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Drop-Out Children and Its Reasons with Special Reference to Dibrugarh District in the State of Assam

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ABSTRACT

“Child is the father of man”, this saying by an English poet has eternal value. How a child may be the father of man that can be well realized from the fact that after the man, his child is the next. The quality, standard, morality and capabilities of a child have much bearing in keeping a particular society alive. If the child becomes unfit the society ceases to thrive at all. Keeping such a view in mind our nation has given appropriate attention for child education in the country. Child’s education is made compulsory and free from six years to fourteen years. Therefore Elementary Education became a fundamental right in India after six decades of independence. In spite of the concerted efforts being made by the Government, the status of literacy in India is still not very fascinating. Because, every year, a large number of students drop out of school and as such it reduces the literacy rate of the country and creates a non-innovative environment. A large number of children remain out of school which is the main cause of educational deprivation of children. In order to make our nation educationally developed, it is very important to analysis the causes of school drop-outs , then only effective remedial measures will be taken. As such, a study on this arena is essential and a need of time. In this paper, a clearer insight is going to be shown after collecting requisite primary and secondary data on drop- out children and its reasons which is a burning issue now-a-days for universal education.

Keywords: Child, Education, Drop-out & school.

I. INTRODUCTION

Human life which is the best creation of God has got two aspects:

- The biological, and
- The sociological or cultural.

While the former is maintained and transmitted by food and reproduction and the latter is preserved and transmitted by Education. It is through education that one try to seek new ideas

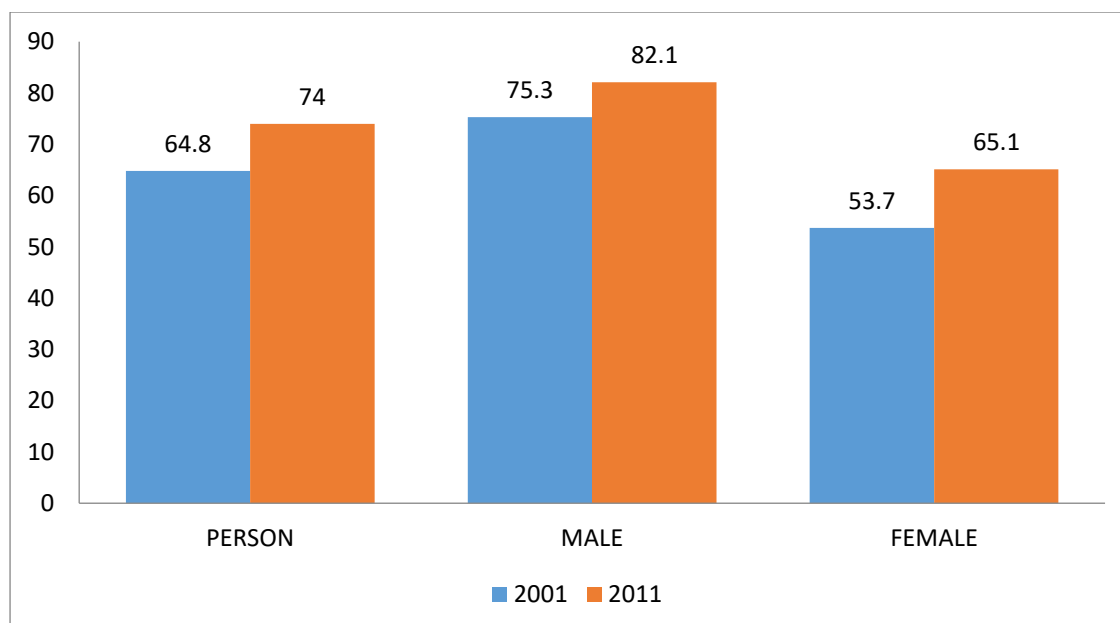
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and new ways of life².

The basic indicator of educational standards in any country is the rate literacy of a particular country. However, literacy does not mean education. Literacy rate is nothing but the number of persons who are able to carry our three R's that is, Reading, Writing and Arithmetic (Pronunciation of these starts with alphabet 'r'). In other words, if a person can read simple sentences, write his name and signature and do basic arithmetic, then he/she is termed as literate. Literacy is the first rung of educational ladder and for long it has been considered a pre-requisite for development.³

II. LITERACY RATE

In terms of literacy, India has achieved a lot during last six years and so. However, India has not been able to reach the world literacy rate of 84% so far. With the illiteracy rate of 26%, India is the country with the largest number of illiterates in the world. The main reason behind this is by launching SarvaShikshaAbhiyan (SSA) in 2001 in order to extend useful and quality elementary education to all children in the age group of 6-14 years, it has been able to bring the children to school but has failed to retain them and as such high incidence of drop-out emerges. It is most critical problem facing the Indian educational system.⁴



²R.N.Safaya &B.D.Saida, Development of Educational Theory and Practice, DhanpatRai& Sons 1-2(1996).

³,Mool Chand Sharma, Right to Education Imperative for Progress, Universal law Publishing Co. 64(2013).

⁴Dipa Mukherjee, *An article on "Reducing out-of-school children in India -Lessons from a Micro Study*, National University of Educational planning and Administration 172 (2011).

III. CONCEPTUAL MEANING OF DROP-OUT CHILDREN

The very definition of the term drop-out is controversial. There is not any specific and precise definition of the term Drop-out.

