CHAPTER - III

- REVIEW OF RELATED STUDIES -
The universalization of primary education of the backward classes, i.e., scheduled caste and scheduled tribe is a very difficult task. The rates of wastage and stagnation are also more among them. One of the main reasons of this is that most of the adults are illiterates and their children are the First Generation Learners. In order to tackle problems related to the education of the First Generation Learners, various research studies have been undertaken. The major population of the country go only up to primary level as primary education is free and compulsory. But a large number of dropouts or stagnates causing enormous wastage of resources and the socio-economic condition of the children has been often pointed out as a major reason. According to John Dewey, "Achievement of our education is facilitated by knowledge of the learner and the society in which he lives." While studying factors associated with academic achievement it is pertinent to investigate the different variables of socio-economic status. A set of potentially influential factors for pupil's achievement are generally categorized as being associated with home or school environment. The school environment tend to vary according to one's home background. In relation to experience at school many of the distinctive characteristics
of pupil's home environment may influence in his academic achievement. The researches which are related to the present study are reviewed in the present section. This review work is done with a view to provide clarity for the present investigation.

3.1. STUDIES DONE IN INDIA


The study was an attempt to determine the extensity and intensity of influences on and contributions of the different Socio-economic factors to education in Nagaland for a period of about 50 years, starting from the days of Western education introduced in the state by the missionaries in the thirties.

Data were collected from all available literature, and records and from a number of individuals belonging to different tribes, traders and professionals and from rich and poor groups of people. A questionnaire was prepared and used to collect information and opinion for tracing the degree of influence of socio-economic factors on education and also to find out about educational growth at the different periods under study.

The final sample included 750 educated Nagas
belonging Ao, Angami, Sema, Lotha and Backward group representing age groups between 30 and 60 years. The Sample was factually stratified but eventually purposive. A two tier system was adopted to collect the data. Decadewise and groupwise analysis was done using percentage and weightage.

The major findings were -

1) Parental illiteracy is one of the major factors which stood in the way of education in the state during the period 1930-50. Parental education operated against wastage in the education.

2) Parental occupational status determined the education of the children at all periods.

3) Parental economic status determined the level of education of their children.

4) parental illiteracy and ignorance indifference to the need for education, economic hardship etc. are detrimental to the educational growth of the state.

3.1.2. - Chauhan and Narayan, 1976 conducted study on the problems of education among scheduled caste in Uttar-Pradesh. They found that occupation was not a major hindrance for sending children to schools, since very small proportion of the mothers were employed and the occupations were mainly agriculture. Other findings were child marriages hindering their education and that the number of scholarships available and
the channels of distribution of little help to the students who want to overcome their financial difficulties.

3.1.3. Kothari S. had done his study in 1984 on the "Development of moral concepts among FGL (First Generation Learner)" and SGL (Second Generation Learner) in Indore*.

The major objectives were:

1) To enquire into the level of development of the selected moral concepts of VII grade children belonging to FGL and SGL.

2) To find out the extent of the relationship between the existing moral concepts of children and their interpersonal relationship with parents, teachers and peers.

3) To study the impact of the specially developed instructional materials vis-a-vis the traditional method of teaching upon the development of selected moral concepts of VII grade children who are first generation and second generation school learners.

300 grade VII students (121 boys and 179 girls) were selected to standardize the Moral concept Development Test. To measure the baseline data, a sample of 1249 students (833 boys and 416 girls) from 33 schools were used.

The formats of instructional materials were stories, poems, proverbs, essays, roleplaying, pictures and discussions.
Joshi's Non-verbal Group test of General Mental Ability was used for measuring intelligence. Kapoor's socio-economic status scale questionnaire was used to measure the socio-economic status of the samples collected.

The data were analysed by using Chi-Square, analysis of variance and analysis of co-variance.

The main findings were -

1. The parents' educational level was significantly related with the development of moral concepts of their children.

2. The academic qualification of mother had a significant impact on the existing moral concepts of her child.

3. Better interpersonal relationships of the children with their parents and teachers help them to develop moral concepts.

The main suggestions were -

1. The adult education programme should be given high priority in the educational plan of the country.

2. The curriculum for adults should have more inputs of history, culture, social values and modern technology.

3. A parent-teacher association should be formed in each school.
3.1.4. Lakshmi Vijaya (Dr.), of Patna had done a study of Academic achievement of the scheduled caste and Backward caste.

