A COHORT STUDY TO MEASURE SCHOOL EFFICIENCY-2010 AT PRIMARY LEVEL IN PURBA MEDINIPUR

Conducted by :

Research and Evaluation Intervention
Sarva Siksha Mission
Purba Medinipur : : Tamluk

PURBA MEDINIPUR

পূর্ব মেদিনীপুর

- ● Primary Health Centre
- ● Block Primary Health Centre
- ■ Rural Hospital
- ⊞ State General Hospital
- ◆ S.D. Hospital
- ✚ District Hospital

নির্দেশিকা

হলদিয়া: মহকুমা

ম হ না : ব্লক/পঞ্চায়েত সমিতি

পশ্চিম মেদিনীপুর

Machinan
Patanda
Palkpari
U.Mechogram RH

Kolaghat

Ramchandrapur
Panskura
Municipality
Nandaigajan

Panskura

Purba Itara

Sahid Matangini
Janubasan
U.Dhaihara

Anantapur RH
Kelomal
Tamluk
Municipality

Tamluk

Ramchandrapur
Purbanakha
Purbanakha

Garmoyna

Damodarpur
Khejurberia RH
Basulia RH
Natshal

Moyna

Arangkiarana

Nandakumar
Dakshin
Gumari

Dhekuya

Siulipur

Mahisadal

Sutahata

Gokhuri
Baraghuni

Barsundara
Amlat
Begunberia
Jaynagar

Haldia

Bibhishanpur
Bhagwanpur-I
Chandipur
Erasa
Bayal
Reyapara RH
Barghespur
Deulpot
Haldia SDH

Gonara
Bhagwanpur RH
Haldia Municipality

Pataspur-I
Barhat
Barbaria

Kajlagarh
Nandigram
Mahammadpur

Pataspur
Baikul

Nandigram-II

Nandigram-I

B. Mugberia

Pratapdighi
Bhagwanpur-II
Hena
Amdabad
Maheshpur

Pataspur-II
Argoal

Simulia
Khejuri-I
Kamarda

Egra
Municipality
Khejuri-II
Janka

Egra SDH
Gangadharbar
Kharpukuria
Sillyaberia

Shyampur
Egra-II
Contai-III
Deulbar

Ramchandrapur
Basantia

Egra-I
Betamaheshpur
Banamalichatta

Chatla
Kulberia
Contai
Municipality
Deshapran
Daulatpur

Majna
Contai
Barabantalia

Kasbagola
Paniparul
Nijmaitana
Contai-I

Chandaneur

Hamirpur Pichhaboni
Nayaput

Sadi
Ramnagar-II

Gobra
Bararankua

Ramnagar-I

Digha SG
Digha AK

ওড়িষা

ব ঙ্গো প সা গ র

Foreword

To implement Universalization of Elementary Education (UEE) the Government of India and our State Government have taken many necessary steps. On the track of UEE the District Sarva Shiksha Mission, Purba Medinipur has initiated many programmes from the beginning of the project.

In the light of UEE, Sarva Shiksha Mission, Purba Medinipur likes to measure the internal efficiency of the education system of the Primary schools of the district through COHORT Study.

The present study report is based on a systematic field survey in Primary school level in our district. The findings of this study should be useful to the educationists, planners and policy makers to formulate future policy on primary level of education.

I am grateful to all the district level officials and personnel for providing immense support at every stage. I congratulate all the Circle Project Co-ordinators for kind support and assistance to the field surveyors to collect the field data. We thank all the teachers who helped to supply the required data in completing this research work.

I congratulate the district MIS Cell for constant support to analyze the data. The entire research work has been successfully managed by the District Research & Evaluation Cell. Last but not the least; I appreciate all the field surveyors for collection of data and supplying the same in time.

District Project Officer
Sarva Shiksha Mission
Purba Medinipur, Tamluk

ACKNOWLEDGEMENT

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List of Abbreviation

Abbreviation	Full Name
ADPO	Addl. District Project Officer
ASPD	Addl. State Project Director
AWP & B	Annual Work Plan & Budget
AWW	Anganwary Worker
C.M.	Community Mobilization
C.M.&AS	Community Mobilization & Alternative Schooling
C.P.	Cerebral Policy
CCE	Continuous Comprehensive Evaluation
CLRC	Circle Level Resource Centre
CPC	Circle Project Co-ordinator
CRC	Cluster Resource Centre
CWSN	Children with Special Need
DAT	Digonestic Acheivment Group
DBRT	District Book Review Team
DDPO	Dy. District Project Officer
DISE	District Information School Education
DLRO	District Level Resource Organisation
DPEP	District Primary Education Programme
DPO	District Project Officer
DPSC	District Primary School Council
DQMT	District Quality Management Team

Abbreviation	Full Name
DRF	District Research Fellow
DSPD	Dy. State Project Director
E.C.	Executive Committee
ECCE	Early Childhood Care and Education
GE	Girls' Education
GER	Gross Enrollment Rate
H.I.	Hearing Impaired
HP	Habitation Planning
IED	Integrated Education for Disabled
IEDC	Integrated Education for Disabled Children
ILIP	Integrated Learning Improvement Programme
KRP	Key Resource Persons
L.D.	Locomotor Disabled
M.R.	Mental Retardation
MFI	Micro Finance Institution
MIS	Management Information System
MTA	Mother Teacher Association
NIHH	National Institute of Hearing Handicapped
NIMH	National Institute of Mentally Handicapped
NIOH	National Institute of Orthopedically Handicapped
NIVH	National Institute of Visually Handicapped
P.E.	Primary Education
PBSSM	Paschim Banga Sarva Shiksha Mission

Abbreviation	Full Name
PMIS	Project Management Information System
R&S	Research & Studies
R.P.	Resource Persons
RCI	Rehabilitation Council of India
S.E.	Secondary Education
SAG	Social Action Groups
SCERT	State Council of Education Research & Training
SPD	State Project Director
SRG	State Resource Group
SRP	School Readiness Programme
SSM	Sarva Shiksha Mission
SWG	Sub-Divisional Working Group
TLE	Teaching Learning Equipments
TLM	Teaching Learning Materials
TSG	Technical Souport Group
UC	Utilisation Certificate
UEE	Universal Elementary Education
UPE	Universal Primary Education
V.I.	Visually Impaired
VEC	Village Education Committee
VRP	Volentary Resource Persons
WEC	Word Education Committee
CDR	Cohort Dropout Rate

Abbreviation	Full Name
CRF	Completion Rate in Four Years
CRR	Cohort Repetition Rate
CRT	Completion Rate
DCF	Data Capturing Format
DEEP	District Elementary Education Plan
DISE	District Information System For Education
DPEP	District Primary Education Programme
DRT	District Resource Team
ECR	Ever Completion Rate
ECR(5)	Ever Completion Rate in Five Years
MHRD	Ministry of Human Resource Development
MIS	Management Information System
NCERT	National Council of Educational Research and Training
NIEPA	National Institute of Educational Planning & Administration
PBRPSUS	Paschim Banga Rajya Prarambhik Shiksha Unnayan Sanstha
PBSSM	Paschim Banga Sarva Shiksha Mission
SC	Scheduled Caste
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
ST	Schedule Tribe
TCM	True Cohort Method
UEE	Universalisation of Elementary Education
UPE	Universalisation of Primary Education

TABLE - 13

Grade wise Cohort Transfer Scenario.

