

**SCHOOL DROPOUT AND SOCIAL EXCLUSION: A  
CHALLENGING ISSUE IN THE EDUCATION OF SCHEDULED  
TRIBES CHILDREN FROM RURAL AREAS OF HOOGHLY  
DISTRICT IN WEST BENGAL**

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF  
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MASTER OF PHILOSOPHY IN EDUCATION

SUBMITTED

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School Dropout and Social Exclusion: A challenging issue in the Education of scheduled Tribes children from rural areas of Hooghly District, in West Bengal.

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## **DECLARATION**

I, SUNNY BASKEY do hereby declare that this dissertation entitled “School Dropout and Social Exclusion: A Challenging Issue in the Education of Scheduled Tribes Children from Rural Areas of Hooghly District in West Bengal” submitted by me to the Department of Education, Jadavpur University, Kolkata, West Bengal, for the partial fulfillment of degree of Master of Philosophy in Education is a record of original research work carried out by me under the supervision of Prof. Bishnupada Nanda, Professor and HOD Department of Education, Jadavpur University, Kolkata. And that it has not been submitted for the award of any degree, diploma or any other recognition to any other candidate to any University or Institution before.

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# THE DISSERTATION THESIS

*Dedicated To My Parents Mr. Nibaron  
Baskey, Mrs. Swarna Baskey, Sister Smt.  
Sabita Baskey And My Research Supervisor  
Prof. Bishnu Pada Nanda.*

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# PREFACE

Scheduled Tribes people are the original inhabitant of this country. Era after era they remain backward economically and educationally they possess a rich culture and language though a majority of tribal people loses their own language. After independence the Govt. of India started to educate the Scheduled Caste people through providing different facilities. In different education commission also Government of India accepted the need of education of Scheduled Tribe people.

In West Bengal a different type of Scheduled Tribe people are living through DPEP and Sarva Shiksha Abhiyan Government took steps for enrolment, retention and quality achievement in the mainstream education for all children including the Scheduled Tribe. In spite of that dropout rate of Scheduled Tribe children are maximum elementary and secondary standard.

In the present study the investigator tried to identify the major causative factors of drop out of Scheduled Tribe children in the two block of Hooghly District. During report writing the investigator prepared his thesis into five distinct chapters including chapter references, bibliography and appendices.

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# CHAPTER-I

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY:

The Indian sub-continent among the Indigenous people Santals or Adivasis are the largest group. Adivasi are living in the deferent parts in India like West Bengal, Orissa, Assam, Chhattisgarh, Bihar, and Jharkhand and beyond India like Bangladesh, Nepal and Bhutan. In the Aryans period they were known has Ashurs, in Ramayano they were known as Naushad and Mahabharat they were known as Kherwars. Their religion is known as 'HOR DHOROM'. In fact Santals among themselves use the term 'HOR' means Man (Human). Santhals follow the Sari/Sarna religion. Their God and Goddess are Marangburu, Jaheraera, and Manjhi.

According to the anthropologists, Santal name was given by Non Santali, their language is known as Santali eighteenth century Europeans came in close contact with Santal in Chotanagpur plateau in the district of Hazaribagh, Palamau, and Singhbhum. And in the neighbourhood district Midnapore and Bhirbhum. In 1795 Sir John Shore spoke of Santals in Ramgar Birbhum district. Latter in the Indian others, Researchers, Historians, anthropologists, Linguistics become interested about the Santal and started wright about them. Their traditions have been handed down from GURU TO CHELA (disciple) from generation to generation. Santhals mainly celebrate the Karam festival which falls in the month of September and October. And other festivals of the Santhal community include Maghe, Baba Bonga, Sahrai, Ero, Asaria and Namah. This is a Santali tradition. Their songs are also common. Santhals enjoy and love dancing. In this Santals or Adivasis community that Dancing is one activity which is in their blood. They relax themselves with the light music and dance after the long day hard work. And dance in the line sequence. Their music instruments are very natural. Also play great music using Tirio (bamboo flute with the seven holes), Phet banam (a fretless stringed instrument with three or four strings), Tumdak, Tamak, Junko and Singa. Dhodro banam (which consists of belly called lac covered with an animal skin on which rests the bridge (sadam, lit, horse).

The grammar and structure of Santali language is rich in Assam. Santhals speak Santhali language, which belongs to the Austro-Asiatic language family. Santhals have their script called 'Olchiki', which was developed by Pandit Raghunath Murmu in 1925.

Their basic needs are fulfilled from the trees and plants of the forests. They are also engaged in the hunting, fishing and cultivation for their livelihood.

## **1.2 INTRODUCTION:**

Education is the key for eradicating poverty, illiteracy, superstitions, cultivating peacefully and friendly international relations permitting the free play of democratic processes (Chandana, & Sidhu, 1980). Therefore, quality education for the national development is essential for each and every community including Scheduled Caste (SC) and Scheduled Tribes (ST). The Scheduled Tribes are socially excluded from the very beginning of the civilization.

In the term 'Tribe' is nowhere defined in the Constitution and hence, there is no satisfactory definition for the same. "To the ordinary man the word 'Tribe' suggests simple folk living in hills and forests; to people who are a little better informed, it signifies a colourful people famous for their dance and song; to an administrator it means a group of citizens whose welfare is the special responsibility of the President of India, to an anthropologist it indicates a special field for study of a social phenomena". In their own way all these impressions are meaningful. (Shankar Rao, Sociology, 2006).

In the Indian Constitution, Article 336 (25) of the constitution said that Scheduled Tribes are the tribes or tribal communities or parts of or groups within such tribes or tribal communities which the Indian President may specify by public notification under Article 342 (1).

Gillin and Gillin defined Scheduled Tribe as, "A tribe is a group of local communities which live in a common area, speak a common dialect and follow a common culture".

According to the Imperial Gazetteer of India, a tribe is a collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous, though originally it might have been so".



The tribal people live in India in three different zones. In North Eastern zone following tribal groups live-Gurung, Limbu, Lepcha, Aka, Mishmi, Mikir, Rabha, Kachari, Garo, Khasi, Chakma, Naga, Angami, Sema, Pham, Chang and so on. In the central zone following types of tribes are living- Gonda, Munda, Kandh, Baiga, Bhil, Bhuiyan, Bhumig, Koli, Shavara, Kharia, Oraon, Ho, Santal, Juong and so on. In the Southern zone following types of tribes are living- Chenchu, Kota, Kurumba, Badhaga, Toda, Kadar, Malayan, Muthuvan, Urali, Koya, Soliga, Kamikka, Paniyan, Yerava and so on.

Adivasi, tribe or scheduled tribe (ST) constitute about 9 percent of India's populations and the total Adivasi population in our country is 87 million. Maximum number of adivasi population was found in ten states viz. Andhra Pradesh, Assam, Gujarat, Rajasthan, odisha, Jharkhand, Madhya Pradesh, Maharashtra, Chhattisgarh and West Bengal. In our country 573 different types of ST's are found and they all have a different language for communication.

The term 'Social Exclusion' is of relatively recent origin. Rene Lenoir (1974) writing about a quarter of a centuries ago, is giving of authorship of the expression about the concept of Social Exclusion. Social Exclusion is seen as covering a remarkably wide range of social and economic problems.

Social exclusion can be seen as an institutionalized form of inequality, the failure of a society to extend to all sections of its population, the economic resources and social recognition which they need and order to participate fully in the collective life of the community (Sonowal, 2008). Social Exclusion is a relative term and it is a related concept with unemployment and poverty. It is also related with inequalities.

According to Amartya Sen (2000), 'and yet-as the last argument itself suggest ultimately poverty must be seen in terms of poor living, rather than just as low-ness of incomes (and "nothing else"). "Income may be the most prominent means for a good life without deprivation but it is not the only influence on the life we can lead".

Social exclusion can be seen from a different view that is whether a particular social class cause cognitive deficiency. Amartya Sen respond that, "Our capability to lead one kind of life rather than another does not depend only on what we are, but also on the circumstances in which we find ourselves" (2002). Jared Diamond, anthropologist, noted that people's differences depends upon their environment and not of biological differences (1999). In a scientific study done by Keith Campbell et.al. (2006) shown that, "Social exclusion actually can bring change in a person's brain

functions and can lead to poor decision making and a diminished learning ability". People's activities depend much upon whether the person is socially rejected or not.

The literacy rate of ST people is 59% in India and state wise is 57.9% in West Bengal (rural areas- male 67.2% and female 46.2%) as per the 2011 Census Report. Though scheduled tribes (ST) are known as backward class, education of ST children is important because it's crucial to provide input in the nation's strategy of total development of tribal communities. Due to some external as well as internal constraints, social-economic and cultural backgrounds as well as psychological problems of first generation learners the tribal children have lagged behind in education.

The main problem of education of ST children in schools is the problem of stagnation and dropout phenomenal. Education of any children open the door of life of ST children as educational plays pivotal role in social change, and it brings perfections in human life, and upward mobility in social status, radical transformation in outlook and perceptions.

Economic deprivation and Social exclusion are closely co-related. Economic deprivation causes hunger, unemployment, superstitions, illiteracy and poverty. Deprivation causes economic poverty which has a clear co-relation with that of educational deprivation. Due to the economic and cultural deprivation the Adivasis are socially excluded from social, economic, political and educational opportunities and are forcibly included in the fold of manual works.

This increased number of drop out is due to the family poverty, illiteracy of parents and guardians, insufficient teacher's training to tackle first generation learner as well as for exclusion from the mainstream of these society. Different types of social taboos, stigmas, tensions and conflicts exist in Adivasi communities which hamper the Adivasi children to proceed further higher education. Sometimes the teachers' rejection and lack of facilities also increases the drop-out rates.

In Article 46 of Indian constitution it was stated that the state and central government will protect the ST people from all forms of social exclusion, denial, social injustice and exploitation.

So to take them in mainstream of society, social exclusion, inequalities and exploitations must be eradicated. It is only possible through quality education of all the Adivasi or Scheduled Tribes people. It means that not enrolment of all the Adivasi children is sufficient but at the same time we must stop or at least review drop-out rates in primary to higher education classes.

### **1.3 RATIONALE OF THE STUDY:**

According to Census Report (2011) the literacy rates of Adivasis in West Bengal is 57.9%. A large number of Adivasis in West Bengal is unable to get a full meal a day. This picture is more poor in case of Adivasi girls and women. Being in a poverty striven rural base economic society, Adivasi face many type of problems like superstitions, unemployment, starvation. They were abused era after era by the higher caste Hindu society. Even in British period they were untouched by the British and Indian officers and Military people. There was no sufficient scope in their education in the formal system. Even in the present days they are unable to speak, read and write in their own language even in the primary schools. To them Bengali or other regional languages are foreign language. So languages create a problematic situation for their school dropout.

Sikdar and Mukherjee (2012) specified 20 different reasons for school dropout. According to them the broad category of school dropout are school-centric, parent centric and society-centric. Poverty is one of the main determinants of school dropout in rural and urban area. Due to economic crisis most of the poor families are unable to meet ladder and upfront costs of schooling. As a result temporary and permanent dropout found. The Adivasi people are enable to fulfill the needs of school education costs like admission fee travel cost, uniform cost, daily expenditures, examination fee, tuition fee, cost of books, copies, pen, pencil and other written accessories.

Hunt Frances (2008) observed that the main cause of school dropout is poverty of the family. Due to their unemployment they withdraw their children from schools. Poverty may make inequalities between learners and children of tribes from poor families are more vulnerable to dropout. A family social and demographic circumstances are important determinants of school dropout. Poor quality education and school circumstances are also important factor for school dropout (Education Encyclopedia, State University). Untrained teachers are also a threat of school dropout. Non availability of support from teachers for academic work as well as lack of required guidance causes school dropout of children. All this points are applicable for Adivasi children.

Poor school performance like low attendance, late enrolment and academic performance causes dropout (Ricardo et.al).

Choudhury (2006) observed that student and family attitude is an important determinant of school dropout.

Aqil (2012) observed that in families where parents are working or labour class their children too will work in childhood. As a result they are grown, not as a child but as a labour and they become uneducated and, therefore, low-skilled. Aqil concluded that parents' education improves the possibility for their children to have a good education.

Basu and Van (1998) found that the only reason parents send their children to labour market is because of their low income. Their poor parents cannot afford schooling for their children. And therefore, these children were dropout from the school.

Enrolment of all eligible children of school going age is an important step found an achieving 100% literacy.

Despite of government efforts, huge investment and many innovative programs, school dropout remain alarming in many state. Different household and social factors play a major role in discontinuation of education. Therefore it is very important to understand the family and parental characteristics to examine the reason behind school dropout. So as Adivasi children in Hooghly district, West Bengal.

#### **1.4 STATEMENT OF THE PROBLEM:**

The purpose of this study is to determine the school dropout of scheduled tribe children. On the basis of above research evidences the investigator selects a research problem. The title of the problem is – “School Dropout and Social Exclusion: A Challenging Issues in the Education of Scheduled Tribes Children from Rural areas of West Bengal.

#### **1.5 OBJECTIVES OF THE STUDY:**

The following objectives have been framed for the present study-

- To study the dropout rates of Adivasi boys and girls from Hooghly district.
- To study the dropout rates of boys and girls on the basis of their age.

- To study the dropout rates of boys and girls on the basis of their gender.
- To study the dropout rates of boys and girls on the basis of their number of family member.
- To study the dropout rates of boys and girls on the basis of their type of house.
- To study the dropout rates of boys and girls on the basis of their monthly income of family.
- To study the dropout rates of boys and girls on the basis of their religion.
- To study the dropout rates of boys and girls on the basis of their student level of education.
- To study the dropout rates of boys and girls on the basis of their parents education.
- To study the causes of school dropout of tribal or adivasi students.
- To study the constraints in making the inclusive education of tribal students in the different level of school education.

## **1.6 DEFINITIONS OF THE TECHNICAL TERMS:**

### **SOCIAL EXCLUSION:**

The term 'Social Exclusion' is of relatively recent origin. Rene Lenoir (1974) writing about a quarter of a centuries ago, is giving of authorship of the expression about the concept of Social

Exclusion. Social Exclusion is seen as covering a remarkably wide range of social and economic problems.

Social exclusion can be seen as an institutionalized form of inequality, the failure of a society to extend to all sections of its population, the economic resources and social recognition which they need in order to participate fully in the collective life of the community (Sonowal, 2008). Social Exclusion is a relative term and it is a related concept with unemployment and poverty. It is also related with inequalities.

### **SCHOOL DROPOUT:**

Meaning of School Dropout is the children those who were earlier in school but are not now there although they have not completed their school education. School Dropout depends upon various factors such as poverty, distance of school from home, lack of motivation, lack of transport facilities, lack of quality of teachers, social environment and many other factors.

### **ADIVASIS:**

Meaning of Adivasi is Indigenous people or original inhabitants of the country. Adivasi are not as a general rule regarded as unclean or polluted in the same way as the Scheduled Caste population is perceived by the mainstream culture.

### **SCHEDULED TRIBES:**

Scheduled Tribes in India are generally considered to be “Adivasis”. Scheduled Tribes are original natives of the country. “Article 366 (25) of the Constitution of India refers Scheduled Tribes as these communities, who are Scheduled in accordance with Article 342 of the Constitution. “Ministry of Tribal Affairs, 2011” under the Constitution of India specified certain tribes as the Scheduled Tribes.

The Scheduled Tribes population of the country, as per the 2011 Census is 10.43 crore constituting 9 percent of the total population.

The Scheduled Tribes have been confined to low status and are often physically and socially isolated instead of being absorbed in the mainstream Hindu population.

In our country 573 different type of ST’s are found and they all have a different language for communication.

### **1.7 DELIMITATIONS OF THE STUDY:**

The present study was delimited to-

- The researcher collected data only from 152 (boys 83 and girls 69) sample, from Hooghly district in West Bengal.
- Sample selection from population was done by adopting purposive technique.
- For study the investigator collected data only from rural scheduled tribe school dropout children.
- The investigator used demographic data sheet and questionnaire for this study.
- The investigator collects the data only from Adivasi school dropout children.
- The sample group of the scheduled tribe children was school dropped in class I to XII.
- The study sample was considered of the dropout children belonging to the age group of 10-21 years.

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## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 REVIEW OF RELATED STUDY:**

The review of related study is a written summary of the state of evidence on a research problem (Polit & Beck 2008). To make critical analysis of the emerged problem studies available in this area had to be considered for a better insight that was necessary for the development of a broad concept context in to which the problem fits. It provided an overview of the existing evidence on the problem being addressed helped to demonstrate the need for the present study. For this purpose contemporary study of school dropout children in India, the state of West Bengal and other countries, which include source books, journal, reports, articles, periodicals and internet, were reviewed to specify the present problem.

#### **2.1.1 REVIEW OF INDIAN RESEARCH:**

**Dr. Ashok Kumar Erigala (2012)** conducted a research entitled as “**Exclusion of Scheduled Tribes in India with reference to Education**”. In this study the researcher found that it is concerned with the inability of certain groups to participate effectively in social, economic, political and cultural life. It is argued that social exclusion, as a concept provides systematic understanding of disadvantage along with factors responsible for exclusion in quantifiable terms leading to the for emulation of inclusive policies. They have suffered exclusion, isolation and under development due to their being ethnically different from main stream India society and due to their having a distinct culture, language, social organization and economy. They generally practice hunting, gathering and shifting cultivation and have traditionally inhabited river valleys and forest regions and historical nature of their isolation and deprivation has resulted in considerable deprivation. This is confirmed by the data from nervous sources including the national Family Health Survey-II (1998/99) reproductive and Child Health Survey (2002-2004), the 2001 Census and routine monitoring information from the dept. of education. The national and state governments continue to deliver the programme Sarva Shiksha Abhiyan (SSA) to achieve

universalization of elementary education. The qualitative study research was conducted in this research paper.

In this paper it was found that there will be a severe case of social exclusion which acts as an impediment in the development of education of the Scheduled Tribes. There is slow growth of education among the Scheduled Tribes as there is no relevant social policy for eradicating the social exclusion. There is a need for new and innovative policies and programs to be initiated to bring about inclusion for the education of Scheduled Tribes.

**Jobin Joy, & M. Srihari (2014)** conducted a research entitled as “**A case study on the school Drop-out Scheduled Tribe students of Wayanad district, Kerala**”. In this study the researcher found that Kerala, the southernmost state of India has near total literacy, impressive health indicators in several avenues of development. The state stands out from the rest of India with 94 percent literacy rate and it has the lowest dropout rate of school students (0.53%) in the country. But Wayanad, a district in the state with a sizeable population of Scheduled Tribes has the highest overall dropout rate in the state when compared to the total dropout in the district, the tribal dropout was 61.11% in 2007-08 and 5 years later in 2011-12 it rose to 77.23%. This shows the increase of 16.125% of drop out in district’s tribal sector alone. The objective of this paper was to unveil the hidden reasons for these increasing school dropouts among the ST students of Wayanad district, with special reference to the Paniya Tribes. This study encompasses both quantitative and qualitative methods.

In this paper it was noticed that this study will be useful in providing adequate solutions to this issue, tribal dropout and implementation of strong constructivist pedagogy and class-oriented learning approach in the tribal areas.

**C. Aswathy, S. Darsana, & B. Vijayan (2018)** conducted a research entitled as “**Social Exclusion of Tribal Agricultural Labourers: the case of Adiya Tribal community of Wayanad district**”. In this study the researcher found that the tribal communities in Kerala constitute 1.4 percent of the general population. Despite, Kerala’s remarkable social sector development, it is observed that the tribal communities still remain the most vulnerable communities in the state. Hence, the present study was an attempt to study the extent of social exclusion of Adiya tribal communities of Wayanad. Social exclusion was measured using five indicators and primary data was collected

from 90 respondents using structured questionnaire. The data obtained were analysed using descriptive statistics. The study revealed that adiyas faced an overall exclusion of 66.38 percent. Analysis of extent of social exclusion indicator wise showed that economic exclusion was felt to the extent of 74.54% followed by political- legal exclusion (69.89%). Also, Adiya tribe experienced geographical exclusion to the extent of (69.76 %) followed by service exclusion (67.96%) and social-cultural exclusion (48.92%) respectively. Further 50% of the respondents felt medium level of social exclusion, considering the significant level of social exclusion faced by this tribal community, developmental interventions for the empowerment of Adiyas in social, economic and educational spheres for ensuring food and livelihood security and for defence against exploitation is the need of the hour.

**Dr. Haseena V.A & Dr. Ajims P. Mohammed (2014)** conducted a study entitled as “**Scope of Education and Dropout among Tribal students in Kerala- A study of Scheduled Tribes in Attappady**”. In this study the researcher found that Scheduled Tribes in India are generally considered to be ‘Adivasi’, meaning indigenous people or original inhabitants of the country. The tribes have been confined to low status and are often physically and socially isolated instead of being absorbed in the mainstream Hindu population. They belong to different racial stocks and religious backgrounds and speak different dialects. The objectives of this paper is to examine the educational facilities available to the tribal students in higher education in Kerala, to study the constraints in tribal education, to find out the causes of drop out among tribal students in Kerala, to document the policies and programmes initiated by the Government to improve the educational attainment of tribal students. This is qualitative method.

The findings of this study in a broad sense the social-economic and cultural factors among tribal’s can be contained as poverty and poor economic conditions, social customs, cultural ethos, lack of awareness and understanding of the value of formal education, conflict and gap between the home and school, etc. Studies on educational deprivation of tribal’s have inevitably linked it to their poor economic condition and poverty.

**C. J. Sonowal (2008)** conducted a research entitled as “**Indian Tribes and Issue of Social Inclusion and Exclusion**”. In this study the researcher found that the dilemma in tribal administration has been common in the country. But what is right or fair is the big question. There

is lot of controversy over the present day development paradigm of tribal development. The tribal people have been facing problems from both inclusions into an exclusion from the dominant development paradigm of the country. The tribal societies have experienced religious and other cultural inclusion into the so called universal or dominant culture and consequently faced the problem of identity crisis. Exclusion from infrastructure and health and education etc has led them to a situation where they find it difficult to cope with the outside world at present day situation.

This paper studied about what were the means and aims of tribal exclusion and the consequences of the same with some instance

**Dr. K. Somasekhar (2018)** conducted a research entitled as “**Social Exclusion of Tribal’s in Education and Strategies for Inclusion Analysis**”. In this study the researcher found that India advocates inclusion growth, but due to lack of education, the marginalized section is being excluded from the inclusive growth. ST’s still face social exclusion and discrimination in their daily lives, their voice of their rights, entitlements, dignity and justice are frequently suppressed with authorities on them by other caste groups. This happen so even after comprehensive constitutional safe guards and laws inferred over years for the protection and development of SC’s as well as ST’s .The analysis is based on secondary data of Census of India, 2011.

Indian constitution has made specific provision for promoting literacy among the tribal’s. Article 46 contains a directive to the state government to promote with special care the educational and economic interests of the public and in particular of Scheduled caste and Scheduled Tribes. In spite of several programmes were implemented still vast percentage of tribal’s are excluded as literates. This is much more in the case of females.

**Dr. Kabita Kumari Sahu (2014)** conducted a research entitled as “**Challenging Issues of Tribal Education in India**”. In this study the researcher found that the Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. The objective of the paper is to analyse the status of tribal education with literacy rate, gross enrolment ratio, dropout rates and gender parity index in India. The analysis is based on secondary data of census of India, 2011. The percentage of literacy of tribes was only 8.54% in 1961 which has increased to 63.1% in 2011. The gross enrolments ratio is higher in class I to V which is 137.2 for

ST boys and 136.7 for ST girls. The gender parity index for ST children is almost same as all categories of children except for class XI & XII.

Finally, in this study she find out that Tribal children have very low levels of participation through the development of the tribes is taking place in India, but the pace of development has been rather slow. Government will not take some drastic steps for the development of tribal education; the status of education among tribes will be a story of district, despair and death.

**Gouranga Biswas & Dr. Dhanya Krishnan (2017)** conducted a research entitled as “**A study on dropout of tribal students at secondary level in Hooghly district, West Bengal**”. In this study the researcher found that the examines drop out issue among tribal students at secondary level in Hooghly district of West Bengal. In this study objective is to study the dropout rate of tribal students at secondary level of Hooghly district, to compare the dropout rate between boys and girls belonging to tribal communities at secondary level of Hooghly district. A qualitative survey method was adopted where in 8 schools from 2 Blocks (randomly) of Hooghly district were selected as sample school records, questionnaire and interview schedule were used to examine the dropout rate, male-female comparison and factors affecting drop out. The study found that dropout rate has been increased from 2014-15 to 2015-16 among tribal students at secondary level. It is also found that the percentage of boys who had dropped out is more than that of girls among tribal students. A qualitative analysis of interview data.

In this study the major factors of dropout is poor economic condition, lack of conducive learning environment at home, attitude of parents towards schooling, lack of aspiration and attitude of non-tribal students towards tribal students.

