

CHAPTER IIIMETHODOLOGY

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CHAPTER:III

METHODOLOGY

3.1 INTRODUCTION :

Various causes that affect the educational growth of tribal pupils in India have been discussed in the previous chapter. In this thesis further emphasis is laid on the causes that hinder the educational growth of tribal of West Khandesh.

West Khandesh, an educationally backward district of Maharashtra State, accounts for highest percentage of tribal population. Out of the total population of 2,050,294 scheduled tribe population is 831,064 or 40.53 per cent. Akrani, Akkalkuwa and Nawapur tehsils are predominantly tribal areas, with tribal population of more than 85 per cent.

The present study discusses the drawbacks of present system of education in tribal area of West Khandesh and further suggests remedial measures for educational implementations. These measures are put forward considering the raw material available and in consultation with the various functionaries and beneficiaries of the tribal area of West Khandesh.

The present system of education is not relevant to tribal setting, there is a need to relate education to productivity. Present study is a step in this direction.

3.2 Approach :

Upto now the approach towards tribal educational problems were mainly quantitative. Under this approach educationally backward tribe was identified, various incentives were provided to bring them at par with others.

This method of dealing with tribal problems is well noticed in the tribal area of West Khandesh. As the number of schools have increased (at times only on papers), many more ashram schools have been started. Various other educational facilities are provided to tribal pupils viz. books, slate, mid-day meal, scholarship, uniform, financial benefit etc. In spite of various incentives, there is very little educational growth in the scheduled area of West Khandesh. This is very apparent from the 11.39 per cent literacy rate of scheduled tribe population in the scheduled area of West Khandesh.

This slow progress of tribal education is mainly because outsiders decide the tribal needs. No efforts have been made to identify tribal needs from their point of view. Therefore, the effort made to raise tribal education to a level which would be at par with the other member of the society has been a total failure. There is a need to bring necessary changes in the present study of education. Unless, education is not related to productivity i.e. economical growth, tribal education will not

resp largish harvest.

To collect data from various official records, such as, educational facilities provided to the tribal pupils, number of tribal pupils enrolled, number of tribal pupils dropout etc., quantitative approach was followed.

Whereas to collect the views of various functionaries and beneficiaries, qualitative approach was followed.

In short, both qualitative and quantitative approach have been followed to reach to a suitable conclusion.

3.3 SOURCE OF DATA

1. Official data

Data pertaining to pattern of educational facilities provided to the tribals, their enrolment and dropout, amounts spent on various schemes, etc., was collected from the office of the District Educational Office, Project Office, Tribal Development Office of Voluntary Agencies, Tehsil Educational Office, Block Development Office etc.

2. Functionaries

Those workers who are active participant in the process of tribal education viz. leaders of voluntary agencies, tribal lead-

ers, District Educational Officers, Education Inspectors, teachers etc., views regarding the educational problems of the tribal were collected through personal discussion, interview schedule and questionnaire.

3. Tribals

Tribal parents and pupils form the basic unit of formal education in the tribal area. Ultimately, they are the major beneficiaries of the education system in the tribal area. Their problems plays the major role in success or failure of any educational programme. Therefore, their views were collected through interview and personal discussion. Their views served a major source of the data.

Investigator, being a resident of West Khandesh since 1984, had many opportunities to personally observe the educational system in the scheduled areas of West Khandesh. Therefore, participant observation was the main source of data.

3.4 ORGANISATION

To carry out the field study systematically there was a need to organise the field survey. The field survey was carried out in three phases between October, 1988 to March, 1989.

Investigator visited the scheduled area before actually carrying out the field survey. This was mainly done to understand the tribal way of living, their social cultural background, their beliefs, their religion etc. and to get acquainted to them.

Phase 1

Before starting the actual work, Investigator at conducted a pilot study in village Selinpur of Taloda Tehsil of West Khandedesh. This was mainly carried out so as to decide, what to look for in a field survey. Data was collected regarding enrolment and dropout rate at lower primary level from the school record. It was observed that 91.89 percent of tribal pupils dropped out at lower primary level in the village of Selinpur. Further information regarding educational facilities provided to tribal pupils was collected from the teacher and the management. Moreover, teacher, few pupils and some parents were interviewed to find the causes of the massive dropout rate at lower primary level in that village. The detail of the pilot study is given further in this chapter.

Phase II

On the basis of the knowledge gained through pilot study and in the light of objective of the study, suitable tools such as, questionnaires for teacher, interview schedules for leaders of voluntary agencies, tribal parents and pupils, and information sheets were prepared to collect information from various offices.

These tools were given to few teachers for their comment and suggestions. After going through their comments and suggestions the tools were suitably modified.

The questionnaire meant for the teachers teaching in the scheduled area of West Khandesh was translated into Marathi language with the help of language expert.

Phase III

In this phase of field survey the Investigator visited the sample village to actually collect the data. School records of nine primary schools and nine ashram schools were studied to get data regarding enrolment, dropout, educational facilities provided etc.

Various leaders of voluntary agencies were interviewed during the field survey. Teachers were administered questionnaire to collect information from them. Tribal parents and tribal pupils attending and not attending schools were interviewed. Relevant official dates were collected from various offices.

As the Investigator is acquainted to many people in the tribal area of West Khandesh access to the tribal community was not difficult.

In Akrani tehsil, Investigator got an opportunity to stay with a tribal family, who assisted in data collection and the head of the family being the leader of voluntary agency provided valuable information about educational problems of the tribal pupils in Akrani tehsil.

A widely traveled tribal pastor accompanied Investigator during the field survey of Akkalkuwa tehsil. He being fluent in all the dialects of tribal language, data collection was made very convenient.

Nawapur is the native place of the Headmaster of the

Mission school where the Investigator works. The Headmaster being a tribal himself not only provided a comfortable stay at his place but also made the access to various schools in Nawapur tehsil easy for the Investigator. He also provided valuable information about tribal and pointed out the major educational needs of tribal areas.

