Impact of interventions on school dropout menace among tribal children of Odisha state

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Abstract:
Drop out from school among girls is a global phenomenon. In India, girl’s dropout from school for various reasons like early marriage, pregnancy, religious factors, socio-economic factors, school related factors and ill health. The focus of this paper is to investigate why girls dropout from school in Odisha State. In the same time one of the objectives of this paper also to investigate impact of different interventions to arrest drop-out menace from the schools, also try to level best to provide suggestions for the improvement of the present condition. The descriptive survey method was adopted for this study. A number of primary and secondary data collected from different sources like govt. document observation and interview for collection of data and interpretation of result. Poverty had the highest percentage, while death of parents, pregnancy, ill health, inadequate teaching had the least percentage of. It is recommended that counsellors should identify indigent students, who are likely to drop out of school as a result of poverty, and help negotiate some form of scholarship or financial assistance for them. In the same time it is also strongly recommending that the Intervention strategy will be planned keeping the above yielded factors in view. The dimension for intervention would be mostly: Emotional supports of the children, Skill training provisions, enabling the parents to improve the economic condition

Key words: dropout, school, counselling, menace, intervention, tribal and Odisha etc.

Introduction
Education in the modern society becomes an important instrument in nation building and economic development. The planning commission report on India Vision 2020 observes that the successful education policy would play a major role in the fields of national development in political, economic, technical, scientific, social and environmental. Education is the foundation for a vibrant democracy, growth of productivity and income and employment opportunities.
Improved access and quality of primary education is gradually increasing through government initiatives like Sarva Shiksha Abhiyan (SSA) and other non-governmental initiatives in India to reach the 'education for all concepts' in all the geographical areas. Certain tribal areas (Scheduled tribe) have been covered under the initiatives by both the State and Central governments. “The tribal people being the original inhabitants of India constitute a significant part of the vast nation. They have been dwelling in the forests surrounded by hills for a long period. Their social structure, their culture and their language are quite different from the general people of India.”. Majumdar DN quoted in Hasnain adds that “A tribe is a social group with territorial affiliation, endogamous, with no specialization of functions, ruled by tribal officers, hereditary or otherwise, united in language or dialect, recognizing social distance with other tribes or castes, without any social obloquy attaching to them, as it does in the caste structure, followed tribal traditions, beliefs and customs, illiberal of naturalization of ideas from alien sources, above all conscious of homogeneity of ethnic and territorial integration.

“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. This Article says that only those communities who have been declared as such by the President through an initial public notification or through a subsequent amending Act of Parliament will be considered to be Scheduled Tribes.” (Ministry of Tribal Affairs, 2011) “Under the Constitution of India certain tribes have been specified as the Scheduled Tribes. It is to be noted that only those tribes which have been included in the list of Scheduled Tribes are given special treatment or facilities envisaged under the Constitution. The Constitution neither defines nor lays down any criteria for specifying the Scheduled Tribes.”. The tribal people of India got a diverse socio-cultural life and economic development and live in scattered isolated areas, inaccessible settlements in interior forest and remote hilly areas of the country. These areas lack proper communication systems and transportation facilities like road and transport and also deprived of the basic amenities like medical facilities, electricity and educational facilities. This is a problem that requires emergency action if the nation is to advance technologically, considering the multiplier and intergenerational benefits derivable in the education of the girl child. It is the aim of this study, therefore, to find out reasons why girls dropout of school in Edo State and, consequently, based on the findings proffer counselling strategies that could be adopted in order to check the incidence of drop out from school among girls in Edo State.

