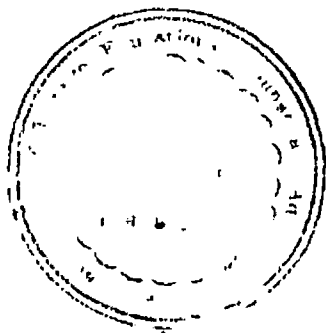


Educational Wastage
at
Primary School Level
IN
HARYANA



STATE INSTITUTE OF EDUCATION
HARYANA, KARNAL

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**STATE INSTITUTE OF EDUCATION
HARYANA, KARNAL**

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Project Staff

Project Director :—

Dr. V. B. Taneja,
Director,
State Institutions of Education Haryana,
Karnal.

Principal Investigator :—

V. N. Dudeja M. A., M. Ed.,
Specialist Inservice Training Wing,

Investigators :—

Harish Chandra M. A., M. Ed.
Manmohan Singh, M. A. M. Ed.
Chandes Bhan M. A., M. Ed.
(III)

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FOREWARD

One of the objectives of introducing compulsory primary education is to provide an opportunity for every individual to get himself educated.

In the Punjab, compulsory primary education started in April, 1961 and by now hundred percent of the school going population in the age group 6-11 should have been enrolled in the school. This has not happened. In Haryana, about eighty percent boys and forty two percent girls in the age group 6-11 are studying in the primary schools.

This is far from satisfactory. The major factor for this state of affairs is the problem of wastage and stagnation. This is a very vexed problem; not quite easy to solve.

In order to see the extent of wastage and stagnation, the State Institute of Education undertook a study. The report of that study has been published.

As has been said in the report the method used for collecting the data, was the intact group method, that is, a particular group of children was traced from their admission to the stage, when some of them completed their

primary education, and some dropped out.

The investigators wished very much to have complete data of the schools from which information was sought, but, as happens in almost all studies, the returns are never hundred percent. They had to be content with whatever information they got.

I would like to record my appreciation of the work done by Shri V. N. Dudeja, Principal investigator and Sarvshri Harish Chandra, Man Mohan Singh Chaudhry & Chander Bhan investigators. Collection of data was a stupendous task and analysis was tougher still. Their zeal and enthusiasm is mainly responsible for this publication.

I am confident that this small publication will help teachers in the primary schools, teacher educators, administrators, and future investigators who may be interested in such a project.

V. B, Taneja

P R E F A C E

The State Institute of Education, Haryana, Karnal is presenting in this brochure, the findings of the study on 'Wastage and Stagnation' at the Primary School stage in Haryana. The problem of Educational Wastage, in the past has occupied a pivotal position in education. Even today it is so. About half of the educational wastage at primary school stage occurs in the first two classes.

The teachers, particularly the Primary School teachers, teacher-educators and Block Education Officer are not aware of the magnitude and seriousness of this problem. They are not in the know of the practical measures to be adopted for reducing and ultimately eradicating this wastage. This subject is not included in the curriculum of the J. B. T. Training Course. There is very little literature produced, which can be of help to teachers in dealing with this problem.

The findings of this study, which are based on the data collected from 133 Primary Schools with enrolment of

9247 pupils will focus the attention of the Primary School Teachers, Block Education Officers and those interested in the field of education in reducing educational wastage at the primary school level. The study has been split in two phases. The first phase deals with Educational wastage, its incidence, causes and probable remedies. The second phase relates to Educational Stagnation. The second brochure will be published after the basic data regarding the drop-outs in different classes is collected from the concerned schools. It is only then that the loss due to stagnation can be identified.

I

Important aspects of the problem

There are four essential requirements of every child--food, shelter, clothing & education. The Indian Constitution provides for free, compulsory and universal primary education for every child till he reaches the age of 14 years. Since India became independent, great efforts have been made in this direction. However, due to the magnitude of the work and great resources involved, the constitutional obligation has not been fulfilled so far. So the Govt. of India have decided, to provide free and compulsory education upto the age of 14 years under two phased programme. In the first phase, free and compulsory education is proposed to be provided to all children from 6 to 11 years of age and in the second phase such education will be provided to all children till they reach the age of 14 years.

For achieving these goals, it is essential that;-

- (a) Every child of the prescribed age i.e. 6 years should be enrolled in class I.
- (b) Every child who is enrolled in class I, should complete one class in one year till he reaches the end of the primary school stage or completes the age of 11 years.

It is common experience that inspite of the best efforts of the Govt. of India, it has not been possible to bring to school every child of the prescribed age. In the present survey, an attempt has been made to deal with the second problem which is related to to the pupils leaving the school before completing the primary school stage or taking more than one year in passing one class.

All children who are admitted to class I are not able to complete the primary school stage within five years i.e the minimum prescribed period. Some of them drop out at one stage or the other and some fail in one class or the other. What is the number of those who fail or drop out in one class during the primary school stage? This information is interesting and significant, All primary school teachers should be very much interested in this information in order to launch some action programmes to reduce the number of drop outs & failures in their schools. They are the real practitioners in the field of education,, who have to locate the causes of this disease and have to reduce and ultimately to eliminate the same.

For the education of a child there is some investment of money. Money has to be spent on the school building furniture & equipment, salary of teaching & supervisory staff. If a child leaves the school without completing the primary course or if he fails in a class, then the investment does not yield the desired result. In that case, the money and the human effort goes waste. This is called educational wastage. The educational wastage is the result of failure or grade repetition and drop out. Drop-out means pre-mature withdrawal from school. Perhaps you are aware that in our state of Haryana about 64% of the school children are unable to complete their primary school education within the prescribed minimum period of five years. In this way there is a huge educational wastage which our state can ill afford.

This is indeed a great challenge for all the devoted workers in the field of education. We have to meet this challenge effectively by launching well planned action programmes and projects to eliminate this disease of educational wastage.

