CHAPTER III

REVIEW OF LITERATURE IN THE FIELD OF STUDY
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3.1 PRE-VIEW:

The problems of wastage, stagnation and drop-outs occupy the bulk of research studies in the elementary education. The problem has been studied in nearly all the States of India. It is also observed that much work has been done at primary level with reference to the literacy. A few studies were undertaken at the secondary level and very few studies related to the wastage are conducted specially in the field of girls’ education. The researcher has covered up in this review some of the important studies related to primary level and some studies at secondary and college level to find out extent of wastage and its causes.

Before presenting the actual review of various studies related to wastage the conceptual analysis of the term wastage and review of methodologies employed by the researchers in the field is given below.

3.1.1 Conceptual analysis of the term: Wastage –

Wastage in an educational system occurs in two forms:

1) Some pupils leave the system at different points without completing the stage/course of education in which they are enrolled.

2) Some repeat the same grade for one or more than one year and leave the school there after.
In technical terms, the former are called drop-outs and the latter repeaters.

The definition of drop outs however, raises an important issue and that is whether or not all those pupils who drop out before passing the last grade of a stage/course of education should be considered as cases of total wastage. This implies viewpoints which form the basis of two definitions as:

1) The first definition flows from the argument "That wastage should be related to the objectives of education prescribed for the stage/course of education under investigation." ¹

"It is argued that these objectives can not be accomplished unless one passes the last grade of the stage/course of education under enquiry for which he is enrolled. For instance, attainment of effective literacy is considered to be the main objective of the lower stage of the first level of education (grades I-IV) and studies."² The studies have shown that as a minimum four years of schooling is necessary for every child to ensure the retention of permanent literacy in his later life.

2) The second definition is based on the concept of incremental gains in leaving out comes which implies that as a pupil moves from

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¹ Veda Prakasha: Stagnation and Wastage, (National Council of Education Research and Training, New Delhi), 1964, P. 133
² Provincial Board of Primary Education Bombay, Report on Stagnation and Wastage to Primary Schools, 1941, P. 3
the beginning grade to the last grade of a stage/course of education, the earlier he leaves the more will be the wastage due to him. The supporters of this definition argue that the year instead of stage should be taken as the temporal unit of enquiry because every year of educational effort adds to the partial attainment of educational objectives. This definition which implies giving weight for the number of years spent by a pupil in a particular stage/course of education, even though he does not pass the last grade of that stage/course was used by Chickermane and also by the authors of the Poona study and 24-parganas study in India. Chickermane even advocated giving weight for the number of months spent by a pupil in school. In the Poona and the 24-parganas studies the concept of educational credits or benefits was used instead of incremental gains in learning outcomes. Both the concepts convey the same meaning.

3.1.2 Review of Methodologies of studying wastage—

A number of methodologies have been evolved over the years for measuring the extent of educational wastage. A review of methodologies devised so far for measuring educational wastage have been rightly classified into three categories namely:

1) Apparent Cohort Method—

This method is used either cross-sectional year-grade data or a time-series data on grade wise enrolment. While using cross-sectional data, enrolment in all other grades in the same year is compared with that in grade-1 and diminution from one grade
to another is regarded as evidence of drop out. This method providing only a rough estimate of educational wastage, has its own limitations.

2) Reconstructed Cohort Method –

This method was used in a world wide survey of educational wastage conducted by the UNESCO office of statistics in 1969. The method uses successive year grade data on enrolment and repeaters which are given a full cycle of cohort.

3) True Cohort Method –

Under this method, the career of single group of pupils who enter the beginning grade of the stage/course of education under enquiry in a given year is followed up in subsequent year till they graduate from the final grade. From this method it can be seen that how many leave school, how many migrate to other schools of the same type and how many repeat grades and how many get promotion and how many rejoin school after dropping out.

After knowing the cases of wastage, causes of wastage are searched by employing specific methods a review of such methods is given below.

