

**TRIBAL EDUCATION
IN ORISSA
IN THE CONTEXT OF
EDUCATION FOR ALL
BY 2000 A.D.:**

A Status Paper



**GOVERNMENT OF ORISSA
TRIBAL WELFARE DEPARTMENT
BHUBANESWAR**

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FOR ALL BY 2000 A.D :

A STATUS PAPER

**TRIBAL WELFARE DEPARTMENT
GOVERNMENT OF ORISSA, BHUBANESWAR**

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Shri D. P. Bhattacharya, IAS,
Principal Secretary to Government,
Tribal Welfare and Harijan Welfare
Departments, Orissa, Bhubaneswar.

PREFACE

It is universally accepted that education is the basic input for any sustainable development, especially in the context of socio-economic development. It is also recognized that with a substantial proportion of population in abysmal ignorance and poverty, the Nation, nay, the State can develop. There have been continuing national efforts at the promotion of education, in accordance with the Constitutional provisions for the Scheduled Tribes among whom the percentage of literacy is pronouncedly low at the National as well as State level. It is a fact that though the level of literacy has in our State improved over decades, there has not been substantial enhancement in the percentage of literacy among the Scheduled Tribes who constitute 22.21 per cent of the total population of the State. Moreover, there is differential rate of literacy among 62 tribal groups and between tribal men and women. The tribal groups in Orissa represent simple pre-literate and relatively encysted societies with distinct identity, subsistence economy and ethos, ideology and world-view. In consonance with their socio-cultural fabric, the tribal education stands out as a distinct discipline requiring special treatment. In spite of special emphasis on tribal education during the post-independence period our achievement has not been commensurate with the aspirations, hence the gaping backwardness of the tribal people in particular and the State at large. This phenomenon attracts the attention of all concerned to strengthen our input and efforts for achieving the goal.

The present book makes an humble attempt to present, in a single volume, the status of tribal education in the context of "Education for All by 2000 A.D.", the educational facilities, educational problems, perspective action plan and suggestions for improvement. It incorporates excerpts showing observations, learned views and recommendations of various Committees, Commissions, Working Groups, Study Teams in the field of tribal education.

The present exercise has been possible through the sincerest efforts of staff of the Tribal and Harijan Research-cum-Training Institute and those of the Tribal Welfare Department, Government of Orissa. I am thankful to Dr. S. C. Dash, former Director, S.C.E.R.T. and Dr. P. C. Rout, former Director of Elementary Education for their valuable suggestions at the drafting stage.

I hope the book will be useful to general readers, scholars and development programmers in more than one way.

1994

September, 14th 1993.



(D. P. Bhattacharya)

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BRIEF HIGHLIGHTS

The State of Orissa occupies a unique position in the tribal map of India for having the largest varieties of tribal groups with high concentration of tribal population.

The tribes are now at different stages of socio-economic development and socio-cultural integration. At one end of the spectrum there are tribes who are at the subsistence level practising hunting and food gathering with simple and crude technology and at the other end there are some other tribal groups who have advanced enough to become settled cultivators and mining and industrial workers. The tribal people who mainly depend upon agriculture, by and large, also practise hunting, fishing, besides animal husbandry and forestry. Their artistic skill is of very high quality which is manifested in their house-pattern and decoration, arts and crafts, personal belongings, implements and instruments, above all, dance and music.

Out of 62 tribes, in the State as many as 12 communities *viz.*, the Juang, Paudi Bhuinya, Hill Kharia, Mankirdia, Birhor, Lodha, Didayi, Saora, Lanjia Saora, Dongria Kondh, Kutia Kondh and the Bondo have been declared as primitive tribal groups.

The tribal societies which are relatively less hierarchic with very little spicialization of skills are divided into totemistic exogamous clans with further segmentation into lineages and families. The society is patriarchal, patriloceal and patrilineal.

The tribal people are mainly animistic by religion, having strong faith in animatism, nature

and ancestral worship. The annual cycle of rituals is celebrated by appeasement of deities and spirits amidst feasts, fasts, dance and music. The tribal people also believe in the efficacies of black magic and sorcery.

The cycle of life from birth to death passes through several stages and the associated rituals observed by the tribal people differ from community to community. Marriage is the most important and remarkable event of life which includes selection and acquisition of mates, betrothal ceremony, payment of bride-price and consummation. Divorce, separation, remarriage including widow remarriage are allowed in their society. The traditional political organization with secular and sacerdotal heads are the guardians and protectors of norms, values, customs and sanctions of the society for enforcement of social control and maintenance of social order. With the introduction of Panchayati Raj, both traditional and modern politico-jural setups are functioning within the framework of conflict and co-operation.

Article-45 of the Constitution envisages free and compulsory education for all children in the age group of 6-14 years and Article-46 specially declares promotion of economic and educational interests of the Scheduled Castes and Scheduled Tribes, including protection from social injustice and other forms of exploitation.

Various Committees, Commissions, Working Groups, Study Teams were constituted from time to time during the post-independence period to go into the problems of tribal education and to give recommendations for

promotion of education specially among the tribal groups. These recommendations will be of immense help to the planners while framing Action Plan for effective tackling of the problem of mass illiteracy and building of an appropriate educational package. The important recommendation of such Committees, Commissions and Working Groups are Summarised below:—

1. Alienation of the tribal students from their own background should be avoided by establishing schools in tribal areas.
2. Construction of School building in local style.
3. Use of local tribal institutions as schools.
4. Establishment of schools and colleges to cater to the needs of land-based and rural sections of society.
5. Establishment of Ashram type of Schools.
6. Intensive programme for parental education and education of girls.
7. Appointment of atleast one woman teacher in every tribal school.
8. Appointment of qualified and experienced teachers having knowledge in local language.
9. Special drive for identification of educated tribal men and women and train them in teacher training institutions.
10. Emphasis on qualitative aspect rather than quantitative aspect of tribal education.
11. Training to tribal youths through specific organized courses.
12. Introduction of basic education, agriculture and forestry based training at primary stage and vocational education at secondary stage.
13. Provision of a five-year effective education for all tribal children by 1975–76.
14. Emphasis on non-formal education to tackle the problems connected with land, credit, currency, weights and measures, hygiene, rural geography.
15. Vocational training on agriculture, industrial trade and sports, etc.
16. Promotion of adult education, improvement of inspection quality, expansion of hostel facilities at primary, middle and high school stages.
17. Integration of general education with the art and culture of tribal communities in order to make education socially more acceptable and meaningful.
18. Imparting education in the mother tongue at primary level.
19. Preparation of text books on tribal language for lower classes.
20. Preparation of text books based on tribal background.
21. Preparation of syllabi for formal education taking into account their culture, technology, ethos etc. .
22. Declaration of school holidays according to local festivals.
23. Provision of scholarship assistance, attendance incentives, uniforms, mid-day meal and compensation to tribal parents.
24. Provision for special coaching in Science and other subjects outside the School hours.
25. Documentation of different aspects of tribal culture.

II

In accordance with the Constitutional Provisions special attention has been given by the Central and State Governments for promotion of tribal education by providing schools of residential and non-residential types, free studentship, scholarships and stipend, free

dress, reading and writing materials, mid-day meals etc. . In spite of the above mentioned facilities provided to the tribal people for their educational development the percentage of tribal literacy in the state was 13.96 as against 34.12 for the total population of the State (1981 census). Among the tribes, there is a great deal of disparity between the male and female literacy, it is being 23.27 per cent among the males 4.76 per cent among the females. It is also noticed that the percentage of literacy for the total, male and female population at the district level is far below as compared with that of the general population. The decadal growth of tribal literacy during the period 1961-71 and 1971-81 was 2.10 per cent and 4.50 per cent respectively. It is also seen that percentage of literacy among 42 tribes is below the state average of 13.96 per cent. There are 7 tribes, among whom the percentage of literacy is less than 5 per cent.

The H. & T. W. Department is playing most vital and leading role by providing special type of schools for educational development of Scheduled Castes and Scheduled Tribes. The enrolment position during the year 1991-92 at Sevashram Schools is 115,199, Ashram Schools/Kanyashram 11,658 and High Schools 35,084. In addition to special type of schools, 20 per cent reservation has been made for SC and ST Students in educational Institutions run by various other Departments. Besides, various educational programmes have been implemented by H. & T. W. Department and a budget provision of Rs.5,922.77 lakhs for the year 1992-93 has been proposed. The results of H.S.C. Examination show that the percentage of success among Scheduled Tribe Students in H. & T. W. Department Schools is much higher than that of the State percentage for all Categories of students.

Prior to the introduction of modern system of formal education and even after its introduction the youth dormitories are functioning as the vital training institutes where the boys and girls assemble to learn societal norms, values, customs from their senior members. Here the boys and girls get necessary training from their elders to emerge as responsible members of the society. The youth dormitories serve as a meeting place of elders where various important matters relating to village and community welfare are discussed. These also act as places of recreation and merry-making where the youths play, dance & sing folk songs. These centres need to be rejuvenated in order to make them more meaningful and effective. If properly managed these can discharge the duties and responsibilities of both formal and non-formal educational centres fulfilling the philosophy of Nehruvian approach in conformity with the well-thought out recent concept of single-line administrative structure.

In addition to establishment of special schools, H. & T. W. Department provides a package of incentives to students for attracting them to schools.

III

The entire State of Orissa had 39,293 number of Primary, 9,125 Upper Primary and 4,239 Secondary Schools till 1989. Since these institutions are managed by different Departments, they do not have similar facilities and common curriculum.

At the State level one Primary School serves an area of 3.96 Sq. Kms. and 802 population whereas a secondary school serves 36.73 Sq. Kms and 7,434 population. In comparison to coastal districts, in the districts of tribal concentration all types of schools serve a larger area and smaller population. The tribal districts should have more number of Primary

Schools according to norms. Out of 69,530 habitations, about 50 per cent have Primary Schools/sections within the habitations, about 30 per cent have Primary Schools within a radius of 1 km. This means that there were still around 20 per cent habitations and 7.17 per cent population unserved by Primary Schools. This percentage is still higher in tribal areas.

The percentage of habitations and population unserved by the U. P. School within a radius of 3 kms. were 37.09 and 16.65 respectively. In tribal districts the percentage of population unserved is quite high.

Out of total enrolment of 33,22,181 in classes 1–V the girls constitute 42.10 per cent. In the Upper Primary stage they constitute 36.31 per cent and Secondary stage 46.26 per cent.

The position of enrolment of tribal students in comparison to total enrolment shows that in classes I–V their percentage is 18.52, in classes VI–VIII 10.13 per cent and in classes IX–XII 8.56 per cent.

The gross enrolment ratio for children in the age-group 06–11 years and 11–14 years is 96.24 and 40.71 respectively. Both in the gross enrolment ratio and age specific enrolment ratio the proportion of boys is much higher than that of the girls.

The class-wise enrolment taking the enrolment in class I as 100 shows that there is a continuous dropout of students from one class to next higher classes. In comparison to general students the rate of dropout is very high among the tribal students.

The Pupil-teacher ratio in the State at the Primary stage was 1 : 39, Upper Primary Stage 1:31 and at the Secondary Level it was 1 : 12. These ratios are found to be much lower in tribal districts.

The distribution of Primary Schools according to number of teachers in position reveals that more than two-thirds of the total Primary Schools are having one or two teachers only. Out of the total number of 34,178 Primary Schools, 10.56 per cent have no building of their own. Most of the School buildings were Kutcha or party pucca type with one room. Hostel facilities are provided as a rule for those Upper Primary and High Schools which are under the H. & T. W. Department. Besides, there are some hostels for Upper Primary School students of other Departments in the Tribal Sub-Plan area.

IV

Inadequacy of educational institutions in tribal concentrated areas constitute one of the major educational problems as there are many habitations in tribal concentration districts without any primary schools either within the habitation or within the radius of 1 km. Moreover, while opening schools, the National norms for establishing schools have not been followed strictly. About 20 per cent of the existing Primary Schools have Kutcha buildings and the Schools which are without any building constitute 10 per cent. Besides, the existing School buildings are in a deteriorating condition due to lack of timely maintenance and repairs.

The existing educational structure in the State is now under dual administrative control, some coming under Education Department and others under H. & T. W. Department. Due to lack of co-ordination between these Departments the very purpose of envisioning an expanded horizon of education for the backward and disadvantaged denizens appears to be disenchanting and infructuous.

The ecological hazards pose serious problems and impede educational development in tribal areas. The existing eco-cultural system

in tribal areas is not congenial to the formal education which has been introduced. Therefore, the existing educational curriculum needs to be modified and the institutions need be located within a negotiable distance.

Due to lack of right type of teachers in the schools the expected progress could not be achieved in the field of tribal education. The teachers are mostly drawn from non-tribal areas, having no knowledge in tribal culture and language. The teachers do not stay in tribal villages due to lack of accommodation facilities. In addition to these, because of lack of watch and supervision by the higher authorities and harmonious/friendly relationship between the students and teachers the educational institutions in tribal areas are often found to be deserted. Therefore, a wide gap is noticed between the objectives and implementation.

The socio-economic situation in tribal areas plays a vital role for a high rate of non-attendance of students in schools. The tribal boys and girls are very home-sick in nature who do not find the school atmosphere conducive to them. The dormitories attract them more than the school. A number of feasts and festivals celebrated round the year divert their attention from school. Above all, poor financial condition of the parents plays a major role for their non-attendance in schools.

In tribal societies the parents are strongly averse to education of their children, more particularly for education of the girls. Poor economic condition coupled with cultural constraints are some of the important factors responsible for developing such an attitude in them. At the same time, their ignorance about the utility and value of education cannot be ruled out.

Medium of instruction is a major bottleneck in the field of tribal education. Because of the gap in communication between the teachers

and the students, they continue to remain alien to one another for years. Therefore, the medium of instruction through a language other than their own would definitely lead to stagnation and dropout causing colossal wastage of money, man-power and machinery.

The existing curricular, timings, standardized and uniform pattern of holidays do not suit to the local conditions and cultural pattern in tribal areas. Therefore, the attendance goes down during specific periods in a year. A separate holiday calendar for tribal areas should be worked out taking into account their harvesting period, festivals, rituals, and celebrations etc.

It has been noticed over the years that the present system of delivering basic education through formal schooling is far from satisfactory. Therefore, appropriate instructional technology taking the help of audio-visual aids, radio, television and computers should be devised in order to make it more meaningful, adaptive and pragmatic.

Various factors such as economic, social, religious and educational, attribute to a high degree of dropout and stagnation in the field of tribal education. As stated earlier low economic status, participation in household economic pursuit, indifferent attitude of parents to education, communication gap between students, teachers and parents, socio-religious obligations, unsuitable timings and holiday pattern in schools are some of the reasons for stagnation and dropout.

Four case studies in Phulbani and Koraput districts conducted by T. H. R. T. I., Bhubaneswar on the study of gross enrolment, stagnation and dropout at Primary and Higher Educational levels have been given in Annexure VI as illustrative examples.

