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Wastage and stagnation: A hindrance to education (An Anthropological study among the High School going Children of Jujomura Block of Sambalpur District of Western Odisha)

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Abstract

The Indian Constitution envisages to provide Free and Compulsory Universal Education in the country to all the children of the age group of 6-14 years. When we look back even after 65 years of Independence we find that we have failed dismally in its implementation. Now too a overwhelming number of children are out of school due to discontinuation of their studies at Primary or Secondary level. Dropping out of school by children discontinuing their studies at one level or other without any obvious reason is termed as wastage, whereas continuing in the same class is termed as stagnation. The present study is conducted in Jujomura Block of Sambalpur District, Odisha. The study tries to elicit the causes of wastage and stagnation among the sample population and it further tries to find out the ways and means to minimize wastage and stagnation to facilitate Universal education. Data have been collected by using different qualitative methods like Indepth Interview, FGD and Observation. The wastage and stagnation are the main culprits in obstructing propagation of education and social upliftment of the masses and a menacing evil. The condition is rampant in the rural area and sub-urban slums where as it is more so in tribal areas. The reasons of wastage and stagnation are varied and many. Identifying the reasons and drawing out the modalities for minimizing the malady is the call of the hour.

Keywords: Continuous and comprehensive evaluation, poor enrolment, academic inspection, socio-economic background and educational achievement, defective education system, uninteresting curriculum, unfavorable atmosphere

Introduction

Since independence our country has thrived to provide free and compulsory universal education to all the children under 14 years of age and also emphasized upon providing a boost to technical and higher general education. Many a plan and programme has been formulated and put into practice to augment the education scenario in the country. Although we revel in many successes in the direction, we still find many impediments and bottlenecks in the field. Poverty, lack of awareness to educate one's child etc. have been many ingredients to vitiate universalisation of education. It is most important that a child completes his or her primary and secondary education to equip him to embark upon the path to higher education. Primary Education is also a gateway to higher education and that education improves individual income (Kumar Niraj, 2005) [20]. The greatest stumbling block in the area has been Wastage and Stagnation which is most prominent in underdeveloped areas and more so in tribal areas and suburban slums.

It does not need to be emphasized that enrolment in schools should be increased, at the same time wastage and stagnation need to be minimized. It has been noticed that not all the students that enroll for primary education enter secondary schools and the percentage goes down to 80%; there by causing a wastage of 20%. It is generally agreed that the standard of education given in primary school does not enthuse the children to further studies as the subjects taught generally do not go beyond imparting literacy and a little elementary knowledge in a few academic subjects. Moreover, the more prominent causes of wastage and stagnation could be broadly divided into three categories; economic, educational and social.

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A larger segment of rural India is still poverty stricken. A child is willingly sent to school between the age of 6-9 because at this stage he is more a nuisance at home than a help. After the age of 9 or 10 the child becomes an economic asset as he can work at home or outside. This is more so for a girl as she can assist the mother at domestic chores. The child is therefore withdrawn from school and hence a 'wastage'.

The educational causes could be dull school environment; lack of educational equipment, poor teaching, inadequately prepared teachers, etc. whereas the social causes could be reluctance to send the girl child to school.

Overview of Literature

Huisman and Smits (2009) ^[17], in their working paper "Keeping children in School" based on the household and district-level determinants of school dropout brought out the role of socio-economic and cultural factors, and of characteristics of the educational infrastructure on school enrolment. The major finding of this respect was that in rural areas inequalities between socio-economic status groups are lower if more school and teachers are available. It has been found that socio-economic indices like the characteristics of households, parental income, wealth, education and occupation, have long been known to be major determinants of educational enrolment and achievement in both developing and developed countries. Das (1969) ^[8], studied on the wastage and stagnation at elementary level of education and found the variation in stagnation in different classes. He concluded that in spite of rapid increases in expenditure in education to bring physical and other facilities in school, the rate of wastage and stagnation remained constant. He further concluded that although there is a tremendous expansion in education after independence and still it is continue but the rate of wastage and stagnation is not reduced and dropout rate in girls is more as compared to boys in the state of Assam. Mandal (1980) ^[22], Has outlined the determining factors in achieving universal free and compulsory education. One major finding of the study is that facilities availed by Govt. for school going children were unutilized. Husain (1982) ^[18], Worked on wastage and stagnation in education and has the opinion that the rate of wastage and stagnation seems to be high in single teacher school as compare to the multi teacher schools. He suggested that to make maximum use of resources available in school efforts should make to enroll all the children in schools. Sachidanand (1982) ^[25], Worked on disparities in elementary education and found a relation of literacy towards the enrolment of children in school. He

