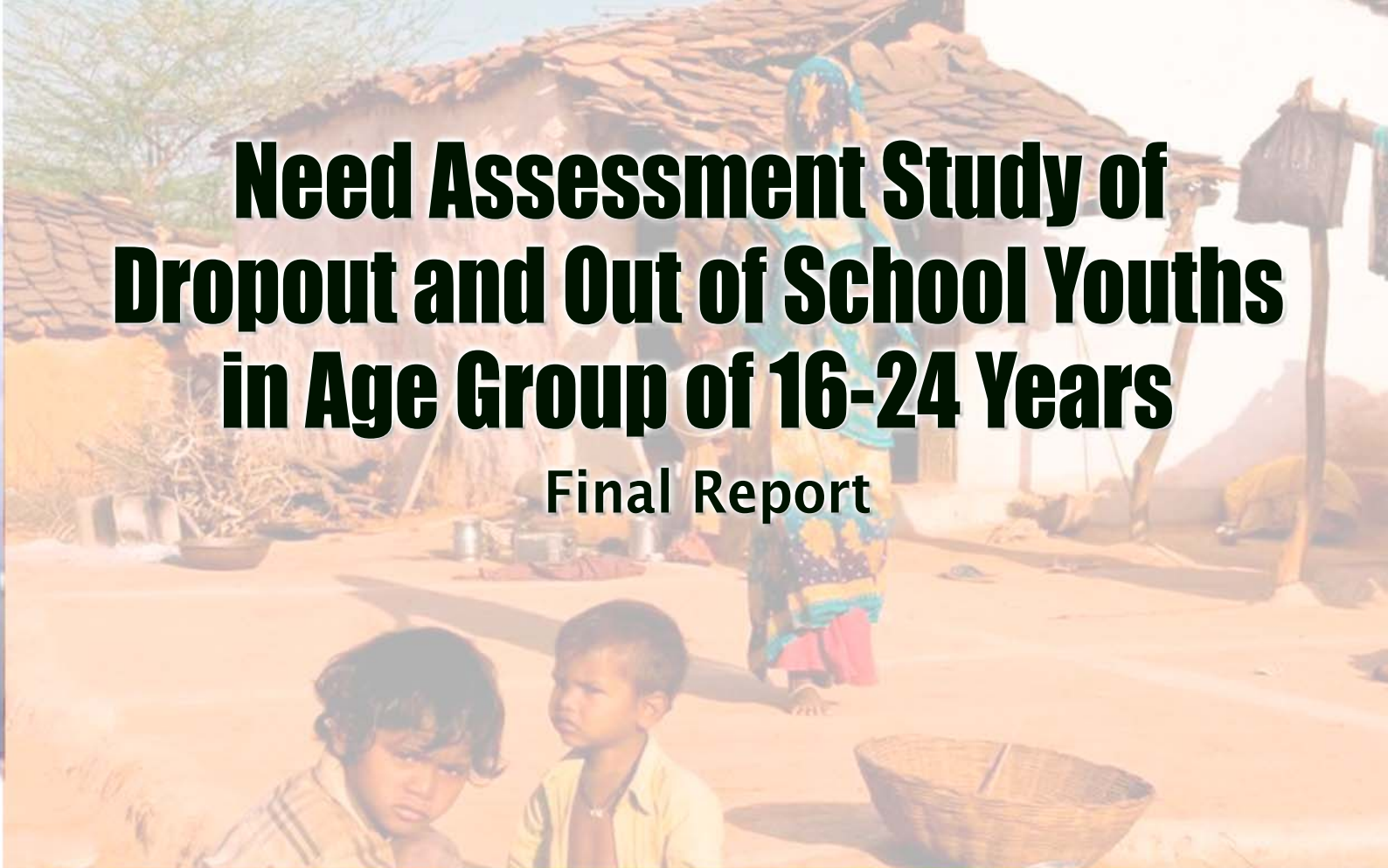


# Need Assessment Study of Dropout and Out of School Youths in Age Group of 16-24 Years

Final Report



*Submitted to:*



**SCSTRTI**

*Submitted by:*



**CTRAN Consulting  
Bhubaneswar**

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## **Foreword**

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## **Preface**

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## Abbreviations

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|         |  |
|---------|--|
| AWW     | Anganwadi Worker   |
| B. Ed   | Bachelor of Education  |
| BPL     | Below Poverty Line   |
| DI      | District Inspector   |
| DIC     | District Industries Center   |
| DISE    | District Information System for Education  |
| DPSP    | Directive Principle of State Policy  |
| DWOs    | District Welfare Officers  |
| EMRS    | Ekalavya Model Residential School  |
| FY      | Financial Year   |
| HH      | House Hold   |
| IAY     | Indira AwasYojana  |
| IBM     | International Business Machines Corporation                                      |
| ITI     | Industrial Training Institute  |
| JRF     | Junior Research Fellowship   |
| MDGs    | Millennium Development Goals   |
| MFP     | Minor Forest Produce   |
| MGNREGS | Mahatma Gandhi National Rural Employment Guarantee Scheme                        |
| MoHRD   | Ministry of Human Resources Development  |
| MoTA    | Ministry of Tribal Affairs   |
| NCF     | National Curriculum Framework  |
| NFE     | Non-Formal Education   |
| NSTFDC  | National Scheduled Tribes and Scheduled Castes Financial Development Corporation |
| OPEPA   | Odisha Primary Education Programme Authority                                     |
| Ph.D.   | Doctor of Philosophy   |
| PG      | Post-Graduation  |
| PMS     | Post Matric Scholarship  |
| PRI     | Panchayati Raj Institutions  |
| PVTGs   | Particularly Vulnerable Tribal Groups  |
| RMSA    | Rashtriya Madhyamik Shiksha Abhiyan  |
| RTE     | Right to Education   |
| SRF     | Senior Research Fellowship   |
| SSA     | Sarva Shiksha Abhiyan  |
| SC      | Scheduled Caste  |
| SMC     | School Management Committee  |
| SPSS    | Statistical Package for the Social Sciences                                      |
| SSD     | ST & SC Development  |
| ST      | Scheduled Tribe  |
| TDCC    | Tribal Development Co-operative Corporation                                      |
| TLM     | Teaching Learning Material   |
| TNA     | Training Needs Analysis  |
| UGC     | University Grants Commission   |
| UTs     | Union Territories  |
| VEC     | Village Education Committee  |
| WEO     | Welfare Extension Officer  |



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## Executive Summary

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Achievement of “Universal Primary Education” is the second goal under the Millennium Development Goals (MDGs) set by United Nations. As tribals comprise a significant proportion to the national population, i.e., 8.6 percent and 22.8 percent of the state population is tribal (Census, 2011), it is apparent that education of tribals plays a major role in achieving the MDG. In this context, the present study attempts to understand the causes of school dropout, non-enrolment of tribal students in the schools and identify the needs of the youths who have left the school in the middle or never been to school.

The focus of the study was more on identification of the needs of the youths of these categories and understand the reasons for leaving the school. The study also looked in to the effectiveness of current schemes / programmes of the Government. The schemes / programmes that are linked to promote education among the tribals in a systematic manner and current support mechanism to improve their economic status. The scope of the study was confined to the schools that are managed by ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha. The study covered a total of 352 dropout youths, 152 out of school youths (16-24 years)<sup>1</sup>, 43 teachers and 78 other key informants to understand the needs of the dropouts and out of school children. The samples were drawn from 4 Educational Circles<sup>2</sup> of Odisha covering 7 districts and 65 villages.

The major reasons of dropouts are both economic and non-economic in nature. Providing required financial support to the family (72.44percent) observed to be the major reason for leaving school by the tribal students. Provisions for the promotion of tribal education during the schooling period do not add value to the economic status of their families. As a result, students feel it important to support the family financially rather than continuing in the school. Difficult course curriculum (38.35 percent) to internalize, unwillingness of parents to send their children to school (36.08 percent), chronic health complications (22.16 percent) and negative influence of friends and relatives (22.16 percent) are also the prime reasons of dropout of tribal students from schools. Besides, financial problem in the family front due to death of parents, failure in class succession examination and poor financial conditions due to less remunerative engagements are other reasons of school dropout. The tutors also feel that poor financial condition of the family (16.03 percent) and economic engagement (12.98 percent) are major reasons for school dropout. However, they also attribute the current rate of dropout to lack of awareness of parents (22.14 percent).

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<sup>1</sup> Individual under this age groups are defined as “Youths” as per the Odisha State Youth Policy, 2013, Govt. of Odisha

<sup>2</sup> Four “Education Circles” are defined by ST & SC Development, Minorities and Backward Classes Welfare Department, Government of Odisha

Poor economic condition (34.65 percent) is also observed to be the key attribute for out of school children, i.e. eligible children never enrolled in schools. Apart from economic reasons, other reasons that are responsible for keeping these children of school going age out of the educational system is unwillingness on the part of parents to send their children to school (15.43 percent), disinterest of the child for study (15.08 percent) and carrying financial burden of the family due to the death of parents (13.10 percent). But teachers attribute low level of awareness of the parents (30.38 percent) as major reasons in this regard apart from poor financial condition of the family (16.46 percent) and disinterest of parents for children's education due to various other reasons (15.19 percent).

The dropout and out of school children found engaged in different economic activities, based on the scope of engagement available in the nearby locality and their capability. In case of dropouts, about 44.1 percent are engaged as daily labourers followed by engagement of 33.5 percent in farm related activities. A total of 59.8 percent dropout youths have secondary sources of income to supplement their income from primary sources. In case of out of school children, daily wage labour is also the major engagement (82 percent). About 49.0 percent of the out of school youths have inconsistent secondary occupations in farm based activities and wage engagement. In both the categories of youths, i.e., dropouts and out of school children, there is no significant difference in their current engagement pattern and also needs for the future.

About 97.7 percent dropout youths are interested to strengthen their current means of engagement and income or to take up new opportunities. Further, 35.8 percent youths are interested for agricultural activities (paddy cultivation, vegetable cultivation or fertilizer business) while 3.4 percent are interested for credit access for bringing improvement in animal husbandry. Only 1.4 percent dropout youths look for engagement in micro enterprises. Further, 35.2 percent of dropout youths looking for skill based engagement in cycle repairing, confectionary shops or mobile phone repairing. About 19.3 percent dropouts are interested for acquiring skill in electrical, 28.4 percent in automobile repairing / driving, 22.2 percent in mechanical training and 21.9 percent in activities like masonry, carpentry, dhokra casting, sewing, doll making etc.

In about 146 (96.05 percent) cases, out of school youths require financial supports for animal domestication (Rank 1), agriculture (Rank 2) and small business (Rank 3). In 81 cases (53.28 percent), these youths require vocational training in micro enterprises (Rank 1), automobile (Rank 2), mechanical (Rank 3) and electrical (Rank 4). Further, 18 cases (11.84 percent) require skill enhancement training in agriculture and allied sector (Rank 1) and training / capacity development in forest based livelihood (Rank 2).

Current system of education and available facility found not addressing the needs of the students as per their expectation. Non-availability of required number of teachers (21 percent), inadequate infrastructure for the boarders (7 percent), poor presence of available teachers (7 percent) and inadequate strength of class rooms (7 percent) are some of the experienced problems in the current education system. Besides, poor awareness among the local mass on various Government schemes / programmes (9 percent) and its benefitting dimensions is also responsible for poor accessibility to different schemes and getting the benefit.

The needs of the dropout and out of school youths may be addressed by adopting both long term and short term strategies. Short term strategies like financial support is necessary with long term strategies, like regular training, monitoring and inclusion of the youths under different development schemes / programmes. In order to realize the overall objective of improving the status of tribal education and their wellbeing, an integrated and comprehensive plan is to be prepared, capturing the actual need of the tribal youths and execution of the plan in a participatory manner. Apart from financial assistance, skill development support can help these youths to engage themselves or to start an enterprise of their own.

## CHAPTER I: INTRODUCTION

---

### 1.1 Tribal Education: Historical Overview

Empirical evidence supports that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools, and their low achievement levels are attributed to school-related variables as would apply to non-tribal students (*Gautam, 2003*). Poor performance of tribal students and the below average situation of primary education in tribal areas are driven by inter-related factors. Most children tend to be the first generation learners whose education is not reinforced or supported in their home environment. It is always a debate regarding the teaching in the tribal schools in tribal languages (or dialects) which shall be more convenient for the tribals to comprehend. But the disadvantage may again be keeping the community backwards by not teaching in the language of the State to remove the backwardness of the tribes and able them to join the mainstream. Under this perspective the tribal education in Odisha is imparted through Odia language despite demand of teaching in tribal language to increase the participation. Tribal education in Odisha has undergone changes in terms of increasing tribal literacy and all desired facilities inside the school to attract and retain more tribal students. Hence time series information supports increasing enrolment in the SSD schools in comparison with general schools. This signifies the participation of the tribes in educational development process. Institutionalization of the School Management Committee (SMC) has increased the participation of tribes and sting of ownership has been developed among the tribals which shall lead to more participation in the educational process.

Scheduled Tribes (STs) of Odisha traditionally engage themselves in forest product collection and rudimentary forms of agriculture. They are intrinsically attached to their culture. Diffusion of development in terms of urbanization, health care infrastructure, communication, establishment of micro and small scale industries and education have deeply impacted the tribes of the State. This balancing act between preserving tribal cultural identity and mainstreaming for economic prosperity can be better achieved through creating stronger community cultural wealth by developing a tribal child as an individual. Educational content must encompass building life skills that can help integration with the mainstream system.

Development of educational infrastructure in terms of *Sevashrama*, Ashram and High Schools and *Ekalvya* Model Residential School (EMRS) by the ST & SC Development, Minorities & Backward Classes Welfare Department has successfully increased the enrolment in past years. Despite, many tribal youths (16-14 age group for the present study) who have left the schools or not attended schools at all, now looking for a sustainable solution to the challenges they face on regular basis. Their existing skill set mismatch with the changing market demand. Present study targets to bring forth the needs of these youths (dropouts and out of school) so that appropriate action may be initiated by the Government in future to cater to their needs, basically related to their livelihoods. Various needs are identified and validated at different levels, including their parents, teachers and



other key informants of the locality. The study, however, identifies the needs of youths of specified age groups of 16-24 for their eagerness and learning spirit for new engagement or polish existing earning methods.

Education viewed as a crucial input for total development of tribal communities and elementary education has been made a priority area in the Tribal Sub-Plan since the Fifth Five Year Plan period (1974-79). As of March 2001, there were 16 million ST children out of a total child population of about 193 million in the age group of 6-14 years in the country.

Education has recently witnessed a rapid transformation, particularly in the areas of access, pedagogic reform and community participation in tribal areas. Emphasis has been on improving access to primary education through schemes of Non-Formal Education (NFE) and attempts to improve quality via training, using local teachers, adapting curriculum and providing locally relevant teaching-learning materials to tribal students. Despite the education initiatives, there is disparity among the States in terms of tribal literacy rates ranging from 82 percent in Mizoram to 17 percent in Andhra Pradesh. The ST Literacy Rate continues to be below the national average of 29.6 percent, with literacy rates among tribal communities (in particular women) tending to be the lowest (*Govinda, 2002*). There exist areas in the tribal dominated districts across India that remains largely unserved by primary education facilities. Tribal children tend to inhabit in forests and hard-to-reach areas where dwellings are spread and access to good quality education is more limited. Good teachers prefer to live in urban/semi urban centres and therefore, need to commute for 4-5 hours per day to reach tribal area schools. Besides, lack of electricity and water results in poor school infrastructure causing dismal sanitary conditions and poor ventilation. The other reason is long lead times for delivery of teaching materials imply that textbooks and training materials arrive at the schools after the training program, or not at all.

In this perspective the implications of Right to Education (RTE) Act can be highlighted. This act, enacted in 2009, has ushered in hope for school education in the country. It is the culmination of efforts made by educationists, members of civil society and judiciary for the last many years. Free and compulsory education for all children had been debated even in pre-Independence years. It made its way into the Constitution as a Directive Principle of State Policy (DPSP) under the Article 45, whereby States were required to ensure provision of free and compulsory education to all children till the age of 14 years within a period of 10 years of the formulation of the Constitution. There is enough evidence to suggest that this goal has not been achieved even several decades after India became independent. With the RTE coming into force, there is an expectation that this will finally be translated into provision of quality school education for all children. Right to Education Act states all private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25 percent of their enrolment, by simple random selection. No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (*Chowdhury and Banarjee, 2013*). However, Right to Education Act does not portray any special scope for Scheduled Tribe children. Strict enforcement of this act shall certainly increase enrolment for children (6-14 years) of unreserved and Scheduled Tribe category.

There has been significant improvement in terms of the number of primary schools, largely due to additional resources made available through the *Sarva Shiksha Abhiyan* (SSA) to bridge existing gaps. The target to achieve the universal education through increasing school enrolment has yielded feasible results in past few years. But the gap still exists among all the categories especially tribal children which shall be fulfilled in coming years with more educational infrastructure. However, the increased enrolment is not a standalone indicator of measuring the literacy rather focused may be given to quality education under Government programmes through policy reforms. Like primary education, secondary education is taken care under *Rastriya Madhyamik Shiksha Abhiyan* (RMSA). The educational development of children belonging to the Scheduled Tribes (including SCs, OBCs and Educationally Backward Classes) is special focus in the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). Every activity under the programme must identify the benefit that will accrue to children from these communities. The interventions for children belonging to Scheduled Tribe and Scheduled Caste communities have to be based on the intensive micro-planning addressing the needs of every child which shall be approved by respective Block Panchayat or committee formed under Block Panchayat. RMSA provides flexibility to local governance units to develop a context specific intervention for development in education of socio-economically backward classes specifically Scheduled Tribes and other backward classes.

## 1.2 Focus on Tribal Education

Government of India guarantees tribal education constitutionally. Article 29<sup>3</sup> (1) and Article 350 (A) safeguard the linguistic rights of the minority children in school. It is the duty of the State to provide education to the children of linguistic minority in the school, at least in the primary level. Uniformly, Article 46<sup>4</sup> avers that the State has to promote the educational needs of the weaker sections of the society. Article 350 (A)<sup>5</sup> emphasises that it shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he/she considers necessary or proper for securing the provision of such facilities.

*Article 29 (1) says, “Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same”.*

*Article 46 says, “The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation”.*

*Article 350 (A) says, “It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such*

<sup>3</sup> Art.29: Protection of Interests of Minorities

<sup>4</sup> Art. 46: Promotion of Educational and Economic interests of Scheduled Castes, Scheduled Tribes and other weaker section

<sup>5</sup>Art. 350 (A): Facilities for instruction in mother-tongue at primary stage. Art. 350 (A) was inserted by the constitution in 7<sup>th</sup> Amendment Act, 1956

*directions to any State as he considers necessary or proper for securing the provision of such facilities”<sup>6</sup>.*

The National Policy of Education, 1986 has the provision of mother tongue education to the tribal children. The National Curriculum Framework (NCF) 2005 also envisages the provision of multilingual education in the schools in the primary stage as well as provides education in first language/ home language to children. The National Focus Group of NCF 2005 on Problems of Scheduled Castes and Scheduled Tribes Children (2007) has clearly spelt out the critique of school curriculum from the perspective of SC/ ST groups.

Government of Odisha has given continuous thrust towards reducing dropout particularly in the primary and secondary level and improving the quality of education. In order to reduce dropout and providing residential facility to the students belonging to ST families, the State Govt. has taken a special drive to establish hostels in justified locations. The approach was to provide facility to ST students studying in the nearby schools as well as in the schools run by SSD Dept. The Department has sanctioned a total of 5375 hostels for the ST students and thereby providing residential facility to approximately 4.05 lakh students, out of which approximately 3.13 lakh are girl students by March, 2013. In the last three years, the Department has taken initiative for establishment of 2393 number of 100 seated girls’ hostels in addition to the existing 2982 hostels, which have been provided with all facilities like safe piped drinking water, sufficient number of toilets and bath rooms, library rooms, kitchen, playground and tall and properly fenced compound walls etc. In addition, the hostels are supplied with reading and writing materials, cots, blankets, mosquito nets, utensils, medicines, lady warden, lady cook-cum-attendants etc. Over and above, all these hostel complexes for Girls, the Government is also planning to establish another 500 hostels each of 100 capacities @ ₹ 1.2 Crore per hostel within the next 5 years, which will cater to the need of 50,000 ST students<sup>7</sup>.

### **1.3 Tribal Education Policies and Programmes**

#### **1.3.1 State Youth Policy**

Odisha State Youth Policy 2013 envisions “*Young people of Odisha to be fully enabled, motivated, engaged and empowered to accomplish their full potential, have healthy lives, progress far in education, secure productive livelihoods, participate in their communities, have a say in their future and contribute to the growth and development of the state*”. This policy asserts favourable strategies for tribal youths in education, skill development and other areas. In fact STs and SCs constitute 2 separate Key Constituencies of the policy (out of 12 constituencies) indicating distinct attention of the Government for STs and SCs separately. Few excerpts from Odisha State Youth Policy 2013 are given below.

1. Youth from ST, SC and the Minorities: Tribal youth suffer from multiple disadvantages, as do youth from SC communities and other religious and ethnic minorities despite several initiatives meant to empower them. Development efforts in regions with concentrations of

<sup>6</sup> Source: Shorter Constitution of India by Durga Das Basu {13<sup>th</sup> Edition, 2001 (Reprint 2004)}

<sup>7</sup>Annual Report 2012-13, ST & SC Development, Minorities & Backward Classes Welfare Department, Govt. of Odisha

this sub-population must deliberately reach out to these groups and ensure that they benefit from any youth programmes. **(8. Special Focus Groups: Section B)**

2. Adolescents may be forced to abandon their studies prior to completion even when they want to continue on account of a number of social and economic circumstances. As a result, they either have nothing to do and thus became vulnerable to negative social influences, or they are obliged to take low skill, low pay jobs to support their families. **(8. Special Focus Groups: Section D)<sup>8</sup>**
3. Although Right to Education has led to enhanced enrolment of children in primary education system, only one out of five young people advance to higher education<sup>9</sup>. Large number of dropouts between primary and secondary, and higher secondary levels, point to a critical window in the educational trajectory of young people. Higher dropout among girls poses many challenges to the achievement of an inclusive education system. **{9. Thrust Areas (9.1 Education and Life Skills)}**.
4. In 118 tribal concentrated blocks, ST and SC students and others considered at risk of non-completion of secondary education should receive instruction in smaller class sizes and in an accelerated format for particularly challenging subjects or sections of subjects. **{9. Thrust Areas (Policy Directions)}**
5. Girl students from ST and SC communities who have to travel long distances to pursue higher secondary education will get conveyance support for improved mobility for reaching education institutions. Moreover, concentrated efforts will be made for enhancing provision of residential facilities in educational institutions. **{9. Thrust Areas (Policy Directions)}**
6. Provision of scholarship to ST, SC and deserving girl students for pursuing technical education in recognised/ accredited institutions. **{9. Thrust Areas (Policy Directions)}**
7. School and Mass Education Department will work towards introducing a Multi-lingual education policy to help tribal students overcome language barriers. **{9. Thrust Areas (Policy Directions)}**

### 1.3.2 National Educational Programmes

The importance of education as one of the most powerful means of bringing about socio-economic development of the Scheduled Tribes can't be over-emphasized. The Education Division of the Ministry of Tribal Affairs (MoTA) makes all efforts to supplement the efforts of the Ministry of Human Resources Development (MoHRD), which is the line Ministry, and the State Governments/UT Administrations by administering various schemes with the objective of enhancing access to education through provision of infrastructure by way of construction of hostels

<sup>8</sup> Adapted from Exposure Draft-National Youth Policy, 2012

<sup>9</sup> Mapping of avenues to reach out the youth of Odisha for Life Skills Education through vocational training – A study by In-skills Odisha-June, 2012, p-10

for ST students, Establishment of Ashram Schools, Vocational Training Centre as well as to maximize retention of ST students within the various stages of school education and promoting higher learning by providing monetary incentives in the form of scholarships, such as Pre Matric Scholarship, Post Matric Scholarship (PMS), Scholarship for Top Class Education, Rajiv Gandhi National Fellowship and National Overseas Scholarship for ST students.

**Rajiv Gandhi National Fellowship:** Rajiv Gandhi National Fellowship is a Central Scheme to providing fellowship to Scheduled Tribe students for pursuing higher studies such as Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.). The scheme was introduced in the year 2005-06. University Grants Commission (UGC) is the nodal agency for implementation of the Scheme. The guidelines of this scheme are,

1. It supports ST students in their higher studies such as M.Phil. and Ph.D. in all the Universities/Institutions recognized by the UGC.
2. The fellowship is on the pattern of UGC fellowship awarded to regular full time research students in M.Phil. and Ph.D. courses.
3. The total number of fresh fellowships each year is 667.
4. In case, number of candidates exceed number of awards, UGC select the candidates based on percentage of marks obtained by the candidates in Post-Graduation (PG) examination.
5. The distribution of fellowships amongst different States/UTs would primarily be in the proportion of ST population in the respective States/Union Territories (UTs).
6. UGC may divert slots from a particular State if eligible candidate are not available in that States.
7. Scholarship amount is disbursed to the candidates by the UGC through Bank Smart Cards.
8. Amount of Scholarship covers fellowships, contingency expenses, expenses for departmental assistance, escorts/reader assistance for differently abled candidates and HRA on UGC pattern.
9. 100 percent funding is provided by the Ministry of Tribal Affairs on the basis of the norms.
10. Average cost of fellowship is ₹ 2.16 lakh for Junior Research Fellow (JRF) and ₹ 2.40 lakh Senior Research Fellow (SRF) for minimum of 4 years.

**Pre-Matric Scholarships:** Pre-Matric Scholarship is a Centrally Sponsored Scheme of Pre-matric Scholarships for needy ST students of class IX and X. The scheme shall support parents of ST children for education of their wards studying in classes IX and X so that the incidence of drop-out, especially in the transition from the elementary to the secondary stage is minimized. The other aim of the scheme is to improve participation of ST children in classes IX and X of the pre-matric

stage, so that they perform better and have a better chance of progressing to the post-matric stage of education.

**Salient features:**

1. Scholarship under the Scheme will be available for studies in India only and will be awarded by the Government of the State/Union Territory to which the applicant belongs i.e. where she/he is domiciled.
2. Student should belong to Scheduled Tribe
3. Her/his Parents'/Guardian's income should not exceed ₹ 2.00 lakh per annum.
4. She / he should not be getting any other Centrally-funded Pre-Matric Scholarship.
5. She/ he should be a regular, full time student studying in a Government
6. School or in a School recognized by Govt. or a Central/State Board of Secondary Education.
7. Scholarship for studying in any class will be available for only one year. If a student has to repeat a class, she / he would not get scholarship for that class for a second (or subsequent) year.

**Post-Matric Scholarships:** Post-Matric Scholarship scheme was introduced during the year 1994-95 and has since been revised from time to time<sup>10</sup>. It covers professional, technical as well as non-professional and non-technical courses at various levels including correspondence courses covering distance and continuing education.

**Salient features:**

1. A Centrally Sponsored Scheme implemented by State Governments and Union Territory Administrations.
2. 100 percent Central assistance over and above the committed liability of the States Governments/UTs administration from the Government of India.
3. The Scheme provides financial assistance to the Scheduled Tribe students studying at post matriculation or post-secondary stage.
4. Scholarships are available for studies in India only.
5. The State Government and UT to which the applicant actually belongs award the scholarship.
6. The scheme also covers Central assistance to States/UTs for setting up Book Banks.

**Centrally Sponsored Schemes for Hostels of ST Boys and Girls:** The scheme is for ST boys and girls (including Particularly Vulnerable Tribal Groups). The primary objective of the modification is to attract the implementing agencies for undertaking hostel construction programme for ST Girls studying in middle schools, higher secondary schools, colleges and universities towards the broader vision of containment and reduction of their dropout rate.

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<sup>10</sup> The last revision was made in 2013 w.e.f. 01.04.2013



**Salient features:**

1. The hostels under the Scheme should be constructed at a place where the educational institutions concerned are situated, keeping in view the concentration of ST population in a particular area or place. Further, the hostels under the scheme would be sanctioned as far as possible as a part of the established educational institutions or in close vicinity of such institutions. The hostels for Vocational Training Centers (VTCs) can be constructed only in those tribal areas where State Governments/UT Administrations take initiative to run these centers efficiently.
2. The hostels under the Scheme can be constructed for middle, secondary, college and university level of education and also for Vocational Training Centers.
3. The construction of boundary walls, two rooms set for hostel warden, a kitchen, a toilet, a common room and one room set for Chowkidar would be an integral part of the hostel scheme.
4. The construction of boundary walls, two rooms set for hostel warden, a kitchen, a toilet, a common room and one room set for Chowkidar would be an integral part of the hostel scheme.
5. The expenditure on maintenance of the hostels will be borne by the implementing agencies concerned from their own funds.

**1.4 Relevance of the Study**

The study is relevant for decision making for the Government for formulating schemes for the Dropout and Out of School Youths. It provides a detailed assertion of the Out of School Youths and views of their parents to open earning facilities for the unemployed and better placement for the employed or under employed youths. This study report is a great source of information synthesized from the ground data and is a medium to reach the demand of the youths to the Government. It shall enable the policy makers to take relevant decision suitable to the needs of the tribes. The report shall enable the planners to allocate adequate or proportionate resources under various heads of accounts for different schemes. Scheme covering the most demanded livelihood options may have a greater share of the total budget and vice-versa. It opens scope for the future youth policy or necessary amendments in the policy document in future so far as the Scheduled Tribes are concerned. The other utility of the study aims at the future education development schemes for youths and its relevance. Apart from this the study with a detail assessment of the needs of youths is useful for anyone having special interest on the livelihoods and training of the youths. Though the study primarily aims at the financial and training needs of the youths, it has a major component on the reasons of school dropout and never enrolled. Reformative addressing to these reasons may reduce the ST dropouts and out of school in future.



## 1.5 Literature Review

Secondary literature like books, research papers and Government publications are referred for the preparation of the report. The nature of the study does not open wide scope for books rather than reports on education. The tracer approach of the study demands more review of recent journals or Government publications than books for sampling and report preparation. The sources are presented below chronologically as per the year of publication.

P.K. Mishra (1994) conducted study on school dropouts among Scheduled Tribes of Keonjhar. This research study found out reasons of dropout among tribal children in the district of Keonjhar. This report summarises cultural barriers like engagement in household work, prohibition of parents, early marriage etc. were the major causes of dropout among tribal children. This report suggests awareness towards the importance of education among the tribes can improve the enrolment status and reduce dropout as well. However this study throws no light on the out of school children of Keonjhar.

Sweta Bhagi and Neera Nandi (2009) conducted study on education sector among the tribal children through consultations with Government, Non-Governmental Organisations and educational expert. This study identifies causes like language of instruction, attitude and absenteeism of teachers, content and pedagogy, incentives and limited ownership of educational programmes by the community as internal factors. Besides, difficult geography, migratory pattern of parents, gender bias are other reasons and identified as external factors. This study suggests that internal factors can be addressed through programmes run by Government or Non-Governmental Organisations while external factors are outside the education system and difficult to resolved through development programmes. This report recommends use of tribal and state languages during the pre-primary and primary levels, creating supplemental tribal relevant learning material, introducing monetary/ non-monetary incentives for teachers in tribal areas, improving community participation by training tribal teachers and youths as peer educators etc. for improvement in school education in the State.

Ernst and Young (EY) (2012) is one of the big-four consulting firms having its operations in India and Odisha. The recent report published by this firm explains the origin and development of educational system in India from the First Five Year Plan of India. This report focuses from primary education to higher education and their performance vis-à-vis provisions of Right to Education Act, 2009. This report presents a complete concrete picture of educational scenario of India with specific reference to Right to Education Act, 2009. Programme implementing constraints in Right to Education Act, 2009 like lack of awareness at community level, expand inclusion of more never enrolled, inadequate number of trained teachers etc. are major conclusions in this report.

Dr. Jisu Ketan Pattnaik (2012) conducted study on education of the tribal children of Koraput. The study was conducted among 142 Ashram schools and finds out problems with the school in terms of teaching pattern. This article covers educational infrastructure, governance, reasons for dropout and suggestions thereof to check of the dropout among the tribal children in the district. The study

identifies various subjects (English, Social Studies and Mathematics) where the learning of students are not satisfactory. The study recommends blending of cultural elements like folk lore/music in teaching, adequate Teaching Learning Material (TLM), use of local language in teaching, conducting remedial classes etc. for improvement of learning atmosphere in Ashram schools.

Madhurima Chowdhury and Atrayee Banerjee (2013) of Department of Anthropology, Culcutta University has conducted a review of secondary literature, constitutional safeguards, policy review on education and human rights pertaining to education of Scheduled Tribes of India. The paper cited the roles of article 24, article 14 of Indian Constitution and Right to Education Act (RTE), 2010 for improvement of tribal education in India. This research paper highlights institutional factors (school infrastructure, medium of language, teacher related problems) and non-institutional factors (geographical barriers, economic uncertainties and socio-cultural discontinuity) responsible for disparity in tribal education in India. The report concludes the backwardness of Scheduled Tribes, lack of awareness on available provisions supplementing tribal education, inconsistent income are the causes of low tribal literacy in the country. This report represents broad idea on slowdown of tribal education with reasons.

Jean Dre`ze & Amartya Sen (2013) in their book the 'Uncertain Glory' presents the past, present and predicted trend of Indian economy taking into account various socio-economic indicators. Facts and figures given in the book are enough support to policy and decision makers of India. This book delivers recent figures on the literacy of India and various States. This piece of literature also elaborates various issues on education, health, infrastructure, overseas investment etc. Relevant section from this book were referred to get some insights and secondary figures on literacy of youths.

Annual Report, 2012-13, Ministry of Tribal Affairs (2014) was referred to find out the education scenario of Scheduled Tribes of India and Odisha. It is the activities report of the Central ministry explaining all the actions taken in the realm of livelihood, employment, gender etc. for Scheduled Tribes of various States of India. Sections on education was referred for the current study. It provides roadmap for Central Government interventions towards the improvement of educational picture in India and Odisha as well. Various heads of sanction of funds for the development of the educational infrastructure for all States is vividly presented in this report. Steps from the Central ministry for the improvement of ST education was reviewed to gain insight on the government interventions for improvement of the educational information system.

Annual Report, 2012-13, Department of ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha (2014) presents all the steps taken by the Government for tribal development across development including education. Decisions and manifestations by this State Government towards educational infrastructure development and focus on the physical education and skill based training to the youths are quantitatively presented in this report. For current study purpose, this Government publication was referred to find out the performance of schools run by SSD Department over last years. It also provides concrete information on various income generating schemes and training ventures from the Department for the last year with engagement status of tribal male and female youths. It was a guidance report for finding out various training promoted or imparted by the empanelled training agencies and how a best fit can be established between the exiting training programmes and needs of the youths.

Tribal Sub Plan, 2013-14, ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha (2014) quantifies funds allocation under Tribal Sub Plan (TSP) for all the Departments of Government of Odisha. However the TSP funds shall directly flow to the respective Departments, but it is the role of ST & SC Development, Minorities & Backward Classes Welfare Department to compile the TSP proportion for all the Departments basing on the plan allocation of the respective year. For the present study this document was referred to find out the funds allocation for TSP in general and education in specific to Departments like School and Mass Education or Higher Education. It also envisages the scheme specific allocation from other Departments which shall enable to find scope for convergence and list out the income generation schemes from all the Departments opening scope for the demanded needs of the tribal youths and exiting training by Department like Employment, Technical Education & Training (ETET) or other Departments having training facilities under the scope of TSP allocations.

## 1.6 Objectives of the Study

1. To identify the number and causes of Scheduled Tribe school Dropout and Out of School children.
2. To identify the need of Scheduled Tribe school Dropout and Out of School children in the age group of 16-24 years
3. To critically analyse the missing links in the Government programmes and support services which ultimately is the reason of Scheduled Tribe school dropout.
4. To provide a suggestive mechanism and prepare a plan of action to address the need of the Scheduled Tribe school Dropout and Out of School Youths in the age group of 6-24 years.

## 1.7 Study Delimitations

1. The study encompasses only the tribal dropouts from the ST & SC Development, Minorities & Backward Classes Welfare Department (SSD) Schools. Dropout Youths from schools under Department of School and Mass Education (S&ME), Government of Odisha may have equal needs like Dropout Youths from schools of ST & SC Development, Minorities & Backward Classes Welfare Department.
2. The sampling is derived using the ST dropout rate of schools run by ST & SC Development, Minorities & Backward Classes Welfare Department and School and Mass Education (S&ME) Department. Hence, tracing the Dropout and Out of School Youths in the selected districts may not follow the logical sequence adopted during sampling.

3. The study limits the age- group from 16-24. The study fails to capture the needs of the youths with 15 years of age and 25 years of age.
4. The sample of 500 youths how far representative for the population can't be predicted due to unavailability of authentic record on the out of schools and dropouts of the particular age group of 16-24.
5. Category of students who were enrolled in school; but did not attend schools were not considered under study for convenience of sampling and selection of respondents
6. Schools run by Department of School & Mass Education were not considered for the study. No Scheduled Tribe dropout students from schools of Department of School & Mass Education were considered for study.

## 1.8 Operational Definitions

1. **“Dropout”**: It refers to School Dropouts, i.e., if a child is enrolled in the school / class and does not come to school within 30 days. “Ever enrolled” is synonymously used for dropout.
2. **“Education Circles”**: Education Circles are considered in this report as administrative units designed by ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha.
3. **“Out of School”**: It refers to youths never attended school on or before the date of study and belong to category of “Scheduled Tribes” and under the age bracket of “16-24 years”. **“Never Enrolled”** is synonymously used for this term.
4. **“ST & SC Development, Minorities & Backward Classes Welfare Department”** always refer to Department under Government of Odisha.

## 1.9 Chapter Summary

This chapter gives an overview of history and development of tribal education in the State. A number of initiatives have been taken for the improvement of tribal education at the state and national level. As a result, some degree of progress is made in this direction. The rate of decadal growth in educational status of tribals seems encouraging, more specifically education of tribal girls. This section also highlights various Central and State level schemes that are under implementation for the education of tribal students. Review of literature and rationale of the study are elaborated in this chapter. Scope and objectives of the study with the delimitations (assumed prior to the field survey) also incorporated in this chapter. A section on operational definitions of words used throughout the report is also highlighted.

## CHAPTER II: STUDY DESIGN AND METHODOLOGY

### 2.1 Study Design

The study followed a non-experimental / observational study design to capture the needs of the dropouts and out of school youths. The key areas of exploration in the study was to identify the overall requirement of the dropouts and out of school tribal youths to lead a better life. The study also examined related aspects such as key reasons of non-enrolment in the existing educational institutions, reasons for leaving school in-between, current engagement of these youths and the skillsets that are possessed by these youths.

### 2.2 Sample District Selection

The study districts are selected from four education circles viz. Central, Northern, Southern and Koraput, as defined by ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha. In order to select districts, dropout rates of scheduled tribes at primary, upper primary and high school level were analysed for each Education Circle. Dropout at higher secondary schools (10+2 Class) were not taken into account as *Ekalavya* Model Residential Schools (EMRS) record almost nil dropout rate. Dropout rate of ST students at primary and upper primary were considered for 6 years, i.e., from 2006-07 to 2011-12. Dropout data was accessed from District Information System for Education (DISE) of Odisha Primary Education Programme Authority (OPEPA). Information related to high school level dropout rate was taken from *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) for the education year 2010-11 and 2011-12<sup>11</sup>. Districts of each education circle were ranked according to the dropout rate of each year for primary and upper primary level. Further, ranks of each year of each district were added up to reach total rank at primary and upper primary level differently. Same process was followed at the high school level, but taking information of two years, as per the available information with RMSA. Like primary and upper primary, ranks of both the year for each district of each education circle were added up to arrive at total rank. Then total rank of dropouts at primary, upper primary and high school level were added up to identify districts with high dropouts.

**Table 1: List of Sample Districts**

| Education Circles | Districts   | Sum of Ranks (Primary Level) | Sum of Ranks (Upper Primary Level) | Sum of Ranks (High School Level) | Composite Rank (Primary + Upper Primary+ High School) |
|-------------------|-------------|------------------------------|------------------------------------|----------------------------------|---|
| Central           | Mayurbhanj* | 24                           | 42                                 | 8                                | 74  |
| Southern          | Gajapati    | 31                           | 30                                 | 7                                | 68  |
|                   | Kandhamal   | 24                           | 21                                 | 5                                | 50  |

<sup>11</sup> Both OPEPA and RMSA records Dropout Rate of Scheduled Tribes of SSD schools and schools of S&ME Department

\*Only Scheduled district is selected from Central Education Circle. Other districts under this Education Circle have sparse and scattered ST concentration.

| Education Circles | Districts  | Sum of Ranks (Primary Level) | Sum of Ranks (Upper Primary Level) | Sum of Ranks (High School Level) | Composite Rank (Primary + Upper Primary+ High School) |
|-------------------|------------|------------------------------|------------------------------------|----------------------------------|---|
| Northern          | Keonjhar   | 36                           | 39                                 | 11                               | 86  |
|                   | Sundargarh | 31                           | 36                                 | 16                               | 83  |
| Koraput           | Koraput    | 14                           | 12                                 | 8                                | 34  |
|                   | Malkangiri | 10                           | 12                                 | 3                                | 25  |

Two districts with highest total rank (composite rank of primary, upper primary and high school) were selected from each education circle for the study. Apart from dropout rate, availability of SSD school/s at district level was also considered. Though the district of Kendrapara was having the second total composite rank in central education circle, the district was not included in the sample due to sparse tribal population and non-availability of SSD schools. The only district of Mayurbhanj (scheduled district) was selected from central education circle because of high concentration of tribal (*Refer Table 1 and Annexure II on Study Area*).

### 2.3 Sample Design

A stratified sampling process was followed where educational circles was the first stratum followed by districts at each circle level (stratum 2), blocks in the third stratum and villages as fourth stratum. A total of 504 youths were selected with 70:30 proportion {(Dropouts-70 percent (352 $\approx$ 69.84 percent) and out of school-30 percent  $\approx$ 30.16 percent (152)}. Selection of unequal proportion of dropouts and out of school was based on the difficulties in tracking the out of school youths, experienced during field piloting in Kandhamal. Though efforts were made to trace equal number of out of school youths during the survey, but tracing out of school youths in the sample areas was difficult. As dropouts and out of school youths were not recent, tracer approach was adopted to identify them. Two blocks from each district were selected for the study after consultation with the District Welfare Officer (DWO). Blocks were selected based on its distance from district headquarters, i.e., one block nearer to and another far from the district headquarters. Both dropout and out of school youths were tracked at the villages of the selected blocks.

**Table 2: Distribution of Sample by Study District and Block**

| District   | Block        | No. of Villages | Dropout Youths | Out of School Youths | Parents * | Teachers | Key Informants |
|------------|--------------|-----------------|----------------|----------------------|-----------|----------|----------------|
| Koraput    | Baipariguda  | 09              | 28             | 12                   | 40        | 3        | 11             |
|            | Kotpada      | 8               | 26             | 11                   | 37        | 2        |                |
| Malkangiri | Kudmulguma   | 5               | 20             | 8                    | 28        | 2        | 8              |
|            | Mathili      | 7               | 32             | 14                   | 46        | 4        |                |
| Sundargarh | Bargaon      | 11              | 22             | 9                    | 31        | 3        | 18             |
|            | Lahunipada   | 15              | 26             | 15                   | 41        | 5        |                |
| Kandhamal  | Phulbani     | 11              | 24             | 5                    | 29        | 2        | 15             |
|            | Tumudibandha | 5               | 13             | 6                    | 19        | 1        |                |
| Gajapati   | R. Udayagiri | 9               | 20             | 9                    | 29        | 2        | 11             |
|            | Rayagada     | 16              | 27             | 14                   | 41        | 1        |                |

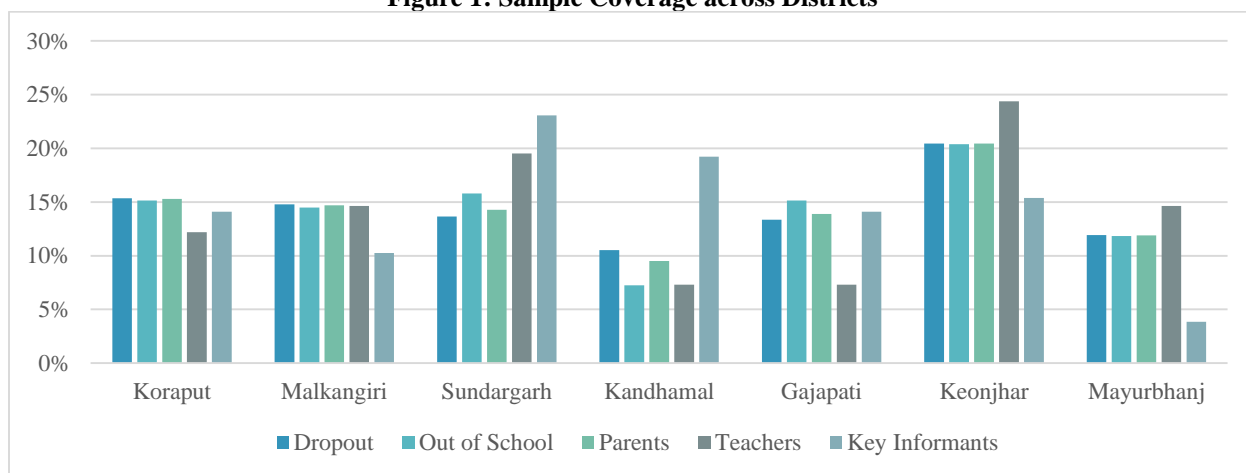


|                      |                    |            |            |            |            |           |           |
|----------------------|--------------------|------------|------------|------------|------------|-----------|-----------|
| Keonjhar             | Banspal            | 11         | 39         | 17         | 56         | 4         | 12        |
|                      | Joda               | 7          | 33         | 14         | 47         | 6         |           |
| Mayurbhanj           | Mayurbhanj         | 2          | 2          | 2          | 4          | 2         | 3         |
|                      | Khunta             | 8          | 15         | 7          | 22         | 4         |           |
|                      | Jashipur           | 8          | 25         | 9          | 34         | 2         |           |
| <b>All Districts</b> | <b>Grand Total</b> | <b>134</b> | <b>352</b> | <b>152</b> | <b>504</b> | <b>43</b> | <b>78</b> |

Note: \*Parents refer to either Father or Mother. Interview was conducted as per the availability of father or mother.

A total of 134 villages were covered from 15 blocks of seven study districts. In Mayurbhanj, one additional block was taken due to higher prevalence of SSD schools. Of the total 352 dropout youths, the district of Keonjhar has the highest number of dropout youths i.e. 72 (20.45 percent) while Kandhamal has the lowest, i.e., 37 (10.51 percent). A total of 152 out of school youths were covered with highest of 31 youths (20 percent) from Keonjhar and lowest of 11 youths (7 percent) from Kandhamal. As discussed earlier, out of school youths were difficult to trace and were sampled across the district as per the availability. Apart from out of school and dropout youths, interview was conducted with 43 teachers with highest sample of 14 (32.55 percent) teachers from Mayurbhanj while 3 (6.97 percent) teachers were covered each from Gajapati and Kandhamal. Teachers having experience between 2 months and 10 years were selected from SSD schools as per their availability (Refer to Table 2 and Figure 1). Keonjhar has the highest percentage of dropout youths (20.45 percent) and out of school youths (20.39 percent) and Teacher (24.39 percent) while Sundargarh has highest percentage of key informants (23.08 percent).

Figure 1: Sample Coverage across Districts



PRI members, District Inspector (DI) of Schools, member of Village Education Committee (VEC)<sup>12</sup>, Welfare Extension Officers (WEOs) and Anganwadi Workers (AWWs) were consulted during the survey in order to understand the needs and priorities of dropouts and out of school youths, constraints related to execution of schemes and key reforms that are required. A total of 78 key informants were consulted during the study. A list of the Key Informants is presented in Annexure I.

<sup>12</sup> VEC was functional during the study. Role of School Management Committee SMC was not covered under the study



## 2.4 Study Instruments

To capture the responses of different stakeholders, schedules were designed by respondent category. Separate structured schedules were designed for dropouts and out of school youths to capture their needs and reasons for not attending schools. Schedule for teacher was designed for capturing reasons of school dropout. Besides, a key informant schedule was designed to find out scopes available in the locality for youths of these categories.

1. ***Schedule for Dropout Youths:*** This schedule was designed to collect information on reasons for dropout from school, current livelihood status, socio-economic needs, personal and family benefits under Government programmes, opinion of youths and their parents regarding future economic engagement. Personal interview method was followed to record their responses.
2. ***Schedule for Out of School Youths:*** This schedule was designed to collect information on current livelihood status, socio-economic needs, individual and family benefits under Government programmes and opinion of youths and their parents regarding future livelihood engagement. Personal interview method was administered to record their responses.
3. ***Schedule for Teachers:*** This instrument was designed to capture the views of school teachers, primarily on reasons of dropout and out of school (non-enrolment) and desired steps taken from Government and families to check dropout and hike enrolment. Teachers of primary, upper primary and high school were the targeted respondent.
4. ***Schedule for Key Informant Consultation:*** The respondents include retired headmasters, PRI members, SMC members, Welfare Extension Officers, Project Administrators, ITDA, heads of local Non-Governmental Organizations (NGOs). The purpose is to gather the views of persons who have spent long years in tribal society and can highlight on various aspects of study like reasons of school dropout, needs and local labour market scenario.
5. ***Village Checklist:*** Basic village level information were collected using this village checklist to understand the socio-demographic composition of the study villages.

The study instruments are presented in the *Annexure XIX* for reference.

## 2.5 Field Study Process

A Pilot study was conducted in *Minia* Gram Panchayat of Kandhamal district to test the study instruments and tracing out Dropout and Out of School Youths. Three separate study teams were formed including one supervisor and four researchers in each team. After official concern from SCSTRTI, the field teams set out for data collection. TEAM I was allotted the charge of data collection in districts of Mayurbhanj, Sundargarh and Keonjhar. TEAM II looked after Kandhamal and Gajapati while TEAM III set out for data collection in Koraput and Malkangiri. All three teams

were set out simultaneously for field study. Two weeks man days are given to TEAM II and III while TEAM I was allotted timeline of 3 weeks to cover three districts. All three teams met District Welfare Officers (DWOs) with the official letter issued by SCSTRTI. Study blocks were selected after the consultation with the District Welfare Officers of respective study districts. Welfare Extension Officers (WEOs) of respective study blocks were informed before-hand and the study teams prepared the list of villages to be studied after consultation with the WEOs. However, all the three study teams have to trace Dropout and Out of School Youths of 16-24 age group in the villages due to unavailability of secondary facts and figures about Dropout and Out of School Youths of 16-24 age group.

### **2.5.1 Data Collection**

Four study instruments were designed for collection of data targeting Dropout Youths, Out of School Youths, parents of these youths, teachers and key informants. However, village factsheet was filled during the consultation with the PRI members. Personal Interview method was adopted during data collection. Respondents were interested in expressing their current engagement status, current needs and future livelihood plan. Fair responses were obtained from the school teachers too. Minor difficulties were realized to get appointments with key informants. Tracing the youths was time taking; but the respondents were supportive to trace youths of the same genre. Besides, primary data, Secondary information regarding the enrolment is available at the State level under the charge of ST & SC Development, Minorities & Backward Classes Welfare Department. Dropout information (ST Dropout Rate only) have been collected from Odisha Primary Education Programme Authority (OPEPA) of Primary and Upper Primary Schools and Rastriya Madhyamika Sishkha Abhiyana (RMSA) for High Schools. Secondary information on dropout rate were collected before the study for sampling.

## **2.6 Data Analysis**

Collected data were coded and mined in electronic form using Microsoft Excel 2007. Data analyses include Cross Tabulation, Frequencies and Percentages. These univariate analyses were performed using Microsoft Excel 2007 and IBM SPSS Statistics.

## **2.7 Chapter Summary**

This chapter summarises the study approach and methodology, sampling procedure followed and study instruments designed for the study. The study followed an observational design and stratified sampling procedure. Different category of stakeholders were covered apart from dropouts and out of school youths, i.e., teachers and key informant from different areas. Responses were recorded using structured schedules. Both qualitative and quantitative analysis were executed to understand the needs and priorities of dropouts and out of school youths.

## CHAPTER III: INSTITUTIONAL ARRANGEMENT AND PERFORMANCE

### 3.1 Tribal Schools and Infrastructure Facilities

Apart from School and Mass Education Department, Government of Odisha; ST & SC Development, Minorities & Backward Classes Welfare Department of the State Government also runs educational institutions for the education of students belonging to Scheduled Caste and Scheduled Tribe communities. At present, ST & SC Development, Minorities & Backward Classes Welfare Department is running 1619 educational institutions<sup>13</sup>, which includes 13 *Ekalavya* Model Residential Schools (EMRS), 19 Education complex for PVTG<sup>14</sup> girls, 8 Higher Secondary schools, 156 High schools, 143 Girls High Schools, 766 Ashram schools, 506 *Sevashram* and 5 Residential *Sevashrams*, 2 Secondary Teachers' Training schools and 1 B. Ed. Training college. The SSD Department has extended internet facilities in computer labs with share computing facility (Computer Networking) in 86 numbers of High schools (*Refer Table 3*).

The *Ekalavya* Model Residential Schools are one of the best quality schools run by the ST & SC Development, Minorities & Backward Classes Welfare Department, where the school environment is equipped with all learning centric infrastructure and the focus is on improving the overall quality of students. English Language Laboratory in 13 EMRS is running to improve the English communication (verbal and written – Listening, Reading, Speaking and Writing – LRSW approach) of students. “*Aashanka*”, an online Engineering Coaching Programme, is being initiated by the ST & SC Development, Minorities & Backward Classes Department. It is being implemented in 21 schools of SSD Department for standard XII<sup>th</sup> students to take up online courses and the online assessment of learning is also performed.

