

DRAFT REPORT

ON

TRIBAL STUDY

IN

TAMIL NADU

BY

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FOREWORD

I have great pleasure in presenting this document, "DRAFT REPORT" on District Primary Education Programme for Tribal Study in Tamil Nadu. In the light of the National Policy on Education, 1986, the area of Tribal Children's Education needs early intervention as a support to the Universalisation of Primary Education. On raising the achievement level of the Tribal Children in Primary Education, this project has been implemented by the National Council of Education Research and Training, New Delhi through its Department of Non-formal and Adult Education for S.C. and S.T.

I would like to thank the Government of Tamil Nadu and our Revered Director of School Education, Dr.C.Palanivelu, M.Sc.,B.T.,Ph.D., for having selected me to act as State Co-ordinator for Tribal Study. It is a great pleasure for me to thank Prof. Dr. C.J. Daswani, Head of the Department and all the faculty members of the Department of Non-formal Education and Education of S.C./S.T., N.C.E.R.T., New Delhi - 16 for providing valuable guidance and counselling for conducting the Tribal Study in Tamil Nadu.

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Assistant in bringing out this valuable "DRAFT REPORT"
on Tribal Study in Tamil Nadu.



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TAMIL NADU

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EXECUTIVE SUMMARY

Introduction:

The Department of Non-Formal Education of SC/ST of NCERT, NEW DELHI, has planned to undertake a study in education of Tribal Children under the District Primary Education Programme (DPEP) with particular reference to the tribal girl child. Out of the seven states selected, Tamil Nadu state is one and this work is entrusted with me by appointing as State Co-ordinator through G.O.No.RT/1049/dated 20.12.93 of Education/Science and Technology Department of Tamil Nadu.

This study about Tamil Nadu Tribal population will be very useful in collecting information on a various parameters of the education of tribal children in order to enhance provisions already available in Tamil Nadu State with significant tribal population in Dharmapuri and Tiruvannamalai Sambuvarayar Districts. The findings of this study, I hope, will provide significant in-puts for planning Universal Primary Education in the selected districts.

FOCUS

This study will map the present provision for Primary Education in the Tribal Areas as well as their utilisation by the receipt populations. At the same time this study will attempt to discover the attitudes of tribal parents, opinions of community leaders, teachers and tribal children, administrators of educational institutions in tribal areas as well as other community members towards the availability of educational opportunities as well as expectations from the educational system as a whole. It is 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 area.

CHAPTER I

INTRODUCTION

The constitution of India envisages the fostering of a faster pace of development for the tribals so that they can be brought upto the same level of development of the non-tribal population. The directive principles of state policy of constitution under article 46 enjoins on the state the special responsibility of promotion of the weaker sections of the people and in particular of the scheduled caste and scheduled tribe and of protecting them from social injustice and exploitation.

Special programmes for the development of tribal areas were, therefore, taken up in the early fifties and subsequently in the form of tribal development blocks. The tribal population of Tamil Nadu is 5.74 lakhs which constitutes 1.03% of the total state population. There are 36 tribal communities in Tamil Nadu. More than 90% of the tribals live in rural areas while only 9.69% live in Urban Areas. Out of the total tribal population of the state 50.8% are males and the remaining 49.2% are females. The literacy rate among the tribals is 20.45% which is 46.70% for the state as a whole.

The National Council of Educational Research and Training through the department of non-formal education and education of scheduled caste and scheduled tribe and drawing up programmes for the development of training materials for functionaries of District Primary Education Programme. To achieve this purpose, some instruments in the form of questionnaires have been prepared to get information from various sources. The field investigators are appointed to gather facts and figures from various agencies in the village or locality to have a clear picture of tribal study.

Therefore, we have taken up ^{the} following two blocks in Tamil Nadu for our tribal study.

1. Javvadu Hills in Tiruvannamalai Sambuvarayar District.
2. Pappireddi patti in Dharmapuri District.

As per 1991 census the following particulars are revealed with regard to the status of tribal people in rural and urban areas.

Name of District	Population in rural area.	S.T. Population	Population in Urban Area	S.T. Population
1. Thiruvannamalai Sambuvarayar	18,00,051	60,539	2,43,928	1,528
2. Dharmapuri	21,97,921	46,510	2,30,675	1,174

The following 20 villages have been selected for our investigation ten in Thiruvannamalai Sambuvarayar District and ten in Dharmapuri District.

- | | | |
|------------------|--|------------------------------|
| 1. Pattaraikadu | | |
| 2. Kovilur | | |
| 3. Athipattu | | |
| 4. Thopur | | |
| 5. Kalyanamandai | | THIRUVANNAMALAI SAMBUVARAYAR |
| 6. Veerappanur | | DISTRICT |
| 7. Nimmiyampattu | | |
| 8. Palamarathur | | |
| 9. Pudupattu | | |
| 10. Arasavalli | | |

11. Thamanikombai	I	
12. Mullikaddu	Y	
13. Kombur	Y	
14. Saloor	Y	
15. Pattukonampatti	Y	
16. Nadupatti	Y	DHARMAPURI DISTRICT
17. Kallathupatti	Y	
18. Ajjampatti	Y	
19. Periyamanjavadi	Y	
20. Chinnamanjavadi	I	

It is known from the data furnished above that nearly 60% of Total Tribal Population lives outside the Integrated Tribal Development Project (ITDP) areas. The development of these tribals is taken care through schemes like Primitive Tribals Development Programmes and Dispersed Tribals Development Programmes and the scheme of the Department of Adi-Dravidar and Tribal Welfare.

The following are the groups of Primitive Tribes.

- | | |
|------------|------------------|
| 1. Kotas | 4. Kurumbas |
| 2. Paniyas | 5. Irulas |
| 3. Todas | 6. Kattunaickens |

Sl. No.	Name of the District	Name of Tribal Pockets (ITDPS)	1981 Census Population Tribal.
1.	Salem	Kolli Hills	30,665
2.	Salem	Yercaud Hills	21,676
3.	Salem	Kalrayan Hills	20,665
4.	Salem	Aranuthumalai	6,604
5.	Salem	Pachamalai	6,583
6.	Thiruvannamalai Sambuvarayar	Javvadu Hills	49,962
7.	South Arcot	Kalrayan Hills	29,991
8.	Dharmapuri	Sitheri Hills	14,353
9.	Tiruchirapalli	Pachamalai	7,894
		Grand Total	<u>1,88,393</u> =====

OBJECTIVES OF TRIBAL STUDY - IN THE CONTEXT OF D.P.E.P.

The objectives of this study are as follows:

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 class room transaction.
4. Status of school enrolment and school drop - outs with special reference to factors affecting enrolment and drop outs of tribal girls.
5. Status of monitoring and evaluation of primary education including administrative structures.
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 are collected with reference to the above objectives. Focussed group discussions with parents and community members are organised as part of the field data collection.

The field work is followed by follow - on participatory workshops organised by the State Co-ordinator at selected places.

Representatives of different bodies such as UNICEF World Bank, Ministry of Human Resources Development, NCERT, SCERT and other concerned departments took part in these workshops.

CHAPTER II

Steps in setting up the Study-Selection of Districts, Blocks and Villages:

In order to undertake a study in education of tribal children under the District Primary Education Programme with particular reference to the tribal girl children in Tamil Nadu, we have selected two districts out of the seven districts in Tamil Nadu, which are identified as the main ITDP blocks. The names of the Districts are Dharmapuri District and Thiruvannamalai Sambuvarayar District. We have selected two blocks one in each district and they are Pappireddi Patti Block in Dharmapuri District and Javvadu Hills Block in Thiruvannamalai Sambuvarayar District. Again out of these two blocks, we have selected ten villages in each block, totalling twenty villages for our study and the names of the twenty villages are listed below:

Dharmapuri District

- | | |
|--------------------|---------------------|
| 1. Thamanikombai | 6. Nadupatti |
| 2. Mullikadu | 7. Kallathupatti |
| 3. Kombur | 8. Ajjampatti |
| 4. Sallur | 9. Periyamanjavadi |
| 5. Pattukonampatti | 10. Chinnamanjavadi |

Thiruvannamalai Sambuvarayar District

- | | |
|-------------------|-------------------|
| 11. Pattaraikadu | 16. Veerapanur |
| 12. Kovilur | 17. Nimmiyampattu |
| 13. Athipattu | 18. Pudupattu |
| 14. Thopur | 19. Arasavalli |
| 15. Kalyanamandal | 20. Palamarathur |

Selection of State Functionaries and Field Investigators

The Director of School Education of Tamil Nadu has recommended the name of District Educational Officer, Tiruvallur, Dr. P.N. Govindasamy, to the Secretary, Education Department and the Government of Tamil Nadu has appointed him as the State Co-ordinator to conduct this study and he is empowered with all the duties and responsibilities in this connection by issuing a special G.O.

In turn, the State Co-ordinator attended an Orientation Programme at N.C.E.R.T. Department of Non-Formal Education and Education of SC/ST at New Delhi and a well defined time schedule is charted out in detail for field work.

Selection and Training of Field Investigators:

The Department of Non-Formal Education and Education of SC/ST of N.C.E.R.T., New Delhi provided the Training Manual and Eight Instruments in English. The Eight Instruments are translated into the vernacular language and sufficient number of copies are printed and distributed to the Field Investigators with necessary instructions in order to achieve effective field work. The following table gives the number of instruments in vernacular languages and number of copies used in the field work.

Sl. No.	Name of the Instrument	No. of copies in vernacular version
1.	Instrument I (For Primary School Teachers)	100
2.	Instrument II (For Primary School Teachers)	100
3.	Instrument III (For Primary School Teachers)	100
4.	Instrument IV (For Headmasters)	20
5.	Instrument V (For Village Pradan)	20
6.	Instrument VI (For parents)	200
7.	Instrument VII (For Community Leaders)	100
8.	Instrument VIII (For Students)	400
	Total	<u>1040</u> *****

Collection of Data and Software for Analysis:

The Field Investigators spent some twenty days in the target villages, interviewing different category of people right from village Pradhan to the School Teacher and the Public and collected valuable data through various instruments and then returned to the State-Co-ordinator. The state Co-ordinator, in turn ^{went} through all the records with the help of the special Assistant and Computer Assistant. This Data Collected suitably classified and rearranged and entered into the floppy through the software dBase III + and necessary print outs are taken for final analysis of the data.

The data is analysed instrument-wise (both qualitative and quantitative aspect) and care is taken to avoid personal bias or any other factual errors.

Finally, the services of the Draft Writer is used to consolidate and compose the entire work in the present format.

CHAPTER III

Introduction

The tribal population in Tamil Nadu is 5.74 Lakhs which constitutes 1.03% of the total state population. There are 36 tribal communities in Tamil Nadu. More than 90% of the tribals live in Rural Areas while only 9.69% live in Urban areas. 50.8% of the Tribal population are males and the remaining 49.2% are females. The literacy rate among the Tribal is 20.45% while it is 46.70% for the State as a whole. The level of literacy among the tribal women is 14% and that of the tribal men is 26.70%.

Among the tribals 48.30% are main workers, 3.11% are marginal workers and 48.69% are non workers according to 1980 Agricultural Censes. There are 47955 operational holdings involving an area of 77906.93 hectares.