Though teachers were very co-operative but were reluctant to give facts regarding educational problems in writing, as they were scared that action may be taken against them if the facts were published. This was mainly because of the social worker Medha Patkar who was publishing articles in the leading newspapers on the conditions of tribals of this area.

Investigator got an opportunity to witness two major tribal festivals i.e. 'Pola' and 'Holi'. Which provided precious information regarding socio-cultural practices in West Khandesh.

After this phase, Investigator visited the scheduled area number of times to update the data needed for the study.

3.5 PILOT STUDY

Introduction

Under the phase I of the field survey pilot study was conducted in the village Selinpur, of Taloda Tehsil of West Khandedesh.

The village has a primary school run by the SUVARTA ALLIANCE MINISTRIES TRUST. It was a single teacher school, access to the village is by 'Kucha' road. The main occupation of the people is agriculture. There is no facility for irrigation, therefore, villagers (mainly tribals) depend on single kharif crop.

Enrolment and dropout

The Table VI points out the number of tribal pupils enrolled in standard I from the year 1977-78 to 1982-83. It was surprising to observe that number of female pupils enrolled were more than the male pupils. On an average girls' enrolment was 51.15 percent while boys' enrolment was 48.85 percent.

From the Table VI it is further observed that on an average 65.16 tribal pupils were enrolled to standard I every year. This

yearly enrolment is quite appreciable. On an average 31.83 boys were enrolled every year where as 33.33 girls were enrolled yearly to standard I.

TABLE VI

Number of pupils enrolled in standard I from the year 1977-78 to the year 1982-83.

Source: school record.

YEAR	GIRLS	BOYS	TOTAL
1977-78	34	38	72
1978-79	34	35	69
1979-80	36	35	71
1980-81	32	32	64
1981-82	31	25	56
1982-83	33	26	59
TOTAL	200	191	391
AVERAGE - 65.16			

TABLE VI shows the enrolment of pupils in standard IV and the number of pupils that appeared for standard IV examination.

The result of standard IV was studied to find out the dropout rate in the first four years of primary school.

From the TABLE VI it is observed that enrolment in six years from the year 1977-78 to 1982-83 was 391 pupils. Where as, four years later only 31 pupils appeared for standard IV examination. Out of the 31 pupils appeared 30 pupils passed the std. IV examination.

TABLE VII

Number of pupils appeared for standard IV Examination in the years 1980-81 to 1985-86.

Source: school record.

YEAR	ON ROLL		NO. APPEARED		NO. PASSED		NO. FAILED
	BOYS-GIRLS		BOYS-GIRLS		BOYS-GIRLS		
1980-81	3	2	1	2	1	2	all passed
1981-82	5	2	2	2	2	1	1
1982-83	4	3	2	2	2	2	all passed
1983-84	6	8	3	7	3	7	all passed
1984-85	4	7	1	4	1	4	all passed
1985-86	5	5	3	2	3	2	all passed
TOTAL	27	27	12	19	12	18	1

From the above two TABLE VI,VII it is clear that though the number of pupils enrolled seems to be very appreciable but equally large number of pupils dropout at lower primary stage.

TABLE VIII

Dropout rate at lower primary level

Source: school record

YEAR	NO. OF PUPILS IN STD-I	YEAR	NO. OF PUPILS APPEARED FOR STD-IV EXAM	DROPOUT % OF DROPOUT
1977-78	72	1980-81	3	69 95.83
1978-79	69	1981-82	4	65 94.20
1979-80	71	1982-83	4	67 94.36
1980-81	64	1983-84	10	54 84.37
1981-82	56	1984-85	5	51 91.07
1982-83	59	1985-86	5	54 91.52
AVERAGE DROPOUT				- 91.89 %

TABLE VIII points out that out of 391 tribal pupils enrolled between the year 1977-78 to 1982-83. Only 31 tribal pupils appeared for standard IV examination i.e. 91.89 percent of tribal pupils dropout in the first four years of primary school.

This points out that there is a need to take quick and efficient action to overcome the problem of large scale dropout.

Causes of Dropout

The main causes of dropout in the village Selinpur was mainly first Poverty and second Migration.

Basically, the tribal people of the village Selinpur are poor. A child is an economic unit of the family. They cannot afford to spare a child for education and bear an economic loss.

Moreover, these tribals have no agricultural work during the whole year, except during rainy season. In this season tribals come back to the village to pursue agricultural activities. Remaining part of the year they migrate to other places like Taloda, Sahahada, Nandurbar, Surat, etc, in search of employment. When they migrate they take along their children and

therefore, their Education is affected.

Due to migration and poverty, many pupils in the past have also dropout from the school. There is no informal education centre in West Khandesh. This have lead to many illiterates in the village. Investigator, came across many illiterates children, youth and elders.

CONCLUSION:

Investigator, was shocked to see the alarming rate of dropout of 91.89 percent. This was brought to the notice of the Management. To overcome the problem of dropout, opening a hostel in village Selinpur was suggested. Suwarta Alliance Ministries Trust considering the suggestion constructed a hostel for hundred pupils in village Selinpur. Today, there are two teachers in the school. The strength of pupils is more than hundred. This encouraged the investigator to make an attempt to find out the causes that hinder the educational growth of tribal pupils of West Khandesh.

Considering the geographical condition, availability of the raw material found in the tribal area of West Khandesh and taking onto account the socio-economic background of tribals. Investigator has suggested remedial measures for educational

implementation.

3.6 RATIONALE OF THE STUDY :

The scheduled tribes who are included in the broad category of weaker section in the Indian Constitution were out of formal education for centuries due to structural constraints.

