

FACTORS INFLUENCING TRIBAL EDUCATION

Abstract

The article critically examines the causes of illiteracy among tribes, their experiences, voices and thereby finding the factors influencing their education. It argues that the government policies, programs and laws are not adequately implementing the programs at root level or it may, in fact, not enough to follow the principle of ensuring greater equity. The article is completely based on the survey conducted in Chandrapur district to support arguments for the need of constructing the appropriate provisions and the implementations of educational policies and schemes for scheduled tribes in India. The low literacy rate, high dropout rate, non-enrolment, poor academic achievement reports, and approaches towards the schemes to avail the benefits in tribal children are examined and some searching questions are asked about why there is lack of interest in school education among so many tribal people.

Keywords: Education, scheduled tribes, awareness, Chandrapur

Authors

Krutika Burghate

Research Scholar
Adarsh Comprehensive College of Education
and Research Centre
Pune Savtribai Phule University
Pune, India.
krutikaburghate@gmail.com

Dr. Surendra Herkal

Research Guide
Adarsh Comprehensive College of Education
and Research Centre
Pune Savtribai Phule University
Pune, India.
Surendra.herkal@mitsoer.edu.in

I. INTRODUCTION

The voices for lands are shifted towards cultural identity (religion?). The tribal who were once the ruler, landowners were suppressed and forced by the laws of British to become land labour. The rich class tribes assimilated with modern society occupying education, position and power while the forest dwellers resist to keep their identity and continue their cultivation of land and culture with isolation, the middle class tribes with very small land or no land are the real struggler, they are struggling for survival first, then identity and education comes much later for them. The article aims to bring the hidden voices of these poor tribes who have given the right of education but not education in real meaning.

“Education is movement from darkness to light.” Allan Bloom. The light of education hasn't reached every hut even after the independence of 75 years. 4.7 million Children dropped out in the elementary classes in 2021-22 over the previous year, i.e., 2020-21. (UDISE+ 2021). The ST has the largest share in it. Over the two decades, it has been observed that the literacy rate for STs has improved from 47.1percentage in 2001 to 59percentage in 2011(census 2001, 2011). As per the Periodic Labour Force Survey (PLFS) report 2017-18 published by the Ministry of Statistics and Program Implementation, the literacy rate for STs is 67.7percentage and the national figure overall is 76.9percentage. The PLFS 2018-19 reports revealed an improvement in the literacy rate of STs at 69.4percentage as compared to overall 78.1percentage. To provide quality education and lower the social literacy gaps in the tribal community, the government of India has started working on mission mode. Although considerable improvements in literary status have been observed, there is still a lot to work on eliminating these gaps. Many schemes/programs are launched and implemented by the Ministry of tribal affairs and some official surveys were also done to evaluate the efficiency of those schemes. These survey reports and the number of individual research findings have mentioned various hurdles in implementing the schemes at the ground level but the main obstacle reported in the government reports and research studies is the poor awareness about education and the educational schemes.

Awareness is the key factor that promotes beneficiaries to take benefits from schemes/programs, so, it became necessary to increase awareness and for that to find out the factors affecting the awareness programs needs to identify. This article pertains to increasing literacy by identifying the factors influencing educational awareness and providing ways to increase it among STs. The article also intends to reveal the ground-level facts related to the lack of educational interest in many tribal people. Analytical descriptive survey method is applied to collect the primary relevant data from the ground level. A household survey of 2000 tribal households from fifty (50) tribal villages (having tribal population more than 70percentage and exceed 100percentage) has been undertaken. An open-ended and closed ended survey interview questionnaire has been developed under experts' guidance and verified with a pilot study. To achieve the goal, for qualitative analysis inductive coding analysis (ICA) methodology is adopted and descriptive analysis is done using themes identified. For quantitative analysis, data was categorised using nominal and ordinal scale and analysed using percentage scale. The article highlighted 16 major factors influencing awareness of education. The article finding suggested that there is an urgent need in reforming and constructing new awareness programs. The paper has also highlighted the ways to increase awareness of educational schemes.

II. PROVISIONS MADE FOR TRIBES IN POST INDEPENDENT INDIA

In the essay, *Savaging the Civilised* Ramchandra Guha (1996) mentioned, “In the huge collection of the records of the All India Congress Committee, housed at the Nehru Memorial Museum in New Delhi, one is hard put to find a reference to tribal - this in contrast to the attention paid to women, untouchables and religious minorities.” These words mark out the negligence of tribes in political India. The work of Verrier Elwin has brought out tribal countrymen, their culture, their way of life, their poverty and their vulnerability to urban Indian. The change in policy emerges out with Neharu’s Tribal Panchashil (Five principals), where he has mentioned to reserve the rights of the tribes in terms of land, forest and their preserving their culture along with promoting them to train them as best administer developer of their work and society.(P.Manson 1967). Neharu’s principal brought a big change in the attitude for looking at tribes and their problems.

