2.1. Introduction:

Review of related literature make available an extensive solicitous about what has already been researched about a topic. It forms the basis for contributing foundation for having chosen the problem for the study. Review of related literature allows the researcher to apprise himself with the current knowledge in the field or area in which, he is going to conduct the research. It also helps the researcher to restrict and describe the problem. The knowledge of the related literature makes the researcher informed with the work that others have done and supports affirming the objectives clearly and wittily.

The review of related literature gives the researcher considerate understanding of the methodology, helps the researcher know the tools and instruments, provides an perception into the statistical methods through which the validity of the results is to be established. The precise motive for conducting review of the related literature is to know the endorsements of the previous researchers for further research.

Scholars in the past have carefully examined and observed the purposes of review of related literature as to show whether the available evidence material solves the problem adequately without further investigation, to provide ideas, theories, explanations or hypotheses valuable in formulating the present study, to suggest the research methods to the
problems, to locate comparative data useful in interpretation of the results and to contribute to the general scholarship of the investigator.

Identification of a problem, development of a research design and determination of size and scope of the problem, all depend to a great extent on the ease and intensity with which a researcher has examined the literature related to the intended research.

The present chapter deals with review of the studies conducted on and the position taken about the current topic of exploration. The emphasis of literature review as per the needs of the study is mainly on research in the area of ‘primary education’ with prominence on various aspects of primary education relating to children’s school participation and non-participation with special reference to the phenomenon of drop-out and also about children’s learning in important school subjects. The volumes of surveys of research and innovations in India by Buch M.B., 1974, 1978, 1983 and 1988 and fifth and sixth survey and from different sources such as documents, journals, reports, agencies, institutions, etc., have been referred for the collection of related literature. Many studies have been conducted on primary education of which majority of them are project based studies and few are at Ph.D. level studies and others.

The review of related literature deals with the various aspects of schooling at primary stage with special reference to the phenomenon of drop-out also covering appropriate concerns like enrolment, retention, factors associated with school participation like poverty, child labour, gender etc.
The literature pertaining various aspects relating to the general concern of the problem of school dropout is given according to the following sub themes namely, Studies Pertaining to Socio-Economic and Family Background factors relating to the Problem of Dropout, Studies Pertaining to Quality of Education and the Problem of Dropout, Studies Pertaining to Girls Education and the Problem of Dropout, Studies Pertaining to Migration and the Problem of Dropout, Studies Pertaining to Child Labor and the Problem of Dropout, Studies Pertaining to Learning Achievement and the Problem of Dropout, Studies Pertaining to Mid Day Meal and the Problem of Dropout and the Miscellaneous Studies relating to the Problem of Dropout.

2.2. Studies pertaining to socio-economic and family background factors relating to the problem of dropout:

Afsar Ali, 2014, Dropout from school hinders development as it makes human potentialities unexplored. This creates all round backwardness. Muslim communities are more backward particularly in Malda district, West Bengal, where the dropout rate is high. Parental decision to drop out their wards from primary education does not depend upon gender, but depend upon their economic status. Poverty influences the parents to withdraw their wards from school.

Jobin Joy and M. Srihari, 2014, Kerala, the southernmost state of India with near total literacy, impressive health indicators, and a vibrant society known to set benchmarks in several avenues of development. The state stands out from the rest of India with 94 percent literacy rate and it has the lowest
dropout rate of school students (0.53%) in the country. But Wayanad, a district in the state with a sizeable population of Scheduled Tribes has the highest overall dropout rate in the state. When compared to the total dropout in the district, the tribal dropout was 61.11% in 2007-08 and 5 years later in 2011-12 it rose to 77.23%. This shows the increase of 16.12% of drop out in district’s tribal sector alone. The objective of this paper is to unveil the hidden reasons for these increasing school dropouts among the ST students of Wayanad district, with special reference to the Paniya Tribe. Qualitative analysis and case studies were assessed to elicit the reasons for the increase of tribal dropout rate in the district. This study encompasses both quantitative and qualitative methods. The findings of this study will be useful in providing adequate solutions to this issue, tribal dropout and implementation of strong constructivist pedagogy and class-oriented learning approach in the tribal areas.

Jipson V. Paul, 2014, The development of education during the post independence period has been conditioned by the natural goals and its aspirations are enshrined in our constitution. Several committees and commissions were formed to increase the educational status of the nation. A large number of educational institutions were started in rural and tribal areas for the spreading of education especially among the Scheduled Tribes. Compared to the general education level, the status of tribal education is still far below. Art. 45 of the constitution of India stipulated as, “the state shall endeavour to provide, within a period of ten years from the commencement
of this constitution, free and compulsory education for all children until they attained the age of fourteen years. A number of schemes and incentives such as scholarship, free residential facilities, free books, and above all, reservation of seats in educational institutions, were introduced and implemented. Even though the above facilities were provided by the government for the scheduled tribe, their problems are still continuing due to their economic condition.

**Sabates, Hossain and Lewin, 2013,** examined the relative strength of different factors associated with school dropout using data collected between 2007 and 2009 in Bangladesh. A sample of 9046 children, aged 4-15, was selected across six districts for a household survey focusing on children's school access and experiences. Two groups of children were identified: those who were enrolled in school in both 2007 and 2009 and those who dropped out by 2009. Using a multivariate logic model, results show age and gender, together with financial constraints, such as lack of income and school expenditure, as the top predictors of school dropout. Two other important predictors are lack of parental support for children's school work and school absenteeism.

**Madhusudan JV, KH. Jitenkumar Singh and Jeetendra Yadav, 2013,** Achieving universal primary education by certain target time period is one of the goals for human development in education. The study of trends in schooling using the education data from a large scale household survey gives scenario of schooling in India and also will be instructive in highlighting the
challenges in achieving the set targets. Keeping this in mind, the paper aims
to estimate the trends in primary school attendance and enrollment and to
estimate the gender differences in primary school attendance, to estimate the
trends in dropout rates and to study the ‘determents of school attendance’
among the major states in India. The education data from three rounds of
National Family Health Survey pertaining to years 1992-93, 1998-2000 and
2005-2006 is used. Variables considered are ‘dropout ratios’, ‘gross enrollment
ratios’, ‘net enrollment ratios’. Individual factors considered are age, sex,
religion, caste and place of residence. Household factors are standard of living
index, availability of electricity, type of house, sex of the household head.
The analysis uses the cross tabulation and logistic regression to estimate the
effect of predictor variables on educational attainment. The results indicate a
distinct variation in school attendance across all the sample states. Situation of
schooling has seen positive trend between NFHS I and NFHS II, however a
declining trend is observed between NFHS II and NFHS III. Similar trend is
observed with regards to gender differentials in schooling. In case of dropout
rates a declining trend is observed between NFHS I and NFHS II, however an
increasing trend is observed between NFHS II and NFHS III. According to the
NFHS III, age and sex of the children, caste and religion, SLI, availability of
electricity at household, and type of household remain as important
determinants of schooling.

Haroon Sajjad, Md. Iqbal, Masood Ahsan Siddiqui, Lubna Siddiqui
(2012), describes the alarming incidence of dropout at primary level is
pervasive in many developing countries. The dropout among school children in India is a problem of poor and destitute families where parents cannot keep up with the financial demands of schooling or are even unable to provide for their basic subsistence needs wide differentials exist in the literacy rate between male and female and the gap is still high despite the various schemes initiated by the government. This paper describes the socio-economic determinants of primary school dropout in south-east Delhi having high concentration of vulnerable urban poor. The main objective of the study was to identify the socio-economic factors that influence dropout of the students at primary level. A total sample of 129 respondents were selected from four government primary schools of south east Delhi. Data were collected from respondents and their parents through specific interview schedules. The major findings revealed that family type, income, occupation and education of parents have direct influence over dropout rates. The rate of dropout is higher among girls which is a major cause of concern. Hence the study calls for the appropriate policies of education system and reduction in poverty of masses.

N. Osakwe Regina and O. Osagie Stella 2010, investigated the perceived factors responsible for dropout in primary school in delta central senatorial district, Nigeria. The population of the four hypothesis were formulated and tested using the one way analysis of variance (ANOVA) at 0.05 level of significance. The sample of 500 respondents was selected using the simple random sampling technique. The instruments used were the
questionnaire and its face and content validity was established using the split half method to test the instrument’s internal consistency making it reliable for the study. The study revealed that there was no significant difference among the perception of school heads, teachers and parents on parents socio-economic status, early marriage, gender and the parents perception on the value of education. Based the findings and conclusion. It was recommended that school materials such as textbook and writing materials should be provided. Parents should give equal educational opportunities to both boys and girls.

Woolman, David, C, 2002, in a comparative study of early school leaving in India, Nigeria, the United Kingdom, and the United States found that in spite of huge cultural and economic differences between these countries, there were common underlying causes of the school dropout problem. Economic need, socio cultural divisions, curricula that were unrelated to future work and life, norm-referenced systems of education, and ineffective schools created student disaffection that resulted in out-of-school youth in all four countries. However, several aspects of the problem provide potential opportunities for sharing ideas and solutions between the countries in this study. First, in each country, the roots of disaffection from school appeared to be embedded in poverty and students' need for economic security. Schools can foster individual empowerment by developing critical awareness and self-reliance. The second area for cross-fertilization is school community collaboration. Early identification of at-risk students is a third
area. Minority populations were under-served in all four countries. Intervention requires a reversal of negative teacher perceptions of minority children and promotion of the value of education in their communities. Curriculum revision is a fourth possibility. More practical, life-related, and vocational/technical curricula with an emphasis on literacy are important. A fifth area is the cultivation of effective teaching practices such as cultural awareness, communication skills, and active teaching methods.

Brown, Philip, H. and Park, Albert, 2002, the study analyzes household and school survey data from poor counties in six Chinese provinces to examine the effects of poverty, intra-household decision-making, and school quality on educational investments and learning outcomes. Finds, for example, that being poor and credit-constrained does not significantly affect learning in school (as measured by test scores and being held back).

Tansel, Aysit, 2002, examines determinates of male and female educational attainments at the primary, middle, and high school levels in Turkey. Considers individual and household factors such as household income, parental education and occupation, and an array of community characteristics. Finds, for example, that the effect of household income levels on the schooling of girls is larger than that for males at all three education levels.

Vaidyanathan, A., Nair, P. and R. Gopinathan, (ed.), 2001, There are wide variations in educational attainment and literacy rates across the regions
and social classes of India. This national project examines participation in and the quality of elementary education in nine states of India, focusing on rural areas and the situation of disadvantaged persons, especially girls and the scheduled castes and tribes. Data from the census and national surveys were complemented by household surveys conducted in 95 villages chosen to highlight contrasts in features of interest. The surveys covered family structure and socioeconomic characteristics, attitudes toward education for boys and girls, reasons for non-enrollment and dropout, household educational expenditures, proximity to and condition of school facilities, teacher characteristics, and state educational expenditures. The various issues covered by different contributors included "Access to Primary Education: Rural Maharashtra and Madhya Pradesh", "Education of Rural Children in UP Himalayas", "Poverty, Gender and Schooling: A Study of Two Districts in Andhra Pradesh", "Dynamics of Educational Development: A Case Study of Selected 'Backward' Villages in Kerala", "Demand for and Access to Schooling in Tamil Nadu", "Access to Basic Education in Rural Uttar Pradesh", "Educational Opportunities in Rajasthan and Tamil Nadu: Despair and Hope", "Education of Marginalized Social Groups in Bihar", "Social Diversity and Regional Disparities in Schooling: A Study of Rural Rajasthan" and "Inequality of Access to Elementary Education in Orissa: An Inter- and Intraspatial Analysis".

Chairez, Maria and Brown, Randy, 2000, in response to the problem of school dropout, a Las Vegas school district initiated a Dropout Prevention
Plan, a multi-strategy approach to reduce the number of students dropping out of school. The approaches used included staff development; after-school programs for students; community outreach; and targeted middle school interventions. It was determined that these measures were insufficient in reducing the dropout rate without an understanding of why students were dropping out. A study was designed to contact and survey all non-returning students using telephone interviews. Results of these interviews were significantly greater than anticipated. (Not all non-returning students were contacted so there are some limitations in the data). Overall, the results demonstrated the importance of contacting students who do not return to school. The paper offers suggestions on how best to proceed with this goal. Other findings from the survey include: (1) the dropout rate was inflated due to high student transiency; (2) students leave school to work in response to economic pressures; and (3) it is best to call non-returning students during the first few months of school.

**Rajaram, S, 2000** Based on NFHS data, the study examined the level of education, school attendance and school continuation in India. Analysis of data showed that in about 1/3 of Indian households, no adult member ever completed grade one. In more than half Indian households, no adult female had ever completed formal education. The highest grade completed by a usual adult member among males was maximum in Delhi and among females it was maximum in Kerala. About 23% children aged 6-14 years never attended school. Percentage of children attending school was above 90 per
cent only in 5 states, namely Mizoram, Manipur, Kerala, Himachal Pradesh and Goa. Lowest attendance was observed in BIMARU states. More than 5% children dropped out in West Bengal, Tamil Nadu, Maharashtra, Karnataka, Gujarat, Assam and Andhra Pradesh. The states where the maximum number of children never went to school were Andhra Pradesh (28%), Arunachal Pradesh (28%), Assam (23%), Bihar (44%), Karnataka (22%), Madhya Pradesh (36%), Meghalaya (22%), Orissa (24%), Rajasthan (37%), West Bengal (28%), and Uttar Pradesh (34%). The total percentage for India, who never attended school was 22.98%. The most disadvantaged group of children in terms of school attendance were from non-electrified, Muslim headed, SC headed, ST headed households and those who lived in kacha (non-permanent) dwellings. Educational discontinuity was very low in the first years of schooling. In India as a whole, 75% of the children continued to study till the tenth grade. Sex of the child was an important factor in educational continuity. The level of education attained by a usual adult male/female had substantial impact on school attendance and continuation of children in school. The study recommended that formal education should be provided to all sections of the population to ensure educational continuity particularly of the vulnerable sections of society.

Sudhakar, C., Umamohan and Sugunakumari, R, 1999, This article analyzed the enrolment and dropout trends in schools, family members' interest in their children's education, weavers' views regarding education, and their perception towards child earnings and work-orientation. The study was
conducted during 1998-99 in Somandepalli village of Anantapur district, Andhra Pradesh. The sample comprised 120 households, 60 from traditional weavers and 60 from non-traditional weavers. There were 3 schools in the village; a high school, an elementary and a private school. Elementary school provided education upto primary level; it had a pucca (permanent) building and the school had 8 teachers. It was found that school dropouts were highest among STs followed by SCs and then OBCs. The percentage of boys who dropped out was higher than girls among backward castes. It was observed that dropouts were more in Classes IV and V. 76.7% parents admitted that their children were irregular in going to school, as they helped their parents in their occupation, and looked after their siblings. Data showed that drop out tendency was higher among traditional weavers. All children in the age group 6-10 years were enrolled in school. 91.6% respondents supported formal school education. There was a clear gender bias towards education of the male child. 51.6% traditional weavers felt that 5 years of schooling was sufficient for a girl's education; whereas 50% non-traditional weavers wanted their girl child to attain more than 5 years of schooling. The respondents were of the view that their children's earnings would certainly reduce their financial difficulties. More than 60% parents wanted their child to learn either their occupation or some other vocation. Results showed that 56.6% respondents did not provide any guidance to their children. 43.3% parents were interested in their children's education. They advised children to study regularly at home. Nearly 54.1% respondents showed interest in their school
management, and 50% parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the school and its management. Respondents felt that three years of formal schooling was just enough to label the children as 'literates'.

**Stromquist, Nelly, P, 1999,** this essay examines poverty in Latin America and its effect on education. It focuses on sexual bias and emphasizes that poverty is inherent in the social and economic structure of the region. The text examines how states in Latin America view the role of education, and it describes the growing chasm between the poor and the gentrified in various countries. It explores the key features of poverty and examines the relationship between poverty and schooling, poor families and schooling, teachers and poor children, and poverty and women, especially the myriad ways that poverty and stereotypes restrict opportunities open to women. The essay discusses the role of governmental policies in poverty and how gender in public policy is becoming an increasingly accepted configuration. The difficulties in enacting educational policies due to entrenched sex stereotypes and the resultant political action fomented by civil society are both described. The essay concludes that poverty is endemic in Latin America and affects a large segment of the population. Furthermore, gender bias in schooling slows any progress that women can make in realizing their full potential.

