

CAUSES OF DROP OUT IN ELEMENTARY EDUCATION IN TRIBAL COMMUNITY: A CASE STUDY

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ABSTRACT

Paschim Medinipur district is located in the south western part of West Bengal. Data was collected through household survey from the elder member of the one hundred tribal family. This paper highlights on causes of drop out in elementary education in tribal community of Paschim Medinipur district in West Bengal. The researcher found that negative attitude towards education convince drop out the school. Parents consider education as a boring process which is not connected with their life. Economic hardship, language problem, lack of interest and distance problem are the main causes of drop out. Drop out students are engaged in household activities, agricultural activities, mat making, basket weaving, bowl and plate making.

Key words: Tribal, dropout, Student, Paschim Medinipur

INTRODUCTION

As per 2011 Census report of India, there are 10.43 crore tribes constituting 8.6% of the total population of the country and the literacy rate among tribes 58.96% is found to be far below the overall literacy of the country 74.04%. Tribal people live mainly in hilly areas, densely forests and bank of water bodies. They are very strict in preserving their culture and tradition. They are different from rest of the mainstream people; they have historically tried to avoid contact with "outsiders" to preserve their traditional community based living in which they feel more secure.

OBJECTIVES

1. To find out reasons for dropout among tribal students.
2. To study the nature of work engaged tribal dropout students

REVIEW OF RELATED LITERATURE

Manjunatha B.R & M.R Gangadhar (2018) observed the problem of school drop out among Jenukurba tribal children in the chamarajanagara district of Karnataka, India. Drop out rates of tribal children are higher than children from other social and economic groups in India. A number of students in this study dropped out of school to take care of their household matters and their younger siblings.

Sujatha (2016) found that contract & untrained teacher and teacher absenteeism is the main hindrance in the path of educational progress of the tribal children. She also found that the tribal areas have sufficient primary and upper primary schools building but many are in poor condition such as lack of classrooms, teachers, tables, chairs, teaching aids and instruments. Few schools have some teaching materials but those are kept locked in the almirah.

Haseena (2014) focused on problems of tribal education and causes of drop outs. Tribal literacy is lagged behind due to social customs, lack of parent awareness, low income of the family and distance between home and schools.

Janvikas (2013) in Gujrat, Ojha, Seema. S (2013) in Haryana and Barik, S (2013) in Metalli Block of Jalpaiguri district have shown in their study lack of infrastructure facility, teacher- student ratio, and pupil-room ratio are mainly responsible for poor performance of tribal children in the school.

Varghese & Nagaraj (2013) have shown that the lack of proficiency in English language is identified as a major obstacle to the education of schedule tribe learners. The fear of learning a foreign language is one of the factors to stop their education. The inappropriate syllabus and teaching method of English develops a negative attitude in learners towards learning. Tribal learners are not motivated well to learn English.

RESEARCH METHODOLOGY

Sample Techniques and Sample Size

Multistage stratified random sampling techniques have been applied. Researcher has selected Paschim Medinipur district in this study. The district is situated in the south western part of West Bengal.

Collection of data

The researcher took interview of head of the family/ elder member of the family to collect information through household scheduled.

RESULT AND DISCUSSION**Reasons for drop out of the tribal students****Case Study -1**

Mohan Mandi (**Pseudonym**) 13 years tribal boy lives at Mahulbani village in Paschim Medinipur district. His parents are illiterate. He dropped out in class - II from the village primary school due to poor economic condition of his family. Parents could not afford to bear the study expenses. Now he is working as a daily labour in the field.

Case Study -2

Rajiv Besra(**Pseudonym**) 14 years tribal boy lives at Banshia sol village in Paschim Medinipur district. He dropped in class II due to lack of interest. He suffered from typhoid for two months when he was in class –III. After recovery from this disease his parent did not want to send him to the school again. After leaving the school now he goes to the paddy field every morning and earns twenty five rupees per day.

Case Study- 3

Amal Murmu(**Pseudonym**) 12 years tribal boy lives at Thakurpara village in Paschim Medinipur district. He dropped out from the primary school in class - II due to pedagogical cause or curriculum is not suitable for him. He likes to roam in the forest with same aged friends. He learns weaving of basket made up of the bamboo splits from her grandfather in informal way.

Case study-4

Sanjoy Murmu , (**Pseudonym**) 11 years tribal boy lives at Thakurpara village in Paschim Medinipur district. He dropped out in class- III from primary school due to lack of interest. He does not like to

study. He loves to roam with other friends in the village. He takes care of domestic animals like cows, hens and goats. Sometimes he goes to the field with his father to cultivate.

Case study-5

Tapas Hansda,(Pseudonym) 12 years tribal boy lives at Gochgiri village in Paschim Medinipur district. He dropped out in class IV from the primary school due to poor financial condition of his family. He did not like to study because he didn't understand the lessons in the class. He works as a daily labour in other's field.

CONCLUSION

The researcher studied 5 tribal students drop out from class I to class IV in Elementary Education. Majority of their parents do not have proper education. Negative attitude towards education convince drop out the school. Parents consider education as a boring process which is not connected with their day to day life and living. So they naturally loose interest in their studies. If the policy maker can formal education more need based and life centric rather than information packed subjective knowledge only. Perhaps, such initiative can help in reducing the dropout rate among the tribal community by making education more interesting and inclusive in nature.

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