India is a welfare state and is abide by its constitution to provide equality and opportunities to all. India is known for its “unity in diversity”. Near about 564 tribes and 70 particular valuable tribes (PVGTS recognized in 271(A)) are identified in different stated. They are referred to as the most deprived and backward community. Grison’s Linguistic Survey of India recorded 179 languages and 544 dialects. Of the 179 languages 116 were enumerated as tribal languages and dialects. (Linguistic Survey of India, 1903-1928.) As per census 2011, they constitute 8.6percentage of the country's total population. The definition of Tribes is initially used by the constitution from 1931 census. Later in 1953 first Backward class commission was established (Kaka kalelkar commission)which defined the Tribes as people with separate exclusive existence, not fully assimilated in the main body of the people and may belong to any religion. Article 342 has provides for specification of tribes while article 366(25) defines the process of defining the tribes. The development of tribes is based on the twin approach; mainly protecting their interest with legislative and administrative support and promoting the development through schemes/programs. (*Tribal development statistical profile Maharashtra*, 1985). Government has taken many affirmative actions in improving status of tribes since Independence.

Numbers of committees were mandated to address the issues of tribes and recommend appropriate interventions to protect and develop administration in tribal communities. Some of the committees like ‘The Lokur Committee’ (1965), ‘The Shilu Ao committee’ (1966), ‘The Bhuria Committee’(1991), ‘Bhuria Commission’ (2002-2004), ‘Bandopadhyay Committee’ (2006), ‘Mungekar Committee’ (2005) ‘XAXA committee’ (2014) provided inputs and ways to bring out changes in the life of tribes.

Education is the tool for bringing out all reformations, many educational commissions were also set up and changes in policies are brought out. The first educational commission U.N. Dhebar Commission (1960) was set up to study the status of tribal education worked on to establish ‘basic education’ (Mahatma Gandhi’s concept) to the tribal societies. The Commission stressed the need for mid-day meals, clothing, free books, reading and writing materials to all tribal children in educationally backward areas. Considering challenges of topographical factors recommended opening schools in a locality within one mile the norm of at least 30 school-going children. The Indian Education Commission (1964-65) suggested provide five years of early education to all tribal children under ‘intensive efforts’ by 1975-76 (XAXA-2014). The Fourth All India Educational Survey, (1978) have reported 80percentage students enrolled within one kilometer reach of school and 83.5percentage secondary students

within reach of eight kilometer of school. In first phase of Five year plan focused on Ashram schools, hostels, NPE-1986, suggests expansion of residential schools, including *Ashram Schools*, *Anganwadis* and Adult Education Centers., it seeks to encourage and train tribal youth for teaching jobs in tribal areas. To promote tribal in higher education, technical, professional and para-professional courses it encouraged scholarships. (NEP1986) Operation Blackboard (1987) was launched by the government for providing basic infrastructure and essentials of schooling like classrooms, teachers, etc. HRD minister (1990-91) promoted primary ashram school to strengthen its level to secondary ashram school. POA (1992) made provisions for opening schools for tribal at the end of 8th Five year plan; increase the rates of pre-matric and post-matric scholarships with the living index, and disbursing scholarships through banks/ post-offices, in advance on the first day of each month. It also suggested providing residential facility to those preparing for competitive examinations. Provisions for girls' education were made in the program. Provisions of residential facility to those preparing for competitive examinations were also suggested. The scheme 'Educational Complex' (1993-94) was introduced in 136 districts with low literacy pockets. In the complex, free food and lodging, uniform and other facilities, with the additional provision of training in crafts and vocation were provided to girl student of primary school level. Under the DPEP (1994), minimum learning level program was started. Under the national nutritional program in 1995, per primary student were provided with free 3KG food grains per month. Yash Pal committee (Learning Without Burden, 1993) proposed ways to reduce burden. The stress free education gave great relief to tribal students. In 1993-94, a program of pre-vocational training for students of Class IX and X was initiated.

In the year 2000 'Sarva Shiksha Abhiyan' for elementary, has been launched. This program focused on access, quality and equality. In 2002, 86th constitutional amendment was made and article 21 was inserted making free and compulsory education for age group 6 to 14 as a fundamental right. Free food grain program was converted into Mid-day meal scheme in 2004-05. Kasturba Gandhi Balika Vidyalay scheme was launched for upper primary school girls from hard to reach and backward areas. 'Rashtriya Madhyamik Shiksha Abhiyan', was inaugurated in 2009 with the aim to achieve 75percentage enrolment, universal access by 2017 and universal retention by 2017 at secondary level (RMSA2014). The Rashtriya Uchchar Siksha Abhiyan, was initiated in September, 2013, alongside introducing the Rajiv Gandhi Fellowship, Centers for Studies in Discrimination and Exclusion, Indira Gandhi National Tribal University and a number of Central Universities, more Indian Institutes of Technology and Indian Institutes of Management in the interest of the weaker sections and the tribal. The mission, beyond these, spreads over two Five-Year Plan periods (RUSA 2013).

