II.1. Introduction

Before starting any investigation, review of related literature is essential. It plays a significant role in any type of research work. The availability and utilization of adequate sources of related information enable the investigator to put into practice his/her work successfully. Researcher needs to acquire up-to-date information about what has been done in that particular area. One of the important steps in the planning of any research study is a careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated.

The review of literature provides the researcher with an opportunity of gaining insight into the measures, objects, sample, tools and approach employed by other research workers. This will also lead to significant improvement of the research design.

It describes, compares, contrasts and evaluates the major theories, arguments, themes, methodologies, approaches and controversies in the scholarly literature on a subject. It also connects and compares the methodologies with the concerns of a proposed piece of research.

A literature review is a summary of previous research on a topic. Literature reviews can be either a part of a larger report of a research project, a thesis or a bibliographic essay that is published separately in a scholarly journal.

II.2. Purpose of Review of Literature

The purpose of literature review is to convey the reader what knowledge and ideas have been established on a topic and what are their strengths and weaknesses. The literature review allows the reader to be up to date regarding the state of research in the
field and familiarizes on the topic. The literature review helps the investigators in the following aspects.

- To see what has and has not been investigated.
- To develop general explanation for observed variations in a behaviour or phenomenon.
- To identify potential relationships among concepts and to identify researchable hypotheses.
- To discover how a research project is related to the work of others.
- To provide ideas, theories, explanations of hypotheses and variables in formulating the problems.
- To furnish research with indispensable suggestions about comparative data, good procedures, likely methods and tired technique.
- To illuminate a method of dealing with a problem situation that may suggest avenues of approach to similar difficulty one may be facing.
- To help to evaluate the research efforts by comparing them with the similar efforts of others.

II.3. Sources of the Related Literature and Studies

Keeping in the mind the advantages of the study of related literature, the present researcher reads all the available materials. The dissertations and extracts from journals and periodicals related to the present investigation are summarized in the following pages. These will highlight the sample, tools and findings arrived at in the researchers conducted in Indian and global context. The studies are presented in the chronologically ascending order under the captions ‘Studies done in India’ and ‘Studies done Abroad’.
II.4.a. Studies done in India

Villavarayen. C., (1980) did a study, “Socio economic conditions of fishermen in Tuticorin”. To assess the income distribution of the mechanized boat owners, vallam owner and mechanized boat coolies and vallam coolies, To assess the infrastructure facilities namely education, health, housing, transportation etc, and to analyse the measures taken by the government to help the fishermen community and to offer suggestions, if any emerging out of this study were the objectives of the study. The sample of 130 fishermen ie. 80 in Tuticorin, 25 in Tharuvaikulam and 25 in Ratchanyapuram were taken.

The gross monthly income per household was the highest in mechanized boat owner group followed by the vallam owner group. The income distribution among the fishermen revealed inequality. When owner and worker groups of fishermen were analyzed separately, it disclosed that the inequality among them was comparatively less. The estimated per capital savings among the different types of fishermen house holds showed positive savings for mechanized boat owners and negative savings for all the other three – groups. The analysis of indebtedness among the sample villages revealed that the per capital borrowing was higher in Tharuvaikulam at Rs.20,120 and Rs.8,071.63 in Tuticorin and Rs.287 only in Ratchanyapuram. This was due to the increased use of mechanized boat fishing in these villages.

Senthil Athiban ,R.(1985) did a study, “Economic analysis of employment income and consumption of fishermen households in Tirunelveli district”. To analyse the levels and patterns of employment of fishermen households, to estimate the levels and pattern of income of fishermen house holds, and to work out the net worth of fishermen households were the objectives of the study. The size of sample of fishermen households was fixed as 85 selected from the six villages by probability proportional sampling
Thomas, Jessy (1989) did a study on Socio economic factors influencing educational standards of marine fisherfolk in Kerala. To analyze the possible relationship that exists between education and economic development of fisherfolk and to identify the influence of the social and economic factors within the village and the incentives and facilities provided by the state government and voluntary organizations on the educational standards of fisherfolk were the objectives of the study.

Three villages and twenty five households were selected from each village by random sampling method. Education did not have any direct influence on the skills of those engaged in fishing and related activities. Among active fishermen, youngsters were found to be more educated. A minority of those educated got employment outside the fisheries sector. Social deprivation was the major factor that hindered the educational attainments of fishermen.

Vidyasagar, R. (1995). gave, “status report on child labour in Tamil Nadu”. The report provided an overview on the incidence and regional distribution of child labour based on the 1981 Census data as district wise data for 1991 Census was not available at the time. An annotated bibliography has been prepared after reviewing different studies/surveys conducted on child labour in Tamil Nadu by various institutions, research divisions of universities and NGOs. There were 9,75,055 child workers in Tamil Nadu in 1981 (871,313 main workers and 103,742 marginal workers). This accounted for
nearly 6 per cent of all the children below 15 years and for about 5 per cent of the total work force in Tamil Nadu. The report identified the occupations/industries with high prevalence of child labour under bondage and hazardous conditions. The key industries which accounted for a sizeable child work force were beedi manufacture, match and fireworks, tanneries, synthetic gem polishing industry, hosiery industry, handlooms, silver work and steel and aluminium industry, etc. The districts which had the highest proportion of child workers were Madurai (11.42%), Salem (10.93%), North Arcot (10.31%), Ramanathapuram (8.33%), Thirunelveli (8.18%), South Arcot (7.75%), Dharmapuri (7.65%), and Coimbatore (7.59%). The other districts had below 5 per cent child workers, the lowest being Nilgiris (0.51%), Kanyakumari (0.87%) and Madras (1.34%). Girls outnumbered boys in Tirunelveli, Ramanathapuram, Madurai, Coimbatore and Periyar districts. The study suggested recommendations like creating awareness among parents, educational intervention for elimination of child labour, legal measures, and changes in the educational system to deal with the issue.

Chenniappan, K. (1997). did “a study on child labourers in Coimbatore hotels”. Child labour in India is the highest in the world with 5.5 per cent of the total child population working as child labour. Unemployment, poverty and indebtedness of children’s parents, illiteracy and ignorance are the main factors that induce children to take up employment at a tender age in developing countries. The cheap availability of child labour is also a major factor for employing children. The widespread existence of child labour has been viewed by the government with concern. The exploitation of children continues unabated despite several guarantees and laws. The involvement of panchayats for elimination of child labour in hazardous industries has proven successful. Compulsory and free primary education along with vocational training could go a long way in helping children to acquire proper skills. The main aim of the study was to study
the difference between the socio-economic and living conditions of migrant and non-migrant child labour engaged in hotels and restaurants in Coimbatore city. The study investigated the situational factors which compelled children to work, the work environment of child labour, and the family background of the child labourers. 50 migrant children and 50 non-migrant children were interviewed. Data were collected through questionnaires and interview schedules. The design adopted in this study was descriptive and diagnostic in nature. It was found that a majority of the respondents (78%) were in the age group of 13-14 years. 80% of the respondents were Hindu and the remaining were either Muslims or Christians. Majority of the respondents (80%) spoke Tamil and the rest spoke Malayalam, Telugu and Urdu. Most of the migrant respondents (78%) came from Ramanathapuram, Madurai and Tirupur. 50% of the migrants and 44% of the non-migrants belonged to backward castes. The educational qualification of most of the respondents (62%) was upto the eighth standard. 76% of the migrant respondents and 64% of the non-migrant respondents belonged to nuclear families. 60% of the migrant respondents owned their houses and 62% of the non-migrants did not own their house. 60% of the migrant respondents lived in accommodation provided by their employer, while 70% of the non-migrant respondents stayed outside the hotel. 50% of the migrant respondents stayed with their friends and 70% of the non-migrant respondents stayed with their parents. 48% of the migrant respondents and 34% of the non-migrant respondents took up work under their parents’ compulsion, 34% of the migrant respondents and 12% of the non-migrant respondents joined work to earn more money, and the remaining respondents worked without any specific reason. 40% of the migrants had been working for a period of above 12 months in the present job, 52% of the non-migrant respondents were working between 6-12 months. The mean duration of service in the present job was nine months. 50% of the migrant respondents went to their native place once a year. Most
of the respondents (52%) had a monthly income between Rs.300-500 per month and the mean income was Rs.426 per month. 50% of the respondents spent their income for maintaining their families. 48% of the non-migrant respondents spent the money for paying debts. 44% of the migrant respondents sent 66.7% of their total monthly income to their families, and 64% of the non-migrant respondents sent their full monthly income to their families. 60% of the migrant respondents and an equal percentage of the non-migrant respondents went to the workplace walking, while the remaining respondents went by cycle and bus. 42% of the migrant and 54% of the non-migrant children had no problem at the workplace, while 29% of the migrants and 46% of the non-migrant children had problems. 58% of the migrant children preferred to stay in the same job, while 76% of the non-migrant children preferred to take up some other job. The majority of the respondents (60% migrants, 96% non-migrants) had plans about their future. The study recommended that the government should enact new special legislation to eradicate child labour, and promote family planning measures in the country to counter the population explosion. Employers who exploit child labour should be punished. The government should ensure that child labourers have good working conditions and receive high wages. Parents should also take care of their children’s physical, mental and spiritual development. The public should also come forward and act together with the government to eradicate child labour from our country, as the government alone cannot deal with the problem of child labour.

Lieten, G.K. (2000). did a study “Children, work and education I and II: field study in UP”. The study discussed various parameters associated with child labour, namely poverty, illiteracy and high fertility levels. The simultaneous prevalence of both features necessitated and stimulated the participation of children in the labour force. In the second part of the study, the view that schooling and family planning were restrained
by limited choice rather than by cultural factors traced during the course of field work in two villages in Faizabad district of U.P. Socio-economic profile of two villages revealed low literacy rate among females, discrimination in land ownership among castes, poverty and prevalence of high fertility rate. In spite of the fact that access to education was a general wish among parents and children, the access remained limited due to ill-equipped and poor functioning of government schools. It was generally approved that children should go to school, but dissatisfaction with the functioning of schools induced the children and parents to forego education and poverty forced them to start earning.

