CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

In this chapter the investigator intends to represent the data and interpret it in section 'A' which have been collected from 50 Secondary Schools with a view to find out the extent of stagnation and wastage among the pupils of Secondary Schools in the district of Kamrup. The aim is to trace the probable causes of stagnation and wastage of this project.

In section 'B' of the chapter the investigator tries to present a consolidated list of the statements in the questionnaire according to the frequency of statement in the questionnaire.

For collecting data a separate proforma was prepared and was sent to 264 Secondary Schools of Kamrup district with instruction in filling the proforma.

Extreme care was taken to obtain the accurate data and for the purpose the investigator had been to 50 Secondary Schools and verified the proforma filled up by the Headmasters/Headmistresses consulting the admission register and promotion register of the respective school. In this connection the investigator regrets to state that it is painstaking to him to note disharmony while collecting data for verification from the authority at different levels, state, district and at the field of work. The basic data
are only available at the institution that sometimes does not tally with data of the authorities.

The study of the Directorate of Statistics, Assam confirms the statement of the investigator. The study states: "A small study made by the Directorate of Statistics in the Deputy Inspectors Office, Gauhati has brought many of inconsistencies in the manner in which data are collected. There is no consistency between the post of teachers on the rolls and the returns received from the lower levels and the returns submitted to the higher levels."\(^1\)

Presentation of data of Table No. 'A' and 'B'

Table No. 'A' shows the extent of stagnation and wastage of the pupils in the 50 Secondary Schools of Kamrup district. The Table shows the result of the follow up of 2580 pupils from Class VIII in 1973-74 to Class X in 1975-76. This Table is related to proforma given in the Appendix prepared for the purpose.

Table No. 'B' shows the extent of stagnation and wastage of 2580 pupils in 50 Secondary Schools included in Table A.

The Career of the Pupils under Investigation

1. 260 students left Class VIII spending 1 year there.
2. 20 students left Class VIII spending 2 years in Class VIII.
3. 30 students left Class VIII spending 2 years in Class VIII and 1 year in Class VII

310 students did not go beyond Class VIII.
1. 360 students left Class IX spending 2 years in Class IX.
2. 50 students failed in Class IX spending 2 years in Class IX.
3. 660 students failed in Class IX spending 1 year in Class IX and 1 year in Class VIII.
4. 20 students failed in Class IX spending 1 year in Class IX and 2 years in Class VIII.
5. 20 students just passed Class IX spending 2 years in Class IX and 1 year in Class VIII.
6. 30 students just passed Class IX spending 1 year in Class IX and 2 years in Class VIII.

These first two categories of students are expected to go to Class X.

1. 370 students left Class X spending 1 year in Class X.
2. 630 students passed Class X and left the school.

These students passed from Class VIII to X in one attempt.

2580 students in total have been investigated.

Movement of Pupils from Class to Class (Stagnation).

Out of 2580 students admitted in Class VIII in the year 1973-74, 1720 students dropped out in some class or other. So only 810 pupils are left in the school. All these 810 pupils are still in Class X being detained and 100 had just passed Class IX and 630 passed Class X.

The percentage of successful pupils in H.S.L.C. Examination came upto 24.90% only in 1976 and 7.12% of pupils still in the school.
Extent of Stagnation

Applying the formula mentioned in the previous chapter to Table No. 'A' the extent of stagnation in different classes as is found out given below.

Here it is found out that 1480 pupils passed Class VIII in one attempt and took 1480 years, 10 students passed Class VIII in two attempts and took 100 years, so instead of 1530 years to pass the class there 1530 pupils took 1630 years:

So percentage comes to:

\[
\frac{100}{1630} \times \frac{1530}{1630} \times 100
\]

\[
= \frac{100 \times 100}{1630} = \frac{10000}{1630}
\]

\[
= 6.13\%
\]

In class VIII the students are stagnated to the extent of 6.13%.

In class IX 1030 students took 1030 years to pass class IX.

20 students took 8 years to pass class IX. So, on the whole there 1050 pupils took 1070 years to pass this class instead of 1050 years.

The percentage comes up:

\[
\frac{100}{1070} \times \frac{1050}{1070} \times 100
\]

\[
= \frac{20 \times 100}{1070} = \frac{2000}{1070} = 1.87\%
\]

The percentage of stagnation comes to 1.87% in Class IX.
**Findings**

<table>
<thead>
<tr>
<th>CLASSWISE</th>
<th>P.C. OF STAGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class VIII</td>
<td>6.13%</td>
</tr>
<tr>
<td>In Class IX</td>
<td>1.87%</td>
</tr>
</tbody>
</table>

Taking a comprehensive view of stagnation in different classes as indicated above, it can be seen that percentage of stagnation is more in class VIII and less in class IX. In class IX the schools do not keep more pupils stagnated to make the top heavy class. Moreover to keep the prestige of the school and avoid public criticism and to cover the derecognition problem most of the schools keep no more pupils after the pre-test examination and encourage them to appear in the H.S.L.C. Examination privately.

It is further observed that the schools do not encourage to join school in class X. On the other hand pupils hesitate to join for fear of not being allowed in the test examination. So it is seen that the more pupils prefer their studies in class VIII, not in class IX and X. They cannot tolerate detaining in class IX and X simply because they are supposed to be grown up. It appears that students prefer some kind of employment in some where else. Another condition encourages the pupils for appearing privately in the H.S.L.C. Examination is that the private candidate are eligible to appear in the H.S.L.C. Examination who completed one academic year in class X. At present the S.E.B.A. is granting another condition as follows:
1. Undergoing a 3 months coaching class arranged by the local schools.

2. Producing a certificate of completing the H.S.L.C. Examination course.

The last but not least cause, in case of large number of pupils of not joining the schools is the economic condition. The economic condition does not permit the guardians or the pupils to continue their studies. That leads to wastage.

Movement of Pupils Classwise (Wastage)

Table 'B'

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>260 pupils left class VIII in second year.</td>
</tr>
<tr>
<td></td>
<td>50 pupils left class VII in third year.</td>
</tr>
<tr>
<td></td>
<td>310 pupils in total left in class VIII.</td>
</tr>
<tr>
<td>b.</td>
<td>360 pupils left class IX in the third year.</td>
</tr>
<tr>
<td>c.</td>
<td>370 pupils left class X in the fourth year.</td>
</tr>
</tbody>
</table>

Findings:

2580 pupils were admitted in class VIII in 1973-74. Their movement from class to class was followed upto 1975-76. At the end of 1975-76 it was found out that total number drop-outs is 34.4%. This number shows the extent of wastage.

When interpreted mathematically it comes to 67.96% which is a startling figure and a State like Assam cannot afford to beat this heavy wastage of manpower and material resources.
When studied classwise the percentage comes to:

<table>
<thead>
<tr>
<th>CLASSWISE</th>
<th>P.C. OF WASTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class VIII</td>
<td>17.61</td>
</tr>
<tr>
<td>In class IX</td>
<td>25.67</td>
</tr>
<tr>
<td>In class X</td>
<td>37.00</td>
</tr>
</tbody>
</table>

This class-wise extent of wastage shows that it is highest in class X. This figure includes the pupils who failed at the H.S.L.C. Examination and left the school. Besides other causes this might be the major cause of external Examination at the end of the class and generally no student is allowed to take admission due to reasons stated already.

Next to the high percentage of the wastage in class X, comes the percentage of class IX where percentage is 25.67. There is no doubt that the percentage of wastage though less than class X, yet it is not negligible. It is stated that the introduction of social studies and mathematics and science being compulsory was one of the major causes of wastage in the secondary education. Because the students coming from different walks of life find it difficult to co-operate and English becomes the headache to them. In class VIII, the extent of wastage is less due to liberal promotion rules of the school. But in class IX the strictness is observed in order to prepare for good result in the H.S. L.C. Examination.
QUESTIONNAIRE RETURNS

The questionnaire was sent to 100 Headmaster and Headmistress of the high school of Kamrup district. Out of 100 only 50 replied.

Here the author wants to represent the views of these 50 Headmasters and Headmistresses the course of stagnation and wastage among the pupils of secondary schools in section 'A' and the remedial measures suggested by them in section 'B' in a consolidated form and in order of preference.

Factors Causing Stagnation and Wastage

1. Family members do not attach much importance to education.

2. Illiteracy of the parents and guardians take less care of the study of their children.

3. The curriculum does not have any vocational bias.

4. Parents have not planned the future of their children. They do not bother about the books - khatas etc.

5. Curriculum fails to cater to individual needs of the students. They are required to help in domestic work.

6. Many of the pupils are usually not of high mental ability.

7. The home and neighbourhood are not congenial for study. Parents cannot provide a squaremeal a day to their children. Parents employ their children to earn for their family.

8. The school does not have the ideal physical facilities.

9. Reading and writing materials are not supplied properly.

10. Students are not aware of the aims of their education. Stipends are not paid regularly. The State Government is not prompt enough in the payment of the stipends.
11. The objectives of the present day education are not conducive to the interest of the students. The amount of stipends paid to the students is insufficient.

12. The students have social problems and that distract their attention from education.

13. The teachers are not acquainted with the problem of the adolescents. They have other pre-occupation.

14. The rural students prefer vocational education to general education. They are under nourished and have a poor health.

15. Most of the pupils are not suited to the present type of education.

16. The rules are complicated for the easy payment of the stipends.

17. The students usually fall into bad company.

18. There are no sufficient co-curricular activities in the school. The teachers fail to create a study atmosphere in the school. The curriculum is too heavy for underdeveloped pupils.