2. The constitution of India lays emphasis on justice to Scheduled Caste and Scheduled Tribe. To ensure social and economic justice to Scheduled Tribes, the Government of Tamil Nadu are implementing programmes since 1950. The advent of the concept of Tribal Sub Plan 1976 - 77 has given a boost to the Tribal Development. The total population of Scheduled Tribes in Tamil Nadu is generally sparse excepting the Nine Integrated Tribal Development

Programme Pockets identified for implementing the Tribal Sub Plan Programme.

Out of the total Tribal Population of 5.74 Lakhs only little more than 2.07 lakhs i.e. 40% Tribal Population is covered by the Integrated Tribal Development Programmes. More than 60% of the Tribal Population live outside the Integrated Tribal Development Project Area.

JAVVADU HILLS BLOCK IN TIRUVANNAMALAI SAMBUVARAYAR DIST.

Javvadu Hills in Tiruvannamalai Sambuvarayar District in Tamil Nadu is a quiet and clam Hill Station which provides many beautiful and panoramic views. The Javvadu Hills covers a fine forest and the extra features of the Javvadu Hills are its abundant natural growth of Sandalwood trees.

The Javvadu Hills is spread over a span of Tiruppathur, Vaniyambadi, Chengam, Polur and Vellore Taluks. The hills with their rolling downs and the quiet enchantment of flowers, trees are a feast to the eyes. Among the fauna, some species found in this area are the bison, spotted deer, wild pigs, jackal, cobra, peafowl, mina, king-fisher and other such species.

The whole area excepting an insignificant percentage is inhabited by Tribal people who claim themselves to be Vellala Gounders or 'Malayalis' (hill Dwellers). They live a very primitive life, in a small dark window-less straw hut. Hindus by religion having their own customs and social life, they earn their livelihood mostly from Agriculture and Animal Husbandry.

Government of Tamil Nadu in their order G.O.Ms.No.598 Rural Development dated 29.7.1985 have constituted new Panchayat Union with the head quarters at Jamnamarathur for the Welfare of the hill tribes of Javvadu Hills.

The area, population and other details are furnished below:-

CLIMATE, RAINFALL AND OTHER METEOROLOGICAL DATA

Area	: 2,405 Sq.K.M.
Altitude	: 2300 Ft.
Soil	: Fertile Red Clay Loam
Longitude	: 78° 35" & 79°35" East
Latitude	: 12° 24" & 12°55" North
Climate	: Max. Temp. 44.4°C in May Min. Temp. 11.7°C in Jan.
Rainfall	: 786 mm per year Avg.810 mm Normal.

South West Monsoon	: June, July, August & September
North East Monsoon	: October to December
Winter Season	: January & February
Hot Summer Season	: March to May
Natural Resources Area	: 20,067.95 Hectares
No. of Villages	: 350
No. of Panchayats	: 20

Land Use Pattern

i. Cultivation Land	: 15024.08 Hectares
ii. Forest Area	: 2719.54 Hectares
iii. Total Geographical Area	: 200069.96 Hectares

NOTE:

There is one metrological observatory to make research over the movement of stars. This observatory in KAVALUR Village is the biggest in South East Asian Countries.

The Javvadu Hills consists of 352 Villages and hamlets covering the population of 61,327. Among the tribal people 6.3 percent are literates. But in remote areas literacy rate is poor. Medical facilities are very poor. People often have to travel 20 to 30 Kms. to reach the nearest Primary Health Centre or Dispensary.

Six Non Governmental Organisations (N.G.O's) have been doing development service for scattered tribal people in different areas in Javvadu Hills.

According to all NGO's and Government Medical Officers the following diseases are common in Javvadu Hills.

Skin disease, S.T.D., T.B., Mal-Nutrition, Vitamin-A Deficiency and Aneamia.

The climate conditions are quite good except in rainy seasons during that period most places are not accessible.

The culture and customs of the tribals are entirely different from non-tribals. Javvadu Hills consists mostly of wild forest except Jannamarathur and a few small scattered villages. One tar road is crossing the hills from Alangayam to Polur.

Water Supply:

Though there are good water resources at the hills, good drinking water is scarcely available. Water resources are not fully utilised.

Villages make use of the water from the streams and un-protected ponds for all purposes. In Jannamarathur there is an overhead water tank which supplies very limited amount of water to the public. The Government

has put borewells in the interior villages.

Sanitation & Health

Due to illiteracy and ignorance, people do not give such importance to sanitation. There is no drainage or sewage system. People drink from the same ponds where animals also move. The Health condition is very poor among the tribal people due to ignorance, superstitions, illiteracy and unhygienic practices.

Economic Status

The Economic status of the people is very low. They live on agricultural products and by rearing sheep, pigs, and cows, bee keeping and sericulture. They sell these products at cheap rate and hence they are exploited by outsiders.

Education

Among Tribal People 6.3% are literates. There are two Higher Secondary Schools in Javvadu Hills including a Teacher Training School which is recently started. One is run by the Forest Department at Jannamarathur and the other one is run by a religious congregation at Athipet. Some schools upto 5th standard are run by the Forest Department. The Government is taking efforts to introduce more schools.

Spatial Distribution of Different of Types of Educational
Institutions

<u>Type of Institutions</u>	<u>Number of Schools</u>
1. Primary Schools	75
2. Middle Schools	1
3. High Schools	2
4. Higher Secondary Schools	2
Total	<u>80</u> ==

Production and Productivity

Paddy, Samai, Ragi, Groundnut, Thinal, Sugarcane etc.

Marketing Places are:

Vaniyambadi and Thiruppathur.

Horticulture Productions

1. Fruits : Mango, Banana, Guava, Lime Fruits etc.
2. Vegetables : Tomotos, Bendai, Brinjal, Chillies etc.

Marketing Location: Jannamarathur.

Animal Husbandry:

Cattle, Buffaloes, Pig, Sheep, Goats & Poultry.

Veterinary services in natural as well as artificial
insemination facilities are available in Jannamarathur.

Sericulture:

Sericulture and other types of silk production are provided by the sericulture Department.

Marketing and Processing facilities are available at Vaniyambadi Government Marketing Committee.

Forestry Production:

Sandal Wood : Forest Department collects and sells through its organisations.

Tamarind : Collection through the Lamp Co-op. Society at Jananamarathur.

Naval : " "

Pungan : " "

Wood Apple : " "

Nelli : " "

Groundnut : " "

Industries:

Cottage Industries only available.

Bee-keeping Society is at Jannamarathur.

Transportation Facilities:

Length of Roads : 640.90 Km.

Government owned transport facilities are available.

Banks and other Financial Institutions including Co-op. Societies:

- | | |
|----------------------------|--|
| 1. Name of Bank | : Indian Bank at Jamnamarathur |
| 2. No. of Co-op. Societies | : 1. LAMP Society at Jamnamarathur.
2. LAMP Society at Pudurnadu. |

Electrification

All Villages are electrified.

Postal Communication

Postal Service facilities are available in all villages.

Special Facilities

These include Health and Medical facilities, Education, Drinking Water facilities and Sanitation.

1. Government Dispensaries.
2. Other Medical Institutions - Leprosy Control Unit
3. Maternity and Child Welfare Centres.

PAPPIREDDIPATTI BLOCK IN DHARMAPURI DISTRICT

Pappireddipatti Block in Dharmapuri District is nearly 50 K.M. away from Dharmapuri Township where Tribal population is more. Though this Block is not hilly area, roughly 50% of the land area is covered by forest and the rest cultivating lands.

There are 19 Panchayat Unions and 2 Town Panchayat Unions in this Block.

Climate, Rainfall of this area:

Total Area : 137 Sq.Kms.

Cultivation Land area : 21,415 Hectares

Forest Area : 20,346 Hectares

Rainfall is maximum of 179 mm between July to September.

Summer : March to May (very hot)

Winter : October and November.

Water Supply

Though the area is very dry and no natural water resources available, the main water supply to the nearby 123 villages of this Block is only through hand pumps numbering 225 and 56 motor pumps are the main sources of water supply. There are more than 269 wells in this area and the water from these wells are used for both domestic and agricultural

purpose and there are more than 30 over-head tanks supplying drinking water.

Sanitation and Health:

This Government has taken sufficient steps to provide the basic amenities to the villages and especially to the Tribal population. There are more than four Government Dispansaries and Ten Primary Health Centres. Under the Central Government's Scheme more than 615 Public Toilets are constructed to the tune of Rs.7.35 Lakhs.

Economic Status

The Economic Status of the people is generally low and their main income is through the agricultural products and the products of Forest Area. The average income of any family in this Block is very much below compared to that of a family residing nearby Dharmapuri Township.

Animal Husbandry and Agriculture:

There are more than 28 Milk Co-operative Societies functioning in this block. Since most of the families rear cattles and the income from this source as the main income. There are three veterinary clinics and veterinary hospitals are at the service of the Tribal Population of this area. There are 11 agricultural co-operative societies giving loan for small scale tribal farmers/for agri-

cultural co-operative society which purchases and markets the agricultural produce from them.

Transportation Facilities:

The following table gives the details of the roads connecting different villages based on population to the main roads:

Distribution of roads based on population of the Villages

<u>Sl. No.</u>	<u>Population</u>	<u>No. of Roads</u>
1.	Below 2500	3
2.	Below 2000	3
3.	Below 1500	1
4.	Below 1000	13
5.	Below 500	1

Spatial Distribution of Schools and Pupils Strengths:

<u>Sl. No.</u>	<u>Type</u>	<u>No. of Schools</u>	<u>Pupils</u>		<u>Total Strgth</u>
			<u>Boys</u>	<u>Girls</u>	
1.	Primary School	55	5788	5196	10,984
2.	Middle School	2	456	369	825
3.	High School	7	1698	981	2,679
4.	Hr. Sec. School	5	3594	1668	5,172
5.	Total	69	11536	8214	19,660
		==	=====	====	=====

CHAPTER - IV

INSTRUMENT-WISE ANALYSIS OF DATA

BOTH QUANTITATIVE AND QUALITATIVE

INSTRUMENT-I

(For Primary School Teachers)

Table No.1 - Teacher's Personal Data

Max. Frequency 100

Sl. No.	Particulars	Male	Female	Age Group			Marital Status	
				Below 25 Yrs.	25 to 50 Yrs.	Above 50 Mrs.	Married	Unmarried
1.	No. of Teachers	64	36	19	64	17	77	23
2.	Percentage	64%	36%	19%	64%	17%	77%	23%

Table No.2

Max. Frequency 100

Sl. No.	Educational Qualifications	No. of Teachers	Percentage
1.	Below Metric	02	02%
2.	High School	57	57%
3.	Higher Secondary	29	29%
4.	Graduate	07	07%
5.	Post-Graduate	05	05%

Table No.3Max. Frequency 100

Sl.No.	Type of Training	No.of Teachers	Percentage
1.	Pre-Service	97	97%
2.	In-Service	3	3%
3.	Mostly Provided In-Service by DIET	30/40	75%

Table No.4

Sl.No.	Type of School	No.of Schools	Percentage
1.	Single Teacher	13%	13%
2.	Two Teachers	24%	24%
3.	More than two teachers	63%	63%

INSTRUMENT-I

Part A

Comments:

Table No.1 indicates that the teaching staff male-female ratio is 2:1. Though the Government's Educational Policy on Primary Education emphasises 100% employment of women in this sector, the fact indicates that the socio-economic and other demographic conditions such as poor transport, insanitary conditions, social taboos and other such domestic problems prohibit the women teachers to work in the Tribal Area.