The problem of wastage and stagnation in our educational system has received much attention during the last forty years. It has been discussed thoroughly at

national level and yet there have not been any action programmes for the reduction of these evils. This problem has three aspects.

The first is that wastage & stagnation is the result of weak and defective educational system. The ultimate solution lies in making the educational system strong and effective. The essential conditions for the attainment of of this goal are better educated and trained teachers, provision of improved facilities in schools, improved curricula, adoption of modern and dynamic methods of teaching and evaluation, adequate provision of essential materials for teaching learning processes, full utilization of all possible resources and better supervision and guidance.

The second aspect is to bring about changes in the educational system to suit the life & needs of mass of people who are entering the school for the first time. How does elementary education help a rural child or the child of an agriculturist to become a better or more useful citizen, Hence arises the need to differentiate the curriculum of the rural school from that of the urban and to make rural school confirm closely to its own environment. The aim of the rural school should be to give preliminary training which will train the pupils to be observers, thinkers and experimenters in however humble a manner. The reading book should deal with topics associated with rural life.

The village map should be thoroughly understood, Moreover the problem of teaching reading to children who have no books in their homes, of enabling the children to work for the family and to learn at the same time etc. have now risen for the first time. Suitable adjustment in the working of the educational system will have to be made for eliminating the wastage arising out of these causes.

The third is, that in every given situation in an educational institution and even at the existing level of facilities, it is also possible to reduce the extent of wastage & stagnation to a great extent through proper planning and through maximum utilization of facilities available and creation of an atmosphere of hard, sustained and dedicated work.

The above mentioned three aspects of this problem can be tackled effectively through long term projects and short term projects and by the ceaseless efforts of inspired and devoted teachers.

Objectives

The main objectives of the present study are:-

- (i) To make the primary school teachers & the block education officers conscious of the need and magnitude of the problem of educational wastage & stagnation at the primary school stage.
- (ii) To ascertain the incidence of wastage at different grades.
- (iii) To analyse the causes of educational wastage.
- (iv) To suggest action programmes for reduction and ultimately elimination of educational wastage.

II

Wastage and Stagnation

Definition & Methods of Measurement

Hartog Committee defined wastage as "The premature withdrawal of children from school at any stage before completion of the primary course" Stagnation was further to mean "The retention in a lower class of a child for period of more than one year." So far as the connotation of the term stagnation is concerned, the subsequent research workers agree to what the Hartog Committee had said in the report. There are however differences with regard to the term 'wastage'. It has to be seen whether or not those pupils, who drop out before passing the last stage of primary education should be included in the definition of wastage. So to say, this would imply two opinions, in the light of which, the term 'wastage' should be defined.

First View Point

The wastage according to this view point relates to the objectives of education prescribed for the stage under investigation. The objectives cannot be obtained until and unless the pupil passes that stage or spends not more than a term in the final grade of that stage. Any child for example, who is withdrawn from the school before he spends sufficient time in grade IV/V or drops out, before actually passing that grade, would constitute a case of wastage. This definition has been in operation in most of the studies undertaken so far.

Second View Point

This is based on the concept of 'incremental gains' in learning outcome. The supporters of this view-point lay stress on the 'year' instead of the 'stage, or temporal unit of enquiry. They hold that every year that the child spends in the school, helps in partial attainment of permanent literacy which is our main objective for the stage under investigation. Hence a child who drops out or is withdrawn before reaching or passing that grade, will not constitute a case of wastage. This definition was used by Chickerman and in the Poona Study and 24 Purganas Study for computational purposes.

It may however, be observed that studies conducted in Maharashtra have shown that minimum of four years

schooling is considered necessary for every child for effective literacy in later life and as such the above definition may not be found acceptable for the primary stage at least.

Methods of Measuring the Phenomena

Cohort Method

Under this method, the career of a cohort of pupils who entered the beginning grade of the stage under enquiry is followed up in the subsequent years till the last grade is reached. The number of children who drop out or are withdrawn from school before completing the last grade of the stage under investigation constitutes a case of wastage. This method used in the studies conducted so far had a backward look in the sense that it covered past period. No large scale forward looking longitudinal study has yet been undertaken in this country following up a cohort of pupils through future years. The Satara study, the Poona study and the 24-Parganas study, used this method for measuring wastage in primary education.

This method is considered to be the most scientific method employed so far. In the present study cohort method with forward looking longitudinal study has been followed. Basic data of 9247 cohort has been collected from the year 1961 to year 1966. The same has further been analysed and interpreted.

Stagnation

Stagnation has generally been measured by counting the number of failures during different years from the same cohort of pupils. The formula for computing the index of stagnation is as under:-

Index of stagnation=

$$100 \times \frac{\text{No. of years actually spent} - \text{No. of opt. years}}{\text{No. of optimum years}}$$

The expression 'optimum years' is used to denote the total number of years required for a given cohort to complete the prescribed course on the assumption that every child will make normal and regular progress from year to year.

The actually used years are, however calculated by counting every year spent in school by every child in the cohort.

To illustrate these concepts, let us suppose a cohort of 1000 children entering grade I during a given year. Let us further suppose that the duration of the primary course is five years. Assuming that each child passes regularly, he will take five years to complete the entire course. The total number of years or the optimum of years will be 5000 years. But in actual practice this does not happen, as some

pupils fail each year. Now suppose that out of the 1000 pupils in the above said cohort, those who take more than five years each to complete the course are distributed as follows : 400 take 6 years, 200 take 7 years, 100 take 8 years, 25 take 9 years and 5 take 10 years. That is each of $400+200+100+25+5$ or 730 pupils take 6 years or more to complete the primary stage where as 270 pass in minimum period of 5 years. The actually used years for the entire cohort will then be $270 \times 5 + 400 \times 6 + 200 \times 7 + 100 \times 8 + 25 \times 9 + 5 \times 10 = 6225$. Accordingly, the index of stagnation will be

$$= 100 \times \frac{\text{No. of years actually spent} - \text{No. of opt. years}}{\text{No of opt. years.}}$$

$$= \frac{100(6225 - 5000)}{5000}$$

$$= \frac{1225}{50}$$

$$= \frac{49}{2}$$

$$= 24.5\%$$

Methods of indentifying the causes

The causes of wastage and stagnation are mainly identified by two methods-Direct and Indirect.

