A STUDY OF EDUCATIONAL PROBLEMS OF SC AND ST STUDENTS OF VMC SCHOOLS IN VADODARA CITY

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CERTIFICATE

This is to certify that Mrs. Nancy Vij has completed her M.Ed. Dissertation work entitled "**A STUDY OF EDUCATIONAL PROBLEMS OF SC AND ST STUDENTS OF VMC SCHOOLS IN VADODARA CITY"** submitted by Miss Nancy Vij in partial fulfillment of the award of Master of education (M.Ed.) of the center of advanced study in Education (CASE, IASE, and IUCTE), the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara is a record of bona fide original research work carried out by he under my supervision and guidance. I find it fit for submission and evaluation.

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DECLARATION

NANCY VIJ. hereby declare that the Dissertation entitled "**A STUDY OF EDUCATIONAL PROBLEMS OF SC AND ST STUDENTS OF VMC SCHOOLS IN VADODARA CITY''** Conducted and submitted by me for the partial fulfillment of the M.Ed. programme at the Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is my original work and has not been submitted earlier either to The Maharaja Sayajirao University of Baroda or to any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

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Date: 07-06-2021

                                                                                      Investigator

Acknowledgement

It needs vision, passion and commitment to bring dreams into reality. It also requires an extra ordinary amount of support. My dissertation entitled "**A STUDY OF EDUCATIONAL PROBLEMS OF SC AND ST STUDENTS OF VMC SCHOOLS IN VADODARA CITY"** was one such. Having reached that milestone, it is my privileges to reflect upon the path has covered for this journey and express my heartfelt gratitude to those whose support he It needs vision, passion and commitment to bring dreams into reality. It also requires an extra ordinary amount of support. My dissertation entitled "**A STUDY OF EDUCATIONAL PROBLEMS OF SC AND ST STUDENTS OF VMC SCHOOLS IN VADODARA CITY"** was   one such. Having reached that milestone, it is my privileges to reflect upon the path has covered for this journey and express my heartfelt gratitude to those whose support helped me to fulfill this part of my dream.

My first and for most gratitude is to the God. Thank you God, you have made my life more beautiful and giving me ever things which I wanted.

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Place: Vadodara.

Date: 07/06/2021   **Nancy Vij**

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Chapter: One:

Conceptual Framework

1.0 Introduction

Education is an indispensable need of mankind. It aims at educating the masses to become better citizens and more useful members of society. Therefore, all over the world, education has been viewed an important instrument for an all-round development of individual1. Education is a continuous, life-long process of socialization: beginning from birth and ending only in death. Through education an individual learns his way of life, adapts to his socio-cultural and ecological environment, and achieves his life's personal and social goals2. Education is associated with the quality of life, related to production and interlinked with the promotion of social and national integration. Realizing the significance of education for a democratic % country, the Constitution of India enshrines certain provisions, which promise "equality of opportunity for education" at all levels, and also guarantee the educational advancement of the Scheduled Castes and Scheduled Tribes, because they constitute the 'core' among the weaker sections in India.

Education is a unique process, which aims at an all-round development of man physical, mental, moral and spiritual. Besides, man is a social and culture-building animal, and he has to adapt himself to a given geographical environment in which he lives and at the same time, modify the environment according to his needs. Education is such an instrument which takes care of all these aspects related to man and helps him to turn out the best in him with a view to achieve these objectives. Education may be formal or informal; traditional, technical or non-technical. It may be related to health, sex, morality, religion, human values and artistic expressions, different occupations, human interactions, the mundane world or the spiritual world. It may be related to bookish knowledge or may be in form diverse experiences of life. Again, there may be various standards of formal education viz. primary, middle, secondary or higher education. Originally, during Vedic times education was considered as a part of 'holy process' passing from a Guru to Shishya. The Guru would train the mind and heart of the students to enable them to face life with conviction and courage (Sinha, 1958)3.

It is universally accepted that education is the basic input for any sustainable development, especially in the context of socio-economic development. It is also recognized that with a substantial proportion of population in abysmal ignorance and poverty, the Nation, and the State craft develop. There have been continuing national efforts at the promotion of education, in accordance with the Constitutional provisions for the Scheduled Tribes among whom the percentage of literacy is pronouncedly low at the National as well State level.

Education is an instrumental communication of special knowledge and communication in a mutually shared verbal and symbolic behavior. In human societies communication takes place

through the medium of language, which is a unique possession and an ingenious device of man with the help of communication. Socio-cultural life is acquired, shared and transmitted to the in-coming members of the society. Hence, language is termed as a part, product and vehicle of culture. By language people can share their emotions and feelings of each other. In literate societies knowledge is also imparted and shared through books and journals and social interaction among them is markedly obvious. Therefore, the literate societies are more progressive than the non-literate societies for dissemination and proliferation of ideas and knowledge. Especially, this non-literate society is called as Tribe-Society.

Article-45 of the Indian Constitution envisages free and compulsory education for all children in the age group of 6-14 years and Article-46 specially declares promotion of economic and educational interests of the Scheduled Castes and Scheduled Tribes, including protection from social injustice and other forms of exploitation. It has been mentioned in Article 342 of the Constitution of India that: "The Scheduled Tribes are tribes or the tribal communities or parts of or groups within tribes or tribal communities which shall for the purposes of this constitution, be deemed to be Scheduled Tribes in relation to that State." Scheduled Tribe communities, by and large, are economically and educationally more backward than general communities' .All the tribal communities are not on the same socioeconomic level also.

Education has been recognized and viewed as the process of human resource development where the knowledge, skill and capabilities are sharpened to achieve a wide range of objective. The success of democracy, community involvement, utilization of physical and human resources, national integration, cultural emancipation etc., are influenced by the education of the masses. Hence, there is no meaning in aiming for development without laying emphasis on education. The spread of education among the weaker section of society is an essential pre requisite to their all –round development, and one of the most important medium to assure them to benefits of various safeguards provided under the constitution. The provision of education to the citizen has been guaranteed under among Articles-29, 30, 46. According to 2011 census the Scheduled caste (SC) comprise about 16.6 percent and Scheduled Tribes (ST) comprise about 8.6 percent. The SC and ST wherever they live, are faced with many diverse problems, which are of the social, economic and educational problems. It is a common knowledge how the SCs and STs suffer from times immemorial for no fault of theirs. These educational problem have aggraded the situation over year and pushed the SC Education has been recognized and viewed as the process of human resource development where the knowledge, skill and capabilities are sharpened to achieve a wide range of objective. The success of democracy, community involvement, utilization of physical and human resources, national integration, cultural emancipation etc., are influenced by the education of the masses. Hence, there is no meaning in aiming for development without laying emphasis on education. The spread of education among the weaker section of society is an essential pre requisite to their all –round development, and one of the most important medium to assure them to benefits of various safeguards provided under the constitution. The provision of education to the citizen has been guaranteed under among Articles-29, 30, 46. According to 2011 census the Scheduled caste (SC) comprise about 16.6 percent and Scheduled Tribes (ST) comprise about 8.6 percent. The SC and ST wherever they live, are faced with many diverse problems, which are of the social, economic and

educational problems. It is a common knowledge how the SCs and STs suffer from times immemorial for no fault of theirs. These educational problem have aggraded the situation over year and pushed the SCs and STs Masses to the subjugation.

Provision of Basic education for all 'has made clear in its various policy statements including the **National Policy on Education (1986)** which explicitly focused on aspects: (Universal enrollment and retention of children up to 14 years of age.

1.1 Historical Background of Scheduled Caste, and Scheduled Tribes

 It has origins in ancient Indian, and was transformed by various ruling elites in medieval, early-modern, and modern India, especially the Mughal Empire and the British Raj. It is today the basis of educational and job reservation in India. It consists of two different concepts, Varna and jati, which may be regarded as different levels of analysis of this system. The caste system as it exists today is thought to be the result of developments during the collapse of the Mughal era and the British colonial regime in India. The collapse of the Mughal era saw the rise of powerful men who associated themselves with kings, priests and ascetics, affirming the regal and martial form of the caste ideal, and it also reshaped many apparently casteless social groups into differentiated caste communities. The British Raj furthered this development, making rigid caste organization a central mechanism of administrate began a policy of positive discrimination by reserving a certain percentage of government jobs for the lower castes. Caste-based differences have also been practiced in other regions and religions in the Indian subcontinent like Buddhism, Christianity, Islam, Judaism and Sikhism. It has been challenged by many reformist Hindu movements, Islam, Sikhism, Christianity, and also by present-day Indian Buddhism. New developments took place after India achieved independence, when the policy of caste-based reservation of jobs was formalized with lists of Scheduled Castes and Scheduled Tribes. Since 1950, the country has enacted many laws and social initiatives to protect and improve the socioeconomic conditions of its lower caste population. These caste classifications for college admission quotas, job reservations and other affirmative action initiatives, according to the Supreme Court of India are based on heredity and are not changeable. Discrimination against lower castes is illegal in India under Article 15 of its constitution, and India tracks violence against Dalit's nationwide.

1.1.1 Status of Marginalized Group in Education in India

The caste system is a strict hierarchical social system based on underlying notions of purity and pollution (2014). Brahmins are on the top of the hierarchy and Shudras or Dalits constitute the Bottom of the hierarchy. The marginalization of Dalits influences all spheres of their life, violating basic human rights such as civil, political, social, economic and cultural rights. A major proportion of the lower castes and Dalits are still dependent on others for their livelihood. Dalits does not refer to a caste, but suggests a group who are in a state of oppression, social disability and who are helpless and poor. Literacy rates among Dalits are very low. They have meager purchasing power and have poor housing conditions as well as have low access to resources and entitlements. Structural discrimination against these groups takes place in the form of physical, psychological, emotional and cultural abuse which receives legitimacy from the social structure and the social system. Physical segregation of their settlements is common in the villages forcing them to live in the most unhygienic and inhabitable conditions. All these factors affect their health status, access to healthcare and quality of life. There are high rates of malnutrition reported among the marginalized groups resulting in mortality, morbidity and anemia. Access to and utilization of healthcare among the marginalized groups is influenced by their socio-economic status within society. The Scheduled Tribes like the Scheduled Castes face structural discrimination within the Indian society. Unlike the Scheduled Castes, the Scheduled Tribes are a product of marginalization based on ethnicity. In India, the Scheduled Tribes population is around 84.3 million and is considered to be socially and economically disadvantaged. Their percentages in the population and numbers however vary from State to State. They are mainly landless with little control over resources such as land, forest and water. They constitute a large proportion of agricultural laborers, casual laborers, plantation laborers, industrial laborers etc. This has resulted in poverty among them, low levels of education, poor health and reduced access to healthcare services. They belong to the poorest strata of the society and have severe health problems. It is widely acknowledged that education has an important role to achieve a greater degree of social justice (2006). The educational institutions are expected to equip children to the best of their ability for securing a meaningful place in society and thus fostering a process of developing an egalitarian society. However, a large number of children in India are still excluded from the educational system and hence cannot participate meaningfully in the economic, social, political and cultural life of their communities. It appears that current

educational programmers might have failed to address the needs of children who are vulnerable to marginalization and exclusion. Some of the educational programmers might have provided inadequate services that have affected the interest of these children leading to further social exclusion and injustice. With this backdrop, the paper analyses the trends in participation of disadvantaged children in school and examines the issues relating to the expansion of quality education for these children. The policy and practices to examine the extent to which these facilitate their education. It argues that while unplanned expansion of educational facilities along with inadequate financial investments may dilute the quality, it may also fail to address the right of learners in accessing worthwhile knowledge and skill.

1.1.2 Recommendations of various Committees and Commission on Tribal Education

Post-independence India has witnessed reports on tribal education significantly dedicated to the growth and development of tribal. First such effort was the University Education Commission, 1948 headed by Dr. S. RadhaKrishnan followed by the Secondary Education Commission, 1952 headed by Dr. Lakshmanswamy Mudaliar. Those studies were sectarian studies related to higher and secondary stages of education respectively. But the study team on Social Welfare and Welfare of Backward Classes, 1959 brought out a revolutionary change in the entire educational system and dealt exhaustively with tribal education. The following is the comprehensive presentation of these documents.

1. Study team on Social Welfare and Welfare of Backward Class, 1959

The study team on Social Welfare and Welfare of Backward Classes (Renuka Roy Committee) in 1959 has suggested regarding pattern of tribal education, imparting education to primary students in their mother tongue, appointment of at least one woman teacher in every tribal school etc.