3.1.3 Methods of identifying causes of wastage –

There are two methods to identify the causes of wastage namely:
1) **Direct Method**—

Through this method the drop-outs and their parents are to be interviewed to know the various causes of dropping out or premature withdrawal from school. To get to the root of the problem, it is necessary to have authentic information. The only way to get authentic information is to interview the drop-outs and their parents.

2) **Indirect Method**—

Through this method friends, neighbours, and members of the local community are to be interviewed by administrating a check-list of possible causes requesting the respondents to tick mark the causes which are applicable. The responses obtained through this method are more objective than those obtained through direct method.

3.1.4 **Library Approach**—

Third approach to the cause of wastage is related to the library work, causes of wastage can be enlisted from different books related to educational wastage. Such list can be used for developing the tools of research related to wastage. Some of the important sources pertaining to this library approach are enlisted below.

1) **D.S.Devaraja Murthy, has enumerated the various causes of wastage and stagnation as**—

   1. Economic backwardness of the parents.
   2. Lack of interest in education on the part of the parents.
3. In effective teaching.
4. Lack of special programmes for the children of the masses.
5. Irregular admission.

The author points-out the methods of tackling this problem. "He says that situation lies in the hands of the teachers and the administrators. For their successful functioning both of them should be given reorientation courses after a fixed duration say five years. He expects them to work honestly and with faith in humanity. Thus equipped with they are likely to cure this serious educational malady." 3

2) The Education Commission, 1964-66 in the report has given the causes of wastage and stagnation as:

"Causes of wastage and stagnation are by and large the same. Some of the important causes given are -

1) Irregular attendance
2) Dull curriculum
3) Insufficient teaching
4) Physical health
5) Rigid school timings
6) Poverty of the parents." 4

3. International Education Year Seminar on Primary and Work Oriented Education on Wastage and Stagnation, 1970

4. Four Authors: History of Indian Education and its Contemporary Problems, (Doaba House, Delhi), 1984, P. 118
3) N.C.E.R.T. New Delhi has also stated the wastage causes as:

"Some of the causes of wastage in primary education according to a survey conducted by N.C.E.R.T., New Delhi are -

1) Ill-health of the pupils,
2) Lack of proper clothing
3) Extreme poverty in general
4) Non-availability of reading and writing material
5) School is far from house.
6) Parents engage their children in domestic affairs.
7) Stagnation of pupils
8) Caste and communal sentiments of the parents."

Such a list is given in many text books in school organisation and administration. They are also useful in developing appropriate tools for research studies related to wastage, some of the important studies related to wastage at different levels of education are reviewed below.

3.2 Important Studies Related at Different Levels:

3.2.1 Important Studies Related at Primary Level–

3.2.1.1 'Study of Wastage and Stagnation in Std. First' by C.M.Mehta, Administrative Officer, M.S.B.Ahmedabad–

The study covers 1322 pupils (769 boys and 553 girls) in six
municipal schools. Out of 1322 pupils, the number of drop outs were 372 (232 boys and 140 girls), out of the 950 pupils left 138 (72 boys and 66 girls) were absent at the annual examination. Out of 812 who appeared at the examination 569 (328 boys and 241 girls) passed the examination. Thus out of 1322, in the beginning of the year 753 that is 57 percent have either dropped out or failed to go to the upper class.

The study reveals that attendance drop out and failure do not show any marked difference for boys and girls, that the problem is the same for both the sexes.

It is also found that higher attendance tends to improve chances of going to the higher class. Yet the high failure among those who have good attendance suggested that attendance only can not decide promotion.

The study suggests that the problems of drop out should be handled by employing attendance officers to ensure regular and adequate presence that of stagnation should be solved by better and interesting teaching methods. Regular inservice education for teachers will help to solve the problem of stagnation."

5. Seminar on Primary Education and Work Oriented Education, New Delhi, 1970
3.2.1.2 "An intensive study of the factors influencing the growth of Girls' Education at the Elementary stage in U.P. with special reference to Merit District." by Gupta S.L.

