

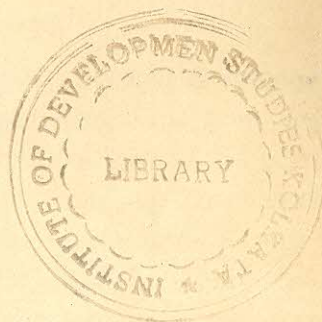
**WORKING PAPER SERIES ON
LITERACY AND PRIMARY EDUCATION**

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**IMPACT OF
DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)
ON
PRIMARY EDUCATION :
A STUDY OF SOUTH 24-PARGANAS**

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Introduction to the Working Paper Series on Literacy and Primary Education

The record of West Bengal on the elementary education and adult literacy front so far, by any reckoning, has not been spectacular. Almost thirty percent of the state's population remained illiterate at the beginning of the present century. A significant proportion of children, especially girls and those belonging to the underprivileged groups, either do not enroll in schools or drop out at an early stage. Although commendable efforts have been made by the government in recent years to spread elementary education among the masses, a great deal remains to be done to realize the goal of universal elementary education in West Bengal. In policy discussions mention is often made of various constraining factors, the empirical and analytical bases of which do not always seem very strong. However, it is now being increasingly perceived that the problem largely lies on the supply side – the low quality of education received in schools, inadequate post literacy and continuing education efforts, and so forth. In this background, it seems obvious that there is an urgent need for further investigation into the scenario of literacy and primary education in West Bengal.

We, at the Institute of Development Studies Kolkata (IDSK), devised a strategy to promote research in this specific area. We invited research proposals from young teachers, scholars and researchers, focusing on different aspects of literacy and primary education in West Bengal. Through a rigorous process of screening, ten proposals were selected and small research grants were offered to the researchers to carry out their proposed research. Professor Prabhat Datta and Dr. Dipankar Sinha of the Department of Political Science, Calcutta University, were in charge of research supervision, who were helped by the faculty of IDSK at various stages. The researchers also drew on the advice of a group of experts at various stages of their research, and all ten of them have completed their studies and submitted reports.

The problem of dropout at the primary stage, for good reason, has been the central theme in almost all the studies. Several studies have confirmed that the demand side problems, such as compulsions of work to supplement family income, are rather less serious than the supply side bottlenecks. Most parents from low-income households – literate or illiterate – do realize the value of education, and many of them spend a

very high proportion of their income on their children's education. Ironically, the high cost of 'free' education to poor families seems to be a major deterring factor – many children drop out because their parents cannot afford to pay for private tutors. In recent years various efforts have been made to improve the situation. Our researchers have found that Sishu Siksha Kendras (SSK) and the District Primary Education Programme (DPEP) have made some contribution in this regard, but the effort has to go further and embrace many dimensions that apparently lie outside the narrow domain of education.

We do not intend to summarise all the findings of the studies here. We feel that the results should be widely disseminated among the educationists, scholars, policy makers and others interested in the problems of illiteracy and primary education. With this aim we have planned this Working Paper Series. All the results will ultimately be put together and presented in a monograph in the near future.

Amiya Kumar Bagchi

Director, IDSK

IMPACT OF DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP) ON PRIMARY EDUCATION : A STUDY OF SOUTH 24-PARGANAS

Suman Ray*

Abstract

The study, conducted in two areas in South 24 Parganas, aimed at investigating the changes in enrolment, retention and dropout that could be attributed to the District Primary Education Programme (DPEP). It was found that the programme had positive impact on enrolment and dropout. As the dropout was found to be due to economic compulsion, the provision of mid-day meal had been effective in retaining students belonging to the poorer families. The student-teacher ratio has been found to be too high to implement effectively the new techniques of teaching in some of the schools in the study areas. Most of the schools do not have the basic infrastructure like separate classrooms, and this can partly explain non-enrolment and dropout.

Key words : District Primary Education Programme (DPEP), Decentralised Management, Enrolment, Dropout, South 24 Parganas, India,

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INTRODUCTION

As a part of universalization of primary education the Government of India (GOI) has adopted the District Primary Education Programme (DPEP) in 1996-97 to increase enrolment ratio and to upgrade the quality of teaching. The GOI has also introduced literacy campaign and mid-day meal programme with the same objective. All these programmes are implemented jointly with the state governments.

In West Bengal the Left Front Government has made significant progress in terms of reducing illiteracy, increasing student enrolment, establishing new primary schools and appointing teachers. The government has also implemented several schemes, making school education free, supplying only rations (mid-day meal) of food and free text-books at the primary level, supplying free uniform to a substantial number of girl students and so on. But there are certain problems regarding primary education. Till now there is a considerable section of children of schoolgoing age, who do not enroll in the school; again all the schoolgoing children do not (or cannot) continue their education due to socio-economic obstacles.

One important reason for such non-enrolment and dropout is lack of adequate educational facilities both from qualitative and quantitative aspects. Another important factor which is responsible for such problems is lack of awareness among the parents. Yet another problem of primary education is the quality of education. In most cases children tend to learn little in primary school and depend on private tuition. To reduce dropout and to enhance the quality of education the West Bengal government has initiated the DPEP as per guidelines of the GOI in 1995-96 academic year.

OBJECTIVES

In the context of South 24-Parganas, the present study aims to investigate :

- i) the changes in enrolment, retention and dropout due to the DPEP
- ii) the changes in infrastructure of the primary schools due to implementation of the DPEP, e.g. renovation of school building, improvement of water and sanitation facilities, provision of educational items like books, blackboard etc. and
- iii) to investigate the qualitative change in teaching in the primary schools as well as to examine
- iv) whether the DPEP has achieved more success in presence of mid-day meal programme or not.

METHODOLOGY

We have to take recourse to primary data. It is because there are some discrepancies between the government report and actual situation. Again, these reports are not adequate for this study. So Random sampling technique has been used to select schools. By this the study has selected 10 schools from each area. Sample survey has been carried through the questionnaire method. Again, to judge the implementation of method of teaching the Participatory Observation method has been followed.

This study has investigate the reasons for non-enrolment and dropout. For this purpose direct personal investigation method has been carried among all the teachers and selected parents. 10 parents from each school have been selected randomly i.e., in total 100 parents from each area have been selected for interview.

There is an interrelationship between each factor. Sometimes infrastructure is responsible for enrolment and dropout; and it may be a significant factor in quality teaching. To find out the correlation among different relevant variables grade point technique has been used, i.e., we have quantified (whether necessary) the variables. To represent the observed data suitable charts and graphs have been used.

The hypotheses of the study are the following :

- ⇒ Infrastructure has developed in most of the primary schools, thanks to the DPEP;
- ⇒ Enrolment and dropout situations have improved, i.e., enrolment has been increased and dropout rate has fallen;
- ⇒ Mid-day meal programme is effective to reduce dropout, especially in rural areas where economic position of the students are worse than urban areas;
- ⇒ Techniques of teaching have improved through the DPEP, which is also effective to increase enrolment;

This study has intended to focus on the impact of the DPEP on primary education in West Bengal with special reference to South 24-Parganas. In this study we have selected two areas of South 24-Parganas: Maheshtala Municipal area and Diamondharbour-I Block. Report of this study is divided into four chapters.

UNIVERSE OF STUDY

Areas of survey have been selected purposively. Non-enrolment in schools and the case of dropout vary with the socio-economic nature of the area. Urban and rural nature

of any area may also change the causes. For example, in urban area due to better socio-economic conditions it is found that people are interested to send their children at English medium school ownership of which is mostly private. As a result, enrolment in government schools may decrease. Due to such possibilities we have selected Maheshtala Municipal area and Diamondharbour-I back area.

BRIEF REVIEW OF LITERATURE

There are many studies regarding the impact of DPEP in India. According to the study conducted by In-Depth Review Mission (IDR) in 1997, in the first phase of DPEP, 1,60,000 teachers were trained, 4500 new schools and 5000 class rooms were constructed and 14,400 toilet and water facilities were provided.

A study conducted by the National Institute of Educational Planning and Administration (NIEPA) found that : DPEP Phase-I districts have vastly outperformed other districts in the country I enrollment from 1993-94 to 1996-97. The differential increase in enrollment between DPEP and non-DPEP schools.

Yash Agarwal has mentioned in his study that the number of enrolment in 1996-97 in 39 out of 42 DPEP phase-I districts, increased by 6,30,000 compared to 1995-96. This was more than the all-round enrolment increase of 6,00,000 during the period. Primary school enrolment of the girls is increasing faster than boys in many districts.

A study by National Council of Educational Research and Training (NCERT) in 7 DPEP Phase-I states, to compare learning achievement of students in 1997 over the baseline of 1994, revealed that learning scores of class students in all project districts improved substantially both in language and mathematics over the baseline of 1994.

Studies on community mobilization by different institutions and researchers have mentioned about well-functioning of VECs. On the basis of these studies the present study tried to find out the changes of the status of primary education due to implementation of the DPEP in West Bengal with special emphasis on South 24-Parganas. Before going in to the findings of this study let us discuss about the DPEP in the next section. The Programme of Action (POA) 1992 provided fresh insights and directions for achieving Universalisation of Elementary Education. It called for an integrated and decentralised approach to the development of primary education with focus on building capacities, particularly at district and sub-district levels. Imbibing the spirit of this policy initiative, the DPEP emerged in 1994.

OBJECTIVES OF DPEP

- Provide all children with access to primary education (classes I to V)
- Reduce primary dropout rates for all students to less than 10 percent.
- Reduce differences in enrolment, dropout rates, and learning achievement among gender and social groups to less than 5 percent.
- Raise the average achievement levels of students by at least 25 per cent in language and mathematics and at least 40 percent achievement levels in other subjects.
- DPEP also seeks to strengthen the capacity of national, state and district institutions and organisations for planning, management and evaluation of primary education.