Direct Method

The investigator interviews the drop-outs and their parents. The causes of the pupils dropping out or premature withdrawal from school are then ascertained. There are however drawbacks in this method as the causes reported by the drop outs and their parents may not be true ones and are likely to be biased due to their perception. It is not an objective method and hence has less reliability.

Indirect Method

Under this method, the investigator finds out the causes of dropping out or premature withdrawal from school of the pupils by interviewing the drop outs their friends, neighbours, teachers and members of local community etc. The causes are also ascertained by administering a check list of possible causes and making a request to the interviewees to tick mark those causes, which may be considered applicable to each case under study. The responses obtained through this method may, however not be in any way more abjective than those obtained through Direct Method.

In the present study the second method mentioned above has been used.

III

Collection of data

Method of Study

In this chapter effort has been made to give detailed description of the methodology applied for collection of data, the tools developed, the sample taken and the statistical treatment of the data.

The knowledge of the extent of wastage is not as important as that of the identification of its causes. It is thought that while the former merely unfolds the magnitude of the problem, the later helps in improving the existing situation by launching action programme. However, the estimate of extent is also significant because it helps to keep a record of relative change of rise and fall that takes place through the years in the magnitude of

wastage and stagnation. The relative change if measured on the same scale, can provide a very useful information needed by the educational authorities.

For conducting the present study a detailed "School Information Blank" (proforma) was evolved and a short cut method was adopted for calculating the extent of wastage. The enrolment on two dates i. e. on 31-5-61 and 31-3-62 of each grade in selected schools was collected to ascertain the extent of wastage and number of drop out during the academic year before the commencement of annual examination. The enrolment on 31-5-62 and 31-3-63 of class II indicated the extent of wastage and the number of dropouts due to failure in the examination and due to other reasons.

The difference in enrolment on these two dates clearly indicated the combine extent of wastage & stagnation in grade I. This simple estimate was transformed into the rate of wastage and stagnation per 100 pupils enrolled in grade I by dividing the difference thus obtained by the figure of enrolment in grade I and multiplying the fraction by 100. This was however a crude estimate in the sense it did not account for double and early promotions (i. e passing more than one grade in a year) and deaths

occurring during the interval of estimation. Again, it did not provide for any scope for determining the extent of wastage and stagnation separately, nor did it take into account fresh admissions to grade II to V.

In the foregoing method year 1961 to which the enrolment to grade I pertained, was called base year and the enrolment itself was referred to as cohort. Cohort corresponding to the base year 1961-62 to 65-66 were analysed for the primary stage.

The rate of drop outs on every 100 children enrolled by grades and stage of education and location of schools (rural/urban) in the 133 primary schools selected from the 58 blocks of Haryana was calculated for the years 1961-66. The data for computing the rate of drop outs were collected through a school Information Blank (Appendix I). A detailed description of this instrument is given later in this chapter.

Tools Used

The following tool was developed for this study.

School Information Blank

This instrument was designed (Appendix I) to collect identifying data about the school and the pupil, informa-

tion in respect of school included, the name of the school; the name of the town, Tehsil, Block, District, where the school was located., the population of the locality, the name of the Head Teacher and Block Education Officer.

In addition to the above items the School Information Blank contained ten columns with dates for five classes of the Primary Stage (Two columns for each class). The Head Teachers of the schools were requested to give the data in respect of pupils who were on the roll of the Ist. Primary class on 31-5-61 and treat this as base data and 31-5-61 as base date. Taking the enrolment in grade on 31-5-61 as initial cohort, the extent of wastage and stagnation was worked out during the following years till this cohort completed the V class on 31-3-66. They were asked to tick against the names of the pupils in the specific columns in case they were on the roll of the class on those dates and to put a cross against the names of those pupils who had dropped due to failure or otherwise. In the Information Blank, the importance of this study was stressed. The Head Teachers and the Block Education Officers were asked to send a list of the cases of the pupils dropping out or of the premature withdrawals from schools taking into consideration the local factor as well. For making the Block Education Officers and the District Education Officers conscious of this problem, the specialists of the State Institute of Education of Haryana, Karnal visited all the districts and addressed the Block Education Officers on this problem. The School Information Blank

was fully explained to them. In the districts of Karnal and Gurgaon, the B.E.Os were addressed on this subject by our worthy Director Dr. V. B. Taneja and in the districts of Mohindergarh, Jind, Rohtak & Ambala, the B.E.Os were addressed by the Principal Investigator Sh. V. N. Dudeja and in the District of Hissar, Sh. Chander Bhan specialist In-service Trg.wing addressed the Block Education Officers. About twenty meetings of B. E. Os of various districts were addressed on the subject. In the seminar of Heads of High. Hr. Sec. Schools & Block Education Officers & Teacher Educators at sample (Rotak) this topic was high-lighted and its importance was stressed.

Sample

There are Seven districts in Haryana. Each district has Educational Blocks and their number varies from 5 to 21. Total number of blocks is 107. The work of educational supervision and administration of all the Primary Schools is under the charge of Block Education Officers. He is the drawing and disbursing officer for the schools under his charge. Out of 107 Block Education Officers 48 responded to our request. Each B. E. O. was asked to select three primary schools from his block, keeping in view the population of the area. First category of schools was to be selected from the village with population of less than 5000. The second category of school from locality with population ranging between 5000 and 20,000 and the third from the area with population

of more than 20,000. In case a school with population of more than 20,000 was not in their jurisdiction, then they could select two schools from the 2nd category and one from the first. In case the 2nd & 3rd category of schools were not in their block, then they could collect the information from their schools of the 1st category. In this way 48 B.E.O., reported and School Information Blanks duly filled were received from 133 schools of each category.

