CHAPTER II
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REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

Review of related literature helps the researcher to acquaint with current knowledge in the field or area in which the investigator is going to conduct the research. The essentiality of the review of related literature remains in the fact that it provides the researcher with an indication of the direction, update information relating to researcher's own problem, avoids the replication of the study of findings provides the scope for analogy and formulation of hypothesis. The main objectives of review of related literature are -- i) to provide theories, ideas, explanations or hypotheses, which are likely to be helpful in the formulation of research problem, ii) to avoid overlapping studies iii) to be a fertile source for formulating hypothesis iv) to suggest the methods of data collection, procedures, to explore the sources of data and statistical techniques appropriate to the solution of the problem v) to gather comparative data and findings of earlier researches which are of use in the interpretation of data and analysis of results vi) to enable the investigator to gain expertise in his/her area of interest and vii) to keep researcher abreast of the most recent development in his/her own
The school drop-out phenomena is a worldwide problem though the nature of the problem is different in different countries. A large number of studies have been conducted so far on the problem of drop-out, wastage and stagnation by different scholars in India and abroad. Some of the important studies done in the elementary level are reviewed here.

2.1. INTERNATIONAL STUDIES:

Alvi (1965) carried out a study in a district of Pakistan. This study reveals the highest drop-out rate in grade-I. The results also reveal the most important causes of drop-out such as poverty and unemployment of children in agriculture, unfavorable attitude towards girls education, lack of religious education in schools, migration, unsatisfactory methods of teaching, lack of means of communication and school failure.

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

Blot (1966) reports a high proportion of repetition in French.

Secujski (1968) made a study on wastage in the province of Vajvodina. His study reveals that I) 30% of an entire generation does not complete elementary school. ii) the causes of wastage were poor achievement and associated repetition and iii) the causes of unsatisfactory achievement as attributed to the inadequacy of the teaching process and the relationship between school and the social environment.

Mujovic (1968) studied the situation in Mountegro where the results show that I) out of 14,261 pupils enrolled in the first grade of elementary school in 1959-60 school year, 1626 pupils dropped-out by eight grade. The rate of dropout is 11.5%. ii) Wastage is higher among girls, iii) long distance of pupils home from school, over burdening of syllabus, lack of qualifying teaching staff and parents misconceptions about the need of education of their children are the causes of drop-out.

F.R.A. rthur (1994) made a case study to examine high school drop-outs in a large urban middle class in Alberta. Findings reveal that both home and school factors appeared to be important to the school.

G. Ron (1997) carried out a study on the influence of gang membership on truancy and school drop-out. The purpose of the study was to determine the possible relationship of gang membership to that of truancy and school drop-out. Findings of the study reveal no relationship on attendance and truancy pattern, no difference in drop-out between gang members and non-gang members, no influence of gender and ethnicity on truancy and school drop-out.

recollections of their former curriculum and teachers behaviors. Results reveal that curriculum were inadequate in meeting their needs, corporeal punishment during their schooling and its adverse affect on dropout behavior etc.

A.Q.Mohsin, M.Aslam and F.Bashir (2004) carried out a study on “causes of school drop-outs at the secondary level in the Rawalpindi district of Pakistan”. Their study reveal some academic, social, family, economic and personal causes for dropping-out of children from school.

2.2. STUDIES IN INDIA

C.L.Sapra (1967) made a study on “Educational wastage and stagnation in India”. His study shows that the wastage incidence is 75.09% in the case of boys and 84.74% in the case of girls. It is highest in Grade-I and then goes on decreasing.

L.R.Bihari(1969) made a survey a on “wastage and stagnation in primary education among the selected tribal communities of Gujrat”. The result of this survey reports a number of factors such as lack of proper and adequate consciousness for the need of formal education, parents apathy for education poor economic condition, household works by children, inefficiency and insincerity on the part of teachers etc. responsible for wastage and stagnation

Sharma and Sapra(1969) made a study on “wastage and stagnation in primary an middle schools in India”. Their study revealed 50% of the total rate of
wastage and stagnation in grade-I, higher rate of wastage among girls, constant rate of wastage and stagnation during the past 10-12 years.

M.L. Masavi (1971) studied on "Wastage and stagnation in primary education among the tribes of Gujrat". This study aimed to ascertain the nature, extent and causes of the problem of wastage and stagnation in tribal areas of the state. The result revealed high rate of stagnation in the first grade, lower rate of wastage in Ashram schools than Panchayat schools. The causes for wastage and stagnation as pointed out by this study were economic and educational backwardness of parents, untrained and inefficient teachers, unsuitable curriculum and non-stimulating environment.