In the first phase of the DPEP five districts - Bankura, Birbhum, Cooch behar, Murshidabad and South 24 Parganas - have been covered and in phase-II this has been extended to Jalpaiguri, Uttar Dinajpur, Dakshin Dinajpur, Maldah and Purulia. Target group population (5-9 years) for 10 districts is 3854585 covering 26483 schools.

Estimated flow of fund to West Bengal

DPEP Phase-I	Rs. 266 Crores
DPEP Phase-II	Rs. 284 Crores

IMPACT

Though DPEP started in West Bengal in 1998-99 planned activities in all the functional areas of DPEP started in 1999-2000. This year the entire WBDPEP machinery along with all the key institutions and stakeholders unleashed a concerted effort towards the programme objectives which led to substantial achievements in all the fields.

ENROLMENT

The Gross Enrolment Ratio crossed the mark of 90 percent during 1999-2000 in Bankura (71percent) while the Net Enrolment Ratio touched 85 percent mark except again in Bankura thus emerged as the district needing special enrolment drive undertaken during 2000-2001.

Similarly, percentage of girl students in the total enrolment has risen between 1999

and 1999-2000 in all the districts both in terms of gross enrolment enrolment, varying from 0.07 percent to 1.18 percent and from 0.33 percent to 0.74 percent respectively.

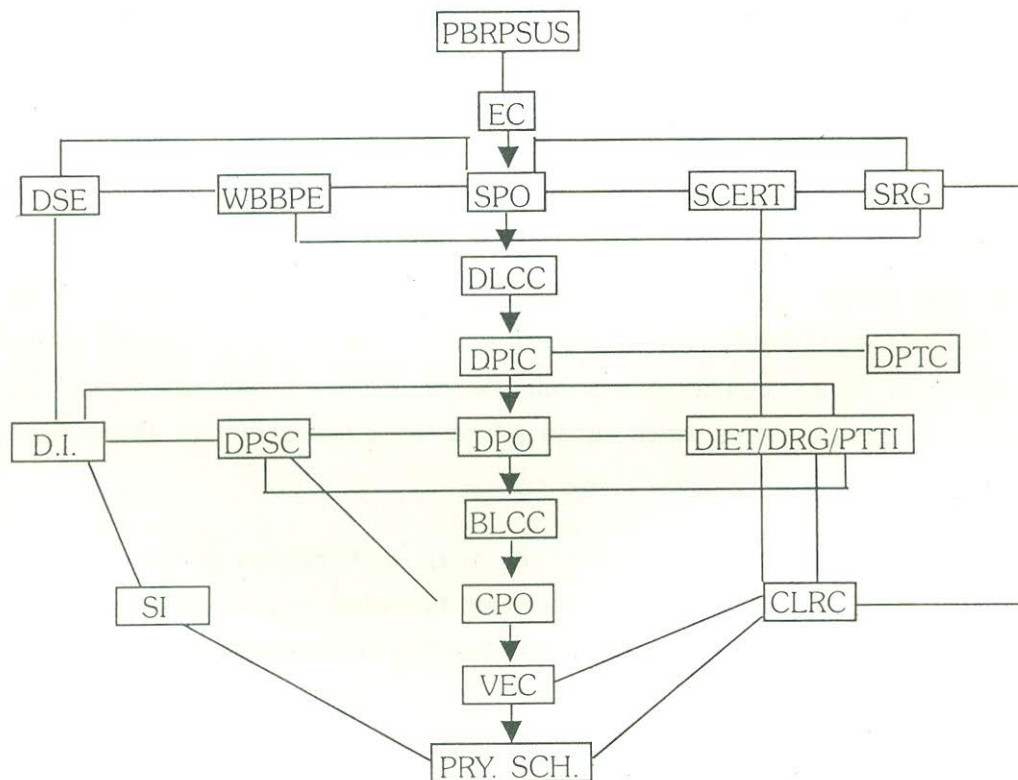
It is also encouraging to note that the gross increase and net increase enrolment have been higher than the total gross and net increase. The difference varies from 0.16 percent to 3.63 percent for gross increase and from 0.74 percent to 2.34 percent for net increase.

RETENTION

In the DPEP training programme for the teachers is arranging in every year and all the teachers of the DPEP covered districts are participating in these programmes. As a result, teaching method has also been developed.

Implementation of the Programme

The central body for the implementation of DPEP in West Bengal is Paschim Banga Rajya Prathamik Siksha unnayan Sansatha (PBRPSU). The project implementation structure is as follows :



Abbreviations

PBRPSUS	Paschim Banga Rajya Prathamik Siksha Unnayan sansatha
EC	Executive Committee (of the Sanstha)
DSE	Directorate of School Education
WBBPE	West Bengal Board of Primary Education
DLCC	District Level Coordination Committee
DPIC	District Project Implementation Committee
DPTC	District Pedagogy and Training Committee
DI	District Inspector of Schools (Pry. Education)
DPSC	District Primary School Council
BLCC	Block Level Coordination Committee
DIET	District Institute of Education & Training
PTTI	Primary Teachers' Training Institute
SRG	State Resource Group
DRG	District Resource Group
CLRC	Circle Resource Centre
CPO	Circle Project Officer
VEC	Village Education Committee (WEC or Ward Education Committee is its equivalent in urban areas)

Apart from this new schools have been established in almost all the districts. In South 24-Parganas 116 new schools have been set up in the year 2001-2002. In 2002-2003, 92 more schools have been set up.

In spite of these activities till now non-enrolment and dropout are major problems in South 24-Parganas. The next section has presented the situations of primary education in South 24-Parganas which we have found in the field study in Maheshtala and Diamondharbour areas.

THE LOCALE : SOCIO-ECONOMIC FEATURES

On the backdrop of overall impact of the DPEP in West Bengal and South 24-Parganas let us now focus on the impact of this programme on two areas studied. Regarding settlement pattern of these areas we can see some differences between these two areas. Maheshtala is an urban area whereas Diamondharbour-I block is a rural area. Naturally these areas distinct socio-economic nature. Before examining the impact of the DPEP let us first observe the socio-economic status of the students interviewed in each area.

In this study three basic categories have been taken into consideration viz. religion, caste and educational status. Observations regarding these issues have been represented in Table 3.2.1 in Appendix.

From Table 3.2.1 we can observe that Maheshtala Municipal area is more Hindu-dominated compared to Diamondharbour-I block area. Again, among the Hindus 42 households belong to general category or upper caste whereas only 26 households out of 100 households interviewed are Hindu "general" category in Diamondharbour-I block area. Out of 100 households in Maheshtala Municipal area only three households belong to other religious group (2 Christians, 1 Buddhist), but in Diamondharbour-I block only one household in Christen.

So far as educational status is concerned, the number of educated persons is more in Maheshtala than Diamondharbour-I. Again number of illiterate persons is more in Diamondharbour area (38 percent). In total out of 200 households interviewed for this study 77 persons are just literate and 61 are educated and the rest 62 persons are illiterate. From the data it is clear that there is a considerable portion of total population who are illiterate. That is, the students coming from these families are first generation learner. This phenomenon plays an important role in any developmental programme.

If we consider the occupational pattern of households we get two different pictures in two areas (Table 3.2.2A). In this study four types of occupation have been considered – cultivation, agricultural labour, non-agricultural labour and others. In Maheshtala Municipal area most of the households are engaged in non-agricultural activities. Only 16 percent (cultivation – 10 percent, agricultural labour – 6 percent) are engaged in agricultural activities whereas in Diamondharbour-I block 52 percent households (cultivation – 22 percent, agricultural labour – 32 percent) are dependent on agriculture. This feature clearly shows its rural nature.

So far as the income distribution (Table 3.2.2B) is concerned it can said that most of the households in Maheshtala area belong to middle- and upper- income group whereas in Diamondharbour-I the scenario is totally opposite. Here 60 percent households belong to lower (< Rs. 1,500) and lower-middle income group (< Rs. 2,500). Only 13 households in Diamondharbour-I block have income more than Rs. 5,500 per month but it is 26 in Maheshtala Municipal area. So it can be found that students in Maheshtala area are coming from economically –off families better family than that of Diamondharbour-I area. This issue is vital regarding enrolment, retention and dropout.

IMPACT ON PRIMARY EDUCATION

Given the above socio-economic conditions let us now examine the impact of the DPEP on primary education in these areas. Along with this the relevance of key factors of the DPEP on the development of the schools concerned will also be examined. Impact of the DPEP on primary education have been categorized in three parts :

- impact on infrastructure
- impact on enrolment and dropout, and
- impact on quality of teaching.

These issues have been discussed in following sections.

Impact on infrastructure

When we talk about infrastructure both the issues of physical and educational infrastructure of the schools concerned come to the fore. Physical infrastructure includes type of building, i.e., whether the school building is *kutchha* or i, existence of separate classrooms for each class, availability of drinking water and toilet facilities and proper sitting arrangement. Educational infrastructure includes the availability of books and other learning materials, number of students per teacher and number of trained teacher. Let us discuss them one by one.

In India most of the primary schools have poor physical infrastructure. Poor quality-building, insufficient sitting arrangement and lack of drinking water and toilet facilities cannot attract the non-enrolled students. Private schools are more attractive to the children because of their developed infrastructure. This study has examined whether the DPEP has changed the state of infrastructure of the school or not. For this purpose we have considered three things :

- type of building
- existence of separate class room, and
- drinking water and toilet facilities.

Observations regarding these issues have been furnished in the following way.

Type of building : In this study we have observed that there exist both *kutchha* and *pucca* construction of school building. Apart from this some have permanent concrete roofs and some have temporary roofs, made by tally, asbestos and tin. Observations regarding type of building have been represented in Tables 3.2.3A and 3.2.3B.

In Maheshtala Municipal area (Table 3.2.3A) all the schools had *pucca* construction before the DPEP which is unaltered after the implementation of the DPEP, though some renovation and repairing works have been done with the help of the grants sanction in the DPEP. But among 10 schools in this area only three had temporary roofs. These are Bholanath Halder Smrity G.S.F.P. School, Putkhali F.P. School and Vidyasagar Vidyabhavan F.P. School. But after the DPEP only one school (Bholanath Halder Smrity GSFP School) has temporary roof. The other two schools have constructed their permanent roof not only by the grant of the DPEP, but also from the grants sanctioned by Maheshtala Municipality.