19. Pupil-teacher relationship is not homely. They love an open air life which is denied to them in the school.

20. The teachers fail to stimulate a healthy competition spirit among the students.

21. The school does not provide atmosphere of freedom to the students. They are also more or less sex conscious.

22. They are also more or less sex conscious.

23. The school is not situated in a suitable place.

24. Most of the teachers in the school are not trained.

25. There are no adequate number of teachers in the school.

26. There are some natural barriers—between the school and their home.

27. The teachers do not have a sympathetic attitude towards the pupils.
28. School fees are collected from the students though they are eligible for free studentship.

29. The students treat the stipend as their additional income.

30. The students do not stay at boarding house. Stipends given to the rich pupils results in acquiring bad habits. Education is not compulsory in the secondary stage. No restriction in discontinuance of study. Some how they pull on being engaged in ordinary jobs.

A COMPARATIVE STUDY OF STAGNATION AND WASTAGE IN URBAN AND RURAL SCHOOLS.

Table No. A1 and B1 shows the extent of stagnation and wastage in 5 urban and 5 rural schools respectively.

In investigator intends to compare the percentage of stagnation and wastage.

The hypothesis is that the urban schools are superior to the rural schools in many respects. Moreover this comparison may also throw some light on the causes of stagnation and wastages.

Table No. A1 shows the extent of stagnation of 232 pupils including in the Table No. A1.

Table No. B1 shows the extent of stagnation of 390 pupils included in the Table No. B1.

Interpretation of Data

The investigation starts with a sample of 232 and 390 pupils included in the Tables A1 and B1 admitted to the class VIII in 1973-74 and these students were followed up to class X.
in 1975-76. These table clearly show the extent of stagnation and wastage of the pupils in urban and rural schools of the area under study.

On the basis of academic attainment of these 232 and 390 pupils both year to year and class to class there will be many streams at the end of the year 1975-76. The following is the presentation of the movement of these pupils in figures.

**THE CAREER OF THE PUPILS UNDER INVESTIGATION**

<table>
<thead>
<tr>
<th>NO. OF PUPILS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>Pupils left class VIII spending 1 year in class VIII and 1 year in class VII.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pupils left class VIII spending 2 years in class VIII and 1 year in class VII.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Pupils left class VIII spending 1 year in class VIII and 2 years in class VII.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>56</td>
</tr>
<tr>
<td>Pupils did not go beyond class VIII</td>
<td></td>
</tr>
</tbody>
</table>
Pupils left class IX spending 1 year in class IX, 1 year in Class VIII and 1 year in class VII.

Pupils failed in class IX spending 2 years in class IX, 1 year in class VIII and 1 year in class VII.

Pupils failed in class IX spending 1 year in class IX, 1 year in class VIII and 2 years in class VII.

Pupils failed in class IX spending 1 year in class IX, 2 years in class VIII and 1 year in class VII.

Pupils had just passed class IX in two attempts, class VIII in one and class VII in one attempt.

Pupils had just passed class IX spending 1 year in class IX, 2 years in class VIII and 1 year in class VII.

Left class X spending 1 year in class IX and successfully passing all other classes in one attempt.

Students passed class X exactly in 3 years.

TOTAL 232 390

Pupils' movement was investigated class to class (stagnation)

In Table No. A1 out of 232 pupils admitted to class VIII in 1973-74, 180 pupils were dropped out of the school education in between 1973-74 to 1975-76 in some class or other. After that there remained 52 pupils up to the end of the year 1975-76. All of them passed the H.S.L.C. Examination 1975-76.
In this case 22.41% of the pupils passed the H.S.L.C. Examination and left the school and almost zero remained in the class.

So in no class there is stagnation.

In case of Table No. B1 out of 390 pupils admitted to class VIII in 1973-74, 254 left the school during the period 1973-74 to 1975-76 in one class or the other. So only 136 pupils remained in the school upto the end of 1975-76.

Out of these 136 pupils, 26 pupils failed in class IX, 10 had just passed the class IX and 100 passed the H.S.L.C. Examination, and left the school.

In this case 25.64% of the pupils passed the H.S.L.C. Examination in 1975-76. The others are remained in the school either being detained in any class or passing any class.

**Extent of Stagnation**

The following formula has been applied to Table No. B1 to find out the percentage of stagnation in different classes.

In class VIII 226 pupils took 226 years by passing the class in one attempt, 10 pupils took 20 years to pass this class as they took two attempts each.

These 236 pupils took 246 (226 + 20) years to pass this class instead of 236 years.
So the percentage of stagnation comes to:

\[
\frac{100 \times (100-236)}{246-236} = \frac{246-236}{246} \times 100
\]

\[
= 10 \times \frac{100}{246} = \frac{1000}{246}
\]

\[
= 4.06\%
\]

In this case 4.06% of the pupils were stagnated in class VIII.

Coming to class IX, now it has been noticed that 154 pupils took 154 years to pass this class and 3 students took 8 years to pass this class as they passed in second attempt.

So, 158 pupils consumed 162 (154 + 8) years to pass this class instead of taking 158 years.

Percentage comes to:

\[
\frac{100 \times (-1-158)}{162-158} = \frac{162-158}{162} \times 100
\]

\[
= \frac{-4 \times 100}{162} = \frac{-400}{162} = 2.46\%
\]

In class IX, the extent of stagnation goes to 2.46%.

The extent of stagnation in class X has not been counted.

### CLASS-WISE STAGNATION

<table>
<thead>
<tr>
<th>CLASS</th>
<th>PERCENTAGE OF STAGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>A1 Nil 4.08</td>
</tr>
<tr>
<td>IX</td>
<td>B1 Nil 2.46</td>
</tr>
</tbody>
</table>
The absence of stagnation in any class in the urban schools may be due to the large number of drop outs, it may be due to easy employment facilities in urban areas in comparison with the rural areas.

Table No. B1 shows the same tendency as has been seen in other Tables. The response of these are perhaps the same explained in relation to other Tables on the problem.

**MOVEMENT OF STUDENTS WASTAGE**

<table>
<thead>
<tr>
<th>Al</th>
<th>Bl</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>34</td>
<td>86</td>
</tr>
<tr>
<td>b.</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>98</td>
</tr>
</tbody>
</table>

Pupils left the school in the first year in class VIII.

Pupils left the school in the second year in class VIII.

**TOTAL 36 98 Pupils left the school in class VIII**

| a.  | 20  | 52               |
| b.  | 26  | 4                |
| c.  | 8   | 26               |
| TOTAL | 90  | 180              |

Pupils left the school in third year in class IX.

Pupils left the school in fourth year in class IX.

**FINDINGS**

<table>
<thead>
<tr>
<th>CLASS-WISE</th>
<th>IN URBAN SCHOOL</th>
<th>IN RURAL SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class VIII</td>
<td>2.66</td>
<td>20.43</td>
</tr>
<tr>
<td>Class IX</td>
<td>27.77</td>
<td>24.29</td>
</tr>
<tr>
<td>Class X</td>
<td>50</td>
<td>32.43</td>
</tr>
</tbody>
</table>

79
Table No. A1 shows the extent of wastage in 5 urban schools wherein the initial cohort, there were 232 pupils in class VIII in 1973-74. They have been followed upto 1975-76. During this period the total number of drop outs were 180.

In this case the percentage of wastage comes to 77.53.

THE VIEWS OF THE TEACHERS OF SECONDARY SCHOOLS

The questionnaire was posted to 100 teachers of secondary schools, Kamrup district. Only 50 teachers responded after reminders will sent to them. Here the investigator intends to represent the views with interpretation to the extent of stagnation and wastage of the pupils of secondary schools— with particular reference to Kamrup district and put forward the remedial measures as have been collected from the statements.

Among the respondents 12 teachers are trained graduates (B.T.) 8 Science graduates and the others are either simple graduates and under-graduates.

It is found that most of the trained graduates had the chance of undergoing the training towards the retiring stage. Not a single graduate is found with education as one of the subjects in graduation. The majority of the science graduates 7 are without any training. Five of them attended science training arranged during summer vacation. Three teachers had English training and two had geography training.
No teacher was found who had vocational guidance or career master course training. Others go without attending any seminar workshop and summer course. But 5 teachers attended social studies seminar and 4 attended science seminar and 2 teachers attended mathematics seminar in 1976. The percentage of trained teacher in Assam in 1970 was 20%.

The teachers are not aware of the problems of the adolescents. They follow the "Traditional method of teaching" prevailing in the school. They are not acquainted with the new trends in education or the method of "situational teaching" in the school. It is found that the books on English in the beginning class is written on structural method. But they take up the Harbartarian steps (only 2/3 steps) as "traditionally" they are fond of lecture method.

It is found that 12 teachers are found having no interest in teaching profession. It has been admitted that 35 teachers are not very much concerned of the day to day life problems of the pupils.

There is no denial of the fact that the professional education covers the most vital area of social life as it prepares men and women—the future citizen of a country—for different types of professional services. During the last decades, professional education has expanded rapidly in India though not in Assam. A number of B.T. Colleges have been established. They are not well developed. The
amount alloted for training colleges was not properly utilized. A good sum of money has been diverted to one or two colleges and the rest was refunded. So the training colleges have increased with less effect in the field. Moreover in a science based education only one Post-graduate Training college is well equipped with scientific permission to open science training nor they have been financed with required amount under recurring and non-recurring heads to arrange for science education.

Training is highly essential for professional growth that leads to the development of four important characteristic in personality (a) Intellectual, (b) Motivation, (c) Emotional and (d) Social.

It is not encouraging to find that the teachers are not very anxious to undergo any training in the early part of their service career. The number of trained teacher in Assam is discouraging.

The Kothari Commission recommends that a sound programme of professional education of teachers is essential for the qualitative improvements of education. Unfortunately the professional education has been neglected after the lapse of 30 years of our independence particularly in Assam. It is a matter of great regret. The teachers give their view in favour of training— pre-service or in-service for their professional growth. Its significance was stressed
by the University Commission (1948/49), the Secondary Education Commission (1953) and International Team on Teachers Curricular in Secondary Schools (1954). The Kothari Commission justified its recommendation for the development of the teacher education.