Suggestions:

The defects may be objectively looked into in collaboration with local bodies and by offering enhanced incentives, more number of women teachers can be inducted into service.

Table No.1 also gives clear-cut signal about the age group of the teachers employed in the Tribal area. Most predominant age group of teachers working in the Tribal Area is between 25 to 50 years and they constitute two thirds of the total strength. Teachers below 25 years may not be willing to work since they may not be able to cope up with such tough working climate, whereas the teachers above 50 years may not prefer to work since they may not be able to go through the hardships.

Solution:

In order to attract both the young and the energetic age group as well as experienced senior age group, the local bodies may provide suitable amenities such as recreation, health care and attractive allowances.

Table No.1 also throws light on the life condition of the teaching staff in the Tribal area. Nearly 77% of them lead married life and only a small 23% are unmarried. It may be the reason in that small places where the minimum basic amenities are scarce, only the family life can make the teaching staff to lead the life self-sustained.

Note:

In this instrument, no provision is made to know the size of the family of each teaching staff. It may be interesting if a separate study is conducted to elicit the information whether they adopt family planning procedures or not.

Table No.2

This table gives an idea about the qualifications of the teachers working in the Tribal Area. It gives an interesting information that the core group is mainly teachers with matric and post-matric qualifications constituting nearly 86%. That means most of them may find their work easy and there may be no question of lack of interest due to under qualification and over qualification.

Solution

It is equally important to note that the teachers with Graduate and Post-Graduate qualifications constitute nearly 10% and they may be suitably utilised as the leading group entrusted with the work of arranging periodic get together at the Block level where there may positive exchange of ideas and discussion about the daily problems.

which is mandatory for any primary educational system to work good. Single teacher schools are only very few and they too can be converted in the days to come.

Suggestions

Since most of the schools are provided with more than two teachers, it may be possible to organise and conduct various short and long term refreshing programmes for the teachers without affecting routine school work.

Part B

The Qualitative Part of the Instrument I gives the clear picture of the problems that the teacher faces in the class-room teaching. The most repeated remark is poverty, illiteracy of parents and employing their wards for domestic work and other such factors mainly affect the children which may in turn lead to regression or drop-outs - particularly Girls are prohibited from primary education mainly for the above said considerations.

solution

It is suggested that the Government may constantly propagate through powerful media its sincere efforts towards the Tribal Education. Voluntary organisations may play effective role in this connection in collaboration with public sector undertakings, such as banks, and education

which is mandatory for any primary educational system to work good. Single teacher schools are only very few and they too can be converted in the days to come.

Suggestions

Since most of the schools are provided with more than two teachers, it may be possible to organise and conduct various short and long term refreshing programmes for the teachers without affecting routine school work.

Part B

The Qualitative Part of the Instrument I gives the clear picture of the problems that the teacher faces in the class-room teaching. The most repeated remark is poverty, illiteracy of parents and employing their wards for domestic work and other such factors mainly affect the children which may in turn lead to regression or drop-outs - particularly Girls are prohibited from primary education mainly for the above said considerations.

solution

It is suggested that the Government may constantly propagate through powerful media its sincere efforts towards the Tribal Education. Voluntary organisations may play effective role in this connection in collaboration with public sector undertakings, such as banks, and education

department may do its yeoman service through various agencies such as D.I.E.T., S.C.E.R.T., N.C.E.R.T., etc.

INSTRUMENT-II
(For Primary School Teachers)

Part I Data

Table No.1 Distribution of Schools

Max.Frequency 28

Sl.No.	Type	Total No.	Percentage
1.	Primary Schools	19	68%
2.	Middle schools	04	14%
3.	High schools	03	11%
4.	Higher Secondary schools	02	07%

Table No.2

Max.Frequency 20

Sl.No.	Type	Total No.	Percentage
1.	Non-formal Education Centres	05	25%
2.	Adult Education Centres	03	15%
3.	Balwadi	12	60%

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Table No.3 Attendance of Children

Sl.No.	Type	Percentage
1.	Students attending regularly	83%
2.	Students attending irregularly	17%

Table No.4 Indicating the type of teachers working in Tribal Area

Sl.No.	Type	No.of Teachers	Percentage
1.	No. of Teachers belonging to S.T.	13	13%
2.	No. of Teachers belonging to Other Community	83	87%

Table No.5 indicates the Blockboard facilities available

Sl.No.	Type	No.of Schools	Percentage
1.	Schools with Blockboard facilities	70	70%
2.	Schools without Blockboard facilities	30	30%

Various facilities available for school going Tribal Children

i)	Free Text Books	:	99%
ii)	Free Uniforms	:	84%
iii)	Free Meals	:	56%
iv)	Free Footwear	:	69%

INSTRUMENT No.II

Part A

Comments

Table No.1 indicates the distribution of schools from Primary to Higher Secondary level. There are 68% of primary schools in the target area whereas High Schools and Higher Secondary schools constitute only 18% which implies there is no demand for more number of high schools or higher secondary schools. This may be due to the larger number of drop-outs and less number of enrolment at primary level.

Table No.2 indicates the distribution of non-formal agencies such as NFE centres, Adult Education Centres^{and} Balwadi.

Again here there is only 25% of NFE centres which is to cater to the large number of drop outs. Similarly only a few number of Adult Education Centres have to serve

the illiterate tribal populations who are mostly the first generation learners or non-starters.

Table No.3 gives the attendance of children in the tribal area. Nearly 83% of the students attend the school regularly which shows that the students have keen interest towards schooling.

Table No.4 indicates the type of teachers working in Tribal areas. Only 13% of the teachers are belonging to S.T. Community and the rest belonging to non-tribal community. Therefore it may be noted here that whether the teachers belonging to non-tribal community prefer to work in the tribal area. Otherwise they should be given suitable orientation and motivation so that they can discharge their duty effectively.

Table No.5 indicates that nearly 70% of the schools are provided with Block-Board facilities and the remaining 30% of the schools may also be provided block-boards in the near future. The District Authority may look into this aspect and rectify the defect. The various facilities available for school going children such as free text books, free uniforms, free meals, and free foot wear reach the beneficiaries effectively.

Suggestions

The District Authorities may provide a hundred percent assistance to primary schools such as block-boards, teaching aids and make the school more attractive towards the tribal children. The Non-formal Education Centres and Adult Education Centres also be increased to follow up closely the problem of drop-outs and illiterate tribal people. The Department of Education may select and appoint more number of teacher-trainees belonging to the tribal community. This may help in motivating both parents and children towards school.

INSTRUMENT-II

Part-B

Table No.1 Indicates the percentage of Tribal people with respect to Tribal Population

Sl. No.	Total Population (Tribal&Non-Tribal)	Number	Tribal Population only	% of Tribal People among total Popul-ation	% among Tribal only
1.	Males	8243	4937	60%	53%
2.	Females	7624	4383	58%	47%
3.	Total	15867	9320	59%	100%

Table No.2 Indicates the Percentage of Literacy Rate of Tribal People

Sl. No.	Type	Total No. of Tribal Population	Total No. of Tribal literates	% of Literacy of Tribal total popula-tion	% of literacy among Tribal only
1.	Males	4937	1634	33%	58%
2.	Females	4383	1172	27%	42%
3.	Total	9320	2806	30%	100%

Table No.3 Indicates the percentage of Illiterate Tribal Parents

Sl. No.	Type	Total No. of Tribal Parents	Total No. of Illiterate Parents	% of Illiterate Parents
1.	Males	4937	3303	67%
2.	Females	4383	3211	73%
3.	Total	9320	6514	70%

Table No.4 Indicates the percentage of Tribal Children and Percentage of Literacy Rate

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Sl. No.	Type	Total No. of Children	Total No. of Tribal Children	% of Tribal Children	Literacy Figure of Tribal Children	% of Literacy of Tribal Children	% of Literacy Rate among Tribal Literate Children
1.	Boys in the age group of 6-14 years	2095	1444	69%	1131	78%	58%
2.	Girls in the age group of 6-14 years	1658	1097	66%	832	76%	42%
3.	Total	3753	2541	68%	1963	77%	100%

Table No.5 Indicates percentage of Tribal Children attending School & NFE Centres:

Sl. No.	Type	Total No.of Tribal Children	Total No.of Children attending Primary School	Percentage of Children attend the School	Children attending NFE Centre	
					No.	%
1.	Boys in the age group of 6-14 Yrs	1444	985	68%	067	05%
2.	Girls in the age group of 6-14 Yrs.	1097	723	66%	066	06%
3.	Total	2541	1708	67%	133	5.2%

Table No.6 Indicates the percentage illiterate Tribal Children of 6-14 Yrs age Group

Sl. No.	Type	Total No.of Tribal Children	Illiterated Tribal Children	
			No.	Percentage
1.	Boys in the age group of 6-14 years	1444	392	27%
2.	Girls in the age group of 6-14 years	1097	308	28%
3.	Total	2541	700	27.5%

INSTRUMENT - II

PART B

Comments

Table No.1 gives the percentage of Tribal Population with respect to the over-all population of target villages under study. Nearly 59% of the population belongs to Tribal Community. Out of this nearly 53% are males and 47% are Females which in turn indicates that the percentage of male population over the female population is always more.

Table No.2 - The overall literacy rate of Tribal Population is only 30% and again among this literate people nearly 58% are literate males and 42% are literate females. That is to say that the percentage of literacy rate of female is less than that of male. On the other hand Table No.3 gives the percentage of illiterate tribal community. Nearly 70% of the tribal people are illiterate and the percentage of illiterate male and female are 67% and 73% respectively with respect to the total number of illiterate parents.

Table No.4 - The close analysis of this table throws more light on the literacy rate in percentage of tribal children in the age group of 6-14 years. Out of the total number of children in the target area nearly 68% are tribal children. The percentage of literacy rate of tribal boys is 58% and that of girls is 42%.

Table No.5 - It indicates the percentage of school going children and the percentage of drop-outs attending the NFE Centres. Out of these total tribal children nearly 67% attend the primary schools and only a small 5.2% of them attend the NFE Centres.

Table No.6 - along with Table No.5 gives us the non-enrolled tribal children in the age group of 6-14 years who neither go to school nor attend the NFE Centre.

Suggestions:

The careful analysis of the data obtained from this instrument gives the marked difference between the attitude of male and female tribal population towards education. At the stage of enrolment itself the chances of Girls enrolment is restricted due to different factors such as the parent's unwillingness, employment of Girls for domestic work and other daily routine such as collecting fire woods, baby-sitting and cooking. Similarly there is a large scale of discouragement^{among} tribal ladies from attending the NFE Centre due to the same reasons mentioned above. Therefore the District Authority should design and implement suitable action programme incorporating more incentives for those girls attending school and for ladies attending NFE Centres.