**Table 3: Educational Institutions of ST&SC Dev., Minorities & Backward Classes Welfare Dept.**

| Category of Educational Institutions             | Number of Schools |
|--|-------------------|
| <i>Ekalavya</i> Model Residential Schools (EMRS) | 13 (0.80)         |
| Higher Secondary Schools (Science & Commerce)    | 8 (0.49)          |
| High Schools                                     | 156 (9.64)        |
| Girls High Schools                               | 143 (8.83)        |
| Ashram Schools                                   | 766 (47.31)       |
| Residential <i>Sevashram</i>                     | 5 (0.31)          |
| <i>Sevashram</i>                                 | 506 (31.25)       |
| Secondary Teacher Training Schools               | 2 (0.12)          |
| B.Ed. Training College                           | 1(0.06)           |
| Educational Complex for PVTGs                    | 19 (1.17)         |
| <b>Total</b>                                     | <b>1619 (100)</b> |

Source: Annual Report, 2012-13, ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha.

Note: Figures in parenthesis are percentage distribution of schools under the management of the Department

<sup>13</sup>As on March 2013

<sup>14</sup> Particularly Vulnerable Tribal Groups

The ST & SC Development, Minorities & Backward Classes Welfare Department has established 5,357 hostels for the ST students. Residential facilities are being provided in these hostels to approximately 4.05 lakhs students, out of which approximately 3.13 lakhs students are girl. In the last three years, the Department has initiated the establishment of 2,393 girls' hostels (100 seated). Rest 2982 hostels have been provided with facilities like safe drinking water, sufficient number of toilets and bath rooms, library, kitchen, playground and high fenced boundary wall. In addition, the hostels were provided with reading and writing materials, cots, blankets etc. For urban clusters, the Department is constructing five numbers of urban hostel complexes viz. three in Bhubaneswar (200 capacity), one in Rourkela and one in Berhampur (300 capacity each) (*Refer Table 4*).

**Table 4: Category of Tribal Hostels**

| Category of Hostels and Schools                             | Number of Hostels / Schools   |
|---|---|
| Primary School Hostels (in ITDA Blocks)                     | 1548  |
| Primary School Hostels in KBK Districts (ST Boys and Girls) | 400   |
| ST Girls and Boys Hostel (11th Plan - 2007-2012)            | 2007-08 (1,004 completed),<br>2009-10 (959 completed out of 1,328 sanctioned),<br>2010-11 (25 completed out of 65 sanctioned),<br>2011-12 (211 completed out of 1,000 sanctioned) |
| Residential Ashram School in TSP Area                       | 52  |
| New Ashram School under construction                        | 30  |

Source: Annual Report, 2012-13, ST & SC Development, Minorities & Backward Classes Welfare Department

### 3.2 Tribal Literacy Rate

Historically, the literacy rate of Scheduled Tribes in Odisha has remained below the average state literacy rate and literacy rate of general population of the state. Comparing the literacy rate by census years, i.e., from 1961 to 2001, it can be observed that growth (percentage points) in literacy rate of general community in the state remains higher than that of Scheduled Tribes till 1991. In the year 2001, growth in literacy rate of STs (15.06 percentage points) surpassed the literacy rate growth of general population (13.99 percentage points).

**Table 5: Literacy Rate of Scheduled Tribes and General Population in Odisha, 1961-2001**

| Census Years | Scheduled Tribe |  | General       |  |
|--------------|-----------------|--|---------------|--|
|              | Literacy Rate   | Growth in Literacy Rate (Percentage Point) | Literacy Rate | Growth in Literacy Rate (Percentage Point) |
| 1961         | 7.36            |  | 21.66         |  |
| 1971         | 9.46            | 2.1  | 26.18         | 4.52                                       |
| 1981         | 13.96           | 4.50                                       | 34.25         | 8.07                                       |
| 1991         | 22.31           | 8.35                                       | 49.09         | 14.84                                      |
| 2001         | 37.37           | 15.06                                      | 63.08         | 13.99                                      |

Source: Census of India, 2001.

As per census 1971, difference in percentage point growth in literacy between STs and general community was 2.42 percentage points which increased to 3.57 and 6.49 percentage points during census year 1981 and 1991 respectively, favouring the general population of the state. But, in 2001, with 1.07 percentage points difference in literacy growth rate, tribal literacy remained marginally ahead from the literacy rate of general population (*Refer Table 5*).

### 3.3 Trend of Enrolment, Retention and Dropouts of STs in Odisha

This section covers the educational profile, including the primary education, based on data inputs from OPEPA (Odisha Primary Education Programme Authority) and data on high school education collected from *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). Apart from these sources, the performance of STs in the schools run by the SSD Department is also discussed.

As discussed in the previous section, as per 2012-13<sup>15</sup>, there were 318 high schools (HS), 766 *Ashram* schools (AS) and 512 *Sevashrams* in the state run by the ST & SC Development, Minorities & Backward Classes Welfare Department. Among different school types, number of *Ashram* school is the highest of 766 (41.31 percent) and because of this, enrolment is also the highest in *Ashram* schools (1, 76,633). It indicates that focus has been to promote and strengthen elementary education status of tribals in the state. Looking at school types in different districts of the state, it is evident that the district of Kendrapara has no tribal high school while Deogarh, Jagatsingpur, Jajpur, Kalahandi, Malkangiri has no *Sevashram* due to upgradation of *Sevashrams* to *Ashram* schools (*Refer Table 6*).

Enrolment of students in schools considered to be one of the major indicators of education. Enrolment of girls in different SSD schools observed to be higher than the boys. Of the total enrolment of students, as per 2012-13 figure, enrolment of ST girls in high schools found to be 59.41 percent in comparison to 40.59 percent enrolment of boys. Similarly, enrolment of girls in *Ashram* schools was 55.10 percent in comparison to 44.90 percent enrolment of boys. Of the total enrolment in *Sevashrams* during the same period, enrolment of girls remained to be 66.12 percent while remaining 33.88 percent were boys. This indicates that there has been a shift in the perception of parents towards the education of girls and also increasing interest of girls towards education (*Refer Table 6*).

**Table 6: Total Enrolment in SSD Schools during 2012-2013**

| District  | No. of HH | High Schools |       |       | No. of AS | Ashram Schools |       |       | No. of SS | Sevashrams |       |       |
|-----------|-----------|--------------|-------|-------|-----------|----------------|-------|-------|-----------|------------|-------|-------|
|           |           | ST           |       |       |           | ST             |       |       |           | ST         |       |       |
|           |           | Boys         | Girls | Total |           | Boys           | Girls | Total |           | Boys       | Girls | Total |
| Angul     | 4         | 631          | 499   | 1,130 | 14        | 1,193          | 1,681 | 2,874 | 27        | 194        | 727   | 921   |
| Balasore  | 3         | 457          | 407   | 864   | 19        | 2,305          | 2,840 | 5,145 | 18        | 229        | 1,298 | 1,527 |
| Bargarh   | 4         | 441          | 517   | 958   | 26        | 1,517          | 4,390 | 5,907 | 57        | 907        | 2,020 | 2,927 |
| Bhadrak   | 1         | 212          | 0     | 212   | 2         | 20             | 200   | 220   | 6         | 37         | 23    | 60    |
| Bolangir  | 7         | 1,010        | 1,010 | 2,020 | 19        | 1,112          | 2,403 | 3,515 | 9         | 186        | 691   | 877   |
| Boudh     | 3         | 263          | 469   | 732   | 7         | 219            | 556   | 775   | 4         | 54         | 37    | 91    |
| Cuttack   | 2         | 156          | 431   | 587   | 14        | 1,633          | 1,738 | 3,371 | 8         | 73         | 61    | 134   |
| Deogarh   | 1         | 238          | 33    | 271   | 6         | 226            | 766   | 992   | 0         | 0          | 0     | 0     |
| Dhenkanal | 4         | 745          | 733   | 1,478 | 14        | 945            | 1,741 | 2,686 | 20        | 416        | 1,390 | 1,806 |
| Gajapati  | 14        | 2,074        | 3,276 | 5,350 | 33        | 2,315          | 4,087 | 6,402 | 19        | 369        | 394   | 763   |

<sup>15</sup>As on May 15<sup>th</sup>, 2013

| District           | No. of HH  | High Schools  |               |                | No. of AS  | Ashram Schools |               |                | No. of SS  | Sevashrams    |               |               |
|--------------------|------------|---------------|---------------|----------------|------------|----------------|---------------|----------------|------------|---------------|---------------|---------------|
|                    |            | ST            |               |                |            | ST             |               |                |            | ST            |               |               |
|                    |            | Boys          | Girls         | Total          |            | Boys           | Girls         | Total          |            | Boys          | Girls         | Total         |
| Ganjam             | 1          | 180           | 1             | 181            | 17         | 1,359          | 1,946         | 3,305          | 23         | 242           | 397           | 639           |
| Jagatsinghpur      | 1          | 0             | 34            | 34             | 2          | 244            | 142           | 386            | 0          | 0             | 0             | 0             |
| Jajpur             | 6          | 981           | 960           | 1,941          | 21         | 2,332          | 1,561         | 3,893          | 0          | 0             | 0             | 0             |
| Jharsuguda         | 3          | 694           | 414           | 1,108          | 27         | 848            | 2,587         | 3,435          | 6          | 126           | 151           | 277           |
| Kalahandi          | 17         | 2,487         | 3,319         | 5,806          | 25         | 2,884          | 2,634         | 5,518          | 0          | 0             | 0             | 0             |
| Kandhamal          | 24         | 2,980         | 5,886         | 8,866          | 55         | 4,446          | 5,407         | 9,853          | 48         | 1,273         | 2,252         | 3,525         |
| Kendrapara         | 0          | 0             | 0             | 0              | 2          | 131            | 112           | 243            | 7          | 426           | 489           | 915           |
| Keonjhar           | 24         | 2,499         | 4,242         | 6,741          | 55         | 5,742          | 7,086         | 12,828         | 3          | 106           | 198           | 304           |
| Khurda             | 2          | 553           | 121           | 674            | 15         | 1,039          | 2,047         | 3,086          | 2          | 11            | 8             | 19            |
| Koraput            | 32         | 5,016         | 5,930         | 10,946         | 47         | 5,993          | 6,471         | 12,464         | 72         | 3,525         | 7,488         | 1,1013        |
| Malkangiri         | 16         | 2,321         | 2,575         | 4,896          | 52         | 7,098          | 7,494         | 14,592         | 0          | 0             | 0             | 0             |
| Mayurbhanj         | 39         | 3,541         | 8,743         | 12,284         | 104        | 10,317         | 14,442        | 24,759         | 1          | 0             | 0             | 0             |
| Nawapara           | 5          | 903           | 879           | 1,782          | 23         | 4,348          | 3,038         | 7,386          | 17         | 407           | 2,263         | 2,670         |
| Nayagarh           | 4          | 641           | 373           | 1,014          | 20         | 1,114          | 1,857         | 2,971          | 7          | 53            | 58            | 111           |
| Nawarangpur        | 26         | 4,256         | 6,153         | 10,409         | 51         | 6,215          | 8,794         | 15,009         | 6          | 381           | 903           | 1,284         |
| Puri               | 1          | 214           | 90            | 304            | 4          | 286            | 345           | 631            | 3          | 0             | 0             | 0             |
| Rayagada           | 28         | 4,997         | 6,712         | 11,709         | 41         | 7,671          | 5,520         | 13,191         | 59         | 2,414         | 4,510         | 6,924         |
| Sambalpur          | 10         | 1,051         | 1,848         | 2,899          | 22         | 2,188          | 1,741         | 3,929          | 20         | 405           | 693           | 1,098         |
| Subarnapur         | 1          | 204           | 26            | 230            | 8          | 310            | 975           | 1,285          | 2          | 15            | 56            | 71            |
| Sundargarh         | 35         | 3,782         | 8,039         | 11,821         | 21         | 3,254          | 2,728         | 5,982          | 68         | 4,197         | 5,210         | 9,407         |
| <b>Total State</b> | <b>318</b> | <b>43,527</b> | <b>63,720</b> | <b>10,7247</b> | <b>766</b> | <b>79,304</b>  | <b>97,329</b> | <b>17,6633</b> | <b>512</b> | <b>16,046</b> | <b>31,317</b> | <b>47,363</b> |

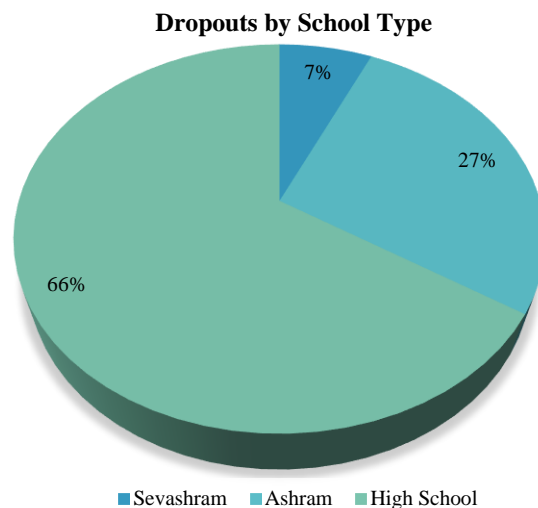
Source: ST & SC Development, Minorities & Backward Classes Welfare Department, 2012-13

Note: HS-High School; AS-Ashram School; SS-Sevashram School

Average per school enrolment of students at the high school level observed to be 337 in which 137 students per school (40.59 percent) are boys and 200 students per school are girls (59.41 percent). In *Ashram* schools, average enrolment per school estimated to be 231, comprising 127 girl students per school (55.10 percent) and 104 boy students per school (44.90 percent). In *Sevashrams*, average enrolment of students per school remains to be 93, of which 61 students per school are girls (66.12 percent) and 31 students per school are boys (33.88 percent). So, apart from overall enrolment, average per school enrolment of girls also remain higher than the boys in all school categories (Refer Table 6).

### 3.4 School Dropouts

School pass-out rate and rate of graduation of students from one standard to other is highly influenced by number of students leaving the school in the mid-course. Of the total dropout students, percentage of dropout at high school level observed relatively higher (65.9 percent) than *Ashram* (27.3 percent) and *Sevashram* schools (6.8 percent). Dropout of girls, exclusively from girl's high school stands at 2.0 percent.

**Figure 2: Dropouts at Different Category of Schools**

In all the study districts, excluding Keonjhar and Malkangiri, number of dropouts from high school level is comparatively higher than Ashram / Sevashram schools. In Keonjhar and Malkangiri, student dropout from Ashram schools is higher than high schools. Number of students dropped out of school and their percentage distribution by school type in study district is presented in the table (Refer Table 7).

**Table 7: Number of Dropouts in Study Districts by School Type**

| District    | School Type  | Number of Dropout Students<br>(% in Parentheses) |
|-------------|--------------|--|
| Gajapati    | Ashram       | 1 (2.1)  |
|             | High School  | 46 (97.9)  |
|             | <b>Total</b> | <b>47 (100)</b>                                  |
| Kandhamal   | Sevashram    | 2 (5.4)  |
|             | High School  | 28 (75.7)  |
|             | Girls School | 7 (18.9)   |
|             | <b>Total</b> | <b>37 (100)</b>                                  |
| Keonjhar    | Sevashram    | 3 (4.2)  |
|             | Ashram       | 39 (54.2)  |
|             | High School  | 30 (41.7)  |
|             | <b>Total</b> | <b>72 (100)</b>                                  |
| Koraput     | Sevashram    | 2 (3.7)  |
|             | Ashram       | 3 (5.6)  |
|             | High School  | 49 (90.7)  |
|             | <b>Total</b> | <b>54 (100)</b>                                  |
| Malkanagiri | Ashram       | 34 (65.4)  |
|             | High School  | 18 (34.6)  |
|             | <b>Total</b> | <b>52 (100)</b>                                  |
| Mayurbhanj  | Sevashram    | 5 (11.9)   |
|             | Ashram       | 14 (33.3)  |
|             | High School  | 23 (54.8)  |
|             | <b>Total</b> | <b>42 (100)</b>                                  |



| District           | School Type  | Number of Dropout Students<br>(% in Parentheses) |
|--------------------|--------------|--|
| Sundargarh         | Sevashram    | 12 (25)  |
|                    | Ashram       | 5 (10.4)   |
|                    | High School  | 31 (64.6)  |
|                    | <b>Total</b> | <b>48 (100)</b>                                  |
| <b>Grand Total</b> | Ashram       | 96 (27.27)                                       |
|                    | Sevashram    | 24 (6.82)  |
|                    | High School  | 232 (65.91)                                      |
|                    | <b>Total</b> | <b>352 (100)</b>                                 |

Note: Figures in parenthesis indicate percentage distribution of dropouts by study district.

A number of factors found responsible for higher rate of dropout of students at high school level. Major factors responsible for higher dropout at high school level are discussed in respective section of this report (Refer to Figure 2 and Table 7).

During field survey, views were gathered from the Dropout Youths on their expectations for continuation of school education. Their demands are categorised into Cultural, Social, Economic and Administrative. A total of 31 demands are discovered during the survey. Demands of Dropout Youths were captured as per the priority ranking of the respondent.

**Table 8: Priority wise Demand / Requirements of Dropout Youths**

| Demand Category       | Key Conditions                                      | Priorities |            |            |            |            |            | No. of Responses<br>(% in Parentheses) |
|-----------------------|---|------------|------------|------------|------------|------------|------------|--|
|                       |   | P 1<br>(%) | P 2<br>(%) | P 3<br>(%) | P 4<br>(%) | P 5<br>(%) | P 6<br>(%) |  |
| <b>Cultural</b>       | Family Level Support                                | 29.3       | 40.23      | 22.27      | 6.25       | 1.56       | 0.39       | 256 (72.73)                            |
|                       | Medium of Teaching (Local Tribal Language)          | 100        |            |            |            |            |            | 3 (0.85)                               |
| <b>Social</b>         | Special attention to Health                         | 30.19      | 15.09      | 22.64      | 9.43       | 15.09      | 7.55       | 53 (15.06)                             |
|                       | On time monitoring by VEC                           | 7.41       | 22.22      | 14.81      | 22.22      | 25.93      | 7.41       | 27 (7.67)                              |
|                       | Special Attention to Girl Student                   |            | 10         | 10         | 40         | 30         | 10         | 10 (2.84)                              |
|                       | Parent's Consciousness on Children's Education      | 37.5       | 12.5       | 25         |            | 12.5       | 12.5       | 8 (2.27)                               |
|                       | Special Attention to Educationally Poor Students    | 57.14      |            |            | 42.86      |            |            | 7 (1.99)                               |
|                       | Annual Get Together                                 |            |            |            |            |            | 100        | 1 (0.28)                               |
| <b>Economic</b>       | On time Payment of Stipend                          | 10.37      | 19.51      | 24.39      | 31.1       | 12.2       | 2.44       | 164 (46.59)                            |
|                       | Regular Scholarship                                 | 3.57       | 3.57       | 25         | 35.71      | 25         | 7.14       | 28 (7.95)                              |
|                       | Livelihoods Support for Family                      | 80         |            |            |            | 20         |            | 5 (1.42)                               |
| <b>Administrative</b> | Additional Financial Support to Vulnerable Students | 46.92      | 33.08      | 13.46      | 5.77       | 0.77       |            | 260 (73.86)                            |
|                       | Friendly Environment in School                      | 12.07      | 17.24      | 27.59      | 20.69      | 18.97      | 3.45       | 58 (16.48)                             |
|                       | On time Availability of Study Materials             | 4.81       | 26.92      | 32.69      | 14.42      | 15.38      | 5.77       | 104 (29.55)                            |
|                       | Distribution of Bicycle                             | 11.11      | 13.33      | 31.11      | 26.67      | 11.11      | 6.67       | 45 (12.78)                             |
|                       | Better Quality and Quantity of Food                 | 11.67      | 10         | 28.33      | 20         | 21.67      | 8.33       | 60 (17.05)                             |
|                       | Hygienic Residential Arrangement                    | 20.9       | 19.4       | 22.39      | 23.88      | 10.45      | 2.99       | 67 (19.03)                             |
|                       | Better Communication Facility to School             | 27.27      | 27.27      | 13.64      | 18.18      | 4.55       | 9.09       | 22 (6.25)                              |
|                       | Required Number of Qualified Teacher                | 16.67      | 13.33      | 36.67      | 16.67      | 10         | 6.67       | 30 (8.52)                              |

| Demand Category | Key Conditions                                    | Priorities |       |       |       |       |      |             |
|-----------------|---|------------|-------|-------|-------|-------|------|-------------|
|                 |   |            |       |       |       |       |      |             |
|                 | Counselling to Parents on Student's Attendance    | 12.95      | 18.71 | 21.58 | 23.02 | 15.83 | 7.91 | 139 (39.49) |
|                 | Sharing Student's Progress Report with Parents    | 12.5       | 12.5  | 25    | 12.5  | 25    | 12.5 | 8 (2.27)    |
|                 | Frequent Health Check-ups                         | 100        |       |       |       |       |      | 3 (0.85)    |
|                 | No Restriction on Student's Freedom inside School |            |       |       | 100   |       |      | 1 (0.28)    |
|                 | Adequate Number of School Uniforms                | 40         | 20    |       | 20    | 20    |      | 5 (1.42)    |
|                 | Special Attention to Indiscipline Students        | 62.5       | 12.5  | 25    |       |       |      | 8 (2.27)    |
|                 | TV / Sports Equipment for Entertainment           | 66.67      |       | 33.33 |       |       |      | 3 (0.85)    |
|                 | Special Attention to Sports                       | 88.89      |       |       | 11.11 |       |      | 18 (5.11)   |
|                 | Mosquito net and Blanket for Boarders             |            |       | 100   |       |       |      | 1 (0.28)    |
|                 | Free Study Materials to All                       |            |       | 100   |       |       |      | 1 (0.28)    |
|                 | Local Diet/ Tribal Diet in MDM                    | 100        |       |       |       |       |      | 1 (0.28)    |
|                 | Increasing Strength and Facilities of Hostel      | 66.67      | 16.67 |       |       | 16.67 |      | 6 (1.7)     |

Note: Figures in parentheses are percentage distribution; P stands for Priorities.

Majority of currently dropout students placed their views on the retention of tribal student focusing on various key aspects. Majority (73.86 percent) of the students feel that additional financial support to vulnerable tribal students can help in improving retention in different classes and could minimize dropout rate at primary / upper primary / elementary level. Further, for a large section of students (72.73 percent), family level support to students is highly essential because it helps to boost the morale of the children. A significant percentage of students feel that payment of stipend to students on regular basis (46.59 percent), counseling of parents for children education (39.49 percent) and regular and timely availability of study material (29.55 percent) can improve the retention rate (Refer Table 8).

**Table 9: Measures for Retention of Students; Views of Teachers**

| Measures for Retention  | No. of Responses (% in Parentheses) |
|---|-------------------------------------|
| Door to Door Campaign   | 12 (13.79)                          |
| Provide Dress, Study Materials, Boarding, Food and Sports Equipment | 12 (13.79)                          |
| Stipend Increment   | 11 (12.64)                          |
| Regular Classes   | 9 (10.34)                           |
| Discussion of Various Issues in Management Committee Meeting        | 7 (8.05)                            |
| Different type of Sports Facility like Football and Volleyball      | 6 (6.90)                            |
| Create Awareness to Allow Children to School                        | 4 (4.60)                            |
| Friendly Dealing with Students                                      | 4 (4.60)                            |
| Entertainment in School Programmes                                  | 3 (3.45)                            |
| Special Scholarship   | 3 (3.45)                            |
| Medical Facilities inside School                                    | 3 (3.45)                            |
| Healthy School Environment  | 3 (3.45)                            |
| In time donation of Cycles for 10th Students                        | 2 (2.30)                            |
| Music and Song Competition (Tribal Culture Oriented)                | 2 (2.30)                            |
| Sufficient Teaching Learning Material (TLM)                         | 2 (2.30)                            |
| Better Communication to School                                      | 1 (1.15)                            |

| Measures for Retention                  | No. of Responses (% in Parentheses) |
|---|-------------------------------------|
| Create Awareness against Child Marriage | 1 (1.15)                            |
| Hygienic Drinking Water Facility        | 1 (1.15)                            |
| Positive Influence of the PRI Members   | 1 (1.15)                            |
| <b>Total</b>                            | <b>87 (100)</b>                     |

Note: Figures in Parenthesis are Percentage distribution of responses. District specific measures for retention of students are presented in the Annexure III.

Enquiry was made to find out suggestions from teachers to retain students. In short, Door to door campaign (13.79 percent) and provision for in time supply of dresses, study materials etc. (13.79 percent) are two major steps can be taken to retain students. Besides, increment in stipend (12.64 percent), regular classes (10.34 percent), resolving issues in management committee (8.05 percent) are some other major measures can be taken to retain students. Creation of awareness and developing student-friendly and healthy infrastructure facilities in the schools are two major steps to be taken in order to retain the current student strength. Facilities like medical (Fast Aid), sports, other recreations, like music are necessary to make curriculum more entertaining. In tribal society early marriage leads to absenteeism from the formal school education. Thus, prohibition of the early marriage is the other way to retain students (*Table 9*).

**Table 10: Measures for Enrolment; Views of Teachers**

| Measures for Attracting New Students to Schools           | No. of Responses (% in Parentheses) |
|---|-------------------------------------|
| Healthy Boarding Facilities                               | 10 (18.18)                          |
| Extra-Curricular Activities (Sports, Debates, Dance etc.) | 8 (14.55)                           |
| Quality Food For Students                                 | 7 (12.73)                           |
| Friendly Behaviour to Students                            | 5 (9.09)                            |
| Better teaching Methodology                               | 5 (9.09)                            |
| Cultural Programme  | 4 (7.27)                            |
| Counseling to the Parents (on Absenteeism)                | 4 (7.27)                            |
| Well Equipped School Infrastructure                       | 4 (7.27)                            |
| Create Awareness through Mothers-Teachers Association     | 3 (5.45)                            |
| Establishment of Health Center nearby School              | 2 (3.64)                            |
| Adequate Number of Trained Teachers                       | 2 (3.64)                            |
| Student-Friendly Teaching Curriculum                      | 1 (1.82)                            |
| <b>Total</b>  | <b>55 (100)</b>                     |

Note: Figures in Parentheses are percentage distribution of responses. Measures for enrolment in the sample districts are presented in Annexure IV.

Apart from retaining students, it was attempted to find out probable ways for attracting new students. Healthy boarding facilities (18.18 percent), organising extracurricular activities (14.55 percent) and quality food for students (12.73 percent) are some of the vital measures that can improve students retention in schools (teachers view). Incorporating co-curricular activities, both in schools and residential hostels, like songs, dance and sports can create scope to show the talent of the students in other areas (*Table 10*).

### 3.5 Profile of Dropout Youths

Number of students dropped out of school, irrespective of the class standard observed varying across tribal communities. Of the total 352 dropout students, highest number of dropouts, irrespective of educational level, observed among Kondh (17.3 percent) followed by Bhuyan (14.2 percent) and Munda community (13.9 percent). The lowest number of dropouts is marked among the Gadaba (0.9 percent), Bhumij (0.9 percent), Gond (1.1 percent) and Bathudi (1.1 percent). Dropout of students by ethnic groups reveal that in Gajapati district, dropout of students among Saora tribe is the highest, followed by Savara. Similarly, in Kandhamal district, the highest dropout of students are from Kondh tribe, Bhuyan in Keonjhar district (43.1 percent) followed by Munda (33.3 percent); Kondh in Koraput (51.9 percent) followed by Bhattada (31.5 percent), Bhumia in Malkangiri (96.2 percent); Kolha in Mayurbhanj (50.0 percent) followed by Santal (23.8 percent) and Munda in Sundargarh (41.7 percent) followed by Bhuyan (25.0 percent). Higher number of dropout youths, irrespective of educational level, is the highest among the major tribes of the districts under study compared to tribal community with less concentration.

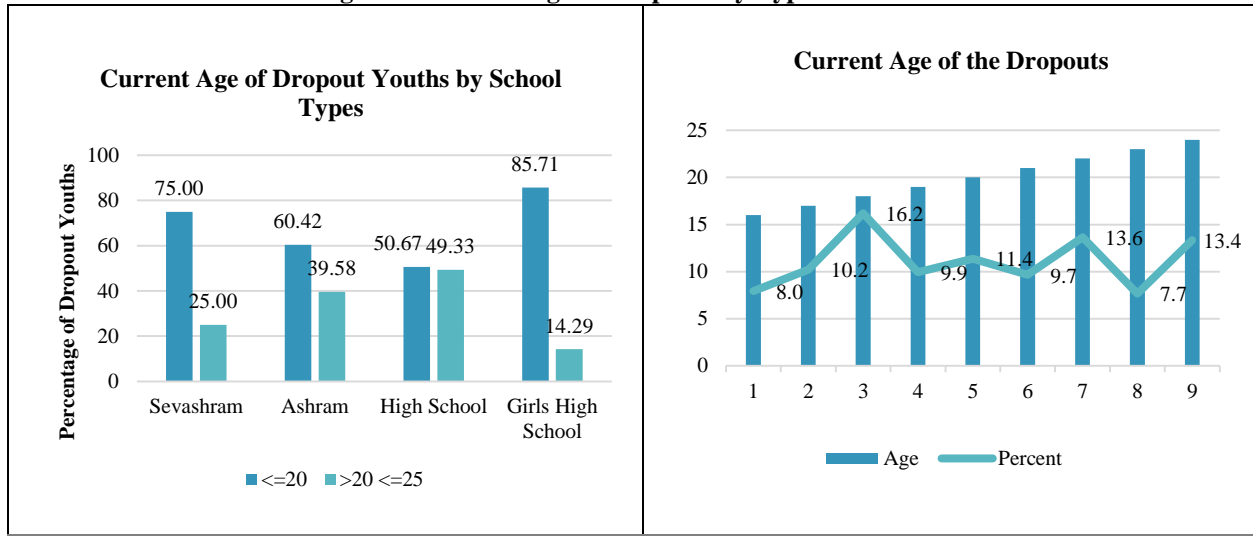
**Table 11: Dropouts by Scheduled Tribe in Study Districts**

| District     | Tribal Community | Number and Percentage of Dropouts | District     | Tribal Community | Number and Percentage of Dropouts |            |
|--------------|------------------|-----------------------------------|--------------|------------------|-----------------------------------|------------|
| Gajapati     | Soura            | 38 (80.85)                        | Keonjhar     | Bhuyan           | 31 (43.06)                        |            |
|              | Munda            | 2 (4.26)                          |              | Munda            | 24 (33.33)                        |            |
|              | Savara           | 7 (14.89)                         |              | Juang            | 13 (18.06)                        |            |
|              | <b>Total</b>     | <b>47 (100)</b>                   |              | Kolha            | 1 (1.39)                          |            |
| Kandhamal    | Juang            | 1 (2.70)                          |              | Bathudi          | 1 (1.39)                          |            |
|              | Kondh            | 32 (86.49)                        |              | Santal           | 2 (2.78)                          |            |
|              | Gond             | 4 (10.81)                         |              | <b>Total</b>     | <b>72 (100)</b>                   |            |
|              | <b>Total</b>     | <b>37 (100)</b>                   |              |                  |                                   |            |
| Koraput      | Kondh            | 28 (51.85)                        |              | Malkangiri       | Bhumia                            | 50 (96.15) |
|              | Bhumia           | 2 (3.70)                          |              |                  | Juang                             | 1 (1.92)   |
|              | Gadba            | 3 (5.56)                          | Kondh        |                  | 1 (1.92)                          |            |
|              | <b>Total</b>     | <b>54 (100)</b>                   | <b>Total</b> |                  | <b>52 (100)</b>                   |            |
|              | Mayurbhanj       | Bhatra                            | 17 (31.48)   | Sundargarh       | Bhuyan                            | 12 (25)    |
| Bhuyan       |                  | 4 (7.41)                          | Munda        |                  | 20 (41.67)                        |            |
| Santal       |                  | 10 (23.81)                        | Khadia       |                  | 7 (14.58)                         |            |
| Bhumij       |                  | 3 (7.14)                          | Bhatra       |                  | 2 (4.17)                          |            |
| Munda        |                  | 2 (4.76)                          | Bhumij       |                  | 1 (2.08)                          |            |
| Kolha        |                  | 3 (7.14)                          | Kissan       |                  | 6 (12.50)                         |            |
| Bathudi      |                  | 21 (50)                           | <b>Total</b> |                  | <b>48 (100)</b>                   |            |
| <b>Total</b> |                  | <b>42 (100)</b>                   |              |                  |                                   |            |

Note: Figure in parenthesis is the percentage distribution of dropouts in each study district.

As formal age identification record of tribal could not be obtained for verification, age proof available in the school record and based on the opinion of concerned person / family member, current age of the dropout is calculated. Assessment of the current age of the dropout youths is objectively driven to understand whether they want to continue their formal study in the coming days / years if they are at the educational age or whether they have or can join the workforce if they are at the legally employable age (> 14 years).

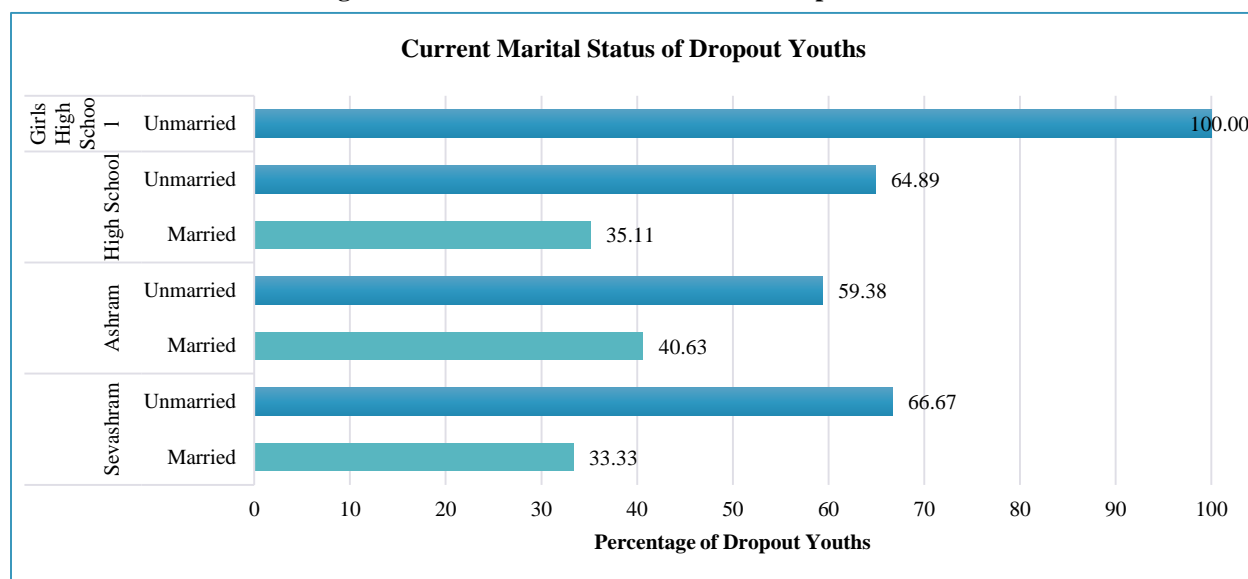
Figure 3: Current Age of Dropouts by Types of Schools



As observed, majority of the earlier dropout youths (55.68 percent) are below or equal to 20 years of age while the remaining (44.32 percent) dropout students are in the age range of >20 and <=25 years. Through formal and / or informal education, dropout students in <=20 years age group can be re-enrolled or all the dropout youths in different age groups can be imparted with skill based training. Current age of dropout youths by school type (last enrolled school) reveals that majority of the students, irrespective of their dropout status are in the age group of <=20 years. But significant percentage of earlier dropout youths from high school level (49.3 percent) are in the age group of >20 <=25 years (Figure 3).

### 3.5.1 Marital Status of Dropouts

Around 64.2 percent dropout youths are currently unmarried and engaged in different activities like the married dropout youths (35.8 percent). Even dropout girls of high schools are yet to be married. This indicates the increasing sensitization among the tribal boys and girls against the early marriage system. Looking at the educational institution specific dropout youths and their marital status, it is pertinent to say that in all the institutional segments (last dropout institution), the trend remains the same (Refer Figure 4).

**Figure 4: School Wise Marital Status of Dropout Youths**

### 3.6 Dropouts and Factors Responsible

Unlike enrolment, record of dropouts were not maintained and updated in the official records of the department with regard to SSD schools. Hence the ST dropout figures were collected from Odisha Primary Education Programme Authority (OPEPA) for primary and upper primary level. High school level dropout figures were collected from *Rastriya Madhyamik Shiksha Abhiyana* (RMSA). The Grade Specific dropout rate is calculated by OPEPA while RMSA uses Crude Cohort dropout rate<sup>16</sup>. Both the sources, i.e., OPEPA and RMSA take into consideration schools functioning under S&ME Department and ST & SC Development, Minorities & Backward Classes Welfare Department for calculating the dropout rate.

In a tribal society, average age of enrolment of children in school is normally higher than the stipulated age of enrolment in formal school. But with the increasing focus on pre-school education (in Anganwadi Centers), and formal enrolment in primary education, a trend of change can be marked in the current scenario. But as the study covers students from 16 to 24 age group, it is expected that age of enrolment in formal educational institutions would not have influenced much with the current educational policies. Secondly, the age of enrolment also varies as students enrolled themselves in different grades / classes, i.e., some enrolled in high school after completion of primary and dropout of school whereas some others enrolled in primary and discontinued from primary level. Irrespective of class, age of enrolment of dropout students found to be within 5 to 7 age group in 46.02 percent cases, 7.95 percent in 8 to 10 age group, 41.19 percent in 11 to 13 age group and 4.83 percent in 14 to 16 age group. Year of admission of current dropout students reveals that about 34.09 percent dropouts of school, were enrolled between 1990 and 2000. Whereas 65.91 percent current dropout youths were enrolled in school during 2001 to 2010 in order to include them under the age group of 16-24 during the study.

<sup>16</sup> Students Enrolled in Class I (Five Year Ago) V/s Students Passed in Class V (after Five Years)

**Table 12: Age and Year of Admission of Dropout Youths**

| Age of Admission     | Age and Class of Admission    |                 |                  |                 |                    |                 |                  |                 | Total            |
|----------------------|-------------------------------|-----------------|------------------|-----------------|--------------------|-----------------|------------------|-----------------|------------------|
|                      | Admission to Level of Classes |                 |                  |                 |                    |                 |                  |                 |                  |
|                      | Class I                       | Class III       | Class IV         | Class V         | Class VI           | Class VII       | Class VIII       | Class IX        |                  |
| 5                    | 25 (15)                       |                 |                  |                 |                    |                 |                  |                 | 25 (7.10)        |
| 6                    | 94 (56.3)                     |                 |                  |                 | 1 (0.7)            |                 |                  |                 | 95 (26.99)       |
| 7                    | 42 (25.1)                     |                 |                  |                 |                    |                 |                  |                 | 42 (11.93)       |
| 8                    | 3 (1.8)                       | 1 (100)         |                  |                 |                    |                 |                  |                 | 4 (1.14)         |
| 9                    |                               |                 | 2 (7.4)          |                 |                    |                 |                  |                 | 2 (0.57)         |
| 10                   | 3 (1.8)                       |                 | 18 (66.7)        |                 | 1 (0.7)            |                 |                  |                 | 22 (6.25)        |
| 11                   |                               |                 | 4 (14.8)         | 2 (100)         | 68 (50.4)          |                 | 1 (5.9)          |                 | 75 (21.31)       |
| 12                   |                               |                 | 1 (3.7)          |                 | 53 (39.3)          |                 |                  |                 | 54 (15.34)       |
| 13                   |                               |                 | 1 (3.7)          |                 | 8 (5.9)            | 1 (50)          | 5 (29.4)         | 1 (100)         | 16 (4.55)        |
| 14                   |                               |                 | 1 (3.7)          |                 | 4 (3)              | 1 (50)          | 7 (41.2)         |                 | 13 (3.69)        |
| 15                   |                               |                 |                  |                 |                    |                 | 2 (11.8)         |                 | 2 (0.57)         |
| 16                   |                               |                 |                  |                 |                    |                 | 2 (11.8)         |                 | 2 (0.57)         |
| <b>Total</b>         | <b>167 (100)</b>              | <b>1 (100)</b>  | <b>27 (100)</b>  | <b>2 (100)</b>  | <b>135 (100)</b>   | <b>2 (100)</b>  | <b>17 (100)</b>  | <b>1 (100)</b>  | <b>352 (100)</b> |
| <b>Total Percent</b> | <b>167 (47.44)</b>            | <b>1 (0.28)</b> | <b>27 (7.67)</b> | <b>2 (0.57)</b> | <b>135 (38.35)</b> | <b>2 (0.57)</b> | <b>17 (4.83)</b> | <b>1 (0.28)</b> |                  |

Note: Figures in parenthesis indicate number of students, No student from Class II.

Age of admission of dropout students in class one varies within 5 to 10 years whereas majority got admitted at the age of 6 and 7. Similarly, majority of 66.7 percent students dropped out at the age of 10 got admitted in class 4, at the age 11 and 12 in class 6 and from age 12 to 16 in higher classes i.e. from class 7 to 9. Age of admission of Dropout Youths found to be distributed within the age group of 5 to 16. Minimum and Maximum age at the time of admission to the last enrolled class found to be 5 and 16 respectively with mean age of admission is 9 years (median age of 10 years). Whereas minimum and maximum age at the time of dropout observed to be 6 and 19 with mean age of dropout is 13 years (median age of 13 years). So, on an average, a current dropout student was in school for 4 years, after his/her last admission, irrespective of the year and class of admission (Refer Table 12).

**Table 13: Age at the time of Admission and Dropout of Dropout Youths**

| Age of Admission | Age at the time of Dropout (Age in completed year) |      |       |       |       |       |       |       |       |       |      |      |      |      | Total |       |
|------------------|--|------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|-------|-------|
|                  | 6  | 7    | 8     | 9     | 10    | 11    | 12    | 13    | 14    | 15    | 16   | 17   | 18   | 19   |       |       |
| 5                | 4.00   | 8.00 | 24.00 | 16.00 | 36.00 | 4.00  | 0.00  | 4.00  | 4.00  | 0.00  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00  | 7.10  |
| 6                | 0  | 1.05 | 5.26  | 18.95 | 15.79 | 28.42 | 9.47  | 10.53 | 3.16  | 5.26  | 2.11 | 0.00 | 0.00 | 0.00 | 0.00  | 26.99 |
| 7                | 0  | 0.00 | 2.38  | 0.00  | 11.90 | 16.67 | 26.19 | 11.90 | 19.05 | 4.76  | 4.76 | 2.38 | 0.00 | 0.00 | 0.00  | 11.93 |
| 8                | 0  | 0.00 | 25.00 | 25.00 | 0.00  | 0.00  | 0.00  | 0.00  | 50.00 | 0.00  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00  | 1.14  |
| 9                | 0  | 0.00 | 0.00  | 0.00  | 0.00  | 50.00 | 0.00  | 50.00 | 0.00  | 0.00  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00  | 0.57  |
| 10               | 0  | 0.00 | 0.00  | 0.00  | 0.00  | 4.55  | 9.09  | 27.27 | 27.27 | 27.27 | 0.00 | 4.55 | 0.00 | 0.00 | 0.00  | 6.25  |



| Age of Admission | Age at the time of Dropout (Age in completed year) |             |             |             |             |              |              |              |              |              |             |             |             |             |               |
|------------------|--|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|---------------|
|                  | 6  | 7           | 8           | 9           | 10          | 11           | 12           | 13           | 14           | 15           | 16          | 17          | 18          | 19          | Total         |
| 11               | 0  | 0.00        | 0.00        | 0.00        | 0.00        | 2.67         | 18.67        | 25.33        | 33.33        | 20.00        | 0.00        | 0.00        | 0.00        | 0.00        | 21.31         |
| 12               | 0  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00         | 12.96        | 31.48        | 33.33        | 18.52        | 3.70        | 0.00        | 0.00        | 0.00        | 15.34         |
| 13               | 0  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00         | 0.00         | 25.00        | 12.50        | 43.75        | 6.25        | 12.50       | 0.00        | 0.00        | 4.55          |
| 14               | 0  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00         | 0.00         | 0.00         | 23.08        | 38.46        | 15.38       | 7.69        | 7.69        | 7.69        | 3.69          |
| 15               | 0  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00         | 0.00         | 0.00         | 0.00         | 100.00       | 0.00        | 0.00        | 0.00        | 0.00        | 0.57          |
| 16               | 0  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         | 100.00      | 0.00        | 0.00        | 0.00        | 0.57          |
| <b>Total</b>     | <b>0.28</b>  | <b>0.85</b> | <b>3.69</b> | <b>6.53</b> | <b>8.24</b> | <b>11.08</b> | <b>12.22</b> | <b>17.90</b> | <b>19.32</b> | <b>14.77</b> | <b>3.13</b> | <b>1.42</b> | <b>0.28</b> | <b>0.28</b> | <b>100.00</b> |

Comparing age at the time of admission and age at the time of dropout, it is observed that 7.10 percent of the total dropout youths get enrolled in the school at the age of 5, of which 4 percent dropped out of school at the age of 6 (after one year of schooling), 8.0 percent at the age of 7 (after two years of schooling), 24.0 percent at the age of 8 (after three years of schooling), 16.0 percent at the age of 9 (after four years of schooling) and 36.0 percent at the age of 10 years (after five years of schooling). So, within five years of schooling i.e. at the primary level, about 88.0 percent students dropped out of school. Years of schooling of dropout youths highlights that about 5.4 percent left school in the same year of admission, whereas 11.9 percent dropped out of school in the next year, 16.5 percent completed 2 years of schooling and majority of 20.5 percent completed three years of schooling. Five years of schooling is completed by 14.5 percent of current dropped out youths. Majority of the current dropout youths failed to complete their primary and upper primary schooling. With increasing class standards, number of dropout youths got reduced as majority of the students dropped out of school in early schooling periods. Repetition in class, during the schooling period is marked only in 3.4 percent cases (*Refer to Table 13*).

**Table 14: Percentage of Boarders and Day Scholars among the Dropouts**

| Years of Schooling | Percentage of Boarders | Percentage of Day Scholars |
|--------------------|------------------------|----------------------------|
| <1                 | 9 (4.59)               | 10 (6.41)                  |
| 1                  | 20 (10.20)             | 22 (14.10)                 |
| 2                  | 32 (16.33)             | 26 (16.67)                 |
| 3                  | 42 (21.43)             | 30 (19.23)                 |
| 4                  | 23 (11.73)             | 28 (17.95)                 |
| 5                  | 28 (14.29)             | 23 (14.74)                 |
| 6                  | 13 (6.63)              | 7 (4.49)                   |
| 7                  | 13 (6.63)              | 5 (3.21)                   |
| 8                  | 6 (3.06)               | 3 (1.92)                   |
| 9                  | 7 (3.57)               | 1 (0.64)                   |
| 10                 | 3 (1.53)               | 1 (0.64)                   |
| <b>Total</b>       | <b>196 (100)</b>       | <b>156 (100)</b>           |

About 196 dropout youths (55.68 percent) were boarders in their last schooling period whereas remaining 156 (44.32 percent) were day scholars. Completion of 3 years of schooling by the current dropout youths is highest in both the cases among all i.e. 23 boarders (21.43 percent) and 30 day scholars (19.23 percent). Completion of 5 years of schooling in boarder and day scholar is more or less same i.e. 14.29 percent and 14.74 percent (*Refer to Table 14*). It is expected that

boarders, with all facilities, would continue their education in comparison to day scholars, but such trend is not visible prominently.

### 3.6.1 Reasons of Dropout

A number of reasons found responsible for the dropout of the students. The major reasons that perceived by the dropped out youths, considered by them to be key for their dropping out of the school are as follows.

1. Support to family economy (72.44 percent)
2. Study courses note interesting (38.35 percent)
3. Unwillingness of parents to continue education (36.08 percent)
4. Chronic sickness of student (22.16 percent)
5. Negatively influenced by out of school friends /relatives (22.16 percent)
6. Death of parents (20.74 percent)
7. Fear of classroom punishment (14.77 percent)
8. Failure in class succession examination (14.20 percent)
9. Poor financial condition of the family (12.50 percent)
10. Strict discipline inside school campus (No flexibility) (11.65 percent)

**Table 15: Factors of Dropouts; Views of Parents / Guardians**

| <b>Factors of Dropouts</b>                                       | <b>No. of Responses</b> |
|--|-------------------------|
| Acute Financial Shortage   | 177 (34.57)             |
| Disinterest of Children towards Study                            | 123 (24.02)             |
| Chronic Health Issues of Parents and Children                    | 52 (10.16)              |
| Death of Father/Mother/Guardian                                  | 43 (8.40)               |
| Demotivated by Friends   | 38 (7.42)               |
| Unsuccessful in Class Examinations                               | 24 (4.69)               |
| Lack of Guardianship   | 15 (2.93)               |
| Support to Family Income   | 13 (2.54)               |
| More Priority to Income  | 8 (1.56)                |
| Distance of School/ No Children from the locality attends School | 7 (1.37)                |
| Non-availability of Hostel Facility                              | 6 (1.17)                |
| Lack of Awareness on Education and Beneficiary Schemes           | 2 (0.39)                |
| No Importance to Schooling (For more Children)                   | 2 (0.39)                |
| Displacement of Family   | 2 (0.39)                |
| <b>Total</b>   | <b>512 (100)</b>        |

*Note: Figures in parenthesis are percentage distribution of multiple responses. However, these factors are restricted to the students of the SSD schools only. District specific factors of dropouts as per parents is presented in Annexure V.*

Those left school without any compulsion are happy for discontinuation (3.1 percent) as by this act, they could able to contribute to family income and could able to get rid of day to day education related fear. However, majority of the dropout youths regret for leaving school (60.8 percent) as educational discontinuation was because of single or multiple factors. They feel that had they been continuing their education, they could have got service (28.5 percent), life could have much better (18.2 percent), could have earned more with more knowledge and skill base (11.7 percent), could have come at par with friends who have gone much ahead by educating themselves (31.8 percent)

etc. In spite of regret, a significant mass of the dropout youths does not fill further continuation in education (67.9 percent) due to various reasons. Reasons of school dropouts, as per parents / guardians is presented below.

Besides the dropout youths, factors responsible for dropout of students from school were also discussed with their parents / guardian to validate the reasons cited by the dropout youths for leaving school. Out of total 352 dropout youths, parents of 330 dropout youths (93.75 percent) had marked out valid reasons for dropout of their children and rest 22 parents (6.25 percent). A total of 14 factors are identified and in cases of 162 parents (49.09 percent), multiple reasons are found to be the cause of leaving schools. In financial shortage is the highest factor for discontinuing schooling (34.57 percent), followed by disinterest towards study (24.02 percent), health issues of parents and children (10.16 percent) (*Refer Table 15*).

#### Case 1:

Bana Hembram, a 20 years old young Santal boy, of Mundasahi of Betna village under Betna Gram Panchayat of Baripada block of Mayurbhanj district is now engaged in Goatery. He lost his father few years back and his mother Phulmati Hembrem earns through wage engagement. He has spent 4 years in Betna Ashrama Schools and left the school while he was 11 years due to lack of interest in the study and frequent illness. Bana expresses no negative or positive reactions for his discontinuity of school education. Besides, Bana prefers to contribute to his family income rather attending schools. He supported his mother and father in forest collection and wage labour. He does not want to carry on formal education in future due to rigorous engagement in the goatery business and participating in the household affairs after the death of his father. During his short duration stay in the Betna Ashrama school, Bana remarks regular stipend, additional supports to vulnerable students, quality foods and healthy residential arrangements in tribal development schools can slow down the dropout rate. Goatery is a profitable business for Bana and he demands financial support from Government or supply of healthy breeds of goat. Technical support like precaution to be taken for disease control among the goats is indispensable. His family is supported under BPL Rice scheme from the State Government. Hence currently Bana is engaged in his business of Goatery and getting around ₹1000- ₹1500 per month on average by selling goats. However, Bana's mother has a different view on the current engagement of Bana. For her mother, Phulamati Hembrem, engagement in Poultry can yield his son a substantial profit than Goatery. Currently, Bana has no intention to engage in poultry and desires to prosper his Goatery business

#### Case 2:

Rabi Dehuri of Talapada village of Kuanra gram panchayat of Banspala block of Keonjhar has a different story to reveal. Rabi is now 22 years old and belongs to Bhuyan community. Rabi left the Kanjipani Ashrama school at the age of 13 in 2004 when he was enrolled in 6th class. His family depends on cultivation and wage labour for earning breads. Rabi admits his disinterest for study and bullied attitudes of friends as two major reasons for leaving school education. However he is interested in re-joining the school only to complete matriculation and to work for any private organisation. Rabi regrets, "Had his parents would have paid attention to his study, he would have been continuing education till date". Alas! He left school and currently engaged in wage labour supplementing to his household income. He gathers ₹5000 per month from wage labour and cultivation. But he is not happy with his current occupation and demands training in electrical or mechanical trade for house wiring or cycle repairing. His parents also feel the lack of education has marred the life of Rabi. Despite, Rabi has deep interest to complete matriculation and post-matriculation vocational training. He hopes, "Necessary steps from Government can support him to fulfil his education and training in order to be engaged as an employee in some for-profit firm.

## Case 3:

Raghu Santa belongs to Padeiguda village of Ramgiri GP of Boipariguda block of Koraput district. Raghu is a 16 years old Kondh youth. Raghu was a boarder in Gupteswar High School and left school at 9th class. He was admitted in school at the age of 13 in 6th class. He completed all the class examinations without detention indicating good study performance. But he was forced to leave the school due to frequent illness. He had health complications like cold, fever and some other physical ailments. Raghu failed to clarify whether he has been suffering from any genetic disorders like Thalassemia or Sickle Cell Disorders. Presently, he is engaged in wage labour, but dedicate less time to physical labour due to poor health conditions. Raghu still aspire to continue school education only if he overcomes his frequent illness in future. He desires to complete matriculation examination to get a Government job. Raghu is blessed with 2 acre of land and he also wants to start Goatery firm. He demands financial assistance from Government to establish Goatery firm. For him, Goatery is less physical effort demanding and benefiting too. Besides, Raghu has interest in two wheeler repairing and asks for vocational training in automobile repairing. His parents also agree to this proposal of two wheeler repairing training due to growing demand in the localities. Raghu was good at study and desire to carry on study in future. He did not seek any Government support for retaining schools. All he prays before god to get rid of frequent illness to complete his matriculation.

