CHAPTER-II

REVIEW OF RELATED LITERATURE
“A research project is not an isolated endeavour. Every research project should be based on all of the relevant thinking and research that has preceded it. When completed, it becomes part of the accumulated knowledge in the field and research that follow. For any specific project to occupy the place in the development of a discipline, the researcher must be thoroughly familiar with both previous theory and research.” (Fox David)

Review of related research has an important place in scientific investigation. Researchers have to be up-to-date in their information about studies related to their own problems. References are to be made to similar studies and their evaluation too is to be made for the benefit of the readers. Survey of related studies imply locating, studying and evaluating reports of relevant researches published as articles, encyclopaedias, research abstracts, comprehensive books on the subject and manuscripts if any for the worthwhile study. In any field of knowledge the researchers need adequate familiarity with the works which have already been done in the area. The researchers have to build upon the accumulated and recorded knowledge of the past and draw maximum benefit from the previous investigations. Thus review of related literature shows the real path to be pursued by the researchers to conduct their studies and locate problems which have remained unexplored in previous studies. In this context McMillan and Schumacher (1993, 113) write:

*Related literature is that which obviously relevant to the previous references to the theory and empirical testing of the theory; and studies of similar practices.*

In relation to the present study, an attempt was made to go through the literature such as reference books, monographs, government records and publications, encyclopaedia on education, research papers and national research abstracts on education, journals and magazines. However, only few studies on wastage and stagnation at secondary school level were found but a good number of studies were found at elementary education level. The findings of such studies both at elementary and secondary levels are presented below in chronological order.
Bihari (1969) conducted a study on wastage and stagnation in primary education among the tribes of Gujarat State. The major findings of the study were:

- 56 percent of the estimated number of children in 6-11 age group were enrolled in schools against 79 percent of the general population.

- The higher the percentage of single teacher schools the lower was the percentage of school going children.

- The rate of wastage in the tribal blocks taken together was 68.4 percent. Only 56% of the total enrollment completed std.V.

- Lack of proper and adequate consciousness of the need for formal education; parents’ apathy for education; poor economic conditions; household work by children; inadequacy; and inefficiency and insincerity on the part of the teachers were some of the major factors responsible for the wastage and stagnation.

Das (1969) conducted a study on wastage and stagnation at the Elementary level of education in the state of Assam. The researcher found that the rate of wastage and stagnation at the primary stage was higher than that of middle level. The variation of rate of wastage and stagnation among various classes was significant. In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastage and stagnation remained constant. The rate of wastage and stagnation was also higher among girls than that of the boys.

Barua (1971) carried a study on the wastage and stagnation at the primary stage during a period of 5 years (1964-1969) in sub-division of Sibnagar and Golaghat. The main findings of the study were:

- The rate of wastage in case of boys and girls in Golaghat sub-division were 80.38 and 78.39 percent respectively. In Sibnagar sub-division, the wastage for boys was 70.08 percent and for girls it was 69.02 %.

- The rate of wastage was affected by three factors, viz. drop-out, stagnation and transfer cases. Moreover, the rate of wastage was not uniform
throughout the five years of schooling. Stagnation and drop-out cases independently were higher in Golaghat than in Sibnagar sub-division.

- Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical conditions of the school, long absence from the school, unsuitable family environment, attendance in social festivals, pupils’ negative attitude towards education, rough and unsympathetic behavior of teachers, multiple class teaching, over-crowded classes, single teacher schools, faulty admission policy etc, were the factors behind wastage. One important cause of stagnation was the pupils’ indifferent attitude towards examinations.

Agarwal (1972) conducted a study on wastage and stagnation in Mahendragrah T.D. Block of Madhya Pradesh. The result revealed that wastage rate was above 98 percent at the primary stage in Government schools (Tribal) and the Tribal welfare Department schools. Rate of wastage was highest in class I and lowest in class V. More than seventy percent of the parents, teachers and community members believed that students dropped out from schools because their parents did not feel the necessity of education and parents had indifferent attitude towards education. Due to household works, poor economic condition of parents, illiteracy among adult family members and lack of interest among students, high pupil teacher ratio and the curriculum and text books were not adjusted to the needs and capabilities of students, the students dropped out of schools. Further it was reported that reading materials and other teaching materials were not available and teachers remained busy in official duties.

