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A STUDY ON CAUSES AND CONSEQUENCES OF SCHOOL DROPOUTS AT ELEMENTARY LEVEL IN MAYURBHANJ AND KEONJHAR DISTRICTS OF ODISHA STATE

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ABSTRACT

This article attempts to draw attention to Odisha's primary school dropout rate. The article's major goal is to examine the issue of primary school dropout. Numerous laws and initiatives have been put in place to lower the number of school dropouts, however a number of problems persist. Even though funding for education has increased, dropout rates can still be attributed to a variety of factors, including family history, economic status, access and equity, quality decline, a lack of community relationships within the school, and the public-private divide. These factors have been addressed by various programs and policies, including Right to Education (RTE), Education for All (EFA), Sarva Shishya Abhijan (SSA) OPEPA, Tribal Welfare Dept. Odisha, SCSTRTI, Odisha, etc. It also comprises In order to follow the focus of researchers, policy makers, administrators, and educationists on reaching the SSA target in the State as well as Mayurbhanj and Keonjhar districts, education parameters at the district level are discussed and examined. Among the dropouts are unreached, marginalized, and socially excluded communities; enough resources; and linguistic problems. Therefore, this article also offers solutions that will be beneficial to those involved in education. The leading causes of primary school dropouts were identified as being home chores, a lack of parental guidance in their studies, the family's socioeconomic status, teacher discipline, and other factors.

KEYWORD: *Dropout Rate, Education, Socioeconomic Status, Teacher Discipline*

1. INTRODUCTION

A discussion of rural infrastructures would be incomplete without evaluating the degree to which education has served as the children of rural India's entryway to the outside world. India's constitution was drafted in 1950 with the intention of ensuring social, political, and economic fairness for all people, regardless of their caste, creed, or religion. It was intended that the underprivileged segments of the Indian population, such as the Scheduled Castes and Scheduled Tribes, as well as other underprivileged classes, would be given educational opportunities to foster critical thinking and self-reliance and to advance the nation. These assurances helped the nation advance and set the stage for the endeavor at universalization. A significant amount of educational facility expansion was accomplished at that time. Universalization, meanwhile, remained a distant goal. In 1950, a goal was established to universalize primary education for all qualifying students between the ages of 6 and 14 over the course of ten years. Free and compulsory education was declared universal in April 2010 and would be provided to everybody. India is ranked as the 135th nation that prohibits free and compulsory education for children between the ages of six and four.

The most crucial tool for developing human resources is education, which is also very significant. Without schools, education would be impossible to envision since they are crucial in shaping children's fundamental beliefs, routines, and attitudes in order to create well-rounded adults. It is commonly acknowledged that education is the most important instrument for developing human resources and that it plays a critical role in developing countries. Education also raises political consciousness and a nation's citizens' awareness of their rights and obligations. The key to opening the door to life is education. It is essential to social development since it leads to human perfection, social rank advancement, and profound shifts in perspective and attitude. Children receive an education at school, but they are also protected from societal problems by the institution. The primary issue facing schools is the rise in dropout rates and stagnation.

The Government of India's 11th Five Year Plan (2007–12) is likewise designed with the goal of achieving "faster more broad based and inclusive growth" and mending social divides between the rich and the poor, between urban and rural areas, and between various regions and socially excluded groups like women and Schedule Castes (SCs) and STs. However, the significant proportion of SCs and STs in Odisha's population makes the state unique. The 2011 census indicates that 22.84 percent of the state's population is ST. Furthermore, the Schedule of the constitution, which specifies specific advantages for places where the majority of the population is made up of Scheduled Tribes, classifies around 45% of Odisha as Scheduled places. Odisha's policy agenda has traditionally placed a strong emphasis on tribal development because of the state's large tribal population. However, of late, tribal issues have taken center stage in state policy thinking. This is a result of the fact that the majority of Odisha's current sources of growth, its mineral resources, are found in areas where the tribal people live. By establishing mineral-based industries in these areas, the tribe has been forcibly removed from its ancestral lands, leading to issues with resettlement and rehabilitation. This has increased anger toward the government; according to some observers, this alienation is the main reason why tribal people are turning against the government and joining anti-state organizations

like the Naxalites. It should come as no surprise that in recent years, calls to pinpoint the mechanism causing tribal deprivation have been more prominent.

