



## **ENROLLMENT AND DROPOUT STATUS OF SCHEDULE TRIBE BOYS AND GIRLS AT PRIMARY LEVEL IN INDIA : A COMPARATIVE STUDY**

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*Scheduled Tribes are official designated group of historically disadvantaged people in India. Since independence they were socially depressed and exploited class in India, society, remains isolated from mainstream of development. This paper is trying to examining status of enrollment and drop-out between scheduled tribe boys and scheduled tribe girls at primary level in India and the study is based on secondary data.*

**Keywords:** Primary Education.

### **INTRODUCTION**

Scheduled Tribes in India are more like the "Indigenous" or native people in other parts of the world. The Indian Constitution assigns special status to the Scheduled Tribes (STs) traditionally referred to as adivasis, vanvasis, tribes, or tribals. Scheduled Tribes constitute about 8 per cent of the Indian population.

Scheduled Tribes are official designated group of historically disadvantaged people in India. Since independence they were socially depressed and exploited class in India, society, remains isolated from mainstream of development. But after independence Indian government gave special attention on scheduled tribes. Special provisions were made in article 15(4), 16(4), 19(4), 23, 29, 46, 164, 275(1) of constitution of India to improve their conditions are bring them to mainstream.

Education is a dynamic process that starts from birth. A child is surrounded by parents and other siblings and experiences his surroundings and responds. The surrounding environment, the physical and social environment imparts information and the child tries to learn from that information and responds. From those responses we assess whether his/her development is normal, abnormal or extraordinary.

Literacy is an important indicator of development among tribal groups. According to census report the trend of literacy of tribes in India from 1961 to 2011 is shown in table - 1. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. But female literacy of tribes is only 54.4 per cent compared to male literacy of 71.7 per cent.

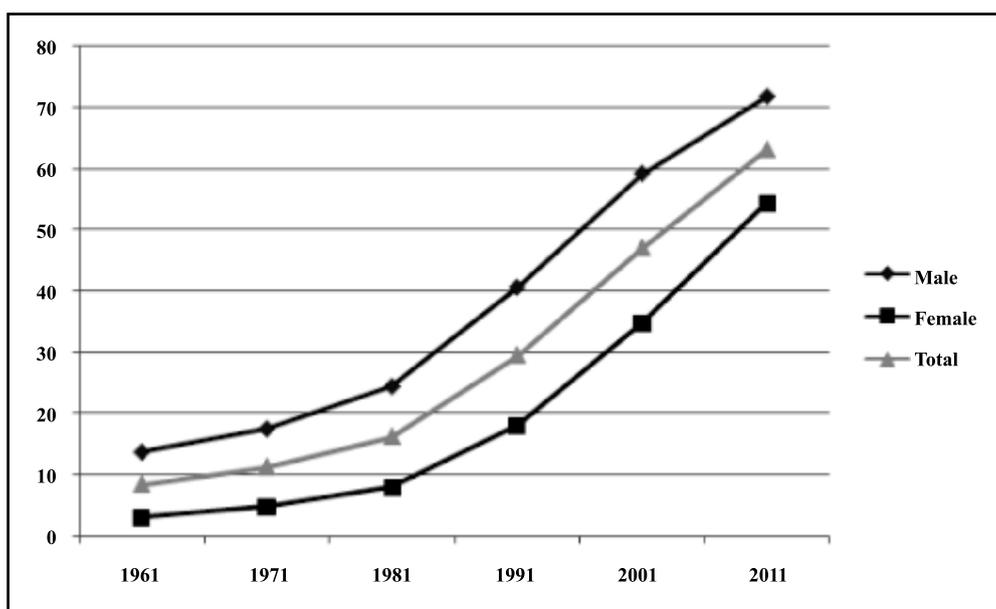
During the post-Independence period, the Indian government implemented legislation and allocated funds to facilitate access to enrollment in primary education (Class I-V) in India. As a result, both literacy rates and gross enrollment ratios of boys and girls across the general population have increased substantially during the past 50 years.

**Table-1, Literacy Trends of Scheduled Tribes in India from 1961 to 2011(in %)**

Year	Male	Female	Total
1961	13.83	3.16	8.54
1971	17.63	4.85	11.39
1981	24.52	8.05	16.35
1991	40.65	18.19	29.60
2001	59.17	34.76	47.10
2011	71.70	54.4	63.1

*Source- National commission for SCs & STs, Fifth report & census 2011*

**Figure-1, Literacy Trends of Scheduled Tribes in India from 1961 to 2011(in %)**



The objective of the study is to study about comparison of enrollment ratio and drop-out rate between Scheduled Tribe boys and Scheduled Tribe girls in India.