revealed that there is high literacy in those districts where voluntary organizations and Missionaries are working for upliftment of education. He also noticed that work of missionaries and other voluntary organization is effective for the primary education of Scheduled caste, Scheduled tribe and girls children. Devi (1985) ^[11], studied the factors affecting the rate of drop out in educational institutions. It has been seen that girls got drop out more compared to the boys. As a whole in educational course girls are more affected by the problem of drop out than boys. So far as stagnation is concerned it has been seen that the problem of stagnation is more that in boys than girls. He also evaluated the common cause of dropout and stagnation and stated that first four common causes of both problems were poverty, frequent transfer, repeated failure and negligence of parents. He further revealed that four of 40 causes of dropout most of them are related to socio economic causes. Gyaneswar (1992) ^[16], conducted a study into the extent of stagnation and school dropouts. The major findings of the study were the rate of wastage and stagnation amongst pupils in rural schools was higher than that amongst urban schools and comparing the rate for scheduled tribes and scheduled castes, the rate was higher amongst scheduled castes. The rate of repetition was generally higher in the upper classes. As regards scheduled tribe pupils, the rate of repetition in the upper classes in urban schools was higher than that in rural schools.

Objectives

Against the backdrop, the study has the following objectives:

- (i) To highlight the causes of Wastage and Stagnation among the study population; and
- (ii) To find out the measures to minimize Wastage and Stagnation to facilitate universal education.

Methodology

The study was conducted in Jujomura block of Sambalpur District of Western Odisha. After a preliminary survey of the sample area two schools namely; Jujomura High School and Jujomura Girls High School were selected purposively. The first one is Co-educational and both do not have an attached pre-primary section. Both the schools consist of Grades from 8-10. All those students (between 13 to 15 and 15+ years of age) who were reading in class VIII to X were consulted for data collection. The total enrolments of these schools are 129 who were identified as sample respondents. However data could be collected only from 108 respondents as the others were not available throughout the fieldwork.

Table 1: show the Demography of the study population

	JHS	JGHS	
Boys	62 (84.93%)	--	
Girls	11 (15.06%)	56	
Total	73	56	G. Total= 129
SC	19 (26.02%)	09 (16.07%)	
ST	42 (57.53%)	39 (69.64%)	
OBC	12 (16.43%)	08 (14.28%)	

The total enrolment of the first sample school i.e. Jujomura High School is 73 out of which boy's enrolment is 62 (84.93%) and girl's enrolment is 11 (15.06%). The SC enrolment is 19 (26.02%), ST enrolment is 42 (57.53%) and OBC enrolment is 12 (16.43%). While in case of the second

sample school, i.e. Jujomura Girl's High School, the total enrolment is 56. The SC enrolment is 9 (16.07%), ST enrolment is 39 (69.64%) and OBC enrolment is 8 (14.28%).

Data were collected through different qualitative methods like in-depth interview, FGD and Observation. In order to supplement the present analysis secondary data were also collected from various sources.

