
DISTRICT PRIMARY EDUCATION PROGRAMME

TRIBAL STUDY
SYNTHESIS REPORT
(SUMMARY OF SIGNIFICANT FINDINGS)

DEPARTMENT OF NON FORMAL EDUCATION & EDUCATION OF SC/ST
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
NEW DELHI

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
NEW DELHI

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P R E F A C E

This Synthesis Report of the tribal study brings to conclusion a fairly extensive effort undertaken by this department in August 1993 under the District Primary Education Programme. Of the seven studies planned under the DPEP, one was the TRIBAL STUDY which was designed to assess the availability of primary education in tribal areas in the DPEP States and to ascertain the community opinion about the kind of education that they desire. Since, the results were to be utilised for district level planning, the study has been completed in a very short time. In spite of this major constraint, it is remarkable that the study has been completed in all the seven States.

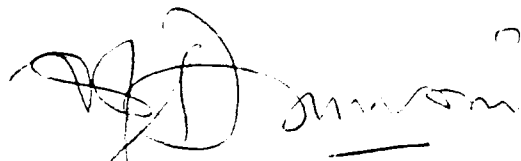
The Tribal Study would not have been possible without active participation of State level agencies and officials. We are grateful to the concerned State authorities as well as to State teams who were responsible for conducting the Study in the concerned States.

At the NCERT, the Department of Non-Formal Education and Education of SC/ST was designated as the nodal department for this Study. However, a small team of

faculty members and specially appointed staff was involved in the successful completion of the study from its inception in August 1993 to the writing of this Synthesis Report. Professor Neerja Shukla of the Department has been associated with the study throughout. Dr. B.P. Awasthi assisted in the initial stages. Miss Rama Vani, Mr. K.M.P. Sinha and Mr. Saty. Prakash Singh were appointed specially to assist with the study. This National coordinating team has worked round the clock to ensure completion of the Study in time.

The Tribal Study in all the seven States was conducted under a special grant from the UNICEF.

I wish to record here my gratitude for the assistance rendered by the staff of the Department of Non Formal Education and Education of SC/ST. I am particularly grateful to Mrs. Kalika Sundriyal who has typed the final Synthesis Report.



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CHAPTER 1 - INTRODUCTION

I. CONEJXT OF DFEP

Under the District Primary Education Programme (DFEP) a number of studies were undertaken to assess the extent and quality of primary education in the selected districts. One of these was the Tribal Study. The study was designed to collect information on various parameters of education of tribal children in order to enhance provisions already available in the various States with significant tribal populations.

The focus of the study was to map the present provisions for primary education in the tribal areas as well as their utilisation by the recipient populations. At the same time the study attempted to discover the attitudes of tribal parents, opinion leaders, teachers of tribal children, administrators of tribal educational institutions as well as other community members towards both the availability of educational opportunities as well as expectations from the educational system as a whole. It was envisaged that such a focus will enable the planners at the district level to make more meaningful and direct interventions for ensuring quality education in tribal areas.

II. OBJECTIVES

The objectives of this study were :

1. To carry out a sample survey of the educational infrastructure and facilities available in the tribal area (with a view to identify gaps if any in the available infrastructure and facilities).
2. Status of teachers in tribal areas including their availability, background, qualifications, training, punctuality and problems.
3. Status of curriculum in operation and the teaching learning materials being used with special reference to use of the tribal language in the writing of teaching-learning materials as well as in the classroom transaction.
4. Status of monitoring and evaluation of primary education including administrative structures.
5. Status of school enrolment and school drop-out with special reference to factors affecting enrolment and drop-out of tribal girls.

6. Status on convergence of various departments providing services and facilities in tribal areas.
7. Status of community participation in the educational programmes and management of schools.

Both qualitative and quantitative data was collected with reference to the above terms of reference.

III. SELECTION OF AREAS FOR STUDY

The study was conducted in the DPEP districts in seven States viz. Assam, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamilnadu. The study was carried out in two districts in each of the States. In the case of Maharashtra it was decided by the State Government to confine this study to only one district. In the case of Madhya Pradesh, four districts were selected for the present study. The study was conducted in one Block in each of the selected fifteen districts on the basis of highest tribal population.

Table I.1 gives names of the States, Districts and Blocks with tribal population figures.

TABLE I.1
DPEP PROGRAMME - TRIBAL EDUCATION
LIST OF SAMPLE BLOCKS

<u>STATES</u>	<u>DISTRICTS</u>	<u>NAMES OF THE BLOCKS</u>	<u>% OF TRIBAL POPULATION</u>
ASSAM	1. DARRANG	UDALGIRI	20.16%
	2. MARIGAON	BHURBANDHA	30.14%
KARNATAKA	1. KOLAR	GOWRIBIDANVIR BANGARPET	15.19%
	2. RAICHUR	DEVADURGA	20.16%
KERALA	1. KASARGOD	KASARGOD	4.30%
	2. WAYANAD	MANNAN THAVADY	19.83%
MADHYA PRADESH	1. BEATUL	BHIMPURA	83.79%
	2. RATLAM	BAJANA	91.02%
	3. RAIGARH	KANSAVAL	82.50%
	4. SHAHDOL	PUSHPRAJGARH	78.31%
MAHARASHTRA	1. NANDEED	KENWAT	31.92%
ORISSA	1. KALAHANDI	THUAMUL	55.65%
	2. RAYAGADA	KOLNARA	68.75%
TAMILNADU	1. DHARAMPURI	PIPPIREDDIPATTI	18.24%
	2. THIRUVANNAMALAI	JAWADHU	61.89%

IV. SAMPLE

The sample for the study was collected from ten villages in each of the selected Blocks.

The total number of children covered in each location was twenty-three girls and three boys from the primary school; three girls and three boys from the NFE centre; six non-enrolled children (3 girls and 3 boys) and two school drop-outs (one girl and one boy). In locations without an NFE centre the 6 children (to be selected from NFE centres) were selected from the school instead, making the total number of children from the primary school twelve. In villages without a primary school, twelve children were selected from the NFE Centre.

All the teachers of the selected primary schools, with a maximum of 5 per school, and one instructor from the NFE Centre were selected for the study. A sample of 5 pairs of parents (making the total number of parents 10) was also selected. Two male and three female members of the concerned community were also selected for collecting the data. In this manner, the maximum number of persons covered per village was forty one.

V. METHODOLOGY

A set of eight instruments (Annex - I) were prepared for collecting a bench mark data from the field. Each instrument was divided into two parts : Part I and Part II. Part I was further divided into two sections viz. Section A consisting of items for collecting quantitative data and Section B consisting of items meant for collecting qualitative data. Part I, as a whole, consisted items which had to be answered by the respondents directly. Part II of the questionnaire was designed to be filled in by the investigator with the help of documents/ information available in that location.

In each village a focussed group discussion was also organised by the field investigator where issues related to the objectives were discussed with the members of the community.

VI. TRAINING MANUAL

A training manual was used by master trainers to train field investigators who collected the data from the sample villages. The training of master

trainers was organised by the NCERT at the national level. A team of three members from each of the seven States i.e. State Coordinator, Professional Assistant-cum-Supervisor, and a Computer Assistant were trained. The State level team, in turn, trained the field investigators in the respective States with the help of one person from NCERT.

VII. STATUS REPORT

In addition to the survey conducted with the help of the eight instruments, each State was asked to write a status report on the education of the tribal children in the State. The status report covers the following aspects :

- introduction to the tribal population in the State
- information about various tribes in the State
- developmental problems of tribal populations
- educational problems of tribals
- schemes for promotion of education of tribals carried out by the State
- status and availability of teaching-learning materials in tribal languages of the State
- summary of important studies related to tribal population in the State, giving major findings

- State plans for education of tribals in the Eighth Five Year Plan

The status reports in each State was necessarily based on secondary data. Status reports from all seven States have been received.

VIII SURVEY REPORT

Each State has also produced a detailed report of the survey carried out by Field Investigators. The survey report has been written by the State Coordinator who was Officer-in-charge of the tribal study in each State. Each survey report includes the following :

- objectives of the tribal study
- processes of the tribal study in the respective State
- geographic and demographic description of the selected districts and blocks
- instrument-wise data analysis
- analysis of the Investigators' diaries
- analysis of focussed group discussion
- results and conclusions

Survey reports from all States except Kerala have been received.

IX. STATE ANALYSES

Both the status report and the survey report for each State must be read together. Both these documents provide basic data from the point of view of existing plans and programmes as well as in the light of the survey conducted under the tribal study. Both these documents together provide critical insights for planning interventions that are essential for provision of primary education for tribal children in the States.

X. SYNTHESIS OF STATE REPORTS

The present synthesis is aimed at capturing the salient features of the survey reports generated under the tribal study. Given the vast variations between the States studied, it would be impossible to generalise on a national basis. This synthesis, therefore, makes some very broad comparative statements which need to be highlighted in the context of DPEP for detailed state-wise interventions. It is necessary to examine the State survey reports and utilise the results of each survey report for planning of DPEP in the concerned State.

CHAPTER II : EDUCATIONAL FACILITIES

1. Primary Schools (Table 2.1)

Both in Maharashtra and TamilNadu all the villages surveyed had a primary school. In the other four States (Assam, Karnataka, Madhya Pradesh and Orissa) 75% to 90% villages have primary schools. In these States some children go to schools in the nearby villages. It would seem that not all the children from schoolless villages in Madhya Pradesh and Orissa attend a nearby school. In Assam, Karnataka, Madhya Pradesh and Orissa the nearby school is more than 1 Km away. In Assam and Madhya Pradesh some of the schools are at a distance of less than 1 Km or 1 Km.

There is evidence to show that even in Maharashtra and TamilNadu where all the villages have primary schools some children go to schools in nearby villages. It may be presumed that these children attend upper primary or secondary schools in the nearby villages rather than primary schools.

In Assam, Karnataka, Madhya Pradesh and Orissa there is need for providing schools in all the tribal villages so far uncovered by primary schools. It may be necessary to carry out indepth studies of children who attend school in nearby villages in order to understand the motivation of such children and their parents.

2. Ashram Schools (Table 2.2)

The survey data shows that Maharashtra has the largest number of Ashram Schools in the villages under survey. Karnataka and Madhya Pradesh also have Ashram and residential schools in 50% of the villages and 33.33% of the villages respectively. The other three States have a similar number of Ashram/Residential schools. In Assam, Maharashtra, Orissa and TamilNadu these Ashram/Residential schools are located in the village itself. In Karnataka, on the other hand, only 30% of the schools are located in the villages, 60% at the Block headquarters and 10% at the district headquarters. In Madhya Pradesh almost 77% of the schools are

TABLE 2.1

Existence of Primary Schools

Existence of various kinds of institutions	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Percentage of villages that have primary schools	90.00	80.00		84.62	100.00	75.00	100.00
2. Percentage of villages in which children go to nearby school (i.e. outside the village)	10.00	20.00		12.82	0.00	5.00	0.00
3. The distance of the school from the village							
i). Less than 1 km	0.00	0.00		2.56	0.00	0.00	0.00
ii). 1 km	0.00	10.00		5.13	0.00	0.00	0.00
iii) More than 1 km	10.00	10.00		5.13	0.00	5.00	0.00
3. Number of children that go to nearby school							
i) Boys	415.00	2295.00		3261.54	1970.00	140.00	1725.00
ii) Girls	270.00	4830.00		3769.23	2470.00	50.00	1275.00
iii) Total	685.00	7125.00		7030.77	4440.00	190.00	3000.00

located at the block headquarters, and the remaining in the villages.

In Assam the ashrams are purely residential hostels rather than schools. In all the other States some of the ashrams have educational facilities available, the largest being in Maharashtra. Ashrams with schools are located either at the block headquarter or in the individual villages.

It would be desirable to study the ashram/residential schools in Maharashtra to understand how these work. They may be a model available for replication. It would seem desirable however, to provide an ashram/residential school in all tribal villages in these States.

3. Children in Ashram Schools (Table 2.3)

Data on the number of children actually attending ashram/ashram schools is partial but needs to be mentioned here. Maharashtra and Orissa have the largest number of children staying in ashrams without educational facilities. Likewise Maharashtra and Orissa

TABLE 2.2

Existence of Ashrams and Residential Schools

Existence of Institutions/Homes for residential & educational purposes	ASSAM % of villages	KARNATAKA % of villages	KERALA % of villages	MADHYA PRADESH % of villages	MAHARASHTRA % of villages	ORISSA % of villages	TAMIL NADU % of villages
1 a) Ashrams/Hostels providing residential facilities	5.00	50.00		33.33	90.00	15.00	5.00
b) Location of Ashrams/Hostels							
i) At the village	100.00	30.00		23.08	100.00	100.00	100.00
ii) At the Block headquarter	0.00	60.00		76.92	0.00	0.00	0.00
iii) At the District headquarter	0.00	10.00		0.00	0.00	0.00	0.00
2 a) Ashram/Residential Schools imparting education	0.00	15.00		12.82	60.00	20.00	30.00
b. Location of these Schools							
i) At the village		0.00		20.00	100.00	75.00	100.00
ii) At the Block headquarter		100.00		80.00	0.00	25.00	0.00
iii) At the District headquarter		0.00		0.00	0.00	0.00	0.00

also have the largest number of children attending residential schools. In Orissa significantly fewer girls attend ashram/residential schools. In Maharashtra both girls and boys attend ashrams in equal number although fewer girls attend residential schools. As indicated above, this data is partial and needs to be further substantiated.

There is need for undertaking in-depth studies on the utilisation and relevance of ashram schools in all the States.

4. Non-Government Organisations (Table 2.4)

Assam, Orissa and TamilNadu show fair presence of non-governmental organisations at the village level. As many as 40% of villages in Assam, 30% in Orissa and 35% in TamilNadu have NGOs functioning at the local level. Madhya Pradesh has a low of 5.13% and Karnataka 15% NGOs. Strangely enough, Maharashtra has no NGOs working in tribal villages. Only in Assam all the NGOs are engaged in educational activities

TABLE 2.3

Number Of Children in the Ashrams and Ashram Schools

States	Number of children in Ashrams/Hostels			Number of children in Ashrams/Residential schools		
	Girls	Boys	Total	Girls	Boys	Total
1. ASSAM						
2. KARNATAKA		53	53		124	
3. KERALA						
4. MADHYA PRADESH	33	12	45	21	29	50
5. MAHARASHTRA	72	71	143	52	91	143
6. ORISSA	26	109	135	15	93	108
7. TAMIL NADU						

alongwith other developmental and welfare activities. Elsewhere, education is the main function of these NGOs, although they have other activities as well.

The data is not quite clear on the coordination of these programmes run by non-government organisations in tribal villages. It would seem that a variety of persons/agencies are involved in the coordination of these programmes.

It is clear that more non-governmental participation is necessary for education of tribal children. All States, particularly Maharashtra, need to take concrete steps in this direction.

5. Development Programmes (Table 2.5)

In answer to a question whether tribal development programme was successful or not the community leaders in Karnataka, Madhya Pradesh, Maharashtra felt that the programmes

TABLE 2.4

Existence of Non-Governmental Organisation & its Functioning

Existence of non-governmental organisations & their working	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Number of villages that have non-governmental organisations	40.00	15.00		5.13		30.00	35.00
2. Types of programmes that they are running							
i). Educational	100.00	66.67		50.00		83.33	57.14
ii). Developmental	62.50	33.33				16.67	28.57
iii). Welfare	50.00	33.33				33.33	28.57
iv). Service		66.67				33.33	28.57
3. Person(s) coordinating these programmes at the village level							
i) Village Education Committee		100.00				16.67	
ii) Block Education Officer		33.33		50.00			14.29
iii) Gram Pradhan	25.00	66.67		50.00			28.57
iv) Panchayat	12.50	100.00		50.00		16.67	
v) Community Leader/ Social Worker	50.00	66.67		50.00			14.29
vi) Any Other							

were unsuccessful. This question merely indicates opinion of community leaders.

Most village leaders felt that the tribal development programmes need greater coordination amongst the implementing agencies.

The DPEP projects in these districts should look at all the available developmental programmes for linkage with education and for effective coordination amongst various agencies.

