CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

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   (a) Enrolment at Primary School Stage
   (b) Extent of Dropout of Primary School Pupils
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   (d) Characteristics of Dropouts, Repeaters, Parents and Teachers
   (e) Causes and Correlates of Wastage
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4. Extended Implications of the Study and Suggestions

5. Suggestions for Further Study
CONCLUSIONS AND SUGGESTIONS

1. Overview of the Study

The present study entitled 'A STUDY OF THE CAUSES AND CORRELATES OF WASTAGE AMONG SCHEDULED CASTE PUPILS AT THE PRIMARY STAGE' is an attempt to provide comprehensive information on the causes and correlates of wastage among Scheduled Castes and Other Community Pupils.

Hypotheses

(1) Extent of wastage will be higher among Scheduled Caste pupils than among other community pupils for total sample and subsamples classified on the basis of sex and locale.

(2) Scheduled caste pupils will differ from other community pupils in the causes and correlates of wastage for total sample and subsamples classified on the basis of sex and locale.

(3) Relevant groups will differ in the causes identified for wastage.

Objectives

(1) To study the extent of wastage among (i) Scheduled Caste pupils and (ii) other community pupils.

(2) To compare the extent of wastage among Scheduled Caste pupils and other community pupils.
(3) To identify causes and correlates of wastage among (i) Scheduled caste pupils and (ii) other community pupils.
(4) To compare the causes and correlates of wastage of Scheduled caste pupils and (ii) other community pupils.
(5) To repeat objectives 1, 2, 3 and 4 for subsamples classified on the basis of sex and locale.

Data

The data for the study were:
(1) Records of enrolment, dropout and stagnation of primary school pupils.
(2) Details of causes and correlates of wastage from (a) Dropouts (b) Repeaters (c) Parents of the dropouts and (d) Primary school teachers.

Procedure

Descriptive survey and correlation methods have been used for the study. The data were collected through information blanks, semi-structured interviews with (a) dropouts (b) repeaters and (c) parents and questionnaire for teachers. The initial sample of the study, to determine enrolment and extent of wastage, was 125,986 primary school pupils. Further samples included 260 dropouts, 260 parents of the dropouts, 200 repeaters and 400 primary school teachers. The data were statistically treated by calculation of percentages, Arithmetic Means, Standard Deviations, Critical Ratios, Chi-square values, Rank Order Coefficients of Correlation and ANOVA.
Conclusions that have been drawn primarily on the basis of the findings of the present study are presented under the following sections.

A. Enrolment at Primary School stage of Scheduled Caste and Other Community Pupils

(1) Enrolment percentages of Scheduled Caste Pupils are significantly lower than other community pupils for all standards (I - VII) and for all years (1975-76 to 1984-85) at the primary stage (vide Tables 1.1 and 1.10).

(2) The above conclusion is repeated for all subsamples studied for all standards (I - VII) and for all years (1975-76 to 1984-85) at the primary stage for boys, girls, urban school pupils and rural school pupils (vide Tables 1.2, 1.3, 1.4, 1.5, 1.11, 1.12, 1.13 and 1.14).

(3) Enrolment figures differ significantly for the following standards between Scheduled Caste and other Community pupils for total sample and subsamples (vide Tables 1.1, 1.2, 1.3, 1.4 and 1.5).

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>VI</th>
<th>VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC pupils</td>
<td>(79.23%)</td>
<td>Urban School</td>
<td>SC Pupils</td>
<td>Urban School</td>
<td>Rural School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SC Pupils</td>
<td>(23.75%)</td>
<td>SC Boys</td>
<td>(21.83%)</td>
</tr>
<tr>
<td>OC Boys</td>
<td>(79.32%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OC Girls</td>
<td>(79.15%)</td>
<td>Rural School</td>
<td>SC Pupils</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td></td>
<td>OC pupils</td>
<td>(78.26%)</td>
<td>SC Girls</td>
<td>(21.45%)</td>
<td>(20.74%)</td>
</tr>
</tbody>
</table>

Rural School
OC Pupils
(81.09%)
(4) Enrolment figures differ significantly for the following years between Scheduled Caste and other community pupils for total sample and subsamples (vide Tables 1.10, 1.11, 1.12, 1.13 and 1.14).

<table>
<thead>
<tr>
<th>Year</th>
<th>Urban School SC pupils - OC pupils</th>
<th>Urban School SC pupils - OC pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>SC (78.72%)</td>
<td>OC (80%)</td>
</tr>
<tr>
<td>1979-80</td>
<td>SC Boys (22.04%)</td>
<td>OC Boys (80.12%)</td>
</tr>
<tr>
<td>1981-82</td>
<td>SC Girls (22.16%)</td>
<td>OC Girls (79.90%)</td>
</tr>
<tr>
<td>1984-85</td>
<td>Rural School SC pupils (21.1%)</td>
<td>Rural School OC pupils (61.47%)</td>
</tr>
</tbody>
</table>

(5) Enrolment percentages differ within subsamples of other community pupils and within Scheduled Caste pupils for all standards (I - VII) and for all years (1975-76 to 1984-85) at the primary stage (vide Tables 1.6, 1.7, 1.8, 1.9, 1.15, 1.16, 1.17 and 1.18).

(6) Within Other Community pupils and within Scheduled Caste pupils, enrolment percentages of boys are found to be higher than girls for all standards (I - VII) and for all years (1975-76 to 1984-85) at the primary stage (vide Tables 1.6, 1.7, 1.15 and 1.16).

(7) Within Other Community pupils and within Scheduled Caste pupils, enrolment percentages of rural school pupils are found to be higher than urban school pupils for all standards (I - VII) and for all years (1975-76 to 1984-85) at the primary stage (vide Tables 1.8, 1.9, 1.17 and 1.18).
(8) Enrolment figures differ for the following standards within subsamples of Other Community Pupils and within subsamples of Scheduled Caste Pupils (vide Tables 1.6, 1.7, 1.8 and 1.9).

