
Does Poverty Affect Indian Laws Regarding Child Labor And Schooling?

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Abstract

The purpose of this research is to determine why attendance rates at various schools are so significantly varied from one another. They were forced to drop out of school and work as child labourers in India for economic reasons, and this happened either recently or more than two years ago. You may get a better idea of how different households in terms of income and other factors that contribute to wealth compare to one another by using the wealth index. According to the findings of the study, children from the poorest quintiles are significantly more likely to be older than their chronological age, to have never attended school, and to drop out of school at a higher rate than children from the wealthier quintiles and the wealthiest quintiles overall. This is in comparison to children from the wealthier quintiles and the wealthiest quintiles overall. Additionally, the likelihood of a kid being older than their chronological age is significantly reduced for those children whose family fall into one of the five richest quintiles. The disparities in the rates at which children in each state attend classes indicate that Bihar has the highest percentage of children who have never gone to school, while Kerala has the lowest. The state of Kerala was home to the highest concentration of youngsters who had never attended an educational institution (39 percent vs. 2 percent). Children who come from families with lower incomes and both of their parents hold down jobs have a lesser chance of being able to attend school than children who come from households with higher incomes and both of their parents hold down jobs. The findings of this research indicate that a kid's family's level of financial stability is the single most significant component in determining whether or not that youngster would participate in formal education.

Key words: child work, poverty, never attended, drop out, wealth index

Introduction

Reading and writing proficiency among Indians has increased from 66 percent in the year 2001 to 74 percent in the year 2011. This is a significant increase from the previous figure. 2011 India Census. Literacy rates are increasing across the board in India, with gains being noticed in both sexes as well as in all of the primary demographic groups. This trend can be seen in both urban and rural areas. Among both rural and urban areas, a much larger proportion of educated women than educated males may be found in literate populations. During this time span, the literacy rate in rural areas may increase by a ratio of two relative to urban areas. This increase is enormous. Increased literacy rates are likely connected to federal and state efforts to increase enrolment in elementary schools. The federal government and all 50 states collaborated on these programmes. The Right to Education (RTE) Act, which was recently authorised and is now being implemented by the government of India, mandates that all children in Indian states up to the age of 14 get a free and obligatory education. This rule recently became officially implemented. The newest iteration of

India's educational strategy has been given the green light. The legislation passed in 2009 goes by various titles, but the Right of Children to Free and Compulsory Education Act is the most common one (RTE). RTE is flexible since it may be used in a variety of contexts to cushion the blow of adversity for kids. As a result, RTE is one of the most adaptable approaches to helping kids grow and learn. This has the additional advantage of creating a school community where kids from all walks of life don't feel out of place next to one other. The provision of several secondary schooling alternatives to students who have not yet completed primary school is another strategy that RTE employs with the goal of reducing the number of children who are required to start their educational careers all over again in kindergarten. This is done with the intention of reducing the number of children who are forced to start their educational careers all over again in kindergarten (Minty of Human Resource Development [MHRD], 2009). Countries all over the world are in agreement that improving primary education and making it available to all children is essential to the success of a nation in a variety of social and other aspects of economic development. This is a consensus that has been reached because of the widespread recognition of the importance of education to the success of a nation. The reason for this is that elementary school serves as a building block for further levels of education. Additionally, the success of India's efforts to universalize basic education and improve student accomplishment is directly linked to the country's National Policy of Education, which has been in place since the beginning of India's independence in 1947. This policy has been in place since India gained its independence from the British in 1947. (NPE, 1968, 1986, 1992). This goal was completed in India during the academic year 2001-2002 with the implementation of the Sarva Siksha Abhiyan (SSA), which has been a highly productive endeavour. The year was 2001-2002. The United Nations set the Millennium Development Goal (MDG) of ensuring that all children, regardless of where they live, have access to basic education, with 2015 acting as both the goal year and the cutoff date. (Ahuja 2014)

Objectives

The overarching goal of this piece of study is to get an understanding of the impact that poverty has on the educational patterns that exist in India. The following is an itemised list of particular goals:

1. The purpose of this study is to investigate the relationships between poverty and several measures of school participation (never attending, entering school, dropout rates, school leaving 2 years ago or more, and repeating the same class).
2. To get a handle on the state of child labour in India.

Review of Literature

Kdevi and Gautam Roy. (2008) This study is titled "Study of Child Labor among School Children in Urban and Rural Areas of Pondicherry," and it focuses on the issue of child labour in Pondicherry. This article takes a look at the issue of child labour from the point of view of many specific case studies.

Zutshi, Bupinder“(2002)” The "In the Name of Child Labour: Eradication and Evaluation project" provides evidence that suggests the incidence of child labour in India is underestimated as a result of erroneous data and inadequate data collection methods. This demonstration is given in the format of a computer programme.

Akansha Agarwal (November 2013.) The article "Child Labor in India," which was published in the Indian Labour Journal, may be found here. The author of this paper has made an effort, via the medium of this paper, to scale the pattern and volume of child labour in India by extracting the unit level data from the 66th round of employment and unemployment statistics.