The non-enrolled tribal children in the age group of 6-14 years constitute nearly 30%. This core group is employed by the society mainly as child labour and for domestic work. The District authority should have an eye on this young children and drive them atleast to NFE Centre in order to achieve 100% literacy in the tribal community.

INSTRUMENT - III

For Primary Schools Teacher/NFE Instructors/Supervisors

Part A

Data:

Table No.1 - indicates the availability of teaching aids:-

Sl. No.	Type	No.	Percentage
1.	No.of Teachers who have teaching aids	61	61%
2.	No.of Teachers who do not have Teaching aids	39	39%

Table No.2 - indicates the suitability of the syllabus for the Tribal pupils

Sl. No.	Type	No.	Percentage
1.	No.of Teachers who agree with the present syllabus	92	92%
2.	No.of Teachers who do not agree with the present syllabus	08	08%

Table No.3 - indicates the participation of Teachers in Community Activity

Sl. No.	Type	No.	Percentage
1.	Teachers who participate in community activities	30	30%
2.	Teachers who do not participate in community activities	70	70%

Table No.4 - indicates the suitability of the syllabus with reference to Girls

Sl. No.	Type	No.	Percentage
1.	Teachers who agree with syllabus in respect of Girls' Education	83	83%
2.	Teachers who disagree with the syllabus in respect of Girls' Education	17	17%

Other Data

Teachers who prefer to teach in Regional Language:	100%
Usefulness of Text Books in the Context of Tribal Children	79%

Comments

Table No.1 indicates that nearly 61% of the schools are provided with teaching aids to facilitate the teaching learning activities more effective.

Table No.2 indicates that 92% of the Teachers find that the present syllabus available is suitable to the Tribal Children.

Table No.3 indicates that only 30% of the teachers take part in the local community activities and 70% of them do not have access with the tribal community. This is an important aspect that should be looked into by the District Authorities. It is the teachers who can motivate and transform the first generation learners easily to make them realise the importance of Primary Education.

Table No.4 - This table indicates clearly a message that is striking=83% of the Teachers' opinion is that the present syllabus suits well with reference to Girls Education and their over-all development. The important point to be noted here is that the teachers find no justification for gender-bias or differentiation at Primary level.

Suggestions:

In order to achieve 100% Primary Education among the Tribal Population, the Department should provide each school with necessary teaching aids. Though the majority of the teachers agree with the present frame work of syllabus construction and text books, care should be taken in giving the same in more colourful and attractive caption.

The analysis of the data provided through this instrument reveals that the participation of teachers in the community activities is limited and only 30% of the teachers maintain good report with the Tribal people. This aspect should be given due attention. The District Authorities should arrange for suitable meetings for the teachers and the parents and ensure that there is a cordial relationship exist between them. Otherwise the very aim of the universalisation of Primary Education will suffer at the implementation stage.

INSTRUMENT - III

Part B

Data:

Table No.1 indicates the number of Children enrolled in the Primary School.

Sl. No.	Type	No.	Percentage
1.	Boys	1553	60%
2.	Girls	1045	40%
	Total	2598	

Table No.2 indicates the number of drop-outs during the given academic year

Sl. No.	Type	No.	Percentage
1.	Boys	127	66%
2.	Girls	066	34%

Table No.3 indicates the over-all percentage of drop-outs with respect to enrolment

Sl. No.	Type	Total	Percentage
1.	No. of Children Enrolled	2598	-
2.	No. of drop-outs	193	7%
3.	No. of children attended	2405	93%

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INSTRUMENT - III

Part B

Comments:

Table No.1 indicates the number of boys and girls enrolled in the primary school. Out of the target population 60% are boys and only 40% are girls which implies that the parents give the first preference to male child than female child. This is a point that should be considered carefully because the entire study is based on the female child and its schooling programme. The main reason for less percentage of school going girls is due to the tribal community^{which} may have its own reservation against the female child. Apart from that the centuries old customs and conventions prevailing among tribal community and other such social taboos which prevent the female child to go out of the social taboos which prevent the female child to go out of the home for schooling. Hence the District Authorities should convince the parents of such Tribal Girls about the importance of Education to their children and that should be made understood. The rate of return to the family had their female children got good education.

Table No.2 again indicates that the drop-outs of the children under the target group. The close analysis of the tables 1 & 2 reveal an interesting information to the

investigator. More the boys enrolled, more the boys drop-outs. But lesser girls enrolled, less girls drop-outs. This is to give clear cut signal to the authorities the extent of the girls affinity towards schooling contrast to the boys. Though the parents prefer boys to pursue primary education, the boys may not have the same intensity of commitment towards schooling. Hence there is a large number of drop-outs among boys. On the other hand though less number of girls are enrolled the girls make use of the opportunity to the maximum extent. And therefore lessor number of drop-outs exist among girl students.

Table No.3 gives the overall picture of the data collected through this instrument. The striking point that is to be noted here that the overall percentage of drop-outs of the tribal children with respect to their total enrollment strength is only 7%. This is indeed remarkable because even the percentage of drop-outs among the non-tribal children are more than that. Hence it can be shown that that tribal children have good orientation towards primary education through various schemes introduced by the State Government through the Department of Education and other such agencies like Non-Formal Centres (NFE), Department of Tribal Welfare and DPEP.

Suggestions:

The District Authorities should make use of the positive trend among the School going Children and they should enhance the same by introducing more intensive and incentive programme in order to achieve 100% success of the DPEP Programme in the ITDP Block.

INSTRUMENT - IV

(for Headmaster and Teachers)

Table No.1 - No.of Schools Covered: 20

Sl. No.	Type of Department	No.of Schools	Percentage
1.	Department of Education	16	80%
2.	Department of Tribal Development	02	10%
3.	Both	01	05%
4.	Others	01	05%

Table No.2 - Period of supervision - Max.frequency 80

Sl. No.	Type of Supervision	No.of Times	Percentage
1.	Fortnightly	32	40%
2.	Once in a month	47	59%
3.	Once in a three months	01	01%
4.	Once in a year	--	--

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Table No.3 - Feed Back from Supervisory Authority

Sl. No.	Type of Teachers	No.of Teachers	Percentage
1.	Teachers who received the Feed Back	17	85%
2.	Teachers who did not receive Feed Back	3	15%

Table No.4 - Appreciation of Teacher's Work

Sl. No.	Category of Teachers	No.of Teachers	Percentage
1.	No.of Teachers who received appreciation	02	10%
2.	No. of Teachers whose work are not appreciated	18	90%

INSTRUMENT-IV

Part A: Comments

Table No.1

This table indicates the type of management under which the Primary Schools are governed. The survey indicates that the Department of Education covers around 80% of the Primary Schools in the Tribal area and 10% of the Schools are under the direct control of the Tribal Welfare Department and 5% of the Schools are under the control of both and the rest is under the control of Forest Department.

Table No.2

This table indicates that the schools are under the constant supervision of the authorities. Most of the inspections are fortnightly and once in a month.

Table No.3

This table indicates that the teachers are provided with the Feed back from the inspecting authorities. But the figures indicate that only 85% of them get the feed back and other 15% do not get the feed back.

Table No.4

This table indicates that the Inspecting Authorities should appreciate and acknowledge the teachers for their work periodically. But the fact reveals that hardly 10% of the

teachers are given due appreciation. This aspect should be looked into for future reference.

Suggestion

The data displayed in the above tables indicate that the Department of Education plays major role in promoting Primary Education Programme for Tribal Area effectively. But the feed back from the higher authorities to the teachers should be provided 100% for effective implementation. As the data collected through this instrument reveals that the supervising authorities should not only inspect the routine work but also pay more attention to identify the individual talents among the teachers and rewarded suitably.

Part B

The careful analysis of the Data collected through this instrument points that almost all the teachers prefer the subject themselves for inspection willingly and they want to improve their performance objectively. The inspection should not only be content with the material aspects of the school work but also they want suggestions and solutions with regard to other grey areas in the context of school and society.

suggestion

In this connection, it is interesting to note that no teacher is against supervision of their work. On the other hand, they should be allowed to articulate in a more fitting manner to bring out their inner talents to the fore and as a result both the students and the parents derive more benefits from them. Teachers should be encouraged to engage themselves in extra curricular activities such as Dance, Drama and other such fine arts and they may be entrusted with the work of preserving the traditional cultural values of folk dances and other fine arts of the Tribal people.

INSTRUMENT - V
(For Village Pradan)

Table No.1 - School going Children in the age group 6-14 years

Max.
Frequency: 600

Sl.No.	Type	Total No.	Percentage
1.	Boys	345	58%
2.	Girls	255	42%

Table No.2 - Usefulness of various Welfare Schemes.

Sl.No.	Type	Number	Percentage
1.	No. of Village Heads who approve the Schemes.	09	45%
2.	No. of Village Heads who disagree with the Schemes	11	55%

Table No.3 - Village Heads Co-operation in extending the Welfare Measures

Sl.No.	Type	Number	Percentage
1.	No.of Village Heads ready to co-operate	18	90%
2.	No.of Village Heads who are reluctant	02	10%

INSTRUMENT No.V

Data

1. Total number of villages covered	: 20
2. Total number of Village Heads interviewed	: 20
3. No. of Primary Schools available	: 20
4. No. of Villages in which Non-Governmental organisations serving the Tribal Community	7
5. Number of residential schools available	: 6
6. No. of Students studying in residential schools.	200

Comments

1. The data analysis through this instrument indicates that each village is in need of non-governmental organisations and the village heads are ready to co-operate with such agencies in implementing various welfare measures whole heartedly.
2. Table No.1 indicates that the ratio of school going boys and girls is roughly 2:1 which means girls' education is to be given importance by the authorities. Here the NGO's (Non-Governmental Organisation) can play the vital role in interacting with the tribal people and promote girls' education to a larger extent.
3. Table No.2 along with Table No.3 indicates that though the Government plans and executes various schemes, only 50% of the efforts/benefits reach the actual beneficiaries.

Suggestions:

The Tribal Welfare Department in Collaboration with the NGO's may device a built-in mechanism at the village level to oversee the various welfare schemes executed and also to promote the awareness among the Tribal People to get rid of the various beliefs, faiths and social taboos that prevent them from switching over to the mainstream.