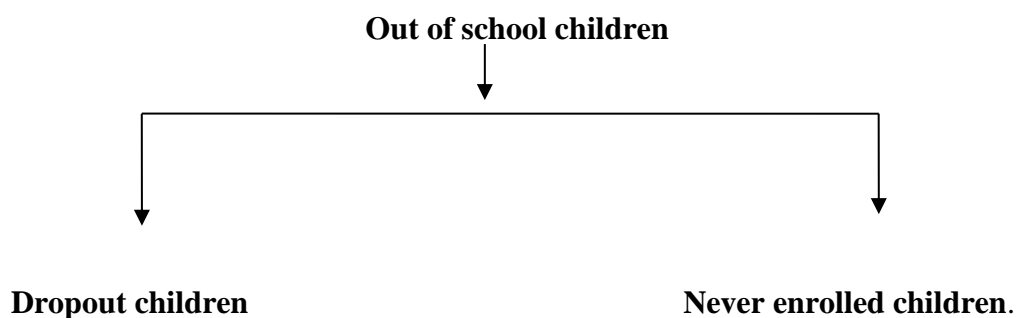
As per the Collins English Dictionary, “A dropout is someone who has left school before they have finished their studies”.⁵

As per the North Carolina Education Research Data Centre⁶, a Dropout is defined as “any children who leaves school for any reason before completion of studies without transferring to another elementary school”.

The term Dropout children is actually one aspect of out-of-school children. The Out-of-school children includes

Firstly a child who is a school dropout, that is, leaves the school before completion of elementary education, and

Secondly, a child who is never admitted to any school for elementary education. Therefore,



Dropout is the problem, not the fact, which is now and contemporary. And this problem, though it receives a range of fundamental educational questions, is initially posed by forces and contingencies largely extrinsic to the school⁷. Dropping out indicates a youngster’s unwillingness or incapacity to absorb society’s more refined tools and knowledge. Whether that child failed or left school voluntarily, he has only gone so far and he can only go so far into life.⁸

It is evident that the problem of dropout is a national crisis. Studies indicate a bleak future for most of the early school leavers and their number of formidable, being almost at the staggering

⁵ (Dec. 5, 2020, 4.13 P.M.) <https://www.collinsdictionary.com/dictionary/English/dropout>

⁶ (Dec. 4, 2020, 3.30 P.M.) <https://www.purdue.edu/fii>2015>07,last>

⁷ Daniel Schreiber, Guidance and School Dropouts, National Education Association and American Personnel Guidance Association 2 (1964).

⁸*Id* at 1.

rate per year. School dropout is a potent waste of human resources.⁹

Hartog Committee (1929) was the first to consider the problem of wastage and stagnation in detail. The Government of India Act of 1919 did not satisfy the Indian people. In order to satisfy the Indian people it was first felt necessary to appoint a commission under Simon. At the same time it was also felt necessary to enquire into the education as well. With this aim in view, Simon Commission appointed an Auxiliary Committee under the chairmanship of one of its members named Sir Philip Hartog to inquire into the conditions of the education in India.¹⁰

The committee inquired into all the aspects of education in India and presented its report in September 1929. The Committee has put forward comprehensive recommendations in regard to various facts of education in India. There were numerous difficulties found by the Committee in the path of progress of primary education, namely¹¹ :

- i) Wastage and stagnation;
- ii) Parents illiterate;
- iii) Villagers are poor, illiterate and conservative;
- iv) Majority of the Indian Population resided in villages;
- v) Ill-health in villages;
- vi) Unscientific and stereo-type teaching method and so on.

The Committee has recommended that wastages and stagnation, these two aspects are the major hindrance in the upliftment of primary education in the country.

As per NITI Aayog (National Institution for Transforming India), Government of India, Dropout Rate of Primary Level of some States of India are shows below in the chart.¹²

Average Drop-out Rate at Primary level	2008-09	2009-10	2010-11 All
Assam	9.64	8.60	11.71
Bihar	13.44	6.39	5.68
Chhattisgarh	6.20	5.37	4.93

⁹ Lakshmi Jain, Dropout of Girl Child in Schools, Northern Book Centre 21(2008).

¹⁰ N Jayapalan, History of Education in India, Atlantic Publication & Distributors (P) Ltd. 83 (2008).

¹¹ *Id.*

¹² (Dec. 20, 2017, 9.15 P.M.) <http://www.niti.gov.in/content/dropout-rate-primary-level>.

Jharkhand	15.79	10.49	12.62
Manipur	10.48	9.06	12.06
Meghalaya	17.28	12.67	15.11
Mizoram	5.28	11.95	7.04
Nagaland	11.41	5.18	6.04
Rajasthan	10.54	10.76	7.79
Sikkim	4.46	7.11	4.34
Tripura	8.82	11.93	6.18
Uttar Pradesh	16.71	11.06	11.85

Source: Statistics, District Information System for Education (DISE) 2011-12

However, there are regional variations in the dropout situation in India.¹³ In the state of Assam, the numbers of school dropouts remain high despite of the National Policy to Guarantee Universal Elementary Education to children between six to fourteen years.