**Epp, Juanita, Ross and Epp, Walter, 1998,** the study examines how policies on student behavior and attendance are used to push students into
dropping out of school. Although in the public mind the proliferation of dropouts is associated with a drain on the economy, there is no real evidence to indicate either that there actually are large numbers of dropouts or that dropping out is directly connected to economic downturns. Mandatory education for all may be a mirage if one considers the role that behavior and attendance policies play in providing built-in mechanisms by which schools can expel nonconforming students. Both schools and students are aware that compulsory attendance only applies within a stipulated boundary. In the application of school behavior policies, students who breech protocol are more likely to be expelled from school than they are to be helped and supported in understanding and rectifying their behavior. School attendance policies serve similar ends. The stipulated consequences for nonattendance are the same as for any other prohibited behavior exemption from the compulsory attendance rules. Infractions of both behavior and attendance policies are assumed to be the fault of the student, and the school is released from its duty to provide an education for the student without being implicated as the source of the problem. It is time to rethink the assumptions behind compulsory education, school policies, punishments, and "the dropout problem." More support for students and teachers and inventive ways to deal with problems without excluding students from schools are needed, as are internal mechanisms to ensure that schools do not contribute to student attrition and an examination of the application of compulsory education in the postmodern society.
Fiske, Edward, B, 1998, the study addresses the problem of school wastage in developing countries, provides the latest data on trends in repetition and drop-out, due to family background and school completion and deals with three questions: (1) how extensive is school wastage? (2) what are its causes? and (3) what can be done to make schools more efficient? Wastage is defined as the missed opportunities for individuals, communities, entire nations, and regions of the world. Finding ways to minimize 'school wastage' must play a central role in any serious effort to reach the goal of Education for All (EFA). Four issues covered in the study are: (1) "The Goal of Education for All"; (2) "The Problem of School Wastage"; (3) "The High Cost of Wastage"; and (4) "What Can Be Done about School Wastage?"

Al-Samarrai,, Samer and Peasgood, Tessa, 1998, the study uses multivariate regression techniques to analyze 1992 household survey data from rural Tanzania, focusing on how household and individual characteristics affect whether a child attends primary school, completes primary school, and attends secondary school. Fathers' education has a greater influence on boys, whereas mothers' primary education has a greater influence on girls. Socioeconomic factors substantially influence girls' education.

Purdy, Deirdre, H, 1997, The West Virginia School Building Authority has arbitrarily emphasized economies of scale as a requirement for statewide facilities funding. This requirement has forced consolidation in sparsely populated areas with resultant "diseconomies of scale" related to transportation costs, increased
dropout rates, and decreased parental and community involvement. Proposes changes in school funding criteria to reflect statutory goals.

**Everett, Patricia, C. et al., 1997**, this paper describes the development of a predictive model to determine potential high school dropouts and identify areas for intensified assistance at the individual or group level. Tinto's (1975, 1987) model of college attrition was validated for use with high school students in rural, low socioeconomic areas of the Southeast. Ex post facto survey data were gathered from 331 high school seniors and dropouts from the senior cohort in three rural southeastern school districts. The CHAID (Chi Square Automatic Interaction Detector) procedure was used to perform segmentation modeling, dividing the sample into dropouts and persisters and then splitting each group into smaller and smaller subgroups that were mutually exclusive, significantly different with regard to an independent variable, and no smaller than 10 subjects. The CHAID model identified academic achievement as the most important determinant of persistence or dropout, and showed that students at different levels of academic achievement had unique identifying characteristics related to the dropout decision. Other findings were related to the effects on persistence of retention in grades 1-7, extracurricular participation, academic and social synthesis, sense of school membership, race, and gender. Further exploratory study of one of the districts (in Appalachia) highlighted the importance of mother's expectations for her child and mother's educational background.
Sinclair, Mary. F, et. al, 1994, this research summary examines the policies and issues that affect the school dropout problem among youth with disabilities. It clarifies the dropout problem, examines government and school policies that affect school holding power, and recommends responses. Information is based on a current dropout prevention research project, findings from five national education databases that include dropout statistics, and results of selected school district and university studies. The policy research brief explains that the dropout problem is particularly great with poor economic condition among youth with learning or emotional/behavioral disabilities. It examines the effects of dropping out of school and describes conceptual models for understanding the school dropout problem. Two initiatives at the federal level which directly address the dropout problem are discussed: the establishment of a national goal regarding graduation rates, and mandated reporting requirements to ascertain the extent of the dropout problem. Four school policies that are prone to being exclusionary in practice are identified: discipline procedures, attendance and grade retention policies, academic standards, and failure to establish home-school collaboration. Dropout prevention strategies for special education students are described, such as a risk factor monitoring and school engagement procedure. Six policy recommendations are presented.

Kraska, Marie, F, 1991, as job skill levels increase, high school dropout has consequences for unemployment, the nation's economy, and the economic
future of dropouts. More than ever, vocational education must investigate ways to tap the potential of dropout-prone students.

Desai, Uday, 1991, The study Examines effects of family and pupil characteristics on Indian primary school children's academic learning, studying students who dropped out before completing primary schooling. Finds educational supplies, home sanitary facilities, home locale, distance to drinking water source, father's work and literacy status, and schooling completed related to academic performance.

2.3. Studies Pertaining to Quality of Education and the Problem of Dropout:

Ikegulu, T, Nelson, 1999, the paper describes the implementation of the Holistic Systemic Evaluation (HSE), a component of an Education Systemic Initiative's strategic management. The HSE provides general guidance for the implementation and continual improvement of an Education Systemic Initiative Reform (ESIR). The implementation of the education system initiative plan: (1) identifies three leadership strategies to improve and guide education systemic initiative efforts; (2) outlines the education agenda for the subsequent years through improvement initiatives; (3) delineates the operating principles that are integral to the conduct of all the education initiative activities; (4) defines the evaluation frameworks for the ESIR, the bases from which education initiatives programs are organized, implemented, and evaluated; and (5) describes the roles and responsibilities of the various departmental entities that carry out the ESIR.
Parris, Barbara, 2000, the paper examines the reform initiative that is being undertaken by the Ministry of Education, Youth Affairs, and Culture in collaboration with Erdiston Teachers' Training College to improve the quality of education for all students in Barbados. The Education Sector Enhancement Programme, commonly referred to as EduTech 2000, seeks to accomplish this reform. The two main theories that underpin the philosophy of this reform program are the theory of constructivism and that of child-centered learning. The emphasis on collaborative forms of learning in the nation's classrooms will help students to live and work in harmony and develop skills in creative and critical thinking. With these skills, students will be prepared to function effectively in a technologically advanced society. This paper examines the four major components of the program: (1) civil works, (2) institutional strengthening, (3) procurement and installation of hardware and software, and (4) teacher training and technical assistance. The paper shows how each of these factors will contribute to the attaining of the reform goals.

Banerji, Rukmini, 2000, The study, based on field work in Delhi and Mumbai, analyzed the hurdles which have to be crossed in order to achieve universal primary education. NSS (1993-94) data revealed that out of 185 million children aged 5-14 years, nearly 58 million (one-third) were not in school. The study revealed that the reason for so many children not being in school had less to do with their families' economic circumstances than with the school system's shortcomings. The inadequacy of the school system to attract and keep children is more crucial than households' economic
conditions. School enrolment has risen dramatically in cities and villages, but the ability of the government school system to retain and adequately educate children has been less impressive. The study also revealed that achievement levels in primary schools were the same between Classes III and IV. It was observed that children who had been to school for several years are not permanently literate. The study suggested adopting a flexible approach, accountability to the community, innovative actions at the local level whether in the classroom or in the community must be recognized for the universalisation of primary education in India. Commitment on the part of schools and communities to the education of all children must be publicly rewarded.

**Martin, Barbara, N & Neal, Vicki, 1999**, the present descriptive study aims to determine the effectiveness of career pathways and the extent of their alignment within the high school curriculum and the Missouri A+ Schools Program, which builds on other reform efforts such as tech prep and school-to-work to provide all students with a quality education focused on careers and an academic foundation for lifelong learning. Questionnaires were sent to A+ coordinators and school counselors in the 57 Missouri high schools involved in the A+ Schools Program in 1996-97 and to students in the 57 school districts and students attending an area vocational-technical school with A+ Schools funds. Of the 158 individuals who returned questionnaires (70% of the target population), 54% were students, 36% were A+ coordinators, 3% were administrators, and 7% were counselors. Sixty-seven percent of the
students had chosen a career pathway upon entering high school, and 91% of students believed that all high school course curricula were linked to a career pathway. When asked whether their school's dropout rate declined after application of A+ concepts, 76% of the school personnel said yes. When asked to suggest ways of improving the career path concept, the responses of students and school personnel focused on the following themes: selection of pathways, enhancing high school curriculum, and student involvement.

Joftus, Scott, (ed.), 2002, the paper explains that 6 million U.S. middle and high school students are in serious danger of being left behind as the nation begins to implement the No Child Left Behind (NCLB) Act legislation. While great attention has been paid to increasing early childhood education opportunities and ensuring that every child can read by third grade, little has been done to confront the growing problem of secondary school students who can barely read. Many high schools are not structured to provide support and individualized attention to needy students. This paper presents a framework for excellence for all middle and high school students that addresses such problems as low literacy skills, poorly prepared teachers, absence of academic and social supports, and low motivation. The framework emphasizes high quality teachers, focused learning time, effective instructional methods and rigorous curriculum, counseling that encourages parental involvement, and smaller classes. It consists of four initiatives: adolescent literacy, teacher and principal quality, college preparation, and small learning communities. The paper concludes that investing in this framework will pay for itself by
strengthening the nation's economy and communities as it helps make every student a contributing member of society.

**Sullivan, Kevin, J, 2001,** this paper examines the importance of providing high quality education to all U.S. children, recommending that the federal government fully fund Title I of the Elementary and Secondary Education Act and target part of this increased investment to middle and high school reform. Currently, school districts receive approximately $889 per poor student, rather than the necessary $2,995. Recent national efforts to raise achievement levels have largely focused on younger students, working to ensure that all children can read well by the end of third grade. Research shows that reading and math scores for the highest poverty schools have risen since 1992. Instead of building on this success, school districts are forced to give up on the current generation of secondary students to focus their limited resources on younger students. Title I has never been fully funded, and only 15 percent of Title I funds go to secondary schools. High school students are caught in the transition from the watered down curriculum of their early years to new high standards. An increasing number of these children are minorities, and without help, many will not be able to attend college. The rewards for investing in education include reduced social service costs, increased productivity, and improved fiscal health for the nation.

**DFID, 2001,** this paper aims to provide a clear understanding of the circumstances of children who are not in school, as a background for a step-change in national and international efforts to make progress toward the
Millennium Development Goals of achieving Universal Primary Education (UPE) by 2015 and the elimination of gender disparities in primary and secondary schooling by 2005. The analysis draws on the United Nations Educational, Scientific and Cultural Organization (UNESCO) Education for All (EFA) 2000 Assessment, including the headline figure that some 113 million children of school age were not enrolled in school in 1998 one child in every five. It should be recognized that the statistical base is weak, and all the figures used in the paper should be regarded as broad orders of magnitude. It is equally important to underline that enrollment figures understate the extent of the deficit in providing a basic education of good quality. It is widely accepted that between four and six years of schooling are needed if the key skills of literacy and numeracy are to be retained and to provide the basis for further learning. Completion rates are low for girls, and even in countries with high rates of enrollment, only a much smaller proportion of either gender actually complete their primary education. The paper assesses what is known of children out of school by region and country, and by gender and circumstance. It then suggests how to make a reality of the international pledge at Dakar, at the World Education Forum (2000), that no countries seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources. Appended are: Efforts Required to Achieve UPE (Universal Primary Education) by 2015; and Classification of Countries According to an Enrollment Gender Parity Index.
**Ngai, Phyllis, Bo, Yuen, 2002,** Suggest a curriculum for rural and small-town schools that combines bilingual education in local languages (indigenous, heritage, or immigrant languages) with global, multicultural education, discusses benefits to students and community, and ways that the model overcomes typical rural constraints of inflexible school organization; administrative and public resistance; and lack of bilingual teachers, materials, and funding.

**Guttman, Cynthia, 1995,** developed in the early 1980s, the Hill Areas Education project provides basic education to children and adults of Thailand's six ethnic minority groups, who live in the remote mountainous region of northern Thailand. The project delivers a locally relevant curriculum, equivalent to the six compulsory grades of the formal education system; promotes the active role of the community in project design and operation; and pursues a philosophy of education for development. Classes are held in village education centers, owned and maintained by the villages themselves. The organization of villages into clusters counters the teachers' isolation in mountain villages and introduces a mutual supervision system. About 35 percent of the curriculum consists of mathematics and the Thai language; the remaining 65 percent covers a broad range of domestic and community concerns. Children take about 6 years to complete the upgraded curriculum, while adults can get through it in 2 years. Teachers help set up village committees, chosen by the community, which serve as links between government agencies and the villagers and oversee community development.
projects. Evaluation challenges, teacher recruitment and education, suggested program improvements, and issues of linguistic and cultural maintenance are discussed. The six minority groups are briefly described.

**World Bank, 2000**, the challenges of making rural schools more effective vary with different types of rural conditions. But typically these challenges might include any of the following: teacher shortages, lack of facilities, isolation, HIV/AIDS and related social stigma, war crises and displaced populations, multigrade and shift teaching, administration of small schools and heavier workloads, working with local communities, difficult housing and sanitary conditions, safety concerns (particularly for female teachers and students), and resource acquisition issues. This document presents guidelines related to specific questions collected from international agency workers in rural education projects, with a focus on the African region. Topics reflect the complexity of both rural challenges and the interrelated inputs and processes associated with effective schooling. Wherever possible, examples are linked to information in the Case Study Briefs (report 3 of this series). Sections cover the developmental stages of education systems, factors that contribute to learning and educational quality, capacity for educational management, effectiveness of school leadership, alternative ways to undertake school supervision functions, impact of HIV/AIDS on education, recruiting teachers to work in rural areas, incentives for teachers, teacher resource centers, effective teacher in service programs, training teachers for refugee situations, multigrade instruction, using interactive radio to reach remote areas, use of self-instructional materials, supplementary reading
materials, language of instruction, participation of various stakeholder groups, increasing efficiency within school facilities, improving access to primary school, insufficient numbers of students, children coming from conflict situations, promoting girls education, and nomadic populations.

**UNESCO, 2000,** this report synthesizes case studies of women teachers in rural areas of Bangladesh, India, Nepal, and Pakistan. In each country, interviews and focus groups were conducted in selected states and districts with administrators and women teachers in rural elementary schools, as well as policymakers and community members. The study discusses why women teachers are important in rural areas and presents a comparative profile of female elementary teachers in the four countries, including numbers and percentages of women teachers, rural-urban differences, teacher qualifications, the level of training achieved by women teachers, and the nature and conditions of teacher employment. Study reviews programs and policies that influence the availability of women teachers in rural elementary schools. These include: (1) teacher recruitment, eligibility criteria, selection, and placement; (2) pre-service teacher education, residential secondary schools for rural girls, in-service professional development opportunities, and academic support and supervision; (3) promotional opportunities, special incentives for rural women teachers, condition of school facilities, housing and transportation issues, and support from community and colleagues; and (4) women teachers in non-formal and alternative schooling schemes.
one of the fundamental requirements of all educational systems is the adequate provision of relevant and appropriate reading and other instructional and learning materials for use by teachers and their pupils. A study examined some of the modalities through which the school population in Africa gains access to supplementary reading materials and to reach some conclusions on which are the most effective. Without access to reading materials, what is taught in the classroom is not reinforced and the quality and permanence of the benefits of education are endangered. Such access develops the ability to read and extends the vocabulary; develops a teaching force that is capable of moving beyond the confines of set books and textbooks; supplements and enriches work done by pupils in the classroom; encourages independent access to information and arouses the interest of pupils in matters outside the curriculum; and provides training in the use and retrieval of information, an essential skill for higher education and lifelong learning. The case studies, in Ghana and Tanzania, South Africa, Mali, Mozambique, and Kenya, showed that, of primary importance, whatever the modality, is that teachers themselves have had some training in teaching with books and are committed to the provision of supplementary reading materials. Also crucial to effectiveness is the support received at Ministry, school, and modality level. And necessary for books to be integrated with learning is proximity and constant access to books. Modalities vary from country to country with the classroom library the most common.
De, Armengol, Mercy, Abreu, 1990, the report by the UNESCO Institute for Education compares approaches to providing non-formal education to out-of-school children in Bangladesh, Burundi, Colombia, India, Pakistan, and Sri Lanka. The report analyzes some of the educational and demographic characteristics of the six countries, and the countries' policies concerning universal primary education and non-formal education. A profile for each of the six programs includes descriptions of the program's target population and its origin and evolution. For each of the six programs, the report also discusses: (1) structure and organization, including the contribution of nongovernmental organizations; (2) the development of curricula, which are generally based on formal education curricula; (3) special characteristics and innovative methods of the teaching-learning process for non-formal education; (4) learning materials, which include textbooks; (5) various types and varied amounts of training required for non-formal teachers; (6) strategies used for evaluating the programs and the students participating in the programs; and (7) financial support of the programs by governments, the church, and international agencies; and community support and participation. Program innovations and outcomes, including increased literacy and student achievement, are reviewed. Problems related to non-formal education, such as scarcity of resources, are discussed.
2.4. Studies Pertaining to Girls Education and the Problem of Dropout:

