



RELEVANCE OF EDUCATION AND DROPOUT AMONG TRIBAL STUDENTS IN MAYURBHANJ DISTRICT OF ODISHA

Digimani Soren

*Research Scholar PG Department of Psychology (CAS) Utkal University, Vanivihar
Bhubaneswar, Odisha, India*

Abstract

This article tries to highlight the dropout rate of primary education of Odisha. The main essence of the article is to explore the situation of dropout of primary education. There are several programs and policies to reduce the dropout, out of the school children and so on but still there are several issues that are left behind. Educational budget has also increased but still the economic status, family back ground, access and equity, quality degeneration, lack of school community relationship, public – private dichotomy are some of the reasons behind dropout with different plans and policies like Right to Education (RTE), Education for All (EFA), Sarva Shishya Abhijan (SSA) OPEPA, Tribal Welfare Dept. Odisha, SCSTRTI, Odisha etc. It also include Education parameter at district level are discussed and analyzed to track the attention of researchers, policy makers, administrators, and educationist for achieving the target of SSA in the State as well as Mayurbhanj district. The unreached, marginalized, socially excluded groups, adequate resources, linguistic problem are among the dropout. So the ways out are also provided within this article which will be helpful for the education actors. The major reasons influencing school dropouts were found to be household work, lack of parental guidance in studies, socio economic condition of the family, punishment by the teachers etc are main source of dropout children primary school level.

Key Words: - Dropout rate, primary education, socio-economic status, linguistic, Right to Education,



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Introduction

Education is the doorway to the wider world and an exposition on rural infrastructures is incomplete without an assessment of the extent to which we have been able to open this door for the children of rural India. The constitution of India was framed in 1950 with an objective to guarantee social, political and economic justice to all irrespective of caste, creed and religion. It was planned that the backward sections of the Indian population i.e. Scheduled

Castes and Schedule Tribe and other backward classes must be provided opportunity in education to develop critical thinking and self determination and contribute to the progress of the country. These promises laid the foundation for the attempt of universalization and contribute to the progress of the country. During that period a great deal of expansion in education facilities was achieved. However universalization was still a distance dream. In 1950, target was set to universalise primary education among the entire eligible category of children within the age group of 6-14 years of age within a span of 10 years. In April 2010, universal, free and compulsory education was stated as would receive free and compulsory education. India is considered as the 135th country impeding free and compulsory education within the age group of six to fourteen years.

Education is the most important instrument for human resource development and has a great significance. One cannot imagine education without schools as it plays a major role in moulding the basic ideas, habits and attitudes of the children, with a view to producing well balanced individuals. Education is widely accepted as the essential tool for the attainment of the developmental goals and leads to political consciousness, awareness of rights and duties among the people of a nation and it is the most important instrument for human resource development and has a great significance in the context of developing countries. Education is the key that opens the door of life. It plays a pivotal role in social change and it brings improvements in human life, an upward mobility in social status, radical transformation in outlook and perception. Schools provide not only education to the children but also keep them away from the social evils. The main problem in schools is the problem of stagnation and drop out phenomena.

From a historical lens, Schedule Tribes are seen as the original inhabitants or the 'indigenous people's of India-here the translation into Adivasi (Adi-earliest time, Vasi-resident of). But the Indian state rejects the term indigenous people as it considers it divisive, undermining the unity of the Indian nation. (Ghurye quoted in Chopra 1988. For this reason this paper refrains from using the term Adivasi common to hear of Scheduled Tribe issues being conflated with those of the schedule castes. This is a misnomer as the reasons for exclusion of tribals are very different than that of the latter. Tribals do not strictly fall within the Hindu caste hierarchy and therefore do not face ritually endorsed exclusion, say in the form of untouchability, also do the schedule castes. Instead, they face exclusion largely because of their physical isolation in remote parts of the country. Also, unlike the Scheduled Castes, tribal communities have traditionally owned at least subsistence land and have had some agriculture to fall back upon. It is now with the state taking ownership of most forests

and with industries (particularly mineral based ones) gradually spreading to tribal areas that STs find themselves increasingly alienated from their land and economic livelihoods.