In Diamondharbour-I block (Table 3.2.3B) the condition of buildings is comparatively poorer even after the coming of the DPEP. Before implementation of the DPEP Surobala F.P. School had *kutchha* construction of the school building and its roof was temporary. Two other schools, viz. Nabasham Primary School and Nawsha F.P. School, had constructed their roofs, though the school buildings were already *pucca*. After the implementation of the DPEP, we have found that Nawsha F.P. School has no roof in their school building for two years. At present the teachers are taking classes at verandah of a high school situated in that locality. So in Diamondharbour area the school buildings have not been developed markedly due to the DPEP. However, some renovation work has been done in almost all schools.

Existence of separate classroom : Existence of separate classroom is one of the important criteria of developed infrastructure in school. It is necessary for the proper functioning of each class. If there is no separate classroom for each class or each section of the same class the students of different classes sit in one room which makes lot of disturbance. Again, the teacher cannot take different classes simultaneously. Even if the teacher takes different classes in a single room, the students cannot grasp the lessons which are taught by the teacher. This issue has been represented in Tables 3.2.4A and 3.2.4B.

From Table 3.2.4A we find that in Maheshtala area only five schools out of 10 had separate class rooms before the implementation of the DPEP. These schools are Nungi Primary School, Vivekananda Vidyamandir F.P. School, Bangla Jatya Siksha Mandir Primary School, Vidyasagar Vidyabhavan F.P. School and Batanagar Young Bengal Primary School. But the 5 other schools did not have separate classrooms. These schools are Chandannagar F.P. School, Jagtala F.P. School, Bholanath Halder Smriti, G.S. F.P. School, Putkhali F.P. School and Parbangla Panchanan F.P. school. As a part

of the DPEP, Rs. 2,000/- have been given to each school every year for infrastructure development. By suing this grant every school have partitioned their classroom for different classes. After the implementation of the DPEP in Maheshtala area, except one school (Parbangla Panchanan F.P. School) all schools have created separate classrooms. Therefore, the DPEP has a definite role in developing such infrastructure. This trend is also found in Diamondharbour-I block.

From table 3.2.4B we can see that Diamondharbour-I block there was only three schools (R.K. Mission Sarisha, Unit IV, R.K. Mission Sarisha Unit III, and Tafa F.P. school) only three schools had separate classrooms. But after the implementation of the DPEP there are only 3 schools which do not have separate classroom. These schools are Surbala F.P. School, Sarisha Primary School and Nwsha F.P. School. Among them, Surobala F.P. School is newly established. Though not all schools have such facility, overall improvement was been found in Diamondharbour-I block.

Drinking water and toilet facilities : To attract the non-enrolled students and to minimize the dropout problem all school should have drinking water facility and toilet facility. It is also a positive indication that all schools had these facilities before the implementation of the DPEP. So we do not get any special impact of DPEP on this count.

EDUCATIONAL INFRASTRUCTURE

Educational infrastructure contains :

- availability of books and learning materials
- number of students per teacher (student-teacher ratio), and
- number of trained teacher

Availability of books and learning materials

It was found that in schools of both areas there is delay in delivering text- books. On occasion this delay is extended to four to five months. As a result, all the students cannot follow classroom teaching and they are lagging behind students who have the books. The heads of the institutions complain about lethargy of the responsible persons in distribution of books.

So far as learning materials are concerned we can find a satisfactory scenario in all schools. Learning materials include black-boards, chalks, dusters, charts and models.

As part of the DPEP Rs. 500 per year is given to each teacher for providing teachers' learning materials (TLM). Before the implementation of the DPEP these facilities were not available in all schools.

Number of students per teacher

Student-teacher ratio is one of the important factors in educational infrastructure. Most of the schools suffer from inadequate number of teachers. On occasions, a single teacher has to take two or three classes simultaneously. As a result, proper care could not be given to any class. In this study we get some interesting results in each area, which may be evident from Tables 3.2.5A and 3.2.5B.

In Maheshtala the number of teachers has not decreased (ref. 3.2.5A). Either it has remained the same or has increased. The student-teacher ratio has decreased due to an increase in number of teachers only in three schools (Jagtala F.P. School, Putkhali F.P. School and Chandannagar F.P. School). But in other schools where student-teacher ratio has decreased it happened due to a fall in number of students. In Parbangla Panchanan F.P. School and Batanagar Young Bengal Primary School the number of students has drastically fallen. For these schools the student-teacher ratio falls even if the number of teachers remains the same. In Bangla Jatiya Siksha Mandir Primary School we get the same situation though here the number of students has decreased slightly (from 282 to 263). Another important point is that excepting three schools (Chandannagar F.P. School, Jagtala F.P. School and Putkhali F.P. School) no other school has four teachers – a number which is needed for having one teacher per class. In the pre- of DPEP days only one school (Chandannagar F.P. School) satisfied this criteria.

In Diamondharbour-I block we have four schools in which the student-teacher ratio decreased due to increase in number of teachers (Table 3.2.5B). These four schools are Sarisha Primary School, Narayantala Primary School, Amira Primary School and Surobal F.P. School. But for other schools in which this ratio came down, the reason is the fall in number of students. In this area the student-teacher ratio is the highest in Mohisgote Primary School in which only one teacher works as the head of the institution. He takes all classes - from I to IV - and performs the official work. Nabashan Primary School and Amira Primary School have also very high student-teacher ratio.

In both the areas the student-teacher ratio is very high. A common reason is that during the last five to six years the recruitment of teacher in primary school was not adequate. But in the same period enrolment has increased in general. One of the reasons behind increasing enrolment is the natural increase in population in each area.

This high student-teacher ratio is a major bottleneck for the implementation of new techniques of teaching introduced in the DPEP.

Number of trained¹ teacher

Quality of teaching personnel is one of the important criteria for educational infrastructure in primary schools. To judge the quality of the teachers the study has considered the issue of number of trained teacher in total number of teacher in each school. Tables 3.2.6A and 3.2.6B reveal this issue in each area.

In Maheshtala Municipal area (Table 3.2.6A) only one school has 100 percent (Nangi Primary School) trained teachers. But in most of the cases the maximum number of teachers are non-trained. In six schools (Jagtala F.P. School, Vivekananda Vidyamandir F.P. School, Bangla Jatiya Siksha Mandir F.P. School, Bholanath Halder Smrity G.S.F.P. School, Vidyasagar Vidyabhavan F.P. School and Putkhali F.P. school) only headmistress/headmaster are trained. Due to lack of training the non-trained teachers hardly adopt the new techniques of teaching.

In Diamondharbour-1 block the percentage of trained teacher is higher than that of Maheshtala area (Table 3.2.6B). There are 4 schools (R.K. Mission, Sarisha, Unit-IV, R.K. Mission Sarisha, Unit-III, Amira Junior Basic School and Mohisgote F.P. School) where all teachers are trained. Other than these, in Sarisha Primary School out of six teachers four and in Nabashan Primary School, two teachers are trained.

In the study it is found that the newly - appointed teachers are mostly trained. But the teachers who are working for long time are non-trained. Due to this the percentage of trained teachers is higher in Diamondharbour-I block compared to Maheshtala Municipal area.

Impact on enrolment and dropout

Non-enrolment and dropout are two major problems in our state. In the case of South 24-Parganas the problems are alarming. This study has tried to examine the success of the DPEP regarding the elimination or reduction of these problems. We have analyzed the situation of enrolment and dropout due to the DPEP one by one. First, let us explain the situation of enrolment before and after the implementation of the DPEP.

¹ Trained means only Primary Teachers' Training

In the course of the DPEP the net enrolment in South 24-Parganas has increased significantly, though gross enrolment rate has slightly declined from 94 percent-93 percent during the period 1998-99 and 1999-2000. In this study it is found that in Maheshtala Municipal area the overall percentage of enrolment has decreased by 18.5 percent and in Diamondharbour-I block enrolment rate has increased by 7.5 percent after the implementation of DPEP. Detailed observation of the study regarding the pattern of enrolment have been furnished in Tables 3.2.7A and 3.2.7B.

In Maheshtala Municipal area the highest increase in enrolment (Table 3.2.7A) has been found in Jagtala F.P. School (+37.7 percent). The next position is of Putkhali F.P. School (+29.8 percent). The highest fall in enrolment is in Batanagar Young Bengal Primary School (-47 percent). Enrolment is highest in Jagtala F.P. School because of the existence of sufficient classrooms. It is also because the school starts in day time (from 11 a.m. to 3.30 p.m.) – a time preferred by most guardians who are mostly engaged as agricultural labour, non-agricultural labour, in small business or as maid-servant. The second highest enrolment is found in Patkhali F.P. School. Here enrolment rises because there is no alternative to the students to be admitted to other school. Again, most of the students of this school come from poor family; most of their parents are engaged in agricultural activities and in making fireworks. So they cannot meet the extra cost incurred for traveling a long distance to attend school, and they prefer to admit their children to the school nearby. For other schools in which enrolment has increased, two factors are responsible :

- i. non-existence of an alternative nearer to the schools which is evident in Chandannagar F.P. School; and
- ii. Provision of high school education in the same school, which is found in Vivekananda Vidyamandir F.P. School and Nungi Primary School.

It is also noted that only in the case of Bholanath Halder Smrity F.P. School the enrolment remains unaltered because there is no adequate infrastructure to provide such new students. Again, in this situation the preparatory level class (the so-called infant class) is continuing. For this purpose they have some space for the children.

