

**STUDY REPORT ON IMPACT OF  
DISTRICT PRIMARY EDUCATION PROGRAMME  
(DPEP) AND SARVA SHIKHYA ABHIYAN (SSA) ON  
EDUCATION OF TRIBAL CHILDREN**

*Report Prepared by*

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# FOREWORD

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Director

# PREFACE

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Literacy begins from home and takes a formal shape in schools that lies in public domain. The schooling and elementary education are, thus, the edifice on which the pillars of a healthy society are built and a nation of character stands. Education can spray life and living among people in scattered area. School education among tribals, more particularly tribal girls has its problems. The present study is made a depth investigation about the problems on education of tribal girl child in the state of Orissa and made valuable suggestions for toning girl child education to tribal habitat society and understanding. The study is based on the data collected from tribal girls, parents, teachers, community leaders, educationists, officials connected with tribal girl child education. It is felt that findings and suggestions regarding educational development of tribal girls in Orissa will be useful to educational planners, administrators of government programmes of special assistance to the scheduled tribes and researchers working in this area.

I would like to convey my sincere thanks to Dr. A.B.Ota, Director, SC & ST Research and Training Institute, Bhubaneswar for offering me the opportunity for preparation of this study report and for his constant encouragement and guidance as well as providing me library, office facilities and research team for undertaking the field survey and completion of this work. I am also thankful to Prof.(Dr.) B. Biswal, former Professor, IGNOU, New Delhi for his constant association and suggestions. I gratefully acknowledge the cooperation extended by officials of SC & ST Welfare Department, Govt. of Orissa, Orissa Primary Education Programme Authority, Directorate of Census Operations, Orissa, Project Administrators and staff of Banspal, Kaptipada, Kshipur and Raigarh ITDAs, District Coordinators of DPEP of Keonjhar, Mayurbhanj, Rayagada and Nawarnagpur, Headmasters, Teachers of 40 sample schools, tribal children, parents, local community leaders, educationists, etc. from whom we have gathered requisite information and valuable suggestions. Finally I would like to thank the Research scholars, member of the staff of SC & ST RTI for their cooperation and support in completion of the report.

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# **CHAPTER - I**

## **INTRODUCTION**

### **1.1 TRIBAL EDUCATION**

In pursuance of the directives of the Constitution of the Indian Union and the special provisions made therein for the Scheduled Tribes, the Government of India has been implementing special programmes for the socio-economic development of these tribal groups. The broad objectives of these programmes have been to develop these traditional communities in the direction of modernity so as to enable them to secure for themselves an equitable and rightful place in the national system.

Modernity, by and large, involves changes in the social structure, norms and value orientations and as such it makes certain adaptive demands. Several sociologists have attempted to identify the variables of modernization. Modernisation, according to Daniel Lerner (1962), implies literacy, urbanization, high participation and empathy. Almond and Coleman (1962) emphasized on interest articulation, interest aggregation and institutional competition. According to McClelland (1963) the spread of 'need for Achievement orientation' and 'other-directedness' are essential characteristics of individuals in a modernizing society. Perhaps the best overall summary of socio-demographic indices of modernization has been listed by Deutsch (1963) under the rubric social mobilization. He has defined it as a process in which major clusters of old social, economic and psychological commitments are eroded and broken and people become available for new patterns of socialization and behaviour. Among the indices of modernization he mentioned - exposure to aspects of modern life through demonstration of machinery, buildings, consumer goods, etc., response

to mass media, urbanization, change from traditional occupations, literacy and growth of per capita income.

A closer study of all these variables indicates that the passing of a traditional society to modernity demands introduction of a new set of institutional behaviour patterns through inculcation of the required set of values and attitudes. In this sense, modernization is essentially an educational process. Education is, therefore, undoubtedly one of the keys that unlocks the doors to modernization. It provides one of the most important channels of transition from traditional to modern sectors. Literacy is, therefore, both the index and agent to modernization.

Emphasising the need of education for the people in the underdeveloped areas of the world in particular, Margaret Mead (1953) says,

“Education is needed in all these areas to cope with and repair the destruction already introduced; and beyond this to make it possible for the people, if they choose, to take their place in the community of nations, and to take advantage of the progress of science and technology in improving their standard of living.”

Education is also essential for the economic modernization of the societies. As Richard Gill, T.Richard (1965) has rightly said, “An illiterate society is unlikely to be in the fore-front of technological creativity nor for that matter to know how to use new technologies even if they exist for the taking.” Moreover in developing societies education is considered as a crucial investment as it generates much needed skill and knowledge for economic growth. As Professor V.K.R.V. Rao (1966) says,

“....literacy is a value in itself. In addition there is an economic reason, a developmental reason for primary education, for it enables children to acquire literacy and to retain it in adulthood, besides cultivating in them

the capacity to acquire skills and develop the right attitude to work and production.”

Thus while many agree that education acts as a facilitator of socio-economic development, some others seem rather skeptical about the very possibility of spread of literacy and education in an under-developed community where the poor people from the majority and owing to sheer poverty cannot avail of the educational opportunities. Save, K.J. (1945) in the context of tribal development (the Warlis of Maharashtra), therefore remarks,

“....all improvement must be educational and primary education is the basis of everything. This need not be disputed. But .....prior to education, the problem of bread must be satisfied. In case of people who hardly get bread twice a day, literacy is a tall talk.”

Lack of fast growth rate of education in India obviously explains this view point. But in a developing society overall balance development pre-supposes development on all fronts and a strictly logical view or debate as to the determinants and effects or independent and dependent variables is of no practical value. Sachchidananda (1967) pointed out that the numerous programmes of socio-economic development undertaken in; the tribal areas in India were not making much headway mainly because of the ignorance and illiteracy of the tribals. Even to take advantage of the various development schemes, a certain degree of education is necessary. The problem of education, as rightly stressed by Anderson, C.A. (1970) is thus obviously circular. Pragmatically speaking, the socio-economic development and educational expansion should be viewed as interdependent processes both should, therefore, go hand in hand. This approach also takes into account the inter-sub-system interaction and exchange as stressed in Parsonian mode of analysis.

Education not only imparts general skills such as general literacy and specific vocational skills but it also makes different groups and individuals to identify with various cultural, socio-political symbols and values necessary for the growth of social and political democracy. In a stratified society, increasing equality of educational opportunity would mean not only increasing occupational opportunities for the lower sections of the community but it assumes greater importance as a prerequisite for intelligent and judicious exercise of franchise and their effective participation in democratic institutions at various levels. This then means that education plays an effective role in political modernization and democratisation of a given society. Halsey, A.H. (1970) has rightly said :

“Education has become part of the economic foundations of modern society - a major avenue of social mobility, a central agency of social distribution, and consequently an object of political debate and social policy as urgent and as important as poverty, sickness or unemployment.”

Thus the importance of general education in terms of literacy is recognized irrespective of the type of society and its socio-economic and political basis. Although education is an essential ingredient of socio-economic development, education *per se* is not an independent variable. Educability is dependent on personal and situational factors. Halsey, A.H. (1970) outlined the social determinants of educability as - inequalities of school provision, social class and cultural ingredients such as the language, the social distance between the teacher and pupil, the level of educational aspiration, the definition of roles in the school and the nature of peer groups in childhood and adolescence. Education can provide very good opportunity for the socially disadvantaged groups provided they have the necessary facilities and life chances to get education. Inequalities in educational facilities and inequalities in life chances lead to inequalities in educability and thus minimize the chances of social mobilization.

Development of individuals as well as societies depends upon the process of education which is fundamental to human resource excellence. The man making mission of education in India did not receive due attention during the British rule. Realising the importance of education, the Kothari Commission aptly remarked that the destiny of India is being shaped in her class rooms. Now the destiny is sought to be reflected in policies and activities relating to education since independence. In recent times, education has been described as human recourse development and education has not only to keep in view the socio-economic development in a country committed to democracy, socialism and secularism but also to develop those minor resources in the students that will help them to face the multidimensional problems of modern civilisation, viz. loneliness, automation, violence, promiscuity and dehumanisation.

The Acharya Ramamurti Committee which reviewed New Education Policy of 1986 which has been introduced in Orissa has, therefore, for the first time propounded a philosophy of education that harks back to the ancient times in India when education or vidya as distinguished from avidya (nescience) aimed at conferring on the pupil the fourfold benefits of 'dharama', 'artha' 'kama' and 'moksha' which were associated with the four stages of life, viz. childhood, youth, middle age and old age, the emphasis being on the coordinated development of the body, mind and spirit. The objective of modern system of education was based upon and reinforced by the recommendations of various Commissions and Committees, the main among them being equality and quality along with quantitative expansion as demanded by the rapid increase of population. It was correctly perceived by the policy makers that for the successful working of a democratic policy more education, especially universalisation of primary education was urgently necessary and so the latter was put into the Indian Constitution as directive principle under Article 45. under Article 46 state Government have been empowered to make suitable provisions for education for the weaker sections of the society like the Scheduled Tribes and Scheduled

Castes. Recently the Supreme Court has declared the right to education as a fundamental right and its implications are far-reaching.

## **1.2 STATE STRATEGIES : POLICIES / PROGRAMMES**

The preamble to the Constitution of India embodies the resolve of the people of India to secure for all citizens: “*Justice*, social, economic and political; *Liberty* of thought, expression, belief, faith and worship; *Equality* of status and of opportunity; and to promote among them all *Fraternity* assuring the dignity of the individual and the unity of the Nation.” The Constitution prescribes protection and safeguards for the Scheduled Tribes (along with the Scheduled Castes and other backward classes), either specifically or by way so general rights of citizens, with the objective of promoting their educational and economic interests and of removing certain social disabilities that they have been traditionally subject to. Since Independence, the central and the state governments have been following a policy of protective discrimination and taking several measures for their uplift and welfare. We have accepted education as one of the key mechanisms for development not only of tribals but also of the society at large.

After the attainment of independence in the year 1947 the Constituent Assembly provided statutory safeguards in the Constitution for the people of SC and ST and other depressed classes by defining them as socially and educationally backward classes.

In article 45, it has been written “The State shall endeavour to provide within a period of 10 years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen



years". The target is much beyond our reach so far and it is farther away for the weaker sections of the society residing in rural areas.

In article 46 of the Constitution special mention has been made for the education of the Scheduled Castes and Scheduled Tribes. Political ethics also demands special efforts in this direction. People who have suffered for centuries of humiliation and neglect need the exposure of education. There are thousands and thousands of families where the "First Generation Learner" has still to touch the threshold of educational institution. They are still to be acquired with the facilities that have been set apart for them, they are still to be motivated to avail of these facilities, still to be persuaded and pleaded to remain in the school for the minimum period and get the exposure to education and thereby of the changing society.

These classes have been referred to in the Constitution as "Backward Classes" in Articles 15(4), 16(4), 338(3) and 340(1). It is under the directive principles of the Constitution (Article 46) that the Constitution enjoins upon the State government "to promote with special care and educational and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation". The Constitution underlines that the weaker section can be categorised into (1) Scheduled Castes, (2) Scheduled Tribes, and (3) Other Backward Classes. Article 340(1) specifically relates to the other backward classes who are socially and educationally backward. But it is not very clear from the Constitution how to measure the social and educational backwardness of a group of people or class or community. It was the Kaka Kalelkar Commission again which attempted to apply a criteria to measure the social and educational backwardness of the people. The Commission had used 11 indicators, namely; (a) Place and habitation of the person in a community, (b) ownership of Land, (c) profession, (d) difficulty in establishing contacts with advanced castes, (e) social stigma, (f) taboos of inter-marriage, dining, etc., (g) prevention of the groups to take the advantage of certain amenities of society, (h)

percentage of literacy, (i) lack of leadership in community, (j) inability to pickup training business, industry, etc., and (k) poor conception of sanitation, primitive way of work, etc.

Government support and facilities provided to the ST and SC students in the field of education have been made available to them since 1951. But all sections of the ST and SC population have not been in a position to utilize them.

Given the democratic ideology and concern for providing equal opportunities to all citizens, the faith of the planners in India seems to have been based on the functionalist (or techno-logical functionalist) and human capital theory approaches to education as a means for development. As observed in *India 1981* (43), economic and social development plans of the country have invariably stressed that for the improvement of the quality of life of every individual there has to be an investment in man. The government is, therefore, keen that education finds its right place in national planning and the investments in education should reflect its pivotal role. Education has been increasingly regarded as a major instrument of social change. The Education Commission (1966 : 7-8) observed that "The realization of the country's aspiration involves changes in the knowledge, skills, interest and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need. If this, 'change on a grand scale' is to be achieved without violent revolution (and even for that it would be necessary) there is one instrument, and one instrument only, that can be used : Education." Further, the Committee on Status of Women (*Towards Equality*, 1974 : 281-282) observed that "The deep foundations of the inequality of the sexes are built in the minds of men and women through a socialization process which continues to be extremely powerful. The only institution which can counteract the effect of this process is the educational system. If education is to promote equality for women, it must

make a deliberate, planned and sustained effort so that the new value of equality of the sexes can replace the traditional value system of inequality.”

In any society, the educational system plays an important role in the training, development and allocation of its manpower resources. Ideally, it sorts people according to their interests and ability, channels them into streams of training which develop their interests and potentials, encourages them to aspire to adult roles that are in keeping with their talents, and imparts such types and levels of information, knowledge and training to individuals as are necessary to enable them to fulfil the demands of their occupational roles on one hand, and to meet with the society's needs for trained man-power resources on the other hand (Sorokin, 1927; Parsons, 1959; Sewell and Shah, 1967). In a developing country like India, the educational system becomes a powerful instrument of economic and social change for accelerating the process of transforming its traditional and agrarian ways and means of living into those of a modern and industrial society (Shah and Patel, 1977 :1).

While functionalists have often viewed the educational system as offering opportunities for mobility for individuals, conflict theorists have generally stressed the role of structured inequality. One important and consistent finding in the literature on sociology of education is that social class background of individuals is positively and strongly related to their educational and occupational aspirations/achievement. In spite of several programmes of special assistance to the children of the scheduled castes / tribes, a positive and strong relationship between socio-economic status and educational attainment of the scheduled castes/tribes has also been reported in several studies. It is, therefore, sometimes stated that far from bringing about social equality, education has not only increased social inequalities but it has also created them where none existed before. The Education Commission (1966 : 10) also observed that “It is the responsibility of the educational system to bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society. But at present, instead of doing so, education itself is tending

to increase social segregation and to perpetuate and widen class distinctions. Instead of trying to provide good education to all children or at least to all the able children, from every stratum of society, it is available to a small minority which is usually selected not on the basis of talent but on the basis of the capacity to pay fees.”

Considering education as an instrument of social change, investment has been made to strengthen the educational programme and thus make it accessible to the deprived sections of the Indian Society, more particularly to the ST and SC. An elaborate programme of scholarship, reservation of seats in schools and colleges along with various other ancillary facilities is in operation. It is of interest both to social scientists and people in general to find out how various facilities have been utilized and what kind of problems are faced by the ST students in the process of education.

The central and state governments have provided the students belonging to the ST with incentives, including, free ship, scholarship, reservation of seats in educational institutions and government offices and development of separate hostels, Ashram schools, etc. It can be easily inferred that an adequate spread of literacy among the ST is likely to enable them to compete with the upper classes on an equal footing in the long run.

The fountain head of the national policies of the country in social, political and economic field rises from the traditions of the country's freedom struggle. The primary task before the country relates to the removal of poverty, illiteracy, social and economic inequalities still persisting and pervading in the society. The policies in post-independence periods have been shaped to achieve these objectives. The Constitution of India enjoins on the state “To strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which

justice, social, economic and political shall inform all the institutions of the national life”.

For fulfilling the constitutional commitment and for ameliorating the condition of the deprived sections of the society, particularly the scheduled castes and the scheduled tribes, it was contemplated that extra efforts need be put into augment the educational expansion. Special grants were sanctioned under article 275 of the Constitution, special cells were created for the realization of these aims.

After independence a number of schemes have been launched by the Government for a planned socio-economic change in the country. Most of these schemes have been intended to ameliorate the condition of the rural masses. The review of the performance of the plan programmes by the Planning Commission and the independent evaluation studies conducted by researchers have brought out the hiatus that exist between the targets and the achievements.

The provisions of educational facilities within the habitation are considered as important factors in positively contributing to literacy rate. However, the facilities like availability of a school within the habitation will motivate the parent as well as the child in making use of the schooling facilities.

The Indian Constitution guarantees ‘free and compulsory education to all children up to the age of fourteen’. Article 45 of the Constitution directed that the state should endeavour to provide the necessary facilities within a period of 10 years from the commencement of the Constitution. This target was later altered to the year 2000. The Constitution also gave primary responsibility for elementary education to the state governments, while the central government was given responsibility for technical and higher education (Budget 1998-99). This situation changed in 1976 after the 42<sup>nd</sup> Amendment to the Constitution was passed, making all education the joint responsibility of the Central and State

governments. However, different phases of governments policies and associated programmes are summarized in Table – 1.1.

The 86<sup>th</sup> Constitutional Amendment Act ,2002 made education a Fundamental Right for children in the age group of 6 - 14 years by providing that “ the State shall provide free and compulsory education to all children of the six for fourteen years in such manners as the State may, by law, determine”.

**Table – 1.1**

**EDUCATION POLICY IN INDIA**

<b>Period</b>	<b>Policy Framework</b>	<b>Programmes and Approaches of the Central Government</b>
1951-68	Constitution of India	<ul style="list-style-type: none"> <li>▪ Expansion of the formal schooling system initiatives for primary education with state governments</li> <li>▪ Single track system</li> </ul>
1968-86	National Policy on Education, 1968	<ul style="list-style-type: none"> <li>▪ Non-formal Education introduced to supplement formal schooling; from the early 1980s, increased central investment in primary schooling.</li> </ul>
1986-92	National Policy on Education, 1986	<ul style="list-style-type: none"> <li>▪ Environmental Education, 1986.</li> <li>▪ Total Literacy Campaign, 1998.</li> <li>▪ Several innovative programmes were started as centrally-sponsored schemes, mostly with foreign assistance and usually involving NGOs; target group-oriented.</li> </ul>
1992 to present	National Policy Education, 1992.	<ul style="list-style-type: none"> <li>▪ <b>District Primary Education Programme (DPEP)</b>, 1993 (expected to be the channel for all substantial external assistance to primary education).</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Decentralisation is emphasized as a major policy thrust.</li> <li>▪ The 1993 judgment of the Supreme Court that education is a fundamental right of the citizens has lent urgency to efforts for universalisation.</li> <li>▪ 2001 launch of <b>Sarva Shiksha Abhiyan (SSA)</b></li> </ul>
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### 1.3 UNIVERSALISATION OF ELEMENTARY EDUCATION

Universalisation of Elementary Education(UEE) in India, a Constitutional mandate, has been persistently pursued during the last five decades in the form of numerous state and central programmes. All these efforts were mounted to actualize the constitutional directive enshrined in Article-45 of the Indian Constitution. The State shall endeavour to provide within ten years from the commencement of this Constitution, “for free and compulsory education for all children until they complete the age of fourteen years”. With overriding emphasis initially laid on extension of provision of access, the Indian primary education system experienced a massive quantitative linear expansion emerging as world’s second largest network. Notwithstanding this impressive expansion during the post-independence decades, the goal of Universalisation of primary education, let alone that of UEE, continues to elude all efforts and initiatives. Our continued failure since independence to fulfill the constitutional directive of providing education to all children up to age of 14 years is a teasing reality. Undoubtedly, this problem qualifies for being ranked as the most fundamental problem of our education system. It is only in recent years that the nation has come to acknowledge the magnitude and complexity of the problem. While appreciating the significant strides the country has taken towards achieving the UPE goal, it is appropriately observed that India’s primary education glass is two-thirds full, one-third empty (World Bank,1997). The National Policy on Education (1986),

modified in 1992, made perhaps for the first time, clear the enormity of the task of UPE by delineating its composite components, namely: (i) universal access and enrolment, (ii) universal retention of children up to 14 years of age, and (iii) a substantial improvement in quality of education to enable all children to achieve essential levels of learning.

The one-third unfilled segment of the primary education glass as observed by the World Bank is represented by.

- A sizeable segment of non-enrolled school-age children, mostly girls drop-outs and marginalised groups such as working children, children of migrating families, ST children minority communities, children of geographically remote habitations without schools, children of landless labourers and extremely poor families, street children and children with disability. In short, the core of the disparity to reach out the unreached is largely constituted by children from the deprived communities and disadvantaged social groups.
- Large scale dropouts who failed to complete the full primary school cycle, though they enrolled themselves with upsurge of initial state of enthusiasm that could not be sustained.
- Low levels of learner achievement i.e, failure to achieve essential levels of learning for most learners.
- Gross and glaring inequities in access, retention and learner achievement between boys and girls, children from deprived and disadvantaged social groups counterparts.

The National Policy of Education 1986, as revised in 1992, had indicated three thrust areas in elementary education.

- (i) Universal access enrolment ,
- (ii) Universal retention of children up to 14 years of age, and
- (iii) A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.



The NPE (1986, and modified in 1992) clearly delineates three inseparably linked components of UEE, namely : first, universal provision and access; second, universal participation and retention; and third, acquisition of minimum levels of learning at a substantially higher and sustainable level. This concept provides a framework for assessing the extent to which the three variants of UEE – quantity, quality and equity – have been operationalised in the state. The situational analysis would help us in two distinct ways : (i) ascertaining the status of the state in terms of achieving the intended goals of UEE; and (ii) predicting the future of UEE, based on the past experiences and insights in combination with the vision and ideals of a vibrant and robust state.

The situational analysis attempted in this section encompasses the following aspects of elementary education. The analysis has been specifically restricted to the post-NPE period, though in certain respects the analysis covers a larger canvas.

- (i) Quantitative expansion of the system for providing access to the children of the school-going age-group with focus on difficult-to-reach disadvantaged groups of children and girls.
- (ii) The participation and retention of children in the school system to complete the cycle of elementary education.
- (iii) The quality of elementary education taking cognizance of 'inputs' and 'processes' as proxy parameters and learner achievement as substantive indicator.
- (iv) Impact of initiatives and interventions such as Operation Black Board, Centrally Sponsored Scheme for Reorganisation and Restructuring of Teacher Education, District Primary Education Programme (DPEP), Janashala project and Sarva Shiksha Abhiyan (SSA).
- (v) Disparities and gaps in access, participation and retention, and levels of learner achievement among regions, gender and social groups.

- (vi) Functioning of schools : management of schools, organization of instructional programmes, school-committee partnership, language of instruction, internal efficiency and effectiveness, public action, academic supervision and monitoring, people's perception about schools, teacher absenteeism.
- (vii) Teacher motivation, mind-set, and professional preparation and competence for making schools functionally effective.
- (viii) Pre-school education as a support system to UEE : its spread, coverage, content and process, management and its impact on UEE.

These objectives were addressed through the special programmes like District Primary Education Programme and Sarva Shikshya Abhiyan during the Ninth and Tenth Plan periods by the Government of India being implemented in partnership with States and UTs.

## **1.4 TRIBAL EDUCATION IN ORISSA AN OVERVIEW**

Orissa has a landmass of 1,55,707 sq. km. and occupies 4.74 per cent of India's landmass. The State comprises of 3 revenue divisions, 30 districts, 58 sub-divisions, 171 tahasils, 314 community development blocks, 6234 gram panchayats and 51349 villages. As per 2001 Census the State has total population of 36,804,660 of which 18,660,570 are males and 18,144,090 are females. The sex ratio, females per 1000 males, is 972. The literacy rate is 63.08 per cent. The male literacy is 75.35 per cent and female literacy is 50.51 per cent.

The Scheduled Area of the State extends to 69,613.80 sq.km. which accounts for 44.7% of the State's geographical area. The Scheduled Tribe (ST) population of the State is 81,45,081 comprising 4,066,783 males and 4,078,298 females. The ST population constitutes 22.13% of the total population of the State and 9.66% of the total population of the country. There are 62 tribal communities including 13 Primitive Tribal Groups (PTGs) in the State. Presently,

21 Integrated Tribal Development Agencies (ITDAs) are functioning in 12 districts of the State covering 118 blocks having more than 50% tribal population. District-wise and sex-wise tribal population with total population are given in table – 1.2.

As per 2001 Census, the literacy rate of the State is 63.08 % of which male literacy is 75.35 % and female literacy is 50.51 %. District-wise literacy rates in Orissa is given in Table 1-3. The most surprising fact is that the literacy rates of Malkangiri district followed by Nawrangpur, Koraput, Rayagada districts are found to be less than half of the literacy rates of the districts viz. Khurda, Jagatsingpur, Puri and Kendrapara.

**Table – 1.2**

**District-wise and sex-wise total population and ST population in the state of Orissa**

Sl. No.	District	Total population			S.T. population			% of ST population
		Persons	Male	Female	Persons	Male	Female	
1	Angul	1140003	587234	552769	132994	67386	65608	11.67
2	Balasore	2024508	1036511	987997	228454	116193	112261	11.28
3	Baragarh	1346336	681500	664836	260691	131145	129546	19.36
4	Bhadrak	1333749	675642	658107	25141	12839	12302	1.88
5	Bolangir	1337194	673985	663209	275822	137442	138380	20.63
6	Boudh	373372	188155	185217	46557	23276	23281	12.47
7	Cuttack	2341094	1207781	1133313	83591	42800	40791	3.57
8	Deogarh	274108	138408	135700	92103	45961	46142	33.60
9	Dhenkanal	1066878	544001	522877	136501	69356	67145	12.79
10	Gajapati	518837	255423	263414	263476	128679	134797	50.78
11	Ganjam	3160635	1581986	1578649	90919	45843	45076	2.88
12	Jagatsinghpur	1057629	538881	518748	8640	4605	4035	0.82
13	Jajpur	1624341	823747	800594	125989	64198	61791	7.76
14	Jharsuguda	509716	261941	247775	159757	80760	78997	31.34
15	Kalahandi	1335494	667526	667968	382573	188646	193927	28.65
16	Kandhamal	1335494	667526	667968	336809	166283	170526	51.96
17	Kendrapara	1302005	646438	655567	6822	3550	3272	0.52
18	Keonjhar	1561990	790036	771954	695141	348666	346475	44.50
19	Khurda	1877395	986886	890509	97186	50431	46755	5.18
20	Koraput	1180637	590743	589894	585830	290306	295524	49.62
21	Malkangiri	504198	252507	251691	289538	143498	146040	57.43
22	Mayurbhanj	2223456	1123200	1100256	1258459	631149	627310	56.60
23	Nawarangpur	1025766	515162	510604	564480	282272	282008	55.03
24	Nayagarh	864516	446177	418339	50836	25778	25058	5.88
25	Nuapara	530690	264396	266294	184221	90901	93320	34.71

26	Puri	1502682	763389	739293	4482	2355	2127	0.30
27	Rayagada	831109	409792	421317	463418	224908	238510	55.76
28	Sambalpur	935613	475122	460491	322770	161756	161014	34.50
29	Sonepur	541835	275601	266234	52978	26786	26192	9.78
30	Sundargarh	1830673	935601	895072	918903	458815	460088	50.19
	<b>Orissa</b>	<b>36804660</b>	<b>18660570</b>	<b>18144090</b>	<b>8145081</b>	<b>4066783</b>	<b>4078298</b>	<b>22.13</b>

Source : Statistical Abstract of Orissa – 2005, Directorate of Economics and Statistics, Orissa, and Census of India.

**Table – 1.3**

**District-wise Literacy Rates in Orissa as per 2001 Census**

<b>Sl. No.</b>	<b>Name of the District</b>	<b>Person</b>	<b>Male</b>	<b>Female</b>
1	Angul	68.79	81.43	55.37
2	Balasore	70.56	81.69	58.90
3	Baragarh	63.99	77.41	50.26
4	Bhadrak	73.86	84.65	62.85
5	Bolangir	55.70	71.67	39.51
6	Boudh	57.73	76.23	39.02
7	Cuttack	76.66	85.82	66.90
8	Deogarh	60.36	73.33	47.18
9	Dhenkanal	69.42	80.57	57.89
10	Gajapati	41.26	54.71	28.42
11	Ganjam	60.77	75.22	46.44
12	Jagatsinghpur	79.08	88.55	69.28
13	Jajpur	71.44	81.89	60.76
14	Jharsuguda	70.65	82.16	58.48
15	Kalahandi	45.94	62.66	29.28
16	Kandhamal	52.68	69.79	35.86
17	Kendrapara	76.81	87.11	66.76
18	Keonjhar	59.24	71.99	46.22
19	Khurda	79.59	87.90	70.36
20	Koraput	35.72	47.20	24.26
21	Malkangiri	30.53	40.14	20.91
22	Mayurbhanj	51.91	65.76	37.84
23	Nawarangpur	33.93	47.04	20.67
24	Nayagarh	70.52	82.66	57.64
25	Nuapada	42.00	58.46	25.79

26	Puri	77.96	88.08	67.57
27	Rayagada	36.15	48.18	24.56
28	Sambalpur	67.25	78.99	55.1
29	Sonepur	62.84	78.94	46.17
30	Sundargarh	64.86	75.34	53.88
	<b>Orissa</b>	<b>63.08</b>	<b>75.35</b>	<b>50.51</b>

**Source : 2001 Census Report.**

While considering the literacy status among the different social groups, the literacy rate in Orissa is the lowest in the case of Scheduled Tribes and highest among general castes as can be seen in 1971,1981,and 1991Census (Table– 1.4)

**Table –1.4**  
**Social Group-wise and Sex-wise Literacy Rates (in percent) in Orissa**

Caste	1971			1981			1991		
	M	F	T	M	F	T	M	F	T
S.C.	25.98	5.17	15.61	35.26	9.40	22.41	43.03	17.03	30.19
S.T.	16.38	2.58	9.46	23.27	4.76	13.96	27.93	8.29	18.10
Gen.	49.35	20.37	35.02	58.15	29.84	46.03	63.50	39.54	51.77
Total	38.30	13.92	26.18	47.09	21.12	35.37	52.41	28.83	40.80

**Source : Govt.of India, Census of India, Orissa, 1971, 1981, 1991.**

**Table – 1.4**

**District-wise Literacy Rates of Scheduled Tribes in Orissa as per 1991 Census**

Sl. No.	Name of the District	Male	Female	Person
1	Angul	25.27	40.01	11.13
2	Balasore	18.91	30.08	7.37
3	Baragarh	25.77	40.01	11.13
4	Bhadrak	12.87	20.25	4.91
5	Bolangir	24.86	41.17	8.65
6	Boudh	28.88	48.41	9.30
7	Cuttack	21.03	32.83	8.24
8	Deogarh	27.47	41.25	13.73
9	Dhenkanal	22.40	35.01	9.28
10	Gajapati	15.88	25.66	6.75
11	Ganjam	19.98	32.69	7.02
12	Jagatsinghpur	24.87	35.35	13.33
13	Jajpur	16.04	26.05	5.60
14	Jharsuguda	34.87	50.95	18.37
15	Kalahandi	27.49	43.93	11.56
16	Kandhamal	18.54	32.00	5.48
17	Kendrapara	16.86	26.02	6.25
18	Keonjhar	28.88	48.41	9.36
19	Khurda	28.11	41.66	13.41
20	Koraput	8.34	14.61	2.14
21	Malkangiri	6.67	11.21	2.32
22	Mayurbhanj	24.10	37.74	10.50

23	Nawarangpur	9.66	17.50	1.80
24	Nayagarh	32.05	50.14	13.88
25	Nuapada	18.49	32.00	5.18
26	Puri	38.94	52.45	22.27
27	Rayagada	10.39	17.73	3.40
28	Sambalpur	32.06	47.10	16.83
29	Sonepur	27.44	43.42	11.38
30	Sundargarh	37.34	50.13	24.52
	<b>Orissa</b>	<b>22.31</b>	<b>34.44</b>	<b>10.21</b>

**Source: 1991 Census Report.**

As the data on literacy rate for the tribals in Orissa in 2001 Census is not readily available, data as per 1991 Census is given in table –1.4. It can be seen from the table that the literacy rate among tribals was 22.31%, whereas male literacy was 34.44 % and female literacy was 10.21% only. This table shows the high disparity of literacy rate among tribal women.

Orissa is richly endowed with natural resources which have to be developed by proper emphasis on human resource development. Qualitative expansion has not been suitably matched with improvement in quality to enable the people to meet the challenges of the 21<sup>st</sup> century when the quality of life itself on the earth would call for special attention with the help of innovation and experiments that will make education responsive to the needs and aspirations of people in the different parts of the state. Such an education is expected to produce human beings who are genuinely human, who are free from all kinds of fears by developing the powers of self-reliance, love, kindness, truthfulness, rectitude, in short, true human dignity as the inhabitants of a state that had a glorious past and that is poised for a bright future.

## **1.5 REVIEW OF LITERATURE**

Any research investigation before its initiation must refer to the existing research goals among the studies undertaken from time to time. This can be assessed by reviewing related literature as well as investigation taken by individuals, groups and institutions. This enables the investigator to get an insight into the problem. This also promotes a greater understanding about the

problems and its crucial aspects and ensures the avoidance of un-necessary. For the present study the investigator has gone through some of the research studies and related literature which were directly or indirectly concerned with the area. Some of them are outlined below.

Socio-psychological and socio-linguistic researches on educational retardation of the children of culturally deprived and socially disadvantaged groups have been made mostly in the United States. These studies have mostly concentrated on the educational problems of the children of the lower sections of the society. They brought out that the low socio-economic status, lack of motivation, alienation of the school and the family, language difficulties in learning process, etc., as the important variables for the educational retardation and early dropout of the children of the disadvantaged groups in a society. But these studies do not have much relevance for understanding the educational problems of the socially and culturally disadvantaged children living in rural settings and especially in the tribal areas.

The first contribution to the study of the educational problems of scheduled tribes in India was made as early as 1944 by Professor Furer-Haimendorf (Indian Journal of Social Work, 5,2, September, 1944). The author has described the outlines of educational schemes he had drawn up for the Gonds of Adilabad district In the then Nizam's Dominion of Hyderabad. The scheme had been drawn up against the background of the culture and environment of the Raj Gonds who are the dominant tribe in that region. The author discusses problems of language, script and teachers. The scheme paid rich dividends for the tribals of that area and even now forms the basis of educational planning for tribals there. This was the first time it was pointed out that an educational programme for tribals has to be in consonance with their habitat, economy and culture.

Dave (1954) makes a report on the ashram and sevashram schools in Orissa, giving the general routine of the ashram schools and details of stipends and scholarships. At another place (Vanya Jati, 5, 2, 1957), he describes the ashram schools in the then Bombay State. Hari Mohan(1963) describes the residential high school for tribals at Mahuadanr in Palamu district in Bihar. The paper gives details of enrolment, hostel, daily routine, management and the pattern of education imparted to tribal children.

L. Murray and R. Russalie Wax (1961) in their study of 'Formal Education in an Indian Community' have shown that isolation - lack of communication and social distance - is the cordial factor in the problem of education in primitive communities. They pointed out that isolation affects in many contexts - the community as a whole, the school within the community, the pupil within the class room and the teacher within the educational system.

