COMPARATIVE STUDY BETWEEN TWO BLOCKS OF DAKSHIN DINAJPUR REGARDING RETENTION AND DROP-OUT OF TRIBAL STUDENTS AT THE ELEMENTARY LEVEL

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ABSTRACT This study was conducted in two blocks of Dakshin Dinajpur district in West Bengal to find out any difference exist in certain socio-economic status of the tribal families like retention and dropout of tribal students. Since Dakshin Dinajpur is a district consisting of a large tribal population was selected for study. According to 2011 census the tribal population was 16.48% and the tribal literacy rate was 57.04%. This study compared the retention and dropout statistics from 2013 to 2018 in two blocks at elementary level in order to find out any difference existed or not. Accordingly a sample of 750 tribal students and their family were surveyed in Gangarampur and Tapan blocks of Dakshin Dinajpur. The socio-economic status of head of the families of tribal students of these two blocks were also compared to find out whether any gap existed at each socio-economic status level.

INTRODUCTION :

Literacy seems to be a key indicator of social, economic as well as political development in the society. It is one of the important needs of life for development of human being. It involves a process of learning to enable and individual to achieve his or her goals to develop knowledge and potential and to participate fully in the wider society. Although there are eight blocks in the districts but only two blocks, Gangarampur and Tapan blocks were compared for retention and drop-out data of tribal students. According to the 2011 Census, the total population in Gangarampur block was 2,37,628, the tribal population was 32,933 (13.86%) and the literacy rate was 71.45%. The total population in Tapan block was 2,50,504, the tribal population was 55,965 (22.34%) and the literacy rate was 68.62%.

Significance of the Study :

The significance of the study are given below :

1. This study highlighted the difference, if any, exists between the two blocks in Dakshin Dinajpur in regard to retention and dropout of tribal students.
2. This paper has been enriched with various relevant data from the elementary level of school in the district of Dakshin Dinajpur.
3. This study will also help the government to take steps in developing tribal education in this district.
4. From this study, the government, society, policymaker, parents, guardians, teachers and the tribal students will get awareness of education.

Statement of the Problem :

The statement of the problem in this paper is reflected as "Comparison of two blocks of Dakshin Dinajpur in regard to retention and drop-out of tribal students at the elementary level".

Review of Related Literatures :

The researcher has gone through some other related studies which are listed below :

1. Hesena, P. A. and Mohammed, P. A. (2014) worked on the topic "Scope of education and dropout among tribal students in Kerala". The study of schedule tribe Attappady highlighted the causes of dropouts among the tribal children.

2. Sahu, K. K. (2014) in his study on a challenging issues of tribal education in India. This study highlighted the status of tribal education with literacy rate, gross enrolment ratio, dropout rates and gender parity index in India. The result showed that the gross enrolment ratio in class I to V, while the schedule tribe boys were 137.2 and schedule tribe girls were 136.7. The gender parity for schedule tribe children was almost same as all categories of children except class XI and XII.

3. Deka, P. (2016) conducted her study on the secondary database. The study highlighted that the literacy rate of schedule tribe population was highest in Goalpara district in Assam.

4. Maji, S. (2016) pointed out the low literacy rate among tribal women in West Bengal during the study on educational status of tribal women in West Bengal by analysing the secondary data of the study.

Objectives of the Study :

The objectives are as follows –

1. To find out the difference between the two blocks of Dakshin Dinajpur with respect to retention of tribal students at the elementary level.
2. To examine the difference between the two blocks of Dakshin Dinajpur with respect to drop-out of tribal students at the elementary level.
3. To find out the socio-economic status level of families of tribal students.

Methodology :

The researcher has used the analytical survey method for colleting her data from school, family, teacher regarding retention and drop-out tribal students from 2013 to 2018.

i) Variables used in this Study :

a) Retention of the tribal student.
b) Drop-out of the tribal student.
c) Socio-economic status of the families like education, occupation, monthly income and score.

ii) Methods and Sample of the Study :

Method and sample are as follows :

a) Random Sampling Method.
b) A sample of 700 tribal students, 32 teachers, 32 schools and 700 head of the family members were selected from the Gangarampur and Tapan blocks of Dakshin Dinajpur in West Bengal.

Sample Distribution :

Blocks	Tribal enrolment (2013)	Tribal drop-out (2018)	Tribal retention	Head of the family	No. of school	No. of teacher
Gangarampur	350	87	263	350	16	16
Tapan	350	95	255	350	16	16

Tools and Techniques used in the Study :

The researcher has used Kuppuswamy's (2012) seven point scale and questionnaire to collect data from student, teacher and their families who helped her in conducting the study.

The researcher used analytical study to compare the two blocks of the district in regard to retention and drop-out tribal students at the elementary level. The following statistical tools and techniques were implemented.