A number of schemes are implemented to improve the enrolment, decrease dropout rate and eliminate social category gaps. Term umbrella program was launched in 2017-2020 which covered schemes like Post-Matric Scholarship operationalized since 1944-45, Schemes for construction of hostels for ST Girls was started during the Third Plan period. A separate scheme for construction of ST Boys was launched in 1989- 90. (Both schemes were merged into one scheme during 10th Five Year Plan.) A scheme for the establishment of Ashram School in Tribal Sub-Plan Areas is operational in tribal sub plan 1990-91. National Overseas scholarship scheme for Higher Studies Abroad scheme has been in operation since 1954-55. Vocational Training Centers in Tribal Area scheme was introduced in 1992-93, pre matric scholarship operationalized in 2012. National Scholarship for (top class) Higher Education for ST Students 2007-2008, National Fellowship for Higher Education for ST Students (originally, Rajiv Gandhi National Fellowship scheme 2005-2006) Under article 271(A) grants are

provided for setting up Eklawya residential English medium school on the basis of CBSC School since 1997-98. Ministry of Tribal Affairs has introduced a new scholarship scheme of Top Class Education for the ST students from the year and is continuing. Coaching for Scheduled Tribe Students for MPSC/UPSC preparation is launched in 2020, preparation for NEET/JEE exams coaching are provided to merits student from 2020.

Maharashtra government has provided golden jubilee pre matriculation scholarship tribal education since 2010, Freeship from 2016, Maintenance Allowance for professional courses from 2004, Pandit Dindayal Swamy Upadhyay Yojana since 2016. All the above provisions show the government's responsibility and actions taken to bridge the gap between social categories and bring equity and inclusion in education.

III. OUTCOMES OF THE ABOVE PROGRAMS

The annual report of ministry of tribal affairs, MoTA (2021-22) has given following figures which describe the current status of education of the tribes. According to the report, ST Youth literacy rate increased from 59.2 percentages in 2001 to 75 percentage in 2011. GER for has decreased from 91.59 percentage in 2015-16 to 93.93 percentage in 2019-20 at Upper Primary Level (VI-VIII), 70.72 percentage in 2015-16 to 76.72 percentage in 2019-20 at Secondary Level (IX-X) and 14.2 percentage in 2015-16 to 18.04 percentage in 2019-20 at Senior Secondary Level (XI-XII). (table 4.4, 4.5 p-37) Also, there is improvement in ST GER in respect of higher education viz. 14.2 percentage in 2015-16 to 18.0 percentage in 2019-20. The dropout rate at primary level fall from 4.24 in 2015-16 to 3.69 in 2019-20, at upper primary level it falls from 9.67 in 2015-16 to 5.90 in 2019-20 and at secondary level it falls from 26.27 in 2015-16 to 24.03 in 2019-20. passing percentage at SSC level increased from 62.1 in 2011 to 65.00 in 2019, (table 4.8, p-38) while HSC result shows the increased percentage 65.8 in 2011 to 68.2 in 2019. (table 4.9, p-38) During 2019-20, 62.78 percentage ST students (71.60 percentage for All) are able to transition from class 10 to class 11 as compared to 54.65 percentage ST students (62.82 percentage for All) in 2016-17 (table 4.10, p-37), percentage of poverty decreased from 47.4 to 45.3 from 2009-10 to 2011-12 in rural areas while it is decreased 30.4 to 24.1 from 2009-10 to 2011-12 in urban areas. (table 4.13, p-43). All the promotional figures indicated increase in quantity, the question of equity and quality remained unanswered from it

IV. METHODOLOGY (DESCRIPTIVE ANALYTICAL SURVEY)

With the objective to understand the cause of illiteracy among the tribes and to provide insights for the factors affecting education, the study has been taken in May 2021 in Chandrapur district, Maharashtra (India). The sample area of Jiwati (15 villages), Korpana (24 villages), and Rajura (11 villages), a tribal hamlet with more than 70 percentage tribal population were selected from census 2011 data. 2000 households from the highly tribal areas were selected purposely because they were located away from the society and are very much affected by the illiteracy and poverty as compared to the other communities. The research design used in this study was a survey method. A household survey was designed where Parents and students both from the family were administered to these questionnaires. The villages have students learning at various educational levels varying from Kindergarten to post graduate. But for the purpose of families with students in kindergarten were excluded. Student's experiences and parents opinions were drawn from the interview recorded. A purposive sampling with a signif-

icant element of participatory method was applied to select the participants. The data was collected using an open-ended and closed ended interview scheduled of 30 minutes with manual door-to-door visits. A pilot study was conducted to verify the interview items developed. Closed ended questions were just used to open the discussion and clarify the answers provided by participants. Open ended questions were added to examine the knowledge, awareness, participation, perspectives and opinions of parents towards education. The views of the respondents were divided into two parts: 1) discussing with the students' experiences and perceptions and 2) recording and examining the parents' perception towards education. Inductive coding analysis (ICA) method was adopted to find out the themes and descriptive discussions were given using the themes. Quantitative data was classified on categorical scale 1) nominal scale and 2) ordinal scale and the analyzed on percentage scale. Descriptive discussions were given using graphical representations accordingly.

V. FINDINGS AND DISCUSSIONS

Initiatives taken by government and the annual reports published by the government have shown many gaps in achievements. The study undertaken has found the reasons behind the gaps and was analyzed as follows.

- 1. Student's Enrolment:** (Figure-1), Among the 2000 students/participants under study, 33percentage girls and 33percentage boys were enrolled in primary school. The enrollment was found 100percentage. 33 percentage boys and 30percentage girls were found to be enrolled in upper primary school, 21percentageboys and 19percentage girls students were enrolled in secondary school, 11percentage girls and boys were from higher secondary school while only 3percentage boys and 2percentage girls were doing under graduation course, only 2percentage boys (14) were pursuing for post graduate degree while the percentage of girls (4) was observed zero. 3percentage boys were enrolled in skill based courses while 1percentage girls were enrolled in vocational courses.

