ASPIRATIONS OF SCHOOL GOING AND SCHOOL DROPOUT TRIBAL TEENAGERS FROM THANE DISTRICT

A thesis submitted to the

Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli
(Agricultural University)

Dist. Ratnagiri (Maharashtra State)

In partial fulfillment of the requirements for the degree of

Master of Science (Agriculture)

in

EXTENSION EDUCATION

by

Mr. Jadhav Yogesh Bhagavan
B. Sc. (Agri.)

Department of Extension Education
Faculty of Agriculture

Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth,
Dapoli – 415 712, Dist. Ratnagiri (M.S.)

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Approved by the Advisory Committee

: Chairman and Research Guide :

(A. J. Nirban)

Head

Department of Extension Education

College of Agriculture, Dapoli.

: Members :

(V. G. Patil)

Professor

Department of Extension Education,
College of Agriculture,
Dapoli.

(H. K. Patil)

Head

Department of Agricultural Economics,

College of Agriculture,

Dapoli.

Dr. A. J. Nirban
M. Sc. (Agri.), Ph. D.
Head,
Department of Extension Education
College of Agriculture, Dapoli
Dist. Ratnagiri (M.S.), Pin-415 712

CERTIFICATE

This is to certify that the thesis entitled, **"ASPIRATIONS OF SCHOOL GOING AND SCHOOL DROPOUT TRIBAL TEENAGERS FROM THANE DISTRICT"** submitted to the Faculty of Agriculture, Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli, Dist. Ratnagiri, Maharashtra State in the partial fulfillment of the requirements for the degree of **MASTER OF SCIENCE (AGRICULTURE)** in **EXTENSION EDUCATION,** embodies the results of a piece of *bonafide* research carried out by **Mr. YOGESH BHAGAVAN JADHAV** under my guidance and supervision. No part of this thesis has been submitted for any other degree or diploma. All the assistance and help received during the course of investigation and the sources of literature, have been duly acknowledged by him.

Place: Dapoli.
Dated :

(A. J. Nirban)
Chairman,
Advisory Committee
and
Research Guide.

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Date: /06/2008 **(Yogesh B. Jadhav)**

CONTENTS

VITAE

Name : **Mr. Jadhav Yogesh Bhagavan**

Degree completed : B.Sc. (Agri.)

Date of Birth : 31st Dec. 1984

Permanent address : Keshar - Gaurav Apt. B-5,
Gujrathi Baug,
Tal: Shahapur, Dist: Thane, 421 601

ACADEMIC QUALIFICATION:

EXAM.	Divisional Board	Year	Marks	Class
S.S.C.	Mumbai	2000	69.23	**First class**
H.S.C.	Mumbai	2002	61.50	First class
B.Sc. (Agri.)	Dr. B.S.K.K.V., Dapoli	2006	77.20	First class

EXTRA CURRICULAR ACT IVITIES:

- Participated in Blood donation camp held at Dr. B.S.K.K.V., Dapoli.
- Worked as a volunteer for 'Agro Tourism Week' held at 'Dr. B.S.K.K.V., Dapoli' during 25th to 31st December 2006.

Currently working as a 'Assistance manager' in IDBI.

(Yogesh B. Jadhav)

CHAPTER I

INTRODUCTION

Success of a nation is determined by the quality of its citizens. Nation is not built by bricks and mortars, but by the quality of people. It does not require any evidence to say that the society and its development are positively correlated to the development of education. It is crucial for building human capabilities and for opening opportunities (Gupta, 2001). The most significant factor that determines the quality of people is education. Unfortunately, a large bulk of Indian population is still either semi-literate or illiterate. Various researches have established the fact that a major part of this semi-literate or illiterate population is formed by school dropouts.

> Education is a basic human right, vital to personal and societal development and well-being. Education enhances lives. It ends generation cycle of poverty and provides the mean for sustainable development. A quality basic education will better equip girls and boys with knowledge and skills needed to adopt healthy life styles.

Swami Vivekananda defines education as, "The manifestation of perfection already in man". Education must also establish aspirations, attitudes and skills to enhance the spiritual life of the individual. Development of aspirations, attitude and skills are expectations from any level of education.

> Tribals are often called as "The Kings of Forest" or "The Sons of Forest". India has the second largest tribal concentration in the world after Africa. There are 533 tribes as per notified schedule under Article 342 of the constitution of India in different states and union territories of the country. The largest number of 62 tribes is in the state of Madhya Pradesh, followed by Bihar, Andhra Pradesh, and Maharashtra etc. Maharashtra accounts for 8.85 per cent tribals of the total population

(Anonymous, 2001). The tribals in India are predominantly rural, living mostly in forests and mountains somewhat isolated from the general population. They are overwhelmingly illiterate and more than 50 per cent of them live below the poverty line. Though the welfare and development of tribals has been given a very high priority, right from the beginning of the first five year plan, still it remains the most backward ethnic group in India on the three most important indicators of development that is health, education and income.

Agriculture continues to remain the main occupation of the tribals, as it is direct source of income and employment for tribal people. In case of education, dropout rate among tribal is alarming at primary levels. There is high incidence of illiteracy among tribals. Moreover, suitable infrastructure facilities are also lacking along with inadequate and untimely supply of study materials. These problems are further aggravated by the lack of commitment on the part of teachers and other administrators about tribal life and culture, lack of suitable self-employment opportunities to the educated tribal youth and dropouts (Chakravarti *et al.* 2007).

According to Rajeeva (1989), the tribal may be said to be the indigenous people. It is in the sense that they had long settled in the different parts of the Indian sub-continent before the Aryans invaded India from the northwest. Since, the geographical configuration of tribal areas is in altitudes between 300 and 800 meters above the mean sea level, the terrain is mostly hilly. Thus, most of the tribals are still educationally and economically backward. The distribution of scheduled tribes for Thane district (Konkan region) in Maharashtra is Kathodi, Mahadeo Koli, Konkni, Katkari, Varli etc. Out of the total population of Konkan region, tribal constitute about 4.15 per cent.

The rural youth of today is expected to play a major role in the Indian economy, but the single most important factor that prevents children from going to school seems to be lack of interest in education (Jandhyala B. G. Tilak, 2000).

Adolescents account for one-fifth of the world's population and have been on an increasing trend. In India, they account for 22.8 per cent of the population (as on 1st March 2000, according to Planning Commission's Population Projection). This implies that about 230 million Indians are adolescent in the age group of 10 to 19 years. The term adolescence means 'to emerge' or 'achieve identity'.

Adolescent is defined as a phase of life characterized by rapid physical growth and development, physical, social and psychological changes and maturity, sexual maturity, experimentation, development of adult mental processes, and a move from the earlier childhood socio-economic dependence towards relative independence. Adolescence is a time of seeking status and recognition as an individual. Adolescence is a period of emerging and developing vocational interest and striving towards economic independence (Kochhar, 1984).

Adolescents have very special and distinct needs, which cannot be longer overlooked. It is also essential to invest in adolescents, as they are the future of the country. They need to be helped to help themselves and to be helped to do it alone. By addressing their needs, one would not only be contributing to socio-economic development of the country, but also to other societal corners.

> Adolescents have often been viewed as a group of people with problems, disturbances and rebellion. Adolescents, irrespective of their academic performance, tend to aspire for white-collar jobs. Thus, almost 90 per cent of the adolescent population is therefore perceived as 'unemployables' instead of being an asset to the country. Adolescents are often led or driven into vocations and careers unrelated to their aptitude and suitability. There is almost a complete lack of career guidance to adolescents and their parents. (Report of Working Group on adolescents for the Tenth Five Year Plan 2002-2007. Planning Commission, Government of India.)

During adolescent period, varied types of aspirations related to education, vocations etc. are developed. In the process of development of

an individual to his social environment, his aspirations play a vital role. Although aspirations are ego involved, yet these are influenced by different factors (Saini and Singh, 2001).

Knowledge of aspirations is important to sociologists, since a man does not have notice of desirability regarding his future status and does not believe that, by his own selection and decision, he can materially affect the role he will acquire and discharge. Failing to reach ones professed goals, particularly work goals in any competitive oriented society, is to invite personal adjustment problems, such as frustration and feelings of deprivation. Therefore, studying aspirations of students has significance.

There are various factors, which determine level of aspirations and educational achievement. The socio-economic and family background of the student may greatly influence aspirations and professional achievements. However, sufficient information on aspirations of tribal teenagers, the factors which determined their aspirations based on scientific facts was not available and hence, a study entitled, "Aspirations of school going and school dropout tribal teenagers from Thane district", was conducted with the following objectives.

1) To study the personal and socio-economic profile of the school going and school dropout tribal teenagers.

2) To study the aspiration of the school going and school dropout tribal teenagers.

3) To find out the personal and socio-economic factors influencing the aspiration of the school going and school dropout tribal teenagers.

4) To understand the perceived problem of the school going and school dropout tribal teenagers in fulfilling their aspirations.

Scope and importance of the study

This study aimed at drawing the personal and socio-economic profile of the school going and school dropout tribal teenagers from Thane district of Konkan region of the Maharashtra State.

This exploratory study would be helpful to policy makers, administrators, social workers, social scientists, extension workers and rural leaders who are working in the field of tribal development. Similarly, the study would be useful in planning more detailed extension studies in this field. So also, the study would indicate the aspirations of the tribal teenagers and their needs for fulfilling those aspirations. The policy makers and planners could formulate useful policies as well as, plan and execute appropriate programmes for the teenagers by utilizing this information.

Limitations of the study

This study was restricted to only limited number of tribal teenagers from a district. Due to limitations of time and resources, it was not possible for the researcher to go into more details and to cover larger area. Hence, these findings may not be applicable to all the tribal areas.

CHAPTER II

REVIEW OF LITERATURE

Review of literature is an essential aspect, which helps the researcher to get more acquainted with the subject matter and directs his efforts towards the desired goal. A comprehensive review of literature is of paramount importance to any research endeavor. The researcher of the present project had tried his best to collect the references directly related to the topic under investigation, however, he could not get those in adequate number. So, the references having indirect or derived application to the present study were also collected. Thus, in this chapter, a comprehensive review of directly and indirectly related studies has been presented in brief under the following sub-heads.

2.1 Concept of aspiration

2.2 Concept of adolescence

2.3 Socio-economic profile of tribal teenagers

2.4 Aspirations of the teenagers

2.5 Personal and socio-economic factors influencing the aspiration of the teenagers

2.6 Perceived problems of the school going and school dropout tribal teenagers

2.1 Concept of aspiration

According to Haller (1968), aspiration refers to persons' or group of persons' orientation towards a particular social status or status attributes like occupation, education, income and so on, while Rogers and Svenning, 1969 defined aspiration as the future state of being, such as living level, social status, education and occupation

According to Muthayya (1971), aspirations are goal statements concerning future level of achievement.

Intodia *et al.* (1993) defined aspirations as ambitions of an individual, in educational usage usually seen as academic, social or occupations and

concerned with performance, prestige and status. According to them, aspiration level was the standard of achievement that a pupil sets for himself / herself.

2.2 Concept of adolescence

Adolescence has traditionally been viewed as beginning with the onset of puberty, a rapid spurt in physical growth, accompanied by sexual maturation, and as ending when individuals assume the responsibilities associated with adult life, marriage, entry into the workforce, and so on (Rice, 1992).

Adolescence is the period between childhood and adulthood. (*WHO /UNFPA / UNICEF Statement, 1989*). Adolescent is an individual, having age between 13 to 19 years. In this stage, they are unable to identify appropriate roles in life. In addition, adolescents' theory of mind, their understanding of how they and others think-continues to change and develop. According to Erik Erikson's theory, identity refers to the "Who am I?" and "What am I going to do with my life?" questions of adolescents. Difficulty in answering such questions leads to role confusion. A favorable ratio of identity to role confusion leads to a sense of consistency. (Feldman, 1993)

2.3 Socio-economic profile of the teenagers

2.3.1 Age

Masal (1992) in his study on vocational interest and aspirations of rural youth, found that majority (68.50 per cent) of the respondents were in the adolescents' category and had average age of 20 years.

Ingale and Laharia (1996), in their study on child labour in agriculture, found that maximum (63.94 per cent) male child labour were in the age group '14 and 15 years', while in female, the proportion of '10 to 12 years' and '14 to 15' years age was maximum (32.79 per cent each). However, there was no male child labour 'below 10 years' of age working on farm.

Kadam *et al.* (1996), in their study on reasons behind school drop out girls from Ratnagiri district, found that 83.00 per cent of the respondents were from '16 to 20 years' age category. The average age of the respondents was 18 years.

Anwar *et al.* (1997), in their study on interest, participation and time use of rural youth in selected agricultural activities, found that majority (38.00 per cent) of the respondents were in the age group of '15 to 18 years'.

Sudha Chhikara *et al.* (1997), in their study work preference of the girl child, found that majority (45 per cent) of the respondents were in the age group of '14to 16 years'.

Sreedevi and Rajyalakshmi (1998), in their study on nutritional and anthropomentry, diet and morbidity, observed that the strength of the 'adolescent' group (13 to 15 years) in all schools was less as compared to other age groups.

Kukreti and Saxena (2004), in their study on dropout problems among tribal students at school level, found that majority of the respondents were in the age group of '12 to 16 years'.

Pathania *et al.* (2005), in their study on problems faced by the tribal students in education, studied 300 adolescents in the age group of '15 to 20 years'.

Anonymous (2007), in a report on the working group of adolescents for the tenth five-year plan, implied that about 230 million Indians were 'adolescents' in the age group of '10 to 19 years'.

2.3.2 Family education status

Jirapure (1991), in his study on aspirations and achievements of post graduate students of agricultural education, revealed that more than half (54.08 per cent) of the respondent's families had 'moderate' educational

level, while 26.53 per cent and 19.39 per cent of the respondent's families had 'high' and 'low' educational level, respectively.

More (2000), in his study on aspirations of tribal women, reported that 17.00 per cent of the tribals were having 'low' family education status, 66.00 per cent were having 'medium' family education level and 17.00 per cent had 'high' family education status.

Manisha Iswalkar (2001), in her study on aspirations of the girl students of the College of Agriculture, Dapoli, revealed that majority (73.45 per cent) of the families of the students had 'medium' family education status. There were only 11.50 per cent and 15.05 per cent families of students having 'high' and 'low' family education status, respectively.

Shigwan (2002), in his study on aspirations of the boys of the College of Agriculture, Dapoli, reported that majority (63.18 per cent) of families of the boys had 'medium' family education status.

Rashmi Surve (2005), in her study on aspirations of school going students from fishermen families, revealed that nearly four-fifth (79.27 per cent) of the families of the students had 'medium' family education status. The remaining 12.21 per cent and 8.52 per cent families had 'low' and 'high' family education status, respectively.

2.3.3 Gender

Vidyapati (1987), in his study on 'self-disclosure patterns in vocational choice' reported that, male adolescents disclose comparatively more in the area of vocation than their female counterparts.

