



CAPACITY BUILDING AND EDUCATIONAL ATTITUDE OF PRIMARY SCHOOL STUDENTS IN TRIBAL COMMUNITY AT PANVEL TALUKA: AN EXPERIMENTAL STUDY

Education

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ABSTRACT

One of the stumbling blocks on the road to achieve education for all is out of school children in the age group 6 to 9. To address the issue out of school children in case of tribe at panvel taluka a study was conducted in case of tribe at panvel taluka a study was conducted in 2022-25 through the study the researchers tried to bring out of the school children between the age group 6 to 9 to the mainstream with the support educational achievement in panvel taluka researcher identified 150 children who were working in brick clin, farm Houses. The experiment was conducted to develop the competencies in mathematics and languages and the programme is designed based on the guidelines of SCERT. From the study it was found that there is a significant difference in the academic achievement towards education.

KEYWORDS

Tribal Students, Academic factors, educational programmes, mathematics and languages

INTRODUCTION

India is a country which is made up of too many villages and very few cities. Many of the villagers are still illiterate due to education. Many of labourers from villages in the Raigad district migrate towards cities where they can get employment from their native villages in the mid or end of the October. They carry their own school going kids with them and their children are involved in their work along with them. Due to this, children do not enroll in the schools and remain illiterate or get deprived of Education. Government changes rules related to the daily needs of the human being and is continuously trying to fulfill the demands of the society through revised curricula. To Translate these changes into the reality, central government, state government, district and block authorities suffer lot of Problems, child is a wealth of nation. To improve the quality of these children State is trying by implementing "right to education act 2009". The act was welcomed by every layer of the Society. But children migrate with their parents in the search of the employment and deprive from their studies. Over the last one and a half decade following the formulation of the national policy on Education (NPE).

The Right of Children to Free and Compulsory Education Act 2009

Over the last one and a half decades, following the formulation of the National Policy on Education, universal, free, and compulsory education was declared the 8th Fundamental Right in April 2010. According to this provision, children across the country between the ages of 6 and 14 are entitled to free and compulsory education. India became the 135th country to implement such a right. This development has been widely welcomed across the nation.

Tribal Community

A tribe is a group or community that shares common ancestors, customs, and traditions. According to Gillin and Gillin, a tribe is any collection of pre-literate local groups that share a common culture. There are 14 tribal districts in Maharashtra, including Gadchiroli, Chandrapur, Yavatmal, Nanded, Nagpur, Gondia, Bhandara, and Amravati in the Gondwana region of Vidarbha, as well as Dhule, Nandurbar, Jalgaon, Nashik, Thane, and Raigad in the Khandesh region. The Katkari and Thakur/Thakar tribes of the Raigad district have been residing in the region since pre-trade times.

Panvel Taluka

Panvel Taluka is located in the Raigad district of the Indian state of Maharashtra. A part of Panvel Taluka is remote and mountainous. The surrounding talukas include Alibag, Karjat, Khalapur, Mahad, and Uran. Raigad district is home to several tribal communities such as the Takar, Mahadev Koli, Dongar Koli, Katkari, Thakur, and Warli. Many of these tribal populations live in remote areas that still lack basic infrastructure such as roads, communication networks, healthcare, education, safe drinking water, and sanitation. These deficiencies prevent them from fully benefiting from the technological and financial support offered by the government.

Tribals: Education and Conditions

One persistent challenge is the lack of non-tribal teachers in tribal schools, often due to reluctance to serve in remote areas. Despite these efforts, there remains significant inefficiency and dissatisfaction in the field of tribal education. In many tribal families, children are expected to contribute economically from a young age, making school attendance difficult. Secondary education levels remain particularly low.

Need of the Study

1). Due to a lack of employment opportunities in their native villages, many parents migrate for work and take their children along to assist or earn income. This disrupts the children's education, leading to poor academic achievement and underdeveloped reading, writing, and mathematical skills. 2) Child marriage, often occurring around the ages of 12–13, reflects parental indifference toward education. Poverty, unemployment, illiteracy, and superstition also compel parents to involve children in farming and labor work. Many tribal children are engaged in tasks such as cattle grazing, working on construction sites, collecting firewood and forest products, stone quarrying, mining, and home-based processing of forest goods. 3) Many children leave school to work due to poverty. Because of the father's addiction, children often assist their mothers in household or wage-earning activities. As a result, children between the ages of 6 and 14 are deprived of their right to education.