TABLE 2.5

Functioning of Tribal Development Programmes

OPINION ON TRIBAL DEVELOPMENT PROGRAMMES	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Do all tribal development programmes give good results							
a. YES	35.00	65.00		37.18	60.00	35.00	45.00
b. NO	65.00	35.00		10.28	40.00	65.00	55.00
c. NO RESPONSE				2.56			
2. Is greater coordination required for these programmes							
a. YES	100.00	95.00		71.79	90.00	90.00	90.00
b. NO		5.00		28.21	10.00	10.00	10.00
c. NO RESPONSE				0.96			

CHAPTER - III : TEACHERS OF TRIBAL CHILDREN

1. Teacher Age & Sex (Table 3.1)

In all six States most of the teachers belong in the age group 25-50, except in Maharashtra where some teachers are less than 25 years of age.

In all States the majority of the teachers are males. In Karnataka, Madhya Pradesh, Maharashtra and Orissa female teachers are less than 30% of the total. In Maharashtra the proportion of female teachers is as low as 5.26%. In Assam 39% of the teachers are females and in TamilNadu 36% are females.

In view of the emphasis on recruitment of female teachers under the DPEP, it would be necessary to correct the imbalance between male and female teachers in these States. Special recruitment policies coupled with adequate training programmes would be necessary.

Age Wise Distribution of School Teachers (State Wise)

STATE	Less than 25 years		25-50 years		50 & above		Total No. Of Teachers	
	% Of Male Teachers	% Of Female Teachers	% Of Male Teachers	% Of Female Teachers	% Of Male Teachers	% Of Female Teachers	Males (%)	Females (%)
ASSAM	2.44	7.32	50.66	31.71	4.38		60.98	39.02
KARNATAKA	2.08	5.25	66.57	18.75	8.25		75.00	25.00
KERALA								
MADHYA PRADESH	5.25	5.21	54.17	19.79	12.50	2.08	72.92	27.08
MAHARASHTRA	31.58		57.39		8.25	5.25	64.74	35.26
ORISSA	8.08	8.08	75.75	12.12			61.82	38.18
TAMIL NADU	7.00	12.00	45.00	21.00	14.00	3.00	64.00	36.00

Marital Status Of School Teachers (State Wise)

STATE	MARRIED		UNMARRIED		Total No. Of Teachers	
	% Of Male Teachers	% Of Female Teachers	% Of Male Teachers	% Of Female Teachers	% Of Male Teachers	% Of Female Teachers
ASSAM	60.00	14.29	11.43	14.29	71.43	28.57
KARNATAKA	60.42	22.92	14.58	2.08	75.00	25.00
KERALA						
MADHYA PRADESH	67.71	20.83	5.21	5.25	72.92	27.08
MAHARASHTRA	76.95	5.26	15.79		64.74	35.26
ORISSA	66.67	12.12	15.15	5.05	61.82	38.18
TAMIL NADU	52.00	25.00	12.00	11.00	64.00	36.00

2. Teacher Qualifications (Table 3.2)

Educational qualifications of teachers in the six States range from below matric to post graduate. However, the bulk of the teachers have high school or higher secondary school qualifications. In Orissa 24.24% of male teachers are below matric. In Maharashtra only female teachers (5.26%) are below matric. In TamilNadu no female teacher is below matric.

When read in conjunction with Table 2.1 it would seem that most of the teachers with qualification below matric may actually belong to the age group 50 and above.

It is possible that some of the States may continue to have a policy of relaxation of minimum qualifications for primary school teachers. If so, additional training inputs would need to be provided under DPEP.

3. Teacher Training (Table 3.3)

The extent of pre-service training of primary

TABLE 3.2

Educational Qualifications Of School Teachers (State Wise)

EDUCATIONAL LEVEL	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	MALE (%)	FEMALE (%)	MALE (%)	FEMALE (%)	MALE (%)	FEMALE (%)	MALE (%)	FEMALE (%)	MALE (%)	FEMALE (%)	MALE (%)	FEMALE (%)	MALE (%)	FEMALE (%)
1. Below matric	4.88		8.33	2.08			8.33	1.04		5.26	24.24	3.03	2.00	
2. High School	29.27	17.07	22.92	8.33			12.50	6.25	73.68		30.30	12.12	39.00	18.00
3. Higher Secondary	26.83	19.51	39.58	14.58			29.17	11.46	21.05		9.09	3.03	17.00	12.00
4. Graduate		2.44	4.17				13.54	2.08			15.15		3.00	4.00
5. Post Graduate							9.38	6.25			3.03		3.00	2.00

school teachers varies from State to State. In TamilNadu 93% of the teachers interviewed have received pre-service training of these teachers, 90.32% have elementary school training, 8.60% have B.Ed and 1.08% have M.Ed. Assam has the lowest percentage of trained teachers at 24.39%. Madhya Pradesh also has only 31.25% trained teachers. Table 2.3 shows the details of training in each State.

Some of the gaps in pre-service training would seem to be filled by in-service training. For instance, Assam with low pre-service training record has provided in-service training to 70.73% of the teachers in the sample area. On the other hand, TamilNadu with 93% pre-service training record has provided in-service training to only 40% of teachers in the sample area. It is significant to note that in all the States the sample teachers have either pre-service training or in-service training. No teacher is untrained.

It is clear that States like Assam and Madhya Pradesh need to strengthen their pre-service training programmes. At the same time in-service

training programmes need to be streamlined in all States specially in Madhya Pradesh, Maharashtra and Orissa.

4. Teacher Residence (Table 3.4)

In Karnataka, Madhya Pradesh, Maharashtra and Orissa more than 50% of the teachers reside in the village. In Orissa 75% of the teachers live in the villages under survey. Curiously, a large number of teachers in Orissa hale from places at some distance from the village where they work. Likewise in Karnataka over 58% of the teachers come from distant places, and most of them do not live in the village where they work.

Teacher residence has significant correlation with learner attendance in schools (Table 3.5 below).

5. Learner Attendance (Table 3.5)

Teacher opinion on regularity of learners' attendance in school is interesting. Except in

Professional Training Of School Teachers

PROFESSIONAL TRAINING	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Pre-Service Training	24.39	87.50		31.25	89.47	75.76	93.00
a) Elementary Training D.Ed/Basic Training		97.62		86.67	94.12	80.00	90.32
b) B.Ed				3.33		6.00	8.60
c) M.Ed							1.08
2. In-Service Training	70.73	52.08		60.42	36.84	42.42	40.00
a) TTI/BTC	37.93	20.00		13.79	100.00	35.71	5.00
b) DIET/DRU	10.34			1.72	28.57	14.29	70.00
c) SCERT/SIE/SRC/SISE	13.79	20.00		13.79	14.29	14.29	22.50
d) Directorate Of Education/NFE	3.45	12.00		5.17	28.57		5.00
e) Department Of Tribal Development				34.46			5.00
f) Extension Service Department attached to training colleges				5.17		7.14	5.00
g) NCERT		20.00		20.69	42.86	14.29	
h) NIEPA							
i) Voluntary Agency Autonomous Organisation				5.17			
j) Any Other							
1. Operation Blackboard Training	3.45	4.00		1.72			
2. ELTC Training		4.00					
3. B.T.I. & Mathematics Training				1.72			
4. Anganwadi Training				1.72			
No Training							

TABLE 3.4

Information On Where The Teachers Stay

	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Do you come from the adjoining village							
a. YES	73.17	41.67		52.63	45.83	30.30	52.00
b. NO	26.83	58.33		47.37	54.17	66.67	48.00
c. NO RESPONSE						3.03	
2. Do you belong to a distant place							
a. YES	31.71	58.33		23.63	8.33	60.61	36.00
b. NO	68.29	41.67		76.37	91.67	38.38	64.00
c. NO RESPONSE						3.03	
3. If yes, are you staying in the village							
a. YES	7.69	57.14		55.56	50.00	75.00	30.56
b. NO	84.62	42.86		44.44	50.00	25.00	69.44

TamilNadu most teachers feel that children are not regular. In Orissa nearly 91% of the teachers claim that children do not attend school regularly. This is followed closely by teachers in Karnataka where 89.58% of the teachers claim irregular attendance, and in Assam 80.49% of the teachers say that children do not attend regularly.

In Maharashtra 50% of the school teachers do not live in the village where they work, and about 46% of the teachers admit that the children do not attend regularly. Similarly, a large number of teachers in Assam do not stay in the village and irregular attendance in Assam is also very high. The data from Orissa is baffling because although a large number of the teachers live in the villages, learner attendance is the poorest in the villages in Orissa.

Most teachers ascribe poor attendance to economic reasons including household duties and working on the farm that the children are required to do. Low parent

motivation is also listed as a significant reason for children not attending. Unsafe school buildings is listed as one of the reasons in Madhya Pradesh for low attendance.

Much more data is needed on why children do not attend school regularly. Indepth studies in the DPEP districts would be of significance.

6. Teacher Attitudes : Job Satisfaction (Table 3.6)

All teachers interviewed in the six States are positively inclined towards their profession. In Assam, Karnataka, Maharashtra and TamilNadu all teachers find their job interesting. In Orissa about 6% of the teachers interviewed said they did not find their job interesting. Those teachers who were satisfied gave a variety of reasons for their satisfaction, the most significant being their interest in teaching per se. In Orissa of all the teachers who are not satisfied with their job, 50% are dissatisfied because of poor salaries and 50% do not like to teach.

TABLE 3.5

Reasons For Children Not Attending School Regularly - As Given By The Teachers

Reasons for not attending school regularly	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Are the school going children regular to school:							
a. YES	19.51	10.42		47.37	54.17	9.09	63.00
b. NO	80.49	89.58		52.63	45.83	90.91	17.00
c. NO RESPONSE							
2. Reasons for irregularity:							
a. Economic condition	92.97	93.02		90.00	81.82	83.33	82.38
b. Sickness of the child	51.52	23.26		20.00	27.27	10.00	41.18
c. Household work concerned authorities	72.73	88.37		60.00	100.00	93.33	88.24
d. Work on the farm	60.61	83.72		50.00	100.00	46.67	64.71
e. Non availability of textbooks	57.58	27.91		5.00	27.27	16.67	11.76
f. Parent's unwillingness	57.58	53.49		50.00	81.82	76.67	41.18
g. School atmosphere	57.58	9.30		10.00	27.27	6.67	5.88
h. Unwillingness of the child to go to school	54.55	20.93		25.00	18.18	23.33	5.88
i. Children's failure in the examination	18.18	4.65					
h. Any other:							
1. No midday meals		2.33					
2. River between school and village				5.00			
3. Fear of the school building collapsing				5.00			
4. Look after younger brothers/sisters							5.88

An Analysis of the teacher attitudes would show that in some of the States the teachers are quite innovative. These practices need to be studied and documented for replication.

7. Teacher Perceptions : Teaching Problems (Table 3.7)

Most teachers who were interviewed said they faced a number of problems when teaching tribal children. Problems elicited include :

- language of the learners
- irregular attendance
- lack of infrastructural facilities
- lack of teaching-learning materials
- multi-grade teaching

While some of the perceptions can be related to physical facilities and infrastructure, others are related to learner capacities. Further study of these problems specially in States like Assam, Karnataka, Madhya Pradesh and TamilNadu may provide insights for training programmes for teachers in tribal areas.

TABLE 3.7

Problems Experienced By The Teachers When Teaching Tribal Children

PROBLEMS FACED BY THE TEACHERS	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
Problems faced : YES	70.73	47.92		68.75	84.21	60.61	36.00
: NO	29.27	52.08		31.25	15.79	36.36	64.00
Kinds of problems							
a. Lack of cleanliness		8.70		1.52			
b. Irregularity of children	13.79	21.74		6.06	6.25	10.00	
c. Language problem	3.45	47.83		59.09	100.00	85.00	
d. Teaching more than one class simultaneously				3.03			
e. Children are hesitant				3.03			
f. Lack of interest		4.35		4.55			5.56
g. Lack of concentration				1.52			
h. Poor grasping power	41.38	13.04		1.52			33.33
i. Pronunciation problem							5.56
j. Lack of teaching/ learning materials	54.48					5.00	8.33
k. Lack of infrastructural facilities	10.34			1.52			5.56
l. Children do not do their home work		4.35					
m. No seperate classrooms							2.78
n. Lack of stationary		4.35		6.06			
o. Others	27.59	13.04		6.06	6.25		47.22

8. Teacher Perceptions : Learner Problems (Table 3.8)

A question, related to teaching problems discussed in 3.7 above, was asked about specific learning problems of tribal children. Most teachers in all the six States said there were specific learning problems that the tribal children faced. The language problem was mentioned by teachers in four States. Other learning problems include:

- low learner motivation
- poor parent participation in the education of children
- illiterate family background
- irregular attendance
- uninteresting curriculum

There is need for carrying out a number of indepth studies on learning achievement and learning problems of tribal children in these States.

9. Teacher Perceptions : Problems of Tribal Girls (Table 3.9)

In Assam, Karnataka and Maharashtra a large

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Specific Learning Problems Of Tribal Children

LEARNING PROBLEMS OF THE CHILDREN	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
	"	"	"	"	"	"	"
Problems faced : YES	68.29	62.50		61.46	84.21	75.76	23.00
: NO	29.27	37.50		38.54	15.79	21.21	77.00
Kinds of problems							
a. Language problem		20.00		59.32	56.25	40.00	
b. Not interested in learning		10.00			6.25		4.35
c. No encouragement from parents	3.57	20.00					4.35
d. Find syllabus difficult	3.57			3.39			
e. Poor grasping power		6.67		8.47			8.70
f. Hesitation				6.78			
g. Poor pronunciation							17.39
h. Irregularity in attending school	7.14	3.33			75.00	8.00	
i. Illiterate parents		3.33				4.00	8.70
j. Lack of stationary	7.14	3.33		8.47			8.70
k. Lack of teaching materials	53.57	10.00		3.39			4.35
l. Insufficient number of teachers	3.57						
m. Others	35.71	46.67		6.78		48.00	43.48

number of teachers said they found that tribal girls have special problems, different from those faced by tribal boys. In Madhya Pradesh and TamilNadu some teachers agreed that tribal girls have special problems.

The most prominent problem listed by a large number of teachers related to the inability of girls in attending school regularly on account of household chores and duties. Lack of interest on part of the parents in sending girls to school was another problem given by many teachers. Interestingly, in Karnataka some teachers felt that the girls themselves were not interested in learning. In Assam and Orissa some teachers felt that the economic opportunity cost of girl education was a dissuading factor.

It is obvious that the issue of girls' education, specially among the tribal populations, is of utmost importance. (Findings of the gender studies in these States may indicate remedial action.)

TABLE 3.9

Problems Of Tribal Girls As Different from Those Of Tribal Boys

PROBLEMS OF TRIBAL GIRLS	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
Problems different : YES	46.34	60.42		18.75	42.11	15.15	5.00
: NO	51.22	39.58		80.21	57.89	81.82	95.00
Kinds of problems							
a. Household work	78.95	48.28		61.11	62.50	60.00	60.00
b. Parents not interested in educating girls		31.03		11.11	25.00	20.00	20.00
c. Girls not interested in learning		10.34					
d. Work in the farm	21.05				37.50		
e. Prevalence of child marriage		3.45					
f. Girls are shy				5.56			
g. Parents cannot afford schooling for girls	10.53					20.00	
h. Girls have to bring small kids to school		3.45					
i. Girls are irregular				5.56	12.50		
m. Others						20.00	

10. Operation Blackboard (Table 3.10)

In the school surveyed, facilities under the Operation Blackboard are available most in Orissa with a coverage of 78.79%. In Karnataka only 18.75% of the schools have been covered by Operation Blackboard.

The scheme of Operation Blackboard needs to be reviewed in the tribal villages in these districts.

11. Facilities for Tribal Children (Table 3.11)

When asked about the facilities available to tribal children, most teachers agreed that free textbooks were available but not free stationery to the same extent. Uniforms were available to tribal children in Karnataka and TamilNadu, but in Madhya Pradesh, Maharashtra and Orissa not many tribal children received uniforms. In Assam no tribal child received uniforms. Attendance scholarship is available to all children in Maharashtra, but in other States it varies from 58.54% in Assam to 1% in TamilNadu.