Back Ground of the Schools

The first sample school, Jujomura High School (JHS) was established in 1962, it is managed by the Department of Education. Whereas Jujomura Girl's high School (JGHS) was established in 1999 and managed by the private Unaided Management. Both the schools are located in rural area and are situated at a distance of about 12 km from the Block Resource Centre. The schools do not have any attached pre-primary section; both are non-residential in nature and are not using school buildings as a shift school. During the previous academic year, both the schools functioned for 220 days. According to Mr. Mendeli, Assistant teacher of JHS, It had no academic inspection and was 18 times visited by the CRC Coordinator. It was not visited by the BRC Coordinator during the previous academic year. While in case of JGHS, neither the CRC nor the BRC Coordinator had any academic inspection during the previous academic year. Das (1979) ^[9] studied and opined that there should be adequate machinery for effective inspection and supervision for achieving the goal of universalization of education. Students were dropping out every year and from every class. The rate of dropouts is very high among the students of the age group from 13-15 years which is comparatively high as compare to the nearby Primary Schools of the concerned block.

Facilities in JHS

The school has housed in a Government building. It has got 5 class rooms for instructional purposes. Out of these only one class room is in good condition. On the other hand, none of the classroom (s) needs major repairs. It has no other room for non- teaching activities.

The school has got pucca boundary wall. It has electricity connection. The source of drinking water in the school is hand pump and it is functional. It has one boys' one girls' toilet and both are functional. JHS has a play ground. It also has a library and has 2211 books in it. The school arranged medical checkup for its students during the previous academic year. It does not need ramp for disabled children to access classrooms. The school has four computers for teaching and learning purposes, but none of them is functional. It is not having a Computer aided learning Lab. JHS has received the One-time Kitchen devices grant and is providing mid-day meal to the students of class VIII which is prepared in the school premises.

The school does not have a regular Head Master/ Teacher and is having three female and a male teachers. It has no contractual teacher. The school does not have any non-teaching staff. The Pupil-teacher Ratio (PTR) of the school is 19:1 and the student- Classroom Ratio (SCR) is 15:1. On an average, about fifteen students sit in one classroom which sounds comfortable. During the previous academic year no teacher was engaged for even a single day in non-teaching assignment.

Facilities in Jghs

The school has housed in a private building. It has got five classrooms for instructional purposes. All the classrooms are in good condition. It has got another room for non-teaching activities. The school has got no boundary wall. It does not

have electricity connection. The source of drinking water in the school is tap water and it is functional. It has a playground. It has a library having 227 books in it. The school did not arrange medical check-up for its students during the previous academic year and also does not need ramp for disabled children to access classrooms. It does not have a computer for teaching and learning purposes and also not having a computer aided learning lab. The school has not received the one time kitchen devices grant. Mid-day meal is provided to the students of class VIII which is prepared in the school premises. The school has two female teachers. It has neither any contract teacher nor any non-teaching staff. The Pupil Teacher Ratio (PTR) of the school is 28:1 and Student Classroom Ratio (SCR) is 12:1. On an average about twelve students sit in one class room making a comfortable atmosphere.

Like JHS, no teacher was engaged for even a single day in non-teaching assignments during the previous academic year.

Funds and Grants

Under the Sarva Shiksha Abhiyan Programme the school (JHS) did not receive School Development and TLM Grants. Neither the JHS nor the JGHS collect any funds from students during the previous academic year. Likewise incentives were not provided to students in the previous academic session.

Major Weakness of the Schools

- The schools are not maintaining children's record as per RTE.
- The schools have not implemented continuous and comprehensive evaluation (CCE).
- The schools do not have any Computer aided learning lab.
- The schools do not have regular Head Master/Teacher.
- Both schools have poor enrolment.
- Students are dropping out every year, but there is no statistics regarding this.
- No school had any regular academic inspection.
- No school has received school Development Grant during the previous academic year.

Results and Discussion

Wastage and Stagnation

The Indian Constitution envisages providing free and compulsory Universal Education in the country to all the children of the age group of 6-14 years. The government of India, after attainment of independence stressed the need of education at primary or secondary level and provided funds for its development, but a scrutiny of statistics reveals that the desired success has not been achieved due to certain reasons. When we look back even after 65 years of independence we find that we have failed dismally in its implementation. Since the children leave the school before completion of their courses, the time of both the teacher and the taught are wasted. A study reveals that till 1992, 40% of the children have dropped out before completing their education.