Sl. No.	Name of the Circle	Total Transition	Grade wise Transfer				Percentage of Grade Wise Transfer			
			T-I	T-II	T-III	T-IV	T-I	T-II	T-III	T-IV
1	Panskura-I	71	16	38	15	2	22.54	53.52	21.13	2.82
2	Panskura South	56	20	18	9	9	35.71	32.14	16.07	16.07
3	Panskura North	59	37	15	6	1	62.71	25.42	10.17	1.69
4	Moyna	106	17	51	32	6	16.04	48.11	30.19	5.66
5	Moyna West	103	13	49	37	4	12.62	47.57	35.92	3.88
6	Tamluk Rural	83	17	37	25	4	20.48	44.58	30.12	4.82
7	Tamluk North	254	70	80	26	78	27.56	31.50	10.24	30.71
8	Srirampur	151	70	54	13	14	46.36	35.76	8.61	9.27
9	Tamluk South	107	7	40	41	19	6.54	37.38	38.32	17.76
10	Narghat	223	95	77	43	8	42.60	34.53	19.28	3.59
11	Mahisadal West	167	69	45	46	7	41.32	26.95	27.54	4.19
12	Thekuachak	114	24	29	48	13	21.05	25.44	42.11	11.40
13	Kohaghat-I	108	25	46	23	14	23.15	42.59	21.30	12.96
14	Kohaghat	71	19	29	14	9	26.76	40.85	19.72	12.68
15	Contai New	45	7	23	11	4	15.56	51.11	24.44	8.89
16	Contai East	25	2	11	10	2	8.00	44.00	40.00	8.00
17	Contai North	37	18	10	7	2	48.65	27.03	18.92	5.41
18	Contai-III	81	25	38	16	2	30.86	46.91	19.75	2.47
19	Digha	117	8	55	48	6	6.84	47.01	41.03	5.13
20	Ramnagar	119	7	40	58	14	5.88	33.61	48.74	11.76
21	Khejuri	184	97	50	36	1	52.72	27.17	19.57	0.54
22	Mugberia-I	80	19	40	17	4	23.75	50.00	21.25	5.00
23	Mugberia	51	18	16	14	3	35.29	31.37	27.45	5.88
24	Picchabani	89	36	33	19	1	40.45	37.08	21.35	1.12
25	Khejuri South	54	29	18	6	1	53.70	33.33	11.11	1.85
26	Heria	64	8	39	15	2	12.50	60.94	23.44	3.13
27	Contai West	108	33	50	25	0	30.56	46.30	23.15	0.00
28	Contai-II	78	30	35	10	3	38.46	44.87	12.82	3.85
29	Nandigram South	148	90	26	23	9	60.81	17.57	15.54	6.08
30	Nandigram East	50	11	24	11	4	22.00	48.00	22.00	8.00
31	Nandigram West	135	14	68	40	13	10.37	50.37	29.63	9.63
32	Mahishadal North	100	51	26	12	11	51.00	26.00	12.00	11.00
33	Mahishadal East	192	42	93	45	12	21.88	48.44	23.44	6.25
34	Sutahata South	260	80	113	59	8	30.77	43.46	22.69	3.08
35	Sutahata North	148	90	26	23	9	60.81	17.57	15.54	6.08
36	Haldia	45	7	23	11	4	15.56	51.11	24.44	8.89
37	Egra West	53	7	35	11	0	13.21	66.04	20.75	0.00
38	Egra North	76	9	43	20	4	11.84	56.58	26.32	5.26
39	Bhagwanpur	42	3	27	10	2	7.14	64.29	23.81	4.76
40	Bhagwanpur-I	90	26	28	33	3	28.89	31.11	36.67	3.33
41	Patashpur South	62	2	33	21	6	3.23	53.23	33.87	9.68
42	Amarshi	77	4	47	18	8	5.19	61.04	23.38	10.39
43	Patashpur North	74	15	41	16	2	20.27	55.41	21.62	2.70
44	Egra East	80	26	30	19	5	32.50	37.50	23.75	6.25
45	Egra South	41	16	14	8	3	39.02	34.15	19.51	7.32
	DISTRICT TOTAL	4478	1329	1763	1050	336	29.68	39.37	23.45	7.50

Executive Summary

1. The present study was the cohort method for evaluation of admitted students in Class-I in 2006-07, which covers a total number of 3233 primary schools. The study was mainly based on the survey conducted in all primary schools, established at least before 2006-07 academic year in the district of Purba Medinipur. The schools established after 2006-07 were not considered. Hence successive four years were not available as the precondition of the study.

2. The present study addressed the need for measurable indicators and examines the trends of indicator of internal efficiency at primary level. The study proposes simple and apposite indicators, namely "completion rate in four years (CRF)." The CRF would also help out the education administrators in ranking schools / CLRCs / Block / Districts on the basis of internal efficiency. An empirical "True cohort study "in all 45 educational circles was undertaken covering a total of 3233 school and 77057 children belonging to the 2006 – 07 cohort.

3. The study was mainly based on the survey conducted in all 45 circles. 100 percent schools having primary sections were covered under the study.

4. The CRF is also associated with different factors. Differences in CRF were observed due to gender, caste in the schools. The low level of CRF is not encouraging for achieving universalization of elementary education. Therefore immediate requirement is to put serious efforts and concentration towards improvement of internal efficiency of school at primary level.

5. The lowest and highest dropouts were observed in Mugberia Circle (0.00%), Heria Circle (0.00%) and in Khejuri Circle (8.42%)

6. During the period of 4 years overall 25.69 percent children repeated in different grades for a single time or more than one time.