The major hypotheses of the study were:

1) The growth of girls education was influenced by the proportion of distance between the school and the residence of the girls.

2) The acceptance of the need of girls' elementary education by parents and the guardians varied from area to area and community to community.

3) The attitudes of dependence on girls for help at home, farm and shop by their parents and guardians influenced their educational growth adversely.

4) The school cost on items such as books, stationary, clothing, transportation inversely influenced the growth of girls' education in backward areas.

The major findings of the study were:

1) The more the distance travelled by girls in rural areas to reach school, the less was the enrolment for the area.

2) In the case of 87.41 percent parents of the drop out, withdrew their daughters from school because of their dependence on girls to help for some work at home, on field or in shop.

3) The annual school-costs were found high and varied from class to class and school to school. Over all annual private costs of schooling girls in class eighth ranged between Rs.295.20 and Rs.438.15 per girl depending on the location of the school and its management.

4) In all 63.67 percent of the drop outs considered the costs heavy and unbearable and stated as third important reason for withdrawing girls.

5) Growth of girls education in the elementary stage in rural areas of U.P. as well as Meerut was slow and less than in urban areas.

6) There was no exclusively girls primary school in the state. All were mixed schools.

3.2.1.3 “Absenteeism, stagnation and wastage in the primary schools in Andhra Pradesh” by Pratap D.R.7 –

Objectives of the study were –

1) To measure the magnitude of absenteeism wstage and stagnation in primary school.

7. Ibid. Study No. 1363, P. 936
2) To determine the relative significance of the causes of these problems in different Tribal area of Andhra Pradesh.

3) The sample consisted of fourteen primary schools managed by government and private management. These schools were selected randomly. The data was collected through three questionnaires viz. 1) School Questionnaires, 2) Teachers’ Questionnaires, 3) Parents Questionnaires. The study included both teachers and parents of tribal students. Ten tribal parents of the selected schools were contacted and data was collected from them. Five year period was taken to calculate the percentage of wastage. The year 1963-64 was selected as the base year. For the collection of data, absenteeism and wastage data was also collected from admission register of the school. Mean percentage and correlation were implied to analyse the data.

The findings of the study are—

1) Among the girl-students absenteeism was more pronounced than among boys. The respective percentage of absenteeism being 40.50 and 30.50 percent.

2) The incidence of absenteeism was highest with 35.83 percent, 30.84 percent and 35.83 percent in standards first, second and third respectively.

3) The highest absenteeism was observed in January followed by April, October and February while the lowest was recorded in the month of August followed by June and July. Absenteeism was considered
by the cycles of agricultural operation, festivals and marriage ceremonies etc.

4) Absenteeism and stagnation jointly contributed to wastage.

5) Child labour, domestic work was the most important contributing factor responsible for absenteeism, stagnation and wastage.

6) Indifferences of both parents and the students towards education was another common factor contributing to wastage

3.2.2 Important Studies Related at Secondary Level—

3.2.2.1 “An Investigation into the causes of stagnation and wastage among the pupils of secondary schools with special reference to Kumrup District” by MehdS.8—

The main objectives of the study were—

1) To find out the extent of stagnation and wastage among the students of secondary schools.

2) To find out the causes of these problems in the secondary schools.

3) To suggest remedial measures.

4) To find out the ways and means to reduce the incidence of stagnation and wastage at the secondary level.

8. Ibid. Study No. 1324, P. 911
The summary method was adopted, data was collected with the help of a proforma and questionnaires from 100 selected secondary schools of Kamrup District. Two different interview schedules were used to collect necessary information from the students and their parents. The case study method was also adopted to go deep into the problem. The final sample included 100 head masters of the selected schools, 100 stagnated students and drop-outs and forty guardians of such students of the district.

The Study reveal—

1) The extent of stagnation and wastage was very high specially in economically backward classes.

2) The most important reason of high percentage of stagnation and wastage were illiteracy of parents, poverty, lack of study, atmosphere at home and irregular payment of the stipend.

