CHAPTER – II

REVIEW OF RELATED LITERATURE

The importance of related literature cannot be denied in any research. It is an important aspect of the research project which works as guide post, not only with regard to the work done in the field but also to perceive the gaps and lacunas in the concerned field of research. It helps in understanding the potentialities of the problem in hand. Review of literature forms an integral part of any research. It helps to find out is already known and what is still unknown untested. It also helps to avoid the duplication of the research. A careful scanning of the literature related studies will help the researcher to understand the studies of similar nature and the methodology followed. In the present study large number of related studies have been reviewed through books, journals, articles and theses. Besides this, survey of related literature means to locate, to read and to evaluate the past as well as current literature of the research concerned with the planned investigation. The time spent in such a survey is invariable a wise investment. The importance of related literature can be highlighted through the following points:

➢ The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem.

➢ The researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavour would be likely to add to the knowledge in a meaningful way.

➢ Through the review of related literature, the researcher can avoid unintentional duplication of well established findings.
➢ It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies and also provides insight into the statistical methods through which validity of results is to be established.

➢ The review of related literature also helps in knowing the recommendations of previous researcher for further research.

Having realized the importance of related studies, investigator tried his best to study the related literature. The investigator taped the various sources of various sources of available literature pertaining to the present study like survey of research, research journals educational abstracts, international encyclopaedia and year-books etc.

In the following subsections an attempt has been made to review those studies which have been reported in Indian and Foreign literature. Some of the studies having direct or indirect bearing on the present study are reported as under:

Gupta (1983) conducted a study on “A Critical study of Non-Formal Education Programme (age group of 9-14) run by different agencies in the state of M.P.” The study observed that due to economic constraints those children who were not able to join the formal school could get education at these school centres. The study also found that NFE centres were not sufficient in view of the total school children population.

Rajluxmi (1986) conducted a study on “An Evaluative Study of Certain Aspects of Non Formal Education Programme for Children aged 9-14 years in Rajaseema Area”. The study found that the target occupational group represented among the NFE learners was that of
agriculture and labours. It was also observed that a little less than one fourth of the instructors were women and majority of instructors were from forward castes. A small number of instructors were SC and ST.

Mahapatra (1987) conducted a study of the working conditions of the Non-Formal Education women facilitators in Orissa. The study observed that low payment of monthly remuneration of Rs. 105/- to the facilitator was very discouraging. The working hours of the centres varied from centre to centre. It was also observed that most of them functioned during day time and the centres had poor physical facilities in terms of building, right arrangement, furniture, storage and display material.

Shulman (1987) argued that the main hallmark of quality in alternative educational programmes is individuality. This accounts for the wide diversity of initiatives, the unique nature of which, it is critical to preserve, in meeting the needs of so many different students. Shulman said whilst there is an obligation to raise standards in the interests of improvement and reform, it is important to avoid the creation of rigid orthodoxies. However, it is important to improve the validity of an evaluation by being aware that in discussing “programmes” the literature is not focusing on one entity, but many different options in reviewing the outcomes of programmes.

Sahoo (1991) conducted a study of the history and development of Alternative Schools. The study observed that teachers were very responsible using modern techniques for the improvement of teaching and learning practice. The environment of school was not conducive. As a result students do not read in proper manner. The members of society were not conscious due to environment of school.

Nayak (1991) conducted a study on “Comparing M.L.L. in mathematics and languages of the children of Alternative Schools” and
found that MLL of traditional school children was superior to an alternative school. The communication of traditional school was far better than alternative school.

Broadfoot (1992) supported the use of formative assessment within the learning process, no matter whatever educational programme students are engaged in diagnosis and feedback guides pupils in future goal setting. She stressed that planning programmes without assessment of achievement and progress is uninformed. Therefore as goal setting is the focus of planning ahead for individual students in alternative education programmes, diagnostic assessment needs to be an integral part of this. This has implications for educators to be informed of the latest understanding of assessment processes.

Glasser (1992) in his examination of what promotes quality education for students with histories of truancy identified poor attendance as one of the major barriers to student learning. He found that many students were in alternative provision, because, in the large mainstream classroom their needs were unrecognized, and they responded by displaying consistent and frequent anti social behaviours. These were beyond what it is expected of the mainstream teacher to deal with. Some of the students in alternative programmes had already been involved with drug related, or law enforcement charges. This conduct was not only disruptive for the student involved but also for the smooth operation of the learning community, in terms of peers and educator stress levels. Behavior management and conflict resolution need to be resolved as they are both associated with creating an optimum environment in which students feel comfortable and are motivated to learn.