**Review of related studies**

If we will analyse the following studies we can better understand that the govt. implemented different interventions time to time and their outcomes in these days like: Out of school
children refers to total school age children who are not enrolled in any leave of education (pre-primary, primary). Post primary, secondary) expressed as a percentage of the official school age population in given school year (Berliner, 2009). Halmes (2003) found out that overall females receive less education than males and they tend to dropout and withdrawn earlier for both economic and social culture reasons. Kadzamira and Rose (2003) indicate that when the cost of schooling is too high for households in Malawi it is often girls from poorest households who are less likely to attend. According to Kholer (1992) family background, personal problem and school related factor are reasons for school dropout. Dropout rate is higher in rural than urban and peri-urban area. Sharma et al. (2007) evaluated the possible causes of dropout among girls and asserted that parental pressure, lake of interest, poverty in the households, household works and large family size influence of the dropout. The PROBE report (1999) indicates that health problems are the most important reason for dropout. Calclough, et al. (2000) found that distance to school, poor quality of education inadequate facilities, overcrowded classroom inappropriate language of instruction, teacher’s absenteeism and, in the case of girls” school safety are common causes of school dropouts. Poor school quality is associated with poor academic results with higher level of repetition and dropout and with lower progression ratios to higher levels of the educational system. Alcazar et al. (2006) indicate that teachers’ absences in schools are the most important factor of students” dropout. Ekstrom, R.B et al. (1997); showed that early schools leaving at the secondary level was the outcome of a long process of disengagement of children with measurable indicators that exist in the early grades. finding was concerned with school characteristics that were related to high dropout rates and relationship between school dropout rates and general well-being of communities, indicators of general well-being of a community for this study included unemployment rates, average family income and crime rate. Batbaatar et al. (2006) indicate that in some schools which were being encouraged to reach higher performance standards, children with poor academic results were being to dropout. Lynch (2001) indicated that the large categorization of children with special education need might be, in some cases, a viable way for teachers to justify under achievement, and thus act as a rationale for these children to dropout. Finn (1993); Maelor & Midgely (1996); Wehloge, Rutter, Smith, Lesko & Fernandez (1989) reported that early academic achievement and engagement like regular attendance, misbehavior in elementary and middle school, predicted withdrawal from high school student engagement include student participation identification with school or social bonding, academic performance.
Rationale of the study

Poverty, deprivation, poor economic condition, low earning, dependence on forest products and the struggle for survival are some of the major roadblocks in providing universal education to children belonging to scheduled tribes. One incidence of illness in the family, one year of drought or the transfer of a teacher could bring in a change in circumstances and may mean discontinuation in the schooling of these tribal children. After independence, almost all the states have instituted scholarships, incentives and allowance for ST children to offset their private cost of education and encourage acquiring of formal education through schooling. These measures have been found fruitful to some extent, but timely provision of these incentives has not been implemented. Therefore, often the positive impact aimed at is not seen and is a point of concern among social scientists. No study has so far been undertaken to assess the impact of govt. implemented programme on the socio economic development of people in the two tribal blocks of the backward district of Odisha covering the whole of the tribal regions to find out the impact of these interventions.

Research questions

Present study addressing with following research questions

1. Whether the govt. implemented interventions playing their role properly to arrest dropout menace from the state?
2. What are the present problems in the state?
3. What can be the strategies to arrest the menace with proper and effective way?

Objectives

Following are the objectives addressed by the study

1. To examine the role of different interventions in determining the dropout
2. To examine causes of dropout in the state
3. To make different suggestions for proper improvement of the present situation.

Methodology of the study

Methodology

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to measure the
impact and effectiveness of government implemented policies and issues with regarding to the tribal dropout problem and education. Also the problems and its eradication from the root.

Secondary data collection

The sources of secondary data are the published and unpublished reports. Data from secondary sources were gathered from books, articles, journals, published reports, and Government documents. Quantitative information with regard to current impact, issues on integrated policies and issues on tribal employment.

Discussion

Different interventions in determining the dropout

THE SSA POLICY FOR SPECIAL NEED CHILDREN

SSA provides up to Rs.1200/- per child per year for the inclusion of disabled children, as per specific proposal. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of individualized educational plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted zero rejection policy. Its means that no child having special needs should be deprived of the right to education and taught in an environment, which is best suited to her/his learning. The trust of SSA is on inclusion or main streaming children with special need (CWSN) into the fabric of formal elementary schooling. Experiences of programmes like District Primary Education Programme (DPEP) and various research finding have showed that mainstreaming is best determined by the individual need of the child. Most children with special need can be enrolled and retained in regular school if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be mainstreamed in a classroom. There might also be still some CWSN with severe profound disabilities, who would require educational programmes and intensive specialized support completely beyond the purview and scope of formal school in the current situation.
STRATEGIES TO MAINSTREAM OUT-OF SCHOOL CHILDREN

Out of school children refers to total school age children who are not enrolled in any leave of education (pre-primary, primary, post-primary, secondary) expressed as a percentage of the official school age population in given school year (Berlin, 2009).

