Study on the Chances of Revive of Dropout Students of Dooars Region of West Bengal

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Abstract: *Education is neither teaching nor instruction. Instruction is an artificial and limited activity. It influences the child only in a limited time and place. But life-long education goes on influencing an individual throughout his life. Instruction ends in the classroom, but education ends only with life. So, Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his society and fulfill his possibilities. This article emphasizes the drainage of human resources among Tribal Community of Dooars Region of West Bengal in the light of Sarva Shiksha Avijaan (SSA). To identify the effects, we use structured schedule containing seventeen independent variables viz. Age of respondent (X_1), Calorie intake value (X_2), Food intake value(X_3), Body Mass Index (X_4),Use of teaching learning material at school (X_5), Communication to school (X_6), Attitude of teacher on student (X_7), Role of school teacher in understanding text book (X_8), Role of father in understanding text book (X_9), Role of mother in understanding text books (X_{10}), Encouragement of mother towards education (X_{11}), Adequate dress during school hour (X_{12}), Access to text (X_{13}), Home environment (X_{14}), Socio taboo (X_{15}), Climate factor (X_{16}) , Financial condition(X_{17}), Mode of communication (X_{18}), House hold activity(X_{19}) and Engagement in productive activity (X_{20}) against dependent variable Level of Dropout (Y). The findings are: (i) Age of respondent (X_1), Food intake value(X_3), Body Mass Index (X_4), Role of mother in understanding text books (X_{10}), Engagement in productive activity (X_{20}) had significant bearing on echelon of Dropout and (ii) the only two variable Age of respondent (X_1), and Encouragement of mother towards education (X_{11}) have been found to exercise significant regressional effect on the chances of revive of dropout students.*

Keywords: Human resource, drop-out, Socio taboo, regressional effect, cohort, agglomerated effect, chances of revive, etc

1. Introduction

School education in India is vast and diverse, covering nearly one-and-a-half million schools of diverse sizes, categories, managements, sources of funding, levels and grades taught, mediums of instruction etc., across the length and breadth of the country. The system has been growing and is poised to grow further. The school education has experienced intensive efforts to expand and improve its quality in the recent past. Beginning with Operation Black Board (OBB) during mid-1980s, the efforts made include DPEP during mid-1990s, SSA during early 2000s, implementation of mid-day meal scheme and many more. Recently, the Right to Education (RTE 2009) Act was enacted and efforts are being made to harmonize the norms of SSA and RTE 2009 and several State governments are engaged in preparing rules for its implementation. In order to plan, implement and monitor these initiatives, reliable, consistent, relevant and up-to-date data on several aspects of education is necessary.

For ensuring free elementary education to all children between the age of six years and 14 years, the National Democratic Alliance government launched the Sarva Shiksha Abhiyan (SSA) in 2001 and brought a constitutional amendment in 2002 making elementary education a fundamental right. The main objectives of the Sarva Shiksha Avijaan (SSA) programme are: (i) all children in school by 2003; (ii) all children complete five years of primary schooling by 2007; (iii) all children complete eight years of elementary schooling by 2010; (iv) focus on elementary education of satisfactory quality with emphasis on education for life; (v) bridge all gender and social category gaps at the primary stage by 2007 and at the elementary stage by 2010; and (vi) universal retention by 2010. After five years of implementation of this programme it is time to undertake an appraisal of the performance of this programme in the realization of its objectives. The main aim of S.S.A. (now, Sarva Shiksha Mission) is to reduce the existing rate of dropout as well as to enhance the quality of education. Several researches have been taken place in different area of school administration.

The study of Vasavi (2003) showed that out-of-school children are typically seen as reflecting the persistence of poverty and child labour. And as survey and studies indicate a growth in number of out–of school children debates and talk have focused on capping this tide of out-of -school children. Yet, details about the life condition of these children and the reasons for them to be educationally deprived remain limited. The role of the family, community conditions and orientations, the functioning of schools and impact of the state and interlinks between all these are not well documented or understood. This study is drawn on field research conducted in six regions of six states of India and notes the range of conditions, factors and processes that prevent children from attending school. The resulting picture of out-of-school children is one in which education deprivation is contextualized in terms of their life conditions, the functioning of schools and the role of the state. The large and the significant body of out-of-school children reflects not only the failure of the state and the education system to ensure universal access to elementary education but also the persistence of a range of social disadvantages which combine to deprive children the opportunity to be educated.