Cox and Davidson (1995) by using a Meta-Analysis to determine the overall effect of AE programme, concluded that AE programs can
have a small positive effect on school performance, school attitude, and self esteem and that alternative education schools with specific target populations have more impact than the undefined schools.

Weir (1996) discussed the relative characteristics of alternative programmes as they apply to younger students who are ‘dropping’ out at a younger age than ever. This work has been included to show that younger students can have programmes adapted to their needs, and provides a further affirmation of effective programmes. Weir cites the successful alternative organisational, instructional and interpersonal components as adaptable to younger students.

Diwedi (1997) reported that teachers of alternative schools were not found satisfied with poor supply of the teaching learning material. Teaching learning material if supplied, it was too late. Mostly teachers had not been competent to organize multilevel teaching and planning. The contingency fund for developing teaching learning material aids were provided to only 7 per cent teachers during 1995-96. Mostly teachers received 21 days intensive training programme. In addition 54 per cent teachers demanded further training in understanding difficult concepts like multi level teaching, planning and recording and evaluation of learners.

Friedrich (1997) said that the concept of alternative education is not new, and provision dates from the inception of public education. Societal trends and accountability currently are in accordance with concerns worldwide about the failure of the public system to meet the needs of all students.

Lange (1998) stated that the phrase alternative school has often held a negative implication. In recent years, however, the phrase has suggested the opportunity for a second chance. This second chance option
has combined the philosophies of alternative programs and school choice and offers another opportunity to students failing in the traditional system. These schools, which are focused on academics and high school completion, have been referred to as academic Alternative Educational Campuses (AECs) and comprise instructional settings created to foster a positive learning climate featuring small class sizes, individualized assignments, self-paced timelines, competency-based rather than competition driven performance assessments, and informal classroom interactions. These settings offer curriculum and instructional innovations to provide students the time needed to complete high school requirements and to provide teachers the continuous support required to implement such ambitious changes. As such, AECs do not include disciplinary alternative schools or residential facilities.

Parahi (1998) conducted a study on “Status study of an Alternative School and suggesting ways and means to improve upon it”. The study showed that the aims of Alternative Schools and general schools were not the same. Students were found less interested to go to alternative schools. The curriculum of alternative was found different from that of regular schools. Position of the schools was found in the developing stage. Government provided stationary, books, blackboard and chalk to these schools. The Activity Method, Play Way Method, Story Telling Method was used.

Gregg (1999) summarized research findings on suggested curricula and instructional programs for inclusion in alternative schools. Alternative schools designed to “fix the environment” of at-risk students should implement curricula and instructional programmes that are engaging, challenging, and relevant. Multi-disciplinary programs that address the academic, social, and behavioural needs of students are
recommended. The curriculum should be integrated across disciplines and include vocational, career and community service components. He instructed that the best served at-risk students addresses individual learning styles and achievement levels. Students need to experience frequent and continuous success.

Guerin and Denti (1999) suggested that successful programs have certain characteristics or features including: curricula that is responsive to the needs of the students, assessment, teaching of social skills, social responsibility, and restorative justice, focus on core academic subjects, and a presence of supplementary subjects (e.g. career awareness). This survey and analysis of AE practices directly or indirectly reviews most of these and several other research-based AE strategies. The researchers anticipated finding that program curricula would have the primary focus of changing behaviour of students and/or increasing academic performance of students. Assessment and transition programs are likely to be inconsistent due to the realities of the need for immediate referrals, staffing patterns, and limited funding. Assessment refers to the evaluation of students in one or more of the following areas: academic performance, academic ability, behaviour, social skills, and cognitive skills. Transition programs in school district AE programs are generally designed to assist students in making a smooth transition from alternative education back into the regular classroom, the workplace, and/or post-secondary training.

Quinn et al. (1999) argued that students in Alternative Education (AE) frequently require intensive personal support because most of them come from disadvantaged backgrounds. In keeping with this suggestion daily living, social skills as well as vocational skills are pinpointed as additional extra curricula activities. It is considered that these subject areas support wellbeing where students learn coping strategies, stress
reduction and relaxation techniques, as well as the importance of physical exercise, and proper nutrition.

