

# ECONOMIC AND INFRASTRUCTURAL CAUSES OF TRIBAL DROPOUTS IN ELEMENTARY EDUCATION IN DAKSHIN DINAJPUR DISTRICT

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**Abstract:** This study was conducted in three blocks of Dakshin Dinajpur district in West Bengal to find out the economic and infrastructural reasons behind tribal dropouts and to take realistic measures in elementary education in Dakshin Dinajpur. Since Dakshin Dinajpur is a district consisting of a large tribal population was selected for study. According to 2011 census the tribal population was 16.48% and the tribal literacy rate was 57.04%. Accordingly a sample of 1050 tribal students and their families were surveyed in Balurghat, Tapan and Gangarampur blocks of Dakshin Dinajpur.

**Keywords:** Economic condition, Infrastructure, Literacy, Dropout.

## Introduction :

Literacy seems to be a key indicator of social, economic as well as political development in the society. It is one of the important needs of life for development of human being. It involves a process of learning to enable and individual to achieve his or her goals to develop knowledge and potential and to participate fully in the wider society. Only three out of eight blocks in Dakshin Dinajpur district, i.e. Balurghat, Tapan and Gangarampur blocks were surveyed for the study. According to the 2011 Census, the total population in Balurghat block was 2,48,901, the total tribal population was 66,189 (26.59%) and the literacy rates was 73.96%. The total population in Gangarampur block was 2,37,628, the tribal population was 32,933 (13.86%) and the literacy rate was 71.45%. The total population in Tapan block was 2,50,504, the tribal population was 55,965 (22.34%) and the literacy rate was 68.62%.

## Significance of the Study :

The significance of the study are given below :

1. This study will help the government to initiate steps in developing infrastructure in schools for better education for the tribal's in this district.
2. This study will help to uplift the poor economic condition of the tribal students which in turn will help in advancement of education of the tribal's in this district.
3. This paper will help of government to take some realistic developmental measure for tribal student's education in Dakshin Dinajpur district.

## Problem of the Study :

The problem of the study is "Some economic and infrastructural causes of tribal dropouts in elementary education in Dakshin Dinajpur district".

## Review of Related Literatures :

The researcher has cited some other related studies which are listed below :

1. **Nambissan (1983)** conducted a study on correlation of education and occupation among the Bhil tribe of Rajasthan and concluded that the economic status of the households was a crucial factor behind inequality of educational opportunity among them.
2. **Mallick (2011)** made a study entitled "Tribal development scenario in West Bengal : A study of Jamalpur Block of Bardhaman District" where it was highlighted that the tribal development in West Bengal was directed towards ensuring and immediate boost to agriculture production in tribal areas, improved economic condition of the land less among the tribal, recognized the co-operative and marketing structures and also to provide employment and increased income to the tribal.
3. **Das, & Mahapatra (2013)** emphasized in their paper on the status of education of Schedule Tribes in KBK district of Odisha. The main focus of the study was that there was not a single primary school within the radius of 1 kilometer in those districts which were predominantly Schedule Tribes by about 17% of the population. The state Government had to implement the same on priority basis.
4. **Lakra (1976)** studied on impact of education among tribal people of Ranchi and observed some definite benefits through education in socio-economic and political sphere.
5. **Srivastava (1981)** conducted several studies on education and modernization among the Munda and the Oraon tribes of Ranchi, developmental needs of tribal people, identification of educational problem of Saora of Dakshin Dinajpur etc. It was revealed that there was communication gap between the tribal people and services available to them. The study also revealed that the lack of necessary facilities and equipment for teaching was the cause of lack of motivation for education among them.

**Objective of the Study :**

1. To study the infrastructural reasons for drop-outs of tribal students at the elementary level of three blocks of Dakshin Dinajpur district.
2. To find out the economic reasons for drop-outs of tribal students at the elementary level of three blocks of Dakshin Dinajpur district.
3. To adopt some realistic measures to uplift the economic conditions of tribal people students and to develop infrastructure in schools at the elementary level of three blocks of Dakshin Dinajpur district.

**Methodology:**

The researcher has used the analytical survey method for collecting her data from schools, parents, teachers regarding economic and infrastructural reasons for drop-outs of tribal students from 2013 to 2018.

