

A critical analysis on the dropout students in primary education : Causes and consequence With special reference to Purba Medinipur ,WestBengal

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Abstract

Dropout problem is a glaring concern in the arena of primary education of the Purba Medinipur district, West Bengal. Therefore revisions and reorientation of policies are required to control the situations. Students- Class Room ratio needs to be reduced which in turn raise the quality of education and thus the problem of dropout can be taken care of. The disadvantaged sections like Scheduled Caste students are more prone to dropout and therefore the remedial measures for the disadvantaged sections needs to be strengthened. Their apathy towards education should be removed by providing motivational learning. A new break through is required in Teaching –Learning Method. Process of learning should be more joyful and attractive. Being habitat of SC dominated areas they may not be able to reap the benefit of reservation policy in large extent or may face much competition. This may act as a demoralizing factor in taking up education.

Keyword : *Dropout, problem, primary education,*

1.Introduction

The right to education law provides free and compulsory education to all children between ages six and fourteen beginning on April 1, 2010. "Free education" refers to the absence of any kind of fees or charges for a child, with the exception of those who have been admitted by their parents to a school not supported by the government. Governments and local authorities must, however, make sure that all children between the ages of six and fourteen attend primary school, complete their education, and move on to secondary school after completing secondary school. At present, 8.1 million school-age children have dropped out or have never attended school in India. One of the main challenges with RTE's implementation might be getting kids back into the classroom. Educating every child by 2015 is the fundamental objective of the Millennium Development Goals. In 1990, Thailand hosted the World Conference on "Education for All" despite only having a few internationally recognized goals, such as universal primary education. In 2000, Thailand reaffirmed and strengthened its commitment to the World Education Forum in Senegal. In New York, the Millennium Summit reiterated the importance of gender equality and universal primary education. A world without nations will, however, end in extinction. In light of this, the Right to Education Act of India and the order in which its provisions should be implemented are explained. Between 2001 and 2005, India's primary school enrollment rate increased by 13.7%, bringing basic education almost to universality, according to the EFA Middle Decade Assessment. One-fourth of children in 2005 left school before they completed the fifth grade, and more than half had done so by the eighth grade. Thus, RTE seems to be hindered by these issues. Jayachandran (2007) reported that it is common for officials to manipulate enrollment numbers to portray a positive trend, but ultimately this results in higher dropout rates. This therefore indicates that inflated figures were forecast by the Ministry of Human Development and Resources for the years 1997-1998. NSS data, however, are dependent on household samples. An estimated trend is based on a survey, which is believed to be accurate. In spite of this, the NSS round data suggest that stalling is noticeably less prevalent than it used to be. Over the last 52 years, compute the dropout rate. It is surprising that West Bengal has the second highest dropout rate in both cases. A calculation using data from the NSS 52 Round indicates that West Bengal has a school dropout rate of 11.5%, compared to 35.8% according to official figures (MHRD, 1997-1998). It is Purba Medinipur district that we find the lowest

literacy rate as well as the highest abandonment rate in the state. Educating the 16,140 and 13,477 out-of-school youth who are eligible to receive RTE is the greatest obstacle to the adoption of RTE in this area (Cohort Study, 2005). Here are some fundamental educational issues we will explore using the Purba Medinipur district as a case study. While some region-specific target ideologies are urged by the political prescription, there are widely held beliefs about the causes of dropouts. Economics models typically ignore socioeconomic issues because they are difficult to articulate. In the absence of resolving these problems, RTE's ambitious goals will remain unachievable. My research aims to outline these issues within the parameters of my study.

II. Significance of RTE

As a result of a liberalized, privatized, globalised economy where freedom and individual choice are the norm, the adoption of a right poses many concerns. In addition to increasing the supply of human capital, education has also been considered a wise investment (Becker, 1962; Schultz, 1962). Trying to convince someone to choose what is best for him specifically requires a thorough understanding of the return on investment of education. According to Tilak (2002), households in the affluent social strata are the only ones who spend money on at least primary education in rural India based on NCAER data on human development. A sector of the economy. Getting a basic education did not seem to be hindered by budgetary restrictions. It has been documented that there are differences between states in return to school rates based on data from the NSSO survey by Duraisamy and Duriasamy (2005). The most popular technique yielded unsatisfactory results for primary and higher education, ranging from 2-10% to 12-24%. In spite of declining rates of return, the basic education sector is expected to have the greatest advantages. Income inequality, infant mortality, gender discrimination, and child labor can all be reduced along with raising a country's GDP. Taking all of this into consideration, it is crucial that legislation like RTE be passed to make basic education free as well as compulsory.

