Education For All

Education For All (EFA) is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organization), aiming to meet the learning needs of all children, youth and adults by 2015.

EFA was adopted by The Dakar Framework in April 2000 at the World Education Forum in Senegal, Africa, with the goal in mind that all children would receive primary education by 2015 Not all children receive the education they need or want, therefore this goal was put in place to help those children.

UNESCO has been mandated to lead the movement and coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations and the media are but some of the partners working toward reaching these goals.

The EFA goals also contribute to the global pursuit of the eight Millennium Development Goals (MDGs), especially **MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015.**

The Fast Track Initiative (now called Global Partnership for Education) was set up to implement the EFA movement, aiming at "accelerating progress **towards quality universal primary education".**

UNESCO coordinates international cooperation which allows access to education, grow and live in a diverse community, learn from advancements in technology, and freedom of expression. This cooperation allows UNESCO to work with others to create opportunities for children and other citizens around the world. Goals are created to provide all children with an elementary education, which is important to some families

Audrey Azoulay was elected as the Director-General on November 15, 2017 for a four-year term. Azoulay has priorities in place and one of the highest ones is education. Working with others will allow education programs to spread globally. Azoulay is working hard to make sure all these goals and cooperation are kept in line to help better the present and future for children and other citizens. She believes that these issues faced by countries cannot be met by one country alone, therefore working with different countries will make it more possible to solve these issues and meet goals.

Partnerships

Partnerships are what helps UNESCO fix global challenges. These partnerships are managed very carefully to reassure that the goals set in place are met. UNESCO works in different ways with their partnerships such as collaboration, volunteers, advocacy, and consultations. By having these different ways of working with others, UNESCO is able to have many partnerships and have them globally. UNESCO's partners range from individuals to institutions all around the world. Some of them are governments, Private Sector companies, Goodwill Ambassadors, media organizations, corporate and philanthropic foundations, parliamentarians, the wider UN family, other intergovernmental organizations, specialized networks in UNESCO, and NGOs.

 Education is the top priority for UNESCO and they are working with EFA to create better education for all children and adults. The problem that comes from this is that every country is different and that reflects achieving these education goals. Countries differ in the quality of education due to economics and culture. This is where is a great need to strengthen finances, resources, and technology. Technology is booming in this time and that has an effect on how much education students have access to globally. Therefore, those areas need to be strengthened to ensure that education is top priority going into the future.

World Education Forum (Dakar, Senegal, 2000)

In 2000, ten years later, the international community met again at the World Education Forum in Dakar, Senegal, an event which drew 1100 participants. The forum took stock of the fact that many countries were far from having reached the goals established at **the World Conference on Education for All in 1990**. The participants agreed on the Dakar Framework for Action which re-affirmed their commitment to achieving Education for All by the year 2015, and identified six key measurable education goals which aim to meet the learning needs of all children, youth and adults by 2015. In addition, the forum reaffirmed UNESCO's role as the lead organization with the overall responsibility of coordinating other agencies and organizations in the attempts to achieve these goals. The six goals established in The Dakar Framework for Action, Education for All: Meeting Our Collective Commitments are:

Goal 1: Expand early childhood care and education.

Goal 2**: Provide free and compulsory primary education for all**.

Goal 3: Promote learning and life skills for young people and adults.

Goal 4: Increase adult literacy by 50 percent.

Goal 5: **Achieve gender parity by 2005, gender equality by 2015**.

Goal 6: Improve the quality of education.

In order to evaluate each country's progress with regards to the EFA's goals set in the Dakar Framework for Action, UNESCO has developed the Education for All Development Index (EDI

Inclusion is a main component that is used with EFA. Since EFA is a global movement all children are involved: different cultures, religions, disabilities, and more. The problem that is faced with inclusion is how different countries define disability. To be more specific the problem comes with the definition of special needs. This can affect how or if those students can meet the goals that are created. To make sure all children are included schools collaborate to see how all the children can meet the certain goals given. This area may be a challenging one for some and it comes down to what does the term "all" really mean in Education For All? That is an answer that will vary country to country and every where around the world. There have been predictions that by the year 2025 the number of children with disabilities will have risen. A majority of that number will be children in developing countries. Therefore, answers are needed on how to include all children in the learning and educational goals set.. Similar to technology in schools, inclusion can grow and become more common in schools.