I N S T R U M E N T V I

(FOR PARENTS)

Table No. 1 Educational Qualifications of Parents

Sl.No.	Type of Parents	Number	Percentage
1.	Parents with no formal education	170	85%
2.	Parents with Primary Level Education	23	12%
3.	Parents Below Matric	07	03%

Table No.2 Total Number of Children of the Parents (Target Group)

Sl.No.	Type of Children	Number	Percentage
1.	Number of Boys	168	60%
2.	Number of Girls	114	40%
3.	Total	282	-

Table No.3 Number of Parents who send their Children to School

Sl.No.	Type of Parents	Numbers.	Percentage
1.	Parents who send their children to school	87	44%
2.	Parents who do not send their children to Schools	113	56%

Table No.4 Percentage of Boys and Girls attending School

Sl.No.	Type	Total Number	Number of Pupil going to School	Percentage
1.	Boys	250	110	44%
2.	Girls	190	084	44%

I N S T R U M E N T - V I

(FOR PARENTS)

COMMENTS:

D A T A

1. Total No. of Parents Interviewed : 200
2. Age group of Parents (i) Ranges from 23 years to 50 years
(ii) Predominant age group between 25 to 35 years constitutes 90% of the Target Group.
3. Occupation : Mostly agriculture Coolies and Domestic Servants.
4. Monthly Income : (i) Ranges from a minimum of Rs.75/- to the maximum of Rs.1000/-
(ii) Predominant income group is Rs.200 to Rs.500/- only constitutes 90% of the Target Group.
5. Mother Tanguage : T A M I L
6. Educational Qualification of the Parents : Details Displayed in Table No.1
- 6.a. Percentage of Boys And Girls attending School:
Details Displayed in Table No.4

Note:- The percentage of children attending school with reference to the total number of children in the Target Group is given below:

Boys attending School	: 25%
Girls attending School	: 19%

- | | |
|---|-------|
| 7. Attendance of Teachers | : 88% |
| 8. Cordial relationship between teacher and children | : 87% |
| 9. Participation of Teachers in Village problems | : 27% |
| 10. Parents who want a change of curriculum for their children | : 67% |
| 11. Participation of parents in School Meetings | : 09% |
| 12. Parents whose opinion is that teachers strength is inadequate | : 25% |
| 13. Parents who find that the Children are happy with the present text books | : 97% |
| 14. Parents who know about the various Welfare Programmes for the Tribal Children | : 30% |
| 15. Parents who want their children to pursue higher studies | : 90% |
| 16. Parents who want more assistance along with the present system | : 65% |
| 17. Parents who want to send their children to Primary Schools | : 15% |
| 18. Parents who want to send their children to Residential Schools | : 85% |

19. Parents who want to have the same : 93%
treatment for both boys and girls
in Schools
20. Overall opinion of the Parents : G O O D
regarding School

COMMENTS:

The close analysis of the data collected through this instrument indicates the general idea about the parents of tribal children and their awareness about the importance of the Tribal children's Education. 12% of the Tribal Parents have Primary Level Education which in turn indicates the fact that the Primary Education System does not work well in the tribal area. But they could not pursue further due to so many factors such as poverty, lack of transport, illiteracy etc.

Table No.2 indicates that out of the Tribal Children 57% are boys and 43% are girls.

Table No.3 indicates that only 44% of the parents send their children to school and 56% do not.

Table No.4 indicates in the light of table 2 and 3 a clear indication that the percentage of boys and girls attending the school are 25% and 19% respectively. That is to say that only 44% of the

children are given primary education and 56% of the Tribal Children are deprived of their opportunity. The main reasons for this dismal state are poverty, illiteracy, inadequate transport facility, lack of residential schools etc., It is interesting to note that at least 85% of the parents want their children to send them to Residential Schools to get better education. It is also indicated that only 80% of the parents are aware of the various welfare programmes of the Government. It is indeed a salient point to note that though the parents are not belonging to educational - elite group, 90% of them feel that their children should pursue higher education and get into different walks of life. Above all, the overall opinion of the parents about the school is good and mutual interaction between the Teachers and Parents is limited to a very low level of only 9%.

SUGGESSTION:

The government's earnest step towards the universalisation of Primary Education to Tribal Children should reach the parents through suitable instruments such as Radio, Television and through the Non - Governmental Organisations (NGO'S).

There should be an increased quantum of help to the parents so that they can send their children for school instead of exploiting them for domestic work in order to get their family income.

The Department of Tribal Welfare should start more number of Residential Schools offering education from Primary to Higher Secondary level at free of cost.

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INSTRUMENT - VII

(For Community Leaders)

Table No.1 - No.of Children in the age group of 6-14 years.

Sl.No.	Type	Number	Percentage
1.	Number of Boys	7730	54%
2.	Number of Girls	6510	46%
3.	Total	<u>14240</u>	--

Table No.2 - Non-Formal Education Centre

Sl.No.	Type	Number	Percentage
1.	Number of Villages with N.F.E. Centre	17	17%
2.	No.of Villages without N.F.E. Centre	83	83%

Table No.3 - Educational Frame Work for Boys and Girls

Sl.No.	Type of Education	Number	Percentage
1.	Common Education Programme for both Boys & Girls	88	88%
2.	Separate Education Programme for Girls	12	12%

INSTRUMENT-VII

Comments:

1. Out of the total population of children in the age group of 6-14 years nearly 54% are boys and 46% girls. The Data available from the Table No.1 indicates something unusual about the survival of the girl children. In any given circumstances the accepted ratio is normally 50:50, unless or otherwise a peculiar factor that may govern the Tribal Background.
2. Table No.2 indicates that non-formal education centres are available only less than 17% of the villages and 83% Villages are left out.
3. Table No.3 indicates that nearly 85% of the community leaders prefer a common education programme for both boys and girls at the Primary Level which is really a positive attitude of the community towards the girls' education.

Suggestion

Table No.1 indicates an abnormal ratio of boys and girls in the age group of 6-14 years. There may be a possibility due to the false belief that girl children become liability to the family and this in term may control the Tribal people to have girl children. It is suggested that there may be separate study in this regard.

The non-formal education centres should be opened in each village and they may be entrusted with the task of promoting girls' education.

I N S T R U M E N T - V I I I

(For School Students)

D A T A

Table No.1 Indicates Number of Pupils who do domestic work at home.

Sl.No.	Type	Number of Pupils	Percentage
1.	No.of Pupils who do domestic work at Home	192	80%
2.	No.of Pupils who spent the spare time for study activity	48	20%

Table No.2 Indicates the regular attendance of the Pupils to School/NFE Centre

Sl.No.	Type	Number of Pupils	Percentage
1.	Number of Pupils who attend the School/ NFE Centre regularly	227	95%
2.	Number of Pupils who could not attend the School/NFE Centre regularly	13	05%

Table No.3 Indicates the Number of Children who like their teacher most

Sl.No.	Type	Number of Pupils	Percentage
1.	Children who like their teacher	234	98%
2.	Children who dislike their teacher	06	02%

Table No.4 Indicates the number of students who have all the text books

Sl.No.	Type	Number of Pupils	Percentage
1.	Children who have all the text books	227	95%
2.	Children who do not have the text books	13	05%

Table No.5 Indicates the number of students who understand text books

Sl.No.	Type	Number of Pupils	Percentage
1.	Children who understand their text books	201	84%
2.	Children who do not understand their text books	39	16%

COMMENTS:-

Table No.1 indicates that 80% of the school going children are doing domestic work at their house and only 20% are left free to do their home work freely. The children are mostly utilised by their parents for various works like cleaning, washing, cooking and to collect fire-wood etc. This type of extra work-load of this young children affect their study.

Table No.2 indicates that the attendance of the school going children is regular and nearly 93% of them attend the school regularly. Inspite of their extra work, the children attend the school regularly which clearly indicates how much interest the children show in their study activities.

Table No.3 indicates that nearly 98% of the school going children like their teachers most which is a welcome message for the Department. The good rapport between the teachers and students will enhance the propsects of the Primary Education Programme.

Table No.4 indicates that nearly 95% of the school children are provided with text-books by the Government of Tamil Nadu through its scheme of supplying free books. This is indeed an achievement for the Department of Education.

Table No.5 indicates that nearly 84% of the Primary School children read and understand their text books which is due to the sincere efforts of the Tamil Nadu text book society owned by Government of Tamil Nadu.

SUGGESTION:-

The overall opinion one can arrive at through a close analysis of the Data collected through the Instrument is that the school going children like the school climate very much. They like their text books and teachers alike and indeed they find some sort of relaxation when they are actually away from their homes.

I N S T R U M E N T - V I I I A

(For Non - enrolled Children/Drop - outs)

D A T A:

1. Number of Non-enrolled children interviewed : 120
2. Number of Drop - outs interviewed : 40

Table No.1 Indicates the number of non-enrolled children employed for domestic work

Sl.No.	Type	Number of Children	Percentage
1.	Number of Non-enrolled children/Drop-outs who do domestic work	140	87%
2.	Number of Non-enrolled children/Drop-outs who do not do domestic work	20	13%

Table No.2 Indicates the number of non-enrolled children earn for their families

Sl.No.	Type	Number of Children	Percentage
1.	Number of children who work and earn to augument family income	50	33%
2.	Number of children who do not earn for their family	110	67%

Table No.3 Indicates the number of non-enrolled/drop-outs want to attend school:-

Sl.No.	Type	Number of Children	Percentage
1.	Number of Non - enrolled children who want to attend school	84	52%
2.	Number of Non - enrolled children who don't want to attend school	76	48%

COMMENTS:

There are two important points elicited from the careful analysis of this part of the instrument specifically meant for non - enrolled children and drop-outs are given as follows:-

Nearly 87% of the non-enrolled children and drop-outs are employed by their parents to do domestic work at home which implies that the main causes for the increase in non - enrolled children among tribal community are poverty, illiteracy and parent's discouragement towards schooling and other such factors should be looked into by the District Authority.

Though 67% of the children do not earn any money substantially there are 33% of the young age group work hard and earn small amount to augment their family income. Therefore in order to achieve 100% success of the District Primary Education Programme (DPEP) the Government should design and implement a multi-faceted action programme with specific reference to the local needs of the tribal community.

Table No.1 & 2 clearly indicate the burden that the non-enrolled children face at home and as a result they could not think of even attending the NFE Centres to learn the alphabates and basic concepts of learning .

Again Table No.3 gives the clear indication that inspite of the above mentioned factors which distort their Primary Education. There are 52% of the non-enrolled children and drop - outs who want to pursue their schooling. This is a moot point that should be discussed in detail at Block level.

Suggestion:-

The role of Non-Formal Education centres are of paramount important in promoting primary education to the non-starters along with Primary Schools System. The Tribal community should be motivated through continuous counselling session and the infrastructure facilities should be made available at the village level in order to provide regular income sources. In turn the parents may not depend on their children for additional income to sustain their family life. Then the parents should also be given an opportunity to understand the rate of return for their family had their children got proper education and employment opportunities. If the parents who are themselves first generation learners or illiterates they will understand this aspect and send their children for schooling.

CHAPTER V

Analysis of Investigator's Diary and Focussed Group

Discussion:

There are eight Field Investigators selected four from Javvadu Hills and four from Pappireddipatti Block for field work. They were given three days orientation programme by the State Co-ordinator at his Head-Quarters. After that, they were entrusted with the Eight Instruments printed in Vernacular Version and sent for field work. They covered twenty villages as a whole from both blocks and interacted with the target population over a period of 20 days, interviewing school teachers, NFE centre instructors parents, school going children, drop-outs, village heads and community leaders. They noted down the daily routine in the dairy with specific information collected here and there during the field work.

During the course of the Field Work, the State-Co-ordinator visited the Blocks in person and supervised the field investigators. The field investigators discussed with the State Co-ordinator regarding the various problems they face in the field and the State Co-ordinator guided them suitably to over-come the difficulties. Professional Assistant and Computer Assistance also had frequent

visits to the spot and helped the Investigators in their field work.

Finally, the Field Investigators returned the completed instruments and their diaries to the State Co-ordinator, for analysis. The Data collected is classified and rearranged and computerised for final treatment. After that all the field investigators were called for a Focussed Group Discussion. The Focussed Group Discussion was headed by the State Co-ordinator and apart from the eight Field Investigators, Special Assistant, Computer Assistant and Draft Writer participated.