2. Committee on Special Multiple Tribal Blocks, 1960

 Elwin committee on special multipurpose tribal blocks have given emphasis on construction of school building in local style, simplicity in equipment's, avoiding unnecessary weightage on enrolment of schools, that is giving emphasis on qualitative aspect rather than quantitative aspect of tribal education, appointment of sufficient experienced and qualified teachers completely familiar with local language, preparation of text books in tribal language for lower classes,

declaration of school holidays according to local festivals, use of local tribal institutions as school, and preparation text book based on tribal backgrounds. Besides, the committee suggested for introduction of basic education and agriculture and forestry based education at primary stage and vocational education at secondary stage

3. The Scheduled Areas and Scheduled Tribe Commission, (1960-61)

The scheduled areas and scheduled tribe commission under the chairmanship of U.N. Dhabar agreed the proposal of representatives of Ministry of Education in providing social amenities and employment opportunities to the villagers in their own surroundings instead of encouraging continuous drain of vitality and intellects from the village to the urban areas, establishment of schools and colleges to cater to the needs of land based section of the society and imparting basic education beyond the secondary stage.

4. Education Commission, (1964-66)

The report of the Indian Education Commission chaired by Dr. D.S. Kothari emphatically stated that "It is necessary to pay special attention to the education of the children from the backward classes which includes the scheduled castes, the scheduled tribes, de-notified communities and a few nomadic and semi-nomadic groups". The commission observed that the special location of tribal generate problems towards universalization of education among the tribal. They live in forest areas which is difficult to access and where conditions of life can be very trying and causes grave concern. "In such cases, special attention will have to be paid to the needs of the tribal and ensure that they receive a fair share of the benefits of education developments. But the situation becomes uniquely challenging in the predominantly tribal areas, because, here is presented an ideal opportunity for an integrated development". Prior to Kothari Commission the report of Dhebar Commission (on scheduled areas and scheduled tribes under the chairmanship of Sri. U.N. Dhebar) emphasized the various aspect of tribal education and provided concrete suggestions. Endorsing the report of Dhebar Commission, Kothari Commission opined that the enrolment of tribal children was much lower in states like Andhra Pradesh, Orissa, Gujarat, Madhya Pradesh, Rajasthan and West Bengal. So also the problem of retention of tribal students had a high propensity of leaving the school at the upper primary and middle school stage. Taking into consideration the ground realities pertaining to tribal education by 1961, it is recommended as follows:

• Educational provisions need to be strengthened. The school calendar should be tuned to the tribal life style. The tribal games should be encouraged instead of imposing games unknown to the tribal children.

• The development of secondary education was a major concern. Talented tribal children should be identified and nurtured. The Ashram School system was considered to be a good module. 24

Seats should be reserved for tribal children in quality secondary schools and in vocational institutions.

• Massive parental education awareness program and love for education among the tribal to be encouraged. The tribal girl's education was given due emphasis and teachers should know the tribal language, so that they can establish proper rapport.

The Commission further suggested that the apathetic attitude of non-tribal to work in the tribal areas need to be changed and primarily the educated tribal youth should be employed in their own areas so that they can bring commitment to the task. Differential approaches should design to meet the varied needs of different tribes. Area specific and need based programme for each and every tribe should be evolved.

5. The National Policy on Education, 1986

Education for equality envisaged in fourth chapter ofthis document states that:

• Priority will be accorded to opening primary schools in tribal areas. The construction ofschool buildings will be undertaken in these areas on a priority basis.

• The socio-cultural milieu to the scheduled tribes has its distinctive characteristics including in many cases their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional languages.

• Educated and promising scheduled tribe youths will be encouraged and trained to take up teaching in tribal areas

• Residential schools, including Ashram Schools will be established on a large scale.

• Incentive schemes will be formulated for the scheduled tribes keeping in view of their special needs and life styles, scholarships for higher education will emphasize technical, professional and paraprofessional courses

. • Anganwadis, non-formal and adult education centers will be opened on a priority basis in areas predominantly inhabited by scheduled tribes.

• The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people so also of their enormous creative talents. Programme of Action, 1992 The National Policy on Education, 1986 before being adopted on its letter and spirit underwent a systematic change towards the educational development. The implementations of the strategy were spelt out as follows:

• Equalization with the non-scheduled castes/scheduled tribes population at all stages and levels of education.

Cent percent enrolment of scheduled tribe children in age group 6-11 (class-1 to V) as their retention in school.

• Enrolment of at least seventy five Percent children in the age group 11- 14 (classes VII to VIII) and their retention in school.

• Incentive to indigenous families to send their children to school regularly till they reach the age of 14. • Timely payment of pre-matric scholarship and its distribution through a simple nodal agency including rising of the quantum of scholarship. All the scheduled tribe children shall receive scholarships.

• Uniforms, books, stationary etc. which constitute the children cost of education and are a major deterrent to properly taken care of.

• Accesses programme for recruitment of teachers for among scheduled castes/scheduled tribe should be taking up.

• The educational progress shall be assessed from time to time on the basis of micro-planning and verification.

• Increased provision of hostel facilities for scheduled tribe children.

• Location of school building, Balwadis and adult education centers in tribal villages.

• Preparing content and value oriented curriculum in respect of scheduled tribe.

• Elimination of educational imbalances of the tribal areas. Acharya Ram Murthy Committee Report, 1

6. Special Programme towards the Equalization of Education

Equality of educational opportunity includes provision of education for all irrespective of religion, castes, creed, sex and location. To ensure equality of opportunity to all sections of the population in different walks of life, equality of educational opportunity is the only basis. Education is the birth right of all. It is only guarantee for building an equalitarian and human society in which the exploitation of the weak will be minimized. In a democratic society and a welfare state, which value social justice and aims to improve the lot of common man, provision of equality of educational opportunity plays a very important part. Pt. Nehru said in Feb. 1964, "We all belong to Mother India and have to live and die here. We all are equal partners in the freedom that we have won. Every one of our people must have an equal right to the opportunities and blessing that free India has to offer."

To make education a fundamental right, on the recommendation and direction of Supreme Court of India, the union government introduced 83rd constitutional amendment bill in the parliament. The bill has been passed by both the houses of parliament and the president of India gave his assent to this bill in 2001 A.D. Under the new initiative the government has decided to spend Rs. 3000/- crore annually in the development of primary education, which is double to what was being, spent still 2001 A.D. From the past few years various constructive programme has been launched to upgrade the system of primary education. Operation Blackboard (OB), District Primary Education Programme (DPEP), Mid-Day Meal Programme (MDM), Education Guarantee Programme (EGP), Education for All (EFA), Subhas Chandra Bose National Literacy Mission. (SCBNLM), Sarba Siksha Abhiyan (SSA) and Millenniums 2000 Programme etc. for the improvement of education.

(**i**) **Operation Blackboard** (**OB**)

The purpose of Operation Blackboard is to ensure provision of minimum essential facilities in primary school along with material facilities as well as learning equipment. Use of the word operation implies that there is urgency in this programme that goals are clear and well-defined, and that government and the people are determined to achieve those goals within a predetermined time frame. Operation Blackboard envisages (a) two reasonable large rooms, that are useable in all weather (b) necessary toys and games materials (c) blackboard (d) maps (e) charts (f) other learning materials.

(ii) District Primary Education Programme (DPEP)

This programme was launched in 1994 as a major initiative to achieve the objective of Universalization of Primary Education (UPE). The programme aims at providing access to primary education for all children, reducing dropout rates to less than 10 percent, increasing learning achievement of students by 25 percent and reducing the gender and social gap to less than five percent. DEEP is a centrally sponsored scheme. The district is a unit of programme implementation. Eighty five percent of the cost is shared by central government and 15 percent by the concerned state.

(iii) Mid-Day Meal Programme (MDMP)

The national programme of nutritional support to primary education popularly known as Mid-Day Meal scheme was formally launched on Aug. 15, 1995. The objective of the programme is to give a boost to universalization of primary education by increasing enrolment, attendance and retention and also improving nutritional status of children in primary classes. Under the mid-day meal scheme, cooked midday meal with a nutritional content of 450 calories and 12 grams protein in served to children studying at primary level. About 12 crore children studying in over 9.50 lakh schools are presently covered under the scheme. In order to improve the quality of meal, the scheme was last revised in June 2006. The cooking cost norm has been fixed at Rs. 2 per child per school day with Rs. 1.80 as central assistance for north east states and Rs. 1.50 for other states and U.Ts. Assistance to sates has been provided at the rate of Rs. 5000/- per school to procure/repair kitchen devices. MDM 35scheme has helped in promoting school participation, preventing classroom hunger, instilling educational values and fostering social and gender equity.

(iv) Education Guarantee Scheme (EGS)

In 1992, Government of India, along with State Governments decided to open at least one primary school in every panchayet. This scheme was intensified to reduce the dropout rate, which had become a common feature at the village level. By providing school in each panchayet. Government has decided to ensure the larger participation of rural folks in the literacy mission.

(v) Education for All (EFA)

Education for All is an international commitment. Its goals may be different in different countries depending upon their social background and educational scenario. But all participating nations are committed to strive for achieve education for all by the year 2000. This is the common goal ofEFA in all those participating countries. In the Indian context the goals of EFA are as follows:

(a) Expansion of early childhood care and developmental activities especially for poor, disadvantaged and disabled children through concerted efforts of families, communities and appropriate institutions.

(b) Universalization of elementary education in terms of access, enrolment retention and success in achieving minimum levels of learning. While Constitution provides the basic framework, policies and programmers in education initiated on the basis of recommendations of various commissions and committees set up time to time.

Kothari Commission (1964-1966) state that, "Regional imbalances should be corrected and good educational facilities should be provided in rural and other backward area. To promote social cohesion and national integration, a common school system should be adopted: this should not, however, affect the minority rights guaranteed by the Constitution. The education girls should receive emphasis, as should education among the backward classes."

The National Policy on Education (**NPE**) 1986 and the **Programme of Action** (**1992**) gives the basic policy framework for education, emphasizing on correcting the existing inequalities. It stresses on reducing dropout rates, improving learning achievement and expanding access **STs, and SCs the recommendation of NPE:**

(1) Incentives to SC families to send their children to school regularly till they reach the age of 14.

(2)Pre-matric scholarship scheme for children of families engaged in low occupations from class.

(3) Constant monitoring to ensure enrolment, retention and successful completion of courses.

(4) Locating schools, Balwadis and Education Centers in such a way as to facilitate full participation

(5) Constant innovation in finding new methods to increase participation.

(6) Priority to opening primary schools in the tribal areas.

(7) Devising instructional materials in tribal languages at the initial stages.

(8) Encouraging educated tribal to take up teaching in tribal areas.

(9) Establishing residential schools on a large scale.

National Curriculum Framework (2005) the aim of education include independence of thought and action, sensitivity to other' well-being and feelings, learning to respond to new situation in a flexible and creative manner, predisposition towards participation in democratic process, and the ability to work towards and contribute to economic process and social change.

Government of India mandated establishment of **National Commission for Scheduled Castes and Scheduled Tribes,** which would monitor implementation of provision of the Constitutions related to safety and welfare of SCs/ STs. One of the regular activity of National Commission is monitoring progress in the matters of educational development of SCs and STs. In addition to establishment of National Commission on Scheduled Caste and Scheduled Tribes, Government of India dedicated the **Ministry of Social Justice and Empowerment and Tribal Welfare** to continuously plan and **monitor** the development and welfare of SCs and STs. The Ministries have launched a number of schemes for the upliftment of SCs and STs Viz., free education at all stages, establishment of Navodaya Vidyalaya, reservation of seats in educational institutions

After independence, the Government of India has taken a number of steps to develop education level of SCs and STs. National Policy on Education (1986) and it' s modification in 1992 have also state measures to be taken as priority. In pursuant of NPE 1986 and the provision in the existing scheme (GOI, 2006-07). These are:

Relaxed norms for opening of primary / middle schools; a primary school within 1 km walking distance from habitations of population up to 200 instead of habitations of up to 300 population.

(1) Abolition of tuition fee in all States in Government schools at least up to the upper primary level. In fact, most of the   States have abolished tuition fees for the SC/ST students up the senior secondary level.

(2) Free textbooks, uniforms, schools bags, etc.

(3) In addition to above mentioned steps, many other Programme like Sarva Shiksha Abhiyan (SSA), District Primary Education Programmer (DPEP), were launched by the government. All these programmers gave special attention to education of Scheduled Caste, Scheduled Tribes children.