Nayar, Usha et al, 2007, Muslim girls and women lag behind their male counterparts. The study was designed keeping vital factors in mind that affect Muslim women’s education, such as; regional imbalances, socio-economic condition, family background, etc. Muslims account for 13.4% of the total population of India, and they constitute 97% of the population in Jammu and Kashmir. Sex ratio in the Muslim community is 936, and the average household size was 6.2. The average work participation rate of Muslim women was very low (14.1%). Muslims record the highest incidence of poverty with 31% people being poor. The average literacy rate was 50.1% for Muslim women and 53.7% for all communities. Gender disparity in literacy rates among the Muslim population is about 9.67% points in rural and 13.11% points in urban areas. Muslim female literacy rate is significantly lower in 15 Indian states/union territories – 0.6% in Bihar, 4.8% in Uttar Pradesh, 3.1% in Rajasthan and 2.2% in Kerala. Muslims had the highest number of literates without regular education and education below primary level (36.4%). Only 3.6% Muslims were graduates compared to the national average of 6.7%. Mean years of schooling (MYS) estimated for 7-16 years age group of population in 2001 was 3.9 years. The MYS of Muslims was 3.26 years, and it was 2.7 years for Muslim girls. However, percentage of girls in total population at primary school has gone up from 28.1% to 46.7% during 1950-51 to 2003-04. The dropout rate has also gone down from 71% to 29% for girls.
during 1960-61 to 2003-04 at the primary level, 85% to 53% at the middle level, and from 87% to 65% at higher secondary level. Girls Enrolment Ratio (GER) and participation in technical education is still low. Only 12.5% parents wanted to send their daughters to co-educational schools. Divide was also seen because of socio-economic status (SES). Only 16.1% Muslim girls from poor families attended schools compared to 70% of Muslim girls from good SES families. 98% of them attended government schools and only 2% went to Madarasas. Kerala is spending 6.3% of GDP on education and ranks at number one position. 40% of the population of Hyderabad is Muslim, and 84% of the sampled Muslim women were illiterate. Being a vulnerable minority, they felt that their identity and lives were under threat, which enhances influence of the orthodox and conservative ulema, known for their lack of enthusiasm for ‘modern’ education. The study revealed that 54.45% people preferred regular schools to Madarasas. The study found that only 23% girls in maktabs (small schools for girls) in villages were literate, i.e. could read and write their name. States like Uttar Pradesh, Bihar, Jharkhand, and Uttaranchal have very low (less than 70%) enrolment rates. As per National Sample Survey Organization more than 25% of Muslim children in 6-14 years age group had never attended schools or were dropouts. Findings of the study revealed the educational backwardness of Muslims, and confirmed the unequal status of all women. Education is an economical empowerment tool for the girl child. Madarasa teachers stressed on religious education for Muslim girls, parents preferred both secular and religious
education. It was recommended that Sarva Shiksha Abhiyan should have a strong pro girl child programme, with added emphasis on Muslim girls; encourage and equip a continuous and comprehensive database; collect educational data through village education registers as is done in the Madhya Pradesh Model; provide cost free quality education for all children from BPL households; provide girls hostels in regular middle and secondary schools so that more girls can enroll, specially Muslim girls; open schools in states should waive off examination fees for girls; SYNERGY Model for holistic development should be adopted; early marriages should be stopped; self help groups should be encouraged; and higher percentage of GDP should be allocated for education.

**UNESCO, 2000,** Statistically, Thailand has eliminated gender disparity in access to education. Reasons that four women's conferences made very little impression on education reform could be no significant or overt discrimination against girls' enrollment and employment; education opportunity as more an issue of class (affordability) than gender (culture); and royal patronage of girl's education from the beginning. The Master Plan of Action for Education for All giving special attention to women has been implemented. National governmental offices seem unable to see anything for them to do for girls' education due to almost equal enrollment of boys and girls at all levels and the National Commission of Women's Affairs and women activists who take care of women's issues. Thai authorities--men and women--tend to ignore gender issues because of impressive statistical data on
education enrollment. In fact, girls have less chance to enter education from the beginning, but tend to remain while boys tend to drop out gradually. Women's participation rate in non-formal education is high. Recommendations address teacher quality, integrating women's concerns, enhancing non-formal education's status, teaching style, gender issues, horizontal collaboration among governmental agencies, incorporating gender planning in the project cycle, safeguard against monopoly, promote transparency, and monitoring process. Appended is a chronology of education.

George, Erika, 2001, the study documents school based sexual violence in South Africa and the discriminatory impact on girls' education when the government fails to respond effectively. The study covers issue of effects of sexual violence on education and South Africa's legal obligations and Recommendations to the government of South Africa, the South African Council of Educators and the Teachers' Unions of South Africa, teachers' training colleges, and the international community. The study provides school violence in the apartheid era and attitudes toward violence against girls, sexual violence by teachers, school employees, and students, consequences of Gender Violence for Girls' Education and Health, The School Response etc.

Saxena, R.R. et al, 2000, the study reviewed the policies on incentives for girls' participation and their implementation strategies in States and UTs. It identified factors which contributed to girls' participation in primary education and sought the opinion of parents and village heads about the
implementation of incentive schemes in Tamil Nadu and Uttar Pradesh. The study was conducted in two phases. In Phase I, data was collected from 32 States and UTs. In Phase II, in-depth field study covered a sample of rural primary schools of Tamil Nadu and U.P. Results revealed that girls’ gross enrolment ratio (GER) at primary stage rose from 60.5% in 1970-71 to 73.5% in 1992-93 and dropout rate decreased from 70.9% to 46.7%. The gap in GER of boys and girls narrowed during the intervening period. The State Governments organized community awareness campaigns to enhance girls’ education and provided creches and day care centres to free girls from babysitting their siblings. State Governments also introduced direct incentives like mid-day meals, free supply of uniforms, free text books, attendance incentive and scholarships for girls. Three kilo grams (kgs) of food grains per month was supplied to each student in most of the States. In Tamil Nadu, noon-meal is served to students throughout the year including holidays. The above incentives had resulted in notable progress in girls’ education at primary stage. Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Manipur, Meghalaya, Nagaland, Punjab, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh, Daman & Diu, Delhi, Lakshadweep and Pondicherry have achieved more than 90 per cent gender parity at primary stage. Bigger states like Bihar, Jammu & Kashmir, Madhya Pradesh, Rajasthan and Uttar Pradesh have gender parity below 80 percent. Factors pertaining to percentage of population below the poverty line, per capita expenditure on elementary education and percentage of SC population were negatively associated with
GER. Increased educational facility in rural areas, number of female teachers and serving cooked meals resulted in higher girls enrolment. Broader coverage under the 3 schemes, namely, free text books, free uniform and attendance scholarship also indicated positive association. Parents and village heads in UP recommended that text books should be supplied in time, and cooked meals served instead of dry cereals.

**National Coalition for Women and Girls in Education for All, 1990,**
the paper, a coalition representing nearly 50 diverse organizations committed to expanding equity for girls and women in all aspects of education expresses concern that very little attention has been directed to the particular needs of women and girls in general, and of minority women and girls in particular, in the formulation of the national education goals and objectives. This analysis presents the coalition's views regarding the concerns and strategies that must be taken into account to assure that women and girls are full and successful partners in the pursuit of educational excellence. The six National Education Goals, to be achieved by the year 2000, are the following: (1) all children in the United States will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) U.S. students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in the United States will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; (4) U.S.
students will be first in the world in mathematics and science achievement; (5) every U.S. adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and (6) every U.S. school will be free of drugs and violence and will offer a disciplined environment conducive to learning. This document addresses the specific problems of females in benefiting from each of these goals, and presents recommendations regarding what will be needed to enable them to succeed.

Zhang, Tiedao; Jing, Min, 1997, Universalizing primary education for girls and children in disadvantaged areas remains the most challenging task for developing countries in Asia and the Pacific. This evaluation report reviews the processes and outcomes of the Pilot Project on Promotion of Primary Education for Girls and Children in Disadvantaged Areas in Gansu Province, China, a UNESCO sponsored project through the Asian-Pacific Program for Education for All implemented between 1991 and 1995. The report describes the planning procedures; the target areas; and the project objectives, scope, activities, and evaluation plan. The major activities of the pilot project involved mobilizing influential persons in the community to ensure community participation, providing family education to parents, training educational personnel, developing supplementary learning materials combining functional literacy with vocational skills, and providing preschool education. Further the report details educational deficits in the targeted area's available school facilities, outlines the specific intervention procedures and
additional studies undertaken, and presents outcomes. Findings indicated that the enrollment rate and retention rate have been raised by 11 percent and 3 percent, respectively, and the repetition and dropout rates have been reduced by 8 percent and 2 percent, respectively. Girls' participation increased steadily in all counties involved. Part 3 of the report discusses the implications of the study, concluding that the pilot project proves that with well designed and implemented interventions, serious disadvantages can be overcome to make a difference in the lives of girls. Further study outlines problems with the project and makes suggestions for future programs.

**Burke, Geraldine, 1993,** the study provides two papers: (1) a policy paper "Equal Opportunity for Women" prepared by the Regents reaffirming their commitment to gender equity by proposing an action plan; and (2) a background paper, "Equity for Women in the 1990s" reviews in detail the progress of New York State women during the past two decades. The first document is divided into three parts: (1) a perspective for the 1990s on women's equity issues of gender bias, career patterns for women, and new challenges; (2) the regents' policy principles to achieve equal opportunity for women; and (3) a call to action to promote equal opportunity for girls and women. Action strategies are listed for ending gender bias, improving opportunities for the education of women and girls in schools, higher education, and cultural institutions, and improving career opportunities in education, cultural institutions, and the professions. Continued deep-rooted discrimination against women existing in education and employment can be
changed only by a major shift in attitude in all areas of education. Affirmative action policies must be required and supported in all education institutions in New York. Activities at every level must encourage and promote equity of educational, economic, and professional outcomes. Nine goals are listed with responsible entities, outcome indicators, and a timeline for accomplishment of each goal. A 13-item reference list is included. The second paper, comprising three-fourths of the document, reviews: (1) the current situation of women including education trends (gaps in achievement, dropout/diploma data, higher education, and educational attainment), employment trends (labor market participation and salaries), and sexual offenses against women (sexual harassment and other offenses); and (2) existing barriers (gender bias in education and employment). The paper concludes by listing ways of helping women reach their maximum potential.

**UNESCO, 1989,** This study focuses on non-formal and adult education for women in rural areas of Uttar Pradesh, India. The objectives of the project were: (1) to provide non-formal education to girls and adult education to women in a coordinated manner; (2) to raise civic and social awareness of women; (3) to decentralize planning and implementation of programs through the village education committees; (4) to mobilize women through their cooperatives; (5) to develop special training models; and (6) to integrate literacy with development. The participants consisted of women who generally had no previous education and a great number of children who were school dropouts. The families tended to engage in subsistence farming
or clerical work, and 51% of the participants belonged to a scheduled caste. The project was implemented in several stages beginning with surveys, a motivational campaign, and a publicity campaign. The results indicated strengths and weaknesses of the project. The strengths were effective micro-level planning and implementation, inter-sectoral co-ordination, training of personnel, community participation, the acquisition of literacy skills, and skills training. The weaknesses of the project appeared to be the rules and procedures, and physical facilities for the program, the motivation of the participants, and the need for further training. Seven appendices at the end of the report provide statistical breakdowns of the participants in the study.

Saroja, K, 1999, This article analyzed the structure of school education and the factors influencing female school dropouts in schools in Ron Taluka of Gadag district, Karnataka. The sample comprised 6 schools. Personal observations and interview guides were also used. Results showed that out of nearly 50% female population, less than 20% were literate. There were 92 villages in Ron Taluka, and of them 7 were without schools. Out of a total of 162 schools, 43 were exclusively for boys, 15 were only for girls and the remaining were coeducational. This could be one reason for girls dropping out from schools. 73% of the teachers in schools were male and this could also be a reason for girls to drop out. Another reason for girls to drop out was that 4 schools were located on the outskirts of the village. In only 3 schools educational and sports material like science kit, radio, cassettes were available. Data showed that boys enrolment in schools (855) was higher than
girls enrolment (774), but the total attendance of both boys (560) and girls (534) was less than the enrolment. In 40 villages, schools offered upto lower primary education, and 45 village schools provided education upto upper primary level. Government recommended teacher student ratio was 1:40, but it was found to be 1:66 in the sample schools. To improve students' performance, two teachers of one school conducted free coaching classes after school hours. It was suggested that there is a need to open separate girls' schools in villages, appoint more female teachers, make the school atmosphere attractive; and provide necessary educational and sports material. Policy makers and concerned officials should take steps to universalize elementary education and reduce the incidence of girl dropouts.

**UNESCO, 2000,** While girls and women in Laos are not the target of strong discriminatory practices, they are at a higher risk of dropping out of school and never attending school. Specific components have been developed within educational policies and strategies to address needs of and concerns for girls and women. Reasons that girls and women lack access to formal and non-formal education are girls' responsibility for domestic chores; in rural villages, parents' concern for daughters' safety if they must walk to a distant school; female dropouts in urban areas who do not see improved job opportunities resulting from education; ethnic groups with a cultural bias against girls acquiring education; ethnic groups in which girls marry at young ages; language barriers; and lack of perception of the relevance of education to girls' and women's lives. The Ministry of Education has developed the
strategy Called Education for All. A number of projects have been designed that address the practical implementation of the Lao government's commitment to improving access to education for girls and women, including Gender Resource and Information Development Project; UNESCO non-formal education projects; and basic education (girls) project. Continuing concerns are lack of suitable jobs, insufficient jobs for girls, and using only the Lao language in education.

Rugh, Andrea, 2000, the study makes assessment of the current situation of girls' participation in elementary education, suggesting approaches that may help increase girls' retention. It reviews research findings and conventional wisdom on constraints affecting girls' schooling and examines initiatives that have attempted to increase girls' retention. Study describes why girls' retention is important and defines the scope and approach of the report. It also examines the issue of girls' retention internationally, examines influences generally believed to affect girls' participation, emphasizing those that are important after initial enrollment, describes initiatives that have been employed in various countries to increase girls' retention describes four basic strategies with potential for removing many of the constraints on girls' education and suggests two implementation models.

Tinnari, 2002, A study was carried out to investigate whether government initiatives had an impact on girls education in Haryana. Haryana’s population was 21.0 million in 2001. Children in the age group 0-6
years numbered 3.2 million. Sex ratio decreased from 871 in 1951 to 861 in 2001. The sex ratio for all ages was highest in Mahendragarh and improved from 910 in 1991 to 919 in 2001. The range of district-wise female literacy increase was highest in Hisar (19.97%) and lowest in Ambala (11.83%). The present study investigated the education component of the Integrated Women’s Empowerment Development Programme (IWEDP) under which some incentives were given to encourage parents to send their girls to primary schools, and to help them continue up to higher secondary level.

This project also gave incentives to women to become regular members of the Jagriti Mandalis (women’s empowerment groups). Kishori Balika Yojana is a very good programme, and this programme is popular as Didi (Elder Sister) Programme in the villages. A remarkable aspect of the project was the horizontal integration of women of all castes and classes. The study covered 40 villages, four each in ten C.D. Blocks of districts Mahendragarh and Rewari. In all 371 girl beneficiaries were interviewed in groups.

In Mahendragarh district, child sex ratio (0-6 years) has fallen steeply from 892 in 1991 to 814 in 2001. Female literacy rate has gone up from 36.5% to 54.61% during 1991-2001. In Rewari district, women constituted 47.38% of the total population of the district. The sex ratio has fallen steeply from 927 in 1991 to 901 in 2001. The child sex ratio (0-6 years) has fallen from 894 in 1991 to 814 in 2001. Female literacy rate has gone up from 46.3% to 61.45% during 1991-2001. In Rewari district, educational incentives were given to the girls in the form of money. The incentives encouraged mothers to attend JMs
meetings and send their daughters to school. The number of primary schools in Mahendragarh district has gone up from 347 to 705, and from 277 to 517 in Rewari district during 1994-2000. Female enrolment has gone up in both the districts. In all, 78 girl beneficiaries in district Mahendragarh and 66 in district Rewari were interviewed. In the IWEDP districts, education of girls has made substantial progress. In Rewari, girls form 50.48% of the students at the primary level; 55.25% at middle stage; and 42.81% at the high school/higher secondary stage in 1999-2000. In Mahendragarh, girls form 49.59% of the student population at primary level; 45.29% at the middle level and 42% at the high and senior secondary level. Majority of them were going to government schools. Primary schools were available in every village. For middle and secondary education, 63% girls in Mahendragarh travelled a distance of 0.5 - 1 km; 19% travelled 2 - 5 km, and 18% travelled more than 5 km. In Rewari, 65% girls travelled 0.5 - 1 km.; 21% travelled 2 - 5 km and only 13% traveled more than 5 km. The impact of incentive based education on attitudes to self in terms of self image and self esteem of girls has been positive. There should be more Jagriti Mandalis, so that more village women can benefit from the programme. Income generating skills should be taught and special emphasis should be given to women’s empowerment. To motivate girls for higher education more senior secondary schools should be opened in villages.

