons, and causes of dropping
out of girl students were lack of interest, illness and weakness in subjects. The family factors were stepmothers, domestic work, parent’s illiteracy, joint family and parent’s illness. The social factors were early marriage, orthodox thinking, poverty and low incomes.

Gupta, J.K. and Srivastava, A. (1989) conducted a sample study on *Stagnation and Dropout of Primary Stage in the Educationally Backward States*. The study was taken up to estimate the extent of wastage and stagnation in nine educationally backward states namely Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. They found that the dropout rate among SC as well as ST pupil was higher than that of pupil of all communities in all the states except in J & K and in all the states, apathy of parents, illiteracy of parents, domestic work and lack of consciousness were the main causes of wastage and stagnation of primary stage.

Sachhidananda (1989) in his study *Disparities in Elementary education- A case study of Bihar* enumerated the causes of backwardness of Bihar in education. The causes shown were poverty of rural families, lack of teacher’s commitment to their duties, lack of effective supervision and rampant corruption in the supervisory cadre, purity of women teachers, highly politicized teaching community and less representation of SC/ST teachers.

Ramana, G.V. (1989) conducted a study on the *Problems of Education among Tribal Communities of Andhra Pradesh; A case study of Ashram Schools*. He found out that the infrastructure of Ashram Schools is poor, the teaching
learning process not satisfactory and the absenteeism, stagnation and wastage are high.

Ekka, E.M. (1990) conducted a descriptive study on *Development of Tribal Education in Orissa, after Independence*. The study concentrated in issues related to the educational facilities enrolment, literacy, and effectiveness of various welfare schemes and the overall educational development among scheduled tribes in Orissa. The study indicated greater dropout rate of 73.48% at the primary stage and 84.11% at the upper primary school stage, poor retention rate of 12.44% at LP and 15.89% at UP stage and a very low literacy rate of 13.50%. The researcher attributes the low level of education of the studied tribes to their inability to derive benefits from various welfare measures planned for improving their education.

Gaur, C.B. (1990) conducted a study on the *Educational Opportunities Offered and Actually Availed by the ST in the Light of Cultural Patterns of the Sub-committees of the ST in Rajasthan*. The researcher noticed the enrollment in the initial classes was high; but it was low in subsequent classes. The important finding of the study indicates that there hardly exist any relationship between the school curriculum and traditional occupation and culture of the tribal population. Only two-third and one-third of the facilities provided were being availed by ST boys and girls respectively.

Govinda, R. and Varghese, N.V. (1991) carried out a research under the title *A Case Study on Primary Schooling in MP* and derived quite interesting conclusions. The level of infrastructure facilities provided in the schools plays
an important role in improving the teaching-learning environment, the overall school quality and consequently the learner's achievement level.

Yadav, Bhupendra Singh. (1991) conducted a study of *Casual Factors of Dropouts among the Socio-economically Deprived Elementary School Students of Haryana* to find out the actual causes of dropout. According to the teachers, the non-detention policy of state govt in classes I - III, engagement of the children in the field during the sowing and harvesting seasons, heavy syllabii, illiteracy of parents, punishment at school, overcrowded classes, large family size and poor teacher-pupil relationship were causing disinterest in pupils. According to the pupils, punishment by teachers, use of guide instead of text books in teaching, parental ignorance of the value of education and priority of household work for girls. According to the parents, co-educational schools, lack of interests of teachers and non-receipts of progress report etc. As a whole, the findings of the study strongly indicate that the scenario being unfolded in the states, especially at the micro-levels in pockets of the deprived sections of population, is undoubtedly disheartening, if altogether not depressing.

Biswal, G.C. (1991) made an in-depth study of *Needs and problems of a Tribal Community in Orissa with Regard to Education*. Here he attempts to study the indigenous educational training practices available in the tribal community with respect to their nature, scope, objectives and usefulness and also the effectiveness of the developmental programmes undertaken for the tribal community. The study identified various problem areas and suggested that development in education of the community needs to be emphasized so that
their socio-economic condition culture, agriculture, health and life in general, are enriched.