TABLE I

The number and names of those educational blocks from each district who co-operated with regard to this study and who got the school information blanks sent from the head teachers of the schools under their jurisdiction, is given in Table I. It will be seen that fourteen B.E.O.S. of Karnal district co-operated and next to Karnal is Ambala district from where thirteen B.E.O.S. responded to our request. Mohindergarh is the only district from where no response was received, although the principal investigator visited that place, contacted all the B.E.Os. and made a personal request to them all.

TABLE II.

District wise representation of the sample can be seen in table IX. It gives information about the number of districts, number of educational blocks in each district, the number of educational blocks which cooperated & number of schools from each block that sent the School information Blanks. It also indicates the percentage of

representation of each block. In this study the districts of Ambala, Karnal and Jind are better represented than other districts. Their representation being 79%, 54% and 47% respectively. Ambala district comes at the top and Karnal comes second and Jind comes third. The representation being 79%, 54% & 47% respectively.

The district-wise number of schools of each category from where the school information blanks were received are shown in Table III. Out of 321 primary schools from where the basic data was expected, only 133 primary schools sent the data on the school information blanks. Thus the representative data was 41.43 percent of expected data.

In spite of our best efforts, school information blanks were not received from Mohindergarh district which remained unrepresented in this study. From the districts of Karnal, Ambala, Jind and Rohtak more than fifty percent of the school information blanks were received. In Gurgaon district, out of 19 Block Education Officers only two B.E.O.'s sent the school information blanks from two schools. From the district of Hissar only 17 School information Blanks were received while 63 were expected from there. This sample is however fairly representative of the whole state of Haryana.

The data was received from 133 schools with enrolment in the 1st primary class on 31-5-61 as 9247. Out of 133 schools, 94 schools were located in the villages with population of less than 5000, 26 schools were located in

villages with population ranging between 5000 & 20,000 and 13 schools were located in urban localities with population more than 20,000. For this refer to table III.

In table II percentages of stay-ins have been worked out in class I to V for different categories of schools. It is evident that out of 100 students admitted in class I in 1961 only about 35 students stayed in till the end of their course in V standard in 1966. About half of this wastage occurred in class I and II. The wastage and stagnation amounted to 65%

It is obvious from table No. IV that total number of pupils in class I on 31-5-61 was 9247 and in class II on 31-5-62 the number of pupils went down to 5371. Similarly the number went on decreasing from class to class, till the number of stay-in came to 3319 on 31-3-66 i. e. end of the course in class V. The rate of stay-ins for per hundred pupils enrolled in grade I works out to be 68.2, 53.03, 45.5, 39.5, 35.8% in grades II, III, IV, V. Although the percentage of pupils promoted to grade V is 39.5, yet only 35.8% continued to study in the schools till the end of the course in that class. Hence the rate of stay-ins in V grade for every 100 pupils enrolled in grade V works out to be 35.8%.

There has been a fall in number of pupils during the academic year in each grade which shows that students leave the school not only because of the failure in the annual examination but due to many other factors. The fall in enrolment is very steep in the first two years.

IV

Incidence of Wastage

The basic data for this study was collected from 133 primary schools. These schools were of three categories. Schools situated in localities with population less than 5000 were put in category I and schools in areas having population between 5000 and 20000 were put in category 2 & schools serving the areas with population of more than 20,000 were placed in category 3. Out of 133 schools, 94 schools belonged to first category and 26, 13 belonged to second and third categories respectively. Schools of 1st & 2nd type represented the village schools and the third type represented the urban schools. The enrolment in these three categories of schools on the base date i. e. 31-5-61 was 4732, 3077, 1438 respectively. The total enrolment being 4247. The data was received from 120 (94+26) rural schools and 13 urban schools.

In order to obtain the exact estimate of wastage, mean incident based on the figures of enrolment in 133

schools on the base date in grade I were added. Percentage of wastage from grade to grade was worked out. The following conclusions from the rate of wastage are drawn as shown in table No. V.

TABLE No. V.

The rate of wastage in grade I was calculated by dividing the difference between grade I. on 31-5-61 & the enrolment figure in grade II on 31-5-62 by the figure 9247 and multiplying the resultant figure by 100. This when worked out comes to 31.8 percent (Table V column V).

It is obvious from table No. V that the rate of wastage in grade I is 31.8 percent, in grade II is 46.97 percent, in grade III is 55.7 percent, in grade IV is 60.5 percent and in grade V is 64.2 percent. This rate has been calculated on per 100 pupils enrolled in grade I. In other words, out of 100 pupils who were in grade I on 31-5-61, 64 pupils either failed in one class or the other or they dropped out till they completed the grade V on 31-3-66. So the efforts made and the money spent on the education of hundred pupils was made use of by only 36 pupils. This rate of educational wastage at the primary school stage differs from grade to grade, and from one category of schools to another. Percentage of wastage from grade I to V is 31.8, 15.17, 8.73, 4.8, & 3.7 respectively. (Table V column 6)

It can be seen that the rate of wastage is highest i. e. 31.8 percent, when children move from grade I to

grade II. It is 15.17 percent when they go from grade II to III, The rate of wastage when pupils move from grade III to IV, IV to V, and till the end of grade V is 8.73, 4.8, 3.7 respectively. This indicates that the chances of wastage are highest in grade I & II. About fifty percentage of the pupils discontinue their studies in the first and second grades due to premature withdrawal or failure.

Rate of wastage in three categories of schools:-

The analysis of the enrolment data for calculating the rate of wastage in the three categories of schools indicates that the rate is almost the same in the first & second categories. In the third category it has gone very high. This may perhaps be due to less number of schools represented in the sample. The new enrolment data (table VI) with number of drop outs in different grades is given in table IV and data converted into percentages in table V.