Awasthi *et al.* (1991), in their study on national status of rural school children of below poverty line, revealed that three fourth (75.52 per cent) of the respondents were 'male', while only 24.28 per cent were 'female'.

Gawda *et al.* (1991), in their study on socio-economic attributes at inland fishermen, observed that the 'female' population of the respondents'

families (52.50 per cent) constituted a large composition, while 'males' were 47.50 per cent in number.

Rashmi Surve (2005), in her study concluded that maximum (63.41 per cent) number of the respondents were 'male', while only 36.59 per cent were 'female'.

2.3.4 Size of family

Jirapure (1991), in his study observed that 46.90 per cent respondents were from 'medium' size families, followed by 33.60 per cent respondents who had 'big' families and 19.50 per cent respondents had 'small' size families.

Sangita Sonavane (1997), in her study on time utilization behaviour of women from tribal and non tribal blocks in Thane district, reported that more than three-fourth (77.50 per cent) of the tribal women had 'medium' size family, while majority (53.75 per cent) of the non-tribal women had 'small' size family.

Sarita (2000), in her study on educational interest and aspirations of girl student in agriculture, found that more than half (56.11 per cent) of the girl students belonged to 'small' size families, while 42.78 per cent had 'medium' size families. Only 1.11 per cent girl students belonged to 'large' size families.

Shigwan (2002), in his study found that family size of majority of the boys (85.08 per cent) was 'medium'. There were 9.84 per cent boys having 'big' size families and only 5.08 per cent had 'small' size families.

Rashmi Surve (2005), found that family size of majority of the students (71.95 per cent) was 'medium'. There were 17.08 per cent students having 'big' size families. Only 10.97 per cent respondents had 'small' size families.

2.3.5 Type of family

Mangat *et al.* (1989), found that out of 150 sample of male students, 82.67 per cent belonged to 'nucleus' families and only 17.33 per cent to 'joint' families.

Masal (1992), found that more than four-fifth (81.50 per cent) of the respondents had 'nuclear' families.

Kukanur and Saroja (2003), in their study on dynamics of discontinuations of school among SC and ST and non SC and non ST rural girls, found that majority (65.00 per cent) of respondents belonged to 'nuclear' families and 35.00 per cent of the respondents had 'joint' families.

Rashmi Surve (2005), found that majority (58.54 per cent) of the students had 'joint' family, while 41.46 per cent students had 'nuclear' families.

2.3.6 Land holding

Masal (1992), reported that 31.00 per cent of the respondents had 'semi-medium' land holding, 24.00 per cent of the respondents had 'marginal' land holding, 16.00 per cent of the respondents had 'small' land holding, 15.50 per cent of the respondents had 'medium' land holding and one-tenth (10.50 per cent) of the respondents were 'landless'. Only 3.00 per cent of the respondents had 'big' land holding.

Kadam *et al.* (1996), in their study on reasons behind school dropout girls from Ratnagiri district, observed that one half (51.00 per cent) of the respondents belonged to 'marginal' land holding, while 15.00 per cent of them were 'landless'. On an average, the respondents were having 0.91 hectare of land.

More (2000), observed that 55.00 per cent of the respondents were having 'marginal' land holding, while remaining 45.00 per cent of the respondents were 'landless'. Average land holding of the respondents was 0.14 hectare.

Kukanur and Saroja (2003), found that majority of the respondents belonged to 'landless' (61.00 per cent) families, while families with 'marginal' land holding were 39.00 per cent among the SC and ST dropouts.

2.3.7 Major family occupation

Masal (1992), found that parents of majority (56.50 per cent) of the respondents had 'farming' as main occupation.

Ingle *et al.* (1997), in a study entitled, a study of aspirations and employment of agricultural graduates, revealed that main occupation of majority (57.14 per cent) of the parents of the student was 'farming'. Besides this, 35.72 per cent fathers of the respondent were 'pensioners', while 3.57 per cent fathers of the respondent were in 'service' and 3.57 per cent father of the respondent were in 'business'.

Ingle *et al.* (1999), indicated that father of majority (72.86 per cent) of girl students were in 'services'. The girl students from exclusively 'farming' and 'farming + labour' class were only 14.28 pr cent.

Sarita (2000), revealed that more than three-fourth of parents had 'service' (61.11 per cent) as their main occupation and 30.00 per cent of the parents had 'farming' as their main occupation. A relatively small proportion had 'business' (8.33 per cent) and 'labour' (0.56 per cent) as their main occupation.

Shigwan (2002), revealed that majority (66.99 per cent) of the boys had 'service' as the main occupation of their parents. This was followed by 22.22 per cent boys with 'farming' as parent's occupation and 10.16 per cent boys with 'business' as parental occupation. Only 0.63 per cent of the boys' parents had 'labour' as main occupation.

Kukanur and Saroja (2003), found that a higher percentage of mothers of the SC and ST dropouts were engaged in 'agriculture labour work' (96.00 per cent) as compared to mothers of other dropouts (80.00 per cent).

2.2.8 Mass media exposure

Masal (1992), reported that majority (63.00 pre cent) of the respondents had 'medium' mass media exposure, while 20.50 per cent of the respondents had 'low' mass media exposure with an average score of 4.44 per cent which indicated 'medium' mass media exposure.

Sangita Sonawane (1997), found that majority (97.50 per cent) of the tribal women had 'no' mass media exposure and in case of non-tribal women, 43.75 per cent had 'no' exposure to mass media, while 33.75 per cent of them had 'high' mass media exposure.

More (2000), revealed that 11.00 per cent of the respondents 'read newspaper', 73.00 per cent 'listened to radio' and 16.00 per cent were 'seeing cinema'.

Manisha Iswalkar (2001), revealed that majority (70.79 per cent) of the girl students had 'medium' mass media exposure, while 15.05 per cent of the girl students had 'high' mass media exposure. Only 14.16 per cent girl students had 'low' mass media exposure. The average mass media exposure score of the girl students was 15.54 per cent.

2.4 Aspirations of the teenagers

2.4.1 Overall aspirations of tribal teenagers

Nadre (1986), in his study on attitudes, aspirations and preferences for placement of agricultural school students in rural Maharashtra, found that majority (74.30 per cent) of the respondents had 'medium' level of occupational aspiration, followed by 13.60 per cent with 'low' level of aspiration and 12.10 per cent with 'high' level of aspiration about various occupations.

Anwar *et al.* (1997), reported that majority (95.00 per cent) of the respondents had 'medium' level of aspirations, while 4.00 per cent and 1.00

per cent respondents had 'low' and 'high' level of aspiration level, respectively.

Saini and Singh (2001) in their study entitled, correlates of vocational aspirations of rural youth, reported that majority (59.75 per cent) of the respondents had 'medium' level of aspirations, while 20.50 per cent and 19.75 per cent of the respondents had 'high' and 'low' level of aspirations. Majority of them were ignorant about different vocations and their orientation about these vocations was very low.

Rashmi Surve (2005), found that majority (73.17 per cent) of the students had 'medium' level of aspiration, while 14.63 per cent and 12.20 per cent of the students had 'high' and 'low' level of aspirations, respectively.

2.4.2 Educational aspirations

Sundararajan and Rajasekar (1988), from their study on the occupational aspirations of higher secondary students in Tamilnadu, found that the students who were above average in academic achievement had a better level of occupational aspiration than those who were average in their academic achievement.

Ingle *et al.* (1997), reported that, 63.52 per cent had aspirations for 'higher education'.

Waman *et al.* (2000), in their study entitled, 'aspirations and employments of agricultural graduates', revealed that 50.00 per cent of the respondents were aspiring for 'post graduation', 30.00 per cent of the respondents were aspiring for 'Ph. D' and 20.00 per cent would have liked to go for 'M.B.A'.

Rashmi Surve (2005), noticed that maximum number (41.47 per cent) of the students had a desire to complete 'higher' secondary education,

while 31.70 per cent and 12.19 per cent of the students desired to complete 'graduate' studies and 'post graduate' studies, respectively. Only 7.32 per cent each of the students desired to complete 'small certificate courses' and 'diploma' studies.

Anonymous (2007), reported that 45.87 per cent adolescents would have liked to focus on their education and aspired for 'higher education'.

2.4.3 Job aspirations

Ingle *et al.* (1999), reported that majority (82.86 per cent) of the respondents aspired for 'government and other services'.

Waman *et al.* (2000), reported that 50.00 per cent of the respondents aspired for 'gazetted service' through 'M.P.S.C'. and 6.67 per cent respondents aspired 'to become Professor in Agricultural Universities'.

Saini and Singh (2001), concluded that majority (90.00 per cent) of the respondents aspired for 'government services' and 0.50 per cent aspired for 'private services'.

Rashmi Surve (2005) found that less than one-third (30.95 per cent) of the respondents aspired 'to secure job in educational department'.

2.4.4 Self-employment aspirations

Ingle *et al.* (1999), found that 11.43 per cent of the respondents aspired for 'farming' as self-employment.

Saini and Singh (2001), found that only 9.50 per cent of the respondents aspired for 'self-employment'.

Rashmi Surve (2005), reported that more than one-third (34.15 pr cent) of the respondents had aspired for self-employment, out of which 50.00 per cent of the respondents aspired for 'fishing' as self-employment.

2.4.5 Professional aspirations

Chaddha (1989) while studying some psychological and social factors as related to vocational aspirations of rural and urban high school children,

observed that urban boys aspired for 'engineer' (40.00 per cent), whereas, the rural subjects to 'teaching and welfare' (40.00 per cent) and 'engineer' (36.00 per cent).

Hemalatha Natesan and Geetha (1990), in their study on vocational preferences of adolescents, revealed that vocation of 'doctor' was preferred most by less than one-fifth (18.00 per cent), followed by 'agriculturist' (10.00 per cent) and 'scientist' (6.00 per cent).

Manisha Iswalkar (2001), found that little more than one fourth (25.78 per cent) of the girl students aspired 'to become a well-known administrator', followed by equal number of students who aspired 'to become a well-known agricultural scientist' (24.74 per cent) and 'to become a successful businessman' (24.74 per cent). The other professional aspirations of the girl students were 'to become an innovative farmer' (16.49 per cent) and 'to become a well-known academician' (2.06 per cent).

Rashmi Surve (2005), in her study found that one-third (33.33 per cent) of the students were aspiring 'to be an engineer', while 25.00 per cent wanted 'to become a lawyer', followed by 16.67 per cent each of the students aspiring 'to be a doctor' and 'contractor'. Only 8.33 per cent of the students aspired to be a 'consultant'.

2.4.6 Economic aspirations

Anonymous (2000), in the Week-Mode opinion poll conducted by T. N. Sofers Mode- an international market research agency revealed that, the most youngsters (64.00 per cent) wanted a starting salary above 'Rs. 5,000/- while 36.00 per cent wanted a salary below 'Rs. 5,000/-'.

Masal (1992), indicated that majority (76.00 per cent) of the respondents aspired 'to earn money', while 22.50 per cent desired to 'support the family financially'.

Ingle *et al.* (1999), observed that 42.85 per cent respondents aspired for raising standard of living. However, 57.15 per cent were unable to mention any aspiration.

Manisha Iswalkar (2001), observed that more than one-third (34.26 per cent) of the girl students aspired 'to earn income of Rs. 10,001/- to Rs. 15,000/-' per month, while nearly one-fourth (24.07 per cent) aspired 'to earn more than Rs. 20,000/-' per month. To earn income of 'Rs. 15,001/- to Rs. 20,000/-' per month and to earn income of 'Rs. 5,001/- to Rs. 10,000/-' per month were the aspirations of 23.15 per cent and 18.51 per cent girl students, respectively.

Rashmi Surve (2005), in her study observed that maximum number (47.66 per cent) of the students aspired 'to earn Rs. 5,001/- to Rs. 10,000/-', nearly one-fifth (19.51 per cent) aspired 'to earn Rs. 10,001/- to Rs.20,000/-' whereas, 18.29 per cent students aspired 'to earn Rs. 3,001/- to Rs. 5,000/-',while 7.32 per cent aspired 'to earn more than Rs. 20,000/-'. To earn 'Rs. 2,001/- to Rs. 3,000/-' and 'to earn up to Rs. 2,000/-' were the aspirations of 4.88 per cent and 2.44 per cent of the students, respectively.

2.4.7 Social aspirations

Ingle *et al.* (1999), revealed that 37.15 per cent respondents aspired 'to provide agricultural knowledge to rural people', and 22.85 per cent respondents aspired 'to serve rural community'.

Warawadekar (1999) observed that the agricultural students aspired 'to develop own caste' (59.77 per cent), 'to work for development of farmers' (18.40 per cent) and 'to work for development of village' (16.09 per cent). In case of non-agricultural students, 33.80 per cent students aspired 'to develop own caste', followed by 'to work for development of farmers' (26.77 per cent), 'to get social prestige at village level' (25.35 per cent) and 'to work for development of village' (14.08 per cent).

Rashmi Surve (2005), found that nine out of every ten (89.02 pr cent) of the students were aspiring 'to develop own family', followed by 'to work

for development of village' (70.73 per cent), 'to become an ideal human being' (67.07 per cent), 'to secure prestigious position' (57.32 per cent), 'to develop own caste and community' (42.68 per cent), 'to work for establishing fishermen's co-operative society' (41.46 per cent), 'to become a leader of fishermen community' (39.02 per cent), while 19.51 per cent wanted 'to be an ideal husband or wife'.

Anonymous (2007), reported that 27.19 per cent of adolescents were agree with the statement that 'growing nuclear family is an evil to the society', 54.39 per cent were in favour of 'banning alcohol', while 48.25 per cent of the adolescents were strongly agree with 'professional degree is necessary for better career'.

2.5 Personal and socio-economic factors influencing the aspiration of the teenagers

2.5.1 Age and aspirations

Reddy *et al.* (1987), in their study entitled, 'association of personal, social and situational factors with interest and activities of rural youths' found that age of the rural youths had positive correlation with interest and activities. Increase in age increased the preference of interest and activities.

Masal (1992), found that there was a negative and non- significant relationship between age and aspirations.

Sudha Chhikara *et al.* (1997), in their study on work preference of the girl child, found significant relationship between age and work preference of the girl child.

2.5.2 Family education status and aspirations

Tolor and Murphy (1975), from their study on occupational preferences of college students, report that the correlation between academic major and occupational preferences are non significant.

Manisha Iswalkar (2001), found a non-significant relationship between family education status and aspiration of girl students.

Saini and Singh (2001), in their study on correlates of vocational aspirations of rural youth, found a significant relationship between family education status and aspiration at 5.00 per cent level of probability.

Shigwan (2002), observed significant relationship between family education status and aspirations.

Rashmi Surve (2005), found a positive and significant relationship between family education status and aspiration of the students.

2.5.3 Gender and aspirations

Mau and Bikos (2000), in their study on educational and vocational aspirations of minority and female students: a longitudinal study, found significant relationship between gender and aspirations.