Variables of the Study

A) Dependent Variable: Capacity building. **B) Intermediate Variable:** The social, economic status / type / location of the primary school students in tribal community. **C) Independent Variable:** Continuous Comprehensive Assessment Course (CCE) developed by SCERT for the holistic development and implementation of education for primary school students in the age group of 6 to 9 years.

Aims of the Study

1) To study the competencies of primary School students in tribal community. 2) To develop educational activities for Primary School students in tribal community. 3) To study the effectiveness of the educational activities applied for the primary school students in the tribal community. 4) To create a dictionary for primary school students in tribal community for easy comprehension from the mother tongue.

Research Objectives

- 1) To study and compare the pre- and post-test scores of the students of the experimental and control groups of Katkari and Thakur communities (age group 6 to 9) in primary schools of the tribal community using the test method and observation method.
- 2) To develop an educational programme as per the guidelines given by SCERT Pune
- 3) To study the effectiveness of the activities developed.
- 4) To create a dictionary in Katkari and Thakur dialects for the students of primary schools of Katkari and Thakur communities of

tribal tribes for easy understanding through their mother tongue.

Hypothesis of the Study

Hypothesis 1. There is no significant difference in the pre-test scores of the control group and the experimental group of primary school students aged 6 to 9 years in the tribal community in terms of Language

Table No. 1.A

Educational method	Variable	Community	Group	Mean	SD	Sample	Degree of freedom	't' test Ratio	Level of significance
Test method	Language skills	Tribal communities	Experimental	1.90	1.32	95	148	0.39	no significant difference
			Control	2	1.54	55			
			Total	1.93	1.63	150			
Observation method			Experimental	2.70	1.39	95	148	4.54	Significant difference
			Control	1.70	1.09	55			
			Total	2.33	1.36	150			

Interpretation of T-test-

- A) As shown in the table, the 'T' value for the pre-test scores of linguistic skills among tribal community students aged 6 to 9 in the experimental and control groups is 0.39. This value is lower than the critical value in the t-distribution table, indicating no significant difference between the groups. Therefore, the hypothesis is accepted.
- B) As shown in the table, the 'T' value for the pre-test scores of linguistic skills among tribal community students aged 6 to 9 in the experimental and control groups, based on the observation method, is 4.54. This value is greater than the critical value from the t-distribution table, indicating a significant difference between the groups. Therefore, the hypothesis is rejected.

CONCLUSION

There is a significant difference in the pre-test scores of language skills

Table No. 2.A

Educational method	Variable	Community	Group	Mean	SD	Sample	Degree of freedom	't' test Ratio	Level of significance
Test	Language skills	Tribal community	Pre experimental	1.90	1.32	95	188	63.70	Significant difference
			Post experimental	13.61	1.20	95			
Observation			Pre experimental	2.70	1.39	95	188	47.47	Significant difference
			Post experimental	13.2	1.63	95			

Interpretation of T-test:

- A) In the table given as per Table No. 2 A, the value of 'T' for the scores obtained in the pre- and post-tests of linguistic skills of the total tribal community students in the pre-experimental and post-experimental groups aged 6 to 9, according to the testing method, is 63.70. This value is greater than the table value. Therefore, it is significant at the 0.05 level, and this hypothesis is rejected.
- B) In the table given as per Table No. 2 A, the 'T' value for the scores obtained in the pre- and post-test groups of linguistic skills of the tribal community students in the pre-experimental and post-experimental groups aged 6 to 9, according to the observation method, is 47.47. This value is higher than the table value. Therefore, it is significant at the 0.05 level, and this hypothesis is rejected.

CONCLUSION

There is a significant difference in the pre-test and post-test scores of the experimental group of students aged 6 to 9 in terms of language skills. The post-test scores of the experimental group are higher than their pre-test scores. Because even today, despite the Child Rights to Education Act, 1999 and compulsory free education, students go to work with their parents every year for agricultural work during the monsoon season from June to September and for brick kilns, farmhouses, masonry work, fishing, forest collection, etc. from October to May.

Review of Related Literature

Academic components in the presented research Academic Acquisition, linguistic skills, mathematical skills, academic attitude Relevant literature is reviewed.