Das (1975) carried out his study on educational wastage in rural, urban and sub-urban areas. The findings indicated that the combined wastage and stagnation in rural schools was significantly higher than that of the urban schools. The same trend existed for boys and girls separately. The percentage of pupils regularly completing the primary education was higher in sub-urban schools compared to both urban and rural schools. But, in the case of stagnation, the rate was lowest for urban schools. Moreover, in rural schools, wastage in case of girls was lower than that of boys, whereas, it was almost
the same for boys and girls in urban and sub-urban areas. However, so far as stagnation was concerned, the percentage was lower for girls in urban schools but higher in both sub-urban and rural schools compared to boys.

**Punalekar (1975)** investigated into the problems on school drop-outs among Harijan children of Rampur Block in Azamagarh district and Raua block in Balia district. The study revealed that most of the parents had a very low monthly income. Still there was growing awareness among the parents of the need for enrolling children in school. The school going children helped the family members substantially in common duties, a few of them were gainfully employed even while attending the schools. The main reasons of their dropping out were the economic hardship of the family, domestic exigencies like ill health of the family members or of the child. In 70 percent cases, the decision to drop-out was taken by the family, while in the remaining cases it was by the child.

**Masavi (1976)** carried on a study to find out the nature and extent of wastage and stagnation at the primary stage in the tribal areas of Gujarat state as well as to identify the causes of wastage and stagnation. The study revealed that the rate of wastage in the tribal areas during the first four years of schooling was 65 percent. Std. I was found to be the weakest point in the sphere of tribal education where the rate of wastage was 69.6 percent. Wastage was reported to be higher among the girls than the boys in all the blocks. Also the rate of stagnation was highest in std. I compared to other standards. The main causes of wastage and stagnation as identified by the investigator were: low socio-economic status, ignorance among the tribal parents, ill-equipped teachers, teaching in alien languages, physical illness and inappropriate curricula.

**Hussain (1982)** conducted an investigation on wastage and stagnation in primary schools of rural areas of Bhilwara District of Rajasthan. The study revealed that the rate of wastage was very much high in the first two classes. Most of the single teachers schools had classes I to V and this resulted in wastage, where as the position was better in single teacher schools with two or three classes. So far as the forms of wastage was concerned, the findings indicated that failing repeatedly in one class led to school leaving an non-
provision of all the five classes in the same institution resulted in discontinuation of studies by the students. Moreover, the rate of stagnation was higher in single teachers’ schools without any significant difference between boys and girls.

**Sharma (1982)** studied the effect of the stay of teachers at their head-quarters on the enrolment and retention of boys and girls in primary schools. The study revealed that the retention, attendance and regularity of students was better in schools in which teachers stayed at their head-quarters as compared to the schools in which the teachers did not do so. However, teachers’ stay at their head-quarters was useful only when they kept constant touch with the parents. The incentives like free books and uniforms had a positive effect on the regularity of students. Also, the school environment and game facilities contributed to retention. Lack of good houses and proper facilities for the education of their children were the reasons for which the teachers did not stay at the head-quarters.

Wastage in education at the primary level in Rajasthan was studied by **Sharma (1982)**. He found that in spite of quantitative expansion of schools the state had been able to enrol only 56.6 percent of the children of the age group 6-11 during 1979-80 as against the national average of 81.9 percent. The rate of wastage was found to be higher in the case of the girls than the boys. Moreover, the wastage rate for girls of SCs was higher than the girls from other communities. The rate of wastage was also higher in the case of the girls than the boys. The rate of wastage was also higher in the case of ST students than the other caste students.

**Devi (1983)** investigated into the problems of drop-outs in primary schools of Manipur with special reference to Imphal town. The major observations made by her were as follows:

- At the lower primary level, girls’ dropout was significantly higher than the boys. However, at the middle level, the difference was not significant.
- The boys had a higher rate of stagnation than girls.
- The class-wise stagnation was clearly visible at class VII for boys and Class VI for girls.

- The highest rate of drop-out appeared in class I and lowest in class VI. The variation between the highest and lowest was 43.69 percent.

- The important causes of wastage and stagnation were poverty, frequent transfer of teachers, repeated failure, and negligence of parents. Socio-economic causes were the most important causes of drop-out followed by educational and miscellaneous causes.