Narayana Kumar.R, Panikkar. K.K.P, Sehara. D.B.S and Sathiadhas.R (2000) studied Socio-economic analysis of marine fishermen in India. The socio-economic conditions of the marine fishermen and their attitude towards development schemes will serve as background information which is vital for implementing new technologies and policies. With this view in focus, the Central Marine Fisheries Research Institute has been continuously monitoring the socio-economic conditions of the traditional fishermen and conducted several studies along the coastal belt to assess the existing socio-economic status and to evaluate the socio-economic impact of innovations on them. In this paper, the socio-economic parameters such as family size, age structure, educational and occupational pattern, customs, beliefs and the standard of living of the coastal fishermen household have been analysed. In the socio-economic impact evaluation studies, the changes that have been brought about by the mechanisation of fishing industry in terms of income and employment generation and investment on fishing equipments have been discussed. The recommendations to improve the socio-economic conditions of the marine fishermen, based on the studies, have been proposed.
Desai, Kiran & Raj, Nikhil. (2001). did a study, “Child labour in the home based industries in the wake of legislation : the case of diamond industry of Surat”. Surat is a highly industrialized urban centre of the country in which textile and diamond are two prominent industries attracting large sections of migrant work seekers. Employers find it convenient to employ child labour as they are easy to handle, and are paid low wages which gives scope for higher margins of profit. This study is a part of an all India study commissioned by V.V. Giri National Labour Institute, NOIDA and tries to understand the issue of child labour in the diamond industry of Surat city. The study observed the demographic and socio-economic profiles of 525 child workers engaged in the diamond industry of Surat city. Data revealed that 94% of the child workers were migrants and belonged to poor nuclear families. 45% fathers of child workers were working as diamond workers, 25% as labourers, 10% were cultivating land, and the rest were petty traders selling milk, vegetables, fish, etc. Female child workers were barely 5% in comparison to male child workers. 80% of the child workers started work when they were 11 to 12 years of age and were mainly engaged in bottom polishing (32%), facet polishing (25%), table (17%) and top (13%). The wage packet depended on the speed and accuracy of the child workers and ranged from Rs.1000-3000 per month. They worked for 8-10 hours a day and were not entitled to any sick/casual leave, etc. Schooling facilities in the diamond zone were satisfactory, but 47% of the total school age children were not getting formal education due to their poor family background. Measures such as land redistribution, substantial increase in minimum wages, delegating powers to local level self-governing bodies, and involvement of community leaders should be implemented with full political will to combat child labour.

Yamuna, T. V. and Jaya, N. (2001). did a study “Socio-economic profile of child workers of hosiery industries in Tirupur town”. The study examined the
socio-economic profile of child workers working in the hosiery industry in Tamil Nadu.
The study included one male child worker and / or one female child worker below 14 years from 48 hosiery industries. Most of the respondents belonged to Hindu backward castes, low income group and were from nuclear families. The parents were illiterates and were involved in wage labour. Monetary benefits compelled the children to work and contribute towards their family's sustenance. Although most of the child workers attended school, only 11 per cent could read and write some alphabets. Parents preferred to send their male children to study rather than to work. The lower percentage of female child workers' school attendance also confirmed the attitude of parents and discrimination meted out towards female children's education. Results confirmed the hypothesis that besides economic factors, there are several sociological factors which are responsible for the sustained participation of children as full time and part time workers in the labour force in the hosiery industry.

Jayaranjan, J. (2002). did a study, “Child labour in Chrompet leather manufacturing units of Tamil Nadu”. The study was conducted on child labour in Chrompet leather industry in Tamil Nadu in 2002. It was a collaborative effort of the National Resource Centre on Child Labour and The Institute of Development Alternatives, Chennai. Random sampling method was used to select households. Out of 250 households, 185 (74%) child labour households and 65 (26%) non-child labour households, were taken for the study. Questionnaire, brief survey of secondary material and informal discussions were used to collect the information. It was found that about 85% households were Hindus, 10% were Muslims and the rest were Christians; 86% were dalit households and 14% were from non-dalit caste group. The study revealed that 44% women were educated only upto primary level. Most of the households depended on the wage income of their children. 33% of the total surveyed child workers earned between
Rs.7000/- and Rs.8000/- per annum, 29% child workers earned between Rs.8000/- to Rs.9000/-, 10% of the workers earned less than Rs.6000/- per annum, and another 10% earned more than Rs.10,000/- per annum. Children were sent to school till their primary education, but they were withdrawn from schools because of economic problems, and sent to work in the industry. There was no gender selectivity in child labour. It was suggested that National Child Labour Project (NCLP) should start vocational training for working children. It would enhance the skills of those children. A separate welfare board for leather industry workers need to be created and activated. A cess should be imposed on leather manufacturers and exporters and the funds accruing should be made a part of the Leather Worker’s Welfare Fund.

**Malabar Coastal Institute For Training Research And Action – (MCITRA 2002)** did a study “School Dropouts Among Marine Fishing Community of Malabar – A Situational Analysis”. study (2001) on “Educational development of Marine fishing community of Malabar” conducted by MCITRA reveals that dropping out of schools have been the major reason for the educational backwardness of fishing community of Malabar. With the introduction of District Planning for 10 Educational Programmes (DPEP) and Mid-day meal scheme at schools the situation is improving gradually. The study observed that 75 percent of students from general category reached tenth standard. Whereas in the case of fishing community it is only 40 percent even from this 40 percent only a limited number complete 10th standard successfully. The unsuccessful fails to make further attempts while those who pass hardly opt for higher studies. Though gender disparity in education is considerably less among fisherfolk of Malabar, it still persists in some areas. There is no discrimination in enrolment among children as they ensure 100 per cent enrolment of both sexes. But certain regions in Malabar Coast failed to retain the girl child in higher classes due to religious restrictions, young marriage, and the
compulsion of poverty. The extent of gender bias in retaining the children in the schools varied widely between different districts. However, majority of the children of both sex discontinued their education before 10th standard or immediately after that. Usually, boys engaged in traditional occupation immediately after leaving schools and that the girl child got involved in domestic chaos. There seems to be multiple reasons associated with premature leaving of the children from coastal schools. It has been pointed out that teachers from non fisheries sector were generally reluctant to work in coastal schools and when it happened, they did their duty half-heartedly. Insufficient teaching staff, frequent transfer in a short span of time and high absenteeism adversely affected the performance of students. Another disturbing factor leading to dropping out of 11 children was the unhelpful attitude of the teachers. Often teachers treat the students with contempt subsequently resulting in discontinuance of studies.

There is a popular saying that a child on the farm or field is more productive and valuable than a child at school. This possibility had often attributed as one of the strong reasons for fishing community children being kept away from schools.

Many parents in this sector had an attitude that school education was nonproductive and continuing with the traditional occupation was the better option. Often parents pursued their children for gainful employment, very early, in order to make additional income to the family. Though some of them had interest in sending their children to schools and even for higher studies, they failed to provide children required motivation out of their poor educational background, inadequate and unhealthy family and cultural milieu. Fishing community was traditionally lacking an educational culture and they had been kept aloof from the general educational milieu due to certain occupational practices. Since children could be employed in fishing and fish related jobs, basic education was not felt as a compulsive factor. This perception towards education of
fisherfolk adversely effected in the overall educational standard of the community. But the emerging situation in the traditional sectors was quite complex. The introduction of technology and the effect of globalization had alienated the poor, illiterate and, unskilled from the fisheries sector. While the modern society had progressed into the digital age, the fishing community was still striving to tackle basic literacy. The study “School dropouts among Marine Fishing Community of Malabar – A situation analysis” is an attempt to provide an integral perspective on the life of the school dropouts in coastal area. The study analysed the cause-factors of dropping out with a view to derive policy implications for tackling this phenomenon. Thereby, to ensure substantial improvement in the quality of education, schooling facilities and obtaining genuine community involvement in all aspects of schooling are required.

NIPCCD, Regional Centre, Guwahati. (2003). did a study “Child abuse: A study of working children of Guwahati”. The study was carried out in Guwahati in 2002 to find out different psychological factors and physically hazardous working conditions of children; and to suggest some measures to prevent child abuse. A sample of 300 child workers upto 14 years were taken and divided into 3 different categories of occupations, namely (i) employed (hotel workers, domestic servants, shop workers, sweepers, handymen); (ii) self-employed (rag pickers, vendors); and (iii) others (helpers). Door to door enumeration, field interviews and observations technique were used to collect data. It was revealed that 79% of the sample were males and 21% were females. About 21% children spoke Nepali. 56% child workers were Hindus, 43.6% Muslims and only 0.33% were Christian. About 20.3% child workers were garage workers, 16% helpers, and 11.3% were hotel workers and shop workers each. It was found that about 48% child workers, with the exception of helpers, vendors and rag pickers, received their wages in cash, 13.46% in kind and 35.58% received both cash and kind. The study
showed that 41.6% children worked for 10-12 hours per day, 24% for more than 12 hours per day and 16% worked between 8-10 hours per day. The leisure time activity of 60% children was playing with friends and 17.3% watched movies and television. Child workers were preferred because 42.4% employers felt that child workers can do small jobs, 15.8% said that child workers were trustworthy, and 8.3% preferred children because of non-availability of adult workers. About 78% (146) parents were satisfied with the child’s income, and 21.4% were not satisfied. Approximately 37.3% children received occasional allowances, 34.5% received first aid when needed, and 32.2% got free food. Regarding the future plans of children, 37% parents wanted their children to get jobs with a better salary after learning the trade, and 15% wanted their children to start a business and become self-employed. It was suggested that adult literacy programmes should be encouraged, and compulsory free primary education should be provided with free midday meals, free books and uniforms for the poor. Street plays, meetings, etc. can be organized to create awareness among the community against child labour.

