CHAPTER III

REVIEW OF LITERATURE

Extent of Wastage and Stagnation in Education

Causes of Wastage and Stagnation in Education

Measures adopted for preventing Wastage and Stagnation in Education.
REVIEW OF LITERATURE

The present investigation as stated in the introductory chapter, is an attempt to study the efficacy of certain measures adopted for preventing Wastage and Stagnation in the Secondary Schools of Kerala. As such, a review of the literature relating to wastage and stagnation in schools and colleges is attempted with a view to getting a better insight into the problem under investigation. A survey of the available studies having a direct or indirect bearing on the problem under focus is attempted and they are presented below, after classifying them under relevant headings.

Extent of Wastage and Stagnation in Education

Several investigators have studied the problems of wastage and stagnation in the different stages of education.

Reimer (1971) studied the problem of educational wastage both in the developed and developing countries of the world and concluded that most of the children are not in school. Only in a small minority of nations, do even half the children complete the first six grades.
Kelsall (1963) cited studies of faculties and departments in British Universities, which have disclosed failure rates ranging from 12 percent to 25 percent among the very highly selected groups of students.

A dismal picture of the extent of wastage in Indian educational system has been revealed by a recent study of the Union Ministry of Education (1984). As many as 63 percent of school going population drop-out of the primary stage, and 50 percent from the secondary stage.

Khan (1972) reviewing the research in the area of Wastage in Indian School Education reported that the output per 1000 cohort enrolment (1963-'64 to 1964-'65) came to 453. For boys, it was 477 and for girls, 409. This indicated that 547 students out of a cohort enrolment of 1000 pupils were dropped-out during the period under report.

Government of India (1985) in a state-wise analysis of drop-outs for the period 1964-'65 to 1979-'80 suggests that a marginal decrease (of seven percentage points) has been registered over the years. In Assam, Bihar, Karnataka and Uttar Pradesh the drop-out figures are on the higher side. Kerala has the least drop-out rate.

A Survey conducted in India by one of the leading dailies (Indian Express: 1982) found a huge drop-out rates
at the elementary system (63 percent at the end of class V and 77 percent at the end of class VIII).

A National Survey by a leading Malayalam daily (Malayala Manorama; 1982) found that out of 100 students who joined in standard I, only 16 reached standard X, whereas in Kerala 45 students out of 100 reached X and this is the record rate in India. At the primary level these problems have been studied by Dandekar (1955), Desai and Desai (1957), Chickermane (1962), Pandey (1966), Sharma and Sapra (1969), Das (1970), Narain (1970), Panigrahi (1972), Chaudhary (1974), and Chandekar (1974).

The studies carried out by the Bombay Municipal Corporation (1956; 1957; 1958) and the Jabalpur Government College of Education (1973) are also noteworthy. Another study conducted by the Bombay Municipal Corporation (1967) in primary schools found that the proportions of children who left school fell from 43.3 to 21.4 during 1956 to 1958.

Studies by Blot (1966) and Belser (1969) report that a stagnation range of 15 to 20 per cent was found among the primary stage of education.

According to Ozha (1966), out of every 100 boys who enter in class 1st, only about 40 reach IV or V class.
Salcedo (1949) analysed quantitatively the problem of drop-outs and reports that only 10 percent of pupils who entered first grade in 1949 completed primary schooling.

The major finding of Masavi's (1971) study was that the rate of wastage in primary education in the two selected years of 1967 and 1968 was 49 per cent and 34 per cent respectively.

Dandekar's (1955) study found a total wastage rate of 56 per cent. Of this 28 per cent wastage due to droppage and other 28 per cent wasted due to stagnation.

Kasinath's (1980) study revealed that out of 1279 pupils admitted in grade I during 1975-'76, 37.37 per cent were left the school before completing grade IV and 34.18 per cent were stagnated.

According to estimate made by the Government of Kerala (1980), the proportions of drop-out rates in Lower Primary and Upper Primary stages are 10 and 9.2 respectively.

Sudharm'a (1982) found that the rates of wastage and stagnation are 5.07 per cent and 11.30 per cent respectively in the lower primary stage. Waqhab's (1967) study too found a wastage rate of 16.61 per cent in the rate of primary schools of Kerala.
A recent study by Moneyamma (1983) with Kerala population found 7.73 percentage of droppage in primary schools during the period 1972-'73 to 1981-'82. The study has further shown that the percentage of droppage of Scheduled Tribe students exceed Scheduled Caste in all the standards and the proportions were 14.66, 6.73 respectively.

Mathai (1984) refers the figures provided by the Department of Education, Government of Kerala, for a period of ten years from 1970 to 1980 and reported that out of every 1000 students who joined the first standard, only 373 appeared for the S.S.L.C. Examination and only 148 passed. This brings the cumulative wastage to 85.2 per cent.

Kuruvilla's (1963) study in the field of secondary education revealed that of the total 1165 pupils admitted in the 9th standard, only 210 pupils (18.03%) were successfully completed the course.

