ABSENTEEISM, STAGNATION AND WASTAGE IN THE PRIMARY SCHOOLS OF TRIBAL AREAS OF ANDHRA PRADESH

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Evaluation Report on Educational Institutions functioning in Srikakulam Dist. A.P.

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CONTENTS

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CONTENTS

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FOREWORD

It was a great pleasure to go through the present report of a research study on Absenteeism, Wastage and Stagnation conducted in 14 selected primary schools of Srikakulam, Visakhapatnam, East Godavari, West Godavari and Chittoor districts of Andhra Pradesh by the Tribal Cultural Research and Training Institute, Hyderabad, under the able guidance of its Director, Shri D.R.Pratap. It is an accepted fact today that wastage and stagnation are the two major problems which need the attention of educationists and educational administrators at all levels. These are universal problems met with in all the areas of all the States and Union Territories of India and at almost all levels of education. But their intensity is felt more at the primary level, particularly in tribal areas, where, in some cases, the incidence of wastage and stagnation is as high as 93 percent. These two factors do contribute to a great extent to the very slow progress both quantitative and qualitative - of primary education. The Education Commission (1964-66) has termed them as evils. Other scholars and educationists have also used similar terms. But everybody is of the opinion that, in order to accelerate the progress of education, these two evils have to be stamped out.

Many studies have been conducted to find out the extent and causes of wastage and stagnation. Besides some very important studies conducted in non-tribal areas, a few studies have also been conducted in tribal areas. All these studies have thrown up several causes of wastage and stagnation and suggested suitable measures for reducing their incidence. The National Conference on Action Programmes for reducing Wastage and Stagnation at the Primary Level organized by the National Council of Educational Research and Training in January, 1970, recommended certain action programmes for reducing wastage and stagnation. Some of these programmes are: ungrading of at least the first two classes of the primary schools; identification of innovative practices for multiple class teaching; undertaking research and development programmes in beginning reading; initiating pilot projects in the area of improved supervision; trying out of planned innovative programmes like three-hour schools of Rajasthan and the part-time and continuation education schools of Uttar Pradesh; undertaking in the area of schools curriculum and under taking exploratory studies/to find out if books written in tribal dialects with regional script will help in reducing wastage and stagnation (among the tribal children).

These action programmes, if implemented, may achieve the objective in the non-tribal areas. But, in tribal areas, in addition to the above, something more needs to be done. This study suggests some steps to be taken in this direction.

The present study took up three problems of Absenteeism, Wastage and Stagnation in a very methodical and scientific way. The research methodology including the sampling has been neatly and accurately drawn and the tools of investigation have been rightly chosen.

The study identifies three major groups of causes of wastage and stagnation namely, socio-economic, psychological and educational. It is a well-known fact that the economic condition of tribal children is far from satisfactory and, in spite of certain economic incentives given to them in the form of scholarships, bookgrants, midday meal and the like, the fact remains that the economic burden on the child is too heavy and it is not possible for either him or for his parents to get rid of or relieve him of this burden. Of all the three groups of causes identified in the study, this is a major one. Under pressures and by persuasion a tribal

parent sends his child to school. But when he finds that this deprives him of a working hand and that the child does not learn anything worthwhile, he withdraws him from the school. To keep the child in school strong economic incentives may be required to be given to the parents. But such incentives have to be in such a form that they promote the educational growth of the child and are not meant for meeting the needs of the parents. At times it has been suggested that, to persuade parents to send their children to schools, they may be given cash allowance as incentives. Nothing can be more harmful to the cause of education. If this is done it will convert education into a business transaction, and, in all likelihood, the parents will send their children to school only when they are compensated in cash for the loss of economic assistance they receive from their children. Opening of Ashram schools in large number with all facilities of free boarding and lodging may, perhaps, lead to a considerable reduction in the incidence of wastage and stagnation.

Of the second group of causes namely, psychological, the low receptivity of tribal children attracts attention more than the parents' or students' indifference towards the latter's education. A tribal

child lives in a background completely devoid of any educational activity. May be, for miles and miles together there is not even a single literate person available. The parents, in most cases, are illiterate. In villages there are no facilities of library, nor are there any books, magazines, papers, journals etc. to read. The teacher and the school alone provide him an enlightened atmosphere. But how much a tribal child learns of the new body of knowledge and skills in the company of his teacher? Perhaps the teacher himself, after he passed his examination, has had no opportunity to go through a book except, of course, the textbooks prescribed for the school students. He has no means or motivations to keep himself abreast of the explosion of knowledge that is taking place in the world of today. Most of the time he is busy with his own personal and domestic problems. He lives far away from the school and spends most of his time in coming to and going from the school. The pupils get very little time to be in his company, and it is impossible for the lone teacher to give adequate personal attention to the pupils. Therefore, it is no wonder that a tribal pupil is not receptive to new ideas and thoughts, and does not even care to attend the school.

The third group of causes namely, educational though important, are not such that cannot be removed. The problems faced by a tribal pupil in this field are many, but it goes without saying that a concerted and sincere effort made to improve educational conditions will produce immensely better result. There are two or three major problems in this field which come to mind immediately. The first and the foremost is the teaching of tribal pupils through the regional language. Despite the fact that over the last 25 years several committees and commissions instituted by the Government of India to go into the depth of these problems have suggested that the tribal child should be taught through his mother tongue, no effort, except one or two exceptions, has been made to teach tribal children through their mother tongue. One of the arguments advanced against adoption of this policy is that teaching through several media in one State may lead to a fissiparous tendency among the different groups of pupils and may lead to disintegration. But the real fact is that, if integration of the tribal people is desired, one of the way to achieve this goal would be to teach their children through their mother tongue. If, in India, different groups of people having different languages can be integrated into one homogeneous

community, there is no reason why a sense of integration cannot be strengthened among the tribal people if their children are taught through their mother tongue. In fact this will bring the tribal and non-tribal communities closer because then the tribal pupils will feel that the education is also meant for them.

Allied to this problem is that of textbooks. At present textbooks are in regional language which is not generally understood by tribal pupils. It is impossible to conceive that it is beyond human ingenuity and resources to produce textbooks in tribal dialects. There is no use going through a ritual of admitting the tribal children to schools, teaching them something which they can not understand, and thus uprooting them from their moorings and casting them adrift without any goal or achievement because one or two years of schooling is not going to be of any help to them.

The singular lack of teaching aids and equipments in tribal schools tells a sorry tale of the indifference towards these pupils. This is only a problem of resources. It is said that the number of schools involved is so big that provision of even one petty article to all the schools may cost a fortune.

But are we not wasting a much bigger fortune when most of the tribal students drop out and stagnate for years in a class? This colossal waste of men, material and resources is obviously of a much bigger dimension. There would be no disagreement with the fact that the tribal children need to be treated sympathetically because they have been denied for a long time even a modicum of worthwhile education. If it is not possible to provide adequate teaching aids and other facilities to all the tribal schools, it is surely possible to select a few of them and gradually cover the remaining ones over a period of years.

What we need in the field of tribal education today is a bold and radical decision to improve the quantitative and qualitative aspects of their education.

It is a matter of great satisfaction that the Tribal Cultural Research and Training Institute, Hyderabad has been concerned with the problems of education of the tribes, and has carried out this study of some of the most important and acute problems of tribal education. This, however, is only half the work. The other half will be to draw up follow up programmes to implement these recommendations made by the Institute. If it is really

felt that something should be done to solve these problems, then recommendations made in this and other similar reports need to be followed up.

I must congratulate Shri D.R.Pratap and his brilliant young colleagues who have laboured hard to bring out such an excellent report. It is my earnest hope that the findings of this report will be widely disseminated.

L.R.N.Srivastava,
Field Adviser
National Council of Educational Research and Training.

New Delhi-16,
September, 4, 1971.

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CHAPTER - I

I N T R O D U C T I O N

A.N.White has observed that "there is only one subject matter for education and that is life in all its manifestations". Life has multifarious facets such as mental, physical, moral, social, religious, economic, cultural, political, etc., and true education, has to aim at developing the various facets of life. Education is thus a well integrated approach to the development of wholesome human personality in harmony with the society to which the individual belongs. Education is therefore a fundamental pre-requisite for social and economic development of any society, backward or advanced, as it not only provides the necessary infra-structure but also imparts momentum to the dynamics of development.

India is wedded to planned development in order to achieve self-sufficiency in food, rapid economic growth and full employment and National Integration by wiping out social and economic inequalities. But the development process is beset with several inherent hurdles like rigid hierarchical social system with little scope for vertical mobility and the consequent

tradition decreed social and economic distances between various caste groups and classes respectively. Parochial groups loyalties rooted in linguistic, religious, regional and caste affinities are playing havoc with the ultimate goal of achieving egalitarian society where equal opportunities are guaranteed to every citizen. The recent upsurge of tensions and turmoils among student community in general and tribal societies in particular are the products of the failure to replace the traditional values with suitable new values generated in the wake of planned development. It is in this crucial context that the role of education is stressed in developing the quality of human being.

The development of any society mainly rests on its capability to exploit the natural resources, both physical and human to its maximum advantage. Education provides the necessary infra-structure to acquire the necessary technology, skills and know-how to harness these resources. The crux of the problem is to evolve a suitable programme of education which would impart the necessary expertise to man in order to exploit the physical resources. Even though education is not a magic wand that brings dramatic change and wave our

wishes to reality', still it can be an effective instrument for bringing about peaceful revolution in the work habits and thoughtways of the people as it makes man more rational in outlook and scientific in action in his quest for advancement from a tradition bound backward society to an enlightened modern society. It is in this transitory situation that the tribal societies of our country are caught up and the need of the hour is to draw up a suitable educational programme that can give the necessary capabilities to reap the benefits of technological innovations ushered in the wake of planned development.

The educational problems of Tribals are so complex and difficult that their solution throws a challenge to the educationists, Administrators and Research Scholars. The total population of Scheduled Tribes of India is about 29 millions and constitutes 6.8% to the total population of India. The Scheduled Tribes population in Andhra Pradesh is 13.24 lakhs constituting 3.68% to the total population of the State. The tribal population is a vital component of the general population of State.

The various tribal groups differ from one another in their racial characteristics, language, culture, social patterns etc., both at State and National level. They can be broadly classified into four groups with reference to their livelihood patterns viz., (1) food gatherers, (2) pastorals, (3) shifting cultivators and (4) settled agriculturists. In Andhra Pradesh Chenchus and Yenadis are yet to out-grow the food gathering stage while Goudus and Banjaras are still pastorals. Shifting cultivation still continues to be the main source of living for tribes like Konda Reddis, Samanthas, Konda Doras and Savaras. Bhagatas, Valmikis, Koyas, Gonds and Pradhans are the major tribal groups whose main stay is settled agriculture. It is evident that these groups are at different levels of economic and social development.

In view of the economic and social backwardness and distinct cultural patterns of the tribes the government have laid special emphasis on the promotion of education among Scheduled Tribes by way of incorporating special provisions in the Constitution of India. The Constitution of India in the directive principles of State policy specifically mentions that the responsibility of promotion of education of the Scheduled

Tribes has been entrusted to both Central and State Governments. Under Articles 46 of the Constitution of India promotion of educational interests of Scheduled Tribes is a special responsibility of Central and State Governments. Since independence State Government have been extending many facilities in various forms for the promotion of tribal education. These facilities include construction of school buildings, provision of student-ships, supply of free books and other stationery besides free boarding and lodging facilities, mid-day meals etc. During t e previous plan periods an amount of Rs.55.6 lakhs was spent by the Government for the promotion of education among Scheduled Tribes of the State. At present (1971) there are 1176 primary schools established for the benefit of Scheduled Tribes besides 195 primary schools functioning for the educational progress of Denotified Tribes. The 1176 primary schools are run by three types of managements, viz., Government, Samithi and Voluntary (Aided) with the respective number of schools under each management being 212, 585 and 379.