IV. ASSAM-AN OVERVIEW

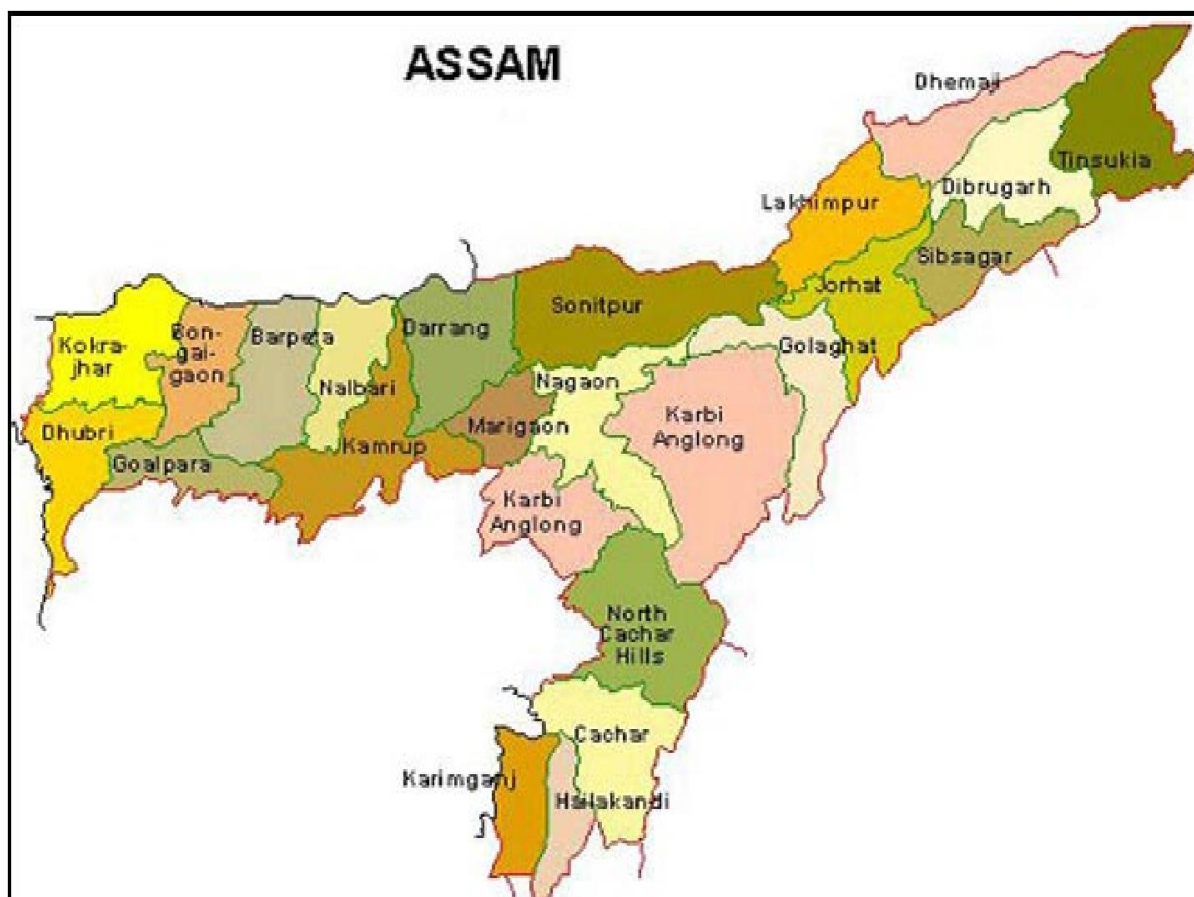
Assam is one of the seven states located in the North-Eastern region of India. It was known as Pragjyotish in ancient times with its capital at Pragjyotishpura (modern Guwahati) and later as Kamrupa.¹⁴

Assam is a state situated south of the eastern Himalayas along the Brahmaputra and Barak River Valleys. Assam covers an area of 78,438 km² (30,285 sq. ml). The state is bordered by Bhutan and the State of Arunachal Pradesh to the North; Nagaland and Manipur to the east; Meghalaya, Tripura, Mizoram and Bangladesh to the South and West Bengal to the West, a 22 kilometers (14 ml) strip of land which connects the state to the rest of India.¹⁵

¹³ *supra note* 14, at 23.

¹⁴ Shipra Vidya, *Educational Reforms : New Trends and Innovations in Educational Development Text and Case studies*, Deep and Deep Publication 138 (2005).

¹⁵ (Dec. 9, 2020, 1.29 P.M.) <http://en.m.wikipedia.org/wiki/Assam> .



V. MAP OF ASSAM

As per the 2011 census, the total population of Assam was 31,169,272. The total population of the state has increased from 26,638,407 to 31,169,272 in the last ten years with a growth rate of 16.93%.¹⁶

School Education in Assam is imparted through a number of pre-primaries, primary, middle, high and higher secondary schools.

According to 2011 census report, the literacy rate of Assam was estimated to be 73.18%, out of which 78.81% is male and 67.27% female. However, the literacy rate of Assam is slightly below the national average of 74.04%.¹⁷

From the following table we can observe the progress in Literacy rate in Assam from 1951 to 2011.

Literacy rate in Assam from 1951- 2011

Census Year	Male %	Female %	Person %
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¹⁶*Id.*

¹⁷*Id.*

1951	28.01	7.58	18.53
1961	44.28	18.62	32.95
1971	43.72	22.76	33.94
1981	-	-	-
1991	61.87	43.03	52.89
2001	71.93	56.03	64.28
2011	78.81	67.27	73.18

Source: Census Report 1851-2011

[Literacy rates for 1951, 1961 and 1971 relate to population aged five years and above. The rates for the years 1991 and 2001 relate to the population aged seven years and above. In the year, 1981 census was not conducted in Assam.¹⁸]

VI. LEGISLATIVE MEASURES WERE ADOPTED IN ASSAM FOR EXPANSION AND IMPROVEMENT OF ELEMENTARY EDUCATION

(A) National Policy on Education in 1986¹⁹

A variety of new challenges and social needs make it imperative for the Government to formulate and implement a new education Policy for the country in 1986 in order to emphasize on Universal enrolment and universal retention of children up to 14 years of age.

- Substantial improvement in the quality of education.
- School dropouts,
- Children from areas without school
- Working children who are unable to attend the school during day time
- Implementing “Operation Black Board” Scheme to provide essential facilities in the school District Primary Education Programme (DPEP) :

To evaluate the effectiveness of the New Education Policy 1986, a committee was appointed by the Government of India in 1990. Accordingly, the Government of India formulated (DPEP) scheme in 1993. DPEP is an effort to decentralize educational planning at the district level. It is planned in such a way that it suits the educational needs and demands of the district

¹⁸ Jatin Borua, An Introduction to Education, LBS Publication 5-6 (2009).

