CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0. Introduction

Review of related literature is an important parameter of a research work. It helps to know what has been done earlier in a particular research topic. For this research work following review is done.

2.1. International Studies

Alvi, in 1965, carried out a study in a district of Pakistan which deals mainly in the rate of dropout in the elementary schools. Through this study he found the highest dropout rate in grade I. the result of this study reveals that the most important causes of dropout such as poverty and unemployment of children in agriculture, unfavourable attitude towards girls education, lack of religious education in schools, migration, unsatisfactory methods of teaching, lack of means of communication and school failure.

The Elementary and Adult Education Department in Thailand published a report in 1965, on the problem of grade repetition which comments that almost half of the repeaters were pupils who were absent from the final examination due to in-studies, parental opposition.


New Delhi, Kalyani Publishers, p-29)
Secujski, in 1968, carried out a study on “Wastage in the Province of Vajvodina”. Through this study he found that –

i) Almost 30% of an entire generation did not complete elementary school.

ii) The causes of wastage were poor achievement and associated repetition. And

iii) The cause of unsatisfactory achievement as attributed to the inadequacy of the teaching process and the relationship between the school and the social environment.

Mujovic, in 1968, carried out a study on the situation in Mountegro. The study reveals that a huge majority of pupils were dropout from Elementary class due to various reasons. The result of the study reveals that (i) out of 14,261 pupils enrolled in the first grade of elementary schools in 1959-60 school year, 1626 pupils were dropout by eight grade. The rate of dropout is 11.5%. (ii) He found wastage was higher among girls. (iii) Long distance from home to schools, over burdening of syllabus, lack of qualifying teaching stuff and parents, misconceptions about the need of education of their children were some factors contributing to dropout.

Arthur, F.A. in 1994, carried out a case study to examine high school dropouts in a large urban middle class in Alberta. The study reveals that both home and school factors appeared to be important to the school.

Ran, G. in 1997, made a study on the influence of gang membership on Truancy and school dropout. The purpose of his study was to determine the possible relationship of gang membership that of Truancy and school dropout. The findings of the study reveals that no relationship on attendance and Truancy pattern, no difference
in dropout between gang member and non-gang members, no influence of gender and ethnicity on Truancy and school dropout.

Keith, B.A. in 1997, carried out a study on interpretation of high school dropouts recollections of their former curriculum and teachers behaviours. The study found results that curriculum were inadequate in meeting their needs, corporeal punishment effect on dropout behaviour etc.

Mohsin, A. Q, Aslam M. and Bashir, F. (2004), made a study on “causes of school dropouts at the secondary level in the Rawalpindi district of Pakistan”. The study reveals that children were dropping out from school due to academic, social, family, economic and personal causes.

2.2. National Studies

Sapra, C. L. in 1967, carried out a study on “Educational wastage and stagnation in India”. His study found that the wastage incidence was 75.09% in case of boys and 84.74% in the case of girls. The study also revealed that the rate of wastage was highest in Grade I and then goes on decreasing.

Bihari, L. R. in 1969, carried out a survey on “Wastage and stagnation in Primary Education among the selected tribal communities of Gujarat”. Through this survey he found a number of factors such as lack of proper and adequate consciousness for the need of formal education, parent’s apathy for education, poor economic condition, house hold works by children, inefficiency and insincerity on the part of teacher etc. responsible for wastage and stagnation.
Sharma and Sapra, in 1969, carried out a study on “Wastage and stagnation in primary and middle schools in India”. Through this study they found 50% on the total rate of wastage and stagnation in Grade I, higher rate of wastage among girls, constant rate of wastage and stagnation during the past 10 -12 years.

Masavi, M.L. in 1971, made a study on “Wastage and stagnation in primary education among the tribes of Gujarat.” The purpose of this study was to ascertain the nature, extent and causes of the problem of wastage and stagnation in tribal areas of the state. The result of the study revealed that high rate of stagnation in the first Grade, lower rate of wastage in Ashram schools than Panchayat schools. The result also revealed economic and educational backwardness of parents, untrained and inefficient teachers, unsuitable curriculum and non- stimulating environment were the causes for wastage and stagnation of the children from primary schools.

Pratap, D.R. and others, in 1971, of Tribal Cultural Research and Training Institute, Hyderabad made a study on “Absenteeism, stagnation and wastage in the primary schools of tribal areas of Andhra Pradesh.” The result of the study revealed distinct absenteeism among girls, highest absenteeism in Grade II, more than 40% stagnated students in almost all schools, higher rate of stagnation among girls, highest wastage in Government schools, child labour, parents unawareness towards education were common factors of wastage.