Now too a overwhelming number of children are out of school due to discontinuation of their studies at primary or secondary level. Prakash and Chaubey (1992) ^[23] Found that enrolment has been growing rapidly in the primary school under UEE (Universal Elementary Education) programme. But children were found not staying in the schools as

expected, so dropout rate was found increased. He further underlined the need of qualitative improvement in the learning process and emphasized the need of equal opportunity of learning to all children. Dropping out of school by children discontinuing their studies at one level or other without any obvious reason is termed as Wastage. While clarifying the meaning of the word in education Hartog Committee remarked the following:

“By Wastage we mean premature withdrawal of children from schools at any stage before completion of the Primary courses.” This statement does not mean there is no wastage in the Secondary course and higher course. Any student, who receives education at any stage, is expected to complete his/her education within the prescribed period. If one withdraws from the course before completion, then that individual or individuals are deemed to be wastage to the course. Such students do not complete the study of their curriculum and consequently the time, money and energy expended on such students prove to be sheer wastage. Hence the most popular use of the word “wastage” in education means the wastage of time, effort and money. The number of school is increasing in our country every year. The enrolment in such school is increasing every year. The expenditure on education has increased year after year. But unfortunately, there is not much increase in the literate rate. In our country, at primary and so also at secondary level this wastage is estimated to the extent of 60% where as a UNESCO study reveals that the rate of dropout in primary school is very high in India among all countries. It is India where hardly 50% children enjoy the benefits of education.

Factors Influencing the Extent of Wastage

It is obviously a sorry state of affair when a country's future generation skips on education or refrains from it. As more and more children are dropping out of school, the reasons for all of them vary howsoever. In fact the reasons for failure and drop out will vary from school to school, place to place and individual to individual. Singhal *et al.* (2004) [27], observed and stated that supervision and guidance of teachers, students and extension workers were very limited as the teachers are reluctant about the programme of universal elementary education. However the present study reveals that some dropouts of schools voluntarily while others are forced to do so under dire circumstances. Whatever be the reason, the mere fact that a child is not completing his/her school education is not righteous. Such children many a time fail to be an asset for the nation given their inability to contribute in any way. Based on the present research in Jujomura block, there appeared to be some factors that put a student at risk to dropping out of school:

The Family They Come From

The present study highlights that there is often a clash between the family values and those of the school. Research stated educational support (both financial and emotional) from parents is the key to a child being successful and staying in school.

The students come from families of low socio-economic background and it has been estimated that sixty five percent (65%) of the causes of wastage are due to economic reasons. Eshwar & Sharma (1982) [13], studied on wastage, stagnation and inequality of opportunity in rural education and found that in spite of providing various facilities the difference was achieved, Its reasons can be underlined that the guardians of these school children belong below the poverty

line who does not even have minimum livelihood conditions to fetch daily requirements. Khan and Jemberu (2002) [19], and Chopra (1964) [6], examined and emphasized the relation between the social status and educational achievement and reported Socio economic status to be strong predictor of academic achievement. Similarly Garg (1992) [14], Ganguli M (1989) [15], Devaneshan Paul P. (1990) [10], show that the socioeconomic conditions of the family are fairly closely associated with the academic achievements of the children whichever be the level of education that we consider. For girls this correlation is found to be closer. That is why the poor families are discouraged from sending their girl children to schools and higher education. As the income of about fifty percent of our country is very low they have to depend on direct or indirect earning by their children. The family economy acts as a contributing factor to school dropout. According to Kothari Commission Report, “A child is sent to school between 6-9 years of age because at this age he is a nuisance at home than a help.

At the age of 9 or 10, the child becomes an economic asset, because he can work at home or earn something outside. This is especially true of girls who have to assist the over-worked mother at home. The child is withdrawn from school and becomes a wastage”

Parents mostly involve their children in domestic work and this leave no time to child for study. Financial handicap is also responsible for wastage and stagnation. Out of poverty some parents utilize the service of their children to supplement earning. Poverty is also directly responsible for wastage.