Lana Osment (1998) (Lund University, Sweden) What It Does to Kids, Why It Happens, and How to Stop It - This research details how both India and Nigeria have tried to ban child labour via the implementation of laws and policies. However, despite these efforts, child labour and the circumstances that facilitate it remain pervasive.

Ryan (1993) Despite the lack of official data, he concludes from the findings of many studies that at least 55 million children in India between the ages of 5 and 14 are engaged in hazardous employment for 14 to 16 hours every day 9.

Vankateswarlu (1998) His research shows that youngsters in developing nations like India, Pakistan, and Bangladesh work in industries including manufacturing biddies, leather goods, stone carving, textile production, jewellery making, and agricultural labour.

Dr. Mona Purohit (2012), "Education in the Legal System and Research Methodology" All those engaged in legal study will find this book to be an invaluable guiding light. These sorts of things, such as how to study legal information and how to make reports, are described quite clearly and in terminology that is straightforward.

S.K.Mangal (2007) An Overview of Special Education with an Emphasis on the Education of Children Who Have Disabilities. The author of this book provides an explanation of the causes as well as the repercussions of illiteracy and poverty. And how behavior of parents affects children and how they resort to do offences.

Dr. S. K. Yadav. (2015) "The Building Blocks of a Well-Written Research Paper" This book discusses a wide range of topics related to research, including research methodology, the goals and characteristics of research, the characteristics of a successful researcher, the challenges faced by researchers, and the many types of research. In order to analyse the whole of the process of doing research, the author has used a very thorough approach.

Rationale for the Study

About 440 million Indians, or almost 42 percent of the entire population, are under the age of 18. Considerable proportion of the total population (Census of India, 2001). The United Nations Children's Fund (2012) reports that India's 243 million adolescent population is much more than China's 200 million teenage population. Human resources are the most significant aspect in a country's long-term prosperity, making the maturity of this generation, the largest in human history, critical. Education is an investment that pays off in terms of social development, reduced criminality, and increased happiness. It is our duty to make sure this sizable demographic has access to good primary and secondary schools. These children have a right to the greatest education, care, and guidance available so that they may develop to their fullest potential. A major portion of our population is comprised of young people, yet we still confront significant

demographic difficulties. A dismal 71% of primary school students graduate on time, with just 48% of girls accomplishing the same feat (National University of Educational Planning and Administration [NUEPA], 2005). Eighty percent or more of children under the age of three have anaemia, and almost half of babies are born with a low birth weight (IIPS & Macro International, 2007). A majority of mistreated children (70%) have also been sexually exploited (53.22%). (Ministry of Women and Child Development Government of India [MoWCD], 2007). India's Department of Women and Child Development (MoWCD, 2007). Children are more likely to stay in school and perform well if it is extraordinary, has great teachers, fosters a happy learning atmosphere, and does not resort to physical punishment. **(Baland and Duprez 2009)**

When kids attend these schools, they have access to a supportive community where they may get the guidance and instruction they need to reach their greatest potential. This study intends to answer these questions by examining how children in India, aged 6-14, do academically as a function of their family's socioeconomic status. When comparing the educational paths taken by children in India, one research examined the impact of the wealth index. India's education system has made strides, but there is still a ways to go before the country can boast universal primary school enrollment and strong retention rates. In light of this, this study uses statistics from a sizable survey carried out in India to look at how different social groups do when it comes to going to class regularly. **(Ermisch and Francesconi 2001)**

Data and Techniques

The data used in this study came from the National Family Health Survey, conducted by the International Institute of Population Sciences (IIPS), Mumbai, and ORC Macro International in 2005 and 2006. (NFHS-3). Residents of all 29 of India's states are protected, for a total of 99 percent. We found 5,151,510 individuals living in 1,941 households in NFHS-3. I is the Household Questionnaire, II is the Women's Questionnaire, and III is the Men's Questionnaire; they make up the NFHS-3. Major research interests include fertility, mortality, family planning, HIV statistics, diet, and healthcare. We utilised a mail-in survey to learn about the educational experiences of kids between the ages of 6 and 14. Both the poll findings and the sample procedure are described in great depth in the national report (IIPS & Macro International, 2007).

Information about education attainment is available in the NFHS-3. There are six methods to characterise a person's educational background: None of the following: (i) I started school at the correct age, (ii) I made steady academic progress, (iii) I never dropped out, and (vi) I didn't go for at least two years. School attendance rates are contrasted between different socioeconomic categories. In this study, we use the wealth index as a contextual variable to compare the educational pathways of kids from different socioeconomic origins. To calculate a family's wealth index, 33 assets and housing characteristics are considered. These characteristics include whether or not the home has electricity, the quality of its windows, the reliability of its water supply, the cleanliness of its toilets, the quality of its roof, the source of the family's cooking fuel, whether or not the family owns the home, the number of people who sleep in each bedroom, the number of people who have bank or post office accounts, and the number of people who sleep in each bedroom (NFHS-3). The wealth quintile is used in the research, which groups families into fifths according to their wealth index score. Using a bivariate approach, the real situation of school enrolment in India was revealed. **(Glomm 1997)**

Results

Table 1 explains the proportion of children ages 6-14 that are not in school. The condition of school attendance across all economic groups in India has shown that the poorest 20% of families are the most disadvantaged. The percentage of children who never attended school is 29.4 percent among the poorest families, whereas it is just 5.9 percent among the wealthiest.