In this area, for three schools enrolment has been decreased prominently. These schools are Batanagar Young Bengal Primary School (-47 percent), Parbangla Panchanan F.P. School (-38 percent) and Vidyasagar Vidyabhavan F.P. School (-17.3 percent). One common factor that is responsible is the absence of high school facility in the same premises. But there are other factors for falling enrolment in each school. For Batanagar

Young Bengal Primary School poor infrastructure is one of the important factors. Here condition of school building is bad. Another factor is that there are four schools within the half kilometer of this school which have high school units. So the parents in this locality prefer to admit their children in those schools. In Parbangla Panchanan F.P. School enrolment rate has been decreased in the last 2-3 years. According to the headmistress of this school, only the children of poor families enroll in this school but children of middle-class and upper-middle class families enroll in different English medium schools situated in the locality. This reason is also true in case of Vidyasagar Vidyabhaban F.P. School.

Yet another important point is that for some specific schools enrolment has increased due to mid-day meal programme, which was started in this area at the same time of that of the DPEP. According to the headmistresses of Chandannagar F.P. School and Jagtala F.P. School, a number of students come to the school to take dry rice which is provided by the mid-day meal programme. From the survey it is found that there is a definite role of the mid-day meal programme in some schools, if , not for all schools. Information regarding this issue will be discussed subsequently.

In Diamondharbour-I area the overall enrolment has increased by 7.5 percent (Table 3.2.7B). Rise in enrolment is the highest in Surobala F.P. School (81.81 percent). This is due to the new establishment of this school. Three years ago this school was set up and at that time there was a small room made by bamboo and mud, but after that a *pucca* school building was constructed. As a result, new students could be admitted. In Sarisha Primary School we get the same reason for increasing enrolment. In Narayantala Primary School development of infrastructure is one of the reasons behind the increase in enrolment but another reason is the provision for mid-day meal. According to headmaster of this school, sometimes he has to face some external pressure to provide mid-day meal to the students who do not have the required attendance in school. According to him, the students of this school are coming from very poor families and they have to depend heavily on dry-rice provided in mid-day meal programme.

In this area for some schools a negative trend has been found with regard to the enrolment. In R.K. Mission, Sarisha, Unit-III, it is highest (12.5 percent). According to headmistress of this school, the students coming from comparatively better-off family are taking admission to English medium unit of Sarisha R.K. Mission and they do not admit their children to Bengali medium units. The same reason holds true for Unit-IV of R.K. Mission, Sarisha. Another common factor is the system of promotion to higher class. In both these schools the students securing less than the stipulated pass marks

are not allowed to the higher class - a practice which is absent in other schools of the locality. For the school in which enrolment has been slightly improved (Amira Junior Basic School, Mohisgote F.P. School) increase in population in these areas is responsible. Mid-day meal is also partly responsible for enrolment for students living below poverty line. In the case of Nawsha F.P. School enrolment has decreased recently due to the non-existence of school building. Since the school continues at the verandah of a high school and there is no sitting arrangement, enrolment has been fallen sharply (9.6 percent) last year.

IMPACT ON DROPOUT

One of the important objective of the DPEP was to increase retention and decrease in dropout. In this district the dropout problem was very much acute before the implementation of the DPEP. So this study tried to find out whether the DPEP played an effective role to decrease dropout or not, and whether there is any role of the mid-day meal programme to reduce dropout or not. Tables 3.2.8A and 3.2.8B represent the situation of dropout before and after the DPEP in the two areas where the study was conducted.

In Maheshtala area the dropout rate has been improved in almost all schools during the DPEP (Table 3.2.8A) especially in the case of girl child. Before the implementation of the DPEP there was no case of dropout only in Nungi Primary School. After the DPEP it has maintained its previous status. Before the implementation of the DPEP the maximum number of dropout was found in Chandannagare F.P. School and among the dropout students girls were dominant. Girl students were mostly among the dropout in two schools (Vidyasagar Vidyabhaban F.P. School, Parbangla Panchanan F.P. School) but for other schools the maximum number of dropout students were boys. In Batanagar Young Bengal Primary School there was no case of dropout among girls. After the implementation of the DPEP all schools have improved the situation of dropout especially for girls students. Only in two schools (Chandannagar F.P. School, Jagtala F.P. School) there are few dropout girl students. One peculiarity is found in Vidyasagar Vidyabhaban F.P. School. Here before the implementation of the DPEP there no dropout among the boy students who was dropout. But after the DPEP 2 boys have been identified as dropout, but none of the girl children. The reasons which are responsible for such dropout have been discussed later. At this point we can make some observations on Diamondharbour-I block.

In Diamondharbour-1 block there are no cases of dropout before and after the DPEP in 2 schools (Table 3.2.8B). They are Surobala F.P. School and R.K. Mission Sarisha

Unit 4. Before the implementation of the DPEP, except in these schools, all other schools had some dropout students. Maximum number of dropout is found Narayantala Primary School. In it the maximum number of dropout students are girlstudents. In the case of Sarisha Primary School Tafa F.P. School we get the same result. After implementation of the DPEP, the situation has been significantly improved. Excepting Narayantala Primary School, no school has the dropout girls students. In Narayantala School only 3 girls students have dropped out. After the implementation of the DPEP in 6 schools (Sulabala F.P. School, R.K. Mission Sarisha Unit-IV, R.K. Mission Sarisha Unit-III, Sarisha Primary School, Amira Junior Basic School and Tafa F.P. School) there is no case of dropout. In Mahishgote F.P. School and Nawsha F.P. School only one student in each school has been identified as dropout.

Reasons behind dropout

The reasons behind dropout have been shown in Table 3.2.9. This study has identified six possible reasons behind the incidence of dropout. These reasons are :

- Non-affordability of the cost of education
- Supervision of younger brother/sister
- Distance of school
- Help to parents in their work
- Non-affordability of private tuition and lack of assistance given out home
- Uncertainty about getting job in future

In Maheshtala Municipal area most of the dropout cases occur because children provide help to parents in their work. Among the dropout students 66.6 percent are dropping out for these reason. For this area three reasons are equally important for the incidence of dropout. These reasons are supervision of younger brother/sister, non-affordability of private tuition or assistance at home, and uncertainty about getting job in future. 9.5 percent dropout students in each case are dropping out from school. Distance of school is not a significant factor in effecting dropout.

In Diamondharbour 1 block three reasons are equally important which are non-affordability for cost of education, helping parents in their work and uncertainty about getting job in future. Due to each reason 25 percent of dropout student are not continuing their education in school. In this area too the distance of school is not a significant factor because none of the dropout students cease to have their education due to this factor.

We know that the mid-day meal programme was initiated in South 24-Parganas at the same time with the introduction of the DPEP, that is, in 1995-96 academic year. Mid-day meal programme has definitely a significant role to reduce dropout and to increase enrolment in this district. In this study, to investigate the effectiveness of mid-day meal programme in case of dropout and enrolment, we have relied upon the responses of teachers and guardians in two areas. To get the idea of teachers' view regarding the mid-day meal programme we have taken interviews of sixty-five teachers in all the schools surveyed in two areas. In Maheshtala Municipal area out of thirty-three teachers only five teachers expressed their positive view about the effectiveness of the mid-day meal programme but nineteen teachers have denied the efficacy of this programme. Nine teachers could not make any comment regarding this issue.

In Diamondharbour area out of thirty-two teachers twelve of them have agreed to the effectiveness of the mid-day meal but fourteen teachers have negated this and six of them could not say anything. In total 50.76 percent have denied the efficacy but 26.15 percent have agreed with the view that mid-day meal is working as an incentive for increasing enrolment and decreasing dropout.

In terms of the guardians' response about the effectiveness of the mid-day meal programme we get a better response in favour of mid-day meal programme. From the Table 3.2.9 we find that in Diamondharbour area mid-day meal is comparably more effective than Maheshtala Municipal area. In Diamondharbour, out of hundred guardians interviewed, fortysix support the mid-day meal programme for reducing dropout and increasing enrolment. But in the case of Maheshtala Municipal area most of the guardians (fiftyfour out of hundred) have responded against the mid-day meal programme and twenty-eighty guardians have supported this programme. In total 37 percent guardians have responded in favour of the mid-day meal programme but 42.5 percent have denied its efficacy and 20.57 percent have not responded clearly. From this we can deduce that in the areas where most of the students come from poor family, mid-day meal is effective. The majority of respondents have supported the mid-day meal programme because, compared to Maheshtala Municipal area, the number of poor people is greater in this area. Some of the students live in starvation and they have to depend upon dry rice grain distributed through mid-day meal programme. Since Maheshtala Municipal area is an urban area and most of the students of the locality are coming from economically better of families compared to Diamondharbour block, the mid-day meal programme is not very much effective in this locality. But in the case of Diamondharbour area this programme is comparatively more effective increasing

retention in school. Therefore, the mid-day meal programme is not unambiguously effective in reducing dropout in each area.

IMPACT ON QUALITY OF TEACHING

One of the important objective of the DPEP is to develop the quality of teaching in primary schools. There is an argument that due to poor quality of teaching children are either not attracted to attend school or existing students discontinue their education or shift from government school to private school. To solve this problem the DPEP programme has introduced some new methods of teaching in primary schools. There new methods could be categorised in three types :

- i. *Groupwise teaching* which implies that the students teach themselves through formation of group. The group leader (as nominated by teacher) is instructed by the teacher and he/she teaches others.
- ii. *Home task* This is not a new concept. Since long time before this method exists.
- iii. *Use of charts and models* This is regarded as a scientific method because the students can learn the lesson visually. For this purpose the grant earmarked for teachers' learning materials (TLM) is used.

This study tried to investigate whether these methods are actually implemented or not, and if not, what are the reasons for the non-implementation?

In Tables 3.2.10A and 3.2.10B we have presented the situation of the implementation of these methods in two areas. In Maheshtala Municipal area we get positive results regarding the implementation of new teaching methods (Table 3.2.10A). Regarding groupwise teaching, since it is a new concept, before implementation of the DPEP this method was absent in all schools. But after the DPEP, excepting three schools (Vivekananda Vidyamandir FP School and Batanagar Young Bengal Primary School) all others schools have introduced groupwise teaching. These three schools cannot implement this method due to lack of sufficient infrastructure.