In many cases poor parents find it almost impossible to lose assistance of children. Poverty of Indian people is miserable that they find themselves unable to meet other expenses connected with the education even against the provision of free education of their children during harvest time; children can not afford to go to school as they are required in the farm. Again, out of poverty children lack minimum diet and are unable to stay long in schools. In JHS and JGHS students generally come bare footed, their clothes are tattered and dirty. Some children of Jujomura block are products of divorce, separation or sometimes family violence. They are not being raised by parents, but rather by aunts, uncles and grandparents. Families are not meeting some children's basic needs of food, clothing and shelter.

The Community They Come From

Many children of the studied area live on the wrong side of the tracks in places where education is not valued, where drugs, gangs and violence abound. There are some backward classes, like the scheduled or tribal people, who do not take interest in the education of their children. They are reluctant in keeping their children in schools. Some of the parents are illiterate and as such do not understand the importance of education.

Some parents exhibit more of orthodox views about their girls. Such people with draw their daughters from the school at an early age.

In some cases girls are generally withdrawn from school without the completion of their education, where early marriage system acts as a hurdle and a contributing factor to dropout. The study of Acharya (1984) [1], on development and problem of education revealed that there were no adequate school community relationship due to which the

goal of universal education could not be achieved and remarked that as far as the primary education of backward class of community, weaker section of society and tribal are concerned it has been seen that they were more dropout and non enrolled in school system.

The Students Themselves

The students make wrong decisions; sometimes willingly and sometimes unwillingly they get involved with gangs, drugs or alcohol and commit crimes. Once involved, it becomes impossible to get out of it. They are disconnected to their families, school and life. School becomes long forgotten after taking up such pursuits. Many have a poor school attitude and are frequently bored by school. They do not see the reasons they need to go to school. They are not involved in school activities and lack self-esteem. Singh and Sridhar (2005) [26], evaluate the progress made towards achieving the overall goals of universal education by providing access to education for out of school children and increasing the retention rate.

Some have undergone major illness and have missed too many days of school. Majority of Indian students is not able to devote properly to studies and consequently not able to complete their course within the prescribed period due to their physical conditions has been deteriorating and it is because of the lack of edible things, lack of nourishing food and because of the increase of different diseases, because of being weak and ill. Some teachers have reported that they have been informed that they will be held back. But because of many of the conditions they have been suspended and have fallen behind in their work and see little purpose of returning to school.

The School They Attend

The present research paper has indicated that the schools are toxic to students learning and to the students also. The curriculum is not in accordance with the real life of the children and is not relevant to the needs of the students being taught. Passive instructional strategies are being used without regard to individual student learning styles. Very boring and dull teaching methods are adopted. They have multiple subjects, and this makes it difficult for students to get the attention they need. Teachers are not trained in the latest teaching/ learning/ technology techniques. They lack adequate guidance counseling. A study reveals that only educational causes are responsible for another 30% of wastage. Government of India also highlights the following; "The educational institutions being ill-equipped poorly housed and with dull and depressing environment unfortunately could not exercise effective counter-acting influence."

Dull and unattractive schools, lack of adequate accommodation, uninteresting curriculum, defective examination, lack of parental attitude, absence of school health services are contributing factors that were consistently cited as a huddle that influences a student staying in school and thus leads to wastage.

The Teachers They Have

Teachers of the schools of the studied area do not take interest in their job. Neither they attend to their duties regularly nor do they pay heed to difficulties and problems of the children. Again increased number of single-teacher schools, inefficient and poor quality of teachers, lack of

teacher- pupil contact, frequent transfer of teachers and plural class teaching disturbed the quality of instruction which ultimately cause much wastage. Mali (1984) [21], since working in a single-teacher school involved living away from their families or spending a considerable amount of time on commuting each day, teachers were not willing to work in such schools. Again teachers were not adequately equipped to manage such schools efficiently; they were not aware of suitable teaching methods, were unable to give appropriate assignments or keep others gainfully occupied while handling one group. Borbora *et al.* (2010) [5], conducted study on dropout rate in elementary schools and reasons thereof. The reasons of dropout are; engagement in domestic chores, lack of encouragement from parents, engagement in outdoor economic activities, lack of adequate recreational facilities in the school, uninteresting curriculum, rude behaviour of teachers, irregularity in attendance of teachers etc. Similarly, Acharya (1984) [1], Studied on the development and problem of education and remarked that the provision of teacher's training and administration was also enlarged, although schools were established but the problem of single teacher school and problem of proper qualified teacher were main obstacles in the field of education.