7. During the study period 5.81 percent children migrated from the schools where they were admitted after obtaining the transfer certificates. The trends of taking transfers were highest in Tamluk North Circle (15.14%) and lowest in Contai East Circle (1.76%).

Chapter-1

Introduction and background

<u>The Context:</u> - Universalization of elementary education is a constitutional provision and a national commitment of India. The political and national commitment to achieve the goal is enforced with the recent efforts to make education a fundamental right. Over the years efforts towards UEE were more highlighted on primary stage rather than upper primary stage, although, many programs were common for both the levels of education. Development in primary education Sector as well as expansion generates pressure on the upper primary level of education to expand. Therefore, focus of the policy intervention is gradually shifting towards upper primary education. Eight years of primary education in the country is envisaged in two phases: Junior stage covering a period of four years education and the senior stage covering a period of four years education and 8 years of compulsory education was vision and envisaged as one integrated unit though there were two stages in the cycle. Hence elementary education consisting of these two levels become the compulsory component of education in India and has been incorporated as a Directive Principle in the constitution in 1950.

Compulsory education acts and elementary education is seen in varying stages in different states.

In many states the primary level is of four years cycle while in other states it is of five years cycle. In West Bengal primary education is of four years cycle and upper primary education is also of four years cycle. The relevant age grouping in West Bengal for Primary level is 5+ to 8+ and 9+ to 13+ is for upper primary level.

According to the constitutional directive, the goal of providing free and compulsory education to all the children up to the age of 14 years should have been attained by 1961. This depicts the free and compulsory education up to 8th Standard, known as elementary education for the children in 6-14 years of age.

To fill the gaps in elementary education, the Government of India launched the Sarva Shiksha Abhiyan (SSA) in the year 2000 – 2001, a key programme through which goals of elementary education are going to be met. It is a significant step towards

providing elementary education to all children in the age group of 6-14 years by 2010. SSA is a time bound project / commitment of the central Government, in partner ship with the states, the local government and the community for achieving the goal of UEE. The SSA seeks to bring about convergence of the existing institutional effort for Elementary education at the state and district level. The SSA has a special focus on the educational needs of girls, SC;s and ST;s and other children in difficult circumstances.

There are 3233 Govt. Aided Schools scattered over 45 educational C.L.R.C.s in Purba Medinipur having primary Sections and serve the need of education of the children. Sarva shiksha Adhiyan provides all sorts of support towards ensuring access, enrolment, retention and quality education through these Schools. Several Studies were conducted to estimate the dropout rate survey at primary level but there has been no in depth study based on the follow up of a COHORT (I) children to assess their completion, retention and drop out rates.

Objectives of the study

This study has been contemplated as a base line study for all CLRCs in Purba Medinipur.

Children admitted in grade (I) in 2006 –07 have been taken up as initial cohort. The objectives of the present study have been formulated as follows.

Φ To estimate the completion rate over the four years of primary education cycle for 2006-07 grade children.

Φ To estimate cohort dropout and repetition rates, and

Φ To assess gender and social gaps in context of completion, dropout and repetition.

This study does not attempt to ascertain the learning outcome of those children who are able to successfully complete primary education cycle in four years.

Methodology

The proposed study will be based on a survey conducted in all Primary schools. A questionnaire was taken account of each child enrolled in the Academic Session 2006 – 2007 in Class-I and their movement through grade promotion of retention over a period of 5 years.

A) Specification of Study on School efficiency cohort study 2010 – at primary level.

B) Tools : Formats for collection of data in respect of study on school efficiency: cohort study 2010 at primary level of Purba Medinipur District 2010– 2011.

C) Target of population: 3233 selected primary school of 45 circles of Purba Medinipur District (2010 – 2011)

D) Sampling Design: Purba Medinipur district 4 – Sub Division – 25 Block – 45 circle 3233 Primary School.

E) Sampling size : 3233 Primary School.

Data Collection

i) The necessary data was collected from the Attendance Registers of the children enrolled in class I standard for academic session 2006 – 2007.

ii) The students' performance was recorded up to 2010-2011 for the necessary 4 years time needed for completing Primary Education.

iii) The data was collected on separate code for listing the student's sex and caste wise.

iv) At the CLRC level one Circle Resource Team (CRT) was constituted. The main function of the team was to train the field investigators in collecting relevant

information as per the developed DCF, coordinating the field activities at CLRC level, collecting and consolidating the primary data. The District Research and study Co-ordinators were responsible for preparing the overall activity plan subject to the prescribed time limit, organising training programme for the investigators at CLRC level with the assistance of Circle Project Co-ordinator.

v)   One District level Orientation programme was arranged to orient the CPC and Siksha Bandhus.

Following the above procedure, a common database was also developed at the DPO level for all the schools with proper identification and other codes required for the purpose of analysis.

Framework for Analysis

Present study examines the flow of children for a Cohort beginning their primary schooling 2006-2007 and each child is tracked to determine whether the child completes primary education in desired time period i.e. in four years or not. The analysis presented here is based on the assumption that no child was given a double promotion in a year. Efforts were also made to determine the grade at which the dropout, transfer and repetition took place. Once a repeater is identified he/she is followed up subsequently but for a maximum period of four years. This was necessary to keep the data collection within manageable limits. Moreover a repeater may take at least five years to complete primary education whereas our focus was to find out the number of children who complete primary education in four years.

Based on the above data, the number of children completing primary education in four years was determined. Definition of the different indicators derived from the data is as follows:

CRF (Completion Rate in Four years) :

In general, the completion rate for upper primary education is the ratio of children of grade (I) Cohort who actually complete their primary education to the total enrolment in grade (I) at the beginning of that Cohort. In particular the Completion Rate in Four Years (CRF) is the percentage of those who complete the four year course of primary education in four years and is computed as

CRF = <u>No. of children completing primary education in four years</u> x 100
          Total enrolment at the beginning of the grade (I)

Cohort Dropout Rate (CDR) :

One of the important indicators of internal efficiency is the dropout rate which can be computed grade wise as well as for the total of all children in a defined education cycle. Dropouts are those children who are neither promoted to the next grade nor are the repeaters.

The following procedures were adopted for estimating the dropout rate in this study from the data collected through DCF.

i)   All the dropout cases bearing specified codes were counted for each year.

ii)   All such cases were aggregated for the Cohort over schools.

iii)   For each grade, the dropouts were counted separately in the follow-on sessions. The overall Cohort Dropout Rate (CDR) was estimated by aggregating the entire dropout cases, which was designated as the initial cohort for the district in grade (I). The obtained ratio was multiplied by 100 to express in the form of percentage.

iv)   For finding out the distribution of dropouts from the Cohort 2006-2007 over the 4 years period. Thus, the following formula was used to find the percentage of dropouts after grade 'I'.

