CHAPTER III

PRESENTATION OF THE ANALYSED QUALITATIVE DATA
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A. A GENERAL INTRODUCTION

This chapter presents the analysed qualitative data. The data is presented in the form of tables, graphs, histograms and pie-diagrams wherever possible and found necessary. The salient points emerging out of the qualitative data have been described in this chapter.

Since dropout is found to be a chronic disease in the field of tribal education and the major factors responsible for the tribal children to discontinue their education is socio-economic in nature, more emphasis is put on the qualitative aspect of human nature and human culture and their traditions which affect the tribal children's educational continuity. Each group of qualitative data is systematically organised, and analysed and presented in this chapter.

B. ABOUT THE TREND OF DROP-OUTS.

This chapter also presents a few communication models which can influence the tribal folk and also suits the local culture and the spirit of the individual, family on the tribal village community.
A few such models are given below:

Concept 'C' is in constant interaction with 'B' through feedback loop 'fbe' and 'A'. 'C' understands the needs and problems of 'B'. He/she selects, transmits and interprets the information 'B' needs. Thus 'C' extends B's environment and helps satisfy his/her needs and/or problems. The placing of 'C' between 'A' and 'B' makes the model useful in highlighting the importance of the DSC.

Here 'C' is the Government and voluntary organisation's Ashram School complex teachers. What are in constant interaction with 'B', the tribal students through personal then contact communication (teaching) 'C' (teachers) understands the needs and problems of 'B' (tribal students). He/she selects, transmits and
interprets the information 'B' (Tribal students) needs. Thus 'C' (teachers) extends 'B' is (tribal students) environment and helps satisfy their needs and/or problems. 'C' gives the current information to the head office) than 'A' (The government and/or voluntary organisation) so that the organisation can make necessary and timely changes in their policy and implement it, which will help to reduce the drop out rate.

C = Communicator R = Receiver

Figure () Riley and Riley Model (1959 - 577)

Mass Communication is one social system among many others in a society. Reley and Riley (1959) had shown in their model that mass communication should be regarded as an important social process among other equally salient social processes. While the mass media affected individual and society, they were themselves influenced by other environmental variables.

Mass Communication programmes create awareness among the tribal folk. They will understand the merits and values of education, then willingly the tribal parents will send their children to school and encourage them to continue their education. Children will also show more interest and enthusiasm in their studies. This will definitely reduce the drop out rate.

Table 3.1

<table>
<thead>
<tr>
<th>Western and Buddhist Models of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aristotelian Model</strong></td>
</tr>
<tr>
<td>1. Emphasis on Communicator</td>
</tr>
<tr>
<td>2. Influence a key notion</td>
</tr>
<tr>
<td>3. Focus on control</td>
</tr>
<tr>
<td>4. Emphasis on outward process</td>
</tr>
<tr>
<td>5. Relationship between Communicator and receiver assymmetrical.</td>
</tr>
<tr>
<td>6. Stress on intellect</td>
</tr>
</tbody>
</table>

Aristotelian model (Schematically represented in table ( ), emerges as an interactive, two-way process, emerges as an bringing out the dynamic nature of communication. This approach suits the local culture, or the spirit of the individual, family or village.

Feedback information is influenced by factors such as an individuals needs, wants, moods, perceptions and so on. Individually every one is active in receiving, processing, and interpreting information. Individual is not a defenseless target to persuasive communication. The three selective processes outlined above could function as rings of defenses for the receiver with selective exposure constituting the outer most shield, followed by selective perception and selective retention (Severin and Tankard, 1979)

![Diagram of Rings of Defense of Receivers]

**Figure**: Rings of Defense of Receivers

3.3
A total of 3629 cases of various standards have been analysed and they reveal the following features:

1. The percentage of girl students who dropped out at the end of the first year of education is slightly higher than that of the boys in the same standard.

2. The percentage of drop-outs among classes maintain a steady level.

3. The percentage of girls who dropped out however, is lower compared to that of the boys.

4. The overall percent proportion for boys and girls taking all the classes together works out to be 56:44 respectively.
Table 3.2
Table showing the distribution of villages where primary and secondary schools are located along with Hostel facilities in Ashram and Akkalkawa Taluka (1994)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name (Village)</th>
<th>Primary</th>
<th>Secondary</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dhadgoan</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Rajbardi</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Dhanaja (Mungari)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Chulwad</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Molgi</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Mundalwad</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Asli</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Bilgaon</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Kakaddha</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Jamana</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Bgrapani</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Jamana</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Rasingpur</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 13 13 13

Source: From The Actual Data Collected.
Table 3.3

Table showing total students dropped out at various levels in Akkrani and Akkalkuma Taluka (1993-94)

<table>
<thead>
<tr>
<th>Std.</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>Total No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>109</td>
<td>48.9</td>
<td>114</td>
<td>51.1</td>
<td>223</td>
</tr>
<tr>
<td>II - IV</td>
<td>138</td>
<td>56.6</td>
<td>106</td>
<td>43.4</td>
<td>244</td>
</tr>
<tr>
<td>V - VIII</td>
<td>104</td>
<td>56.8</td>
<td>79</td>
<td>43.2</td>
<td>183</td>
</tr>
<tr>
<td>VIII - X</td>
<td>115</td>
<td>59.9</td>
<td>77</td>
<td>40.1</td>
<td>192</td>
</tr>
<tr>
<td>Total</td>
<td>466</td>
<td>55.6</td>
<td>376</td>
<td>44.4</td>
<td>842</td>
</tr>
</tbody>
</table>

Source: From the actual data collected.
FIG. 3.4 HISTOGRAM SHOWING THE % OF STUDENTS DROPPED OUT IN AKRANI AND AKKALKUWA DURING 1993-94 PERIOD

Source: From the Actual Data collected
### Table 3.4

Table showing 6-14 years age group children who never attended school in villages under study in Akrani and Akkalkuwa Taluka. (19944)

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1. Dhadgoan</td>
<td>17</td>
<td>73.9</td>
</tr>
<tr>
<td>2. Rajbardi</td>
<td>01</td>
<td>100.0</td>
</tr>
<tr>
<td>3. Dhanaja (Mungari)</td>
<td>03</td>
<td>33.3</td>
</tr>
<tr>
<td>4. Chulwad</td>
<td>07</td>
<td>77.8</td>
</tr>
<tr>
<td>5. Molgi</td>
<td>02</td>
<td>25.0</td>
</tr>
<tr>
<td>6. Mundalwad</td>
<td>04</td>
<td>57.1</td>
</tr>
<tr>
<td>7. Asli</td>
<td>00</td>
<td>00.0</td>
</tr>
<tr>
<td>8. Bilgaon</td>
<td>08</td>
<td>50.0</td>
</tr>
<tr>
<td>9. Kakaddha</td>
<td>02</td>
<td>28.6</td>
</tr>
<tr>
<td>10. Jamana</td>
<td>06</td>
<td>35.3</td>
</tr>
<tr>
<td>11. Genda</td>
<td>11</td>
<td>57.9</td>
</tr>
<tr>
<td>12. Busha</td>
<td>07</td>
<td>36.8</td>
</tr>
<tr>
<td>13. Harankuri</td>
<td>02</td>
<td>66.7</td>
</tr>
<tr>
<td>14. Roshmal</td>
<td>01</td>
<td>33.3</td>
</tr>
<tr>
<td>15. Kundal</td>
<td>04</td>
<td>44.4</td>
</tr>
<tr>
<td>16. Bamni</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>17. Dab</td>
<td>00</td>
<td>00.0</td>
</tr>
</tbody>
</table>

*Source*: From the Actual Data Collected
Fig. 3.5 Children of 6-14 years age group who never attended school in some villages of Akrani and Akalkuwa Taluka

Source: From the actual data collected
The village wise figures presented in table \(3.4\) and figure \(3.5\) provides a heterogeneous combination of boys and girls who are eligible to attend schools (6-14 years), but never got themselves enrolled in any school. The situation provides the following features:

1. Girls outnumber the boys in most of the villages the same is applicable for the boys too.
2. The overall percentage proportion of boys and girls who never attended the school works out to be 45%:55% respectively.

The family structure, occupation and educational status of parents when analysed (Table :7) revealed the following features:

1. 78% families were of joint family type and only 22% accounted for the nuclear type.
2. Majority (60%) of the parents pursue agriculture, followed by service/agricultural labourer (30%). And 10% accounted for business.
3. Almost half the sample (58%) of parents belonged to the medium income group.
Table 3.5
Showing the percentage of drop-out children categorised as per their parents income, occupation and educational status.

A. Parent's Income Percentage
1. Low 26.0
2. Medium 58.0
3. High 16.0

B. Parent's Occupation
1. Agriculture 60.0
2. Business 10.0
3. Service/Lbourer 30.0

C. Parent's Education
1. Illiterate 63.0
2. Primary 21.0
3. Secondary 12.0
4. Higher 4.0

D. Family type
1. Nuclear family 22.0
2. Joint family 78.0

Source: From the Actual data collected.
Only 16% were of high income group, the remaining 26% people were of low income category.

4. The educational background of the parents were encouraging. 63% (63.0) were illiterate followed by 21% (21.0) parents had primary education, of the remaining 16.0%, only 4.0% of them had higher educational background.

Factors Affecting Educational Continuity.

Some of the obvious reasons for discontinuing education were analysed and grouped under 3 major categories:

1. The economic reasons as well as the familial and personal reasons emerged as the major and equal causes for the children to drop out.

2. Children's involvement in agricultural and household activities surfaced as the two important causes coupled with poverty.

3. Parents refusal, repeated failures and lack of interest in studies were the responders which contributed in 12%, 14%, and 14% proportions.

4. Institutional reasons accounted for only 5% which is not a major cause.

This table and figure clearly show the reasons for dropouts.
Table 3.6
Table showing factors responsible for discontinuation of education among the 100 samples selected.

