

## **A Normative Survey Of Population Education Awareness Among The Scheduled Tribes In Thane District-(MS)-India**

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### **ABSTRACT**

*The modern age is the age of information technology. The revolutionary age has reduced this world into a huge village. The computer and internet make the information needed available in a moment. New fields of knowledge in the science, education, agriculture, economics and commerce have been opened up. Our nation has made an appreciable progress in these fields. When our nation is progressing by leaps and bounds in these fields, it is also necessary to eradicate the problems of basic necessities, poverty, Starvation. All these problems make lives of poor people and the Adivasi's (Scheduled Tribes) miserable. The social and economic development of the nation will be boosted up only when every basic necessity of every citizen is satisfied.*

*This research paper is attempted to identify awareness and developmental needs of Scheduled Tribes in the Thane District.*

### **OBJECTIVES**

- *To find out the Scheduled Tribes are aware about the small family norm*
- *To study educational awareness among the Scheduled Tribes*
- *To suggest methods and means to create awareness about population growth among Scheduled Tribes*

*The normative survey method is used. The random sampling technique has been used in selecting the sample size .questionnaire and interview schedule used for data collection.*

*The study also provides valuable suggestions and recommendations are useful for promoting the cause of population education for this particular community. It is significant for welfare, development and progress of Scheduled Tribes.*

*Keywords: Population Educational, Awareness, Economic Development*

### **1 INTRODUCTION**

India is progressing by leaps and bounds in science and technologies fields, it is also necessary to eradicate the problems of basic necessities, poverty, starvation, All these problems make lives of poor people and the Scheduled Tribes miserable. The social and economic development of the nation will be boosted up only when every basic necessity of every citizen is satisfied.

Along with these problems there is population explosion and the population of our country has crossed the limit of 120crores. Considering the comparative figures of total population of various countries in the world, India is second in ranking. In case of total population, India ranks the second in the world. There are many problems due to ever-growing population. In India the population has increased more in proportion to the land area. If the land area of the world is divided into 41 parts, only one part of it comes to our share. There is one Indian among the six people of the world. The Government has publicized and spread population education from metros to villages. Due to urbanization of education, there are leading to good facilities positive results. But no research has been undertaken to verify if population education has produced some good effects in the rural India. The progress of each and every citizen is necessary if we wish to at a par with developed nations. For this, every citizen should be made aware of population education. Everyone should be conscious of his duties and responsibilities and he should be prompt in his actions. The conditions can change only if an awareness is created in every citizen.

Alek Guilord was the first to use the word 'Demography' in his book. The English research worker, Saunders, had presented the subject of 'Population and its Growth' in a scientific manner in 1922 in his book entitled, 'The Population Problem : A Study in Evolution'. Population education describes effects of population growth on personal and social life. Moreover, the study of population education is meant for understanding interrelationships among various factors like population size and growth, structure of population and changes therein, availability of various resources, economic and industrial progress etc. It considers quantitative and qualitative aspects of population. Population education is necessary for raising the standard of living, for increasing the efficiency of available human resources and for leading people to excellent life. The National Policy on Education, 1986 prescribes some core elements. The core elements that are related to population education are - (i) observance of small family norm, (ii) Inculcation of scientific temper (iii) equality of sexes (iv) protection of environment (v) constitutional obligations, and (vi) removal of social barriers.

The Scheduled Tribes i.e. Adivasis speak different languages. Their lifestyles and even poverty levels are distinct. Their educational problems are complex and complicated. Their social and economic conditions are different. For their economic development, related awareness about it is a must. Their social conditions pressurize the programmes of their economic development. Every (Scheduled Tribes ) Adivasi should have social consciousness in him. For this, educating him is necessary. But education has divorced itself from life and therefore, there is no expected progress among the Scheduled Tribes. They are miles away from development. They have remained deprived of development. In this internet-age, we can immediately know the incidents that take place in the world. Contacts can be easily and promptly established. But unfortunately the sacred river Ganga of education has not reached the remote adivasis settlements. The adivasis are not in the main stream of the nation. They have remained deprived of fruits of educational, social and economic developments.

When we consider the life of the adivasis through the population education approach, we can say that they will progress and develop only when awareness about family planning, education of their children, economic and social development and proper use of natural resources is created among them. It will raise their standard of living. The research worker has investigated the extents to which the objectives of population education have been achieved in case of the (Scheduled Tribes) adivasis.

## **SIGNIFICANCE OF THE STUDY**

The social, economic and educational conditions of the adivasis living in India have undergone no changes. Even today, the adivasi tribes are very poor and ignorant. They are trapped in a vicious circle. They have no education because of poverty, ignorance and apathy, and they cannot do away with poverty, ignorance and apathy as they are not educated. The problem of the present research work is selected to verify if the adivasis of Thane district are aware of population education or not. Very little research work related to the adivasis and their problems has been undertaken in India and Maharashtra. The emphases of the earlier researches were on social conditions and educational conditions of the adivasis. But the present research which considers the awareness of population education among the adivasis of Thane district is the first of its kind especially because of its research problem. This research work is useful for investigating if there is awareness regarding population education. Moreover, if there is no such awareness, the research work is useful for investigating its causes. The suggestions and recommendations are useful for promoting the cause of population education.