The framers of the Indian Constitution were aware of the political, social, educational and economical inequalities, which existed in the country due to geographical and historical reasons and were anxious to remove these imposed unequal burdens. They were aware of the prevailing miserable and appalling conditions of the weaker sections, who had remained behind and segregated from national and social life and had continued to be socially oppressed, illiterate and economically exploited for centuries due to various reasons.

Before independence the deliberate attempts to educate the tribals who are included in the broad category of weaker section in the Indian Constitution were very rare. Their geographical and social isolation kept them totally aloof from development and change process. In a democratic country like India any particular group cannot be left out of development and change

and hence becomes imperative to adopt a policy of "Compensatory" or "Protective Discrimination" as an equalizer to those who were too weak to compete with the advanced sections of the society in the race of life.

These special provisions and effort are going on for over a period of forty years. Inspite of various incentives tribal literacy rate has crawled up to bare 17 per cent. This stands as a sharp contrast to the 42 per cent literacy among the rest of the population. The literacy of the scheduled tribes in the scheduled areas of West Khandesh is even lower than the national scheduled tribe literacy rate, it is just 11.39 per cent (census report of Dhule district, 1981).

Pilot study was conducted at village Selinpur, in Taloda tehsil of West Khandesh. From the study it was known that 91.89 per cent of tribal pupils dropout in that village at lower primary stage.

This pilot study brought forward many research questions as,

1. What are the reasons for massive dropout of tribal pupils from school, at lower primary stage.

2. What are the educational facilities provided to tribal pupils at that stage to retain them in school.

3. What measures can be taken for better utilization of education facilities provided, by the Government and voluntary agencies to uplift the tribals.

4. What changes in the educational system will facilitate tribal educational progress.

All these questions lead the researcher to derive the title of research as,

3.7 STATEMENT OF TITLE

"TO STUDY THE CAUSES THAT HINDER THE EDUCATIONAL GROWTH OF TRIBAL PUPILS OF WEST KHANDESH".

3.8 OPERATIONAL DEFINITION OF THE TERMS :

1. CAUSES - Reasons, that which produces an effect on Education.
2. HINDERS - Blocks, prevents, obstructs
3. EDUCATIONAL GROWTH - For the research purpose, the Educational growth will be referred to as, the increase in the number of pupils studying in primary schools and their retention till their successful completion of the course.
4. SCHEDULED AREA - The backward area demanding serious attention on the part of the State.
5. SCHEDULED TRIBE - Many have tried to describe a tribe in different ways, Gullin and Gullin has described a tribe as "Any

collection of proliferate local groups which occupies a common general territory, speaks a common language and practices common culture, is a tribe".

W.J Perry says, "A tribe is a group speaking a common and inhabiting a common territory".

According to Dr.Rever, "A tribe is a social group of a simple kind, the members of which speak a common dialect and act together in such common purpose as Welfare".

In the Imperial Gazette, a tribe is described as. "A collection of families bearing a common dialect, occupying or professing to occupy

common territory as is not usually endogamous though originally it might have been so".

Considering the characteristics of tribals, D.N. Majumdar has described a tribe as, "A collection of families or groups of families bearing a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well assessed system of reciprocity and mutuality of obligation".

Bogardus says, "A tribe is a group based on the need for protection on ties of blood relationships and on the strength of common religion".

From the above definitions one can observe that such definition describing a tribe varies and as such there is no such standard definition of tribe or scheduled tribe.

For the research purpose scheduled tribe will mean all such tribes of tribal community or part of group within such tribe or tribal community as are declared by the President of India, to be treated as scheduled tribes, under the Article 342(1) of the Indian Constitution.

6. WEST KHANDESH

- Now Dhule district of Maharashtra State.

3.9 OBJECTIVES OF STUDY :

1. To study the existing pattern of Education and the Educational facilities available to the tribal pupils in the tribal area of West Khandesh.

2. To examine the availability and extent of utilization of educational concessions given by the Government and Voluntary Agencies to the tribal pupils of West Khandesh.

3. To study the pupils enrolment and dropout in the primary schools in tribal area of West Khandesh.

4. To find the causes that hinders the educational growth of tribal pupils in West Khandesh as perceived by :

- i) Teachers working in the tribal area of West Khandesh.
- ii) Tribal parents.
- iii) Tribal pupils.
- iv) Leaders of voluntary agencies.

5. To suggest appropriate measures to remedy the educational problems in the tribal area of West Khandesh.

3.10 METHOD OF DATA COLLECTION

Under the phase I pilot study was conducted in the village Selinpur, of Taloda tehsil of West Khandesh. In the phase II tools were prepared for data collection. Under phase III data was collected by personally visiting the sample village of the schedule area, of West Khandesh. Hereunder, a tabulated description is given regarding the method of data collection, with referral to the objectives :

<u>OBJECTIVE</u>	<u>METHOD OF DATA COLLECTION</u>
Number One	Collected through information blanks, interview scheduled from education office, Tribal development Office, Tribal Corporation and School Office
Number Two	Collected through personal visit to Tribal Development Office, Tribal Corporation Office, District Education Office, and the help of information schedule.

- Number Three Collected, studying school records.
- Number Four Collected by questionnaire from the
teachers working in tribal area. By
interview from tribal pupils and their
parents. Data from the voluntary agen-
cies was collected through interview
schedule and personal discussion.
- Number Five -----

3.11 SAMPLE OF THE STUDY

West Khandesh ranks first in tribal population. 40.53 per cent of the district population is tribals. Three tehsils viz. Nawapur, Akkalkuwa and Akrani are declared as scheduled areas. These three tehsils have very high concentration of tribals.