INTRODUCTION

PROLOGUE

Education is an indispensable need of mankind. It aims at educating the masses to become better citizens and more useful members of society. Therefore, all over the world, education has been viewed as an important instrument for an all round development of individuals. Education is associated with the quality of life, related to production and inter-linked with the promotion of social and national integration. Realizing the importance of education for a democratic country, the Constitution of India enshrines certain provisions which promise 'equality of opportunity for education' at all levels, and also guarantee the educational advancement of the Scheduled Castes and Scheduled Tribes, because they constitute the 'core' among the Weaker sections in India. Moreover, article-45 states that free and compulsory education for all children is to be provided until they complete the age of 14 years.

India is characterised for its multiethnic, multicultural, multilingual and multireligious population. The country and its people, therefore, are facing multiple problems to carry out the Government directives uniformly. It is mostly because of its regional differences, inhibitive socio-cultural factors and the differences in the allocation of resources. All these factors combined together form a complex and difficult situation that ultimately perpetuates various

forms of structural inequality in the country. However, the Government is committed to tackle the multifarious problems, devising and renovating various remedial measures in a phased manner, in order to provide social justice to all its citizens, irrespective of their differences. Since independence, an integrative approach has been adopted to deal with the problems, however arduous and intangible they may appear at the surface level. Let us now analyse the problems of ethnic minorities of the country, who are struggling hard to grab the educational opportunities that are amenable to the majority communities for centuries to build up the dominant culture.

Traditional social structure of India provides a unique picture of co-existence of distinct majority group and a number of minority ethnic groups. Ethnic minority cultures have their own independent historical continuity, although they have been interacting with other dominant cultures in a pluralistic society. In the process of interaction cultural reductionism has hardly occurred, it has rather given rise to multiculturalism which could be conceptualized as that the minority groups are allowed and encouraged to maintain and develop their native languages and cultures alongside the dominant one. Moreover, multiculturalism also entails that some members of majority group acquire aspects of minority cultures, and internalize them for their own special purpose. Thus in

India biculturalism can be accepted as a perfectly natural phenomenon in the society (Llamzon, 1979). No doubt, the ethnic diversity is mainly concentrated in domestic and family life, within neighbourhood and friendship networks, youth and folklore organization, but has never affected national culture as a whole. In this perspective, the policy of multiculturalism should be encouraged and heightened for the national goal-attainment.

J. J. Smolicz while commenting on multicultural education states, "In multicultural education, the aim is to offer all students the opportunity of becoming bilingual and bicultural, so that individuals not only have the chance to broaden their own knowledge of people and deepen their understanding of life, but also to provide the community as a whole with living bridges between the different ethnic groups. They can work towards a creative and constructive interchange of cultures in a plural society" (1981 : 34).

The views expressed by Educational Psychologists add a new dimension in the context of educational development among the people. The gist of such views is stated below :

The most fundamental and general aim of school education is not only to bring change in behaviour but also to assist children in making better life adjustments. A sound educational endeavour is to meet needs of children to be educated and trained for successful adjustment with the present day situation. A list of ten "Imperative needs of youth" supplied by Elicker and a group of associates are briefly stated as follows :

1. To develop the saleable skills and related understandings and attitudes necessary for economic success.
2. To develop health and physical fitness along with the knowledge and habits necessary to maintain these.

3. To gain an understanding of the rights and duties of citizenship along with the attitudes necessary for good citizenship.
4. To acquire an understanding of the family and of the conditions of success and failure in family life.
5. To learn how to be an intelligent consumer: to purchase and to use goods and services efficiently.
6. To understand science and scientific method as related to man and the modern world.
7. To develop an appreciation of beauty in literature, art, music and nature.
8. To learn to use leisure time so that it will be most beneficial both personally and socially.
9. To develop ethical insight and principles and a sense of the highest ethical values.
10. To develop skill in rational thinking and expression to be able to read or to listen or to write or to speak effectively.

Thus, the present education system which involves teaching, learning process has now to be shifted from teacher-centred to child-centred" (Ellis. 1969 : 61-62).

Education among the tribal people in the context of all round development within a reasonable period of time, requires a specific treatment. For a long time, the tribal communities had been living in isolation and had their traditional education system aiming at making individuals as responsible members of their respective society. In this context, it is worth quoting Keesing and Keesing.

The process of learning a culture is called enculturation. The alternative term socialization is commonly used when stress is placed on an individual learning the groups and roles of his society" (1971 : 33)

In the context of learning to be human Beals and Hoijer emphatically state "Anthropologists often called this process enculturation focusing on the acquisition of skills, habits and behaviour, norms and values and social roles. Sociologists tend to use the term socialization, centring their interests on the problem of learning social behaviour appropriate to a society. Both may be considered forms of education if by this we mean the total learning process" (1971 : 338–339).

Tribal communities are no more left alone to lead an isolated life, but brought within the ambit of massive development activities. It is generally felt that development without education will remain as a myth. Pragmatically speaking, the socio-economic development and educational development should be viewed as inter dependent processes, both should, there-

fore, go hand in hand. Education has assumed as a significant part of the very foundation of modern society— an avenue for social mobility, political consciousness and equality of opportunities to all citizens, which calls for suitable strategy as urgent and as important as poverty, sickness or unemployment.

Since tribal societies are relatively close systems with open mind, we may loudly think of OPEN INSTRUCTION SYSTEM vis-a-vis formal instruction through schools. Giaconia while presenting a critique of the 'open versus Formal Instruction' states the features in the following table and it needs our comprehension while rethinking tribal education in our State :

"Comparison of the categories of open education features proposed in three studies (in Husen et al (eds) 1985 : 3670–3682).

Giaconia and Hedges (1982)	Traub, Weiss, Fisher and Musella (1972)	Walberg & Thomas (1972)
Open education feature	Dimension of schooling	Open education themes
1	2	3
Role of child in learning	Student control; setting instructional objectives; role of teacher	Provisioning for learning; humaneness, respect, openness, and warmth
Diagnostic evaluation	Student evaluation	Diagnosis of learning events; evaluation of diagnostic information
Materials to manipulate	Materials and activities.	Provisioning for learning; humaneness, respect, openness and warmth
Individualized instruction	Individualization of learning	Instruction, guidance, and extension of learning
Multiage grouping of students	Composition of classes; structure for decision making	Provisioning for learning
Open space	Physical environment	—
Team teaching	—	—
—	Time Scheduling	—
—	—	Seeking opportunities for professional growth
—	—	Self-perception of teacher.

If we sincerely desire to develop education in tribal societies, tribal women playing the role of mothers are to be confided, motivated and thrust with the responsibilities for schooling their children. It is appropriate to quote hereunder the emphasis of L. V. Harpen in this regard.

"When mothers of school-aged children expect age-appropriate responsible behaviour : When they respond consistently and do not give in to nuisance behaviour; and when they use reasoning allowing their children to voice their opinions, their offsprings tend to be friendly, self-reliant, and generally well-behaved. Conversely, rejection, punitiveness, or permissive noninvolvement seem to relate to problem behaviour" (Martin 1975 quoted by Harpen in Husen et al (eds) 1985 : 3424).

In so far as educational implications of mother-child relationship at the age of school entry are concerned, the tribal mothers, if taken care of, can overcome 'environmentally induced cognitive deficits in children, hence there is imperative need for mothering the first three years of schooling. Another significant dimension, *i.e.*, women in education or gender-specific differential access of women/girls in various tribal communities in Orissa needs explicit policy formulations and implementation in order to ameliorate the situation. The major causes of the disappointing figures of girl-children education are results of educational policies, sex-segmentation in labour force, sexual division of labour in pre-farming/per-industrial/Pre-capitalistic modes of production, patrilineal system, son-preference, inappropriate curriculum.

For resolving educational problems of tribals in Orissa we have taken more than four decades since India's independence. The experiences we gained in the meanwhile by

analysing the intricate process of tribal education, however, vividly suggest that the malaise inherent in the system appears to be highly complex and is difficult to uproot completely. Nevertheless, certain phenomenal changes have been brought about by intensively implementing quite a few well thought of micro level programmes in tribal dominated areas from time to time, yet the requirements necessary for its satisfactory solution seem apparently meagre and inadequate. Therefore, the present paper intends to highlight the basic infrastructural inadequacies and the detailed scheme of financial assistance urgently needed to meet the challenge of achieving universalisation of primary education in tribal areas of the State by 1995. That apart, sufficient attempt has been made in the paper to point out the various causes socially, administrative, religious, economic and geophysical that actually hinder in the way of attaining higher enrolment in schools, and there is an elaborate analysis of genuine areas of educational problem that has been shown by providing an exhaustive data on the existing number of schools of different categories being managed by the Education Department and the H. & T. W. Department, as well.

The crux of the problem from our point of view is that unless we change the attitude of the tribal parents towards modern education, all our efforts and exercises will well-nigh meet the defeat at last. Studies regarding tribal education advance the following deep rooted causes for the low literacy rate among them and the major concern is how to move towards transformation of attitude and opinion of these parents in order to make the endeavour meaningful.

Opinion Of Parents Of Educated Tribals :

1. Alienation from natal family
2. Weakening of native tongue

3. Forsaking tradition based occupation
4. Leading to reduce sociability in the community.
5. Affecting rural/caste leadership norms.
6. Marriage for girls becomes problematic.
7. Insecurity of winning govt. jobs and other suitable employment.

These causes are mostly embedded in their values and ideology of the community, hence political socialization for these parents are needed at this stage before embarking upon overambitious programme for bringing out an academic revolution in the State.

The Guide-lines on preparation of tribal sub-Plans issued by the Planning Commission state under "Minimum Needs and Allied Sectoral Programmes" emphatically on the promotion of tribal education which may be quoted as follows:-

"The targets for Primary, Middle and High School levels should be worked out on a realistic basis. The weak points in the educational structure should be identified and a package programme approach should be developed. Areas which are most sparsely populated and cannot support normal schools should be delineated and Ashram Schools network should be planned for these areas. In other less sparsely populated areas, the norms for supporting facilities like hostels should be worked out. Suitable programme of scholarship, stipends, free text books, etc. have to be formulated with a view to achieving the targets fixed. In some of the more backward areas assistance on a universal basis may be necessary at the elementary school level. Preparation of text books in tribal dialects should be a priority programme. Special citizen education programmes for communities extremely low on the literacy scale may be formulated to bring them

to a minimum acceptable level by the end of the Fifth Plan. While planning school buildings, laboratories, teachers quarters etc. the scarcity of modern building materials and their unsuitability in the more backward areas must be kept in view. Use of local materials has to be encouraged and specification varied accordingly"— (Compendium of Circulars/Guidelines on Tribal Development, 1990 : 14).

In substance, education is the basic input for any sustainable socio-economic development of the tribals. Since it is first generation education, it has to be conducive to the socio-cultural ethos and environmental condition of the tribals with gradual amalgamation with the formal general education at a certain stage.

1.1. TRIBES OF ORISSA :

Orissa State occupies an important place in the country having high concentration of tribal population. There are 62 types of tribal communities in the State. Each tribe has a distinctive style of life. Considering the general socio-cultural and economic characteristic features, they can be broadly divided into (1) Hunters & Foodgatherers, (2) Pastoralists, (3) Shifting cultivators, (4) Artisans, (5) Horticulturists, (6) Settled cultivators, (7) Industrial and Mining workers. On the basis of the economic development and socio-cultural distinctiveness, they can be divided into primitive groups, tribes in transition and accultured communities. Among the primitive tribes/sub-tribes category mention may be made of the (1) Juang, (2) Hill Bhuinya, (3) Hill Kharia, (4) Mankirdia, (5) Birhor, (6) Lodha, (7) Didayi, (8) Saora, (9) Lanjia Saora, (10) Dongria Kondh, (11) Kutia Kondh and (12) Bondo.

The economies of the Orissan tribal communities are primarily subsistence-oriented. The subsistence economy is based mainly on the collection of food items including minor

forest produce, hunting & fishing, shifting cultivation and plough cultivation. Their subsistence economy is characterised by simple technology, gender-based division of labour, pre-capitalistic mode of production, consumption, exchange & distribution. The economic pursuits are mainly household-based or kinship oriented. Although they are tradition-bound in their approach they gradually make use of modern techniques and tools for better production. The shifting cultivation is a burning problem among the tribes of Orissa. The pernicious practice is associated with their economic, political, religious and social structure. By and large, they also depend on wet land cultivation to some extent. They are having good knowledge in land development, use of perennial streams for irrigation purposes, raising of orchards and fruit-bearing trees and domestication of animals & birds for ritual purposes and personal consumption. Their aesthetic manifestation is revealed in the architectural designs of their settlement and house pattern, art and craft, personal belongings, materials of daily use made out of locally available resources, musical instruments, costumes, hunting weapons, fishing nets and traps, even in the agricultural implements, basketry and utensils. People of different tribal communities depend on traditional money lenders for loan in lean periods. They do not get adequate price for their surplus even after the introduction of several preventive and curative measures.

Dispassionately speaking, the tribal communities constituting autochthonous population are relatively isolated, encapsulated and encysted, exhibiting shyness and indifference to outsiders, but maintaining harmonious life with their neighbouring people who are educationally advanced, economically better-off and politically more conscious.

As per their socio-structural arrangement they are segmented into exogamous totemic divisions, most important being the clan organisation with territorial cohesion and strong corporate social boundary and identity. Further, Clans are segmented into lineages and families, which are effective corporate social groups. The tribal people have broad kinship-range and cohesive community life. Their societies are relatively less hierarchic. There is very little specialisation of social roles, except the secular and sacerdotal headship.

The religious beliefs and practices of the tribal people are principally animistic, but incorporates other strands of belief, such as animatism, nature worship, fetishism, shamanism, anthropomorphism and ancestral worship. It aims at ensuring group security and establishing prosperity and happiness. The annual cycle of rituals of the tribes is in consonance with the cycle of economic activities. The gods, ancestral spirits and other supernatural elements are appeased from time to time. They celebrate a number of fasts, feasts, festivals for the approval of the eating of several food items available seasonally. They believe in the practice of magic and sorcery.

The tribal people have their sense of dignity and social identity, defined and redefined over time. Each community has prescriptions and practices of life-cycle rituals. The socio-biological crises of life are conception, birth, name-giving ceremony, pubescent ceremony, marriage rituals and ceremony, death and mortuary rituals etc. The tribes of Orissa constitute patriarchal, patrilineal, patrilocal communities.

The marriage is most remarkable event which entails selection and acquisition of mates and ends with the consummation and the establishment of a neolocal residence. The mode of

acquisition of mates, payment of bride-price, age at marriage, pattern of the family life, divorce, separation, remarriage etc. vary from tribe to tribe.

The tribal's traditional political organisation has several significant components. There are folk-mores, norms, customs, sanctions and customary laws for social control and social order. Norms and customary laws and social sanctions are culture-specific. They have specific functionaries and territorial political organisations. Among the northern tribes the territorial units are called "Pirha" and among the southern tribes they are known as "Mutha" and among the north-western tribes they bear the nomenclature "Pragana". The law and order, peace and security are well maintained in the traditional political organisations, which are still in existence but in many areas they are gradually weaning under the impact of Panchayatiraj and modern political system. The traditional and modern politico-jural set up are functioning within the framework of conflict and co-operation.