A series of investigations conducted by researchers as those of Jayaraman (1962), Vyas and Chaudhury (1970) and Leelavathy (1984), revealed that the proportion of wastage and stagnation was very large among students of the scheduled castes and scheduled tribes.
Bihari’s (1969) study showed a wastage rate of 68.4 per cent in the tribal blocks of Ahmedabad.

But the study conducted by Chaudhary (1974) revealed that the data do not confirm that the incidence of wastage and stagnation occurred more among the SC/ST pupils, compared to pupils of other castes.

Kamat and Deshmukh (1963) studied wastage among college students. They have reported that 40 per cent of the wastage was noticed in science students.

Chitkara’s (1961) study was an investigation of the wastage involved in the university education. The study found that the extent of wastage and stagnation for the degree course, as a whole, was 30 per cent and 15 per cent respectively.

Astin’s (1964) study with high academic aptitude college students found that the drop-out rate among the students was 10.4 per cent. The girls had a significantly higher drop-out rate (13.8%) than the boys (8.7%).

IAMR (1969) studied wastage in Agricultural education in Maharashtra and it was reported that wastage in M.Sc. Agriculture was 15.8 per cent while in B.Sc., Agriculture it was 22.2 per cent.
Final Loss Due to Wastage and Stagnation

The cost of wastage is enormous. As Frederick (1957) wrote, the cost of wastage must be reckoned not only in terms of money but in terms of time and effort of students and staffs.

Benjamine (1967) found that the financial loss due to stagnation during 1964-'65 was Rs.1.27 crores for the secondary stage alone.

The study made by Nair (1978), had furnished the rates of drop-out and stagnation in the various Indian States at the elementary stage of education. On the basis of these rates, the investigator has constructed a physical index of 'effective cost' which is capable of capturing the total cost of schooling per unit of educational output with given levels of schooling.

According to Khan (1969) the money costs of education at the middle and secondary stages are, on an average, greater than those at the primary stage.

Mehta (1974) in a study estimated that "2.5 million pupils completed class VIII education in 1963-'64, amounting to a total expenditure of Rs.181 crores. Out of this 59 crores accounted for drop-outs and 20 crores went into financing stagnation."
Davis (1962) warns that each early-leaver in the college represents a financial loss of over $1,000 to the institution.

Malleson (1970) has pointed out that in financial terms one 'student year' of wastage costs about £700. Considering the national average of 1½ years which is spent by non-graduating students in higher education, he calculated the annual cost of wastage in the country as a whole to be about £5 million.

Kaughman et al. (1968) also warns of the high cost of special programmes to prevent drop-outs.

Causes of Wastage and Stagnation in Education

There have been an accumulated number of criteria by which we may predict whether or not a young person will drop-out of school before graduation. Among the more discriminatory characteristics are the following as noted by researchers like Allender (1969), Gragg (1949), National Education Association, Washington (1963) and New York State Department of Education (1965):

(a) frequent academic failure
(b) reading difficulty
(c) little or no interest in school work
(d) non-participation in extra-curricular activities
(e) chronic absenteeism (20 days or more a year)
(f) hostile, aggressive, disruptive school behaviour as well as other maladjustive behaviour
(g) lack of home security or encouragement
(h) minimal family education
(i) low socio-economic family status.

So far as wastage is concerned, Babugma (1962) observes that it is 'the result of a number of interacting factors which combine in various ways and weights. A single cause cannot be isolated from the rest of the operating factors'.

Atkinson (1961) cited the following three basic reasons which leads to the leaving of school prior to graduation. They are:

(i) Lack of an adequate programme to meet the individual, vocational or intellectual needs of youth.

(ii) Economic pressures that force a student to assist by providing family income assistance or baby sitting so that both parents can work.

(iii) Disinterest on the part of the youngster, caused by social pressures that create emphasis on getting a job to provide himself with a car, spending money and a certain degree of independence from the family group.

Curle (1973) gives a brief account of the principal causes of wastage in education in Ghana, Pakistan and Nigeria. Two main reasons for drop-out are poverty and low quality of education.
The two articles of Collins (1964) and Cameron (1965) dealt with the social and economic causes of wastage in schools and in a technical institute.

While studying about the factors responsible for wastage and stagnation Goel (1968) and Bihari (1969) lists out the following:

1. Lack of proper and adequate consciousness for the need for formal education.
2. Parents apathy for education.
3. Poor economic conditions.
5. Inadequacy, inefficiency and insecurity on the part of teachers, curriculum and teaching method.

The observations of the Education Commission (1964-66, p.154) regarding the causes of wastage and stagnation in Indian educational system are of interest. According to the Commission "....the causes of stagnation and wastage are classified into three categories as economic, educational and social; about 65 per cent of the wastage is due to poverty and another 30 per cent on account of existence of incomplete schools, the dull character of our schools, the poor attraction and retention power of schools and the failure
of the average parent to see the advantage of attendance at school."

Tseng's (1972) study investigated a number of variables in familial, personality and vocational areas which might be used to differentiate high school drop-outs from high school students.

Rege (1971) summarised the causes of wastage and classified them into three categories: socio-economic, educational and miscellaneous.