Thompson (1962) has shown that educational gaps in various communities in a country arise owing to differentials in the provision of educational facilities, socio-economic status of the parents and lack of motivation for education. The effects of these differentials are cumulative. The inequalities of educational rewards act as a negative feedback on educational attainments. Taylor and Ayers (1969) in their book 'Born and Bread Unequal' differentiate between educational sociology and what they call 'educational ecology' in terms of the concern of the former with the effects of class or social status or parental attitude to education and of the latter with the effects of the material and social environmental factors (in its widest sense) on the educational opportunity of the child. They pointed out that the educational opportunity available to a child depends to a greater extent on the variety and quality of education provided in the area in which he lives and that whether or not the child derives the maximum benefit depends on a number of non-educational factors in the environment which include the level of health of the family, the quality of available social services, the socio-economic and literacy level of the family etc. In general they



studied the complex interaction of provision of educational resources, the socio-economic environment of the family and attitude to education.

Eggleston, S. John (1970) in his paper, 'Some Environmental Correlates of Extended Secondary Education' studied the two sets of variables external to secondary schools - those associated with the administrative regimes in which the schools operated and those associated with their catchment areas. Byrne and Williamson (1972) in their paper have shown that variations in the provision of educational resources in an area is a significant factor in the variations in educational attainments of different social groups.

Coming to the literature on Indian tribes and their educability, the Backward Classes Commission, the Scheduled Areas and Scheduled Tribe Commission (1956), L.R.N. Srivastava (1969) and many others have pointed out that the slow progress of education among the tribes in India is due to inadequate provision of schools in these communities. The tribals generally live in inaccessible areas in small and scattered villages and for that reason schools cannot be provided for all the villages. Almost all the studies on tribal education have pointed out that poverty of the tribals is at the root of slow progress in education. Renuka Ray Committee, Elwin Committee, Sachchidananda (1967), Ambasht, N.K. (1970), Das Gupta, N.K. (1963) and several others have pointed out that retardation in education among the tribal communities is due to apathetic and indifferent attitude and lack of motivation for education, which arises owing to two main reasons. Firstly, the social system is alien and it is not adjusted to the socio-economic and cultural needs of the people. Secondly, the tribals have certain prejudices and suspicions towards the sincerity of the non-tribals. Ambasht, N.K. (1970) has shown that there exists social distance between the teachers and the pupils in the tribal areas. He pointed out that the tribal students like the tribal teachers more than the non-tribal teachers because they belong to their own community.

Dhebar Commission and other surveys conducted by the Tribal Research Institutes in some states have shown that absenteeism, wastage and stagnation are very high in the schools situated in the tribal areas and these contribute greatly for the slow progress of tribal education. Elwin Committee, and N.K. Ambasht have pointed out that there is strong motivation for education wherever missionary influence has penetrated and where other voluntary organizations have also tried to spread education among the tribals.

A.B. Bose has shown that the states with higher literacy in general population also have higher literacy in tribal population. He also pointed out that there are variations in literacy levels among different tribes in a region. Sachchidananda (1967) has said that irregularity of attendance and extent of dropout is much lower in the case of better acculturated tribes. Naik, T.B. (1969) has shown that the children of upper crust of Bhil society have been able to go to school and take advantage of the scholarships and hostel facilities made available to the tribals by the government more than the lower and middle socio-economic status groups. Further he found that the children from large size families were more in the schools than from the smaller families.

Das Gupta (1964) discussed, in great detail, tribal economy with reference to education in the context of the Santal. The nature and content of tribal education have also been discussed.

In 1967, The NCERT published a collection of papers (Paper on Education, NCERT, 1967) dealing with sociology of education of scheduled tribes in this volume was contributed by Sachchidananda and dealt with the objectives of tribal education, the traditional mechanisms of education, the intimate relationship between education and economic development, primary education and its problems, teachers for tribal schools, medium of instruction at different levels, girls' education, ashram and residential schools, hostels, scholarships, technical education, agencies for education and educational planning and

administration in tribal areas. This was the first overview of all problems of tribal education.

Gupta, (1965), conducted a study on A Study of Adivasi Students in Ranchi District, The Bihar Tribal Welfare Research Institute in 1965. The major findings were: 1. The overall situation posed by the Adivasi students was far from satisfactory. 2. Their problems of adjustment to different spheres of life – social, personal, financial and academic – depended on various factors such as social class, accommodation, personality traits, distance from their native place, financial incentives and level of education. 3. Certain socio-cultural and personal factors influenced the adjustment of the Adivasi students to a great extent.

Jha, (1995) The major objective of the investigation was to study the organization, management and functioning of hostels and ashrams established for tribal girl students in Madhya Pradesh and to suggest measures for improving their functioning. The investigation revealed : 1. Like most of other beneficiary schemes meant for tribals, mostly the rich amongst the tribal community availed of the facilities of hostels and ashrams. Most of the girls admitted to these hostels were either the daughters of government employees or of teachers. 2. In many of the hostels, girl students of scheduled castes were also admitted, whereas these institutions were meant for tribal girls only. This was resulting in a number of problems because scheduled caste girls had a distinctly different social and cultural background to that of scheduled tribe girls. 3. The administrative expenditure incurred on the hostels were proportionately quite high. 4. Superintendents of the hostels for tribal girl students were neither qualified nor trained to manage them. 5. The number of students in the hostels was much more than their capacity. This resulted in mismanagement. The rooms were overcrowded and, in one bed, two girls were accommodated, which was neither psychologically nor health-wise proper. Hostels were lacking in basic facilities like toilet rooms, bathrooms, water and electricity. 6. The amount of scholarship given to girl students was quite inadequate. Some malpractices were also prevalent in this respect, e.g., in some cases parents appropriated the girls'

scholarships, making it difficult for the girls to meet their needs. 7. The measures suggested to improve the functioning of hostels and ashrams for girl students were: girl students of the scheduled caste community should not be admitted in these hostels; tribal girls hostels should be established in only those areas where there was a large concentration of tribal population; administrative expenditure on these hostels should be curtailed; only such persons should be appointed hotel superintendents who were trained and qualified; no overcrowding in hostels should be allowed; a coaching facility should be provided to the students in the hostels; basic facilities and sports materials should be available in the hostels; cultural activities should be organized in the hostels; training in some more skills like embroidery, tailoring, painting, etc. should be introduced; the amount of scholarship provided to the girls should be in accordance to their economic status; and proper information about the activities of the hostels, and facilities available to tribal girls in these hostels, should reach parents of tribal girls so that they feel that their daughters are being properly looked after in the hostels and were safe there.

(1981) or Chaudharis is based on the data collected in; 1975 for 3,349 households from 22 villages of Surat district. The data of this large-scale study indicate, in comparison to the 1971 Census data, a rather impressive educational progress of Chaudhari females. There is a substantial decrease in the proportion of illiterates from 87.8% in 1971 to 79.9% in 1975 and a corresponding increase in the proportions of those in the various categories of education. The percentages of Choudhuri girls who ever went to school, by age group, show that there is an increasing trend towards sending girls to school. While about one-fourth of the 16-20 years old ever went to school, a little over one-third of the 7-10 years old ever went to school. Further, the fact that only a little less than one per cent of the 7-10 years old left school and only about five per cent of the 11-15 years old left school is indicative of the decreasing proportion of drop-outs among the younger girls who ever went to school.

Krishna Rao (1986) made a case study of seven tribal area schools. Different kinds of schools were selected such as primary ashram schools, government high schools, ashram high schools, tribal welfare high schools, etc. The views of teachers and parents were also gathered. In course of the study, the magnitude of wastage and stagnation was assessed as also the problems of teachers. Socio-economic status of parents, their attitude towards teachers, children's education, employment, etc. were also analysed. A similar evaluative study of tribal welfare high schools in Orissa was undertaken by Ban Bihari Kamila (1985). In addition to the parameters of the earlier studies, mentioned above the author tried to evaluate student achievement, attitude, scholastic achievement, personality characteristics, interests and the level of occupational aspiration. The main purpose of the study was to make a comparison between tribal and Harijan students in respect of student achievement.

For several years, dropout, wastage and stagnation were favoured themes of research in the area of tribal education. However, in our review period, there is only one study of this kind, made by M. Hussain (1982), in regard to primary schools in the rural areas of the Bhilwara District in Rajasthan. The study aimed at determining the rate and form of wastage in primary schools in rural areas and finding out the rate of stagnation. The results of the study only corroborate earlier findings of scholars working on the same theme in different states of India.

Child rearing practices have an important bearing on tribal education. However, there is only one study dealing with child rearing practices among the Santals, by Singh (1982). The study was made in a comparative perspective. The author probed into parental discipline and parental attitudes in child rearing practices of Santal and non-Santal mothers. There was a significant difference between parental attitude and child care methods of Santals and the non-Santals. The attitude of Santal parents was more permissive and they were careless about toilet habits.

Tribal education cannot achieve its objectives unless it is based on the identification of educational needs, probabilities and problems of the tribal community. Two such studies were made by Santara Binata (1984) However, the two approaches were entirely different. While the first study focused on one tribal community, the other brought out the trends, perspectives and educational programmes in; tribal education and the formulation of action strategies in respect of the tribals in Orissa. The latter applied systems analysis for identification of the constraints on tribal education and tried to present a system approach model for improvement of the situation.

Education is one of the mediators between the tribal social system and factors of change. In the long run, it enables children to adjust to the demands of modern life. The pattern of this adjustment covered family health, social and emotional aspects of Adivasi students in Ranchi district (Nomani, 1965) which has been analysed on the basis of 200 samples drawn from male and female students. Not much difference was found in the adjustment of male and female students. College boys were superior to school boys in the matter of family adjustments. However, social adjustment with outside elements were not very satisfactory.

The role of education in promoting the occupational mobility of the tribals (Nambissan, 1983) has been examined in respect of the Bhils of Rajasthan. The author took care to take into account the nature and magnitude of inequality of educational opportunity between the tribal and the non-tribal community. It was seen that compared to the Brahmans the tribals were educationally backward. Tribals with better economic status had easier access to a school. The economic constraints were most acute in the age group 12 to 16. People who were exposed to outside influences through entering into service had entered professions having higher status. Education became viable in respect of educational mobility only after completion of middle school. It is necessary to analyse the tribal situation in the context of changes taking place in and around the tribal areas.

Education is an important instrument of social change and modernization. However, only one study (Choudhury, 1985) in this review has been directly focused on the theme. The study covered tribes belonging to different economic settings in North Bengal. An effort was made to examine the effect of education on occupation, family, marriage, religion and political life. The study showed that education had an effect on various aspects of tribal life to varying extents. Educated tribals had more modern attitudes towards occupation, family, marriage, religion and politics. The educated of all categories did not favour the joint family or participation in common endeavours but considered education as an important means of social importance.

Abrol, Prem Chand, (1986) : Constraints in the educability of the tribes – Gaddis, Gujjars and Bakerwals in the Jamu region. Major findings are : (1) The majority members of the tribal communities were found to be satisfied with the school system, though the level of satisfaction among the Bakerwals was low. (2) Parents had high aspirations for the education and occupation of their children, and the strongest motivation of students for studying was better employment. They did not aspire for traditional occupations. (3) The Gaddi parents as compared to the Bakerwal parents had better relations with the teachers. (4) Parents (mostly) preferred the local language as the medium of instruction at the primary level and Urdu at the secondary level. (5) Schooling facilities were available to a large majority of tribal students, and most of them were found to be interested in gaining knowledge about their culture. (6) All Gujjar and Bakerwal students were receiving financial help, whereas no Gaddy student was receiving any such help. (7) Most of the students in schools were from the low-income groups and were residing with their parents. (8) The majority of the Gaddi students preferred rural living, whereas the Gujjar and the Bakerwal students preferred urban living. (9) The most popular school activity was found to be games, and whereas half the students kept pace with the classwork, others felt that mathematics was the most difficult subject. (10) Most teachers were more qualified and professionally trained, with more than half being adequately

experienced. (11) Most of the teachers came from a rural background. There were very few tribal teachers in schools. The percentage of female teachers – tribal as well as non-tribal - was negligible. (12) Some important reasons for non-enrolment of tribal children, as perceived by teachers, were found to be poverty, lack of facilities in schools, apathy of parents, lack of transport facilities, lack of pre-primary education and lack of government will to solve problems. (13) Good interpersonal relations were found to exist between students belonging to the Gaddi and the Bakerwal communities and the teachers.

Bhargava, (1989) : Survey of educational facilities for the weaker sections of the society, namely Scheduled Tribes, in Orissa. Independent study. National Council of Educational Research and Training (ERIC Funded). Major findings of the study are : (1) Educational facilities in the non-tribal districts were better than those in the tribal district. This was true for the primary stage too. (2) Educational facilities in the Scheduled Tribes habitations were found to be poor in comparison to those in other habitations in the district. (3) Educational facilities for the middle stage were better in the non-tribal district, Anandpur, than in the tribal district, Keonjhar Sadar. (4) The percentages of population served within various distance limits for all habitations in both the districts. (5) The non-tribal district was better placed than the tribal district with regard to the middle stage facility, based on habitations with a population of 500 or more. (6) From Keonjhar Sadar District, 3,551 children, including 1,589 girls, were attending the non-formal centres from Anandpur, 2,818 children, including 1,027 girls, were attending the non-formal centres. (7) Keonjhar Sadar district had 724 primary, 169 middle and 75 secondary schools in the rural areas, while Anandpur had 367 primary, 133 middle and 54 secondary schools in; the rural areas. (8) In Keonjhar Sadar 96% of the primary schools had school buildings. A majority had their own buildings and a small percentage had rent-free buildings. In Anandpur too 96% primary schools had buildings but all schools had buildings of their own. (9) As regards classrooms, a large majority (72%) of primary schools in Keonjhar were short of classrooms; in Anandpur 51% of primary schools were short of



classrooms. (10) Schools in Keonjhar district had better drinking water facilities. (11) As regards library in Keonjhar and Anandpur, respectively, were short of blackboards. (13) The dropout rate was found to be much lower in Anandpur as compared to Keonjhar. (14) Both Keonjhar and Anandpur districts had incentive schemes such as textbooks, free uniforms, stipends and mid-day meals.

Das, Achyut (1991). Innovative education in remote tribal blocks : A search for contents and methods. Independent study. AGRAGAMEE, Kashipur, Korapur, Orissa. The study attempts to provide education with innovative features in remote tribal blocks and also to provide need-specific content and suitable methodology. The major findings are : (1) Co-curricular activities had a lot of impact in ensuring community participation and student attendance. (2) Teachers from the village where the centre is located were found to be more effective than non-tribal outsiders. (3) Skills like song, dance, mime and acting were found to be important assets to help the teacher not only to convey the message, but also to improve the self-expression and creative abilities of the students. (4) Community involvement was found to be essential, otherwise the qualitative performance of the schools could not be sustained. (5) Strictness and rigidity of timings, schedules and behaviour controls were often detrimental to the performance of the tribal children. (6) Attendance of girls was very difficult to sustain due to various social taboos. (7) But in cases where the girls did study for a reasonable period of time, their performance was as good as or better than that of the boys. (8) The articulation of girls was suppressed due to traditional sanctions. (9) Teacher performance needed to be supported through regular and frequent information inputs and training. (10) Supervision was detrimental if the supervisor did not make a conscious effort to communicate with the children and give demonstration lessons.

Nayar (1989). Education of the child in India with special focus on girls : A situational analysis. Independent study. National Council of Education Research and training. Problem : It attempts to study the education of girls in terms of provision, enrolment, retention and curriculum transaction from gender equity

perspective. Major findings are : (1) More than half of the children were born into extreme poverty and only 85 out of 100 lived beyond their fourth birthday to become eligible for entry into formal schools. (2) Of the eligible pre-schoolers (3-6 years), only about one in every ten children are covered by ECCE programmes comprising ICDS, balwadis, crèches, ECE, etc. (3) The constitutional directive of UEE up to the age of fourteen years is a sure strategy for providing access and retention of children of the disadvantaged sections, especially girls. (4) Curriculum, howsoever, comprehensive on paper gets reduced to mere syllabus for academic subjects. Further the curriculum has a class and sex bias.

Most studies of primary education have examined the functioning of schools with an emphasis on inputs and outputs, drawing their sample from an urban population. There have been some studies related to the poor performance of the weaker sections and the related issues. Among them, a few have referred to factors that affect the performance of girls, particularly pointing to poverty and other poor socio-economic conditions. The last decade has also seen a major shift in studies in the areas of primary education which focus on the hidden cost (Tilak 1996) as well as the operational factors further to poverty and sibling care (Verma et.al.1993). Causes of elimination and deprivation at the school level are showing a complex map (Bhatty 1998, Banerjee 1997, Anitha 2000), Vasavi 1998, World Bank 1997, PROBE 1999).

## **1.6 RATIONALE OF THE STUDY**

Our country is bound by its Constitution to establish an egalitarian social order in which every citizen is guaranteed ( Liberty, Equality and Justice ( social, economic and political. It has been the national endeavour to achieve these objectives ever since Independence. But the traditional social structure of our society created discrimination and these people suffered in many ways for centuries. After independence, the government of India, committed to establish an egalitarian society, has taken steps to ameliorate the lot of these suffering people. Amidst the overall development programme, education is considered to

be a very important one. The educational input takes various forms such as opening of schools, enrolment drives, measures for the retention of students in schools, supply of text books and other teaching / learning materials, clothes/school uniforms, mid day meals, Ashram schools, residential schools, facilities for free boarding and lodging, stipend and scholarship, appointment of teachers from the students' community, orientation of outside teachers in the culture, etc. This will help to bridge the gap in literacy between boys and girls. One of the important social objectives of education is to equalize opportunities, enabling the backward or under-privileged classes and individuals to use education as a level for the improvement of their consideration. Inequalities of educational opportunities arise in various ways. There is wide disparity of educational development between the advanced classes and the backward ones like ST. On ground of social justice as well as for the furtherance of democracy it is essential to make special efforts to equalize educational opportunities between these groups.

The National Policy on Education says that there should be "constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by tribal children do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment". Also District Primary Education Programme (DPEP) / Sarva Shiksha Abhiyan (SSA), the flagship programmes for universalisation of elementary education have special focus on disadvantaged groups including the tribal children. In this context, it becomes extremely important to pay special attention to the educational programme of tribals. Therefore, the problem of education among the tribals have received a good deal of attention in recent years. The government policies and programmes from time to time and more especially through DPEP / SSA stressed the need for educating the weaker sections and emphasized equalization of opportunity for all. Therefore, the fields of education among Scheduled Tribes constituted an important area of research.

The present study can well be justified to assess how far DPEP /SSA achieved their goals in respect of the tribal children.

## **1.7 RESEARCH QUESTIONS**

- What are the existing physical infrastructural facilities available in the schools ?
- What are the additional infrastructural facilities provided to schools with DPEP intervention ?
- What type of materials / facilities provided through DPEP / SSA to tribal children to attract enrolment and retention and successful completion of study ?
- Whether the ST households are aware of the facilities / additional facilities provided through DPEP / SSA for their children ?
- What are the different constraints in education of tribal children?
- What are the expectations of ST households to send their children to schools ?
- What are the expectations among tribal children and their parents other than the existing facilities provided to them ?
- Whether drop out of ST students have been reduced or not, if yes to what extent?
- To what extent the quality of teaching increases through DPEP and SSA interventions

- To what extent the infrastructural facilities of the school has improved by intervention of EPEP / SSA and whether it brings more attraction among student.
- Are Government sponsored schemes giving rise enrolment of tribal children ?
- What are the existing strategies and incentives that are followed in promoting education of ST children?
- How far PTA / IMTA play major role for improving enrolment and reducing dropout.
- What are the additional strategies and incentives/facilities needed for higher rate of enrolment, retention and successful completion of education of ST children ?
- What major roles played by VEC to strengthen the programme of SSA.

\* \* \* \* \*

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## **CHAPTER – II**

### **OBJECTIVES AND METHODOLOGY OF THE STUDY**

#### **2.1 OBJECTIVES OF THE STUDY**

The study has been undertaken with the following objectives :-

- i) To assess the extent to which DPEP has provided stimulus to the tribal population.
- ii) To assess the magnitude of dropout of tribal children class-wise and to compare the status situation prior to DPEP intervention to infer the impact of this intervention in arresting the dropout rate, if any;.
- iii) To assess the improvement of the infrastructural facilities of tribal schools due to DPEP intervention :-
  - a) Improvement of school buildings,
  - b) Repair of school buildings,
  - c) Provision of toilets; and
  - d) Provision of drinking water facilities.
- iv) To assess the improvement of the Sevashram, Ashram schools on the basis of :-

- a) Pedagogical improvement specifically targeted for tribal children studying in Sevashram / Ashram schools.
- b) Introduction of Oriya and local tribal language approach in designing the text books.
- c) Training teachers in this bi-lingual mode of teaching targeted specifically for tribal children with uni-tribe approach.
- d) Developing local culture-specific tribal friendly teaching-learning materials to facilitate the curricular transaction.
- e) Revision of text books with gender focus.
- f) Orientation training for Sevashram / Ashram school teachers and their specific tribal friendly approach if any.
- g) Distribution of learning material over and above what is provide by the S.T./S.T. Department.

## 2.2 GEOGRAPHICAL COVERAGE

The present study is confined to the state of Orissa. Considering the low literacy rates among tribal children, purposefully four C.D. Blocks were selected from 4 tribal concentrated districts for the purpose of the geographical coverage of the study area, as stated below :

	<b><u>Block</u></b>	<b><u>District</u></b>
1.	Kaptipada	Mayurbhanj
2.	Banspal	Keonjhar
3.	Kashipur	Rayagada
4.	Raigarh	Nawarangpur

Also from each block 10 sample schools in primary level and altogether 40 sample schools covering all categories of schools like schools under School and Mass Education Department, Residential / Ashram /Sevashram schools under Scheduled Caste and Scheduled Tribal Welfare Department of Government of Orissa were taken as sample units of the study area. Thus the first stage of selection of the geographical area and sample schools are based on certain

criteria considered relevant for the objectives of the study. It is a purposive type of selection based on systematic examination of the available data.

## **2.3 METHODOLOGY OF THE STUDY**

The descriptive survey method was adopted for the present study. Considering the need of the study it was essential to gather pertinent primary and secondary data from various sources through indepth discussions, interviews, structured surveys and study of relevant documents and literature.

### ***Secondary data***

Secondary data related to the study were collected from various authentic sources, offices, agencies concerned with the development of tribal education. Also data relating to existing policies, programmes, incentives and facilities available for development of education more particularly tribal education were collected. Several related studies, research and doctoral reports and literature were consulted for the purpose of the present study.

### ***Primary Survey***

Primary survey was undertaken to obtain information from the following four types of target groups (population units).

- a) Sample schools.
- b) Tribal children (both boys and girls) comprising continuing, drop-out and never enrolled.
- c) Tribal Households (parents of tribal children).
- d) Opinion-makers like teachers, social workers, local community leaders, academicians, etc.

### ***Samples :***

The first category of target units, i.e. 40 sample schools were selected from 4 low literacy pockets (blocks) of 4 tribal concentrated districts as mentioned in geographical coverage (item 2.2 ) of this chapter. These sample schools were taken to obtain information on existing infrastructural facilities, additional infrastructural and facilities provided through the intervention of DPEP / SSA and facilities needed for improving education for tribal children. Further, data relating to enrolment, retention, dropout, appeared and pass-out in respect of tribal students for three years prior to DPEP, i.e. for the years 1998-99, 1999-2000 and 2000-01, and for last five years after DPEP, i.e. for the years 2002-03, 2003-04, 2004-05, 2005-06 and 2006-07 were collected from the respective sample schools for the purpose of the study.

The second category of targeted respond groups were tribal children. As tribal children (boys and girls) are the main stakeholders for the present study, total about 400 sample students covering 40 sample schools comprising 200 continuing students (100 boys and 100 girls), 100 dropouts (50 boys and 50 girls) and 100 never-enrolled tribal children ( 50 boys and 50 girls) in the age group of 6 – 14 years were considered for the purpose of the study. These tribal children were taken in order to ascertain their perception, attitude and willingness towards education, their access to schools, expectations for additional facilities towards access to schools, continuing and completion of study.

The third category of target group of respondents considered tribal households (parents of tribal children). Total 400 households (parents) were taken for household study. These households were covered in order to ascertain their socio-economic conditions, their perception about education and willingness to send their children to schools, knowledge about existing facilities / incentives provided by govt. / schools for their children's education, their expectations from school / govt. for sending their children to schools, continuation and completion of study.

The fourth category of target groups were considered as opinion makers among school teachers, local community leaders, educationists, social workers, officials connected with tribal education, etc. Total 200 sample respondents were contacted / interviewed in this process so as to ascertain their views / opinions relating to impact of DPEP / SSA on education of tribal children, existing problems associated with education of tribal children, additional facilities needed and suggestions for improvement.

Considering the objectives of the present study appropriate sampling methods were followed and requisite sample units were taken. In the above sampling procedure, however, no personal bias was allowed to influence the selection of the samples.

### ***Tools:***

Appropriate tools, techniques and devices for collecting and analysing the data were used. Necessary interview guides were followed for collection of available and reliable data from field visits. Four sets of comprehensive Questionnaires were developed separately for the respective four categories of targeted respondent groups, viz., sample schools, tribal students, tribal households (parents of tribal students) and opinion-makers as given in **Appendices – I to IV**. Also appropriate statistical techniques were followed in interpreting and presenting the data in the report form.

## **2.4 DELIMITATIONS**

- ♦ The study is limited to 4 sample districts having tribal concentration like Keonjhar, Mayurbhanj, Rayagada and Nawarangpur districts in the state of Orissa.

- ♦ The study is limited to one sample block each from above four districts having low female literacy rates among tribals.
- ♦ The study is limited to 10 sample schools from each sample block.



## **CHAPTER – III**

### **DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP) AND SARVA SHIKSHYA ABHIYAN (SSA) AS INTERVENTIONS OF TRIBAL EDUCATION**

#### **3.1 District Primary Education Programme (DPEP)**

The District Primary Education Programme (DPEP), a major internationally assisted programme, was launched in the state in the year 1996-97. In more than one ways, DPEP is unique and unprecedented. Some of the significant features of DPEP are :

- Decentralized planning : moving away from the Centre and State headquarters to district as the unit of planning and implementation. In other words, planning is 'bottom up' not 'top down'.
- Participatory planning is done at the local level with active and intense community involvement.



- A holistic approach : UEE in its entirety, not fragmented with inter-sectoral convergence.
- A 'matrix' of networking between district, state and national institutions as well as between educational management and social science institutions.
- Emphasis on capacity building : Capacity building a whole host of functionaries – teachers, trainers, managers, supervisors etc. to perform their task efficiently and effectively.
- Focused coverage : initially focused on primary stage, with stress on education for girls and disadvantaged groups.
- DPEP is a 'home grown' programme intended to achieve in; a contextual manner.
- DPEP belongs to the new generation of developmental cooperation and partnership which emphasizes sustainability and equity.

In short, DPEP focuses attention on decentralization, people's participation, instruction of school buildings, development of innovative teaching learning materials, participative teacher training, enhancement of institutional capacities and improvement in learning levels.

## **Objectives of DPEP**

- To reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.
- To reduce overall primary dropout rates for all students to less than 10 per cent.
- To raise average achievement levels by at least 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and minimum of 40 per cent achievement levels in other competencies by all primary school children.
- To provide, according to national norms, access to all children to primary classes (I – V) i.e., primary schooling wherever possible, or its equivalent non-formal education.

DPEP intended to achieve the above objectives, include a wide range of interventions:

**(1) Community Mobilization and Participation**

- Campaign with equity focus
- Devolution of power of communities
- Micro-planning / school mapping
- Use of media
- Setting up VEC, MTA, PTA
- Using existing structures /VEC

**(2) Planning Research and Evaluation**

- Decentralized planning process
- Multi-stage appraisal of perspective plans and AWP & B
- Research inputs in planning / implementation
- Building research capacities at all levels
- International Research Seminars
- Promote and Inspire Schemes
- Evaluation of programme components

**(3) Improved Pedagogy**

- Development of child-centred, joyful competency-based teaching-learning materials through participatory approach
- Renewed teacher training packages
- Distance Education Programme

**(4) School / Village-based Programmes**

- Construction /Repair of school building and classrooms
- Provision of water supply; toilets for girls

- Teacher Grant (Rs.500/- per annum per teacher)
- School Grant (Rs. 2000/- per school per annum) through VECs
- Provision of ECCE Centres

**(5) Institution Building and Building Capacity**

- Setting up of VECs
- Setting up and operationalizing Cluster Resource Centres
- Strengthening of DIETs / SCERTs
- Setting of SIEMTs

**(6) Integrated Education for the Disabled**

- Institutional networking
- Teacher training
- Personnel and Resource Centre at Block level
- National / State level support system

**(7) Innovations**

- Flexible timings
- Double shifts
- Ashram Schools
- Convergence
- New designs for civil works
- Remedial coaching centres
- Escorts to girls
- Para teachers
- Training in pedagogy, management etc.

**(8) Monitoring and Supervision**

- Quarterly PMIS
- Annual EMIS

The last decade of the twentieth century was unique and unprecedented in more than one ways. The nations of the world, being critically aware of the instrumentality of basic education for economic development, reaffirmed their commitment to universalisation of basic education with renewed vigour and enthusiasm. For India, probably no time was more opportune and propitious for UEE than the 1990s. The NPE (1986 and 1992), the WDEFA (1990), the Delhi Declaration (1993), the Committee on Review of NPE (1990), the launching of DPEP, the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments, the 93<sup>rd</sup> Amendment initiative as the 86<sup>th</sup>, etc. created a synergetic symbiosis in favour of UEE. Under its impact, India has moved markedly towards the goals of UEE. Notwithstanding the impressive quantitative leap, UEE goals, in their entirety, could not be accomplished. Aware of its diversities, the country aims to achieve UEE by AD 2010 (Vision 2020).

### **D.P.E.P. in Orissa and its achievement**

In Orissa DPEP has launched in 1996-97. DPEP Phase – I was a World Bank assisted project operated in 8 districts viz. Baragarh, Bolangir, Dhenkanal, Gajapati, Kalahandi, Keonjhar, Rayagada and Sambalpur selected on the basis of low female literacy rate and educational backwardness. The scheme has been closed since June 2003. The achievement made under Ph – I scheme is given below :-

- 734 new primary schools were opened.
- 1620 additional class rooms were constructed.
- Enrolment in primary schools increased by 34.69% over the base year (1996-97).

DPEP Ph – II scheme, a DFID assisted project is in operation in the state since 2001-02 covering 8 districts viz. Boudh, Kandhamal, Koraput, Malkangiri, Sonepur, Mayurbhanj, Nawarangpur and Nuapada. The achievement made under Ph – II programme is as follows :

- 844 new primary schools opened
- 1214 additional classrooms constructed
- 58 BRC and 427 CRC buildings were constructed
- 340 schools without building and 619 new primary school buildings were constructed
- 386 toilets and 1896 tubewells have been constructed

### **3.2 Sarva Shiksha Abhiyan (SSA)**

The Sarva Shiksha Abhiyan (SSA), in a sense, represents the latest and the all subsuming initiative for universal elementary education in the country. The findings of assessments and other studies on Centrally Sponsored Schemes such as Operation Blackboard, Teacher Education Scheme, National Programme for Nutritional Support for Primary Education, Mahila Samaktya, Non-formal Education etc., as also externally funded projects like DPEP and Lok Jumbish have brought out the need for greater accountability to the community, re-looking at the curriculum to promote education for life, mobilisation of resources with community ownership of schools, community aspiration for good education with willingness for one's own school-based abhiyan, teachers responsiveness to positive interventions in curriculum comparatively smooth flow of funds through societies as compared to government channels, sustainable financial support and, need to streamline the project activities along with mainstream programme and capacity building at all levels planning, implementation and monitoring. All these evaluation studies have suggested need for effective decentralization with community ownership, sustainable financing, institutional capacity building at all levels, and most of all, an effective educational administration system. The SSA tries to build on this need (Sinha and Bose, 200). The SSA provides an opportunity for the states to develop their own vision for UEE. (Vision 2020).

The SSA vision is to provide useful and relevant elementary education of satisfactory quality for all by 2010, bridging all social and gender gaps with the active participation of the community in the school affairs.

### **Goals of S.S.A.**

- ♦ All children shall be in school, Education Guarantee Centre, Alternate School, 'Back to School Camp' by 2003.
- ♦ All children shall complete five years of schooling by 2007.
- ♦ All children shall complete eight years of elementary education by 2010.
- ♦ Focus on elementary education of satisfactory quality with emphasis on education for life.
- ♦ Bridging all gender and social stage by 2007 and at elementary level by 2010.

### **S.S.A. in Orissa**

In Orissa, strategies for achieving the goal in SSA would emphasize :

- Institutional reforms in states.
- Sustainable financing in partnership with states.
- Community ownership of school-based interventions through effective decentralizations.
- Institutional capacity building in communities, cluster resource centres, block resource centres and DIETs for improvement in quality.
- Improve mainstream educational administration by institutional reforms, infusion of new approaches by adoption of cost-effective and efficient methods.
- Community-based monitoring and full transparency.
- A community-based approach to planning with a habitation as a unit of planning.

- A focus on the low female literacy districts and poor regions to provide support for primary education.
- Accountability to community.
- A mainstreamed gender approach.
- A focus on the educational participation of children from SC / ST, religious and linguistic minorities etc.
- A minimal-norm-specific approach to school facilities and provisions for children.
- A holistic approach to a child, all habitation, and a school.
- Sustained financial support to local communities for school-based activities and maintenance of facilities.

The government policies and programmes lay emphasis on equal access to education for women and girls, eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of occupation/vocation/technical skills by women. Reducing the gender gap in secondary and higher education would be a focus area. Sectoral time targets in existing policies will be achieved, with a special focus on girls and women, particularly those belonging to weaker sections including the Scheduled Castes /Scheduled Tribes / Other Backward Classes / Minorities. Gender sensitive curricula would be developed at all levels of educational system in order to address sex stereotyping as one of the cause of gender discrimination.

The education of women and girls continues to be an area of major emphasis in the programmes. Sarva Shiksha Abhiyan, the flagship programme for universalisation of elementary education has special focus on disadvantaged groups including the girl child. In addition the mid-day-meal scheme has also improved girls' enrolment and retention in primary school. Ministry of Social

Justice and Empowerment is also implementing schemes of residential schools for Scheduled Caste girls in areas of very low literacy, and award of scholarships to SC/ST students with special emphasis on girls. The proposed scheme of Kastruba Gandhi Swatantrata Vidyalaya of residential schools for girls would support universalisation of elementary education for girls. Despite the clear advantages of female education, parents tend to prefer to educate their sons. A girl's role in life is often perceived solely as a link to the household expenditure on her formal education may thus be seen as a waste of resources. It is commonly perceived that she would be married into another family and would take with her any advantages she gains from education. In nearly every country, parents view daughter's education as secondary to her role as homemaker, women work longer hours than men, but are usually paid less. This has implications for investments on education and families are less inclined to invest in the education of their daughters as compared to sons.

### **Achievements of S.S.A. in Orissa**

The SSA scheme was implemented in all the 30 districts in the State of Orissa since 2003-04.