TABLE IX

Percentage of tribals in the scheduled area of West Khandesh

Source : Census 1981

Sr. No.	Name of the Tehsils	Tribal population (In percentage)
1.	NAWAPUR	85.43
2.	AKKALKUWA	87.21
3.	AKRANI	95.23

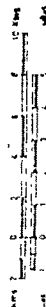
From the above TABLE IX it is seen that on an average 89.29 per cent of people in the scheduled areas are tribals. There are many villages with 100 per cent tribal population and there-



MAHARASHTRA
WEST KHANDESH
(DHULE DISTRICT)

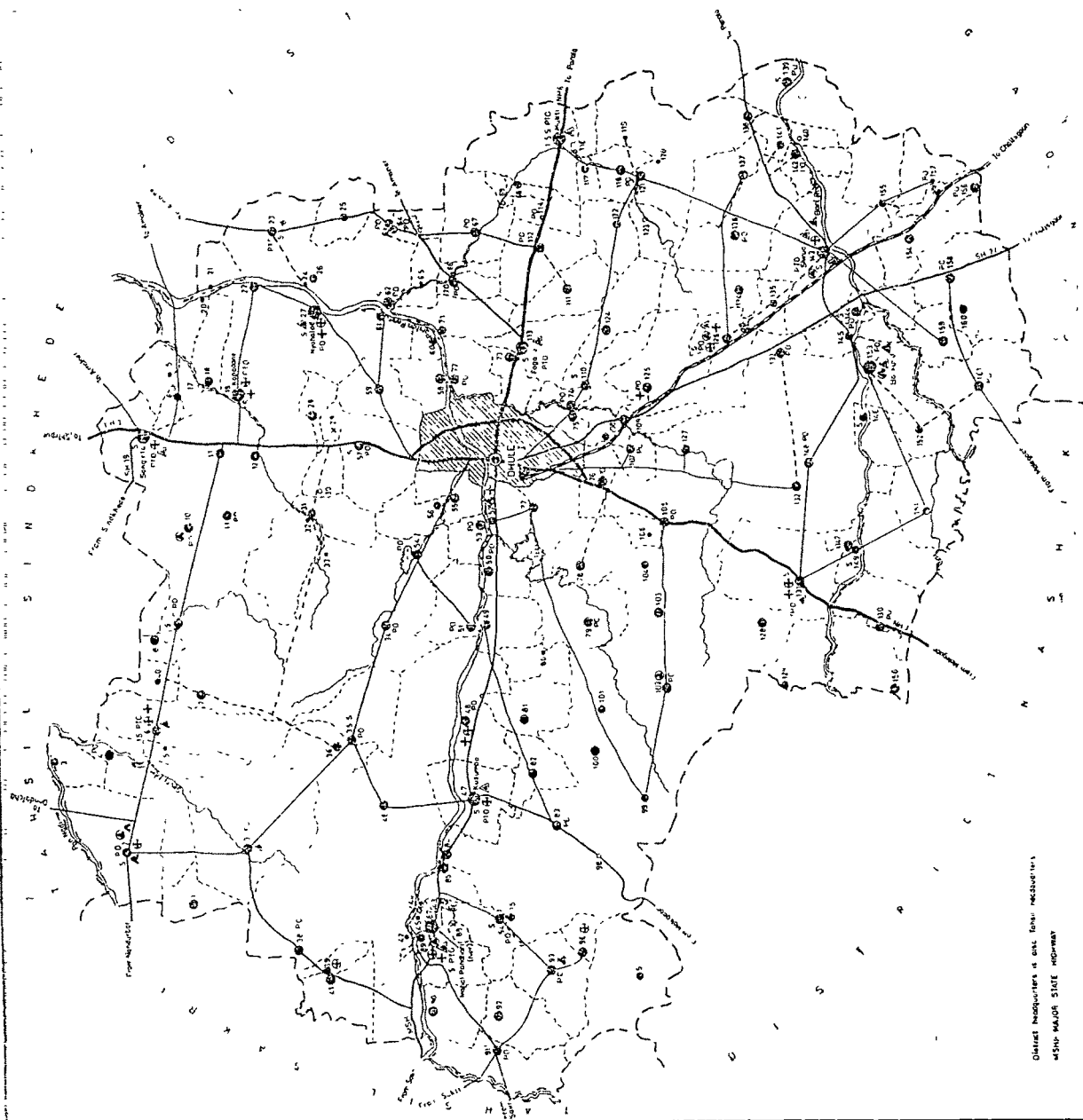
○ TEHSIL HEADQUARTER
▨ SCHEDULED AREA.





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BOUNDARY DISTRICT	INLAND	WILLAG WITH LOCATION	USE NUMBER
		WILLAGERS DISTRICT	
		PLACES WITH POPULATION SIZE BELOW 100	
		POP 100-500 500-999 1000-999 5000 AND ABOVE	
		UNHABITED VILLAGES WITH LOCATION CODE	
		URBAN AREA WITH LOCATION CODE	
		NATIONAL HIGHWAY	
		STATE HIGHWAY	
		IMPORTANT METAL ROAD	
		UNMETALLED AND OTHER ROADS	
		RAILWAY LINE WITH STATION	BRAVE GAUGE
		RIVER AND STREAM	
		WATER FEATURES	
		POSTS AND TELEGRAPH OFFICE	
		POST OFFICE TELEPHONE NO. 5.	
		HIGH / SECONDARY SCHOOL	
		HOSPITAL, PRIMARY HEALTH CENTRE	DISPENSARY MATERNITY AND
		COLD WEATHER CENTRE	
		WATERMILL VILLAGE	WATERMILL



District Headquarters is also taking needdaughters
 USMA MAJOR STATE HIGHWAY

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fore, scheduled area was selected for study purpose.

From the above three tehsils, three villages having primary school were selected.

The selected village were :

I From Nawapur Tehsil

- i) Nizampur village
- ii) Kranjali village
- iii) Mograni village

II From Akkalkuwa Tehsil

- i) Nala village
- ii) Virpur village
- iii) Vanya vihir village

III From Akrani Tehsil

- i) Dhadgaon village
- ii) Sisa village
- iii) Survani village

Beyond the above nine villages with primary schools, nine

residential schools were selected for the study purpose.