<table>
<thead>
<tr>
<th>A. ECONOMIC REASONS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helping parents in Agriculture</td>
<td>21</td>
</tr>
<tr>
<td>2. Looking after young children</td>
<td>10</td>
</tr>
<tr>
<td>3. Poverty</td>
<td>10</td>
</tr>
<tr>
<td>4. Help in household activities</td>
<td>10</td>
</tr>
<tr>
<td>5. To earn wages</td>
<td>2</td>
</tr>
<tr>
<td>6. Grazing cattle</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. FAMILIAL AND PERSONAL REASONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not interested in studies</td>
<td>14</td>
</tr>
<tr>
<td>2. Repeated failures</td>
<td>14</td>
</tr>
<tr>
<td>3. Illness</td>
<td>2</td>
</tr>
<tr>
<td>4. Bad Company</td>
<td>3</td>
</tr>
<tr>
<td>5. Parent's refusal</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. INSTITUTIONAL REASONS PERCENTAGE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Corporal Punishment</td>
<td>3</td>
</tr>
<tr>
<td>2. Strict Schedule</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

*Source*: From the Actual Data collected.
Fig. 3.6. Pie Diagram showing 3-Major factors affecting educational continuity among the tribes in Akraní and Akkalkuwa Talukas

- Parents refusal: 12%
- Helping Parents in Agriculture: 21%
- Bad Company: 3%
- Illness: 2%
- Looking after young children: 6%
- Not interested in studies: 14%
- Help in Household activities: 10%
- Selling cattle: 1%
- Working in the fields: 10%
- Poverty: 10%
- Corporal punishment: 3%
- Strict schedule: 2%
It also points out that what ever one may do with the "improvement" of educational standards of the institutions in the tribal area it may not attract the attention of the tribal children to further their education. The very fact that the major factors emerging are socio-economic reasons, one has to analyse those factors which are more of psychological and cultural based parameters which need a different treatment.

That is, help them to identify and pritorize their needs, formulate and implement need based education technology in the tribal area and make them available sufficient resources to continue and complete their education. Interactive communication process should continuously go on between students and teachers and also between students and students. This communication link will enable them to continue their education because it creates a learning environment.

Economically backward and illiterate parents are not aware of the importance of education. These people are not willing to send their children to school. Rather, they want their children also to work with them in the field. This attitude of the parents can be changed through awareness which can be effectively done through various communication medias or channels. Ashram School complex is one among them where the interactive two-way process, which brings out the dynamic nature of communication, is continuously taking place between students and teachers, students and students and also between
teachers and parents and parents and teachers through adult education programmes.

The agencies or representatives from Government organisation and voluntary organisations can promote awareness among the tribals through continuous personal contact communication which enable the parents to send their children to school willingly.

D. EDUCATIONAL COMMUNICATION IN ASHRAM SCHOOLS

Ashram Schools have been started by the Government and Voluntary Organisations for the purpose of educating the tribal children, it is true. But in a wider sense, Ashram Schools are part of the village community and in a more wider sense, they are part of the global village community. Development starts from the Ashram School, goes to the local village community and from there its spreads to all the other parts. The purpose of educational communication taking place in Ashram Schools is the overall development of tribal village community, which is part of the global village community. Educational communication and its relative development is a continuous process.

a) The Tribal village community:

Since Ashram Schools are meant for the overall development of the village community, all segments of the community should be involved in the development process, in all stages, from the beginning to the end. If any part or segment of the community is rejected or
withdrawn from the developmental programme, the purpose of the programme will not be fulfilled. Following are the groups that must be involved to make the Ashram School development programme effective and successful.

- Women
- Youth
- All castes
- Families
- Village leaders
- Men
- Elders
- Occupational groups
- Kinship groups
- Invited Guests.

**b) The Planning process:**

Tribal villagers, are the fundamental actors in the planning process of the Ashram School. A facilitation team enables them to identify their own vision or needs, clarify constraints, set new directions, clarify specific tasks and an action time line can be made accordingly.

![Fig. 3.7](image-url)
NGO's with expertise, fulfill the identified needs of the Ashram Schools with resources, technical knowledge from the RAU's technical library etc. depending upon the identified needs of Ashram School. In each Ashram School there should be one or two trained representatives or leaders to identify the needs and convey the message to the RAU Service Centre, so that the Ashram Schools will be provided with resources and technical skills wherever and whenever need, from the RAU service center. This will increase the technical capacity and skill level of the Ashram School.

Multiple Sector Technical Resources:

Over a period of one to three years, NGO staff with expertise should meet identified Ashram School priorities and should work with Mr. Govind Kripaldas Shewaniau service center staff on contractual basis. The service center staff works with Ashram School leaders and mobilizes essential resources from the private, Government and NGO sectors, packages appropriate technologies and trains Ashram School leaders as trainers/communicators.
INPUT CRITERIAS FOR REDUCING DROPOUT IN ASHRAM SCHOOLS ENTRY QUALIFICATION

- ENTRY QUALIFICATION
- FEES
- PRIORITY AND ITS WAYS
- GUIDE
- TEXT MATERIAL AND ITS QUALITY
- STYLE OF CONTENT PRESENTATION
- TIME/DURATION
- GUIDES COMPETENCY
- REFERENCE MATERIALS
- QUALITY OF TEACHING
- FINANCIAL ASSISTANCE
- ADMISSION CRITERIA
- TEACHING AIDS
- ASSIGNMENT
- PARENTS EXPECTATION
- CONTENTS IN BOOKS
- REGISTRATION

INPUT
CREATION OF INTEREST DURING STUDY

WAYS FOR MEETING LEARNERS PROBLEM

FLEXIBILITY

PROVISION FOR MORE THAN ONE TIME GUIDENCE/HELP

EXPECTATION FROM PARENTS

TEACHER'S ORIENTATION

HUMAN RELATION STUDENT AND TEACHER

A SCHOOL PERSONNEL

ANY SUPPORT DURING LEARNING

PROGRESS OF TEACHING INDIVIDUAL/GROUP

MOTIVATION TO STUDENTS

ROLE OF TEACHER

CONTENT CLARITY

INTERACTION AMONG LEARNERS

CO-ORDINATION AMONG LEARNERS

INTERACTION WITH EVALUATION

OPINION REGARDING LEARNING

EXPECTATION FROM PARENTS

TEACHER'S ORIENTATION

HUMAN RELATION STUDENT AND TEACHER

A SCHOOL PERSONNEL

ANY SUPPORT DURING LEARNING

PROGRESS OF TEACHING INDIVIDUAL/GROUP

MOTIVATION TO STUDENTS
ACADEMIC/VOCATIONAL/FINANCIAL NEEDS

GRADING AND MARKING SYSTEM

SUPPLEMENTARY EXAM

QUALITY OF TEACHING

ASSESSMENT PROCEDURE FOR END EXAMINATION

FORMAT AND LANGUAGE OF QUESTION PAPER

REASON FOR DROP OUT

QUALITY OF ACADEMIC PROGRAMME

GRACE MARKS

OUTPUT

INTERNAL EVALUATION

EXTERNAL EVALUATION

COMMENT BY EVALUATION

QUALITY OF EVALUATORS

COMPARISON BETWEEN ASHRAM AND NON ASHRAM SCHOOL

ROLE OF ASSIGNMENT IN END EXAM PREPARATION
Entry qualification:

All the tribal children should have free entry into the Ashram Schools. They should not be charged with any registration fees or any other kind of fees.

Since the parents are poor and involved in agricultural activities they expect help from children. Also, tribal children should be given such type of education that the agricultural economy will improve, that is need-oriented or based education should be given to them. The content of the text book should be easily accessible to the tribal children and the content should contain their needs and the ways to achieve those needs. It should prioritize their various needs, find out ways and means and help them to fulfill their needs.

Assignments reference materials and teaching aids should be such that it will increase or develop the practical knowledge of the tribal children.

Admission should be granted to tribal boys and girls by keeping a particular age bar for taking admission in different classes. Financial assistance to tribal children is very necessary for their educational development. Tribal children should be given proper guidance and the contents of the text book should be presented in such a style that every child should understand and assimilate the content. Teachers should give them proper guidance.
The processing of the above mentioned input criteria will continuously take place in the Ashram School, which will create motivation among the tribal learners. The teachers will become flexible in their approach and their orientation will be more towards understanding students and their parents needs and solving their problems in a very kind and effective manner. Proper coordination and interaction between teacher and students helps to clarify the content. Interaction between peer groups and between learners and teachers strengthens the personal contact Communication, which helps to improve the human relationship, and helps to understand each one's problems separately so that whoever needs extra guidance and support, will be given. Students will get all sort of support during learning which will create a positive attitude in them towards learning and the over all situation in the Ashram School.

After processing, comes the output. Once the input criteria are properly processed the learning progress will come up to the stage of end examination. The language of the question paper will be easy for them to understand. Examination should be given to those who require it; a proper evaluation is done. Grace marks will be given to those students who are lagging behind. Internal and external evaluation will be done. Compared to the non-Ashram Schools, Ashram Schools functions better and in short, the output in the academic vocational and financial aspects of the tribal learner are fulfilled satisfactorily.
QUALITATIVE DATA : CASE STUDIES

STUDENTS WHO DROPPED - OUT

CASE 1:

1. Ego: Boy
2. Age: 21 years
3. Father's name: Bahmta Pawara
4. Occupation: Agriculture
5. Tribe: Pawara
6. Dropped-out after; Failing in Standard X
7. Genealogy:

8. Father's economic condition: Medium
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Both brothers and sisters have studied up to primary level only.
12. At present the ego is participating in agricultural activities along with his family members.
13. **Ego's Reasoning**: "Actually I wanted to study more. But my entire family has to work to earn a living. All my friends also do not take any interest in studies". The urge of studying more is there in the mind of the child. At the same time, the burden of destroyed life and also about the future is irritating his mind. Something is lacking in the economic system and in the educational system which cannot promise him a better future than working in the fields even after getting education. So, according to the opinion of the ego, for working in the field, educational qualification is not needed. So he dropped out his studies.

14. **Parent's reasoning**:

This child, they say, has studied more than his brothers and sisters and that is enough. As it is, even if he studies more, he has to lead the same life. Then why not begin with it now itself. They do not find any difference between educated an uneducated children because in the case of tribal children whether they are educated or not, they have to work in the fields to earn their livelihood. So, according to the parents opinion, instead of wasting many years in school, they ought to start working in the field and get experience.

15. **Researcher's evaluation of the case**:

This boy has studied up to Std. X. His brothers and sisters have studied only up to the primary level. Both parents are illiterate. So this boy has a feeling in the mind that he has studied more than all the others in his family. Working in the field or helping the parents in the fields is necessary for almost all tribal children to earn their
livelihood. They pass SSC, HSC or earn a University degree, they do not get any decent job. This boy has studied in Chuwad Ashram School, where like all the other students he was also given all the facilities available in that school. Tribal teachers were also there to encourage him. But his family background has influenced his mind more than all other factors, which leads him to take this decision that is drop out from school. According to the opinion of the other family members, education of this child is 'ENOUGH' for them, because he has studied more than other children in the house. They are expecting his help in the field and they also want to train him in that way. According to their situation working in the field is the only alternative to earn their livelihood. Ego's friends are also working in the field, so that way also he is discouraged from continuing his education.