**Susmita Sengupta & Shovan Ghosh (2012)** conducted a study entitled as “**Problems of education among the Scheduled Tribes in India; Finding a balance**”. In this study the researcher found that the present paper documents the disadvantaged status related to accessing school education of Scheduled Tribe children which remain largely unaddressed and remain as significant barriers to attend school. This paper analysis the extent of social exclusion of tribal children in education in India and addresses for a comprehensive policy response which highlights the barriers to accessing education of this group. Furthermore, physical remoteness, social

exclusion, severe poverty, psycho-social determinants act as impeding factor of accessing education

In this paper to find out that all of the tribal children are first generation learners, the first one in their entire generation to go to school and receive education. Their home environment is both discouraging and non-facilitating to education and their parents fail to provide any educational guidance to their children. Therefore, tribal children find themselves on the margin of two cultures have to relationship at school and at home to manage the tension between two.

**Dr. MD. Ayub (2017)** conducted a research entitled as “**Social Exclusion and Tribal political Association in Transition two case studies**”. In this study the researcher found that the present work is based on the two field experience from two significant tribal hamlets, kanksa Block of Burdwan district and Narayangarh Block of West Midnapore district in West Bengal. There is a question of social inclusion or exclusion whether there is a problem of compromise or conflict between tradition and modernity in santal and Munda society. In Santal and Munda societies’ authority is shared. The headmen in Santal and Munda societies are partly in dependent and partly regulated by non- santal and non-munda traditions but he, headman plays his traditional role in the inner world of the traditional society. The tribal are being drawn into an integrated economic programme through the panchayati raj system. The study is based on intensive field work. To collect relevant data both the primary and secondary sources have been used.

Therefore, the tribal authority has some hold over the daily life of the tribal in several matters, particularly matters related to their inner world, though the latter sometimes is directed by the former, the latter do not want to sacrifice their tradition and the former do not make unwanted encroachment into the tribal tradition.

**Sateesh Goudam & Dr. T. V. Sekher (2014)** conducted a study entitled as “**factors leading to School drop outs in India: An analysis of national Family Health Survey- 3 data**”. In this study the researcher found that the present article tried to understand the differentials and factors associated with school dropout in India. Objectives of this paper are: To understand the differentials in school dropouts as reported by household members and to examine the household and parental characteristics influencing the school dropout in India. The based on the data from National Family health survey-3, it was found that only 75% of the children in the age group 6 to



16 years were attending school, about 14% of the children never attended the school and 11 % dropout from school for various reasons. It was observed that the drop out was high among the children belonging to Muslim, Scheduled Caste and Scheduled Tribe families. Parental characteristics also play a significant role in determining school education. It was also observed that if parents were not working, the possibility of drop out among their children was relatively high.

The household causative factor of dropout is school related factors, like poor infrastructure, lack of teachers, etc. To reduce the dropout rate we have to improve the school infrastructure and quality of education.

**Manjunatha B. R. & Annapurna M. (2012)** conducted a research entitled as “**School Dropout among Jenukuruba Tribal Children in Karnataka**”. In this paper objective is to study about social economic status of studied tribes, to find out reasons for drop out among tribal students. The study conducted both on quantitative and qualitative method to improve the quality, reliability of the information collected from survey, interview and focus group discussion. A total of 300 families have been selected by using simple random method in Chama raj nagar district of Karnataka state. Out of which 198 drop out children (6-18 years) were involved in this study. In case of class wise drop out majority of 51% Jenukuruba children are being drop out as primary level. However, 57% Bettakuruba children are being drop outs at higher primary level. School level 5% soliga children are discontinued their education at P.U level.

Tribal education is not altogether a different kind of education. It is education to suit the special needs and aspiration of tribal group who are in different stage of development. The education system offers little by way of tribal and evolved any strategy which will ensure a smooth transition from the mother language to the school language by the end of the primary school. The help he takes advantage of the mainstream education as equal without a sense of deficiency and social oppression.

**Sambhu Sankar Deep (2017)** conducted a study entitled as “**Seasonal migration and exclusion of children in school education**”. In this study researcher found that they are deprived of basic education and therefore become bonded to the low-skill- low-wage trap that their parents are currently in. This paper attempt to explore issues related to the social economic condition of the

migrant workers and their children in different working sectors, the problem faced by these migrant children in accessing educational facilities, and the incidence of child labour have been explored. The right of children to free and compulsory education Act, 2009 promised to provide quality elementary education to children in the age group of 6-14. But still we are facing a number of challenges to fulfil the right of children to get quality elementary education. The majority of out of school children are be longer to Scheduled Caste (SC), Scheduled Tribe (ST), children of landless labourers and construction workers. These vulnerable reasonable migrant do not have a voice. They need to provide childcare and educational facilities for the children who migrate along, so that they can cope with mingle with the main stream.

Therefore, a beginning was made under the SSA through mobile school. Provision of a mobile teacher along with the migrating families & children would have been a better solution but its operational viability is questionable.

**Suman Kumari (2018)** conducted a research entitled as “**Challenging issue of tribal women education in India**”. In this study, they found that the purpose of the paper is to analysis the situation of the tribal women education with literacy rate gross enrolment ratio, dropout rate and check the real condition of tribal women in the India. In India, education of tribal women is major preoccupation of both government and civil society because the education is very important instrument for the development of the country. This analysis based on the secondary data of India census 2011. In 1961 the tribal women literacy rate was only 3.16% which is increased to 49.35% in 2011. Therefore About 10 million children of school going age are not get education due to various reasons. The utility of primary and secondary schools will not only support the farther education of already enrolled girls but work as a motive for many girls in the areas where they want education.

The major find out that to decrease the impacts of poverty on daughter’ education, giving stipend to enrolled girls is a good solution. Since there is not found any strong interruption in families attitudes for their girls’ education, the study encourage the opinion of providing an instrument of quality and easy approachable education for girls in the areas.

**Dr. Neera Gautam (2013)** conducted a research entitled as “**Education of Scheduled Tribes in India: Schemes and Programmes**”. In this study the researcher found that the Scheduled Tribes

are one of the principle categories of the backward classes or historically disadvantage bottom group of society. Education of Scheduled tribes children is considered important, onto only because of the constitutional obligation but also as a crucial input for holistic development of tribal communities. This paper highlights laudable programmes and schemes for promotion of education among STs in country.

Therefore, the programmes and schemes launched for the promotion of education among this disadvantages section of society. The past-metric scholarship schemes, schemes for construction of hostels for ST girls and boys, schemes for the establishment of ashram school in tribal sub- plan , up gradation of merit, book bank, national overseas scholarship schemes for higher studies abroad, Rajiv Gandhi national Fellowship, scheme of top class education for ST student, vocational training centres in tribal area, coaching for Scheduled Tribes students, strengthening education Scheduled tribes girls in low literacy districts, tribal research institutes etc. Low level of awareness about these schemes among the tribal masses, peculiar nature of their dwelling, apathy of administrative officials in implementation of these schemes and programmes are bottlenecks in the ST's education.

**Avinash Kumar singh (1994)** conducted a research entitled as **“Drop out from primary schools in tribal India: A case study of the Ho in Parampancho, west Singhbhum”**. In this study the researcher found that this thesis examines the problem of dropout from primary among Ho tribal children in the village of Parampancho, west Singhbhum, India. The tribal people are district cultural groups, legally categorized as the Scheduled tribes. Drop Out rates from primary schools are higher for tribal children than for children from most other social and economic groups in India. The problem of a very high incidence of dropout from primary school among tribal children in India is an outcome of such home and school polarity.

A qualitative case study approach has been employed in this research to study the problem holistically within a village as a single social unit. A school dropout survey was conducted among households to ascertain the nature and extent of drop out from primary school.

The finding are significant for two main reasons, first, in most of the reports on the problems of drop out from the primary schools in developing countries, especially India the economic factors has been emphasized. That is poverty has considered as a very important factor responsible for children's drop out from school (sec chapter 1). Second, the analysis of the blame of Dropout in

term of the polarity between the home and the school as the sites of learning and teaching highlights not only the educational context of the school but also of the home.

**B. Swaroopa Rani (2007)** conducted a research entitled as “**problems Faced by tribal children in education**”. In this study the researcher found that the Tribal is derived from the Latin word ‘Tribus’ meaning ‘one third’ which originally referred to one of the three territorial groups. Tribal are not part of the traditional Hindu caste structure. Scheduled tribes in India are more like the “Indigenous” or native people in other parts of the world.

In this study specific objective is to study the problems faced by tribal children at school, to study the problem faced by tribal children at home, to study the personal problem faced by tribal children, to study the factors responsible for school dropout among tribal children. The exploratory study was adopted in this study and purposive random sampling was used for the study. The total sample size comprised of 80 tribal children with sixty children who are attending school and 20 children who were school dropouts. The data was collected by using interview Scheduled and case study from five mandals of Adilabad district.

Therefore, from this study on “Problems faced by tribal children in education”. It can be concluded that girls were facing more problems in education related to home than boys. Compared to boys, girls were facing more personal problems like fear of school, health problems, and insecurity while travelling, attaining physical related to family like need to work to raise family income, than girls.

**Dr. Prasenjit Deb & Gour Sundar Ghosh (2012)** conducted a research entitled as “**An Assessment of Drop out among tribal children of dooars region of India**”. In this study, they found that this article emphasizes the drainage of human resources among tribal community of doors region of West Bengal in the light of Sarva Shiksha Avijaan (SSA), to identify the effects, the use structured Scheduled containing seventeen independent variables.

Objectives of this paper is to assess the variable affecting the causes behind the dropout among the SC and ST children of Nagrakata Block of Jalpaiguri district of state of West Bengal, to examine the nature and extent of cause variables upon the predictor variable, and to find the extent of dependency of echelon of drop out from different educational, social, economic, environmental and academic variables.

The study is based on intensive house hold survey conducted during August, 13- January, 2014 in one Block of the district of Jolpaiguri of the state of West Bengal. The Block (Panchayet samiti), namely Nagrakata was selected at random sampling method 100 drop outs children of 6 to 14 years of age were selected from 5 gram Panchayet.

In this study they found that the state report card of DISE data principally for the the district Jalpaiguri during the year 2011-12, as collected by NUEPA, showed that still 148 number of schools were having single teacher school, 763 schools where girls toilet one not available, 31401 girls' students were enrolled there. The programme of mid-day meal was not implemented in 905 schools at the elementary level, the research findings would encourage going in depth study for the root causes at the back of the drop out.

**Sateesh Gouda M & Dr. T. V. Sekher (2014)** conducted a research entitled as “**Factors leading to school Dropouts in India: An analysis of national family Health survey-3 data**”. In this study the researcher found that education is the basic requirement for human development with education, employment opportunities are broadened and income levels are increased. The present article tried to understanding the differentials and factors associated with school dropouts in India. Based on the data from national family Health survey-3, it was found that only 75 percent of the children in the age group 6 to 16 years were attending school about 14 percent of the children never attended the school and 11 percent dropout of school for various reasons. It was observed that the dropout was high among the children belonging to Muslim, Scheduled Caste, Scheduled Tribes families.

Objectives of this paper are: 1) To understand the differentials in school dropouts at national and at state levels, 2) To understand the main reasons for school dropout reported by household members, 3) To examine the household and parental characteristics influencing the school dropouts in India.

The household causative factor of dropout is school related factors, like poor infrastructure, lack of teachers, etc. To reduce the dropout rate we have to improve the school infrastructure and quality of education.

**Manu George (2015)** conducted a study entitled as “**School Dropout among Tribal students with special reference to Paniya Tribe in Wayanad district**”. In this study the researcher found

that this paper highlights the problem of school dropout among Adivasi students with special reference to Paniya Tribe in Wayanad.

The fundamental aim of this paper is to unveil the hidden reasons for these increasing school dropouts among the ST students of wayanad district, with special reference to the Paniya Tribe. For the research, personal interview were conducted from dropout students and with their parents as well as teachers and tribal promoters of areas and certain cases were analyzed. The research studied 25 tribal students who are recent drop out from the district and their class division ranges from 1 to 12. The questions were asked to both the parents of the dropouts and their teachers. As per the study signifies, majority of their dropout was subjects to poverty and unemployment. The reasons for the dropping out are purely related to individual and education. Out of 25 respondents 48% especially in Paniya Tribe students are not motivated so they always like to be with their parents and engaged with their other activities.

Finally, these problems are influenced by a lack of support and resource in families, school, and communities.

**Creative Associates International, INC. Washington, D C (2011)** conducted a research entitled as **“School dropout prevention pilot program dropout trend analysis: India”**. In this study the researcher found that dropout prevention is a relatively new focus of concern in developing countries, which- during the past two decades- have typically paid more attention to children’s access to school and, more recently, to quality of schooling and learning outcomes. The purpose of the trend analysis is to identify the geographic location and populations most acutely affected by dropout, as well as the grade level at which children are likely to dropout.

The findings will be used to a common methodology is applied to all four countries. The analysis uses a normative assessment to identify the most affected geographic area, grade, and group in the four pilot countries. The data also show that a large number of children are not completing the basic cycle despite the growing demand for primary education. The 40% point difference between the NER for primary and upper primary suggests that formal education for a large proportion of students ends with grade 5, the terminal year of the primary cycle. Despite its low performance on

the indication ranking, Bihar has been a leader in the educational reform process in India. Therefore, in this paper Target schools were randomly selected from samastipur's 20 Blocks to ensure that every child has the right to attain a quality elementary education without any directed or in directed costs borne by the child or her/his family.

**Dr. Ravindra Kosari (2018)** conducted a study entitled as “**A study of the causes of school dropout in Andhra Pradesh**”. The present research work is considered as an explanatory study aimed primary at going on insight the causes of schooling dropout of Andhra Pradesh. Result of the study was the dropout rate at primary school in A.P in 2003-2014 was 4.35%, 2014-15 year was 6.72% and 2016-17 year dropout rate at primary school was 9.68. Main causes of school dropout are traditional thinking, failure, help demanded from them in household work and labour activities, lack of education among parents, lack of interest in subjects, inferiority among poor, backward families, etc.

**Knowledge consortium of Gujarat (2017)** conducted a research entitled as “**School dropout: challenges in rural areas with special reference to scheduled Tribes**”. In this study the researcher found that the major concern is increasing dropout rate. In this present situation it is vital to address this issue. No doubt the number of children enrolling for primary education has increased over the year but the dropout rate is high in India. In this paper the objectives of the study is to examine the educational facilities available to the tribal students in primary, secondary and higher education, and to study the various factors which motivate children to go to education and the constraints in making the education all inclusive for tribal communities. For the purpose of present research, the researcher has considered both primary and secondary data. The primary data is collected from the area of shahapur, the district of Maharashtra. Government published reports; journals etc. are referred for secondary data.

This research paper seeks to find out whether the government policy measures are successful in achieving the desired forget or not and what challenges does the government faces in making school inclusive of Scheduled Tribes.

**Khyati Desai, Mohua Moitra, Vipul Chaudhary and Bhavin Dava (2017)** conducted a study entitled as **“Education status, School Dropouts and its Reasons, determinants and perspectives among young girls of a city of Western India”**. In this study researcher found that in this paper objectives of this study was conducted to find out the magnitude of the problem of school dropouts, reasons, determinants, and perspectives of the dropout of school among young girls of surat city. Method was a cross-sectional study carried out at anganwadi centres of urban slums of Surat city among the young girls of 15-24 years. Sample size was 652 ( total population 30520, anticipated frequency 39.4%, absolute precision 5%, and design effect 1.8). Sampling was done in two stages: in the first stage, 30 slums were selected by probability proportional to size sampling and in the second stage, 22 participants from each slum were selected by consecutive sampling.

Result is half of the girls (49.5) could complete only their primary education, 26.2% had completed their secondary education and only 14.2% of girls had completed up to higher secondary education. Majority of the girls (74.8%) had already left the school before or at completion of primary school.

Early marriages and financial constraint leading to compulsory earning draw the girls out of the school and kills their desire for further education. Hence, new avenues for further education and vocational framing should be built up.

**Niti Aayog-MHRD** conducted a study entitled as **“Dropout rate soaring after school mergers in tribal belts”**. In this study, they found that the flawed policy of the NITI Aayog and the Human Resource Development Ministry to close public schools that have low enrolment rate or single teachers in tribal district is leading to a huge spike in dropout rates.

A national convention organised by the Adivasi Adhikar Rash-triya manch, the students federation manch, the students’ federation of India and the centre for Adivasi research and development which saw participation from Adivasi students, parents and teachers raised this and many other issues that have been leading to exclusion of tribal people from education.

“The right to education Act promises neighbourhood schools moreover because of the geographical condition of the tribal region you need a decentralised system. Many villages are in remote locations and even it only for few children, the school must be located within the village”.

In this study major findings that Participants at the convention said the government had not paid the post-metric and pre-metric scholarship for students and have arrears of 716 corers in unpaid



scholarships and the medium of instruction at the primary level should be in Adivasi languages. The student should be given right to choose the language at pre-matric and post matric levels.

**Seema Rajput.** Conducted a study entitled as “**School dropouts serious issue**”. In this study, find out that caste based discrimination and insensitivity ensure that children from diverse social and linguistic back grounds are pushed out of school, says (Seema Rajput).

There are 6.21 corer children out of school in India according to the ministry of Human Resource Development’s 2014 education statistic report. However, figured derived from the 2011 census are much higher. Even after seven years of the right to education Act 2009 that commits India to universal enrolment and retention of all children, a state like utter Pradesh still lacks a definition for school dropout. Even with these data gaps, the dropout rate in India is 19.8 percent and 36.3 percent primary and elementary levels respectively. The higher proportion of dropouts at elementary level consists dalits and adivasis-38.8 percent and 48.2 percent respectively. Mass closure of government schools in states such as Rajasthan, Chhattisgarh, odisha, west Bengal, uttarakhand, uttar Pradesh, Gujarat and Punjab have contributed to dropout, particularly among girls.

In this study found that there is an urgent need for the system to understand the nuances of the provision of the right to education Act on special training for out of school children. State governments must develop and adequately fund specific strategies to check and monitor dropout and improve implementation at special training centres for out of school children.

**Jeena Shelly (2017)** conducted a study entitled as “**Adjustment of Tribal students in schools: problems and perspectives**”. In this study the researcher found that education is considered as a crucial factor in development. It is the most powerful instrument for ensuring equality of opportunity and keeping in view of this assumption the government has been making several efforts to education by extending special educational institutional facilities. But the development in education sectors is still lacking in tribal community. Poor academic performance and increasing dropout rates are still in their community.

This study aimed to describe the adjustment of tribal students in their school. And it mainly discusses the educational, emotional and social adjustment of the students with respect to their school. In this study methodology is an attempt made by the researcher to discuss and describe the adjustment problems of tribal students in their school, 80 samples were collected for the study.

The researcher reveals that the tribal students have adjustment problems in the educational, emotional and social areas because the language problem is one of the major factor that the educational adjustment of the students, that 57.5% respondent having both the problems.

**Divya K (2017)** conducted a study entitled as “**Children out of schools: status of Tribal children in Madhya Pradesh**”. In this study the researcher found that dropout is a serious threat that troubles the primary education system in India. The issue has been studied in India and other developing countries over the past 65 years. There are no single reasons why students drop out of primary school. Official figures indicate that around 30 percent children leave the school dropout before completing even five years of schooling and overall around 50 percent children leave schools. The states of Bihar, Jharkhand, Uttar Pradesh, Meghalaya and Arunachal Pradesh are amongst the state with the largest percentage of children not attending schools both in 1991 and 2001. There are some common reasons behind the increased rate of dropout: poverty and poor income, limited to access to credit, child labour, and children’s and parents, lack of interest in education, negative school climate, lack of community support, as a hidden reason behind dropout in rural and tribal communities in India. In tribal communities, poverty, ignorance, superstition, cultural constraints and gender bias that obstruct schooling.

In This paper highlight, it is necessary to improve the educational access and reduce the dropout in tribal populated areas in India.

**T. Brahmanandam & T. Bosu Babu (2016)** conducted a research entitled as “**Educational status among the scheduled Tribes: Issues and challenges**”. In this study the researchers found that Scheduled Tribes are geographically, socially isolated and economically marginalized communities. In the post- independence period, sincere and concerted efforts were made for the economic and educational development of tribal’s. In this paper it was noticed that the Dhabar commission of 1960 identified certain specified reasons for the educational back wardness of tribal.

They were vague general: stations like in appropriate and unattractive teaching method adopted by the teachers, etc. It also touched other problems like poor economic condition and subsistence economy.

Objectives of this paper are to study the complex variables responsible for lower level of education among tribal and the effectiveness of different educational programmes and their impact and tribals and to assess the educational gaps and suggest suitable remedial measures for improvement of their education.

Therefore, as the studies on tribal education suggests that the policy makers approach paid little attention to culturally linked education. This has led to dropouts and directly impacted their overall educational status.

**Rupon Basumatary (2012)** conducted a research entitled as “**School Dropout across Indian states and UTs: An Econometric study**”. In this study the researcher found that school dropouts upon various factors such as poverty level, distance of school from home, transport facilities, quality of teachers, social environment and many other factors. Prof. Amartya Sen, Nobel laureate in economics of 1998, has also pointed out that for sustainable development even the poorest of the poor should be provided proper education and according steps have to be taken to bring primary education to the doors steps of the rural people. This result in lack of motivation among students, feeling of bored and also lack of hope among parents and guardians, this is expected to have positive impact upon dropout. The present study is a quantitative analysis of school dropout rate, which is regressed on various variables referred to as factors here. Data are collected for 35 state and UTs of India for the year 2009-10. However, for one variable, literacy rate (LR), on account of lack of data, the for this variable for the 2009-10. Data were drawn from the planning commission, DISE report for 2009-10 and census report, selected educational statistics, MHRD etc.

Therefore, school in this paper main finding is the pupil teacher ration across Indian states and UTs are more dropouts are caused by many factors. Among many factors, some have greater influence as compared to the others initiatives are required for mitigating this problem. Policy options, among others, include- elimination of poverty, improvement of school infrastructures, increased numbers of trained teachers, and adaptation of the curriculum to the present need and soon.

**Anugula N. Reddy & Shantha Sinha (2010)** conducted a study entitled as “**School Dropouts or Push outs? Overcoming barriers for the right to Education**”. In this study the researcher found that persistently high dropout rates are one of the biggest challenges to fulfilling the right to

education in India. This paper attempts to assess the magnitude of the problem of dropout. The paper critically review the evidence on some of the commonly edited reasons for dropout, including poverty, limited to access to credit, child labour, and children's and parents lack of interest in education. That causes of dropouts such as poverty, quality of education, lack of interest in education and examination failure. In this paper the examine India data on 'dropouts' in order to describe the scale of the problem and regional and social variations that exist and the limitations of the data presented and show problems with data and research on dropouts misrepresent both the number and nature of dropouts.

In this paper finding is causes of dropout for some reason from school usually implies the inability of children to continue in school. The child his/her family circumstance or macro-economic factors are considered to be responsible for them dropout. The quality school and relevant education are important for Scheduled Tribes children. . For a family of illiterate adults sending a child to school is a major transformation and often involves considerable financial sacrifice.

**Renuka. B. Dasannavor (2013)** conducted a research entitled as “**A research study on Dropouts in primary schools in Belgum district of Karnataka State**”. In this study the researcher found that majority of the children comes from the economically poor family. Due to the poverty the parents force the children to go to work in garages. Small scale industries, cleaners, small mother etc. As the parent depends child has to full fill the needs of the parents by working without rejecting their opinions. This major course for the children to dropout from their particulars schools. The specific objectives of the study are to examine the achievements made by Karnataka in the field of primary education. In this paper the used stratified random sampling technique while collecting the house hold data selection of Belgaum district as a study area constitutes the first stage of the sample.

The major finding of the study is the children have left the school in the middle of the year. The reasons are school is for from their residence, homework working in others house, child labour, married inadanaate school environment, refugee children, migrant children, afraid of teachers, orphan children, physically challenged children's etc.

**Dr. Preeti Sinha & Sushil Kumar Singh (2016)** conducted a research entitled as “**A study on Dropouts among socially disadvantage school students of Bihar**”. In this study the researcher

found the study also attempted to analysis the rate of dropouts in the middle schools. The sample of study comprised of 480 middle school disadvantaged students of government and private schools of samastipur, vaishali and Patna districts. This paper objectives to find out the different in the level of dropouts between class VI and VII students, the level of dropouts between class VII and VIII students, the level of dropouts in schools of different panchayats, the level of dropouts in schools of different Block and the level of dropouts in schools of different districts. This paper a random sample technique was employed to access the retention of disadvantage category students of middle schools. A sample of 480 middle school student was selected through random sampling technique and an interview schedule was used for collection of data.

Therefore, findings of the study is the study revealed that the largest number of dropouts were in class VIII. It also reflected that there was difference in the number of dropouts in their districts covered. Samastipur district recorded the lowest percentage of dropouts in comparison to Patna and vaishali districts. Changes have been observed lately but much more is needed for a shining Bihar.