1. Mean.
2. Standard Deviation.
3. T–test.

Data Analysis and Interpretation :

Comparison of Retention and Drop-out Data of Tribal Students between two blocks of Dakshin Dinajpur District :

Table – 1 : Rate of Availing Education among Tribal Students in Elementary Institutions in Two Blocks from 2013 to 2018

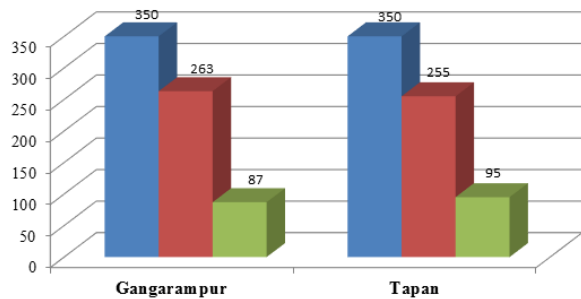| Block Name	No. of Schools	Enrolment of ST Student		ST Dropout	ST Retention Percent	ST Dropout Percent
		2013	2018			
Gangarampur	16	350	263	87	75.14%	24.86%
Tapan	16	350	255	95	72.86%	27.14%

Fig. 1 : Enrolment and Dropout of ST Students in Two Blocks (2013 – 2018)

Table–1 and Fig. 1 show a comparison of retention and drop-out tribal students between two blocks of Dakshin Dinajpur district. The number of tribal students availing education in 2013 was 700 which reduced to 518 in 2018 in 32 elementary institutions of Gangarampur and Tapan blocks in Dakshin Dinajpur district. In Gangarampur block, the number of ST students continuing elementary education is 263 (75.14%) and the dropout was 87 (24.86%) in 2018. In Tapan block, the number of ST students continuing elementary education is 255 (72.86%) and the dropout was 95 (27.14%) in 2018.

Table – 2 : Mean and Standard Deviation of Schedule Tribe Students in two Blocks at the Elementary Level from 2013 to 2018

Block Name	ST Student			ST Retention Student			ST Dropout Student		
	2013	Mean	SD	2018	Mean	SD	2018	Mean	SD
Gangarampur	350	10.53	4.59	263	11.17	4.36	87	8.56	4.71
Tapan	350	10.44	4.87	255	11.15	4.70	95	8.55	4.85

Table – 2 shows the scores from 32 elementary schools of Gangarampur and Tapan blocks of Dakshin Dinajpur district. In Gangarampur block the schedule tribe total student was 350, the mean was 10.53 and standard deviation was 4.59 in 2013. In 2018, the schedule tribe retention student was 263, the mean was 11.17 and standard deviation was 4.36. The schedule tribe dropout student was 87, the mean was 8.56 and standard deviation was 4.71. In Tapan block the schedule tribe total student was 350, the mean was 10.44 and standard deviation was 4.87 in 2013. In 2018, the schedule tribe retention student was 255, the mean was 11.15 and standard deviation was 4.70. The schedule tribe dropout student was 95, the mean was 8.55 and standard deviation was 4.85.

Table – 3 : Socio-economic Scores of Families of Retention Schedule Tribe Students in Two Blocks of Dakshin Dinajpur District

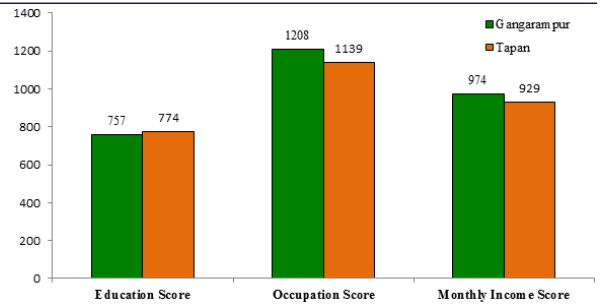| Blocks	No. of Families	Education Score	Occupation Score	Monthly Income Score	Total Score	Average	Status of Class
Gangarampur	263	757	1208	974	2939	11.17	Middle/ lower middle(iii)
Tapan	255	774	1139	929	2843	11.14	Middle/ lower middle(iii)

Fig. 2 : Socio-economic Scores of Families of Retention Schedule Tribe Students in Gangarampur and Tapan Blocks of Dakshin Dinajpur District

Table–3 and Fig.–2 show that in Gangarampur block, the average score according to Kuppuswamy's Socio-economic Status Scale was 11.17 among the 263 families of tribal retentions students and so they belonged to Middle/ Lower Middle(iii) socio-economic class. In Tapan block, the average score according to Kuppuswamy's Socio-economic Status Scale was 11.14 among the 255 families of tribal retentions students and so they belonged to Middle/ Lower Middle (iii) socio-economic class.