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Boys</td>
<td>(51.54%)</td>
<td>OC Boys</td>
<td>(51.54%)</td>
<td>OC Girls</td>
<td>(48.94%)</td>
</tr>
<tr>
<td>Urban School - SC pupils</td>
<td>(44.53%)</td>
<td>Urban School</td>
<td>SC pupils</td>
<td>(39.44%)</td>
<td>(63.28%)</td>
</tr>
<tr>
<td>OC Girls - SC Boys - SC Girls</td>
<td>(52.40%)</td>
<td>(49.58%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(9) Enrolment figures differ for the following years within subsamples of Other Community pupils and within subsamples of Scheduled Caste Pupils (vide Tables 1.15, 1.16, 1.17 and 1.18).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Boys</td>
<td>(52.65%)</td>
<td>SC Boys</td>
<td>(52.58%)</td>
<td>Rural SC Girls</td>
<td>Urban</td>
<td>(49.47%)</td>
<td>School</td>
</tr>
<tr>
<td>OC Girls</td>
<td>Rural</td>
<td>School</td>
<td>SC pupils</td>
<td>(49.32%)</td>
<td>(63.28%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban School</td>
<td>Pupils</td>
<td>SC</td>
<td>OC Pupils</td>
<td>(59.06%)</td>
<td>(43.87%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OC pupils</td>
<td>(39.05%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Extent of Dropout of Primary School Pupils: Standard-wise and Year-wise data

(1) Dropout percentages of Scheduled Caste pupils are higher than other community pupils for all standards (I - VII) and for all years (1975-76 - 1984-85) at the primary stage (vide Tables 2.1 and 2.10).

(2) Dropout percentages of Scheduled Caste boys are higher than Other Community boys for all standards (I - VII) and for all years (1975-76 - 1984-85) at the primary stage. (vide Tables 2.2 and 2.11).

(3) Dropout percentages of Scheduled Caste girls are higher than Other Community girls at the primary stage for all standards (I - VII) except Standard VII and for all years (1975-76 to 1984-85) except 1979-80. (vide Tables 2.3 and 2.12).

(4) Dropout percentages of Scheduled Caste pupils are higher than Other Community pupils in urban schools for 5 Standards (I, II, IV, V and VI) and for the years 1975-76, 1976-77, 1977-78, 1978-79, 1982-83 and 1984-85 (vide Tables 2.4 and 2.13).

(5) Dropout percentages of Scheduled Caste pupils are higher than Other community pupils in rural schools for all standards (I - VII) and for all the years (1975-76 to 1984-85) vide Tables 2.5 and 2.14).
(6) Dropout figures differ for the following standards between Scheduled Caste and Other Community Pupils (vide Tables 2.1, 2.2, 2.3, 2.4 and 2.5).

<table>
<thead>
<tr>
<th></th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC pupils</td>
<td>(4.96%)</td>
<td>SC Boys</td>
<td>(6.88%)</td>
</tr>
<tr>
<td>SC pupils</td>
<td>(6.66%)</td>
<td>Urban School SC</td>
<td>OC pupils</td>
</tr>
<tr>
<td>OC Boys</td>
<td>(5.14%)</td>
<td>Pupils - 8.20%</td>
<td></td>
</tr>
<tr>
<td>OC Girls</td>
<td>(4.78%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC Girls</td>
<td>(6.47%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural School OC pupils</td>
<td>(6.57%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural School OC pupils</td>
<td>(6.44%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(7) Dropout figures differ for the following years between Scheduled Caste and Other Community pupils for total sample and subsamples (vide Tables 2.10, 2.11, 2.12, 2.13 and 2.14).

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
<th>1980-81</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC pupils</td>
<td>(6.81%)</td>
<td></td>
<td>OC Girls</td>
</tr>
<tr>
<td>OC pupils</td>
<td>(4.54%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC Boys</td>
<td>(6.92%)</td>
<td>SC pupils</td>
<td>(5.74%)</td>
</tr>
<tr>
<td>SC Girls</td>
<td>(6.69%)</td>
<td></td>
<td>Urban School</td>
</tr>
<tr>
<td>Rural School SC pupils</td>
<td>(3.42%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(8) Dropout percentages differ within subsamples of Other Community Pupils and within SC pupils at the primary stage for all standards (I - VII) and for all the years (1975-76 to 1984-85) (vide Tables 2.6, 2.7, 2.8, 2.9, 2.15, 2.16, 2.17 and 2.18).
(9) Within Other Community Pupils, dropout percentages of boys are found to be higher than girls for all standards (I - VII) except Standard III and for all the years (1975-76 - 1984-85) except 1982-83 (vide Tables 2.6 and 2.15).

(10) Within SC pupils, dropout percentages of boys are found to be higher than girls for 5 Standards (II, IV, V, VI and VII) and for the years 1975-76, 1976-77, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82 and 1982-83 (vide Tables 2.7 and 2.16).

(11) Within Other Community pupils and within Scheduled Caste pupils, dropout percentages of urban school pupils are found to be higher than rural school pupils for all standards (I - VII) and for all the years (1975-76 to 1984-85) (vide Tables 2.8, 2.9, 2.17 and 2.18).

C. Extent of Stagnation of Primary School Pupils: Standard-wise and Year-wise Data

(1) Stagnation percentages of Scheduled Caste Pupils are significantly higher than Other Community pupils for all standards (I - VII) and for all years (1975-76 to 1984-85) at the primary stage (vide Tables 3.1 and 3.10).

(2) The above conclusion is repeated for all subsamples studied for all standards (I - VII) and for all years at the primary stage for boys, girls, urban school pupils and rural school pupils (vide Tables 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.13 and 3.14).
(3) Stagnation percentages are the highest in Standard VII for Scheduled Caste and Other Community Pupils for total sample and subsamples studied (vide Tables 3.1, 3.2, 3.3, 3.4, 3.5, 3.10, 3.11, 3.12, 3.13 and 3.14).

(4) Stagnation percentages differ for the following years between Scheduled Caste and Other Community Pupils (vide Tables 3.10, 3.11, 3.12, 3.13 and 3.14).