1.1.3 Status of SC and ST in Vadodara City

The City of Vadodara is one of the well- Known cities of Gujarat is known as the cultural capital of the state. Vadodara city is the administrative. As per the Census 2011, the literacy rate of Vadodara city is 90.5%. The male literacy rate is 93.79% and the female literacy rate is 86.91% in Vadodara. Schedule Caste (SC) constitutes 6.6% while Schedule Tribe (ST) were 4.1% of total population in Vadodara. As per Census 2011 out of total population, 49.6% people lives in urban areas while 50.4% lives in the rural areas. The average literacy rate in urban areas is 89.7% while that in the rural areas is 67.8%. Also the Sex Ratio of Urban areas in Vadodara district is 920 while that of rural areas is 948.

 1.1.4 Primary Education in Vadodara

Vadodara city is the administrative headquarter of the Vadodara district. Earlier Shrimant Maharaja Sayajiro Gaikward-III (1866-1939) was a visionary ruler and firm believer of the universal education so; he put his best effort in that direction. The honor of introducing compulsory education goes to this ruler. Vadodara state in 1906 by passing Baroda Compulsory Primary Education Act. There are 3 types of schools under Municipal Corporation of Vadodara. Municipal schools grant in aid schools, private schools. Vadodara Municipal Corporation schools are totally financed by the state government and governed by their by their rules and regulations. The municipal corporation board was formed on 9th November 1953 with a goal of providing primary education to the children of Vadodara in general and children from lower strata of the society in particular. All the municipal schools providing primary education are in education are in charge of municipal corporation board. The main role of VMC is provide the basic education to the deprived group children.

1.1.5 Problems of Education among the tribes

Tribal education in Orissa is beset with a multiplicity of problems, which are closely interrelated. Most of the problems, therefore, have many causes that need to be solved. There is a need for joint, well-meaning and concerted effort to solve these problems. But, on the country, we tend to find one cause for one problem and suggest only one remedy that too half-heartedly with little involvement. Besides, lack of knowledge of tribal life and culture on the part of those who implement programes makes them often plug the wrong holes. Stated below are some major problems of tribal education with possible suggestions to solve some of these problems

1. Management Problems: Lack of knowledge of tribal life and culture on the part of the people in charge of tribal education. Tribal Education is part of the special package for the all-round development of tribal. Education is a major cause of the failure of the other tribal development programme. And the most important cause being the lack of knowledge of tribal life and culture on the part of the implements.

2. **Non-Tribal Culture-Based Education**: There are some basic differences between tribal and non-tribal cultures. But the education for them is found to base totally on non-tribal culture. The school with non-tribal setting non-tribal teachers and Oriya as the medium of instruction appear quite alien to tribal children. The present teaching strategy is quite opposed to the tribal concept of learning which in their culture is a pleasurable event learnt through pleasurable means - through games, riddles and songs. Our system of education lays undue stress on competition and individual learning. Education in tribal culture on the country lays stress on group learning and learning by doing. Thus, there is a great need to adapt your schools at least the primary level to tribal culture.

3. **Problems in Learning Languages**: There is a need to use tribal languages at the pre-primary and primary level and to develop a strategy to switch over from tribal language to Oriya without creating serious hiccups for the young tribal learner

4. **Lack of Proper Training for Teachers of Tribal Learners**: The teachers of tribal learners need specialized training to teach tribal learners. They should help them to create favorable attitudes to tribal and tribal languages and appreciation of tribal culture. It may be stated here that there are two pioneering institutes in Orissa viz. the Scheduled Castes and Scheduled Tribes

Research and Training Institute (SC & ST R & TI) and the Academy of Tribal Dialect and Culture (ATDC) which have currently training facilities in a very limited scale for teachers of tribal learners. The training components of these two state level institutes need up gradation through provision of adequate men, money and materials. Unless the horizon of training facilities are widened in these institutes our achievements in this regard are ought to be negligible. It needs preparation of teacher's training modules and capsules with audio/video/computer display wherever necessary and recruitment selection of training instructors and association of experts in the line as resource persons. The training skills of these two institutes are to be reviewed and updated from time to time by the state level expert group so that training for capacity building of teachers of tribal learners becomes relevant in all respects.

5. **Poor Management of Tribal Schools**: The special schools for tribal popularly known as ashram schools were originally established with high ideals. But over the years due to lack of proper management these schools have turned out to be second-rate schools. Excepting disbursement of expenses (often not in time) and transfer and posting of teachers the SC & ST development department has done hardly anything for imparting quality special education for tribal learners. A kind of hierarchy- double administration by the welfare officers and the inspector of schools - has ruined these schools. These schools often fail to get the benefits provided to general schools. Convergence between school and mass education department, Directorate of TE and SCERT, Board of Secondary Education, Orissa Cuttack and different training college with SC/ST department may be ensured. 5. Special Problems of Nomadic Tribes: Education of some nomadic tribes like Mankirdias and Hill Khardias poses special problems which need to be solved with special care. Where there is a need to run mobiles schools for them the government on the country tries of settle them permanently constructing fixed houses and schools for them for no use. A two-crore housing project at Udala for the Mankirdias which has long being abandoned by the tribes is a case in point.

Underdeveloped and undeveloped societies have a traditional science of their own. Modern science and technology do not get disseminated very easily. Still India is a poor country by which it cannot provide all the materials what the people want. Actually, the Indians are very idle and lazy persons by which they are facing the problems of education. In relation to tribal people it has been found that education goes a long way in dispelling many traditional values related to

superstitions that serve as a great hindrance to development and progress. Education makes the mind 'open' and increases the 'applicability' and 'appreciation' of innovations. It has been realized that change cannot be 'imposed' on the tribals whatsoever fair our intention may be. For being of lasting importance, change must come from within. Before any meaningful change is introduced in their society, a change must be brought in their value system. And values could be changed only through effective and proper education.

Various factors such as economic, social, religious and educational attribute are responsible to a high degree of dropout and stagnation in the field of tribal education. As stated earlier low economic status, participation in household economic pursuit, indifferent attitude of parents to education, communication gap between students, teachers and parents, socio-religious obligations, unsuitable timings and holiday pattern in schools are some of the reasons for stagnation and dropout.

The educational backwardness of the scheduled castes and tribes is too well documented in numerous government reports and official statistics to need further repetition here. However, a brief presentation of some significant statistics will help to set a backdrop for the later discussion. For Adivasis, particularly, the opportunity of education Is high. It entails dislocation in the traditional pattern of the division of labor where there is school and work conflict at this level of income, and resuliantly work always wins. Poverty coupled with familial agricultural production has the effort of drawing children out of school as they are needed in the fields.

A direct attack on their poverty is the obvious first step for any development of the tribals but they must also be conscientized to the extra-advantage of education if this development is to make self-sustained progress. The main problems faced by tribal are extreme poverty, exploitation by non-tribal and the evils of drink. Tribal poverty is mainly due to the inferior quality of land coupled with backward and primitive techniques of cultivation. Most tribal do not take advantage of Government plans to improve the techniques of agriculture by providing facilities like good seeds and fertilizers. Education alone can make the tribal aware of the availability of these facilities to improve their lot. Poverty and lack of education are very closely related. In the case of all the persons and particularly so in the case of tribal communities, the spread of literacy, adult education and children's education is a primary condition for improving their economic conditions.

In the words of N.K.Behura, there are certain fundamental constraints in the process of educational development of scheduled tribe communities. These are (i) inappropriate medium of instruction in the lower classes; (ii) imperfect teacher-pupil communication in the lower classes; (iii) unsuitable curricula and textbooks for lower classes and (iv) Incompatible formal school environment. However, abject indigence is the most important constraint in the educational development of some tribal of some tribal communities.

The scheduled tribes, particularly the primitive groups lack Income-generating durable aspects, and hence suffer from abject poverty and multiple deprivations. Besides many anti-poverty programs like IRDP, ERRP, JRY, the achievement is very deplorable.

Medium of instruction should be such that through which one particular object can be illustrated easily, if it is expressed in the local dialect or the mother tongue of a child, at least, in the primary stage. Though there is no standard script of any dialect for the tribal people in India, many educationists suggest that at least the regional scripts should be used in the tribal areas. The State language in many cases creates difficulties. It has been observed that, as a result of its introduction, in many cases, tribal children have become bilingual.

These are a few problems which are not insignificant or which cannot be tackled or eliminated easily. If anybody wants to transcend these educational difficulties, he should certainly give due stress on the matters specified above. All these problems should be dealt with very carefully, because these relate to three vital problems, which are observed, when one these relate to three vital problems, which are observed, when one feeling of stagnation and (3) wastage of zeal for education. Government may spend money for the welfare of the tribal people, but it has been observed that if these three drainages continue then the every effort will prove futile. To combat these factors, the teachers should be more regular in taking courses and sympathetic to the students. Though in many places of West Bengal, in primary schools, there are committees who look after the regularity of attendance of the students, but these are not very active due to obvious reasons, as there are economic difficulties and other associated disadvantages in the way of improving the teaching conditions.

1.2 Statement of the problem

A Study of Educational Problems of SC and ST of the VMC School in Vadodara City

1.2.1 Objective of the study

1. To study the infrastructural facilities provided in VMC schools to the students of class 8th in Vadodara City.
2. To study the enrolment, dropout and retention of Scheduled Castes and Scheduled Tribes student of class 8th in VMC schools in Vadodara City.
3. To study the teaching-learning process in VMC schools in Vadodara City.
4. To explore the educational problems faced by the Scheduled Castes and Scheduled Tribes students of class 8th in VMC schools in Vadodara city.
5. To study the problems faced by the teachers in teaching class 5th students belonging Scheduled Castes and Scheduled Tribes in VMC schools in Vadodara city.

1.2.2 Explanation of the term

(i) Educational Status:
For the present piece of study, educational facilities encouragement from teachers, administration, curricular, co-curricular activities and their functionality considered as educational status for the present study

ii) Educational Problems:
In the context of the present study educational problems relating to pursuing education including teaching, learning and learning activity of children either in the school or at home. Most of the tribal schools are single teacher school. The pupil teacher ratio is very high. Schools lack a systematized and suitable curriculum, which can be relevant to their lifestyle. The curriculum followed in non-tribal areas is also followed in the tribal areas and teachers' lack proper training to influence the tribal. These are the problems of tribal children.

(iii) Tribal:
The term 'tribe' originated from the time of the Greeks and the early formation of the Roman Empire. The Latin term, 'tribus' means a group of person forming a community and claiming descent from a common ancestor (Fried, 1975).' According to D. N. Mazumdar, " tribe is a collection of families or group 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 obligations".

 iv) **Tribal Children**: In the present study tribal children means children belonging to tribal families who are reading in elementary schools.

(v) VMC School: It refers to the school managed by the Govt. of Gujarat District level agency called "Nager Parthmik Shikshan Samiti Vadodara.

1.2.3   Delimitation of the study

The Present study will be delimited to the class 8th of Municipal corporation schools of Vadodara city in the academic year 2019-2021. Also objectives, explanation of the terms, and delimitation of the study were included. The Subsequent chapter depicts the scenario of the research studies in the area of educational problems.

CHAPTER: 2

Review of

Related

Literature

Chapter: Two
Review of Related Literature

2.0 INTRODUCTION

This Chapter deals with the Review of Related Literature Review of related literature is an important step of any research. It gives the researcher a clear understanding about the studies already conducted in the specific area of the researcher. A careful review of the research journals, books, dissertation, abstracts and other sources of information on the problem is very essential for any research. Here an attempt has been made to review previous relevant in present context.

A comparative review of literature is a must in any research endeavor. Review of literature is the second stage of social research. The main function of social research is to make the research worker up-to-date in the field of investigation. The functions of review of literature are to determine what work-theoretical and empirical, what is already done previously, assist in delineation of problems are providing basis of theoretical framework, providing insight into methods and procedures, suggesting operational definitions of major concepts and procedures, providing a basis for interpretation of findings.

The review of related literature becomes a link between the research proposed and the studies already done. Having discuss the problem and established the need for the study, the researcher must research the main idea of researchers conducted by other researchers. It gives basic understanding when a research project is based on all of the relevant thinking and researches that have preceded and contribute to thinking and research as a whole. The search for related literature was one of the first steps in the research process. It was a valuable guide to define the problem, recognizing its significance, suggesting, planning, processing, data gathering devices, appropriate study design and source of data. Review of the past studies helped the investigator to know what have been done and what needed to be done, revealing the status of researches in the

field. The investigator took the advantage of the past as a result of constant human endeavor. Reviewing of related literature formed the foundation for future work and became a link between the research proposed and the studies already done. A large part of reviews of related studies actually was done even before the research project is formalized. This was essential to make sure that the investigator was not repeating the work that someone had already done earlier.