Dr. D.R. Pratap and others (1971) of Tribal Cultural Research and training institute, Hyderabad carried out a study on "Absenteeism, stagnation and wastage in the primary schools of tribal areas of Andhra Pradesh". The result pointed out distinct absenteeism among girls, highest absenteeism in grade-II more than 40% stagnated students in almost all schools, higher rate of stagnation among girls, highest wastage in govt. schools, child labour, parents unawareness towards education were common factors contributing to wastage.

Q.U. Khan (1972) made a study on "Wastage in Indian school education". He reviewed the studies on wastage conducted in the country. The findings of the study revealed state wise variation in the rate of dropout, stagnation and wastage.

H.N. Agarwal (1972) carried out a survey on "Wastage and stagnation in Mahendragarh tribal development Block, Bhopal". The survey aimed to identify
the quantum and causes of wastage and stagnation in primary schools. The report of the survey revealed highest wastage rate in class-I, dropout due to parents negative attitude towards education, engagement of children in household activities, poor socio-economic condition of parents, low intelligence of students, high teacher pupil ratio, lack of educational equipments in schools etc.

B.N.Sarkar(1980) made a study on “Primary education of children in rural Bengal”. The findings of the study pointed out that universalization of primary education depended more on enrolment drive among the backward population represented by SC/ST and Muslims, economic difficulty and child marriage were responsible for dropout of boys and girls and large scale dropout of girls respectively.

G.V.Pillai, J.Benjamin and K.R.Nair (1980) collectively carried out a study on dropouts in primary education in Kerala state. The main objectives of the study were to estimate the rate of dropout and to identify the socio-economic causes leading to dropout. Findings revealed higher rate of dropout in lower primary than higher primary stage and the main reason of dropout were ill health of students, house hold works, poverty and lack of parental education.

U.D.Dhongade (1986): carried out a critical study on “non-enrolment wastage and stagnation during the first two years of primary education of schedule caste boys and girls in Soyegaon Taluk of Aurangabad dist of Maharashtra”. He pointed out the lower rate of enrolment (40.7%) regarding girls during the year 1981-82. He also found out some factors related to schools
and teachers such as ineffective teaching, social unawareness, frequent absent from school, lack of minimum school facilities etc.

State institute of Education, Uttar Pradesh (1986) carried out a study of dropouts and failures in primary classes. The report of the study pointed out maximum dropouts among backward classes and the main causes were illiteracy of parents, poverty, lack of interest, distance of school from home, unattractive environment of school, indifference of teachers and irrelevant curriculum.

V.Sihgh (1988) made a study on extent and causes of dropouts among girls students in the rural schools of Chandigarh. The findings of this study revealed high female literacy in urban areas, higher rate of girls' dropout in class-I. The major causes of dropping out of girls were parents unwillingness towards their daughters education, lack of interest in education, illness, domestic works, parents illness, poverty etc.

J. K.Gupta, P.K.Rostogi and M.K.Gupta (1989) jointly carried out a study under NCERT, New Delhi on "Stagnation and drop-out at primary stage in nine educationally backward states". The objectives were to estimate overall wastage rates in terms of stagnation and dropout separately for boys and girls and for rural and urban areas for children belonging to S.C & S.T categories. The findings show that Assam has a very high dropout rate at the primary stage for all pupils in general and S.C & S.T in particular, low internal efficiency of the educational system for S.T. students which results dropping-out from schools.
Bhupendra Singh Jadab (1991) carried out a study on the "Causal factors of drop-out among the socio-economically deprived Elementary school students in Haryana". The study investigated the causal factors of dropouts as perceived by teachers, students, parents and drop-outs themselves among socio-economically deprived Elementary school students. He found that the highly contributing factors to the phenomena of drop-out are poverty and illiteracy of parents, household works by the students, indifferent behavior of teachers towards students and their apathy in teaching and reluctance of parents to send their children to co-educational schools etc.

D.S.Chavare (1991) made an investigation on the problem of students dropping out of the primary schools of the Pune Municipal Corporation. Results showed that the majority (55%) of parents were illiterate and only 48% had education up to standard IV, 18% were daily bread earner and 23% families were large in size and below poverty line. Also 70% students had no books, slates, pencils and uniforms.

J.C.Vyas (1992) conducted a study on "Pupils drop-out at the primary stage in the state of Rajasthan". The result revealed that the dropout rate is higher in case of girls, rural schools, among the children of labor class and scheduled tribes. This study also pointed out some potential causes of dropping out of students from the schools as poverty and illiteracy of parents, lack of interest in studies, low I.Q., early marriage, lack of interest in teaching on the part of the teacher etc.
B.P. Choudhury (2000) carried out a study on "Promotion rate, repeaters rate and drop-out rate in primary schools of Mehsana Taluka in Gujrat". This study revealed the higher promotion rate in grade I to IV than V to VII, higher repeaters rate in grade I and VII than II and VI and higher drop-out rate in grade I, V and VI than grade II and IV.