Abrol, Usha (2004) gave a report on “Prevention of child labour in Andhra Pradesh”. The study was conducted by NIPCCD Southern Regional Centre, Bangalore for the prevention of child labour and to identify the target group. An action plan was launched by NIPCCD. Four pilot areas were chosen in Andhra Pradesh covering in all 135 villages. 39 villages of Hindupur in Ananthpur district; 38 of Markapur from Prakasam district; 47 villages from Kuppam, Chittoor district; and 11 villages in Vishakhapatnam district were selected for the study. One NGO in each of the pilot areas was identified as an executive agency; namely Seva Mandir, RASS, ASSIST and TARA respectively. Information was collected with the help of an interview schedule, by community workers who were local persons. It was found that of the 21,822 families in the four pilot areas, 6,788 families had child labour (CLF), and 15,034 families did not
have child labour (NCLF). 38,537 children below 14 years were identified in the survey and of these 15,755 belonged to CLF and 22,782 to NCLF. At the time of the survey, 5041 children were employed for wages. It was reported that 1673 children were neither working nor going to school. Another group of 2550 children were reported as ‘never enrolled’. Around 5% children were educated up to Class 8. Only 18% of the children from CLFs had education up to Class 8 or 9, compared to 81% from NCL families. About 64% children were going to school and the remaining 36% were not attending any school. 10% of the children dropped out at some stage, and 50% children had dropped out during the last year. Around 43% of the children were engaged in agricultural, domestic or construction work. Around 25% of the children were idle at home. Training to Anganwadi Workers (AWW) and teaching learning materials was provided to them, and all efforts were made to put the children back, who had dropped out recently from the school. Early warning system in schools was an innovative school based strategy conceived to prevent dropout and promote retention. An alert community was the most efficient watchdog to prevent child labour, hence the project aimed at mobilizing the community and building an environment to prevent child labour. Community can be mobilized through motivational meetings, door-to-door visits, Bal melas, child-to-child campaigns, rallies, Gram Sabha, Janmabhoomi programmes and audio-visuals. Inter-departmental coordination should also be promoted to prevent child labour. The entire processes of the Project were documented to provide hindsight on the operations. Print, photo and video documentation was undertaken, and the experiences gained in implementation of the action programme were recorded. A preventive model for elimination of child labour was field tested and operationalised in the action programme undertaken. From field experiences, it could be surmised that the preventive model on child labour had encouraging results. The strategy of focusing interventions to a specific
target group by a number of implementing agencies was effective. However, greater interface and networking is required.

**Impulse NGO Network Shillong, Meghalaya. (2004).** studied ‘Child labour in Shillong’. This study was conducted to understand the psycho-social environment, nature, extent and magnitude of the problem; health and support systems for child labour; and their expectations from the government and other agencies. A sample of 501 boys, belonging to school going age and working in Shillong, was taken for the study. Data were collected through interviews. It was found that these children worked mostly in commercial areas like Bara Bazaar and Police Bazaar, and a majority of them were 11-14 years of age. 71% children in the sample were literate, whereas 29% were illiterate. Both parents and children were ignorant about the value of education or about the ill effects of child labour. Most of the children felt that their neighbours looked upon them with sympathy, suspicion or indifference, and 19% children said that their neighbours never helped them. These children were engaged in different types of work, like rag picking, cleaning automobiles, selling betel nuts, shoe polishing, tea boy, domestic help, coolie work, etc. These children worked 8-12 hours a day and on an average earned Rs.10-50 per day. Most of these children had attended school at one time or the other, 27% had not attended school, and a majority of them wanted to go back to school if given an opportunity. Children gave up their studies due to family problems to give financial support to their families, and some did not have interest in studies. Most of the children were found to be weak and undernourished except a few (18%). They were found to be suffering from health problems like cough, tuberculosis, skin disease, anaemia, symptoms of deficiencies, physical growth retardation, etc. They lived in unhygienic conditions and slept only 5 hours a day. These children played with friends during leisure, watched movies, and 20% took part in gambling. 50% of these children ate food from wayside
shops or hotels. 6% children were arrested once or twice or more and had a harsh experience with the police. 29% of these child labourers never heard about any organization working for children. Many of the parents and children were unaware of the existing laws to protect children or child labour. Children expected organizations to provide some facilities like education, shelter, proper job, money, and health services. They expected the government to provide facilities for education which would enable them to learn a trade and get better employment. It was recommended that supplementary income generation activities for parents should be facilitated utilizing government and NGO schemes for poverty eradication, self employment, etc. Poverty was the most important factor responsible for prevalence of child labour. Community based monitoring system should be developed at local level to cover child labour in agriculture and domestic sector. Policy makers should ensure that studies are conducted from time to time, and necessary recommendations are incorporated. Education should be made interesting, meaningful and relevant to reduce incidence of drop-outs, and should also include vocational/skill training, which would equip children with better job skills and opportunities. Parents should be made aware of the importance and value of education emphasizing its long term benefits, as lack of appreciation of education by parents was found to be a determinant of child labour. Awareness should be spread among exploited children, and employers should be sensitized regarding child rights and labour legislation. Governments, NGOs and the community should work together towards prevention of child labour and providing facilities of education, extra nutrition and health care.

Ruma (2004). did a study, “Brick kiln workers: a study of migration, labour process and employment”. In 2001, a total of 12.5 million children were employed as child labourers. This study attempted to capture the labour process and employer-employee relationships in the brick kilns of NOIDA, Gautam Buddha Nagar district of
Uttar Pradesh. 76 brick kilns were observed in the area, there were 56% males and 43.66% females working in the kilns. Maximum number of migrants came from Uttar Pradesh (62.5%), West Bengal (29.3%), Chhattisgarh (6.2%), and Rajasthan (1.0%). All the workers (99.8%) lived in kutcha houses (non permanent structures). All the workers were paid on piece rate basis, like the pathera (moulder) got Rs 120 per thousand bricks, and the beldar (stacker) got Rs 10 for arranging 1000 bricks in the kiln. It was observed for every 1000 bricks made by pathera, Rs.3 would be deducted as a commission for the jamadar. It was a pittance as arranging 1000 bricks was not an easy task for pathera. Out of 400 respondents, 144 moulded 1000 bricks in more than 14 hours. Monthly income of 11.82% families was above Rs 4000 and 7.81% had income below Rs 1000 per month. In the sample population there were 532 children in the 0-14 years’ age group, of whom 411 children (77.25%) were working. About 14.34% children entered the work force between the ages of 5-8 years. 98.05% of the working population was illiterate. 8.73% of the children worked between 7-9 hours, 7.54% worked between 10-12 hours, and 2.91% of the children worked between 13-15 hours. 54.98% children in the age group 10-11 years contributed 10-20% of the family income; while 39.65% contributed less than 10% to the family income. A major concern of the brick kiln workers was the wage rate fixed for their work. Efforts should be made to improve the wages of workers in brick kilns, and provide them with social security in terms of jobs, health benefits, etc.

**Zakir Husian (2004) studied about enrolment and dropouts of Muslims in West Bengal.** The issue of disparities in educational attainments between different socio-religious communities is a major problem in India. Based on unit level data from the National data (61st Round, 2004) this paper undertakes a comparative analysis of the educational status of minorities, particularly Muslim, in the field of primary education in West Bengal. Although the result does not support the popular belief that Muslims do not...
value education, they are found to lag behind other communities in both rural and urban areas in terms of enrolment and dropouts. Econometric analysis shows that such differences remain even after controlling for household characteristics. It was also found that while Muslim girls have marginally lower enrolment rates, the issue of gender discrimination is more complex than commonly believed.

Committee for Legal Aid to Poor, Cuttack. (2006). did a project on “Right path to education: final project report: a movement to make Badamba block child labour free and to promote universal access to primary education. Cuttack”. Right Path of Education (RPE) is a specialized project launched by Committee for Legal Aid to the Poor (CLAP). RPE is a comprehensive advocacy and action oriented programme for elimination of the child labour system in a specific area Badamba, Orissa, promoting children’s right to education as guaranteed under Article 21 (A) of the Indian Constitution. The project area Badamba in Orissa has the largest number of child labour, who are engaged mostly in secondary and tertiary sectors like beedi making, weaving, collection of minor forest product, agriculture, etc. The intervention strategy under RPE was made comprehensive, child centred, rights based and participatory as it involves government, non-government agencies, the community, parents, etc., and under the project, children at risk of child labour are educated in sub-contracted activities in targeted communities. Panchayati Raj Institutions plan for education as per the provisions of the Constitution and Gram Panchayat law. The RPE Project became a part of Winrock’s well conceived programme called CIRCLE, which promotes Community Based Intervention to Reduce Child Labour through Education, therefore the Project is also named as CIRCLE/ RPE. This Project publicized its definition that any child out of school is child labour. Preliminary estimates showed that out of 3011 children identified, there were around 900 children who were either in school or children who crossed the
upper age limit by January 2006, double counted children, girl children who got married, and children who were studying or working outside the target area. 783 boys and 682 girls out of 2100 children who were at risk of child labour, were re-admitted into school. During the survey, some critical legal issues were raised by the respondents’ families which could not be responded to immediately by the survey team. Discussions centred around laws relating to women and children. Since women play an important role in the family, more particularly in matters of education of children, they need to be sensitized and made aware of the Educational Rights of their children. Without the involvement and support of the block official it would be fairly impossible to promote the idea and action relating to convergence. A block level meeting on convergence was organized to reduce child labour, and literature was distributed among the participants for bringing clarity on the issue. The issue of absenteeism of teachers, poor quality of education and infrastructure was central to the discussions held with community members. Some parents used their children in bidi making (local cigarettes) activities at the household level, but the problem was identification of these families. On 8th May 2006, notice had been served to the owners of Bidi Establishments, requesting them not to engage children under the age of 14 years. ICDS has been supporting RPE cause by participating in its programmes and helping it in locating non-school going children. They appealed for support to identify child labour in their respective areas. The RPE Project used multi-prolonged public awareness campaigns to increase understanding of the dangers of child labour and the importance of education through the use of posters, wall paintings, street programmes for creating awareness about law, distribution of leaflets and brochures, exhibition stalls, signature campaigns and open public debates. Sarva Shiksha Abhiyan (SSA) organized training and orientation programmes for its teachers around the State in different phases. CIRCLE/RPE interacted with the communities, and played a supportive
role to teachers for mobilizing parents and children. Introduction of new promotional offers for children, especially for girl children, like dresses, bicycles, scholarships, etc. promoted enrolment. CLAP seems to be very well networked with a variety of local, national and even international bodies. The lack of intervention aimed at livelihood enhancement may negatively affect the Project’s ability to meet its targets for enrolment and retention.