**i) Variables used in this Study :** Socio-economic status of the families like education, occupation, monthly income and score.

**ii) Sample and Method of the Study :** A sample of 1050 tribal students, 48 schools, 48 teachers and 1050 head of the family members were selected from the Balurghat, Gangarampur and Tapan blocks of Dakshin Dinajpur in West Bengal. Random Sampling Method was adopted in the study.

**Sample Distribution :**

Name of Block	Tribal Enrolment (2013)	Head of the Family	Number of School	Number of Teacher
Balurghat	350	350	16	16
Tapan	350	350	16	16
Gangarampur	350	350	16	16
<b>Total</b>	<b>1050</b>	<b>1050</b>	<b>48</b>	<b>48</b>

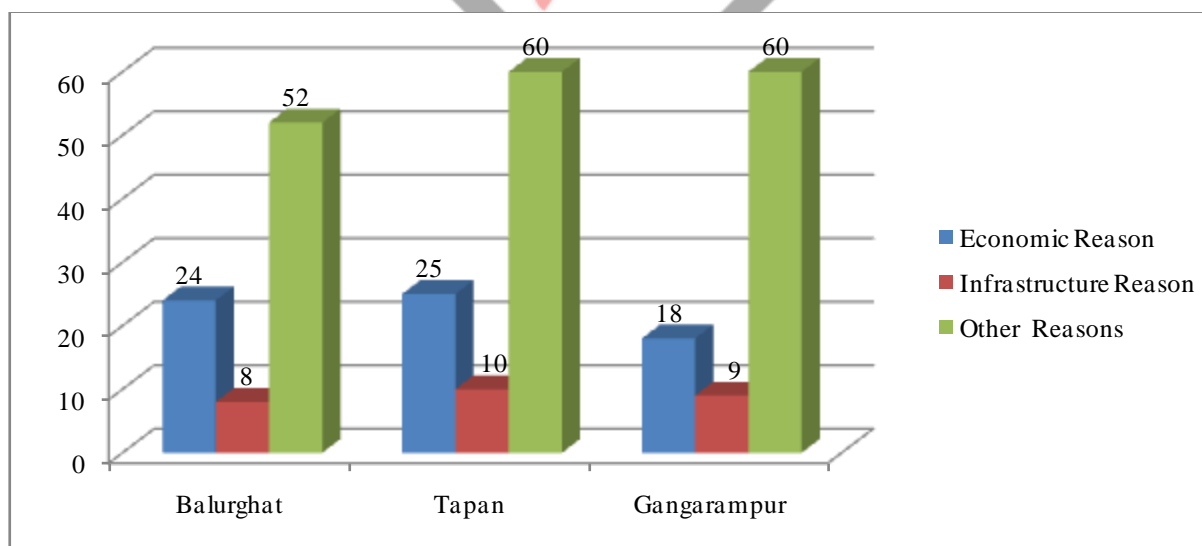
**Tools and Techniques used in the Study :**

The researcher has used Kuppaswamy's (2012) seven point scale and questionnaire to collect data from teachers, schools, students and their families who helped her in conducting the study. The statistical tools and techniques used were Mean, Standard Deviation and Critical Value.

**Data Analysis and Interpretation :**

**Table – 1 : Economic and Infrastructural Reasons for School Drop-outs among Schedule Tribe Students in Three Blocks of Dakshin Dinajpur**

Block Name	Dropout Students	Economic Reason	Infrastructure Problem	Other Reasons
Balurghat	84	24	8	52
Tapan	95	25	10	60
Gangarampur	87	18	9	60
<b>Total</b>	<b>266</b>	<b>67</b>	<b>27</b>	<b>172</b>