Table – 4 : Socio-economic Scores of Families of Drop-out Schedule Tribe Students in Two Blocks of Dakshin Dinajpur District

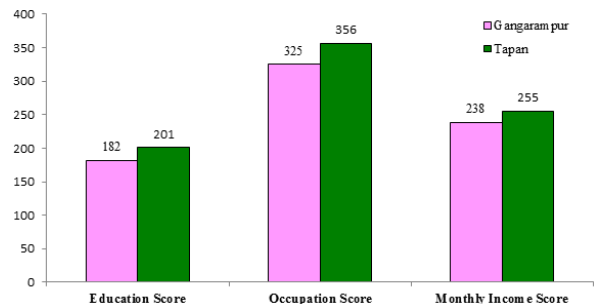| Blocks	No. of Families	Education Score	Occupation Score	Monthly Income Score	Total Score	Average	Status of Class
Gangarampur	87	182	325	238	745	8.58	Lower / upper lower(iv)
Tapan	95	201	356	255	812	8.54	Lower / upper lower(iv)

Fig. 3 : Socio-economic Scores of Families of Drop-out Schedule Tribe Students in Gangarampur and Tapan Blocks of Dakshin Dinajpur District

Table–4 and Fig.–3 show that in Gangarampur block, the average score according to Kuppuswamy's Socio-economic Status Scale was 8.58 among the 87 families of tribal drop-out students and so they belonged to socio-economic class Lower/upper lower(iv).In Tapan block, the average score according to Kuppuswamy's Socio-economic Status Scale was 8.54 among the 95 families of tribal drop-out students and so they belonged to Lower/upper lower (iv) socio-economic class.

Table – 5 : t-test between Retention Group and Dropout Group of Schedule Tribe Students in Two Blocks in Dakshin Dinajpur District

Block	Gangarampur Block			Tapan Block			MD	SED	t-value	t at 0.05
	Mean	SD	n_1	Mean	SD	n_2				
Retention	11.17	4.36	263	11.15	4.70	255	0.03	516	0.40[NS]	1.96
Dropout	8.56	4.71	87	8.55	4.85	95	0.02	180	0.71[NS]	1.97

NS = Not Significant

Table–5 shows that the t-test between retention tribal students of

Gangarampur and Tapan blocks and Drop-out tribal students of the same blocks are not significant. This indicates that there was no significant differences between Gangarampur and Tapan blocks in retention tribal students and similarly there was no significant differences between the same blocks in dropout tribal students.

Results of the Study :

Finding – 1 : Retention comparison between Gangarampur and Tapan blocks

The total enrolment at the elementary level in 2013 of tribal students were 700 in two blocks in Dakshin Dinajpur district. In Gangarampur block, total number of retention was 263 out of 350 tribal students which was 75.14% whereas in Tapan block total number of retention was 255 out of 350 tribal students which was 72.86%. The finding showed that retention rate was higher in Gangarampur block than that of Tapan block. The difference between them was 8, which was 2.29%.

Finding – 2 : Drop-out comparison between Gangarampur and Tapan blocks

The total enrolment at the elementary level in 2013 of tribal students were 700 in two blocks in Dakshin Dinajpur district. In Gangarampur block the tribal students drop-out in 2018 was 87 out of 350 total enrolled students which is 24.86% whereas in Tapan block the same was 95 out of 350 total enrolled students which was 27.14%. The finding showed that the drop-out rate was higher in Tapan block than that of Gangarampur block. The difference between them was 8, which was 2.29%.

Finding – 3 : Comparison of socio-economic status level between Gangarampur and Tapan blocks

In Gangarampur block socio-economic average score was found to be 11.17 for 263 family head of retention tribal students and so the socio-economic class level was found to be middle / lower middle (iii) according to Kuppuswamy's Socio-economic Status Scale (2012). In Tapan block, the tribal retention students families socio-economic average score is found 11.14 i.e. 255 the total of head of the family members. The socio-economic class level is found middle / lower middle (iii) according to Kuppuswamy's socio-economic status scale (2012). So there was not much difference between the average retention scores of these two blocks.

In Gangarampur block, the socio-economic average score was found to be 8.56 for 87 family heads of drop-out tribal students member in this block and so the socio-economic class level was found to be lower/upper lower (iv) according to Kuppuswamy's Socio-economic Status Scale (2012). In Tapan block, the socio-economic average score was found to be 8.54 for 95 family heads of drop-out tribal students member in this block and so the socio-economic class level was found to be lower/upper lower (iv) according to Kuppuswamy's Socio-economic Status Scale (2012). So there was not much difference between the average drop-out scores of these two blocks.

The results show that some drastic measures were needed for development of education of tribal students in both Gangarampur and Tapan blocks of Dakshin Dinajpur district.

CONCLUSION :

The researcher conducted a survey to gather data from families belonging to schedule tribe school dropout, by presenting questionnaire and carrying out interviews in Gangarampur and Tapan blocks of Dakshin Dinajpur district. It was concluded that most of the family members availed primary level of education but there was no increasing trend among them in obtaining secondary and higher education. So, the researcher concluded that the dearth of parental education and their lack of awareness in education were the causes behind school dropouts among schedule tribes. Also it was found from the study that there was no difference between the two blocks under study, i.e. Gangarampur and Tapan blocks of Dakshin Dinajpur district in terms of retention and dropout.

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