The suggestions made by the teachers of the Secondary Schools have been given below:

All these causes contribute to the extent of stagnation and wastage in the Secondary Education.

The teachers made the following suggestions for improvement in reduction of the said evils.

1. Seminar should be arranged subject-wise; English, Mathematics, Science, Social studies and Work experience.

2. Pre-service training is preferable.

3. In-service courses should be organised.

4. Special training should be given to the teachers to understand the psychology of the young learners.

5. Immediate action programme should be started to clear-up the back-log of untrained teachers in the secondary schools.

6. The teachers above 40 years be exempted from compulsory training.

7. Those teachers may be oriented in the subjects— in short-time course.

As regards the defective curriculum and examination system the respondents are 48 and 45 respectively. Percentage being 96% and 90%. The curriculum is primarily intellectual.

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The Kothari Commission also agrees that the existing curriculum is largely out of date. The Commission recommends that the curriculum should be formulated to relate it to the life and aspiration of the pupils. It is expected to include the three fold process of imparting knowledge, developing skill, proper interest, attitude and values.

The examination system is defective. It is neither reliable nor valid to examine what is exactly to be examined. The qualities of the individual as aforesaid cannot be assessed through this system. It is defective because it encourages cramming. The pupils study not for knowledge—experience and wisdom. But their preparation is for examination on selective basis. Hence, the present examination does not and cannot evaluate the total personality of the learners. The present examination should be replaced by evaluation process. The respondents are 433 and 45 being 36% and 90%.

There are 32 respondents in respect of method of teaching percentage being 64%. Only 20 teachers, except the trained ones, could reply regarding method they adopt in class-rooms. They stated the method—"Traditional method". It is assumed that they refer to "Harbartian five steps"—in ommission and commission of some steps of them. That method does not work in all cases that was not clearly stated by the trained teachers also.
It is found only 16 teachers including trained teachers could refer to the method of teaching. The rest 34 teachers (68%) do not have any study on method of teaching. Hence, it can be interpreted that the teaching learning process is going on without any method being employed at this scientific age. This state of affairs has been leading to the extent of stagnation and wastage in the secondary schools.

Amongst the respondents, 32 teachers admitted that they could not scrutinise the home work and the class work given to the pupils. 45 teachers admitted that they could not prepare day to day lesson. It is found that 64% cannot scrutinise the works—class and home given to them. They are to attend the classes of the absent teachers also. 28 teachers state that they take 33 to 36 periods a week. On the other hand classes are large and not manageable; resulting indiscipline as one of the factors of stagnation and wastage of pupils.

32 respondents state that the pupils neither realise the value of free studentship and scholarship granted to them nor utilise them properly. But they agreed on regular monthly payment. They also stress on regular and timely supply of reading—writing materials to the pupils securing scholarship. They agree with the statements made by the Headmasters/Headmistresses.
That the economic and social factors are responsible for stagnation and wastage have been responded by 48 respondents percentage being 96%. They agreed that economic and social factors are mostly responsible to the extent of stagnation and wastage of the pupils. The pupils with not of high I.Q. and pressure of chronological state of affairs are also included in economic and social factors.

The suggestions of the teachers are as follows to overcome the stagnation and wastage in the secondary schools.

1. The economic condition of the deserving pupils should be improved. The stipend should be raised and the number of free studentship should be increased.

2. Secondary education to the age group of 14 should be free.

3. The reading—writing materials should be supplied freeof cost to the scholarship holder and the arrangements of materials should be in time to all pupils.

4. The curriculum should be diversified in true sense of the term to meet the individual differences of the pupils.

5. The teachers should be trained.

6. Orientation course should be arranged on completion of one academic year or couple of years.

7. Seminar on subjects like English, Mathematics, Science, Social studies and work-experience should be arranged by the Government.

8. The present examination system should be replaced by evaluation system. Symaster system should be introduced to reduce the work load of the young teachers.

9. The economic condition of the teachers should be raised. The facilities sanctioned to the other Government employees should be extended to the teachers.
10. Teacher-pupil ratio should be maintained.

11. The periods should be minimised to enable the teacher to scrutinise the class work and home work.

12. The teachers' mental health should be maintained—granting the adequate salary improving the conditions of service and giving the benefits that are granted to other Government employees.

There is no doubt that for competence in teaching due consideration should be given. But to deal with the adolescents one must be very careful and have the roots in the intellectual, motiviational, emotional and social abilities. Such power in an individual becomes more effective in moulding the attitudes and values of the learners through organised activities and experiences. These have implications in different walks of life. In absence of these, teaching—learning process becomes ineffective.

From the stand point of individual and his unique qualities or characteristics a well trained teacher is able to solve some of the problems and give solution to the problems of stagnation and wastage in the field of education specially at the secondary stage.

SECTION - B

In section 'B' of this chapter the author presents and interprets the causes of stagnation and wastage and remedial measures relating to this study.
Interpretation of the questionnaire relating the probable causes of stagnation and wastage and remedial measures thereof.

The second aspect of the study is to find out the causes and put forward the remedial measures of stagnation and wastage and so, basing on the opinions and suggestions of the 50 Headmasters and Headmistresses, the author intends to interpret the same in two sections.

The questionnaire along with the number of responses against each is presented after it in two section.

Section 'A' presents the causes of stagnation and wastage and section 'B' presents the remedial measures suggested therefor.

SECTION 'A'

Most of the causes of stagnation and wastage are inter-linked and contribute to each other though for the purpose of this study they are viewed separately.

**SCHOOL**

1. The objective of the present day education are not conducive to the interest of the students 45
2. The school does not have the following facilities. 48
   (a) Adequate number of class-room.
   (b) Good Library.
   (c) Good Laboratory.
(d) Sufficient play ground and game materials.
(e) Sufficient teaching aids.

3. The school does not provide an atmosphere of freedom to the students. 40

4. There are no sufficient co-curricular activities in the school. 35

5. The school is not established in a suitable place. 30

FINDINGS (SCHOOL)

Under the head 'School' there are 5 items in the questionnaire. Out of these 5 items 2 items No. 1 and 2 have been given much importance as the course of stagnation and wastage. For the rest of the item No. 3, 4 and 5 the responses are 40, 35 and 30 respectively.

In order of importance in this head after item No. 2 comes item No. 1 where 45 of the respondents said that stagnation and wastage are caused in addition to other causes, because of the objectives of the present day education is not according to the interest of the pupils. Most of the students go to the schools with a view to equip themselves for an occupation or for higher studies which ultimately will prepare them for some vocations. But when the pupils find it frustrating they loose interest and consequently leave the school.

Among the other important causes item No. 4 is one where 70% of the respondents agreed that because of lack of any co-curricular activities in the school the students loose
interest and so fail in the schools and this lack of co-curricular activities in the school results in making the school dull and unattractive the school. It has been admitted that the co-curricular activities in the school act as the motivating force to the students.

As regards management of the school there are local bodies, religious organisations, registered trust boards, private bodies, autonomous bodies and individuals. There is no doubt that many of them are not conversent with the needs of the school. It is very much encouraging if the managements have conformity satisfying some conditions which will be coginial to the natural growth of the young learner.

The school should possess a good building granting shelter from sun and showers to the pupils, play ground, open space and equipments necessary for physical development. The control over the opening of school should be implemented through a state plan particularly at the secondary stage.

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. There are no adequate number of teachers responses in the school.</td>
<td></td>
</tr>
<tr>
<td>7. Most of the teachers in the school are untrained.</td>
<td>25</td>
</tr>
<tr>
<td>8. The teachers are not acquainted with the problems of the pupils.</td>
<td>35</td>
</tr>
<tr>
<td>9. The teachers do not have a sympathetic attitude towards the pupils.</td>
<td>20</td>
</tr>
<tr>
<td>10. Pupil-teacher relationship is not homely.</td>
<td>30</td>
</tr>
</tbody>
</table>
11. They fail to create a study atmosphere in the school.

12. The teachers fail to bring about a healthy competitive spirit among the students.

**FINDINGS**

Under the head of 'Teacher' there are 7 items. The most important is item No. 3 where the agreement is nearly 70%. In this group the other significant causes are items No. 10 and 11.

The pupils may have some special problems in the school pertaining to their society, their economic standard and others. Therefore for their emotional adjustment they need a special type of treatment. It is found that the teachers are not acquainted with those problems for which they fail to mould them as desired.

The next important causes are the absence of homely relationship between these two poles of education depends upon to various factors social, economic and job-satisfaction etc. This unhomely relationship results in lack of study atmosphere in the school.

The Kothari Commission states— "A sound programme of professional education of teachers is essential for the qualitative improvement of education."
Further the Commission suggests:

1. Removing the isolation of training institution.
2. Improving the quality of training programme.
3. Expanding the training facilities.
4. Making adequate provision for continuing professional education of all teachers.
5. Creating appropriate agencies for the maintenance of standard in teacher education.

The other suggestion can be forwarded:
(a) Introduction training facility in science.
(b) The social studies be included in the teacher training curriculum.
(c) Seminar or orientation programme should be initiated for the teachers in work-experience immediately.

Other factors such as internal administration of the school, social problems and political influence on the school effects the study atmosphere.

Education is an impression of one personality upon another. The most important aspect of mental hygiene in the school revolves round the personality of the teacher. The teacher's personality is a highly significant factor in the mental health of the pupils. There are two views on the matter. One view is that teachers are in large numbers neurotic or psychotic and quite unfit for their job. It can be stated here that this view is coming from those who have suffered from an occasional teacher who does not have problems of the individual is projecting his own difficulties.
he is seeking a scapegoat to his own inadequacies. The other view is that the teaching being a service occupation and inevitably dealing with the people attracts those who are other oriented and tends to hold those who enjoy the many advantages of the profession, prestige, freedom, challenges to the intellectual growth and contact with the enthusiasm of youth. These two views indicate that the teachers are no better and worse in regard to mental health than the adult population in general (Ringuess 1968, Bernard 1970).