Mrs. Bela Shah (2000) conducted a study on "Reasons of drop-outs of tribal students of Chhotaudepur Taluka of Vadodara dist. of Gujrat". The main objectives of this study were to find out the educational, social, geographical and economic reasons for drop-out of tribal children. The result of the study revealed the high illiteracy of parents in tribal society, labour work to be done by the children, inadequate transport facilities to the schools and low income of the families as main reasons of drop-out.

Vinubhai C. Raval (2000) carried out "A study with reference to drop-out children in primary schools of Municipality, Sidhpur, specially in standard V, VI and VII". The study aimed to find out the dropout percentage in the particular stage, the causes for dropout from teachers and the caste and time period of dropout children. The findings indicated the highest percentage of dropout in std. 5, more dropouts among O.B.C. children. The study also revealed the reasons of dropouts like illiteracy of parents, child labour, migration and lack of interest towards education.

Taj (2002) found that the rate of dropout was high in govt. schools than private schools and the major causes of dropout of primary school students were- parents negligence towards needs and difficulties of their children, low...
educational status of parents, household works of the children, schools were located in distant places, frequent transfer of teachers and lack of community participation.

Khan and Saleh (2002) stated that the reasons of dropout primary schools were- economic insolvency of parents, inaccessibility due to poor communication, unawareness of parents towards education, inadequate infrastructure facilities in schools and children's routine and substantial engagement in household tasks.

Kumar, B L. (2004) carried out a project under SSA on "Tribal education in Gujarat : an evaluation of educational incentives schemes". This study attempts to provide a comprehensive review of the implementation of different educational incentive schemes in Gujarat and assess their usefulness coverage and quality of benefits extended to the tribal children. Findings revealed that literacy among tribal was low in all districts, non-enrolment and dropout rates among tribal children were high. The major reasons reported for school dropouts among tribal children included failure in the school, and lack of school facilities such as provision of drinking water, toilets, etc. Children's help in domestic work and looking after siblings were the other reasons for withdrawal of children from schools and the benefits of the schemes hardly reached the poorest of the poor among tribals, such as the landless and agricultural labourers.

Ms.Vijiya Durdhawala (2004) in her seminar paper indicated distinct variation in primary school attendance, gender difference in attendance in every
less developed states, high dropout rate in class-I, burden of household works on children as the major causes of dropout.

I.Sunder(2005) carried out a project under SSA on “Socio-economic Analysis of school drop-outs and retention of enrolment with reference to primary education in Cuddalore district in TamilNadu”. Findings of the project reveals economic reasons of school drop-out in SC dominated blocks, reduction in school drop-outs among girl after implementation of SSA schemes, scarcity of teachers, lack of coordination among parent-teacher association, village panchayats, N.G.Os and Education department etc.

2.3. STUDIES IN NORTH -EAST :

K.G.Devi(1983) conducted her study on “Problems of drop-outs in primary schools of Manipur with special reference to Imphal town”. Her study revealed no uniformity in the rate of dropouts for the whole primary course. Poverty, frequent transfer, repeated failure and negligence of parents are the four important causes of drop-outs.

T.R.Laher (1985) did his study on the “Extent of drop-out among scheduled caste students of East Sikkim, Gangtok. Poor economic condition, social taboos, stagnation, untrained teachers, absence of ancillary services illiteracy of guardians were the main findings of the study.
R. Kapzauva (1986) stated low dropout rate in Mizoram compared to all India rate.

Sister Julia Narayan majaw (1991) made a comparative study of the levels of education and dropouts related to certain socio-psychological factors among tribal of Meghalaya. Findings revealed highest enrolment rate at primary stage among boys in both urban and rural areas, various infrastructure facilities in the schools etc.

S.S. Gyneswar (1992) carried out a study into the "Extent of stagnation and drop-out in the schools of Manipur". The main objectives of this study were to estimate the wastage in terms of stagnation drop-out among S.C., S.T. boys and girls and to compare the wastage rate in rural and urban areas. Findings revealed that the rate of wastage and stagnation in rural areas, among S.C. children were higher than in urban areas. The study also revealed that the rate of repetition regarding S.T. students in the upper classes in urban schools was higher than rural schools.