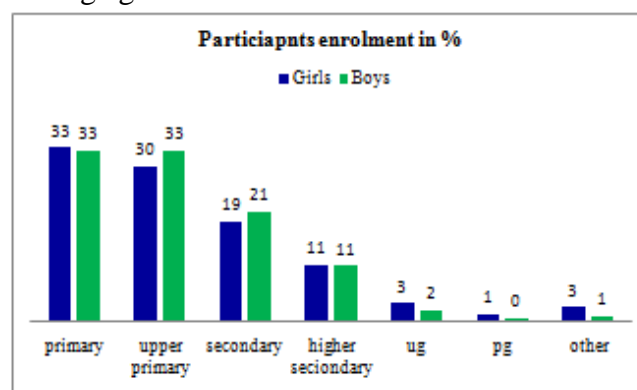


Figure 1: Participants enrolment in percentage

- 2. Drop out:** The dropout percentage at primary level is observed zero. At the upper primary level the drop out percentage (not going to school since last year) is found to be 1.2percentage. At secondary level (absent in school since last year) it is observed 3.7percentage. 63 percentages of the students were found to be enrolled in nearby Ashram school.

- 3. Attendance:** Attendance is the biggest issues observed in the study. Only 40.80 percent-age students are regular in classes. 36.30percentage are somewhat regular while 3.7 per-centage students haven't attended the school since last year.

Table 1: Frequency of School Attendance in the Last year

Frequency of School Attendance in the Last year		
Attendance	No of respondents	percentage
Regular	816	40.80
somewhat regular	726	36.30
Not regular	384	19.20
Absent from last year	74	3.7
Total	2000	100

- 4. Reasons behind not attending the class:** Different reasons were mentioned by different participant and of different age also. The biggest issue covered is the poor performance of students. 25.70 percentage students honestly gave the reason that they cannot read, write or do simple calculations and feel very humiliated in the class. 17.05percentage said that they did not understand the language used in the class. The text book language is beyond their understanding. They can read but can't get what they are reading. It means they knew only decoding; comprehension level was not captured by them. 15.60 percent-ages said that they dislike school, many reasons were given by them and the major reason was it did not keep their interest. The discipline and the bookish knowledge made them feel bore. The school campus missed the free and joyful atmosphere. 12.25 percentage students said that they dislike study; there is nothing in the book which could keep them focused. The teaching process and the passing without study have lowered down their in-terest in study. 7.10 percentage students said that the attitude of teacher towards them made them embarrassed. (Table 2).The teacher always look down upon them, making them feel that they are useless and treated them as they were always guilty. The reasons are shocking but true as they are pointed out by different respondents also.

Table 2 :Reasons for Not Attending Class Regularly

Reasons For Not Attending Class Regularly		
Reasons	No. of Respondents	percentage
Health Issue	12	0.60
Festival	54	2.70
Wages	106	5.30
Parents Unwilling-ness	112	5.60
Household Chores	94	4.70
Not Interested In Study	245	12.25
Dislike School	312	15.60
Can't Understand Language	341	17.05

Can't Read, Write, Do Maths	514	25.70
Teachers Attitude	142	7.10
Poor Facilities In School	68	3.40
Total	2000	100

5. Literacy of parents: The survey was conducted with 2000 household, 2000 students and 2000 parents were the participants of the survey. (Figure 1.2) shows the distribution of respondents by educational qualification. The majority of the respondents 20percentage were totally illiterate, 37percentage were qualified 8th grade, 28percentage had qualified 10th grade, 11 percentage were cracked 12th grade, 3percentage respondent were graduates from university, and 1percentage were post graduate. Among the 2000 parents, 15percentage male and 24percentage female were totally illiterate, they couldn't sign their documents even. 33percentagemale and 41percentage female have gained elementary certificate, they could sign the documents but can't read with understanding. For their paper work like bank withdrawal slip they have to depend upon others. 34percentage male and 22percentage female were lower secondary qualified while 12percentage male and 10percentage female have qualified higher secondary certificate .only 4percentage male and 5 percentage female found to be graduate. *The literacy level has shown different impact on their educational participation and awareness.* The reasons for not learning or continuing education were near about equal to the answers covered from students. The availability of school was the one of the major reason behind it. Most of the villages lack the primary schools, somewhere the upper primary schools were not attached to primary school, so they have to walk miles for the school or attend Ashram school. The lack of transportation and feeling of homesickness kept them away from education. The teacher's absenteeism, unwillingness to teach also affects their interest in learning.