Sharma (1983) studied the educational goals and drop-out factors of a rural population in Ettawah District in Uttar Pradesh. The sample of study consisted of 215 couples selected from 16 villages of Ettawah district. The data were collected using questionnaire and an interview schedule. The findings relating to the reasons for children not attending school and drop-out as perceived by the subjects were: parents cannot afford the cost of education, due to poverty children are bound to engage in labour to earn their own bread, lack of attention, teachers’ negligence, lack of interest among children, and low consciousness of parents.

Sharma (1985) carried on a study with the objectives to find out the extent of dropout among rural girls as related to the presence or absence of educational facilities for them and to ascertain the socio-economic factors associated with the problem of drop-outs among rural girls. The study revealed that:

- The female enrolment was higher in the village having a Girls’ school than that of the village not having a Girls’ school. It showed that the presence or absence of educational facility was instrumental in the differential enrolment of girls.

- The rate of dropout was higher in the village not having Girls’ school compared to the village having a Girls’ school.

- Illiterate parents were more disinclined to send their girls to co-educational institutions or to other villages for education.
• Drop-out rate was more pronounced among lower income groups and landless.

• Occupation was also associated with the problem of drop-out among girls. The problem was more pronounced among those engaged in manual jobs such as farming, arts and crafts and labour. Girls whose parents were engaged in service and business tend to continue their education relatively longer.

Dhongade (1986) carried out a study with the objectives to find out non-enrolment, wastage and stagnation during the first two years of primary schools among SC boys and girls in Sajegaon Taluka; to study the causes of non-enrolment, wastage and stagnation; and to suggest measures to overcome non-enrolment, wastage and stagnation. The main findings of the study were as follows:

• The total enrolment of SC and ST students was 40.7 percent. Non-enrolment of girls was higher than the boys.

• The economic conditions of SC families, lack of education of parents, lack of social mobility and lack of adequate communications were the important factors coming on the way of enrolment of SCs and STs.

• Teachers in rural areas, particularly in areas where SC/ST students were in large proportion were not effective. Many of them were untrained, they remained frequently absent from schools.

Subrahmanyam (1986) studied the problems of school drop-outs with special reference to scheduled caste and scheduled tribe students. The main purpose of the study was to identify the personal, economic and socio-cultural problems of school drop-outs. The study with a sample of 300 drop-outs in 30 areas covering 3 districts of Andhra Pradesh that:

• The problem in the area of personal factors such as adjustment to the present educational set up were considerably high and this situation was very severe in the case of girls and with regard to children belonging to scheduled tribes.
• The economic problem of school drop-outs were also considerable high in the case of scheduled caste and scheduled tribe students.

• The social problems were also considerably high in case of scheduled tribes.

• There was no significant difference in the sub areas of economic and social problems and boys were more sufferers in the area of personal problems.

*Thakur, Sarma, Mahanta, Sarma and Goswami (1988)* from their study on drop-outs in the primary schools of Assam revealed that:

• The gross wastage due to dropout and stagnation was 62.32 percent. Out of every 100 pupils admitted into class I of a primary school, only 38 completed the primary course in the stipulated time; 16 dropped-out from the school and 46 completed the primary course after repeating grades.

• The rate of drop-out was the highest in class I.

• The rate of drop-out for boys was 16.96 percent and that for girls was 15 percent. The rate of stagnation for boys was 39.74 percent, and for girls 54.87 percent. The rate of regular promotion was 43.30 percent for boys but it was 30.12 percent for girls.

• The rate of dropout had been the highest in the scheduled Tribe areas (24.59 percent) and the least in the urban area (12.70) and the rate of stagnation was higher in rural areas than urban areas.

*Nayal and Nayal (1989)* studied the differential personality profiles of the high school drop-outs and stay-ins and found out that the rural stay-ins were more intelligent, more active, more mild, more tender-minded, more controlled and more relaxed than their urban counterparts. Again as for the urban drop outs, they were found to be less intelligent, possessing less super ego strength, tough minded and more tense in comparison with their stay-in counterparts in rural areas.