Committee for Legal Aid to Poor, Cuttack. (2006). Presented a Survey Report on the State of Child Labour and Primary Education in Badamba block. (Cuttack : CLAP. 104 p.) Employment of child labour is a widespread and universal phenomena, and child labour is a major agro rural problem with illiteracy and poverty as aggravating factors. The present study was done to identify the factors responsible for forcing the child to work and forego education, understanding the existence of child labour in different occupations, their nature of work, wages received, family background of children, attitude of parents, and condition of schools. Data were collected from 138 villages in the ambit of 36 panchayats in Badamba block of Cuttack district of Orissa, where children 6-14 years of age, who were not going to school were found in 127 villages. Around 92% villages had primary schools inside the village, and 52% students were boys while girls were 48%. About 65% school buildings existed in semi- pucca (with asbestos and tile roof) structures and 31% had pucca (permanent) buildings. Regarding the basic amenities in primary schools, 73% had drinking water facility, 47% had playgrounds, 30% had play materials, 28% had lavatories, and only 18% had electricity connections, etc. Only 5% villages had health care facilities inside the village, and villagers in the remaining 95% villages had to run to other places to avail such benefits. About 70% parents of child labour belonged to BPL (below poverty line) families and had a monthly income below Rs.1000/- per month. Major factors that were
responsible for hindrance in the education of the child were poverty or death of the
earning member. Illiteracy of parents was positively associated with the non-school going
behaviour of children, and the study found that most parents of child labour were either
totally illiterate or partially illiterate. Other reasons were parents’ apathy. They related
education with less economic returns and forced the children to work, and also
disinterestedness of the child due to non-availability of facilities in schools. Parents
involved their children in traditional occupations, and as children spent their time in the
learning and working process, their interest in education was dampened. Around 70%
children were engaged in household work and 12% were engaged in traditional
occupations. The highest amount of wages, Rs.370 per month, was paid for 7 hours in
construction work, whereas Rs.203 was paid for the same period in traditional
occupations (weaving, blacksmith, goldsmith, barber, washerman, etc). For 5 hours of
daily work, Rs.125 was paid as monthly wages for work in garages, Rs.170 for stone
cutting and Rs.230 for beedi (local cigarette) making along with no holidays and rest. The
study suggested that Child Labour Prohibition and Regulation Act should be strictly
implemented with simultaneous development of Rehabilitation Programmes for BPL
households, along with alluring incentives in schools and other education oriented
institutions.

Global March Against Child Labour, New Delhi. (2006). did a project
“Review of child labour, education and poverty agenda : India country report New
Delhi”. The issue of child labour cuts across policy boundaries and is the cause and
consequence of poverty, illiteracy and adult unemployment. Child labour has connections
with distress displacements, gender inequity, social and human under development,
conflict situations and insecurity, and poor governance. Sarva Shiksha Abhiyan (SSA),
National Programme of Nutritional Support to Primary Education, Teacher Education
Programme and Kasturba Gandhi Balika Vidyadhan are initiatives that aim to provide quality elementary education to all children in the 6-14 years age group by 2010. Between 1950-51 and 2003, the number of primary schools in India increased from about 210,000 to a little over 664,040 and the number of upper primary schools increased almost 15 times from 13,600 to 219,626 schools. According to District Information on School Education (DISE) there were 931,471 primary and upper primary schools in India. More than 95% population has access to primary education within a distance of one km. However, several mountainous regions and tribal areas lack access to primary schools even within the distance of 2 to 3 kms. The increase in the magnitude of child labour during 1991 – 2001 was in spite of tremendous efforts by Government, United Nations, other international agencies and NGOs for universalizing primary education and removing children from work through education and other rehabilitative interventions. According to the Census figures of 2001 released in August 2005, out of 226 million children aged 6-14 years, 65.3 million children (29%) were not attending any educational institutions. The proportion of out of school boys was 25%, while it was 33% for girls. The Government should take all possible steps to enforce child labour and bonded labour laws. The SSA requires scaling up of public investment for improving school infrastructure, quality of teaching and school environment to ensure full implementation of newly incorporated Article 21 A of the Constitution, providing free and compulsory quality education to all children below 14 years. The Central and State Governments should internalize the linking up processes of poverty alleviation, health support and elementary education in a unified manner to eliminate child labour supply and demand aspects effectively.

labour, related to technological change in today’s developing economies, has not received much attention in contemporary debates on child labour. The present study was done to assess the effects of technological change and industry restructuring on the existence of child labour. The study was conducted in Moradabad city, Uttar Pradesh, and covered 150 production units out of which artisan units constituted 65.3% (98), kharkhanedar units or multi-process units constituted 28% (42), and exporters or fully mechanized units constituted 6.67% (10). Of the total artisan units studied, 68.37% had pucca (permanent) structure and the remaining 31.63% were housed in semi-pucca structure. Space to carry out various manufacturing processes was adequate in 91.84% of the artisans units and grossly inadequate in 95.24% of the kharkhanedars units. All the exporters were satisfied with the space availability. A total of 1105 workers were selected as the sample for the study. In artisan units, 382 workers were employed out of which 311 were adult males, 2 were adult females, 64 were male children and 5 were female children. Almost all the workers in artisan units were on contract basis. In karkhanedar units, the total number of adult workers were 295 (male 293 and female 2) and child workers were 32 (male 30 and female 2). In karkhanedar units also all workers were on contract basis. In the exporter units, the status of 63.6% of the total work force was contractual, 17% had permanent status and the remaining were temporary workers. Women constituted 10.3% of the total permanent workers, which included the administrative staff. Export units did not employ any child labour. Around 76% karkhanedar units and 67% artisan units imparted training/knowledge to its workers. Only 10% export units had this facility and inclination. Not even a single unit owner was aware of the various kinds of training that could be imparted regarding the various skills related to brassware manufacturing. The mode of payment to workers was based on time rate/piece rate, and pocket expenses were also given. Workers who were paid in both time rate and piece rate constituted 42.2% of the
total, those who were paid in time rate, piece rate and given pocket expenses constituted 47.4%, and the remaining 10.4% of the workers were paid only in time rate. Children were put to work mostly because they were out of school. Their early entry into the workforce was a natural trap due to their reduced working capacity after 30 years. Highest productive capacity of an artisan was at the age of 18 and started declining after 30 years. Reduced physical capacity, declining income, low longevity and ill health were the reasons for pushing children into work at an early age. The two most hazardous processes in the brassware industry were moulding and polishing. The child was employed to do two types of jobs. He rotated the wheel, which was called pankha (hand wheel) to keep the furnace fire burning and the temperature in the furnace was about 1100° C. The child also checked the molten metal by opening the top of the underground furnace. In these processes there was not only danger of getting badly burnt, but he also inhaled the fumes and hazardous gases. Lead and Zinc poisoning were the most prevalent health hazards in Moradabad brassware industry. Dangerous machinery, sharp tools and toxic substances in the working environment of children affected them adversely. Unhygienic living and working conditions make children vulnerable to communicable diseases. Child labour was anyway often casual and poorly paid. Severe malnutrition, anemia, hard labour, fatigue and inadequate sleep made children more susceptible to accidents. In most units, the machines used in the polishing process neither had any exhaust system, any provision of screens or enclaves to prevent flying metal dust affecting the workers, due to which many injuries could happen. Around 30% of the units’ owners felt that there was risk in adopting new technologies. According to them, lack of finance, lack of knowledge of new technology, lack of skilled manpower, slackness in the demand for products, erratic power supply, etc. were some of the major barriers in adopting new technologies. Overall, the city of Moradabad lacked
infrastructural facilities for promoting brassware industry. Introduction of technology had resulted both in the influx of workers and displacement of workers, both adults and children. A vast proportion of karkhanedar and export unit owners and around 62% artisan unit owners strongly believed that the existing practice of employing child labour could be stopped by introducing technology. Interaction with various sections of society indicated that child labour was not a necessity for anyone, but a compulsion for the poor family. Literacy level of the population had a strong correlation with the incidence of child labour, and a substantial proportion of the population above 5 years was found illiterate. The reasons for leaving school and joining work related to supplementing family income, absence of adequate number of government schools, and bad quality of teaching. It was suggested that policies should be made to eliminate child labour; education should be provided to children of poor families; and there is a need to improve the general economic condition of states, so that working conditions in industries are improved and they absorb modern technologies.

Sekar M.A (2007) did a study “Equality Not Charity” (Fishermen Dropout-Children Campaign In Chennai Districts - Aided By Child Relief And You – Cry 2007). 20 fisher-folk hamlets of Thiruvellore, 41 hamlets of Kanchipuram and 19 hamlets of Villupuram district, Tamil Nadu. Fishing Community were selected (mainly Pattinavar, Meenava Palli, Padayachi, Irulars). To campaign for access to education for all the coastal community children and mobilize the coastal community, especially women, to ensure that their rights are protected and strengthen and form Sanghams at all the coastal hamlets, to create wider opinion through people centered advocacy and demand state's responsibility to address the coastal community's issues to mobilize coastal community through campaigns against privatization of education and demand
implementation of the Common School System (CSS) were the objectives of the campaign.

Coastal economy plays a vital role in the economy of TN. The coastline of TN being long, engages a large segment of its working population for livelihood through a major part of the year. Income of fisherfolk is unstable and irregular due to a steady decline in fishing catch. Increasing mechanisation, continued waste discharge from local industries, development of Chennai port and resultant diversion of sea water are major factors contributing to this low catch. Constant Sea Erosion also poses a major threat over the coastal villages inhabited by the fisherfolk. It is also a major factor that women play a major role in the family and in the entire economy of fishing - but their needs and demands are largely unmet and ignored. Irregularities in incomes leads to increasing migration. School drop out rate among children of 13-16 age group is very high. Irrelevant education system, besides the family's poor economic condition compels children to work.

Tarujoti Buragohain (2007), did a study “Poverty and Student Dropout in Orissa”. The Orissa Primary Education Programme Authority (OPEPA) had conducted a household survey in the month of October 2005, in which all households were covered and information related to 0-14-year-old children was gathered. The survey revealed that 93,008 boys and 94,854 girls dropped out from school in the age-group of 6-14 years. About 17 percent among boys and an equal percentage of girls reported ‘poverty’ as the reason for dropout from schools. Hence, more than one-third of the students dropout due to poverty. The survey also estimated that about 78 percent of students dropped out from Class 1-V. About 15 and 17 percent of students dropped out from Class 1 and 11, respectively, before learning something useful. These groups of children would add to the
level of illiteracy in the state in the future. According to the 2001 census, about 49 percent females and 24 percent males were illiterate in the state. About 30 percent of dropout students also cited domestic work the reasons for dropout. The National Council of Applied Economic Research (NCAER) conducted a survey in April- June 2006 to evaluate the reasons for dropout at the secondary level. About 1125 dropout students from the secondary level were interviewed to ascertain the reasons for dropout from schools. About 11 percent of these students gave the reason for dropping out to be the need to learn technical work as the current system of secondary education did not ensure any job, whereas about 18 percent reported that they needed to help in the family business. Household activities, which include looking after the young and the old, were among the important reasons cited by about 30 percent of dropout students.