Many families now appreciate their children's education and respond favorably toward their schooling and education due to the increased knowledge of the importance of education. They participate in school decision-making and determine their children's prospects for further education. Thus, in order to gauge the effectiveness of awareness campaigns and initiatives on "Sarva Sikhsha Abhiyan," or universal basic education, it is crucial to evaluate the level of receptive attitude in tribal communities.

2. SIGNIFICANCE OF THE STUDY

The contribution of education to social change and economic expansion is well acknowledged. Among all the investments, education is thought to be the most important because it produces significant returns for both society and the individual. Since education has positive externalities, it is partially a public good and must be provided by the state because markets might not be able to offer it for the intended societal optimum. In addition, a lot of students drop out of school because they lose motivation and are unable to maintain their grades. They may think attending school is pointless or may have experienced multiple suspensions. They believe that because there are so many graduates looking for work and not being able to find any, having an education does not ensure a successful future. Family issues could be another cause for someone to leave education. In other words, a person may decide to drop out of school in order to care for an ill relative if there is no one else available to do so. Children who do drop out confront a multitude of additional challenges for all of these reasons and more. If they don't have a skill or a trade, they may find that dropping out was the wrong decision. In an attempt to exact retribution or flee society and the unpleasant reality, many of them will turn to drugs, alcohol, or even criminal activity. Ultimately, a lot of parents undervalue the value of education. In addition, parents need to inspire and support their kids as well! In addition to assisting children with their personal issues, teachers and counselors should work to ensure that they feel happy and at ease at school.

3. STATEMENT OF THE PROBLEM

The current study is an empirical investigation of the facts surrounding school dropouts in the Mayurbhanj and Keonjhar districts, which was selected for the study. India now has a well developed educational system. Achieving 100% outcomes in terms of keeping kids in school is still deemed challenging, even though basic education is now free for all students up to the age of 14 and is also required. The type, prevalence, and cause of school dropouts vary among Indian regions, communities, castes, creeds, religions, genders, and places. This is something that has many varieties that one must comprehend. Therefore, the goal of this study is to determine the background of school dropouts as they are portrayed by contextual variables such the social, economic, professional, and educational characteristics of the family that produced them. The goal of this study is to identify the variables that affect children's and their parents' or guardians' decisions to withdraw their children from school in the middle of their primary school education.

4. RATIONAL OF THE STUDY

Odisha, a region home to numerous tribes, is still regarded as having an inadequate level of tribal education. Numerous worries and issues need to be addressed; else, the intended solutions and inventions would never be successful. However, sufficient educational opportunities must be offered in order to help the tribal people of Mayurbhanj and Keonjhar districts grow and elevate their level of aspiration. This will inspire them to engage in mainstream education and, in the end, teach them how to start their own development programs and support government initiatives for their own development. The state's literacy rate is 73.45, while the Mayurbhanj and Keonjhar districts overall literacy rate is 63.17, according to the 2011 Census. Only 53.1 compared to 52.2, the state's tribal literacy, is considered tribal. Research on the root causes of low literacy should be done methodically.

5. REVIEW OF LITERATURE

Kurian, Aju & Kujur, Aakarsh & Ahmed, Uddalak & Chopra, Udish & Hossain, Zaid. (2023). The current study investigates potential causes of dropouts and offers remedies to lessen this threat. This study was conducted in the Kolkata Municipal Corporation (KMC) with a sample size of eighty teachers from three different types of schools: non-profit, private, and government. According to this report, dropout rates are higher in government schools than in private ones. Education is the key to human progress in creating a healthy society because it provides the next generation with the historical knowledge and modern tools they need to determine the future. It transforms people into logical, progressive thinkers and aids in the information and skill acquisition needed to break free from intergenerational poverty and advance in one's job. India's vision 2030 for school education aims to give all children in the school-attending age group a top-notch education. But dropout rates are a serious problem. When a student leaves a college or school before finishing their academic program, it is known as a dropout. It is a severe problem that affects pupils everywhere and may have detrimental effects on their life. India is afflicted by this illness, which is really concerning. Despite rising enrolment rates over the previous few years, the percentage of pupils dropping out of school has either increased or remained unchanged. According to the UDISE+ 2020 survey, the secondary level dropout rate (17%) is still significant when compared to the primary level (1.8%) and upper primary level (1.5%). This rate of school dropouts adds to the weight of quantitative inclusion for India's concept of setting educational objectives. Children that fail to engage in conduct and/or academics are typically the ones who drop out of high school, wasting money and highlighting the inefficiencies of the educational system. The Indian government has implemented a number of initiatives, including MidDay Meal, Sarva Shiksha Abhiyan (SSA), Right to Education, Samagra Shiksha, NISHTHA, and others, to increase primary education and attendance rates. But the reality is significantly less than anticipated.