Under SSA, 1150 new primary schools, 4097 upper primary schools have been opened. 641 new primary and 3415 upper primary school buildings have been constructed. 544 buildings in primary schools and 336 upper primary schools, 398 dilapidated primary schools and 337 upper primary schools have been completed. Besides, 6675 additional class rooms, 4072 toilets, 5019 water facilities and 687 boundary walls have been constructed. 15.95 lakh workdays have been created through teachers training in the year 2006-07 to improve the class room transaction process and to ensure quality education.





## **CHAPTER – IV**

### **PROFILE OF THE SAMPLE AREA UNDER STUDY**

#### **4.1 SAMPLE AREA**

As stated earlier, the present study is confined to four community development (C.D.) blocks of four districts in the state of Orissa, viz., (i) Banspal block of Keonjhar district, (ii) Kaptipada block of Mayurbhanj district, (iii) Kashipur block of Rayagada district, and (iv) Raigarh block of Nawarangpur district.

##### **4.1.1 Banspal**

Banspal C.D. block is one among 13 C.D. blocks in Keonjhar district. Geographically this block covers an area of 1191.07 Sq.Km. The block consists of 164 villages with 17937 number of households. As per 2001 Census, the population of Banspal block is 85,845 (42616 males and 43229 females). The block has Scheduled Tribe population of 67215 (33231 males and 33984 females) and Scheduled Caste population 3837 (1879 males and 1938 females) constituting 78.30 per cent and 4.47 per cent respectively. Literacy rate of the population of the block is 27.67. The male literacy rate is 40.42 per cent and the female literacy rate is 15.16 per cent. So far as the educational facilities are concerned, this block has 111 Primary Schools, 32 Middle Schools, 19

Secondary Schools and 2 Colleges for general education. Total institution-wise teachers and students are shown in table – 4.1

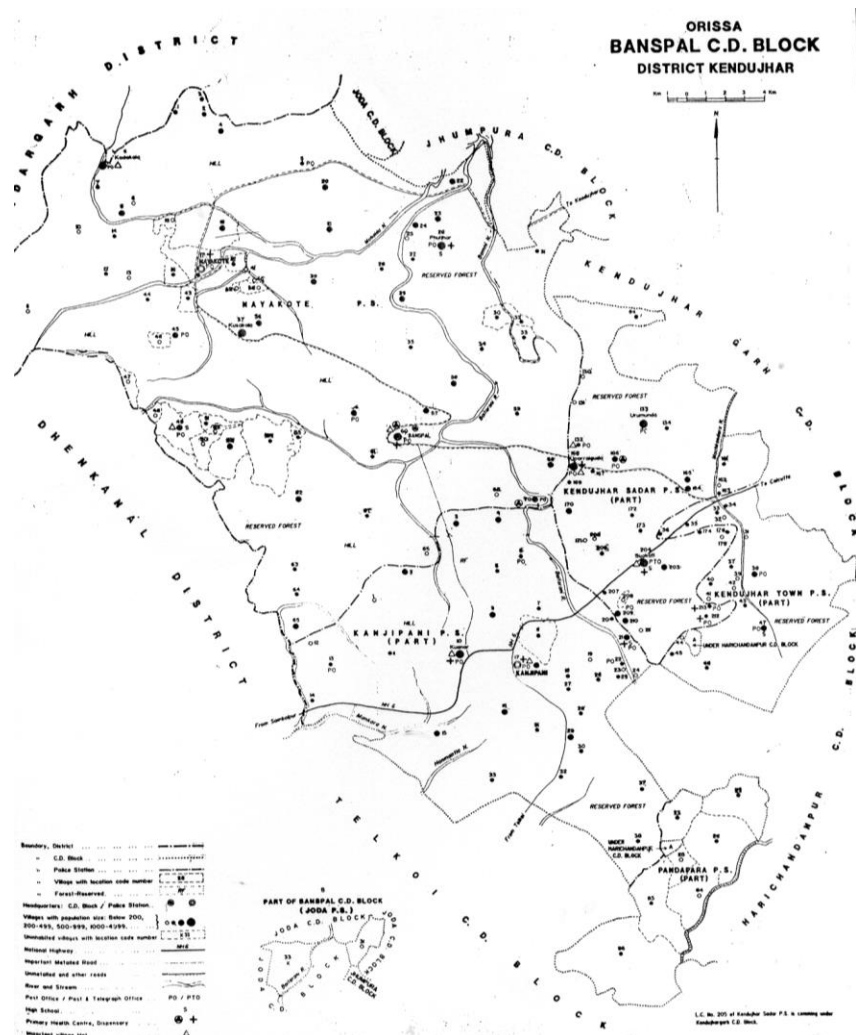
**Table – 4.1**  
**Total Educational Institutions, Teachers and Students of Banspal Block by the Year 2004-05**

Educational Institution	No. of Institution	Total Teachers	Total Students			S.C. Students	S.T. Students
			Total	Male	Female		
Primary School	111	207	9230	5223	4007	337	7760
Middle School	32	122	3883	2248	1635	297	2553
Secondary School	19	154	2182	1525	657	234	1284
College	2	24	297	195	102	52	101
<b>Total</b>	<b>164</b>	<b>507</b>	<b>15592</b>	<b>9191</b>	<b>6401</b>	<b>920</b>	<b>11698</b>

Source: District Statistical Handbook of Keonjhar – 2005.



**MAP -1**



## MAP - 2

### 4.1.2 Kaptipada

Kaptipada C.D. block is one among 26 C.D. blocks of Mayurbhanj district. Geographically this block covers an area of 530.05 Sq.Km. The block consists of 148 villages with 25946 numbers of households. As per 2001 Census, the population of Kaptipada block is 126371 (64195 males and 62176 females). The block has ST population of 80347 (40569 males and 39778 females) and SC population of 6440 (3237 males and 3203 females) constituting 63.58 per cent and 5.09 per cent respectively. Literacy rate of the population of the block is 43.21 per cent. The male literacy is 55.60 per cent and the female literacy is 30.48 per cent. So far as educational facilities are concerned, this block has 123 Primary Schools, 40 Middle Schools, 26 Secondary Schools and 4 Colleges for

providing general education. Total institution-wise teachers and students are shown in table – 4.2

**Table – 4.2**

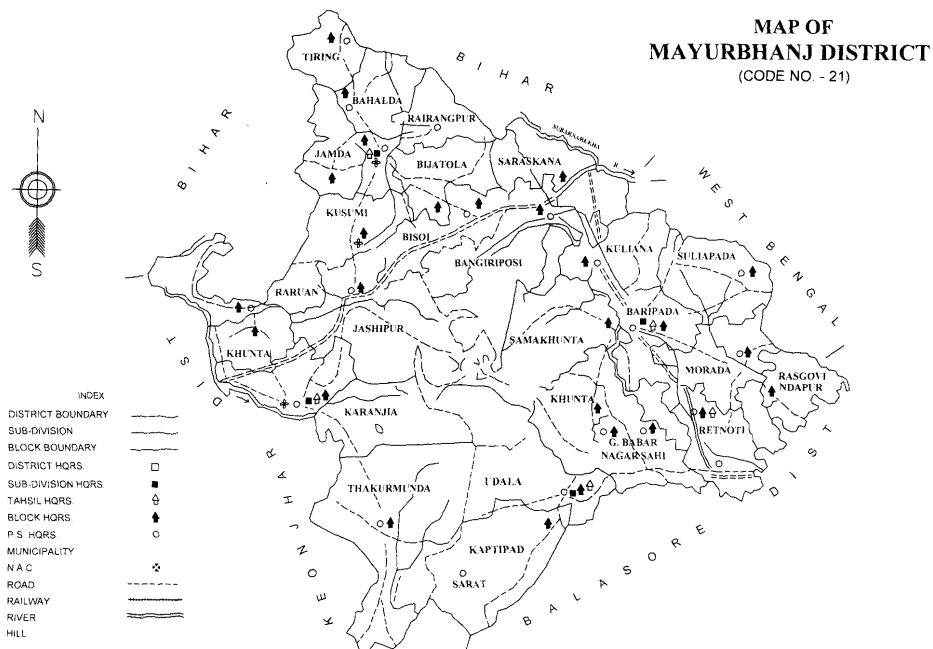
**Total Educational Institutions, Teachers and Students of Kaptipada Block by the Year 2004-05**

Educational Institution	No. of Institution	Total Teachers	Total Students			S.C. Students	S.T. Students
			Total	Male	Female		
Primary School	123	246	11607	6636	4971	646	7760
Middle School	40	128	4795	2763	2032	282	2357
Secondary School	26	204	3234	1851	1383	193	1515
College	4	81	1700	1253	447	139	262
<b>Total</b>	<b>193</b>	<b>659</b>	<b>21336</b>	<b>12503</b>	<b>8833</b>	<b>1260</b>	<b>11894</b>

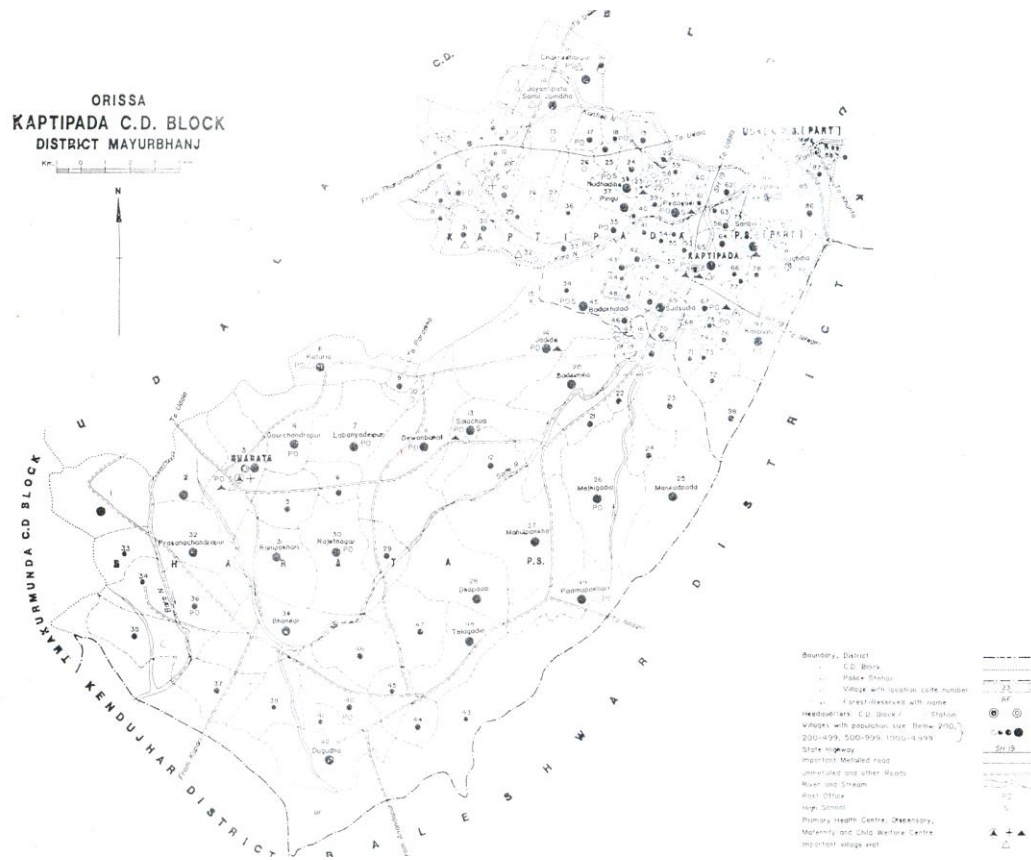
Source: District Statistical Handbook of Mayurbhanj – 2005.

#### 4.1.3 Kashipur

Kashipur C.D. block is one among 11 C.D. blocks of Rayagada district. Geographically this block covers an area of 481.86 Sq.Km. The block consists of

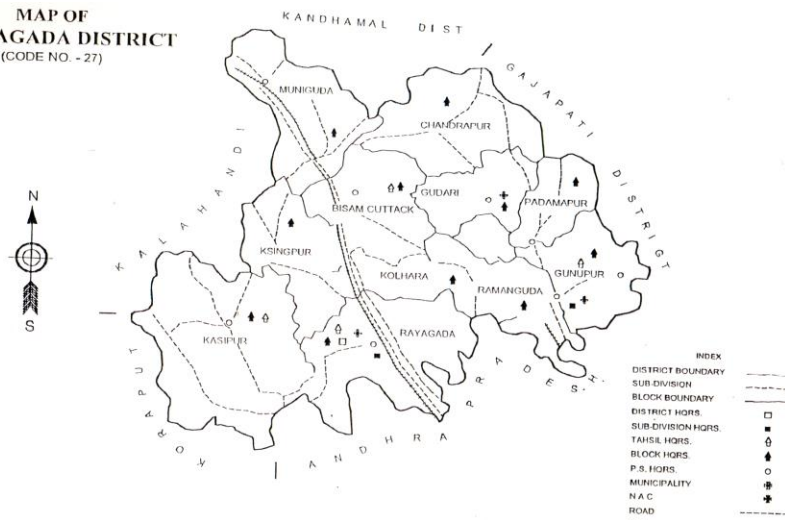


MAP - 3

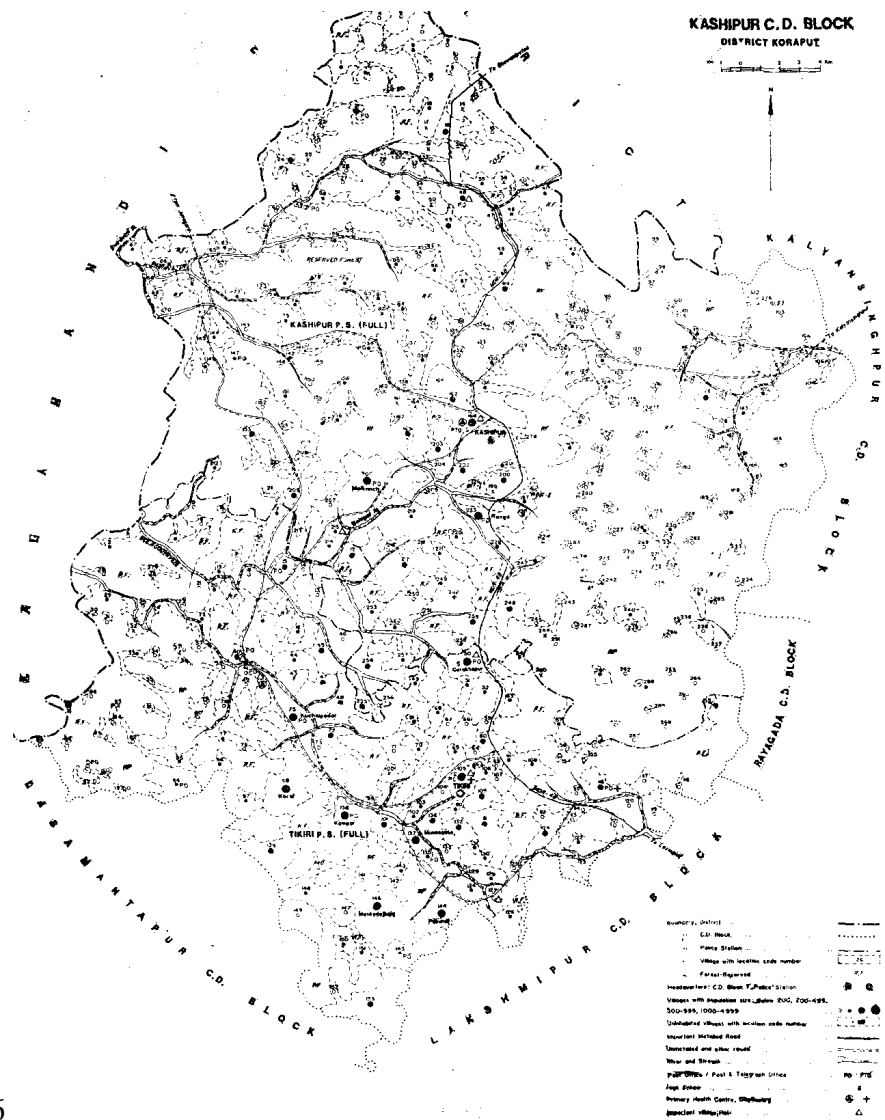


MAP-4

**MAP OF  
RAYAGADA DISTRICT**  
(CODE NO. - 27)



**MAP - 5**



**MAP - 6**

449 (416 inhabited and 33 un-inhabited) villages with 28844 numbers of households. As per 2001 Census, the population of Kashipur block is 121086 of which; 59867 males and 61219 females. The block has ST population of 74646 (36668 males and 37978 females) and SC population of 24216 (12043 males and 12173 females) constituting 61.64 per cent and 20.00 per cent respectively. Literacy rate of the population of the block is 33.98 per cent. The male literacy is 46.32 per cent and the female literacy is 22.35 per cent. So far as educational facilities are concerned, this block has 168 Primary Schools, 20 Middle Schools, 5 Secondary Schools and 1 College for providing general education. Total institution-wise teachers and students are shown in table – 4.3

**Table – 4.3**

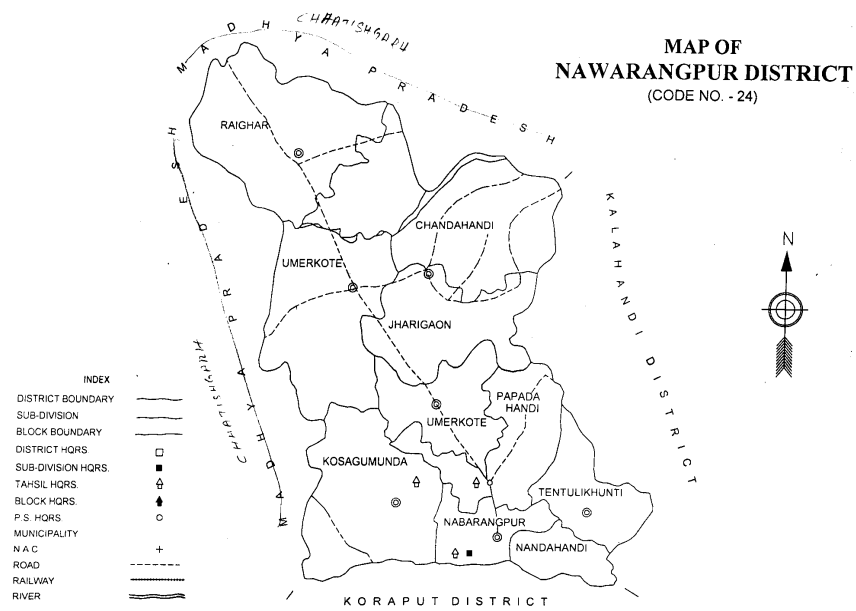
**Total Educational Institutions, Teachers and Students of Kashipur Block by the Year 2004-05**

Educational Institution	No. of Institution	Total Teachers	Total Students			S.C. Students	S.T. Students
			Total	Male	Female		
Primary School	168	265	12892	7205	5687	3286	7732
Middle School	20	60	3069	2137	932	1044	1480
Secondary School	5	34	1392	908	484	441	541
College	1	5	122	92	30	36	29
<b>Total</b>	<b>194</b>	<b>364</b>	<b>1514</b>	<b>10342</b>	<b>7113</b>	<b>4807</b>	<b>9782</b>

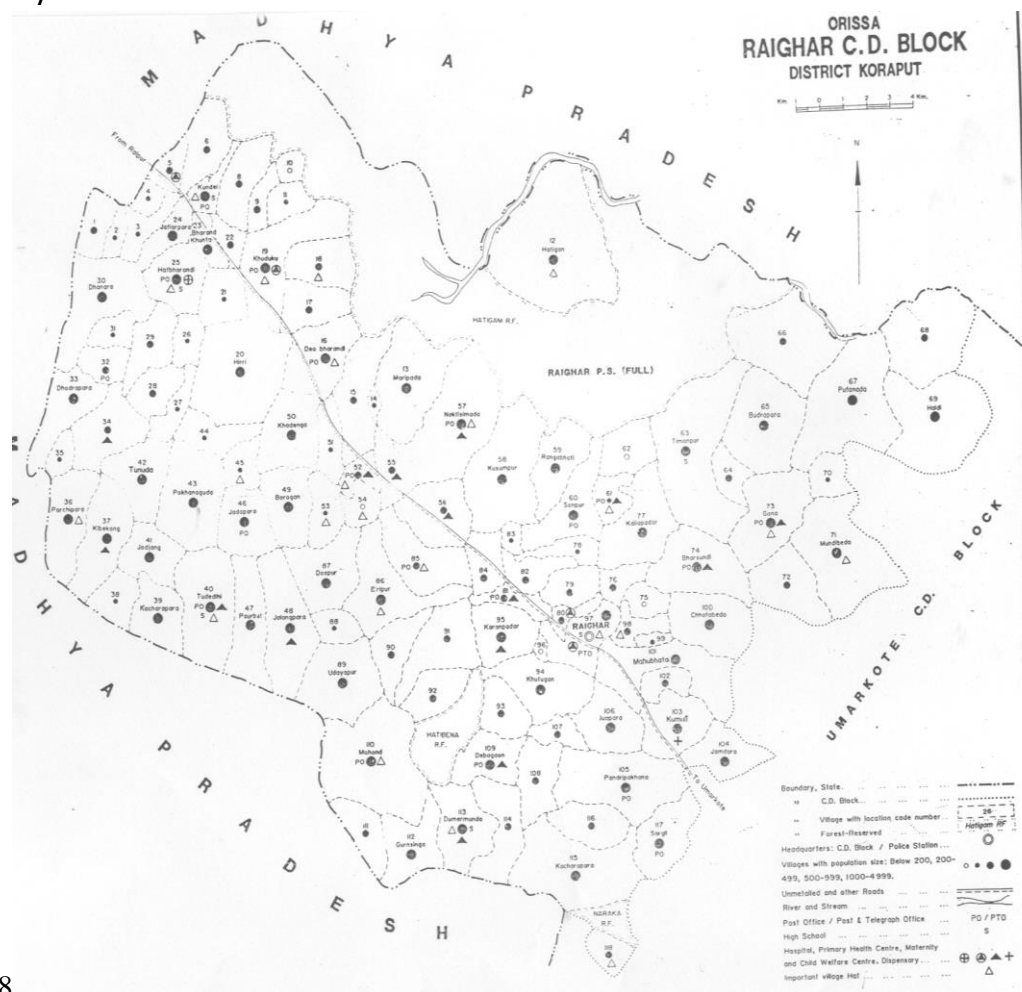
Source: District Statistical Handbook of Rayagada – 2005

#### 4.1.4 Raigarh

Raigarh C.D. block is one among 10 C.D. blocks in Nawarangpur district. Geographically this block covers an area of 1389.27 Sq.Km. The block consists of 117 villages with 30370 numbers of households. As per 2001 Census, the population of Raigarh block is 157346 of which 79519 males and 77827



MAP - 7



Map-8



females). The block has ST population of 102300 (51507 males and 50793 females) and SC population of 28224 (14449 males and 13775 females) constituting 65.01 per cent and 17.94 per cent respectively. Literacy rate of the population of the block is 41.29 per cent. The male literacy is 55.69 per cent and the female literacy is 26.62 per cent. So far as educational facilities are concerned, this block has 140 Primary Schools, 36 Middle Schools and 10 Secondary Schools. There is no College in the block. Total institution-wise teachers and students are shown in table – 4.4

**Table – 4.4**

**Total Educational Institutions, Teachers and Students of Raigarh Block by the Year 2004-05**

Educational Institution	No. of Institution	Total Teachers	Total Students			S.C. Students	S.T. Students
			Total	Male	Female		
Primary School	140	216	16767	8953	7814	5826	5672
Middle School	34	105	5322	3036	2286	1568	2777
Secondary School	10	78	1948	1228	720	788	724
College	-	-	-	-	-	-	-
<b>Total</b>	<b>194</b>	<b>399</b>	<b>24037</b>	<b>13217</b>	<b>10820</b>	<b>8182</b>	<b>9173</b>

Source: District Statistical Handbook of Nawarangpur – 2005.

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# **CHAPTER – V**

## **SOCIO-ECONOMIC CONDITIONS OF THE SAMPLE TRIBAL HOUSEHOLDS**

### **5.1 SAMPLE HOUSEHOLDS**

While studying the impact of DPEP/SSA on tribal children's education, it is very much essential to gather background information of the households of the tribal children. As per the design of the study 400 sample households have to be covered for the purpose of the study. During the field study total 408 sample households were covered consisting 103, 109, 100 and 101 sample households from Banspal, Kaptipada, Kashipur and Raigarh blocks respectively. The household data relating to various aspects were collected and presented in the following paragraphs.

#### **5.1 Family Size, Literacy Level, etc.**

In table – 5.1, block-wise distribution of sample tribal households in respect of category of tribes, number of members in the family, literacy level of parents of the tribal children, number of children in the age group of 6 – 14 years, children continuing their studies, discontinued or dropped and never enrolled are shown. Also detail analysis thereon is given as under.

##### **5.1(1) Family Size**

From table – 5.1, it is revealed that except Kaptipada block, in other three blocks like Banspal, Kashipur and Raigarh above 80 per cent of the sample tribal families having more than 5 members. In Kaptipada block it is found that about 50 per cent of sample tribal families having more than 5 members and about 50 per cent of families having less than 5 members.

**Table – 5.1**

**Block-wise distribution of sample tribal households in respect of number of family members, sex, age, literacy level, etc of 4 sample blocks under study**

Sl. No.	Description	Banspal Block	Kaptipada Block	Kashipur Block	Raigarh Block
		( N => 103)	( N => 104)	( N => 100)	( N => 101)
1.	<b><u>Family Size :</u></b> Above 5 members (in no. / % to total HH) Less than 5 members 9in no. / % to total HH)	86 (83.50) 17(16.50)	53 (50.97) 51(49.03)	82(82.00) 18(18.00)	83(82.18)
2.	Families under BPL (in No. / % to total HH)	96(93.20)	56(53.85)	71(71.00)	90(89.10)
3.	<b><u>Category of Tribes :</u></b> a) Santal (in no. / % to total HH) b) Juang (in no. / % to total HH) c) Kondha (in no. / % to total HH) d) Kolha (in no. / % to total HH) e) Bathudi (in no. / % to total HH)) f) Munda (in no. / % to total HH) g) Gond (in no. / % to total HH) h) Bhuyan (in no. / % to total HH) i) Bhumija (in no. / % to total HH) j) Paraja (in no. / % to total HH)	- 17 (16.50) - - - 13 (12.62) - 73 (70.88) - - -	42 (40.39) - - 24 (23.08) 23 (22.11) - - 12 (11.53) 3 (2.89) -	- - 78 (78.00) - - - - - - 22 (22.00)	- - 2 (01.98) - - - 96 (95.04) - - 3 (02.97)
4.	<b><u>No. of children in the family:</u></b> a) Having 1 or 2 children (in nos./%) b) Having more than 2 children (in nos./%)	17 (16.50) 86 (83.50)	26 (25.00) 78 (75.00)	15 (15.00) 85 (85.00)	18 (17.82) 83 (82.18)
5.	<b><u>Parents : (Marital living)</u></b> a) Father alive (in nos.) b) Father dead (in nos. ) c) Mother alive (in nos.) d) Mother dead ( in nos.)	99 04 101 02	98 06 100 04	100 0 94 06	100 01 101 -
6.	<b><u>Literacy Level of Father</u></b> Illiterate (in nos./%) Upto – Class III (in nos./%) Above Class III and upto Class VII) (in nos/%) Above Class VII and upto HSC (in nos./%) Above HSC and upto Graduate (in nos./%) Above Graduate(in nos./%)	77(74.76) 10(9.71) 05(4.85) 07(6.79) - -	83(79.81) 10(9.61) 4(3.84) 7(6.73) - -	90(90.00) 7(7.00) 3(3.00) - - -	82(81(19) 043.96) 11(10.89) 010.99) 03(2.97) -

**Table – 5.1 (Contd...)**

7.	<b><u>Literacy level of Mother</u></b>				
	Illiterate (in nos./%)	93(90.29)	96(92.31)	98(98.00)	88(87.13)
	Upto – Class –III (in nos./%)	6(5.82)	-	2(2.00)	7(6.93)
	Above Class III and upto Class VII (in nos/%)	1(0.97)	3(2.88)	-	3(2.97)
	Above Class VIII and upto HSC(in nos./%)	1(0.97)	5(4.80)	-	3(2.97)
	Above HSC and upto Graduate(in nos./%)	-	-	-	-
	Above Graduate (in nos./%)	-	-	-	-
8.	<b><u>Children in the family :</u></b>				
	Male above 14 years (in nos.)	46	24	30	51
	Female above 14 years (in nos.)	41	21	23	38
8.1	<b><u>Male 6-14 years : (in nos N = ) :</u></b>	(N = 124)	(N = 92)	(N = 113)	(N = 137)
	Reading ( in nos./% to total male children 6-14 years)	79 (63.70)	55 (59.79)	65 (57.52)	102 (74.45)
	Discontinued (in nos. /% to total male children 6-14 years)	23 (18.54)	23 (25.00)	20 (17.00)	15 (10.95)
	Never enrolled (in nos./% to total male children 6-14 years )	22 (17.74)	14 (15.21)	28 (24.78)	20 (14.60)
8.2	<b><u>Female 6-14 years ( in nos. N= )</u></b>	( N = 107)	(N = 110)	(N = 129)	(N = 130)
	Reading ( in nos./ % to total female children 6-14 years )	52 ( 48.59)	48 (43.63)	62 (48.07)	82 (63.07)
	Discontinued ( in nos. / % to total female children 6-14 years )	18 (16.82)	17 (15.46)	15 (11.62)	23 (17.69)
	Never enrolled ( in nos. / % to total female children 6-14 years )	37 (34.57)	45 (40.91)	52 (40.31)	25 (19.24)

## 5.1(2) Families under BPL

Table 5.1 shows that about 77 per cent of families are under below poverty line (BPL). Maximum of BPL category of families among sample tribal households are found in Banspal block of 96(93.20%) followed by Raigarh block 90(89.10%), Kashipur block 71(71.00%) and Kaptipada block 53(53.85%) respectively.

### **5.1(3) Category of Tribes**

As shown in table – 5.1, out of total 103 sample households In Banspal block, Bhuyan consists of 73 followed by Juang 17 and Munda 13. In Kaptipada block Santal consists of 42, Kolha 24, Bathudi 23, Bhuyan 12 and Bhumija 3. In Kashipur block only two categories of tribes are coming under sample households such as Kondha 78 and Paraja 22. In Raigarh block out of 101 sample households Gond are 96, Paraja 3 and Kondha 2.

### **5.1(4) Number of Children in Family**

It is observed from table – 5.1 that in all the 4 sample blocks more or less about 80 per cent of sample parents having more than 2 children, whereas about 20 per cent of sample parents having one or two children.

### **5.1(5) Marital living of Parents**

From table – 5.1, it may be seen that out of total 408 sample tribal parents taken under household study, in all the 4 sample blocks only in 11 cases fathers and 12 cases mothers are found dead.

### **5.1(6) Literacy Level of Parents**

The educational status of sample tribal households (parents) can be seen from items 6 and 7 of table – 5.1. While analysing the level of literacy among parents of tribal children (under study of sample households) it is observed that, in almost all the blocks under study shows a similar sorrowful picture regarding their education. The percentage of illiterate fathers are found near about 80 per cent in the blocks of Banspal, Kaptipada and Raigarh and about 90 per cent in Kashipur, whereas the illiterate mothers are found near about 90 per cent in Banspal, Kaptipada and Raigarh blocks and 98 per cent in Kashipur block.

Out of the literate fathers of the children of sample parents there is no graduate or above found in almost all the 4 sample blocks, only 3 persons in

Raigarh block found in the level of above HSC and up to Graduate. From all the 4 sample blocks only 15 persons are found in the level of above Class VII and up to HSC, 23 persons found in the level of above Class III and up to Class VII and 31 persons are found in the level of up to Class III. Similarly, out of literate mothers of the tribal children of sample parents, there is not a single person from all the four sample blocks found above HSC. Only 9 persons are in the level of above Class VII and up to HSC, 7 are in the level of above Class III and up to Class VII and 15 only in the category of up to Class III. From the above it may be concluded that the literacy level among the sample tribal parents is very poor.

### **5.1(7) Children in the family**

Item nos. 8.1 and 8.2 of table – 5.1 show the number of children in the family of sample tribal households in the age group of 6 – 14 years. Considering the case of school going male children in the all the sample blocks found that highest of 74.45 per cent in Raigarh followed by 63.70 per cent in Banspal, 59.79 per cent in Kaptipada and lowest of 57.52 per cent in Kashipur. Similarly in the case of school going female children it is found that the highest of 63.07 per cent in Raigarh followed by 48.59 per cent in Banspal, 48.07 per cent in Kashipur and lowest of 43.63 per cent in Kaptipada blocks.

While considering the never enrolled children, it is found that in case of male children highest of 24.78 per cent in Kashipur followed by 17.74 per cent in Banspal, 15.21 per cent in Kaptipada and lowest in Raigarh of 14.60 per cent; and in case of female children highest of 40.91 per cent in Kaptipada followed by 40.31 per cent in Kashipur, 34.57 per cent in Banspal and lowest of 19.24 per cent in Raigarh blocks.

Considering the discontinued or dropped out children it is found that in case of male children highest of 25.00 per cent in Kaptipada followed by 18.54 per cent in Banspal, 17.00 per cent in Kashipur and lowest of 10.95 per cent in Raigarh block; and in case of female children highest of 17.69 per cent in

Raigarh block, followed by 16.82 per cent in Banspalblock, 15.46 per cent in Kaptipada block and lowest of 11.62 per cent in Kashipur block.

From the above analysis it may be revealed that in all the four sample blocks tribal girls attending the school is about 51 per cent, never enrolled is about 24 per cent and drop out students is about 15 per cent in comparison to tribal boys attending the schools is about 64 per cent, never enrolled is about 19 per cent and drop out students is about 17 per cent respectively.

Overall it can be concluded that in comparison to boys presently reading in schools are found about 64 per cent and the girls are found about 51 per cent. This shows much lesser percent of girls are reading or attending schools than the boys. This also shows the gender disparity between boys and girls in attending the schools.

## **5.2 Land and House**

### **5.2(1) Land**

Table 5.2 presents the distribution of sample households in respect of their land and house of four sample blocks under study. It is revealed from table 5.2 that maximum of 41 per cent of sample households in Kashipur block have no agricultural land followed by 31 per cent in Banspal block. However, about 14 per cent of sample households in both Kaptipada and Raigarh blocks have no agricultural land.