Amidst the web of harmonization and confrontation and emergent change and social mobility they have retained some of their most significant traits of culture, in one form or the other. The traditional institutions are still existing as the centres of important events without being non-functional. The centres are meant for the community for enculturation/socialisation playing the most significant educative role. The tribal people of Orissa are ever remembered for their rich heritage of folk tales, myths, dance and music and various kinds of performing art. The Orissa ethnographic scenario includes as many as 62 Scheduled tribes enlisted in the Presidential Orders, numbering 59,15,067 persons in 1981 Census constituting 22.43 per cent of the total population of the State (26,370,271). As

per 1991 census tribal population has been estimated at 7,032,214 which is 22.21 per cent of the state's total population of 3,16,59,736.

Distribution of tribal population in the districts during 1981 Census as furnished in Table 1.01 was uneven. Their number was more in inland districts like, Koraput, Mayurbhanj, Sundargarh, Keonjhar and Phulbani than in the coastal plain consisting of Balasore, Cuttack, Puri and Ganjam. Taking the total Scheduled Tribe Population of the State as a whole Koraput district alone claimed more than one fifth, Mayurbhanj slightly less than one-sixth, Sambalpur and Sundargarh more than one-tenth each. These four districts taken together claimed more than 60 per cent of the total tribal population of the State. In other words the tribal people are found in less populous districts.

Comparing the percentage of tribal population to total population in different districts as shown in Table-1.01 Mayurbhanj district continued to hold the top position with, 57.67 per cent, followed by Koraput district with 55.21 per cent and Sundargarh with 51.25 per cent.

The population size of different tribal communities of the State as given in Table-1.02 varies from a few persons among the Chenchu to about ten lakhs among the Kondh. There are 15 tribal communities numbering each more than one lakh population. Ten tribes among them, viz, Bhuinya, Gond, Kisan, Munda, Kharia, Oraon, Santal, Kolha, Bhumij and Bathudi are found almost exclusively in northern and Western Orissa and the remaining five tribes viz, Saora, Kondh, Shabar or Lodha, Paraja and Bhattada are largely confined to Southern Orissa.

Tribal Sub-Plan :

The concept of tribal Sub-plan emerged out of the recommendations of the Task Force

and guide-lines were issued by the Planning Commission and the Ministry of Home Affairs, Government of India for preparation of Sub-plan for tribal regions, The tribal Sub-plan of Orissa was first prepared in 1974 and Orissa was the pioneer State in this regard. Now Sub-plan area covers three entire districts of Koraput, Mayurbhanj and Sundargarh; 9 Tahasils viz. G. Udayagiri, Balliguda & Khondmals in Phulbani district, Kanjipani, Barbil, Champua and Keonjhar in Keonjhar district, Kuchinda in Sambalpur district and R. Udayagiri in Ganjam district and 5 Blocks viz. Gumma & Rayagada in Ganjam districts, Thuamul-Rampur and Lanjigarh in Kalahandi district and Nilagiri in Balasore district in each of which the tribal population is more than 50 per cent. Out of 314 C.D. Blocks in the State, 118 Blocks come under the Sub-plan area which accounts for 44.21 per cent of the total area of the State. The population of the Sub-plan area is 72,73,225 representing 27.58 per cent of the total population which is 2,63,70,271. Its tribal population is 19,90,898 constituting 67.47 per cent of the total tribal population of Orissa.

MADA and Cluster Approach Pockets :

Towards the end of the fifth plan, Modified Area Development Approach concept was evolved. With a view to bringing more of tribal population under the fold of integrated approach, outside the tribal sub-plan area, contiguous smaller areas having a population of 10,000 or more with 50 per cent tribal concentration were identified and included under Modified Area Development Approach. So far 45 MADA pockets have been identified covering parts of 47 Blocks and 4.86 lakh tribals.

The norm for inclusion of an area under MADA pockets has been relaxed and cluster approach was introduced during the 7th Five Year Plan. Contiguous area having a popula-

tion of 5,000 or more with 50 per cent of tribal concentration are being identified as clusters. Eight such clusters covering parts of eight Blocks have been identified and started functioning towards the end of the financial year of 1986-87. Besides this, other five clusters have already been concurred by Govt. of India in the Ministry of Welfare during 1990-91.

In these pockets both individual benefit oriented scheme and community benefit oriented programmes for the welfare of tribals are under implementation.

Situation in MADA Pockets :

In addition to the educational development of the tribal people covered under the T.S.P. areas, it is felt essential to go for a concurrent exercise so that the inadequacies and short-comings of tribal education in the Modified Area Development Approach (MADA) Pockets are taken care of and special strategies are evolved. At present, there are 45 MADA pockets spread over 47 Blocks in the State. In order to cater to the educational development needs of those tribal people who live scattered in areas outside the T.S.P. scope, more facilities are yet to be created.

Basing on the studies conducted by Tribal and Harijan Research-cum-Training Institute (THRTI), Bhubaneswar on the formulation of Action Plans for various MADA Pockets (1981-85), we get glimpses of the existing educational situation, problems and prospects. As illustrative test cases, we may discuss the situations prevailing in at least four MADA pockets, in order to comprehend the situation.

Case 1 : Nawapara MADA Pocket :

The Nawapara MADA Pocket is located in the district of Kalahandi. The total geographical area of the pocket is 263.71 Sq. Kms. as per 1971 Census The total tribal population of the area is 14,394. The Gond is the major tribe

inhabiting the project area. They are highly acculturated, and speak Oriya. The tribe is divided into a number of totemistic clans which are exogamous. Payment of bride-price is prevalent among them. They have adopted the Hindu marriage rituals. They worship a number of gods, such as Jangadeo, Lingadeo and Buradeo which are the most important deities of their community. Their main occupation is agriculture and their staple food is rice.

The educational facilities are not adequate in the area. There are only 16 Lower Primary Schools, 21 Upper Primary Schools and 8 Middle schools. Basing on the area coverage of the MADA pocket, it may be stated that there is only one school in every 6.09 sq. kms, approximately. The percentage of literacy among the Scheduled Tribes comes to 6.92 in 1981 as per survey. The literacy percentage among S.T. males and females was 11.95 per cent and 1.84 per cent, respectively. The percentage of children actually going to schools to the total school going children in the age-group of 06-11 years and 11-16 years stood at 14.93 and 10.69, respectively. The percentage of female children attending schools in the age-group 06-11 years and 11-16 years was recorded 5.92 and 1.5 respectively.

Case-2: Tureikela MADA Pocket :

The Tureikela MADA pocket is situated in the district of Bolangir. There are 32 villages in the MADA pocket. The total geographical area of the pocket is 74.20 Sq. Kms. . The project area has 12 Lower Primary Schools and 5 Upper Primary Schools. It may be computed that one school covers 4.34 of area. There are as many as 11 tribal groups inhabiting the Project area. The total tribal population of the area is 6,547. The Gond is the major tribe with 4,863 population as per the survey. The constitute about 74 per cent of the total tribal

population. Like many other tribal communities they speak Oriya. They are acculturated to a large extent.

The percentage of literacy among the Scheduled Tribes was recorded as 6.9 as per survey 1981. The percentage of literacy among the Sch.tribe males was 12.8 whereas it was 1.0 for females. The percentage of children actually going to schools to the total school-going children in the age-group of 06-11 years and 11-16 years stood at 12.5 and 7.3, respectively. The percentage of female children attending schools in the age-group of 06-11 years and 11-16 years was recorded 4.6 and 0.9, respectively.

Case 3 : Jujumura MADA pocket :

The Jujumura MADA pocket comes under Sambalpur district. The total geographical area of this pocket is 385.72 Sq. Kms. having 86 villages. The total tribal population of the pocket is 18,448. There are 9 tribal groups in the Project area among which the Munda and the Mirdha are the major tribes. The Munda are highly concentrated in Sundargarh and Sambalpur districts. They call themselves "Konoko" which means man.

In Mundari language word 'Munda' means "a man of prestige and wealth". The Munda family is usually nuclear in composition. The Mundas are purely agricultural people. The "Mirdha" is a small Dravidian tribe which is commonly known as "Koda". The traditional occupation of the tribe is the digging and carrying of earth and hence they are known as Koda.

There are 35 lower Primary Schools, 30 Upper Primary Schools and 6 Middle Schools in the Project area. Total geographical area per school comes to 5.43 Sq. Kms. .

The percentage of literacy among the Sch.Tribes was 16.69 as per survey (1981). The

percentage of literacy among Sch. Tribe males was 27.83 and females was 5.80. The percentage of children actually going to schools to the total school going children in the age-group of 06-11 years and 11-16 years stood at 11.36 and 11.80, respectively. The percentage of female children attending schools in the age-group of 06-11 years and 11-16 years was recorded 7.97 and 10.30, respectively.

Case 4 : Sukinda-I MADA Pocket :

The Sukinda-I MADA Pocket comes under Cuttack district. It consists of 33 villages of two Gram Panchayats of Sukinda Block. The total geographical area of the pocket is 110.86 Sq. Kms. The total tribal population of the area is 9,465 as per the survey 1981. Altogether 16 tribal groups live in the Project area. Numerically the Kolha constitutes the major group among the tribes of Project area. They speak a dialect of their own which is classified under Mundari-Kolarian group of dialects.

They possess a good physique with dark complexion. Though they are scattered in the Project area yet they live exclusively in some villages. Their social organisation is characterised by clan exogamy and village exogamy. The Kolha thrive on settled agrarian economy and other pursuits, like hunting, food gathering, collection of minor forest produces. They also earn their wages from mining and industrial works. They grow crops, like paddy, maize, millet and vegetables in their fields.

It is revealed from the study (1981) that there are 8 Lower Primary Schools, 4 Upper Primary Schools and 3 Middle schools in the Project area. Basing on the coverage of MADA pocket, it may be indicated that there is only one school for every 7.45 Sq. Kms. and it is not adequate.

The percentage of literacy among the Scheduled Tribe was 8.15 as per survey (1981).

The percentage of literacy among males was 13.2 and among females was 3.05. The percentage of children actually going to schools to the total school-going children in the age-group of 0-6 years was 4.62, 06-11 years 16.87 and 11-16 years 14.17. The percentage of female children attending schools in the age-group of 0-6 years, 6-11 years and 11-16 years was 4.97, 11.37 and 10.18 respectively.

Situation in Cluster Approach Pocket :

Beyond the MADA pockets there are small areas of dispersed tribal population concentration. There are 13 Clusters in the State, at present. The educational facilities available in these areas are not adequate to cater to the needs of these people who are living inside the Cluster areas. It is pertinent to throw some light in the context of development of educational facilities for the tribal people included in the Cluster Pockets.

Basing on the available data on Census 1981, we got some facts of tribal education. As illustrative test cases such situations at least in two Cluster approach Pockets are given below:

Case-1 Nawapara Cluster :

The Nawapara Cluster is situated in the district of Kalahandi. It comprises 16 villages in 2 Gram Panchayats of Nawapara Block. The total geographical area of this Cluster is 66.84 Sq. Kms. As per 1981 census the total population of the area was 5,534 of which the Scheduled Tribes constituted about 55 per cent. The total literates of this area was 460 which constituted only 8.31 per cent to the total population. The percentage of literacy among males and females was 7.39 and 0.92 to the total population, respectively. It may be deduced that the percentage of literacy approximately came to 4 for Sch. Tribes in the Cluster Approach Pocket.

Case-II Jayapatana Cluster :

The Jayapatana Cluster is located in the district of Kalahandi. It consists of 5 villages under two Gram Panchayats of the Jayapatna Block. The total geographical area of the Cluster is 40.48 Sq. Kms. According to 1981 Census the total population of the area was 6,843 of which the Scheduled Tribes constituted about

50 per cent. So far as the literacy standard of the total population is concerned it was only 9.00 per cent in the Cluster area. The percentage of literacy for males and females came to 8.03 per cent and 0.62 per cent, respectively. It may be deduced that the percentage of literacy approximately came to 5 per cent for Scheduled Tribes in the Cluster Approach Pocket.

Table - 1.01
DISTRIBUTION OF SCHEDULED TRIBE POPULATION, 1981

Sl. No.	District	Total Population	Scheduled Tribe Population.	Percentage of tribal population to total population in the district.	
				1981	1971
1	2	3	4	5	6
1.	Sambalpur	2,280,976 (8.65)	622,555 (10.52)	27.20	28.13
2.	Sundargarh	1,337,871 (5.07)	685,765 (11.59)	51.25	53.40
3.	Keonjhar	1,114,622 (4.23)	499,567 (8.45)	44.81	46.96
4.	Mayurbhanj	1,581,873 (6.00)	912,320 (15.42)	57.67	58.57
5.	Balasore	2,252,808 (8.54)	154,153 (2.61)	6.84	7.06
6.	Cuttack	4,628,800 (17.55)	144,708 (2.44)	3.12	2.89
7.	Dhenkanal	1,582,787 (6.00)	194,060 (3.28)	12.26	12.91
8.	Phulbani	717,280 (2.72)	279,276 (4.72)	39.83	40.31
9.	Balangir	1,459,113 (5.53)	280,381 (4.74)	19.21	19.72
10.	Kalahandi	1,339,192 (5.08)	418,871 (7.08)	31.27	29.26
11.	Koraput	2,484,005 (9.42)	1,371,550 (23.18)	55.21	56.34
12.	Ganjam	2,669,899 (10.13)	253,634 (4.27)	9.47	9.98
13.	Puri	2,921,045 (11.08)	100,827 (1.70)	3.45	3.70
	Orissa	26,370,271 (100.00)	5,915,067 (100.00)	22.43	23.11

Source : Census of India, 1981

Table No. 1.02
TRIBEWISE TOTAL, MALE AND FEMALE POPULATION, 1981

Sl. No.	Name of the Tribe	Total	Male	Female
1	2	3	4	5
1.	Bagata	2,616	1,311	1,305
2.	Baiga	188	100	88
3.	Banjara	10,925	5,305	5,620
4.	Bathudi	147,970	73,241	74,729
5.	Bhottada, Dhotada	247,709	124,109	123,600
6.	Bhuiya, Bhuyan	207,793	103,048	104,745
7.	Bhumia	75,221	37,216	38,005
8.	Bhumij	157,613	79,191	78,442
9.	Bhunjia	9,077	4,526	4,551
10.	Binjhal	98,631	49,459	49,172
11.	Binjhia, Binjhoa	8,041	4,101	3,940
12.	Birhor	142	76	66
13.	Bondo Poraja	5,895	2,790	3,105
14.	Chenchu	39	23	16
15.	Dal	18,163	8,872	9,291
16.	Desua Bhumij	1,183	598	585
17.	Dharua	8,611	4,300	4,311
18.	Didayi	1,978	968	1,010
19.	Gadaba	56,913	28,326	28,587
20.	Gandia	2,263	1,140	1,123
21.	Ghara	618	318	300
22.	Gond Gondo	602,749	298,200	304,459
23.	HO	44,496	22,204	22,292
24.	Holva	8,883	4,388	4,495
25.	Jatapu	18,457	9,051	9,406
26.	Juang	30,876	15,184	15,692
27.	Kandha Gauda	15,189	7,693	7,550
28.	Kawar	8,549	4,255	4,294
29.	Kharia, Kharian	144,178	71,640	72,538
30.	Kharwar	1,434	705	729