With specific reference to alternative programmes Quinn et al. advised that students’ progress should be reviewed and goals revised, and this should be based on functional assessment, which ensures that evaluations are meaningful in being related in relevant terms to real situations, and should lead to a positive behavioural plan. Therefore educators in quality alternative programmes need to have an understanding of formative learning in order to use diagnostic assessment to inform forward planning of student programmes. Without this students will be disadvantaged.

Jay McGee (2001) an alternative school administrator, asserted there is a demand for AE schools that addresses the needs of students not succeeding. This demand pertains to all age groups, including elementary, middle, and high school students. He asked who is served by alternative education schools by age, race, gender, frequency, and length and wanted to know the benefit of such programs and how one knows what results are being achieved. All of these questions are addressed in the administrator survey.

Sangai et al. (2002) conducted a study on “Universalisation of Elementary Education – Search for relevance” and found that the EGS and AIE centres provided education to children who were not going to school. The infrastructural conditions of EGS and AIE centres were generally good. There was no difference in the age group of children in EGS and AIE centres. Only difference in the running of EGS and AIE centres was that of timings with EGS centres functioning during the day time on the pattern of a formal school while AIE centres normally functioned in the evening. The EGS centres were predominantly run by
the government departments with the help of community. AIE centres, covered under the study, were being run by the Lok-Jumbish. The centres were managed by the community through VEC or PTA, the functionaries lacked training and exposure to perform their task effectively. Qualifications of instructors were generally higher than minimum prescribed qualification for the post in all EGS centres of Madhya Pradesh and Rajasthan. Most of the teachers attended training programmes organized by BRC, DIET and Lok Jumbish. Achievement levels of learners were found to be low especially in mathematics.

Singh and Shrivastav (2003) Conducted study on “Evaluation of EGS schools” and found that EGS centres were opened in the most backward and unreachable areas of the state to provide schooling facility to the children in such areas. Priority was given to local people in teachers' selection. Management of the EGS was entrusted to the community - Parent Teacher Association (PTA). There was wide variation in achievement level of children of class II, III and IV in different subjects. Most of the children’s scores fell between 50 to 80 per cent. The teaching learning process in class IV needs to be made more rigorous to increase the achievement level of children. Community participation was found to be comparatively high in Shahdol district as four out of 10 school buildings were made available by the community here. Community members also contributed in terms of labour to build the school building.

Camilla et al. (2003) stated that alternative schools have emerged over the years as one educational option for students who are not successful in traditional school settings. The number of these schools is growing rapidly, yet we know very little about similarities in policy and practice across states. This report provides a list and review of current state legislation and policy from 48 states that had some type of
legislation addressing alternative schools or programs. Information is organized and discussed with regard to enrolment criteria, alternative school definition, funding, curriculum, staffing, and students with disabilities. Implications of the findings are discussed in relation to historical context and current forces shaping alternative schools today.

Nagi, Juyal and Tyagi (2004) Conducted study on “Rapid assessment of the functioning of Govt. primary schools, Education Guarantee schools and Alternative Education centres in Uttarakhand” and found that free textbooks were distributed in EGS and AIE centres along with govt. primary schools. Salary of teachers in Alternative Education and EGS centres was meager. Mean achievement score of students in language and mathematics of alternative schools was higher than that of students in EGS and govt. primary school. Students’ mastery in language was higher in AIE centres (62.6 per cent) followed by EGS (52.1 per cent) and govt. primary schools (46.5 per cent). The achievement score of boys in both subjects in govt. primary schools and AIE centres was greater than that of girls. In case of EGS the mean achievement score of girls was slightly better than that of boys in both subjects. Major areas of concern were inadequate infrastructure, lack of basic facilities and teachers’ training.

Sangai (2004) conducted a study of role of EGS and AIE Centres in Universalizing Elementary Education and in mainstreaming the children to formal schools and found that the EGS and AIE centres were predominantly run by the government with the help of community and were providing access to children who were not going to school earlier. The infrastructural conditions of EGS and AIE centres were generally good. Functionaries lacked training and exposure. Achievement levels of learners were low especially in mathematics. The position regarding mainstreaming differed in both the states. The training programmes
organized by BRC, DIET and Lok Jumbish were found to be useful by
the teachers. The CRCCs felt that their administrative work load hindered
them in helping instructors on academic issues. Also a wide variation
existed in the numbers of centres supervised by each CRCC which needs
to be rationalized.