The most important component of the school is the teacher. Competent teachers prepare good students of high qualities. The expansion of numbers of schools as well as students is more and more and as result the students now on an average have much less opportunities of coming into contact with and being influenced by first rate of teachers than was the case of some years ago. The factor is no less important which has led to deterioration of standards in the Secondary Schools leading to stagnation and wastage.

To make teaching learning process successful the other factors are also responsible such as: the thorough knowledge of the subject matter and the modern psychological and scientific method of teaching. According to new curriculum a few new subjects have been introduced, e.g., higher mathematics, social studies and work-experience. Before the introduction of the subjects there was no arrangement of training or orientation for the subject teachers. The
subject social studies was a kind of headache to the teachers and the procedure for evaluation of the work-experience was not known. The science graduates hesitate to take the higher mathematics who had no Honours in the subject. The last S.S.C examination result (1975/76) made it clear to arrange some seminar on the subjects as stated above.

The quality, competence and character of the teacher are the most significant factor of quality of education. These factors undoubtedly influence education to the national development. The teachers should be provided with the facilities for professional growth and they should have satisfaction thereby. The mental health of the pupils in much dependable on the mental health of the teacher that encourages the natural growth of the pupils. The environment of the school is very essential for the same.

The Secondary Education Commission states: "A programme of high priority in the proposed educational reconstruction, therefore, is to feed back a significant proportion of the talented men and women from school and colleges into the educational system".  

It is said that there should be a standardised test to recruit teachers having amongst others attitudes, attitudes and sincerity in the teaching profession along with the effort to raise the economic, social and professional status of the noble profession rather that should be taken as mission.
13. The curriculum does not have any vocational bias. 50
14. It is too heavy for students. 25
15. The pupils prefer vocational education to general type of education. 30
16. The curriculum fails to cater to the individual needs of the students. 40

FINDINGS (CURRICULUM)

This head contains 4 items. Item No. 13 and 16 have been responded by 25 and 30 respondents. The respondents thought the causes mentioned against item No. 14 and 15 to be contributory to the stagnation and wastage in Secondary education.

From this study it has been found that most of the respondents agreed that lack of any vocational bias in the curriculum is a major cause of stagnation and wastage. The aim of present day education has become vocation oriented but when they find it quite inadequate to fulfill that purpose they lose interest and leave the school.

It is psychologically sound to admit that the attitudes, aptitudes and abilities for the pupils vary from each other to a great extent when the curriculum can not provide for these varied interests the pupils leave the school being disappointed.
Item No. 14 and 15 are just specific causes of item No. 13-16.

This view also has been supported by Vincent R. Rogers who says: "For many children the necessity of even a few minutes involvement with no apparent reward is simply not worth the effort and they are to intellectually withdraw from the task."^4

Humayun Kabir says: "It is too Literary and does not cater for the wide variety of needs of the pupils with different aptitudes."^5

The opinion of the teachers and educationists is that the present curriculum at schools puts a too heavy load on young minds and needs to be very much reduced so as to leave more time for creative activities, physical training and recreational activities. They are of opinion that the children have been drawn back from school by parents to make them assist for increasing family income. These dropouts increase the number of illiterates in the country.

In connection with the curriculum an expert Committee was set in 1968 for preparation of model curricula leading to national curricula for which NCERT was empowered. The scheme as approved by the CABB to be implemented in the states. The changes curriculum is designed to act rid of heavy burden and make more assimilable and meaningful to students.

The curriculum should be experience curriculum.
Secondary education should be determined by the needs of the society to be served, the character of the individual to be educated and the knowledge of educational theory and practice be available. These factors are by no means static. Society is always in process of development of the character of the secondary school population undergoes modification: And the sciences upon which educational theory and practices depend constantly furnish new information. Secondary education however, like any other established agency of society, is conservative and tends to resist modification. Failure to make adjustments when the need arises, leads to the necessity for extensive reorganisation at irregular intervals. The evidence is strong that such a comprehensive reorganisation is imperative at the present time.

The curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of democratic citizenship will require the development of certain skills, attitudes and qualities of character such as the capacity for clear thinking, the ability to communicate easily with one's fellowmen, the scientific attitude of mind, a sense of true patriotism and an appreciation of value of productive work.
The Kothari Commission suggests— 'The secondary school curriculum should contain the necessary educational elements for the cultivation of habits, attitudes and qualities. The needs of the adolescence are related not only to the acquisition of knowledge and the intellectual ability but the fuller development of the physical emotional aesthetic and moral aspects of the pupil's personality.'

It can be called experience curriculum when the activities will be regarded as educative and when they will

1. Stem from real purposes in the learner.

2. They are geared to his present problem and interest.

3. Derive their sequence from the learner's normal growth and development and

4. They are integrated, analysed or intellectualised as an aid to the possible redirection of the learners purposes.

Over and above the subjects in the usual curriculum, provision has, therefore to be made in the curriculum, on a more systematic scale than before, for programmes of physical education and subjects like art, craft, music, dancing and education in moral and spiritual values. A variety of co-curricular activities should be organised to provide pupils opportunity for creative self expression.

This experience curriculum should cover productive activities, corelation of curriculum with productive activity and the environment and contact with local community to make education related to life and aspirations of the people.
<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>RESPONSES</th>
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</thead>
<tbody>
<tr>
<td>17. Most of the students are usually not of high mental ability</td>
<td>48</td>
</tr>
<tr>
<td>18. Most of the students are suited to the present type of education.</td>
<td>30</td>
</tr>
<tr>
<td>19. They have other pre-occupation</td>
<td>32</td>
</tr>
<tr>
<td>20. They love an open air life which is desired by them.</td>
<td>25</td>
</tr>
<tr>
<td>21. They are under-nourished and have a poor health.</td>
<td>38</td>
</tr>
<tr>
<td>22. They usually fall into bad company.</td>
<td>33</td>
</tr>
<tr>
<td>23. Many of them have an inferiority complex</td>
<td>32</td>
</tr>
<tr>
<td>24. They are not aware of the aims of their education.</td>
<td>45</td>
</tr>
<tr>
<td>25. They are sex conscious and cannot concentrate on studies.</td>
<td>15</td>
</tr>
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</table>

**FINDINGS (STUDENTS)**

*Under the head students*

Under the head, there were 9 items.

These 9 items interacting with each other or separately increase the extent of stagnation and wastage though their influence differs in degree. Among these item, item No. 19 and 20 are less responsible. But all other items are responsible to a great degree.

48 out of 50 respondents are of the opinion that stagnation and wastage take place among all the classes of pupils in addition to other causes, because of their low
mental ability. Though no intelligent test has been administered on them, then this view of respondents may be taken as correct as they are the persons in the field with real experiences of the day to day situation.

This view can be substantiated by quoting Mr. Vincent R. Rogers who says: "The lower class child, often living in noisy, crowded hence holds is, in a sense, trained not to be listen."

Mr. T.C. Mallik in his study— A STUDY OF PROBLEMS OF ADOLESCENT BOY, suggests: "Students coming from lower socio-economic groups should be given more attention and help as some of them are of not high mental ability".

45 of respondents opined that the extent of stagnation and wastage is high because the students are not aware of the aims of their education.

Humayun Kabir is also of the same opinion, says: "One of the main defects in our system of Secondary education has been that it lacks a clear definition of its objectives and goals." 6

48 respondents are of the opinion— that the lack of interest in the students may be due to the defect in the curriculum, may be due to poverty of their parents, due to social status of their parents and many others.
The cause of stagnation and wastage due to pre-occupation of the students has been confirmed by 32 respondents. This pre-occupation may refer to (a) Sexual, (b) due to the interest of the students in a particular field other than education, (c) due to poverty of the parents in which case students' participation at domestic works or field work is highly essential.

A sound mind rests in a sound body. As most of them are of poor health and half fed. They cannot do well in studies as well as in the examinations and as a result of that they are either stagnated or dropped out. The sex consciousness is universal in the adolescents. It is also found that some of the students are victimised by sex complex. Of course percentage is meagre and data gives evidence of 30% only.

The students unrest is a part of a vast social problem. The solution depends on the participation of the parents, guardians and general public. Moreover, the authorities should involve in solving the problem in a co-operative spirit. It is due to unemployment problem they observe in near future. The authority and the teachers should have sympathey for the pupils. Recognition should be given to the personality of the young learners. Stagnation and wastage is one of the many factors of this evil student indiscipline in the institutions.
Items No. 29 and 30 are also important factors.

Regarding item No. 29 it may be said that because the family is poor and illiterate and the society around them is underdeveloped. They cannot provide

**HOME**

<table>
<thead>
<tr>
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<th>RESPONSES</th>
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<tbody>
<tr>
<td>26. The family members do not attach much importance to education.</td>
<td>40</td>
</tr>
<tr>
<td>27. School is away from home.</td>
<td>16</td>
</tr>
<tr>
<td>28. Communication is not easy.</td>
<td>10</td>
</tr>
<tr>
<td>29. The home and neighbourhood is not congenial for study.</td>
<td>45</td>
</tr>
<tr>
<td>30. Home and family problem distracts their attention from study.</td>
<td>38</td>
</tr>
</tbody>
</table>

**FINDINGS (HOME).**

This head contains 5 items. Out of these 5 items, items No. 27 and 28 are of less importance. But that does not mean that those are not the factors effecing to the extent of stagnation and wastage. Ofcourse, they are limited. Item No. 26 is a matter of great concern at the present stage. Because this is a day of Pan education. Even now the guardians hesitate to send their wards to school. The reason may be of many folded. The head of the family expects some productive works from the youngs. Now a day the unemployed problems stand on the way of general education for which the guardians are not in favour of unproductive education at the cost of their hand earned money. It may be due to their...
poverty or due to illiteracy. Or it may be due to both. Aff
ect of the society on the family is also one of the factors relating to item No. 26.