Table 1. Attendance at School among Children in India 6-14 Years of Age

School attendance status	Wealth index					Total
	Poorest	Poorer	Middle	Richer	Richest	
Never attended	29.4	19.1	13.2	8.8	5.9	15.5
Entered in school	9.0	8.0	7.2	6.6	6.7	7.5
Advanced in school attendance	52.1	64.0	72.2	79.1	83.9	69.9
Repeated in same class	2.0	2.5	2.3	1.8	1.6	2.0
Dropout	2.0	1.6	1.2	0.7	0.2	1.2
Left school 2+ years ago	5.4	4.8	4.0	3.0	1.7	3.8

This was the most stable pattern across all five socioeconomic categories. Children from low-income households also had lower rates of school completion across the board, including lower rates of grade retention, grade repetition, and overall school attendance. In India, there has been a wide and persistent gap in the educational opportunities available to these two demographics. Children from low-income families are more likely to have never attended school, to drop out, and to quit school due to financial concerns, as seen in the following table. Regardless of poverty or geographical inequalities, children in various parts of India need urgent action outside of present regulations to ensure that they have access to a quality public school education. Children from low-income homes have a far higher likelihood of dropping out of school. We continue to give top priority to ensuring that every child in India has access to a high-quality primary education, and programmes like Midday Meal, the Supplemental Nutrition Assistance Program, Race to the Top, and Restore the Right to Education all help get us closer to that objective. In India, there is still a significant gap between the sexes when it comes to elementary school enrolment, and young women face additional obstacles on their way to being educated. **(Edmonds, Pavcnik and Topalova 2008)**

The above table shows the distribution of school enrollment rates across the Indian states. School attendance trends by state show that there is too much variety between the country's 29 states, with too many children either never attending school, dropping out, repeating grades, or leaving school two years or more ago. The following description applies to each of these six parts, which are depicted in Figures 1. **(Dostie and Jayaraman 2006)**

Figure 1 shows the proportion of children in each state that are not enrolled in school, broken down by age group (6-14). The findings show that the proportion of youngsters who have never been to an event of this sort varies widely from one state to the next. The percentage of children who have never been to school ranges from 2.1% in Kerala to 39.4% in Bihar. In comparison, just 2.1% of children in Tamil Nadu and Kerala have never been to school. Whether or not a kid in India goes to school depends heavily on factors

such as the family's socioeconomic status, the parent's occupation, and the quality of the school's physical facilities. Most kids who live in slums don't go to school because their families can't afford to send them and there aren't enough good options for them to choose from where they live in the city. There is a correlation between the number of children in a family and whether or not the woman has a high school diploma or its equivalent (Bhat, 2002). When compared to the families with the lowest earnings in other states' cohorts, the poorest households in Meghalaya have a substantially larger proportion of children who have never attended school. This is in contrast to the situation in other states (70.4 percent, see table A). In some of the states where the national figure of 16 percent of children who have never been to school is determined, the proportion of children who have never been to school is much higher than the national average. (Venkatanarayana 2004)

Table 2. Attendance in School among Children in India and Its States, 6-14 Years of Age

Name of states/UTs	Percentage of children aged 6-14 school attendance status					
	Never attended	Entered in school	Advanced in term of school attendance	Repeated in same class	Dropout	School left 2 or more years ago
Andhra Pradesh	10.1	3.5	76.8	1.0	2.2	6.4
Arunachal Pra.	26.7	9.3	52.9	6.4	0.3	4.5
Assam	7.9	5.1	76.4	3.0	1.5	6.1
Bihar	39.4	9.9	47.7	0.3	0.7	2.1
Chhattisgarh	13.8	10.8	65.0	4.3	2.0	4.2
Delhi	10.2	7.4	77.2	1.0	0.4	3.9
Goa	7.2	8.6	77.2	3.5	0.1	3.3
Gujarat	7.8	3.2	75.7	5.9	1.6	5.8
Haryana	12.6	6.6	74.1	1.8	0.6	4.3
Himachal Pra.	3.9	2.8	90.8	1.2	0.4	0.9
Jharkhand	25.2	12.1	53.9	1.3	0.4	7.1
J & K	12.5	7.6	73.4	1.6	0.4	4.5
Karnataka	11.4	9.1	71.7	1.0	0.9	5.9
Kerala	2.7	9.9	83.4	1.6	0.3	2.1
Madhya Pra.	20.1	8.2	65.7	1.9	0.8	3.2
Maharashtra	8.4	8.5	77.1	0.7	1.7	3.7
Manipur	19.3	6.6	70.7	1.2	0.5	1.6
Meghalaya	33.4	3.8	56.7	0.6	0.1	5.5
Mizoram	9.7	5.6	81.3	0.1	0.6	2.6
Nagaland	29.6	4.1	61.9	1.5	0.7	2.2
Odisha	12.5	6.9	71.0	2.6	2.9	4.2
Punjab	10.8	6.8	75.9	1.4	1.2	3.9
Rajasthan	18.5	8.1	66.4	1.3	2.3	3.4
Sikkim	20.7	12.7	57.7	5.6	0.3	3.1
Tamil Nadu	2.7	8.3	85.2	0.7	0.4	2.7
Tripura	10.8	8.1	72.2	5.7	0.9	2.4
Uttar Pradesh	19.7	8.2	65.4	1.6	1.9	3.3
Uttaranchal	6.3	2.0	81.0	7.3	0.3	3.0
West Bengal	14.3	9.5	66.3	3.5	1.6	4.8
India	15.5	7.5	69.9	2.0	1.2	3.8