TABLE 3.10

Teacher's Opinion On The Facilities Available Under Operation Blackboard

FACILITIES AVAILABLE UNDER OPERATION BLACKBOARD	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Do the Primary Schools have all the facilities available under Operation Blackboard							
a. YES	60.98	18.75		42.11	41.67	76.72	70.00
b. NO	39.02	81.25		57.89	58.33	21.21	30.00
c. NO RESPONSE							

The data on special facilities available for tribal children shows some variation from State to State. This variation is likely to be linked with the State policy on incentives provided for tribal populations.

State schemes on incentives need to be made available universally to all tribal children.

12. Delay in Supply of facilities (Table 3.12)

Except in Madhya Pradesh and TamilNadu, most teachers feel that the incentives meant for tribal children are not supplied in time. Even in Madhya Pradesh only 52.03% teachers and in TamilNadu 77% teachers feel that these facilities are provided in time. Administrative delays and negligence on the part of the concerned authorities are the two major reasons for delay in provision of incentives and other facilities meant for tribal children.

It would be necessary to identify all bottlenecks in the delivery of incentives and other facilities to tribal children in the DPEP

FACILITIES AVAILABLE	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
11. STIPEND							
a. YES	24.39	18.75		66.42	12.50	21.21	3.00
b. NO	75.61	81.25		31.58	87.50	78.79	97.00
c. NO RESPONSE							
12. FREE TEXTBOOKS							
a. YES	87.89	95.83		94.74	100.00	96.97	99.00
b. NO	12.20	4.17		5.26		3.03	1.00
c. NO RESPONSE							
13. FREE STATIONARY							
a. YES	9.76	10.42		5.26	25.00	6.06	24.00
b. NO	90.24	89.58		94.74	75.00	93.94	66.00
c. NO RESPONSE							
14. FREE UNIFORM							
a. YES		93.75		31.58	20.83	18.18	54.00
b. NO	100.00	6.25		68.42	79.17	81.82	46.00
c. NO RESPONSE							
15. SCHOOL BAG							
a. YES				7.89	12.50		1.00
b. NO	100.00	100.00		92.11	87.50	100.00	99.00
c. NO RESPONSE							
16. CHAPPALS							
a. YES		2.08		2.63			29.00
b. NO	100.00	97.92		97.37	100.00	100.00	71.00
c. NO RESPONSE							
17. FREE MEALS							
a. YES		2.08		10.53		13.18	59.00
b. NO	100.00	97.92		89.47	100.00	86.82	41.00
c. NO RESPONSE							
18. MIDDAY MEALS							
a. YES	2.44	58.33		65.79		3.03	56.00
b. NO	97.56	41.67		34.21	100.00	96.97	44.00
c. NO RESPONSE							
19. ATTENDANCE SCHOLARSHIP							
a. YES	58.54	35.42		26.32	100.00		1.00
b. NO	41.46	64.58		73.68		100.00	99.00
c. NO RESPONSE							
10. ALLOWANCES							
a. YES		4.17		2.63			
b. NO	100.00	95.83		97.37	100.00	100.00	100.00
c. NO RESPONSE							
11. FREE TRANSPORT FACILITY							
a. YES		2.08					12.00
b. NO	100.00	97.92		100.00	100.00	100.00	88.00
c. NO RESPONSE							

districts for better coordination at the State and District levels.

13. Non Formal Education (Table 3.13)

In answer to a question whether school teachers encourage non-school going children in their villages to attend non-formal education centres, the teacher response is positive in Assam, Karnataka and Madhya Pradesh. In Assam and Madhya Pradesh there are on-going programmes of non-formal education in a number of villages. This data therefore is encouraging. In Karnataka, however, there is no widespread non-formal education programme. In Orissa where a fairly extensive NFE programme run by non-government organisations exists school teachers obviously do not encourage children to go to these centres. In TamilNadu and Maharashtra there are no large-scale NFE programmes.

Non Formal Education as an alternative delivery system would need to be dovetailed with primary education in all villages in tribal areas.

TABLE 3.12

Teacher Opinion On The Causes For Delay In Supplying The Facilities To The Tribal Children In Time

CAUSES FOR DELAY	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Are the facilities given to the children in time							
a. YES	31.71	22.92		52.63	29.17	33.33	77.00
b. NO	68.29	77.08		47.37	70.83	66.67	23.10
c. NO RESPONSE							
2. Causes for delay							
a. Communication problem	10.71						
b. Administrative problems	7.14	94.59		72.22	41.18	59.09	
c. Negligence of the concerned authorities	67.86			5.56			
4. Management problems	10.71	13.51					
5. Financial problems in the government		2.70					4.35
6. Shortages						9.09	
7. Transport problems							21.74

TABLE 3.13

Motivation By The Teachers

OPINION	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Do you motivate the non school going children to go to NFE learning centres							
a. YES	82.93	56.25		65.79	25.00	27.27	6.00
b. NO	17.07	43.75		34.21	75.00	69.70	94.00
c. NO RESPONSE						3.03	

CHAPTER IV : TEACHER & SCHOOL PROGRAMME

1. Curriculum (Table 4.1)

Most teachers interviewed feel that the present curriculum is relevant for both tribal boys and girls. Only in Maharashtra 42.86% of the teachers feel that the curriculum is not relevant for girls.

2. Textbooks (Table 4.2)

On the relevance of textbooks for tribal children, most teachers, except those in Maharashtra, feel that the textbooks are relevant. In Maharashtra 60.71% teachers feel that the textbooks are not suitable for tribal children.

Language of the textbooks is the major cause for their being unsuitable for tribal children in Maharashtra as well as in other States where some teachers have said that the textbooks are not suitable. In TamilNadu a large number of teachers feel that the textbooks are not comprehensible by the children.

Likewise nearly 1/3rd of the teachers of Karnataka find textbooks too difficult.

TABLE 4.1 .

Opinion Of The Teachers On The Present Curriculum

Reasons for not doing home work regularly	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Is the present curriculum relevant for tribal children							
a. Girls							
a. YES	72.09	83.33		81.58	57.14	75.76	82.00
b. NO	27.91	16.67		18.42	42.86	24.24	18.00
b. Boys							
a. YES	72.09	81.25		81.58	67.86	72.73	82.00
b. NO	27.91	18.75		18.42	32.14	27.27	18.00

The question of textbooks for tribal children must be dealt with in a comprehensive way taking into account the home language of the learner and the requirement of the school curriculum.

3. Textbook Comprehensibility (Table 4.3)

On the question of whether the textbooks are comprehensible, teachers in Madhya Pradesh and Orissa feel that the children find textbooks difficult. In other States although the textbooks are considered comprehensible, most teachers feel that a special teaching-learning methodology needs to be adopted for teaching tribal children.

Individual indepth studies on most successful teaching-learning methodologies need to be carried out in all the DPEP districts. These could be linked with the tribal language and the learning strategies already acquired by children in their social settings.

TABLE 4.2

Teacher's Opinion On Children's Textbooks

	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Do the textbooks suit the needs of tribal children							
a. YES	81.40	93.75		76.32	39.29	90.91	92.00
b. NO	18.60	6.25		23.68	60.71	9.09	8.00
c. NO RESPONSE							
2. Details of unsuitability							
a. Language problem	25.00	66.67		66.67	64.71		
b. Not easily understood		33.33					75.00
c. Mistakes in textbooks	25.00						
4. Books not designed to capture children's interest	12.50						

TABLE 4.3

Teacher's Opinion On The Textbooks Used By The Tribal Children

	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Do you think that the text books used by the children are understood by them easily							
a. YES	83.72	70.83		60.53	42.86	36.36	79.00
b. NO	16.28	29.17		39.47	57.14	63.64	21.00
c. NO RESPONSE							
2. Do you think that a special methodology for teaching tribal children is needed							
a. YES	83.72	37.50		71.05	67.86	60.61	73.00
b. NO	16.28	62.50		28.95	32.14	39.39	27.00
c. NO RESPONSE							

4. Teaching Aids (Table 4.4)

Teachers in Karnataka, Madhya Pradesh and Orissa have access to teaching aids and other materials. In TamilNadu 61% teachers said they were able to get teaching aids and other materials. In Maharashtra only 50% teachers have access to these materials. In Assam the situation is alarming where only 2.33% of the teachers have access to teaching aids and other materials.

State-wise assessment on availability, access to and use of teaching aids needs to be carried out.

5. Home Work (Table 4.5)

Almost all teachers in the six States give homework to the school children. It appears that in some cases more boys are regular in completing their homework than girls. The reasons for not being able to complete homework are largely related to the children having to do household work and therefore not having enough time at home for undertaking the task.

TABLE 4.4

Access To Teaching Aids & Materials

	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Do you have access to teaching aids and material:							
a. YES	2.33	81.25		94.74	50.00	90.91	61.00
b. NO	97.67	18.75		5.26	50.00	9.09	39.00
c. NO RESPONSE							

Although there is some indication here that a girl child is not able to do her homework regularly, in Maharashtra there is evidence to show that fewer boys are able to complete their homework.

6. System of Education (Table 4.6)

A large number of teachers in all the six States feel that the present system of education is able to fulfil the needs of tribal children. They also feel that the present system of education helps the tribal girl child to develop as a useful member of the society.

TABLE 4.5

Reasons For Children Not Doing Their Home Work Regularly - As Given By The Teachers

Reasons for not doing home work regularly	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Do you give home work on a regular basis							
a. YES	97.67	100.00		97.37	100.00	81.82	100.00
b. NO	2.33			2.63		18.18	
c. NO RESPONSE							
2. Do they do it regularly							
a. Girls							
a. YES	42.86	52.08		72.97	71.43	48.15	93.00
b. NO	57.14	47.92		29.73	28.57	51.85	7.00
b. Boys							
a. YES	76.57	56.33		78.08	87.86	48.15	90.00
b. NO	21.43	41.67		24.32	12.14	51.85	10.00
3. Reasons for irregularity							
a. Lack of time	30.23			10.53	7.14	12.12	
b. Lack of interest	13.95			16.42	10.71	9.09	
c. Household work	51.16			21.05	42.86	51.52	
d. Lack of understanding of the subject	25.58			5.26	10.71	6.06	
e. Too much of home work	9.30			10.53			
f. Any other							
1. No Electricity		2.08					
2. Part time work				2.63	3.57		

TABLE 4.6

Teacher's Opinion On The Present System Of Education

	ASSAM (%)	KARNATAKA (%)	KERALA (%)	MADHYA PRADESH (%)	MAHARASHTRA (%)	ORISSA (%)	TAMIL NADU (%)
1. Does the present system of education fulfill the needs of tribal children							
a. YES	67.44	77.08		71.05	60.71	65.70	74.00
b. NO	32.56	22.92		28.95	35.71	30.30	25.00
c. NO RESPONSE					3.57		
1. Does the present system of education help the girl child to develop as a useful member of the society							
a. YES	69.77	77.08		84.21	62.14	78.79	83.00
b. NO	30.23	22.92		15.79	17.86	21.21	17.00
c. NO RESPONSE							

CHAPTER V : TRIBAL PARENTS

1. Parent Education (Table 5.1)

A large number of tribal parents have no formal education themselves. In almost all States more tribal mothers are without any formal education when compared to tribal fathers. In Maharashtra, for instance, 45% of the mothers interviewed are without education as compared to 23% of the fathers interviewed. In Madhya Pradesh the gap between female parent education and male parent education is not so pronounced. Some of the parents have formal education, but most have qualifications below matric. A small minority have higher qualifications.

In some States, notably Orissa, a large number of the parents have not responded to the question on educational qualification.

Literacy and formal education among the tribal adults all over the country needs to be examined carefully. Success of programmes for universal primary education is often correlatable with parent education.

TABLE 5.1

Educational Qualifications Of Parents

LEVEL	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	MOTHER (%)	FATHER (%)	MOTHER (%)	FATHER (%)	MOTHER (%)	FATHER (%)	MOTHER (%)	FATHER (%)	MOTHER (%)	FATHER (%)	MOTHER (%)	FATHER (%)	MOTHER (%)	FATHER (%)
Without formal education	23.35	14.43	45.00	33.00			39.95	33.41	45.00	23.00	1.01	10.10	46.50	35.50
Primary School	16.92	25.37	4.50	15.00			1.64	3.04	7.00	17.00	4.45	12.63	1.50	10.00
Below Matric	3.25	13.43		1.50			2.80	6.31		6.00			0.50	2.50
High School	1.49			0.50			0.93	3.50		1.00	0.50			0.50
Higher Secondary		1.00						0.93						
Graduate				0.50			0.47	2.34						
Post Graduate								1.17						
No reply							0.23	0.23	1.00		43.94	26.77		

NOTE : It may be noted that the total number of responses (YES+NO) does not confirm to 100 .In such cases , it may be understood that certain number of people have not responded.

2. Family Size (Table 5.2)

The average number of children per family in all the States, except Orissa, is four.

The data from the States on whether all the children go to some kind of educational Institution (school/NFE Centre/Balwadi/Anganwadi) is interesting. In Maharashtra 81% of the families send all their children to some kind of school, while in Orissa only 19.70% families send all their children to school. Karnataka is second from the bottom, where only 27.50% of the families send all their children to school. Except in Maharashtra and Assam, less than 50% of all children attend school.

3. Schooling of Children in Age Group 6-14 (Table 5.3)

The trends available under Section 2 above are reflected in the position of children in the age-group 6-14 attending school. Maharashtra has the highest figures at 88% while Orissa has the lowest at 18.69%. TamilNadu has more young children going to school.

TABLE 5.2

*****. **

Information Regarding The Number Of Children In Each Family And Their Schooling

Questions regarding children	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Average number of children in each family in each state							
a. Girls	2	2		2	2	1	2
b. Boys	2	2		2	2	2	2
c. Total	4	4		4	4	3	4
2. Do all the children go to the school/NFE centre/Balwadi/Anganwadi							
a. YES	60.70	27.50		46.96	81.00	19.70	43.50
b. NO	38.31	72.50		52.80	19.00	77.78	56.50
c. No Response	0.99			0.24		2.52	

Data on children below 6 years of age reveals that except in Orissa and TamilNadu 30% to 40% children attend an Anganwadi. Except in Maharashtra very few children go to the Balwadi.

There seems to be high correlation between attendance in Anganwadi and attendance in schools. Linkage between ECE and primary education therefore, is of prime importance.

4. Parent Attitudes to School (Table 5.4)

Most parents in all the six States are satisfied with the school system as it operates today. It is possible that response to this question has been mechanical or the question has not been quite understood by the parents.

Most parents have declared that the school teacher is regular in coming to school. Given the data on teacher motivation these figures seem to be justified. However, the data is somewhat contrary to the general belief that primary school teachers do not go to school regularly.

TABLE 5.3

Information Regarding The Number Of Children In Each Family And Their Schooling

Questions regarding children	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Average number of children in the age group (6-14 years) in each family in each state	2	2		2	2	1	2
2. Do all of them (children) go to the school							
a. YES	70.15	26.50		42.76	88.00	18.69	56.50
b. NO	27.36	73.50		48.13	9.00	79.80	43.50
c. No Response	2.49	.50		9.11	3.00	1.51	
2. If no do they go to non formal centre							
a. YES	10.44			3.37		7.57	2.50
b. NO	30.84	100.00		87.38	95.00	88.88	96.00
c. No Response	58.72			9.25	4.00	3.55	1.50
3. Do you have children in the 3-6 age group in your family							
a. YES	55.22	51.00		47.42	63.00	44.44	21.00
b. NO	40.79	48.00		52.57	36.00	55.05	79.00
c. No Response	3.99	1.00		0.01	1.00	0.51	
4. Do they go to Anganwadi							
a. YES	26.86	30.00		29.90	37.00	7.07	0.50
b. NO	36.81	67.50		70.09	57.00	92.42	99.50
c. No Response	36.33	2.50		0.01	4.00	0.51	
5. Do they go to Balwadi							
a. YES	1.49	3.00		1.63	23.00	1.51	15.50
b. NO	44.27	94.50		98.36	73.00	97.47	84.50
c. No Response	54.24	2.50		0.01	4.00	1.02	

Except in Orissa, most parents feel that the children are happy with the school teachers. Likewise a large number of parents feel that the school teacher is concerned about the problems of the community.

