

“PROBLEMS FACED BY TRIBAL CHILDREN IN EDUCATION”

By

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CERTIFICATE

This is to certify that the thesis entitled “**PROBLEMS FACED BY TRIBAL CHILDREN IN EDUCATION**” submitted in partial fulfillment of the requirements for the degree of **MASTER OF SCIENCE IN HOME SCIENCE** of the Acharya N. G. Ranga Agricultural University, Hyderabad is a record of the bonafide research work carried out by **Ms. B. SWAROOPA RANI** under my guidance and supervision. The subject of the thesis has been approved by the student’s Advisory Committee.

No part of the thesis has been submitted for any other degree or diploma has been published. All the assistance and help received during the course of investigation have been duly acknowledged by the author of the thesis.

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I, **Ms. B. SWAROOPA RANI**, here by declare that the thesis entitled **“PROBLEMS FACED BY TRIBAL CHILDREN IN EDUCATION”** submitted to **Acharya N. G. Ranga Agricultural University** for the Degree of **MASTER OF SCIENCE IN THE FACULTY OF HOME SCIENCE** is a result of original research work done by me. It is further declared that the thesis or any part there of has not been published earlier in any manner.

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LIST OF ABBREVIATIONS

ST	:	Scheduled Tribe
NPE	:	National Policy on Education
NSS	:	National Sample Survey
UEE	:	Universal Elementary Education
SSA	:	Sarva Shiksha Abhiyan
DPEP	:	District Primary Education Programme
F	:	Frequently
S	:	Sometimes
R	:	Rarely

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ABSTRACT

Adolescence is a period of transition from a relatively dependent childhood to the Psychological, social and economic self-sufficiency of adulthood.

CHAPTER I

INTRODUCTION

Tribe is derived from the Latin word 'Tribus' meaning 'one-third' which originally referred to one of the three territorial groups. The term tribe or tribal is not defined anywhere in the constitution although according to the article 342, Scheduled Tribes represent the tribe or tribal communities that are notified by the president. Tribes are not part of the traditional Hindu caste structure. Scheduled Tribes in India are more like the "Indigenous" or native people in other parts of the world.

The Indian Constitution assigns special status to the Scheduled Tribes (STs) traditionally referred to as adivasis, vanvasis, tribes, or tribals. Scheduled Tribes constitute about 8 per cent of the Indian population. There are 573 Scheduled Tribes living in different parts of the country, having their own language different from the one mostly spoken in the state where they live. There are more than 270 such languages in India (India Educational Report, 2002).

According to 2001 census, the tribal population in India is 74.6 million. The largest number of tribals are in undivided Madhya Pradesh (16.4 million) followed by Orissa (7 million) and Bihar (6.6 million). However, the largest proportion of tribals in total population is in Mizoram (95%) followed by Lakshadweep (93%), Nagaland (88%), Meghalaya (86%) and Arunachal Pradesh (64%). Nine states namely Madhya Pradesh, Chattisgarh, Orissa, Jharkhand, Maharashtra, Gujarat, Rajasthan, Andhra Pradesh and West Bengal together account for more than four-fifths of the tribal population in India.

There were 16 million Scheduled Tribe children (10.87 million of 6-11 years and 5.12 million of 11-14 years) as of March 2001. Out of the total child population in India, about 193 million are in the age group 6 to 14 years (selected Educational statistics 2000-01 Government of India). Education of ST children is considered important not only because of the constitutional obligation but also as a crucial input for total development of tribal communities.

1.1 TRIBAL DEMOGRAPHY IN ANDHRA PRADESH

Andhra Pradesh has 41.99 lakhs of tribal population which constitutes a significant 6.31 per cent of the states population of 665.08 lakhs. Andhra Pradesh is the traditional home of nearly 33 tribal groups which are recognized among which 26 groups are found in Scheduled areas and predominantly in plain areas. They present a fascinating diversity with its variegated socio-cultural traditions, plurality of occupations and diverse linguistic heritage.

The scheduled areas in the state extend over 26,311.66 sq.kms constituting 9.55 per cent to the total geographical area of the state and they are situated in the districts of Srikakulam, Warangal, Vijayanagaram, Vishakhapatnam, East Godavari, West Godavari, Khammam, Adilabad, Kumool and Mahaboobnagar.

1.2 TRIBAL REGIONS OF ANDHRA PRADESH

On the basis of geo-ethnic characteristics, the tribes of Andhra Pradesh can be divided into the following five geographical regions.

1. Gond: Kolam Region : Tribal areas of Adilabad district.
2. Koya: Konda Reddy Region: Tribal areas of Karimnagar, Warangal, Khammam, West Godavari, East Godavari district along with Godavari gorges.

3. Konda: Savara Region: Tribal areas of Vishakhapatnam, Vijayanagaram and Srikakulam districts.
4. Chenchu Region: Tribal areas of Mahaboobnagar, Kumool, Prakasam, and Guntur districts.
5. Plain Areas: Areas of habitation of Yanadis and Yerukalas in Andhra Pradesh.

1.3 LITERACY RATES OF SCHEDULED TRIBES

The literacy rate of Scheduled Tribes has gone up from 8.5 per cent (male-13.8%, female-3.2%) in 1961 to 29.6 per cent (male-40.65%, female-18.2%) in 1991, and 40 per cent (male 59% and female-37%) in 1999-2000 as per the 55th round of NSS (National sample survey).

States with larger proportion of ST's like Mizoram (82%), Nagaland and Meghalaya have high literacy rate while states with large number of tribals like Madhya Pradesh, Orissa, Rajasthan and Andhra Pradesh (17%) have low tribal literacy rate (Sujatha, 2000). As many as 174 districts out of 418 districts in the country in 1999 have ST literacy rate below the national average of 29.6 per cent. Tribal literacy in 17 districts is below 10 per cent while in 3 districts, it is more than 70 per cent. Lalipur district of Uttar Pradesh has the lowest ST literacy of 4.8 per cent (Indian Education Report 2002).

Although disaggregated data on tribal literacy from the 2001 census is not available yet, there is an indication that tribal literacy especially that of women may go up as most of the states with large number of ST's have reported substantial increase in the literacy rate in the 2001 census. NSS 55th round (1999-2000) also gave indication of the rising trend of tribal literacy in India.

The female literacy among Scheduled Tribes has increased from just 3.2 per cent in 1961 to 37 per cent in 1999-2000 as per 1991 census. Female literacy of tribals is high in Mizoram (79%), Nagaland (55%), Sikkim (50%) and Kerala (51%) compared to Andhra Pradesh (8.7%) and Rajasthan (4.4%). There were 119 districts in the country in 1991 where ST female literacy rate was less than 10 per cent. Most of them were in Madhya Pradesh (27%), Uttar Pradesh (27%), Bihar (20%), Andhra Pradesh (11%).

NPE (National Policy on Education) and POA (Programme Of Action), 1992 recognized the heterogeneity and diversity of the tribal areas besides underlining the importance of instruction through the mother tongue and the need for preparing teaching/learning material in the tribal languages. Working group on elementary and adult education for Xth five year plan (2002-07) emphasized the need to improve the quality of education of tribal children and ensuring equity besides further improving the access.

The National Programme of Sarva Shiksha Abhiyan (SSA) which aims to achieve Universal Elementary Education (UEE) has a special focus on education of the tribal children and one of the super goals of SSA is to “bridge all gender and social category gaps at primary stage by 2007 and at elementary stage by 2010”.

The problems of education of the ST children vary from area to area and tribe to tribe. Therefore SSA emphasises on area specific and tribe specific planning and implementation of interventions which could meet the learning needs of ST children. SSA provides for Rs. 1.5 million per year for specific interventions for education of ST children. It also provides free text books upto Rs. 150 for girls and ST children (SSA frame work for implementation, 2002).

More than 70,000 education guarantee centers and alternative schools were opened under the District Primary Education Programme (DPEP), Education guarantee schemes and other programmes in the state over the last 10 years. In addition about 116,000 new primary and upper primary schools were opened since 1996-97 as number of schools increased from 767,000 in 1995-96 to 883,000 in 2001-02 (Abstract of Educational Statistics, 2001-02).