Chaudhary, P., & Hemantrathod, H. (2021) conducted a study on "The problems faced by tribal students in ashram schools." The study used a survey method to assess challenges in five randomly selected ashram schools in Surat district, Gujarat. The findings revealed poor infrastructure, lack of educational resources, and academic difficulties among students. The study concluded that despite government efforts, long-term planning and improved facilities are essential to ensure quality education for tribal children.¹²

skills. Testing Technique - 'T' Test Group - Experimental and Controlled

Language Skills Table 1 Shows The Statistics Related To The Pre-test Scores Of The Students In The Experimental And Control Groups Using The Test Method And Observation Method.

between students in the experimental and control groups aged 6 to 9, with the experimental group scoring higher than the control group. Because even today, despite the Child Rights to Education Act, 1999 and compulsory free education, students go to work with their parents every year for agricultural work during the monsoon season from June to September and for brick kilns, farmhouses, masonry work, fishing, forest collection, etc. from October to May.

Hypothesis 2: There Is No Significant Difference Between The Pre- And Post-test Abilities Of Students In Primary Schools Within Tribal Communities (age Group 6 To 9) In The Following Areas: 1) Language Skills, 2) Mathematical Skills, And 3) Academic Attitudes For Students In The Experimental Group.

Testing Technique - T-test , Ancova Groups - Experimental And Control Groups Null Hypothesis 2. Language Skills

Bindhani, B. K. (2021) conducted a study on "Status and Problem of Educational Situation among the Tribes in Koraput District in the State of Odisha." The study aimed to examine the educational status and reasons for school dropouts among tribal children. A survey of 467 households revealed a literacy rate of 32.4%. Key dropout reasons included financial constraints, household duties, lack of parental support, school distance, and language barriers.

Singha, R. (2019) conducted a study on "Responsible Factors Behind Tribal Primary Education" in Bamongola and Habibpur blocks of Malda district, West Bengal. Using a survey method and statistical analysis, the study identified superstition, poverty, domestic work, parental migration, and lack of educational interest as major obstacles. It recommended training teachers in tribal languages and implementing awareness campaigns in tribal villages.

Review of Related Literature (Abroad)

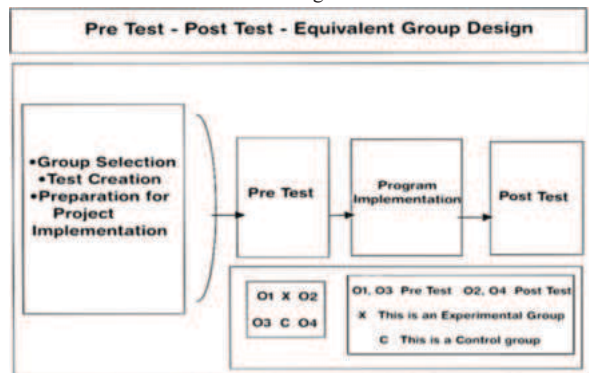
Pandey, O., & Kattel, R. (2020) conducted a study on the "State of Education in the Local Tharu Community in Nepal." Using exploratory and descriptive designs, data from 61 respondents in Padampur village, Chitwan district, revealed that early marriage, poverty, negative parental attitudes, and language barriers were key factors behind high dropout rates and poor educational standards among Tharu students.

Norfish-Matt Rabi-Grace Enamel, A. J. E., & Pirgasam, G. (2019) explored English language difficulties among Philippine Indigenous learners. Through observation and verbal assessments, the study found that learners lacked sufficient English vocabulary and had trouble recalling basic concepts and articulating ideas, largely due to English being their third language, affecting comprehension and expression.

Singarae, M. S. N., & Zainuddin, A. (2017) investigated dropout factors among Indigenous students in Alor Gajah, Melaka. Using a quantitative approach and regression analysis, the study identified parental education, income level, and inadequate infrastructure as key contributors to school dropout. Parental education was found to be the most significant factor.

Research Design

The pre-test-post-test-equivalent group design will be used for this research. Outline of the relevant design



The Nature of the Actual Implementation



Data Collection and Methodology

The researcher used experimental research method for this research.

Sample of the Study

Purposive random sampling technique used in this research

Research Results and Conclusions

The Main Findings of Qualitative Research:

- Reading, Writing, and Mathematical Skills: These are major challenges in the primary education process. Raising awareness among students and parents about these issues can significantly improve the academic quality of students.
- Practical Education Environment: Establishing classes in farmhouses and brick kilns during free time, based on the principles of practical education, can attract students to education. With the advancement of modern technology, students are increasingly engaging with mobile apps, e-learning, digital schools, cognitive constructivism, and child-centered teaching methods. As a result, students will gradually become more engaged in their studies.