A large number of parents, both mothers and fathers, find the school timings suitable.

Not many parents participate in the school functions, except in Maharashtra where almost 93% of the parents attend school functions. Likewise, not many parents attend school meetings, except in Maharashtra where 87% of the parents do attend meetings.

Very few parents are familiar with all the activities of the school. The lowest figures being those from TamilNadu where only 3% of the parents are aware of what happens in the school, followed by Orissa where roughly 15% of the parents are aware. Maharashtra stands out, where 89% of the parents are familiar with the way the school functions.

Parents satisfaction with schools is high, while parent awareness of and participation in school functions is very low, except in the case of Maharashtra. Vigorous steps will have to be taken to secure greater participation of parents of tribal children in school education.

5. Parent Attitude towards Infrastructure (Table 5.5)

In most States parents find the number of teachers working currently in the school to be insufficient. In Maharashtra 82% of the parents are not satisfied with the teacher strength. Likewise, in Assam over 71% of the parents are dissatisfied.

Most parents, however, are satisfied with the quality of textbooks, as well as with children's interest in textbooks.

A large number of parents seem to be ignorant of the various incentive schemes operating in the State for the education of the tribal children. Only in Maharashtra about 83% of the parents were aware of the different incentive schemes.

Opinion Of Parents On Different Aspects Of Schooling

OPINION	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)
1. Do you like the way the school system operates														
a. Mother	33.33	5.97	41.50	7.50			39.02	7.01	34.00	18.00	35.86	13.64	37.50	11.00
b. Father	41.79	3.48	44.00	6.50			44.39	6.78	30.00	18.00	41.41	7.07	44.00	7.50
2. Is the school teacher regular in attending school														
a. Mother	32.84	5.97	42.00	7.00			38.55	7.48	51.00	1.00	35.35	14.14	41.50	7.00
b. Father	39.60	5.97	40.00	10.50			43.69	7.48	48.00		22.22	36.26	42.00	9.50
3. Are the children happy with the behaviour of the teacher														
a. Mother	36.32	2.99	36.50	12.50			34.81	11.21	51.00		14.65	34.95	39.00	9.50
b. Father	42.79	2.49	40.50	10.00			39.95	11.21	48.00		30.30	18.69	42.50	9.00
4. Is the teacher concerned about the problems of the village														
a. Mother	21.89	17.91	27.50	21.50			23.36	22.66	51.00	1.00	23.74	25.76	11.00	37.50
b. Father	27.86	17.41	31.50	19.00			30.14	21.03	48.00		11.62	37.37	13.00	38.50
5. Are the school timings suitable for the children														
a. Mother	43.28	1.99	44.00	5.00			38.55	7.48	51.00		35.35	14.14	44.50	4.00
b. Father	52.74	1.49	48.00	2.50			44.39	6.78	48.00		41.41	7.58	47.50	4.00
6. Do you participate in any school function														
a. Mother	20.40	24.88	5.00	44.00			9.58	36.45	45.00	7.00	17.17	32.32	11.50	37.00
b. Father	31.84	22.39	24.50	26.00			27.34	23.83	48.00		13.13	35.86	11.50	40.00
7. Do you participate in the school meetings														
a. Mother	13.43	31.84	3.00	46.00			8.41	37.62	40.00	12.00	7.07	42.42	3.50	45.00
b. Father	26.87	27.36	9.00	41.50			25.23	25.93	47.00	1.00	12.63	35.86	4.50	47.00
8. Are you familiar with the activities of the school														
a. Mother	7.96	37.31	12.50	36.50			12.15	33.88	42.00	10.00	6.06	43.43	0.50	48.00
b. Father	18.91	35.32	20.00	30.50			26.17	24.77	47.00	1.00	8.08	40.40	2.50	49.00

NOTE: It may be noted that the total number of responses (YES+NO) does not confirm to 100. In such cases, it may be understood that certain number of people have not responded.

There is need to educate the tribal parents about the different incentive schemes for tribal children.

6. Parent Attitude to Change (Table 5.6)

In consonance with parent attitude and perception discussed in 3.4 and 3.5 above, parents' attitude towards change in the educational system reveals that between 50% to 70% do not want any change in the educational system. Only in Maharashtra more than 50% of the parents are looking for a different educational system. Some of the desirable changes as perceived by the parents are:

- medium of instruction should be in mother tongue
- job oriented courses should be introduced
- school environment should be improved
- need for more teachers
- need for more trained teachers
- teachers with good behaviour needed
- need for more schools
- syllabus should be made easy

TABLE 5.5

Parent's Opinion On Their Children's School

OPINION	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)
Are the number of teachers presently working sufficient														
a. Mother	12.94	31.84	20.00	29.00			21.03	25.00	7.00	45.00	28.28	21.21	22.50	2.50
b. Father	13.93	39.80	22.50	28.00			22.66	29.27	11.00	37.00	12.63	34.85	19.50	
Are the text-books of your children good														
a. Mother	42.29	2.99	43.00	6.00			34.11	11.92	50.00	1.00	33.84	14.65	46.00	2.50
b. Father	49.75	4.48	46.50	4.00			38.08	13.08	47.00	1.00	42.93	4.55	51.50	
Do the children enjoy reading the textbooks														
a. Mother	44.78	0.50	38.50	10.50			32.94	13.08	50.00	1.00	15.66	33.84	44.00	4.50
b. Father	53.73	0.50	42.00	8.50			35.98	15.19	46.00	2.00	21.21	26.26	48.50	3.00
Are you familiar with the incentive scheme operating in the school for tribal children														
a. Mother	14.43	30.85	17.00	32.00			16.59	29.44	42.00	10.00	14.14	35.35	8.50	40.00
b. Father	20.40	33.83	20.00	30.50			26.64	24.53	41.00	7.00	7.07	40.40	14.50	37.00

E : It may be noted that the total number of responses (YES+NO) does not confirm to 100 .In such cases , it may be understood that certain number of people have not responded

- teachers should attend school regularly
- English should be taught from the beginning
- hostel facilities should be provided
- separate arrangements for boys and girls be made
- emphasis to be on cleanliness

Demand for a more relevant system of education can only emerge from greater parent awareness and parent participation.

7. Parent Attitude to Curriculum for Girls

Some parents in all the States wanted different curricula for boys and girls. They felt that girls should be given health education and education in vocations like tailoring. Some parents also wanted the girls to be trained in housekeeping.

TABLE 5.6

Opinion On The Present Education System

OPINION	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)
1. Do you want any change to be brought about in the present education system of the school														
a. Mother	19.90	25.37	16.00	33.00			14.49	31.54	25.00	27.00	3.03	46.97	20.00	28.50
b. Father	22.39	25.37	19.00	31.50			17.99	33.16	32.00	16.00	28.28	19.19	23.50	27.50

NOTE : It may be noted that the total number of responses (YES+NO) does not confirm to 100 .In such cases , it may be understood that certain number of people have not responded.

CHAPTER VI : TRIBAL COMMUNITY LEADERS AND SCHOOL EDUCATION

1. School and NFE (Table 6.1)

The opinion of tribal community leaders provides an interesting foil to the opinion of school teachers. Asked whether all children in the age group 6-14 in a particular village were attending primary school or an NFE centre, the community leaders were of the opinion that in Assam less than 20% children in this age group attend either a school or NFE centre. The highest number of children attending school/NFE centre is 59% in TamilNadu.

In Karnataka only 13.75% tribal children in the age group 6-14 attend school. In the absence of an NFE programme, children in Karnataka have no viable alternative. This situation is repeated in all other States including Maharashtra.

An overwhelming reason for not going to a school or NFE centre as perceived by community leaders is financial. Presumably this refers to economic opportunity cost of sending a child to school. In Assam poor health is indicated as a

significant reason for children not going to school or NFE centre.

Community perceptions will have to be discussed at the district level workshops to be organised in DPEP districts.

2. Community Control (Table 6.2)

In answer to a question whether the community should have control over the village school, Assam, Madhya Pradesh and Maharashtra show strong opinion in favour of such control. Karnataka and Orissa are in favour of such control but not fully. TamilNadu on the other hand, has only 21% of the community leaders in favour of community control over schools.

It is significant however, that all States have indicated that supervisory, advisory and participatory control over the school system is desirable.

It would be necessary to collect extensive data on actual community participation in the primary school system in the DPEP districts.

OPINION	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)
.Do all the children of 5-14 age group of your village go to the school/NFE centre	19.79	80.21	13.75	86.25			30.00	70.00	40.00	60.00	21.25	78.75	59.00	41.00
. Reasons for not going to school														
. Financial	100.00		98.55	8.70			92.86	50.00	105.56		100.17	17.46	87.30	156.10
. Household work	68.83	31.17	23.19	79.71			25.00	117.86	16.67	88.89	14.29	106.35	34.15	209.76
. Agricultural work	53.25	46.75	94.20	11.59			71.43	71.43	100.00	5.56	84.13	31.75	75.61	168.29
. Unattractive school atmosphere	20.78	79.22	13.04	92.75			21.43	101.43	11.11	94.44	4.76	112.70	17.07	226.83
. Child's failure in the examination	33.77	66.23	21.74	81.16			17.86	105.00		105.56	1.59	119.05	31.71	212.20
. Health problems	68.83	31.17	23.19	79.71			25.00	117.86	16.67	88.89	14.29	106.35	34.15	209.76
. Teacher's behaviour	19.48	76.62	20.29	84.06			17.86	105.00		105.56	4.76	115.87	29.27	214.63
. Any other														
1. Parents not interested	3.90		4.35											
2. Students not interested			1.45										2.44	
3. School too far away			10.14				7.14							
4. No schools/ schools open irregularly			1.45				7.14				6.35			
5. Wide Syllabus							3.57							
6. No teachers											6.35		4.88	

TABLE 6.2

Control Of The Village Community Over The Schools

OPINION	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)
1. Should the community have any control over the school in your village	94.74	5.26	63.75	36.25			90.00	10.00	100.00		53.16	46.84	21.00	79.00
2. Type of control that you perceive														
a. Supervisory	94.44	3.33	78.43	49.02			61.11	47.22	66.67	30.00	42.86	128.57	80.95	395.24
b. Advisory	68.89	28.89	88.24	33.33			97.22	11.11	96.67		47.62	114.29	52.38	423.81
c. Participatory	70.00	21.11	62.75	58.82			41.67	66.67	83.33	13.33	102.38	71.43	52.38	423.81
d. Any other														

NOTE: It may be noted that the total number of responses (Yes+No) does not confirm to 100. In such cases it may be understood that certain number of people have not responded.

3. Village Education Committee (Table 6.3)

In contrast to community opinion on control over school education, the data on village education committee shows that only in Maharashtra all the villages have a village education committee. In Madhya Pradesh 65% of the villages have VECs. In Orissa 72.50% villages have VECs. In Assam only 8.33% villages have VECs. In Karnataka 16.25% villages have VECs. TamilNadu is the lowest with only 4% villages with VECs.

In Maharashtra and Madhya Pradesh the VEC's seem to be effective with responsibility for repair of school buildings, promoting children's enrolment, tackling teacher absenteeism, and providing physical facilities for the schools. In other States the VECs are partially functional.

The formation of village education committee is an essential ingredient for UPE. This aspect needs to be looked at very carefully in all States. The existing situation in Maharashtra needs to be studied for replicability in other States.

TABLE 6.3

Existence Of A VEC & Responsibilities Assigned To It

VEC	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)
I. Existence of a VEC	8.33	88.54	16.25	81.25			65.00	35.00	100.00		72.50	23.75	4.00	76.00
II. Responsibilities														
1. School building /its repair	9.38	3.12	15.00	40.00			67.50	32.50	86.67	10.00	36.25	48.75		100.00
2. Promoting children's enrolment	9.38	1.04	13.75	2.50			52.50	17.50	96.67		40.00	48.25		100.00
3. Tackling teacher absenteeism	8.33	1.04	13.75	2.50			65.00	5.00	96.67		37.50	48.75		100.00
4. Provide physical facilities	8.33	1.04	13.75	2.50			30.00	40.00	86.67	30.00	23.75	50.00		100.00
5. Any other														

NOTE: It may be noted that the total number of responses (Yes+No) does not confirm to 100. In such cases it may be understood that certain number of people have not responded.

CHAPTER VII : TRIBAL CHILDREN

Under the tribal study upto 20 children were interviewed in each village. A minimum of 6 and maximum of 12 school-going children as well as a minimum of 6 and a maximum of 12 children going to non-formal centres were interviewed in each village during the survey. Five children not enrolled in a school or a NFE centre were interviewed in each village. Three children who had attended school for a year or two and had dropped out were interviewed separately. Some of the broad findings of the surveys in the six States are discussed below :

1. School Going Children and Siblings (Table 7.1)

As discussed in Chapter V the average number of children per tribal family in the survey village was four. It would seem that a fair number of children interviewed did not have any siblings in schools. The questions asked were too general and the data too limited for any conclusions to be drawn, but it seems that more children per tribal family in Assam attend school. In Orissa the fewest number of children per tribal family go to school. The hierarchy in order of extent of children's education

per tribal family is : Assam, Maharashtra, Madhya Pradesh, TamilNadu, Karnataka and Orissa with the lowest figure of 8.77%.

It is hypothesized that school education does not become generalised a family in the same generation. It is possible that one or two children may enter school while the remaining children stay out of school.

A more rigorous indepth study on acceptance of primary school education by tribal families and its generalisation may be undertaken in all the States.

2. Continuance of Sibling Education (Table 7.2)

In Assam, Karnataka, Madhya Pradesh and Maharashtra between 43% and 55% of male siblings of school-going children interviewed continue to be in school, while the percentage of female siblings continuing school is marginally or significantly lower. For instance, in Karnataka 43.23% male siblings continue in school and only

TABLE 7.1

Information Regarding Brothers & Sisters Of School Going Children

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
Average number of :							
1. Elder brothers	1	1		1	1	1	1
2. Younger brothers	1	1		1	1	1	
3. Elder sisters	1	1		1	1	1	
4. Younger sisters	1	1		1	1	1	
2. Have any of your brothers sisters attended school							
a. YES	72.17	22.71		40.25	47.11	6.77	35.13
b. NO	26.89	77.29		59.32	51.24	91.23	24.62
3. If yes, how many							
a. Brothers	1	1		1	1	1	1
b. Sisters	1	1		1	1	1	

27.51% female siblings do so. Likewise, in Madhya Pradesh male siblings who continue in school are 47.46%, and female siblings only 30.08%. In Orissa and TamilNadu fewer families send more than one child to school.

A number of the school going children interviewed had other siblings in the age group 6-14 who were out of school.

More indepth studies in this area need to be carried out.

3. School Going Children and House Work (Table 7.3)

A large number of children in all the States have said that they are required to help with the household work. Helping parents with their work/ occupation, looking after younger siblings, and minding the house are the three most important household chores. Fetching firewood and looking after the household animals are also significant activities.

There is need for studying the working habits

TABLE 7.2

Present Status Of Schooling Of Brothers/ Sisters

OPINION	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)	YES (%)	NO (%)
1. Do any of your brothers/sisters go to school now?														
a. Brothers	55.66	25.47	43.23	56.77			47.46	52.54	48.76	51.24	10.50	88.60	29.75	29.75
b. Sisters	43.40	33.45	27.51	72.49			30.08	69.92	46.28	52.89	9.65	89.47	17.75	41.75
2. Are any of your brother(s)/sisters in the age group 6-14 out of school?														
	21.70	58.02	48.03	51.97			32.34	66.95	62.81	35.54	7.89	90.35	18.50	41.00

NOTE: It may be noted that the total number of responses (Yes+No) does not confirm to 100. In such cases it may be understood that certain number of people have not responded.

of children specially in terms of hours per day and timings during the day. Such information should enable education planners to provide school facilities when children are free.

4. School Going Children and Wage Work (Table 7.4)

Judging by the data collected during the survey not many school going children are actually engaged in wage-earning work, except in Maharashtra where 25.62% of the children interviewed are working for money. In other States 85% to 95% of the children do not work for money. Those who have to work for money work largely within the village on the farms. In TamilNadu however, a large number of children interviewed work as coolies in the village.

