CHAPTER I

INTRODUCTION

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INTRODUCTION

(1) Education and Economic Development

Education is a liberating force, it is also a democratising agent, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances. Eulogising education as a whole, the Ministry of Education (1966, p.161) finds a close relation between education and economic development and states, 'Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity'. Education and economic growth in a given social set up are interrelated in such a way that one cannot claim its existence without the other. Education makes positive contribution to the economy while economic growth has its own influence on education. Inadequacies of education therefore will affect economic growth and slow economic growth in turn will affect the educational system.

Education is capable not only of transforming illiteracy into the countless competencies required for
development but also of revolutionising and modernising society. Rao (1966, p. 59) holds, 'the essential condition for economic development is the creation of mass education and mass literacy in the essentials and fundamentals of science, technology and logic'. Qualified and skilled manpower being an asset of the country, it contributes to economic growth.

(2) Education and Human Resource Development

Education has been considered by planners to be a basic need that shapes the values, attitudes and skills of the pupils and thus harnesses the tremendous potential of human resource for development. Among the various roles which education has to play, its role in economic growth through human resource development is the most significant at present. Harbison and Myers (1968, p. 3) hold the view that 'educational process of human resource development is necessary for the transformation of social and political institutions for which the people of modernising countries strive'.

Human resource Development is both an important national goal and an essential means of achieving rapid socio-economic progress in the Indian context. One of the primary tasks of the Seventh Five Year Plan (1985-90) as envisaged in the approved paper is the harnessing of
the country's abundant human resources and improving their capabilities for development with equity. The National Policy of Education - 1986 states that the human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed. The Catalytic action of education in this complex and dynamic process needs to be planned meticulously and executed with great sensitivity. Khullar (1987, p.69) observe, 'Development of human resource depends upon an appropriate political and social environment conducive to individual expression, self-fulfilment and utilization of human potential'. It should now be possible to intensify further the nation-wide effort in human resource development with education playing a multi-faceted role.

(3) Education as an Investment

Rao (1966, p.75) observes, 'Expenditure on education constitutes as an important form of investment in economic development. The development of human resources is the cardinal objective of education in developing economy. It is this which makes education an investment and it is the maximisation of returns from this investment that determines contributions to the development of human resources and therefore to economic and social
growth'. The valuable investment component of education could be found in the works of the classical, neo-classical and modern economists (Smith, 1776; Malthus, 1798; Mill, 1920; Schultz, 1971).

Smith (1776), the philosopher economist, stressed the importance of education at various points, and he specifically included the acquired and useful abilities of all the inhabitants or members of society in his concept of 'fixed capital'. 'The acquisition of such talents by the maintenance of the acquiror during his education, study, apprenticeship always costs a real expense which is a capital fixed and realised, as it were, in his person. Those talents, as they make a part of his fortune, so do they like-wise that of the society to which he belongs'. Alfred Marshall emphasised the material aspect in his definition of economics and he emphatically argued that 'Education is a national investment' and in his view, 'the most valuable of all capital is that invested in human beings' (cited in Harbison and Myers, 1968, p.3). Among the modern economists Schultz (1971) is one of the significant contributors to Economics of education. According to him, 'Although education is in some measure a consumption activity rendering satisfaction to the person who receives an education, it is predominantly an investment activity undertaken for
the purposes of acquiring capabilities that render future satisfactions, or that enhance the future earnings of the person as a productive agent. Thus a part of it is a consumer good akin to consumer durables and the other part of it is a producer good. I propose, therefore, to treat education as an investment and to treat its consequences as a form of capital'.

(4) Wastage in Education

The concept of education as investment, as the means to develop efficient human resource capable of transforming societies, as the critical input for development of nations, has over the years, resulted in the gradual increase in the input into educational activities particularly in developing countries where the baseline has been very low. In this context, the extent of wastage seen at all levels of education is a matter of critical concern. UNESCO (1966) in a study reported that in most of the countries of the Asian region, wastage in education is excessive enough to merit anxiety and in consequence, some serious thinking of the problem. It is estimated that in the region as a whole, out of every 100 children entering grade I, not more than 40 reach grade V.
The overall primary school wastage rate for lesser developed countries is reported by UNESCO (1980) to be about 27 per cent, divided by regions as follows: Africa 34 per cent, Latin America 28 per cent, Asia 22 per cent. This compares with only 3 per cent for the developed regions. The estimate of total wastage means that on an average nations will spend one-quarter of all pupil-years invested in a given cohort on repetition and dropout. When educational wastage is broken down into its constituent parts, the impact of repetition and dropout on wastage by region can be noted. Table 1 presents the current breakdown by region of the world based on 1976 data published by UNESCO (1980) and measured in pupil-years due to repeaters and dropouts as a percentage of total pupil-years.