Regarding the home task given to the students we found that the schools which followed this method before the DPEP, are continuing with this technique. The only exception is Bangla Jatiya Siksha Mandir Primary School which can not follow this method due to insufficient number of teachers. This method is followed by Nangi Primary School, Chandan Nagar FP School, Vivekananda Vidya Mandir FP School and Bholanath Halder Smriti FP School. But the other schools which do not implement this method are Jagtala FP School, Putkhali FP School, Vidyasagar Vidyabhavan FP

School, Parbangla Panchamen FP School and Batanagar Young Bengal Primary School. One common factor responsible for this is that as the students mostly come from poor family and are first generation learners, they do not get any assistance at home. Sometimes they are forced to do any other work, and as a result they come to school without doing homework.

The third method is also a new approach in primary education. It is being implemented in all schools after the DPEP. But before implementation of the DPEP, this method was not practiced in any school.

To adopt these methods of teaching the DPEP has arranged orientation-training for the teachers. Each teacher of schools take part in these training camps. These trainings are deemed beneficial for the teachers implementing the new methods of teaching. But the fact remains that in spite of implementing new techniques of teaching many of the students have to take private tuition. It is also evident from the study of *Pratichi India Trust*. In this study we have mention about the nature of assistance given to students in the two areas which has been shown in Tables 3.2.11A and 3.2.11B.

In Maheshtala area (Table 3.2.11A) we have found that 42 percent of the students taking private tuition are the children of non-agricultural labour. Only 8 percent students belong to the cultivator family. The same percentage of students belonging to non-agricultural and non-cultivator family are also taking private tuition. Among the students whose parents are engaged in industrial and service sector 20 percent of them are taking assistance only at home. Out of 100 students, four from each of the family belonging to non-agricultural and other category take assistance both from home and private tuition. In aggregate 28 percent take assistance only at home, 64 percent take only private tuition and 8 percent take assistance both at home and through private tuition.

In Diamondharbour area (Table 3.2.11B) we have found that the students whose parents are engaged in industrial and service sector are mostly take both private tuition and assistance at home. Among students belonging to the agricultural labour family very few take private tuition (1 percent of total students). 30 percent of total students taking private tuition belong to agricultural labour class. 15 percent of the total students taking private tuition belong to non-agricultural labour class. In aggregate 60 percent of the students are taking private tuition, 13 percent take assistance only at home and 24 percent take assistance both at home and in private tuition.

Interrelation among different variables

This study has considered 3 basic factors which are also the key elements of the DPEP. These three basic factors are :

1. infrastructure
2. status of enrolment and dropout, and
3. techniques of teaching.

To find out the interrelations among different factors we have considered some sub factors under the abovementioned heads.

Infrastructure consists of several elements. Two major elements of infrastructure of primary schools are type of building and techniques of teaching. But these are the physical aspect of infrastructure. There is yet another crucial factor in infrastructure, which is the basis of implementation of new techniques and which indirectly affects enrolment and dropout. It is the student-teacher ratio. Again, all the infrastructure - related elements are correlated with techniques of teaching which itself affects enrolment and dropout. In this part of the study we have tried to find out the correlation coefficients among different interdependent factors. To do this we have used the painting method, which is similar to dummy variable technique.

The result of this study follows :

Correlation between type of building and enrolment : We have found that in both areas the values of correlation coefficient have been increased (Table 3.2.11 of Appendix). This means that with the improvement of building the enrolment rises. Two factors are responsible for this phenomenon. First, improved buildings can provide more students in class. The second, the non-enrolled students are attracted to the school. This is an achievement of the DPEP.

Correlation between type of building and dropout : In this part we have classified all dropout students into boys and girls. Here, the number of dropout students has been considered in absolute term and type of building has been considered in grade as before. The results regarding this point have been represented in Table 3.2.12. From the Table, we find that in Maheshtala area the strength of this relation has remained more or less same for each type of students due to the DPEP. So improvement of schools has no special impact in this area. In fact, in this area most of the dropout students do not complete their primary education in order to help their parents in work,

and for other dropout students poverty is an important factor. In such situation whether the school building is good or bad is irrelevant issue.

In Diamondharbour-I block for the boy students type of building plays an important role after implementation of the DPEP. It is because the value of correlation coefficient rises from 0.07 to 0.21. But for girl students this coefficient is indicating a declining trend (from 0.41 to 0.20). What happens is that since boys can go far to attend school they may discontinue their education in government primary school and join non-government private schools. This has been found in case of R.K. Mission, Sarisha, regarding Unit-IV for boys students coming from middle and upper middle class. Even among the students of middle class and poor families type of building may be important. For example, in Nawsha Primary School students are dropping out due to non-existence of permanent roof of the school building. For girl students we find that the strength of correlation between type of building and percentage of dropout has decreased after implementation of the DPEP. So it could be said that the incidence of dropout of girl children falls not only because of the type of building but also because of other factors, namely, lack of awareness of the parents about education of girl child, deficient supply of school uniform for the girl child.

Correlation between techniques of teaching and student-teacher ratio: In the DPEP importance was given to the development of quality of teaching. To improve such quality new techniques of teaching were introduced. But in most of the cases we found that due to high student-teacher ratio these new techniques could not be implemented. Keeping this point in mind we have tried to find out correlations among techniques of teaching and student-teacher ratio. These correlations are shown in Tables 3.2.13A and 3.2.13B.

Table 3.2.13A reveals the correlation in Maheshtala Municipala area. In this area strength of correlation has increased from 0.39 to 0.45. This implies that after the implementation of the DPEP techniques of teaching has been developed with higher student-teacher ratio. Obviously it is a peculiar case but it has happened due to existence of developed techniques of teaching in two schools (Nungi Primary School and Chandannagar F P School) which have higher student-teacher ratio. In case of Diamondharbour-I block (Table 3.2.13B) also this coefficient has been found to be unaltered. This reason is that most of the schools have implemented two methods in spite of increasing student-teacher ratio.

Correlation between techniques of teaching and existence of separate class room : To implement new techniques of teaching each class should have separate class rooms. In each case we have observed a positive correlation between techniques of teaching and existence of separate class room.

In Maheshtala we can find an abnormal result (Table 2.3.14). In this case the strength of correlation falls from 0.20 to 0.05. This is so because inspite of existence of separate rooms for each class they can not implement all the new techniques because of lack of sufficient number of teachers. But in case of Diamondharbour-I block we get an increasing trend (from -0.22 to 0.36) in the value of correlation coefficient. This implies that provision of separate rooms has helped the teachers to implement new techniques.

Correlation between techniques of teaching and dropout of students : It is occasionally assumed that due to unscientific techniques of teaching some students do not feel any attraction to their lessons and consequently, they discontinue their education. Again, that the students of poor family cannot take private tuition and as a result, they cannot cope with the lessons.

In our study we have observed that in Maheshtala area (Table 2.3.15A) there is an increasing trend in the values of correlation coefficient for both boys and girl students. Actually dropout occurs due to several factors, including techniques of teaching. The other factors, mentioned earlier, may be the cause of dropout even in presence of improved techniques of teaching.

In Diamondharbour-I block area, for the girl students the result is as expected (Table 2.3.15B). It is because correlation coefficient between techniques of teaching and dropout falls from -0.02 to -0.41. But for boy students we found that after the implementation of the DPEP, there is no correlation between techniques of teaching and dropout. Dropout incidents occur due to other reasons as mentioned earlier.

Correlation between techniques of teaching enrolment : It is expected that with the improvement of quality of teaching through improved techniques of teaching enrolment also increases. In this study we find that after the implementation the DPEP the strength of relation between techniques of teaching and enrolment has increased. In Maheshtala area it has increased from 0.52 to 0.58 (Table 2.3.16) and in Diamondharbour area it has been raised from 0.75 to 0.83 (Table 2.3.17). It is an achievement of the DPEP.

CONCLUSION

In assessing the DPEP the study tried to find out whether it is effective to increase enrollment and to reduce dropout or not. Apart from this it has also tried to find out the quality of teaching which was given importance in this programme. In the study we have observed that enrolment has been raised due to the DPEP and along with this dropout has also decreased. It's a good sign regarding the development of primary education in the district. So far as dropout is concerned we find that in Maheshtala, being an urban area, the basic reason is that most of the dropout students are helping their parents in their work. In Diamondharbour area 25 percent of the students cannot continue their education due to poverty. Incentive programmes like mid-day meal, provision of school uniform are more effective in Diamondharbour area. In Maheshtala area also the mid-day meal programme is effective only for the students of poor family. Regarding the student-teacher ratio it has been found that this ratio is too high to implement the new techniques of teaching in some of the schools in both areas. It is also detrimental to the increase in enrolment and to reduce dropout. There are two different reasons which are responsible for non-implmentation of new techniques of teaching: a) non-existence of separate classrooms for each class and b) lack of provision of one teacher for one class. In some schools the number of teacher is only one/two/three. In such cases it is impossible for the teachers to look after all the classes simultaneously and with equal attention.

In some cases infrastructural facilities are not adequate. Most of the schools do not have separate classrooms and provision of basic amenities. The poor infrastructure cannot attract non-enrolled students. In an urban area like Maheshtala some students who are economically better-off are learning schools and they are enrolling in private schools which have better infrastructure.

Though the DPEP has stressed upon the quality of teaching but till now a large section of the students have to take private tution. This is also corroborated in the study of the Praticchi Trust. Sometimes it is found that the methods of teaching in school and those by private tutor are different, which is also an obstacle to implement the new techniques in school. In some cases, the non-availability of textbooks in time creates an obstacle to the continuation of classes.

The DPEP had a noble objective in universalizing primary education but due to some inadequate infrastructure and hierarchical socio-economic set-up the programme could not be successful in all respects. In view of this, the study has some policy suggestions.