A multivariate model had been developed to explore the reasons for dropout at the elementary level. The regression results suggested that the dropout at the primary level was highly correlated with poverty, illiteracy, and high percentage of population belonging to SC/ST categories in Orissa.

VEMBU (2007) made a survey on Enrollment and retention in schools - Vembar, Tamil Nadu (Vembar Region, Vilathikulam, Rammnad District, Tamil Nadu). Target area is a community of fishermen who were affected by the tsunami. Frequent migration of people here disrupts children’s education and leads to child labour. This project aimed to promote education in community through people’s participation and to strengthen parent teachers association for better functioning of schools. In the three villages of Roachmanagar, Naraipaiyoor and Perianagipuram, the literacy rates were very low. By running additional coaching classes, summer camps, providing para teachers in government schools, the program aimed to prevent dropouts and retain children in school. Community mobilization programs to educate people about the importance of
education are being conducted. It covered 214 children in dropout prevention centers with attendance stabilized at 75-80%, and placed 4 para-teachers in local schools with teacher shortage, formed child rights clubs in 3 schools, School Strengthening Programme placed 2 part time Para teachers in 2 schools to strengthen the schools system.

Ulman. Y.N, Talathi .J.M and Naik.V.G (2008) studied Socio-economic status, income and expenditure pattern of fishermen in Konkan region of Maharashtra: A preliminary survey was conducted on a sample of twenty fishermen randomly selected from two districts of Konkan i.e. Ratnagiri and Raigad districts to know that socio-economic status, income and expenditure pattern of Koli community in the Konkan region. It was observed that fishing was the main source, 92 per cent of occupation of the people in this community was dependent for commercial credit from Government source 64 per cent, banks 47 per cent, co-operative credit societies 37 per cent and remaining from private sources. Almost 80 per cent of their gross expenditure (Rs.123226) was used for running their business activity and remaining 20 per cent (Rs. 24972) for family expenditure. At the overall level, the average annual income was the highest from fishing (Rs. 271800). The standard of living revealed from this study was better as the savings of Rs. 198640 were observed at the overall level. However, the fishermen opined that uncertainty of fish catch, high cost of fishing operations and mainly lack of infrastructure for trading activities.

1. Society for education and action (SEA) has been running 14 motivation centres for children providing after school hours supplementary education. In addition to that, SEA also helps children to improve their potential by involving them in drawing, painting, drama, songs, and handicrafts.

2. SEA conducts bridge courses to motivate working children to continue their formal education. The initial emphasis is on getting proficient in reading, writing and mathematics which will then allow them to find it easier to continue their education by joining the government schools.

3. Every year, during admission season in June /July, SEA organizes enrollment rallies and makes sure that all 5+ year old children are enrolled in First Standard (First Grade).

4. To improve the quality of Education, SEA has appointed 11 additional teachers through Parents Teachers Association in 4 Government schools. Currently, these government primary schools have just two teachers managing 5 classes. SEA provides short – term teacher training to these candidates.

5. SEA provides summer camp for students to learn English and get proficient with operating computers.

Thanalaskmi and Rasul Mohaideen (2011) did a study on “Achievement motivation of the students of the fisherfolk community in Tuticorin district” Fishermen differ from other occupational communities, because of their unique life style. They are often not fishermen by caste, but by choice. Some of the agricultural farmers changed their occupation because of the heavy effect of the monsoons and took to fishing. Because of this reason, their children cannot have good achievement motivation. Studies on this aspect are very rare. Hence, this study is undertaken to find out the level of achievement motivation in the students of fisherfolk community and the difference
among them with respect to the variables, gender, and type of school, medium of instruction, religion, locality, and number of siblings in the family. The survey method was followed. 235 students from the fisherfolk communities in Tuticorin district formed the sample and they were selected adopting the stratified random sampling technique. The percentage analysis and CR test were the statistical techniques used in the study. Their achievement motivations in general and in the different dimensions were found to be moderate. English medium students and matriculation school students were found to have better achievement motivation than their counterparts.

II.4.b.Studies done abroad:

Harris, Sharon Emmons, (1988) worked on “A Comparison of two school dropout populations.” The purpose of the study was to describe selected personal and educational characteristics of dropouts who completed their high school requirements by obtaining the General Educational Development Certificate (GED) and to determine how the characteristics of these dropouts differed from dropouts who did not receive the GED.

Hypotheses were formulated and the data were gathered to answer the following three research questions; (1) what are the selected personal characteristics of students? 2) who left the public school setting prior to graduation? 3) who received the GED?

A descriptive research design was utilized and a questionnaire was developed to gather the data. Questionnaires were mailed to 217 dropouts, 105 who had received the GED and 112 who had not received the GED. The response rate for the study was 51 percent.

Responses relative to the thirteen selected personal characteristics were analyzed by using frequencies and percentages. To determine the differences between the selected
personal characteristics and the thirteen selected educational characteristics of the two
groups, the chi-square test of independence was used to analyze classification variables,
and a two way factorial analysis of variance technique was used to analyze continuous
variables. The alpha level of significance was $p < .05$. The responses to open-ended
questions were analyzed using content analysis techniques.

Of the twenty-six selected person and educational characteristics, eleven were
found to be significantly different between dropouts who have received the GED and
dropouts who had not received the GED. It was noteworthy that eight of the differences
were found in educational characteristics. Further research was recommended on the
social, economic and educational consequence of obtaining alternative high school
graduation credentials.

and dropouts on self-esteem & demographic characteristics.” The purpose of this
study was to determine if there were any differences in self-perception and demographic
characteristics in four groups of students. The study sample involved 242 Jefferson
country high school students, 84 persisters, and 158 dropouts (25 students returned to
school and stayed, 56 returned to school and dropped out again, and 77 Occupational
Work Experience students). Students were located within the schools, by mail, and by
telephone, with an overall quency counts, one-way analysis of variance, and the Tukey
procedure.

Demographically, dropout students were: older, more female than male, mainly
Caucasian; and children of broken and single-parent homes. Dropouts reported poor
relationships with step-parents and natural fathers, inadequate feelings of importance
within families, more parents on public assistance; more dropout siblings, and fewer
colleges – educated parents. Dropouts attended more schools and participated less in school activities than persisters. More dropouts held jobs, worked longer hours, were derogatorily labeled, and had health problems and trauma in their lives than did persisters. Fewer dropouts reported the presence of a significant – other adult. Dropouts chose friends from the range of the academic scale, asked advice of their friends before dropping out, yet made the decision to leave school on their own. After leaving school, most dropout students worked, yet weighted school and the receipt of a diploma as more important than work. The need for further education caused students to return to school.

Vocational / technical classes appealed to the dropout groups. Dropouts described parents, friends, teachers, and siblings as encouraging them to stay in school. All groups reported that they were having plans and goals for the future. The top four reasons for dropping out among study participants were dislike of school, boredom, poor grades and an inability to get along with teachers.

The persisters perceived more athletic self – esteem than the dropouts who stayed. The second – time dropouts perceived a higher athletic self – esteem than those who stayed. The persisters felt a higher conduct / morality self – esteem than did the outreach participants who returned to school and left.

Gibbons, Hyrum Dennis (1988) worked on “A Study of the factors that contribute to the L.D.S. student’s decision to drop enrollment from classes at the logan, L.D.S. Institute of Religion.” The purpose of this study was to determine the factors that contributes to the L.D.S college student’s decision to drop enrollment from classes at the logan L.D.S. Institute of Religion. The dropout was defined as a student who had enrolled in institute at some point in his university studies, had discontinued
enrollment, and more than one year had passed since the last time the student had been enrolled in an institute class.

The study was designed to compare 125 college juniors who were enrolled in institute classes and 125 students who met the definition for dropping out. These two groups were compared relative to the reasons for enrolling in institute classes. The non-enrolled group was asked to give reasons for discontinuing enrollment.

Data were obtained by mailing a survey questionnaire to each group. A response rate of 70% was obtained from the enrolled group, and a rate of 74% was obtained from the non-enrolled group. The data were then analyzed and descriptive statistics and cross-tabulations derived.

It was hypothesized that the student’s personal commitment is a significant determinant in their decision to stay enrolled, that their work and school schedules are significant factors in the decision to stay enrolled or discontinue that their desire to graduate from institute is a significant factor, and that their social interactions with peers, and faculty is also a significant factor in their decision.

While the students’ work and school schedules were found to be significant factors, the other hypothesized factors were not, although the data indicate they did have an effect on the students’ decision about whether or not to enroll.

Several other factors suggest possible changes in program planning at the institute. A greater offering of afternoon classes was asked for by a number of students, and offering each class in the book of Mormon series each quarter should be given consideration.
Bin, Marta Labat (1989) did a study on “Factors affecting language minority school dropouts. A study of Hispanic and Asian students in an inner-city school.” This study was designed to assess the relationship between dropping out of school and factors found from a review of the literature to affect dropping out of Hispanic and Asian students in an inner-city school. These factors included selected family behaviors related to school work and attendance, attitude and value measures, and academic and demographic variables.

The analysis of 17 variables using multiple regression and linear discriminant analysis showed that factors most predicting dropout and most distinguishing between dropouts and stayers were (a) teacher evaluated study habits and conduct, (b) attendance patterns, (c) mother’s education level, (d) supportive family behaviors, and (e) self-concept. Contrary to the literature, the level of education of mothers of students who dropped out was higher than that of mothers of students who stayed in school. In the regression analysis, work habits and conduct accounted for 11% of the variance in staying or dropping out; attendance contributed 5% more; mother’s education, 3%; and supportive family behaviors, 1%. Level of education for mothers of dropouts was higher than that of mothers of stay-ins. A total of 24% (R= .49) of the variance in dropping out was accounted for by the 17 variables. From the discriminant analysis, a combination of seven variables (attendance, supportive, family behaviors, educational aspirations self concept, mother’s education, homework time, study habits) were used in a classification function to correctly predict 76% of the stayers and 76% of the dropouts. Using the function, a total of 76% of subjects were correctly classified as either stayers or dropouts.