These goals set by the EFA were not able to be met by all. Some countries were unable to meet these goals due to conflict in the area. Conflicts can cause destruction and prevent children from even going to school or learning from home. There was a fear that certain countries would not be able to gain access to certain technology and support to meet these goals. Technology is a problem that countries run into with trying to improve education for children and even adults. As technology advances it is becoming a bigger key component in some schools. Depending on some areas technology is the central focus point to help students learn. In other areas that may not be the case. If technology keeps advancing that may have different affects on countries. Some may not be able to keep up with the advances and other may be able to keep up. This all goes back to financial stability and economics in each country. One of UNESCO's partners, World Bank worked with the countries that were most likely not going to meet the goals by the deadline (2015). World Bank provided these countries with support and in return they would get certain policy reforms.[24] This allows countries to receive support to help achieve the educational goals. This can be helpful for countries that are less fortunate in financial and economic stability. Some of these countries that struggled were in East Africa: Kenya and Tanzania. When all the countries in East Africa had declared independence, then education became the priority for all. The problem became that those countries struggled with educational on literacy challenges.

Recent UNESCO Updates

The UNESCO revealed in its 2017 Global Education Monitoring Report that around 264 million youngsters do not attend school. An additional $39 billion is needed annually to enhance the quality of schools worldwide. This will provide 2.2 billion children globally equal access to learning. At present, only 83 percent of students who attend school are able to finish elementary education and a low of 45 percent of kids 15 up to 17 years old complete the secondary level UNESCO Director-General Irina Bokova stated in an official statement that "Education is a shared responsibility between us all: governments, schools, teachers, parents and private actors." Accountability describes how mentors teach, students learn, and bureaucracies take action The World Bank said in 2017 that millions of learners from different parts of the world in underdeveloped and developing nations are confronted with problems of lost opportunities and low wages since primary as well as secondary schools fail in educating these students properly.

Gender parity

Over the past 25 years, substantial progress has been made towards achieving gender parity in efforts to improve girls’ education, including policies and programmes aimed at changing social attitudes, providing financial support to female students and making schools more accessible The fifth goal of the Education for All programme envisaged achieving parity by 2005, a target that was missed; however, continuous progress was made throughout the 1990s and 2000s, with the result that parity was reached in 2009 in primary and secondary education and had almost been achieved in youth literacy by 2016. Gender disparity to the disadvantage of females remained in adult literacy, where 63% of illiterate adults are female. And in tertiary education, gender disparity flipped to the disadvantage of males: As early as 2004, men became less likely than women to participate at the tertiary level

**challenges**

Education International’s Response to the Global Monitoring Report 2011 Poverty combined with poor health and nutrition continues to impede progress in early childhood education. Worldwide, one in three children under five years - 195 million children – **experience malnutrition, causing irreparable damage to their cognitive development. Hunger is a serious problem**, particularly in South Asia, where 83 million children below 5 years are malnourished. The GMR calls on national governments and aid donors to recognise that **both child and maternal health are crucial for progress in education**. The 2011 GMR provides new evidence that female education -but also targeted maternal health education - can help to prevent life-threatening health risks for children and considerably reduce **child mortality**.

The GMR finds that, worldwide, rapid progress has been made towards the goal of universal primary education (UPE); since 1999 the number of out-of-school children dropped by 39 million.

Sub-Saharan Africa and South and West Asia have made the biggest advancements in getting children into school. Yet, while the number of out of school children continues to decline, progress

towards UPE is uneven and slowing; in 2009 there were still over 67 million children out of school.5 If current trends continue, around 72 million children will be out of school in 2015.

**The GMR notes that: ‘being female, poor and living in a country affected by conflict are three of the most persuasive risk factors for children being out of school’.School retention is a major problem; many children enrolling in education systems fail to complete primary education. The GMR estimates that in Sub-Saharan Africa alone, approximately 10 million children dropped out of school in 2007. Household poverty, language and ethnicity related inequalities, and rural-urban**

**disparities, combined with poor quality education, overcrowded classrooms, inadequate learning materials, and under-qualified and poorly motivated teachers are all factors that contribute** towards high dropout rates.