It can be suggested that the infrastructure of the schools should be improved so that the non-enrolled students are attracted to schools and the existing students do not dropout. The concerned authorities should provide more teachers to solve the problem of high student-teacher ratio for proper implementation of new of teaching. The concerned authorities should provide textbooks to the students in appropriate time. Last but not the least, Village Education Committee/World Education Committee should arrange parent-teacher meeting to generate more awareness among the parents.

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APPENDIX I

HOUSEHOLD STATUS

TABLE - 3.2.1

AREA	RELIGION AND CASTE				EDUCATION		
	HINDU GENERAL	SC	MUSLIM	OTHER	ILLITERATE	JUST-LITERATE	EDUCATED
MAHESHTALA MUNICIPALITY	42	31	24	3	24	41	35
DIAMOND HARBOUR I BLOCK	26	38	35	1	38	36	26
TOTAL	68	69	59	4	62	77	61

SOURCE : Field Survey

HOUSEHOLD PROFILE

TABLE - 3.2.2A

OCCUPATIONAL PATTERN :

OCCUPATION	MAHESHTALA MUNICIPALITY	DIAMOND HARBOUR I BLOCK
CULTIVATION	10	22
AGRICULTURAL LABOUR	6	32
NON-AGRICULTURAL LABOUR	52	25
OTHERS	32	21
TOTAL	100	100

TABLE - 3.2.2B

INCOME DISTRIBUTION :

MONTHLY INCOME (Rs.)	MAHESHTALA MUNICIPALITY	DIAMOND HARBOUR I BLOCK	TOTAL
<500	7	20	27
500 - <1500	8	25	33
1500 - <2500	22	15	37
2500 - <3500		12	12
3500 - <4500	16	5	21
4500 - <5500	21	10	31
5500 & above	26	13	39
TOTAL	100	100	

TYPE OF BUILDING

TABLE - 3.2.3.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	TYPE OF BUILDING (4)	
		BEFORE DPEP	AFTER DPEP
1	NUNGI PRIMARY SCHOOL	P,R	P,R
2	CHANDANNAGAR F. P. SCHOOL	P,R	P,R
3	JAGTALA F. P. SCHOOL	P,R	P,R
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	P,R	P,R
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	P,R	P,R
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	P,A	P,A
7	PUTKHALI F.P. SCHOOL	P,T	P,R
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	P,T	P,R
9	PARBANGLA PANCHANAN F.P. SCHOOL	P,R	P,R
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	P,R	P,R

TABLE - 3.2.3.B

DIAMOND HARBOUR - I MUNICIPALITY

SL. No.	SCHOOL	TYPE OF BUILDING (4)	
		BEFORE DPEP	AFTER DPEP
1	SUROBALA F.P. SCHOOL	K,T	K,T
2	R.K. MISSION SARISHA, UNIT - IV	P,R	P,R
3	R.K. MISSION SARISHA, UNIT - III	P,R	P,R
4	SARISHA PRIMARY SCHOOL	P,R	P,R
5	NARAYANTALA PRIMARY SCHOOL	P,R	P,R
6	NABASHAN PRIMARY SCHOOL	P,T	P,T
7	NAWSHA F.P. SCHOOL	P,A	P,O
8	AMIRA JUNIOR BASIC SCHOOL	P,R	P,R
9	MOHISGOTE F.P. SCHOOL	P,R	P,R
10	TAFA F.P. SCHOOL	P,R	P,R

SOURCE: FIELD SURVEY

NOTE : P= PUCCA, R=PERMENENT ROOF, A= ASBESTOS, K= KUTCHA, O= OPEN

EXISTENCE OF SEPARATE CLASS ROOM

TABLE - 3.2.4.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	EXISTENCE OF SEPARATE CLASS ROOM (2)	
		BEFORE DPEP	AFTER DPEP
1	NUNGI PRIMARY SCHOOL	1	1
2	CHANDANNAGAR F. P. SCHOOL	0	1
3	JAGTALA F. P. SCHOOL	0	1
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	1	1
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	1	1
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	0	1
7	PUTKHALI F.P. SCHOOL	0	1
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	1	1
9	PARBANGLA PANCHANAN F.P. SCHOOL	0	0
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	1	1

TABLE - 3.2.4.B

DIAMOND HARBOUR - I BLOCK

SL. No.	SCHOOL	EXISTENCE OF SEPARATE CLASS ROOM (2)	
		BEFORE DPEP	AFTER DPEP
1	SUROBALA F.P. SCHOOL	0	0
2	R.K. MISSION SARISHA, UNIT - IV	1	1
3	R.K. MISSION SARISHA, UNIT - III	1	1
4	SARISHA PRIMARY SCHOOL	0	0
5	NARAYANTALA PRIMARY SCHOOL	0	1
6	NABASHAN PRIMARY SCHOOL	0	1
7	NAWSHA F.P. SCHOOL	0	0
8	AMIRA JUNIOR BASIC SCHOOL	0	1
9	MOHISGOTE F.P. SCHOOL	0	1
10	TAFI F.P. SCHOOL	1	1

SOURCE: FIELD SURVEY

NOTE : EXISTENCE OF SEPARATE CLASS ROOM = 1, NON-EXISTENCE OF SEPARATE CLASS ROOM = 0

TEACHER STUDENT RATIO

TABLE - 3.2.5.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	BEFORE DPEP			AFTER DPEP		
		No.OF STUDENT (S)	No. OF TEACHER (T)	S/T	No. OF STUDENT (S)	No. OF TEACHER (T)	S/T
1	NUNGI PRIMARY SCHOOL	236	3	78	240	3	80
2	CHANDANNAGAR F. P. SCHOOL	578	4	144	615	6	102
3	JAGTALA F. P. SCHOOL	114	3	38	157	5	31
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	280	3	93	322	3	107
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	282	3	94	263	3	87
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	122	3	40	122	3	40
7	PUTKHALI F.P. SCHOOL	285	3	95	370	5	74
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	190	2095	157	3	52	
9	PARBANGLA PANCHANAN F.P. SCHOOL	105	2	52	65	2	32
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	85	2	42	45	2	22

TABLE - 3.2.5.B

DIAMOND HARBOUR - I BLOCK

SL. No.	SCHOOL	BEFORE DPEP			AFTER DPEP		
		No.OF STUDENT (S)	No. OF TEACHER (T)	S/T	No. OF STUDENT (S)	No. OF TEACHER (T)	S/T
1	SUROBALA F.P. SCHOOL	44	1	44	80	2	40
2	R.K. MISSION SARISHA,UNIT - IV	252	4	63	233	4	58
3	R.K. MISSION SARISHA,UNIT - III	255	4	63	223	4	55
4	SARISHA PRIMARY SCHOOL	325	5	65	375	6	62
5	NARAYANTALA PRIMARY SCHOOL	122	2	61	131	3	43
6	NABASHAN PRIMARY SCHOOL	290	2	145	262	2	131
7	NAWSHA F.P. SCHOOL	72	2	36	65	3	32
8	AMIRA JUNIOR BASIC SCHOOL	296	2	148	302	3	100
9	MOHISGOTE F.P. SCHOOL	165	2	82	167	1	167
10	TAFI F.P. SCHOOL	124	2	62	120	3	40

SOURCE: FIELD SURVEY

TEACHERS PROFILE

TABLE - 3.2.6.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	No. OF TEACHER	TRAINED TEACHER	NON-TRAINED TEACHER
1	NUNGI PRIMARY SCHOOL	3	3	0
2	CHANDANNAGAR F. P. SCHOOL	6	2	4
3	JAGTALA F. P. SCHOOL	5	1	4
4	VIVEKANANDA VIDYA MANDIR F.P. SCHOOL	3	1	2
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	3	1	2
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	3	1	2
7	PUTKHALI F.P. SCHOOL	5	1	4
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	3	1	2
9	PARBANGLA PANCHANAN F.P. SCHOOL	2	0	2
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	2	0	2

TABLE - 3.2.6.B

DIAMOND HARBOUR - I MUNICIPALITY

SL. No.	SCHOOL	No. OF TEACHER	TRAINED	NON-TRAINED
1	SUROBALA F.P. SCHOOL	2	1	0
2	R.K. MISSION SARISHA, UNIT - IV	4	4	0
3	R.K. MISSION SARISHA, UNIT - III	4	4	0
4	SARISHA PRIMARY SCHOOL	6	4	2
5	NARAYANTALA PRIMARY SCHOOL	2	1	1
6	NABASHAN PRIMARY SCHOOL	3	2	1
7	NAWSHA F.P. SCHOOL	3	1	2
8	AMIRA JUNIOR BASIC SCHOOL	3	3	0
9	MOHISGOTE F.P. SCHOOL	1	1	0
10	TAFA F.P. SCHOOL	2	1	1

SOURCE: FIELD SURVEY

ENROLMENT IN SCHOOL

TABLE - 3.2.7.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	% CHANGE IN ENROLMENT
1	NUNGI PRIMARY SCHOOL	1.6
2	CHANDANNAGAR F. P. SCHOOL	6.4
3	JAGTALA F. P. SCHOOL	37.7
4	VIVEKANANDA VIDYA MANDIR F.P. SCHOOL	15
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	-6.7
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	-2.4
7	PUTKHALI F.P. SCHOOL	29.8
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	-17.3
9	PARBANGLA PANCHANAN F.P. SCHOOL	-38
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	-47
TOTAL		3.33

TABLE - 3.2.7.B

DIAMOND HARBOUR - I MUNICIPALITY

SL. No.	SCHOOL	% CHANGE IN ENROLMENT
1	SUROBALA F.P. SCHOOL	81.81
2	R.K. MISSION SARISHA, UNIT - IV	-7.5
3	R.K. MISSION SARISHA, UNIT - III	-12.5
4	SARISHA PRIMARY SCHOOL	15.38
5	NARAYANTALA PRIMARY SCHOOL	-9.6
6	NABASHAN PRIMARY SCHOOL	2.02
7	NAWSHA F.P. SCHOOL	-3.2
8	AMIRA JUNIOR BASIC SCHOOL	7.37
9	MOHISGOTE F.P. SCHOOL	1.2
10	TAFA F.P. SCHOOL	-9.7
TOTAL		0.06