Majaw, Sister Julia Narayan (1991) attempted a comparative study of Levels of Education and Dropouts related to certain Socio-Psychological factors among Tribals of Meghalaya. She found the enrollment was the highest at the Primary Level and went on decreasing at the middle and high school levels. Though at the primary level the enrollment of boys exceeds that of girls, but it is higher at the higher levels. The school was perceived to be more conducive to realisation of their ambitions by urban children, boys and tribal children as compared to rural children, girls and non-tribal children.

Das, Achyut (1991) conducted a study on Innovative Education in Remote Tribal Block – A search for contents and methods. The study attempted to experiment a pattern of education in the tribal region of Orissa with community ownership and participation. In these areas the tribal children do not have any access to education and hence the literacy rate remains abnormally low. The study suggested that with the community involvement, inculcation of skills, co-curricular activities, recruitment of local teachers, flexible school timings, teacher’s training programme conducted on regular basis and effective supervision will certainly promote tribal education to a large extent.

Chavare, D.S. (1991) investigated The Problems of Students Dropping out of the Primary Schools of the Pune Municipal Corporation. The objectives of the study were to review the progress of primary schools of Pune Municipal Corporation, to study the various problems of the Primary schools of Pune Municipal Corporation, to make a comprehensive study of the problems of
dropout, and to suggest measures for resolving the problems and minimizing dropout. His major findings were, of the total 332 dropouts, 32%, 15%, 12% and 8% have dropped out, from standards I, II, III and IV respectively, the majority of parents were illiterate and only 48% had education up to standard IV, 18% of parents were daily bread-earners and hence did not bother about the education of their wards, twenty-three out of 33 families were large in size and were below poverty line, parents had no time to attend their wards and watch their progress and majority of students (over 70%) had no books, exercise books, slates, pencils and uniforms.

Ziadi, S.M.I.A, (1991) critically analyses *The Problems of wastage and dropouts at Elementary Level*. He concluded that as three fourth of the population are engaged in agricultural and majority of them are below poverty line, they engaged their children in work to supplement family labour rather than allowing them to attend classes, and

there are five main causes of dropout of students from schools namely domestic work, inconvenient location of schools, unsuitable timing of schools, and dislike for education and subject difficulty. Out of these, maximum numbers of students have dropped out due to the first cause i.e. domestic work.

Choube, Madhuri (1991) made *A Comparative study of Personality factors, Academic Adjustment and Scholastic Achievement of socially High and Low Deprived Tribal Youths of Rajasthan*. He found no difference in the personality and academic adjustment of these groups. He also suggested for more in depth study of personality of tribal children with scientifically developed research designs.
Vyas, J.C. (1992) conducted *The Study on pupil’s dropout at the Primary stage in the State of Rajasthan*. His main objectives were to find out the status of pupils dropping out from schools and to explore its causes. His major findings were the dropout rate of the state of Rajasthan was more in case of girls (53.67%) than the boys (40.66%), the dropout rate was higher in rural school (42.98%) than the urban school (30.39%); this rate was higher in govt. school (45.36%), the dropout tendency among the children of labourers was higher (53.17%) than that of children whose parents were engaged in business/services (40.22). The causes of dropout were shown as personal and school related factors. The personal causes like financial conditions of the family, parental unwillingness, illiteracy of parents, illness or demise of parents, lack of interests or weakness in studies, inferiority complex, overage, dropout of friends/ siblings etc. School related causes were non availability of lady teachers, co-educational system, lack of interests of the teachers in teaching acts etc.

Panda, Bijoy Kumar (1992) investigated into *A Sociological Study of the functions, organisations and impact of the Tribal Schools in the Koraput district of Orissa*. The study has come out with a comprehensive profile of the tribal living in Koraput district. The result showed that in spite of the availability of the facilities like inexpensive hostels, provisions of free textbooks, uniforms, stationary etc. these schools are not able to maintains high retention rate and reduce dropout rate. The instructional of activities in these schools were found to be monotonous and teacher-centred which resulted in
poor student performance of class V level, although the parents’ response to the functioning of the school and its relevance to the community was not positive.