Items No. 29 and 30 are also important. Regarding item No. 29 it may be said that because the family is poor and illiterate and the society around them is underdeveloped, they cannot provide a study atmosphere to the students and ultimately results in creating disinterest in the child. The pupils can be made interested if there will be a creation of faith in the future world of the individual. A sense of knowledge, understanding and appreciation of the different parts of the country will also encourage the pupils to know more and more. This can be done if the parents are educated with some audio-visual aids from time to time.

Item No. 30 may be one of the effect of item No. 29.

The condition of home may be improved if the-
"colossal poverty of the masses and the large incidence of under employment among the people." can be reduced to the maximum.

PARENTS.

31. Most of the parents or guardians are illiterates. 50

32. The parents of these students have not planned the future of their children. 45

33. Parents take less care of the study of their children. 45
FINDINGS (PARENTS).

The study admits that 50 out of 50 Headmasters and Headmistresses agreed on the point that parents are illiterate and take no care of the study of their children. These two factors are responsible to the extent of stagnation and wastage. This is related to item No. 31 and 33 of the questionnaire.

On item No. 32 of the questionnaire 45 of them agreed that the parents are also responsible for increasing stagnation and wastage by not planning the future of their children.

Item No. 32 and 33 of the questionnaire are the direct outcome of item No. 31. This will be evident that because the parents are illiterate and do not care for what their children do or study. They are not able to take proper care of their study and guide them. For the same reason they are also unable to know the real ability of their children, their liking and the prospect of the diversified courses of study in the schools. Items No. 32 and 33 of the questionnaires may also be result of poverty of the parents. As most of the parents are poor, they find no time and necessary enthusiasm to look after the education of their children. As they are poor they also cannot rely upon the economic stability for which they cannot plan for future of their children. Planning the future of a child estimates both foresight into the
employment field and need of the society on the one hand and
their capability for financial assistance the pretty long
period. This has been also supported by another similar
study conducted by the NCERT.

**ECONOMIC.**

34. The parents are unable to purchase books
and other necessaries of their children. 48

35. Parents can not provide a full meal a day
to their children. 46

36. Parents employ their children to earn for
the family. 40

37. The children are required to help in
domestic work. 40

**FINDINGS (ECONOMIC).**

This head contains 4 items. 48 out of 50 of the
respondents confirmed that stagnation and wastage are caused
due to poverty of the parents.

From this it can be concluded that the students are
stagnated or dropped out from the school because of their
poverty of the parents. The poverty of the parents attacked
the achievement of the students in the school in two ways.
Positively and negatively. Because of the loss economic
standard the parents are unable to supply all the reading
materials to the students in complete and this one of the
causes that hamper the achievement of the students towards
the end of the year. In many cases the students are employed
in the domestic work in order to help the parents to earn their livelihood and this results in irregularity in attendance and lack of preparation of their lessons.

From the psychological point of view it is true that the pupils will not have so intense a zeal or sincerity to qualify when they are half-fed and also half-clad. Question of balanced diet is a question beyond one's reach. This affects their achievements negatively. So this is a crucial point. Item No. 21 of the questionnaire may also be taken as an unavoidable consequence of the poverty of the parents.

This has also been confirmed by another study where the author points out: "When we enquire into the composition to more than 1/3 of the High School population that fails to graduate, we find that these drop-outs are made up, for the most part of those who come from low income groups of our population." 7

The same author points out: "Many of the parents in the low income families simply cannot find money to keep their children in the High School, and the drain out of the family budget becomes increasing acute as the child progress. Secondly, many boys and girls from poor families do not want to stay in the High School when it means that their poverty (the poverty of their parents) will prevent them from maintaining themselves on a social level with their fellow students." 8
38. The amount of stipend paid to the students is insufficient
39. Stipends are not paid regularly.
40. School fees are collected from the students though they are eligible for free studentship.
41. The State Government is not prompt enough in the payment of the stipend.
42. Reading and writing materials are not supplied free of cost.

FINDINGS (ADMINISTRATIVE).

It has been found that administrative deficiencies are also responsible for stagnation and wastages of the pupils. Under this head there are 5 items. Importance has been attached to item No. 42; 45 out of 50 respondents have agreed that reading and writing materials should be provided free of cost to the stipendaries. Items 39 and 41 have been considered as the causes of these two evils by 90% and 96% of respondents respectively. Of course item No. 40 is negligible because only 30% respondents give preference to that item.

So it is clear that most of the students leave the school before completion of the prescribed course because of the poverty of their parents. Government had a scheme to provide the students in the hostel with food staff in cheap rate.
In many cases the stipend does not serve the purpose. Because the Government is not prompt enough to disburse the stipend. So the irregularity in the payment of the stipend puts a positive hindrance on their way of progress. Secondly, the amount of stipend is very meagre that it is not possible on the part of the students to manage with it. Naturally the students for most of the days do not stay in the hostel. In many cases fees have been collected from the stipendaries of the school and the same is being refunded to them to the end of the year. It does not encourage either the guardians or the students in pursuing studies.

As their parents are very poor they cannot get any financial help from them. And so, ultimately these factors combinedly compel the pupils to leave the school.

The procedure of granting stipend is so complicated that they do not facilitate on early payment and ultimately the real purpose of awarding stipends does not help to discourage stagnation and wastage in the Secondary School.

The Administration of School Signifies the maximum efficiency of the school in connection with the education of the pupils in an organised way to make the teaching learning process a success. It is also concerned with the dealing and co-ordinating of the pupils' group activities. Further it is expected that the administration should include:

(a) Well defined policies and programmes for the growth and development of the pupils through the teaching learning situation.
(b) Instructional materials for effective development of the human qualities.

(c) The professional growth of the teachers of the institutions.

(d) To help the learner to form good habit to continue in adult life to make the learning a life long process.

(e) To adopt dynamism in administration.

The concept of school administration and supervision has been changing to scientific method. This means a good plan on the basis of the specialized knowledge. That can be obtained through scientific method alone.

The school administration is very much concerned with the human being. So it requires the knowledge based on experience through reconstruction. It requires the knowledge of psychology and scientific approach.

It has been stated in the Kothari Commission that the programme of supervision has broken down for various reasons. It is observed that there is a large expansion in the number of Secondary Schools while the inspecting staff is over burdened with multifarious activities. Those may not be directly related with school inspection. Unless there is a grave and serious complaint it has become the practice of the inspecting staff not to visit or inspect a school. The Inspector has been assigned for two equal functions, administration and inspection. Most of the time is spent in administrative works. There is a considerable administrative works, because of large expansion of Secondary Schools,
growing number of students, sanctioning of grants salary of
of teachers, the problem arising from the new pattern of
structures in education and many others. In the State level
the big guns in politics do not appear to attach much
importance to education except when they preach before public
audiences to win the support of the public; It is wonder,
inspite of the provisions in the Constitution of India in
its directive principles and the reports of the committees
and commissions, education still remains neglected.
"Swaraswati" has failed on bad days even after 30 years of
independence of our country, India. It is observed sometimes
that the Chief Minister is in-charge of education who has
little time to devote in this field and no more wonder if he
forgets to take up plan for educational development. The
change in appointment, which is quite natural in a democratic
country, of the Education Minister in Central Government is
not less responsible for being educational development stagn­
ated, student being experimental unit.

For the improvement in the area of administration and
supervision it can be stated further that the modern super­
vision should base on systematic study and analysis of entire
Teaching learning situation. The emphasis should be given on
helping the teachers to do their job better and making the
process interesting. Because education is of interest and not
of very much effort. The effective supervision may be respon­
sible for a successful educational system, improved curriculum,
better instructional materials, method of teaching text book, better study habits and pupils' interest, better physical social conditions for learning and to get over the difficulties those stand in the way. It is beyond doubt that the supervision is the effort to stimulate, co-ordinate and guide the continued growth of the educators and the educands in the school both individually and collectively for more and more education and more progress.

The following measures can also be put forward for improvement.

1. The Inspecting staff should be competent, qualified and adequate and should have initiative.

2. Adequate number of Inspecting staff at the district level should be provided.

3. The suggestion made at the time of inspection should be followed up.

4. Inspector should comment on teaching work.

5. The responsibility of the Inspector should be mainly of two folded academic and supervision.

6. There should be a co-ordination of the Secondary Education Board and the Inspectorate.
SECTION - A

In this section the author intends to interpret the remedial measures suggested by the respondents.

School.

1. Education should have a vocational bias.
   Responses: 50

2. School should be attractive.
   Responses: 44

3. There should be separate schools for boys and girls.
   Responses: 24

4. The students should be sympathetically treated in the school.
   Responses: 42

5. The school should stress on co-curricular activities.
   Responses: 45

6. The time schedule of the school is to be adjusted to facilitate study at school and help at home.
   Responses: 32

School.

Under the head school there are 6 items. All the respondents are nearly unanimous on item No. 1.

Speaking on the type of education suited to our students Mr. A.K. Das says: "The academic type of education that is still being provided in the majority of our schools suits only a small minority of about 30% of the students enrolled in them." 9

The only way out to avoid this academic type of education and provide an education having a vocational bias
is the establishment of schools with a progressive curriculum to cater to the needs of the students of different abilities.

Kothari Commission recommends:

(1) "The overall enrolment in secondary education should be broadly governed by the need for trained manpower.

(2) It is essential to vocationalize secondary education and to work towards a target where in about 20 percent of the enrolment at the lower secondary stage and about 50 percent of that at the higher secondary stage should be in vocational education."