The number of stay-ins in three categories of schools was worked out in table VI and the data thus obtained was converted into percentages in table VII. It is obvious that per 100 pupils enrolled in grade I in 1961, only 38 could complete their school stage in 1966 from the first category of schools, while from 2nd & 3rd category of schools their number was 38 & 24 respectively. (Table VII column 13) On the whole the number of stay-ins was 35. However, there is a grade wise & category wise difference in rates of stay-ins.

The foregoing analysis provides estimates of incidence of wastage at primary school stage from grade to grade and also in the different categories of schools. The rate of drop outs ranges from 3.7 percent in grade V to 31.8 percent in grade I. The total number of drop outs in five grades comes to about 64 percents which is quite an alarming figure. It also shows that about fifty percent of wastage occurs at the end of grade I & grade II in primary schools.

V

Causes of Watage & Stegation.

The head teachers of the primary schools and the Block Education Officers who supervised those schools were given a school information Blank and were requested to send alongwith the filled up Blanks, a list giving the main causes responsible for large number of drop outs in their schools. They were asked to give the list of main causes after contacting the parents & the guardians of the drop outs. Those lists were examined and as a result the following reason of pre-mature leaving the school by the pupils are given :—

1. Poverty :

Pupils studying in rural schools cannot afford to continue their studies because of the poverty of their parents. They have no resources to meet the educational needs of the children like books, stationery etc. This is an important single factor.

2. Taking up odd jobs to supplement income.

Boys are forced by circumstances to leave the school and take up unskilled jobs to supplement the income of their families.

3. Involvement of children in domestic work

Children are involved in all types of domestic work as soon as they are old enough to work. This practically leaves no time to them for study and hence to their leaving the school before completing the course.

4. Educational Background.

There is a large number of illiterate members in the family in rural areas who have no educational background. They have no perception of value of education and hence are not serious about the education of their children. Some of them have developed a negative attitude towards education.

5. Caste.

Parents belonging to scheduled castes & backward classes are not serious and enthusiastic about giving education to their children although much has been done by the govt. to improve their standard & status.

6. Occupation.

People engaged in agriculture & casual labour are generally not in favour of sending their children to school.

as compared with those engaged in business & salaried employment.

7. Indifference of Parents.

Due to poverty, illiteracy, and cultural deprivation the parents become indifferent toward the education of their children. This leads to wastage in education.

8. Continued presence in one class for more than one year.

The longer the child remains in one class the more neglected and discouraged he feels. He himself does not benefit by over stay in the same class; it rather affects adversely the teaching of the other pupils.

9. Poor Quality of Teaching

Poor quality of teaching is a major factor for this educational wastage. Disgruntled teachers, having no aptitude for the teaching profession are also responsible for the drop outs. Lack of earnestness on the part of teachers results in educational wastage.

10. Lack of proper Environment at Home.

In some homes the environment is such that due to certain mishaps in the family or due to poverty or sickness of the parents, the child is not able to continue his studies in school. Nonavailability of text books can also lead to premature withdrawal from school.

12 Education system not according to the needs of society.

The educational system should be so adjusted that school going children should be able to assist their parents and also study at school. Thus the wastage due to economic factors can be generally reduced.

13. Faulty admission policy.

The admission policy of keeping the admission open to grade I throughout the year leads to wastage, though technically speaking, it is not correct...to put the pupil who is admitted in the bag end of the session in the failure list.

14. Proper school environment

Many of the schools have unattractive buildings, inadequate equipment, untrained & unwilling to teach overcrowded classes and so on. All this constitute poor school environment. At present the schools are so poor that the average child is not inclined to remain there and consequently an average parent withdraws him from school.

15. Death of parents.

The child has to bear the responsibility of a bread earner at the death of the father. Hence he leaves the school without completing the primary stage.

16. Irregular attendance.

There can be many causes for irregular attendance of a child. It may be due to emotional differences, lack of interest in education, ill-health, bad company. This is one of the most important contributory factors for stagnation and ultimately results in wastage:

17. Heterogeneity in age in the composition of students.

The students belonging to the older age than that of the usual age of the students of the same class are more likely to drop out.

18. Undernourishment of the pupils.

Because of economic backwardness, a large number of school children are undernourished and they therefore very often contract diseases of different kinds. Continuous illness of children adversely affects their achievement in studies and ultimately leads to wastage.

19. Emotional problems of the pupils.

In this connection the following behaviours are identified as indicative of maladjustment.

- a. Rude behaviour towards teacher.
- b. Truancy.
- c. Extreme shyness.
- d. Extreme aggressiveness.

- e. Extreme fear,
- f. Extreme insecurity,

20. Social maladjustment of pupils.

This is due to caste inferiority, acute poverty of parents undesirable social influences physical stature much above or below the average of the class.

21. Mental retardation.

The characteristics identifying the mentally retarded pupils leading to their drop out are:-

- a. Low grasping power.
 - b. Poor academic performance.
 - c. Lack of general responsiveness.
 - d. Lack of interest in studies.
22. Physical defects. Like poor eye sight, General debility, intestinal disorders & dysentery etc.
23. Parent's attitude towards school, teachers & education.
24. Size of family, status of the child in family-first child, male or female child.
25. Family discipline.
26. Lack of proper communication between school & community.

7. Last but not the least important are the school factors like heavy syllabus, lack of co-curricular, activities and lack of sympathy on the part of teacher towards pupils.

In rural areas school units are usually small, adequate staffing is more expensive, conditions of life are not attractive to teachers, who are specially selected and trained: women teachers cannot as a rule live in villages unless circumstances are favourable, teachers are isolated and difficulties of administration in supervision and inspection are greater and it is difficult to secure regular and prolonged attendance of children.

In this chapter some of the main causes leading to premature dropping out of the pupils from school, at the primary school stage and thus leading to huge amount of national wastage have been mentioned.