#### **REVIEW OF LITERATURE**

The literacy rate and levels are very low among the tribal population when compared with the general population. The dropout rate among children belonging to scheduled tribes is highest among the school age tribal children. About 60.7 per cent of the school age tribal children were not enrolled in the schools due to poverty and economic reason (Subramanyam, 2003).

Poor quality of learning in schools is perhaps the most serious challenge facing the primary education system in India. Kingdon and Banerji (2009), based on a survey undertaken in Bihar and Uttar Pradesh, argue that the current level of learning attainment among children is a cause for serious concern. The paper observes that Grade IV students who had very low learning levels at the start of the school year (i.e. who had not mastered even Grade II level basic skills when they entered Grade IV) had little gain in learning throughout the year. The paper emphasizes the need to build strong foundations of basic learning in the early grades. The study also identifies factors like extremely low rates of attendance among enrolled children, high rates of teacher absenteeism, worrying levels of teacher competence, etc. as some of the major factors behind low learning levels of students. Similar conclusions have been reached by Govinda and Bandyopadhyay (2011) based on a survey of 88 schools of Madhya Pradesh and Chhattisgarh. They contend that poor learning level is one of the major factors behind exclusion from school education.

Chowdhury (2013) deal with the historical background of Tripura as linked with literacy rate of the state. The paper focuses the pre-Independence state of Tripura where illiteracy was so rampant. This led the tribal communities to suffer under feudal exploitation. Dasarath Deb, (who later on became the first tribal chief minister of the state in the year 1993) formed an organization for mass education called the Jana SikshaSamiti in 1945. The samiti has opened more than 450 primary schools across Tripura. It was because of this organization, education became a tool for political mobilization. Due to this Tripura became the most literate state in the country, they have lived up to the legacy of their visionary forefathers.

Behera (2014), studied about status and problems of education among tribal groups in Odisha. According to Behera literacy rate of tribal groups in low, but educational level of tribal in Odisha increase, development is slow. The major problem for majority of them is the absence of schools and school related human and physical infrastructure therefore in order to promote a socio-economically integrated healthy society in state, tribal communities will have to improve both economically and educationally.

Karmakar (2016), studied about enrollment and primary education infrastructure of the rural West Bangal. This study tried to find out the enrollment of rural primary school of West Bangal and its shows that there is a huge discrepancy between enrollment and the actual number of the child population existed in the district.

Gosh (2007) explored tribal education in Jharkhand and West Bengal. The bulletin claims that a few tribal communities are in great need of special attention to enhance their literacy and educational levels. The focus in the bulletin was on the tribal communities Ho and the Mahali in Jharkhand and the Lodha in West Bengal and their low literacy rate, especially female literacy. It was found that the female enrolment ratio is lower among these tribes than that of their males. Due to low enrolment ratio among these tribes, there is a sharp decline in the

enrolment immediately after primary education and this trend continued among males and females. During the agricultural season the drop-out rate is more because children are required to assist their family members in sowing, weeding, plantation and harvesting operations. Economic hardship is also a major factor influencing drop out of the tribal children. The paper also highlights a number of initiatives taken by the government like providing low-cost primary schooling in the form of single-teacher or two-teacher schools in sparsely populated tribal habitations. To achieve gender equity in education, a number of suggestions were given by the author like focusing on measures to improve the motivational level of parents to send their daughters to school, curriculum suited to the needs of tribal girls, separate toilets for girls and other child care centers.

Kumar (2008), studied about education of tribal children in Jharkhand the paper, help to understand the context and background of education system in Jharkhand to the question of providing equal access of education to tribal various programme and schemes have been initiated by government, but very few have reached to the tribal children. Many programmes did not benefit tribal community because programmes were framed according to considered about regional, geographical and physical barriers. Beside it lack of political will corruption and lesser attention on development of tribal education is also responsible for the poor education status of tribal girls.

Mitra (2008) in their article entitled "Trend in Literacy Rate and Schooling among Scheduled Tribes in India" conceited the fact that in eastern state of tribal group, women possess high status in family. Therefore it put positive impact on enrollment of girls, in literacy rate and reduces the rate of drop- out from schools.