<table>
<thead>
<tr>
<th>Year</th>
<th>SC Pupils (15.04%)</th>
<th>OC Pupils (10.38%)</th>
<th>SC Girls (16.57%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>SC Girls (10.53%)</td>
<td>OC Boys (10.65%)</td>
<td>Urban School OC</td>
</tr>
<tr>
<td></td>
<td>Rural School SC Pupils (10.30%)</td>
<td>Rural School SC Pupils (17.10%)</td>
<td></td>
</tr>
<tr>
<td>1977-78</td>
<td>Rural School OC Pupils (10.30%)</td>
<td>Urban School SC Pupils (10.59%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SC Boys (16.10%)</td>
<td>OC Pupils (10.38%)</td>
<td></td>
</tr>
<tr>
<td>1978-79</td>
<td>OC Girls (10.53%)</td>
<td>SC Boys (16.10%)</td>
<td>Pupils (16.27%)</td>
</tr>
</tbody>
</table>

(5) Stagnation percentages differ within other community pupils and within Scheduled Caste pupils for all years (1975-76 to 1984-85) at the primary stage (vide Tables 3.15, 3.16, 3.17 and 3.18).

(6) Within Other Community pupils, stagnation percentages of boys are found to be higher than girls for all standards (I - VII) except Standard VI and for all the years (1975-76 to 1984-85) except 1976-77 at the primary stage (vide Tables 3.6 and 3.15).

(7) Within SC pupils, stagnation percentages of boys are found to be higher than girls for five Standards (I, II, IV, V and VII) and for the years 1977-78, 1979-80, 1980-81, 1981-82 and 1984-85 (vide Tables 3.7 and 3.16).


D. Characteristics of Dropouts, Repeaters, Parents and Teachers

(a) Characteristics of Dropouts

The largest percentage of dropouts leave school during or at the end of Standard V. The highest percentage of dropouts have the following characteristics: belong to the middle family position, have more than one sibling, go to school by walking and live within less than 1 K.M. distance from school, are daily wage earners, have monthly income bracket is between Rs.50 - Rs.100 and hold temporary works.

(b) Characteristics of Repeaters

The largest percentage of repeaters are studying in Standard VII. The highest percentage of repeaters have the following characteristics: failed more than one Standard
belong to the middle family position, have more than one sibling, go to school by walking and live within less than 1 K.M. distance from school.

(c) **Characteristics of Parents of Dropouts**

The highest percentage of guardians are fathers of their ward, belong to the age group between 45-55, have primary level of education, are daily wage earners, belong to the annual income bracket is below Rs.1500/- and their family size is 6.

(d) **Characteristics of Parents of Repeaters**

Higher percentage of guardians are fathers of their children, belong to the age group 45-55, have primary level of education, are daily wage earners, belong to the annual income bracket is between Rs.1500 - Rs.2500 and their family size is 5.

**Characteristics of Teachers**

(e) The largest percentage of teachers belong to the age group between 35-40, have educational qualification of PDC, TTC and have 10-15 years of experience.

E. **Causes and Correlates of Wastage at the Primary Stage**

as identified from (a) dropouts (b) repeaters (c) parents of the dropouts and (d) teachers (ranked on the basis of frequency of choices)

(a) **Dropouts**

The causes and correlates of wastage can be categorised as (1) person related, (2) family related and (3) school related factors.
(1) **Person related**

1. Inadequate study time
2. Study time as less than one hour
3. No physical handicaps
4. Regularity in attending school
5. Lack of interest in continuing studies
6. Inferior in studies
7. Dislike in learning
8. Non-participation in extra curricular activities
9. Poor performance in the examination
10. Lack of concentration in studies
11. Lack of preparation for the examination
12. Feeling of inferiority when failed
13. Indifferent attitude of friends.
14. No ambition in life.

(2) **Family related**

1. Inadequate physical facilities
2. Lack of assistance in learning
3. Lack of encouragement in learning
4. Involvement in domestic affairs
5. Looking after younger ones
6. Lack of parental involvement in studies
7. Parental resentment in going to school
8. Parental decision for discontinuing studies
9. Illiteracy of parents
10. Drinking habit of father
11. Poverty in the family
12. Financial difficulties.

(3) **School related**

1. Punishment given by teachers
2. Repeated failure
3. No provision of mid-day meals
4. Lack of remedial teaching
5. Indifferent attitude of teachers
6. More home works than what can be done
7. Indifferent attitude of teachers when failed

(b) Repeaters

The causes and correlates of stagnation can also be categorised as: (1) person related (2) family related and (3) school related factors. Most of the factors are common as those of dropouts.

(1) Person related

1. Inadequate study time
2. Study time as less than one hour
3. No physical handicaps
4. Difficulty level of homeworks
5. Regularity in attending school
6. Inferior in studies
7. Dislike in learning
8. Non-participation in extra curricular activities
9. Interest in Studies
10. Poor performance in the examination
11. Lack of concentration in studies
12. Feeling of Inferiority
13. Friendship with all classmates
14. Indifferent attitude of friends
15. No ambition in life.

(2) Family related

1. Inadequate physical facilities
2. Parental assistance in learning
3. Allotted adequate time to study
4. Involvement in domestic affairs
5. Looking after younger ones
6. Lack of parental involvement in studies
7. Parents forced to continue the study
8. Co-operation of siblings
9. Illiteracy of parents
10. Drinking habit of father
11. Poverty in the family
12. Financial difficulties
13. Parental affection and care.

(3) School related

1. Punishment given by teachers
2. Beating as the nature of punishment
3. No provision of mid-day meals
4. Lack of remedial teaching
5. Equal treatment from teachers
6. More homeworks than what can be done
7. Indifferent attitude of teachers when failed
8. Teaching effective
9. Poor performance as the reason for ineffectiveness

(c) Parents

The opinions of parents with regard to causes and correlates of dropout are given in the following:

(1) Higher percentage of parents have reported they had participation in school activities.

(2) Highest percentage of parents have reported teaching standard of the school as good.