Inspite of the best efforts of the Government for the educational advancement of the Scheduled Tribes, the gap in the literacy levels of Scheduled Tribes, and

plains people could not be reduced as is evident from the fact that according to 1961 Census only 4.41% of the Scheduled Tribes are literates whereas the corresponding figure for the State as a whole is 21.2%. Further, the percentage of enrolment of *Scheduled Tribes students to the total enrolment in the state in 1961 in Lower Primary, Higher Primary, Secondary, Higher Education and Vocational and Professional Education is 2.3, 0.7, 0.6, 0.4 and 1.8 respectively. Though Scheduled Tribes population of the State constitutes 3.7% to the State population, the total enrolment of the Scheduled Tribes Students in the state is only 1.9% to the total enrolment in various educational institutions of the State. Inspite of the huge amounts of money spent and the best efforts put forth by the Government, the progress of education among tribals is disheartening and the appalling dimensions of the problem in tribal areas continues to cause serious concern to the Government.

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*Source: Report of the Education Commission 1964-65, Government of India, Ministry of Education.

The poor rate of progress of education among tribals is attributed by the Dhebar Commission mainly to triple factors of educational retardation viz., Absenteeism, Wastage and Stagnation. So far no systematic studies were conducted in the tribal areas of the State to assess the extent of Wastage, Stagnation and Absenteeism at the Primary Stage of Education. It is therefore imperative to study the problem scientifically so as to measure the magnitude of absenteeism, wastage and stagnation and isolate the causes responsible for the high incidence of these evil factors besides suggesting corrective programme of action inorder to reduce their incidence to the barest minimum. As such the study of the triple problems of Absenteeism, Wastage and Stagnation in the primary schools of tribal areas of Andhra Pradesh has been undertaken.

The following are the objectives of the study.

1. To measure the magnitude of Absenteeism, Wastage and Stagnation in Primary Schools.
2. To identify and to analyse the causes of the Phenomena.
3. To determine the relative significance of the causes of these problems in different tribal areas of Andhra Pradesh.
4. To suggest remedial measures for reducing the incidence of the three evils.

As it is a short term project, the study is limited to the five districts of coastal and Rayalaseema regions of the State in which the largest number of Primary Schools are functioning for the benefit of Scheduled Tribe Students and a sample of 2% of the total 631 Primary Schools (1968) were selected at random for the present study. While selecting sample schools care was taken to include schools managed by different agencies viz., Government, Samithi and Aided. In total 14 schools were selected on random sampling basis. The five districts in which the selected schools are located are, Srikakulam, Visakhapatnam, East Godavari, West Godavari and Chittoor. As per the sample 6 aided schools, 3 Panchayati Samithi Schools and 5 Government Schools were selected. Secondary and Primary data were collected through 3 types of questionnaires, viz., (1) Schools questionnaire, (2) Teachers questionnaire and (3) Parents questionnaire. The respondents include both teachers and parents of the tribal students. Ten tribal parents were contacted from each selected school. All teachers of the selected schools were contacted and data were collected from them. Five years period was taken to calculate the percentage of absenteeism, index of stagnation and the percentage of wastage. 1963-64 was selected as base year for collection of data on absenteeism and wastage as the

optimum period for Primary course of education is 5 years. As such 1963-64 to 1967-68 (Five Years) constituted the reference period of the study. However, data were collected from Admission Registers of sample schools since their inception to work out the general index of stagnation as the period of educational course of any stagnant student exceeds the prescribed five year period.

Several difficulties were faced during the collection of data as some of the records were not readily available, and even the available records were not properly maintained. However, much care was taken in sifting and scrutinising the data during the field work itself so as to maintain uniformity and eliminate inconsistencies.

The following definitions were adopted in the study.

ABSENTEEISM:

Absence of a student on any working day of the school including both authorised and unauthorised absence or staying away from classes.

WASTAGE:

There is difference of opinion regarding the definition of concept of wastage and the various authorities and research scholars adopted varied definitions of the concept in their studies. The Hartog Committee has defined wastage as the premature withdrawal of children from school at any stage before the completion of the primary course. The definition given by the Hartog Committee has given room for certain controversies. However, the definition has been accepted operationally in most of the studies. The controversial point is whether or not all students who drop out before successfully completing the final grade of the stage of education should be covered by the definition of wastage. From this point of view the following two definitions are discussed.

According to the first definition wastage should be correlated to the aims and objectives of education set for the stage under study. People who support this view claim that these objectives cannot be realised unless one spends more than a term in the last class of the stage under investigation or comes out successfully through the annual examination. For

example, the main aim of the primary education is to attain permanent literacy and any pupil who stays away or withdraws from primary school before spending atleast 120 days in the last but one or last grade or prior to actually passing the examinations constitutes a case of wastage. Most of the studies have followed this definition.

There is another definition of the concept which centres round the concept of 'incremental gains' in learning outcomes. Those who favour this definition argue that it is the 'year' and not the 'stage' that should be taken as the temporal unit of study as each year of academic course contributes for the partial fulfilment of the objectives of the stage of education under study. According to this definition, if a pupil drops out in the last grade or is withdrawn before reaching or passing that grade is not a case of wastage. This concept which was adopted by Chickermane was also used in Poona and other studies. But this definition is not suitable for the primary stage of education as the intervening factor known as 'Lapse into illiteracy' comes into operation. The studies conducted by the Provincial Board of Primary Education, Bombay, 1941 and Gadgil and Dandekar (1955) have revealed

that at least a minimum of four years of schooling is essential for a child to retain effective literacy in the later life. But the findings of Bombay Board of provincial Primary Education and Gadgil and Dandekar may not hold good in the case of tribal students of primary levels their literacy retention capacity is comparatively lower than the non-tribal students in view of their poor educational and cultural environment. Atleast successful completion of all the five years of primary education is a minimum requirement for attaining dependable literacy retention capacity upon which the child can draw in his latter years of life. In view of this situation the Hartog Committee's definition which emphasizes the completion of the full course of Primary Education for not considering a pupil as wastage is adopted for the purpose of this study. Hence all those who withdraw or drop out before the completion of primary stage of education are treated as wastage cases.

STAGNATION:

Regarding the definition of concept of 'Stagnation' there is no difference of opinion. The Hartog Committee and other Research workers followed same definition. Stagnation is also known as 'retardation'

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STAGNATION:

Regarding the definition of concept of 'Stagnation' there is no difference of opinion. The Hartog Committee and other Research workers followed same definition. Stagnation is also known as 'retardation'

or 'Grade repetition'. It is defined as "the retention of pupil in a grade for more than one year on account of unsatisfactory progress".* As such, if a student studies more than one year to pass a grade, he constitutes a case of stagnation.

METHODS:

The factors responsible for the phenomena of absenteeism, wastage and stagnation are to be systematically studied. The studies so far conducted have used a variety of methods to identify and isolate the factors responsible for the phenomena. These different methods can be grouped under three categories as discussed by C.L Sapra (1967).* 1 Direct method 2. Indirect method 3. Hypotheses testing method.

DIRECT METHOD:

According to this method irregular students, drop outs, stagnant students and their parents are interviewed so as to ascertain the causes. This method has its own limitation viz., the true causes cannot be ensured from the respondents and they are likely to be biased and subjective.

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*Sapra, C.L.Educational Wastage and Stagnation in India NCERT, New Delhi-1967.

INDIRECT METHOD:

The causes are ascertained either by informal interviews with friends, neighbours, teachers and informed members of the locality of irregular students or by administering the questionnaires containing closed ended questions or open ended questions. Comparatively, this method is not as perfect as the first one as these respondents may not be possessing the full facts of the problems of these students.

HYPOTHESIS TESTING:

In this method we asume some relationship between absenteeism, stagnation and wastage and certain contributory factors like education, income, assets, lands attitude of parents towards education, involvement of children in domestic work etc. Chickermane tried to gauge the influence of household circumstances on wastage in primary education by comparing the 'educated' and not 'educated' parents on four dimensions, financial conditions of parents/guardians, attitude of parents/guardians towards education, involvement of children in domestic work and educational status of the family.

In the present study the following areas have been considered in the framework of causal relationship between absenteeism, wastage and stagnation on one hand and pupil, family, school, and community on the other. Different hypothesis have been framed and included in the questionnaire and they were administered to the parents and school teachers of three categories of students. Apart from this case particulars were collected from the admission registers to correlate the variables to the phenomena. Pupils were not interviewed as they are too tender to express any opinion about the problem.

Both perceptual and factual data pertaining to school and household environment were collected. The factual questions pertain to size of the household, income, assets, educational background and other aspects of socio-economic status of the households. The questionnaire also includes some questions for eliciting the opinion of parents about the existing educational system, school teacher, school environment, need for educating their children etc. The perceptual data were recorded by the investigator in the shape of his observations regarding the house and school environments and personal impressions about the parents and teachers and their answers. Thus a combination of three methods discussed was adopted in the survey.

PLAN OF STUDY:

There are various methods of computing the incidence of the phenomena of Absenteeism, Wastage and Stagnation. In the present study the various methods of computation and the particular method adopted for this study are discussed in the concerned chapters. The Report is divided into the following Five Chapters.

I. Introduction
II. Absenteeism
III. Stagnation
IV. Wastage
V. Conclusions.

The first chapter deals with the problem in general, methodology adopted for the study and definitions of various terms and concepts used. The second hapter is devoted to the study of Absenteeism, its magnitude in various categories of schools and the causes. The third chapter delves into the phenomenon of stagnation, its causes in general and in various categories of schools in particular. Sex-wise incidence of stagnation is also discussed. Fourth chapter deals with the incidence of wastage and its causes in general, and in various categories of schools in particular. Lastly,

the Fifth chapter gives a vivid picture of the relative incidence of the phenomena of Absenteeism, Wastage and Stagnation in various schools. The comparative significance of the causes of these phenomena and remedial measures to counter act the triple evils of primary education in tribal areas are also discussed.

CHAPTER - II

A B S E N T E E I S M

1. It is universally agreed that absenteeism is the root cause of all the drawbacks of the educational programmes in the country. The incidence of absenteeism is very alarming in tribal areas. It is a well known fact that absenteeism is also phenomenal in plains. This phenomenon is attributed to several factors which are at work in the tradition bound primitive tribal society.

2. The data were collected from the selected sample schools for a 5 year period i.e., 1963-64 to 1967-68 regarding the attendance of tribal students from I to V Standards from the attendance registers to arrive at the percentage incidence of absenteeism.

3. In order to check the authenticity of the daily attendance marked by teachers, the data collected is compared with the roll calls recorded by the School Inspecting authorities on inspection days and surprise visit days.

4. The attendance data were collected from all schools of the T.D.Blocks in which the sample schools are located. Further, the data were analysed with reference to their management i.e., Panchayat Samithi, Government and Private (aided) bodies. The accuracy of normal attendance figures is to be taken for granted with certain limitations. For example, it has been observed during the study that attendance is kept open upto the end of the session of every day.

5. The sex-wise incidence of Absenteeism in different categories of schools has been worked out and furnished in table No.1 (Annexure.I)

6. Table No.1 indicates that incidence of absenteeism is more among girls than boys. The difference in absenteeism between boys and girls is to the tune of 10 percent. The average incidence of absenteeism works out to 35.50 percent in the primary schools of tribal areas. Further, marked variations are noticed in the incidence of this pehenomena in between the three categories of schools. While the maximum incidence is found in Government managed schools, the minimum is noticed in Samithi managed schools with the Aided schools finishing a close second to the Government

managed schools. The difference between maximum and minimum incidence is 17 per cent.