SOURCE: FIELD SURVEY

DROPOUT OF STUDENTS

TABLE - 3.2.8.A

MAHESHTALA MUNICIPALITY

SL.	SCHOOL	BEFORE DPEP		AFTER DPEP	
		BOYS	GIRLS	BOYS	GIRLS
1	NUNGI PRIMARY SCHOOL	0	0	0	0
2	CHANDANNAGAR F. P. SCHOOL	8	9	12	1
3	JAGTALA F. P. SCHOOL	4	6	0	3
4	VIVEKANANDA VIDYA MANDIR F.P. SCHOOL	6	2	0	0
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	3	1	1	0
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	4	1	0	0
7	PUTKHALI F.P. SCHOOL	6	3	1	0
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	0	4	2	0
9	PARBANGLA PANCHANAN F.P. SCHOOL	6	8	1	0
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	2	0	0	0

TABLE - 3.2.8.B

DIAMOND HARBOUR - I MUNICIPALITY

SL.	SCHOOL	BEFORE DPEP		AFTER DPEP	
		BOYS	GIRLS	BOYS	GIRLS
1	SUROBALA F.P. SCHOOL	0	0	0	0
2	R.K. MISSION SARISHA, UNIT - IV	0	0	0	0
3	R.K. MISSION SARISHA, UNIT - III	3	2	0	0
4	SARISHA PRIMARY SCHOOL	6	9	0	0
5	NARAYANTALA PRIMARY SCHOOL	6	14	1	3
6	NABASHAN PRIMARY SCHOOL	8	2	2	0
7	NAWSHA F.P. SCHOOL	6	0	1	0
8	AMIRA JUNIOR BASIC SCHOOL	3	0	0	0
9	MOHISGOTE F.P. SCHOOL	4	4	1	0
10	TATA F.P. SCHOOL	2	4	0	0

SOURCE: FIELD SURVEY

REASONS BEHIND DROPOUT

TABLE - 3.2.9.

REASON	MAHESHTALA MUNICIPALITY	DIAMOND HARBOUR I BLOCK
CAN'T AFFORD COST OF EDUCATION	1(4.76%)	2(25%)
SUPERVISION OF YOUNGER BROTHER OR SISTER	2(9.5%)	1(12%)
DISTANCE OF SCHOOL	0	0
HELP TO PARENTS IN THEIR WORK	14(66.6%)	2(25%)
NEITHER AFFORD PRIVATE TUITION NOR ASSIST AT HOME	2(9.5%)	1(12%)
UNCERTAINTY ABOUT GETTING JOB IN FUTURE	2(9.5%)	2(25%)

NOTE : Percentage calculated with respect to total dropout students in each area

IS MID-DAY MEAL EFFECTIVE TO REDUCE DROP-OUT AND TO INCREASE ENROLMENT ?

TEACHERS RESPONSE:

AREA	YES	NO	CAN'T SAY
MAHESHTALA MUNICIPALITY	5	19	9
DIAMOND HARBOUR- I BLOCK	12	14	6
TOTAL	17(26.15%)	33(50.76%)	15(23.07%)

TOTAL SAMPLE — 65

GUARDIANS RESPONSE:

AREA	YES	NO	CAN'T SAY
MAHESHTALA MUNICIPALITY	28	54	18
DIAMOND HARBOUR- I BLOCK	46	31	23
TOTAL	74(37%)	85(42.5%)	41(20.5%)

TOTAL SAMPLE —200

TECHNIQUES OF TEACHING

TABLE - 3.2.10.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	GROUPWISE TEACHING		HOME TASK		USE OF CHARTS & MODLES	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	NUNGI PRIMARY SCHOOL	N	Y	Y	Y	N	Y
2	CHANDANNAGAR F. P. SCHOOL	N	Y	Y	Y	N	Y
3	JAGTALA F. P. SCHOOL	N	Y	N	N	N	Y
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	N	N	Y	Y	N	Y
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	N	Y	Y	N	N	Y
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	N	Y	Y	Y	N	Y
7	PUTKHALI F.P. SCHOOL	N	Y	N	N	N	Y
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	N	N	N	N	N	Y
9	PARBANGLA PANCHANAN F.P. SCHOOL	N	Y	N	N	N	Y
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	N	N	N	N	N	Y

TABLE - 3.2.10.B

DIAMOND HARBOUR - I MUNICIPALITY

SL. No.	SCHOOL	GROUPWISE TEACHING		HOME TASK		USE OF CHARTS & MODLES	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	SUROBALA F.P. SCHOOL	N	N	N	N	N	Y
2	R.K. MISSION SARISHA, UNIT - IV	N	Y	N	N	N	Y
3	R.K. MISSION SARISHA, UNIT - III	N	N	Y	Y	N	Y
4	SARISHA PRIMARY SCHOOL	N	N	Y	Y	N	Y
5	NARAYANTALA PRIMARY SCHOOL	N	N	N	N	N	Y
6	NABASHAN PRIMARY SCHOOL	N	N	Y	Y	N	Y
7	NAWSHA F.P. SCHOOL	N	N	N	N	N	Y
8	AMIRA JUNIOR BASIC SCHOOL	N	Y	Y	Y	N	Y
9	MOHISGOTE F.P. SCHOOL	N	N	Y	N	N	Y
10	TAFI F.P. SCHOOL	N	N	N	N	N	Y

SOURCE: FIELD SURVEY

NOTE : Y = YES , N = NO.

ASSISTANCE GIVEN TO STUDENTS (%)

TABLE - 3.2.11.A

MAHESHTALA MUNICIPALITY

SL. No.	PARENTS' OCCUPATION	ONLY AT HOME	PRIVATE TUITION	BOTH
1	CULTIVATION	2	8	0
2	AGRICULTURAL LABOUR	0	6	0
3	NON-AGRICULTURAL LABOUR	6	42	4
4	OTHERS	20	8	4
	TOTAL	28	64	8

TABLE - 3.2.11.B

DIAMOND HARBOUR - I MUNICIPALITY

SL. No.	SCHOOL	ONLY AT HOME	PRIVATE TUITION	BOTH
1	CULTIVATION	4	14	4
2	AGRICULTURAL LABOUR	2	30	0
3	NON-AGRICULTURAL LABOUR	5	15	2
4	OTHERS	2	1	18
	TOTAL	13	60	24

SOURCE: FIELD SURVEY

CORRELATION BETWEEN TYPE OF BUILDING AND ENROLMENT

TABLE - 3.2.11.(appen.)

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	TYPE OF BUILDING (1)		ABSOLUTE No. OF STUDENTS (2)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	NUNGI PRIMARY SCHOOL	2	2	236	240	0.14	0.19
2	CHANDANNAGAR F. P. SCHOOL	2	2	578	615		
3	JAGTALA F. P. SCHOOL	2	2	114	157		
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	2	2	280	322		
5	BANGLA JATTYA SIKSHA MANDIR PRIMARY SCHOOL	2	2	282	263		
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	1	1	122	122		
7	PUTKHALI F.P. SCHOOL	1	2	285	370		
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	1	2	190	3		
9	PARBANGLA PANCHANAN F.P. SCHOOL	2	2	105	65		
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	2	2	85	45		

DIAMOND HARBOUR - I BLOCK

SL. No.	SCHOOL	TYPE OF BUILDING (1)		ABSOLUTE No. OF STUDENTS (2)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	SUROBALA F.P. SCHOOL	0	0	44	80	0.52	0.57
2	R.K. MISSION SARISHA, UNIT - IV	2	2	252	233		
3	R.K. MISSION SARISHA, UNIT - III	2	2	255	223		
4	SARISHA PRIMARY SCHOOL	2	2	325	375		
5	NARAYANTALA PRIMARY SCHOOL	2	2	122	131		
6	NABASHAN PRIMARY SCHOOL	1	1	290	262		
7	NAWSHA F.P. SCHOOL	1	-1	72	65		
8	AMIRA JUNIOR BASIC SCHOOL	2	2	296	302		
9	MOHISGOTE F.P. SCHOOL	2	2	165	167		
10	TAFI F.P. SCHOOL	2	2	124	120		

SOURCE: FIELD SURVEY

CORRELATION BETWEEN TYPE OF BUILDING AND DROPOUT

TABLE - 3.2.12.

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	TYPE OF BUILDING (1)		ABSOLUTE No. OF STUDENTS (2)				CORRELATION B/w 1 & 2			
				BEFORE DPEP		AFTER DPEP		BEFORE DPEP		AFTER DPEP	
		BEFORE DPEP	AFTER DPEP	BOY	GIRL	BOY	GIRL	BOY	GIRL	BOY	GIRL
1	NUNGI PRIMARY SCHOOL	2	2	0	0	0	0	0.15	0.15	0.16	0.15
2	CHANDANNAGAR F. P. SCHOOL	2	2	8	9	12	1				
3	JAGTALA F. P. SCHOOL	2	2	4	6	0	3				
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	2	2	6	2	0	0				
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	2	2	3	1	1	0				
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	1	1	4	1	0	0				
7	PUTKHALI F.P. SCHOOL	1	2	6	3	1	0				
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	1	2	0	4	2	0				
9	PARBANGLA PANCHANAN F.P. SCHOOL	2	2	6	8	1	0				
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	2	2	2	0	0	0				