(3) Higher percentage of parents have reported their decision had been the reason for the dropout of their ward.
(4) Highest percentage of parents have reported lack of proper guidance as the reason for the students' decision regarding dropout.

(5) Highest percentage of parents have reported to earn an income to support the family as the reason for parents' decision regarding dropout.

(6) High percentage of SC parents have reported stipend amount as inadequate.

(7) High percentage of SC parents have reported they had used the stipend amount to buy books.

(8) Higher percentage of parents have reported their child's future being affected by discontinuing studies.

(9) Highest percentage of parents have reported better prospects in future as the reason for their opinion regarding child's future being affected by discontinuing studies.

(10) Highest percentage of parents have reported education provided in schools does not help to earn a livelihood.

(d) Conclusions obtained from Interview Schedule on Opinions (Regret Scale)

Of the four groups - A, B, C and D (OC Boys, SC Boys, OC Girls and SC Girls), group D (SC Girls) obtained the highest sum of squares (sum of squares = 21007). The Arithmetic Mean and Standard Deviation obtained are 17.95 and 0.93 respectively. 'F' value obtained ($F = 102.09$) which is statistically significant (significant at .001 level)
reveals that the nature and behaviour of the four groups differed. Group E, F, G and H (OC urban area dropouts, SC urban area dropouts, OC rural area dropouts and SC rural area dropouts), group H (SC rural area dropouts) obtained highest sum of squares (sum of squares $= 22944.25$). The Arithmetic Mean and Standard deviation obtained are 18.09 and 0.66 respectively. 'F' value obtained which is statistically significant (significant at .001 level) reveals that the nature and behaviour of the groups differed.

(e) Teachers

(1) **Extent of Wastage**: Extent of Wastage on Total students was reported between 5 - 10% by the total sample of teachers, female teachers and urban school teachers. Extent of wastage on Scheduled Caste Pupils was reported between 10 - 15% by total sample of teachers, male teachers, female teachers and urban school teachers.

(2) **Causes and Correlates of Wastage**: Causes and correlates of wastage identified by teachers can be categorised as (1) person related (2) family related (3) school related and (4) society related.

(i) The statement, 'lack of interest to study' has been given the first rank by the total sample of primary teachers, male and female teachers and urban and rural school teachers with reference to causes and correlates of wastage relating to pupils. The second and third ranks
have been placed to items 'difficulty in learning' and 'feeling that education is not suited to life situations' respectively by the total sample of teachers.

(ii) The first rank has been accorded to the statement, 'lack of encouragement from parents' by the total sample of teachers, male and female teachers and urban and rural school teachers with reference to causes and correlates of wastage relating to family. The second and third ranks have been given to items, 'involvement in domestic affairs during study time' and 'look after younger ones' respectively by the total sample of teachers.

(iii) The statement, 'lack of notebooks, text books and other learning materials' has been given the first rank by the total sample of teachers, female teachers and rural school teachers with reference to causes and correlates of wastage relating to school. The second and third ranks have been given to items, 'lack of proper guidance', and lack of remedial teaching' respectively by the total sample of teachers.

(iv) The first rank has been given to the statement, 'poor companionship' by total sample of teachers, male and female teachers and urban and rural school teachers with reference to causes and correlates of wastage relating to society. The second and third ranks have been given to 'influence of other dropouts' and 'influence of elders' respectively by the total sample of teachers.
(3) Causes of Wastage particular to Scheduled Caste Pupils:
The first rank has been given to the item, 'financial problem' by the total sample of teachers and all subsamples investigated. The second and third ranks have given to items, 'responsibility of children in the family' and 'illiteracy of parents' respectively.

(4) Higher percentage of teachers have reported they would like the dropouts to resume studies.

(5) The first rank has been given to the statement, 'for better prospects in future' by the total sample of teachers with reference to their opinion regarding dropouts' resume of studies.

(6) Highest percentage of teachers have reported they would think the dropout who resume studies will complete the primary stage.

(7) The first rank has been given to the statement 'home conditions cause wastage' by the total sample of teachers with reference to their opinion regarding wastage at the primary stage.

(8) Highest percentage of teachers have reported schools have not taken any steps to bring the dropouts back to school.

(f) Remedial Measures suggested

The remedial measures suggested to prevent wastage from primary stage are identified from (a) dropouts (b) repeaters (c) parents of the dropouts and (d) Teachers (ranked on the basis of frequency of choices).
(a) Dropouts

(1) Increase the amount of lump sum grant.
(2) Do not make any type of discrimination on the basis of caste.
(3) More educational concessions to poor sections of society.
(4) Remedial teaching should be imparted.
(5) Adult education facilities should be introduced.

(b) Repeaters

(1) Teaching should be more effective
(2) Remedial teaching should be imparted
(3) Do not make any type of discrimination on the basis of caste.
(4) Teaching should be more encouraging
(5) Attendance should not be made compulsory.

(c) Parents

(1) Increase the amount of lump sum grant
(2) Provision of mid-day meals
(3) Provision of food, clothing, medical aid etc., at free of cost.
(4) More qualified teachers should be appointed in primary classes.
(5) Simple and suitable curriculum at the primary stage.
(d) Teachers

1. Financial aid to poor students
2. Remedial teaching should be imparted
3. Vocational education suited to life situations
4. Provision of mid-day meals
5. Better school community relationship through PTA and other cultural organizations.