**Aditi Sharma, Annapurna Samantaray and Satya Ranjan Dash (2017)** conducted a research entitled as “**Demographic analytical study of girl child Dropout form schools in India**”. In this study researcher found that this paper focuses on addressing the school at an earlier stage of education. Constraints or factors leading to school dropout directly or indirectly have been analysed years wise using the visualization software: data dropper for different regions in India.

In this section year wise analytical study in different regions like up, Punjab, Bihar etc. has been performed using a tool called data dropper this tool is basic visualization software that is browses based and doesn't require installation data is fed online to produce yearly trends. This paper contributes to the study of social issue that compels a girl's student to leave school. There are many factors that lead girls to dropout from school. Few of them include family back ground, social and academic environment, demographics etc. After performing analysis on the given data set in this paper it was found that Kerala has no dropouts were as Rajasthan and Maghalaya has the highest dropout of A.V girls' year on year (2008-2011). In J & K, rate of dropout of ST-X girls in 2011-12 is high and rate of dropout of SC-V girls in 2008-2009 is low. In odisha, rate of dropout of ST-X girls in 2009-2010 is high and rate of dropout of A- V girls in 2010-2011 is low. India has highest dropout of A-V girls in 2009 compared to rest of the years. Further mining of data can yield better analysis and suggest steps to minimize dropout of girls' students in the future.

**Sarva Shiksha Abhiyan (2000)** conducted a study is an India Government programme aimed at the universalization of elementary education “ in a time bound manner”, the 86<sup>th</sup> Amendment to the constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million children in 2001) a fundamental right. The programme was pioneered by former Indian prime minister Atal Bihari Vajpayee. It started on 2002 and SSA has been operational since 2000-2001.

When the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objectives of universal primary education. DPEP over several phases covered 272 districts in 18 states of the country. The expenditure Government (85%) and the state Government (15%).

DPEP was not a waste, because it introduced a new approach to primary school interventions in India.

The right to education Act (RTE) came into force on 1 April 2010. Some education and policy makers believe that, with the passing of this act, SSA has acquired the necessary legal force for its implementations.

In 2018 Sarva Shiksha Abhiyan along with rashtriya madhyamik Shiksha Abhiyan was launched to form Samagra Shiksha Abhiyan.

### **MID DAY MEAL (2001):**

The mid-day meal scheme is a school meal programme of the Government of India designed to better the nutritional standing of school age children nationwide. Mid-day meal on 20 November 2001, the supreme court of India passed a mandate stating, “We direct the state Government/unions territories to implement the mid-day meal scheme by providing every child in every Government and Government assisted primary school with a prepared mid-day meal”. Indian’s mid-day meal scheme is one of the largest school lunch programmes in the world benefiting 9.78 corer children in 11.40 lacks schools (as per 2016-17 data).

Mid-day meal scheme aims to: avoid classroom hunger. Increase school enrolment. Increase school attendance. Improve socialisation among castes. Address malnutrition. There are empowers women through employment.

The Akshaya patra foundation, which was successfully implementing its own school lunch programme in Karnataka since 2000, was called in to give testimonies for verifying the efficacy of the scheme; which the mandate to implement mid-day-meal scheme was passed.

### **2.1.2 REVIEW OF FOREIGN RESEARCH:**

**Latif A, Choudhary AI & Hammayun AA (2015)** conducted a research entitled as “**Economic effects of students’ dropouts: A comparative study**”. In this study the researcher found that it is an incontestable fact that the progress of a nation is highly dependent on the education of their citizens. Education plays a central role and has across cutting impact on all aspects of human life. The main purpose of this study is to explore the causes of students dropouts and their impact on economic, this research find outs the reasons of dropouts in Pakistan and more importantly comparative analysis of the causes of students dropouts globally.

The findings of this study are drawn from the extensive literature review of students’ dropout in different countries. Financial problems, parents’ unwillingness, distance and lack of basic facilities, bad quality of the education, inadequate school environment and building, overloaded class room, improper languages of teaching, carelessness of teachers and security problem in girls school are found as major causes of students dropouts in different countries. This study also find outs the effects of students dropouts on economy and suggest some remedial measures to reduce students’ dropouts. Study also has some policy implications for policy makers to combat this problem, such as free education program, curriculum adjustment, teachers training workshops, provision of all facilities in schools.

**Frances Hunt (2008)** conducted a research entitled as “**Dropping out from school: A cross country review of literature**”. In this study the researcher found that this paper provides an in-depth review and analysis of literature on dropping out from school, and focuses on children who have gained access, but fail to complete a basic education cycle. The main discussion is around why and how children dropout from school. It looks at the issue involved in dropping out from school in different situational contexts, and develops shared understanding of dropping out across

the context. The study asks questions about what we know about drop outs and identifies where there might be gaps in research knowledge.

Dropping out from school occurs after children have previously achieved access to school. A major problem in many developing countries, dropping out is often obscured within statistical data and by the emphasis on initial access. This study is concerned with children who have not completed a cycle of basic education, which depending on the compulsory age of enrolment, should generally encompass children from the ages of five or six to fifteen years.

The study locates the issue of drop outs at a macro level providing statistical data around dropouts, but the discussion mainly focuses on and around qualitative accounts of dropout. This report brings together previous research done in this area. Qualitative and some quantitative study have carried out interview with dropouts and often school-based questionnaire adopted in this paper.

This paper has outlined a range of factors which can and may influence dropping out from school. Rather dropout is influenced by a range of interacting factors, that poverty. Poverty also interacts with other points of social disadvantage, with the interaction of factors putting for their person vulnerable children to dropout. For example, orphans, migrants, lower case/scheduled tribe children and children from minority language group in many, but not all, contexts have disrupted access, and are more prone to drop-out.

**Peter Laugharn (2007)** conducted a research entitled as “**Negotiating ‘Education for many’ enrolment, dropout and persistence in the community schools of Kolondieba, mali**”. In this study researcher found that inspired by the 1990 Jomtien world conference on Education for All. And by the experience of non- governmental organisations such as BRAC save the children / USA established a community schools project in southern Mali, working with 777 villages to establish and run their own primary schools between 1992 and 1998. These schools enrolled over 45,000 pupils who would otherwise have little chance of going to school. Nearly half of these pupils were girls. School management committees (SMCs), composed of community members, had several responsibilities for the schools, including enrolments and retention of pupils.

A brief description of the methods used in the study. Use of qualitative method adopted in this research. In this paper Face to face interview and animated focus group discussions made it possible to identify the concerns and priorities of those he was speaking to, and to pursue them further the use of quantitative data provided by the CERPOD population observatory allowed



gendered patterns, whether between girls and boys, or between fathers and mothers, to be compared systematically throughout the research.

This research was carried out with two sample populations. Interview and focus group data were gathered in their case villages, while the quantitative data were collected from the forty villages comprising the Kolondieba population observatory.

The Global monitoring report's (2007) analysis of the causes and solutions of non-enrolment, the typical correlations are cited- gender, rural, residence, household poverty, and parental educational history. It would be useful to bring into the EFA debate the experience of Kolondieba and similar rural initiatives, in which these correlations are largely levelled and low enrolment rates, and no longer inevitable. Instead the report talks of 'abolishing school fees, providing income support to poor and rural households to reduce reliance on child labour, teaching in children's mother tongue, offering education opportunities for disabled children and those affected by HIV/AIDS, and Adults get second chance on education

In the end, families are central in the decision to enrol children and in the on-going, multiparty commitment necessary to keep them in school the EFA movement should give more effect to understanding the decision-making role and responsibilities of families and communities in giving children the opportunity to learn.

## **2.5: THE MAJOR RESEARCH FINDINGS OF THE STUDY:**

The major research findings in the field of study have been reviewed thoroughly one's against to find out findings according to different categories and to analyse their logical trends giving in the table below:

<b>Title of Research</b>	<b>Name Of Researcher</b>	<b>Publication in Journal</b>	<b>The Major findings</b>
“Exclusion of Scheduled Tribes in India with Reference to Education”.	Dr. Ashok Kumar Erigala	International Journal of Multidisciplinary Educational Research. Volume-1, Issue 1, April 2012	On this paper it was found that There is slow growth of education among the Scheduled Tribes as there is no relevant social policy for eradicating the social exclusion. There is a need for new and innovative policies and programs to be initiated to bring about inclusion for the education of Scheduled Tribes.
“A Case study on the School Dropout Scheduled Tribal students of Wayanad District, Kerala”.	Jobin Joy & M. Srihari	Research Journal of Educational Sciences Vol. 2(3), 1-6, ISSN 2321-0508 June, 2014	In this paper it was noticed that this study will be useful in providing adequate solutions to this issue, tribal dropout and implementation of strong constructivist pedagogy and class-oriented learning approach in the tribal areas.
“Social Exclusion of Tribal Agricultural Labourers: the case of Adiya Tribal community of Wayanad	C. Aswathy, S. Darsana & Bhagya Vijayan	Asian Journal of Agricultural Extension, Economics & Sociology. 23(4): 1-8, Article NO. AJAEES. 39221 ISSN: 2320-7027	The study founded that adiyas faced an overall exclusion of 66.38%, The economic exclusion of 74.54%, political- legal exclusion (69.89%). Also, Adiya tribe experienced geographical exclusion to the extent of (69.76%) followed by service exclusion (67.96%) and social-cultural

district”.		2018,	exclusion (48.92%) respectively. Therefore, 50% of the respondents perceived medium level of social exclusion by this tribal community.
“Scope of Education and Drop out among Tribal students in Kerala- A study of Scheduled Tribes in Attappady”	Dr. Haseena V.A & Dr. Ajims P. Mohammed	International Journal of Scientific and Research publications, Volume- 4, Issue- 1, ISSN: 2250-3153. January 2014.	The findings of this study in a broad sense; the social-economic and cultural factors among tribal’s can be contained as poverty and poor economic conditions, social customs, cultural ethos, lack of awareness and understanding of the value of formal education, conflict and gap between the home and school, etc.
“Indian Tribes and Issue of Social Inclusion and Exclusion”.	C.J. Sonowal	Study Tribes Tribals, 6(2): 123-134 Kamla Raj- 2008	This paper studied about what were the means and aims of tribal exclusion and the consequences of the same with some instance
“Social Exclusion of Tribal’s in Education and Strategies for Inclusion Analysis”.	Dr. K. Somasekhar	Volume-6, Issu-2, e-ISSN: 2347-9671, p-ISSN: 2349-0187, UGC J N: 47335. February 2018,	The major findings that India advocates inclusion growth, but due to lack of education and the marginalized section are being excluded from the inclusive growth. Scheduled Tribes still face social exclusion and discrimination in their daily lives, voice of their rights, entitlements dignity and justice are frequently suppressed on them by other caste groups.
“Challenging Issues of Tribal	Dr. Kabita Kumari Sahu	IOSR Journal of Economics and Finance (IOSR-	in this study she find out that Tribal children have very low levels of participation through the

Education in India”.		JEF). Vol-3, Issue-2, ISSN: 2321-5933, March- April 2014	development of the tribes is taking place in India, but the pace of development has been rather slow.
“A study on drop out of tribal students at secondary level in Hooghly district, West Bengal”	Gouranga Biswas & Dr. Dhanya Krishnan	International Journal of Applied Research, 3(6): ISSN: 2394-5869. 2017, www.allresearchjournal.com	In this study the major factors of dropout is poor economic condition, lack of conducive learning environment at home, attitude of parents towards schooling, lack of aspiration and attitude of non-tribal students towards tribal students.
“Problem of Education among the Scheduled Tribes in India: findings a balance”	Susmita Sengupta & Shovan Ghosh	Geo-Analyst, Vol. 2 No.-1 2012	This paper to find out that all of the tribal children are first generation learners, the first one in their entire generation to go to school and receive education. Their home environment is both discouraging and non-facilitating to education and their parents fail to provide any educational guidance to their children. Therefore, they become the highest risk students for dropping out.
“Social Exclusion and Tribal political Association in Transition two	Dr. M.D. Ayub	International Journal of Humanities and Social Invention. Volume-6,	It was noticed that the tribal authority has some hold over the daily life of the tribal in several matters, particularly matters related to their inner world, though the

case studies”		Issue-11 ISSN: 2319-7722 (Online), ISSN: 2319-7714 (Print), November 2017	latter sometimes is directed by the former, the latter do not want to sacrifice their tradition and the former do not make unwanted encroachment into the tribal tradition
“Factors leading to School Dropouts in India: An analysis of National Family Health Survey-3 data”.	Sateesh Gouda M & Dr. T. V. Sekher	IOSR Journal Research & Method in Education (IOSR-JRME). Volume-4, Issue-6 ver. III ISSN (P): 2320, Nov-Dec, 2014	This paper to find out that the household causative factor of dropout is school related factors, like poor infrastructure, lack of teachers, etc. It is important to improving the school infrastructure and quality of education can only reduce the extent of dropout to a limited extent.
“School Dropout among Jenukuruba Tribal children in Karnataka”	Manjunatha B. R. & Annapurna M.	Antrocom online Journal of Anthropology. Vol-8, ISSN: 1973-2880, 2012	The education system offers little by way of tribal and evolved any strategy which will ensure a smooth transition from the mother language to the school language by the end of the primary school. The help he takes advantage of the mainstream education as equal without a sense of deficiency and social oppression.
“Seasonal Migration and Exclusion of Children in School	Sambhu Sankar Deep	International Journal of Advanced Educational Research,	In this paper found that the majority of out of school children are be longer to Scheduled Caste (SC), Scheduled Tribe (ST), children of landless labourers and

Education”.		Volume 2, Issue-4, ISSN: 2455-6157 July, 2017	construction workers. To the social economic condition of the migrant workers and their children in different working sectors, the problem faced by these migrant children in accessing educational facilities, and the incidence of child labour have been explored.
“Challenging Issue of Tribal Women Education in India”	Suman Kumari	International Journal of Interdisciplinary Research in Arts and Humanities (IJIRAH), Volume-3, Issue-1, ISSN: (online): 2456-3145 2018	This paper was noticed that to decrease the impacts of poverty on daughter’ education, giving stipend to enrolled girls is a good solution. Since there is not found any strong interruption in families attitudes for their girls’ education, the study encourage the opinion of providing an instrument of quality and easy approachable education for girls in the areas.
“Education of Scheduled Tribes in India: Schemes and Programmes”	Dr. Neera Gautam	2013	This paper found that low level of awareness about these schemes among the tribal masses, peculiar nature of their dwelling, apathy of administrative officials in implementation of these schemes and programmes are bottlenecks in the ST’s education.

<p>“Drop out from Primary Schools in Tribal India: A case study of the Ho in Parampancho, West Singhbhum”</p>	<p>Avinash Kumar Singh</p>	<p>University of London Institute of Education Department of International and Comparative Education, September, 1994</p>	<p>the major findings of this research that the causes of dropout is the poverty has a very important factor, from primary school mainly due to their perception of the polarity and associated condition of learning difficulties in the school.</p>
<p>“Problem faced by Tribal Children in Education”</p>	<p>B. Swaroopa Rani</p>	<p>Publisher lap lambert academic publishing. 2007</p>	<p>In this study to find out that it can be concluded that girls were facing more problems in education related to home than boys. Compared to boys, girls were facing more personal problem like fear of school, health problems, and insecurity while travelling, attaining physical related to family like need to work to raise family income, than girls.</p>
<p>“An Assessment of Drop out among tribal children of doors region of India”</p>	<p>Dr. Prasenjit Deb &amp; Gour Sundar Ghosh</p>	<p>International Journal of Science and Research (IJSR), Volume-3, Issue-10, ISSN(online): 2319-7064 October 2014,</p>	<p>In this study they found that the state report card of DISE data principally for the the district Jalpaiguri during the year 2011-12, as collected by NUEPA, showed that still 148 number of schools were having single teacher school, 763 schools where girls toilet are not available, 31401 girls’ students were enrolled there. The programme of mid-day meal was</p>

			not implemented in 905 schools at the elementary level, the research findings would encourage going in depth study for the root causes at the back of the drop out.
“Factors leading to school Dropouts in India: An analysis of national family Health survey-3 data”	Sateesh Gouda M & Dr. T. V. Sekher	IOSR Journal of Research & Method in Education (IOSR-JRME), ISSN: 2320-737, Vol.-4, Issue-6, November-December 2014	This paper was noticed that the household causative factor of dropout is school related factors, like poor infrastructure, lack of teachers, etc. To reduce the dropout rate we have to improve the school infrastructure and quality of education.
“School Dropout among Tribal students with special reference to Paniya Tribe in Wayanad district”	Menu George	Facilitator at Don Bosco Tech society. September 4, 2015	In this paper found that the causes of dropout for lack of support, lack of resources in families, and communities. The majority of their dropout was subjects to poverty and unemployment.
“School dropout prevention pilot program dropout trend analysis: India”	Creative Associates International, INC. Washington, D C	The United States Agency for International Development. Creative Associates International. 2011	This paper found that target schools were randomly selected from samastipur’s 20 Blocks to ensure that every child has the right to attain a quality elementary education without any directed or in directed costs borne by the child or her/his family.



“A study of the Causes of School Dropout in Andhra Pradesh”	Dr. Ravindra Kosari	IJRDO-Journal of Business Management. Volume-4, Issue-7, ISSN: 2455-6661 July 2018.	In this study to find out that the main causes of school dropout are traditional thinking, failure, help demanded from them in household work and labour activities, lack of education among parents, lack of interest in subjects, inferiority among poor, backward families, etc.
“School dropout: challenges in rural areas with special reference to scheduled Tribes”	Knowledge Consortium of Gujarat	Journal of Social Science. ISSN: 2279-0263, Continuous Issue-26 April-May 2017	This research paper seeks to find out whether the government policy measures are successful in achieving the desired forget or not and what challenges does the government faces in making school inclusive of Scheduled Tribes.
“Education status, School Dropouts and its Reasons, determinants and perspectives among young girls of a city of Western India”	Khyati Desai, Mohua Moitra, Vipul Chaudhary and Bhavin Dava	International Journal of Medical Science and Public Health Volume-6, Issue-8, 2017	This paper it was noticed that early marriages and financial constraint leading to compulsory earning draw the girls out of the school and kills their desire for further education. Hence, new avenues for further education and vocational framing should be built up.
“Dropout rate soaring after	Niti Aayog-MHRD	NITI-Aayog-MHRD decision	In this study it was found that Participants at the convention said

<p>school mergers in tribal belts”</p>		<p>has negative impact, Say activists Special correspondent- New Delhi</p>	<p>the government had not paid the post-metric and pre-metric scholarship for students and have arrears of 716 corers in unpaid scholarships.  The convention demanded that the medium of instruction at the primary level should be in Adivasi languages. The student should be given right to choose the language at pre-matric and post matric levels.</p>
<p>“School dropouts serious issue”</p>	<p>Seema Rajput</p>	<p>The Author is a technical specialist in education at care India. Monday, 20 November, 2017</p>	<p>In this study found that there is an urgent need for the system to understand the nuances of the provision of the right to education Act on special training for out of school children. State governments must develop and adequately fund specific strategies to check and monitor dropout and improve implementation at special training centres for out of school children.</p>
<p>“Adjustment of Tribal students in schools: problems and perspectives”</p>	<p>Jeena Shelly</p>	<p>SSRG International Journal of Humanities and Social Science (SSRG-IJHSS). 2017</p>	<p>The researcher reveals that the tribal students have adjustment problems in the educational, emotional and social areas because the language problem is one of the major factor that the educational adjustment of the students. That 57.5% respondent having both the problems.</p>

“Children out of Schools: status of Tribal children in Madhya Pradesh”	Divya K	International Journal of Research in Social Sciences, Volume-7, Issue-12, December 2017	In this paper major found that some common reasons behind the increased rate of dropout- poverty and poor income, limited to access to credit, child labour, and children’s and parents, lack of interest in education, negative school climate, lack of community support, as a hidden reason behind dropout in rural and tribal communities in India.
“Educational status among the scheduled Tribes: Issues and challenges”	T. Brahmanandam & T. Bosu Babu	Artha JSOC Science, ISSN-0975-329, 2016	This paper it was found that the study on tribal education suggests that the policy makers approach paid little attention to culturally linked education. This has led to dropouts and directly impacted their overall educational status.
“School Dropout across Indian states and UTs : An Econometric study”	Rupon Basumatary	International Research Journal of Social Science. Volume-1 (4), 28-35, December 2012	In this paper main major fact found that the causes of school dropout is poverty, lack of school infrastructures, lack of trained teachers, lack of adaptation of the proper curriculum to the present need and soon.
“School Dropouts or Push Outs? Overcoming	Anugula N. Reddy & Shantha Sinha	Consortium for Research on Education Access, Transitions and	In this paper to find out that causes of dropout for some reason from school usually implies the inability of children to continue in school. The child his/her family

barriers for the Right to Education”		Equity, Create pathways to Access Research monograph No.40, 2010	circumstance or macro-economic factors are considered to be responsible for them dropout. On the other hand, if the issue is seen as children being ‘Pushed out’ from school.
“A research study on Dropouts in primary schools in Belgum district of Karnataka state”	Renuka. B. Dasannavor	EPRA International Journal of Economic and Business Review, Volume-5, Issue-7, ISSN: 2349-0187 July 2017	The major finding of the study is the causes of dropout are their residence, homework working in others house, child labour, married inadanaate school environment, refugee children, migrant children, afraid of teachers, orphan children, physically challenged childrens with lack of hostel and without hostel facility, tent schools for migrant children, special schools for child labours, for children.
“A study on Dropouts among Socially Disadvantage School Students of Bihar”	Dr. Preeti Sinha & Sushil Kumar Singh	International Journal of Novel Research in Humanity and Social Sciences, Volume-3, Issue-3, June 2016	The findings of the study revealed that the largest number of dropouts were in class VIII. It also reflected that there was difference in the number of dropouts in their districts covered. Samastipur district recorded the lowest percentage of dropouts in comparison to Patna and vaishali districts.

<p>“Demographic analytical study of Girl child Dropout form Schools in India”</p>	<p>Aditi Sharma, Annapurna Samantaray and Satya Ranjan Dash</p>	<p>International Journal of Engineering Technology Science and Research (IJETSR). Volume-4, Issue-10, October 2017</p>	<p>This paper it was noticed that there are many factors that lead a girls to dropout from school. Few of them include family back ground, social and academic environment, demographics etc. After performing analysis on the given data set it was found that Kerala has no dropouts were as Rajasthan and Meghalaya has the highest dropout of A.V girls’ year on year (2008-2011).</p>
<p>“Social Exclusion: Concept, Application, and Scrutiny”</p>	<p>Amartya Sen</p>	<p>Office of Environment and Social Development Asian Development Bank Social Development Paper No. 1 June 2000</p>	<p>In this paper to find out that the causes of social exclusion are poverty, low income of family, hunger caused by a crop failure that makes a peasant family lose its traditional food supply, hunger resulting from unemployment through the loss of purchasing power, loss of human relation, motivation loss, racial inequality, lack of social opportunities, the language in which old issues are sometimes terminologically recast in the literature on social exclusion.</p>
<p>“Economic effects of Students’ Dropouts: A Comparative study”</p>	<p>Latif A. Choudhary AI &amp; Hammayun AA</p>	<p>Journal of Global Economic ISSN: 2375-4389 Volume 3, Issue 2. 2015</p>	<p>In this paper major founded that this study are drawn from the extensive literature review of students’ dropout in different countries. That financial problems of parents, unwillingness, distance and lack of basic facilities, bad quality of the education, inadequate</p>

			school environment and building, overloaded class room, improper language of teaching, carelessness of teachers and security problem in girls school.
“Dropping out from school: A cross country review of literature”	Frances Hunt	Consortium for research on educational access, transitions and equity create pathways to access research monograph No. 14/ Institute of education university of London. 2008	In this paper has outlined a range of factors which can and may influence dropout from school. Rather dropout is influenced by a range of interacting factors, that poverty. Poverty also interacts with other points of social disadvantage, with the interaction of factors putting for their person vulnerable children to dropout.
“Negotiating Education for many’ enrolment, dropout and persistence in the community schools of Kolondieba, mali”	Peter Laugharn	Consortium for research on educational access, transitions and equity create pathways to access research monograph No. 14/ Institute of education university of London. 2007	This study it was founded that the Global monitoring reports (2007) analysis of the causes and solutions of non-enrolment are gender, rural, residence, household poverty, parental educational history. The -report talks of abolishing school feel, providing income support to poor and rural households to reduce reliance on child labour, teaching’s mother tongue.