#### **METHODOLOGY**

The study is based on secondary sources of data. Relevant secondary data are taken from census of India 2011, reports of ministry of Human Resource Development, Government of India, Statistics of School Education (various years) and DISE, economic survey of Jharkhand, reports of planning commission, and web sites related to primary education and tribal education.

Collected data has been analyzed by using statistical tools like percentage, ratio etc. Data and results have been presented in tables and shown in statistical graphs like bar chart, pie chart etc.

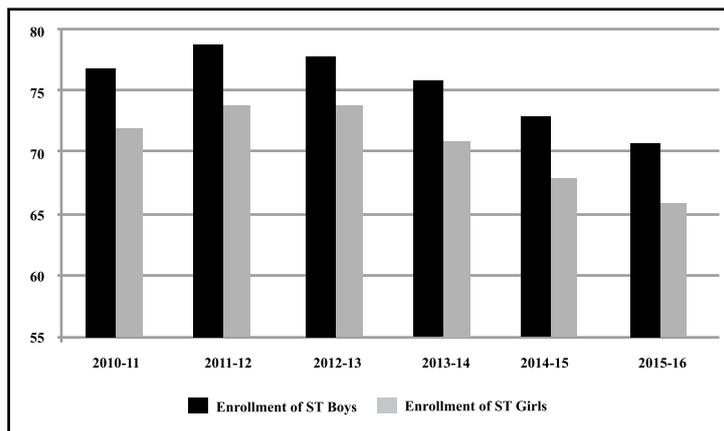
#### **COMPARISON OF ENROLLMENT RATIO OF ST BOYS AND ST GIRLS AT PRIMARY LEVEL IN INDIA**

**Table-2, Enrollment of ST Girls and ST Boys at Primary level in India from 2010-2016 (in lakh)**

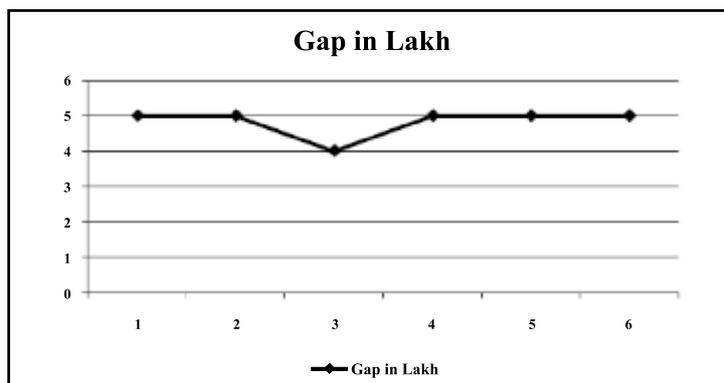
year	Enrollment of ST Boys	Enrollment of ST Girls	Gap in Lakh
2010-11	77	72	5
2011-12	79	74	5
2012-13	78	74	4
2013-14	76	71	5
2014-15	73	68	5
2015-16	71	66	5

*Source-Statistics of School Education 2016-2017*

**Figure-2a, Enrollment of ST Girls and ST Boys at Primary level in India from 2010-2016 (in lakh)**



**Figure-2b, Enrollment gap between ST Girls and ST Boys at Primary level in India from 2010-2016 (in lakh)**



Above table shows that during period of 2008-11 enrollments of ST Boys was 75 lakhs while enrollment of ST girls was 72 lakhs and gap between them 59 lakhs. During the period 2011-12 enrollment of ST boys and ST girls both are increase 2 lakhs. In years 2012-13 enrollment of ST boys are decrease one lakhs. After this period enrollment of ST boys and girls both are decrease rapidly every year and during the period 2015-16 enrollment of St Boys was 71 lakhs and enrollment of ST girls was 66 lakh but gap between them are same as 2010-11 it is 5 lakhs.

