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An Overview of Dropout Students from Tribal People in West Bengal

It's Background and Probable Solution

Rajib Roson Ghosal

M. Ed , WBUTTEPA

Abstract

In this paper of mine I have tried to address and find out problems and their probable solutions which are associated with the ever decreasing rate of and percentage of dropouts of tribal students from higher education. In this paper of mine I would like to particularly focus on the state of West Bengal. According to the Annual Report of the Ministry of Tribal Affairs of Government of India, Educational Statistic from Ministry of Human Resources Department (MHRD) and current report of Tribal Educational Department. The gross enrolment rate of tribal people in the year of 2015-16 was 103.4 in class 8th , 74.5 was in class 10th and 43% was in class 12th where as the rate of the dropouts of the students in the same year was 6.93% in primary level, 8.59 in upper primary and 24.68% in secondary level. In view of the above mention data we can clearly understand that a large numbers of tribal students are leaving their studies at a huge number in higher education. In this context I am trying to find out what for the tribal people are getting disinterested to enroll themselves in higher education day by day and also I am trying to shot out a solution to overcome these hardships in the way to their education.

Key word: Schedule Tribe, Dropouts, GER, Socio-economic.

Introduction: The tribal people become successful to leave an indelible and tangible impression of our state West Bengal by their individual activities and effort in the international domain. Their individuality and uniqueness from the rest of the world brings them or as an exceptional kind of entity of your society like wise if keep them off from the modern society as a consequence to this. They are unable to keep pace with the modern social development and progress. In this place our matter of discussion and importance is education. We all of us are aware to this fact that, Education is the soul parameters to the socio-economic, socio-psychic and overall development and progress of society. In this world of 21st century education is a indispensable thing of necessity to keep pace with the advanced and developed countries. It is no doubt, essential to make us educated and literate. It is pertinent to mention Helen Keller in this context

"Education should train the child to use his brains to make for himself a place in the world and maintain his right even when it seems that society would shove him in to the scrap-heap" – "Going Back to School" The Home Magazine September 1934.

Present Status of Tribal People: Till today scheduled Tribe population appears to be one of the most economically improvised and marginalized group in India all though scheduled tribes are a minority, the constitutes about 8.2% of total population in India are belong to tribal. There are at present approximately 40 scheduled tribe communities in West Bengal (Report). Racially linguistically and culturally they must be group in various categories. At present tribal group are completely dependent on agricultural and forest production. Those people are migrated from the state of Bihar, Orissa and settled mainly in the district like Midnapore, Bankura, Purulia of the state of West Bengal.¹ According to the last Sensus Report literacy rate of Scheduled Tribe of West Bengal is 57.9% in compete with the literacy rate of India and also we can find the GER of Scheduled Tribe from the table which is mention below.

Literacy Rate of ST Students (2011- 2016) (In Thousands)

Year	PRIMARY			UPPER PRIMARY			ELEMENTARY		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	117.8	115.6	116.7	76.8	74.1	76.5	103.0	100.6	101.8
2012-13	115.7	103.5	114.6	86.2	86.5	86.4	105.1	103.9	104.5
2013-14	114.4	111.9	113.2	90.5	92.2	91.3	105.9	105.0	105.5
2014-15	106.6	108.2	109.4	93.0	95.2	94.1	104.4	103.7	104.0
2015-16	107.8	105.6	106.7	95.4	98.2	96.7	103.4	103.1	103.2

Data Source :

2011-13 – Statistics of School Education M/O MHRD
 2013 – 16 – Unified District Information System of Education (UDISE)

Year	Secondary			Senior Secondary		
	Boys	Girl	Total	Boys	Girl	Total
2011-12	56.7	50.6	53.8	35.4	29.0	32.3
2012-13	62.6	61.2	61.9	32.3	29.0	30.7
2013-14	70.3	70.1	70.2	36.7	34.1	35.4
2014-15	71.8	72.6	72.2	39.8	37.8	38.8
2015-16	73.7	75.4	74.5	43.8	42.4	43.1

(Annual Report 2017-18 by Ministry of Tribal Affairs Gov. Of India pg no 24)

Here the rate of dropout of the tribal students decreased in the year between 2011-2012

Dropouts Rate of ST Students (2011-12)

(In Percentage)

Year	Primary			Upper Primary			Secondary		
	Boys	Girl	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	36.1	34.4	35.3	57.3	57.1	57.2	64.4	67.6	65.9

In the year between 2011 to 2015 by the analysis of provisional Report Education published by MHRD, Ministry of Tribal Affairs, Department of Tribal Education, the rate of dropout of Scheduled Tribe students appears not to decrease in the realm of higher

education. According to MHRD it is prominent that the number of dropout scheduled students is increasing at the time of enrolment to secondary level of education which is a little bit higher in number then to the enrollment of the students to Upper Primary Level. The provisional class wise dropouts rate chart of tribal students are mention below.³

Dropouts Rate of ST Students (2013-15)

(In Thousands)

Year	Primary			Upper Primary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2013-14	7.97	7.98	7.98	8.3	8.85	8.43	27.42	26.96	27.20
2014-15	7.02	6.84	6.93	8.48	8.71	8.59	24.94	24.40	24.68

Where the Dropouts rate of all categories students are in the same year is mention below.