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## **CHAPTER-III**

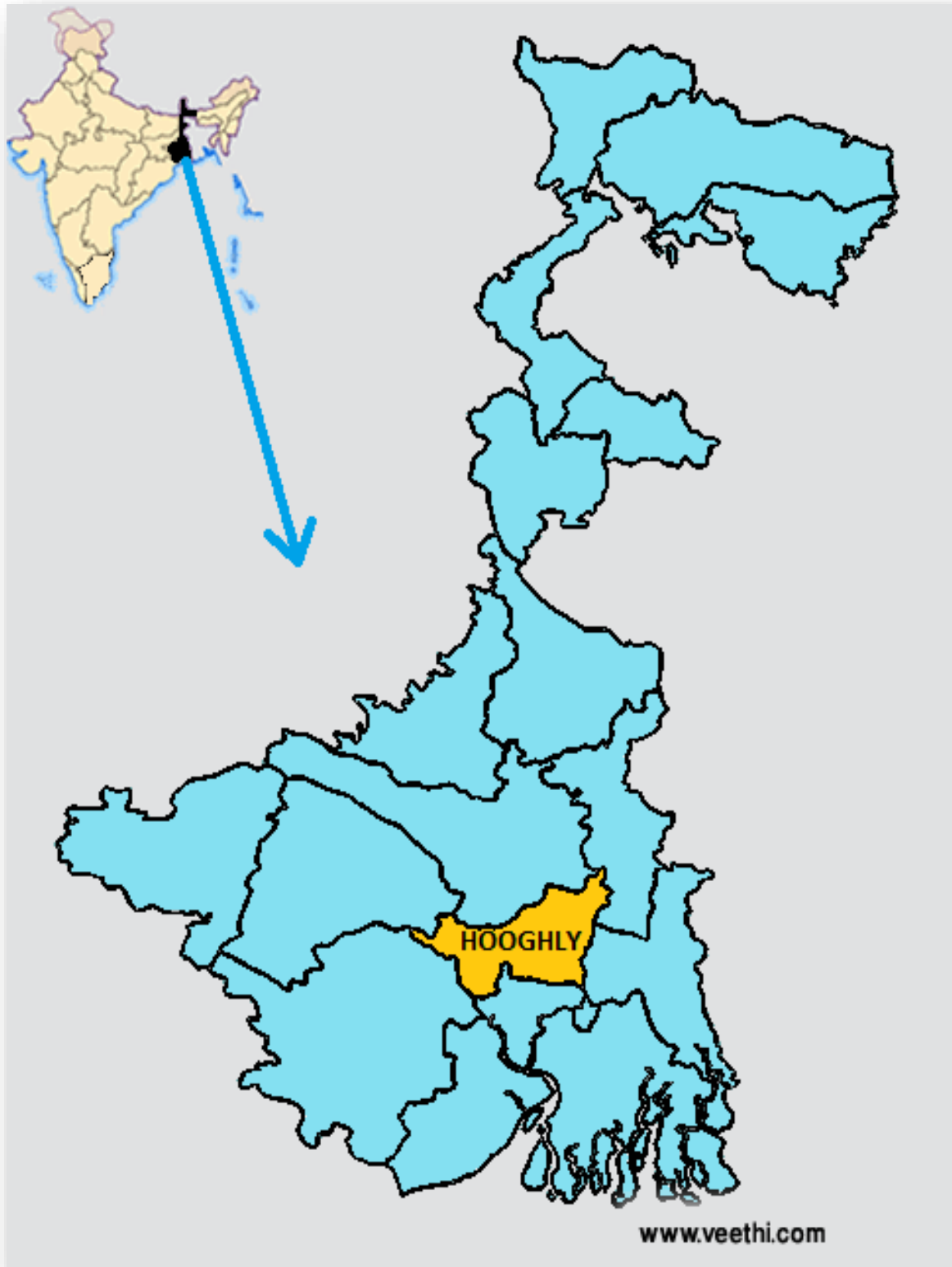
### **RESEARCH METHODOLOGY**

This chapter gives an overview of the research method and procedure in this study. In this study a qualitative approach was followed. To explore the problem of drop out among Adivasi student in Hooghly district of West Bengal. The descriptive survey method was adopted.

#### **3.1 POPULATION:**

The population of this study was dropout Adivasi children of Hooghly district. In Hooghly district there are 18 Block, out of which only 2 Blocks (Dhaniyakhali & Pandua) has been selected purposively. During selection of Blocks the investigator considers the density level of the Adivasi population. Both boys and girls Adivasi children in the age group 10-21 years were considered as the sample.

**Map 3.1: Map showing the location of population area.**



### **3.2.1 TECHNIQUE:**

According to the nature of research problem it was considered that the present investigator would be conducted his study by using of survey method. Because survey method is generally used for that type of data which proposes to ascertain what is normal condition at the present time about Scheduled Tribe school dropout children. No data is created by the researcher by experimental manipulation.

### **3.2.1 THE DEVELOPMENT OF QUESTIONNAIRES:**

This present research, for collection of relevant data about the researcher problems, the investigator used questionnaire has two parts:

- A. Demographic data sheet- to collect personal data from the selected dropout children.
- B. The questionnaire.

The questionnaire developed jointly by the researcher and his supervisor. The questionnaire consists of six items and each item is divided into sub-items. Some items are open ended and some item are closed. The total time allowed for answering the two questionnaires are maximum 40minutes. The answer scripts are then checked cleaned and quantified as per as possible systematically for analysis and interpretation.

### **3.1.1 STUDY AREA-A PROFILE OF HOOGHLY DISTRICT:**

This Hooghly district is one of the districts of West Bengal in India. The district is named after the Hooghly River. In this district Bengali are the main languages and others language are Hindi, Santali, and Urdu spoken. The district comprises four subdivisions: Chinsurah, Chandannagore, Serampore and Arambagh. Hooghly chuchura is the district headquarters. The total population of this district as per 2011 Census, 5,520,389 and sex ration 961. There are 23 police station, 18 development Blocks, 12 Municipalities and 210 Gram panchayets. There are 41 urban units, 32 Census towns.

### 3.1.2 GEOGRAPHICAL LOCATION OF THE DISTRICT:

The district is flat, with no place having an elevation of more than 200 meters. The river Hooghly borders it to the east. Another major river is 'Damoder'. The district is bordered by Howrah district to the south, Burdwan district to the North, and to the east by the river Hooghly. Bankura district lies to the North-West, with medinipure district to the South-West.

**Map 3.2: Map showing the location of the Hooghly District.**



### **3.1.3 HISTORY OF THE DISTRICT:**

This district of Hooghly derived its name from the town of Hooghly on the West Bank of the Hooghly river about 40 KM North of Kolkata in West Bengal. This town was a major river port for trade in India before colonialism. The first European to reach this area was the Portuguese traders obtained a permit from sultan Mahmud Shah to trade in this area. In those days the Hooghly River was the main route for transportation and Hooghly served as an excellent trading port. Though the city of Hooghly is more than 500 years old, the district of Hooghly was formed in 1795 with the city of Hooghly as its headquarters. Among other European powers that came to Hooghly were the Dutch, the Danish, the British, the French, the Belgians and the Germans. Dutch traders centred their activities in the town Chuchura which is South of Hooghly.

### **3.1.4 ECONOMY OF THE DISTRICT:**

Hooghly is one of the most economically developed districts in West Bengal. It is the main Jute Cultivation, Agriculture, Jute industry and Jute trade hub in the state. The Jute mills are along the banks of the river Hooghly in Tribeni, Bhadreswar, Champdani and Srirampur.

### **3.1.5 EDUCATION OF THE DISTRICT:**

The literacy rate of the district is 82.55 % (2011 census). There are 2992 primary schools, 408 high schools, 127 higher secondary schools, 22 colleges, and 6 technical institutes in Hooghly district.

The most notable institution among them is: Government college of Engineering Textile technology Serampore, Mahesh Sri Ramakrishna Ashram Vidyalaya (Higher secondary), Serampore College, Serampore girls college, Serampore union institution, Akna girl's high school, Chatra Nandalal Institution, Mahesh high school, Serampore, Hooghly branch government high school.

### **3.1.6 HISTORICAL PLACES OF THE DISTRICT:**

Kamarpukur is the birth place of Sri Sri Ramakrishnadev. Tarakeswar is a renowned place of pilgrimage and the greatest centre of the Shiva sect in West Bengal. Serampore: the Ratha Yatra of Mahesh in Serampore is the oldest Rathayatra after Puri Ratha-Yatra. Serampore was the Danish colony. The first university in Asia was established in Serampore-Senate of Serampore College (University). Rishra: one of the most crowded cities has many different religion people and



industries like aditya Birla's jayasre textile. In this district first Jute mill of Asian was in rishra bandel is famous for the bandel church West Bengal's oldest church. Sandal is the birth place of the eminent writer sarat Chandra chattopdya. Chandanagar is an important and nice town of Hooghly and famous for Jagaddhatri puja and awesome lighting and French colonial monuments. Guptipara are famous for rathayatra and rashmela there are few historical terracotta temple in brindaban Chandra math.

### 3.1.7 A PROFILE OF DHANIYAKHALI BLOCK OF THE HOOGLHY DISTRICT:

The total population of this Block as per 2011 census is 320,534. All of which were rural. There are 160,789 (50%) males and 159,745 (50%) females. Scheduled castes numbered 105,811 (33.01) and Scheduled Tribes numbered 45,715 (14.26%)

**Table 3.1: GRAM PANCHAYETS OF DHANIAKHALI BLOCK.**

Sl. No.	<u>GRAM PANCHAYATS</u>
1	BELMURI
2	BHANDERHATI 1
3	BHANDERHATI 2
4	BHASTARA
5	DASGHARA 1
6	DASGHARA 2

7	DHANIYAKHALI 1
8	DHANIYAKHALI 2
9	GOPINATHPUR 1
10	GOPINATHPUR 2
11	GURAP GURBARI 1
12	GURBARI 2
13	KHAJURDAHA-MILKI
14	MANDRA
15	MANDRA
16	PARAMBUE-SAHAZAR
17	SOMASPUR 1
18	SOMASPUR 2

**Map 3.3: Map showing the location of Gram Panchayats of Dhaniyakhali Block.**



**GEOGRAPHY LOCATION OF THE BLOCK:**

Dhaniyakhali CD Block is bounded by Pandua CD Block, in a part of the north and a part of the east, polba Dadpur CD Block in a major portion of the east, Haripal and Tarakeswar CD Blocks, in the South and Pursurah CD Block and Jamalpur CD block, in Burdhaman district in the west.

### 3.4: Map showing the Geography Location of Dhaniyakhali CD Block:



#### LITERACY OF THE BLOCK:

As per the 2011 census the total number of literates in Dhaniyakhali CD Block was 218,902 (75.66% of the population over years) out of which males numbered 119,539 (82.51 of the male population over 6 years) and females numbered 99,363 (68.79) of the female population over 6 years). The gender disparity (the difference between female and male literacy rates) was 13.72%.

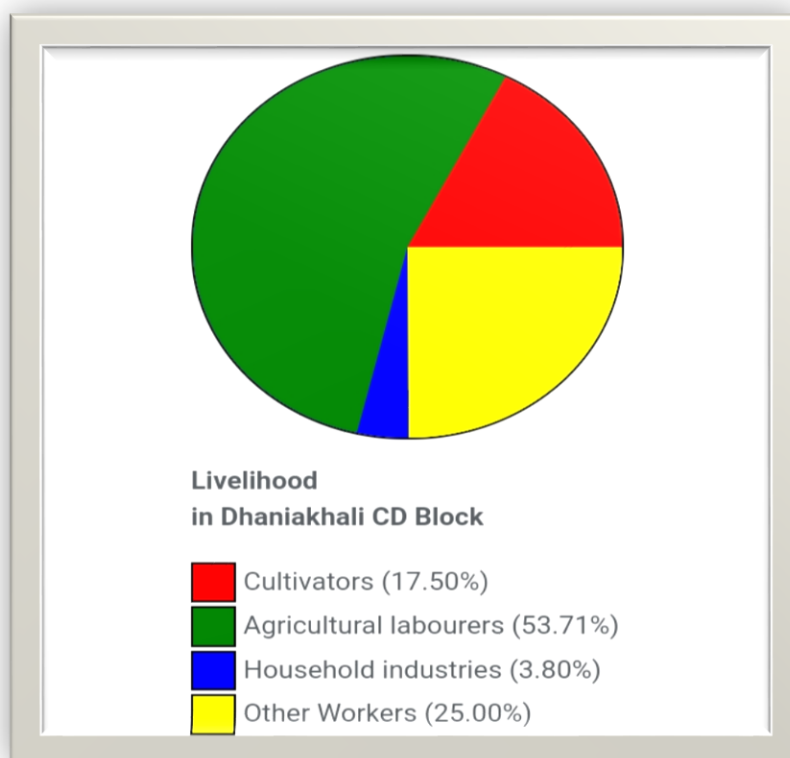
### **RURAL POVERTY OF THE BLOCK:**

As per poverty estimates obtained from household serves of families living below poverty line in 2005, rural poverty in Dhaniyakhali CD Block was (31.85%)

### **ECONOMY OF THE BLOCK:**

In Dhaniyakhali CD Block in 2011, amongst the class of total workers, cultivators formed 17.50 %, agricultural labourers 53.71 %, household industry workers 3.80 % and other workers 25.00%.

**Figure 3.1: percentage distribution of economy in Dhaniyakhali CD Block in 2011.**



### **AGRICULTURE OF THE BLOCK:**

This is a rich agricultural economy largely depends on Rice, Potato, Jute, Vegetable and orchard products. Though Potato is cultivated in the Dhaniyakhali Block of this district contributed much of its production of this district.

### **EDUCATION OF THE BLOCK:**

IN 2013-14, Dhaniakhali CD Block had 199 primary schools with 18,168 students, 19 middle schools with 1,276 students, 19 high schools with 10,938 students and 22 higher secondary schools with 10,938 students and 22 higher secondary schools with 25,681 students.

Dhaniakhali CD Block had 1 general college with 1,273 students and 507 institutions for special and non-formal.

### **LANGUAGE AND RELIGION OF THE BLOCK:**

As per the 2011 Census, Bengali is the mother tongue for 86.4% of the population of the district followed by Hindi at 7.9. Santali 2.6% and Urdu at 2.0 are the two other major languages spoken in the district.

As per the 2011 census, majority of the population of the district belong to the Hindu community with a population share of 82.9% followed by Muslims at 15.8%.

### **3.1.8 A PROFILE OF PANDUA BLOCK OF THE HOOGHLY DISTRICT:**

The total population of this Block as per 2011 Census is 316,197. Of which 265,863 were rural and 50,334 were urban population. There were 159,323 (50%) males and 156,863 (50%) females' population. The Scheduled Castes numbered 101,302 (32.04) and Scheduled Tribes numbered 48,555 (15.36%).

**Table 3.2: DISTRIBUTION OF 16 GRAM PANCHAYATS OF PANDUA BLOCK:**

SL.NO.	GRAM PANCHAYATS OF PANDUA BLOCK
1	BATIKA-BOINCHEE
2	BELUN-DAMASIN
3	BERALA-KONCHMALI
4	HARAL-DASPUR
5	SOVA-DASPUR
6	ITACHUNA-KHANYAN
7	JAMGRAM-MONDALA
8	JAMNA
9	JAYAR-DWARBASINI
10	KHIRKUNDI-NAMAJGRAM-NIALA
11	SIMLAGARH-VITASIN
12	PANCHGHORA-TOREGRAM
13	PANDUA
14	RAMESWARPUR-GOPALPUR
15	SARAI-TINNA
16	SIKHARA-CHAMPTA

**Map 3.5: Map showing the location of Gram Panchayats of Pandua Block.**

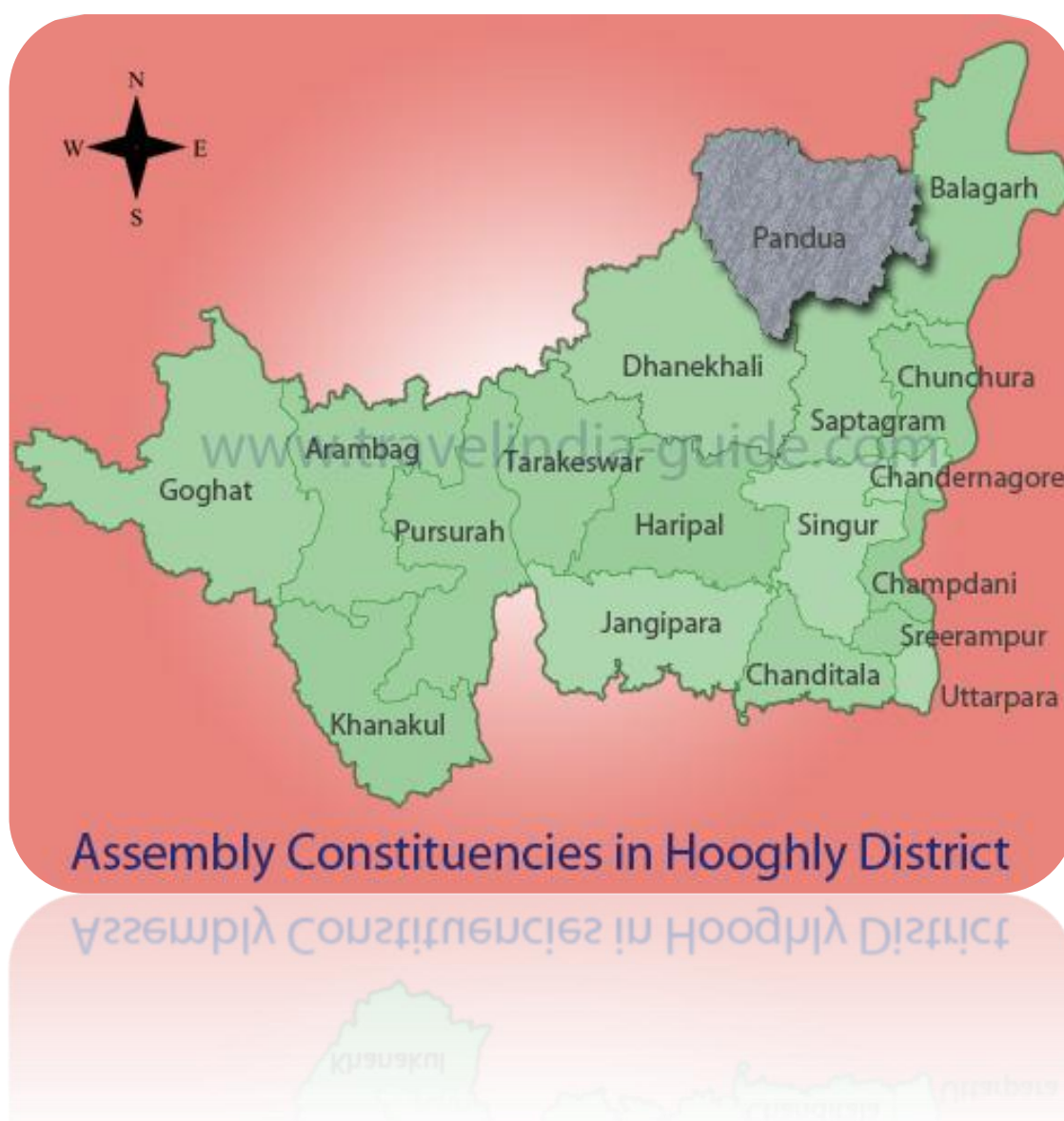


**GEOGRAPHY LOCATION OF THE BLOCK:**

Pandua CD Block is bounded by Kalna 11 CD Block in the South and Dhaniyakhali and Memari CD Block, the latter in Bardhaman district, in the West.



**Map 3.6: Map showing the Geographical location of Pandua Block.**



**LITERACY OF THE BLOCK:**

In this Block, 2011 Census the total number of literates in Pandua CD Block was 215,701 (75.86% of the population over 6 years). Those males numbered 117,603 (82.22%) and female numbered 98,098 (69.41%). The gender disparity was 12.81%

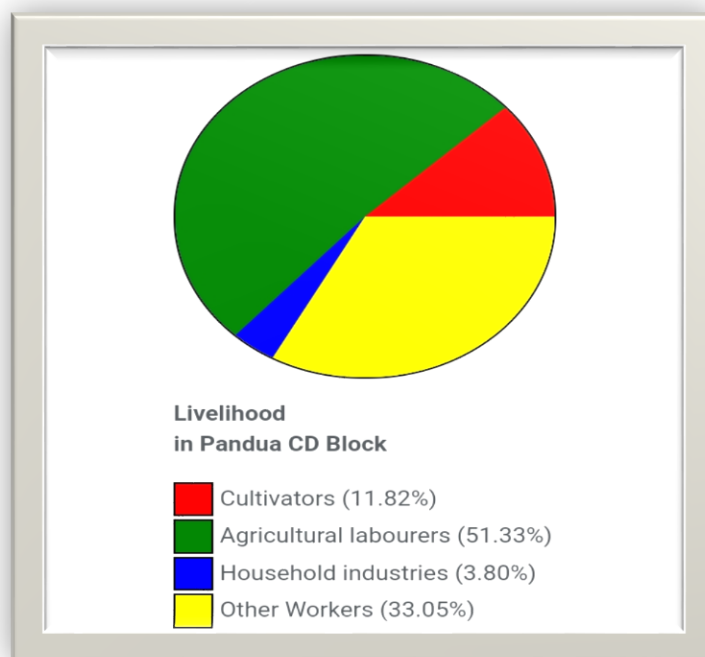
**RURAL POVERTY OF THE BLOCK:**

As per the poverty estimates obtained from household survey for families living below poverty line in 2005, rural poverty in Pandua CD Block was 34.30.

### **ECONOMY OF THE BLOCK:**

In Pandua CD Block in Hooghly district (2011), amongst the class of total workers, cultivations formed 11.82%, agricultural labourers 51.33% household industry workers 3.80% and other workers 33.05%.

**Figure 3.2: percentage distribution of economy in Pandua CD Block in 2011.**



### **HEALTHCARE OF THE BLOCK:**

The Pandua CD Block had 1 rural Hospital, 6 primary health centres and 4 private nursing homes with total 45 beds and 9 doctors. 11,327 patients were treated indoor and 410,244 patients were treated outdoor in the hospitals of the CD Block in 2014.

Pandua CD Block is one of the areas of Hooghly district where ground water is affected by moderate level of arsenic contamination. The WHO guideline for arsenic in drinking water is 10 mg/ litre, and the India standard value is mg/litre

### **EDUCATION OF THE BLOCK:**

In 2013-2014, Pandua CD Block had 185 primary schools with 18,168 students, 8 middle schools with 848 students, 25 high schools with 15,116 students and 13 higher secondary schools with

18,312 students. Pandua CD Block had 1 general college with 4,368 students and 613 institutions for special and-formal education with 12,382 students.

### **AGRICULTURE OF THE BLOCK:**

This is rich agricultural area with several cold storages. The agricultural economy largely depends on Rice, Potato, Jute, Vegetables and Orchard products. Through potato is cultivated in all Block of this district Dhaniyakhali, Arambagh, Goghat, Pursurah, Haripal, Polba-Dadpur, Tarakeswar, Pandua and Singur contributed much of its production of this district.

### **3.2 SAMPLES:**

For collection data the researcher selected 152 tribal dropout students as sample from the 32 different villages. From tribal areas of Hooghly district, West Bengal. The researcher adopted purposive sampling technique for sample selection.

**Table 3.3:** Showing the table of total sample distribution of Santal and Munda Dropout students.

<b>COMMUNITY</b>	<b>BOYS</b>		<b>GIRLS</b>		<b>TOTAL</b>	
	<b>Total No.</b>	<b>%</b>	<b>Total No.</b>	<b>%</b>	<b>Total No.</b>	<b>%</b>
<b>SANTAL</b>	60	39.47	44	28.94	104	68.42
<b>MUNDA</b>	23	15.13	25	16.44	48	31.57
<b>TOTAL</b>	83	54.60	69	45.39	152	100

**Interpretation:** From this table presentation, it is found that the total Santal school dropout students are 68.42% and Munda 31.57%.

**Table 3.4: Showing the table of different villages of Dhaniyakhali and Pandua Blocks.**

<b>HOOGLHY DISTRICT</b>	
<b>DHANIYAKHALI BLOCK PANCHAYATS</b>	<b>PANDUA BLOCK PANCHAYATS</b>
<ul style="list-style-type: none"> <li>• BHASTARA</li> <li>• JOLKUL</li> <li>• DURGAPUR</li> <li>• ALIPUR</li> <li>• BASIPUR</li> <li>• GOPINATH PUR</li> <li>• MANIPUR</li> <li>• MAJINAN</li> <li>• BALIDAHA</li> <li>• BARUL</li> <li>• BHOTOR</li> <li>• DHANIYAKHALI</li> <li>• CHERAGRAM</li> <li>• DULFO</li> <li>• GHOSHLA</li> <li>• GOPALPUR</li> <li>• GURAP</li> <li>• UTTAR FATEPUR</li> <li>• UTTAR ABHIRAM PUR</li> <li>• KHANPUR</li> <li>• ITACHUNA</li> <li>• BOSIPUR</li> </ul>	<ul style="list-style-type: none"> <li>• RAMESWAR PUR</li> <li>• SIBPUR</li> <li>• SONATIKRI</li> <li>• ALASIN</li> <li>• BAINCHI</li> <li>• HARAL</li> <li>• ITACHUNA</li> <li>• BILSARA</li> <li>• BALARAMPUR</li> <li>• HARAL DASPUR</li> </ul>

### **3.3 VARIABLES:**

#### **Independent variables:**

According to the Best, “The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomenon.