As a researcher, according to my observation an overall change in the tribal situation is very necessary. First of all, their economic condition should be improved. Then make them more aware of the importance of education in life, that is, how it will help to improve their cognitive, affective and psychotor skills. This can be done through various communication media channels.
Case : 3

1. Ego: Boy
2. Age: 18 years
3. Father's name: Singh Ratnya Vasave
4. Occupation: Agriculture
5. Tribe : Pawara
6. Dropped-out after; Failing in Standard IX
7. Genealogy :

8. Father's economic condition: Medium
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. One brother is illiterate, other brother and two sisters are studying.
12. At present the ego is helping his father in agricultural activities.
13. Ego's Reasoning :
"According to me education is the third eye of man, I want to study more and may continue studies after sometime. This boy knows the value of education. Failure in Standard IX made him upset and disappointed and forced him to discontinue his education. But the urge is there to continue the education. If he is encouraged by parents and friends he will definitely continue his education.

14. Parent's Reasoning:

They say, this child is grown up now, so it is upto him to decide whether he should continue his studies or not. The parents do not have any objection to his studying. In fact they also like to see their son continuing his education. At the same time they do not force him from their side to rejoin the studies. They are depending more on his maturity level and telling that it is up to him to decide whether he should continue his studies or not. Their opinion is that their son should not continue his education with compulsion or force, it should come from within him. His parents provide him food and other facilities. The child is not forced to work in the fields. He is left free, so the choice is his, that whether to continue or drop out from his studies.

15. Researchers Evaluation of the Case:

Compared to the other two case studies (case no 1 and 2), here the situation is different. here the child is not discouraged or disappointed by the parents or any other members of the family. Ego's brother and two other sisters are continuing their education. Parents did not show any disinterest at the same time they didn't compel him
to continue his education. Complete freedom is given to their son to think and decide which field he would like to select, whether he would like to continue his education or select some other field for his survival. Even though the parents are illiterate, they like to send their children to school for getting educated.

This boy is also interested in continuing his education. According to him education is another sense organ. He says that education is the 'third eye'. The school authorities are also very much interested in taking him back to school. This temporary discontinuation is due to his failure in standard IX. He found it difficult to learn subjects like Science, Mathematics, and English and therefore he failed in this class. But now he feels that with hard work and with some extra help from his teachers, he can overcome those difficulties and continue his education. He has still not decided when to join school again. If his parents and others encourage him, he will definitely rejoin the school easily. It is not correct to leave him to make his own decision because after all he is a very young boy and needs a lot of encouragement.
Case 4:
1. Ego: Girl
2. Age: 16 years
3. Father's name: Madhav Tadvi
4. Occupation: Agriculture labourer
5. Tribe: Pawara
6. Dropped out after; Failing in Standard VII
7. Genealogy:

8. Father's economic condition: Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Her two brother are going to school.
12. At present the ego is looking after the household activities and her marriage engagement is already over.
13. Ego's Reasoning:
"I am more interested in starting a family at the earliest, and I believe that girls need education only up to IVth standard, because higher education is of no use for girls in our society." She is very much interested in looking after the household activities. According to her, education till Std. IV is sufficient for girls in their community, because they get married at an early age and get involved in the family life. Higher education does not give them any special advantage. Ultimately they have to stick to family life. So according to this girl instead of wasting more years in school it is better to look after the family from now onwards. She would like to follow the already existing pattern of life in their community. So she gives less importance to education.

This girl they say, has studied more than enough. There is no use of studying more. Since she is a girl she has to start her family life at the earliest". In their society higher education is not useful for girls. Parents also like their daughter to follow the existing social pattern of life. According to them how much their daughter has studied is enough and more, they are also of the same opinion that there is no use of giving more education to their daughter, because they have to get her married at an early age. Whether the girl is educated or not it won't make any difference for starting a family life they feel.

15. Researcher's evaluation of the case:

This case is slightly different from the previous cases which have already been analysed. Here a girl gives her justification why she dropped out from her studies after VIIth standard. This girl is the
eldest in her family and has studied upto standard VII. In their tribal community girls get married at an early age like 14, 15, or 16. They do not consider any education qualification as a criteria for starting a family life. According to them, it is useless to given more education to a girl. This idea is inculcated in the minds of everybody in tribal community". How ever little their daughters have studied , that is enough and more for them. Parents are more interested in getting their daughters married. Whether they are educated or not, that is not their concern. Spending more time in school is a waste of time for them.

This girl studied in chulwad Ashram School, where she had all the facilities like all the other students. Since her marriage engagement is already over, she prefers working in the house instead of going to school and studying. She opines that whether educated or not she has to lead a family life which she wants to start early. Education upto standard IV is sufficient for a girl, she says . The tribals give more importance to their traditions and customs rather than to the value of education.
Case : 5
1. Ego: Boy
2. Age: 16 years
3. Father's name: Bhaktya Valvi
4. Occupation: Farmer
5. Tribe: Pawara
6. Dropped-out after; Failing in Standard VI
7. Genealogy:

8. Father's economic condition: Medium
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. His elder brother studied upto SSC, younger brother is also studying.
12. At present the ego is helping his father in agricultural activities.
13. Ego's Reasoning:
"I like to study more, I passed the competitive exam: but my name was not there in the rank list. So I couldn't get admission in the Navodaya School, that made me upset. I am not happy in the village school, where teachers remain absent for days together. Ego is very much interested in going back to his studies, but he doesn't like the village school atmosphere where teachers remain absent for days together and there are no studies for them during that period. This attitude of teachers creates a sort of negative attitude towards education which leads to drop out by many students. Ego is also one, among them. Another thing which made him disappointed is that his name was not in the rank list even though he passed the examination and he didn't get admission in the Nayodaya School. Because of these reasons ego dropped out from his studies but he would like to join school again and continue his studies.

14. Parent's reasoning:

This child, they say was very good in studies, they want him to study more. He discontinued his studies on his own. They are still encouraging him to join school and continue his studies. Ego's parents are very much worried about this child, They say that he is very good in studies and he likes to study more. However the negative attitude of the teachers in the school has created sort of disinterest in him and forced him to discontinue his studies. But the parents are encouraging him in such a way that he should take to his studies soon.
15. Researcher's evaluation of the Case:

Here the boy is good in studies. He is the second child in the family, his elder brother has studied up to SSC and his younger brother is also continuing his studies. Even though the parents are illiterate they have a positive attitude towards education. They like to see that all their children are getting educated. This boy is very keen in his studies but the negative attitude of the teachers in the village school, that is their continuous absence for days together creates a sort of disinterest in the minds of students. Ego is one among them. Because of his deep interest in studies he had attempted the competitive examination and passed the examination but he didn't come in the rank list and didn't get admission in Navodaya school. This made him and his parents more disappointed. They all have a very positive attitude towards education. This boy is getting full support and encouragement from his parents neighbors and also from his two brothers. Above all, ego himself is very much interested in joining school again. Without any break in his daily routine, he would like to continue his studies regularly and systematically. Irregularity of the teachers in the school where he studied was a constraint which made him drop out from studies, but he will go back to his studies.
E2. **STUDENTS WHO ARE CONTINUING THEIR EDUCATION**

Case: 1

1. Ego: Boy
2. Age: 17 years
3. Class: IX
4. Father's name: Pawara Singh Sardar
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Medium
9. Father's educational background: Matriculation
10. Mother's educational background: Illiterate
11. Ego's elder brother is studying in Dhule Engineering college. His younger brother is studying in VIII standard.
12. Case Analysis:

The ego was thoroughly interviewed. He responded that he too wants to become an engineer like his brother. His teachers are also of the opinion that he is very good in science and mathematics and he can easily become an engineer. He was well encouraged by his parents.

His father said that he was very proud of his three sons. He was very eager and encouraged all the three sons to get higher education even though he was a poor Agriculturalist. His father has studied up to matriculation. His wife is illiterate. These people are very keen in sending their children to school, not only that but they have very high aims about their children. Their elder son is already studying in Dhulia Engineering college. All the three children should get higher education, that is the wish of the parents. Even though the mother is illiterate, she was convinced by the father and made her understand the value of education. Since the father has studied up to Matriculation, he was able to guide his wife and both the parents together encouraging their children, their combined effort is reflecting in all the three children. They all are very good in studies and all of them want to go for higher education. Moral support, financial aid everything the parents are giving, whatever money the parents are getting from their farm every penny is utilized for their children's education. Parents are not satisfied enough what they are doing for their children, in fact they want to do more for them. All the three children get equal considerations and affection from the parents. Their parents attitude
made the children so very happy that they all are merrily continuing their studies and very successfully passing their examinations by getting high percentage of marks.

The attitude of these children and their parents impressed the teachers in school very much. They are giving full support and encouragement to this boy who is staying with them in the hostel. This boy has passed out form Jamans Ashram School, Now he is studying in XI standard, He would also like to become an Engineer like his elder brother. The basis of this high level thinking is encouragement and support he is getting from his parents and teachers. His teachers have got a very good opinion about this boy. There say that this boy is very good in Mathematics and science. He also can become an Engineer like his elder brother. The teachers are paying more attention towards this child and helping him by giving extra coaching. Encouragements from parents teachers and administrative staff, and also the people from the society is giving the student courage and he is attaining self confidence which will definitely help him to continue his education and also to attain higher education.

Here it is observed that the atmosphere has got a great influence on students to continue their education. If the home atmosphere is not favourable, students get a sort of depressed feeling in their mind which leads to developing a negative attitude towards education and ultimately they drop-out from studies.
In the same way encouragement motivates the children, helps them to continue their education and ultimately helps them to get higher education which makes an overall development in the society itself.

**Case: 2**

1. Ego: Boy
2. Age: 14 years
3. Class : VII
4. Father's name: Pawara Rajendra Thinga
5. Occupation: Agriculture
6. Tribe : Pawara
7. Genealogy :

![Family Tree]

8. Father's economic condition: Medium
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Ego's two younger brothers are studying in the same school. They are also good in studies.

12. Case Analysis:

The Ego was extensively interviewed about his ambition to educate himself. He expressed that from the beginning itself he was very much interested in studies. He always stood first in his class and wants to study more. He wants to get a job or do some business.

The father said that Sai Singh should study well and should get a good job or he should start a good business according to his wish as he is an ambitious boy.