More information on a wage earning school going children needs to be collected from these tribal villages.

5. School Children and Textbooks (Table 7.5)

The response to the question on availability of textbooks differs from that of the teachers. (See table 3.11). In Madhya Pradesh and TamilNadu

TABLE 7.3

Type Of Work That The School Going Child Does At Home

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Are you required to do household work							
1. Yes	73.58	79.04		84.76	82.64	87.89	82.65
2. No	24.06	20.56		14.93	16.53	12.11	17.35
3. No response	2.36			0.21	0.83		38.97
2. Type of work							
a. To handle younger brothers and sisters	26.42	41.92		31.36	41.32	27.19	14.10
b. Help mother/father in their work	67.45	56.33		60.81	64.46	49.12	41.73
c. Clean the house	43.87	61.14		51.06	62.81	32.28	41.79
d. Go to the forest to bring firewood	28.77	44.98		13.43	37.19	23.44	38.72
e. Look after cows and other animals	30.66	37.99		61.02	34.71	11.40	33.08
f. Cook	27.83	12.23		25.21	20.66	7.02	13.33
g. Any Other							
1. Wash utensils	2.83						
2. Bring Water	0.94	1.75					
3. Go to the market	1.42	0.44		1.27			

TABLE 7.4

Type Of Work Done By The School Going Children To Earn Money

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
Are you working to earn money							
1. Yes	5.66	10.92		4.66	25.62	14.91	6.72
2. No	92.92	89.08		95.34	48.60	85.09	93.28
3. No response	1.42				5.78		
If yes, where	5.66	10.92		4.66	25.62	14.91	6.72
a. In the <i>collec</i>	8.33					29.41	12.5
b. In the fields	8.33	60.00			96.77	5.88	12.50
c. Work in others houses	8.33	4.00		5.09			
d. Bring fire-wood	8.33						
e. Sell wood	8.33						
f. Coolie work	8.33	28.00					62.50
g. In the forest	8.33						
h. Other part time labour	8.33	8.00		4.54		25.80	

over 90% of children claim that they have textbooks. Elsewhere the figures are lower, the lowest being in Orissa where only 47.37% have textbooks.

Actual availability of textbooks must be recorded in all the DFEP districts. Discrepancies between sectoral responses must be understood.

6. Relevance of textbooks (Table 7.6)

Most children like their textbooks. It is also significant to note that most children say that they comprehend their textbooks except in case of Orissa where only 30.70% children say that they understand the textbooks.

As discussed in (Table 4.3) the question of textbooks comprehensibility needs to be critically examined.

7. Attitudes towards School (Table 7.7)

Most children attending school/NFE centre like their Institution. In Maharashtra 96.69%

TABLE 7.5

Percentage Of Children Having Textbooks

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Do you have all the textbooks that you need							
1. Yes	63.21	76.42		91.74	76.03	47.37	94.54
2. No	36.32	23.58		8.05	23.14	49.12	5.46
2. If no, how do you prepare for your studies							
a. By borrowing books	93.51	72.22		58.42	78.57	42.86	69.23
b. By taking help of Instructors	59.74	27.78		23.68	85.71	10.71	30.77
c. Any other							

TABLE 7.6

Liking & Disliking Of Textbooks

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Do you like your textbooks							
1. Yes	50.09	88.00		75.10	38.98	88.80	97.48
2. No	9.40	10.87		4.24	10.22	9.66	2.10
2. Do you understand your textbooks							
1. Yes	79.72	75.11		39.80	75.21	80.70	80.81
2. No	18.87	20.52		9.11	22.97	14.04	15.97

of the children are fond of school/NFF centre. The lowest response is from Orissa where only 63.42% like school. Those who do not like school/NFF centre have given the following reasons : unattractive school/NFF centre, difficult curriculum, absence of games and non-availability of textbooks.

There is need to make school/NFF centre attractive for the tribal learner.

8. Reasons for not Attending School/NFF Centre (Table 7.8)

Data in this area is not segregated, the responses are of all children whether going to school or NFF centres. In Madhya Pradesh, Maharashtra, Orissa and TamilNadu, between 71% to 93% children attending school/NFF centre claim to be regular. In Assam and Karnataka the figures are 53.77% and 59.83% respectively. The reasons for irregularity are work at home, helping parents, non-availability of textbooks, illhealth and some others.

TABLE 7.7

Liking & Disliking Of School By The Students

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Do you like school/NFE Centre							
1. Yes	89.62	95.20		84.48	86.88	88.42	90.70
2. No	10.38	4.80		15.52	13.12	11.58	9.30
2. If no, why not							
a. School/NFE centre not attractive	91.82	63.64		52.00	55.55	72.22	75.00
b. Textbooks are not available	68.18	63.64		40.00	66.67	50.00	46.67
c. Teachers/instructors remain absent	36.36	45.45		58.00		58.33	
d. Fear of corporal punishment	27.27	27.27		40.00		5.56	
e. Class is crowded & not friendly	40.91	27.27		12.00		5.56	58.33
f. No individual attention is paid	22.73	9.09		28.00			9.33
g. Studies are too difficult	77.27	45.45		3.00	66.67	25.00	
h. Play facility is not available	72.73	45.45		52.00	66.67	2.78	33.33

There is obvious mismatch between teacher perception and child perception on reasons for irregularity.

This entire area of attendance and irregularity is poorly understood and needs to be studied specially in the context of tribal children.

9. Non School Going Children and Siblings (Table 7.9)

Quite predictably fewer non-school going children have siblings attending school. In Assam, however, more non-school going children have school going siblings than in any other State.

10. Non School Going Children and Housework (Table 7.10)

Most non-school going children have to work at home. Helping parents is at the top of the list followed by looking after the house, minding younger siblings, fetching firewood and looking after household animals. In some cases the children have to cook at home.

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
Do you go to							
school, NFE centre,							
library							
1. Yes	53.77	59.23		70.97	91.74	74.56	93.23
2. No	44.34	40.17		29.03	7.44	25.44	6.72
3. No response	1.89				0.82		
If no reasons							
for inaccessibility							
you have said	23.50	50.40		39.12			6.25
you had to wait	31.06	38.04		9.48	66.27	52.07	12.50
you had to go to							
school							
you had to go out	3.31	33.69		13.66	11.11	17.24	12.50
of the village							
to reach it							
you had to use	13.53	13.13		17.01	11.11	24.14	6.25
any other							
transport systems							
your classmates	10.08	3.13		4.45	11.11	6.73	
were not friendly							
you did not like	15.45	30.43		14.39		3.45	
the school							
teacher spoiled	20.21	3.25		6.02	11.11	20.57	
you did not have							
you to study							

TABLE 7.8

n. non availability of textbooks/ exercise books	52.12	29.34	10.94	33.33	17.24
i. homework was not done	9.57	36.95	5.83	11.11	
g. parents shifted to other place due to drought or excess rainfall	7.44	2.17			6.25
h. teacher teaches faster than you understand	17.02	1.08			3.45
l. teacher was not regular	15.95	11.95			17.24
1. fear of punishment from the teacher	11.52	7.60			5.25

TABLE 7.9

Information Regarding Brothers & Sisters Of Non School Going Children & Dropouts

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
Average number of :							
1. Elder brothers	1	1		1	1	1	1
2. Younger brothers	1	1		1		1	
3. Elder sisters	1	1		1		1	
4. Younger sisters	1	1		1			
2. Have any of your brothers sisters attended school							
a. YES	38.35	23.21		30.42	47.27	8.43	46.00
b. NO	20.24	76.79		69.58	47.27	91.50	50.00
3. If yes, how many							
a. Brothers	1			1	1	1	1
b. Sisters	1				1	1	

TABLE 7.10

Type Of Work That The Non School Going Child Does At Home

	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Are you required to do household work							
1. yes	91.28	98.21		93.53	94.55	84.27	89.94
2. No	8.05	1.19		6.47	3.64	13.51	8.81
3. No response	0.67				1.82	2.42	1.26
2. Type of work							
a. To handle younger brothers and sisters	40.27	50.60		37.54	59.18	39.11	32.70
b. Help mother/father in their work	90.60	73.81		69.58	85.09	59.62	67.92
c. Clean the house	57.05	67.26		58.90	63.64	37.90	74.84
d. Go to the forest to bring firewood	57.72	73.21		50.84	63.64	58.87	73.58
e. Look after cows and other animals	55.03	66.07		71.20	72.73	30.65	62.26
f. Cook	45.64	33.93		34.95	34.85	24.19	40.25
g. Any Other							
1. Wash utensils	0.67						
2. Stitching	0.67	0.60					
3. Go to the market	4.03			1.94			

CHAPTER VIII : TRIBAL LANGUAGE

The question of tribal language in tribal education has to be perceived in the totality of the language situation in India. With a long tradition of stable multi-lingualism, the Indian situation reflects a dynamic shift in language-maintenance and language loyalty. Literary tradition in India dated back to several millenia. Even the modern Indian languages have literary traditions of over a thousand years. The literary modern Indian languages listed in the Indian Constitution account for nearly 95% of the Indian population. The remaining 5% of the population uses languages that are either unwritten or recently alphabetised. Most of these languages are those spoken by the tribal communities.

The Constitution of India lists 18 languages (15 until 1992) excluding English as the dominant regional languages. Only one of these 18 languages is a tribal language viz., Manipuri.

The census of India recognises 96 Indian languages, nearly 70 of them being tribal languages. Primary education is provided through 50 languages, 30 of which are tribal. The tribal languages spoken in the North

East of India belong to the Tibeto-Burman and the Munda families of languages. Tribal languages spoken in Central, East and South India belong to the Munda and the Dravidian families. Some tribal languages spoken in Western and Northern India belong to the Indo-Aryan family of languages.

In a multi-lingual setting no single language fulfills the totality of communicative functions. Almost all speech communities are bi or multi-lingual. Typically, the tribal communities in the States surveyed control not only their respective tribal languages, but also the dominant language spoken in a particular region or State. The dominant regional language is invariably perceived as a language of work opportunity and political power. Therefore, although, there is provision for education in the primary school through the mother tongue of the learners, many tribal communities prefer to opt for the regional standard language as the medium of instruction in the primary school. At the same time, there are language identity shifts, with some tribal communities seeking political identity through linguistic identity.

The question of the use of tribal language in education is therefore a complex one. The survey reports from each State indicate choices made by the tribal parents in respect of language both as medium of instruction and language of teaching-learning materials. The major trends available in the State studies are reflected below :

1. Home Language (Table 8.1)

All States except TamilNadu reflect multiple use of languages in the tribal homes. These opinions are those of the tribal parents. TamilNadu is an exception and should be perceived as such.

It may be noticed that in Assam, Karnataka and Maharashtra the regional dominant language has fairly high percentages while elsewhere the tribal languages dominate.

2. School Language (Table 8.2)

The multiplicity of home language is repeated in the multiplicity of the school

TABLE 8.1

Language Spoken At Home In Different States As Told By The Parents

LANGUAGES	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. ASSAMESE	53.73						
2. BORO	45.27						
3. NEPALI	0.50						
4. TELUGU		26.00				12.12	
5. LAMBANI		15.00					
6. KANNADA		53.50				0.51	
7. GUJRATI		2.00					
8. MARATHI		3.00			30.00		
9. GONDI				25.00	68.00		
10. KORAKU				3.04			
11. BHILI				21.50			
12. MALAWI				1.40			
13. HINDI				24.77			
14. SADARI				15.19			
15. KURUKH				7.24			
16. URAD				1.64			
17. KOLAMI					2.00		
18. KUWI/KUHI						86.36	
19. TAMIL							100.00
20. NO RESPONSE	0.50	0.50		0.23		1.01	

languages as declared by parents of school going children. Once again, TamilNadu is the only exception with mono-lingual responses. It is interesting to note here that even in Orissa where Oriya was not returned as a dominant home language, it is a dominant school language. In other States the standard regional language is the dominant school language.

3. Language used by Teacher in the Classroom (Table 3.3)

Most teachers prefer to use or actually use the regional language in classroom interaction. In Madhya Pradesh the use of tribal language is 50%, while in other States the tribal language is used by a fair number of the teachers. It is interesting to note that in TamilNadu, where the school language is said to be Tamil, 4% of the teachers have declared that they use a tribal language or a dialect in the classroom.

4. Teachers belonging to the Local Community (Table 3.4)

As we noticed in 3 above, less than 1/3rd

TABLE 8.2

Language Spoken By The Child In School As Told By The Parents

LANGUAGES	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. ASSAMESE	56.72						
2. BORO	42.79						
3. TELUGU		9.00					
4. LAMBANI		2.50					
5. KANNADA		91.50					
6. KANNADA & TELUGU		3.50					
7. MARATHI					65.00		
8. GONDI					33.00		
9. MARATHI & GONDI					36.00		
10. HINDI				70.33			
11. SADARI				9.11			
12. KOLAMI					2.00		
13. ORIYA						64.65	
14. TAMIL							100.00
15. NO RESPONSE	0.50	0.50		20.56		35.35	

TABLE 8.3

Language Used By The Teacher To Teach In The Class

% of teachers use the following languages	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Tribal Language/Dialect	30.23	25.00		50.00	35.71	21.21	4.00
2. Regional Language	67.44	83.33		50.00	85.71	78.79	96.00
3. No Response	2.33						

of the teachers in Assam, 25% in Karnataka, a little over 1/3rd in Maharashtra and 21% in Orissa use a local dialect in the classroom. In contrast to this, 95.12% of the teachers in Assam actually belong to the local community. 66.67% of teachers in Karnataka are local, in Maharashtra 25% of the teachers belong to the local community and only 9.09% teachers belong to the local community in Orissa. This clearly shows that even those teachers, who presumably speak the same language as the learners, prefer to use the regional dominant language for classroom interaction.

5. Teacher Opinion on Language of Textbooks (Table 8.5)

A large number of teachers believe that the textbooks should be in the standard regional language. In Maharashtra 50% of the teachers feel that the language of the textbooks should be the tribal dialect. In Assam 32.55% of the teachers have opted for the tribal dialect as language of the textbooks, 26.3% in Madhya Pradesh, 21.2% in Orissa, 4.16% in Karnataka, and in TamilNadu only 1% of the teachers have said that the language of the textbooks should be the tribal

TABLE 8.4

Percentage Of Teachers Belonging To The Local Community In Each State

Questions regarding children	ASSAM	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU
1. Do you belong to the local community							
a. YES	95.12	66.67		68.42	25.00	9.09	14.00
b. NO	4.88	33.33		31.58	75.00	87.88	86.00
c. No Response						3.03	

dialect.

A little over 9% of the teachers in Assam have said that the language of the textbooks should be English and a small minority of 2.63% of teachers have opted Uraon as the language in Madhya Pradesh.

6. Parent Preference for medium of Instruction (Table 8.6)

Parental preference for the medium of instruction swings heavily in favour of the regional language. More fathers have opted for the regional language. A large number of tribal mothers have also opted for the regional language.

More tribal mothers have said that they would prefer the tribal dialect as the medium of instruction but the overall figures for this opinion are fairly low. Preference for English as the medium of instruction in Assam and Madhya Pradesh as well as in TamilNadu by some parents has been indicated.

TABLE 8.5

Opinion Of The Teachers Regarding The Language Of The Text Books To Be Used By The Children

Language of the text books should be.....	ASSAM %	KARNATAKA %	KERALA %	MADHYA PRADESH %	MAHARASHTRA %	ORISSA %	TAMIL NADU %
1. Regional/State Language	72.1	95.8		73.68	64.29	78.78	100.00
2. Tribal Dialect	32.55	4.16		26.3	50.00	21.2	1.00
3. Any Other							
a. English	9.3						
b. Uraon				2.63			

TABLE 8.6

Medium of Instruction as wanted by the Parents

OPINION	ASSAM		KARNATAKA		KERALA		MADHYA PRADESH		MAHARASHTRA		ORISSA		TAMIL NADU	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
1. Regional state language														
Mother	23.88		45.5				43.22		39.0		48.98		48.50	
Father	30.85		48.0				59.4		35.0		48.98		51.50	
2. Tribal Dialect														
Mother	12.43		23.5				2.8		13.0					
Father	11.94		2.5				1.87		13.0		.5			
3. Hindi	4.98						1.86		2.0		.5		.50	
4. English	9.45						3.97						8.0	
5. Lalung	.49													
6. Telugu			1.0						1.0					
7. Sanskrit							1.86							
8. Sadari							1.87							

CHAPTER IX : INVESTIGATORS' DIARIES AND FOCUSED GROUP DISCUSSIONS

Each of the seven States, where the tribal study was conducted, was required to submit a status report and a survey report. Status reports have been completed in all the seven States. Survey reports have been completed in six States, the seventh survey report (from Kerala) is being written.