¹⁹ *supra note* 12

concerned.²⁰

(B) DPEP Scheme-objectives are

- To provide access to all children of primary education (Class I to IV/V)
- To reduce dropout rates to less than 10 percent.
- To increase learning achievement at primary level by 25 percent
- To reduce gender gaps and differences in social group to less than 5 percent.

1. DPEP in Assam

In Assam, DPEP Scheme is going on in nine district, namely Dudhnoi of Goalpara, Titaguri of Kokrajhar. Agomoni in Dhubri, Baitamari in Bongaigaon, Senga in Barpeta, Dolagaon of Darrang, Na-Duar of Sonitpur, Lahorighat of Morigaon, and Howraghat of Karbi Along.²¹

SarvaSikshaAbhiyan :

The education of children of age 6-14 years has become a fundamental right after 86th Constitution Amendment. The SarvaSikshaAbhiyan has been designed by the Government of India as a scheme to provide elementary education to all children of age group 6 – 14 years. The scheme of SarvaSikshaAbhiyan (SSA) was evolved from the recommendations of the conference of the State Education Ministers held in October 1998 to pursue Universal Elementary Education (UEE) as a mission. The government of India approved the scheme in November, 2000.²²

2. SarvaSikshaAbhiyan Mission in Assam

The Abhiyan was started in the later part of 2001-2002 in the State of Assam. To encourage community involvement peoples' committee have ben constituted at school, villages, ward, tea garden, GaonPanchayat, AnchalikPanchayat and the District level. SSA provides regular support to the committees so that they can take up the responsibility of Universal enrolment and retention and school improvement on their area.²³

VII. FAILURE OF UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)

Inspite of all efforts, however the Constitutional provision has not yet been realized due to some problems and issues. Hence, Universalization of Elementary Education (UEE) has remained a failed dream. The major problems in Universalization of Elementary Education in

²⁰ *supra note 3*, at 19.

²¹ *supra note 4*.

²² *supra note 4*, at 20.

²³ *Id.*

Assam are as follows-



Major Problems of UEE in Assam

VIII. DIBRUGARH: AN OVERVIEW

Dibrugarh is a city in the state of Assam in India. Dibrugarh is located on the Upper-West region under the shadows of River Brahmaputra and other two district of Assam that is, Sivasagar and Tinsukia. The city has been some of the catastrophic events in the history including major earthquakes and floods. The reserves of oil and natural gas are the pillars of the economy of this city. Dibrugarh is considered as the major producer of tea.²⁴ It has all total 139 tea-gardens.²⁵

Dibrugarh derived its name from Dibarumukh (as a renowned encampment of Ahoms during the Ahom-Chutiya War). The name ‘Dibru’ evolved either from Dibaruriver or from the Dimasa word. The word Dibru means ‘blister’. The term ‘garh’ means ‘fort’. Both Dibru and Dibaru are Dimasa words. The Dimasas add the prefix ‘Di’(which means “water”).

Whatever there is small stream, a river, or a large river in a town or city; for example, Diphu (White-Water), Dimpapur (‘City with great river’), etc. When the British came to this region,

²⁴ (Dec. 11, 2019, 7.45 A.M.) <https://www.goibibo.com/distinations/dibrugarh>.

²⁵ (Dec. 12, 2017, 8.00 A.M.) <http://www.scribd.com/document/324542269/list-of-Tea-Gardens-of-Dibrugarh-District>.

they constructed a fort on the bank of the river Dibraru. Therefore, this might be considered as the source of the name Dibrugarh.²⁶

In 2011, Dibrugarh had population of 1,326,335 of which male and female were 676,434 and 649,901 respectively. In 2001 census, Dibrugarh had a population of 1,185,072 of which males were 613,555 and remaining 571,517 were females. Dibrugarh District population constituted 4.25 percent of total Maharashtra population. There was change of 11.92 percent in the population compared to population as per 2001. In the previous census of India 2001, Dibrugarh District recorded increase of 13.68 percent to its population compared to 1991.²⁷

Literacy Rate of Dibrugarh as per 2011 Census Report²⁸

Description	2011	2001
Average Literacy	76.05%	68.96%
Male Literacy	82.82%	77.30%
Female Literacy	68.99%	59.95%
Literates	8,84,531	8,58,758
Male Literates	4,91,361	4,77,574
Female Literates	3,93,170	3,85,684