The teachers from Chulwad Ashram School also expressed that this boy is highly ambitious and he was very good in studies and sincere in his work. His father would not like him to work in the field to earn his livelihood. According to his father's and mother's opinion, they are working hard in the field to educate their children. They wish their children should get better position in life and they should get high education. Either they should get good job after education or they should be in a position to start their own business. Even though these parents are illiterate they cannot even think of their children working in the fields and getting tired. They have very high respect towards education and educated people. They encourage all their children to study as much as they can. Ego is the eldest son in the house, if the child studies more that will definitely stimulate the other two children in the family to study more.
Ego is studying in Chulwad Ashram School. All the teachers in the school have got a very good opinion about this boy, they all really appreciate his sincerity and ambitious nature. This boy is having very high ambition in his life. Even though both the parents are illiterate, their encouragement and support made him highly ambitious in his life and that is the key factor which urges him to continue his studies. Seeing his sincerity, his teachers became very supportive to him and his other two brothers who are studying in the same Ashram School.
Case 3:

1. Ego: Boy
2. Age: 16 years
3. Class: IX
4. Father's name: Pawara Vikram Hira
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. There are eight children in ego's house - 3 brothers and 5 sisters.
This boy who was the youngest, was the only one who got education. All other children in the house were helping their father in agriculture and were engaged in household activities.

12. Case Analysis:

The ego was interviewed along with his teachers. He responded that he didn’t get any encouragement from his family. He took admission in school on his own. He also confirmed the observation that he had a very bright career and was well encouraged by his teachers. He stood first in many classes and was extremely interested in studies. He was very proud that he was the only member in the family who was getting education.

His parents who were illiterate has a negative attitude towards education. His father said that educating him is of no use since for earning the wages he has to work in the field.

This case creates a unique situation. Altogether there are eight children in the family three sons and five daughters. This boy is the youngest in the family. Both the parents are illiterate and all the other children in the family are also illiterate. None of them give any value or importance to education. They all are fully engaged in their farm work and never think of anything about education or going to school. This boy likes to continue his studies. He likes to get a good job or he wants to start a business of his own. He is very much impressed by the respect which educated people get in society and he wants to
become one among them. He feels sad when he thinks about his brothers and sisters who have never attended school. According to him, all parents, teachers and other people from society should encourage their children to go to school and get educated. If all the children from their society get educated, it will definitely bring lots of improvement in their society. Educational development and economic development will eradicate poverty and bring the tribal people to the main stream of Indian society and culture. All the children should be motivated to go to school, which will definitely reduce the drop out rate. According to his parents, working in the farm is the only way to lead a life, education is of no use and it is a waste of time. Education is not going to give them any betterment in their life. They must work in the agricultural field then only they can survive. This is the attitude of the parents and other children in the family. But this boy, who is the youngest has got a special and unique nature. He has joined the school on his own. Thus he has reached upto Standard IX because of his own effort. He is very much interested in his studies and used to come first in many classes. He is learning on his own, without any force or compulsion from any side.

Teachers from the Ashram School are very much impressed by the attitude of this boy. They have told that this boy is highly ambitious, he is very particular in his studies.
Case 4:
1. Ego: Boy
2. Age: 13 years
3. Class: VI
4. Father's name: Pawara Singh
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Medium
9. Father's educational background: X th Std. failed
10. Mother's educational background: IV Std.
11. Ego's two younger sisters are also studying in the same Ashram School. They are in IV and II standard respectively.
12. Case Analysis:

The ego got encouragement from his father and Anganwadi teacher. He was very good in studies and stood first in all the classes. He was always a very inquisitive child.

His father said that he was very proud of his son, he wanted to send his son for higher education also. He was also encouraging his daughters.

Teachers were very happy in the performances of this boy. Because of the inquisitive nature of this boy, his Angarwadi teacher informed his parents about the vacancy in the nearby Ashram School. This boy was coming up very well in the school.

This boy is the eldest one in the house, his parents are educated, father has studied upto SSC and mother has studied up to Standard IV. Both of them know the value and merit of education. These children also have got very positive attitude towards education. All the three children in the family are studying the same Ashram School. This boy who is the elder one in the house was helped by his Anganwadi teacher to get admission in the Ashram School. The Anganwadi teacher was very much impressed by the inquisitive nature of this boy and his extra ordinary interest in studies. His parents were informed about the vacancy in the nearby Ashram School by the Balwadi teacher and it was whole heartedly accepted by this boy's parents. As they him in the Ashram School, there also he showed his talents and impressed all the teachers. They are all amazed at the
inquisitive nature of this boy. All the teachers have given him full support and encouragement. In whatever possible ways his parents can give support they are doing it regularly. Because of the sincere nature of this child, his other two, younger sister also have got admission in the same Ashram School. These two children are also very good in their studies. The parents are also ambitious, they don't like their children to work hard in the field. They like to see their children in better position. Parents give equal preference to their son and younger two daughters. They don't like to follow the tradition which is going on in their tribal society, that is they don't like their daughters to get married at an early age and start a family life. According to these parents, family life they can start later also, but education is very important. All their three children should get higher education and also suitable jobs. Children should not suffer in the family. All are studying the same Ashram School. This boy who is the elder one in the house was helped by his Anganwadi teacher to get admission in the Ashram School. The Anganwadi teacher was very much impressed by the inquisitive nature of this boy and his extra ordinary interest in studies. His parents were informed about the vacancy in the nearby Ashram School by the Balwadi teacher and it was whole heartedly accepted by this boy's parents. As they him in the Ashram School, there also he showed his talents and impressed all the teachers over there. They all are amazed at the inquisitive nature of this boy. All the teachers have given him full support and encouragement. In whatever possible ways his parents can give support they are doing it regularly. Because of the sincere nature of this child, his other two, younger sister also have got admission in the
same Ashram School. These two children are also very good in their studies. The parents are also ambitious, they don't like their children to work hard in the field. They like to see their children in better position. Parents given equal preference to their son and younger two daughters. They don't like to follow the tradition which is going on in their tribal society, that is, they don't like to follow the tradition which is going on in their tribal society; that is they don't like their daughters to get married at an early age and start a family life. According to these parents, family life they can start later also, but education is very important. All their three children should get higher education and also suitable jobs. Children should not suffer like the parents by working only in the field. They are not willing to ignore the high value of education. These parents missed the chance of getting higher education because of the situation in their homes. They don't want their children to miss this golden opportunity of getting education. They have the opinion that without education life is meaningless. Education can improve their thinking capacity which will definitely help them to come out of their ignorance which leads to an overall improvement in society itself.
Case 5:

1. Ego: Boy
2. Age: 17 years
3. Class: IX
4. Father's name: Ramdas Lulya Pawara
5. Occupation: Agriculture labourer
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Very Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Ego's two younger sisters & one younger brother are also studying in the same Ashram School. They are in VII, IV and II standard respectively.

12. Case Analysis:

The ego got encouragement from his father. He was very good in studies. He was inquisitive about learning new things. He was encouraging his younger ones to study properly. His father said that
he was very proud of his son and wanted to send him for higher education. He was also encouraging his other three younger children.

Teachers were very happy in the performances of this boy. This boy was coming up very well in the school.

In this case both the parents are illiterate and they are very poor also. But their attitude towards education is different from the attitude of other parents. They have got a very positive attitude towards education. They have got high respect towards people who are educated. The atmosphere in their house and the very poor economic condition force them to remain illiterate. They feel so bad that they can't read and write. These parents are very particular that their children should not suffer like this or get an inferiority complex in front of others. All their four children should get higher education that is what they feel. They are willing to suffer any hardship for their children's education. Both the father and mother are agricultural labourers. They don't have their own agricultural land. Their income is very less and that too not a permanent income. Even then they put all their four children in the Ashram School. They want their daughter also to get educated. They don't like to get them married very early and put the burden of family life on their shoulder. these parents suffered a lot in their life and are still suffering. They don't want their children to suffer. They want their children to get good job after they finish their education. This boy is their eldest son who is studying in standard IX. Parents and teachers are encouraging him to study more to get good percentage in standard X. For the parents, no body in their
family had studied up to this level. Family members are illiterate. These parents are eagerly waiting for see their son to pass SSC and go for his college education. They are encouraging all the four children in the same way. Because of the sincerity of this elder child all the other three children also have been given admission in the same Ashram School. They are also looked after well by the teachers because all these children are very sincere, obedient and hardworking. They all are getting very good percentage of marks in all the examinations. These children are very much concerned about their parents also. They want to relieve their parents from their hard work in the field. The children say that they will study hard and attain good jobs then they will look after their parents well. They also say they will also encourage the other children in their community to go to school, especially those who have not taken admission in any school and these children are willing to help other children in their studies during their vacation.
Case 6:

1. Ego: Boy
2. Age: 17 years
3. Class: IX
4. Father's name: Shiva Lulya Pawara
5. Occupation: Agriculture labourer
6. Tribe: Pawara
7. Genealogy:

![Family Tree Diagram]

8. Father's economic condition: Very Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Ego's three younger brothers are also studying in the same Ashram School. They are in VII, IV and II standard respectively.
12. Case Analysis:

The Ego was extensively interviewed by the researcher. He said that his parents are very proud of him and his three brothers. He has been told by the elders in the village and family that education is the only way where he can achieve respect for himself and for his family.

13. Ego's teachers at Bhangra pani are also very proud of him. They informed that he has maintained very excellent achievement record. His younger brothers who are studying in school are also good in studies. He enthusiastically participates in all the school activities and games.

Ego's parents could not express anything very significant. They only said that although they are very poor and illiterate they have an ambition to educate their children. The Adivasi Satpuds Shikshan Prasarak Mandal (the organisation which runs the school at Bhangara Pani), ego's teachers and the Government will definitely help him for arranging, so that he completes his higher studies.

This boy who is the eldest in the family, even though his parents are very poor and illiterate, got all the encouragement and support from his parents and also from the elderly people in his village. This boy has also got a deep sense of understanding which has helped him realize that by achieving higher education he could can achieve respect for himself and also for his family. His parents are very poor, they cannot offer him any financial help. But they know
that education is something very unique which gives status to their children in the society.

This boy is very much interested in his studies and this has created a very good impression about him among his teachers. They all like him very much and each teacher in the Ashram School is willing to help him, because of this boy's sincerity and also because of his parents enthusiasm, the other three children in the family (ego's three younger brothers) also have been given admission in the same Bangrapni Ashram School. all the children are coming up well in the Ashram School.