*Pathy (1990)* attempted to know the trend and the magnitude of educational wastage in the secondary schools of Sambalpur District of Orissa. The study
also tried to find out the causes and to identify the rural-urban character of the phenomenon. The average rate of wastage as found during the period 1951–81 was stunning, 71% in class V, 79% in class VII and 90% in XI respectively. As for the causal factors, the study convincingly pinned down the phenomenon to financial hardships generally and to failure in the particular class examinations. It was also established that a significant positive relationship existed between the drop-outs liking for the subject and the subject teacher and the drop-outs’ mark secured in the examinations.

Chavare (1991) studied the problem of students dropping out of the primary schools of Pune Municipal Corporation and the causes of drop-outs. The major findings of the study were:

- All the teachers in the selected three schools were trained and qualified but there were inadequate equipment/aids, unsatisfactory seating arrangements and want of drinking water.

- Of the total 332 dropouts, 32 percent, 15 percent, 12 percent and 8 percent have dropped-out respectively from standard I, II, III and IV- in all 225 (68.6) percent.

- Of the 33 drop-outs, 40 percent were backward castes and the rest were non-backward castes. The Muslims were 55 percent.

- The majority (9.50) percent of parents were illiterates and only 48 percent had education up to standard IV.

- Eighteen percent of parents were daily bread earners and hence did not bother about the education of their wards.

- Twenty-three of the 33 families were large in size and were below poverty line.

- Parents had no time to attend to their wards and watch their progress.

- The majority of students (over 70) percent had no books, exercise books, slates, pencils and uniforms.
• Over 70 percent students did not get the time to study as they were required to do household chores.

• Most of the friends of the drop-outs worked outside, or at home looking after siblings and hence the drop-outs felt like copying them.

• Most of the drop-outs came from hutment and hence were found to be addicted to tobacco, TV and video watching.

• Most of the parents wanted their wards to work and earn than to learn.

Sarma, Dutta and Sharma (1991) in their study made an attempt at identifying the problems of the primary education and their relationship to pupil achievement. The findings of the study revealed that:

• Lack of physical facilities at the school was the major problem of the primary schools, 46 percent of the schools did not have school buildings and 42 percent of schools had no adequate seating arrangement for their pupils. Lack of facilities for health and hygiene was a serious problem. 61 percent of the schools did not have lavatories and 54 percent did not have urinals, games and sports facilities. 54 percent of the schools did not have a play ground and 85 percent did not have any materials for games and sports.

• In 4 percent of the schools, there was only one teacher, in 19 percent there were two teachers and in 8 percent there were three teachers. The teacher-pupil ratio was found to be very high in one school (1:110) and that too in tea garden school, in 24 percent of the schools the ratio was between 1:11-1:20, in 48 percent it is between 1:21-1:30, in 28 percent of the schools the ratio was between 1:31-1:43.

• The Government of Assam supplies textbooks free of cost to its pupils, but 87 percent of the teachers viewed that irregular supply of textbooks as a major problem.

• 71 percent of the teachers considered guardians’ lack of co-operation as a serious problem of primary education.
Sixty-four percent teachers and headmasters considered pupils’ irregular attendance as a major problem.

Sharma, Dutta and Sharma (1991) conducted a study to identify the problems relating to education in upper primary level. The major findings of the study were:

- 74 percent of schools had a permanent school building, 57 percent had urinals, 16 percent had lavatories, 44 percent had drinking water facilities and 68 percent had a fence surrounding the compound. Only 9 percent schools had a sufficient number of desks and benches for the students. 77 percent had seating arrangement for the teachers.

- 74 percent of schools had sufficient number of blackboards, 21 percent had teaching aids, 58 percent schools had playgrounds, and only 68 percent schools had game teachers.

- Though 9 percent schools regularly arranged guardians’ meetings, their participation was 14 percent. 50 percent of the headmasters sought economic help; 64 percent sought physical help; and 86 percent sought educational suggestions from the guardians for good-management of the schools.

- 50 percent of the trained teachers did not apply their training methodology in their classes. They cited the causes as want of time (23 % ) want of teaching aids (11%); tight syllabus (24%); suggestions not applicable in class room situations (24%).

Yadav (1991) conducted “A study of the causal factors of drop-out among the socio-economically deprived elementary school students in Haryana”. The findings of study revealed:

- Of the 68 causal factors, 50 factors were found prominent according to teachers.