So far as land is concerned, maximum of about 59 per cent of households in Kaptipada block has less than 1 acre of land, whereas about 28 per cent, 22 per cent and 8 per cent of households in Kashipur, Banspal and Raigarh blocks respectively have less than one acre of land. In respect of households having own land of 1 - 2 acres, it is found that maximum of 65.34 per cent followed by

**TABLE – 5.2**

**Block-wise distribution of sample households in respect of  
land and house of 4 sample blocks under study.**

Sl. No.	<i>Description</i>	Banspal Block	Kaptipada Block	Kashipur Block	Raigarh Block
		( N =>103)	( N => 104)	( N => 100)	( N => 101)
1.	<i>Land</i> No. of household having no agricultural land	32 (31.37)	14 (13.46)	41 (41.00)	14 (13.86)
	<b><i>No. of households having own land</i></b> Less than 1 acre 1 –2 acres More than 2 acres	23 (22.33) 35 (33.98) 13 (12.62)	61 (58.65) 20 (19.23) 09 (8.65)	28 (28.00) 25 (25.00) 06 (6.00)	08 (7.92) 66 (65.34) 13 (12.87)
	<b><i>No. of households having cultivable irrigated land</i></b> Less than 1 acre 1 –2 acres More than 2 acres	13 (12.62) 30 (27.12) 04 (3.88)	09 (8.66) 08 (7.69) ---	---- --- ---	08 (17.92) 72 (71.28) 07 (6.93)
	<b><i>No. of households having cultivable un-irrigated land</i></b> Less than 1 acre 1 –2 acres More than 2 acres	05 (4.85) 09 (8.73) 03 (2.91)	73 (70.19) --- ---	41 (41%) ---- ----	01 (0.99) 06 (5.94) ---
2.	<i>House</i> No. of households having own house on own land No. of households having own house on leased land No. of households staying in rented house No. of households having own house on govt. land	98 (95.14) ---- ---- 05 (4.85)	94 (90.38) --- --- 10 (9.62)	81 (81.00) --- --- 19 (19.00)	98 (97.02) 03 (2.97) --- ---
	No. of households having Kachha house No. of households having pucca house with rcc roof No. of households having pucca house with asbestos or tile roof	95 (92.23) 06 (5.82) 02 (1.95)	97 (93.27) --- 07 (6.73)	59 (59.00) 07 (7.00) 34 (34.00)	93 (92.07) 08 (7.92) 74 (73.26)



33.98 per cent, 25 per cent and 19.23 per cent of households in Raigarh, Banspal, Kashipur and Kaptipada blocks respectively have own land within 1 – 2 acres. In case of households having land more than 2 acres, it is revealed that very less percentage of households, i.e. only about 6 per cent to 12 per cent in all the 4 sample blocks having more than 2 acres of land.

While considering the cultivable irrigated land, it is observed that maximum of households, i.e. 71.28 per cent in Raigarh block have 1 – 2 acre of cultivable irrigated land followed by 27.12 per cent in Banspal block and 7.69 per cent in Kaptipada block. The households having less than 1 acre of cultivable irrigated land found 17.92 per cent, 12.62 per cent and 8.66 per cent in Raigarh, Banspal and Kaptipada blocks respectively. More than 2 acres of cultivable irrigated land owned by households are found only 6.93 per cent and 3.85 per cent in Raigarh and Banspal blocks respectively.

Taking account of households having cultivable un-irrigated land it is found that maximum of 70.19 per cent of households in Kaptipada block followed by 41 per cent in Kashipur block, 4.85 per cent in Banspal block and 0.99 per cent in Raigarh block having less than one acre. In the range of 1 – 2 acre of cultivable un-irrigated land is found in Banspal and Raigarh blocks by 8.73 per cent and 5.94 per cent of households respectively. More than 2 acres of cultivable un-irrigated land is found only by 2.91 per cent of households in Banspal block.

From the above analysis it is found that landless sample tribal households are found more in Kashipur block (41 per cent) followed by Banspal block (31.37 per cent) and about 13 per cent both in Kaptipada and Raigarh blocks. The sample households who have owned their land found maximum in the range of less than one acre or within one to two acres of land. Also it is observed that except in Raigarh block irrigated cultivable lands are very scanty among the households in other sample blocks.

## **5.2(2) House**

Considering the house of the sample tribal households it is revealed from table 5.2 that almost about 90 – 97 per cent of households in Banspal, Kaptipada and Raigarh blocks having their own houses on own land and in Kashipur about 81 per cent of households have their own house on their own land. Only about 3 per cent of households having their own house on leased land whereas about 5 per cent, 10 per cent and 19 per cent of households in Banspal, Kaptipada and Kashipur blocks respectively having their houses on government land.

Regarding housing pattern of the respondent households it is revealed that more or less about 95 per cent of households in Banspal, Kaptipada and Raigarh blocks and 59 per cent in Kashipur block have Kachha houses – built with mud wall and straw or tiled roof. The sample households having pucca houses with RCC roofs found in Banspal, Kashipur and Raigarh blocks of about 6 per cent, 7 per cent and 8 per cent respectively. Also the sample households having pucca houses with asbestos or tile roof are found maximum in Kashipur block (34 per cent), whereas only about 2 per cent and 7 per cent are found in Banspal and Kaptipada blocks respectively. Therefore, it may be concluded that the housing conditions of the respondent sample tribal households except a very limited percentage are very poor.

## **5.3 Occupation and Income**

### **5.3(1) Occupation :**

Table 5.3 describes the occupation and income of tribal sample households in 4 sample blocks under study. As regards primary occupation of sample tribal households it is revealed from item 1 of table 5.3 that, cultivators are found 30.10 per cent in Banspal block, 11.05 per cent in Kaptipada block, 20 per cent in Kashipur block and only about 5 per cent in Raigarh block. Agricultural labourers are found more (68.31 per cent) in Raigarh block followed

by 49.03 per cent in Kaptipada block, 43.00 per cent in Kashipur block and 29.12 per cent in Banspal block. Similarly other than agricultural labourers like daily wage labourers are found almost all the sample blocks above 20 to 40 per cent. Primary occupation like service and organizing village traditional crafts are found very negligible among the sample tribal households. From the above it is found that the sample tribal households are mainly engaged in agricultural labourers and daily wage labourers as their primary occupation.

Relating to secondary occupation by the respondent households, it is revealed from item 2 of table – 5.3 that, in Banspal block 67 per cent engaged as labourers while only 5.82 per cent in wood selling, in Kaptipada block 23.02 per cent engaged as agricultural labourers and 76.92 per cent in khalli stitching, in Raigarh block 2.97 per cent engaged in carpentry and 25.74 per cent as daily labourers, and in Kashipur block 14 per cent engaged in service, 24 per cent in sharing cultivation, 31 per cent as agricultural labourers, 11 per cent in farm activities and 14 per cent in khalli stitching.

Considering the duration of engagement per year by the respondent tribal households it is observed from item 3 of table – 5.3 that maximum of 56 per cent sample households in Kashipur block engaged up to 3 months in primary occupation, whereas maximum of about 85 per cent in Kaptipada block for about 3 – 6 months in a year followed by 45.63 per cent in Banspal block, 40 per cent in Kashipur block and about 21 per cent in Raigarh block. It is found that the households remain engaged in primary occupation for about 6 – 9 months in a year by 37.86 per cent and 40.59 per cent respectively, whereas in other two blocks it is too less. Engagement in primary occupation by the respondent households above 9 months is found very negligible percentage.

**TABLE – 5.3**

**Block-wise distribution of occupation and income of sample households  
in 4 sample blocks under study.**

Sl. No.	Description	Banspal Block	Kaptipada Block	Kashipur Block	Raishar Block
		( N=>103)	( N =>104)	( N => 100)	( N =>101)
<b>1.</b>	<i>Primary Occupation</i>				
	Farm Cultivation (Cultivator)	31 (30.10)	12 (11.05)	20(20.00)	05 (4.95)
	Agricultural Labourers	30 (29.12)	36 (33.17)	43 (43.00)	69 (68.31)
	Other than Ag. Labourers	42 (40.77)	51(49.63)	35 (35.00)	22 (22.78)
	Service	---	02 (1.92)	02 (2.00)	05 (4.95)
	Village Craft	---	03 (2.88)	---	---
<b>2.</b>	<i>Secondary Occupation</i>				
	Animal Husbandry	---	---	---	---
	Carpentry	---	---	---	03 (2.97)
	Daily Labourer	69 (67.00)	---	---	26 (25.74)
	Wood Selling	6 (5.82)	---	---	---
	Service	---	---	14 (14.00)	---
	Sharing cultivation	---	---	24 (24.00)	---
	Agricultural Laborer	---	24 (23.02)	31(31.00)	---
	Farm Activity	---	---	11 (11.00)	---
	Khalistitching	---	80 (76.92)	14 (14.00)	---
<b>3.</b>	<i>Average duration of engagement per year</i>				
	a) <i>Primary Occupation</i>				
	<b>Upto 3 months.</b>	14 (13.59)	02 (1.92)	56 (56.00)	25 (24.75)
	<b>3-6 months</b>	47 (45.63)	88 (84.62)	40 (40.00)	21(20.79)
	<b>6-9 months</b>	39 (37.86)	08 (7.69)	03 (3.00)	41 (40.59)
	<b>Above 9 months</b>	03 (2.91)	06 (5.77)	01 (1.00)	14 (13.86)
	b) <b><u>Secondary Occupation</u></b>				
	Upto 3 months	40 (38.83)	---	17 (17.00)	37 (36.63)
	3 – 6 months	30 (29.12)	72 (69.23)	32 (32.00)	18 (17.82)
	6 – 9 months	05 (4.85)	26 (25.00)	32 (32.00)	05 (4.95)
	Above 9 months	-----	-----	19 (19.00)	-----
<b>4.</b>	<i>Average Annual income</i>				
	Upto Rs. 3,000/-	---	01 (0.96)	02 (2.00)	---
	Rs. 3,000/- to Rs. 6,000/-	44 (42.71)	06 (5.77)	12 (12.00)	41 (40.59)
	Rs. 6,000/- to Rs. 10,000/-	35 (33.98)	13 (12.50)	26 (26.00)	39 (38.61)
	Rs. 10,000/- to Rs. 15,000/-	23 (22.33)	39 (37.50)	37 (37.00)	12 (11.88)
	Above Rs. 15,000/-	01 (0.97)	45 (43.27)	23 (23.00)	09 (8.91)

Considering the duration of engagement in secondary occupation it is revealed that only in Kaptipada block maximum of 69.23 per cent of households remain engaged for about 3 – 6 months and only 19 per cent of households in Kashipur block remain engaged above 9 months. It is also observed that in secondary occupation the households are generally engaged mainly in lean months which vary from place to place. This is because of the agricultural operations do not effect through out the year. So it is evident from the above that the tribal sample households remain engaged in secondary occupation in some way or the other.

### **5.3(2) Income**

The income of the respondent tribal sample households generally gives us a better understanding about their level or standard of living. From item 4 of table – 5.3 shows the annual income of the sample households in 4 sample blocks under study. It can be revealed that the households having annual income of more than Rs. 15,000/- are found 43.27 per cent in Kaptipada block, 23.00 per cent in Kashipur block and only 8.91 per cent and 0.97 per cent found in Raigarh and Banspal blocks respectively. The households having annual income in between Rs. 10,000 to Rs. 15,000 are found 22.23 per cent in Banspal, 37.52 per cent in Kaptipada, 37 per cent in Kashipur and 11.88 per cent in Raigarh blocks. The households having annual income of Rs. 6000 to Rs. 10000 are found highest of 38.61 per cent in Raigarh block followed by 33.98 per cent, 26.00 per cent and 12.50 per cent in Banspal, Kashipur and Kaptipada blocks respectively. Annual income of households within the range of Rs. 3000 to Rs. 6000 is found highest of 42.71 per cent in Banspal block followed by 40.59 per cent in Raigarh block, 12.00 per cent in Kashipur block and 5.77 per cent in Kaptipada block. Only about 2 per cent and one per cent of households having annual income of up to Rs. 3000 are found in Kashipur and Kaptipada blocks respectively. From the above analysis it is observed that the majority of tribal sample households in four sample blocks under study area within the annual

income range of Rs. 3000 to Rs. 15000. Assuming five members in a family the per capita income will be very low. So the tribal households under study are very poor and their standard of living is extremely low.

## **5.4 Consumption and Expenditure pattern**

Similar to the income, the expenditure and the consumption pattern of the households give us the idea about standard of living of the respondent households. Table – 5.4 depicts the consumption and expenditure pattern of the households under study.

### **5.4(1) FOOD**

Food is considered as an important element while considering the consumption pattern of households. From item 1 of table – 5.4 it is revealed that majority of sample households, i.e. above 85 per cent in Banspal and Raigarh blocks are spent up to Rs. 6000/- towards food, whereas majority of sample households in Kaptipada and Kashipur blocks spent Rs. 6000/- to Rs. 15000/- per annum. Only about 7 per cent and 3 per cent of households in Kaptipada and Kashipur blocks spent Rs. 15000/- to Rs. 20000.- respectively, and only in case of about 3 per cent of households in Kaptipada block spent above Rs. 20000/- on food per annum. From the above analysis it can be concluded that the majority of sample tribal households spent on their food items more or less about Rs. 1000/- per month. Assuming average five members in a family they spent Rs. 200/- per month per member of a family which seems to be very inadequate.

Table – 5.4

**Block-wise distribution of consumption pattern and average expenditure pattern  
of sample households per annum in 4 sample blocks under study**

Sl. No.	Consumption Pattern and average expenditure per annum	Banspal Block	Kaptipada Block	Kashipur Block	Raigarh Block
		( N =>103)	( N => 104)	( N => 100)	( N => 101)
1.	<i>Food</i> Upto Rs. 6,000/- Rs. 6,000/- - Rs. 10,000/- Rs. 10,000/- - Rs. 15,000/- Rs.15,000/- - Rs. 20,000/- Above Rs. 20,000/-	86 (83.49) 16 (15.53) 01 (0.97) --- ---	11 (10.58) 53 (50.96) 30 (28.85) 07 (6.73) 03 (2.88)	29 (29.00) 44 (44.00) 24 (24.00) 03 (3.00) ---	87 (86.13) 14 (13.86) --- --- ---
2.	<i>Fuel</i> Upto Rs. 1,000/- Rs.1,000/- - Rs.2,000/- Above Rs. 2,000/-	40 (38.83) --- ---	98 (94.23) 05 (4.81) 01 (0.96)	91 (91.00) 09 (9.00) ---	66 (65.34) 33 (32.67) 02 (1.98)
3.	<i>Clothing</i> Upto Rs. 3,000/- Rs. 3,000/- - Rs. 5,000/- Rs. 5,000/- - Rs. 7,500/- Above Rs. 7,500/-	100(97.08) 01 (0.97) 02 (1.94) ---	96 (92.31) 03 (2.88) 05 (4.81) ---	58 (58.00) 36 (36.00) 06 (6.00) ---	100 (99.00) 01 (0.99) --- ---
4.	<i>Children' Education</i> Upto Rs. 1,000/- Rs.1,000/- - Rs.2,000/- Rs. 2,000/- - Rs.3,000/- Rs. 3,000/- - Rs.4,000/- Above Rs. 4,000/- Nil	79 (76.69) 02 (1.94) 02 (1.94) 01 (0.97) --- ---	79 (75.96) 10 (9.61) 07 (6.73) --- --- 08 (7.69)	67 (67.00) 33 (33.00) --- --- --- ---	90 (89.10) 04 (3.96) --- --- --- ---
5.	<i>Litigation</i> Upto Rs. 1,000/- Rs.1,000/- - Rs.2,000/- Above Rs. 2,000/-	--- --- ---	--- --- ---	18 (18.00) 06 (6.00) ---	--- --- ---
6.	<i>Rent and Taxes</i> Upto Rs. 1,000/- Rs.1,000/- - Rs.2,000/- Above Rs. 2,000/-	78 (75.72) --- ---	--- --- ---	--- --- ---	94 (93.06) --- ---
7.	<b>Health care</b> Upto Rs. 1,000/- Rs.1,000/- - Rs.2,000/- Rs. 2,000/- and above Nil	96 (93.20) 06 (5.92) --- ---	34 (32.69) 28 (26.92) 33 (31.73) 09 (8.65)	55 (55.00) 34 (34.00) 11 (11.00) ---	101(100.00) --- --- ---
8.	<i>Social Functions</i> Upto Rs. 2,000/- Rs.2,000/- - Rs.3,000/- <b>Above Rs. 3,000/-</b>	74(71.84) 27(26.22) 02(1.94)	89(85.58) 06 (5.77) 01 (0.96)	86(86.00) 24 (24.00) ---	79(78.22) 10(18.81) 03(2.97)

### **5.4(2) Fuel**

Considering the expenditure on fuel for kitchen it is found that in Banspal block only 38.83 per cent of respondent households were spent on fuel up to Rs. 1000/- per annum. However, in Kaptipada and Kashipur blocks majority of sample households, i.e. above 90 per cent spent up to Rs. 1000/- per annum. But in Raigarh block about 65 per cent and 33 per cent and 33 per cent spent annually within the range of up Rs. 1000/- and Rs. 1000/- to Rs. 2000/- respectively.

### **5.4(3) Clothing**

In respect of annual expenditure on clothing by the respondent tribal households it is observed that, majority of about 95 per cent respondents in Banspal, Kaptipada and Raigarh blocks spent only up to Rs. 3000/- , whereas in Kashipur block 58 per cent and 36 per cent of respondents spent up to about Rs. 3000/- and within Rs. 3000/- to Rs. 5000/- per annum respectively. From the above it shows that majority of households consume very less amount on cloth items.

### **5.4(4) Children's Education**

Expenditure on children's education is also an important aspect while considering the consumption pattern of households. On analysis of the data as presented in item 4 of table – 5.4 it is revealed that about 70 to 90 per cent of respondent households in all the blocks, viz. 81.10 per cent, 76.69 per cent, 75.96 per cent and 67.00 per cent in Raigarh, Banspal, Kaptipada and Kashipur blocks respectively spent only up to Rs. 1000/- on education of their children per annum. Only about 30 per cent and 10 per cent of respondent households in Kashipur and Kaptipada blocks respectively spent within the range of Rs. 1000/-



to Rs. 2000/-. Besides, about 8 percent of households in Kaptipada block do not made any expenditure on children's education, this may be among the households of never enrolled children.

#### **5.4(5) Litigation**

Relating to expenses on litigation matters it is observed from item 5 of table – 5.4 that, only in Kashipur block 18 per cent and 6 per cent of respondents spent within Rs. 1000/- and in the range of Rs. 1000/- to Rs. 2000/- per annum respectively.

#### **5.4(6) Rent and Taxes**

Relating to household expenditure on rent and taxes, it may be seen from item 6 of table – 5.4 that, only about 75 per cent and 94 per cent of respondents in Banspal and Raigarh blocks respectively spent in the range of up to Rs. 1000/- per annum.

#### **5.4(7) Health care**

Expenditure on health care also an important element while taking into account the consumption pattern of the households. As data presented in item 7 of table – 5.4 it is observed that, majority of respondents, i.e. 100 per cent in Raigarh block and about 93 per cent in Banspal block spent annually up to Rs. 1000/- only on health care. In Kaptipada block 32.69 per cent, 26.92 per cent and 31.73 per cent of respondents spent within the range of up to Rs. 1000/-, Rs. 1000/- to Rs. 2000/- and Rs. 2000/- to Rs. 3000/- respectively on health care per annum. In Kashipur block 45 per cent, 34 per cent and 11 percent respondents spent within the range of up to Rs. 1000/-, Rs. 1000/- - Rs. 2000/- and Rs. 2000/- - Rs. 3000/- respectively on health care per annum.

#### **5.4(8) Social functions**

On social aspects every household has to incur some amount of expenditure towards marriage, festivals, rituals like birth and death rites, etc. To

ascertain average annual expenditure per household, it is observed from item 8 of table –5.4 that more or less about 80 per cent of respondent tribal households spent up to Rs. 2000/- per annum towards social functions and balance of about 20 per cent respondent tribal households spent within the range of Rs. 2000/- - Rs. 3000/-. Only very negligible percentage of households spent more than Rs. 3000/- per annum towards social functions.

## **5.5 Indebtedness**

The problem of indebtedness can be studied through the nature, purpose and source of loan. It is general tendency of tribal people to borrow money or kind from money lenders mainly because they are mostly illiterate and do not aware about the various schemes and the transaction procedures of banks and other agencies as well as they are not acquainted with these organizations due to poverty and with no savings. They mainly borrow money for agriculture, to meet social or religious functions, marriage and even to meet household expenditure.

Table 5.5 depicts the indebtedness position of sample tribal households in four sample blocks under study. While considering the indebtedness for agricultural purpose it is observed from item 1 of table – 5.5 that 13 per cent in Kashipur block, 8.73 per cent in Banspal block and about 2 per cent each in Kaptipada and Raigarh blocks, the responded households borrowed money from relatives/money lenders; whereas 40.77 per cent in Banspal block, 24.76 per cent in Raigarh block, 9 per cent in Kashipur block and 2.88 per cent in Kaptipada block of the respondent households borrowed money from banks. For business purpose it is revealed that only about 2 per cent each of sample respondents in Banspal and Kaptipada block borrowed money from banks. For marriage only about 5 per cent, 12 per cent and 8 per cent of respondent households from Kaptipada, Kashipur and Raigarh blocks borrowed from relatives/money lenders. Towards meeting their needs on social functions only

**TABLE – 5.5**

**Block-wise distribution of sample households in respect of indebtedness of 4 sample blocks under study.**

Sl. No.	Description	Banspal Block	Kaptipada Block	Kashipur Block	Raigarh Block
		( N =>103)	( N => 104)	( N => 100)	( N => 101)
1.	<i>For Agriculture</i>				
	a) From Relatives / Money lenders	09 (8.73)	02 (1.92)	13 (13.00)	02 (1.98)
	b) From Banks	42 (40.77)	03 (2.88)	09 (9.00)	25 (24.75)
	c) From Govt.	---	---	---	---
	d) From other than above	---	---	---	---
2.	<i>For Business</i>				
	a) From Relatives / Money lenders	---	---	---	---
	b) From Banks	02 (1.94)	02 (1.92)	---	---
	c) From Govt.	---	---	---	---
	d) From other than above	---	---	---	---
3.	<i>For Marriage</i>				
	a) From Relatives / Money lenders	---	05 (4.80)	12 (12.00)	08 (7.92)
	b) From Banks	---	---	---	---
	c) From Govt.	---	---	---	---
	d) From other than above	---	---	---	---
4.	<i>For Other Social Customs</i>				
	a) From Relatives / Money lenders	---	13 (12.50)	25 (25.00)	---
	b) From Banks	---	01 (0.96)	---	---
	c) From Govt.	---	---	---	---
	d) From other than above	---	---	---	---
5.	<i>For Household Expenditure</i>				
	a) From Relatives / Money lenders	---	15 (14.42)	28 (28.00)	---
	b) From Banks	---	---	---	---
	c) From Govt.	---	---	---	---
	d) From other than above	---	---	---	---

about 13 per cent and 25 per cent respondent households borrowed money from relatives / money lenders, and only about 1 per cent from bank. For meeting household needs about 15 per cent and 28 per cent of sample households in Kaptipada and Kashipur blocks borrowed money from relatives / money lenders.

From the above analysis we may conclude here that the sample tribal households borrowing money to meet their needs in different aspects mainly from relatives / money lenders. In some cases it is also found that the sample tribal households obtain loan from other than money lenders like banks.

Data relating to various socio-economic aspects such as family data, literacy level, housing, occupational pattern, income and expenditure, consumption pattern, indebtedness, etc. of the sample tribal households of four sample blocks under study were analysed in the above paragraphs. It is revealed from the above that the respondent households are generally economically very backward. Majority of parents are illiterate. They are mainly remain engaged as cultivators, agricultural labourers and daily wage labourers. The amount of land owned by most of the families is not sufficient to meet all the requirements. There are also landless tribals who depend solely on wage earning. Hunting and fishing are no longer practiced as gainful economic pursuits. Service and business sectors are found very negligible among the sample tribal households. The economic activities of the households are carried out with the co-operation and participation of both the sexes. Important findings from the above analysis are the sample tribal households are very poor and economically backward with low level of income, consumption and savings, etc. Health care standards are extremely poor. They are also educationally very backward. As the background of the individuals is positively and strongly related to their educational and occupational aspirations and achievements, it is found lacking in respect of almost all the sample tribal households of four blocks under study.



## **CHAPTER – VI**

### **PHYSICAL FACILITIES OF THE SAMPLE SCHOOLS AND ADDITIONAL FACILITIES PROVIDED THROUGH DPEP / SSA INTERVENTIONS**

#### **6.1 SAMPLE SHOOOLS**

Considering the objectives of the study and methodology adopted for the purpose, total 40 schools were as sample schools covering 10 schools from each sample block. Brief description about the selection of sample schools was given in item 2.2 of Chapter – III (Geographical coverage). As the aim of the study to find-out the impact of DPEP / SSA on tribal children, while selecting the schools maximum weightage has been given the schools under Scheduled Castes & Scheduled Tribe Welfare Department, like Residential Sevashram / Ashram schools / Sevashram schools than the schools under School and Mass Education Department of Govt. of Orissa so as to get maximum samples belonging to tribal students. Names and locations of the schools selected for the study are given in table – 6.1.

#### **6.2 PHYSICAL STRENGTH OF STUDENTS IN SAMPLE SCHOOLS**

Class-wise and caste-wise distribution of total number of students reading in all the 40 sample schools covering in 4 sample blocks under study during the current year (2007 – 08) are given in table – 6.2

It may be revealed from table – 6.2 that, there were total 7823 students reading in all the 40 sample schools taken under the study. Out of total 7823 students 4056 are boys and 3767 are girls. Also out of 7823 students, 1472 are reading in 10 sample schools of Banspal block, 1898 are reading in 10 sample schools of Kaptipada block, 2146 students area reading in 10 sample schools of Kashipur block and 2307 students are reading in 10 sample schools of Raigarh block.

**Table – 6.1**  
**Block-wise list of selected sample schools**

<b>Name of the Block</b>	<b>Name and location of sample schools</b>
<b>Banspal</b>	<p><b><u>Schools under SC &amp; ST Deptt.</u></b></p> <ol style="list-style-type: none"> <li>1. Saharpur Residential Sevashram, Vill. Saharpur, G.P. Saharpur</li> <li>2. Kanjipani Ashram School, Vill. Kanjipani, G.P. Kuanar</li> <li>3. Bayapandadar Sevashram, Vill. Bayapandadar, G.P. Bayakumutia</li> <li>4. Banspal Sevashram, Vill. Banspal, G.P. Banspal</li> <li>5. Karangadihi U.G. Sevashram, Vill. Karangadihi, G.P. Karangadihi</li> </ol> <p><b><u>Schools under School &amp; Mass Education Deptt.</u></b></p> <ol style="list-style-type: none"> <li>6. Padakasada U.G.M.E. School, Vill. Padakasada, G.P. Saharpur</li> <li>7. Kumundi U.G.M.E. School, Vill. Kumundi, G.P. Kundi</li> <li>8. Govt. Girls High School, Vill. Kanjipani, G.P. Kuanra</li> <li>9. Khajurinundi U.G.M.E. School, Vill. Khajurimundi, G.P. Keonjhar</li> <li>10. Kuanr U.G.U.P. School, Vill. Kuanr, G.P. Kuanr</li> </ol>
<b>Kaptipada</b>	<p><b><u>Schools under SC &amp; ST Deptt.</u></b></p> <ol style="list-style-type: none"> <li>1. Debala Residential Sevashram, Vill. Debla, G.P. Debla</li> <li>2. Pedagadi U.G. Sevashram, Vill. Pedagadi, G.P. Pedagadi</li> <li>3. Katuria Ashram School, Vill. Katuria, G.P. Kabaryadeipur</li> <li>4. Itagarh Sevashram, Vill. Itagarh, G.P. J.S. Jandiha</li> </ol> <p><b><u>Schools under School &amp; Mass Education Deptt.</u></b></p> <ol style="list-style-type: none"> <li>5. Jadida Primary School, Vill. Jadida, G.P. Jadida</li> <li>6. Kalamgadia U.G.M.E. School, Vill. Kalamgadia, G.P. Kalamgadia</li> <li>7. Kaladahi U.G.U.P. School, Vill. Kaladahi, G.P. Kaptipada</li> <li>8. Shalachuan U.P. School, Vill. Shalachuan, G.P. Shalachuan</li> <li>9. Nuagaon U.P. School, Vill. Nuagaon, G.P. Nudadiha</li> <li>10. Jhinkpada Primary School, Vill. Jhinkpada, G.P. Jhinkpada</li> </ol>
<b>Kashipur</b>	<p><b><u>Schools under SC &amp; ST Deptt.</u></b></p> <ol style="list-style-type: none"> <li>1. Sanamatikana Residential Sevashram, Vill. Sanamkatikana, G.P. Podapadi</li> <li>2. Thutibar Ashram School, Vill. Dhadkabahal, G.P. Tikiri</li> <li>3. Thutibar Sevashram, Vill. Thutibar, G.P. Tikiri</li> <li>4. Primary Sevashram, Vill. Badamaribhatta, G.P. Gorakhapur</li> <li>5. Upper Kodinga Sevashram, Vill. Uppar Kodinga, G.P. Bankambo</li> </ol> <p><b><u>Schools under School &amp; Mass Education Deptt.</u></b></p> <ol style="list-style-type: none"> <li>6. Mankadajhala U.P. School, Vill. Mankadjhola, G.P. Bankambo</li> <li>7. Kucheipadar U.P. School, Vill. Kucheipadar, G.P. Kucheipadar</li> <li>8. Tikiri U.P. School, Vill. Tikiri, G.P. Tikiri</li> <li>9. U.P. School, Podapadi, Vill. Podapadi, G.P. Podapadi</li> <li>10. Govt. Girls' High School, Vill. Dongasil, G.P. Dongasil</li> </ol>
<b>Raigarh</b>	<p><b><u>Schools under SC &amp; ST Deptt.</u></b></p> <ol style="list-style-type: none"> <li>1. Nuapara Residential School, Vill. Nuapara, G.P. Chhelidanagari</li> <li>2. Rajapuri Residential School, Vill. Rajapuri, G.P. Ganjapara</li> <li>3. Nakati Simada Sevashram, Vill. Manipara, G.P. Nakahsimada</li> <li>4. Hatabharandi Sevashram, Vill. Hatabharandi, G.P. Hatabharandi</li> <li>5. Residential Sevashram, Vill. Khudulu, G.P. Khudulu</li> </ol> <p><b><u>Schools under School &amp; Mass Education Deptt.</u></b></p> <ol style="list-style-type: none"> <li>6. Timanpur Primary Sevashram, Vill. Timanpur, G.P. Jamanpur</li> <li>7. Govt. (SSD) Girls High School, Vill. Jodinga, G.P. Jodinga</li> <li>8. Ganjapara U.P. School, Vill. Ganjapara, G.P. Ganjapara</li> <li>9. P.U.P. School, Vill. Baghada, G.P. Kurabeda</li> <li>10. P.U.P. School, Vill. Karanpadar, G.P. Raigarh</li> </ol>

**Table – 6.2**

**Class-wise and category-wise distribution of total number of students reading in  
the 40 sample schools in 4 sample blocks under study  
(During the year 2007-2008)**

Block	Class	General			S.C			S.T			Total		
		M	F	T	M	F	T	M	F	T	M	F	T
<b>Banspal Block</b>  (10 sample schools)	I	17	14	31	5	13	18	194	126	320	216	153	369
	II	18	17	35	6	2	8	156	149	305	180	168	348
	III	22	21	43	13	15	28	123	80	203	158	116	274
	IV	26	24	50	10	7	17	89	87	176	125	118	243
	V	21	23	44	9	5	14	93	87	180	123	115	238
	<b>Total</b>	<b>104</b>	<b>99</b>	<b>203</b>	<b>43</b>	<b>42</b>	<b>85</b>	<b>655</b>	<b>529</b>	<b>1184</b>	<b>802</b>	<b>670</b>	<b>1472</b>
<b>Kaptipada Block</b>  (10 sample schools)	I	37	31	68	10	13	23	194	161	355	241	205	446
	II	29	22	51	12	16	28	207	111	318	248	149	397
	III	21	19	40	9	15	24	218	88	306	248	122	370
	IV	23	28	51	15	13	28	169	101	270	207	142	349
	V	24	20	44	14	11	25	186	81	267	224	112	336
	<b>Total</b>	<b>134</b>	<b>120</b>	<b>254</b>	<b>60</b>	<b>68</b>	<b>128</b>	<b>974</b>	<b>542</b>	<b>1516</b>	<b>1168</b>	<b>730</b>	<b>1898</b>
<b>Kashipur Block</b>  (10 sample schools)	I	7	7	14	61	71	132	149	435	584	217	513	730
	II	13	11	24	44	28	72	180	159	339	237	198	435
	III	13	7	20	68	44	112	157	127	284	238	178	416
	IV	18	10	28	31	28	59	109	80	189	158	118	276
	V	21	17	38	34	28	62	132	57	189	187	102	289
	<b>Total</b>	<b>72</b>	<b>52</b>	<b>124</b>	<b>238</b>	<b>199</b>	<b>437</b>	<b>727</b>	<b>858</b>	<b>1585</b>	<b>1037</b>	<b>1109</b>	<b>2146</b>
<b>Raigarh Block</b>  (10 sample schools)	I	19	12	31	20	18	38	261	391	652	300	421	721
	II	12	16	28	12	10	22	151	221	372	175	247	422
	III	25	16	41	10	20	30	169	214	383	204	250	454
	IV	17	10	27	7	12	19	152	145	297	176	167	343
	V	15	15	30	7	9	16	172	149	321	194	173	367
	<b>Total</b>	<b>88</b>	<b>69</b>	<b>157</b>	<b>56</b>	<b>69</b>	<b>125</b>	<b>905</b>	<b>1120</b>	<b>2025</b>	<b>1049</b>	<b>1258</b>	<b>2307</b>
<b>Grand Total</b>		<b>398</b>	<b>340</b>	<b>738</b>	<b>397</b>	<b>378</b>	<b>775</b>	<b>3261</b>	<b>3049</b>	<b>6310</b>	<b>4056</b>	<b>3767</b>	<b>7823</b>

While analyzing class-wise strength of students it can be seen that in both Kashipur and Raigarh blocks the strength of students from Class – I to Class – II are found very much reduced than other blocks, viz. Kaptipada and Banspal. This reduced strength are found mainly among girl students belonging to Scheduled Tribe category than Scheduled Castes and General Castes.

### **6.3 STATUS OF SCHOOLS BY MANAGEMENT**

Relating to status of the sample schools by management, it can be revealed from item 3 of table – 6.3 that, out of 40 sample schools 20 schools are under School and Mass Education (SME) Department and other 20 schools are under Scheduled Caste & Scheduled Tribe (SC & ST) Development Department. Out of 20 schools under SC & ST Dev. Department 3 are Ashram Schools (one each from Banspal, Kaptipada and Kashipur blocks), 6 are Residential Sevashrams (one each from Banspal, Kaptipada and Kashipur blocks and 3 from Raigarh block), 9 are Sevashram Schools (3 from Banspal block, 2 from Kaptipada block, 3 from Kashipur block and 2 from Raigarh block) and 2 Girls High Schools (one each from Kashipur and Raigarh blocks).

### **6.4 SCHOOL INFRASTRUCTURE**

#### **6.4.1 School Buildings**

While considering the infrastructural facilities of the sample schools like buildings and class rooms as per data presented in item 4 of table – 6.3 it is revealed that, out of total 40 schools only 16 schools have more than 5 class rooms and 24 schools have less than 5 class rooms. From above it may be concluded that when all the 40 sample schools are running with at least 5 classes the class rooms are found inadequate for two-third of sample schools. These schools are managing with 2 – 3 classes in a room.



