

CHAPTER VIANALYTICAL INTERPRETATIONENROLMENT DROPOUT IN THE PRIMARY SCHOOLS OF WEST KHANDESH

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## CHAPTER VI

### ANALYTICAL INTERPRETATION

#### ENROLMENT DROPOUT IN THE PRIMARY SCHOOLS OF WEST KHANDESH

##### 6.1 INTRODUCTION

From the previous chapter V it is seen that the average tribal literacy in the scheduled area of West Khandesh is as low as 11.39 percent, which clearly indicates that the remaining 88.61 percent of tribals are illiterates.

Although these tehsils viz. Akranī, Akkalkuwa and Nawapur are categorized as scheduled areas (scheduled area means, the area that needs serious attention on the part of State). In spite of special attention, over forty years and various incentives provided for the educational upliftment of tribals, there has been very little progress in the field of Education.

The pilot study at village Selinpur of Taloda tehsil of West Khandesh points out that in recent years too, there have been a massive dropout of 75.94 percent at lower primary level. In this chapter an attempt is made to study the dropout rate of tribal pupils in the scheduled area of West Khandesh.

## 6.2 DROPOUT OF TRIBAL PUPILS FROM PRIMARY SCHOOLS

Studying the school records of the nine Zilla Parishad schools of the scheduled area viz. Akranj, Akkalkuwa and Hawapur tehsils and studying the school records of none ashram schools of West Khandesh A consolidated TABLE XXV has been prepared.

TABLE XXV

Average Dropout at lower primary stage in the selected sample schools of West Khandesh.

Sources: School records

Srl. No.	Year	No. of pupils enrolled in Std I	Year	No. of pupils appeared for stdIV Exam.	Dropout	Percentage of Dropout
1.	1977-78	54	1980-81	11	43	79.62
2.	1978-79	42	1981-82	11	31	73.80
3.	1979-80	43	1982-83	6	37	86.04
4.	1980-81	45	1983-84	9	36	90.00
5.	1981-82	49	1984-85	9	40	81.6
6.	1982-83	39	1985-86	13	26	66.66
7.	1983-84	38	1986-87	12	26	68.42
8.	1984-85	42	1987-88	12	30	71.42
AVERAGE -		44		10.37	33.62	75.94

Average dropout - 75.94 per cent.

From this TABLE XXV it is seen that on an average 44 pupils are admitted to class I from the academic year 1977-78 to 1984-85. Out of the average 44 pupils only 10.37 pupils appear for std. IV Examination, the remaining 33.62 pupils drop out within the first four years of schooling. This clearly indicates that 75.94 per cent pupils drop out at lower primary stages in the scheduled area of West Bandesh.

Though many of these primary schools are functioning since many years, but have not been able to attract tribal children. Most of the pupils drop out before even completing the lower primary stage. In some of the schools though the attendance is almost normal, the achievement is very poor. This leads to shocking incidence of wastage and stagnation at the lower primary level of West Bandesh.

It is an accepted fact that education plays an important role in the socio-economic and cultural changes of the country in general and in social mobility of the weaker sections in particular. It is believed that equalization of educational opportunities would pave the way for equalization of opportunities in all the spheres of social life. Observing TABLES XXV and XXVI it seems that tribals are not availing the benefits provided to them by the State and Central Government and voluntary agencies. There is only marginal improvement in the educational level of tribals. This is due to their unawareness, cultural

background, economic condition and inactive and ineffective motivating agents of education.

It is observed from TABLE XXV that 75.94 per cent pupils drop out at lower primary level of West Khandesh. Drop out is generally understood to connote premature withdrawal of a child from school before completing the course of the stage of education in which he is studying. At the primary level of education, the broad objectives are the attainment of permanent literacy and training in citizenship as an individual. Thus, every child who is withdrawn before completing Std IV is considered as a case of drop out because he is not likely to receive any lasting benefits from such short schooling.

Dropout rate of tribal pupils at lower primary stage, in the scheduled area of West Khandesh is 75.94 percent and that of whole of Maharashtra State in the year 1981-82 was 74.22 percent.

TABLE XXVI

Dropout rate of scheduled tribe pupils of Maharashtra State.  
in the year 1981-82 (in percentage)

Source : Ministry of Human Resources (Government) Department of  
 Education.

Srl. State No.	Primary Stage		Total	Middle Stage	Secondary Stage
	Boys	Girls		Class I to Class VIII (Total)	Class I to Class X (Total)
1. MAHARASHTRA	70.14	80.18	74.22	85.08	90.55

TABLE XXVI points out that drop out rate of Maharashtra State tribals was 74.22 percent in the year 1981-82. The boys dropout rate, according to the TABLE XXVI is 70.14 percent whereas tribal girls dropout rate is in the whole of Maharashtra State at lower primary level is 80.18 percent. From the TABLE XXVI it is observed that dropout rate of tribal girls is much higher than the boys.

In the tribal area of West khandesh it was noticed that, at a tender age of five and six years the tribal child is sent to school because at this stage he is not productive but as the child grows to the age of eight to nine years, he becomes pro-

ductive as he then can tend the flocks or work as field labourer. The child at this stage becomes an economist asset to the family and the girls look after younger siblings and help in house hold work. A child, attaining the age of eight or nine discontinue his studies and therefore he is termed as dropout.

It is felt that there is a need to provide greater attention at the lower primary level. Most of the incentives are provided to tribal pupils after the class IV i.e. from class V onwards, e.g. a tribal pupil is provided with scholarship of Rs. 50,-per month from class V onwards whereas 75.94 percent of the tribal pupils dropout before reaching pupils at lower primary level to retain them in school.

Incentives, when provided beyond Std V, do not achieve any objectives as all those who avail the benefits are usually second generation learners and are aware of importance of education. Children of such elite tribal parents would continue their education if incentives are not provided to them.

### 6.3 CONCLUSION

From the above discussion it is inferred that nothing substantial has been achieved in the field of tribal education. The policies and incentives have failed to bring tribals at par with the advanced section of the society.

It requires action on the policy, only a good policy is no solution in itself. The anomalies existing in the institutional framework, policy framework, policy formation and execution needs a serious review, which may make way for greater coherence and effectiveness. Proper financial assistance and plan allocation for the educational sector will bring the desired result. So far, as the educational development of the scheduled tribes is concerned.