CHAPTER TWO
Review of related research

2.0 Introduction

2.1 Review of related research on stagnation and dropout in primary stage of education

2.1.1 Review of related research on stagnation and dropout in primary stage of education in developing and underdeveloped countries

2.1.2 Review of related research on stagnation and dropout in primary stage of education in India

2.2 Review of related research on socio-economic background of children and family related causes of dropout and stagnation

2.3 Review of related research on non-detention policy in primary education and attainment level of class IV students

2.4 Conclusion
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2.0 Introduction
Review of related research helps the researcher to have a clear and distinct idea of research problem. At the same time it gives clear idea of previous work on it and helps to make a clear conception by gaining new experiences and knowledge about the problem.

A review of related research literatures has identified a host of problems in achieving universalization of primary education. These problems may be categorized as school related, family related, pupil related and some others related to administration, etc. These problems are poverty, non-enrollment, dropouts and wastage/stagnation, non-implementation of non-detention policy, parental apathy for education, irrelevant curriculum, inadequacy, inefficiency and insincerity on the part of the teacher, caste, class, gender bias, early marriage of girl children, poor education background of the parents, low level occupation of the family, irregular attendance, single teacher schools, overcrowded classes, poor socio-economic condition of students, looking after siblings, lack of infrastructural facilities such as poor condition of school building, insufficient number of class rooms, play ground, drinking water, toilet, and study materials. All these interact together making it difficult to identify any single factor to account for poor turnout, or high wastage/ stagnation, and dropout, etc.

All the above factors are important and significant for achieving universal primary education. In a single study so it is not possible to
study all the above mentioned factors for achieving universal primary education. Therefore the present study has carefully studied the problems of stagnation, dropouts, socio-economic background of students, implementation of non-detention policy and attainment level of class IV students. The researcher has taken extensive review for gaining experiences and knowledge about various factors taken for the study.

2.1 Review of related research on stagnation and dropout in primary stage of education

2.1.1 Review of related research on stagnation and dropout in primary stage of education in developing and underdeveloped countries

Researches on stagnation and dropouts in primary stage of education are carried on in developing and underdeveloped countries. Volumes of research findings are available not only in India, but also in countries of sub-Saharan Africa, Arab states, in Latin American and Carribean countries, in South Asia, in Eastern Asia and Oceania. Hosny (1980) studied the internal efficiency of the basic/primary education system of Egypt. He showed the high rate of dropouts is one of the principal sources of internal efficiency. He found 40% dropouts in primary school system. He further noticed that dropouts among girls are more than boys.

Habbel, B.A. (1980) studied grade retention policy of school at the elementary level. Turner, M.A.G. (1981) studied the effects of retention upon students' performance. Habbel observed that children were retained at every grade level, usually first and kindergarten with an upsurge at 7 and 8. Diniz, R.M. (1986) studied in Brazil. He
pointed out that throughout the nation, one-third of the students who enroll in first grade never reach fourth grade.

McGinn, et al. (1991) studied the determinants of grade repetition and dropout in primary school in Honduras. The main findings of the study were:

- repetition is more prevalent than dropouts in primary school
- low socio-economic background relates to repetition
- children who repeat are not treated by teachers in the same manner as those who do not repeat
- pre-school attendance reduces repetition rates
- multi-grade teachers have more repeaters
- students perform better in classes that receive textbooks, etc.


Campbell, J.R. (1992) studied on unsuccessful students and found that the effect of retention on students was harmful. Gorman (1992) studied on school efficiency in rural Guatemala. He observed that although increasing numbers of children are being enrolled in school, repetition and dropout rates remain high and that girls are at a greater disadvantage than boys. Motala, S. (1995) worked on primary education in South Africa. The study revealed that out of 782 soweto (black South African) students, only 55% completed grade in 4 years, and repetition in the grade was a much greater problem than dropping out. Goldsby, A.J.D. (1997) worked at the University of Rochester. In
this study it was found that teacher’s decisions play a major role in the decision to add an extra year to the school career of some children.

Hassan, K.L. (1998) studied the relation of academic history and demographic variables to grade retention in Lebanon. The study revealed that

- gender had no significant effect on frequency of retention
- there are significant effects for type of school on frequency of retention
- the number of children in the family was significantly related to frequency of retention
- the effect of mothers’ education level was very high
- occupational status of both parents was related to frequency of retention.

Tilson, V. (1999) studied early identification of dropouts. The study observed that there was a statistically significant relationship between background characteristics, school related characteristics of dropouts versus those of persisters.

2.1.2 Review of related research on stagnation and dropout in primary stage of education in India

In India, in national and state level various government organizations e.g. N.C.E.R.T., N.I.E.P.A., S.I.E. (S.C.E.R.T.), various research institutions, non-government organizations (NGO) – have conducted studies on problems of primary education. In 1945 Gadgil stated that illiteracy returns if 4 years of primary education is not completed. This source of illiteracy is to be closed and for this 4 years complete
schooling is necessary. Kothari Commission (1964-66), NCERT (1971), Chakrabarti, A. (1971), Barua, A.P. (1971), Maitra, T. (1981), Sachchidananda (1989), Sharma, N. (1993), Public Report on Basic Education Team (PROBE, 1999) and other various research studies on primary education observed that stagnation and dropout posed a serious problem in primary education. Sarma, N. (1993) found that the rate of wastage due to dropout was noted to be 42.88%, wastage due to stagnation was 33.33% and gross wastage rate was 76.21%.