## Case 4:

Ramakanta Mandal, son of Bhikari Mandal, is a resident of Tumba village of Koinpur grampanchayat, Rayagada block of Gajapati district. Ramakanta is currently 24 years old unmarried Soura youth. His family relies on cultivation and Rama is currently engaged in agrarian activities. Rama left Koinpur high school at the age of 15 when he was in 9th class due to his disinterest for study and to add to his family income. Rama failed to score better and left school education due to his decreasing marks scored overtime. However he expressed his grief for leaving the school. Rama vividly realized, "Higher education would have enabled him to earn money and red and prestige in the society". Presently, his father also persuades him to continue education if scopes are available. Rama has obtained all sorts of facilities while in the school. For him, "Additional financial support to vulnerable or needy students would have retained more students in schools". Besides, support from family was indispensable to carry on school education according to Ramakanta. He has taken a 15 days Plumber training in 2008 under Government scheme. But till date he has not engaged as plumber. Hence the training remains futile to him. However, his parents aspire more training on plumbing and engagement in the public sector job. Ramakanta is not at all satisfied with present engagement status and desire to continue school education for knowledge and social acknowledgment.

**Table 16: Reasons of School Dropout, Views of Teachers**

| Reasons of Dropout                             | No. of Responses (% in Parentheses) |
|--|-------------------------------------|
| Lack of Awareness of Illiterate Guardian       | 29 (22.14)                          |
| Poor Financial Conditions                      | 21(16.03)                           |
| Livelihood Engagement in Family                | 17 (12.98)                          |
| Early Marriage                                 | 10 (7.63)                           |
| Disinterest of Student towards Education       | 10 (7.63)                           |
| Disinterest of Guardian towards Education      | 9 (6.87)                            |
| Communication Barriers                         | 6 (4.58)                            |
| Lack of Adequate Facilities in Schools         | 5 (3.82)                            |
| Health Problem of Student                      | 3 (2.29)                            |
| Family Problem of Student                      | 3 (2.29)                            |
| Overage of Student                             | 2 (1.53)                            |
| Migration of Student                           | 2 (1.53)                            |
| Traditional Alcohol Consumption                | 2 (1.53)                            |
| Difficulties in Coping with School Environment | 2 (1.53)                            |
| Language Problem for Students                  | 2 (1.53)                            |
| Child Labour                                   | 1 (0.76)                            |

| Reasons of Dropout                      | No. of Responses (% in Parentheses) |
|---|-------------------------------------|
| Taking Care of Younger Siblings         | 1 (0.76)                            |
| Taking Care of Domesticated Animals     | 1 (0.76)                            |
| Social Ignorance/ Lack of Awareness     | 1 (0.76)                            |
| Sickness of the Student                 | 1 (0.76)                            |
| Lack of Job Opportunity after Schooling | 1 (0.76)                            |
| Lack of Teachers in the School          | 1 (0.76)                            |
| No Sufficient Boarding Facility         | 1 (0.76)                            |
| <b>Total</b>                            | <b>131 (100)</b>                    |

Note: Figures in parenthesis indicate the percentage distribution of responses. District specific details are presented in the Annexure VI.

According to teachers' illiteracy of parents / guardian is the major reason for school dropout (22.14 percent) followed by poor financial condition of the family (16.03 percent) and engagement in earning (12.98 percent). Early marriage and disinterest for the school education are other two reasons for the school dropout. It is obvious that the children are engaged in household or income generating activities and lack appropriate interest towards education. However, language problems, strict school environment, insufficiency of teachers are some factors to be taken care of to restrict dropout (Refer Table 16). Some of the reasons that are found to be emphasized by all the three category of respondents are as follows.

1. Poor financial condition / support to family income (72.44 percent by dropouts; 35.5 percent by parents; 16.03 percent by teachers)
2. Lack of interest of students (38.35 percent by dropouts; 24.5 percent by parents; 7.63 percent by teachers)
3. Unwillingness of parents / unawareness (36.08 percent by dropouts; 0.3 percent by parents; 22.14 percent by teachers)
4. Chronic health problem of student (22.16 percent by dropouts; 12.4 percent by parents; 2.29 percent by teachers)
5. Demotivated by friends (22.16 percent by dropouts; 5.2 percent by parents)

Note: In all the cases, Primary Reasons collected from the Parents are only given.

Current way of implementation of educational schemes / programmes observed to be deficient in meeting the demand side requirements. Total 25 gap areas relating to education and other programme implementation were identified which are more or less interrelated.

**Table 17: Scheme/Programme Implementation Gaps leading to School Dropouts**

| Identified Implementation Gaps                                | No. of Responses |
|---|------------------|
| Insufficient Teachers/ No Teachers in Remote Pockets          | 31 (20.67)       |
| Lack of Awareness on Government Programmes (on Education)     | 14 (9.33)        |
| Inadequate School Infrastructure                              | 11 (7.33)        |
| Lack of Classrooms  | 11 (7.33)        |
| Lack of Experienced / Quality Teachers                        | 11 (7.33)        |
| Improper / No Timely Monitoring                               | 11 (7.33)        |
| Shortage in Implementation of Government Education Programmes | 10 (6.67)        |
| Poor Teaching for Over workload Teachers                      | 6 (4.00)         |

| Identified Implementation Gaps                                | No. of Responses |
|---|------------------|
| Poor Communication Facilities                                 | 6 (4.00)         |
| Inadequate Study Materials for Day Scholars/Boarders          | 6 (4.00)         |
| Poor Food Quality   | 5 (3.33)         |
| No Hostel Facilities for Post-Primary Education               | 4 (2.67)         |
| Prevalence of Child Labour in Tribal Society                  | 4 (2.67)         |
| Inadequate Drinking Water Facility in Schools                 | 3 (2.00)         |
| Low and Irregular Salary of <i>Siskha Sahayaka</i>            | 3 (2.00)         |
| Improper Management in Hostels                                | 3 (2.00)         |
| No Supply of Sports Equipment to Every School                 | 2 (1.33)         |
| Frequent Transfer of Teaching and Non-Teaching Staffs         | 2 (1.33)         |
| No Ashram School in Close Proximity                           | 1 (0.67)         |
| Equal Salary Structure for Senior and Junior Teachers         | 1 (0.67)         |
| No Separate Schools for Boys and Girls                        | 1 (0.67)         |
| Provision for Compulsory Education up to High School          | 1 (0.67)         |
| Establishment of Public School                                | 1 (0.67)         |
| Lack of Job Opportunities in the Locality for Educated Youths | 1 (0.67)         |
| Faulty Implementation of Poverty Eradication Programmes       | 1 (0.67)         |
| <b>Total</b>  | <b>150 (100)</b> |

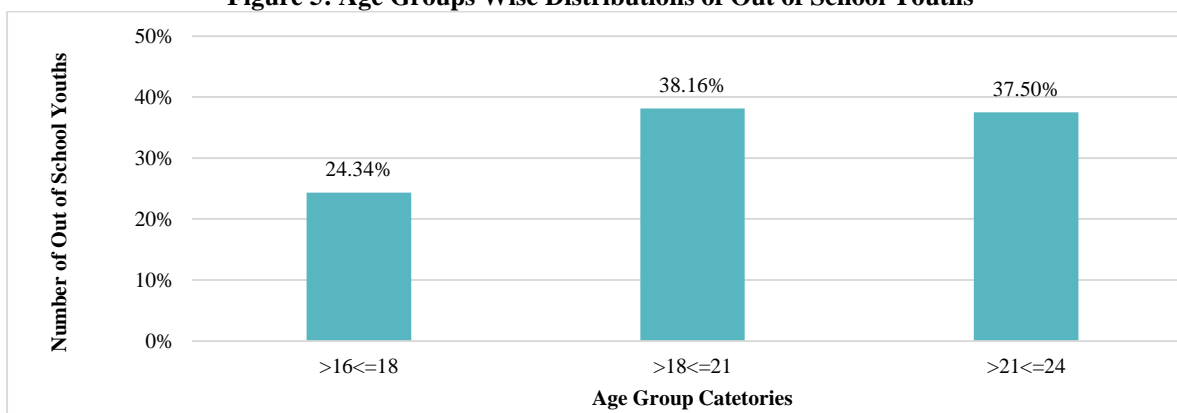
Note: Figure in parenthesis indicate percentage distribution of multiple responses.

Insufficient teachers in remotely located schools (20.67 percent), lack of awareness on the Government educational programmes (9.33 percent), inadequate boarding facilities (7.33 percent) and poor monitoring (7.33 percent) were some of the major reasons. Besides, teaching medium in non-tribal language and disinterest among the parents for children's education, early marriage, linguistic barrier, and non-native feeling of the teachers identified as some other causes for dropout of students. Most of these gaps are related to educational system and its implementation in the study areas. Thus a collective effort, both from government and local community is required to be strengthened to improve the situation. Deployment of trained and experienced teachers with proper mechanism for the retention of teachers and students are the suggested reforms for improvement of educational environment in tribal schools (*Refer Table 17*).

### 3.7 Profile of the Out of School Youths

Out of school youths were covered within the age group of 16 to 24 years. Three age groups were formed for convenient representation with equal intra-group class interval of 3 years. Due to the tracer approach of the study, uniformity in the age group of the youths did not remain constant during field survey due to non-availability of age group specific youths. However, the age group of 19-21 and 22-24 have almost equal sample size viz. 58 (38.16 percent) and 57 (37.50 percent) respectively. Comparatively sample coverage in the age group of 16-19 is low with 37 youths (24 percent) (*Refer Figure 5*).

Figure 5: Age Groups Wise Distributions of Out of School Youths



Out of the total 152 out of school youths; 126 (83 percent) were male and 26 (17 percent) were female. Out of 126 males, 64 (51 percent) were married and 62 (49 percent) were unmarried while all 26 females are unmarried. Married women are not included in sample during the field survey for convenience.

Table 18: Number and Percentage of Out of School Children among Tribes in Sample Districts

| District     | Tribal Community | No. and Percentage of Out of School Youths | District   | Tribal Community | No. and Percentage of Out of School Youths |
|--------------|------------------|--|------------|------------------|--|
| Gajapati     | Soura            | 23 (100)                                   | Keonjhar   | Bhuyan           | 7 (22.58)                                  |
|              | <b>Total</b>     | <b>23 (100)</b>                            |            | Munda            | 18 (58.06)                                 |
| Kandhamal    | Bhumij           | 1 (9.09)                                   |            | Juang            | 6 (19.35)                                  |
|              | Kondh            | 9 (81.82)                                  |            | <b>Total</b>     | <b>31 (100)</b>                            |
|              | Gond             | 1 (9.09)                                   |            |                  |  |
|              | <b>Total</b>     | <b>11 (100)</b>                            | Malkangiri | Santal           | 1 (4.55)                                   |
| Koraput      | Kondh            | 7 (30.43)                                  |            | Bhumij           | 21 (95.45)                                 |
|              | Bhumia           | 4 (17.39)                                  |            | <b>Total</b>     | <b>22 (100)</b>                            |
|              | Gadaba           | 5 (21.74)                                  |            |                  |  |
|              | Paraja           | 7 (30.43)                                  | Sundargarh | Bhuyan           | 5 (21.74)                                  |
| <b>Total</b> | <b>23 (100)</b>  | Munda                                      |            | 15 (65.22)       |  |
| Mayurbhanj   | Santal           | 4 (22.22)                                  |            | Khadia           | 1 (4.35)                                   |
|              | Bhuyan           | 3 (16.67)                                  |            | Munda Lohara     | 2 (8.70)                                   |
|              | Bhumij           | 1 (5.56)                                   |            | <b>Total</b>     | <b>23 (100)</b>                            |
|              | Munda            | 1 (5.56)                                   |            |                  |  |
|              | Kolha            | 8 (44.44)                                  |            |                  |  |
|              | Bathudi          | 1 (5.56)                                   |            |                  |  |
|              | <b>Total</b>     | <b>18 (100)</b>                            |            |                  |  |

Note: As reliable data on out of school youths were not available, village level survey was conducted in sample study areas, with the support of local community and local school authorities to identify such youths.

Of the total 152 out of school youths covered under the study, highest of 32 youths were from Keonjhar and lowest of 11 youths from Sundargarh district. In the district of Gajapati, only Soura tribe was covered. Santal, Bhuyan, Munda, Kolha, Bathudi are some other tribal communities from where out of school youths are traced during the study (Refer Table 18).



### 3.8 Factors Responsible for Out of School

Remaining out of school, especially in the elementary level, is still a concern and more specifically in tribal dominated areas. Along with systemic issues, i.e., current educational system and its outreach, there are a number of factors that acts as a barrier in the way of achieving the objective of universalization of elementary education. With its realization, government has been taking a number of steps to ensure that no child in the school going age should remain out of the purview of elementary education. Discussion with different stakeholders reveals some of these causes, which if addressed appropriately, may help to minimize the out of school cases further in the tribal areas.

**Table 19: Reasons for Out of School; Views of Out of School Youths**

| Reasons For Out of School           | Priority Weighted Rank Sum |
|-------------------------------------|----------------------------|
| Poor Financial Conditions of Family | 34.65                      |
| Reluctance of the Parents           | 15.43                      |
| Disinterest for Study               | 15.08                      |
| Death of Father/Mother              | 13.10                      |
| Influence of Friends and Relatives  | 6.43                       |
| Unawareness of Residential School   | 6.08                       |
| No Proper Guidance                  | 2.3                        |
| Poor Health Conditions              | 2.1                        |
| Extreme Distance from the Schools   | 1.92                       |
| Help in Household Work              | 1.53                       |
| Geographical/communication Barriers | 0.96                       |
| Migration of Family                 | 0.88                       |
| Physically Challenged               | 0.85                       |
| Epilepsy/ Nervous Disease           | 0.85                       |
| Sickness of Father                  | 0.85                       |
| Lack of Awareness of Parents        | 0.8                        |
| Engaged in Economic Activity        | 0.7                        |
| Father Staying Other Village        | 0.65                       |
| Cow Herding                         | 0.5                        |
| Displacement of Family              | 0.3                        |
| Reluctant to go to School           | 0.3                        |
| Arrogant Attitude of Friends        | 0.3                        |
| Support to Family Earning           | 0.23                       |
| Fear of Punishment in School        | 0.2                        |

*Note: Priority Weighted Rank Sum is calculated by giving weights as per the prioritized reasons ranging from 0.3 (30%) to 0.02 (2%) across 6 priority rank. The reasons were collected on priority basis and the priorities were weighted with 6 weights (maximum 6 responses were recorded per respondent) ranging from 0.3(30%) (Weight Max.) to 0.02 (2%) (Weight Min.). Combined weights are taken into account for the overall ranking.*

About 23 reasons were identified by out of school youths for not attending school. Poor financial conditions (Sum of Weights: 34.65), reluctance of parents (Sum of Weights: 15.43) and disinterest for studies (Sum of Weights: 15.08) on the part of the child were identified as three major reasons for the out of school. Death of parents, ignorant / unawareness about the provision of residential schools and prohibiting influence of friends and relatives to attend schools are some other reasons in this regard (*Refer to Table 19*).

## Case 5:

Babulu Phatka, son of Damru Phatka, is a resident of village of Dhoudaguda of Mathili Gram Panchayat, Mathili block of Malkangiri district. Babulu is currently 17 years old unmarried Bhumia youth. His family relies on wage labour. Babulu's father died when he was a child. Hence his mother and Babulu were engaged wage labour for sustenance. Babulu was not aware of residential school which was another reason for his abstaining from formal school education. However, Babulu knows basic writing and reading. Though he feels that he shall have no formal job in future, till he is reluctant to attend school for the fear of losing his current income. Babulu has two aspirations. Firstly, financial aids from Government for any petty business. Secondly, vocational training in two wheeler repairing for secured engagement. Babulu's family currently availing beneficiaries' schemes like Widow Pension and National Family Benefit Scheme (NFBS) (₹300 per month). But the support fails to meet the needs for which Babulu is engaged in wage labour. However, her mother has no strong reaction on illiteracy of her son. All she needs is Government aids for establishing a Kirana store in the locality.

## Case 6:

Balunkeswar Bagarti, son of Jai Bagarti, is a resident of Paknagaon village of Ganjuguda grampanchayat, Phulbani block of Kandhamal district. Balunkeswar is currently 17 year old unmarried Kondh youth. His family relies on agriculture and wage labour. Balunkeswar is a physically challenged youth and this was the reason for him not to attend school. He lacks basic reading and writing skills. But he has no reaction for lacking formal schooling neither he aspires for formal education in future. Balunkeswar knows he has to earn his livelihood of his own for which he demands loan to Government for a grocery shop in the locality. However, he is getting disabled pension which is insufficient for any business start up. His parents are more conscious of Balunkeswar's health than livelihood. They have kuccha house, BPL benefits. However, they also second to Balunkeswar's plan of establishing a grocery shop for which their son shall be self-dependent.

## Case 7:

Binoda Munda, son of Chaita Munda, is a resident of Bada Sahibahal village of Darjing grampanachayat, Lahunipada block of Sundargarh district. Binoda is presently 22 year old unmarried Munda youth. His family relies on wage labour and cultivation and Binoda is currently engaged in wage labour. Binoda was not enrolled in school for poor financial conditions of his parents (most prioritized reason), reluctance attitude of the parents and negative attitude of friends and relatives. Binoda also admits his disinterest for study. However, the combined consequent of all the reasons cited above, kept Binoda out of the school. Despite, Binoda has basic writing and reading skills. However he expressed his grief for not having education. He expects better job only if he had pursued formal education. Alas! He has to be engaged in the wage labour. Binoda was inspired by the local teachers and village members to acquire informal basic reading and writing skills. But Binoda is not ready to attend school for his age and wants to spend time for income (current income of ₹5000 per month). Binoda has agriculture land of 0.6 acre and he demands loan for agriculture in his own land. He is also interested to have a *Kirana* shop to add to his income. As Binoda has not availed any Government benefits (financial aids to livelihood) till now, he desires supports from Government. However he possesses a Job Card and get work under MGNREGS. Lack of irrigation communication to the agriculture land and no storage facilities of vegetables prohibits Binoda for investing time in agriculture. His parent's has a different views. For them lack awareness towards formal education for which they did not send their children to school. However, they do not feel sorry for this rather provoke Binoda to spend time in various kind of wage labour across the year. Binoda desires financial aids from Government for a *Kirana* shop.

According to the parents / guardians, poor financial condition of the family (44.88 percent), disinterest of the child towards study (23.41 percent) and death of primary bread earner / father

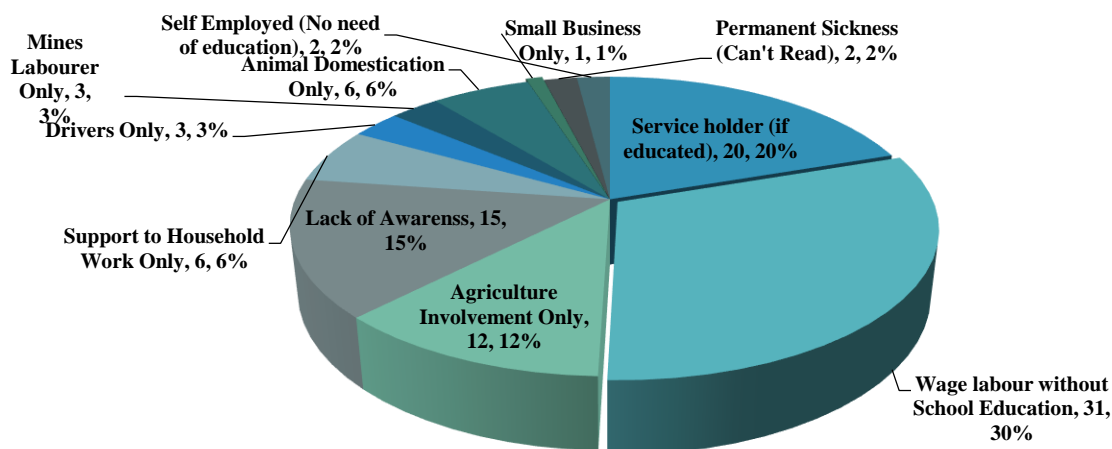
(14.15 percent) are three major reasons (82.44 percent in total) responsible for the never enrollment of child in school (*Refer to Table 19*).

**Table 20: Reasons of Out of School; Views of Parents**

| Reasons                                 | No. of Responses |
|---|------------------|
| Poor Financial Conditions of Family     | 92 (44.88)       |
| Disinterest for Study of Children       | 48 (23.41)       |
| Death of the Father                     | 29 (14.15)       |
| Poor Health of Children                 | 8 (3.90)         |
| Prohibition of Parents to Attend School | 7 (3.41)         |
| Distance of School                      | 5 (2.44)         |
| Support to Household Economy            | 3 (1.46)         |
| Involvement in Agriculture              | 3 (1.46)         |
| Frequent Migration of Family            | 3 (1.46)         |
| Sickness of Parents                     | 2 (0.98)         |
| Single Earning Person in Family         | 2 (0.98)         |
| Influence of Friends                    | 2 (0.98)         |
| Lack of Teachers in Schools             | 1(0.49)          |
| <b>Total</b>                            | <b>205 (100)</b> |

*Note: Responses like can't say (1 response) and physically challenged (1 response) is not included in the Table. Figure in parenthesis indicates percentage distribution of responses. Total 130 parents (86 percent) have the idea on out of school status of their children and 3 parents (2 percent) have no idea on the out of school status of their children. A total of 10 parents (7 percent) are found to be diseased and 6 parents (9 percent) were not available to comment during the survey. Multiple Responses with a minimum of 1 to maximum 3 responses were gathered during the survey. District specific details are presented in Annexure VII.*

*Figure 6: Reactions of Parents (On Out of School Status of their Children)*



*Note: Base: 81, Multiple Response Base: 101*

About 45 percent (37) parents have varying reactions to the out of school status of their children. However all parents (either mother or father as per the availability during the field study) feel that had their child been educated, he / she would have a better scope of economic engagement in future. Out of 81 parents who have reacted on the out of school status of their children, only 2.4 percent (2) parents do not regret for non-enrollment of their child in the formal education system. For them, engagement of their child in economic activity and financial independency are

important. Remaining 97.6 percent parents think differently, i.e., had their child been to school, his/her outlook would have improved and he/she could have a better opportunity of employment. It seems that majority of the parents have some degree of concern for not able to send their children to school, even if their children are supporting the family financially. Parents were also of the opinion that there was no external persuasion, social or environmental, to prohibit their children from going to school (*Refer Figure 6*).

**Table 21: Reasons of Out of School; Views of Teachers**

| Reasons of Out of School                                  | No. of Responses |
|---|------------------|
| Lack of Awareness of Illiterate Guardians                 | 24 (30.38)       |
| Poor Financial Conditions of Family                       | 13 (16.46)       |
| Disinterest of Parents towards Education                  | 12 (15.19)       |
| Single Earning Member for Family                          | 11 (13.92)       |
| Prohibition of Guardian towards Education                 | 8 (10.13)        |
| Unavailability of Teachers                                | 4 (5.06)         |
| No Sufficient Hostel Facility                             | 3 (3.80)         |
| Cultural Restriction Tribal Communities towards Education | 1 (1.27)         |
| Impact of High Alcoholic Consumption                      | 1 (1.27)         |
| Language Problem (No Learning of Tribal Language)         | 1 (1.27)         |
| Sickness of the Child                                     | 1 (1.27)         |
| <b>Total</b>  | <b>79 (100)</b>  |

*Note: Figure in parenthesis is the percentage distribution of responses. Few teachers (5.06 percent) failed to respond due to unavailability of the never enrolled school children in the area. District specific details are presented in Annexure VIII.*

According to teachers, lack of awareness on the part of parents (30.38 percent), poor financial conditions (16.46 percent) and disinterest of parents (15.19 percent) towards education of their children are three major reasons for children remaining out of school. Earning for the family is the other major reason for which the children could not attend school (13.92 percent). It can be deduced from this discussion that required enforcement by the parents to attend school and necessary financial support to families of such categories can minimise out of school cases in the tribal areas (*Refer Table 21*).

After analysing the views of out of school youths, their parents and teachers, following reasons are found to be leading reasons for non-enrolment.

1. Poor financial conditions of the family (34.65 priority weighted rank sum by out of school youths; 44.88 percent by parents; 16.46 percent by teachers)
2. Disinterest of parents (15.43 priority weighted rank sum by out of school youths; 3.41 percent by parents; 15.19 percent by teachers)
3. Support to household economy (0.7 priority weighted rank sum by out of school youths / 1.46 percent by parents/ 13.92 percent by teachers)
4. Disinterest of children for study (15.08 priority weighted rank sum by out of school youths; 23.41 percent by parents)
5. Death of parents (13.10 priority weighted rank sum by out of school youths; 14.15 percent by parents)

### 3.9 Chapter Summary

ST & SC Development, Minorities & Backward Classes Welfare Department of the State Government runs educational institutions for the education of students belonging to Scheduled Caste and Scheduled Tribe communities. At present, the Department is running 1619 educational institutions. The Department has also established 5,357 residential hostels for the ST students. Enrolment of girls in different SSD schools observed to be higher than the boys. Apart from overall enrolment, average per school enrolment of girls also remain higher than the boys in all school categories.

Of the total dropout students (as per secondary literature), percentage of dropout at high school level observed relatively higher than *Ashram* and *Sevashram* schools. Dropout of girls, exclusively from girl's high school, remains low. Major aspects to look in to for minimizing the dropout rate at high school level are like, additional financial support to vulnerable tribal students, extending financial and non-financial (livelihood related) support to tribal families to minimize dependency on their studying children, payment of stipend to students on time and on regular basis, counseling of parents for children education and regular and timely availability of study material. Students can be attracted towards education, if healthy boarding facilities are provided. Organising extracurricular activities, quality food provision for students can also boost the enrolment and retention of students.

Of the total dropouts, highest number of dropouts, irrespective of educational level, observed among Kondh followed by Bhuyan and Munda community. The lowest number of dropouts is marked among the Gadaba, Bhumij, Gond and Bathudi. Higher number of dropout youths, irrespective of educational level, is the highest among the major tribes.

On an average, a current dropout student was in school for 4 years, after his/her last admission, irrespective of the year and class of admission. So, within five years of schooling i.e. at the primary level, about 88.0 percent students dropped out of school. Years of schooling of dropout youths highlights that about 5.4 percent left school in the same year of admission, whereas 11.9 percent dropped out of school in the next year, 16.5 percent completed 2 years of schooling and majority of 20.5 percent completed three years of schooling. Five years of schooling is completed by 14.5 percent of current dropped out youths. Majority of the current dropout youths failed to complete their primary and upper primary schooling. With increasing class standards, number of dropout youths got reduced as majority of the students dropped out of school in early schooling periods. Repetition in class, during the schooling period is only 3.4 percent.

A number of reasons found responsible for the dropout of the students. The major reasons are like, extending financial support to the family, less interesting study course, unwillingness of parents to continue education of their child, dropout due to sickness of the child, influence of friends / relatives, financial pressure due to death of parents, fear of classroom punishment, failure in class succession examination, poor financial condition of the family and strict discipline imposed on students in the school etc. In case of out of school youths, majority are found to be male (83 percent) in comparison to female (17 percent). The key reasons attributed to non-enrolment of the

tribal children are poor financial conditions of the family, disinterest of parents, support to household economy, disinterest of children for study etc.

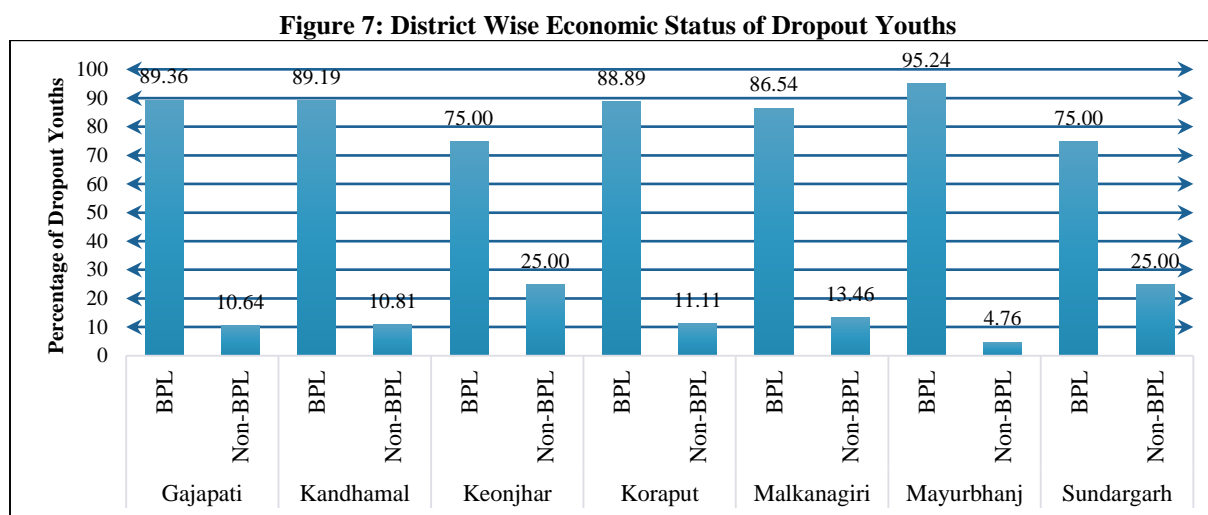
Current way of implementation of educational schemes / programmes observed to be deficient in meeting the demand side requirements. Insufficient teachers in remotely located schools, inadequate boarding facilities and poor monitoring were some of the major reasons. Besides, teaching medium in non-tribal language and disinterest among the parents for children's education, early marriage, linguistic barrier, and non-native feeling of the teachers identified as some other causes for dropout of students. Most of these gaps are related to educational system and its implementation.

## CHAPTER IV: NEEDS AND PRIORITIES OF DROPOUTS AND OUT OF SCHOOL YOUTHS

School dropouts and out of school youths found engaged in different economic activities to extend financial support to their families. Aras of engagement varies from agriculture and its allied sectors to service. Part time engagement in different sectors is also not uncommon among them. This section basically discuss on the areas of engagement of youths of these two categories, i.e., dropouts and out of school and highlights their needs and priorities to fulfil their aspirations.

### 4.1 Economic Status of Dropout Youths

As observed, dropout students belonging to non-BPL families are comparatively less (15.3 percent). Majority of the dropout students belong to families that are enrolled as BPL (84.7 percent) in all the study districts. So, it can be hypothesized that in spite of all supportive measures of Government, economic condition of the family remains to be a contributing factor in education of children and poor economic condition of tribal family contribute to increased dropout. Examining by institutional typology, it is evident that majority of the dropout youths from different educational institutions are from below poverty line families. It seems that prevailing support system and reenrollment strategy for education promotion, when the students leave the school, is not adequate enough.



While percentage of dropouts from families belonging to BPL category is comparatively higher than non-BPL families, the district of Mayurbhanj has the highest percentage (95.2 percent) of dropped out youths those belong to BPL families. Whereas, Keonjhar and Sundargarh has the lowest percentage (75 percent) of Dropout Youths. However, in no case, percentage of dropouts of the total dropouts in a district is lower than 75.0 percent (*Refer Figure 7*).



## 4.2 Economic Engagement of Dropout Youths

Almost all the students, dropped out of school during different years and from different classes were found engaged in economic / livelihoods activities. Some activities, they were engaged in is to support their parents and in some cases, they were engaged for their own livelihood. Majority of them were engaged as daily wage labourer (44.04 percent) followed by cultivation (33.51 percent). Engagement in allied sector like animal husbandry for livelihood is less. Skill based engagement in service or self-employment is also less. Total 207 Dropout Youths (58.81 percent) also involved in secondary economic activities, either on a regular or on seasonal basis, to supplement their income. Also in the secondary economic engagement, majority are either engaged in daily wage (33.82 percent) or in farming (42.03 percent). It is evident that for the majority of dropouts, either agriculture or daily wage has been the primary sector of engagement and the other is the secondary (*Refer Table 22*).

**Table 22: Engagement status of Dropout Youths**

| Engagement Trade                    | Number and Percentage of Dropouts (Primary Engagement) | Number and Percentage of Dropouts (Secondary Engagement) |
|-------------------------------------|--|--|
| Daily Wage Labourer                 | 153 (44.04)  | 70 (33.82)   |
| Cultivation                         | 118 (33.52)  | 87 (42.03)   |
| Household Work                      | 36 (10.23)   | 34 (16.43)   |
| Private Job                         | 11 (3.13)  | -  |
| Driving                             | 7 (1.99)   | 2 (0.97)   |
| Masonry                             | 7 (1.99)   | -  |
| Business                            | 6 (1.70)   | -  |
| Goatery                             | 3 (0.85)   | -  |
| Electric Work                       | 3 (0.85)   | 1 (0.48)   |
| Hotel Cook                          | 2 (0.57)   | -  |
| Carpentry                           | 2 (0.57)   | -  |
| Cobbler                             | 1 (0.28)   | -  |
| Migrant Labour                      | -  | 3 (1.45)   |
| Tube Well Mechanic                  | -  | 9 (4.35)   |
| Artist                              | -  | 1 (0.48)   |
| Not Engaged (Physically Challenged) | 1 (0.28)   | -  |
| <b>Total</b>                        | <b>352 (100)</b>                                       | <b>207 (100)</b>   |

*Note: Figure in parenthesis indicate percentage distribution of dropouts engaged in different activities. District specific details are presented in Annexure IX.*

It is pertinent that a common pattern of engagement in key sectors, like farming and daily wage exists among the youths. However, more number of students dropped out of Ashram and High school found to have skill based engagement (driver, electrician, mason etc.) in comparison to students dropped out of Sevashrams. So, it can be argued that with a higher education, even among the dropouts, aspiration for acquiring different skills and persuading skill based engagement remains a motivational factor. So, if skill base of the dropouts can be built-in, it will help this young workforce to engage themselves in a better manner. Like educational institutions, overall

engagement pattern in different ethnic groups of tribal is not dissimilar significantly. Engagement of dropouts in agriculture and daily wage is common in different tribal groups. So, it is more about the availability of engagement opportunities in different sectors of engagement which determines engagement of dropouts rather than ethnic belongingness.

### 4.3 Economic Status of Out of School Youths

Like dropouts, out of school youths from BPL families were found to be higher than non-BPL families. It is observed in both male and female cases across study districts. Out of 126 out of school males, 105 (83 percent) were belong to families enrolled as Below the Poverty Line (BPL) family and rest 21 (17 percent) were from Non-BPL families. Further, among 26 female out of school children, 23 (88 percent) were belong to BPL families and rest 3 (12 percent) were from Non-BPL families. In total, 128 out of school youths (84 percent) were belonging to BPL and 24 (16 percent) were from Non-BPL families (*Refer Table 23*).

**Table 23: District and Sex wise classification of BPL and Non BPL Out of School Youths**

| Districts    | BPL                          |                             |                              | Non-BPL                     |                            |                             | Total                        |                             |                              |
|--------------|------------------------------|-----------------------------|------------------------------|-----------------------------|----------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|
|              | Male                         | Female                      | Total                        | Male                        | Female                     | Total                       | Male                         | Female                      | Total                        |
| Gajapati     | 16<br>(15.24)                | 5<br>(21.74)                | 21<br>(16.41)                | 2<br>(9.52)                 | -                          | 2<br>(8.33)                 | 18<br>(78.26)                | 5<br>(21.74)                | 23<br>(100.0)                |
| Kandhamal    | 3<br>(2.86)                  | 8<br>(34.78)                | 11<br>(8.59)                 | -                           | -                          | -                           | 3<br>(27.27)                 | 8<br>(72.73)                | 11<br>(100.0)                |
| Keonjhar     | 21<br>(20.00)                | 4<br>(17.39)                | 25<br>(19.53)                | 6<br>(28.57)                | -                          | 6<br>(25.0)                 | 27<br>(87.10)                | 4<br>(12.90)                | 31<br>(100.0)                |
| Koraput      | 17<br>(16.19)                | -                           | 17<br>(13.28)                | 6<br>(28.57)                | -                          | 6<br>(25.0)                 | 23<br>(100.0)                | 0<br>(0.00)                 | 23<br>(100.0)                |
| Malkangiri   | 21<br>(20.00)                | -                           | 21<br>(16.41)                | 1<br>(4.76)                 | -                          | 1<br>(4.17)                 | 22<br>(100.0)                | 0<br>(0.00)                 | 22<br>(100.0)                |
| Mayurbhanj   | 14<br>(13.33)                | 4<br>(17.39)                | 18<br>(14.06)                | -                           | -                          | -                           | 14<br>(77.78)                | 4<br>(22.22)                | 18<br>(100.0)                |
| Sundargarh   | 13<br>(12.38)                | 2<br>(8.70)                 | 15<br>(11.72)                | 6<br>(28.57)                | 3<br>(100.0)               | 9<br>(37.50)                | 19<br>(79.17)                | 5<br>(20.83)                | 24<br>(100.0)                |
| <b>Total</b> | <b>105</b><br><b>(100.0)</b> | <b>23</b><br><b>(100.0)</b> | <b>128</b><br><b>(100.0)</b> | <b>21</b><br><b>(100.0)</b> | <b>3</b><br><b>(100.0)</b> | <b>24</b><br><b>(100.0)</b> | <b>126</b><br><b>(82.89)</b> | <b>26</b><br><b>(17.11)</b> | <b>152</b><br><b>(100.0)</b> |

*Note: Figure in parenthesis indicate percentage distribution*

Apart from Kandhamal, in all the study districts, proportion of male out of school youth is comparatively higher than that of female. Of the total out of school sample, 82.89 percent observed to be male and remaining 17.11 percent were female. It is pertinent from inter-district distribution of out of school youth that the district of Keonjhar has the highest percentage (19.53 percent) of BPL out of school youths while Kandhamal has the lowest percentage (8.59 percent) of BPL out of school youths. Economic category wise distribution of out of school youths by their sex and corresponding district is presented in the table (*Refer Table 23*).

### 4.4 Economic Engagement of Out of School Youths

Out of school youths found engaged in different economic activities, based on the scope of engagement that is available in the locality across different sectors. The sector of engagement

covers a total of 12 occupational areas and skill based engagement is also observed. Migration to other distant places for employment was not observed in the studied sample.

**Table 24: Occupational Pattern of Out of School Youths in Study Districts**

| Districts    | Wage Labour         | Cultivation         | Cow herding        | Dumper Helper      | Transport vehicle Driver | House hold work    | Tailoring          | Tiffin Stall       | Masan              | Business           | Private service    | Retired/Handicapped | Total                |
|--------------|---------------------|---------------------|--------------------|--------------------|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|----------------------|
| Gajapati     | 12<br>(14.46)       | 5<br>(12.20)        |                    |                    |                          | 3<br>(33.33)       |                    |                    |                    |                    | 3<br>(100)         |                     | 23<br>(15.13)        |
| Kandhamal    | 4<br>(4.82)         | 3 (7.32)            |                    |                    |                          | 3<br>(33.33)       |                    |                    |                    |                    |                    | 1<br>(100)          | 11<br>(7.24)         |
| Keonjhar     | 27<br>(32.53)       |                     | 1 (25)             | 1<br>(100)         | 1 (25)                   |                    | 1 (50)             |                    |                    |                    |                    |                     | 31<br>(20.39)        |
| Koraput      | 11<br>(13.25)       | 8<br>(19.51)        | 2 (50)             |                    |                          | 1<br>(11.11)       |                    | 1 (50)             |                    |                    |                    |                     | 23<br>(15.13)        |
| Malkangiri   | 4<br>(4.82)         | 13<br>(31.71)       |                    |                    |                          | 2<br>(22.22)       |                    | 1 (50)             | 1<br>(100)         | 1<br>(100)         |                    |                     | 22<br>(14.47)        |
| Mayurbhanj   | 10<br>(12.05)       | 7<br>(17.07)        | 1<br>(25.0)        |                    |                          |                    |                    |                    |                    |                    |                    |                     | 18<br>(11.84)        |
| Sundargarh   | 15<br>(18.07)       | 5<br>(12.20)        |                    |                    | 3 (75)                   |                    | 1 (50)             |                    |                    |                    |                    |                     | 24<br>(15.79)        |
| <b>Total</b> | <b>83<br/>(100)</b> | <b>41<br/>(100)</b> | <b>4<br/>(100)</b> | <b>1<br/>(100)</b> | <b>4<br/>(100)</b>       | <b>9<br/>(100)</b> | <b>2<br/>(100)</b> | <b>2<br/>(100)</b> | <b>1<br/>(100)</b> | <b>1<br/>(100)</b> | <b>3<br/>(100)</b> | <b>1<br/>(100)</b>  | <b>152<br/>(100)</b> |

Note: Figures in Parentheses are Percentage distribution.

District wise distribution of engagement pattern of out of school youths reflects that the district of Keonjhar has highest wage labourer (32.53 percent) of the total, Malkangiri has highest cultivators (31.71 percent) and almost all the (100 percent) out of school youths of Gajapati are private servants. About 5 percent of the total youths are engaged in household work and skill based employment like tailoring, mason etc. is sporadic One differently able youth was found in the district of Kandhamal is a dependent (Refer to Table 24).

**Table 25: Primary Occupation of Out of School Youths**

| Occupational Engagement  | Male             | Female          | Total            |
|--------------------------|------------------|-----------------|------------------|
| Wage Labour              | 70 (55.56)       | 13 (50)         | 83 (54.61)       |
| Cultivation              | 33 (26.19)       | 8 (30.77)       | 41 (26.97)       |
| Cow herding              | 4 (3.17)         | -               | 4 (2.63)         |
| Transport vehicle Driver | 4 (3.17)         | -               | 4 (2.63)         |
| House hold work          | 4 (3.17)         | 5 (19.23)       | 9 (5.92)         |
| Private service          | 3 (2.38)         | -               | 3 (1.97)         |
| Tailoring                | 2 (1.59)         | -               | 2 (1.32)         |
| Tiffin Stall             | 2 (1.59)         | -               | 2 (1.32)         |
| Dumper Helper            | 1 (0.79)         | -               | 1 (0.66)         |
| Masonry                  | 1 (0.79)         | -               | 1 (0.66)         |
| Business                 | 1 (0.79)         | -               | 1 (0.66)         |
| Retired/Handicapped      | 1 (0.79)         | -               | 1 (0.66)         |
| <b>Total</b>             | <b>126 (100)</b> | <b>26 (100)</b> | <b>152 (100)</b> |

Note: Figures in parenthesis are percentage distribution of responses. Study district specific occupational engagement of out of school youths are presented in Annexure X.

Wage labour and cultivation were the prime occupation of both 124 male and female youths (81.58 percent). Around 80.77 percent females were found engaged only in these two activities and rest

19.23 percent were engaged in household activities. Of 126 males, 125 males were found to be engaged (not full time/ marginal workers) in agrarian and non-agrarian activities; but one physically challenged youth has no source of livelihood and hence dependent on the parents or family income. Skill based engagement found to be marginal among the out of school youths. While skill base can provide them better scope of engagement and income, it appears that required measures are yet to be taken in this front (*Refer Table 25*).

**Table 26: Secondary Occupation of Out of School Youths**

| Occupational Engagement   | Male            | Female          | Total            |
|---------------------------|-----------------|-----------------|------------------|
| House hold work           | 12 (14.46)      | 6 (31.58)       | 18 (17.65)       |
| Cultivation               | 37 (44.58)      | 4 (21.05)       | 41 (40.20)       |
| Wage Labour               | 27 (32.53)      | 7 (36.84)       | 34 (33.33)       |
| MFP Collection            | 3 (3.61)        | 2 (10.53)       | 5 (4.90)         |
| Support to Family Economy | 2 (2.41)        | -               | 2 (1.96)         |
| Bamboo work               | 1 (1.20)        | -               | 1 (0.98)         |
| Migrant work              | 1 (1.20)        | -               | 1 (0.98)         |
| <b>Total</b>              | <b>83 (100)</b> | <b>19 (100)</b> | <b>102 (100)</b> |

*Note: Figures in parenthesis indicate percentage distribution. Secondary occupation of out of school youths by study district is presented in Annexure XI.*

Out of the total 152 out of school youths, 102 (67.10 percent) have secondary occupation. Of these 102 youths, Cultivation is the secondary occupation of 41 youths (40.20 percent) followed by wage involvement of 34 youths (33.33 percent). Only 1 instance of Migrant labour (0.98 percent) is observed in Mathili block of Malkangiri (*Refer to Table 26*). Non-availability of required amount of agricultural land, poor skill base and lack of scope for engagement in other sectors has been the prime reasons for daily wage engagement of these out of school youths. It is evident that 102 out of school youths have both primary and secondary occupations. Remaining 50 youths are engaged in their primary occupation with no substantial secondary source income (forest dependency is not considered as it is more or less universal in nature for all categories).

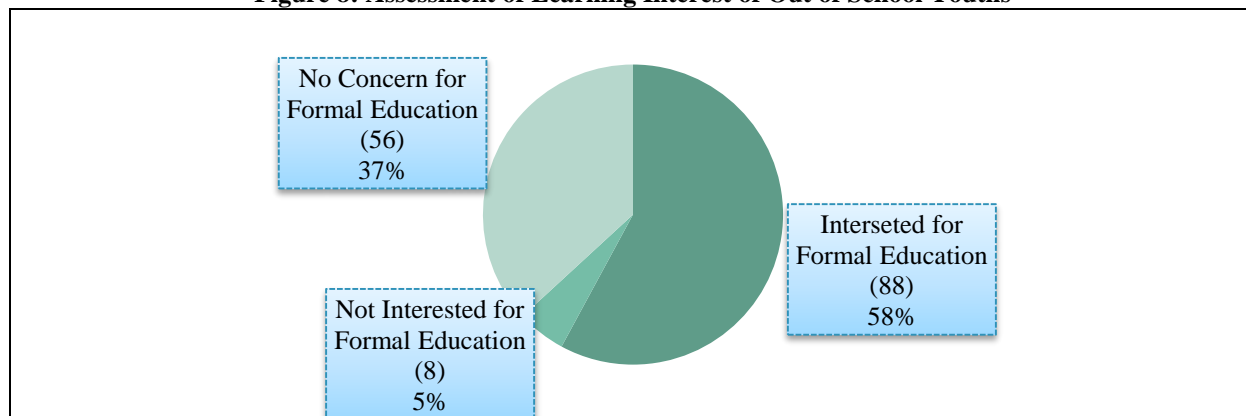
Apart from engagement of dropouts and out of school youths, attempt was made to understand the occupational pattern of their parents in both the cases. It is observed that in case of 57 youths (38 percent) primary bread earner of the family was engaged in cultivation and 34 youths (22 percent) in wage labour. In case of 52 youths (34 percent) primary bread earner (father) were either expired or not in active job. Further, in case of 5 youths (3 percent) parents are reported to be physically challenged and fail to earn for the family. In case of 43 youths (28 percent), parents were engaged in different secondary occupation, basically in wage and cultivation (93 percent). Uniformly, the occupation of the mothers of out of school youths were also considered. It may be noted that the occupation of mothers refers here not only income generating activities but also daily household works where she remains engaged with. The highest mothers of 46 youths (30 percent) are housewives, 46 (24 percent) were engaged in cultivation and 24 (16 percent) were engaged in wage labour. By the time of study, mothers of 41 out of school youths (27 percent) have passed away.

### **Learning Interest of Out of School Youths:**

Level of education of out of school youths was explored on the basis of basic reading and writing skills. It is in fact a healthy sign that, out of 152 out of school youths, 61 youths (40 percent) have

basic reading and writing potential and rest 91 youths (60 percent) are uneducated and have no idea of alphabets. Out of 61 literate youths, 53 youths (86 percent) are males and the rest 8 (14 percent) are females. While enquiring about how these out of school youths calculate the wages (keeping chance of exploitation in mind), it was observed that 58 youths out of school youths know the basic / functional calculation of cash. They also know about drawing lines for calculation and counting using finger. Only 4 out of school youths depend upon others for calculating wages.

**Figure 8: Assessment of Learning Interest of Out of School Youths**



Note: Out of School Youths Base: 152

Enquiry was made to assess the learning interest of total 152 Out of School Youths. Total 88 youths (58 percent) interested for formal education while 8 youths (5 percent) were not interested in pursuing formal education in future. Remaining 56 youths (37 percent) have no concern for formal education. They may pursue education in future if conditions prevail. However, they are satisfied with their current state of engagement (*Refer Figure 8*).

**Table 27: Reasons to Regret for No Formal Education**

| Reasons  | Male            | Female          | Total           |
|--|-----------------|-----------------|-----------------|
| Educated Friends                                 | 6 (9.09)        | 2 (13.33)       | 8 (9.88)        |
| Difficulty in Basic Reading                      | 23 (34.85)      | 8 (53.33)       | 31 (38.27)      |
| Repent for Disinterest for Study                 | 4 (6.06)        | -               | 4 (4.94)        |
| No idea on Current Affairs (For Illiteracy)      | 5 (7.58)        | 3 (20)          | 8 (9.88)        |
| Adverse Family Situation                         | 5 (7.58)        | 1 (6.67)        | 6 (7.41)        |
| Financial Backwardness                           | 2 (3.03)        | -               | 2 (2.47)        |
| No Fair Job (For no Formal Education)            | 17 (25.76)      | -               | 17 (20.99)      |
| No concern of Parents for education              | 1 (1.52)        | -               | 1 (1.23)        |
| Inability to Government Benefits (For Education) | 2 (3.03)        | -               | 2 (2.47)        |
| Difficulty in Basic Calculations                 | 1(1.52)         | -               | 1 (1.23)        |
| Unskilled Labourer (For no Formal Education)     | -               | 1 (6.67)        | 1 (1.23)        |
| <b>Total</b>                                     | <b>66 (100)</b> | <b>15 (100)</b> | <b>81 (100)</b> |

Note: Figures in parenthesis indicate percentage distribution of responses. District specific details are presented in the Annexure XII.

Personal reactions of the out of school youths on illiteracy (no formal education) were measured using a 3 point rating scale viz. Happy, Regret and No Reaction. Necessary reasons for responses were also asked to all the out of school youths. Only 8 out of school youths feel happy about their illiteracy because they could able to engage themselves in different economic activities and

supported their family. Out of these 8 males, 1 male has two reasons to feel happy. The first is for supporting family and second is engagement in cultivation. On the contrary, about 88 out of school youths confessed their sorrow for the illiteracy. Total 31 youths (38.27 percent) have difficulties in reading and 17 youths (20.99 percent) are unable to grab the appropriate job opportunities due to no formal education. Two respondents have cited 2 reasons for the grief on lack of informal education (*Refer to Table 27*).

Needs and interests of the out of school youths required to be taken into account before preparing any specific plan for them. Vocational training to polish existing skills of these out of school youths or giving them a chance to acquire new skills shall be more viable and valuable for them than conducting any literacy programme. Only those out of school youths, who are having some amount of interest in educating themselves, special educational plan may be prepared to help them.

**Table 28: Sources of Inspiration and Persuasion**

| Sources of Inspiration | Males           | Females         | Total           |
|------------------------|-----------------|-----------------|-----------------|
| School Teacher         | 11 (23.40)      | 3 (27.27)       | 14 (24.14)      |
| Father                 | 10 (21.28)      | 2 (18.18)       | 12 (20.69)      |
| Mother                 | 10 (21.28)      | 1 (9.09)        | 11 (18.97)      |
| Friends/Relatives      | 8 (17.02)       | 2 (18.18)       | 10 (17.24)      |
| Brother                | 1 (2.13)        | 2 (18.18)       | 3 (5.17)        |
| Anganwadi Worker       | 2 (4.26)        | -               | 2 (3.45)        |
| Family Member          | 1 (2.13)        | 1 (9.09)        | 2 (3.45)        |
| Villagers              | 2 (4.26)        | -               | 2 (3.45)        |
| Uncle                  | 1 (2.13)        | -               | 1 (1.72)        |
| NGOs                   | 1 (2.13)        | -               | 1 (1.72)        |
| <b>Total</b>           | <b>47 (100)</b> | <b>11 (100)</b> | <b>58 (100)</b> |

*Note: Out of School Youths (Base: 40) (Multiple Response Base: 58). Figures in parenthesis indicate percentage distribution. Out of 152, 40 out of school youths could able to answer. So, remaining 94 cases are non-responses. Disaggregation of responses by district is presented in Annexure XIII.*

Attempt made to find out whether the out of school youths had some scope to get inspired or get persuasion from some individual or agency for getting formal education. Total 40 out of school youths (26.32 percent) have been inspired by some agencies or individuals whereas remaining 112 youths (73.68 percent) did not get the scope of encouragement. Out of these 40, 32 are male (80 percent) and 8 are female (20 percent). Persuasion from the school teachers found highest in 24 percent cases, 21 percent from father and 19 percent from mother (*Refer Table 29*).