The GMR supports EI’s claims that national education programmes need to prioritize, not only school enrolment, but also retention and school progression. Public authorities must ensure that

schools and teachers are well-equipped and qualified to provide good quality education. Marginalised and vulnerable groups must be targeted within inclusive education programmes.

Quality education needs sufficient and qualified teachers Educational quality remains low in many countries. The focus of governments on expanding primary and secondary school enrolment has come at the expense of improving educational quality; increased enrolments in primary education have not been met with adequately resourced schools and classrooms and the employment of qualified teachers. EI strongly supports the GMR’s claim that ensuring all teachers are appropriately trained, resourced and supported is crucial to improving children’s learning

The GMR estimates that in order to achieve universal primary education by 2015, an additional 1.9 million teachers are needed to fill **the teacher demand-supply gap** and overcome high pupil-teacher

ratios. Sub-Saharan Africa faces the **largest teacher shortages**, **all regions struggle with attracting and retaining qualified teachers in the profession.**

**Continued inequality and marginalisation in education and** beyond Income, gender, ethnicity, language and other disparities within countries continue to hamper equal opportunities for education as well as compulsory school completion. The GMR supports EI’s demand that governments need to strengthen equity targets to eliminate inequalities in education and beyond. **Marginalised children disadvantaged by factors such as poverty, gender, ethnicity and language** require additional support by teachers and the education system.

EI agrees with the GMR’s argument that ‘sustained progress in education quality depends on making **sure that all schools have sufficient teachers,** that **the teachers are properly trained** and supported and that they are motivated’.

. Currently, there is a global primary teacher gap of 9.1 million. Of these, 7.2 million teachers will have to be hired to replace those lost due to attrition (retirement, death, resignation etc), while 1.9 million new posts will have to be created **to reduce the pupil teacher ration to 1:40 or less**.

This means an additional 1.9 **million teachers will have to be hired** to achieve universal primary education by 2015. Furthermore, studies conducted by EI indicate that the teaching profession is **being de-professionalised and casualised** through bshort or fixed **term contract employment**. Instead of employing qualified teachers, many countries opt for community, volunteer or para teachers, with no or little professional training. Most contract teachers are usually paid less than permanent teachers (about 40-60% less) and do not have social security, pension and

other benefits. EI supports the GMR’s proposal for public authorities to attract more people into the teaching profession, retain and provide them with the necessary skills and support. EI has long argued that initial teacher preparation, induction into the profession, continuous professional development and support are essential elements for improving teacher quality, teaching and learning. It is also important to ensure that teachers are well-resourced and motivated through improved conditions of service. Quality teachers needed to achieve quality education

* **School retention is a major problem**; many children enrolling in education systems fail to complete primary education Household poverty,language and ethnicity related inequalities, and rural-urban disparities, combined with poor quality education, overcrowded classrooms, inadequate learning materials, and under-qualifiedand poorly motivated teachers are all factors that contribute towards high dropout rates.

It notes that: ‘the **skills developed through education** are vital not just for the well-being of young people and adults, but for employment and economic prosperity

 **Barriers to Elementary Schooling**

**Dropouts**

The reasons for dropouts were recorded from three sources. Responses were noted from the parents of dropout children and the children themselves. Responses from teachers of the local schools were also recorded. Their observations, experience and interaction with students were expected to throw light on the phenomenon. Barriers that emerged from household constraints (precarious nature of livelihood sources and financial constraints, burden of domestic work and income-generating work on children), school-related problems (such as expenditure on fees, books, inadequate financial incentives for students, poor learning outcomes in class, inadequate remedial support from teachers and lack of motivation due to grade repetition) and influence of perceptions (of parents, children themselves and teachers) towards the importance of children’s schooling. Perceptions held about schooling were found to have importance on strengthening community awareness, collective action and increasing accountability of local representatives and schools for providing quality service. Apart from highlighting the reasons for dropping out from school, these problems exemplify daily challenges that children attending school coped with to stay enrolled..