Tudu, Fagu & Mohapatra, Ratnakar. (2021). In tribal societies, education has aided in achieving goals for a stable living and maintaining social order. The primitive tribal inhabitants of Mayurbhanj, in the state of Odisha, Eastern India, are known as the Hill Kharias. The primary factor in the progress of the state of Odisha's primitive tribal people is the advancement of education inside the Hill Kharia community/society of Mayurbhanj. Aware of the fact that certain tribal groups are more advanced than others, the Indian government

released guidelines for the identification of primitive tribal tribes on April 27, 1980, through letter No. 20018 5/81-ITDA. One of the earliest tribal communities in India, the Hill Kharia are primarily found in the hilly and forested regions of the Mayurbhanj district of Odisha. The Hill Kharia tribe of Mayurbhanj has extremely weak mental health as a result of inadequate nourishment, awareness, and education, making them socially backward in today's world. Odisha is home to many diverse kinds of tribes and has held a special place in India's tribal history. Various government and non-government organizations have carried out various educational development programs. The Hill Kharias are believed to live in the Mayurbhanj district of Odisha, according to fieldwork conducted by previous researchers, including the writers of this article. This paper's goal is to examine the educational situation of the Hill Kharias in Odisha's Mayurbhanj district. The current article has employed both primary and secondary sources in its methodology.

Majhi, Drhimani & Mallick, Minati. (2019). The importance of education for a nation's socioeconomic development cannot be overstated, since having a minimal level of education increases the efficiency with which resources are allocated, raising income levels and promoting equitable distribution of that money, which in turn lowers inequality. (Psacharapolous and Woodhall, 1995; Tilak, 1978). In addition to attempting to determine the impact infrastructure plays in encouraging enrolment in primary schools in the state of Odisha, this article also attempts to create a composite infrastructure index for the primary education level.

6. OBJECTIVES OF THE STUDY

1. To examine the effects of school abandonment and make a distinction between public and private education.
2. To determine whether there are any statistically significant differences in sample respondents' opinions about the causes and effects of school dropouts in the research area between and between the groups.
3. To recommend corrective actions to lower the rate of school dropouts, particularly in tribal areas.

7. RESEARCH METHODOLOGY

The goal of the study determines the investigation's methodology. The current study is to examine the reasons behind and effects of school dropouts in Mayurbhanj and Keonjhar districts of Odisha state. It looks for reasons why students drop out of school, as well as how it affects their own lives and the lives of society at large.

The pupils reside in tribal communities with inadequate resources and facilities available for basic education. Therefore, in order to investigate the topic, the researcher has selected Mayurbhanj and Keonjhar districts of Odisha state for study. These communities' proximity to the district headquarters raises the chance that the study's findings will be influenced by urban factors. The study's design necessitates using a tribal-cultural group that is familiar with literacy levels, as opposed to selecting participants from isolated tribal regions. Aside from this, the investigator could easily reach the research sites, which made it possible to gather data there.

The study area is tribal of Mayurbhanj and Keonjhar districts of Odisha state. It is a very large geographic area with many shared characteristics and unique features that are all encompassed within it. However, the researcher suggested choosing just one district for the study in light of the time and other resources available. Additionally, the preliminary investigators discovered that the chosen area is again fairly large in terms of geography, politics, and administration. The researcher thought that focusing on a single district would be ideal for conducting an efficient field study because it would have included a sufficient number of villages and areas for the administration of education. Thus, the researcher made an objective attempt to select a district using the tried-and-true lottery approach. Data was collected using a lottery-based randomized sampling technique, where each participant was given a choice basis and the selection of one did not effect the selection of any other individual. The study's goals and hypotheses were taken into consideration when statistical analysis, interpretation, and evaluation of the gathered data were done. Additionally, different tables were set up wherever possible and necessary. ANOVA (f-test) tests, averages, percentages, and t-tests are a few examples of statistical methods that have been utilized for data analysis and interpretation.