In the present study independent variables are Age, Gender, No. of Family Member, Monthly Income of Family, Type of House, Religion, Students Level of Education, and Educational Qualification of Parents.

#### **Dependent variables:**

A dependent variable is one which changes in relationship to change in dependent variable. According to best, “the dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter in produces, removes or change dependent variable.

In the present study the dependent variables are dropout rate of Adivasi children and causes of school dropout among Adivasi or Scheduled Tribe children.

### **3.4 RESEARCH DESIGN:**

The present study was conducted based on the descriptive survey method design. A research design helps to researcher to provide answer to research questions, the investigators used qualitative methods as research design.

### **3.5: TOOL:**

Data were collected by using an open ended questionnaire developed jointly by the researcher and his supervisor. The questionnaire consists of six items and each item is divided into sub-items. Some items are open ended and some item are closed. For data collection researcher personally visited the village as well as the dropout children in their families. The questionnaire has two parts:

- A) Demographic data sheet-to collect personal data from the selected dropout children.
- B) The questionnaire.

### **3.6 COLLECTION OF DATA:**

The data was collected in the period September, 2018 to December, 2018. For collection of data the researcher first took permission from respective parents of the dropout children. The researcher then contacted with individual respondent with the questionnaire. The investigator discussed to each respondent regarding importance of this study and seeks ethical support from the parents for data collection. After collection of data in the prescribed response sheet, the data were cleaned, quantified as much as possible and tabulated systematically for further analysis and interpretations.

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## CHAPTER-IV

### Analysis and Interpretation

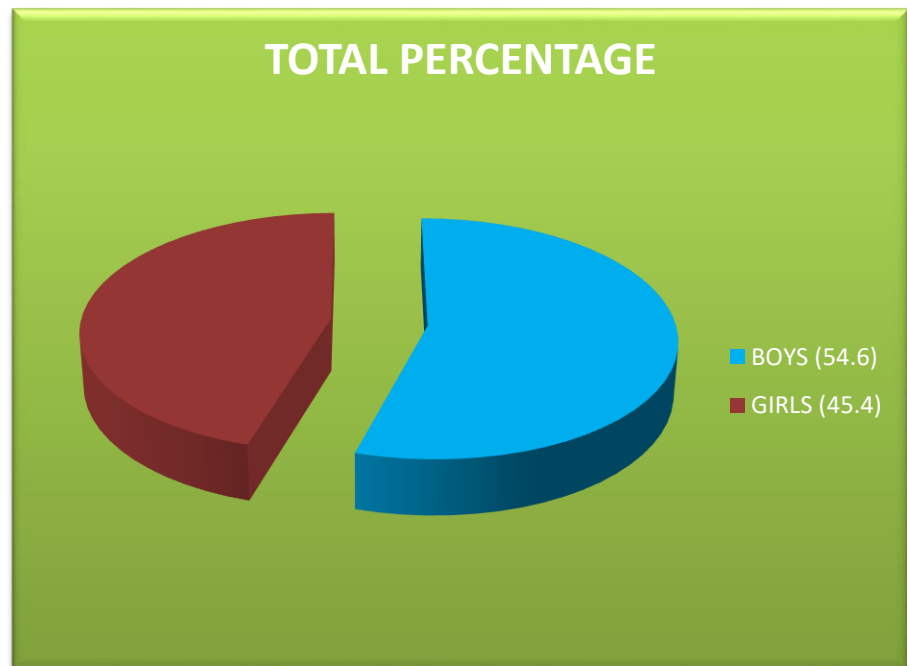
#### 4.1: Analysis and Interpretation of the data:

**Table No. 4.1:** Showing number and percentage of Drop-out children in the Adivasi or Scheduled Tribe areas.

GENDER	TOTAL NO.	PERCENTAGE
BOYS	83	54.60
GIRLS	69	45.40
TOTAL	152	100

We have to draw a column graph to represent following data detailing the total number of Adivasi children.

**Figure 4.1:** Pie-chart graph showing the total percentage of Dropout children.



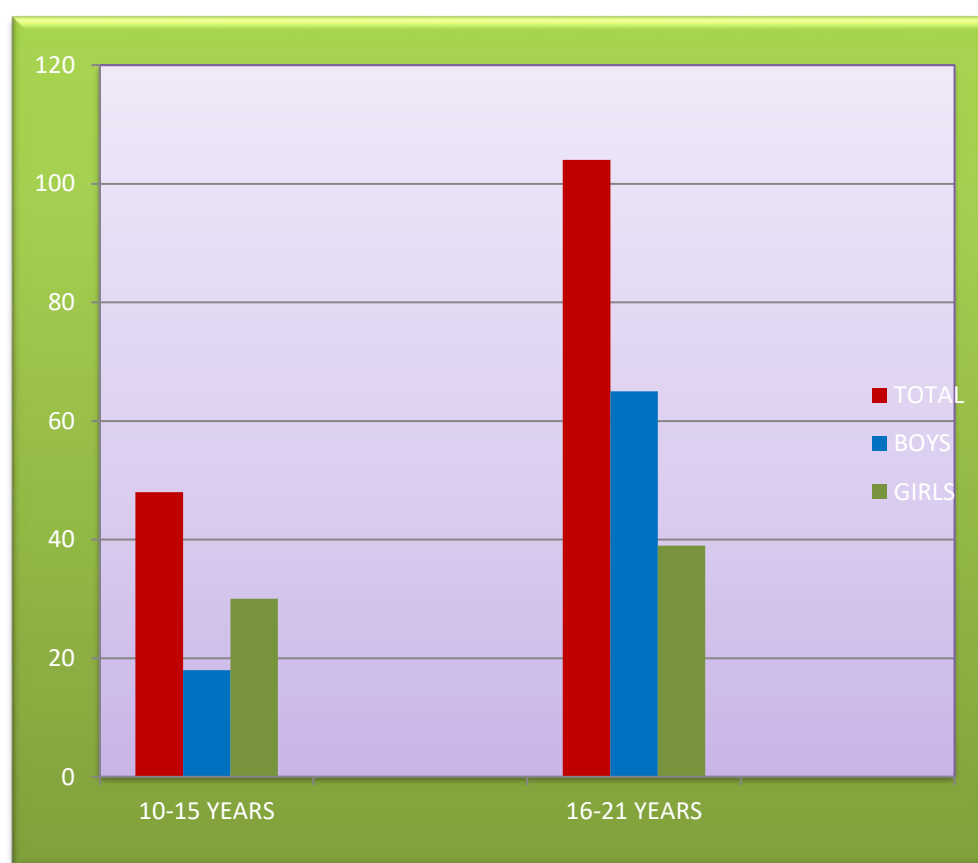
**Interpretation:** From this table and graphical presentation, it is noticed that the rate of dropout of boys are more (54.60%) than the girls (45.40%).



**Table No. 4.2:** Showing number and percentage of Adivasi children on the basis of their Age.

AGE	BOYS		GIRLS		TOTAL	
	TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
10-15 Years	18	11.84	30	19.73	48	31.58
16-21 Years	65	42.77	39	25.66	104	68.42

**Figure 4.2:** Column graph showing the total percentage of dropout children on the basis of their Age.

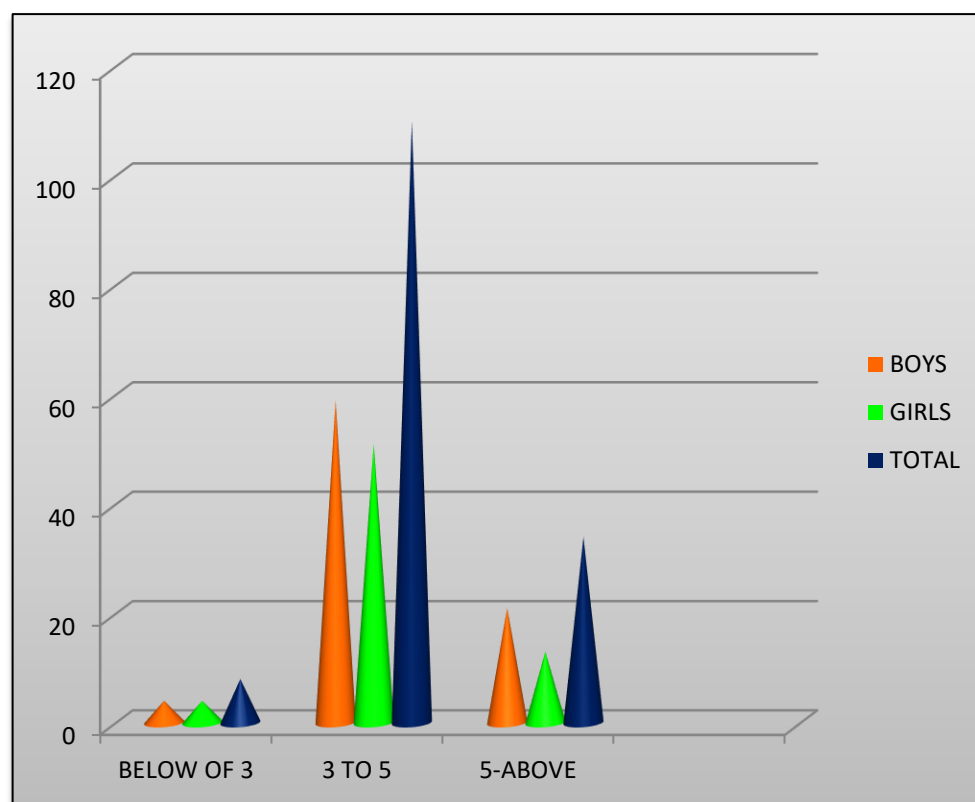


**Interpretation:** From the above table and graphical presentation, it was found that children in the age group 16-21 years are more dropout than the children in the age group 10-15 years. The same is applicable for both the boys and girls.

**Table No. 4.3:** Showing number and percentage of Adivasi or Scheduled Tribe children on the basis of their No. of Family Member.

No. of Family Member	BOYS		GIRLS		TOTAL	
	Total No.	%	Total No.	%	Total No	%
Below of 3	4	2.63	4	2.63	8	5.27
3-5	59	38.81	51	33.56	110	72.37
5-above	21	13.81	13	8.56	34	22.37

**Figure 4.3:** Column graph showing the total percentage of Dropout children on the basis of their No. of Family Member.

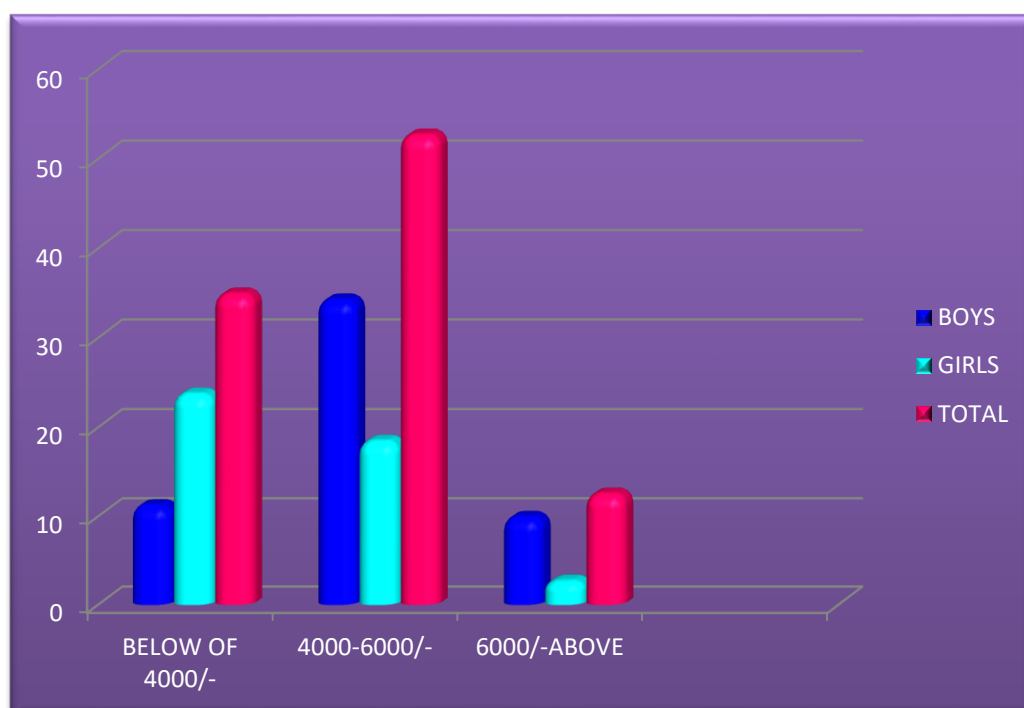


**Interpretation:** From the above table and graphical presentation, it was found that the maximum percentages (72.37%) of dropout children were no. of family member is 3-5 persons.

**Table No. 4.4:** Showing number and percentage of Adivasi or Scheduled Tribe children on the basis of their Monthly Income of Family.

Monthly Income of Family	BOYS		GIRLS		TOTAL	
	Total No.	%	Total No.	%	Total No	%
Below of 4000/-	17	11.19	36	23.69	53	34.87
4000-6000	52	34.21	28	18.42	80	52.63
6000/-above	15	9.87	4	2.63	19	12.5

**Figure 4.4:** Column graph showing the total percentage of Dropout children on the basis of their Monthly Income of Family.

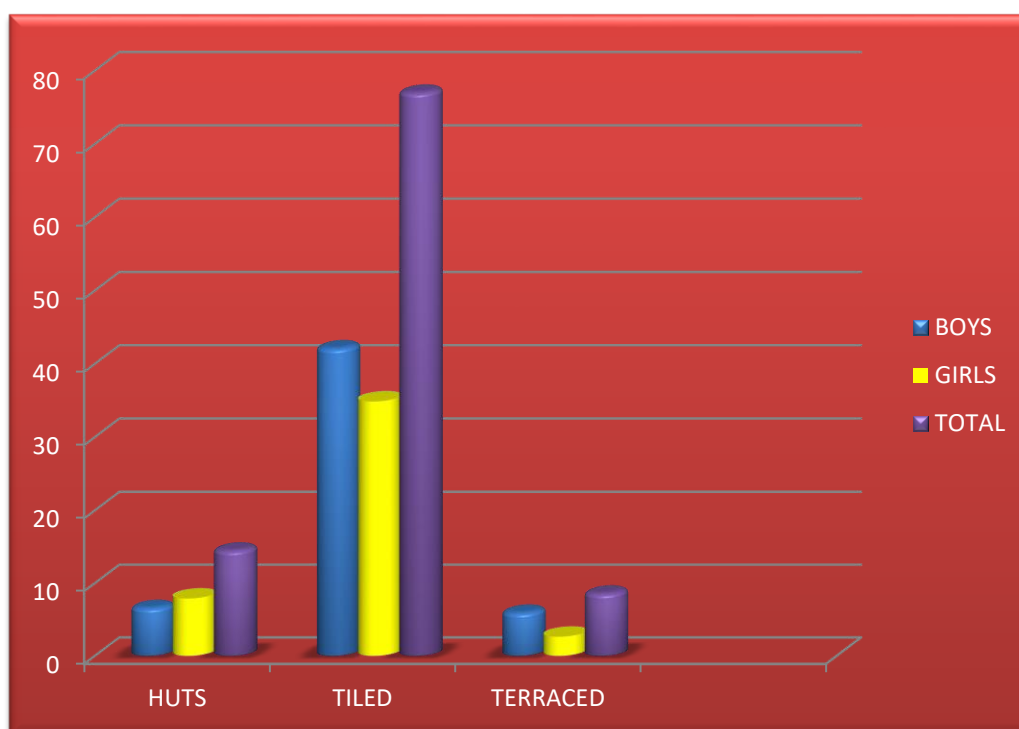


**Interpretation:** From the above table and graphical presentation, it is found that the maximum percentages (52.63%) dropout Student's Monthly Income of Family are 4000-6000/- rupees.

**Table No. 4.5:** Showing number and percentage of Adivasi or Scheduled Tribe children on the basis of their Type of House.

Type of House	BOYS		GIRLS		TOTAL	
	Total No.	%	Total No.	%	Total No	%
Huts	10	6.58	12	7.89	22	14.48
Tiled	64	42.10	53	34.87	117	76.98
Terraced	9	5.92	4	2.63	13	8.56

**Figure 4.5:** Column graph showing the total percentage of Dropout children on the basis of their Type of House.

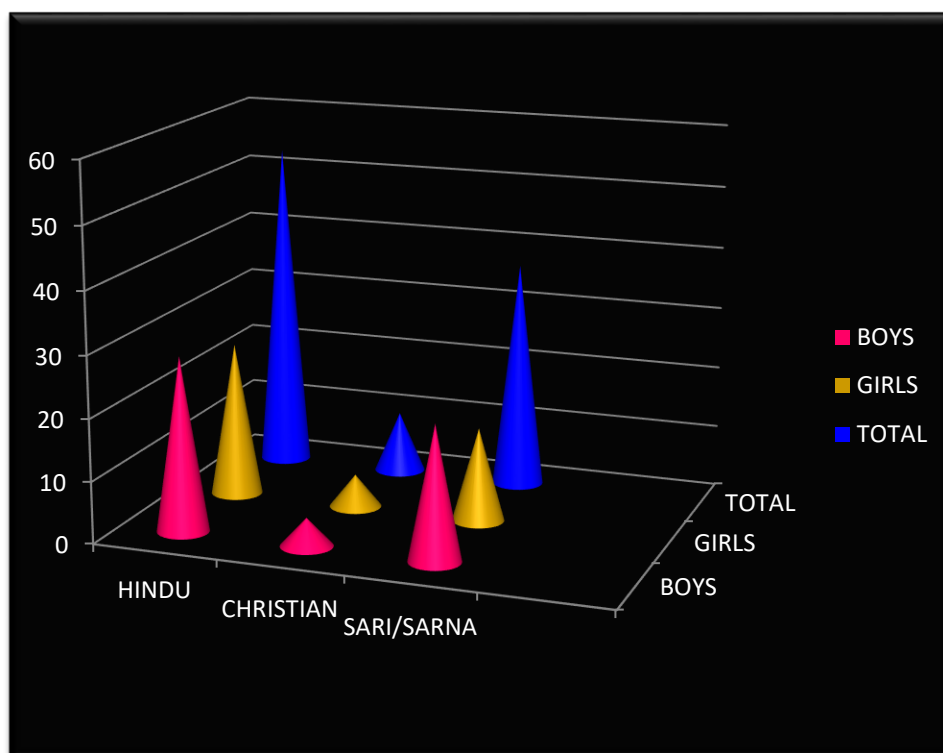


**Interpretation:** From the above table and graphical presentation it was found that for 152 school dropouts Scheduled Tribe children respondents were living in Huts, Tiled and Terraced house. Majorities of 117 (76.98%) sample were living in Tiled house, 22 (14.48%) sample school staying in Huts house and 13 (8.56%) sample dwelt in Terraced houses.

**Table No. 4.6:** Showing number and percentage of Adivasi or Scheduled Tribe children on the basis of their Type of Religion.

Type of Religion	BOYS		GIRLS		TOTAL	
	Total No.	%	Total No.	%	Total No	%
Hindu	43	28.29	38	25	81	53.29
Christian	7	4.60	8	5.27	15	9.87
Sari/Sarna	33	21.71	23	15.13	56	36.84
TOTAL	83	54.60	69	45.39	152	100

**Figure 4.6:** Column graph showing the total percentage of dropout children on the basis of their Type of Religion.

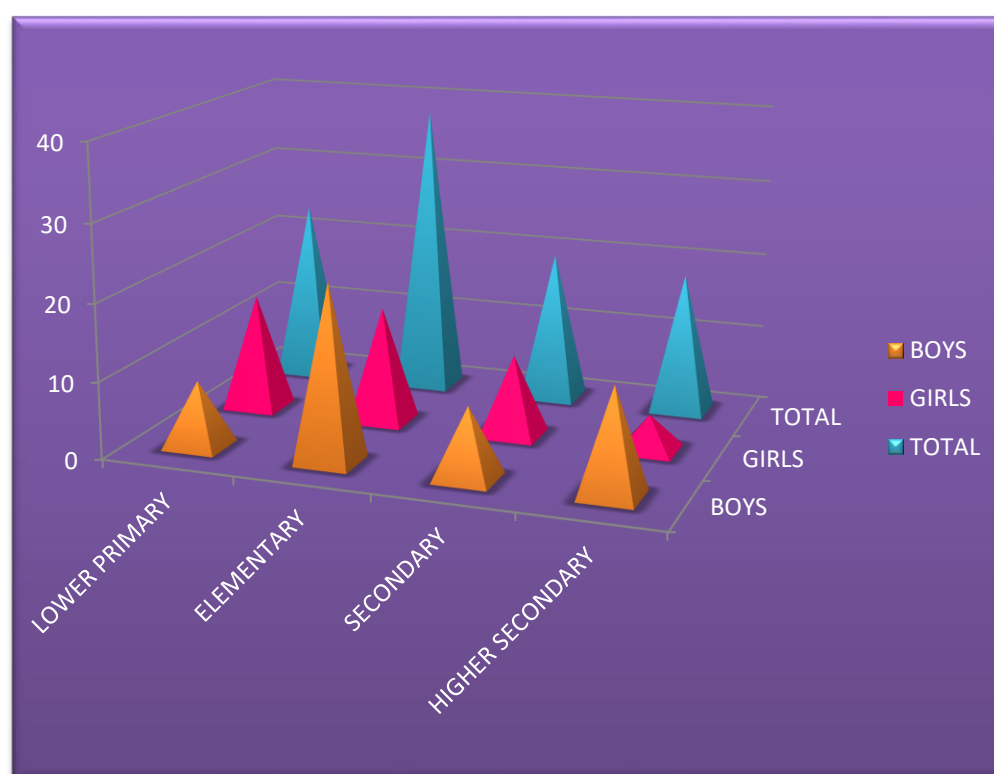


**Interpretation:** From the above table and graphical presentation it is found that out of 152 school children. 76 (50%) have Hindu Religion by faith, 21 (13.81%) have Christianity by faith and 55 (36.18%) have Sari/ Sarna religion by faith.

**Table No. 4.7:** Showing number and percentage of Adivasi or Scheduled Tribe children on the basis of their Level of Education.

LEVEL OF EDUCATION	BOYS		GIRLS		TOTAL	
	TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
LOWER PRIMARY	13	8.56	23	15.13	36	23.69
Elementary	35	23.02	23	15.13	58	38.15
SECONDARY	14	9.21	16	10.52	30	19.73
HIGHER SECONDARY	21	13.81	7	4.60	28	18.42

**Figure 4.7:** Column graph showing the total percentage of Dropout children on the basis of their Level of Education.

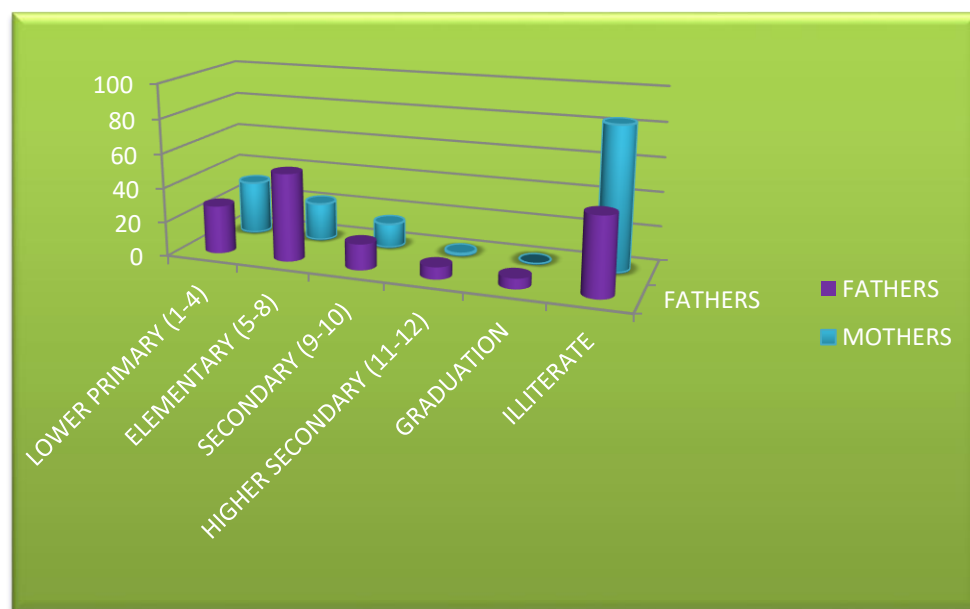


**Interpretation:** From the above table and graphical presentation it is noticed that maximum percentage (38.15%) of drop-out children were from elementary standard followed by lower primary standard.