**Household Factor**s

**Migration** as an exit option from hunger, unemployment and political turmoil had brought these households to a semi-urban area where work was available. Despite availing a safety valve to escape other insecurities in their places of origin, the livelihood options were saddled with problems that accentuated the vulnerability, Difficulty in coping with studies due to household ,Difficulty in coping with studies due to home-based earning activity ,Difficulty in coping with studies due to engagement in wage labour ,Could not pay for private tuitions Child is frequently ill ,Parent's illness/female-headed households .

 **School Factors**

High cost of schooling , Lack of comprehension of lessons taught ,Discouragement due to punishment given by teachers ,Beatings and bullying by classmates ,Boredom at school ,Failing in examinations .Total of 88.5 per cent of parents and 71 per cent of dropout children cited high cost of schooling as one of the reasons for dropping out.

**Perceptions about education**

Child not interested in attending school ,School not good enough for learning , Parents do not consider education useful , Parents unable to guide children at home , low expectations of parents/children of returns from education imbibed in local schools.

 **Social Change of children**.

 These barriers were profoundly linked to the precarious nature of income-generating work that supported the households. The earnings of miners, artisans and casual wage workers were neither secure nor regular. Earnings from piece-rate work required more hands to enhance incomes. Livelihood was precarious because of the strenuous nature of work and vulnerability to income shocks during illness. The ill health of working members was found to exacerbate the financial problems directly in terms of costs of treatment and indirectly through loss of wages. Health hazards increased as miners stood partially submerged in the river for long hours to lift sand. As rapid ageing and deteriorating health reduced the work span of adults, older children, especially boys, joined the pool of family labour to enhance earnings . over 60 per cent of parents and children reported difficulty in coping with school along with home-based income earning work. Financial weakness pulled children back to the vicious cycle of low education and low incomes. In the case of potters, when the male heads of the household seasonally out-migrated to cities for work, the work burden at home of grown-up children increased. Children helped in kneading clay, making small sized pots and earthen lamps and carrying them out to dry in the sun. The demand for earthen lamps during the Diwali also seasonally increased the work pressure on children. For children in the upper primary stage, the cumulative effect of coping with the twin burden of work and school for a prolonged period hampered their learning. The absence of restrictions on children’s participation in home-based income-generating work acted as a deterrent to completing school. The workforce participation among women was a high 80 per cent in the sampled households. Care-giving to younger siblings, cooking, washing and cleaning were some of the common duties performed by older girls in the household to allow adult female members to participate in the income-generating work. This was more common in case of female-headed households. All thirteen female-headed households that were interviewed had at least one dropout child. The opportunity cost of sending a girl child to school was reported to be high not because of the income forgone by the child if she went to school but rather the income forgone of the mother if she was not freed from domestic work at home. The direct costs of schooling often add up to substantial amounts and impose a burden on poor families especially when there is more than one school-going child in the family

 The children also received free textbooks from the school. For those who completed the primary stage, the transition from the primary school to join Class 5 in the government secondary school posed several hurdles. First, it was difficult to secure a seat . Second, the cost of school fees, uniform and other stationery at the time of admission ranged between ₹480 and 750 for a single child. In a majority of households, this meant giving away more than a week’s earnings. Third, children attending new schools in Class 5 also complained of noisy and crowded classrooms and inadequate attention from teachers which made learning difficult. As classrooms were over-crowded, children seated in the back rows had difficulty in hearing the teacher’s instructions. Classroom boredom, lack of comprehension of lessons and grade repetition were very high among students of Class 5 in our study area. This increased the necessity of private tuitions which in turn escalated expenditure.

Tilak (2006) found that many of the non-food incentives were not only restricted to a fraction of the students but its distribution was also irregular. In our study too, the provision of incentives, such as free textbooks and uniforms, was not universal in coverage. Free uniforms were given to all girl students irrespective of caste. In case of boys, only those from SC/ST category or those belonging to below poverty line (BPL) households were entitled to the benefits. Ironically, the population of the two settlements was dominated by Hindu and Muslim households in the OBC category. There was much grievance over this among households that did not have even a BPL category card to qualify for the incentives. Several students also reported cases of delay in getting the free textbooks which led to disruption in learning.