Khan, Q. U. in 1972, carried out a study on “Wastage in Indian school education”. He reviewed the studies on wastage conducted in the country. The results of the study were state wise variation in the rate of dropout, stagnation and wastage.
**Agarwal, H.N. in 1972,** made a survey on “Wastage and stagnation in Mahendragarh Tribal Development Block, Bhopal.” It aim was to identify the quantum and causes of wastage and stagnation in primary schools. The survey revealed highest wastage rate in class-I, dropout due to parents negative attitude towards education, engagement of children in household activities, poor socio-economic condition of parents, low intelligence of students, high teacher pupil ratio, lack of educational equipment in school etc.

**Sarkar, B.N. in 1980,** carried out a study on “Primary education of children in rural Bengal.” The result of the study revealed that universalisation of primary education depended more on enrolment drive among the backward population represented by SC/ST and Muslims, economic difficulty and child marriage were important factors contributing for dropout of the boys and girls and large scale dropout of girls respectively.

**Pillai, G.V, Benjamin J, and Nair K.R. (1980),** collectively carried out a study on “dropout in primary education in Kerala state”. The objective includes of this study were to estimate the rate of dropout and to identify the socio-economic causes leading to dropout. The study revealed that higher rate of dropout in lower primary stage than upper primary stage of education of the state. The study identified some major causes of dropouts which were classified as ill health of the students, household works, wide spread poverty and illiteracy of the parents.

**State Institute of Education Uttar Pradesh (1986),** conducted a study on “dropouts and failure in primary classes”. The findings of the study revealed that maximum dropouts were among backward classes. Findings of the study also stated
the main reasons of dropouts as illiteracy of parents, poverty, lack of interest, distance of school from home, unattractive environment of school, indifference of teachers and irrelevant curriculum.

**Shingh, V. (1988)**, carried out a study on “Extent and causes of dropouts among girl’s students in the rural schools of Chandigarh”. The result of the study revealed high female literacy in urban areas, higher rate of girls dropout in class 1. The study identified major causes of dropout of the girls were parents unwillingness towards their daughter’s education, lack of interest in education, illness of the students, domestic works, parents illness and poverty respectively.

**Chavare, D. S. (1991)**, conducted a study on “problems of students dropping out of the primary schools of the Pune Municipal Corporation.” The result of the study revealed that majority (55 percent) of parents were illiterate and only 48 percent had education up to standard IV, 18 percent were daily bread earner and 23 percent families were large in size and below poverty line. The result of the study also showed that 70 percent students had no books, slates, pencils and uniform which lead to high dropout rate of the pupil from the school.

**Chaudhury, B.P. (2000)**, conducted a study on “primary rate, repeaters rate and dropout rate in primary schools of Mehsana Taluka in Gujarat.” The result of the study had shown a higher promotion rate in Grade 1 to IV than Grade V to VII, higher repeaters rate in Grade I and VIII than II and VI and higher dropout rate in Grade I, V and VI than Grade II and IV respectively.

**Shah, Mr. Bela (2000)**, carried out a study on “Reasons of dropouts of Tribal students of Chhotoudepur Taluka of Vadodara district of Gujarat.” He included
following objectives of this study. They were- to find out the educational, social, geographical and economic reasons for dropout of tribal children. The result of this study found numbers of reasons for dropping out of the tribal children from the school such as high illiteracy of parents in tribal society, labour work to be done by the children, inadequate transport facilities to the schools and low income of the families.

**Taj (2002),** conducted a study and found that the rate of dropout was high in government schools than private schools. He identified the main causes of dropout of primary school students were parents negligence towards needs and difficulties of their children, low educational status of parents, high distance of school from home of the students, household works, frequent transfer of teachers and low rate of community participation respectively.

**Kumar, B. L (2004),** conducted a project under SSA on “Tribal education in Gujarat: An evaluation of educational incentives schemes.” The result of the project revealed that literacy among tribal was low in all districts of the said state and in case of non- enrolment and dropout rates among tribal children were found very high. The study pointed out major causes of school dropouts among tribal children were failure in the school, lack of school facilities such as provision of drinking water, toilet facilities etc, and too much involvement of children in domestic work and looking after siblings respectively. This project made an attempt to know the proper implementation of different educational scheme of the state or not and also made step the benefits of the schemes hardly reached the poorest of the poor among tribals, such as the landless and agricultural labourers.
Sunder, I (2005), conducted a project work under SSA on “socio-economic analysis of school dropouts and retention of enrolment with reference to primary education in Cuddalore district in Tamilnadu.” Findings of the project indicated economic reasons of school dropout in SC dominated blocks, reduction in school dropouts among girls after implementation of SSA schemes, scarcity of teachers, lack of coordination among parent teacher association, village panchayats, NGOs and education department respectively.