**Sharma, N. (1992)** in his investigation the study of *The Problems of Non-enrolment and Non-retention of the children of Tea Garden Labourers with special reference to the District of Sivasagar (undivided)*. He listed the following causes in order of importance: involvement of children in domestic and non-domestic work, parental unawareness of the importance of education, non-congenial home environment, parents inability to provide school materials to their wards, difference in language spoken at home and that spoken by the teacher in school, poor parent-teacher relationship, differential expectation from the parents and poor physical facilities in schools.

**Gyaneswar, S.S. (1992)** had undertaken *A Study in the Extent of Stagnation and Dropout in the Schools of Manipur*. The objective of his study was to estimate the overall rate of wastage in terms of stagnation and dropout in different classes. His major findings were the rate of wastage and stagnation amongst pupils in rural schools was higher 47.3% than that of urban schools (24.8%), the rate of wastage and stagnation among boys, girls and scheduled tribes in rural schools were 40.9%, 55.2% and 92.8% respectively, the rate of repetition was generally higher in upper classes and as regard to scheduled tribe pupils the rate of repetition in the upper classes and in urban schools was higher than that in rural schools.

**Chalam, K.S. (1992)** made a comparison study on *Rural-Urban contrasts in Primary Education: A Study of Selected Mandals in Visakhapatnam district of Andhra Pradesh*. He concluded that lack of economic ability to arrange for
cloths, books and other materials were responsible for not sending children to schools, fifteen percent of the households feel that reluctance of the children to go to school was a factor contributing for dropouts and 13 percent of households feel that children were required to be at home for domestic work and ill health of the children and in the family caused dropout from schools.

Sachchidananda (1994) in his study *Tribal Education – New perspective and challenges* he tried to envisage the various socio-economic, psychological and physical constrains being faced by the tribal community of our country, to visualize the importance of education in the instant development of the weaker sections of our population, to analyse the reasons for failure of govt and non-govt. bodies to achieve the desired objectives for their upliftment. He found, the economic factor as a barrier to enrolment and retention in school since children participate in economic pursuits of the family. Parental illiteracy and apathy towards the education of their children was responsible for failure of their education. The psychological constraints emerge from first generation learners, who did not supplement the educational effort made by school. Poor motivation was also the cause of dropout among them. The physical constraints that were inherent in the educational system like poor school climate, inadequate building and equipments, dissatisfied teachers, absence of inspection/guidance from higher authorities, stereotyped school calendar, medium of instruction etc. poses a host of problems for tribal education. He also point out the neglect of teacher factor as lack of trained and qualified teacher, lack of positive attitude towards teaching profession, inadequate residential facilities, teachers absenteeism, low level of motivation in the teacher etc. were the causes behind
the failure. He suggested, the financing of tribal education needs to be looked into more closely, teacher factors should be solved with enlarged and special incentives, and community participation and micro-planning etc. were required for educational development of tribals.

**UNICEF Survey Report (2000)** observed the school factors as a reason for no or low participation of children in schools. It was also cited major reasons for dropping out of school especially in Assam, Andhra Pradesh, Madhya Pradesh, Rajasthan and Tamilnadu. Unattractive classroom, improper teacher-pupil ratio, unfriendly teaching and learning methods and inability of teachers to communicate in language of the child, improper distribution of incentives etc. are responsible for ever enrolling or dropping out children.