In addition to the dysfunctional of schools, children's experiences in the school determine whether they want to continue to be in school or not. Schools, specifically the teachers, do not take in to account the special circumstances and the multi-disadvantaged circumstances in which many children live and which impact significantly on their orientation and performance in schools. Issues such as their inability to purchase notebooks and stationery, their inability to be presentable land neat and clean, their failure to be regular at classes are issues which teachers chastise and often taunt children about. As noted in the interviews with many children, 'abuse' by teacher, that is, their resorting to frequent and harsh forms of corporal punishment, their indifference, hostility and callousness in the treatment of children often accounted for children dropping out of school. Class differences, where teachers typically come from middle to lower middle classes, and caste differences, where teachers also come from higher caste groups than children, exacerbates social distance between teacher and the students. The failure of teachers to be empathetic to children especially to those who come from economically disadvantages and non-literate families is the single-most importance factor for such high rates of students eliminate from the schools. This is highlighted by the fact that only twenty-four percent of the interviewed families cited that a teacher had ever visited their homes. In most cases, no teacher, member of the education administration or any organization had visited the homes of these children who had dropped out from school. Thus, as Boyden et al (1998) have pointed out, apparent indifference to education is more likely to be symptomatic of a dysfunctional education system than a failure to value education. While a majority of the dropped-out (86 per cent) and now out-of -school children had attended government schools the rest had attended private schools (5 per cent), government aided schools (4 per cent) or schools run by NGOs (5 per cent). The study also revealed that a large number of children also dropped-out from private schools, which, given the fact that they resided the poor and labouring areas, typically tended to be hastily established private schools run by a single person. In Jaipur, a significant per cent (18 per cent) had attended private schools, in Bangalore, 10 per cent had attended government- aided but privately managed schools, while in Chirala among the fishing community, 19 per cent attended schools run by the NGOs and 7 per cent had been to private schools. In the villages studied, in Madhya Pradesh, all the children who had dropped-out were found to have attended only the village government schools.[1]

One of the important works done by **Naidu (2000)** on problems of dropout children and future perspectives of tribal education in south India published in (Journal of educational research and extension vide Vol-39, No.-2, pp 36-46). He finds out that dropouts are very high in number in the interior and distant tribal villages, Female dropouts are more in number than the male dropouts, and in Tamilnadu, female dropouts are high compared to other states. In Kerala, percentages of rural dropout children are more than the Kurumbar and Mudugar areas. In AndhraPradesh, majority of dropout children belong to Kondora, Bagatha and Porangi Praja. In Karnataka, the female dropout is less than male dropout. The percentage of dropout is more in the age group of 10-15 years. Economic necessity and parent's compulsion, absence of Mid-dayMeals schemes, improper provision of uniforms and textbooks lead to large scale dropouts in allthe states.[2]

In the study of **Deb and Ghosh (2014)** it is found that the chances of revive of dropout students among tribal children has strong bearing with variables like composition of food at school hour, mode of communication to able to school, home environment and social taboo.[3]

The dropout issue remains a concern for many school districts, nationally and internationally. **Monticel, Cortez, and Cortez (2004)** argue that even though research suggests dropout prevention should be a major school reform issue, practitioners continue to focus change efforts on addressing the school performance and student behavioral issues. This tendency to look to schools for solutions to problems that are systemic is a general approach in educational research and reform (**Noguera 2003; Fruchter 2007).** For example, most dropout prevention and intervention efforts are largely carried out by public schools and related educational entities. The prevention efforts are primarily designed to identify and mitigate behavioral dropout risk factors **(Battin-Pearson et al. 2000; Lee and Burkam 2003; Rodriquez and Conchas 2009).** These studies and their resultant programs are all well intended and provide definitive insight as to why students dropout. Yet the programmatic emphasis on behavioral indicators **(Finn 1993)** obscures the larger structural contexts that shape dropout processes. Consequently, little research explores what community-based approaches to dropout prevention look like. For our project, we decided to use community participation as the main framework to explore dropout prevention planning.

2. Objective of the Study

1) To examine the current status of education of scheduled caste and scheduled tribe children in the Dooars area of Jalpaiguri.
2) To assess the variables affecting the causes behind the dropout among the SC & ST children of Mal Block of the district of Japaiguri, West Bengal.
3) To examine the awareness and the extent of utilization of facilities at various levels by SC, ST students and to find out the reasons for not utilization of such facilities.
4) To examine the nature and extent of causal variables upon the predictor variable.
5) To find the extent of dependency on chances of revive of dropout students (Y) from different educational, social, economic, environmental and academic variables viz. Age of respondent (X1), Calorie intake value (X2), Food intake value(X_3), Body Mass Index (X4), Use of teaching learning material at school (X5), Communication to school (X6), Attitude of teacher on student (X7), Role of school teacher in understanding text book (X8), Role of father in understanding text book (X9), Role of mother in understanding text books (X10), Encouragement of mother towards education (X11), Adequate dress during school hour (X12), Access to text (X13), Home environment (X14), Socio taboo (X15), Climate factor (X16), Financial condition(X17), Mode of

communication (X_{18}), House hold activity(X19), and Engagement in productive activity (X20).