Dropouts Rate of All Categories Students (2013-15)

(In Thousands)

Years	Primary			Upper Primary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2013-14	4.53	4.15	4.43	3.09	4.49	3.77	17.93	17.79	17.86
2014-15	4.34	3.88	4.13	3.49	4.6	4.03	17.2	16.9	17.06

Data Source :

Educational Statistics At A Glance , Department of School Education (MHRD)

National Institute of Educational Planning and Administration

Annual report of 2017-18 Ministry of Tribal Affaires

*All figures are provisional

Statement of Problems: In view of comparison of above mentioned data we can find out that a huge number of tribal students are losing their interest from getting enroll to the Secondary Level of Education. In this circumstances I would like to explain that why the tribal students are quitting their studies during secondary level and how can we find out a solution to overcome to this problem.

Objectives:

The objectives of my study is mention below ;

- To study the population of literacy of tribal people in West Bengal.
- To examine and compare the literacy rate among the Tribal students to total population.
- Find out the background of the negligible mind of tribal people to enroll themselves for Secondary Level of Education and identify the barriers of their studies.
- Identification of the common feature of tribal people to quitting their studies.
- Special focus on those Tribal students who are belong in rural areas on their socio-economic development and lifestyle.
- Trying to short out a probable solution to overcome these hardships in the way to their education.

Methodology: A quantitative research approach with descriptive analysis method has been followed to present my paper, which name is “An Overview of Overview of Dropout Student from Tribal People in West Bengal: It’s Background and Probable Solutions.” In this paper all the data which I putting in table, chart, or in a written format all are collected from last census report 2011, Annual Report from Ministry of Tribal Affairs, Statistical Report of Tribal Development from MHRD, Department of Tribal Education and the Report of National University of Education Planning and Administration as a primary source and another side as a secondary source I use some authentic book written by experts on basis of Tribal Education those are collected from National and District library. Also I use some government websites to collect current data for build my approach. Lastly I use some journal which published with ISSN to understand which view has been already published and what is the latest view has been published on regarding my topic so I can prepare a new fresh approach. Lastly after collecting all the data and sources I write the paper in APA format and references is also same format which is main body.

The Barriers: The tribal people of West Bengal face a number of barriers accessing and benefiting from Education like

- i) Poverty and hunger are the reason for non-participation of tribal people in higher education. Hence Indian and West Bengal government secure free primary education for all, but this often doesn’t include matriculation studies, costs of uniforms, travel cost to school and secure the healthy hygiene infrastructure for school. That’s what this become burden to most tribal families and enrolling girls for higher education become luxury to them.
- ii) Most of the tribal parents have not any idea of importance of higher education. They want to prefer children in remuneration employment to add on the family income rather than enrolment to higher education
- iii) Insufficient teacher with lack of skills and gender sensitive in school of tribal areas, most of the teacher lacking knowledge and appreciation of tribal value system and language which leads to failure getting establish a communication link with tribal students and failure to create enjoyment and interesting study environment.
- iv) Most of the school in tribal areas are without basic infrastructure and facilities like electrification, drinking water supply, sanitation, hygiene meal and also distance is a major factor to create effect to give attendance for rural tribal students.
- v) According to constitution of India Sec.350 (A) to support mother language must be started school in communication with vernacular language, but it’s rate of availability is very low and very far distance for tribal students. Not only that but also insufficient and lack of teacher to give education and communication by their mother language are reare.⁴

Role of Government

Government of India initiative for educational development: Based on the report of the education commission 1964 to 1966. Prime minister Indra Gandhi announced the first National Policy on Education in 1968 which called for a radical restrictions and make equal educational opportunities in order to achieve national assimilation and better cultural and economic development. “The Education Commission (1964-66) also focus “ different tribal people are at varying stages of economic development, there is a much difference in the skill they have attained and in the technologies they use.”(Gov.of india , Education and National Development Report of the Education Commission,1964-66 , New Delhi) and then Prime Minister of India Rajiv Gandhi announced the New National Policy of Education in May,1986 according to the policy “ special emphasis on the removal of disparities and equalise education opportunity” especially for Indian women and scheduled Tribes communities. Like opening of Primary school in tribal conquered areas, and residential school for tribal including ashrams school, introduction of anganwari centers,non formal and adult education center in areas mostly inhabited by the Scheduled Tribe.⁵