7. Further, the incidence of absenteeism has been analysed class-wise i.e., from I standard to V standard for 5 years among boys and girls. The table No.2 Annexure I i gives the class-wise and sex-wise percentage of absenteeism.

8. From the table it can be observed that there are two emerging trends. Firstly, there is variation in the incidence of absenteeism among boys and girls and among the latter the incidence of absenteeism is higher than the former. On an average the percentage of absenteeism among girls is in excess by 5.00 over that of general incidence in sample schools.

9. Secondly, there is a slightly decreasing tendency in the percentage of absenteeism in higher standards especially in the last two years of primary education and the average rate of decrease works out to 0.37 percent. Even the comparative percentage of absenteeism between I and V standards, the lowest and highest standards of primary education, indicates that difference is not very significant as it works out to

only 2.33 percent. However, this decrease is not very significant and it can only be concluded that the incidence of absenteeism tends to decrease from I to V standards.

10. The data of absenteeism were analysed to know the impact of contributory factors like climatic conditions, agricultural operations like sowing and harvesting, festival celebrations, collection of minor forest produce and toddy seasons on the incidence of absenteeism in various months of the academic year. The month-wise absenteeism is furnished in Table No.3 Annexure I for the year 1963-64.

11. It is evident from the table that the highest incidence of absenteeism is recorded in the month of January followed by April, October and February. The minimum percentage of absenteeism is recorded in the month of August followed by June and July.

12. The probable factors responsible for such high incidence of absenteeism during the month of January are the harvesting season, festivals and the collection and sale of minor forest produce. Further,

they also have mid-term holidays during the first half of this month. The phenomenon can be attributed to the post holiday effect also as the tribal parents allow their children to remain at home even after holidays. April month is also full of festivals, especially the elaborate Chaitra or Bhudevi or Itikulu festival of the summer season during which all able bodied male members are driven by their women folk on a ceremonial hunting expedition. It is also the peak season for toddy. Every body indulges in drinking toddy irrespective of age and sex. The school going boys and girls are no exception and stay away from school for days together. The rainy season holidays are given in the months of August and September. Since the schools remain closed in these two months the actual incidence of absenteeism cannot be measured from these figures. It is evident from the figures, that the frequent heavy rains of north-east monsoon in the month of October do have some effect on the attendnce of students in the schools of tribal areas. Moreover, the present holiday pattern which is mainly based on plains area festivals does not suit the tribal schools as most of the festivals of the plains regions are not celebrated by the tribals. They have only three days under local holidays list whereas

the tribals have a number of local festivals spread throughout the year adversely affecting the attendance of school children. Further, the poverty striken tribal cannot afford to provide nutritious food to his children. Malnutrition and frequent ill-health of children also result in irregular attendance.

13. Absenteeism data were worked out school-wise and the details are given in the table No.4 Annexure-I.

14. The table indicates the fact that the maximum deviation from mean is recorded in the aided schools both in positive (+) and negative (-) directions and the mean deviation works out to 9.51. A comparison of the mean deviations of the three types of managements reveals that maximum mean deviation is observed in Aided schools which worksout to 11.94 and the minimum (5.21) in the Government Schools.

15. From the above analysis the magnitude of absenteeism could be assessed with reference to the type of management, sex of the pupils, seasonal variations, for each sample school and each standard of primary education for over a period of five years.

But the studies of expert committees and research workers always cast doubts on the authenticity of the roll call maintained by the school teachers.

16. The real position of attendance can be fairly gauged by comparing the attendance in schools on surprise visit days, inspection days and normal working days. The data were collected for five years i.e. 1963-64 to 1967-68 from all the primary schools belonging to 6 T.D.Blocks of Srikakulam, Visakhapatnam, East Godavari and West Godavari districts and from two tribal schools located in the plains areas of Chittoor district.

17. The variations in the percentage of Absenteeism as shown below, worked out for normal, inspection and surprise visit days throw light on the degree of correctness of the roll calls marked by the teachers.

MANAGEMENT	SITUATION(AVERAGE PERCENTAGE OF ABSENTEEISM)		
	Normal days	Surprise visit days	Inspection visit days.
Government Schools	43.07	53.40	39.27
Samithi Schools	25.97	44.49	40.47
Aided Schools	37.52	47.63	35.81
Mean	35.52	48.51	38.52

18. It is obvious from these figures that the average incidence of absenteeism on surprise visit days (48.51%) is much higher than on the normal workingdays (35.52%). It is interesting that Samithi Schools which recorded the lowest percentage of incidence on normal days showed abnormal increase in absenteeism on surprise and inspection visit days than the other two managements. During the Inspection period also the attendance position did not show the expected improvement as 38.52 percent of pupils were absent even on inspection days. Thisis significant in view of the fact that the school inspection is conducted only after advance intimation to teachers, and only Government school teachers alone seem to have taken advantage ofthe advance intimation as they alone could show improvement in the attendance than the other two managements. As the teachers are informedsufficiently in advance about the inspection day they try their level best to secure maximum attendance atleast during inspection days.

19. The causes for absenteeism as revealed in the opinion poll of teachers and pupils' parents conducted during the study are many. However, the variables have been classified into three major categories, viz., Socio-Economic, Psychological and Educational.

After analysing the opinions regarding the causes of absenteeism their relative importance has been decided by way of frequency distribution followed by ranking (Opinion poll) method.

20. The teachers mainly attributed absenteeism to the following factors (1) Poverty, (2) Agricultural work, (3) Parents indifference, (4) Domestic work, (5) Lack of interest on the part of student, (6) Lack of educational tradition in the family, (7) Cattle grazing by children, (8) Child labour, (9) Alien medium of instruction and (10) Environment. As stated earlier the various causes enumerated above have been classified into three major divisions (areas) and their relative significance has been determined by using ranking method as presented below:

Variables.	Scale value	Rank
Socio-Economic	227	First
Psychological	76	Second
Educational	41	Third

21. The variable Socio-economic conditions has been sub-divided into agricultural work, domestic work, and paid and unpaid labour. Further analysis with reference to their Scale values reveals that involvement of children in paid labour followed by family agricultural work and domestic work contribute most to the high incidence of absenteeism. Similarly the Psycholigical variable has been subdivided into two categories viz., the perception and attitude of parents and students towards education. Further probe shows that parents indifference rather than the indifference of students is the most important cause for absenteeism. Thus the parents indiference contributesx most to the absenteeism. The analysis of Educational variable reveals that lack of educational tradition in the tribal society (Educational background of the society) is the most important factor of the other two, environment and medium of instruction. Thus according to teachers opinion poll, Socio-economic variable stands first with psychological and educational variables occupying second and third p--laces respectively.

22. The analysis of parents opinion poll showed similar tendency as that of teachers but for the fact that the teachers indifference was given as one of the important causes of absenteeism in place of

parents indifference. But the opinions of the parents lacked the clarity and precision of the teachers as they are too illiterate and ignorant to be capable of expressing clear cut opinion. However, it could be discerned from their statements that most of them attributed absenteeism to mostly economic factors followed by psychological and educational factors like child labour, indifference of students and teachers and poor school atmosphere. Further, the factual data of parents and their households reveal the following important causes of absenteeism. Due to their economic backwardness and proverbial poverty, the tribal views it as an economic loss if the child is sent to school. The children are often engaged in assisting the parents in agricultural and allied operations including tending of cattle. Another important factor is the involvement of children in domestic work and specially it has more impact on the attendance of girls. As evident from table No.3 there is high incidence of absenteeism among girls than the boys. The female children are often entrusted with the care of youngsters at home or in the fields while their parents are engaged in agricultural operations or collection of minor forest produce. It is evident from the data that possession of lands and

absenteeism are correlated*. The analysis of data reveals that the households having more lands have also more number of irregular students as these households require more farm hands. The relationship between possession of ~~x~~ lands and absenteeism is to be observed with some limitations as even in the case of the households without lands or with less lands children are found to be engaged in domestic work, agricultural work, paid labour tending cattle, collection of Minor Forest Produce etc. In either way the impact is perceptible on the attendance of school going children. Further, it is evident from the opinion of poll that out of 140 parents 128 have expressed the view that their children's services are utilised in economic activities and 127 parents said that their children are also assisting them in domestic work. This substantiates the fact that excessive involvement of children in economic activities and domestic work tells upon the attendance of school going children.

23. Income factor was analysed through cumulative frequency curves which indicates that income and the absenteeism are not significantly related.

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*Table No.5 Annexure I.

The co-efficient of correlation *(0.409) reveals that income and the absenteeism are not highly correlated factors as irregular students are found both in low and high income groups. It can be concluded that income has no direct and significant bearing on absenteeism. This situation is the product of two factors. Firstly, all the households of the 140 samples studied belong to the low income group i.e. below Rs.2000/- per annum and the income ranges are economic subdivisions of these low income group households indicating the relative economic status of households belonging to a particular income range with reference to the households distributed in other income ranges and 50% of the households either requisition the services of their children for supplementing family income or indifferent to their children's regular attendance due to their inability to appreciate the significance of education in moulding the future of their children. Secondly, agriculture, either shifting or settled or agricultural labour is the main stay of majority of tribals. While those who are settled cultivators generally belong to the high income ranges, shifting cultivators and landless labourers belong to the low income ranges. In

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* Table No.6 Annexure I.

the former case the children are temporarily withdrawn from school to utilise their services in family agricultural work as these small land holders cannot afford to employ the hired labourers and in the latter case the children are temporarily forced to abstain from classes so as to earn small wages during the peak season of work and supplement the meagre family income. The 50 percent of the households having regular students indicate that their parents realised the need for educating their children at least upto primary stage.

24. The size of the household was analysed with reference to absenteeism so as to find out their correlation. The co-efficient of correlation* of these two variables works out to 0.98 which is significant. Further, it is attempted to correlate absenteeism and the number of children in households and it is found that households with irregular students have more children than the households with regular children, indicating dilution of parents' attention and concentration with increase in number of children and engaging older children to look after their younger siblings when the parents are busy with family pursuits.

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*Table 7. Annexure I.

25. Educational status of the household members and parents has been analysed* with reference to absenteeism. The analysis indicates that households with regular students have more number of literate and educated persons. The co-efficient of correlation between illiterate parents and irregular students works out to 0.984 showing high degree of correlation. It can be concluded that educational status of a household has significant impact on the attendance of school going children.

26. The socio-psychic factors have been analysed to know their relationship with absenteeism. The indifference of parents towards education appears to be the most important factor contributing to the high incidence of absenteeism. The study revealed that 59.2 percent of the parents of school going children did not evince interest even to approach the teachers and enquire about the problems of their children's education and their progress in education. Even rest of the parents have contacted only once to know about the progress of their children's education.

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*Table 8 Annexure I.