VI

The problem of wastage and stagnation is very acute in class I & II. Half the wastage at primary stage occurs in class I and II. This problem, therefore, needs to be tackled on a priority basis.

The main programmes needed to reduce wastage and stagnation in class I & II. are the following :—

1. Reform of admission policies.
2. Formation of a homogeneous age-cohort.
3. Special programmes for children of masses.
4. Improvements in teaching.

Fresh admission to class 1st.

It is necessary that the public is informed about the state policy about universalisation of education and the need to secure admission for children at the very beginning of the academic year. This will enable the guardians to understand and appreciate the responsibility of sending children to school in time.

Homogeneous age cohort.

The guardians should be requested to register the child for admission to standard I, when he is of $5\frac{1}{2}$ years and above. But children beyond II may not be admitted to class I. It should be the objective of educational policy to ensure that vast bulk of children admitted to class I are in age group 5-7.

Special programmes for children of masses should be introduced. The school timings and sessions have to be correlated to the prevailing condition of the community so that there is no conflict between the total school programme and the work that the parents might expect their children to do for their own families.

Good Teachings.

The essence of the programmes is to improve the quality of teaching in class I & II. The best teacher available in the school should be incharge of class I. A freshly admitted child to class I, should be gradually and properly initiated in the school life. In the initial stages hours of attendance have to be shorter and a great emphasis is needed on play-way methods of teaching. Ungraded unit system should be tried in class I & II.

A great emphasis is needed on play-way and activity methods to attract and hold the attention and interest of the children. The teachers of these classes

should be made proficient in these methods through pre-service & in-service training.

The school, its campus, its programme and its activities have to be made attractive. This envisages certain minimum provision for school buildings, play grounds and equipment. Attempts should be made to mobilise community resources through parent - teacher association and school improvement conferences.

The class size should be small. Individual attention should be given to each pupil. A system of progress cards should be introduced.

Teaching & learning aids should be liberally provided. All children should have text-books and the school should also provide supplementary reading material on a liberal scale.

Writing material like slates, takhtis, pencils, coloured charts, models, audio-visual aids should be provided in the school.

Provision should be made for improving the health status of children by making arrangement for regular medical check-up, follow up, & giving mid-day meals etc.

Special provision should be made for educating exceptional children, including the gifted children.

It has been often found that teachers working in rural school do not often get residential accommodation and are therefore, compelled to live in other villages. They cannot thus maintain contact with the rural community of the village. As such contacts are quite essential to reduce drop - outs in schools and to ensure regular attention. Rural teachers should be provided with residential accommodation to enable them to stay in the villages where they work.

Definite targets should be set to reduce wastage and stagnation at primary stage in each school in each block in each district.

Meetings should be held to discuss in detail and draw up action plans for each block for each year. Such meetings should be repeated every year to evaluate the work done and to chalk out the programmes for the next year.

Each school should be required to keep appropriate records which will make it possible to measure the extent of wastage and stagnation, separately for each class and for each successive year. It should also be the responsibility of the institution to strive to reduce wastage and stagnation, to evaluate the programmes adopted for the purpose and their success from year to year and then improve in the light of experience gained.

There should be specific provision in the inspection report of educational institutions for the examination of

the extent of wastage and stagnation in the institutions in the preceding and the current year, and for the evaluation of the programmes adopted by the institutions to reduce them and of the success obtained there in. The Block Education Officers should be required to pay special attention to these matters at the time of annual inspection and should give credit to the schools for doing constructive work in this direction.

In short, the element of compulsory and free education cannot be a source of satisfaction unless the compulsory system leads to a higher percentage of enrolment and attendance and better flow of promotion from class to class so that stage of literacy is reached by much larger number of scholars. For this, phased-action programmes will have to be launched as suggested above.

Sub. ~~Ministry~~ ~~Department~~ ~~of~~ ~~Education~~
 National Institute of Educational
 Planning and Administration
 17-B, Sector 11, Connaught Place, New Delhi-110016
 DOC. No. D-6693.....
 Date.....12.3.92

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TABLE No. I

Showing Educational Blocks involved in the Study

Sr. No.	District	No. of Blocks.	Names of Educational Blocks
1.	Ambala	11	Ambala I, Ambala II, Ambala III, Barara I, Jagadhri, Raipur Rani, Kalka, Yamuna Nagar, Bilaspur, Raipur, Barara II.
2.	Gurgaon	2	Sohna I, Sohnna II.
3.	Ghazipur	5	Sirsa I, Sirsa II, Tosham, Hansi I, Ratia.
4.	Jind	3	Jind I, Jind II, Safidon.
5.	Karnal	14	Karnal I, Karnal II, Nilokheri I, Nilokheri II, Thanesar I, Thanesar II, Radaur, Pundri, Pehowa, Madlauda, Nising, Assandh, Shahabad, Ladwa
6.	Mohindergarh	x	x
7.	Rohtak	12	Sonapat, Jhajar I, Jhajar II, Gohana, Meham, Ganaur, Katanour, Bahadurgarh, Rai, Rohtak, Nahar, Beri.

Wastage & Stagnation

TABLE No. II

Districtwise Representation of the Sample

1 Sr. No.	District	2 No. of B.E.O's in the district.	3 No. of B.E.O. from whom S.I.B. Received.	4 No of Schools from whom S.I.B. Received.	5 Percentage of representa- tive sample.
1.	Ambala	14	11	33	79
2.	Gurgaon	19	2	2	4
3.	Hissar	21	5	17	27
4.	Jind	5	3	7	47
5.	Karnal	20	14	26	54
6.	Mohindergarh	12	—	—	—
7.	Rohtak	16	12	38	79
Total		107	47	133	41.432

S.I.B.—School Information Blank.

