REVIEW OF LITERATURE

In this present chapter, the researcher attempts to analyze the already existing pieces of documented knowledge regarding out of school children available through various sources such as books, journals, agency reports, news paper, magazines and internet. This chapter includes the review on main categories such as demographic status of out of school children, determining factors contributing children to be out of school, implications of children being out of school, current situation of children out of school, parents’ perception on situation of children out of school, effectiveness of government schemes relating to welfare of disadvantaged children and their family, extent of community participation in mainstreaming out of school children and measures available to promote well being among such children are culled out from different sources of various literatures and documents to arrive at the shortcomings existing in the current context for this present research study to augment.

DEMOGRAPHIC STATUS OF OUT OF SCHOOL CHILDREN

Recognizing the family as the basic socializing and nurturing institution for children is intuitive. General view points out that the love and attention that babies and children receive, their sense of security, the encouragement they are given to learn, the intellectual richness of their home environment, and the attention that is devoted to their health and welfare are all critical elements in the development of children who are able and motivated to learn. In order to act out the role of effective socializing and nurturing institution for children it is important that every family need to have a balanced environment in all aspects of socio-demographic characteristics relating the personal, social, economic and emotional.

Akshaya Mukul (2009): “Out of School Children in India”, a recent survey conducted by Social Research Institute of Indian Market Research Bureau (2009) for the Ministry of Human Resource Department (HRD) reveals the presence of 80.4 lakh children out of school in the age group 6 to 14 years in India. In percentage terms, 4.22% of the total children in this age group are not going to school as per the latest figures. The major reason for a sizable children being out of school in
India is due to the imbalances that exist within the basic institution of family affected by the socio-demographic characteristics. Hence it is important that the demographic characteristics need to be analyzed in reference to the already existing pieces of knowledge so as to find out the current status of children being out of school.

**UNESCO (2001):** A study conducted by the UNESCO (2001) reveals the circumstances of children who are not in school as a reason of gender disparities. Gender disparity being an imbalance in the socio-demographic characteristics does contribute children to stay out of school. This study concludes with the salient findings that 113 million children of school age were not enrolled in school in 1998. One child out of every five in the group of 6 to 11 year old children are out of school among which 60% of the total children out of school are girls. Nearly 87% of the total lived in three regions: Sub-Saharan Africa, South and West Asia and the Arab States and North Africa. This reveals that a sizable segment of girl children are still remaining out of school due to the gender disparities exercised in the community. 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. But in many countries even with high initial enrolment rates, only a much smaller proportion actually complete five years of primary education. Furthermore, completion rates are typically lower for girls, for children in poor households, and for those living in rural areas. UNESCO designed this paper to provide a clear understanding of the background for a step change in national and international efforts to make progress against the international development goals of Universal Primary Education by 2015 and the elimination of gender disparities in primary and secondary schooling by 2005. Similarly gender disparities are still a practice in India and it is important to understand the extent of gender disparities as a demographic variable affecting the children out of school.

**B.R. Patil (1986):** Yet another research study conducted among the working children in Bangalore city by B.R. Patil (1986) concluded with the salient finding that the female working children have a relatively poor education background compared to the boys. This is primarily because the girls start working at an early age and poorer families do not give much importance to the education of girls. This study
found that a larger number of girls are sent to earn an income, while boys more often than not go to work partly at least to learn the trade. Likewise in rural areas and semi urban areas in Tamil Nadu state the disparity shown among the male and female is high. Girl children are many times deprived of education and nutrition. This deprivation does affect girl children to remain out of school.

**Li and Tsang (2002):** In many Asian countries, such as China and Vietnam, boys have higher educational expectation than girls. In the study on “Household Education Decisions and Implications for Gender Inequality in Education in Rural China” D. Li and Tsang (2002) has pointed out that the decision to continue schooling has been gender differentiated in China. This study examines economic, social, and cultural factors in household education decisions and their implications for gender inequality in education in rural China. It is guided by a multidisciplinary approach that takes into account the insights from both the literature on gender studies and disciplinary analyses. Data from this study come from two sources: a survey of four hundred households from four poor rural counties in Gansu and Hebei, and a literature search of local accounts and studies, around the 1993-95 periods. This study reveals that a gender hierarchy existed in household education decisions in the four poor rural counties in China. It shows that parents had higher educational expectations for boys than for girls. Girls were typically required to perform more housework than boys, especially in rural areas. Given this attitude, the marginal cost of girls’ time will be higher than boys’. Therefore, demand for education for girls will be lower, and girls will face a higher chance of being withdrawn from school. It demonstrates that household education spending was a heavy economic burden for a significant number of poor rural households. The study also finds that school non-attendance rates were higher for girls than for boys in the majority of the counties. Multivariate analysis indicates school attendance was related to a number of factors including economic burden of education spending and gender; but the relationship appeared to differ across the counties.

**UNESCO (2005):** While gender disparity being a demographic variable in making children to be out of school still reasons such as children’s location of residence and household wealth also contributes for children remaining out of school
in the Indian context. A study conducted by UNESCO (2005) reveals that one hundred and fifteen million primary school age children are out of school. This number equals 18% or almost one in five of the children worldwide in this age group. This study aims to improve our understanding of how many children are out of school and who they are. It presents a new methodology for counting the number of children who are out of school and explores the link between participation and the characteristics of children and the households in which they live. Data from across a large number of less developed countries reflect disadvantage in terms of participation in primary schooling by gender, location of residence and household wealth.

Despite the demographic characteristics affecting the children in participating in the mainstream school education, there are many other direct or indirect factors which contribute to children being out of school.

**FACTORS CONTRIBUTING TO CHILDREN REAMINING OUT OF SCHOOL**

Aloysius Xavier Lopez (2011): Lack of interest in school and difficulty in learning has been found to be a factor for children being out of school. An article (“Survey Finds over 3,000 Children Out of School in Chennai City”) published in the daily ‘The Hindu’ dated June 12, 2011 extracted from the survey conducted by the Sharva Shiksha Abhiyan at Chennai city revealed the presence of 3,282 children out of school in the age group 5 years to 16 years. The survey revealed that the male children constitute a major chunk of that number with 2046 of them being out of school. The survey included a total of 1166 habitations in Chennai city. A majority of the children as many as 1491 pointed to lack of interest in going to school as reason for dropping out, 251 children in the city reported that they dropped out of school because of difficulty in learning. Some of the other reasons cited include child labour, lack of guidance and awareness, sibling care, natural calamity and the need to be an additional earning member of the family. The category of out of school children includes drop outs and children from migrant families here in search of jobs. The mother tongue of 3007 children is Tamil. A total of 113 children speak Urudhu and 106 have Telugu as their mother tongue. With regard to drop outs, atleast 2796 of
children have dropped out of school in the city. This includes 1050 students of Chennai schools. As many as 427 children, the highest in age group, have dropped out at the age of 12 years. A total of 418 children, the highest in a class have dropped out while they were in class III and 361 children had dropped out in class I. Some children dropped out soon after joining school, the study has observed. As many as 2272 of the children out of school belong to the Scheduled Caste, 593 Backward Caste, 368 Most Backward Caste and 35 Scheduled Tribe. Hence this recent survey reveals that factors such as lack of interest in school and difficulty in learning too have significantly contributed to children being out of school.

**UNESCO (2001):** Quality of education imparted at school does have impact on children. Research study conducted by UNESCO (2001) reveals the circumstances of children who are not in school as a reason of quality teaching and learning in schools. It is equally important to underline that enrolment figures understate the extent of the deficit in providing a basic education of good quality. Even where children complete a full primary cycle, international evidence suggests that the quality of teaching and learning in the schools of many developing countries is of a very low standard. Further the study also suggests how to make a reality of the international pledge at the World Education Forum at Dakar (2000) that no country seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources. Hence quality of teaching learning processes at school directly or indirectly forces children to remain out of school.