- The factors highly contributing to the phenomena of drop-out in descending order of significance were: the non-detention policy of the government in
classes I and III, drop-out of students during showing and harvesting seasons, poor interest of students due to heavy syllabi, illiteracy of parents, punishment at school, poor individual attention in overcrowded classes, large family size in poor families, and poor teacher-pupil relationship due to frequent transfer of the teachers.

- The main findings on students’ perception of causal factors of drop-out were: punishment by teachers, use of guides by teachers instead of textbooks in teaching, ignorance of parents about the importance of education and poverty.

- The potential drop-outs were due to: indifferent behavior of the teachers towards studies, teachers’ fault for not meeting their parents for discussing their difficulties and priority of household work for girls.

- According to the parents’ perception the casual factors contributing to school dropout were: reluctance to send their wards to co-educational schools, teachers’ apathy in teaching, and not getting periodical progress reports of their wards regularly.

**Gyaneswar (1992)** conducted a study to find out the extent of stagnation and dropout in the schools of Manipur. The major findings of the study were as follows:

- The rate of wastage and stagnation amongst pupils in rural schools was higher than that of urban schools.

- The rates of wastage and stagnation amongst boys, girls and scheduled tribes in rural schools were 40.9 percent, 55.2 percent and 92.8 percent respectively. The figures were higher than those in urban schools, viz. 26.6 percent, 21.8 percent and 75.0 percent respectively.

**Ralte (1992)** had undertaken a survey to make an analytical study of primary education in Mizoram during the post-independence period and also to analyse the quantitative and qualitative aspects of the primary education in the state. The findings of the study revealed that:
• Primary education developed in a big way during the post independence period.

• The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79.

• The percentage of wastage of girls (36.8) was higher than that of boys (31.3).

• The expansion in enrolment was not matched to the rate of increase in teacher population.

• 55 percent of the schools had properly maintained classrooms. The storeroom, students’ common room, crafts room, library room etc. were almost non-existent in most of the schools.

Sarma (1992) made a study of the problems of non-enrolment and non-retention of the children of tea garden labourers with special reference to the district of Sibsagar (undivided). The findings of the study revealed the following four important causes of non-retention and non-enrolment of the tea garden labourers’ children in order of importance:

• Involvement of the children in domestic or non-domestic work;

• Parents’ unawareness of the importance of education;

• Home environment not congenial for education; and

• Parents’ inability to provide materials needed in school.

Besides, the overall condition of the schools was far from satisfactory. 80% schools consisted of a single hall with no separation wall between the classes. No school had an adequate number of desks and benches. Schools had no teaching aids, charts, etc. 60% of the schools had no provision for drinking water, while 90% had no latrines and urinals.

Vyas (1992) conducted a survey on pupils drop-out at the primary stage in the state of Rajasthan. The major objectives of the study were to find out the
status of pupils’ dropping out from schools, and to explore its causes. The major findings of this study were:

- The drop-out rate in the state of Rajasthan was 44.66%; the drop-out rate of girls (53.67%) was more than that of the boys (40.66%).

- The drop-out rate in urban schools (30.39%) was less than that in rural schools (42.98%).

- The drop-out rate in government schools (45.36%) was more than that in the private schools (36.67%).

- The drop-out rate was higher among scheduled castes than that among scheduled tribes and others.

- The drop-out rate of boys and girls of laborers was higher than that of children whose parents were engaged in business or service.

- The potential causes of dropping out were related to family circumstances, personal reasons, and other reasons.

- The most important cause for dropout was the financial condition of the family, meaning poverty. Some other important causes were: busy with domestic works, parental vocation, parental unwillingness to send children to school, illiteracy of parents, death of parents, and parental illness.

- The school related causes were non-availability of lady teachers, lack of interest in teaching on the part of the teachers, and co-educational classes.

- The personal causes were lack of interest in studies, illness, weakness in studies, inferiority complex, fear, low IQ, early marriage, uncertainty of employment after graduation, handicaps, over-age, etc.