The main conclusions emerged from the study are presented under the following:

1. Enrolment among SC is low.
2. Dropout is present but dropout among SC is not significantly higher than OC.
3. Stagnation is present. Stagnation among SC is significantly higher than OC.
4. Major differences are identified between the causes and correlates of dropout and stagnation between OC and SC.
5. Causes are multiple and are external with pupil.
6. To remedy the problem, 3 types of measures are adopted. (1) Direct assistance to SC in the form of financial aid, residential facilities and other welfare programmes (2) Assistance to all pupils with the impact on SC can be extended: Quality improvement - curricula, examination system and evaluation techniques. (3) Community development programmes of SC: Adult education facilities, Vocational education establishment of more schools within the walking distance, transportation facilities, developmental and cultural activities and parent teacher association.
2. **A Remedial Programme of Action**

A remedial programme of action to prevent wastage at the primary stage framed from the opinions of dropouts, repeaters, parents of the dropouts and teachers are presented under the following:

1. Increase the amount of lump sum grant
2. Do not make any type of discrimination towards Scheduled Caste pupils.
3. More educational concessions should be given to poor sections of the society.
4. Teaching should be more effective
5. Remedial teaching should be imparted.
6. Adult education facilities should be introduced.
7. Provision of mid-day meals.
8. More qualified teachers should be appointed in primary schools.
9. Provision of food, clothing, medical aid etc., at free of cost.
10. Teaching should be made more encouraging.
11. Attendance should not be made compulsory.
12. Simple and suitable curriculum should be framed for the primary stage.
13. Financial aid to poor parents
14. Vocational education suited to life situations should be imparted.
15. Better school community relationship through PTA and other cultural organizations.
Each school may have a research cell with a few teachers with an exposure on educational research. This cell will devote its attention in identifying factors causing dropout and stagnation of students and in evolving a suitable programme to prevent pupils from dropping out or repeating. The findings of the research cell may be communicated to the teaching staff of the institutions and programmes. Each institution may also share the effectiveness of its modus operandi with the neighbouring schools. Preventing pupils from dropping out or repeating is a challenging task and co-operative enterprise of teachers, institutions and society.

Unless efforts to check this educational wastage due to dropout and repetition are taken on war footing, the huge amount, time and energy invested to Indian education will culminate in collosal waste.

3. Differences between Dropouts and Repeaters

(1) Period of Study time: Both dropouts and repeaters among OC and SC have reported their study time as less than one hour. No differences can be seen among subsamples studied.

(2) Adequacy of Study time: Both dropouts and repeaters among SC have reported study time as inadequate. Dropouts and repeaters among OC have reported study time as adequate. Differences can be noticed among subsamples.
(3) **Physical facilities available for study**: Both dropouts and repeaters among SC have reported they have no physical facilities available for study. Dropouts among OC have reported 'electricity' as the physical facility available and OC repeaters have reported 'chairs' as the physical facility available for them. Differences can be seen among subsamples.

(4) **Adequacy of physical facilities**: Dropouts among OC and SC and repeaters among SC have reported physical facilities as inadequate. Repeaters among OC have reported physical facilities as adequate. Differences can be noticed among subsamples.

(5) **Assistance given in learning**: Both dropouts and repeaters among SC have reported they have no assistance in learning. Dropouts and repeaters among OC have reported they have assistance in learning. Differences can be noticed among subsamples.

(6) **Nature of encouragement in learning**: Both dropouts and repeaters among SC have reported they have no encouragement in learning. Dropouts and repeaters among OC have reported they have allotted adequate time to study. Differences can be noticed among subsamples.

(7) **Involvement in domestic affairs during study time**: Both dropouts among OC and SC and repeaters among SC have reported they have involvement in domestic affairs during study time. Repeaters among OC have reported they have no involvement in domestic affairs during study time.
Differences can be noticed among subsamples.

(8) **Nature of work during study time:** Both dropouts and repeaters among SC have reported they have to look after younger ones during study time. Dropouts and repeaters among OC have reported they have to assist their parents in their work. Differences can be seen among subsamples.

(9) **Physical handicaps:** Both dropouts and repeaters among OC and SC have reported they have no physical handicaps. No differences can be noticed among subsamples.

(10) **Regularity in attending School:** Both dropouts and repeaters among OC and SC have reported they were regular in attending school. No differences can be seen among subsamples.

(11) **Reasons for irregularity in attending School:** Dropouts among OC and SC have reported lack of sufficient income at home as the reason for irregularity in attending school. Repeaters among OC have reported ill-health as the reason for irregularity and repeaters among SC have reported lack of proper food, dress, etc., as the reason for irregularity in attending school. Differences can be noticed among subsamples.

(12) **Provision of mid-day meals:** Both dropouts and repeaters among OC and SC have reported they have no provision of mid-day meal from school. No differences can be noticed among subsamples.
(13) **Regularity in attending all periods:** Both dropouts and repeaters among OC and SC have reported they were regular in attending all periods. No differences can be noticed among subsamples.

(14) **Reasons for non-attendance:** Dropouts among OC and SC have reported 'household duties' as their reason for non-attendance. Non-attendance cases are not seen among repeaters. Differences can be noticed among subsamples of dropouts only.

(15) **Nature of home works:** Both dropouts among OC and SC and repeaters among SC have reported home works as more than what can be done. Repeaters among OC have reported home works as what can be done. Differences can be noticed among subsamples.

(16) **Difficulty level in doing home works:** Dropouts among OC and SC and repeaters among SC have reported home works as too difficult. Repeaters among OC have reported home works as difficult. Differences can be noticed among subsamples.

(17) **Teachers affection and Care:** Both dropouts and repeaters among OC and SC have reported they were punished by teachers. Differences can be noticed among subsamples.

(18) **Nature of punishment:** Both dropouts and repeaters among OC and SC have reported 'beating' as the punishment given by teachers. Differences can be noticed among subsamples of repeaters only.
(19) **Type of friends:** Both dropouts among OC and repeaters among OC and SC have reported they have friendship with all classmates. Dropouts among SC have reported they have friendship with same social class. Differences can be noticed among subsamples.

(20) **Mingling with other students:** Both dropouts and repeaters among OC and SC have reported they have mingling with other students. Differences can be noticed among subsamples of repeaters only.

(21) **Reasons for the difficulty in mingling:** Both dropouts and repeaters among OC and SC have reported inferior in studies as the reason for the difficulty in mingling. Differences can be noticed among subsamples of repeaters only.

(22) **Your responses when you have failed:** Dropouts among OC and SC have reported they have no interest in continuing studies when they have failed. Repeaters among OC and SC have reported they have the feeling of inferiority when they have failed. Differences can be noticed among subsamples.

