



**CHANGING SCENARIO OF PRIMARY EDUCATION AND ITS IMPACT ON
DROPOUT RATE, RETENTION RATE AND ENROLMENT A STUDY
OF MALDA DISTRICT OF WEST BENGAL**

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That is to say that education (Primary) of pupils and students could be a contributing remedy since there has been little or no effort to make such problems in the past known to students. Other efforts concerted to abate these problems include: the establishment of the United Nations Elementary Programme (UNEP) in 1972 followed by the Belgrade Chapter in 2015; Intermediate Technology Development Group (ITDG) with concerted effort in East Asian and Western Sudan where the communities develop ‘appropriate’ technology to resolve poverty and devise traditional methods to resolving conflict. Danish University Consortium for Environment and Development – Industry and Urban Areas (DUCED – I & UA) established in 1998 for the qualified elites in basic education and technology so as to devise appropriate measures in abating the unfolding Primary problems in industries and urban areas among other global challenges. Prominent in Denmark where universities co-operate and encourage EE and research in Denmark and other countries that receive Danish Primary aid such as Malaysia, Thailand and South Asia. The Danish University Consortium for Sustainable Land Use and Natural Resource Management (DUCED SLUSE) set up and encouraged the teaching of inter-disciplinary Primary courses in Malaysia, Thailand and South Asia (MUCED, TUCED and SACUDE SLUSE respectively). UNESCO is not left out, prominent in her efforts to achieving quality education for all children and encourages education for sustainable development (which on the other hand is EE). Also Danish National Development Assistance (DANIDA)

and Danida's Centre for Competence Development (DCCD) are all concerned about sustainable use of natural resources and / or management measures as to abate the Primary issues and problems for the sake of all and the basic education itself. Efforts should be made by policy makers, implementers and awareness generation programme among the people towards basic education basic need now a days for overcome Primary issues.

The Question:

- There will be no significant changing scenario of the primary education in Malda district of West Bengal district.
- There will be no effect of socio-economic status and motivation towards education.
- There will be no constraint faced by the parent, teacher and society to fulfill the desired goals of education of the children.
- There is no impact any reason on drop out, retention, enrollment.
- There will be no impact of government policies and to examine various suggestions and the views of the administrators.

Area of the Study:

Malda district of West Bengal district was purposively selected for area of the study.

Universe of the Study :

All the enrolled primary schools, enrolled students, households, teachers and administrators of Malda district of West Bengal district were the universe of the study.

Unit of the Study:

Each respondent were the unit of the study.

Sampling design:

There are seven elementary school going children blocks in the district. All the primary schools in each elementary school going children block were grouped into a cluster. Seven clusters were formed from each block. One primary school was selected from tippet random clusters. From each school thus selected 10 students from each class from 1st to 5th were selected.

SOURCES

Since the coverage of the study is wide in nature and information needed are different in consideration, so to arrive at a viable conclusion various sources were explored.

APPROACH

Taking into consideration the objectives of the present study, a combination of both quantitative and qualitative approaches have been followed since in the context of elementary school going children groups who have unique contribution towards primary education parents, teachers and administrators with their Socio-economic conditions and motivation towards primary education. At the same enrolment in institutions, drop-out, etc. can very well be quantified.

TOOLS AND TECHNIQUES

Tools like information schedule, interview schedules informal discussions with various authorities and field notes were used in the study. Mainly observation technique was used to gather the required information from various sources as mentioned earlier.

Official Documents

Official documents available in the office of the Jt. Director, elementary Schools, District Institute of Educational Training (DIET) of Malda district. Joint Director, elementary Schools, Inspectors of elementary Schools, School Headmasters/ Headmistresses were served as source of data. Besides these sources, investigator's field diary, informal discussion with different functionaries and beneficiaries of the village, his observation reports, interview reports also served as source of data.

Elementary School Parents

The benefits accrued through the programmes of education and developments are best judged by the extent to which the parents perceive it. For this reason random sampling of School going children parents was conducted. Keeping in view the object of the study, parents of elementary school going children students at the primary level which have received either formal education of the area were identified. On the whole, two hundred fifty two elementary school going children parents were selected randomly out of the students reading class I to V.