1.4 UNIVERSALIZING PARTICIPATION

Out of the ST child population of 16 million in the age group of 6-14 years, more than 14 million (11 million at primary stage and 3 million upper primary stage) ST children have attended schools during 2000-01 (Selected Educational Statistics, 2001-02). This means about two million ST children were not attending school during 2001-02. The enrolment of Scheduled Tribes at the primary and upper primary level in the last 20 years (1980-81 to 2000-01) increased by 2.4 and 4.2 times respectively. Further it has been a clear positive trend with respect to participation of ST girls in education. Their enrolment increased by three times at primary and six times at upper primary stage during the same period. The share of tribal girls in the total school going tribal children at the elementary stage has increased from 32.1 per cent in 1981 to 41.2 per cent in 2000-01.

1.5 QUALITY IMPROVEMENT

Records collected in schools in the Janashala programme areas indicate high “dropout” rates among tribal children. A major reason for this in most of the states was medium of instruction which is in the regional language. Most tribal children do not understand the text books which are generally written in the regional language. The appointment of non-tribal teachers in tribal schools is another problem. The

teachers do not know the language the children speak and children do not understand the teacher's language (Jha and Jhingran, 2002).

Researches have underlined the need to develop culturally sensitive programme of school education that can ensure dignity of tribal groups by providing them with economically viable options for life (Sinha and Mishra, 1997). Andhra Pradesh has developed bilingual dictionaries and teacher training has been organized in Warangal and Vijayanagaram districts.

1.6 USE OF LOCAL TEACHERS

The presence of Tribal teachers especially from the same community has shown an improved school participation of ST children. Coming from the same community it is believed that teachers would understand and respect the culture and the ethics with much greater sensitivity. Studies suggest that teacher motivation contributes more to teaching learning process than teacher competence (Vaidyanathan and Nair, 2001).

Poverty, deprivation, poor economic condition, low earning, struggle for survival, dependence on forest products, seasonal migration are some of the other road blocks in providing universal education to Scheduled Tribes. Jha and Jhingran (2002) say that "one incidence of illness in the family, one year of drought or the transfer of teacher, anything can bring a change in circumstances and may mean discontinuation in the schooling of these tribal children".

Children helping parents in their work is a social norm in many tribal communities. The involvement of children in livelihood activities-cattle grazing, collection of forest productions etc. makes it difficult for them to attend school. Girls apart from taking part in agricultural activities and collection of forest products are

commonly engaged in sibling care (Jha and Jhingran, 2002).

Tribal studies had additional disadvantages arising out of social and location – factor. Sujatha (1998) has argued that low levels of parental education, occupation, income and deprivation are mainly responsible for poor performance of tribal children in the school. Other road blocks include negative parental attitude to education, less parental support in school work, low levels of motivation and poor self-esteem of children. Sinha and Mishra (1997) argued that tribal children can perform well in school, if the intervention programmes directed at them can overcome their deprivation.

Rationale for the study

There are many tribals in our country who have successfully adopted to the changing pace of modern times as in the case of tribes in the North- Eastern regions. Today the rate of development is much faster than what it was a century ago. Still those who continued to live in rural areas or remote areas could not access the benefits of technological development.

Pathania (2005) conducted a study on problems faced by tribal students in education and he found that students faced problems at home, problems at school like cost of schooling, language used at school and personal problems in the community. In the tribal communities it has been found that most of the school dropouts are in the age group of 12-15 years. Hence, the investigator has taken up a study to know the factors that are impediment to tribal children continuing in school and as well as school dropout children.

General Objective

To assess the problems faced by tribal children in education.

Specific objectives

1. To study the problems faced by tribal children at school.
2. To study the problems faced by tribal children at home.
3. To study the personal problems faced by tribal children.
4. To study the factors responsible for school dropouts among tribal children.
5. To study the gender and group differences, if any, among tribal children regarding education.

CHAPTER II

RIVEW OF LITERATURE

A comprehensive review of a literature is a must in any research endeavor. An indepth review facilitates in knowing the trend of research already done in the specific area. There are very few research studies available directly related to the present study. However, a comprehensive survey of literature was made dividing the retrospective work in the following sections.

2.1 Studies related to life style of tribals in India

2.2 Studies related to literacy level among tribal population

2.3 Studies related to educational status among tribal population

2.4 Studies related to problems of tribal children in education

2.5 Studies related to reasons for school dropouts among tribal children

2.6 Studies related to personality of the tribal children

2.7 Studies related to work participation of tribal children

2.1 STUDIES RELATED TO LIFE STYLE OF TRIBALS IN INDIA

The contemporary Indian society is in transition changing from the traditional stage to the modern. Many planned strategies aiming at directing the tribal communities towards modernity have been introduced to enable them to acquire an equitable and rightful place in the society.

Poor economic conditions together with traditional life styles and social norms for tribal women were the serious impediments to education have been reported by

Panigrahi (1987). The existing facilities remained unutilized because of lack of awareness among them.

While studying the impact of modernization on the education of the tribal student of Sambalpur town of Orissa, Mishra (1997) found that most of the parents of the students did not show any interest in the studies of their children. The dress and the foot wear of the tribal student had undergone complete change under the impact of education and urban environment. Folk dance and folk songs were on the decline among the tribal students.

Mehta (2001) feared that adivasi communities in the coming millennium will be subjected to unwarranted humiliation and violence. Increased competition, limited resources scarce opportunities and overflowing population would further marginalize people who were living harmoniously with nature. These facilities despite all hardship were not able to provide modern education and comfort to their children to enable them to encash the benefits of reservations in jobs and higher institution of learning.

A study was conducted to know the role of education in social mobility of scheduled tribes of two villages of Assam namely Baghapana and Nimua. Baghapana was slightly higher in the pace of mobility in comparison to Nimua in respect of the tribal occupational pattern, social contact with the general people and adoption of modern life style as well as in means of transportation (Kakti, 2003).

2.2 STUDIES RELATED TO LITERACY LEVEL AMONG TRIBAL POPULATION

The strategy of reservation for educational development of minorities like scheduled castes and schedule tribes had helped to limited extent. A small section of the SC/ST population had benefited from this policy in balanced manner but the great

majority of these castes had not received any benefit. The literacy percentage among the tribal people of the west zone of Madhya Pradesh was comparatively low as compared to other communities of the state. The literacy among females in the study area was very low (Pawar *et al.*, 1988).

Intodia (1990) studied the factors responsible for low literacy among tribal of Dungarpur district of Rajasthan and found that the low literacy among boys was due to their assistance to parents in farming activity. In case of girls, it was economic reasons involved in sending girls to school. Other reasons include lack of government efforts and unfavorable attitude of the political and local leaders followed by social reasons were responsible for low literacy among them.

Pandey (1990) found improvement of literacy among the tribal children of Madhya Pradesh overtime. The dropout cases were higher among the tribal children particularly among the females after the class five. The children particularly female children of literate father were more likely to go to school.

Bara *et al.* (1991) evaluated the degree of literacy among women of Munda religious community and found that the (munda community) women did not enjoy the access to education because of its social customs which acted as barriers.

Mandal (1991) had given the statistics about literacy among scheduled tribes in Bihar. It has showed that male literacy among tribes was 26 per cent and 8 per cent in case of females.

Pasayat (1995) highlighted the causes of low literacy among tribal women of Orissa. The most important were parent's apathy towards children's education, lack of people monitoring, ignoring cultural identity of tribal and imposing alien culture on education.

Chaudary (2003) observed a change among different tribal groups related to literacy, occupational pattern but still there was a long way to achieve the desired target.

2.3 STUDIES RELATED TO EDUCATIONAL STATUS AMONG TRIBAL POPULATION

The educational development of the scheduled castes and schedule tribes had been lower than that of the general population as reported by (Singh, 1985 and Ameerjan, 1987). Since these tribals, unlike others, for centuries lived in isolation and thus could preserve their social customs and beliefs to a large extent. Schooling and educational attainments of their children were likely to be affected by their primitiveness, perception and beliefs besides high poverty prevailing among them (Srivastava, 1987).