**McNeal and Ralph (1996)** conducted a study on extra-curricular activities and high school and beyond. The study indicated that participation in extra-curricular activities (athletics and fine arts) significantly reduced a student’s likelihood of dropping out, whereas, participation in academic and vocal clubs had no effect.
Hunter & May (2003) reported about connection between measures of academic performance in early elementary school and drop-out behaviour before high school graduation. They also emphasized the need for examining the causes of drop-out before high school, as many students were observed to be dropping out before Grade X. Those who reach secondary level with weak academic understanding find it difficult to sustain.

Chokri (2003) reported that girls’ drop-out rate was higher than boys and girls in the rural areas dropped out at an even higher rate than those in the urban areas. Constraints identified for girls drop out were social and family reasons than for educational related reasons.

Nair (2003) in an article in THE HINDU, reported that the quality of education was on the decline in Kerala due to financial constraints resulting from quantitative expansion of education sector. Shortage of resources had often resulted in insufficient funds allocation. As a result, even maintenance of the existing infrastructure of Government school was rarely undertaken needlessly to talk about up gradation or modernization. The situation in the secondary schools was not very different. The drop-out rates especially in the 9th and 10th standards were quite high. This was particularly true for SC/ST students. Another major indicator for the inefficiency of school education system was the large scale failure of students in the matriculation examination.

Vijayalakshmi (2003) conducted a study on Problems of Secondary School Tribal Children. The sample was comprised of 240 students from VIII, IX and X classes of Andhra Pradesh. The study revealed that:

- Tribal Students had more problems with regard to their parents and family followed by personal, infrastructural facilities, academic and teachers.
- The most five affecting problems in order were: Low social status of the parents, Lack of education of parents, Cultural backwardness of the family, Low educational levels of the siblings and Nomadic life of parents.
The least five affecting problems in order were: Lack of academic health from the teachers, Non-Availability of teachers, Insect bites in the school premises, Inconvenient school timings and Absence of teachers in the school.

Ainsworth et al (2005) in their study found that the education level of the parents was also expected to influence the continuation of children in school and observed that parental education was the most consistent determinant of child education. Higher parental education was associated with increased access to education, higher attendance rates and lower drop-out rates. Parents, who had attained a certain educational level, wanted their children to achieve at least the same level. Further the study found that students; whose parents monitored and regulated their activities, provided emotional support, and encouraged independent decision-making; were generally more involved in their schooling and were less likely to drop out of school.

Ainsworth et al (2005) established that long distance has a strong negative impact on attending school. It was observed that a large number of children, especially girls, terminate their schooling after Grade VIII as the secondary school was not available in their village. Even in cities like Delhi there were instances of secondary school being not available in the close vicinity to quite a few children. As a result about three percent of the children had to leave school as their squatter settlement had been relocated in the outskirts of the city, making it difficult for them to travel about 25 to 30 kilometres everyday to attend school. In addition, they were not sure if they would get admission in the nearby school as their quarterly results were not satisfactory. Some of them mentioned that they would try to continue their studies through the distance mode.

Ersado (2005) reported that besides household income, the education level of the parents was expected to influence the continuation of children in school. He observed that parental education was the most consistent determinant of child education. Higher parental education was associated with increased access to education, higher attendance rates and lower drop-out rates.
Sachar Committee Report (PMHLC, 2006) observed that though enrolment rate of Muslims had increased in recent times, it still remained below that of other communities. Further, drop-out rate was high among Muslim students, resulting in low mean years of schooling related to that of other communities. Rejecting the value theory of educational backwardness, the report identified economic conditions of Muslims and pessimism about their prospects in the labour market as major demand side constraints. The report also identified the failure of the state to provide adequate educational infrastructure in Muslim dominated areas as a supply side constraint to improve educational status of Muslims.

Sujatha (2006) observed that there existed a system of ‘private tuition’ parallel to the formal system of education to supplement the academic support and to overcome the school inadequacies. Children from the middle and higher income families used to spend Rupees 5,000 to 10,000 per month towards private tuitions but children from the poor households were also often spend Rupees 300 to 800 per month towards group tuitions to improve their understanding of a subject. It was difficult for parents to bear their tuition expenses. Moreover, the private tutors were also not of high quality and even after attending the tuition, children were not able to cope with the syllabus leading to failure. Failure in a particular grade lowered their morale and self-esteem resulting in disinterest in studies and finally dropping out of the system.