A Frank Appraisal and Keen Observation of the Objective Situation:

The Focussed Group Discussion threw more light on the ground realities of the Tribal Population with respect to Educational Activities, Socio-Economic Status, Role of different agencies such as Department of School Education, Department of Tribal Welfare and Various Welfare Schemes implemented in the Tribal Area. The percentage of literacy rate of Tribal Population is only 30%. Out of this tribal literates only 42% are Female Literates. On the other hand, nearly 70% of the Tribal people are illiterate and their socio-economic status is very low.

They are mainly employed as agricultural coolies and their monthly income range is from Rs.500 to a paltry some Rs.50, which in turn forbid them to send their children for learning.

Apart from that the Tribal people exploit their own children in order to meet both ends. Nearly 30% of the children in the age group 6-14 years are employed in various ways such as Baby-sitting, cooking , child labour etc. instead of attending the school.

The Facts Collected from the Field Investigators Diary and Focus Group Discussion.

The Tribal parents are mostly illiterate or first generation learners and it may not be possible for them to supervise the study of the children. Apart from that the inadequate transport facilities, and the Socio-Economic Status of the parents which is very low affect the growth of Primary Education among the tribal children. During the course of the Focussed Group Discussion with the parents and community leaders the field investigators elicited the most sought after demand of the Tribal population. They prefer more number of Residential Schools than day schools, so that the over-all development of their children may be monitored effectively by the teachers.

CHAPTER - VI

BROAD FEATURES OF THE STUDY

Extend of Primary Education in the Districts Studied:

The level of Primary Education in the Two Districts under study is around average. Out of the total Tribal Children nearly 67% attend the Primary School and 5% of them attend the NFE Centre. The Data collected through the instruments I, II, III and IV throw more light on the extent of Primary Education at the Block level. In the two Districts under study the distribution of Primary Schools constitute 68%, Middle Schools 14%, High Schools and Higher Secondary Schools put together 18%. On the other hand based on the staff strength of the school it can be broadly divided into 3 categories viz. Single Teacher, Two Teachers School and more than Two Teachers School in the two Districts under study. The data points out that nearly 63% of the Primary Schools are provided with more than two teachers which is indeed remarkable but nearly 37% of the schools functioning with Single Teacher. The Single Teacher School children may be in less advantage compared to the children studying in the multi-teacher school. The Department of Education should convert the Single Teacher Schools into multi-teacher schools in a phased manner at the earliest convenience. The general attitude of the

Tribal children is nearly 77% which is roughly two times more than that of their parents. This indicates the progressive approach of the Government towards the Primary Education which has improved over the past two decades. Regarding the students attendance at the school the study indicates nearly a rosy picture of the school going children. Nearly 83% of the students in the age group of 6-14 years attend the school regularly. On the other hand there is a considerable size of Tribal Children in the age group 6-14 years constituting nearly 28% of the total Tribal children do not attend either a school nearby or NFE Centre. This core group is mainly employed by both the parents and the community in the field of domestic work such as Baby - sitting, cooking, collecting of fire woods etc.

(ii) Participation of Tribal Children in Primary Education.

Out of the total number of children in age group 6-14 years nearly 68% belonging to Tribal Community. In this group of children nearly 67% attend Primary Schools and 5% attend the NFE Centres. The remaining 28% of the Tribal Children in the age group 6-14 years are the non-enrolled entity. The General opinion that comes out to the investigator about the success rate of D.P.E.P. is above average but not cent percent. In the context of Girl children the percentage of Tribal Girl children attending the school is nearly 66% which is slightly less than the percentage of the Tribal boys. But the non-enrolled children which constitute nearly 28% is the core group that should be taken care of by the District Authorities. Suitable action programmes may be designed and implemented so as to make this non-enrolled children 100% literates.

(iii) Condition of Infra-structure and physical facilities:

The general perception that the Investigator gets directly from the field regarding the infra-structure and physical facilities are not upto the mark. Though the government incurs large amount of money for the D.P.E.P. area, only a very small portion is spent for

construction and maintenance of infra-structural facilities compared to the expenditure over the salaries of the teaching and non-teaching staff. Therefore the government should pay immediate attention towards the improved infra-structure and substantial funds may be allocated exclusively for this purpose.

Regarding the text-books which is supplied by the Text Books Society of Tamil Nadu is generally good and accepted by both teachers and learners. The only remark made by teachers is that the books may be printed in a more colourful and attractive caption. Another point is that the present text books cater to the needs of the Tribal community and no need for separate text books for Tribal children.

The State Government spends more on different benefit schemes towards the Tribal welfare and in particular towards the Primary Education of Tribal children. The various incentives to the Tribal children such as free uniforms, free meals, and free text - books in order to promote the Primary Education among them.

(iv) Status of Teachers/Trained/Untrained etc.

The close analysis of the data obtained from the instrument I, II, III and IV give a better picture of the teachers working in the Tribal area. Outof the target group it is found that the male-female ratio of the teachers is nearly 2:1. Regarding their general educational qualifications it is found that most of the teachers are qualified and competent to teach. Most of them have a Diploma or Degree in Teacher Education and nearly 40% of them are given in-service training by the different agencies such as Department of Education, NFE, Adult Education Centre and DIET. The study has established the fact that the teachers employed in the Primary School of the Tribal area are fully competent and professionals but lack of appreciation from the society affect their work which is tedious, rigorous in the context of Tribal area where the basic amenities are in scarce. Therefore the planners at the top level should think over this aspect and rectify the defect at the basic level so as to make them work with 100% involvement. The Department should provide more incentives to the teachers working in the Tribal area in order to retain them in the tribal area.

(v) Attitude of Parents

The Tribal parents are mostly illiterates or first generation learners and the socio-economic conditions are their major drawbacks. Most of them do not even understand the need for education and still lead the primitive life. It may not be possible to transform them to the mainstream by over night. Yet it can be done by constant counselling and various welfare schemes for the upliftment of the standard of tribal community specifically in the area of primary education. The percentage of literacy rate of Tribal men is more than that of Tribal women. The NFE centres and Adult Education Centres influenced the parents to a larger extent and the impact of Science & Technology had changed their thinking in the recent past. Now most of the parents regret for their state of illiteracy and they could not become full fledged literates on par with non-tribal counterparts, due to the very poor socio-economic conditions and other social commitments towards the society. In order to compensate the loss, most of the parents show keen interest in sending their children to the primary schools. Again they face with the problem of oversee or supervise the study of their children.

Attitude of Community Leaders

The Village Heads of the target area are generally of the opinion that the Government cares the welfare of the Tribal Community. Though the village Heads coming from the most primitive Tribal communities the impact of the latest developments in the science and technology have transformed their thinking in a more rational way. Hence most of the Village Heads come out voluntarily and extend their co-operation to the authorities of different agencies. They accept the need for their community to transform themselves to the modern world so that they can be on equal footing on par with the Non-Tribal counterparts. In order to achieve this goal the only tool available is nothing but education, especially the education of their girl children. Therefore most of the Village Heads help the authorities of District Primary Education Programme in promoting primary education among their children. In the community get-together they discuss in detail about the various aspects of providing Primary Education to their children. The need of the hour is not only the provision for primary education but also to take them to higher level of education so that their children also become successful in various disciplines of life.

Attitude of Teachers.

The teachers working in the target area are qualified and trained ones. Nearly 97% of the teachers working in the tribal area are qualified with general educational qualifications ranging from post-matric to post-graduate degrees. Most of the teachers working in tribal area have no specific problem in teaching the tribal children. But the interaction between the teachers and the community is only to a limited extent. The study shows that only 30% of the teachers take part in the local community activities and 70% of them do not have access with the Tribal community. This trend is not desirable and should be rectified by providing suitable orientation courses to the teachers especially working in the remote tribal areas. Any scheme of welfare for Tribal children and their community will reach only through the teachers in a more effective way. The role of teachers here is to receive and transmit the various messages, policies and programmes from the Government to the Tribal community. Therefore it is a must for the authorities to facilitate a good rapport between the teachers and tribal communities.

Attitude of Learners

The general attitude of the present day Tribal children is more positive than the children of the yester years. The Tribal children from the target area have more affinity and motivation towards the school both curricular and extra curricular activities. The close analysis of the study gives the marked preference of the Tribal girl children towards schooling compared with their tribal counterparts. This is a positive trend that should be made use of by the District Authorities to the maximum extent possible. Though less number of girls enrolled themselves, most of them attend the school regularly and complete the courses successfully compared with the Tribal boys. It is established from the analysis of the data that the overall percentage of drop-outs of the Tribal children is 7% which is a positive trend. Among the Tribal children drop-out percentage of girls is 34% against the boys which is 66%. The District Authorities should make use of the positive trend prevail among the school going children and they should enhance the same by introducing more intensive and incentive programmes in order to achieve 100% success of the District Primary Education Programme in the ITDP Blocks.

CHAPTER VII

Concluding Chapter

Actual Problems of Tribal Education & Major Drawbacks Remedial measures suggested.

Under the auspicious of the N.C.E.R.T., New Delhi through its Department of Non-formal and Adult Education for SC/ST this study has been taken up by the State Co-ordinator. This study has actually mapped the present provisions of Primary Education in the Tribal areas as well as their utilisation by the recipient population. This study has thrown more light on the Tribal Population and their literacy rate with special reference to Girls' Education. The sample survey carried out with reference to the various aspects of the District Primary Education Programme in order to know the actual conditions of the Infra-structural facilities, the attitude of teachers, learners, parents and community leaders. This study has also projected the real picture of how the various entities interact with one another.

The study has established the factors that hinder the growth of Primary Education of the Tribal Children. There exists a correlation between the poverty, Socio-economic status and illiteracy of the parents on the one hand and the literacy rate, the problem of non-enrolment of the Tribal Children on the other hand. The factors

such as inadequate infra-structural facilities, lack of modern amenities that affect the growth of Primary Education among Tribal children.

I hope the outcome of this study will be of very much useful to the Planners at high level to promote the District Primary Education Programme among the Tribal Children. The various conclusions, suggestions, solutions discussed in detail with respect to different instruments will be of immense use to the planners as well as to the Executive Authorities at the basic level. This study will be very useful to those who aspire to do further research in the domain of District Primary Education Programme among Tribal Children.