The fault had been found for providing education to tribal children with the Indian Tribal education policies, their failures and inherent constraints (Mehta, 1998). The need for developing an indigenous model for education rather than adopting an exogenous system for promoting education was felt.

A study on achievement motivation among tribal students of Himachal Pradesh by Chauhan (1989) revealed that the scheduled tribe boys and girls did not differ significantly with regard to their achievement motivation. However, students from nuclear families had significantly higher achievement motivation than those from the joint families.

Panda (1994) in his study on the vocational interests and academic performance of tribal adolescents found significant gender difference in academic performance favoring that boys have shown higher academic performance than girls.

Ananda (1994) says that literacy rate among the chenchus is very low (6.5%) when compared to other tribes of the states. They provide adequate educational facilities to ensure cent percent literacy and 43 ashram schools were started and functioning in the I.T.D.A area.

The educational development was negligible in the Lambada women of Kamataka. Every woman was illiterate and they were engaged in agricultural labour, cleaning the house, serving food and child care. Embroidery was the major subsidiary work performed by the women (Sankangoundar *et al.*, 1996). However Lambada women had a higher value orientation towards scientific farming and a low value orientation towards family planning and girl's education.

Sinha and Mishra (1997) argue that tribal children can perform well in schools if the intervention programmes directed at them can overcome their deprivation of education.

Waghaye (1997) found poor enrollment and huge dropout rates as severe educational problems in schedule castes and scheduled tribe pupils of Maharashtra. The pupils of both the communities had negative attitude towards education.

Aijaz and Monga (1998) conducted studies on the regional variations among scheduled caste and scheduled tribes regarding their educational development. These studies found lower literacy rate among SC and ST against general literacy.

One of the challenges in providing education to tribal children relates to setting up school facilities in small scattered and remote tribal habitations, the majority of the interior, inaccessible hilly and forest areas of the country. Nearly 22 percent of the tribal habitations have population of less than 100 while more than 40 per cent have population of 100 to 300 and the rest of 38 per cent of tribal habitations have population of 300 to 500 (Sujatha, 2000).

Fatima and Imtiaz (2002) investigated the influence of school environment on students academic achievement. School environment was found to be an important aspect having positive impact on academic achievement.

Singh *et al.* (2004) reported significant differences in study habits in relation to sex and academic achievement. Boys of non- disadvantaged group performed well in academic achievement than disadvantaged group.

2.4 STUDIES RELATED TO PROBLEMS OF TRIBAL CHILDREN IN EDUCATION

The educational development of the Scheduled tribe children has been lower than that of the general population because tribal children face constraints at home during school age.

Panda (1988) studied the barrier to educational development in tribal areas. Sending a child to school entailed dislocation in the traditional patterns of division of labour, while the dilapidated schools gave a worse impression. Language and culture were the barriers and the seasonal engagements of the tribals conflicted with the

school time table.

Reporting educational background of paniya, Nilagiri tribe, Chandra (1990) found that their children showed promising results with regard to learning, but the educational facilities in the area were inadequate. Among the Nilgiri tribe, paniya tribals were the least educated due to their inaccessibility to schools.

The problems faced in developing tribal literacy in Andhra Pradesh were varied and many. Reddy (1990) found low level of academic achievement among tribal, low level of motivation and aspiration, irrelevant or inappropriate curriculum content, medium of instruction through unknown language, lack of facilities in the institutions, uninterested and less motivated teachers and social distance between teachers and students. Low parental attitude towards education, early marriage, lack of text books in the mother tongue of learners, low socio-economic status of parents, lack of coordination, cooperation among different departments working for tribal children and inadequate community support and encouragement.

Rathnayya (1994) in a study of structural constraints in tribal education in Andhra Pradesh found that geographical situations and inadequate schools and hostel facilities as barriers in tribal education in addition to teachers lack of orientation in tribal language.

Researches have underlined the need to develop culturally sensitive programme of school education that can ensure dignity of tribal groups by providing them with economically viable option for life (Sinha and Mishra, 1997). Some attempts have been made for linking curriculum with the local needs of the communities. Such curriculum would make tribal children more sensitive to local contexts and sustain them in their respective environments instead of forcing them to

move out in search of another life.

Sujatha and Prakash (1998) reported that although empirical evidence suggest that tribal children do possess the basic cognitive abilities and psychological dispositions for successful participation in schools. The low achievement levels among tribal are attributed to school related variables as in the case of non-tribal students.

School related constraints may be in the form of fees, cost of school books, costs of school uniforms and so on. This is particularly harsh on the tribal groups as they belong to the low socio economic group. This is supported by a number of studies which have reported low socio economic status among tribal population (Chakraborty *et al.*, 1999).

Devadas and Jaya, (1999) reported that teachers have been regarded to be the very image of god. Good teaching requires careful planning of contents and experiences. Besides teachers should be sensitive to the needs, interests and progress of the pupils, sympathetic to their problems and skilful were the basic qualities of a teacher to have a great influence on the learning of a child.

The SSA policy has very explicitly stated that there is a need to develop curriculum and instructional materials in tribal languages at the initial stages. The distinctive characteristics of the scheduled tribes will be the basis for the development of such materials. This definitely endorses the need for making education relevant to the community. Cultural orientation of the curriculum has been a long felt need (Ambasht, 2001).

The presence of tribal teachers, especially from the same community has shown and improved school participation of ST children. Coming from the same

community, it is believed that the teachers would understand and respect the culture and the ethos with much greater sensitivity. Studies suggest that teacher motivation contributes more to teaching learning process than teacher competence (Vaidyanathan and Nair, 2001).

Sahu (2001) reported that tribals were largely unaware of the developmental activities undertaken by Government to fulfill their needs. Therefore, there was a need for involving effective utilization of communication channels for tribal development.

Jha and Jhingram (2002) reported that “One incidence of illness in the family, one year of drought or the transfer of a teacher, anything can bring a change in circumstances and may mean discontinuation in the schooling of these tribal children”.

Sharma (2003) reported that stress and fear at school affected students achievement. It was observed that corporal punishment, humiliation and mental trauma by the teachers were on rise in the Indian schools.

Pathania *et al.*, (2005) conducted a study on problems faced by tribal adolescents of Himachal Pradesh. Home constraints were perceived as medium level constraints. Where as physical facilities in the classroom, non-availability of books and stress and fear experienced at school as high level constraints.

2.4 STUDIES RELATED TO REASONS FOR SCHOOL DROPOUTS AMONG TRIBAL CHILDREN

Jain (1990) presented two case studies of rural girls aged between 11 and 12 years. The findings of the study indicated that both girls are working in the fields as well as in home. They are also school dropouts as they have involved in house sweeping, fetching water, collecting fire wood and taking care of younger siblings.

Poor economic condition and the centralized curriculum not related to them and instruction in non-tribal language were major causative factors for the failure of education in the tribal areas (Jabasingh, 1990)

Nair (1991) in his article "Flying on wing" quoted the statistical data which revealed that nearly 73 per cent of the total non enrolled tribal children were in 6-11 years age group. The dropout rate for girls at both elementary and secondary levels of education continues to be high. The reasons for the poor enrollment may be the involvement in domestic work and also at the farm.

Saraswathi and Thangamani (1992) conducted a study on "Profile of rural girl children" in Karamadai block of Coimbatore district. The finding of the study showed that the dropout rate among female children was higher than their male counterparts as 42 per cent girls were involved in taking care of their younger siblings.

Chandra and Devi (1992) conducted a survey on 200 families in four villages of Riwai and Tehsil districts of Haryana. The study revealed that 47.6 per cent of the girl child labourers were in the age group of 12-14 years followed by 33 per cent in the 9-11 years age group. It was found that 70 per cent belonged to nuclear families and 30 per cent of the children came from large families with six to eight members.

Ambashat (1994) in his article mentioned the reasons for girl children dropping out of the school are involvement in household work, agricultural work along with parents and involvement in collecting forest produce, fire wood, grazing goats, cattle, fetching water, fishing etc.