Chaudhury (1965) and Reddy and Bhatt (1977) have summarised the causes of wastage as economic causes, parental indifference to education, social habits and customs, irregularity of attendance, ineffective teaching method, and curriculum and the like.

Regarding 'Absence from School', Varhadkar (1953) points out three contributory causes as (i) sickness (without application), (ii) absence (without application not because of illness) and (iii) leave.

George (1961) in a study revealed the most important factors associated with wastage and are educational status of the families, physical condition and weak health, repeated failures in same class, low intelligence and incompetency, dislike for the subject or school, heavy curriculum, lack of proper help and guidance.
Growing up in a small town was most consistently related to dropping out, a finding reported in two earlier studies of Cope: 1972, and Newman: 1965.

The causes of wastage were listed by Hajela and Tikkiwal (1969) as follows:

(i) Low financial allocation to education,

(ii) Inordinate increase in the number and the size of the schools at the cost of the quality of education. Schools are opened all over the country without ensuring proper staff, space and funds resulting in a good deal of inefficiency; and

(iii) Change in the medium of instruction and inadequacies in the existing syllabi.

The main causes of droppage of pupils had been arrived at by George (1961) as educational status of the families, physical condition and weak health, repeated failures, low intelligence and incompetency, dislike for the subject or school, heavy curriculum, lack of proper help and guidance and so on and so forth.

Figarado (1963) enquired into the factors affecting the attendance of pupils of standards VIII to X. Illness of the pupil, laziness, dislike of schools, low marks in the examinations, economic incapacity of the parents, starving on noon, economic needs of many homes demand the child to work and the like.
Brimer and Pauli (1971) classified the causes of wastage into two categories: (a) internal and (b) external.

The inappropriate examination practice, parent's apathy, unsuitable teaching techniques and subjects and improper textbooks are included under internal causes. The external factors consists of mass illiteracy, poverty etc.

Sharma and Sapra (1969) examined eight causes of wastage related to the pupils, six significant causes related to schools and 14 causes related to home.

Naik (1941) pointed out economic, social and educational causes that gave rise to wastage. The economic reasons are work at home or helping parents in their work etc. The social, reasons are child marriage and lack of women teachers etc. and the educational reasons are lack of provision for mid-day meals, lack of school health facilities, lack of educational awareness among parents and unattractive and incomplete schools.

Goodman (1967) wrote that "the drop-outs are importantly victims of poverty, cultural deprivation, race prejudice, family and emotional troubles, and neighbourhood uprooting". 
The causes of Wastage and Stagnation at the first level of education as revealed by different studies can be broadly classified by Sapra (1967) under three categories as (a) Socio-economic, (b) educational and (c) miscellaneous.

One group of researchers like Desai and Desai (1957), Deshmukh and Kamat (1960), Newman (1965), Trent and Medsker (1967), report that wastage increase with age and it was more in backward areas. Late entrants are more likely to leave study before finishing.


In sixteen of 21 studies cited by Summerskill (1962), financial difficulty was ranked first, second or third in importance.


Iffert (1956) also found that drop-outs' families have significantly less income than graduating students' families.

Sharma (1985) found that drop-out rate is more pronounced among lower income groups, landless and small landholders.

But contradictory results were observed by investigators like Mathews and Bowman: 1960, and Barber: 1964.

A host of researchers like Hollingshed (1949), Thornburg (1975), Khanna and Mehrotra: 1983, Adams and Bjork (1972) and Berg et al. (1983) have shown that how social conditions affect the kind and extent of schooling and the rates of wastage.

Desai (1976) examined the problems of wastage and stagnation among girls in the context of parental perceptions
of the usefulness of present type of education for girls, social habits, social restraints, lack of economic opportunities for educated girls and women, the dowry system and difficulty of getting educated bride-grooms for educated daughters.

Certain other studies such as those of Ferguson: 1952, Tennent: 1971 and Farrington: 1980 showed that anti-social children miss more school than others.

Parental Indifference and Wastage and Stagnation

A person who himself cannot read and write will not be generally interested in making his children able to read and write. Illiterate parents fail to provide feedback to their schoolgoing children. The children coming from educated families are far more likely to climb successfully up the educational ladder than those from poor and uneducated families (Coombs: 1977).

Illiteracy of parents, aimlessness of the candidate, ignoring parent's opinion, low educational aspiration and the like cause wastage (Khandekar: 1974).

Yadav (1983) found the higher the awareness level of heads of family about educational schemes, the lower is the drop-out rate.
There have been numerous studies concerned with the attitudes of parents towards school, and the degree of interest of parents in education as being fundamental to the motivation of children to learn and achieve in school and to their resistance to premature school leaving as those of Floud et al. (1956), Bose (1969), Tiwari (1970) and Kamat (1972).

One of the factors relative to leaving school is implicit in the discussion of lower and middle class values, that is the social and psychological support for education is not as highly valued in lower class culture as it is among middle class persons, consequently school may be defined as a waste of time (Centers: 1949, Hyman: 1953, Rossenberg: 1957, Rowlands: 1961, Erickson: 1979 and Pathy: 1980.