The review of related studies involved systematic identification, location and analysis of document containing information related to the research problem. It included articles, abstracts, reviews, monographs, dissertation, books and other research reports. This was done so that the researcher could gain a deeper insight and clear perspective of research work. Review of related studies was of utmost importance and beneficial to the investigator as it provided a rationale for the present study. It gave the investigator an understanding of the research methodology that referred to the way the study ass to be conducted. It helped the investigator to know about the tools and instruments which proved to be useful and promising in the previous studies.

Keeping in view the importance of the review of related literature; cited above, in this research work, the investigator has tried to analysis the earlier works done in the field. So as to get an indicators of the direction with regard to his own problem area. In this present research, brief a review has been made on the problems of tribal education.

The present study was taken up a study of educational problems of SC and ST students of VMC schools in Vadodara city. Below are some of the relevant researches done in the past that were presented under following subheadings?

2.1 Review of related literature

2.1.1 Studies related to educational problems

Madan (1952) studied the problems of education of tribal in India and suggested that efforts for educating the tribal people will be successful only when it goes along with economic improvement. The first priority should be given to the above because no educational experiment would be successful among the people who are suffering from economic backwardness. Basic education should be given proper place in the educational setup. There should be some provision

for adult education also. The local teachers, local methods of instruction and local dialects are essential in order to make literacy digestible to the tribal.

Miller (1968) said that most disadvantaged homes do not have a regular meal-time, whereas regular mealtime can be taken to represent "the most basic time ordering event by which one can begin to develop time concepts and a future orientation".

Dhebar Commission and other surveys conducted by the Tribal Research Institutes in some States have shown that absenteeism, wastage and stagnation are very high in the schools situated in the tribal areas and these contribute greatly for the slow progress of tribal education

Srivastava (1970) conducted a research project on 'Identification of educational problems of the Saura (Tribal) of Orissa', The findings of the study revealed that due to their technological backwardness educational development has been difficult to achieve, in spite of the educational facilities provided to them progress of education is not satisfactory, teaching through Oriya language leads to inferior educational performance, teachers need to be given better facilities to work more efficiently and supply of reading, writing materials to the saura students is unsatisfactory.

Sachidananda (**1972**) conducted a study on Education among the scheduled castes and scheduled tribes in Bihar (School Students) and found that, the level of 81father's education and his income were not generally helpful in determining the student's opinion in case of scheduled tribe students, the scholarship scheme was not working satisfactory, and a reason for proper performance of these students was the lack ofproper educational atmosphere at home.

Rajagopalan (1974) conducted a study on the "Educational progress and problems of scheduled tribe students in Karnataka (High Schools)". The study aims at surveying the conditions of scheduled castes and scheduled tribes high school students of Karnataka, assessing socio-economic conditions, their performance at school, their involvement with other groups, their feelings about the social distance etc. and opinion of their teachers about their performance etc. some of the important findings regarding tribal students were that their economic condition was uncomfortable, domestic work seemed to come in their way and the influence of mass media seemed to be very negligible.

Massari (1976) conducted a study on Wastage and Stagnation in primary level in tribal area and found that the wastage and stagnation of primary section was very high. Wastage was more among the girls than among the boys in almost all the blocks.

Panda (**1977**) conducted a research project on "Problems ofTribal Education: Some Emerging Trends and strategies for change". The findings ofthe study revealed that 58,80% S.T. children enrolled in class I leave in class II, 74.92% in class III, 88.20% in Class IV and 92.01% in Class V. In other words out of 100% in Class I only 8% remain in Class V, 14% S.C. children continue up to Class VI, S.T. girls dropout school in large number (96.10%) than S.T. boys (90.58%) S.C./S.T. children contribute maximum to the educational wastage and as such the problems of tribal education demand considerable attention.

Desai (1974), in his study, "A Profile of Education among the Scheduled Tribes in Gujarat" investigated the literacy rate in the Gujarat state. He discussed the change in enrolment and utilization of hostel and scholarship facilities.

Dubey(1974) studied the scheduled tribe students and how their education affected their aspirations and performance, their way of life and their participation in other activities.

Shah and Thakkar (1974) made a study of the scheduled caste and scheduled tribe students in order to see how their education has affected the aspirations and performance in terms of life style, participation in co-circular activities, social outlook, attitudes towards the government facilities and concessions and outlook the status of scheduled castes and scheduled tribes.

Adiseshiah and Ramanathan (1974) did their study on the Educational Problems of Scheduled Tribes in Tamilnadu, which has relevance for Orissa State. The aim of their study was (1) to collect reliable and relevant information to assess the types and extent of educational problems of scheduled tribe school and college students, (2) to make an objective evaluation of the Government policies for the education of Scheduled Tribes, (3) to suggest measures to achieve better and quicker results with their implication to the present policy and method of implementation.

Chitins (1974) conducted her study with 197 scheduled caste and scheduled tribe college students of Maharashtra. The aim of the study was to investigate the problems faced by the college students of scheduled castes and scheduled tribes and to investigate into attitude, interest, choice, aspirations, and participation in extra-curricular activities etc. of the students.

George (1975) evaluated the government policies for the education of scheduled caste and scheduled tribe students,   George (1975) did his study on 250-scheduled caste and 100 scheduled tribe students selected from 23 institutions in 6 districts of Kerala. The objective of his study was to study the factors that motivate the tribal students to go to the college; to study the factors responsible for dropout of tribal students; and to study the facilities available to tribal students and their perception about the same.

Singh (1975), in his study, "Educational Problems of the Scheduled Castes and Scheduled Tribes School Students" mentioned the official measures adopted for their furtherance.

Valunjakar (1975) conducted his study on 139 tribal school students of Maharashtra to find out the educational problems, interests, and choice of school, aptitude, aspirations and motives of the tribal school children.

Mishra (1977) in another book "Role of Education in Tribal Development ", published by the Ministry of Home Affairs, Government of India, discusses the nature of tribal education, its changing focus and education for tribal development.

Lakshmanan (1977) conducted a study on tribal and scheduled caste school students in Andhra Pradesh mainly with a view to know the causes of dropouts. He interviewed the teachers also. More or less he got the same result as in case of other state tribes regarding the interest, future study, public life, school and hostel life etc.

Singh (1978) conducted a study regarding the educational problem of scheduled Caste and scheduled Tribe students. The study was a normative survey. The sample selected using stratified random and cluster sampling method, had 373 Scheduled Caste and Scheduled Tribe students, 22 principals and 60 guardians. Information scheduled and interview schedule were used for data collection. The findings were as follow. Teachers generally follow lecture and note dictation

method for teaching. They never used teaching aid and do not allow students to ask question. Mostly homework was not given and if teachers gave it, it was seldom checked. Sometimes, student felt difficulty in following teacher's spoken language in class rooms. All the Scheduled Caste and Scheduled Tribes students did not participate in co- curricular activity, Scheduled Cast and Scheduled Tribe student's achievement in co- curricular activity at the school stages were not satisfactory.

Joshi (1979) conducted a study entitled, "Educational problem of the schedule caste and schedule tribe of Baroda district", Objective the study. To study to the educational problem the SC and ST student arising out of their socio-economic environment. To study the level of aspiration of the SC and ST student and to study to the emotional difficulties of the SC and ST student with regards to their studies. The population in this study all the High school and college student belonging to SC and ST in Baroda district. All the teacher working in there school and college. The sampling 143 secondary schools and 8 college in the district. A 10% sample was selected using the random sampling technique. Tools were collected data for the study separate questionnaires were used for student, parents and teacher.

Bai (1986) A Study of Extent and Problems of Educational Facilities offered by the government of Karnataka to the SC at the primary school. The major objective of the study were. To examine the growth and pattern of enrolment of scheduled castes. To examine the utilization of special educational facilities offered to scheduled castes by the Karnataka. To compare the growth and enrollment of scheduled castes and non-scheduled castes. To study in depth the problems faced by SC children in enrolment and utilization of facilities. The major finding were. Late enrolment of children need for children to work home non-availability of primary schools within walking distance and lack of commenting facilities were identified as some of the major problems of enrolment and non-utilization of educational facilities. The other significant problems faced by SC children were lacks of textbooks, underpayment of benefits provided for under the educational facilities provided by government, insistence by the school on payment by parents towards transportation of facilities such as free textbooks, uniform mid-day meals etc.

Singh (1987) A Study of the educational problem of SC and ST student studying in the college affiliated. Some objective in the study were. To study of institutional educational problem like

admission, selected subject, class teaching and homework, evaluation, library and reading room, CCA activity in SC and ST and to compare these among student studying in rural and urban colleges. To study the non-institutional educational problem like personal and family background, achievement in CCA activity educational and vocational aspiration of SC and ST student and to compare these among student studying in rural and urban. To know facilitates provides by colleges principal and teacher to SC and ST student teacher and the problem faced. The study was normative survey. The Sample selected using stratified. Random and cluster sampling method had 373 SC/ST student. (13 female and 268 male student of urban colleges and 92 male student of rural colleges)   from B.A classes of 20 afflicted colleges of Avadh University. Besides these tools Prepared by the investigator himself for content analysis, College and University record were also used. Collected and analyzed using suitable statistical techniques. Major Finding are 1) Due to reservation on SC/ST student had no problem in getting admission and reserved seats were not filled. 2) Generally, student felt no problem in selecting their subjects of study; only a small number felt some difficulty because of non – availability for some subject the institutions.3) Teacher generally followed lecture and note diction methods of teaching. They never used teaching aids nor gave students an opportunity to ask question. Mostly, homework was not given and, if some teacher gave it, it was seldom checked. Sometimes students felt difficulty in following teachers' spoken language in classrooms. 4) All the SC/ST students were not found to benefit adequately from these facilities due to various reasons.

Elangovan (1989) conducted a study on the problems faced by the scheduled castes and schedule tribes in pursuing their higher studies. He found that the factor related to teachers, parents, community, students and economic status & also other factors come in the way oftheir academic career. The students did not perceive their teachers to be sympathetic to them at all. They also felt that communal classes in colleges and hostel and late receipt of scholarship are some examples of the various constraints that they have to face.

Ramana (1989) conducted a study on the problems of education among the tribal ccommunities of Andhra Pradesh: A case study of Ashram schools and pointed out that the infrastructure of Ashram schools is poor, the teaching learning process not satisfactory and the stagnation and wastage are high.

Sachidanda and Sinha (**1989**) conducted a study of scheduled caste and scheduled tribes with a view to find out how the educational facilities have been used by the target groups and what types of problems are faced by them in the process of education. The study suggested reframing of the strategy for the education of the scheduled castes and scheduled tribes, diverting 50% of the scholarship amount for strengthening school education, making appointments of teachers from the same community, ensuring availability of facilities to the most disadvantaged ones and laying emphasis on education of the educationally most disadvantaged communities.

Tripathi (1990) conducted a study on academic performance of tribal and non-tribal high school student in relation to their self-concept, level of aspiration and academic motivation. Academic performance was found significant but negatively correlated with self-concept and level of aspiration. But no such relationship was found between academic performance and academic motivation expect on one of its dimension i.e. desire for self –improvement. But this relationship was positive in the case of tribal high-achievers. The researcher also found that the tribal had low level of aspiration as compared to their non-tribal counterparts.

Chavare (1991) studied problem centered on student' dropping out of primary schools of Pune Municipal Corporation and the causes of dropout. Objective of this study were, to review the progress of primary schools of Pune Municipal Corporation, to study the various problems of the Primary school of Pune Municipal Corporation, to suggest the major for resolving the problems and minimizing dropout. Finding were all the teachers in the selected three schools were trained and qualified, but there was inadequate equipment, teaching aid, unsatisfactory seating arrangement and drinking water. The majorities 55 percent of the parents of the parents were illiterate and only 48 percent were educated up to standard IV; parents had no time to attend to their wards and watch their progress, over 70 percent student did not get the time to study as they were required to do household chores.

Khobragrade (**1993**) studied the vocational aspiration and interest of SC and ST students. The sample of the study comprised of 196 SC boys, 184 SC girls, 116 ST boys and 104 S girls. The tools used were: questionnaire, intelligence test, SES scale, information preform and interview schedule. The major findings of the study are as follows: ST boys had less adequate facilities (physical and transport) at their homes compared to SC boys. Male and Female subject did not

differ significantly on area of youth problems. The first generation learner perceived their parents as careless, non- helping, critical, over-demanding, indifferent, dominating, partial, rejecting and highly strict.