The present research work is significant because it guides and directs the planning and implementation of various schemes for the welfare of Scheduled Tribes. It is useful for creating awareness regarding population education. It is significant for welfare, development and progress of Scheduled Tribes.

## **1.5 OBJECTIVES OF THE RESEARCH**

(a) To find out the Scheduled Tribes are aware about the small family norm

- (b) To study educational awareness among the Scheduled Tribes
- (c) To suggest methods and means to create awareness about population growth among Scheduled Tribes.

**RESEARCH METHODOLOGY**

Normative survey method has been selected for the procedure of the present research study. Since the research work is related to the present i.e. the conditions existing now and since it is undertaken to find out solutions to the present problem, the normative survey method is useful and proper.

**Sampling for research:** The Scheduled Tribes are found in some specific districts of Maharashtra state. Of these, Thane district is prominent. The Scheduled Tribes like the Katkari, the Warli, the Mahadeo koli, the Kokna, the Malhar koli and the Thakar are found in the greater majority in the district. In Thane district, the talukas like Murbad, Javhar, Vikramgad, Mokhada, Shahapur, Talasari, Dahanu and Wada have the the adivasi tribes. Therefore, these talukas have been selected to mobilise the sample. ie. 90 villages (padas) from 9 talukas were randomly selected for the survey. From those padas, 500 respondents as the representatives of the Scheduled Tribes population of Thane district were selected. This research work has proposed to investigate into the extent to which there is population education awareness among the adivasi tribes residing in the adivasi(Scheduled Tribes) talukas of Thane district. It verifies if there is such an awareness or not. The chief objectives of the actual in-field studies are to interview members of Scheduled Tribes families as the constituent factors of the Scheduled Tribes society, to interview the Sarpanch and heads of villages as the representatives of the Scheduled Tribes society, to interview the Government officers who implement the Government schemes in the Scheduled Tribes areas and to collect relevant data from teachers who observe and know about the lives of the Scheduled Tribes.

**Tools:** A specific research tool can be used for a specific research topic. For the present research work, both, primary and secondary sources of data collection have been used. They include (i) questionnaire, (ii) interview schedules and (iii) topic-related literature and materials.

**ANALYSIS AND INTERPRETATION OF DATA**

The data collected through primary and secondary sources had been quantified, analysed and tabulated. This chapter includes the tables and their interpretations.

Some of the important tables are as follows. These tables have been prepared on the bases of the interviews of members from 500 Scheduled Tribes families residing in nine talukas of Thane district.

**Table No-1: Settlement Type of the Respondents**

No	Settlements	Response	Percentage (%)
1	Padas	282	56.4
2	Villages	188	37.6
3	Vadis	12	2.4
4	Fields & farms	18	2.6
	<b>Total</b>	<b>500</b>	<b>100</b>

**Interpretation:** It indicates that the majority of the Scheduled Tribes reside in padas.

**Table No-2: Classification of Respondents according to their Shelter.**

No	Type of shelter	Response	Percentage (%)
1	Mud house i.e. kuda house	270	54.00
2	Tile house	191	38.20
3	Hut	21	4.20
4	Permanent house	13	2.60
5	House under Indira Housing scheme	03	0.60
6	T in shed	02	0.40

7	TOTAL	500	100
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Interpretation: The responses indicate that majority of the Scheduled Tribes live in houses made of straw, grass and mud, followed by the shelter which is made of grass and mud, and with roofs of tiles. When the percentages of Scheduled Tribes living in these two types of shelters are added, it amounts to 82.20%

**Table No-3: Classification of Causes for leaving the Education Incomplete**

No	Causes	Response	Percentage (%)
1	Poverty in family,	206	41.2
2	Classroom instruction is difficult to comprehend	18	3.6
3	Need to go in search of labour	154	30.8
4	School not nearby the house	19	3.8
5	Due to Sickness	05	1.0
6	Death of parents in one's early childhood	13	2.6
7	Failure in school examinations	19	3.8

(Totals not computed as a single respondent provided more than 1 cause.)

Interpretation: The responses clarify that the chief reasons for incomplete education of the Scheduled Tribes are poverty in the family and the need to go for work and employment.

**CONCLUSION**

**- Conclusions regarding shelter pattern**

- (1) Even to day the chief place of their residence is pada or village.
- (2) The Scheduled Tribes chiefly live in huts made of grass and sticks and the walls are plastered by mud or cow-dung. Nearly 54% live in such huts. Nearly 38.20% live in huts with mud walls and roofs made of tiles. This shows their poverty.
- (3) The Scheduled Tribes people live in joint families. Of the members interviewed 71.8% live in joint families.