27. Most of them are yet to realise the benefits of education in a changing society. Further, the education system is such that a tribal parent has to wait with anxiety for a minimum period of 15 long years to realise the material benefits of educated son or daughter. The study reveals certain instances of built in prejudices hampering the progress of modern eudcation. Some of the respondents have expressed that educated boys and girls grow insolent and rebellious. Further, they expressed the fear that girls go astray if they receive education. They are afraid that educated youth flout traditional authority and do not hesitate even to violate the norms ofthe society. The indifferent attitude of tribal parents towards education is due to their illiteracy, proverbial poverty, axiomatic ignorance and abiding faith in traditional values. It is therefore imperative that these psychological complexes and fears are to be overcome to achieve perceptible progress in the educational programmes.

study the stagnation Index was calculated by using the Second method.

a) First Method: In this method stagnation is calculat by counting number of failures during the year with reference to total number of students appeared for the examination and the formula will be as follows.

$$\frac{\text{Total no.of students detained}}{\text{Total no.of students appeared for examination.}} \times 100$$

Thus we arrive at the percentage of stagnation.

b) Second Method: The stagnation index is calculated by counting the number of failures during different years from the same cohort of pupils. The formula for computing the index of stagnation is as follows.

$$\text{Index of Stagnation} = 100 \times \left\{ 1 - \frac{\text{Total Optimum years}}{\text{Actual used Years}} \right\}$$

3. Optimum years refers to the total number of years prescribed to complete the course of education under investigation. It assumes that every pupil will make normal and regular progress from year to year. Actual years refer to the number of years actually taken by the student. The method is illustrated with the following example. A cohort of 1000 children are admitted into I standard during a given year. The duration

of the primary course of education is 5 years (I-V standards). As it is assumed that each child normally take 5 years to complete the primary course of education the total number of optimum years for 1000 students will be 5000. But in actuality all the students will not compl the course within the prescribed period as some may pass out of primary course within the prescribed five years while others maytake more than the prescribed five year period because of failures during the course of study. O the 1000 students, 200 pupils may take 5 years, while another 200 pupils may take 6 years, 300 may take 7 yea 100 may take 8 years and the remaining 200 may take 10 years to successfully complete the course. The actually used years for the entire cohort will be 200x5+200x6+ 300x7+100x8+200x10=7100.

The index of stagnation will be

$$100\left(1-\frac{5000}{7100}\right) = 29.58$$

4. The effectiveness of the school system is measured by using the formula given below:-

$$\text{Effectiveness of school system} = \frac{\text{Effective School years}}{\text{Actual School years}} \times 100$$

The effective school years means the optimum years. For example, if a student takes 3 years to pass I standard, the actual years would be only 1 year. Here the

stagnation index will be equal to the difference between 100 and the figures representing the effectiveness of the school system.

5. The index of stagnation was computed for each school and deviation from the average stagnation index is presented in Table No.1 Annexure II.

Both maximum and minimum stagnation indices are recorded in aided schools only. But in general the performance of Samithi schools is relatively better than the schools under the other two managements. 57% of the sample schools have stagnation indices which are less than the average index. The averge of deviations from the mean stagnation index worksout to 4.94.

6. The districtwise stagnation indices of sample schools are worked out to find out the regional variations, Table No.2 Annexure II gives the index of stagnation for each district.

7. West Godavari District schools recorded the highest stagnation index and the lowest was found in Visakhapatnam District. It is interesting to note that the stagnation index of Chittoor District tribal schools which have plains tribal students only, is higher than the tribal schools located in the hilly and forest tracts of Visakhapatnam District.

8. Stagnation indices were calculated separately for boys and girls so as to bring out the variations between them and the school wise stagnation indices of both sexes are provided in table No.3 Annexure II.

9. Except in one school where the stagnation indix of girls is slightly less than that of boys, in all other schools the stagnation indices of the former are higher than the latter. On an average the stagnation index of girls is higher by 6.39 than that of boys showing that girl students fail to get through the examinations more frequently than boys.

10. The classwise analysis of percentage of Stagnation further brings into focus the poor performance levels of girl students as is evident from table No.4 Annexure II.

11. Among boys the percentages showed decreasing tendency in higher standards upto IV Standard but for a sudden increase of 9% in the V Standard over the previous standard. However, the improvement in the performance of the higher standard students can be guaged from the fact that the perentage of stagnation in V standard is less by 12 than that of I Standard. A negative tendency

is observed in the case of girl students, inspite of the low stagnation percentages from II to IV standards, as the percentages for V standard is higher by 1 4 than I standard. But the combined average percentages indicate that the incidence of stagnation is higher in both I Standard and V Standard than that of the middle standards.

12. The high percentage of stagnation in I Standard can be attributed to faulty admissions i.e., admission of students into Schools almost through out the year, and irregular attendance. Further, the admission of under aged into the schools to increase the roll in the I standard is also responsible for the high incidence of stagnation among both boys and girls. The spurt in failures in the V standard also is to be attributed to the age of boys and girls and their inescapable involvement in the family pursuits and domestic duties. Moreover, the astonishing percentage of failures observed in the case of girl students is also to be attributed to child marriages prevalent among tribals. Asx soon as the marriage is performed the girl is sent to her parents-in-law's house even before maturity, thus disrupting her studies.

13. The management wise index of stagnation for the sample schools was computed and presented in table No.5 Annexure II.

14. The index of stagnation for the sample schools under study works out to 45.71 which is on the very high side. The general index of stagnation in the primary schools of Andhra Pradesh is 36.09* A comparision of the stagnation index of the scheduled tribes students of the sample tribal primary schools with that of the State as a whole shows that stagnation index of the former is in excess of the latter by 9.66.

15. It is evident from the foregoing analysis and discussion that there is high incidence of stagnation in Elementary schools of tribal areas. This phenomena is the product of several factors in operation in the tribal areas of the state. The opinions of the teachers were elicited to find out the reasons for the high incidence of stagnation and they have been broadly classified into three categories viz., Socio-economic, Psychological and Educational. Besides, the factual data collected from the parents of the tribal students

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*The index data refers to I to V class only. Report of the Education Commission 1964-66 Education and National Development Ministry of Education, Government of India pp.156.

have been analysed to identify the contributory causes of stagnation. The opinions of teachers were elicited through the structured questionnaire and they attribute stagnation to the following main factors:

Irregular attendance, uncongenial home atmosphere and lack of follow up studies at home, low reseptivity, indifference of students towards studies, parents apathy towards children's education, alien medium of instruction for certain tribes, ill-equipped schools a poor teaching.

16. These causes have been classified into three categories viz., Socio-economic, Psychological and Educational. Besides grading the broad categories the specific factors given under each category have also been ranked and given here under.

Grade	Causes	Rank
A	Socio-economic	
	1. Irregular Attendance due to engagement in family pursuits and wage earnings.	First
	2. Irregular studies at home due to lack of parental guidance and poor educational environments.	
	3. Uncongenial habitational environment.	

B. Psychological — Second

1. Low receptivity
2. Indifference of students towards education.
3. Indifference of parents towards childrens' education.

C. Educational — Third

1. Alient medium of Instruction
2. Illequipped Schools
3. Poor teaching.

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17. The causes enumerated have been arranged according to their relative significance as expressed by the teachers. However, it should be borne in mind that most of these factors are not exclusive as some times one factor either independently or in combination may give rise to the other. But the classification has been attempted to give a broad idea of the factors responsible for the phenomena so as to evolve a suitable programme of action to combat the educational retardation. According to general classification Socio-economic factors have occupied first rank followed by psychological and educational factors.

18. The subsistence level of living makes every member of a tribal household an economic unit and the school age child is no exception as the earnings of

even a child, however meagre they may be, supplement family income in no less a measure. Consequently, if a child is to be sent to school the parents not only lose the earnings of their children but also incur expenditure on feeding, clothing etc., of their school going children. It is this situation which some times forces the parents to come to school and take away the children especially female children so as to keep them at home to look after the youngsters or to keep a watch over the house or standing crops or to attend to tending of cattle etc. It is also observed that tribal students bring their younger brothers or sisters along with them to the schools as there will be nobody at home to look after the kids resulting in distraction of attention from their studies. Added to this the home atmosphere is also not congenial for home studies. At home the students will not have even the minimum facilities such as lighting and study apartment, and parents guidance and persuation is a far fetched idea. Further, the hilly and forest habitats are too tempting for the tribal child to desist from indulging in traditional pastimes like archery and trapping of small game and attend classes. As the tribal parents and other family members are mostly illiterate and uneducated they cannot provide any

guidance to their children in their studies. 85% of the sample parents themselves have admitted the fact that environment at home is not conducive for their children's home work. Further, what little is learnt during the school days is forgotten during terminal holidays due to lack of parental guidance, and the ingrained temptation of the tribal children to move about in the forests in search of small game, tending of cattle and attending house hold chores.

19. Absence of economic support, poor home and habitational environment and ignorance and illiteracy of parents encourage student indifference towards studies. This being an internal factor has got far reaching effects on the educational progress. Added to indifferent attitude of the pupils parents also do not evince keen interest in children's education. This is partly due to their liiteracy and partly due to their traditional background, in which literacy based education has no place. As already discussed, the tribal parents have certain fears and complexes about modern education. These psychological factors are considered mostly responsible for their indifferent if not hostile attitude towards education.

20. Telugu being the medium of instru another problem for some of the tribal students w their own mother tongue. Most of the teachers wo these schools do not know the tribal dialects. The finds it difficult to follow the alien medium of i tion with which he is not very familiar and consequ they can neither completely understand nor correctl press themselves in the examinations. There will be better exchange of ideas and understanding of the pr if the teacher and the taught are well versed in a common language.

21. Poor school environment is another fact responsible for stagnation. It has been observed duri the study that schools have unattractive buildings, in- adequate teaching and games equipment and indifferent teachers. The indifference of teachers is due to severa factors like unhealthy environment, lack of minimum facilities of life such as communication, transportation, medical aid, living quarters and unfamiliar human and physical surroundings. The teachers posted to scheduled areas consider it as a punishment area. Food grain and other provision shops and educational facilities for their children are also not within easy reach.

Sometimes the teacher has to remain cut off from his family and friends. In many cases the tribal groups do not know the language of the teacher and vice versa. The depressed mood of the teacher tells upon the mental capability and efficient teaching. In this situation the teachers posted in the scheduled areas always try to get transfers to the plains areas.

22. In many of the schools single teachers have to manage three or four classes and teach different subjects with the result they cannot pay adequate attention to the subjects taught and find sufficient time to study the behavioural problems of the tribal students. It is noticed during the study that many of the teachers are having low educational qualifications and are not properly trained and experienced to meet the peculiar requirements of tribal education. Thus the teachers are also partly responsible for stagnation.

23. Besides the factors enumerated by the teachers, certain other factors which have bearing on stagnation are also brought to light during the study. It was observed that students are admitted into the school through out the year. The teachers in their anxiety to increase the roll and keep up the minimum

prescribed teacher-student ratio admit both under aged and overaged children through out the year. This type of admission policy results in two types of situations- heterogeneity of age composition of students and the time lag. This faulty admission policy results in stagnation because those students who are enrolled either in the middle or at the fag-end of the academic year cannot complete their course of education and the students older than the usual age group children suffer from a sense of damaged pride and consequently experience difficulty in adjusting with their younger classmates.

24. Another important factor is curricula of tribal education. The present curricula has no direct bearing on the economic and social needs of the community. Especially for the subsistance tribal economy the type of education that is needed is production based one rather than literacy oriented. The alien curricula without any tribal bias is not infusing the necessary enthusiasm in the minds of tribal students. Curricula should be given tribal bias by reflecting the cultural milieu of tribal society.

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standards are compared to I standard. Any decrease from one standard to another is considered to be the extent of wastage. This method has its own limitations for obvious reasons because the roll in II standard is not the out come of I standard of the same year but it is the product of I standard of the previous year. The same limitation applies to other standards also. Anoth draw back of this method is that it fails to take into consideration, fresh admissions and double promotions between II and V standards.

SECOND METHOD: The Hartog Committee calculated the incidence of wastage by sub-tracting the enrolment in grade I five years earlier and the difference converted into percentage. This method does not give us the account of fresh admissions from II standard to V standard. Moreover, this method does not take into account the number of death cases and double promotions.