Table – 6.3

**Block-wise status and physical facilities of sample schools in four sample blocks under study**

Sl. No.	Description	Name of sample Blocks			
		Banspal	Kaptipada	Kashipur	Raigarh
1	No. of schools covered under study	10	10	10	10
2	Apprx. Distances from block Hqrs.	0 – 30	0 - 30	0 - 45	0 - 26
3	<b>Status of Schools by Management :-</b>				
	a. No. of schools under SME	5	6	5	4
	b. No. of schools under SC & ST Deptt.	5	4	5	6
	B(i) No. of Ashram Schools(AS)	1	1	1	-
	B(ii) No. of Residential Ashrams(RS)	1	1	1	3
	B(iii). No. of Sevashram Schools (SS)	3	2	3	2
	B(iv). No. Girls High Schools	0	0	1	1
4	<b>Infrastructural Facilities ( School Bldings) :-</b>				
4.a	Schools having more than 5 Rooms -	2	7	4	3
	i) Rooms with pucca floor and pucca(RCC) roof	10	10	10	10
	ii) Rooms with pucca floor and asbestos roof	6	10	10	10
	iii) Rooms with pucca floor and tile roof	4	-	-	-
	iv) Rooms with pucca floor and chhappar roof	-	-	-	-
4.b	Schools having less than 5 rooms -	8	3	6	7
	i) Rooms with pucca floor and pucca(RCC) roof	10	3	6	10
	ii) Rooms with pucca floor and asbestos roof	10	10	10	10
	iii) Rooms with pucca floor and tile roof	3	10	10	4
	iv) Rooms with pucca floor and chhappar roof	-	-	-	-
4.c	<b>Other Infrastructural Facilities -</b>				
	i) No. of schools having separate office room	7	10	10	7
	ii) No. of schools having separate common rooms for teachers	2	2	3	1
	iii) No. of schools having boundary walls	3	3	9	7
	iv) No. of schools having hostels for tribal boys and Girls	5	9	10	7
	v) No. of schools having separate hostels for tribal girls	-	-	-	-
	vi) No. of schools having separate quarters for teachers	2	2	4	6
	vii) No. of schools having common toilets for both boys and girls	6	6	10	5
	viii) No. of schools having separate toilets for girls	6	6	5	4
	ix) No. of schools having toilets with covered walls and water supply	4	5	8	2
	x) No. of schools having open toilets	2	1	2	3
	xi) No. of schools having library	-	-	1	1
	xii) No. of schools having science laboratory	-	-	1	1
	xiii) No. of schools having play grounds	3	4	0	5
	xiv) No. of schools having games facilities with equipments	6	7	6	5
	xv) No. of schools where tribal girls participated in sports organized by schools	6	7	7	5

Contd...Table – 6.3

Sl. No.	Description	Name of sample Blocks			
		Banspal	Kaptipada	Kashipur	Raigarh
<b>5</b>	<b>Facilities provided to Students :-</b>				
	i. No. of schools providing MDM to students	10	10	10	10
	ii) No. of schools providing school uniforms	6	10	10	9
	iii) No. of schools providing text books to students	8	10	10	10
	iv) No. of schools providing text book and other materials like note books, slates, pencils, rubber	6	10	9	8
	v) No. of schools providing stipend to tribal girls	6	6	7	6
	vi) No. of schools organizing health check-up camps	4	4	1	6
	vii) No. of schools where SHGs entrusted for preparation and distribution of MDM	9	9	8	9
	viii) N. of schools where teachers engaged for preparation of MDM	1	1	2	1
<b>6</b>	<b>Teaching Instructions (Language) :-</b>				
	i) Oriya – in no. of schools	10	10	10	10
	ii) Other languages (specify) in No. of schools	-	-	-	-
	iii) Local Demand for Local Language :-				
	- Munda ( in no. of schools)	2	-	-	-
	- Juang ( in no. of schools)	2	-	-	-
	- Gondi ( in no. of schools)	-	-	-	2
	- Santali ( in no. of schools)	-	1	-	-
	- Ho ( in no. of schools)	-	1	-	-
	- Kui ( in no. of schools)	-	-	1	-
	iv) Teachers available in teaching local language Language(specify) .....( in no. of schools)	-	-	-	-
<b>7</b>	<b>Teaching Staff :-</b>				
	No. of schools having 5 or more teachers including HM	3	5	5	2
	No. of schools having 4 or more teachers including HM	3	1	2	4
	No. of schools having 3 or more teachers including HM	2	4	-	4
	No. of schools having 2 or more teachers including HM	2	-	3	-
	No. of schools having single teacher	-	-	-	-
<b>8</b>	<b>School Grants/Aids (Building and other grant)</b>				
	i) No. of school buildings constructed by DPEP fund	10	9	8	9
	ii) No. of schools provided toilets by DPEP fund	7	6	3	5
	iii) No schools provided with additional teachers By DPEP fund	4	6	3	5
	iv) No of schools provided fund by SC & ST Dev. Deptt. For school building, class rooms, hostels	8	8	7	7
	v) No of schools provided fund by other organizations (other than Govt. (for school building, class room, hostel, toilet, equipments)	4*	-	-	1**

\* Latrines by – i) Rotary International, ii) RWSS, iii) Lutheran Orgn .and iv) Panchayat Samitee

\*\* Fans, Chairs, Tables, TV and Water Filter by UNFPA & NGPR

It may also be revealed that in almost all the schools have at least 2 – 3 rooms with pucca floor and RCC roof, in addition majority of schools have some class rooms with pucca floor and asbestos or tile roof. There is no class room either with kuchha floor or with chhapar roof.

Also item 8 of table 4.1 it is observed that the school buildings were constructed by SME Dept. and SC & ST Deptt., and additional buildings were constructed with the intervention of DPEP.

#### **6.4.2 Other Infrastructural Facilities**

The data relating to other infrastructural facilities of the sample schools are shown in item 4c of table – 6.3.

Relating to separate office rooms it is observed that out of 40 schools, 3 schools in Banspal block and 3 schools in Raigarh block have no separate office rooms whereas in respect of separate common rooms for teachers it is found that only 2 schools each in Banspal and Kaptipada blocks, 3 schools in Kashipur block and only one school in Raigarh block have separate common rooms for teachers. Regarding schools having boundary walls it is found that 3 schools each in Banspal and Kaptipada blocks, 9 schools in Kashipur block and 7 schools in Raigarh block have boundary walls. So from the above it is observed that out of 40 sample schools 6 schools have no separate office rooms, 32 schools have no separate common rooms for teachers and 18 schools have no boundary walls.

Considering the aspect of hostel facilities it is revealed from the data presented in table – 6.3 that, out of 40 sample schools taken for study 5 schools in Banspal block, 9 schools in Kaptipada block, 10 schools in Kashipur block and 7 schools in Raigarh block have hostel facilities for SC & ST boys and girls, and no separate hostel is available for tribal girls. Out of the above hostel facilities only 2 schools each in Banspal and Kaptipada blocks, 4 schools in Kashipur

block and 6 schools in Raigarh block have separate quarters for teachers. During the study it is also revealed that due to lack of quarters the wardens in some hostels area not staying in the schools. Further, due to lack of rooms in hostels some schools are using class rooms as classroom-cum-hostels.

While analyzing the aspect of toilet facilities it is revealed that all the schools do not have toiletry facilities. Out of 40 sample schools 6 schools each in Banspal block and Kaptipada block, 10 schools in Kashipur block and 5 schools in Raigarh block have common toilets both for boys and girls whereas six schools each in Banspal and Kaptipada blocks, 5 schools in Kashipur block and 4 schools in Raigarh block have separate toilets for girl students. Out of the above toiletry facilities, cover walls constructed by 4 schools in Banspal block, 5 schools in Kaptipada block, 8 schools in Kashipur block and 2 schools in Raigarh block, whereas open toilets are found 2 schools each in Banspal and Kashipur blocks, one school in Kaptipada block and 3 schools in Raigarh block.

Regarding library and science laboratory, it is found that only 2 High Schools – one each in Kashipur block and Raigarh block have both library and laboratory facilities for students.

While analyzing the aspects of playgrounds and games facilities it is observed that, out of 40 sample schools 12 schools (3 schools in Banspal block, 4 schools in Kaptipada block and 5 schools in Raigarh block) have playgrounds, and 23 schools (6 schools in Banspal block, 7 schools in Kaptipada block, 6 schools in Kashipur block and 5 schools in Raigarh block) have facilities for games with equipments. So far as participation of tribal girl students in sports it is found that, the girl students from 6 schools in Banspal block, 7 schools each in Kaptipada and Kashipur blocks and 5 schools in Raigarh block are participating in sports organized by schools.

## **6.5 FACILITIES PROVIDED TO STUDENTS**

Out of the facilities provided to the students in respect of 40 sample schools under study, it is found that Mid-Day-Meal (MDM) Scheme is operating in all the sample schools. Relating to providingg school uniforms by the schools it is observed that, except 4 sample schools in Banspal block and one sample school in Raigarh block other sample schools are providing school uniforms to the students. So far as providing text books and other learning materials it is found that except 2 sample schools in Banspal block all other sample schools in all the sample blocks are providing text books to the students, whereas other learning materials like note books, slates, pencils, rubbers, etc. are provided by 6 sample schools in Banspal block, 10 sample schools in Kaptipada block, 9 sample schools in Kashipur block and 8 sample schools in Raigarh block.

Regarding payment of stipend to tribal girls students it is revealed from item 5(v) of table – 6.3 that, six schools each in Banspal, Kaptipada and Raigarh blocks and seven schools in Kashipur block are paying stipend to girl students.

On the aspect of organizing health check up camps for students it is observed from item 5(vi) that only four sample schools each in Banspal and Kaptipada blocks, one sample school in Kashipur block and six sample schools in Raigarh block are organizing health check up camps for students.

Regarding preparation and distribution of MDM in schools it can be observed from items 5(vii) and 5(viii) of table – 6.3 that, majority of sample schools, i.e. 9 schools each in Banspal, Kaptipada and Raigarh blocks and 8 schools in Kashipur block have entrusted Self Help Groups (SHGs) whereas only one school each in Banspal, Kaptipada and Raigarh blocks and 2 schools in Kashipur block teachers were engaged for preparation and distribution of MDM.

## **6.6 TEACHING INSTRUCTIONS (LANGUAGE)**

On analysis of data as presented in item 6 of table – 6.3 relating to present system of teaching instructions, demand for teaching in local languages and availability of teachers for teaching in local languages it is observed that in all the 40 sample schools in four sample blocks teaching instructions are made in Oriya language. However, some schools have demanded for teaching in local languages in respective areas like 2 schools each in Banspal block demanded for Munda and Juang, one school each in Kaptipada block for Santali and Ho, one school in Kashipur block for Kui and 2 schools in Raigarh block for Gond. Regarding availability of teachers it is revealed that no teachers are available in teaching local languages.

## **6.7 TEACHING STAFF**

In analyzing the aspect of teaching staff in sample schools under study, it is revealed from item 7 of table – 6.3 that, in 5 schools each of Kaptipada and Kashipur blocks, 3 schools of Banspal block and 2 schools of Raigarh block have 5 or more number of teachers including headmasters whereas in respect of other schools the number of teachers are less than 5. The schools having 4 teachers including headmasters are found 3 schools in Banspal block, one school in Kaptipada block, 2 schools in Kashipur block and 4 schools in Raigarh block. Similarly the schools having 3 teachers including headmasters are found 2 schools in Banspal block, 4 schools each in Kaptipada and Raigarh blocks. Schools having two teachers including headmasters are found 2 schools in Banspal block and 3 schools in Kashipur block. From the above it can be stated here that in a school at least consisting 5 classes (class - I to class - V) there should be minimum requirement of number of teachers five, but out of 40 sample schools under study it is observed that in 25 schools there are less number of teaching staff than the minimum requirement, i.e. 10 schools each have 4 number of teachers, 10 schools each have 3 number of teachers and 5 schools each have only 2 number of teachers.

## **6.8 SCHOOL GRANTS**

In addition to regular grants by concerned Departments like SME and SC & ST Departments to their respective schools, with the intervention of DPEP/SSA additional school buildings, toiletry facilities, additional teaching staff, trainings to teachers were provided to different schools. Besides, other agencies also have provided some supports to schools.

As per data presented in item 8 of table – 6.3 it may be observed that with DPEP fund additional buildings were constructed by 10 schools in Banspal block, 9 schools each in Kaptipada and Raigarh blocks and 8 schools in Kashipur block. Similarly with DPEP fund toiletry facilities were provided to 7 schools in Banspal block, 6 schools in Kaptipada block, 3 schools in Kashipur block and 5 schools in Raigarh block. Besides, with DPEP fund additional teachers were provided to 4 schools in Banspal block, 6 schools in Kaptipada block, 3 schools in Kashipur block and 5 schools in Raigarh block.

It is revealed from item 8(v) of table – 6.3 that 4 schools in Banspal block have been provided toiletry facilities by 4 different organizations like (i) Rotary International, (ii) RWSS, (iii) Lutheran Organisation and (iv) Panchayat Samittee, whereas one school in Raigarh block has been provided with fans, chairs, tables, TV and Water filters by UNFPA and NGPR.

**ADDITIONAL BUILDING / CLASS ROOMS PROVIDED  
THROUGH DPEP / SSA INTERVENTIONS**



**STUDENTS OF DEBLA ASHRAM SCHOOL,  
AT - DEBLA UNDER KAPTIPADA BLOCK  
OF MAYURBHANJ DISTRICT**



**ADDITIONAL BUILDING / CLASS ROOMS PROVIDED  
THROUGH DPEP / SSA INTERVENTIONS**



**STUDENTS OF ITAGARH SEVASHRAM SCHOOL,  
VILL. ITAGARH, G.P. JAMDIHA UNDER KAPTIPADA BLOCK  
OF MAYURBHANJ DISTRICT**

**ADDITIONAL BUILDING / CLASS ROOMS PROVIDED  
THROUGH DPEP / SSA INTERVENTIONS**



**STUDENTS OF PEDAGADI U.G. SEVASHRAM  
AT PEDAGADI, G.P. PEDAGADI UNDER KAPTIPADA BLOCK  
OF MAYURBHANJ DISTRICT**

**ADDITIONAL BUILDING / CLASS ROOMS PROVIDED  
THROUGH DPEP / SSA INTERVENTIONS**



**RESEARCH SCHOLAR OBSERVING  
M.D.M SESSION OF  
BADAMARIBHATTA PROMARY SEVASHRAM  
AT BADAMARIBHATTA, G.P. GORAKHAPUR  
UNDER KASHIUR BLOCK OF RAYAGADA DISTRICT**

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## **CHAPTER – VII**

### **IMPACT OF DPEP / SSA : ANALYSIS OF DATA, DISCUSSIONS AND FINDINGS**

This chapter has been divided into three parts. In Part – A, data as collected from field survey in respect of 40 sample schools under study relating to 3 years data prior to DPEP period and last 5 years data during DPEP period were presented in tabular forms, analyzed and interpreted. Similarly in Part – B, data relating to views / opinions of different stakeholders like parents of the tribal children, tribal children consisting continuing students, dropout students and never enrolled children, and opinion makers such as teachers, local community leaders, educationists, officials connected with DPEP and tribal education, etc. were analyzed and interpreted. In Part – C, the findings as observed during the course of data analysis and interpretation were discussed in a comparative way in order to meet the objectives of the study as well as to derive suitable suggestions out of the discussion.

#### **Part - A**

#### **7.1 ANALYSIS OF STUDENTS' DATA OF SAMPLE SCHOOLS**

##### **7.1.1 PRIOR TO D.P.E.P. PERIOD**

##### **7.1.1(a) Enrolment**

During the course of field investigation, quantitative data as collected for 3 years period prior to DPEP, i.e. 1998-99, 1999-2000 and 2000-01 in respect of 40 sample schools in 4 sample blocks under study are presented in tables – 7.1(i) to 7.1(v) in respect of Class - I to Class - IV respectively.

**Table – 7.1(A)**

**Abstract of Tables – 7.1(i) to 7.1(v) showing class-wise, year-wise, caste-wise and sex-wise distribution of students' data on Enrolment for 3 years (Prior to DPEP period)**

Year / Class	General	S.C.	S.T.	Total
	Enrolment	Enrolment	Enrolment	Enrolment
<b><u>Class – I</u></b>				
1998-99 Male	93	90	493	676
Female	65	52	261	378
Total	158	142	756	1056
1999-00 Male	69	53	462	584
Female	76	26	165	267
Total	145	79	627	851
2000-01 Male	86	82	607	775
Female	74	46	313	433
Total	160	128	920	1208
<b><u>Class – II</u></b>				
1998-99 Male	43	54	400	497
Female	39	27	152	218
Total	82	81	552	715
1999-00 Male	68	62	430	560
Female	47	33	162	242
Total	115	95	592	802
2000-01 Male	59	52	435	546
Female	54	21	155	230
Total	113	73	590	776
<b><u>Class – III</u></b>				
1998-99 Male	60	77	340	477
Female	36	23	134	193
Total	96	100	474	670
1999-00 Male	49	44	349	442
Female	33	22	140	195
Total	82	66	489	637
2000-01 Male	59	49	404	512
Female	63	24	184	271
Total	122	73	588	783
<b><u>Class – IV</u></b>				
1998-99 Male	52	34	275	361
Female	34	20	97	151
Total	86	54	372	512
1999-00 Male	43	36	298	377
Female	35	16	109	160
Total	78	52	407	537
2000-01 Male	36	38	289	363
Female	34	21	141	196
Total	70	59	430	559
<b><u>Class – V</u></b>				
1998-99 Male	49	20	300	369
Female	25	19	71	115
Total	74	39	371	484
1999-00 Male	48	52	251	351
Female	27	34	75	136
Total	75	86	326	487
2000-01 Male	46	26	250	321
Female	39	27	105	171
Total	85	52	355	492

Table – 7.1(A) is an abstract of Tables – 7.1(i) to 7.1(v), which shows class-wise, year-wise, caste-wise and sex-wise students' data for 3 years prior to DPEP period in respect of '**Enrolment**' of students of 40 sample schools under study.

On analysis of data in respect of enrolment of Class – I students it is found that, out of three years data, during the middle year, i.e. 1999-2000 there was decrease in enrolment in all the categories except increase in enrolment of girl students in general category. Besides, during the year 2000-01 the enrolment of both boys and girls in ST category shows highly increased, which is only due to additional residential facilities available for them.

In respect of enrolment of Class – II students it is found that, during the middle year, i.e. 1999-2000 the enrolment of both boys and girls in all the social categories increased. In case of general category enrolment of girls found slowly in increasing trend than the boys. In case of S.C. category, the enrolment of both boys and girls found fluctuating. But in case of S.T. category, it shows increasing trend in case of both boys and girls. This may be due to free hostel facilities provided to the S.T. students.

On analysis of enrolment of students' data in respect of Class – III as shown in Table – 7.1(A) for three years prior to DPEP, it can be observed that during the middle year, i.e. 1999-2000 the enrolment in general and S.C. categories of students found decreased. However, in S.T. category of students the enrolment was found steadily in increasing trend in case of both and girls.

In analyzing the data in respect of enrolment of Class – I students for the above period, it shows that for general category of students it shows decreasing in boys enrolment over the period and stagnant in girls enrolment. In case of S.C. category of students, in case of boys it shows slightly increasing over the period but shows fluctuating in case of girls. Similarly in S.T. category, in case of

boys it shows fluctuating over the period and in case of girls it shows in increasing trend over the period.

In case of enrolment of Class – V students' data for the above period, on analysis it is found highly fluctuated in all the social categories of students as well as in case of boys and girls. In case of general category, while girls' enrolment found increased, the boys' enrolment found decreased. In S.C. category, enrolment of both boys and girls found highly fluctuated over the years. In case of S.T. category, the enrolment of boys found decreased while enrolment of girls shown increased over the period.

### **7.1.1(b) Retention and Dropout**

Table – 7.1(B) is an abstract o Tables – 7.1(i) to 7.1(v) where class-wise, year-wise, caste-wise and sex-wise students' data for three years prior to DPEP period in respect of '**Retention**' and '**Dropout**' of students of 40 sample schools under study were depicted.

On analysis of data in respect of Class – I students' for three years as shown in table – 7.1(B) it can be seen that the retention as well as dropout rates in case of S.C. students are more fluctuated than other two castes such as general and S.T. The retention rate was very low for the year 1999-2000 in case of both S.C. boys and girls with showing dropout rates high. Taking total students of S.C. category it may be observed that the retention rates were about 90%, 58% and 75% over the corresponding years 1998-99, 1999-2000 and 2000-01 while the dropout rates were about 10%, 42% and 25% respectively. This shows high fluctuations than among other two categories of castes. Considering retention rates among general and S.T. categories of students it is observed that, the retention rate of general students shows high in first two years and low in the third year; and for the same period the retention rate is high in the third year and low in the first two years among S.T. students. Similarly considering dropout rates among students of general category it shows low in first two years and high in the third year; and in case of S.T. students the dropout rates are high in

**Table – 7.1(B)**

**Abstract of Tables – 7.1(i) to 7.1(v) showing class-wise, year-wise, caste-wise and sex-wise distribution of students' data on retention and dropout for 3 years (Prior to DPEP)**

Year / Class	General		S.C.		S.T.		Total	
	Reten tion	Dropout	Reten Tion	Dropout	Reten tion	Dropout	Reten Tion	Dropout
<b><u>Class – I</u></b>								
1998-99 Male	87.10	12.90	92.22	7.28	82.96	17.04	84.76	16.27
Female	89.23	10.77	88.54	13.46	85.82	14.18	86.51	13.4
Total	87.97	12.23	90.14	9.86	83.73	16.27	85.23	14.77
1999-00 Male	91.30	8.70	54.72	45.28	79.00	21.00	78.25	21.75
Female	89.47	10.53	63.38	34.62	89.45	14.55	84.64	15.36
Total	90.34	9.66	58.23	41.77	80.70	19.30	80.26	19.74
2000-01 Male	83.72	16.28	76.83	23.17	88.82	11.18	85.42	14.58
Female	83.78	16.22	71.24	28.26	88.18	11.82	85.68	14.32
Total	83.75	16.25	75.00	25.00	87.28	12.72	85.51	14.49
<b><u>Class – II</u></b>								
1998-99 Male	95.35	4.65	87.04	12.96	89.00	11.00	89.34	10.66
Female	87.18	12.82	81.48	18.52	88.82	11.18	87.81	12.39
Total	91.46	8.54	85.18	14.82	88.95	11.05	88.81	11.19
1999-00 Male	88.24	11.76	79.03	20.92	89.77	10.23	88.39	11.61
Female	100.00	0.00	90.91	9.09	90.12	9.88	92.15	7.85
Total	93.04	6.96	83.16	16.84	89.86	10.14	89.53	10.47
2000-01 Male	88.14	11.86	92.31	7.69	89.43	10.57	89.56	10.44
Female	83.33	16.67	85.71	14.29	90.97	9.03	88.70	11.30
Total	85.84	14.16	90.42	9.58	89.83	10.17	89.30	10.70
<b><u>Class – III</u></b>								
1998-99 Male	86.67	13.33	83.12	16.88	88.53	11.47	87.42	12.58
Female	94.44	5.56	86.96	13.04	87.31	12.69	88.60	11.40
Total	89.58	10.42	84.00	16.00	88.19	11.81	87.76	12.24
1999-00 Male	77.55	22.45	84.09	15.91	90.83	9.17	88.69	11.31
Female	100.00	00.00	86.36	13.64	95.71	4.29	95.38	4.62
Total	86.58	13.42	84.85	15.15	92.23	7.77	90.74	9.26
2000-01 Male	94.92	5.08	93.88	6.12	92.08	7.92	92.58	7.42
Female	92.06	7.94	100.00	00.00	80.43	19.57	84.87	15.12
Total	93.44	5.56	95.89	4.11	88.44	11.56	89.91	10.09
<b><u>Class – IV</u></b>								
1998-99 Male	92.31	7.69	85.29	14.71	87.27	12.73	87.81	12.19
Female	91.18	8.82	90.00	10.00	91.75	8.25	91.39	8.61
Total	91.86	8.14	87.04	12.96	88.44	11.56	88.86	11.14
1999-00 Male	90.70	9.30	91.67	8.33	87.92	12.08	88.59	11.41
Female	88.57	11.43	81.25	18.75	77.98	22.02	80.62	19.38
Total	89.74	10.26	88.46	11.54	85.26	14.75	86.22	13.78
2000-01 Male	94.44	5.58	92.11	7.89	90.31	9.69	90.91	9.09
Female	91.18	8.82	85.71	14.29	82.26	17.74	84.18	15.82
Total	92.86	7.14	89.83	10.17	87.67	12.33	88.55	11.45
<b><u>Class – V</u></b>								
1998-99 Male	97.96	2.04	100.00	00.00	92.00	8.00	93.22	6.78
Female	96.00	4.00	100.00	00.00	92.96	7.04	94.78	5.22
Total	97.30	2.70	100.00	00.00	92.18	4.82	93.59	6.61
1999-00 Male	97.92	2.08	92.31	7.69	91.63	8.37	92.00	8.00
Female	96.30	3.70	85.29	14.71	88.00	12.00	88.97	11.03
Total	97.33	2.67	89.53	10.47	90.79	9.21	91.58	8.42
2000-01 Male	95.65	4.35	96.15	3.85	94.40	5.60	95.33	4.67
Female	94.87	5.13	77.78	22.22	83.81	16.19	85.38	14.62
Total	95.29	4.71	90.38	9.62	91.27	8.73	91.87	8.13



first two years and less in the third year. From the above it can be concluded that both retention and dropout rates in all the categories of students found fluctuated over the periods.

In analyzing the data for Class – II students relating to retention and dropout, it is observed that in overall retention rates remain about 88% to 92% and the dropout rates remain about 8% to 12% over the years. While analyzing individual category it may be seen that in respect of general students the retention rates are high in first two years and low in the third year and in respect S.C. students the retention rates are low in first two years and high in the third year. Similarly the dropout rates in case of general students area found low in first two years and high in the third year; and in case of S.C. students the dropout rates are found high in first two years and low in the third year. However, in case of S.T. students the retention rates are found more or less about 90% and the dropout rates about 10%.

In respect of Class – III students, on analysis of the data for three years period it is revealed that in overall the retention rates are found vary about 8% to 13%. While analyzing individual social categories of students' data it is found that in general category the retention rates are high during third year than first two years. However, in case of retention of girls during second year was found 100%. Accordingly the dropout rate was low in the third year than earlier years and the dropout rate of girls for the second year was nil. In case of S.C. students the retention rates in total are about 85% in first two years and about 96% in; the third year; and accordingly the dropout rates are about 15% in the first two years and about 4% in the third year. It is also interesting to note here that in all the years the retention rates among girl students found high; and particularly during last year it was 100%. However, while analyzing the data in respect of S.T. students it can be seen that the retention rates are found more fluctuated in all the years as well as in respect of boys and girls. The retention rate among girl students during the middle year shows too high, i.e. 95.71% and again it came

down to 80.43% in the last year. In case of boys it is observed steadily increase in retention rates over the years and steadily decrease in dropout rates. Here it may be noted that in comparison to S.T. category of students despite free hostel facilities provided to them the retention rates shows higher among general category of students over the years and similarly the dropout rates are lower in case of general category of students than the S.T. category of students.

On analysis of data for the students of Class – IV, overall the retention rates found vary in between about 80% to 91% and dropout rates vary in between about 8% to 20% over the years. The retention and dropout rates among boys and girls in general category are found varying slightly over the years, but in case of S.C. and S.T. categories of boys and girls varying tremendously. In case of S.C. students, during the year 1998-99 the retention rate of boys was 85.29% and girls it was 90%, whereas in subsequent years the retention rates for girls were very less. Similarly in case of S.T. students, during the year 1998-99 the retention rate for boys it was 87.27%, whereas the girls it was 91.75% and in subsequent years it was drastically reduced than the boys' retention rates. Here it may be concluded that despite free hostel facilities provided to the S.T. students the retention rates shows lower and highly fluctuated than the general category of students.

In analyzing the data of Class – V students for three years it is revealed that the retention and dropout rates among S.C. students are more fluctuated than among general and S.T. categories of students. The retention rates of S.C. category of boys and girls during the year 1998-99 found 100%, whereas the retention rates of girl students it was 85.29% during the year 1999-2000 and only 77.78% during the year 2000-01. Similarly the retention rates of S.T. category of boys and girls during the year 1998-99 was 92.96%, whereas it was reduced to 88% during the year 1999-2000 and only 83.81% during the year 2000-01.

### 7.1.1( c) Pass-out

In tables – 7.1(i) to 7.1(v) also year-wise, caste-wise and sex-wise examination results have been shown as **“appeared”** and **“passed”** in class-wise respectively. Generally in primary schools class promotions are being made for the students of Class – I to Class – IV based on the students who appear for the respective class examinations. However, from the data in respect of ‘appeared’ and ‘passed’ as presented in the tables mentioned above it shows that very negligible number of students who have appeared in the examinations are not succeeded showing very high number of pass-outs. Class-wise students’ data on examination results for three years as shown in the above tables are described below.

In respect of the data for Class – I students for 3 years as presented in table 7.1(i) it can be seen that during the year 1998-99 in overall (total of all categories of students) 883 students were appeared the examinations and out of them 811 were passed which comes to 91.85%. In analyzing individual social category-wise students it can be seen that the pass-out students are less in S.T. category of students than other two categories of students. Similarly in other two years it can be observed that during the year 1999-2000 total of all groups 674 students were appeared and out of them 650 were passed (96.44%) and during 2000-01 total 997 students were appeared and out them passed 980 (98.29%). During these two years it can be seen from the table that appeared and passed among general and S.C. categories of students show very negligible difference than S.T. category of students.

While analyzing the data in respect of students of Class – II it may be seen from the table 7.1(ii) that total number of students in all the categories of social groups were appeared in the examinations during the year 1998-99, 617 students, during 1999-2000, 704 students and during 2000-01, 670 students and out of which the students passed were 593(96.11%), 671 (95.31%) and 656 (97.91%) respectively.

From table – 7.1(iii) on analysis of data in respect of students of Class – III it can be seen that during the year 1998-99 in total of three social categories 574 students were appeared and out of which 544 (94.77%) were passed. Similarly during the period 1999-2000 total 570 students were appeared and 525 (92.11%) were passed and during the year 2000-01, 672 students were appeared and 654 (97.32%) were passed.

On analysis of data relating to appeared and passed among students of Class – IV as presented in table – 7.1(iv), it can be seen that during the year 1998-99 total 444 students were appeared out of which 362 (81.53%) were passed, during the year 1999-2000 total 451 students were appeared and 448 (99.33%) were passed and during the year 2000-01 total 495 students were appeared and 485 (97.98%) were passed.

Similarly on analysis of data among students of Class – V as presented in table – 7.1(v) it can be seen that during the year 1998-99 total 444 students were appeared and out of which 439 (98.87%) were passed, during the year 1999-2000 total 372 students were appeared and 365 were passed and during 2000-01 total 447 students were appeared and 444 (99.33%) were passed.

### **7.1.2 DURING D.P.E.P. PERIOD**

Similarly prior to DPEP period as data presented above and analysis made thereon, during DPEP period also last 5 years (2002-03 to 2006-07) data from 40 sample schools under study were collected and presented in tables – 7.2(i) to 7.2(v) in respective classes from Class – I to Class –V and analyzed in the following paragraphs.

#### **7.1.2(A) Enrolment**

Out of the tables cited above, table – 7.2(A) is an abstract of tables 7.2(i) to 7.2(v) which shows class-wise students' data for five years during DPEP period in respect of '**Enrolment**' of students of 40 sample blocks under study.

**Table – 7.2(A)**

**Abstract of Tables – 7.2(i) to 7.2(v) showing class-wise, year-wise, caste-wise and sex-wise distribution of students' data on enrolment for last 5 years (during DPEP period)**

Year / Class	General	S.C.	S.T.	Total
	Enrolment	Enrolment	Enrolment	Enrolment
<b><u>Class – I</u></b>				
2002-03 Male	79	89	757	925
Female	85	63	491	639
Total	164	152	1248	1564
2003-04 Male	95	79	846	1020
Female	93	53	606	752
Total	188	132	1452	1772
2004-05 Male	84	82	687	853
Female	56	52	505	613
Total	140	134	1192	1466
2005-06 Male	126	97	684	907
Female	102	130	591	823
Total	228	227	1275	1730
2006-07 Male	132	103	693	928
Female	106	127	602	835
Total	238	230	1295	1763
<b><u>Class – II</u></b>				
2002-03 Male	79	91	652	822
Female	85	56	491	612
Total	164	147	1143	1454
2003-04 Male	75	89	662	826
Female	67	93	382	542
Total	142	182	1044	1368
2004-05 Male	75	77	644	796
Female	82	55	439	576
Total	157	132	1083	1372
2005-06 Male	74	87	619	780
Female	64	74	396	534
Total	138	161	1015	1314
2006-07 Male	81	107	568	756
Female	66	79	470	615
Total	147	186	1038	1371
<b><u>Class – III</u></b>				
2002-03 Male	74	68	636	778
Female	86	55	381	522
Total	160	123	1017	1300
2003-04 Male	62	82	586	730
Female	82	56	389	527
Total	144	138	975	1257
2004-05 Male	71	75	562	708
Female	62	55	320	437
Total	133	130	882	1145
2005-06 Male	76	88	659	823
Female	78	54	389	521
Total	154	142	1048	1344
2006-07 Male	67	65	479	611
Female	56	52	302	410
Total	123	117	781	1021

<b>Class – IV</b>					
2002-03	Male	45	65	463	573
	Female	54	36	173	263
	Total	99	101	636	836
2003-04	Male	61	53	540	654
	Female	83	44	363	490
	Total	144	97	903	1144
2004-05	Male	67	70	514	651
	Female	88	63	396	547
	Total	155	133	910	1198
2005-06	Male	69	80	513	662
	Female	62	55	321	438
	Total	131	135	834	1100
2006-07	Male	63	58	532	653
	Female	74	46	410	530
	Total	137	104	942	1183
<b>Class – V</b>					
2002-03	Male	72	55	366	493
	Female	55	42	179	276
	Total	127	97	545	769
2003-04	Male	46	63	422	531
	Female	52	28	171	251
	Total	98	91	593	782
2004-05	Male	59	56	527	642
	Female	77	38	315	430
	Total	136	94	842	1072
2005-06	Male	70	65	507	642
	Female	82	56	321	459
	Total	152	121	828	1101
2006-07	Male	61	74	433	568
	Female	62	39	317	418
	Total	123	113	750	986

On analysis of data in respect of enrolment of Class – I students as presented in table – 7.2(A) it is found that, over the years from 2002-03 to 2006-07 the enrolment of students in almost all the social categories of students both boys and girls are in creasing trend. In case of general category, except during the year 2004-05, it is found that the enrolment of students was steadily increasing. For S.C. category, except during the year 2003-04 and 2004-05, it shows increased. However, in case of S.T. students, during the year 2003-04 the enrolment was increased and again it decreased during the year 2004-05, and overall it shows in inclining trend.