**Table 29: Reasons of Getting Education by Out of School Youths**

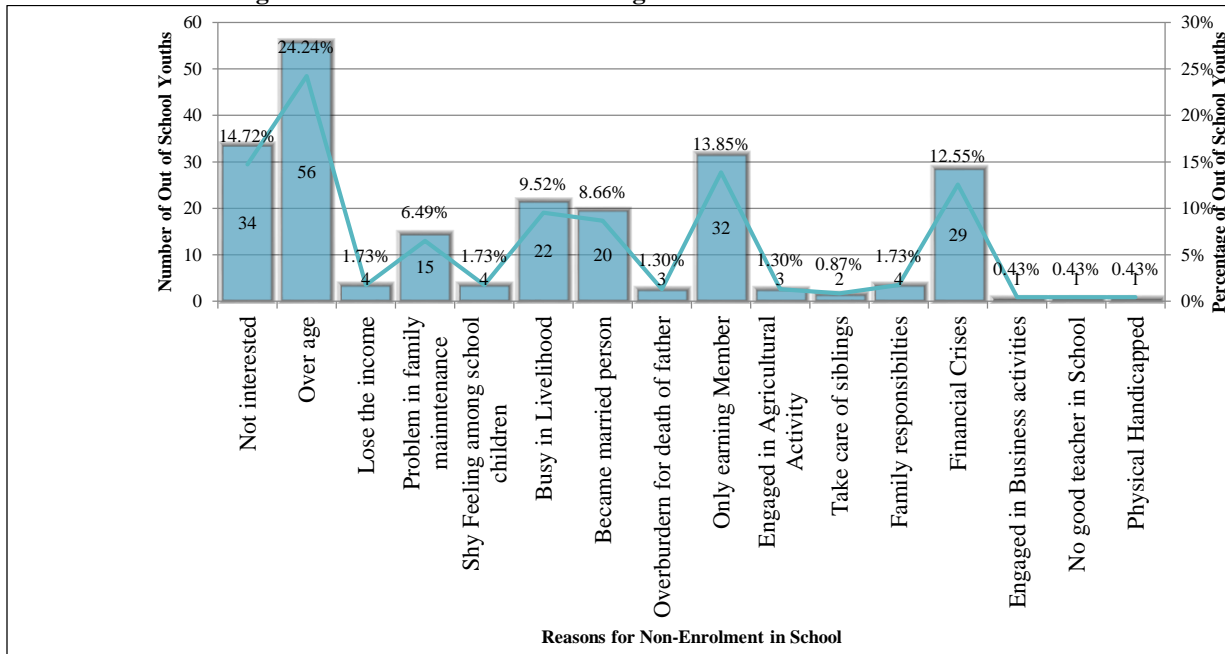
| Reasons for Educating            | Males           | Female         | Total           |
|----------------------------------|-----------------|----------------|-----------------|
| Necessary to Read and Write      | 16 (64)         | 5 (62.50)      | 21 (63.64)      |
| Easier to Continue               | 4 (16)          | -              | 4 (12.12)       |
| Qualify for Corporate Jobs       | 3 (12)          | 1 (12.50)      | 4 (12.12)       |
| Expected Government Service      | 2 (8)           | 1 (12.50)      | 3 (9.09)        |
| Eligible for Electrical Training | -               | 1 (12.50)      | 1 (3.03)        |
| <b>Total</b>                     | <b>25 (100)</b> | <b>8 (100)</b> | <b>33 (100)</b> |

*Note: Out of School Youths Base: 33; Figures in parenthesis indicate percentage distribution.*

Out of total, 33 out of school youths (22 percent) were interested for school education which comprises 25 males (75 percent) and 8 females (25 percent). Out of these 33 interested out of

school youths, highest of 21 youths (63.64 percent) were interested to learn reading and writing and coming out of illiteracy tag. Getting private and public services was the other driver for the out of school youths to get formal education. Only 1 youth (3.03 percent) feel that for electrical training, necessary educational prerequisite to be met and for that schooling is essential (*Refer Table 29*).

**Figure 9: Reasons for Not Attending Schools for Out of School Youths**



Note: Out of School Youths Base: 119; Multiple Response Base: 231

Apart from these 22 percent, 88 percent (119) have no interest for school education. The major reason of disinterest for school education was age factor (overaged) to continue school education for 56 out of school youths (24 percent). Secondly, these out of school youths were engaged in economic activities and hence it would not be possible for them to attain formal education leaving their current engagement. Currently, they are the earning members of their family and the family members are dependent on them. Hence venturing formal education observed to be difficult for the majority of the out of school youths (*Refer to Figure 9*).

## 4.5 Priority Needs of the Dropout and Out of School Youths

### 4.2.1 Needs Categorization and Prioritization of Dropout Youths

Of the total dropout youths, 81.5 percent were employed during the study in different sectors. About 12.5 percent of the total employed are engaged in more than one economic activity. Engagement in salaried jobs, either in Government (0.3 percent) or in private sector (9.4 percent) is reasonably marginal. Self-employment of dropout youths is also less (5.4 percent) due to poor economic and financial support base. However employment / economic engagement in other economic activities like goatery, agricultural and non-agricultural wage, farming etc. is 67.6 percent.



**Table 30: Sector of Engagement and Level of Income of Dropout Youths**

| Sources of Income                       | Dropout Youths   | Average Annual Income (In ₹) |
|---|------------------|------------------------------|
| Animal Husbandry                        | 2 (0.71)         | 7,000                        |
| Daily Wage Labourer                     | 185 (66.07)      | 21,317.03                    |
| Mechanical Work                         | 2 (0.71)         | 6,600                        |
| Farming / Cultivation                   | 48 (17.14)       | 15,782.29                    |
| Private Service                         | 30 (10.71)       | 44,428.57                    |
| Cooking                                 | 2 (0.71)         | 16,500                       |
| Petty Business (Tailoring/Grocery shop) | 6 (2.14)         | 34,833.33                    |
| Artisan(Carpenter/Cobbler)              | 1 (0.36)         | 42,000                       |
| Skilled Workers                         | 4 (1.43)         | 37,000                       |
| <b>Total</b>                            | <b>280 (100)</b> | <b>23,087.14</b>             |

Note: Figures in Parenthesis are percentage distribution. Disaggregated information for study districts are presented in the Annexure XIV.

Average annual income of an employed dropout youth estimated to be ₹23, 087.00 with a minimum of ₹1, 250 to maximum of ₹93, 600.00 which varies widely by sector of engagement. Dropout students engaged in skill based engagement found to have better annual earning in comparison to farm and allied sector engagement (Refer to Table 30).

**Table 31: Current Skill Base of Dropout Youths**

| Skills                         | No. of Youths    |
|--------------------------------|------------------|
| Driving                        | 44 (37.61)       |
| Masonry                        | 19 (16.24)       |
| Mechanical work                | 13 (11.11)       |
| Electrical Works               | 7 (5.98)         |
| Leaf plate stitching           | 7 (5.98)         |
| Tailoring                      | 6 (5.13)         |
| Carpentry                      | 5 (4.27)         |
| Electronic work                | 3 (2.56)         |
| Cooking                        | 3 (2.56)         |
| Cobbler                        | 2 (1.71)         |
| Painter / Artist               | 2 (1.71)         |
| Marble cutting                 | 1 (0.85)         |
| Weaving                        | 1 (0.85)         |
| Rice Haller/Rice Mill Operator | 1 (0.85)         |
| Bidi Making                    | 1 (0.85)         |
| Brick making                   | 1 (0.85)         |
| Bamboo work                    | 1 (0.85)         |
| <b>Total</b>                   | <b>117 (100)</b> |

Note: Figures in parenthesis are percentage distribution of skill base. Sample district specific skill base is presented in the Annexure XV.

Of all the dropout youths, 117 youths (33.23 percent) have 17 types of skill base and rest 235 (66.76 percent) have no skill. Among these 117 skilled youths, highest of 44 youths (37.61 percent) possess driving skill followed by 19 youths (16.24 percent) skill on masonry. Other skill sets that are available with the current dropout youths are mechanical work (11.11 percent), electric work (5.98 percent), tailoring (5.13 percent) and carpentry (4.27 percent). Out of this 117 youths, 10 youths (8.55 percent) possess more than one skill (Refer to Table 31).

It seems that skill development training is imparted to some of the current dropout youths so that they can have a better engagement scope. Of the total dropout youths, who have certain skill, only 4.3 percent have undergone formal skill development training from both Government and non-Government agencies like Mining College, Keonjhar; TELCO, Keonjhar; JITM; Gram Vikas; Jindal etc. and remaining have acquired the skill by their own. Special skill development measures of Government of India through National Skill Development Corporation (NSDC) yet to have a wider impact on the tribal youths. Further, looking at the skill based engagement; it seems their number is reasonably less. So, either they do not have the required level of skill which is market exchangeable and having demand in the market or opportunity of employment based on the existing skill is not available in the locality.

**Table 32: Identified Requirements of Dropout Youths**

| Category                  | Livelihood Aspirations                      | No. of Dropouts (% in Parenthesis)          |
|---------------------------|---|---|
| Agriculture               | Paddy cultivation                           | 38 (30.2)                                   |
|                           | Vegetable cultivation                       | 24 (19.0)                                   |
|                           | Seeds & fertilizer                          | 25 (19.8)                                   |
|                           | Farm equipment                              | 23 (18.3)                                   |
|                           | Pump Set                                    | 8 (6.3)                                     |
|                           | Bore Well/ Tube Well                        | 3 (2.4)                                     |
|                           | Maize Cultivation                           | 5 (4.0)                                     |
|                           | <b>Total</b>                                | <b>126 (100)</b><br><b>(35.8% of total)</b> |
| Animal Husbandry          | Goatery                                     | 69 (71.1)                                   |
|                           | Pisciculture                                | 8 (8.2)                                     |
|                           | Poultry                                     | 17 (17.5)                                   |
|                           | Dairy                                       | 3 (3.1)                                     |
|                           | <b>Total</b>                                | <b>97 (100)</b><br><b>(27.6% of total)</b>  |
| Micro Enterprise/Business | Press <i>Khali</i> making                   | 3 (60.0)                                    |
|                           | Bamboo Works                                | 2 (40.0)                                    |
|                           | <b>Total</b>                                | <b>5 (100)</b><br><b>(1.4% of total)</b>    |
| Food Processing           | Rice Huller                                 | 4 (100.0)                                   |
|                           | <b>Total</b>                                | <b>4 (100)</b><br><b>(1.1% of total)</b>    |
| Other                     | Variety Business                            | 27 (21.8)                                   |
|                           | Tailoring Shop                              | 9 (7.3)                                     |
|                           | Bicycle Repairing Shop                      | 7 (5.6)                                     |
|                           | Garage (Two Wheeler/Four Wheeler)           | 31 (25.0)                                   |
|                           | Grocery Shop                                | 37 (29.8)                                   |
|                           | Furniture workshop                          | 1 (0.8)                                     |
|                           | Hotel/ Restaurant                           | 2 (1.6)                                     |
|                           | Hardware Store                              | 2 (1.6)                                     |
|                           | Mobile Repairing Shop                       | 7 (5.6)                                     |
|                           | Laundry                                     | 1 (0.8)                                     |
| <b>Total</b>              | <b>124 (100)</b><br><b>(35.2% of total)</b> |   |

Strengthening the existing or taking up new livelihoods is a common requirement of majority of the dropout youths (97.7 percent). The support system expected by the tribal youths are either financial or opportunity linked skill based inputs. Financial support, in terms of credit and subsidy is expected by 75.6 percent dropout youths, of which 58.3 percent feel it as first priority whereas for 34.6 percent, it is the second priority. Vocational training is much aspired requirement for livelihoods (68.2 percent) even higher than credit and subsidy as tribal youths feel that with increased employable skill base, they can be absorbed in different sectors, including industries and mining or they can also be self-employed. Among youths aspiring for vocational training (68.2 percent), for 63.8 percent it is the first priority requirement followed by 34.6 percent who thinks it as the second priority. So, it is obvious that many dropout youths who think financial support is the first requirement for livelihoods improvement, for them vocational training is secondary and for many credit and subsidy is secondary when they compare the importance of vocational training with financial support. Improvement in existing skill base is also one of the requirements for the youths (29.0 percent).

About 35.8 percent are interested for agricultural activities of which 30.2 percent are interested for traditional / improved paddy farming (based on existing involvement), 19.8 percent for seeds and fertilizer related business, 19.0 percent for vegetable cultivation, dealing with farm equipment related trading and lending by 18.3 percent, maize cultivation (4.0 percent), pump set procurement for water supply / irrigation (6.3 percent) and bore well / tube well installation for irrigation (2.4 percent). About 11.1 percent youths are aspiring for more than one type of support to initiate or strengthen current agricultural activity or initiating agri-business (*Refer Table 32*).

Rearing of animal in a small scale at household level is common in the tribal society which is less economic and more a coping strategy. Scale of operation in animal husbandry remains small and basically intended for meeting household consumption requirements, guest treatment and for cultural / traditional observations. In the overall engagement and livelihoods promotion, credit for animal husbandry is not much preferred as only 3.4 percent are interested for credit to do animal husbandry (Poultry / Goatery / Dairy). This is basically due to mortality, labour intensive nature and poor management skill base (*Refer Table 32*).

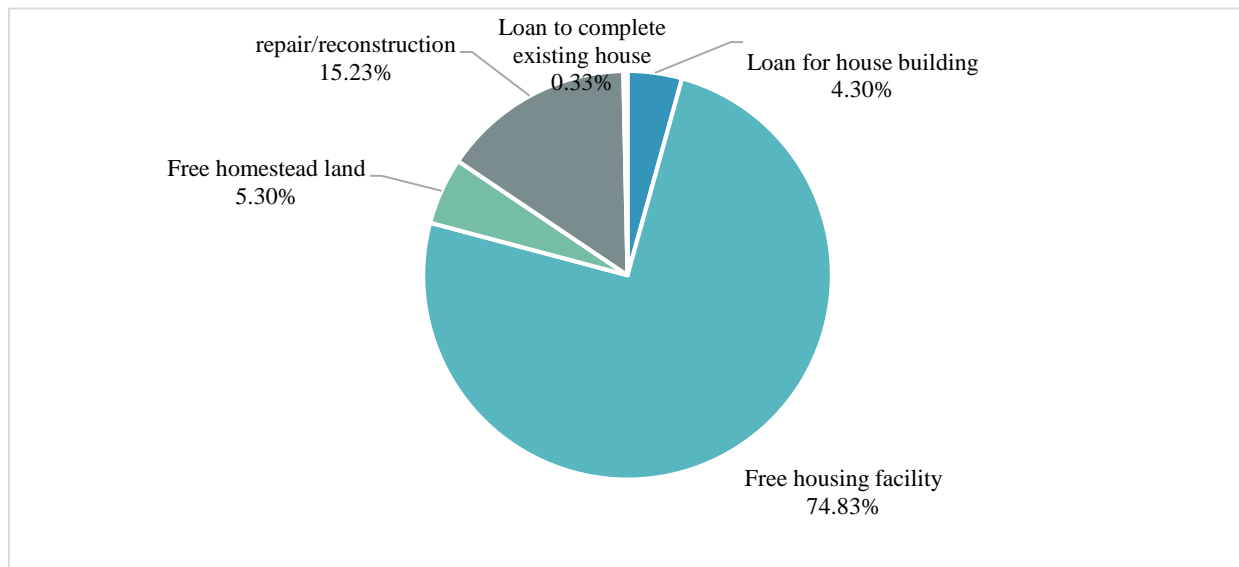
Like animal husbandry, micro enterprise is also not much preferred by the Dropout Youths (1.4 percent) due to management and skill issues. Very few are interested to take credit for micro enterprises like brick making, press leaf plates and bamboo works. Enterprise related to food processing (small rice haler) is also not preferred (*Refer Table 32*).

About 35.2 percent are interested in small business / trading and service sector engagement like variety business-vending / store and sell (21.8 percent), tailoring shop (7.3 percent), bicycle repair shop (5.6 percent), garage for two and four wheeler (25.0 percent), grocery shop (29.8 percent), mobile repair shop (5.6 percent) etc. So, it seems that interest of dropout youths lies in strengthening the current livelihoods opportunities more through credit / subsidy access (*Refer Table 32*).

**Table 33: Requirement of Vocational Training for Dropout Youths**

| Category          | Specific Vocational Training  | Percentage of Dropout Youths      |
|-------------------|-------------------------------|-----------------------------------|
| <i>Electrical</i> | General Electrical            | 17 (25.0)                         |
|                   | House Wiring                  | 19 (27.9)                         |
|                   | Heavy Electrical Instruments  | 3 (4.4)                           |
|                   | Electrical Home Appliances    | 11 (16.2)                         |
|                   | Mobile Repairing (Electronic) | 18 (26.5)                         |
|                   | <b>Total</b>                  | <b>68 (100) (19.3% of total)</b>  |
| <i>Automobile</i> | Two Wheeler Repairing         | 77 (77.0)                         |
|                   | Four Wheeler Repairing        | 19 (19.0)                         |
|                   | Driving                       | 4 (4.0)                           |
|                   | <b>Total</b>                  | <b>100 (28.4% of total)</b>       |
| <i>Mechanical</i> | Welding                       | 27 (34.6)                         |
|                   | Fitter                        | 21 (26.9)                         |
|                   | Cycle Repairing               | 24 (30.8)                         |
|                   | Tube Well Repairing           | 2 (2.6)                           |
|                   | Tractor Repairing             | 4 (5.1)                           |
|                   | <b>Total</b>                  | <b>78 (100) (22.2 % of total)</b> |
| <i>Other</i>      | Masonry                       | 30 (39.0)                         |
|                   | Carpentry                     | 8 (10.4)                          |
|                   | Handicrafts                   | 4 (5.2)                           |
|                   | Sewing Center                 | 30 (39.0)                         |
|                   | Weaving                       | 1 (1.3)                           |
|                   | Cobbler                       | 1 (1.3)                           |
|                   | Bamboo Works                  | 1 (1.3)                           |
|                   | Artisan                       | 2 (2.6)                           |
|                   | <b>Total</b>                  | <b>77 (100) (21.9% of total)</b>  |

Note: Multiple Responses, Figures in parenthesis are percentage distribution of vocational training requirements. District wise details are presented in the Annexure XVI.

**Figure 10: Expectation for Housing Facilities by the Dropouts**

Four important vocational training areas were explored in the process to understand the requirements of the dropout youths. About 19.3 percent are interested in electrical vocation while majority of 28.4 percent are interested in automobile repair and maintenance. Training on mechanics (welding, fitter, cycle repairing tube well repairing etc.) is also of interest for 22.2 percent dropout youths. Some dropout youths (21.9 percent) are also interested in activities like masonry, carpentry, handicrafts, dhokra Casting, sewing centre etc. (*Refer to Table 33*).

Having a dwelling house for a family is the basic necessity and 85.2 percent dropout youths aspire to have a house of their own. But in spite of till date efforts, they could not able to have a concrete roof over their head. Problem remains to be need of frequent follow-up visit to block and panchayat office and talk to related officials (78.2 percent), bribe demand (7.9 percent), availability of insufficient money to pay (7.9 percent) etc. Expectation remains to be availability of credit for house building (4.30 percent), free housing facility under available Government schemes for tribal (74.83 percent), allocation of free homestead land (5.30 percent) for house construction, financial support for repair / reconstruction of existing dwelling (15.23 percent) and requirement for further credit to complete the current house (0.33 percent) (*Refer to Figure 10*).

**Table 34: Parents Opinion on Requirements of Dropout Youths**

| Key Requirements of Dropout Youths                   | No. of Responses |
|--|------------------|
| Free Education/Technical Education                   | 5 (1.60)         |
| Government Financial Support to Self-Employed        | 46 (14.74)       |
| Government Training in each Gram Panchayat           | 79 (25.32)       |
| Financial and Technical Support for Doll making      | 23 (7.37)        |
| Organizing School Rejoining Campaign for Dropouts    | 12 (3.85)        |
| Creation of Job Opportunities in Local Area          | 55 (17.63)       |
| Financial Support for Animal Husbandry               | 7 (2.24)         |
| Input Subsidy and Technical Guidance for Agriculture | 32 (10.26)       |
| New Employment Generation Schemes by Government      | 18 (5.77)        |
| Driving Training to Dropout Youths                   | 17 (5.45)        |
| Financial Support for Transport Vehicles             | 6 (1.92)         |
| Skill Up gradation in Bamboo Craft                   | 2 (0.64)         |
| Vocational Training on Trades of Market Demand       | 8 (2.56)         |
| Other  | 2 (0.64)         |
| No Requirements                                      | 20 (6.41)        |
| <b>Total</b>   | <b>332 (100)</b> |

*Note: Figures in parenthesis indicate percentage distribution of responses. District specific details are presented in Annexure XVII.*

Livelihoods benefits under Government schemes seem to benefit a segment of the dropout youths. About 12.5 percent dropout youths feel that they have been benefited under different livelihoods programme of Government like MGNREGS, OTELP etc. However, parents of these dropouts feel that Government should organize training programmes for them in order to promote self-employment (25.32 percent) along with financial support for self-employment (14.74 percent). Creation of job opportunities in the locality (17.63 percent) can further help the dropouts (*Refer Table 34*).

**Table 35: Needs of Dropout Male and Female**

| Needs  | Male            | Female          |
|--|-----------------|-----------------|
| Vocational Training (As desired)               | 19 (25.00)      | 13 (23.21)      |
| Subsidy or Loan for Micro Enterprises          | 7 (9.21)        | 5 (8.93)        |
| Job provision from the Government              | 6 (7.89)        | 9 (16.07)       |
| Tailoring/Driving                              | 5 (6.58)        | -               |
| Engagement in the livelihood programmes        | 5 (6.58)        | -               |
| Training on modern Agriculture                 | 4 (5.26)        | -               |
| Training on rope making in <i>Sabai</i> grass  | 3 (3.95)        | -               |
| Subsidy Loan for Agriculture                   | 3 (3.95)        | -               |
| Training on two Wheeler repair                 | 3 (3.95)        | -               |
| Daily Labour                                   | 2 (2.63)        | -               |
| Non-formal education                           | 2 (2.63)        | 2 (3.57)        |
| Literacy Campaign                              | 2 (2.63)        | -               |
| Goatery/Poultry                                | 2 (2.63)        | 1 (1.79)        |
| Promote oil seeds cultivation and milling      | 2 (2.63)        | -               |
| Skilled Labour                                 | 1 (1.32)        | -               |
| Training on <i>Sabai</i> grass cultivation     | 1 (1.32)        | -               |
| Market linkage on <i>Sabai</i> product         | 1 (1.32)        | -               |
| Training on Bamboo Craft Making                | 1 (1.32)        | 1 (1.79)        |
| Training on Rubber Plantation                  | 1 (1.32)        | -               |
| Carpentry/Masonry                              | 1 (1.32)        | -               |
| Short term courses with boarding facility      | 1 (1.32)        | -               |
| Training on <i>Khali</i> Stitching             | 1 (1.32)        | 9 (16.07)       |
| Irrigation facilities from the Govt.           | 1 (1.32)        | -               |
| Promote the Turmeric Cultivation               | 1 (1.32)        | -               |
| Promote Hill broom Cultivation                 | 1 (1.32)        | -               |
| Awareness campaign for Parents                 | -               | 4 (7.14)        |
| Prohibition of Child Marriage                  | -               | 3 (5.36)        |
| Training on TV/Mobile Repairing                | -               | 3 (5.36)        |
| <i>Badi</i> , <i>Papad</i> and Pickle making   | -               | 5 (8.93)        |
| Availability of Cycle from upper primary level | -               | 1 (1.79)        |
| <b>Total</b>                                   | <b>76 (100)</b> | <b>56 (100)</b> |

Note: Teachers Base: 38 for Males and 31 for Females; Multiple Response Base: 76 for males / 56 for females; Figures in Parenthesis are percentage distribution.

Though the needs of the dropout males and females not exhibit striking difference, but few differences like training in *Badi* and *Papad* making (food processing), tailoring were observed. However both the males and females have needs primarily focusing on livelihoods. It may be noted that these views are extracted during the interaction with teachers; but mostly similarity with the views expressed either by the dropout males or females or their parents. Income generation mostly revolves round agriculture and animal domestication. It may be noted in this context that the teachers with their prolong work experience in the locality and because of their association in the tribal social environment, they have developed a better understanding about the needs of the dropouts.

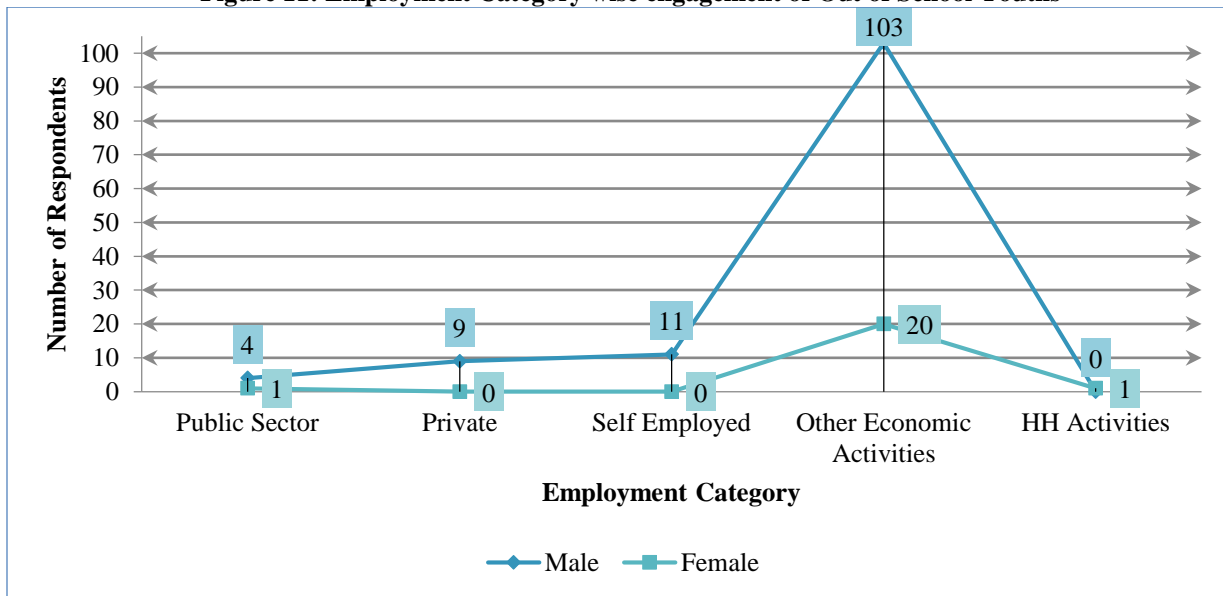
In summary, one third of the dropout youths (33.2 percent) have some skills and they are engaged in job like masonry, carpentry, electrical and mechanical work. On response to their livelihood needs, 35.8 percent aspire to carry on agriculture, 27.6 percent demand engagement in animal husbandry, 1.4 percent desire to continue in micro-enterprise establishment preferably bricks

making, leaves and cups making, 1.1 percent would like to continue in food processing and 35.2 percent desires to pursue carrier in in mobile repairing, two wheeler and four wheeler repairing, bicycle repairing and tailoring etc. So far as the training needs are concerned, 19.3 percent desire to take training in electrical (house wiring, repairing heavy electrical machineries, electrical home appliances etc.), 28.4 percent are demanding training in automobile repairing, 22.2 percent requires training in mechanical trades (Fitter, Welder etc.) and rest 21.9 percent requires training in various trades like handicraft, bamboo work, tailoring etc. It can be derived from the training needs that most of the dropout youths need training on different trades from ITI and provision from government to enroll the dropout youths in ITI with relaxation in qualification or short-term training in the empanelled training institute of ST & SC Development, Minorities & Backward Classes Welfare Department shall improve the skill base of the dropouts. According to the parents of these dropouts, certain initiatives that can help the dropouts are like organization of training programme at Gram Panchayat level (25.9 percent), extending financial support to self-employed (13.9 percent) and creation of job opportunities in the localities (16.6 percent) (Refer to Table 35).

#### 4.2.2 Needs Categorisation and Prioritisation of Out of School Youths

Despite youths of same age bracket, need of dropouts and out of school youths varies on the basis of existing skills. Dropout youths aspire for technical training while the out of school youths demands scope in primary sector like agriculture, animal husbandry etc. Variation in needs is mostly due to the educational factor. Before assessment of the needs of the out of school youths, enquiry was made for the current occupation segregating them into public sector, private sector, self-employed and others. Assessment reveals that 3 out of school youths (2 males and 1 female) are found to be not engaged in any sort of activities during the survey. Rest 149 were found to be engaged in public, private, other economic activities (productive) and household work. Highest of males and females are engaged in other economic activities available in the locality like Minor Forest Produce (MFP) collection, cultivation, wage labour and helper to heavy vehicles.

Figure 11: Employment Category wise engagement of Out of School Youths





Out of school youths are also engaged in other economic activities like driving, tailoring, wage labour followed by self-employment. Around 11 males are self-employed and demand further training support for skill enhancement. Assessment reveals that 5 out of school youths, including one female, are engaged in government job (*Refer to Figure 11*).

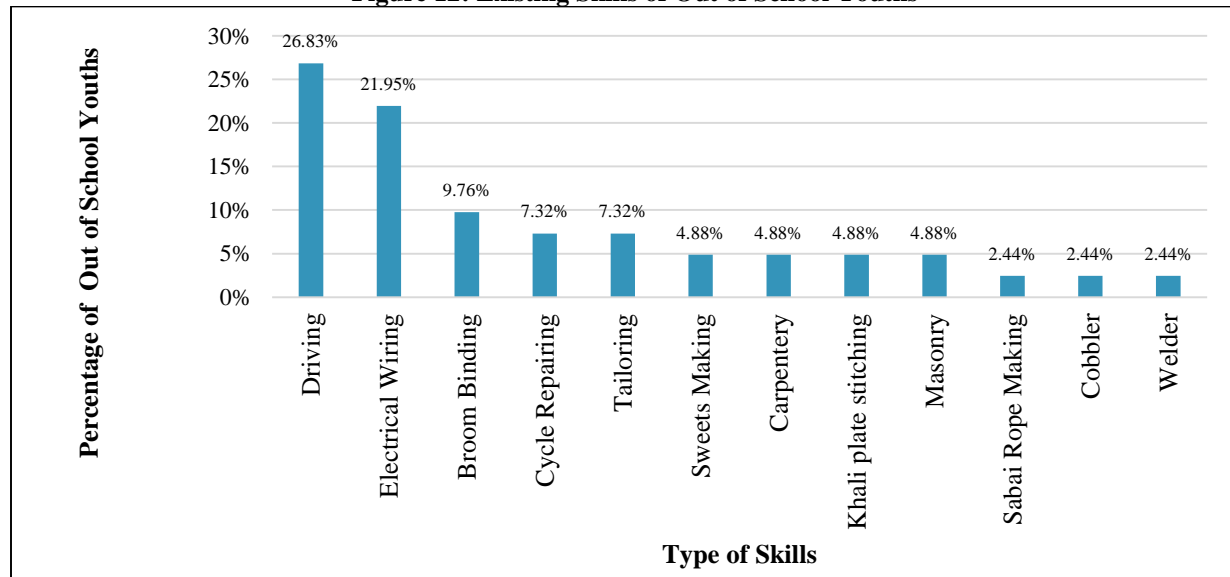
**Table 36: Annual Income of Out of School Youths**

| Groups       | Range <sup>17</sup> | No. of Out of School Youths |
|--------------|---------------------|-----------------------------|
| Group 1      | 2000 – 14500        | 52 (38.52)                  |
| Group 2      | 14501 – 27000       | 55 (40.74)                  |
| Group 3      | 27001 – 39500       | 13 (9.63)                   |
| Group 4      | 39501 – 52000       | 13 (9.63)                   |
| Group 5      | 52001- 64500        | 2 (1.48)                    |
| <b>Total</b> |                     | <b>135 (100)</b>            |

*Note: Out of School Youths Base: 135; Figures in parenthesis indicate percentage distribution*

As it is discussed earlier, about 3 out of school youths (2 percent) were found to be unemployed during the field survey. Besides these 3, additional 9 out of school youths (6 percent) failed to provide required information for income estimation due to their involvement in seasonal works. As calculated, based on the available information, minimum per capita annual income was found to be ₹2,000 while a maximum of ₹72,000. The average annual income was estimated to be ₹21,461 (*Refer to Table 36*).

**Figure 12: Existing Skills of Out of School Youths**



*Note: Multiple Responses, Out of School Youths.*

<sup>17</sup> Formulae for Grouped Data {Class Interval (1250) = (Maximum- Minimum) ÷ No. of Groups to be Formed}

With regard to current level of income, about 123 out of 140 out of school youths (88 percent), find the present level of income insufficient to meet family requirement while remaining 17 (12 percent) are relatively comfortable with the current level of income.

Out of the total, 36 youths (23.68 percent), possess requisite skill to perform their job. Driving, Electrical Wiring, Broom Binding, Cycle repairing, Tailoring, Carpentry are the major skill set (83 percent coverage) possessed by the out of school youths. One youth found associated with *Sabai* rope making. But it may be noted that, this business is subjected to availability of raw material and can be a major skill sets in the clusters where *Sabai* grass are available. From the primary survey it was found that, only 2 male out of school youths (1 percent) has undergone skill development training. One youth has taken training on Tailoring at Gonasika of Keonjhar district for one year with `100 spent for admission fees. While the other youth has undergone free training on Bamboo craft at Tumurukunda of Malkangiri district for 2 months. Both of them has undergone training on the year 2011. The youth who has undergone training on Tailoring confessed the enhancement of skills due to the training. However the training has not been utilized properly by him to increase his income. But for the youth who has taken training of 2 months on Bamboo craft, both income and efficiency status has been scaled up for earning his livelihood. All others are managing their business with their current skill sets.

From the sampled out of school youths, 150 youths (98.68 percent) have not availed any skill development training. The reason may be due to lack of appropriate targeting of youths in tribal areas or poor awareness on the part of people to access the benefit of skill development programmes.

**Table 37: Land Holding Status of Families of Out of School Youths (Land Holding in Acre)**

| Groups       | Group Range of Land Holding (in Acre) | No. of Out of School Youths |
|--------------|---------------------------------------|-----------------------------|
| Group 1      | < 1                                   | 13 (10.74)                  |
| Group 2      | 1 – 2 (up to 2.99 Ac.)                | 77 (63.64)                  |
| Group 3      | 3 – 4 (up to 4.99 Ac.)                | 26 (21.49)                  |
| Group 4      | 5 - 6                                 | 2 (1.65)                    |
| Group 5      | > 6                                   | 3 (2.48)                    |
| <b>Total</b> |                                       | <b>121 (100.0)</b>          |

*Note: Figures in parenthesis indicate percentage distribution.*

Possession of land and engagement in agriculture is the primary source of livelihood for majority of the out of school youths. Total 121 out of school youths (79.61 percent) have agriculture land. Agricultural land is found to be a minimum of 0.05 acre to a maximum of 17 acres. A maximum of 77 (63.64 percent) out of school youths are found having land within 1-2 acre. Possession of land alone does not always ensure a better income. For this reason, though 121 out of school youths have possessed land, 147 of the total 152 out of school (96.71 percent) youths needs supportive or alternative means of engagement (*Refer to Table 37*).

Land holding pattern of families of dropouts reflects a trend where 11.08 percent families do not possess any cultivable land. About 51.99 percent families (183 families) of dropout youths have one to two acres of land followed by 14.77 percent families (52 families) having two to three acres of land. Detail land holding of families of dropout youths are presented in annexure XVIII.

To understand the livelihood related needs of these 147 out of school youths (96.71 percent), the expressed priority based needs are categorized in to three categories, i.e., financial need, need of vocational training and skill development need. For composite ranking, necessary weights were assigned to each priority rank, i.e., 0.5 for Rank 1, 0.3 for Rank 2 and 0.2 for Rank 3. Sum of weighted rank is re-ranked to find out the need priority of out of school youths in livelihood (*Refer Table 38*).

**Table 38: Need Assessment & Priority Ranking of Needs**

| Needs for Livelihoods | Rank 1    |                          | Rank 2    |                          | Rank 3    |                          | Sum of Responses x Weight | Composite Rank |
|-----------------------|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|---------------------------|----------------|
|                       | Responses | Responses x Weight (0.5) | Responses | Responses x Weight (0.3) | Responses | Responses x Weight (0.2) |                           |                |
| Financial Support     | 85        | 42.5                     | 49        | 14.7                     | 12        | 2.4                      | 59.6                      | 1              |
| Vocational Training   | 40        | 20                       | 27        | 8.1                      | 14        | 2.8                      | 30.9                      | 2              |
| Skill Development     | 3         | 1.5                      | 2         | 0.6                      | 13        | 2.6                      | 4.7                       | 3              |

Note: Out of School Base: 147, Weight (W) 0.5 for Rank 1, 0.3 for Rank 2 and 0.2 for Rank 3.

It is evident from the table (*Table No. 38*) that financial assistance for livelihood is the major need (Composite Rank 1) among the out of school youths followed by vocational training (Composite Rank 2) and skill development training (Composite Rank 3). Comparing vocational training and skill development, out of school youths prefer to acquire market driven new vocational skills rather than improving existing skills. However, looking from a perspective of holistic development, apart from acquiring new skills, strengthening current skill is also highly essential. Any strategy of development for out of school should look in to an integrated approach where financial support is rendered to the youths for livelihood along with imparting them with vocational training to acquire new skills, apart from strengthening the current skill base (*Refer Table 38*).

**Table 39: Financial Assistance for Livelihood Support to Out of School Youths**

| Livelihood Options           | Rank 1    |                          | Rank 2    |                          | Rank 3    |                          | Sum of Responses x Weight | Composite Rank |
|------------------------------|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|---------------------------|----------------|
|                              | Responses | Responses x Weight (0.5) | Responses | Responses x Weight (0.3) | Responses | Responses x Weight (0.2) |                           |                |
| Animal Husbandry             | 52        | 26                       | 10        | 3                        | 0         | 0                        | 29                        | 1              |
| Agriculture                  | 30        | 15                       | 12        | 3.6                      | 1         | 0.2                      | 18.8                      | 2              |
| Small / Petty Business       | 25        | 12.5                     | 5         | 1.5                      | 0         | 0                        | 14                        | 3              |
| Micro Enterprises            | 15        | 7.5                      | 3         | 0.9                      | 1         | 0.2                      | 8.6                       | 4              |
| Transport Business / Service | 5         | 2.5                      | 1         | 0.3                      | 0         | 0                        | 2.8                       | 5              |

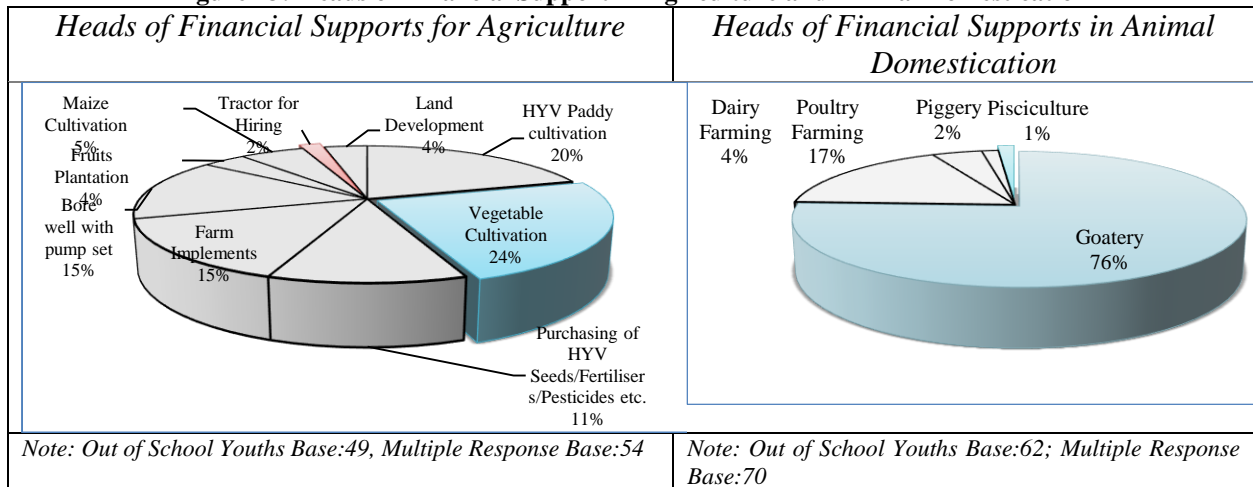
Note: Out of School Multiple Response Base: 160; Weight (W) 0.5 for Rank 1, 0.3 for Rank 2 and 0.2 for Rank 3.

As financial assistance emerged in the priority rank as one of the key requirements for the improvement of livelihoods of the out of school youths, areas of investment were explored, if any such provision could be made in future. As observed, key areas of investment, as planned by out of school youths are (1) animal husbandry which is having a market demand in the locality (composite rank 1); (2) investment in agricultural activities and basically in inputs; (3) starting small business / petty business to support other sources of income; (4) other micro enterprises which basically covers business in a medium scale, trading etc. and (5) making investment in transport business / services like providing transport facility to people in the locality (*Refer to Table 39*).

Looking by sex of the out of school youths, it is observed that females have asked for financial support in animal domestication (11 percent)<sup>18</sup> and small businesses (36 percent). Financial supports for micro enterprises and transport related business is not the requirement of the female but for the male. However, only 2 female out of school youths (4 percent) have demanded financial support for engagement in agriculture.

For agriculture, there are nine identified farming areas in which out of school youths need investment to make their livelihood sustainable and to ensure family food security. The investment areas in farming are land development, cultivation of high yield variety (HYV) paddy, purchasing HYV seeds, fertilizer and pesticides; creating irrigation facilities through installation of bore well and pump set, fruit plantation, cultivating Maize and in farm mechanization (tractor and giving it on hiring basis) (49 responses in total for agricultural activities, irrespective of sex / rank) (*Refer Figure 13*).

**Figure 13: Heads of Financial Support in Agriculture and Animal Domestication**

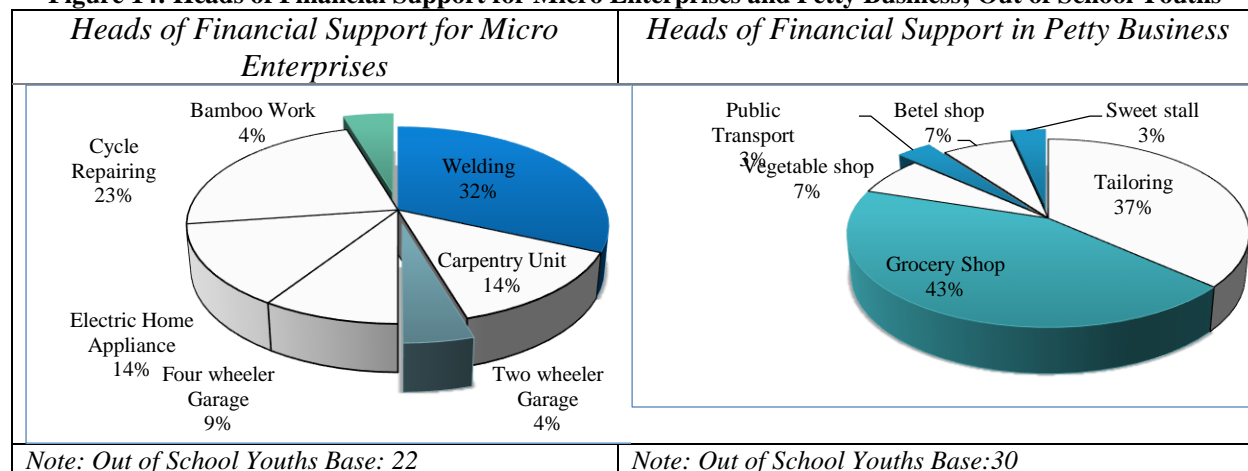


In the overall ranking, financial support for animal domestication ranks at the top. This is primarily because of earlier involvement of the out of school youths in this activity and their perception on the market demand of animal products. Examining the potential of animal husbandry, it is observed that domestication of birds / small ruminants has a shorter business cycle and has better return. However the risk factors like animal diseases are always associated with these sorts of businesses.

<sup>18</sup> Percentage is calculated on the base of total responses in the specific section (Not total of 152).

Goat rearing was the major preference (76 percent) followed by Poultry (17 percent), Dairy (4 percent) and Piggery (2 percent). Pisciculture is not so preferred (1 percent) (Refer to Figure 13).

**Figure 14: Heads of Financial Support for Micro Enterprises and Petty Business; Out of School Youths**



Like animal husbandry, capita investment is required by out of school youths in different petty businesses. Total 13 youths (43 percent) desired for grocery shop / confectionary shops while the lowest 1 youth (3 percent) demanded in support of sweet stall and public transport each. In micro enterprise and service related activities, 32 percent youths are interested in having iron welding unit of their own while 14 percent youths look for electric home appliances and 23 percent want to have their cycle repairing unit in the locality. Looking at the local availability of resources and emerging demand, about 4 percent are interested in Bamboo crafts and same percentage of people for two wheeler garage (4 percent) (Refer Figure 14).

It is evident that out of school youths have interest in retail business with a state of ownership. It can be inferred that out of school youths are interested in such business activities where cash inflow is regular on day basis and scope of availing Government support in such business type is less. So, looking at the emerging requirements of these tribal youths, which are less traditional and more market driven, necessary measures at the scheme design stage may be taken so that other sectors of livelihood engagement can flourish in these tribal regions. It can be inferred that with the changing time, schematic design also required to be changed and equal focus need to be given to non-farm and off-farm activities.

**Table 40: Vocational Training for Livelihood Support; Out of School Youths**

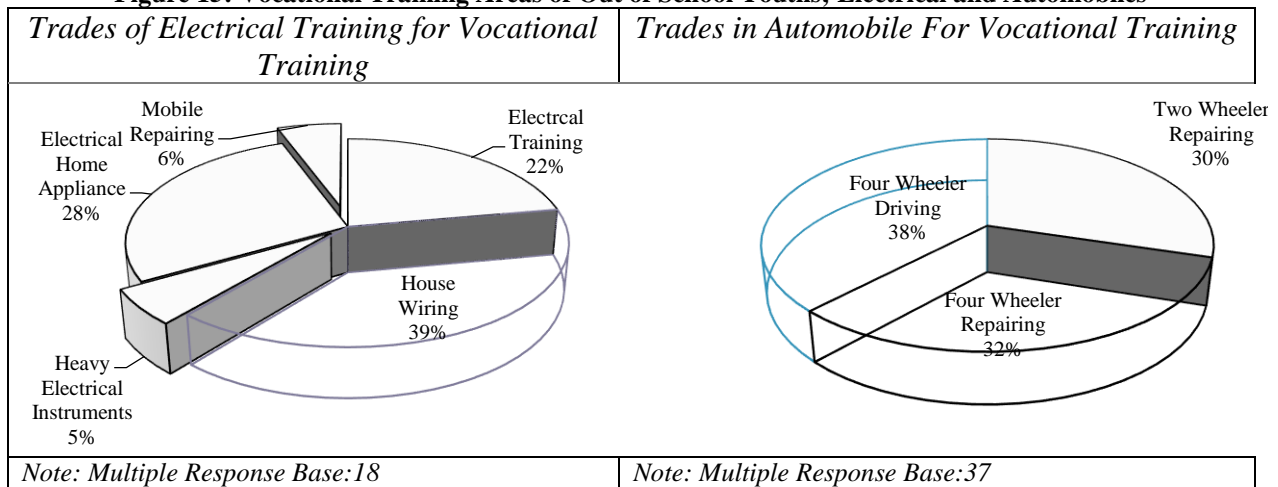
| Sectors of Training | Rank 1     |                          | Rank 2     |                          | Rank 3     |                          | Sum of Responses x Weight | Compo site Rank |
|---------------------|------------|--------------------------|------------|--------------------------|------------|--------------------------|---------------------------|-----------------|
|                     | Resp onses | Responses x Weight (0.5) | Resp onses | Responses x Weight (0.3) | Resp onses | Responses x Weight (0.2) |                           |                 |
| Micro Enterprises   | 31         | 15.5                     | 5          | 1.5                      | 2          | 0.4                      | 17.4                      | 1               |
| Automobile          | 19         | 9.5                      | 9          | 2.7                      | 0          | 0                        | 12.2                      | 2               |
| Mechanical          | 20         | 10                       | 2          | 0.6                      | 1          | 0.2                      | 10.8                      | 3               |

| Sectors of Training            | Rank 1    |                          | Rank 2    |                          | Rank 3    |                          | Sum of Responses x Weight | Composite Rank |
|--------------------------------|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|---------------------------|----------------|
|                                | Responses | Responses x Weight (0.5) | Responses | Responses x Weight (0.3) | Responses | Responses x Weight (0.2) |                           |                |
| Electrical                     | 11        | 5.5                      | 2         | 0.6                      | 0         | 0                        | 6.1                       | 4              |
| Training on Personal Eagerness | 0         | 0                        | 1         | 0.3                      | 0         | 0                        | 0.3                       | 5              |

Note: Out of School Youths Multiple Response Base: 103; Weight (W) 0.5 for Rank 1, 0.3 for Rank 2 and 0.2 for Rank 3.

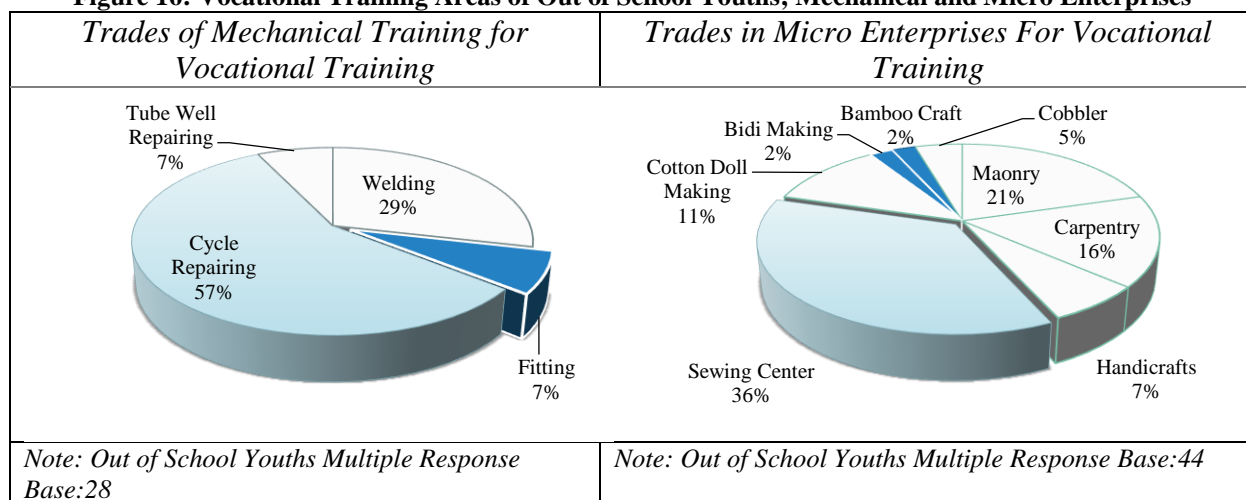
Four areas, where new skill based vocational / management training can be imparted to these youths are micro enterprises management (Composite Rank 1), training in automobile / its repair (Composite Rank 2), mechanical training (Composite Rank 3) and vocational course on electrical (Composite Rank 4). Financial supports for micro enterprises and imparting required training for the same can immensely benefit these out of school youths (Refer to Table 40).

**Figure 15: Vocational Training Areas of Out of School Youths; Electrical and Automobiles**



House wiring is the most demanded trade (39 percent) while training on repairing on the heavy electrical instruments (5 percent) is the least requirement of the out of school youths. It is observed that with increasing urbanization and related housing in the nearby urban / semi-urban areas, house wiring requirement has gone. It appears that these tribal youths want to tap this opportunity by acquiring this skill base. Apart from house wiring, other areas of vocational training, which can help the youths are training on electrical home appliance repairing / maintenance (28 percent), vocational course on electricity in general (22 percent) and mobile repairing (6 percent). So far as automobile training is concerned, driving is the most demanded trade (38 percent). Institutions empanelled with ST & SC Development, Minorities & Backward Classes Welfare Department may be assigned to undertake skill base vocational courses and establishing required forward linkage for employment. Placement agencies may also be collaborated for the employment of these trained human resources (Refer Figure 15).

**Figure 16: Vocational Training Areas of Out of School Youths; Mechanical and Micro Enterprises**



Cycle repairing (57 percent) and Sewing center (36 percent) are the major trades for vocational training under mechanical training and micro enterprises respectively. About 81 percent females have demanded for sewing center and 90 percent were eager to take training on cotton doll making. Training on both the trades shall enable the females to be self-employed (*Refer to Figure 16*).

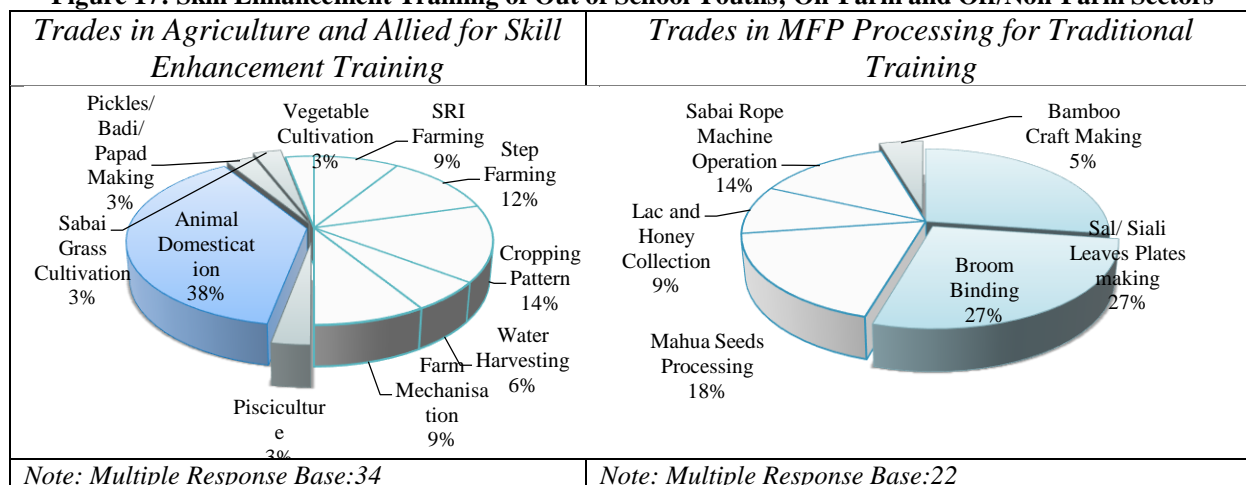
**Table 41: Skill Enhancement Training for Livelihood, Out of School Youths**

| Sectors of Skill Development     | Rank 1    |                          | Rank 2    |                          | Rank 3    |                          | Sum of Responses x Weight | Composite Rank |
|----------------------------------|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|---------------------------|----------------|
|                                  | Responses | Responses x Weight (0.5) | Responses | Responses x Weight (0.3) | Responses | Responses x Weight (0.2) |                           |                |
| Agriculture and Allied           | 15        | 7.5                      | 4         | 1.2                      | 0         | 0                        | 8.7                       | 1              |
| Forest Based Livelihood Training | 7         | 3.5                      | 0         | 0                        | 0         | 0                        | 3.5                       | 2              |

*Note: Multiple Response Base: 26; Weight (W) 0.5 for Rank 1, 0.3 for Rank 2 and 0.2 for Rank 3.*

As forestry and agriculture are two important economic support system for the tribals, attempt made to understand critical needs of the youths in these aspects. In agriculture and allied sectors, tribal youths are interested more in acquiring skill related to animal husbandry management practices (38 percent), improved cropping pattern based on the local climatic and geographic condition (14 percent), step farming practices as the topography in most of these tribal areas are hilly and terrine (12 percent) etc. It may be noted that out of school youths looking for farming have agriculture land of their own or in the family and they have been practicing farming for years. Further, out of school youths engaged in Poultry, Piggery, Goatery are expecting training for better management of animal diseases and other animal husbandry management related issues. (*Refer to Table 41*).