Policy planners and the government of India need to give this subject a lot of attention in the not-too-distant future in order to find out how to keep all of India's children enrolled in elementary and secondary schools and achieve the objective of 100 percent enrollment.

While other states in India may conclude that it is in their best interest to adopt the education system that is already in place in India, certain states in India may opt to place a greater emphasis on the percentage of

children who have never attended school. This choice may be made due to the fact that certain states in India have the option to do so. It is the responsibility of each individual state in India to ensure that as many of its residents as possible enrol in and continue their basic education. This is of utmost significance for the education of girls and children who live in rural regions. (Ferguson, Bovaird and Muller 2007).

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Figure 2 displays the proportion of children in each state that were of school-going age (6-14) in 2010. When we met them, these kids were either in kindergarten or first grade. Fascinatingly, the statistics in this proper age at entry category reveal that certain states, including Sikkim, Jharkhand, Chhattisgarh, and Bihar, have a larger proportion of children enrolling in school at the right age than others. The proportion of kids in other states who start school when they're supposed to is lower (Himachal and Uttaranchal). However, impoverished families in Uttaranchal pay less attention to maintaining the appropriate age at which children may begin school than their counterparts in other states (1 percent)

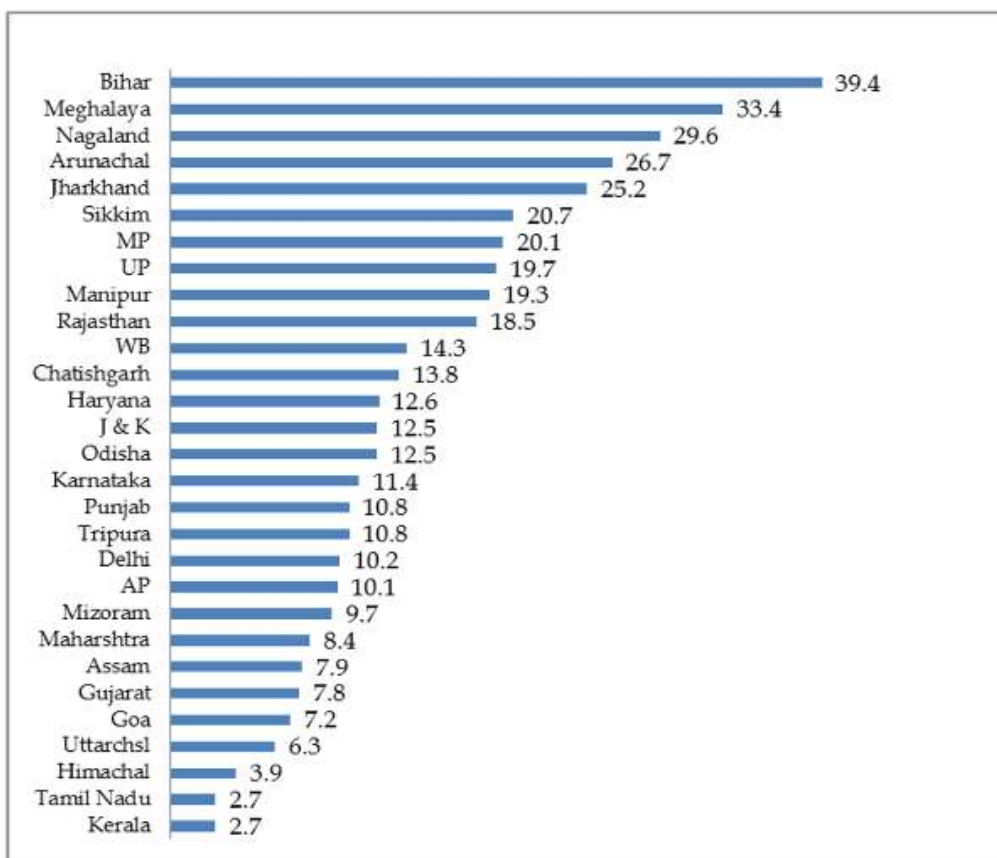


Figure 1. The percentage of children ages 6 to 14 who have "Never attended status" with regard to their school attendance throughout India and its states.