The study aims to study the academic achievement of scheduled caste and Backward caste school students. The sample of the study consisted of 150 (50 each) of Advance caste, Backward caste and scheduled caste male students reading in class X in the three comparable schools located in Patna.

Incidental-cum-purposive technique was used to draw the sample. Marks obtained by the students in the school examination were taken as basis of their school achievement. Students securing 50 % marks were put in high-achievers and below 50 % were considered as low achievers.

Chisquare was computed to know the significant difference among the groups of students in respect of school achievement. It was hypothesised that General caste, Backward caste and scheduled caste groups of students would differ significantly in academic achievement. Result also shows that chisquare = 41.69, df = 2, which is significant beyond 0.01 level, which indicates the three groups of students differ significantly in respect of achievement in Social Sciences. The backward caste group's achievement is better than the scheduled caste group.
The result obtained with respect to academic achievement of school students of three different caste groups are quite in expected direction because the Socio-economic characteristics of the family do not only go with chance of getting education but they are associated with one's level of academic achievement, because higher Socio-economic status means better educational facilities and more intellectual stimulations. It is suppose to influence student's attitude, interest, values, motivation etc. and thereby his academic achievement. The study also points out that social class is closely associated with cultural level and with attitude towards education that has a marked effect on educational progress.

The major findings were -

1. An urban atmosphere was more conducive to achievement than the rural environment.

2. With advance in age academic achievement decreased.

3. Education of the parents had a positive effect on academic achievement of the respondents.

4. Respondents from unitary families showed higher academic achievement then from the joint families.

5. Respondents coming from the business class scored poorer grades than the respondents belonging to the service class.
6. Co-education had a positive impact on achievement.

The implications of the study were -

1. The rural environment in which 80 percent of India's population dwells should be improved by introducing better facilities for education, conveyance, communication, medical care and by introducing adult literacy.

2. Early marriage should be abolished.

3. In order to provide equal educational opportunities to the economically deprived, - an effective system of scholarships should be introduced.

4. Teachers with positive attitude towards their profession should be appointed.

3.1.5. Patel, Surbhi (1978) has said that socio-economic status of different sections of people and in different locations has been found to be one of the most significant factors affecting the magnitude, quality and effectiveness of educational opportunities available to them.

Like all other selective measures school dropouts and grade repetition or wastage and stagnation are correlated with social background. The grade repetition and drop out rates are more particularly among the students of lower castes.
3.1.6. Pathak, R.P. (Dr.) and Rai, V.K. (Dr.) did their study on the "Mental health of higher secondary students in relation to socio-economic status."

This study was designed to study the mental health of higher secondary students in relation to socio-economic status.

Regarding methodology followed by them was that they selected 501 students of Higher Secondary class where 251 were boys and 250 were girls from urban and rural areas of Azamgarh District, U.P.

Mental health Scale (MHS) developed and standardized by Anand (1985) and socio-economic status Index (SESI) prepared by Bhattacharya and Rai (1984) were used to measure mental health and socio-economic status of the students. ANOVA was used to determine effect of SES on mental health.

The result of the study shows the mental health of low socio-economic status students is lower than that of the students of higher socio-economic status. Female students are mentally healthier than male students when SES is controlled. Science students are mentally healthier than arts students when SES is controlled and mental health increases with grade.
3.1.7. Prasad, S.N. of Meerat university had done his research work in 1986 on the Social stratification and its relationship with educational developments of higher secondary school students.

The main objectives of this study were -

1. To analyse the socio-economic status of the parents of children in urban and rural areas respectively.

2. To find out the relationship between social stratification and variables of educational development, viz, educational achievement, educational aspiration, morale, educational adjustment and educational values.

3. To determine the intelligence of students belonging to different castes to see if there existed any significant differences between them.

4. To find out if there existed any significant difference between rural and urban students in relation to social stratification and educational variables.

A sample of 800 students representing different strata of society and income groups was randomly selected from 16 intermediate colleges situated in Allahabad.

The tools used were -

1. Kapoor's urban socio-economic status scale.
2. Jaiswal's rural socio-economic status scale.


4. Singha and Singha's Adjustment inventory for college students.

5. Agarwal's Educational values scale.

6. Jalota's Intelligence Test and

7. High school examination marks.

The data were analysed by using mean, SD, t-test, Pearson's product moment correlation and contingency co-efficient.