NCERT (**1994**), studied on Educational Problems of Tribal Children. The study aimed at mapping the existing provisions for primary education in the areas as well as their utilization by the recipient population. It has been carried out in seven DPEP states, viz., Assam, Karnataka, Kerala, Maharastra, Madhya Pradesh, Orissa and Tamil Nadu. The aspect studied were status of teachers in tribal areas, status of curriculum and teaching learning materials, use of tribal language, status of school enrolment and school dropout, monitoring, evaluation and community participation

Pranav (2015) a study on the Incentives provided to the Disadvantages student in the primary school of Vadodara city. Some objectives in the study were, 1. To study the Incentives gives to the ST and SC student of the primary school of Vadodara city. 2. To study the problem faced by the school in implementing the scheme of Incentives. Population constituted of all 104 Municipal corporation school Vadodara city (2014-2015). The sample in the study 13 school were selected randomly out of 104 Municipal corporation school of Vadodara city. Five Parents from each school were selected randomly. Major Finding are, the enrolment of girls across all the category was relatively high as compared to enrolment of boys.

On the basis of the reviewed literature, it was revealed that quite a few studies have been conducted focusing on problems indicators mainly for primary education. But the investigator felt that the corporation schools have their own crucial problems and factors which affect the problems of SC and ST students in such schools. Looking to their postulates only, investigator has replicated the study keeping in view the existing scenario of VMC schools.

2.2 Implications for the present study

The researcher having reviewed 10 studies, mostly all the studies were experimental, few were descriptive and observational study and few were survey type. Also many studies have been conducted on different aspects of problems like enrolment, retention, administrative and dropouts etc.

Bai (1986) A Studies related to examine the growth and pattern of enrolment of scheduled castes. To examine the utilization of special educational facilities offered to scheduled castes. To compare the growth and enrollment of scheduled castes and non-scheduled castes. To study in depth the problems faced by SC children in enrolment and utilization of facilities. The major finding were. Late enrolment of children need for children to work home non-availability of primary schools within walking distance and lack of commenting facilities were identified as some of the major problems of enrolment and non-utilization of educational facilities. The other significant problems faced by SC children were lacks of textbooks, underpayment of benefits provided for under the educational facilities provided by government, insistence by the school on payment by parents towards transportation of facilities such as free textbooks, uniform mid-day meals etc.

Chavare (1991) were studied problem centered on student' dropping out of primary schools of Pune Municipal Corporation and the causes of dropout. Objective of this study were, to review the progress of primary schools of Pune Municipal Corporation, to study the various problems of the Primary school of Pune Municipal Corporation, to suggest the major for resolving the problems and minimizing dropout. They find that there were lots of dropout rates in primary schools, facilities available were underutilized, and there was no association between school problems.

The investigator presented the studies she comes across so far, in order to emphasize the point that she had not come across. By summarizing all the found studies the investigator had come to this conclusion that from time to time efforts had been made by many investigators to improve different skills in English. In most of the studies it was found that they were conducted in either English medium or in Gujarati medium schools. Having gone through these reviews, the investigator had found only one study problems related to SC and ST students. But the investigator felt that the cooperation schools that have their own crucial problems and factors which problems of education in such schools. Through numbers of studies are avaible but it is the almost need to problems of the cooperation schools. Looking to their postulates only, investigator has replicated the study keeping in view the existing scenario of VMC schools.

2.3 Conclusion

On the basis of the reviewed literature, it was revealed that quite a few studies have been conducted focusing on educational problems indicators mainly for primary education. But the investigator felt that corporation schools may have their own crucial problems and factors which educational problems in such schools. Through numbers of studies are available but it is the ulmost need to study the major factors that affect educational problems in SC and ST in VMC School. Looking to their postulates only, investigator has replicated the study keeping in view the existing scenario of VMC schools.

In this way, the review of the related literature was an important step in understanding research. It helped in clarifying and defining the problem, stating the objectives, selecting appropriate design and methodology of research as well as interpreting the result in the light of the research work already undertaken. In this chapter an endeavor was made to provide an overview of various aspects of the present study through the review of existing literature. In the light of the analytical review of the related studies, the investigator had tried to show the significance of the present study and its implications for the research.

CHAPTER: Three

Methodology for the present study

Chapter Three:

Research Methodology

3.0 Introduction

In -this chapter, an attempt has made by the investigator to highlight the methodology of the present study. The mythology used for the present study by taking into consideration the sample, tools, collection and analysis of the data, which is discussed in the present chapter. Methodology decides the fate of the study. As such it is regarded as the heart of any research. Designing provides a picture for the whole study. It is therefor, desirable to have a methodology designed research plan. The basic design of the broad study was survey study, under which the various steps of study fall. The following sections in this chapter will give clear idea as to how the study was conducted. The investigator attempted to detail out procedure of the study to its minutest fold. The place of methodology in any research work is of great significance. Methodology is the systematic and sequential operation for conducting scientific social survey and research. A proper methodology leads a research towards drawing valid and logic inferences. It would be difficult to comprehend the nature and content of research without an appreciation of the method we designate as scientific. In this respect Karl Pearson's view is of great importance.

3.1 Rationale of the study

As the economic condition of the scheduled tribe is extremely weak, education is most essential for their upliftment and development. It is not possible to improve their economic condition without education. That is why; the education commission said that "One of the social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individual to use education as a level for the improvement of their condition. Every society that values social justice and is anxious to improve the lot of common man and cultivate all available talent must ensure progressive equality of opportunity to all section of the population. The National Policy on Education as revised in 1992 has asserted the quality in education which has been reiterated in the section 4.1 of the document. It states, "The new policy will lay emphasis on the removal of disparities and to equalize educational opportunities by attending the specific

needs of those who have been denied equality so far". Since scheduled tribe groups are one of the recognized disadvantaged groups of the society special planning and efforts have been made after independence to achieve the quality in education for them. Various committees and commissions, working groups and study teams were constituted to formulate policies, programmes and promotion of education of tribal communities. As a result the bal languages, free supply of uniform, residential facilities were taken up. As per census 47.1 percent ofthe ST population above the age seven is found to be literate, the literacy rate being 59.17 for males and 34.76 for females. More than 22 percent of populations of Orissa are tribal. In Orissa the literacy rate of tribal is lagging behind the literacy of tribal at the national level (37.37% against national 74tribal literacy of 74.10%). The country is moving toward universalization of elementary education. Enrolment is an important indicator for measuring educational development of various groups. In view of the mission of universalisation of elementary education a number of studies have been conducted to shows the enrolment status of ST students at primary and upper primary stages. The studies of enrolment ratio of STs in the past twenty years shows considerable improvement in their enrolment. India's challenging task of ensuring universal elementary education (UEE) by 2010 has led the government to make substantial investments to achieve this goal. Programme of Action (POA) for UEE in 1990 includes schemes such as Operation Blackboard, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), Mid-Day Meal Schemes or National Programme for Nutritional Support to Primary Education, Kasturba Gandhi Balika Vidhalaya (KGBV) and Jan Shala Programme, Teacher Education Programme etc. As a result of these government interventions, education infrastructure such as provision of adequate drinking water and other facilities in schools, adequate class rooms, black boards, computers and also growth in terms of number of schools, has led to increased gross primary and upper primary enrollment rates, impressive games in the overall gender parity enrollment index, etc. All of development over the year have meet significant impact, raising the hope that universal education could be reality within the stipulated time period. National Curriculum Framework Review (2005) points out that gender, cast, tribe and class inequalities exist in access, retention and year of completed schooling. Despite Considerable quantitative progress, exclusion remains a depressing feature of the educational scenario of SC children. Socio-cultural practices of exclusion and discrimination continue to define the existence of the Poor Schedules Castes. Low caste children are disproportionately located in the worst schools. Even today, despite progress, nearly all the problems admitted in 1950 are still waiting to be tackled. Physical infrastructure is inadequate, not all children are enrolled, retention is poor with girls lagging behind boys, dropout rates remains high, and children belonging to SC, ST and learning achievements are low. National Curriculum Framework (2005) expresses its serious concern persistence of stereotypes towards children from marginalized groups, including SC and ST, who traditionally have not had access to schooling or learning. School environment must be an enabling environment for all children where interaction between teacher and children takes place. Some scholarships to SC Students studying in Private Schools, Merit Scholarships, attendance scholarships, coaching classes. However, the children of this section of society have not achieved the desired goal due to inadequate attention of the concern authorities towards various educational facility in the schools of rural area.

Every school has to play very important role to provide free and compulsory education to all. It is very important to make learning process smooth, easy and joyful to children by giving them opportunities to explore their environment by using various teaching learning aids and method. Primary school is a place where students spent their time to learn skill to learn skills to future life under the guidance of teacher. The most of the children who are belonging to deprived groups are admitted in governments' schools. But whether these problems of SC and ST students in VMC schools. Since primary education is the forerunner of the higher education, the academic weaknesses of the children at this stages carried over to the higher classes where they retard their studies and ultimately results in their dropout one by one.

3.2   Research Question

The researcher was keen to study the existing primary education system of VMC schools and thus

Sought to answer to the following research questions;

(1) What is the present status of infrastructure existing in VMC Schools Vadodara city?

(2) What are the different types of problems with SCs and STs faced?

(3) Does the teaching learning process have a direct wearing enrolment, dropout and retention SCs and STs student?

3.3   SPECIFICATION OF THE PROBLEM

3.3.1   Statement of the problem

A Study of Educational Problems of SC and ST of the VMC School in Vadodara City

3.3.2   Objective of the study

1. To study the infrastructural facilities provided in VMC schools to the students of class 8th in Vadodara City.
2. To study the enrolment, dropout and retention of Scheduled Castes and Scheduled Tribes student of class 8th in VMC schools in Vadodara City.
3. To study the teaching-learning process in VMC schools in Vadodara City.

4. To explore the educational problems faced by the Scheduled Castes and Scheduled Tribes students of class 8th in VMC schools in Vadodara city.

5. To study the problems faced by the teachers in teaching class 5th students belonging Scheduled Castes and Scheduled Tribes in VMC schools in Vadodara city.

3.3.3 Explanation of the term

(i) Educational Status:

For the present piece of study, educational facilities encouragement from teachers, administration, curricular, co-curricular activities and their functionality considered as educational status for the present study

ii) Educational Problems:

In the context of the present study educational problems relating to pursuing education including teaching, learning and learning activity of children either in the school or at home. Most of the tribal schools are single teacher school. The pupil teacher ratio is very high. Schools lack a systematized and suitable curriculum, which can be relevant to their lifestyle. The curriculum followed in non-tribal areas is also followed in the tribal areas and teachers' lack proper training to influence the tribal. These are the problems of tribal children.

(iii) Tribal:

The term 'tribe' originated from the time of the Greeks and the early formation of the Roman Empire. The Latin term, 'tribus' means a group of person forming a community and claiming descent from a common ancestor (Fried, 1975).' According to D. N. Mazumdar, " tribe is a collection of families or group 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 obligations".

iv) Tribal Children: In the present study tribal children means children belonging to tribal families who are reading in elementary schools.

(v) VMC School: It refers to the school managed by the Govt. of Gujarat District level agency called "Nager Parthmik Shikshan Samiti Vadodara.

3.3.4 Delimitation of the study

The Present study will be delimited to the class 8th of Municipal corporation schools of Vadodara city in the academic year 2019-2021.

3.3.5 Methodology of the study

The present study was a descriptive survey of the existing scenario of Municipal corporation primary schools in Vadodara city. It was a descriptive survey of quantitative type. According to Best & Khan (2006) descriptive research method is non- experimental because they deal with the relationship among non- manipulative variables. This method gather data from a relatively large number of cases at a particular time. It is concerned with the statics that results when data are abstracted from a number of individual cases. Descriptive method employs careful sampling procedures so that generalization may be extended to other individual, group, times or settings.

3.3.6 Population for the study

All the Municipal Corporation schools during the academic year 2019-2021 are the population for the present study. According to Annual Report of Nagar Prathamic Shikshan Samiti 2019-2020 there are total 105 schools under the Municipal Corporation they are all the population for the present study.

3.3.7 Sample of the study

For the purpose of this study the simple random sampling technique was employed. According to Annual Report of Nagar Prathamic Shikshan Samiti 2019-2021 there are total 105 VMC schools out of which 16 schools will be simple randomly selected with the help of random table and the students and teachers of these 16 schools were considered of the sample for the study.