On analysis of enrolment data in respect of Class – II students it is observed from the table – 7.2(A) that, the enrolment in general and S.C. categories of students both boys and girls found fluctuated over the years than the S.T. students.

Similarly in respect of enrolment data for students of Class – III over the years it is found fluctuated in case of all the social categories of students both boys and girls. Besides, it is found in declining trend over the years in all categories of students.

In analyzing the enrolment data as presented in table – 7.2(A) in respect of students of Class – IV it shows inclined trend over the years in almost all categories of students.

On analysis of enrolment data in respect of Class – V students it is revealed that the trend shows inclined among both S.C. and S.T. categories of students rather than general students which shows fluctuated.

### **7.1.2(b) Retention and Dropout**

Table – 7.2(B) is an abstract of tables 7.2(i) to 7.2(v) where class-wise, year-wise, caste-wise and sex-wise students' data for last 5 years during DPEP period in respect of '**Retention**' and '**Dropout**' of students in 40 sample schools under study are depicted.

On analysis of data in respect of students of Class – I relating to retention and dropout for 5 years period as presented in table – 7.2(B) it is revealed that overall considering total of all social categories of students including boys and girls the retention rates are found inclined over the years except for the year 2003-04 and the dropout rates are found declined over the year expect for the year 2003-04. While considering individual social category of students it is revealed that, in case of general category of students the retention rates are found inclined over the years and especially too high during the year 2003-04 with corresponding declining in dropout rates for respective periods. In case of S.C. category of students it shows fluctuating over the years and more specially reduced in comparison to first year (2002-03) resulting increase of dropout rates

**Table – 7.2(B)**

**Abstract of Tables – 7.2(i) to 7.2(v) showing class-wise, year-wise, caste-wise and sex-wise distribution of students' data on retention and dropout for last 5 years (during DPEP)**

Year / Class		General		S.C.		S.T.		Total	
		Reten tion	Dropout	Reten Tion	Dropout	Reten tion	Dropout	Reten tion	Dropout
<b><u>Class – I</u></b>									
2002-03	Male	81.01	18.99	93.26	6.74	83.75	16.25	84.43	15.57
	Female	90.59	9.41	95.24	4.76	82.28	17.72	84.66	15.34
	Total	85.97	14.03	94.08	5.92	83.17	16.83	84.53	15.47
2003-04	Male	95.79	4.21	91.14	8.86	80.97	19.03	83.14	16.96
	Female	95.70	4.30	88.68	11.32	74.58	25.42	78.19	21.81
	Total	95.74	4.26	90.15	9.85	78.31	21.69	81.04	18.96
2004-05	Male	86.80	13.10	86.59	13.41	99.36	11.64	99.04	11.96
	Female	89.29	10.71	86.54	13.46	85.54	14.46	85.97	14.03
	Total	87.86	12.14	86.57	13.43	97.16	12.84	87.18	12.82
2005-06	Male	92.86	7.14	77.32	22.68	86.40	13.60	86.33	13.67
	Female	84.31	15.69	86.92	13.08	84.43	15.57	84.82	15.18
	Total	89.04	10.96	82.82	17.18	85.49	14.51	85.61	14.39
2006-07	Male	95.45	4.55	89.32	10.86	86.87	13.13	88.36	11.64
	Female	92.45	7.55	89.76	10.24	84.38	15.62	88.23	13.77
	Total	94.12	5.88	89.56	10.44	85.71	14.29	87.35	12.65
<b><u>Class – II</u></b>									
2002-03	Male	89.87	10.13	86.81	13.19	90.64	9.36	90.15	9.85
	Female	96.47	3.53	92.86	7.14	88.39	11.61	89.87	10.13
	Total	92.68	7.32	89.12	10.88	89.68	10.32	89.96	10.04
2003-04	Male	94.66	5.34	97.75	2.75	93.81	6.19	94.31	5.69
	Female	97.01	2.99	91.40	8.60	88.48	11.52	90.04	9.96
	Total	95.77	4.23	94.51	5.49	91.86	8.16	92.62	7.38
2004-05	Male	94.66	5.34	96.10	7.58	91.61	8.32	92.34	7.66
	Female	93.90	6.10	87.27	8.32	90.43	9.57	90.63	9.37
	Total	94.27	5.73	92.42	9.57	91.14	8.86	91.62	8.38
2005-06	Male	93.24	6.76	95.40	4.60	93.21	6.79	93.46	6.54
	Female	93.75	6.25	72.97	27.03	93.18	6.82	90.45	9.55
	Total	93.48	6.52	95.09	14.91	93.20	6.80	92.24	7.76
2006-07	Male	93.83	6.17	89.72	10.28	94.37	5.63	93.65	6.35
	Female	93.94	6.06	86.08	13.92	91.49	8.51	91.06	8.94
	Total	93.98	6.12	88.17	11.83	93.06	6.94	92.49	7.51
<b><u>Class – III</u></b>									
2002-03	Male	90.54	9.46	88.24	11.76	94.97	5.03	93.96	6.04
	Female	89.53	10.47	87.27	12.73	91.86	8.14	91.00	9.00
	Total	90.00	10.00	87.80	12.20	93.61	6.39	92.77	7.23
2003-04	Male	95.16	4.84	95.12	4.88	93.00	7.00	93.42	6.58
	Female	95.12	4.88	80.36	19.64	86.38	13.62	87.10	12.90
	Total	95.14	4.86	89.13	10.87	90.36	9.64	90.77	9.23
2004-05	Male	95.77	4.23	82.67	17.33	93.42	6.58	92.51	7.49
	Female	98.39	1.61	96.37	3.63	92.87	7.19	94.05	5.95
	Total	96.99	3.01	88.46	11.54	93.20	6.80	93.19	6.90
2005-06	Male	93.42	6.58	85.23	14.77	96.36	3.64	94.90	5.10
	Female	91.03	8.97	85.19	14.81	92.03	7.93	91.17	8.83
	Total	92.21	7.79	85.21	14.89	94.75	5.25	93.45	6.55
2006-07	Male	98.51	1.49	90.77	9.23	93.74	8.26	93.94	6.06
	Female	96.43	3.57	88.46	11.54	88.42	13.58	88.04	11.96
	Total	97.56	2.44	89.74	10.26	89.99	10.01	91.58	8.42



<b>Class – IV</b>									
2002-03	Male	95.55	4.45	93.85	6.15	94.17	5.83	94.24	5.76
	Female	92.59	7.41	88.11	11.89	94.22	5.78	92.78	7.22
	Total	93.93	6.07	91.09	8.91	94.19	5.81	93.78	6.22
2003-04	Male	95.08	4.92	94.34	5.66	96.11	3.89	95.87	4.13
	Female	91.57	8.43	93.18	6.82	95.04	4.96	94.23	5.77
	Total	93.05	6.95	93.81	6.19	95.68	4.32	93.19	4.81
2004-05	Male	92.54	7.46	97.14	2.86	89.11	10.89	94.93	5.07
	Female	87.50	12.50	90.48	9.52	95.96	4.04	93.97	6.03
	Total	89.88	10.32	93.98	6.02	95.38	4.62	94.49	5.51
2005-06	Male	94.20	5.80	97.50	2.50	93.71	4.29	95.77	4.23
	Female	91.94	8.06	89.10	10.90	96.57	3.43	94.98	5.02
	Total	93.12	6.88	94.07	5.93	96.04	3.96	95.45	4.55
2006-07	Male	95.24	4.76	98.55	1.45	97.56	2.44	97.24	2.76
	Female	93.24	6.76	84.78	15.22	95.61	4.49	94.34	5.66
	Total	94.16	5.84	91.34	8.65	96.71	3.29	95.94	4.06
<b>Class – V</b>									
2002-03	Male	97.22	2.78	96.36	3.64	93.72	6.28	94.52	5.48
	Female	94.55	5.45	88.09	11.91	92.74	7.26	94.20	5.80
	Total	96.04	3.94	92.78	7.22	93.39	6.61	94.41	5.59
2003-04	Male	100.00	00.00	93.65	6.35	95.50	4.50	95.67	4.33
	Female	98.08	1.92	100.00	00.00	98.83	1.17	98.80	1.20
	Total	98.98	1.02	95.60	4.40	96.46	3.54	96.68	3.32
2004-05	Male	98.31	1.69	96.43	3.57	94.48	5.52	95.02	4.98
	Female	98.70	1.30	94.74	5.26	94.46	5.54	97.44	2.56
	Total	98.53	1.47	95.74	4.26	95.61	4.39	95.99	4.01
2005-06	Male	90.00	10.00	92.31	7.69	97.24	2.76	95.95	4.05
	Female	96.34	3.66	92.86	7.14	96.84	3.16	96.30	3.70
	Total	93.42	6.58	92.56	7.44	97.10	2.90	95.91	4.09
2006-07	Male	96.72	3.28	89.19	10.81	96.98	3.02	95.95	4.05
	Female	95.16	4.84	89.74	10.26	98.42	1.58	97.13	2.87
	Total	95.94	4.06	89.38	10.02	97.60	2.40	96.45	3.55

for the respective periods. In case of S.T. category of students the retention as well as dropout rates are found fluctuated over the years. However, in comparison between first year (2002-03) to last year (2006-07) the retention rates are found increased with decrease of dropout rates.

While considering the Class – II students' data relating to retention and dropout for 5 years as shown in table – 7.2(B) it is revealed that, overall (total of social categories of students including boys and girls) the retention rates are found increased with corresponding decrease of dropout rates over the years. Considering individual social category-wise of students, it can be revealed that, in case of general category of students (both boys and girls) the retention rates are found increased and the dropout rates are found decreased over the years. In case of S.C. category of students, the retention rates over the years shown

inclining trend and more particularly during the middle three years (2003-04 to 2005-06) overall it shows high except for girl students during the year 2005-06. In case of S.T. students (both boys and girls) over the years the retention rates shown inclining trend resulting declining trend of dropout rates.

In analyzing the data for Class – III students it is observed that, considering total students of all the social categories including boys and girls the retention rates are found increased over the years except slightly decreased during the years 2003-04 and 2006-07 with corresponding decrease of dropout rates for the respective periods. While considering individual social category of students both boys and girls, in case of general category of students the retention rates are found increasing trend with corresponding decreasing of dropout rates over the years. In case of S.C. category of students it is found that except during the year 2005-06 the retention rates are found increased with corresponding decrease of dropout rates. However, during the year 2004-05 the retention rate among girls shows high with high decrease of dropout rate and during the year 2003-04 the retention rate among girls shows very low with high increase of dropout rate in respective years. In case of S.T. category of students the retention rates over the years found fluctuated. The retention rates during the years 2003-04 and 2006-07 are found decreased than even first year (2002-03) with corresponding increase of dropout rates for the respective years, and this is only due to very low retention rates among girl students during the above years.

Considering Class – IV students' data relating to retention and dropout in respect of total of all categories of students including boys and girls it is revealed that the retention rate is shown inclined over the years with corresponding declining of dropout rates. While considering individual social category-wise it is also found that over the years the retention rates shown increasing trend with corresponding decreasing trend of dropout rates except decrease of female retention rate of general category and male retention rate of S.T. category during the year 2004-05 with corresponding increase of dropout rates.

On analysis of students data in respect of Class – V relating to retention and dropout as presented in table -7.2(B) it is revealed that, overall considering all social categories of students both boys and girls the retention rates are found inclining trend with corresponding declining in dropout rates. While considering individual social category-wise, in respect of general category of students during the year 2005-06 boys' enrolment rate shows low, whereas girls' enrolment rate shows high. In respect of S.C. category of students the enrolment rates both boys and girls are found decreased resulting increase of dropout rates among boys and girls. In case of S.T. category of students it is found that over the years the enrolment rates among boys and girls inclined, and specially for girls the trend is too high than boys during the years 2003-04 and 2006-07.

### **7.1.2( c) Pass-out**

In tables 7.2(i) to 7.2(v) also year-wise, caste-wise and sex-wise examination results have been shown as “appeared” and ‘passed” in class-wise respectively.

As stated earlier, generally in primary schools from Class – I to Class – V class promotions are made based on the students who appear for the respective examinations. Also based on the class-wise students' data as presented in tables – 7.2(i) to 7.2(v) it can be revealed that cent per cent students who have appeared in respective class examinations are shown as passed.

## **Part - B**

### **7.2 ANALYSIS OF DATA : VIEWS OF DIFFERENT STAKEHOLDERS**

#### **7.2.1 VIEWS OF THE OPINION MAKERS**

As per the methodology adopted, during the course of investigation total 200 Opinion Makers consisting of schools teachers, local community leaders, block and district level officials connected with the school education / tribal education, academicians, etc. were interviewed so as to assess their views / opinions in respect of the impact of DPEP / SSA over tribal children. The information as gathered in the above process are shown in table – 7.3 and detail analysis thereon are outlined below.

In respect of additional benefits provided through DPEP / SSA interventions to attract tribals to send their children to schools, it is observed that 100 percent of the opinion makers agreed for provision of MDM and supply of text books to students, whereas 81.5 per cent, 61.5 per cent and only 12 per cent agreed for providing schools uniforms, TLM and priority to local language as teaching instructions respectively. Generally tribals are economically very backward. Providing Mid Day Meals and Text Books to all students have shown impact in attracting the tribals to send their children to schools. Similarly providing school uniforms definitely attract the tribals, but considering the economic conditions of the tribals at least two pairs of school uniforms and other learning materials like note books, pencils, slates, etc. should have been provided to all the tribal students to encourage them to attend the schools and complete the school education.

Regarding additional facilities needed to encourage tribals to send their children to schools it is revealed from item 2 of table – 7.3 that, generating awareness to parents of tribal children regarding importance of education of their

**Table – 7.3**

**Statement of Views of Opinion Makers on Impact of DPEP / SSA  
Towards Education of Tribal Children**

<b>Sl. No.</b>	<b>Statement of views of Opinion Makers</b>	<b>Score ( in No. / Percent ) ( N = 200)</b>
<b>1</b>	<b>3</b>	<b>4</b>
1	Additional benefits provided by DPEP / SSA to attract tribals to send their children to schools : -  i. Providing of MDM  ii) Text book supply  iii) Providing school uniforms  iv) Supply of TLM  v) Priority to local language as medium of teaching instruction	  200 (100) 200 (100) 163 (81.5) 123 (61.50) 24 (12.0)
2	Additional benefits / facilities needed to encourage Tribals to send their children to schools :-  i) Awareness to parents  ii) Supply of uniforms to all  iii) Supply of nutritious food  iv) Playground with sports activities  v) Availability of stipend  vi) Appoint of local teachers  vii) Availability of more hostel facilities  viii) Electrification of hostels  ix) Drinking water facility in all schools  x) Musical and sports equipments  xi) Opening of additional Ashram Schools and Sevashrams	  157 (78.5) 96 (48.0) 112 (56.0) 17 (8.5) 123 (61.5) 54 (27.0) 106 (53.0) 87 (43.5) 63 (31.5) 44 (22.0) 123 (61.5)

**Table – 7.3 (contd....)**

<b>Sl. No.</b>	<b>Statement of views of Opinion Makers</b>	<b>Score ( in No. / Percent ) ( N = 200)</b>
<b>1</b>	<b>3</b>	<b>4</b>
3	Reasons of dropouts among tribal children :-  i) Due to poverty  ii) Children engaged in household duties  iii) Illiteracy and ignorance among parents  iv) School is far away  v) Blind belief / early marriage of girls  vi) Language problem	118 (59.0) 67 (34.5) 131 (69.5) 63 (31.5) 26 (13.0) 39 (19.5)
4	Demand for teaching instructions :-  i) Oriya  ii) Local language :-  a. Juang  b. Munda  c. Gondi  d. Kui  e. Santali  f. Ho	165 (82.5)   12 (6.0) 3 (1.5) 7 (3.5) 28 (14.0) 45 (22.5) 37 (18.5)
5	Whether MDM and other benefits gave any impact of :- a) Attracting tribal children to access of school and increase of enrolment  b) Reducing dropout rates among tribal children	153 ( 76.5)  153 (76.5)

**Table – 7.3 (contd.....)**

<b>Sl. No.</b>	<b>Statement of views of Opinion Makers</b>	<b>Score ( in No. / Percent ) ( N = 200 )</b>
<b>1</b>	<b>3</b>	<b>4</b>
6	Whether tribal students are getting cooperation from school teachers in respects of :- a. access to schools  b. getting admission in schools  c. getting other cooperation and encouragement	172 (86.0) 191 (95.5) 164 (83.5)
7	In your knowledge to what extend additional infrastructural facilities provided to schools with the in the intervention of DPEP / SSA :-  a. Schools buildings / additional class rooms  b. Construction of urinals  c. Tube wells / water supply  d. Boundary walls  e. School gates	127 (63.5) 118 (59.0) 113 (56.5) 83 (41.5) 59 (29.5)
8	Whether the intervention of DPEP /SSA in overall have brought any impact among tribals towards education of their children	158 (79.0)

children and different facilities provided by the government towards education of their children is very much needed. On this item the opinion makers viewed to the extent of 78.5 per cent. Similarly supply of school uniforms to all students irrespective of boys and girls should be considered necessary and about 50 per cent of the opinion makers suggested for the same. In other aspects like opening of new Ashram / Sevashram schools, availability of stipend, availability of more hostel facilities, supply of nutritious foods about more or less 50 per cent of

opinion makers have suggested, whereas relating to drinking water facility, appointment of local teacher, play ground with game facilities and musical and sports equipments the opinion makers have given less importance than the other items stated above.

While obtaining views of the respondent opinion makers relating to reasons for dropouts among tribal children, it is observed from item 3 of table – 7.3 that, the respondents viewed to the extent of 69.5 per cent in respect of illiteracy and ignorance of parents, 59 per cent for poverty problems among tribal parents, 31.5 per cent school is located far away from the villages of the tribal children, 19.5 per cent for language problems and only 13 per cent for blind belief / early marriage for sending girl children to schools. From the above it may be taken that the major obstacles for dropouts are poverty and illiteracy among tribals.

Considering the demand for teaching instructions it is revealed from the item 4 of table 7.3 that the respondents viewed 82.5 per cent for Oriya language as the teaching instruction because this will help the tribal students to compete with other state level students. In respect of other local languages like Juang (6%), Munda (1.5%), Gondi (3.5%), Kui (14%), Santali (22.5%) and Ho (18.5%) the respondents opined that the local languages are needed for the tribal children up to Class – III level and these should be taken bilingual process to bring the understanding among the children joined newly in to the schools.

While assessing the impact in respect of MDM and other benefits offered to the students with the intervention of DPEP/SSA towards increasing enrolment and reducing dropouts among the tribal children, it is revealed from item 5 of table – 7.3 that the respondents viewed for 76.5 per cent indicating positive impact towards both for increasing enrolment and reducing dropout.

Considering the views of the opinion makers in respect of getting cooperation from the school teachers it is revealed from item 6 of table 7.3 that



majority of the opinion makers responded supporting their views to the extents of access to schools by tribal students (86%), getting admission to schools by tribal students (95.5%), getting other cooperation and encouragement from teaches (83.5%). From this it shows that tribal children are not facing any difficulties with regard to above aspects.

While assessing the views of the respondents in respect of additional infrastructural facilities like construction of school buildings / additional class rooms, urinals, water supply arrangements, schools boundaries and gates as provided to the schools with the intervention of DPEP / SSA, it is revealed from item 7 of table 7.3 that the respondents given maximum weightage to construction of additional buildings / class rooms, urinals, water supply arrangements to the extents of 63.5%, 59% and 56.5% respectively than construction of boundary walls (41.5%) and school gates (29.5%). As per the respondents the above works were very much needed. Earlier to DPEP / SSA there were very limited class rooms in most of the schools. Even the students of more than two or three classes were sitting in one room. There were no separate urinals for boys and girls, even there were no urinals in most of the schools. Providing tube wells, school boundaries and gates also brought many changes in school environment and as per the respondent opinion makers these were basic requirements for running the schools.

Considering the overall impact of DPEP/SSA interventions over the tribal children it can be revealed from item 8 of table 7.3 that the respondents viewed about 80 per cent on this, which shows good impact of DPEP / SSA interventions over the tribal children.

### **7.2.2 VIEWS OF THE PARENTS OF TRIBAL CHILDREN**

As per the methodology adopted for the present study total 400 sample parents / heads of households of tribal children were interviewed during the course of the investigation in order to assess their views relating to the additional

**Table – 7.4**

**Statement of views / opinions of sample tribal households (parents)  
about Impact of DPEP / SSA towards education of their children**

<b>Sl. No.</b>	<b>Statement of views</b>	<b>Score ( in No. / Percent ) ( N = 400 )</b>
<b>1</b>	<b>3</b>	<b>4</b>
1	Additional benefits provided with the intervention of DPEP / SSA are available and helpful to the children :-  a. MDM  b. Free text books  c. Schools uniforms  d. TLM	  376 (94.0) 337 (84.25) 322 (80.5) 128 (32.0)
2	Parents interested to continue their children in school for completion of school education	317 (79.25)
3	Parents are aware about the facilities provided by the Govt./ with DPEP/SSA interventions for tribal children	228 (54.5)
4	Constraints of parents to send their children to school and continue for completion of school education :- a. Poverty  b. Required for household duties  c. Required to look after siblings  d. Required for economic activities due to acute poverty  e. School is far away  f. Need for family business  g. Academic literacy has no value	  289 (72.25) 136 (34.0) 153 (38.25) 56 (14.0)  38 (9.5) 14 (3.5) 06 (1.5)
5	Additional facilities needed to continue their children for completion of school education as well as sending their under-age children to school :- a. More school uniforms  b. TLM  c. Free hostel facility  d. Stipend	  168 (42.0) 73 (18.25) 217 (54.25) 139 (34.75)

benefits provided to the tribal students are available to their children, their problems and additional facilities needed as well as their interest in sending their children to schools. The views obtained in this process are outlined in the following paragraphs.

In assessing the views of the parents tribal children in respect of the additional benefits provided through the intervention of DPEP/SSA are available and helpful to their children it is revealed from item 1 of table – 7.4 that, the respondents consented in favouring providing MDM (94%), supply of free text books (84.25%), school uniforms (80.5%) and TLM (32%).

In assessing the interest of the parents of the tribal children to send their children to school and completion of school education, it can be revealed from item 2 of table 7.4 that, the parents have shown interest to the extent of 79.25%. It indicates that majority of tribal parents have shown interest in sending their children to school, continue their studies and complete the school education.

Regarding awareness of various schemes / incentives / facilities provided by the government / through intervention of DPEP/SSA from time to time for tribal education among the tribal parents, as per the data presented in item 3 of table 7.4 it may be observed that only about 55% are aware of the same. This may be due to the illiteracy and ignorance of the parents of the tribal children. They should know about all the facilities meant for their children's education.

The views of the parents in respect of their various constraints to send their children to schools, continue and complete school education, it is found from the item 4 of table – 7.4 that, poverty is the main constraint as it is viewed to the extent of about 72%. The other variables like engaging their children in household duties, looking after siblings, economic activities and family business are also related to the poverty amongst the parents.

While assessing the views of the parents of tribal children with regard to their expectations for additional facilities so as to send their children to schools as well as continue and complete school education, it is revealed from item 5 of table – 7.4 that, more school uniforms, free hostel facilities, TLM and stipend are needed which score to the extents of 42%, 54.25%, 18.25% and 34.75% respectively.

### **7.2.3 VIEWS OF THE TRIBAL CHILDREN**

In order to assess the views of the tribal children in respect of availability of additional facilities provided with the intervention of DPEP/SSA as well as their problems and expectations for attending schools, continue their studies and complete the school education, as per the methodology adopted total 400 tribal children (both boys and girls) consisting continuing students, dropout students and never enrolled children were taken as samples for the purpose of the present study. During the course of the investigation their views as obtained in respect the above aspects are presented in the tables 7.5(i) to 7.5(iii) and analysis thereon are made in the following paragraphs.

#### **7.2.3(a) Views of the Continuing Students**

During the course of the study total 200 sample tribal students consisting 100 boys and 100 girls studying in different classes between Class – I to Class – V of 40 sample schools were interviewed to assess their views with regard to the facilities provided with the intervention of DPEP / SSA like Mid Day Meal, school uniforms, text books, free hostel facilities, stipend, TLM, etc. to them are available to them and benefited to them, their problems in continuing schools and their expectations for additional facilities. The views as gathered relating to the above aspects are presented in table – 7.5(i).

**Table – 7.5(i)**

**Statement of Views of Sample Tribal Students Continuing in  
40 Sample Schools under study**

<b>Sl. No.</b>	<b>Statement of Views of Continuing Tribal Students</b>	<b>Boys Score (in No./Percent ) ( N = 100 )</b>	<b>Girls Score (in No./Percent ) ( N = 100 )</b>
<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	<p>The benefits / facilities provided with the intervention of DPEP/SSA are benefited to the students or not :-</p> <p>a. M.D.M.</p> <p>b. School Uniforms</p> <p>c. Free hostel facilities</p> <p>d. Stipend</p> <p>e. Text books</p> <p>f. Other learning materials</p>	<p>100 (100)</p> <p>82 (82.00)</p> <p>36 (36.00)</p> <p>11 (11.00)</p> <p>93 (93.00)</p> <p>8 (8.00)</p>	<p>100 (100)</p> <p>100 (100)</p> <p>48 (48.0)</p> <p>9 (9.0)</p> <p>93 (93.0)</p> <p>37 (37.0)</p>
2	<p>Students' constraints for continuing in school and completion of school education :-</p> <p>a. Parents' financial problems / poverty</p> <p>b. Engaged in household duties</p> <p>c. Engaged in looking after siblings</p> <p>d. Engaged in economic activities</p> <p>e. School is distance from village</p> <p>f. Language problem</p>	<p>67 (67.00)</p> <p>23 (23.00)</p> <p>0 (0.00)</p> <p>13 (13.00)</p> <p>14 (14.00)</p> <p>4 (4.00)</p>	<p>58 (58.0)</p> <p>41 (41.0)</p> <p>26 (26.0)</p> <p>4 (4.0)</p> <p>27 (27.0)</p> <p>17 (17.0)</p>
3	<p>Additional benefits needed to continue and completion of school education :-</p> <p>a. Free hostel facilities</p> <p>b. More school uniforms</p> <p>c. Stipend</p> <p>d. TLM</p>	<p>39 (39.99)</p> <p>12 (12.00)</p> <p>42 (42.00)</p> <p>23 (23.00)</p>	<p>53 (53.0)</p> <p>17 (17.0)</p> <p>9 (9.0)</p> <p>36 (36.0)</p>

While obtaining views of the continuing sample tribal students reading in different sample schools in respect of the facilities provided with the DPEP / SSA interventions, as per data given in item 1 of table 7.5(i), it is found that for supply of MDM 100% both boys and girls, school uniforms 82% boys and 100% girls, text books 93% boys and 100% girls and TLM only 8% boys and 37% girls have been consented. It can be revealed from the above that in case of girls except TLM they have consented 100 and for TLM it was only 37% as others have not been supplied with TLM, whereas in case of boys' school uniforms and TLM have not been supplied to about 18% and 92% respectively.

Considering the constraints of tribal students' for continuation in schools and completion of school education it is found from item 2 of table 7.5(i) that, more than half of the students (boys 67% and girls 58%) have stated poverty / financial problems of parents, whereas in other points like engaged in household duties 23% boys and 41% girls, looking after sibling care 26% girls only, engaged in economic activities 13% boys and 4% girls, school is at distance place from the village 14% boys and 27% girls and language problem 4% boys and 17% girls have given their views. It may be observed from the above that poverty is the main constraint and also due to poverty the students also remain engaged in household activities, economic activities, etc.

While considering the views of the continuing students to the extent of their expectations for additional facilities it may be observed from item 3 of table 7.5(i) that, 39% boys and 53% girls viewed for free hostel facilities, 12% boys and 17% girls for more school uniforms, 42% of boys and 9% girls for stipend and 23% of boys and 36% girls for TLM. Considering the economically backwardness amongst the parents, the children have expressed their views for their benefits like more dresses, free hostel facilities to all boys and girls, stipend and other learning materials.

**Table – 7.5(ii)**

**Statement of Views of Sample Dropout Tribal Students in the age group of  
6 – 14 years from 40 Sample Schools under study**

<b>Sl. No.</b>	<b>Statement of Views of Dropout Tribal Students</b>	<b><u>Boys</u> Score (in No./Percent ) ( N = 50 )</b>	<b><u>Girls</u> Score (in No./Percent ) ( N = 50 )</b>
<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	No. of years spent in school :- 1 – 2 years  3 – 4 years	32 (64.00)  18 (36.00)	39 (78.0)  11 (22.0)
2	Reasons for discontinuation from School :-  a. School is far away  b. Due to financial problem / poverty of parents  c. Non-availability of free hostel facilities  d. Parents dislike  e. Self not interested  f. Engaged in household duties  g. Engaged in looking after siblings  h. Engaged in economic activities	17 (34.00)  24 (48.00)  13 (26.00)  26 (52.00)  4 (8.00)  19 (38.00)  0 (0.00)  9 (18.00)	21 (42.0)  16 (32.0)  33 (66.0)  38 (76.0)  7 (14.0)  34 (68.0)  31 (62.0)  3 (6.0)
3	Still interested for attending school and complete the school education :-	26 (52.00)	31 (62.0)
4	Facilities needed for attending school and complete of school education :-  a. Parents' willingness  b. Free hostel facilities  c. School uniforms  d. TLM	19 (38.00)  17 (34.00)  11 (22.00)  13 (26.00)	23 (46.0)  28 (56.0)  27 (54.0)  28 (56.0)

### **7.2.3(b) Views of the Dropout Students**

Total 100 dropout tribal students consisting 50 boys and 50 girls between 6 – 14 years of age group were taken as sample respondents for the purpose of the investigation in order to assess their views relating to the causes of dropouts and whether they are still interested to continue their study, etc. The information as gathered were presented in table - 7.5(ii).

From item 1 of table 7.5(ii) it is found that out of 100 dropout students 71 students (32 boys and 39 girls) left schools in between 1 – 2 years and 29 students ( 18 boys and 11 girls ) left schools in between 3 – 4 years of schooling; and it can be concluded here that majority of dropout students leaving the schools within the initial years of schooling.

While considering the views of the respondent dropout students relating to the causes of leaving schools without completing their school education, as per the data presented in item 2 of table 7.5(ii) it may be observed that, poverty among parents are linked with other reasons such as parents' dislike, engaging their children in economic and household duties, etc. School is far away from villages and non-availability of free hostel facilities are also important reasons for dropouts. On analysis of item-wise views of the respondents it is observed that they have consented in respect of school is far away from villages to the extent of 34% boys and 42% girls, due to financial problems / poverty among parents boys 48% and girls 32%, non-availability of free hostel facilities 26% boys and 66% girls, parents' dislike 52% boys and 76% girls, self not interested 8% boys and 14% girls, engaged in household duties 38% boys and 68% girls, engaged in looking after siblings 62% of girls only and engaged in economic activities 28% boys and 6% girls.



**Table – 7.5(iii)**

**Statement of Views of Sample Never Enrolled Tribal Students in the age group of 6 – 14 years from 4 Sample Blocks under study**

<b>Sl. No.</b>	<b>Statement of Views of Never Enrolled Tribal Children</b>	<b>Boys Score (in No./Percent ) ( N = 50 )</b>	<b>Girls Score (in No./Percent ) ( N = 50 )</b>
<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Reasons for not attending school :-		
	a. Due to poverty	37 (74.00)	21 (42.0)
	b. Needed for economic activities	18 (36.00)	2 (4.0)
	c. Engaged in Household duties	24 (48.00)	38 (76.0)
	d. Engaged in sibling care	0 (0.00)	14 (28.0)
	e. Parents dislike	13 (26.00)	36 (72.0)
	f. Self not interested	17 (34.00)	9 (18.0)
	g. No school near the village	12 (24.00)	23 (46.0)
	h. No hostel facilities	19 (38.00)	29 (58.0)
2	Whether interested for learning / school education :-	33 (66.00)	41 (82.0)
3	Facilities needed for learning / attending school :-		
	a. Encourage parents	12 (24.00)	27 (54.0)
	b. School is nearby village	17 (34.00)	23 (46.0)
	c. Free hostel facilities	14 (28.00)	32 (64.0)
	d. School uniforms	31 (62.00)	34 (68.0)
	e. Learning materials	19 (38.00)	41 (82.0)
	f. Stipend	32 (64.00)	17 (34.0)

Considering the interest of the dropout students for further learning it is interesting to note that, more than half of the dropout students i.e., 52% of boys and 62% of girls are still interested for attending the schools.

Out of the dropout students who have shown interest for attending school have also viewed for the facilities in respect of parents willingness by 38% boys and 46% girls, free hostel facilities 34% boys and 54% girls and for TLM 26% boys and 58% girls.

### **7.2.3(c ) Views of the Never Enrolled Children**

Similar to the dropout students, total 100 never enrolled tribal children consisting 50 boys and 50 girls in the age group of 6 – 14 years were taken as sample respondents for the purpose of the study in order to ascertain mainly the reasons for out of school at this tender age despite several facilities provided to tribal children's education. The information as gathered during the course of investigation relating to the views of the respondent out of school children are depicted in table 7.5(iii).

On analysis of data as presented in item 1 table – 7.5(iii) relating to the reasons of not attending schools, views were obtained as similar as in case of dropout students. The respondent never enrolled children viewed in respect of the items like due to poverty to the extent of 74% boys and 42% girls, need for economic activities 36% boys and 4% girls, engaged in household activities 48% boys and 76% girls, engaged in sibling care by 34% only, parents not interested 26% boys and 72% girls, self not interested 34% boys and 18% girls, no school near the village 24% boys and 46% girls and no hostel facilities available 38% boys and 58% girls. From the above analysis it can be stated here that almost all the reasons are linked with each other and because of poverty, illiteracy and ignorance on the part of parents.

From the views of the respondent never enrolled children to the extent of their aspiration for learning / getting school education it can be observed from item 2 of table 7.5 (iii) that about three fourth of the respondents, i.e. 33 (66%) boys and 41 (82%) girls of total 74 have shown interest in school education.

While obtaining the views of the respondent never enrolled children on the facilities needed for attending schools it is observed from item 3 of table 7.5(iii) that, encouraging parents scored 24% by boys and 54% by girls, school is nearby village 34% boys and 46% by girls, providing free hostel facilities by 28% boys and 64% girls, school uniforms by 62% boys and 68% girls, text books and other learning materials by 38% boys and 34% girls. It can be observed further that the reasons for remaining out of school are co-related with their needs for attending schools. For example, parents are not interested is one of the main reasons for not sending their children to schools and this leads to several constraints among the parents. Other factors such as facilities for free hostel, supply of text books, learning materials, school uniforms and stipend are related to the poverty or financial difficulties among the parents of sample tribal never enrolled children. Here we may state further that encouraging parents is another important factor. Towards education of tribal children several facilities are offered and the illiterate and ignorant parents of tribal children should be aware of these. Both awareness generation in respect of importance of education of their children, awareness about various facilities available for their children's education as well as encouraging parents to send their children to schools are very much necessary in the present context.