The study revealed that-

1. The social stratification and educational development of urban students were positively related.

2. The socio-economic status of urban students was related positively with achievements, aspiration and values.

3. The socio-economic status of rural students was positively related with aspiration and values, while their parent's occupation was related positively with achievement, educational adjustment and values.

4. The caste of rural students was positively related with aspiration and educational adjustment.

5. Intelligence was positively and significantly related to caste, etc.
3.1.8. Shaikh, 1983, in her research on slum area at Kishanwadi of Baroda city found that the children of scheduled castes and scheduled tribes experienced social isolation as they were accepted neither by the teachers nor by the students. They do not get recognition and approval from the teacher. They are often ill treated and neglected on the basis of their poor economic and social conditions. And after all they leave the school before primary education. They involve in anti-social elements and activities.

She states a statement as "Hungry man cannot philosophize". This applied to poors, a deprived class. They are always seeking to meet their basic needs such as food, clothing and shelter. They hardly have anytime to think of self-esteem and self-actualization, need in the form of acquiring education, developing their abilities, potentialities; and achieving something worth in the life.

3.1.9. Venkatasubramaniam, K. of Tamilnadu had done case study on "Education and Economic development in India."

In his study he found that literate parents normally desire to educate their offsprings and the enrolment largely depends on the literacy of the population of the respective states.

For analysis of the data he used the rank-
difference correlation and standard error of correlation was determined to establish the significance of his findings.

Correlation analysis was made between the literacy percentage and enrolment ratio and also separately correlation analysis was made on the female literacy percentage and enrolment ratio.

The result of the analysis revealed that enrolment has significant relation with literacy and in lower primary stage the correlation was '73 and in higher primary stage it was '66. Both were significant at the '01 level. Besides this the correlation between female literacy and enrolment of students also found as '72 for lower primary stage and '69 for the higher primary levels and both were significant at '01 level. This indicates that the education of females is a vital factor in sending their wards to schools.

3.2 STUDIES DONE IN DIFFERENT INSTITUTIONS OF INDIA


Investigator's name: M.L. Masavi. Title of the study - "Wastage and stagnation in primary education among the tribals of Gujrat."

The main objectives were - to study the nature and extent of the problem of wastage and stagnation in tribal areas of the state, to identify the causes responsible for it and to suggest appropriate remedial measures.

Procedure -

The sample consisted of 104 schools and 14 Ashram Schools. Individual and group interviews of (1) Local leaders (2) parents (3) Teachers and (4) Education inspectors were taken to collect information.

Regarding findings - the rate of stagnation is high in the first grade. Economic backwardness is found to be the primary cause of wastage and stagnation.

Besides these - the illiterate parents, untrained and inefficient teachers unsuitable curriculum, non-stimulating school environment etc., were the main reasons of stagnation and wastage in primary schools.

3.2.2. Studies at SIE Haryana 1969.

Title of the study - "Educational wastage at primary school level in Haryana."

The objectives of the study are -

1) To make the primary school teachers and Block education officers conscious about the need and magnitude of the

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problem of educational wastage and stagnation at the primary school stage.

2. To ascertain the incidence of wastage at different grades.

3. To analyse the cause of educational wastage and to suggest action programme for reduction of and ultimately elimination of educational wastage.

Procedure:

Data for the study is collected by 14 block education officers from 133 primary schools from 7 districts of the state through a schools information blank.

Important findings -

1. Wastage is the highest in grade 1, i.e. 31.8 percent and lowest in grade V i.e. 3.7 percent.

2. The major causes wastage and stagnation are - poverty, involvement of children in domestic work and in odd jobs to supplement income of the family, poor educational background of the parents, indifference of parents, low level of occupation, grade repetition, poor quality of teaching, lack of proper environment at home, undernourishment of the pupils, mental retardation, irregular attendance, death of parents etc.
3.3. STUDIES DONE IN ASSAM.

In Assam although no study had done so far regarding the academic achievement of the First Generation Learners yet a number of studies had been carried out on the problem of wastage and stagnation in primary education. The findings of these studies revealed that one of the most important causes of wastage and stagnation which hampers in academic achievement is the ignorance and indifferent attitude of the parents towards their children's education and it happens due to the illiteracy of the parents. Below some of these works done in Assam are reviewed.

3.3.1. Das, R.C. 1970. "An investigation into the problem of wastage and stagnation at the primary level of education in the district of Sibsagar."