THIRD METHOD: In this method the career of a cohort of students in a given year enrolled into I standard of the stage of education under study, is followed up in the subsequent years till the last grade is reached. The drop outs from the school before completing the final grade of the course under investigation constitute the cases of wastage and the incidence of wastage is computed from the

proportion of these drop out cases to initial coho
i.e., total number of students enrolled in the I s
of the initial year. This method has backward outl
since it covers the past years. Some of the studies ma
of this method for computing the incidence of wastag

FOURTH METHOD: This method assumes wastage as a continuous variable in view of the concept of 'incremental gains' in the 'learning outcome'. This concep implies that earlier the student leaves the school in terms of classes and month the more will be the extent of wastage due to that student in the process of moving from beginning grade to the last grade of the stage of education under study. For example, student leaving th school in IV Standard constitutes less wastage than a student leaving the school while studying I standard. T method is criticised, particularly while conducting study on the primary course of education, due to the intervention of the phenomena of 'Lapse into illiteracy' which means that students who drop out in IV or V standard are not very significantly different from those who drop out in I or II standard. But if wastage is viewed in terms of money, time and energy expended, the quantum of wastage is more in the former category than in the latter one.

In the present study the third method explained above commonly known as 'cohort method' is used for computing the quantum of wastage as it is considered to be the most scientific method though it is less widely used. Wastage is expressed in terms of percentage. It was computed for the sample schools, and the average incidence of wastage worked out to the alarming figure of 73.44 percent. The management wise incidence of wastage in sample schools was computed and furnished in ~~the following~~ table No.1 Annexure III so as to gain insight into the relative levels of performance and retention capacity of each management.

It is evident from the above situation that Government managed schools recorded the highest percentage of wastage and the aided schools have recorded comparatively low percentage. While the percentage of wastage in both government and samithi schools is higher than the average, in aided schools it is less by about 11 percent showing that the performance of aided schools better than the other two categories. Nevertheless the performance of aided schools cannot also be considered encouraging. But this should be viewed in the context of actual situation obtained by verifying the records, and absenteeism worked out for the aided schools

A close scrutiny of the records and attendance regis of some of the sample aided schools showed manipulat of roll call as the grants-in-aid are directly linke with the number on roll call and the average attenda In order to avoid slashing of management and teaching grants some of the aided schools managements have bee continuously showing even the regular absentees and permanent drop outs in the roll call and manipulating attendance of dropouts occasionally.

The wastage percentages of each sample school are provided in the table No.2, Annexure III in order to present a micro level picture of the retention capacity of each school.

The school-wise wastage analysis indicates that both the highest and lowest percentage are recorde in aided schools viz., Konthili and Pidathamamidi respectively. It is disheartening to note that in 57 percent of the schools the percentage of wastage is more than the average. The average deviation of wastage worked out to 14.74 per cent among all the schools under study. The district wise incidence was computed and furnished in table No.3 Annexure III, with a view to know whether educational and geo-ethnic environments could be factors to reckon with in the incidence of wastage.

The analysis shows that Chittoor district schools have recorded the highest percentage of wastage closely followed by Srikakulam District Schools. These figures indicate that even in the plains areas the tribal schools record highest percentage of wastage and the problem is more related to the ingrained indifference of tribals towards education than to the educational, ethnic and physical environme

The incidence of wastage was computed seperately for boys and girls so as to find out the influence of sex variable on wastage. Table No.4, Annexure III gives the details of wastage incidence among boys and girls in all the surveyed schools.

It is evident from these figurees that the incidence of wastage is very high among girls, the excess being 25.60%. It is interesting to note that in all sample schools percentage of wastage is more among girls than boys and in all the schools more than 55% of the girls have dropped out before completing the course with the figures varying from 56.15 % to 100 per cent, showing that wastage is more rampant among girls than boys.

Wastage was worked out for different age groups of students belonging to different batches of the period under study of the sample schools as far as the particulars were available from the records and the details are given in table No.5, Annexure III..

The age group-wise analysis of wastage throws light on two factors i.e., maximum wastage is found in the age-group of 8 to 10 years for both boys and girls and there is a sudden fall from 12 years onwards. 85% of wastage is in the age groups of 6 to 12 years. This shows that a boy or girl comes of age in economic terms between 6 to 12 years as the child will be useful in household work and family economic activities. From this it can be inferred that the parents take the crucial decision whether to allow their children to continue their studies or put them on household work or family pursuits in the plastic age of 6 to 12 years of a child.

Similarly the class-wise incidence of wastage was also calculated and furnished in the table No.6, Annexure III.

It is evident that most of the dropouts are from I standard among both boys and girls followed by II and III standards. Even the stagnation index and per centage of Absenteeism have shown similar tendencies in I and II standards. Usually the children are enrolled in the school at the age of 7 or 8 years and many of them remain in the same class for more than a year. By them they attain 9th or 10th year and the poor progress in education coupled with economic pull factors result in dropping out of a large number of students before they reach even the III standard. About 70% of the boys and 85% of the girls dropped out even before reaching the III standard.

It is evident from the foregoing analysis that the problem of wastage is acute and it is in alarming dimensions in the tribal areas. With a view to find out the causes for this phenomenal situation the opinions of teachers were elicited through an opinion pool as they will be in constant and intimate touch with their pupils and can grasp their educational problems better than any body else including parents. Though parents were also interviewed in order to ascertain their view points, clearcut opinions were not forth coming due to their ignorance or ingrained incapability

to grasp the full significance of education in mould ing the future of their children. However, every att has been made by way of putting certain probe questior and leading questions during prolonged informal discussions with a view to grasp their attitude towards the children's education. The various causes responsible for the phenomena of wastage are enumerated in followin pages. The causes have been classified into three majo categories viz., Socio-economic, Psychological and educational and the relative significance of the individual causes was determinedthrough the ranking method in which scale values were assigned according to the priorities given by the respondents as discussed in the previous chapters. The following major factors could be isolated from the teachers point of view. (1) Wage earning to supplement meagre family income, (2) Family agricultural work, (3) Domestic work, (4) Migration (5) Parents indifference and compulsion, (6) Students indifference and their continued absence, (7) Poor progress in studies (8) Alien Medium of instruction, (9) Poor school environment, (10) Poor standard of teaching.

Sl. No.	Variables	Rank
	SOCIO ECONOMIC	First
1.(a)	Wage earning	
(b)	Family Agricultural work.	
(c)	Migration.	
(d)	Domestic work.	
	PSYCHOLOGICAL	Second
2.(a)	Students indifference (including absenteeism)	
(b)	Parents' indifference	
	EDUCATIONAL	Third
3.(a)	Poor Progress in studies i.e., stagnation.	
(b)	Alien Medium of instruction.	
(c)	Poor School environment.	
(d)	Poor standard of Teaching.	

It is evident from the above analysis that socio-economic variables contribute most to the problems of wastage. Even among the individual variable it is found that family agricultural work, wage earning, domestic work and family migration in search of a livelihood are important causes for wastage.

Except migration in search of a better living all the other variables are common for both absenteeism and stagnation showing that almost the same factors are responsible for the prevalence of the triple problems of tribal education.

The causes for wastage as recorded in the admission registers of the schools have also been classified and their relative significance decided according to frequency distribution method and they are enlisted below:

Causes	Frequency
Agricultural work	760
Domestic work	587
Migration	473
Ill-health and chronic sickness	48
Death	46
Parents indifference	40
Students indifference	27
Marriages	26

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Parents indifference	40
Students indifference	27
Marriages	26

24. The causes recorded in the admission registe coroborate the views of the teachers to a large extent except the three additional reasons viz., Chronic illness, death and marriages given in the register. Family migration is one of the important reasons mentioned by teachers and supported by the registers. Migration is mostly confined to landless labourers and 'Podu' cultivators as constant shifting of habitates is essential for seeking new avenues of labour and fresh 'Podu' patches. The factual and preceptual data of drop-outs and stay-ins house holds reveal that factors like possession of fixed assets like land, family size and educational status of drop outs' household members were found to be significantly correlated to wastage.

The economic variable land is analysed with the reference to wastage. The analysis reveals that there are many drop outs even in the households having land almost on a par with landless households. The Chisquare(Table No. 7 Annexure III) test of the land holdings of stayins and drop-outs households reveal that land has bearing on the incidence of wastage. This is to be observed with some limitation because the

householdswith no land also have sizeable drop-ou
While the families with sizeable land holdings wi
their children for assisting them in their agricul
operations and domestic work, the landless familie
forced to take a way their children from school in o
to supplement their wage earnings with child labou

The Chisquare test (Table No.8 Annexure I
correlating the size of the households with drop-ou
and stay-ins indicates that size of the households
considerably influenced the incidence of wastage.
is evident that large sized households have more dro
outs than small households. As discussed earlier in
Absenteeism the large sized households mostly consis
of large number of children and the school age child
are mostly utilised for looking after younger ones,
tending cattle etc.

Educational status of the household members has also considerable influence over the phenomenon of wastage. Drop-outs are less in the households with educated parents than in households with illiterate parents. The Chisquare test (Table No.9, Annexure III) amply brings out this situation.

Another economic variable viz., income has also been analysed to assess its impact on the incidence of wastage. The data collected from the house-holds having drop outs and stay-ins reveals that house-holds income has no influence on the incidence of wastag The co-rrelation of co-efficient between income and wastage works out to (+) 0.409 (Table No.10 Annexure III and this is not very significant.

As discussed in absenteeism chapter the family economic: pull factors like family agricultural work in the case of house-holds having land which usually belong to the higher income ranges and the need for age earning, however small it may be, in the case of land-less house-holds which fall under the low income ranges mostly contribute for the premature withdrawal of pupils. While the former households could not employ hired labour due to their meagre income from family agriculture, the latter could not even afford to lose the small earnings of their children as they lead a hand to mouth life.

The foregoing analysis indicates that socio-economic factors and the psychological variables are mostly responsible for wastage. Teachers' opinions

and the recorded causes stand to show that among Socio-economic and psychological variables economic factors have contributed most for wastage. This is further substantiated by the data collected from the parents of the drop-outs.

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CHAPTER - V

CONCLUSIONS AND SUGGESTIONS

The systematic study of the magnitude a causes of the triple problem plaguing tribal educ tional programmes shows that the all out war decl on tribal illiteracy did not yield the expected r inspite of stupendous efforts put forth both in te of men and money. The progress of the tribal educ has been stiffled by the rampant absenteeism, stagna and wastage in alarming dimensions.

Absenteeism which is the main raw material for the end products of stagnation and wastage still evades permanent solution as neither of the three managements viz., Government, Panchayat Samithi and Aided could counter-act its prevalence as is evident from the respective percentages of absenteeism 43.00, 26.00 and 37.50. A comparision of the mean deviation of absenteeism from the average (35.50%) of the three types of managements indicates that the maximum mean deviation is observed in Aided Schools (11.94) and the minimum in the Government Schools (5.21)

The sex-wise incidence of absenteeism that girl students' absenteeism is more pronoun that of boys, the respective percentages of abse ism being 40.50 and 30.50 while the average work out to 35.50.

It is in the initial standards of primar school education that the incidence of absenteeis is highest with 35.83%, 38.84% and 35.83% in I, I and III standards of sample schools.

It is generally agreed that absenteeism i conditioned by the cycles of agricultural operatio festival celebrations, marriage ceremonies etc. Th highest incidence of absenteeism is observed in January followed by April, October and February while the lowest was recorded in the month of Augus followed by June and July, indicating that during sowing and harvesting seasons, and festival and marriage seasons disturb the regular attendance of the school going children.

The authenticity of the attendance records maintained by the school authorities whatever may be the type of management has been questioned time and again. The contention has been sufficiently proved as supported by the findings of the present

study. A comparision of average percentage of absen ism on normal, surprise visit and inspection days sh that a absenteeism was as high as 48.51% on surprise visit days whereas it was only 35.52% and 38.52% on normal and inspection days.