The 11th Five year plan (2007-12) of the Government of India too is structured around a vision of “faster more broad based and inclusive growth” and bridging divides between the rich and the poor, between urban and rural areas, between different regions and groups that have hitherto been excluded socially such as Schedule Castes (SCs), Scheduled Tribes (STs) and women. However, the state of Odisha is peculiar in the high share of SCs and STs in its population. According to the 2011 census, STs comprise 22.84 percent of the state population. Further, about 45 percent of Odisha is classified as Scheduled Area under Schedule of the constitution, which identifies special privileges for which identifies special privileges for those areas where the majority of the population belong to Scheduled Tribes. Given the high share of tribals in the states population, a focus on tribal development has always been high on Odisha’s policy agenda. But at late, tribal concerns have come to occupy a prime place in policy thinking within the state. This is driven by the fact that odisha’s current source of growth i.e. mineral resources lie predominantly in areas where the tribal’s reside, setting p mineral based industries in these pockets has therefore resulted in large scale displacement of tribal from their traditional land with accompanying problems of resettlement and rehabilitation. Thus has fuelled resentment against the government, with several analysts calling such alienation the predominant cause of tribal against and their joining anti-state groups including the naxalites . Not surprisingly, calls for identifying the process that result in tribal deprivation have gained salience in recent years.

The growing awareness regarding education makes many families value their children’s education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children’s future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of attitude in tribal communities so as to estimate the success of awareness programmes and endeavors with regard to “Sarva Sikhsha Abhiyan” or universal elementary education.

Review of Literature

Review of related literature is pre-requisite to actual planning of any scientific research. It allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research.

A case study on the school dropout schedule tribes students of Wayanad District, Kerala was made by Jobin Joy and M.Srihari (ISSN-2014) who found that the major reason

coined out for the increased dropout rate is the lack of awareness on the value of education among the scheduled tribes. From this situation, it is obvious to implement effective awareness and motivation programmes for the tribal people to acknowledge the value of education with the advent and pervasiveness of information communication technology (ICT) the Internet has been widely accepted as an important tool in life and education in recent decades.

Pattanayak, Mauleena Bera. Gyanodaya (2013) in their article found that “the educational awareness among tribal parents in the Saloboni Block of Jangal Mahal”,¹ the Bhungi tribe are more aware about education than Santhal and Mahali. Several Socio-economic and living conditions factors those are directly and indirectly responsible for the socio-economic and educational backwardness or the tribal in this region are poverty, lack of knowledge about Govt. scheme, lack of tribal teacher, lack of educational instruction in their mother tongue etc. But the firm determination and dedication of the teachers, government and community can give sight to the educationally impaired, backward tribal children and empower the tribal to look at their problem in civil societies.

Sedwal, M and Kumat, S(2008). focused on issues related to Scheduled castes and schedule tribes-groups which are recognized for affirmative action within the constitution of India.

Abdulraheem, A(2011). explained that education as an important parameter for any inclusive growth in an economy and the policies have to focus on inclusive rather than divisive growth strategies.

According to narmadeswar Prasad (1991). who found that the tribes men desire an education which may enables them to fit in to the modern world. Most of the students are dropping their education because of lack of suitability of present education with the tribal culture. The author suggested that the tribe’s men should concentrate, more on skilled occupation. Another important suggestion was for the setting up of special schools for them where adequate attention for them is ensured.

Burman (1996). has given the figures relating to tribal literacy and has revealed the then existing state of affairs in the field of education with regard to literacy. The author found out that inadequate use of tribal language always leads them to make a wrong view about tribal education. Difficulty in the use of tribal languages will force the students to drop their course at very stage of their education.

Objectives of the Study

1. To find out the causes of Drop-out among Tribal students in Odisha.

2. To document the policies and programmes initiated by the Government to improve the educational attainments of Tribal students.
3. To study the parental objective in educating the respondents.

Rational Of the Study

Odisha the land of many tribes, is stills backed as underdeveloped so as to the tribal education is concerned. A verity of issues and concerns need to be stated without redressal of these concerned and issues the planned strategies and invention will never work. However, in order to develop and raise their level of aspiration, adequate educational opportunities are to be provided so that the tribal people of Mayurbhanj district get motivated to participate in the mainstream of Education and also ultimately. As per census 2011, the total literacy rate of Mayurbhanj district is 63.17 whereas the state literacy is 73.45. In comparison to Tribal literacy it is only 53.1 to the state tribal literacy i.e. 52.2. The cause of low literacy should be studied systematically.

Methodology

Qualitative case study article was conducted in status of tribal population in Odisha, district of Mayurbhanj tribal people and their relevance of education and dropout among tribal students, two block school of Mayurbhanj District mainly scheduled tribes 20 students.