 **The cost of private tuition posed considerable financial burden on families even at the primary stage** The apparent institutionalisation of the need of private tuitions had a demotivating impact on households where earnings were irregular and low. Considering failure in examinations as a deterrent for parents to invest more on children’s education, the state’s implementation of the no-detention policy was intended to rescue academically weak children who are vulnerable to dropping out. The most compelling argument in favour of the policy is that one must not penalise children when the system is responsible for poor academic performance

 As the no-detention policy up to Class 8 was introduced in schools in 2012, its impact on children’s schooling could not be assessed in our 2013 survey. The authors are of the view that rather than having the no-detention policy, provision of support to children in the form of better teaching and remedial lessons will have a far-reaching impact in increasing learning outcomes to prevent grade repetition. It could also reduce expenditure on private tutoring. This would directly benefit the poorest and the most socially disadvantaged children who are the least able to overcome hindrances to learning which are prevalent in the numerous classrooms of government schools.

**Conflicts between mothers and teachers**

 This reduced the effectiveness of mother–teacher association (MTA) and sapped out teachers’ enthusiasm to work as well as parents’ interest in sending their children to school. The familiarity between parents and teachers had a far-reaching impact on strengthening the motivation of households to tackle hardship. This relationship was relatively weakened in the secondary schools where high student–teacher ratio made parent–teacher–student interactions formal and impersonal.

**Wastage and Stagnation**

The Indian Constitution envisages providing free and compulsory Universal Education in the country to all the children of the age group of 6-14 years. The government of India, after attainment of independence stressed the need of

education at primary or secondary level and provided funds for its development, but a scrutiny of statistics reveals that the desired success has not been achieved due to certain reasons. When we look back even after 65 years of independence we find that we have failed dismally in its implementation. Since the children leave the school before completion of their courses, the time of both the teacher and the taught are wasted. A study reveals that till 1992, 40% of the children have dropped out before completing their education. Now too a overwhelming number of children are out of

school due to discontinuation of their studies at primary or secondary level. Prakash and Chaubey (1992) Found that enrolment has been growing rapidly in the primary school under UEE (Universal Elementary Education) programme.

But children were found not staying in the schools as ~ 424 ~ International Journal of Applied Research expected, so dropout rate was found increased. He further underlined the need of qualitative improvement in the learning process and emphasized the need of equal opportunity of learning to all children. Dropping out of school by children discontinuing their studies at one level or other without any obvious reason is termed as Wastage. While clarifying the meaning of the word in education Hartog Committee remarked he following: “By Wastage we mean premature withdrawal of children

from schools at any stage before completion of the Primary courses.” This statement does not mean there is no wastage in the Secondary course and higher course. Any student, who receives education at any stage, is expected to complete his/her education within the prescribed period. If one

withdraws from the course before completion, then that individual or individuals are deemed to be wastage to the course. Such students do not complete the study of their curriculum and consequently the time, money and energy expended on such students prove to be sheer wastage. Hence

the most popular use of the word “wastage” in education means the wastage of time, effort and money. The number of school is increasing in our country every year. The enrolment in such school is increasing every year. The

expenditure on education has increased year after year. But unfortunately, there is not much increase in the literate rate. In our country, at primary and so also at secondary level this wastage is estimated to the extent of 60% where as a UNESCO study reveals that the rate of dropout in primary

school is very high in India among all countries. It is India where hardly 50% children enjoy the benefits of education.