Williams, Howard, 2001, the paper describes issues, experiences, and strategies used in developing successful multi-sectoral partnerships to
advance girls’ education, using Guinea and Morocco as examples. The study discusses the issue, discussing barriers to girls’ education and describing the multi-sectoral response to interrelated barriers and defines the multi-sectoral approach and describes the conceptual approach being implemented in Guatemala, Peru, Morocco, Guinea, and Mali. The study also presents the case studies highlighting how the multi-sectoral approach to supporting girls’ education is being applied in Guinea and Morocco. These cases illustrate the circumstances and conditions affecting girls’ education, interventions identified, partners identified across sectors, strategic relationships developed, and the girls’ education support programs that have been implemented and draws conclusions from the case studies about the principles underlying the multi-sectoral approach and implications for its applicability in other settings. It concludes that the approach, as tested in Guinea and Morocco, offers a robust option for improving girls’ education and could serve as a model for the provision of other social services to marginalized populations, where traditional sectors have reached the limits of their ability to serve social demand.

Ilahi, Nadeem, 2001, using panel data from Peru, this paper investigates the determinants of the allocation of boys' and girls' time to schooling, housework, and income-generating activities. Specifically, it explores whether sickness, employment of adult women, infrastructure, and female headship have different impacts on the time use of boys and girls. Girls mostly engage in housework, and boys mostly work outside the home.
As a work activity, housework responds to economic incentives and constraints. The findings suggest that changes in household welfare affect the schooling and work of girls more than boys. Even though educational attainment rates of boys and girls are the same, girls' education responds more to changes in household welfare than does that of boys. Similarly, girls are more likely to adjust their home time in response to changes in adult female employment and to sickness of household members than boys. Differences in these patterns between rural and urban households and between Indigenous and non-Indigenous households are also discussed. The traditional approach to the determinants of child labor and education, which excludes housework, may understate children's time use, particularly that of girls. It may, therefore, also overlook an important gender dimension of educational policy. Appendices present determinants of child and adult sickness, five figures, and five tables.

**Winter, Carolyn and Macina, Rebecca, 1999,** This study presents World Bank statistical data on International Development Association (IDA) support of girls' education. The report cites the reasons for focusing on girls' education and traces IDA funding for various education projects. It discusses the situation for girls' education in many developing countries and lists objectives for the future.

**Wolf, Joyce and Kainja, Katherine, 1999,** increased awareness of the importance of girls' education within Malawi and internationally resulted in the implementation of many changes in girls' education during the 1990s.
By 1997, the number of girls enrolled in primary school was twice the level in 1990, and girls' share of enrollment increased from 45 to 48 percent. Malawi improved girls' enrollment by using a broad combination of strategies. Tuition fees for girls were waived. The number of school facilities was increased, most notably in rural areas, and all new schools were equipped with latrines, the absence of which had discouraged girls' attendance. School uniform requirements were dropped, lowering family expenses. New secondary schools were increasingly "day" schools, as opposed to traditional boarding secondary schools. Many new female teachers were encouraged to enter the school system. A scholarship program for girls was instituted to boost secondary level enrollment. The policy of permanently expelling girls who became pregnant was revised to allow girls to return to school a year after birth. The timing of female initiation ceremonies was adjusted to take place during summer vacation instead of during the school year. The primary school curriculum was revised, with careful attention paid to gender images, and a training program has sensitized teachers to gender biases and provided classroom techniques for overcoming them.

Dowd, Amy. Jo and Greer, Heather, 2001, noting that girls' lack of access to education is related to a number of economic, social, religious, and cultural factors as well as a scarcity of places in schools and that promoting gender equity in school may help equity spread throughout the entire community, this report illustrates the gender equity approach used in the
Save the Children's basic education programs. The report highlights how investing in girls' education can enhance girls' productivity, and later access to credit, civic involvement, and childrearing practices. Also discussed in the report are community-based strategies that support girls' education, in the areas of enrollment, persistence, learning enhancement, and reform between Save the Children and its partners. Strategies to promote enrollment include establishing new schools, agreeing on gender parity as a condition of beginning a school, and raising community awareness of the benefits of girls' education. Strategies to promote persistence of school attendance include establishing local systems of monitoring and addressing girls' absence, offering scholarships or other incentives, altering school schedules, and employing female teachers and others. Strategies to enhance learning include developing early childhood opportunities and training teachers to use techniques that view every student as an individual, active learner. Strategies to promote reform among Save the Children and partners include experimenting with cost sharing formulae and supporting partnerships to bring paraprofessional and parent elements into provision of basic education.

Stromquist, Nelly, P, 1997, the present study discusses how to improve girls' education drawing on lessons from experience and proposing action for the future. In spite of significant international mobilization in favor of women and their rights to education, much remains to be done. While girls' enrollment has increased, gender inequalities persist at all levels of education, becoming even more pronounced at higher levels. This low level of education
and training for women hinders economic efficiency and growth and placed limitations on any measures taken to reduce poverty. The booklet is addressed to government officials, education planners, and policymakers and explains why they have to act on gender in education. It presents the different measures that can be taken to increase female participation and outlines the kind of specific strategies that can be employed in different regions. It emphasizes the need to mobilize and coordinate a variety of actors, in the school system, in the home, in the community, in the private sector, in the media and in the different government agencies at various levels.

**O'Gara, Chloe, et al, 1999**, this report evaluates U.S. Agency for International Development (USAID) efforts to improve basic education for girls. The evaluation drew on field studies in: Guatemala, Guinea, Malawi, Nepal, and Pakistan; a country desk study of Egypt; issue-oriented research on Bolivia and Thailand; and a literature review. Findings indicate that effective strategies for getting girls into schools included increasing the proportion of national investments in primary education, strengthening institutions responsible for primary education, increasing the supply of schools near girls, designing schools to be acceptable places for girls, engaging the community, and addressing such obstacles as threats to girls' security and school costs. Although various USAID-supported programs were successful in improving educational quality, they were not scaled up because of a lack of a common definition of quality and lack of political support and policy frameworks to facilitate improvements. Effective
strategies to help girls complete a basic education included changing school and community cultures from selection to inclusion, reducing costs to families, changing cultural perceptions of girls' potential, working with traditional leaders, and developing girl-friendly regulations and schools. Boys clearly and consistently benefited from initiatives aimed at girls' schooling needs. In all countries studied, USAID targeted and benefited not only girls, but also other children vulnerable to exclusion; those in remote rural communities, those from poor families, language minorities, and disenfranchised ethnic groups. Factors that may contribute to sustainability of outcomes are discussed. Appendices include field studies and basic data on Guatemala, Guinea, Malawi, Nepal, and Pakistan, and data on USAID funding for girls' education.

Sutton, Margaret, Tietjen, Karen, Bah, Amadou, Kamano, Pierre, 1999, in May 1997, USAID's Center for Development Information and Evaluation (CDIE) launched the initiative, "Focus on Girls: An Evaluation of USAID Programs and Policies in Education." The effort included five Impact Evaluations, including this study in Guinea (Guatemala, Malawi, Nepal, and Pakistan were the others). This Impact Evaluation used four methods: (1) document review; (2) analysis of data provided by the Guinean Statistics and Planning Unit; (3) interviews with policy and program actors in Guinean education, from both the Guinean government and donor agencies; and (4) observations, interviews, and focus group discussions with parents, teachers, and local administrators of four primary schools in Lelouma.
prefecture in Middle Guinea. Findings showed that Guinea has transformed its education system during the 1990s by restructuring the system to emphasize primary schooling, and by expanding school supply. The country's percentage of school-age girls enrolled in primary school rose from 17 percent in 1989 to 37 percent in 1997. Now growing at 16 percent annually, girls' educational participation in Guinea ranks first among African countries for sustained growth. Girls still lag behind boys in persistence and achievement. In 1997, only 57 percent of girls, versus 73 percent of boys reached the final year of primary school, and 33 percent of girls who sat for the seventh-grade entry exam passed, compared with 44 percent of boys. The study's detailed findings included these lessons: (1) basic education reform, coupled with girl-specific policies and programs, is a powerful strategy for improving girls' educational participation; (2) a unified message and activist leadership are critical to increasing girls' education; (3) baseline assessment and analysis are requirements for gender-aware policy and program design; (4) a coherent education policy and investment framework must be applied to girls' education initiatives; (5) change is local; (6) a hybrid of conditionality and "projectized" support was effective in putting girls' education on the agenda; (7) sustained, integrated support is necessary to consolidate the early efforts of Guinea's Ministry of Pre-University Education (MEPU) in girls' education; and (8) simultaneous efforts to improve quality and enhance quantity are needed.
Swainson, N, Bendera, S, Gordon, R and Kadzamira, E, 1998, the study presents research findings about the intellectual, political, and organizational processes that have shaped government and donor policies and projects concerned with promoting the education of women and girls in Malawi, Tanzania, and Zimbabwe. The study seeks to assess the extent to which gender interventions in education have been donor driven. The growing concern about large and persistent gender inequalities in education has led to the development of a number of initiatives on the part of multilateral and bilateral aid agencies aimed at encouraging the participation of women and girls in education. Despite this concern, efforts to reduce gender inequalities on the part of both governments and donor agencies have been uneven and policy interventions have evolved in a piecemeal fashion. In order to explore the reasons for the limited progress that has been made in improving girls' education in most developing countries, this study focuses on policy formulation and implementation with respect to girls' education in the three low income African countries.

Keyes, Marian. C, Kusimo, Patricia, S and Carter, Carolyn, C, 1998, plans for advocacy networks were incorporated into a project to promote Appalachian middle school girls' interest and persistence in science, mathematics, and technology. The project took place at rural and urban sites with diverse (White and African American), low-income populations. The girls were invited to participate in the 3-year project without regard for their grades, teacher recommendations, or expressed interest in science and
mathematics and were selected through stratified random sampling to ensure representative numbers of Anglo and African American participants. This paper focuses on the development of networks of "advocates"—parents, mentors, and teachers who would support the girls' schooling and aspirations. Advocate meetings were designed to focus on the girls as students whose futures were worthy of time and effort, to give weight to the girls' achievements, to engage advocates and girls with one another, and to provide information that could empower advocates to promote the girls' academic futures. Initially, at both rural and urban sites, low-income girls faced similar constraints on academic success: low teacher expectations, lack of resources in schools, peer pressure toward active sexuality, and low parental involvement. Yet efforts to develop visible networks of advocate support produced dramatically different results, with family involvement much greater at the rural site. This outcome is discussed in relation to rural church-going activities versus urban consumer attitudes.

Mehran, Golnar, 1997 evaluates results from the first phase of a UNICEF-Ministry of Education (Iran) Girls' Education Project aimed at reducing gender disparity in formal education at the primary level. Reports findings about why some girls remain out of primary school or fail to complete it.

IDCA, 1999, this field study aims to evaluate the efforts of Pakistan's Primary Education Development Program (PED) to improve the access, equity, and quality of primary education in Pakistan, especially for rural girls.
A 3-week visit was conducted in 1997 by a team from the United States Agency for International Development (USAID) Center for Development Information and Evaluation. Following a presentation of background on the project initiation, the report discusses strategies used to build and strengthen the primary educational system by strengthening public primary schools and building private education institutions; examines the strategies used to increase access to primary education such as opening more schools for girls and increasing the number of female teachers in rural areas; and discusses the issue of improving the quality of girls' education and of teacher education. Findings noted in the report indicate that the program resulted in more than 2,100 new girls' schools in the Balochistan and North-West Frontier Province, a 70 percent increase from 1989 through 1994. There was a substantial increase in girls' access to primary schools, with 348,000 girls enrolled in grades 1-5 in 1989 and 761,300 in 1996. Strategies identified as especially effective in achieving such rapid gains were: (1) communicating one clear goal--enrolling girls in primary school--through policy changes and program activities; (2) opening more schools for girls; and (3) recruiting and training more female teachers for rural schools. The report concludes with a discussion of the USAID's leadership role and a presentation of lessons learned from this evaluation.

Al-Samarrai, Samer and Peasgood, Tessa, 1998, the study uses multivariate regression techniques to analyze 1992 household survey data from rural Tanzania, focusing on how household and individual
characteristics affect whether a child attends primary school, completes primary school, and attends secondary school. Fathers' education has a greater influence on boys, whereas mothers' primary education has a greater influence on girls. Socioeconomic factors substantially influence girls' education.

Beatty, Sharon, 1996, in 1995, the International Consultative Forum on Education for All (EFA) commissioned case studies in developing countries as part of a mid-decade review of progress in expanding access to basic education. This paper examines provision of basic education (grades 1-9) in Yemen, focusing on obstacles to girls' education in rural areas. The report provides an overview of enrollments, 1970s-90s, and presents case studies in two rural governorates: Shabwah in northern, former Yemen Arab Republic and Dhamar in southern, former People's Democratic Republic of Yemen. Enrollment data indicate that urban and rural boys and urban girls reached or are nearing EFA's target of 85 percent enrollment in basic education. However, less than a quarter of rural girls are enrolled, and these are concentrated in grades 1-4. The case studies show that although traditional social and cultural attitudes about segregation of the sexes can limit access to education for rural girls, education policy can worsen or ameliorate the effects of such attitudes. In Shabwah, decisions to provide busing arrangements and dormitories at district schools rather than build new village schools automatically excluded girls from attending. In addition, the crowded and dirty conditions in existing village schools affected parents' attitudes about
enrolling girls. Other factors affecting girls' enrollment were father's educational attitudes (related to his own education), presence of female teachers or other female role models, size and cultural diversity of the town, distance to school, economic circumstances of individual families, and disruptions caused by civil war and the Gulf War.

Swainson, Nicola, 1995, the causes and manifestations of gender inequalities in education in Malawi, Zambia, and Zimbabwe and policy options for redressing them were examined through a review of literature on the causes, nature, and extent of gender disparities in education in the study region and information on efforts to eliminate gender inequality. Special attention was paid to the following: manifestations of gender inequality (educational expenditure patterns, enrollments, performance/attainment, literacy); factors shaping gender inequalities (economic constraints; girls' labor contributions; family, community, and social class; school-based factors); policy options (expanding educational provision, types of school provision and organization, school inputs, community involvement/awareness, improving girls' health and nutrition, recruiting more female teachers, reducing direct and indirect costs); priorities in adult education and literacy; and government and aid donor interventions at the country, regional, and continent levels. It was concluded that, despite wide acceptance by most governments and donors in Sub-Saharan Africa of the considerable private and social benefits of girls' education, the political will to promote educational programs for girls and women appears to be lacking. Appropriate
government- and donor-supported non-formal education for women was deemed essential.

Nayar, Usha, 1999, A study was conducted in 44 low female literacy districts of 8 states of India, namely Madhya Pradesh, Orissa, Haryana, Assam, Karnataka, Tamil Nadu, Maharashtra and Kerala, to identify areas of intervention for universalizing primary education among girls with focus on women’s equality and empowerment. Interviews were conducted in 13013 households; with 2424 dropout girls; 4316 never enrolled girls; 792 teachers, 269 educational administrators and 416 community leaders in more than 400 villages and urban slums. Focus group discussions were also conducted with parents and community members. Study revealed that participation of women in educational administration is negligible in most districts. The provision of support services like Anganwadis and Balwadis were absent in sample villages of Madhya Pradesh and Orissa. Except for Tamil Nadu and Kerala, there was acute shortage of women teachers in rural areas. Linkages with other Departments like Women and Child, Social Welfare, etc. were not effective. Mahila Mandals and other women’s groups were nearly absent in sample villages of Madhya Pradesh and Orissa, in other states, they were ineffective, at times functioning only on paper. Study found that parental motivation and education, followed by economic status of the household, were the key factors for continuance of girls in schools. The main reasons for girls dropping out of school were found to be poverty of the household, and gender based division of labour and resources. Lack of women teachers and
separate schools for girls were among the most prominent factors for girls dropping out of schools in almost all the states. Poverty and social discrimination were the major hurdles faced by scheduled caste and scheduled tribe girls; while the restrictions on women and girls, and negative attitudes to girls’ education were the prominent reasons for Muslim girls dropping out from schools. In the case of non-enrolled girls, domestic work and helping parents in their occupations, and being engaged in remunerative work, were found to be the chief reason in Tamil Nadu and Maharashtra. A combination of topographical and developmental factors, in addition to poverty and cultural factors, were also the main reasons for non-enrollment of girls. Programme interventions proposed for better primary education among girls include opening junior primary schools, open schools, residential schools; providing bicycles to girls for attending middle/high schools; adult education programmes for removal of parental illiteracy; condensed courses of education of Central Social Welfare Board (CSWB), Open Schools and Balika Yojana; poverty removal and rural development programmes in low female literacy districts; separate toilets for girls in primary and middle schools; focus on training and upgrading local persons/girls for teaching in remote areas; incentives like free books, stationery, uniforms, shoes, waiving off all extra tuition fees; and special schemes to be formulated to prepare women teachers from rural areas to teach in rural schools.
2.5. Studies Pertaining to Migration and the Problem of Dropout:

Cahape, Patricia, 1993, Begun in 1969, the Migrant Student Record Transfer System (MSRTS) records, maintains, and transfers education and health information on over 600,000 migrant children in 49 states, the District of Columbia, and Puerto Rico. This information is used by local educators dealing with individual migrant students, and by local, state, and federal planners and evaluators. The mobility of migrant students creates unique problems related to discontinuity in their educational program and isolation from the community. These factors, plus poverty and linguistic and cultural barriers, contribute to a high dropout rate and a high rate of placement below grade level among migrant students. School personnel can use MSRTS data to place newly enrolled migrant students into appropriate programs and classrooms. In addition, the health information in MSRTS alerts schools to the health problems and needs of particular children. In 1988, the National Commission on Migrant Education found that MSRTS was the only national database serving migrant students. But the Commission also identified system problems: (1) complex and unclear reporting requirements; (2) mechanisms for collecting and reporting information that are paper-based and embedded in several layers of bureaucracy; (3) non-standardized data collection; and (4) lack of any meaningful role for parents in the system. The Commission’s recommendations for improving MSRTS are listed.