It appears that about 15 per cent of primary school pupils are repeaters in the developing countries, which suggests that the number of primary school children admitted to could have been increased by some 15 per cent without increasing the costs and there been no repetition. Disparities are largest in Africa e.g., Tanzania 0.4 per cent versus 47 per cent in Sao Tome and principe (cited in Psacharapoulos, 1987, p.64).
Table 1  AVERAGE MEDIAN REPETITION AND DROPOUT RATES (1976) BY REGION FOR PRIMARY SCHOOLS (a)

<table>
<thead>
<tr>
<th>Region</th>
<th>Repetition rates</th>
<th>Dropout rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
<td>No. of countries</td>
</tr>
<tr>
<td>Africa</td>
<td>16.5</td>
<td>40</td>
</tr>
<tr>
<td>Latin America</td>
<td>11.0</td>
<td>24</td>
</tr>
<tr>
<td>Asia</td>
<td>10.0</td>
<td>33</td>
</tr>
<tr>
<td>Europe</td>
<td>2.0</td>
<td>22</td>
</tr>
</tbody>
</table>

(a) Percentages, based on regional median averages, are calculated in pupil-years.

The problem of dropout assumes serious proportions when we consider how the talents of a nation are being wasted without proper avenues and openings for utilization towards the prosperity and plenty of our nation. Education being a process of enriching and enhancing human personality, no nation can afford to leave a large number of human brains unutilized.

(5) Wastage in India

In India, the input in education during the post-independence has been very high, as indicated by Plan outlays, inspite of scarce resources and competing priorities. But the gains in accessibility and expansion
are offset by the presence of dropout and stagnation. As Desai (1970, p.67) points out, 'the statistics of wastage are alarming and it has remained a great puzzle for educationists to reduce them'.

Table 2  ENROLMENT OF PUPILS - (ALL COMMUNITIES)

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.P. Section</td>
<td>13.50</td>
<td>12.87</td>
<td>26.37</td>
<td>13.27</td>
<td>12.58</td>
<td>25.85</td>
</tr>
<tr>
<td>U.P. Section</td>
<td>9.26</td>
<td>8.79</td>
<td>18.05</td>
<td>9.61</td>
<td>9.05</td>
<td>18.66</td>
</tr>
<tr>
<td>Total</td>
<td>22.76</td>
<td>21.66</td>
<td>44.42</td>
<td>22.88</td>
<td>21.63</td>
<td>44.51</td>
</tr>
</tbody>
</table>

Source: Directorate of Public Instruction (1988-89), Selected statistical information on Education in Kerala, p.3.
Table 3 WASTAGE IN SCHOOL EDUCATION IN KERALA—(ALL COMMUNITIES)

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard</th>
<th>Enrolment (in lakhs)</th>
<th>Retained</th>
<th>Cumulative percentage wastage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977-78</td>
<td>I</td>
<td>6.94</td>
<td>1000</td>
<td>-</td>
</tr>
<tr>
<td>1978-79</td>
<td>II</td>
<td>7.03</td>
<td>1013</td>
<td>+1</td>
</tr>
<tr>
<td>1979-80</td>
<td>III</td>
<td>6.70</td>
<td>965</td>
<td>-4</td>
</tr>
<tr>
<td>1980-81</td>
<td>IV</td>
<td>6.55</td>
<td>944</td>
<td>-5</td>
</tr>
<tr>
<td>1981-82</td>
<td>V</td>
<td>6.20</td>
<td>893</td>
<td>-11</td>
</tr>
<tr>
<td>1982-83</td>
<td>VI</td>
<td>5.96</td>
<td>859</td>
<td>-14</td>
</tr>
<tr>
<td>1983-84</td>
<td>VII</td>
<td>5.96</td>
<td>859</td>
<td>-14</td>
</tr>
</tbody>
</table>

Source: Directorate of Public Instruction (1988-89), Selected Statistical Information on Education in Kerala, p.5.