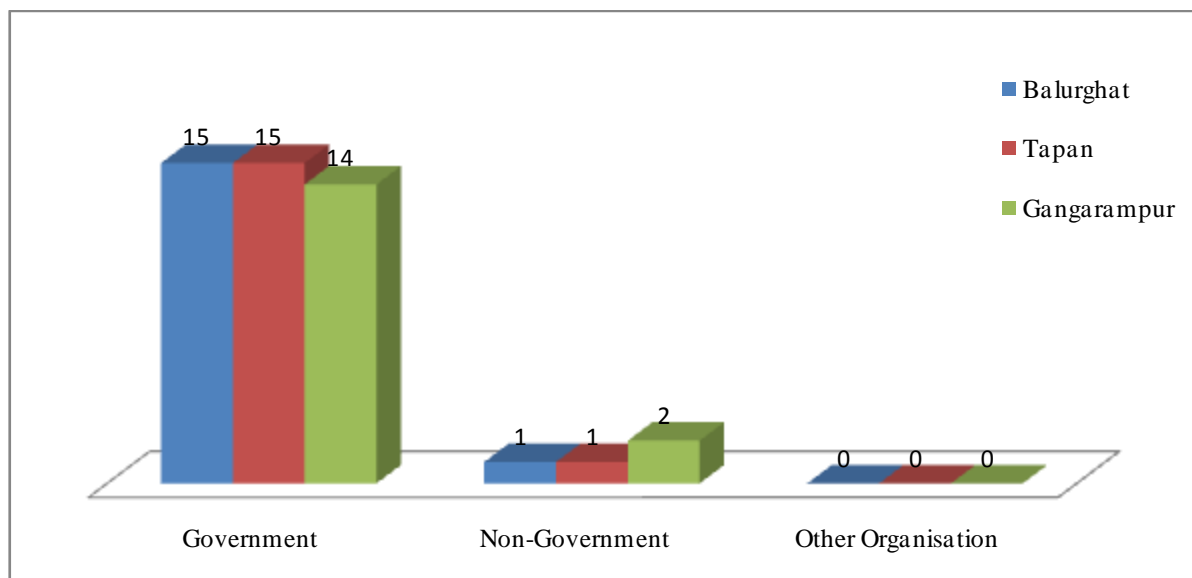
**Fig. 1 : Economic and Infrastructural Reasons for School Drop-outs in Three Blocks of Dakshin Dinajpur**

Table – 1 and Fig. – 1 show that the reasons of schedule tribe dropout students for not going school. In Balurghat block, there were 8 (9.52%) dropout students for the problem of school infrastructure, 24 (28.57%) for economic reason. In Tapan block,

there were 10 (10.52%) dropout students for the problem of school infrastructure, 25 (26.31%) for economic reason. In Gangarampur block, there were 9 (10.34%) dropout students for the problem of school infrastructure, 18 (20.68%) for economic reason.

**Table – 2 : Availability of Grants in School in Three Blocks of Dakshin Dinajpur**

Block Name	Government	Non-Government	Other Organisation	Total
Balurghat	15	1	0	16
Tapan	15	1	0	16
Gangarampur	14	2	0	16