**Conclusions regarding consciousness about bringing up children**

- (i) There is no discrimination between male and female child.
- (ii) The Scheduled Tribes family do not take proper care of children. Only 9% respondents state that they provide nutritious diet to children.
- (iii) Among the Scheduled Tribes family, there is no awareness about education of their children. When asked how far their children should study, 94.2% respondents stated that they are ready educate their children as long as the children learn.
- (iv) Nearly 71.8% stated that they sent their children who were below 14 to work because the family earning were insufficient. Therefore, the pupils drop out from schools and stay at home.

**- Conclusions regarding education**

- (i) 54% of the family-heads are uneducated. It indicates that not even 50% of the Adivasis are in the stream of primary education.
- (ii) The causes for incomplete education and illiteracy include poverty in the family and need to work as labourers. Therefore, it is concluded that their financial conditions are poor and hard.
- (iii) It is found that the Scheduled Tribes are not aware of the exact type of education they should provide to their children.

**- Conclusions regarding economic conditions**

(1) Of the Scheduled Tribes family who own the farm land, 67.66% own the farm land up to 3 acres. But since the land is situated in hills and since it is divided into fragments, there is no sufficient grain production.

(2) The chief occupations of the Scheduled Tribes people are farming, working on farms as labourers and working as labourers on daily wages. There is work in the fields only during the specific seasons. Therefore, the Scheduled Tribes people are forced to migrate elsewhere in search of labour and for earning livelihood.

### **- Conclusions drawn from Questionnaires to Teachers-**

(1) 90.07% teachers have responded that the Scheduled Tribes are economically very poor and that they subsist somehow. This response indicates utter poverty of the Scheduled Tribes.

(2) The chief occupations of the Scheduled Tribes people are farming, working as farm-labourers and working on daily wages. 96.02% teacher's responses confirm this.

(3) There is very little awareness about education among the Scheduled Tribes parents.

(4) The parents do not provide educational facilities to their school going children.

(5) The teachers conduct some extra periods for quality improvement of Scheduled Tribes pupils.

(6) In order to create awareness regarding population education among the Scheduled Tribes people, it is necessary to implement educational, social and health programmes

### **- Conclusions drawn from Interviews of Government Officers**

(1) The changes in economic conditions of the Scheduled Tribes residing in Thane district are extremely low. For faster and good changes, participation of all is very necessary.

(2) It is necessary that the Government should raise the financial aids for the educational progress of the Scheduled Tribes.

(3) The chief and prominent obstacle in the progress of the Scheduled Tribes people are ignorance and superstitions. Therefore, it is necessary to change their mentality. This can be achieved through the joint efforts of the Government, charitable institutions and local Scheduled Tribes people.

Having considered all the aspects of the life of the Scheduled Tribes people, it can be said there is a very little awareness about population education among the Scheduled Tribes people.

### **- SUGGESTIONS**

#### **- For the Government and Government Officers**

(1) The Government should make housing schemes available on a large scale in the tribes areas. It will help them to have proper shelter.

(2) In order to create awareness about family planning among the Scheduled Tribes people, a joint programme involving the Government, Schools, Local citizens, charitable organizations and health centres is necessary. It is also necessary to make wide publicity and spread of family planning programmes among the Tribes people.

(3) The Government should start a scheme of rewards to parents for sending their children to schools.

(4) The Government should prepare a different structure of education system for the tribal areas.

(5) When the Tribes people fall sick, they visit 'the Bhagats' and remain in their grip. The Government should train the Bhagats for treating the patients scientifically by using medicinal herbs. For this, co-ordination between the Bhagats and Ayurveda doctors and experts is necessary.

(6) For proper facilities of disposal of drainage water, the Government should start proper sanitary schemes and the schemes for absorbent pits in the Scheduled Tribes areas.

- (8) In order to make the Scheduled Tribes people aware of benefits of education, educational and career counselling centres should be started in every Tribes village.

## - For Teachers

- (1) Proper educational influences bring about proper behavioural and psychological changes in school pupils when they are imparted in childhood. Therefore, with the help of population education, teachers should develop scientific attitude among pupils and eradicate superstitions, ignorance and misunderstandings of their pupils.
- (2) Teachers should create proper awareness about population in the minds of pupils. They should make pupils understand the need for family planning in married life.
- (3) Teachers should teach the pupils about significance of cleanliness and care for good health. They should regularly check before the school instruction begins if pupils follow good habits for good health.
- (4) Through the medium of Parent-Teacher Association, the bad effects of unhealthy habits and addictions should be described and the significance of population education should be narrated. They should be convinced of value of population education.
- (5) The Educational Counselling Centres for pupils should be started in every tribal area school. It should provide educational vocational, social and economic guidance to pupils.

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