III. The reasons for primary school dropouts

In public schools, dropout rates are a measure of how many students stop attending. Many social networks have investigated the reasons for dropping out due to the fact that it has become a common problem. As described by Weber (1989) and Rumberger (2001), there are three main causes for pupils leaving school: (Personal); (Educational); and (Other). Personal reasons can also be a motivating factor. Socioeconomic status, membership in marginalized groups, parental education, and single-parent households are some concerns about families. Students' attendance, grades, academic performance, enthusiasm for learning, and workload play a major role in the quality of education. In addition to discipline problems and marital issues, there may also be other mitigating factors that influence the outcome. The primary reasons for child abandonment in rural areas between the ages of 5 and 14 are (i) a lack of interest in school (37.2%), (ii) inability to cope (16.4%), (iii) a lack of parental engagement (12.5%), and (iv) financial difficulties (11.2%) based on Jayachandran's analysis of the NSS 52 Round data. In addition, working for a salary and wages (2.5%) and doing household chores (3.7%) are less significant factors to consider. According to Ramachandran and Saihjee (2002), factors like caste, wealth, and parents' work and educational status still influence a child's ability to attend school. The most significant predictor of dropouts according to Choudhury (2006) is doing well in school. Based on Choudhury (2006)'s research, indifferent students were 7.7 times more likely to quit than motivated students. Students' attitudes toward learning are the only factors that determine whether or not they will drop out.

IV. Analysis of dropout scenarios at the block level in Purba Medinipur

According to the primary dropout rate for each class, standard I has the highest dropout rate (21.35%), followed by standard II (8.48%), III (4.51%), and IV (0.41%). It can be concluded that as pupils become accustomed to primary school life, their interest in academics increases and their willingness to drop out decreases. It is not uncommon in Purba Medinipur to see lower dropout rates in poor SC (25.81%) and ST (12.35%) divisions than in the general categories (62.45%), which reflects these two factors. Specifically targeted groups have a higher chance of securing stable employment under the reservation system, which is a major incentive for the groups to continue their

education. This results in lower dropout rates for reserved groups. Among general dropouts, Muslim minorities are the majority, preferring to attend religious Maktabas than formal events such as graduations or madrashas.

Table1: Gender Wise Dropout Rate in Purba Medinipur District

BLOCK	BOYS	GIRLS	TOTAL
<u>Panskura-I</u>	63.52	63.33	63.43
<u>Panskura-II</u> (<u>Kolaghat</u>)	37.05	37.84	37.40
<u>Tamluk</u>	44.38	43.83	44.13
<u>Sahid Matangini</u>	53.41	52.99	53.22
<u>Nandakumar</u>	20.63	20.56	20.60
<u>Movna</u>	16.95	15.81	16.41
<u>Chandipur</u>	22.46	22.28	22.37
<u>Mahishadal</u>	16.90	13.90	15.50
<u>Sutahata</u>	29.25	28.67	28.97

It is not possible to draw conclusive conclusions about dropout through Purba Medinipur blocks in terms of sex variances. In terms of desertion, there was no significant sexual activity reported in the cohort study from 2005–2006.

As shown in the table below, the Sarba Shiksha, Purba Medinipur mission (2010) found several blocks still related issues:

Table 2: Block Specific Issues Related with Dropout Rate in Purba Medinipur

Block	Issues related with Dropout
Panskura-I	<ul style="list-style-type: none"> The economy is in a poor state Taking care of families requires hard work.
Panskura-II	Same as Above