Discussion

The research studies 20 tribal children who are recent drop outs from the district and their class division ranges from 1 to 10. They belong to the traditional tribal community, Mayurbhanj (Odisha). The questions were asked to both the parents of the dropout children and their teachers. They indicate some reasonable issues that lead to the early drop out.

Most of the dropped out children are living with their family. As per the study signifies, majority of their parents do not have proper education and they are early dropouts. The reasons for their dropout were objected to poverty and unemployment. But now the situations changed a lot. The parents of the dropped out assert that poverty and finance are no more the issues for their children's drop out. The parents are aware that the projects and plan that are being implemented for the benefit of tribal uplift. As far as the parents are concerned, the reasons for the dropping out are purely related to individual attitude on education.

Reasons for Drop out among tribal students

Tribal concepts of pleasure

Tribals are giving more importance for their pleasure such as dance, music, and other types of entertainments prevalent in the society.

Existence of ethnic stereotypes

Stereotyping is a natural and inevitable. It helps us to organize life. But such typing turns in to prejudice or stereo types when based on little facts and it is used as a mechanism to establish the myth of racial or cultural superiority.

Low Socio-economic status:

Tribals enjoy low socio-economic status. Miller (1988) has identified four major classes of variables such as cognitive variables, physical variables and motivational variables where disadvantaged learners show poor performance as compared with the advantaged groups.

Tribal concept of learning

In most of the tribal cultures learning is an active pleasurable event mostly carried on among peers. But the existing system of education does not take into account their learning style.

Linguist Problems

The tribal children is faced in linguistic problems because they cannot understand others language.

Problem of Learning English:- Tribals need for English is great, they face problems in learning then their non tribal counterparts. For tribals their typical use of regional languages interferes with English. For them English are 5th and 6th language.

Problem in Read

Tribals have long oral tradition. Their culture is oral, their history, myths and traditions are orally handed down from generation to generation. Most of the language does not have scripts of their own, their oral tradition still continues to exist.

Academic and administrative problem

Even though the number of performances for the upliftment of tribal education is many, the percentage of people receiving these benefits is very less. Administrative authorities are always showing very neutral attitude towards the education of the tribals.

Psychological Problems

Financial problems of the tribals always make the tribals in a very depressed condition. They have lots of wants and but the means to satisfying them is very less. It leads to many psychological issues.

Attitude of the parents

As education does not yield any immediate economic return, the tribal parents prefer to engage their children in emulative employment which supplements the family income.

Teacher Related problem

In the remote tribal areas, the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.

Health Problem and Existing health care facilities

Lack of health awareness and healthy habits causes' regular health problem for the tribal children Traditional health facilities also restrict them from good health.

The location Schools from the village

The physical barriers create a hindrance for the children of a tribal village to attend the school in a neighboring village.

Lack of proper monitoring

Proper monitoring hindered by poor coordination between the Tribal Welfare Department and School Education Department.

Literacy trends of tribes in Odisha and Mayurbhanj

The literacy of Odisha, as per 2011 census is 73.45 with rural 70.78 and urban 86.45 the male literacy is 82.40 (rural 80.41 & urban 91.83) and female literacy is 64.36 (rural 61.10 and urban 80.70) but the literacy rate of STs is only 52.2 with a disparity of 21.25 which is a large one. This indicates that tribal of Odisha are in deep lay behind in educational states and it is also very serious in case of Mayurbhanj district. It is only indicated that the improvement was made in the tribal literacy from 14.18 in 1961 to 63.17 in 2011. But still it is far behind the target. Details of tribal literacy of the state and Mayurbhanj district, from 1961 to 2011 has been given in the table – I.

Table -1 Literacy rate of all Social Groups and ST Population (1961-2011), Literacy of ST in Odisha Literacy of ST in Mayurbhanj.

Year	% of Literacy		Tribal Disp.	Literacy of ST in Mayurbhanj		
	Total	Tribal		Total	Tribal	Variation
1961	21.66	7.36	14.30	14.18	7.10	7.08
1971	26.18	9.46	16.72	18.05	9.63	8.42
1981	34.23	13.96	20.27	25.71	14.50	11.21
1991	49.09	22.31	26.78	37.88	24.10	13.78
2001	63.08	37.37	25.71	51.91	38.80	13.11
2011	73.45	52.2	21.25	63.17	53.1	10.07

The tribal literacy rate of Mayurbhanj district is 63.17% out of which tribal literacy is 53.1. There are 2941 primary schools, 795 middle schools, 442 secondary schools and 98 general college (Govt. and Aiested). The schooling facility of the District shows that 7.43% of population are out of primary schooling facility.