Absenteeism and stagnation jointly and severally to a large extent contribute to wastage. Stagnation is one of the main hurdles in improving the standard of education of tribals as is evident from the fact that the stagnation index of the schools under study is as high as 45.71% where as the general index of stagnation for the primary schools in Andhra Pradesh is only 36.09%.

The relative levels of performance of schools under the three types of managements show that in all the schools more the 40.00% of the students are stagnated. Stagnation index is the real yard stick for measuring the performance level of the school of . its managerial efficiency. The aided schools stand condemned as their stagnation index was as high as 47.75%. But the relatively better performance of Government and Panchayat Samithi schools need not be viewed with much enthusiasm as their stagnation indices are also on the high side with 45.09 and 41.62 respectively.

Similar to Absenteeism , stagnation also is more acute among girls students rather than boys. The stagnation index of boys in the sample schools is 40.96 while the corresponding figure for girls is 47.35. Even the class-wise analysis of stagnation incidence (percenta shows that the percentage of stagnation is higher among girl students than the boys.

The class-wise analysis of stagnation shows that the average percentage of stagnation is as high as 66.16 in I standard which decreases in the middle standards showing a sudden rise upto 61.95 percent in the V standard of primary education.

It is also very often argued that the geo-ethnic and educational environments have a definite bearing on the performance levels of students of an area with the students living in superior cultural areas and higher educational status show better performance than the students confined to primitive cultural setting and low level of educational status. The findings show an interesting degree of deviation from the normal concept as reflected in the district-wise stagnation indices of the sample schools. The

lowest index was recorded in Visakhapatnam dist
where all the sample schools are located right i
heart of the tribal areas and habitations. Contr
the expectations the tribal schools located in pla
areas of Chittoor district showed a higher index o
stagnation i.e., 42.90. However, the stagnation in
of schools located in the tribal areas of Srikakula
East and West Godavari districts are higher than th
of Visakhapatnam and Chittoor district schools show
that the general concept of stagnation holds good wi
certain exceptions which are not always insignifican

Wastage is the most important of all evil factors inflicting a lasting damage to the progress o tribal education as it results in not only waste of ti and money but also leads to 'lapse into illiteracy' of the students. The retention capacity of the school ar the managerial capability are judged from the magnitude of wastage. The incidence of wastage in schools manage by the different agencies such as Government, Panchayat Samithi and Aided indicated that Government schools show the highest percentage of wastage followed by Panchayat Samithi schools and the percentage of

wastage in these schools is higher than the avera
i.e., 73.43. Aided schools showed minimum percen
of wastage i.e., 64.69. But in general percentage
wastage is one the high side in all the schools wi
the percentage of wastage varying from 64.69 to 79.
However, all is not well with the Aided schools as
incidence of wastage in some of the Aided Schools wa
cent percent. In general 57 percent of the schools
have recorded more than the average wastage.

Unlike absenteeism and stagnation the degree of wastage is more marked among the girls. While the average percentage of wastage among boys is 58.06 among girls it is as high as 83.66. Further, in all the sample schools the percentage of wastage among girls is higher than the boys. At least three schools recorded cent percent wastage among girls while only one school recorded cent percent drop outs among boys. The age-group wise analysis of wastage shows that 85% of the drop outs are from the age groups of 6--12 years.

The classwise analysis of drop outs indicates that about 75 percent of the boys and 85 percent of the girls dropped out even before reaching the III standard showing that wastage is phenomenal among both boys and girls in the age groups of 6--12 years and in the first two standards of primary education.

Like Stagnation, the current notion that better educational and geo-cultural environment could minimise the wastage is proved to be contrary to the actual situation as the highest percentage of wastage (78.50) was recorded in the tribal schools located in the plains areas of Chittoor district.

The discussion in the preceding pages clearly indicates the deep seated malady afflicting the educational programmes among tribals. A thorough clinical examination of the disease shows that it is not enough to treat the symptoms without fully understanding the reasons for this malific phenomena viz., absenteeism, wastage and stagnation. As has been already discussed absenteeism which is responsible to a large extent for giving rise to stagnation is also equally responsible for encouraging wastage in collusion with stagnation. But absenteeism, stagnation and wastage in turn independently or jointly are the products of the malific influence of several socio-economic, psychological and educational factors that have been in operation for many decades.

This opinion poll conducted among the teachers and parents of tribal students resulted in the identifications of the following factors which are considered mainly responsible for the high incidence of absenteeism stagnation and wastage in the tribal schools. These factors have been grouped and ranked into the major categories as per the opinion of the respondents.

ABSENTEEISM -- CAUSATIVE FACTORS

1. Socio-economic variables.
   a) Wage earning.
   b) Family agricultural work.
   c) Domestic work and uncongenial home atmosphere.

II. Psychological variables.
   a) Parents indifference.
   b) Students indifference.

III. Educational variables.
   a) Lack of educational tradition in the family
   b) Poor school environment.
   c) Alien medium of instruction.

STAGNATION - CAUSATIVE FACTORS.

I. Socio-Economic Variables.
   a) Irregular attendence due to engagement in the family pursuits and wage earning.
   b) Irregular studies at home due to lack of parental guidance and poor educational environment.
   c) Uncongenial habitational environment.

II. Psychological Variables.

a) Low receptivity.
b) Indifference of students towards education.
c) Indifference of Parents towards children's education.

III. Educational variables.

a) Alien medium of instruction.
b) Ill-equipped schools.
c) Poor teaching.

WASTAGE - CAUSATIVE FACTORS.

I. Socio-economic Variables.

a) Wage earning.
b) Family Agricultural work.
c) Migration.
d) Domestic work.

II. Psychological Variables.

a) Students indifference.
b) Parents Indifference.

III. Educational variables.

a) Poor progress in education i.e., Stagnation.
b) Alien Medium of instruction.
c) Poor School environment.
d) Poor standard of teaching.

A close examination of the various factors enumerated shows that child labour both domestic and paid is the most important contributing factor responsible for absenteeism, stagnation and wastage. Indifference of both parents and students towards education is another common factor contributing to this problem. Absenteeism and stagnation are given as one of the most important causative factors for stagnation and wastage respectively. However, low receptivity of

tribal student and family migration are specifically responsible for stagnation and wastage respectively. Among educational variables poor environment and alien medium of instruction are common for absenteeism, wastage and stagnation while poor teaching has been specifically mentioned as contributing factor for stagnation and wastage.

The discussion on the magnitude and causes of the triple evils crippling the tribal education shows the need for an approach which is more realistic in tackling them. Experiments conducted in some of the States to minimise wastage and stagnation have yielded favourable results. But most of the experiments were conducted in rural and urban areas of the country. Eventhough they were conducted outside the tribal areas the experience gained may help in evolving suitable programme of development of tribal education. Notable among these are the Rajasthan, Bombay and Gujarat experiments conducted by the respective educational research units. The Rajasthan experiment which is based on preliminary survey results which attributed the phenomena of wastage and stagnation to mostly economic factors in terms of direct and opportunity costs of education. In order to suit the local needs of the community the timings which suit the parents of the reducing the school hours to the bares minimum of three hours is based on

children of school going age have been fixed and the curriculam drawn accordingly has been framed to suit the three hour school in consultation with experts. According to the State Institute the attitude of the parents to the experiment has been found to be highly favourable.

The Bombay experiment which was initiated in a number of Bombay Municipal Primary Schools consisted of the following methods.

ACTIVITY METHOD IN I STANDARD AND II STANDARD.

This method concentrates upon teaching through play-way techniques and encouraging teachers in charge of these initial standards to invent aides in teaching material. The experiment is reported to have yielded favourable results by way of increased attendance in schools and retaining children in school for longer period.

RECRUITMENT OF GOOD TEACHERS:

Experienced and trained teachers are selected on the basis of standardised ability tests in different languages and the final selection is made depending on the performance level of candidates in the tests and interview.

GETTING PARENTAL CO-OPERATION.

In order to combat parental indiffere education and enthuse them in educating their programmes like parent-teacher meetings, parent functions etc., have been started by the Bombay Corporation.

NUTRITION AND HEALTH PROGRAMME.

As ill-health is one of the important ca of wastage and stagnation milk was supplied to und nourished children every day in selected primary s along with necessary medical checkup. This measure reported to have helped in reducing the quantum of wastage and stagnation.

PARALLEL CLASSES.

As stagnation is one of the most important contributory factors of wastage it was felt imperative to reduce stagnation in order to minimise wastage. Th concept of parallel classes hinges upon the fact that the time-lag of scholastic achievement of failed candi- dates is usually not more than 2 to 7 weeks, hence it is irrational to retain them in the same class. Parallel classes are therefore conducted for children who failed after screening them and running these special classes on a par with the higher class pass children for administrative pruposes. The screening is intended

to pin point the weak links in learning among the failed candidates and group them into small homogeneous groups so as to enable the teachers to pay more individual attention. These children are ultimately absorbed in regular standard at the end of two or three years. The experiment yielded fruitful results.

UNGRADED UNIT.

It is argued that detention of a child in the same class is irrational and ill-conceived. In this experiment the lower classes are integrated with a view to have an ungraded continuous course in which children are graded on the basis of the general ability and scholastic achievement so as to organise them into homogeneous groups of slow learners, high achievers and children of under educational growth so as to develop them at a pace suitable to their own rate of growth. These homogeneous groups are flexible as children are liable to transfer from a lower group to higher group and vice-versa depending upon their progress from time to time. It is reported that as a result of these two experiments viz., Parallel Classes and ungraded units the Bombay Municipal Corporation was able to reduce 75 percent of the total wastage arising out of stagnation in I standard.

The Gujarat experiment is quite similar that of Bombay Municipal Corporation's experimen ungraded unit and the students of I Standard in s schools have been promoted to II Standard without usual fan fare of conducting of annual examination

Besides the experiments conducted in a few States, many of the State Governments have been trying to improve the retention capacity and pe mance levels of the schools by way of provision of fr ships, free text books, free stationary and free unif to a majority of the primary school children. School feeding programmes like Midday meal and CARE have been implemented in many States including Andhra Pradesh. In the scheduled areas of Andhra Pradesh a large number of tribal school going children are the beneficiaries of the above programmes. Besides, the opening of a number of Ashram schools helped tribal parents to reduce the maintenance costs of school going children and provide suitable educational environment in the school itself under the constant guidance of school teachers.

The rich experience gained in the previous experiments discussed above can be fruitfully utilised in framing a suitable plan of action to combat the triple evils of tribal education of the State.

It is evident from the foregoing discuss
that it is not because of a single factor that a p
drops out or fails but a combination of factors of
some are more critical than the others. The study
amply brought out the high incidence of wastage and
stagnation in tribal primary schools and establishe
causal relationship between the various contributor
factors and wastage and stagnation. The highest inci
dence of wastage and stagnation is recorded in the f
and second grades of primary education and even in th
sequent Standards the incidence is sufficiently high
as to cause alarm. Further, it is more prevalent
among girls than boys. Hence any programme of action
should be based on tackling the problem among three
different groups of students viz., I and II Standard
students, students studying other standards and girl
students. Besides tackling the specific problems of
these three types of students it is also essential to
chalk out a general improvement programme of schools
so as to enhance their retention capacity.