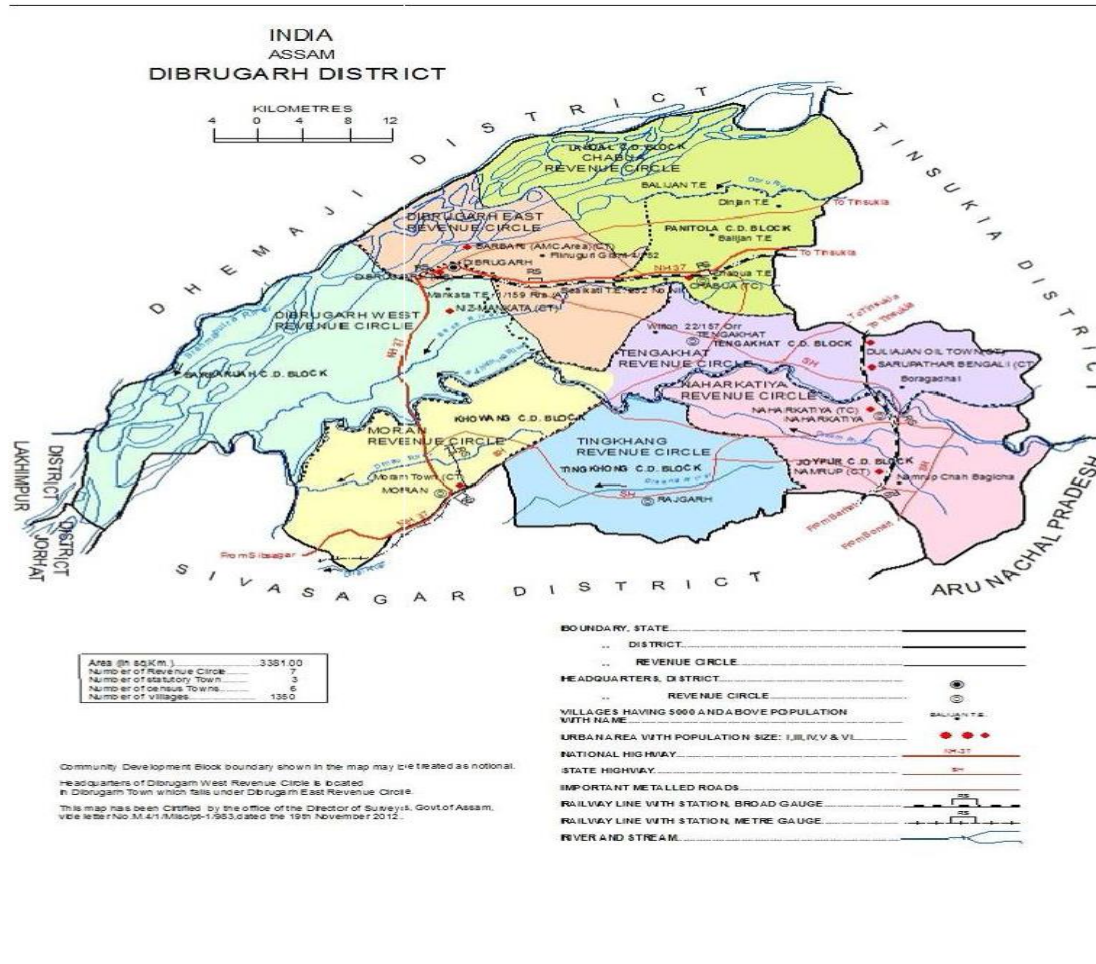
Average Literacy rate of Dibrugarh in 2011 were 76.05% compared to 68.96% in 2001. If things are looked out at gender wise, male and female literacy rate were 82.82% and 68.99% respectively. For 2001 census, same figures stood at 77.30% and 59.95% in Dibrugarh District. Total literates in Dibrugarh District were 884,531 out of which male and female were 491,361 and 393,170 respectively.

²⁶ (Dec. 10, 2017, 8.35 A.M.) <http://en.m.wikipedia.org/wiki/Dibrugarh>.

²⁷ (Dec. 8, 2017, 9.35 P.M.) <http://www.census2011.co.in/census/district/149-dibrugarh.html>.

²⁸ *Id.*

Dibrugarh Map



Source-Census of India 2011

The whole Dibrugarh District consists of 6(six) Educational Block namely Barbaruah, Joypur, Khowang, Lahool, Panitola and Tengakhat.

From the list of 1732schools as per the six educational block in Dibrugarh District there are 1368 Lower primary Schools and 364 Upper primary Schools out of which Barbaruah block consists of 276, Joypur block consists of 438, Khowang block consists of 382, Lahool block consists of 191, Panitola block consists of 145 and Tengakhat consists of 300 LP and ME schools.

It is clear that there are a number of schools relating to Lower Primary and Upper Primary Level, even though to some extent the literacy rate in this District is slightly less in comparative to the other district of Assam.

The main reason regarding this is that most of the children leaves their basic education before completion of the academic period. that is drop-out from school. A large number of students are being forced to abandon studies at the primary school level to help augment their family incomes and look after household tasks.

IX. REASONS OF DROP-OUT CHILDREN IN DIBRUGARH DISTRICT

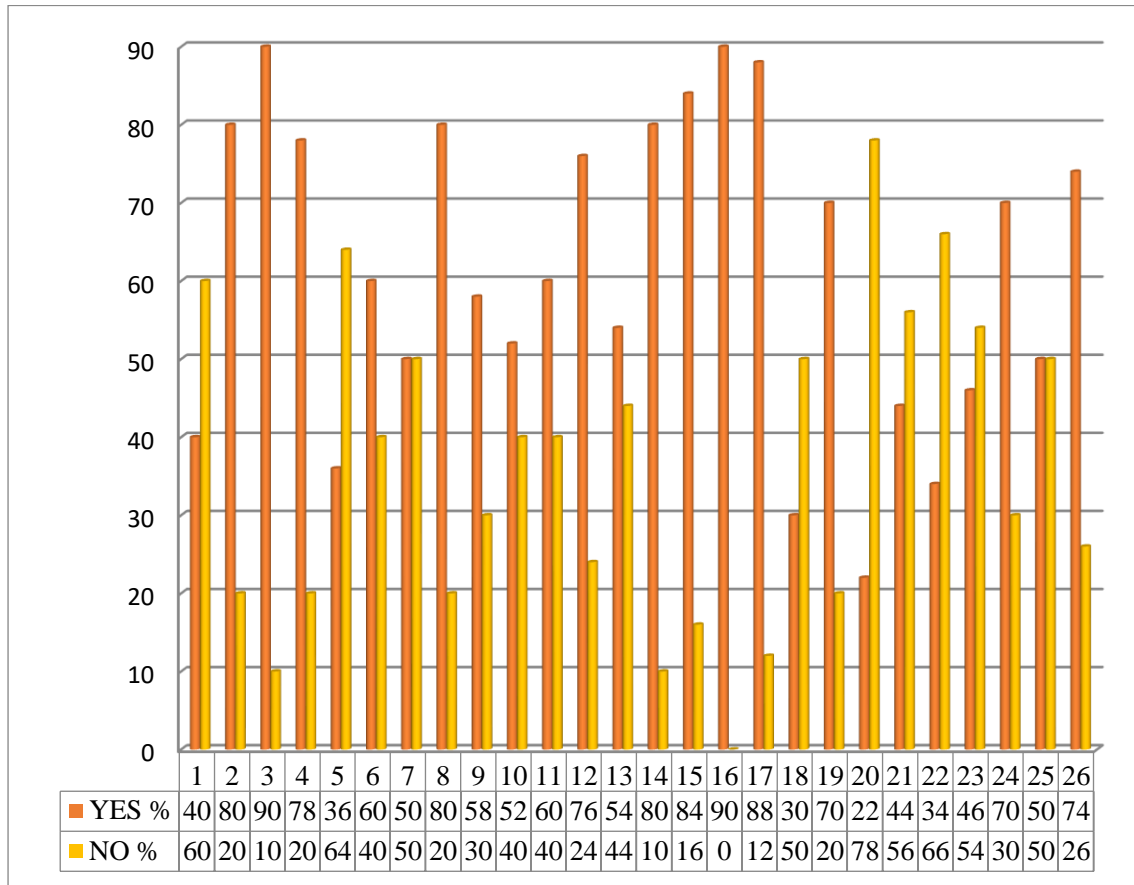
The objective of the present study is to find out the extent and nature of drop-out in the elementary course of education in Dibrugarh District. The approach was historical, experimental and analytical. The study was based on original sources.