In order of importance under this head comes item No. 2 where 48 of the respondents are of the opinion that the extent of stagnation and wastage can be reduced if the schools can be made attractive. This attractiveness of the school increases the retentive power of the school. This has also been confirmed by a study undertaken by the NCERT.

The opinion of 90% of respondents is that to reduce the extent of stagnation and wastage the school should provide varieties of co-curricular activities. Because this provision will prepare the students psychologically.

The school environment should be homely and the relationship among the teachers and students should be based upon love, effective and understanding — attached to item No. 4 where 88% of the respondents agree.
Comes item No. 2 where 48 of the respondents are of the opinion that the extent of stagnation and wastage can be reduced if the schools can be made attractive. This attractiveness of the school increase the retentive power of the school. This has also been confirmed by a study undertaken by the NCERT.11

Some of the respondents are of the opinion that separate schools for boys and girls will reduced the extent of stagnation and wastage.

But data gives a clear picture that the 85% of girls study in the co-educational institution where the need of the girls are not served. Most of the schools have no girls common room. In some school the management does not think it wise to appoint a female teacher for obvious reasons. The question of special curriculum for the girls does not arise.

TEACHERS.

7. There should be trained teachers in the school. 50
8. The teachers should have special training in educating the pupils of low I.Q. 32
9. Persons having real interest and aptitudes towards teaching profession should be appointed as teacher. 50

TEACHERS.

Under this head there are only 3 items. Under this aspect utmost importance was attached to item No. 9 where 100% of the respondents agreed that the extent of stagnation
and wastage soars so high because most of the teachers do not have any real interest in teaching profession, but they accept that profession as they have no other alternative.

This finding is substantiated by a study conducted by Mr. J.C. Mallick under the title "A STUDY OF PROBLEMS OF ADOLESCENT BOY" where he came to the conclusion from the opinions of all the had studied that those who failed to get any other job become teachers.  

So, if the people with real love for teaching profession will be employed then these evils, stagnation and wastage, will not be so much rampant.

Coming to items No. 7 and 8 the author finds that 37% and 62% of the respondents are of the opinion that these evils will be minimised if there will be teachers in the schools and these teachers will have a special training in educating the pupils not bright.

SOCIAL.

13. The parents and guardians are to be educated through social education.  
14. They are to be oriented about the need of the education through individual and group meetings.  
15. Frequent visits to the students homes by the teachers are necessary.  
16. The parents and guardians may be invited to the school very often.  
17. Parents and guardians are to be requested to provide study atmosphere at home.
This head contains 5 items in the questionnaire. It is observed that most of the respondents gave weightage to items No. 13 and 17 respectively.

46 and 45 of the respondents agreed with items No. 13 and 14 respectively. They are of the opinion that if the parents and guardians will be educated through the adult education scheme and if they be made to realise the importance of education the extent of stagnation and wastage will be minimised for the reason that their realisation of the importance of education will compel them, least morally, to take care of the education of their wards.

In relation to them item No. 17. 49 of the respondents are of opinion that if the parents will provide study atmosphere at their homes then the matter will not be so worse.

It will be possible to reduce wastage if parents and guardians realise the importance of educating their children.

Items No. 15 and 16 are inter-related. They indicate that there will be a close contact between the parents and teachers, for school and the society. The parents-teacher association may help to reduce to the extent of stagnation and wastage.

Mr. K.L. Gandhi's study on "ATTITUDES OF THE PARENTS TOWARDS SCHOOL CHILDREN" also supports that the parents...
must be invited to all the school functions. All agreed to this and the maximum score given by the educationists was 2213.

**ADMINISTRATION.**

18. Reading and writing materials should be provided free of cost and in time to the economically, backward but bright pupils. **50**

19. Facilities have to be provided to the pupils to stay in the hostels with free boarding. **42**

20. The present rate of interest stipends should be increased in view of the high living index. **40**

21. Disbursement of stipend should be regular. **43**

22. Special facilities should be provided to the underdeveloped students. **20**

**ADMINISTRATION.**

According to the response to the items No. 13 and 21 are very important and 42 and 40 of the respondents agreed with items No. 19 and 20 respectively.

Among the 5 items under the head the respondents attached less importance to item No. 22.

Most of the respondents are of opinion that the disbursement of stipend should be regular. From day to day experience it is seen that this irregularity in payment problem the parents are hassed. The deserving students depend completely upon the Government stipend and when he does not get that in time and when he has no scope of getting from his parent he becomes the victim of mental disturbance and under this circumstance he is compelled to discontinue his studies.
If stipend will be increased according to the present price index the stagnation and wastage will be reduced. In addition to that they are of opinion that the students should be supplied with free materials to start with the studies.

The Kothari Commission states:

"There should be emphasis on equalisation of opportunities in secondary education and from this point of view a large programme of scholarships should be developed at this stage. Efforts are also needed to reduce the large imbalances now seen in the expansion of secondary education in the different parts of the country."¹⁴

The respondents are of opinion that free boarding provision will reduce the number of school leavers to a great extent.

It is found that the findings in section 'B' tally with the findings in section 'A' is almost all cases.
A COMPARATIVE STUDY OF STAGNATION AND WASTAGE IN DEFICIT AND AD-HOC GRANTS SCHOOLS.
(OLD AND NEWLY ESTABLISHED SCHOOLS)

Table No. A2 and B2 shows the extent of stagnation and wastage in schools under deficit system and 10 schools under Ad-hoc grants respectively.

The investigator intends to compare the percentage of stagnation and wastage.

The hypothesis is that the under Deficit system schools are superior to the under Ad-hoc grants schools.

Table No. A2 shows the extent of stagnation of 464 pupils included in the Table A2.

Table No. B2 shows the extent of stagnation of 730 pupils included in the Table B2.

INTERPRETATION OF DATA.

The investigation starts with a sample of 464 and 730 pupils included in the Table A2 and B2 admitted to the class VIII in 1973/74 and these students were followed upto Class X in 1975/76. These tables clearly show the extent of stagnation and wastage of the pupils in schools under Deficit system and schools under Ad-hoc grants.

On the basis of academic attainment of these 464 and 730 pupils both year to year and class to class there will be streams at the end of the year 1975/76. The presentation of the movement of these pupils are stated below.
## The Career of the Pupils Under Investigation

<table>
<thead>
<tr>
<th>No. of Pupils</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. 24 92 Pupils left class VIII spending 1 year in class VIII and 1 year in class VII.</td>
</tr>
<tr>
<td></td>
<td>b. 8 Pupils left class VIII spending 2 years in class VIII and 1 year in class VII.</td>
</tr>
<tr>
<td></td>
<td>c. 12 Pupils left class VIII spending 1 year in class VIII and 2 years in class VII.</td>
</tr>
<tr>
<td></td>
<td>24 112 Pupils did not go beyond class VIII.</td>
</tr>
<tr>
<td></td>
<td>a. 80 104 Pupils left class IX spending 1 year in class IX. 1 year in class VIII and 1 year in class VII.</td>
</tr>
<tr>
<td></td>
<td>b. 20 Pupils failed in class IX spending 1 year in class IX. 1 year in class VIII and 1 year in class VII.</td>
</tr>
<tr>
<td></td>
<td>c. 24 Pupils failed in class IX spending 1 year in class IX. 1 year in class VIII and 2 years in class VII.</td>
</tr>
<tr>
<td></td>
<td>d. 8 Pupils failed in class IX spending 1 year in class IX. 2 years in class VIII and 1 year in class VII.</td>
</tr>
<tr>
<td></td>
<td>e. 8 Pupils had just passed class IX in 2 attempts, class VIII in (one) and class VII in (one) attempts.</td>
</tr>
<tr>
<td></td>
<td>f. 12 Pupils had just passed class IX spending 1 (one) year in class IX. 2 years in class VIII and 1 year in class VII.</td>
</tr>
<tr>
<td></td>
<td>g. 104 96 Pupils left class X spending 1 year in class IX and successfully passing all other classes in 1 (one) attempts.</td>
</tr>
<tr>
<td></td>
<td>h. 104 200 Students passed class X exactly in 3 years.</td>
</tr>
<tr>
<td></td>
<td>464 780 Pupils' movement was investigated class to class (stagnation).</td>
</tr>
</tbody>
</table>
In Table No. A1 out of 464 pupils admitted to class VIII in 1973/74, 360 pupils were dropped out of the school education in between 1973/74 to 1975/76 in same class or other. After that there remained 104 pupils upto the end of the year 1975/76. All of them passed the H.S.L.C. Examination in 1975/76.

In this case 22.41% of the pupils passed the H.S.L.C. Examination and left the school and almost zero remained in the class.

So in no class there is stagnation.

In case of Table No. B2 out of 780 pupils admitted in class VIII in 1973/74, 508 left the school during the period 1973/74 to 1975/76 in one class or the other. So only 272 pupils remained in the school upto the end of 1973/76.

Out of these 272 pupils 52 pupils failed in class VIII, 20 had just passed the class IX and 200 passed the H.S.L.C. Examination and left the school.

In this case 25.64% of the pupils passed the H.S.L.C. Examination in 1975/76. The others are remained in the school either being detained in any class or passing any class.

**EXTENT OF STAGNATION**

The following formula has been applied to Table No. B2 to find out the percentage of stagnation in different classes.
In class VIII 452 pupils took 452 years by passing the class in 1 (one) attempt. 20 pupils took 40 years to pass this class as they took 2 (two) attempts each.

These 472 pupils took $(452 + 40) = 492$ years to pass this class instead of 472 years.

So percentage of stagnation comes to:

\[ 100\left(\frac{1-472}{492}\right) = \frac{(492-472)}{492} \times 100 \]

\[ = \frac{20 \times 100}{492} = \frac{2000}{492} \]

\[ = 4.06\% \]

In this case 4.06 of pupils were stagnated in class VIII.