Tamluk	<ul style="list-style-type: none"> • Children get occupied with sibling care due to both parents being engaged in their occupations
Sahid Matangini	<ul style="list-style-type: none"> • Migrants during season • Economic compulsion causes child labor
Nandakumar	<ul style="list-style-type: none"> • A poor performance in the study • Child Marriage
Moyna	<ul style="list-style-type: none"> • The school lacks adequate infrastructure • The poverty rate
Chandipur	<ul style="list-style-type: none"> • Parental and child disinterest • Poverty imposes a financial burden on the children
Mahishadal	<ul style="list-style-type: none"> • There is a widespread problem of child labor (boys work in dhabas, tea stalls or brick factories, while girls work as maid servants.)
Sutahata	<ul style="list-style-type: none"> • The school's location • Migration

V. Econometric Exercise on Dropout Modeling

For the purpose of estimating give up, we propose a linear model that has been condensed. Each of the selected indicators has a different level of influence on the predictor variable, or dropping out, as was already stated. Explanatory variables must be determined based on data fluctuations in order to explain why the other variables do not show significance.

Initially, I will present my theory based on the choice factors that were chosen. I support the use of the following criteria, or to put it another way:

(i) The pupil teacher ratio (PTR) consists of the following components:

An important indicator of quality education is the pupil-teacher ratio, which contributes to the reduction of dropouts and the enhancement of quality parameters. According to 2009-2010 district statistics, the average pupil-to-teacher ratio is 68.28, which is higher than the national average of 40.

(ii) Student-to-Classroom Ratio (SCR):

To guarantee quality education, infrastructure development is a pre-requisite. The desired classroom ratio for primary education in the district is 30:1, but the average student-to-teacher ratio is 42.45.

(iii) Repetition rate (REPTR):

Until they drop out or complete their primary education, repeaters remain in the same system. There are always a lot of potential dropouts in schools with a lot of repeaters. The situation can, however, be reversed if remedial classes are effective. Then the percentage of repeaters and dropouts could be inversely related. In all above places, the dropout rate is significantly lower than the average.

(iv) The percentage of students from SC & ST (SC, ST):

The SC and ST sectors of the economy represent the economically disadvantaged. It would therefore be expected that the dropout rate at the school would increase as the ratio of SC and ST in the school increases.

(v) Percentage of Muslim Minorities (MUSL):

In many parts of our country, Muslim minorities are also responsible for raising dropout rates. There are more students dropping out of school and out of school due to religious Maktab teachings in minority communities. We can, however, ask whether our data variation will confirm that relationship.

(vi) Gender Parity Index (GPI):

In our country, girls dropout at a higher rate than boys primarily because there are no separate schools for girls and no female teachers. In this way, Gender Parity Index may play a critical role in preventing dropouts.

Due to limited data sources, our proposed linear model is based on the understanding of the probable reasons for dropout:

$$DRP = \text{Const} + \beta_1 (\text{PTR}) + \beta_2 \cdot (\text{SCR}) + \beta_3 \cdot (\text{REPTR}) + \beta_4 \cdot (\text{SC}) + \beta_5 \cdot (\text{ST}) + \beta_6 \cdot (\text{MUSL}) + \beta_7 \cdot (\text{GPI})$$

DPR = Dropout Rate (dependent Variable), β_i = Coefficients of explanatory variables

We use the OLS method to regress the dropout rate on explanatory variables selected from the CLRC Cohort Study Report (1905-2006). Econometric analysis indicates that the proposed model fits perfectly, based on its high F statistic. Accordingly, the model has good explanatory power, with an adjusted R squared of .57. The Robust Covariance Matrix is used to correct the heteroscedasticity.

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+-----C----- --+ | Ordinary least squares
regression Weighting variable = none || Dep. var. = DRP Mean= 30.33666667 , S.D.=
15.44438938 || Model size: Observations = 21, Parameters = 8, Deg.Fr.= 13 || Residuals:
Sum of squares= 1337.199804 , Std.Dev.= 10.14207 || Fit: R-squared= .719699, Adjusted
R-squared = .56877 || Model test: F[ 7, 13] = 4.77, Prob value = .00750 || | Results
Corrected for heteroskedasticity (Robust Covariance Matrix used to correct
heteroskedasticity) || Breusch - Pagan chi-squared = 4.5887, with 7 degrees of freedom |
+-----+ +-----+-----+-----+
+-----+-----+-----+-----+ |Variable |Coefficient | Standard Error |t-ratio
|P[|T|>t] Mean of X| +-----+-----+-----+-----+
Constant -504.3270948 138.10300 -3.652 .0029 PTR .2003866386E-02 .40247419E-02
.498 .6269 -82.805238 SCR 1.823601980 .41110506 4.436 .0007 39.982857 REPTR -
.4485903943E-01 .71809629E-01 -.625 .5430 49.992381 SC 34.71034651 8.9912100
3.860 .0020 19.974762 ST 1.392159068 2.4204711 .575 .5750 3.6595238 MUSL -
.8207046398 .27261085 -3.011 .0100 31.047619 GPI -214.1909071 142.08548 -1.507
.1556 .97476190 DPR = -504.33 + 0.2 PTR + 1.8 SCR - 0.45 REPTR + 34.71 SC + 1.39
ST - 0.82 MUSL - 214.19 GPI