**Wastage and dropout: gender-wise**
Das, R.C. (1969,1975), NCERT (1971), Pratap, D.R. et al. (1971), Finance and Planning Department (1974), Raj, N.K. (1979), Pillai, Benjamin and Nair (1980), Nayantara (1981), I.S.E.C. (1981), Eswara and Sharma (1982), Devi, K.G. (1983), Gyaneswar, S.S. (1992), Ralte (1992), Indian Institute of Management, Calcutta (1994), Chakrabarti, S. (2001) have observed in their researches that stagnation and dropout among girls was greater in primary education. Again Pratap, D.R. (1971) in Andhra Pradesh and Masavi, M. (1976) in Gujrat studied in tribal areas and also found similar trends among S.T. girls. Pratap, D.R. et al. (1971) found that absenteeism and stagnation were more acute among girl students than among boys. The average percentage of wastage among boys was 58.06 and among girls it was as high as 83.66. Devnath, N.B. (1991) studied five primary schools of Jirania block in West Tripura district and found that out of 134 S.T. girl children enrolled in class I in the session 1986-87 only 13 girls have been found in class V in 1990-91 session. NCERT (1971) observed that the rate of wastage and stagnation in primary stage was 62.30% for boys and 71.36% for girls. Gyaneswar, S.S. (1992) found that for every 100 children enrolled in class I, only 69% reached class
V during 1984-85, and for boys and girls these figures were 72.4% and 68.8% respectively. Ralte, L. (1992) studied in Mizoram and found that the percentage of wastage of girls (36.8%) was higher than that of boys (31.3%). Vyas, J.C. et al. (1992) studied the dropout rate in Rajasthan and observed that the total dropout rate was 44.66%, while that for girls was 53.67%. Significant differences existed between the dropout rates of urban and rural schools (30.39% and 42.98%), girls and boys (52.24%, 43.98%), S.T. and S.C. children and others, children of labourers and businessmen/service people and handicapped and normal children. Indian Institute of Management, Calcutta (1994) studied the status of primary education in Assam and observed that the rate of dropout was slightly higher among female (18.52%) than that of male (15.66%). Some research studies obtained other types of findings about wastage among boys and girl students. Namely, Thakur, et al. (1988) obtained reverse result. They found that the rate of dropout for boys was 16.96% and for girls 15%. A.N. Sinha Institute of Social Studies (1981) observed that sex variation in the extent of dropout did not reveal much difference. Recently Nayar (1995) found that gender disparities had reduced considerably.

**Review of studies in the problems of girls education in primary stage confirm that the rate of dropout and stagnation is highest among girls.**

**Wastage and dropout : class-wise**

Barura, A.P. (1971), Agarwal, H.N. (1972), Pillai et al. (1980), Nayantara, S.N. (1981), Shah, M.R. (1983), Thakur et al. (1988), Chavare, D.S. (1991) and Chinara (1997), have found that wastage was greater in class I than other classes of primary education. Agarwal, H.N. (1972) revealed that the rate of wastage was highest in
class I (60.71%) and lowest in class V (17.91%). In classes II, III and IV, the rates were 41.69%, 32.52% and 36.36% respectively. Indices of stagnation were 34.66% in class I, 17.34% in class II, 3.39% in class III and 7.59% in class IV. Nayantara, S.N. (1981) studied universal primary education in Tumkur district of Karnataka and found that the percentage of failure was markedly high in class-I (34.1%) and decreased in class IV (15.9%). It was also revealed from the study that the dropout rate was the highest (70.52%) in class I.

Shah, M.R. (1983) found that the frequency of failure was highest in standard I and somewhat high in standard II and III. Though some pupils failed seven times in the same class, they continued. Sharma, A. (1992) studied non-formal education in Uttar Pradesh and found that most of the dropouts were in the first or between the first and the second years. Chinara, B. (1997) studied universal elementary education in Mizoram. It was observed from the study that set of all the students enrolled in class I, nearly 58% and 68% dropped out before they entered into class V and class VIII in 1996. The study clearly showed that exceptionally high dropout rate from class I to II contributed to significant high dropout rates at both primary and elementary education levels.

Mondal (1980) studied universal free and compulsory primary education in Bihar (1950-74) and observed that out of every 100 children enrolled in class I, only 25 reached class IV and only 15 went up to class VIII. Though on a contemporary study on primary education in Kerala, Pillai, Benjamin and Nair (1980) observed that the rate of dropout in the lower primary stage was 10% and in the upper primary stage it was 9.2%. It was also found from the study
that students belonging to S.C., S.T. and other backward communities constituted the majority of the dropouts (69%).

It may be said from the earlier and the above studies wastage is highest in class I and gradually decreases in successive higher classes of primary school.

**Wastage and dropout: community-wise**

Not only from the studies of Pillai, Benjamin, and Nair (1980) and Vyas et al. (1992) but also Raj, N.K. (1979), I.S.E.C. (1981), Nayantara, S.N. (1981) and Gupta and Srivastava (1989) have observed that wastage among S.C. and S.T. students was more acute than among students of other communities. Further, NIEPA (1979) carried a study in West Bengal and found that the dropout rate of S.T. boys and girls was higher than that of S.C. boys and girls. I.S.E.C. (1981) and Nayantara, S.N. (1981) observed that detention rate was higher among students belonging to S.C. and S.T. communities than among students from other communities. The studies also found that dropout rate in illiterate families was thrice that of literate families belonging to scheduled caste, scheduled tribe and other caste communities.

Gupta and Srivastava (1989) studied the dropout and stagnation in nine educationally backward states, namely, Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal and found that the dropout rate among scheduled caste as well as scheduled tribe pupils was higher than that of pupils of all communities in all the states except in Jammu and Kashmir. It was also found from the study that the overall dropout
rate at the primary stage was more than 60% in the states of Andhra Pradesh, Bihar, Jammu and Kashmir and West Bengal, whereas in Assam, Orissa, Rajasthan and Uttar Pradesh it was less than 50% and in the case of Madhya Pradesh, it was around 50%.