The extent of wastage in our system has been traditionally very large. About half a century ago, the Hartog Committee (1929) highlighted the problem. Since then, all successive commissions have discussed the problem. Education Commission (1964-66) estimated that as against 100 children enrolled in Class I, there were only 20 in class IV in 1911-12. In 1946-47, this increased to 39 but dropped to 37 in 1964-66. The Commission reported that wastage is very large at the lower primary stage - about 50 per cent for boys and 62 per cent for girls. About two-third of this wastage occur
in Class I. Desai (1970) reviewed the NCERT project report and found that alarming figures of wastage exists at the primary and middle stages.


The most important conclusion that emerge from the findings of these studies is the dropout and stagnation that prevail in Indian education is large by any standard. It become almost intolerable when viewed in
the light of the country's meagre economic resources and many non-educational demands that have to remain unsatisfied. As Rao (1966, p.631) observes 'the amount of wastage in Indian education is something which needs identification, discussion and analysis'. The Economic and Social Commission for Asia and the Pacific (1982) reported that in India, dropout and stagnation is very high; and that of every 100 children enrolled in the first grade, only about 40 reach the fifth grade and only about 25 go on to eighth grade.

(6) Other Consequences of Wastage

To the individual pupil, the consequences of dropping out and repeating are serious as they affect his future adversely.

From Zahn's (1964, p.35) viewpoint, 'the depressing effect of increasingly empty classrooms is not conducive to a feeling of value and worth of the course to those who continue to operate in them. More specifically, 'dropping out is symptomatic of certain background and ability characteristics, school experience and traits of personality and behaviour' (Bechman, 1972, p.2). According to Shreiber (1964, p.11), 'the future faced by the dropout, the vocationally incompetent is a feature of social failures and economic suicide'.

Schreiber (1964, p.10) reports, 'dropping out indicates an youngsters unwillingness or incapacity to absorb Society's more refined tools and knowledge. The dropout can go only so far in life; the larger and richer spheres of social and personal experiences begin closing to him. He is relegated to a lower notch, a lower status - his working life will be passed in low level jobs paying low wages and susceptible to lay offs. He is forced to be content or discontent - with relatively little, surely with less than was possible'.

(7) Wastage among Scheduled Castes

The study conducted by State Planning Board (1980) revealed that among the dropouts, students belonging to Scheduled Castes and other backward classes form as much as 69 per cent. Chitnis (1981) found that a large number of Scheduled Caste students who enter primary school dropout before they complete high school. Barely 40 per cent from among those who enter the first standard complete four years of their primary school education. As many as 80 per cent dropout before they complete the high school course. The study conducted by Moneyamma (1983) revealed that the percentage of dropout among Scheduled Caste pupils during the period 1972-73 to 1981-82 is 6.74 (563 out of 8344).
Table 4  ENROLMENT OF PUPILS (SCHEDULED CASTES)  
(in lakhs)

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.P. Section</td>
<td>1.59</td>
<td>1.49</td>
<td>3.08</td>
<td>1.54</td>
<td>1.44</td>
<td>2.98</td>
</tr>
<tr>
<td>U.P. Section</td>
<td>1.07</td>
<td>0.99</td>
<td>2.06</td>
<td>1.08</td>
<td>1.01</td>
<td>2.09</td>
</tr>
<tr>
<td>Total</td>
<td>2.66</td>
<td>2.48</td>
<td>5.14</td>
<td>2.62</td>
<td>2.45</td>
<td>5.07</td>
</tr>
</tbody>
</table>

Source: Directorate of Public Instruction (1988-89), Selected Statistical Information on Education in Kerala, p.3.

Dropout percentages is the lowest in Standard I (4.7%) and it is the highest in Standard II (8.46%).

(a) The Population of Scheduled Castes

According to 1981 census, the Scheduled Castes' population in India is 104.8 million which is 15.75 per cent of the total population. The population of Scheduled Castes in Kerala is 25.49 lakhs which is 10.2 per cent of the total population (Government of Kerala, 1984, p.215).