3.3.8 Tools

A research tool play a major role in any worthwhile study, as it is the significant factor in demining the sound data which in turn help in arriving at database. Conclusions about the study in hand, which ultimately, helps in providing suitable, remedial measures to the problem concerned.

For acquisition of relevant data required for the study, the following tools were prepared by the investigator for data collection.

(A)   Check list (for physical facilities)

This tool was developed to collect information regarding the Infrastructure, available facilities in (like library, playground etc.), available facilities in classrooms (fans, maps etc.). There were total 10 items to check the facilities available in school and 10 items for the facilities available in the classrooms. The check list cam be seen……..

(B)   Questionnaire (Teacher and Student)

The questionnaire was prepared by the investigator. Each Questionnaire will have 10 questions in which some are close ended and some open ended, question it contains the questions related to problems which are faced by SC ST Students in VMC Schools.

The First step in the construction of adequate questions is to attain a through grasp of the field and a clear understanding of the objectives of the study and of the nature of the data needed. **The second step** involves clearly stating of the problems, so that each of the items can be more adequately related to the purpose of the study. This is essential not only to ensure that every item is functional, but also to be encourage response since respondents to shy away from a questions that is simply very general and not specific. **The third step** was elimination of items which pertains data which can be found readily and often more accurately. Thus, limiting the length and to the demands from the respondents.

After stating the problems, the investigator moved to the fourth step, i.e. grouping the questions on the same topic to give the questionnaire a semblance of order. The investigator arranged the questions in such a way that more general questions were placed first followed by the specific ones. The fifth step involved decision about the form of the questionnaire by open ended and close ended questions. The sixth step consists of framing the content of the questionnaire, which was the most difficult part. A cover letter was included to explain the purpose of the study and with a promise of maintain confidentiality.

The seventh step involved revision of the questionnaire, in which variations of the same questions eliminated. This was done after giving the questionnaire to the experts for validation and modification. Apart from few grammatical corrections, questionnaire was ready.

(C) Observation schedule (teaching learning process)

The observation schedule was developed by the investigator to study the actual teaching-learning process in the classrooms of selected VMC schools. The observations will be structured, keeping in mind the objective of study.

The first step was to have a clear understanding of the purpose of the observation and frame criteria accordingly. The second step involved the development of the procedure for observing the process. In the third step schedule was sent for validation to experts and the suggestions was considered and requisite modification were done.

This tools was employed for observing the manner in which the teaching learning process are conducted in the actual classroom situation. The tool focused on dimensions such as: actual teaching duration, introduction of lesson, teaching strategies used, students' behavior pattern, extent of pupil participation etc. There are total 20 items to observe the behavior of teacher and 5 related to the students' behavior.

(D) Information Scheduled the Information Scheduled will be prepared by the investigator. This tool will be focus on the problems of the enrolment, drop out and retention in VMC schools. There are 10 questions and most of the question open ended. This tool was focus on the problems in enrolment, retention and drop out of students, their effort to provide VMC schools.

All these tools was prepared by the investigator and checked by experts and according to suggestions of experts the modifications are there.

3.8 Data collection

The data was collected personally by the investigator. A self-made questionnaire will be administered on the students of class 8th of VMC schools in Vadodara city. The investigator will also conduct interviews with the teachers pertaining to the issues faced by the SC and ST students during their classroom teaching. In first phases, the investigator has taken the permission of the administrative officer, Nagar Prathamic Shikshan Samiti for data collection.

After getting the permission the investigator has personally visited the selected schools. The investigator personally meets the principals and appointment of the interview.

In third step, the investigator observed 3 classes in each selected school. It helped the investigator to know more clearly about process of teaching in VMC schools. Investigator was observed total same classes.

In forth step, the questionnaire given to 5 teacher of selected schools with appropriate instructions needed to fill up the same and was collected back the next day.

3.9   Data Analysis

The collected data was analyzed, both quantitatively and qualitatively. The quantitative data was be analyzed by the researcher through calculation of frequency and percentage. Data collected through observation and Questionnaire will be presented in the descriptive from and qualitatively content analyzed.

TOOLS USED	Sources of data	Analysis techniques
Check list for physical facilities	_	Frequency & Percentage
Observation schedule	_	Frequency & Percentage
Questionnaires for Teachers & students	Teachers & Students	Frequency & Percentage
Information Schedule		Content Analysis

Chapter – Four:

Data analysis

And

Interpretation

CHAPTER: Four

DATA ANALYSIS AND INTERPRETATION

4.0   INTRODUCTION

Any research work is said to be authentic and accomplished, when the data is collected, analyzed and interpreted appropriately and precisely. Data gives the exact picture of the study, when analyzed in a correct manner. Interpretation is the meaning derived from the analyzed data. The investigator has employed four different tools to collect the required data, with a view to achieve stated objectives.

The ultimate goal of any research is to find out solutions for the existing problems. The outcome can be measured by the systematic analysis of collected information. Information can be collected in the form of qualitative or quantitative data. Data is raw information that can be analyzed by applying the correct statistical technique. Data analysis is a very crucial stage because the researcher analyzes collected data and meaningfully interprets analyzed data to infer the conclusion. It is important also because we can generalize derived conclusions to a large population. In this way, findings of the study need to discuss in the area of reading ability in English subject prepared under the tools, constructed by the investigator. The chapter presented the data analysis with the help of each test item such as passage reading with Fluency, pronunciation, volume, intonation, punctuation.

The present chapter deals with the analysis and interpretation of the collected data during a survey that is followed by a fruitful discussion. The selection of appropriate data analysis techniques is very essential. The researcher has to select an appropriate data analysis technique based on the nature of the data and data analysis technique. For that researchers have in-depth knowledge and understanding of statistical techniques in Education. The researcher has to summarize the complete information collected with the help of research tools and techniques and yield answers to the research problems and the purpose of the data interpretation is to search for the broader meaning of these answers. It helps further to build proper understanding and linking solutions to the problem by the readers. The main purpose of the analysis and interpretation is to assess and determine the extent of attainment of objectives of the research.

4.1 Analysis and Interpretation

The design of the present study was the survey type. The questionnaire was developed by the researcher as a tool to collect data as per the objectives of the study. The chapter presented the data analysis with the help of each test category item such as Facility school. Classroom, problems in SC and ST students VMC School. Their achievement score was also collected.

4.2 ANALYSIS AND INTERPRITATION OF DATA COLLECTING THROUGH CHECK LIST

SR.NO.	Facilities in school	Yes (Frequency and Percentages)	No (Frequency and Percentages)
1	Separate classroom for each standard	(20) 90%	(5) 10%
2	Electricity	(20) 100%	_
3	Library	(18) 90%	(2) 10%
4	Toilet	(19) 95%	(2) 10%
5	Separate toilet for teachers	(10) 50%	(10) 50%
6	Separate toilet for girls	(15) 70%	(6) 30%
7	Staff room		
8	Laboratory	(6) 30%	(14) 70%
9	Drawing room	(1) 5%	(19) 95%
10	Computer	(11) 55%	(9) 45%
11	Playground	(16) 80%	(4) 20%
12	Drinking water facility	(19) 95%	(1) 5%

13	**Mid-day meal facility**	**(20) 100%**	_
14	Time table	**(20) 100%**	_
15	**Notice board**	**(18) 90%**	**(2) 10%**

The above table reveals the status of VMC schools in terms of facilities in school. All most all school good building. ALL the school have the time tables, mid meal program and electricity. The facility of Library, toilet, drinking water, and notice board also in the most of the school. As far as the question of infrastructure is concerned the VMC schools have better facilities. Only the staff room, laboratory and drawing room are not there in most of the school. But apart from this they have every facility which was necessary for school.

4.1.1 Analysis of check list facilities in classroom

Sr. no	Facilities in school	Yes (Frequency and Percentages)	No (Frequency and Percentages)
1	Blackboard	(20) 100%	_
2	Chock	(20) 100%	_
3	Duster	(20) 100%	_
4	Fans	(20) 100%	_
5	Benches	(18) 90%	(2) 10%
6	Lights	(20) 100%	_
7	Maps	(15) 85%	(5) 15%
8	Globe	(10) 50%	(10) 50%
9	Notice board	(12) 60%	(8) 40%
10	Educational charts	(12) 60%	
11	Wall clock	(9) 45%	(11) 55%

The above table show the facilities in the classroom of VMC schools. All the school have the facilities of facilities of blackboard, duster, light, fans and Educational charts for students. Only

10 percent of schools do not have the facilities of Benches, so they used matters for the students. Tables, chairs and cupboard are lacking in some of the school. School provides almost all facilities to the students and these all facilities functions quite well. So we can say that in classroom facilities also VMC schools are some lacking behind.

4.2   Analysis and interpretation of data collecting through observation scheduled

Sr. no	Activity of teachers	Always	Frequently	Sometimes	Hardly	Not at all
1	Starting the class at time	_	(11) 18.33%	(18) 30%	(8) 13.33%	(23) 38.33%
2	Give proper instruction to students	_	(7) 11.66%	(28) 46.66%	(4) 6.66%	(21) 35%
3	Introduce the lesson properly	_	(10) 16.66%	(36) 60%	(12) 20%	(2) 3.33%
4	Proper use of blackboard	(28) 46.66%	(14) 23.33%	(13) 21.66%	(5) 8.33%	_
5	Audibility	(9) 15%	(31) 51.66%	(18) 30%	(2) 3.33%	_
6	Clear languages	_	(49) 81.66%	(7) 11.66%	(4) 6.66%	_
7	Give writing exercise	(5) 8.33%	(10) 16.66%	(2) 3.33%	(13) 21.66%	(30) 50%

8	Maintain the discipline	_	**(8)** 13.33%	**(5)** 13.33%	**(47)** 78.33%	_
9	Give chance discussion to student	_	**(2)** 3.33%	**(6)** 10%	**(7)** 11.66%	**(45)** 75%
10	Check the activity of the students	_	_	_	_	**(60)** 100%
11	Proper reading	**(20)** 33.33%	**(16)** 26.66%	**(11)** 18.33%	**(4)** 6.66%	**(9)** 15%
12	Asking question related to content	**(9)** 15%	**(7)** 11.66%	**(3)** 5%	**(29)** 48.33%	**(12)** 20%
13	Give educational guidance to the students	**(12)** 20%	**(9)** 15%	**(29)** 48.33%	**(8)** 13.33%	**(2)** 3.33%
14	Try to difficulty of students	_	_	**(8)** 13.33%	**(2)** 3.33%	**(50)** 83.33%
15	Evaluating in the end of class	**(13)** 21.66%	**(15)** 25%	**(7)** 11.66%	**(16)** 26.66%	**(9)** 15%
16	Give homework	**(49)** 81.66%	**(7)** 11.66%	**(2)** 3.33%	_	**(2)** 3.33%

	according to content					
17	End the class in time of school	**(15)** **25%**	**(10)** **16.66%**	**(4)** **6.66%**	**(2)** **3.33%**	**(29)** **48.33%**

The above table provide some idea about how teaching-learning activities going on the classroom of VMC schools. First of all starting the classroom in time, most of the teachers are not class in the time, either they go late in classroom or they are present in classroom but doing other work. Only 18.33 percent of teachers try to start classroom in time. We can also see the other fact like in 35 percent of classes of teacher is not given any instruction. Without any instruction he/she directly start teaching. Only 11.66 percent teacher try to give proper instruction to the students but these is in very less classes. Ideally before starting the lesson teacher should wish the students, some instruction are really needed before the teaching starts. Majority of teachers sometimes introduce the lesson. Only 16.66 percent of teacher try hard to properly introduce the lesson. Use of blackboard is quite good in all the classes. Especially in math classes the more use of blackboard works there, but in 8.33 percent of classes the teacher hardly use of the blackboard work. In most of the classes teachers quite audible to the students which is good. Only in few classes 3.33%teachers is not able to speak loudly. In these classes the students face some difficulty the understanding the concept.

Most of the teachers used the clear languages which is necessary for students. Around 82 percent of the teacher's languages was clear and according to the level of students. As far as content mastery concerned in the observation of the most class's researches has found that the teachers are lacking in that. Only 25 percent of the teachers have mastery over the content. The researchers also found that the who don't have the mastery in content they are also poor in explanation and not able to give appropriate examples to the students. Nearly 42% of the teachers are not giving any single example in the whole class. This is the situation in the most of the classes. Another important point here is that most of the teachers are not using any type of charts, model or any other media while teaching in the class. This is also one major observation, in most of the school the computers are there but teachers are not use in this facility.

