

# Factors Affecting Awareness about Educational Schemes in Scheduled Tribes: A Survey Report in Chandrapur District, Maharashtra

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**Abstract:** Education creates awareness. The awareness of education and educational schemes in scheduled tribes is found low. In India, the Scheduled tribe is referred to as the most deprived and backward community. As per census 2011, 8.6% of the country's total population is tribal. The literacy status of ST is observed to be very low (59%) as compared to the overall (73%) literacy level. To create educational awareness among tribes government has taken action on mission mode. Despite many educational schemes formulated by the government of India to bring them into the education stream their literacy level is below the overall national level. The difference is not only notable in literacy level but the learning levels of these children, the gender gaps; the dropout rate is also worrisome. Various reasons are affecting the implementation of the schemes at the ground level but the main obstacle observed by the reports and researchers is the poor awareness about the educational schemes. This study pertains to increasing literacy by identifying the problems in creating awareness and providing ways to increase awareness among STs about the schemes. The study also intends to reveal the ground-level facts related to the awareness factor. A survey method is applied to collect the primary relevant data from the ground level. A household survey of 2000 houses in 54 tribal villages has been undertaken. A closed-ended survey question (5-point Rating scale) has been developed under experts' guidance and verified with a pilot study. To achieve the goal, a quantitative methodology is adopted and descriptive analysis is done using a percentage scale. The study highlighted 15 major factors affecting awareness of educational schemes. The study finding suggested that there is an urgent need in reforming and constructing new awareness programs. The paper has highlighted the suggested ways to increase awareness of educational schemes.

**Index Terms** – scheduled tribes, educational schemes, and awareness.

## I. INTRODUCTION

“Education is movement from darkness to light.” Allan Bloom. The light of education hasn't reached every hut even after the independence of 75 years. 4.7 million Children dropped out in the elementary classes in 2021-22 over the previous year, i.e., 2020-21. The literacy status of ST is observed to be very low (59%) as compared to the overall (73%) literacy level. To create educational awareness among tribes government has taken action on mission mode. (Press release 2022) Despite many educational schemes formulated by the government of India to bring them into the education stream their literacy level is below the overall national level. (Annual tribal report 2022) The difference is not only notable in literacy level but the learning levels of these children, the gender gaps; the dropout rate is also worrisome. After 75 years of independence, only a 70% literacy level among tribes is achieved by the government. The 30% population is still away from the education stream. Various reasons are affecting the implementation of the schemes at the ground level but the main obstacle reported by the government reports and research studies is the poor awareness about education and the educational schemes. This study pertains to increasing the literacy level by identifying the problems in creating awareness and providing ways to increase awareness among STs about the schemes. The study also intends to reveal the ground-level facts related to the awareness factor. India is a welfare state and is abide by its constitution to provide equality and opportunities to all. In India, the Scheduled tribe is referred to as the most deprived and backward community. As per census 2011, 8.6% of the country's total population is tribal. The development of tribes is based on the twin approach; mainly protecting their interest with legislative and administrative support and promoting the development through schemes/programs. (Tribal development a statistical profile MohA.1985). literacy status is one of the indicators of a country's developmental status; the literacy status of tribes became an important issue to resolve within a timeframe. Over the two decades, it has been observed that the literacy rate for STs has improved from 47.1% in 2001 to 59% in 2011(census 2001, 2011). As per the Periodic Labour Force Survey (PLFS) report 2017-18 published by the Ministry of Statistics and Programme Implementation, the literacy rate for STs is 67.7% and the national figure overall is 76.9%. The PLFS 2018-19 reports revealed an improvement in the literacy rate of STs at 69.4% as compared to overall 78.1%. To provide quality education and lower the social literacy gaps in the tribal community, the government of India has started working on mission mode. Although considerable improvements in literary status have been observed, there is still a lot to work on eliminating these gaps. Many schemes/programs are launched and implemented by the Ministry of tribal affairs and some official surveys were also done to evaluate the efficiency of those schemes. These survey reports and the number of individual research findings have first mentioned the poor awareness factor. Awareness is the key factor that promotes beneficiaries to take benefits from schemes/programs, it became necessary to increase awareness and for that to find out the factors affecting the awareness programs needs to identify. A quick review of the tribal population and literacy gap in Chandrapur district is-