The high incidence of wastage and stagnation
in I and II Standards is attributed to heterogeneity
of age composition of classes and grade repetition. It
is an agreed fact that in tribal areas the parents are
too ignorant to know even the age of their children let

alone the prescribed age of admission. Consequently, children of different age groups are admitted into the I Standard. When the overaged children find themselves i the same class along with their younger classmates, a feeling of loss of prestige creeps into the minds which ultimately result in indifference towards studies and resultant stagnation and wastage. Further, the faulty admission policy of admitting the children throughout the year is also responsible to a large extent to stagnation. The heterogeneity of age composition can be minimised by instructing the teachers to conduct pre-academic year census of all school age children and promptly bringing into the notice of the parents of schoolage children so that parents may know in advance that his child has come of age to go to school. As most of the tribal parents are unaware of the consequences of not sending their children at proper age the teacher should exercise and lot of patience and perseverance in persuading the tribal parents to send their children to school.

To minimise grade repetition and consequent wastage, the ungraded unit along with Activity or playway-technique method as experimented in Rajasthan State and Bombay Municipal Corporation schools may be attempted atleast on an experimental basis in some selected schools and this can be extended to all other schools in course

of time if the experiment proves to be fruitful. The ungraded unit consisting of I and II Standards should have an integrated course of study with two sections - one for pupils who are admitted in the beginning of the academic year and another for late admissions. However, the restrictions to the first quarter of the academic year may not be feasible in tribal areas under present circumstances. Experienced and well qualified teachers should be kept in charge of those students who are admitted late and it may also be necessary to conduct parallel classes for those students so as to enable them to complete the prescribed course. The examinations at the end of the first year may be done away with and the pupil may be promoted to III standard after conducting examination at the end of two year course.

There is also need for making the school environment more attractive by eschewing the traditional methods of teaching and by adopting playway techniques so as to help the child to make a smooth sailing from the play dominated world of infancy to the school environment. The quality of teachers should also be improved by giving them orientation training in playway techniques of teaching and equipping the school with necessary tools of instruction. It is also essential to distribute free of

cost school dress and study material to all the tribal students so as to lessen the financial burden on the parents.

As stated earlier economic factors are mainly responsible for the phenomena of wastage and stagnation. This is more true in the case of pupils studying III to V standards as most of the children of these standards will be useful in one way or the other in the family pursuits. Hence the programme should suit the economic needs of the tribals. The holiday pattern should coincide with the major activities of the tribal areas. As most of the tribals are depending upon agricultural sector the holiday pattern should also coincide with the major agricultural operations like sowing, reaping, thrashing etc., so as to enable the school going children help the parents in these operations. Besides these economic factors, certain social and ritual pull factors also disturb the students during the festival and marriage seasons and students frequently abstain from classes on these occassions. The present pattern of holidays which is based on performance of festivals in the plains areas should be altered so as to suit the festivals in tribal areas.

The existing syllabi and curricula are not appealing to the tribal mind as stereotyped text books and other reading material are introduced even in tribal schools ignoring the tribal culture and mythology. There is need for evolving suitable text books, charts and other teaching aides and reading material in which the tribal mythology, folklore and cultural practices find their due place along with State and National theme of culture and life so as to infuse interest in the plastic minds of tribal students and give the necessary mental satisfaction that their way of life and tradition are rich enough to find a place in the educational system.

Parallel classes as was experimented in Bombay Municipal Corporation schools for weak students may also be introduced so as to minimise stagnation and ultimately wastage. The conduction of parallel classes may necessitate additional teaching staff which may be considered uneconomical. But the additional expenditure incurred will be sufficiently compensated by the gains in minimising wastage and stagnation.

Reduction of wastage and stagnation among girl students poses a more difficult problem than that of boys as in tribal areas a girl is not only useful in the family economic pursuits but also in the domestic

work. Moreover, the prevalent child-marriages are als
to a large extent responsible for phenomenal dropouts a
girls besides the ingrained apathy and even hostility o
tribal parents towards female education as the tribal
parent still holds the view that an educated girl is mo
susceptible to the flouting of traditional norms of the
society and it may even be difficult to find educated
husbands for these girls. The prevailing stereotype of
female education may not last longer because
of the rapid strides made in the wake of Tribal Develop-
ment programmes and the consequent changing modes of
living and widening of the mental horizons of the tribals
But the time lag may prove to be too costly for female
education programme unless immediate steps are taken to
attract and to retain more and more tribal girls in the
educational institutions. As a first step in this dire-
ction it is necessary to increase the number of female
teachers and female guides in the tribal schools. It is
also imperative to increase the number of Balwadis
or creches in the tribal areas so as to spare the grown
up tribal girls to attend the schools regularly and simul-
taneously provide relief to the overworked mother from
the anxiety of the safety of the children left at home
while they are at work.

It is an oft repeated plea of the educationists, administrators, researchers and Committees and Commissions that the schools and educational services in tribal areas should be made attractive for tribal children and teachers. The drab and dilapitated school building should be properly renovated and reconstructed so as to suit the tribal land scape by way of hanging photographs and paintings depicting the scenes from tribal mythology and flora and fauna of the area along with the portains of National and prominent tribal leaders. The games should be given tribal bias by introducing local skill games like archery and mountaineering, developing skills in snaring, trapping and catching techniques besides devising games like pseudo tiger catching, save the lamb from cheeta etc.

The Plea for selection of quality teachers remains a cry in the wilderness as long as the present method of posting teachers in tribal areas as a punishment continues to be the order of the day. To attract quality teachers it is prerequisite to provide incentives like free quarters, sanctioning of free ships and free hostel facility to teachers children pursuing higher education in plains areas and giving special Agency allowance.

Teachers should be encouraged to learn as many tribal languages as possible by giving advance increments for every tribal language learnt. It is also necessary to impart special orientation training in tribal life and ditions for enabling the teacher to grasp the significar of rich cultural traditions of tribals and understand th psychology of tribal pupil and parent.

Ill-health breeds absenteeism and absenteeism i turn leads to wastage and stagnation. It is an establish fact that most of the tribal children suffer from mal-nutrition and deficiency diseases with the dwindling in wild game and extending of reserve forests boundaries and game sanctuaries preventing tribals from hunting the littl game that is still left. There is every need for extending the midday meal, CARE and Special Nutrition Programmes to every nook and corner of the tribal areas so as to benefit not only the scholgoing child but also the potential school-age child.

Under school health programme special Mobile Squad should be established to fight out ill-health and mal-nutrition among the teachers and the taught in the tribal areas. The Mobile Medical units of T.D.Blocks should be associated with the School health programme in the agency areas.

While the programme discussed in the precedi pages gives the necessary momentum to the lethargic tribal educational programme by eliminating the factor of retardation in a decade or so if all the recommenda are implemented in letter and spirit. A more dynamic programme which is almost a crash educational programme is discussed in the following pages with a view to achi quick results in accelerating the progress of tribal education within the shortest possible span of time so as to catch up with the educational standards of advance areas. The main theme of the programme is the area approach based on the concept of the Central Schools established in the plains areas with the necessary modifi cations to suit the local requirements. Its main purpose is to avoid the almost mushroom growth of elementary schools which are sapping the financial and managerial resources of the education department. Instead of the present policy of opening elementary schools for every two square miles of area or prescribed number of students it will be more compact both from administrative and economic point of view if a number of elementary schools are merged into one Central school catering to educational needs of tribal children living within a radius of 10 to 15 miles covering 150 to 200 students with fully equipped hostel and school facilities besides attached Medical Officer and Physical Education Instructor.

For this purpose each block should be divided into compa educational circles and each circle covering about 200 school-age children should have one Central School. Aga for every three Circles a middle school should be opened at a central place with attached free hostel facilities and other facilities and these middle schools in turn should serve as feeder institutions to the High Schools at Block Headquarters. It is needless to say that these schools should have the same holiday pattern, ungraded units and parallel classes at the grass roots and other facilities as discussed in the previous programme.

The programme promises better community life for both teachers and taught besides affording scope for sound supervision. In fact lack of group life and isolated living of the teachers manning the single teachers schools did more harm than good to the promotion of primary education in the tribal areas, especially in the remote and far flung tribal villages. These single teachers, most of whom are from plains areas, when posted to tribal areas find themselves turn/out of the native moorings and forced to live amidst a group of people whose physical and cultural environment are entirely different from the land and people in which they are brought up. Eventhough physically he is amidst a group of people, mentally he lives in isolation. The poor

economic condition of the people, lack of minimum facilities of life which have almost formed part of his living in his place of upbringing, absence of suitable group life and inability to appreciate the peculiar cultural practices breed not only indifference to his duties but also develop contemptuous attitude towards young tribal boys and girls. Further, lack of incentives like promotion or appreciation of services by way of bestowing advance increments or facilities to educate his children in higher educational institutions slowly induce the lone teacher to resort to dubious means of earning a few chips more at the cost of tribals. Instances are not lacking in which these teachers have become money-lenders, land alienators, petty traders and even petty politicians propagating half-baked political ideas and ideologies to the detriment of his own duties and the community interest.

The planners' good intention of taking education to every nook and corner of the tribal areas resulted in the dilution of physical and financial resources. The ultimate result is ill-equipped and uncongenial schools and school atmosphere coupled with indifferent teaching, reducing the retention capacity of these schools to the barest minimum and defeating the very purpose with which they are started.

On the other hand, too much nearness of th school to the family and the native surroundings to extent distract the attention of the student besides providing the parents opportunity to withdraw the pu even for sending them on petty errands. Further, it in the most plastic period of his life that a student be moulded to larger group life. But the existing sin teacher schools fail to provide this opportunity in vi of their limited capacity. In view of the peculiar conditions prevailing in tribal areas, the concept of extention i.e., one Panchayat, One School and one Co-operative society does not hold good. Therefore, a crash programme interlinking the various stages of the pyramid of education is suggested.

To obviate these difficulties of both students and teachers and create a healthy educational atmosphere the above mentioned education Centres are suggested Besides facilitating adequate supervision, these centres provide the much needed community life for the teachers and the pupils. However, the pupils may have to be away from their native villages, but not far away from from them as the centripetal pull of these centres is not expected to exceed a radius of 15 miles at the most. As these centres are limited in number it is easy to equip them with the necessary teaching, games and craft equipment

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besides providing hostels for the pupils, living quarters and provision stores for the teachers, larger agricultural and horticultural farms and various craft centres for making a healthy beginning for imparting functional education on par with general education.

It is important to bear in mind that the pyramid of higher education delicately hinges upon the base of primary education. Consequently, the soundness of the base decides the fate of the upper structure. And it is not only enough to produce a number of students but it is also essential to aim at producing quality students as the future of tribal areas and the goal of National Integration are inextricably linked with the quality of the

T A B L E No.1

ANNEXURE I

INCIDENCE OF ABSENTEEISM -- MANAGEMENTWISE AND SEX-WISE

Sl. No.	Category of Schools	Percentage of absenteeism		
		Boys	Girls	Average
1.	Government	33.50	52.50	43.00
2.	Panchayat Samithi	23.50	28.50	26.00
3.	Aided Schools	34.50	40.50	37.50
	Average	30.50	40.50	35.50

TABLE No.2

ANNEXURE I

INCIDENCE OF ABSENTEEISM
CLASS- WISE AND SEX-WISE

Standard or Class	Percentage of Absenteeism		
	Boys	Girls	Average
I	32.83	38.83	35.83
II	35.17	42.50	38.84
III	28.83	41.83	35.83
IV	29.83	38.50	34.17
V	30.50	36.50	33.50

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It is important to bear in mind that the pyramid of higher education delicately hinges upon the base of primary education. Consequently, the soundness of the base decides the fate of the upper structure. And it is not only enough to produce a number of students but it is also essential to aim at producing quality students as the future of tribal areas and the goal of National Integration are inextricably linked with the quality of the educated tribal youth produced in the schools the quality of these students depends upon the quality of the teachers and the programmes introduced.