**Factors Influencing the Extent of Wastage**

It is obviously a sorry state of affair when a country’s future generation skips on education or refrains from it. As more and more children are dropping out of school, the reasons for all of them vary howsoever. In fact the reasons for

failure and drop out will vary from school to school, place to place and individual to individual. Singhal et al. (2004. observed and stated that supervision and guidance of teachers, students and extension workers were very limited as the teachers are reluctant about the programme of universal elementary education. However the present study reveals that some dropouts of schools voluntarily while others are forced to do so under dire circumstances. Whatever be the reason, the mere fact that a child is not

completing his/her school education is not righteous. Such children many a time fail to be an asset for the nation given their inability to contribute in any way. Based on the present research in Jujomura block, there appeared to be some factors that put a student at risk to dropping out of school:

**The Family They Come From**

 The present study highlights that there is often a clash

between the family values and those of the school. Research stated educational support (both financial and emotional) from parents is the key to a child being successful and staying in school. The students come from families of low socio-economic background and it has been estimated that sixty five percent (65%) of the causes of wastage are due to economic reasons. Eshwar & Sharma (1982. studied on wastage, stagnation and inequality of opportunity in rural education and found hat in spite of providing various facilities the difference was achieved, Its reasons can be underlined that the guardians of these school children belong below the poverty line who does not even have minimum livelihood conditions to fetch daily requirements. Khan and Jemberu (2002) .and Chopra (1964) . examined and emphasized the relation between the social status and educational achievement and reported Socio economic status to be strong predictor of academic achievement. Similarly Garg(1992) . Ganguli M (1989) [15]. Devaneshan Paul P. (1990) [10] . show that the socioeconomic conditions of the family are fairly closely associated with the academic achievements of the children whichever be the level of education that we consider. For girls this correlation is found to be closer. That is why the poor families are discouraged from sending their girl children to schools and

higher education. As the income of about fifty percent of our country is very low they have to depend on direct or indirect earning by their children. The family economy acts as a contributing factor to school dropout. According to

Kothari Commission Report, “A child is sent to school between 6-9 years of age because at this age he is a nuisance at home than a help. At the age of 9 or 10, the child becomes an economic asset, because he can work at home or earn something outside. This is especially true of girls who have to assist the overworked mother at home. The child is withdrawn from school and becomes a wastage” Parents mostly involve their children in domestic work and this leave no time to child for study. Financial handicap is also responsible for wastage and stagnation. Out of poverty some parents utilize the service of their children to upplement earning. Poverty is also directly responsible for wastage.

In many cases poor parents find it almost impossible to loseassistance of children. Poverty of Indian people is miserable that they find themselves unable to meet other expenses connected with the education even against the provision of free education of their children during harvest time; children

can not afford to go to school as they are required in the farm. Again, out of poverty children lack minimum diet and are unable to stay long in schools. In JHS and JGHS students generally come bare footed, their clothes are

tattered and dirty. Some children of Jujomura block are products of divorce, separation or sometimes family

violence. They are not being raised by parents, but rather by aunts, uncles and grandparents. Families are not meeting some children’s basic needs of food, clothing and shelter.

**The Community They Come From**

Many children of the studied area live on the wrong side of the tracks in places where education is not valued, where drugs, gangs and violence abound. There are some backward classes, like the scheduled or tribal people, who do not take interest in the education of their children. They are reluctant in keeping their children in schools. Some of the parents are illiterate and as such do not understand the importance of education. Some parents exhibit more of orthodox views about their girls. Such people with draw their daughters from the school at an early age. In some cases girls are generally withdrawn from school without the completion of their education, where early

marriage system acts as a hurdle and a contributing factor to dropout. The study of Acharya (1984) [1] . on development and problem of education revealed that there were no adequate school community relationship due to which the ~ 425 ~ International Journal of Applied Research goal of universal education could not be achieved and remarked that as far as the primary education of backward class of community, weaker section of society and tribal are concerned it has been seen that they were more dropout and non enrolled in school system.

**The Students Themselves**

The students make wrong decisions; sometimes willingly and sometimes unwillingly they get involved with gangs, drugs or alcohol and commit crimes. Once involved, it becomes impossible to get out of it. They are disconnected

to their families, school and life. School becomes long forgotten after taking up such pursuits. Many have a poor school attitude and are frequently bored by school. They do not see the reasons they need to go to school. They are not

involved in school activities and lack self-esteem. Singh and Sridhar (2005) [26]

. evaluate the progress made towards achieving the overall goals of universal education by providing access to education for out of school children and increasing the retention rate. Some have undergone major illness and have missed too many days of school. Majority of Indian students is not able

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

returning to school.