1	2	3	4	5
31.	Khond, Kond, Kandha, Nanguli Kandha, Sitha Kandha	989,342	487,406	501,936
32.	Kisan	227,992	113,831	114,161
33.	Kol	4,235	2,145	2,090
34.	Kolah loharas, Kolloharas	7,562	3,841	3,721
35.	Kolha	326,523	162,564	163,959
36.	Koli, Malhar	4,711	2,388	2,323
37.	Kondadora	17,442	8,768	8,674
38.	Kora	5,823	2,914	2,909
39.	Korua	986	509	477
40.	Kotia	19,136	9,593	9,543
41.	Koya	87,260	43,631	43,629
42.	Kulis	1,498	741	757
43.	Lodha	5,100	2,597	2,503
44.	Madia	1,066	532	534
45.	Mahali	11,767	5,893	5,874
46.	Mankidi	205	107	98
47.	Mankirdia	1,005	513	492
48.	Matya	12,123	6,188	5,935
49.	Mirdhas	28,177	14,225	13,952
50.	Munda, Munda Lohara, Munda Mahalis	338,935	170,885	168,050
51.	Mundari	24,667	12,304	12,363
52.	Omanatya	19,465	9,658	9,807
53.	Oraon	215,337	107,890	107,447
54.	Parenga	9,622	4,777	4,845
55.	Paroja	267,184	131,442	135,742
56.	Pentia	7,908	3,957	3,951
57.	Rajuar	2,313	1,159	1,154
58.	Santal	530,776	266,223	264,553
59.	Saora, Savara, Saura, Sahara	370,060	182,344	187,716
60.	Shabar, Lodha	329,209	163,226	165,983
61.	Sounti	67,872	33,460	34,412
62.	Tharua	1,034	543	491
	Unspecified	42,332	21,235	21,097
	ORISSA	5,915,067	2,939,863	2,975,204

Source : Census of India, 1981

TABLE - 1.03 (A)
MODIFIED AREA DEVELOPMENT APPROACH POCKETS

Sl. No.	District	Sl. No.	Name of Pockets/ Block	No. of Villages	Total Popula- tion	Sch. Tribe Popula- tion	Perce- ntage
1	2	3	4	5	6	7	8
1.	Cuttack	1.	Sukinda - I	33	17377	10023	57.68
		2.	Sukinda - II	12	12059	5906	48.97
		3.	Dangadi	23	19272	10969	56.92
2.	Puri	4.	Banapur - Ranpur	82	15098	7729	51.19
		5.	Nuagaon	107	10695	7816	73.08
		6.	Gania-Daspalla	196	26026	13028	50.06
3.	Balasore	7.	Jaleswar	31	20123	10895	53.35
4.	Keonjhar	8.	Anandpur - I	55	20768	16786	80.83
		9.	Anandpur - II	29	20082	12332	61.41
		10.	Hatadihi	24	15878	9435	59.42
		11.	Ghasipura	33	19854	11810	59.48
5.	Dhenkanal	12.	Pallahara	145	39123	19156	48.96
		13.	Kankadahad	52	30987	13889	44.82
		14.	Athamallick	56	14162	7204	50.87
6.	Ganjam	15.	Turubudi	179	13578	9150	67.39
		16.	Kasinagar	48	13664	9920	72.60
7.	Phulbani	17.	Boudh	100	11378	5467	48.05
8.	Balangir	18.	Khaparakhole	56	23992	12094	50.41
		19.	Tureikela	22	11514	6362	55.25
		20.	Tentulikhunti	38	13811	7001	50.69
		21.	Deogarh-Patnagarh	31	13693	7622	55.66
		22.	Saintala-Muribahal	47	18294	9514	51.95
9.	Sambalpur	23.	Dhankonda	24	16567	9216	55.63
		24.	Kalabira-Rengali	41	30623	16774	54.78
		25.	Jharsuguda-Lakhanpur	37	19870	9831	49.47

1	2	3	4	5	6	7	8
		26.	Laikera-Kirimira	45	25467	15608	61.29
		27.	Paikmal	30	13321	6888	51.70
		28.	Paikmal-Jharbandha	45	28765	14127	49.11
		29.	Barkote	44	15100	6617	43.82
		30.	Tileibani	138	30510	20911	68.54
		31.	Jujumora	92	39198	20220	51.58
		32.	Lakhanpur	19	12950	6570	50.73
10.	Kalahandi	33.	Bhabanipatna	94	16134	9767	60.54
		34.	Komna	73	42177	23623	56.01
		35.	Boden	50	31573	17121	54.23
		36.	Nawapada - I	36	16391	8459	51.61
		37.	Nawapada - II	41	28613	14467	50.56
		38.	Kesinga	17	12246	6664	54.98
		39.	Junagarh	41	11733	7064	60.21
		40.	Madanpur-Rampur	157	20985	11767	56.07
		41.	Khariar - I	16	10614	6161	58.05
		42.	Khariar - II	33	13697	7794	56.90
		43.	Jayapatna	24	15330	7796	50.85
		44.	Sinapalli	44	16158	8997	55.68
		45.	Narla	23	11474	5726	49.09
		Total :—		2563	881324	486266	55.00

TABLE - 1.03 (B)
LIST OF CLUSTERS

Sl. No.	District	Sl. No.	Name of the Clusters	No. of Villages	Total population	S.T. Population	Percentage
1	2	3	4	5	6	7	8
1.	Dhenkanal	1.	Dhenkanal	23	6717	3598	53.56
		2.	Angul	35	6518	3367	51.65
2.	Ganjam	3.	Suroda	42	5238	2807	53.58
		4.	Sankhemundi	30	6260	3635	58.06
3.	Bolangir	5.	Belpahada	12	6560	3386	51.61
4.	Phulbani	6.	Kantamal	34	6260	3281	52.42
5.	Sambalpur	7.	Naktideul	31	5661	2962	52.32
		8.	Padmapur	10	5230	2788	53.30
6.	Kalahandi	9.	Nawapara	16	5534	3048	55.00
		10.	Kokasara - I	9	8623	4784	55.00
		11.	Kokasara - II	5	6337	3133	50.00
		12.	Jeypatana - II	5	6843	3979	58.00
		13.	Bhawanipatana	11	7112	3767	52.00
6 Districts		12	Blocks / 13 Clusters	263	83020	44545	53.00

TABLE - 1.04
LIST OF I.T.D.A.S.

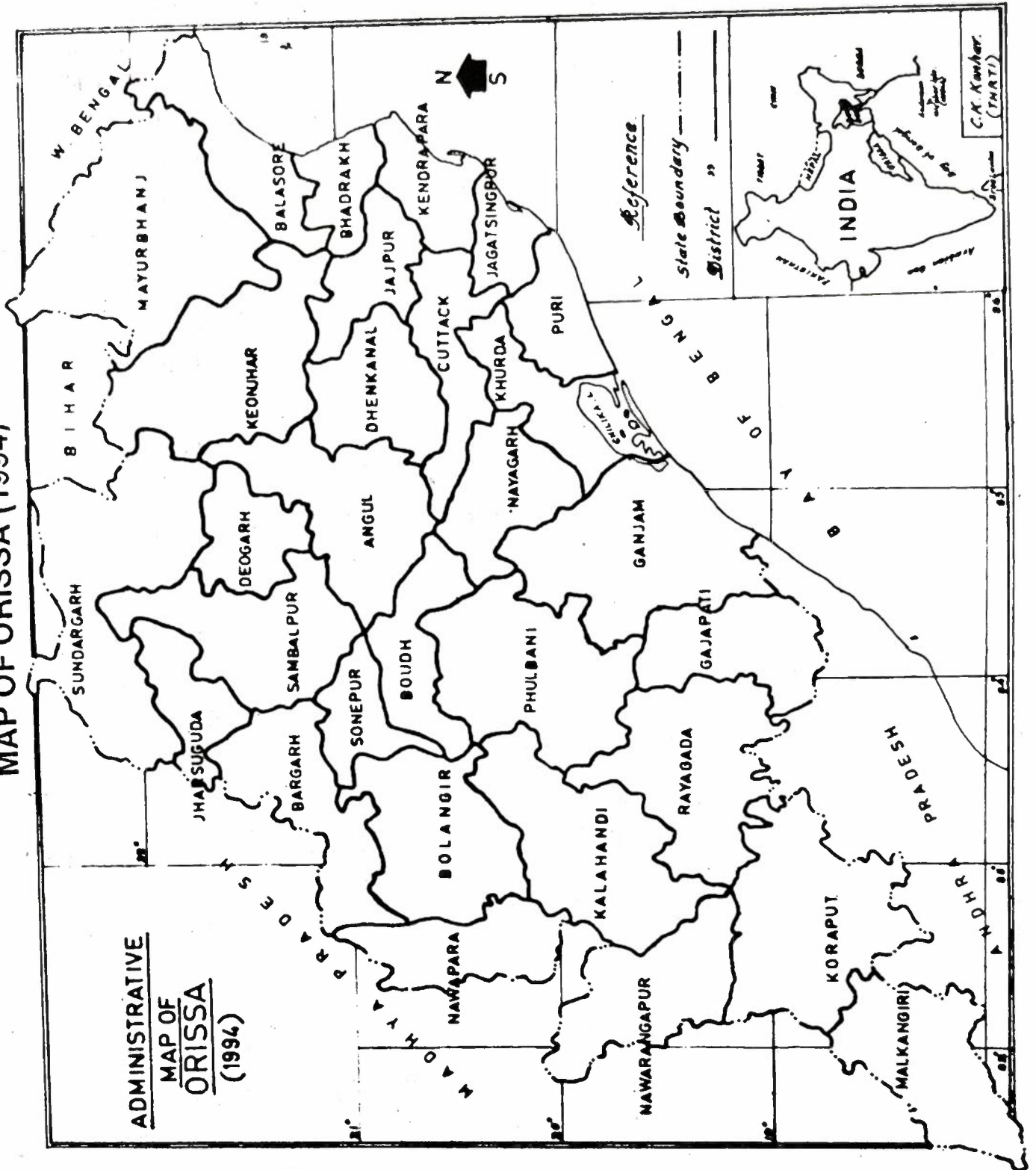
Sl. No.	Name of the District	Name of the ITDA	Name of the Block
1	2	3	4
1.	Mayurbhanj	1. Baripada	1. Baripada
			2. Badasahi
			3. Samakhunta
			4. Betanati
			5. Rasgovindpur
			6. Muruda
			7. Bangiriposi - I
			8. Saraskana
			9. Kuliana
			10. Suliapada
		2. Rairangpur	1. Bisoi
			2. Bijatola
			3. Kusumi
			4. Rairangpur
			5. Tiringi
			6. Bahalda
7. Jamda			
3. Karanjia	1. Karanjia		
	2. Raruan		
	3. Joshipur		
	4. Thakurmunda		
	5. Sukruli		
4. Kaptipada	1. Khunta - I		
	2. Khunta - II		
	3. Kaptipada		
	4. Udala		
2.	Balasore	5. Nilgiri	1. Nilgiri
3.	Sundargarh	6. Sundargarh	1. Sundargarh
			2. Subdega
			3. Balisankara
			4. Lephripada

1	2	3	4
			5. Baragaon
			6. Tangarpali
			7. Hemgiri
			8. Kutra
			9. Rajagangpur
		7. Panposh	1. Kuarmunda
			2. Bisra
			3. Nuagaon (Kinzir)
			4. Lathikata
		8. Bonai	1. Bonaigarh
			2. Lahunipara
			3. Gurundia
			4. Koira
4. Keonjhar		9. Keonjhar	1. Patna
			2. Ghatgaon
			3. Keonjhar
			4. Saharpara
			5. Harichandanpur
			6. Telkoi
			7. Bansapal
		10. Champua	1. Champua
			2. Jhumpura
			3. Joda
5. Sambalpur		11. Kuchinda	1. Kuchinda
			2. Govindpur
			3. Jamankira
6. Koraput		12. Koraput	1. Koraput
			2. Laxmipur
			3. Lampataput
			4. Dasamanthapur
			5. Narayanpatna
			6. Bondhugaon
			7. Similiguda
			8. Pottangi
			9. Nandapur

1	2	3	4
13.	Rayagada	1.	Rayagada
		2.	Kolnara
		3.	Kalyansinghpur
		4.	Kashipur
14.	Malkangiri	1.	Malkangiri
		2.	Balimela (Korkunda)
		3.	Govindapalli
		4.	Kudumulguma
		5.	Mathili
		6.	Kalimela – I
		7.	Kalimela – II (Podia)
15.	Jeypore	1.	Jeypore
		2.	Boriguma
		3.	Kotpad
		4.	Boipariguda
		5.	Kundra
16.	Nowrangpur	1.	Nowrangpur
		2.	Tentulikhunti
		3.	Papadahandi
		4.	Kosagumada
		5.	Raighar
		6.	Umerkote
		7.	Chandahandi
		8.	Jharigaon
		9.	Dabugaon
		10.	Nandahandi
17.	Gunupur	1.	Gunupur
		2.	Gudari
		3.	Padamapur
		4.	Ramanguda
		5.	Bisam–cuttack
		6.	Muniguda
		7.	Chandrapur

1	2	3	4
7.	Phulbani	18. Balliguda	1. Balliguda 2. Nuagaon (Kaniamendi Nuagaon) 3. Kotagarh 4. Daringbadi 5. Tumudibandha 6. Tikaballi 7. G. Udayagiri 8. Raikia 9. Chakapada
		19. Phulbani	1. Phulbani 2. Phiringia 3. Khajuripada
8.	Ganjam	20. Paralakhemundi	1. R. Udayagiri 2. Rayagada (Mahendragiri) 3. Mohana 4. Gumma 5. Nuagada
9.	Kalahandi	21. Th. Rampur	1. Th. Rampur 2. Lanjigarh
9	Districts	21 ITDAs	118 Blocks

ADMINISTRATIVE MAP OF ORISSA (1994)