Like Wastage, Stagnation also damages the education of a child to a great extent. It is a major factor responsible for wastage in both primary and secondary education, both directly and indirectly. The students at every stage of education are expected to pass the examination after finishing the whole course. But it has been found that in general practice many students are not able to pass the examination in one class or in more than one class. Hence, the prescribed course is not completed within the allotted time. They fail and remain in the same class; this has been called the process of stagnation. Thus by stagnation we mean failure in the class i.e. repetition of classes by pupil for more than one year.

The Hartog Committee reports, "By stagnation we mean the retention of a child in a lower class for a period of more than one year. Of course stagnation always leads to wastage. If a student unable to complete the prescribed course within the allotted time he has wasted time and labour. Moreover if a student consistently fails in a class, he loses interest in studies. The parents also get discouraged and lose interest in the child's education. Finally the child gives up studies and helps his family to supplement earning.

Factors Influencing the Extent of Stagnation

Bhat and Yasmeen (1994) [3], Pinpointed that main causes of stagnation are illiteracy of parents and heavy courses of study. For dropouts the major causes have turned out to be family's poverty. While analyzing the factors affecting the wastage and stagnation of particular place Barua (1971) [2], also stated that poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical conditions of school, bad family environment are some major factors which are responsible for the wastage and stagnation in the respected areas. He further stated that teachers are also responsible for wastage and stagnation at one level their sympathetic behavior multiple class teaching also play a role for it. He also revealed that pupils fear towards the examination also causes stagnation, lack of teaching also contributed towards failure of students.

Uninteresting Curriculum

More often than not the students find the school curriculum drab and uninteresting. They fail to understand the utility of many of the topics they are taught. Unenthusiastic teachers and their orthodox methods of teaching make the classroom activity more uninteresting. Dankar (2002) ^[12]. stated that efforts should be made to enhance the quality of classroom interaction and the teaching learning material used. The same fact has been studied by Rao (2003) ^[24]. and he states that the progress of Elementary education is possible when the teachers take the pivotal role in transacting the lessons and curriculum as a whole in classroom situations.

Defective Education System

Lack of adequate accommodation, too much of overcrowding schools with high pupil-teacher ratio become the main cause of stagnation. Again dearth of educational material, lack of trained teachers, and shortage of teachers are some of causes responsible for stagnation. Due to frequent transfer of teachers and increased number of single teacher school where a teacher has generally to take many classes and teach plural subjects disturbed the quality of education which ultimately causes much stagnation.

Defective Pattern of Examination

Fear of examination always remains in the mind of children as we have an examination ridden education. The knowledge of the students which they have gained throughout the year is being examined within a few hours through some questions. He has to repeat the class if he fails to answer the questions due to any circumstances. Thus the present system of examination not only develop repulsive attitude in students towards education but also helps to increase stagnation.

Unfavorable Atmosphere

Everyone is not able to fit in, in different atmosphere. As the school comprises of children of various families or locality, it is found that students from a lower Socio-economic status feel inferior in front of students from higher Socio-economic status. Although during the recent years the common dress code has mitigated the situation somewhat, still some won't be able to cope up with the feeling of superiority and inferiority. Their failure at making friends and establishing a good rapport with the teachers makes them feel more like an outsider. In the face of repeated failures, they give up school education.

Financial Handicap

The stagnation is natural in this case. Several demanding situation can surface where the adolescent children of the family are asked or looked upon as a helping hand to the family. Out of poverty or financial handicap some parents force the child to focus his attention to the family crisis and utilize the service of their children to supplement earning for the family.

Hence, they do not achieve success in the examination as they do not get sufficient time to study at homes with the result that neither they complete the home task nor the prescribed courses within the expected time.