8. RESULTS AND DATA INTERPRETATION

The method by which emergent knowledge is applied to study problems and sense and meaning are formed out of the data collected in qualitative research. Although they are not the only format, these data frequently take the form of transcripts from interviews and focus groups. The researcher looks for patterns and insights pertinent to the main study concerns by procedures of revisiting and immersing oneself in the data, as well as through intricate actions of structuring, re-framing, or otherwise examining it. The researcher then uses these to address the empirical evidence.

Socio – Economic Details of Respondents

TABLE – 8.1: GENDER-WISE DISTRIBUTION OF GOVERNMENT AND PRIVATE SCHOOL DROPOUTS IN TRIBAL AREAS

Sex	Management		Total
	Government	Private	
Boys	99 (38.1)	35 (32.1)	134 (36.3)
Girls	161 (61.9)	74 (67.9)	235 (63.7)
Total	260 (100.0)	109 (100.0)	369 (100.0)

According to the gender distribution of dropouts from public and private schools in tribal areas, up to 63.7 percent of all dropouts are girls and 36.3 percent are boys. The chart also shows that, of all the dropouts from government schools, girls make up 61.9 percent and boys make up 38.1 percent of the total. In the same way,

girls make up more than two thirds of all private school dropouts (67.9%), while boys make up less than one third (32.1%). This suggests that, generally speaking, there are more girl dropouts in tribal regions with private or public schools.

TABLE – 8.2: AGE-WISE DISTRIBUTION OF GOVERNMENT AND PRIVATE SCHOOL DROPOUTS IN TRIBAL AREAS

Age	Management		Total
	Government	Private	
Less than 10 years	53 (20.4)	19 (17.4)	72 (19.5)
10 -15 years	140 (53.8)	71 (65.1)	211 (57.2)
Above 15 years	67 (25.8)	19 (17.4)	86 (23.3)
Total	260 (100.0)	109 (100.0)	369 (100.0)

The age distribution of dropouts from private and public schools in the tribal region is shown in the table. This demonstrates that, of all respondents that dropped out, over half fall into the 10-15 year age range. Of the remainder, 23.3% fall into the 15–20 year age range, and 19.5% fall into the 10–15 year age group. Of all government school leavers, 53.8 percent are between the ages of 10 and 15, 25.8 percent are over 15, and 20.4 percent are under 10. Similarly, 65.1 percent of dropouts from private schools are between the ages of 10 and 15, with the remaining 17.4 percent falling into the above-15 and below-10 age groups. Thus, the aforementioned analysis suggests that when it comes to school administration in both public and private institutions, the majority of child dropouts belong to the 10- to 15-year-old age group, and over twenty percent to the 15-year-old age group.

Availability of facilities in the study schools

TABLE – 8.3: ECONOMIC AND HEALTH CAUSES FOR SCHOOL DROPOUT

Economic and Health causes	Government			Private			Total		
	Agree	Un decided	Disagree	Agree	Un decided	Disagree	Agree	Un decided	Disagree
Poverty	178 (68.5)	36 (13.8)	46 (17.7)	81 (74.3)	9 (8.3)	19 (17.4)	259 (70.2)	45 (12.2)	65 (17.6)
More number of children in the family	181 (69.6)	31 (11.9)	48 (18.5)	79 (72.5)	8 (7.3)	22 (20.2)	260 (70.5)	39 (10.6)	70 (19.0)
Ill Health	172 (66.2)	35 (13.5)	53 (20.4)	75 (68.8)	9 (8.3)	25 (22.9)	247 (66.9)	44 (11.9)	78 (21.2)
To Supplement family income	164 (63.1)	32 (12.3)	64 (24.6)	73 (67.0)	9 (8.3)	27 (24.8)	237 (64.2)	41 (11.1)	91 (24.7)
To look after younger children	152 (58.5)	35 (13.5)	73 (28.1)	67 (61.5)	12 (11.0)	30 (27.5)	219 (59.3)	47 (12.7)	103 (27.9)
No. of dependents in the family	171 (65.8)	40 (15.4)	49 (18.8)	73 (67.0)	13 (11.9)	23 (21.1)	244 (66.1)	53 (14.4)	72 (19.5)