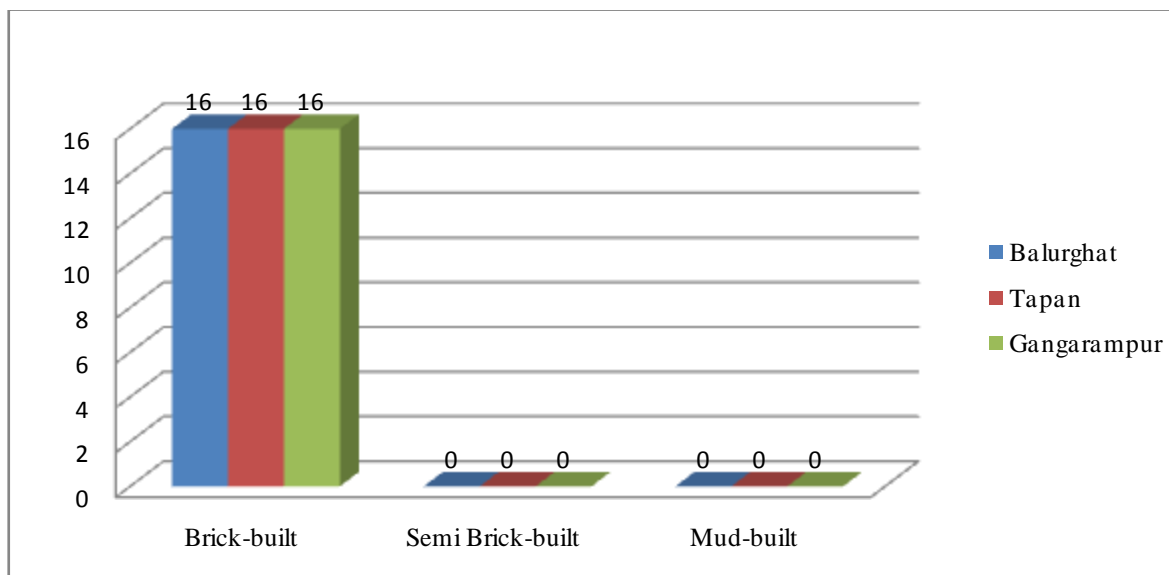


**Fig. 2: Availability of Grants in School in Three Blocks of Dakshin Dinajpur**

Table-2 and Fig. 2 show that in Balurghat and Tapan blocks 15 schools enjoyed governmental grants (93.75%) and 1 school received non-governmental grant (6.25%). In Gangarampur block, 14 schools enjoyed governmental grants (87.50%) and 2 schools received non-governmental grant (12.50%). In all three blocks, no school received any financial grant from any other organisation, so percentage is nil.

**Table – 3 : Condition of School Building in Three Blocks of Dakshin Dinajpur**

Block Name	Brick-built	Semi Brick-built	Mud-built	Total School
Balurghat	16	0	0	16
Tapan	16	0	0	16
Gangarampur	16	0	0	16

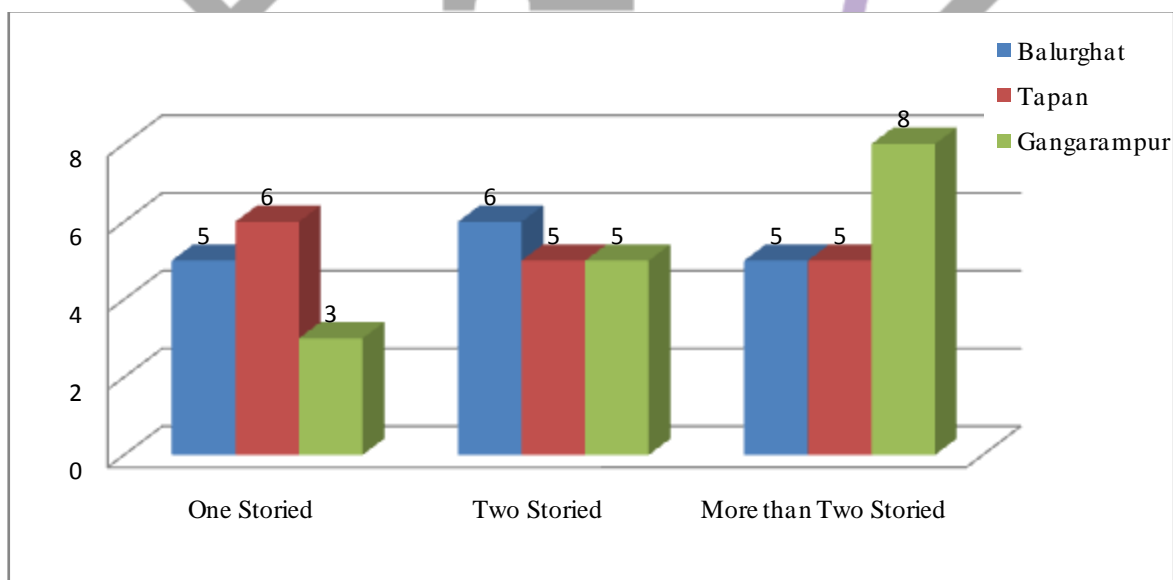


**Fig. 3 : Condition of School Buildings in Three Blocks of Dakshin Dinajpur**

Table-3 and Fig.-3 show the condition of the school buildings. Almost all school buildings are brick built i.e. pucc buildings in each school in these three blocks of the district. However the data on semi brick-built and mud-built conditions of the school buildings are nil.