(23) **Responses of friends when you have failed:** Both dropouts and repeaters among OC and SC have reported their friends were indifferent when they have failed. Differences can be noticed among subsamples of repeaters only.
(19) **Type of friends:** Both dropouts among OC and repeaters among OC and SC have reported they have friendship with all classmates. Dropouts among SC have reported they have friendship with same social class. Differences can be noticed among subsamples.

(20) **Mingling with other students:** Both dropouts and repeaters among OC and SC have reported they have mingling with other students. Differences can be noticed among subsamples of repeaters only.

(21) **Reasons for the difficulty in mingling:** Both dropouts and repeaters among OC and SC have reported inferior in studies as the reason for the difficulty in mingling. Differences can be noticed among subsamples of repeaters only.

(22) **Your responses when you have failed:** Dropouts among OC and SC have reported they have no interest in continuing studies when they have failed. Repeaters among OC and SC have reported they have the feeling of inferiority when they have failed. Differences can be noticed among subsamples.

(23) **Responses of friends when you have failed:** Both dropouts and repeaters among OC and SC have reported their friends were indifferent when they have failed. Differences can be noticed among subsamples of repeaters only.
(24) **Responses of parents when you have failed:**
Both dropouts and repeaters among SC have reported parents have resented their going to school. Dropouts and repeaters among OC have reported parents have forced them to continue the study. Differences can be noticed among subsamples.

(25) **Responses of teachers when you have failed:**
Both dropouts and repeaters among OC and SC have reported teachers were indifferent when the students have failed. Differences can be noticed among subsamples of repeaters only.

(26) **Interest in Studies:** Dropouts among OC and SC have reported they have no interest in studies. Repeaters among OC and SC have reported they have interest in studies. No differences can be noticed among subsamples.

(27) **Reasons for the lack of interest:** Dropouts among OC and SC have reported dislike in learning as the reason for lack of interest in studies. Repeaters among OC and SC have reported dislike towards teachers as the reason for the lack of interest. No differences can be noticed among subsamples.

(28) **Participation in extra-curricular activities:**
Both dropouts and repeaters among OC and SC have reported they have no participation in extra-curricular activities. No differences can be noticed among subsamples.
(29) **Performance in the examination:** Both dropouts and repeaters among OC and SC have reported their performance in the examination as poor. Differences can be noticed among subsamples of dropouts only.

(30) **Reasons for the poor performance in the examination:** Both dropouts and repeaters among OC and SC have reported lack of preparation as the reason for the poor performance in the examination. Differences can be noticed among subsamples.

(31) **Feeling of inferiority:** Both dropouts among OC and SC and repeaters among SC have reported they have feeling of inferiority. Repeaters among OC have reported they have no feeling of inferiority. Differences can be seen among subsamples of repeaters only.

(32) **Reasons for inferiority:** Both dropouts and repeaters among OC and SC have reported backwardness in study as the reason for inferiority. No differences can be noticed among subsamples.

(33) **Parental involvement in Studies:** Dropouts among OC and SC and repeaters among SC have reported parents have not involved in their studies. Repeaters among OC have reported parents have involved in their studies. Differences can be noticed among subsamples.

(34) **Reasons for the poor involvement of parents in Studies:** Both dropouts and repeaters among SC have reported illiteracy as the reason for poor involvement of
parents and dropouts and repeaters among OC have reported lack of interest as the reason for poor involvement of parents. Differences can be noticed among subsamples.

(35) Parental affection and Care: Both dropouts and repeaters among OC and SC have reported they have parental affection and care. No differences can be noticed among subsamples.

(36) Reasons for the lack of affection and care: Both dropouts and repeaters among OC and SC have reported drinking habit of father as the reason for the lack of affection and care. Differences can be noticed among subsamples.

(37) Co-operation of siblings: Both dropouts and repeaters among OC and SC have reported they have co-operation of siblings. No differences can be noticed among subsamples.

(38) Concentration in Studies: Dropouts among OC and SC have reported they have no concentration in studies. Differences can be noticed among subsamples.

(39) Reasons for the poor concentration: Dropouts and repeaters among SC have reported poverty in the family as the reason for poor concentration in studies. Dropouts and repeaters among SC have reported lack of facilities as the reason for poor concentration. Differences can be noticed among subsamples.

(40) Effectiveness of Teaching: Both dropouts and repeaters among OC and SC have reported teaching as effective. No differences can be noticed among subsamples.
(41) Reasons for ineffectiveness of teaching: Both dropouts among OC and SC and repeaters among SC have reported poor performance as the reason for ineffectiveness of teaching. Repeaters among OC have reported lack of affection and care as reason for ineffectiveness of teaching. Differences can be noticed among subsamples of repeaters only.

(42) Remedial teaching: Both dropouts and repeaters among OC and SC have reported they have no remedial teaching. No differences can be noticed among subsamples.

(43) Teachers attitude towards your learning. Dropouts among SC have reported teachers attitude towards learning as indifferent. Repeaters among OC and SC have reported teachers attitude towards learning as encouraging. Differences can be noticed among subsamples.

(44) What you want to become: Both dropouts and repeaters have reported they have no ambition in life. Differences can be noticed among subsample of dropouts only.

Extended Implications of the Study and Suggestions

The problem of curriculum relevance is particularly significant for the disadvantaged classes who generally start as first generation learners. The retention power of the school is largely a matter of curriculum relevance. It is only when the people see a purpose and point in education that they feel motivated for it. Along with this
problem, of motivation, there is also the problem of building confidence in people belonging to Scheduled Castes and other disadvantaged groups who keep a low profile due to their very low social status. These are larger issues of social education of the people.

The problem of teachers is an acute problem. Adequate number of teachers willing to serve in rural and remote areas are simply not available especially women teachers. The qualification and professional competence of teachers serving in such areas leaves much to be desired. Teacher training institutions for the most part prepare teachers for ideal and non-existent classroom situations. The time has come to reorient teacher education programmes specially to meet the needs of mass education as it functions in real school situations.