APPENDIX

- i) Maps of the District and Blocks
- ii) Details of Field Visits
- iii) Details of Field Investigator's (minutes)
- iv) Details of Field Investigator's/Professional Assistant/Computer Assistant/Writer of the Draft Report.
- v) Bibliography
- vi) Acknowledgements

MAPS OF THE DISTRICTS AND BLOCKS

INDIA

ARABIAN
SEA

BAY OF
BENGAL

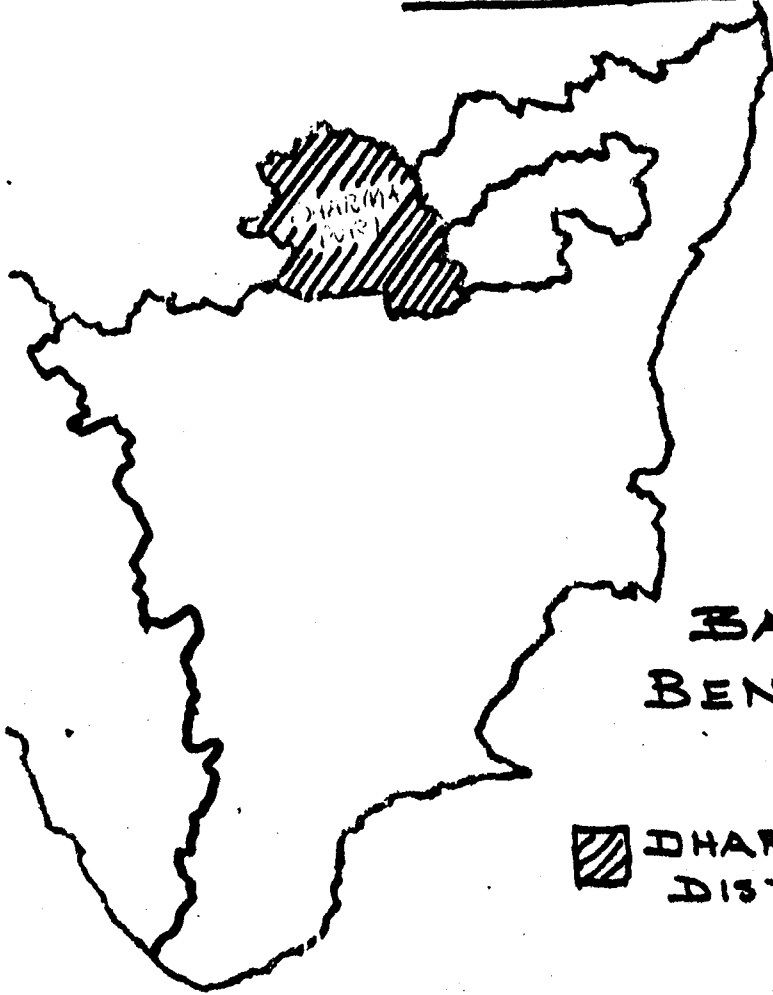
 TAMIL
NADU

INDIAN OCEAN

DHARMAPURI DISTRICT

TAMIL NADU

ARABIAN SEA



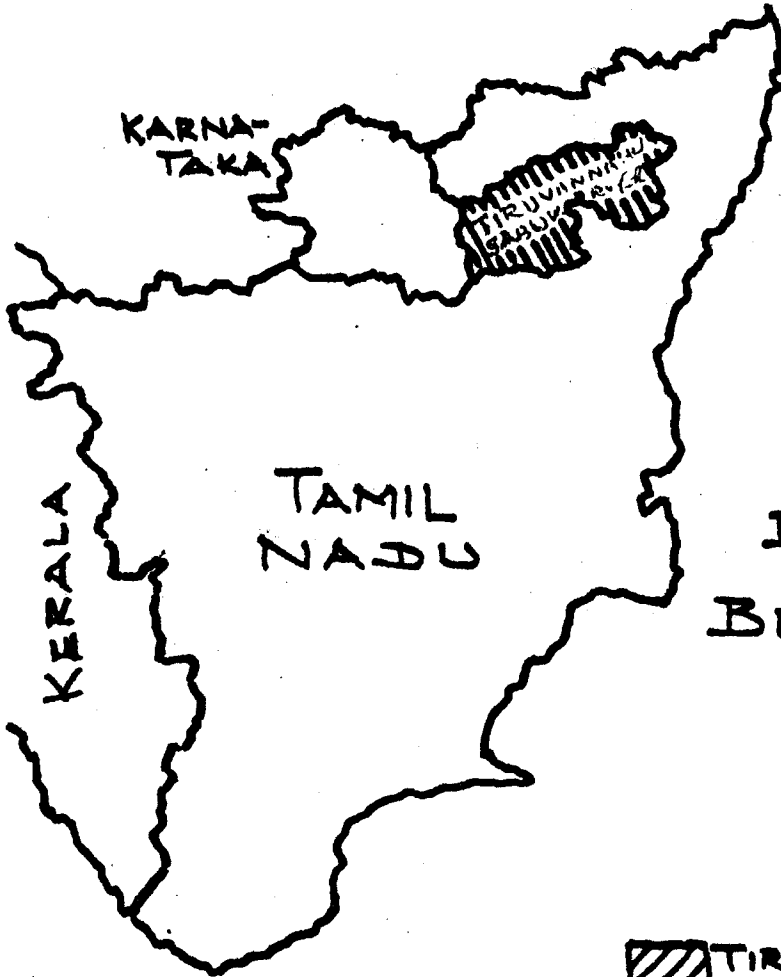
BAY OF BENGAL

 DHARMAPURI DISTRICT

INDIAN OCEAN


TIRUVANNAMALAI
SAMBUVARAYAR
DISTRICT
TAMIL NADU

ARABIAN SEA



BAY OF
BENGAL

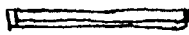
INDIAN OCEAN

 TIRUVANNAMALAI
SAMBUVARAYAR
DISTRICT

AVATHU HILLS BLOCK.



Tiruvannamalai
Samburayer
District



Kellore

NAMIYIPATTU

PEDUPATTU

AKASAVALLI

VEERAPPANCOK

PATARIKEDU

BALAMAINUR

KAKYANA
NANTHAI

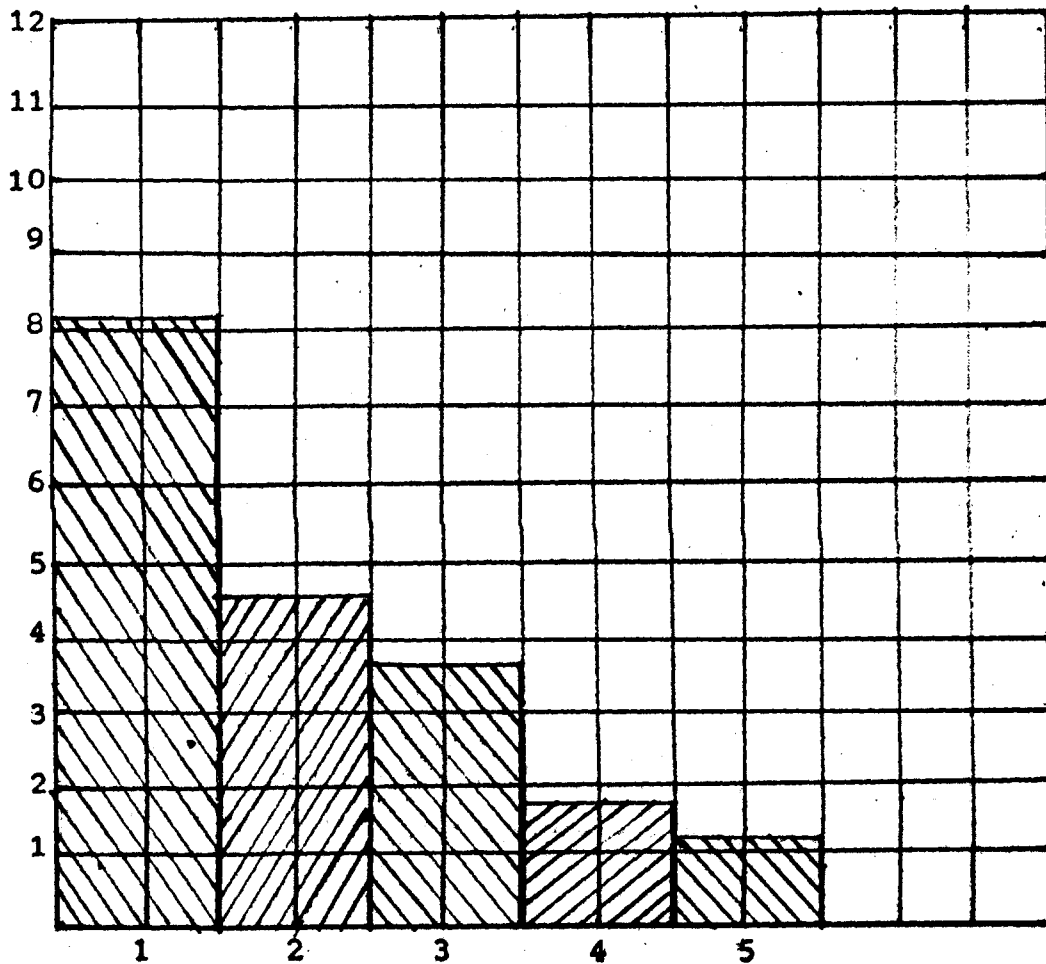
THOPPUL

KDVIALUR

ATHIPATTU

POPULATION OF JAVVADHU HILLS BLOCK IN T.S. DISTRICT

Scale: 1 Unit = 1000



1. Total Tribal Population	: 41,702
2. Total Tribal Male Population	: 23,854
3. Total Tribal Female Population	: 17,848
4. Total Tribal Male Literates	: 9,327
5. Total Tribal Female Literates	: 5,230

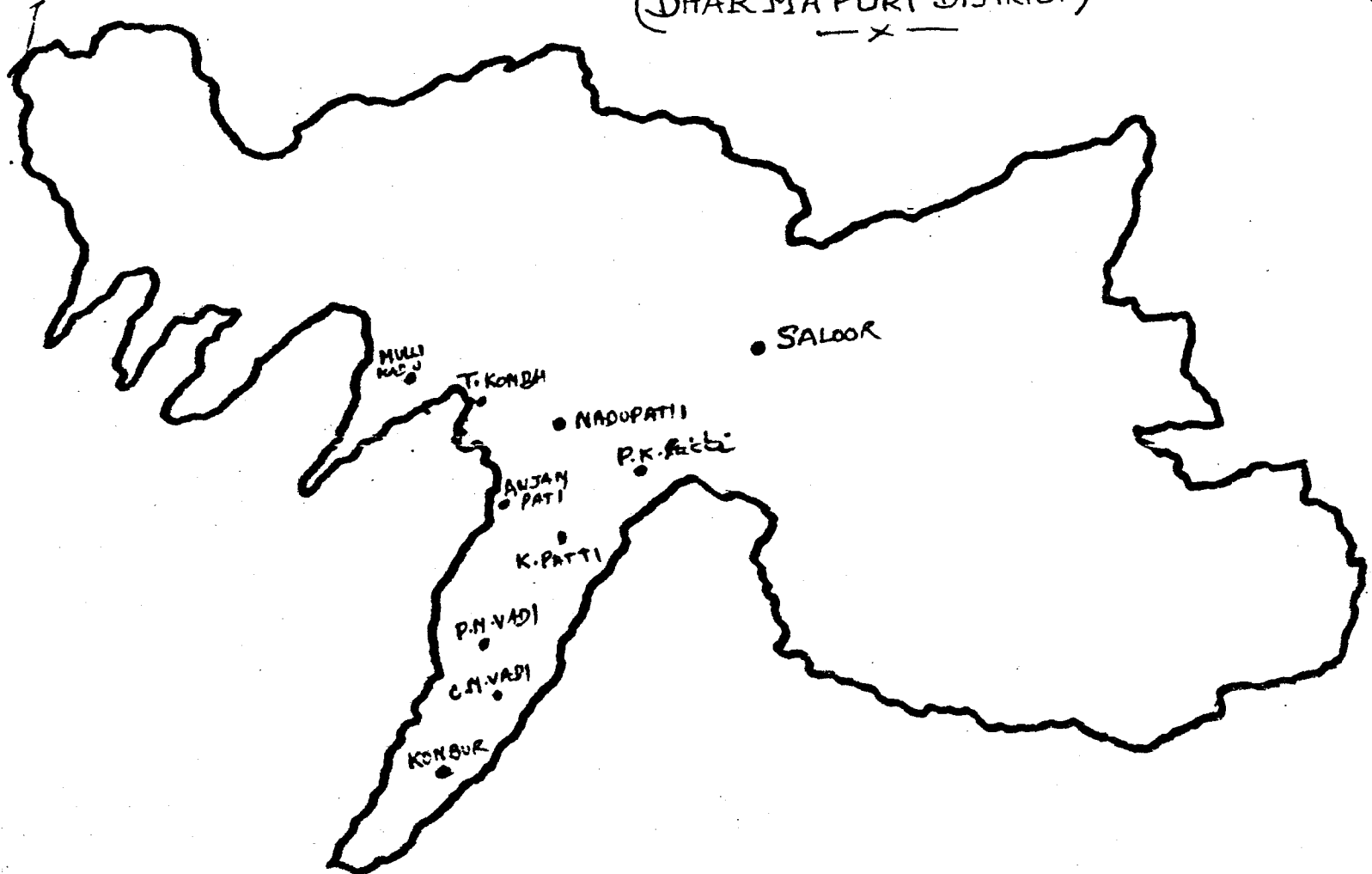
PAPPIREDDIPPATTI BLOCK.