The Government of Orissa has set up tribal schools in all tribal dominated areas. Besides, there are tribal schools at the state capital. But the school dropout

rates, especially in the age group of 11-14 years are alarmingly high. Among the enrolled scheduled tribe school going population (1999-2000) between 6-11 years, a total of 10,18,000, and between 11-14 years 1,99,000 attended school (*Source-Indian Child*). At the College and University levels, most of the seats reserved for tribal students are lying vacant

The main constraint in the community was less number of girls attend schools because of parental poverty and non-supportive parental attitude towards female education as reported by Minz (1991) and Pandey (2001).

Assaad *et al.* (2001) in his publication described the relationship between work and school attendance in Egypt It asks, 'To what extent does work reduce school attendance?' and 'How does the definition of work affect one's understanding of its gender implications?' The answers to both: Work has a disproportionate affect on girls whether in the labour force or in the household and is more likely to keep them from enrolling in or attending school.

Ilahi *et al.*, (2001) in his investigation examined the determinants of boys' and girls' time allocations to schooling, housework and income-generating activities and details the econometric findings that indicated changes in household welfare affect girls disproportionately. The study states that safety nets to protect family income and the provision of child care can help keep girls in school.

Deb *et al.* (2002) in their analysis of econometric models distinguished between observed and unobserved household characteristics as determinants of child labour, school attendance and idleness. It concludes that households with a high propensity to send their children to school are poorer and have less educated parents.

The literacy rate and levels are very low among the tribal population when

compared with the general population. The dropout rate among children belonging to scheduled tribes is highest among the school age tribal children. About 60.7 per cent of the school age tribal children were not enrolled in the schools due to poverty and economic reason (Subramanyam, 2003).

2.6 STUDIES RELATED TO PERSONALITY OF THE TRIBAL CHILDREN

Nayak (1995) studied the relationship between motivation and the level of aspiration of tribal children. The study revealed that there was negligible relationship between achievement motivations as level of aspiration in the case of non-tribal children where as in case of tribal children need achievement for failure was negatively related to the attainment of discrepancy scores.

Srivastava (2004) studied the mental health status of the tribal and non tribal adolescents of Utter Pradesh. The non tribal adolescents scored significantly higher on overall mental health status inventory than tribal adolescents which indicated poor mental health for non tribal adolescents than tribal adolescents.

Kalyani and Madhavi (2004) conducted a study on self concept of adolescents in scheduled tribes and non tribes. The study revealed that non- tribes had higher self concept than scheduled tribes. No significant age and sex differences were found.

2.7 STUDIES RELATED TO WORK PARTICIPATION OF TRIBAL CHILDREN

Kumarsan (1990) presented a paper on the problems of young girls working in agricultural sector through four case studies. The results revealed that girls are made to undertake jobs like weeding, transplanting and picking of certain crops. Their labor is cheap because they are young and any money earned by them is turned over to the

family. Apart from labour work in the fields, they also participated in domestic labour like collecting fuel, cleaning and cooking.

Subramanian (1991) conducted a study on the problems of the work pattern of the girl child who were in the age group of 5 to 15 years in Gowrally village in Andhra Pradesh. The findings of the study revealed that domestic work falls on the shoulders of eldest child and on the youngest among girls. The girls from nuclear family were taken up both domestic and non domestic work than in joint families.

Akabayashi *et al.*, (1999) using time-log data from a 1993 survey in the United Republic of Tanzania, investigated the relationship between child work and human capital development. It was found that factors that increase children's working hours also decrease their hours of study and hours of work are negatively correlated with studying ability.

A comparative analysis of child labour and child schooling, simultaneously looking at the data on school attendance and children working from Ghana, Pakistan and Peru indicated that household poverty discourages a child from high achievement, but results differ markedly by country and by gender (Maitra *et al.*, 2000).

CHAPTER III

MATERIAL AND METHODS

The present study was undertaken with an objective to assess the problems faced by tribal children in education. This chapter elucidates the materials and methods used for the investigation under the following sub headings:

- 3.1 Research Design**
- 3.2 Area of the Study**
- 3.3 Sampling Procedure**
- 3.4 Variables and their empirical measurement**
- 3.5 Tools and techniques used**
- 3.6 Methods of data collection**
- 3.7 Data Analysis**
- 3.8 Conceptual frame work**

3.1 RESEARCH DESIGN

Exploratory study was used to know the research problem more precisely.

3.2 AREA OF THE STUDY

Adilabad district of Andhra Pradesh was purposively selected *for* conducting the study because it is an under developed area and tribal population is more in this district.

3.2.1 Criteria for selection of the area of the study

- Five Mandals in Adilabad district were selected for conducting the study based

on where majority of tribal population were living.

- Interior and hilly areas from five mandals were selected based on where the four tribal communities *i.e.* Lambadi, Gond, Kolam and Chenchu were living.
- Twelve schools from seven villages were selected from five mandals namely Jannaram, Utnoor, Endhravali, Gudihathnoor and Kadem mandals.
- Mandal Parishad Schools, Girijana Primary Schools and Zilla Parishad high schools from different villages were selected for the study.

3.3 SAMPLING PROCEDURE

Purposive random sampling procedure was used to collect sample for this study.

3.3.1 Criteria for selection of the sample

- 12-15 years old tribal children attending school.
- 12-15 years old tribal children who are school dropouts.

3.3.2 Size of the sample

- Sixty tribal children who are attending school between the age group of 12-15 years (30 boys and 30 girls).
- Twenty school dropout tribal children in the age group of 12-15 years (ten boys and ten girls).

3.4 VARIABLES AND, THEIR EMPIRICAL MEASUREMENT

Based on the available literature related to the research study and the expert's advice the relevant independent variables were selected for the purpose of the study. The relationship between independent variables and dependent variables was studied

in the present investigation. The dependent variable *i.e.*, problems of tribal children in education was measured. To see the effect of the independent variables studied they were grouped into four categories such as child related, home related, school related and community related variables. Child related variables were: age, gender, education, birth order and place of residence. Home related variables were: education of the parents, occupation of the parents, type of family, size of the family, area of living, name of the tribe, family income, language used at home, parental attitude, illness of family members and participation in various activities. School related variables were: physical facilities, staff, cost of schooling, curriculum related variables like corporal punishment, distance from home, personal variables like interest, health problems, fear of school, negative attitude of parents and in-laws and community variable studied was insecurity prevailing for the girls to travel to school.

3.4.1 Operational definitions

Operational definitions define concepts in terms of operations or process. An operational definition assigns meaning to construct or variable by specifying the activities or operations necessary to measure it. Alternatively, an operational definition is a specification of the activities of the researcher in measuring a variable or in manipulating it. In short, it gives or defines meaning to a variable by spelling out what the investigator must measure (Kerlinger, 1995).

Age: Age is the number of years completed by the respondent at the time of investigation.

Family type: Depending on structure, there are two types of families.

- **Nuclear family:** Parents and children living in a family.
- **Joint family:** Is a collection of more than one primary family and consists of

grand parents, parents, uncles, aunts and cousins.

Parent' education: Education level was taken on a quantified scale as illiterates, primary school education and high school education.

Occupation of parents: It is job undertaken by parents classified as housewife, daily wage labour, agriculture work, private job, government job.

Income of the family: The total amount the family members earn per month.