**Endya B. Stewart (2008):** Turning to the school structural predictors, school cohesion was found to be significantly related to academic achievement. Students who attend schools with a supportive and inviting environment have significantly higher academic achievement, as believed by students, their parents, teachers, and school administrators (Anderson, 1982; Freiberg, 1999; Shields, 1991; Welsh et al., 2001). Furthermore, once individual-level predictors such as ethnicity and SES are taken into account, the concentration of social problems, proportion non-White, and poverty in a school, as well as the school’s location and size, do not significantly relate to average achievement. The study suggests that the educational ills commonly associated with large, urban, minority schools are mitigated by a
cohesive school environment. In other words, school contexts in which there was a great deal of cooperation among teachers and administrators, support for students, and clear expectations about the school’s mission appeared to translate into higher levels of Education and Urban Society achievement, irrespective of school social ills. The current findings, coupled with other findings, suggest that the school’s climate is extremely important to successful student outcomes (Anderson, 1982; Carbonaro, 2005; Johnson et al., 2001; Shields, 1991; Welsh et al., 2001). This study has attempted to address the individual-level and school structural predictors that significantly affect students’ academic achievement. In short, the results of the study suggest that individual-level predictors, such as student effort, parent–child discussion, and associations with positive peers, are substantially associated with a student’s achievement level. Policy aimed at the improvement of students’ achievement needs to consider the impact of individual and school factors on achievement to reach desired outcomes.

Hanushek et al. (2006): School quality was shown to be an important factor in making educational policies in the third-world countries (Hanushek et al., 2006). A panel data on Egyptian children in primary school showed that low education quality makes student less motivated to remain in school. The explanation was that children who achieve higher skills from school will have more incentives to stay in school while lower skilled students are more likely to leave school early. Hanushek et al. also looked at the trade-off between quality and access to schooling. The return on education is always overestimated if the school quality is ignored. This means expanding the number of poor schools will never attain the desired return on education.

McCaul, (1989): The reasons for leaving school are reported to be different for urban, suburban, and rural areas (McCaul, 1989). Students from urban areas withdrew from school because of poor grades or having moved to other areas, while students from suburban areas stated that they were expelled from school or simply that they did not get into the program. For those students living in rural areas, the common reasons for them to leave school were supporting their families or getting married and pregnancy.
Atasi Nanda Goswami (2009): A study conducted by Atasi Nanda Goswami (2009) found that the identified low / lack of income for mothers, family related problems, love / romantic relationships, drug addictions and peer group influence as the main reasons for dropping out, which are most important problems for the older children. The bad influence of family environment, excessive disciplining by parents and fear of teachers were the main causes for dropping out for the younger children. Mothers expressed that children are falling in love at a very young age and getting married. The mothers also expressed that environment in the school should also be improved to achieve better retention rate.

Jeyaraj. D and S. Subramanian (2005): Poverty is yet another major issue posing threat to the education of Indian children. Though the Government of India is implementing the education for all interventions, still poverty among the family forces children to become child labour and ultimately become out of school child. A research study conducted by D. Jeyaraj and S. Subramanian (2005) concludes with the findings that the phenomenon of child labour is explicable in terms of poverty that compels a household to keep its children out of school and put them to work in the cause of the household’s survival. In exploring the link between child labour and poverty in the Indian context, this research finding advances the view that the nature of the connection is more readily apprehended if both the variables under study are defined more expansively and inclusively than is customarily the case. Specifically, the suggestion is that it may be realistic to include those children who are conventionally categorized as ‘non-workers not attending school’ within the count of child labourers. It is also suggested that poverty is meaningfully measured in terms of a multi-dimensional approach to the problem, wherein the aim is to assess generalized capability failure arising from want of access to elementary infrastructural facilities and essential amenities with respect to a number of basic human functioning. This research focused on child labour and deprivation and the issues emerging from it in the Indian context with the support of both primary and secondary data. This research on Indian children indicates that poverty among the family forces children to become out of school and probably at work for household survival.
Cockburn (2000): The composition of household asset portfolios is usually an important factor on the demand side of child labour. Cockburn (2000) shows that an explicit integration of the role of household asset profiles provides a fuller and more nuanced explanation of child labour and schooling decisions. The author uses a simple agricultural household model with a missing labour market to show how the extent and composition of household asset portfolios simultaneously determine household income and the shadow wage of, and demand for child labour. Child labour increasing (-decreasing) assets are characterized by a dominant wage (income) effect. An empirical analysis of data on rural Ethiopian households shows that both poverty constraints and income opportunities play important roles in the decision to send children to school or to work. It is also shown that both work and school conflict substantially but not entirely. The study find strong evidence that the returns to and demand for child work vary between households according to their asset profiles and demographic composition. These results imply that, in pursuing asset accumulation-based poverty alleviation policies, attention should be paid to the possibility that this will encourage households to withdraw their children from school in order to take advantage of the increased returns.

Ermisch et al. (2001): The mother’s and the father’s educational attainment strongly affect their offspring’s educational achievement (Ermisch et al., 2001). In particular, if the father’s education is at O-level, which means he has no qualification or his qualification is lower than the General Certificate of Secondary Education, the chance of a child obtaining more education than his father is only 48%. An increase in the father’s education, however, will likely enhance the educational attainment of his child. Moreover, the paper explains how a young adult’s educational attainment is affected by family and economic situation. According to Ermisch et al., children who are raised by single parents and who come from families in the bottom income quartile are less likely to be successful at school. Those whose parents are homeowners, however, are more likely to succeed.

Neeti Mehanti (1993): Parental pressure and peer pressure can be considered an important factor for children being out of school and engaged in child labour. A study conducted by the Child In Need Institute, (1993) titled ‘Towards
Child Labour Free Zones in Calcutta’, involved 195 children including those working in urban formal sectors, school drop outs and children in hazardous jobs in the age group of 5-14, their parents, local youth leader and the community as a whole. The survey revealed that only 6 percent of the parents felt education was important for development. It also revealed that 30 percent of the working children work due to parental pressure, 34 percent work due to peer pressure and 64 percent work as they have nothing else to do and the schools are not attractive and teaching conditions are poor. Hence it is important to note that parental pressure, peer group influence does have significant effect for children being out of school.

**Becker GS (1964):** The cost of education has become a core factor in household’s decision to maintain schooling. In Becker’s human capital model (1964), a relationship between earnings, investment cost, and rates of returns to education was derived. The decision to leave school depends on how a household compare the cost of schooling to the return on education. According to the human capital model, the expected return on education is measured by future earnings while the cost of schooling includes the opportunity cost of schooling and the direct cost for tuition and learning materials. A decision about enrolling a child in school will be made if the present value of expected return on education outweighs the current cost of schooling. However, an emerging question is why young people enroll school and then drop out from school.

**Russell W. Rumberger (2001):** Identifying the causes of dropping out is extremely difficult to do because, like other forms of educational achievement (e.g., test scores), it is influenced by an array of proximal and distal factors related to both the individual student and to the family, school, and community settings in which the student lives (Russell W. Rumberger -2001). Dropping out is not simply a result of academic failure, but rather often results from both social and academic problems in school. These problems are influenced by a lack of support and resources in families, schools, and communities. This suggests that reducing dropout rates will require comprehensive approaches both to improve the at-risk settings in which potential dropouts live and to help them address the social and academic problems that they face in their lives. In addition to families and schools, communities and peer groups
can influence students’ withdrawal from school. There is at least some empirical evidence that differences in neighborhood characteristics can help explain differences in dropout rates among communities apart from the influence of families (Gunn et al., 1993; Clark, 1992; Crane, 1991). Crane (1991) further argues that there is a threshold or tipping point on the quality of neighborhoods that result in particularly high dropout rates in the lowest quality neighborhoods. This paper reviews the theoretical and empirical research that attempts to explain why students drop out of school based on two perspectives, one that focuses on individual factors and one that focuses on institutional and contextual factors. Finally, the paper also examines disparities in dropout rates among racial and ethnic groups. It has been analysed as two different perspectives, one focusing on socioeconomic factors and one focusing on socio-cultural factors, can both offer insights into understanding racial and ethnic differences in dropout rates. This analysis also suggests that eliminating disparities in dropout rates among major racial and ethnic groups in the U.S. may be an unattainable goal because it would involve eliminating disparities in the resources of families, schools, and communities that contribute to them. May be that is why the national education objective of reducing such disparities is no longer discussed.