Rashmi Surve (2005), in her study found a positive and non-significant relationship between gender and aspirations.

2.5.4 Size of family and aspirations

Masal (1992), found a negative and non-significant relationship between size of family and aspiration of the youths.

Saini and Singh (2001), reported a non-significant relationship between size of family and aspirations.

Rashmi Surve (2005), found negative and significant relationship between size of family and aspiration of the students.

2.5.5 Type of family

Masal (1992), found a non-significant relationship between size of family and aspirations.

Sudha Chhikara *et al.* (1997), reported that there was a significant association between type of family and work preference of girl child.

More (2000), concluded that there was a non-significant relationship between type of family and aspirations.

Saini and Singh (2001), found a non-significant relationship between type of family and aspirations.

Rashmi Surve (2005), reported a positive and non-significant relationship between type of family and aspirations.

2.5.6 Land holding and aspirations

Reddy *et al.* (1987), found that farm size of rural youths had positive correlation with interest and activities.

Masal (1992), reported a negative and non-significant relationship between land holding and aspirations.

2.5.7 Major family occupation and aspirations

Masal (1992), reported a positive and non-significant relationship between major family occupation and aspirations.

Sudha Chhikara *et al.* (1997), found a significant relationship between major family occupation and aspirations.

Manisha Iswalkar (2001), found a non-significant relationship between major family occupation and aspirations.

Shigwan (2002), reported a non-significant relationship between major family occupation and aspirations.

Rashmi Surve (2005), observed a non-significant relationship between major family occupation and aspirations.

2.5.8 Mass media exposure and aspirations

Reddy *et al.* (1987), noticed that mass media exposure had positive correlation with interest and activities.

Masal (1992), found that mass media exposure had positive and significant relation with aspirations.

Anonymous (2007), reported a significant relation between mass media exposure and aspirations.

2.5 Perceived problem of tribal teenagers in fulfilling their aspirations

Chandra (1990), in his study on instructional communication and modernity in the tribal world: a study among the tribes of Nilgiries, found that educational facilities in the Nilgiries were inadequate and the tribals were the least educated due to inaccessibility of schools.

Seetaram (1990), in his study planned manpower development to imbue rural youth, found that unemployment and underdevelopment were the major problems facing rural youth. Other problems like inadequate facilities, lack of opportunity for development, particularly in rural areas of the country, were also the important problems reported by him.

Swamy and Jayaramaiah (1990), in their study, constraints in developing rural youth for agricultural production, found the constraints namely, lack of clear-cut national policy regarding rural youth development programme particularly, in relation to agriculture sector; inadequate staff for implementing the farm youth programme at village level; youth development does not form regular part of agricultural extension education; lack of financial problems in the development block budget to cater the needs of farm youth; majority of agriculture and veterinary institutions of the country have not been regularly involved in youth development programme, the educational type of programme launched for rural youth by different organizations are not designed to meet the needs of specific age group; the voluntary organizations / institutions engaged in rural youths service are not self-sufficient; policies and

factions lack of involvement of parents and voluntary leaders in club work.

Masal (1992), found that 'increasing unemployment condition' (35.00 per cent), 'lack of sufficient capital' (30.50 per cent), 'dominance of nepotism' (30.50 per cent), 'lack of sufficient employment opportunities due to zero budget policy of the government' (14.50 pr cent) and 'incomplete education' (13.50 per cent) were the major constraints faced by the respondents.

Anonymous (1997a), reported that in most of the cases, there was an overlap between family and peer influences and that was the reason why most of the adolescents were confused about their decision and often failed to conclude.

Anonymous (1997b), found that financial burden had a harmful effect on the schooling of the girls.

Sreedevi and Rajyalakshmi (1998), reported that older children were required by the families for income generating activities, while girls were kept at home to look after their younger siblings and to assist in household chores. This, in turn, reflected the low socio-economic condition of the tribal population.

Pandey (2001), in his study, 'Koles of Uttar Pradesh: struggling for the survival', reported that the main constraint in the community was less number of girls having attended schools, because of parental poverty and non-supportive parental attitude towards female education.

Kukanur and Saroja (2003), reported that 'poverty' (29.00 per cent), 'sibling care' (11.50 per cent), 'mother is the only earning member in the family' (11.50 per cent), 'death of one parent' (9.62 per cent), 'disliked going to school' (9.62 per cent), 'domestic work' (3.85 per cent), 'marriage' (3.85 per cent) and 'poor academic performance' (1.92 per cent) were the major constraints faced by the respondents.

Kukreti and Saxena (2004), focused that the parents needed their children for household activities, the drinking habit of some of the parents also created acute financial burden on the family.

Pathania *et al.* (2005), in their study on problems faced by the tribal students in education, found that female adolescents were generally involved in domestic work and looking after younger siblings, while male adolescents were either involved in home or outside home activities. There was lack of parents' positive attitude towards their children's education.

Anonymous (2007), found that lack of accessible middle schools in rural areas, unimaginative curricula, dysfunctional schools, disinterested teachers, early entry into the work force due to economic reasons, social attitudes and expectations, burden of sibling care, early assumption of domestic responsibilities, physical and sexual insecurity, early marriages, distance from schools, were the major problems faced by the adolescents.

CHAPTER III

METHODOLOGY

The purpose of research is to obtain the facts and interpret them appropriately. For this, systematic approach with due consideration to the principles of research and follow up of suitable methodology is essential. The material and method used in the present investigation are described in this chapter in the following order.

3.1 Area of study.

3.2 Sampling procedure.

3.3 Aspects of study.

3.4 Measurement of variables.

3.5 Tools and techniques of data collection.

3.6 Statistical analysis.

3.7 Operational definitions.

3.1 Area of study

Thane district of Maharashtra has the largest tribal population in the Konkan region. This study was conducted in Palghar and Dahanu tahsils, as these tahsils have been declared as tribal blocks. Communication is mainly facilitated by roads and to some extent by railway.

3.1.1 Location

Thane district forms a part of north Konkan region, which lies between the Sahyadri hills in the east and Arabian sea in the west. It has a coastline of about 112 km. The district lies between $72^{0}45'$ and $73^{0}48'$ east longitude and $18^{0}42'$ and $20^{0}20'$ north latitude. Its east west spread is 101 km and the North-South length is about 140 km.

3.1.2 Boundaries

The district has a triangular shape. Pune and Ahmadnagar district lie on the East, Nashik district on its East and Northeast, Gujrat and Centrally administered area of Dadara and Nagar Haveli on the North, Arabian sea on the west boundaries, while Greater Mumbai and Raigad district lie on the South.

3.1.3 Topography

On the basis of topography, the North Konkan region is divided in to three parts as:

1. The eastern portion having Sahyadri ranges which comprise mainly forest area.
2. The central region covering mainly paddy area.
3. Western part of coastal area and adjoining area of coastal region, where horticultural plantation, fodder production and vegetable cultivation is being practiced.

3.1.4 Rivers

The major rivers flowing through Thane district are Vaitarna and Ulhas. The rivers Lohari, Pinjal, Deherja, Surya and Tansa are the tributaries of the river Vaitarna, which originate in the hills of Trimbak in Nashik district and flows through Shahapur, Wada and Palghar tahasils of the district. The river Ulhas rips in the Sahyadri hills. Its important tributaries are Barvi, Kaku and Bhatsa.

3.1.5 Soils

Soil constitutes the physical basis of an agricultural enterprise and plays a very vital role in the agricultural economy of the region. The soils of Thane district are conveniently divided into three categories namely,

1) Black soil containing sand (Vertisole): This soil is observed in Dahanu, Vasai and Palghar tahsils. These soils are fertile and suitable for paddy, vegetable, flowers and fruit cultivation.

2) Red soil (Lentisole): It is found in eastern region mostly on the slopes of Mokhada and Talasari tahsils. On these soils, Nagli and Vari are cultivated.
3) Brownish red soils: This type of soil is mostly observed in the patches of valley lying between the coastal plain and the hilly slops of Bhivandi, Kalyan and Shahapur tahsils, which is suitable for paddy and watermelon cultivation.

3.1.6 Climate

Climatic conditions in the district are strongly influenced by its geographical conditions. It is distinctly different on the coastal strip where it is very humid and warm. On the other hand, the climate on the eastern slopes and the plains at the foot of slopes is comparatively less humid.

3.1.7 Rainfall and temperature

Rainfall is most dominant single weather parameter that influences plant growth and crop production because of its uncertainty and variable nature. The district gets assured rainfall of 2000-3000 mm, from the Southwest monsoon during the months of June to September. Generally, the highest rainfall is recorded in the month of July. It is less towards the North than South.

The humidity of the district ranges from 50 to 80 per cent throughout the year. On an average, the temperature ranges from 16.9^{o} to 33.7^{o} centigrade.

3.1.8 Area and population

The total geographical area of the district is 9558 sq. km. The population of the district as per the census 2001 was 81, 31,849. The rural population was 22, 29,752 (27.42 per cent) and that of urban was 59, 02,096 (72.58 per cent). The density of the population per sq. km. was 851. The sex

ratio (male to female) was 858. The population of workers was 31, 79,981. Amongst these workers, 12.22 per cent were agricultural workers.

3.1.9 Ethnographic setting

Brief information about tribal communities in the district is given below:

3.1.9.1 Warli

The 'Warlis' in the Northeast part of the Thane district are originally 'Varles' or 'up-lenders'. They live in 'padas'. Their main profession is agriculture, but many of them work as labourers in a nearby forest and with the local conditions.

3.1.9.2 Thakur

The tribe lives in or nearby forest, but always choose a leveled plot for their 'hamlet' or 'pada'. They grow 'Nagli' and 'Vari' crops on hill slopes.

3.1.9.3 Malhar Koli

This tribe is so called because its members worship God 'Malhar'. They live in small settlements in the forest and their hereditary occupation is agriculture.

3.1.9.4 Kokana

This is a primitive tribe and resembles the 'Warlis'. Their name indicates that they are native of Konkan region and most of them are cultivators and labourers.

3.1.9.5 Katkari

This is a nomadic schedule tribe and also known as 'Kathodi'. Most of them are engaged as woodcutters or charcoal makers. The land holding of 'Katkari' are very small and their lands are situated on the hill slopes and hence, rocky and infertile.

3.1.10 Demographic setting

There are fourteen tahsils in Thane district. The total population of Thane district according to census 2001, was 81,31,849 and tribal population was 11,99,000 that was 14.75 per cent of the total population. Tribal population in Palghar and Dahanu tahsils was 1,40,732 (30.95 per cent) and 2,15,162 (64.84 per cent), respectively of total population in respective tahsils.

3.1.11 Educational facilities

In Thane district, according to the socio-economic survey 2006-07, there are total 4,497 primary schools, 1,504 high schools, 78 colleges

and 17 Industrial Training Institutes (ITI). In rural area, there are 73 Ashram schools.

3.1.12 Land utilization

The total geographical area of the district is 9,34,000 hectare of which, more than one-third (35.38 per cent) of the area is under forest. Uncultivable land constitutes 2.61 per cent of the total geographical area, while the proportion of land for regular cattle feeding is 4.92 per cent.

3.1.13 Cropping pattern

The percentage of area under cereals to gross cropped area was 44.30 per cent, while the area under pulses was only 5.39 per cent. Thus, the total area under food grains (cereals and pulses) was 49.69 per cent. The total food crops occupy an area of 90.67 per cent, while the remaining 1.33 per cent area was under non-food crops. Area under fruits and vegetables was 4.81 per cent whereas, forage crops had 43.36 per cent area. Among cereals, paddy occupied largest area (47.97 per cent) of the gross cropped area. Thus, it can be concluded that, cereals dominate the cropping pattern of the district.

3.1.14 Irrigation

The gross cropped area of Thane district is 3,63,191 hectares, in which the proportion of the area irrigated by wells and other sources was 5.29 per

cent. The maximum proportion of the gross irrigated area is under vegetables (57.70 per cent) and pulses (11.38 per cent).

3.1.15 Livestock

Livestock is an integral part of agriculture and consists of cattles, buffaloes, sheeps, goats, pigs and poultry. Together, they contribute to a considerable extent, to the agricultural economy. As per 2003 livestock census, the livestock population in Thane district was 31,10,808.

In the total livestock population of Thane district, cattle, buffalo, sheep and goat species form 51.85 per cent, 22.57 per cent, 0.10per cent and 24.45 per cent, respectively. The total population of poultry birds was 2,165,219.

3.1.16 Fisheries

Thane is one of the marine districts of the state. The marine fishing is practised all over the coastline of 112 km. The total fish production in 2006-2007 was 1,11,247 metric tons. The fishing trade has flourished in the district, as there is always demand for fish at Mumbai market. Fishing trade is increasing gradually and still has a vast potential.

3.1.17 Co-operative societies

A co-operative sector covers various aspects of agricultural needs such as extension of agricultural credit and provision of agricultural inputs through co-operative societies. At the end of 31st March 2007, there were in

all 23,009 co-operative societies. Out of these, 162 (0.70 per cent) were milk co-operatives; credit co-operatives were 1808 (7.86 per cent). Of the credit co-operatives, 414 (1.80 per cent) were agriculture credit co-operatives. In all, there were 63 (0.31 pet cent) forest worker co-operative societies, fisherman's co-operative societies 121 (0.59 per cent) and other 1227 (5.33 per cent) co-operative societies.

3.1.18 Transport and communication

The total road length and length of railway route in the year 2007 was 12932 km. and 286.04 km., respectively. The total major national highways *viz*., Mumbai-Agra, Mumbai-Ahmedabad and Mumbai-Pune- Bangalore of 226 km. in length run through the district. They serve as an important means of transport and communication.

3.2 Sampling procedure

Sampling is a method of selecting a fraction of population in such a way that the selected sample represents the population.

3.2.1 Selection of tahsils

The Thane district consists fourteen tahsils. Out of these, two tahsils namely, Palghar and Dahanu were selected on the basis of maximum number of tribal population.

3.2.2 Selection of villages

The list of villages from each selected tahsil were obtained from Tribal Welfare Department, Thane. Five villages from each tahsil, having Ashram school upto secondary level, were selected randomly. In all, ten villages from the district were identified for the present investigation. The list of selected villages is given in Appendix – I.

3.2.3 Selection of the respondents

A village-wise list of school going and school dropout children between 13 to 19 years was prepared in consultation with Ashram schools. Accordingly, from the list, ten

school going and ten school dropout teenagers from each village were selected, to form a sample of 200 teenagers.

3.3 Aspects of study

The study was mainly designed to know the aspiration of school going and school dropout tribal teenagers. An effort was also made to understand the educational, service, self-employment, social and economic aspirations of the teenagers. The study also indented to know the socio-economic profile of the teenagers and perceived problems in fulfilling their aspirations.

3.4 Measurement of variables

The methods and techniques used for measuring the dependent and independent variables are explained in this part.