A nation-wide massive programme of compensatory education has been launched to help these disadvantaged classes in their educational development. Various incentive schemes like scholarships, mid-day meals, free books, stationary and uniforms, reservation of seats in higher institutions of learning and in jobs special coaching and attendance. Scholarships for girls have been introduced on a large scale.
It is now accepted that fulltime formal schooling does not suit, the hard realities of life because 70% of children have to work in or outside the family and cannot attend schools full time. To bring them into the fold of education, nonformal education as an alternative to the formal system has been accepted as the national policy.

In order to overcome the problem of wastage in education due to stagnation the scheme of non-detention has been introduced in some of the state school systems. This scheme allows the students to move up from class to class without the threat of having to repeat the same class in the event of failure, on the basis of continuous evaluation of their progress in attendance and school performance. The practices with regard to the implementation of this scheme however vary from state to state. In most states, the first two classes are treated as one unit and there is no failure upto Class III. In some states, there is no detention upto Class V and in some others upto VII.

Several innovative projects to increase the participation of especially the disadvantaged groups in education have been started by the National Council of Educational Research and Training (NCERT) assisted by the UNICEF. Of particular significance are Comprehensive Access to
Primary Education (CAPE), Developmental Activities in Community Education and participation (DACEP) and Primary Education Curriculum Renewal (PECR).

Project CAPE is an attempt at developing a non-formal system of education focussed on out of school children from disadvantaged populations, the SC/STs, backward classes and girls. It aims at developing target/group-oriented, flexible, problem-centred and work based curricula and local specific learning materials called learning episodes. The episodes are developed through the introduction of a training-cum-production mode into the curriculum of teacher training institutes. The episodes so developed will be used in a network of experimental learning centres to be established in the participating states. Evaluation Centres and Accreditation Centres will be established in states for certification of the academic achievements of the children.

Project DACEP seeks to develop a non-formal education programme for different age groups sustained and supported by the community. Under this project efforts have been made to develop and test new types of educational activities as feasible means of meeting the minimum educational needs of pre-school and out of school children, young girls and women in selected communities.
The PECR project aims at developing relevant local specific learning experiences through decentralised curriculum planning while learning situations are drawn from the child's environment, curriculum is directed to attainment of certain essential competencies by the child. A 'Minimum Learning Continuum' (MLC) indicating the competencies expected to be attained by a learner at the end of the primary stage of education has been developed. The common base competencies would help to avoid the criticism that third rate learning experiences are being provided to children from disadvantaged sections of society.

Primary Education Department, which is considered as the foundation of primary education should be established to provide due consideration and importance to primary education. Teachers should provide Inservice training programmes, learning aids and necessary handbooks according to changing curricula and text books. Primary schools should be separated from high schools and separate headmasters should be appointed.

States having no data on dropouts and repeaters should start collecting such data as part of their national statistics so that they can switch over from the apparent Cohort analysis to the reconstructed Cohort analysis as early as possible. States having repeaters data should move a step forward to start collecting year grade data on 'others'
(they include recuperated dropouts and also those pupils who may have come from schools in other areas within the state or from outside the state who form part of the enrolment in each grade. Data on terminal examination results for each level and type of education should be collected separately for regular and private or external candidates in all states. Accuracy and timely collection of all relevant data required for measuring educational wastage should also be ensured.

Efforts to refine the present methodologies may be continuously made. New methodologies may also be devised or the present ones elaborated especially for countries where automatic promotion has been introduced. The introduction of ungraded system to reduce educational wastage, particularly at the first level is now being contemplated in some states of the country.

Suggestions have been given for eradicating the root causes of failures in the examinations. While suggesting suitable measures, appropriate ways and means to remedy the evil effects of examination efforts have been made to give to weight to the voice of teachers, parents and students. The examination system and evaluation techniques should be improved.

To fulfil the real function, examinations must be made part and parcel of instruction, an integral and continuous process of the programme of education. They should
help to bring out some definite improvements in the students methods of studies and his approach to knowledge. Examinations must not only test, but evaluate. They should encourage the thinking of the student, his discriminating and creative capacity. They should be devised to bring out what he has grasped, not to detect what he has failed in the examination. Examinees must be rid of the terror of failure, which paralyses many examiners.

As peasant families often withdraw children from schools to assist them in agriculture a 'three-hour' school programme should be tried for them.

As vacations often fail to synchronise with the needs of the community the inspecting officers should be empowered to make adjustments of vacation timings.

The state should provide reading materials, mid-day meals and medical care.

An intensive programme of parental education should be initiated in the rural areas especially and to educate public opinion towards girls education.

In the light of the present findings, following facilities should be provided: better buildings, refresher courses for teachers, school libraries developmental and cultural activities, remedial classes, plural teacher schools, parent teacher associations etc.
A less stagnation is shown in schools with women teachers, more women teachers should be trained.

Intensive research should be undertaken to evolve and better curriculum to lower classes. Educationists are agreed that in order to ensure literacy and to insure as far as possible against lapses into illiteracy, the primary school course must be extended to five years.

The Government should realise the importance of guidance in elementary schools.

Some experts should be appointed to guide schools in setting up guidance services.

Inservice training for teachers should be introduced to provide them with better understanding of guidance services.

Better home school relations should be maintained in each school.

The strength of each institution should be fixed i.e., the number of students should be fixed for each institution, since there is no such rule, some institutions are overcrowded. The number of students in classes should be reduced. The teacher-pupil ratio should be 1:30. In no case, the number should exceed 35. A teacher taking a class of 50 or 60 students is not expected to do full justice to his work.

The economic condition of teachers should be improved so that they may not waste their energy in entertaining too many. Private tuitions and paying less attention
to the students in the class. Better service conditions and better pay scales will attract many good talents towards the teaching profession.

The standard of teaching should be improved by introducing refresher courses for teachers and training should be provided in new methods of teaching.

Grants-in-aid by the Government should be increased so that extra teachers may be employed by the institutions without any inconvenience.

Students should be promoted on the basis of monthly tests in lower classes.