Dropout % after grade 'I'' = <u>   No. of dropouts after grade 'I'   </u> x 100
                           Total number of dropouts from the initial cohort

<u>Cohort Repetition Rate (CRR)</u> :

The proportion of cohort children enrolled in a given school year to the same cohort children who study in the same grade in the following school year is known as repetition rate for that particular grade. This indicator provides a measure of the extent of wastage due to repetition in a particular grade. In the present case the Cohort Repetition Rate (CRR) was worked out by dividing the total number of repeaters from the cohort over the 4 years period by the number of children enrolled in grade (I) in 2006-2007.

The Cohort Repetition Rate (CRR) was calculated in the following manner:

$$CRR = \frac{\text{No. of repeaters in total period of 4 years commencing from the academic session 2006-2007.}}{\text{Total number of children enrolled in the Cohort in academic session 2006-2007}} \times 100$$

Chapter – 2

School and Enrolment Profile

Enrolment Profile :

Universalization of primary education in India is generally discussed in term of enrolling and retaining all children belonging to the age group at 5+ to 9+ as primary classes are prom class I to class IV.

For the study data were collected from the 3233 nos. of Primary schools and established before 2006 – 07. From table – I it is revealed that in the year 2006 – 07 on an average 23.83 children were admitted in each school in grade (I). The entry rate per school was highest in Tamluk Rural Circle (41.29%) and lowest in Picchaboni Circle (15.05%). Gender wise distribution of grade (I).

Gender wise distribution of admitted student in class-I

49.57   50.43
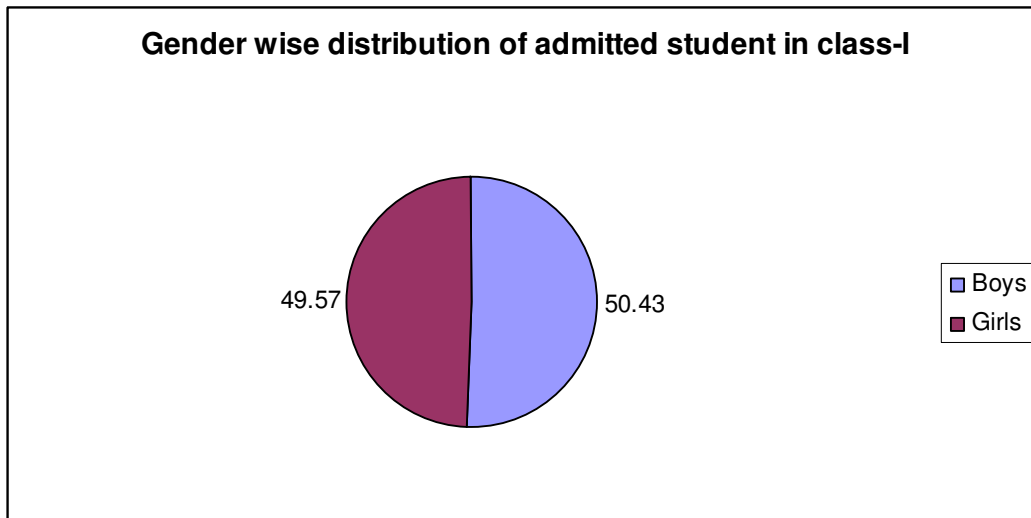
☐ Boys
☐ Girls

Gender wise distribution :

From the above table - 2 it is quite clear that the total enrolment covered under this study was a composition of 50.43% and 49.57% of boys and girls enrolment respectively. Girls' share to total enrolment was highest in Egra West Circle (53.19%) and was lowest in Khejuri South Circle (46.83%).
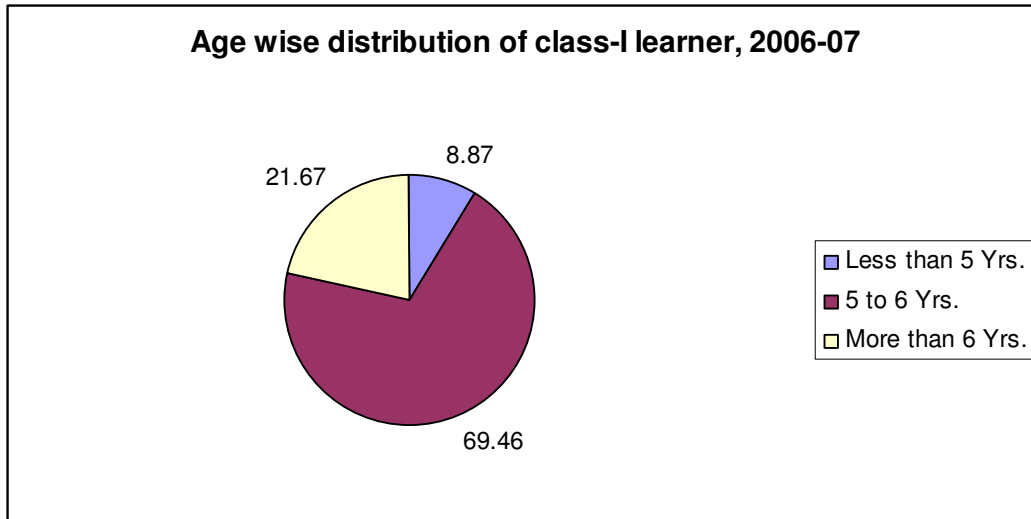
Social category of grade (I) learners in 2006 – 07.

In Purba Medinipur District the distribution of grade (I) learner by community group is that 16.26% of grade (I) children belonged to SC community, 0.63% to ST community, 18.42% to Muslim community and 64.69% to other community. SC enrolment to total enrolment was highest in Khejuri Circle (57.01%). ST enrolment to total enrolment was highest in Panskura North Circle (9.58%). Muslim enrolment to total enrolment was highest in Contai New Circle and Haldia Circle (36.64%).

Others' enrolment to total enrolment was highest in Contai North Circle (83.14%).