For the field survey, all dropout schools both residential and non-residential under the Dibrugarh District as well as more than 60 schools of total six educational blocks under the Dibrugarh were taken into account. Further, in those sample schools of Dibrugarh District, the parents, heads, the teachers and the management committees and the inspecting staff were interviewed. The sample schools represented various strata.

An interview schedules for dropouts children, dropout parents and guardians, teachers, school management committee head of the Institutions were developed and used with the help of Questionnaires. The year-wise percentages of dropouts were examined through the help of analysis of various techniques. The percentage of the courses of dropout was graded as responded by dropouts, their parents and teachers.

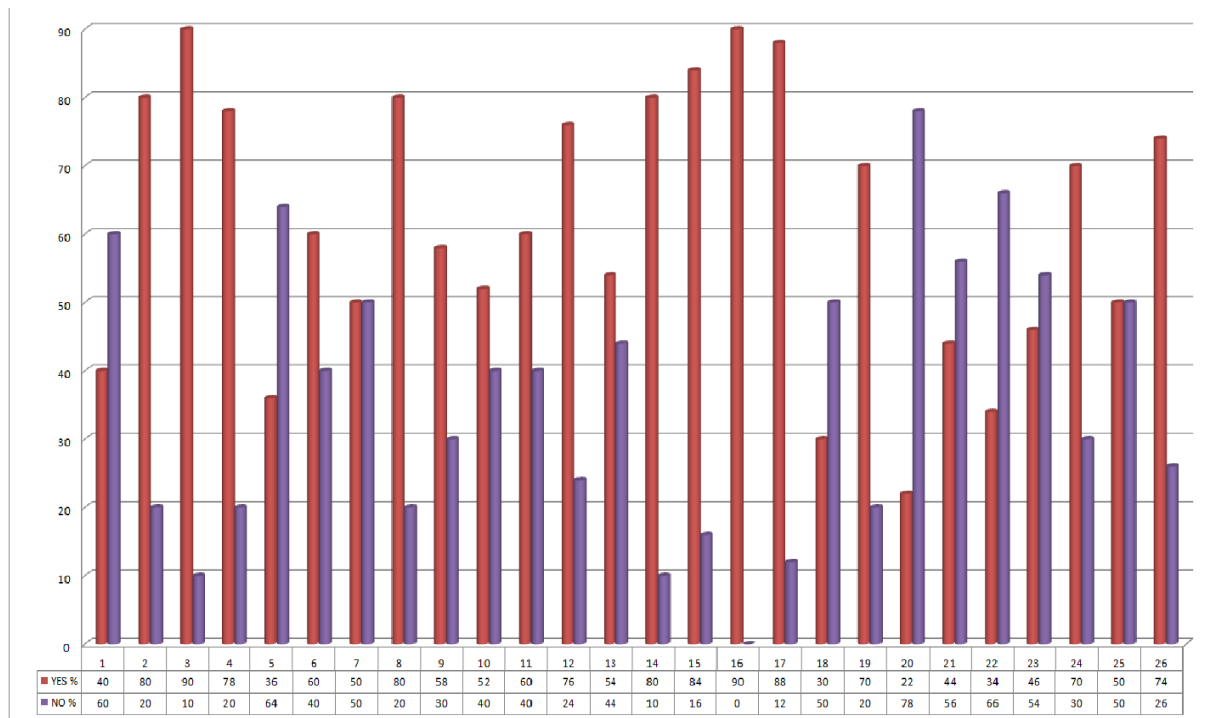
After the data is collected through Questionnaires method from 70 persons including teachers and school Management Committee in both primary schools throughout the whole Dibrugarh District of each block, it is analyzed keeping in view of the objectives of the study.

The analysis of data are carried out through Questionnaires consists of 20 items aimed to study from the members of Management Committees and teachers regarding various facilities and facilities and academic support availed by students and present status of dropout children and their reason for withdrawal from school without completing elementary education.



As per the self-explanatory table, the major causes as perceived for drop-outs are illiteracy of the Parents, home atmosphere, individual attention to each student, economic backwardness of the family, negative perception regarding girl child, environmental factor.

The analysis of the data are also carried out through Questionnaires method consists of 25 items in order to study from the 50 parents regarding various facilities and academic support availed by schools to their children where they are presently studying. They are as follows in Table:



As per the self-explanatory table, the highly influencing factor for drop-outs are illiterate and ignorant parents, economic backwardness of the family which encourage a child to engage in work rather than to go to school and gender biasness.

