

WASTAGE IN COLLEGE EDUCATION—SCIENCE STUDENTS

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Introduction: In a previous article* we have discussed wastage in college education among arts students, basing it on an enquiry of a three-year entry of freshers to the Fergusson College, Poona. In this article we deal with wastage among science students basing it on the same investigations. (For the scope and coverage of the enquiry, for definitions of concepts, for the general method of constructing wastage-figures, and for other relevant preliminary details the reader is requested to refer to the previous article.) We start with tables 1 and 2 which give respectively, how the entrants fared, and the distribution of the entrants by their marks at the S.S.C. examination.

Comments on table 1: Out of 1,634 students who joined the first year science class, 393 students given under category (1) completed their education by obtaining the B.Sc. (or the B.A.) degree. (Ninety-three students from the total of 1,634 subsequently changed their course from science to arts and 53 of them succeeded in taking the B.A., or the LL.B. degree. We do not consider them separately but include them among the larger group to avoid more complicated analysis.) Categories (2) and (3) do not need explanation. Category (4) consists of students who left the Fergusson College to join the degree courses in law, commerce, Ayurved, or agriculture in the colleges of the Poona University. In category (6) are included students who left to join other universities to pursue arts, science, or professional courses. Those who left the college without taking a degree to join non-degree courses or other careers such as defence services are included under (7). Categories (8), (9), (11), and (12) consist of students who left the college at various stages, and who did not join, at least immediately, another university. Their careers could not be traced in the examination results of the Poona University beyond the stages mentioned.

The criterion of obtaining the first degree will be applied to students coming under categories (2), (3), and (4) to determine the wastage. Category (7) wholly contributes to wastage according to our definition of wastage given in the previous article. Cases of wastage have to be estimated for categories (6), and (14). This is done in the next paragraph.

Estimation of wastage: From 209 students who joined the engineering course under the Poona University, 195 have completed the course. The remaining 14 cases were carefully gone through and it was estimated that there would be 7 cases of wastage, and the other 7 are expected to have

* 'Wastage in College Education—Arts Students', *Artha Vijnana*, Vol. 2, No. 1, 1960, pp. 28-44.