General description of the sample villages of West Khandesh with primary school is given hereunder:

From TABLE X it is clear that all the three villages of Nawapur tehsil have considerable percentage of tribal population.

The percentage of tribal population of village Nizampur is 99.14 percent, whereas that of village Karanjali and Mograni is 98.29 percent and 100 percent respectively. On an average the tribal population of the three villages is 99.14 percent.

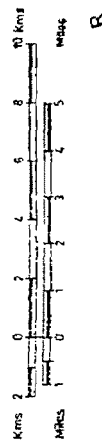
The percentage of literates in the three villages i.e. Nizampur, Karanjali and Mograni is 23.38 percent, 22.10 percent and 6.83 percent respectively. On an average the percentage of literates in the three villages of Nawapur tehsil of West Khandesh is 17.43 percent.

TABLE X

Details of sample village of Nawapur Tehsil

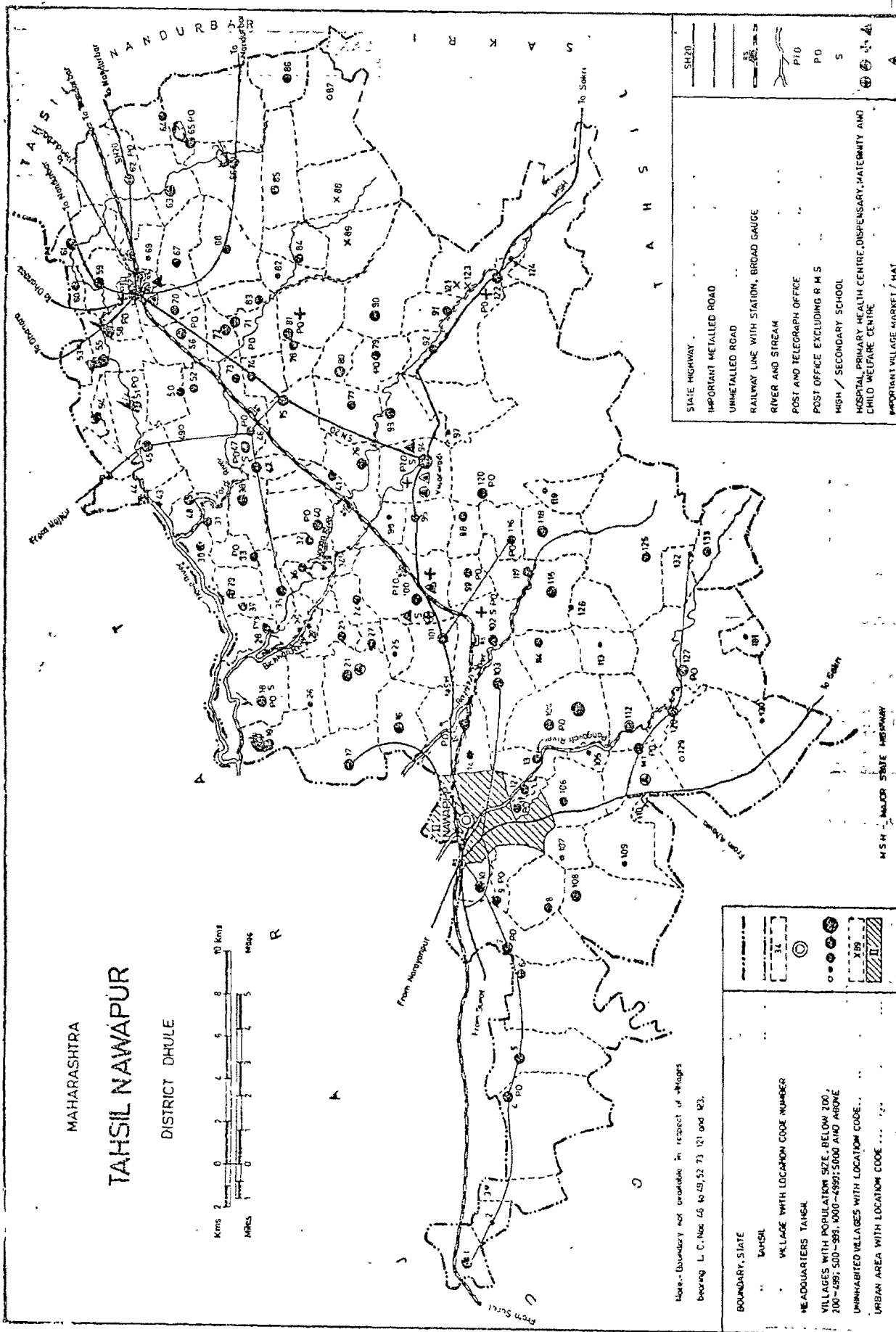
Source : Census report 1981.

1. Serial No.	1	2	3
2. Name of the village	Nizampur	Karanjali	Mogran
3. Area of village (in hectares)	1,013	1,637.86	1,526.95
4. Number of occupied household	281	329	356
5. Total population	1407	1647	2107
i) Males	684	795	1012
ii) Females	723	852	1095
6. Scheduled caste population	-	-	-
i) Males	-	-	-
ii) Females	-	-	-
Total scheduled caste percentage	0	0	0
7. Scheduled tribe population	1395	1619	2107
i) Males	679	780	1012
ii) Females	716	839	1095
Total S.T. percentage	99.14	98.29	100
8. Literates	315	374	144
i) Males	247	285	124
ii) Females	68	89	20
Percentage of literates	23.38	22.10	6.83



Note.-Boundary not available in respect of villages bearing L.C. Nos. 46 to 49, 52, 73, 121 and 122.