**Table No. 4.8:** showing number and percentage of Adivasi or Scheduled Tribe children on the basis of their Qualification of Parents.

QUALIFICATION OF PARENTS	FATHERS		MOTHERS	
	TOTAL NO	%	TOTAL NO	%
LOWER PRIMARY (1-4)	28	18.42	31	20.40
ELEMENTARY (5-8)	51	33.56	22	14.48
SECONDARY (9-10)	15	9.87	14	9.21
HIGHER SECONDARY (11-12)	7	4.60	1	0.66
GRADUATION	6	3.94		0
ILLITERATE	45	29.60	83	54.60

**Figure 4.8:** Column graph showing the total percentage of Drop-out children on the basis of their Qualification of Parents.



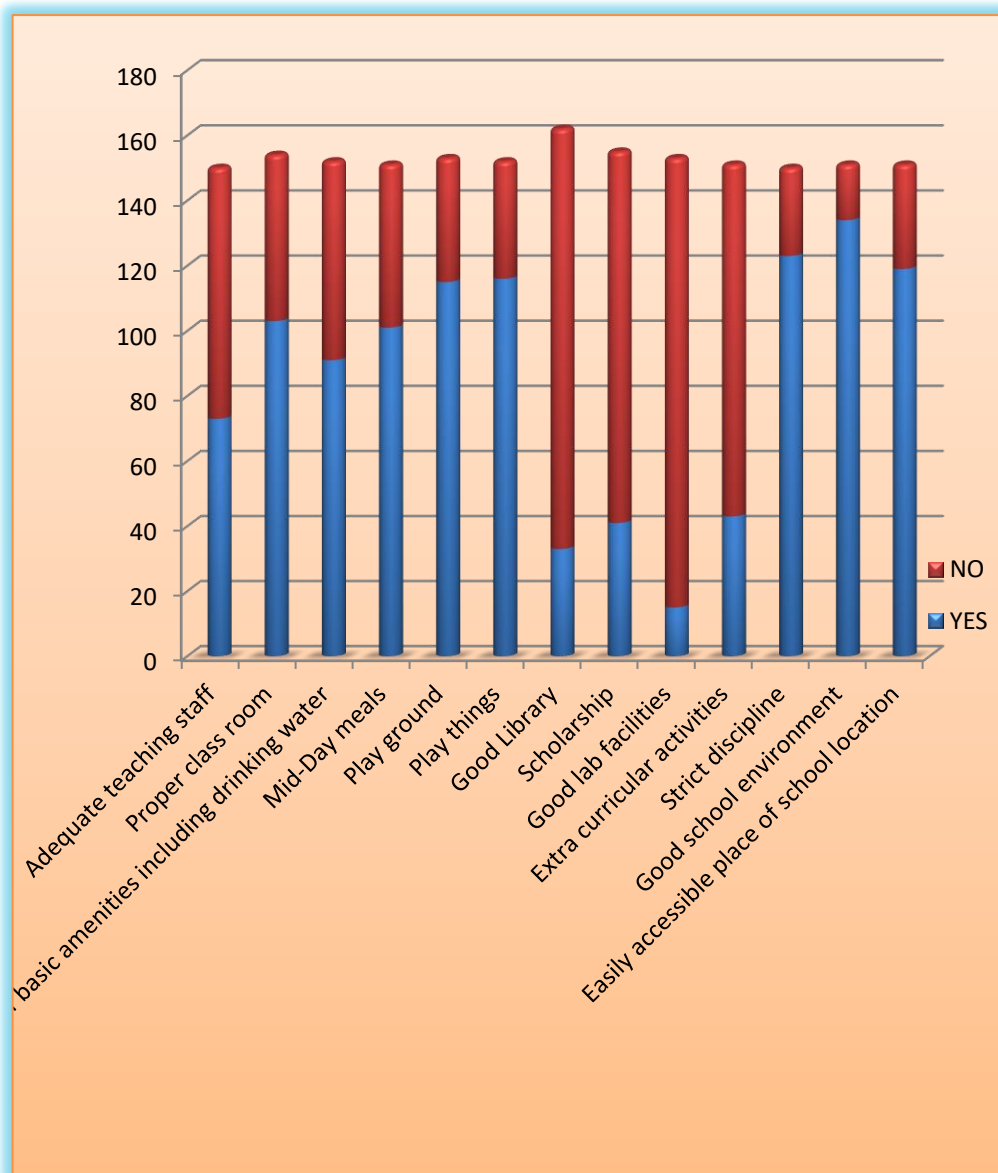
**Interpretation:** From this table and graphical presentation it is found that maximum 83 (54.60%) dropout student's mother are illiterate.

**Table No. 4.9:** Showing number and percentage of the facilities available in school.

		BOYS		GIRL		TOTAL		
		YES	NO	YES	NO	YES	NO	%
A	Adequate teaching staff	52	31	21	46	73	77	50.66
B	Proper class room	68	19	35	32	103	51	33.56
C	Presence of basic amenities including drinking water	58	27	33	34	91	61	40.13
D	Mid-Day meals	55	30	46	20	101	50	32.89
E	Play ground	64	22	51	16	115	38	25
F	Play things	65	20	51	16	116	36	23.69
G	Good Library	12	69	11	60	33	129	84.87
H	Scholarship	24	59	17	55	41	114	75
I	Good lab facilities	10	72	5	66	15	138	90.79
J	Extra-curricular activities	24	58	19	50	43	108	71.06
K	Strict discipline	71	8	52	19	123	27	17.77
L	Good school environment	72	8	62	9	134	17	11.19
M	Easily accessible place of school location	69	11	50	21	119	32	21.06



**Figure 4.9:** Column graph showing the total percentage distribution of dropout children on the basis of the facilities available in school.

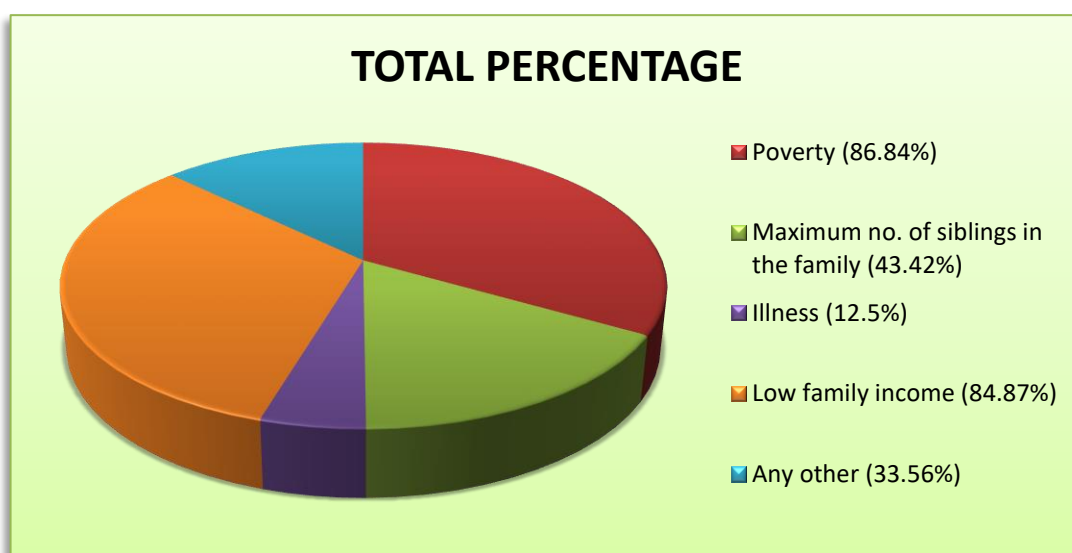


**Interpretation:** From this table and graphical presentation, it is found that for school related factors like lack of good library (84.87%), lack of scholarship (75%), lack of good lab facilities (90.79%), lack of extra-curricular activities (71.06%), lack of Mid-Day meal (32.89%) and lack of Strict discipline (17.77%) to continue schooling are the major causes of drop-out.

**Table No. 4.10:** Economic and Health Reasons for being a drop-out:

Economic and Health Reasons for being a dropout children:							
		BOYS		GIRLS		TOTAL	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Poverty	69	45.40	63	41.44	132	86.84
B	Maximum no. of siblings in the family	29	19.08	37	24.34	66	43.42
C	Illness	13	8.56	6	3.94	19	12.5
D	Low family income	67	44.08	62	40.79	129	84.87
E	Any other	31	20.40	20	13.16	51	33.56

**Figure 4.10:** Pie chart graph showing the total percentage distribution of Economic and Health Reasons for being a dropout.

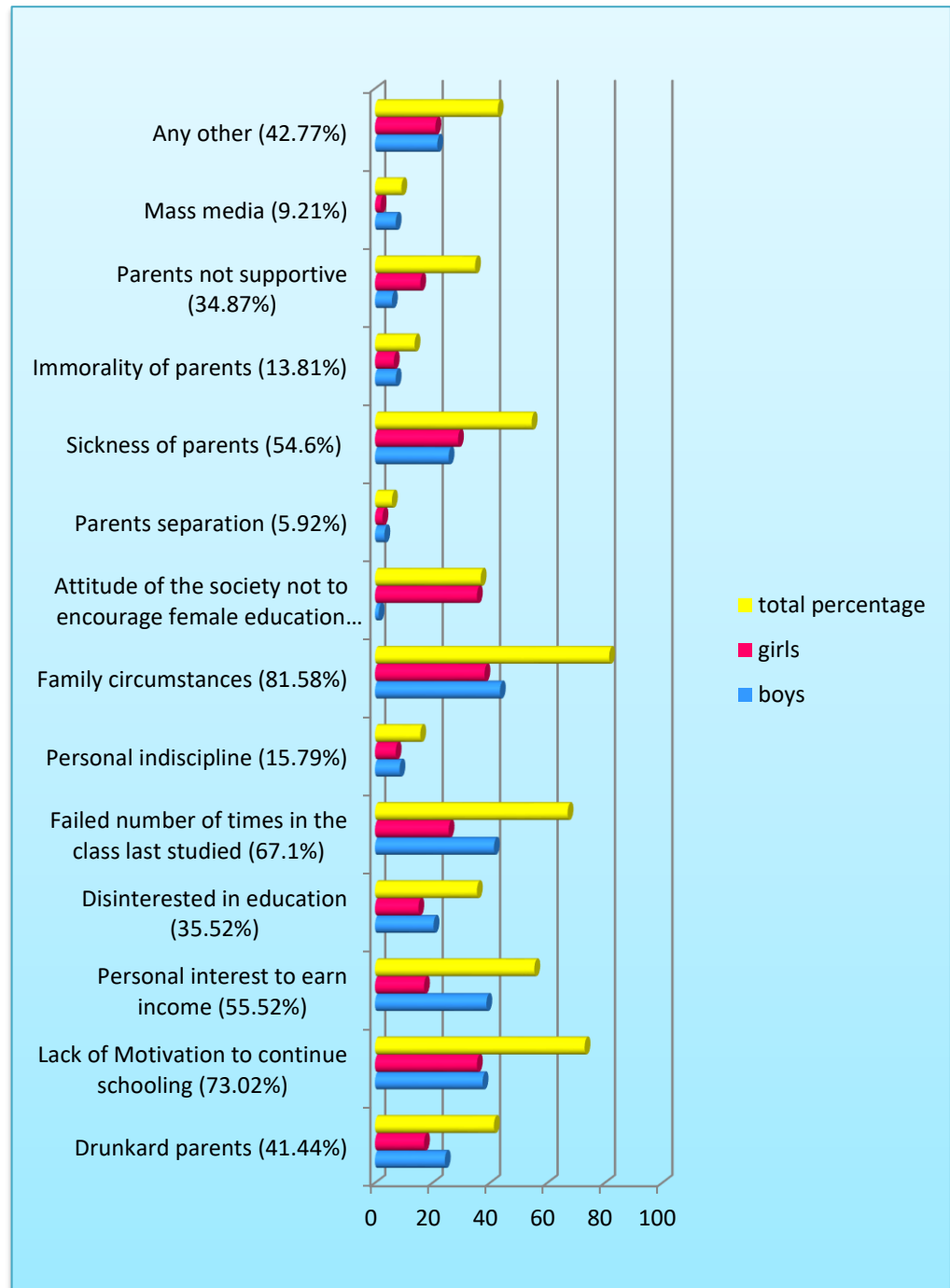


**Interpretation:** From this table and graphical presentation, it is found that for 86.84% children causative factor is poverty, for 43.42% the same is maximum no. of siblings in the family, for 12.5% it is illness, for 84.87% low standard of family income and for 33.56% some other unknown.

**Table No. 4.11:** Reasons related to society and family Environment:

<b>Reasons Related to Society and Family Environment</b>							
		<b>BOYS</b>		<b>GIRLS</b>		<b>TOTAL</b>	
		<b>TOTAL NO</b>	<b>%</b>	<b>TOTAL NO</b>	<b>%</b>	<b>TOTAL NO</b>	<b>%</b>
A	Drunkard parents	37	24.34	26	17.10	63	41.44
B	Lack of Motivation to continue schooling	57	37.5	54	35.52	111	73.02
C	Personal interest to earn income	59	38.81	26	17.10	85	55.52
D	Disinterested in education	31	20.40	23	15.13	54	35.52
E	Failed number of times in the class last studied	63	41.44	39	25.66	102	67.10
F	Personal indiscipline	13	8.56	11	7.23	24	15.79
G	Family circumstances	66	43.52	58	38.16	124	81.58
H	Attitude of the society not to encourage female education	2	1.31	54	35.52	56	36.84
I	Parents separation	5	3.29	4	2.63	9	5.92
J	Sickness of parents	39	25.66	44	28.94	83	54.60
K	Immorality of parents	11	7.23	10	6.58	21	13.81
L	Parents not supportive	29	5.92	24	15.79	53	34.87
M	Mass media	11	7.23	3	1.98	14	9.21
N	Any other	33	21.71	32	21.05	65	42.77

**Figure 4.11:** Bar graph showing the total percentage distribution of dropout children reasons related to Society and Family Environment.

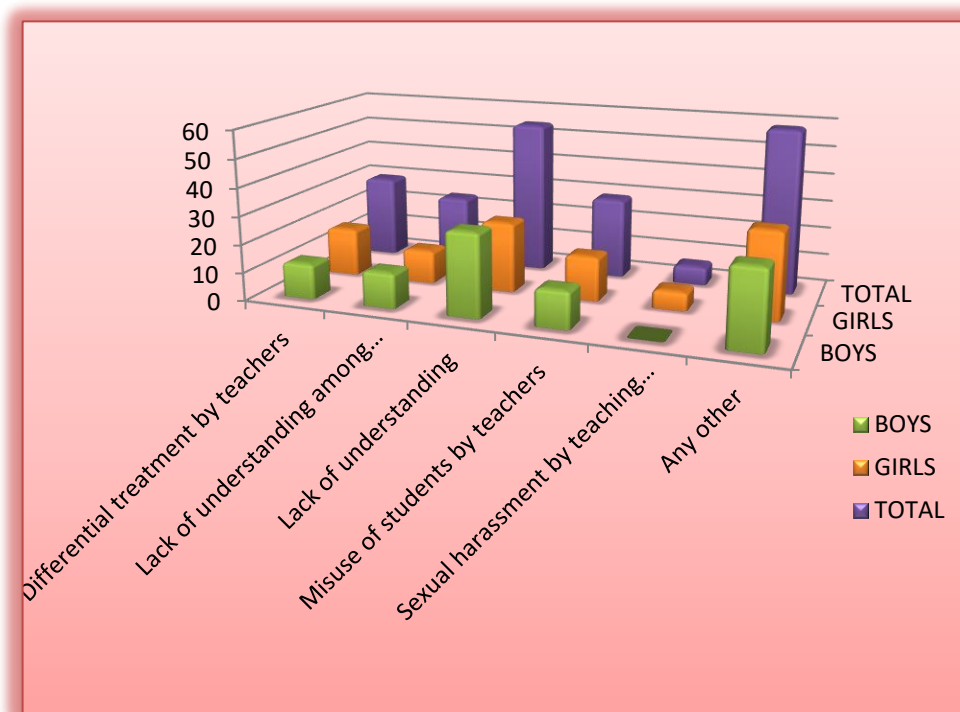


**Interpretation:** From this table and graphical presentation it is found that different types of social and environmental factors are the causes of Drop-out of which family environment (81.58%), personal interest to earn income (55.52%) and lack of motivation (73.02%) to continue schooling are the major causes of Dropout.

**Table No.4.12:** School Related Reasons:

School Related Reasons							
		BOYS		GIRLS		TOTAL	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Differential treatment by teachers	19	12.5	26	17.10	45	29.60
B	Lack of understanding among students	19	12.5	18	11.84	37	24.34
C	Lack of understanding	45	29.60	38	25	83	54.60
D	Misuse of students by teachers	20	13.16	24	15.79	44	28.94
E	Sexual harassment by teaching and non-teaching staff	0	0	10	6.58	10	6.58
F	Any other	42	27.63	47	30.92	89	58.56

**Figure 4.12:** Column graph showing the total percentage distribution of Drop-out children on the basis of School Related Reasons.

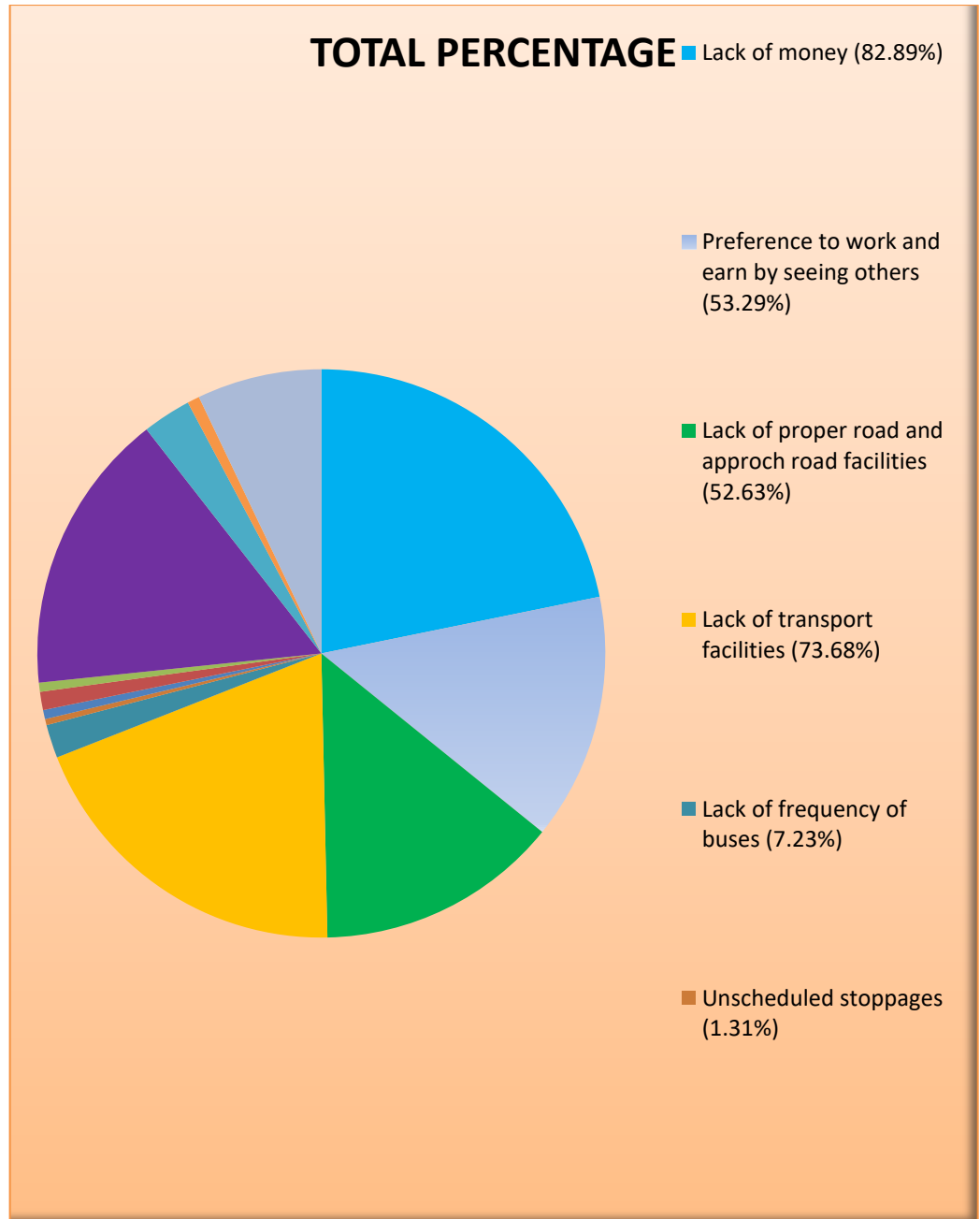


**Interpretation:** From this table and graphical presentation it is noticed that school related factors like lack of understanding (54.60%), Misuse of students by teachers (28.94%) and unknown factors (58.56%) is the major cause of Dropout among Adivasi children.

**Table No. 4.13:** Transport Reasons:

Transport Reasons							
		BOYS		GIRLS		TOTAL	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Lack of money	63	41.44	63	41.44	126	82.89
B	Preference to work and earn by seeing others	58	38.16	23	15.13	81	53.29
C	Lack of proper road and approach road facilities	35	23.02	45	29.60	80	52.63
D	Lack of transport facilities	58	38.15	54	35.52	112	73.68
E	Lack of frequency of buses	7	4.60	4	2.63	11	7.23
F	Unscheduled stoppages	0	0	2	1.31	2	1.31
G	Improper time schedule of buses	1	0.65	2	1.31	3	1.97
H	Congestion in buses	2	1.31	4	2.63	6	3.94
I	Buses not stopped at school-point	1	0.63	2	1.31	3	1.97
J	Ill health due to lack of good and cheap transport	48	31.57	45	29.60	93	61.18
K	Travelling in buses found difficult since the present day students have to shoulder heavy load of books, notebooks, and other accessories	8	5.26	8	5.26	16	10.52
L	Very high rates of accidents and breakdowns of buses in school zones	4	2.63	0	0	4	2.63
M	Any other	19	12.22	22	42.30	41	26.97

**Figure 4.13:** Showing the total percentage distribution of dropout children on the basis of Transport Reasons.

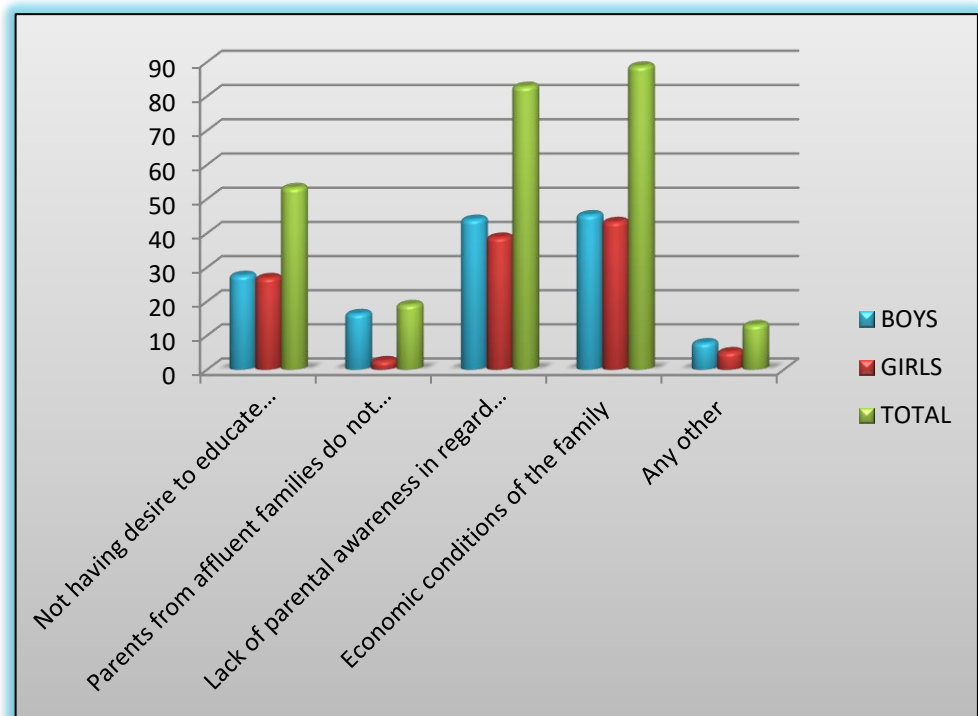


**Interpretation:** From this table and graphical presentation it is noticed that lack of money (82.89%) and lack of the major transport facilities (73.68%) is causes of school Dropout of Adivasi children

**Table No. 4.14:** Showing the parents' attitude towards dropout children:

	Parental Attitude	BOYS		GIRLS		TOTAL	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Not having desire to educate wards(children)	42	27.63	41	26.97	83	53.33
B	Parents from affluent families do not care for education of their children	25	16.44	4	2.63	29	19.07
C	Lack of parental awareness in regard to the level of education	67	44.07	59	38.81	126	82.89
D	Economic conditions of the family	69	45.39	66	43.42	135	88.81
E	Any other	12	7.89	8	5.26	20	13.15

**Figure 4.14:** Column chart graph showing the total percentage distribution of dropout children on the basis of the parents' attitude reasons.