3.4.1 Dependent variable

'Aspiration of school going and school dropout tribal teenagers', was the dependent variable in the present study. Intodia *et al.* (1993) defined aspiration as, 'ambitions of an individual, in educational usage usually seen as academic, social or occupations and concerned with performance, prestige and status'. According to them, aspiration level is the standard of achievement that a pupil sets for himself/herself.

In the present study, aspiration was operationally defined as, 'the standard of achievement set by a tribal teenager with regard to education, service, self-employment, social status and economic level.

For measuring the aspiration level of the teenagers with respect to the concerned major areas, the procedure followed by Rashmi Surve (2005) was adopted with some modifications. The scoring procedure followed for measuring the aspirations was as follows.

Sl. No.	A. Educational aspirations	Score
1.	To complete higher secondary education	1
2.	To complete small certificate courses	2
3.	To complete diploma studies	3
4.	To complete graduate studies	4
5.	To complete post graduate studies	5
	Place of education	
1.	At taluka level	1
2.	At district level	2
3.	At other district in the State	3
4.	Any other state in country	4
5.	Abroad.	5
	B. Employment aspirations	
1.	Service	3
2.	Professional	2
3.	Self-employment	1
	C. Job aspirations	
1.	Administrative position in Government Department	8
2.	Administrative position in Department of Fisheries	7
3.	Job in Education Department	6
4.	Job in private organization	5
5.	Job in Nationalized Banks	4
6.	Job in Panchayat Raj Institutions	1

7.	Job in co-operative sector	2
8.	Job in defence services	3
Sl. No.	**D. Professional aspirations**	**Score**
1.	Lawyer	2
2.	Doctor	2
3.	Engineer	2
4.	Consultant	1
5.	Contractor	1
	E. Self-employment aspirations	
1.	Farming	5
	a) Cereal crops	1
	b) Vegetable crops	2
	c) Rainfed horticultural crops	3
	d) Irrigated fruit crops	4
2.	Fishing	1
3.	Fish processing	3
4.	Selling of fish	2
5.	Selling of fishing material	4
6.	Fruit processing	6
7.	Fruit / ornamental plants nursery	7
8.	Mushroom production	1
9.	Poultry	2
10.	Dairy	3
11.	Trading	5
	Level / Scale	

1.	Large scale	3
2.	Medium scale	2
3.	Small scale	1
	F. Economic aspirations	
1.	Up to Rs. 2,000/- per month	1
2.	Rs. 2,001/- to Rs. 5,000/-	2
3.	Rs. 5,001/- to Rs. 10,000/-	3
4.	Rs. 10,001/- to Rs. 20,000/-	4
5.	Rs. 20,001/- and above	5
	G. Social aspirations	
1.	To develop own family	1
2.	To become ideal husband / wife	1
3.	To have good behavior with society	1
4.	To protect our country	1
5.	To become ideal human being	2
6.	To secure prestigious position in the society	2
7.	To work for development of village	4
8.	To work for establishing farmer's co-operatives	5

The cumulative aspiration score of each teenager was calculated, and then they were grouped into three categories by using mean and standard deviation.

Sl. No.	Category	Aspiration level (score)
1.	**Low**	**Up to 14**
2.	**Medium**	**15 to 25**
3.	**High**	**26 and above**

3.4.2 Independent variables

The personal and socio-economic characteristics of the teenager were treated as independent variables. These independent variables were age, family education status, gender, size of family, type of family, land holding, major family occupation and mass media exposure. The operational definitions and measurement procedure adopted to measure these variables are explained below.

3.4.2.1 Age

On the basis of age of teenagers, they were categorized into three groups and measured accordingly.

Sl. No.	Category	Age (years)
1.	**Low**	**13 to 14**
2.	**Medium**	**15 to 17**
3.	**High**	**18 and above**

3.4.2.2 Family education status

It refers to the educational status of all the members of a family in the eligible age group for formal education that is excluding the teenager below 6 years of age. The years of schooling of eligible family member considering educational was scored standard completed by respective member. The total score thus obtained was divided by the number of eligible family members to get family education status score. The average score for education of family indicates the overall family education status of the teenager. This variable was measured by following the procedure adopted by Shigwan (2002). Accordingly, the respondents were grouped

into three categories considering the mean and standard deviation (mean ± S.D.)

Sl. No.	Category	Family education status (Score)
1.	**Low**	**Up to 5**
2.	**Medium**	**6 to 8**
3.	**High**	**9 and above**

3.4.2.3 Gender

On the basis of gender of the respondents, they were categorized into two groups and measured by following the procedure adopted by Warawadekar (1999).

Sl. No.	Category	Gender (score)
1.	**Male**	**2**
2.	**Female**	**1**

3.4.2.4 Size of family

Size of family suggested the total number of members living together in the family of the teenager under a common roof. For measuring this, procedure followed by Shigwan (2002) was used. On the basis of total number of family members, the teenagers were grouped into three categories as given below.

Sl. No.	**Category**	**Family size (Members)**
1.	**Small**	**Up to 4**
2.	**Medium**	**5 to 6**
3.	**Big**	**7 and above**

3.4.2.5 Type of family

Taking into consideration the relationship of the family members, the families of the teenager were categorized into two groups, namely nuclear family and joint family.

Nuclear family means the family, which consists a married couple with unmarried children or a married couple without children.

Joint family means the family that consists two or several related individual families in one household, living together under one roof and have a common kitchen and who hold property in common.

Sl. No.	Category	Type of family (score)
1.	**Joint**	**1**
2.	**Nuclear**	**2**

3.4.2.6 Land holding

Land holding means the total land owned by the teenager's family in hectare. On the basis of land holding, the teenager's were grouped into four categories.

Sl. No.	Category	Land holding (ha.)
1.	**Landless**	**0.00**
2.	**Marginal**	**Up to 1.00**
3.	**Small**	**1.01 to 2.00**
4.	**Semi-medium**	**2.01 to 4.00**

3.4.2.7 Major family occupation

Major family occupation was that occupation, from which the teenager's family derived maximum share of annual income. This variable was measured by following the procedure adopted by Shigwan (2002). The teenagers were grouped and scored as follows.

Sl. No.	Category	Major family occupation (Score)
1.	**Labour**	**1**
2.	**Fishing**	**1**
3.	**Dairy**	**2**
4.	**Poultry**	**3**
5.	**Business**	**4**
6.	**Farming**	**5**
7.	**Service**	**6**

3.4.2.8 Mass media exposure

Mass media exposure means the proportion at which the teenagers make use of mass media like newspaper, radio, television, farm magazine and internet etc. It was measured by giving the score for respective frequency as '1 for no', '2 for sometimes' and '3 for always', by using the procedure followed by Biradar (1992).

Sl. No.	Category	Mass media exposure (Score)
1.	**Low**	**Up to 14**
2.	**Medium**	**15 to 25**
3.	**High**	**26 and above**

3.5 Tools and techniques of data collection

The methods used and procedures followed for collection of data are described in this part.

3.5.1 Construction of interview schedule and pre-testing

An interview schedule was prepared in *Marathi,* so as to collect information in the line with the objectives of the study. While preparing

the schedule, attention was given to make the questions simple, self-explanatory with clarity, so that the respondents could understand the same and give the responses more accurately. The schedule was pre-tested at Ashram school, Asond in Dapoli tahsil of Ratnagiri district. This was considered necessary so that interview the schedule would hold good while interviewing sample population of the teenagers. Necessary modifications were made in the schedule on the basis of observations made during the pre testing. (Appendix - II)

3.5.2 Collection of data

Data were collected by personally interviewing the teenagers. The teenagers were contacted at the schools and homes at their leisure time. In the beginning, the researcher introduced and explained the purpose of his study, so as to remove all doubts and suspicion about the interviewer and to get free and frank responses from the teenagers. Then information given by the respondent teenager was filled in by the researcher in the schedule. Wherever necessary, questions were explained to teenagers to ensure proper understanding. This helped in securing proper responses from them.

3.6 Statistical analysis

The data collected from the teenagers were processed and tabulated in primary and secondary tables. Percentages were worked out, wherever needed and established parameters like mean, range and standard deviation were used as per the need of the aspect under study.

3.6.1 't' test:

$$t = \frac{M_1 - M_2}{S} \times \sqrt{\frac{N_1 N_2}{N_1 + N_2}}$$

Whereas,

M_1 and M_2 = The means based on the independent size of N_1 and N_2.

S = Pooled S. D.

$$S = \sqrt{\frac{(N_1-1) \times V_1 + (N_2 - 1) \times V_2}{N_1 + N_2 - 2}}$$

Where,

N_1 and N_2 = number of observations for two groups.

V_1 and V_2 = variances with (N_1-1) and (N_2-1) d. f.

3.6.2 Pearson's correlation coefficient (r)

Correlation coefficient was calculated to determine the nature of relationship between personal and socio-economic characteristics and aspirations of the respondents by using the following formula.

$$r = \frac{\sum XY - (\sum X)(\sum Y) / n}{\sqrt{\quad\quad}}$$

Where,

r = correlation coefficient

X= independent variable

Y= dependent variable

n = number of observations

3.6.1 Research design

Exploratory survey design was used in the present investigation for knowing the aspiration of teenagers from tribal area and

interrelationship of social and psychological characteristics of tribal teenagers with aspirations.

3.6.2 Statement of hypothesis

It was hypothesized that the personal and socio-economic characteristics of school going and school dropout tribal teenagers would be significantly associated with their aspirations.

3.7 Operational definitions

3.7.1 Aspiration: **The standard of achievement set by the school going and school dropout teenagers with regard to education, job, self-employment, economic status, profession and social status.**

3.7.2 Tribal teenager: **An individual belonging to Scheduled Tribe category in the age group between 13 to 19 years.**

3.7.3 Educational aspirations: **It means orientation of school going and school dropout teenagers towards higher education, completing short-term courses and diploma and certificate courses.**

3.7.4 Job aspirations: **It refers to choice of an individual teenager for the job after completing studies.**

3.7.5 Self-employment aspirations: **It is the choice of an individual teenager for starting independent business, developing own business to get self-employment.**

3.7.6 Economic aspirations: **It refers to the level of standard of achievement set by an individual teenager in terms of monthly income he/she would like to earn after completing the studies.**

3.7.7 Professional aspirations: **It is a desire of an individual teenager for becoming professional.**

3.7.8 Social aspirations: **It refers to the desire of a teenager to secure better position through service for the society.**

CHAPTER IV

RESULTS AND DISCUSSION

The findings of the present research are presented and discussed in this chapter in the following sequence.

4.1 **Socio-economic profile of the school going and school dropout tribal teenagers.**

4.2 Aspiration of school going and school dropout tribal teenagers.

4.3 Personal and socio-economic factors influencing the aspiration of the school going and school dropout tribal teenagers.

4.4 Perceived problem of the school going and school dropout tribal teenagers.

4.1 Socio-economic profile of the school going and school dropout tribal teenagers

The information pertaining to the personal and socio-economic characteristic of the school going and school dropout tribal teenagers is presented and discussed hereunder.

4.1.1 Age

The classification of the tribal teenagers according to their age is given in Table 1.

Table 1 : Distribution of the tribal teenagers according to their age

Sl. No.	Age (years)	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Low (13 to 14)	38 (38.00)	9 (9.00)	**47 (23.50)**
2.	Medium (15 to 17)	53 (53.00)	56 (56.00)	**109 (54.50)**
3.	High (18 and above)	9 (9.00)	35 (35.00)	**44 (22.00)**
	Total	**100 (100.00)**	**100 (100.00)**	**200 (100.00)**
	Average	**15.15**	**16.72**	**15.93**
't' cal: 7.06*				

* Significant at 0.05 level.

(Figures in the parentheses indicate percentages)

It is seen from Table 1 that 53.00 per cent school going tribal teenagers and 56.00 per cent school dropout tribal teenagers had their age between '15 to 17' years while, 38.00 per cent of school going tribal teenagers had age '13 to 14' years and 35.00 per cent of the school dropout tribal teenagers had their age '18 and above' years of age. The average of the tribal and non-tribal teenagers was 15 and 17 years, respectively.

It is seen from 't' calculated that there was significant difference between age of school going and school dropout tribal teenagers. The school dropout teenagers were elder than school going tribal teenagers.

The findings of the present study are similar to those of Ingale *et al.* (1996) and Anwar *et al.* (1997).

4.1.2 Family education status

The information pertaining to family education status of the tribal teenagers is presented in Table 2.

Table 2 : Distribution of the tribal teenagers according to their family education status.

Sl. No.	Family education status (score)	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Low (Up to 5)	16 (16.00)	23 (23.00)	**39 (19.50)**
2.	Medium (6 to 8)	66 (66.00)	70 (70.00)	**136 (68.00)**
3.	High (9 and above)	18 (18.00)	7 (7.00)	**25 (12.50)**
	Total	**100 (100.00)**	**100 (100.00)**	**200 (100.00)**
	Average	**6.99**	**6.20**	**6.59**
't' cal: 3.37*				

* Significant at 0.05 level.

(Figures in the parentheses indicate percentages)

The data presented in Table 2 reveal that, 66.00 per cent school going tribal teenagers and 70.00 per cent of the school dropout tribal teenagers had 'medium' family education status. But, 18.00 per cent of the school

going tribal teenagers had 'high' family education status as compared to school dropout tribal teenagers (7.00 per cent). On an average, the family education status score of the school going and school dropout teenagers' families was 6.99 and 6.20, respectively.

It is seen from 't' calculated that there was significant difference in the family education status of the tribal teenagers from both the categories. The families of school going tribal teenagers had high family education status as compared to families of school dropout tribal teenagers. This might be either because of difference in the education of their parents and other elder members in the families.

The findings of the present study are similar to those of More (2000) and Rashmi Surve (2005). However, those are not in line with the findings of Anwar *et al.* (1997).

4.1.3 Gender

The classification of the tribal teenagers according to their gender is given in Table 3.

Table 3 : Distribution of the tribal teenagers according to their gender

Sl. No.	Gender	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Male	68 (68.00)	78 (78.00)	**146 (73.00)**
2.	Female	32 (32.00)	22 (22.00)	**54 (27.00)**
	Total	**100**	**100**	**200**

		(100.00)	**(100.00)**	**(100.00)**
	Average (score)	**1.68**	**1.78**	**1.73**
't' cal: 1.59 N.S.				

N.S. – Non-significant.

(Figures in the parentheses indicate percentages)

It is observed from Table 3 that majority of the school going tribal teenagers (68.00 per cent) and school dropout tribal teenagers (78.00 per cent) tribal teenagers were 'male', while the percentage of 'female' was 32.00 per cent in case of school going tribal teenagers and 22.00 per cent in case of school dropout teenager.

It is seen from 't' calculated that there was no significant difference between gender of the school going and school dropout tribal teenagers. The findings indicated that due to different socio-economic or family factors, the percentage of female might have been less in tribal area.

The findings of the study are similar to those of Awasthi *et al.* (1991). The findings are dissimilar with the findings of Gawda *et al.* (1991).