in contrast to the so-called affluent households of Sikkim (11.9 percent). Table B of the supplementary materials provides information on the other economic groups, which comprise 29 of the states. Figure 3 explains the statewide enrollment rates for children aged 6 to 14 in each state. Higher elementary and secondary school enrollment rates correlate with greater prosperity, contrasting favourably with lower-quality education systems in states like Bihar, Arunachal Pradesh, and Jharkhand. Himachal Pradesh, Tamil Nadu, Mizoram, and Kerala are all part of this group. The state with the most favourable comparison is Tamil Nadu, where even the lowest households had an advanced school attendance percentage of 81.6 percent, compared to only 94.8% among the wealthiest families there. In Table C, we can see the results of the survey administered to homes of varying income levels. Figure 4 shows, for each state, the enrollment and retention rates of students aged 6 to 14 in public schools. This is a completely novel way of categorising the existing information. In terms of percentages, Uttaranchal has the highest incidence of repeating a grade (7.3%). Mizoram, on the other hand, has the world's lowest rate, at only 0.1%. More than 3% of students in one-third of all states are forced to take the same subject more than once throughout their time in school.

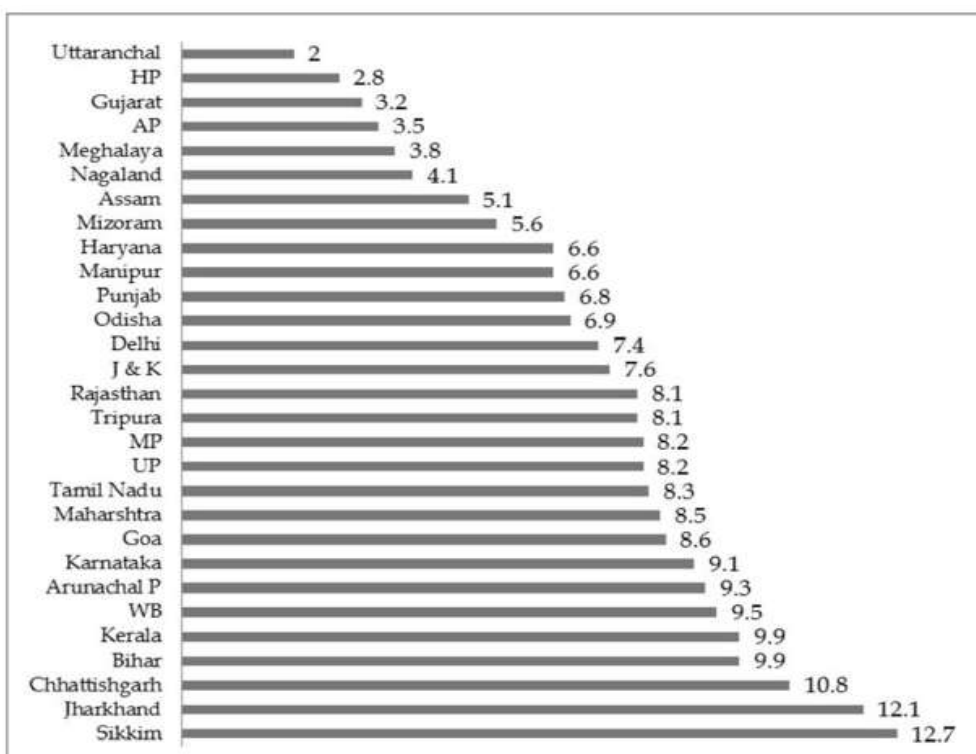


Figure 2: The percentage of children ages 6 to 14

Class repetition is greatest in the most affluent families in Uttaranchal (8.2%), and lowest in the poorest households in Arunachal Pradesh (5.4%). Table -D also provides explanations for other results per state. Some parents may choose to have their children retake the same grade because they want them to do better academically and have greater expectations for them on tests, while others may choose to do so because

they put less value on their children's education..(Leventhal, Fauth and Brooks-Gunn 2005)Figure 5 shows the proportion of children in the United States between the ages of 6 and 14 who went to school and the percentage who dropped out. In India, the rate of dropout is lowest among elementary school students and highest among those in high school. In terms of elementary and secondary school enrolment, India is doing rather well. However, as compared to many other nations, the retention rate at the upper secondary level remains low. Dropout rates for girls are consistently higher. Retention rates are low: 71% overall, and 47% of females complete elementary school (NUEPA, 2005-06). Parental education level is one of the household characteristics