The table examines the different health and economic factors that contribute to school dropouts among students enrolled in local government and private schools. Of the government school dropouts, 68.5 percent agreed, 13.8 percent were unsure, and 17.7 percent disagreed that poverty is the reason behind school dropouts. On the other hand, 74.3 percent of private school dropouts agreed, 8.3 percent were unsure, and 17.4 percent disagreed that poverty is the reason for school dropouts. Among government school dropouts, a greater proportion of children—69.6% agreed, 11.9 percent were unsure, and 18.5% disagreed—agreed. While 20.2 percent disagreed, 7.3 percent were unsure, and 72.5 percent of all private school dropouts agreed that having more children in the household is the reason for school dropouts. In reference to the reason behind school dropouts: poor health Among the government school leavers, 66.2 percent agreed, 13.5 percent were unsure, and 20.4 percent disagreed. On the other hand, 22.9 percent disagreed, 8.3 percent were unsure, and 68.8

percent of private school dropouts agreed that poor health is the reason behind school dropouts. while adding to a family's income in their eyes Among the government school leavers, 63.1 percent agreed, 12.3 percent were unsure, and 24.6 percent disagreed. While 24.8 percent disagreed, 8.3 percent were unsure, and 67.0 percent of all private school dropouts believed that supplement family income is the reason for school dropouts. Taking care of younger children is the reason behind school dropouts. Among the government school leavers, 58.5 percent agreed, 13.5 percent were unsure, and 28.1 percent disapproved. On the other hand, 61.5 percent of private school dropouts agreed, 11.0 percent were unsure, and 27.5 percent disagreed that caring for younger children is the cause of school dropouts. Regarding the number of dependents in the household, among government school leavers, 65.8 percent agreed, 15.4 percent were unsure, and 18.8 percent disagreed. Regarding the total number of dropouts from private schools, 67.0 percent agreed, 11.9 percent were unsure, and 21.1 percent disagreed that having dependents in the home contributes to school dropouts.

TABLE – 8.4: SIGNIFICANT DIFFERENCE BETWEEN BOYS AND GIRLS ON CAUSES FOR SCHOOL DROPOUTS IN STUDY SCHOOLS

Causes for school Dropouts	Sex	N	Mean	Std. Deviation	Std. Error	t-value	p-value
Economic and Health causes	Boys	134	8.63	4.838	0.418	0.124	0.902
	Girls	235	8.70	4.584	0.299		
Social and family environment causes	Boys	134	12.75	7.147	0.617	0.170	0.865
	Girls	235	12.88	6.939	0.453		
School related causes	Boys	134	12.90	7.084	0.612	0.258	0.796
	Girls	235	13.10	6.764	0.441		
Teacher related causes	Boys	134	7.25	3.822	0.330	0.121	0.904
	Girls	235	7.20	3.910	0.255		
Transport related causes	Boys	134	7.19	3.976	0.344	0.226	0.821
	Girls	235	7.29	3.743	0.244		
Domestic causes	Boys	134	10.04	5.279	0.456	0.330	0.973
	Girls	235	10.06	5.275	0.344		

The table examines the statistically significant differences between males and females who stop their studies in the middle for a variety of reasons. The accompanying table demonstrates that girls dropouts (8.70) had a higher average score (8.63) on economic and health causes than boys. As a result, the p-value of 0.902 indicates that the computed t-value of 0.124 is not significant. This suggests that there is little to no variation in the opinions of boys and girls regarding the causes of their school dropout—be they health-related or economic.

In terms of social and family environments and school dropout, girls perceive an average score of 12.88, which is greater than boys' score of 12.75. This indicates that there is no significant difference in the causes of school dropout in boys and girls when it comes to social and familial environments, even though the computed t-value of 0.170 is not significant due to the p-value of 0.865.

In terms of school-related factors contributing to school dropout, girls have an average score of 13.10, which is greater than boys' (12.90). This indicates that there is no significant difference between the opinions of boys and girls on the causes of school dropout, even though the calculated t-value of 0.258 is not significant due to the p-value of 0.796.

According to the above data, boys were found to have an average score of 7.25 on teacher-related causes, which was greater than that of girls (7.20). As a result, the p-value of 0.904 indicates that the computed t-value of 0.121 is not significant. This suggests that the opinions of boys and girls regarding the reasons why they dropped out of school due to issues with teachers are not very different.

When it comes to school dropouts caused by issues with transportation, ladies view an average score of 7.29 to be greater than boys' (7.19). The computed t-value of 0.226 indicates that there is no significant difference in the opinions of boys and girls regarding transportation as the reason of school dropout, even though the p-value of 0.821 renders the t-value non-significant.