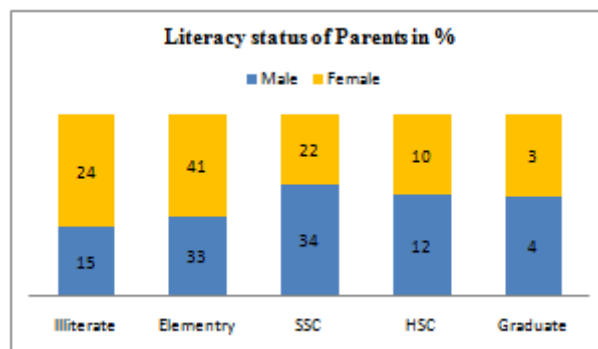


Figure 2: Literacy statuses of Parents in percentage

VI. OCCUPATION-

(Table 3), shows most of the parents were doing their agriculture, cultivated their farms using old traditional methods. The small land with very or no facilities of irrigation, they were cultivation depending only on the monsoon. 61.7percentage participants were doing farming whereas 36.55percentage were working on daily wages either on farm, building construction, cement factories, mines or transportation sites. Only 0.6percentage has raised their business and that was mostly transportation. They owned taxi, auto and carried the passenger on daily routes. Only 1.15percentage was government servant out of them the female were working as either *Anganwadi sevikas*, or *Asha* worker on very poor salary. Male were either in police or in forest as guard or driver in state government transportation.

Table 3: Parents Occupation

Parents Occupation		
Occupation	No.of Respondents	percentage
Agriculture	1234	61.7
Daily Wages	731	36.55
Own Business	12	0.6
Gov. Employee	23	1.15
Total	2000	100

Family income contributes to certain students having to educational opportunities than other students. Most of the households are below poverty line. These ration card holders have priority of food, clothes, culture and customs rather than education Giving priority to education totally depend upon the economic status. In spite of interest and knowing the importance, the priority to continuing education decreases. These things together keeps parents and students both away from knowing the schemes and facilities provided to continue education. (Figure 3) shows the distribution of respondents by economic status. 96percentage of respondents are below the poverty line and 4 percentage were above the poverty line.

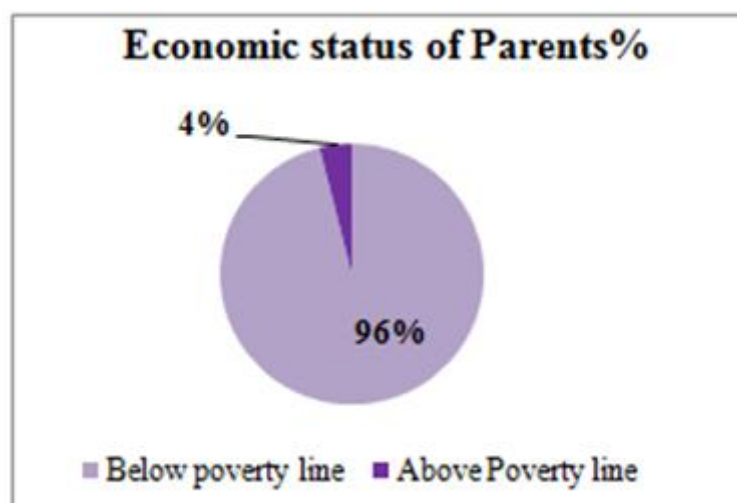


Figure 3: Economic status of parents

VII. AWARENESS:

Poverty, occupation, and literacy are really affecting the education? It is notable to remember Dr.B.R. Ambedkar who instead of poverty and unavailability of resources educates himself, the reason was his literate and aware parents. In turn, Dr. Ambedkar has enlightened the poor, illiterate and unemployed to starve but educate and many got inspired with his words, they came out of poverty and hunger. In current days, newspapers are hailing with the stories of young people from poor background, overcoming all odds and emerging out as hero assures us that the success is only for hard workers. Success stories of tribal young aspires shreedhanya Suresh, kerala(Kurichiya tribe), Dr. Rajendra Bharud,Maharashtra(Bhil tribe), Sajjansingh Chavan, Maharashtra (Pardhi tribe) who have achieved rank in top class exams like UPSC warms our heart.10 KGBV girls students from Jharkhand cracked JEE mains. Such inspiring stories are pursuing many aspirants to excel the self-power to study hard. These stories reveal the fact that the awareness and priorities are the reasons behind the success.

17percentage parents had knowledge about current education system (Table 4), 78percentage parents were aware about the educational benefits (Table 5), 69percentage parents were aware about the educational schemes for children, 28 percentage parents were regularly visiting their children’s school(Table 6), 17& parents were participating in school activities (Table 7), 11percentage parents were regularly to check the progress of their children(Table 8), these shows the awareness of parents instead of poverty, occupation and economic status(96percentage). These parents were very much aware and strict with their children’s education and lay stress on higher education of both girls and boys. They were ready to spent money and even ready to sell their land for government job. They were highly aware about the educational schemes at each level of education and knew the process to avail it.

It was a not good figure that 83percentage parents did not have knowledge about current educational system.(Table.4) They didn’t know the subjects, courses, colleges or institutions offered it, which school, colleges or institutions are best and what to plan for the future of their children. They only knew about the primary school in village, nearby Ashram school and Block level hostel. The students and parents both follow the path traditionally followed by the villagers. They either sent their children to the nearby Ashram or to their relatives. Students also didn’t know which course should be applied, why and what its future is. They mostly followed the same path as their senior did. The parents won’t be able to guide them. The school and teachers and didn’t arrange any kind of carrier guidance workshops or provide motivational speaks or practical ways to follow for further studies. Ideals to follow are missing for this community.