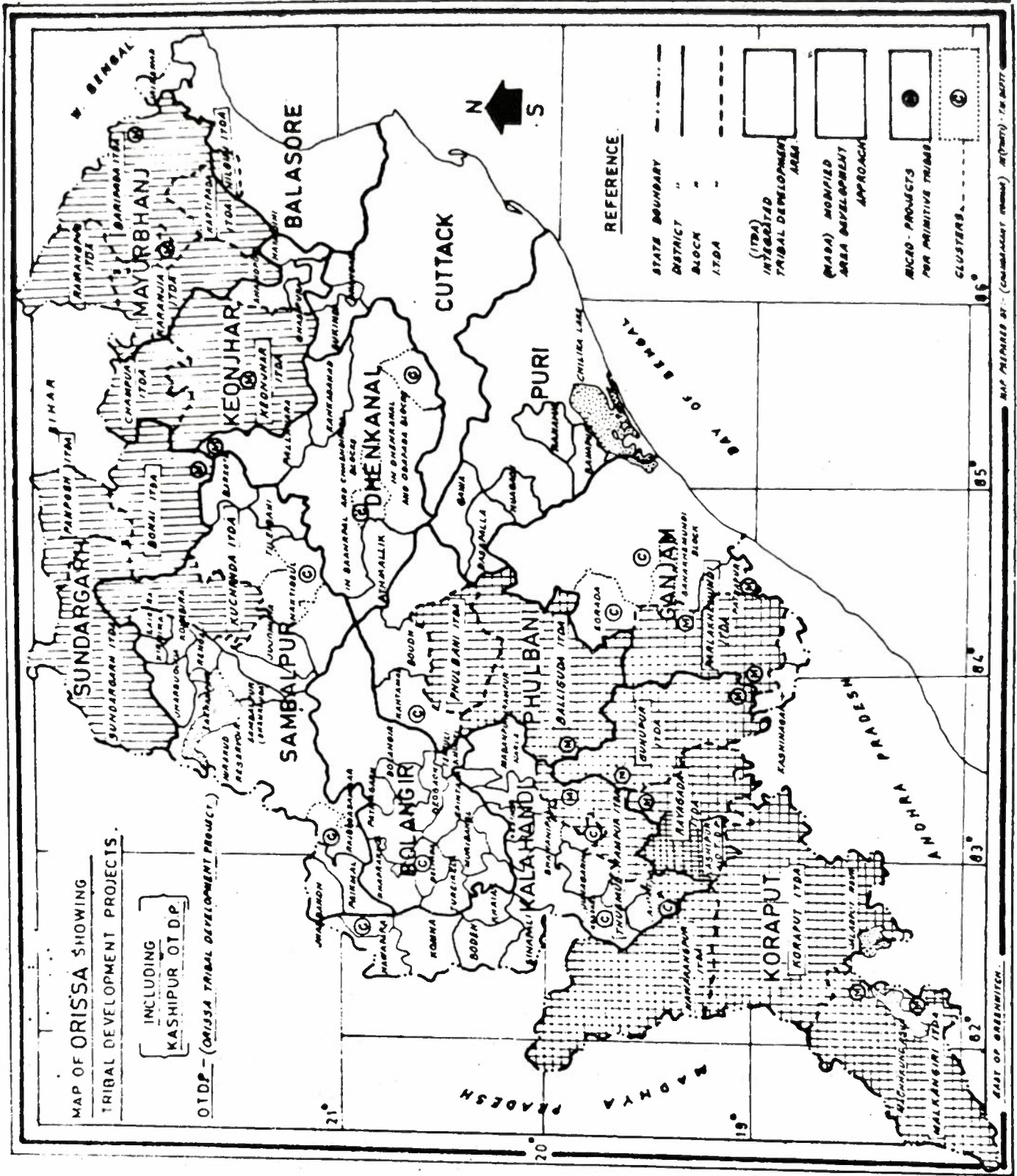


ADMINISTRATIVE
MAP OF
ORISSA
(1994)

Reference
State Boundary ———
District - - - - -

G.A. Kamhar
(IARI)

MAP OF ORISSA
SHOWING TRIBAL DEVELOPMENT PROJECTS



1.2 CONSTITUTIONAL PROVISIONS :

Article-45 of the Constitution of India envisages under Directive Principles of the State Policy to achieve the targets of universalisation of elementary education for the children in the age-group of 06-14 years within 10 years of the commencement of the Constitution.

Further, Article-46 declares the objective of promotion of educational and economic interests of the Scheduled Castes and Scheduled Tribes, which is reproduced as follows :

Article 46 : "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation".

350-A : Facilities for instructions in mother tongue at primary stage :

"It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities".

1.3 RECOMMENDATIONS OF VARIOUS COMMITTEES, COMMISSIONS, STUDY TEAMS AND WORKING GROUPS :

Since tribal education forms the vital component of the planned development intervention, especially during the post-independence period, recommendations of various committees, Commissions, study teams and working Groups at the National, State level have become repository of splendid experiences in course of our experimentations for the promo-

tion of education among the tribal communities. It is worth-while to take the following reports into consideration while framing a conceptual super-structure to combat for frontal attack on mass illiteracy and to ensure an appropriate educational package for the intended beneficiaries. The excerpts of the following reports are given in Annexure V.

- 1) Report of the Study Team on social Welfare and Welfare of Backward classes (RENUKA RAY COMMITTEE), vol.1:1959.
- 2) Report of the Committee on Special Multipurpose Tribal Blocks (ELWIN COMMITTEE), 1960.
- 3) Report of the Scheduled Areas and Scheduled Tribes Commission, vol. I. 1960-61. (DHEBAR COMMISSION).
- 4) Report of the Education Commission, 1964-65.
- 5) Report of the Working Group on Tribal Development during Sixth Plan (1980-85), October, 1980, Ministry of Home Affairs, Govt. of India.
- 6) Report of the working Group on Tribal Development during Seventh Plan (1985-90), December, 1984.
- 7) Report of the Working Group on Development and Welfare of S.Ts during Eighth Five Year Plan, November, 1989, Ministry of Welfare, Govt. of India.
- 8) Report of the Commissioner for Scheduled Castes and Scheduled Tribes, Government of India (Twenty eighth report) 1986-87.
- 9) Report on Development of Tribal Areas, National Committee on the Development of Backward Areas, Planning Commission, June 1981.

- 0) Conference of State Ministers and Secretaries, Tribal Development Agenda Papers, November, 1992 Government of India, Ministry welfare (Tribal Development Division)-iv- Review of Centrally Sponsored Schemes.

It is worthwhile to mention here the highlights of the Recommendations of the Committees, Commissions and Working Groups in respect of development of tribal education.

The study team on Social Welfare and Welfare of Backward classes (Renuka Ray Committee) has suggested regarding pattern of tribal education, the importance of not alienating tribal students from their own background, imparting education to the primary students in their mother tongue, appointment of at least one woman teacher in every tribal school etc. .

Elwin Committee on Special Multipurpose Tribal Blocks has given emphasis on construction of school building in local style, simplicity in equipments, avoiding unnecessary weightage on enrolment of schools, that is giving emphasis on qualitative aspect rather than quantitative aspect of tribal education, appointment of sufficient experienced and qualified teachers completely familiar with local language, preparation of text books in the tribal language for lower classes, declaration of school holidays according to local festivals, use of local tribal institutions as schools, and preparation of textbook based on the tribal background. Besides, the Committee suggested for introduction of basic education and agriculture and forestry based education at primary stage and vocational education at secondary stage. .

The Scheduled Areas and Scheduled Tribe Commission under the Chairmanship of U.N. Dhebar agreed to the proposal of representatives of Ministry of Education in providing

social amenities and employment opportunities to the villagers in their own surroundings instead of encouraging continuous drain of vitality and intellects from the village to the urban areas, establishment of schools and colleges to cater the needs of land-based section of society, imparting basic education beyond the secondary stage.

The Education Commission 1964-66 specially known as Kothari Commission deals with the tribal education alongwith the general education of the Country. The Commission recommended to provide a five year effective education for all tribal children by 1975-76 including intensive programme of parental education and education of girls. The Commission also recommended various items that have been dealt with by the Committee under Chairmanship of V.Elwin in respect of teachers, medium of education, textbooks, establishment of Ashram type of school etc. The Commission gave emphasis to pickup tribal youths, give them training through specially organized courses and use them as workers for tribal uplift. The Commission was of opinion that "no expenditure is too great for the purpose" of tribal education as it is a major programme of equalization and social and national integration.

The Working Group on Tribal Development during Sixth Five Year Plan, (1980) was of opinion that "education is key to tribal development". "It has to be tackled on both non-formal and formal levels" The working group suggested regarding non-formal education that the course content should include instructions as to how to deal with problems connected with land, credit, currency, weights and measures, hygiene, local geography, liquor vending etc. In respect of formal education steps should be taken to workout syllabi for

education taking into account their culture, technology, ethos and assimilative power. The Working Group also gave emphasis on vocational training, on agriculture, industrial trades, sports etc. to provide job opportunity. Besides special coaching in science and other subjects outside the school hours should be arranged. For better enrolment of tribal students besides scholarships assistance, attendance incentives, uniforms, midday meal, compensation need to be paid to tribal parents. The scholarship amount should be disbursed in advance in order to meet the contingencies. The teachers should be imparted orientation training. There should be a special drive for identification of educated tribal men and women and train them in teacher's training institution.

The Working Group on Tribal Development during Seventh Plan recommended that education would be given highest priority in the tribal area. during Seventh Plan, By identifying low literacy area and low literacy group among the Sch. Tribes suitable matching programme should be started. Besides, the Working Group was of opinion that administration of education in tribal area should be rationalized by bringing all such institutions under the control of Education Department. There should be promotion of adult education, improvement of inspection quality, expansion of hostel facilities at primary, middle and high school stages, improvement of infrastructure, adoption of tribal language as medium of instruction at the primary stage and documentation of tribal culture in shape of music, painting etc.

The Working Group on Development and Welfare of Sch. Tribes during Eighth Five Year Plan has suggested for (1) integration of general education with the art and culture of tribal community in order to make education socially more acceptable and meaningful, (2) documentation

of different aspects of tribal culture (3) preparation of primer / text books in tribal languages by Central Institute of Indian Language and S.C.E.R.T. which will accelerate promotion of tribal literatures and languages.

1.4 TRIBAL EDUCATION IN THE CONTEXTUAL FRAME OF NATIONAL EDUCATION POLICY, 1986. WITH MODIFICATIONS UNDER TAKEN IN 1992.

"Education, as reflected in levels of literacy, is an area in which the scheduled Tribe are undoubtedly much behind the rest of the population."

"The National Policy on Education - 1986, recognises this and in addition to the general objectives, states in regard to the education of Scheduled Tribes."

"The following measures will be taken urgently to bring the Scheduled tribes on par with others :-

- (i) Priority will be accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education,, as well as under the NREP RLEGP, Tribal Welfare Schemes, etc.
- (ii) The socio-cultural milieu of the Scheduled Tribes has its distinctive characteristics including in many cases their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- (iii) Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.

- (iv) Residential schools, including Ashram schools, will be established on large scale.
- (v) Incentive schemes will be formulated for the Scheduled Tribes keeping in view their special needs and life styles. Scholarships for higher education will emphasise technical professional and para- professional courses. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- (vi) Anganwadis, Non-formal and Adult Education centres will be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.
- (vii) The curriculum at all stages of education will be designed to create an awareness of the rich culture identity of the tribal

people as also of their enormous creative talent.

Operation Blackboard, which aims at substantial improvement in the facilities to be provided in all primary schools, has the following components :-

- (i) Provision of at least two reasonably large rooms that are usable in all weather with a deep verandah, along with separate toilet facilities for boys and girls.
- (ii) Provision of at least two teachers, as far as possible one of them a woman, in every primary school.
- (iii) Provision of essential teaching and learning materials, including black-board, maps, charts, a small library, toys and games and some equipment for work experience."

EXISTING EDUCATIONAL STATUS

2.1 POSITION AND GROWTH OF LITERACY :

During post-independence period facilities in various shapes for the promotion of tribal education have been provided in accordance with the Directive Principles of State Policy under Article 46 of the Constitution for educational interest of Scheduled Tribes as a special responsibility of the Central and State Governments. Accordingly various facilities have been extended by providing special residential and non-residential schools, school buildings, free studentship, scholarship and stipend, free dress, reading and writing materials, mid-day meals etc. It might be instructive and illuminating to compare and see how the incidence of literacy among the tribal people of the State has grown during the last three decades in comparison with that of the general population. Table 2.01 indicates the districtwise percentage of literacy among tribal people and general population during the Census 1981. It is seen that the percentage of literacy among the Scheduled Tribes was 13.96 as against 34.12 per cent in the total population. In all districts the literacy status of the tribal population is far behind than that of the general population. It is interesting to note that the literacy status of tribal males (23.27 per cent) is more or less equivalent to that of the females (21.11 per cent) in the general population. It is also seen that in all districts the percentage of literacy of the total population, males and females among the Scheduled Tribes is far behind as compared

with that of the general population. The percentage of literacy among tribal female is 4.76 per cent against 21.11 per cent for their counterparts in the general population.

Growth of literacy during the last two decades among the Scheduled Tribes is shown in Tables- 2:02 and 2:03 (A). At the State level it has increased from 7.36 per cent in 1961 to 9.46 per cent in 1971 and then to 13.96 per cent in 1981. In other words growth of literacy was 2.10 per cent in 1961-71 and 4.50 per cent during 1971-81. All districts excepting Sundargarh and Keonjhar had shown discouraging growth rate in literacy during the decade of 1961-71. Comparatively the growth rate of literacy in almost all districts was somewhat better during the decade 1971-81 than that of the preceding decade (1961-71). At the district level in Sambalpur, Sundargarh, Keonjhar, Phulbani and Puri there was higher growth rate of literacy than the other districts during decade 1971-81. Literacy among the Sch. Tribes of Orissa and literacy among the persons above 6 years of age (S.T) as per 1991 Census are given in Table No. 2.03 (B) and 2.03 (C) respectively.

Tribe-wise percentage of literacy during '1981 among the males and females is shown in Table-2:04. As many as 42 tribal communities are still below the State average of 13.96. Among them there are also a number of tribes whose percentage of literacy is less than 5. They are the Bondo, Didayi, Gandia, Mankidi, Mankirdia, Paroja and the Koya.

TABLE 2.01
DISTRICT-WISE PERCENTAGE OF LITERACY AMONG SCHEDULED TRIBES
AND TOTAL POPULATION, 1981

District	Percentage of literacy among total population			Percentage of literacy among the Scheduled Tribes		
	Total	Male	Female	Total	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Sambalpur --	40.02	47.98	19.67	19.89	32.65	7.16
Sundargarh --	36.17	47.34	24.12	22.70	32.88	12.52
Keonjhar --	29.89	42.61	16.95	15.26	25.78	4.86
Mayurbhanj --	25.47	37.01	13.82	14.50	24.59	4.52
Balasore --	41.84	45.07	28.32	11.21	19.36	2.90
Cuttack --	45.33	58.00	32.30	10.78	18.45	2.93
Dhenkanal --	36.70	51.40	21.39	14.65	25.18	4.02
Phulbani --	26.61	41.96	11.26	18.59	32.98	4.74
Balangir --	25.78	39.92	11.54	15.30	27.39	3.50
Kalahandi --	19.35	31.18	7.65	11.54	21.25	2.14
Koraput --	15.83	23.17	8.44	6.31	11.05	1.65
Ganjam --	30.78	45.15	16.87	10.82	18.29	3.67
Puri --	45.71	59.48	39.38	19.32	32.71	5.81
ORISSA STATE --	34.12	46.90	21.11	13.96	23.27	4.76

Source – Census of India, 1981

TABLE 2.02
PERCENTAGE OF LITERACY AMONG
TOTAL POPULATION AND TRIBAL POPULATION
DURING 1961, 1971, 1981

Sl. No.	Name of the District	1961		1971		1981	
		% of total population	% of tribal population	% of total population	% of tribal population	% of total population	% of tribal population
1	2	3	4	5	6	7	8
1.	Sambalpur	22.93	12.60	27.12	14.84	33.83	19.89
2.	Sundargarh	19.71	10.21	26.47	16.04	36.17	22.70
3.	Keonjhar	17.66	5.98	21.25	10.05	30.22	15.26
4.	Mayurbhanj	14.18	7.10	18.05	9.63	25.71	14.50
5.	Balasore	29.49	5.70	33.71	7.03	42.06	11.21
6.	Cuttack	29.82	8.75	36.43	7.86	45.43	10.78
7.	Dhenkanal	23.43	10.14	27.76	11.06	36.88	14.65
8.	Phulbani	17.69	11.82	19.79	12.37	27.08	18.59
9.	Balangir	14.59	8.31	19.92	12.16	25.63	15.30
10.	Kalahandi	11.51	5.75	13.85	7.73	19.42	11.54
11.	Koraput	8.14	3.17	10.58	3.24	16.13	6.31
12.	Ganjam	21.32	6.09	24.42	6.79	31.31	10.83
13.	Puri	29.49	10.26	35.34	13.80	45.50	19.33
ORISSA		21.66	7.36	26.18	9.46	34.23	13.96

Source : Census of India, 1961, 1971, 1981.