Eswara and Sharma (1982) found that stagnation was much higher among lower class people (Harijans) than others. The Harijans, however, showed more cases of dropout than others. State Institute of Education, Uttar Pradesh (1986) found that maximum dropouts were seen among children coming from backward classes. Chavare, D.S. (1991) found that of the 33% dropouts, 40% were from backward classes and the rest from non-backward classes. The Muslims were 55%.

The above studies show that wastage is higher among S.C. and S.T. children of primary education.

**Wastage and dropout: rural-urban**

Wastage is high not only in cases of girls, ST/SC and backward communities, dropout rates are also higher in rural areas. Das, R.C. (1975), Srivastava, S. and Gupta, S.P. (1980), A.N. Sinha Institute of Social Studies (1981), Vyas, et al. (1992), Ray, M. (1993) found that wastage and dropouts were higher in rural areas. It was noticed by Das, R.C., (1975) that stagnation rates were 48.1%, 63.8%, 63.4% in urban, in sub-urban and in rural areas respectively.

Srivastava, S. and Gupta, S.P. (1980) found that of 100 children enrolled in class-I only 25 reached class VIII in rural areas, whereas in urban areas only 20 students dropped out. A.N. Sinha Institute of
Social Studies (1981) found that the dropout at the primary stage was higher in rural (55.46%) than in urban (51.52%) schools. Thakur et al. (1988) found that the rate of dropout had been the highest in the scheduled tribe areas (24.59%) and the least in the urban area (12.7%). The rate of stagnation was highest in the char area (87.93%) but lowest in urban area.

Gyaneswar, S.S. (1992) conducted a study into the extent of stagnation and dropout in the schools of Manipur. The study revealed that the rate of dropout and stagnation amongst pupils in rural schools was higher than amongst urban schools. As against 24.8% in urban schools, it was 47.3% in rural schools. The rates of dropout and stagnation amongst boys, girls and scheduled tribes in rural schools were 40.9%, 55.2% and 92.8% which were higher than those in urban schools, viz. 25.6%, 21.8% and 75.0% respectively.

It was confirmed from findings of above studies that dropout and stagnation in primary education is higher in rural areas than in urban areas.

Causes of stagnation and dropout

Different investigators explored the causes of stagnation/wastage and dropout. In post-independent era, Kothari Commission (1964-66) published a comprehensive review of different phases of education. The Commission broadly identified three categories of causes behind wastage. The categorized areas are – 1. Economic, 2. Educational and 3. Social. The result was further followed up and elaborated by studies such as NCERT (1971, 1979, 1994, 1997 and 1999), NIEPA (1979), various non-government organizations, individual and group
research studies (Bihari, L.R. 1969; Agarwal, 1972; Khandekar, 1974; Punalekar, 1975; Desai, 1976; Mondal, 1980; Pillai, et al., 1980; Gogate, 1984; Thakur et al., 1988; Ralte, 1992; Sharma, 1997; Swaminathan and Rawal, 1999; Chakrabarti, S., 2001). They identified some significant causes for stagnation and dropouts in primary education. These are poverty, poor educational background of the parents, parental apathy for education, irrelevant curriculum, inadequacy, insufficiency and insincerity on the part of the teacher, lack of proper administration, supervision, poor budgetary allocation, poor infrastructural facilities of the school, unsuitable home atmosphere, ill health, poor socio-economic background of students, caste, gender, and geographical location.

Investigators have identified some specific causes in case of girls such as early marriage, social taboos at the onset of puberty, domestication and caring siblings, etc. are principal causes for dropouts and stagnation of the girl students.

forty years consistently that poverty is the prime factor behind dropouts and stagnation.

It was found from the Kothari Commission Report (1964-66) "about 65% of the wastage is due to poverty. A child is willingly sent to school between the ages of 6 and 9 because at this stage he is more a nuisance at home than a help. After the age of 9 or 10, he becomes an economic asset because he can work at home or earn something outside. This is especially true of girls who have to assist the overworked mother at home". The Commission also found that the high figure of stagnation and wastage in class I is due to a variety of causes which include:

- the heterogeneity of the age composition of students
- the practice, adopted in several states, of making fresh admissions throughout the year, instead of in the first month or so of the school year
- irregularity of attendance
- lack of educational equipment in the school as well as with the children
- over crowded classes
- unsuitable curricula
- inability of the teachers to use play-way techniques which can assist in initiating the pleasing experience in school life
- poor teaching of beginning reading
- inadequately prepared teacher; and
- a wrong system of examinations.
NCERT (1971) studied on wastage and stagnation in primary and middle schools in India. These studies revealed that wastage was due to school, pupils and family – these three variables are related. Regarding the causes of dropout, parental opinions differ from teachers’ opinions. Teachers believe that two main factors responsible for the phenomenon of educational wastage are the poverty of parents and their indifference towards education. But parents of the dropouts say, the economic backwardness of the family and pupils’ poor achievement in studies are two most important causes, they deny the factor of indifference towards education of the children. True, that the pupils, parents and teachers, everybody highlights the economic factor. Again the dropout students say that domestic work, marriage or betrothal and parental indifference towards education combined together account for 55% of the total wastage among girls. Barua, A.P. (1971) found that poverty, ignorance of parents, poor health of pupils, repeated failure, bad family environment, over-crowded classes, etc. were the main causes of wastage. One important cause of stagnation was the pupils’ attitude toward examination, lack of teaching aids contributed towards failure of pupils. Under-age of the class, lack of reading habit, no room for study at home, irregular attendance due to bad communication, etc. were other causes.