3) Education having a vocational bias was likely to be useful to the students of different abilities.

4) Lack of efficient teacher at the secondary level, lack of education of the parents, absence of attractive programmes and irrelevant curriculum appeared to be some of the causes.
3.2.2.2 "A study of wastage in education of girls in the high schools in Kolhapur Corporation Area" by Shirgopikar S.G.9 –

The objectives of the study were –

1) To find out the extent of wastage apparent and clear.

2) To find out the causes of wastage and

3) Suggest remedies.

The survey method was followed and also made the use of questionnaires, interviews schedules for the students and their parents. There were thirty-five high schools in Kolhapur. The girls admitted in standard eighth were 1948.

The major findings of the study were –

1) The percentage of wastage from standard eighth to tenth was 80.03 percent.

2) The percentage of clear wastage was the highest in standard ninth and tenth.

3) The percentage of wastage was 80 percent in the age group of 14 to 17.

9. Ibid. Study No. 1404, P. 961
4) The percentage of wastage was more in backward communities then in advanced communities.

5) The percentage of wastage was highest in the large families then the small families.

6) Due to marriage 41.8 percent girls left school.

7) The percentage of wastage due to stagnation was 21.6

8) 9.1 percent girls left school due to ill health.

The causes of wastage were socio-cultural 43 percent, economic 26.4 percent, educational 21.6 percent and physical 9.0 percent.

Some of the recommendations were—

1) The law restricting early marriage should be enforced strictly.

2) Afternoon schools should be started for girls.

3) Change in syllabus should be made.

4) Special classes for retarded and slow learners should be started.

5) Medical help should be provided to the needy girls.
3.2.2.3 "Physical, social, economic problems of adolescent girls of secondary school, Nowgong District" by Tohsin S.B.R.10 –

This study is not directly related to the problem of wastage but findings of this study are important from the point of view of developmental psychology of girls shading some light on emotional aspects of development of the girls studying in secondary schools. From this point of view this study is reviewed below.

The main object of the study was to find out the major physical, social and economical problems of adolescent girls of secondary school of Nowgong Distirct.

The study was confirmed to girls in the age group of 15 to 18. A random sample of 200 girls from urban and rural areas was selected. Questionnaires were prepared and administered, Mooney’s problem check list and socio-economic status scale by Pareek and Trivedi were used. Necessary data was also collected with the help of observation, schedule, case study and school survey method.

The study revealed the adolescent problem varied with social and living condition. The problems were often connected with social needs. The possibilities of frustration increased with maturity and the expansion of needs and wants of adolescent.

1) The major sources of frustration were cultural demand. The home situation and the school.

10. Ibid. Study No. 1434, P. 978
2) The major physical problems were related to physical discomfort due to menstruation, maturation, skin disturbances and physical growth.

3) The major social problems were related to social acceptance, physical appearance, social status, parental restriction in participation in social function along with the boys, dowry system, lack of education, pardah system, child marriage, conservative outlook of the parents etc.

4) The adolescents of large families with low parental status had more problems than those small families with high parental status.

5) Low economic group adolescent had more problems in the area of physical development social adjustment and school success than the high socio-economic status group.

3.2.3 Important Studies Related at College Level—

3.2.3.1 “The problems of drop outs in Polytechnics and Government Polytechnics, Dhule” by Khobragade, Mirza and Deshpande.11—

The study was conducted by scanning results and attendance records for the year 1972-73, 1973-74, 1974-75, 1975-76 and 1977-78.

Descriptive method was used and the results were presented in the form of graphs and percentages.

11. Ibid. Study No. 1313, P. 905
The findings of the study were—

1) The drop out rates ranged between 76 percent and 50 percent.

2) The over all pass rate ranged between 33 percent and 50 percent. In 1997 the pass-rate was maximum that is 80.3 percent.

3) The pass percentage in three years ranged between 12.8 and 50.

4) The drop out rate was highest in first and second semester.

5) The drop out rate was more desiring in 1972-73, 1973-74 and 1974-75.