**Interpretation:** From this table and graphical presentation it is found that 53% dropout students answered, that their parents are not interest for school education. More boys are less interested (27.63%) than the girls (26.97%).



Parents who have resources are not interested for the education of their children. In the present study 19% parents have sufficient resources and are less interested about the education of their children.

82.89% parents have no consciousness about the level of education of their children.

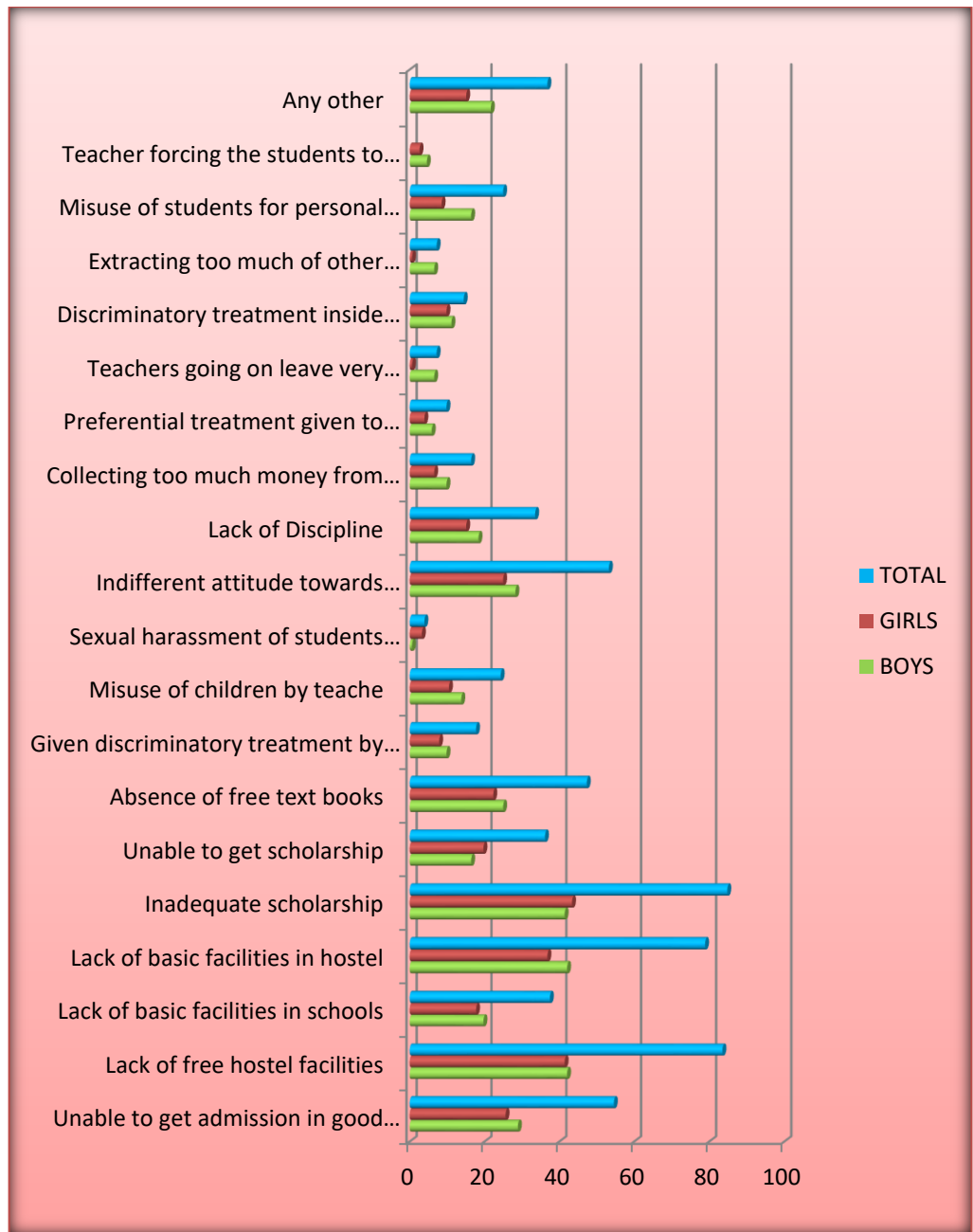
88.81% children reported that due to their adverse financial condition they were unable to continue the study of their children.

**Table No. 4.15:** Showing the school related reasons toward by dropout student.

	School Related Reasons	BOYS		GIRLS		TOTAL	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Unable to get admission in good schools	44	28.94	39	25.65	83	54.60
B	Lack of free hostel facilities	64	42.10	63	41.44	127	83.55
C	Lack of basic facilities in schools	30	19.73	27	17.76	57	37.5
D	Lack of basic facilities in hostel	64	42.10	56	36.84	120	78.94
E	Inadequate scholarship	63	41.44	66	43.42	129	84.86
F	Unable to get scholarship	25	16.44	30	19.73	55	36.18
G	Absence of free text books	38	25	34	22.36	72	47.36
H	Given discriminatory treatment by teachers	15	9.86	12	7.9	27	17.76

I	Misuse of children by teachers	21	13.81	16	10.52	37	24.34
J	Sexual harassment of students especially women students by teachers	1	0.63	5	3.28	6	3.94
K	Indifferent attitude towards children by teachers	43	28.28	38	25	81	53.28
L	Lack of Discipline	28	18.42	23	15.13	51	33.55
M	Collecting too much money from the students	15	9.86	10	6.57	25	16.44
N	Preferential treatment given to chosen sections, either according to communal caste or religion	9	5.92	6	3.94	15	9.86
O	Teachers going on leave very frequently	10	6.57	11	7.23	21	13.81
P	Discriminatory treatment inside the classroom	17	11.18	15	9.86	22	14.47
Q	Extracting too much of other works from the students by teachers	10	6.57	1	0.65	11	7.23
R	Misuse of students for personal reasons during regular working hours	25	16.44	13	8.55	38	25
S	Teacher forcing the students to bring money	74	4.60	4	2.65	11	7.23
T	Any other	33	21.71	23	15.13	56	36.84

**Figure 4.15:** Bar chart graph showing the total percentage distribution of Dropout children on the basis of the school related reasons.

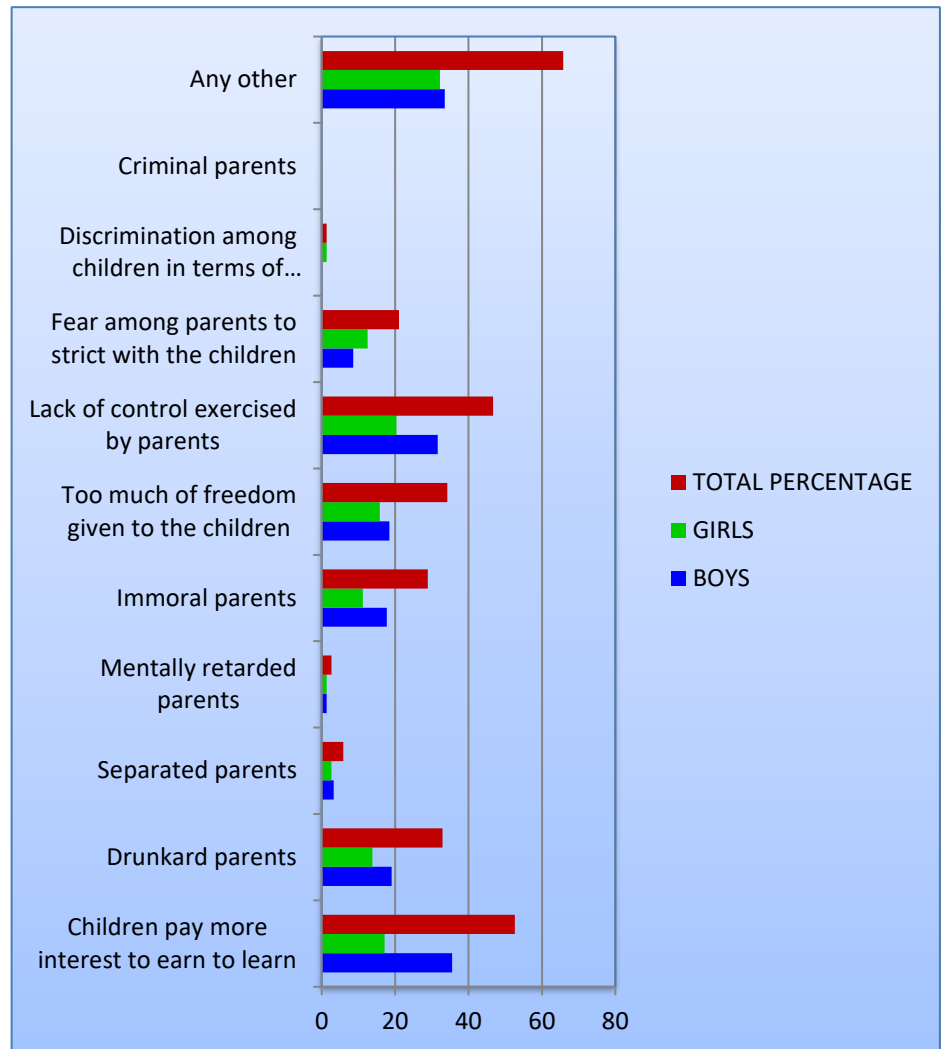


**Interpretation:** From this table and graphical presentation it is noticed that school related factors for 54.60% children like lack of understanding is the major causes of dropout among Adivasi children, for 29.60% children answered that differential treatment by teachers, for 24.34% children answered that lack of understanding among students, for 28.94% dropout children causative factor is misuse of students by teacher, for 6.58% children answered that causes of dropout is sexual harassment by teaching and non-teaching staff and 58.56% some other unknown factors were considered.

**Table No. 4.16:** Showing the Family Attitude towards dropout children.

	The family attitude towards dropout children.	BOYS		GIRLS		TOTAL	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Children pay more interest to earn to learn	54	35.52	26	17.10	80	52.63
B	Drunkard parents	29	19.08	21	13.81	50	32.89
C	Separated parents	5	3.29	4	2.63	9	5.92
D	Mentally retarded parents	2	1.31	2	1.31	4	2.63
E	Immoral parents	27	17.77	17	11.19	44	28.94
F	Too much of freedom given to the children	28	18.42	24	15.79	52	34.21
G	Lack of control exercised by parents	48	31.58	31	20.40	71	46.71
H	Fear among parents to strict with the children	13	8.56	19	12.5	32	21.05
I	Discrimination among children in terms of complexion and sex	0	0	2	1.31	2	1.31
J	Criminal parents	0	0	0	0	0	0
K	Any other	51	33.56	49	32.23	100	65.79

**Figure 4.16:** Bar chart graph showing the total percentage distribution of dropout children on the basis of the Family Attitude reasons.



**Interpretation:** From this table and graphical presentation it is found that 52.63% Scheduled Tribe children respond that causes of dropout is children pay more interest to earn rather to learn. 32.89% school dropout students' answered that their parents are drunkard. 5.92% dropout students answered that causes of dropout is parental separation. 2.63% children causative factor is mentally retarded parents. 34.21% children respond that too much of freedom given to the children by family members. 46.71% Adivasi children answered that causes of dropout is their lack of control exercised by parents. 65.79% children answered that causes of dropout is more another unknown factor.

When personally asked to the drop-out samples regarding their social acceptance in the mainstream schools by the upper Caste Teachers and taught, they answered (100% sample) that, they feel that they are excluded in the class and school. Peer-group children showed a negative attitude towards them. Though they demand that they are social excluded, but they do not fill that they drop out from the school merely not only for they are excluded. But exclusion may be a factor for school drop-out.

The tribal societies are self-sufficient that is, they need not to interact with non-tribals for their cultural, social and physical existence. But at the same time they are not financially self-sufficient. This very isolated nature of tribal communities, Adivasi children kept themselves away from the mainstream school society. So it can be said that social exclusion of tribal students are a self-imposed criterion Adivasi are excluded as they are not a part of greater traditional Hindu society. So they need a meaningful social integration and inclusion.

## CHAPTER-V

### DISCUSSION AND RECOMMENDATIONS

#### 5.1: DISCUSSION:

According to Amartya Sen (2000), “Income may be the most prominent means for a good life without deprivation but it is not the only influence on the life we can lead.” Economic deprivation is one of the causative factors for school drop-out among the Adivasi children. The same was established in the study of Biswas and Krishnan (2017). In the study of Balamurugan and Prabhudeva (2015) it was established that among several causative factors for drop-out of Tribal student’s economic problem is more important. The issue is more severe at secondary level. Biswas and Krishnan (2017) reported that in Hooghly district (in the year 2013-14) 78.09% of tribal student have enrolled their name in elementary level but only 60.03% have completed this secondary education. They also observed that among tribal communities in Hooghly district literacy rate is 61.9% which is less than the state literacy rate of tribal’s (77.08%). As most of the tribal people are living in below poverty level therefore it is almost impossible to continue the education for the children from the Adivasi community.

In the study of Biswas and Krishnan (2017) it was established that the socio-economic status of the family has a significant effect on student drop-out. Adivasi students living in lower socio-economic status. Therefore in most cases they are not supported by their parents/guardians. Most of the Adivasi students are first generation learners, which may be the influencing factor of their school drop-out.

Another one cause of drop-out of Adivasi children is their social exclusion inside and outside of the school. Access to schooling is a kind of barrier for the socially deprived communities. This exclusion extends into the classroom. Family illiteracy, Poverty and lower family status have a negative impact upon children. The cause of drop-out is clearly defined by Prof. Amartya Sen in the following words: “The issue of home tasks and private tuition also relates to the question of class divisions. The need for “home tasks” is particularly difficult to meet for parents from

disadvantaged classes. These children may be the first generation to receive school education. Parents with the disadvantage of having received little education find it especially difficult to do anything for their children in helping them with their assigned home tasks. It is not surprising that they long for the ability to engage private tutors for their children, but of course very often they cannot in fact afford to help their kinds in this way. The result is not only frustration and despair, but also continued transmission of education backwardness from one generation to the next”.

Rani (2000) observed that due to the language barrier the tribal children are unable to establish communication link with their teachers and friends from upper caste and therefore, they terminate their education in some point. Jha and Jhingran (2002) advocated that drop- out rate among Adivasis can be reduced if their mother tongue can be used in their study. Sujatha (2002) on the other hand reported that for Adivasis education is not a critical demand, even now a day.

The Pratchi Committee Report (2002) identifies cost of schooling, lack of motivation of teachers and the staff, lack of regular inspection, and the increasing dependence on private tutoring to be the main hurdles in path of education for tribal children.

So the main causative factor for drop-out of Adivasi children are the wrong policy of medium of instruction, lack of Adivasi teachers in the Adivasi areas schools and communication gap between the teachers and taught.

In the study of Biswas and Krishnan (2017) it was noted that among drop-out children 35% blamed for the low infrastructural facilities in the school, 55% blamed for their low socio-economic condition and rest 10% blamed for their low school adjustment. Parental negative or neutral attitude toward education of Adivasi children is also an important factor for their increased drop-out rate.

Their low performance in the examination and day-to-day clean work is also an important factor for their school drop-out.

Haseena and Mohammed (2014) found that among ST students the root of dropout remain in their poverty, social-economic and cultural factors. They have lack of awareness and understanding about the value of formal education. Therefore, the childrens have no motivation about school education. They suggested that the school curriculum and time-table be prepared as per the local requirement of ST children. Age is also a factor for dropout. They concluded that, the first step to improve and to increase tribal's participation in higher education is to improve their interest in study from the very childhood.



Joy and Srihari (2014) concluded that a strong constructivist pedagogy and class oriented learning approach is essential to reduce the dropout rate in tribal belt.

Erigala (2012) noticed that social exclusion of tribal students are the major factor for school drop-out. He suggested that to reduce the drop-out rate inclusive practice is essential in its true sense.

Somasekhar (2018) observed that to reduce drop-out rate of tribal students there is need of suitable educational policies and Constitutional provisions.

Sengupta and Ghosh (2012) noticed that cause of school drop-out of ST students is they are first generation learner. The teachers' in class and school authorities do not understand the problems of ST children neither they take any type of intervention strategy.

Manjunatha and Annapurna (2012) concluded that if the Govt. becomes truly interested to reduce drop-out rate of ST students, they must honour the tribal identities, their languages and must fulfill the special needs of adivasi students.

Deep (2017) also emphasized upon poverty and ignorance as the major causes of school drop-out of adivasi students.

Though there are several schemes and facilities provided by the central and state Govt., but the teachers and school authorities are not aware about these supports. It means that we should reorganize the teachers' training for the tribal belt as well as most they should be trained regarding their special types of needs of adivasi children (Gautam, 2013).

Deb and Ghosh (2012) noticed that lack of adequate number of teachers, lack of toilet facilities for girls' students and lack of mid-day meal are the causes of drop-out of children from adivasi families in Jalpaiguri district, West Bengal.

Gounda and Sekhar (2014) noticed that lack of adequate infrastructural facilities, lack of adequate number of teachers to support the needs of ST children, adivasi students orient curricula and lack of importance of their mother tongue are the some specific causes of adivasi students drop-out.

My Therefore, they need quality education, quality family life, social and peer-group acceptance as well as positive family attitude to continue their education.

## **5.2: RECOMMENDATIONS:**

From the result of the present study following recommendations can be given:

1. School dropouts can be prevented by better family education and better family liveli hood.
2. Economic conditions of the family need to be increased, either the poor adivasi children will not be able to afford financial implications or expenditure need to be spent for schooling.
3. Need of trained teachers who can support the special needs of adivasi children.
4. Mother tongue of adivasi children should be recognised in school level.
5. Curriculum should be reorganise according to the needs and interest of the adivasi children.
6. Arrangement of mid-day meal must be strengthened.
7. Emphasis should be on quality and equity rather than quantity as has been the case in the past.
8. Locally relevant materials should be used for tribal students in the school to facilitate their faster learning.
9. In order to make education effective and sustainable, building partnership between the community and the government is important.
10. Community awareness and community mobilization is essential.

11. Decentralization of education management is another aspect that needs special consideration in the context of tribal areas.
12. Skill development, competency building and teacher's motivation also need to be strengthened for sustaining educational development of adivasi children.
13. Injustice towards the adivasi people should be eradicated and mass sensitization in this aspect is needed.
14. Inclusive education for the adivasi children be strengthened.
15. Adivasi peoples and adivasi student's motivation for higher education must be increased.

### **5.3: SCOPE FOR FURTHER RESEARCH:**

1. Factors leading to school dropouts of adivasi children in West Bengal.
2. Determinants of school dropouts of adivasi children from different states in India.
3. A study on need for improvised pedagogy of adivasi children and its impact upon their dropout rates.
4. School dropout: its relation with poverty and patterns of exclusion.
5. Social exclusion and discrimination of Adivasi students in West Bengal.

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# **APPENDIX-I**

## DEMOGRAPHIC DATA SHEET

1. NAME :
2. GENDER : Boy/Girl
3. AGE : Below-10 Years/ 10-15 Years/ 15- Above
4. RELIGION :
5. LEVEL OF EDUCATION : Lower Primary/ Elementary/ Secondary/ Higher Secondary
6. NUMBER OF MAFILY MEMBER : Below of 3/3-5/5-above
7. MONTHLY INCOME OF FAMILY : Below of 4000/4000-6000/6000-above
8. TYPES OF HOUSE : Huts/ Tiled/ Terraced
9. QUALIFICATION OF PARENTS : Lower Primary (1-4)/ Elementary (5-8)/ Secondary (9-10)/ Higher Secondary (11-12)/ Graduation

## APPENDIX-II

### QUESTIONNAIRE FOR SURVEY

On

SCHOOL DROPOUT AND EXCLUSION: A CHALLENGING ISSUES  
IN THE EDUCATION OF SCHEDULED TRIBES CHILDREN FROM  
RURAL AREAS OF HOOGHLY DISTRICT IN WEST BENGAL

**স্কুলছুট হওয়ার কারণ সম্পর্কে বিস্তারিত: উত্তরদাতার দৃষ্টিভঙ্গী থেকে**

**1. তোমার বিদ্যালয়ের সুযোগ সুবিধার সহজলভ্যতা বিবৃত কর:**

- A. পর্যাপ্ত/প্রয়োজনমত শিক্ষাদান কর্মী
- B. সঠিক শ্রেণীকক্ষ
- C. পানীয় জল অন্তর্ভুক্তকরনে প্রাথমিক সুযোগ সুবিধা উপস্থিত
- D. মিড ডে মিল
- E. খেলার মাঠ
- F. কিছু খেলা ধুলা
- G. ভালো গ্রন্থাগার
- H. ছাত্রবৃত্তি সুযোগ সুবিধা
- I. ভালো গবেষণাগারের সুযোগ সুবিধা
- J. অতিরিক্ত পাঠ্যক্রম সংক্রান্ত ক্রিয়াকলাপ
- K. যথাযথ শৃঙ্খলা
- L. ভালো বিদ্যালয়ের পরিবেশ
- M. সহজভাবে বিদ্যালয়ে অবস্থানের প্রবেশযোগ্য স্থান

**2. স্কুলছুট হওয়ার জন্য অর্থনৈতিক এবং স্বাস্থ্য জনিত কারণ:**

- a. দারিদ্র

- b. অত্যধিক শিশুর সংখ্যা
  - c. অস্বাস্থ্য
  - d. পরিবারের পরিশিষ্ট আয়
  - e. অন্যান্য
2. সমাজ এবং পারিবারিক পরিবেশ সম্পর্কিত কারণ
- a. মদ্যপ অভিভাবক
  - b. নিয়মিত বিদ্যালয়ে যাওয়ার প্রেষণার অভাব
  - c. অর্থ উপার্জনের ব্যক্তিগত আগ্রহ
  - d. শিক্ষায় অনীহা
  - e. শেষ শ্রেণিতে অকৃতকার্য
  - f. ব্যক্তিগত বিশৃঙ্খলা
  - g. পারিবারিক পরিস্থিতি
  - h. নারীশিক্ষার প্রতি সমাজের উদাসীনতা
  - i. অভিভাবকের আলাদা হয়ে যাওয়া
  - j. অভিভাবকের দুর্বলতা
  - k. অভিভাবকের অনৈতিকতা
  - l. অভিভাবকের অসহায়তা
  - m. গনমাধ্যম
  - n. অন্যান্য

3. সমাজ এবং পারিবারিক পরিবেশ সম্পর্কিত কারণ:

- A. মদ্যপ অভিভাবক
- B. নিয়মিত বিদ্যালয়ে যাওয়ার প্রেষণার অভাব
- C. অর্থ উপার্জনের ব্যক্তিগত আগ্রহ
- D. শিক্ষায় অনীহা
- E. শেষ শ্রেণিতে অকৃতকার্য
- F. ব্যক্তিগত বিশৃঙ্খলা
- G. পারিবারিক পরিস্থিতি
- H. নারীশিক্ষার প্রতি সমাজের উদাসীনতা
- I. অভিভাবকের আলাদা হয়ে যাওয়া

- J. অভিভাবকের দুর্বলতা
- K. অভিভাবকের অনৈতিকতা
- L. অভিভাবকের অসহায়তা
- M. গনমাধ্যম
- N. অন্যান্য

4. বিদ্যালয় সম্পর্কিত কারণ:

- a. শিক্ষকদের বিভিন্ন পরিচর্যা
- b. ছাত্রদের মধ্যে বোঝাপড়ার অভাব
- c. বিষয় শেখা এবং বোঝার অভাব
- d. শিক্ষকের দ্বারা ছাত্রদের অব্যবহার
- e. শিক্ষক এবং শিক্ষাকর্মী বৃন্দদের দ্বারা যৌন নির্যাতন
- f. অন্যান্য

5. স্থানান্তর হওয়ার কারণ:

- a. অর্থের অভাব
- b. অন্যকোথাও কাজ এবং অর্থ উপার্জনের জন্য নির্বাচনে অগ্রাধিকার
- c. উপযুক্ত সড়ক ব্যবস্থার অভাব
- d. উপযুক্ত পরিবহন ব্যবস্থার অভাব
- e. যথেষ্ট বাসের অভাব
- f. অনির্দিষ্ট বাসস্টপ
- g. বাসের অনির্দিষ্ট সময়
- h. বাসে প্রচুর ভিড়
- i. বাসটি বিদ্যালয়ের সামনে দাঁড়ায় না
- j. ভালো এবং সস্তা পরিবহন ব্যবস্থার অভাব
- k. পরিবহন সময় অত্যধিক বইয়ের ভার এবং অন্যান্য বাসে যাতায়াতের অসুবিধা করে
- l. বিদ্যালয়ের সময়ে খুব উচ্চ পরিমাণে দুর্ঘটনা ঘটে
- m. অন্যান্য