**Table – 4 : Type of School Building in Three Blocks of Dakshin Dinajpur**

Block Name	One Storied	Two Storied	More than Two Storied	Total School
Balurghat	5	6	5	16
Tapan	6	5	5	16
Gangarampur	3	5	8	16



**Fig. 4 : Type of School Building in Three Blocks of Dakshin Dinajpur**

Table – 4 and Fig. – 4 show that in Balurghat block, schools with one storied buildings were 5 (31.25%), two storied buildings were 6 (37.50%) and more than two storied buildings were 5 (31.25%). In Tapan block, schools with one storied buildings were 6 (37.50%), two storied buildings were 5 (31.25%) schools and more than two storied buildings are 5 (31.25%). In Gangarampur block, schools with one storied buildings were 3 (18.75%), two storied buildings were 5 (31.25%) and more than two storied buildings were 8 (50%).

**Table – 5 : Availability of Teaching-Learning Materials in School**

Block Name	Total School	Blackboards & Chalk-Duster	Charts & Maps	Modern Technology
Balurghat	16	16	3	1
Tapan	16	16	6	2
Gangarampur	16	16	4	1

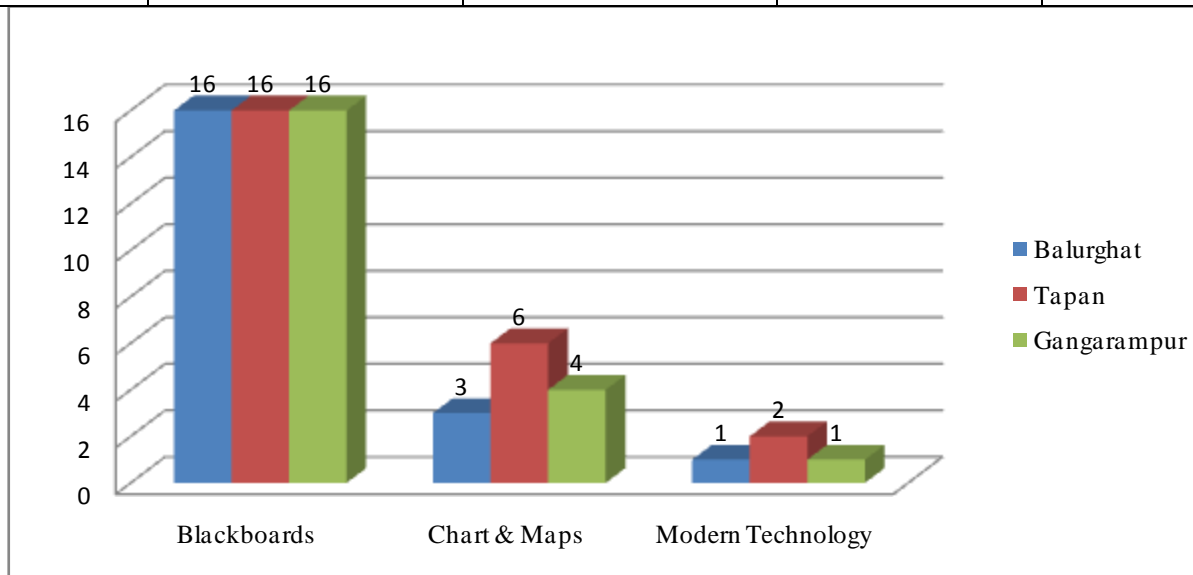
**Fig. 5 : Availability of Teaching-Learning Materials in School in Three Blocks of Dakshin Dinajpur**

Table-5 and Fig.-5 show the availability of Teaching-Learning Materials in three blocks. In Balurghat block, 16 schools were having blackboards and chalk-duster (100%), 3 schools gave importance to charts and maps (18.75%), 1 school catered to modern technology (6.25%). In Tapan block, 16 schools were having blackboards and chalk-duster (100%), 6 schools used charts and maps (37.50%) and 2 schools used modern technology (12.50%). In Gangarampur block, 16 schools were having blackboards and chalk-duster (100%), 4 schools used charts and maps (25%) and 1 school used modern technology (6.25%).