Poor and illiterate parents cannot express the significance of education, but their attitude is very much favorable to education and they are very particular and very firm in their decision that all their four sons should get education and they should get good jobs after their education. Since the parents are illiterate and helpless they are expecting help from the Ashram School teachers, President of Adivasi Satpuda Shikshan Prasarak Mandal and also help from the Government. These parents are very sure that if their children get help and motivation from all these different sources they will definitely continue their education and they will also go for higher education which will definitely help them to get very good jobs. These parents are maintaining the hope that the higher education status of their children will improve their economic condition which will help them to come out of their poverty and hard work. They want their children to help other children in their community so that they will also
understand the importance of education and get educated by joining the various schools available in their locality.
Case 7:
1. Ego: Girl
2. Age: 18 years
3. Class: X
4. Father's name: Donga Padvi
5. Occupation: Agriculture labourer
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Very Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Ego is the only child in the house. From standard 1st to 5th she studied in Dab. From 6th onwards she is in Bhagara Pani Ashram School.
12. Case Analysis:

During the interview, she said that she is very much interested in studies. Her parents are also very much interested in sending her to school. Even though they are illiterate, they know the importance of education.

Ego's teachers are also helping her in her studies. They are very happy that this girl is very sincere in her studies and gets good percentage of marks in all the exams. Her parents are very keen in educating their daughter.

Even though the parents are illiterate they want their only child to get higher education. They love their daughter very much and living without this child is a very difficult task for them, even then for the sake of getting education they put their daughter in Bangrapani Ashram School. They have the opinion that, for her safety also it is better to the child in the Ashram School. Since the parents are agricultural labourers they have to go out in the field to work and during that time their daughter will be left all alone in the house and according to the parents it is unsafe for the daughter to be alone in the house. Another thing which is admirable is these parents they don't want their daughter to work in the field as an agricultural labourer. They told that they are working hard for their daughter and they don't want to see their daughter suffering.

These parents have got a very high respect towards education and educated people. The economic condition and the other overall
atmosphere in the house was such that which didn't permit these people to go to school. The intuition of getting education was there in their mind, but they were absolutely helpless. Now the situation is totally different, parents are ready to work hard for their daughters and they want her to be as educated as possible, give full encouragement and permission to their daughter to stay away from them in Ashram School and study well. Since the parents are illiterate, they can't help her in her studies they want the teachers in the Ashram School to help their daughter in her studies. All the moral support is being given to their daughter by them which has made her more courageous to stay away from her parents in the Ashram School and continue her studies. The parents are fully aware that for the sake of the education of their daughter they have to accept the pain of staying away from her till she completes her schooling. This positive decision of her parents has made her very alert in her studies and she is very good, sincere and systematic in her studies.

The enthusiasm and sincerity of the parents and the girls has stimulated the teachers in the Ashram School and they all have come forward to help this girl. They are helping and motivating her and they are sure that this girl will work hard and come out with very good percentage of marks in her SSC examination.
Case 8:

1. Ego: Boy
2. Age: 12 years
3. Class: VI
4. Father's name: Bharatsingh Vasave
5. Occupation: Agriculture labourer
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Very Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Ego's sister is also studying in his own Ashram School at Bhagara Pani - a place nearly 16 kms away from his home.
12. Case Analysis:
The ego was interviewed by the researcher. He said that, he didn't get any encouragement from his parents, in fact, he was discouraged by his father and step mother. His mother is no more. It is because of his own interest that he has joined the school.

13. Ego's teachers at Banarapani are very fond of him. He works hard and enthusiastically participates in all the school activities and games. He has all the qualities of becoming a good teacher or a good social worker. Ego's parents are drunkards. They feel that sending their son to school is a waste of time, although his teachers help him a lot.

Each case has its own uniqueness. This boy is the only son in the house, He has a younger sister also. This boy's situation in the house is a very sad affair. His own mother is not more. His father got married to another lady. Both his parents are drunkards. These parents have got a very negative attitude towards education and have the opinion that education is useless and it is a waste of time. These parents want money to buy drinks. They want this boy to work in the field. They don't like to see that he is getting education. He has one younger sister from the step mother who is in the same Ashram School.

Inspite of all the discouragement and harassment from his father and step mother, this boy has taken admission in the Ashram School, with his own effort. He is a very sincere and hardworking
examinations. He is very actively taking part in all the activities of the school. The extraordinary talent and inquisitive nature of this boy has created a very good impression about him among his teachers and other administrative staff of the Ashram School. They all are helping him in his studies and also motivating him. This boy has also got leadership qualities in him, and is also very mature for his age and is very obedient and humble in his behavior. All these qualities have made him the leader of the class. This boy can become either a teacher or a social worker after the completion of his education, that is what his teachers predict.

The ego is very sad about the overall atmosphere in the house. Even though his parents are illiterate they should encourage and send their children to school. All the children in their community should get the facility of education and through the educated folk, their society should develop that is what ego has to say. He is the one to have taken admission for his sister also in the Ashram School. If the parents take any objection, he says, he will take the initiative and help her to continue her education.
Case 9:

1. Ego: Girl
2. Age: 16 years
3. Class: X
4. Father's name: Munga Vasave
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Ego's two younger brothers and two younger sisters are studying in the same Bhangara Pani Ashram School. They are studying in the high school and primary school respectively.
12. Case Analysis:

The ego expressed that she wants to become a teacher. Ego is very good in science and mathematics. She mentioned that illiteracy is a curse to backward people and education is a way to progress. She was very talkative and expressed her thoughts very freely. Her father said that he is very proud of his daughter. Even though the parents are illiterate, they would like to educate all their children.

Ego's teachers at Bhangarapani Ashram School remarked that she is a sincere student and she can attain good position in life. They have taken special efforts to make available costly equipments to students for performing scientific experiments.

This girl is the eldest daughter in her family. Her other two brother and two sisters are also studying in the same Ashram School. This girl who is studying in standard X is very intelligent and she has a proper understanding of the situation. She has the opinion that illiteracy is a curse to backward class people, literacy only can improve the overall situation in the tribal community. She says that unfortunately her parents are illiterate but they have got all respect for education and educated people. They willingly send all their children to Ashram School and they want their children including their daughters (to get higher education). They don't put any cultural barriers between their sons and daughters, they have a wide outlook and they see everything in that angle and said sons and daughters have got equal freedom to live, they should face the problems in life
independently. They don't like to put academic restrictions on daughters.

The girl's parents have the opinion that their children should go for higher education and all should get decent jobs and none of them should go to the field to work as agricultural labourer. After the completion of their education and after getting good jobs, once in a while helping the parents in agriculture, they don't mind but they don't want to send their children permanently to the fields and make them suffer.

Ego, who is very smart says that only educated people can face the problems in life boldly and find solutions to them. Illiteracy leads to ignorance. This girl feels tribal children should get educated and they should help their parents, neighbors and other people in the society to come out of their ignorance, help them to change their outlook in life. She hopes that all of them will develop a positive attitude towards education.

The highly impressed teachers from the Ashram School predict that this girl can become a good teacher in the future.
Case 10:
1. Ego: Boy
2. Age: 17 years
3. Class: X
4. Father's name: Vasant Nijarya
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Poor
9. Father's educational background: literate (VII std)
10. Mother's educational background: Illiterate
11. Ego's two younger brothers and one younger sister are studying in the same Bhangara Pani Ashram School. They are studying in STD. VII, VI & IV. respectively.
12. Case Analysis:

The ego expressed that he wants to become an Engineer. His father is literate. Ego got all the encouragement from his father. He knows the drawbacks of illiteracy and the advantages of education. He is very active. He used to participate in sports and games and get many prizes. He has won many events for the school. His interest in sports affected his studies to a certain extent. But he has overcome that. His father said that he is very proud of him and was very satisfied about his son's progress.

His teachers at Banagarapani Ashram School remarked that Valvi is a bright student, he can become an engineer as he wishes. They are also taking special effort to teach him. Ego is the eldest in the family. Since his father has studied up to standard VII, he knows the importance of education and the drawbacks of illiteracy. He wants all his children to get educated and that too they all should get higher education. He is encouraging this elder son to become an engineer. Even though the mother is illiterate she was made aware of the importance of education by the father. So all the children in the family are getting encouragement from both the parents which made their children really very happy and alert. All the children are coming up very nicely in the Ashram School and the teachers are very happy with the performances of all these children. They have a special aptitude towards all these children.
Ego, the eldest one is the smartest among all the students in his class. He is excellent in science and mathematics and he can definitely become an engineer, that is what his teachers say. Teachers are very keen in giving special coaching to this boy. They would like to see their students getting higher education and also getting good jobs and high positions. This boy is very obedient, very active, very sincere and also hardworking. He has a very clear-cut aim in his life, that is to become an engineer. To fulfill this aim, he gets help and encouragement from his parents and teachers. On top of all this, the ego is working hard to achieve the goad. Proper and timely encouragement, hard work, academic and financial help etc. can help almost all the tribal children, is what ego feels. On his part, he is encouraging all his younger siblings also to study properly and come up in life.

His parents are really thankful to the Ashram School teachers, who are giving special attention and coaching to their son.
Case 11:
1. Ego: Boy
2. Age: 14 years
3. Class: VIII
4. Father's name: Harsingh Anasingh
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Very Poor
9. Father's educational background: illiterate
10. Mother's educational background: Illiterate
11. Ego's three younger brothers and one younger sister are studying in the same Bhangara Pani Ashram School.
12. Case Analysis:

He started going to school for getting a mid-day meal and clothes. Slowly, he got interested in studies. Now he is a brilliant student. He encouraged his younger brothers and sister also to join school and made them join in the same Ashram School. His teachers took keen interest in his studies and his younger siblings and enrolled their names. He helps his father in the field during holidays. His father is very proud of him. Even though his parents are illiterate, they are interested in educating their children.

In this family altogether there are six children - four boys and two girls. Parents are illiterate and their economic condition is very poor. Ego's purpose of joining the Ashram School was to get the mid-day meals and clothes because he was in utter poverty and was going without sufficient food for days together, so Ashram School was sort of relief to him. But once he got acquainted with the Ashram School environment and started his studies, tremendous changes have taken pace in his attitude and outlook. He has got very involved in his studies and became a very brilliant student in the school. He is influencing and encouraging his younger ones to do their studies properly. His youngest sister is at home with the parents but ego said he will definitely get her also admitted in the same Bangara pani Ashram School, where all the other siblings and he are studying. Ego is very keen in enquiring about the progress of his younger ones after every examination.
Since he is a very brilliant student, his teachers are very conscious about his progress. They are giving him special coaching and other possible help, whatever is needed by ego. From ego's side, he is taking full initiative and interest in his studies. Whenever there is some doubt ego comes forward and clears his doubts from his teachers. This peculiar interest of this boy have made his Ashram School teachers more alert and thus they all are motivating this child to get higher education and better progress in life.