In arranging the content also most of the teachers are lacking. They don't able to analyzed content properly and arranging proper sequence or flow of the lesson. Only 6.66% of the teachers sometimes try to present the lesson properly. In classroom management also around 79 percent of teachers can hardly try to maintain discipline in the classroom. 53.33 percent of teachers do not give attention to the whole class. They interacted only some students and don't bother about the rest of the students. Only 5 of percent the teachers frequently pay attention to whole class and try to manage discipline in classroom. 75 % of the teachers don't give any chance of discussion to students. Students are not allowed to discuss any topic, if some students want to react on some point they are ignored by teachers. Almost 92 percent of teachers are not interested to organize any educational activities in classroom. And rests of the teachers are organizing activity only for sake of doing it. They themselves are not take interests and not give any type of motivation to the students to take part in activity. If some practical activities given, the teachers are not at all check the activity. They don't even try to explain the things. They organize some activity, do that for 5 or 6 minutes and after that also not give any chance to the students to reflect or ask any questions. If students ask questions in the classroom only 6.66 percent the teachers try to answer but 85 percent of the teachers simply ignored to students questions. Only 15 percent of the teachers ask question to the students about the content, nearly 49 percent of the teachers ask question for only formality.

In most of the classes the experiment of science is not at all there in classroom, only 5% teachers hardly organize the experiment in class. Nearly 22 percent of the teachers are evaluate students after class, 15 percent teachers are not properly conclude the class and do not ask even single question to the students. If student have any difficulty 83.33 percent teacher are not at all try to solve the problem of the students 13.33 percent of the teachers sometimes try to solve the difficulty . 48.33 percent teaches are given the educational guidance to the students it is good but, regarding the behavior 20 percent of the teachers give proper homework to the students, but nearly 4 percent of the teacher are not giving any homework to the students. Most of the teachers are not finish class on time: only 25 percent of the teachers successfully end the class on time.

4.3   Analysis and interpretation of data collecting through questionnaire

The questionnaire was administrated on the teachers of selected VMC schools. It has total 8 question and most of the question open –ended that require the content analysis technique. So, here investigator analyzed the data question wise.

Q.1 Are you read any extra materials related to content? If yes, what type of materials to need?

In answer of above question the 82% of the teachers said yes and 18% are not read anything extra for their subject. Below table was revels about what teachers read.

Sr.no	Material	Frequency	Percentages
1	Stories and Novels	75	91.46%
2	Magazines	61	74.39%
3	Subject related books	34	41.46%
4	Religious books	19	23.17%

From the above table it is clear that most of the teachers read stories and novels. The subject Related books only refer by 41.46 percent which is less**;** religious books are minimum referred by the teachers. It is important for teachers to get new information and up to date his/her knowledge related to the subjects which his/her teaches. But here the data revels that 18 percent of the teachers are not reading anything related to their subjects.

Q.2 Apart from teaching what type of other activities assigned to you?

In the answer of the second question all the teacher are involving in so many activities apart from teaching the analysis of these activities are given in the tables.

Sr.no	Activities	Frequency	Percentages
1	Census work	97	97%
2	Election related work	90	90%
3	In service training	61	61%
4	Clerical work of school	89	89%

The table revels what are other activities allocated to the teachers Apart from teaching all of the teacher have involve in one or other activities. Most of the teachers involved in censes work. They have to go in area and have to do the work of censes. So if that much teacher are going outside of the school the schools have face the problems. 90% of the teachers are involved the election related work, 89% of the teachers have to do the school related other administrative work, because there were not any clerk in the VMC schools. The important point is that only 61% of the teachers going or attending in service programmers, which is really necessary for teachers.

Q.3 Do you attain any type of in-service programmer? If yes how it become useful to you in teaching?

The 61% of the teacher in take part in- services programmer but the 39% of the teachers are never take part in any type of in- services programmer. The benefits of usefulness of the in-services program according to the teachers are mentioned in the tables

.

Sr. no	Benefits	Frequency	Percentages
1	It gives new information	53	86.88%
2	It teaches some innovative method of teaching	5	8.19%
3	It helps in professional development	3	4.91%

The analysis gives the clear idea about the in service training of the teacher. According to the most of the teachers in service programmers helps in gaining new information. Some of the teachers are think that from the in service programmer they have come to know about some innovative method of teaching, which help in the classroom. And 4.91 of the teachers are believed that in service programmer helps in professional growth of the teachers.

Q.4 **Are you satisfied with available facilities of school? If no than what are the reasons of dissatisfaction?**

The 69% of teachers are satisfied with the physical facilities in the school, and 21% are not so happy with the school's facilities. The reasons of that dissatisfaction are given in below table;

SR.NO	Reasons of dissatisfaction	Frequency	Percentages
1	Improper toilet facility	12	57.14%
2	Lack of classroom	9	42.85%

The table of analysis reveals that the most of the teachers have the dissatisfaction with the toilet facilities; nearly 58% of the teachers feel that the toilet facilities is not proper in the school. 42.85% of the teachers were unhappy because there is lack of classroom in the school. Because of that they have to take two standard class in one room.

Q.5 what do you to make teaching-learning process more interesting?

In the answer of this question the different type of responses. All the mentioned in the table:

SR.NO	Response of teacher	Frequency	Percentages
1	Use of different method	78	78%
2	Give example related to the concept	72	72%
3	Use different types of charts, models etc.	65	65%
4	Explain in simple languages	61	61%

From the above table it is clear that most of the teachers believe to use of different type of methods which helps the teaching learning process. According to 72% of the teachers the examples helps to enhance the teaching, while 65% thinks that use of different type of teaching aids helps a lot. According to the 61% of the teachers use of simple languages is really necessary in teaching.

Q.6 Do you use charts, model or anything else while teaching?

All the teachers are said yes to this question.

SR.NO	Response of teacher	Frequency	Percentages
1	Different type of charts	80	80%
2	Models	96	96%
3	Take help of computer	76	76%

Here the point is that in the questionnaire all the replies that they use charts, model, computers but when investigator observe the classes she found that 88.33% of the teachers were not use of any type of teaching aid during the teaching. So this point is contradicts here. In questionnaire they say something and in real classroom they do not used anything.

Q.7 Are students activity take part in teaching learning process? If No, how you motivate them to take part?

The most of the teachers (76%) said that the student are not actively participating in the process of teaching learning. According to 24% of the teachers, students take actively part in process. How they motivate is mentioned in the tables;

SR.NO	Response of teacher	Frequency	Percentages
1	Make them aware by asking the question	67	88.15%

2	Complain the parents	63	82.89%
3	Try to know problems of students	56	73.68%

The most of the teachers ask question to the students to make them aware. The 82% of the teachers contact the parents and complain against the students. Only 73% of the teachers try to know the problems of the student and try to help if anything is wrong with the students.

Q.8 Do you organize any co-curricular activities? If yes, what type of activities you organize?

All of the teachers 100% said that they type different type of activity, like,

SR.NO	Activities	Frequency	Percentages
1	Different type of competitions	94	94%
2	Drama and role play	90	90%
3	Fancy dress	86	86%
4	Educational tour	79	79%

The most of the teacher reply that they organize Different type of competitions like singing, drawing etc. The   teachers organize drama and role play for the students. The 86% of the teachers organize the fancy dress and 79% of the teachers organize educational tour.

STUDENTS QUESTION

Analysis and interpretation of data collecting through Information schedule

The structured information was conducted with students of the related schools. There were total 5 questions and most of question open ended, that's why the content analysis technique was used by investigator.

Q.1 Are you face any problems in administration of the school? If yes, than what type of problems you faced?

The 60% (12) of the students answers that they have face different type of problems in the administration. The 40% said they do not face any kind of problems in administration. The problems which they faced are:

Sr. No.	Problems	Frequency	Percentage
1.	When teachers go for some other work than in managing the classes lots of problems come	5	41.66%
2.	Lack of teachers	3	25%
3.	Lack of classrooms	2	16.66%
4.	They also have to teach and involve in other activity assigned by the Government with administrative work	2	16.66%

The analysis of the question one reveals that most of the students different type of problems in the administration. The 41.66% students faced the problems when teachers are busy in other work. At that time the students has to organize the classes such a way that no classes such a way that no class remain without teacher. According to them it is really difficult task. The of the 40% students faced the problems because there were no enough teachers. The 16.66% of the students faced the problems because of improper infrastructure and because of other duties assigned by government apart from administrative work.

Q.2 Is there is any lack of infrastructure in your school? If yes, what king of facilities are lacking?

Only in some schools do not have enough infrastructure facilities in all most all of the school infrastructure is not the problems at all. The facilities which are lacking are in 33.33% of the schools there were no separate classroom for each standard. In some school toilet facility was not so proper, and in one school the chairs and tables are in not in enough numbers.

Q.3 At present time the enrollment in government school is decreasing day by day. Do you face this problems in your school?

Response	Frequency	Percentages
Yes	12	60%
No	8	40%

The most of the students (60%) are faced the problems of deceasing enrollment in every year, while 40% doesn't have any problems in enrollment.

Q.4 According to you what should be done to educational problems VMC School?

Sr.No.	Response of the principal	Frequency	Percentages
1.	Proper infrastructure should be there in every school	9	45%
2.	Apart from teaching no any other duty assigned to the teacher like, election work, census work.	4	20%
3.	Remedial classes for low achievers.	2	10%

Q.5 According to you, what factors can affect the educational problems?

Sr. No	Factors	Frequency	Percentages
1.	Over work load on teacher	13	65%
2.	Improper infrastructure facilities	5	25%
3.	School climate	2	10%

Chapter: Five

SUMMARY

MAJOR FINDINGS

AND

SUGGESTIONS

CHAPTER: Five

SUMMARY MAJOR FINDINGS AND SUGGESTIONS

5.0 Introduction

The importance of this chapter for the pace of research work in the form of dissertation can never be neglected. The major finding and discussion wherein the researches are free to open her heart out, presenting not just the finding but also the context, the probable reason is for it, the process, the feedback, and expression of the sample group in the process of implementation which otherwise the scientific paradigm does not provide scope of researches to break the shackles and freely flow through the different aspects of researches from researches eyes keeping in the view the previous researches in the area as also the potential research to follow.

The present chapter deals with the brief summary of the whole study, the finding based on analysis and the suggestions for further studies in this fields. The brief background of the study is presented here with implication of reviewed literature, rationale of the study, methodology, the major findings and suggestions for further study.

5.1 Educational Problems of SC ST

Education is supposed to lead to upward social mobility and positive change in modern technological society. It has been revealed by various studies. The role of education, in so far as the SCs and the development is concerned, despite limitations, is very crucial. For them, other means like political and economic power have proved to be the failure compared to education. But at the same time, when it must be remembered that education also has its own limitations. Inherent problems exist within the system. For example, the pattern of education is not uniform, the content of education have been under serve criticism and its relevance of practical life and indeed the overall development of education is questioned because of the fact that it is not indigenous. Further, it is also found to be urban biased and pro rich. As such, the facilities, has not been very significant in qualitative terms. In quantitative terms, education was expanded for 'populist' motive as a counter to its 'elitist' nature.

5.2.1 Implication of the reviewed literature for the present study

The review of related literature revealed that a large majority of studies have been   conducted on the education problem SCs, STs Municipal corporation schools. Also many studies have been conducted on different aspect offs SCs, STs Education problems like enrolment, retention and dropout, teaching learning process etc. **Chavare (1991), Tripathi (1990),** were studied the different aspect related to primary education in different part of India. They find that there were lots of dropout rates in municipal corporation schools, facilities available were underutilized, there was no association between schools facilities and wastage in education, teacher were trained and quailed but because of inadequate facilities, unsatisfactory seating arrangement enrolment was stagnated**.** On the basic of the reviewed literature, it was revealed that quite a few studies have been conducted focusing on educational problems SCs, STs mainly VMC schools. **Sikdar (2007)** studied about the quality of schools, the performance level of students was also very poor, and the teaching learning were also not very appreciable. From the literature reviewed, it was found out that despite so many efforts by the Government and other subsidiaries, the literacy rate of SCs and STs is still lower than the average literacy rate in Vadodara City. This has made the investigator curious and a reason to take up the study at the corporation school under the jurisdiction of VMC in Vadodara City.