Kackar and Sharma (2006) conducted a study on Evaluation of
Alternative Schooling and they found that these learning centres have
enrolled children especially from disadvantaged sections of society
including girls from remote rural areas. In most of the cases, the space
was adequate. By and large, physical facilities, such as mats, boxes for
storage, registers for maintenance of records and copies, slates, pencils,
rubbers, etc. have been supplied to the Vidyalayas as per specifications.
Free text books were supplied to the children. Almost all the vidyalayas
were run by lady instructors. All the instructors were trained by ASRG/
District Resource Group (DRG) initially for 30 days and afterwards for 3
days at an interval of three months in all sampled districts except one.
The instructors were also given 10 days training at the beginning of
second and third year of the course. Instructors in EGS centres at
Sitamarhi district were paid as per SSA norms since these centres were
opened after the launch of SSA. Payment of honorarium to instructors
was made through Mata Samities.

Patel et al. (2006) conducted a study to find out reasons of
dropouts of children and processes adopted under alternative schooling
and they found that majority of the parents had migrated with their
families. Family responsibilities such as taking care of siblings and
domestic chores were the reasons for drop out as per head- teachers and
parents. Hurdles like rivers, rivulets, hilly areas, railway lines, highways
etc. in between school and residence were cited as the factors responsible
for children’s dropping out as per principals (43 per cent) and CRCs (44
per cent). Majority of the total enrolled students in Alternative schools were drop outs and rest were never enrolled students. Most of the dropout children were failure (81 per cent) or absentees (19 per cent). Data indicated that at block level in 2006, sixty eight percent of students were upgraded to upper standard through bridge courses.

Patel and Awasthi (2006) conducted a study on “Status of Students and *Balmitras* in the Alternative and Innovative Education system” and they found that half of the total centres were functioning at the scheduled time. Twenty centres had different timings about which the local functionaries i.e. coordinators of BRC and CRC and block resource persons had no information. In most of the centres attendance ranged between 30 to 50 per cent. Among them only 50 per cent knew reading and writing and only 5 per cent could do small calculations. The number of students mainstreamed was also low. Only 321 children were mainstreamed in all three districts out of 1300-1350 students. Majority of *balmitras* were not satisfied with payment of remuneration. They received pay after one /two years. All the functionaries do not possess adequate knowledge. Only seventeen out of 31 functionaries knew what school mapping was and how was it done?

Kharkongngor, Marbaniang, Rapsang and Kynta (2006) conducted a Case study on the effectiveness of Education Guarantee Scheme under SSA in Ri-Bhoi district and the study revealed that the text-books given to the students in majority of the centres were below standard while teaching kits and other TLMs were supplied only to a few centres. The centres were not well-equipped to cater to all the needs of the students. The number of students increased every year. Education volunteers found it difficult to teach in such multi-grade situation. Students liked the centres but they felt that the condition of the centres should be improved. Selection/appointment of Education volunteers (EVs) in EGS was not
based on merit. Majority of them were untrained. EVs were not regular in doing the duties assigned to them. The VECs were least interested in the affairs of the centres. Community participation was lacking in all villages.

Lyngdoh, Paritan, Nikhla and Dkhar (2006) conducted a Case Study of the effectiveness of Education Guarantee Scheme under SSA in West Khasi Hills district and the study revealed that EGS centres run in the morning 6.00 a.m. to 9.00 a.m. to cater to the needs of working children. Most of the EGS centres lacked basic facilities such as toilets, drinking water, sufficient sitting space, blackboards etc. Enrolment was low, teachers were untrained. Some of them were graduates. Majority of teachers were females. Children were not provided with learning material. Grants were released annually. Enrolment in centres was low as the children were engaged in sibling care. Community participation was poor. Supervision system of EGS centres needed improvement.

Warjri, Nongrum, Wanswet, Laloo, Sten and Lhuid (2006) conducted a Case Study on the effectiveness of Education Guarantee Scheme under SSA in Jaintia Hills district and they found that total enrolment in the primary level at the EGS centres at Sohshrieh Wahbiar in Khliehriat block was only 6 students, much lower than the norms. Attendance was generally good and children were irregular during specific seasons to help family members with farming activities and household work. Funds for honorarium for the volunteers, TLMs and contingency for the centres were transferred to the account of the VEC in advance. The VEC made payments to the teachers and for other admissible expenditure incurred. Many of the children enrolled in EGS were out-of-school children like drop outs, first generation learners, working children etc. Volunteers were informal. Children were generally confident, open and friendly. Their main task was to 'finish' textbooks before the annual examinations. Most of the volunteers interviewed had
also attended training programmes for Educational Volunteers at DIET, Thadlaskein. Most of them used the evaluation tools and techniques (including CCE) shown/demonstrated during their training period for assessment of learners. They used action songs and phonic rhymes during language lessons in which all children participated enthusiastically. Some of the centres used Meghalaya Board of School Education (MBOSE) textbooks while others used DIET textbooks.