**Figure 17: Skill Enhancement Training of Out of School Youths; On-Farm and Off/Non-Farm Sectors**

In forestry sector, critical skill input areas identified are leaf plate and cup making (27 percent), broom binding and developing new products from broom (27 percent), processing of Mahua seeds (18 percent) and operation of *Sabai* rope making machine. Techniques of Lac and honey farming and its collection is another area of interest of the youths. Making crafts from Bamboo remains specific need of youths in a particular geography where this raw is available (*Refer Figure 17*).

**Table 42: Needs of Out of School Youths, Views of Parents**

| Needs of Out of School Youths (Parents Opinion) | Rank 1    |                          | Rank 2    |                          | Rank 3    |                          | Sum of Responses x Weight | Composite Rank |
|---|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|---------------------------|----------------|
|   | Responses | Responses x Weight (0.5) | Responses | Responses x Weight (0.3) | Responses | Responses x Weight (0.2) |                           |                |
| Participation in Productive Household Works     | 46        | 23                       | 21        | 6.3                      | 1         | 0.2                      | 29.5                      | 1              |
| Vocational Training                             | 44        | 22                       | 15        | 4.5                      | 3         | 0.6                      | 27.1                      | 2              |
| Local Labour Market Scopes                      | 28        | 14                       | 28        | 8.4                      | 4         | 0.8                      | 23.2                      | 3              |
| Private Job                                     | 18        | 9                        | 6         | 1.8                      | 2         | 0.4                      | 11.2                      | 4              |
| Other Activities                                | 14        | 7                        | 6         | 1.8                      | 0         | 0                        | 8.8                       | 5              |
| Government Job                                  | 8         | 4                        | 6         | 1.8                      | 0         | 0                        | 5.8                       | 6              |
| Skill Enhancement Training                      | 4         | 2                        | 4         | 1.2                      | 0         | 0                        | 3.2                       | 7              |

Note: Multiple Response Base: 258; Weight (W) 0.5 for Rank 1, 0.3 for Rank 2 and 0.2 for Rank 3.

Participation in the household work or activities to add productivity to the household income is the most desired needs for their children as depicted by the parents. However, vocational training in the desired trades was the other needs as defined by the parents. 14 parents also expect Government jobs for their children (*Refer to Table 42*).

**Table 43: Needs of Out of School Youths; Views of Teachers**

| Needs  | Male            | Female          |
|--|-----------------|-----------------|
| Driving Training   | 9 (17.31)       | -               |
| Provide loan for agriculture   | 7 (13.46)       | -               |
| Part time job  | 4 (7.69)        | 3 (6.25)        |
| Training on Masonry  | 3 (5.77)        | -               |
| Training on Carpenter  | 3 (5.77)        | -               |
| Training on four wheeler repairing   | 3 (5.77)        | -               |
| Loan and subsidy for business  | 3 (5.77)        | 2 (4.17)        |
| Loan and subsidy for Mango, Jack fruit and vegetables cultivation          | 3 (5.77)        | -               |
| Loan for Goatery/Poultry   | 3 (5.77)        | 1 (2.08)        |
| Free education in evening  | 3 (5.77)        | -               |
| Non-formal education   | 2 (3.85)        | 3 (6.25)        |
| Market linkage for processed food  | 2 (3.85)        | -               |
| Literacy Campaign  | 2 (3.85)        | 3 (6.25)        |
| Training on Bamboo Craft Making  | 1 (1.92)        | 1 (2.08)        |
| <i>Tassar</i> Cultivation  | 1 (1.92)        | -               |
| Hill Broom Cultivation and Binding   | 1 (1.92)        | 4 (8.33)        |
| Training on two Wheeler repairing  | 1 (1.92)        | -               |
| Special guidance by NGO  | 1 (1.92)        | 1 (2.08)        |
| Training on Machine <i>Khali</i> Stitching                                 | -               | 10 (20.83)      |
| Tailoring  | -               | 9 (18.75)       |
| Training on <i>Badi</i> , <i>Papad</i> and Pickle making                   | -               | 7 (14.58)       |
| Free Education in Evening  | -               | 2 (4.17)        |
| Mobile Repairing   | -               | 1 (2.08)        |
| Create Awareness on education through Cultural media (Palla and Dashkatia) | -               | 1 (2.08)        |
| <b>Total</b>   | <b>52 (100)</b> | <b>48 (100)</b> |

Note: Teachers Base: 24 for Males & 27 for Females; Multiple Response Base: 52 for males & 48 for females; Figures in Parenthesis are percentage distribution of responses.

According to teachers of SSD Schools, driving training (17.31 percent) and credit for agriculture (13.46 percent) are two major needs of out of school males while training on *Khali* stitching (20.83 percent), tailoring (18.75 percent), *Badi* and *Papad* making (14.58 percent) are major needs for out of school females. For teachers, apart from the income generation needs, informal education and educational awareness are other needs of out of school youths. For teachers, basic education can help these youths to keep themselves away from exploitation and by that they can engage themselves in different other activities. Apart from this, teachers were also of the opinion that the role of local not-for-profit organisations are crucial in this context (Refer Table 44).

Based on the similarity of the responses of different stakeholders (parents, teacher and youths), needs of out of school youths are prioritised. Existing skill base of out of school youths mostly includes driving (27 percent), electrical wiring (22 percent) and broom binding (10 percent). So far as the current needs are concerned; financial support to current engagement like animal domestication, agriculture, micro enterprises etc. (Priority Weighted Rank Sum: 59.6), vocational training on micro-enterprises, automobile, mechanical, electrical (Priority Weighted Rank Sum:

30.9) and skill enhancement training on agro and forest based livelihood (Priority Weighted Rank Sum: 4.7) are needed. For the parents of Out of School Youths, contribution to household economy (Priority Weighted Rank Sum: 29.5), vocational training (Priority Weighted Rank Sum: 27.1), local labour market engagement (Priority Weighted Rank Sum: 23.2) are major expectations. Besides, parents also demand any public or private sector engagement from their youths. Driving training (17.31 percent) and agricultural credit (13.46 percent) are major needs of out of school males while training on *Khali* stitching (20.83 percent), tailoring (18.75 percent), *Badi* and *Papad* making (14.58 percent) are major needs for out of school females, as identified by teachers. In conclusion, it can be said that financial assistance is essential for strengthening the current sector of engagement and making investment in new ventures. Along with this, vocational / skill base of the out of school youths also need to be improved to cope with the current market requirement.

#### 4.6 Present Mechanism to Address the Needs

Government has been focusing on the development of tribals and the tribal dominated regions through different approaches. For the welfare and development of tribals, Government has been implementing different scheme in line with the constitutional provisions. However, appropriate targeting and execution mechanism continue to remain a concern. As observed, 24 out of total 152 out of school youths (16 percent), could able to access schematic benefits in livelihoods areas whereas remaining 128 youths (84 percent) have not accessed any such benefit.

**Table 44: Income of Out of School Youths under MGNREGS (In ₹)**

| Groups       | Income (In `) (Calculated Class Interval 1650) | No. of Out of School Youths |
|--------------|--|-----------------------------|
| Group 1      | 500 – 2150                                     | 8 (36.36)                   |
| Group 2      | 2151 – 3800                                    | 4 (18.18)                   |
| Group 3      | 3801 – 5450                                    | 7 (31.82)                   |
| Group 4      | 5451 – 7100                                    | 1 (4.55)                    |
| Group 5      | 7101 – 8750                                    | 2 (9.09)                    |
| <b>Total</b> |  | <b>22 (100)</b>             |

Note: Out of School Youths Base: 22; Figures in Parenthesis are percentage distribution

Out of the 24 (16 percent) out of school youths, 22 have got employment under MGNREGS. As days of engagement in MGNREGS is limited, accordingly income of these youths also remain low. As the data shows, 8 of 22 out of school youths (36.36 percent) could able to earn ₹500 to ₹2, 150 in a year till the survey period (as per the available record for verification). Only 2 youths (9.09 percent) were having highest income from their involvement in MGNREGS which is in the range of ₹7, 101 to ₹8, 750 (Refer to Table 44).

**Table 45: Days of Engagement of Out of School Youths in MGNREGS**

| Group (Person Days) | Male            | Female         |
|---------------------|-----------------|----------------|
| <15                 | 6 (26.09)       | -              |
| 15-30               | 11 (47.83)      | -              |
| 31-45               | 3 (13.04)       | -              |
| 46-60               | 2 (8.70)        | 1 (100)        |
| >60                 | 1 (4.35)        | -              |
| <b>Total</b>        | <b>23 (100)</b> | <b>1 (100)</b> |

Note: Figures in parenthesis indicate percentage distribution

Looking at days of employment of these out of school youths, it can be marked that only 3 persons could able to work for 50 days or more in the MGNREGS works. About 11 youths reported to have worked  $\leq 15$  days, 6 persons worked for  $> 15$  days and  $\leq 30$  days and 5 youths worked for  $> 30$  days and  $\leq 60$  days. Only one female in the sample availed 50 days of work under MGNREGS (Refer Table 45).

**Table 46: Wage Receipt by Out of School Youths under MGNREGS**

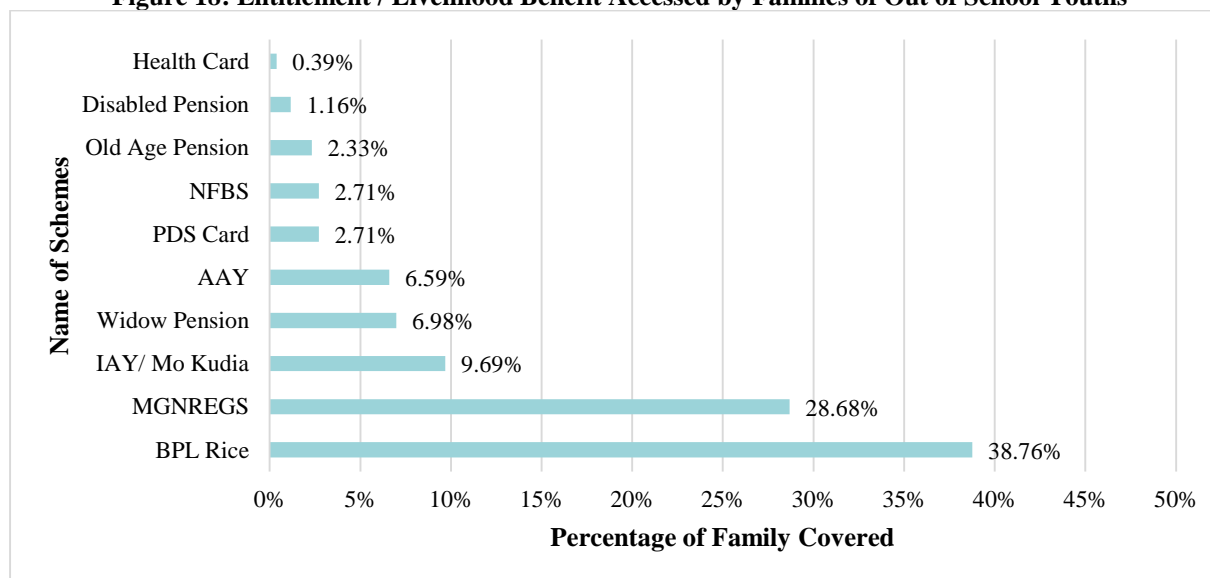
| Wage (In `)  | Male            | Female         |
|--------------|-----------------|----------------|
| <1000        | 3 (13.04)       | -              |
| 1000-5000    | 17 (73.91)      | 1 (100)        |
| 5001-10000   | 3 (13.04)       | -              |
| <b>Total</b> | <b>23 (100)</b> | <b>1 (100)</b> |

Note: Out of School Youths Base: 24; Figures in parenthesis indicate percentage distribution of total engaged persons.

Wage received by the out of school youths under MGNREGS varies from the minimum ₹500 to maximum ₹8,700. Highest of 18 youths (73.91 percent) youths has obtained in between ₹5,000 - ₹10000 including 1 female. Despite covered under MGNREGS, 23 youths (96 percent) have confessed that the programme benefits are not sufficient enough due to seasonality of job availability and payment made for the work. These youths also look for supportive and/or alternative livelihood options. A total of 13 alternative options for supplementing livelihood were identified during the primary survey (Refer Table 46).

Out of the 24 out of school youths, who availed schematic benefits directly, 23 youths (95.83 percent), the support was is found inadequate to improve their economic status. As a result their expectation for alternative options for engagement and earning is obvious. Despite, meager income under MGNREGS, 28 percent (8) youths are interested to continue working with MGNREGS as it does not require any capital investment.

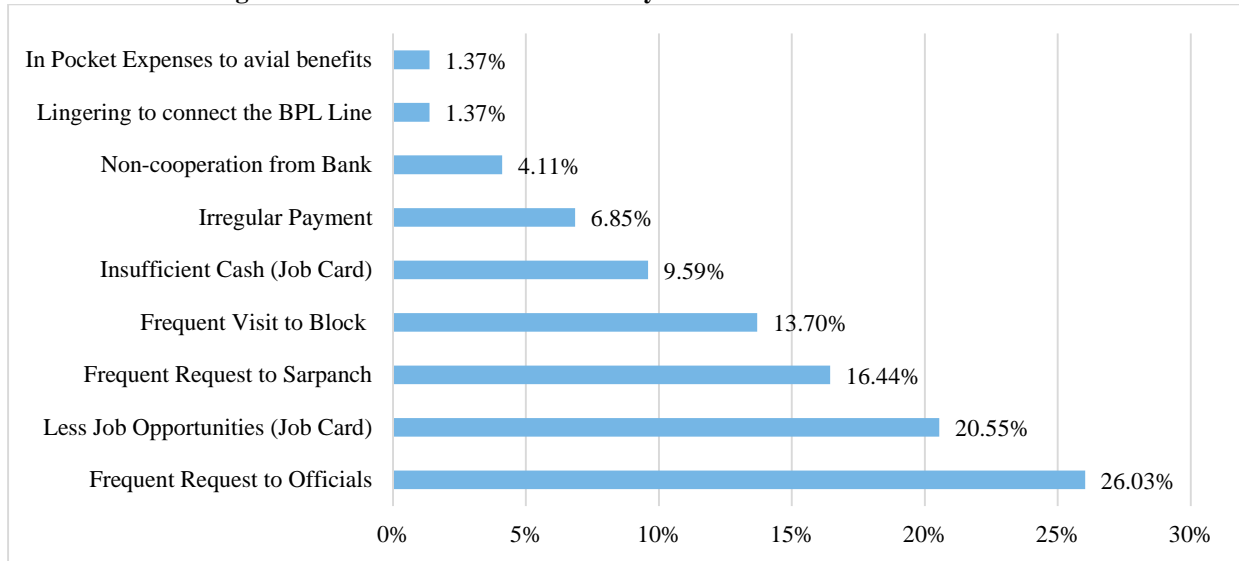
**Figure 18: Entitlement / Livelihood Benefit Accessed by Families of Out of School Youths**



Note: Out of School Youths Base: 139; Multiple Response Base: 258

Besides the out of school youths themselves, about families of 139 out of school youths (91.45 percent) have availed direct benefit under different schemes which are mostly related to food security and livelihood. The schemes, the families have accessed are welfare based in nature. A maximum of 38.76 percent families are covered under BPL Rice and followed by 28.68 percent under MGNREGS. About 9.69 percent families IAY / Mo Kudia, 6.98 percent are covered under Widow Pension and 6.59 percent families are covered under AAY (*Refer Figure 18*).

**Figure 19: Constraints Encountered by Families of Out of School Youths**



*Note: Out of School Youths Base: 59; Multiple Response Base: 73*

Total 59 families of Out of School Youths face difficulties in availing benefits of various schemes. Frequent request of Government officials (26.03 percent), low job opportunities to job card holders (20.55 percent), requesting local Sarpanch (16.44 percent), frequent visit to panchayat samite office (13.04 percent) are some major constraints faced the families (*Refer Figure 19*).

Besides, all the 152 Out of School Youths were asked about their desired livelihood options or benefits for coming years which are not covered under any Government programme. The purpose was to find out the specific needs which can be fulfilled by the Government rather finding out gaps in the continuing Government programmes. Total 119 Out of School Youths (78.29 percent) failed to answer their desired benefits from the Government. Rest 33 youths (21.71 percent) have identified 10 benefits (communal benefits and training needs) orienting to agriculture, marketing, cold chain establishment, training on cultivation and food processing. Realizing scopes for rubber plantation and rubber processing with support from the Government is the benefit desired from the Out of School Youths.<sup>19</sup>

<sup>19</sup>Kutia Kondh Development Agency (KKDA), Gajapati has taken initiative in regard to Rubber Plantation

**Table 47: Identified Training Needs across Engagement Sectors; Out of School Youths**

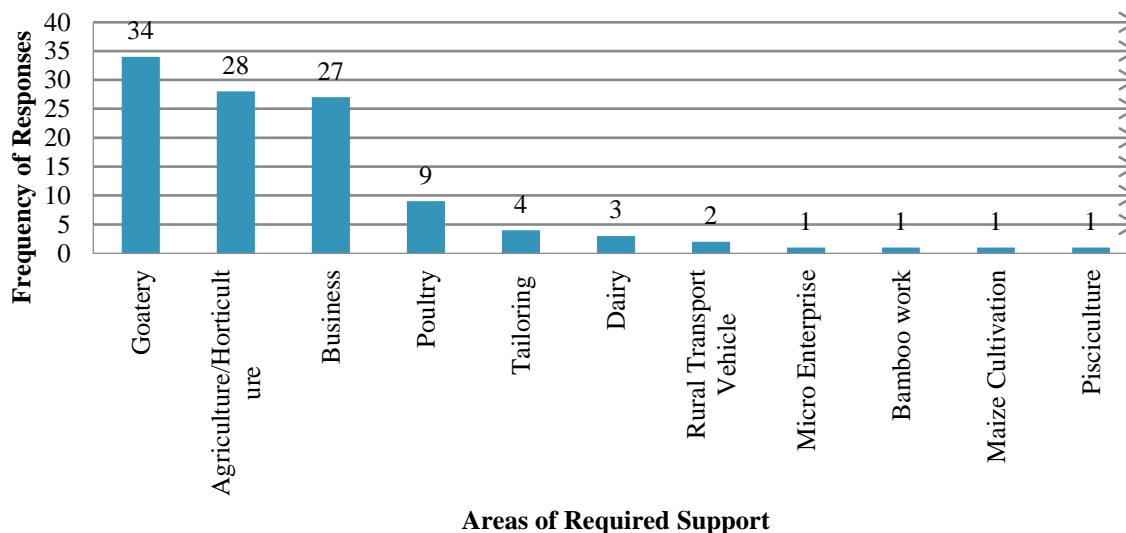
| <b>Jobs or Training (Desired)</b>           | <b>Government Job</b> | <b>Private Job</b> | <b>Locally Available Labour Market</b> | <b>Participation in Household Economic Activities</b> | <b>Skill Enhancement Training</b> | <b>Vocational Training</b> | <b>Other Activities</b> |
|---|-----------------------|--------------------|--|---|-----------------------------------|----------------------------|-------------------------|
| MGNREGS/ Physical Infrastructure            |                       |                    | 45 (91.84)                             |   |                                   |                            |                         |
| HYV Seeds and Farm Implements Promotion     |                       |                    |  | 27 (42.86)  |                                   |                            |                         |
| Motor Vehicle Training                      |                       |                    |  |   |                                   | 6 (12.50)                  |                         |
| Driving Training                            |                       | 1 (4.55)           | 1 (2.04)                               |   |                                   | 9 (18.75)                  |                         |
| Tailoring Training                          |                       |                    |  |   |                                   | 11 (22.92)                 |                         |
| Training on Goatery and Disease Management  |                       |                    | 2 (4.08)                               | 14 (22.22)  |                                   |                            |                         |
| Training for Establishment of Poultry Farm  |                       |                    |  | 5 (7.94)  |                                   |                            |                         |
| Employability Training (Varying Sector)     | 1 (8.33)              |                    |  |   |                                   |                            |                         |
| Training on Doll Making                     |                       |                    |  |   | 1 (14.29)                         |                            |                         |
| Training on Cycle Repairing Shop            |                       |                    |  |   |                                   | 7 (14.58)                  |                         |
| Security Guard /Peon                        |                       | 3 (13.64)          |  |   |                                   |                            |                         |
| Carpentry Training                          |                       |                    |  |   |                                   | 2 (4.17)                   |                         |
| Engagement in Company                       |                       | 5 (22.73)          |  |   |                                   |                            |                         |
| Electrical Home Appliance Repairing Shop    |                       |                    |  |   |                                   | 3 (6.25)                   |                         |
| Driver (Government Vehicle)                 | 4 (33.33)             |                    |  |   |                                   |                            |                         |
| Driver (Private Vehicle)                    |                       | 9 (40.91)          |  |   |                                   |                            |                         |
| Class IV Government Job                     | 7 (58.33)             |                    |  |   |                                   |                            |                         |
| Hill Broom Binding                          |                       |                    |  |   | 1 (14.29)                         | 1 (2.08)                   |                         |
| Training on Minor Forest Produce Processing |                       |                    |  |   | 1 (14.29)                         |                            |                         |
| Technical Knowledge on Sweets Making        |                       |                    |  |   | 1 (14.29)                         |                            |                         |
| Technical Support to Establish Grocery Shop |                       |                    |  | 2 (3.17)  |                                   |                            |                         |
| Vegetable Cultivation                       |                       |                    |  | 2 (3.17)  |                                   |                            |                         |
| Dairy Farming                               |                       |                    |  | 3 (4.76)  |                                   |                            |                         |
| Cultivation in Government Land (On Lease)   |                       |                    |  | 4 (6.35)  |                                   |                            |                         |
| Mechanical Training                         |                       |                    |  |   |                                   | 2 (4.17)                   |                         |
| Modern Farm Implements Operations           |                       |                    |  | 4 (6.35)  |                                   |                            |                         |
| Masonry Training                            |                       |                    |  |   | 3 (42.86)                         |                            |                         |
| Maize Cultivation                           |                       |                    |  | 1 (1.59)  |                                   |                            |                         |
| Automobile Training                         |                       |                    |  |   |                                   | 3 (6.25)                   |                         |

| Jobs or Training (Desired)            | Government Job  | Private Job     | Locally Available Labour Market | Participation in Household Economic Activities | Skill Enhancement Training | Vocational Training | Other Activities |
|---------------------------------------|-----------------|-----------------|---------------------------------|--|----------------------------|---------------------|------------------|
| House Wiring Training                 |                 |                 |                                 |  |                            | 2 (4.17)            |                  |
| Cotton Doll Making                    |                 |                 |                                 |  |                            | 1 (2.08)            |                  |
| Welding                               |                 |                 |                                 |  |                            | 1 (2.08)            |                  |
| Financial Support (Any Job of Choice) |                 |                 |                                 |  |                            |                     | 15 (100)         |
| Engaged in Marketing                  |                 | 1 (4.55)        |                                 |  |                            |                     |                  |
| Private Sector Jobs                   |                 | 2 (9.09)        |                                 |  |                            |                     |                  |
| Electrician                           |                 | 1 (4.55)        |                                 |  |                            |                     |                  |
| Wages Labour                          |                 |                 | 1 (2.04)                        |  |                            |                     |                  |
| SRI or Step Cultivation               |                 |                 |                                 | 1 (1.59)                                       |                            |                     |                  |
| <b>Total</b>                          | <b>12 (100)</b> | <b>22 (100)</b> | <b>49 (100)</b>                 | <b>63 (100)</b>                                | <b>7 (100)</b>             | <b>48 (100)</b>     | <b>15 (100)</b>  |

Note: Out of School Youths Multiple Response Base: 216; Figures in parenthesis are Percentage distribution

Training with match to the local labour market and existing skill base of the out of school (KSA: Knowledge, Skill and Attitude) shall not only enhance the capacity of the Out of School Youths but shall open up scope for earnings. A total of 38 types of Jobs are identified across for 6 specified needs involving jobs in private and public sector, skill enhancement training and training to fit in the locally available labour market opportunities. Total 15 responses have come in favour of required financial supports to do the business of their choice. It may be noted that the Out of School Youths are not sure of the means of income generation (Refer to Table 47).

Figure 20: Government Supports for Out of School Youths (Views of Parents)



Note: Out of School Youths Multiple Response Base: 111.



According to parents, Goatery, agriculture and small scale businesses are major livelihoods areas which can help the out of school youths in future and for that financial assistances would be required. It may be noted that some of the activities like, bamboo work or maize cultivation are cluster specific due to agro-climatic and geo-morphological conduciveness of some districts. On the contrary, Goatery has universal demand irrespective, of district specific diversification. For vocational training, mechanical training comes first with 27 percent responses, followed by tailoring and automobile training with 15 percent responses to each. Preparing doll remains an option for one out of school female where vocational training is required (*Refer to Figure 20*).

## 4.7 Chapter Summary

This chapter discuss various needs of dropout and out of school youths, current engagement pattern and elaborate on key requirements of these youths. Majority of the dropout students belong to BPL families and engaged in different economic activities. Out of school youths from BPL families were also found to be higher than non-BPL families. About 44.04 dropouts found engaged as daily wage labourer followed by cultivation (33.51 percent). Skill based engagement in service or self-employment is less. Further, 58.81 percent were also involved in secondary economic activities and primarily in daily wage (33.82 percent) or in farming (42.03 percent). However, more number of students dropped out of Ashram and High school found to have skill based engagement in comparison to students dropped out of *Sevashrams*. It is more about the availability of engagement opportunities in different sectors of engagement which determines engagement.

Out of school youths were also found engaged in different economic activities. Migration to other distant places for employment is uncommon in both the category of youths. Wage labour and cultivation were the prime occupations and skill based engagement was marginal among these out of school youths. About 67.10 percent out of school youths have secondary engagement, mostly in agriculture or in wage. Non-availability of required amount of agricultural land, poor skill base and lack of scope for engagement in other sectors has been the prime reasons for daily wage engagement of these out of school youths. Occupational pattern of the parents show more or less similar trend of sector engagement, i.e., primarily in agriculture or in wage.

Strengthening the existing or taking up new livelihoods is a common requirement of 97.7 percent dropout youths. The support system expected by these youths are either financial or skill based with support for linking with the opportunities. Financial support, in terms of credit and subsidy is expected by 75.6 percent dropout youths. Vocational training is much aspired requirement for securing livelihoods by 68.2 percent. About 35.8 percent are interested for agricultural activities and 35.2 percent for small business / trading and service sector engagement. Interest of dropout youths lies in strengthening the current livelihoods opportunities more through credit and subsidy. In vocational courses, about 19.3 percent are interested in electrical while 28.4 percent for automobile repair and maintenance, 22.2 percent are interested in mechanics (welding, fitter, cycle repairing tube well repairing etc.) and 21.9 percent in masonry, carpentry, handicrafts, dhokra Casting, sewing centre etc.

Out of school youths require opportunities for strengthening primary sector like agriculture, animal husbandry etc. Some out of school youths are also engaged in other economic activities like driving, tailoring, wage labour followed by self-employment. About 88 percent out of school youths find the present level of income insufficient to meet family requirement. Possession of land and engagement in agriculture is the primary source of livelihood for majority of the out of school youths. But, possession of land alone does not always ensure a better income for which 96.71 percent youth needs supportive or alternative means of engagement.

Financial assistance for livelihood is the major need among the out of school youths followed by vocational training and skill development training. Comparing vocational training and skill development, out of school youths prefer to acquire market driven new vocational skills rather than improving existing skills. Key planned areas of financial investment by out of school youths are (1) animal husbandry; (2) agricultural inputs; (3) petty business; (4) micro enterprises / trading and (5) transport business / services.

## CHAPTER V: REVIEW OF PROGRAMMES OR INITIATIVES APPROPRIATE FOR EVER ENROLLED AND NEVER ENROLLED STUDENTS

### 5.1 Programmes for Dropout and Out of School Youths

Educational development is a stepping-stone to economic and social development and considered as the most effective instrument for empowering the Scheduled Tribes. Efforts have been made with the objective of enhancing access of tribals to education with the implementation for different educational schemes. Infrastructural facilities have been provided in the tribal dominated areas in shape of hostels for ST students, establishment of ashram schools, vocational training center etc. Besides, to maximize retention of ST students in schools and to promote higher education, monetary incentives in the form of scholarships is also provisioned. Few scholarships scheme are like pre-matric scholarship, post-matric scholarship, scholarship for top class education and Rajiv Gandhi National Fellowship and National Overseas Scholarship for ST students. In addition, *Adivasi Shiksha Rrinn Yojana*, an education loan scheme of National Scheduled Tribes and Scheduled Castes Financial Development Corporation (NSTFDC) launched during the year 2011-12, has become operational during FY 2012-13 for providing concessional loan to ST students for pursuing technical and professional courses including doctoral degrees in India<sup>20</sup>.

### 5.2 New Initiatives to Retain Dropout and Out of School Youths

The study identifies multiple aspects that are required to be focused upon for improved educational status of tribals. The findings are mostly based on consultation with different stakeholders and field observation.

**Table 48: Reformation in Govt. Programmes for Reduction of School Dropouts; Views of Teachers**

| Facets of Reformation                                     | No. and (%) of Responses |
|---|--------------------------|
| Street Play on Importance of Education                    | 16 (21.92)               |
| Quality Teaching in Schools                               | 6 (8.22)                 |
| Special Attention to Weak Student                         | 5 (6.85)                 |
| Gap Bridging in Programme Implementation                  | 5 (6.85)                 |
| Proper Management of Hostels                              | 4 (5.48)                 |
| Inadequate Facilities for Food Preparation                | 4 (5.48)                 |
| Government Job Openings                                   | 4 (5.48)                 |
| Regular Monitoring of School                              | 3 (4.11)                 |
| Skill Enhancement Training (Matching to demand of Youths) | 3 (4.11)                 |
| Restriction on Overloading Teachers                       | 2 (2.74)                 |
| Expansion of Hostel Facilities                            | 2 (2.74)                 |
| Supply of Sports Equipment                                | 2 (2.74)                 |

<sup>20</sup> Annual Report, Ministry of Tribal Affairs (MoTA), Govt. of India

| Facets of Reformation                                      | No. and (%) of Responses |
|--|--------------------------|
| Free Treatment of Disease                                  | 2 (2.74)                 |
| Provisions for more Uniforms (addition to 2 Pairs)         | 2 (2.74)                 |
| Additional Funds Flow to Schools                           | 2 (2.74)                 |
| Fuel Supply in Rainy Season                                | 2 (2.74)                 |
| Playground Facility  | 1 (1.37)                 |
| Recruitment of Teacher in Local Language                   | 1 (1.37)                 |
| Family Planning Enforcement in Tribal Societies            | 1 (1.37)                 |
| Checking Alcoholism  | 1 (1.37)                 |
| Healthy Drinking Water Supply and Sanitation Facilities    | 1 (1.37)                 |
| Recruitment of Security Guards in Hostels                  | 1 (1.37)                 |
| Authorization of VEC Members for Select Decisions          | 1 (1.37)                 |
| Separate Staff Hostels                                     | 1 (1.37)                 |
| Organization of Annual Sports Meet and Cultural Programmes | 1 (1.37)                 |
| <b>Total</b>   | <b>73 (100)</b>          |

Note: Teachers Base: 35; Multiple Response Base: 73; Figures in parenthesis indicate percentage distribution of responses.

Awareness through street plays can sensitise people and motivate for formal education and reduce dropout at all levels (teachers, 21.92 percent). Imparting quality education (8.22 percent), focused attention to educationally weak students (6.85 percent) and steps to bridge critical gaps in educational programmes (6.85 percent) are few major steps that are required, as suggested by the teachers (Refer Table 48).

**Table 49: Suggested Interventions for Status improvement of Dropout Youths; Views of Teachers**

| Suggested Areas of Interventions                                   | Male       | Female    |
|--|------------|-----------|
| Skill Development Training   | 14 (17.95) | 7 (9.59)  |
| Counseling of Parents for allowing Children to go to School        | 11 (14.10) | -         |
| Supply of Sports Equipment, Indoor Games for Girls and Playground  | 6 (7.69)   | 3 (4.11)  |
| Sufficient Study Materials   | 6 (7.69)   | 5 (6.85)  |
| Loan and Subsidy for IGAs  | 6 (7.69)   | 3 (4.11)  |
| Adequate Number of Teachers in Schools                             | 5 (6.41)   | 2 (2.74)  |
| Training on Driving and Mobile Repairing                           | 5 (6.41)   | -         |
| Quarterly Cultural Programme in Schools                            | 4 (5.13)   | 3 (4.11)  |
| Additional Classrooms in Schools                                   | 3 (3.85)   | 5 (6.85)  |
| Training on Horticulture   | 3 (3.85)   | -         |
| Regular Health Check Up of Students                                | 2 (2.56)   | 3 (4.11)  |
| Provision for Scholarships   | 2 (2.56)   | 2 (2.74)  |
| Job Guarantee  | 2 (2.56)   | 2 (2.74)  |
| Out-State Exposure Visit of School Staffs and Students             | 2 (2.56)   | 2 (2.74)  |
| Healthy Drinking Water Supply and Sanitation Facilities in Schools | 1 (1.28)   | -         |
| 2 to 3 times fish / non-veg food in meal in a week to students     | 1 (1.28)   | 1 (1.37)  |
| Family Planning Enforcement in Tribal Societies                    | 1 (1.28)   | 2 (2.74)  |
| Television Facilities in Hostels                                   | 1 (1.28)   | -         |
| Separate Staff Hostels   | 1 (1.28)   | 2 (2.74)  |
| Training on Modern Cultivation                                     | 1 (1.28)   | -         |
| Training on Dairy/Fisheries  | 1 (1.28)   | -         |
| Training on Sewing / Tailoring                                     | -          | 8 (10.96) |
| Special Attention for Girls Education                              | -          | 7 (9.59)  |
| Training on <i>Khali</i> stitching and <i>Badi, Papad</i> Making   | -          | 6 (8.22)  |

| <b>Suggested Areas of Interventions</b> | <b>Male</b>     | <b>Female</b>   |
|---|-----------------|-----------------|
| Additional Uniforms for Girls           | -               | 5 (6.85)        |
| Adequate Toilet Facilities              | -               | 2 (2.74)        |
| Proper Maintenance of Hostels           | -               | 2 (2.74)        |
| Training on Watch and Radio Repairing   | -               | 1 (1.37)        |
| <b>Total</b>                            | <b>78 (100)</b> | <b>73 (100)</b> |

Note: Teachers Base: 36 for Males & 28 for Females; Multiple Response Base: 78 for males & 73 for females; Figures in Parenthesis are percentage distribution.

According to teachers, skill development training (17.95 percent) and counselling of parents (14.10 percent) are two major interventions that are required for the dropout males while training on the tailoring (10.96 percent) and special attention to the girls (9.59 percent) education are two major interventions needed for the dropout females (Refer Table 49).

**Table 50: Required Govt. Interventions for Status improvement of Out of School Youths; Views of Teachers**

| <b>Government Intervention Areas</b>                       | <b>Male</b>     | <b>Female</b>   |
|--|-----------------|-----------------|
| Skill Development Training                                 | 9 (21.43)       | 1 (2.63)        |
| Financial Support to Family                                | 5 (11.90)       | 5 (13.16)       |
| Providing Subsidized Loan                                  | 5 (11.90)       | 2 (5.26)        |
| Organization of Annual Sports Meet and Cultural Programmes | 5 (11.90)       | 7 (18.42)       |
| Provision of Scholarship                                   | 3 (7.14)        | 4 (10.53)       |
| Financial Support for Agriculture                          | 3 (7.14)        | 1 (2.63)        |
| Evening School with Library                                | 2 (4.76)        | 1 (2.63)        |
| Training on Handicraft                                     | 2 (4.76)        | -               |
| Loan for Poultry and Goatery                               | 2 (4.76)        | -               |
| Provision for Non Formal Education                         | 1 (2.38)        | -               |
| Regular Counseling   | 1 (2.38)        | -               |
| Family Planning Enforcement in Tribal Societies            | 1 (2.38)        | -               |
| Out-State Exposure Visit of School Staffs and Students     | 1 (2.38)        | 1 (2.63)        |
| Driving Training   | 1 (2.38)        | -               |
| Training on Dairy and Fishery                              | 1 (2.38)        | -               |
| Repairing training on Watch and Radio                      | -               | 1 (2.63)        |
| Provide <i>Khali</i> Machine and Training                  | -               | 2 (5.26)        |
| Training on Handicraft                                     | -               | 3 (7.89)        |
| Provision for Non Formal Education                         | -               | 3 (7.89)        |
| Tailoring training   | -               | 7 (18.42)       |
| <b>Total</b>   | <b>42 (100)</b> | <b>38 (100)</b> |

Note: Teachers Base: 17 for Males & 24 for Females; Multiple Response Base: 42 for males & 38 for females; Figures in Parenthesis are percentage distribution.

For the improvement of the out of school males, skill development training (21.43 percent) was the most required intervention while training on the tailoring (18.42 percent) was for the out of school females. Besides, organisation of the cultural programme is focused by teachers for males (11.90 percent) and females (18.42 percent). This is probably due to the inclination of tribals for cultural recreation which is necessary to retain students amidst disciplined residential schools (Refer Table 50).

Selected Government programmes failed to achieve pre-defined objectives due to gaps in execution level. Thus it is relevant to map the gaps that are persisting in the programme

implementation so that appropriate measures can be taken. Key informants have their views for bridging the gaps and minimising the rate of dropouts in future.

**Table 51: Gap Bridging for School Dropouts on Programme Implementing Issues**

| <b>Suggested Steps</b>  | <b>No. of Responses</b> |
|---|-------------------------|
| Appointment of adequate number of teachers                                | 36 (25)                 |
| Improved school infrastructure  | 24 (16.67)              |
| Monitoring of quality education by district inspector                     | 11 (7.64)               |
| Awareness among parents   | 10 (6.94)               |
| Providing job oriented training programme                                 | 10 (6.94)               |
| Increasing hostel and teachers' resident / quarter facility               | 9 (6.25)                |
| Deployment of additional programme implementation staff                   | 6 (4.17)                |
| Appointment of local teachers   | 5 (3.47)                |
| Sports infrastructure and equipment                                       | 4 (2.78)                |
| Exclusion of family from Government programme for absenteeism of students | 4 (2.78)                |
| Drinking water supply and sanitation facilities in school                 | 3 (2.08)                |
| Provide regular Salary and other facilities to school staff               | 3 (2.08)                |
| Restriction / strict supervision of child labour                          | 3 (2.08)                |
| Minimum of 2 to 3 teacher-quarters in school premises                     | 3 (2.08)                |
| Separate school for boys and girls  | 3 (2.08)                |
| Providing cycles for boys and girls                                       | 2 (1.39)                |
| Strict initiatives to check private coaching                              | 2 (1.39)                |
| Provide scholarship and stipend to students                               | 2 (1.39)                |
| Proper care in AWCs to promote student to Ashram school                   | 1 (0.69)                |
| Teachers should be abstained from census and election duty                | 1 (0.69)                |
| Regular health check-ups in schools                                       | 1 (0.69)                |
| Communication in local tribal language inside classroom                   | 1 (0.69)                |
| <b>Total</b>  | <b>144 (100)</b>        |

*Note: Figures in parenthesis indicate percentage distribution*

Appointment of sufficient teachers (25 percent) and improved school infrastructures (16.67 percent) are two major areas which needs to be strengthen. Improvement of school infrastructure with necessary provision for a conducive educational environment in the schools are necessary to reduce the attrition of students from schools. However, it is worth-mentioning that by this time, certain measures are already being taken by Government for the creation of infrastructure facilities (*Refer Table 51*).

### 5.3 Chapter Summary:

This chapter highlights different initiatives which can reduce dropout and out of school at one end and could address the livelihood needs of these youths. Improvements in school infrastructure, appointment of additional teachers, sports facilities etc. are some issues to be addressed for improved retention. Besides, vocational and skill development training can add to the livelihood of dropout and out of school youths in a sustained manner.

Empowerment of Scheduled Tribes has been one of the national development goal. Efforts have been made to enhance the educational status of tribals and ensuring improvement in their economic situation. It is assumed that improved awareness among the parents and children can help in minimising non-enrolment / out of school and dropout rate. Delivery of quality education, special

attention to educationally weaker students and steps to bridge critical gaps in implementation of educational programmes can be helpful further in this regard.

Skill development training and counselling to the parents can support these youths, apart from credit provision. For dropout girls, vocational training on different engagement opportunities like tailoring can be helpful. It is also equally important to map the gaps in implementation of existing programmes and focus on infrastructure development, which may be beyond the educational infrastructure. Insufficient teacher and poor educational infrastructure are two major reasons which also affects tribal education. Improvement of school infrastructure and conducive educational environment of the schools are necessary to minimise the out of school and dropout cases.



## CHAPTER VI: CONCLUSION AND RECOMMENDATIONS

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The study objectively examined the reasons of school dropout (in case of dropout students of 16-24 years age group who left school for last 2-10 years) and assessed current needs of dropouts and out of school tribal youths in the selected sample districts. The study was conducted using observational design and adopted approach was participatory and consultative in nature. Through multi-stakeholder consultation process, attempt was made to understand the key requirements of these youths in order to improve their economic and engagement status. Different stakeholders were interacted in the process, such as dropouts, out of school youths, parents of these youths, teachers of the local SSD schools and other key informants from the local level. The study also examined the current status of engagement of these youths and accessibility to different on-going Government schemes that meant to improve the livelihood of these youths and their families.

### 6.1 Key Findings

- Number of dropouts from high school level is comparatively higher than Ashram / Sevashram schools in all the study districts, excluding Keonjhar and Malkangiri. In Keonjhar and Malkangiri, student dropout from Ashram schools is higher than high schools.
- About 55.68 percent dropout youths are below or equal to 20 years of age while the remaining 44.32 percent are in the age range of 20 to 25. Irrespective of class, age of enrolment of dropouts is within 5 to 7 in 46.02 percent, 7.95 percent in 8 to 10 age group, 41.19 percent in 11 to 13 and 4.83 percent in 14 to 16 age group. About 34.09 percent dropouts were enrolled between 1990 and 2000, whereas 65.91 percent current dropout youths were enrolled in school during 2001 to 2010.
- Age of admission of dropout youths found to be distributed within the age group of 5 to 16 with mean age of admission at 9 years. Whereas minimum and maximum age at the time of dropout observed to be 6 and 19 with mean age of dropout is 13 years. So, on an average, a current dropout student was in school for 4 years, after his/her last admission, irrespective of the year and class of admission.
- Among the dropouts, 55.68 percent were boarders in their last schooling period whereas remaining 44.32 percent were day scholars. Completion of 5 years of schooling in boarder and day scholar is more or less same. Majority of the dropouts belong to families that are enrolled as BPL (84.7 percent). On the other hand, 84 percent out of school youths belong to families of BPL category. Of the total out of school youths, majority (82.89 percent) were male.

- Major reasons of leaving school, in case of dropout youths were extending economic supports to family (72.44 percent), difficult course curriculum (38.35 percent), lack of interest for education among parents (36.08 percent), chronic health complications (22.16 percent) etc. Reasons of not going to school (out of school) remains more or less same in case of out of school youths. Poor financial conditions (composite priority rank 1), disinterest for study (composite priority rank 2) and reluctance of parents (composite priority rank 3) observed to be the major reasons for remaining out of school in case of youths.
- Of the total dropouts, 81.5 percent were employed in different sectors. About 12.5 percent of the total employed are engaged in more than one economic activity. About 44.04 percent dropouts are engaged as daily wage labourer followed by their engagement in farming (33.51 percent). Skill based engagement in different sectors is less. Wage labour and cultivation were the prime occupation of 81.58 percent out of school youths. Skill based engagement found to be marginal among these youths.
- Of all the dropout youths, 33.23 percent have 17 types of skill base and rest 66.76 percent have no specific employable skill. Skill based training seems imparted to some of the dropouts and of the total dropouts, who have certain skill, 4.3 percent have undergone formal skill development training from both Government and non-Government agencies. In case of out of school youths, 23.68 percent possess requisite skill to perform their job. Driving, Electrical Wiring, Broom Binding, Cycle repairing, Tailoring, Carpentry are the major skill set (83 percent) possessed by them. About 98.68 percent out of school youths have not availed any skill development training.
- Average annual income of an employed dropout youth estimated to be ₹23,087.00 which varies by sector of engagement. Dropout students engaged in skill based engagement found to have better annual earning in comparison to farm and allied sector engagement. In case of out of school youths, average annual income estimated to be ₹21,461. About 88 percent out of school youths find the present level of income insufficient to meet family requirement.
- Strengthening livelihoods is a common requirement of 97.7 percent dropouts. Financial support, in terms of credit and subsidy is expected by 75.6 percent dropout youths, of which 58.3 percent feel it as first priority whereas for 34.6 percent, it is the second priority. Vocational training is much aspired requirement for 68.2 percent. Priority requirement of out of school youths remain more or less same like that of dropouts.
- About 73.86 percent dropout students feel that additional financial support to vulnerable tribal students can improve retention of students in schools and would be helpful to minimize the dropout rate. Family level support to students is highly essential for retention and dropout reduction (72.73 percent). Payment of stipend to students on regular basis (46.59 percent), counseling of parents for children education (39.49 percent) and regular and timely availability of study material (29.55 percent) may help in this regard.

- Remarkable difference in the needs between dropouts and out of school youths were not observed, except local specific priorities like Sabai rope making in Mayurbhanj and similar other cases. The desired needs of these youths are basically guided by the current opportunities that are available in the locality, existing skill base and perceived future potential.
- Needs of the dropout and out of school youths are mostly revolve round livelihood rather than education. However cases were found where the dropout students desired to go for technical education for better opportunity of employment in public and private sector sectors (25 percent male and 23 percent female dropout youths).
- Skill based employment and enhancement of current skill base are one of the priorities of these youths. Some degree of difference observed in skill requirement of male and female. Training on specified trades like masonry, two wheeler repairing and carpentry are desired by the male youths (irrespective of enrolment status) while females desired training on food processing like *Badi*, *Papad* and pickle making. Besides, females are also interested to get involved in vocational training on sewing and mobile repairing.
- It is pertinent from consultation with different stakeholders that the major flagship programme of Government, i.e., MGNREGS (16 percent) could able to provide partial employment to the unemployed or marginally employed youths seasonally. Another flagship programme, i.e., IAY was also found beneficial for the poor tribal families. Livelihoods improvement schemes / programmes observed having limited impact in creating employment opportunities and developing the economic status of these youths.
- Like the youths, parents of dropout youths also aspire for creation of opportunities for of self-employment which can engage these youths locally (25.9 percent). Financial support for self-employment (13.9 percent) perceived to be another important aspect in this regard. Skill up-gradation training (6 percent) to the youths and technical support for agrarian engagement (9.6 percent) also viewed to be important for these youths.
- Parents of out of school youths feel that participation in household works (composite priority rank 1), vocational training (composite priority rank 2) and engagement in the local labour market (composite priority rank 3) are the major reasons for sustainable income of out of school youths.

## 6.2 Conclusion

Apart from identifying and addressing the needs of dropouts and out of school youths, it is equally important to reenrol the dropouts and ensure that no child is left behind and all the children of school going age is enrolled in appropriate standard. Focus should be to achieve zero dropout and zero out of school children in the coming days in order to achieve the Millennium Development Goal. Mass awareness drive and enrolment campaign would be beneficial to bring the parents in to the fold of child education.

The local village education committee is expected to take up the role of motivator and act as a catalyst in the overall process. But, it appears that they are not keeping track of enrolment, dropout and non-enrolment of children. Apart from strengthening the education committee, through orientation / training, special mandate may be given to ensure that no child leaves the school in the mid-course and no child is left out for enrolment. Special enrolment drive would be further helpful to achieve this. However, it is important to strengthen the current coordination mechanism between school management committee and education committee objectively.

Availability of common minimum facility at the school level is essential to ensure retention of children. In a tribal area, the norm of student classroom ratio and pupil teacher ratio may be re-examined and revised suitably, if necessary, so that tribal children can avail the benefit of education in a focused manner. Infrastructural facility and other norms, as prescribed in the Right to Education Act, 2009, may be adhered strictly.

Development of skill base of current dropouts and out of school youths is an essentiality and may be addressed appropriately. Enrolment of these youths in vocational courses, as per the need of the youths and based on the requirement of the market can ensure their remunerative employment. Market assessment with regard to skill gap will help further in this regard. It can also be assumed that the enhanced skillset may not be absorbed fully in the local market. So, opportunities of engagement need to be explored outside and for that institutional collaboration may be fostered with placement agencies.

In skill development of dropouts and out of school youths, two fold strategy may be taken. In one hand provisions may be made to provide them with new skills which are market exchangeable and secondly, strengthening the existing skill base which these youths already have. Strengthening the existing skillset will help to improve their productivity in current sector of engagement. Assessment of training needs may be undertaken by the training institutes and course curriculum may be finalised based on the identified training areas. Training curriculum may be designed for specific types of existing or new skills that are locational specific like *Sabai* rope making in Mayurbhanj. Whereas, curriculum for skill enhancement may be in the areas of existing skills, i.e., masonry, bamboo craft, carpentry etc.

For promoting self-employment, provisioning of finance is essential. Required financial provision could be made in shape of subsidy linked credit for these youths under enterprise / income generation promotion drive. For enterprise promotion, apart from credit services, provision of management and technical service is also essential as educational level of these dropouts and out of school youths is low. Special agencies / institutions may be engaged in providing such services regularly to these youths and driving them objectively through handholding support.

The strength of community organisation and collectivisation may be optimised in agriculture and allied sectors, involving these dropouts and out of school youths. They may be organised for agro-based business activities like processing, product based supply chain management, procurement and marketing of local produces, collective farming etc.

Monitoring, supervision and evaluation of effective implementation of different schemes / programmes and mapping the overall growth of these youths from time to time is essential. With the provision of different support system, effective monitoring and evaluation would help to realise the overall development mandate of tribal in general and dropouts and out of school youths in particular.

In order to realise the plan outcomes, both short-term and long-term strategies are to be framed. Short-term strategies, like delivering financial aids and inclusion under schemes for employment are necessary. While long-term strategies should aim towards regular training for improvement of existing competencies and monitoring to ensure the achievement of plan outcomes. Vocational training in terms of electrical (general electrical, house wiring, mobile repairing), automobile (two wheeler and four wheeler repairing), mechanical (Welding, Fitter) and others trainings like masonry and carpentry can help to these youths. It is realised that participation of tribal youths and their ownership of different schemes / programmes is lacking. Hence provisions could be made for the mandatory inclusion of the youths under suitable schemes, based on the entitlement parameters, by creating Village Level Institutions (VLIs). Such village level institutions may be assigned with necessary authority to monitor and regulate specific scheme operations. Unless and until the sentiment of ownership has not developed among the tribal, holistic development under any scheme may not be assured.

Participatory planning in terms of framing of plans taking into account the needs and willingness of the youths shall certainly be a feasible strategy to be adopted. Along with techno-managerial support, financial supports is also required for business venture like custom hiring of farm implements, vegetable cultivation, fruits plantation, piggery, poultry etc. Sustainability of the plan outcomes can only be ensured through follow up actions, like technical support, regular monitoring and enhanced funding for the better performing schemes (more participations and achievements) and reframing the failed schemes are also desirable in long run. In short, focus shall be given to the performance of the schemes and conjoint strategies to make the scheme perform better. The TSP approach to tribal development needs to be implemented in a coherent manner with a convergence oriented planning model.

For enterprise promotion, especially in a larger scale and for the development of specific product clusters within the areas where these youths can be engaged, the local District Industrial Centre (DIC) may play a role. With the provision of required funds, DIC may be assigned to promote enterprises that suits to the localities.

### **6.3 Recommendations**

Quality of education play an important role which is basically depends upon teacher's ability to deliver the subject in an understandable way. Following the Joyful learning principles and procedures objectively may create interest among children further and minimise the dropout rate.

Skill based education, at least at high school level could be beneficial for the students who are interest in acquiring new skill sets that are exchangeable in the market. Before imparting specialised skill based inputs to tribal students, mapping of interest areas for specific skill may be

carried out in each school and children may be provided with necessary skill accordingly. It would be helpful to explore the potentials of the students and interest in specific areas. It will also ensure increasing skilled labour force in the market. In case, if a child is not interested to continue his / her higher education after high school, at least he/she can earn his/her livelihood through skill based engagement.

For the current dropouts and out of school youths, a special livelihood enhancement plan may be prepared in an integrated and holistic manner. It is essential contextually as scope of their reenrolment in school seems less possible. The plan should take care of the needs / interest areas of engagement of these youths as identified in this study. The plan may focus on three critical aspects, i.e., individual level employment and income of the dropouts and out of school youths, wellbeing of their families through developmental and welfare measures and thirdly adopting tribal area development approach with regard to infrastructure and facilities.