Table 2.03 (A)
PERCENTAGE GROWTH OF LITERACY AMONG THE
SCHEDULED TRIBES DURING LAST TWO DECADES
(1961 — 71 and 1971 — 1981)

Sl. No.	District/State	Percentage of literacy			Percentage of variation		
		1961	1971	1981	1961—1971	1971—1981	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1.	Sambalpur	--	12.60	14.84	19.89	+2.24	+5.05
2.	Sundargarh	--	10.21	16.04	22.70	+5.83	+6.66
3.	Keonjhar	--	5.98	10.05	15.26	+4.07	+5.21
4.	Mayurbhanj	--	7.10	9.63	14.50	+2.53	+4.87
5.	Balasore	--	5.70	7.03	11.21	+1.33	+4.18
6.	Cuttack	--	8.75	7.86	10.78	—0.89	+2.92
7.	Dhenkanal	--	10.14	11.06	14.65	+0.92	+3.59
8.	Phulbani	--	11.82	12.37	18.59	+0.55	+6.22
9.	Balangir	--	8.31	12.16	15.30	+3.85	+3.14
10.	Kalahandi	--	5.75	7.73	11.54	+1.98	+3.81
11.	Koraput	--	3.17	3.24	6.31	+0.07	+3.07
12.	Ganjam	--	6.09	6.79	10.82	+0.70	+4.03
13.	Puri	--	10.26	13.80	19.32	+3.54	+5.52
	ORISSA	--	7.36	9.46	13.96	+2.10	+4.50

Source : Census of India, 1961, 1971, 1981

Table - 2.03 (B)
LITERACY AMONG THE SCH. TRIBES OF ORISSA 1991

Sl. No.	State / District	Sch. Tribe Population			Literates			Percentage of Literates		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
1.	Sambalpur	7,40,323	3,71,885	3,68,438	1,94,529	1,45,415	49,114	26.28	39.10	13.33
2.	Sundargarh	7,98,481	4,00,127	3,98,354	2,43,310	1,63,475	79,835	30.47	40.86	20.04
3.	Keonjhar	5,95,184	2,97,951	2,97,233	1,18,216	90,362	27,854	19.86	30.33	9.37
4.	Mayurbhanj	10,90,626	5,46,349	5,44,277	2,08,444	1,62,973	45,471	19.11	29.83	8.35
5.	Balasore	1,97,922	1,00,609	97,383	28,616	23,150	5,466	14.46	23.01	5.61
6.	Cuttack	1,82,188	93,219	88,969	26,741	21,864	4,877	14.68	23.45	5.48
7.	Dhenkanal	2,32,519	1,18,163	1,14,354	45,359	35,917	9,442	19.51	30.40	8.26
8.	Phulbani	3,22,408	1,59,310	1,63,098	72,878	57,855	15,023	22.60	36.32	9.21
9.	Bolangir	3,16,797	1,57,971	1,58,826	66,971	54,959	12,012	21.14	34.79	7.56
10.	Kalahandi	4,95,425	2,44,461	2,50,964	76,480	65,235	11,245	15.44	26.69	4.48
11.	Koraput	16,36,079	8,11,892	8,24,187	1,18,901	1,02,986	15,915	7.27	12.68	1.93
12.	Ganjam	2,96,845	1,45,761	1,51,084	40,704	32,348	8,356	13.71	22.19	5.53
13.	Puri	1,27,347	65,193	62,154	31,714	24,579	7,135	24.90	37.70	11.48
	Orissa	70,32,214	35,12,891	35,19,323	12,72,863	9,81,118	2,91,745	18.10	27.93	8.29

Source - Census of India , 1991

Table - 2.03 (C)

**LITERACY AMONG THE PERSONS ABOVE 6 YEARS OF AGE AMONG THE
SCHEDULED TRIBES OF ORISSA, 1991**

Sl. State / No. Districts	Total no of persons			Persons above 6 years of age			Percentage of Literates among persons above 6 years of age			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.	Sambalpur	7,40,323	3,71,885	3,68,438	6,13,018	3,07,831	3,05,187	31.73	47.24	16.09
2.	Sundargarh	7,98,481	4,00,127	3,98,354	6,51,678	3,26,092	3,25,586	37.34	50.13	24.52
3.	Keonjhar	5,95,184	2,97,951	2,97,233	4,75,012	2,37,733	2,37,279	24.89	38.01	11.74
4.	Mayurbhanj	10,90,626	5,46,349	5,44,277	8,65,012	4,31,876	4,33,137	24.10	37.74	10.50
5.	Balasore	1,97,922	1,00,609	97,383	1,55,949	79,450	76,569	18.35	29.14	7.14
6.	Cuttack	1,82,188	93,219	88,969	1,46,178	75,345	70,833	18.29	29.02	6.89
7.	Dhenkanal	2,32,519	1,18,163	1,14,354	1,88,821	96,016	92,803	24.02	37.41	10.17
8.	Phulbani	3,22,408	1,59,310	1,63,098	2,63,316	1,29,896	1,33,420	27.68	44.54	11.26
9.	Bolangir	3,16,797	1,57,971	1,58,826	2,65,457	1,32,472	1,32,985	25.23	41.49	9.03
10.	Kalahandi	4,95,425	2,44,461	2,50,964	4,62,823	2,03,845	2,08,978	18.53	32.00	5.38
11.	Koraput	16,36,079	8,11,892	8,24,187	13,22,978	6,56,887	6,66,091	8.99	15.68	2.39
12.	Ganjam	2,96,845	1,45,761	1,51,084	2,39,494	1,17,016	1,22,478	17.00	27.64	6.82
13.	Puri	1,27,347	65,193	62,154	1,06,119	54,543	51,576	29.89	45.06	13.83
	ORISSA	70,32,214	35,12,891	35,19,323	57,05,926	28,49,002	28,56,924	22.31	34.94	10.21

Source - Census of India , 1991

Table 2.04
**TRIBE-WISE PERCENTAGE OF LITERACY AMONG TOTAL,
 MALE AND FEMALE POPULATION, 1981**

Sl. No.	Name of the Tribal Community	Percentage of literacy		
		Total	Male	Female
1	2	3	4	5
1.	BAGATA	15.60	24.71	6.44
2.	BAIGA	11.17	17.00	4.55
3.	BANJARA	16.94	30.37	4.27
4.	BATHUDI	20.73	35.50	6.35
5.	BHOTTADA, DHOTADA	7.53	13.58	1.46
6.	BHUYA, BHUYAN	22.50	36.72	8.52
7.	BHUMIA	6.34	11.30	1.48
8.	BHUMIJ	12.14	20.70	3.50
9.	BHUNJIA	8.55	15.84	1.30
10.	BINJHAL	13.86	23.84	3.83
11.	BINJHIA, BINJHOA	16.63	27.72	5.08
12.	BIRHOR	12.68	21.05	3.03
13.	BONDO PORAJA	3.61	6.81	0.74
14.	CHENCHU	7.69	13.04	0.00
15.	DAL	11.68	22.29	1.55
16.	DESUA BHUMIJ	13.36	23.24	3.25
17.	DHARUA	6.09	10.05	2.13
18.	DIDAYI	3.19	5.99	0.50
19.	GADABA	6.54	11.34	1.78
20.	GANDIA	3.80	6.14	1.42
21.	GHARA	12.61	21.70	3.00
22.	GOND, GONDO	18.73	31.39	6.34
23.	HO	12.75	21.93	3.60
24.	HOLVA	14.09	25.32	3.14
25.	JATAPU	10.47	17.54	3.67
26.	JUANG	7.99	14.48	1.71
27.	KANDHA GAUDA	14.44	24.22	4.53
28.	KAWAR	13.74	23.27	4.31
29.	KHARIA, KHARIAN	17.90	25.47	10.44
30.	KHARWAR	24.48	36.45	12.89
31.	KHOND, KOND, KANDHA, NANGULI KANDHA SITHA KANDHA	12.38	21.70	3.32

1	2	3	4	5
32.	KISAN	17.26	28.38	3.32
33.	KOL	10.51	17.62	3.21
34.	KOLAH LOHARAS, KOL-LOHARAS	11.03	18.82	2.98
35.	KOLHA	8.79	15.35	2.29
36.	KOLI, MALHAR	28.72	41.79	15.28
37.	KONDADORA	10.00	16.15	3.78
38.	KORA	13.33	23.57	3.06
39.	KORUA	8.42	13.75	2.73
40.	KOTIA	8.02	14.26	1.75
41.	KOYA	4.96	7.68	2.24
42.	KULIS	36.38	56.95	16.25
43.	LODHA	8.43	14.25	2.40
44.	MADIA	13.04	23.50	2.62
45.	MAHALI	10.72	18.04	3.39
46.	MANKIDI	2.93	4.67	1.02
47.	MANKIRDIA	1.09	1.95	0.20
48.	MATYA	13.04	22.77	2.90
49.	MIDHAS	16.49	28.51	4.23
50.	MUNDA, MUNDA LOHRA, MUNDA MAHALIS	16.21	24.15	8.13
51.	MUNDARI	18.12	29.55	6.74
52.	OMANATYA	8.23	15.47	1.09
53.	ORAON	23.65	33.20	14.06
54.	PARENGA	11.50	21.02	2.13
55.	PAROJA	4.76	8.60	1.04
56.	PENTIA	24.77	47.18	2.33
57.	RAJUAR	11.28	22.95	3.03
58.	SANTAL	14.34	24.18	4.45
59.	SAORA, SAVAR, SAURA, SAHARA	14.48	24.96	4.29
60.	SHABAR, LODHA	12.96	22.47	3.61
61.	SOUNTI	7.92	12.07	3.89
62.	THARUA	27.95	44.20	9.98
	Unspecified	1.29	1.38	0.85
	All Scheduled Tribes, Orissa	13.96	23.28	4.76

Source : Census of India : 1981

2.2 EDUCATIONAL STANDARD

The educational level of literates and educated persons among the Scheduled Tribes at the State level during the census of 1961 and 1981 is given in Table 2.05.

The table indicates that the percentage of female literates (sl. 1) has shown an increased trend where as in case of males it has declined. Almost similar trend is indicated in Sl. Nos. 2 and 3. In Sl. No. 5, *i.e.*, at the graduation and post-graduation level, the percentage for males has increased, whereas, it has

decreased for females. In educational levels in Sl. Nos. 6, 7 and 8, the percentage for males has decreased but more significantly percentage for females has increased from zero.

2.3 TRADITIONAL EDUCATIONAL SYSTEM VIS-A-VIS MODERN SYSTEM OF FORMAL EDUCATION.

Among the tribes of Orissa formal education is comparatively of a very recent origin. They were having their traditional educational systems which were community-specific. In true sense of the term, education means encultura-

Table 2.05
**EDUCATIONAL LEVEL OF EDUCATED
TRIBAL PEOPLE IN 1961 AND 1981**

Sl. No.	Educational Level	1961			1981		
		Total	Male	Female	Total	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Literate without any education level	2,67,479 (100.00)	2,34,140 (87.54)	33,339 (12.46)	4,83,619 (100.00)	3,92,545 (81.17)	91,074 (18.83)
2.	Primary and Middle	41,590 (100.00)	37,298 (89.68)	4,292 (10.32)	2,91,520 (100.00)	2,44,584 (83.90)	46,936 (16.10)
3.	Matriculation/Secondary	1,720 (100.00)	1,646 (95.70)	74 (4.30)	20,239 (100.00)	17,959 (88.73)	2,280 (11.27)
4.	Above Secondary and below Graduation	--	--	--	3,997 (100.00)	3,558 (89.01)	439 (10.99)
5.	Graduation/Post Graduation	16 (100.00)	14 (87.50)	2 (12.50)	2,869 (100.00)	2,622 (91.39)	247 (8.61)
6.	Non-Technical Diploma	30 (100.00)	30 (100.00)	--	159 (100.00)	129 (81.13)	30 (18.87)
7.	Tech. Diploma	60 (100.00)	60 (100.00)	--	2,882 (100.00)	2,502 (86.81)	380 (13.19)
8.	Tech. Degree	11 (100.00)	11 (100.00)	--	185 (100.00)	130 (70.27)	55 (29.73)

* Percentage is given within brackets

Source : Census of India, 1961 & 1981

tion/ socialisation and inculcation of values acquired by societies and handed down from one generation to the other. Education in their societies have helped maintenance of social structure and goal attainment for a sustained living. They have been surviving amidst challenges, without even any planned development efforts since time immemorial, through their indigenous skills and techniques and institutional arrangement. Among the tribal community of Orissa there have been some forms of institutions which have been imparting education to the tribal children and the youths. These institutions are popularly known as youth dormitories. In tribal areas of Orissa one can find monosexual and bisexual dormitories. The dormitory has several functions. According to the social norms the participants of the dormitory are socially allowed to attend and involve in the dormitory activities. There are eligibility conditions for membership in dormitories. Each dormitory is having its own house which is built and maintained either by the members or the villagers. The house is having distinctive features and aesthetic manifestations. After getting married one ceases to be member of the dormitory. It is a place of recreation and merry-making. when the members get together in the dormitory they play, dance, sing folk songs, narrate folk tales and riddles before going to sleep. The seniors train the juniors in different fields of resource-culture management. The juniors obey the seniors in all respects. The members are expected to maintain discipline and follow norms and conditions of the dormitory. The seniors guide the juniors to emerge as responsible members of the society. The secrecy and privacy are never divulged before the elders of the village. The dormitories solve the purpose of educating the younger generation about the

folk tales, myths, legends, riddles, proverbs, religious ceremonial prescriptions, ethos, ideologies, morals, norms and values of the community. It is a training centre for imparting instructions in various fields, such as religious, socio-economic and political arena. It is a place where hospitality is extended to visitors in some dormitories. In some communities the dormitories function as traditional court house, place for rituals, store room and community centre. Besides, learning by process of instructions and process of training they also learn by imitations. By and large, one is trained in the dormitory to manage himself/ herself as per the expectation of their respective society.