Banerjee (2007) reported that the gender disparity at Secondary and Tertiary stages was mainly due to the existing gender bias at the entry stage to an educational institution. There had been a noticeable high enrolment and decline in the drop-out rate from 1998 onwards, though girls’ privilege of being educated was 50% less than the boys.

Hunt (2008) reported that irregular attendance and temporary withdrawals could be caused by a range of factors including child ill health; ill health of family members; distance to school; labour requirements; pending school fees. As a result of irregular attendance or temporary withdrawal, children could fall behind at school and find it difficult to readjust on returning.
Lakshmi (2008) in her book ‘Drop out of girls in schools’, focussed on different aspects of girls’ education. Drawing references from different sources of literature, the author had observed that drastic deterioration took place in girls and women position during post Vedic period and it continued till the beginning of the twentieth century. Girls’ education received its due attention only when Christian missionaries and social reformers started making efforts to spread education during nineteenth century but majority of girls remained out of educational institutions. While some states had shown considerable improvement in women literacy, many educationally backward states with history of gender discrimination and social stigma against girls’ education were lagging behind in terms of female literacy rate and enrolment of girls in schools at primary, upper-primary and secondary levels.

Rema Devi (2008) in her study the constraints in the secondary education of Kerala collected data from teachers, students, parents, social workers and educational experts regarding the constraints in schools. Direct observation of the school situation was also made by the investigator. Major Conclusions of the study were:

- In many cases infrastructural facilities were less than enough.
- At least a small number of schools did not have real library facilities. Separate reading room and library facilities were nonexistent in all the schools selected for the study.
- The laboratories in the schools lacked many of the minimum facilities. A few of the important facilities were totally lacking.
- Condition of buildings in many of the schools was imperfect. Lack of space and poor maintenance was a common complaint.
- Financial difficulties especially non receipt of Government grants in line was a major reason for having poor school building facilities.
- Teachers, social workers and education experts considered the prevailing administrative system as rigid.
- Delay occurring in releasing development funds in time created financial problems.
Buragohain (2009) in his study ‘Poverty and Drop-out in Orissa’ concluded that Orissa has specific problem of school drop-outs, as about 48 percent of children drop-out from classes 1-3, without learning something to label them as literate. If this group of children was not brought to ‘alternate school’ they would pose an obstacle in the attainment of universal elementary education in the state. The drop-out rate was high where the population of SCs/STs categories was high. About 17 percent of all children stated poverty to be main reason for dropping out. More than one-third of students cited the reason for drop-out as household activities. ‘School is very far’ and ‘unaware of benefit from education’ were some other important reasons for children dropping out from elementary level schools.

The drop-out levels for secondary education were somewhat different. The drop-out children cited multiple reasons, such as high private education costs, and schools were not available within walking distance, etc. The poor household spent about 14 percent of their annual income on children’s education. ‘No quality education’, ‘no incentive’ and ‘lack of teachers’ were other reasons for dropping out cited by the children. Poor economic status was the major reasons for children dropping out, according to school teachers.

Malik & Mohanty (2009) in their study ‘Rural Poverty and Child Schooling, A Case Study of Balasore District, Orissa’, found out that children belonging to chronically poor, irrespective of caste, are more likely to be out of school. About 32 percent children in the school going age and belonging to chronic poor families were not attending school compared to 18 percent among poor and 7 percent among non-poor. Further, more than three-fourths children belonging to scheduled tribes were from chronically poor families as against 39 percent among scheduled castes, 21 percent among other backward castes and 7 percent among others. While the poor perceived poverty as the cost of not sending the child to school, it was the distance, as reported by chronic poor. Results of logistic regression confirmed that the poverty status and caste of the household were the two critical determinants of schooling status of a child.
Singh and Sharma (2009) in their article Basic Facilities in Secondary Level Schools in Rural India had analysed the different all India Educational Surveys and summarized that:

The gap between not having access of secondary and higher secondary schooling facilities as per the norms based on distance criterion were found in nearly 3,24,373 and 4,55,480 rural habitations respectively.

The seventh educational survey had recorded a growth of 87.88 percent in secondary level rural schools as compared to fifth educational survey over a period of 16 years in the country.

The management-wise secondary level schools without building in rural area had a decreasing trend except for local bodies with an increase of 223.60 percent during seventh survey as compared to fifth survey.