In each of the survey reports the State team was required to summarize the observations of the Investigators which were recorded in the Investigators' daily diaries. These diaries were maintained by each Investigator in which his/her observations regarding the actual socio-economic and educational situation in the various villages were to be recorded. It was felt that such observations would provide significant and rich data. Investigators' diaries, which are in the regional languages, were then analysed by the State Coordinator and an account of the major observations has been included in each survey report.

In each of the villages surveyed the Investigators were also required to hold a Focused Group Discussion

with the community leaders, parents and teachers. A record of these focussed group discussions was also maintained by each Investigator. These records are also in the regional language. A summary of the discussions in the focussed groups has been provided in each survey report.

In this chapter an attempt has been made to list the salient features of the Investigators' diaries and the focussed group discussions given in the individual survey documents. No attempt has been made to draw comparative conclusions on the basis of these salient features, since every State has unique situations and problems.

ASSAM

Investigators' Diaries

Analysis of the field investigators' diaries from Assam brings out the following points :

- The areas selected for the study are dominated by the scheduled tribe populations. Among all the tribal populations, Bodo is the most dominant tribe. The members of this tribe speak Boro. Since 1963 this language has been used as the medium of instruction in all the Bodo schools.

- The main occupation of this area is agriculture and the main source of income is from agricultural products. Besides this, a number of members of this community work on daily wages as Riksha Pullers, labourers, etc.
- Though a number of development schemes were meant for rural areas, they have not been fully implemented. Basic facilities like electricity, irrigation, water supply, public health provisions are not available to all the villages.
- People belonging to this community were very warm and extended full cooperation to the investigators. The Bodo community as a whole has a very positive attitude towards education. But it was observed by the investigators that parent unawareness about education is an important reason for poor enrolment of ST children in primary schools.
- In almost all the villages, the village Pradhan or the headman of the community extended full cooperation and support to the study.

- Most of the schools covered by this were in good condition but some school buildings needed repairs. Almost all the schools have been covered under the Operation Blackboard Scheme, but the materials provided under the OBB are yet to be properly used. In some of the villages of Darang District there are some NFE centres and Anganwadis. NFE centres in this area have to be activated so that the community can derive maximum benefit.

Focussed Group Discussion

Due to politically disturbed situation in the state, focussed group discussion could not be held in all the 20 villages.

Individuals from all the sections of the community viz., parents, teachers, community leaders, anganwadi workers, political workers and political activists participated in the meetings held for focussed group discussion. All these participants expressed their desire for getting education for their children. While doing so they showed their disappointment over the functioning of NFE and Anganwadi Centres and complained

about the non-availability of textbooks and other incentives to their children in time. All the villagers were very keen to have basic knowledge about health, sanitation, hygiene and child-care and wanted Anganwadi centres to impart it to them. Many parents and Heads of the villages and other members of the community did not have any knowledge about various incentives given by the Government to their children. Some of the points emphasised by them for development of primary education in their villages were as follows:

- need for improvement of school buildings;
- need for increasing the number of teachers in the school;
- timely supply of textbooks;
- training for teachers;
- timely monitoring of schools by educational administrators;
- provision of mid-day meal, free uniform and supply of sports items for children;
- need for making the school curriculum suitable for the needs of their children; and
- extension of Operation Blackboard Scheme to all the villages.

KARNATAKA

Investigators' Diaries

Analysis of investigators' diaries brought out the following points :

- Devadurga Block has sufficient number of primary schools.
- More school buildings alongwith more teachers and sufficient teaching materials are needed in the area.
- Schemes aimed at tribal development have not reached the needy people. The block faces acute shortage of drinking water facilities. Therefore girl students have to fetch water from long distances which results in their being absent from the school very frequently.
- Community leaders complained about irregularity of teachers and also talked about their habit of coming late to the school.
- Teachers give corporal punishment to tribal children for not coming in clean clothes but it was not mentioned openly by the community leaders.
- In general the members of the tribal community did not have any knowledge about developmental schemes and facilities provided for tribal children.
- Tribal community members were not interested in educating their children. The reason for this was that in their opinion children get less opportunities of work after receiving education.
- Some parents wanted separate educational system for their girls. They felt that a lady teacher will be the most ideal teacher for their daughters and their girls should get training in house-keeping.

- The benefits of incentive schemes do not reach the recipients in proper time. Most of the students were found without proper clothing and books.
- Distribution of milk among tribal children under an incentive scheme of the Government of Karnataka is being misused.
- Anganwadi centres in the States have not attracted tribal parents to send their children to them.
- The size of the family in the tribal communities of Karnataka was big i.e. about 5-8 children per family.
- Members of the community felt the need of NFE system and wanted to send their children to NFE centre. They thought that the timings of NFE centre will be more suitable than the timings of schools.
- Linkages between Balwadis and primary schools need to be established.
- Need for health facilities for tribal people was strongly felt.
- Community leaders said that incentives should reach the clientele in time. The teaching in the school should be made more attractive and more job-oriented courses should be associated with education.
- Financial assistance should also be provided to tribal children for their upliftment.
- The basic facilities like electricity, roads, drainage, etc. were not available to the tribal community of this area.

Focussed Group Discussion

Some salient observations made during the focussed group discussions are as follows :

- Mid-day-meal given to Anganwadi children is a great attraction for children.
- To make primary education attractive, it could be clubbed with Anganwadi Centres.
- A need for more Ashram schools was expressed. It was also demanded that NFE Centres with proper facilities may be opened in the State. Since there was a shortage of teaching-learning materials, the community felt that the Government could give some grant to the Panchayat to provide teaching-learning materials.
- Educational activities could be transferred to the Panchayat. There was a strong resistance against transfer of teachers from urban areas to rural and tribal areas because they do not understand the culture of rural and tribal areas.
- Villagers also expressed their need for health centres, agricultural facilities and digging of wells for irrigation.

On the analysis of investigator diary and group discussions and close observation of the area the following are recommended for tribal education in Karnataka :

- Proper awareness campaigns should be organised to make tribal community aware of the importance of education.

- To bring the tribal children to the main stream the curriculum should be modified according to their culture, dialect and local environment.
- Preference should be given to the local teacher at the time of selection.
- School environment should be made more attractive.
- Some of the problems of tribal education which need to be addressed are : poor economic conditions of the tribals, poor management system of education, language problem, lack of interest on the part of tribal community in education.

MADHYA PRADESH

Investigators' Diaries

After the analysis of the investigators diaries the following points emerged :

Atmosphere and Economic Status of the Village :

- The majority of children belonging to 6-14 age group are engaged in agriculture work as labourers. The tribal people are very poor, therefore they are unable to send their children to the school.
- Drinking alcohol is a common evil in tribal areas. Discriminating between a girl child and a male child is prevalent in this area. In general parents are not interested in getting their daughters educated.

Community and Culture :

- Most of the children believe in evil spirits and have faith in magic, like their parents.
- The tribals influenced by Christian Missionaries are more developed than other tribal communities.

Dialect of the Survey Area :

Most of the tribal parents and children speak their own dialect such as Kanaku, Kanwar, Gondi, Baiga, Korku and Bhill. Therefore most of the children do not understand the Hindi language at all. Even literate tribals speak their own dialect in their houses. About 90% Korku tribals speak the Korku dialect.

Educational Situation :

- School buildings are in very poor condition. Even basic facilities are not available in these schools.
- Behaviour of the teachers with tribal children in the school is not friendly and sympathetic at all.
- The number of teachers in various schools needs augmentation.
- The Village Panchayat does not have effective control over the educational atmosphere of the Village.
- The supervision in the school is not satisfactory. The negligence of the supervisory staff in the area of primary education has made the situation even worse.

Views of the Community Leaders :

- Due to famine and drought in the State, tribal people migrate from one place to another as a result of which education of their children suffers.
- Many Heads of the villages expressed that children have to walk long distances to come to the school. Therefore in such situations more schools should be opened.
- There is a lack of drinking water facility in most of the schools.
- Panchayat is headed by illiterate and inefficient people which affects the functioning of Village Education Committee. In such situations Village Education Committee does not have any control over educational and developmental activities of the area.

Focussed Group Discussion

During the focussed group discussions organised by the project staff, the following points emerged :

- In the areas selected for the study Anganwadi activities were more effective than primary school activities. The meals given to children at Anganwadi centres are great attraction for children.
- NFE centres should be made more effective and equipped with more facilities.
- Most of the schools feel shortage of teaching learning materials at all times. It has been suggested that the Government should provide some grant to Panchayat to purchase this material.

- Educational activities should be transferred to the Panchayat. Local people should be oriented as teachers. Teachers coming from urban areas should not be posted in schools in tribal areas because they do not behave very well with tribal people.
- Villagers demanded a health centre and agricultural facilities in the village.

On the basis of the above points a few recommendations have been made in the State of Madhya Pradesh which are as follows :

- Since tribal people do not give any importance to education, proper awareness campaigns should be organised for them.
- To make schools more attractive for tribal children their social and cultural values should be given proper place in their curriculum.
- Preference should be given to a local person at the time of appointment of teachers.
- School environment should be made more attractive.
- Suitable inspection and supervision system should be developed.
- Educational activities should be transferred to Panchayats.

MAHARASHTRA

Investigators' Diaries

The analysis of field investigators' diaries

bring out some very interesting observations which are as follows :

- Most of the tribals in this area are very poor and ignorant. The relationships within the family also are not very sound.
- There is no hospital in any of these villages. Only a health worker resides in the village.
- Basic facilities like drinking water, electricity are not available to local communities.
- The condition of the school buildings is very poor.
- Anganwadi centres and primary schools both are functional in most of the villages.
- Most of the tribal people are engaged in work as daily wagers and collect forest produce. The average number of children in a tribal family is 4 to 5.
- Most of the primary schools have two teachers.

Focussed Group Discussions

The conclusions drawn after analysing the focussed group discussions are as follows :

- Most of the children in 6-14 age group attend school.

- The drop-out rate is very low.
- Both teachers and students have to struggle with the issue of tribal dialect versus State language.
- Children have to work as house-hold workers to earn their wages.
- Neither uniforms nor other materials are provided to children in 6-14 age-group.
- There is shortage of teaching-learning materials in the school.
- Girls have to do house-hold work and look after their siblings at home.
- Village Education Committees are functional.

ORISSA

Investigators' Diaries

The analysis of the field investigators' diaries bring out the following :

- Poor financial condition of tribal people is the main reason for children not attending school.
- The community felt a need for free food, clothing, and supply of educational materials from the government.
- Most of the children help their parents in agricultural work and other house-hold activities.
- Most of the schools have poor infrastructure and unhealthy atmosphere.

- Tribal children are unable to understand the regional language i.e. Oriya, Teachers' bookish language is not easily understood by tribal children.
- Most of the tribal people speak their own dialects.
- Members of the community demanded NFE ? centres and Anganwadis.
- Due to the expenditure involved parents usually do not take any interest in sending their children to the school.
- In general, enrolment of girl students is very low in the selected villages.
- Children have many health problems resultant from polluted water, unhealthy atmosphere and dirty habits. During the study no health worker was ever found to be in the village.
- Most of the tribal people are addicted to alcohol and drugs.
- Most of the people of these villages have negative attitude towards an educated person. They very strongly felt that a number of studies were conducted in their villages by various agencies but nothing concrete was done for them.
- People were aware of their exploitation by local contractors.
- Primary school teachers and NFE instructors are irregular in attending schools and NFE centres. They also remain absent for a very long time.

- Non-tribal teachers and other people discourage tribal parents from sending their children to school. They also look down upon the tribal customs, culture, dress and language. This creates a feeling of inferiority among the tribals. Parents complained against teachers saying that they were addicted to liquor and play cards during their working hours.
- Supervision system in selected blocks is very weak.
- Some parents are interested in getting their children educated through the English medium.
- Most of the girls in 6-14 age group are engaged in looking after animals like goats, pigs, etc. and take care of their younger brothers and sisters. They also help in house-hold work. The health of girls in the age group 6-14 was very poor.

Focussed Group Discussion

Some observations made during focussed group discussions were as follows :

- Due to lack of awareness about the importance of education and prevailing poverty, enrolment of tribal children in school is very low.
- In some of the villages the school buildings are not in good condition and the class-rooms have very unhygienic conditions.

- Teacher absenteeism and ineffective supervision of schools hampers smooth functioning of schools.
- There is a lack of teaching-learning materials and teaching aids and other materials.
- The timings of the school do not suit children and their parents.
- In some cases teachers discourage tribal children from coming to the school.
- The language of the teacher is not intelligible to tribal children. Also, teachers coming from outside do not have any knowledge of the local tribal language. Both parents and teachers in general maintained a distance from each other.

Some suggestions given by tribal parents and community leaders for improvement in education are as follows :

- Educational officers, supervisors and inspectors should make regular visits to the school.
- Teachers interested in educating tribal children and also having knowledge about local tribal language should be posted in tribal areas.
- More incentive schemes should be introduced for tribal children. These schemes may include free meals, free uniforms, learning materials, etc.

- Educated tribal youth should be recruited as teachers and posted in tribal areas.
- Timings should be revised to suit the girl students.
- More Ashram Schools may be opened in the villages having high tribal population.
- More women teachers should be recruited which will facilitate education of tribal girls.

TAMILNADU

Investigators' Diaries

The following facts have emerged from the analysis of investigators' diaries and focussed group discussions :

- The total literacy rate of tribal population of this area is 30%, with female literacy at 42% and male 58%.
- Socio-economic status of tribals of this area is low.
- Nearly 30% of the children in the age group 6-14 are employed as domestic workers and daily wagers.
- Due to financial constraints tribal people are unable to send their children to schools.
- Tribal people prefer more residential schools to regular primary schools. This may ensure effective monitoring of development of their children by the teachers.

CHAPTER XI : CONCLUSION

As was stated in the Introduction to this Synthesis Report, the tribal study has generated some very interesting data in each of the six States presented in the foregoing account. It is well-known that the tribal communities in the different States have characteristics that are unique to each community. The situation in Assam is vastly different from the situation in TamilNadu, and they both differ greatly from the situation of tribal communities in Orissa. For an understanding of the ground realities in each of the States presented here, the specific survey reports will have to be studied. However, the synthesis presented in this document throws up some very interesting indicators which would seem to be common to all tribal communities.

The first of these indicators of course is the issue of language. All the tribes seem to be torn between the tribal mother-tongue and the regional State language. While there is a deep-seated desire on the part of the tribal communities to identify

with the tribal language, most communities are aware of the obvious socio-economic significance of the regional standard language.

The other important indicator common to all State survey reports is that of an awareness about the relevance of school education for tribal children. The overwhelming opinion is that relevant schooling for the tribal children and specially for the tribal girl child is needed. The search for a viable alternative, which is in consonance with the aspirations of the parents and the children seems to have been initiated in the various States. In this context most tribal communities investigated have asked for a curriculum which is linked to the economic activities in the local context.

It is clear that some of the basic infrastructural facilities such as school buildings, teaching-learning materials, equipment under the Operation Blackboard as well as the incentives provided by some of the States for tribal children do not reach the user population as efficiently as it should.

There is widespread understanding about the role

of the school teacher in providing relevant education for the tribal children. Most of the communities prefer the appointment of local teachers who can communicate with the children in the local language. There is also a demand for adequate number of teachers for the schools.

Awareness of the relevance of Non Formal Education is another indicator. Even in States where there is no widespread non-formal education programme the tribal parents are aware of the advantages of such an alternative.