**Table 1.1: Chandrapur district tribal population**

Census Year	Total Population(%) of	Percentage (%)of Scheduled Tribes to Total Population
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	Scheduled Tribes in lakhs	
1961	1.83	14.81
1971	2.31	14.11
1981	2.98	14.48
1991	3.49	21.14
2001	3.75	19.7
2011	3.89	17.07

Source: Census 1951, 1961, 1971, 1981, 1991, 2001, 2011, Office of the Registrar General, India

**Table 1.2: District Literacy Level and Gap in ST Literacy Level.**

Census Year	District literacy level (%)	ST literacy level (%)	A gap in Literacy level (%)
1961	17.3	NA	NA
1971	27.7	NA	NA
1981	34.69	7.26	27.43
1991	34.7	8.62	26.08
2001	73.7	18.1	55.6
2011	81.35	73.01	8.34

Source: Census 1961, 1971, 1981, 1991, 2001, 2011, Office of the Registrar General, India, NA: Not Applicable

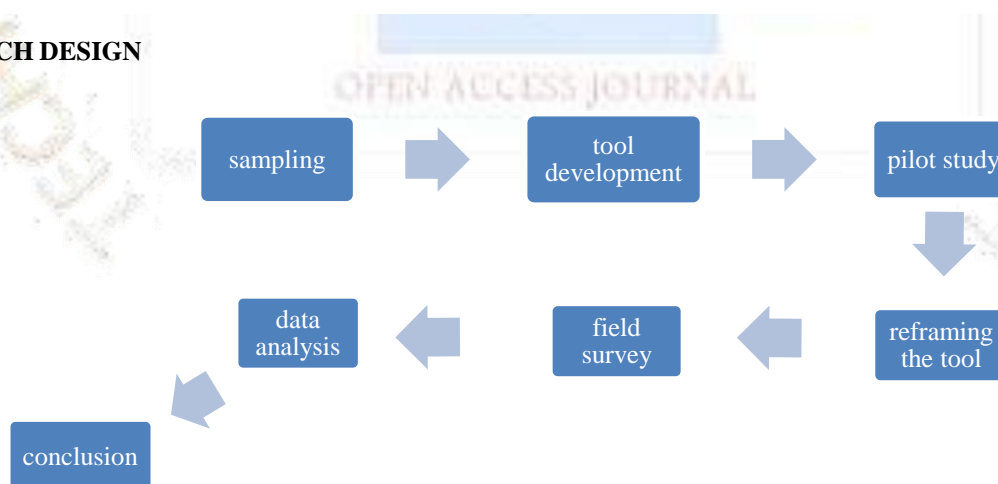
**II. OBJECTIVES**

1. To identify the various factors affecting awareness about educational schemes among STs.
2. To associate awareness factors with selected demographic variables.
3. To suggest ways to increase awareness about educational schemes among STs.

**III. VARIABLES:**

1. Research variable: Awareness regarding educational schemes.
2. Socio-demographic variables: Gender, location, educational status, economic status, priority, interest, support and guidance.

**IV. RESEARCH DESIGN**



**Figure 4.1: Research Design**

V. METHOD AND MATERIAL

5.1 METHOD

The research design used in this study was a survey method. A probability purposeful sample technique was used to draw the sample. The data was collected using an open-ended rating scale with manual door-to-door visits. A pilot study was conducted to verify the rating scale developed. One open ended question was added to cross verify the awareness about educational schemes. After the pilot study, the rating scale was reframed and adjusted to achieve the goal. Descriptive analysis was done on percentage scale. The findings were cross checked with the available secondary data. The study was conducted in May 2022.