The position of a drinking water and toilet facilities were better in private schools in comparison to other management schools.

The private manages schools had better teaching learning materials than other managed schools.

Zakir Hussain (2009) in his study Enrolment and Drop-outs of Muslims in West Bengal (Evidence from NSS 61st Round) analysed the educational status of minorities, particularly Muslims, in the field of primary education in West Bengal. Although the result did not support the popular belief that ‘Muslims do not value education’, they were found to lag behind other communities in both rural and urban areas in terms of enrolment and drop-outs. Econometric analysis showed that such differences remained even after controlling for household characteristics. He also found that while Muslim girls had marginally lower enrolment rates, the issue of gender discrimination was more complex than commonly believed.

Basak and Mukherji (2011) in their paper Elementary Education in Rural West Bengal had analysed the socio-economic correlated factors and reported that Parental education was a significant determinant in household education decisions, mothers education had a stronger influence than that of fathers on girls education, and literacy level of the community as a whole had a significant impact on children’s education – higher literacy level, lower was the number of dropouts and non-enrolled children.
Lucidi (2011) in his study ‘Relationship between Social Context, Self Efficacy, Motivation, Academic Achievement and Intention to drop out of High School: A Longitudinal Study’, reported that the level of self determined motivation in students, which was directly related to the perceptions of children autonomy support, was the best predictor of the intention to drop out from school. Self-efficacy had significant impact both on self-determined motivation and academic performance.

Mukherjee (2011) from his study ‘Reducing Out-of-School Children in India: Lessons from a Micro Study’, reported that problem of out of school children was deeply rooted in the socio-economic structure of our nation. Children were out of school because of various reasons – poverty and lack of educational infrastructure emerging to be most important among them. Factors like availability of lucrative job opportunities for the children, lack of consciousness among the parents, gender discrimination etc were also very much prevalent. The reasons varied across regions. Whereas in the agriculturally developed regions children used to substitute adult labour doing domestic duties and also working in family farms, in the backward areas they emerged to be no-where; children who neither had the economic condition to carry on their education, nor had sufficient employment opportunities. While SSA had been able to improve enrolment situations it had not been able to stem drop out as was evident from high incidence of out-of school children. While boys were withdrawn from school and sent to work, the initial burnt used to fall on the girls who were withdrawn much before their brothers to simply stay at home and help their mothers. Thus incidence of no-where children was much more among girls.

Sunita (2011) reported that both the family and school related factors were responsible and appeared to be highly correlated with each other. It was also found that adolescents dropped out not merely due to poverty and financial constraints but also because the schools did not respond appropriately to their special educational needs forcing them to drop out. She suggested that the State needs to adopt a holistic approach to drop-out issue and not treat it as merely a discrete problem that can be tackled without reference to the broader socio-economic setting and poor delivery of education in which it is rooted.
Though the study was conducted at micro level, the analysis provides useful policy insights in terms of broader educational policies aimed at improving educational equity and quality with the adoption of appropriate intervention for focused groups at the local level.

An analysis of the research studies and articles cited in this chapter reveals that wastage and stagnation at secondary education level has not attracted the researchers in our country. It is due to the fact that secondary education was not much emphasised when universalisation of elementary education, which was a constitutional objective, was not achieved.

Studies conducted at elementary education level in different parts of our country have revealed multifarious problems of wastage and stagnation which are related to school, home, society, personal attitude and habits of students and parents. The nature and magnitude of the problems vary from region to region and there are variations in urban and rural areas. In addition to all these, the socio-cultural factors also play key role. In the context of secondary education, there is dearth of research studies.

Our country has launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in March, 2009, a new scheme, and has aspired to achieve it by 2020. This scheme is launched with the objective to enhance access to secondary education and to improve its quality. The various objectives of this scheme include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020. These broad objectives can be achieved through proper planning and their effective implementation. Research support is very much essential for revealing the problems on the way of universalisation of secondary education which should be addressed simultaneously failing which, like elementary education, it will take long time.

There is dearth of research studies which would strengthen secondary education in our country. Moreover, the present researcher did not find any
study conducted on the causes of wastage and stagnation at secondary education level in the state of Mizoram, though these problems are serious in the state.