BOUNDARY, STATE	TAHISIL	VILLAGE WITH LOCATION CODE NUMBER	HE-ADQUARTERS, TAHISIL	VILLAGES WITH POPULATION SIZE, BELOW 200, 200-499; 500-999; 1000-4999; 5000 AND ABOVE	UNINHABITED VILLAGES WITH LOCATION CODE ..	URBAN AREA WITH LOCATION CODE



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TABLE XI

Details of sample villages of Akkalkuwa Tehsil

Source : Census report 1981.

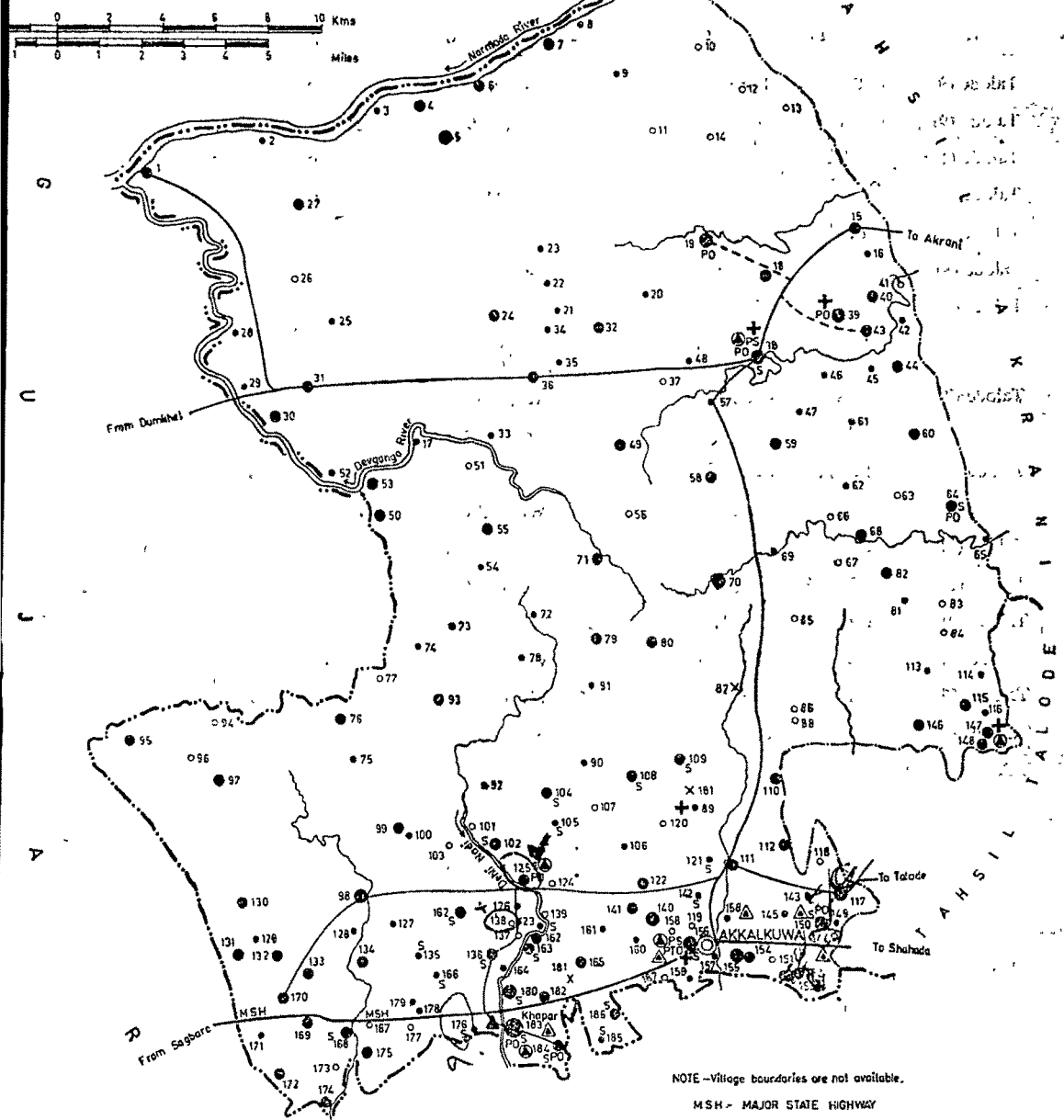
1. Serial No.	1	2	3
2. Name of the village	Nala	Virpur	Vaniya Vahir
3. Area of village(in hectares)	252.41	131.95	59.36
4. Number of occupied household	111	83	27
5. Population	1350	450	162
i) Males	698	217	86
ii) Females	652	233	76
6. Scheduled caste population	2	-	-
i) Males	1	-	-
ii) Females	1	-	-
Percentage of S.C. Population	0.23	0	0
7. Scheduled tribe population	1347	450	162
i) Males	696	217	86
ii) Females	651	233	76
Total S.T. percentage	99.77	100	100
8. Literates	295	66	9
i) Males	210	55	9
ii) Females	85	11	-
Percentage of literates	21.85	14.66	5.66

MAHARASHTRA

TAHSIL AKKALKUWA

DISTRICT DHULE

090



UNDARY, STATE ...	-----
TAHSIL ...	-----
VILLAGE WITH LOCATION CODE NUMBER ...	23
ADQUARTERS TAHSIL ...	⊙
LAGES WITH POPULATION SIZE: BELOW 200, 201-499, 500-999, 1000-4999, 5000 AND ABOVE ...	● ● ● ● ●
INHABITED VILLAGES WITH LOCATION CODE ...	X87

STATE HIGHWAY, ...	MSH
IMPORTANT METALLED ROAD ...	---
UNMETALLED AND OTHER ROADS ...	---
RIVER AND STREAM... ..	~~~~~
POST AND TELEGRAPH OFFICE ...	PTO
POST OFFICE EXCLUDING R. M. S ...	PO
HIGH / SECONDARY SCHOOL ...	S
POLICE STATION EXCLUDING RAILWAY POLICE STATION ...	PS
PRIMARY HEALTH CENTRE, DISPENSARY, MATERNITY AND CHILD- WELFARE CENTRE ...	⊕ + Δ
IMPORTANT VILLAGE MARKET/HAT ...	Δ

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It is observed that the literacy rate is higher among the tribals of Nawapur tehsil as compared to that Akkalkuwa and Akrani tehsil. It is remarkable to observe that there is no scheduled caste population in all the three villages.