The strategies for mainstreaming out of school children can be broadly divided in to three major categories:

1. Enrollment drives

Enrollment in a school, wherever available, is the first step towards mainstreaming out-of-school children. Enrollment drives under different names and nature are carried out in different states with the objectives of generating awareness about the mission, sensitizing the masses about out-of-school children, and identifying the children who are not in school and enrolling them. The elected leaders from districts block and panchayat levels participate in the enrolment drives conducted by the State SSA (Sarva Shiksha Abhiyan), they visit houses and talk to parents of out-of-school children. The children are encouraged to participate in various cultural and sports activities and then enrolled in formal schools with fanfare.

2. Universalizing physical access

Providing universal access to elementary education is the foremost objective under SSA. Un-served areas are provided with primary and elementary schools under DPEP (District Primary Education Programme) and SSA to achieve this objective. Still, there remain scattered and remote habitations in the country which are not accessible to the facility of elementary schooling. As per the Seventh All India School Education Survey (NCERT, 2006), 86.97% habitations are served by primary schools. 53% of these habitations have primary schools located within the respective habitations and 34% have the same within 1Km radius. The same survey suggested that 78.12% habitations of the country has upper primary schools within the respective habitations or within a distance of 3 Km. Education Guarantee Scheme (EGS) has been instrumental in providing access to schooling to the un-served, scattered and remote habitations. The EGS centers usually have one teacher forever 30-40 children. An additional teacher is provided when the number of children increases beyond 40. Establishing EGS centre is a community initiated and managed temporary facility before providing permanent schooling facilities to the un-served habitations.

Number of disable children identified and covered under SSA in India is 30,38,038 students and under the CWSN total students enrolled in schools are 19,97,777, total enrolled in EGS centers are 1,12,033 students. The resource teachers in SSA are 6678, NGOs involvement in SSA are 687 and number of school in SSA are 10,65,272. In Chhattisgarh state number of
disable children identified and covered under SSA is 26,302 students and under the CWSN students enrolled in schools are 26,113. The resource teachers in SSA are 6, NGOs involvement in SSA are 8 and number of school in SSA are 40,871 (IIE, 2007).

3. Strategies for other out-of-school children

Since the days of DPEP, diverse strategies have been adopted under the alternative and innovative education schemes to facilitate the process of mainstreaming of out-of-school children. India is increasing growing young as reflected in the population profile. In this time formal education is becoming a necessity of every people. In India 40% of young people is below the age of 18 and 81.5 lakh student are out of school, rural area 4.53% and urban area, never went to school children are 74.89%, 3.18% children out of school and 25.11% children’s are dropout.

Causes of dropout in the state

Reasons for Dropout: The research who are recent drop outs from the district and their class division ranges from 1 to 10. They belong to the traditional tribal community, Paniya. The questions were asked to both the parents of the dropouts and their teachers. T reasonable issues that lead to the early drop out. Most of the dropped out children are living with their family. As per the study signifies, majority of their parents do not have proper education and they are early dropouts. The reason their dropout were subjected to poverty and unemployment. But now the situations changed a lot. The parents of the dropped out assert that poverty and finance are no more the issues for their children’s drop out. The parents are aware that the project plans that are being implemented for the benefit of tribal uplift. As far as the parents are concerned, the reasons for the dropping out are purely related to individual attitude on education.

Negative attitude towards schooling are having an in favor attitude towards education. They consider education as a boring process. They still are not convinced of the need of education for their livelihood. They are aware of the allowances from the government for their education. But the negative attitude towards education makes them stay back to their colony surroundings than going to school.