The study was done in Sibsagar district of Assam. True cohort method was used. The fresh entrants in Grade 1 in 1963 formed the cohort. Their carrier was followed only for four years.

The objectives of the study was to-

a) Compute the rate of wastage and stagnation.

b) Identify the causes and establish relative importance of the causes.
Findings:

1) Estimation of wastage and stagnation for the district of Sibsagor are 14.24 percent and 62.03 percent respectively. Wastagnation (total of wastage and stagnation) was 76.27 percent.

ii) The rate of wastage and stagnation are highest in 1st grade.

iii) The rate of wastage is higher among boys (15.22 % than among girls 14.24 %) while the rate of stagnation is highest among girls (63.71 %) than that among boys (60.81 %).

iv) Stagnation is greater evil than wastage.

v) There is difference in the rate of wastage and stagnation in rural and urban areas. It is 77.9% percent for rural area and 63.22 percent for urban area.

vi) The rate of wastage and stagnation varies with localities and communities as given below -

<table>
<thead>
<tr>
<th>Community</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled tribe</td>
<td>87.50 %</td>
</tr>
<tr>
<td>Tea garden labourers</td>
<td>85.27 %</td>
</tr>
<tr>
<td>Scheduled castes</td>
<td>79.23 %</td>
</tr>
<tr>
<td>Other backward classes</td>
<td>75.33 %</td>
</tr>
<tr>
<td>Caste Hindus</td>
<td>74.53 %</td>
</tr>
<tr>
<td>Muslim community</td>
<td>74.46 %</td>
</tr>
<tr>
<td>Mixed community</td>
<td>76.27 %</td>
</tr>
</tbody>
</table>

Total = 76.27 %
vii) The rate of wastagnation decreases as the number of teachers, physical facilities increase in school.

viii) The first ten important causes of wastage according to community agreement and in order of rank are -

   a) Poverty
   b) Ignorance and indifference of parents and guardians.
   c) Irregular attendance of pupils.
   d) Involvement of children in domestic and other type of economic activities.
   e) Bad social environment.
   f) Absent of congenial parent teacher relationship.
   g) Repeated failure leading to wastage.
   h) Unattracted school environment.
   i) Lack of facilities for home study.
   j) Defective teaching method.

ix) The first ten important causes of stagnation according to the community agreement and in order of rank are,

   a) Irregular attendance
   b) Negligence of parents in respect of children's studies.
   c) Multiple class teaching.
d) Poverty.
e) Ignorance and indifference of parents.
f) Lack of teaching aids in school.
g) Teacher's negligence and dual teaching.
h) Inability of parents and guardians to provide reading materials to children.
i) Absence of good parent teacher relationship.
j) Lack of facilities for home study.

Out of three categories of causes, i.e., socio-economic, educational and miscellaneous, socio-economic ranked first, Educational category ranked second and Miscellaneous ranked third.

3.3.2. Sarma, Nirmala, SIE, Assam 1993, had done her Ph.D in "wastage and stagnation in primary level of education among the tea garden labourers of Jorhat and Sibsagar district of Assam".

The study was conducted by normative survey method and data were collected by observation, interviews, schedules etc. For sample selection multistage-stratified sampling technique which falls under mixed sampling design was employed.

Total 22 primary schools of Jorhat, Charaidew and Golaghat subdivisions of the districts were selected for sample collection.
ANOVA technique was used and F-ratios were calculated to examine the significance of variance among groups. Chi-square test was applied to test the trends in attitude test.

Findings:

The findings of the study are -

i) Dropout is higher than stagnation in case of boys, but in case of girls stagnation is higher than dropout. In case of boys the rate of wastage due to dropout is 47.46 % and the rate of wastage due to stagnation is 28.48 % whereas in case of girls they are 34.65 % and 42.04 % respectively. As a result the gross wastage is almost equal for both boys and girls i.e., 75.94 and 76.69 percents respectively.

ii) Dropout is highest in grade I.

iii) In grade IV dropout of girls is higher than dropout of boys due to the fact that the girls of this stage can manage all the household works and can take care of their younger brother and sisters.

iv) One of the reasons of the highest dropout rate in grade I is that most of these children are 1st generation learners. They have no inspiration from their parents in family to take school education.

v) Lack of pre-primary education facility is an another reason for dropouts in primary stage.
vi) Illiteracy of parents is identified as a cause of both dropout and stagnation.

vii) Alcoholism is a great social problem which creates economic hardship and as a result causes negligence towards education.