**Thi Nhat Phuong Le (2008):** Recognizing the role of education in the process of reducing poverty, the Government of Vietnam has put much effort to develop its education system. In this spirit, Vietnam has successfully achieved the universalization of primary education and is working towards the goal of having universal lower secondary education by 2010 and universal upper secondary education by 2015. Nevertheless, these gains have not been consistent in all regions and among all socio-economic and cultural groups. High dropout rates among different ages, regions, and ethnic communities are still a major challenge for the Government of Vietnam. To address this concern, Thi Nhat Phuong Le (2008) examines numerous determinants of the probability of dropping out of school in 2004 and 2006 for Vietnamese children aged 11-18. The paper applies a probit model to address the impacts of a child’s characteristics and his or her family’s background on the probability of dropping out of school during the lower and upper secondary school years. The probability of dropping out of school increases with age since children’s participation in the labor force increased. The paper also documents the
negative effect of the number of children in household on children’s educational outcomes. The significant interaction between gender and ethnicity indicates that the gender gap in dropout rates is expanding and girls from ethnic minority groups have higher probability of dropping out of school. Development disparities between rural and urban areas are another determinant of the decision to drop out of school. The growing gap in income between rural and urban areas has contributed to the difference in educational achievement among children. A household’s income and the cost of schooling and their interaction effect are found to be strong factors which put economically disadvantaged children at risk for having their schooling interrupted at a young age. When the cost of education increases, poor children is disproportionately affected compared to children from wealthier families. Such diversity in the causes of dropping out of school indicates the need for similar diversity in the policy interventions.

Elizabeth Stearns and Elizabeth J. Glennie (2008): Dropouts may leave school because of a variety of individual and school based factors. A number of theories have been advanced to explain the reasons for students to leave school. “Pull-out” theories assume that students make a cost-benefit analysis of their economic interest to remain in or leave school (McNeal, 1997; Mihalic & Elliott, 1997). These theories view the adolescent in a contextual sense, in that schooling is only one important part of the adolescent’s life, along with family, the labor market, peers, and churches and other organizations. Out-of-school employment or family responsibilities, for example, might serve to pull these adolescents out of school. According to pull-out theorists, in the context of a low unemployment rate, students are more likely to leave school because their likelihood of finding employment is high. In 2001, the Bureau of Labor Statistics projected that most new jobs were expected to arise in occupations that only require work-related training, as opposed to postsecondary degrees (Hecker, 2001). Furthermore, the youth labor force (aged 16 to 24) would grow more rapidly than the overall labor force from 2000 to 2010 (Fullerton & Toosi, 2001). These kinds of jobs may be more attractive to teens than to older workers. The perceived opportunity cost for staying in school is high as well because they are forgoing present earning potential to stay in school. Pull-out theories also focus on family responsibilities, including family formation and care of siblings.
and elders, which may have a greater influence on female students and students of color. In contrast, factors internal to the school, such as disciplinary policies or conflicts with students or teachers, might serve to push students out of school. “Push-out” theories concentrate on the school factors that discourage students from continuing with their education. Push-out theorists argue that students leave school not only because of their individual attributes but also because of school structure (Fine, 1986, 1991). Jordan, Lara, and McPartland (1996) define push effects as “factors located within the school itself that negatively impact the connection adolescents make with the school’s environment and cause them to reject the context of schooling.” These factors can be “structural, contextual, climate-related, or individualized” (p. 64) and can influence certain students to view school as an unwelcoming place. For instance, school policies that dictate suspensions and expulsions for students who miss certain number of days and then push the student out of school are one notable example. The influence of these push-out factors and pull-out factors may depend in part on the ethnicity and/or gender of the students. For example, female students may be more expected to drop out to care for family, whereas male students may also be more likely to be pushed out of school by disciplinary problems (Jordan et al., 1996). In sum, the study on “When and Why Dropouts Leave High School” shows that the concept of a dropout process is inaccurate, as students of different gender and ethnic groups are affected by different push and pull factors at various ages and to varying extents. This realization can serve to help those who design intervention and dropout prevention programs for at-risk youth, as well as concerned school administrators who might like to keep these students enrolled in school.

El Daw A. Suliman and Safaa E. El-Kogali (2002): This study investigates factors affecting children’s education at the basic stage level in Egypt using data collected by the Egypt Demographic and Health Survey (EGDH) 2000. Despite the spectacular increase in basic education enrollments in Egypt, yet there are still challenges ahead before Egypt can achieve universal basic education, particularly for girls. Much need to be done in Upper Egypt and the Frontier governorates. In Matrou and Beni Suef, for example about 40 percent of girls never attended school, and in Fayoum and Assuit more than a quarter of girls never
attended school. Whereas in Lower Egypt, Behera governorate is lagging behind where more than 15% of girls have never attended school. Data on mothers’ reported reasons for school never attendance and dropout reveals that direct costs of education, the opportunity cost of child time, child disinterest in school, school proximity, customs and traditions, and poor academic performance are significant reasons or barriers to children’s education. The analysis of work and schooling reveals that children of poor households are significantly more likely to do work only or do work while attending school as compared to children of non-poor households. Link between quality and dropout reveals that quality matter and that quality of education in private schools is much better than in public and religious schools. Access to private lessons significantly reduces the likelihood of failure and repetition. However, it is only the students of the rich who have the privilege of attending private schools and they are more likely to have access to private lessons. Given the binary nature of the dependent variables (school never attendance and school dropout) a three-level logistic model has been applied with random effects for households and community to control for the observed and unobserved heterogeneity at both levels. Thus the results show that, among the significant predictors of girls’ never attendance are age, household level of wealth, mother’s autonomy, parents’ education, and household ownership of farm/land and the percentage of fathers in white-collar jobs in the community. Whereas the most significant predictor of children’s dropout is the grade failure/repetition, in addition to age, household level of wealth, mother’s autonomy (for girls only), parents’ education, percentage of mothers in white-collar jobs (for girls only) and cost of education per pupil in the community (for boys only).

Factors responsible for children remaining out of school affect the child, family and the society to a greater extent. The implications of children being out of school still worsen the status of these children. Hence reviews related to the implications of children being out of school are very important and considered for examining them.
IMPLICATIONS OF CHILDREN BEING OUT OF SCHOOL

Shanta Sinha (2000): Among many other implications of children being out of school child labor is one important implication that virtually affects children out of school. A research study conducted by Shanta Sinha (2000) advocates of elimination of Child Labor rightly argue that making universal elementary education compulsory and enforcing it through mass mobilization to sensitize parents, punishing those who employ children at exploitative wages, and introducing an effective and functioning network of primary schools fully funded by the state is the only means of eliminating child labour. Further the study confidently documents that every non-school-going child as child labour. Further it is reported that children who are not in school are engaged in some form of work, and this is particularly so of girls. This study further concludes that the most effective ally in the elimination of child labour are the children themselves, good quality and meaningful education is the means of achieving this. The implication of child labour can be more deteriorating to any child’s personality.

Gulati, Leela, (1986): Illiteracy is considered as a serious implication of children being out of school. A study conducted by Gulati, Leela, (1986) in the coir industry of Kerala where 19 per cent of working children have never been to school, concludes with the salient findings that a higher proportion of girls than boys are illiterate, the percentages being 21 percent and 15 percent for girls and boys respectively. But the percentage of school drop outs is higher among boys than girls. This can be taken to mean that a larger proportion of working girls than boys are not sent to school at all but of the girls who start going to school the proportion of those who drop out works out to be less than the proportion of similar boys. An interesting finding of Leela Gulati’s study on child labour in the coir industry of Kerala is that while the proportion of illiterates is higher amongst girls than boys, the percentage of school drop outs is higher among boys than girls.

Zhang et al., 2007: Since education takes longer to produce a return on investment, only better educated parents are able to perceive the value of education. Therefore, parents’ attitudes regarding an expectation for return on investment affect children’s school attendance and persistence in school (Zhang et al., 2007). Minority
parents, who generally have less education than Kinh (ethnic group in Vietnam) parents, do not perceive lower secondary education as necessary for girls because the number of jobs for girls is limited and because girls will marry out of the family eventually (MOET, UNICEF, and UNESCO, 2005). The traditional attitude that a girl’s job is to help her husband by doing the housework and to take care of the family remains an obstacle for girls attaining higher levels of education. In some rural areas where agricultural production with simple technology still dominates, higher levels of education become less meaningful and there is no motivation for children to stay in school.