Peer influence: Many of the dropouts and their parents admitted that peer group influence is the reason for their decision to leave schooling. They were influenced by their friends who stopped education. So they also put a full stop. Some stop education, because any of their siblings would have discontinued education.
Alcoholism of parents: The teachers agreed to state that the alcoholism of parents is a convincing reason for the dropout. They agreed that the children are not getting a presence of mind at home in evenings when his father/brother/mother/relatives/friends come drunk. This will result in the children to move away from education. At home, they are not given an atmosphere to study and sometimes nothing to eat too.

Early Responsibility: Sumi, 13, a drop out from 6th standard was an example of shouldering the family responsibility at an early stage. He discontinued from education when his father died. His only brother is paralyzed and his mother is sick. The family finance and stability is a valid factor that leads to the dropout of tribal children. He wanted to continue education, indeed it’s impossible. There are many tribal students in the selected region like Sumi, who had to leave education to shoulder their families.

Caste related issues: Some of the dropouts agreed that, to an extent, cast issues were the reasons to stop education. The teachers who associated with this study also state that cast is a major issue for the problem. They agreed, some of the students feel reluctant to sit with a lower cast student or upper cast student and to share the physical properties of learning. This orthodox attitude could be cited as a reason for dropout.

Health issues: Healthcare issues resulted in the dropout of some tribal students in the district. The dropouts pointed out that adequate medical care was not given when it was needed. It made the dropout rate increasing. Many of the tribal students who are dropped out pointed out that they were not given proper medical care while they were sick.

Suggestions for proper improvement of the present situation

Following are the suggestions for further improvement of the strategies

1. Intervention strategy will be planned keeping the above yielded factors in view. The dimension for intervention would be mostly:
   - Emotional supports of the children
   - Skill training provisions
   - Enabling the parents to improve the economic condition.

2. It becomes a major responsibility of the central and state government not only to provide ICT access but to implement a strong constructive pedagogy and class-oriented learning approach in the tribal areas of Wayanad to reduce dropouts.
3. Actions to prevent drop-out- Project to provide formal education. This report describes three related projects, the Mobile School Project, the Special Education Project, and the Nuclear School Project. (a) The objectives of this project are to provide educational opportunities for children in very small communities in remote areas, and to reduce the educational budget for building new schools.

4. Mobile School Project- Activities under this project are to find a temporary building to be used for teaching-learning activities, assign a teaching team to teach in a small community for up to one month, then move on to teach in another small community where there is no school, and develop a special curriculum to be used by this programme.

5. Special Education Project. Objectives under this project are to provide educational opportunities for both physically and economically disadvantaged children to improve educational quality, and to reduce the educational budget for building new schools. Project activities are to build new schools for special education services, to expand some existing schools to serve disadvantaged children, and to specify areas to be served by special education schools.

6. Nuclear school project. Objectives under this project are to make a nuclear school as an academic centre, to enable a nuclear school to expand compulsory education and reduce the drop-out problem, and to alleviate the transportation problem, because the nuclear school is located near a community. Projects to provide non-formal education. This includes five related projects as follows: i) Adult general education (Levels 1-5) ii) Functional literacy programme iii) Adult vocational education iv) Mobile trade training school v) Public library programme

7. Enrolment in government schools is decreasing. The possible reasons may be the attraction of private schools, and loss of favour of government run schools due to various factors. Those factors should be identified and be resolved.

8. The average attendance of students was 50% in primary level classes and only about 36% in middle level classes; it is very low attendance. The causes of low attendance should be explored and be resolved.

9. Dropout rate in general category students (who were residing in urban slum area) was highest. It hints toward some specific reasons behind it. The nature and causes should be explored and resolved.

10. Indiscipline created by students must be checked by adopting a fresh look into the matter.

11. Discriminatory behaviour (based on caste and gender), sexual harassment (by students and others) must be considered for its eradication.
Conclusion

The advent of computer and the Internet-based educational methods offer an exciting new learning medium that can literally transform our concept of school and classroom from physical into virtual realities. Illiteracy and all major contagious diseases will have disappeared by 2020. School enrolment from age 6 to 14 will near 100 per cent and dropout rates will fall to less than one in twenty. Along with this if we will concern about the new individualises strategies like counselling to the students and awareness to the parents then definitely the scenery may change according to our sustainable development goals.

References


