

UNDERGRADUATE TRIBAL STUDENTS' SOURCES OF MOTIVATIONS FOR HIGHER EDUCATION



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Introduction :

Education is key to all development and it is widely accepted fact that education in general and higher education in particular plays a vital role in the socio-economic and cultural development of the country in general and in the social mobility of the weaker sections in particular. The equalization of educational opportunities would pave the way for equalization of opportunities in all spheres of social life. Besides, these exists a wide educational gap more in higher education between the weaker sections particularly in Scheduled Tribes and others. This acute situation of educational backwardness is very prevalent in North Western Maharashtra Region.

Methodology :

The objective of the study is to search their sources of motivations for higher education. In the context of the above objective the following hypothesis was put forth for testing : "Tribal students participation and development in degree education is not satisfactory due to their lack of motivations for higher education." The Universe of the present study is restricted to North-Western Maharashtra Region. For the present study, the researcher has applied "Random Sampling Method" and selected 200 undergraduate tribal students out of 2001, as a Ten Percent Sample. For this particular research, both the documentary and field data have been sought from primary and secondary sources of data. In pursuance of the objective the following are the findings. It is observed that the majority students' relatives (61.50%) were not in services. It is generally observed that the family members and relatives are always remained the motivational force for the youngsters. This proves that the majority (61.50%) of the tribal students were not having motivational environment of white-collar job from their family or relative side. This educational background hampers their progress. It is found that 38.50% tribal students' relatives were in services and out of total 77 students, there found 66 students' relatives' grade of employment was Class III and Class IV, and only three students' relatives' grade of employment was Class I and eight students' relatives' grade of employment was Class II. It shows that the

majority of students relatives status of employment was either Class III and Class IV. It is because of many reasons like poverty, backwardness and negligence of the Government etc. The tribal societies' share is very low in white-collar job of higher grade because of lack of higher education the employment categories of Class III and IV do not require higher education. These lower educated relatives may not motivate to these students for higher education as they themselves do not know the importance of higher education. They advise students to accept lower grade jobs of Class III and IV instead of pursuing higher education which can make them eligible for Class II and Class I jobs.

It is revealed that the overall situation of higher education in the tribal society is very poor. Only 16.18% students' relatives are graduate and post-graduate. This study shows that the majority of students' relatives were not more educated than respondents and it has definitely affected on the perception, aspiration and motivation of these undergraduate tribal students as they do not have the reference group of more educated persons among their relatives. They were lacking role models and reference group to follow. One of the striking observation of this study is that there are 25% students who answered that not a single person was more educated than themselves in their villages and it definitely affects negatively on the aspirations and motivations of these students regarding the higher education.

The researcher has found that the majority students i.e. (75%) did not have any ideal persons from the educational point of view. This is very pitiable condition. It is because of geographical isolation and lack of educational movement in the tribal society. The ideal person as a role model always gives motivation for the advancement and development. Here in case of tribal students lack of ideal persons itself proves the lack of motivation for the higher education. This situation definitely hampers the participation and development of undergraduate tribal students in higher education. In this study, it is observed that the cent percent students responded that they did not have any ideal community/group from educational point of view. It is very striking and

serious point to be taken into consideration, because without ideal community how can one think of progress? This situation does not create competitive attitude among the tribal students towards higher education and employment. Therefore it adversely affects on their development and participation in higher education. This study discloses that most of the students i.e. (84%) did not know the names of the great persons who dedicated their whole lives for the educational upliftment of the downtrodden. It is because of geographical isolation, and lack of interaction with the developed society and lack of general knowledge. The great persons who always remain the fountain of inspirations for the downtrodden and being the members of backward communities, these students do not know the names of the great persons, this indicates their level of ignorance and lack of exposure of knowledge.

Other striking finding is that (97.50%) tribal students do not read any literature like biography of the great persons, who dedicated their lives for the educational upliftment of the down-trodden. It is very disappointing that the majority of students do not know the ideology and dedication of these great persons, who made great sacrifice for the social advancement of the downtrodden. Unless and until, one reads the literature of these great persons and on these persons, one cannot understand the problems of their society and cannot get inspiration and proper directions for their overall development including higher education. Thus, they lack motivational force also. In this study, it is found that most of the students i.e. 94.50% responded that they did not know the names of the great persons who dedicated their lives specially for the upliftment of the tribal society. This is very serious point to be taken into consideration and by that one can understand the attitudes and the level of awakening of the undergraduate tribal students towards the overall development of the tribal society'. In short, it affects negatively on the motivations of these tribal students in context of higher education. This proves that they live in anti-educational environment. In this study, it is revealed that (98.50%) tribal students responded that they did not read any literature of the great persons, who dedicated their lives specially for the upliftment of

the tribal society. By this indicator, one can understand that the attitudes of the tribal students as they do not feel necessary to read the literature of the great persons, who dedicated their lives for the overall development of the tribals. The literature of these great men always remain the source of inspiration and their thoughts always remain as a torch-bearer for the overall development of the society. However here in this study, the most of the students did not read any literature, as a result of this, they do not know the thoughts and contribution of these great men. It adversely affects on the overall developmental-spirit required for these undergraduate tribal students. This situation is very pitiable and to be considered seriously from the point of view of the development of higher education of the tribal students. This proves that the tribal students need special guidance.

Inspiration for higher education is considered as a very important factor in this study. It is found that 58% students did not get any inspiration for higher education. By this one can understand that the majority students did not get any inspiration from anybody. It is because of geographical isolation, illiteracy, lack of higher education in former generation. It also affects on the continuation of higher education of these tribal students. Inspirations from college employees is considered as a vital factor in this study. It is found that 48% students did not get any inspiration from any employee of the college. Basically these undergraduate tribal students are found suffering from many socio-economic problems and inferiorities. If there is no inspiration from any employee of the respective colleges, then there is high possibility of frustration in them, in context of higher education, and thereby affecting on their sustainability in the higher education. The inspiration from college employees is an instant energy and encouragement for creating enthusiasm and it helps to cultivate the mind of deprived tribal students into the positive thinking and sense of belonging.

Conclusion : Thus in accordance with the objective of the study, the above stated findings were identified in context of sources of inspiration for higher education and it is confirmed that, the tribal students participation and development in degree education is not satisfactory due to lack of motivation for higher education.

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