**Naidu, T.S. (2000)** conducted *A Study on Tribal education in South India problems of Dropout children and Future perspectives*. The objectives were to study the dropout difference among tribes of Tamilnadu, Kerala, Andhra Pradesh and Karnataka, to find out the demographic variation among the dropout children in tribal area in South India and to find out the reasons for the dropout. He found that, dropout children are very high in number in the interior and distant tribal villages, female dropouts are more in number than the male dropouts, in Tamilnadu female dropouts are high compared to other states, the percentage of dropout is more in the age group of 11-15 years, economic necessity and parent’s compulsion, absence of mid day meals schemes, improper provision of uniforms and text books lead to large scale dropouts in all the states.
Duraisamy, P. (2001) critically analysed *The Effectiveness of Incentives School Enrolment and Attainment*. The investigation offers ample evidence that government policies have significant effect on enrolment and attainment at the Primary level.

Presence of public schools within the village is more beneficial to girls while subsidies are more beneficial to boys. This reduces the gender gap in the school enrolment. This provides good justification for more schools and greater government subsides at primary level.

Nagarajan, R. and Madheswaran, S. (2001) conducted their study on *Determinants of child's Schooling in Rural Maharashtra*. The specific objectives of this study were to study the levels and differentials in attendance of children in the 6-14 age group in general and rural areas in particular in Maharashtra State, to know the inter-district variations in school attendance by the male child vis-à-vis the female child to find out the factors responsible for such variations in school attendance by children in rural Maharashtra. The main findings of the study were children from poor families are less likely to enroll and more likely to dropout in the early stage of primary education. Families incur both direct and indirect costs for educating their children.

Taj, H. (2002) conducted a study on *Causes of Dropout at Primary School Level* and found that the rate of dropout was high in govt. school than the private school. The major causes of dropout of primary school children were parents did not understand the need and difficulties of their children, parents’ lack of interest in education of their children, parents had low educational status and subjected to social taboos in case of girl child, children engaged at home to
look after youngsters and remain busy in domestic work, children do not find sufficient time to study, location of school at distant place, lack of community participation etc.

**Mishra, K.S. (2002)** investigated on the *Impact of classroom Interactions, Learning Stress and School Facilities on Intellectual Process of Grade V Students Exposed to Basic Education*. The objectives were to compare the intellectual process of children studying in advantaged and disadvantaged schools, to find out whether learning stress is related to intellectual processes and to find out relationship between various dimensions of classroom climate and students intellectual processes. He found students from advantaged schools exhibit low class inclusion, grouping and conservation abilities than those from disadvantaged schools and for rural students overall conservation ability positively related to five dimensions of classroom climate namely, facilitation, involvement, competition, encouragement and democratic climate.

**Pulla Rao, D. (2004)** conducted *An Investigation on the status of Primary Education among ST in Telengana district of Andhra Pradesh*. The objectives of his study were to estimate and compare the rate and growth of enrolment of STs and all children, to compare ST literacy rate with overall literacy rate, to examine district wise enrolment ratio of ST children. He found cultural taboos seem to constrain tribals from enrolling their girls in schools; the dropout rate among ST girls was much higher for the later, opportunity cost of sending ST children to school not withstanding the incentives provided by govt. to them and seems to be very high.
Kumar, P. (2005) made an analytical *Study on the Factors Facilitating Retention of Tribal Children of Ashram and other schools*. The objectives of his study were to identify and compare factors facilitating retention of tribal children of Ashram Tribal Schools (ATS) and Non-Residential Schools (NRS), to identify and compare competencies of teachers of ATS and NRS. The main findings were the government provided miscellaneous facilities for increasing retention of tribal children in ATS and NRS, ATS had better retention rate due to hostel and mess facilities as compared to that of NRS, free textbook supply and scholarship distribution emerged as prominent factor for retention in NRS, teachers employed in NRS and ATS were found homogenous with regard to teacher's competencies, school facilities contributed towards retention of children where as it remained indifferent about teacher effectiveness.