The survey reports from the various States can at best be seen as sample studies since the data has been collected from a very limited number of villages in the tribal areas. However, one can generalise from the findings and plan at the district level. At the same time, there is a need for carrying out quick surveys and research studies in order to validate some of the findings, as well as to acquire a better understanding of the educational needs of these tribal communities. On the basis of the comparison carried out in this document the following studies may be

undertaken in different States :

1. A study to determine the efficacy of the Ashram School
2. A study of successful on-going school programmes in tribal areas to help planners in providing relevant inputs.
3. A study on factors promoting or inhibiting learner attendance.

Specific suggestions for each of the areas examined in this document have been indicated in the relevant chapters.

A P P E N D I X

National Council Of Educational Research & Training
Department Of Non Formal Education & Education of St. E!

District Primary Education Programme

Tribal Study

Instrument - I
(For Primary School Teachers)

Part-II

Section - A (To be filled in by the SCHOOL TEACHER)

1. Name : _____
2. Sex :
 1. Male
 2. Female
3. Age (in years)
 1. less than 25
 2. 25-50
 3. 50 & above
4. Marital Status
 1. Married
 2. Unmarried
5. Educational qualifications :
 1. Below matric
 2. High school
 3. Higher Secondary
 4. Graduate
 5. Post Graduate
6. Professional Training
 1. Pre-Service
 2. In-Service
- If Pre-Service
 1. Elementary Training//D.Ed/Basic training.
 2. B.Ed
 3. M.Ed
7. Have you ever attended any 1. YES
 inservice training course? 2. NO
- If yes, how many training
 programmes have you attended

(Which organisation organised the programme?)

1. TTI/BTC
2. DIET/DRU
3. SCERT/SIE/SRC/SISEI
4. Directorate of education/NFE
5. Department of Tribal Development
6. Extension Service (Department attached to training colleges)
7. NCERT
8. NIEPA
9. Voluntary Agency/Autonomous Organisation
10. Any other (please specify) _____

3. Is your school -

1. Single teacher
2. Two teachers
3. More than two teachers

If it is more than one teacher school which classes do you teach?

1. CLASS I
2. CLASS II
3. CLASS III
4. CLASS IV
5. CLASS V

(SECTION B (To be filled in by the SCHOOL TEACHER))

1. Do you find your job interesting ?

1. YES

2. NO

If yes , what do you like most ?

If no , what do you dislike most ?

2. Have you ever experienced any specific problem when teaching tribal children ?

1. YES

2. NO

If yes , please specify ?

3. Do these children have any specific learning problems ?

1. YES

2. NO

If yes , what are the most important problems ?

4. Are problems of tribal girls different from those of tribal boys ?

1. YES

2. NO

If yes , please specify ?

National Council Of Educational Research & Training
 Department Of Non Formal Education & Education of SC/ST

District Primary Education Programme

Tribal Study

Instrument - II
 (For Primary School Teachers)

Part-I

Section - A (To be filled in by the SCHOOL TEACHER)

1. Do you have the following institutions in your village ?
- | | | |
|-----------------------------------|--------|--------------------------|
| 1. Primary School | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 2. Upper Primary School | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 3. High School/Secondary School | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 4. Senior Higher Secondary School | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
2. Do you have any of the following educational centres in your village ?
- | | | |
|--------------------------------|--------|--------------------------|
| 1. Non-Formal Education Centre | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 2. Adult Education Centre | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 3. Balwadi | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 4. Anganwadi | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
3. Does the Primary school have all the facilities available under Operation Blackboard ?
- | | | |
|--|--------|--------------------------|
| | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
4. If not, what more facilities are required in addition to the existing ones ?
1. Immediately
-
-

3. In the long run

-
- 5.. Do you have a Village Education Committee in your village ?
1. YES
2. NO
- 6.. If yes , does it take active part in the educational programmes of the school and other educational institutions ?
1. YES
2. NO
- 7.. Are the following facilities available for the tribal children in school?
1. Stipend
1. YES
2. NO
2. Free textbooks
1. YES
2. NO
3. Free Stationery
1. YES
2. NO
4. Free Uniform
1. YES
2. NO
5. School bag
1. YES
2. NO
6. Chappals
1. YES
2. NO
7. Free meals
1. YES
2. NO
8. Midday meals
1. YES
2. NO
9. Attendance Scholarship
1. YES
2. NO
10. Allowances
1. YES
2. NO
11. Free transport facility
1. YES
2. NO
12. Any other item
-
8. Are these given to the children in time ?
1. YES
2. NO

If no , please specify causes for delay ?

5. Do you belong to a distant place ?
1. YES
2. NO
6. If yes , are you staying in the village ?
1. YES
2. NO
7. Do you motivate the non-school going
children to go to NFE learning centres ?
1. YES
2. NO

If yes , how ?

II

Section B (To be filled in by the SCHOOL TEACHER)

1. Are the school going children regular in attending school ?

1. YES

2. NO

2. If no, please give the most important reasons ?

1. Economic condition of the family

2. Sickness of the child

3. Household work

4. Work on the farm

5. Non availability of textbooks

6. Parents unwillingness

7. School atmosphere

8. Unwillingness off the child to go to the school

9. Children's failure in the examination

10. Any other , please specify

3. Do you belong to the local community ?

1. YES

2. NO

If yes , which class/tribe do you belong to ? _____

4. Do you come from the adjoining village ?

1. YES

2. NO

PART-II

1) INSTRUCTIONS

(This part should be filled in by the INVESTIGATOR with the help of the documents/records.)

1. What is the total population of the village ? _____

1. Women _____

2. Men _____

3. Girls (6-14 age group) _____

4. Boys (6-14 age group) _____

2. What is the percentage of tribal population ? _____

1. Women _____

2. Men _____

3. Girls (6-14 age group) _____

4. Boys (6-14 age group) _____

3. What percentage of the tribal population is literate ? _____

1. Women _____

2. Men _____

3. Girls (6-14 age group) _____

4. Boys (6-14 age group) _____

4. Do all the children in the age group (6-14) in the village go to the school/NFE centre ?
1. YES
2. NO

5. What is the percentage of tribal children in	GIRLS	BOYS
Primary School	_____	_____
NFE centre	_____	_____
Non attending	_____	_____

National Council Of Educational Research & Training
Department Of Non Formal Education & Education of SC/ST

District Primary Education Programme

Tribal Study

Instrument - III
(For Primary School Teachers/NFE Instructors)

Part-I

Section - A (To be filled in by the SCHOOL TEACHERS/NFE INSTRUCTORS)

- 1. Do you follow
 - 1. State curriculum
 - 2. Tribe specific curriculum developed by the state
 - 3. Any other, please specify _____

- 2. The text books for tribal children being used in your school/NFE Centre are written in
 - 1. Regional language
 - 2. Tribal dialect
 - 3. Any other, please specify _____

- 3. In your opinion do these books suit the needs of tribal children ?
 - 1. YES
 - 2. NO

If no , please give details of unsuitability.

- 4. Do you have access to teaching aids and other materials required for teaching ?
 - 1. YES
 - 2. NO

If no, please mention the problems
you face

4. Do you give home work to the
tribal children ?

1. YES
2. NO

5. If yes, do they do it on a regular
basis ?

1. Boys

1. YES
2. NO

2. Girls

1. YES
2. NO

7. If no, what are the reasons for their
not doing the home work ?

1. Lack of time

2. Lack of interest

3. Household work

4. Lack of understanding of
the subject

5. Too much of home work

6. Any other, please specify

8. What type of examination system do you
have to evaluate the children in your
school/NFE Centre ?

1. Monthly examination/unit test

2. Quarterly/semester system

3. Half yearly

4. Annual

5. Any other please specify

9.. Do you involve the community members in evaluating school/NFE centre children ?

1. YES

2. NO

If yes, how often ?

1. Once a month

2. Once in three months

3. Once in six months

4. Once a year

SECTION B (To be filled in by the SCHOOL TEACHER)

- | | | |
|---|-----------------------------------|--|
| <p>1. Do you think that the present system of education fulfills the needs of tribal children ?</p> | <p>1. YES
2. NO</p> | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>2. Do you think that the present system of education helps the girl child to develop herself as a useful member of the society ?</p> | <p>1. YES
2. NO</p> | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>3. Is the present curriculum relevant for tribal children ?</p> | <p>Girls
1. YES
2. NO</p> | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| | <p>Boys
1. YES
2. NO</p> | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>4. Do you think that the text books used by children are understood by them easily ?</p> | <p>1. YES
2. NO</p> | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>5. Do you think that a special methodology for teaching tribal children is needed ?</p> | <p>1. YES
2. NO</p> | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>6. Which language do you use to explain difficult concepts to tribal children of your class ?</p> | | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>1. Tribal language/dialect</p> | | |
| <p>2. Regional language</p> | | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>7. In your opinion the language of the text books used by tribal children should be</p> | | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>1. Regional/state language</p> | | |
| <p>2. Tribal dialect</p> | | <p><input type="checkbox"/>
<input type="checkbox"/></p> |
| <p>3. Any other, please specify</p> | | <p>_____</p> <p>_____</p> |

PART - II

INSTRUCTIONS

This part should be filled in by the INVESTIGATOR with the help of documents/records

1. During 1992-93 how many days did the school remain open ? _____

2. What was the initial enrollment in these classes (in the beginning of the current session) ?

	GIRLS	BOYS
1. CLASS I		
2. CLASS II		
3. CLASS III		
4. CLASS IV		
5. CLASS V		

3. How many children have dropped out so far (till date) ?

	GIRLS	BOYS
1. CLASS I		
2. CLASS II		
3. CLASS III		
4. CLASS IV		
5. CLASS V		

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 2. Department Of Non Formal Education & Education of SC/ST

District Primary Education Programme

Tribal Study

Instrument - IV
 (For Headmasters and Teachers)

Section - A (To be filled in by the HEADMASTER/TEACHER)

1. Which department is responsible for the supervision of your school ?
1. Department of Education
2. Department of Tribal Development
3. Both
4. Any other, please specify _____
-
2. Which agency/official supervises this school ?
1. Block Education Officer 1. YES
 2. NO
2. Village Education Committee 1. YES
 2. NO
3. District Education Officer/Inspector of school 1. YES
 2. NO
4. Deputy Director 1. YES
 2. NO
5. Any other, please specify _____
-
3. How frequently is the school supervised ?
1. Fortnightly
2. Once a month

3. Every three months

4. Once a year

5. Any other, please specify

4. Have you ever received any feedback from the supervisory agency/official?

- 1. YES
- 2. NO

5. What are the aspects which are paid attention to during supervision ?

1. Teaching methodology

- 1. YES
- 2. NO

2. Management and administration

- 1. YES
- 2. NO

3. Children's achievement

- 1. YES
- 2. NO

4. Aspects regarding incentive schemes

- 1. YES
- 2. NO

5. Co-curricular activities

- 1. YES
- 2. NO

6. Medium of Instruction

- 1. YES
- 2. NO

7. School Building

- 1. YES
- 2. NO

8. Any other, please specify

6. Do you have to fill in many questionnaires for furnishing information to higher authorities ?

- 1. YES
- 2. NO

If yes, how many during the year ?

7. Have you ever received any recognition for your work ?

- 1. YES
- 2. NO

3. If yes, please specify

.....

.....

.....

SECTION B (To be filled in by the SCHOOL HEADMASTER/TEACHER)

1. Do you think that regular supervision is an important component of our education system ? 1. YES [] 2. NO []

2. In your opinion does the present supervision system help in improving the working of the school ? 1. YES [] 2. NO []

3. Does the supervision system help the teacher improve her/his capabilities ? 1. YES [] 2. NO []

4. Does the supervision system result in better learning by the children ? 1. YES [] 2. NO []

5. What changes, if any, would you like to suggest for improving the supervision system? [] [] []

National Council Of Educational Research & Training
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District Primary Education Programme

Tribal Study

Instrument - V
 (For Pradhan/Village Head)

Section - A (To be filled in by the RESPONDENT if possible,
 otherwise by the INVESTIGATOR through oral
 questioning)

How many schemes/programmes are
 being run in your village for
 the development of tribal community ? _____

Please mention their names along
 with the name of the department
 running it ?

NAME OF THE SCHEME

NAME OF THE DEPARTMENT

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

Are there any Ashrams/Hostels providing
 residential facilities for the tribal
 children during their study ?

1. YES

2. NO

If yes, where is it located ?

- 1. In the village
- 2. At the Block headquarter
- 3. At the district headquarter

1. How many children from your village are in the Ashrams ?

Girls

Boys

Total

2. Is there any Ashram School/Residential School giving education to tribal children from your village ?

1. YES

2. NO

If yes, where is it located ?

1. In the Village

2. At the Block Headquarter

3. At the District Headquarter

3. How many children from your village are in the Ashram schools ?

Girls

Boys

Total

4. Is there any non-governmental organisation working in your village ?

1. YES

2. NO

If yes, what types of programmes are they running ?

1. Educational

1. YES

2. NO

2. Developmental

1. YES

2. NO

3. Welfare

1. YES

2. NO

4. Service

1. YES

2. NO

5. Who coordinates these programmes at the village level ?

1. Village Education Committee

2. Block Education Officer

4. How many children from your village are in the Ashrams ?

Girls _____

Boys _____

Total _____

5. Is there any Ashram School/Residential School giving education to tribal children from your village ?

1. YES

2. NO

If yes, where is it located ?

1. In the Village

2. At the Block Headquarter

3. At the District Headquarter

6. How many children from your village are in the Ashram schools ?

Girls _____

Boys _____

Total _____

7. Is there any non-governmental organisation working in your village ?

1. YES

2. NO

If yes, what types of programmes are they running ?

1. Educational

1. YES

2. NO

2. Developmental

1. YES

2. NO

3. Welfare

1. YES

2. NO

4. Service

1. YES

2. NO

8. Who coordinates these programmes at the village level ?

1. Village Education Committee

2. Block Education Officer

3. Gram Pradhan

4. Panchayat

5. Community leader/Social worker

6. Any other , please specify

9. Is there a Primary School in your village ?

- 1. YES
- 2. NO

10. If no, do the children in age group 6-14 go to a nearby school ?

- 1. YES
- 2. NO

11. If yes, how far is this school from your village ?

- 1. Less than 1 km
- 2. 1 km
- 3. More than 1 km

12. If yes, how many tribal children in the age group 6-14 , go to this school ?

- 1. Boys
- 2. Girls
- 3. Total

otherwise by the INVESTIGATOR through oral questioning)

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. Inm your opinion do you think that
allll tribal development programmes
arre giving good results ?

1. YES
2. NO

. Doo you think that greater coordination is
reerquired for these programmes ?

1. YES
2. NO

. Whhat suggestions would you like to give
fcor the improvement in the coordination
off the programmes in your area ?

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District Primary Education Programme

Tribal Study

Instrument - VI
 (For Parents)

Section - A (To be filled in by the RESPONDENT, if possible
 ----- otherwise by the INVESTIGATOR through
 oral questioning)

1. Name of the village _____
2. Name of the parent _____
3. Mother/Father _____
4. Age (in years) _____
5. Profession _____
6. Income per month _____
7. Caste :
 - 1. SC
 - 2. ST
 - 3. OBC
 - 4. OTHER
8. Mother Tongue _____
 - (Whether different from regional language ?
 - 1. YES
 - 2. NO
9. Educational Level
 - 1. Without formal education
 - 2. Primary School
 - 3. Below matric
 - 4. High School
 - 5. Higher Secondary
 - 6. Graduate
 - 7. Post Graduate
10. What is the total number of children in your family ?
 - Girls _____
 - Boys _____
 - Total _____

1. I Do all your children go to the school/NFE Centre/Balwadi/Anganwadi ?
1. YES
2. NO
2. How many children of 6-14 age are there in your family ?
-
- Do all of them go to school ?
1. YES
2. NO
- If no, do they go to non-formal centre ?
1. YES
2. NO
3. I Do you have any children in the 3-6 age group in your family ?
1. YES
2. NO
- III If yes,
1. Do they go to Anganwadi ?
1. YES
2. NO
2. Do they go to Balwadi ?
1. YES
2. NO
4. I Do you like the school system as it is operating in your area ?
1. YES
2. NO
5. I Does the school teacher come to the school regularly ?
1. YES
2. NO
6. Are your children happy with the behaviour of the teacher ?
1. YES
2. NO
7. I Does the school teacher feel concerned about the problems of the village ?
1. YES
2. NO
8. I Do you think that school timings are suitable for your children ?
1. YES
2. NO
9. I Do you participate in any function organised by the school ?
1. YES
2. NO
10. I Do you participate in the meetings organised by the school ?
1. YES
2. NO
11. Are you familiar with the activities of the school ?
1. YES
2. NO
12. What language do you speak at home ?
-

23. What language does your child speak at the school ?

24. Which language would you like to be used as a medium of instruction in your school ?

1. Regional/State language

1. YES
2. NO

2. Tribal dialect

1. YES
2. NO

3. Any other, please specify

25. Do you think that the school has brought any change in the life style of your family ?

1. YES
2. NO

If yes, kindly specify ?