**The School They Attend**

The present research paper has indicated that the schools are toxic to students learning and to the students also. The curriculum is not in accordance with the real life of the children and is not relevant to the needs of the students being taught. Passive instructional strategies are being used without regard to individual student learning styles. Very boring and dull teaching methods are adopted. They have multiple subjects, and this makes it difficult for students to

get the attention they need. Teachers are not trained in the latest teaching/ learning/ technology techniques. They lack adequate guidance counseling. A study reveals that only educational causes are responsible for another 30% of

wastage. Government of India also highlights the following; “The educational institutions being ill-equipped poorly housed and with dull and depressing environment unfortunately could not exercise effective counter- acting

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

**The Teachers They Have**

Teachers of the schools of the studied area do not take interest in their job. Neither they attend to their duties regularly nor do they pay heed to difficulties and problems of the children. Again increased number of single-teacher schools, inefficient and poor quality of teachers, lack of teacher- pupil contact, frequent transfer of teachers and plural class teaching disturbed the quality of instruction which ultimately cause much wastage. Mali (1984) [21]

.since working in a single-teacher school involved living away from their families or spending a considerable amount of time on commuting each day, teachers were not willing to work in such schools. Again teachers were not adequately equipped to manage such schools efficiently; they were not aware of suitable teaching methods, were unable to give appropriate assignments or keep others gainfully occupied while handling one group.

**Borbora et al. (2010) [5] . conducted study on dropout rate in elementary schools and**

**reasons thereof.**

***The reasons of dropout are;engagement in* domestic chores, lack of encouragement from parents,engagement in outdoor economic activities, lack of adequaterecreational facilities in the school, uninterestingcurriculum, rude behaviour of teachers, irregularity inattendance of teachers etc**. Similarly, Acharya (1984) [1]. Studied on the development and problem of education andremarked that the provision of teacher’s training and

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

**The Hartog Committee reports, “By stagnation we** **mean the**

**retention of a child in a lower class for a period of more than one year. Of course stagnation always leads to wastage.** If astudent unable to complete the prescribed course within theallotted time he has wasted time and labour. Moreover if astudent consistently fails in a class, he loses interest instudies. The parents also get discouraged and lose interest inthe child’s education. Finally the child gives up studies andhelps his family to supplement earning.

**Factors Influencing the Extent of Stagnation Bhat and Yasmeen (1994) [3]**

**. Pinpointed that main causes of stagnation** **are illiteracy of parents and heavy courses of study.** For dropouts the major causes have turned out to be

family’s poverty. While analyzing the factors affecting the wastage and stagnation of particular place Barua (1971) [2] . also stated that poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical conditions of school, bad family environment are some major factors which are

responsible for the wastage and stagnation in the respected areas. He further stated that teachers are also responsible for wastage and stagnation at one level their sympathetic behavior multiple class teaching also play a role for it. He also revealed that pupils fear towards the examination also causes stagnation, lack of teaching also contributed towards failure of students.

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**Uninteresting Curriculum**

More often than not the students find the **school curriculum drab and uninteresting.** They fail to understand the utility ofmany of the topics they are taught. Unenthusiastic teachersand their orthodox methods of teaching make the classroomactivity more uninteresting. Dankar (2002) [12] . stated that

efforts should be made to enhance the quality of classroom interaction and the teaching learning material used. The same fact has been studied by Rao (2003) [24] . and he states that the progress of Elementary education is possible when

the teachers take the pivotal role in transacting the lessons and curriculum as a whole in classroom situations.

**Defective Education System**

Lack of adequate accommodation, too much of overcrowding schools with high pupil-teacher ratio become the main cause of stagnation. Again dearth of educational material, lack of trained teachers, and shortage of teachers

are some of causes responsible for stagnation. Due to frequent transfer of teachers and increased number of single teacher school where a teacher has generally to take many classes and teach plural subjects disturbed the quality of education which ultimately causes much stagnation.

**Defective Pattern of Examination**

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

increase stagnation.