**Bhalotra (2001):** Bhalotra (2001) offers a new approach to analyzing a household’s motivation behind sending a child to school or to work. The author suggests studying the wage elasticity of child labour supply. Incorporating subsistence constraints into a model of labour supply, it is demonstrated that negative wage elasticity favours the hypothesis that poverty compels children to work, whereas positive wage elasticity would favour the alternative view that children work because the relative returns to school are low. This paper investigates the hypothesis that children work because their income contribution is necessary for the household to meet subsistence expenditures. A testable implication of this hypothesis, which is used in the paper, is that the wage elasticity of child labour supply is negative. Labour supply models for boys and girls in wage work are estimated. On conditioning for full income, a forward falling labour supply curve for boys is identified. This is consistent with the view that boys work on account of the compulsions of poverty. It is also shown that this finding is much less clear for the case of girls. Most of the existing literature has concentrated on modeling child labour as a result of household poverty. In this regard an interesting point is provided by Blunch, Canagarajah and Goyal (2002) who observe that there are asymmetries in the child labour-poverty link, as well as quite complex dynamics in the evolution of child labour and schooling and their determinants over time. The econometric findings suggest that child labour is responsive to poverty in the short run, but not in the long run, while child schooling is unaffected by poverty in the short run but responds in the medium to long run.
Anker (2000): The author notes that it is important to realize that there are limits to parental altruism, especially for many poor families in poor countries. The author identifies six reasons for making such a remark. First, family survival for poor households may require income from child labour. Second, poor families benefit from having several different income sources as this helps ensure an income flow at all times. Third, some parents irrespective of income level are not completely altruistic towards their children. Fourth, family crises can cause children to drop out of school in order to work and help ensure family survival. Fifth, an important economic benefit that parents might receive from educated children – old age support – is highly uncertain (also expounded in Rosati and Tzannatos, 2003). Sixth, work and school are often combined.

Nelson Acquilano (2009): The author has written an article “Dropping Out of School Affects Entire Community - Each Time a Youth Fails to Graduate, the Impact Affects Everyone”. Dropping out of school has always been a problem that educators understood and tried to prevent. Most people though - even parents, do not realize the full repercussions. Graduation from high school is a real accomplishment. It is the culmination of years of study and responsibility, and is a yardstick for fulfilling future potential. When a youth drops out of school he or she limits his or her future quality of life. What people do not understand, however, is the degree of that limitation, as well as the degree to which it impacts upon their family and community. According to “The High Cost of High School Dropouts, What the Nation Pays for Inadequate High Schools”, Issue Brief, Alliance for Excellent Education, October 2007, almost seven thousand students dropout from school every day. Annually, it is estimated that up to 1.2 million students will not graduate from high school with their peers. Nearly one-third of all public high school students, and nearly one half of all African Americans, Hispanics and Native Americans, fail to graduate from public high school with their class. A student who fails to graduate from high school experiences a tremendous loss of income over a lifetime. According to “Grad Nation, A Guidebook to Help Communities Solve the Dropout Problem” (commissioned by America’s Promise Alliance, February 2009), their estimate places this at $250,000 less than a high school graduate would make, and $1 million less than a college graduate makes. Drop outs have a more difficult time finding a job,
and a greater tendency for unemployment and chronic and cyclical unemployment. Because of significantly lower earning potential, they have a higher incidence of living in poverty than graduates. They may live in poor neighborhoods, neighborhoods with poor schools, with high crime rates, and a lower quality of housing. They may have less medical and dental care. Those who drop out may also tend to have children who have less aspiration for education, or drop out themselves. The community is also negatively affected by drop outs, especially when the rates are high. Such a community sees higher crime rates, especially delinquency and drug related crime. They may experience other high risk behaviors such as alcohol abuse, drug use, and sexual activity. Specific communities may also see a decrease in property values, which can ultimately lead to homes which are poorly maintained, urban blight, and a transient neighborhood. Businesses need skilled workers. If drop outs are unprepared for the demands of 21st century jobs, businesses lose their most important resource – skilled labor. Businesses have to invest additional money for training or for replacement costs due to high attrition, and even higher property tax rates in these areas to compensate for decreasing home values. These businesses may have higher costs, suffer lower profit margins, and ultimately relocate outside that region – denying an important job resource to that community. Dropping out of school results in a loss of income taxes to government as high as $60,000 per drop out (“Labor Market Consequences of an Inadequate Education”, Symposium on the Social Costs of Inadequate Education, Cecilia E. Rouse, Teachers College Columbia University, October 2005.) It results in increased social service expenditures and increased public safety costs. One estimate shows that improved graduation rates would yield a savings of approximately 10 billion dollars for food stamps, housing assistance and aid to the needy, and up to 17 billion dollars for Medicaid and health care expenses. According to the American Council on Education, more than 17 million people have earned their General Equivalency Diploma (GED) since the program began in 1942. A GED is a viable option in lieu of high school graduation, however, GED recipients do not earn as much as high school graduates – although they do earn more than those without the credential. But the GED does have “secondary” status. Given two job applicants, one with a high school diploma and one with a GED, an employer tend to hire the graduate. Graduation from high school is a projection of the measure of future success for a youth. It is an accomplishment
and prepares one for a “coming of age” into adulthood with adult responsibilities. Dropping out of school has negative repercussions for the student, his or her family, the business sector, and the entire community. Just a 5 percent rise in the graduation rate would save about 5 billion dollars annually by reducing government services (“Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings”, Alliance for Excellent Education, Washington, DC, 2006.) In this regard it is incumbent upon the entire community, not just parents, to strive together to keep students in school and help them graduate. This is critical to help improve the quality of life for thousands of youth and families as well as for all of society.

**Antonyraj (2003):** A survey was done in two villages, Achamangalam and Kadirampatti, located in Tirupattur taluk of Vellore district in the southern Indian state of Tamil Nadu. The survey was conducted in two stages in 2001. In the first stage, a census of house listing schedule, seeking household-level information on demographic characteristics and the labour market participation of all (adult and child) members of each household, was canvassed in both villages. The respondent who was generally the head of the household was asked to classify each child in the household as student, worker, or ‘idle’ (i.e. NWNAS). The classification was based on the respondent’s perception of how the child had spent her/his time over the major part of the preceding year. Child Labour in India is ‘Visible School-less-ness’ and ‘Invisible Work’. This is corroborated by some evidence available at the macro level. All of this suggests that children in India begin to contribute to family income at an early age, and also that liberal estimates of child labour in the country may not be wide off the mark.

Further to reviewing the already existing pieces of knowledge about the implications of children being out of school, the researcher also analyzed to pin point the current scenario of children remaining out of school from various sources of available literature.
SITUATION OF CHILDREN OUT OF SCHOOL AND THEIR PARENTS’ PERCEPTION ABOUT THEIR STATUS

The present context of Out of School Children in India is characterized by severe forms of exploitations, child labour, humiliations, loss of career prospects, illiteracy, poverty, abuse and vulnerability. The out of school children’s parents perceive the situation of their children in their own way based on their experiences. Literate parents may be well aware of the situation of their child while the illiterate parents are ignorant about the forms of exploitation their children encounter. Few research studies have been reviewed in order to explore the current scenario of children out of school and also the researcher attempts to gather secondary data available relating to parents perception on situation of children out of school.