**Table – 6 : Income Index of Schedule Tribe Family of Gangarampur, Tapan and Balurghat Blocks of Dakshin Dinajpur**

Block Name	Score of Head of the Family							
	Educational Score		Occupational Score		Income Score		Total Score	
	D	R	D	R	D	R	D	R
Balurghat	160	827	284	1177	204	1035	648	3039
Tapan	201	774	356	1139	255	929	812	2842
Gangarampur	182	757	325	1208	238	974	745	2939

D = Dropout, R = Retention

**Table – 7 : The Socio-Economic Mean, SD and Critical Value of Families of Schedule Tribe Students**

Block Name	Dropout Student			Retention Student		
	Mean	SD	CV	Mean	SD	CV
Balurghat	7.71	4.70	0.61	11.42	5.45	0.48
Tapan	8.55	4.85	0.57	11.15	4.70	0.42
Gangarampur	8.56	4.71	0.55	11.17	4.36	0.39

### Result of the Study :

#### Findings– 1 : Lack of institutional infrastructure in schools of Dakshin Dinajpur.

The researcher found that the lack of institutional infrastructure as one prime cause of school dropout of the schedule tribe students among Balurghat, Tapan and Gangarampur in Dakshin Dinajpur district. The school dropout was found to be due to lack of institutional infrastructure, which was justified by 131 (12.48%) out of 1050 parents. It was found that among 48 schools surveyed, all of those were brick made, more than 14 (29.17%) schools were one storied, all schools possessed blackboard and chalk duster facilities, 44 (91.67%) schools availed governmental grants.

### **Findings – 2 : Lack of economic regions for drop out of tribal students at the elementary level of three blocks in Dakshin Dinajpur.**

The researcher assessed the opinions of parents and found that 295 (28.10%) out of 1050 parents opined that economic instability in dropouts was one of the major reasons for them in deserting the path of higher education.

As majority of tribals live in abject poverty in villages, the Ministry of Rural Development plays a vital role in raising their status above the poverty line through implementation of various poverty alleviation programmes and providing them with financial and other support for taking up self-employment and income-generation activities.

### **Findings – 3 : Realistic measures for the economic & educational development of the schedule tribe community in Dakshin Dinajpur.**

The result shows that the ministry provides basic amenities like housing, drinking water, etc. under the integrated programme of Swarnajayanti Gram Swarozgar Yojana (SGSY). 5% of benefits were earmarked for schedule tribes and schedule castes. Under SGSY, 7.49 lakh schedule tribe swarozgaris, accounting for 13.2% of the total swarozgaris were benefited during the Ninth Plan.

Tribal Development in Dakshin Dinajpur in different plan periods are payment of tuition fees, grant for teaching learning materials to tribal students, reading in secondary schools, coaching arrangement, examination fees of tribal students for M. P. and H. S. Examinations, special stipend to poor meritorious tribal students in selected schools, provision for Ashram facilities in basic schools, extension of existing school hostels, construction of new hostel buildings and boarding charges, grants for construction of primary schools. State Level Schemes are free textbook distribution and scholarship schemes, West Bengal Merit-cum-Means Scholarship, National Means-cum-Merit Scholarship Scheme, National Talent Search Examination, special economic package for development of backward classes in LWE affected areas., Educational loan scheme for schedule tribe students. Centrally Sponsored Programmed are construction of hostel for girl students, tribal schools, teaching in tribal language, availability of tribal teacher's facilities, tribal awareness programmes.

### **Conclusion :**

The researcher conducted a survey from 48 schools to gather data from families belonging to schedule tribe school dropout, by presenting questionnaire and carrying out interviews in Balurghat Tapan and Gangarampur blocks of Dakshin Dinajpur district.

The researcher concluded that most of the family members availed primary level of education but there was no tendency among them in availing further education. It was observed that the poor economic condition and lack of institutional infrastructure are two major factors of schedule tribe students dropouts. This study suggests that improvement of the economic condition of the schedule tribes and better infrastructural amenities in schools are pre-requisites for educational development of schedule tribe which can be achieved by taking some realistic measures in regard to access, enrollment, retention and imparting quality education by providing interventions through civil work, community mobilization, alternative schooling, ECCE, girls' education, IED, issues relating to teachers, special drives for SFSGS and capacity building of institutions, etc.

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