Government College of Education, Jabalpur (1979) conducted a study on incidence and causes of wastage and stagnation in primary education of Madhya Pradesh. From the study the following were regarded as the main causes of wastage and stagnation : lack of basic facilities in schools, lack of interest on the part of parents and pupils, poverty, large family, early marriage, necessity to do household work or to earn, irregularity of teachers and teachers not using local dialect.
I.S.E.C. Karnataka (1981) study showed that reasons for dropouts were: assisting in household work, tending cattle, looking after younger siblings and working for daily wages. The correlation between dropout of classes I to IV and detention at classes I to IV was significant and positive. State Institute of Education, Uttar Pradesh (1986) found that the main causes for dropouts were illiteracy of parents, poverty, lack of interest, distance of school from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water, sanitation, etc. in schools.

Sachchidanda (1989) studied the causes of disparities in educational attainments between rural and urban population, men and women and between the general population and scheduled castes and scheduled tribes elementary education. It was a case study of Bihar. Some of the major findings of the study were:

i. The dropout at the elementary stage was heavy and increased over the years. Unless children completed the first three years of schooling in the primary classes, they tended to relapse into illiteracy.

ii. The various factors responsible for the poor performance of elementary education for low enrollment, high dropout, etc. were: poverty of rural families, lack of the teachers' commitment to their duties, lack of effective supervision and rampant corruption in the supervisory cadres, paucity of women teacher, teachers being highly politicized, and less representation of the SC, ST teachers, low literacy and enrollment among the poor, scheduled caste and non-Christian tribals.
Buch, M.B. and Sudame, G.R. (1990) found that the education system, school related factors, social factors, family and individual related factors, respectively were responsible for the phenomena of non-enrollment, non-attendance and wastage. Mishra, B.C. (1992) has added more factors in the list than stated above. These are: lack of family support in government schools, lack of encouragement by the community (ST), improper school timings, irregularity of teachers, lack of interest of the teacher, lack of adequate physical facilities in schools, unsuitable and heavy curriculum, lack of healthy school-community relationship, lack of tribal language as the medium of instruction, lack of trained and qualified teachers, etc.

National Sample Survey (1998) identified various causes for the dropping out from the schools in rural India. The causes are presented below in the order of their occurrence:

- child not interested in studies (25.3%)
- inability to cope with or failure in studies (21.5%)
- financial constraints (12.1%)
- parents not interested in studies (10.2%)
- child has to participate in other eco-activities (8.2%)
- child has to attend to other domestic activities (4.6%)
- child has to work for wage/salary (4.1%)
- schooling/higher education facilities not convenient (2%)
- education not considered useful (1.9%)
- unfriendly atmosphere at school (0.5%)
- no tradition in the family (0.5%)
- other (6.0%).
Apart from the studies above some recent studies like Indian Institute of Management, Calcutta (1994), Josephine (1997), Swaminathan and Rawal (1999), PROBE Survey (1999), Chakrabarti, S. (2001) have stressed upon poverty as the key factor behind dropout, wastage/stagnation, etc. They maintain that poverty stands in the way of supplying learning materials, dresses, books, pens, slates, etc. Chavare, D.S. (1991) found that the majority of students (70%) had no books, exercise books, slate, pencils, and uniforms. Josephine (1997) also found that other reasons like hilly areas and wild forest, parents’ inability to provide food regularly the children generally work with parents in the field, lack of proper school facilities make them disinterested in schools.

Swaminathan and Rawal (1999) studied ‘primary education for all’. It was found from the study that three factors were important obstacles to universal primary education: poverty, quality of schooling and school infrastructure, and motivation both among parents and children. The recent Public Report on Basic Education (PROBE, 1999) survey of 200 villages in the four northern states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh has some significant findings. The survey found, for example, that on an average, the expenditure on fees, books, slates and uniforms for a child was Rs. 318 a year (1996). This is a high level of expenditure relative to the income for many households such as that of an agricultural labourer. The costs of schooling deter poor parents from sending their children to schools, or continuing their stay at schools.
School related factors


- Distance of school from home and location of school
- Condition of school building, inadequate number of class room, lack of separate class room and proper sitting arrangement and unhygienic condition of class room
- Inadequate number of teachers and lack of their training, problem of single-teacher school, insufficient number of women teachers, over-crowded class, etc.
- Non-availability of study materials including text books, exercise books, blackboard, chart, etc.
- Teachers not using local dialect, specially in case of schools in scheduled tribe and scheduled caste dominated area
- Lack of supervision and irregular supply of mid-day meal
- Lack of drinking water and toilet facilities, etc.

Of these, distance of school from home and locality is a serious problem. To combat this problem Kothari Commission (1964-66) advocated for schools within 1 km. Now data from Sarva Shiksha Abhiyan Report (2000) do not admit that access to school is a major problem. Vyas, J.C. et al. (1992) also found that the distance from residence to school was not related to dropping out. NCERT (1999) in its Sixth All India Education Survey the main Report has pointed out
that the problem of distance from school is not altogether absent but the problem has assumed a lesser importance. The survey report further reveals that:

- Although, in our country 71.18% villages have primary education facilities, yet 169043 villages (out of 5,86,465 villages) have no such facilities. In Arunachal Pradesh, Himachal Pradesh, Bihar, Meghalaya, Orissa, Uttar Pradesh, Andaman and Nicobar Islands and Pondicherry, more than one-third of the villages do not have primary education facilities.

- The single-teacher primary school in the country is 20.12%. It is 22.07% for rural and 4.35% for urban areas.

- Only 65% of all schools had a pucca building. At the other extreme, 4% of schools were run in open spaces, 3% in thatched huts, and 0.3% in tents. Further 56% schools had no drinking water facilities, 70% no toilet and 81.07% no urinal facilities.

- Among primary schools, 59.48% have no library and 37.65% are running in rural areas without blackboard.

