

## **Study Regarding drop out tendency of Tribal students both Boys and Girls in Tribal sub plan area for the year 2010-11 to 2014-15**

In view of enhancing the literacy rate of ST community to bring them at par with member of other community, plethora of education related schemes were initiated and incorporated in National Education Policy, 1986. It was presumed that enrolment rate of ST students will improve. Their literacy though increased but not at expected rate. The main reason is drop-out problem. The purpose of the present study is to know the reasons of such drop-out among ST students. The basic objectives of the study are:-

- To ascertain whether schools at all levels are as per norms determined by the government particularly for tribal predominated area.
- Availability of various education related benefits to ST students.
- Ascertain the reasons of drop-out of ST students and suggest ways and means to arrest such tendency.
- Ascertain educational and economic status of guardians of drop-out ST students.

**Highlighting suggestions** for future strategy. Briefs of the same are given below: -

- The female literacy in the above mentioned sample village need, therefore, be enhanced through implementation of various government schemes.
- More employment opportunities need be generated in the sample villages.
- The guardians May be asked to leave behind school going children in hostels the more number of which must be started. The children left behind by migrating parents may be provided lodging and boarding.
- The Gram Panchayat must organize camps where guardians are to be told about value of education. The Gram Sabha must take upon themselves to induce such guardians to send their wards to school.
- It is proposed to link-up a few such schemes with the condition of sending the children to school on sustainable basis.
- Dier poverty is one of the basic reasons of drop-out. The children at tender age made to work both domestic and out-side for adding household income. The development of non-farm activities of secondary nature is perhaps the only reply.
- The grass-root level school education and tribal development personnels must see to it that facilities like scholarship, text books, uniforms, bi-cycle etc. are made available in time. This needs proper official linkages from bottom to top.
- Basic facilities including computer facility need be provided to village schools to bring them on par with urban students. The toilet and urinal facility must be made available in all schools separately for Boys and Girls.
- The teachers in tribal areas either may be tribe themselves who know their language or they must undergo training learning local language. With the advent of electronic media, it is felt that language problem will gradually disappear.
- English becomes, one of the subjects in 9th standard while upto 8th standard students in village schools hardly read English. The sudden confrontation with new subject makes student drop-out. It is, therefore, necessary that English as a subject must be seriously taught at lower classes also.
- It is, suggested to restart 5th and 8th Board examination so that they do not find it strange to regularly appear in examination at secondary level of education.
- At primary level particularly there must be a provision of lady teacher. The children get attracted to school because of female teacher.
- The secondary level institutions are usually located away from village that makes girls difficult to access. If possible, buses may ply collecting girls from two-three villages or Girls Hostel facility at all High School and Higher Secondary level should be made available.

- For failed students, who have crossed certain age limit, bridge courses may be started to get them back to main stream of education in the area where this facility has not been provided.
- Frequent absence of teachers at times cause drop-out. The guardians withdraw their wards and engage them in domestic work. The authorities must ensure presence of teachers in schools and see to it that they teach properly.
- The schools, at regular intervals, must organize entertainment programmes involving students. This will attract them to school. Even guardians will be encouraged to send their wards to school.
- The teachers must respectfully behave with guardians. They must listen to their problems and try to solve them. At times they may be asked to give their opinion about improving the school environment. This will create a sense of belonging among them.
- Teachers of all schools (atleast one teacher from each school) must be trained in Swachh Bharat Swachh Vidyalaya i.e. to keep clean school campus, toilets, class-rooms, to ensure safe and clean drinking water and personal hygiene so that they can train and teach the boys and girls of schools in water, sanitation and hygiene.