4.1.4 Size of family

Data pertaining to size of family of the tribal teenagers are presented in Table 4.

Table 4 : Distribution of the tribal teenagers according to their size of family

Sl. No.	**Size of family (number)**	**Tribal teenagers**		
		School going (n=100)	**School dropout (n=100)**	**Overall (N=200)**
1.	Low (Up to 4)	22 (22.00)	18 (18.00)	**40 (20.00)**

2.	Medium (5 to 6)	57 (57.00)	64 (64.00)	**121** **(60.50)**
3.	High (7 and above)	21 (21.00)	18 (18.00)	**39** **(19.50)**
	Total	**100** **(100.00)**	**100** **(100.00)**	**200** **(100.00)**
	Average	**5.58**	**5.64**	**5.61**
't' cal: 0.27 N.S.				

N.S. – Non-significant.

(Figures in the parentheses indicate percentages)

The data from Table 4 indicate that family size of the school going tribal teenagers (57.00 per cent) and school dropout (64.00 per cent) tribal teenagers was 'medium'. More than one fifth (22.00 per cent) of the school going and 18.00 per cent of the school dropout tribal teenagers had 'small' family size. On the other hand, 21.00 per cent school going and 18.00 per cent of school dropout tribal teenagers had 'large' family size. The average number of family members in the families of school going and school dropout tribal teenagers was 5.58 and 5.64, respectively.

It is seen from 't' calculated that there was no significant difference between family size of the tribal teenagers. This result focused that the families of the tribal teenagers were medium in size, possibly because the tribals have nuclear families.

The findings of the present study are somewhat similar with the findings of Sangita Sonawane (1997) and Rashmi Surve (2005).

4.1.5 Type of family

The data regarding type of family of the tribal teenagers are depicted in Table 5.

Table 5 : Distribution of the tribal teenagers on the basis of type of family

Sl. No.	Type of Family	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Joint	23 (23.00)	12 (12.00)	**35 (17.50)**
2.	Nuclear	77 (77.00)	88 (88.00)	**165 (82.50)**
	Total	**100 (100.00)**	**100 (100.00)**	**200 (100.00)**
	Average (score)	**1.77**	**1.88**	**1.82**
't' cal: 2.05*				

* Significant at 0.05 level.

(Figures in the parentheses indicate percentages)

It is clear from Table 5 that majority of the school going (77.00 per cent) and school dropout (88.00 per cent) tribal teenagers had 'nuclear' families, while 23.00 per cent of the school going and only 12.00 per cent of school dropout tribal teenagers had 'joint' families. The average score on this attribute was 1.77 for school going and 1.88 for school dropout teenagers.

It is seen from 't' calculated that, there was significant difference between type of family of the tribal teenagers. The results reveal that in tribal areas, the families tend to be nuclear because of their nature of work and migration in search of work. However, the families of school going

tribal teenagers tended to be joint type and those of school dropout tended to be nuclear.

The findings of the present study are similar with Masal (1992) and Kukanur and Saroja (2003). However, the findings of the present study are not in line with those of Rashmi Surve (2005).

4.1.6 Land holding

The observations regarding land holding of the tribal teenagers are presented in Table 6.

Table 6 : Distribution of the tribal teenagers according to their size of land holding

Sl. No.	Land holding (ha.)	Tribal teenagers (N=200)		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	**Landless**	9 (9.00)	8 (8.00)	**17 (8.50)**
2.	Marginal (1.00)	34 (34.00)	45 (45.00)	**79 (39.50)**
3.	Small (1.01 to 2.00)	56 (56.00)	46 (46.00)	**102 (51.00)**
4.	Semi-medium (2.01 to 4.00)	1 (1.00)	1 (1.00)	**2 (1.00)**
	Total	**100 (100.00)**	**100 (100.00)**	**200 (100.00)**
	Average	**1.11**	**1.01**	**1.06**
't' cal: -1.29 N.S.				

N.S. - Non-significant.

(Figures in the parentheses indicate percentages)

It is seen from Table 6 that, majority of the school going (56.00 per cent) and school dropout (46.00 per cent) tribal teenagers' family had 'small' land holding. The percentage of families of school going and school dropout tribal teenagers having 'marginal' land holding was 34.00 per cent and 45.00 per cent, respectively, while 9.00 per cent school going and 8.00 per cent school dropout tribal teenagers' families belonged to 'landless' category. The average size of land holding of the school going and school dropout tribal teenagers was 1.11 hectare and 1.01 hectare, respectively.

There was a no remarkable difference between size of land holding of the tribal teenagers from both the categories as indicated by non-significant 't' calculated. Thus, it is clear from the findings that the tribals had mainly small and marginal land holdings, which might have been affecting their socio-economic conditions.

The findings of the present study are somewhat similar with those of Anonymous (2000) and Anonymous (2007). However, those are dissimilar with that of Kukanur and Saroja (2003).

4.1.7 Major family occupation

The findings pertaining to the major family occupation of the tribal teenagers are presented in Table 7.

Table 7 : Distribution of the tribal teenagers on the basis of major family occupation

Sl. No.	Major family occupation	Tribal teenagers (N=200)		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Farming	64	66	**130**

		(64.00)	(66.00)	**(65.00)**
2.	Labour	22 (22.00)	21 (21.00)	**43** **(21.50)**
3.	Service	7 (7.00)	6 (6.00)	**13** **(6.50)**
4.	Business	6 (6.00)	6 (6.00)	**12** **(6.00)**
5.	Fishing	1 (1.00)	1 (1.00)	**2** **(1.00)**
	Total	**100** **(100.00)**	**100** **(100.00)**	**200** **(100.00)**
	Average (score)	**4.10**	**4.13**	**4.11**
't' cal: 0.12 N.S.				

N.S.- Non-significant.

(Figures in the parentheses indicate percentages)

It is observed from Table 7 that, majority of the school going (64.00 per cent) and school dropout (66.00 per cent) tribal teenagers had 'farming' as major family occupation. Less than one fourth (24.00 per cent) of the school going and 21.00 per cent of school dropout tribal teenagers had 'labour' as a major family occupation. 'Service' was the major family occupation of 7.00 per cent school going and 6.00 per cent school dropout tribal teenagers' families.

It is evident from 't' calculated that, there was no significant difference between major family occupation of the tribal teenagers from two categories. Thus, it is clearly noticed that maximum tribal teenagers' families had 'farming' as their main source of livelihood, followed by 'labour'. In tribal areas, due to lack of educational facilities or poor socio-

economic conditions most of the heads of the tribal families might have been forced to take up farming and labour as the source of livelihood.

The findings are consistent with the findings of Masal (1992) and Kukanur and Saroja (2003). However, the findings of the present study are not in conformity with the findings of Shigwan (2002) and Rashmi Surve (2005).

4 .1.8 Mass media exposure

The findings pertaining to mass media exposure of the tribal teenagers are presented in Table 8.

Table 8 : Distribution of the tribal teenagers according to their exposure to mass media

Sl. No.	Mass media exposure	Tribal teenagers		
		School going (n=100)	**School dropout (n=100)**	**Overall (N=200)**
1.	Low (Up to 3)	31 (31.00)	44 (44.00)	**75 (37.50)**
2.	Medium (Only 4)	45 (45.00)	37 (37.00)	**82 (41.00)**
3.	High (5 and above)	24 (24.00)	19 (19.00)	**43 (21.50)**
	Total	**100 (100.00)**	**100 (100.00)**	**200 (100.00)**
	Average (score)	**3.88**	**3.54**	**3.71**
't' cal: 2.10*				

* Significant at 0.05 level.

(Figures in parentheses indicate percentages)

It is observed from Table 8 that majority of the school going tribal teenagers (45.00 per cent) and school drop out tribal teenagers (37.00 per cent) had 'medium' exposure to mass media. This was followed by 44.00 per cent school dropouts had 'low' category of exposure to mass media and 31.00 per cent of the school going tribal teenagers in this category. The average mass media exposure score of the school going and school dropout tribal teenagers was 3.88 and 3.54, respectively.

It is noticed from 't' calculated that, there was significant difference between mass media exposure of the tribal teenagers belonging to two categories. Majority of the school going and school drop out tribal teenagers have received information through mass media to low or medium degree. This phenomenon may be attributed to their poor access to mass media because of their low family income and educational level.

The findings are similar with the findings of Masal (1992) and Manisha Iswalkar (2001).

4 .2 Aspiration of the school going and school drop out tribal teenagers

4 .2 .1 Overall aspiration level

The data regarding overall aspiration level of school going and school dropout tribal teenagers are presented in Table 9.

Table 9 : Distribution of tribal teenagers according to their level of aspiration

Sl. No.	Aspiration level (score)	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Low (Up to14)	16 (16.00)	25 (25.00)	**41 (20.50)**
2.	Medium (15 to 25)	62 (62.00)	58 (58.00)	**120 (60.00)**

3.	High (26 and above)	22 (22.00)	17 (17.00)	**39** **(19.50)**
	Total	**100** **(100.00)**	**100** **(100.00)**	**200** **(100.00)**
	Average (score)	**20.80**	**19.17**	**19.98**
't' cal: 1.94 N.S.				

N.S. - Non-significant

(Figures in the parentheses indicate percentages)

It is observed from Table 9, that majority of the school going (62.00 per cent) and school dropout (58.00 per cent) tribal teenagers had 'medium' level of aspiration, while 16.00 per cent of school going and 25.00 per cent of school dropout tribal teenagers had 'low' level of aspiration, respectively. On the contrary, 22.00 per cent of the school going and 17.00 per cent of the school dropout tribal teenagers had 'high' level of aspiration. The average overall aspiration level score of the school going tribal teenagers was 20.80, while that of school dropout tribal teenagers was 19.17.

The difference in the mean aspiration level score of the two categories of tribal teenagers was not statistically significant ('t' cal: 1.94). It means, most of the tribal teenagers had satisfactory level of aspiration. The distribution of both the group of tribal teenagers in various categories of aspiration level was more or less normal.

The findings are similar with the findings of Hemalatha Natesan (1990) and dissimilar with Masal (1992), Manisha Iswalkar (2001).

4.2.2 Specific areawise aspiration of the tribal teenagers

Efforts were made in the present study to obtain comparative information about aspirations of school going and school dropout tribal teenagers in selected areas. The information is presented hereunder.

4.2.2.1 Educational aspirations

The data with regard to educational aspiration of the tribal teenagers are presented in Table10.

It is noticed from Table 10 that maximum number (44.00 per cent) of the school going and 30.00 per cent of the school dropout tribal teenagers had desire to complete higher secondary education, while 30.00 per cent of the school going tribal teenagers had desire to complete graduate studies. To complete secondary education was aspired by 13.00 per cent school going and 28.00 per cent school dropout tribal teenagers, respectively.

Table 10 : Distribution of the tribal teenagers according to their specific educational aspirations

Sl. No.	Educational aspirations	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	To complete higher secondary education	44 (44.00)	30 (30.00)	**73 (36.50)**
2.	To complete graduate studies	30 (30.00)	-	**30 (15.00)**
3.	To complete secondary education	13 (13.00)	28 (28.00)	**41 (20.50)**
4.	To complete short certificate course	6 (6.00)	8 (8.00)	**14 (7.00)**
5.	To complete post graduate studies	5 (5.00)	-	**5 (2.50)**
6.	To complete diploma studies	2	-	**2**

		(2.00)		**(1.00)**
7.	Not interested in education	-	34 (34.00)	**34** **(17.00)**
	Total	**100** **(100.00)**	**100** **(100.00)**	**200** **(100.00)**
	Average	**2.7**	**1.32**	**2.01**
't' cal: 3.36*				

* Significant at 0.05 level.

(Figures in the parentheses indicate percentages)

Thus, the results pointed out that though the school going tribal teenagers aspired for higher secondary education, a considerable number of the school dropouts (34.00 per cent) were not interested in education. It means, they have low aspirations about education or are not interested in education. So, it is necessary to divert non-interested tribal teenagers towards vocational education.

It is observed from the 't' calculated that there was a significant difference between educational aspiration of the school going and school dropout tribal teenagers.

The findings of the present study are similar to those of Nagda (1999), Ingle *et al.* (1997), Rashmi Surve (2005) and Anonymous (2007). However, the findings are not in conformity with those of Waman *et al.* (2000).

4.2.2.2 Job aspirations

Two third (66.00 per cent) of the school going and (63.00 per cent) of the school dropout tribal teenagers had aspired for job. The data in respect of job aspirations of the tribal teenagers are presented in Table 11.

Table 11: Distribution of the tribal teenagers according to their specific job aspirations

Sl. No.	Job aspirations	Tribal teenagers		
		School going (n=66)	**School dropout (n=63)**	**Overall (N=129)**
1.	Administrative position in education department	38 (57.57)	-	**38 (19.00)**
2.	Job in defence service	15 (22.73)	-	**15 (7.50)**
3.	Administrative position in government department	7 (10.61)	-	**7 (3.50)**
4.	Job in private organization	2 (3.03)	35 (55.55)	**37 (18.50)**
5.	Job in co-operative sector	2 (3.03)	17 (26.98)	**19 (9.50)**
6.	Job in nationalized banks	1 (1.52)	-	**1 (0.50)**
7.	Job in Panchayat Raj Institutions	1 (1.52)	1 (1.58)	**2 (1.00)**
8.	Job in voluntary organizations	-	10 (15.87)	**10 (5.00)**
	Total	**66 (100.00)**	**63 (100.00)**	**129 (100.00)**
	Average (score)	**6.40**	**3.97**	**5.18**
't' cal: 0.50 N.S.				

N.S.- Non-significant

(Figures in the parentheses indicate percentages)

It is evident from Table 11 that, more than half (57.57 per cent) of the school going tribal teenagers aspired to secure 'administrative job in education department' and 22.73 per cent school going tribal teenagers wished to join 'defence service', while, 55.55 per cent of the school dropout tribal teenagers aspired for 'job in private organization'. 'Job in co-operative sector' was aspired by 3.03 per cent school going and 26.98 per cent of the school dropout tribal teenagers, while 15.87 per cent of the school dropouts wished to 'work in voluntary organizations'. Only 10.61 per cent of the school going tribal teenagers aspired to hold 'administrative position in government department'.

Thus, it can be said that most of the school going tribal teenagers had aspiration of securing jobs in Government Departments. This might be because of the security and stability of the job in these organizations. Whereas, the school dropout tribal teenagers looked for private job, so as to support their family.

It is seen from 't' calculated that there was no significant difference between job aspiration of the school going and school dropout tribal teenagers.

The findings of the present study are somewhat similar with findings of Ingle *et al.* (1999), Waman *et al.* (2000), Saini and Singh (2001) and Rashmi Surve (2005).

4.2.2.3 Self-employment aspirations

It was seen that only 11.00 per cent (n=11) school going and 26.00 per cent (n=26) school dropout tribal teenagers aspired for self-employment. The data in respect of self-employment aspirations of these school going and school dropout tribal teenagers are presented in Table 12.