(b) Literacy Rate among Scheduled Castes

Literacy rate among Scheduled Castes according to 1981 census is only 21.38 per cent as against 41.3 per cent for the rest of the population. In every state, the literacy level of Scheduled Castes lags behind the literacy level of non-Scheduled Castes which shows that the educational backwardness is on account of their peculiar socio-economic conditions (Gopalakrishnan, 1986, p.229). The percentage of literacy among them in Kerala according to 1981 census is 56 against the literacy rate of 70 per cent of the population as a whole. The corresponding percentages as per 1971 census were 40 and 60 respectively (Government of Kerala, 1984, p.215). Though the position of literacy among Scheduled Caste children in the present days is definitely an improvement over the last decades, it is seen that 52.18 per cent of children of the school going age are still

(c) Scholarships and Stipends

The outlay of Rs.30 lakhs is intended for the payment of lump sum grants and stipends to Scheduled Caste students, study materials, dress etc. The current rates of lump sum grant varies from Rs.10 in Nursery schools to Rs.105 for Standards VIII to X. It is proposed to give assistance to about 40,000 students during 1987-88 (State Planning Board, 1986, p.198). For Kerala's Sixth Five Year Plan, covering a period of 1980-85, the following objective is laid down. 'To ensure that the poorest sections of the society including the Harijans and Tribals get an increasing share of the fruits of development' (State Planning Board, 1982, p.14).

Improving access to education of disadvantaged groups is a priority national concern in India linked as it is with the fulfilment of the constitutional directive of universalisation of elementary education. Special measures were proposed in our Constitution for the education of Scheduled castes and liberal Plan allocations were made under different Five Year Plans to improve the
lot of the Scheduled Castes. Besides this, a large number of facilities and concessions were made available to them with a view to promoting education among them. In spite of these, there is glaring disparity in the education of the Scheduled Castes and non-Scheduled Castes. To find out the causes of disparity, various Committees have been set up and research studies have been conducted. Most of these studies have concluded that wastage is the main reason for hindrance in the way of progress of the education of the Scheduled Castes.

The percentage of literacy and extent of education among Scheduled Caste Pupils are so low that stupendous efforts are needed to uplift them. There are millions of children who are not enrolled and who dropout or who are pushed out from primary schools. State Planning Board (1984, p.37) observes, 'dropouts in primary schools are more especially among children coming from socially, economically and educationally backward homes'. Educational wastage caused by dropout and stagnation is highest among these specified target groups. Their access to education is far from satisfactory. The Scheduled Caste population suffer from the dual disabilities of severe economic exploitation and social discrimination. They are found to be lower than non-
Scheduled Caste students in utilising the available educational facilities, intellectual ability, school adjustment, participation in co-curricular activities, scholastic achievement etc. They have been the victims of social exploitation, apathy and discrimination. These people have practically remained isolated from the main stream and untouched by the winds of change and development. A nation-wide innovative programme has to be launched to help these disadvantaged classes in their educational development. If the programme is not supported by retention power of schools, educational expenditure will become a waste. Hence wastage and stagnation among Scheduled Castes have to be rectified through proper programmes.

(8) Causes and Correlates of Wastage

Kochhar (1970, p.169) reports, 'the causes of dropout behaviour have been found to be complex. Usually more than one factor is responsible for making a student dropout of school. The commonly reported causes are: (i) low achievement (ii) low socio-economic status (iii) size of the school and its classes (iv) lack of a sense of belonging (v) inadequate curriculum and (vi) non-participation in school activities'. Causes of wastage have their origin in very many different areas. As Nair (1970, p.224) observes, 'pupils, it is admitted, dropout
of schools for various reasons many of which are beyond the control of the school'. The causes of drop-out behaviour, according to Yadav (1988, p.92) fall under social, educational, occupational and economic. The most common classification of the causes arises in the personal situation, some in the family situation, some in the school setting and others in the social context. Detjen (1963) found that the greatest cause of school dropout is the lack of interest and incentive on the part of pupils. Kasninath (1980, p.164) reported that 'dropout seems to be 'loners'. They are much more dissatisfied with their inter-relationships in school. They frequently consider themselves poorly treated or unesteemed by teachers and other pupils. They often feel that the teacher is not interested in them or their problem. Perhaps, more often than not, they are right in their perceptions. Too frequently, they pursue these perceptions to downgrade an already deflated self image, contributing a vicious circle of further failure, non-participation and social withdrawal'. Mukherjee (1962) reported that poverty and general economic difficulties of the parents to feed and Clothe his children, to provide them with books and other educational equipments and to spare them for schooling on a whole time basis till they complete the age of 11 years are important factors
for dropout. In addition to the widely acknowledged economic factors, there may also be several psychological and other factors that contribute to wastage. As Chauhan (1968) reported that 'the dropout phenomenon has not the etiological bearing of the child himself but the pressures of parental personality, family and institutions play vital role in the determination out of which the parental personality reflects the phenomenon directly because it is imbued by parents'. Some studies indicate that stagnation is a major factor related to wastage and is warranted by the fact that the median period spent in the class by dropouts is more than the time spent by staying (Chandraserkhariah (1969), Choudhary (1970), Lakshman (1974), Nayer (1975), Maurya (1976), and Chitnis (1977) have studied the problem). According to these studies, stagnation is due to a variety of factors, the main among which are poor performance in studies, failures, poor quality of teachers, indifferent teaching, defective system of examination, heavy load of syllabus and text books etc.