**Unfavorable Atmosphere**

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

**Financial Handicap**

The stagnation is natural in this case. Several demanding situation can surface where the adolescent children of the family are asked or looked upon as a helping hand to the family. Out of poverty or financial handicap some parents

force the child to focus his attention to the family crisis and utilize the service of their children to supplement earning for the family. Hence, they do not achieve success in the examination as they do not get sufficient time to study at homes with the result that neither they complete the home task nor the

prescribed courses within the expected time.

**Suggestion for Reducing the Extent of Wastage and**

**Stagnation**

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

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

**1. Reorganisation of the Curriculum**

In order to avoid wastage and stagnation it is necessary to effect changes in the tough and burdensome curriculum. The number of subjects should be reduced and the method of teaching these subjects should also be made attractive. The effect of wastage and stagnation may be avoided by making

the curriculum modest, simple and interesting so that it can be implemented most efficiently.

2. Creation of Healthy Atmosphere

To reduce the extent of wastage and stagnation necessary changes should be made in home, society and school atmosphere. Atmosphere should be made healthy. Emphasis should be given for improvement of school campus i.e. neat,

tidy and beautiful. Adequate and attractive school buildings with well equipped furniture should be provided. Dabir and Loitam (1999) [7]. stated that the facilities in schools need to be improved in order to achieve the goal of universalization of education. Teacher-pupil ratio may be maintained at such

a level as to ensure adequate individual attention to be paid to each individual in every class. Provision of part time schooling may be made for the benefit of children who cannot attend the school during regular hours on account of

domestic and economic disabilities.

**3. Improvement of Health**

Most of the parents in our country are unable to provide nourishing for their children. In view of the helplessness of the parents it is the responsibility of the State government to take over the charge of providing food to the future citizens of the country. To reduce wastage and stagnation in a bigger

way, although pupils are being given nutritious diet by introduction of Mid-day Meals, it is limited to the students of Class-VIII which needs to be extended also to the students of class IX and X under the School Health Service

Programme. Existing Mid-day Meals system should be carefully regulated as physical development is necessary for mental development of students.

**4. Introducing Attractive Teaching Method**

The teaching methods which are prevailing today being

unpsychological and unattractive cause wastage and

stagnation. This problem may be solved to a large extent by

supplying necessary equipment and teaching aids for

making education more interesting and effective. Again

attempts should be made for qualitative improvement of

pupils. Qualified teachers should be appointed to create

better quality in the instructional programme to attract

children.

Improvement of the professional competence of teachers

may be made by providing training facilities, both preservice and in-service. Necessary guide books for teachers

and work books for students and other literature should also

be provided.

**5. Reforms in the Examination System and Introduction**

**of the Improved Technique of Evaluation**

The system of examination should be based on the principle

that education is imparted for success in examination.

There should be Continuous Comprehensive Evaluation (CCE) of the

performance of the pupils, and of their day to day activities.

Maintenance of systematic records, where the examination

results of the pupils in different subjects are recorded and

besides their performance in co-curricular activities,

personal qualities, health information, attendance, etc. will

find place. These records will be taken into consideration at

the time of class promotion. These records will help the

teachers to judge the different aspects of the pupil’s

personality.

For reducing the extent of Wastage and Stagnation, Kothari

commission has made the following recommendations:

 The school should be properly equipped with teaching

material, furniture, building, etc.

 Medical facilities, free books to poor students and Midday Meals should be given.

 Educational System should be made realistic.

 The retention of every enrolled child in school till he

reaches the prescribed age or completes the prescribed

course.

 Implementation of a programme of qualitative

improvement of education because Universal

Enrolment or retention depends very largely on the

attracting power of the school.

 Providing “Literacy Classes” for a period of one year at

least to all children in the age group 11-14 who are not

attending schools.

 Right type of trained teachers should be appointed.

Lady teachers have proved better in handling young

children.

 Provision for adult education be made so as to create

parent’s consciousness and interest in the education of

their wards.

It cannot be denied that in the modern day educational

scenario too wastage and stagnation still is a stumbling

block. For eradication of the same the Government as well

as the society has a vital role to play. Whereas the Govt.

should have a think tank to prepare plans and modalities to

curb wastage and stagnation, the society at large and for that

matter social organizations should endeavour to create

universal awareness in the direction.