The data presented in Table 12 indicate that, majority of the school going (81.81 per cent) and school dropout (69.23 per cent) tribal teenagers had aspirations towards 'farming', while 11.53 per cent of the school dropout tribal teenagers aspired for 'fruit processing' as means of self-employment. Less than one tenth (9.09 per cent each) of the school going tribal teenagers wished to have 'poultry' and to work as a 'trader'.

Table 12: Distribution of the tribal teenagers according to their specific self-employment aspirations

Sl. No.	Self-employment aspiration	Tribal teenagers		
		School going (n=11)	**School dropout (n=26)**	**Overall (N=37)**
1.	Farming	9 (81.81)	18 (69.23)	**27 (72.97)**
2.	Fruit processing	-	3 (11.53)	**3 (8.10)**
3.	Poultry	1 (9.09)	2 (7.69)	**3 (8.10)**
4.	Trader	1 (9.09)	2 (7.69)	**3 (8.10)**
5.	Screen printing	-	1 (3.84)	**1 (2.70)**
	Total	**11 (100.00)**	**26 (100.00)**	**37 (100.00)**

Average (score)	**0.32**	**1.05**	**0.685**
't' cal: -3.27*			

* Significant at 0.05 level.

(Figures in the parentheses indicate percentages)

Thus, it is clear that majority of the tribal teenagers aspired for 'farming' as a means of self-employment. This might be because majority of the tribal teenagers had 'farming' as their traditional family occupation. This could be seen from the finding that the aspirations for different self-employment jobs were related to agriculture like, poultry, trader, and fruit processing.

It is seen from 't' calculated that, there was significant difference between self-employment aspirations of the tribal teenagers.

The findings of the study are somewhat similar to the findings of Rashmi Surve (2005). However, the results are not in conformity with findings of Ingle *et al.* (1999).

4.2.2.3.1 Level / scale of self-employment aspirations

The information regarding the aspirations of the tribal teenagers for level / scale of self-employment is presented in Table 13.

Table 13 : Distribution of the tribal teenagers according to their aspirations for level /scale of self-employment

Sl. No.	Scale of self-employment	Tribal teenagers		
		School going (n=11)	School dropout (n=26)	Overall (N=37)
1.	Small scale	3 (27.27)	5 (19.23)	**8 (21.62)**
2.	Medium scale	5	19	**24**

		(45.45)	(73.07)	**(64.86)**
3.	Large scale	3 (27.27)	2 (7.69)	**5** **(13.51)**
	Total	**11** **(11.00)**	**26** **(26.00)**	**37** **(37.00)**
	Average	**2.00**	**1.88**	**1.94**

(Figures in the parentheses indicate percentages)

The data regarding the scale of self-employment indicate that majority of the school going (45.45 per cent) and school dropout tribal teenagers (73.07 per cent) aspired to start 'enterprise' at 'medium scale', while 27.27 per cent each of the school going tribal teenagers aspired to start the enterprise at 'small scale' and 'large scale'. On the contrary, 19.23 per cent and 7.69 per cent of school dropout aspired to start enterprise at 'small' and 'large scale', respectively.

It is a sign of progressive attitude and aspirations among the tribal teenagers. The concerned employment organizations may render help and guidance to fulfill these aspirations.

4.2.2.4 Professional aspirations

It was observed that 21.00 per cent (n=21) school going and 8.00 per cent (n=8) tribal teenagers had expressed professional aspirations that are presented in Table 14.

It is seen from Table 14 that majority (57.14 per cent) of the school going tribal teenagers aspired to be a 'doctor', followed by 'engineer' (33.33 per cent) while, 100.00 per cent of the school dropouts aspired to be the 'contractor'.

Table 14 : Distribution of the tribal teenagers according to their specific professional aspirations.

Sl. No.	Professional aspirations	Tribal teenagers		
		School going (n=21)	School dropout (n=8)	Overall (N=29)
1.	Doctor	12 (57.14)	-	**12 (41.37)**
2.	Engineer	7 (33.33)	-	**7 (24.13)**
3.	Lawyer	2 (9.52)	-	**2 (6.89)**
4.	Contractor	-	8 (100.00)	**8 (27.58)**
	Total	**21 (21.00)**	**8 (100.00)**	**29 (100.00)**
	Average	**0.42**	**0.13**	**0.27**
't' cal: 3.08*				

*Significant at 0.05 level.

(Figures in the parentheses indicate percentages)

This indicates that most of the school going tribal teenagers wanted to become 'doctor' or 'engineer', while all the dropouts aspired for 'contractor'. However, considering their family status, they may need financial support, so as to fulfill their aspirations.

The calculated 't' value indicated that there was significant difference in professional aspirations of the tribal teenagers.

The findings of the present study are somewhat similar with those of Chaddha (1989), Hemalatha Natesan and Geetha (1990) and Rashmi Surve (2005).

4.2.2.6 Economic aspirations

The expectations about the monthly income were considered for this purpose. The data in respect of economic aspirations of the tribal teenagers are presented in Table 15.

It is seen form Table 15 that maximum number of the school going (38.00 per cent) and school dropouts (41.00 per cent) tribal teenagers aspired to earn 'Rs.10001/- to Rs. 20000/-' and 'Rs. 5001/- to Rs. 10000/-', respectively.

Table 15 : Distribution of the tribal teenagers according to their specific economic aspirations.

Sl. No.	Economic aspirations	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Up to Rs. 2000 /-	7 (7.00)	4 (4.00)	**11 (5.50)**
2.	Rs. 2001/- to Rs. 5000/-	13 (13.00)	15 (15.00)	**28 (14.00)**
3.	Rs. 5001/- to Rs. 10000/-	31 (31.00)	41 (41.00)	**72 (36.00)**
4.	Rs 10001/- to Rs. 20000/-	38 (38.00)	34 (34.00)	**72 (36.00)**
5.	Rs. 20001/- to above	11 (11.00)	6 (6.00)	**17 (8.50)**
	Total	**100**	**100**	**200**

		(100.00)	**(100.00)**	**(100.00)**
	Average	**3.33**	**3.23**	**3.28**
't' cal: 0.71 N.S.				

N.S.- Non-significant

(Figures in the parentheses indicate percentages)

While, 31.00 per cent of the school going tribal teenagers aspired to earn 'Rs. 5001/- to Rs. 10000/-', and 34.00 per cent of the school dropout tribal teenagers aspired to earn 'Rs.10001/- to Rs. 20000/-'. It means, majority of the tribal teenagers desired to earn 'Rs. 5001/- to Rs. 10000/-' and 'Rs. 10001/- to Rs. 20000/-'.

It can be inferred that the tribal teenagers were unable to express their economic aspirations rationally in the context of the future source of earning aspired by them.

The calculated 't' value indicated that, there was no significant difference between economic aspirations of the school going and school dropout tribal teenagers.

The findings of the present study are somewhat similar to those of Anonymous (2000), Manisha Iswalkar (2001) and Rashmi Surve (2005).

4.2.2.7 Social aspirations

The data pertaining to social aspirations of the tribal teenagers are given in Table 16.

Table 16 : Distribution of the tribal teenagers according to their specific social aspirations

Sl. No.	Social aspirations	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)

1.	To develop own family	85 (85.00)	100 (100.00)	**185** **(92.50)**
2.	To work for development of village	71 (71.00)	57 (57.00)	**128** **(64.00)**
3.	To become an ideal human being	59 (59.00)	57 (57.00)	**116** **(58.00)**
4.	To secure prestigious position in the society	53 (53.00)	46 (46.00)	**99** **(49.50)**
5.	To become an ideal husband / wife	42 (42.00)	46 (46.00)	**88** **(44.00)**
6.	To work for establishing co-operative society	19 (19.00)	19 (19.00)	**38** **(19.00)**
	Average	**7.28**	**6.60**	**6.94**
't' cal: 1.11 N.S.				

N.S.- Non-significant

(Figures in the parentheses indicate percentages)

From Table 16, it is observed that 100.00 per cent of the school dropout and 85.00 per cent of the school going tribal teenagers were aspiring 'to develop own family'. Majority (71.00 per cent) of the school going and school dropout (57.00 per cent) tribal teenagers wished 'to work for development of village', while 59.00 per cent of the school going and 54.00 per cent of the school dropout tribal teenagers wished 'to become an ideal human being'. Further, 'to secure prestigious position in the society' was the aspiration of 53.00 per cent school going and 46.00 per cent school drop out tribal teenagers, while 42.00 per cent school going and 46.00 per cent school dropout tribal teenagers aspired 'to become an ideal husband/wife', respectively.

It can be concluded that the tribal teenagers wanted to develop their own families. It is gratifying to note that besides their own prosperity, most of the tribal teenagers had desired 'to help others in making them happy'. The parents, teachers and leaders should strive to promote such aspirations among the tribal teenagers.

It is seen from the calculated 't' value that there was no significant difference between social aspirations of the school going and school dropout tribal teenagers.

The findings are somewhat similar with the findings of Ingle *et al.* (1999), Warawadekar (1999) and Rashmi Surve (2005).

4.3 Personal and socio-economic factors influencing the aspiration of school going and school dropout tribal teenagers

The details about the personal and socio-economic factors influencing the aspirations of school going and school dropout tribal teenagers are presented in Table 17.

Table 17 : Correlation between personal and socio-economic characteristics of the tribal teenagers and their aspirations

Sl. No.	Variable	Variable code	Correlation coefficient (r)		
			Tribal teenagers		
			School going	School dropout	Overall
1.	Age	X_1	0.1379	0.1167	0.1379
2.	Family education status	X_2	0.2238**	0.1345	0.2238**
3.	Gender	X_3	0.1403*	0.2935**	0.1403*
4.	Size of family	X_4	0.0052	-0.0407	0.0052
5.	Type of family	X_5	-0.1006	-0.0710	-0.1006
6.	Land holding	X_6	-0.0459	-0.1090	-0.0459
7.	Major family occupation	X_7	0.0457	0.0417	0.0458
8.	Mass media exposure	X_8	0.0891	-0.0346	0.0891

* Significant at 0.05 level of probability

** Significant at 0.01 level of probability

4.3.1 Age and aspirations

Relationship between age (X_1) of the tribal teenagers and their aspirations (Y) was positive but statistically non-significant (r=0.1379) meaning thereby that the age of tribal teenagers had least impact on their aspirations.

Though there was difference in the age of the tribal teenagers from the two groups, they belonged to the same phase of life that is, adolescence. So, both the school going and school dropouts might have been found to have more or less same aspiration level.

These findings are similar with findings of Masal (1992). However, dissimilar with Reddy *et al.* (1987) and Sudha Chhikara *et al.* (1997)

4.3.2 Family education status and aspirations

The relationship between family education status (X_2) and aspirations (Y) of the tribal teenagers was positive and highly significant (r =0.2238). It means, family education status of the tribal teenagers had remarkable influence on their aspirations.

In other words, tribal teenagers from high family education status category had high aspiration level and vice versa. The high family education status might have created a favourable psychological environment in a family, which might have resulted in increasing aspiration level of the tribal teenagers belonging to such families.

The findings are similar with the findings of Shigwan (2002) and Rashmi Surve (2005).

4.3.3 Gender and aspirations

The relationship between gender (X_3) of the tribal teenagers and their aspirations (Y) was positive and significant at 0.05 level (r=0.1403), meaning thereby that gender of the tribal teenagers had noteworthy influence on their aspirations. It means that the male tribal teenagers had higher aspirations than their female counterparts.

The term gender has been extended to refer, at the symbolic level, to cultural stereotypes of masculinity and femininity (Turner, 1994). Thus, gender role are the socially constructed behavioural expectations for men and women. In Indian culture, women are supposed to look after the household chores. It is more true in the case of rural and tribal women. This has been established by the present study, where the girls were found to have lower aspirations than the boys.

These findings are similar with findings of Mau and Bikos (2000) and dissimilar with Rashmi Surve (2005).

4.3.4 Size of family and aspirations

The relationship between size of family (X_4) and aspirations (Y) of tribal teenagers was positive, but statistically non- significant (r =0.0052). It means that size of family of the tribal teenagers had least influence on their aspirations.

The tribal teenagers from all the family size groups might have been equally distributed in all the categories of aspirations. As a result, the family size could not have demonstrated a noteworthy relationship with aspirations of the tribal teenagers.

The findings are similar with findings of Sarita (2000), Manisha Iswalkar (2001) and Shigwan (2002). However, the findings are dissimilar with the findings of Rashmi Surve (2005).

4.3.5 Type of family and aspirations

The correlation between type of family (X_5) and aspirations (Y) of the tribal teenagers was negative and non-significant (r = -0.1006) meaning thereby that the type of family had reverse, but negligible influence upon their aspirations.

It was assumed that tribal teenagers from joint family might have had higher aspirations due to wider exposure to the members. However, it did not hold true for present study, possibly because the tribal teenagers from both the type of families might have had similar level of aspirations.

These findings are similar with findings of Saini and Singh (2001) and Rashmi Surve (2005).

4.3.6 Land holding and aspirations

The relationship between land holding (X_6) and aspirations (Y) of the tribal teenagers was negative and non-significant (r = -.0459). It means, size of farm does not have any influence on aspirations of the tribal teenagers.

The negative relationship indicated that the tribal teenagers belonging to smaller land holdings had higher aspirations, but this could not be statistically proved, because some of the tribal teenagers having smaller land holdings might have had lower degree of aspirations and those having bigger land holdings might have had higher level of aspirations. This phenomenon might have nullified the effect, if any, of land holding on the aspirations.

These findings are similar with findings of Masal (1992). However, it was dissimilar with Reddy *et al.* (1987).

4.3.7 Major family occupation and aspirations

The correlation between major family occupation (X_7) and aspirations (Y) of the tribal teenagers was non-significant (r=0.0458), meaning thereby

that aspirations of the tribal teenagers were not dependent upon their major family occupation.

It was observed that occupation of the family of majority of tribal teenagers was farming. Thus, there was no much variation in the family's occupation. Further, whatever little variation in the major occupation was noticed, that might not have been strong enough to decide the aspiration level of the teenager. So also, aspiration being the personal and psychological trait of the teenager, might not have been remarkably influenced by their parents' occupation.

The findings of the present study are somewhat similar with the findings of Manisha Iswalkar (2001), Shigwan (2002) and Rashmi Surve (2005).

4.3.8 Mass media exposure and aspirations

The relationship between mass media exposure (X_8) and aspirations (Y) was positive but statistically non-significant (r=0.0891). It means, thereby that the mass media exposure of the tribal teenagers had least impact upon their aspirations.

In other words, mass media exposure had least influence on the behaviour and career choices of the tribal teenagers. This could be attributed to varying degree of mass media exposure of the tribal teenagers the type of media used, as well as, purpose, nature and quality of mass media used by them.

These findings are dissimilar with the findings of Reddy *et al.* (1997), Masal (1992) and Anonymous (2007).