Jayaraj and Subramanian (2002): This paper looks at secondary data sources with a view towards presenting certain broad descriptive features of the phenomenon of child labour in Tamil Nadu, its distribution across well-defined socio-economic groups (classified by gender, sector of origin, caste), and its dispersal across space. An attempt is made to circumvent the definitional inadequacy of the existing child labour estimates by estimating the numbers of children who constitute the (statistically) ‘invisible’ workers. This is done by counting the numbers of children in the school-going age group who are listed as neither workers nor attending school. Workforce Participation Rate (WPR) – is defined as the ratio of the number of workers in the age group 5-14. The estimate of the WPR under the restrictive definition understates the incidence of child labour under the liberal definition by around 60 per cent. Moreover, the categories of invisible workers and the distribution of children by sex across the categories provide a harsh commentary on gender discrimination. These various categories are children perceived to be too young to work or to attend school, children reporting disability and children involved in domestic duties and free collection of goods. On calculating the index of relative disadvantage for sub-groups within groups, the authors find that girls are more disadvantaged than boys, rural children are more disadvantaged than their urban counterparts, and children from Scheduled Castes and Schedules Tribes (SCST) are more disadvantaged than the non-SCST children.
Wu Zeng et al. (2007): Additional elder siblings erode resources for younger siblings to accumulate modern human capital, lowering the probability of being ever educated at school and reducing education attainment. By lowering the probability of attending school, elder siblings undermine a child’s academic skills. The study underscores the importance of measuring sib composition in studies of human capital returns, a cross cultural approach in such studies, and the use of different indicators of modern human capital to obtain a comprehensive view of sib composition’s effect on well-being.

Neera Burra, (2003): A study done by Neera Burra, (2003) at the Interdisciplinary group of the Aligarh Muslim University (AMU) revealed that while there is a demand for child labour, there is also high adult unemployment and underemployment. This study was concentrated in thirty residential localities of the upper Kote area where 46 per cent of the Muslim population was engaged in lock manufacture. The sample used was rather large. They did a preliminary house listing of 4166 households with a total Muslim population of 24,657. Later, an in-depth study was done on 562 households, i.e. 5 percent of the total number of households listed in the area by the Aligarh Municipal Board. In the course of this study, it was observed that there are many children who are earning and many adults who are not able to find remunerative work.

ECLT Project (2006): A baseline survey was conducted by ECLT (Eliminating Child Labour in Tobacco) Project (2006) to determine the nature and magnitude of child labour, the context and factors surrounding the problem, the perceptions of parents and children, and the possible solutions to this problem. The study covered 280 tobacco-farming families (132 in Angónia, 75 in Chifunde and 73 in Niassa) and 141 children from these same households (58 in Angónia, 22 in Chifunde and 61 in Niassa) in various districts of Mozambique. Findings of the survey summarizes that 80% of the tobacco-growing households had their children working on the tobacco farms. This represents 68% of the children aged 6 to 14 years old. The list of reasons given for not sending children to school was the distance from school (40.0%) followed by the failure of meeting cost requirements (20.7%) and early marriage and pregnancy (20%). Indeed, destitution was found to be a major
cause for non-schooled children. Unsuccessful tobacco-growing households (those who did not make a benefit or even had a debt with the tobacco companies in 2005) were more likely to have their children aged 6 to 14 out of school than successful farmers (39.6% vs. 17.7%). The perception of parents was that combining school with work was a more productive way for children to spend their day. The main reasons given by parents for putting their children to work were: “to help/increase the work force” (39%) and “to learn” (23%). In general, they genuinely believed that they were doing the best for their children by putting them to work, claiming it was the children’s’ “duty” to help the family. Children obey out of a sense of obligation to the family. It seemed that a sort of cultural value had been established for children to participate in all family activities in order to gain knowledge and be prepared for their future life. Parents and their children were not at all aware of the hazards that the work involved. Besides the role culture plays in justifying child work on small-scale tobacco-growing, it was clear that some parents also wanted their children to work on the farm because they could save up on hiring non-family workers. While the parents might be aware of the benefits of schooling, it appeared that they made little effort in encouraging the children to attend school as indicated by school teachers. Limited access to primary school and poverty seemed to aggravate the non-attendance and favour child work.

**Chriartle Christine A. (2005):** Delinquency is observed as a common issue among the children out of school. A study conducted by Chriartle Christine A. (2005) Breaking the school to prison pipeline, identifies school risk and protective factors for youth delinquency. Academic failure, exclusionary discipline practices, and dropout have been identified as key elements in a “school to prison pipeline”. Although a strong body of research exists on the risks for delinquency, few studies have attempted to understand the variables within schools that exacerbate or counteract these risks. They conducted three multi method studies that examined three school characteristics related to delinquency like academic failure, suspension, and dropout at the elementary, middle and high school levels respectively. They compared schools that were high performing with respect to each of these characteristics. Results suggest that school level characteristics can help minimize the risks for youth delinquency. The majority of youth involved in court have
experienced academic failure, school exclusion, and dropout. Their findings had conjunction with those of their researchers, identified school based policies and practices that may exacerbate or mitigate the risks for court involvement among youth. The results of the studies suggest that such school level characteristics as supportive leadership, dedicated and congenial staff, school behaviour management and effective academic instruction can help minimize the risks for youth delinquency.

Frick, Paul, J. (2002): A study conducted by Frick, Paul, J. (2002), to understand the association between parent and child antisocial disorders, including antisocial personality disorder and conduct disorder. Sex specific differences have been found with mothers of children (with conduct disorder) often showing antisocial behaviour that is below a diagnostic threshold or showing high rates of somatization symptoms. The study then focuses on the theoretical models to explain the mechanisms involved in the intergenerational link between parent and child antisocial disorders and on data that are either consistent or inconsistent with these explanations. The study also reveals potential role of heredity and on predispositions that place a person at risk for showing severe antisocial behaviours passed from parent to child through genetic mechanisms. The second model emphasizes the role of observation learning in the development of aggression and antisocial behaviour. A third model emphasizes the disruptive effects that an antisocial parent can have on the family environment and socialization of the children.

Singh, A. (1984): An attempt has been made by Singh, A. (1984) to study the home situation, the parent child relationship and the personality pattern, in terms of extraversion, neuroticism and manifest aggression, value orientation and social adjustment of runaway girls in the Indian setting. The sample comprised of 100 female subjects divided into two groups. One group consisted of 50 girls who had run away from home at least once, and were residents of a delinquent girls’ home. The other group of 50 girls who had never run away from home was selected from the local government schools. The two groups were matched on age, education, and family size. The subjects were given the following tests: EPI (Eysenck and Eysenck, 1968), NSQ (Scheier and Cattell, 1961) and an inventory to evaluate value orientation, manifest aggression and social maladjustment. Results suggested that run
away girls seem to have a personality pattern distinct from non-run away girls, and strikingly similar to that of delinquents. Their home situation was found to be grossly unsatisfying. Also revealed, was a clear cut disturbance in the parent child relationship.

Singh, O.P., and Agrawal, P. (1986): A study conducted by Singh, O.P., and Agrawal, P. (1986) some important familial factors in the home environment that lead a child to delinquency is examined. The sample comprised 150 delinquents and 150 delinquent adolescent boys in the age group 11 to 16 years. The delinquents were from an approved school of Varanasi. Both the groups were matched for age, gender, education, socio-economic status, and place of habitation. A Semi-structured interview schedule (Agrawal and Singh, 1982) the Rorschach Test and an adaptation of Offer’s Self-image Questionnaire (Agrawal and Mishra, 1982), were the tools used. The data was analyzed using the chi-square test. The results for the family demographic variables indicated that a significant association existed for birth order and delinquency (higher proportion of delinquents were first and second born as compared to the non-delinquents). Further, the percentage of delinquents who experienced parental loss due to death or separation was higher as compared to the non delinquents. The delinquents also reported experiencing severe to moderate disciplinary practices at their homes. The results regarding interpersonal relationships indicated that a significantly higher percentage of delinquents reported poor or indifferent relationships between their parents, poor relations with their parents, and experienced the feeling of rejection from their parents as compared to their non-delinquent counterparts. The need for family counseling and appropriate rehabilitation of the delinquents is discussed.