Results were similar when Hispanic students were analyzed in isolation. Hispanics were examined as a subpopulation since this group accounted for approximately ¾ of the initial sample.
From interviews conducted with selected students, it appeared the primary factor setting apart stayers from dropouts was family support for staying in school. When students felt their family needed them to earn money more than they desired them to attend school, they missed school often, and eventually dropped out to get a job.

**Creed, Gloria Boehne, (1989) worked on “A Descriptive analysis of selected variables affecting the secondary public school dropout rate in the state of Missouri.”** The purpose of the study was to ascertain and report current information of at-risk students and on school districts in which the students are enrolled. The descriptive study gathered information from superintendent of Missouri public school districts, to identify at-risk characteristics of Missouri public school districts as well as at-risk characteristics of the students within the districts.

The subjects completed a 30-question survey, from which the data analysis was made. Twenty-five questions were demographic, five were opinion and attitude questions directed at the superintendents. Data analysis indicated that location of a school district, size of the district, state classification of the district and number of minority/ethnic groups all were predictors of increased number of dropouts. There appeared to be no singularly strong identifiable causes for dropping out, rather there were several contributing causes. The findings, implications, observation, and recommendations for future study were discussed.

**Franklin, Cynthia Gayle (1989) did a study “The effectiveness of clinical social work in an alternative school for high school dropouts.”** A Private Alternative school and a Graduate school of social work provided an education treatment program for 102 middle class dropout youths. The purpose of the study was to assess behavioral disorders in the youth and evaluate the effectiveness of the alternative school program.
The dropout youth in the study were demonstrated to have behavior disorders. Both independent observers and self-reports of the youth on a behavioral assessment instrument indicated that the middle class dropouts attending the education treatment program had substance abuse disorders, conduct disorders, and a variety of other psychiatric disturbances. The youths were also shown to have disturbed family and social conditions on several measures. The middle class dropouts in the sample reported a history of physical and sexual abuse and the social workers treating the youth reported that many of the youth came from family conditions where one or more parent was a substance abuser. In order to best serve the needs of these behaviorally disordered dropout youth, social work treatment service were an integral part of the program. Participants in the social work treatment program were compared to a group of 53 youth from another alternative school program which utilized educational counseling delivered by teachers. Both programs were shown to be effective on an educational achievement measure. The social work treatment program, however, was demonstrated to be more effective than the other alternative program on a variety of psychological measures, had a higher rate of positive completions from the program, and produced students who made more progress toward academic goals such as earning high school credits.

**Harvey, Randy Jay (1989) worked on “Identifying potential dropouts in the elementary grades using archival record screening.”** This study investigated whether archival record screening was an effective method for identifying students at risk of dropping out of school. The study used a cohort population of 228 high school students which included 159 graduates and 69 dropouts. The cohort’s forth through eighth grade school records were analyzed.

The results of this study demonstrated that drop outs could be identified based on their performance on nine predictor variables which were routinely collected and
maintained in the school records. This key variables were grade point average, absences, school retention, reading performance on standardized tests, math performance standardized tests, participation in special educations, chronological age, mobility, and information missing from student records. Hypothesis testing was done using a two-tailed zero-order correlation, point biserial multiple regression analysis, and discriminant analysis. Grade point average, school retentions, and absences demonstrated the strongest correlations with school non-completion in the fourth through the eight grades. All nine variables were correlated significantly to school non-completion and when grouped in point biserial multiple regression analysis, the correlation coefficient was measurably improved.

The findings in this study corroborated findings by previous researchers who focused on high risk children. Archival record screening represented a cost effective and practitioner to identify students at-risk of leaving school.

**Hughey, Doris Faw, Thomas Buxton (1989) did a study on “Dropout prevention practices in south Carolina schools.”** The high rate of students dropping out of school prior to graduation is a major concern throughout the nation. South Carolina schools have a high dropout rate. This study was conducted to determine what programs or strategies are currently being used by South Carolina schools to reduce the number of students dropping out of school. The researcher determined that a census of schools. Serving students in grades seven through twelve provide needed data. A survey instrument based on current dropout research was developed. The instrument requested a “yes “ or “ no” response from the principals as to whether or not one or more of seven variables were present in their schools. Those variables included the following: students have access to an off-campus alternative school; students have access to an alternative school with a regular school campus; the school uses strategies to prevent a high rate of
The school provides services for pregnant students; the school has a structured program for alcohol and drug abuse prevention; and the alcohol has funds for dropout prevention. In addition to the “yes or no” answers to the seven variables, principals were asked to rate as adequate, effective, or highly effective characteristics applicable to their schools that are found in the research to be effective in dropout prevention programs.

Two hundred and twenty of the 430 principals of schools in South Carolina serving students in grades seven through twelve responded. Programs mandated by the state: attendance programs, alcohol and drug-abuse prevention programs, and some services for pregnant students are being used in most of the schools and rated adequate to highly effective by most of the principals. Although the research names alternative programs, business and industry networking, counseling, and remedial instruction vital to dropout prevention, many principals did not perceive them to be adequate or highly effective as used in their schools. South Carolina recently passed legislation, target 2000, which would mandate that dropout prevention programs be phased in to all schools over the next three years. It appears that further research should be conducted.

Jacquez, Eugene (1989) worked on “High School administrator’s perceptions of factors related to the Hispanic student dropout rate.” The purpose of this study was to identify factors contributing to the Hispanic students dropout rate perceived by high school administrators as applicable in their schools. A questionnaire was mailed to ninety high school administrator in the Denver and Pueblo school districts. Sixty questionnaires were returned. Respondents reported high suspension and truancy rates for Hispanics than for Non–Hispanics. No statically significant relationship was found to exist between respondents reported higher or lower. Hispanic truancy and suspension rates and respondents perception of the relevance of twenty-five personal, academic, and environmental factors often cited in the literature as causative, and
presented to respondents in the questionnaire. In addition, no statistically significant relationship was found to exist between reported counselor-student ratio and respondents perception of the relevance of the personal, academic, and environmental factors. Respondents reported use of supplementary programs to address the problem of Hispanic truancy and suspension. However, no data were available on the effectiveness of such programs or on the extent to which students made use of work experiences and vocational education.

This lack of significant findings suggests (a) that factors other than or in addition to the twenty-five factors listed in the questionnaire may have a causative bearing on the problem of Hispanics being educationally at risk, and (b) that, in part, respondents may not have exercised sufficient perception.

Some of the major recommendations of the study were (a) This study should be replicated in a different locale. (b) A study of exact truancy variables, including local policies and procedures should be made. (c) A study should identify the perceptions of teachers, counselors, and Hispanic youth regarding factors contributing to Hispanic dropout rate. (d) A study should investigate use of truant officers. and (e) A study should identify factors contributing to successful high school completion.

**Jenifer, William Albert, (1989) did a study on “Predictive characteristics of high school dropouts.”** The purpose of this study was to identify characteristics which most accurately describe ninth grade high school students who dropped out from school. The study was to verify the general visit of dropout characteristics as well as to determine any characteristics which appear significantly difference between ninth grade dropouts and ninth grade persisters. The scope of the study was confined to data collected from two high schools. In total 265 students were randomly selected from the school stratified pools of ninth grade students who were enrolled at each of the high school sides during
the academic year 1986-87. From the stratified sets of students two cohort groups were established for each building. The two high schools were selected as research sites because of similar demographic data. A ninth grade student survey developed by the researcher was used to record information about the 265 students in the study. A t-test statistic and a chi-square statistical test were used to determine means and changes in responses to the means and changes in responses to the survey questions. All pertinent information was tested at the .05 level of significance. The results indicated that the mean scores for the California Achievement Test and grade point average betweenpersisters and drop outs were not significant in determining drop outs. Other characteristics tested were curriculum choices, placement status, attendance, gender, parent employment, disruptive behavior, suspensions, and causes for school withdrawal. Characteristics which describe ninth grade drop outs were attendance, suspensions, disruptive behavior and parent employment.

Jones, Gwendolyn Hayes, (1989). did a study “Spatial patterns of school dropouts in a large metropolitan district and their social and economic correlates”. The major purpose of this study was to examine spatial patterns of school dropouts in a large metropolitan school system for the school years, 1979 – 80, 1982 – 83, and 1986-87. This study also investigated the demographic characteristics of school dropouts and their socio-economic conditions. Fourteen hypotheses and six research questions were investigated. Two data sources were used; 9,479 official school records from Cleveland Public Schools and the 1980 federal census tracts. Several statistical test techniques were used: A univariate frequency distribution, Chi Square Goodness of fit, CROSS TABS analysis, Factor Analytic, a geo-coding process, and a ‘t’ – Test techniques were used to analyze the data.
Three major conclusions were reached and reported in three components. Component one discusses the characteristics of school dropouts. The typical school dropout in this system was a black male, age 18 who received a free lunch and lived with his single mother. He typically walked to school, was overage for his grade, and dropped out in grade 10. Component two discusses the geographical distributions of school dropouts and explains selected variables. White, black and other minorities lived in different residential locations. White students primary lived with both parents and often dropped out because they had a work permit or work study program, white black students lived with a single parent and dropped out because they were overage. No difference was found for the factors of pregnancy or poverty. Component three discusses socio-economic conditions of the inhabitants of various neighborhoods which were divided into two groups, those with high and those with low school dropout concentrations. The areas with the greatest concentration of school dropouts were made up of predominantly Black, poorly educated, single parent, blue collar workers who spoke English as the primary language, and earned an income below poverty level. These results support the current and past research findings regarding the identifiable characteristics and socio-economic status of school dropouts.

Several recommendations were made to the Cleveland board of education on preventive intervention measures for school dropouts. Some had to do with changes within the school. Others had to do with involving the surrounding community.

Maspero, Bonnie Jill, (1989) worked on “Differences in the characteristics of dropouts and graduates of a continuation high school.” In order to complete in a world economic market, educational institutions must contribute by maximizing the potential of each student. Dropping out of high school cuts short the possibility of attaining the advanced educational skills necessary for an individual to complete in the
labor market. California continuation high schools, offer an alternative pathway to the high school diploma.