Suggestion for Reducing the Extent of Wastage and Stagnation

Various measures have been taken by both Central and State Government to minimize the rate of Wastage and Stagnation. In fact the reasons for failure and dropout will

vary from school to school, place to place and individual to individual. As such, it cannot be suggested a single programme for all the schools to reduce educational wastage and stagnation. However, some of the following action programmes may help for reducing educational wastage.

1. Reorganisation of the Curriculum

In order to avoid wastage and stagnation it is necessary to effect changes in the tough and burdensome curriculum. The number of subjects should be reduced and the method of teaching these subjects should also be made attractive. The effect of wastage and stagnation may be avoided by making the curriculum modest, simple and interesting so that it can be implemented most efficiently.

2. Creation of Healthy Atmosphere

To reduce the extent of wastage and stagnation necessary changes should be made in home, society and school atmosphere. Atmosphere should be made healthy. Emphasis should be given for improvement of school campus i.e. neat, tidy and beautiful. Adequate and attractive school buildings with well equipped furniture should be provided. Dabir and Loitam (1999) ^[7]. stated that the facilities in schools need to be improved in order to achieve the goal of universalization of education. Teacher-pupil ratio may be maintained at such a level as to ensure adequate individual attention to be paid to each individual in every class. Provision of part time schooling may be made for the benefit of children who cannot attend the school during regular hours on account of domestic and economic disabilities.

3. Improvement of Health

Most of the parents in our country are unable to provide nourishing for their children. In view of the helplessness of the parents it is the responsibility of the State government to take over the charge of providing food to the future citizens of the country. To reduce wastage and stagnation in a bigger way, although pupils are being given nutritious diet by introduction of Mid-day Meals, it is limited to the students of Class-VIII which needs to be extended also to the students of class IX and X under the School Health Service Programme. Existing Mid-day Meals system should be carefully regulated as physical development is necessary for mental development of students.

4. Introducing Attractive Teaching Method

The teaching methods which are prevailing today being unpsychological and unattractive cause wastage and stagnation. This problem may be solved to a large extent by supplying necessary equipment and teaching aids for making education more interesting and effective. Again attempts should be made for qualitative improvement of pupils. Qualified teachers should be appointed to create better quality in the instructional programme to attract children.

Improvement of the professional competence of teachers may be made by providing training facilities, both pre-service and in-service. Necessary guide books for teachers and work books for students and other literature should also be provided.

5. Reforms in the Examination System and Introduction of the Improved Technique of Evaluation

The system of examination should be based on the principle that education is imparted for success in examination. The

system, therefore, should examine the whole years work and promotions should be given after testing the real knowledge acquired during the period of study. There should be Continuous Comprehensive Evaluation (CCE) of the performance of the pupils, and of their day to day activities (Bhattacharjee, 2015)^[4].

Maintenance of systematic records, where the examination results of the pupils in different subjects are recorded and besides their performance in co-curricular activities, personal qualities, health information, attendance, etc. will find place. These records will be taken into consideration at the time of class promotion. These records will help the teachers to judge the different aspects of the pupil's personality.

For reducing the extent of Wastage and Stagnation, *Kothari commission* has made the following recommendations:

- The school should be properly equipped with teaching material, furniture, building, etc.
- Medical facilities, free books to poor students and Mid-day Meals should be given.
- Educational System should be made realistic.
- The retention of every enrolled child in school till he reaches the prescribed age or completes the prescribed course.
- Implementation of a programme of qualitative improvement of education because Universal Enrolment or retention depends very largely on the attracting power of the school.
- Providing "Literacy Classes" for a period of one year at least to all children in the age group 11-14 who are not attending schools.
- Right type of trained teachers should be appointed. Lady teachers have proved better in handling young children.
- Provision for adult education be made so as to create parent's consciousness and interest in the education of their wards.

Conclusion

It cannot be denied that in the modern day educational scenario too wastage and stagnation still is a stumbling block. For eradication of the same the Government as well as the society has a vital role to play. Whereas the Govt. should have a think tank to prepare plans and modalities to curb wastage and stagnation, the society at large and for that matter social organizations should endeavour to create universal awareness in the direction.

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