3.4.1 Variables and their empirical measurement

S.No.	Objective	Variables	Tools measurement	Analysis
1	To study the problems faced by tribal children at school	Problems related to physical facilities, cost of schooling, staff and curriculum	Interview schedule	Percentages, frequencies
2	To study the problems faced by tribal children at home	Education and occupation of the parents, family income, type of family and language used	Interview schedule	Percentages, frequencies
3	To study the personal problems faced by tribal children	Lack of interest in studies, health problems, early marriage, fear of school, attitude of parents and in laws	Interview schedule	Percentages, frequencies
4	To study the factors responsible for school dropouts among tribal children	Reasons for school dropout, involvement in household activities illness of family members, transportation, health problems and parents lack of interest in education	Case study	Percentages, frequencies
5	To study the gender and group differences if any among tribal children regarding education	Personal variables such as age, gender, birth order, caste, language used at home, class, age of starting school	Interview schedule	Test of differences

3.5 TOOLS AND TECHNIQUES USED

Interview schedule was used to collect the data from the sample. The details of the interview schedule are presented below:

3.5.1 Development of Interview Schedule

The interview schedule was developed for the study was pre tested, finalized and it was used for data collection. After thorough review of research, efforts were made to develop the schedule by carrying out discussion with major guide and other professors of the department. The interview schedule consisted of two parts *i.e.* part A and part B. Part A was devised to collect the general information and specific information of the respondents which was formulated taking into account the factors such as age, gender, birth order, type of family, family income, language used at home, place of living and age when started attending school. Part B was designed to collect information on constraints perceived by children in education like home constraints, school related constraints, personal constraints and community constraints.

3.5.2 Development of schedule for case study

The case study method was used to know the detailed information about factors responsible for school dropouts among tribal children. Schedule consisted of three parts. Part A was devised to collect general information about the child like age, gender, birth order, caste, education and occupation of parents, family income and place of living. Part B was devised to know the reasons for school dropout like problems at home, school, personal problems and community related problems. Part C was devised to know the perceptions of school dropout children on education.

3.5.3 Scoring procedure

Three points scale was fitted in Part-B. This dealt with the items which measured the levels of constraints in various domains. The scoring pattern followed for each of the response in Part-B section is as follows:

Response category	Score
Frequently	3
Sometimes	2
Occasionally	1

Two point scale was used in part-B. It deals with the items which measured the presence or absence of the problems.

Response category	Score
Yes	2
No	1

More score represents more problems present and less score represents less problems.

3.6 DATA COLLECTION PROCEDURE

Data was collected from the selected 60 tribal children and 20 school dropout children by using the interview schedule and case study method developed for the study. The interview schedule was pre-tested with 10 per cent of study sample *i.e.*, six children consisting of three boys and three girls. Two case studies were done on one boy and one girl. The exercise necessitated incorporation of certain minor modifications in the schedule.

The final interview schedule consisted of 2 parts. Part- I dealt with items on personal characteristics of respondents while part-II included home, school, personal and community constraints in education. Case study schedule consisted of 3 parts. Part-I dealt with personal information of dropout children, part- II included reasons for dropping out from school and part-III included perceptions of school dropout children about education. The final formats of the schedules are presented in the appendices.

Prior to data collection, sufficient rapport was established with the respondents after obtaining necessary permission from school principals. The purpose of the study was explained to the respondents and selected children were interviewed personally for know the perceptions of children on various constraints in education.

School dropout children and their parents were contacted personally at home, work place and purpose of the study was explained. The data on reasons for school dropout and perceptions was obtained in detail through interviews.

3.7 ANALYSIS PATTERN

The data obtained was tabulated and analyzed by using percentages, frequencies and correlation.

3.8 CONCEPTUAL MODEL OF STUDY

A conceptual model or a schematized model is a diagrammatic representation outlining the dominant elements of a system and their interrelationship with respect of a criterion variable.

Conceptual model was developed for the study, which diagrammatically represents the important dimensions and postulated relationship among the variables. Tribal children use facing school related problems, home related problems, personal

problems and community related problems in education.

The expected relationship of independent variables with dependent variable *i.e.*, problems of tribal children in education was presented in the following conceptual fr.

CHAPTER V

DISCUSSION

The results obtained from the present study are discussed under the following sections.

5.1 Profile of the children attending school

5.2 Perceptions of tribal children about problems in education

5.3 Work participation of tribal children

5.4 Profile of the school dropout children

5.5 Reasons for dropping out from schools

5.6 Perceptions of school dropout children on various constraints

5.7 Relationship between demographic variables and problems in education of tribal children

5.8 Mean difference in various problems faced by tribal children regarding

5.1 PROFILE OF THE CHILDREN ATTENDING SCHOOL

This section deals with back ground information of children such as age, class of study, birth order and age at which child started attending school. The children selected as sample for present study were mostly in the age group of 13-14 years.

Majority of the children were in 8th class. With regard to birth order most of the children were second born. Two third of the children started attending school at seven years age and only three per cent of children attended school at five years age. This might be due to possible reasons that most of the tribal people live in interior areas and distance of the schools from home was more and hence only when child

could walk the distance, they were sent to school as well as lack of awareness among parents towards education and poverty. These results are in congruence with research findings, which revealed that increase in children's working hours also decreased their hours of study as well as hours of work were negatively correlated with studying ability (Akabayashi *et al.*, 1999).

It was found that half of the children belonged to Lambada community and other half were shared by three tribal communities. It might be due to the fact that villages which were selected for present study have more number of Lambada populations. Majority of the children belonged to nuclear families and very few children belonged to joint family which might be due to migration of the people from one area to other area. Regarding education most fathers were illiterate and very few of them were educated up to secondary school level where as all mothers were illiterates. The present findings are in conformity with research findings of Sankan *et al.* (1996) which revealed that scheduled tribe women were totally illiterates.

With respect to occupation of parents it was observed that occupation of majority of the parents was agricultural work and few mothers were working as daily wage Rs. 1000-1500/- and very few of them were getting Rs. 1500-2000/-. It might be due to the fact that they were illiterates and most of them worked as daily wage labors and hence the less payment.

5.2 PERCEPTIONS OF TRIBAL CHILDREN ABOUT PROBLEMS IN EDUCATION

5.2.1 Perceptions of children about home constraints in education

This section deals with perceptions of children about home constraints in education. It was found that majority of the girl children perceived that frequently

they face the problem of lack of time to study at home which might be due to involvement in household activities (Table 5). Majority of boys, however perceived that sometimes they faced problems with lack of time to study at home, and majority of the children perceived that frequently they were facing problem with lack of family assistance in their studies. The findings of the present study were in accordance with the study by Mishra (1997) which revealed that most of the parents in tribal community did not show any interest in the studies of their children. Most of the children perceived that sometimes they were facing problems in education because of conflicts between the parents which might be due to poverty.

It was found that some of the children were facing problems frequently in education because of illness of family members and majority of the children were facing problems due to lack of separate study place. Sixty percent of the children perceived that sometimes they faced problems of power cut as tribal people live in forest areas and small hamlets they may not get continuous electricity without power cut.

5.2.2 Perceptions of children about school constraints in education

This selection deals with the school constraints perceived by children in education. More than two thirds of children perceived that sometimes they were facing problems with poor class room facilities where as majority of the children perceived that sometimes they faced problems with lack of ventilation in classroom. The findings of the present study were supported by study of Pathania *et al.* (2005) which revealed that home constraints were perceived as medium level constraints, where as physical facilities in the classroom, non-availability of books and fear experienced at school were high level constraints.

Seventy percent of the children perceived that they faced problems frequently with lack of drinking water and toilet facility in the school and some of the girl children frequently faced problems with timing of school because of participation in household work. The findings of the present study were supported by study done by Jain (1990) and the findings of the study indicated that girls working in the fields as well as in home are also school dropouts as they are involved in sweeping of houses, fetching water, collecting the wood and taking care of younger siblings. Most of the children frequently faced problem with the longer distance of school from home which might be due to inaccessibility of schools in their areas.

Results revealed that majority of the children frequently faced problems with lack of teachers and sixty percent of the children were of the opinion that teachers were not showing interest in teaching. These findings can be strengthened by a study which revealed that good teaching requires careful planning of contents and experiences. Besides teachers should be sensitive to the needs, interests and progress of the pupils and sympathetic to their problems (Devadas and Jaya, 1999).

Majority of the boys perceived that teachers frequently behave rudely with them. Sixty per cent of the children reported that teachers frequently get their work done by students. Majority of the children perceived that sometimes teachers were partial in giving marks and more than half of the children perceived that sometimes they face corporal punishment from teachers. The findings of present study were supported by a study of Sharma (2003), who reported that stress and fear at school affected the children's achievement. He observed that corporal punishment, humiliation and mental trauma by teachers were on rise in the Indian schools.

