

**SUMMARY AND ANALYSIS OF SUGGESTIONS RECEIVED FROM
CITIZENS THROUGH MYGOV PLATFORM BETWEEN 6TH
DECEMBER, 2014 TO 5TH JANUARY, 2015**

I. Broad factors responsible for high dropout and low literacy rates amongst ST students as indicated by the citizen through MyGov platform:

- (i) No single factor can completely account for the dropout decision. Decision to dropout is not just a result of what happens in school. Clearly, teacher's behavior and student's performance in the school influence their decisions to continue or dropout. But parents and community support outside of school indeed influence their likelihood of remaining in school.
- (ii) Fear of loss of livelihood and culture: Education should not be a reason to go away. It should create an obligation to come back suitably trained and skilled. Education should empower the tribal children to live closely with agriculture, livestock, nature, family, community and village than to go away to urban centers and remain unemployed.
- (iii) Dropping out is more of a process than an event. For many students, the process begins in early elementary and primary classes due to various barriers. Most important among these are culture and language barriers.
- (iv) Poor learning ability at primary and elementary level is the foundation on which dropout decisions are formed. ST children dropout at a higher rate in classes 5-8 due to family need and pressure. However, overall dropout rate is highest after class 8 which is the time that the examinations are administered.

(v) Tribal people are not clear and convinced about the benefits education brings to their children.

II. Possible Solutions suggested by citizen through MyGov platform:

- (i) Curriculum should improve to make it culturally sensitive. In elementary and primary classes, tribal children must be taught compulsorily in their mother tongue tribal language.
- (ii) Work education and vocational education including the traditional tribal vocation such as agriculture, horticulture, animal husbandry, dairy, poultry, fishery, apiculture, sericulture, forest based activities, local tribal art, local tribal craft, traditional tribal medicine and healing practices, local tribal skills must form part of overall curriculum for tribal students. Tribal students in line with their family tradition and community practices, right from the primary classes should be encouraged and involved in the production and sale of various marketable products, so that they earn and learn a livelihood before leaving the school. Curriculum should have a proper balance of traditional skill and modern job oriented skill. Education for the ST children in the age group of 5-16 must be made contextually relevant and culturally appropriate. While the curriculum should be made culturally sensitive, focus must be given for the ST children to learn economically viable options for life, living and livelihood.
- (iii) Tribal education should be made child centered and student friendly. In the schools and hostels, tribal girls and boys should feel safe, secured and comfortable physically, emotionally, psychologically and culturally.
- (iv) Teacher in the schools in tribal areas should not just be a trained and competent teacher, he needs to be a mentor and counsellor for students,

parents and community. Hence teachers should be selected carefully, trained properly and be paid appropriately. All their family needs must be taken care. To prevent the dropout, teachers must be given specific role and responsibility. When teacher is empowered and respected, the local tribal children would be motivated to pursue their study to become teachers.

- (v) Anti-dropout protocol, procedure and mechanism for the schools, teachers, local authorities and local community to reach out to the parents and students must be in place, so that each dropout students are brought back to school and is suitably counselled, trained and skilled.
- (vi) All schools in the tribal areas should be of very high quality and should be of the standard of the Navodayavidyalaya at least. One JawaharNavodayaVidyalay or EMRS should be established in each sub-division in schedule V areas in the country.
- (vii) Special awareness drive in a mission mode may be launched in each tribal village for making parents, community and children aware of the benefits and importance of education.
- (viii) A Tribal Education Help Line (Country wide Toll Free No) for education related matters should be in place urgently.
- (ix) A dedicated Online Tracking & Monitoring System for dropout of Tribal Students should be launched.

III. Initiative from the Ministry of Tribal Affairs:

Series of following measures have been taken by the Ministry during last one year to address the issue of Dropout:

- (i) Development of Bilingual Primers containing text both in regional and tribal language but in local official script through Tribal Research Institutes and SarvaSikshaAbhiyan.
- (ii) Content of the primers in the Tribal Cultural context
- (iii) School vacation to be in synchronization with major tribal festivals
- (iv) Construction of Girls toilets: to check girl drop out; physical safety; sanitation issues
- (v) Vocational training integrated with residential schools- to make education more useful for livelihood, and perceived as relevant and valuable
- (vi) Residential schools (200-300 students capacity) in block headquarters for quality education and physical safety including in LWE affected areas
- (vii) Promotion of Kitchen garden and Sports
- (viii) Traditional Food (minor millet) in school meals
- (ix) School management to be authorized to engage session/class wise teachers to overcome shortage
- (x) 100% screening of children for Sickle Cell Anemia/Trait
- (xi) 100% physical enrolment of children
- (xii) Habit of hygiene and sanitation, use of recyclable material amongst school children, reduction in generation of garbage
- (xiii) Engagement of trained lady health workers as Warden/Asstt. Wardens in girls' hostels.
- (xiv) Special coaching for English and Mathematics after class V and Mathematics and Science after class VII to overcome barriers in curriculum.
- (xv) In collaboration with the states/UTs, local bodies and also with the All India Radio, Ministry is planning for wide publicity for admission,

enrollment and education of Tribal children. Awareness drive in campaign and celebration mode is being designed targeting the Tribal children, parents, communities, teachers and school administration and will continue throughout the year.