While reviewing the literature related to dropouts, a gap became apparent. An abundance of information was available, dealing with urban alternative school and urban dropouts. However, no data addressed the role suburban alternative schools play in reducing the dropout rate and the student characteristics of dropouts of a suburban continuation high school. The research questions addressed in the study conducted during school year 1987-1988 were the following: (1) What were the student characteristics associated with graduation in a population of students who graduated from silverado Continuation High School? (2) What were the student characteristics associated with dropping out in a population of students who dropped out of Silverado Continuation High School? (3) What combination of student characteristics were most powerful in distinguishing graduates from dropouts?

(1) One hundred randomly selected graduates and 100 randomly selected dropouts were chosen from the 1987-1988 school year population. (2) Subjects were administered a Silverado graduate / dropout questionnaire consisting of 111 student characteristics. 3) A review of the student’s transcript, cumulative records, data processing records and personal interview were conducted. 4) Tests of significance were done on all 111 student characteristics. 5) Discriminant function analysis was done to determine the most powerful combination of characteristics for identifying graduates or dropouts.

Of the 111 students characteristics, 6 were significant at the .05 level of significance and 97 were significant at the .05 level of significance. Two combinations of
student characteristics were found to be powerful enough to classify the graduates and dropouts, ranging from a 91 percent to a 97 percent rate.


The primary purpose of this study was to examine outcomes of the second chance pilot program legislation enacted by the Colorado general assembly in 1985, which intended to provide opportunities for dropouts aged sixteen to twenty-one to complete requirements for a high school diploma or equivalent certificate.

The study also examined the historical context in which the legislation was developed, and the political process involved with enactment of the bill. The second chance pilot program act was among the first piece of “choice” legislation nationally.

In order to research the questions stated in this study, the following methods were employed: historical analysis of original and secondary source documents pertaining to second chance legislative process; interviews with selected chance students and faculty.

Seventeen second chance educational centers were developed as a result of the act. At the time of this study, thirteen centers were operating, serving 1033 students. Satisfaction with second chance programs appeared to be very high for both students and faculty at the centres. Although additional support packages were created to promote development of centres, the meager $85,000 appropriation by the general assembly and absence of supplemental pupil funding arrangements, limited the extent to which dropout recovery programs were established.

**Outlaw, Irene Bell, (1989) did a study on “The effectiveness of dropout prevention programs at five California high schools.”** The purpose of this study was to investigate the effectiveness of two dropout prevention programs present in selected
schools in the San Diego Unified school District, the high school Diploma program (HSDP) and the Motivation and Maintenance (M and M) Program. The sample consisted of all the students participating in the program in the targeted schools. The programs are present in five schools in the district.

The effectiveness of the dropout prevention programs was evaluated by assessing three areas: (1) pre-program and post-program academic performance as measured by grade point average, (2) pre-program and post-program attendance as measured by days absent, and (3) pre-program and post-program school attitude as measured by the School Sentiment Index (SSI).

Data resulting from an analysis of the variance indicated significant differences in academic achievement, attendance, and attitude towards school in various schools in the High School Diploma Program. The significant differences were indicated in various combinations with only one school experiencing significance in all three areas. In the M and M program, significance in at least one of the independent variables was found in every participating school. Gender, ethnicity, and age were also variables analyzed for significance.

In summary, it was found that the programs were not effective in all of the schools and it was, therefore, concluded that the school makes a difference in the effectiveness of the program. The findings also indicated that the ethnicity of the student was a factor in program effectiveness in the area of academic achievement.

Reyes, Olga (1989) worked on “A high school dropout prevention program.” This project represented a primary preventive community – based effort to reduce the likelihood of dropout by facilitating the transition to high school for a group of predominantly minority students at an inner city school with a high dropout rate and a
high concentration of gang activity. The program, TEAM ’91, aimed to increase the level of social support setting, and involve parents in student’s progress. Students were assessed on midyear and end of ninth – grade academic achievement (TAP Test Percentile Scores), grade averages, course failures, absences, class – cutting, class rank, number of counseling referrals and leave rate. No significant differences were evidenced between matched TEAM and control students at the end of the year. Disaggregation of the data reflected the inferior performance of one of the TEAM groups relevant to the other TEAM and control groups. Finally, it was found that overtime, all student’s grades decreased, number of course failures increased, absenteeism and class – cutting increased, and overall class rank fell, regardless of condition.

Implications are made based on the comparison of this study to the similar, yet effective, project conducted by Felner, Ginter and Primavera (1982), and also based on an examination of historical and environmental features of the school where the study took place.

Rosales Kufrin, Rosario Salas (1989) did a study “Caste collusion and conflict: an ethnographic study of factors affecting the dropout of Mexican – American students in a Chicago barrio elementary school.” The alarmingly high rate of secondary school dropout among Mexican – origin students in the United States has been well documented statistically, but little has been written on the school experiences of these students in barrio elementary schools of northern states. This study aimed to fill the gap by providing a multidimensional perspective on the achievement and educational experiences of Mexican – origin elementary school students. The goal was to contribute to a deepened understanding of the complex interplay of factors which ultimately lead to these students becoming educational casualties.
The methods were those traditional to the ethnographic genre: long term on
site participation and observation, open – ended interviews, and descriptive data relative
to the research site, the barrio, and the larger metropolitan area.

Interviews with students, parents, and school personnel revealed their
feelings, perceptions and opinions regarding educational back – grounds, school
experiences, and aspirations. Five longitudinal case studies described the lives and school
experiences of these potential dropouts/ push outs.

Although this study was exploratory and descriptive, several tentative
conclusions emerged: dropouts were primarily made, not born; the chain of events was
forged in the elementary school, and the consequences were only visibly ratified later.
The school success of Mexican – origin students was an interactively determined
phenomenon dependent on the combined cooperation and involvement of the three
environments which mold the child: family, school and barrio.

Family / school involvement is essential, with strong family communication a
necessary component for the successful student. However, it is also clear that the school
has the responsibility to analyze and correct the academic failures of the child at the
earliest stages. The appropriate measures to assist the non- English and limited – English
speaking student must be undertaken, by the school. The approach must be holistic in
nature and must address current inequities in the environments of these students. If any
significant improvement is to occur, the contextual and academic aspects of the student’s
school achievement, as well as the economic circumstances of their families, must
become a source of concern and action for society as a whole.

Rogeau, James Louis (1989) did a study “Factors related to high school
dropouts of a selected district in the state of Louisiana before and after a mandated
The research was designed to measure the significant difference in selected variables common to graduates and dropouts before and after the imposition of a mandated curriculum. These variables were academic and demographic in nature. The academic variables measured were grade point averages, Science Research Associates test scores, and American College Test scores. Demographic variables included age, gender, race, and extracurricular. Data were collected from one school district in the state of Louisiana.

The researcher compiled data directly from the files of the population sample. Eighty-seven percent of the anticipated population contributed data to the study. Multiple linear regression was the primary method used to test seven hypotheses. Mean scores, standard deviations, N of cases, and before and after significance were calculated. All variables were tested using the .05 level of significance. Dropout rates, Science Research Associates test scores, grade point averages, and the white, male population indicated the greatest degree of significant difference when graduates and dropouts were tested before and after the introduction of a mandated curriculum in Louisiana schools in the academic year 1984-1985. Least significant was the variable of extracurricular, which reflected no change for the year groups studied.

Tyson, Susan Parker, (1989) did a study “Georgia, Basic skills testing and dropouts rates.” The purpose of this study was to investigate trends in dropout rates in Georgia public schools and to determine if there was a relationship between dropout rates with Georgia Basic Skills Testing. The first part of the study was designed to determine if there has been a change in dropout rates since implementation of the GBST in 1982 by looking at dropout rates using the school system as the unit of analysis from the 1979-80 school year through the 1986-87 school year for each of the Grades 10, 11 and 12.
For the three grades there was a statistically significant difference in the dropout rates from 1979 – 80 to 1986 – 87, but this change was a decrease overall rather than an increase. In grade 10, the dropout rate was 8.9% in 1979 – 80 and though the dropout rate increased in 1983 – 84 to 8.0% from the 1982 – 83 level of 7.5 %, this increase was not significant and the dropout rate decreased each year after that point to its lowest rate of 7.0% in 1986 – 87. For Grade II, the overall dropout rate decreased from 8.2% in 1979-80 to 6.2% in 1986 – 87. There was a statistically significant decrease in the dropout rate from 1982-83 to 1983-84. For Grade 12, the overall dropout rate decreased from 4.9% in 1979-80 to 4.0% in 1986-87.

The second part of the study was designed to determine if there was a relationship between failures on the GBST at Grade 10 and the dropout rates for that grade for each of the years 1982-83 to 1986-87 taking into consideration socio economic status. No statistically significant relationships were found between the dropout rate and socio economic status for any of the five years from 1982-83 to 1986-87 using free and reduced lunch participation as an indicator of socio economic status.

There were no statistically significant correlations between dropout rates and percent of students failing the GBST in reading or mathematics for any of the years 1982-83 to 1986-87 between dropout rates and failures on the GBST in mathematics.

Wallace, Barbara Catherine, (1989) did a study “Teenage pregnancy and school continuation. Facts have changed perceptions have not.” This study initially proposed to look at factors that are associated with school retention for pregnant and parenting teenage mothers. Mothers chosen for this study were participating in a Massachusetts Adolescent Pregnancy and Parenting Survey, at two, large Boston hospitals from 1985-1986. Sixty-four mothers were interviewed. Two thirds were of low
socio-economic status, 17 were white, and 47 were black. The extensive telephone interviews, done at one year post delivery, revealed a surprising and totally unexpected finding. Instead of dropping out of school, the vast majority of these mothers were staying in. This observation might have been the result of sampling bias however. Those young people who were stable enough to be reached by telephone for interview, may also have been stable enough to attend school.

With these observations in mind, the study was refocused. After exploring the validity of a trend reversal, a profile of the teenage mothers in the study was done to determine the comparability of profiles discussed in the current literature. A new predictive variable, not discussed in the literature, was the effect of sibling pregnancy-related school drop out on school status. Specially, teen mothers with parenting siblings who had dropped out of school, were less likely to drop out of school themselves.

Dropping out of school was not a desired or intended end for this study’s population. General support and encouragement were the most predictive of school achievement at one year post-delivery. Even when daycare or transportation was not a problem, teens continued to drop out of school, if they perceived no one cared. Although daycare and transportation played an important role in school continuance for this population, they alone were not sufficient for school continuance.

Other predictive variables of school status included number of children, peer relations, level of intelligence, school options, involvement in decision-making process, and grandmother’s feelings.