While more than half of the children were facing problems to pay the examination fee *i.e.* Rs. 100/- for 7th class public examination, majority of the children

were facing problems to maintain school uniform. Ninety two percent of the children expressed that they were not able to purchase school books. These findings are in congruence with the research findings of Chakraborty *et al.* (1999) which revealed that school related constraints may be in the form of fees, cost of school books and cost of school uniforms. This was particularly harsh on tribal children as they belong to the low socio economic group.

Majority of children perceived that they were facing problems frequently regarding lack of library facility at school and half of the children were facing difficulty in grasping subject which might be because of the difference between mother tongue and medium of instruction in school. These findings were supported by Jabesingh (1990) which revealed that poor economic condition and the centralized curriculum not related to them and instructions in non-tribal language were major causative factors for the failure of education in the tribal areas.

Seventy five per cent children mentioned that sometimes they were not able to understand telugu properly and fifty per cent of the children mentioned that sometime they were facing problems with examination pattern. It might be due to the fact that children were not able to follow instructions regarding examination pattern. These findings were strengthened by research studies of Sinha and Mishra (1997). The researchers underlined the need to develop curriculum which would make tribal children more sensitive to local contexts and sustain them in their respective environments instead of forcing them to move out in search of another life.

5.2.3 Personal constraints perceived by tribal children in education

It is clear from the results that more than one third of the girls expressed about lack of interest in studies, which might be due to more interest in traditional activities

than studies (Table 10). Twenty eighty percent of the children were facing health problems which might be due to low socio economic status of family. Very few girls were facing problems in education due to early marriage because they were staying in their in-law's house and their in-law's have negative attitude about education.

One third of the girls and very few boys perceived that their parents have negative attitude towards education. These findings were strengthened by findings of Pasayat (1995) which highlighted the causes of low literacy among tribal women in Orissa. The most important reason was parents apathy towards children's education. Majority of girls felt the inhibition while asking questions in class which could be due to the fact that basically girls are shy and half the children had fear of school which might be due to corporal punishment by teachers or teacher's rude behavior or inability to understand the school subjects.

5.2.4 Community constraints as perceived by tribal girl children

The results indicated that less number of girl children were attending to high school which might be due to this is age of girls to attaining physical maturation, so parents and society also raise objection to sent the girls to school after maturation. These findings were strengthened by the study of Nair (1991) which revealed that only 38 per cent of girls in the age group of 11-14 years were enrolled for formal education.

Majority of girls perceived that problems of insecurity were prevailing for the girls to travel and which could be overcome by traveling with a group of friends rather than alone. Two thirds of the girls perceived that if girls are highly educated it would lead to higher dowry. It may be true because in tribal community most of them would not be highly educated and if girls are highly qualified, parents feel that

searching a mate would be very difficult and they demand for more dowry also. These present findings are similar with findings of Minz (1991) which revealed that less number of girls having attended schools because of parental poverty and non-supportive parental attitude for female education.

5.3 PARTICIPATION OF TRIBAL CHILDREN IN VARIOUS ACTIVITIES

From the results it was found that majority of the boys were helping their parents in animal care and animal grazing after the school hours and sometimes during school hours also. Sixty seven percent of boys performed the agricultural operations along with their parents like ploughing, cutting crops etc. Regarding fetching water only thirty percent of the boys participate in this activity and half of the boys collect fodder after school hours and sometimes during school hours. This might be because parents need help from their children in all these activities.

Very few number of girls were participating in embroidery work and selling agricultural products which might be due to the fact that most of the parents do not want to send their daughters out for selling products. One third of the girls were participating in making traditional dresses which might be due to modernization and most of them at present are not using traditional dresses of Lambada.

Majority of the girls were helping their mothers in cooking and household activities like washing clothes, sweeping and washing utensils. Approximately two third of the girls (Table 12) took care of animals and participated in agricultural operations like cutting crops, picking up farm wastage from farm. These results were supported by findings of Kumar (1990) which revealed that girls were made to take jobs like weeding, transplanting and picking of certain crops. Their labor was cheap

because they were young and any money earned by them was turned in to the family income. Apart from labor work in the field, they also participated in domestic labor like collecting fuel, cleaning and cooking.

In the present study majority of the girls participated in fetching water daily and less number of girls were engaged in getting firewood from forest after school hours and during holidays. Only one third percent of the girls were involved in taking care of younger siblings and sometimes they were collecting leaves in summer season. The same finding was given by Jain (1990) which revealed that girls work in the fields as well as at home and they became school dropouts as they were involved in house sweeping, fetching water, collecting firewood and taking care of younger siblings and sometimes they were collecting leaves in summer season.

5.4 PROFILE OF THE SCHOOL DROPOUT CHILDREN

The results revealed that fifty percent of the dropout children belonged to the age group of 13-14 years which could be due to the fact that parents need help from their children when they are old enough to work. The finding of the present study was supported by finding of Nair (1991). The study revealed that nearly 73 per cent of the total non-enrolled children in 6-11 years age group were girls. In the age group of 11-14 years, only 38 per cent of the girls have been enrolled for formal education. The dropout rate for girls at both elementary and secondary levels of education continues to be high.

Regarding the education of the children very few children studied upto 5th class and most of the children dropped from school after 3rd class. Half of the children were third born or last born children and more than half of the children have four siblings.

Majority of the children dropped out from school one year back. The findings of the present study was strengthened by the of Subramanian (1991) which revealed that domestic work falls more on the shoulders of eldest child and on the youngest among girls.

With regard to family variables, majority of the fathers were illiterate and very few were educated upto primary school level where as all the mothers were illiterates. The findings of the present study were strengthened by Pandey (1990) ,which revealed that the dropout cases were higher among the tribal children particularly among the females after the class five. The children particularly female children of literate father were more likely to go to school. With regard to occupation it was found that sixty parents were working as daily wage laborers and one third of the parents were doing agricultural work. Majority (65%) of the families were getting less than Rs. 1000/- per month as family income which might be due to less payment for labor work.

5.4.1 Present work status of school dropout

It was observed that one third of the school dropout boys were helping in farm work and animal grazing, twenty percent of the children were working as child labor, cleaner, auto driver and engaged in firewood selling. This might be due to poverty, lack of interest in studies and illness of family members or child is the only source of income.

Little more than one third (40%) of the girls who were school dropouts are helping parents in household activities, some of the girls were working as child labour and few girls were engaged in animal grazing and self entrepreneurship like tailoring and beedi making. The above results were in congruence with earlier research studies

which revealed that reasons for girl children dropping out of the school were involvement in household work, agricultural work along with parents and involvement in collecting forest produce, firewood, grazing goats, cattle, fetching water, fishing etc (Ambashat1994; Nair 1991 and Jain1990).

5.5 REASONS FOR DROPPING OUT FROM SCHOOL

This section deals with different reasons reported by school dropout children. It was found that one third of the children were school dropouts because of health problems like T.B, jaundice and malaria fever and especially problems during menstruation for girls. This might be due to poverty, lack of medical facilities in tribal areas or unhygienic surroundings. Some of the children were dropouts due to death of father and mother not able to provide education for them.

Forty per cent of the girls were dropouts on account of lack of interest in studies. This might be due to more interest in traditional work, negative attitude of parents towards education, fear of school, fear of punishment given by teachers and early marriages. Few children were dropouts because of desertion of mother and illness of parents. Because of these reasons children left the school and working to raise the family income. These present findings were supported by findings of Intodia (1990) which revealed that the low literacy among boys was due to the assistance to parents in farming activity. In case of girls, it was an account of economic reasons in sending girls to schools. Saraswati *et al.* (1992) also found that the dropout rate among female children was higher than their male counterparts and majority of the female children (42.1%) dropped out from the school to take care of their younger siblings.

5.6 PERCEPTIONS OF SCHOOL DROPOUT CHILDREN ON VARIOUS CONSTRAINTS

This section deals with perception of school dropout children on home constraints, school constraints and personal constraints. From the results it was observed that all the school dropout children perceived that they were facing problems with involvement in household work like sweeping, washing clothes, cooking etc and majority of the children were working to raise family income which might be due to poverty and illness of parents.