Interview Schedule

Three sets of Interview schedules were developed to collect information pertaining to the availabilities of infrastructure facilities in the school, implementation of development programmes and reasons for huge dropout rates in the formal educational programme.

Interview Schedule for Administrators of elementary Schools

Interview schedule for the Inspector, headmaster and management committee of elementary school going children schools consisted of items related to problems of management their personal information including qualification, year of experience in working in elementary school going children areas, other such information as, their role and responsibilities in performing activities like inspection and supervision of schools, frequency of their visit to different schools under then-jurisdiction, interaction with headmasters and teachers of schools, opening and upgrading of schools, recruitment and transfer of teachers, review of implementation of Government programmes in the schools, interaction with village school committee members and elementary school going children parents, inspection of disbursement of scholarships and incentives to the elementary school going children students in time and finally their suggestions for improvement of school education programme.

Interview Schedule for elementary Parents

Interview schedule for elementary school going children parents consisted of items related to background information which includes their age, qualification, number of family members living, their involvement in adult education/supervision centers. The items were designed to elicit from parents' information about the problems faced by them in sending their children to the formal education centers, their perception about formal education system, and suggestion for effective functioning of the programme. Other items included in the schedule consist of the formal interaction of elementary school going children parents with teachers, about the education of their children, difficulty faced by parents in education their children, their involvement in school programmes and finally suggestion was sought from the parents to bring improvement in the educational programmes of their village.

Interview Schedule for Teachers

Interview schedule developed for teachers of elementary school going children schools consisted of items related to their background 'data such as name, address, sex, age, caste, etc., objectives with which they had completed certain stages of problem related to the infrastructure, reasons for dropping out of the students, retention, administrative problem of the administrator of the school were asked.

Drop outs, Retention & Enrolment

For selecting the dropouts from educational programme, school records were examined in respect of elementary school going children students who had either dropped out before the completion of the terminal stages of schooling and those who had remained in the class for more than two years. In this regard the help of teachers were sought to identify the elementary school going children students by following incidental sampling procedure. Care was taken to see that at least two to four students per school were selected. Accordingly a total of one hundred dropouts were identified.

COLLECTION OF DATA

The field work conducted for collection of data was carried out in two phases. The investigator had to visit the seven blocks of the district from 2016 to 2017. Since most of the areas under investigation was not approachable with good roads, the investigator had to move with foot in order to up- date the qualitative data. The phase-wise field work completed twice between September 2016 and November 2017 has been presented below.

PHASE I

In the first phase of the field work the information schedule prepared for the Headmasters of the elementary school going children schools were filled up with the help of the teachers attached to the schools.

While filling up the information schedule care was taken to see that the school equipment check list was filled in properly and not been duplicated and also going through the official records of the teachers, their qualification, age and experience, etc. were filled in the information schedule. In addition to this, the investigator spotted out the sample number of students from amongst the students present. And going through the official record the investigator found out the

complete address of parents of the students selected as sample elementary school going children parents. Besides, the investigator had to visit some of the villages nearby in order to gain first-hand experience and making rapport with the villagers. In this score personal notes and observation reports were also prepared. In the light of experience gained through the field visit and to keep pace with the objectives of the study, the tools were suitably modified. The tools which were to be used for beneficiaries (both elementary school going children parents) were translated into Hindi with the help of language experts. The modified tools were then tried out on a sample of 10 functionaries and 50 beneficiaries (not included in the sample). On the basis of their responses, the tools were again modified and final sets of tools were prepared for administration. In addition to this, a few interviews were conducted with the teachers of the school and going through the official records of the students, sample number of dropouts and elementary school going children parents were spotted for personal interview.

