

## WASTAGE IN COLLEGE EDUCATION—ARTS STUDENTS

A. G. DESHMUKH AND A. R. KAMAT

### Introduction

MUCH has been said during the last few years in the press and from the platform about wastage and stagnation in education. The comments have generally been provoked by the large number of failures in the school leaving examination and in many examinations at the University stage. In order to get some idea about the magnitude of the problem investigations were planned on a modest scale based on students of Fergusson College, Poona. In this article the method of investigation followed by us is described and the broad results about wastage among Arts students are summarized.

A three-year entry of freshers to Fergusson College was considered for this purpose, and the careers of all the students who joined the college in the first year class, in Arts or Science, in 1949, 1950, and 1951, were followed until they passed out after taking the B.A. or B.Sc. degree, or left Fergusson College to join some other college, course or university or simply dropped out. A period of eight years was considered adequate for this purpose as students who did not succeed in getting the first degree within eight years of their joining the first year class had a very remote chance of doing so after that period.

Information was collected from the college records, the main sources being the admission forms which are filled in by all students every year, the results of the Poona University examinations and the register of leaving certificates of the college. The students who left Fergusson College to join another local college were followed up with the help of the records of the local colleges, and the results of the examinations held by the Poona University. In the case of those who joined colleges, outside Poona but affiliated to the Poona University, attempts were made to trace them in the examination results of the University. However, we did not try to follow up students who joined other universities as that would have extended the scope of the enquiry beyond the modest scale on which it was planned. It should be emphasized that no questionnaire was issued and no interviews were taken. The relevant information available in the sources mentioned above alone was collected and it was recorded on cards prepared for this purpose. It was then put on punched cards for analysis.

### Some Explanations

It is perhaps necessary to explain why the period 1949-51 was selected. It may be recalled that the new Secondary School Certificate (S.S.C.)