Sedwal, Mona and Kamat, Sangeeta (2008), jointly carried out a study on “Education and social equity with special focus on scheduled castes and scheduled tribes in elementary education.” The study revealed that lack of democratic values; poor facilities and failure were the causes of basic amenities in government schools which work as the part of the hidden curriculum of inequity and social discrimination in the field of elementary education. The study also revealed that majority of Scheduled tribes and Scheduled castes people were employed in agricultural and non-agricultural labour activities in rural sectors, therefore basic education need to be included in the school curriculum system.

Programme Evaluation Organisation Planning Commission Government of India (2010), made an evaluation report on “Sarva Shiksha Abhiyan”. The report identified some major constraints in the implementation of elementary education scheme which adversely affect in the progress of universalisation of elementary education in our country. They were- a) shortage of teachers b) inadequate support of the manpower c) children dropout due to seasonal migration, illiteracy, sibling care and economic backwardness d) inadequate funds e) lack of participation of the
community members in the educational field f) weak linkage in monitoring and supervision system.

Pratichi Institute, in association with UNICEF, Kolkata (2013), carried out a survey on “Status of elementary education in the states of Assam, Jharkhand, Mizoram, Odisha and Tripura, with special reference to the Right of Children to free and compulsory education (RTE) Act 2009.” The survey revealed that there were numerous challenges in the implementation of elementary education. The findings of the study revealed that in Assam, due to wide geographical and social differences in terms of resource allocation as well as lack of interventions to make the system work in unison with the aspirations and demands of the people. Many schools run by single teachers as well as without proper infrastructure facilities and there also found huge gaps in developing a fuller understanding of the various deeper connections that influence the policy and practices of the delivery of elementary education in the state.

In Jharkhand it was found that there exists variation in different geographical areas, mainly in the hinterlands, there was no definite linkage of the variations such as with the location of schools or social compositions of school as well as areas. There has remained a poor achiever in education and equity.

In Mizoram there were found some major challenges such as regional variations in resource allocation, lack of qualified teachers and teacher training facilities, weak supervision etc.

In Odisha the survey revealed that social and regional disparity were the major reasons of low status of elementary education.
In Tripura the survey stated irrational distribution of teachers, severe crisis for female teachers in the government aided primary schools, huge proportion of single teacher classroom primary school, large proportion of school without girls toilet, continuous increase of dropout rates and the inter social group and inter gender variation in dropout were major challenges of primary education.

2.3. Regional Studies

Devi, K.G. (1983), carried out a study on “problems of dropouts in primary schools of Manipur with special reference to Imphal town.” Findings of the study revealed no uniformity in the rate of dropouts for the whole primary causes. In her study she identified as poverty, frequent transfer, repeated failure, negligence of parents were major causes of dropouts in primary school of the said State.

Lahe, T.R. (1985), conducted a study on “Extent of dropout among S.T. students of East Sikkim, Gangtok”. The result of the study revealed poor economic condition, social taboos, stagnation, untrained teachers, absence of ancillary services, illiteracy of guardians were the main causes of dropouts.

Gyneswar, S. S. (1992), conducted a study on “Extent of stagnation and dropout in the schools of Manipur.” He made an attempt to study about estimate the wastage in terms of stagnation dropout among SC, ST boys and girls and to compare the wastage rate in rural and urban areas. Findings of the study revealed that the rate of wastage and stagnation in rural areas, among SC children were higher than in urban areas. It also revealed that the rate of repetition regarding S.T students in the upper classes in urban schools were higher than rural schools.
SCERT, Kohima Nagaland (1999), carried out a survey on “Elementary school dropouts in Nagaland”, with its objectives to find out actual percentage of dropout from class I to class VIII and to find out the reasons and causes of dropout. The findings of this survey revealed 8.63 percent dropout rate from class I to class VIII. Various internal and external factors such as low intellectual ability, proper health conditions, over age, low parental qualifications, family financial problems, baby sitting were the important causes of dropouts.

Kothari, Thompi (2002), conducted a study on “problems and causes of non-enrolment and dropout of children at lower primary schools in Rangkhang block of Karbi Anglong district”. The objectives were to find out the existing status of enrolment and drop out of children and to analyse the causes of low enrolment and high dropout at lower primary school level. Results of the study revealed higher enrolment in S.C than S.T, highest dropout rate in class I and high dropout rate found in case of rural girls.

Barua, A.P. (1971), conducted a comparative study on “wastage in Sibsagar and Golaghat subdivisions in Assam”. The objective of this study was to compare the wastage and stagnation. The result of the study revealed that higher percentage of wastage and stagnation in Golaghat district. The study indicated that socio- economic and school condition were mainly responsible for stagnation and dropout in both the district.