Admitted student of class-I per social category

16.26

0.63

18.42

64.69

- SC
- ST
- Muslim
- General
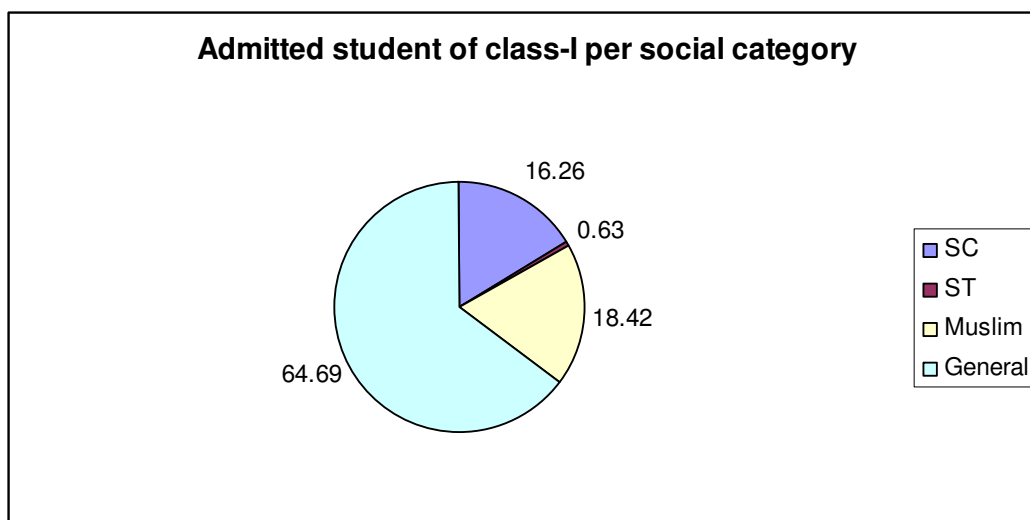
From table – 6 overall 8.87% children in grade – I were of less than 5 years age, 69.46% children in grade – I were of 5 to 6 years age and 21.67% children in grade – I were of More than 6 years age.

Age wise distribution of class-I learner, 2006-07

8.87

21.67

69.46

Less than 5 Yrs.

5 to 6 Yrs.

More than 6 Yrs.

The school is an open ended unit and children often move from one school to another due to different reasons.

From table – 7 it is evident that during the four years' study period, on an average of 5.81 percent children took transfer from the school after collecting transfer certificates from the concerned school. The percentage of transfer was highest in Tamluk North Circle (15.41%) and lowest in Contai East Circle (1.76%).

Chapter – 3

Completion Rate

Theoretically, CRF must attain the maximum value of 100. However in reality the value is far less due to grade repetition and dropouts.

For achieving Universal Primary Education, all the children entering in grade (1) in a particular year should be able to complete primary education in four years. In West Bengal primary cycle runs from (I) to (IV) with no detention Policy.

Over all Performance level :

The holding Power of education System in Purba Medinipur at primary level was about 92.05 Percent in Schools.

However all the children are not retained in the school for four years and if retained could not complete Primary education cycle within the stipulated time period i.e. in four years?

Table- 8 reveals that though over all 92.05 Percent of children are retained for four years in school but only 66.36 Percent of children could complete primary level successfully in four years time period.

The average value of CRF for 45 circles was 66.36 percent and varies from 86.64 % in Bhagwanpur Circle to 39.36% in Narghat Circle. Gender differences in CRF was also marked- the Boys were having slight lower CRF (48.76%) as compared to Girls (51.24%).

Chapter-4

Repetition

The account of repeaters for four years- Grade repetitions are the outcome of several factors, like – admission at under and over age, over crowded classrooms, poor attendance rate, poor learning achievement etc. The repeaters continue to remain in the system till they are dropped out or successfully complete their primary education cycle, some repeaters may even repeat for more than one year in same or different grades. There are mainly two factors that affect the school efficiency. The first is when a child leaves the educational system without completing a specific cycle of education and second is due to under achievement of the expected competencies and skills even after the child is referred to next grade.

Overall Cohort Repetition Rate:-

Overall 25.69 percent children admitted in Grade (I) repeated at least once in four years study period. The Cohort Repetition Rate (CRR) was found highest in Mugberia Circle (50.12%) and lowest in Ramnagar Circle (0.72%)

Cohort Repetition Rate was lower among Girls compared to boys.

Cohort Repetition Rate

25.69

74.31

- CRF
- Non Repeter
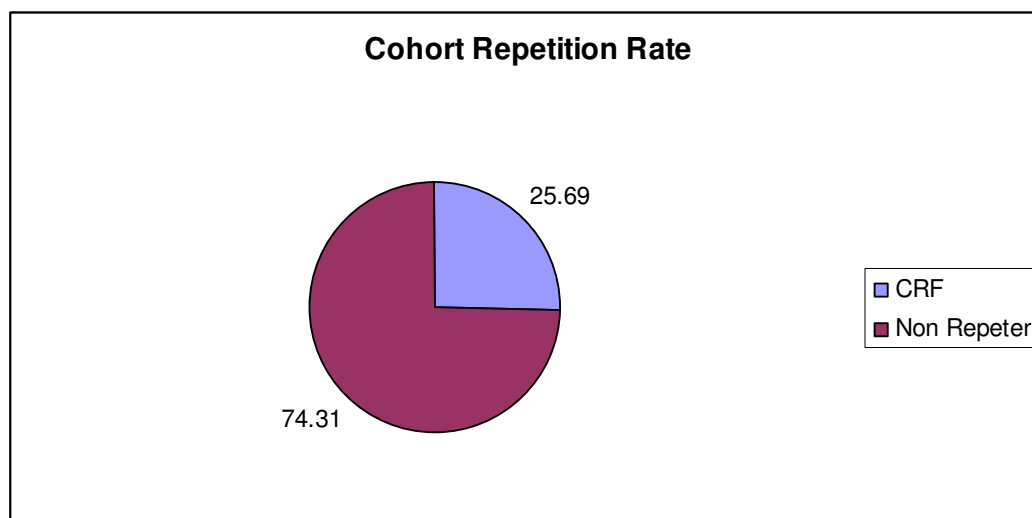
Chapter – 5

Dropout

Dropout rate of students of Primary level of education is still high and it continues to be major problem of Purba Medinipur District. At the Purba Medinipur District 2.14% dropped out from the system before completing the Primary level of education. It is generally believed that dropout is high among children coming from the poor household with illiterate parents. However, it does not imply that poverty and illiteracy among parents are the only reasons for dropout. Many micro level studies suggested reasons for dropout. It can be broadly classified into economic, social, educational, school related and household related reasons.

Table – 10, overall cohort dropout rate in Purba Medinipur at Primary level is 2.14% and it varies from Khejuri Circle (8.42%) to Mugberia and Heria Circle (0.00%). It also reveals that average dropout rate among boys was higher compared to girls. Average dropout rate among boys was (57.38%) and (42.62%) among girls. Similarly dropout among girls was highest in Moyna West Circle (1000.00%) and lowest in Heria and Mahisadal North Circle (0.00%).