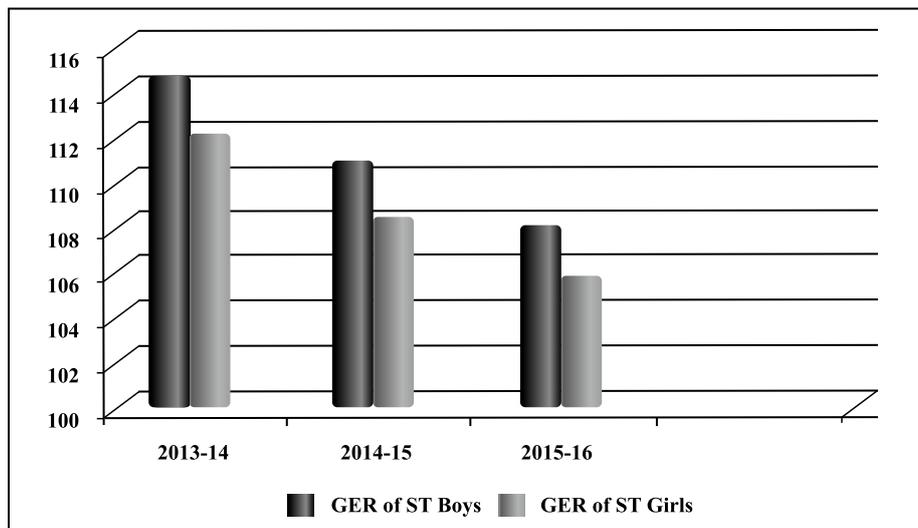
For study about educational status of ST student national level GER of ST boys has been compared with GER of ST Girls during the period 2013-16 at primary level in all over India, Which is shown in table given below:

**Table-3, GER of ST Boys and ST Girls at Primary Level in India**

Year	GER of ST Boys	GER of ST Girls
2013-14	114.40	111.91
2014-15	110.61	108.15
2015-16	107.78	105.65

Source-U-DISE 2013-14 to 2015-16

**Figure-3, GER of ST Boys and ST Girls at Primary Level in India**



Above table and graph represents GER of ST Boys and ST girls at primary level at 2013-16 at national level. During the period 2013-14 GER ST Girls was 111.91 while 114.40 for ST Boys and Gap between them 2.49%. During the period 2015-16 GER of ST boys at primary level was 107.78% while 105.65 for ST Girls so gap between them 2.13%. It means in four years gap between Gross Enrollment ratio of Scheduled tribe boys and Scheduled Tribe girls was 0.36% reduced.

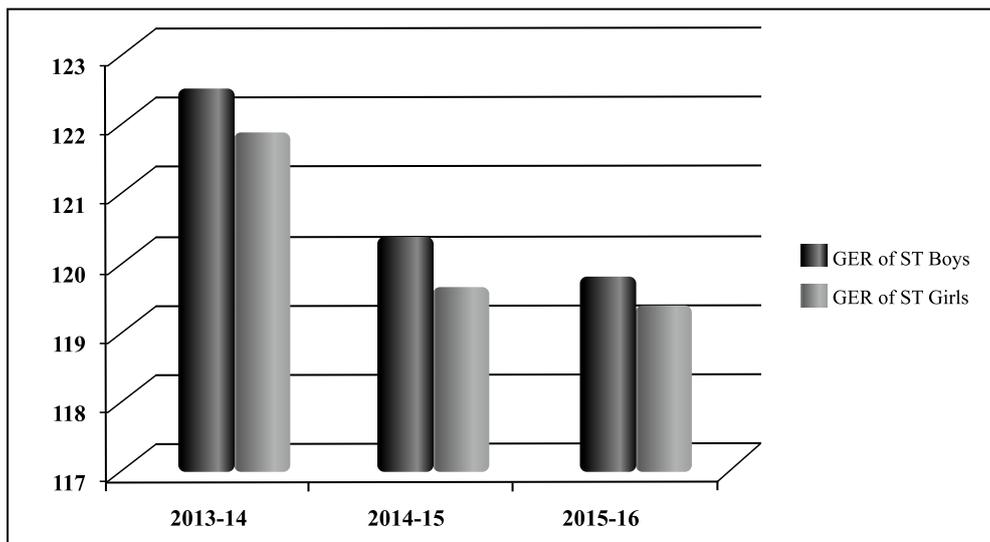
**COMPARISON OF GROSS ENROLLMENT RATIO OF ST BOYS AND ST GIRLS AT PRIMARY LEVEL IN JHARKHAND**

**Table-4, GER of ST Boys and ST Girls at Primary level in Jharkhand for the period 2013-16**

Year	GER of ST Boys	GER of ST Girls
2013-14	122.31	121.67
2014-15	120.18	119.45
2015-16	119.61	119.17