Extra-curricular activities having educational values should be organised.

The 'cumulative record' system should be introduced in every institution.

Better teachers will be appointed and if proper security and encouragement be given success is sure.

It is suggested that teachers and parents should extend their active co-operation and government should come forward with sufficient grant-in-aid so that the ills and evils of wastage could be remedied and wastage of human energy and time be saved.

The ungraded system involves continuous evaluation of pupils throughout the course by the teacher. Another special feature of the system is that it allows every pupil to progress according to his own pace. New methodolog
will also have to be evolved for states adopting the ungraded system even though it may not be introduced at the national level.

Sample surveys based on the true Cohort method should be conducted from time to time. The purpose of these surveys should be to find out the error component between the measures of educational wastage obtained through the true Cohort and the reconstructed Cohort methods.

Special academic programmes and coaching classes should be organised for the Scheduled Caste students for making up their deficiencies in their subjects and in improving their academic performances. This will help in reducing the problem of wastage in education.

For the dropout students, programmes like nonformal education, partial education and adult education can be made, so that they can join schools, again after getting feedback from these agencies.

The teachers who understand children think that each child is unique. The teacher must accept individual differences among children in order to help them develop according to their capacities.

In the elementary level, guidance should be imparted which include educational, personal, social and vocational aspects. This include health, social adjustments, attitudes and work habits as well as developing of the abilities and the desire to achieve most of the individuals
capacity in the various areas of learning.

Every child has some basic needs - the need for love and affection, the need for security, the need for achievement and success and the most important need for acceptance and belongingness. Teachers should provide for these needs. In assisting boys and girls in their learning-maturity adjustment processes, good interpersonal relations between the teacher and the pupil are essential. The teachers should also instil in boys and girls, respect for the values, opinions, beliefs and attitudes of others so that when they become mature they will be able to move into their role of responsibility in the groups in which they participate.

A child is closely linked with his parents especially during his early years of life. Failures, frustrations of satisfaction, the parents face will surely have their effects on the child. This in turn will have its repercussions on his academic achievement. It is clear that the teacher who wants to help a child should understand the fact that without the parents co-operation his efforts will be fruitless. Parents and teachers need to work together to obtain the optimum development of the child.

Thus as Barr (1958) says, 'Like plant in a garden, most children will survive their growing up process and become mature individuals if given a fair amount of care and reasonably good environment. Both plants and children
will develop their potential even more if optimum conditions for growth are provided. This is the phase of guidance which both school and home should emphasise.

It would be worthwhile to adopt some measures such as the following to tackle effectively the obnoxious problem of wastage and stagnation at the primary stage.

(1) Guidance services at the different stages of education should be oriented to minimise wastage and stagnation. Guidance programmes has unfortunately received a set back at present in India, but it needs a reconsideration of the policy in education to put it on proper footing.

(2) Improvement of the economic condition of the people below the poverty line seems to be a very slow process until it is speeded up, the dropout of children in schools will continue. The entire social milieu demands a radical overhaul. The government and the voluntary organizations should jointly sponsor programmes for eradicating the problem of premature dropouts.

(3) Part-time education to children will ameliorate the poverty of their parents to some extent and thus reduce the economic causes of wastage to a greater extent.

(4) Special academic programmes and coaching classes should be organised for the scheduled caste students for making up their deficiencies in the subject and improving their academic performance.
(5) In order to counteract the influence of the parents for non-attendance, the schools should try to reach such families and try to educate them regarding the disability of keeping their child in school.

(6) Good family interaction with high value placed on education as the best deterrent to dropouts. High family integration provides the necessary condition for the development of academic achievement, values and positive self-concept.

(7) School improvement programmes including quality of education, admissions, training needs of teachers, salary, teacher-pupil ratios, student welfare services etc., should be improved.

(8) There should be provision of free supply of mid-day meals, biscuits, uniforms and other materials so that children can be attracted towards and motivated to remain in schools.

(9) Rich and diversified curriculum can help in schools to increase their holding power.

(10) The method of instruction should be appropriate to the needs of the children. Work experience should be included in the curriculum.

No single solution can be offered to the problem of wastage. The phenomenon of wastage has its roots not only in the schools, but also in the family and society as a whole. The following remedies are also suggested in this respect.
(1) Parents themselves should be educated if they are to inculcate in the minds of children an attitude of positive appreciation of education and its higher values.

(2) Better parent teacher relationship should be fostered through more frequent parent-teacher contacts, by organising seminars, visits, frequent discussions and so on.

(3) The attitude of teachers to the weaker students should be more tolerant and encouraging, avoiding any signs of discrimination.

(4) Some form of financial assistance to the poor sections of students should be envisaged in the form of subsidies for books, clothes and mid-day meals.

(5) Finally, more elaborate surveys and more effective scientific research programmes should be conducted into this vital social problem which effects the very foundation of the future of our society.

For effective welfare measures scientifically and nationally, it is important to have a separate census of the Harijans.

Harijan Welfare Department may be reoriented scientifically and rationally and more powers must be given to District and Taluk Headquarters level.

Economic development is the chief factor to improve their socio-economic condition. Economic security is the basis of the welfare of the community.
For attaining social equality, social legislation, voluntary social activities etc. can play an important role.

With a view to accelerating the overall socio-economic development of the Scheduled Castes, all the development departments are earmarking a certain percentage of their plan outlays for programmes benefitting Scheduled Castes. Based on these programmes the special component plan is being drawn up. The Scheduled Caste Development Department implements welfare schemes as well as few economic development schemes which are meant exclusively for Scheduled castes and other backward classes. Besides continuing the programmes already initiated, a new scheme for strengthening the educational base of Scheduled Caste children is proposed to be taken up during 1989-90.

SUGGESTIONS FOR FURTHER STUDY

(1) A factorial analysis of the causes of wastage may be carried out.

(2) A study should be undertaken to note the extent of contribution of factors related with wastage preferably by using multiple regression analysis.

(3) A Study of social mix as a factor in dropout may be investigated.