Poverty made him join the school. But the attitude of the teachers and other administrative staff members and also the presence of other students etc. in the school made this boy feel very happy about his stay in the Ashram School. He feels in the academic processes which are taking place in his school and thus he became a very brilliant student. He came to know the value of education and that it improves his personality which really enables him to guide his younger ones through the proper path of education.

Ego's opinion is that all the parents should send their children to school whether they are poor or rich or in the medium income category. Education is for all. Every child should enjoy the privilege of education, It is their right. Education helps the children to open their third eye and thus they will look at life through their developed insight.
Case 12:
1. Ego: Girl
2. Age: 15 years
3. Class: VII
4. Father's name: Govind Tadvi
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Poor
9. Father's educational background: illiterate
10. Mother's educational background: Illiterate
11. Ego's two brothers and a younger sister are studying in the same Ashram School in V th and III rd standard.
12. Case Analysis:

The ego was interviewed along with her teachers. He responded that she likes to study more. Her teachers were very happy with her and were of the opinion that she had a bright career. She was well encouraged by her parents.

Ego's father encouraged her to go to school. He gave her examples of other children in the village who have gone to school. Her father used to levy strong books for her to read. He realised that if she learned more, it would be useful for her and the society. He knows that education is not only a means to get jobs but also to develop as a human being.

Ego is the eldest in the family. Altogether there are six children, two boys and four girls. Ego's two younger brothers and one younger sister is also in the same Ashram School. The other two younger sisters haven't reached school going age. They are very small.

Ego's parents are very poor and illiterate even then. She has all sorts of encouragement from her parents especially her father who has a very high regard for education. He knows the value of education. He wants all his children to go to school and study. He is giving full support to all his school going children especially to this elder daughter. He even used to buy story books for her to read. He has a very broad outlook and high thinking capacity. He told that education is not only the means to get jobs but also to develop as a human being. If his daughter studies more it will be useful for her and she will be
able to face the problems in her life. He wants all his children to get higher education. He is ready to do any sacrifice for that as a parent.

Ego is also very much interested in her studies which has created a good impression about her among the Ashram School teachers. They are giving special care and attention to this girl because they know that she will have a bright future if she is motivated sincerely.

Ego has very high expectations in life. She wants development in her life, in her family and also in her society. She knows education can bring lots of development in their society and education is the only means to improve their conditions.

According to this girl, all the parents should encourage and send their children to school. All the children from the community should get the facility of education. Since most of the parents are illiterate and poor, their children should be financially and academically supported by some agencies like government agencies. Voluntary Organisations etc. which will develop the tribal community.
Case 13:

1. Ego: Boy
2. Age: 17 years
3. Class: X
4. Father's name: Khatia Padvi
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Poor
9. Father's educational background: VIII std
10. Mother's educational background: Illiterate
11. Ego's two younger brothers also studying in the same Ashram School (Jamane), they are in VIII th and V th standard.
12. Case Analysis:

Ego was thoroughly interviewed by the researcher in his teachers presence. From Std. I onwards he studied in the same school, where he got encouragement to take active interest in his studies. This helped him to be punctual in his studies, he said. His teachers also used to help him a lot in his studies. According to him, all parents should take interests in their children's education and if more children take interest in their studies, that will help them to come out of their backwardness.

Ego, the eldest in the family has got all the support from his father who has studied upto standard VIII. The situation in the father's house was not favorable for him to continue his education even though he wanted to study more. This situation should not arise in the case of his children, all his children should study and attain, higher education that what he feels as a responsible father. Since his economic condition is poor, he is working hard to make both ends meet. But he gives full support and encouragement to all his children to study well. He put all his three children in the Ashram School. Ego, the elder son who is studying in standard X is encouraged more than the other two children who are studying in the lower classes. He wants his son to get very good percentage of mark in the SSC examination then he wants to send him to college for higher education.
The sincerity of this boy and the sincerity of his father made the teachers of the Ashram School more alert. They all are very keen in giving special care and attention to this boy. Since he is a bright and very sincere student they want him to come out with flying colors in the SSC examination. They all have the opinion that this boy will have a very bright future, he should be properly motivated.

From ego's side his opinion is that all the children from their community should get education. Parents should take the initiative and send their children to school. Not a single child in their community should remain without getting education. Illiterate and ignorant parents should be alerted by some agencies or media so that they will willingly and happily send their children for education, it will help to reduce the drop out rate.
Case 14:
1. Ego: Boy
2. Age: 14 years
3. Class: VII standard
4. Father's name: Madhav Vasave
5. Occupation: Agriculture
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Poor
9. Father's educational background: Illiterate
10. Mother's educational background: Illiterate
11. Ego's elder brother is also studying in the same Ashram School (Jamane), But his two sisters are not going to school. He is very much worried about that.
12. Case Analysis:

Ego was thoroughly interviewed by the researcher. He was studying in this school right from Std. I. He was encouraged by the teachers and he also got help from the teachers to join the school. His father is illiterate, but he is aware of the merits of education because he has got contact with many educated people.

Ego's teachers have got very good opinion about him. They told that he is a brilliant student. He is very active and attentive in the class. He appeared for the competitive examinations conducted by the school and came out with flying colors. He is very eager to study as much as he can. He wants to make use of his knowledge for the upliftment of the society.

Ego, the third child in the family is studying in the Jamamma Ashram School. His elder brother is also studying in the same Ashram School. Both the children are very good in studies. The parents are still having a negative attitude towards girls education, that is why they didn't send their two daughters to school. These parents are more tradition-oriented. According to them giving education to daughters is useless, they have to get married early and start their family life. Girls are meant to look after the husband, children and the other family members. They should not go to school and waste their time over there. Instead of studying they should carry out all the household tasks. Luckily these parents have got a favourable attitude towards their sons's education and they send both their sons to Jamans Ashram School.
Ego is found to be a brilliant student who is very much interested in his studies. He takes part in other activities of the school also. During his stay in the Ashram School he has developed more interest in education.

Now he doesn't like to leave the Ashram School, he likes to be there only. His elder brother who is studying in the same Ashram School is also good in studies. Ego is very worried about his two sisters whom the parents are not ready to send to school. This boy is forcing his parents to send them to school. He is trying his maximum to convince them but they are still not aware of the uniqueness of education and how it can help their daughters also to come up in their life.

Teachers in the Ashram School have got a very good impression about this boy. They all like him very much because he has got a very obedient and friendly nature also. This boy will have a very good future, that is what they all feel. They told that they will also help him to go for higher education. He has got a helping mentality. He used to help other students also in their studies. He wants to utilise his talents for the upbringing of his society in future. He wants to save the students from drop out.
Case 15:
1. Ego: Boy
2. Age: 16 years
3. Class: IX standard
4. Father's name: Jegla Bhaktya Valvi
5. Occupation: Farmer
6. Tribe: Pawara
7. Genealogy:

8. Father's economic condition: Medium
9. Father's educational background: Literate
10. Mother's educational background: Literate
11. Ego's elder brother passed SSC from the Ashram School (Jamane), His younger brother is studying in standard VI in the same Ashram School.
12. Case Analysis:

During the interview of this students the following factors were revealed. He got encouragement from his parents. His father was aware of the merits of education because he was always in contact with political leaders and social workers.

In standard VIII he stood first in the class. He has taken part in competitive examinations also. He passed the exam: but as his name was not there in the rank list, he was very much critical about the working of the village schools. For days together teachers used to remain absent. So he was shifted to Ashram School. But due to some unforeseen reasons he could not continue his studies there also. He was admitted in the Milgi boarding school. He gradually learned to read and write, but at a very slow pace. From IVth standard, he joined the Jamana Ashram School. There he learned more things.

Ego is the second child of his parents, parents are literate and they are in the medium income group. Ego's father is fully aware of the high value of education because he is constantly in contact with political leaders and social workers. This personal contact communication has helped him a lot and he came to know about the peculiar power of education much more than all the other people in his community. He is very keen in educating his children. He is motivating them and helping them in their studies. He wants to sends all his children for higher education and he wants all his children to get good jobs also. He considers it below his dignity if he doesn't send his children to school. Educated people get status, respect and position
in the society which he wants all his children to get. As a father, he is encouraging his children to continue their education and come up well in their life. Since he has got good contact with political leaders and social workers, he would like to join them and help them in their efforts to spread education in their community. He is totally against the students who dropped out from their studies. According to his opinion, parents, teachers and the people from the community should encourage and help the children to continue their education and also help the dropped out children to come back to education. He would like to see an overall development in his community and he knows that education is the only device for development.

Ego has got a very wrong impression about the village school, where he studied in the beginning. The reason behind his negative attitude was the absence of teachers in the school for days together which leads to a break in studies. He has got a very good impression about the Ashram School where he is studying now because here he is looked after well and also getting support, help etc. from the teachers. Since this boy is very sincere and good in his studies, teachers also have got a special concern about him.
Mr. Pujya Rama Padvi and his wife are illiterate. Economically also they are not ok. They are not aware of the value of education.

He thinks as he hasn't gone to school, he doesn't want his children also to go to school. He thinks if they go to school they don't work in the field. According to his opinion the money he has to spend on their education is not worth it. He has got a very negative attitude towards modernisation and education.

Mr. Rama and his wife didn't go to school at all. They have got a very negative attitude towards education. They don't like to encourage their children to go school. According to these ignorant parents the money and time spending for their children's education is a
waste. Once if the children are allowed to go to school and get educated they will not work in the field which their parents cannot tolerate. Their knowledge is limited to a certain extent, that is whether the children are educated or uneducated, they have to work in the field to earn their livelihood. Since this is the situation what is the need of sending their children to school and waste the time, energy and money they are asking. Another negative point these parents point out is that once these children go to school, they will become very fashionable and modern, then they will be very much hesitant in working in the field. They will consider it below their dignity. These parents are not up to the mark to think about any white collar job for their children. The over all situation has made them think that education is absolutely useless.

Their son Master Dilip dropped out from education when he failed in standard VIII. This boy was also having a negative attitude towards education. He came up to standard VIII because of the care and attention which he was getting from the Ashram School teachers. There he was provided free food and clothes also. In spite of all these facilities, this boy never showed any interest in his studies. The basic idea which he had in his mind was that education is useless, it is a waste of time, energy and money. This wrong idea is inculcated in his tender mind by his parents. Therefore his wrong idea is having more influence on him and his mind is controlling and guiding him on the wrong path. Whatever basic ideas, the children get from their parents during their childhood creates a long lasting effects on the minds of children. Much of their future decisions and activities, will
be based on these ideologies which are already deep rooted in their tender minds. The major reason behind educational discontinuation of this boy is the negative attitude of his parents towards education.