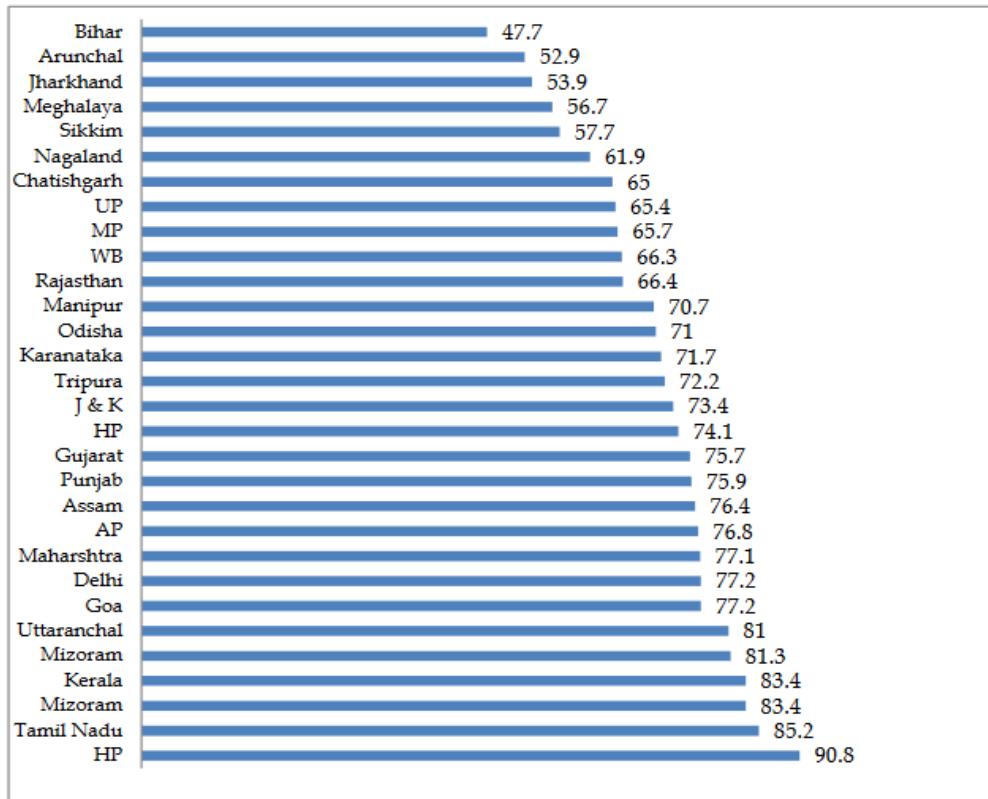


Figure 3. Indian states with the highest rates of school enrollment for children aged 6-14.

A girl's access to education in a rural area is strongly influenced by her family's socioeconomic status, as well as her mother's and father's levels of education and employment. Dropout and enrollment rates are greater when there are issues with the quality of the schools, parental motivation, and family finances. Since more students in higher grades have already spent more time in school, the dropout rate increases with grade. Rural youth are more likely to drop out of school than their urban counterparts for a range of economic, social, and demographic reasons. In 2008 (Engle and Black) Many well-known factors that lead to kids dropping out of school in India have been identified by many research. Some examples include families' inability to afford adequate housing, the poor condition of the roads leading to the schools, inclement weather, and other factors. According to these numbers, Odisha has the highest dropout rate

(2.9%), while Meghalaya and Goa have the lowest (1.5% and 0%, respectively) (0.1 percent). The total dropout rate varies much more from one state to the next. The dropout rate is highest in Rajasthan for children from affluent families, and lowest in Himachal Pradesh for children from disadvantaged families (1.2 percent). In a 1999 study (Pritchett and Filmer),