Anandalakshmy, S., 1994, this report describes a nationwide study of female children and the family in rural India. The objectives of the study were
to generate data on the situation of female children; to identify the major problems related to their status; to start a series of programs to help remedy those shortcomings; and to assist communities, and women in particular. Demographic data, including family migration, occupation, economic status, government programs received, housing, family structure, education, and occupation, were obtained. The study reports vast gender bias inherent in the socialization of children, including gender expectations, parent-daughter activities, and behavioral restrictions related to gender are reported. Further study presents data on school attendance, participation in extracurricular activities, school facilities, family migration, dropouts, reasons for not attending school, parental levels of education, birth order and school attendance, and the view of female children's ideal level of education including data on mother's health, immunization, nutrition, health treatment, appearance, and environmental factors.

Pribilsky, Jason, 2001, The article addresses a culturally specific depression-like disorder (nervous) among children living in the southern Ecuadorian Andes. Characterized by symptoms as varied as melancholy and anger, nervous is said to strike when children are separated from their parents, specifically fathers, who commonly migrate to the US. Nervous serves as a generative site for analyzing the local meanings and practices of children and childhood within wider national and global economic processes. Specifically, it is argued that beyond explanations predicated on psychological ideas of separation and attachment, the malady reflects the
limits of children’s abilities to accept the terms of family life increasingly defined through transnational migration and new consumption practices. Ultimately, this article suggests that nervous aids children by giving voice to life changes they do not completely understand. Three illustrative cases of child nervous are presented to analyze the experiences and traumas of childhood within an Andean household structure.

Ying, Yu Wen, 2001, the psychoanalytic literature suggests migration entails an intra-psychic challenge of separation-individuation that necessitates the assistance of internal and external objects. While this has been illustrated by anecdotal data and clinical case material, it has not been previously tested in the general migrant community. This study examined 3 Chinese-American groups (69 unaccompanied minors, mean age 13.87 years; 128 accompanied minors, mean age 8.66 years; and 33 unaccompanied adults, mean age 19.15 years) who varied in the availability of external objects and stability and solidity of internal object and self representations due to varying developmental stages at the time of migration, and assessed whether, as predicted by some psychoanalytic writers, they would have differential need to embrace their native culture to support their transition. Results showed that unaccompanied minors who migrated without their parents during adolescence evidenced a stronger Chinese cultural orientation than both accompanied minors who migrated with their parents during childhood and unaccompanied adults who migrated without their parents during adulthood,
lending empirical support for the psychoanalytic postulation. Implications of the findings for further research and intervention are discussed.

**Bains, Rajinder, K, 2001,** The main aim of this study is to identify and discuss how cross-cultural issues may affect psychotherapy with adolescents and young adults from ethnic minority backgrounds. Observations are based on the author's work with second-generation young adults originally from the Indian and Bangladeshi sub-continents attending the Brandon Centre in London. Intra-familial and individual conflict as a result of cross-cultural issues was the main reason for help seeking; the issues including the effects of and reasons for migration, young adult beliefs about the etiology and treatment of mental health problems, and the process of accommodation to the host culture. Psychotherapy undertaken with adolescents and young adults from Indian and Bangladeshi background suggests that these cross cultural factors may have a significant effect on the development of self-autonomy, the formation of a self-identity, and the acceptance of a sexual self. Evidence from case examples provided in this chapter suggest that the specific experiences of migrant parents (or significant others) and the cultural beliefs and values adopted by family members have strong implications for the individual seeking help as well as the work undertaken with the individual, it also effect on individual education.

**Bevin, Teresa, 2001,** highlights specific points relating to Cuban American families and the diversity within these families as far as the timing and circumstances of migration. Topics discussed include historical and
socioeconomic background--the different waves of Cuban exiles into the US; significant parenting and family issues related to child rearing among Cuban Americans; overview of parent-child and extended family relationships; child-rearing practices, values, and changing family relationships; crisis events and problem situations for families; adolescence; parents' typical expectations and hopes for their children; and approaches and attitudes to help practitioners understand and work effectively.

Crawford, Brown, Claudette, P.J & Rattray, J Melrose, 2001, the study Identifies and discusses the stresses on families caused by various migration experiences of Caribbean parents and children and helps practitioners work more effectively with this population. Topics discussed include the socio-cultural context of Caribbean migration, the effect of migration on the family left behind, the effect of migration on the family upon reunification, practice implications of the migration experience, and policy and practice recommendations for intervention.

Rogalyet et al., 2001, focusing on four source areas for labour migration to west Bengal’s rice bowl, find male only migration, but in some cases they migrated along with their families. Men getting job in skill factories and majority of women working as house maid.

Srivastava, 1998, investigated that the proportion of male lifetime migrants is low in most developed states. For inter-state migration, a similar trends is observed: developed states show high inter- state immigration while poor states, except Madhya Pardesh, show low rates of total male
immigration. Rate of inter-state life time migration are complementary to the above trends.

Yokota, Adachi, Hiroko, 2000, the present thesis examined the beliefs concerning educational issues, which Japanese immigrant parents, their counterparts in Japan and Canada, and Canadian teachers hold. The thesis consists of two inquiries: Studies 1 and 2. In Study 1, a grounded theory of the beliefs that 6 Canadian teachers and 11 Japanese immigrant parents hold was explored qualitatively. The results indicated that the participants' whole belief system can be conceptualized hierarchically in terms of three layers: the general belief system concerning school and learning (General Belief Layer); opinions regarding learning difficulties (Problem Layer); and opinions concerning actions to take in order to solve the difficulties (Solution Layer). The parents' and teachers' opinions varied considerably with regard to issues in the General Belief Layer, manifested commonality in the Problem Layer and converged in the Solution Layer. The major source of the mismatch at the General Belief Layer was the parental belief that the Japanese and Canadian educational systems were distinctively different and an ideal school system was a combination of the two. In order to examine to what extent migration experience is contributing to such perception and preference, a questionnaire was constructed based on the themes emerging from Study 1. It was administered to Japanese immigrants (n = 88) and their counterparts in Japan (n = 56) and Canada (n = 38). The MANOVA and ANOVA results indicated that: (1) the immigrant parental perception regarding the school systems was
significantly different from that of their counterparts in the home and host countries; and (2) the immigrant parents prefer the same type of school no matter in which country they would raise their children. Moreover, planned comparisons revealed that after having lived in Canada for three years, the immigrant parental school preferences gradually came to resemble those of Canadian parents. These results are interpreted within an acculturation framework. Theoretical as well as practical implications are also drawn.

Sowa, H, Crijnen, A, Bengi, Arslan, L, Verhulst, F, 2000, examined the relationship between child, parent, family/support, and stress variables and problem behaviors in Turkish immigrant children in the Netherlands. Parents of 833 children (aged 4-18 yrs) were interviewed and administered a Turkish version of the Child Behavior Checklist and a Turkish immigrant assessment questionnaire. Increased integration (i.e., children belonging to a 2nd generation of immigrants, older children) generally reduced the risk for problem behaviors, while frequent arguments, divorce, psychological problems, and convictions/incarcerations increased the risk for problem behaviors. The results indicate that problem behaviors are associated with the high level of separation faced by Turkish immigrant families and that more integration leads to lower levels of problem behavior. It was also found that migration history alone does not contribute to problem behavior.
2.6. Studies Pertaining to Child Labor and the Problem of Dropout:

Jayachandran, Usha (2001), Most child labour of Thane and Nashik districts work in the brick kiln industry. During the slump period, these children would stay at home and were unable to pick up their education. Keeping this in view, mobile schools, run by Vidhayak Sansad (constructive parliament) in association with Shramjeevi Sangathana, were set up at the site of brick kilns near bhongas (temporary huts built by migrant labourers). Examinations are conducted at the end of the session by the Zilla Parishad and certificates are given to these children who were unable to continue their education in regular schools due to the migratory nature of their parents' lifestyle. The teachers mainly reside in the bhonga schools, and besides education they also look after the hygiene of these children. Various problems faced while running these schools include; (i) opposition by the brick kiln owners, (ii) refusal by owners to provide space for schools; (iii) lack of funds, (iv) refusal of brick kiln owners to allow child labourers to sit for the final exams and forcing them to work during exam days, and (v) luke-warm response by the district administration to the proposal for convergence of services by Vidhayak Sansad to include health check-ups by the health department and improving the school environment by the education department. In 1998-99, the total number of children in these schools was 2079, and of the 1017 who appeared for exams, 923 passed (91%). The study recommended that all female child workers should also attend the
bhonga shalas regularly. Creches should be provided in schools and the administration coerced to participate and help in uplifting the tribal community.

**Huang, Gary, G, 2002**, To help educators quickly grasp demographic information and social and economic issues facing migrant farm workers, this digest summarizes several recent federal reports. These reports are the National Agricultural Workers Survey, conducted by the U.S. Department of Labor in 1997-98; Current Population Survey data, from the Census Bureau; and the Farm Labor Survey, conducted four times a year by the National Agricultural Statistics Service of the U.S. Department of Agriculture. This study covers the immigration status, ethnicity, age, gender, and marital status of migrant farm workers, and whether they lived with their families; number of weeks of employment during the year, hourly wages, annual income, and poverty status; employee benefits and use of health and social services; native language, educational attainment, and illiteracy rate; and extent of child labor, minors' wages, and impact of youth labor on education.

**Moore, Audrey and Marie, Schuh, 2002**, Economic liberalization and the rise of global competition have increased the importance of agricultural, technical and business skills for small farmers in Brazil. However, many rural farmers are unable to attend agricultural technical schools due to low educational attainment. This paper discusses the impact that liberalization of the Brazilian economy has on small rural producers in the state of Sao Paulo, Brazil and also examines institutional challenges inherent in the Brazilian rural education system that contribute to the marginalization of rural
populations. These include rural-urban differences in enrollment and dropout rates, the effects of child labor, and the lack of practical relevance of school-based agricultural education. Further the study, describes the Programa de Formacao de Jovens Empresarios Rurais (PROJOVEM), developed by the University of Sao Paulo in collaboration with the Paulo Souza Center for Educational Technology and the state government. PROJOVEM is a 3-year alternative program to prepare rural adolescents to administer and manage small farms competitively and sustainably. Using the "pedagogy of Alternancia," the program provides 1 week of training per month in a group setting. Learning is focused on student projects on their own farms along with the potential of programs such as PROJOVEM for rural adolescents and rural development.

**Schultz, T. Paul, 2001,** In rural Mexico, the Progresa program provided educational grants to poor mothers of children enrolled in grades 3-9 and attending 85 percent of the school days. Payments were increased at the higher grades, a premium was paid for girls enrolled in grades 7-9, and every 6 months the grants were adjusted upward to compensate for inflation. The grants were substantial; a family with a ninth-grade daughter received an amount equal to 44 percent of a typical day-laborer's wage. This paper evaluates the program's effect on enrollment in 1998-2000, during which the program was implemented randomly in 314 of the 495 poorest rural villages in central and southern Mexico. Analysis focused on a panel sample of 19,716 children who could be followed and matched in five household surveys.
conducted between October 1997 and November 1999. Before the program started, Progresa villages and control villages did not differ significantly in enrollment rates of poor children. In the 3 survey rounds collected after September 1998, Progresa had a significant impact on the enrollment of each group of children who had completed grades 1-6 the previous year, with differences often greater for girls than boys. The cumulative cohort effect on schooling attainment was estimated to be 0.66 years. Progresa also significantly reduced the poor-non poor inequality in enrollment rates for grades 4-6. The study also analyzes Progresa's effects on child labor and fertility rates.

**Canagarajah, Sudharshan and Coulombe, Harold, 1997**, the study examines the determinants of child labor in conjunction with school participation trends for children ages 7-14 in Ghana. The report is based on data from national household surveys conducted 1987-92. Specifically, the study examined the influence of variables such as child age and sex; parent's education, religion, and employment; and place of residence (rural or urban) on child labor and participation in school. About 28 percent of children ages 7-14 in Ghana were involved in child labor. Child labor had a direct impact on school participation. During 1992 one of every three girls and one of every three boys did not attend school in urban Ghana, while 37 percent of girls and 28 percent of boys did not attend school in rural areas. However, of the 28 percent of children involved in child labor, more than two-thirds were involved in school. The majority of child labor in Africa, and especially in
Ghana, is unpaid work and takes place in family agricultural enterprises. Data indicate that 90 percent of children in Ghana between the ages of 7-14 were involved in household chores. The study did not demonstrate that poverty is the main culprit in child labor; in contrast, poverty did affect the decision to school. The high cost of schooling and the low quality and weak relevance of education have pushed many children into work. Among family characteristics, father's education had a significant negative effect on child labor, particularly for girls. Increasing demand for schooling is an effective way of reducing child labor and ensuring that Ghana's human capital is stabilized.

Khishigbuyan, D. and Bandii, R, 1996, the study examines the situation in Mongolia and reports on two surveys about dropouts. In the early 1990s, Mongolia shifted from a centrally planned economy to a market economy. Liberalizing the Mongolian economy created economic instability reflected in lower living standards, unemployment, and higher prices. Educational costs rose, resulting in reduced teacher salaries and school closings. With half of its population under age 19, Mongolia's future is linked to the success of its schools. Although education is compulsory through grade 8 and secondary education is free, dropout rates rose drastically in the early 1990s. Overwhelmingly, dropouts were rural males; an estimated 44 percent left school to help their parents raise cattle. Allowing private ownership of cattle herds has been a key element of economic liberalization but apparently has increased the need for child labor at home. Surveys were conducted with
220 teachers and 250 dropouts. Teachers cited cattle breeding as the top reason for dropout. On the other hand, although 93 children had fathers who were herdsmen, cattle breeding and "need to help parents" were not among the children's top five reasons. Lack of interest in studying was the most highly rated mutual choice. Most children desired further schooling, and teachers and children favored alternative programming, but lack of funding is a major obstacle.

Davis, Shelley, 1997, an estimated 200,000-800,000 children and adolescents work in the United States as migrant agricultural laborers, either alone or with their families. This study describes the statutory and economic factors contributing to the presence of children in the fields and the impact of this labor on their health and educational progress. The Fair Labor Standards Act, which outlaws or restricts child labor in most industries, allows 14-year-old agricultural laborers to work unlimited hours and permits 16-year-olds to perform hazardous jobs. Few complaints of child labor are filed, and accidents result in only minimal fines. Economic necessity causes most child labor, as over half of migrant farm workers live in poverty. In addition, real wages of farm workers have declined in the past decade, and payroll practices work to the detriment of farm worker families. The health and well-being of children and adolescents who work in agriculture are jeopardized by long hours of labor, dangerous working conditions, and lack of sanitary facilities in the fields. Farm worker children, like their parents, are not fully covered by workers' compensation benefits. Pesticides are an ever-present danger on the
farm, and children are more likely to be harmed by pesticide exposure. Educational impacts of migrant child labor include entering school at an older age, high dropout rates, disrupted school attendance, and inability to concentrate in school due to fatigue or illness.

2.7 Studies Pertaining to Learning Achievement and the Problem of Dropout:

Sudhakar Bhimrao Gaikwad, 2002, tried to find out the educational achievement of dropouts and beginners and to suggest remedies for the improvement of NFE Centres with an hypotheses that the drop outs in NFE have better performance in examination and in transition of life in comparison to out of school children in NFE and that the high achievers in the NFE have the same educational status as the formal school achievers. The study was conducted on all NFE Centres of Jalna district in Maharashtra. The tools used for the purpose of data collection were achievement tests on language and arithmetic prepared by the investigator. The findings of the study reveal that the Status of students of NFE Centres has been found inferior to formal students on language and mathematics and the status of drop out students has been found inferior to that of beginner students on language and mathematics.