Hindrances to Education: Several factors hinder students' access to education, including:

- Illiterate families
- Child marriage
- Superstition
- Employment
- Addiction

These factors contribute to irregular school attendance, with some students remaining absent due to the lack of a supportive educational environment at home. However, initiatives such as the School Nutrition Scheme, Attendance Allowance, Golden Jubilee Tribal

Scholarship Scheme, Free Uniform Scheme, Savitribai Phule Adoptive Parent Scheme, temporary dormitories, Kasturba Gandhi Balika Vidyalayas, free textbooks and writing materials, parent awareness programs, and home visits to absent students will help students remain in school.

Recommendations:

1. Parents should create an educational environment at home.
2. Teachers should use engaging methods like dramatization along with traditional teaching techniques.
3. Teachers should increase interaction with students to build stronger relationships.
4. Despite legal protections, subtle forms of insecurity persist among Scheduled Tribes, limiting their access to educational opportunities.

Suggestions For Further Research:

1. After completing the present research, the researcher has suggested the following topics for further research.
2. Study the factors affecting the educational achievement of tribal students.
3. Conduct a clinical study on the socio-economic status of primary school students.
4. Evaluate the effectiveness of health awareness training for children of brick kiln workers during their primary education.
5. Study the status and spread of tribal education among children aged 6 to 9 in Panvel taluka.

DISCUSSION

Activities Implemented for the Experimental Group

The study focused on the academic capacity-building of tribal students and revealed that the SCERT educational initiative positively impacted students in the experimental group. The experiment was conducted to develop the competencies in mathematics and languages and the programme is designed based on the guidelines of SCERT. From the study it was found that there is a significant difference in the academic achievement towards education.

To enhance reading and writing skills, the following SCERT programs were implemented:

Pleasant Reading Writing Project (2007-08) in Maharashtra, Public reading (2013-14), Reading, Writing and Mathematics Program (2013-14), Additional Supplementary Practice Questionnaires (2009-10) CCE, Continuous and Comprehensive Evaluation (CCE) (2010-11), 'Advanced Educational Maharashtra Program' (2015), Peer Assessment Practice, Reading-Centered Education, Education-Wise Activities

To enhance reading and writing skills, the following SCERT programs were implemented:

- 100-Day Reading, Writing and Mathematics Development Program
- Public (chavadi) Reading Program
- Language Enrichment Activities
- Reading-Centered Education
- Maharashtra Advanced Development Program
- Marathi and Mathematics Study Enrichment Program

These were supplemented with use of projector-based teaching, interactive discussions, and active learning methods rooted in Ramesh Panse's child-centered pedagogy, including:

- Cognitive constructivism
- E-learning
- Digital school content

These techniques encouraged students to communicate actively and improve their language abilities.

- To strengthen mathematical skills, a Math Box Fun activity was introduced using:
- Supplementary materials
- Concept-based cognitive constructivism
- Active learning strategies

Additionally, many parents, being illiterate themselves, involved their children in brick kiln work, farming, cattle grazing, and other forms of labor. The researcher provided awareness and guidance to such families to help them understand the long-term value of education.

Through engaging and enjoyable activities, students experienced

improved academic achievement, especially in reading, writing, and mathematics.

Challenges Observed

The tribal region of Panvel Taluka, being geographically remote, presents numerous educational challenges:

- Students often accompany their parents to work, leading to irregular attendance.
- Due to seasonal migration and employment in brick kilns, sand industries, and orchards, students fall behind academically.
- Unemployment and poverty drive many children aged 6 to 9 out of school.
- Students are deprived of achieving basic proficiency in literacy and numeracy due to these systemic challenges.

Although government schemes exist to improve access and quality in education, administrative challenges persist across central, state, and local levels. Nevertheless, this study aimed to address and reduce these gaps.

Summary

The researcher implemented SCERT's educational programs targeting children aged 6 to 9 from tribal and migrant laborer families. The initiative successfully:

- Raised awareness about the importance of education among students and their parents.
- Sparked interest in learning through innovative and inclusive teaching methods.
- Demonstrated measurable improvement in academic performance.
- Encouraged continued school attendance, helping students avoid being pulled into labor.

The efforts yielded positive academic and social outcomes, marking a significant step toward equity in education for marginalized tribal communities.

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