Mass Medias and other Communication medias can make these tribal people aware of the importance and the high value of education. Education can bring over all development in their community by giving them instructions in various fields of life like agriculture, and also make them understand how they can make use of the minor forest product, how they can make use of various facilities available and allotted for their development activities etc. Once they come out their ignorance and poverty eradicating programmes are implemented in the area, it will lead to development and reduce the drop out rate.
INTERVIEW : 2

1. Name : Pawara Bhowarya Jugla
2. Village : Mandvi
3. Relation to the child : Father
4. Occupation : Agriculture
5. Income : Rs. 6000/- year
6. Family type : Joint
7. Education : Illiterate
8. Name of the child : Pawara Giridhar Jugla
9. Age : 14 years Sex : Male
10. Standard VII failed : dropped out

Mr. Pawara Bhowarya Jugla is respected by the people. he is a Karbhari. he is earning around Rs. 6000/- year. There is lack of transportation and Communication facility in this village. In all these adverse conditions he wants to educate his children. Master Giridhar Jugla is his youngest son. He dropped out due to his failure in VII standard. his father is very much interested in sending him back to school to continue his education. Even he is willing to send his son to a big city for studies. He said at any cost he is not going to discontinue his education. Since the child is not willing to go to same school, he wants to send him for some technical studies. He tells other villagers also to educate their children and grandchildren because he knows education develops their thinking capacity which leads to overall development of their society.
Mr. Jugla is respected by the people. Even though communication and transportation facilities are less in this village, Mr. Jugla wants to send his children and grandchildren to school and get them educated. This gentleman knows the importance of education, its high and unique value. He felt very sad when his son Master Giridhar dropped out from his studies after failing in standard VII. The main reason behind their dropped out is failure in the class. As the father of the child, Mr. Jugla is motivating, advising, and encouraging this boy to join back to his studies. Even Mr. Jugla is ready to send him to big cities for his education. Since the boy is not willing to go to the same school, Mr. Jugla is ready to send him to a big city for his education. Mr. Jugla wants to send him for some technical studies and make him continue his education. He is encouraging all his other children also to go to school. He is having full faith in education, that it will definitely increase the thinking capacity of the children. He is encouraging his neighbors and other people in his community to send their children to school. Educated children can bring lots of improvement in their society, so children should not miss the change of education. This attitude of the parents will definitely reduce the drop out rate.
INTERVIEW : 3
1. Name : Dinkar Chatsingh Vasava
2. Village : Raisinghpur
3. Relation to the child : Father
4. Occupation : Agriculture
5. Income : Rs. 6000/- year
6. Family type : Joint
7. Education : SSC failed ( X th failed )
8. Name of the child : Shivaji Chatsingh Vasave
9. Age : 10 years Sex : Female
10. Standard V failed : dropped out

Mr. Dinkar Chatsingh Vasave is a farmer, he has his own agricultural land. There are four members in the family, parents and two daughters who dropped out after failing in V std.

He felt very sad that his daughter was dropped out from studies. He is keep on encouraging her to go to school. he himself wants to study more. The family atmosphere was not congenial to his studies. When he see other people of his age who are illiterate wandering in search of jobs. he feels, bad because he knows that illiteracy is the root cause of their plight. He knows that education is the only means of social and cultural development. he is very conscious of the difference between educated and uneducated people - their customs, their behavior. social contact with the people etc. he feels that he could have studied more. his two brothers have studied only upto 1 st and 2 nd standard. His father was very hopeful in his
studies because he never failed in any class up to SSC. But unfortunately he failed in Xth. he tried again to pass the examination, but in vain.

Mr. Dinkar and his family basically are farmers, studied upto standard X, but unfortunately he failed in standard X, he tried several times, but couldn't pass. Upto standard X he didn't fail in any class. He felt very sad when his daughter failed in V standard. He tried his level best to put her back to education. He feels very bad when he sees the plight of other people who are wandering here and there in search of a job. Illiteracy is the root cause of most of their sufferings. Education leads to social and cultural development. Mr. Dinkar has observed too many differences between educated and uneducated people -- their customs, manners, their attitude with other people, the difference in their outlooks etc.

For Mr. Dinkar, the family atmosphere was not congenial for studies, But as a father, he had given and still giving all the facilities to his children for them to continue their studies. Even though he has got only two daughters, he wants both of them to study more and have all sorts of development in their life. He is having very high expectation about his elder daughter. Her failure and discontinuation of education has really made him disappointed. As a responsible and affectionate father who is fully aware of the importance of education, he keeps on insisting and encouraging his daughter lovingly to bring her back to education and he has the hope that his wish will be fulfilled by his daughter.
PARENTS WHOSE CHILDREN ARE CONTINUING THEIR EDUCATION

INTERVIEW : 1

1. Name : Shri Parshya Bhura ; Male : 55 years
2. Village : Mandvi, Akrani, Dhule
3. Relation to the child : Father
4. Occupation : Farmer / Police Patil
5. Income : Rs. 20,000/- year
6. Family type : small family
7. Education : illiterate
8. Name of the child : Ambaji Parshya Bhura
9. Age : 17 years Sex : male
10. Standard : X , VIII

Mr. Bura has a piece of land and he is also a police patil. He has great respect for education. Mr. Bhura is the head of the family, comprising of his wife and two sons. Both the children are studying.

In addition to the yield from the land, he has income from his profession. He is ready to utilise his earnings for his children's education.

His village which is situated nearly 11 kms away for the Taluka place has recently been allotted an Ashram School. Few Zilla Parishad schools are also there. When he was young, there was no school in his village. There was no road, so there was no Communication and no
Mr. Bhura is of the opinion that young children should be compulsorily educated. He has been in constant contact with many educated people. From his discussions with them, he came to the conclusion that education is the true source of information and knowledge. He sent his both the sons to Mandvi Ashram School, where they still continue their education. He expressed that he will do his level best to educate his children.

Mr. Bhura, even though he is illiterate he is having enough money to look after his family. But he is not satisfied with what is having. His aim in life and the purpose of his life, that his children should get high education. During his childhood, there was no Communication facility between his village and the outside world, even schools were not there, so they didn't get a chance to study. They were excited when they saw the traders who could count and write numbers, they thought that they were doing some magic, so children were prevented to go to them. Slowly and gradually Communication facilities developed in their village, different schools were also started at various places, which helped them to have communication link and that has made lots of development and relative changes in their village.
Mr. Bhura has got lots of connection with many people because he is a police patil also. His Communication with other people helped him to understand the importance of education. For him, without education life is meaningless. He is eagerly waiting for his both the children to come up in education. He is ready to do any sacrifice for his children's education. He has requested the teachers from Nabdvyu Ashram School to give special coaching to his elder son who is in X standard. He wants his son to pass SSC examination with good percentage of marks so that he will easily get admission to the college.

The sincerity eagerness, and motivation of the father made both the sons very alert in their studies.
INTERVIEW : 2

1. Name : Shri Patale Bonda Omana; male : 45 years
2. Village : Mandvi
3. Relation to the child : Father
4. Occupation : Farmer
5. Income : Rs. 5,000/- year
6. Family type : small family
7. Education : illiterate
8. Name of the child : Giridhar Omana
9. Age : 16 years Sex : male
10. Standard : IX

Mr. Patale is running a small shop. This man, even though he is illiterate learned the alphabets and numbers from the people who used to come to his shop. This helped him to keep the accounts of his shop. His whole family is vegetarian. He takes part in Bhajan (Prayer meeting). He believes that education is necessary to achieve all these things. According to him, drinking and eating non vegetarian are barbaric activities. He wants his children to get educated. he believes that even though they don't get any jobs, education makes a lot of difference to their life. His opinion is that, in every family at least two children should get educated.

His elder son is very much interested in learning. He likes to teach others also. He knows that education helps the overall development of their society.
Shri Patale is an illiterate person, running a small shop in his village Mandvi. This gentleman is very enthusiastic in learning many things. Because of his inquisitive nature he has learned the alphabets and numbers from the people who used to come to his shop. That is this personal contact communication helped him to understand at least some part of learning and this helped him in his business. Education is very necessary to achieve all these things. He has given much importance to the basic value of education. According to him education is not only a means for getting suitable job but is a way of life also. All the children in every family should get educated. Nobody should remain without enjoying the facility of valuable education.

Shri Patale's children are very keen in their studies. They are interested not only in their studies, they like to teach others also. They like to see that all the children in their community are getting educated. They know that if all the children are educated, they can bring up their society to the level of other developed societies.
INTERVIEW : 3

1. Name : Shri Pruyya Kehma Padvi ; male : 45 years
2. Village : Bhangrapani Taluka : Akkalkuwa
3. Relation to the child : Father
4. Occupation : Farmer
5. Income : Rs. 1,500/- year (Balance)
6. Family type : Joint family
7. Education : illiterate
8. Name of the child : Shiva
9. Age : 14 years Sex : male
10. Standard : VIII

Mr. Padvi has 20-25 acres of land. He has a very big family. They are three brothers. All of them stay in a joint family along with their wives and children. Altogether there are 22 people in the household. All of them work in the field, except three boys and one girl who go to school.

His village is situated nearly 20 kms away from the taluka place. Ashram School and Zilla Parishad schools are there in this village.

Even though he is illiterate, he wants his children to get educated. His contact with outside people is also very less, even then he knows the importance of education and likes to send his children to school. His eldest daughter failed in SSC. He forced her to study and she passed SSC in the second attempt. This child, Master Shiva, who
is studying in Standard VIII is good in studies and he is liked by his teachers.

Mr. Padvi is ready to do his level best for the education of his children. He said school children have more chances to mingle with others which leads to develop their culture.

Here Mr. Padvi put more emphasis and gave more importance to the interactive Communication. His opinion is that, if children go to school, they will get more chances of interaction where interactive Communication process is continuously taking place leading to their cultural and educational development. This brings an overall development in their society and will definitely reduce the tendency of drop out.
INTERVIEW : 4

1. Name : Shri Valvi Bhagan Janglia ; male : 38 years
2. Village : Bhangrapani Taluka : Akkalkuwa, Dhulia
3. Relation to the child : Father
4. Occupation : Agricultural laborer
5. Income : Rs. 2,000/- year
6. Family type : Small family
7. Education : VIII standard
8. Name of the child : Donga
9. Age : 10 years Sex : male
10. Standard : V

Mr. Valvi had studied up to standard VIII. He is very much aware of the value of education. He came to Bangrapani because his wife is from Bangrapani. He had his education in Molgi, Taloda and Talawade. He is working as an agricultural laborer. He feels bad that his education is not enough to get a job. To start some business of his own, there is no money in his hand. He shifted to Bangrapani for getting labour in the field. His wife and he , both used to work in the field. They have two sons and a daughter. He sends all his children to school. Two children are studying in the town. youngest son, master Donga is in V th standard in Bangrapani Ashram School. He said his wife and he will work hard for their children to get educated.