The following study has revealed some important findings. Finance and Planning Development (1974) surveyed primary education in Telangana Region, Hyderabad and found that the incidence of stagnation among primary schools was high among single-teacher schools as compared to multiple-teacher schools in rural as well as in urban areas. Again Hossain, M. (1982) surveyed the rural schools of Bhilwara district of Rajasthan and had similar findings. The study further showed that out of 682 primary schools, 506 were single-teacher schools and in these the rate of wastage was much higher than that in multi-teacher institutions. Most single-teacher schools had classes one to five and this resulted in wastage. On the other hand, the position was comparatively good in single-teacher schools with two or three classes.

Gogate, S.B. (1984) conducted a study on primary education in Marathwada in Pune and found that in both rural and urban single-teacher schools, 60-70 per cent of the boys dropped out by the time they reached standard IV and in multiple-teacher schools, the dropout rate was between 40-50 per cent. Mali, M.G. (1984) in a study titled A critical study of the single-teacher schools and plan for improvement observed through a follow-up of 819 boys and 368 girls in class I that only 227 boys and 45 girls had completed class IV in four years; 71.3% passed class I while the remainder dropped out; the same situation prevailed in classes II, III and IV. Teachers were not able to prepare a common time table for four grades. This study was financed by NCERT.
Another study was conducted at Jorhat Sub-division of Assam over the problem of single-teacher school. NIEPA (1979) also studied over single-teacher school on universalization programme. The findings of both the studies were similar. In many single-teacher schools the teachers lacked professional training for multiple class teaching. Sujatha, K. and Rohini, R.K. (1993) studied single-teacher schools in tribal areas in Andhra Pradesh and found that in a very few schools, the teachers do not prepare time-table for classroom activities. While recruiting the teachers, the major concern was to select teachers from the local tribal youth even ignoring the much needed aptitude and capabilities expected of teachers. Nagaraju, C.S. (1998) in his article "Multi-grade schools: some issues and strategy" stated "The training, that is given to prospective teachers in training institutions, does not provide even ten per cent of the training time for working in multi-grade". Single-teacher school is thus identified as a contributory factor behind wastage and dropout.

NIEPA (1979) studied on administration of elementary education in relation to programme of universalization in Andhra Pradesh and observed that the rigid working schedule of the schools contributed to the non-attendance and dropout of children. Mishra, B.C. (1992) and Nayer, U. (1995) had similar findings. Ray, M. (1993) studied the causes of dropout in primary school in Dakshin Dinajpur district of West Bengal and found that the children dropout in rural areas in the months of July, August and September because of paddy plantation.

Some other studies have unearthed other factors. Kashinath (1980) observed that the rate of wastage and stagnation was negatively associated with co-curricular activities provided in the schools. The
age of teachers, teaching experiences and their income did not have any significant effect on the rate of wastage and stagnation. But, it was also found from the study that there was a relationship between availability of instructional facilities in schools, qualification of teachers and teacher-pupil relationship with the rate of wastage and stagnation. Again Eswara and Sharma (1982) observed that there was no association between school quality and wastage in education. This finding is rather contradictory.

Jhakkar (1976) in primary and secondary education in Gujrat, Sarkar, B.N. (1980) in West Bengal, Raina (1980) in Jammu and Kashmir, Singh, V. (1988) in rural areas of Chandigarh, Ray, J. (1992) in Dhenkhanal district of Orissa, Nayar and Rani (1995) in educationally backward district of Tamil Nadu and Chakrabarti, S. (2001) in West Bengal studied about non-enrollment, non-attendance, stagnation and dropout among girl students of primary schools. These studies revealed that apart from common problems like poverty, school and family related factors, etc.: the girls had some specific problems for dropout from schools. Raina, B.L. (1988) observed that the ill equipped girls' school and the attitude of the parents toward girls' education were found to be the causes for this low enrollment. Singh, V. (1988) found that parents were not willing to send their daughters to schools because of domestic reasons. People from Jat and Suni communities engaged their daughters in the fields for looking after the cattle, etc. The Muslims married off their daughters at an early age. Scheduled castes were generally poor, socially and educationally backward also. They sometimes forced their daughters to supplement family income by working as maids. It was also observed from the study that causes of dropping out of girl students were - personal
factors: lack of interest, illness and weakness in subject; family factors: step-mother, domestic work, size of the family, parents' illiteracy, joint family, parents' illness; social factors: early marriage, and orthodox thinking along with poverty and low income.

Roy, J. (1992) observed that parents' education had a positive and direct influence on the number of years completed by a female child. Nayar and Rani (1995) found that parental education, provision for incentives for school going children and better socio-economic conditions were cited as the main reasons for continuance of girls' schooling.

The Mahbub-ul Human Development Centre in Human Development in South Asia 2000 reports "complex and interrelated factors are responsible for the low educational attainment of girls in the region. In some cases, these are country specific but many factors are common to all South Asian countries. Low female participation in the education system is primarily the outcome of two factors: low parental demand for girls' schooling; and the public and private sectors' supply of educational services that do not respond to the communities' needs". Chanana, K. (1996) in his "Gender Inequality in Primary Schooling in India: The Human Rights Perspective" has opined that households generally spend less on girl students in government as well as in private schools than on boys. Public Report on Basic Education Survey (1999) says that most parents (mothers no less than fathers) expressed much stronger interest in their sons' education than in their daughters.
Chakrabarti, S. (2001) conducted household survey in some rural areas of South 24-Parganas district. Her indepth study (through home visit) has identified causes regarding non-enrollment, non-attendance and dropout of girl students. For dropouts the following is the list:

- Poverty (about 98%)
- Parents' inability to provide for private tuition (51.09%)
- Parents' inability to provide for exercise books and study materials (46.74%)
- In regular terms children have to accompany their parents to sell home-grown vegetables in the local market (17.39%)
- Irregular supply of rice (4.35%)
- Irregular attendance and harsh treatment by the teachers (1.09% and 4.35%)