Douglas (1964) and Barber report that parental aspirations for their children's achievements, school-leaving age and future occupations are related to both social class and school attainment.

In Vernon's (1963) view the educational and vocational aspirations of the family, and its expectations that the children will undertake an arduous career and
eventually enter high-level jobs, and the material and moralsupport the family given are of central importance for the successful completion of schooleducation.

Kundu and Chakravarty (1977) found that (a) most of the drop-outs were engaged in domestic work (b) most of them had low cultural environment and parents with low literary abilities, (c) engagements of drop-outs in income making activities etc. A survey conducted by the National Service Scheme unit of the Government Training College, Sambalpur, Orissa, revealed that in 1976 December, 25 per cent children in the age group 6-14, staying in Sambalpur Municipality area did not attend schools (Mohanty: 1979).

Rankin: 1961, Chauhan: 1967, Bose: 1969, Jaiswal and Jha: 1970 and Reddy and Bhatt: 1977 reported, majority of the children of the backward classes are still unable to avail of the free schooling offered by the government since children are an economic asset to parents who cannot afford to send all of them to school.

Punalekar (1975) and Galloway et al.: 1976 showed that in 70 per cent cases the decision to drop-out was taken by the family, while in the remaining cases it was taken by the child.
Investigation on the family dynamics of drop-outs carried out by Tiwari (1970) have shown that drop-outs parents are economically better off than those of non-drop-outs, whereas non-drop-out parents are more educated than their counterparts. A recent study by Mittal et al. (1985) too found that the educational status of the parents had much effect on the education of their children. The results of the studies as those of Snepp: 1956, Dyke and Hoyt: 1958, Bledsoe: 1959, Bowman and Matthews: 1960, Rankin: 1961, Williams: 1963, Miller: 1963 and Duncan: 1965 indicate that parents of drop-outs tend to have less education and were negative towards educating their children. But others (Boggan: 1955, Mannino: 1962 and Cervantes and Husted: 1965) have found no significant differences as far as the attributes of parents toward education is concerned.

Psychological factors are frequently reported to be associated with school failure. Each person quits school because of his own unique constellation of reasons (Schwabel: 1947; Bristow: 1964 and Thornburg: 1975)

A number of researchers like Kalsall (1966) and Prakash and Tiwari (1973) draw attention to the relationship between emotional instability and school failure.
Kundu and Chakravarti (1977) point out the psychological aspects of wastage at the primary level of education caused by frequent dropping out.


Adaval and others (1961) - Kamii and Weikart (1963) state that the Intelligent Quotients of those who were retained once in elementary schools are significantly lower than those of the regularly promoted students.

The United States Department of Labour's (1960) study of 22,000 school leavers found that the majority (54%) of drop-outs had average intelligence (90-110 IQ) or better. Youth who had an IQ below this level were twice as prone to drop-out as their more highly endowed teenage peers but at every level there was heavy overlapping.

But a study by Evraiff (1957) indicates that drop-outs do not differ significantly in intelligence from those who remain in school.
Voss et al. (1966) reports that the typical explanations involving emphasis on such factors as limited intelligence, poor reading ability and grade retardation do not apply to the intellectually capable drop-outs.

There is no unanimity of opinion of the relationship between low scholastic aptitude and high school drop-outs. It appears that the median scholastic aptitude of the drop-outs is about 90 IQ, with the range for the great majority of drop-outs varying from about 50 IQ to about 130 IQ. (Follow-up study: 1966, Warner; 1964, New York State Department of Education; 1965).

In a study by Lafferty (1962), low mental ability, lack of interest, poor health and physical defects, poor and morbid home conditions, outside work and interests, irregular attendance and laziness have been reported as variables most frequently associated with failure in schools.

According to Astin (1964), poor performance and dissatisfaction of being a student are the reasons for leaving college.

In the area of personality traits Muirhead (1964) reported that drop-outs exhibited personality disorders to a greater extent than did graduates, whereas French and Cardon (1966) found the male drop-out to be a fairly sound individual with regard to his mental health.
Gragg (1949) identified ten characteristics indicative of the prospective drop-out. They are excessive absence, placement in the lowest decile on a mental ability test, broken home, failure in school subjects, minimal family education, low family economic status, male sex, lack of participation in school activities, school retardation and low score on a standardised reading test.

Studies of Dillon (1949) and Chilman (1959) found that drop-outs had (i) significantly lower need scores in the areas of achievement, order and cautious controlled behaviour (ii) there was a feeling of lack of security among drop-outs.

Schonell (1959) observes that persistence in the school setting is indicated by the way in which a pupil keep at a task and by the desire to master new materials and surmount difficulties.

Varma (1966) found that intelligence, study habits and ego-involvement have positive and significant relationship with achievement.

Jaques (1956) and Dugan (1962) point out that emotional problems was the major cause of the school difficulties and the resultant school leaving.
Shah (1968) found that the Scheduled Caste students are likely to make efforts to succeed, but the fear of failure is not likely to lead them to initiate measures to increase their chances of success.