Direct and indirect means of employment creation may be thought of for the dropouts and out of school youths. Here, direct means refer to developing skill base of these youths, promoting / supporting individual enterprises / income generation activities, supporting their families in accessing wage employment and other employment opportunity avenues etc. Indirect way of employment creation can be done through area development approach, which encompass infrastructure development and sector / sub-sector development approach. Area development through these means will automatically generate scope of employment for these youths in the locality.

Convergence approach for a holistic development for these youths and the areas, where they are residing seems necessary. In a sector convergence approach, household and community / village / GP may be considered as unit of convergence, based on the nature and benefit dimensions of different Government schemes / programmes. Existing support system, created under different schemes, including tribal development programmes, may be converged at household and community level for a greater outcome in improving their quality of life.

Planning entailing the need assessment and the willingness of the youths can only yield probable outcomes instead of imposing schemes under various flagship or backward region programmes of State and Central Government. Prospective planning shall include employment and its sustainability for the youths keeping notes on the changing local market scenario. In recent days, tribal youths are more prone to migration (especially out of school youths at an early age) for employment and income. Prospective planning needs to evaluate the out-migration scenario and make provision to check migration with scope to provide alternative livelihood options for the youths.

The reasons of school dropout and the needs of the Dropout and Out of School Youths between the age group of 16-24 are identified from the study. Necessary strategies with defined plan of action may accordingly be designed to restrict dropout at one end and provide scopes for employment to the youths at the other. Taking into account the current tribal education scenario, school infrastructure has considerably been developed in comparison to earlier years. Scheme / programme like “*Saragifula*” implemented by ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha, brings out the inherent talent among the



tribal children apart from education. Ekalavya Model Residential Schools (EMRS) have been established for higher secondary education equipped with well-furnished school infrastructure and approximately nil dropout rate. Hence, it can be said that Government has taken possible steps to restrict school dropout and has ensured retention by creating student friendly environment inside the schools. Many Sevashrama have been upgraded to Ashram schools due to considerable educational performance and retention of the students. Active involvement of parents and village education committees and a collaborative effort of all the organisations along with School Management Committee (SMC) may improve the educational scenario further.

Separate plan of action may be formulated for the out of school and dropout females keeping focus on their needs, like sewing, food processing and others. Only delivering vocational training may not be sufficient unless it creates employment and income. The scope of coverage of Odisha Tribal Development Co-operative Corporation Ltd. (TDCC) may be widened firmly to provide opportunities to the trained females in food processing and tribal art on a long term basis to meet the increasing demand of tribal artefacts in urban markets. Necessary reform may be made to the existing schemes or need based new schemes may be designed keeping an eye on the needs and interests of the youths and ensuring its proper execution to bring remarkable change in the lives of the tribal youths.

### **6.3 Limitations of Study**

1. The study followed a tracer approach in order to track out the dropouts and out of school youths. Hence, the proposed sampling proportion of 50:50 regarding dropouts and out of school, BPL and Non-BPL, female and male youths and class wise dropouts could not be maintained, though it was planned.
2. It was difficult to trace Dropout and Out of School Youths as they are engaged in different localities within or outside of district.
3. In the SSD run schools, students also come from different other districts. As their current location specific data were not available, it was difficult to trace them and map their requirements.
4. Out of school youths, of predefined age group of 16-24 were difficult to trace. These out of school individuals are engaged in different activities and locating them, within the study time frame was difficult.



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<sup>21</sup> Nabakrushna Chaudhury Centre for Development Studies

<sup>22</sup> The then Harijan and Tribal Welfare Department

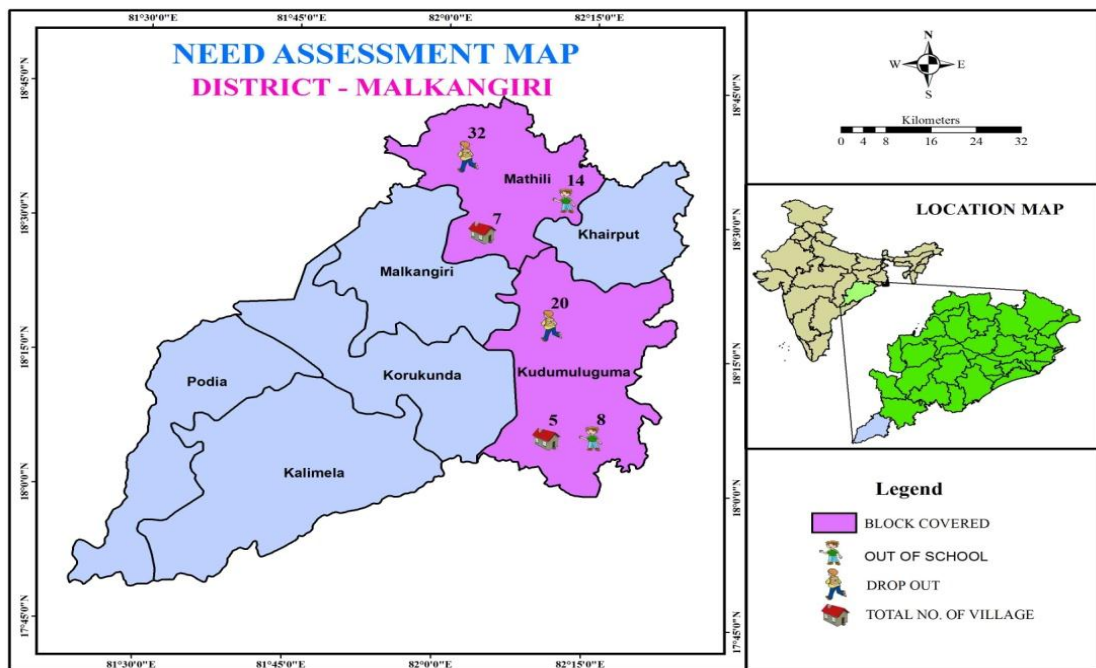
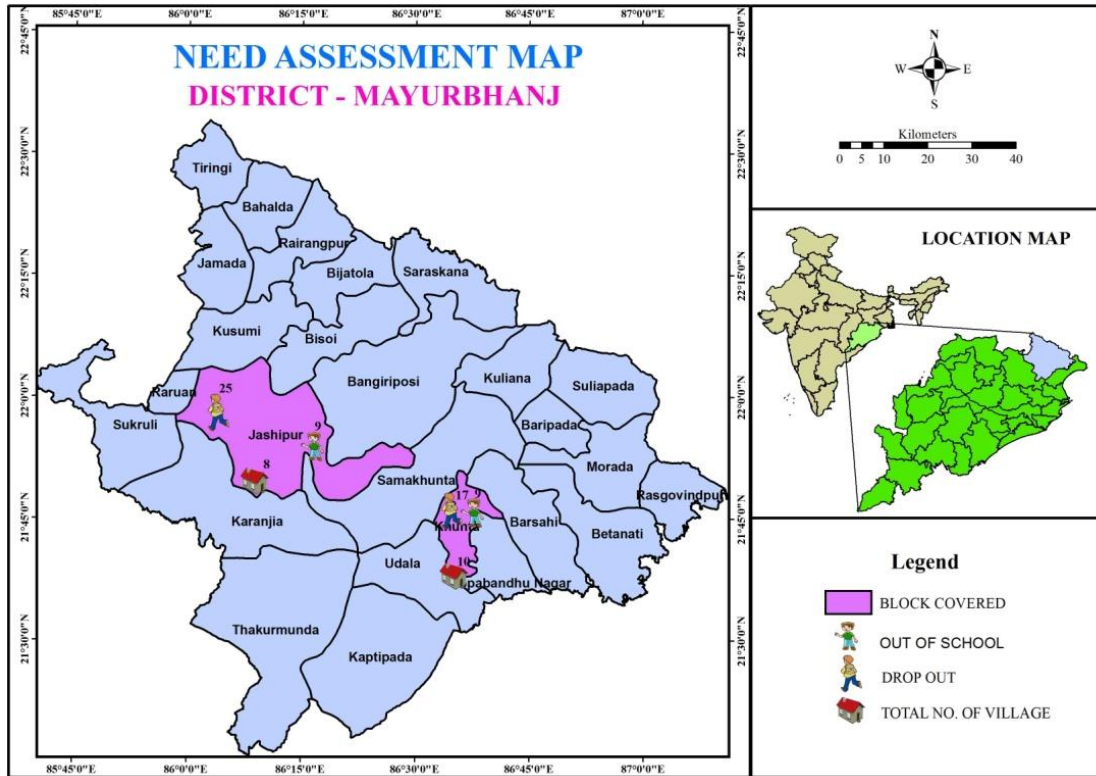
## ANNEXURES:

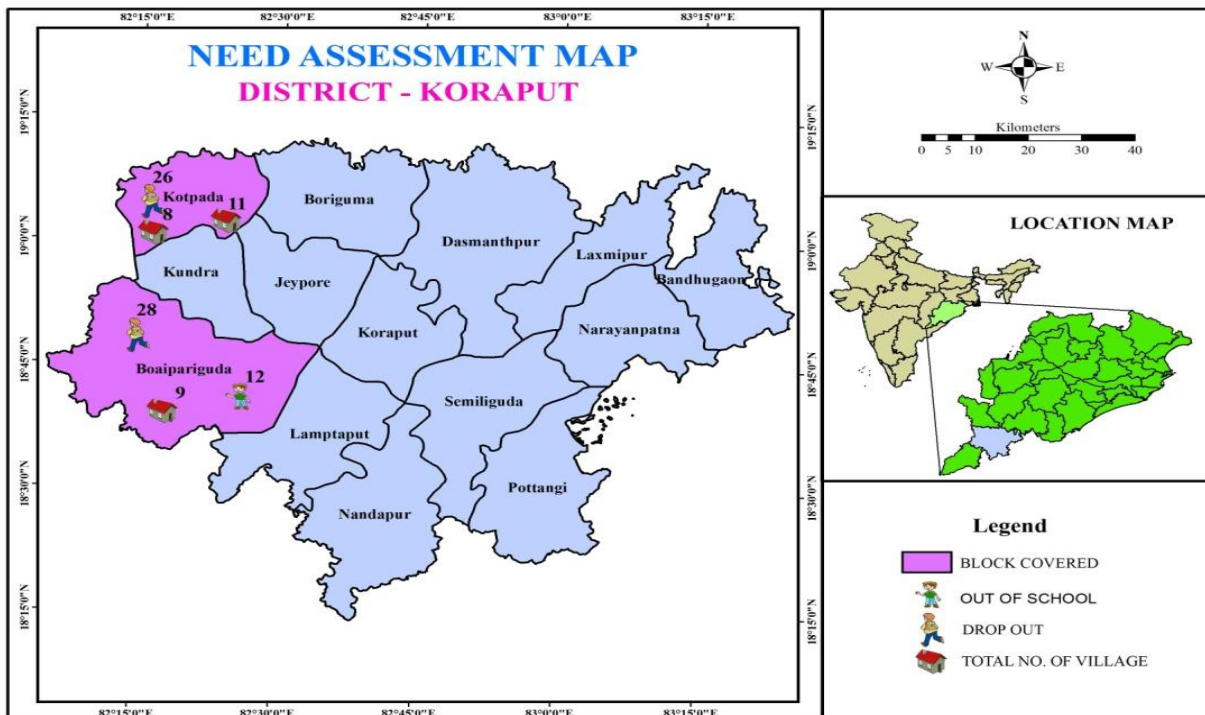
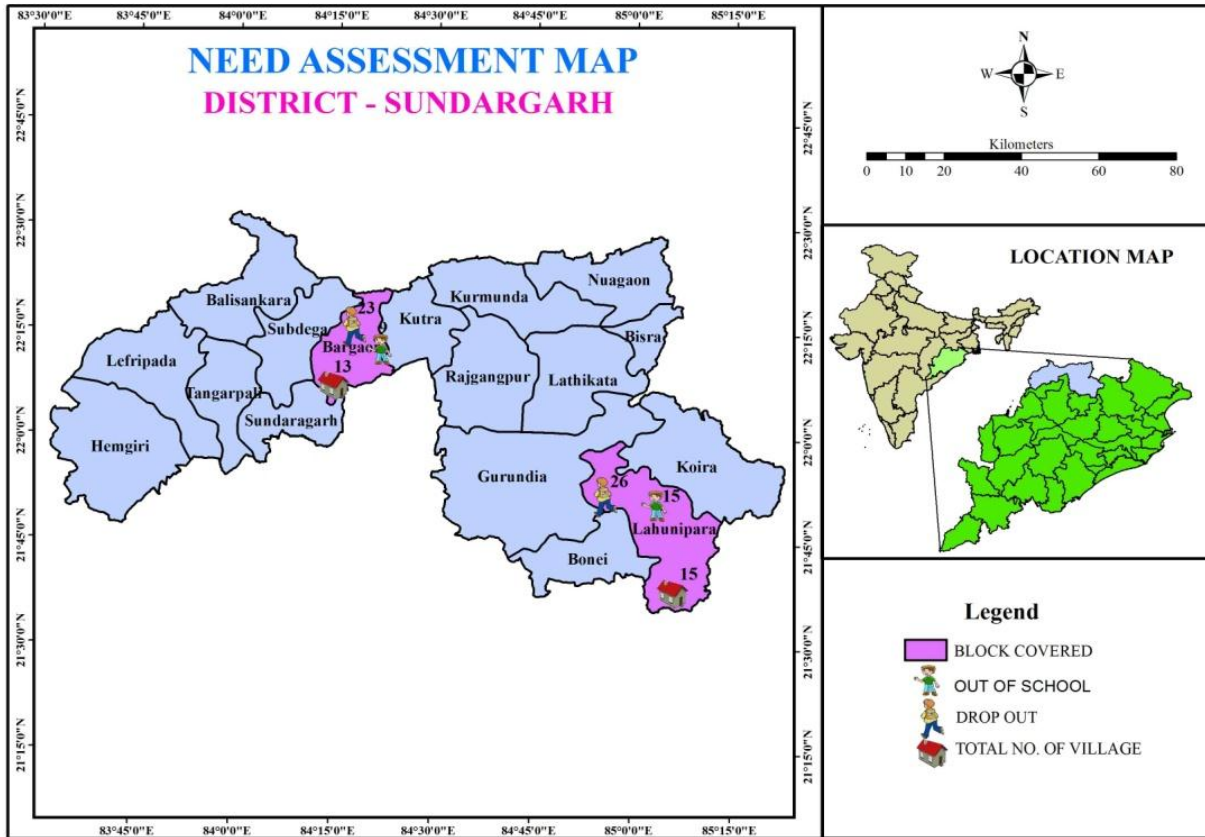
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## Annexure I: List of Key Informants Consulted during the Study

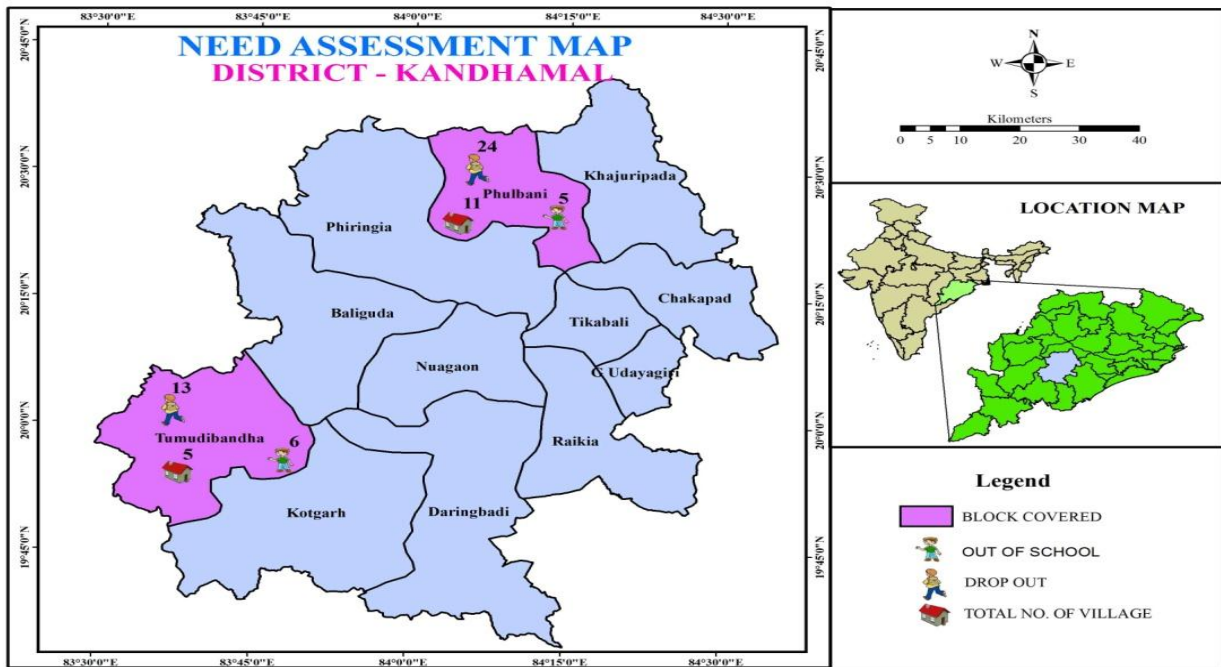
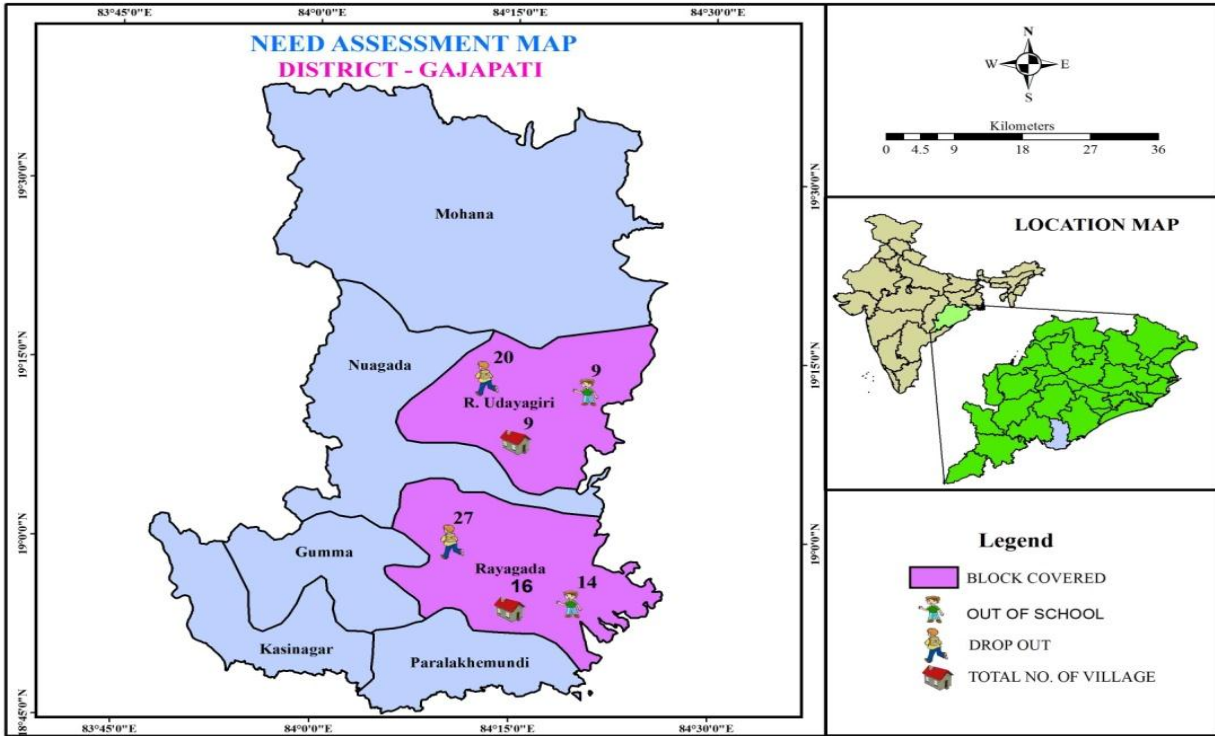
| Name of the Respondent | Designation                          | Name of the Respondent | Designation                  |
|------------------------|--------------------------------------|------------------------|------------------------------|
| Niranjan Behera        | WEO, Khuntgaon                       | Ramesh Chandra Sahoo   | VEC, Member                  |
| Buden Baghal           | Chairman, SMC, Ashram School, Kamali | Debaraj Mahapatra      | T.G. Teacher                 |
| Bijaya Patri           | WEO, Jashipur                        | Jhadia Karajee         | VEC President                |
| Pallileta Nayak        | DI of School, Keonjhar               | Sarata Behera          | Chairperson, SMC             |
| Dharitri Rout          | Secretary, WOSCA                     | Brundabati Rout        | AWW                          |
| Brahmananda Behera     | PA,ITDA                              | Chandrama Karji        | Sarapancha                   |
| Trilochan Dash         | Welfare Extension Officer            | Nikunja Kishore Das    | Lead Dist Manager            |
| Sadananda Das          | President of SMC                     | Paramananda Prusty     | DWO, Malkangiri              |
| Basudeb Nayak          | Chairman of SMC                      | P. K Nayak             | Coordinator                  |
| Biju Munda             | PRI Member                           | Gobinda Chandra Sethi  | District Inspector of School |
| Narahari Patra         | WEO, Micro Project                   | Padmanav Pradhan       | Odisha State Tribal Morcha   |
| Banadhar Thakuru       | S.M.C President                      | Bhajaman Pradhan       | Chairman                     |
| Ajit Dehuri            | Sarapancha                           | Santilata Mallick      | Sarapancha                   |
| Muralidhar Manti       | Sarapancha                           | A. Srinivas Achary     | Welfare Extension Officer    |
| Dasarathi Aruk         | Chairman                             | Belalasan Kanhar       | Sarapancha                   |
| Palako Rabmdro         | DWO                                  | Sribastta Bindhani     | Village Head                 |
| Trilochan Sahu         | D.I of School                        | Srikanta Majhi         | Sarapancha                   |
| Prakash Kumar Nayak    | Welfare Extension Officer            | Dhruba Shram Majhi     | President, VEC               |
| Damei Santa            | WM-3                                 | Utsav Chandra Jena     | Secretary                    |
| Ramesh Chandra Swain   | Programme Manager, PRAYAS            | Pramod Pattanaik       | Secretary                    |
| Trinath Bisoi          | Ward Member                          | Latika Singha          | Secretary                    |
| Udit Kumar Purohit     | WED, Koraput                         | Ramesh Kumar Bisi      | Head Master                  |
| Badaram Bhatra         | Sarapancha                           | Dominic Toppo          | WEO                          |
| Raghunath Amanayat     | Ward Member                          | Sachidananda Barik     | VEC                          |
| Parvati Bhumiya        | Ward Member                          | Katiki Guda            | VEC                          |
| Santosh Kumar Rath     | DWO, Malkangiri                      | Sudar Sanbag           | PRI Member                   |
| Malati Gudia           | Sarapancha                           | Sephalli Gouda         | Ward Member                  |
| Sabitri Majhi          | Panchayat Samiti Member              | jagadish Kumar Sahoo   | PRI Member                   |
| Bhagamathi Pujari      | Sarapancha                           | Bimala Lakra           | PRI Member                   |
| Jatin Kumar Rout       | WEO                                  | Basanti Danasena       | Sarapancha                   |
| Sasikanta Samantray    | WEO                                  | Niral Karkutta         | PRI Member                   |
| Padmini Putia          | Ward Member                          | Arakhit Sa             | President, SMC               |
| Sanyasi Porja          | Ward Member                          | Guria Chandra Karta    | PRI Member                   |
| Laxmipriya Nayak       | Sarapancha                           | Sakarai Mundari        | PRI Member                   |
| G.K. Dangua            | AGM,NABARD                           | BasidharMohanta        | Coordinator                  |
| Pankajita Sabar        | AWW                                  | Manoj Kumar Panda      | PRI Member                   |
| Sonali Sabar           | Sarapancha                           | Baneswar Munda         | PRI Member                   |
| Dalimbasaabar          | Sarapancha                           | Rama Mundia            | PRI Member                   |
| Asish Dash             | Manager                              | Guru CharanNaik        | President, SMC               |

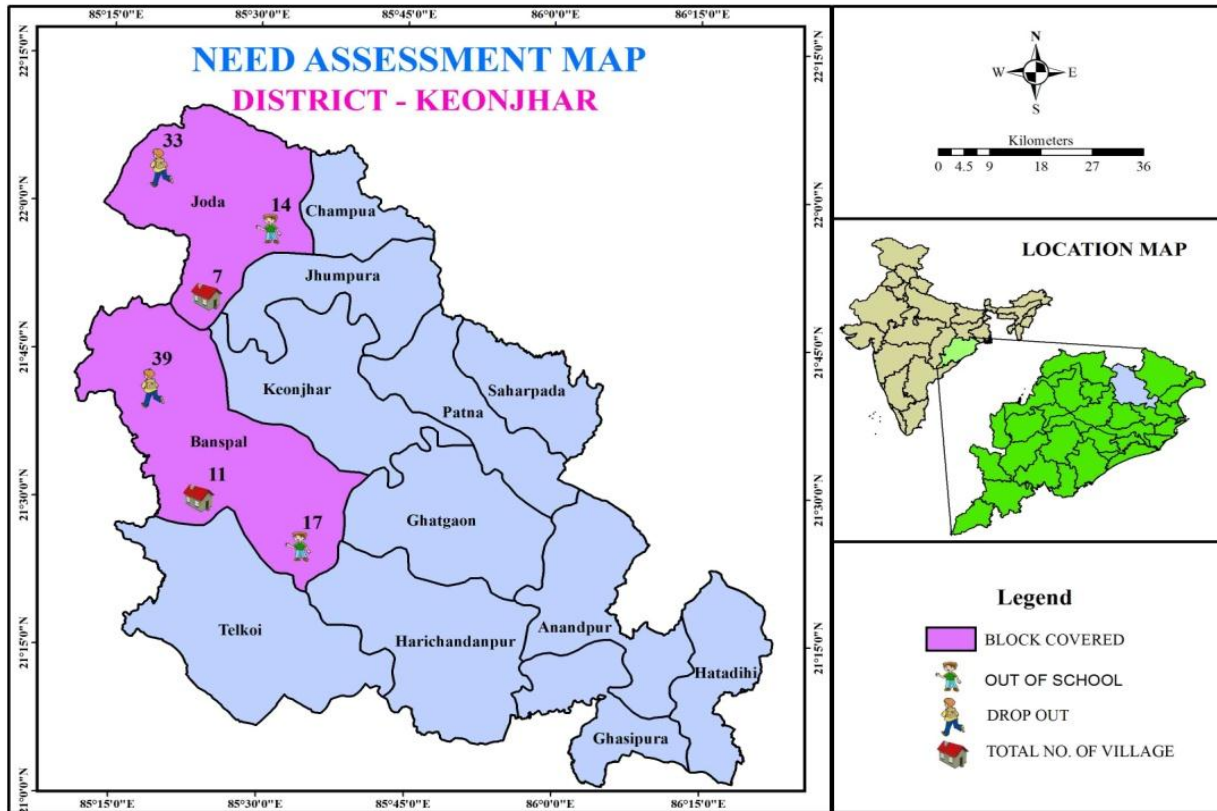
Annexure II: Maps Showing Sample Area by District













### Annexure III: Measures for Retention of Students in Study Districts; Views of Teachers

| Districts    | Measures for Retention  | No. of Responses (% in Parentheses) |
|--------------|---|-------------------------------------|
| Gajapati     | Door to Door Campaign   | 1 (11.11)                           |
|              | Stipend Increment   | 1 (11.11)                           |
|              | Different type of Sports Facility like Football and Volleyball      | 1 (11.11)                           |
|              | Music and Song Competition (Tribal Culture Oriented)                | 1 (11.11)                           |
|              | Provide Dress, Study Materials, Boarding, Food and Sports Equipment | 2 (22.22)                           |
|              | Medical Facilities inside School                                    | 1 (11.11)                           |
|              | Healthy School Environment  | 1 (11.11)                           |
|              | Positive Influence of the PRI Members                               | 1 (11.11)                           |
|              | <b>Total</b>  | <b>9 (100)</b>                      |
| Kandhamal    | Stipend Increment   | 1 (25.00)                           |
|              | Provide Dress, Study Materials, Boarding, Food and Sports Equipment | 2 (50.00)                           |
|              | Healthy School Environment  | 1 (25.00)                           |
| <b>Total</b> | <b>4 (100)</b>  |                                     |
| Keonjhar     | Stipend Increment   | 3 (30.00)                           |
|              | Discussion of Various Issues in Management Committee Meeting        | 3 (30.00)                           |
|              | Provide Dress, Study Materials, Boarding, Food and Sports Equipment | 2 (20.00)                           |
|              | Create Awareness against Child Marriage                             | 1 (10.00)                           |
|              | Hygienic Drinking Water Facility                                    | 1 (10.00)                           |
| <b>Total</b> | <b>10 (100.00)</b>  |                                     |
| Koraput      | Entertainment in School Programmes                                  | 1 (16.67)                           |
|              | Door to Door Campaign   | 2 (33.33)                           |
|              | Discussion of Various Issues in Management Committee Meeting        | 1 (16.67)                           |
|              | Regular Classes   | 1 (16.67)                           |
|              | Provide Dress, Study Materials, Boarding, Food and Sports Equipment | 1 (16.67)                           |
|              | <b>Total</b>  | <b>6 (100.00)</b>                   |
| Malkangiri   | Entertainment in School Programmes                                  | 1 (12.50)                           |
|              | Door to Door Campaign   | 3 (37.50)                           |
|              | Stipend Increment   | 2 (25.00)                           |
|              | Special Scholarship   | 1 (12.50)                           |
|              | Regular Classes   | 1 (12.50)                           |
| <b>Total</b> | <b>8 (100.00)</b>   |                                     |
| Mayurbhanj   | Entertainment in School Programmes                                  | 1 (3.13)                            |
|              | Door to Door Campaign   | 3 (9.38)                            |
|              | Stipend Increment   | 4 (12.50)                           |
|              | In time donation of Cycles for 10th Students                        | 2 (6.25)                            |
|              | Discussion of Various Issues in Management Committee Meeting        | 2 (6.25)                            |
|              | Create Awareness to Allow Children to School                        | 3 (9.38)                            |
|              | Special Scholarship   | 2 (6.25)                            |
|              | Different type of Sports Facility like Football and Volleyball      | 2 (6.25)                            |
|              | Music and Song Competition (Tribal Culture Oriented)                | 1 (3.13)                            |
|              | Provide Dress, Study Materials, Boarding, Food and Sports Equipment | 4 (12.50)                           |
|              | Regular Classes   | 4 (12.50)                           |
|              | Sufficient Teaching Learning Material (TLM)                         | 1 (3.13)                            |
|              | Medical Facilities inside School                                    | 1 (3.13)                            |
|              | Better Communication to School                                      | 1 (3.13)                            |
|              | Healthy School Environment  | 1 (3.13)                            |
|              | <b>Total</b>  | <b>32 (100)</b>                     |
| Sundargarh   | Door to Door Campaign   | 3 (16.67)                           |
|              | Discussion of Various Issues in Management Committee Meeting        | 1 (5.56)                            |
|              | Create Awareness to Allow Children to School                        | 1 (5.56)                            |
|              | Different type of Sports Facility like Football and Volleyball      | 3 (16.67)                           |

|  |   |                    |
|--|---|--------------------|
|  | Provide Dress, Study Materials, Boarding, Food and Sports Equipment | 2 (11.11)          |
|  | Regular Classes   | 3 (16.67)          |
|  | Medical Facilities inside School                                    | 1 (5.56)           |
|  | Friendly Dealing with Students                                      | 4 (22.22)          |
|  | <b>Total</b>  | <b>18 (100.00)</b> |

### Annexure IV: Measures for Enrolment in Study States; Views of Teachers

| Districts    | Measures for Attracting New Students to Schools           | No. of Responses (%<br>in Parentheses) |
|--------------|---|--|
| Gajapati     | Healthy Boarding Facilities                               | 1 (33.33)                              |
|              | Quality Food For Students                                 | 1 (33.33)                              |
|              | Well Equipped School Infrastructure                       | 1 (33.33)                              |
|              | <b>Total</b>  | <b>3 (100.00)</b>                      |
| Kandhamal    | Quality Food For Students                                 | 1 (100.00)                             |
|              | <b>Total</b>  | <b>1 (100.00)</b>                      |
| Keonjhar     | Healthy Boarding Facilities                               | 2 (22.22)                              |
|              | Extra-Curricular Activities (Sports, Debates, Dance etc.) | 2 (22.22)                              |
|              | Quality Food For Students                                 | 1 (11.11)                              |
|              | Cultural Programme  | 1 (11.11)                              |
|              | Counselling to the Parents (on Absenteeism)               | 2 (22.22)                              |
|              | Well Equipped School Infrastructure                       | 1 (11.11)                              |
|              | <b>Total</b>  | <b>9 (100.00)</b>                      |
| Koraput      | Healthy Boarding Facilities                               | 1 (50.00)                              |
|              | Cultural Programme  | 1 (50.00)                              |
|              | <b>Total</b>  | <b>2 (100.00)</b>                      |
| Malkangiri   | Healthy Boarding Facilities                               | 1 (25.00)                              |
|              | Counselling to the Parents (on Absenteeism)               | 1 (25.00)                              |
|              | Well Equipped School Infrastructure                       | 1 (25.00)                              |
|              | Create Awareness through Mothers-Teachers Association     | 1 (25.00)                              |
|              | <b>Total</b>  | <b>4 (100.00)</b>                      |
| Mayurbhanj   | Student-Friendly Teaching Curriculum                      | 1 (5.00)                               |
|              | Healthy Boarding Facilities                               | 4 (20.00)                              |
|              | Extra-Curricular Activities (Sports, Debates, Dance etc.) | 6 (30.00)                              |
|              | Quality Food For Students                                 | 3 (15.00)                              |
|              | Cultural Programme  | 2 (10.00)                              |
|              | Well Equipped School Infrastructure                       | 1 (5.00)                               |
|              | Better teaching Methodology                               | 2 (10.00)                              |
|              | Adequate Number of Trained Teachers                       | 1 (5.00)                               |
| <b>Total</b> | <b>20 (100.00)</b>  |  |
| Sundergarh   | Healthy Boarding Facilities                               | 1 (6.25)                               |
|              | Quality Food For Students                                 | 1 (6.25)                               |
|              | Counselling to the Parents (on Absenteeism)               | 1 (6.25)                               |
|              | Friendly Behaviour to Students                            | 5 (31.25)                              |
|              | Better teaching Methodology                               | 3 (18.75)                              |
|              | Adequate Number of Trained Teachers                       | 1 (6.25)                               |
|              | Create Awareness through Mothers-Teachers Association     | 2 (12.50)                              |
|              | Well Equipped School Infrastructure                       | 2 (12.50)                              |
| <b>Total</b> | <b>16 (100.00)</b>  |  |

## Annexure V: Reasons of School Dropouts; Views of Parents / Guardian

| Districts    | Factors of Dropouts  | No. of Responses (% in Parentheses) |
|--------------|--|-------------------------------------|
| Gajapati     | Chronic Health Issues of Parents and Children                    | 10 (13.33)                          |
|              | Disinterest of Children towards Study                            | 16 (21.33)                          |
|              | Acute Financial Shortage   | 31 (41.33)                          |
|              | Death of Father/Mother/Guardian                                  | 7 (9.33)                            |
|              | Lack of Guardianship   | 1 (1.33)                            |
|              | Unsuccessful in Class Examinations                               | 7 (9.33)                            |
|              | Demotivated by Friends   | 2 (2.67)                            |
|              | More Priority to Income  | 1 (1.33)                            |
|              | <b>Total</b>   | <b>75 (100.00)</b>                  |
| Kandhamal    | Chronic Health Issues of Parents and Children                    | 10 (15.38)                          |
|              | Disinterest of Children towards Study                            | 17 (26.15)                          |
|              | Acute Financial Shortage   | 26 (40.00)                          |
|              | Death of Father/Mother/Guardian                                  | 4 (6.15)                            |
|              | Lack of Guardianship   | 1 (1.54)                            |
|              | Unsuccessful in Class Examinations                               | 4 (6.15)                            |
|              | Support to Family Income   | 1 (1.54)                            |
|              | Lack of Awareness on Education and Beneficiary Schemes           | 1 (1.54)                            |
|              | Distance of School/ No Children from the locality attends School | 1 (1.54)                            |
|              | <b>Total</b>   | <b>65 (100.00)</b>                  |
| Keonjhar     | Chronic Health Issues of Parents and Children                    | 6 (5.94)                            |
|              | Disinterest of Children towards Study                            | 26 (25.74)                          |
|              | Acute Financial Shortage   | 38 (37.62)                          |
|              | Death of Father/Mother/Guardian                                  | 15 (14.85)                          |
|              | Lack of Guardianship   | 6 (5.94)                            |
|              | Unsuccessful in Class Examinations                               | 1 (0.99)                            |
|              | No Importance to Schooling (For more Children)                   | 1 (0.99)                            |
|              | Demotivated by Friends   | 4 (3.96)                            |
|              | More Priority to Income  | 2 (1.98)                            |
|              | Support to Family Income   | 2 (1.98)                            |
| <b>Total</b> | <b>101 (100.00)</b>  |                                     |
| Koraput      | Chronic Health Issues of Parents and Children                    | 5 (6.41)                            |
|              | Disinterest of Children towards Study                            | 20 (25.64)                          |
|              | Acute Financial Shortage   | 24 (30.77)                          |
|              | Death of Father/Mother/Guardian                                  | 3 (3.85)                            |
|              | Unsuccessful in Class Examinations                               | 4 (5.13)                            |
|              | Demotivated by Friends   | 13 (16.67)                          |
|              | More Priority to Income  | 3 (3.85)                            |
|              | Support to Family Income   | 3 (3.85)                            |
|              | Distance of School/ No Children from the locality attends School | 2 (2.56)                            |
|              | Displacement of Family   | 1 (1.28)                            |
|              | <b>Total</b>   | <b>78 (100.00)</b>                  |
| Malkangiri   | Chronic Health Issues of Parents and Children                    | 2 (3.23)                            |
|              | Disinterest of Children towards Study                            | 10 (16.13)                          |
|              | Acute Financial Shortage   | 17 (27.42)                          |
|              | Death of Father/Mother/Guardian                                  | 2 (3.23)                            |
|              | Lack of Guardianship   | 1 (1.61)                            |
|              | Unsuccessful in Class Examinations                               | 2 (3.23)                            |
|              | Demotivated by Friends   | 15 (24.19)                          |
|              | Support to Family Income   | 3 (4.84)                            |
|              | Non-availability of Hostel Facility                              | 6 (9.68)                            |
|              | Lack of Awareness on Education and Beneficiary Schemes           | 1 (1.61)                            |

|            |  |                    |
|------------|--|--------------------|
|            | Distance of School/ No Children from the locality attends School | 2 (3.23)           |
|            | Displacement of Family   | 1 (1.61)           |
|            | <b>Total</b>   | <b>62 (100.00)</b> |
| Mayurbhanj | Chronic Health Issues of Parents and Children                    | 6 (10.53)          |
|            | Disinterest of Children towards Study                            | 15 (26.32)         |
|            | Acute Financial Shortage   | 16 (28.07)         |
|            | Death of Father/Mother/Guardian                                  | 6 (10.53)          |
|            | Lack of Guardianship   | 6 (10.53)          |
|            | Unsuccessful in Class Examinations                               | 5 (8.77)           |
|            | No Importance to Schooling (For more Children)                   | 1 (1.75)           |
|            | Demotivated by Friends   | 2 (3.51)           |
|            | <b>Total</b>   | <b>57 (100.00)</b> |
| Sundergarh | Chronic Health Issues of Parents and Children                    | 13 (17.57)         |
|            | Disinterest of Children towards Study                            | 19 (25.68)         |
|            | Acute Financial Shortage   | 25 (33.78)         |
|            | Death of Father/Mother/Guardian                                  | 6 (8.11)           |
|            | Unsuccessful in Class Examinations                               | 1 (1.35)           |
|            | Demotivated by Friends   | 2 (2.70)           |
|            | More Priority to Income  | 2 (2.70)           |
|            | Support to Family Income   | 4 (5.41)           |
|            | Distance of School/ No Children from the locality attends School | 2 (2.70)           |
|            |  | <b>Total</b>       |

## Annexure VI: Reasons of School Dropouts; Views of Teachers

| Districts | Reasons of Dropout                             | No. of Responses (% in Parentheses) |
|-----------|--|-------------------------------------|
| Gajapati  | Lack of Awareness of Illiterate Guardian       | 3 (37.50)                           |
|           | Early Marriage                                 | 1 (12.50)                           |
|           | Poor Financial Conditions                      | 3 (37.50)                           |
|           | Disinterest of Guardian towards Education      | 1 (12.50)                           |
|           | <b>Total</b>                                   | <b>8 (100.00)</b>                   |
| Kandhamal | Livelihood Engagement in Family                | 1 (11.11)                           |
|           | Lack of Awareness of Illiterate Guardian       | 2 (22.22)                           |
|           | Early Marriage                                 | 2 (22.22)                           |
|           | Disinterest of Student towards Education       | 1 (11.11)                           |
|           | Disinterest of Guardian towards Education      | 1 (11.11)                           |
|           | Difficulties in Coping with School Environment | 1 (11.11)                           |
|           | Language Problem for Students                  | 1 (11.11)                           |
|           | <b>Total</b>                                   | <b>9 (100.00)</b>                   |
| Keonjhar  | Lack of Awareness of Illiterate Guardian       | 3 (23.08)                           |
|           | Early Marriage                                 | 1 (7.69)                            |
|           | Disinterest of Student towards Education       | 2 (15.38)                           |
|           | Poor Financial Conditions                      | 2 (15.38)                           |
|           | Lack of Adequate Facilities in Schools         | 1 (7.69)                            |
|           | Traditional Alcohol Consumption                | 1 (7.69)                            |
|           | Disinterest of Guardian towards Education      | 1 (7.69)                            |
|           | Communication Barriers                         | 1 (7.69)                            |
|           | Difficulties in Coping with School Environment | 1 (7.69)                            |
|           | <b>Total</b>                                   | <b>13 (100.00)</b>                  |
| Koraput   | Livelihood Engagement in Family                | 1 (8.33)                            |
|           | Lack of Awareness of Illiterate Guardian       | 3 (25.00)                           |
|           | Poor Financial Conditions                      | 4 (33.33)                           |
|           | Communication Barriers                         | 1 (8.33)                            |
|           | Social Ignorance/ Lack of Awareness            | 1 (8.33)                            |

|              |   |                    |
|--------------|---|--------------------|
|              | Sickness of the Student                   | 1 (8.33)           |
|              | Family Problem of Student                 | 1 (8.33)           |
|              | <b>Total</b>                              | <b>12 (100.00)</b> |
| Malkangiri   | Livelihood Engagement in Family           | 2 (10.53)          |
|              | Lack of Awareness of Illiterate Guardian  | 6 (31.58)          |
|              | Early Marriage                            | 1 (5.26)           |
|              | Poor Financial Conditions                 | 5 (26.32)          |
|              | Health Problem of Student                 | 1 (5.26)           |
|              | Disinterest of Guardian towards Education | 1 (5.26)           |
|              | Communication Barriers                    | 2 (10.53)          |
|              | Language Problem for Students             | 1 (5.26)           |
|              | <b>Total</b>                              | <b>19 (100.00)</b> |
| Mayurbhanj   | Overage of Student                        | 1 (2.33)           |
|              | Livelihood Engagement in Family           | 8 (18.60)          |
|              | Lack of Awareness of Illiterate Guardian  | 7 (16.28)          |
|              | Early Marriage                            | 5 (11.63)          |
|              | Disinterest of Student towards Education  | 4 (9.30)           |
|              | Poor Financial Conditions                 | 5 (11.63)          |
|              | Migration of Student                      | 2 (4.65)           |
|              | Health Problem of Student                 | 1 (2.33)           |
|              | Lack of Adequate Facilities in Schools    | 3 (6.98)           |
|              | Traditional Alcohol Consumption           | 1 (2.33)           |
|              | Child Labour                              | 1 (2.33)           |
|              | Disinterest of Guardian towards Education | 3 (6.98)           |
|              | Taking Care of Younger Siblings           | 1 (2.33)           |
|              | Taking Care of Domesticated Animals       | 1 (2.33)           |
| <b>Total</b> | <b>43 (100.00)</b>                        |                    |
| Sundergarh   | Overage of Student                        | 1 (3.70)           |
|              | Livelihood Engagement in Family           | 5 (18.52)          |
|              | Lack of Awareness of Illiterate Guardian  | 5 (18.52)          |
|              | Disinterest of Student towards Education  | 3 (11.11)          |
|              | Poor Financial Conditions                 | 2 (7.41)           |
|              | Health Problem of Student                 | 1 (3.70)           |
|              | Lack of Adequate Facilities in Schools    | 1 (3.70)           |
|              | Disinterest of Guardian towards Education | 2 (7.41)           |
|              | Communication Barriers                    | 2 (7.41)           |
|              | Family Problem of Student                 | 2 (7.41)           |
|              | Lack of Job Opportunity after Schooling   | 1 (3.70)           |
|              | Lack of Teachers in the School            | 1 (3.70)           |
|              | No Sufficient Boarding Facility           | 1 (3.70)           |
| <b>Total</b> | <b>27 (100.00)</b>                        |                    |

### Annexure VII: Reasons for Out of School in Sample Districts; Views of Parents

| Districts | Reasons of Dropouts                     | No. of Responses (% in Parentheses) |
|-----------|---|-------------------------------------|
| Gajapati  | Disinterest for Study of Children       | 6 (23.08)                           |
|           | Prohibition of Parents to Attend School | 1 (3.85)                            |
|           | Poor Financial Conditions of Family     | 13 (50.00)                          |
|           | Poor Health of Children                 | 2 (7.69)                            |
|           | Death of the Father                     | 2 (7.69)                            |
|           | Continuous sickness of Father/Mother    | 1 (3.85)                            |
|           | Lack of Teachers in Schools             | 1 (3.85)                            |
|           | <b>Total</b>                            | <b>26 (100.00)</b>                  |
| Kandhamal | Disinterest for Study of Children       | 3 (20.00)                           |
|           | Prohibition of Parents to Attend School | 1 (6.67)                            |

|              |   |                    |
|--------------|---|--------------------|
|              | Poor Financial Conditions of Family     | 6 (40.00)          |
|              | Poor Health of Children                 | 2 (13.33)          |
|              | Death of the Father                     | 1 (6.67)           |
|              | Support to Household Economy            | 1 (6.67)           |
|              | Frequent Migration of Family            | 1 (6.67)           |
|              | <b>Total</b>                            | <b>15 (100.00)</b> |
| Keonjhar     | Disinterest for Study of Children       | 11 (26.19)         |
|              | Prohibition of Parents to Attend School | 1 (2.38)           |
|              | Poor Financial Conditions of Family     | 20 (47.62)         |
|              | Poor Health of Children                 | 3 (7.14)           |
|              | Death of the Father                     | 6 (14.29)          |
|              | Support to Household Economy            | 1 (2.38)           |
|              | <b>Total</b>                            | <b>42 (100.00)</b> |
| Koraput      | Disinterest for Study of Children       | 6 (27.27)          |
|              | Poor Financial Conditions of Family     | 10 (45.45)         |
|              | Death of the Father                     | 4 (18.18)          |
|              | Support to Household Economy            | 1 (4.55)           |
|              | Distance of School                      | 1 (4.55)           |
|              | <b>Total</b>                            | <b>22 (100.00)</b> |
| Malkangiri   | Disinterest for Study of Children       | 5 (15.15)          |
|              | Poor Financial Conditions of Family     | 15 (45.45)         |
|              | Death of the Father                     | 4 (12.12)          |
|              | Single Earning Person in Family         | 1 (3.03)           |
|              | Distance of School                      | 4 (12.12)          |
|              | Influence of Friends                    | 2 (6.06)           |
|              | Involvement in Agriculture              | 1 (3.03)           |
|              | Frequent Migration of Family            | 1 (3.03)           |
| <b>Total</b> | <b>33 (100.00)</b>                      |                    |
| Mayurbhanj   | Disinterest for Study of Children       | 8 (30.77)          |
|              | Prohibition of Parents to Attend School | 2 (7.69)           |
|              | Poor Financial Conditions of Family     | 11 (42.31)         |
|              | Poor Health of Children                 | 1 (3.85)           |
|              | Death of the Father                     | 2 (7.69)           |
|              | Sickness of Parents                     | 1 (3.85)           |
|              | Single Earning Person in Family         | 1 (3.85)           |
|              | <b>Total</b>                            | <b>26 (100.00)</b> |
| Sundargarh   | Disinterest for Study of Children       | 9 (21.95)          |
|              | Prohibition of Parents to Attend School | 2 (4.88)           |
|              | Poor Financial Conditions of Family     | 17 (41.46)         |
|              | Death of the Father                     | 10 (24.39)         |
|              | Influence of Friends                    | 2 (4.88)           |
|              | Frequent Migration of Family            | 1 (2.44)           |
|              | <b>Total</b>                            | <b>41 (100.00)</b> |

### Annexure VIII: Reasons of Out of School; Views of Teachers

| Districts | Reasons of Out of School                  | No. of Responses (% in Parentheses) |
|-----------|---|-------------------------------------|
| Gajapati  | Lack of Awareness of Illiterate Guardians | 2 (28.57)                           |
|           | Single Earning Member for Family          | 1 (14.29)                           |
|           | Poor Financial Conditions of Family       | 2 (28.57)                           |
|           | Unavailability of Teachers                | 1 (14.29)                           |
|           | Disinterest of Parents towards Education  | 1 (14.29)                           |
|           | <b>Total</b>                              | <b>7 (100.00)</b>                   |
| Kandhamal | Lack of Awareness of Illiterate Guardians | 1 (33.33)                           |
|           | Disinterest of Parents towards Education  | 1 (33.33)                           |
|           | Single Earning Member for Family          | 1 (33.33)                           |

|            |   |                    |
|------------|---|--------------------|
|            | <b>Total</b>  | <b>3 (100.00)</b>  |
| Keonjhar   | Lack of Awareness of Illiterate Guardians                 | 1 (14.29)          |
|            | Single Earning Member for Family                          | 1 (14.29)          |
|            | Prohibition of Guardian towards Education                 | 1 (14.29)          |
|            | Unavailability of Teachers                                | 2 (28.57)          |
|            | No Sufficient Hostel Facility                             | 2 (28.57)          |
|            | <b>Total</b>  | <b>7 (100.00)</b>  |
| Koraput    | Lack of Awareness of Illiterate Guardians                 | 3 (50.00)          |
|            | Poor Financial Conditions of Family                       | 2 (33.33)          |
|            | Prohibition of Guardian towards Education                 | 1 (16.67)          |
|            | <b>Total</b>  | <b>6 (100.00)</b>  |
| Malkangiri | Lack of Awareness of Illiterate Guardians                 | 4 (50.00)          |
|            | Single Earning Member for Family                          | 1 (12.50)          |
|            | Poor Financial Conditions of Family                       | 1 (12.50)          |
|            | Disinterest of Parents towards Education                  | 2 (25.00)          |
|            | <b>Total</b>  | <b>8 (100.00)</b>  |
| Mayurbhanj | Cultural Restriction Tribal Communities towards Education | 1 (3.70)           |
|            | Lack of Awareness of Illiterate Guardians                 | 7 (25.93)          |
|            | Single Earning Member for Family                          | 3 (11.11)          |
|            | Poor Financial Conditions of Family                       | 4 (14.81)          |
|            | Prohibition of Guardian towards Education                 | 3 (11.11)          |
|            | Unavailability of Teachers                                | 1 (3.70)           |
|            | Disinterest of Parents towards Education                  | 5 (18.52)          |
|            | No Sufficient Hostel Facility                             | 1 (3.70)           |
|            | Impact of High Alcoholic Consumption                      | 1 (3.70)           |
|            | Language Problem (No Learning of Tribal Language)         | 1 (3.70)           |
|            | <b>Total</b>  | <b>27 (100.00)</b> |
| Sundergarh | Lack of Awareness of Illiterate Guardians                 | 6 (28.57)          |
|            | Single Earning Member for Family                          | 4 (19.05)          |
|            | Poor Financial Conditions of Family                       | 4 (19.05)          |
|            | Prohibition of Guardian towards Education                 | 3 (14.29)          |
|            | Disinterest of Parents towards Education                  | 3 (14.29)          |
|            | Sickness of the Child                                     | 1 (4.76)           |
|            | <b>Total</b>  | <b>21 (100.00)</b> |