4.4 Perceived problem of school going and school dropout tribal teenagers in fulfilling their aspirations.

A probe was made to know the perceived problem of school going and school dropout tribal teenagers in fulfilling their aspirations. It was

observed that 96.50 per cent of the tribal teenagers put forth two or more problems. This may be attributed to their physical and mental maturity, as well as, the family background in which they are born and grown-up. The information so collected was analyzed and findings are given in Table 18.

The findings presented in Table 18 make clear that at overall level, 'dominance of nepotism' (91.00 per cent) was the major problem perceived by the tribal teenagers, followed by 'lack of finance' (83.00 per cent), 'lack of career guidance' (81.00 per cent); 'no support from parents' (78.00 per cent), 'lack of opportunities for development' (75.50 per cent), 'inadequate educational facilities' (74.50 per cent), and confusion about the career decision (74.00 per cent).

The proportion of tribal teenagers perceiving these problems different to some extent in the school going and school dropout group. However, the fact remains that these were the major problems likely to be faced in fulfilling the aspirations by the school going tribal teenagers and

Table 18 : Distribution of the tribal teenagers according to their perceived problems in fulfilling their aspirations

Sl. No.	Perceived problems	Tribal teenagers		
		School going (n=100)	School dropout (n=100)	Overall (N=200)
1.	Dominance of nepotism	93 (93.00)	89 (89.00)	**182 (91.00)**
2.	Lack of finance	92 (92.00)	74 (74.00)	**166 (83.00)**
3.	Lack of career guidance	70 (70.00)	92 (92.00)	**162 (81.00)**
4.	No support from parents	69	87	**156**

		(69.00)	(87.00)	**(78.00)**
5.	Lack of opportunities for development	73 (73.00)	88 (88.00)	**151** **(75.50)**
6.	Inadequate educational facilities	83 (83.00)	66 (66.00)	**149** **(74.50)**
7.	Confusion about the career decision	88 (88.00)	60 (60.00)	**148** **(74.00)**
8.	Lack of sufficient employment	68 (68.00)	75 (75.00)	**143** **(71.50)**
9.	Incomplete education	-	34 (34.00)	**34** **(17.00)**

(Figures in the parentheses indicate percentages)

being faced by the school drop out tribal teenagers. The perceived problems explain the whole gamut of the social, situational, economic and psychological environment prevailing in the tribal social system, that seems to be not much conducive to fulfill the aspirations of the tribal teenagers.

These findings are similar with findings of Chandra (1990), Seetaram (1990), Swamy and Jayaramaiah (1990), Masal (1992), Pandey (2001), and Pathania *et al.* (2005).

4.4.1. Reasons behind leaving the school education

The information pertaining to reasons behind leaving the school education as stated by the school dropout tribal teenagers are given in Table 19.

Table 19 : Distribution of the school dropout tribal teenagers according to reasons behind leaving the school education.

Sl. No.	Reasons	School dropout tribal teenagers (N=100)	
		Number	Percentage
1.	Financial problem	95	95.00
2.	Repeated failure in the examination	36	36.00
3.	Had to participate in household activities	32	32.00
4.	Responsibility of other family members	19	19.00
5.	Education is not useful	12	12.00
6.	Frequent illness	5	5.00
7.	Long distance between school and home	2	2.00

It becomes evident from Table 19 that, 'financial problem' (95.00 per cent) was the most important reason that compelled the tribal teenagers to discontinue the school education. This was followed by 'repeated failure in the examination' (36.00 per cent), 'had to participate in household activities (32.00 per cent) and 'responsibility of other family members' (19.00 per cent). More than one tenth (12.00 per cent) of the school dropout tribal teenagers felt that 'education is not useful'. A few (5.00 per cent) of them left the school due to 'frequent illness', while 2.00 per cent stated 'long distance between school and home' as a reason for leaving the school education.

Thus, poor family condition, engagement in household activities, repeated failure in the examination, feeling that education is useless were the major reasons behind discontinuing the school education by the tribal teenagers.

Education is very important in human life. It is the instrument, which helps in building the sound career and character. It is crucial for building human capabilities and opening opportunities (Gupta, 2001). Development of aspirations, attitude and skills are expectations from any level of

education. The rural youth of today is expected to play a major role in the Indian economy, but the single most important factor that prevents teenager from going to school seems to be lack of interest in education (Jandhyala B. G. Tilak, 2000).

The findings are similar with the findings of Kadam *et al.* (1996), Nagda (2001) reported that a large proportion of the poorer tribal teenagers on account of the rising cost of the schooling and economic burden, cannot afford to go to school. Also, the findings are similar with those of Kukreti and Saxena (2004).

4.4.2 Persons taking decision about discontinuing education

The information on the person to take decisions regarding leaving of the school education by tribal teenagers is shown in Table 20.

Table 20 : Distribution of the decision makers regarding leaving of school education by tribal teenagers

Sl. No.	Decision maker	School dropout tribal teenagers (n=100)	
		Number	Percentage
1.	Self	76	76.00
2.	Father	23	23.00
3.	Mother	1	1.00

It is observed from Table 20 that more than three fourth (76.00 per cent) of the tribal teenagers had decided to discontinue the education on 'their own', that is it was their self-decision. In less than one fourth (23.00 per cent) of the cases, 'father' took the decision, while in 1.00 per cent cases 'mother' was the decision maker.

Since, in majority of the cases, it was the decision of the tribal teenagers to discontinue the formal education, efforts should be made by the teachers, social workers, leaders and parents to abstain the tribal teenagers from taking such decisions.

These findings are similar with findings of Kadam *et al.* (1996) and dissimilar with Anonymous (2007), who concluded that in 92.00 per cent cases, the decision was taken by the 'parents'.

CHAPTER V

SUMMARY

THE PRESENT RESEARCH ENTITLED, "ASPIRATIONS OF SCHOOL GOING AND SCHOOL DROPOUT TRIBAL TEENAGERS FROM THANE DISTRICT" WAS TAKEN UP WITH THE FOLLOWING OBJECTIVES.

5.1 To study the personal and socio-economic profile of the school going and school dropout tribal teenagers.

5.2 To study the aspiration of the school going and school dropout tribal teenagers.

5.3 To find out the personal and socio-economic factors influencing the aspiration of the school going and school dropout tribal teenagers.

5.4 To understand the perceived problem of the school going and school dropout tribal teenagers in fulfilling their aspirations.

The study was conducted in Thane district of Konkan region, during 2007-2008. Hundred school going and hundred school dropout tribal teenagers were selected for the study. Data were collected with the help of specially designed interview schedule. The findings of the study are summarized hereunder.

5.1 Personal and socio-economic profile of the school going and school dropout tribal teenagers.

It was observed that more than half (53.00 per cent) school going tribal teenagers as compared and 56.00 per cent school dropout teenagers had their age between '15 to 17' years. Nearly two third (66.00 per cent) of the school going tribal teenagers and 70.00 per cent of the school dropout tribal teenagers had 'medium' family education status.

Majority of the school going tribal teenagers (68.00 per cent) and school dropout tribal teenagers (78.00 per cent) were 'male'. Family size of majority of the school going tribal teenagers (57.00 per cent) and school dropout tribal teenagers (64.00 per cent) was 'medium'. Majority of the school going (77.00 per cent) and school dropout (88.00 per cent) tribal teenagers had 'nuclear' families. Majority of the school going (56.00 per cent) and school dropout (46.00 per cent) tribal teenagers had 'small' size of land holding. Majority of school going (64.00 per cent) and school dropout (66.00 per cent) tribal teenagers had 'farming' as major family occupation. Majority of the school going tribal teenagers (45.00 per cent) and school drop out tribal teenagers (37.00 per cent) had 'medium' exposure to mass media.

The 't' calculated indicated that the school going and school dropout tribal teenagers differed significantly in respect of the characteristics namely, age, family education status, type of family and mass media exposure.

5.2 Aspiration of the school going and school drop out tribal teenagers

Majority of the school going (62.00 per cent) and school dropout (58.00 per cent) tribal teenagers had 'medium' level of aspiration. The average aspiration level score of the school going and school dropout tribal teenagers was 20.8 and 19.17, respectively.

It was noticed that maximum number (44.00 per cent) of the school going and 30.00 per cent of the school dropouts had desired to complete

'higher secondary' education and maximum (34.00 per cent) number of the school dropout tribal teenagers were 'not interested' in education. More than half (57.57 per cent) of the school going tribal teenagers aspired to secure 'administrative position in education department', while 55.55 pr cent of the school dropout teenagers aspired for 'job in private organization'. Of those who aspired for self employment, majority of the school going (81.81 per cent) and school dropout (69.23 per cent) tribal teenagers had aspiration towards 'farming'. Further, of these tribal teenagers, 45.45 per cent of the school going and less than two-third, 73.07 per cent school dropout tribal teenagers aspired to start 'business' at 'medium scale'. Majority (57.14 per cent) of the school going tribal teenagers aspired to be 'doctor' or 'engineer' (33.33 per cent), while 100.00 per cent of the school dropout aspired to be the 'contractor'. Maximum number of the school going (38.00 per cent) and school dropouts (41.00 per cent) aspired to earn 'Rs.10001/- to Rs. 20000/-' and 'Rs. 5001/- to Rs. 10000/-', respectively. Cent percent of the school dropouts and 85.00 per cent of the school going tribal teenagers were aspiring 'to develop own family'.

The results of 't' test revealed that there was remarkable difference between the school going and school dropout tribal teenagers with regard to educational aspirations, self-employment aspirations and professional aspirations. The school going tribal teenagers had higher educational and professional aspirations than the school dropouts, while the school dropout tribal teenagers had higher self-employment aspirations, than their school going counterparts.

5.3 Factors influencing the aspiration of school going and school dropout tribal teenagers.

It was observed that in case of school going tribal teenagers, the family education status had significant relationship with the aspirations,

while gender and family education status had positive and significant relationship with the aspiration of the school dropout tribal teenagers.

However, the relationship between other characteristics of the school going and school dropout tribal teenagers namely age, size of family, type of family, land holding, major family occupation, mass media exposure and their aspirations was non-significant.

5.4 Perceived problem in fulfilling their aspirations.

Majority (91.00 per cent) of the tribal teenagers had problem like 'dominance of nepotism', followed by lack of finance (83.00 per cent), lack of career guidance (81.00 per cent), 'no support from parents' (78.00per cent), 'lack of opportunities for development' (75.50 per cent), 'inadequate educational facilities' (74.50 per cent) and 'confusion about the career decision' (74.00 per cent).

5.4 .1 Reasons behind leaving the school education

'Financial problem' (95.00 per cent) was the most important reason that compelled the tribal teenagers to leave the school education. This was followed by, 'repeated failure in the examination' (36.00 per cent), 'engage in household activities (32.00 per cent) and 'responsibility of other family members' (19.00 per cent).

5.4 .2 Decision makers about discontinuing education

More than three fourth (76.00 per cent) of the tribal teenagers had decided to discontinue the education on 'their own', that is it was a self-decision. In less than one fourth (23.00 per cent) of the cases, 'father' took the decision, while in 1.00 per cent cases, 'mother' was the decision maker.

CHAPTER VI

IMPLICATIONS

Nearly one fourth of India's population is in adolescent age group. It means, this much population is striving to seek own identity and developed vocational interests. They need to be helped to help themselves in their endeavors of career development. It is imperative to ensure that they get absorbed in appropriate fields. This can be done effectively only when the planners and policy makers have knowledge about the vocational interest and aspiration of the teenagers. There are a few research studies conducted on this aspect in the state. However, not a single study has been conducted in the Konkan region, especially addressing the aspiration of the tribal teenagers. The present investigation was planned and conducted to generate data on this vital issue in Thane district of the Konkan region, that has maximum tribal population. The implications emerged out of the present study are listed below.

6.1 The socio-economic profile of the school going and school dropout tribal teenagers revealed that the school going tribal teenagers were younger, had higher family education status, tended to belong to joint type families, and had higher exposure to mass media. These profile differences may be considered while designing the career guidance and youth development programmes for the tribal teenagers.

6.2 The study made it clear that though majority of the school going and school dropout tribal teenagers had moderate level of aspirations, the former group had higher educational and professional aspirations than the later group, while the later group had higher self-employment aspirations than the former group. This suggests that school going tribal teenagers should be helped in fulfilling their educational and professional aspirations, while the school dropout teenagers should be helped in fulfilling their self-employment aspirations.

6.3 It was seen that the male school going tribal teenagers, having higher family education status, had higher aspiration level than their female counterparts, having lower family education status. In case of school dropout tribal teenagers,

only gender played a decisive role in deciding their aspirations. These findings underline the importance of rendering help and guidance to the female tribal teenagers belonging to families having lower educational status. Spread of formal, as well as, vocational education facilities in the tribal areas would certainly help in fulfilling the aspiration of the tribal teenagers.

6.4 The study has brought forward some problems perceived by the tribal teenagers in fulfilling their aspirations. Those suggest that immediate measures should be taken to improve the social, situational, economic and psychological environment in the tribal areas. The government and non government organisations will have to work together in this regard.

6.5 An analysis of the reasons behind discontinuing the education by the tribal teenagers, revealed that poor economic status was the single most important reason, followed by repeated failure in examination and household responsibilities. This implies that sincere efforts need to be made to elevate the economic status of the tribal families and to render counselling to tribal teenagers regarding education. The need for such counselling becomes evident from the fact that three fourth of the tribal teenagers themselves had taken decision to discontinue the school education.

6.6 The study was confined to teenagers from tribal community, with limited aspects, limited sample and limited area. Similar studies may be carried out in other communities with more aspects, covering larger sample and larger area. It will give an idea about the differential aspiration of the school going and school dropout tribal teenagers with a view to plan and implement career development strategy for the tribal teenagers.

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CURRICULUM VITAE

I. PERSONAL PROFILE

Full Name	:	Yogesh Bhagavan Jadhav
Fathers Name	:	Bhagavan Vitthal Jadhav
Address for correspondence	:	Keshar – Gaurav Apt. B – 5, Gujarathi Baug, Tal: shahapur Dist: Thane, Pin – 421 601
Permanent Address	:	Keshar – Gaurav Apt. B – 5, Gujarathi Baug, Tal: shahapur Dist: Thane, Pin – 421 601
Residence Phone	:	PH (R) 02527 – 273088 Mobile: 9420156737
Date of Birth	:	31st December, 1984
Place of Birth	:	Khardi, Shahapur

II. EDUCATIONAL QUALIFICATION

Name of Board/University	Name of Exam.	Year of Passing	Marks Obtained	Class/ Division
Dr. B.S.K.K.V., Dapoli (M.S.)	M.Sc (Agri.)	Thesis submitted	89.09 %	Distinction
Dr. B.S.K.K.V., Dapoli (M.S.)	B.Sc. (Agri.)	2006	77.20 %	First Class
Mumbai Board	H.S.S.C.	March,2002	61.50 %	First Class
Mumbai Board	S.S.C.	Feb.,2000	69.20 %	First Class

III. PRACTICAL EXPOSURE

- Participated in “Tree Plantation Programme” while completing degree.
- Participated in 3 days “Pulse Polio Immunization campaign” implemented in the villages of Karjat tahasil, Dist. Thane (M.S.).