Das (2006) conducted a study on “Comparative assessment on the functioning of EGS centres managed by government and NGOs in Orissa” and it was observed that EGS centres in all four districts were suffering from common problems which included lack of sitting space for children, inadequate funds, late release of grants, inadequate TLM and study materials, sub-standard quality of MDM. In most of the EGS centres run by NGOs, Education volunteers (EVs) were not paid their honorarium regularly. Training to EVs was inadequate. Monitoring and evaluation of the EGS needed further strengthening.

Mehrotra (2006) stated that all alternative schools are guided by a clear philosophy of education and life. They are small, with a limited number of children in each class. Alternative education scores better because today what counts is not how much you know, but how far you are able to keep learning. The world is moving very fast. To cope, the child has to be able to adjust. Alternative education seems to nurture latent capabilities and inculcate love for learning. Those with such a background are usually more versatile, and capable of seeing the whole picture. They are better fitted to take decisions, introduce changes. They manage to cope and do surprisingly well in the outer world.

Director, CYSD (2006) conducted a study on “Effectiveness of monitoring system of EGS centres” and found that systems and processes
established for monitoring EGS centres were not adequate. CRCCs, the key person responsible for regular monitoring, were not able to carry out their duties due to lack of role clarity, multiple responsibilities, clear procedures, logistics for mobility and proper reporting guidelines. District Inspector and cluster Inspector did not take any initiative to monitor EGS centres. Monitoring visits by DPC were rare, VECs visited the centres frequently but were not able to monitor properly for want of training, motivation and experience. There was no practice of preparation and submission of quarterly monitoring reports. Community participation level was poor. PTAs/MTAs formed in a limited number of villages, were in need of orientation and empowerment. TLM/TLE was supplied to all centres in time. Free textbooks were given to students. Only induction training was provided to EVs after joining. Training was helpful to the EVs in teaching with activity-based and joyful learning methods. There was no practice of centre level training by CRCC.

Nayak (2006) conducted a study on “Evaluation of competencies of Education Volunteers of EGS centres in teaching and classroom management” and found that all Educational Volunteers (EVs) had requisite qualification; one third of them were graduates. District wise variations were evident with more EVs in Dhenkenal and Nayagarh district having professional qualification and none in Koraput and Sambalpur district. The in-service training programme of 30-days per year was organized in different districts differently. After that no other training programme was organized for the EVs either by the district or the state. Community members of all EGS centres were satisfied with the performance of EVs as they were regular and punctual in coming to centre and taught regularly. The community made efforts for ensuring regular attendance of children, maintenance of classrooms organizing mid-day meal activities etc. Regular meetings were held by EVs with
community members, Average scores of EVs of Dhenkanal, Sambalpur and Nayagarh districts on Achievement tests in Language, Mathematics and Science were above 60 per cent while average scores of EVs in Koraput was below 60 per cent (54 per cent in language, 52 per cent in Maths and 45 per cent in Science). With regard to teaching learning process, activity based teaching learning process was observed in two third of the centres. TLMs used in the activities were appropriate in nearly one fourth of the centres. In majority of the centres student-teacher interaction was evident. CRCCs provided support to EVs on content, lesson planning and activity development. Head-teachers of many primary schools provided support to EVs in respect of content and lesson planning, learning by children, their health condition, evaluation of students etc. Drinking water facility was not available for the children in majority of the centres. Most of the centres had relevant records. Evaluation of children’s progress was maintained in most centres. Children were neat and clean in nearly all centres.

Kalita (2007) conducted a study on “Evaluation of the functioning of AIE centres with focus on retention of mainstreamed children in the formal schools.” It was observed that the average enrolment of the AIE centres was found to be 29 children per centre with a very high retention rate. Nearly half of the children were regular. A few children got mainstreamed to formal schools; of these 54 per cent were boys and 46 per cent were girls. Highest percentage of mainstreamed children was observed in Sonitpur district and lowest in Kamrup district. Mainstreamed learners got equal attention from teachers and their classmates were friendly. Monthly evaluation was being carried out in most of the centres. Total retention rate was 89.5 per cent and dropout rate was 10.5 per cent. A positive relation was found between attendance of learners and mainstreaming. Most of the Shiksha Karmis were aware
of their roles and responsibilities at least to some extent. Almost all of
them had acquired minimum qualification.