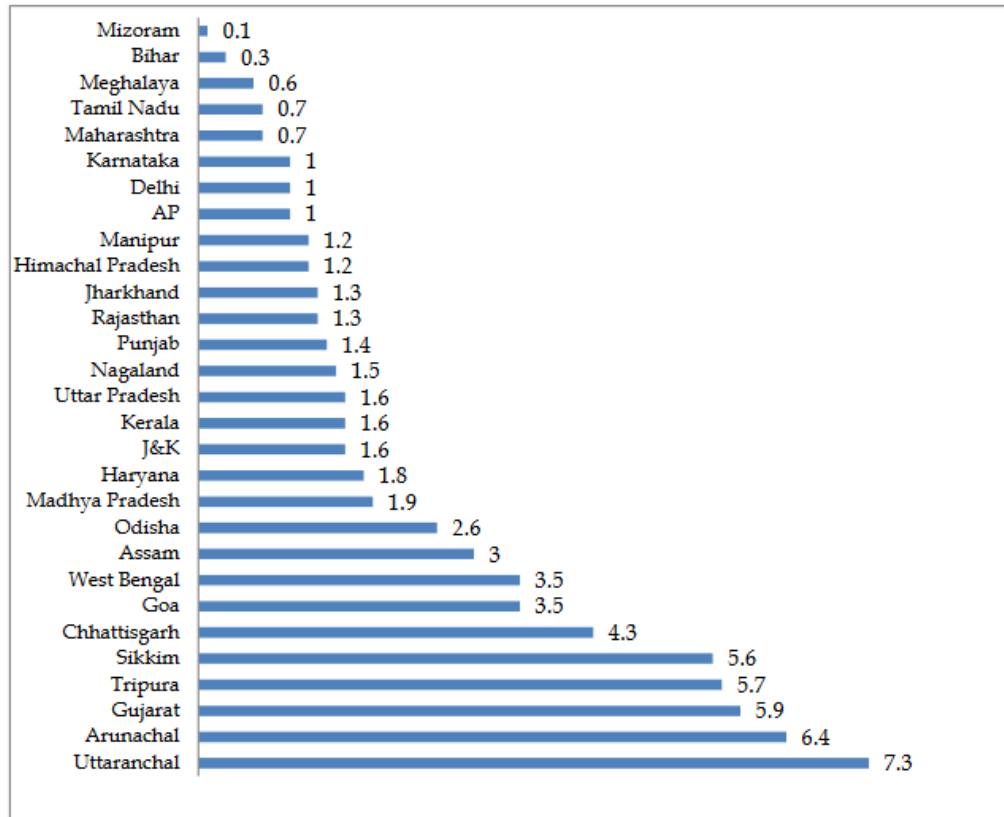


Figure 4. The percentage of Indian schoolchildren who "stayed put" in the same classroom year after year.

The findings from the economic and household sections are further upon in Table -E. Figure 6 displays the state-level enrollment and graduation rates for children ages 6-14 during the preceding two years. The problem of student retention is more important than that of student recruitment at all levels of education. From a developmental perspective, the achievement of young people in primary and secondary education is a top priority for any country. All industrialised countries have made remarkable strides in education. High dropout rates are a concern in many developing countries, but a number of governmental programmes are working to address this issue and increase enrollment. The Right to Education Act, the Sarva Sikhya Abhiyan, the RastryiaMadhyamicShikshya Abhiyan, and Pratham are just a few of the programmes in India that seek to raise the number of children in the nation who are enrolled in school. Whereas 7.1% of young people in Jharkhand have not attended school in at least two years, just 0.9% of young people in Himachal Pradesh have not attended school in at least two years. In terms of the States with the poorest households (Horgan 2007)

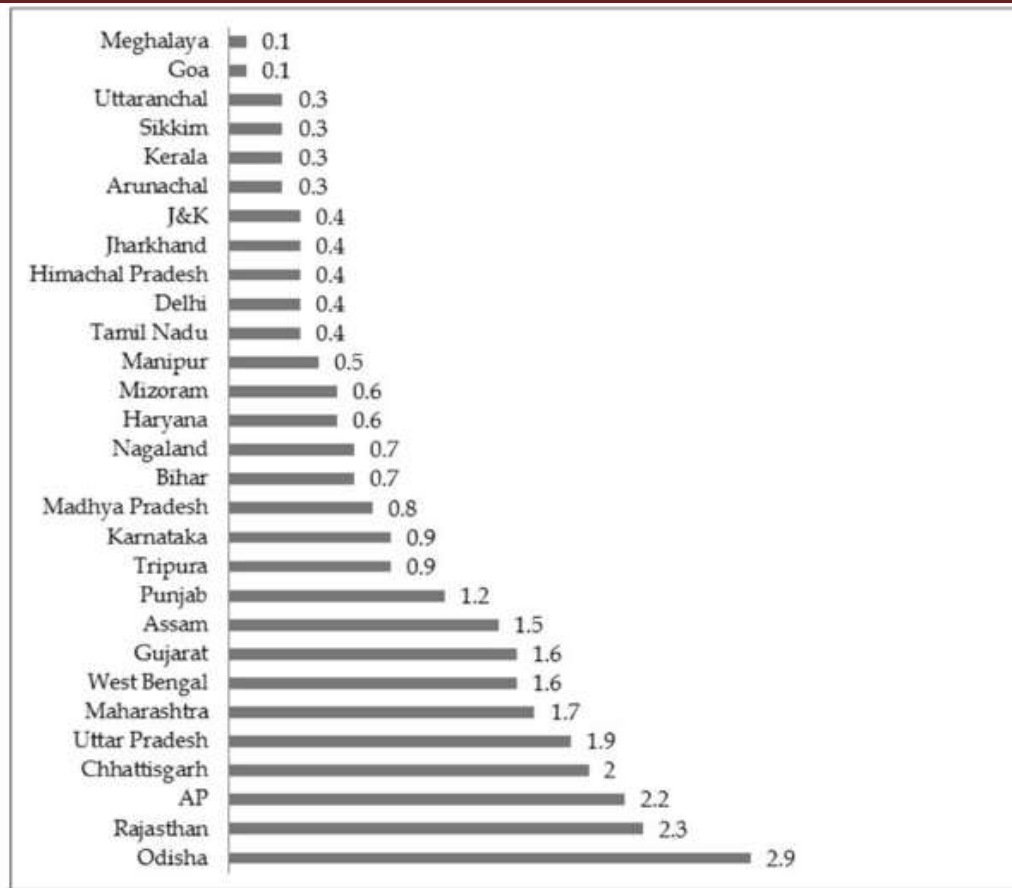


Figure 5. The "school dropout status in states" measures the number of kids between the ages of six and fourteen who are not in school. Analysis of the NFHS-3 data performed by the author.