Sharma and Sapra (1969) have pointed out that Caste leads to wastage in education. Social and family customs are also responsible for many cases of dropouts. Because of these, they believe in superstitions (Singh (1974) and Maurya (1976) have identified the problem). The factors
associated with wastage may be classified by Jayasurya (1971, p.131) as personal, cultural, economic and educational. They operate together in varying combinations rather than in isolation. Some of them have been studied more frequently and more intensively than others. As Education Commission (1964-66, p.161) observes, 'it has to be remembered that wastage and stagnation like headache and fever are not diseases in themselves, they are really symptoms of other diseases in the educational system, the chief among which are lack of proper articulation between education and life and the poor capacity of the schools to attract and hold students. To these may be added a third ailment-poverty - which fall outside the system. Urgent action is needed to improve the first two educational weaknesses, the effect of the third can be offset only as the economy of the country improves'. The research studies conducted in this area include:

The significant conclusions that arise from the findings of the studies are that (1) wastage is caused by a multiplicity of factors which may not all be in operation to the same extent to a particular pupil. (2) Studies conceived with specified target populations are required to tackle the problem for that particular population. (3) A number of studies are exploratory in nature and the results have to be investigated through further studies. (4) More information is required on the causes of wastage to tackle the problem through long term preventive programme.

With the nation having announced the New Educational Policy, problems pertaining to the education of the disadvantaged have come into sharper focus. The problem has been more acute among Scheduled Castes. It is a great problem to bring children of these classes into schools and keep them there. In terms of coverage, primary education facilities have been beyond their reach. They cannot help by themselves. Special programmes should be evolved by giving new weightage for their upliftment. Hence a new strategy is required.

The conditions of these special target groups are entirely different in Kerala and hence special programme is required for these special target population.
The causes have been identified in different studies but the sum total of the findings fails to give any scientific understanding of the problem to arrest this trend and generalisations in this regard have not been found adequate to substantiate the problem. The causes have been identified from other persons. The present study attempts to know the reaction of the dropouts and their parents, repeaters and teachers to build up a meaningful preventive programme.

For years, investigators tried to identify the problem, they dealt with only isolated few causes. Before new changes can be effected in the situation, there is need to obtain pertinent information which will enable the right ameliorative measures to be adopted and sound policy decisions to be made. The present study attempts to provide this information.

(9) Statement of the problem

The topic for the study is entitled 'A STUDY OF THE CAUSES AND CORRELATES OF WASTAGE AMONG SCHEDULED CASTE PUPILS AT THE PRIMARY STAGE'.

(10) Definition of terms

Causes and Correlates: In a comprehensive sense, 'causes' mean 'all the circumstances (powers, occasions, actions and conditions) necessary for an event and necessarily
followed by it' and 'correlates' mean 'mutual or reciprocal relation; a relation considered as connecting two or more persons or things in state or in operation and either as matters of fact or as objects of thought' (Funk and Wagnalls, 1957, p.425 and p.588). In studies like the present, it often difficult to distinctly differentiate between causes and correlates as the interrelatings cannot be separated. For the present study, causes and correlates therefore are considered together to mean the forces and variables that are related to the existence of wastage.

Operational definition: Causes of Wastage to be identified as (1) person related (2) family related (3) school related and (4) society related factors. Correlates of wastage to be measured as related aspects of the causes.