DIAMOND HARBOUR - I BLOCK

SL. No.	SCHOOL	TYPE OF BUILDING (1)		ABSOLUTE No. OF STUDENTS (2)				CORRELATION B/w 1 & 2			
				BEFORE DPEP		AFTER DPEP		BEFORE DPEP		AFTER DPEP	
		BEFORE DPEP	AFTER DPEP	BOY	GIRL	BOY	GIRL	BOY	GIRL	BOY	GIRL
1	SUROBALA F.P. SCHOOL	0	0	0	0	0	0	0.07	0.41	-0.29	0.20
2	R.K. MISSION SARISHA, UNIT - IV	2	2	0	0	0	0				
3	R.K. MISSION SARISHA, UNIT - III	2	2	3	2	0	0				
4	SARISHA PRIMARY SCHOOL	2	2	6	9	0	0				
5	NARAYANTALA PRIMARY SCHOOL	2	2	6	14	1	3				
6	NABASHAN PRIMARY SCHOOL	1	1	8	2	2	0				
7	NAWSHA F.P. SCHOOL	1	-1	6	0	1	0				
8	AMIRA JUNIOR BASIC SCHOOL	2	2	3	0	0	0				
9	MOHISGOTE F.P. SCHOOL	2	2	4	4	1	0				
10	TATA F.P. SCHOOL	2	2	2	4	0	0				

CORRELATION BETWEEN TECHNIQUES OF TEACHING AND STUDENT TEACHER RATIO

TABLE - 3.2.13.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	TECHNIQUES OF TEACHING (1)		STUDENT / TEACHER (S/T) (2)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	NUNGI PRIMARY SCHOOL	1	3	78	80	0.39	0.45
2	CHANDANNAGAR F. P. SCHOOL	1	3	144	102		
3	JAGTALA F. P. SCHOOL	0	2	38	31		
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	1	2	93	3		
5	BANGLA JATTYA SIKSHA MANDIR PRIMARY SCHOOL	1	2	94	87		
6	BHOLANATH HALDAR SMRITI G.S.FP. SCHOOL	1	3	40	40		
7	PUTKHALI FP SCHOOL	0	2	95	74		
8	VIDYASAGAR VIDYABHABAN FP SCHOOL	0	1	95	52		
9	PARBANGLA PANCHANAN F.P. SCHOOL	0	2	52	32		
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	0	1	42	22		

TABLE - 3.2.13.B

DIAMOND HARBOUR - I BLOCKY

SL. No.	SCHOOL	TECHNIQUES OF TEACHING (1)		STUDENT / TEACHER (S/T) (2)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	SUROBALA FP. SCHOOL	0	1	44	40	0.65	0.65
2	R.K. MISSION SARISHA, UNIT -IV	0	2	63	58		
3	R.K. MISSION SARISHA, UNIT - III	1	2	63	55		
4	SARISHA PRIMARY SCHOOL	1	2	65	62		
5	NARAYANTALA PRIMARY SCHOOL	0	1	61	43		
6	NABASHAN PRIMARY SCHOOL	1	2	145	131		
7	NAWSHA FP. SCHOOL	0	1	36	32		
8	AMIRA JUNIOR BASIC SCHOOL	1	2	148	100		
9	MOHISGOTE FP. SCHOOL	1	2	82	167		
10	TAFI FP. SCHOOL	0	1	62	40		

CORRELATION BETWEEN TECHNIQUES OF TEACHING AND EXISTENCE OF SEPARATE CLASS ROOM

TABLE - 3.2.14

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	TECHNIQUES OF TEACHING (1)		EXISTENCE OF SEPA-RATE CLASS ROOM (S)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	NUNGI PRIMARY SCHOOL	1	3	1	1	0.20	0.05
2	CHANDANNAGAR F. P. SCHOOL	1	3	0	1		
3	JAGTALA F. P. SCHOOL	0	2	0	1		
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	1	2	1	1		
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	1	2	1	1		
6	BHOLANATH HALDAR SMRITI G.S.FP. SCHOOL	1	3	0	1		
7	PUTKHALI F.P. SCHOOL	0	2	0	1		
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	0	1	1	1		
9	PARBANGLA PANCHANAN F.P. SCHOOL	0	2	0	0		
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	0	1	1	1		

TABLE - 3.2.13.B

DIAMOND HARBOUR - I BLOCKY

SL. No.	SCHOOL	TECHNIQUES OF TEACHING (1)		EXISTENCE OF SEPA-RATE CLASS ROOM (S)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	SUROBALA F.P. SCHOOL	0	1	0	0	-0.22	0.36
2	R.K. MISSION SARISHA, UNIT - IV	0	2	1	1		
3	R.K. MISSION SARISHA, UNIT - III	1	2	1	1		
4	SARISHA PRIMARY SCHOOL	1	2	0	0		
5	NARAYANTALA PRIMARY SCHOOL	0	1	0	1		
6	NABASHAN PRIMARY SCHOOL	1	2	0	1		
7	NAWSHA F.P. SCHOOL	0	1	0	0		
8	AMIRA JUNIOR BASIC SCHOOL	1	2	0	1		
9	MOHISGOTE F.P. SCHOOL	1	2	0	1		
10	TAFI F.P. SCHOOL	0	1	1	1		

SOURCE: FIELD SURVEY

NOTE : EXISTENCE OF SEPARATE CLASS ROOM = 1, NON-EXISTENCE OF SEPARATE CLASS ROOM = 0
TECHNIQUES OF TEACHING : SCORE 1 FOR EACH OF THE TECHNIQUES

**CORRELATION BETWEEN TECHNIQUES OF TEACHING
AND DROPOUT OF STUDENTS**

TABLE - 3.3.15.A

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	TYPE OF BUILDING (1)		DROPOUT OF STUDENTS (2)				CORRELATION B/w 1 & 2			
				BEFORE DPEP		AFTER DPEP		BEFORE DPEP		AFTER DPEP	
		BEFORE DPEP	AFTER DPEP	BOY	GIRL	BOY	GIRL	BOY	GIRL	BOY	GIRL
1	NUNGI PRIMARY SCHOOL	1	3	0	0	0	0	0.12	-0.26	0.34	0.09
2	CHANDANNAGAR F.P. SCHOOL	1	3	8	9	12	1				
3	JAGTALA F.P. SCHOOL	0	2	4	6	0	3				
4	VIVEKANANDA VIDYA MANDIR F.P. SCHOOL	1	2	6	2	0	0				
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	1	2	3	1	1	0				
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	1	3	4	1	0	0				
7	PUTKHALI F.P. SCHOOL	0	2	6	3	1	0				
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	0	1	0	4	2	0				
9	PARBANGLA PANCHANAN F.P. SCHOOL	0	2	6	8	1	0				
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	0	1	2	0	0	0				

TABLE - 3.3.15.B

DIAMOND HARBOUR - I BLOCY

SL. No.	SCHOOL	TYPE OF BUILDING (1)		DROPOUT OF STUDENTS (2)				CORRELATION B/w 1 & 2			
				BEFORE DPEP		AFTER DPEP		BEFORE DPEP		AFTER DPEP	
		BEFORE DPEP	AFTER DPEP	BOY	GIRL	BOY	GIRL	BOY	GIRL	BOY	GIRL
1	SUROBALA F.P. SCHOOL	0	1	0	0	0	0	0.39	-0.02	0.00	-0.41
2	R.K. MISSION SARISHA, UNIT - IV	0	2	0	0	0		0			
3	R.K. MISSION SARISHA, UNIT - III	1	2	3	2	0		0			
4	SARISHA PRIMARY SCHOOL	1	2	6	9	0	0				
5	NARAYANTALA PRIMARY SCHOOL	0	1	6	14	1		3			
6	NABASHAN PRIMARY SCHOOL	1	2	8	2	2	0				
7	NAWSHA F.P. SCHOOL	0	1	6	0	1	0				
8	AMIRA JUNIOR BASIC SCHOOL	1	2	3	0	0	0				
9	MOHISGOTE F.P. SCHOOL	1	2	4	4	1	0				
10	TAFI F.P. SCHOOL	0	1	2	4	0	0				

CORRELATION BETWEEN TECHNIQUE OF TEACHING AND ENROLMENT

TABLE - 3.2.16

MAHESHTALA MUNICIPALITY

SL. No.	SCHOOL	TECHNIQUES OF TEACHING (1)		ABSOLUTE No. OF STUDENTS (2)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	NUNGI PRIMARY SCHOOL	1	3	236	240	0.52	0.58
2	CHANDANNAGAR F. P. SCHOOL	1	3	578	615		
3	JAGTALA F. P. SCHOOL	0	2	114	157		
4	VIVEKANANDA VIDYA MANDIR F. P. SCHOOL	1	2	280	322		
5	BANGLA JATIYA SIKSHA MANDIR PRIMARY SCHOOL	1	2	282	263		
6	BHOLANATH HALDAR SMRITI G.S.F.P. SCHOOL	1	3	122	122		
7	PUTKHALI F.P. SCHOOL	0	2	285	370		
8	VIDYASAGAR VIDYABHABAN F.P. SCHOOL	0	1	190	3		
9	PARBANGLA PANCHANAN F.P. SCHOOL	0	2	105	65		
10	BATANAGAR YOUNG BENGAL PRIMARY SCHOOL	0	1	85	45		

TABLE - 3.2.17

DIAMOND HARBOUR - I BLOCK

SL. No.	SCHOOL	TECHNIQUES OF TEACHING (1)		ABSOLUTE No. OF STUDENTS (2)		CORRELATION B/w 1 & 2	
		BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP	BEFORE DPEP	AFTER DPEP
1	SUROBALA F.P. SCHOOL	0	1	44	80	0.75	0.83
2	R.K. MISSION SARISHA, UNIT - IV	0	2	252	233		
3	R.K. MISSION SARISHA, UNIT - III	1	2	255	223		
4	SARISHA PRIMARY SCHOOL	1	2	325	375		
5	NARAYANTALA PRIMARY SCHOOL	0	1	122	131		
6	NABASHAN PRIMARY SCHOOL	1	2	290	262		
7	NAWSHA F.P. SCHOOL	0	1	72	65		
8	AMIRA JUNIOR BASIC SCHOOL	1	2	296	302		
9	MOHISGOTE F.P. SCHOOL	1	2	165	167		
10	TAFI F.P. SCHOOL	0	1	124	120		

APPENDIX II