3. The Study Area and Methodology

The present study is based on intensive house hold survey conducted during October – November 2016, in one block of the district of Jalpaiguri of the State of West Bengal. The block (Panchayat Samiti), namely Malbazar (North Circle) was selected at this phase apart from Matiali and Nagrakata, within 7 blocks in the district. With the help of random sampling method 100 dropouts children of 6 to 14 years of age were selected from 6 Gram Panchayat (GP). Malbazar (North Circle) Block has Six Gram Panchayats and for this study to understand the problem we have covered all the Six (06) Gram Panchayats (GPs) viz. Rungamuttee, Oodlabari, Damdim, Kumlai, Tesimla, Bagracote of the Malbazar (North Circle) Block. A structure schedule containing 49 different questions / statement / views were placed before each respondent student separately to measure educational activity, health status, etc. Here, in order to explore the problem, different statistical methods like correlation, regression, and step down regression have been adopted.

The term body mass index (BMI) is a measure of relative weight based on an individual's mass and height. The BMI is used in a wide variety of contexts as a simple method to assess how much an individual's body weight departs from what is normal or desirable for a person of his or her height. BMI is used differently for children. It is calculated the same way as for adults, but then compared to typical values for other children of the same age.
Therefore,
B.M.I. = Mass (in Kg) / height^2 (in m^2)

4. Result and Discussion

Table 1: Coefficient of correlation between chances of revive of dropout students (Y) and other twenty (20) casual factors

Sl. No.	Variables	"r" value
1	Age of respondent (X1)	-.6857**
2	Calorie intake value (X2)	-0.0469
3	Food intake value(X$_3$)	-.1894*
4	Body Mass Index (X4)	-.3741**
5	Use of teaching learning material at school (X5)	-0.1062
6	Communication to school (X6)	0.0151
7	Attitude of teacher on student (X7)	0.051
8	Role of school teacher in understanding text book (X8)	-0.0501
9	Role of father in understanding text book (X9)	-0.1543
10	Role of mother in understanding text books (X10)	-.2310*
11	Encouragement of mother towards education (X11)	-0.0857
12	Adequate dress during school hour (X12)	0.0346
13	Access to text (X13)	-0.0362
14	Home environment (X14)	0.015
15	Socio taboo (X15)	-0.1093
16	Climate factor (X16)	0.0933
17	Financial condition(X17)	-0.086
18	Mode of communication (X$_{18}$)	0.1765
19	House hold activity(X19)	0.1036
20	Engagement in productive activity (X20)	-.2150*

Critical value (1-Tail, .05) = +or- .1863 *Significant at 5% level
Critical value (2-Tail, .01) = +or- .288 ** Significant at 1% level

Table 1 presents the correlation studies between the dependent variable i.e. the chances of revive of dropout students (Y) and other twenty (20) independent variables viz. Age of respondent (X_1), Calorie intake value (X_2), Food intake value(X_3), Body Mass Index (X_4) ,Use of teaching learning material at school (X_5), Communication to school (X_6) , Attitude of teacher on student (X_7), Role of school teacher in understanding text book (X_8), Role of father in understanding text book (X_9), Role of mother in understanding text books (X_{10}), Encouragement of mother towards education (X_{11}), Adequate dress during school hour (X_{12}), Access to text (X_{13}), Home environment (X_{14}), Socio taboo (X_{15}), Climate factor (X_{16}), Financial condition(X_{17}), Mode of communication (X_{18}), House hold activity(X_{19}), and Engagement in productive activity (X_{20}).

It is found that variables like Age of respondent (X1), Food intake value(X_3), Body Mass Index (X4), Role of mother in understanding text books (X10), and Engagement in productive activity (X20) had wielded a substantial influence on the dependent variable that is, the chances of revive of dropout students.

The age of the children(X_1) in the block like Malbazar of Dooars region has an exceptional significance on dropout from their study. Lower the age, higher is the chances of dropout. Thus, the rate of dropout at lower classes is higher than the higher classes.