Chapter – 6

<u>Concluding Observations</u>

West Bengal was covered under DPEP in the year 1997 – 98, under SSA in the year 2001-02 and Purba Medinipur District was covered under SSA in the year 2002. The DPEP began with five districts and after that covered another five districts. DPEP is also known for pioneering work in implementing sustainable reforms including a strong monitoring system, which provides valuable indicators on school characteristics, project performance and evaluation. The perusal of key issues in Indian education system brings to front the inefficient nature of elementary education in terms of internal and external deficiency. The present study addresses the theoretical concepts of measuring internal efficiency as well as presents an analytical framework for assessing the internal efficiency.

Various methods and indicators are used to estimate the internal efficiency. This study proposes one simple and most appropriate indicator of school effectiveness, namely the "Completion Rate of Primary Education in Four Years (CRF)", as suggested by many educational administrators, researchers and development planners. Ideally, for achieving UEE, CRF at both primary and upper primary level should not only attain a value of 100 or near about 100 but also continue the same level for years to come. However, in actual practice the value could be extremely low due to school level inefficiencies associated with dropout and retention in different grades.

An empirical study based on school records for four years for the COHORT beginning grade (I) in 2006 – 07 was designed and implemented using a DCF covering all the schools having primary sections and established before 2006 – 07 in all the 45 educational circles of the Purba Medinipur Districts. A total of 3233 schools and 77057 learners were covered by this study.

Grade (I) intake is a function of number of children completing their primary education level successfully. The average number of children admitted in grade (I) per school was 23.83.

Among the different social categories of admitted students (in class – I) the share of scheduled tribes (ST) in total enrolment is remarkably less (0.63%) compared to general (64.69%), SC (16.26%) and Muslim (18.42%) categories.

Distribution of 100% admited studentsin class-I
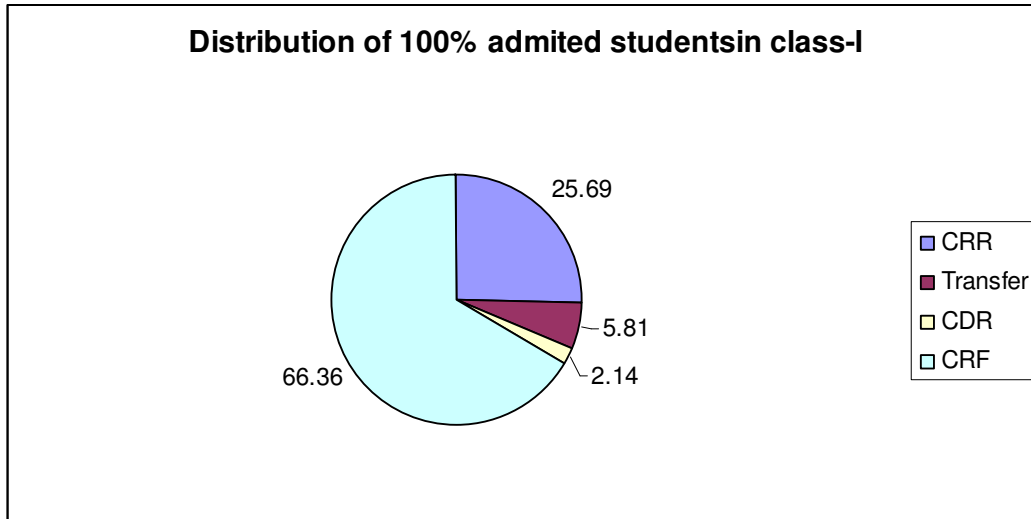
In a nutshell, among 100% admitted students in class – I (during 2006 – 07) 66.36% students completed primary education in four years 2.14% dropout, 5.81% migrated from the school and the rest 25.69% student are exclusively retained in the primary school as repeaters with out achieving the proper CRF.

Three indicators were used for the analysis of Cohort data. First, the holding capacity of the educational system for four years; second, the extent to which children reached grade (IV) in four years and finally, what proportion of children completed primary education in four years. Overall, 92.05 percent of grade (I) children from 2006–07 Cohort were retained for four years. Thus 7.95 percent children either dropped out or migrated in four years from various grades (Drop out – 2.14% Migration – 5.81%). The highest and lowest dropouts were observed in Khejuri Circle (8.42%) and Mugberia and Heria Circle (0.00%) respectively. The second important thing is that all the children who stayed in the school for four or more years do not pass the final grade examination. Out of all the children retained in the school for four years as many as 66.36 percent could only reach grade (IV) in four years. The persistence of high repetition rates across all the circles is a matter of great worry and may raise question mark on the success of SSM in improving retention and completion in coming future. The third aspect relates to the completion rate. Not all the children reaching grade (IV) in four years pass the final examination successfully. Only 66.36 percent children reached grade (IV) in desired time i.e. in four

years. The poor performance in the final examination is also a matter of great concern. There was no gender difference in terms of CRF. The present level of CRF (66.36%) is not adequate to achieve the target of UEE within the predefined period. Therefore, serious efforts are immediately required to improve the internal efficiency of the school system. The study also helps to classify the schools based on their CRF value which would surely help the administrators to develop a time bound action plan for addressing the problems of low performing schools.