Other causes were:

- Lack of interest on the part of children (7.61%)
- Closure of Mission schools (4.35%)
- Prolonged irregular attendance of the child (3.26%)
- Death of father (2.17%)
- Health problems of the child (1.09%)

Specific cause for girls dropout:

- Domestication and siblings care (19.15%)
- Parents' failure to provide for clothes (6.38%)
- Location of school in opposite religion dominated areas (27.66%)

A review of various research studies on wastage and dropout among scheduled caste/scheduled tribe and minority communities has shown that wastages are more pronounced in these areas. Bihari, L.R.
(1969), Masavi (1970), Masavi, M. (1976), Abrol, P.C. (1987), Devnath, N.B. (1991), Ekka, E.M. (1990), Mishra, B.C. (1992), Kumar, B. (1992), Sujatha, K. (2002) studied on ST's, Dhongade (1986) on SC's, Punakkar (1975) and Laxmidevi (1980) on Harijan (backward community) have revealed that causes are the same as that of the general community. But the studies also showed that in terms of education these classes were backward beforehand. Some additional factors also played their part e.g. lack of social mobility, large family, early marriage of girls, lack of good number of teachers of their own community, dearth of text books in tribal languages, etc.

Masavi, M. (1976) conducted a study on wastage and stagnation in primary education in tribal areas in Gujarat. He observed that main causes for wastage and stagnation were, by and large, socio-economic conditions, ignorance among tribal parents, illequipped teachers, teaching in alien languages, physical illness and inappropriate curricula. Laxmidevi (1980) studied on Harijan children and observed that about 49.9% of Harijan children did not attend schools. The reasons were household work, lack of awareness about the importance of education and economic constraints.

Devi, R. (1985) studied the barriers in the primary education of scheduled caste students and observed that methods of teaching were found to be defective and not suited to scheduled caste pupils. Home background conditions were found to be not encouraging for achievement. The homes had poor facilities, and there were very few persons there who were literate or educated. Most of the pupils suffered from poor eyesight and poor general health. Dhongade (1986) studied the causes of non-enrollment, wastage and stagnation
during the first two years of primary schools among scheduled caste boys and girls and observed that the economic condition of SC families, lack of education of parents, lack of social mobility and lack of adequate communications were the important factors coming in the way of enrollment of SC/ST. Devnath (1991) observed that poverty, illiteracy, parents indifference towards education of their children etc. were the causes for non-enrollment and high dropout of scheduled tribe girl children.

A few recent studies (Nambissan, G.B., 2001; Debi, S. 2001) had same findings. Jabbi and Rajyalakshmi (2001) studied education of marginalized social groups in Bihar. In the context of Bihar, as elsewhere in India, the marginalized groups are scheduled tribes and scheduled castes – historically, socially, economically and educationally disadvantaged. It was found from the study that parental occupation, parental education and socio-economic status of the family influenced the enrollment of the children. It was also found that the representation of female teachers of ST community were few. The medium of instruction was Hindi but tribal children could not follow it and the teachers did not know Santhali.

About tribal ashram schools some figures regarding wastage are available in Desai and Patel (1981) study in Ashram School of Gujarat – the overall wastage rate was found to be 44.42% in Ashram schools. The attitude of teachers, particularly of the nontribal ones, towards the tribal children was not healthy. With respect to studies, 22.73% schools were found to be careless. Many of them did not organize classes regularly. It was also observed that the Ashram schools induced regularity in the village schools also. Krishnarao, R.
(1986) conducted studies in seven schools of tribal areas. Some of them are primary ashram schools and others are tribal primary ashram schools. It was found from the study that dropout rate was lower in tribal ashram schools. Ramana, G.V. (1989) studied on the problem of education among the tribal communities of Andhra Pradesh. The study pointed out that the infrastructure of ashram schools was poor, the teaching-learning process was not satisfactory, and the absenteeism, stagnation and wastage were high. But the researcher found a perceptible impact of the ashram school on local communities.

2.2 Review of related research on socio-economic background of children and family related causes of dropout and stagnation

The Ministry of Public Education in Peru (1967) observed that the causes of dropout were the family, economic and social problems. The National Institute of Education of Mexico (1964) found that the socio-economic level and the cultural level of the family are closely related to the child education and their school achievement. Pena (1968) also reports a study in Mexico of the obstacles to education attributable to socio-economic stratification.

The causes of dropout have also been of primary concern in the Asian region. Alvi (1965) studied dropouts from girls primary schools in the D.B. Khan district of Pakistan. An examination of the causes by a check list completed by schools gave the greatest weight to poverty. Similar conclusions were reached by a committee on non-school-going children in Ceylon (1960) in which the inquiry related to children between the ages of 5 and 14 during the 1950s. The main
cause for dropout and non-attendance was ascribed to be poverty. The Bureau of Public Schools in the Philippines carried out a survey on elementary school dropouts (undated) and referred to the period 1952-55 reporting that 75% of enrolments in grade-I left school before reaching the last grade of the elementary stage and showing a dropout rate of 62% for boys (almost twice as high as that for girls), it attributed dropout to economic factors primarily but regarded school failure and home and social factors as having considerable importance. Identical studies like Nkinyangi, J.A. (1980), Carstens (1985), Meisels and Leau (1993) and Hassan, K. (1998) had the same findings. Abidin et al. (1971) found that there were a correlation between retention and working mothers in homes with absent fathers. Abu Rjaili (1979) found parents' education level and occupational status, number of children in family, living with a single parent or both parents, and other home variables proved to have significant effects on achievement, as measured by enrollment, retention and dropout rates.

In the 1995 UNESCO report on grade repetition, the situation was summarized as follows: "All studies carried out in different regions agree that the highest repetition and more generally, school failure rates are observed among students from poor families, from marginal social groups with low standard of literacy, in rural environment, or in areas that are socio-economically and educationally backward".