Table 4: Knowledge about current educational system

knowledge about current educational system		
respondent view	No.of respondents	percentage
yes	347	17
No	1653	83
Total	2000	100

Table 5: Awareness about benefits of education

Awareness about benefits of education		
Respondent's view	No. of respondents	percentage
yes	1569	78
No	431	22
Total	2000	100

This attitude and the daily routine didn't allow them to take much care of their children's educational progress. Only 28 percentage parent's visit schools regularly to check the progress and issues of children. They were also the part of school management committee. 6percentage parents never visited the school; they send their relatives or elder children if they got any call. (Table 6).They didn't know anything about their children's progress, likes, dislikes, issues and needs. Even they didn't know in which class their child was learning. 18percentage parents who paid visits to school said they visited it only to collect the money, grain, uniform, or such other kinds of benefits. 48percentage parents, who visited school sometimes, were all Ashram school going student's parents. They visited to take their children back or to drop them at school. In a year they visited at least 6 times for these purpose

Table 6: Frequencies of Visits to Child's School

Frequencies of Visits to Child's School		
Respondent's View	No. of Respondents	percentage
Always	552	28
Sometimes	961	48
A Little	366	18
Never	121	6
Total	2000	100

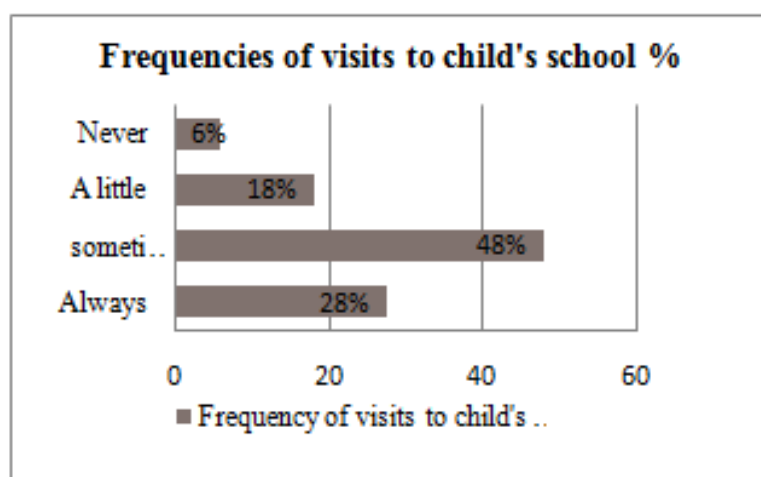


Figure 4 :Frequencies of visits to child's school percentage

Table 7 :Participation in School Activities

Participation in School Activities		
Respondent's View	No. of Respondents	percentage
Yes	349	17
No	1651	83
Total	2000	100

83 percentage parent did not participate in any kind of school activities. They have their reasons. They could not afford one day wage on school program. These programs didn't prove much helpful for them. Some of the parents who were SMC members but they never attended the meetings. (Table 7)

During the talk about childrens progress, parents revealed that they don't know whether their children attend the school daily or not. They early morning went out for work and came back late , so they never got time to look after such events. Most of the parents male(98percentage) retured with drinks and didn't pay any attention towards family and its needs. They cant read the progress card or felt ts need. They said they knew the policy of passing without attendence, exam and study. They knew the benefits each year the child get(uniform, books, scholarship, mid day meal only) they are satisfied with this much of knowing. They even didn't realize the porpose of thses schems. only 18percentage parents were aware about their child's attendance, only 3 percentage parents knew about the issues of their child. (Table8) These parents were highly interested in taking their children on work and earn money. Their prority is earning bread. 69 percentage parents are aware about educational schmes but they were only elementry level schemes. They enrolled their child only because they need have to pay for it or spent on it. Most of them sent their children to Ashram school so that their children would get good shelter, good food and good care. They added that Ashram schools are supportive of their economy. Parents were completely unknown to the schmes at post matric levels.

Table 8: Percentage of parents having awareness about child's education

percentage of parents having awareness about child's education		
Content	No.of respondents	percentage
Child's attendance	352	18
Child's progress	215	11
Issues of Child	58	3
Schemes for Child	1375	69
Total	2000	100

VIII. DESCRIPTION OF THE FACTORS AFFECTING EDUCATION (According to theme analyses from respondents)

During the interviews and the free talks, the opinion given by the participants were recorded and the script was scrutinized according to the codes. The codes were classified and 16 themes were identified which were highly affecting areas were identified on coding axis.

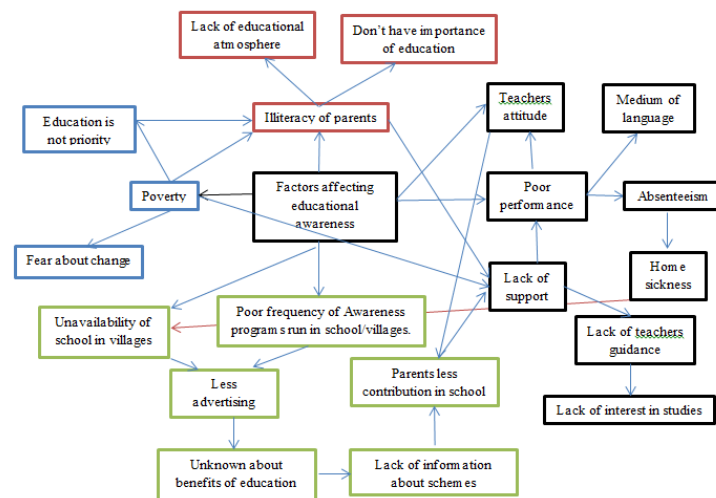


Figure 5: Analyses of Responses.