3.2.3.2 "A study of drop outs from the full time Diploma Courses in Shri. Babubhai Mafatlal Polytechnic, Bombay" by Patel H. C. and Dewan. 12—

The study aimed at understanding the pattern of drop outs. To ascertain the aspects of the problem and possible reasons and corrective measures.

Detailed record of students from the date of entry to the date of leaving the polytechnic were maintained. The drop outs at various stages were noted down.

The major findings of the study were—

1) Majority of the drop outs were at the end of the first year and at the beginning of the second year.

12. Ibid. Study No. 1354, P. 931.
2) The rate of the drop out reduced from the year when cause allocation was done at the time of admission.

3) A majority of the students who dropped out due to failure were found to have failed in Maths.

The reviews given above are directly related to the problem of wastage/stagnation at different levels of education. However there are another class of studies which are related to the education of women. They are reviewed below.

3.2.4.1 “Investigation into the problems of the education of women in the Province of Bombay” by Shrimati Nalk Chitra.13–

Historical method was used. Following are the findings of the study—

1) The social status of Indian women and their educational position were at the lowest ebb in the beginning of the nineteenth century.

2) Women of India have benefited most from the liberalising influence of modern education and western contacts through the British rule.

3) Democracy is the best form of organisation in the interest of women.

13. D. D. Shinde: A Critical Study of Women Education in Ahmdnagar District, (Pre Ph.D., University of Poona), P. 7
4) The problems of educated women arise from the lack of harmony between developing the individuality and backward and conservative state of the society.

5) It is absolutely essential to educate and emancipate the women in order to create a happier society with a higher standard of life.

3.2.4.2. "The development of female education during the post Independence period in Gujrat" by Shrl. P.M.Thakkar. 14–

The objectives of the study were –

1) The factors that helped in the development and expansion of female education in Gujrat.

2) The factors that hampered the growth of female education and the social as well as government efforts for the growth of female education.

3) Political and economical conditions that helped the growth of female education in Gujrat.

The Historical method was used for this research. The study revealed that –

1) The problem of wastage and stagnation in the case of girls at primary and secondary stages was typical.

14. Ibid. P. 7
2) Inspite of the advancement in numbers, the value of women and her education was yet to be recognized.

3) It was the economic factors that had played a tremendous role in the progress of female education.

4) It was society at large and the social customs, hampering the education of female.

5) Gujrat held the third position in 1961 while it dropped to the fifth position in 1971.

6) The percentage of female literacy was higher in the year 1971.

3.2.4.3 "The development of women education in Greater Bombay from 1961 to 1974" by Y.R.Gandhi.15–

He made use of reports, books, periodicals and visits alongwith questionnaires and interview schedules for this study. The findings of the study were:

1) In 1973-74 the percentage of women literacy was 55.7
2) In standards eighth to tenth 47.4 girls were admitted.
3) The percentage of wastage in girls was 27 percent
4) Self incentive was the main factor for seeking higher education.

In the case of muslim girls, the problem of wastage is very serious

15. Ibid. P. 6
and if not attended properly, social progress cannot be made. Our nation is facing presently the grave situation created by two difficult problems:

1) The problem of population control
2) The problem of illiteracy

These two problems are more serious among muslims. Only visible solution to these problems is the appropriate and proper education. To control the population, population education must be extended to the students reaching higher levels of education namely secondary and higher secondary level. Secondary school is the proper stage for starting direct population education. The girls educated there will control population properly. It is a well known fact that control of population is possible by extending population education to girls. Statistically this is proved also.

From all these points of view it is very essential to understand the nature of wastage problem in the case of muslim girls by conducting surveys.

After careful survey of related studies, the researcher came to the conclusion that no such systematic study was carried out during post independence period existing to this date at least in Jalgaon District.

The present study had revealed all the root causes of wastage at upper standards of urdu medium high schools for girls. The results of the study will be useful to faster positive attitudes and to remove out dated views about the education of urdu medium girls.