Besides, the dormitory, the tribal youths also learn several things at home, in the field and forest from their seniors, parents and co-villagers. They develop creativity in several spheres as per their socio-cultural and economic needs.

The dormitory which formed the nerve-centre of tribal life and culture requires rejuvenation through improvised means in order to make it more meaningful and effective. It will not only emerge as Non-formal educational complex but also with suitable modifications cater to the need of functioning as a formal educational centre. This innovative arrangements will certainly attract the natives to develop a sense of self-management of the physical plan of the school-complex and they would need the software and expertise of the teachers. This will further materialise the philosophy contained in the Nehruvian approach to tribal development. The well-thoughtout vision of planners for development through single line of administrative structure will take care of educational development with the perfect blending of tradition and modernity.

In accordance with the Directive Principles of State Policy the facilities have been extended by providing residential and non-residential schools from Class I to Xth standard for promotion of formal education. To attract the attention of tribal children towards schools and to motivate their guardians free studentship, scholarship, stipend, free dress, supply of reading and writing materials have been introduced

in Sub-plan and other tribal areas. Special financial assistance for school building, establishment of hostels in each Grampanchayats of Sub-plan areas by H. & T.W. Department and opening of new schools by the Education Department are some of the major attempts for promotion of formal educational programmes among the tribal communities.

EDUCATIONAL FACILITIES

Various facilities such as establishment of schools, provision of hostels, free supply of dress, reading and writing materials, award of stipends and scholarships, exemptions from payment of fees in schools and colleges, provision of vocational training, supply of library and science apparatus and essential medicines etc. are provided to the tribal students for their educational development.

3:1 SCHOOL

The entire State of Orissa had 39,293 Primary, 9,125 Upper Primary (M.E.) and 4,239 Secondary schools till 1988-89. Number of educational institutions run by various Departments/Agencies in 1986-87 presented in Table 3.01 is summarised below;

All these institutions under different management do not have similar facilities and common curriculum in the same area in addition to multiplicity of administration. Such a situation creates confusion and a feeling of discrimination among the teachers, students and parents. Moreover, all schools bearing the same nomenclature do not have provision for teaching upto the same standard. For example, some

primary schools have three classes from I to III, some other five classes from I to V. some others are primary sections attached to M.E. schools.

Population and area served by a Primary, an Upper Primary and a Secondary School is shown in Table No. 3.02 to give an idea about the situation at the State and district levels. At the State level a Primary School serves an area of 3.96 sq.Kms and 802 population. An Upper primary covers 17.06 sq. kms and 3,453 population whereas a Secondary Schools serves 36.73 sq. kms. and 7,434 population. In the districts of tribal concentration all types of schools serve comparatively larger area, varying from 5.86 sq. kms. in Phulbani, 5.54 sq. kms. in undivided Koraput, 5.17 sq. kms in Sundargarh, 5.16 sq. kms. in Kalahandi and 4.74 sq. kms in Keonjhar. But the population served by an educational institution is comparatively smaller in tribal districts than in the non-tribal districts. This is because of the fact that the concentration of tribal population is more in the areas having low density of population.

Though large number of Primary Schools have been opened, even now many habitations

Levels	Education Department	H&T. W. Department	Local body	Private aided	Private Un-aided	Total
Primary	780	1,013	31,240	1,016	129	34,178
Upper Primary	339	100	60	7,455	317	8,271
Secondary	362	173	65	2,382	973	3,955

have no Primary School within them. Out of 69,530 such habitations Primary Schools/Sections were available in 34,770 (50%) habitations covering 77.08 per cent of rural population within the habitation itself in 1986-87. Tables 3.-03 and 3.04 give information about availability of primary educational facilities in rural habitation. The percentage of habitations having Primary Schools/Section within 1 Km. was about 92.83 in the whole State. This means there were still 7.17 per cent habitations and 7.17 per cent population unserved by Primary Schools. In some tribal districts the quota of population unserved by Primary Schools at easy reach (within 1 km.) is still higher. It is 10.30 per cent in Phulbani, 10.74 per cent in Sundergarh and 17.45 per cent in Koraput.

Tables 3.05 and 3.06 give information about the availability of Upper Primary Schools to the rural habitations. The percentage of habitations and rural population unserved by Upper Primary Schools within a reasonable distance of 3 kms were 37.09 and 16.65 respectively in the whole State. In some of the districts of tribal concentration, the percentage of population not served by any Upper Primary School within 3 Kms is comparatively high as indicated below :

Districts of tribal concentration.	Percentage of rural population not served by Primary School within 1 Km.	Percentage of rural population not served by Upper Primary Schools within 3 Kms.
1. Phulbani	10.30	32.90
2. Koraput	17.45	50.52
3. Kalahandi	10.64	33.96
4. Sundargarh	10.74	20.14
5. Mayurbhanj	8.56	14.94
Orissa	7.17	16.71

As regards facility for secondary education, no High School exists in 1,204 Gram Panchayats most of which are located in tribal areas of the State.

3.2 ENROLMENT;

Districtwise enrolment of students at different stages of school education is shown in Tables 3.07 to 3.16. The total enrolment in classes I-V was, 33,22,181 out of which boys numbered 19,23,631 constituting 57.90 per cent and girls 13,98,550 claiming 42.10 per cent (vide Table -3.07). Enrolment in Upper Primary stage (classes VI to VIII) in the whole State is presented in Table 3.8. In classes V to VIII the total enrolment in the State was 1872,255 including 3,16,776 girls constituting 36.31 per cent. Table-3.9 gives information on enrolment for classes IX to XII in the whole State. The total enrolment in classes IX and X in the whole State was 4,07,911 out of which boys with 12,19,227 constituted 53.74 per cent and girls with 1,88,684 claimed 46.26 per cent.

Districtwise enrolment of tribal students at different stages of school education is furnished in Table 3.10. Enrolment of tribal students in classes I to V was 6,15,232 which constituted 18.52 per cent of the total enrolment in these classes. Tribal student enrolment in classes V to VIII was 88,356 constituting 10.13 per cent of the enrolment in the State. In classes IX-XII the tribal students numbered 34,949 representing 8.56 per cent of the total enrolment. Position of enrolment of tribal students in comparison to total enrolment in the districts of tribal concentration is indicated next page.

The comparative statement given in the next page indicates that enrolment among tribal people even at Primary stage is deplorable and it becomes more deplorable in the Upper Primary and Secondary levels both at the dis-

Percentage of Enrolment

Districts of tribal Concentration	Percentage of Tribal Population	Primary (I to V)		Upper Primary (VI to VIII)		Secondary (IX to X)	
		Tribal	Non-tribal	Tribal	Non-tribal	Tribal	Non-tribal
1. Koraput	55.21	46.15	53.85	14.16	85.84	8.76	91.24
2. Sundargarh	51.25	50.96	49.04	38.18	61.82	4.07	95.93
3. Mayurbhanj	57.67	50.48	49.52	36.36	63.64	12.66	87.34
4. Phulbani	39.33	35.89	64.11	22.84	77.16	1.40	98.60
5. Keonjhar	44.31	36.43	63.57	22.96	77.04	5.93	94.07
6. Kalahandi	31.27	25.70	74.30	12.08	87.92	4.25	95.75
ORISSA	22.43	18.52	81.48	10.13	89.87	8.56	91.44

district and state levels as the enrolment is below the quota of their population.

The estimated child population in the age-group 6-11 years and 11-14 years with gross enrolment ratio at Primary and Upper Primary stages is presented in Table, 3:11. The gross enrolment ratio for children in the age-group of 6-11 years was 96.24 and in the age group of 11-14 years it was 40.71 in the whole State. The age-specific enrolment ratio for age-group 6-11 years and 11-16 years is shown in Table-3.12. The ratio for boys and girls in the age-group 6-11 years was 84.87 and 62.23

respectively against 73.67 for the total children in the State. Similarly age-specific enrolment ratio for age-group 11-14 years was 40.71 the ratio for boys and girls being 51.32 and 29.88 respectively. Position of some of the districts having concentration of tribal population is below the State average. Table 3.13 indicates the percentage of girls to the total enrolment in classes I to V, Table 3.14 furnishes the situation in classes VI to VIII and Table 3.15 for classes IX and X for General, Sch. Tribes and Sch. Castes in the districts. Position of the districts of tribal concentration is indicated below :

District	Percentage of girls students in class I to V		Percentage of girls students in class VI to VIII		Percentage of girls students in class IX to X	
	General	Tribal	General	Tribal	General	Tribal
Koraput	35.60	30.66	33.29	19.20	29.01	15.86
Sundargarh	42.85	41.26	39.14	36.46	36.69	34.59
Mayurbhanj	41.43	36.92	34.49	25.64	29.45	19.14
Phulbani	39.98	38.57	28.48	22.79	25.60	23.32
Keonjhar	42.56	38.99	37.51	24.74	33.05	21.29
Kalahandi	34.72	31.67	22.55	10.58	17.68	7.55
ORISSA	42.09	36.51	36.32	26.74	32.40	23.11

A comparison of percentage of girl students from the sch. Tribes at the Primary and Upper Primary and Secondary stages in these districts has shown the higher declining trend than that of the general girl students.

The class-wise enrolment in classes II-VIII as percentage of enrolment in class-I in the whole state is presented in the Table 3.16. Taking total enrolment in class-I as 100 the enrolment in subsequent classes when calculated gives a very gloomy picture. Percentage of enrolment from class-II onwards finally records 27.92 percent in the class-VIII. In other words there is a continuous drop-out of students from one class to next higher class. In case of enrolment of tribal students as presented in the Table 3.17 the picture is more discouraging. Among them there is higher decline in the percentage in class-II and about 10 percent in the subsequent two classes and ultimately it goes down to 10.37 per cent in class-VIII. A comparative statement given below indicates the position :

Enrolment of Students

Classes	General	Tribal
I	100	100
II	80.15	67.13
III	74.60	56.52
IV	56.48	35.61
V	47.10	20.22
VI	35.15	18.58
VII	31.01	15.79
VIII	27.92	10.37

Enrolment of girl students in different classes from II-VIII has shown a very high rate of decline in respect of general students in the whole State. At the district level high rate of decline is recorded in Kalahandi 41.70 per cent in class-II, 6.38 per cent in class VIII. Similar is the case with Koraput and Phulbani. Enrolment in classes II-X as percentage of enrolment in

class I during 1988-89 in the schools of H & T.W. Department is shown below. In respect of total students the percentage of enrolment has gone down to 9.09 percent in class-x. In case of boys and girls the corresponding figures are 11.58 and 3.26 respectively.

Enrolment in classes - II to X as percentage of enrolment in class-I (1988-89) in schools of H & T. W. Department

Class	Total	Boys	Girls
I	100.00	100.00	100.00
II	72.72	72.22	73.89
III	63.84	65.23	60.57
IV	62.93	62.89	63.04
V	58.31	60.46	53.28
VI	20.86	22.93	16.01
VII	17.81	19.84	13.07
VIII	21.72	24.93	14.17
IX	15.86	18.18	10.42
X	9.09	11.58	3.26

A comparative picture of enrolment in class-II to X as percentage of enrolment in class-I during 1988-89 for tribal students in H. & T.W. Department schools and in all other schools of the State is presented below :

Enrolment in Classes II to X as percentage of enrolment in class - I (1988-89)

Classes	In all schools		In all schools of H & T. W. Deptt. (S.T.)
	General	Sch. Tribes	
I	100	100	100
II	86.3	67.13	72.72
III	76.8	56.52	63.84
IV	61.8	35.61	62.93
V	54.0	28.22	58.31
VI	41.7	18.58	20.86
VII	34.6	15.78	17.81
VIII	28.6	10.37	21.72
IX	NA	8.85	15.86
X	NA	6.60	9.09

From the comparative statement it is seen that drop out of tribal students in H & T. W.

Department schools is comparatively at a lower rate from class-III onwards.

The growth of enrolment during the period from 1978-79 to 1988-89 in Orissa in respect of General and Sch. Tribes given below will indicate the position.

	General		Scheduled Tribe	
	1978-79	1988-89	1978-79	1988-89
Primary	2612 (100.00) (100.00)	3502 (134.07) (100.00)	491 (100.00) (100.00)	614 (125.05) (100.00)
Upper Primary	501 (100.00) (19.18)	970 (193.61) (27.70)	45 (100.00) (9.16)	120 (266.67) (19.54)
Second -ary	263 (100.00) (10.05)	766 (291.25) (21.87)	16 (100.00) (3.26)	67 (418.75) (10.91)

3.3 TEACHER :

Total number of teachers was 85,321 for 34,178 Primary Schools and pupil-teacher ratio was 1 : 39 as shown in Table-3.18. Comparatively the districts having tribal concentration have low pupil-teacher ratio than that in whole State and Cuttack, Puri and Balasore districts. This is primarily because of low enrolment in the schools of tribal districts as against schools crowded with students in coastal area. The percentage of female teachers in primary schools was 16.08 in the whole State. In several tribal districts, viz, Kalahandi (6.05%), Keonjhar (13.02%) and Phulbani (12.40%), the percentage was comparatively low. The suggestion for recruitment of higher proportion of female teachers for primary schools is perhaps not yet fully followed. The trained teachers constituted 87.66 per cent of the total teachers at the primary level in the whole State. In Koraput district the quota of trained teacher was the lowest i.e., 64.72 per cent while in other tribal districts it is more or less equal with the State average.

At Upper Primary stage there were 28,149 teachers in the (Table-3.18) whole State for 8,271 schools. The pupil-teacher ratio was 1:31. The pupil-teacher ratio was more or less the same in all districts except Phulbani and Kalahandi where the number of pupils per teacher was low. The percentage of female teacher was 13.14 in the whole State. Their proportion was very low in the districts of Phulbani (8.68%), Keonjhar (5.63%), Kalahandi (8.32%), Dhenkanal (8.87%), and Balasore (8.58%). The percentage of trained teachers was 75.08 per cent in the whole State and at the district level their quota is more or less the same.

At secondary level there were 35,313 teachers for 3,955 schools (vide Table 3.01) as shown in Table-3.19. Here, the pupil-teacher ratio was 1:12 at the State level. In tribal districts the ratio is lower than those of the non-tribal districts. The percentage of female teachers was 16.40 per cent in the whole State. The districts of Kalahandi (9.74%), Keonjhar (13.42%) and Mayurbhanj (13.59%) have comparatively low percentage of female teachers. The Percentage of trained teachers in this whole State was 75.61 per cent. Almost all districts excluding Dhenkanal (67.35%) and Mayurbhanj (67.95%) have more or less the same quota.

The distribution of primary schools according to number of teachers in position is furnished in Table. No.3.20. There were 200 primary schools having no teacher out of which 182 are located in the district of Koraput. There were also 14,112 primary schools (41.29%) having one teacher only. In the district of Koraput, Kalahandi and Phulbani about 50 per cent of primary schools are one-teacher schools. As many as 8,746 (25.59%) schools have two teachers each. Thus, more than two-

thirds of the total primary schools are having one or two teachers only.