From the TABLE XI it can be observed that scheduled tribe percentage of village Nala is 97.77 per cent and that of Virpur and Vanya vihir is 100 percent.

Literacy rate of Akkalkuwa tehsil is 15.89 percent which is less as compare to Nawapur tehsil that has 24.29 percent literacy rate. Literacy percentage of village Nala, Virpur and Vaniya Vihir is 21.85 percent, 14.66 percent and 5.66 percent respectively. On an average literacy percentage of the three village of Akkalkuwa tehsil of West Khandesh is 14.05 percent.

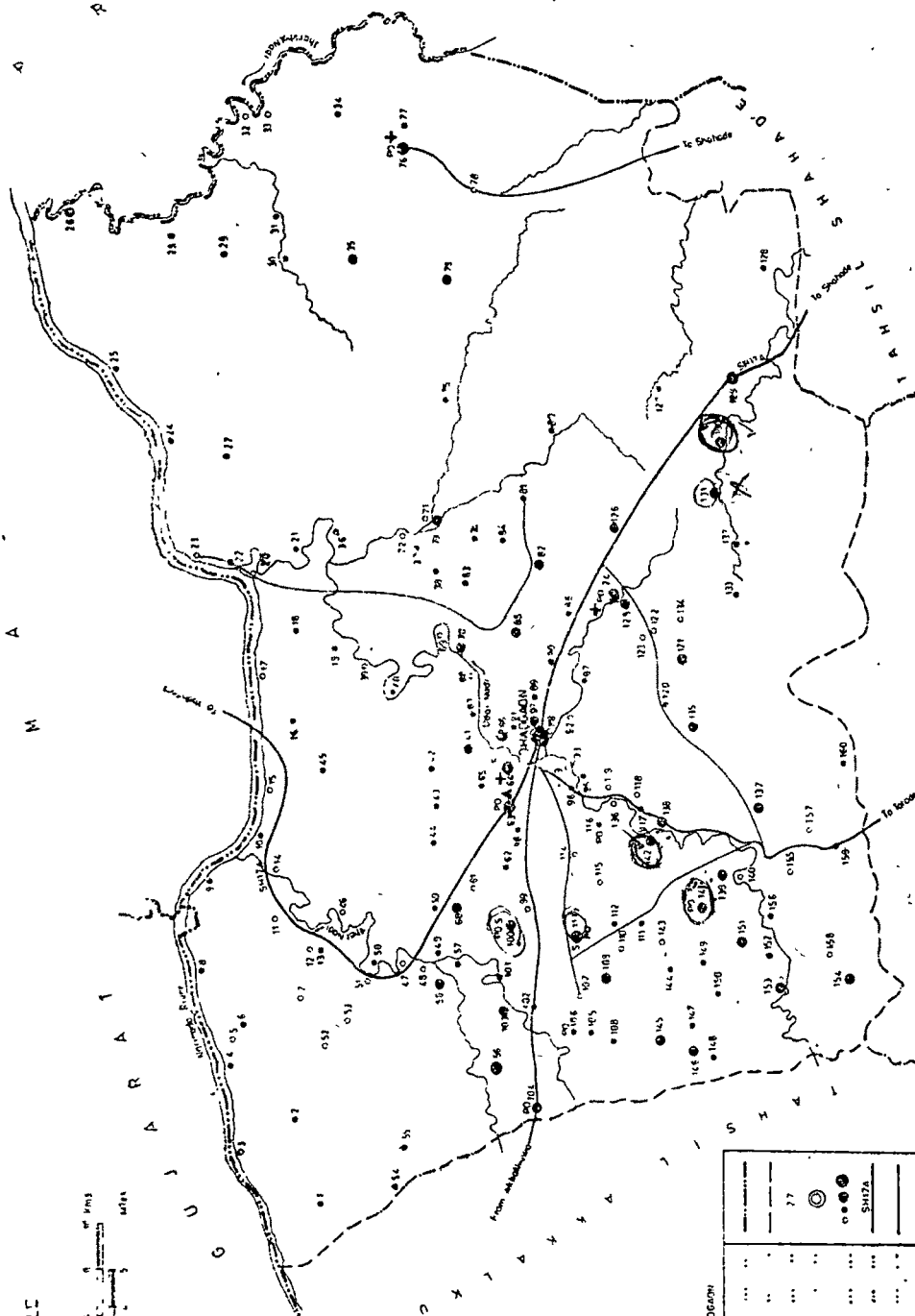
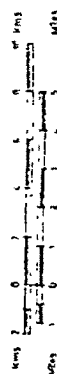
In some of the village the literacy percent is very low. It is amazing to note that there is not a single female literate in village Vaniya Vihir.

Another interesting fact to note that out of the total population 1962 in the three village of Akkalkuwa there are only 2 persons belonging to schedule caste ie. only 0.10 percent people belong to schedule caste.

TABLE XII

DETAILS OF SAMPLE VILLAGES OF AKRANI TEHSILSOURCE CENSUS REPORT 1981.