Sharma (2007) conducted a study on “Evaluation of EGS upgraded
into primary school” and the study revealed that most of the schools were
functioning in some villager's residence or in open spaces. During
opening of EGS centre and their subsequent upgradation, the prescribed
procedure had been followed. The sampled upgraded schools in the initial
year of their establishment as EGS centres enrolled, on an average, about
52 children per centre including boys and girls in almost equal members.
In the last year of their existence as EGS centre, that is, during the year
preceding the up-gradation, the average enrolment per centre had
increased to about 79 which included 51.5 per cent boys and 48.5 per cent
girls. Some of the untrained teachers in schools had made efforts to
improve their qualification by enrolling in IGNOU courses in
Mathematics, English and Guidance. Only one third of them were
satisfied with the functioning of the school. Major cause of dissatisfaction
was late payment of their salaries and lack of facilities in schools.

Sarkar and Baruah (2007) conducted an Evaluation study of the
functioning of EGS centres with focus on learning achievement level of
the children and they found that the average attendance rate of learners in
EGS was 78 per cent. A trend of decrease in enrolment was observed with
increase in grade. Major reasons of dropout included poverty, parents’
ignorance and children being engaged in household work. The academic
performance of learners improved gradually with promotion to upper
classes. Major problems in running the EGS centres included inadequate
infrastructure, shortage of time, language problem, inadequate TLM and
problems related to Mid-day-meal.
Ritwik Patra (2007) envisaged that universal access to elementary education is the foremost objective under SSA. Unserved areas are provided with primary and elementary schools under DPEP (District Primary Education Programme) and SSA to achieve this objective. Still, there remain scattered and remote habitations in the country which are not accessible to the facility of elementary schooling. As per the Seventh All India School Education Survey (2006 NCERT), 86.97 per cent habitations are served by primary schools. The same survey suggested that 78.12 per cent habitations of the country have upper primary schools within the respective habitations or within a distance of 3 Km. Education Guarantee Scheme (EGS) has been instrumental in providing access to schooling to the unserved, scattered and remote habitations. The EGS centres usually have one teacher for every 30-40 children. In 2005-06, over 1.11 lacs EGS centres provided educational facilities to over 40.42 lacs children.

Soni (2007) conducted “Flexi schools in Banglore city: A case study” and the study revealed that the Flexi schools were established in 2004 under the AIE scheme of SSA to provide education to working children below 14 years of age in Banglore city. These schools succeeded in mainstreaming 700 children into regular schools. Flexi schools used same curriculum and textbooks as prescribed by the Karnataka state government for regular schools. Working children could attend the classes in Flexi schools according to their convenience between 8:00 a.m. to 8:00 p.m. and they could take the examinations as and when they were ready for it. The teachers of Flexi schools were drawn from the excess teachers of government aided schools. They possessed the same qualifications and received the same salary as prescribed by the state government. SSA officials acknowledged that Flexi schools have rendered a valuable service to working children, but these schools did not
exist in the same form in the light of child labour Act 2006. Working children, their parents and teachers were against the closure of Flexi schools.

Salam and Mandal (2007) conducted a study on “Assessment of Non Residential Bridge Course Centres – A micro level study at primary level” and they found that the average number of children admitted in each NRBCCs was 24 and total enrolment was a composition of 36.5 per cent SC, 19.2 per cent ST, 37.7 per cent Muslim and 7 per cent other castes’ enrolment. Average attendance rate was 67 per cent with large district variation. Out of 2,762 children admitted in the centres, 47 per cent were mainstreamed to the formal schools. Reasons for non-mainstreaming of children in majority of cases were engagement in income generating or household activities. Out of total 120 Education volunteers, 62.5 per cent were male; more than half were matriculate, 22.2 per cent with (10+2) standard and rest were Graduates.