\* \* \* \* \*

## **CHAPTER – VIII**

### **SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION**

#### **8.1 BACKGROUND OF THE STUDY**

Universalization of elementary education and to improve the quality of primary education, special schemes like District Primary Education Programme (DPEP) and Sarva Shikshya Abhiyan (SSA) are being implemented by the State Government with the financial assistance from Government of India. Under these programmes several activities are undertaken like Mid-day meal, free text books, free school uniforms, introduction of bilingual materials, orientation training to teachers, repair / improvement of school buildings, including provision of additional class rooms, drinking water and toilet facilities, etc. These special programmes have been operating in all the districts of Orissa for last few years. In order to assess the effectiveness of these special programmes in schools it is felt necessary to conduct a study of the impact of such programmes in tribal dominated districts. The present study is designed to assess the impact of DPEP and SSA particularly on tribal children. The major objectives of the study are (i) to find out the extent of which DPEP/SSA schemes have provided stimulus to the tribal parents and children in schools and decrease of dropouts, and (ii) to assess the improvement in the nature and quality of elementary education in tribal areas. The main purpose of the study is to evolve new strategies and formulate measures for more effective implementation of DPEP and SSA schemes.

The study has been conducted in four low literacy blocks from four tribal concentrated districts, i.e. Banspal of Keonjhar district, Kaptipada of Mayurbhanj district, Kashpur of Rayagada district and Raigarh of Nawarangpur district. From these four blocks total 40 schools were purposefully selected so as to give more emphasis on tribal students covering Residential / Sevashram and Ashram schools under SC & ST Department and some schools under SME for the

purpose of the study. Three categories of study samples i.e. total 400 tribal children, 400 parents of tribal children and 200 opinion makers among school teachers, local community leaders, educationists, social workers, etc. were taken for the purpose of collection of quantitative and qualitative data.

## **8.2 SUMMARY OF FINDINGS**

### **8.2.1 Background characteristics of the parents of tribal children**

- A total of 408 tribal households covering different categories of tribes like Santal, Juang, Kondha, Bathudi, Munda, Gond, Bhuyan, Bhumija and Paraja were covered under the study.
- Considering family size, above 80 per cent of sample tribal families having more than 5 members and about 80 per cent families having more than two children.
- About 77 per cent of families are belong to BPL category.
- Education levels among the parents of tribal children are very poor. About 82 per cent among fathers and about 92 per cent among mothers are illiterates.
- Of the total 408 families about 25 per cent have no agricultural land.
- About 10 per cent families have own house at government land.
- About 84 per cent of households are living in Kuchha houses.
- About 16 per cent of parents are cultivators, 43 per cent are agricultural labourers, 37 per cent are daily wage labourers and only 4 per cent are engaged as service and other sectors.
- Maximum of the respondent families have annual income less than Rs. 15,000, and more than half of the respondent families have annual income less than R. 10,000.
- The tribal households under study are very poor and their standard of living is extremely low. They are economically very backward with low levels of income, expenditure and savings.

### **8.2.2 Perception and attitude towards education among tribal children and their parents**

- ❖ Consciousness of ethnic identity and awareness of minority have been growing among tribal communities. They claim that they are disadvantaged as they do not possess the literacy background, general attributes and skills of the majority groups. Slowly they are feeling the importance of education and are showing interest in education of their children. From the view of the parents it shows that 79.25 per cent of parents of tribal children have shown interest to send their children to school.
- ❖ The tribal children are motivated by their elders / peers who are attending schools as well as boarders of residential schools and are getting free education with free text books, mid-day-meals, learning materials, uniforms, free boarding, etc. it is noticed that their perception is inclining towards education.

### **8.2.3 Impact of the benefits / facilities provided to the students with the intervention of DPEP / SSA**

Considering the socio-economic backwardness among the tribal parents and particularly the tribal children in their difficult circumstances, the benefits / facilities as provided with the intervention of DPEP / SSA have benefited to the tribal children and shows positive impact.

#### **❖ Mid-day-meal**

- Cent per cent opinion makers have viewed that MDM attracts tribals to send their children to schools.
- About 94 per cent parents of tribal children agreed that MDM is helpful to their children. It serves as removal of class room hunger.
- Cent per cent tribal students viewed that MDM has benefited to them.

❖ **Free text books**

- Similar to MDM, free text books are much helpful to the tribal students and given positive impact among tribal parents for which cent per cent opinion makers, 84.25 per cent parents and 93 per cent tribal students have agreed in their views.

❖ **School uniforms**

- Providing school uniforms also given positive impact among tribal children for which about 82 per cent of opinion makers, 80.5 per cent parents, 82 per cent boy students and cent per cent girl students have agreed in to it.

❖ **Supply of TLM**

- Regarding supply of TLM, as it is not supplied to all students, differential views were obtained such as about 60 per cent opinion makers, 32 per cent parents, 37 per cent girl students and only 8 per cent boy students were agreed upon.

❖ **Additional infrastructural facilities**

Regarding additional infrastructural facilities as provided for the benefit of the students with the intervention of DPEP/SSA, the opinion makers have given their views to the extent of their knowledge as given under.

- Improvement of school buildings and construction of additional class rooms – 63.5 per cent opinion makers are in favor.
- Construction of toilets – 59 per cent of opinion makers agreed to it.
- Water supply arrangements – 56 per cent opinion makers are in favour.
- Construction of boundary walls – 41.5 per cent opinion makers agreed upon.
- School gates – 29.5 per cent of opinion makers agreed into.

## 8.2.4 Impact of DPEP / SSA

Findings relating to enrolment, retention and dropout, access to schools, school environment, access to hostels, PTA/MTA, etc. based on the analysis of data and views of different stakeholders are outlined below.

### ❖ Enrolment

#### ➤ **Caste / Tribe-wise**

- General category of students : Prior to DPEP period in case of general category of students it was found that over the period of three years in respect of Class – I students the enrolment was stagnant, for Class – II it was slightly inclined, for Class – III it was fluctuated, for Class – IV it was slightly declined and for Class – V it was slightly inclined. *Overall the enrolment of general category of students prior to DPEP period fluctuated.*

During DPEP period in case of general category of students over the period of five years in respect of Class – I students it shows inclined, for Class – II it shows stagnant, for Class – III it shows fluctuated, for Class – IV it shows inclined, for Class – V it shows stagnant. *Overall the enrolment of general category of students during DPEP period found slow increase.*

- S.C. category of students : Prior to DPEP period in case of S.C. category of students over the period of three years in respect of Class – I it was declined, for Class – II it was fluctuated, for Class – III it was declined, for Class – IV it was stagnant and for Class – V it was highly fluctuated. *Overall prior to DPEP period in respect of S.C. students found highly fluctuated and declined trend.*

During DPEP period in case of S.C category of students over the period of five years in respect of Class – I students it shows highly inclined, for Class II it shows inclined, for Class III it shows inclined and fluctuated, for Class - IV and Class – V it shows inclined. *Overall the enrolment of S.C. category of students during DPEP period shows inclining trend.*

- S.T. category of students : Prior to DPEP period in case of S.T. category of student over the period of three years it was found that except in respect of Class – V students which was fluctuated, in other classes , i.e. from Class – I to Class – IV it was inclining trend. This has happened mainly because of free hostel facilities provided to most of the tribal students under study.



During DPEP period in case of S.T. category of students over the period of five years in respect of Class – I, Class – IV and Class – V students it shows inclined and in respect of Class – II and Class – III it shows stagnant or slow decline. *Overall the enrolment of S.T. category of students during DPP period, despite hostel facilities provided to most of the sample students it was found slightly increased but not so much in comparison with prior to DPEP period as well as with other social categories of students.*

➤ **Sex-wise**

- Prior to DPEP period : Prior to DPEP period the sex-wise enrolment for students data for the three years in respect of boys it was found from Class – I to Class – III fluctuated and declined and for Class – IV it was almost stagnant and for Class – V it was declined. *Overall the boy students' data found fluctuated and declined.* In respect of girl students for Class – I and Class – II it was fluctuated and inclined and Class – III to Class – V it was found slightly inclined. *Overall the girl students' data found fluctuated and inclined.*
- During DPEP period : During DPEP period the sex-wise enrolment for students data for five years in respect of boy students it was found that for Class – I in general and S.C. categories show inclining and in S.T. category show slow increase, for Class – II in general and S.C. categories show stagnant while in S.T. category shows declining, for Class – III in general and S.C. categories show stagnant and for S.T. category it shows declining, for Class – IV in all categories it shows inclining and for Class – V except general category which shows fluctuated in S.C. and S.T. categories it shows inclining. Overall the enrolment of boy students during DPEP period shows steadily increasing trend. In respect of girl students for Class – I it shows highly inclining in respect of all the categories, for Class – II except general category it shows inclining, for Class – III it shows stagnant in all the categories, for Class – IV it shows inclining in all the categories and for Class – V except S.C. category it shows inclining trend. Overall the enrolment of girl students during DPEP period shows steadily increasing trend.

❖ **Retention and dropout**

➤ **Caste / Tribe-wise**

- General category of students : Prior to DPEP period the retention and dropout rates over the period of three years was found that, in respect of Class – I students the retention rate was fluctuated and it was about 85 per cent with corresponding dropout rate of about 15 per cent, for Class –

If the retention rate was within the range about 85 per cent to 90 per cent with corresponding dropout rates of 15 to 10 per cent, Class – III the retention rate was about 90 per cent with dropout rate of about 10 per cent, for Class – IV the retention rate was about 92 per cent with dropout rate of about 8 per cent and for Class – V the retention rate was about 95 per cent with dropout rate of about 5 per cent.

During DPEP over the period of five years in respect of all the classes from Class – I to Class – V, retention rates found increased with corresponding decrease of dropout rates in comparison with prior to DPEP period.

- S.C. category : Prior to DPEP period in respect of S.C. category of students the retention rates are found much lower with corresponding higher dropout rates than the general category of students and also found highly fluctuated.

During DPEP period the retention rates are found higher with corresponding dropout rates over the period of five years in comparison with prior to DPEP period.

- S.T. Category : Prior to DPEP period in respect of S.T. category of students the retention rates are found in between 80 to 90 per cent with corresponding dropout rates in between 20 to 10 per cent.

During DPEP period the retention rates are found higher, i.e. remains in between 85 to 95 per cent with corresponding dropout rates found in between 15 to 5 per cent.

#### ➤ **Sex-wise**

- Prior to DPEP period the retention and dropout rates over the period of three years in respect of boy students it was found that the retention among S.C. category of boys shows much less than general and S.C. categories of girl students. Except S.C. category of students, the retention rates among general caste and S.T. categories of students, both boys and girls, were at par. This is mainly due to hostel facilities provided to sample S.T. students.
- During DPEP period, except in respect of Class – I students of S.T. category, the retention rates are found slow increase with corresponding decrease in dropout rates in respect of both boys and girls. In almost all the social categories of students. It is also found that despite hostel facilities provided to S.T. category of students the retention rates among S.T. category of students are still found less than the general category of students in case of both boys and girls.

## ❖ **General views of stakeholders on impact of DPEP/SSA**

### ➤ **Access to schools, school environment, etc.**

- There is equal change for tribal students access to school, participate in games, sports, debates and other co-curricular activities. Rather priorities have been given for tribal students.
- School environment is conducive for both tribal boys and girls in attending school and continuing their studies.
- Out of 200 opinion makers 86 % are in favour regarding access to schools by tribal students.
- Out of 200 opinion makers about 95 % viewed in favour of getting admission by tribal children.
- Out of 200 opinion makers viewed that tribal students are getting cooperation and encouragement.
- The relation between other students with tribal students is cordial.
- The behaviour of teachers is cooperative and the treatment among tribal students is at par.

### ➤ **Views of opinion makers on overall impact of DPEP/SSA**

- Out of 200 opinion makers 75% are in the view that the additional facilities provided with the intervention of DPEP like MDM, free text books, school uniforms, TLM, etc. giving more benefits to tribal children and these attracts towards increasing enrolment and reducing dropouts.
- Out of 200 opinion makers 79 % have viewed that in overall DPEP/SSA have brought positive impact among tribals towards education of their children.

## **8.2.5 Constraints of tribal parents and children**

### ❖ **Constraints of parents**

Although only 54.5 per cent of parents are aware about the facilities provided by government for the students with the intervention of DPEP/SSA and they

show their interest to the extent of 79.25 per cent for their children' education, but there are some constraints among the tribal parents and the major constraints are -

- Poverty is the main constraints among the parents. From the views of the parents 72.75 per cent have agreed to it.
- Besides poverty there are other constraints also, like they require their children to look after household duties (34%), girl child to look after sibling care (38%), require for economic activities (14%) and need for family business (3.5%).
- Also about 10 per cent among the parents stated as school is far away and it is difficult for them to send their children to distance place to attend the school.

#### ❖ **Constraints of children**

##### ➤ **Views of continuing students**

- About parents financial problems / poverty 67 per cent boys and 58 per cent girls have viewed in favour.
- About engaging them in household duties 23 per cent boys and 41 girls have viewed in favour.
- About engaging them in looking after sigling care only 26 per cent girls have viewed in favour.
- About engaging them in economic activities 13 per cent boys and 4 per cent girls viewed in favour.
- School is distance from village, 14 per cent boys and 27 per cent girls have viewed in favour.
- Regarding language problem only 4 per cent boys and 17 per cent girls viewed in favaour.

##### ➤ **Views of dropout students (reasons for dropout)**

Among the tribal students there are several reasons for dropouts. From the views of the dropout students the major causes are -

- Due to financial problems and poverty - views in favour among boys 48 % and girls 32%.
- Due to parents' dislike – views in favour among boys 52% and girls 76%.
- Non-availability of free hostel facilities – views in favour among boys 26% and girls 38%.
- School is far away – views in favour among boys 34% and girls 42%.
- Engaged in household duties – views in favour among boys 38% and girls 68%.
- Engaged in looking after siblings – views in favour among girls 62%.
- Engaged in economic activities – views in favour among boys 18% and girls 6%.
- Self not interested – views in favour among boys 8% and girls 14%.

➤ **Views of never enrolled children**

Similar to dropout students, there are several constraints among the tribal children for which they have not enrolled in schools. In their views they have agreed to the extent of -

- Due to poverty – boys 74% and girls 42%.
- Parents' dislike – boys 26% and girls 72%.
- Engaged in household duties – boys 48% and girls 76%.
- Engaged in economic activities – boys 36% and girls 4%.
- Engaged in sibling care – only girls 26%.
- No hostel facilities – boys 38% and girls 58%.
- No school near the village – boys 24% and girls 46%.
- Self not interested – boys 34% and girls 18%.

### **8.2.6 Additional facilities needed**

The facilities provided with the intervention DPEP/SSA and other facilities are not availed by some of the students and also parents are expecting some additional facilities. They favoured their views on additional facilities needed including the views of the opinion makers in this regard are shown as under -

#### **❖ Views of tribal parents**

- Free hostel facilities – 54.25% viewed in favour.
- More school uniforms – 42% viewed in favour.
- Stipend – 34.75% viewed in favour.
- TLM – 18.25% viewed in favour.

#### **❖ Views of tribal children**

##### **➤ Views of continuing students**

- Free hostel facilities – 39% and 53% girls viewed in favour.
- More school uniforms – 12% boys and 17% girls viewed in favour.
- Stipend – 42% boys and 9% girls viewed in favour.
- TLM – 23% boys and 36% girls viewed in favour.

##### **➤ Views of dropout students**

- Parents' willingness – 38% boys and 46% girls viewed in favour.
- Free hostel facilities – 34% boys and 56% girls viewed in favour.
- School uniforms – 22% boys and 54% girls viewed in favour.
- TLM – 26% boys and 56% girls viewed in favour.

➤ **Views of never enrolled children**

- Encourage parents – 24% boys and 54% girls viewed in favour.
- School is nearby village – 34% boys and 46% girls viewed in favour.
- Free hostel facilities – 28% boys and 64% girls viewed in favour.
- School uniforms – 62% boys and 68% girls viewed in favour.
- Learning materials – 38% boys and 82% girls viewed in favour.
- Stipend – 64% boys and 34% girls viewed in favour.

➤ **Views of the opinion makers to encourage tribals**

- Create awareness among parents – 78% viewed in favour.
- Supply of uniforms to all students – 48% viewed in favour.
- Supply of nutritious food to students – 56% viewed in favour.
- Playground with sports activities – 8.5% viewed in favour.
- Availability of more hostel facilities – 53% viewed in favour.
- Availability of more stipend – 61% viewed in favour.
- Electrification of hostels – 43% viewed in favour.
- Drinking water facilities in all schools – 31.5% viewed in favour.
- Opening additional Ashram Schools and Sevashrams – 61.5% viewed in favour.
- Musical and sports equipments to schools – 22% viewed in favour.

### **8.3 SUGGESTIONS**

Considering socio-economic backwardness among the tribals as well as based on the findings relating to constraints among tribal parents and their children and their expectations some of the important suggestions are outlined below for improvement of tribal education in the state.

- Awareness among the parents of tribal children may be generated through special campaigns towards various facilities provided by Government from time to time for their children's education.
- Special village-wise motivational campaigns be organized to encourage the tribals to send their children to schools. They also be motivated not to demoralize school going children and encourage the children to attend schools regularly and complete school education.
- The local leaders, sarpanchs may take interest in motivating tribal parents to participate in VEC/MTA/PTA.
- More teachers are required to be posted in schools having less number of teachers.
- Considering the demands for teaching in local languages, learning materials for tribal children up to Class – III level may be provided and the teachers be posted having experience / training in bilingual methods.
- Considering the economic conditions of the tribals free hostel facilities may be provided to needy tribal children.
- Considering the distance of schools from villages in many places and looking to the increasing literacy more number of schools may be opened with closer vicinity.
- Considering the interests for learning among dropout students and never enrolled children some alternate / extension education programme may be taken up.
- Stipend to tribal students may be given those who have not admitted in free hostels.
- Tribal students may be motivated to participate in sports, games, debates and in cultural literacy activities.
- Special measures may be taken for the primitive group of tribal children and those living in hilly, most remote and inaccessible areas.



## **8.4 CONCLUSION**

Education has been acclaimed as the prime mover of development. It opens the door to modernization. The educational process, however, does not benefit the disadvantaged groups evenly, resulting in differential development. The educational inputs takes various forms such as opening of schools, enrolment drives, measures for retention of students in schools, provision of scholarships and stipends for the up-keeping of scholars, supply of text books and other teaching / learning materials, opening of residential schools, appointment of teachers, training and orientation of teachers, etc. These inputs are expected to facilitate the educational process and attract disadvantaged children to schools. The inputs as being provided will yield result slowly among the children of the disadvantaged groups including tribal children. Education of tribal children in primary schools as a master fact depends upon several factors. Broadly these factors are (a) parental awareness about the importance of children's education and care in sending children to schools, (b) network of primary schools in villages or panchayats, (c) distance of school to home, (d) education of parents and especially mothers and her influence on the child, (e) attitude and cooperation of teachers in the school, (f) facilities in the form of separate class rooms, separate toilets, recreation opportunities available in the schools, (g) package of educational incentives provided to children, and finally (h) language, teaching environment and teaching ability of the teachers.

\* \* \* \* \*

**TABLE – 7.1(i)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-I students' data on Enrolment, Retention and Dropout for 3 years (prior to DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – I**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
1998 -99	Enrolled	93 (100)	65 (100)	158 (100)	90 (100)	52 (100)	142 (100)	493 (100)	261 (100)	756 (100)	676 (100)	378 (100)	1056 (100)
	Retained	81 (87.10)	58 (89.23)	139 (87.97)	83 (92.22)	45 (88.54)	128 (90.14)	409 (82.96)	224 (85.82)	633 (83.73)	573 (84.76)	327 (86.51)	900 (85.23)
	Dropped	12 (12.90)	07 (10.77)	19 (12.23)	22 (7.28)	16 (13.46)	38 (9.86)	80 (17.04)	42 (14.18)	123 (16.27)	114 (16.27)	65 (13.4)	179 (14.77)
	Appeared	80	55	135	81	44	125	406	217	623	567	316	883
	Passed	75	51	126	65	31	96	390	199	589	530	281	811
1999 - 2000	Enrolled	69 (100)	76 (100)	145 (100)	53 (100)	26 (100)	79 (100)	462 (100)	165 (100)	627 (100)	584 (100)	267 (100)	851 (100)
	Retained	63 (91.30)	68 (89.47)	131 (90.34)	29 (54.72)	17 (63.38)	46 (58.23)	365 (79.00)	141 (89.45)	506 (80.70)	457 (78.25)	226 (84.64)	683 (80.26)
	Dropped	5 (8.70)	8 (10.53)	13 (9.66)	24 (45.28)	9 (34.62)	33 (41.77)	97 (21.00)	22 (14.55)	119 (19.30)	126 (21.75)	39 (15.36)	165 (19.74)
	Appeared	63	68	131	28	16	44	359	140	499	450	224	674
	Passed	62	67	129	26	16	42	348	131	479	436	214	650
2000 - 01	Enrolled	86 (100)	74 (100)	160 (100)	82 (100)	46 (100)	128 (100)	607 (100)	313 (100)	920 (100)	775 (100)	433 (100)	1208 (100)
	Retained	72 (83.72)	62 (83.78)	134 (83.75)	63 (76.83)	33 (71.24)	96 (75.00)	527 (88.82)	276 (88.18)	803 (87.28)	662 (85.42)	371 (85.68)	1033 (85.51)
	Dropped	14 (16.28)	12 (16.22)	26 (16.25)	19 (23.17)	13 (28.26)	32 (25.00)	80 (11.18)	37 (11.82)	117 (12.72)	113 (14.58)	62 (14.32)	175 (14.49)
	Appeared	69	62	134	55	30	85	517	261	778	641	356	997
	Passed	69	62	134	55	30	85	508	253	761	632	348	980

**TABLE – 7.1(II)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-II students' data on Enrolment, Retention and Dropout for 3 years (prior to DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – II**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
1998 -99	Enrolled	43 (100)	39 (100)	82 (100)	54 (100)	27 (100)	81 (100)	400 (100)	152 (100)	552 (100)	497 (100)	218 (100)	715 (100)
	Retained	41 (95.35)	34 (87.18)	75 (91.46)	47 (87.04)	22 (81.48)	69 (85.18)	356 (89.00)	135 (88.82)	491 (88.95)	444 (89.34)	191 (87.61)	635 (88.81)
	Dropped	2 (4.65)	5 (12.82)	7 (8.54)	7 (12.96)	5 (18.52)	12 (14.82)	44 (11.00)	17 (11.18)	61 (11.05)	53 (10.66)	27 (12.39)	80 (11.19)
	Appeared	38	32	70	47	22	69	353	134	487	429	88	617
	Passed	35	32	70	47	21	68	334	121	455	416	177	593
1999 - 2000	Enrolled	68 (100)	47 (100)	115 (100)	62 (100)	33 (100)	95 (100)	430 (100)	162 (100)	592 (100)	560 (100)	242 (100)	802 (100)
	Retained	60 (88.24)	47 (100)	107 (93.04)	49 (79.03)	30 (90.91)	79 (83.16)	386 (89.77)	146 (90.12)	532 (89.86)	495 (88.39)	223 (92.15)	718 (89.53)
	Dropped	8 (11.76)	0 (00)	8 (6.96)	13 (20.92)	3 (9.09)	16 (16.84)	44 (10.23)	16 (9.88)	60 (10.14)	65 (11.61)	19 (7.85)	84 (10.47)
	Appeared	59	45	104	47	30	77	385	138	523	491	213	704
	Passed	52	43	95	47	30	77	368	131	499	467	204	671
2000 - 01	Enrolled	59 (100)	54 (100)	113 (100)	52 (100)	21 (100)	73 (100)	435 (100)	155 (100)	590 (100)	546 (100)	230 (100)	776 (100)
	Retained	52 (88.14)	45 (83.33)	97 (85.84)	48 (92.31)	18 (85.71)	66 (90.42)	389 (89.43)	141 (90.97)	530 (89.83)	489 (89.56)	204 (88.70)	693 (89.30)
	Dropped	7 (11.86)	9 (16.67)	16 (14.16)	4 (7.69)	3 (14.29)	7 (9.58)	46 (10.57)	14 (9.03)	60 (10.17)	57 (10.44)	26 (11.30)	83 (10.70)
	Appeared	51	43	94	47	17	64	379	133	512	477	193	670
	Passed	51	43	94	46	17	63	371	128	499	468	188	656

**TABLE – 7.1(iii)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-III students' data on Enrolment, Retention and Dropout for 3 years (prior to DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – III**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
1998 -99	Enrolled	60 (100)	36 (100)	96 (100)	77 (100)	23 (100)	100 (100)	340 (100)	134 (100)	474 (100)	477 (100)	193 (100)	670 (100)
	Retained	52 (86.67)	34 (94.44)	86 (89.58)	64 (83.12)	20 (86.96)	84 (84.00)	301 (88.53)	117 (87.31)	418 (88.19)	417 (87.42)	171 (88.60)	588 (87.76)
	Dropped	8 (13.33)	2 (5.56)	10 (10.42)	13 (16.88)	3 (13.04)	16 (16.00)	39 (11.47)	17 (12.69)	56 (11.81)	60 (12.58)	22 (11.40)	82 (12.24)
	Appeared	50	33	83	63	20	83	296	112	408	409	165	574
	Passed	49	32	81	61	18	79	209	94	384	400	144	544
1999 - 2000	Enrolled	49 (100)	33 (100)	82 (100)	44 (100)	22 (100)	66 (100)	349 (100)	140 (100)	489 (100)	442 (100)	195 (100)	637 (100)
	Retained	38 (77.55)	33 (100)	71 (86.58)	37 (84.09)	19 (86.36)	56 (84.85)	317 (90.83)	134 (95.71)	451 (92.23)	392 (88.69)	186 (95.38)	578 (90.74)
	Dropped	11 (22.45)	-	11 (13.42)	7 (15.91)	3 (13.64)	10 (15.15)	32 (9.17)	6 (4.29)	38 (7.77)	50 (11.31)	9 (4.62)	59 (9.26)
	Appeared	38	33	71	37	19	56	312	130	442	388	182	570
	Passed	38	33	71	37	18	55	288	111	399	363	162	525
2000 - 01	Enrolled	59 (100)	63 (100)	122 (100)	49 (100)	24 (100)	73 (100)	404 (100)	184 (100)	588 (100)	512 (100)	271 (100)	783 (100)
	Retained	56 (94.92)	58 (92.06)	114 (93.44)	46 (93.88)	24 (100)	70 (95.89)	372 (92.08)	148 (80.43)	520 (88.44)	474 (92.58)	230 (84.87)	704 (89.91)
	Dropped	3 (5.08)	3 (7.94)	6 (5.56)	3 (6.12)	-	3 (4.11)	32 (7.92)	36 (19.57)	68 (11.56)	38 (7.42)	41 (15.12)	79 (10.09)
	Appeared	52	55	107	46	24	70	350	146	489	447	225	672
	Passed	51	54	105	46	23	69	343	136	486	441	213	654

**TABLE – 7.1(iv)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-IV students' data on Enrolment, Retention and Dropout for 3 years (prior to DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – IV**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
1998 -99	Enrolled	52 (100)	34 (100)	86 (100)	34 (100)	20 (100)	54 (100)	275 (100)	97 (100)	372 (100)	361 (100)	151 (100)	512 (100)
	Retained	48 (92.31)	31 (91.18)	79 (91.86)	29 (85.29)	18 (90.00)	47 (87.04)	240 (87.27)	89 (91.75)	329 (88.44)	317 (87.81)	138 (91.39)	455 (88.86)
	Dropped	4 (7.69)	3 (8.82)	7 (8.14)	5 (14.71)	2 (10.00)	7 (12.96)	35 (12.73)	8 (8.25)	43 (11.56)	44 (12.19)	13 (8.61)	57 (11.14)
	Appeared	48	31	79	29	18	47	240	78	318	317	127	444
	Passed	46	29	75	28	18	46	172	69	241	246	116	362
1999 - 2000	Enrolled	43 (100)	35 (100)	78 (100)	36 (100)	16 (100)	52 (100)	298 (100)	109 (100)	407 (100)	377 (100)	160 (100)	537 (100)
	Retained	39 (90.70)	31 (88.57)	70 (89.74)	33 (91.67)	13 (81.25)	46 (88.46)	262 (87.92)	85 (77.98)	347 (85.26)	334 (88.59)	129 (80.62)	463 (86.22)
	Dropped	4 (9.30)	4 (11.43)	8 (10.26)	3 (8.33)	3 (18.75)	6 (11.54)	36 (12.08)	24 (22.02)	60 (14.75)	43 (11.41)	31 (19.38)	47 (13.78)
	Appeared	29	39	68	33	13	46	262	85	347	324	127	451
	Passed	29	39	68	33	13	46	260	84	344	322	126	448
2000 - 01	Enrolled	36 (100)	34 (100)	70 (100)	38 (100)	21 (100)	59 (100)	289 (100)	141 (100)	430 (100)	363 (100)	196 (100)	559 (100)
	Retained	34 (94.44)	31 (91.18)	65 (92.86)	35 (92.11)	18 (85.71)	53 (89.83)	261 (90.31)	116 (82.26)	377 (87.67)	330 (90.91)	165 (84.18)	495 (88.55)
	Dropped	2 (5.56)	3 (8.82)	5 (7.14)	3 (7.89)	3 (14.29)	6 (10.17)	28 (9.69)	25 (17.74)	53 (12.33)	33 (9.09)	31 (15.82)	64 (11.45)
	Appeared	34	31	65	35	18	53	261	116	377	330	166	495
	Passed	32	30	62	32	18	50	258	115	373	322	165	485

**TABLE – 7.1(v)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-V students' data on Enrolment, Retention and Dropout for 3 years (prior to DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – V**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
1998 -99	Enrolled	49 (100)	25 (100)	74 (100)	20 (100)	19 (100)	39 (100)	300 (100)	71 (100)	371 (100)	369 (100)	115 (100)	484 (100)
	Retained	48 (97.96)	24 (96.00)	72 (97.30)	20 (100)	19 (100)	39 (100)	276 (92.00)	66 (92.96)	342 (92.18)	344 (93.22)	109 (94.78)	453 (93.59)
	Dropped	1 (2.04)	1 (4.00)	2 (2.70)	-	-	-	24 (8.00)	5 (7.04)	29 (4.82)	25 (6.78)	6 (5.22)	31 (6.61)
	Appeared	46	24	70	20	17	37	275	62	337	341	103	444
	Passed	46	24	70	20	17	37	273	59	332	339	100	439
1999 - 2000	Enrolled	48 (100)	27 (100)	75 (100)	52 (100)	34 (100)	86 (100)	251 (100)	75 (100)	326 (100)	351 (100)	136 (100)	487 (100)
	Retained	47 (97.92)	26 (96.30)	73 (97.33)	48 (92.31)	29 (85.29)	77 (89.53)	230 (91.63)	66 (88.00)	296 (90.79)	325 (92.00)	121 (88.97)	446 (91.58)
	Dropped	1 (2.08)	1 (3.70)	2 (2.67)	4 (7.69)	5 (14.71)	9 (10.47)	21 (8.37)	9 (12.00)	30 (9.21)	26 (8.00)	15 (11.03)	41 (8.42)
	Appeared	44	26	70	48	29	77	167	158	225	259	113	372
	Passed	44	26	70	48	29	77	163	155	218	255	110	365
2000 - 01	Enrolled	46 (100)	39 (100)	85 (100)	26 (100)	27 (100)	52 (100)	250 (100)	105 (100)	355 (100)	321 (100)	171 (100)	492 (100)
	Retained	44 (95.65)	37 (94.87)	81 (95.29)	25 (96.15)	21 (77.78)	46 (90.38)	236 (94.40)	88 (83.81)	324 (91.27)	306 (95.33)	146 (85.38)	452 (91.87)
	Dropped	2 (4.35)	2 (5.13)	4 (4.71)	1 (3.85)	6 (22.22)	7 (9.62)	14 (5.60)	17 (16.19)	31 (8.73)	15 (4.67)	25 (14.62)	40 (8.13)
	Appeared	44	37	81	25	17	42	235	88	323	305	142	447
	Passed	44	37	81	25	17	42	232	88	320	303	141	444

**TABLE – 7.2(i)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class – I students' data on Enrolment, Retention and Dropout for last 5 years (during DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – I**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2002 - 03	Enrolled	79 (100)	85 (100)	164 (100)	89 (100)	63 (100)	152 (100)	757 (100)	491 (100)	1248 (100)	925 (100)	639 (100)	1564 (100)
	Retained	64 (81.01)	77 (90.59)	141 (85.97)	83 (93.26)	60 (95.24)	143 (94.08)	634 (83.75)	404 (82.28)	1038 (83.17)	781 (84.43)	541 (84.66)	1322 (84.53)
	Dropped	15 (18.99)	8 (9.41)	23 (14.03)	6 (6.74)	3 (4.76)	9 (5.92)	123 (16.25)	87 (17.72)	210 (16.83)	144 (15.57)	98 (15.34)	242 (15.47)
	Appeared	62	75	137	73	54	127	598	368	966	733	497	1230
	Passed	62	75	137	73	54	127	598	368	966	733	497	1230
2003 - 04	Enrolled	95 (100)	93 (100)	188 (100)	79 (100)	53 (100)	132 (100)	846 (100)	606 (100)	1452 (100)	1020 (100)	752 (100)	1772 (100)
	Retained	91 (95.79)	89 (95.70)	180 (95.74)	72 (91.14)	47 (88.68)	119 (90.15)	685 (80.97)	452 (74.58)	1137 (78.31)	848 (83.14)	588 (78.19)	1436 (81.04)
	Dropped	4 (4.21)	4 (4.30)	8 (4.26)	7 (8.86)	6 (11.32)	13 (9.85)	161 (19.03)	154 (25.42)	315 (21.69)	172 (16.96)	164 (21.81)	336 (18.96)
	Appeared	88	75	163	74	44	118	603	441	1044	765	560	1325
	Passed	88	75	163	74	44	118	603	441	1044	765	560	1325
2004 - 05	Enrolled	84 (100)	56 (100)	140 (100)	82 (100)	52 (100)	134 (100)	687 (100)	505 (100)	1192 (100)	853 (100)	613 (100)	1466 (100)
	Retained	73 (86.80)	50 (89.29)	123 (87.86)	71 (86.59)	45 (86.54)	116 (86.57)	607 (99.36)	432 (85.54)	1039 (97.16)	751 (99.04)	527 (85.97)	1278 (87.18)
	Dropped	11 (13.10)	6 (10.71)	17 (12.14)	11 (13.41)	7 (13.46)	18 (13.43)	80 (11.64)	73 (14.46)	153 (12.84)	102 (11.96)	86 (14.03)	188 (12.82)
	Appeared	62	42	104	71	43	114	567	402	969	700	487	1187
	Passed	62	42	104	71	43	114	567	402	969	700	487	1187