The important causes of dropout as given by head master, inspecting officers and teachers are studied. They are as follows

1. One of the major reason is poverty, which impacts on participation and completion rates, and even achievement. The cost of sending children to schools is deterrent for the poorest families. Even though education at the elementary stage is 'free', several studies show that to some extent indirect costs is associated with the children's education. Hence, dropout is the result.
2. Another vital reason of drop-out in Dibrugarh District is because of char chapori area. Char chapori is an area of Brahmaputra river and its tributaries. According to the Assam Government record, the Char chapori covers 3,608 km of the Brahmaputra basic, or 4.6% of Assam's area.²⁹

The whole area of Dibrugarh extends from the north bank of the mighty Brahmaputra, which flows for a length of 95 km through the northern margin of the district and the BurhiDihing, a major tributary of the Brahmaputra with its network of tributaries and Wetlands flows through the district from east to west.

²⁹ (Dec. 12, 2020, 9.10 A.M.) <http://en.m.wikipedia.org/>.

The people of Char Chapori face a certain number of problems including soil erosion, over flooding, illiteracy and high population growth. It may hinder school access and participation. In monsoon, in these areas, there are almost inevitable movement of people away from their semi-permanent location.

3. Dibrugarh has the world's largest area covered by tea-gardens. The entire district is surrounded by the plantations and has approximate 139 tea factories. Many tea gardens are more than 100 years old. As the maximum area of the district covered by the tea-gardens, the people inhabited therein face lots of problem in matters of education of their children.

Most of the children of tea-garden areas are admitted in the lower-primary school, but, after completion of their basic schooling up to primary level, they drop-out from school as because within the tea-estates there is no any school relating Upper-primary level.

For taking admission into upper primary school they have to go far away from their tea-estates. As the transportation system or linkage is also very poor, after taking admission into those schools, they slowly stop to go to school. Hence, situation of drop-out throughout the district arises.

4. Illiterate and ignorant parents are another reason of school dropout of children. As already discussed in the earlier point that in Dibrugarh, vast area is covered by tea-garden and maximum rate of dropout of children happens in those areas as because as the parents are illiterate or uneducated, they are not able to understand the value of education of their children. The parents are also not able to help them with their school studies. In such cases, children may lag behind with their school work, lose interest in study and later drop-out.
5. The study reveals that throughout the district rate of drop-out of girl child is very high. The reason behind is that girls are often entrusted with responsibilities of sibling care and with domestic core works. This may impact their progress in school, or even prevent them from attending school.
6. Lack of proper transportation system in the interior rural areas of the district is another important reason of drop-out. Because of this factor the children are not able to reach the school premises within stipulated time-frame and gradually they lose their interest in the studies and result is drop-out.
7. Throughout the survey, it is seen that the school which is situated in very interior rural areas or in other words which is far away from the Dibrugarhtownship or any sub-

divisional block, those schools are run by single teacher. So, it is another drawback or reason of school dropout. It is not possible on the part of the single teacher to maintain the different classes at a same time. On this situation, he/she (teacher) in order to impart education puts all school children in one room and teach as whole irrespective of the classes.

8. In remote areas, teachers do not want to go to school and if possible they choose other option to get rid of it. Changing of teachers frequently affects their studies and they just lack interest in the education and gradually stop to go to school.
9. As discussed earlier, most of the guardians, being illiterate themselves, do not understand the importance of education. They regard the child as an economic unit, and hence they consider it better to engage the child in labour than to send him to school.

The victims of child labour who are worked in tea-estates with pressure of their parents or voluntarily those children leaves the school before completion of their studies.

As per the survey, it is observed that the tea-estates authorities also wants to engage the children into the factory even though there is a constitutional mandate central legislation regarding prohibition of employment of children into any factory under child labour (prohibition and regulation) Act, 1986 because of low cost of child labour (approx. Rs. 70per day) than having adult labourers whose cost of labour is as high as approx. Rs. 300/day. This results in engagement of children in work rather than studies which contributes to drop-outs.

10. It has revealed from the survey that some primary schools under district Dibrugarh, there is generally a need for seats, blackboards, furniture and other useful materials. In addition, drinking water and urinals are alsorequired. Study shows that, in some schools, there is a complete absence of maps and charts, and evenifavailable they are not used by teachers.

X. INITIATIVES IN ORDER TO MINIMISE RATE OF DROP-OUTS FROM SCHOOL

After the enactment of Right of Children to Free and Compulsory Education Act, 2009, a number of initiatives, especially targeted 'out-of-school', children have been taken, in particular at the Panchayat or block level. These include Summer campus to prepare children for enrolment in formal schools, bridge or transition courses for detained children, and for those who have been absent from school for long periods. More than 30,000 (approx.) children have already been put through bridge courses through DPEP (District Primary Education

Programme) system in the district.

On Dibrugarh District, many alternative schools have been opened in the interior rural areas of all educational blocks. For out of school children that is, dropouts as well as never enrolled children in the whole District 70 non-residential centre through school teacher have been launched in order to provide education through special training within stipulated time-limits and after that a child is directly admitted in a class appropriate to his or her age.

In Dibrugarh District, Five alternative schools have been setup for the children, including children living in slums, street children, domestic workers and orphan children. These schools are known as Residential Special Training Centre (RSTC).