Chakravarty (2007) conducted a study on evaluation of the functioning of centres for hard to reach children (HTR centres) in urban areas with focus on the coverage of working children and it was observed that most of the centres lacked adequate facilities. The number of enrolled children in sampled centres was 1728. Out of these 473 were working children and the rest were non-working children. Majority of these children were in district Kamrup, followed by Dibrugarh (13 per cent), North lacsimpur (10 per cent), Barpeta (6.3 per cent) and Bongaigaon (5.4 per cent). Attendance of the children in these districts was also relatively higher. Most of these children were never enrolled in any regular school/centres and some were dropouts. Achievement of these children was better in Mathematics than Language. District wise variations were observed in mainstreaming of children- Kamrup (20.1 per cent), North lacsimpur (9.9 per cent), followed by Dibrugarh
(8.9 per cent), Nagaon (8.8 per cent), Bongaigaon (8.8 per cent) and Barpeta (7.3 per cent). Overall success rate in mainstreaming these children was low. Parents’ lack of interest in sending children to the HTR centre, children’s lack of interest in studies and lack of publicity were cited as reasons for low enrolment of children in the centres.

Pandey (2007) conducted “Monitoring of EGS and AIE Centres: A report.” It was observed that more than half of the centres remained open on all working days. During the last one year no academic support personnel visited the centres. Many of the madarsas, NGO run centres, Apna Vidyalayas, Basti Vidyalayas, Angana Vidyalayas and EGS centres were not visited by any academic support personnel during last one year. Average annual grant received by centres other than teacher’s salary was Rs. 2677/- for EGS, Rs.2049/- for Apna Vidyalaya and Rs. 2174/- for Angana Vidyalaya. The average enrolment per centre was 57 in EGS, 25 in Apna Vidyalaya, 28 in Angana Vidyalaya, 44 in Basti Vidyalaya, 19 in Vidyalaya Chalo Kendras. Average attendance in all centres was 69.2 per cent. Availability of learning material for children was satisfactory in 36.5 per cent of centres, while 21.2 per cent of centres lacked minimum learning materials. Training was not imparted to instructors of most of the EGS/AIE centres. Most of the teachers were matriculate or intermediate while a few were graduates or post graduates. Teachers in EGS/AIE centres used the traditional chalk and talk method. Centre-wise analysis showed that Angana Vidyalaya, Vidyalaya Chalo Kendras and Madarsa run centres used questioning as a means of evaluation extensively. More than half of the centres were opened after discussion in the village meeting and with community support. EGS centres were generally managed and supervised by mukhiya single handed. Except for EGS centres, most of the communities were satisfied with the centres.
Sarkar and Baruah (2008) conducted a study on “Effectiveness of Education Guarantee scheme in covering out of school children in Assam” and they found that all EGS centres satisfied the norms for establishment. Community members were of the opinion that all out of school children have been covered by the EGS and in their view dropout was moderate. Shiksha mitras made EGS accessible to children by convincing their parents and teaching in a joyful environment. In shiksha mitras’ view their centres were regular and dropout was minimum. Poverty, malnutrition and sibling care were the main reasons for dropout. Average attendance in EGS was. Head-teachers’ of upper primary schools were of the opinion that children from EGS complete their elementary education, their performance was better than other learners in schools.

Chakraborty and Khanna (2008) conducted a study of the status of Alternative Schooling under SSA and its impact on Universalisation of elementary education and they found that SDMC of nearby govt. school controlled finances and other management related issues in alternate schools/centres. These schools provided access to schooling facility to children in the age group 6-14 residing in hamlets/ difficult areas. Mid-day meal was being provided to the students. After successfully completing their education at these centres children got mainstreamed in appropriate classes according to their age. Community appointed the teachers, arranged the space and participated in fixing timings for the school/ centre. Alternative schooling (both of 4 and 6 hour duration), madarsas and EGS were like regular schools. Physical facilities were inadequate. Retention was low in tribal districts due to migratory problem, engagement in household work and lack of joyful learning. Mainstreaming of children in formal schools was a challenge due to distance, non-flexible hours of schools, migration, and engagement in household work and earning compulsions. Monitoring of these
schools/centres need to be improvement. *Balika Shiksha Shivir* of 6 months was quite successful.

Chakraborty and Khanna (2008) conducted a study of different interventions for out of school children in the state of Rajasthan and the study revealed that in every village of Rajasthan at least one primary school has been established. Gender gap has reduced from 23.9 per cent in 2001-02 to 10.7 per cent in 2005-06. Dropout of students and teachers absenteeism in rural and interior areas, inadequate use of facilities provided, migratory groups, disparity between male and female literacy in rural areas and SC and ST groups were some of the areas of concern. There is a need to make child tracking system more effective.