The data indicates that domestic causes account for a significant portion of school dropouts, with girls perceiving an average score of 10.06, slightly higher than boys (10.04). This indicates that there is no significant difference between the boys and girls in their opinions on home issues as the causes of school dropout, even if the calculated t-value 0.330 is not significant due to the p-value of 0.973.

After considering the aforementioned points, it can be said that girls are more likely than boys to experience school dropouts due to issues with their finances, health, social and familial environments, transportation, and domestic issues. Boys are thought to be more likely than girls to drop out of school due to reasons unrelated to their teachers.

TABLE – 8.5: SIGNIFICANT DIFFERENCE BETWEEN BOYS AND GIRLS FAMILY RELATED CONSEQUENCES OF SCHOOL DROPOUTS IN STUDY SCHOOLS

Family related consequences	Sex	N	Mean	Std. Deviation	Std. Error	t-value	p-value
Positive consequences	Boys	134	3.59	2.152	0.185	0.659	0.511
	Girls	235	3.74	2.092	0.136		
Negative consequences	Boys	134	4.07	1.809	0.156	1.905	0.058
	Girls	235	3.68	2.074	0.135		

The aforementioned table examines the statistically significant variations between male and female respondents on the effects of their school dropout on their families. In terms of the advantages of dropping out of school, respondents who were females (3.74) rated it higher than those who were males (3.59). Because the p-value is 0.511, the tested t-value of 0.659 was therefore deemed to be non-significant. According to the analysis, there is no discernible difference between school dropouts who are male and female in terms of how they perceive the effects of their decisions on their families. Boys (4.07) respondents felt that dropping out of school had more negative effects than girls (3.68). Because of the p-value of 0.058, the calculated t-value of 1.905 suggests that the difference between the attitudes of boys and girls about the negative repercussions of school dropouts is not significant.

According to the data above, girls are more likely than boys to see positive outcomes from dropping out of school. Boys are viewed as having worse effects from school dropouts than girls.

9. CONCLUSION

The most effective and crucial factor in tribal development is education. The analysis of the literacy rate can be used to determine the educational state of tribal people. Compared to other groups, tribal members have substantially lower literacy rates. Furthermore, a disproportionately high percentage of tribal children drop out of elementary or secondary education. Less successful learning outcomes are a result of worse education quality as well. The Right to Education (RTE) Act presents a significant chance to advance tribal education throughout the state. Donor organizations, however, can be extremely important in helping the government execute the RTE by offering technical support, especially since the law is still relatively new. For example, they can assist the government in setting up and expanding a distinct, operational RTE cell within the education department. In order to implement RTE, support can also be given for resource mobilization, the creation of partnerships with the business sector and community organizations, and the convergence of main departmental planning for tribal education. In a similar vein, funds and technical assistance might be given to set up institutions, procedures, and systems that encourage mother tongue education in particular Orissan districts. Although multilingual education has shown beneficial in the places where it has been implemented, there are still capacity limitations. Donor groups and civic society can help here by offering educational resources in tribal dialects and teaching local staff members on how to use these multilingual resources efficiently. Engaging with the client, or the tribal tribes themselves, is the final step in all of these initiatives. The promise of multilingual education alone cannot make education inclusive. Teachers' performance in delivering MLE courses must be observed in order to keep an eye on this commitment. In order to advance a state coalition for social audits for education, donor organizations can be quite influential. The ultimate objective would be to create a cadre of social jurists for community education, and community-based institutions might receive training in social audit procedures.

Children from tribal families participate at relatively low levels. Even while Indian tribes are developing, this growth is happening at a very sluggish rate. Tribal education will become a tale of suffering, hopelessness, and death if the government does not take immediate action to advance tribal education. Therefore, it is now necessary to give indigenous education and inclusive growth some serious thought. Therefore, there is a

pressing need for various government initiatives, planners, and policy makers to address this issue and increase funding for tribal education in the federal and state budgets. The children of tribal communities should have easy access to and more possibilities in order to integrate them into the mainstream of economic development, which is very important for the country's development.

SUGGESTIONS FOR FURTHER RESEARCH

Numerous topics remain unexamined in light of the current study's conclusions and the investigation's acquired expertise. The following are some potential subjects for future research: Additional research on dropout rates in various sociocultural and economic contexts, including rural and semi-urban locations, economically disadvantaged places, diverse religious backgrounds, etc.

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