The analysis of dropout rate showed that (i) dropout among girls was lower than that of boys; (ii) schools located in the rural areas showed higher dropout rates as compared to school located in the urban area; and (iii) the incidence of dropouts are lower in higher grades and higher in lower grades.
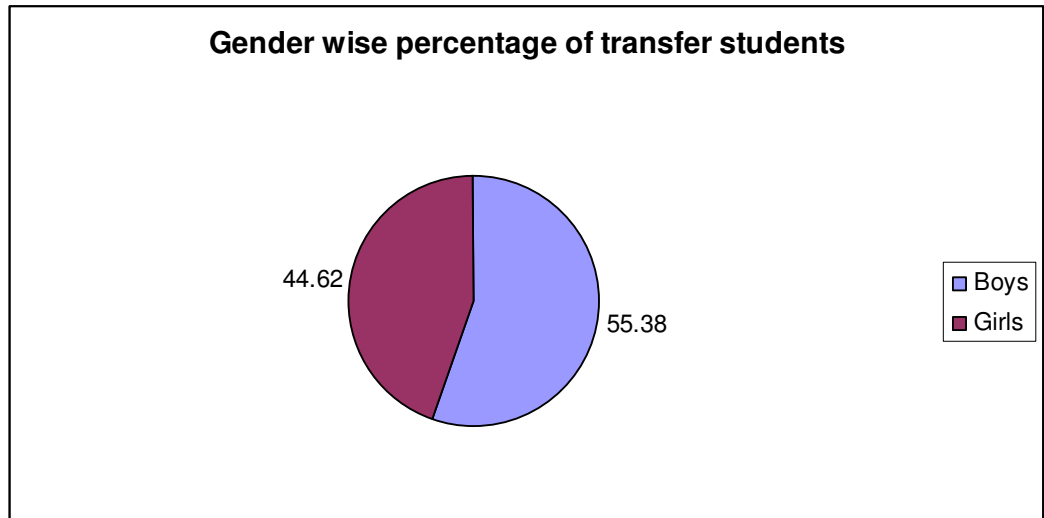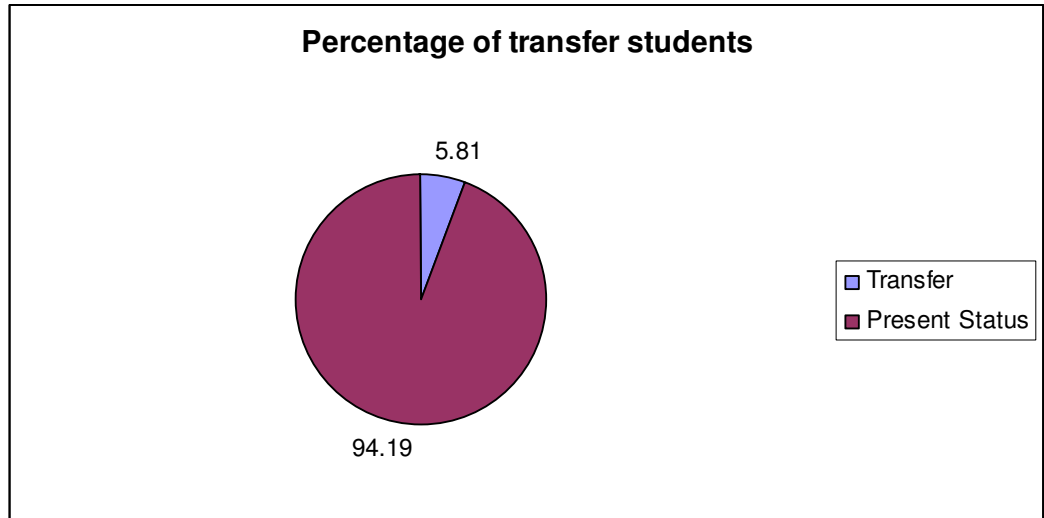
Exposed that the dropout rates were higher in lower grades and lower in higher grades. 47.34 present children dropped out from grade (I), whereas only 7.26 percent children dropped out from grade (IV). 28.93 percent and 16.46 percent children dropped out from grade (II) and grade (III) respectively.

During the four yours period, about 25.69% percent children had repeated at least once. Repetition is exclusively a school related phenomenon. The school teachers should be able to identify the potential repeaters and undertake remedial teaching so that the malaise of high repetition rates can be effectively controlled.

Exposed that the repetition rates, were higher in lower grades and lower in higher grades. 57.57 percent children repeater from grade (I), whereas only 11.24 percent children repeater from grade (IV). 17.83 percent and 13.37 percent children repeater from grade (II) and grade (III) respectively.
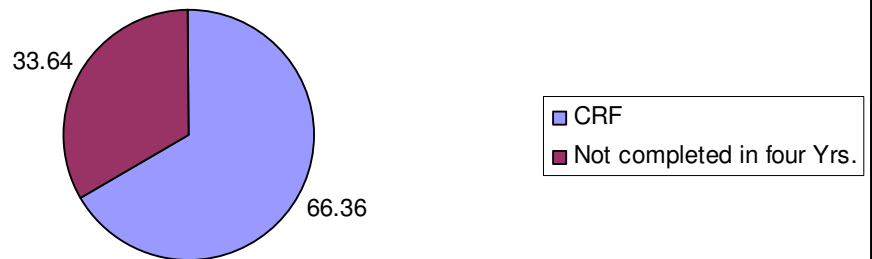
During the study period 5.81 percent children migrated from the school where they admitted, after obtaining the transfer certificate. The trend of taking transfers was highest in Tamluk North Circle (15.41%) and lowest in Contai east Circle (1.76%).

From table-I3 we see that 39.37 percent children transferred from grade (II) and 7.50 percent children transferred from grade (IV). 29.68 percent and 23.45 percent children transferred from grade (I) and grade (III) respectively.

Percentage of transfer students

5.81

94.19

Legend:
- Transfer
- Present Status

Gender wise percentage of transfer students
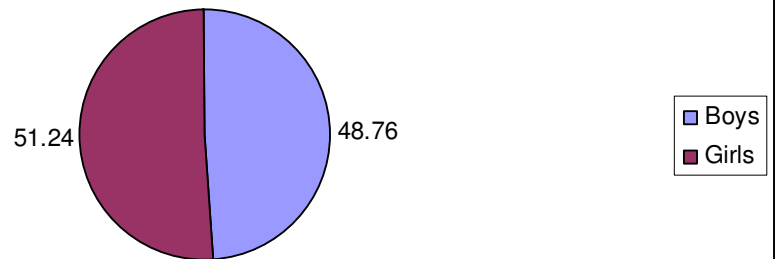
44.62