6. স্কুলছুট ছাত্রদের প্রতি অভিভাবকের দৃষ্টিভঙ্গি ব্যক্ত কর:



1. অভিভাবকের মনোভাব

- a. শিশুদের শিক্ষার প্রতি কোন আকাঙ্ক্ষা নেই
- b. সমৃদ্ধশীল অভিভাবকদের সন্তানের শিক্ষার প্রতি উদাসিনতা
- c. শিক্ষার স্তর সম্পর্কে পিতামাতার সচেতনতার অভাব
- d. অর্থনৈতিক অবস্থা পরিবারের
- e. অন্যান্য

2. বিদ্যালয় জনিত কারণ

- a. ভালো বিদ্যালয়ে ভর্তির সুযোগ না পাওয়া
- b. বিনামূল্যে ছাত্রাবাসের অভাব
- c. বিদ্যালয়ে ন্যূনতম সুযোগ সুবিধার অভাব
- d. ছাত্রাবাসের ন্যূনতম সুযোগ সুবিধার অভাব
- e. পর্যাপ্ত বৃত্তির অভাব
- f. বৃত্তি পাওয়ার অক্ষমতা
- g. বিনামূল্যে পাঠ্যপুস্তকের অনুপস্থিতি
- h. শিক্ষকদের পক্ষপাতিত্ব
- i. শিক্ষকের অপব্যবহার
- j. শিক্ষকদের দ্বারা যৌন নির্যাতন বিশেষত ছাত্রীদের প্রতি
- k. শিক্ষকদের আচরনের বিভিন্নতা
- l. নিয়ম শৃঙ্খলার অভাব
- m. অতিরিক্ত অর্থ সংগ্রহ করা ছাত্রদের থেকে
- n. জাতি, ধর্ম বিবেচনা করে এবং বিভাগ নির্বাচনের ক্ষেত্রে পক্ষপাতিত্ব করা
- o. ঘনঘন শিক্ষকদের ছুটি নেওয়া
- p. শ্রেণীকক্ষের অভ্যন্তরে পক্ষপাত মূলক আচরণ করা
- q. শিক্ষকদের দ্বারা ছাত্রদের কাছ থেকে অতিরিক্ত কাজ করিয়ে নেওয়া
- r. ছাত্রদের ব্যক্তিগত কারণ নিয়ে বিদ্যালয় চলাকালীন ছাত্রদের সাথে অপব্যবহার করা
- s. শিক্ষকরা জোর করে ছাত্রদের অর্থের জন্য
- t. অন্যান্য

7. স্কুলছুট ছাত্রদের দ্বারা পরিবারের দৃষ্টিভঙ্গি ব্যক্ত করা:

- a. শিশুরা অধিক আগ্রহ দেখায় শেখার চেয়ে অর্থ উপার্জনের প্রতি
- b. মাতাল অভিভাবক
- c. অভিভাবকের আলাদা থাকা
- d. অভিভাবকের মানসিক অসুস্থতা
- e. অনৈতিক অভিভাবক
- f. ছাত্রদের অতিরিক্ত স্বাধীনতা দান
- g. অভিভাবকের কতৃৎপূর্ণ নিয়ন্ত্রনের অভাব
- h. অভিভাবকের কঠোর শাসনের ভয়
- i. শিশুদের রূপ এবং যৌনতা বিষয়ে তাদের পক্ষপাত
- j. অপরাধী অভিভাবক
- k. অন্যান্য

(ENGLISH)

SCHOOL RELATED REASONS FROM THE POINT OF VIEW OF THE RESPONDENTS:

1. The Facilities Available In School.

- a) Adequate teaching staff (YES/NO)
- b) Proper class room (YES/NO)
- c) Presence of basic amenities including drinking water (YES/NO)
- d) Mid-Day meals (YES/NO)
- e) Playground (YES/NO)
- f) Play things (YES/NO)
- g) Good Library (YES/NO)
- h) Scholarship (YES/NO)
- i) Good lab facilities (YES/NO)
- j) Extra-curricular activities (YES/NO)
- k) Strict discipline (YES/NO)
- l) Good school environment (YES/NO)
- m) Easily accessible place of school location (YES/NO)

2. Economic and Health Reasons for being a drop-out:

- a) Poverty
- b) Maximum no. of siblings in the family
- c) Illness
- d) Low family income
- e) Any other

3. Reasons related to society and family Environment:

- a) Drunkard parents
- b) Lack of Motivation to continue schooling
- c) Personal interest to earn income
- d) Disinterested in education
- e) Failed number of times in the class last studied
- f) Personal indiscipline
- g) Family circumstances
- h) Attitude of the society not to encourage female education
- i) Parents separation

- j) Sickness of parents
- k) Immorality of parents
- l) Parents not supportive
- m) Mass media
- n) Any other

4. School Related Reasons:

- a) Differential treatment by teachers
- b) Lack of understanding among students
- c) Lack of understanding
- d) Misuse of students by teachers
- e) Sexual harassment by teaching and non-teaching staff
- f) Any other

5. Transport Reasons:

- a) Lack of money
- b) Preference to work and earn by seeing others
- c) Lack of proper road and approach road facilities
- d) Lack of transport facilities
- e) Lack of frequency of buses
- f) Unscheduled stoppages
- g) Improper time schedule of buses
- h) Congestion in buses
- i) Buses not stopped at school-point
- j) Ill health due to lack of good and cheap transport
- k) Travelling in buses found difficult since the present day students have to shoulder heavy load of books, notebooks, and other accessories
- l) Very high rates of accidents and breakdowns of buses in school zones
- m) Any other

6. REASONS FROM THE POINT OF VIEW OF PARENTS FROM THE POINT OF VIEW OF THE DROPOUT RESPONDENTS:

- 1) the parents' attitude towards dropout children:
  - a) Not having desire to educate wards(children)
  - b) Parents from affluent families do not care for education of their children
  - c) Lack of parental awareness in regard to the level of education
  - d) Economic conditions of the family

e) Any other

2) the school related reasons toward by dropout student:

- a) Unable to get admission in good schools
- b) Lack of free hostel facilities
- c) Lack of basic facilities in schools
- d) Lack of basic facilities in hostel
- e) Inadequate scholarship
- f) Unable to get scholarship
- g) Absence of free text books
- h) Given discriminatory treatment by teachers
- i) Misuse of children by teachers
- j) Sexual harassment of students especially women students by teachers
- k) Indifferent attitude towards children by teachers
- l) Lack of Discipline
- m) Collecting too much money from the students
- n) Preferential treatment given to chosen sections, either according to communal caste or religion
- o) Teachers going on leave very frequently
- p) Discriminatory treatment inside the classroom
- q) Extracting too much of other works from the students by teachers
- r) Misuse of students for personal reasons during regular working hours
- s) Teacher forcing the students to bring money

7. The family attitude towards dropout children.

- a) Children pay more interest to earn to learn
- b) Drunkard parents
- c) Separated parents
- d) Mentally retarded parents
- e) Immoral parents
- f) Too much of freedom given to the children
- g) Lack of control exercised by parents
- h) Fear among parents to strict with the children
- i) Discrimination among children in terms of complexion and sex
- j) Criminal parents
- k) Any other

## **APPENDIX-III**

**ACCEPTANCE LETTER OF PAPER RELATED TO THE  
PRESENT STUDY FOR THE JOURNAL RENOVA AND  
FULL PAPER**

# **SCHOOL DROPOUT OF SOCIALLY EXCLUDED ADIVASIS- A SURVEY**

**By**

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## **ABSTRACT:**

*Reported is the survey study of school drop out of socially excluded Adivasi students from Hooghly district of West Bengal. The study done on 152 drop out children from two Blocks of Hooghly district where Adivasi population is thick than the other parts of the district. For data collection a self-made questionnaire was used including unstructured interview technique. Data were collected by the researcher personally from each sample. Analyses of collected data were done by using qualitative method.*

**Key words:** School dropout, Adivasi children, Social exclusion.

## **INTRODUCTION:**

Adivasi, tribes, or Scheduled tribes (ST) constitute about 9 percent of India's populations and the total Adivasis populations in our country are 87 million. Maximum number of Adivasi population was found in ten states viz. Andhra Pradesh, Assam, Gujrat, Rajasthan, Odisha, Jharkhand, Madhya Pradesh, Maharashtra, Chhattisgarh and West Bengal. In our country 573 different type of ST's are found and they all have a different language for communications.

From the very primitive era Adivasis are socially excluded from the mainstream of the society. Since 1990's the concept of social exclusion moved onto the political agenda in Europe. The term social exclusion is much ambiguous. According to the European foundation, "[Social exclusion is] the process through which individuals or groups are wholly or partially excluded from full participation in the society in which they live." The developing countries and the international organizations paid much attention on social exclusion since 1994, the Social Summit. The term Social Exclusion focuses primarily on

relational issues: inadequate social participation, lack of social integration and lack of power (Room, 1997). Social exclusion can be seen as an institutionalized form of inequality, the failure of a society to extend to all sections of its population, the economic resources and social recognition which they need and order to participate fully in the collective life of the community (Sonowal, 2008). It can be termed as a kind of mechanism by which access and recognition is granted or denied. The term exclusion and its opposite term inclusion may work simultaneously and individual or a society may be included in one desired area but may be excluded in an another important area. Social Exclusion is a relative term and it is a related concept with unemployment and poverty. It is also related with inequalities.

According to Amartya sen (2000), “and yet-as the last argument itself suggest ultimately poverty must be seen in terms of poor living, rather than just as low-ness of incomes (and “nothing else”). Income may be the most prominent means for a good life without deprivation but it is not the only influence on the life we can lead”.

Social exclusion can be seen from a different view that is whether a particular social class cause cognitive deficiency. Amartya Sen respond that, “Our capability to lead one kind of life rather than another does not depend only on what we are, but also on the circumstances in which we find ourselves” (2002). Jared Diamond, anthropologist, noted that people’s differences depends upon their environment and not of biological differences (1999). In a scientific study done by Keith Campbell et.al. (2006) shown that, “Social exclusion actually can bring change in a person’s brain functions and can lead to poor decision making and a diminished learning ability”. People’s activities depend much upon whether the person is socially rejected or not.

In West Bengal the literacy rate of Adivasis is 57.9 percent (Census, 2011). In rural area 56.7 percent Adivasis and in urban area 71.2 percent Adivasis are illiterate. Among all illiterate persons In West Bengal, the Adivasis, Muslims and Dalits constitute nearly two third. Maximum Adivasis in west Bengal including the Women’s are engaged as the agricultural labourers. A large number of them do not even have the security of one full meal a day (“Sahay Prakriya O Karmasuchi: SangsodhitaNirdesika O ParichslanBidhi,” Panchayat and rural Development Department, Govt. of West Bengal, Kolkata, 2008). Adivasi girls and womens either engaged in the daily labourer or engaged in household activities so they have to depend upon various manual works for their existence (Rana Kumar, 2009).

Economic deprivation and Social exclusion are closely co-related. Economic deprivation causes hunger, unemployment, superstitions, illiteracy and poverty. Deprivation causes economic poverty which has a clear co-relation with that of educational deprivation. Due to the economic and cultural deprivation the Adivasis are socially excluded from social, economic, political and educational opportunities and are forcibly included in the field of manual works. Though a large number of tribal children enrolled in primary classes they are unable to continue their study in the secondary level. This increased number of drop out is due to the family poverty, illiteracy of parents and guardians, insufficient teacher’s training



to tackle first generation learner as well as for exclusion from the mainstream of these society. Different types of social taboos, stigmas, tensions and conflicts exist in Adivasis communities which hamper the Adivasis children to proceed further a higher education. Sometimes the teachers rejection and lack of facilities also increases the drop-out rates. In article 46 of Indian constitution it was stated that the state and central government will protect the ST people from all forms of social exclusion, denial, social injustice and exploitation. In spite of that till date inequalities, injustices and exploitations prevails amongst Adivasis. They are still living at the bottom of the social ladders. So to take them in mainstream of society, social exclusion, inequalities and exploitations must be eradicated. It is only possible through quality education of all the Adivasi people. It means that not enrolment of all the Adivasi children is sufficient but at the same time we must stop or at least review drop-out rates in primary to higher education classes.

### **OBJECTIVES:**

1. To study the drop-out rates of Adivasi boys and girls from Hooghly district.
2. To study the drop-out rates of boys and girls on the basis of their age.
3. To study the constraints in making the inclusive education of tribal students in the different level of school education.
4. To study the drop-out rates of selected sample on the basis of their level of education.

### **RESEARCH METHODOLOGY:**

In this study a qualitative approach was followed. To explore the problem of drop-out among Adivasi students in Hooghly district of West Bengal descriptive survey method was adopted. The population of this study was drop-out Adivasi children of Hooghly district. In Hooghly district there are 18 Block, out of which only 2 Blocks (Dhaniyakhali and Pandua) has been selected purposively. During selection of Blocks the investigator considers the density level of the Adivasi population. Both boys and girls Adivasi children in the age group 10-21 years were considered as the sample.

### **SAMPLES:**

For collection of data the investigator selected 152 tribal drop out students as sample in different villages (viz. Bhastara, Jolkul, Durgapur, Alipur, Basipur, Gopinathpur, Manipur, Majinan, Balidaha, Barul, Bhotor, Dhaniyakhali, Cheragram, Dulfo, Ghoshla, Gopalpur, Gurap, Uttar Fatepur, Uttar Abhirampur, Khanpur, Itachuna and Bosipur of Dhaniyakhali Block; and Rameswarpur, Sibpur, Sonatikri, Alasin, Bainchi, Haral, Itachuna, Bilsara, Balarampur and Haraldaspur of Pandua Block) of Hooghly district, West Bengal. The investigator adopted purposive sampling technique for sample selection.

### **VARIABLES:**

Independent variables- Gender, Age, Student's level of education,

Dependent variable-Dropout rate of Adivasi children.

**TOOL:**

Data were collected by using an open ended questionnaire developed jointly by the investigator and his supervisor. For data collection investigator personally visited the school as well as the drop out children in their families.

**DATA ANALYSIS:**

Collected data were cleaned and quantified as much as possible and tabulated systematically for further analysis and interpretations.

**Analysis of Drop-out rate among Tribal students:**

**Table no.1:** Showing number and percentage of Drop-out children in the Adivasi areas.

<b>GENDER</b>	<b>TOTAL NO.</b>	<b>PERCENTAGE</b>
BOYS	83	54.60
GIRLS	69	45.40
TOTAL	152	100

From this table it is noticed that the rate of drop-out of boys are more (54.60%) than the girls (45.40%).

**Table no.2:** Showing number and percentage of Adivasi children on the basis of their age.

<b>AGE</b>	<b>BOYS</b>		<b>GIRLS</b>		<b>TOTAL</b>	
	<b>TOTAL NO</b>	<b>%</b>	<b>TOTAL NO</b>	<b>%</b>	<b>TOTAL NO</b>	<b>%</b>
10-15 Years	18	11.84	30	19.73	48	31.58
16-21 Years	65	42.77	39	25.66	104	68.42

From the above table it was found that children in the age group 16-21 years are more drop-out than the children in the age group 10-15 years. The same is applicable for both the boys and girls.

**Table no. 3: Table** (3a-3d) showing the constraints facing by the drop-out adivasi students.

Table No.3a: Economic and Health Reasons for being a drop-out:

Economic and Health Reasons for being a drop-out							
		BOYS		GIRLS		TOTAL	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Poverty	69	45.40	63	41.44	132	86.84
B	Maximum no. of siblings in the family	29	19.08	37	24.34	66	43.42
C	Illness	13	8.56	6	3.94	19	12.5
D	Low family income	67	44.08	62	40.79	129	84.87
E	Any other	31	20.40	20	13.16	51	33.56

From this table it is found that for 86.84% children causative factor is poverty, for 43.42% the same is maximum no.of siblings in the family, for 12.5% it is illness, for 84.87% low standard of family income and for 33.56% some other unknown factors were considered.

**Table No. 3b:** Reasons related to society and family Environment:

<b>Reasons Related to Society and Family Environment</b>							
		<b>BOYS</b>		<b>GIRLS</b>		<b>TOTAL</b>	
		TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
A	Drunkard parents	37	24.34	26	17.10	63	41.44
B	Lack of Motivation to continue schooling	57	37.5	54	35.52	111	73.02
C	Personal interest to earn income	59	38.81	26	17.10	85	55.52
D	Disinterested in education	31	20.40	23	15.13	54	35.52
E	Failed number of times in the class last studied	63	41.44	39	25.66	102	67.10
F	Personal indiscipline	13	8.56	11	7.23	24	15.79
G	Family circumstances	66	43.52	58	38.16	124	81.58
H	Attitude of the society not to encourage female education	2	1.31	54	35.52	56	36.84
I	Parents separation	5	3.29	4	2.63	9	5.92
J	Sickness of parents	39	25.66	44	28.94	83	54.60
K	Immorality of parents	11	7.23	10	6.58	21	13.81
L	Parents not supportive	29	5.92	24	15.79	53	34.87
M	Mass media	11	7.23	3	1.98	14	9.21
N	Any other	33	21.71	32	21.05	65	42.77

From this table it is found that different types of social and environmental factors are the causes of Drop-out of which family environment and lack of motivation to continue schooling are the major causes of drop-out.

**Table No. 3c:** School Related Reasons:

<b>School Related Reasons</b>							
		<b>BOYS</b>		<b>GIRLS</b>		<b>TOTAL</b>	
		TOTAL NO.	%	TOTAL NO.	%	TOTAL NO.	%
A	Differential treatment by teachers	19	12.5	26	17.10	45	29.60
B	Lack of understanding among students	19	12.5	18	11.84	37	24.34
C	Lack of understanding	45	29.60	38	25	83	54.60
D	Misuse of students by teachers	20	13.16	24	15.79	44	28.94

E	Sexual harassment by teaching and non-teaching staff	0	0	10	6.58	10	6.58
F	Any other	42	27.63	47	30.92	89	58.56

From this table it is noticed that school related factors like lack of understanding is the major cause of Drop-out among Adivasi children.

**Table No. 3d:** Transport Reasons:

Transport Reasons							
		BOYS		GIRLS		TOTAL	
		TOTAL NO.	%	TOTAL NO.	%	TOTAL NO.	%
A	Lack of money	63	41.44	63	41.44	126	82.89
B	Preference to work and earn by seeing others	58	38.16	23	15.13	81	53.29
C	Lack of proper road and approach road facilities	35	23.02	45	29.60	80	52.63
D	Lack of transport facilities	58	38.15	54	35.52	112	73.68
E	Lack of frequency of buses	7	4.60	4	2.63	11	7.23
F	Unscheduled stoppages	0	0	2	1.31	2	1.31
G	Improper time schedule of buses	1	0.65	2	1.31	3	1.97
H	Congestion in buses	2	1.31	4	2.63	6	3.94
I	Buses not stopped at school-point	1	0.63	2	1.31	3	1.97
J	Ill health due to lack of good and cheap transport	48	31.57	45	29.60	93	61.18
K	Travelling in buses found difficult since the present day students have to shoulder heavy load of books, notebooks, and other accessories	8	5.26	8	5.26	16	10.52
L	Very high rates of accidents and breakdowns of buses in school zones	4	2.63	0	0	4	2.63
M	Any other	19	12.22	22	42.30	41	26.97

F

From this table it is noticed that lack of money and lack of transport facilities are the major causes of school Drop-out of Adivasi children.

**Table no.4:** showing the percentage of drop-out of Adivasi children on the basis of their level of education.

LEVEL OF EDUCATION	BOYS		GIRLS		TOTAL	
	TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
LOWER PRIMARY	13	8.56	23	15.13	36	23.69
ELEMENTARY	35	23.02	23	15.13	58	38.15
SECONDARY	14	9.21	16	10.52	30	19.73
HIGHER SECONDARY	21	13.81	7	4.60	28	18.42

From this table it is noticed that maximum percentage of drop-out children were from elementary standard followed by lower primary standard.

When personally asked to the drop-out samples regarding their social acceptance in the mainstream schools by the upper Caste Teachers and taught, they answered (100% sample) that, they feel that they are excluded in the class and school. Peer-group children showed a negative attitude towards them. Though they demand that they are socially excluded, but they do not fill that they drop out from the school merely not only for they are excluded. But exclusion may be a factor for school drop-out.

The tribal societies are self-sufficient that is, they need not to interact with non-tribals for their cultural, social and physical existence. But at the same time they are not financially self-sufficient. This very isolated nature of tribal communities, Adivasi children kept themselves away from the mainstream school society. So it can be said that social exclusion of tribal students are a self- imposed criterion. Adivasis are excluded as they are not a part of greater traditional Hindu society. So they need a meaningful social integration and inclusion.

#### **DISCUSSION:**

According to Amartya Sen (2000), “Income may be the most prominent means for a good life without deprivation but it is not the only influence on the life we can lead.” Economic deprivation is one of the causative factors for school drop-out among the Adivasi children. The same was established in the study of Biswas & Krishnan (2017). In the study of balamurugan and Prabhudeva (2015) it was established that among several causative factors for drop-out of Tribal students economic problem is more important. The issue is more severe at secondary level. Biswas and Krishnan (2017) reported that in Hooghly district (in the year 2013-14) 78.09% of tribal student have enrolled their name in elementary level but only 60.03% have completed their secondary education. They also observed that among tribal communities in Hooghly district literacy rate is 61.9% which is less than the state

literacy rate of tribals (77.08%). As most of the tribal people are living in below poverty level therefore it is almost impossible to continue the education for the children from the Adivasi community.

In the study of Biswas and Krishnan (2017) it was established that the socio-economic status of the family has a significant effect on student drop-out. Adivasi students are living in lower socio-economic status. Therefore, in most cases they are not supported by their parents/guardians. Most of the Adivasi students are first generation learners, which may be the influencing factor of their school drop-out.

Another one cause of drop-out of Adivasi children is their social exclusion inside and outside of the school. Access to schooling is a kind of barrier for the socially deprived communities. This exclusion extend into the classroom. Family illiteracy, poverty and lower family status have a negative impact upon children. The cause of drop-out is clearly defined by Prof. Amartya Sen in the following words: “The issue of home tasks and private tuition also relates to the question of class divisions. The need for “home tasks” is particularly difficult to meet for parents from disadvantaged classes-these children may be the first generation to receive school education. Parents with the disadvantage of having received little education find it especially difficult to do anything for their children in helping them with their assigned home tasks. It is not surprising that they long for the ability to engage private tutors for their children, but of course very often they cannot in fact afford to help their kinds in this way. The result is not only frustration and despair, but also continued transmission of education backwardness from one generation to the next”.

Rani (2000) observed that due to the language barrier the tribal children are unable to establish communication link with their teachers and friends from upper caste and therefore, they terminate their education in some point. Jha and Jhingran (2002) advocated that drop-out rate among Adivasis can be reduced if their mother tongue can be used in their study. Sujatha (2002) on the other hand reported that for Adivasis education is not a critical demand, even now a day. The Pratiche Committee Report (2002) identifies cost of schooling, lack of motivation of teachers and the staff, lack of regular inspection, and the increasing dependence on private tutoring to be the main hurdles in path of education for tribal children.

So the main cansative factor for drop-out of Adivasi children are the wrong policy of medium of instruction, lack of Adivasi teachers in the Adivasi areas schools and communication gap between the teachers and taught.

In the study of Biswas and Krishnan (2017) it was noted that among drop-out children 35% blamed for the low infrastructural facilities in the school, 55% blamed for their low socio-economic condition and rest 10% blamed for their low school adjustment. Parental negative or neutral attitude toward education of Adivasi children is also an important factor for their increased drop-out rate. Their low performance in the examination and day-to-day class work is also an important factor for their school drop-out.

In the recent study done by Pratichi Trust (2018), it was established that though several facilities were available for the Adivasis learners, but these are not available to them. Pratichi Trust studied in Midnapur (East and West), Burdwan, Jolpaiguri, Purulia, Bankura, Darjeeling, Birbhum, Hooghly, North 24 Porganas and Maldah. Trust collected data 1000 Scheduled Tribes families. They observed that,

1. Like, upper Caste and SC people and Adivasis also expect same level of education and health development but these are unavailable to them. Like, 8 percent of Adivasi children from the selected sample has to go to primary school in a distance more than 1 K.M. In spite of that 94 percent children from the sample Adivasis families enrolled in schools.
2. The main problem of their continuing education is their poverty. One-fourth (1/4) of the sample Adivasis have no land and those who have land that is so minimum that they have to depend upon their labour work.
3. Therefore, the results of the present research study supports the research findings of prof. Amartya Sen (report from Anandabazar Patrika, January 8, 2019).

Therefore, they need quality education, quality family life, social and peer-group acceptance as well as positive family attitude about their education.

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## APPENDIX-IV

### PICTURE SHOWING DATA COLLECTION BY THE RESEARCHER