SIE, Assam (1988), carried out a study on “Dropout in the primary schools in Assam.” The objective included for this study was to study the dropout rate in Assam. Findings of the study revealed highest dropout rate in class I, highest gross wastage in
Char area. The study also stated Mangaldai and Barpeta subdivision as higher rate of dropout and stagnation respectively.

Thakur T, Sarma N, Mahanta U. J, Sarma D and Goswami G. C. (1988), collectively carried out a study on “Dropouts in the primary schools of Assam.” The major objectives of this study were to compute the rate of dropout, stagnation and regular promote and to study the sex, area and community wise variations of dropouts. Findings of the study revealed highest rate of dropout in class I and among ST, lowest in urban areas, highest stagnation rate in Char area, highest rate of regular promote in urban and lowest in Char area, lowest rate of dropout in Nalbari and highest in Mangaldai subdivision respectively.

Sarma, Nirmala (1994), carried out a study on “wastage and stagnation in primary level of education among the tea garden labours of Jorhat and Sibsagar district of Assam.” The result of the study stated the highest dropout rate among boys and in grade- I. The study also revealed that the causes of wastage and stagnation were due to socio-economic and academic causes.

Thakuria, B. (1996), conducted a study on “problems of primary education under West Guwahati area.” The result of the study revealed defective administration; improper methods of teaching, economic backwardness of the parents were the major causes of dropout of the children from the school.

Sarma, J. K. (1997), conducted a study on “the problem of non- enrolment and dropouts among girls at primary level in Jorhat district of Assam.” The result of the study stated that a significant portion of girls of school going age group in Jorhat district is still out of school and the rate of dropout among girls are substantially high
in all the classes. The study revealed that due to the poverty, household activities and engagement in earning a livelihood among the children of rural and tea garden girls are dropout from the school.

Sarma, J. (1998), carried out a study on “problems and prospects of disadvantaged groups of Assam with special reference to gender issues among S.C and S.T children at primary level.” The result of the study stated that the government has made several efforts to make primary education universal but a large number of S.C and S.T children of school going age group are still left out from the school in Assam. The study also revealed that the dropout rate in case of the girls was very high and 54.05 percent S.T (Hills rural) children never enrolled in any educational institution which was a very noticeable matter.

Das, P. (2000), carried out a study on “To investigate the problems of enrolment and retention at elementary stage among S.C and S.T in Morigaon district.” The major objectives of this study were-

a) To investigate the problems of enrolment and retention in Grade I to Grade IV.

b) To study the school condition and attitude of parents towards education.

The findings of this study were low percentage of enrolment among the S.Ts, neglecting of girl’s education, economic backwardness of parents and a number of school factors such as lack of proper facilities in school, lack of proper building, toilet etc were responsible for high rate of dropout in Morigaon district.

Roy, Joyashree (Jalali) (2003), made a study on “Decentralization of primary education in the Autonomous district Council of Karbi Anglong –Assam.” The study...
revealed that inspite of success of DPEP in remote areas considering of tribal population in India, in Karbi Anglong district it has shown somewhat in different results. The schools that were covered in this study both rural and urban all of which belonging to government management and Autonomous council has shown that not only is there no financial decentralization, but also that the primary education system is largely reflecting that of the broader Assamese pattern thereby ignoring the local Karbi element. The study also revealed that in most of the schools of rural areas OB facilities such as two rooms, science and maths kits, charts, globe, map, sufficient text books, chair, tables, blackboards and teaching materials were lacking. The medium of instruction in the primary school instead of being in Karbi is still Assamese which generally hump in the child’s primary education of the district. Therefore decentralization is essential to develop the primary education in the above said district.

Das Nabajit Kumar, Das Rekha (2015), carried out a study on “Causes of death among the tribal children of Udalguri district of Assam”. The study revealed that a number of factors which in association with the child mortality were a) biodemographic factors such as mother’s age at first child birth and birth order b) socio-economic factors such as mother’s education c) health care factors such as place of delivery, delivery attendant and status of immunization of the children. The study also revealed that to decrease infant and child mortality among the Rabhas, it is essential to increase in age at first child birth, increase in mother’s education, proper utilization of health care services such as hospital delivery and complete immunization.
Borah, Biman Chandra (2015), carried out a study on “Status of elementary education among the Mising girls in Dhemaji and Jorhat district of Assam”. The study revealed that dropout is still present in elementary schools of Dhemaji and Jorhat district of Assam and the dropout rate is more than state and national figure. In this study he found girl’s dropout is less than the boy’s dropout in both the district but the girl’s dropout is more than state and national level. He also identified main reasons of high rate of dropout of the boys and girls in both the district were socio-cultural, economic and educational barriers respectively.