Dassi, A., and Khan, M.Z. (2000): In one study conducted by Dassi, A., and Khan, M.Z. (2000), family is considered as the most important agent for social control of children that transmits societal values. However, slum families need not necessarily conform to these. The study considered the socio-economic characteristics of slum households, nature and extent of anti-social, pre-delinquent, and delinquent behaviour among children, and examined corresponding reaction of parents. The eldest male child (8-16) and one of the parents from 100 randomly
selected households in a slum neighborhood were interviewed using a pre-tested, vernacular schedule. Results using percentages and chi-square revealed that juveniles were between 8 and 13 to 5 and 16 years, belonging mainly to Muslim families followed by Hindus. Their parents were mostly illiterate and involved in daily wage jobs. The children were either studying in primary / middle level or were dropouts with a large proportion of children supplementing the family income. Anti-social behaviour such as use of abusive language, fighting with siblings, and returning home late was most prevalent (13-15 years), followed by pre-delinquent behaviour such as testing, group fights, tobacco use, and pick-pocketing. Gambling and stealing were more prevalent in the younger children (8-13 years). Reaction to anti-social and pre-delinquent behaviour by parents was strong but was tolerant regarding delinquent behaviour. The author highlights the need for sensitizing parents on social / antisocial behaviour and providing proactive guidance for children.

**Thi Nhat Phuong Le (2008):** The parents’ perception of the value of education may increase the child’s probability of school retention. Thi Nhat Phuong Le (2008) has documented that since it is difficult to measure parental attitude to schooling, his paper uses parents’ education level instead, assuming that parents who have more education will appreciate education more. Since education takes longer to produce a return on investment, only better educated parents are able to perceive the value of education. Since some parents do not recognize the returns on education, they believe that letting their children work brings more benefit than schooling. Although people in difficult living conditions are provided free-of-charge textbooks and study aids by the government, the limited perception of the value of education prohibits children from continuing their schooling.

**Charles Desforges with Alberto Abouchaar (2003):** Research also establishes that parental involvement has a significant effect on children’s achievement and adjustment even after all other factors (such as social class, maternal education and poverty) have been take out of the equation between children’s aptitudes and their achievement. Professor Charles Desforges with Alberto Abouchaar (2003) have reviewed the differences in parental involvement have a much bigger impact on achievement than differences associated with the effects of
school in the primary age range. Parental involvement continues to have a significant effect through the age range although the impact for older children becomes more evident in staying on rates and educational aspirations than as measured achievement. Of the many forms of parental involvement, it is the ‘at-home’ relationships and modeling of aspirations which play the major part in impact on school outcomes. Involvement works indirectly on school outcomes by helping the child build a prosocial, pro-learning self concept and high educational aspirations. Research reveals large differences between parents in their levels of involvement. Some of the dimensions of these differences were associated with social class or aspects of poverty or health. Other differences are associated with the parents’ values or feelings of self confidence or effectiveness. Some parents do not see it as the part of their ‘role’ to be a partner in education. Others would like to participate but do not feel up to it. Yet others are put off involvement by memories of their own school experience or by their interactions with their children’s teachers or by a combination of both. The scale of the impact of parental involvement is evident across all social classes and all ethnic groups’ studies. There are however, important differences across ethnic groups in how parents model values and support their children. The research suggests a clear model of the impact of parental involvement on children’s educational achievement. Every element of the model is open in principle to educational influence. On the surface it would appear that parental involvement could be developed through educational processes to effect radical enhancements of school outcomes.

**Hoover-Dempsey et al (2001):** The author took a different approach to explaining why some parents get involved in their child’s education more than others. They reviewed psychological theory and related educational research on role construction. Hoover-Dempsey and Sandler suggest that parents are likely to get involved in their child’s education to the extent that they see it as part of their role or ‘job’ as it were. In regard to parents in England, Williams et al (2002) found that 2% of parents felt the responsibility for education belonged wholly to the school whilst 58% believed that they had at least equal responsibility. Presumably the remaining 40% were distributed somewhere between these values. The attribution of responsibility for education is a key factor in shaping parents’ views about what they
feel is important or necessary or even permissible for them to do. Role definitions are complexly shaped by family and cultural experiences and are subject to potential internal conflict (is the parent a housekeeper/breadwinner/nurse/teacher for example). Sub-cultural differences (in terms of socio-economic class) are also evident (Hoover-Dempsey and Sandler, 1997, p. 13). Parental role construction in regard to their child’s education is not the only determinant of their involvement. Their ‘sense of personal efficacy’ is also implicated. This refers to the degree to which one feels able to make a difference. This in turn depends on a number of related beliefs, attitudes and skills. If it is believed that achievement is a matter of luck or innate ability there would seem little sense in expending effort in promoting it. Again, if it were felt that achievement were determined by ‘who you know’ rather than ‘what you do’, efforts to promote it would be worthwhile only to the degree that one’s child could be put in the way of useful relationships. Lacking such connections but holding such beliefs, parents would hardly bother to be involved. Beliefs about achievement, ability, luck, intelligence and social interaction are all implicated in one’s sense of efficacy. This foundation of beliefs interacts with a sense of personal competence. It could be that parents believe that coaching is a crucial teaching process but feel wholly incompetent to engage in this practice. If they have the resources they might buy coaching. If not, their involvement is materially truncated at least in this respect. Parental involvement, argue Hoover-Dempsey and Sandler, varies to the degree that such beliefs and competences are distributed as individual differences amongst parents. Those who have ‘can do’ attitudes and beliefs that personal efforts create abilities will, at least potentially, be at the forefront in parental involvement. Those parents who hold contrary beliefs might be expected to be fatalistic about their child’s educational progress.

When parents are involved in children’s schools and education, children have higher grades and standardized test scores, improved behavior at home and school, and better social skills and adaptation to school. The cultural bonds largely affect effective community participation as a contributory factor in reinstating the children out of school with mainstream education. Therefore, community participation is very essential in the process of mainstreaming the children out of school. Without the involvement of the community mainstream process of any target population will not
be comprehended. Apart from the community participation, the awareness and accessibility of government programmes to the disadvantaged section need to be monitored. Though there are various schemes being implemented by the Government of India, the reachability still remains slow. Various reasons such as migration, poverty and desire to earn income do affect the out of school children in getting covered under the schemes implemented by the Government of India. Hence the literature available regarding the community participation in mainstreaming the out of school children and also previous literatures having information about the reachability of existing schemes have been reviewed by the researcher and given below.

COMMUNITY PARTICIPATION, REACHABILITY OF EXISTING SCHEMES AND SUGGESTIONS RELATING TO CHILDREN OUT OF SCHOOL

Dr. Saeed-ul-Hasan Chishti et al (2010): The weaknesses and flaws in planning, organizing, staffing and controlling public sector education is responsible for a great number of children to either remain away to enter the schools or leave the schools in the mid way. In this regard, a study is conducted by Dr. Saeed-ul-Hasan Chishti et al (2010). The tools for the data collection include views of teachers and parents. The sample of the study was the teachers of public schools and parents of children studying in the private schools. The researchers themselves interviewed 25 teachers and 10 parents for knowing their views about public and private schools, and the reasons due to which they send their children to private schools. The sample of study had teaching experience of rural and urban schools. The researchers discussed with teachers and parents about different reasons of drop-outs from schools, problems in private and public sector institutions. Pakistan is one of the most populated country in the world. Its 70 % population is living in rural areas. Poverty is the main problem of its people and this directly affects education. In addition, people see that younger generation is unemployed after getting education, this situation affects their mind and they tend to drop their children from schools. Quality education is the right of every child, but how it is possible to educate every child? It is the major concern of government. Government is trying to provide more and more facilities to the education sector, but there is a lot to be done. There are some more
issues about quality education. One of them is teachers’ knowledge. Teacher’s knowledge has a direct relation with the performance of the students. Government arranges different refresher courses and in-service training, but all these efforts remain ineffective due to management issues. It is a common view that private sector schools are imparting quality education. Teachers think that private sector provides more facilities due to which the children perform better, while the parents think that the schools charging huge fee that’s why the children performing well, but these schools are only for elite class and out of reach for a common man. Parents are also in the view that private schools put extra burden on students and little kids spend more time in finishing their home work. In public sector, administration does not pay much attention to the enrollment. Public sector institutions do not campaign for increasing the number of students because the school management thinks they are not accountable for it.