Wastage & Stagnation

TABLE No. III

Showing three categories of Schools in the Sample

1 Sr. No.	2 District	3 No. of schools (Below 5000)	4 No. of schools (Between 5000 & 20,000)	5 No. of schools (above 20,000)	6 Total No. of schools	7 Total No. of schools from where the S.I.B. were expected
1.	Ambala	34	1	3	38	$14 \times 3 = 42$
2.	Gurgaon	—	2	—	2	$19 \times 3 = 57$
3.	Hissar	11	3	2	16	$21 \times 3 = 63$
4.	Jind	4	4	—	8	$5 \times 3 = 15$
5.	Karnal	16	9	5	30	$20 \times 3 = 60$
6.	Mohindergarh	—	—	—	—	$12 \times 3 = 36$
7.	Rohtak	29	7	3	39	$16 \times 3 = 48$
Total		94	26	13	133	321

$$\text{Percentage of data received} = 100 \times \frac{133}{321} = 41.43$$

Wastage & Stagnation
TABLE No. IV
Showing the percentage of Stay-ins
Per 100 pupils enrolled in grade I

Date	Enrolment	Grade	Percentage of stay-ins Date-wise	Percentage of stay-ins Grade-wise
31-5-61	9247]	I	86.9	68.2
31-3-62	8036]		68.2	
31-5-62	6299]	II	58.03	53.03
31-3-63	5371]		53.03	
31-5-63	4904]	III	49.2	45.5
31-3-64	4556]		45.5	
31-5-64	4212]	IV	43.1	39.5
31-3-65	3944]		39.5	
31-5-65	3654]	V	35.8	35.8
31-3-66	3319]		35.8	

Wastage & Stagnation

TABLE No. V

Showing the incidence of Wastage.

1 Date	2 Enrolment	3 Grade	4 Percentage of incidence of wastage date- wise per 100 pupils enrolled in grade I	5 Percentage of incidence of wastage grade- wise per 100 pupils enrolled in grade I	5 Percentage of incidence of work gradewise.
31-5-61	9247]	I	13.1	31.8	31.8
31-3-62	8036]		31.8		
31-5-62	6299]	II	41.97	46.97	15.97
31-3-63	5371]		46.97		
31-5-63	4904]	III	51.0	55.7	8.73
31-3-64	4556]		55.7		
31-5-64	4212]	IV	58.3	60.5	4.8
31-3-65	3944]		60.5		
31-5-65	3654]	V	64.2	64.2	3.7
31-3-66	3319]		64.2		
			41		

Wastage & Stagnation

TABLE No. VI

Showing the number of drop-outs in three categories of Schools

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
Sr. No.	Schools situated in locality with population.	No. of schools	$31-\frac{5}{61}$	$31-\frac{8}{62}$	$31-\frac{5}{62}$	$31-\frac{3}{63}$	$31-\frac{5}{63}$	$31-\frac{3}{64}$	$31-\frac{6}{64}$	$31-\frac{3}{65}$	$31-\frac{5}{65}$	$31-\frac{5}{66}$
1.	Below 5,000	94	4732	414	1131	383	245	152	116	162	126	191
2.	Between 5000 & 20,000	26	3077	591	349	406	120	91	139	52	74	86
3.	Above 20,000	13	1438	206	250	139	102	105	89	54	90	58
4.	General	133	9257	1211	1737	928	467	348	344	268	290	335
	(Total)											
					2948		1395		692		558	335

Wastage & Stagnation

TABLE No. VII

Showing Percentage of Drop-outs in three categories of Schools

1 Sr. No.	2 Population of the locality where school is situated.	3 No. of schools	4	5	6	7	8	9	10	11	12	13
			$31\frac{5}{61}$	$31\frac{3}{62}$	$31\frac{5}{62}$	$31\frac{3}{63}$	$31\frac{5}{63}$	$31\frac{3}{64}$	$31\frac{5}{64}$	$31\frac{3}{65}$	$31\frac{5}{65}$	$31\frac{3}{66}$
1.	Below 5,000	94	4732	8.8	32.8	41.8	46.1	49.3	50.3	52.2	57.7	61.9
2.	Between 5,000 & 20,000	26	3077	9.3	30.6	43.8	47.7	51.9	55.1	56.9	59.3	62.1
3.	Above 20,000	13	1438	15.1	31.8	41.4	48.5	55.8	61.8	65.93	71.97	76.1
4.	General Total	133	9247	13.1	31.8	41.97	46.97	51	55.7	58.3	60.5	64.2

Wastage & Stagnation

TABLE No. VIII

Showing the number of stay-ins in three categories of Schools

1	2	3	4	5	6	7	8	9	10	11	12	13
Sr. No.	Population of the locality where school situated.	No. of schools	$31\frac{5}{61}$	$31\frac{3}{62}$	$31\frac{5}{62}$	$31\frac{3}{63}$	$31\frac{5}{63}$	$31\frac{3}{64}$	$31\frac{5}{64}$	$31\frac{3}{65}$	$31\frac{5}{65}$	$31\frac{3}{66}$
1.	Below 5000	94	4732	4318	3180	2797	2552	2400	2284	2122	1996	1805
2.	Between 5000 & 20000	26	3077	5486	2137	1731	1611	1520	1381	1329	1255	116
3.	Above 20,000	13	1438	1232	982	843	741	636	547	493	403	3459
4.	General (Total)	133	9247	8546	6299	5371	4904	4556	4212	3944	3654	3319

Wastage & Stagnation

TABLE No. IX

Showing Percentage of Stay-ins in three categories of Schools

1	2	3	4	5	6	7	8	9	10	11	12	13
Sr. No.	Population of the locality where school is situated.	No. of schools										
			$31\frac{5}{61}$	$31\frac{3}{62}$	$31\frac{5}{62}$	$31\frac{3}{63}$	$31\frac{5}{63}$	$3\frac{3}{64}$	$31\frac{5}{64}$	$31\frac{3}{65}$	$31\frac{5}{65}$	$31\frac{3}{66}$
1.	Below 5000	94	4732	91.2	47.2	59.2	53.9	50.7	49.7	47.8	42.3	38.1
2.	Between 5000 & 20000	26	30.77	80.7	69.4	56.2	52.3	48.1	44.9	43.1	40.7	37.9
3.	Above 20,000	13	1438	85.9	68.2	58.5	51.5	44.2	38.2	34.07	28.03	23.9
4.	General (Total)	133	9247	86.9	68.2	58.00	53.03	49.2	45.5	43.1	39.5	35.8