Wheeler, Mary Ann, (1989). did a study on “a Study of the effectiveness of a dropout prevention program for at – risk seventh grade students.” The dropout rate of students is increasing rather than decreasing especially for poor and minority students,
resulting in inequalities of education. The purpose of this study was to determine the effects of a dropout prevention program on the attendance, grade point averages, attitudes toward school and study habits, and self-concepts of identified at-risk seventh graders in a junior high school in southern California.

The population was the seventh graders at Montgomery Junior High School in the Sweet Water Union High School District who had been absent seven or more days in the sixth grade. 40 Students were identified and randomly placed in either one of two groups, the experimental group and the control group.

The experimental group participated in a dropout prevention programme in which the students were grouped together for five of their classes and mainstreamed for two classes. A half-time counselor and full-time clerical/instructional aide were hired to work exclusively with the experimental group to provide them and their families with extra counseling support. Tutoring services were also provided for the students.

Number of days of absence and grade point average were recorded for the students in each group at the end of the first semester of the seventh grade. All students were pretested and post tested using the survey of study habits and attitude and the Piers-Harri’s Children’s self Concept Scale.

The data were analyzed using the t-test for significance of differences between the two groups on the dependent variables. There were no significant differences between the two groups on the four variables studied. Based on these findings, it would appear that studies such as this should be conducted over a longer period of time and should perhaps include a larger sample population. Recommendations include selecting students on the basis of having three or more of the characteristics of potential dropouts and ensuring that an alternative program includes the components deemed necessary as as result of recent
research. Based on the results of this study, the dropout prevention program at Montgomery Junior High school was revised for the year following this study.

Rahman.M.M, Haque.M.M, Akhteruzzaman1.M and Khan.S (2002) studied “Socioeconomic Features of a Traditional Fishing Community beside the Old Brahmaputra River, Mymensingh, Bangladesh”. Fishing is an ethnic occupation of the inhabitants of Bhatipara fishing village, Mymensingh, Bangladesh. The fishermen come from the Barman Sect, a low caste of the Hindu community, and are a highly disadvantaged and neglected class in the society. They are principally group fishers and use seine nets in group fishing. The catches are normally sold to middlemen who in turn sell to the consumers via several other intermediaries. The owner of the net gets 20% of the total revenue while the remaining amount is divided equally among the fishermen keeping one share, equal to a fisherman, for the boat owner. Income distribution showed significant inequality between marginal and non marginal fishing households.

Opportunities for employment and other income-generating activities for women are scarce (e.g. net making, fish drying, fried rice preparation, goat and poultry rearing, etc.) and these are not effectively exploited due to lack of self-confidence, awareness and social and economic freedom. The fisherfolk have no access to scheduled banks for loans due to the absence or insufficient collateral security. They do not have access to any government or non government organization offering technical or credit support for improving fishing efficiency and management activities. Most of the households in the village are forced into usury transactions where marginal fishermen act as borrowers and relatively well off fishermen as lenders along with the local moneylenders. In the face of escalating poverty and gradual reduction in fish production, the fishermen are struggling to sustain their livelihood. Cage aquaculture in the nearby river with effective input
supply and technical and social support may improve their livelihood and help to enhance riverine fish production.

Mwanaisha A. Kwariko (2004) studied about, “The problem of child labour in Tanzania. An exploratory study in relation to the fishing industry and related support activities in Iringa district, with specific reference to Mtera dam”. This study centres on the problem of child labour in Tanzania. The study aimed to explore the extent and forms of child labour in relation to the fishing industry and related support activities in Iringa District, with particular reference to Mtera dam. This study also tried to investigate the realities of the working children in the fishing industry. The methods used to collect data were: interviews, group discussion observation, questionnaires, records and second person method. In this study children, boys and girls were found engaging in different activities such as fishing, sitting, washing fish nets, smoking, sorting and packing fish and supplying materials to fishermen. Other activities included firewood collection and selling, selling fish in the streets and being bar attendants. Child labourer is a violation of international and regional human rights instruments on the rights of children. These rights include the rights of education, the right to the highest standard of health and right to be protected from economic exploitation. To conclude and address the problem of child labour, the study has come up with some recommendations. These include awareness raising on the scourge of child labour, poverty alleviation, free and compulsory education for all children establishment of a child labour programme in Mtera dam and the enactment of a specific law on child labour.

Hallman (2006) did a study, “Pregnancy-related School Dropout and Prior School Performance in South Africa Monica Grant Kelly” Although considerable
attention has been paid to the prevalence of adolescent child bearing in the less developed world, few studies have focused on the educational consequences of school girl pregnancy. Using data collected in 2001 in KwaZulu-Natal, South Africa, this paper examines the factors associated with schoolgirl pregnancy, as well as the likelihood of school dropout and subsequent re-enrollment among pregnant schoolgirls. This analysis triangulated data collected from birth histories, education histories, and data concerning pregnancy to strengthen the identification of young women who became pregnant while enrolled in school and to define discrete periods of school interruption prior to first pregnancy. It is found that prior school performance defined as instances of grade repetition or non-pregnancy-related temporary withdrawals from school is strongly associated with a young woman’s likelihood of becoming pregnant while enrolled in school, dropping out of school if she becomes pregnant, and not returning to school following a pregnancy-related dropout. Young women who are the primary caregivers to their children are also significantly more likely to have left school than are women who shared or relinquished childcare responsibilities. Furthermore, young women who lived with an adult female were significantly more likely to return to school following a pregnancy related dropout. Given the increasing levels of female school participation in sub-Saharan Africa, this finding suggested that future studies would benefit from exploring the causal relationships between prior school experiences, adolescent reproductive behavior, and subsequent school attendance.

Elizabeth Westaway, Caroline Barratt and Janet seeley (2009) did a study on Educational Attainment and literacy in Ugandan fishing communities: Access for All. This paper explores the experience of formal schooling in three Ugandan fishing villages, highlighting through the findings of in-depth qualitative research the low educational attainment in fishing communities where very few children complete primary
school and even fewer successfully transition to secondary school. The paper focuses on five areas: the reasons that children do not access formal education and drop out; the nature of the aspirations and attitudes of children and their parents towards formal education; strategies to formally educate children; the failure of those strategies; and official attempts to keep children in school. The methods that were used to collect data were: surveys, four groups, interviews, diaries and observation. The sample is socio-cultural context and information on the different schools that children attend in the three different fishing communities Nanyolo, Kitanba and Mhinga and types of fishing related jobs that girls and boys undertake. In conclusion, a nuanced understanding of the complexities of girls and boys every day life was essential to ensure that government policy was based on social reality to provide more positive life choices and outcomes.

Pauline Dassey Edet, Ekeng Nyong Ekegre (2010) did a study, “Parental socio-economic status, family type and school dropout in the Ewutu Educational Circuit Winneba, Ghana – Implication for Counselling.” The purpose of the study was to investigate if the socio-economic status of the parents and family type are significant factors in pupils dropping out of school. The researcher used a survey research design to investigate the influence of parental socio-economic status and family type on school dropout the target population for the study included the entire primary school dropout pupils in Winneba Township and their parents/guardians. The study involved an estimated population of (3200) three thousands and two hundreds drop out pupils and parents/guardians. Both the probability sampling techniques and the purposive sampling techniques were used; the probability sampling involved some form of random selection in choosing the respondents or cases to be included in the study. There would be a significant relationship between parental socio economic status, family type and school dropout which showed no significance that there is no significant, relationship between
parental socio-economic status, family type, school dropout of pupils. It was however observed that there was an insignificant relationship among the variables that dropout among pupils is not totally stamped out or erased in the study area. There were still some elements of school dropout in among pupils area, despite all the laudable school programmes that had been intended to motivate pupils to complete their school programmes.

Ricardo Sabates, Kwame Akyeampong, Jo Westbrook And Frances Hunt (2011) did a study on school Dropout. “Patterns, Causes, Changes and Policies.” This paper was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2011 report. Using data from Demographic Health Surveys on the population of 16 and 17 year olds, assuming that by this age children should have completed a cycle of primary school. From this study the following policy messages are drawn reflecting insights from the creative work and analysis of completion and retention of data.

**Policy message 1**: Drop out rates have to be tackled in conjunction with reductions in over age, in particular at higher grades of primary school.

**Policy message 2**: Flexible schooling hours and systems, together with multi-grade and multi-age teaching approaches and appropriate language of instruction, can help to reduce drop out rates.

**Policy message 3**: Providing micro-enterprise support for poor households is necessary for improving school retention.

**Policy message 4**: Improved child health and nutrition and dealing with the gendered nature of the process of drop out, are important to improve retention and completion of primary school.
Policy message 5: Although extra resources to tackle drop out at school community level may be useful, given the range of factors – economic, social, health which are likely to interact to impact participation and completion of schooling, a comprehensive sector wide approach with interconnectivity between relevant government departments would achieve more sustainable impact on eliminating or drastically reducing school drop out.

Policy message 6: There is no one single intervention that will solve the complexity of the process of school drop out. It is important to take into account the possible externalities of different interventions.

Policy message 7: Country specific research can be instrumental in identifying appropriate policies and interventions.

II.5. Review of the Reviewed Literature:


The research methodology followed by most of the studies were descriptive with survey techniques. The standardized tools are used in some studies and some researchers had developed their own tools. Except a few studies, the rest had adopted random sampling techniques. The statistical techniques used by these studies are Chi square, ‘t’ – test and point biserial multiple regression analysis.
II.6. The Gaps Identified:

From the studies reviewed by the investigator, the following gaps have been identified.

- Only a few studies have been undertaken to find out the causes for dropout in fishing Community.
- The factors responsible for the problems in continuing education have not been studied so deeply.
- Only few studies have been undertaken to find out the attitude of fishing community children towards education.
- The review of related literature shows that there are less number of studies related to socio economic status of fisherfolk children from both India and foreign.

II.7. The Present Study:

In order to bridge the gap mentioned above, the present study is undertaken to find out the problems faced by the children of fisherfolk in continuing their education. The present investigation differs from all the above studies in the population, sample, tools used, variables and dimensions in the problems.

II.8. Conclusion:

In this chapter the investigator reviewed and recorded the related literature and studies done in India and aboard. They are reviewed and the gap has been identified. Then the need for the present study has been established. The next chapter deals with plan and procedure of this study.