Rouk, Ullik, 2000, State leaders are using complex accountability systems, composed of standards, assessments, public reporting, rewards, and sanctions, to raise student, school, and district achievement. The public strongly supports making academic standards more challenging, despite a
lack of consensus on content and outcomes. Some states may revise standards until other reforms are in place. Student scores are now the primary indicator of district, school, teacher, and student achievement, with 48 states administering statewide testing using a mix of tools, including norm-referenced tests, criterion-referenced tests, performance assessments, and some evaluating attendance and dropout rates. The significant consequences of testing raise concerns for some parents, civil-rights activists, and educators. State policymakers must make decisions carefully, determining educational value, and working to gain public support on test design and use. States bear the expense of developing and carrying out testing, and must decide whether or not to control for prior achievement, family, and community characteristics. Public reporting helps the public understanding, and builds and sustains support for accountability systems. Union opposition often complicates use of rewards and sanctions. Evidence of limited success does exist for reconstitution. States must decide whether, and how, to include special-needs students, students with disabilities, and English learners in assessment systems designed to promote continuous improvement. A comprehensive system incorporates professional development, high standards, and student assessment, and many states now recognize the expense and effort this requires. Some states use safeguards to prevent testing manipulation. States may increasingly guide development of accountability systems that use student performance to begin discussions, link performance with classroom practice, and focus on improving education for all students.
Napitupulu, Washington P, 1997, Introduced in Indonesia in 1977, the Learning Kejar Packet A (LKPA) is an educational program for low-literate people and primary school dropouts. The 20 year old program is still flourishing, but is its ideas still valid and what are the secrets of its longevity? The first reason probably lies in the contents and design of the learning materials called Packet A. The contents knowledge, skills, and attitude are closely linked to real-life situations. Motivating factors are also built in. The second reason might be found in the word "kejar," which means literally "to catch up." Kejar is also two acronyms bekerja (ke) meaning to work and belajar (jar) meaning to learn and kelompok (ke) belajar (jar) meaning learning group. These three meanings have become the essential characteristics of LKPA. The third reason might lie in LKPA's delivery system. After a preliteracy program, a learning group is formed. The fourth reason is probably its flexibility, such as motivating members of the armed forces to participate as tutors and facilitators and provision of supplementary learning materials. The fifth and probably most important reason for LKPA's longevity is the Indonesian gotong-gotong or mutual assistance social system. LKPA is still flourishing because it is in tune with the idea of Education for All and All for Education and is integrated with an employment-oriented learning program.

Dash, M and Khan F, 2001, The study investigated the impact of guided learning on the cognitive performance of low and high achievers among middle level students. Sixty children 12-14 years of age from
Bhubaneswar participated in the study. The initial performance level of the experimental and the control groups was the same, but after guided learning in the 2nd trial, the experimental group outperformed the control group in the 3rd trial in respect of all the cognitive measures. The findings showed that the guided learning was almost equally effective for all the students, irrespective of their achievement status. Results imply that school instruction should capitalize on the potential development level of students using dynamic assessment methods.

Das, Jishnu and Pandey, Priyanka and Zajonc, Tristan, 2006,
The authors report on a survey of primary public and private schools in rural Pakistan with a focus on student achievement as measured through test scores. Absolute learning is low compared with curricular standards and international norms. Tested at the end of the third grade, a bare majority had mastered the K-I mathematics curriculum and 31 percent could correctly form a sentence with the word "school" in the vernacular (Urdu). As in high-income countries, bivariate comparisons show that higher learning is associated with household wealth and parental literacy. In sharp contrast to high-income countries, these gaps decrease dramatically in a multivariate regression once differences between children in the same school are looked at. Consequently, the largest gaps are between schools. The gap in English test scores between government and private schools, for instance, is 12 times the gap between children from rich and poor families. To contextualize these results within a broader South Asian context, the authors use data from public
schools in the state of Uttar Pradesh in India. Levels of learning and the structure of the educational gaps are similar in the two samples. As in Pakistan, absolute learning is low and the largest gaps are between schools: the gap between good and bad government schools, for instance, is 5 times the gap between children with literate and illiterate mothers.

Filmer, Deon and Hasan, Amer and Pritchett, Lant, A, 2006, The Millennium Development Goal for primary schooling completion has focused attention on a measurable output indicator to monitor increases in schooling in poor countries. The authors argue the next step - which moves towards the even more important Millennium Learning Goal - is to monitor outcomes of learning achievement. We demonstrate that even in countries meeting the MDG of primary completion, the majority of youth are not reaching even minimal competency levels, let alone the competencies demanded in a globalized environment. Even though Brazil is on track to the meet the MDG, our estimates are that 78 percent of Brazilian youth lack even minimally adequate competencies in mathematics and 96 percent do not reach what we posit as a reasonable global standard of adequacy. Mexico has reached the MDG - but 50 percent of youth are not minimally competent in math and 91 percent do not reach a global standard. While nearly all countries' education systems are expanding quantitatively nearly all are failing in their fundamental purpose. Policymakers, educators and citizens need to focus on the real target of schooling: adequately equipping their nation's youth for full participation as adults in economic, political and social
roles. A goal of school completion alone is an increasingly inadequate guide for action. With a Millennium Learning Goal, progress of the education system will be judged on the outcomes of the system: the assessed mastery of the desired competencies of an entire age cohort - both those in school and out of school. By focusing on the learning achievement of all children in a cohort an MLG eliminates the false dichotomy between access/enrollment and quality of those in school: reaching an MLG depends on both.

Alvarez, Jesus and Moreno, Vicente Garcia and Patrinos, Harry A, 2007, This paper uses the OECD's Program for International Student Assessment student-level achievement database for Mexico to estimate state education production functions, controlling for student characteristics, family background, home inputs, resources, and institutions. The authors take advantage of the state-level variation and representative sample to analyze the impact of institutional factors such as state accountability systems and the role of teachers' unions in student achievement. They argue that accountability, through increased use of state assessments, will improve learning outcomes. The authors also cast light on the role of teachers' unions, namely their strength through appointments to the school and relations with state governments. The analysis shows the importance of good relations between states and unions. Furthermore, it demonstrates that accountability systems are cost-effective measures for improving outcomes.

Hoxby, Caroline M, 2000, Peer effects are potentially important for understanding the optimal organization of schools, jobs, and neighborhoods, but
finding evidence is difficult because people are selected into peer groups based, in part, on their unobservable characteristics. I identify the effects of peers whom a child encounters in the classroom using sources of variation that are credibly idiosyncratic, such as changes in the gender and racial composition of a grade in a school in adjacent years. I use specification tests, including one based on randomizing the order of years, to confirm that the variation I use is not generated by time trends or other non-idiosyncratic forces. I find that students are affected by the achievement level of their peers: a credibly exogenous change of 1 point in peers' reading scores raises a student's own score between 0.15 and 0.4 points, depending on the specification. Although I find little evidence that peer effects are generally non-linear, I do find that peer effects are stronger intra-race and that some effects do not operate through peers' achievement. For instance, both males and females perform better in math in classrooms that are more female despite the fact that females' math performance is about the same as that of males.

Das, Jishnu, Tristan Zajonc, 2008, This paper uses student answers to publicly released questions from an international testing agency together with statistical methods from Item Response Theory to place secondary students from two Indian states - Orissa and Rajasthan - on a worldwide distribution of mathematics achievement. These two states fall below 43 of the 51 countries for which data exist. The bottom 5 percent of children rank higher than the bottom 5 percent in only three countries - South Africa, Ghana and Saudi Arabia. But not all students test poorly. Inequality in the test-score
distribution for both states is next only to South Africa in the worldwide ranking exercise. Consequently, and to the extent that these two states can represent India, the two statements for every ten top performers in the United States there are four in India and for every ten low performers in the United States there are two hundred in India are both consistent with the data. The combination of India’s size and large variance in achievement give both the perceptions that India is shining even as Bharat, the vernacular for India, is drowning. Comparable estimates of inequalities in learning are the building blocks for substantive research on the correlates of earnings inequality in India and other low-income countries; the methods proposed here allow for independent testing exercises to build up such data by linking scores to internationally comparable tests.

Brown, Giorgina and Micklewright, John and Schnepf, Sylke V. and Waldmann, Robert, 2005, International surveys of learning achievement and functional literacy are increasingly common. We consider two aspects of the robustness of their results. First, we compare results from four surveys: TIMSS, PISA, PIRLS and IALS. This contrasts with the standard approach which is to analyze a single survey with no regard as to whether it agrees or not with other sources. Second, we investigate whether results are sensitive to the choice of item response model used by survey organizers to aggregate respondents’ answers. In both cases we focus on countries’ average scores, the within-country differences in scores, and on the association between the two. There is mixed news to report.
Woessmann, Ludger, 2005, This paper estimates the relationship between family background, school characteristics, and student achievement in primary school in two Latin American countries, Argentina and Colombia, as well as several comparison countries. The database used is the student-level international achievement data of the Progress in International Reading Literacy Study (PIRLS), which tested the reading performance of fourth-grade students in 2001. The nationally representative samples have 3,300 students in Argentina and 5,131 students in Colombia. The emerging general pattern of results is that educational performance is strongly related to students' family background, weakly to some institutional school features, and hardly to schools' resource endowments. In an international perspective, estimated family background effects are relatively large in Argentina, and relatively small in Colombia. A specific Argentine feature is the lack of performance differences between rural and urban areas. A specific Colombian feature is the lack of significant differences between gender performance. Nonnative students and students not speaking Spanish at home have particularly weak performance in both countries. But there are no differences by parental occupation and no positive effects of kindergarten attendance. In Argentina, students perform better in schools with a centralized curriculum and ability-based class formation.

Craig, David, 1994, the paper identifies differences in educational outcomes for rural students in South Australia compared to their metropolitan peers. This information was compiled by a task force whose aim
was to develop an action plan to achieve equality of educational opportunities for rural students. Available information suggests that students in country schools generally do less well than their metropolitan peers or than the student population as a whole. Teachers, parents, and students cite restricted access to educational and other services as the major detriment experienced by students in country schools. In addition, rural students spend less time studying languages other than English, music, drama, or dance, and more time studying agriculture, computing/keyboarding, health, or home economics, when compared to students in metropolitan schools. Other findings include: marked differences in curriculum provision between country and metropolitan secondary schools; discrepancies in dropout rates of students living in the country when compared to metropolitan students; rural-urban differences in achievement scores in math, physics, and chemistry; and lower participation rates of rural students in postsecondary education and training. These findings represent preliminary information, and more research is needed concerning participation, achievement, and retention to provide a basis for informed decision making. Additional rural issues that were raised by principals, teachers, and support staff include staffing, interagency support, and changing employment opportunities.

2.8. Studies Pertaining to Mid Day Meal and the Problem of Dropout:

Siddheshwar Shukla, 2014, The Mid-Day Meal Scheme is the world's biggest school lunch programme and is being implemented all over India for
primary and upper primary school students. However, nutrition and hygiene are now among the main challenges it faces. Out of 876 test reports of mid-day meal samples in Delhi from 1 January 2012 to 31 March 2013, more than 90% failed to meet the standard of 12 gms of protein and 450 calories. A number of loopholes in the scheme need to be plugged if nutritious food, not just something cooked, is to reach the plates of poor students.

**Reetika Khera, 2013,** The Mid-Day Meal Scheme has been quietly feeding more than 10 crore children every day for more than 10 years. Unfortunately, this popular and relatively successful programme makes it to the headlines only when things go wrong - this time following the tragic death of 23 children in Bihar after eating at school. Recent economic research clearly documents the positive impact of the scheme on enrolment, attendance, retention and nutrition. Hopefully, the Bihar tragedy will provide an opportunity to redress some of the long-standing issues in implementation (food quality and accountability) by learning from states such as Tamil Nadu.

**Manisha Garg and Kalyan Sankar Mandal, 2013,** The mid-day meal programme was introduced to mitigate social inequalities inherited through the hierarchical division of society, or what is called "resilience of social structures". This structural discrimination directly impedes equal access to benefits of development by excluding the poor and marginalized. A study of the MDM programme in rural Rajasthan probes this aspect of the "resilience of social structure". In particular, the article asks under what type of situation
do iniquitous social structures allow marginalized sections to benefit from programmes of social development.

_Srinivas, K, 2008_, in this study, some good practices in the implementation of MDM programme in the State of Karnataka and related issues have been discussed and presented. Most of the best practices presented are common throughout the state. However, the concepts of rainwater harvesting, Kitchen Garden, Fruit Garden, Sprinkler facility for water conservation in the school compound are new to even many schools in the State and the same need to be encouraged by the Implementing agency and emulated by many other states of the country. Record Keeping, Display of information on school walls, SDMC members active cooperation and Mother Committees active involvement are some of the other best practices followed in the state. Although there are still scopes for improvement, the schools implementing the best practices are worth studies. It is the dedication; determination, hard work and cooperation among the District Officials, Staff members of the schools, parents have enabled them implement the good practices. The Karnataka State Quality Assessment organization result for the year 2007-08 shows effect of MDM on students learning levels. To improve the public satisfaction on MDM Programme the government of Karnataka is providing the hot cooked meal to the children at their local taste. They are also allowing the NGOs in the implementation of MDM at the rural/urban areas. For greater accountability Parents and Public are allowed to visit the kitchen centers at the time of cooking and serving. Also the parents are
allowed to check the quality of the food grains. To strengthen monitoring, assessment and evaluation of MDM programme, strengthening the SDMCs/Parents by giving full powers is very much essential. Opportunity should be given to the external agencies to evaluate the MDM programme. Also there need to have a regular meetings at the State, District and Block Level steering cum monitoring committees to discuss the issues of effective implementation of MDM programme.

Anima Rani Si and Naresh Kumar Sharma, 2008, The mid-day meal programme was initiated as a means of achieving universal primary education of satisfactory quality for all schoolchildren below the age of 14 by increasing enrolment, improving attendance and retention, and simultaneously improving nutritional status. This paper attempts to investigate some of these aspects based on primary data collected from Khurda district of Orissa. Data was collected from schools as well as from a sample of households of schoolchildren. The investigation includes a study of the organisational structure of the programme and also examines the cooked meals and dry ration variants.

Reetika Khera, 2006, The mid-day meal scheme, which has overcome many of the teething problems that besieged it since its launch in 1995, has become an almost universal scheme, feeding primary school children all over the country. This review of the MDMS traces its development and examines its achievements to date. The review addresses the challenges still faced by the scheme and suggests possible remedies.
Jyotsna Jain and Mihir Shah, 2005, This first-ever report, based on a survey in Madhya Pradesh, on the functioning of the Antyodaya Anna Yojana reveals that the scheme has made a significant contribution to the survival of families on the verge of destitution. However, with the poor outreach of the public distribution system in the tribal areas and the insufficient coverage of the AAY within each village, the yojana fails to make the difference it potentially can to the food security of the poorest of the poor. This article also evaluates the "ruchikar" (relishing) mid-day meal programme of the MP government as a result of which enrolment in schools has dramatically increased despite the poor meal quality and inadequate infrastructure. But the absence of a separate administration for meal management has placed an enormous burden on teachers, which poses a danger of further compromising the already very poor quality of primary education.

Aparajita Goyal and Jean Dreze, 2003, Spurred by a recent Supreme Court order, many Indian states have introduced cooked mid-day meals in primary schools. This article reports the findings of a recent survey which suggests that this initiative could have a major impact on child nutrition, school attendance and social equity. However, quality issues need urgent attention if mid-day meal programs are to realize their full potential. Universal and nutritious mid-day meals would be a significant step towards the realization of the right to food.

Thangaraj, M, 2002, Based on the Mid-Day Meal Scheme of Tamil Nadu, the study evaluated and found out the impact of the scheme on
enrolment and retention in primary schools. The noon meal scheme was first introduced in 1920 by the then Madras Municipality Chairman Sir D. Thiyagaraya Chettyar. Later on the scheme was introduced in 1956 to improve school enrolment by the then Chief Minister of Tamil Nadu, Shri Kamraj. Shri M.G. Ramachandran introduced the nutritious noon meal scheme in 1982, which provided meals on all 365 days. The schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The scheme also provided employment to many people specially widows and destitute, as it created jobs of Aayas, cooks, Balsevikas and noon meal organizers, etc. The evaluation of the scheme clearly showed an upward trend in the health status as well as education status of children. Weight of 90% the children increased, height increased, anemia came down (18.4% to 11%), and the incidence of eye diseases and dental problems were reduced. The dropout rates had also come down in Tamil Nadu. To achieve 100 per cent attendance and 0 per cent dropout, eradication of poverty is essential.