IV. WORK EXPERIENCE

- Completed Rural Agricultural Work Experience Programme (RAWE) for period of 5 months at Krishi Vigyan Kendra, Karjat, Dist. Raigad. (M.S.).
- Worked as N.S.S. volunteer and completed 240 hours of Social Service in year 2005-06 under National Service Scheme.
- Attended Annual Special Camp under national Social Service held at Vanand, Tal. Dapoli, Dist. Ratnagiri as N.S.S. Volunteer.
- Worked as a volunteer for ‘Agro Tourism Week’ held at Dr. B.S.K.K.V., Dapoli during 25th to 31st December 2006.

V. COMPUTER PROFICIENCY

- Completed basic Computer Course under the undergraduate academic curriculum and secure 100 % marks in MS-CIT.

VI. DECLARATION

I believe that leadership, team spirit and goal-oriented approach are my key personality traits. This coupled with my eagerness to learn and a ‘never – say – die’ attitude has helped me complete successfully with the best in life. I look forward to new challenges and aggressively resolving problems. These qualities of mine will hold me in good stead for a successful career in your organization.

Place: Dapoli

Date: **(Yogesh B. Jadhav)**

DEPARTMENT OF EXTENSION EDUCATION

COLLEGE OF AGRICULTURE, DAPOLI

Title of thesis	:	Aspirations of School Going and School Dropout Tribal Teenagers from Thane District
Name of the student	:	Yogesh Bhagavan Jadhav
Registration No.	:	1877
Name of the Research Guide	:	Dr. A. J. Nirban
Degree	:	M. Sc. (Agri.)
Major Subject	:	Extension Education
Year of submission	:	2008

THESIS ABSTRACT

It was observed that the school going and school drop out tribal teenagers significantly differed in respect of age, family education status, type of family and mass media exposure. Both the groups had medium level of aspirations. However, the school going tribal teenagers had higher educational and professional aspirations, while school dropout tribal teenagers had higher self employment aspirations than their respective counterparts. The aspirations of tribal teenagers were substantially influenced by their family education status and gender. Dominance of nepotism, lack of finance, career guidance and parents' support were the major perceived problems by the tribal teenagers in fulfilling their aspirations.

विस्तार शिक्षण विभाग
कृषी महाविद्यालय, दापोली

प्रबंधाचे नांव	:	**ठाणे जिल्हयातील शाळेत जाणाऱ्या आणि शाळा सोडलेल्या आदिवासी मुलांच्या आशा—आकांक्षांचा अभ्यास**
विद्यार्थ्याचे नांव	:	**योगेश भगवान जाधव**
नोंदणी क्रमांक	:	**१८७७**
संशोधन मार्गदर्शकाचे नांव		**डॉ. अ. ज. निर्बाण**
पदवी	:	**एम. एस्सी. (कृषी)**
मुख्य विषय	:	**विस्तार शिक्षण**
प्रबंध दाखल वर्ष	:	**२००८**

प्रबंध गोषवारा

शाळेत जाणाऱ्या आणि शाळा सोडलेल्या आदिवासी मुलांच्या, वय, कुटुंबाचा शैक्षणिक दर्जा, कुटुंबाचा प्रकार आणि माहिती साधनांचा वापर यात खूप फरक आढळला. दोन्ही गटांच्या आशा आणि आकांक्षाचा दर्जा 'मध्यम' असला, तरी शाळेत जाणाऱ्या आदिवासी मुलांच्या 'शैक्षणिक' आणि 'व्यवसायिक', तर शाळा सोडलेल्या आदिवासी मुलांच्या 'स्वयंरोजगाराबदद्लच्या' आशा—आकांक्षा अधिक होत्या. कुटुंबाचा शैक्षणिक दर्जा व लिंग यांचा आदिवासी मुलांच्या आशा—आकांक्षांवर खूप प्रभाव आढळला. आदिवासी मुलांना मुख्यतः त्यांच्या आशा आणि आकांक्षां पूर्ण करताना वशिलेबाजी, आर्थिक अडचण तसेच व्यवसायिक मार्गदर्शन आणि कौटुंबिक आधाराचा अभाव यासारख्या समस्यांना तोंड दयावे लागते.

विस्तार शिक्षण विभाग

कृषि महाविद्यालय, दापोली

प्रबंध का नाम	:	**ठाणे जिले के पाठशाला में जानेवाले और पाठशाला छोडे हुए छात्रोंकी आकांक्षाएँ।**
छात्र का नाम	:	**योगेश भगवान जाधव**
पंज्जीयन क्रमांक	:	१८७७
अन्वेषण नेता का नाम	:	**डॉ. ए. जे. निर्बाण**
विद्योपाधि	:	**एम. एस्सी. (कृषी)**
मुख्य विषय	:	**विस्तार शिक्षण**
प्रबंध उपस्थापन वर्ष	:	२००८

प्रबंध संक्षिप्ती

पाठशाला में जानेवाले और पाठशाला छोडे हुए छात्रोंकी उम्र, परिवार का शैक्षणिक स्तर, परिवार का प्रकार और जानकारी साधनोंका उपयोग इनमें बहुत अंतर था। दोनों समूहो कि आकांक्षाओंका स्तर 'मध्यम' था। अपीतु, पाठशाला में जानेवाले आदिवासी छात्रोंकी 'शैक्षणिक' एवं 'व्यावसायिक' आकांक्षाएँ उच्च स्तर की थी और पाठशाला छोडे हुए आदिवासी छात्रोंकी 'स्वयंरोजगार' संबंधित आकांक्षाएँ उच्च स्तर की थी। परिवार का शैक्षणिक स्तर और छात्रोंका लिंग इनका आदिवासी छात्रोंके आकाक्षाओंपर बहुत प्रभाव था। आदिवासी छात्रोंकों अपनी आकांक्षाएँ पूरी करने में, बन्धुभरण, आर्थिक कठिनाई तथा व्यावसायिक मार्गदर्शन एवं परिवार के आधार का अभाव इन जैसी समस्याओंका सामना करना पडता है।

Appendix – I

Village wise list of students

MAHALAXMI

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Ibhad S. S.	11.	Mr. Basawat Prakash D.
2.	Miss. Umtol S. R.	12.	Mr. Tandel Seetaram B.
3.	Miss. Tambada S. D.	13.	Miss. Talha Devika L.
4.	Miss. Waghat B. S.	14	Mr. Jadhav Sagar G.
5.	Miss. Tambada S. J.	15.	Mr. Hadal Bhavesh S.
6.	Mr. Boba D. R.	16.	Mr. Medha Rajesh M.
7.	Mr. Tambada A. V.	17.	Mr. Soma Prakash B.
8.	Mr. Malavkar M. B.	18.	Mr. Wadia Anil K.
9.	Mr. Nadave S. S.	19.	Miss. Bhoir Sheela B.
10.	Mr. Aahadi M. V.	20.	Mr. Dhak Kishor K.

TAWA

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Dombare A. P.	11.	Mr. Dumela Suresh S.
2.	Mr. Bhovar D. M.	12.	Mr. Dumela Navin V.
3.	Mr. Babhaniya C. R.	13.	Mr. Shedad Santosh R.
4.	Mr. Bendar R. R.	14.	Mr. Rawate Sanjay R.
5.	Mr. Pagi A. R.	15.	Mr. Wadu Nitin K.
6.	Mr. Dongarkar S. S.	16.	Mr. Bhoir Vipul R.
7.	Mr. Parhad K. M.	17.	Miss. Waratha Lilawati B.
8.	Mr. Padvale H. A.	18.	Mr. Dongarkar Kamlesh R.
9.	Mr. Pawar S. G.	19.	Mr. Dodhade Jayesh L.

10.	Mr. Daware S. G.	20.	Miss. Soma Nalini V.

KHAMBALE

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Miss. Mankar G. S.	11.	Mr. Parhad Rajesh A.
2.	Mr. Basawat S. N.	12.	Mr. Rawate Jayesh G.
3.	Mr. Satavi H. K.	13.	Mr. Wayeda Sandeep H.
4.	Mr. Umtol K. R.	14.	Mr. Parhad Santosh R.
5.	Mr. Bhoir V. R.	15.	Mr. Parhad Chandu S.
6.	Mr. Bhondava A. C.	16.	Mr. Chavan Chandu B.
7.	Miss. S. D.	17.	Mr. Baraf Santosh B.
8.	Miss. Lilaka R. G.	18.	Miss. Kadu Rohoni D.
9.	Miss. Sumada J. L.	19.	Mr. Sutar Sandeep G.
10.	Miss. Sutar S. B.	20.	Mr. Valavi Rahul S.

KALAMDEVI

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Bhusara K. R.	11.	Mr. Gavit Mohan S.
2.	Miss. Thorat A. R.	12.	Mr. Gavit Deepak A.
3.	Miss. Bari P. Y.	13.	Mr. Bhoye Sanjay B.
4.	Mr. Choudhari B. C.	14.	Miss. Thorat Asha R.
5.	Mr. Gawali C. K.	15.	Mr. Basawat Surendra B.
6.	Mr. Vansha D. R.	16.	Mr. Sutar Umesh k.
7.	Mr. Kurkute S. G.	17.	Mr. Kadu Amit V.
8.	Miss. Jadhav A. B.	18.	Mr. Bhoye Vijay S.
9.	Miss. Bhusara A. K.	19.	Mr. Bhondava Rahul R.
10.	Mr. Bhoye D. Y.	20.	Mr. Gavit D. L.

RANKOL

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Govari A. V.	11.	Mr. Medha Harish C.
2.	Mr. Pawar V. R.	12.	Miss. Chavan Arati W.
3.	Miss. Valavi P. K.	13.	Mr. Manakar Mangesh S.
4.	Mr. Medha M. L.	14.	Mr. Dadavi Kiran C.
5.	Miss. Kadu S. M.	15.	Mr. Goghale Naresh H.
6.	Mr. Goghale V. C.	16.	Mr. Umatol Nilesh M.
7.	Miss. Pilena A. Y.	17.	Mr. Wayeda Sandeep C.
8.	Mr. Bhoye U. C.	18.	Mr. Govari Sada D.
9.	Miss. Valavi A. R.	19.	Mr. Pawar Vinod B.
10.	Miss. Balashi K. B.	20.	Mr. Manakar Sudhir B.

NANIVALI

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Gorkhana S. L.	11.	Miss. Guhe Anjali M.
2.	Mr. Bhagali A. Y.	12.	Miss. Kamadi Shaila S.
3.	Mr. Gharat S. N.	13.	Miss. Kakara Surekha S.
4.	Mr. Dhangada P. S.	14.	Miss. Tambada Vandana K.
5.	Mr. Valavi J. A.	15.	Miss. Dhadapa Tulashi K.
6.	Mr. Tambada A. S.	16.	Mr. Tambada Kisan K.
7.	Mr. Bhutkade V. L.	17.	Mr. Tumbada Gopinath R.
8.	Mr. Tambada D. K.	18.	Mr. Patil Kalpesh B.
9.	Mr. Thakare M. B.	19.	Mr. Umbarsada Sunil S.
10.	Mr. Mhaskar M. P.	20.	Miss. Kamadi Pramila K.

LALATHANE

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Kharpade S. N.	11.	Mr. Katakar Prashant K.
2.	Miss. Sonar R. G.	12.	Mr. Barad Pintya Y.
3.	Miss. Bujad S. H.	13.	Mr. Chimbate Ajay D.
4.	Miss. Basawat P. R.	14.	Mr. Tambadi Pandurang V.
5.	Miss. Ghatal N. P.	15.	Mr. Miraka Sachin G.
6.	Miss. Chavara K. C.	16.	Mr. Baraf Yashawant R.
7.	Miss. Pared U. B.	17.	Mr. Wangade Pinkesh Y.
8.	Miss. Bhavar A. P.	18.	Mr. Baraf Marwat J.
9.	Mr. Sitad A. K.	19.	Mr. Dole Jayesh S.
10.	Mr. Kolha A. D.	20.	Mr. Sambare Nilesh B.

BETEGAON

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Pawar R. B.	11.	Miss. Mhaskar Sareeta K.
2.	Miss. Sabal	12.	Mr. Waware Pramod T.
3.	Miss. Sabal P.T.	13.	Mr. Tandel Sudhir M.
4.	Mr. Gawate V. Y.	14.	Miss. Bhurkud Jyoti V.
5.	Mr. Varatha S. K.	15.	Miss. Gadavi Nirmala A.
6.	Mr. Dumada K. S.	16.	Miss. Bhuyal Vanita K.
7.	Mr. Rahane B. S.	17.	Mr. Waware Sunil S.
8.	Mr. Sabala P. K.	18.	Miss. Dhayad Jyoti B.
9.	Miss. Dabhade A. K.	19.	Mr. Waware Mangesh B.
10.	Mr. Vadu R. M.	20.	Miss. Shinde Sharmila D.

NANDORE

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Mr. Keni U. B.	11.	Mr. Kolekar Tarachand K.
2.	Mr. Jadhav K. G.	12.	Mr. Balashi Sandeep B.
3.	Mr. Chaudhari D. C.	13.	Mr. Bhoye Arun R.
4.	Mr. Jadhav D. L.	14.	Mr. Choudhari Subhash R.
5.	Mr. Thakare S. J.	15.	Mr. Dagala Sadanand K.
6.	Mr. Padavi S. B.	16.	Mr. Bhagat Vinayak J.
7.	Mr. Valavi S. D.	17.	Mr. Misal Naresh B.
8.	Mr. Tambada N. C.	18.	Mr. Ghatal Sanjay P.
9.	Mr. Dhapari M. B.	19.	Mr. Jadhav Avinash S.
10.	Mr. Taravare P. L.	20.	Mr. Kamadi Sudam C.

GOVADE

School going		School dropout	
Sl. No.	**Name of the students**	**Sl. No.**	**Name of the students**
1.	Miss. Gond S. S.	11.	Mr. Katela Ashok S.
2.	Miss. Dawala Y. C.	12.	Mr. Gond Kishor S.
3.	Mr. Medha D. N.	13.	Mr. Jadhav Sudam S.
4.	Mr. Naik K. A.	14.	Mr. Katela Ajay R.
5.	Mr. Sutar L. S.	15.	Mr. Bhoir Mdhukar L.
6.	Mr. Hadal B. S.	16.	Mr. Janar Miltan W.
7.	Mr. Tokare S.T.	17.	Mr. Bhoir Tulashiram M.
8.	Mr. Dodhade S. S.	18.	Mr. Dhnari Krushna D.
9.	Mr. Medha P. B.	19.	Mr. Katela Yogesh L.
10.	Mr. Dhanari R. D.	20.	Miss. Govari Kanchan K.

List of Tables

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