## Class – I ( contd...)

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2005 -06	Enrolled	126 (100)	102 (100)	228 (100)	97 (100)	130 (100)	227 (100)	684 (100)	591 (100)	1275 (100)	907 (100)	823 (100)	1730 (100)
	Retained	117 (92.86)	86 (84.31)	203 (89.04)	75 (77.32)	113 (86.92)	188 (82.82)	591 (86.40)	499 (84.43)	1090 (85.49)	783 (86.33)	698 (84.82)	1481 (85.61)
	Dropped	9 (7.14)	16 (15.69)	25 (10.96)	22 (22.68)	17 (13.08)	39 (17.18)	93 (13.60)	92 (15.57)	185 (14.51)	124 (13.67)	125 (15.18)	249 (14.39)
	Appeared	112	82	194	73	96	169	586	488	1074	771	666	1437
	Passed	112	82	194	73	96	169	586	488	1074	771	666	1437
2006 - 07	Enrolled	132 (100)	106 (100)	238 (100)	103 (100)	127 (100)	230 (100)	693 (100)	602 (100)	1295 (100)	928 (100)	835 (100)	1763 (100)
	Retained	126 (95.45)	98 (92.45)	224 (94.12)	92 (89.32)	114 (89.76)	206 (89.56)	602 (86.87)	508 (84.38)	1110 (85.71)	820 (88.36)	720 (86.23)	1540 (87.35)
	Dropped	6 (4.55)	8 (7.55)	14 (5.88)	11 (10.88)	13 (10.24)	24 (10.44)	91 (13.13)	94 (15.62)	185 (14.29)	108 (11.64)	115 (13.77)	1540 (12.65)
	Appeared	123	97	220	93	119	212	594	494	1088	810	710	1520
	Passed	123	97	220	93	119	212	594	494	1088	810	710	1520



**TABLE – 7.2(ii)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class - II students' data on Enrolment, Retention and Dropout for last 5 years (during DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – II**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2002 - 03	Enrolled	79 (100)	85 (100)	164 (100)	91 (100)	56 (100)	147 (100)	652 (100)	491 (100)	1143 (100)	822 (100)	612 (100)	1454 (100)
	Retained	71 (89.87)	82 (96.47)	152 (92.68)	79 (86.81)	52 (92.86)	131 (89.12)	591 (90.64)	434 (88.39)	1025 (89.68)	741 (90.15)	568 (89.87)	1308 (89.96)
	Dropped	08 (10.13)	03 (3.53)	11 (7.32)	12 (13.19)	04 (7.14)	16 (10.88)	61 (9.36)	57 (11.61)	118 (10.32)	81 (9.85)	64 (10.13)	145 (10.04)
	Appeared	65	76	141	75	50	125	572	406	978	712	532	1244
	Passed	65	76	141	75	50	125	572	406	978	712	532	1244
2003 - 04	Enrolled	75 (100)	67 (100)	142 (100)	89 (100)	93 (100)	182 (100)	662 (100)	382 (100)	1044 (100)	826 (100)	542 (100)	1368 (100)
	Retained	71 (94.66)	65 (97.01)	136 (95.77)	87 (97.75)	85 (91.40)	172 (94.51)	621 (93.81)	338 (88.48)	959 (91.86)	779 (94.31)	488 (90.04)	1267 (92.62)
	Dropped	04 (5.34)	02 (2.99)	06 (4.23)	02 (2.75)	05 (8.60)	07 (5.49)	41 (6.19)	35 (11.52)	75 (8.16)	47 (5.69)	42 (9.96)	89 (7.38)
	Appeared	69	62	131	86	79	165	573	352	925	728	493	1221
	Passed	69	62	131	86	79	165	573	352	925	728	493	1221
2004 - 05	Enrolled	75 (100)	82 (100)	157 (100)	77 (100)	55 (100)	132 (100)	644 (100)	439 (100)	1083 (100)	796 (100)	576 (100)	1372 (100)
	Retained	71 (94.66)	77 (93.90)	148 (94.27)	74 (96.10)	48 (87.27)	122 (92.42)	590 (91.61)	397 (90.43)	987 (91.14)	735 (92.34)	522 (90.63)	1257 (91.62)
	Dropped	04 (5.34)	05 (6.10)	09 (5.73)	03 (3.90)	07 (12.73)	10 (7.58)	54 (8.32)	42 (9.57)	96 (8.86)	61 (7.66)	54 (9.37)	115 (8.38)
	Appeared	63	69	132	71	45	116	544	381	925	678	495	1173
	Passed	63	69	132	71	45	116	544	381	925	678	495	1173

## Class – II ( contd...)

Year	Description	General (in no. / %)			S.C. (in no. / %)			S.T. (in no. / %)			TOTAL (in no. / %)		
		M	F	T	M	F	T	M	F	T	M	F	T
2005 -06	Enrolled	74 (100)	64 (100)	138 (100)	87 (100)	74 (100)	161 (100)	619 (100)	396 (100)	1015 (100)	780 (100)	534 (100)	1314 (100)
	Retained	69 (93.24)	60 (93.75)	129 (93.48)	83 (95.40)	54 (72.97)	137 (95.09)	577 (93.21)	369 (93.18)	946 (93.20)	729 (93.46)	483 (90.45)	1212 (92.24)
	Dropped	05 (6.76)	04 (6.25)	09 (6.52)	04 (4.60)	20 (27.03)	24 (14.91)	42 (6.79)	27 (6.82)	69 (6.80)	51 (6.54)	51 (9.55)	102 (7.76)
	Appeared	66	53	119	81	51	132	575	367	942	722	471	1193
	Passed	66	53	119	81	51	132	575	367	942	722	471	1193
2006 - 07	Enrolled	81 (100)	66 (100)	147 (100)	107 (100)	79 (100)	186 (100)	568 (100)	470 (100)	1038 (100)	756 (100)	615 (100)	1371 (100)
	Retained	76 (93.83)	62 (93.74)	138 (93.88)	96 (89.72)	68 (86.08)	164 (88.17)	536 (94.37)	430 (91.49)	966 (93.06)	708 (93.65)	560 (91.06)	1268 (92.49)
	Dropped	05 (6.17)	04 (6.06)	9 (6.12)	11 (10.28)	11 (13.92)	22 (11.83)	32 (5.63)	40 (8.51)	72 (6.94)	48 (6.35)	55 (8.94)	103 (7.51)
	Appeared	74	56	130	93	62	155	529	425	954	696	543	1239
	Passed	72	55	127	92	61	153	529	425	954	693	541	1234

**TABLE – 7.2(iii)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-III students' data on Enrolment, Retention and Dropout for last 5 years (during DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – III**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2002 - 03	Enrolled	74 (100)	86 (100)	160 (100)	68 (100)	55 (100)	123 (100)	636 (100)	381 (100)	1017 (100)	778 (100)	522 (100)	1300 (100)
	Retained	67 (90.54)	77 (89.53)	144 (90.00)	60 (88.24)	48 (87.27)	108 (87.80)	604 (94.97)	350 (91.86)	952 (93.61)	731 (93.96)	475 (91.00)	1206 (92.77)
	Dropped	7 (9.46)	9 (10.47)	16 (10.00)	8 (11.76)	7 (12.73)	15 (12.20)	32 (5.03)	31 (8.14)	58 (6.39)	47 (6.04)	47 (9.00)	94 (7.23)
	Appeared	63	118	181	54	46	100	592	340	932	709	504	1213
	Passed	63	118	181	54	46	100	592	340	932	709	504	1213
2003 - 04	Enrolled	62 (100)	82 (100)	144 (100)	82 (100)	56 (100)	138 (100)	586 (100)	389 (100)	975 (100)	730 (100)	527 (100)	1257 (100)
	Retained	59 (95.16)	78 (95.12)	137 (95.14)	78 (95.12)	45 (80.36)	123 (89.13)	545 (93.00)	336 (86.38)	881 (90.36)	682 (93.42)	459 (87.10)	1141 (90.77)
	Dropped	3 (4.84)	4 (4.88)	7 (4.86)	4 (4.88)	11 (19.64)	15 (10.87)	41 (7.00)	31 (13.62)	72 (9.64)	48 (6.58)	46 (12.90)	94 (9.23)
	Appeared	55	76	131	75	45	120	520	342	862	650	463	1113
	Passed	55	76	131	75	45	120	520	342	862	650	463	1113
2004 - 05	Enrolled	71 (100)	62 (100)	133 (100)	75 (100)	55 (100)	130 (100)	562 (100)	320 (100)	882 (100)	708 (100)	437 (100)	1145 (100)
	Retained	68 (95.77)	61 (98.39)	129 (96.99)	62 (82.67)	53 (96.37)	115 (88.46)	525 (93.42)	297 (92.87)	822 (93.20)	655 (92.51)	411 (94.05)	1066 (93.19)
	Dropped	3 (4.23)	1 (1.61)	4 (3.01)	13 (17.33)	2 (3.63)	15 (11.54)	37 (6.58)	23 (7.19)	60 (6.80)	53 (7.49)	26 (5.95)	79 (6.90)
	Appeared	59	56	115	61	49	110	519	290	809	639	395	1034
	Passed	59	56	115	61	49	110	519	290	809	639	395	1034

### Class – III ( contd...)

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2005 -06	Enrolled	76 (100)	78 (100)	154 (100)	88 (100)	54 (100)	142 (100)	659 (100)	389 (100)	1048 (100)	823 (100)	521 (100)	1344 (100)
	Retained	71 (93.42)	71 (91.03)	142 (92.21)	75 (85.23)	46 (85.19)	121 (85.21)	635 (96.36)	358 (92.03)	993 (94.75)	781 (94.90)	475 (91.17)	1256 (93.45)
	Dropped	5 (6.58)	7 (8.97)	12 (7.79)	13 (14.77)	8 (14.81)	21 (14.89)	24 (3.64)	31 (7.93)	55 (5.25)	42 (5.10)	46 (8.83)	88 (6.55)
	Appeared	68	69	137	73	45	118	593	352	945	734	466	1200
	Passed	68	69	137	73	45	118	593	352	945	734	466	1200
2006 - 07	Enrolled	67 (100)	56 (100)	123 (100)	65 (100)	52 (100)	117 (100)	479 (100)	302 (100)	781 (100)	611 (100)	410 (100)	1021 (100)
	Retained	66 (98.51)	54 (96.43)	120 (97.56)	59 (90.77)	46 (88.46)	105 (89.74)	459 (95.83)	281 (93.05)	740 (94.75)	574 (93.94)	361 (88.04)	935 (91.58)
	Dropped	1 (1.49)	2 (3.57)	3 (2.44)	6 (9.23)	6 (11.54)	12 (10.26)	20 (4.17)	21 (6..95)	41 (5.25)	37 (6.06)	49 (11.96)	86 (8.42)
	Appeared	62	50	112	59	43	102	442	268	710	563	361	924
	Passed	62	50	112	59	43	102	442	268	710	563	361	924

**TABLE – 7.2(iv)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-IV students' data on Enrolment, Retention and Dropout for last 5 years (during DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – IV**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2002 - 03	Enrolled	45 (100)	54 (100)	99 (100)	65 (100)	36 (100)	101 (100)	463 (100)	173 (100)	636 (100)	573 (100)	263 (100)	836 (100)
	Retained	43 (95.55)	50 (92.59)	93 (93.93)	61 (93.85)	31 (88.11)	92 (91.09)	436 (94.17)	163 (94.22)	599 (94.19)	540 (94.24)	244 (92.78)	784 (93.78)
	Dropped	2 (4.45)	4 (7.41)	6 (6.07)	4 (6.15)	5 (11.89)	9 (8.91)	27 (5.83)	10 (5.78)	37 (5.82)	33 (5.76)	19 (7.22)	52 (6.22)
	Appeared	40	46	86	59	28	87	412	150	562	511	224	735
	Passed	40	46	86	59	28	87	412	150	562	511	224	735
2003 - 04	Enrolled	61 (100)	83 (100)	144 (100)	53 (100)	44 (100)	97 (100)	540 (100)	363 (100)	903 (100)	654 (100)	490 (100)	1144 (100)
	Retained	58 (95.08)	76 (91.57)	134 (93.05)	50 (94.34)	41 (93.18)	91 (93.81)	519 (96.11)	345 (95.04)	864 (95.68)	627 (95.87)	462 (94.23)	1089 (93.19)
	Dropped	3 (4.92)	7 (8.43)	10 (6.95)	3 (5.66)	3 (6.82)	6 (6.19)	21 (3.89)	18 (4.96)	39 (4.32)	27 (4.13)	28 (5.77)	55 (4.81)
	Appeared	55	74	129	48	39	87	462	166	628	565	279	844
	Passed	55	74	129	48	39	87	462	166	628	565	279	844
2004 - 05	Enrolled	67 (100)	88 (100)	155 (100)	70 (100)	63 (100)	133 (100)	514 (100)	396 (100)	910 (100)	651 (100)	547 (100)	1198 (100)
	Retained	62 (92.54)	77 (87.50)	139 (89.88)	68 (97.14)	57 (90.48)	125 (3.98)	458 (89.11)	380 (95.96)	868 (95.38)	618 (94.93)	514 (93.97)	1132 (94.49)
	Dropped	5 (7.46)	11 (12.50)	16 (10.32)	2 (2.86)	6 (9.52)	8 (6.02)	26 (10.89)	16 (4.04)	42 (4.62)	33 (5.07)	33 (6.03)	66 (5.51)
	Appeared	58	55	113	67	55	122	454	357	811	579	467	1046
	Passed	58	55	113	67	55	122	454	357	811	579	467	1046

### Class – IV ( contd...)

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2005 -06	Enrolled	69 (100)	62 (100)	131 (100)	80 (100)	55 (100)	135 (100)	513 (100)	321 (100)	834 (100)	662 (100)	438 (100)	1100 (100)
	Retained	65 (94.20)	57 (91.94)	122 (93.12)	78 (97.50)	49 (89.10)	127 (94.07)	491 (93.71)	310 (96.57)	801 (96.04)	634 (95.77)	416 (94.98)	1050 (95.45)
	Dropped	4 (5.80)	3 (8.06)	7 (6.88)	2 (2.50)	6 (10.90)	8 (5.93)	22 (4.29)	11 (3.43)	33 (3.96)	28 (4.23)	20 (5.02)	48 (4.55)
	Appeared	45	56	101	74	49	123	538	398	936	657	503	1100
	Passed	45	56	101	74	49	123	538	398	936	657	503	1100
2006 - 07	Enrolled	63 (100)	74 (100)	137 (100)	58 (100)	46 (100)	104 (100)	532 (100)	410 (100)	942 (100)	653 (100)	530 (100)	1183 (100)
	Retained	60 (95.24)	69 (93.24)	129 (94.16)	56 (98.55)	39 (84.78)	95 (91.34)	519 (97.56)	392 (95.61)	911 (96.71)	635 (97.24)	500 (94.34)	1135 (95.94)
	Dropped	3 (4.76)	5 (6.76)	8 (5.84)	2 (1.45)	7 (15.22)	9 (8.65)	13 (2.44)	18 (4.49)	31 (3.29)	18 (2.76)	30 (5.66)	48 (4.06)
	Appeared	57	68	125	55	38	93	502	371	873	614	477	1091
	Passed	57	68	125	55	38	93	502	371	873	614	477	1091

**TABLE – 7.2(v)**

**Abstract of Year-wise, Caste-wise and Sex-wise distribution of Class-V students' data on Enrolment, Retention and Dropout for last 5 years (during DPEP period) of 40 Sample Schools in 4 Sample Blocks under study**

**Class – V**

Year	Description	General (in no. / %)			S.C. (in no. / % )			S.T. (in no. / % )			TOTAL (in no. / % )		
		M	F	T	M	F	T	M	F	T	M	F	T
2002 - 03	Enrolled	72 (100)	55 (100)	127 (100)	55 (100)	42 (100)	97 (100)	366 (100)	179 (100)	545 (100)	493 (100)	276 (100)	769 (100)
	Retained	70 (97.22)	52 (94.55)	122 (96.04)	53 (96.36)	37 (88.09)	90 (92.78)	343 (93.72)	166 (92.74)	509 (93.39)	466 (94.52)	260 (94.20)	726 (94.41)
	Dropped	02 (2.78)	03 (5.45)	05 (3.94)	02 (93.64)	5 (11.91)	7 (7.22)	23 (6.28)	13 (7.26)	36 (6.61)	27 (5.48)	16 (5.80)	43 (5.59)
	Appeared	66	49	115	52	42	94	325	161	486	443	252	695
	Passed	66	49	115	52	42	94	325	161	486	443	252	695
2003 - 04	Enrolled	46 (100)	52 (100)	98 (100)	63 (100)	28 (100)	91 (100)	422 (100)	171 (100)	593 (100)	531 (100)	251 (100)	782 (100)
	Retained	46 (100.00)	51 (98.08)	97 (98.98)	59 (93.65)	28 (100.00)	87 (95.60)	403 (95.50)	169 (98.83)	572 (96.46)	508 (95.67)	248 (98.80)	756 (96.68)
	Dropped	00 (00.00)	01 (1.92)	01 (1.02)	04 (6.35)	00 (00.00)	04 (4.40)	19 (4.50)	02 (1.17)	21 (3.54)	23 (4.33)	03 (1.20)	26 (3.32)
	Appeared	43	46	89	54	25	79	306	159	545	483	230	713
	Passed	43	46	89	54	25	79	306	159	545	483	230	713
2004 - 05	Enrolled	59 (100)	77 (100)	136 (100)	56 (100)	38 (100)	94 (100)	527 (100)	315 (100)	842 (100)	642 (100)	430 (100)	1072 (100)
	Retained	58 (98.31)	76 (98.70)	134 (98.53)	54 (96.43)	36 (94.74)	90 (95.74)	498 (94.48)	307 (94.46)	805 (95.61)	610 (95.02)	419 (97.44)	1029 (95.99)
	Dropped	01 (1.69)	01 (1.30)	02 (1.47)	02 (3.57)	02 (5.26)	04 (4.26)	29 (5.52)	08 (5.54)	37 (4.39)	32 (4.98)	11 (2.56)	43 (4.01)
	Appeared	56	68	124	53	34	87	422	270	692	531	372	903
	Passed	56	68	124	53	34	87	422	270	692	531	372	903

## Class – V ( contd...)

Year	Description	General (in no. / %)			S.C. (in no. / %)			S.T. (in no. / %)			TOTAL (in no. / %)		
		M	F	T	M	F	T	M	F	T	M	F	T
2005 -06	Enrolled	70 (100)	82 (100)	152 (100)	65 (100)	56 (100)	121 (100)	507 (100)	321 (100)	828 (100)	642 (100)	459 (100)	1101 (100)
	Retained	63 (90.00)	79 (96.34)	142 (93.42)	60 (92.31)	52 (92.86)	112 (92.56)	493 (97.24)	311 (96.84)	804 (97.10)	616 (95.95)	442 (96.30)	1056 (95.91)
	Dropped	07 (10.00)	03 (3.66)	10 (6.58)	05 (7.69)	04 (7.14)	09 (7.44)	14 (2.76)	10 (3.16)	24 (2.90)	26 (4.05)	17 (3.70)	43 (4.09)
	Appeared	62	78	140	59	52	111	455	288	643	476	418	894
	Passed	62	78	140	59	52	111	455	288	643	476	418	894
2006 - 07	Enrolled	61 (100)	62 (100)	123 (100)	74 (100)	39 (100)	113 (100)	433 (100)	317 (100)	750 (100)	568 (100)	418 (100)	986 (100)
	Retained	59 (96.72)	59 (95.16)	118 (95.94)	66 (89.19)	35 (89.74)	101 (89.38)	420 (96.98)	312 (98.42)	732 (97.60)	545 (95.95)	406 (97.13)	951 (96.45)
	Dropped	02 (3.28)	03 (4.84)	05 (4.06)	08 (10.81)	04 (10.26)	12 (10.02)	13 (3.02)	05 (1.58)	18 (2.40)	23 (4.05)	17 (2.87)	40 (3.55)
	Appeared	55	56	111	65	34	99	253	292	545	373	382	755
	Passed	55	56	111	65	34	99	253	292	545	373	382	755





**SCHEDULED CASTE & SCHEDULED TRIBE**  
**RESEARCH & TRAINING INSTITUTE**  
**C.R.P. SQUARE, BHUBANESWAR**

***Studies on : (1) Impact of DPEP & SSA on Education of Tribal children)***  
***(2) Education of Tribal Girl Child : Problems and Prospects***

**Code No. : 01**

**Questionnaire for Sample School**

1. Name of the School : \_\_\_\_\_
2. Location :
  - (a) Name of Village \_\_\_\_\_ (b) Name of G.P. \_\_\_\_\_
  - (c) Name of Block \_\_\_\_\_ (d) Name of District \_\_\_\_\_
  - (e) Distance from Block HQ (in kms) \_\_\_\_\_
3. Status of the School : \_\_\_\_\_  
 (whether Govt. / Pvt./ Sevashram/ Ashram, or any other) (specify)
4. Whether the school has :
  - (a) Boundary \_\_\_\_\_ (b) Hostel \_\_\_\_\_
  - (c) Quarters for Teachers \_\_\_\_\_
5. Whether health checkup organised in School or not : \_\_\_\_\_

**6. Total Rooms in the schools with condition :**

No. of Rooms	Type of Room				
	Pucca	Kacha	Pucca Floor	Pucca roof/ asbest	Chhapper
Office					
Class rooms					
Common room					
Others (Specify)					

**7.1 Total no. of students presently reading in the school : (2007-08)**

Class	General		S.C		S.T	
	Boys	Girls	Boys	Girls	Boys	Girls
Class – I						

Class – II						
Class – III						
Class – IV						
Class – V						

## 8. Total no. of Teachers & other staff presently engaged in the school / Position

	General Caste			SC			ST			Total	Sanctioned strength	Salary
	M	F	T	M	F	T	M	F	T			
Headmaster												
Teacher												
Other Staff (Specify)												
Total												

9. Instruction / Mode of Teaching (Language) : \_\_\_\_\_
- 9.1 Local Demand for Teaching Language (Name) : \_\_\_\_\_
- 9.2 No. of Teachers available in the school for teaching / explaining the students in local language : \_\_\_\_\_
- 9.3 Whether study materials available for teaching in local language : \_\_\_\_\_
10. Is there any toilet in the School : Yes / No : \_\_\_\_\_
- 10.1 If yes : a) No. of toilets : \_\_\_\_\_
- b) Whether Separate toilet provided for girl students : \_\_\_\_\_
- c) Condition of the toilet (covered of walls / open ) : \_\_\_\_\_
- d) Whether water facilities available to toilets (with source) : \_\_\_\_\_
11. Other infrastructure facilities :
- a) Science laboratory : \_\_\_\_\_
- b) Fields for games : \_\_\_\_\_
- c) Games Facilities : \_\_\_\_\_
- (with type of games)
- d) Whether sports organised in the school : Yes / No. : \_\_\_\_\_
- e) Extent of Participation of tribal students (Male) \_\_\_\_\_

- f) Extent of participant of tribal students (female ) \_\_\_\_\_
12. Whether Mid-day-Meal (MDM) Programme implemented in the school : (Yes / No )
- 12.1 If yes, please indicate whether all the students are included or upto which class students are provided with MDM \_\_\_\_\_
- 12.2 Whether teacher(s) is / are engaged for arranging and cooking or given to other / outsider for the same : \_\_\_\_\_
- 12.3 The teacher(s) engaged for MDM programme is / are remain engaged in teaching or not. \_\_\_\_\_
- 12.4. Whether School uniforms provided to students : Yes / No \_\_\_\_\_.
13. If yes, a) from which year \_\_\_\_\_.
- b) Upto which class \_\_\_\_\_.
- c) No. of pairs per year \_\_\_\_\_
14. Whether learning materials provided to students ? Yes / No \_\_\_\_\_.
15. If yes; a) Text books
- b) Others (Specify)
16. Whether stipend is provided to students ? Yes / No \_\_\_\_\_.
- 17.1 If yes, a) To tribal students (Boys / Girls) : \_\_\_\_\_
- b) To other students : \_\_\_\_\_
- c) Amount in Rs. per month / year (Class-wise) : \_\_\_\_\_
17. Facilities provided on DPEP/SSA intervention :
- a) Building : \_\_\_\_\_
- b) Toilet : \_\_\_\_\_
- c) Teacher : \_\_\_\_\_
- d) Facilities to students : \_\_\_\_\_

18. Facilities provided by SC & ST Department :

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

19. Facilities provided by other organisation / Agency :

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

**20. Students Data (3 years) prior to DPEP :**

## 20.1 Class – I

[illegible]

## 20.2 Class – II

[illegible]

[illegible]

### 20.3 Class – III:

[illegible]

## 20.4 Class –IV :

[illegible]



[illegible]

## 20.5 Class-V :

[illegible]

**21. Class-wise Students Data ( for Last 5 years) :**

### 21.1 Class –I :

[illegible]

[illegible]

## 21.2 Class – II :

[illegible]

### 21.3 Class – III :

[illegible]



	Pass												
	Admitted												
	Retained												
	Dropped												
	Appeared												
	Pass												
	Admitted												
	Retained												
	Dropped												
	Appeared												
	Pass												

**Name & Sign. of the Investigator** \_\_\_\_\_ **Signature of H.M. with seal** \_\_\_\_\_

**SCHEDULED CASTE & SCHEDULED TRIBE**  
**RESEARCH & TRAINING INSTITUTE**  
**C.R.P. SQUARE, BHUBANESWAR**

*Studies on : (1) Impact of DPEP & SSA on Education of Tribal children)*  
*(2) Education of Tribal Girl Child : Problems and Prospects*

**Code No. : 04**

**Questionnaire**

(For Teachers, Dist-Coordination of DPEP & SSA, Block & Dist Level officials of SC & ST Deptt., Community Leaders, Educationalists opinion makers)

1. Name : -----
2. Position / Designation : -----
3. Representing Organisation / Locality : -----  
 (with address)  
 -----  
 -----
4. Please, mention what you know about functioning of DPEP / SSA in schools :
5. Whether DPEP/SSA programmes provided additional benefits to attract the local tribals to send their children (both boys and girls ) to schools ?
6. In your opinion, what additional benefits / facilities needed to encourage or enable the tribals to send their children (both boys and girls) to Schools?

7. Do you know, what is dropout :
8. Why dropout happens among tribal children (boys / girls);  
(please state the reasons):
  - a)
  - b)
  - c)
  - d)
9. In your opinion, how dropout can be reduced among tribal children (boys / girls) :
10. Do you think the intervention of DPEP / SEA has brought any impact among the tribal children :
11. In your knowledge, what are the improvements made by the intervention of DPEP / SSA in respect of infrastructural facilities of the school ?
12. Also please indicate the infrastructural facilities available in the schools prior to DPEP / SSA. :



13. How many Sevashram and Ashram Schools are functioning in your locality :
14. Please indicate the existing teaching instructions in schools :  
a) Oriya ..... b) ..... c) .....
15. Whether teachers are teaching in local languages : ( )  
or in Oriya or (any other) -----.
16. Whether, is there any demand from local people to teach in local language  
( ) to the students.
17. Whether trained teachers are engaged in schools for teaching in local language :
18. Whether learning materials are distributed to the tribal students by the schools ?  
If yes, please indicate the items :
19. Whether school uniforms (dress) have been distributed to the students by the schools? If yes, how many pairs in a year :
20. Whether Mid-Day-Meal programme implemented in schools ? Yes / No \_\_\_\_\_
- 20.1 If yes, please indicate whether teachers are engaged for cooking and distributing of Mid-day-Meals to children or some other persons engaged for this ?
- 20.2 If teachers are engaged for above are taking classes or not ?
- 20.3 Whether Mid-day-Meal programme give any impact of attracting enrolment and reduction of dropout among tribal children ?

21. What is your view on the empowerment of woman ?
22. What are the constraints for sending girl child to the school among the tribals?
23. Please indicate, what steps can be taken for improvement of enrolment and reduction of dropout among tribal girl child (please item-wise details) :
- a) Expectation from Parents :
  - b) Expectation from Teachers :
  - c) Expectation from School :
  - d) Expectation from Govt. :
  - e) Expectation from Social workers / NGOs :
  - f) Any other :

**Signature of Respondent**

**Name of the Investigator**

**Signature**

**SCHEDULED CASTE & SCHEDULED TRIBE**  
**RESEARCH & TRAINING INSTITUTE**  
**C.R.P. Square, Bhubaneswar**

*Studies on : (1) Impact of DPEP & SSA on Education of Tribal children)*  
*(2) Education of Tribal Girl Child : Problems and Prospects*

**Code No. : 03**

**Questionnaire for Tribal Students**

(Both Boys & Girls : Reading, Dropouts & Never enrolled)

1. Name of student \_\_\_\_\_ Male / Female \_\_\_\_\_
2. Status : Whether / Never Enrolled / Presently reading or Dropout (since) \_\_\_\_\_
3. Father's / Mother's Name : \_\_\_\_\_
4. Name of the School : \_\_\_\_\_
- 4.1 Location of School : Vill \_\_\_\_\_ G.P. \_\_\_\_\_ Block \_\_\_\_\_  
 \_\_\_\_\_ Dist \_\_\_\_\_ Distance of school for home \_\_\_\_\_ kms.
5. If continuing the study :
  - a) Present Class \_\_\_\_\_ (ii) Age : \_\_\_\_\_
  - b) Languages known (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_
  - c) Learning Instruction (Language) in the School \_\_\_\_\_
  - d) Whether you understand through the present learning instruction at school  
 or facing difficulties : \_\_\_\_\_
  - e) Whether you want that the learning instruction should be in your local  
 language (with name) : \_\_\_\_\_
  - f) What benefits you are getting from school :
    - (i) Learning materials \_\_\_\_\_  
 (text books & others specify)
    - (ii) School uniforms \_\_\_\_\_
    - (iii) Mid-day Meals \_\_\_\_\_
    - (iv) Any other benefits \_\_\_\_\_
  - (g) What benefits received from family for study:-
    - (i) \_\_\_\_\_
    - (ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(h) Besides attending school, whether you are engaged in :

(i) Time spent in reading at home \_\_\_\_\_

(ii) Assisting family in household income (specify) \_\_\_\_\_

(iii) Assisting family in household duties (specify) \_\_\_\_\_

(iv) Any other (specify) \_\_\_\_\_

(i) What additional benefits (other than items 'f' and 'g' you need for continuing your study ? (specify)

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

6. For Discontinued / Dropped out students :

a) From which class you have discontinued your study : \_\_\_\_\_

b) Whether you were interested for continuing study and your parents discontinued your study:

c) What are the reasons for which you have discontinued?

d) What are you doing presently :

(i) Assisting family household duties (specify) :

(ii) Whether engaged in any economic activities with income per day / week / month (specify) :

(iii) Whether, you are still interested for learning ?

(iv) If yes, what facilities you need for continuing your study (specify)

7. For Never Enrolled Children :

(a) Please state the reasons for your not attending the school.

b) Whether you intend for learning? (Yes/No)

If yes, what facilities you need (specify) :

**Name of the Investigator**

**Signature**

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 (2) Education of Tribal Girl Child : Problems and Prospects*

Code No. : 02

**Questionnaire**

**Socio-Economic Conditions of Tribal Households**  
**(PARENTS OF TRIBAL STUDENTS)**

Name of Village : \_\_\_\_\_ G.P. \_\_\_\_\_

Block \_\_\_\_\_ Dist \_\_\_\_\_

1.1 Name of the Student/Child : ----- sex ----- Age-----

1.2 Class: Continuing / Dropped out : -----

1.3 Name of the Head of the household / Father : -----

1.4 Name of the respondent : -----  
(with relation to head of household)

1.5 Category of Tribe :- -----

1.6 Family Composition : -----

1.7 Number of Members in the family : -----

1.8 Whether the family is considered under B.P.L. : Yes / No \_\_\_\_\_

2.0 Family Background :

Sl. No.	Members	Sex	Age (in years)	Literacy Level	Reasons for discontinuation of study	Employment Status


**ABBREVIATIONS :**

**For Members :-** Head (H), Wife (W) , Son (S) Daughter (D) Sister (Sr) Brother (B), Brother's wife (BW), Brother's Son (BS) Brother's Daughter (BD)

**Reasons for discontinuation of study :-** Tradition to help in farming (TFQ) Family responsibility (FR), No School (NS), Academic Literacy has no value (NV) Economic Difficulties (ED)

**Employment Status :-** Working (W), Non-Working (NW), Unemployed (U), Household Work (HW), Child (C), Student (S)

3. Occupation Pattern of the Family :

Sl. No.	Primary			Secondary		
	Occupation	Duration	Income	Occupation	Duration	Income

**ABBREVIATIONS :**

FA – Engaged in Farm Activities

S – Service

VC – Vill. Craft (Specify)

AL – Agricultural Labourer

OAL – Otherthan Agr. Labourer

O – Others (Specify)

4.0 Do you have land ? \_\_\_\_\_

4.1 If yes, quantity (in acres) : Cultivated \_\_\_\_\_ Non Cultivated \_\_\_\_\_  
Irrigated \_\_\_\_\_ Non-irrigable \_\_\_\_\_.

5.0 Animal Husbandry :

5.1 Do you own domestic animals ? Yes / No \_\_\_\_\_

5.2 If yes :

Animals	No.	Milk / Egg Produced		Consumed		Sold		Amount (in Rs.)
		Kg.	No.	Kg.	No.	Kg.	No.	
Bullocks								
Cow								
He Buffalos								
She Buffalos								
Goats								
Sheep								
Pig								
Hen								
Duck								
Others								

6. Consumption Pattern :

Items	Quantity per week / month / year	Market value (in Rs.)	Total (in Rs.)	Expenditure yearly (in Rs.)
Food				

<b>Fuel</b>				
<b>Clothing</b>				
<b>Education</b>				
<b>Litigation</b>				
<b>Rent &amp; Taxes</b>				
<b>Medical</b>				

7. Indebtedness / loans :

7.1 Do you have loans at present : Yes / No \_\_\_\_\_

7.2 If yes,

<b>Purpose</b>	<b>Source</b>	<b>Amount (In Rs.)</b>	<b>Interest Amount (In Rs.)</b>
Agriculture			
Business			
Marriage			
Other Social Customs			
Household			

**Abbreviations of Source of Loan :**

R – Relatives

ML – Money Lenders

B - Banks

G – Government

Other Institutes (Specify)

8.0 Housing :

8.1 Have you house ? Yes/ No \_\_\_\_\_. If on rent, amount ..... monthly

<b>Nature of Ownership</b>	<b>Type of House</b>				
	<b>Kacha</b>	<b>Pucca</b>	<b>Semi Pucca</b>	<b>Type of roof</b>	<b>Type of floor</b>



Own house on own land					
Own house on leased land					
Rented house					
Own house of Govt. land					

**9. No. of School going children (0-14 years & Class I to V )**

Boys / Girl	Age	Class	School in the Village or outside the village	Distance of school from home (in kms)
<b>Boy- 1</b>				
	<b>2</b>			
	<b>3</b>			
<b>Girl -1</b>				
	<b>2</b>			
	<b>3</b>			

10.0 Whether you want to continue studies of your above children : Yes / No:\_\_\_\_\_

10.1 If yes, up to what standard : \_\_\_\_\_

10.2 What you want to make your children : \_\_\_\_\_  
(Please specify child-wise)

10.3 What facilities you are providing to your school going children :

a) b)

c) d)

10.4 What facilities provided by the school to your school going children :

a) b)

b) d)

10.5 What additional facilities you need from school to continue your children's education.

11. Whether you want to discontinue studies of your children : Yes / No. -----

11.1 If yes, please state the reasons :

a) b)

b) d)

**Name of the Investigator** **Signature**