A.K. Rajuladevi, 2001, In this study of food insecurity among India's poor, the food intake of landless agricultural labour households was measured twice, to find variations between slack and peak seasons. Within and between wet and dry villages the 'caste' differences in food intake between backward castes (BCs) and scheduled castes (SCs) were examined. Findings showed that the majority of sample households survived on cereals, and had only one main meal per day, a stark indicator of food insecurity. Female-headed households were the most adversely affected 'poverty group'
in the study villages irrespective of caste. The landless peoples' lack of basic needs (clothing, shelter, household equipment, and health care) revealed much more of their utter destitution than conventional food intake.

2.9 Miscellaneous Studies Relating to the Problem of Dropout:

R. Govindaraju and S. Venkatesan, 2010, the study of cross sectional survey of school drop-outs in rural settings was carried out using open-ended interview formats and demographic data sheet on a sample of 120 parents, teachers and drop-out children. Their perceived/reported reasons for school drop-out yielded nearly sixty causes. Their empirical domain wise classification revealed three major clusters with significant differences in the reported causes in relation to gender, occupation and educational status of teachers; SES and education of parents; and, gender of the drop-out children themselves. The results are represented and implications for their remediation are discussed illustratively on a triple Venn diagram with intersecting subsets of overlapping and independent perceptions between the respondents—parents, teachers and drop-out students respectively.

Suma Scaria, 2009, Kerala, the southernmost state of India, is increasingly celebrated as a ‘model’ for third world countries to emulate due to its higher levels of literacy, universal enrollment in schools and better educational facilities. This paper discusses the findings of a micro level study conducted in a village in Kerala and presents a picture that calls for a critical re-thinking of the widely circulated and celebrated indicators of education in the state. The study brings to light certain disquieting tendencies such as high
inequalities in the educational attainments of the population despite the overall positive outcomes. The scheduled castes still stand at the bottom of the ladder in terms of educational attainments. Dropout rates at the tenth standard are relatively high and entry barriers limit the access to higher education. The narrow role of the state in the provision of higher education, especially, professional/job-oriented education has led to a situation where the vulnerable groups find themselves with limited choices in higher education. In addition, lower employment opportunities together with lower earnings among the educated groups act as disincentives for enrollment in higher education. The study highlights the imperative need for micro level studies or an approach from ‘below’ to bring out more nuances associated with education in Kerala.

Acharya, Prasanta Kumar and Behera, Manoranjan, 2004, Sarva Shiksha Abhiyan (SSA) is the first national programme launched in 2001, with an objective to achieve the goal of universal primary education by 2007 and universal elementary education by 2010. It also envisages bringing back all out of school, never enrolled and drop out children to schools by 2003, and providing support to pre-school learning in ICDS and non-ICDS areas. The present report had been prepared to analyze the progress of SSA activities till November 2003 at district and national level. Data was collected from 2 sample districts of which one was a DPEP (District Primary Education Programme) district Mayurbhanj and the other was a non-DPEP district Nayagarh. From socio-economic point of view Mayurbhanj was backward
compared to Nayagarh. It was found that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centres had been made operational by OPEPA which was a remarkable achievement. But progress in the opening of Alternate and Innovative Education Centres (AIE) was very unsatisfactory. Some anomalies were found in the distribution of text books at block and school level because defective data was provided by OPEPA to TBPM (Text Book Production and Marketing) Authority. By November 2003, curriculum for Classes I-VII had been revised by OPEPA and distributed to some teachers, but no plans had been made to include specific vocational topics to increase the attendance of children. OPEPA had covered several activities by November 2003, i.e. identification survey, medical assessment, distribution of aids, formation of DRCs (District Report Cards) and BRG (Block Report Cards), etc., but there was poor progress in selection of IED (Integrated Education for Disabled Children) teachers and training of anganwadi workers. OPEPA had not undertaken any activity related to girls and SC/ST education, but it had conducted a series of activities on distance education. It was also found that some funds had been granted to the DPCs (District Project Co-ordinators), but they had neither been oriented nor given
guidelines regarding the use of funds. OPEPA had provided TLM (Total Literacy Mission) grants and organized training of teachers for multi-grade teaching to improve the quality of teaching at school level. It was suggested that intensive measures need to be planned by OPEPA to speed up civil works, and improve the quality of teachers by organizing effective training programmes and improving resources and infrastructure of training centres.

**UNESCO, 1989**, the report summarizes discussions of a working group meeting on the continuing education needs of early primary school leavers in Asia and the Pacific. The study presents highlights of experiences of these countries in providing continuing education to school leavers: Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines, and Thailand and discusses the learning needs of early primary school leavers identified by the meeting: literacy, communication, and post-literacy skills; numeracy or arithmetic skills; occupational, technical, or entrepreneurial skills; values development; citizenship training; thinking skills; self-confidence or self-worth; and primary health care, hygiene, and sanitation. Areas of action to meet the learning needs of dropouts are recommended. The study proposes four operational models for continuing education: distance education and community-based instruction model, continuing education model for early primary school leavers, community-centered model, and distance study model. The study also provides a 10 step process for instructional materials development. The study also makes recommendations for follow-up actions at the national and regional levels.

146
Mukhopadhyay, Marmar, 1997, Using open and distance education where literacy is at its infancy is feasible because newly literate persons can manage to read printed material and have the motivation to read and learn. Curriculum and learning requirements are graded at three levels. The target groups include successful neo-literate persons from the Total Literacy Campaign, successful learners from non-formal education centers, and dropouts from formal primary schools and from non-formal education centers. The project's objectives are as follows: provide an alternative channel to schooling; reduce disparities in educational access, especially for girls and disadvantaged groups; increase retention rates; and provide a learning continuum. The program is composed of three to five of the following subjects at Levels A, B, and C: language, mathematics, environment, science, social sciences, and vocational. Innovative features include introduction of vocational courses at all three levels; large internal choices for learners; and multiple points of entry. Curriculum and instructional material have been developed keeping in mind the diversity of learning needs of the neo-literate population belonging to various cultural, linguistics, and rural-urban settings. A decentralized model of implementation has been adopted.

Middelborg, Jorn and Duvieusart, Adouin, (ed.), 2002. A community learning Centre (CLC) is a local educational institution outside the formal education system, usually set up and managed by local people. CLCs were first introduced in Myanmar in 1994, and by 2001 there were 71 CLCs in 11 townships. The townships are characterized by remoteness, landlessness,
unemployment, and dependency on one cash crop, high disease prevalence, high dropout and repetition rates in primary education, and many out-of-school children. CLCs begin with basic literacy courses taught by volunteer village literacy trainers and then expand to post literacy activities, skills training, health promotion, and musical and cultural events. A mobile library provides reading materials. The study describes the national and local context and CLCs' objectives, organization, and management and details the development of CLCs in Myanmar, including community selection and mobilization; community needs assessment; recruitment and training of volunteer trainers and other human resources; program development in literacy education, early childhood care, skills training, resource materials, and income generating activities; the teaching/learning process; CLCs' impact on quality of life; monitoring of CLC activities; physical infrastructure; and cost considerations. Also discusses networking, sustainability, and potential for expansion.

**Plan India, 2009,** is widely recognized as an imperative to ending poverty, a catalyst for human development that eliminates disparities of all kinds and opens the way for empowerment. Quality education through a formal school system, is the right of all children. The 86th Constitution Amendment Act (that added Article 21A to the Indian Constitution) affirms that every child, between the ages of 6 and 14 years, has the right to free and compulsory education, and the Right to Education Bill 2005 gives effect to this Amendment. However, despite this progress, a significant number of children
in India, especially from disadvantaged groups, are still out of school. In June 2008, Plan commissioned a study to identify reasons for exclusion among out of school children, to identify the out of school children (who never enrolled, who dropped out and who enrolled but did not attend school) in the age group 6-14 years in areas where Plan operates, to get a deeper insight into the circumstances of communities and reasons for not sending their children to school. The study focused on four states – Bihar, Uttar Pradesh, Uttarakhand and Delhi. Plan’s study revealed that in Uttar Pradesh 8.6% children and in Bihar 20.6% children were found to be out of school. In Uttar Pradesh 66% of the out of school children were never enrolled and the remaining 34% enrolled but dropped out. In Bihar, among 20.6% out of school children, the percentage of never enrolled children was 56% and enrolled, but dropped out were 44%. It also emerged that the percentages of irregular attendance of children among the school going children were 50.2% and 40.2% for Uttar Pradesh and Bihar respectively. It was found that unfriendly behavior of teachers, use of abusive language and corporal punishment, schools are far off, lack of sports equipment and recreational facilities, and burden of work i.e. domestic chores and sibling care for girls, and farm work and cattle grazing for boys were the key factors that keep children out of school. In Delhi and Uttarakhand, regular students had strong push factors (family support) and a conducive learning environment at school. Irregular students had strong push factors (family support) but the learning environment at school was not so encouraging. Dropouts had little family support and the
environment at school was not conducive to learning. Never enrolled children had no family support and the environment at school was not favorable. Community was not aware of various government schemes on education. Those who were aware failed to avail the benefits of schemes as they did not have essential documents like birth certificates and immunization cards. In Uttarakhand, geographical barriers like mountainous terrain prevent children from pursuing their studies. Many villages are located on high mountains and there are no roads. Communities were also bound by tradition and failed to break the mould. It was recommended that a comprehensive and inclusive strategy needs to be developed for effective and sustained advocacy on the issue of exclusion in education.

**Dodds, Tony, 1992,** Distance education has grown tremendously in the past 20 years, especially in developing countries, but it faces many challenges as it moves toward the 21st century. The most common current uses of distance education include university and higher education, teacher education, vocational and professional upgrading, substitute secondary education for adults and adolescents, and adult basic and non-formal education, all conducted at a distance. A recent study concluded that distance education seems to be here to stay and is likely to expand. It seems to be well established at the university level and in teacher education; secondary and adult basic education distance education programs have been successful but lack recognition. Distance education can be economical if conducted in large enough programs to achieve economies of scale. Problems and challenges
facing distance education, especially in developing countries, fall into the areas of material development and delivery, tutorial and student support services, administrative structures, and political commitment and understanding. A tentative agenda for the development of distance education in countries such as Botswana could include the following: small-population, specialized courses; primary and secondary teacher training and upgrading; courses for adults and young adults, mainly in job skills; courses for school dropouts from primary schools; and courses in basic literacy for adults. Some of these courses would require intensive preparation, especially those for low-literacy adults, and would require more personal meetings than the other types of distance education. Distance education should be seen as a supplementary rather than an alternative form of education and should be of equal quality as other types of education.

**Schwartz, Wendy (ed), 2000,** the study summarizes the effective bilingual strategies described in a commissioned paper, "Transforming Education for Hispanic Youth: Exemplary Practices" by Anne Turnbaugh Lockwood and Walter G. Secada, and the recommendations of the Hispanic Dropout Project (U.S. Department of Education) for transforming bilingual education at all school levels. Several educational policies are necessary to promote effective bilingual education practices. Native Spanish-speaking students need to continue in a bilingual program until they have a solid linguistic foundation that enables their mastery of other academic subjects as well as English and Spanish. Schools need to convey the expectation that
students will become literate in English and learn to high standards. Bilingual education should be depoliticized, and the early tracking of limited English proficient students into low reading groups and other slow classes must be discontinued. Teacher training is essential to effective bilingual education programs. Some exemplary programs at high school, middle school, and elementary levels are identified, and the instructional strategies of these schools are discussed. Tutoring programs may provide valuable help for bilingual students, and two such programs are described. Components of effective bilingual programs are not all the same, but some universal principles emerge. Successful programs revise their approaches as new strategies are proven effective and new student needs are identified. Effective schools recognize the necessity of proficiency in both languages, and they offer individualized instruction and other aids. Successful schools also maintain an atmosphere that supports the belief that all students are equally valuable and that they all will succeed.

**Juneja, Nalini and Nandi, Nabanita, 2000,** In Indore, an estimated 343,000 children in the population will be entitled to free and compulsory state-provided education in the year 2001. 77.1% of the total population of 1,091,674 were literate in 1991 (84.9% males and 68.4% females). About 33% of the city’s population was living in slums, and the literacy rate in slums was 46.4% for males and 20% for women respectively, as against 71.92% and 57.61% for the city. Indore has a higher average literacy rate than the rates for the urban population of Madhya Pradesh state and India, but the literacy rate
of weaker sections of the population lags far behind. Indore would have to achieve the enormous task of enrolling and retaining almost 343,968 children in the age group 6-14 years in Classes I to VIII in 2001 before it can claim to have achieved universalisation of education. In 1998 there were about 261,206 children enrolled in various schools. This enrollment information may not be accurate because many private schools allegedly did not send information to the district office. ‘Nirmay’, a UNICEF sponsored project started in 45 slum areas, found that out of 13833 children 12962 were enrolled. In Indore the largest number of schools was under private management of religious bodies, charitable trusts, private educational foundations, industrial houses and companies. The private unaided sector runs 71.5% of the number of schools, but carries only 48.02% of the enrollment. The State government schools, though fewer in number, carry 38.5% of the enrollment, while the aided sector with only 4.8% of the schools carries 13.04% of the enrollment. In 1998 there were only 2 central government schools. Slum children are grossly affected by the present urban set up. They are forced to live a life of struggle. The problem of street children is the inevitable consequence of urbanization. A few organizations like Shradha and World Vision are working for street children but all the agencies are able to cover only 28.5% of the slums, and they have generally failed to reach the poorest of the poor. In the absence of planned areas, migrants continue to settle in new slums on pavements and roadsides, so their children do not appear to be the concern of educational authorities, are not focused on adequately by NGOs, and there is no constant
review of the situation in respect of new settlements and their access to rightful facilities. In the absence of complete information, any educational statistics are meaningless and this situation may also need to be resolved. Identifying the role of educational authorities at the city level is the first step towards the setting up of a mechanisms for periodic diagnosis of the situation. The present ‘shot in the dark’ strategies cannot hold much hope for purposeful change for the future.

Kothari, V N, 2004, The study was conducted by National Institute of Educational Planning and Administration (NIEPA) to explain the elementary education scenario in India through the use of a variety of data sources such as Census, the NSS, NCERT and NFHS surveys. The overall development situation was assessed with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health status of children. India was classified in the medium human development category. Adult literacy rate was found to be extremely low in India 55.7% in 1998, youth literacy rate was 71%, and enrolment ratio in primary education (1997) was found to be 77.2%. To conclude, it was emphasized that we are far from attaining the goal of universal enrolment of children 6 to 14 years of age. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school. For girls and for first generation learners school has to become more attractive. Unless we take adequate steps, we as a country are likely to remain stuck at 80%-85% enrolment rates, while most of the developing countries would be heading towards 100% enrolment.
The problem of school dropout has been continually troubling the primary education system not only in India but in other developing countries too. The present study was done to assess the factors that resulted in dropout of school children with gender differentials. The study was conducted in 3 districts of Maharashtra viz Akola, Beed and Bhandara and covered 24 schools in 24 villages. Data was collected through survey and by interviewing parents and community people. All the schools were from Standard I to VII. A majority of schools had enrolment up to 300 or above. Only some schools of Beed district showed an enrolment of 101 to 200. All the schools had a school building which was owned by them as was stated by the headmasters of the schools. Almost all schools had 5 or more classrooms. Of the total 24 schools, only 16 had a playground, 17 schools reported having drinking water source facility, and 14 schools had toilet facilities, of which 10 reported that the condition of toilets was good. All schools except 4 had benches for the children to sit on, and medical check up had been conducted in all the schools. Medical first aid was available in 18 schools and not available in 6 schools. All schools gave a very good response to the availability of educational and teaching material. Books, charts, posters, science kit, mathematics boxes, graphs, sports material and blackboards were available in all the schools. Only 12 schools reported having recreational material. There was a library in all the schools except 2, and the total number of books varied from 54 to 442. Almost all schools were implementing the schemes of providing mid day meals, uniforms and free
text books. In all the 3 districts, the total number of male teachers was 139 which was more compared to female teachers, 68. It was found that the absence of female teachers in rural schools was a serious obstacle to improving girls’ participation rates and reducing dropout rates. The study found low job satisfaction among teachers, and the main reasons were low salary and mediocre living conditions. Teachers were also preoccupied with the lack of equipment and the shortage of teaching materials. Another problem mentioned by them was that they were not properly supported by the parents of pupils. Another factor that seriously limited the ability of teachers to devote themselves fully to their teaching job and to invest time in improving school functioning was the involvement of teachers in other official and other income generating activities, which led them to move out from remote areas. Almost all parents stated lack of encouragement from the school, particularly in the case of girls which relates to lack of faith in the school as an instrument of social promotion. The poor quality of schools was regularly quoted as another factor which negatively affected the demand for education and indirectly influenced school dropouts because it led to discouragement and de-motivation of pupils. Home environment played an important role in school failure and dropping out of children. Many people in rural areas lived without electricity and running water. Many children, especially girls, had to fetch firewood and potable water. Children had little contact with the written word outside of school due to paucity of reading material and the low educational level of parents. All these factors
contributed to irregular school attendance which led to dropouts. The study suggested that local teachers should be made available for teaching in schools so as to reduce the problem of teacher absenteeism and improve punctuality; incentives should be provided to encourage women teachers; and the cultural gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system.