Table – 2 Primary Level Schooling Facility

District / State	Total No. of Habitations	Habitations covered by primary school	Habitations without primary schools	% of habitation without primary school
Mayurbhanj	6621	6129	492	7.43
Odisha	88520	82844	5676	6.41

Source – OPEPA, School Mapping 2010.

Dropout rate at Primary Level

Dropout is the main problem of education. The dropout rate of Odisha and Mayurbhanj is described in table-3.

Table – 3 Dropout rate at Primary Level

District/ State	All Community			ST		
	Boys	Girls	Total	Boy	Girls	Total
Mayurbhanj	2.66	2.63	2.64	4.61	9.16	4.77
Odisha	2.36	2.86	2.60	4.12	5.35	4.85

Source – OPEPA, DISE – 10-11

The above table shows that though the dropout rate of Odisha is 2.66 but it 2.64 in case of Mayurbhanj. In case of dropout of scheduled tribe while Odisha is 4.58 but it is 4.77 in case of the above said district. The dropout rate among the girls is high in both of the cases.

Conclusion

Most of the developing countries have rapidly increasing population with a high proportion of children. The Literary rates for tribals are much lower than those recorded for other groups. Moreover, a significantly large proportion of tribal children dropout of school at the primary or secondary level. Poor quality of education too is an issue as reflected in poorer learning outcomes. Special Education, and other federal programs have had a limited success in improving the education of Indian children. The Right to Education (RTE) Act can be a huge opportunity for pushing agenda of tribal education across the state. However, given that the RTE is relatively new, donor agencies can play a critical role vis-à-vis providing technical support to the government to implement the RTE. Education can not be made inclusive with the promise of multi-lingual education alone. That promise needs to be monitored by monitoring teachers performance on how they are able to deliver their lessons. Donor agencies can play an important role in promoting a state alliance for social audits for education. Community-based institutions could be trained in social audit mechanisms with a goal ultimately to establish a cadre of social jurists for education within communities.

Therefore, more attempts or programmes should be brought forward to solve the problems of these children's education. It must be tackled at parental level. A social awareness has to be created to induce parents to sustain their children's interest, attitude and level of aspiration to good jobs and higher education.

Many time questions are raised but whether the pattern of development so far adopted are in accordance with the tribal people, their cultural need and livelihood requirements ? State has recognized the importance of tribal language in the education and development processes of these people. The state needs to understand the linkages between the development activities, livelihood requirements and natural resource base of these regions. Perhaps these processes have started and need to be strengthened in coming days if adequate resource are converged into the development processes of these districts.

References

- Joy, Jobin and Srihari, M (2014). *A case study on the school dropout scheduled tribal students of Wayanad District: Kerala.*
- E² Chandrashekar, and N.A., Dinesh (2015). *Parents Attitude and perception towards primary Education in Rural Karnataka.*
- Pattanayak, Gyanadaya. Mauleena Bera (2013). *A study of Educational Awareness among tribal parents in the Salbone Block of Jangal Mahal.*
- Behera, Kumar Amulya (2015). *Primary Education among Tribal people Mayurbhanj District of Odisha.*
- Sharma, Prerna (2015). *Assessment of Awareness Levels of parents. A Multivariate Approach.*
- 6.Mohammed, Ajims, P. & A, Haseena V (2014) *scope of education and dropout among tribal students in Kerala- A study of scheduled Tribes in Attapady.*
- Sahoo, Kumar Laxman (2011) *Socio Economic Profile of Tribal populations in Mayurbhanj and Keonjhar Districts.*
- Mujiaba, Afa Dul and Siddiqui, Mohd Abid *A study of Dropout rate in primary Schools of Poonch district of Jamu and Kashmir.*
- Census of India (2001). *The Registrar, General and Census commissioner, Ministry of Home Affairs, Government of India.*
- Demographic status of scheduled Tribe population of India.*
- Demographic status of Scheduled Tribe population of Mayurbhanj district in Odisha.*
- Education for All towards quality with equity India by National University of Educational Planning and Administration, New Delhi (2014).*
- Sujatha, K. (2002) *Education among scheduled Tribes in Gobinda, R. (ed), India. Education Report: A profile of Basic Education, New Delhi ; Oxford University press.*
- Planning commission Report, India Vision 2020, Government of India (2002).*