Meheta, Arun. C. (2005) in his recent analytical report on *Elementary Education in India: Progress towards UEE*, a survey of around 581 districts and 29 States and Union Territories, observed that more than half the primary schools were located beyond 10 kms from the block head quarters. Only 16.35 percent of the schools in rural areas and 71.29 percent in urban areas located within a distance of 5 kms from the block headquarters. Evidently the distance affected the attendance of girls and enrolment in rural areas to a great extent. Nearly 30,048 primary schools were running without any building and the majority of these were in rural areas and run by govt. Irrespective of the type of school, a school imparting elementary education in 2005 had an average of 3.7 rooms and average of all districts under survey showed that a good number of schools were without class rooms, the strength of teaching staff was also found
to be very low; a fairly good number of schools, both urban and rural areas, had only one teacher. The enrollment of girls also remain lower than of boys. Not much improvement was seen in Primary and upper Primary classes in 2004 and 2005.

Jha, J. and Jhingran, D. (2005) in their study Elementary Education for the Poorest and other deprived groups: The real challenge of Universalisation. They exposed some unknown facets of elementary education as imparted in the world’s largest democracy. They have gathered information directly from parents, children, and communities in both rural and urban areas of 13 states and in union territory in India. The objectives of investigation were to identify the challenges of the universalisation of elementary education, to investigate how poverty and forms of deprivation affect school enrolment, to find out the schooling decisions of poor households. According to their findings schools do not function uniformly well; those in the northern and eastern parts of the country are particularly irregular with the conduct of the teachers as many incidences of teachers’ absenteeism in remote schools affects particularly Dalits and Tribal children. Disparities in participation are evident among the Dalits, Tribals and Muslims, clear gender difference was observed across all social groups, engagement of many children in seasonal work hindering their school attendance, early marriage of girls leading to their withdrawal from school, the prevalence of corporal punishment, infrequent and perfunctory school supervision that does not result in pedagogic improvement. The schooling decisions of poor families can be attributed to diverse factors such as child related (do not like attending schools etc.) family related (house hold chores,
sibling care, migration, cost, poverty or family problems) school related (distance, poorly run schools, procedural reasons) and more diffuse (do not feel the need of education)

Prasad, P. (2006) made an attempt to study on *The Profile of Primary School Dropouts in Nalgonda District of Andhra Pradesh*. The objectives of his study were to examine the reasons of dropout in the district and to suggest some measures based on the specific reasons. He found out that the IV and V to be infected with the problem of dropout. The prevalence of illiteracy among parents more so in case of mothers apparently related to high dropout rate, the children of parents working in the unrecognized sector as seasonal and unskilled workers were most affected. Parents’ unwillingness / household works / working for earning and difficulty in coping with the studies and less encouraging teachers attitude were stand out as most important factors contributing to the dropout rate.

Gupta, N.K.(2006) tried to highlight the issues and concern in educational scenario of the scheduled tribes of India in his study "*Constraints in education of the children belonging to ST*" and found some problems that the tribal population have. Those were marginal political/legal status, low level of literacy or educational attainment rates, cultural, economic and language barrier, geographic and cultural isolation limit their access to education. Fear and mistrust on outsiders with a large degree of suspicion add to the existing problems. Non-contextual curriculum for ST children, impractical school calendars etc. were the reasons behind low enrolment and retention in school.
Rajalaxmi, T.K. (2007) made an attempt to highlight *The Missing Lessons* on the basis of the CAG (Comptroller and Auditor General of India) Report. The focus was on the failure of SSA in reaching its goals in National Capital Territory of Delhi, slow implementation of SSA and poor utilization of funds. The report shows that large numbers of children (6-14) are out of school and most of them are belong to SC/ST and OBC, amenities as basic as toilet for girls are not provided in more than 12% schools. The mission’s target to bring all children in to educational fold by 2004 through formal schools, EGS centers, AIS or back to school campus was not fulfilled till March 31, 2005, as only one-fourth of the children had been put in main streams school and a large number of children remain out of school. Most of the enrolled children did not attend school regularly.