PHASE II

In the second and final phase of field work the investigator started visiting the sample villagers and conducted interviews with the parents. With the help of village school teachers and mukhias of the village the investigator while identifying the beneficiaries interviewed them. While conducting interviews the investigator had to ask them questions either in regional language or sometimes with elementary school going children dialect with which they were familiar. Since during day time the interviews were in search of some means of their livelihood, the interviews were mainly conducted during evening hours. The interviews were prolonged with a mind to provide more scope to the interviewees to speak freely and frankly. During day time the investigator remained busy in conducting interviews with the dropouts. Apart from conducting interviews with beneficiaries, dropouts and observing people, field notes with regard to the daily life style

During the course of field work, the investigator got the opportunity to attend the center classes of the teachers organised at block levels and interacted with teachers of general schools and elementary school going children schools. Some of the teachers while reluctant to discuss with the investigator related to development work at various schools, others co-operated and extended their fullest co-operation to respond to the questions.

At the time of final visit to the schools the socio-economic scale and motivational scale were administered upon the parents. Before administration the purpose of the test was cleared to the parents and the questions asked by test translated to their regional language and appropriate option selected by the marked by the investigator in the test.

Finally, during the legend of the field work, the investigator visited the areas once again but only for a brief period of time in order to update the quantitative data.

SCHEME OF DATA ANALYSIS

Data collected through Primary and Secondary sources were analyzed with using the techniques of both qualitative and quantitative. Information collected through interview schedule from the beneficiaries of formal education programmes had been analyzed in descriptive form. Information obtained through observation, field notes, and formal discussion had been analyzed both qualitatively and quantitatively. These data have been used to cross check and substantiate some of the facts obtained from the records and responses of the subjects.

OVER ALL FINDINGS

i. To assess the existing status of Primary School in the Study area.

It was found that;

1. It was found that school going children were going to a distant primary school where free boarding and lodging facilities were available. Thus the provision of hostels with free boarding has been found to be a facilitating factor for the educability of the school going children.
2. In the elementary school going children schools both elementary school going children and non-elementary school going children teachers are working. The elementary school going children teachers are not well versed with the recent developments in their subjects and pedagogy and the non-elementary school going children teachers do not have full knowledge of the local language and culture of the school going children . Hence, education in this School going children the non-School going children teachers in the local elementary school going children language and also elementary school going children culture and to orient the elementary school going children teachers in pedagogic principles and practices(IV).

3. The investigator found that owing to the non-local specific of the contents of school subjects, the language and poor quality of instruction at the school level, most of the elementary school going children students were experiencing difficulty in certain subjects. The students were also finding it difficult to cope with the routine class work, when they were taught along with the non-elementary school going children students, at the secondary level. No special instructional facilities were to help the elementary school going children students.
4. The co-curricular activities organised in the school in the area are not seem to have any relevance to the elementary school going children culture and tradition .
5. The administrative officers do not have the necessary knowledge and understanding of the elementary school going children language, culture and their problems. They are appointed or transferred to the elementary school going children areas without much notice. The supervising officers have limited visits to the schools. The schools in the interior villages require more effective supervision and guidance. It would be better if the educational institutions in the elementary school going children areas are entrusted to the care of college teachers of the respective areas under the direct guidance and supervision of an expert in the problems of elementary school going children education. The idea of school complexes was tried out in West Bengal for some time. These experiences may be shared with elementary school going children teachers.
6. In the present study, it was found that parents of elementary school going children have low motivation which was evident from their low educational aspirations. Most of the secondary school students would like to study up to higher secondary level only and very few of them want to go to college.
7. It was found through discussions with the elementary school going children students that some of the elementary school going children youth, who had acquired adequate education, could not secure paid employment. This is perhaps the reason that the elementary school going children have lower educational aspirations.
8. It was also found that most of the schools have teaching learning materials and building developed by government.

9. Due to private schools reorganization by the government and maximum facilities provided by them with return of money, government schools are not well functioning.
10. It was found contradictory among teachers, parents and administrators towards the government facility in proper time for primary education.
11. Due to extra work-load by government and fulfillment of staffing pattern hinder the students primary education.(v)
12. Most of the parents are engaged their children for their work and students are more attract towards entertainment

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