राज्य शिक्षा संस्थान, हरियाणा, करनाल

परियोजना : प्राथमिक कक्षाओं में क्षति और वृद्धिरोध का अन्वेषण

अप्रैल सन् 1961 से आरम्भ होने वाले शैक्षिक वर्ष से हरियाणा में (जो एतद् पूर्व पंजाब का अंग था) 6-11 वर्ष की आयु के बालकों और बालिकाओं के लिए प्राथमिक शिक्षा निःशुल्क एवं अनिवार्य कर दी गई। यह एक क्रान्तिकारी पग था जिसके फलस्वरूप शिक्षा के क्षेत्र में अभूत-पूर्व विस्तार हुआ। इसमें कुछ समस्याएँ भी हमारे सामने आईं जिन पर अनुसन्धान कार्य आरम्भ हुआ। ऐसी ही एक समस्या है : प्राथमिक कक्षाओं में क्षति एवं वृद्धिरोध।

क्षति (Wastage)

जो बालक प्रथम कक्षा में प्रविष्ट होता है और शिक्षा के पांच वर्ष पूरे करने से पहले ही स्कूल छोड़ देता है, तो वह साधारणतया पुनः निरक्षरता के गर्त में जा गिरता है। इस प्रकार उसकी शिक्षा पर जो भी व्यय हुआ वह सब व्यर्थ गया। इस हानि को 'क्षति' का नाम दिया गया है।

वृद्धिरोध (Stagnation)

जिस बालक के प्राथमिक कक्षाओं अर्थात् पहली से पाँचवी तक की शिक्षा को पूरा करने में 5 वर्ष से अधिक समय लगे, तो निश्चय ही वह किसी न किसी कक्षा में अनुत्तीर्ण हुआ होगा। यह भी एक प्रकार की हानि है जिसे 'वृद्धिरोध' का नाम दिया गया है।

क्षति और वृद्धिरोध के कारण देश की शैक्षिक प्रगति पर बहुत दूतगामी प्रभाव पड़ता है, तथा दूसरी ओर देश की आर्थिक हानि होती है।

यह निश्चय किया गया है कि हरियाणा राज्य में प्रत्येक खण्ड शिक्षा अधिकारी तीन प्राथमिक विद्यालयों में (जिनमें प्राथमिक कक्षाएं भी सम्मिलित हैं) इस अन्वेषण के लिए तथ्य एकत्रित करने में सहयोग देगा। विद्यालयों को तीन भागों में विभक्त किया गया है :

प्रथम भाग : विद्यालय उस गाँव या नगर में जिनकी जनसंख्या 5000 से कम हैं।

द्वितीय भाग : " " " 5000 और 20,000 के बीच में है।

3 भाग : " " " 20,000 से अधिक है।

प्रत्येक उपरोक्त भाग में से जहाँ तक सम्भव हो सके एक विद्यालय लिया जाए।

यदि किसी खण्ड शिक्षा अधिकारी के क्षेत्र में तृतीय भाग का कोई विद्यालय न हो, तो प्रथम भाग के 2 और द्वितीय भाग का विद्यालय लिया जाए।

यदि किसी खण्ड शिक्षा अधिकारी के क्षेत्र में न तो तृतीय भाग का कोई विद्यालय हो और न द्वितीय भाग का, तो प्रथम खण्ड के तीन विद्यालय लिए जाएँ,

प्रत्येक खण्ड शिक्षा अधिकारी को निर्देश की तीन 2 प्रतिबा दी जाती है जो कि पुस्तिका के पृष्ठानुसंधान में लेना दी जाएँ।

National Institute of Education
 Planning and Administration
 17-B Sardar Sarbajit Marg, Delhi-110016
 DC (C.O.) D-6693...48--
 Date.....10.3.92

निर्देश-पूर्ति के लिए निर्देश :

1. प्रत्येक प्रतिभागी विद्यालय से तत्सम्बन्धी खाँड शिक्षा अधिकारी सूचना इकट्ठी करने की कृपा करें।

2. गाँव/नगर की जनसंख्या के लिए 1981 ई० की जनगणना को प्रामाणिक माना जाए।

3. प्रत्येक प्रतिभागी एक अलग कागज पर कम से कम तीन ऐसे कारणों का वर्णन करे जो कि इसके मतानुसार प्राथमिक कक्षाओं में क्षति व बुद्धिरोध के लिए उत्तरदायी हैं।

4. सूचना का आधार 31-5-1 को विद्यालय में प्रविष्ट प्रथम कक्षा के छात्र हैं। इन्हीं के प्रथम कक्षा से लेकर पाँचवीं कक्षा तक की क्रमिक प्रगति का विवरण मांगा गया है। इस प्रकार 5 वर्षों की सूचना मंगी गई है। प्रत्येक वर्ग में दो महत्वपूर्ण तिथियों को लिया गया है।

अतः पहले उम छात्रों के नाम 31-5-61 को प्रथम कक्षा के रजिस्टर में थे। इनका अभीष्ट वर्णन भी दें। यह सूची इस अन्वेषण के लिए आधार सूची (List) होगी।

5 NIEPA DC तृथि औ कक्षा के ध्यान में रखकर जो
 यह छात्र वाद लिखते जाए। जिन तिथियों में
 वे विद्यार्थी 008693 (ईश) चिन्ह लगाए।
 विवरण के खाने में लिखें कि वे विद्यार्थी किस विद्यालय से/कहाँ
 थे जाए।