Coming to class IX, now it has been noticed that 303 pupils took 308 years to pass this class and 8 students took 16 years to pass this class as they passed in second attempt.

So 316 pupils consumed $(308 + 16) = 324$ years to pass this class instead of taking 316 years.

Percentage comes to:

\[ 100\left(\frac{1-316}{324}\right) = \frac{(324-316)}{324} \times 100 \]

\[ = \frac{8 \times 100}{324} = \frac{800}{324} \]

\[ = 2.46\% \]

In class IX the extent of stagnation goes to 2.46\%.
The extent of stagnation in class X has not been counted.

**CLASSWISE STAGNATION.**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>P.C. OF STAGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>A2</td>
</tr>
<tr>
<td></td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>N11 4.06</td>
</tr>
<tr>
<td>IX</td>
<td>N11 2.46</td>
</tr>
</tbody>
</table>

The absence of stagnation in any class in the under deficit system schools may be due to the large number of drop outs.

Table No. B2 shows the same tendency as has been seen in other Tables. The response of these are perhaps the same explained in relation to other Tables on the problem.

**MOVEMENT OF STUDENTS WASTAGE.**

a. 136 92 Pupils left the school in the first year in class VIII.

b. 8 20 Pupils left the school in the 2nd year in class VIII.

144 112 Pupils left the school in class VIII.

c. 80 104 Pupils left the school in 3rd year in class IX.

d. 104 96 Pupils left the school in 4th year in class IX.

256 508 Pupils left the school.

**FINDINGS.**

<table>
<thead>
<tr>
<th>CLASSWISE</th>
<th>IN DEFICIT SYSTEM SCHOOLS</th>
<th>IN AD-HOC SYSTEM SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class VIII</td>
<td>7.66</td>
<td>20.43</td>
</tr>
<tr>
<td>Class IX</td>
<td>27.77</td>
<td>24.29</td>
</tr>
</tbody>
</table>

123
FINDINGS

Table No. A2 shows that the extent of wastage in the deficit system schools wherein the initial cohort, there were 464 pupils in class VIII in 1973/74. They have been followed upto 1975/76. During this period the total number of dropouts were 360.

In this case the p.c. of wastage comes to 77.58.

EXAMINATION REFORM

When we talk of education we naturally thought of philosophy, principles, aims and objectives, method of teaching, text books, physical facilities and administration system of education. We also never forget to consider the ways and means to know the result of the teaching learning process and the performance of the teacher and the taught. The examination is an old term and the evaluation is the latest development of the age. Question arises how to attain the achievement.

It is a matter of every body's knowledge that our education system is borrowed having its no records in Indian soil. If we look into the matter carefully it will not be difficult to understand that the existing system of examin-
ation is neither reliable nor valid to examine what is to be examined in true sense of the term. The Radhakrishnan or the University Education Commission aptly states: "We are convinced that, if we are to suggest one single reform in University Education, it would be that of Examination." 

It is clear that the secondary schools were managed by the Universities and the examinations were conducted under the strong vigilence of the Universities. The Commission suggested to make the examination reliable and valid as far as practicable.

We own to the secondary education Commission for its clear cut objectives of the Secondary Education keeping in view of the changes in political, social and economic conditions. The Commission pointed out the following clues:

(a) The development of secondary education on a board, nation and secular outlook which is the goals of democracy and socialism.

(b) The promotion of the economic growth of the country.

(c) All round development of human personality including cultural pursuits and activities.

On the basis of the above mentioned facts the Commission suggested the following aims of Secondary Education:
(a) Development of qualities of creative citizenship.
(b) The promotion of vocational efficiency.
(c) Development of personality and
(d) Training of leadership.

Taking into consideration of the pros and cons of the aims and objectives of education the examination is to examine what is to be exactly examined. So the examination should be definitely reliable and valid. Regarding the existing system of examination the Commission states: "The Examinations to-day dictate the curriculum instead of following prevent any experimentation, hamper the proper treatment of subjects and sound method of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow a field and then help him to develop wrong values in education pupils assess education in terms of success in examinations. Teachers recognising the importance of the external examinations to the individual pupil, are constrained to relate their teaching to an examination which can test only a narrow field of the pupil's interest and capacities and so inevitably neglect the qualities which are more important though less tangible."

The Commission suggests:

(a) External examination introducing objective type of test. The number of external examination should be reduced and the element of subjectivity in Essay type tests should be minimised by introducing objective tests at and also by changing the type of questions.
In order to find out the pupil's all round progress and to determine his future, a proper system of school records should be maintained for every pupil indicating the work done by him from time to time and his attainments in the difficult spheres.

(c) Symbol of marks to replace numerical marking the system of symbolic rather than numerical marking should be adopted for evaluating and grading the work of the pupils in external and internal examinations and in maintaining the school recording.

(d) One public examination

There should be only one public examination at the completion of the secondary school course and the comprehensive certificate should be awarded.

(e) The certificate awarded should contain besides of the result of the school test in subjects not included in the public examination as well as the first of the school records.

(f) The system of compartmental examination should be introduced at the final public examination.

The other is the semester system be introduced in Secondary Education. This reform is unavoidably necessary because the country urgently needs of man power planning.

Planning Commission has discussed the problem of Planning educate man power under three heads:

1. Technical employment
2. Service employment
3. General employment.
The table shows the condition of the families of the 10 days
Taken for Case Study.

<table>
<thead>
<tr>
<th>Families</th>
<th>Classification</th>
<th>Family members</th>
<th>Source of income</th>
<th>Land for Cultivation</th>
<th>Adult Study</th>
<th>Capable of Room working</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Adult</td>
<td>Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Jt. family</td>
<td>5</td>
<td>3</td>
<td>Cultivation</td>
<td>10 bighas</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>-do-</td>
<td>7</td>
<td>4</td>
<td>-do-</td>
<td>10 -do-</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>-do-</td>
<td>6</td>
<td>3</td>
<td>-do-</td>
<td>12 -do-</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>-do-</td>
<td>7</td>
<td>2</td>
<td>-do-</td>
<td>11 -do-</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>-do-</td>
<td>7</td>
<td>3</td>
<td>-do-</td>
<td>12 -do-</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>-do-</td>
<td>7</td>
<td>5</td>
<td>-do-</td>
<td>14 -do-</td>
<td>4</td>
</tr>
<tr>
<td>G</td>
<td>-do-</td>
<td>9</td>
<td>4</td>
<td>-do-</td>
<td>15 -do-</td>
<td>5</td>
</tr>
<tr>
<td>H</td>
<td>Nucleus family</td>
<td>2</td>
<td>1</td>
<td>11 -do-</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>2</td>
<td>1</td>
<td>12 -do-</td>
<td>X</td>
<td>Yes</td>
</tr>
<tr>
<td>J</td>
<td></td>
<td>3</td>
<td>2</td>
<td>7 -do-</td>
<td>X</td>
<td>Yes</td>
</tr>
</tbody>
</table>
RESULT OF CASE STUDY OF 10 PUPILS OF SECONDARY SCHOOL.

Every individual represents a particular group. As a result of representation of a group, the pupil has a distinctive action and re-action - liking and disliking that reflect in his performance. His presentation is the outcome of his ingroup - the habit of thinking - working and living.

In this study the investigator investigated 10 pupils through case study method.

It is expected that the case study will help the investigator to have qualitative analysis involving the very careful and complete observation of the pupils in all aspects. The unit of study is of individuals in separate identity.

The case study is supposed to be more detailed and extends over a wider expanse of 3 years time and the unit is small only of 10 pupils which is expected to be qualitative in character. The unit is of 10 pupils with a continued study for 3 years from class VIII to class X in a semi-urban area.

Aim of this case study is to find out the probable cause of stagnation and wastage and to put forward remedial measure thereof.

This case study includes economic, political psychological and biological aspects that are relevant to the problem-stagnation and wastage. The same unit has been
followed from class VIII to X being the beginning year 1974 and continued to 1976. It is true that longer a unit is studied more reliable is the data. It is more helpful to have studied the entire cycle but it is not necessary hence in finding out the probable causes of stagnation and wastage and for its remedial measures and as such the study is on a definite section of the cycle of a unit in anticipation to have attained the natural history of the social unit and its relationship to the social factors and forces involved in its environment for ascertaining the probable causes of stagnation and wastage.

It is expected to study as particular period of a unit of 10 pupils and has been tried to be studied in its wholeness (in totality of the being).

It is tried with utmost care to keep the underlying unity which makes it possible for the investigator to apply the inferences drawn from the group keeping in view to fruitful application in an effective social upliftment. It is true that some aspects of human behaviour are very difficult to study from one's performance which is responsible for complexity of social phenomena. Some aspects remain unknown and incapable of observation to understand the human nature and his action for which keen insight is necessary and deeper thought is unavoidable. This case study is expected to probe into the understanding of the individuals through sympathetic study.
As regards influence of time, the investigator took utmost care to have historical perspective in order to find out real motives. With the historical knowledge of the unit it is possible to have inferences without being influenced by time factor. The duration is complete in itself of three years time.

The investigator visited the schools to collect documents of the 10 pupils. The school records give the address of the pupil and his father/guardian. It is found that there were 180 pupils in class VIII in 1974. The boys and girls coming from the villages and some of them are of the place newly developed to a growing township and as such the investigator calls that a semi-urban area. It is further found that the pupils of two sections are coming directly from class VI and the others of two sections are regular students promoted from class VII. Some of them were habituated of writing diary (Dinalipi). Out of 180 students such regular diary writers were found only 42 students. Out of them the investigator collected names of 10 pupils for case study purpose. Out of them 5 pupils from section A that is regular students promoted from class VII to VIII and the other 5 from section C - those coming directly from class VI.