A host of researchers like Bayer (1968), Astin and Panos (1969) and Astin (1971, 1972a) have shown that the measures like academic ability and past academic achievement have been positively related to student persistence in colleges.

But researchers like De Vecchio: 1972, Eagle: 1973, and Mac Millan: 1970 have shown that the above measures have been negatively related to dropping out of college.

Several studies pointed out that school related reasons had an important role to play in the incidence of wastage and stagnation.

Studies by Johnson and Legg (1948), Mc Creary and Kitch (1953), Moore (1966) and Eggleston (1967) concluded that most reasons for drop-outs are school-centred like school failure; dislike for school subjects, unsatisfactory student-teacher relationships; a feeling of not belonging, non-participation in school activities.
Constant disappointment about grades, dislike of the required subjects, feeling that teachers dislike them, failure to see the relationship between courses and future employment, lack of friends, feeling of isolation, lack of understanding of the hostilities and conflicts which cause the pupil to get into trouble with teachers and school officials, all play their part in the exodus of teen-agers from school (Colter: 1966, Stebbens: 1963, Strom: 1964).

According to Lichter et al. (1963), a host of reasons like large classrooms, insufficient resources in the schools and community and other pressures could make the school life more difficult and contribute to early school leaving.

Gupta and Rawat (1970) listed a series of reasons of dropping out like, lack of holding and attracting power of the school; unsuitable school schedule; parental indifference to education; poor health of the child; poverty of the parent/guardian; social customs; poor school programmes; repeated failure of the child on account of defective system of examinations and heterogeneity of age group.

According to Astin (1964), the major reasons for dropout were considered to be the long distance between the pupil's homes and the schools, the overburdening of the syllabi and curricula, the lack of qualified teaching staff and parent's misconceptions about the need for educating children, particularly girls.
Rajalekshmiamma (1973) lists, besides other things, participation in N.C.C., Scouting, student's organizations and the like, as the factors associated with wastage and stagnation. Generally, it has been found that wastage is relatively more in rural schools, among backward communities, among fair sex, in more distant villages, and in early stages of education.

Jayasuriya (1971) in a study traced, the educational factors associated in the wastage as teacher training, teacher's salaries, school facilities and student welfare activities.

Studies by Bledsoe (1959), Pentry (1960), Nachman and others (1963) and Cervantes and Husted (1966) report that reading disability leads to wastage and stagnation.

Konopnicki (1966) found that insufficient knowledge in arithmetic and lack of skill in silent reading causes failure.

Pathy (1982), in a sample study of the high school drop-outs in rural western Orissa, found that the reasons for dropping-out were (i) failure in class examination or low academic performance and (ii) financial hazards or poverty of the drop-out.
Studies as that of Anjaneyulu (1958), Chauhan (1958), Nair (1959), Raj (1961), Khare (1962), Kanawat (1963), Chaudhury (1965) showed that single teacher schools, irregular attendance, migration from one school to another, heterogeneous age grouping in the class, defective curriculum and poor teaching, unsuitable school terms, inadequacy of the inspecting staff and illiteracy of parents cause wastage and stagnation.

Barber's (1964) study showed that irrelevant curriculum, being bored, teacher stress on grades, teacher prejudice and school restrictions create negative attitude to school.

A study of Thiyagarajan (1970) revealed that under-achievement and absenteeism lead to frequent repetition of grades and eventual dropout of many students.

Mullen's (1973) study highlights the fact that the pupils are disinterested in school because they see so much in school as being irrelevant to them.

An NCERT study (1967) conducted in Delhi Schools revealed that wastage and stagnation were more in case of (a) schools using double shift system, having lower qualified and lower paid teachers, higher teacher-pupil ratio, teachers staying comparatively away from the school building and
lacking adequate provision for co-curricular activities, (b) pupils having lower percentage of attendance, and belonging to lower or higher age group than the age prescribed for the class and (c) families belonging to ST and SC population, having agriculture, artisan work, daily labour as profession having low education, belonging to lower income group etc.

Rawat and Goel (1974) analyzed various studies made in this field and pointed out causes like non-availability of reading and writing materials, high teacher pupil ratio, defective school curricula, ineffective inspection and supervision, lack of instructional materials, lack of competent teachers, ineffective and inadequate amount of co-curricular activities at school level, parental indifference etc.

**Measures adopted for Preventing Wastage and Stagnation in Education**

Several studies as those of Hanson; 1963, Carroll (1963) and Qamar (1983) suggested certain strategies for improving the efficacy of existing educational system.

Hoyt (1965) opines that, "it is time to cease combating the drop-outs problem by counting their numbers and lamenting their probable fate."
Sanders (1958) is of the opinion that there is no easy road to the production of more graduates of better quality.

Rawat and Gupta (1970) have been suggested a series of programmes like, adjustment of school schedules and vacations, increasing attracting and holding power of school, regulating admissions in class I, improvement of instructional programmes and introducing improved techniques of evaluations, for reducing wastage in the school.