Andhra Pradesh has the greatest rate (11.5%) of children from low-income families who stopped attending school two or more years ago, while Arunachal Pradesh has the highest rate (25.9%) of children from high-income families who did the same. Table F has detailed information for every state. Figure 7 displays the percentage of 5-14-year-olds who are employed. The highest concentration of child labourers is located in Gujarat, while the lowest concentrations are in Goa and Kerala. For instance: Gujarat has a strong economy, yet this is still the case. When compared to other Indian states, economic potential are greatest in those with the highest youth labour participation rates. The high concentration of family-owned businesses might be another factor in the region's relatively high youth employment rate. Having family members work on the farm or for the family business is a boon to many households. According to these numbers, states with a lower youth labour force participation rate also have a higher youth enrollment rate in school (Figure 1).

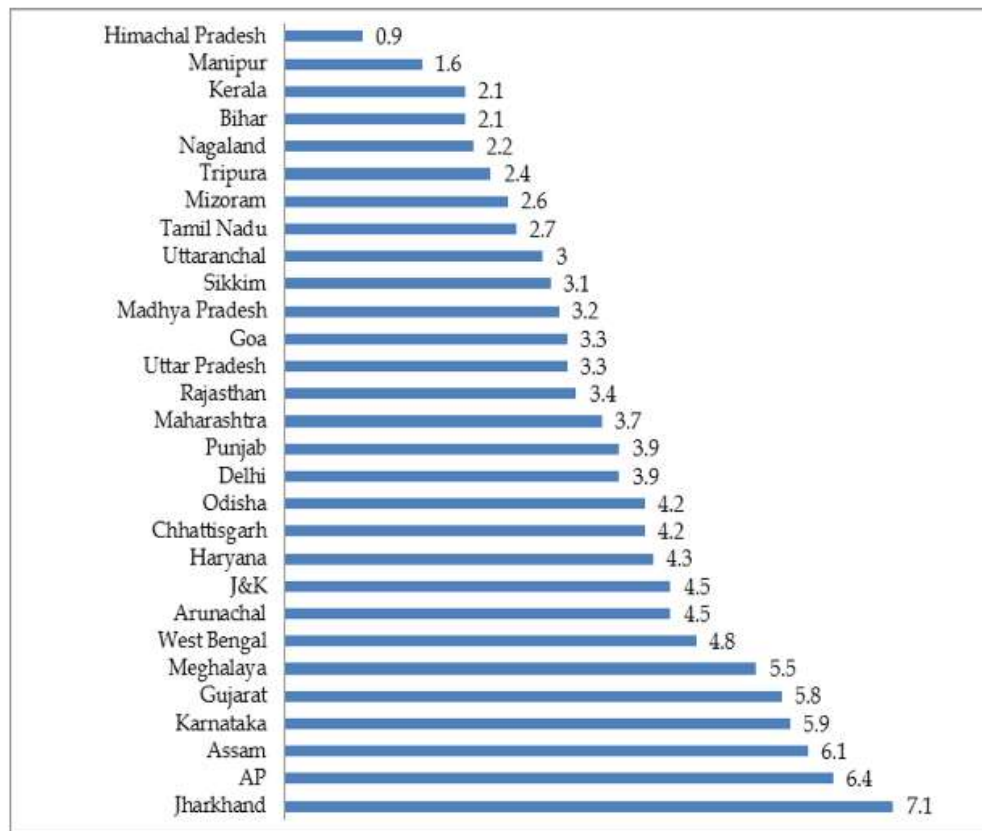


Figure 6. Children aged 6-14 who "left school two or more years early in the United States" Author's own analysis of the NFHS-3 data.

Conclusion

The goal of this research is to determine whether and how socioeconomic status influences Indian children's decisions to attend school and how often they go. Not going to school at all, not beginning until the necessary age, struggling academically, repeating a grade, and failing to graduate high school within the last two years are the six signs considered. A comparison of the five wealth quintiles in India is used to assess the current state of the country's children's educational patterns (the lowest, the poor, the medium, the affluent, and the richest). Bihar has the greatest incidence of elementary school dropouts, while Kerala and Tamil Nadu have the lowest. One of the most striking findings of this study is the apparent disparity between the educational paths of children in states with higher levels of economic prosperity and those of children in states with lower levels of economic prosperity. There is a great deal of space for improvement in the areas of school enrolment, retention, the dropout rate, and over-age enrollment in states like Bihar, Odisha, Jharkhand, Chhattisgarh, and Rajasthan. These issues plaguing the public education system for children of low-income households in India need urgent attention. Promoting child-friendly educational programmes in low-income communities, especially in rural areas, can mitigate some of the education system's unintended consequences for kids from disadvantaged backgrounds. In each state, there is a relationship between the number of children who drop out of school and the number of children who enter the labour force. Even though it is one of India's most progressive states, Gujarat employs more minors than

any other. The state's thriving major cities provide hope for the future for the children of this state. As things are, it's challenging to keep kids enrolled throughout the year.

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