SCERT, Kohima, Nagaland (1999) conducted a survey on "Elementary school drop-outs in Nagaland". The main objectives of this study were to find out the actual percentage of drop-outs from class-I to class-VIII and to find out the reasons and causes of drop-out. The report reveals 8.63% drop out rate from class-I to class-VIII, some internal and external factors (low intellectual ability, poor health conditions, over age, low parental qualifications, family financial problems, baby sitting etc.) of drop-out.
Kakrai Thompi (2000) carried out a study on the problems and causes of non-enrolment and dropout of children at lower primary schools in Rangkhang block of Karbi Anglong Dist. The objectives of the study were to find out the existing status of enrolment and dropout of children and to analyze the causes of low enrolment and high dropout at lower primary school level. Findings indicated higher enrolment in S.C. than S.T, highest dropout rate in class-1 and high dropout rate in case of rural girls.

2.4. STUDIES IN ASSAM:

R.C. Das (1970) carried out a study into the "Problem of wastage and stagnation at the primary level of education in Sibsagar district". His objectives were to ascertain the extent of the problem and to identify the causes and their relative importance. The findings of the study show higher percentage of wastage and stagnation in southern region than in northern region of the district and socio-economic condition of the family as the main causes of wastage and stagnation.

A.P. Barua (1971) made a comparative study on wastage in Sibsagar and Golaghat subdivisions in Assam. The major objective was to compare the wastage and stagnation. Findings reveal higher percentage of wastage and stagnation in Golaghat dist. Socio-economic and school condition were reported as the main causes of stagnation and dropout in both the district.
SIE, Assam (1988) conducted a study on “Dropouts in the primary schools in Assam”. The objective of the study was to study the dropout rate in Assam. This study stated highest dropout rate in class -1, highest gross wastage in Char area, Mangaldai and Barpeta subdivision recorded higher rate of dropout and stagnation respectivey.

T.Thakur, N.Sarma, U.J.Mahanta, D.Sarma and G.C.Goswami (1988) conducted a study “on drop-outs in the primary schools of Assam”. Their objectives were to compute the rate of drop-out, stagnation and regular promote and to study the sex, area and community wise variations of drop-out. The result of the survey reported highest rate of drop-out in class-1 and among scheduled tribes, lowest in urban area, highest stagnation rate in char area, highest rate of regular promote in urban and lowest in char area, lowest rate of drop-out in Nalbari and highest in Mangaldai sub-division.

Nirmala Sarma (1994) conducted her study on “wastage and stagnation in primary level of education among the Tea garden laborers of Jorhat and Sibsagar dist of Assam”. This study reveal highest dropout rate among boys and in grade-1, wastage and stagnation due to socio-economic and academic causes.

B.Thakuria (1996) made a study on problems of primary education under West Guwahati area. The major findings were defective administration, improper methods of teaching, economic backwardness of the parents were the main causes of dropout.
J.K.Sarma (1997) carried out a case study on 'The problem of Non-enrolment and Dropouts among girls at primary level in Jorhat district of Assam'. The findings of the study reveal that a significant portion of girls of school-going age group in Jorhat district is still out of school and the drop-out rate among girls are substantially higher in all classes. Major reasons for non-enrolment and dropout among rural and tea garden girls were found to be poverty and household activities, engagement in earning a livelihood etc.

J.Sarma (1998) conducted a study on 'Problems and prospects of Disadvantaged groups of Assam with special reference to gender issues among scheduled castes and Scheduled Tribe children at primary level'. The findings of the study reveal that in spite of several efforts made by the government a large number of SC and ST children of school-going age group are still remained out of school in Assam. Dropout rates were also higher in case of girls except in some urban areas and 54.05 percent of ST (hills rural) children never enrolled in any educational institution.

P.Das (2000) conducted her study to investigate the problems of enrolment and retention at elementary stage among S.C. and S.T. in Morigaon district. The objectives of her study were to investigate the problems of enrolment and retention in Grade-I to Grade-IV and to study the school condition and attitude of parents towards education. The findings of the study reveal low percentage of enrolment among the scheduled tribes, neglect of girls education, economic backwardness of parents and a number of school factors responsible for high rate of drop-out.
Almost all studies carried out by individual researchers and institutions touched upon the issue on wastage, stagnation and dropout. A common finding is that the dropout rate is very high in first standard and reduces in other classes but shoots up again in fifth standard. The studies show the economic condition and social background of the family on drop-out pattern. Besides most of the studies attributed poverty as a major reason of drop-out and stagnation. Large number of studies pointed out school aspects like inadequate facilities, problem of medium of instruction, inadequate training to teachers and their indifferent attitude, lack of teaching and learning materials, absence of proper inspection and supervision of schools as the reasons of drop-out.