The suggestions made by Hilton (1973) for retaining the drop-outs in school were:

(i) to let each child to know we value them; that he was as important as a person.

(ii) to organize school experience that children know success.

(iii) we can do more if we work closely with mothers and fathers.

In Brazilian school system - a normative open system type model, in the form of a two dimensional diagram, was designed by Grunwaldt (1984) for the purpose of significantly reducing the high-grade level repetition and drop-out rates.

Chikermame (1979) has suggested the revision of the curriculum for the non-attending children in schools to meet
their needs so that it is of shorter duration, environment based, progressive and correlated with activities.

Bristow (1964) in reflecting on curriculum proposals for reducing school drop-outs, cited a number of curriculum decisions such as elimination of the practice of failing students, meeting individual differences (in classes, schools and interests), rejection of homogeneous grouping, rejection of school grade organization and the like.

The results obtained by Mehta (1974) study revealed that the motivation programme, the classroom motivation development curriculum and the like increased the pupils' interest in the school and strengthen his school-going tendency as well as accelerate his sense of responsibility.

Subramanian (1980) suggested certain measures like improvement in syllabus, special coaching in difficult subjects, improvement in medium of instruction and national level efforts to wipe out poverty and to increase the income of the people for curtailing the high incidence of wastage.

The study by Pangotra (1986) has been planned as an experimental model to reduce drop-out rates in schools and to determine the relative values of various aspects of different approaches used to retain pupils who would otherwise drop-out before completing elementary education.
The findings of the study revealed that the attendance of drop-outs showed remarkable upward trends. The study also revealed that with changes in curriculum and teaching factors, regular assessment and monitoring of progress, there was improvement in the achievements.

Hoyt (1965) explored the 'wastage' problem in a school wide effort and devised certain suggestions for making basic changes in approaches to increase holding power in the secondary school.

Hilgard and Russel (1950) emphasised the improvement of teaching techniques as the best way of overcoming wastage.

The National Seminar on Wastage and Stagnation in New Delhi (1968) recommended a vast programme to improve school output which would among other things, familiarise teachers and education authorities with experimental education and suggested giving priority to the first two grades of compulsory education where failure was almost intense.

Lichter et al. (1963) recommended that some psychological orientation and tutoring are often necessary in connection with psychological treatment.
The case study conducted by Kumari (1981) shows that the educational policies adopted by the Government for the upliftment of the depressed classes in society have not yielded the desired results.

**Financial assistance schemes as a means of preventing wastage and stagnation**

According to the views of Harris and Schenk (1959), Bernard and Quentin (1959) and Baber and Caple (1970), scholarship programmes meet the financial needs of students and, thereby, facilitating education among them.

Storm (1964) reports that the monetary incentives have been found to stem the leaving rate of students from the schools in Belgium.

Trent and Medsker (1967) found that at the college level more loan seekers showed interest in continuing their studies.

Astin's (1975) report based on the results of a nationwide survey of 41,000 undergraduates showed that the source and amount of financial aid could be an important factor in the student's ability to complete college education.

Investigation on the scholarship holders belonging to the Scheduled Caste, Scheduled Tribe and Other Backward
Community students in the six residential schools of Rajasthan carried out by Singh (1984) revealed that 36 per cent of these pupils have shown consistency in their academic progress.

Astin and Christian's (1975) findings reveal that men receive substantially large scholarship stipends than women.


Kimball (1968) surveyed 897 successful and unsuccessful applicants for support from the Citizens Scholarship Foundation of America. Responses from 515 applicants suggest that these relatively small awards do not change the educational plans of the recipients.

Some researches have revealed that the existing financial assistance schemes are not satisfactory. Delay in getting scholarships along with economic backwardness
has been found to be a major reason for the termination of education at the matric level (Patwardhan, 1973, and the Report of the Commission for Scheduled Castes and Scheduled Tribes (1968-'69).

In a recent study Chitnis (1981) also pointed out the inadequacy of scholarships to meet the expenses of high school students.

The results of Chauhan (1975) and Chandrasekharan (1978) showed that some recipients of scholarships have to discontinue their study due to failure.

Blanchfield (1971) found that the proportion of costs financed by loan support was not related to persistence.

Gray and Short (1961) reported that in one of the Australian Universities about 25 per cent of selected scholarship-holders were being failed in the first year.

Nautyal (1979) found that there was not enough publicity regarding the exact nature of concessions and facilities permissible to Harijan students.

The heads of families who are more aware of schemes are utilising them more as compared to those who are less aware of educational schemes. This finding is in tune with the findings of Rastogi (1976), Premi (1977) and Parmar (1978) and Malik (1979).
Singh (1975) recommended that a separate cell should be set up in the Directorate of Public Instruction for dealing with complaints, and disbursement of scholarships and proper up-to-date record should be maintained.

The study conducted by Mittal and others (1985) found that most of the parents of the drop-outs aspired re-admission of their wards, however, they desired some incentives/amendments in the educational system.

Yadav (1979) and Khurana (1980) suggested that liberal financial assistance should be given to harijan children in the form of reading materials, stipend/scholarship, school uniform, and mid-day meals to enable the harijan to educate their children.