(DHARMA PURI DISTRICT)

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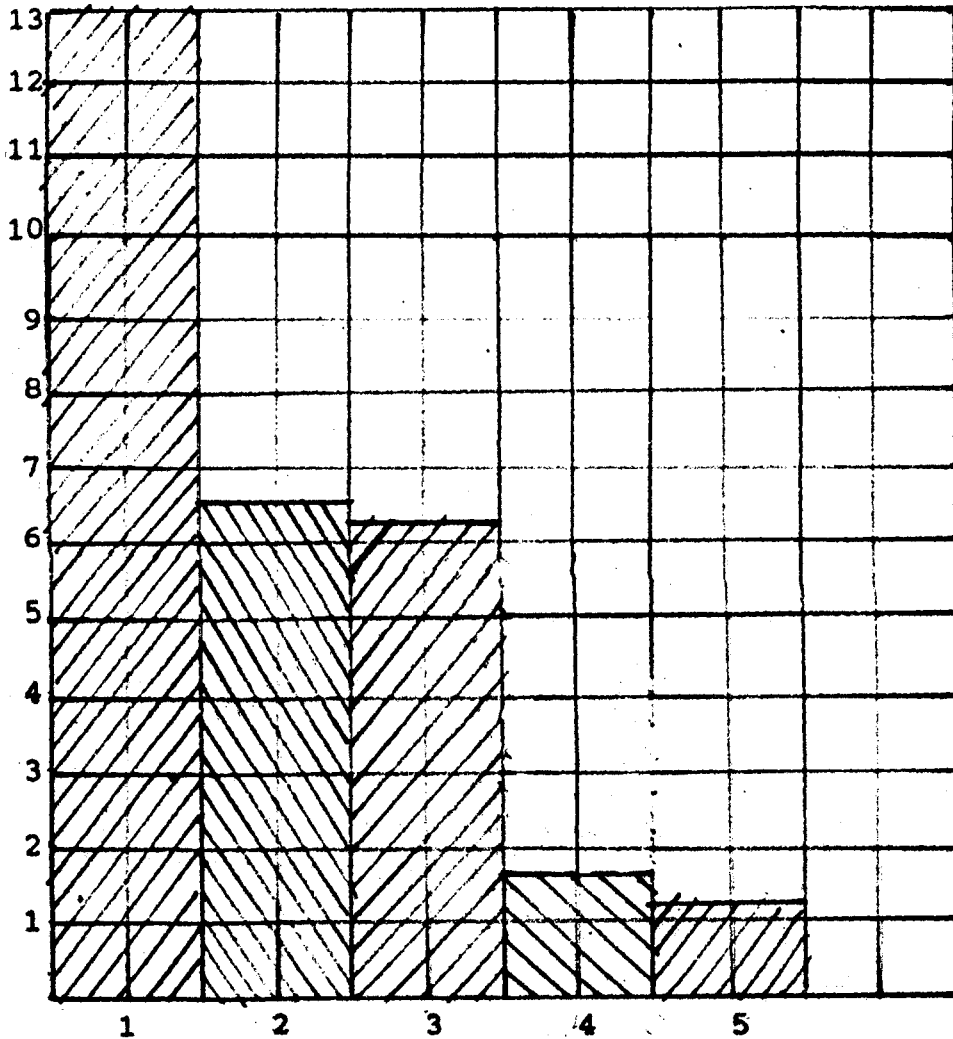
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POPULATION OF PAPPIREDDIPATTI BLOCK IN DHARMAPURI DISTRICT

Scale: 1 Unit = 1000



- | | | |
|-----------------------------------|---|--------|
| 1. Total Tribal Population | : | 13,009 |
| 2. Total Tribal Male Population | : | 6,557 |
| 3. Total Tribal Female Population | : | 6,452 |
| 4. Total Tribal Male Literates | : | 1,895 |
| 5. Total Tribal Female Literates | : | 1,630 |

DETAILS OF FIELD VISITS

JAVVADU HILLS IN TIRUVANNAMALAI SAMBUVARAYAR DISTRICT

Sl.No.	Name of the Field Investigator's	period of visit		No.of Days	VILLAGE NAME
		From	To		
1.	P. FEBRICIA ESTHER SANTHINI	06-12-93	09-12-93	4	PATTARKKADU
		10-12-93	13-12-93	4	KOVILUR
		14-12-93	17-12-93	4	ATHIPATTU
		18-12-93	21-12-93	4	THOPUR
2.	D. JAYAGARAN	22-12-93	25-12-93	4	KALYANAMANTHAI
3.	N. RAJALAKSHMI	06-12-93	09-12-93	4	VEERAPANUR
		10-12-93	13-12-93	4	NIMMIYAMPATTU
		14-12-93	17-12-93	4	PUDUPATTU
		18-12-93	21-12-93	4	ARASAVALLI
4.	A. MURUGAN	22-12-93	25-12-93	4	PALAMARATHUR

: 100 :

PAPPIREDDIPATTI BLOCK IN DHARMAPURI DISTRICT

Sl.No.	Name of the Field Investigator's	Period of visit		No.of Days	Village Name	
		From	To			
1.	V.VALEESWARAN	I	06-12-93	9-12-93	4	THAMANIKOMBAI
		I	10-12-93	13-12-93	4	MULLIKKAEU
		I	14-12-93	17-12-93	4	SALOOR
		I	18-12-93	21-12-93	4	KOMBUR
2.	V. ASOKAN	I	22-12-93	25-12-93	4	PATTUKONAMPATTY
3.	V. DHESIYAKUMAR	I	06-12-93	09-12-93	4	PERIYAMANJAVADI
		I	11-12-93	14-12-93	4	CHINNAMANJAVADI
		I	16-12-93	19-12-93	4	KALLATHUPATTI
		I	21-12-93	24-12-93	4	AJJAMPATTI
4.	C. MAHENDRAN	I	26-12-93	29-12-93	4	NADUPATTI

DETAILS OF FIELD INVESTIGATOR'S (MINUTES)

Details of Focussed Group Discussion (Minute)

As part of this Case study, the State Co-ordinator arranged for Field Group Discussion on 21-02-1994 at his headquarters. All the eight Field Investigators along with the Professional Assistant and Computer Assistant participated in it. The Focussed Group Discussion was presided over by the State-Co-ordinator. The State Co-ordinator arranged for the Focussed Group Discussion in an objective manner beginning with the features of the study, construction and implementation of the Instruments, Field Work, Collection of Data, Compilation and analysis of the Data and the salient points the data indicates.

The Focussed Group Discussion was very much useful to get the intricate details related to the study and the investigator's opinions called for with reference to some specific questions which deal with the qualitative aspect of the study. The free and frank appraisal of the field investigation work by the investigators helped the State Co-ordinator to arrive at the generalised view of the data so as to put the entire study in a proper frame work. The Draft Report is prepared finally after the close scrutiny of the entire work in more objective manner.

LIST OF FIELD INVESTIGATORS

S1. No.	Name of the Field Investigators	Period of Field Work	Name of the Block	Name of the Villages.
1.	P. Febricia Esther Santhini	6.12.93 to 31.12.93	Javvadu Hills	Five Villages
2.	D. Jayagaran	" "	" "	" "
3.	N. Rajalakshmi	" "	" "	Five Villages
4.	A. Murugan	" "	" "	" "
5.	V. Valeeswaran	" "	Pappiredi- patti Block	Five Villages
6.	V. Ashokan	" "	" "	" "
7.	V. phesiya Kumar	" "	" "	" "
8.	C. Mahendran	" "	" "	" "

PROFILE OF PROFESSIONAL ASSISTANT

1. Name : R. GOPI
2. Date of Birth & Age : 19-06-63 (31 Years)
3. Educational Qualification : M.A., (History)
4. Residential Address : 14, Old Bazaar Street
TIRUTHANI
TAMILNADU - 631 209.
5. Period of work : Date of Commencement
08.11.93
- Date of Closure: Till
the completion of the
Project.
6. Previous Experience if any : ---

PROFILE OF COMPUTER ASSISTANT

1. Name : V. KUMAR
2. Date of Birth & Age : 04.04.1971 (22 years)
3. Educational Qualification: B.Sc., (Chemistry)
4. Residential Address : 11, Babu Street
Thiru Vi Ka Nagar
Pattabiram
MADRAS - 600 072
TAMIL NADU
5. Period of Work : Date of Commencement
(08.11.93)
Date of Closure: Till the
Completion of the Project
6. Previous Experience if any: ---

PROFILE OF THE WRITER OF THE DRAFT REPORT

1. Name : K. NAZAR BAIG
2. Date of Birth & Age : 11.05.1957 (37 Years)
3. Qualification : M.Sc.,M.Ed., (M.Phil.,)
4. Occupation : Asst. Headmaster
G.H.S.S., Kanakammachatram.
5. Address for Communication: K. Nazar Baig
12, Periyar Street
Ganesapuram
MANAVALANAGAR
Tiruvallur - 602 002
Tamil Nadu.
6. Previous Experience : i. Has put in more than ten years teaching experience in the most backward areas and taught Scheduled Castes and Tribes right from Kanyakumari to Chengai MGR District.
- ii. Offering Guidance and Counselling to SC/ST students and their parents in the context of higher education.
- iii. Having enough experience in organising and conducting Science Exhibitions, Seminar's etc. at various levels and expert in improvising Aids for Science Edn.

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Paulin Young
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- Author

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