Saluja (2008) conducted a study of mainstreaming of children from Non-Residential Bridge Courses to formal schools and found that most of the NRBC centres were working in the constraints such as inadequate space and lacked basic facilities like drinking water and toilets. Activity based teaching methods were not used while teaching The use of TLM was also minimal in teaching even if TLM was available as the instructors were not clear about its usage. Supervision too was rather tentative with more emphasis on information collection than on academic guidance. There was absence of sharing of experiences of the instructors where they could learn from one another’s strengths and weaknesses. Irregularity in payment of honorarium to instructors was another constant complaint.

Rajender (2008) reported that there is no facility of sports material, primary health kits, audio-visual aids, mathematics kit, science kit, tool box and recreational facilities in alternative schools or bhattha schools in Haryana. After the study of the availability, it was found that there is no scheme for encouragement except the text books and the stationary. The
text books were made available in 3 bhattha schools adequately, in 10 alternative schools it was found inadequate and in 12 alternative schools, text books were not available. The parents were not found satisfied with these facilities. The co-operation of the local bodies was found to be negligible.

Kalita, Pathak and Das (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” and they found that overall, two third of learners have been mainstreamed from RBCCs. The percentage of drop out from RBCCs since inception was 8 per cent. The learners of RBCCs excelled in co-curricular activities like singing, dancing, quiz competition etc. Almost all the RBCCs had first aid facility and most of them organised free health check up camp. Most of the RBCC learners’ performance was average. The head-teachers of formal schools were not found to be eager to enroll learners from RBCCs.

Kalita and Pathak (2009) conducted a study on the role of Assamese Radio Programme-\textit{Sanyog} in promoting UEE with special reference to Alternative Schooling and the study revealed that majority of the sampled centres had radio sets in working condition and were provided with battery. As per Shikhsa Karmis/Mitras the main objective of the programme was to attract out of school children to school to provide education to all children. Most of them had radios and brought radio set always to schools. As per the Shikhsa Karmis/Mitras Sunday is more convenient day for broadcasting, timings could be between 10.00 A.M. to 11.00 A.M. or 12.30 P.M. to 1.00 P.M. Majority of the students were aware of the day of broadcasting and understood the language programme ‘\textit{Sanyog}’ and found the programme to be good. Most of the
community members were not aware of the programme, some came to
know of it from Shiksha Karmis / Mitras, some of them heard about
‘child labour’ from ‘Sanyog’. Most of them found the present time
schedule as inconvenient and suggested that it should be broadcasted on
Sunday.

Changkakati and Singha (2009) conducted a study on
“Effectiveness of Education Guarantee Scheme in minority concentrated
districts of Assam” and found that the enrolment of girls and boys do not
differ much in most of the centres. The achievement of girls was higher
than the boys in some of the centres. Shiksha mitras used local language
in the centres. Medium of instruction in the centre was Assamese this
resulted in learning barriers. TLMs were not used in many centres. Mid-
day meal was being provided to the students in all the EGS centres. In
some of the centres community took interest in generating resources from
other sources to construct the school building. Performance of shiksha
mitras need to be improved through regular training and orientation
programme.

Hati and Majumder (2011) analysed the impact of Alternative and
Innovative Education programme in Bardhaman district of West Bengal.
The investigators found that the innovative scheme had been able to bring
back about half of the out of school children to the formal schools. They
also observed that these Bridge Course Centres were also providing good
learning opportunities to the marginal children.

Having reviewed the various works related to the present study, it
was found that lots of work has been done on the non formal education.
Being a part of non formal education, alternative education has been
lunched with different names in various states. In Haryana this was
launched as Alternative and Innovative Education (AIE) centre(s). Later
on, it can be introduced as Bhatha Pathshala. After the review of different studies it was concluded that the alternative education is an innovative programme to educate the dropouts/out of school children. The results of the studies show that alternative education has great impact on the personality of children. It also helps to enroll the dropouts into mainstream. It proved to be a powerful tool of Universalisation of Elementary Education. But the scheme also faced some threats or hurdles. Most of alternative education programme were being run by volunteer agencies. These agencies did not have much interest in it. The monitoring and supervision system was also found ineffective.

The various studies were conducted in different states. But, except one study, the investigator could not find related studies of Alternative Schooling conducted so far in Haryana State and therefore the present study was undertaken by him keeping in view the functioning of on going Bhatha Pathshalas in the State.