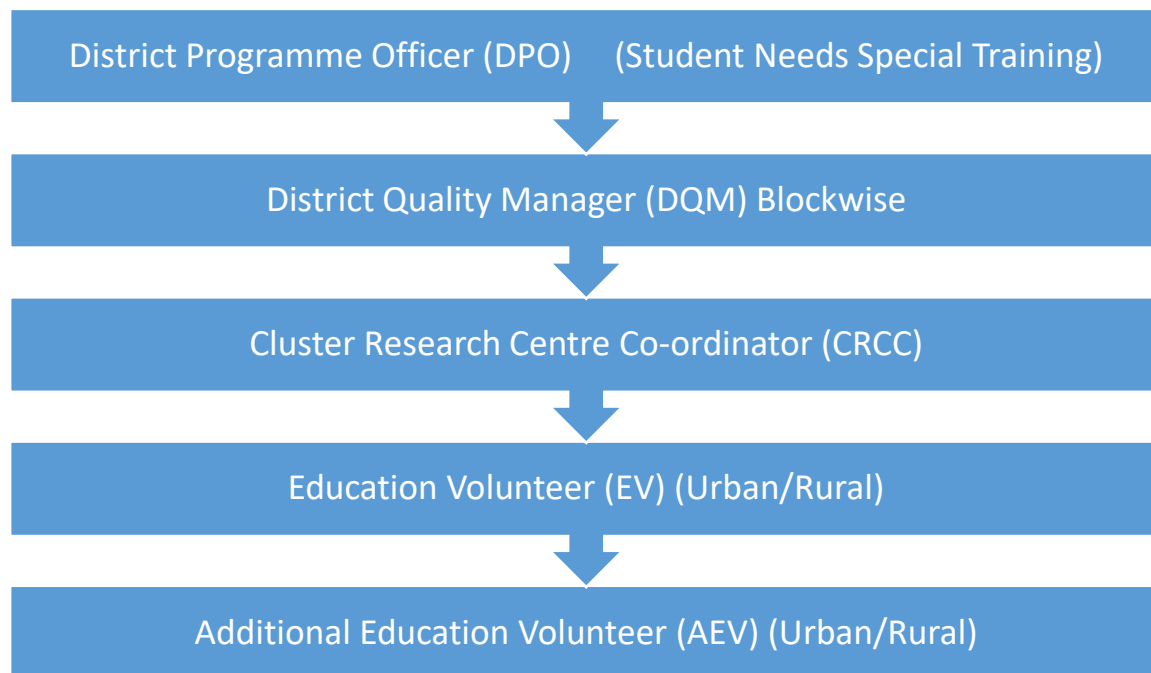
Special training is designed to provide Elementary Education for never enrolled and dropout children and main streaming through admission in age appropriate classes in the formal school. School Management Committee (SMC) and Head Master (HM) have to identify children requiring special training and organise training programmes.

The training is so based on specially designed learning materials. Education is imparted by school teachers, or teachers especially appointed for the purpose. They are known as Education Volunteer (EV). Several Education volunteers and care takers are engaged in the RSTCs. Other staff like helpers, cook, chowkidar cum mali duly appointed by concerned authority. In those center, learners get free food and lodging.

They also receive condensed materials, namely SikhanPuthi, Uniforms, school bags, blankets, sweaters, utensils, bedding material, two tire beds filters etc. Moreover, some stationary materials are also provided to learners, viz, Pencil, Eraser, Crayons, drawing books, exercise books, Sharpener, scale etc.

The Education volunteers and Additional Volunteers are engaged by appropriate authority concerned. The main object for interventions operationalise under special training component is to bring out of school children including child labour and get them enrolled in his / her age appropriate class in a formal school and thereafter provide special training support so that they can be mainstreamed in due course. This special training is provided for a minimum term of 3 (three months) and maximum term of 2 (two) years.

**List of Hierarchy of people engaged in Out-of-school children issue throughout the
Dibrugarh District**



From the mentioned chart, it is clear that for the whole District, one District Programme Officer (DPO) is appointed for supervising and monitoring the issue relating to ‘out-of-school children’ and adopted various strategies time to time and entrusted them to the District Quality Manager (DQM) for six education block within the district. In short, he is in complete charge of the whole Dibrugarh District relating to the issue and conducting review meeting frequently with the other members in order to check out the status of the working of those member.

One District Quality Manager (DQM) is appointed in each block in order to monitoring and giving guidance to the Cluster Research Centre co-ordinator and it is also the duty of the DQM is make academic survey from time to time as and when required.

One Cluster Research Centre co-ordinator (CRCC) is appointed for 13/14 schools. In other words, 13 or 14 schools in a single block is work under his / her guidance. It is the duty of the CRCC to make visit to those schools which are under his / her jurisdiction frequently and also has the duty to conduct meeting with the Education volunteer (EV) in rural and Urban areas in order to acquire knowledge regarding the same.

Actually, Existing teachers are appointed as Education Volunteer (EV) in a school or RSTCs and NSTCs. Sometimes, new teachers appointed for this purpose only. In those situation, they only assists the Education Volunteer (EV). They are known as Additional Education Volunteer (AEV).

Therefore, from the study of the whole District including six Educational block, it is seen that Dibrugarh District is making concerted effort to ensure enrolment and regular participation of

all 6-14 years old children in school and the completion of elementary education upto class VIII with acceptable learning levels. Special concern is given to the girl child by making Residential Special Training Centre separately for them. The task is daunting, but not unachievable.

There is increasing recognition of the need to address the issues outlined above.³⁰ If the nation wants that it should develop squarely then must be a clear cut definition of the elementary education which may be imparted to the child universal enrolment, retention and completion in elementary education can only be achieved by improving quality education.³¹ Learning of some alphabets and certain sums may help a child to understand something but that is not sufficient to keep the society going on without any risk of sudden fall. This is, however, understandable that by the Act, the right to elementary education is made a fundamental right and this will definitely go a long distance to help growing the nation from strength to strength.³²

³⁰*supra* note 3, at 158.

³¹ Satadru Sikdar & Anit N Mukherjee, *An article on Enrolment and Dropout Rate in school Education*, vol. 47, No.1, published in Journal Economic and Political Weekly, 31, (2012).

³²*supra* note 3, at 4.