Table No.

The table will show the families of the informants.
The Table will show the families of the informants.

<table>
<thead>
<tr>
<th>Nos of pupils</th>
<th>Family</th>
<th>Nos. of members</th>
<th>Income source</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Joint family</td>
<td>8 to 13</td>
<td>Cultivation. 10 to 15 bighas of land</td>
</tr>
<tr>
<td>3</td>
<td>Neucleus family</td>
<td>5 to 8</td>
<td>Salary ₹ 225/- to ₹ 450/-</td>
</tr>
</tbody>
</table>

The first two families depend upon cultivation. They have 10 to 15 bighas of cultivable land. The head of the family is responsible for income and expenditure of the family. He looks after the member of the family. The first three families have 8, 10 and 11 members having land for cultivation measuring 10, 12 and 13 bighas of land. Out of paddy cultivation they can manage livelihood somehow. They have Roby cultivation for which they have very small amount to meet the expenditure. The wives of those families work in the field of others during cultivation and harvesting period. The income is very low. But the peoples are bright. They help in cultivation and work for Roby crops and sell those in the market. They are found regular in attendance. But they fail to complete home task, the teachers complain. Their result is satisfactory in class VIII. They are found less interested in games and sports but one is abit better in music. It is wonderful that he learns instrumental music without any help from expert (ustad). It is found that other
two pupils are as usual. They are much more interested in cultivation of Robi crops. Out of that they earn something for the family and for themselves. They were promoted to next immediate class IX.

The next four pupils are coming from agricultural family having 11, 12, 14 and 15 bighas of land with 9, 10, 12 and 13 members in the family respectively. Their source of income is cultivation possessing cultivable land stated above. Their incomes from paddy cultivation and Robi crops amounting to Rs. 200/- to Rs. 400/- per month. The members of the family used to prepare useful domestic articles from cane and bamboo. Everybody is found active in the family. The last two families have cows for milk. They sell milk to raise the income of the family. One family has big garden of pan and bettle-nut.

The family has some income from this garden that is very helpful to an Assamese family. The family depends upon the income that does not help them to maintain the standard of living. The boys of those families were found not regular in attendance. They donot complete home task. They were found interested in games and sports. The boys help the family members but against their willingness. Their performance in terminal examination was poor. They were discouraged in many cases. It is found that three boys fail in class VIII for the first time.

These seven families have no separate study room. Books were not supplied in time. The four pupils of the 2nd
group were directly promoted from class VI to VIII. in 1973/74. One of the boys was deprived of stipend granted to him because of his failure in class VIII. The rest three pupils were the sons of a primary school pandit, high school teacher and an artisan. Their income comes to Rupees 225/-, Rupees 450/- respectively. Over and above their salary, they have income from small plot of cultivable land. They grow paddy that helps them to collect paddy for five to nine months a year. Under the conditions they belong to lower income group. They can help their wards to some extent. The high school teacher possesses cows. He used to milk which is great help to the family. He milks twice daily and produces three to five litres of milk. His family consists of six members. He can meet the two ends somehow. The performance of these three pupils was satisfactory in class VIII. But the son of the primary pandit was detained in class VIII who failed in English, Mathematics and General Science.

It is found that out of ten pupils
4 pupils failed in class VIII in 1973-74.
6 pupils promoted to class IX in 1974-75.

In class VIII the rate of stagnation comes to 40. In that respect it can be stated that the stagnation is due to two main causes, one is the pecuniary condition of the families and the other is due to double promotion from class VI to VIII in 1973-74.
The other causes of failure are found to be—
1. Home condition is not favourable to studies.
2. They are economically depressed.
3. The family members are not encouraging to studies.
4. They engaged in cultivation to earn.
5. The pupils donot have study room.
6. They cannot complete their home task.
7. They are found apathic to study.

All the major causes point to the economic condition of the pupils.

It is observed that the two boys are found malaadjusted. That was not noticed by the guardians. The parents have no control on one of the boys who belonged to joint family. The teacher does not take care of the boy who was influenced by undesirable influences. He was not interested in games and sports. When he was met he was indifferent. He stopped writing diary. He used to write some love poems. The investigator was astonished to see his unruly behaviour at home and at school. To the end of the academic year he is found dull and his performance in "2nd terminal examination was very poor and he failed and left the school. One of the boys was a bit better. He was the son of the school teacher. He was taken care by the guardian and also by the subject teachers. The parents talked to his teachers and requested them to observe the performance. At the beginning he was out of way. But to the last part of the year he was calm and found doing better in
the examination. He managed to secure pass mark in the Annual examination and promoted to class X. The other four boys were not dull. They were regular in attendance. But they are found much more interested in games and sports. When they go home two of them used to work for domestic affairs. They work in the field and they are interested in Robi crops. It is found that one of those two boys engages himselfs in selling news-papers to some gentlemen of that locality. The first two boys neither work at home nor they participate in school co-curricular activities. It is observed that the family is not interested in their studies. They simply advise them to read in the room where the other members gossip or work, moving around. They donot have seperate study rooms. They are not encouraged by the guardians. They used harsh words very frequently. Out of these four boys 3 failed in class IX. It is found that one boy who failed in class IX was directly promoted from class VI to class VIII.

In class IX 4 pupils failed in 1974/75, the percentage being 66.6.

Out of these 6 pupils in class IX 2 pupils were promoted to class X in 1975/76. 2 pupils left the school in class IX. Only 2 pupils continued in class IX.

Thus the percentage of wastage in class IX was 33.3.

It is found that in class VIII stagnation rate was 40%. In class IX stagnation rate was 66.6%. There was no
From the case study it is found that

In 1973/74 in class VIII percentage of stagnation 40%
In 1974/75 in class IX percentage of stagnation 66.6%
in class IX percentage of wastage 30%

The pupils were encouraged by the investigator to continue their studies. They were insisted on to write diary of their daily life activities. The investigator meet the teachers of the school very often to keep an eye on the pupils he selected for case study. The pupil who failed and could not received the stipend due to his failure in the year 1973/74, was encouraged to collect the amount from the office and to get admitted in class VIII in 1974/75. The other three pupils were followed to continue their studies. The pupils were convinced somehow and they were interested in continuing studies. In this regard it is observed that the games and sports in the beginning of the session attracted the students detained in class VIII. They started to come to school regularly. The investigator talked to the teacher to be sympathetic to them and to try to understand their difficulties and to
and to extend their helping hand to remove those at their reach. The pupils used to take their seat to the last bench. So the teachers were requested to change the pupils of the rows daily to bring the last benchers to the front once in a week. Thus the investigator tried to follow them and to encourage them indirectly to continue their study.

It is painful to know that the income of 80% of these families is insufficient for the maintenance of the family and hence, for the maintenance of the family they take contract loan towards the end of the year. The rest 20% somehow manage to maintain the family for hand to mouth.

From this it will be easier to be found out that poverty as a major cause of stagnation and wastage according to the opinions of the Headmasters and Headmistresses included in this study, is corroborated by the findings of this interview.

80% of the students admit that because of their irregularity and negligence of the class work they failed. But there are 75% of students who are still interested in getting education. Most of them state that their habits are playing, working in the field and fishing in the leisure times. Only 2% of them stated that study was their hobby 25% of students developed that cinema going as their hobby. Reading papers and going on excursion were stated to be hobby by 3% of students.

65% of them like to play outdoor games and only 5% of them stated in favour of indoor games.
It has been noticed that the students had friendship with their class mates. They had friendship with the olderly boys also. The interference of those olderly boys was more significant in the like that of the stagnated and wasted boys.

As to the extent of stagnation and wastage not a single student could point out any remedial measure.

Causes may be summarised as below:

(i) Property of the parents.
(ii) Indifference of the parents/guardians.
(iii) Economic backwardness and engagement of pupils in domestic activities.
(iv) Bad environment of home and lack of facilities.
(v) Irregularity in attendance
(vi) Negligence of teachers and guardians.
(vii) Lack of co-curricular activities.
(viii) Unattractive cohort environment.
(ix) Poor health - of the pupils.

Many cases may be added to these. Both in case of stagnation and wastage causes are almost the same. In this context it can be stated that the socio-economic causes are the root of all other causes. Therefore appropriate socio-economic upliftment and involvement of the community may be the first and foremost remedial measure to avoid stagnation and wastage in education.
All the aspects including the technological and the institutional, are but means. At the midpoint of the second half of our country, thirty years of independence. India's democracy was enshrined in the constitution and planning was in need to place the central focus of economic and social change on the development and productive use of the country's vast and valuable human resources stands out with singular force and clarity.

For improvement of this condition some suggestion can be forwarded:

(a) For providing jobs to the persons industrialization should be aimed at, but emphasis should be given in developing these industries which are based on agriculture, i.e., agro-industrial sector should be emphasised.

(b) To increase the effective demand of the people priority should be given for the production of the wage goods.

(c) Educational should be based on the type of economic activity followed in the country.

(d) Education planning should be integrated with overall economic planning, which lacking in our country.

The extent to which human resources now come into the centre of development policy will largely determine the shape of India's society and economic structure and policy as the end of the country which merits attention against the disgraceful condition of education with the two great enemies, stagnation and wastage.
CHAPTER IV

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4. The Education Digest September 1967 11
   by Vincent R. Roger

5. Education in New India by Prof. H.Kabir 125


7. The Education Digest September 1967 by Vincent R. Rogers 12

8. A Study of Problems of Adolescent Boy by T.C. Mallik

9. Education in New India by Prof. H.Kabir 132

10. From the Education Digest December 1967
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11. Ibid

12. Education and Economic Development by A.K. Das 131


15. Kothari Commission Report 220

16. University Education Commission 1948 325

17. Kothari Commission Report 225

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