5.2 CRITERIA FOR THE SELECTION OF THE SAMPLE

The district has tribal sub plan (TSP) blocks (03), additional tribal sub plan (ATSP) blocks (15), MADA pockets (07 blocks), and mini MADA pockets (4). One block from each category was selected randomly; From the village list of each selected block 30% total sample from high (15%), low (15%) population villages were selected. 12 villages from high ATSP population, 22 villages from high MADA pocket population, 14 villages from low TSP population, and 6 villages from Low mini MADA pockets were selected. 2000 houses from total 54 villages were selected on the availability of participants during a survey.

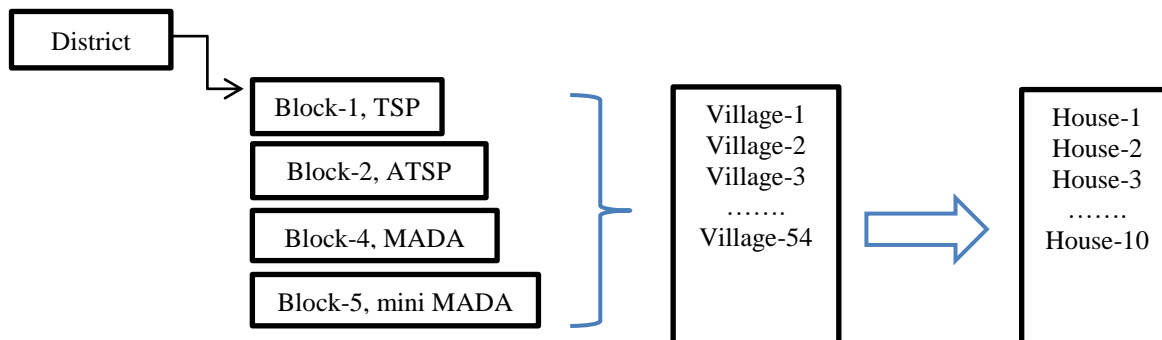


Figure 5.2.1 Sampling Format

5.3 SURVEY TOOL

Section I

Section I comprised of demographic variables which were 6 in number. They are gender, location, age, educational status, occupation, and economic status.

Section II

A five-point (1 to 5) number rating scale was developed with closed-end survey questions to identify factors affecting awareness. Responders were asked to choose from a range of options — which were scaled between two extremes, ex. not very important to very important. 5 describe the highest value while 1 describes the lowest value. Each item has five options with one choice only. The score for each response to each item was “one” and no response was “zero”. Thus for 16 items maximum obtainable score was 16 and the minimum was zero.

Table: 5.3.1 Description of the factors of awareness of educational schemes and its subscales

Scale/subscale	No.of items and details	Description
Attitude towards education	1. Aware of educational benefits. 2. Importance to education 3. Priority to education. 4. Interest in education. 5. Fear about change.	Measures participants’ degree of awareness of educational benefits and their interest in education, they gave importance to education and they have education in their priority list.
Communication approach/behaviour	1. parents –teacher relationship 2. Frequency of Parents visits to child's school.	Measures the degree of communicative approach of parents. The relationship between parents and teacher, the frequency of parents visits to the school.
Source of information	1. Information about schemes 2. Frequency of Awareness programs in the village by government. 3. Frequency of Awareness programs in school. 4. Availability of print media, ex. newspaper, posters, pamphlets, magazines, books 5. Availability of electronic media, ex. Radio, TV, 6. Availability of digital social media, ex. Whats app, Facebook, Instagram etc.	Measures the different sources available for spreading /circulation information regarding schemes available and launched.

supports	<ol style="list-style-type: none"> <li>1. Family Support.</li> <li>2. Teachers' guidance</li> <li>3. Support from local leaders</li> <li>4. Availability of educational atmosphere.</li> </ol>	Measures different objects that supports in circulate information.
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**VI. RESULTS AND DISCUSSIONS**

**Objective-1** Identifying various factors affecting awareness about educational schemes among Scheduled tribes..

Among the 35 points, the highly affecting areas were identified according to the percentage on the scale. The highest score suggested high awareness while the lowest score directed towards poor awareness. 100% of participants responded to over 100% of the questions. The number of responses is calculated in percentage.