1. Awareness Programs Conducted at Village/School Level: 100percentage of households reported that the frequency of awareness programs run by the government in the village was very low, and 63percentage of households reported that the frequency of awareness programs run in school was very low. 41percentage of households reported that the availability of electronic media, ex. Radio, TV, WhatsApp, Facebook, Instagram, etc. was very low. 56percentage of households reported that family Support was poor, while 97percentage of households reported that the support from the educated class was very less.

All these factors are directed towards reasons for poor awareness. Discussions with parents pointed out that the knowledge is depending upon the school in their village and the class their children study. If they want to send their child to a good school, then they have to think about whom to consult and where? The availability of sources of information is also poor for these people.

2. Sources of Information: In spite of poverty or other issues, many parents are interested in education and are in search of good educational sources for their active children. Sources of information played a vital role in keeping their interest. Schemes that economically support and provide safety should reach each one. The households in their responses mentioned that they don't have any clear and regular information sources. They followed only their relatives, friends, or neighbours. The print media is not available to them and the electronic media is not reachable to them. Many times students lack the opportunities they have achieved because of their hard work and talent. 3 households among the respondents informed that their children qualified for NEET and JEE but they didn't receive the information in time and lost the opportunity to take admissions.

- 3. Access to School:** Multiple options are available in urban locations while in rural the choice is missing. The accessibility of school education to scheduled tribes in the district with reference to the primary data collected from <https://dashboard.tribal.gov.in/gapanalysis.aspx> notified the gap that among 647 tribal villages, 517 villages have schools. The rest of the villages don't have school facility even primary schools are not available there. Students have to enroll in nearby villages, as access to the school is not within reach; parents' contribution and connectivity with the school become less. Parents' fewer visits to the school are also an output of the non-availability of school. Participation is an important factor in knowing various programs and schemes related to education. Schools are the center of cultivating new thoughts and ideas. The absence of school or having only primary school does not create sufficient awareness.
- 4. Supports:** Support is the main factor in continuing education. The household, that supported their children in education, also seek support from teachers, organizations, and government programs. Their awareness about the educational need, views towards the importance of education, and benefits were observed as positive. They were aware of changes, policies, and structure noticed. In research, it is mainly observed that 46percentage of households are not supportive of a child's education. The lack of an educational atmosphere in the house is the main reason behind unawareness. Along with poverty, alcoholism, and the excess amount of attention on rituals, cultural aspects widened the gap of awareness. 14percentage students couldn't avail the pre matric scholarship only because of unsupported parents. They didn't made documents available on time and missed the deadline. 15percentage students couldn't avail the post matric scholarship because they couldn't fill their form properly, it get rejected because of lack of documents or mistakes. Eklawya vidyalaay seats remained vacant as students didn't get any notifications about exams, and help in study, and its practise. Students from renowned school returned back to local school because they couldn't cope up with the English medium structure and curriculum. This student expected support and extra guidance from teachers. In short, the reasons provided were notable and thinkable. The availability of school is one of the reason. Villages with low population don't have even primary schools; children's have to enrol in nearby school. The village lack the educational atmosphere and the contact with the teacher and school remains untouched matters. The frequency of awareness programs held by school, government/ NGO in villages were near about zero. The frequency of teachers visit and providing information was also negligible. There were no educational talks and stories which could affect their thinking. Social media like television, radio were not displaying any advertisements related to the schemes. Items like newspaper, magazines were rare for them. These villages didn't have any newspaper at any door. The support of educated people, local leaders, NGOs was also trifling. Educated and unemployed people talks against the school system, its benefits and create negative atmosphere. In spite of education the drinking habits, child marriages, beliefs in black magic, blind faiths were persisting among them which held them back. The business strategies are not in their culture so they could not take the advantage of the development schemes in true sense. They felt that education means only for reading writing, calculations and get employment. If education didn't provide opportunities for job then it is useless and should not waste years after it. The broad spectrum of education is still missing in their context and content. 78percentage parents who share that they knew the benefits of awareness couldn't explain any benefits rather than employment. They

thought that learning for too many years is waste of time, money and neglecting duties towards family. The worries shared by students were rather different, they searched the reasons in facilities provided, opportunities provided, guidance, support, motivation and ideals. They elaborated with great distress that their school had never organized any career guidance workshops, conferences, nor provided any opportunity to check the self interest. The education they get was not sufficient to understand them what are their needs, demands and rights. They couldn't think more than food, water and electricity in residential schools/hostels. They have confusion in minds why to study, what to study and how to study. A student from Eklavya vidyalay who cracked NEET and could get admission in MBBS, missed the opportunity just because she didn't get the message in time. Two students from JNV who cracked JEE mains also missed opportunity to get admission because of document issues. The caste validity is such issue which is holding them back. These families were the migrant families and didn't have any proof of their residence before 50 years. These were unsolved problems and no one is trying to attract the government towards these issues.