### 2.3 Studies in Assam

Thakur, T.; Sarma, N.; Mohanta, U.T.; Sharma, Dipti. and Goswami, G.C. (1988) conducted a study on *Dropout in the primary schools of Assam.*

The objectives of their study were to compute the dropout rate, the stagnation rate and the rate of regular promotion in the primary stage of education in Assam, and to study the sex-wise, area-wise and community-wise variation of dropout and stagnation in Assam. They found that the rate of dropout was highest in the class II. The rate of dropout for boys was 16.96 percent and that for girls 15 percent. The rate of stagnation for boys was 39.44% and for girls 54.87%. The rate of regular promotion was 43.3% for boys, out of which 30.12% were girls and the rate of dropout had been the highest among the ST students (24.59%) and the least in the urban areas (12.7%).
Rehman, A.R.M. (1989) conducted *A Study on the Missing Tribes of Assam – some aspects of their primary and Secondary Education*. His study addressed itself to the issues of enrolment and dropout and the relationship between the appointment of teachers and teacher-pupil ratio. The study found poverty, lack of infrastructure, illiteracy among parents were the main causes of the low enrolment of tribal children in schools. Many students were from tribal community dropout between primary and secondary levels. About 22% of posts of primary schools teachers were not fulfilled.

Sharma, H.N. et al, (1991) studied on *Primary Education Problem in Jorhat District of Assam*. Their conclusions were lack of physical facilities of school was a major problem and in 81.0% of schools have not availed teaching aids. The same team of researchers undertook a similar study to identify the problem of the UP stage i.e. VI-VIII. The major findings were these schools were much better off than the primary schools with respect of physical facilities and teaching aids i.e. 74% had permanent buildings, 57% have urinals, 44% drinking water facilities, 68% have teaching aids, 58% have playgrounds and 68% had games teachers.

Kar, K. (1993) in her study *The development of Primary Education in Goalpara District during post Independence period (1947-1982) and its Impact on Society*, found that there was no remarkable qualitative development of primary education in Goalpara district had been noticed since independence due to paucity of funds, unattractive school building, poor quality of students, defective methods of teaching, inadequate number of trained teachers and high teacher student ratio.
DPEP, Assam (1994) conducted *A Study on four districts of Assam- Darrang, Dhubri, Karbi-Anglong and Morigaon*. The main objectives of the study were to fulfill the national objective of India formulated by NPE 1986 regarding universalisation of primary education. The findings of the study were dropout rates in four districts were Darrang – 66.72%, Dhubri – 68.91%, Karbi-Anglong – 73.19%, Morigaon – 70.92%. More than 50% wastage occurs in class I and 30% children admitted in class I reach class IV as regular promotee. The achievement of the learner was very pathetic as in Darrang 21%, Karbi-Anglong 31% of children studying class II could not even read a single alphabet. The reasons shown by DPEP were adult illiteracy, lack of trained teachers, defective and impractical methods of teaching and neglecting girls’ education.

Thakuria, B. (1996) conducted *A study on Problems of Primary Education under West Guwahati Area*. The main objectives of his study were to find out the various problems of primary schools of the study area and to investigate the major causes of dropout. He found the major causes were defective administration in school; improper methods of teaching, economic backwardness of the parents etc. were responsible for the dropout among the children.

Sarma, J. (1997) made an in depth study of *Universalisation of Elementary Education with special reference to Enrolment and Retention at Biswanath Chariali Block under Sonitpur district of Assam*. His major findings were an overall improvement in primary education was observed in the study area. General category of students had a better rate of enrolment in comparison to the
backward class students, the retention rate of female students had been gradually raising though a vast gap existed between students of chars, scheduled caste, scheduled tribes, and tea labourers and problems of enrolment and dropout still persisted in the study area.

Borbora, R.D. (1997) studied on the Impact of SES on the academic achievement of the First Generation Learners (FGL). The objectives of the study were to study the influence of social classes i.e. advance and backward classes, to study the effect of economic status on education of the children, to study the academic achievement of first generation learners and non first generation learners of both advance and backward classes, to find extent of wastage and stagnation and to study the values and attitudes of the literate and illiterate parents with a view to find out their effect on the learning process of their children. She found that parental illiteracy/unawareness as the major cause of low academic achievement. The involvement of child in domestic and non-domestic work in study hour, inability of parents to provide necessary educational materials, uncongenial home environment, malnutrition, irregular studies at home has negative effect on their education; unattractive school environment, repeated failure and non-understanding of progress in schoolwork etc. also have an impact on the academic achievement of the children.

