

Chapter-2

The Relevant Literature

S.K. Acharya, Rubi Kundu and G.C. Mishra

A review of literature in any research work, if done properly, helps understand and estimate quality of studies done in the concerned areas and also the direction of changes in the realms of research that keep evolving in terms of the basic elements of the objectives set in the study.

The research on school drop-out in primary education, specially in areas of girls' drop-out, are not that visible. However, a modest attempt has been made to present this chapter in such a manner as to get catalogued and classified information.

Nair (1983) revealed that the peculiar social, economic and cultural factors were the main reasons for the high drop-out level of the girls from school in rural areas.

National Policy on Education : Programme of Action (1992) revealed that the removal of disparities to equalize educational opportunity for the deprived sections by attending their specific needs has been the most crucial task that the nation needs to undertake immediately.

Bhatt (1994) showed the phenomena of stagnation and drop-out, particularly at primary education.

Mehta (1994) came out with his observation that girl children of age group beyond 6 had yet to be enrolled to the tune of 69.00 per cent in formal system of schooling.

Nautiyal (1995) came down heavily on the gender disparities in incurring public expenditure on primary education while a research output shows that mean (μ) years of schooling of rural females stands at 1.1, that is between class I to class II, as against 5.1 for females in urban areas.

Dreje and Sen (1995) pointed out that in India both ancient and modern biases shape our policies, reflecting prejudices of class divisions as well as of traditional cultures the reflection of which in education is also conspicuous.

Acharya and Deb (1998) observed that the drop-out levels slump significantly from 78.49 per cent to 38.88 per cent for tribal boys (1993 and 1994) and 80.46 per cent to 68.97 per cent for tribal girls. This may be due to higher social initiatives and economic incentives inducted in tribal communities during the programme Operation Black Board.

Sharma, and Gopala Krishnan (1998). further emphasized on the need for enforcing the accountability of the state to universalize primary education and at the same time to share (s) a part of the resource requirement.

Ramachandan (1998) emphasized on the decentralization of educational Planning and administration so that problems like drop out, enrolment and quality environment can be maintained through people participation and community action. He also highlighted to strengthen a rationalized and convergent strategy to evolve context-specific strategies to respond to educational needs, especially of girls and other focused group as well.

Ramachanda (1998) presented an information that out of 200 millions children in the age group of 6-12 years, only 120 millions are in the school and net attendance in the primary level is only 66 per cent of the gross enrolment.

Girl drop-outs among the minority girls was also highlighted by Acharjee and Deb (1998). The study presented the differential level of drop-out of minority girls in an ambience of unique social system.

In another study the level of perception of female teachers was highlighted by Deb, Acherjee and Roy (1998). The study shows that proper training for creating proficiency in communication, applying effective teaching learning materials can improve the retention of children in the school.

Basir (1998) revealed that the expenditure for elementary education has grown at the rate of 22 per cent compared to 27 per cent per year when external funds are included.

Krishna and Sharma (1998) presented a unique approach followed in Madhyapradesh for involving communities in educational programme.

Retentivity of girl children in the schools is the prime concern in quality and management of primary education, specially in the backward class high lighted by Acharya and Roy (1999). They elicited the high discriminatory property (d^2) of some selected variables in differentiating between low and high retentivity level of girls children in primary education.

The PROBE team (1999) pointed out that, while there were 8550 articles on foreign investment and 2650 on defense in one year's newspaper in India, there were only 990 on education.

Saha and Acharya (2000), found that some variables had generated a substantial regression effect on the extent of the dropout consequence. The study presented a scope for perspective strategy for intervention so far as addressing the problem of drop-out is in concern.

A discrimination analysis (D^2) revealed that the factor like income, mothers' educations, holding size have wielded a substantial discriminatory impact in making a difference between high and low level of dropout (Acharya, and Roy, 1999).

Prasad (2000) revealed that education, occupation, income and living condition can influence the attitude of parents towards the education of their girl children. The same score of factors could also have influenced the health and nutritional progress of the children as well.

Bagchi, and Dutta Gupta (2000) depicted the socio-economic status of the neglected women of West Bengal that has seriously impaired the educational process of the girl children.

Aide Memorie (2002) documented that more children from diverse backgrounds had come into schools, thereby, increasing the diversity within classrooms.

A recent publication of NIEPA(National Institute of Educational Planning and Administration (2003), on access and retention in primary education, revealed that while there was a rapid increase in enrolment in the formal system in the first two years of DPEP(District primary education programme).

Agarwal (2000) studied that the most of the increase in enrolment is accounted for in the alternative school system already in place.

Dept. of Education MHRD (Ministry of Human Resource Development) documented. "Why has education been inaccessible to rural women for centuries? The part of the answer lies on this supply side – there is clearly a lack of adequate and sensitive help for them reflect critically on their lives. The other side of the problem lies in women's own inability and lack of will to demand education; to assert them selves. One can begin to understand this inability by a simple analysis of the socio-economic milieu in which a majority of poor rural women exist.