**Table 6.1: Analysis of Responses.**

Sr.no.	Details	5	4	3	2	1
1	Aware of educational benefits.	12%	18%	45%	21%	9%
2	Importance to education.	13%	23%	29%	23%	12%
3	Priority to education.	11%	34%	19%	24%	12%
4	Interest in education.	17%	21%	28%	23%	23%
5	Fear about change.	8%	11%	25%	26%	30%
6	Student –teacher relationship	15%	30%	35%	12%	8%
7	Parents visited child's school regularly.	3%	5%	41%	35%	16%
8	Information about schemes	9%	12%	18%	21%	45%
9	Frequency of Awareness programs run by the government in the village.	0%	0%	0%	0%	100%
10	Frequency of Awareness programs run in school.	0%	0%	3%	34%	63%
11	Availability of print media, ex. newspaper, posters, pamphlets, magazines, books	8%	19%	35%	18%	20%
12	Availability of electronic media, ex. Radio, TV, Whats app, Facebook, Instagram etc.	7%	2%	21%	31%	41%
13	Family Support.	6%	13%	16%	9%	56%
14	Teachers' guidance.	12%	17%	32%	8%	31%
15	Educational atmosphere.	10%	8%	42%	13%	27%
16	Support from educated class	0%	2%	1%	0%	97%

**Discussion-1**

100% of households reported that the frequency of awareness programs run by the government in the village is very low, and 63% of households reported that the frequency of awareness programs run in school is very low. 41% of households reported that the availability of electronic media, ex. Radio, TV, Whats app, Facebook, Instagram, etc. is very low. 56% of households reported that family Support I poor, while 97% of households reported that the support from the educated class is very less.45% of households reported that they have very poor knowledge about educational schemes.

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

**Table 6.2 Availability of schools in villages**

Block	Chandrapur		Chimur		Jiwati		Pombhurna	
Population sample	High population	Low population	High population	Low population	High population	Low population	High population	Low population
villages	3	3	11	11	7	7	6	6
Not available	2	1	6	0	2	0	1	1
Primary	1	1	5	5	3	5	2	4
middle	0	1	0	2	2	1	2	1
Sr.secondary	0	0	0	1	0	0	0	0
High school	0	0	0	3	0	1	1	0

Source Ministry of tribal affairs, Gap analysis, <https://dashboard.tribal.gov.in/gapanalysis.aspx>

**Access to school-**

Multiple options are available in urban locations while in rural are the choice is missing. The accessibility of school education to scheduled tribes in the district with reference to the primary data collected from <https://dashboard.tribal.gov.in/gapanalysis.aspx> notified the gap that among 647 tribal villages, 517 villages have schools. The rest of the villages don't have school facility even

primary schools are not available there. Students have to enroll in nearby villages, as access to the school is not within reach; parents' contribution and connectivity with the school become less. Parents' fewer visits to the school are also an output of the non-availability of school. Participation is an important factor in knowing various programs and schemes related to education. Schools are the center of cultivating new thoughts and ideas. The absence of school or having only primary school does not create sufficient awareness.

**Supports-**

Support is the main factor in continuing education. The household, that supported their children in education, also seek support from teachers, organizations, and government programs. Their awareness about the educational need, views towards the importance of education, and benefits were observed as positive. They were aware of changes, policies, and structure noticed. In research, it is mainly observed that 56% of households are not supportive of a child's education. The lack of an educational atmosphere in the house is the main reason behind unawareness. Along with poverty, alcoholism, and the excess amount of attention on rituals, cultural aspects widened the gap of awareness.