SECTION B (To be filled in by the RESPONDENT if possible, otherwise by the INVESTIGATOR through oral questioning)

1. Do you want any change to be brought about in the present education system of the school ?

1. YES	
2. NO	

If yes, please specify

- 2.. Do you think that the number of teachers presently working in the school is sufficient ?

1. YES	
2. NO	

- 3.. Please state whether the textbooks used by your children are good ?

1. YES	
2. NO	

- 4.. Do your children enjoy reading their textbooks ?

1. YES	
2. NO	

- 5.. Are you familiar with the incentive schemes operating in the school system for tribal children ?

1. YES	
2. NO	

- 6.. Would you like to have any other type of scheme in addition to the present schemes ?

1. YES	
2. NO	

If yes, please specify

- 7.. Are you interested in sending your child for higher studies ?

1. YES	
2. NO	

If yes, what do you want him/her to become ?

- 8.. Do you think that the present schooling system will help your child to come up in life ?

1. YES	
2. NO	

If no, suggest how to overcome the drawbacks ?

9. If you have a choice between Primary School and Ashram School in your village which would you like your child to study in ?

1. Primary School

2. Ashram School/Residential School

Why ? Please specify.

10.. Do you think boys and girls should receive the same kind of education ?

1. YES

2. NO

If no, what difference do you want in the education of girls ? Please specify.

National Council Of Educational Research & Training
Department Of Non Formal Education & Education of SC/ST

District Primary Education Programme

Tribal Study

Instrument - VII
(For Community Leaders)

Section - A (To be filled in by the RESPONDENT if possible,
----- otherwise by the INVESTIGATOR through
oral questioning)

- . What is the total number of children in your village who are in the 6-14 age group? _____
- . How many of these children are girls? _____
- . Do all the children of 6-14 age group of your village go to school/NFE centres?

1. Yes		<input type="checkbox"/>
2. No		<input type="checkbox"/>

If no, what are the main reasons for their not going to the school?

1. Financial		<input type="checkbox"/>
		<input type="checkbox"/>
2. Household work		<input type="checkbox"/>
		<input type="checkbox"/>
3. Agricultural work		<input type="checkbox"/>
		<input type="checkbox"/>
4. Unattractive school atmosphere		<input type="checkbox"/>
		<input type="checkbox"/>
5. Child's failure in the examination		<input type="checkbox"/>
		<input type="checkbox"/>
6. Health problems		<input type="checkbox"/>
		<input type="checkbox"/>
7. Teacher's behaviour		<input type="checkbox"/>
		<input type="checkbox"/>
8. Any other, please specify		_____

- . Do you have an NFE centre in your village?

1. YES		<input type="checkbox"/>
2. NO		<input type="checkbox"/>

Have you ever been associated with any programme organised by the school ?

- 1. YES
- 2. NO

In what way have you contributed in this programme ?

Do you think that the community should have any control over the school in your village ?

- 1. YES
- 2. NO

If yes, what type of control do you perceive ?

1. Supervisory

- 1. YES
- 2. NO

2. Advisory

- 1. YES
- 2. NO

3. Participatory

- 1. YES
- 2. NO

4. Any other , please specify

Is there a VEC in your village ?

- 1. YES
- 2. NO

If yes, who are the members of the committee ? please list below.

NAME	DESIGNATION

If yes, what are the responsibilities assigned to the VEC ?

1. School building/its repair

- 1. YES
- 2. NO

- | | | |
|-----------------------------------|--------|--------------------------|
| 2. Promoting children's enrolment | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 3. Tackling teacher absenteeism | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 4. Provide physical facilities | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 5. Any other, please specify | | _____ |
| | | _____ |

- | | | |
|---|--------|--------------------------|
| 10. Is there any voluntary organisation working in your village ? | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |

Ifff yes, what type of activity does it do ?

- | | | |
|------------------------------|--------|--------------------------|
| 1. Economic Development | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 2. Social awareness | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 3. Education | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 4. Health | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 5. Social Welfare | 1. YES | <input type="checkbox"/> |
| | 2. NO | <input type="checkbox"/> |
| 6. Any other, please specify | | _____ |
| | | _____ |

Section - B (To be filled in by the RESPONDENT if possible,
 ----- otherwise by the INVESTIGATOR through
 oral questioning)

What kind of problems do you face in
 securing educational facilities
 for your village ?

1. _____

2. _____

3. _____

What kind of education would you like
 your child to receive in the school ?

In your opinion should girls get
 the same education as boys ?

1. YES 2. NO

If no, what would you like
 girls to learn ?

National Council Of Educational Research & Training
Department Of Non Formal Education & Education of SC/ST

District Primary Education Programme

Tribal Study

Instrument - VIII
(Learner's Schedule)

PART - I

Section - A (To be filled in by the INVESTIGATOR
----- through oral questioning with the help
of School/NFE centre going children)

1. Name _____

2. Father's Name _____

3. Sex 1. Male 2. Female

4. Date of Birth _____

5. How many brothers and sisters do you have?

1. Number of elder brother(s) _____

2. Number of younger brother(s) _____

3. Number of elder sisters(s) _____

4. Number of younger sisters(s) _____

6. Have any of your brother(s)/sister(s)
attended school ?

1. YES

2. NO

If yes, how many brother(s)/sister(s)

Brothers _____

Sisters _____

7. State the level of education
(of your brother(s)/sister(s))

BROTHERS

SISTERS

1. Primary

2. Upper Primary

- 3. Secondary _____
- 4. Higher Secondary _____
- 5. College _____
- 6. Others _____

7. DDDo any of your brother(s)/sister(s) go to school now ?

- 1. Brothers
 - 1. YES
 - 2. NO
- 2. Sisters
 - 1. YES
 - 2. NO

8. AAAre any of your brother(s)/sister(s) in the age group 6-14 out of school ?

- 1. YES
- 2. NO

9. Those who do not go to school what do they do ? Please specify.

10. Are you required to do household work ?

- 1. YES
- 2. NO

11. What type of work are you required to do ?

- 1. To handle younger brothers and sisters
- 2. Help mother/father in their work
- 3. Clean the house
- 4. Go to forest to bring firewood
- 5. Look after cows and other animals
- 6. Cook
- 7. Any other _____

2. AAAAre you working to earn money ?

1. YES
2. NO

Iffff yes, state where _____

3. DDDDo you go to school/NFE centre regularly ?

1. YES
2. NO

If no, the reason(s) for irregularity

1. you feel sick
2. you had to help your parents in their work
3. you had to go out of the village frequently
4. you had to look after your brothers and sisters
5. your classmates were not friendly
6. you did not like the school
7. teacher scolded you/did not help you in study
8. non availability of textbooks/exercise books
9. homework was not done
10. parents shifted to other place due to drought or excess rainfall
11. teacher teaches faster than you understand
12. teacher was not regular
13. fear of punishment from the teacher
14. any other, please specify . _____

14. Do you like your teacher/instructor ?

- 1. YES
- 2. NO

If yes, why ?

If no, why not ?

15. Do you like school/NFE Centre ?

- 1. YES
- 2. NO

If no, why not ?

- 1. School/NFE centre is not attractive
- 2. Textbooks are not available
- 3. Teachers/Instructors remain absent
- 4. Fear of corporal punishment
- 5. Class is crowdy
- 6. No individual attention is paid
- 7. Studies are too difficult
- 8. Play facility is not available

16. Do you have all the books you are supposed to have ?

- 1. YES
- 2. NO

If no, how do you prepare for your studies ?

- 1. By borrowing books
- 2. By taking teacher's/instructor's help
- 3. Any other, please specify .

VIII

17. Do you like your textbooks ?
1. YES
2. NO
18. Do you understand your texttbook ?
1. YES
2. NO

PART - II

(This part should be filled in by the INVESTIGATOR with the help of documents/records)

1. What was the percentage of attendance of this child in the school/NFE Centre during the last session ?

If the child has been absent for over 20% of the total days, kindly try to find out the reason)

PART - III

Section - A (To be filled in by the INVESTIGATOR
 ----- with the help of non-school-going
 children and drop-outs)

1. NNNName _____

2. FFFFather's Name _____

3. SSSSex 1. Male 2. Female

4. DDDDate of Birth _____

5. HHHHow many brothers and sisters do you have?

1. Number of elder brother(s) _____

2. Number of younger brother(s) _____

3. Number of elder sisters(s) _____

4. Number of younger sisters(s) _____

6. HHHHave any of your brother(s)/sister(s)
 aaaattended school ? 1. YES
 2. NO

IIIIIf yes, how many ? Brothers _____

Sisters _____

SSState the level of education
 of your brother(s)/sister(s)

	BROTHERS	SISTERS
1. Primary	_____	_____
2. Upper Primary	_____	_____
3. Secondary	_____	_____
4. Higher Secondary	_____	_____
5. College	_____	_____
6. Others	_____	_____

7. IIDo any of your brother(s)/sister(s)
 cccgo to school now ?

1. Brothers

1. YES

2. NO

2. Sisters

1. YES

2. NO

8. Are any of your brother(s)/sister(s) in the age group 6-14 out of school?

1. YES

2. NO

9. Those who do not go to school what do they do? Please specify.

10. Are you required to do household work?

1. YES

2. NO

11. What type of work are you required to do?

1. To handle younger brothers and sisters

2. Help mother/father in their work

3. Clean the house

4. Go to forest to bring firewood

5. Look after cows and other animals

6. Cook

7. Any other

12. Are you working to earn money?

1. YES

2. NO

If yes, state where

13. Did you ever attend school?

1. YES

2. NO

If yes, how long?
(answer in months)

4. IIIIf yes, why you give up school ?
GGGGive reasons.

5. WWWould you like to go back to school ?

1. YES	<input type="checkbox"/>
2. NO	<input type="checkbox"/>

IIIIf no why not ?

1. Name of the District

2. Name of the State

3. Major caste groups in the District (Put a tick mark in the relevant boxes)

1. SC

2. ST

3. OBC

4. Others

4. Major professional groups in the District

5. Population of the District

Children 6-14 age group

Year	Total			SC			ST			OBC			General			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1981																
Census																
1991																
Census																

Year	SC	ST	OBC	General	Grand Total	Over all
Year	SC	ST	OBC	General	Grand Total	Over all
Year	SC	ST	OBC	General	Grand Total	Over all
Year	SC	ST	OBC	General	Grand Total	Over all

literacy

(%)

	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1981 Census												
1991 Census												

7. Number of Primary Schools as on 31st March - every year

Year	No. of Primary Schools	No. of Middle Schools	Under Tribal Welfare Department.						Under Education Department						Total
			Primary School			Middle School			Primary School			Middle School			
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1988-89															
1989-90															
1990-91															
1991-92															
1992-93															

1. Number of Junior Primary Schools in the District in 1981-82

2. Number of Schools run by Private sector/NGOs in 1981-82

Primary School			Middle School			Grand Total
Male	Female	Total	Male	Female	Total	

3. Number of NFE Centres in the District as on 31st March every year

Year	Primary			Middle			Grand Total	Scheme wise			Grand Total				
	Male	Female	Total	Male	Female	Total		90 : 10	50 : 50	Male	Female	Total			
1988-89															
1989-90															
1990-91															
1991-92															
1992-93															

11. Number of Teachers in the District (Year wise)

Year 1981 Census	Education department up to Middle School									LDT (Lower Division Teacher)			
	SC			ST			OBC			General			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1988-89													
1989-90													
1990-91													
1991-92													
1992-93													

Year 1981 Census	Tribal Welfare Department up to Middle School LDT (Lower Division Teacher)												
	SC			ST			OBC			General			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1988-89													
1989-90													
1990-91													
1991-92													
1992-93													

Lower Division Teacher(LDT) working in Private Schools/NGOs

Year	SC			ST			OBC			General			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1988-89															
1989-90															
1990-91															
1991-92															
1992-93															

Number of NFE Instructors in the District

Year	SC			ST			OBC			General			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1988-89															
1989-90															
1990-91															
1991-92															
1992-93															

in Middle School also). Vacant, Reserved post year wise, which carried forward information from Education and Tribal Welfare department separately.

y

Year	SC Posts created			IST Posts created			Total posts carried forward
	Posts created	Posts remained vacant	Post carried for next year	Posts created	Posts remained vacant	Post carried for next year	
1988-89							
1989-90							
1990-91							
1991-92							
1992-93							

15. Number of Supervisory Staff in the District

Year	BEO			ADIS			Project Officer			Supervisor			Circle organiser (T.W.D.)			A.D. (N.F.E.)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1992-93																		

16. Post vacant as on March 1993

Year	BEO	ADIS	Project Officer	Supervisor	Circle organiser (T.W.D.)	A.D. (N.F.E.)
1992-93						

17. Various incentive schemes for children for ST communities

Name of the Schemes	(Allotment Expenditure)				
	1988-89	1989-90	1990-91	1991-92	1992-93
1. Stipend					
2. Scholarship					
3. Free books					
4. Uniforms					
5. Mid-day Meal					
6. Attendance Scholarship					
7. Any other State incentive Scheme. Specify					

18. Do you face any difficulty in selection of teachers for tribal areas ?

1. YES
2. NO

If yes, state the reasons

1. Qualified teachers are not available

1. YES
2. NO

2. Qualified lady teachers are not available

1. YES
2. NO

3. Trained teachers are not available

1. YES
2. NO

4. There are not enough teacher candidates available

1. YES
2. NO

5. They do not clear the interview

1. YES
2. NO

6. Husbands do not allow their wives to serve in tribal areas

1. YES
2. NO

7. Any other, please specify

19. Do you face any difficulty in posting of teachers in tribal areas ?

1. YES
2. NO

If yes, state reasons

1. Selected teachers do not want to go to serve in remote places

1. YES
2. NO

2. Difficulty in posting due to residential problems of
Lady teachers and ST teachers

1. YES
2. NO

3. Non availability of Medical facility

1. YES
2. NO

4. Local/political Pressure

1. YES
2. NO

5. Any other, please specify

20. Pre-service/Inservice facilities for teachers

Is there a DIET/BTI in the district ?

1. YES
2. NO

21. How many teachers were trained (Inservice Training) during 1992-93 through DIET/BTI ?

Year	Teachers ordered to attend training			Teachers actually trained		
	Male	Female	Total	Male	Female	Total
1992-93						

22. Do the children belonging to ST communities use the same teaching learning materials as used by other children?

- 1. YES
- 2. NO

If no, which agency prepared the material for ST children (use the appropriate code to answer this question)

- 1. National level organisation.
- 2. Directorate of Mass Education
- 3. Tribal Welfare Department
- 4. District Institute of Education and Training
- 5. Any other specify

23. Is there any teaching material developed by the above agency for the teachers working in the tribal areas ?

- 1. YES
- 2. NO

If no, what steps do you propose to take to improve the situation ?

24. Are you satisfied with the education and achievement of children from ST tribes in your district ?

- 1. YES
- 2. NO

If no, give suggestions for improvement ?

25. Are you satisfied with the supervision work by your staff ?

- 1. YES
- 2. NO

If no, give suggestions for improvement .

26. Is there any problem of teachers absenteeism in your district ?

- 1. YES
- 2. NO

NIEPA DC



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