The same report identified the following reasons after social discrimination :

- Caught up in daily struggles for fuel, fodder and wage, they have no time for anything else.
- Their well-defined social roles and norms of interaction leave little room for education and critical thinking.
- Going about their chores in isolation, they are unable to share their experience of oppression with other women, and are therefore unable to tap their collective strength.
- They are denied access to information and alienated from decision making process, even when they are related relative to Govt. schemes where in they do so as passive recipients.
- Victimized by schemes that purport to address their health, education and employment needs, they are forced to view their environment with fear and suspicion.

- Systematically robbed of their confidence to think and learn without fear of failure, they are subsequently paralysed by their own low self-image.

Planning Commission, Government of India, 2001, reported that educational needs of the majority of adolescents, who are out of school, must be separately addressed.

Chowdhury R. *et al.* (2002) Nushtaque A. *et al.* reported the (Campaign for Population Education) [CPE] results from a nationwide study in Bangladesh on the levels and changes in enrolment pattern of children at the primary level. The gross enrolment ratio has reached 107 per cent and the net enrolment ratio 77 per cent. Gender gap has disappeared; in fact, girls have surpassed boys! However, the increase in enrolment taking place is not at the desired pace; it is happening at less than one per cent per year.

Teacher's perception of (District Primary Education Programme) DPEP, in Cooch behar, a study conducted by Deb and Acharjee (2002), revealed that the level of perception had been the dependent and the score contributory factors had been wielding a substantive effect on the determination of the level of perception.

Saihjee (2002) emphasized on the need for providing minimum education facilities to socially, economically as well as geographically marginal groups in the state. The schools should have to be sensitive to the needs for the local communities.

The Memoire (2002) of the 16th DPEP JRM notes revealed that states which had a large number of uncovered habitations had opted to expand the system through alternative means in shape of Education Guarantee Scheme (EGS) or other such programmes like Shishu Shiksha Kendra (SSK) and Rajiv Gandhi Pathshalas (RGP).

Researchers found that attending less than 100% of classes tended to reduce scholastic performance. When schools are easy to access children are more likely to get an education and consequently, have a stable performance (Cohn, 2003).

In certain areas of the world it is more difficult for children to get to school due to adverse geo-meteorological factors. For example; in high-altitude areas of India, severe weather conditions for more than 7 months of the year make school attendance erratic and force children to remain at home (Gerald and Gyasto, 2003).

Child labour is the worst victim of school dropout. Nagrur and Shree (2003) elicited the fact that 87.15 per cent of school dropouts are engaged as child labour in agricultural fields while 5.73 and 1.43 per cent of them are engaged in household chores and construction works respectively.

N. Mehrotra, N. Saxena and S. Naim *et al.* (2003) reviled that one father had over come limitation of his scant resources and chronic illness of his wife to provide all out support to boost his daughter to maintain their early education and primary education with throbs of motivation and elements of commitments.

Another case study revealed that the some reasons of verification like note books, retained words of appreciations could motivate the girls student for furthering the education beyond obstruction.

A report published by UNICEF (2003) focused that children lack the access and attendance to primary education. High opportunity costs are often influential in the decision to attend school. For example; an estimated 121 million children of primary-school age are being kept out of school to work in the fields or at home (UNICEF). For many families in developing countries the economic benefits of primary schooling are not enough to offset the opportunity cost of attending school.

Dowd and Green (2003) contributed a paper on the resource of child's lack of access and attendance to education. Although, it may not be as an obvious a problem today, gender equality in education has been an issue for a long time. Many investments in girls' education in the 1900s addressed the wide-spread lack of access to primary education in developing countries.

Singh (2004) in her study on the school children at the primary level identified that main reasons for malnutrition have been the following :

- i) Inadequate access to food.
- ii) Punitive poverty.
- iii) Lack of nutrition.
- iv) Education of the parents.
- v) Poor farming system.

Acharya and Kumar (2008) studied the nutritional status of school going girls of age 6-11 in terms of calorie consumption level, where the causal factors had been agro-economic and socio-personal by nature. The study revealed that the factors like body weight, holding size of the family and income contributed substantially in determining the level and category of calorie consumption in the study area. The study has got tremendous implication for educational performance.

They pointed out further that provision of incentive like mid-day-meal, food grain, uniform, and participation of community in managing the school through advocacy, creation of joyful learning environment by the teachers themselves could reduce the drop out level and improve the retentivity level of the children in school.

The study further illustrated that the expenditure after education and proportion of budgetary allocation for primary education are immensely important for sustainable educational achievements. (Tilak, 1998) came down heavily on the paucity allocation i.e. 6 per cent only of the GDP (Gross Domestic Product) for the education as a policy followed by Govt. of India has been responsible for poor progress in this sector.