Wastage: The term 'wastage' has been defined in different ways (vide Chapter II, pp.29-34). However, the most common view of wastage occurs in two forms (Sapra, 1972, pp.2-3). (i) Some pupils leave the system at different points without completing the stage/course of education in which they are enrolled; and (ii) some repeat the same grade for one or more than one year. In technical terms, the former are called dropouts and the latter repeaters. For the present study, the term 'wastage' has been defined as (i) the premature withdrawal of a child from school
before completing the last grade i.e., class VII of the primary stage of education in which he is studying and (ii) the retention of a child in a class (Class I - VII) for a period of more than one year. Here wastage includes dropout and repetition of pupils from classes I - VII at the primary school stage.

Scheduled Caste: 'Scheduled caste means such castes, races or tribes parts or groups within such castes, races or tribes as are deemed under Article 341 to be the Scheduled Castes for the purpose of the Constitution of India' (Government of India, 1973, p.125). For the present study, Scheduled Castes are those pupils who belong to the list of Scheduled Castes in Kerala as per the Scheduled Castes Orders (Amendment Act 1976, Central Act No.108 of 1976 adopted in the 1981 census (vide Appendix I).

(11) Hypotheses

(1) Extent of wastage will be higher among Scheduled Caste pupils than among other community pupils for total sample and sub-samples 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 sub-samples classified on the basis of sex and locale.
(12) **Objectives**

(1) To study the extent of wastage among (1) Scheduled caste pupils and (2) 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 (1) Scheduled caste pupils and (2) other community pupils.

(4) To compare the causes and correlates of wastage of Scheduled Caste pupils and other community pupils.

(5) To repeat objectives 1, 2, 3 and 4 for sub-samples classified on the basis of sex and locale.

(6) To draw up a programme for prevention of wastage based on suggestions from relevant groups.

(13) **Procedure of the Study**

Since the study intends to find out the extent of wastage and to identify the various causes and correlates of wastage among Scheduled Caste and other community pupils at the primary stage, descriptive survey and correlation methods were adopted.

(a) **Tools and techniques:** Information blank was used to collect information regarding enrolment and wastage of
pupils from the 15 schools selected for the study. Semi-structured interviews were conducted with (a) dropouts, (b) repeaters and (c) parents of the dropouts and questionnaire for primary school teachers to collect information regarding causes and correlates of wastage. An interview schedule on opinions for dropouts (Regret Scale) was also conducted for collecting some information about the dropouts' nature of regrets.

(b) Sample: Four revenue districts were selected namely Trivandrum, Quilon, Alleppey and Pathanamthitta. Data was collected from 15 schools on the basis of random sample. 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.

(c) Statistical techniques: The data was statistically treated by calculation of percentages, Arithmetic means, Standard Deviations, Critical Ratios, Chi-square values, Rank Order Coefficients of Correlation and ANOVA.

(14) Scope of the Study

The theoretical concept of 'wastage' has been taken in terms of school dropout and grade repetition to widen the scope of the study. The investigator has tried to
find out the extent of wastage among Scheduled Caste and other community pupils. The study has also been directed to reveal the causes and correlates of wastage among Scheduled Caste pupils and other community pupils from dropouts, repeaters, parents and teachers.

Since the present study is intended to find out the causes and correlates of wastage among Scheduled caste and other community pupils at the primary stage, descriptive survey and correlation methods were used. Four revenue districts were selected for collecting the necessary information from the 15 schools, 260 dropouts, 260 parents, 200 repeaters and 400 primary school teachers framed the sample of the study.

(15) Organization of the Report

The report has been presented in six chapters. The introductory chapter (Chapter I) presents a rationale for selecting the present problem, and its significance, definitions of important terms used in the study, hypothesis of the study, objectives of the study and a short discussion of the scope of the study.

Chapter II of the study presents a detailed theoretical description of the major definitions, categories, concepts used, different methodologies adopted for measuring wastage, methods of identifying the causes and different
methods of determining the relative importance of the causes.

The next chapter (Chapter III) presents a detailed review of related literature and studies. The studies have been classified under five major heads - extent of wastage, comparison of stay-ins and dropouts, developing and testing models to forecast dropouts, causes and correlates of wastage and measures suggested to solve the problem.

Chapter IV of the report describes the Methodology of the study presented under different headings - the method of the study, description of various tools and techniques, the sample and statistical techniques used for the study. Under methodology, the details regarding the descriptive survey and correlation methods are presented.

Chapter V deals with the detailed analysis of the data collected and its interpretations.

The last chapter (Chapter VI) presents conclusions and suggestions of the study presented under different headings - overview of the study, major conclusions of the study, extended implications and suggestions of the study and suggestions for further study.