Educational Scheme for Scheduled Tribe in West Bengal: In the way of economic and social development by implantation education school, primary sector, ashrams, scholarship for scheduled tribe students,some example are Ekalavya Model Residential School setup in tribal States under the grants of Article 275(i) of the constitution of India the aim of the school is excellence of education to middle and high level of tribal students,with the I intake capacity of 420 students admitted to those school with provide free food and lodging and computer literacy also Feeder School has been opened by the reorganized by EMRS for given primary education for tribal education. Some scholarship like National Overseas Scholarship scheme 2007- 8 for financial help, Rajiv Gandhi National Fellowship 2005-6, Vocational training in tribal areas (VTC) 2009, Mid-day Meal, Sarva Shiksha Abhiyan, Pandit Raghunath Murmu Residential School for ST students in Bankura, Purulia, Burdwan, Paschim Medinipur, Purba Medinipur, Purba Medinipur, and Jalpaiguri in the class of V to xii and also introduce the “Olchiki” script for the Santali Language Prerana scheme for preparing SC/ST students for higher education. “ Samridhhi” for preparing UPS and pre matric Scholarship for class ix- x for ST students.⁶

Probable Solutions: In the previous chapter I had discussed what for the tribal people are getting disinterested to enroll themselves for Secondary Level of Education now I’m going to discuss that the dropouts and literacy gap of the tribal students at the time of enrolment in the secondary level can be reduced by motivating them through the ways which are discussing in the below mention points -

- 1. Educational Counselling:** If we arrange some programs of educational counselling by the help of school club or other Social Institute,we may be able to make the marginalized and weaker sections of tribal community interested to enroll themselves in the higher studies.

2. **Job Oriented Education:** Instead of conventional mode of education, the applied, job oriented vocational courses of different trades may help to procure job imprint and government sector, In that case they will get interested to get them admitted to the school.
3. **Setup School in a short Sphere if Distance:** To make the tribal students interested in studies, Government has set up many model Ekalavya School but their numbers are very few. If we want to increase the strength of educated people in the tribal community government need to setup many such kind of school within a short sphere of distance, which can be helpful to cater a greater number of tribal people by the help of increasing number of seats, which can be reserved for a particular section of tribal community or for the tribal community as a whole on the basis of their financial linguistic and racial ground.
4. **Learning and Earning:** Group teachers should visit the tribal hamlet on a regular basis to encourage the parents or guardian of the tribal students so that they stop their work from going to earn money their livelihood and they must be encouraged and promoted to send their children to the school.
5. **Skill Development Applied Course:** Instead of conventional education the tribal students should be encouraged to learn some skill in the field of different vocational and applied trades like automobile, air-conditioning, Electronic Engineering, plastic moulding, Boiler Technology e.t.c. So that at the time of learning and after the completion of their said course they will be able to earn handsomely.
6. **Rural Development Courses:** The Ekalavya types of school or some other school may also induct in their curriculum on rural development courses like poultry farming, dairy technology, PC Cultural, Apiculture and forest based also agro based vocational courses which after learning or during the time of the study or the said courses student can apply it practically and earn themselves.
7. **Study With Vernacular language :** In spite of Bengali, English or other languages the study material will be provided to their tribal students free of cost. In that case students will be more flexible in the school and connect with particular subject which the teacher teaches them and they also feel the topic.
8. **Modern Infrastructure in Rural School:** Many tribal villages are deplete with resources so if Government instance to setup a school in search a remote locality the school need to be equip with the modern facilities, the school building must be renovated on a regular basis, the facility of electricity, Sanitation and accommodation and transportation with convenience should be at par with modern standard.
9. **Educational Counselling:** There should be professional counsellor to look after the problems of a student and if for some untoward reason a student fails to attend the classes on a regular basis the counsellor should probe into the matter and find out a probable solution to concern students problem.

10. **Quality in Primary Education:** In the level of primary education the classes will be equipped with the set of computer LCD monitor and digital display board to make the classes and lecture more interesting captivating to the students in this case government may allocate some fund from the Ministry of Tribal Affairs.
11. **Awareness Campaign:** Literacy Awareness Campaign by the help of NGOs, Education Department of W.B, Ministry of Tribal Affairs can be organised in such place where a group of tribal community on daily basis for their necessity like market, local shop, MR Shop e.t.c
12. **Trained Teachers:** Before joining or in the course of service teaching staff are to be train in the cultural, ethics, social norms and language of concern tribal groups, So that this teaching staff become easily acceptable to the community of tribal students and their families.
13. **Special Focus On Tribal Students:** Those students who are poor in studies should be encourage to avail the facility of extra remedial classes to recover their weakness in the concern subject, The students should be categorised in to different groups according to their merit and capacity and questions should be set according where a weak students should face lesser number of thought question and the cut-off marks in that case may be different from one group to another.
14. **Enhance The Female Literacy:** Gender equality should be followed in class room ,the girls should be given equal amount of importance in case of studies. The contribution of women to our society and their achievement in our history and also present day should be focus. We all knew that an educated women can make a whole nation educated, it is true in the case of indian scheduled tribe also. we must encourage female literacy and make them encourage in our mainstream work force.
15. **Friendly Behave With Students:** The stereotype relationship between a student and teacher can't be followed in the case. The tacher and students relationship should be friendly so that the students feel free the express their problems infront of a teacher and the teacher shoul be commiserative enough to short out a solution to their problems.

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