Source- U-DISE 2013-14 to 2015-16

**Figure-4, GER of ST Boys and ST Girls at Primary level in Jharkhand for the period 2013-16**



Above table and graph represents GER of ST Boys and ST girls at primary level at 2013-16 at State level. During the period 2013-14 GER ST Girls was 121.67 while 122.31 for ST Boys and Gap between them 0.65%. During the period 2015-16 GER of ST boys at primary level was 119.17% while 119.45 for ST Girls so gap between them 0.44%. It means in four years gap between Gross Enrollment ratio of Scheduled tribe boys and Scheduled Tribe girls was 0.21% reduced.

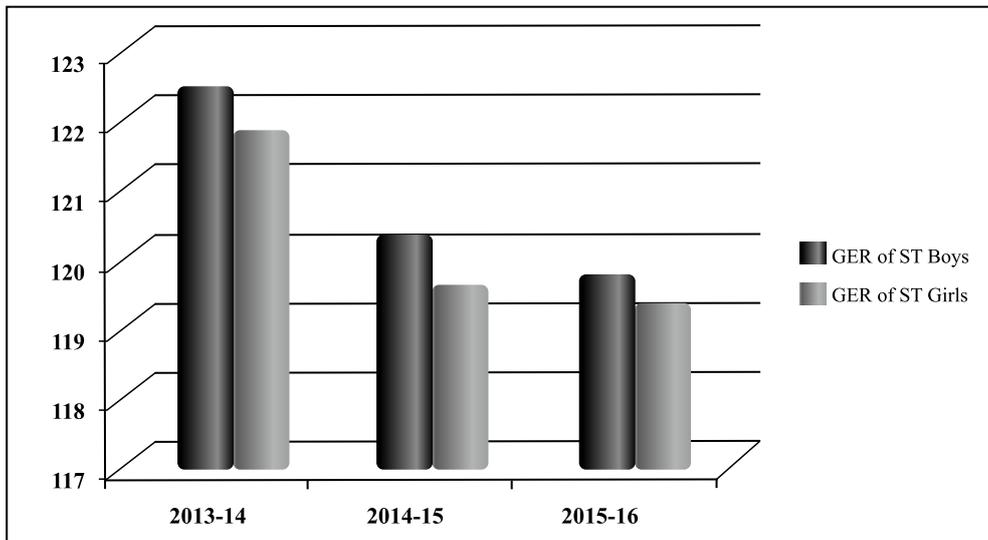
**COMPARISON OF DROP-OUT RATE OF ST BOYS AND ST GIRLS AT PRIMARY LEVEL IN INDIA AND JHARKHAND**

**Table-5, DOR of India and Jharkhand at Primary Level**

States	Boys	Girls
Jharkhand	8.91	8.14
India	7.02	6.84

Source- U-DISE report 2015-16

**Figure-5, DOR of India and Jharkhand at Primary Level**



From above table it is clear that drop-out rate of Scheduled Tribe Boys is higher than Scheduled Tribe Girls in India as well as in Jharkhand. a large number of students drop out of school worldwide. A significant number of them go on to become unemployed, living in poverty, receiving public assistance, in prison, unhealthy, divorced, and single parents of children who are likely to repeat the cycle themselves.

### CONCLUSION

From comparing of GER of Children at primary level with ad category children it is higher than all category students at primary level in Jharkhand. During the period 2013-16 gap between GER of scheduled tribe boys and scheduled girls is reduced by 0.21% in Jharkhand. Drop-out rate tribe boys is higher than scheduled tribe girls at primary level in the state of Jharkhand. Drop-out rate scheduled tribe children at primary level is higher in Jharkhand with comparison to national average. During the period 2015-16 drop-out rate of ST boys is 1.89% higher than ST Girls for ST boys and it is also 1.3% higher than national average.

To improve socio economic condition of tribal community and bring than into the mainstream to development it is essential to improve status of tribals. Schemes and initiatives taken by government plays an important role in improving the education status of scheduled tribe

children at primary level and significant outcome has been noticed. Due to these schemes enrollment increased and drop-out decreased which is evident from the present study.

However the rate of improvement is slow. Therefore, it is necessary to implement these schemes honestly and with greater effort. So that, all students can get better educational facilities at primary level.

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