**Sources of information-**

In spite of poverty or other issues, many parents are interested in education and are in search of good educational sources for their active children. Sources of information played a vital role in keeping their interest. Schemes that economically support and provide safety should reach each one. The households in their responses mentioned that they don't have any clear and regular information sources. They followed only their relatives, friends, or neighbors. The print media is not available to them and the electronic media is not reachable to them. Many times students lack the opportunities they have achieved because of their hard work and talent. 5 households among the respondents informed that their children qualified for NEET and JEE but they didn't receive the information in time and lost the opportunity to take admissions.

**Discussion-2**

**Table 6.3 Benefits received by the student's year 2021-22**

Sr. no.	Particulars	Classes/course	Total beneficiaries	Benefits received	% of beneficiaries who received benefits
1	Dropout rate	primary	0		
		Upper primary	0		
		Secondary	10.25		
2	Free text books	1 <sup>st</sup> to 8 <sup>th</sup> grade	50930	50930	100% Not distributed because of corona
3	Free uniform	1 <sup>st</sup> to 8 <sup>th</sup> grade	50930	50930	
4	Vehicle allowance	5 <sup>th</sup> to 10 <sup>th</sup> grade	241	241	
5	Attendance allowance	1 <sup>st</sup> to 8 <sup>th</sup> grade girls only	2491	2491	
6	Pre matric scholarship	1 <sup>st</sup> to 10 <sup>th</sup> grade	50930	43926	
7	Post matric scholarship	10 <sup>th</sup> to further	9335	8006	85.76%
8	Free ship	10 <sup>th</sup> onwards	549	445	81.05%
9	Vocational fee reimbursement	Vocational courses	2	0	0%
10	Maintenance allowance for vocational courses	Vocational courses	13	12	92.30%
11	Hostel	7 <sup>th</sup> /10 <sup>th</sup> grade onwards	2255	2097	92.99%
12	SWAYAM (residential allowance)	10 <sup>th</sup> grade onwards	266	254	95.03%
13	Ashram school	1 <sup>st</sup> to 12 <sup>th</sup>		12395	100%
14	Eklavya school	5 <sup>th</sup> /8 <sup>th</sup> onwards	660	494	74.85%
15	Namankit residential school enrolment admissions	1 <sup>st</sup> to 12 <sup>th</sup> grade	50% admissions of total enrolment	1080	87%
16	RTE 25% admissions	1 <sup>st</sup> and 2 <sup>nd</sup> grade(2022)	NA	94	100%

Source-UDISE plus 2021, Tribal project office, Chandrapur 2021 data, NA not available

**Knowledge of schemes-**

Necessity is the mother of invention. It's also applicable here. Those who understood the benefits of education have the importance of education and education is their need, they gave priority to education and search for good schools, educational schemes, and economic benefits. It is found that parents are taking benefits of all primary-level educational schemes.

Households from urban areas have many options to select schools, so they selected schools of their choice. They applied for 25% admission in RTE while the households from rural areas depended upon hostels and residential schools nearby. They are aware of Ashram school and hostel admissions. Only 86.24% of households were taking economic support schemes like pre-matric scholarships. They had no information about 25% of RTE admissions, only 87% of admissions were recorded in Namankit residential school. 74.85% of admissions were recorded in Eklavya model school admissions. The vacant seats of beneficiaries suggested that parents didn't have sufficient knowledge of schemes.

**Table 6.4 % of respondents aware of educational schemes in households**

	Column-1		Column-2			Column-3					Column-4					Column-5			Column-6	
% of respondents aware of educational schemes in households	Gender		Age			Location					Educational status					occupations			Economic status	
	Male	female	19-25	25-30	31-35	Rural	Urban	Hilly	Forest	Plain	Below 8 <sup>th</sup>	SSC	HSC	UG	PG	Agricultural	Non-agricultural.	Gov.Empl.	BPL	APL
Respondents (%)	96	84	87	78	69	91	92	68	71	85	54	69	91	99	99	78	87	100	86	24