More than half (60%) of the children perceived that they faced problems with lack of parental support for education because of low family income and as parents need their children to work with them to raise family income. Children were helping mother in animal care and they were also participating in agricultural work like boys participate in ploughing in the farm, cutting crops and fetching water to crops. Girls participate in cutting crops, picking crop wastage from farm and removing cotton. More than half of the children were engaged in animal grazing which might be due to the fact that children can earn money by grazing animals and they also participate in household activities. These findings were strengthened by Waghage (1997) which revealed that poor enrollment and huge dropout rates were severe educational problems in SC and ST children of Maharashtra. The children of both communities had negative attitude towards education.

Regarding school related problems, seventy five per cent of the children perceived that they were facing problems due to lack of transportation to school in their area and the children were going to school by walking. More than half of the children perceived that lack of interest in education might be due to the problem of long distance of school from home and most of the children were not able to

understand telugu which was used at school.

Most of the children perceived that parents have negative attitude towards education. This might be due to the fact that most of the parents want their children help them in household activity and earn money to maintain family.

5.6.1 Perceptions of parents towards education for the children

This section deals with perceptions of parents towards their school dropout children. Seventy three percent of the parents perceived that education is not necessary for girls because they would become housewives and it is waste of money. Most of the parents perceived that they need help from their child in household activities and there is no immediate gain from education. If they get a chance to send one child to school, then they prefer boy instead of girl because some of them believe that sons only will take care of them in their old age.

In case of boys half of the parents perceived that education is necessary for a boy to get good job and they encourage their children to study but they are not interested in education. Some parents perceived that there is no immediate gain from education and they are not able to provide higher education to their children. They were of the opinion that if a child works with them, they can earn more money to maintain family. Some parents perceived that government is providing so many facilities for their children but they are not utilizing them. Educational awareness programme for parents will reduce the dropout rate in tribal areas.

5.7 RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES AND VARIOUS CONSTRAINTS IN EDUCATION

It can be inferred from the results that independent variable is positively significantly correlated with home constraints like child related variables (birth order,

age of entering school) and family related variables (type of family, name of the tribe, language used at home and occupation of father). Among the family related variables education of the father had negative correlation with home constraints.

It is clear from the results that birth order of the girls had negative correlation with school constraints. But none of demographic variables had correlation which was found to be significant. All the demographic variables have shown negative significance (Table 21) with school constraints.

Among the social related variables, name of the tribe and language used at home had positive significant correlation with personal constraints for the boys. With regard to family variables, type of family, family income and occupation of mother had shown negative significant correlation with personal problems, where as child related variables like birth order and age of entering to school also had negative significant correlation with personal problems.

The results revealed that type of family and occupation of mother had negative significant correlation with community constraints for girls. Age of entering school had positive significant correlation (Table 23) with community constraints. With reference to age, name of the tribe, family income and language used at home had negative significant relation with community constraints.

5.8 MEAN DIFFERENCE IN VARIOUS PROBLEMS FACED BY TRIBAL CHILDREN REGARDING EDUCATION

It is interesting to note from the results (Table 24) that there were significant differences between boys and girls with regard to the various problems in education related to home, school, curriculum and personal problems.

Girls perceived that they faced more problems than boys in different areas

regarding education such as home related problems like involvement in household activities, lack of family assistance. Other problems faced were lack of physical facilities, bad teacher's behavior, fear of school and health problems which might be due to parents giving more importance to boys education than girls. As most of the parents were daily wage labour they wanted help from their children especially girls to take care of household activities. In case of problems related to cost of schooling, boys faced more problems than girls because of gender stereotypical roles which means parents show gender discrimination among boys and girls in every thing.

5.8.1 Mean differences between children of different tribal groups in education

The results revealed that there were no significant differences found between boys belonging to different tribal groups such as Lambada, Gond, Kolam and Chenchu. Boys belonging to different tribal groups were on par with each other regarding problems faced in education, such as home and school related problems.

There were significant differences noticed between boys of different tribal groups regarding personal problems in education. Kolam community boys perceived higher personal problems followed by Chenchu, Gond and Lambada. This might be due to the fact that Kolam and Chenchu community people are still backward and they may not be aware of importance of education and health. Among these four tribal groups Lambada community people were better educated compared to other three groups.

It was observed from the results that there were no significant differences between problems faced by girls belonging to different tribal groups. Girls of different groups were on par with each other with regard to different problems faced in education. Hence girls of different tribal groups faced similar problems as almost all

the tribal groups were living in interior areas and all belonged to low income group only. This present study was strengthened by study of Nair (1991) which revealed that not only tribal people, other forward caste people also give less importance to education of girls compared to boys.

CHAPTER VI

SUMMARY AND CONCLUSION

India has the largest population in the world with about 68.34 millions and they constitute 8.08 per cent of the total population of the country. There were 16 million scheduled tribe children (10.87 million of 6-11 years and 5.12 million of 11-14 years) as of March 2001. Out of the total child population in India of about 193 million in the age group of 6 to 14 years (Selected Educational Statistics-2001, Government of India), education of ST children is considered important, not only because of the constitutional obligation but also as a crucial input for total development of tribal communities.

Andhra Pradesh is the traditional home of nearly 33 tribal groups which are recognized among which 26 groups are found in scheduled areas and predominantly in plain areas. The literacy rate for scheduled tribes has gone up from 8.5 per cent in 1961 to 29.6 per cent in 1991 and 40 per cent in 1999-2000 as per the 55th conference of NSS (National Sample Survey).

General objective

To assess the problems faced by tribal children in education.

Specific objectives

1. To study the problems faced by tribal children at home.
2. To study the problems faced by tribal children at school.
3. To study the personal problems faced by tribal children in education.
4. To study the reasons for school dropouts among tribal children.

5. To study the gender and group differences if any among tribal children regarding education.

Exploratory study was adopted for the present study and purposive random sampling was used for the study. The total sample size comprised of 80 tribal children with sixty children who are attending school and 20 children who were school dropouts. The data was collected by using interview schedule and case study from five mandals of Adilabad district. The data was analyzed by calculating frequencies, percentages, correlation t test and one way anova.

Profile of tribal children who are attending school

- The profile of the children attending school revealed that majority of them belonged to age group of 13-14 years and most of them were studying 8th class. Most of the children were second born and majority of them started attending school at seven years age.
- Half of the children belonged to Lambada community and the other half were from three other tribal communities.
- Majority of the fathers were illiterates and very few of them were educated upto secondary level where as all mothers were illiterates. Occupation of majority of the parents occupation was agricultural work and few mothers were working as daily wage labour.
- Majority of the families were getting Rs. 1000 to 1500 and very few of them were getting Rs. 1500 to 2000 per month as family income.

The major inferences drawn from the above study are as follows:

Home related problems

- Majority of the girls perceived that they frequently faced the problems with lack of time to study at home where as boys faced the same problems sometimes.
- Majority of the girls perceived that frequently they faced the problem of lack of family assistance in their education where as same problem was perceived by boys some times.
- Majority of the children perceived that they faced problems frequently due to lack of separate study place and illness of family members.
- Girls faced more problems than boys regarding education.

School related problems

- Two third of children perceived that sometimes they faced problems with poor classroom facilities and majority of the children perceived that frequently they faced problems with lack of ventilation in classroom.
- Majority of the children perceived problems with lack of drinking water and toilet facility in the school and girls were facing severe problems about this than boys.
- Most of the children perceived the problems with long distance of school from home and majority of the children perceived that they were facing problems with lack of teachers and some of them felt that teachers were not showing interest in teaching.
- Majority of the children perceived that teachers behave rudely with them and most of the children reported that teachers get their personal work done by students.

- Majority of the children perceived that they were facing problem of corporal punishment by teachers. Majority of the children perceived that they were facing problems to maintain school uniform and they were not able to purchase school books.
- Majority of the children perceived that they were facing problems frequently regarding lack of library facility at school and some of the children were facing difficulty in understanding the subjects.