IX. SUGGEST WAYS TO INCREASE AWARENESS

According to XAXA report 2014, Yet to go beyond, though there is a silver lining of success achieved in tribal education but there are many grey areas to overcome. Education is not just a means for accumulating knowledge, cultural transmission, and societal experience; it is also a vehicle for economic progress and societal change. Unless the indigenous population's educational level rises, their progress will be gradual. With the awareness of modern education and urban culture, many youths are getting attracted for their development.

These awareness needs to spread in each and every house of tribal community. Awareness is the major issue which is also come in front in this study. Poverty, illiteracy and lack of resources are not the major concerns; the major concern is awareness about the benefits and importance of education.

Newspaper now a day come out with success stories of many economically backward/poorest students who have qualified UPSC/MPSC without guidance, courses, much expenditure and have achieved the position of IAS/IPS/IFS. They could do it because they were aware and were ready to fight for years. Awareness has brought light of knowledge, prestige, power and money.

In tribal community, their cultural, and social needs are varying. They need education to revive it, cultivate it, and develop it. The education about awareness, parenting, and political, social and cultural rights should be provided to the tribes. It could be possible through many actions like awareness campaign. Some of the suggestions are below:-

1. Proper educational benefits awareness programs need to be developed.
2. The demonstration of awareness programs should be done at the village level.
3. Participation of local leaders and NGO should be taken to socialize the program.
4. Schools should become the center of such awareness programs.
5. Career guidance programs should be given preferences from 8th grade.
6. Information about various competitive exams, prelims, web sites, filling application forms, checking status, etc should be given in practice.

X. CONCLUSION

Tribal literacy and education is really a challenge before government. In order to achieve the goal of reduction drop out, increase enrolment ration in secondary school education, government has taken up various actions which directly supported the student in continuing education. The financial aids and the provisions attracted the tribes in many ways. Students are consuming most of the schemes and their enrolment is found to be increased.

From the above discussions, the rural areas where the schemes are not reached and the parents are still unaware about the benefits of education are away from consuming the schemes. Education is necessary for economic and social development of an individual. These rural peoples considered it only the means of getting secure jobs. They are unaware about the social development, cognitive development and skill development factors. By giving poverty reasons, they neglected the other benefits of the education.

To encourage these peoples, various programs related to awareness about educational benefits and educational schemes should be conducted at rural areas and a support centers should be set up with toll free number. It should be circulated among all these stakeholders. Necessary information regarding schemes and eliminate the doubts regarding admissions, procedures and career should be provided by it. A stress on advertising the schemes in villages in a print form and audio visual form should be given.

REFERENCES

- [1] Census: 1951, 1961, 1971, 1981, 1991, 2001, & 2011. Office of The Registrar General, India
- [2] Centre for Budget and Policy Studies (CBPS) Bangalore, 2017, June. *Reviewing the Status of Education in Tribal Areas in Maharashtra; A Comprehensive Report*. (3) 41-48
- [3] District Statistical Abstract: 2021-22, Chandrapur. P.223. Table 11.2
- [4] Gautam N. 2013. *Education of Scheduled Tribe in India: Schemes and Programmes*.
- [5] Ghurye G. S. The Scheduled Tribes 3rd edition (First Published as The Aborigines so called and their Future 1943). Popular Press, Bombay 1963
- [6] Guha Ramachandra, Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India Economic and Political Weekly Vol. 31, No. 35/37, Special Number (Sep., 1996) . <https://www.jstor.org/stable/4404559>
- [7] Koppikar GK. *The Education of Adivasis*. Manager of Publication: New Delhi, 1956.
- [8] Linguistic Survey of India, 1903-1928. <https://dsal.uchicago.edu/books/lsi/about-lsi.html>).
- [9] Mason Philip, India Unity and Ceylon: and Diversity , the Institute of Race Relations, Oxford University Press London New York Bombay ,1967
- [10] Ministry of Human Resource Development, Rashtriya Uchchatar Siksha Abhiyan: National Higher Education Mission, September 2013
- [11] Ministry of tribal affairs, Gap analysis , <https://dashboard.tribal.gov.in/gapanalysis.aspx>
- [12] Press Information Bureau, Government of India. Ministry of Tribal Affairs Press Release 2022, July. Redirected from <https://pib.gov.in/newsite/pmreleases.aspx?mincode=49>
- [13] Rashtriya Madhyamik Shiksha Abhiyan', Ministry of Human Resource Development at http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan (last visited 30 May 2014).
- [14] Report of The High Level Committee on Socioeconomic, Health and Educational Status of Tribal Communities of India Ministry of Tribal Affairs Government of India May, 2014 <https://cjp.org.in/wp-content/uploads/2019/10/2014-Xaxa-Tribal-Committee-Report.pdf>
- [15] Tribal Development A Statistical Profile; Government of India Ministry of Home Affairs, New Delhi, March 1985
- [16] Tribal Development Department, Government of Maharashtra. , Annual Tribal Component Schemes, 2018- 2019...(15)83-84
- [17] Tribal development a statistical profile: 1985. Government of India. Ministry of tribal affairs, New Delhi,