**VII. DISCUSSION-3**

**Objective -2** Awareness factors related to socio-demographic variables.

**Table 7.1 Responses (%) Collected as Per Socio Demography.**

	Column-1		Column-2			Column-3					Column-4					Column-5			Column-6	
Socio-demographic factors	Gender		Age			Location					Educational status					occupations			Economic status	
	Male	female	19-25	25-30	31-35	Rural	Urban	Hilly	Forest	Plain	Below 8 <sup>th</sup>	SSC	HSC	UG	PG	Agricultural	Non-agricultural.	Gov.Empl.	BPL	APL
Respondents (%)	63	37	41	33	26	56	44	27	29	44	48	24	18	7	3	65	32	3	96	4

**Gender-**

Table 7.1, column-1 shows the distribution of respondents by gender. The majority of the respondents 63% were male while 37% respondents were female. Notably, the awareness among females is less than males.

**Age-**

Table 7.1, column-1, shows the distribution of respondents by age. The majority of the respondents 41% were in the age group of 19-25 years, followed by 33% in the age group of 25-30 years, and 26.0% in the age group of 31-35 years.

**Location-**

Table 7.1, column-1 shows the distribution of respondents by location. The majority of the respondents 56% were from rural areas, 44 % from urban areas. Among the rural areas, 27% of respondents are from forest areas, 29% are from hilly areas and 44% are from plain areas. The findings stated that the hilly area needs more attention and more awareness.

**Educational status-**

Educational status of the head of the family /parents lays the foundation of educational atmosphere. Awareness among parents drives them to provide better education to their children. In search of good and reliable education, parents became aware about taking benefits from the schemes available. In the tribal community, the majority of parents have educational level below Secondary grade. This would lead to the achievement gap in their academic as well as co-curricular growth.

Table 7.1, column-4 shows the distribution of respondents by educational qualification. The majority of the respondents 48% were below 8<sup>th</sup> grade, 24% had qualified 10<sup>th</sup> grade, 18 % were cracked 12<sup>th</sup> grade, 7% respondent were graduates from university, 3% were post graduate. The findings stated that the qualification is directly proportional to awareness factors.

**Occupation-**

Occupation of most of the most of the households is agriculture. In cultivation, whole family indulged. It doesn't affect the awareness directly. The households who pulled their children in helping in farming rather than forcing them to school , their children build interest in farming and cultivation and moved towards the family business and shows poor affection towards education. Thus, parents lost their interest in building awareness.

Table 7.1, column-5, shows the distribution of respondents by occupation. 65% of respondents are from agricultural fields. 32 % are from non-agricultural areas while 15 % are from urban non-agricultural areas and 3% were government employees. The findings reveal that the occupation does not affect the awareness factor.

#### Economic status-

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

Table 7.1, column-6, shows the distribution of respondents by economic status. 96% of respondents are below the poverty line and 4 % were above the poverty line. Notably, poverty/ economic status do not affect the awareness factors.

#### Objective-3 Suggest ways to increase awareness about educational schemes among Scheduled tribes.

Education is not just a means for accumulating knowledge, cultural transmission, and societal experience; it is also a vehicle for economic progress and societal change. Unless the indigenous population's educational level rises, their progress will be gradual. As a result, it is the most effective method for tribe development. The research on tribes' literacy rates revealed that they performed worse than other groups. Their low educational success suggests that educational development efforts have had little influence. Because of a variety of compelling motives and pressing issues, many individuals are disinclined to pursue formal education. They believed that the current educational system was ineffective for their way of life and culture. It does not provide an instant economic benefit. The state government has to adopt a variety of plans and programs to raise awareness and interest in modern/formal education among these people.

The data shows that 80% of the tribal community is aware about the schemes and taking its benefits. The less percentage or the beneficiaries who denied the benefits is only due to mistakes in application or incomplete procedure and documents. This data is cross verified with an open ended question with households "what are the educational schemes you know about? What scheme you have applied current year? What schemes you would like to apply in future?"

1. Proper educational benefits awareness programs need to be developed.
2. The demonstration of awareness programs should be done at the village level.
3. Participation of local leaders and NGO should be taken to socialize the program.
4. Schools should become the center of such awareness programs.

#### VIII. CONCLUSION

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

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

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

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