**Julia Modern et. al. 2010:** Over the last few years, Save the Children’s programmes in India, Brazil and Peru have been developing tools to help cost out the delivery of quality inclusive education. The resulting budgets and plans have been used to act as advocacy tools helping local communities to hold governments to account on delivering quality education. The tools rely on community consultation, which is used to identify what community members consider to be a quality education, what inputs are needed to provide this and how much these will cost. Inputs identified include children having enough to eat, allowing them to develop the cognitive ability to do their best at school, good teachers who are paid sufficient wages to keep them in the classroom, school buildings that are safe and comfortable, etc. Community consultations also allow Save the Children’s team to identify which children are out of school and what they need to get into and achieve at school. In all three countries’ communities identified children with disabilities as a major group of out-of-school children, and explained what they needed to get into school. The tools deliver not only a budget for quality education but also critical data about children who remain excluded from school. The Department for International Development (DFID) supported Sarva Shiksha Abhiyan (SSA), National Education for All Programme, has helped reach over 1 million children with special needs since 2005-06. The programme has spent over £78 million of which is estimated approximately
£2.3 million supported special needs children. Although there are a number of examples of good practice in DFID countries, it is apparent that there is still a severe implementation gap between policy and practice in DFID’s work on disability and education. In order to reach the Education for All goals and the Millennium Development Goal of universal primary education by 2015 it is crucial that a step change occurs in international efforts to develop education systems that are inclusive for children with disabilities. DFID can and should be a leader in this effort.

**Alika, I. H. & Egbochuku, E. O. (2009):** Drop out from school among girls is a global phenomenon. In Nigeria, girl’s dropout from school for various reasons like early marriage, pregnancy, religious factors, socio-economic factors, school related factors and ill health. The focus of this paper is to investigate why girls dropout from school in Edo State. The descriptive survey method was adopted for this study. A checklist on reasons for drop out was used in gathering information from the respondents. From a pool of primary schools, secondary schools and skill acquisition centres in Benin City, four primary schools, four secondary and four skills acquisition schools were randomly selected for the study. Data was analysed using percentages. Poverty had the highest percentage (53%), while death of parents, pregnancy, ill health, inadequate teaching had the least percentage of 1%. It is recommended that counsellors should identify indigent students, who are likely to drop out of school as a result of poverty, and help negotiate some form of scholarship or financial assistance for them.

**Annababette Wils, et. al, (2006):** The international discussion about Education For All (EFA) focuses largely on national policies to get children into school. Many studies have shown that out-of-school children are disproportionately girls from poor rural areas and households (UNESCO, 2002, 2004, 2005). The regional disparities in education equality have been however largely overlooked, however. This study examines the data from 30 countries and suggests the importance of the sub-national inequalities in education distribution, particularly for designing education policies. In an ongoing study employing a regression model that includes region, income, gender, and urban/rural location, the Education Programme for Developed Countries has found there are independent regional effects on a child’s
likelihood to be in school. The fact that geographical education differentials differ from income patterns suggests that there are independent, regional effects. These may have to do with different cultural preferences for school, or different lifestyles, but may also be the result of variations in the supply or quality of schools. The international discussion on “Education For All” has paid too little attention to regional disparities that suggest that policies and programs should be designed for sub-national areas with sizeable underserved populations. This need is all the greater if poverty is disproportionately concentrated in particular regions. To make effective policies and programs requires understanding the characteristics of the underserved populations. Hence it is observed that the schemes are many times not matching with the current needs of the children out of school.

**UNICEF (2008):** The out-of-school study was commissioned by the UNICEF, Sierra Leone from February to July 2008 in response to the recommendation of in-country donors. In the Appraisal Report for the Fast Track Initiative (FTI) Endorsement, in-country donors urged the Government of Sierra Leone to strengthen their plan of tackling the issue of out-of-school children. This study is the first step in responding to this request. To reflect the diversity of Sierra Leone as well as the plight of the exclusion of primary school aged children in all four regions, 9 pilot districts were selected representing 54 communities throughout the country. The selected pilot sites represented both rural and urban communities embodying a broad range of possible scenarios found within the country. The out-of-school study was conducted to establish baseline information on the broad and complex factors resulting in primary school aged out-of-school children. It further delves into ways of increasing children’s access to safe, child friendly schools, which provides quality education and looks at other opportunities to help improve the lives of “older” non-schooling children. The out-of-school study endeavours to support the Government of Sierra Leone (GOSL) in its thrust to achieve the Universal Primary Education (UPE) goal while shedding light on the lives of an estimated 300,000 primary school aged out-of-school children throughout Sierra Leone. As a result, this study has shown that poverty is the leading factor in excluding children from education, something which perpetuates the cycle of marginalization and hardship. Innovative ways of reaching out to the last 30% of primary school aged, out-of-
school children, must be a major priority for all stakeholders. A two-pronged approach, providing immediate and long-term solutions is necessary to assist the most vulnerable families. The overlapping and complex problems associated with the dropping out of primary school aged children, may in reality require a combination of various approaches. Inter-sectoral cooperation from key actors, community ownership and the promotion of social responsibility through the creation of social protection schemes are all vital in ensuring education reaches the most marginalised households. This is something, which if performed correctly, will enable those living below the poverty line to send their children to school and fully participate in the education process for the duration of the primary school education cycle.

Dr. J.N.S. Mutanyatta: The study provides baseline data on out-of-school children in Zanzibar, categorized into those who never attended formal school and those who dropped out of school at almost any level from standard one to form two. In both cases, specific reasons for never attending school and dropping out of school are provided. The study looks at underlying factors, such as parents' level of education, the contrast between urban and rural areas, the gender issue, etc., and puts forward some alternatives. The author, Dr. J.N.S. Mutanyatta describes the Learning Skills Development Project, which has developed alternative teaching content and methods related to real life and providing preparation for subsequent employment. At the centre of the debate is the problem of widespread abject poverty for the majority of Zanzibaris, with income below 1,000/= Tanzania shillings per day (below one US dollar). The worst affected are peasants engaged in agriculture and fishing. Thus, poverty and lack of access to educational opportunities are linked in Zanzibar. Poverty has its inherent historical socio-economic structure, originating in the slave trade and colonialism. Visible hardship and apparent deprivation reveal astonishingly widespread illiteracy among parents of out-of-school children, especially among mothers (i.e. women). An integrated curriculum, characterized by competence-based modules in a variety of vocational skills/trades to fit the basic learning needs of out-of-school children, is proposed by the study. Essentially, the integrated curriculum proposes that skills development, literacy and numeracy should start concurrently, with the content of literacy and numeracy being derived from or influenced by the trades/businesses or skills inherent in income-generating and economic activities. The
provision of an alternative learning skills development project for out-of-school children, though viable, poses enormous challenges for the Government of Zanzibar, not only in terms of the poverty of its citizens but also due to a fragile national economy and widespread illiteracy among the majority of adults; Education For All (EFA) is still a distant dream in Zanzibar. Both the formal and non-formal education sectors need to open their doors freely so as to meet the basic learning needs of out-of-school children. Africa lags far behind in achieving EFA. Both political will and equitable allocation of resources for EFA - financial and material - are mandatory.

Khalid Massa et. al. (2008): The school system provides an opportunity for health services to reach children in a cost-efficient way. However, it may be difficult to reach all children through schools. In schistosomiasis (infection), TDR (a special programme for Research and Training in Tropical Diseases under WHO) has placed emphasis on reaching non-enrolled, out-of-school children, who often have higher infection levels than children who attend school regularly. Results from a study in Egypt show that out-of-school children can be reached through schools. A very high proportion (88.5%) of children not enrolled in school was willing to visit a school to get free treatment for schistosomiasis. Children living near the school were more likely to visit for treatment than those living farther away and younger children were more likely to visit than older children. Mass chemotherapy is the most cost-effective way to treat out-of-school children through schools. If the government were to implement a programme for treating out-of-school children through the school system, results suggest that it would be more efficient and cost-effective to offer mass chemotherapy (treating all children) rather than selective treatment (treating infected children only, identified by prior screening) in areas of moderate to high prevalence. The Egyptian Ministry of Health and Population has, for some time, been implementing a school-based treatment programme for schistosomiasis based on selective treatment of children. Previous studies have shown that between 15-60% of children miss this treatment through not being enrolled in school. Results from the recent study suggest that implementing a programme based on mass chemotherapy would result in fewer children missing treatment. Thus, combining a school-based approach and a Treatment approach in the control of schistosomiasis and STH (Soil-Transmitted-Helminthia) could be a more comprehensive approach. The same
practice can be applicable for implementation of any other welfare programme for the poor children and their family through the schools which will be helpful to motivate the out of school children to attend school regularly.