Smith, James T.; Smith, Denise M, 2001, The Indiana State Board of Education requires all students, including students with learning disabilities, to successfully pass the graduation examination: Indiana Statewide Testing for Educational Progress Plus. Students with learning disabilities who cannot pass the examination receive a Certificate of Completion upon graduation. As a result, many of these students have decided to drop out of high school, believing that remaining in school to earn only a Certificate of Completion is a waste of their time and effort. In order to determine employment opportunities for students who have graduated from high school with a Certificate of Completion, 13 employers from various companies and businesses in the areas of food, retail, and industry, were surveyed. Results from the survey indicate that all 13 employers unanimously agreed that a student who graduates from high school with a Certificate of Completion has a better opportunity for employment compared to a student who has dropped out of high school. Results also indicated that more than half of the employers consider a student who graduates with a Certificate of Completion to be as qualified for employment opportunities as a student who
graduates from high school with a diploma. Appendices include survey materials.

Sharma, Suresh, 2009, The Indian Constitution mandated free and compulsory education for all children up to the age of 14. ‘Operation Blackboard’ and ‘Sarva Siksha Abhiyan’ are state sponsored movements that aimed at universal enrolment and providing the basics. The 55th Round of the National Sample Survey (NSS), was conducted in 1999/2000 and estimated primary school attendance, school attendance and primary completion rates. The study finds that the largest marginal effects are association with household living standards, access to electricity and expenditure on elementary schooling. The National Family Health Survey (NFHS) was used to provide an opportunity to cross-check the results of one study against the other. Nearly 21 million children of primary school age in India were out of school in 2006, more than in any other country. According to data from the nationally representative NFHS-3, 2006 primary school net attendance rate (NAR) in India was 83%, but secondary school NAR was 53.7% only. States with the highest primary school net attendance rates between 98% and 99% are Himachal Pradesh, Kerala and Tamil Nadu. 6 other states also have primary NAR values above 90%, namely Assam, Goa, Gujarat, Maharashtra, Mizoram and Uttarakhand. In 6 states, fewer than four out of five children of primary school age are in school namely: Andhra Pradesh, Bihar, Jharkhand, Meghalaya, Nagaland and Sikkim. The lowest primary school attendance rates are observed in Bihar (59%) and Meghalaya (60%) which are two of the
poorest and economically least developed states of India. The main reason for not attending school as mentioned by children aged 6-17 years in 2006 were that they were ‘not interested in studies’; of these, 35% boys and 21% girls were in rural areas. The next most commonly reported reason for dropout is that it ‘costs too much’ for both boys and girls, followed by ‘required for outside work for payment in cash or kind’ for boys and ‘required for household work’ for girls, repeated failure for both the genders, ‘required for work on family farm/ family business’ for boys, and finally ‘required for household work’ for 10% boys and 15% girls. It is noteworthy that growth in female literacy rate has been higher than that of male literacy rate, narrowing the gap between both during the 1980s and 1990s. This could be explained due to the implementation of programmes like DPEP, literacy promotion programmes through NLM and Adult Literacy Programme, etc. Data from the 1991 and 2001 Census showed that in the population aged 7 of 13 points. Some states experienced particularly rapid literacy increases. In Madhya Pradesh and Rajasthan, literacy rates rose by 20 to 22% points respectively. Also large increases were apparent in states like Uttar Pradesh and Andhra Pradesh. However Bihar and Gujarat made poor progress. Any major improvement in national literacy in future will depend crucially on its progress among the north Indian states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. Between 1981 and 2001, the literacy rate of the population increased by 21.82% points and the female literacy rate went up by 24.41% points. The concept of ‘quality of education’ has focused on learning
achievement, relevance of the curriculum to labour markets, social, cultural and political environment in which the learner finds himself/herself. The conditions of learning include teachers and facilities and on an average there are 150 students in each school, and private schools have higher average enrolment (222) than government schools (133). All schools together have an average of 36 students per classroom (2006-07) compared to 39 in 2005-06. The student per classroom ratio is higher in primary schools (40 students per classroom) compared to other school types. 84.89% schools had drinking water facilities; 58.13% schools had common toilets, 42.58% schools had girls toilets; and 13.43% schools had computers in 2006-07. The highest pupil-teacher ratio in 2006-07 was in primary schools (39:1), followed by elementary schools (34:1), integrated higher secondary schools and independent upper primary schools (29:1), and upper primary attached to secondary and higher secondary schools (27:1). Government initiatives to improve school education are Sarva Shiksha Abhiyan (SSA), Mid Day Meal Scheme and Para Teacher Schemes. The SSA campaign aims to universalize elementary education (Grades 1 to 8) by the year 2010. SSA envisages a pupil teacher ratio of 40:1; establishment of alternative schools and education guarantee scheme (EGS) schools in small habitations; establishment of block or cluster level resource centers, establishment of bridge courses for dropouts; in-service training for teachers; grants for teaching learning materials; initiate measures to close caste and gender gaps in education, give free text books to female and low caste students; give special facilities to girls; and give grants to districts to
support students with disabilities. Under the Mid Day Meal Scheme (MDM) lunch is provided to about 120 million children every school day and this is the world’s largest school meal scheme. In states like Kerala and Tamil Nadu, the destitute and aged are also allowed to take the MDM, and in Gujarat the scheme covers children from Grades 1 to 7. By 2002 about 220,000 Para teachers had been appointed, and by 2004, their number had risen to about 500,000. Para teachers have educational qualifications below the government primary school regular teachers, and are employed on salaries that are one fifth to one-half of government teacher salaries in order to (1) expand schooling in a low cost way; (ii) increase the number of instructors in single teacher schools and (iii) to reduce high pupil teacher ratios. The impact of these new interventions has not been studied in detail, and this is required if suitable policy modifications need to be made.

Aggrawal, Yash, 2001, The goal of universalisation of primary education needs to be achieved by 2010 as per the targets of Millennium Development Goals (MDG). The present study examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats. The present study covered 192 districts of which 39 were from Phase I. The study found that despite the best efforts of MHRD/TSG/NIEPA, the
implementation of DISE continues to suffer in some states/districts. This is reflected in delayed data collection, lack of proper consistency in checking and validation of data, inadequate training of field functionaries and hardware, less than expected response from state/district administration, and inability to share data according to the prescribed procedures. Under DPEP, the construction of more than 1600 new schools and an additional 26,000 classrooms was completed by 2001. The student classroom ratio was found to be 50.5 in 2000-01. Among the states, West Bengal continues to have the highest number of students/ per classroom. Many schools have overcrowded classrooms. The national trends in primary grades enrollment are showing signs of slow down and stagnating. The year 1998-2000 witnessed an increase enrolment of about 2.2 million per year, an increase of about 2% per annum. The DISE data system includes data on underage and overage children in various grades. The share of female teachers is very low, and low female literacy districts increased from 16.3% in 1996-97 to 25.3% in 2000-01. The pupil-teacher ratio (PTR) has shown erratic behavior. It has increased for the very low female literacy districts from 39.2 in 1999-00 to 41.3 in 2000-01. The PTR registered a marginal decline for the low female literacy districts. A positive development in terms of gender participation is reflected in the faster increase in participation of girls in relatively low female literacy districts. The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrollment and retention, it is
becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data, steps at two levels would be required. Firstly, the practice of sharing school data with stakeholders and the community has to be strengthened, secondarily, periodic validation of data through scientifically designed sample surveys should be undertaken, and the margin of error should be estimated at the district level.

Arun C Mehta, 2006, The present study represented the analytical report for 2004-05 of elementary education in 581 districts across 29 States and Union Territories (UTs) of India. The school related indicators analyzed were facilities in schools, enrolment based indicators and teacher related indicators. Data was collected from more than 1.04 million schools, with a comprehensive profile of more than 4.17 million teachers and also from District Information System for Education (DISE). It was found that nearly 86.9% schools were located in rural areas. About 84.8% of the total number of 1,037,830 schools was Government run schools. About 73.67% of the total 1.04 million schools were in Government buildings, 11.19% schools were in private buildings, 7% schools were in rented buildings, and about 2.4% Government schools were in rent free buildings. Of the total number of schools, 69.9% had pucca (permanent) building, 9.19% had partially pucca (semi-permanent), 1.84% had kuccha (temporary) building and 10.23% had multiple types of building. Around 2.66% schools had 11-15 classrooms and the rest had not more than 7 classrooms. About 68.4% classrooms were in
good condition and the remaining 31.52% needed either major or minor repairs. More than 44% schools had enrolled up to 100 students. Drinking water facility (80.60%) and electricity connection (28%) was found to be higher in 2005 compared to the previous year (77.89% and 25%). 7.86% of the total schools were without blackboards. About 47% schools had common toilets in 2005. Book bank facility was found to be 43% in rural areas and 49.76% in urban areas. More than 93,000 schools imparting elementary education in 2005 had computers in school. About 558,965 schools arranged medical checkups in 2004-05. 61.81% schools had received Teaching Learning Material (TLM) grants in 2005, which was quite high as compared to 2003-04. The Gender Parity Index (GPI), which was 0.76 in rural areas (upper primary classes) in 2003, increased to 0.80 in 2005. In all the Government managed schools, GPI was 0.85 in 2005 in upper primary classes, and in privately managed schools it was 0.70, which was comparatively low. The percentage of girls’ enrollment in Government schools was found to be higher than that in private schools in primary (48% and 44%), upper primary (45.82% and 44.31%) and elementary classes (47.76% and 44%) in 2005. The enrollment of children with disability in rural and urban areas was 842,420 and 127,896 in 2003, which increased to 1,152,451 and 244,756 in 2005. The retention rate at primary level improved from 53% in 2003 to 58% in 2004-05. About 11.83 million students repeated Grades I-VIII, of whom 53.75% were boys and 46% were girls. Teacher related indicators showed that 78% teachers were located in rural areas in 87% of the schools. On an average, there were 4.02 teachers in
a school that imparted elementary education, and primary schools had 2.74 teachers per school in 2005. The percentage of female teachers was higher in urban areas (64.75%) than rural areas (33.12%). The highest pupil teacher ratio (PTR) was observed in the case of primary schools (42:1) and lowest in independent upper primary schools (31:1). A majority of the teachers in primary schools were in the age group 26-45 years. It was found that 49% male and 48% female teachers were graduates and above. As many as 379,000 para teachers were appointed in 2005, which was 9.09% of the total 4.17 million teachers, and of these 65% were posted in primary schools. There is still need to focus on filling vacancies of teachers in schools for improving enrolment and retention of children in schools.

Mehta, Arun C, 2008, The National University of Educational Planning and Administration has created a comprehensive database on elementary education in India known as District Information System for Education (DISE). The project covers both primary and upper primary schools/sections of all the districts of the country. A total of 11,96,663 schools were covered from 609 districts across 35 states and UTs in 2006-07. Of these nearly 87.15% schools were located in rural areas. More than 85% schools had drinking water facility available in 2006-07 compared to 83% in 2005-06. The percentage of single classroom schools during 2002-03 to 2006-07 declined from 12.08% to 9.7%. Despite decline in the percentage of single classroom schools, their number in absolute terms is significant, which needs intervention without delay. The percentage of schools with ramps increased
significantly from 4.63% in 2002-03 to 26.61% in 2006-07; this development may help in attracting more physically challenged children to schools. Together with enrolment by nature of disability, DISE is the only source that provides comprehensive information about physically challenged children in schools on a regular basis. In 2006-07, about 1.42 million disabled children were enrolled in elementary classes across the country, of which 1.04 million were in primary and 0.38 million in upper primary classes. Providing nutritious food to all children under the mid-day meal scheme is one of the ambitious programmes of the Government. Availability of kitchen sheds in schools was added to DISE during 2006-07. It revealed that 29% schools managed by the Government and aided schools have kitchen sheds in school. The percentage of such schools is 30 and 23 respectively in rural and urban areas. The percentage of schools with kitchen sheds varies from 80 in Tamil Nadu to 3 in Jammu and Kashmir. More SC/ST girls were enrolled in private schools also. The enrolment of SC and ST girls was 20.11% and 11.36% respectively. The SC and ST enrolment in Government run primary and upper primary schools combined was 78.50% and 84.55% respectively. The share of OBC enrolment in primary and upper primary classes was 42.18% and 41.23% respectively. During 2006-07 DISE collected information on enrolment of Muslim children for the first time, which was 9.39% at primary level and 7.52% at upper primary level. The percentage of Muslim girls’ enrolment was as high as 48.65 (Gender Parity Index (GPI) – 0.95) and 49.33 (GPI-0.97) at primary and upper primary levels. There was high dropout
rate at primary level over a period of five years. Arunachal Pradesh had a high dropout rate of 16.85% compared to 13.67% in Rajasthan, 21.02% in Orissa, 11.94% in Haryana, 18.77% in Meghalaya, 20.21% in Manipur, 12.33% in Uttar Pradesh and 9.34% in Bihar. Except Arunachal Pradesh, Manipur and Meghalaya, all these other states are big and crucial to attain the state of universal retention at the primary level of education. Kerala with 1.80%, Tamil Nadu with 1.54% and Himachal Pradesh with 1.85% dropout rate have almost achieved the goal of universal retention at primary level. As many as 83.72% children across 35 states and union territories transited from primary to upper primary level of education compared to 82.24% in the previous year. Although transition ratio (TR) showed improvement but still about 17% children drop out in transition. There were about 40 districts in the country which had 25% or more Muslim students in primary classes. Most of these districts were from the states of Assam, Bihar, Jammu and Kashmir, Karnataka, Uttar Pradesh and West Bengal. There were about 514,000 Para-teachers constituting around 10% of the total number of teachers. About 70,338 schools had only Para-teachers. The percentage of such schools was very high in Rajasthan (17.98%), Madhya Pradesh (30.71%), and Chhattisgarh (16.53%). About 53% male and 49% female Para-teachers were graduates and above. About 15.40% male and 12.61% female Para-teachers in primary schools had BEd. or equivalent degrees. The Educational Development Index (EDI) revealed that Sikkim out-performed the other six states in the north-eastern region which was true for primary and composite
primary and upper primary levels of education. Seven states have been grouped under smaller states. These smaller states were doing much better than a number of bigger states. Bihar and Jharkhand were ranked 35 and 34 in case of composite primary and upper primary levels of education, with an EDI as low as 0.321 and 0.381 respectively. Amongst 21 major states, the top ranking states were Kerala (EDI 0.772), Delhi (EDI 0.757), Tamil Nadu (EDI 0.741), Himachal Pradesh (EDI 0.707) and Karnataka (EDI 0.680). These states were educationally advanced states. In West Bengal EDI was 0.458 and in Arunachal Pradesh EDI was 0.432 in the case of composite EDI at primary and upper primary level. States with high EDI values are better than those with low EDI values, but still they may not be well placed with regard to all the four sets of indicators used in computation of EDI. Even if a state is ranked first, it may still need further improvement, for which individual EDI values should be critically analyzed. There is also need to analyze each indicator separately and identify states that need improvement. Many schools are left to Para teachers, who manage school affairs. Studies should be initiated on the functioning of all such schools. The dropout rate was high at primary level; it needs to be checked, without which neither the goal of universal primary education nor retention can be achieved.

2.10. Conclusion:

The studies, particularly in Indian context, on various aspects of schooling such as access, participation, equity, pedagogic renewal and quality and other important aspects have provided much of the basic knowledge. Scholars in the
field, however, are of the opinion that, still there is a paucity of studies that could
provide contextual information regarding why India lags behind when it comes
to achieving the stated objectives as per the education for all and millennium
development goals. This becomes added imperative in the background of UEE
with special reference to the issue of dealing with the portent of children’s school
drop-out. Much of the studies conducted in India had their focus on the major
states like Bihar, Rajasthan, Madhya Pradesh, Uttar Pradesh, Andhra Pradesh,
Tamil Nadu including the state of Karnataka, pertaining to the children’s
enrolment, drop out and academic achievement at elementary stage have pin-
pointed the causes of low enrolment, high dropout and wastage and stagnation.
Many have identified the causes of various hindrances to school enrolment and
retention and proposed appropriate remedial measures to reduce/remove them.
Researchers have acknowledged influences such as poverty and economic
backwardness of parents, backwardness of society as a whole, non-stimulating
social environment, illiteracy of and negligence by parents, lack of trained
teachers, absence of ancillary services like mid-day meal, uniforms, books,
science and game equipment’s located in urban areas only. However, no special
effort has been made to find out the problems related to schooling of primary
school children with special reference to the menace of children’s school drop-
out in a inclusive manner particularly relating to the ongoing remedial measures
such as dynamisms to improve the quality of teaching and learning in the
significant school subjects such as Mathematics and language. Hence, there is a
germane need to take up the present study as per the stated objectives.