55.38

Legend:
- Boys
- Girls

This picture shows that 5.81 percent children are transferred. Total transfer children's 55.38% children are boys and 44.62% children are girls.
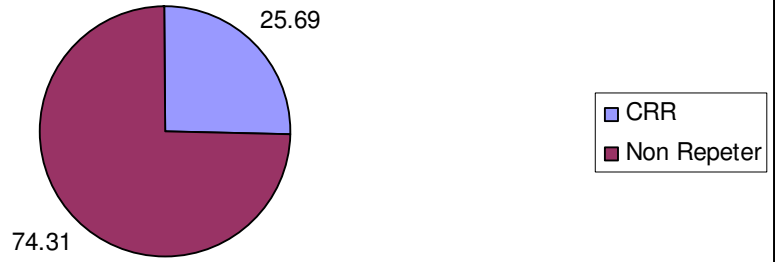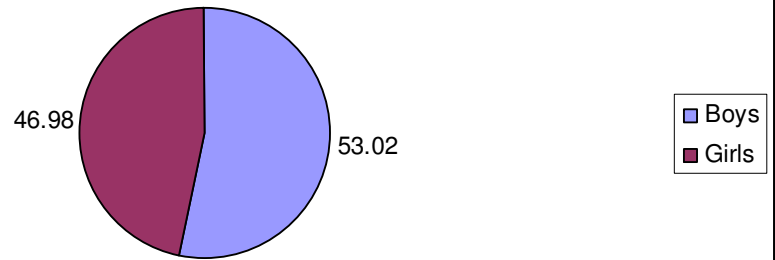
Completion Rate in Four Yrs.
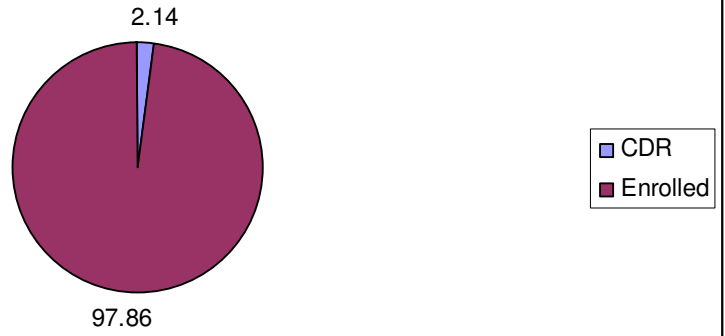
33.64

66.36

- CRF
- Not completed in four Yrs.

Gender wise completion Rate in Four Yrs.

51.24

48.76

- Boys
- Girls

Cohort Repetition Rate

25.69

74.31

CRR
Non Repeter

Gender wise Cohort Repetition Rate

46.98

53.02

Boys
Girls

Cohort Dropout Rate

2.14

97.86

CDR
Enrolled

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Gender wise Cohort Dropout Rate

42.62

57.38

Boys
Girls
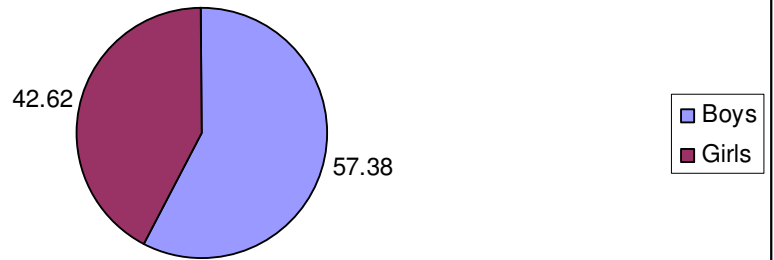
Grade wise Cohort Dropout Scenario

7.26
16.46
47.34
28.93

D- V
D- VI
D- VII
D- VIII
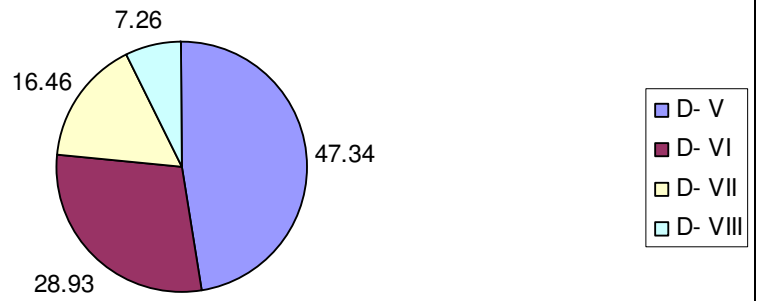
Grade wise Cohort Repetition Scenario

11.24
13.37
57.57
17.83

R- V
R- VI
R- VII
R- VIII

Grade wise Cohort Transfer Scenario

7.5

29.68

23.45

39.37

T- V
T- VI
T- VII
T- VIII
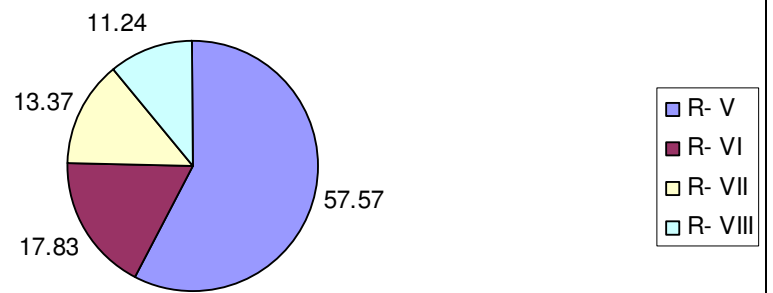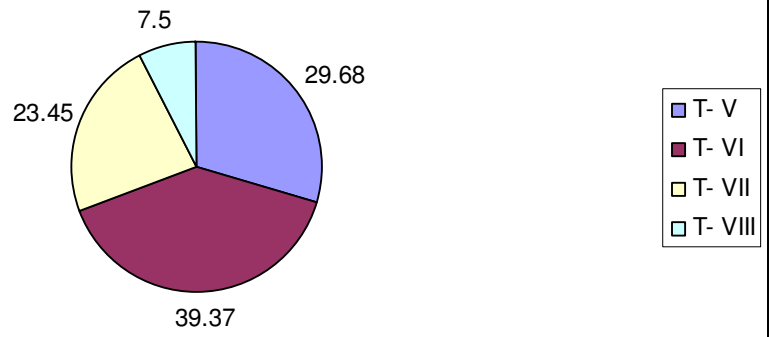
SARVA SHIKSHA MISSION, PURBA MEDINIPUR, TAMLUK

COHORT STUDY - 2008 (PRIMARY)

Sub-Division wise

Sl. No.	Name of Sub-Division	Total no. of School	Total no. of pupils			Total	Total S.C.	Total S.T.	Total Muslim	Total Others	Dropout			Repetation			Transferred		
			Total	Male	Female		S.C.	S.T.	Muslim	Others	Total	Male	Female	Total	Male	Female	Total	Male	Female
1	Tamluk	1070	32270	16306	15964	32270	4490	292	6582	20906	823	459	364	6698	3472	3226	1734	913	821
2	Contai	974	21088	10884	10204	21088	4479	103	2175	14331	501	276	225	6511	3414	3097	1369	763	606
3	Haldia	548	18236	9164	9072	18236	3558	53	5140	9485	586	362	224	4635	2452	2183	1410	756	654
4	Egra	625	16299	8063	8236	16299	2667	133	2361	11138	331	176	155	3212	1641	1571	849	468	381
	District Total	3217	87893	44417	43476	87893	15194	581	16258	55860	2241	1273	968	21056	10979	10077	5362	2900	2462