He is critical about the working of village Ashram School. He said that in the Ashram school they get food clothes etc, but the
teaching is poor. He suggested that parents, students and higher authorities should give more attention to the working of the school.

Mr. Valvi and his wife both are very poor agricultural labourers. Since they know very well the importance of education, they put their all the three children in school including their daughter. The elder two children are sent to the two for studies and the younger one in the Bangrapani Ashram School.

Mr. Valvi is not happy with the working of the village Ashram School. He said even though the children are provided with food and clothes in the Ashram School teaching part is very poor. Parents students and higher authorities should give more attention to the working of the Ashram School and improve the academic set up of the school that is what Mr. Valvi suggests, so that the children will be more benefited from these schools. Ultimately it will be good for the society also.
INTERVIEW : 5

1. Name : Shri Padvi Kogda Tejls ; Male : 50 years
2. Village : Moravea
3. Relation to the child : Father
4. Occupation : Agricultural
5. Income : Rs. 5 to 7 thousand per year
6. Family type : Small family
7. Education : Illiterate
8. Name of the child : Valvi
9. Age : 14 years Sex : male
10. Standard : VIII

Mr. Padvi is a farmer. He has a lot of agricultural field but is scattered here and there so his income is less. He gets 5 to 7 thousand rupees per year. His whole family is illiterate. In their interior village, educated people don't have a good reputation. They are even considered as black magicians. But Mr. padvi knows the value of education.

He wants to educate his children. He knows that children not only learn to read and write in the school, but they also learn good behavior. His elder son is studying in Dhule and other two children are studying at Bangrapani Ashram School. He thinks that everyone should get educated, but should not stick to white collar jobs.
Mr. Padvi is from a very backward interior village where educated people were considered as black magicians and were not given any respect. But Mr. Padvi, due to his communication with outside people understands the unique value of education and its implications and wants to educate all his children. His purpose of sending his children to school is not only to learn how to read and write. As a responsible father, Mr Padvi is expecting the overall development of his children, that is they should behave properly. Mr Padvi also wants everybody to get educated. According to the needs of the society, the educated people should work, instead of running after white collar jobs after finishing the education and educated people should take the initiative and spread education among other needy children and adults in their community then only there is value for their education Mr Padvi said.
INTERVIEW : 6

1. Name : Shri Vasave Kadva Hamta ; Male : 35 years
3. Relation to the child : Father
4. Occupation : Business
5. Income : Rs. 7 to 8 thousand per year
6. Family type : Small family
7. Education : Illiterate
8. Name of the child : Mamds
9. Age : 14 years Sex : Female
10. Standard : IX

Mr. Vasave doesn't have any agricultural field. He does other odd jobs. He makes and sells liquor also gets and get a lot of money. He earns seven to eight thousand rupees per year after all the expenditure. He has to bribe the police also. There are five members in his family. His wife, he himself and three daughters. He has no son. His wife and he are illiterate. But he has learned to read a few words from here and there and he has learned to sign also. Once he was fined Rs. 100. by the police, but they got his thumb impression and took Rs. 500 from him. Afterwards he happened to know about this cheating. This incident as an incentive for reading and writing.

Now all his three daughters are studying in school. Miss Mands who is in Standard IX is his eldest daughter. She is good in studies. Her teachers are very fond of her. Mr. Vasave is very proud of his daughters that they all are going to school and are good in studies. He
is very happy that his elder daughter Mamda is going to X standard next year.

He knows that illiterates are like animals i.e. they have to live like animals therefore he advises all children whom he comes across, that they all should go to school and get educated, it will definitely make tremendous changes in their society and culture.
INTERVIEW : 7

1. Name : Shri Jingla Rama Padvi; Male : 49 years
3. Relation to the child : Father
4. Occupation : Farming
5. Income : Rs. 4000/- per year
6. Family type : Joint family
7. Education : Illiterate
8. Name of the child : Madhav
9. Age : 13 years Sex : male
10. Standard : VI

Mr. Padvi and all the other members of his family are illiterate except this child (Master Madhav) who is studying in Jamana Ashram School. He wants to educate this child at least. he is very happy in seeing that master Madhav is reading and writing well. he wants to send him to college after SSC. He thing that it is worth spending money on the education of his son.

He understands that education will definitely bring lots of changes in their society and save them from cheating, superstition, ignorance etc. According to his opinion all children should go to school and in future no body should remain illiterate in his society.
INTERVIEW : 8

1. Name : Shri Garja Bhamta Vasave ; Male : 48 years


3. Relation to the child : Father

4. Occupation : Farming

5. Income : Rs. 8000/- per year

6. Family type : Joint family

7. Education : Illiterate

8. Name of the child : Puja

9. Age : 11 years Sex : Female

10. Standard : IV

Mr. Vasave is a permanent resident of Jamana. Even though his occupation is farming, he makes and sells 'Mahira Liquor', also there are nine members in his family, His two wives and six children and himself, 4 children from 1st wife and 2 from 2nd wife. Puja and her one brother is going to school. Puja is in Jamana Ashram School. Two other younger sons are too young to go to school.

Mr. Vasave is illiterate and his whole life was spent along with cattle and grains. He had to go to jungle to graze cattle. When he was young the village people used to run away to the jungle if some educated people come over there.
Government Ashram School made these villagers aware of the merits of education. Villagers came into contact with educated people. Even with all the facilities in the Ashram School many people are indifferent to educate their children.

Mr. Vassave is having a positive attitude towards education. He gives real importance to education and said all the children including girls should get educated. He also repents that he could not get educated when he was young.
INTERVIEW WITH ASHRAM SCHOOL SUPERINTENDENTS:

INTERVIEW 1
Name: Mr. Madhav Tadvi
Age: 40 years
Sex: Male
Tribe: Bhil
Placement: At and Post Hungbari (Dhanaja)
Educational Qualification: 7th Standard
Can Speak: Vhillori, Pawari, Marathi, Hindi, Gujarathi

Mr. Madhav Tadve is working as a the suprintendent of an Ashram School organised by the Adivasi Satpuda Shikshan Prasarak Mandal at a village called Hungbari -- a pada of Dhanaja, about 8 kms away from Dhanaja - Tal place of Akrani mahal Taluka. His wife looks after the girls hostel. There is no school in Hungbari. The students living in the hostel attend the school at Rajbardi or Dhadgoan.

Mr. Tadvi has been working as a Superintendent for last four years. He is from the Bhil community. His own village is across the Narmada river in the state of Gujarat about 50 kms away.
Mr. Tadvi has worked as a tribal worker in the talukas of Akrani, Taloda, Akkalkuwa earlier. He was also a volunteer, in RAstra Seva Dal. He has travelled extensively and can speak Hindi, Marathi, Gujarati quite fluently.

Mr. Tadvi said that as a Superintendent of the hostel he has to arrange for the daily food of students, look after their health school material etc. He said that his organisation arranges for the expenditure to be incurred on the food, clothing and educational material of the students. However, Government contribution is never optimum and the Adivasi Satpuda Shikshan Prasarak Mandal has to organise funds through donations which is just barely enough to provide to the students subsistence type of living.

As a Superintendent he has to also supervise the daily routine of students - their morning exercise, evening games, homework etc. His wife cooks the entire food for nearly 28 - 30 students with the help of the older girl students. No other source of fuel being available, the boys assist Mr. Tadvi to bring firewood from the nearby forests.

Mr. Tadvi expressed that the Ashram routine helps his students to learn the hard facts of tribal life. It also teaches them crafts and arts essential to lead a typical tribal life while at school they are taught formal education, ways of life of the urban standards.
Mr. Tadvi expressed overall satisfaction about the performance of his students. He reported that although there are high incidence of drop out, none was due to lack of facilities at the hostel.
INTERVIEW 2

Name : Mr. Nanasaheb Vishwas Rao Devere
Age : 41 years
Sex : Male
Tribe : Pawara
Placement : At and Post Jamana
Educational Qualification : SSC passed
Can Speak : Vhilori, Pawari, Marathi, Hindi, Gujarathi

Mr. Nanasaheb Vishwas Rao Devere is working as a Superintendent of an Ashram School organised by the Adivasi Satpuda Shikshan Prasarak Mandal at a village called Jamana, about 40 kms away from Dhadgoan - Taluka place of Akrani Mahal Taluka. His wife is also taking active part in looking after the hostel especially the girls hostel.

Mr. Devere has been working as a Superintendent for the last six years. He is from the pawara community. He is from the same village, Jamamnas.

Mr Devere has worked as tribal worker in the Talukas, of Akarani, Talods, Akkalkuwa earlier. He has travelled to several places and can speak Hindi, Marathi, Vhilori, Pawari, Gujarathi fluently.

As a Superintendent of the hostel, Mr. Devere said, he has to arrange for the daily food of students, look after their health, school materials plant nursery attached to the school etc.
According to his opinion the Government contribution is not all sufficient to meet the needs like food, clothes, other educational materials for the students etc. The organisation to which this particular Ashram School belongs, arranges for the expenditure to be incurred on the food, clothing and educational material of the students. The organisation has to organise funds through donations also. The only need of the students will be met in a minimal way.

Mr. Devere, as a Superintendent also had to supervise the daily routine of students to like their morning - evening exercise, games, home work etc. His mother and wife cooks food for the students with the help of some grown up student intimates. The source of fuel is firewood which is collected form nearby forest. The boys inmates help Mr. Dvere to bring firewood from the forest, girls help in arranging the properly at the work place near the mess.

According to Mr. Devere's opinion, the Ashram School routine helps the students to understand certain hard facts of tribal life. There are other advantages too, that is they are taught tribal arts, crafts etc in the Ashram School which are essential for them to lead a successful typical tribal life. This makes an Ashram School different form other schools where they are taught formal education, mingled with ways of life of the urban standards.
Mr. Devere is indeed happy with the overall performance of the inmates they are providing all the facilities to the students and he is very much sure that the high rate of drop out is not at all due to the lack of facilities in the hostel. According to his opinion Ashram School is the best institution medium to educate tribal children, which infact will not disturb their basic culture and manners.