Bargohain, A. and Hazarika, P. (1999) conducted A study on L.P. schools with the Enrolment of students below 40 in Morigaon district of Assam. They found less number of population in the village, poor economic condition of the family, literacy level of the parents, pre-occupation with domestic affairs, inability to bear school expenses of children’s etc. were the reason of low
enrolment in the school. Further less or no financial assistance were major barriers of carrying out the duties of VEC members, lack of parents’ awareness about their children’s future and reluctance of ST people to send their child to institution out of their habitation were the influencing factors of low enrolment.

**Boro, J. (1999)** in his paper *Universalisation of Elementary Education* stated problems hampering in access of the children to primary education and quality of the education in Assam were more schools in less habitation, inadequate numbers of teacher, abnormally high pupil-teacher ratio, insensitivity to girl’s education, teacher’s absenteeism etc.

**Phukan, S.D. (1999)** made *A study of LP schools with Enrolment of below 40 in Dhubri District of Assam* and found less population in hilly and riverine areas was one of the causes of low enrolment. Lack of proper facilities and accommodation in schools, parent’s illiteracy to understand the benefits of education, shortage of teachers, apathy towards teaching of the teachers, their active involvement with politics has disheartened many students and parents. Ethnic segregation due to location of schools in specific villages, migration of population in specific period (during flood) and poor economic conditions of parents were the causes of low enrolment in LP schools.

**Das, P. (2000)** conducted *An Investigation in to the problems of Enrolment and Retention of children of Elementary stage belonging to SC/ST of Morigaon district of Assam*. She found poverty, negligence of govt. poor school facilities, low level of motivation and aspiration of the parents, adult illiteracy, old traditional practices, irrelevant curriculum, unsuitable school time etc. were the main causes of dropout among the ST/SC children of the said district.
Hasina, B.S. (2001) investigated on the *Impact of Family on the Educational Development of Primary School Children in Darrang district of Assam*. The objectives of the study were to study the impact of families of different socio-cultural communities on education of primary school going children, to study the effect of economic status of families on the educational achievement of children, to study the effect of educational status of parents on the achievement of the children, to find out the extent of wastage and stagnation of the children of different income and literacy level of the family, to study the problem faced by the children of poor and illiterate sections as well as backward castes and communities. She found the socio-cultural pattern of different community has a significant impact on the education of their children. The income level of parents has influenced a lot towards the academic achievement of the children irrespective of community. The overall achievement of the children was influenced by parent’s literacy as the children of literate parents achieve more than the children of illiterate parents and the rate of wastage among the children of illiterate parent was higher than the children of literate parents.

The studies mentioned in this chapter conducted in the Assam, India and Abroad provide a firm foothold to the investigator to work on the existing problem. Some of the broad generalisations that emerge out of the findings of these studies are mentioned below:

1. Almost all the studies confirm that parental socio-economic status, their educational level, occupation and income level, lack of awareness or
interest towards the education, social taboos in girls' education etc. do affect in the enrolment and dropout of children at school.

2. Engagement in domestic chores, responsibility of younger siblings, inabilities to cope with studies, lack of sufficient time for study at home, low level of motivation or interest of children have a positive relation with school dropout.

3. The studies also reveals that certain school factors like poor physical facilities in school as attractive school building, adequate classrooms, drinking water, sanitary facilities, playground etc. are the chief causes of wastage and stagnation.

4. Lack of teaching-learning materials, defective curriculum, unattractive school environment, indifferent attitude of the teachers, teachers' absenteeism, punishment in the school etc. also have an effect on the children dropping out of the school.

5. The tribal children are more prone to the above problems due to their backwardness as shown by various studies.

Therefore, these studies do provide substantial help in formulating hypotheses and making the research problem look like an extension of the work done by the earlier researchers.