Dutt, S. (1979) studied the problem of girls' education in a selected district of West Bengal financed by NCERT. It was found from the study that in the poor families, 68% felt it was unthinkable to send girls to schools. Poverty, negligence of parents and involvement in
domestic work were the main hindrances in the way of education of girls. According to the primary school teachers, 85% parents and guardians were irresponsible towards girls’ education. Poverty and consequently lack of clothes were cited by 65% teachers as a reason for not sending the girls to schools.

Yadav, S.K. (1981) observed that the awareness level of heads of the families about the educational schemes was related to the attending behaviour of their children. The same trend was also found in the case of the non-attending, dropout and out of school children. Saxena, B.B. (1982) revealed that the main causes for dropout were the lack of responsibility of parents, household work by children, taking care of the youngsters, doing domestic chores, lack of interest in school life, stringent financial condition of parents and the negative attitude of the society toward education. Chavare, D.S. (1991) studied in the Pune Municipal Corporation and found that 18% of parents were daily bread earners and hence did not bother about the education of their wards. 23 of the 33 families were large in size and were below poverty line. Most of the parents wanted their wards to work and earn rather than learn.

Yadav, B.S. (1991) investigated the causes of dropout among the socio-economically deprived section of the society. He listed the following causes of dropout: according to teachers - non-detention policy of the Haryana State from class I to III, engagement of children in the fields during the sowing and the harvesting seasons, heavy syllabi causing disinterest in pupil, illiteracy of parents, punishment at school, over-crowded classes, large family size, and poor teacher-pupils relationship; according to pupils - punishment by teachers, use
of guides instead of text books in teaching, parental ignorance of the value of education and priority to household work for girls; according to parents – co-education school, lack of interest of teachers and non-receipt of progress reports. As a whole the findings strongly indicate that the scenario being unfolded in the states, specially at the micro levels in pockets of the deprived sections of the population is undoubtedly disheartening, if altogether not depressing.

A survey was conducted to study the problem of dropout in the Municipal schools, Baroda by Pandya, Rameshwari and Bora, Saraswati (1997). It was found in the study that poverty, unhealthy home environment and lack of parental support for the child’s education were the main causes for school dropout. Sarmah, J.K. (1997) found that major reason for non-enrollment and dropout among rural and tea garden girls were poverty and household activities. A substantial number of girls have to be engaged in earning a livelihood.

Like studies conducted earlier, recent studies e.g. Indian Institute of Management, Calcutta (1994), Josephine (1997); Banerjee, R. (2000); Ansari, M. (2001); Chakrabarti, S. (2001) forcefully stated that poor economic background of children is the principal constraints for achieving the universalization of primary education. The present investigator after reviewing the studies here and elsewhere in the different regions of the world came to the conclusion that socio-economic background of the children and other family related causes substantially contribute to the wastage/stagnation and dropout in primary education.
2.3 Review of related research on non-detention policy in primary education and attainment level of class IV students

The feedback received so far from various research studies show that dropout and stagnation are major problems in the way of achieving universal primary education. Since 1971, in different states of India and in different periods, non-detention policy is adopted to overcome this problem. It is an approach adopted in the underdeveloped and developing countries where automatic promotion system/automatic grade level promotion system were tried out and related research materials are available.

Ruggeles, R. (1982) studied on manpower and financial implication of implementing the policy of compulsory primary education in Valle Columbus and pointed out that traditional examination/grade repetition policy led to high student wastage rates, but an automatic age and grade promotion policy ensured high rate of student survival for the completion of basic education. The policy generally supported a social equity on system efficiency basis, since these were seen as leading to equality to access to primary schooling. Routh, N.R. (1986) studied the effect of grade retention on student achievement. He found that grade retention is not an effective method for improving student achievement.

Grisson and Shepard (1989) studied the causal relationship between repeating and dropping out of school in three large United States school system. In each system repeating a grade contributed substantially to the risk of dropping out of school.
Rotert, M.M. (1990) studied grade retention. It was revealed that retention is inefficient in terms of achievement and potentially harmful to adjustment.

Gohlke, W.R.N. (1991) examined elementary students who were retained in the primary grades and compare them to students who were not retained in the primary grades. The results indicated a significant difference between the two, with a much higher academic ability with the non-retained group as opposed to the retained group. Falkenberg, B.A. (1996) studied on grade retention and promotional practices. His subjects were pupils in elementary school. His findings are that grade retention is not an effective method of dealing with low achievement. In fact grade retention is associated with some negative outcomes such as decreasing achievement and poor social and emotional adjustment. He admits that detention is not conducive to better achievement – at the same time he focuses on instructional leadership, teachers’ attitude, parental involvement, district policy funding, and principal’s monitoring of retention decisions.

Van Leuvan, C.S. (1999) studied on the acceptance and perception of grade retention. It was found that the ratio of success in retention to be in direct relation to the co-operation effort between the school, parents and child. The parental involvement is the main key to academic success, when retaining a student.

Doucaure, K.C. (1998) observed that Government does not have the means to solve all economic issues for parents to allow them to face all their children’s educational needs. In other words, it is easier for
the schools (the government) to lift any barrier they may have created than to solve family or societal influence on schooling.

The present investigator intends to focus upon this point while dealing with suggestions and recommendations.

**Research studies in India**

Very few studies on non-detention policy in India are found so far, and some of these results are found to be contradictory. Malgavkar (1995) noticed that detention was a cause for dropouts. Some other studies showed non-detention has reduced dropout rates and wastages (S.C.E.R.T., Hyderabad 1976; Sharma, R.C., 1981; Reddy, 1989; Jyothi, N.M.).