Suggestions:

1) In each tea garden there should be adequate number of adult education centres and tea garden management should be requested to get involved in adult education centres.

2) Pre-primary education facilities should be provided in the tea gardens.

3) Social education department of the Government and voluntary organisations should hold social awareness camps in tea gardens to make them aware of education, healthy living, nutrition, need of saving problems created by alcohol etc.

3.4. STUDIES DONE IN DIFFERENT INSTITUTIONS OF ASSAM.

3.4.1. Studies done in DPEP (District primary Education programme) of Assam.

To fulfil the national objectives of India as formulated by the New Education Policy of 1986 regarding universalization of primary education- District primary Education Programme (DPEP) of Assam has done its survey in 4 'EK DRISTIPAT ' DPEP. ASSAM 1994
4 districts of Assam namely Darrang, Dhubri, Karbi Anglong and Morigaon. In this survey it has found that the dropout rates in these four districts are -

Darrang- 65.72 %, Dhubri - 68.91 %, Karbi Anglong 73.69 % and Morigaon 70.92 %. More than 50 % wastage occurs in class I. only 30 % of children admitted in class I reaches class IV as Regular Promotee. Regarding achievement of the learners, the Baseline studies conducted by DPEP shows a very pathetic condition as in Darrang 21 % and in Karbi Anglong 31 % of children studying in class II could not even read a single alphabet.

The reason behind this are adult illiteracy, lack of trained teachers, Defective and Impractical methods of teaching, neglecting Girls education etc.

3.4.2. Studies done in SIE (State Institute of Education) Assam.

Title of the study :- "A study of wastage and stagnation at the Elementary level of Education in the State of Assam with reference to the primary stage".

Name of the investigator :-
R.C. Das.

Procedure : Enrolment cohort method was used to compute wastage and stagnation. The total incidence of wastage and stagnation is termed as wastagnation.

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5 SIE, Assam Jorhat Research publication no. 7. 1969.
Findings: -

i) The average rate of wastagnation for pupils at the primary level in the state was 77.12 percent. This wastagnations had occurred due to two main factors, grade repetition and school dropouts combined.

ii) The average rate of total wastagnation of the primary level for boys was 73.87 % and for girls was 82.27 %.

iii) The rate of wastagnation at primary level in the state had remained constant since 1951-52.

iv) The rate of wastagnation is highest in 1st year of schooling.

SUMMARY:

Educational achievement is measured in terms of the percentage of regular promotee. The percentage of wastage and stagnation indicate the failure in education. Our country is a developing country and centpercent literacy is yet to be achieved. To remove illiteracy Government gives foremost importance to non-formal education and 100 % enrolment and retention of children upto the completion of primary education and also adult literacy. But in spite of these efforts findings of the studies reveal that the problem is more acute among the children of illiterate parents. 50 % of the total wastage and stagnation is in
grade I and the rate of wastage is higher among girls.\textsuperscript{6}

In Assam the rate of wastage and stagnation in primary level according to the 5th All India Survey Report (1992) is 63.2%. It indicates if 100 students admitted in class I then only 36.8% students reaches class IV after 3 years and in India it is 56.4%. 5th All India Educational Survey Report again shows that in Assam 49.2% wastage occurs in class I and in India it is 26.6%.

The same line of study was conducted by the DPEP Assam in four districts of Assam shows that the retention rate is 34% in Darrang, 31 percent in Dhubri, 26 percent in Karbi anglong and 29 percent in Morigon.\textsuperscript{7}

Most of the reviewed studies included here indicate that the highest rate of wastage is in grade I.

In Assam overall percentage of wastage in primary level is more in case of girls than the boys which indicates academic achievement of boys is better than the girls.

The causes of the failure in academic achievement are of similar nature in almost all the studies. The main cause which affects the academic achievement of the learners that the investigator has marked from these studies is the parental illiteracy-

\textsuperscript{6} Sharma and sapra. " Wastage and Stagnation in primary and Middle Schools in India. NCERT, New Delhi 1969

\textsuperscript{7} EK DRISTIPAT. DPEP. ASSAM, 1994.
which leads to indifference of parents regarding their children's education, engaging their children in household works and for earning due to economic hardship- which otherwise affects the enrolment rate and increases dropout and stagnation rates. Besides these the lack of minimum facilities, curriculum, untrained teachers etc. are the major causes of failure in academic achievement of the children.