Guidance and Counselling as a means of reducing Wastage and Stagnation

The need for guidance in education has been stressed by Smith (1957), Mortensen (1960) and Lee (1966) and they suggest some ways in which the regular class teacher can serve as the guidance worker.

The question whether wastage and stagnation could be minimised through remediation programmes, in the form of special methods of instruction, guidance and counselling, or not have been studied by many researchers.
Douglas (1964) suggested guidance as being one of the answers to individual failure.

Schreiber (1964) points out the guidance and counselling in school will improve school holding power.

Moore (1963) sights evidences of intensified guidance services at school level, which are succeeded in reducing drop-out rates.

Desai (1970) suggests that proper guidance of both parents and pupils would minimise wastage and save money and energy of quite a sizable population involved in the educational effort.

In 1965, Kaul carried out an action research and in the light of the findings he concluded that if the parents are co-operated with teachers in helping the students to make proper use of study habits thorough at home and through correlative remedial teaching measures at school in weak areas i.e., in half learnt, unlearnt and ill-learnt subject matter, underachievement could be reduced to some extent.

Schmieding' (1956) study found that counselling was effective in improving academic achievement among the failing junior high school students. But Tseng and Thompson (1968) found that significantly fewer school drop-outs sought counselling services as compared with non-drop-outs.
Priestly (1958) referred to the spiralling interaction between high failure rates and high anxiety among the one thousand students who voluntarily sought the help of the students counselling service over a period of three years.

A research study based on the opinions of drop-outs, by Sando (1952) establish the fact that the basic guidance need of this group create a feeling that someone in the school really cares them and this warm personnel relationship apparently is the most important factor in keeping these children in school.

Davis' (1962) experimental study showed that certain special programmes like giving special attention, establishing friendship relations with students by teachers and counsellors, inviting consultants to discuss delinquency and drop-out problems with staff and personnel and the like are effective in reducing drop-outs.

Mezzano's study (1968) investigated the effects of two types of counselling on self-concept, study habits and attitudes, behaviour and academic achievement of less motivated male high school students.

Farewell and Peters (1959) are among those who specifically stated the need for guidance and counselling among under achievers.
Shouksmith and Taylor's (1964) experimental study, reports the effect of counselling on the level of educational attainment of high ability under-achieving intermediate school pupils.

Drasgow (1957) postulated, on the basis of clinical studies over a five year period, that among college under-achievers a client's feeling of failure, or acceptance of the fact of failure, suggests a favourable prognosis and seems to expedite counselling.

But there are other studies which do not clearly indicate that counselling has a positive effect on under-achievers. Kepper and Caplan (1957) attempted to assess the effect of intensive vocational counselling, group therapy, and counselling respectively on high school adolescents with scholastic under-achievement records. While there were some positive changes in the counselled individuals, similar favourable outcomes were in evidence for individuals in the control groups as well. The changes were not of sufficient magnitude to furnish strong support for this approach to remediation of underachievement problems.

Gaur's (1973) study too concluded that counselling could not bring out significant changes in the attitudes and behaviours of school pupils.
In the school situation, different psychologists advocate different methods of counselling. Some educational thinkers like Clarence (1969) advocate group counselling. Smith (1957, p. 277), Lee and Pallav (1966) are in favour of teacher counsellors.

Several studies as those of Caplan (1957), Broedel et al. (1960) and Cohn (1963) explored the effectiveness of multiple counselling in working with secondary school students manifesting a variety of adjustment problems like poor citizenship, underachievement and delinquency.

Vyas (1984) investigated the effectiveness of the important measures like the 'enrolment drive' and 'ungraded unit system of teaching' adopted by the Government of Rajasthan for increasing the enrolment and attendance of pupils in schools of Udaipur district.

The results of the study were as follows:

(i) The programme of 'enrolment drives' had no impact on the tribal area schools of Udaipur district.

(ii) There is no significant difference between the attendance figures of pupils getting incentives and not getting incentives.

Gupta (1974) through an experimental study has established that the ungraded school system considerably lessens the drop-out rate.
Rusia's (1973) study found that the 'ungraded school system' enhances the achievement levels of the pupils.

A study conducted by Sharma (1984) for evaluating the non-detention policy adopted in Andhra Pradesh, 995 students were selected on the basis of stratified random sample from 50 High schools of Hyderabad and Ranga Reddy Districts.

The study found that the non-detention policy has contributed to some extent in reducing the rate of wastage. The quality and standard of education has deteriorated to some extent and the scholastic achievement of the students has shown a decrease due to this system. There is a lack of interest among children to classroom learning.

Roy and Rath (1972) have found that the school lunch in Orissa attracted higher enrolment in lower primary schools in general and tribal schools in particular.

The results obtained by Riley's (1985) study showed that the process of mastery learning using computers was successful in the instruction of drop-out/potential drop-out students and that under this situation the attendance of these students significantly improved. In contrast, there was no significant correlation between self-concept change and academic gain or attendance change and academic gain.
Programmes for drop-outs

To head off later retardation many programmes for children and youth in depressed areas are attempted. Among the more fully developed offerings are those designed for four and five year olds (Deutsch: 1963). Enrichment for vast number of potential drop-outs is not restricted to the pre-school level (Passow: 1963).