5.2.2 Rational of the study

India's challenging task of ensuring universal elementary education (UEE) by 2010 has led the government to make substantial investments to achieve this goal. Programme of Action (POA) for UEE in 1990 includes schemes such as Operation Blackboard, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), Mid-Day Meal Schemes or National Programme for Nutritional Support to Primary Education**,** Kasturba Gandhi Balika Vidhalaya (KGBV) and Jan Shala Programme**,** Teacher Education Programme etc**.** As a result of these government interventions, education infrastructure such as provision of adequate drinking water and other facilities in schools, adequate class rooms, black boards, computers and also growth in terms of number of schools, has led to increased gross primary and upper primary enrollment rates, impressive games in the overall gender parity enrollment index, etc. All of development over the year have meet significant impact, raising the hope that universal education could be

reality within the stipulated time period. National Curriculum Framework Review (2005) points out that gender, cast, tribe and class inequalities exist in access, retention and year of completed schooling. Despite Considerable quantitative progress, exclusion remains a depressing feature of the educational scenario of SC children. Socio-cultural practices of exclusion and discrimination continue to define the existence of the Poor Schedules Castes. Low caste children are disproportionately located in the worst schools. Even today, despite progress, nearly all the problems admitted in 1950 are still waiting to be tackled. Physical infrastructure is inadequate, not all children are enrolled, retention is poor with girls lagging behind boys, dropout rates remains high, and children belonging to SC, ST and learning achievements are low. National Curriculum Framework (2005) expresses its serious concern persistence of stereotypes towards children from marginalized groups, including SC and ST, who traditionally have not had access to schooling or learning. School environment must be an enabling environment for all children where interaction between teacher and children takes place. Some scholarships to SC Students studying in Private Schools, Merit Scholarships, attendance scholarships, coaching classes. However, the children of this section of society have not achieved the desired goal due to inadequate attention of the concern authorities towards various educational facility in the schools of rural area.

5.5.2 Data collection

The data was collected personally by the investigator. A self-made questionnaire will be administered on the students of class 8th of VMC schools in Vadodara city. The investigator will also conduct interviews with the teachers pertaining to the issues faced by the SC and ST students during their classroom teaching. In first phases, the investigator has taken the permission of the administrative officer, Nagar Prathamic Shikshan Samiti for data collection. After getting the permission the investigator has personally visited the selected schools.

In third step, the investigator observed 3 classes in each selected school. It helped the investigator to know more clearly about process of teaching in VMC schools. Investigator was observed total 50 classes.

In forth step, the questionnaire given to 5 teacher of selected schools with appropriate instructions needed to fill up the same and was collected back the next day.

5.5.1 Data Analysis

The collected data was analyzed, both quantitatively and qualitatively. The quantitative data was be analyzed by the researcher through calculation of frequency and percentage. Data collected through observation and Questionnaire will be presented in the descriptive from and qualitatively content analyzed.

TOOLS USED	Sources of data	Analysis techniques
Check list for physical facilities	_	Frequency & Percentage
Observation schedule	_	Frequency & Percentage
Questionnaires for Teachers & students	Techers & Students	Frequency & Percentage
Information Schedule		Content Analysis

5.5.2 Major finding of the study

The major finding of the study are based on the analysis of the data. The finding reveal the present situation of VMC schools. Many studies have been conducted in the areas of tribal education. Still these studies are insufficient to explore the realities of the tribal education and related factors leading to the education and empowerment of the tribal children. Hence forth, the researcher has suggested the following studies to be undertaken in future, for the expansion of the knowledge in the field of tribal education.

- All the VMC schools have the mid-day meal programmer for students. All the school has the electricity. The time table was followed by all the schools
- Most of the principal face the problem in arranging the classes when teachers are busy in other work assigned by the government.
- In all the schools there was period system for class 5 to 7.
- Most of the principal were evaluate the performance of the teacher through logbook.

- Most of the principal face the problem of law enrollment, retention in the school.
- The factors which affect the education problems of SC and ST students in VMC schools are extra work load on teachers apart from teaching, lack of awareness among parents, school climate and lack of proper infrastructure facilities.

5.5.3 Discussion

The finding reveal that in VMC schools the physical facilities are proper. It most of the school it is not point of problem. So here the question arise that if there are every facilities in the school than why it faced the education problem of SC and ST in VMC schools or law enrollment? Why the number of the VMC schools decreasing every year? Why the parents do not want that their child learn in VMC School. The answer is that there is each and every facilities in most of the school, but the real problem are that teachers are not utilized the available facilities in the school. The investigator observes that in some school the computers are locked in one room or teachers use computer for personal work. In some classes the teacher is present but he/she doing his/her own work and student are also doing their work, in some of the schools the most of the teachers went outsides of the school because they have to do census related work and only one or two teachers managed the all classes. The teacher say something different and do something else. Some of the teachers are not ready to fulfill the questionnaire because they do not have the time for that. The teachers said that in in-service programmers they learn so many things which they want to implement in the classroom, but they do not have enough time to teach. They have to spend more time in other work which is allocated by the government than in teaching. When some teachers go out of the school the rest of teachers have to manage all the classes, so obviously they have to teach all together. So these are real problems of VMC schools.

5.5.4 Suggestion for the Further Study

1. The study on the problems of VMC schools can be conducted to know what problems they faced.
2. A comparative study of VMC schools and private schools also conducted to know the difference between schools.

3. Studies related to the classroom climate of the VMC schools also can be conducted to know the climate of the classroom.

4. A Study of learning supports and academic achievement of the tribal learners in the secondary schools.

5. A Study of test anxiety and achievement of tribal children reading in primary schools.

6. A Study of parental involvement in the education and rehabilitation of the tribal children.

7. Study of the career opportunities for the tribal children and their potentialities in comparison the non-tribal children.

8. Comparative study of the motivational support and academic achievement of the tribal and non- tribal children

5.5.5 CONCLUSION

Education is considered to be a potent force for the holistic development of the human beings. Population constitutes a sizable block of total population of entry like India. Tribal population stores near about 10 percent of India's total population as per the census report 2011. Hence, their development, education and empowerment are a need of the nation in order to bring them to the limelight of national development. The tribal children are found quiet far from the accessibility of education and other facilities and they spare their valuable time of learning at the cost of their life, poverty, and illiteracy of their parents, inaccessibility and other problems. The general academic progress of the tribal students in the schools in general and tribal girls' students in particular is seen to be far behind the average achievement of the students of the entire class because of a lot of reasons like language problem, non-availability of text books in the language and script of the tribal people, un interesting and un suitable curriculum followed in the schools for the tribal children, non-availability of adequate number of tribal community based teachers to teach these tribal children and over loaded syllabus etc. So, all necessary care has to be made for the education of the tribal children by mitigating their numerous problems relating to their home and schools. Parents of the tribal children are to be empowered and educated through different modes and motivated to educate their children. All the developmental agencies including NGOs and Governmental agencies, Welfare Departments should devote their attention towards the education and welfare of the ST children. In this connection, the study findings and the

recommendations of the present study will be a boon for the development, empowerment and accelerating the educational programmes for the tribal children leading forward them toward the total national development. The present study was a small effort to find out the factors which can affects the education problems of SC and ST of VMC School. The study reveal the hard realities of the VMC schools.

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Annexure

From**:**

Nancy Vij

M.Ed. – II Year Student

The M S University of Baroda, Vadodara

Date:

To,

The Principal,

Subject: Permission for data collection for M.Ed. Dissertation 2020-2021.

Dear Sir/Madam,

I, Nancy Vij the student of the Faculty of Education and Psychology, The Maharaja Sayajiro University of Baroda, pursuing My Masters of Education and conducting a dissertation work entitled **" A Study of Educational Problems of SC and ST Students of VMC Schools in Vadodara City"** as partial fulfilment of M**.**Ed**.** degree for the year 2020-2021. As a part of it, I want to collect the data from the school as it is one of the sampled school in random selection. For carrying out this work, she will be needed following information related to V.M.C. Schools, as the data

Requesting to kindly permit me for collecting data from your esteemed institution. Apart from this she also would like to visit some schools selected as the sample for the study. So you are kindly requested to provide a permission letter to her.

This is to be noted that the above information will be used only for the Research purpose & will be kept confidential.

Your cooperation in the regard will be highly appreciated.

Thank you

(Nancy Vij)

Prof. S.C. Panigrahi sir. (GUIDE)

Department of Education

Faculty of Education & Psychology,

The Maharaja Sayajirao University of Baroda, Vadodara.

List of selected schools as a sample

Sr. No.	Name of the school	Medium
1.	Madhav rao Marathi shala No.3	Marathi
2.	Maharana Pratap hindi Prathmik Shala NO.15	Hindi
3.	Sayajirao Gikewad hindi shala No.26	Hindi
4.	Magan Bhai Prathamik Shala No. 1	Gujarati
5.	Swami Ramkrushan Shala No. 50	Gujarati
6.	Maharan Pratap Prathmik Shala No.6	Gujarati
7.	Sayajirao Gikewad Shala No. 7	Gujarati
8.	Veer Sawarkar Prathamik Shala No. 8	Gujarati
9.	Shri rang avdhut Prathamik Shala No. 31	Gujarati
10.	Ma veer bai Prathamik Shala No. 44	Gujarati

Appendices No 1

ATTITUDES OF TEACHERS TOWARDS TRIBAL

EDUCATION

(Please read the sentence carefully and put tick mark (V) against your best choices)

1. Tribal students should be treated equally like other students in the schools.

(SA. A UD. DA SDA)

2. Every tribal child has right to get education and therefore compulsory primary education must be provided to every tribal child

(SA. A UD. DA SDA)

3. I do not think that tribal students can compete with other general category students in school activities as well as day to day life activities.

(SA. A UD. DA SDA)

4. Tribal students always lack self confidence in their day to day thinking and work practice.

(SA. A UD. DA SDA)

5. Tribal children should be less aspirant in the school in comparison to the non-tribal children.

(SA. A UD. DA SDA)

6. Tribal students have always less intelligence and ability to face/meet the problems and challenges of the school.

(SA. A UD. DA SDA)

7. To my opinion, tribal children should be given special scholarships and incentives in the school for their better education.

(SA. A UD. DA SDA)

8. Since education has importance for every body's life so every tribal students should be given chance to get education.

(SA. A UD. DA SDA)

9. If and when necessary, special schools for the tribal children should be opened in many places for catering the greater educational needs of the tribal children.

(SA. A UD. DA SDA)

10. If and when necessary, the parents/guardians of the tribal children should be given special incentives/assistance which in turn will help the children for their better education.

(SA. A UD. DA SDA)

QUESTIONNAIRE FOR HEADMASTER/TEACHERS

A. Personal Information

    1, Name and Address of the school

    ……………………………………..

    ………………………………………………………………………

    ………………………………………………………………………

    …………………………………………………………………

2. Name of the Teacher in charges (Headmaster/   Headmistress/Teachers)

    …………………………………………………………………….

  3. Sex.................................   **4.Age…………………………….**

5. Qualifications

 (i) Educational

 (ii) Professional

 6. Teaching Experiences in (Years).............................

B. 1. Are all the children of the habitations enrolled in the school?

                                            Yes / No

    If no, which group of children is not enrolled?

 (i) ST   (ii) SC   (iii) Girls   (iv) Others

2. What are the major reasons of low enrolment and dropout of tribal students at elementary level? [Put 1, 2,3,4,5,6,7,8,9,10 in order of priority of the problems as per your views]

 (a) Illiteracy of parents   (f) Medium of instruction

(b) Poverty   (g) Parental apathy

(c) Negative attitude of teachers   (h) Irregularity of teachers

(d) Lack of girls toilet   (i) Noncooperation of community

(e) Lack of infrastructure   (j)) Teacher absentees

3. For improvement of tribal students retention what are your suggestions?

  (i)

  (ii)

  (iii)

  (iv)

4. Specify the efforts made by the school for the following:

Enhancing Enrolment	Reducing Dropout	Enhancing Achievement
(i)	(i)	(i)
(ii)	(ii)	(ii)

5. Are tribal parents satisfied on the education of their children?

  Yes………………. No …………………

  If no, what are the possible reasons of their dissatisfaction?

  (i)

  (ii)

   (iii)

6. What extent the training provided to you is useful for improving the education of tribal children.

 7. What are the strategies/methods you adopt for education of tribal students?

[Put tick]

 (i) Remedial Classes…………………………………………..

 (ii) Teaching in Tribal Language………………………………..

 (iii) Individualized Instruction…………………………………………

(iv) Visiting their Parents……………………….……………………………

(v) Example from tribal culture………………………………………………..

(vi) School calendar talaingint account their culture, festivals………………………….

8. How often parents of tribal children discus with you the problems of education oftheir children?

1. Always   2.Occasionally   3.Never

9. Give your specific suggestions for improvement of access, enrolment and achievement of tribal children at elementary stage?

(i)   (ii)   (iii)   (iv)