Again Reddy (1989) and Jyothi, N.M. (1992) have showed that non-detention policy resulted in better attainment. Jyothi, N.M. and Reddy, Y.S. (1996) studied over class X students and found, “There was no significant difference between the achievement of the students who studied in the detention system and to that of those who had their education under the new system of automatic promotion”.

But some studies have different findings. Non-detention policy (NDP) has lowered the standard of the students. (Sharma, R.C., 1981; Desai, 1985; Reddy and Naidu, 1988). Sharma, R.C. (1981) studied the policy of non-detention in Andhra Pradesh and found that the quality and standard of education deteriorated to some extent under non-detention system. The scholastic achievement of the students for a few subjects had shown a gradual decrease at the primary and secondary stages. Desai (1985) found that the abolition of
examination based promotion in grade-I and II has seriously affected learning levels of the children. This is also supported by Reddy and Naidu (1988).

State Council of Educational Research and Training, Hyderabad (1976) studied the impact of non-detention policy on parents, students and teachers and the achievement level of students of various classes and its effect on dropout. The major important and significant findings of the study were:

- All the groups (pupils, teachers, parents, supervisors) unanimously agreed that most of schools were in need of more facilities for the implementation of the new evaluation policy
- The non-detention policy did not promote the education of weaker sections of the society
- The students in the class were of different levels of achievement making classroom teaching more difficult for the teachers
- The teachers were not well acquainted with the techniques of the new evaluation policy
- The headmasters were not able to provide competent guidance to their teachers in the new methods of teaching
- The pupils were not working hard at home
- There was no significant change in the mean achievement levels of pupils in the detention classes

The two individual studies of Reddy (1989) and Jyothi, N.M. (1992) and in a joint study of Jyoti, Lakshmi and Reddy (1998) have identical findings of attitude towards non-detention policy. The
subjects were teachers, students and administrators. Reddy (1989) showed that students, teachers and even the administrators expressed negative attitude. Jyothi, N.M. (1992) observed the same attitude. Jyoti, Lakshmi and Reddy (1998) observed that all the groups (students, teachers and administrators) had a significant negative attitude towards non-detention system, as assessed by the factors – 'policy implementation', 'teaching learning', 'emotional', 'learning skill', 'education policy', 'competence' and 'ethical values'. It was also found from the study that the non-detention system helped to reduce malpractices in examinations and promotions of students.

Shukla, S. (1998) studied the evaluation in primary education. He pointed out that there has been a lot of debate about formal examinations at the primary stage. The time, when the examinations were being held, a major part of the dropout particularly at the end of class-I was blamed on it. It was said that the examinations discouraged and pushed out the children from the system. 'No detention policy' upto grade-III communicated the massage of no 'formal examinations' at the end of each grade. State Council of Educational Research and Training, Hyderabad (1976) found that there was a slight reduction in the dropout rate at primary stage, during the non-detention period for boys and girls and it was slightly higher among girls.

Research studies in West Bengal
While taking of review of research in Non-Detention Policy in West Bengal it was found that no individual research study is available. But S.C.E.R.T., West Bengal (1991); Banerjee, S.N. (1993) and Pabitra
Sarkar Commission (1999) had some studies on non-detention policy.

State Council of Educational Research and Training, West Bengal (1991) in its study in Blocks of Samsergang and Sagardighi observed that in these two Blocks non-detention policy was not implemented properly. Banerjee, S.N. (1993) studied on performance and found that

- Very few schools follow the government directives of 'continuous evaluation' process instead of formal examinations
- None of the schools perform any 'remedial teaching' for backward learners
- Poor involvements of local adults (mainly guardians) and lack of their interest towards their children's education
- 14% of government schools, 70% of Municipal schools, 55% of urban area and 80% of rural area school pupils and 76% of the total population of pupils of the district (Hoogli) as a whole could not achieve the minimum level of learning in Bengali, Mathematics and Environmental Studies. This finding supports the study conducted by Indian Statistical Institute, Calcutta (1991).

Mitra Commission (1992) reports on non-detention policy that although it was suggested that dropouts declined significantly under the new arrangements, hard statistics in support of the assertion were difficult to come by. The Commission also observed, the principle of 'no detention' upto class V was adopted in the belief that this would discourage dropouts; since the threat of not promoting children to the upper classes would not be there, parents, it was argued, would not
mind letting their wards continue to attend school, since no student would normally need to spend beyond five years.

Commission further states, "The abolition of year-end examinations and of the practice of detentions has not been replaced by a credible alternative which could ensure the content and quality of teaching as well as test a child's ability to comprehend and assimilate what he or she was being taught. With no tests and no system of detentions, teachers wanting in a sense of responsibility have taken lightly their assigned duties. The suggestion to organize an internal evaluation in each class on a monthly, or even a weekly basis has fallen by the wayside. Teachers are often away, official inspection is nominal or non-existent, the school 'attendance' committees are either complacent or ineffective."

The researcher studied (1995) the problem of 'non-detention policy and dropout in primary education' for his M.Phil. dissertation under the guidance of Dr. S. Chakrabarti, Calcutta University. It was found from the study that the percentage of stagnation and dropout was very high. Non-detention policy was not followed in practice.

2.4 Conclusion
The review of related research studies has helped us to formulate the hypotheses for the present study. The policy of non-detention was adopted for reducing stagnation and dropout in primary education. But various research studies on non-detention policy show that this policy has lower academic standard and could not reduce dropout and
stagnation substantially. It was found from various research findings that socio-economic background of the children, infrastructural facilities in school, parental attitude, teachers' involvement etc. are dominant factors to reduce wastage in primary education. So various constraints for implementing non-detention policy, socio-economic background of promoted, stagnant and dropout children, causes of dropout and attainment level of the children at the end of primary education were investigated in the present study.