CHAPTER III

METHOD OF STUDY

The project under study is of survey method. There are various methods of measuring the extent of stagnation and wastage. But some of them have been criticised as inadequate and not completely scientific. But here the author has followed a method which is completely scientific and would give a correct picture of the extent of Stagnation and Wastage.

It is worth while to discuss about the various methods of measuring the extent of stagnation and wastage and the relative advantage of the method used in the study.

(1) According to the first method the enrolment of a particular Class is taken. Then the enrolment of all other classes are compared with that of particular class. All the diminution from one class to the other of the same year represents wastage.

This method has many limitations. It is traditional and out of use at present. It may be helpful for a rough and readymade calculation but it is unscientific in as much as it does not give a correct and exact picture of the real stagnation and wastage.

(2) The second method is an improvement of the first one. Here the Cohort system is followed. The same cohort including all the students of the class is followed upto
the end of the course. If the study begins from Class VIII then the cohort is to be followed up to Class X according to the new structure in education. This study is not completely scientific because the cohort at the beginning includes a large number of repeaters and in all other successive classes. It is very difficult to exclude the detailed students. As such type of students are included in the cohort this study does not give a reliable statistic.

(3) In this method the cohort system is followed. According to this method the fresh entrants to Class VII in the year 1973-74 are followed up to Class X in the year 1975-76 where they either leave the school coming out successful in the H.S.L.C. Examination or having failed in any class. Leave the school at any time before completion. The students who had been detained in Class VII at the beginning of the year 1973-74 are not included in this cohort. Any fresh admission to Class VIII, IX and X in the year 1973-74, 1974-75 and 1975-76 respectively are not taken into consideration.

From this cohort the students who failed in any class during the period mentioned above have also been studied up to 1975-76 separately.

For measuring stagnation the following formula has been used.
Index of stagnation = 100 \left(1 - \frac{\text{total optimum year}}{\text{Actual used year}}\right)

Here the expression 'optimum year' is used to denote the total number of years required for a given cohort to complete the prescribed course on the assumption that every child will make normal and regular progress from year to year.

For example, there are 100 students in a given cohort and if nobody fails in any class from VIII to X the optimum years required will be 300 years as each student requires three years to pass Class X.

Here the total optimum years are 300 and actually used years are also 300 years. So the extent of stagnation comes to zero.

Suppose some students took 2 years to pass the class and some took 3 years to pass the class. In this way, say the actually used years come to 500 years. In that case the extent of stagnation will come to 40% as calculated below.

\[
\frac{1 - (300)}{500} \times 100 = \frac{500 - 300}{500} \times 100 = \frac{200}{500} \times 100 = \frac{200}{5} = 40\
\]

This formula is very scientific and useful and has been used in many studies.
The number of students who leave the school before the completion of the course taken as the terminal points is considered as wastage and the percentage of wastage is measured from the proportion of these school leaves to the initial cohort.

**Sampling**

It should be mentioned here that 100 schools have been included in this study. This is a survey study. In a survey study it is not possible to include all the schools for the purpose when the area is neither necessary not desirable to include all the school of the district in the study.

In a survey study like this the school included should be representative by the end of 1973 there were 264 secondary schools in the district. These 100 schools which are included in this study represent all the types of schools existing in the district. For quick understanding this has been given in a tabular form in table No. 5.

<table>
<thead>
<tr>
<th>Secondary School</th>
<th>Nos. of schools to whom the questionnaire was sent</th>
<th>No. of schools replied</th>
</tr>
</thead>
<tbody>
<tr>
<td>264</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that the sample covers the schools in the district of Kamrup.

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To get the required data and information the following steps have been taken.

(a) Proforma to collect data

(b) Questionnaire to get the opinion and suggestions of the Headmaster/Headmistresses regarding the causes and remedial measures relating to this problem.

(c) Interviewed the stagnation and wastage students to study their attitudes towards education, their economic condition and their self-assessment regarding attitudes towards education and failure.

(d) Interviewing the parents of the stagnated and wasted students in order to study their economic condition, their attitudes towards education, their society and their opinion regarding the failure of their children.

(a) Proforma

To collect the data required to study the extent of stagnation and wastage a proforma was prepared with great care and supplied to the Headmaster/Headmistresses of all the schools in the district of Kamrup with clear instruction regarding the filling up the proforma.

When the replies were received by the author, he visited 100 schools who replied and verified the entry to the proforma consulting the admission Registers and proforma Registers of respective schools.

So to the best of the author's knowledge the data is accurate and without any bias.
The author has prepared three questionnaires. One questionnaire was sent to all the Headmasters/Headmistresses of the Secondary Schools of Kamrup district. The other was sent to some of teachers and the third questionnaire was sent to the stagnated and wasted pupils. Over and above those questionnaire, a schedule was prepared with the purpose of collecting data from the guardians of the stagnated and wasted pupils.

The questionnaires consist of 30 possible causes covering main aspects of this problem. The schedule consists of 30 causes under 7 possible remedial heads. There is sufficient scope to add any new course or remedial measure if they so like.

The same questionnaire was also sent to the Inspector of Schools of Kamrup district and to the District Educational Officers. The author obtained data from the following resource.

1. 100 Headmasters/Headmistresses
2. One Inspector of Schools
3. Fifty teachers of Kamrup district
4. One hundred Stagnated and Wasted students of the
5. Forty guardians of stagnated and wasted students of Kamrup district.
(c) **Schedule - for interviews Stagnated or Wasted pupils**

The author has interviewed 100 students of different schools of Kamrup district, included in the sample who during the period under study either left the school at any stage or failed in any class.

Interviewing 40 parents of stagnated and wasted pupils, the author has obtained the necessary information regarding the economic condition, attitude towards the education of their children, their social status and their opinion regarding the causes of failure of their children.

The data thus obtained through the questionnaire and schedule from the different sources have been corroborated.

(d) **Schedule for Interviewing the parents of stagnated and wasted students**

In order to obtain the necessary information regarding the economic condition, attitude towards the education of their children, their social status and their opinion regarding the failure of their children, the author interviewed 40 parents of Kamrup district whose children at any stage during the period under study have either left the school or failed in any class.

The information thus obtained for the stagnated and wasted pupils and their parents will be corroborated with the information obtained through the questionnaire.
The author has taken another method "Case Study" which is supposed to be very intensive study in nature, a form of qualitative analysis of a group of persons. It is expected that the case study will help the author to come to conclusion from analysis on the basis of intensive study that has more depth in it.