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	Boys	Girls	Average
I	32.83	38.83	35.83
II	35.17	42.50	38.84
III	28.83	41.83	35.83
Iv	29.83	38.50	34.17
V	30.50	36.50	33.50

TABLE NO.3

ANNEXU

MONTH-WISE INCIDENCE OF ABSENTEEISM

Sl. No.	Name of the Month	Percentage of Absenteeism.	Percentage of var from the average (35.93)	
1.	June	34.09	-	1.84
2.	July	34.55	-	1.38
3.	August	28.78	-	7.15
4.	September	35.65	-	0-28
5.	October	37.80	+	1.87
6.	November	36.41	+	0.48
7.	December	36.92	+	0.99
8.	January.	39.14	+	3.21
9.	February	37.45	+	1.52
10.	March	35.84	-	1.09
11.	April	38.91	+	2.98
12.	May	35.72	-	0.21

ANNEXURE

TABLE NO.4

INCIDENCE OF ABSENTEEISM -- SCHOOL-WISE

Sl. No.	Management	Name of the School	Percentage of Absenteeism	Devia from averag 35.64	
1.	Government	1.Lakkaguda	43.66	+	8.02
		2.Chompi	38.05	+	2.41
		3.Jayanthi Colony	36.50	+	1.06
		4.Sugalimitta Colony.	45.00	+	9.36
2.	Samithi	1.Kondrukota	36.50	+	0.86
		2.Vetukuru	18.00	-	17.64
		3.Bandapalli	28.00	-	7.64
		4.Kothapaderu	21.00	-	14.64
3.	Aided	1.Chinalabudu	48.50	+	12.86
		2.Konthili	46.50	+	10.86
		3.Iridi	40.50	+	4.86
		4.Vemulakonda	45.75	+	10.11
		5.Pidathamamidi	9.00	-	26.64
		6.Mamidigondi	42.00	+	6.36

TABLE NO.5

ANNEXURE I

SIZE OF THE LANDHOLDINGS AND DISTRIBUTION OF HOUSEHOLDS OF REGULAR AND ABSENTEE STUDENTS

*****

STAGNATION INDICES -- SCHOOL-WISE

Size of the land holdings (Acres)	1--3	3--5	5--7	7--9	9--11	Total	Householders with no land
Regular students' House holds	14	16	10	6	13	59	11
Absentee students' House Holds.	10	19	7	-	19	55	15
	24	35	17	6	32	114	26

TABLE NO.6

ANNEXURE I

ANNUAL INCOME OF HOUSEHOLDS ITH ABSENTEE AND REGULAR STUDENTS

Households Incomegroups P.A.in Rupees	1--200	201-400	401-600	601-800	801-1000	1001-1200	1201-1400	1400-1600	1601-1800	1801-2000	Total
Regular Students	3	7	12	8	13	8	2	3	4	10	70
Absentee Students	3	2	16	10	4	10	10	4	2	9	70
Total	6	9	28	18	17	18	12	7	6	19	140

TABLE NO.7 ANNEXURE I

SIZE OF HOUSEHOLDS AND THE DISTRIBUTION OF THE ABSENTEE AND REGULAR STUDENTS

*****

Size of the Households	2	3-4	5-6	7-8	9-10	Total
Regular Students	-	26	35	7	2	70
Absentee Students	1	23	31	13	2	70
Total	1	49	66	20	4	140

TABLE NO.8 ANNEXURE I

EDUCATIONAL STATUS OF ABSENTEE STUDENTS' AND REGULAR STUDENTS' HOUSEHOLD MEMBERS

******

Education	1-5- Class	6-10 Class	Total
Regular Students Household Members.	97	5	102
Absentee Students Household Members.	91	4	95
Total	188	9	197

TABLE NO.1 ANNEXURE II

STAGNATION INDICES -- SCHOOL-WISE

Sl. No.	Management	Name of the School	Stagnation Index		Deviation from average(44.51)
1.	Government	1. Lakkaguda	44.10	-	0.41
		2. Chompi	48.10	+	3.59
		3. Sugalimitta	46.60	+	2.09
		4. Jayanti Colony	39.20	-	4.91
2.	Panchayat Samithi	1. Kothapaderu	38.40	-	6.11
		2. Kondrukota	42.80	-	1.71
		3. Vetukuru	41.56	-	2.95
		4. Bandapalli	46.64	+	2.13
3.	Aided School	1. Iridi	55.20	+	10.69
		2. Chinalabudu	35.20	-	9.31
		3. Mamidigondi	58.60	+	14.09
		4. Konthili	39.20	-	5.31
		5. Vemulakonda	47.23	+	2.72
		6. Pidathamamidi	41.31	-	3.20

TABLE NO.2 ANNEXURE II

STAGNATION INDICES -- DISTRICT-WISE

Sl. No.	Name of the District	Index of stagnation
1.	Srikakulam	48.17
2.	Visakhapatnam	40.22
3.	East Godavari	44.18
4.	West Godavari	50.70
5.	Chittoor	42.90

TABLE NO.3 ANNEXURE II

STAGNATION INDICES -- SCHOOL-WISE AND SEX-WISE

Sl. No.	Name of the School	Index of Stagnation	
		Boys	Girls
1.	Lakkaguda	45.00	44.00
2.	Iridi	51.00	54.00
3.	Kothapaderu	32.80	45.00
4.	Chinalabudu	35.00	37.00
5.	Konthili	34.00	45.00
6.	Chompi	47.00	49.00
7.	Vetukuru	38.00	46.00
8.	Pidathamamidi	40.62	42.00
9.	Vemulakonda	45.46	47.00
10.	Bandapalli	39.28	54.00
11.	Kamidigondi	53.20	54.00
12.	Jayanthi Colony	34.40	45.00
13.	Sugalimitta	41.20	52.00
14.	Kondrukota	36.60	49.00
	Average	40.96	47.35

ANNEXURE II

TABLE NO.4

PERCENTAGE OF STAGNATION -- SEX-WISE AND CLASS-WISE

Classes	Stagnation in percentage*				
	I	II	III	IV	V
1.Boys	65.50	56.50	45.83	44.33	53.16
2.Girls	66.83	55.83	56.16	59.83	70.75
Average	66.16	56.16	51.04	52.08	61.95

(* Five years average of results of each Standard)

ANNEXURE II

TABLE NO.5

STAGNATION INDICES -- MANAGEMENT-WISE

Sl. No.	Category of Management	Index of Stagnation
1.	Government Schools	45.09
2.	Panchayat Samithi Schools.	41.62
3.	Aided Schools.	47.75

TABLE NO.1

ANNEXURE III

INCIDENCE OF WASTAGE - MANAGEMENT-WISE

Sl. No.	Management	Incidence of Wastage (Percentage)
1.	Government School	79.33
2.	Panchayat Samithi	76.28
3.	Aided Schools	64.69
	Average	73.43

TABLE NO.2

ANNEXURE III

INCIDENCE OF WASTAGE -- SCHOOL-WISE

Sl. No.	Name of the School	Incidence of Wastage (Percentage)	Deviation from Average (73.43)
1.	Iridi (Aided)	75.00	+ 1.57
2.	Lakkaguda (Govt)	77.00	+ 3.57
3.	Chinalabudu (Aided)	42.85	- 30.58
4.	Chompi (Govt)	83.33	+ 9.90
5.	Konthili (Aided)	100.00	+ 26.56
6.	Kothapaderu (P.S)	60.00	- 13.43
7.	Bandapalli (P.S)	94.44	+ 21.01
8.	Pidathamamidi (Aided)	42.85	- 30.58
9.	Vemulakonda (Aided)	81.48	+ 8.05
10.	Vetukuru (P.S)	72.00	- 1.42
11.	Kondrukota (P.S)	78.80	+ 4.27
12.	Mamidigondi (Aided)	46.00	- 28.43
13.	Jayanthi Colony (Govt)	65.00	- 8.43
14.	Sugalimitta (Govt)	92.00	+ 18.67

TABLE NO.3 ANNEXURE III

INCIDENCE OF WASTAGE -- DISTRICT-WISE

Sl. No.	Name of the District.	Incidence of Wastage (Percentage)
1.	Srikakulam	76.00
2.	Visakhapatnam	71.54
3.	East Godavari	72.69
4.	West Godavari	62.35
5.	Chittoor	78.50

TABLE NO.4 ANNEXURE III

INCIDENCE OF WASTAGE -- SCHOOL-WISE AND SEX-WISE

Sl. No.	Name of the School.	Incidence of Wastage (Percentage) Boys	Girls
1.	Jayanthi Colony School	40.00	75.00
2.	Sugalimitta ,,	84.85	100.00
3.	Kondrukota ,,	76.92	80.00
4.	Mamidigondi ,,	46.12	56.15
5.	Pidathamamidi ,,	66.66	75.00
6.	Vetukuru ,,	45.00	62.00
7.	Bandapalli ,,	60.44	75.00
8.	Bemulakonda ,,	61.48	70.48
9.	Kontilli ,,	100.00	100.00
10.	Chompi ,,	66.66	100.00
11.	Kothapaderu ,,	55.55	65.00
12.	Chinalabudu ,,	50.00	75.00
13.	Iridi ,,	56.25	60.71
14.	Lakkaguda ,,	42.85	76.92
	Average.	58.06	83.66

ANNEXURE III

TABLE NO.5

DROPOUTS BY AGE GROUPS AMONG BOYS AND GIRLS

Sl. No.	Age groups (Years)	No.of Boys Dropouts	Percentage	No.of Girls Dropouts.	Percentage
1.	6---8 Years	396	23.61	162	17.75
2.	8--10 ,,	668	39.83	375	41.08
3.	10-12 ,,	368	21.94	217	23.76
4.	12-14 ,,	157	9.36	110	12.06
5.	14-16 ,,	76	4.53	43	4.92
6.	16-18 ,,	15	0.89	4	0.43

ANNEXURE III

TABLE NO.6

CLASS-WISE DROP OUTS AMONG BOYS AND GIRLS

Standard	Boys	Percentage	Girls	Percentage
I	673	40.13	446	48.84
II	490	29.22	321	35.15
III	244	14.54	67	7.33
I V	122	7.28	42	4.60
V	148	8.83	37	4.05

ANNEXURE III

TABLE NO.7

SIZE OF LAND HOLDINGS AND DISTRIBUTION OF HOUSEHOLDS OF STAYINS AND DROPOUTS

****

No. of Household. / Land Size (in Acres)	1--3	3--5	5--7	7--9	9-11	Total
Stay-ins	14	16	10	6	13	59
Drop-outs	10	19	7	-	19	55
Total	24	35	17	6	32	114

ANNEXURE III

TABLE NO.8

SIZE OF FAMILY AND DISTRIBUTION OF HOUSEHOLDS OF STAY-INS AND DROP-OUTS

*****

	Family Size					
	1--2	3--4	5--6	7--8	9--10	Total
No.of Stayins Households.	0	26	35	7	2	70
No.of Dropouts Households	1	23	31	13	2	70
Total	1	49	66	20	4	140

ANNEXURE III

TABLE NO.9 :

CHI-SQUARE TEST

Education (Males)	1--5	6--10	Total
Stay-ins House-holds	97	5	102
Drop-outs House-holds	91	4	95
Total	188	9	197

ANNEXURE III

TABLE NO.10

INCOME RANGES OF STAY-IN'S AND DROP-OUT'S HOUSEHOLDINGS

Annual Income in Rs.	1-- 200	201- 400	401- 600	601- 800	801- 1000	1001- 1200	1201- 1400	1401- 1600	1601- 1800	1801- 2000	Total
Stay-ins House-Holds.	3	7	12	8	13	8	2	3	4	10	70
Stay-Drop-Outs' House-Holds.	3	2	16	10	4	10	10	4	2	9	70
Total	6	9	28	18	17	18	12	7	6	19	140

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