### Annexure IX: Engagement Status of Dropout Youths; Primary Occupation

| Primary Occupation  | Gajapati  |              | Kandhamal |              | Keonjhar  |              | Koraput   |              |
|---------------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|
|                     | No.       | %            | No.       | %            | No.       | %            | No.       | %            |
| Goat Rearing        |           |              |           |              | 1         | 1.39         |           |              |
| Daily Wage          | 21        | 44.68        | 11        | 29.73        | 48        | 66.67        | 18        | 33.33        |
| Cultivation/Farming | 14        | 29.79        | 10        | 27.03        | 7         | 9.72         | 24        | 44.44        |
| Electric Work       |           |              |           |              |           |              | 1         | 1.85         |
| Household Work      | 6         | 12.77        | 8         | 21.62        | 11        | 15.28        | 8         | 14.81        |
| Cook in Hotel       |           |              |           |              | 1         | 1.39         |           |              |
| Driving             | 1         | 2.13         | 2         | 5.41         | 1         | 1.39         |           |              |
| Private Job         | 2         | 4.26         | 5         | 13.51        | 2         | 2.78         | 2         | 3.70         |
| Mason               | 1         | 2.13         | 1         | 2.70         | 1         | 1.39         |           |              |
| Business            | 1         | 2.13         |           |              |           |              | 1         | 1.85         |
| Carpentry           | 1         | 2.13         |           |              |           |              |           |              |
| <b>Total</b>        | <b>47</b> | <b>100.0</b> | <b>37</b> | <b>100.0</b> | <b>72</b> | <b>100.0</b> | <b>54</b> | <b>100.0</b> |



| Primary Occupation    | Malkanagiri |              | Mayurbhanj |              | Sundargarh |              | Total      |              |
|-----------------------|-------------|--------------|------------|--------------|------------|--------------|------------|--------------|
|                       | No.         | %            | No.        | %            | No.        | %            | No.        | %            |
| Goat Rearing          |             |              | 1          | 2.38         | 1          | 2.08         | 3          | 0.85         |
| Daily Wage            | 7           | 13.46        | 24         | 57.14        | 26         | 54.17        | 155        | 44.03        |
| Cultivation/Farming   | 38          | 73.08        | 13         | 30.95        | 12         | 25.00        | 118        | 33.52        |
| Electric Work         |             |              | 1          | 2.38         | 1          | 2.08         | 3          | 0.85         |
| Household Work        |             |              | 1          | 2.38         | 2          | 4.17         | 36         | 10.23        |
| Cook in Hotel         |             |              | 1          | 2.38         |            |              | 2          | 0.57         |
| Driving               | 1           | 1.92         |            |              | 2          | 4.17         | 7          | 1.99         |
| Private Job           |             |              |            |              |            |              | 11         | 3.13         |
| Mason                 | 2           | 3.85         |            |              | 2          | 4.17         | 7          | 1.99         |
| Business              | 2           | 3.85         |            |              | 2          | 4.17         | 6          | 1.70         |
| Carpentry             | 1           | 1.92         |            |              |            |              | 2          | 0.57         |
| Cobbler               | 1           | 1.92         |            |              |            |              | 1          | 0.28         |
| Physically Challenged |             |              | 1          | 2.38         |            |              | 1          | 0.28         |
| <b>Total</b>          | <b>52</b>   | <b>100.0</b> | <b>42</b>  | <b>100.0</b> | <b>48</b>  | <b>100.0</b> | <b>352</b> | <b>100.0</b> |

### Engagement Status of Dropout Youths; Secondary Occupation

| Secondary Occupation    | Gajapati  |               | Kandhamal |               | Keonjhar  |               | Koraput   |               |
|-------------------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|
|                         | No.       | %             | No.       | %             | No.       | %             | No.       | %             |
| Daily Wage              | 9         | 19.15         | 9         | 24.32         | 3         | 4.17          | 14        | 25.93         |
| Mechanic (Tube Well)    |           |               |           |               | 2         | 2.78          |           |               |
| Cultivation / Farming   | 9         | 19.15         | 5         | 13.51         | 25        | 34.72         | 8         | 14.81         |
| Migration (labour)      |           |               | 1         | 2.70          |           |               |           |               |
| Driving                 |           |               |           |               |           |               | 1         | 1.85          |
| Household Work          | 9         | 19.15         | 5         | 13.51         |           |               | 8         | 14.81         |
| No Secondary Occupation | 20        | 42.55         | 17        | 45.95         | 42        | 58.33         | 23        | 42.59         |
| <b>Total</b>            | <b>47</b> | <b>100.00</b> | <b>37</b> | <b>100.00</b> | <b>72</b> | <b>100.00</b> | <b>54</b> | <b>100.00</b> |

| Secondary Occupation    | Malkanagiri |               | Mayurbhanj |               | Sundargarh |               | Total      |               |
|-------------------------|-------------|---------------|------------|---------------|------------|---------------|------------|---------------|
|                         | No.         | %             | No.        | %             | No.        | %             | No.        | %             |
| Daily Wage              | 22          | 42.31         | 7          | 16.67         | 6          | 12.50         | 70         | 19.89         |
| Mechanic (Tube Well)    | 2           | 3.85          | 4          | 9.52          | 1          | 2.08          | 9          | 2.56          |
| Cultivation / Farming   | 3           | 5.77          | 17         | 40.48         | 20         | 41.67         | 87         | 24.72         |
| Migration (labour)      |             |               | 2          | 4.76          |            |               | 3          | 0.85          |
| Driving                 |             |               | 1          | 2.38          |            |               | 2          | 0.57          |
| Household Work          | 10          | 19.23         |            |               | 2          | 4.17          | 34         | 9.66          |
| Artist                  | 1           | 1.92          |            |               |            |               | 1          | 0.28          |
| Electric Work           | 1           | 1.92          |            |               |            |               | 1          | 0.28          |
| No Secondary Occupation | 13          | 25.00         | 11         | 26.19         | 19         | 39.58         | 145        | 41.19         |
| <b>Total</b>            | <b>52</b>   | <b>100.00</b> | <b>42</b>  | <b>100.00</b> | <b>48</b>  | <b>100.00</b> | <b>352</b> | <b>100.00</b> |

### Annexure X: Primary Occupation of Out of School Youth

| Districts | Primary Engagement  | Male               | Female            | Total              |
|-----------|---------------------|--------------------|-------------------|--------------------|
| Gajapati  | Wage Labour         | 10 (55.56)         | 2 (40.00)         | 12 (52.17)         |
|           | Cultivation         | 4 (22.22)          | 1 (20.00)         | 5 (21.74)          |
|           | House hold work     | 1 (5.56)           | 2 (40.00)         | 3 (13.04)          |
|           | Private service     | 3 (16.67)          |                   | 3 (13.04)          |
|           | <b>Total</b>        | <b>18 (100.00)</b> | <b>5 (100.00)</b> | <b>23 (100.00)</b> |
| Kandhamal | Wage Labour         |                    | 4 (50.00)         | 4 (36.36)          |
|           | Cultivation         | 2 (66.67)          | 1 (12.50)         | 3 (27.27)          |
|           | House hold work     |                    | 3 (37.50)         | 3 (27.27)          |
|           | Retired/Handicapped | 1 (33.33)          |                   | 1 (9.09)           |
|           | <b>Total</b>        | <b>3 (100.00)</b>  | <b>8 (100.00)</b> | <b>11 (100.00)</b> |

|            |                          |                    |                   |                    |
|------------|--------------------------|--------------------|-------------------|--------------------|
| Keonjhar   | Wage Labour              | 23 (85.19)         | 4 (100.00)        | 27 (87.10)         |
|            | Cow herding              | 1 (3.70)           |                   | 1 (3.23)           |
|            | Dumper Helper            | 1 (3.70)           |                   | 1 (3.23)           |
|            | Transport vehicle Driver | 1 (3.70)           |                   | 1 (3.23)           |
|            | Tailoring                | 1 (3.70)           |                   | 1 (3.23)           |
|            | <b>Total</b>             | <b>27 (100.00)</b> | <b>4 (100.00)</b> | <b>31 (100.00)</b> |
| Koraput    | Wage Labour              | 11 (47.83)         |                   | 11 (47.83)         |
|            | Cultivation              | 8 (34.78)          |                   | 8 (34.78)          |
|            | Cow herding              | 2 (8.70)           |                   | 2 (8.70)           |
|            | House hold work          | 1 (4.35)           |                   | 1 (4.35)           |
|            | Tiffin Stall             | 1 (4.35)           |                   | 1 (4.35)           |
|            | <b>Total</b>             | <b>23 (100.00)</b> |                   | <b>23 (100.00)</b> |
| Malkangiri | Wage Labour              | 4 (18.18)          |                   | 4 (18.18)          |
|            | Cultivation              | 13 (59.09)         |                   | 13 (59.09)         |
|            | House hold work          | 2 (9.09)           |                   | 2 (9.09)           |
|            | Tiffin Stall             | 1 (4.55)           |                   | 1 (4.55)           |
|            | Masonry                  | 1 (4.55)           |                   | 1 (4.55)           |
|            | Business                 | 1 (4.55)           |                   | 1 (4.55)           |
|            | <b>Total</b>             | <b>22 (100.00)</b> |                   | <b>22 (100.00)</b> |
| Mayurbhanj | Wage Labour              | 9 (64.29)          | 1 (25.00)         | 10 (55.56)         |
|            | Cultivation              | 4 (28.57)          | 3 (75.00)         | 7 (38.89)          |
|            | Cow herding              | 1 (7.14)           |                   | 1 (5.56)           |
|            | <b>Total</b>             | <b>14 (100.00)</b> | <b>4 (100.00)</b> | <b>18 (100.00)</b> |
| Sundargarh | Wage Labour              | 13 (68.42)         | 2 (40.00)         | 15 (62.50)         |
|            | Cultivation              | 2 (10.53)          | 3 (60.00)         | 5 (20.83)          |
|            | Transport vehicle Driver | 3 (15.79)          |                   | 3 (12.50)          |
|            | Tailoring                | 1 (5.26)           |                   | 1 (4.17)           |
|            | <b>Total</b>             | <b>19 (100.00)</b> | <b>5 (100.00)</b> | <b>24 (100.00)</b> |

### Annexure XI: Secondary Occupation of Out of School Youth

| Districts  | Occupational Engagement   | Male               | Female            | Total              |
|------------|---------------------------|--------------------|-------------------|--------------------|
| Gajapati   | House hold work           | 4 (36.36)          |                   | 4 (30.77)          |
|            | Cultivation               | 3 (27.27)          | 1 (50.00)         | 4 (30.77)          |
|            | Wage Labour               | 4 (36.36)          | 1 (50.00)         | 5 (38.46)          |
|            | <b>Total</b>              | <b>11 (100.00)</b> | <b>2 (100.00)</b> | <b>13 (100.00)</b> |
| Kandhamal  | House hold work           |                    | 2 (40.00)         | 2 (28.57)          |
|            | Cultivation               |                    | 1 (20.00)         | 1 (14.29)          |
|            | Wage Labour               | 2 (100.00)         | 2 (40.00)         | 4 (57.14)          |
|            | <b>Total</b>              | <b>2 (100.00)</b>  | <b>5 (100.00)</b> | <b>7 (100.00)</b>  |
| Keonjhar   | House hold work           |                    | 1 (25.00)         | 1 (5.26)           |
|            | Cultivation               | 14 (93.33)         | 1 (25.00)         | 15 (78.95)         |
|            | Wage Labour               | 1 (6.67)           |                   | 1 (5.26)           |
|            | MFP Collection            |                    | 2 (50.00)         | 2 (10.53)          |
|            | <b>Total</b>              | <b>15 (100.00)</b> | <b>4</b>          | <b>19 (100.00)</b> |
| Koraput    | House hold work           | 2 (11.76)          |                   | 2 (11.76)          |
|            | Cultivation               | 3 (17.65)          |                   | 3 (17.65)          |
|            | Wage Labour               | 8 (47.06)          |                   | 8 (47.06)          |
|            | MFP Collection            | 3 (17.65)          |                   | 3 (17.65)          |
|            | Support to Family Economy | 1 (5.88)           |                   | 1 (5.88)           |
|            | <b>Total</b>              | <b>17 (100.00)</b> |                   | <b>17 (100.00)</b> |
| Malkangiri | House hold work           | 5 (29.41)          |                   | 5 (29.41)          |
|            | Cultivation               | 1 (5.88)           |                   | 1 (5.88)           |
|            | Wage Labour               | 8 (47.06)          |                   | 8 (47.06)          |
|            | Support to Family Economy | 1 (5.88)           |                   | 1 (5.88)           |
|            | Bamboo work               | 1 (5.88)           |                   | 1 (5.88)           |
|            | Migrant work              | 1 (5.88)           |                   | 1 (5.88)           |
|            | <b>Total</b>              | <b>17 (100.00)</b> |                   | <b>17 (100.00)</b> |

|            |                 |                    |                   |                    |
|------------|-----------------|--------------------|-------------------|--------------------|
| Mayurbhanj | House hold work |                    | 1 (25.00)         | 1 (7.14)           |
|            | Cultivation     | 7 (70.00)          |                   | 7 (50.00)          |
|            | Wage Labour     | 3 (30.00)          | 3 (75.00)         | 6 (42.86)          |
|            | <b>Total</b>    | <b>10 (100.00)</b> | <b>4 (100.00)</b> | <b>14 (100.00)</b> |
| Sundargarh | House hold work | 1 (9.09)           | 2 (50.00)         | 3 (20.00)          |
|            | Cultivation     | 9 (81.82)          | 1 (25.00)         | 10 (66.67)         |
|            | Wage Labour     | 1 (9.09)           | 1 (25.00)         | 2 (13.33)          |
|            | <b>Total</b>    | <b>11 (100.00)</b> | <b>4 (100.00)</b> | <b>15 (100.00)</b> |

## Annexure XII: Reasons to Regret for No Formal Education

| Districts  | Reasons  | Male               | Female            | Total              |
|------------|--|--------------------|-------------------|--------------------|
| Gajapati   | Educated Friends                                 | 1 (10.00)          |                   | 1 (9.09)           |
|            | Difficulty in Basic Reading                      | 4 (40.00)          | 1 (100.00)        | 5 (45.45)          |
|            | Repent for Disinterest for Study                 | 1 (10.00)          |                   | 1 (9.09)           |
|            | No idea on Current Affairs (For Illiteracy)      | 1 (10.00)          |                   | 1 (9.09)           |
|            | Adverse Family Situation                         | 1 (10.00)          |                   | 1 (9.09)           |
|            | No Fair Job (For no Formal Education)            | 1 (10.00)          |                   | 1 (9.09)           |
|            | No concern of Parents for education              | 1 (10.00)          |                   | 1 (9.09)           |
|            | <b>Total</b>                                     | <b>10 (100.00)</b> | <b>1 (100.00)</b> | <b>11 (9.09)</b>   |
| Kandhamal  | Difficulty in Basic Reading                      | 2 (100.00)         | 3 (100.00)        | 5 (100.00)         |
|            | <b>Total</b>                                     | <b>2 (100.00)</b>  | <b>3 (100.00)</b> | <b>5 (100.00)</b>  |
| Keonjhar   | Educated Friends                                 | 3 (15.79)          |                   | 3 (13.64)          |
|            | Difficulty in Basic Reading                      | 7 (36.84)          |                   | 7 (31.82)          |
|            | Repent for Disinterest for Study                 | 1 (5.26)           |                   | 1 (4.55)           |
|            | No idea on Current Affairs (For Illiteracy)      | 1 (5.26)           | 2 (66.66)         | 3 (13.64)          |
|            | Adverse Family Situation                         | 1 (5.26)           | 1 (33.33)         | 2 (9.09)           |
|            | Financial Backwardness                           | 2 (10.53)          |                   | 2 (9.09)           |
|            | No Fair Job (For no Formal Education)            | 4 (21.05)          |                   | 4 (18.18)          |
|            | <b>Total</b>                                     | <b>19 (100.00)</b> | <b>3 (100.00)</b> | <b>22 (100.00)</b> |
| Koraput    | Difficulty in Basic Reading                      | 1 (11.11)          |                   | 1 (11.11)          |
|            | Repent for Disinterest for Study                 | 1 (11.11)          |                   | 1 (11.11)          |
|            | No idea on Current Affairs (For Illiteracy)      | 2 (22.22)          |                   | 2 (22.22)          |
|            | Adverse Family Situation                         | 2 (22.22)          |                   | 2 (22.22)          |
|            | No Fair Job (For no Formal Education)            | 2 (22.22)          |                   | 2 (22.22)          |
|            | Inability to Government Benefits (For Education) | 1 (11.11)          |                   | 1 (11.11)          |
|            | <b>Total</b>                                     | <b>9 (100.00)</b>  |                   | <b>9 (100.00)</b>  |
| Malkangiri | No idea on Current Affairs (For Illiteracy)      | 1 (12.50)          |                   | 1 (12.50)          |
|            | No Fair Job (For no Formal Education)            | 6 (75.00)          |                   | 6 (75.00)          |
|            | Difficulty in Basic Calculations                 | 1 (12.50)          |                   | 1 (12.50)          |
|            | <b>Total</b>                                     | <b>8 (100.00)</b>  |                   | <b>8 (100.00)</b>  |
| Mayurbhanj | Educated Friends                                 | 1 (20.00)          | 1 (25.00)         | 2 (22.22)          |
|            | Difficulty in Basic Reading                      | 2 (40.00)          | 2 (50.00)         | 4 (44.44)          |
|            | Repent for Disinterest for Study                 | 1 (20.00)          |                   | 1 (11.11)          |
|            | No idea on Current Affairs (For Illiteracy)      |                    | 1 (25.00)         | 1 (11.11)          |
|            | Adverse Family Situation                         | 1 (20.00)          |                   | 1 (11.11)          |
|            | <b>Total</b>                                     | <b>5 (100.00)</b>  | <b>4 (100.00)</b> | <b>9 (100.00)</b>  |
| Sundargarh | Educated Friends                                 | 1 (7.69)           | 1 (25.00)         | 2 (11.76)          |
|            | Difficulty in Basic Reading                      | 7 (53.85)          | 2 (50.00)         | 9 (52.94)          |
|            | No Fair Job (For no Formal Education)            | 4 (30.77)          |                   | 4 (23.53)          |
|            | Inability to Government Benefits (For Education) | 1 (7.69)           |                   | 1 (5.88)           |
|            | Unskilled Labourer (For no Formal Education)     |                    | 1 (25.00)         | 1 (5.88)           |
|            | <b>Total</b>                                     | <b>13 (100.00)</b> | <b>4 (100.00)</b> | <b>17 (100.00)</b> |

## Annexure XIII: Sources of Inspiration and Persuasion

| Districts  | Sources of Inspiration | Male               | Female            | Total              |
|------------|------------------------|--------------------|-------------------|--------------------|
| Gajapati   | School Teacher         |                    | 1 (100.00)        | 1 (100.00)         |
|            | <b>Total</b>           |                    | <b>1 (100.00)</b> | <b>1 (100.00)</b>  |
| Kandhamal  | School Teacher         | 1 (100.00)         |                   | 1 (50.00)          |
|            | Friends/Relatives      |                    | 1 (100.00)        | 1 (50.00)          |
|            | <b>Total</b>           | <b>1 (100.00)</b>  | <b>1 (100.00)</b> | <b>2 (100.00)</b>  |
| Keonjhar   | Father                 | 4 (28.57)          |                   | 4 (26.67)          |
|            | Mother                 | 2 (14.29)          |                   | 2 (13.33)          |
|            | School Teacher         | 4 (28.57)          | 1 (100.00)        | 5 (33.33)          |
|            | Friends/Relatives      | 3 (21.43)          |                   | 3 (20.00)          |
|            | Brother                | 1 (7.14)           |                   | 1 (6.67)           |
|            | <b>Total</b>           | <b>14 (100.00)</b> | <b>1 (100.00)</b> | <b>15 (100.00)</b> |
| Koraput    | Father                 | 1 (100.00)         |                   | 1 (100.00)         |
|            | <b>Total</b>           | <b>1 (100.00)</b>  |                   | <b>1 (100.00)</b>  |
| Malkangiri | NGOs                   |                    | 1 (33.33)         | 1 (33.33)          |
|            | Anganwadi Worker       | 2 (66.66)          |                   | 2 (66.66)          |
|            | <b>Total</b>           | <b>3 (100.00)</b>  |                   | <b>3 (100.00)</b>  |
| Mayurbhanj | Father                 | 4 (28.57)          | 2 (66.66)         | 6 (35.29)          |
|            | Mother                 | 7 (50.00)          | 1 (33.33)         | 8 (47.06)          |
|            | Uncle                  | 1 (7.14)           |                   | 1 (5.88)           |
|            | School Teacher         | 1 (7.14)           |                   | 1 (5.88)           |
|            | Friends/Relatives      | 1 (7.14)           |                   | 1 (5.88)           |
|            | <b>Total</b>           | <b>14 (100.00)</b> | <b>3 (100.00)</b> | <b>17 (100.00)</b> |
| Sundergarh | Father                 | 1 (7.14)           |                   | 1 (5.26)           |
|            | Mother                 | 1 (7.14)           |                   | 1 (5.26)           |
|            | School Teacher         | 5 (35.71)          | 1 (20.00)         | 6 (31.58)          |
|            | Friends/Relatives      | 4 (28.57)          | 1 (20.00)         | 5 (26.32)          |
|            | Brother                |                    | 2 (40.00)         | 2 (10.53)          |
|            | Family Member          | 1 (7.14)           | 1 (20.00)         | 2 (10.53)          |
|            | Villagers              | 2 (14.29)          |                   | 2 (10.53)          |
|            | <b>Total</b>           | <b>14 (100.00)</b> | <b>5 (100.00)</b> | <b>19 (100.00)</b> |

## Annexure XIV: Sector of Engagement and Level of Income of Dropout Youths

| District  | Income Source                  | No. of Youth | % of Youth    | Average Income  |
|-----------|--------------------------------|--------------|---------------|-----------------|
| Gajapati  | Daily Wage                     | 24           | 51.06         | 18158.33        |
|           | Cultivation                    | 9            | 19.15         | 14000.00        |
|           | Private Job                    | 3            | 6.38          | 54000.00        |
|           | Business (Tailoring / Grocery) | 1            | 2.13          | 48000.00        |
|           | Other Skilled Work             | 1            | 2.13          | 36000.00        |
|           | <i>Sub-Total</i>               | 38           | 80.85         | 21257.89        |
|           | No Specific Response           | 9            | 19.15         |                 |
|           | <b>Total</b>                   | <b>47</b>    | <b>100.00</b> | <b>21257.89</b> |
| Kandhamal | Daily Wage                     | 10           | 27.03         | 12940.00        |
|           | Cultivation                    | 9            | 24.32         | 8800.00         |
|           | Private Job                    | 7            | 18.92         | 52000.00        |
|           | Other Skilled Work             | 1            | 2.70          | 48000.00        |
|           | <i>Sub-Total</i>               | 27           | 72.97         | 22985.19        |
|           | No Specific Response           | 10           | 27.03         |                 |
|           | <b>Total</b>                   | <b>37</b>    | <b>100.00</b> | <b>22985.19</b> |

|              |                                |               |                 |                 |
|--------------|--------------------------------|---------------|-----------------|-----------------|
| Keonjhar     | Daily Wage                     | 50            | 69.44           | 25261.00        |
|              | Mechanical Work                | 1             | 1.39            | 3000.00         |
|              | Private Job                    | 7             | 9.72            | 42000.00        |
|              | Hotel Cook / Hotel Work        | 1             | 1.39            | 18000.00        |
|              | <i>Sub-Total</i>               | <i>61</i>     | <i>84.72</i>    | <i>26853.28</i> |
|              | No Specific Response           | 11            | 15.28           |                 |
|              | <b>Total</b>                   | <b>72</b>     | <b>100.00</b>   | <b>26853.28</b> |
| Koraput      | Daily Wage                     | 24            | 44.44           | 12312.50        |
|              | Cultivation                    | 6             | 11.11           | 10975.00        |
|              | Private Job                    | 4             | 7.41            | 36750.00        |
|              | Business (Tailoring / Grocery) | 1             | 1.85            | 29000.00        |
|              | <i>Sub-Total</i>               | <i>35</i>     | <i>64.81</i>    | <i>15352.86</i> |
|              | No Specific Response           | 19            | 35.19           |                 |
|              | <b>Total</b>                   | <b>54</b>     | <b>100.00</b>   | <b>15352.86</b> |
| Malkangiri   | Daily Wage                     | 18            | 34.62           | 9072.22         |
|              | Cultivation                    | 17            | 32.69           | 20852.94        |
|              | Private Job                    | 1             | 1.92            | 42000.00        |
|              | Business (Tailoring / Grocery) | 2             | 3.85            | 42000.00        |
|              | Carpenter / Cobbler            | 1             | 1.92            | 42000.00        |
|              | Other Skilled Work             | 2             | 3.85            | 32000.00        |
|              | <i>Sub-Total</i>               | <i>41</i>     | <i>78.85</i>    | <i>18287.80</i> |
|              | No Specific Response           | 11            | 21.15           |                 |
|              | <b>Total</b>                   | <b>52</b>     | <b>100.00</b>   | <b>18287.80</b> |
| Mayurbhanj   | Animal Husbandry               | 1             | 2.38            | 2000.00         |
|              | Daily Wage                     | 31            | 73.81           | 26268.39        |
|              | Mechanical Work                | 1             | 2.38            | 10200.00        |
|              | Cultivation                    | 3             | 7.14            | 13000.00        |
|              | Private Job                    | 1             | 2.38            | 40000.00        |
|              | Hotel Cook / Hotel Work        | 1             | 2.38            | 15000.00        |
|              | <i>Sub-Total</i>               | <i>38</i>     | <i>90.48</i>    | <i>24224.21</i> |
|              | No Specific Response           | 4             | 9.52            |                 |
|              | <b>Total</b>                   | <b>42</b>     | <b>100.00</b>   | <b>24224.21</b> |
| Sundargarh   | Animal Husbandry               | 1             | 2.08            | 12000.00        |
|              | Daily Wage                     | 28            | 58.33           | 30081.43        |
|              | Cultivation                    | 4             | 8.33            | 23250.00        |
|              | Private Job                    | 5             | 10.42           | 39000.00        |
|              | Business (Tailoring / Grocery) | 2             | 4.17            | 24000.00        |
|              | <i>Sub-Total</i>               | <i>40</i>     | <i>83.33</i>    | <i>29757.00</i> |
|              | No Specific Response           | 8             | 16.67           |                 |
| <b>Total</b> | <b>48</b>                      | <b>100.00</b> | <b>29757.00</b> |                 |

### Annexure XV: Current Skill Base of Dropout Youths

| Current Skill Base          | Gajapati |      | Kandhamal |       | Keonjhar |       | Koraput |      |
|-----------------------------|----------|------|-----------|-------|----------|-------|---------|------|
|                             | No.      | %    | No.       | %     | No.      | %     | No.     | %    |
| Electric wearing/ Line work | 1        | 2.13 |           |       | 4        | 5.56  |         |      |
| Mechanic                    | 1        | 2.13 | 1         | 2.70  | 5        | 6.94  | 2       | 3.70 |
| Mason                       | 3        | 6.38 | 1         | 2.70  | 2        | 2.78  | 3       | 5.56 |
| Driving                     | 2        | 4.26 | 7         | 18.92 | 19       | 26.39 | 2       | 3.70 |
| Tailoring                   | 1        | 2.13 | 1         | 2.70  | 1        | 1.39  | 1       | 1.85 |
| Electronics                 |          |      |           |       | 2        | 2.78  |         |      |
| Carpentry                   |          |      |           |       | 2        | 2.78  | 1       | 1.85 |
| Cobbler                     | 1        | 2.13 |           |       | 1        | 1.39  |         |      |
| Cooker                      |          |      |           |       | 3        | 4.17  |         |      |

|                                |           |            |           |            |           |            |           |            |
|--------------------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| Blacksmith                     |           |            |           |            |           |            |           |            |
| Khali stitching                |           |            | 1         | 2.70       | 1         | 1.39       |           |            |
| Rice Haller/Rice Mill Operator |           |            |           |            |           |            | 1         | 1.85       |
| Bidi Making                    |           |            | 1         | 2.70       |           |            |           |            |
| No Specific Skill              | 38        | 80.85      | 25        | 67.57      | 32        | 44.44      | 44        | 81.48      |
| <b>Total</b>                   | <b>47</b> | <b>100</b> | <b>37</b> | <b>100</b> | <b>72</b> | <b>100</b> | <b>54</b> | <b>100</b> |
| Dropout Youths with Skill      | 9         |            | 12        |            | 40        |            | 10        |            |
| % of Dropouts with Skill       | 19.15     |            | 32.43     |            | 55.56     |            | 18.52     |            |

| Current Skill Base             | Malkanagiri |            | Mayurbhanj |            | Sundargarh |            | Total      |               |
|--------------------------------|-------------|------------|------------|------------|------------|------------|------------|---------------|
|                                | No.         | %          | No.        | %          | No.        | %          | No.        | %             |
| Electric wearing/ Line work    | 1           | 1.92       | 1          | 2.38       |            |            | 7          | 1.99          |
| Mechanic                       | 1           | 1.92       | 1          | 2.38       | 2          | 4.17       | 13         | 3.69          |
| Mason                          | 2           | 3.85       | 6          | 14.29      | 2          | 4.17       | 19         | 5.40          |
| Driving                        | 1           | 1.92       | 4          | 9.52       | 9          | 18.75      | 44         | 12.50         |
| Tailoring                      |             |            | 1          | 2.38       | 1          | 2.08       | 6          | 1.70          |
| Marble cutting                 |             |            | 1          | 2.38       |            |            | 1          | 0.28          |
| Electronics                    |             |            |            |            | 1          | 2.08       | 3          | 0.85          |
| Weaving                        |             |            | 1          | 2.38       |            |            | 1          | 0.28          |
| Carpentry                      | 2           | 3.85       |            |            |            |            | 5          | 1.42          |
| Cobbler                        |             |            |            |            |            |            | 2          | 0.57          |
| Cooker                         |             |            |            |            |            |            | 3          | 0.85          |
| Khali stitching                | 3           | 5.77       | 1          | 2.38       | 1          | 2.08       | 7          | 1.99          |
| Rice Haller/Rice Mill Operator |             |            |            |            |            |            | 1          | 0.28          |
| Painter/Artist                 | 1           | 1.92       |            |            | 1          | 2.08       | 2          | 0.57          |
| Bidi Making                    |             |            |            |            |            |            | 1          | 0.28          |
| Bricks Making                  |             |            |            |            | 1          | 2.08       | 1          | 0.28          |
| Bamboo work                    |             |            | 1          | 2.38       |            |            | 1          | 0.28          |
| No Specific Skill              | 41          | 78.85      | 25         | 59.52      | 30         | 62.50      | 235        | 66.76         |
| <b>Total</b>                   | <b>52</b>   | <b>100</b> | <b>42</b>  | <b>100</b> | <b>48</b>  | <b>100</b> | <b>352</b> | <b>100.00</b> |
| Dropout Youths with Skill      | 11          |            | 17         |            | 18         |            | 117        |               |
| % of Dropouts with Skill       | 21.15       |            | 40.48      |            | 37.50      |            | 33.24      |               |

## Annexure XVI: Requirement of Vocational Training for Dropout Youths

| Requirement of Vocational Training | Gajapati   |              | Kandhamal  |             | Keonjhar   |              | Koraput    |              |
|------------------------------------|------------|--------------|------------|-------------|------------|--------------|------------|--------------|
|                                    | No.        | %            | No.        | %           | No.        | %            | No.        | %            |
| Automobile                         |            |              |            |             |            |              |            |              |
| Two Wheeler Repairing              | 7          | 6.54         | 5          | 4.67        | 33         | 30.84        | 14         | 13.08        |
| Four Wheeler Repairing             | 5          | 10.87        | 2          | 4.35        | 15         | 32.61        | 4          | 8.696        |
| Driving                            | 5          | 9.09         | 3          | 5.45        | 23         | 41.82        | 2          | 3.636        |
| General Automobile Repair          | 1          | 20.00        | 3          | 60.00       | 1          | 20.00        |            |              |
| <b>Total</b>                       | <b>18</b>  | <b>8.45</b>  | <b>13</b>  | <b>6.10</b> | <b>72</b>  | <b>33.80</b> | <b>20</b>  | <b>9.39</b>  |
| <b>Mechanical</b>                  | <b>No.</b> | <b>%</b>     | <b>No.</b> | <b>%</b>    | <b>No.</b> | <b>%</b>     | <b>No.</b> | <b>%</b>     |
| Welding                            | 13         | 18.31        | 2          | 2.82        | 22         | 30.99        | 12         | 16.90        |
| Fitter                             | 5          | 10.00        | 4          | 8.00        | 20         | 40.00        | 1          | 2.00         |
| Cycle Repairing                    | 2          | 6.45         | 2          | 6.45        | 10         | 32.26        | 4          | 12.90        |
| Tractor Mechanic                   |            |              |            |             |            |              | 3          | 75.00        |
| Rice Mill Operator                 |            |              |            |             |            |              | 2          | 66.67        |
| <b>Total</b>                       | <b>20</b>  | <b>12.42</b> | <b>8</b>   | <b>4.97</b> | <b>52</b>  | <b>32.30</b> | <b>22</b>  | <b>13.66</b> |
| <b>Micro Enterprise Training</b>   |            |              |            |             |            |              |            |              |
| Masonry                            | 16         | 16.67        | 7          | 7.29        | 18         | 18.75        | 16         | 16.67        |
| Carpentry                          | 1          | 7.14         | 0          | 0.00        | 6          | 42.86        | 1          | 7.14         |
| Handicrafts                        | 2          | 25.00        | 0          | 0.00        | 1          | 12.50        |            |              |
| Dokra Casting                      | 0          | 0.00         | 0          | 0.00        | 0          | 0.00         |            |              |
| Sewing                             | 10         | 30.30        | 5          | 15.15       | 6          | 18.18        | 3          | 9.09         |
| Cotton Doll Making                 | 2          | 25.00        | 3          | 37.50       | 0          | 0.00         |            |              |
| Bamboo Works                       |            |              |            |             | 1          | 100.00       |            |              |

|              |           |              |           |             |           |              |           |              |
|--------------|-----------|--------------|-----------|-------------|-----------|--------------|-----------|--------------|
| <b>Total</b> | <b>31</b> | <b>18.79</b> | <b>15</b> | <b>9.09</b> | <b>32</b> | <b>19.39</b> | <b>20</b> | <b>12.12</b> |
|--------------|-----------|--------------|-----------|-------------|-----------|--------------|-----------|--------------|

| Requirement of Vocational Training | Malkanagiri |              | Mayurbhanj |              | Sundargarh |              | Total      |               |
|------------------------------------|-------------|--------------|------------|--------------|------------|--------------|------------|---------------|
|                                    | No.         | %            | No.        | %            | No.        | %            | No.        | %             |
| Automobile                         |             |              |            |              |            |              |            |               |
| Two Wheeler Repairing              | 13          | 12.15        | 14         | 13.08        | 21         | 19.63        | 107        | 50.23         |
| Four Wheeler Repairing             | 2           | 4.348        | 11         | 23.91        | 7          | 15.22        | 46         | 21.60         |
| Driving                            | 3           | 5.455        | 7          | 12.73        | 12         | 21.82        | 55         | 25.82         |
| General Automobile Repair          | 0           | 0            | 0          | 0            | 0          | 0            | 5          | 2.35          |
| <b>Total</b>                       | <b>18</b>   | <b>8.451</b> | <b>32</b>  | <b>15.02</b> | <b>40</b>  | <b>18.78</b> | <b>213</b> | <b>100</b>    |
| <b>Mechanical</b>                  | <b>No.</b>  | <b>%</b>     | <b>No.</b> | <b>%</b>     | <b>No.</b> | <b>%</b>     | <b>No.</b> | <b>%</b>      |
| Welding                            | 3           | 4.23         | 12         | 16.90        | 7          | 9.86         | 71         | 44.10         |
| Fitter                             | 0           | 0.00         | 7          | 14.00        | 13         | 26.00        | 50         | 31.06         |
| Cycle Repairing                    | 0           | 0.00         | 9          | 29.03        | 4          | 12.90        | 31         | 19.25         |
| Tube Well Repairing                | 1           | 50.00        | 0          | 0.00         | 1          | 50.00        | 2          | 1.24          |
| Tractor Mechanic                   | 0           | 0.00         | 0          | 0.00         | 1          | 25.00        | 4          | 2.48          |
| Rice Mill Operator                 | 0           | 0.00         | 1          | 33.33        | 0          | 0.00         | 3          | 1.86          |
| <b>Total</b>                       | <b>4</b>    | <b>2.48</b>  | <b>29</b>  | <b>18.01</b> | <b>26</b>  | <b>16.15</b> | <b>161</b> | <b>100.00</b> |
| <b>Micro Enterprise Training</b>   |             |              |            |              |            |              |            |               |
| Masonry                            | 11          | 11.46        | 21         | 21.88        | 7          | 7.29         | 96         | 58.182        |
| Carpentry                          | 1           | 7.14         | 4          | 28.57        | 1          | 7.14         | 14         | 8.48          |
| Handicrafts                        | 2           | 25.00        | 1          | 12.50        | 2          | 25.00        | 8          | 4.85          |
| Dokra Casting                      | 0           | 0.00         | 0          | 0.00         | 1          | 100.00       | 1          | 0.61          |
| Sewing                             | 2           | 6.06         | 7          | 21.21        | 0          | 0.00         | 33         | 20.00         |
| Cotton Doll Making                 | 0           | 0.00         | 3          | 37.50        | 0          | 0.00         | 8          | 4.85          |
| Weaving                            | 0           | 0.00         | 1          | 100.00       | 0          | 0.00         | 1          | 0.61          |
| Cobbler                            | 1           | 100.00       | 0          | 0.00         | 0          | 0.00         | 1          | 0.61          |
| Bamboo Works                       | 0           | 0.00         | 0          | 0.00         | 0          | 0.00         | 1          | 0.61          |
| General Artisan Works              | 1           | 50.00        | 0          | 0.00         | 1          | 50.00        | 2          | 1.21          |
| <b>Total</b>                       | <b>18</b>   | <b>10.91</b> | <b>37</b>  | <b>22.42</b> | <b>12</b>  | <b>7.27</b>  | <b>165</b> | <b>100.00</b> |

## Annexure XVII: Requirement of Dropout Youths in Sample Districts, Parents Opinion

| Need for Betterment of Child                              | Gajapati |            | Kandhamal |            | Keonjhar |            | Koraput |            |
|---|----------|------------|-----------|------------|----------|------------|---------|------------|
|   | N o.     | % of Total | N o.      | % of Total | N o.     | % of Total | N o.    | % of Total |
| Free Education / Technical                                |          |            | 1         | 2.70       | 1        | 1.39       |         |            |
| Financial Support from Govt. for Self-Employment          | 2        | 4.26       | 12        | 32.43      | 5        | 6.94       | 14      | 25.93      |
| Govt. training in each Gram Panchayat                     | 14       | 29.79      | 10        | 27.03      | 9        | 12.50      | 24      | 44.44      |
| Financial & Technical Support for Doll Making             | 2        | 4.26       | 2         | 5.41       | 16       | 22.22      | 2       | 3.70       |
| Organising School Rejoining Camps / Campaign for Dropouts |          |            |           |            | 2        | 2.78       | 4       | 7.41       |
| Crate Job Opportunity in Local Area                       | 20       | 42.55      | 9         | 24.32      | 19       | 26.39      | 3       | 5.56       |
| Financial Support for Animal Husbandry                    |          |            |           |            | 2        | 2.78       | 2       | 3.70       |
| Input Subsidy & Technical Guidance for Agriculture        | 1        | 2.13       | 3         | 8.11       | 12       | 16.67      | 6       | 11.11      |
| New Employment Generation Schemes by Govt. (Wage & Other) |          |            |           |            | 20       | 27.78      |         |            |
| Driving Training of Dropout Youths                        | 4        | 8.51       | 2         | 5.41       | 8        | 11.11      |         |            |
| Financial Support for Transport Vehicle                   | 0        | 0.00       | 1         | 2.70       | 2        | 2.78       | 3       | 5.56       |
| Vocational Training                                       | 1        | 2.13       |           |            |          |            |         |            |
| No Specific Expectation                                   | 2        | 4.26       | 5         | 13.51      | 2        | 2.78       | 3       | 5.56       |



| Need for Betterment of Child                              | Malkanagiri |            | Mayurbhanj |            | Sundargarh |            | Total |            |
|---|-------------|------------|------------|------------|------------|------------|-------|------------|
|   | N o.        | % of Total | N o.       | % of Total | N o.       | % of Total | No.   | % of Total |
| Free Education / Technical                                |             |            | 3          | 7.14       | 0          | 0          | 5     |            |
| Financial Support from Govt. for Self-Employment          | 13          | 25.00      | 6          | 14.29      | 4          | 8.33       | 56    | 15.91      |
| Govt. training in each Gram Panchayat                     | 19          | 36.54      | 10         | 23.81      | 14         | 29.17      | 100   | 28.41      |
| Financial & Technical Support for Doll Making             | 1           | 1.92       | 9          | 21.43      | 8          | 16.67      | 40    | 11.36      |
| Organising School Rejoining Camps / Campaign for Dropouts |             |            | 3          | 7.14       | 3          | 6.25       | 12    | 3.41       |
| Crate Job Opportunity in Local Area                       | 1           | 1.92       | 5          | 11.90      | 12         | 25.00      | 69    | 19.60      |
| Financial Support for Animal Husbandry                    |             |            | 6          | 14.29      | 1          | 2.08       | 11    | 3.13       |
| Input Subsidy & Technical Guidance for Agriculture        | 13          | 25.00      | 4          | 9.52       | 4          | 8.33       | 43    | 12.22      |
| New Employment Generation Schemes by Govt. (Wage & Other) |             |            |            |            | 6          | 12.50      | 26    | 7.39       |
| Driving Training of Dropout Youths                        |             |            |            |            | 9          | 18.75      | 23    | 6.53       |
| Financial Support for Transport Vehicle                   |             |            |            |            | 1          | 2.08       | 7     | 1.99       |
| Skill Upgradation Training on Bamboo Craft                | 2           | 3.85       |            |            |            |            | 2     | 0.57       |
| Vocational Training                                       |             |            |            |            |            |            | 1     | 0.28       |
| No Specific Expectation                                   | 5           | 9.62       | 3          | 7.14       | 3          | 6.25       | 23    | 6.53       |

### Annexure XVIII: Land Holding Status of Dropout Families in Study Area:

| Land Holding (in Acre) | Total      |               |
|------------------------|------------|---------------|
|                        | No.        | %             |
| < 1 Ac.                | 21         | 5.97          |
| 1 to 2 Acre            | 183        | 51.99         |
| 2 to 3 Acre            | 52         | 14.77         |
| 3 to 4 Acre            | 25         | 7.10          |
| 4 to 5 Acre            | 16         | 4.55          |
| 5 to 6 Acre            | 5          | 1.42          |
| 6 to 7 Acre            | 2          | 0.57          |
| 7 to 8 Acre            | 1          | 0.28          |
| 8 to 9 Acre            | 2          | 0.57          |
| 9 to 10 Acre           | 2          | 0.57          |
| > 10 Acre              | 4          | 1.14          |
| No Land                | 39         | 11.08         |
| <b>Total</b>           | <b>352</b> | <b>100.00</b> |

| Land Holding (in Acre) | Gajapati  |               | Kandhamal |               | Keonjhar  |               | Koraput   |               |
|------------------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|
|                        | No.       | %             | No.       | %             | No.       | %             | No.       | %             |
| < 1 Ac.                | 1         | 2.13          | 3         | 8.1           | 6         | 8.33          | 1         | 1.85          |
| 1 to 2 Acre            | 34        | 72.34         | 20        | 54.05         | 27        | 37.50         | 23        | 42.59         |
| 2 to 3 Acre            | 8         | 17.02         | 8         | 21.62         | 4         | 5.56          | 12        | 22.22         |
| 3 to 4 Acre            |           |               | 4         | 10.8          | 1         | 1.39          | 6         | 11.11         |
| 4 to 5 Acre            | 1         | 2.13          | 1         | 2.7           | 4         | 5.56          | 5         | 9.26          |
| 5 to 6 Acre            |           |               |           |               | 2         | 2.78          | 3         | 5.56          |
| 6 to 7 Acre            |           |               |           |               |           |               | 1         | 1.85          |
| 7 to 8 Acre            | 1         | 2.13          |           |               |           |               |           |               |
| 8 to 9 Acre            |           |               |           |               | 2         | 2.78          |           |               |
| 9 to 10 Acre           |           |               |           |               | 1         | 1.39          | 1         | 1.85          |
| > 10 Acre              |           |               |           |               |           |               |           |               |
| No Land                | 2         | 4.26          | 1         | 2.7           | 25        | 34.72         | 2         | 3.70          |
| <b>Total</b>           | <b>47</b> | <b>100.00</b> | <b>37</b> | <b>100.00</b> | <b>72</b> | <b>100.00</b> | <b>54</b> | <b>100.00</b> |

| Land Holding (in Acre) | Malkanagiri |               | Mayurbhanj |               | Sundargarh |               | Total      |               |
|------------------------|-------------|---------------|------------|---------------|------------|---------------|------------|---------------|
|                        | No.         | %             | No.        | %             | No.        | %             | No.        | %             |
| < 1 Ac.                |             |               | 4          | 9.52          | 6          | 12.50         | 21         | 5.97          |
| 1 to 2 Acre            | 29          | 55.77         | 28         | 66.67         | 22         | 45.83         | 183        | 51.99         |
| 2 to 3 Acre            | 7           | 13.46         | 4          | 9.52          | 9          | 18.75         | 52         | 14.77         |
| 3 to 4 Acre            | 11          | 21.15         | 2          | 4.76          | 1          | 2.08          | 25         | 7.10          |
| 4 to 5 Acre            | 1           | 1.92          | 1          | 2.38          | 3          | 6.25          | 16         | 4.55          |
| 5 to 6 Acre            |             |               |            |               |            |               | 5          | 1.42          |
| 6 to 7 Acre            |             |               |            |               | 1          | 2.08          | 2          | 0.57          |
| 7 to 8 Acre            |             |               |            |               |            |               | 1          | 0.28          |
| 8 to 9 Acre            |             |               |            |               |            |               | 2          | 0.57          |
| 9 to 10 Acre           |             |               |            |               |            |               | 2          | 0.57          |
| > 10 Acre              |             |               | 2          | 4.76          | 2          | 4.17          | 4          | 1.14          |
| No Land                | 4           | 7.69          | 1          | 2.38          | 4          | 8.33          | 39         | 11.08         |
| <b>Total</b>           | <b>52</b>   | <b>100.00</b> | <b>42</b>  | <b>100.00</b> | <b>48</b>  | <b>100.00</b> | <b>352</b> | <b>100.00</b> |

## Annexure XIX: Study Tools

**SCHEDULE-I: Schedule for Dropout Students / Youth**

| CODE     | Profile of the Area/ Type of school   | Put ✓ in appropriate response                                  |                                  |                           |                   |
|----------|---|--|----------------------------------|---------------------------|-------------------|
| <b>A</b> | A1. Name of the District  | A2. Name of the Block  |                                  |                           |                   |
|          | A3. Name of the GP  | A4. Name of the Village/ Hamlet                                |                                  |                           |                   |
|          | A5. Name of the School  |  |                                  |                           |                   |
|          | A6. Type of School  | 1. Primary/Sevashram   | 2. Upper Primary/Ashram School   | 3. High School(HS)        |                   |
|          |   | 4. Girls High School (GHS)                                     | 5. Higher Secondary School (HSS) | 6. Other School (Specify) |                   |
| <b>B</b> | <b>Profile of Dropout Student / Youth</b>   |  |                                  |                           |                   |
| B1.      | Name of the Student / Youth   |  |                                  |                           |                   |
| B2.      | Name of the Father  |  |                                  |                           |                   |
| B3.      | Name of the Mother  |  |                                  |                           |                   |
| B4.      | Name of the Guardian (In case the students was not staying with his parents)                                |  |                                  |                           |                   |
| B5.      | Age & Sex of the Student (age in years)   | Community (Ethnic Group)                                       | Age                              | Sex                       |                   |
|          |   |  |                                  | 1. Male                   | 2. Female         |
| B6.      | Marital Status of the Student/Youth   | 1. Married   | 2. Unmarried                     | 3. Separate               | 4. Widow/ Widower |
| B7.      | Economic Status of Family   | 1. BPL   |                                  | 2. N-BPL                  |                   |
| B8.      | Current occupation of the Dropout student   | Primary  |                                  | Secondary                 |                   |
| B9.      | Current occupation of the father  |  |                                  |                           |                   |
| B10.     | Current occupation of the mother  |  |                                  |                           |                   |
| B11.     | Current occupation of the Guardian  |  |                                  |                           |                   |
| B12.     | Age and Year of Admission in Primary / Upper Primary / High School (Consider the last academic Institution) | Age(At the time of Admission)                                  |                                  | Year                      |                   |
|          |   |  |                                  |                           |                   |
| B13.     | Level of Class to which he was admitted   |  |                                  |                           |                   |
| B14.     | Age and Year of the Dropout student (Month and Year /age in completed years)                                | Age(At the time of Dropout)                                    |                                  | Year                      |                   |
|          |   |  |                                  |                           |                   |
| B15.     | Years spent in schools (Total years)  |  |                                  |                           |                   |
| B16.     | Was the student detained or Repeated during Class examination?  | 1. Yes   |                                  | 2. No                     |                   |
| B17.     | If Yes, Mention the class/ s and year of detention  | Class  |                                  | Year                      |                   |
|          |   |  |                                  |                           |                   |
| B18.     | If yes, mention the class/s year of Repetition  |  |                                  |                           |                   |
| B19.     | Was the student reading as Boarder/Day scholar at the time of dropout from school                           | 1. Boarder   |                                  | 2. Day scholar            |                   |
| <b>C</b> | <b>Drop Out: Reasons</b>  |  |                                  |                           |                   |
| C1.      | Reasons for Drop Outs (Multiple options may be possible)  | Reasons  |                                  |                           |                   |
|          |   | 1. Distance of the Schools (Non-Residential /Day Scholar only) |                                  |                           |                   |
|          |   | 2. Geographical / Communication Barrier                        |                                  |                           |                   |
|          |   | 3. Parent's Prohibition  |                                  |                           |                   |
|          |   | 4. Frequently Sickness   |                                  |                           |                   |

|            |  |  |              |               |                                 |
|------------|--|--|--------------|---------------|---------------------------------|
|            |  | 5. Support to Family Income / Helping in House hold Work       |              |               |                                 |
|            |  | 6.Displacement of Family                                       |              |               |                                 |
|            |  | 7. Migration of Family   |              |               |                                 |
|            |  | 8. Disinterest for study / Difficult to understand the courses |              |               |                                 |
|            |  | 9. Failure in Class Succession Examination                     |              |               |                                 |
|            |  | 10.Decrease in Examination mark Percentage                     |              |               |                                 |
|            |  | 11.Strict rules at School                                      |              |               |                                 |
|            |  | 12.Arrogant Attitude of Teacher                                |              |               |                                 |
|            |  | 13.Don't like the School environment                           |              |               |                                 |
|            |  | 14.Non suitability of School timings and Holiday pattern       |              |               |                                 |
|            |  | 15.Bullied attitude of friends                                 |              |               |                                 |
|            |  | 16.Poor Health Condition                                       |              |               |                                 |
|            |  | 17. Unhygienic Food  |              |               |                                 |
|            |  | 18.Influence of out of School / Friends and Relatives          |              |               |                                 |
|            |  | 19.Inadequate number of Leady Teacher/s (in case of Girls)     |              |               |                                 |
|            |  | 20. Inadequate no. of good / Talented Teachers                 |              |               |                                 |
|            |  | 21.Language Barrier  |              |               |                                 |
|            |  | 22.Fear of Punishment  |              |               |                                 |
|            |  | 23.It will not help me in livelihood earning in future         |              |               |                                 |
|            |  | 24. Others(Specify)  |              |               |                                 |
| <b>D</b>   | <b>Education</b>   |  |              |               |                                 |
| D1.        | What is your feeling towards discontinuance in education?<br>State Reasons         | Feeling Happy.<br>Why?   | Regret Why?  | No Reaction   | Any Other<br>Reaction (Specify) |
| D2.        | Are you inspired by any one or Organization for continuance of education?          |  |              | 1. Yes        | 2. No                           |
| D2.1.      | If Yes, who inspire you to continue the education?                                 | 1.<br>2.<br>3.   |              |               |                                 |
| D3.        | Are you interested to continue the Education                                       | 1.Yes  |              | 2.No          |                                 |
| D3.1.      | If Yes, up to which level you want to continue and why?                            | <b>Level of Education</b>                                      |              | <b>Reason</b> |                                 |
|            |  | 1. Complete HSC  |              |               |                                 |
|            |  | 2. Complete Higher Secondary Education                         |              |               |                                 |
|            |  | 3.Technical Education (ITI/ Diploma)                           |              |               |                                 |
|            |  | 4. Complete Graduation   |              |               |                                 |
|            |  | 5. Any other (Specify)   |              |               |                                 |
| D3.2.      | If No, Why?<br><br><i>(If more reasons, write back side of the schedule)</i>       | 1. _____<br>2. _____<br>3. _____                               |              |               |                                 |
| <b>E</b>   | <b>Missing Links of Government Education Programmes</b>                            |  |              |               |                                 |
| <b>E1.</b> | <b>Study Friendly Facilities (Benefits Availed in the School during the Study)</b> |  |              |               |                                 |
|            | Benefits   | Availability<br>(1.Yes 2.No)                                   | Satisfactory | Manageable    | Unsatisfactory                  |
| 1.         | Study Materials (Text book, Note book, Maps Science instrument & other materials)  |  |              |               |                                 |
| 2.         | School Uniforms  |  |              |               |                                 |
| 3.         | School Uniforms (Quality)  |  |              |               |                                 |
| 4.         | Food / Mid-Day Meal (Quality)  |  |              |               |                                 |
| 5.         | Food/Mid-Day Meal (Quantity)   |  |              |               |                                 |
| 6.         | Library Facilities   |  |              |               |                                 |
| 7.         | Education Scholarship  |  |              |               |                                 |
| 8.         | Education Stipend  |  |              |               |                                 |