The health of the children has great importance in case of retentively of the children. Here, the health status is measured as the summation of the food intake value (X_3) in terms of calorie intake per day along with the general condition of health. The children of age group 6-14 years has the minimum intake food value in a day is 920 calorie and maximum 2350 calorie. During the survey, the average intake food value in a day was found 1766.34 calorie which indicated the motive why the variable X_3 had extensive attitude on chances of revive of dropout students.

Again, body mass index (X_4) has the intense relation with the intake food value in terms of intake calorie per day. Out of 100 respondents, the minimum calculated body mass index was found 13.61 kg/m^2 and maximum B.M.I. found was 19.55 kg/m^2 and average 16.75 kg/m^2. The following table indicates that 82 per cent of the respondents are underweight and 18 per cent are within the limit of the normal weight. So, the body mass index (X_4) has a negative effect on chances of revive of dropout students.

BMI Categories
Underweight = < 18.5
Normal weight = 18.5 – 24.9
Overweight = 25 – 29.9
Obesity = BMI of 30 or greater

Mothers play an important role in their family. Fathers are generally busy with his works to earn bread and butter for

his family. So, mother is the only person who is in contact most of the time with her children. Hence, the role of mother in understanding text books (X_{10}) of her children makes it easier for better understanding for her children.

Other than school hours, a child spends most of the time in home or other place or cultivated land. Due to some earning money engagement in productive activity (X20) rather hamper the progress of education among the school children. So, in that respect productive activity (X20) had a strong negative bearing on the chances of revive of dropout students.

Table 2: The Multiple Regression Analysis

Sl. No.	Variables	"β" value	"t" value
1	Age of respondent (X1)	-0.678404	-6.539**
2	Calorie intake value (X2)	0.149128	1.248
3	Food intake value(X_3)	-1.703106	-1.530
4	Body Mass Index (X4)	-0.447436	-.406
5	Use of teaching learning material at school (X5)	-0.149545	-1.459
6	Communication to school (X6)	-0.001585	-.015
7	Attitude of teacher on student (X7)	0.124606	1.143
8	Role of school teacher in understanding text book (X8)	-0.035263	-0.287
9	Role of father in understanding text book (X9)	0.042670	0.395
10	Role of mother in understanding text books (X10)	0.047570	0.399
11	Encouragement of mother towards education (X11)	-0.165484	-1.614*
12	Adequate dress during school hour (X12)	0.033621	0.321
13	Access to text (X13)	0.040469	0.406
14	Home environment (X14)	0.052862	0.536
15	Socio taboo (X15)	-0.003698	-.042
16	Climate factor (X16)	0.065083	0.760
17	Financial condition(X17)	0.066049	0.650
18	Mode of communication (X_{18})	0.044901	0.453
19	House hold activity(X19)	0.030323	0.317
20	Engagement in productive activity (X20)	0.001582	0.014

Multiple R   = 0.73424
R Square   = 0.53910 (53.91%)
Adjusted R Square = 0.42242
Standard Error   = 1.54767

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	20	221.33364	11.06668
Residual	79	189.22636	2.39527

F = 4.62022   Signif F = .0000

Table 2 presents the multiple regression analysis with β values and corresponding t values. It is discernible that the variables like Age of respondent (X1), Encouragement of mother towards education (X11) have been found to exercise significant regressional effect on the chances of revive of dropout students.

It has been found that the different factors affecting the level of dropout in a different way. It is also to be mentioned that all seventeen variables put together can explain **53.91%** (R^2 = 0.53910) of the total effect. This demands inclusion of more variables for being studied across the heterogeneous micro situations to generate higher levels of explicability.

5. Conclusion

State report card of different States and DISE data principally for the district Jalpaiguri during the year 2011-12, as collected by NUEPA, showed that still 148 number of schools were there in the Jalpaiguri district of the State of West Bengal having single teacher schools and 763 schools were there having single classroom with total students strength 66,179 from class I to VIII. 82 schools were found where class-pupil ratio was more than 100. The facility of drinking water was not accessible in 264 Schools where the number of students from class I-VIII enrolled was 20,090. Even the facility of common toilet was not available in 1752 schools with student enrolment 3,75,333 out of which girls' students was 19,4744. 748 Schools found where girls toilets were not available and 31401 girls' students were enrolled there. The programme of mid day meal was not implemented in 905 schools at the elementary level. One optimistic obsession is that the district Jalpaiguri is one of the few districts of India where girl's student (3,79,760) ratio is more than its male counterpart (3,76,904). So the district's educational profile along with the research findings would encourage going in-depth study for the root cause at the back of the dropout.

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