Serial No.	1.	2.	3.
2. Name of the village	Dhadgaon	Sise	Survani
3. Area of village in hectares	282.72	428.60	704.42
4. Number of occupied house hold	81	152	20
5. Total Population	540	886	144
i) Males	263	448	68
ii) Females	277	438	76
6. Scheduled Caste Population	-	12	-
i) Male	-	7	-
ii) Female	-	5	-
Percentage of S.C. Population	0	1.35	0
7. Scheduled tribe Population	537	859	144
i) Males	260	432	68
ii) Females	277	427	76
Percentage of S.T. Population	99.44	96.95	100
8. Literates	60	79	10
i) Males	51	71	10
ii) Females	9	8	-
Percentage of Literates	11.11	8.9	6.94

[illegible]

Based upon Survey of India map with the permission of the Surveyor General of India.

Out of total population of 1962, 1959 are tribals. In the three villages of Akkalkuwa the percentage of tribals is 99.84 percent.

Considering, the tribals population these three villages were selected for the study.

From TABLE XII it is seen that the percentage of tribals in the village Dhadgoan, Sisa and Survani is 99.44 percent, 96.95 percent and 100 percent respectively. On an average the tribal population of the three villages of Akrani Tehsil is 98.79 percent.

The literacy rate of the three village of Akrani Tehsil that is Dhadgaon, Sisa and Survani is 11.11 percent, 8.9 percent and 6.94 percent. On an average the tribal literacy of the three villages of Akrani tehsil of West Khandesh is 8.98 percent.

From the TABLE XII it is further observed that out of total population of 1570 in the three villages of Akrani Tehsil, there are only 12 persons belonging to scheduled Caste. This shows that schedule caste population is 0.76 percent. In the sample villages of Akrani Tehsil.

If the TABLE X , XI , and XII are studied comparatively it

will be notice, that on an average village consist of 99.28 percent of tribals. Others communities are predominated by tribals.

Average literacy percentage of all the sample villages is 13.49 percent, which is very low as compared to national literacy of 42 percent. This literacy percentage is low as compared to literacy of Dhule Tehsil, Which is 50.07 per cent.

Beyond, the above nine villages with primary schools, nine residential schools were selected for the study purpose. They are as under :

1. Ashram school at Rampur (Government)
2. Ashram school at Kakarda (Government)
3. Residential school at Mandulwar (Run by the Suvarta Alliance Ministries Trust)
4. Ashram school at Navli (Government)
5. Ashram school at Dhanrat (Government)
6. Residential school at Survani (Run by Bhil Seva Mandal)
7. Residential school at Borcheek (Run by the Evangelical Alliance Mission Trust)
8. Ashram school at Chulwad (Government)
9. Ashram school at Nala (Government)

From the Zilla Parishad Primary Schools and Ashram Schools the responses from the following were collected :

1. Teachers working in the selected schools of tribal area of West Khandesh

All the teachers teaching in the nine primary schools and selected Ashram Schools were interviewed. In all 108 teachers were interviewed and their opinion was collected through questionnaire.

2. Tribal pupils studying in the selected school of tribal area of West Khandesh

On an average five pupils from each primary school and Ashram school were interviewed and their response was recorded on interview schedule. In all 90 pupils were interviewed.

3. Tribal parents of pupils in the selected schools of tribal area of West Khandesh

An effort was made to contact all the parents of the pupils interviewed. In all 60 head of the family were contacted and interviewed. Their views were recorded on interview schedule.

4. Leaders of voluntary agency working in the schedule area of West Khandesh

Leaders of voluntary agencies were personally contacted and their views were collected through interview schedule and personal discussion.

The Investigator personally contacted, Project Officer, Education inspectors, District education officer etc., and their views were collected through discussion. Other information required was collected from various offices by information sheet.

3.12 DATA ANALYSIS

To put forward meaningful outcome of the study the data was quantitatively and qualitatively analyzed. The detail of the data analysis procedure is given below:

Qualitative data pertaining to educational facilities provided to tribal pupils, enrolment, dropout, teachers' problems, voluntary agencies leaders' views, parents' views have been analyzed using percentage. Certain quantitative data has been

represented in tabular form and by bar graph.

Views of leaders of voluntary agencies, tribal parents, teachers etc., have been represented in descriptive form following percentage analysis and where ever necessary certain quantitative data has been represented in tabular form.

Information collected from various offices such as, office of voluntary agencies, tribal development office, tribal corporation office, project office, school office etc., have been presented in descriptive and tabular form.

Information collected as participant observer was analyzed qualitatively and has been used to cross check and to support the findings from the various records and responses collected during the field survey. The analytical interpretation of the data is presented in chapters IV,V,VI,VII, & VIII in accordance to objectives of the study.

3.13 DELIMITATION OF THE STUDY

In all there are 330 villages, having primary school facilities, in the three scheduled tehsils of West Khandesh (Census Report 1981). Most of the villages are situated in the interior hilly region. So, approach to all of them was not possible. Therefore, nine villages predominated by tribal having primary

schools, were selected and nine ashram/residential schools having high concentration of tribal pupils were selected.

One of the major problem in conducting the study was the non availability of statistical data. It was found that relevant record of the district, Block and Schools were not easily available.

Investigator, had to face the language problem as the tribal dialect changes from place to place. Widely travelled, local resident and a tribal himself, Ratnakar Power, a priest, who is acquainted to the area and knows the tribal languages, accompanied the Investigator. This solved the language problem.

In more than half of the villages visited, schools were found closed. Teachers and pupils were not available during the school time and on working days. In some schools only 3 to 4 pupils were present, where school record showed nearly 40 pupils on roll.

Further, difficulties had to be faced due to social worker Medha Patkar, who was surveying the area and publishing the findings in the leading newspapers. Therefore, teachers were reluctant in providing the needed data.

The visit to tribal village was arduous and sternous task because these villages are not easily accessible and being hilly areas marching at times became very difficult and irksome.

Due to very high percentage of illiteracy among the tribals and their constant exploitation by non tribals, it was found difficult to get frank views from the parents.

The educational level of teachers at some places was so low that they were unable to fill a questionnaire meant for them, which was in the Marathi language.