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A regression analysis shows that student-to-teacher ratio (PTR), student-to-classroom ratio (SCR), SC and ST student percentages, and ST student percentages all affect dropout rate (DRP). In contrast, stalls can be managed through REPTR (% of repeaters), MUSL (Muslims), and GPI (Gender Parity Index).

Having repeaters and students from Muslim minority groups contribute to reducing the stall is amazing, but you must proceed carefully.

Analyzing the results. Stalking by repeaters can be managed if caution is exercised. Therefore, there is a negative correlation between the repetition percentage and dropout rate. In contrast, most Muslim students in the community attend their local Maktab and choose to attend a Madrasa or another formal educational facility, even though their faith encourages them to do so.

Several explanatory factors, such as SCR, SC, and MUSL, were significant at the 99% level, but due to variances in the data, data variations were not significant at the 99% level.

Analyze the statistical significance of PTR, REPTR, ST, and GPI as explanatory variables.

There are a number of causes that can be listed within the confines of our limited investigation.

In a classroom with a high PTR, there is an undesirable learning environment. Dropout rates are also high when enrollment falls, so the REE is also reduced.

Despite its importance as an explanation variable, it is not adequately conveyed.

Those who repeat are not performing well enough to advance. With the right support, dropout rates can be controlled, which can improve their performance. Depending on how discouraged they become, repeaters might give up. As a result of their likely dual effect, repeaters are not a good explanatory factor.

The number of ST children in this district does not appear to have much impact on dropout rates. The employment rate after graduation is also anticipated to be higher for ST students as there are fewer ST students enrolled than SC students. In order to complete their studies, enrolling students put forth a great deal of effort. The district's overall dropout rate may be unaffected by the percentage of S&T students.

Dropout rates are generally lower when gender parity is considered. There is evidence supporting this in our findings. For GPI to be an important factor in explaining dropout rates, it must meet certain requirements.

Student-class ratio (SCR), Muslim student number (MUSL), and SC student proportion are all important factors based on our statistics.

Dropout rate dependent variables, variables that affect it. A total of 57% of the model is accounted for by only four factors. There is a possibility that several relevant elements were overlooked in this study's research because insufficient data was available, including migration, the percentage of children who work, the attendance of Muslim children at Maktab, and both parents' employment rates. The model can be improved by incorporating these crucial elements because data availability is a problem. I intend to tackle this in an upcoming exercise that will involve deeper research and data mining.

VI. Conclusion

School dropout in Purba Medinipur, a district in West Bengal, severely hampers basic education. Policies must be altered and reoriented in order to regulate the environment. Student-to-class ratios need to be reduced for academic standards to be raised and dropouts to be reduced. In these areas, remedial efforts are needed to stem the tide of dropouts among disadvantaged students, particularly those from Scheduled Castes. Educating them in an engaging way is the key to overcoming their lack of interest in learning. For teaching-learning to be effective, it is necessary to come up with new ideas. It would be nice if the educational process was more fun and interesting. Since they are largely SC habitat zones, they cannot fully benefit from the conservation regime, which puts them at a competitive disadvantage. This may make maintaining your knowledge difficult. It is possible, however, that the dropout rate could be drastically reduced if more Muslim students enroll. The improvement of society requires numerous social changes. Traditional education or madrasah should replace Maktab education. It would only be possible to enforce attendance through coercion if this were not possible. In the absence of a set of requirements, Education can only be free and mandatory after some time, and even then, it will be a pipe dream.

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