Among the university students, a potentially useful programme-evaluation approach was applied by Barrow (1980). Most participants seemed positive toward the programmes.

Thornbury (1975) study demonstrated that a special academic programme in which positive re-enforcement techniques were used as an effective way of maintaining attitude towards school among entering high school freshmen.

Researchers like Gaugh (1949), Strang (1949, 1957) and Mehta (1969, 1976) hold that scholastic success requires motivation as well as capacity and opportunities to learn. The poor achievers seem to have no desire to succeed in schools.
Promotion led to the increased achievement gain of the promoted students. The feeling of success associated with promotion may have provided the added incentive for greater achievement (Lindquist: 1956, Jacques: 1956, Dobbé and Neville: 1967 and Hilton: 1973).

Certain researchers like Feather: 1967, 1969, Feather and Simon: 1971, Houston and Ziff: 1976 are of opinion that failure following expected success may sometimes be more repulsive than failure following expected failure.

A study conducted in Thailand by the Bangkok Institute for Child Study (1966) concluded that the repetition of grades appeared to hold no advantage in raising achievement levels.

In general, the success-failure literature suggests that people are more generous, attentive and hopeful following success than that of failure (Berkowitz and Conner: 1966, Isen: 1970).

Berry (1975) is of opinion that academic success by itself, does nothing to promote confidence in the student who cling to a low self-opinion.

The result of Mehta's (1969) experimental study indicated that the motivation programme and the classroom
motivation development curriculum are helpful in enhancing the pupil's desire to 'belong' to his instructional group, sense of self-worth, sense of responsibility, his interest in the school and strengthen his school going tendency.

Singh's (1971) study revealed that significant positive correlation between academic motivation and attainment, even when the influence of the school attendance is controlled. The correlation between academic motivation and school attendance depends upon the incentive variable of good grades.

The improvement in instruction is designed to reduce the number of failures and help otherwise alienated children feel more at home in the classroom (Mobilization of Youth Inc: 1964).

Srivastava (1974) suggested that the drop-out should be given remedial treatment in special classes by specially trained hands.

Nair (1983) enquired into the effects of special coaching classes for the SC/ST students at the school level. Findings of the tests conducted by the teachers during such classes show that the pupils improved their level of achievement.
Kunjukrishnan (1983) also evaluated special coaching classes for SC/ST students at the pre-degree level and found that 86 per cent students such classes are somewhat useful and to 13 per cent such classes are very useful.

Bombay Municipal Corporation (1966) in an experimental study streamed five groups of 1030 students who failed in different standards, for giving instruction in parallel classes.

The study revealed that such parallel classes helped to send back 13.2 per cent children to their previous classes and 61.1 per cent were allowed to continue in regular higher standards.

Longstreth et al. (1964) in an experimental evaluation of high school programmes for potential drop-outs found the need for an effective system of classroom observation for solving drop-out problem.

Compensatory Education and Remedial Instruction

Deutsch et al. (1967) are of opinion that compensatory education have the dual goals of remediation and prevention. They are remedial in that they attempt to fill gaps - social, cultural or academic - in the child's total education. They are preventive in that they try to forestall either initial or contributing failure in school and later life.
The concept of 'compensatory education' is quite useful in the approach at improving the educational accomplishments of the Scheduled Castes children (Carlson: 1972).

Herzog (1966) and Rice (1969) reported about certain centres which are sought to bring children back to school in order to give them an education corresponding to their environment and aptitude.

Opportunities to learn and earn simultaneously are convincing many students that it pays to stay in school from both financial and educational standpoints (Kohler: 1962b).

A study by Weigand (1951) showed that self-support enhances students chances of graduation.

Banks and Finlayson (1973, p.61) are of the opinion that the willingness to keep a child at school was primarily a reflection of the value attached to a 'good job' and the appreciation by their parents of the growing importance of educational qualifications as a means of securing one.

In connection with school drop-outs' occupational interest a study by Young (1954) found that more drop-outs showed interest in manipulative occupations, a few of them shows interest in cognitive occupations.
A good number of studies reported here give emphasis on the need to reduce wastage and stagnation in education. The attention of some of the researchers have turned to the question of realizing the extent of wastage and stagnation. Some studies indicate that certain deep-rooted causes are responsible for such phenomena. Certain other studies indicate that pupils need assistance, in various forms, for continuing their education. Unfortunately there has been little research conducted regarding the efficacy of the different measures adopted for the successful completion of studies. The investigator has taken cognizance of the different aspect of these studies, including the tools and techniques adopted by the researchers in the field.

The findings of the above studies, in general, propose to carry out research on the efficacy of certain measures adopted for preventing wastage and stagnation in education. Hence the present study is taken up with the hope that it would convincingly bring out the magnitude of wastage and stagnation in the schools of Kerala and the efficacy of the different measures, adopted for preventing the same.