**Pratham (2006):** The present study (Annual status of education report [ASER]) was conducted to investigate the status of education in rural India. The objective of the study was to analyze learning level of children, enrollment and dropout trends in school, gender differences and school functioning. Data was collected through household level interviews, testing of children to assess their ability to read and do simple arithmetic at Class 2 level, and assess the status of government schools. Information related to children attending school was collected from National Sample Survey and National Family Health Survey 1998-99. 509 rural districts were covered in ASER 2005; and data from 485 districts was used in preparing this report. More than 9521 villages were visited. A total of 33,2971 children in the age group of 6-14 years were examined out of whom 18,2671 were boys and 15,0261 were girls. ASER recorded that 93.4% children in the 6-14 years age group were enrolled, out of whom 75.1% were in government schools, 16.4% in private schools, and a very small proportion around 1% were enrolled in Madrasas, EGS and alternate schools. 6.6% children were not in school. 60% of the students in private schools were boys, and 52.8% of the out-of-school children were girls. Some basic reading and arithmetic tasks were given to children to check their learning levels. 35% of all children could not read simple paragraphs and close to 50% could not read a simple short story. 65.3% in government schools and 52.4% in private schools could not read short texts. The proportion of children unable to read was substantially higher in Uttar Pradesh, Tamil Nadu, Gujarat, Karnataka and Madhya Pradesh, whereas Bihar featured in the top five states when ranked by Standard V children’s ability to read. The big surprises were found in southern states where Tamil Nadu and Karnataka recorded high percentages of children who could not do the division problem that was given to them. ASER 2005 showed that enrollment levels in schools were very high in almost all states, however basic reading and arithmetic skills needed to be improved. A solid foundation in elementary classes was essential to build up a base for learning.
Margaret Caspe et al. (2007): Over the elementary school years, children become more autonomous than in early childhood and develop relationships with a wider array of people, including peers and teachers. Children also begin to establish competence in a variety of domains. The three family involvement processes of parenting, home–school relationships, and responsibility for learning are critical to these developmental milestones. Elementary schools have responsibilities to encourage these family involvement processes, and when they do, schools can benefit from their outcomes. For example, parenting that is warm and supported by diverse social networks promotes children’s social skills and appropriate classroom behaviors. Home–school relationships characterized by bilateral communication and opportunities for participation in school events and formal parent involvement programs are predictive of children’s interest in reading and math, as well as improvements in reading and math achievement. Lastly, when parents take responsibility for children’s learning outcomes—including by supporting literacy and homework, managing children’s education, and maintaining high expectations—children’s motivation and academic competence improves. This review underscores the importance of considering these three family involvement processes as policymakers, practitioners, and researchers endeavor to create systematic, developmental, and comprehensive programs for family involvement. With family involvement processes in place during the elementary school years, children will be poised for smooth transitions to middle and high school and for success in these even more complex educational settings.

S.S. Rajagopalan (2006): Review on “Elementary Education in India, Where Do We Stand?” two volumes report edited by Arun C. Mehta, National Institute of Educational Planning and Administration. The report under review is a compendium of the District Report Cards (DRC), prepared by the District Primary Education (DPEP) and later Sarva Shikshan Abhiyan (SSA) administrators of the various states. This is a part of the Educational Management Information System (EMIS) which has been in vogue since the implementation of the Education for All (EFA) Programme. The DRCs are intended not only to take stock of achievements but also to identify areas of weaknesses and shortcomings so that necessary remedial and corrective interventions are undertaken to keep SSA on a sound track. The format
of the DRC has been well-drawn with all details of census data as well as other indicators to study the status of SSA. The report provides insight into the educational scene in the whole country. While there are positive achievements like provision of at least two classrooms for every primary school, the report also reveals the various failures in achieving the SSA targets. Single-teacher schools continue to exist in substantial numbers and it is not difficult to surmise that they cater to the poorest of the poor. The introduction to the report admits that many district reports suffer from incompleteness. A cursory glance will show that most district-level officers have not taken care to furnish correct and complete details. There are sufficient indications that many investigators had not fully understood the terms and nomenclatures used in the report. For example, the common term ‘medium of instruction’ has been interpreted differently. Some appear to have taken it for mother tongue while some others have given details of languages taught. Sanskrit is given as medium of instruction by several districts, especially in Rajasthan and in Uttar Pradesh. It was strange to find, among other medium of instruction, Kashmir, Manipuri, Assamese and Marathi mentioned as medium of instruction in the rural parts of Tamil Nadu! The reviewer wonders whether any of these languages are taught at all in any of the primary schools in Tamil Nadu. Likewise, while some districts have furnished the absolute number of students studying the languages, a few had given it as percentages. Many districts had left it blank or given 0 as the number of students learning their own mother tongue or state language. Some districts have given figures for a five-year period commencing from 2000-01. Many had confined themselves to three years or less, thereby making it difficult to find out the growth pattern. In the absence of definition of terms, it is very difficult to subject the data to any meaningful analysis. The three primary objectives of EFA and SSA are 100 per cent access, 100 per cent retention and 100 per cent attainment of minimum standards. The report reveals that we are far, far away from achieving any of these objectives, for the data furnished reveal that not all those enrolled in standard I enter even standard II and most children do not complete primary education. If such be the case, it is to be wondered whether the constitutional Right to Education up to the age of 14 years will ever be realized in the near future. The DRC also points out that all the states offer one or more incentives to children in the form of free textbooks and noon
meals. It is a moot question why these incentives have failed to retain the children in the system.

**Govinda. R (2011):** As a result of the boom in private-sector education and the attempts to universalize elementary education, there has been an unprecedented increase in school enrolment in India. Still, large numbers of children, especially from disadvantaged communities, are deprived of quality education, which has thwarted the equitable access to basic education. The book looks at the problem of access to education in its varied dimensions, makes two things clear. One, that there are still a large number of children with little or no access to schooling, and two, that such children are concentrated in certain specific segments of society. This book explores such exclusion and the policies and actions required to develop an inclusive education system. It focuses on aspects ranging from malnutrition, gender and social equity, migration, drop out, and differentiation in schooling provisions to matters of teaching and governance. Combining statistical analysis and reviews, it explains patterns of access and exclusion. Outlining policy and legislation on access to education, the book analyses the way in which educational access is conceptualized and identifies areas for future research.

**EXISTING SHORTCOMING IDENTIFIED TO THE BODY OF KNOWLEDGE**

There are studies and interventions related to out of school children on various aspects such as factors affecting children’s education, dropout children from school due to managerial flaws, children missing out on education, parents involvement in children’s education, parents’ perception on children’s education, children at risk, etc. On reviewing these studies, it gives a clear understanding that focus is given on single and supplementary issue to understand the status of non school goers. The already existing pieces of knowledge is in bits and pieces and are found inadequate to give clear picture to the policy makers, programme planners and all concerned with promoting welfare among the out of school children. It is hard to find the comprehensive studies exclusively on situation of children out of school in order to hunt for integrated interventions.
Tiruchirappalli district is surmounted with the issue of children being out of school. Children are often found being engaged into child labour in the unorganized sector and also they are exposed to worst forms of child servitude, exploitation and abuse. Hence the general situation of children remaining out of school is found very pathetic and required to be addressed to protect lives of such children. Moreover research pertaining to the out of school children is too limited especially from the Tamil Nadu state. As there was lack of adequate comprehensively knowledge about the current situation of these children (at grass root level), the programmes available are not matching with the needs and demands of such out of school children. This has provoked an idea for researcher to sketch up this study on Children out of School in Tiruchirappalli. This situational analysis is an attempt to fill up the gaps existing in the previous researches and body of knowledge.