|          |  |  |                            |                          |                           |
|----------|--|--|----------------------------|--------------------------|---------------------------|
| 9.       | Toilet Facilities  |  |                            |                          |                           |
| 10.      | Drinking Water   |  |                            |                          |                           |
| 11.      | Sports Equipment   |  |                            |                          |                           |
| 12.      | Play Ground  |  |                            |                          |                           |
| 13.      | Teaching Procedure / Quality   |  |                            |                          |                           |
| 14.      | Adequacy of Teachers   |  |                            |                          |                           |
| 15.      | Familiarity of Teachers  |  |                            |                          |                           |
| 16.      | Infrastructure (Building, Sitting staying arrangement etc.)  |  |                            |                          |                           |
| 17.      | Hostel Facilities  |  |                            |                          |                           |
| 18.      | Environment of School  |  |                            |                          |                           |
| 19.      | Any other (Specify)  |  |                            |                          |                           |
| <b>F</b> | <b>What If Scenario (Favorable Condition under which the Student would not have left the School)</b> |  |                            |                          |                           |
| F1.      | Conditions (Prompt one by one)   |  | Agreed (put '1')           |                          | Priority                  |
| 1.       | Additional Financial Support to Vulnerable students  |  |                            |                          |                           |
| 2.       | Family Support   |  |                            |                          |                           |
| 3.       | Cordial Study Environment in School  |  |                            |                          |                           |
| 4.       | Regular and Timely available study Material  |  |                            |                          |                           |
| 5.       | Transporting facilities like Bicycle to all  |  |                            |                          |                           |
| 6.       | Provision of good quality & quantity of food   |  |                            |                          |                           |
| 7.       | Healthy Residential Arrangement  |  |                            |                          |                           |
| 8.       | Better communication facilities  |  |                            |                          |                           |
| 9.       | Special attention to personal health   |  |                            |                          |                           |
| 10.      | Posting of adequate no. of qualified teacher   |  |                            |                          |                           |
| 11.      | Proper monitoring / supervision by VEC   |  |                            |                          |                           |
| 12.      | Regular stipend  |  |                            |                          |                           |
| 13.      | Regular Scholarship  |  |                            |                          |                           |
| 14.      | Special Attention to Girl Student  |  |                            |                          |                           |
| 15.      | Regular / Frequently counseling with parents to give proper attention to the student's attendance    |  |                            |                          |                           |
| 16.      | Frequently prepared the progress report of the student and bring it to the knowledge of parents.     |  |                            |                          |                           |
| 17.      | Any other (Specify)  |  |                            |                          |                           |
| <b>G</b> | <b>Need assessment of Dropout Student</b>  |  |                            |                          |                           |
| G1.      | Whether you are employed or not  | 1.Yes  |                            | 2.No                     |                           |
| G2.      | If Employed, mention side by   | Employed in Govt. sector                                       | Employed in Private sector | Self Employed activities | Other Economic Activities |
| G3.      | If No , mention detail   | Engaged in Household Work (Specify)                            |                            | Unemployed               | Physically Handicapped    |
| G4.      | What is your present income  | Sources of Income  | Per Month (₹)              | Per Annum (₹)            |                           |
|          |  | 1.   |                            |                          |                           |
|          |  | 2.   |                            |                          |                           |
|          |  | 3.   |                            |                          |                           |
|          |  | 4.   |                            |                          |                           |
| G5.      | Is your present income sufficient to maintain your family? (Yes/ No)                                 | If No, how much extra amount you need to maintain your family? |                            |                          |                           |
|          |  | Per Month (₹)  |                            | Per Annum (₹)            |                           |
| 3.       | Have you possessed any skill   | 1. Yes   |                            | 2. No                    |                           |
| 4.       | If Yes, name the skills  | 1. _____   |                            |                          |                           |
|          |  | 2. _____   |                            |                          |                           |
|          |  | 3. _____   |                            |                          |                           |
| 5.       | Have you ever taken any skill development training?  | 1. Yes   |                            | 2. No                    |                           |
| 5.1      | If Yes, stated below   |  |                            |                          |                           |

|  | Name of the training   | Name of the organizing institution | Duration (in days)  | Year   | Stipend received (₹)        | Money Spent by you(₹) |
|--|--|------------------------------------|---|--------|-----------------------------|-----------------------|
|  |  |                                    |   |        |                             |                       |
|  |  |                                    |   |        |                             |                       |
| 7.   | What benefit did you get from the Training   |                                    |   |        |                             |                       |
|  | 1. Enhancement in Efficiency   |                                    |   |        |                             |                       |
|  | 2. Enhancement in Income   |                                    |   |        |                             |                       |
|  | 3. Enhancement in both Income and efficiency   |                                    |   |        |                             |                       |
|  | 4. Have not get scope to utilize it  |                                    |   |        |                             |                       |
|  | 5. Not useful at all   |                                    |   |        |                             |                       |
| <b>H</b>   | <b>Livelihood Activities</b>   |                                    |   |        |                             |                       |
| H1.  | Do you posses agricultural land  |                                    |   | 1. Yes | 2. No                       |                       |
| H2.  | If yes, specify in Acre  |                                    |   |        |                             |                       |
| H3.  | Do you need any livelihood activities  |                                    | 1.Yes   |        | 2.No                        |                       |
| H4.  | If Yes, which type of Livelihood support do you need? (Priority to Livelihood support)                                   |                                    | Livelihood Activity   |        | Priority                    |                       |
|  |  |                                    | 1. Loans for livelihood (Any Scheme)  |        |                             |                       |
|  |  |                                    | 2.Vocational Training   |        |                             |                       |
| H5.  | A.If eager for Loans for Livelihood (Any Schemes) (Ask for open ended. If no response, then put options)                 |                                    | 3.Skill Development / Enhancement Training  |        |                             |                       |
|  |  |                                    | 1. Agriculture Activities (Specify the activities below).                               |        |                             |                       |
|  |  |                                    | 2. Poultry / Goatary / Dairy Farming (Specify the Activities below).                    |        |                             |                       |
|  |  |                                    | 3.Micro Enterprises (Group Enterprises / HH Enterprises) (Specify the Activities below) |        |                             |                       |
|  |  |                                    | 4.Food/ Fruit processing Unit (Specify the Unit)  |        |                             |                       |
|  |  |                                    | 5.Other (Specify Below)   |        |                             |                       |
| H6.  | In case he possess no land and given option for agricultural loan then ask what he will do with it when he has no land ? |                                    |   |        |                             |                       |
| H7.  | If eager for Vocational Training (Please give Priority to Training Sector, in case of multiple responses)                |                                    | <b>a. Electrical Training</b>   |        |                             |                       |
|  |  |                                    | 1.Electrical Training   |        | 2.House Wiring              |                       |
|  |  |                                    | 3.Heavy Electrical Instrument   |        | 4.Electrical Home Appliance |                       |
|  |  |                                    | 5.Mobile Repairing /Electronic Goods  |        | 6.Other's (Specify )        |                       |
|  |  |                                    | <b>b. Automobile Training</b>   |        |                             |                       |
|  |  |                                    | 1.Two Wheeler Repairing   |        | 2.Four Wheeler Repairing    |                       |
|  |  |                                    | 3.Others (Specify)  |        |                             |                       |
|  |  |                                    | <b>c. Mechanical Training</b>   |        |                             |                       |
|  |  |                                    | 1.Welding   |        | 2.Fitter                    |                       |
|  |  |                                    | 3.Cycle Repairing   |        | 4. Tube well Repairing      |                       |
|  |  |                                    | 5.Others (Specify)  |        |                             |                       |
|  |  |                                    | <b>d. Micro Enterprises Training</b>  |        |                             |                       |
|  |  |                                    | 1.Masonry   |        | 2.Carpentry                 |                       |
|  |  |                                    | 3.Handicrafts   |        | 4.Dokra Casting             |                       |
|  |  |                                    | 5.Sewing Center   |        | 6.Cotton Doll Making        |                       |
| 7.Others (Specify below)                                 |  |                                    |   |        |                             |                       |
| <b>e. Training of personal Eagerness (Specify below)</b> |  |                                    |   |        |                             |                       |
| 1.   |  |                                    |   |        |                             |                       |
| 2.   |  |                                    |   |        |                             |                       |

|                                      |   |  |                                    |   |  |
|--------------------------------------|---|--|------------------------------------|---|--|
|                                      |   | 3.   |                                    |   |  |
| H8.                                  | Skill development / Enhancement Training (Adjacent to existing skill sets)  | <b>a. Agriculture and Allied Activities</b>                            |                                    |   |  |
|                                      |   | 1.SRI Farming  |                                    | 2.Step Farming                          |  |
|                                      |   | 3.Cropping Pattern   |                                    | 4.Water Management                      |  |
|                                      |   | 5.Farm Mechanization   |                                    | 6.Fertilisers/ Vermin compost           |  |
|                                      |   | 7.Pisci Culture  |                                    | 8.Dairy / Goatary/ Piggery/ Poultry etc |  |
|                                      |   | 9.Floriculture   |                                    | 10.Perfume extraction                   |  |
|                                      |   | 11.Harbal Garden   |                                    | 12.Spice Cultivation                    |  |
|                                      |   | 13.Maize Cultivation   |                                    | 14.Backyard poultry / farming           |  |
|                                      |   | 15.Establishment of day old chick units                                |                                    | 16.Pickle/ Badi / Papad making          |  |
|                                      |   | 17.Food & Fruits processing Unit                                       |                                    | 18.Vegetable cultivation                |  |
|                                      |   | 19.Any other (Specify)   |                                    |   |  |
|                                      |   | <b>b. MFP Processing / Any Forest based livelihood Training</b>        |                                    |   |  |
|                                      |   | 1.Press Khali Stitching / Siali leaf plate making                      |                                    | 2.Hill broom binding                    |  |
|                                      |   | 3.Mahua Seeds Processing   |                                    | 4.Lac / Honey collection                |  |
|                                      |   | 5.Formation of SHG and its linkage in collection of MFP with marketing |                                    | 6.Promotion of Micro Industries         |  |
| 7.Any other (Specify)                |   |  |                                    |   |  |
| H9.                                  | In case he possess no land and given option for Skill development Training relating to agriculture, then ask what he will do with it when he has no land? |  |                                    |   |  |
| <b>I</b>                             | <b>Housing</b>  |  |                                    |   |  |
| I1.                                  | Is Housing Facilities necessary for you?  | 1.Yes  |                                    | 2.No                                    |  |
| I2.                                  | If yes, had you initiated to avail this facility?   | 1.Yes  |                                    | 2.No.                                   |  |
| I3.                                  | During your initiation, what type of problems you had faced?  | 1.   |                                    | 2.                                      |  |
|                                      |   | 3.   |                                    | 4.                                      |  |
| I4.                                  | At present, which type of facilities you have desired to avail?   | 1.Loan for House Building  |                                    | 2.Free Housing Facilities               |  |
|                                      |   | 3.Free Homestead Land  |                                    | 4.Repair /Reconstruction of House       |  |
|                                      |   | 5. Any other (Specify)   |                                    |   |  |
| I5                                   | How will you use if the housing loan is available to you?   |  |                                    |   |  |
| <b>J</b>                             | <b>Livelihood Benefits under Government Programmes</b>  |  |                                    |   |  |
| J1.                                  | Did you get any livelihood benefits under any Govt. Schemes?  | 1.Yes  |                                    | 2.No                                    |  |
| J2.                                  | If Yes, then under which Government Programmes you got benefits till date?<br><b>(Benefits of the respondent. Not the Family)</b>                         |  |                                    |   |  |
|                                      | <b>Type Scheme /Programme</b>   | <b>No. of days engaged</b>   | <b>Type of benefit(Cash/ Kind)</b> | <b>Amount (₹) (Stipend got)</b>         |  |
|                                      | <b>Expenditure made</b>   |  |                                    |   |  |
|                                      | 1. MGNREGS  |  |                                    |   |  |
|                                      | 2. Training Programme under OTELP   |  |                                    |   |  |
|                                      | 3. Training Programme under OSFDC / IGA (PLET, PRT or SDT)*   |  |                                    |   |  |
|                                      | 4. Dairy farming  |  |                                    |   |  |
|                                      | 5. Farm pond under NHM/MGNREGS  |  |                                    |   |  |
| 6. Horticulture plantation under NHM |   |  |                                    |   |  |



|          |   |   |  |  |
|----------|---|---|--|--|
|          | 7. Others (Specify Name of the Schemes Below)   |   |  |  |
|          | <b>*PLET : Placement linked Employability Training / PRT : Pre Recruitment Training/SDT: Skill Development Training</b>             |   |  |  |
| J3.      | Is the benefit you are getting sufficient to maintain your livelihood?  | 1. Yes                                  | 2. No  |  |
| J4.      | If no, what do you want to do?  | 1.To continue study                     | 2. Take other training (Specify)                     |  |
|          |   | 3. Do Business                          | 4.Others (Specify)                                   |  |
| J5.      | Did your family get any livelihood benefits under any schemes?  | 1.Yes                                   | 2.No.  |  |
| J6.      | If “YES” then under which Government Programmes your family got benefit till date?  | 1.IAY/ Mo Kudia                         | 2.Antyodaya Anna Yojana (AAY)                        |  |
|          | <b>(Benefits of the Family: Not the Respondent)</b>   | 3.Annapurna (Mention Amount in(Qty))    | 4. DisabledPension ( )                               |  |
|          |   | 5. Old Age Pension ( )                  | 6. Widow Pension ( )                                 |  |
|          |   | 7.National Family Benefit Scheme (NFBS) | 8. OTELP Plus (WADI. RKVY, Any Convergence Programme |  |
|          |   | 9.Any others (Specify)                  | i.   |  |
|          |   | ii.                                     | iii.   |  |
| J7.      | Under which Government Programmes your family got MAXIMUM benefits? (Name the Programme and the State the kind of benefits availed) |   |  |  |
|          | Name of the Programmes  | Types of Benefits Availed               |  |  |
|          | 1.  |   |  |  |
|          | 2.  |   |  |  |
|          | 3.  |   |  |  |
| J8.      | What are the <b>PROBLEMS</b> you faced in availing above said Government Programmes (State Problems <b>Priority Wise</b> )          |   |  |  |
|          | Name of the Programmes  | Type of Problems Faced                  |  |  |
|          | 1.  |   |  |  |
|          | 2.  |   |  |  |
|          | 3.  |   |  |  |
| <b>K</b> | Name three <b>DESIRED BENEFITS</b> of the interviewee which are not covered under Government Programmes yet (Minimum Three)         |   |  |  |
|          | 1.  |   |  |  |
|          | 2.  |   |  |  |
|          | 3.  |   |  |  |
|          | Others  |   |  |  |
| <b>L</b> | <b>Parent’s Opinion (Please ask to parent what factors are responsible for dropout)</b>   |   |  |  |
| L1.      | Do you know why your son/daughter left the school?  | 1.Yes                                   | 2.No   |  |
| L2.      | If yes, what are the main reasons   | 1.                                      | 2.   |  |
|          |   | 3.                                      | 4.   |  |
| L3.      | What is your reaction in present day  | 1.                                      | 2.   |  |
|          |   | 3.                                      | 4.   |  |
| L4.      | Are you discouraged by anybody not to send your child to School?  | 1.Yes                                   | 2.No   |  |
| L5.      | Who told you and why?   | 1.                                      | 2.   |  |
| L6.      | What type of benefits you expect from your child after dropout from School?   | 1.                                      | 2.   |  |
| L7.      | What do you need for betterment of your child in future?  | 1.                                      | 2.   |  |
|          |   | 3.                                      | 4.   |  |
| <b>M</b> | <b>What need do you feel for your Drop Out School Son/ Daughter?</b>  |   |  |  |
|          | Needs   | Specify the Job/Training                | Priority   |  |
|          | a. Government Job   |   |  |  |
|          | b. Private Job  |   |  |  |
|          | c. Locally Available Labour Market Opportunities  |   |  |  |

|  |   |  |  |
|--|---|--|--|
|  | d. Participation in Household Works/Economic Pursuits |  |  |
|  | e. Skill Enhancement Training                         |  |  |
|  | f. Vocational Training                                |  |  |
|  | g. Others (specify)                                   |  |  |

**Signature of the Supervisor**  
**Date:**

**Signature of the Investigator**

**SCHEDULE-II: Schedule for Out Of School Children/Youth**

| CODE     | Identity   | Circle to appropriate code                       |                                 |               |                              |  |
|----------|--|--|---------------------------------|---------------|------------------------------|--|
| A        | A1. Name of the District   |  | A2. Name of the Block           |               |                              |  |
|          | A3. Name of the GP   |  | A4. Name of the Village/ Hamlet |               |                              |  |
| <b>B</b> | <b>Profile of out of school Children / Youth</b>   |  |                                 |               |                              |  |
| B1.      | Name of out of School children/ Youth  |  |                                 |               |                              |  |
| B2.      | Name of the Father   |  |                                 |               |                              |  |
| B3.      | Name of the Mother   |  |                                 |               |                              |  |
| B4.      | Name of the Guardian (Incase the respondent is not staying with parents)                     |  |                                 |               |                              |  |
| B5.      | Age & Sex of the Student (Age in years)  | Community (Ethnic Group)                         | Age                             | Sex           |                              |  |
|          |  |  |                                 | 1. Male       | 2. Female                    |  |
| B6.      | Marital Status of the Student/Youth  | 1. Married                                       | 2. Un married                   | 3. Separate   | 4. Widow/Widower             |  |
| B7.      | Economic Status of Family  | 1. BPL   |                                 | 2. N-BPL      |                              |  |
| B8.      | Current occupation of the child/ youth   | Primary Occupation                               | Secondary Occupation            | No work       |                              |  |
|          |  |  |                                 |               |                              |  |
| B9.      | Current occupation of the father   |  |                                 |               |                              |  |
| B10.     | Current occupation of the mother   |  |                                 |               |                              |  |
| <b>C</b> | <b>Out of School : Reasons</b>   |  |                                 |               |                              |  |
| C1.      | Reasons for Out of school (In case of multiple reasons, please rank reasons as per priority) | Reasons  |                                 |               | Priority                     |  |
|          |  | 1. Disinterest for study                         |                                 |               |                              |  |
|          |  | 2. Poor Financial Conditions of Family           |                                 |               |                              |  |
|          |  | 3. Reluctance of the Parents                     |                                 |               |                              |  |
|          |  | 4. Influence of Friends and Relatives            |                                 |               |                              |  |
|          |  | 5. Geographical/ Communication Barriers          |                                 |               |                              |  |
|          |  | 6. Extreme Distance from the school              |                                 |               |                              |  |
|          |  | 7. Unawareness of Residential Schools            |                                 |               |                              |  |
|          |  | 8. Migration of Family                           |                                 |               |                              |  |
|          |  | 9. Displacement of Family                        |                                 |               |                              |  |
|          |  | 10. Physically Challenged                        |                                 |               |                              |  |
|          |  | 11. Others (Specify Below)                       |                                 |               |                              |  |
|          |  | i.   |                                 |               |                              |  |
| ii.      |  |  |                                 |               |                              |  |
| iii.     |  |  |                                 |               |                              |  |
| <b>D</b> | <b>Education</b>   |  |                                 |               |                              |  |
| D1.      | Do you know basic reading, writing, computing (quantitative attitude)                        | 1. Yes   |                                 | 2. No         |                              |  |
|          |  | If no, how do you calculate your earning/ wages? |                                 |               |                              |  |
| D2.      | What is your feeling for not getting education? State Reasons                                | Feeling Happy (Why?)                             | Regret (Why?)                   | No Reaction   | Any Other Reaction (Specify) |  |
|          |  |  |                                 |               |                              |  |
| D2.1     | Are you inspired by Any one or Organization for getting education?                           | 1. Yes   |                                 | 2. No         |                              |  |
| D2.2     | If Yes, who inspire you for getting education?   | 1. _____<br>2. _____<br>3. _____                 |                                 |               |                              |  |
| D3       | Are you interested to for Education at School?   | 1. Yes   |                                 | 2. No         |                              |  |
| D3.1     |  | <b>Level of Education</b>                        |                                 | <b>Reason</b> |                              |  |
|          |  | 1. Complete HSC                                  |                                 |               |                              |  |

|  |  |  |   |
|--|--|--|---|
|  | If yes, up to which level you want to continue and why?  | 2. Complete Higher Secondary Education   |   |
|  |  | 3. Technical Education (ITI/ Diploma)  |   |
|  |  | 4. Complete Graduation   |   |
|  |  | 5. Any other (Specify)   |   |
| D3.2   | If No, why?  | 1. _____<br>2. _____<br>3. _____   |   |
| <b>E Need assessment of Out of School youth?</b> |  |  |   |
| E1.  | What is your present occupation  | Employed<br>Govt. Sector   Private Sector   Self Employed   Other economic activities  | Unemployed   Engaged in Household activities   Others (Specify) |
| E2.  | What is your present income  | Per month (₹)  | Per Annum (₹)   |
| E3.  | Is your present income sufficient to maintain your family? Yes/ No                                     | If no, how much extra amount you need to maintain your family?<br>Per Month (total in ₹)   | Per Annum (total in ₹)  |
| E4.  | Have you possessed any skill   | 1. Yes   | 2. No   |
| E5.  | If yes, name the skills  | 1. _____<br>2. _____<br>3. _____   |   |
| E6.  | Have ever taken any skill development training?  | 1. Yes   | 2. No   |
| E7.  | If Yes, give details   | Name of the Training   Place   Duration   Year   Money spent   |   |
| E8.  | What benefit did you get from the Training   | 1. Enhancement in Efficiency<br>2. Enhancement in Income<br>3. Enhancement in both Income and efficiency<br>4. Have not get scope to utilize it<br>5. Not useful at all  |   |
| <b>F Livelihood activities</b>                   |  |  |   |
| F1.  | Do you possess agricultural land   | 1. Yes   | 2. No   |
| F2.  | If Yes, specify in Acre  |  |   |
| F3.  | Do you need any livelihood activities  | 1. Yes   | 2. No   |
| F4.  | If Yes, which type of Livelihood activities do you need? (Priority to Livelihood Activities)           | <b>Livelihood Activity</b><br>1. Loans for livelihood (Any Scheme)<br>2. Vocational Training<br>3. Skill Development / Enhancement Training  | <b>Priority</b>   |
| F5.  | If eager for Loans for Livelihood (Any Schemes) (Ask for open ended. If no response, then put options) | 1. Agriculture Activities (Specify the activities below).<br>2. Poultry / Goatary / Dairy Farming/ Pisci Culture/ Floriculture (Specify the Activities below).<br>3. Micro Enterprises (Group Enterprises / HH Enterprises) (Specify the Activities below) |   |

|     |  |   |  |  |
|-----|--|---|--|--|
|     |  | 4.Food/ Fruit processing Unit (Specify the Unit)                        |  |  |
|     |  | 5.Other (Specify Below) (More than one)                                 |  |  |
| F6. | In case he possess no land and given option for agricultural loan then ask what he will do with it when he has no land?                                    |   |  |  |
| F7. | If eager for Vocational Training (Please give Priority to Training Sector, in case of multiple response)   | <b>a. Electrical Training</b>   |  |  |
|     |  | 1.Electrical /Electronic Training                                       | 2.House Wiring                           |  |
|     |  | 3.Heavy Electrical Instrument   | 4.Electrical Home Appliance              |  |
|     |  | 5.Mobile Repairing /Electronic Goods                                    | 6.Other's (Specify )                     |  |
|     |  | <b>b. Automobile Training</b>   |  |  |
|     |  | 1.Two Wheeler Repairing   | 2.Four Wheeler Repairing                 |  |
|     |  | 3.Others (Specify)  |  |  |
|     |  | <b>c. Mechanical Training</b>   |  |  |
|     |  | 1.Welding   | 2.Fitter                                 |  |
|     |  | 3.Cycle Repairing   | 4. Tube well Repairing                   |  |
|     |  | 5.Others (Specify)  |  |  |
|     |  | <b>d. Micro Enterprises Training</b>                                    |  |  |
|     |  | 1.Masonry   | 2.Carpentry                              |  |
|     |  | 3.Handicrafts   | 4.Dokra Casting                          |  |
|     |  | 5.Sewing Center   | 6.Cotton Doll Making                     |  |
|     |  | 7.Others (Specify below)  |  |  |
|     |  | <b>e. Training of personal Eagerness (Specify below)</b>                |  |  |
|     |  | 1.  |  |  |
|     |  | 2.  |  |  |
|     |  | 3.  |  |  |
| F8. | Skill development / Enhancement Training (Adjacent to existing skill sets)   | <b>a. Agriculture and Allied Activities</b>                             |  |  |
|     |  | 1.SRI Farming   | 2.Step Farming                           |  |
|     |  | 3.Cropping Pattern  | 4.Water Harvesting                       |  |
|     |  | 5.Farm Mechanization  | 6.Fertilisers / Vermin compost           |  |
|     |  | 7.Pisciculture  | 8.Dairy / Gotary / Piggery/ Poultry etc. |  |
|     |  | 9.Floriculture  | 10.Perfume extraction                    |  |
|     |  | 11.Harbal Garden  | 12.Spices Cultivation                    |  |
|     |  | 13.Maize Cultivation and link to OMFED for Cattle feed                  | 14.Backyard poultry / farming            |  |
|     |  | 15.Establishment of day old chick units                                 | 16.Pickles/ Badi / Papad making          |  |
|     |  | 17.Food & Fruits processing Unit  | 18.Any other (Specify)                   |  |
|     |  | <b>b.MFP Processing / Any Forest based livelihood Training</b>          |  |  |
|     |  | 1.Press Khali Stitching / Siali leaf plate making                       | 2.Hill broom binding                     |  |
|     |  | 3.Mahua Seeds Processing  | 4.Lac / Honey collection                 |  |
|     |  | 5.Formation of SHG and its linkage in collection of NTFP with marketing | 6.Promotion of Micro Industries          |  |
|     |  | 7.Any other (Specify)   |  |  |
| F9. | In case he possess no land and given option for Skill development Training relating to agriculture, then ask what he will do with it when he has no land ? |   |  |  |

| <b>G Housing</b>   |   |  |   |
|--|---|--|---|
| G1.  | Do you have a living house  | 1. Yes   | 2. No   |
| G2.  | If Yes, type of House   | 1. Pucca   | 2. Semi-Pucca<br>3. Kutcha  |
| G3.  | Is housing Facilities necessary for you?  | 1. Yes   | 2.No  |
| G4.  | If yes, had you initiated to avail this facility?   | 1. Yes   | 2.No.   |
| G5.  | During your initiation, what type of problems you had faced?  | 1.<br>3.   | 2.<br>4.  |
| G6.  | At present which type of facilities you have desired to avail?  | 1.Loan for House Building<br>3.Free Homestead Land<br>5. Any other (Specify)   | 2.Free Housing Facilities<br>4.Repair /Reconstruction of House  |
| G7.  | How will you use if the housing loan is available to you?   |  |   |
| <b>H Livelihood Benefits under Government Programmes</b>   |   |  |   |
| H1.  | Did you get any livelihood benefits under any Govt. Schemes?  | 1. Yes   | 2.No  |
| H2.  | If Yes, then under which Government Programmes you got benefits till date?  | 1.MGNREGS<br>3.Training Programme under OSFDC / IGA(PLET, PRT or SDT)*   | 2.Training Programmers under OTELP Plus<br>4.Others (Specify Name of the Schemes Below)   |
| <b>Benefits of the respondent. Not the Family</b>  |   |  |   |
| *PLET : Placement linked Employability Training / PRT : Pre Recruitment Training/SDT: Skill Development Training |   |  |   |
| H3.  | Mention the benefit you have got from the Govt. Programme.  | Programme  | No. of days engaged   |
|  |   | Benefit (with amount)  |   |
|  |   | Cash (₹)   | Kind  |
|  |   |  | Unit      Value   |
|  |   |  |   |
|  |   |  |   |
| H4.  | If the benefit you are getting sufficient to maintain your livelihood   | 1. Yes   | 2. No   |
| H5.  | If No, what do you want to do?  |  |   |
| H6.  | Did your family get any livelihood benefits under any schemes?  | 1. Yes   | 2. No   |
| H7.  | If "YES" then under which Government Programmes your family got benefits till date?   | 1.IAY/ Mo Kudia<br>3.Annapurna<br>5.Old Age Pension<br>7.National Family Benefit Scheme (NFBS)<br>9.Any others (Specify) | 2.Antyodaya Anna Yojana (AAY)<br>4.Disabled Pension<br>6.Widow Pension<br>8. OTELP Plus (WADO. RKVY, Any Convergence Programme) |
| <i>(Benefits of the Family : Not the Respondent)</i>   |   |  |   |
| H8.  | Under which Government Programmes your family got MAXIMUM benefits? (Name the Programme and State the kind of benefits availed) |  |   |
| Name of the Programmes   |   | Types of Benefits Availed  |   |
| 1.   |   |  |   |
| 2.   |   |  |   |
| 3.   |   |  |   |
| H9.  | What are the <b>PROBLEMS</b> you faced in availing above said Government Programmes (State Problems Priority Wise)              |  |   |
| Name of the Programmes   |   | Kind of Problems Faced   |   |
| 1.   |   |  |   |
| 2.   |   |  |   |
| 3.   |   |  |   |
| <b>I</b>   | Name three <b>DESIRED BENEFITS</b> of the interviewing which are not covered under Government Programmes yet (Minimum Three)    |  |   |
| 1.   |   |  |   |
| 2.   |   |  |   |
| 3.   |   |  |   |
| 4.   |   |  |   |

| <b>J Parent's Opinion (Please ask to parent what factors are responsible for the child for not enrolled in the school)</b> |   |                                  |                                    |
|--|---|----------------------------------|------------------------------------|
| J1.  | Do you know why your son/daughter has never admitted in the school? | 1. Yes                           | 2.No                               |
| J2.  | If yes, what are the main reasons                                   | 1.                               | 2.                                 |
|  |   | 3.                               | 4.                                 |
| J3.  | What is your reaction in present day                                | 1.                               | 2.                                 |
|  |   | 3.                               | 4.                                 |
| J4.  | Are you inspired by anybody to not to send your child to School?    | 1. Yes                           | 2.No                               |
| J5.  | Who told you  | 1.                               | 2.                                 |
| J6.  | What type of benefits you expect from your child now?               | 1.                               | 2.                                 |
| J7.  | What do you need for betterment of your child in future?            | 1.                               | 2.                                 |
|  |   | 3.                               | 4.                                 |
|  |   | 5.                               | 6.                                 |
|  |   | 7.                               | 8.                                 |
| <b>K What need you feel for your Out of School son/Daughter?</b>   |   |                                  |                                    |
| <b>Needs</b>   |   | <b>Specify the Job/ Training</b> | <b>Priority</b>                    |
|  | a. Government Job   |                                  |                                    |
|  | b. Private Job  |                                  |                                    |
|  | c. Locally Available Labour Market Opportunities                    |                                  |                                    |
|  | d. Participation in Household Works/ Economic Pursuits              |                                  |                                    |
|  | e. Skill Enhancement Training                                       |                                  |                                    |
|  | f. Vocational Training  |                                  |                                    |
|  | g. Others (Specify)   |                                  |                                    |
| <b>L What Government support you need for your Out of School Son or Daughter</b>   |   |                                  |                                    |
| <i>LIVELIHOOD</i>  |   |                                  |                                    |
| L1.  | a) Loans for IGA (Any Schemes)                                      | Name Schemes                     | Kind/Theme of IGA                  |
|  |   | i.                               |                                    |
|  |   | ii.                              |                                    |
|  |   | iii.                             |                                    |
| L2.  | b)Vocational Training   | Types of Vocational Training     | Kind/ Theme of Vocational Training |
|  |   | i.                               |                                    |
|  |   | ii.                              |                                    |
|  |   | iii.                             |                                    |
| L3.  | c) Skill Development/ Enhancement Training                          | Current Skill Sets               | Training for Skill Development     |
|  |   | 1. Agriculture                   | i.                                 |
|  |   | 2. Mechanic                      | ii.                                |
|  |   | 3. Others                        | iii.                               |

Signature of the Supervisor  
Date:

Signature of the Investigator



**SCHEDULE-III: Schedule for Teachers**

| <b>A BACKGROUND</b>   |  |  |   |                 |
|---|--|--|---|-----------------|
|   | A1. Name of the District   |  | A2. Name of the Block                               |                 |
|   | A3. Name of the GP   |  | A4. Name of the School                              |                 |
|   | A5. Name of the Teacher  |  | A6. Designation                                     |                 |
|   | A7. Contact Telephone Number   |  | A8. Years Spent in present School( in Years/Months) |                 |
| <b>B Infrastructure Facilities in the School</b>  |  |  |   |                 |
| B1.   | Type of School   | 1. Boys  | 2. Girls  | 3. Co-Education |
| B2.   | No. of Boarders, if Boarding Facilities available  | Boys   | Girls   |                 |
| B3.   | Total No. of Teacher   | Sanction   | In position   |                 |
| B4.   | Class Room & Teacher Ratio   | Student / Teacher Ratio  | Student Class Room Ratio                            |                 |
| B5.   | Drinking water facility  | 1. Within Premises 2. Out Side Premises  |   |                 |
| B6.   | Toilet Facility  | 1. Separate for Boys & Girls   | 2. Common Toilet                                    | 3. No Facility  |
| B7.   | Playground Facility  | 1. Yes   | 2. No   |                 |
| B8.   | Playing Equipment  | 1. Yes in working condition  | 2. Yes, Some are in working condition               |                 |
|   |  | 3. Yes, not in working condition   | 4. No facilities                                    |                 |
| <b>C Causes of Dropout</b>  |  |  |   |                 |
| C1.   | What are the factors responsible for School dropouts of the Students( Site Reasons in bullets)                           | 1. ....<br>2. ....<br>3. ....<br>4. ....   |   |                 |
| C2.   | 1. What are the factors responsible for Out of School Children? (Site Reasons in bullets)                                | 1. ....<br>2. ....<br>3. ....<br>4. ....   |   |                 |
| C3.   | 2. How can currently enrolled students be retained? How new students can be attracted towards schooling? Give your view. | <b>For retention:</b><br>1. ....<br>2. ....<br>3. ....<br><b>Attracted towards Schooling:</b><br>1. ....<br>2. ....<br>3. .... |   |                 |
| <b>D What are the current needs of school dropout and out of school students in the age group of 16-24?</b> |  |  |   |                 |
| D1.   | Needs of school dropouts   |  | Needs of out of school                              |                 |
|   | Male   | Female   | Male  | Female          |
| 1   |  |  |   |                 |
| 2   |  |  |   |                 |
| 3   |  |  |   |                 |
| 4   |  |  |   |                 |
| 5   |  |  |   |                 |

D2. Compose Additional Comments (If Any):

1. ....
2. ....
3. ....
4. ....

E1. What are the GAP in Government interventions Programmes leading to school dropouts? Can they be REFORMED or NEW programmes shall be framed? Give your views?

1. -----2. -----  
-----3. -----  
-----

E2. What can be done at the Government level to improve the present status of school dropout and out of School children of age group 16-24?

| Dropout/ Out Of Schools         | Government Interventions 1 | Government Interventions 2 | Government Interventions 3 | Government Interventions 4 | Government Interventions 5 |
|---------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| School dropouts (adult males)   |                            |                            |                            |                            |                            |
| School dropouts (adult females) |                            |                            |                            |                            |                            |
| Out of school (adult males)     |                            |                            |                            |                            |                            |
| Out of school (adult females)   |                            |                            |                            |                            |                            |

*\*Show the above table to teacher and fill the responses in participatory approach*

**Signature of the Supervisor**  
**Date:**

**Signature of the Investigator**

**SCHEDULE-IV: Schedule for Key Informants:**

(Govt. / Non-Govt. Officials (PA, ITDAs / DWOs / WEOs / SOs of Micro Project / Cis / Dis / PRI Members / VEC Members /AGM, NABARD / NG Functionaries)

|   |  |                                  |
|---|--|----------------------------------|
| 1 | Name of the Respondent   |                                  |
| 2 | Designation of the Respondent  |                                  |
| 3 | Name of the Village  |                                  |
| 4 | Name of the GP   |                                  |
| 5 | Name of the Block  |                                  |
| 6 | Name of the District   |                                  |
| 7 | As per your opinion, what are the factors responsible for school dropouts? | 1. _____<br>2. _____<br>3. _____ |

3. What Government interventions are required to prevent dropout from schools?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

4. What are the Government policy gaps that lead to school dropouts? What steps can be initiated from Government side to bridge the policy gaps to reduce school dropouts?

**Policy Gaps:**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**Bridge the policy gaps:**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

5. What is the reason of Out of School Adults? Is it Government policy failure or Social Stigma? Explain.

**Govt. Policy failure, if any:**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**Social Stigma, if any:**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

6. As per your opinion, what are the **Priority Needs** of dropout students and out of school adults within age group of 16-24 years?

| SL. No. | Needs Of The school Dropouts | Rank | Needs of the out of school children | Rank |
|---------|------------------------------|------|-------------------------------------|------|
| 1       |                              |      |                                     |      |

|   |  |  |  |  |
|---|--|--|--|--|
| 2 |  |  |  |  |
| 3 |  |  |  |  |

7. What steps can be taken from Government side for the life-improvement/ need fulfillments of dropout students and out of school adults within age group of 16-24 years?

| SL. No. | Govt. Intervention for School Dropouts | Govt. Intervention for Out of school youth |
|---------|--|--|
| 1       |  |  |
| 2       |  |  |
| 3       |  |  |

13. What are the Government schemes available in the area for unemployed youths/Dropout students?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

8. What are the skills up gradation training / vocational training available in the area for unemployed youths/Dropout students?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

9. Which NGO functionaries' working here to assists the unemployed youths/Dropout students? Please explain the work of the NGO.

| Name of the NGO | Type of work done for unemployed youths/Dropout students |
|-----------------|--|
|                 |  |
|                 |  |
|                 |  |

10. Which Bank / Credit Institution providing loan to unemployed youths/Dropout students? Mention the procedure of loan.

| Name of the Bank/Credit Ints. | Procedure of loan |
|-------------------------------|-------------------|
|                               |                   |
|                               |                   |
|                               |                   |

11. How would you help / assists the unemployed youths/Dropout students in earning their livelihood?

**Signature of the Supervisor**

**Date:**

**Signature of the Investigator**

**SCHEDULE-V: Schedule for Village Fact Sheet****I. Identification:**

|   |                                    |  |
|---|------------------------------------|--|
| 1 | No. of the Revenue Village in G.P. |  |
| 2 | Name of the Village                |  |
| 3 | Name of the GP                     |  |
| 4 | Name of the Block                  |  |
| 5 | Name of the Tahsil                 |  |
| 6 | Name of the P.S.                   |  |
| 7 | Name of the ITDA/Micro Project     |  |
| 8 | Name of the Subdivision            |  |
| 9 | Name of the District               |  |

**II. Distance from the Village (in km)**

|   |                              |  |
|---|------------------------------|--|
| 1 | District Headquarters:       |  |
| 2 | ITDA Headquarters :          |  |
| 3 | Sub Divisional Headquarters: |  |
| 4 | Block Headquarters:          |  |
| 5 | Nearest Bank/ Credit agency  |  |
| 6 | Nearest Weekly Market        |  |
| 7 | Nearest Daily Market         |  |

**III. Land Area (in Acre)**

|    |  |  |
|----|--|--|
| 1  | Total Geographical Area of the Village |  |
| 2  | Plain Area                             |  |
| 3  | Forest Area                            |  |
| 4  | Area under cultivation                 |  |
| 5  | Area under irrigation                  |  |
| 6  | Area not irrigated                     |  |
| 7  | Area not under cultivation             |  |
| 8  | Cultivable waste land                  |  |
| 9  | Area under shifting cultivation        |  |
| 10 | Any other                              |  |

**IV. Ethnic Composition, Households and Population:**

| Sch. Tribes           |            |            |   | Sch. Castes |                       |           |            |   | Others |                       |           |            |   |   |
|-----------------------|------------|------------|---|-------------|-----------------------|-----------|------------|---|--------|-----------------------|-----------|------------|---|---|
| Name of the community | No of HHs* | Population |   |             | Name of the community | No of HHs | Population |   |        | Name of the community | No of HHs | Population |   |   |
|                       |            | M          | F | T           |                       |           | M          | F | T      |                       |           | M          | F | T |
|                       |            |            |   |             |                       |           |            |   |        |                       |           |            |   |   |
|                       |            |            |   |             |                       |           |            |   |        |                       |           |            |   |   |
|                       |            |            |   |             |                       |           |            |   |        |                       |           |            |   |   |

**V. Villages & Caste wise population in GP.**

| Name of the Village | Population |    |    |       |
|---------------------|------------|----|----|-------|
|                     | ST         | SC | OC | Total |
|                     |            |    |    |       |
|                     |            |    |    |       |
|                     |            |    |    |       |

**VI. What are the major means of livelihood of different communities in the area?**

| Community | Primary occupation | Secondary occupation (may be more than one) |
|-----------|--------------------|---|
| ST        |                    |   |
| SC        |                    |   |
| OC        |                    |   |

**VII. Communication of the Village from G.P. length (km.)**

|                             |  |
|-----------------------------|--|
| 1. The G.P is accessible by |  |
| a. Jeep able road           |  |

|               |  |
|---------------|--|
| c. Kutch road |  |
| d. Pucca road |  |

**VIII. Economy & Livelihood in Village**

| Sl. No. | Name of the activities      | Percentage of Engagement |    |    |       |
|---------|-----------------------------|--------------------------|----|----|-------|
|         |                             | ST                       | SC | OC | TOTAL |
| 1.      | Agriculture/Horticulture    |                          |    |    |       |
| 2.      | Wage earning                |                          |    |    |       |
| 3.      | Service Sector              |                          |    |    |       |
| 4.      | Business Sector             |                          |    |    |       |
| 5.      | Animal Husbandry            |                          |    |    |       |
| 6.      | Forest Collections          |                          |    |    |       |
| 7.      | Migrant Worker              |                          |    |    |       |
| 8.      | Artisan/ Traditional Worker |                          |    |    |       |
| 9.      | Any other (Specify)         |                          |    |    |       |

**IX. Facilities Available: Facilities available or not. If not available mention the nearest place and distance (distance from Village)**

| <b>a. Agriculture &amp; Allied Sectors</b> |   |                               |                    |                   |
|--|---|-------------------------------|--------------------|-------------------|
| Sl. No                                     | Agriculture Institutions                    | 1. Available 2. Not Available | Place of Available | Distance (in km.) |
| 1  | Agriculture market yard                     |                               |                    |                   |
| 2  | Horticulture Nursery                        |                               |                    |                   |
| 3  | Agriculture/Horticulture Farm               |                               |                    |                   |
| 4  | V.A.W Centre                                |                               |                    |                   |
| 5  | Forest Beat House                           |                               |                    |                   |
| 6  | Forest Range office                         |                               |                    |                   |
| 7  | Livestock Aid Centre                        |                               |                    |                   |
| 8  | Veterinary Dispensary                       |                               |                    |                   |
| 9  | (a) Availability of Agricultural implements |                               |                    |                   |
|  | (b) Seeds/ Fertilizers/ Pesticides shop     |                               |                    |                   |
| 10   | Any Other (specify)                         |                               |                    |                   |

**b. Industry Sector**

| <b>b1 Small Scale industry</b> |                            |        |       |
|--------------------------------|----------------------------|--------|-------|
|                                |                            | 1. Yes | 2. No |
| 1                              | Is the Village Electrified |        |       |
| 2                              | Rice mill                  |        |       |
| 3                              | Oil mill                   |        |       |
| 4                              | Carpentry unit             |        |       |
| 5                              | Brass & Bell metal unit    |        |       |
| 6                              | Blacksmith unit            |        |       |
| 7                              | Saw mill                   |        |       |
| 8                              | Others                     |        |       |

| <b>b2 Cottage Industry</b> |                                |  |
|----------------------------|--------------------------------|--|
| 1                          | Pottery & Terracotta           |  |
| 2                          | Khali making(Press Khali Unit) |  |
| 3                          | DWCRA Unit                     |  |
| 4                          | Self Help Group (SHG)          |  |
| 5                          | Mission Skate Group            |  |
| 6                          | Coir Work                      |  |
| 7                          | Leather Work                   |  |
| 8                          | Bamboo Work                    |  |
| 9                          | Cane Work                      |  |
| 10                         | Mattress Work                  |  |
| 11                         | Bide Binding Work              |  |
| 12                         | Knitting Work                  |  |
| 13                         | Sabai Grass Unit               |  |

|    |  |  |  |
|----|--|--|--|
| 14 | Lac Work   |  |  |
| 15 | Bee Keeping  |  |  |
| 16 | Paddy Craft  |  |  |
| 17 | Textile  |  |  |
| 18 | Tailoring  |  |  |
| 19 | Household Provisions (Pickle/<br>Papad/ Badi etc.) |  |  |
| 20 | Others, Specify                                    |  |  |

|           |                                     |  |  |
|-----------|-------------------------------------|--|--|
| <b>c.</b> | <b>Health Care Facilities</b>       |  |  |
| 1         | Health Sub-Centre                   |  |  |
| 2         | Primary Health Centre (PHC)         |  |  |
| 3         | Community Health Centre             |  |  |
| 4         | ASHA                                |  |  |
| 5         | Sub-Divisional Hospital             |  |  |
| 6         | Dist. Hq. Hospital                  |  |  |
| 7         | Ayurvedic Dispensary                |  |  |
| 8         | Homeopathic Dispensary              |  |  |
| 9         | Private Clinic/ Doctor              |  |  |
| 10        | Magico Religious Practitioner       |  |  |
| 11        | Traditional Medicine man            |  |  |
| 12        | Mobile Clinic/Mobile Health<br>Unit |  |  |
| 13        | Medicine Shop                       |  |  |

**d. Drinking water Supply**

| Sl. No. | Source                     | No. present | Present condition |                 |
|---------|----------------------------|-------------|-------------------|-----------------|
|         |                            |             | Functioning       | Not functioning |
| 1       | Pipe water                 |             |                   |                 |
| 2       | Well (Protected)/covered   |             |                   |                 |
| 3       | Unprotected well/open Well |             |                   |                 |
| 4       | Tube well                  |             |                   |                 |
| 5       | Ponds/Tanks                |             |                   |                 |
| 6       | Spring/ River/ Nallah      |             |                   |                 |
| 7       | Cistern                    |             |                   |                 |
| 8       | Tap within the Premises    |             |                   |                 |
| 9       | Tap outside the Premises   |             |                   |                 |

**e. Sanitation**

| Sl. No. | Facility Available | No. present | Present condition               |                 |
|---------|--------------------|-------------|---------------------------------|-----------------|
|         |                    |             | Functioning throughout the year | Not functioning |
| 1       | Drainage facility  |             |                                 |                 |
| 2.      | Individual latrine |             |                                 |                 |
| 3.      | Community latrine  |             |                                 |                 |

**X. Village Institutions:**

| Sl. No | Items                        | Yes-1/ No-2 |
|--------|------------------------------|-------------|
| 1      | Temple/ Shrine               |             |
| 2      | Church                       |             |
| 3      | Mosque                       |             |
| 4      | Dormitory                    |             |
| 5      | Community Centre/ Youth Club |             |
| 6      | Mahila Mandal/ Samiti        |             |
| 7      | N.G.O                        |             |
| 8      | Bal Bikash Kendra            |             |
| 9      | Anganwadicentre (ICDS)       |             |
| 10     | SHG                          |             |



**XI. Other Infrastructures, available or not? If not available, mention nearest place and Distance ( in km.)**

| Sl. No | Infrastructures/ Facilities Available               | 1. Available | 2. Not available | Place | Distance |
|--------|---|--------------|------------------|-------|----------|
| 1      | Bus Stop  |              |                  |       |          |
| 2      | Railway Station                                     |              |                  |       |          |
| 3      | Telephone Booth                                     |              |                  |       |          |
| 4      | Pre Primary School/ Balwadi                         |              |                  |       |          |
| 5      | Primary School/Upper Primary                        |              |                  |       |          |
| 6      | Secondary School                                    |              |                  |       |          |
| 7      | Higher Secondary School/ Junior College             |              |                  |       |          |
| 8      | Non-formal Education Centres/ Adult Literacy Centre |              |                  |       |          |
| 9      | Post Office   |              |                  |       |          |
| 10     | Fair Price Shop including PDS                       |              |                  |       |          |
| 11     | Cooperative Credit Society/LAMPS                    |              |                  |       |          |
| 12     | Commercial Bank                                     |              |                  |       |          |
| 13     | Vocational Training Centre                          |              |                  |       |          |
| 14     | Revenue Inspector Office                            |              |                  |       |          |
| 15     | Any other (specify)                                 |              |                  |       |          |

| <b>XII. Availability of Livelihood Opportunity and engaged Families</b> |   |                                 |                              |
|---|---|---------------------------------|------------------------------|
|   | <b>Opportunity</b>                                | <b>Availability(1.Yes/2.No)</b> | <b>No. of family engaged</b> |
|   | <b>i. Agriculture and allied activities</b>       |                                 |                              |
| 1   | Agriculture/ crop cultivation                     |                                 |                              |
| 2   | Horticulture                                      |                                 |                              |
| 3   | Back yard poultry                                 |                                 |                              |
| 4   | Vegetable Cultivation                             |                                 |                              |
| 5   | Dairy   |                                 |                              |
| 6   | Fishery   |                                 |                              |
| 7   | Goat/ Sheep Rearing                               |                                 |                              |
| 8   | Mushroom Cultivation                              |                                 |                              |
| 9   | Bee keeping                                       |                                 |                              |
| 10  | Others(Specify)                                   |                                 |                              |
|   | <b>ii. Wages</b>                                  |                                 |                              |
| 1   | Agriculture Wages                                 |                                 |                              |
| 2   | Non Agriculture Wages                             |                                 |                              |
| 3   | Skilled work (Mason, Bricks making etc.)          |                                 |                              |
| 4   | Kendu leave binding & Storage/ Bush cutting       |                                 |                              |
|   | <b>iii. Trading/Small Business/Petty Business</b> |                                 |                              |
| 1   | Small /Petty Business                             |                                 |                              |
| 2   | Paddy Business                                    |                                 |                              |
| 3   | Minor forest produce Business                     |                                 |                              |
| 4   | Vegetable Business                                |                                 |                              |
| 5   | Tea, Snacks preparation/ Hotel                    |                                 |                              |
| 6   | Other Business (specify )                         |                                 |                              |
|   | <b>iv. Traditional work/Artisans</b>              |                                 |                              |
| 1   | Bamboo Basket /Bamboo work                        |                                 |                              |
| 2   | Carpentry   |                                 |                              |
| 3   | Black Smith                                       |                                 |                              |
| 4   | Bricks Making                                     |                                 |                              |
| 5   | Weaver  |                                 |                              |
| 6   | Pottery   |                                 |                              |
| 7   | Handicraft  |                                 |                              |
| 8   | Others (Specify)                                  |                                 |                              |
|   | <b>v. Minor Forest Produce</b>                    |                                 |                              |
| 10  | Mahua Flower collection                           |                                 |                              |
| 11  | Mahua Seeds processing                            |                                 |                              |
| 12  | Hill Broom Binding                                |                                 |                              |
| 13  | Broom Stick Making                                |                                 |                              |
| 14  | Sal/Seali leave collection                        |                                 |                              |

|    |  |  |  |
|----|--|--|--|
| 15 | Honey collection                               |  |  |
| 16 | Jhuna Collection                               |  |  |
| 17 | Lakha cultivation                              |  |  |
| 18 | Bubai Cultivation                              |  |  |
| 19 | Sabai Cultivation                              |  |  |
| 20 | Sabai Rope Making                              |  |  |
| 21 | Other Forest based Seeds collection            |  |  |
| 22 | Others(Specify)                                |  |  |
|    | <i>vi. Micro Industries/cottage Industries</i> |  |  |
| 1  | Seeds Processing                               |  |  |
| 2  | Press Khali making                             |  |  |
| 3  | Pickle/Badi/Pampada making                     |  |  |
|    | <i>vii. Others(Specify)</i>                    |  |  |

**XIII. Intervention of livelihood Benefits Programmes/Schemes by Government**

| 1  | Programme/Scheme                             | No. of Beneficiary Benefited/Covered |
|----|--|--------------------------------------|
| 2  | MGNREGS( Job card Holder)                    |                                      |
| 3  | Training Programme under OTELP Plus          |                                      |
| 4  | Training programme under OSFDC/IGA/ DIC etc. |                                      |
| 5  | Horticulture Crop plantation(NHM)            |                                      |
| 6  | WADI Project                                 |                                      |
| 7  | Pisci Culture/ Nursery ( NFFD)               |                                      |
| 8  | Goat Rearing                                 |                                      |
| 9  | Poultry /Back yard poultry                   |                                      |
| 10 | Dairy Farm                                   |                                      |
| 11 | Other Schemes (Specify)                      |                                      |
| 12 | <i>Social Security Programmes</i>            |                                      |
| 13 | Antyodaya Anna Yojana                        |                                      |
| 14 | Annapurna                                    |                                      |
| 15 | BPL Rice                                     |                                      |
| 16 | Old age pension                              |                                      |
| 17 | Disable Pension                              |                                      |
| 18 | Widow Pension                                |                                      |
| 19 | National Family Benefit Scheme               |                                      |
| 20 | Other Programmes(Specify)                    |                                      |

**XIV. Name of the Village Elites**

| Sl. No. | Name/ Designation/ Occupation/ Class | Traditional / Modern/ Elected/ Nominated |
|---------|--------------------------------------|--|
|         |                                      |  |
|         |                                      |  |
|         |                                      |  |

**XVIII. Name of the Training Centres located in the area?**

| Village |      | G.P.  |      | Block |      | Sub-Division |      | District |      |
|---------|------|-------|------|-------|------|--------------|------|----------|------|
| Govt.   | Pvt. | Govt. | Pvt. | Govt. | Pvt. | Govt.        | Pvt. | Govt.    | Pvt. |
|         |      |       |      |       |      |              |      |          |      |
|         |      |       |      |       |      |              |      |          |      |
|         |      |       |      |       |      |              |      |          |      |

**XV. Do you know what are the Govt. Schemes are available for skill up-gradation?**

1. Yes

2. No

If Yes, name the Schemes:

**XVI. Name the Financial Institution / Credit Institutions available in your area.**

| Name of the Financial Institution/Credit Inst. | Available within Village | Available within G.P. | Available within Block |
|--|--------------------------|-----------------------|------------------------|
|  |                          |                       |                        |
|  |                          |                       |                        |
|  |                          |                       |                        |

**XVII. Is there any NGO working in your Area? 1. Yes 2.No**

If yes, give detail

| Name of the NGO | Name of the NGO functionaries with designation | Working at village G.P / Block/District level | Activities under taken | Benefit avail |
|-----------------|--|---|------------------------|---------------|
|                 |  |   |                        |               |
|                 |  |   |                        |               |

**XVIII. Collect village number of the youths within the age group of 16 to 24 years.**

(If necessary use separate sheet)

| Sl. No. | Name of the Youth | Age | Sex (M/F) | Present Occupation | Present Income | Which type of Training Required, if need | Future course of action |
|---------|-------------------|-----|-----------|--------------------|----------------|--|-------------------------|
|         |                   |     |           |                    |                |  |                         |
|         |                   |     |           |                    |                |  |                         |

Full Signature of the Investigator \_\_\_\_\_

Date of Visit

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