Personal problems

- Most of the children reported that they were frequently facing health problems like fever, jaundice and stomach pain which might be due to unhygienic conditions.
- Most of the girls perceived that their parents had negative attitude towards education.
- Majority of the girls had inhibition while asking questions in the classroom and most of the children had fear of school.
- Majority of the girls perceived that their parents were not allowing them to attend high school education.
- Kolam community boys faced more personal problems followed by boys of Chenchu, Gond and Lambada communities.

Community related problems

- Majority of the girls perceived that less number of children were attending high school because most of the parents and society also raised objection to send girls to school after maturation.

- Majority of the girls perceived that they were facing problems of insecurity to go to school and that higher education among girls would lead to more dowry.
- Majority of the boys were helping parents in animal care, animal grazing and they were also participating in agricultural work like ploughing, cutting crops etc after school hours and sometimes during school hours.
- Majority of the girls were involved in household activities, agricultural operations like cutting crops, picking wastage from farm, collecting cotton and taking care of younger siblings during school hours and holidays.
- Majority of the children were facing personal problems because mother tongue used at home and medium of instruction at school is different.
- Negative significant relation was found between personal variables and school constraints.
- Significant relation was found between type of family, family income per month and age at which child entered school with personal problems.

Profile of school dropout children

- Most of the children left school after 3rd class and very few children studied upto 5th class.
- Most of the boys at present were helping the parents in farm work and animal grazing. One third of them were working as child labour and few of them were working as mechanic, cleaner and auto drivers.

Major findings drawn from the above study are as follows

- Majority of the girls were helping parents in household activities and some of them were working as child labour and one third of the girls were engaged in

animal grazing and as self entrepreneurs like tailoring and beedi making.

- Majority of the children dropped out from school because of health problems like tuberculosis, jaundice and malaria fever.
- Majority of the dropout children perceived that they faced problems with involvement in household work and majority of the children dropped out from school in order to work and earn money for family.
- Majority of the children perceived that they faced problems with lack of parental support for education to, help mother in animal care and for participation in agricultural work.
- Regarding school related problems majority of the children perceived that they faced problems due to lack of transportation. Most of the children perceived that language used at school was one of the reasons for dropping out from school.
- Majority of the parents perceived that education is not necessary for girls and there is no immediate gain from education.

CONCLUSIONS

From this study on “Problems faced by tribal children in education”, it can be concluded that girls were facing more problems in education related to home than boys. Compared to boys, girls were facing more personal problems like fear of school, health problems, insecurity while traveling, attaining physical maturation etc. Whereas boys had more problems related to family like need to work to raise family income, than girls.

Most of the school dropout children left school because of health problems

and poverty. Occupation of the parents, family income and medium of instruction were main reasons for children dropping out from school. Gond and Kolam community children were facing problems with language used at school than the Lambada and Chenchu community children because Gond people live in interior areas and they were not aware of Telugu language. This study helped us to know the problems of tribal children in education.

Implications of the study

- The present study would help the Government to know what types of problems are faced by tribal children in education.
- This study also helps the teachers about school related problems of tribal children and efforts required for retention of these children in school.
- This study gives an empirical evidence of factors responsible for school dropout among tribal children.
- This study would help the Government and ITDA to improve physical facilities in the schools and provide quality education to tribal children by introducing education in tribal language.

Suggestions for future research

- Extension work can be taken up to create awareness among parents in the tribal areas through success stories and popular articles.
- A comparative study can be conducted on both tribal and non tribal children about their academic achievement and problems faced in education.
- Similar study can be conducted on tribal children from different geographical locations.

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APPENDIX

Interview schedule used to know the problems faced by tribal children in education

I. General Information

1. Name:
2. Age:
3. Gender:
4. Birth order:
5. Type of family J () N ()
6. Address:

Family details:

S. No.	Members	Age	Education	Occupation

7. Family income per month
8. Name of tribe/caste
9. Language used at home

II. Specific Information

1. Name of the school
2. Age at which you started going to school
3. The class in which you are studying now/at present

4. Marks obtained in the last class examination

III. Constraints perceived by children in their education

F S R

A. Home constraints

1. Lack of time due to involvement in house activities
2. Lack of family assistance in class work/learning
3. Conflicts between parents
4. Lack of parental attitude
5. Prolonged illness of family members
6. Lack of separate study place
7. Lack of proper electricity
8. Work for livelihood
9. Any other

i) Participation in various activities

Boys	Yes	No
1. Help my mother in animal care	()	()
2. Agricultural operation	()	()
3. Fetching water	()	()
4. Fetching fodder	()	()
5. Animal grazing	()	()
6. Any other	()	()

Girls	Yes	No
1. Embroidery	()	()
2. Traditional articles	()	()
3. Marketing/selling	()	()
4. Helping in cooking	()	()
5. Washing utensils	()	()
6. Washing cloths	()	()
7. Caring animals	()	()
8. Agricultural operation	()	()
9. Fetching water	()	()
10. Fetching firewood	()	()
11. Taking care of younger siblings	()	()

12. Any other

B. School constraints

F S R

i) Physical facilities

1. Poor class room facilities
2. Lack of drinking water and toilet facility
3. Lack of library facility
4. Lack of ventilation/electricity
5. Timing of school
6. Distance of school from home

ii) Staff facility

F S R

1. Lack of teachers/Single teachers
2. Lack of female teachers
3. Lack of teachers interested in teaching
4. Teachers rude behaviour
5. Teachers stress on private tuition
6. Teachers getting personal work done by students
7. Conflict among teachers
8. Unfair/ partial judgement by the teachers

(Caste and status based)

9. Non-availability of books

iii) Cost of schooling	Yes	No
1. Fees paid for annum	()	()
2. Examination fees	()	()
3. School dress	()	()
4. Inability to purchase Books	()	()
5. Inability to purchase note books and other accessories	()	()
6. Non-available in library	()	()
7. Not available in library	()	()
8. Not able to purchase stationary	()	()

v) Curriculum related problem/Education constraints

F S R

1. Difficulty in proper grasp of subject matter
2. Heavy work load
3. Over crowding in each class
4. No time spent on games other than learning
5. Lack of preparation for class by teacher
6. Not able to understand Telugu which is used at school
7. Difficulty with examination pattern
8. Any other

vi) Other school problems

F S R

1. Corporal punishment
2. Indiscipline caused by boys
3. Indulgence of students in quarrels
4. Any other problem

C) Personal constraints

Yes No

- | | | |
|---|-------|-------|
| 1. Lack of interest in studies | () | () |
| 2. Health problems | () | () |
| 3. Early marriage | () | () |
| 4. Negative attitude of parents towards education | () | () |
| 5. Inhibition while asking questions in classroom | () | () |
| 6. Fear to school | () | () |

D) Community constraints

F S R

1. Less number of girls are attending schools
2. Insecurity prevailing for the girls to travel
3. High education of girl leading to higher dowry
4. Any other

**Case study schedule to know the factors responsible for school dropouts among
tribal children**

I) General Information

1. Name:
2. Age:
3. Gender:
4. Tribe/Caste:
5. Education:
6. Education of : Mother Father
7. Occupation of : Mother Father
8. Family Income per month:
9. Number of siblings:
10. Ordinal position:

II) Reasons for school dropouts

1. Year of dropout
2. In which class you dropout from school
3. Reasons

A) Home related problems:

1. Work to raise family income
2. Lack of parental attitude
3. Illness of family members
4. Involvement in household work
5. Taking care of younger siblings
6. Help mother in animal care
7. Agricultural operation
8. Fetching water
9. Fetching fodder

10. Animal grazing
11. Milking and caring of animals
12. Marketing milk and farm products

B) School related problems

1. Language used at school
2. Transportation
3. Lack of interest in teaching method

C) Personal problems

1. Fear to school
2. Not interested in studies
3. Present occupation
4. Health problems
5. Early marriage
6. Negative attitude to parents and in-laws
Towards education
7. Negative attitude of spouse
Towards education