3.4 SCHOOL BUILDING

For a School, a building is one of the basic requirements. In Table 3.21 information on number of Primary Schools having no building and those having buildings and their types are furnished and in Table-3.22 number of rooms available in schools is given. There were as many as 3,608 (10.56%) out of 34,178 primary schools having no buildings of their own. The situation was very worse in the tribal districts of Koraput and Phulbani. In addition to this a large number of school buildings in the tribal districts were of kutchha or partly pucca type. Out of those Primary Schools having buildings there were 10,626 schools which were having only one room in the whole State. In Koraput district 27.04 per cent of the total schools were having one-room building.

3.5 HOSTEL

In case of High Schools, Kanyashrams/Ashrams and residential Sevashrams run by Harijan and Tribal Welfare Department hostel facilities are provided as a rule. As many as 1,286 hostels have been constructed for Primary Schools/Sevahram of other Departments/Agencies for in the the Tribal Sub-plan area.

3.6 OTHER FACILITIES AND CONCESSIONS

In the sphere of educational development of Scheduled Tribes as well as Scheduled Castes in the whole State, Harijan and Tribal Welfare Department has been playing a major role. while tribal students are free to join schools of other departments/Agencies the H. & T.W. Department maintains special schools for them, known as Sevashram and Residential Sevashram for Primary education, Ashram. Kanyashram for Upper Primary (M.E.) education and High School for Secondary education in the whole State as given below :

Educational Institutions of H & T. W Department and Enrolment Position (1991-92)

Sl.No	Type of Schools	Number	Enrolment			
			S.T.	S.C.	Others	Total
1.	Sevashram	1,032	53,649	22,662	29,044	105,355
2.	Residential Sevashram	94	6,660	1,690	1,494	9,844
3.	Ashram/Kanyashram	100	7,544	2,594	1,520	11,658
4.	High School	168	21,154	7,169	6,761	35,084

Physical Achievements of H/S, A/S & K/S during 6th & 7th Plan period.

	No. of H/S	No. of GH/S	No. of A/S	No. of K/S	Total Beneficiaries Boarders		
					S. C.	S. T.	Total
Upto 6th Plan	89	27	58	25	19256	57225	76481
7th Plan	128	34	64	28	42000	94000	136000
1990 — 91	128	35	68	30	8500	26300	34800
1991 — 92	130	38	71	29	9300	28700	38000

Physical Achievements of P.S.H./ S.S/ R.S

	No. of S/S	No. of R/S	P/H.S./ Hostel	S.C.	S.T.	Total
6th Plan	1139	34	400	2917900	2253100	5171000
7th Plan	1067	64	1100	2885525	2464178	5349703
1990 — 91	1048	79	1200	602000	600000	1102000
1991 — 92	1032	94	1286	605000	540000	1145000
1992 — 93	1032	94	1286			

In addition to establishment of Special Schools reservation of seats in educational institutions run by various Department/Agencies has been made since 1988. Reservation of 10 per cent of seats for both Sch. Tribes and sch. Castes was revised to 20 per cent with 12 per cent for Sch. Tribes and 8 per cent for Sch. Castes. The decision to make further upward revision in this quota in August, 1992 providing 23 per cent in favour of Sch. Tribes and 15 per cent in case of Sch. Castes has been deferred in the current academic year, *i.e.*, (1992-93).

Other facilities and concessions provided to tribal students include (a) award of stipend and scholarship (b) free supply of dress and reading and writing materials including national text books, (c) exemption from payment of fees in Schools and Colleges, (d) provision of hostel

with provision of water supply, medicines, utensils and furniture including beds, blankets and mosquito nets to the boarders and supply of science apparatus and provision of library. The present rate of pre-matric scholarship for students in Class I to X is Rs.150.00 for a boy student and Rs.155.00 for a girl student. Apart from the hostels attached to all residential schools of the H. & T. W. Department, 1286 hostels have been provided to 1286 primary schools in the Tribal Sub-Plan area till today.

3.7 UTILIZATION OF FUNDS

For implementation of various educational programmes by H. & T. W. Department, budget provision of Rs.5,922.77 lakhs for 1992-93 has been made. This is more than the funds utilized during the whole sixth plan. Requirement of funds has been increasing year after year as indicated below :

(Rs. in lakhs)

Sl. No	Sources of flow of funds	6th Plan	7th Plan	1990-91	1991-92	1992-93
1.	Non-Plan	3332.33	5684.05	1976.80	2216.10	2622.23
2.	State Plan	874.48	2062.61	746.77	579.00	2280.00
3.	Special Central Assistance	740.55	1838.80	635.40	702.00	792.00
4.	Centrally Sponsored Plan	8.55	24.05	42.65	46.00	85.50
5.	Central Plan	511.67	564.04	125.02	101.98	143.04
	Total	5467.58	10173.55	3526.64	3645.08	5922.77

3.8 RESULT OF HIGH SCHOOL EXAMINATION

Table 3.23 (A) shows the result of H.S.C. Examination from the year 1985-92 in respect of tribal and other categories of students in the Schools managed by H. & T. W. Department in the whole State. Tables 3.23 (B), 3.23 (C), 3.23 (D) and 3.23 (E) show annual H.S.C. Examination Results, 1993 (Regular) in the state, annual H.S.C. examination results, 1993 (Regular) in Tribal Welfare Department Schools, comparative statement of percentage of pass in annual H.S.C. examination, 1993 (Regular) both for state and Tribal Welfare Department schools

and Abstract of state total H.S.C. examination results (annual 1993), respectively. In all years (from 1985 to 92) tribal students of H. & T. W. Department. schools have shown better results than the tribal students of all high schools of the State. Among the tribal districts Mayurbhanj, Keonjhar and Sundargarh districts have shown comparatively higher percentage of success by the tribal students in H.S.C. Examination than Kalahandi, Koraput and Phulbani districts (vide Table No.3.24). Their percentage of success is also higher in H. & T. W. Department schools than the State percentage for all categories of students as indicated below:

Year-wise Percentage of Students passed In H.S.C Examination in the State During Period from 1985-1992.

Year	Total	S.T.	S.C.	Others	S.T. in H & T.W. High School.
1985	34.50	20.02	23.97	37.23	43.0
1986	31.42	16.77	23.10	33.78	35.0
1987	28.00	17.96	21.49	29.80	33.0
1988	31.93	21.70	22.73	34.24	51.0
1989	32.26	22.43	22.87	34.55	41.0
1990	36.44	24.59	26.98	39.17	64.2
1991	42.91	29.80	35.38	45.60	47.8
1992	49.04	36.05	41.76	51.50	56.8

Table 3.01
DISTRICT-WISE NUMBER OF PRIMARY, UPPER PRIMARY (M.E) AND HIGH SCHOOLS

Sl. No.	Name of the district.	PRIMARY						UPPER PRIMARY						SECONDARY					
		Govt.		Local Body	Private aided	Private unaided	Total	Govt.		Local body	Private aided	Private unaided	Total	Govt.		Local body	Private aided	Private unaided	Total
		Educa- tion Deptt.	H&T W.De- pptt.					Educa- tion Deptt.	H & T W. Deptt.					Educa- tion Deptt.	H&T W. Deptt.				
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1.	Balasore	47	40	2,375	4	1	2,467	10	2	-	986	63	1,061	30	3	371	101	505	
2.	Balangir	5	34	2,230	46	1	2,316	29	3	-	390	4	426	9	7	88	73	177	
3.	Cuttack	78	36	4,832	105	19	5,070	15	5	3	1,616	78	1,717	74	6	675	168	930	
4.	Dhenkanal	31	62	1,813	65	10	1,981	29	5	-	467	11	512	22	6	120	122	270	
5.	Ganjam	51	71	2,969	65	10	3,166	118	3	14	485	8	558	39	10	153	66	281	
6.	Kalahandi	19	49	1,856	29	4	1,957	11	11	-	285	3	310	10	14	64	31	121	
7.	Keonjhar	19	35	1,378	47	14	1,493	20	12	1	387	13	433	6	15	146	54	224	
8.	Koraput	374	230	3,455	232	18	4,309	47	31	-	383	5	466	38	47	44	16	151	
9.	Mayurbhanj	11	93	2,281	2	3	2,390	37	5	-	527	44	613	16	16	181	52	266	
10.	Phulbani	36	99	1,554	43	1	1,733	32	6	-	191	2	231	9	15	22	16	62	
11.	Puri	73	39	2,634	05	16	2,847	23	3	6	787	36	855	64	5	273	131	483	
12.	Sambalpur	22	145	2,538	77	13	2,795	20	5	24	619	24	692	29	14	146	108	308	
13.	Sundargarh	40	80	1,325	216	19	1,654	18	9	12	332	26	397	16	15	99	35	177	
TOTAL		780	1,013	31,240	1,016	129	34,178	339	100	60	7,455	317	8,271	362	173	65	2,382	973	3,955

Source : Fifth All India Educational Survey, Directorate of Elementary Education State Survey Unit, Orissa

TABLE 3.02
DISTRICT-WISE AREA, POPULATION AND NUMBER OF EDUCATIONAL INSTITUTIONS

Sl. District No.	Area in Sq. Kms.	Population (1991)	Number of educational Institution. 1988-89			Educational Institution on area basis (Estimated)			Educational Institution on population basis (Estimated)				
			Primary	Upper Primary	Secondary	Primary	Upper Primary	Secondary	Primary	Upper Primary	Secondary		
1	2	3	4	5	6	7	8	9	10	11	12	13	
1.	Balasure	6,394	2,796,321	2,870	1,126	524	2.23	5.68	12.20	974	2,483	5,336	
2.	Balangir	8,903	1,703,755	2,568	447	180	3.47	19.92	49.46	663	3,812	9,465	
3.	Cuttack	11,211	5,503,307	6,078	1,880	968	1.84	5.96	11.58	905	2,927	5,685	
4.	Dhenkanal	10,826	1,900,675	2,282	562	283	4.74	19.26	38.25	833	3,382	6,716	
5.	Ganjam	12,527	3,143,120	3,579	652	317	3.50	19.21	39.52	878	4,821	9,915	
6.	Kalahandi	11,835	1,591,984	2,294	348	160	5.16	34.01	73.97	694	4,575	9,950	
7.	Keonjhar	8,240	1,315,627	1,740	465	243	4.74	17.72	33.91	756	2,829	5,414	
8.	Koraput	27,020	2,999,903	4,875	559	156	5.54	48.34	173.21	615	5,367	19,230	
9.	Mayurbhanj	10,412	1,871,796	2,755	654	298	3.78	15.92	34.94	679	2,862	6,281	
10.	Phulbani	11,070	858,553	1,890	255	74	5.86	43.41	149.59	454	3,367	11,602	
11.	Puri	10,159	3,570,192	3,275	967	497	3.10	10.51	20.44	1,090	3,692	7,183	
12.	Sambalpur	17,570	2,688,395	3,215	751	350	5.47	23.40	50.02	836	3,580	7,681	
13.	Sundargarh	9,675	1,568,442	1,872	459	189	5.17	21.08	51.19	838	3,417	8,299	
TOTAL			1,55,707	31,512,070	39,293	9,125	4,239	3.96	17.06	36.73	802	3,453	7,434

Education in Orissa - 1988-89, Directorate of Elementary Education (Statistics Cell), Bhubaneswar, Pp 17, 33 and 49

TABLE 3.03
HABITATIONS SERVED BY PRIMARY SCHOOLS/SECTIONS

Having Primary Schools/Sections	Population Slab										Total
	5000 & above	2000 —4999	1000 —1999	500—999	400—499	300—399	Below 300	8	9	10	
1	2	3	4	5	6	7	8	9	10		
Within the Habitation	a	20	737	3978	10350	4093	5099	10493	34770		
	b	122212	1936036	5211921	7106741	1822604	1764994	2026427	19990935		
	c	100	98.85	95.68	65.03	78.48	68.81	36.00	77.08		
Within 0.5 km.	a	—	8	125	762	567	993	7831	10286		
	b	—	17378	157628	501718	252702	339774	1019223	2288423		
	c	—	0.89	2.9	6.26	10.84	13.25	18.50	8.82		
Within 1.0 km.	a	—	2	40	356	346	754	8964	10462		
	b	—	5124	51967	231636	153353	256559	1099838	1798477		
	c	—	0.06	0.95	2.89	6.60	10.00	19.97	6.93		
Sub Total	a	20	747	4143	11468	5006	6846	27288	55518	4	
	b	122212	1958538	5421516	7840095	2228659	2361327	4145488	24077835		
	c	100	100	99.53	97.92	95.92	92.06	75.20	92.83		
Within 1.5 km.	a	—	—	15	133	85	204	2068	2505		
	b	—	—	19653	85446	37906	69742	272360	485107		
	c	—	—	0.36	1.07	1.63	2.72	4.94	1.87		
Within 2.0 km.	a	—	—	4	86	83	237	4354	4764		
	b	—	—	4910	54571	36925	79876	496819	673101		
	c	—	—	0.09	0.68	1.58	3.11	9.02	2.60		
Beyond 2.0 km.	a	—	—	1	54	43	158	6487	6743		
	b	—	—	1250	34780	18995	53920	591648	700593		
	c	—	—	0.02	0.33	0.81	1.57	10.74	2.70		
TOTAL	a	20	747	4163	11741	5217	7445	40197	69530		
	b	122212	1958538	5447329	8014892	2322485	2564865	5506315	25936636		

a = Number of habitations, b = Total population of the habitants, c = b as % of the Total population in the slab.
Source = Fifth All-India Educational Survey — 1986 Directorate of Elementary Education. State Survey Unit, Orissa.

TABLE 3.04

**DISTRICT-WISE PERCENTAGE OF RURAL POPULATION SERVED BY
PRIMARY SCHOOLS/SECTIONS WITHIN DIFFERENT DISTANCE RANGES**

Sl. No.	Name of the District	% of Population served				
		Within the habitation	Within 1.0 km.	Within 1.5 km.	Within 2.0 km.	Beyond 2.0 km.
1	2	3	4	5	6	7
1.	Balasore	67.46	25.39	3.44	2.66	1.05
2.	Balangir	66.26	24.26	1.41	4.34	3.73
3.	Cuttack	79.28	17.80	1.24	1.10	0.58
4.	Dhenkanal	80.14	15.32	0.72	2.52	1.30
5.	Ganjam	90.35	5.30	0.63	1.23	2.49
6.	Kalahandi	81.48	7.88	1.48	3.08	6.08
7.	Keonjhar	80.20	12.00	1.64	3.33	2.83
8.	Koraput	72.66	9.89	2.12	5.03	10.30
9.	Mayurbhanj	70.02	21.42	1.97	4.35	2.24
10.	Phulbani	69.00	20.70	1.60	4.50	4.20
11.	Puri	64.90	27.60	4.14	2.08	1.28
12.	Sambalpur	84.40	8.90	1.20	2.90	2.60
13.	Sundargarh	61.10	28.16	3.98	4.20	2.56
TOTAL STATE		77.08	15.75	1.87	2.60	2.70

Source : Fifth All-India Educational Survey — 1986 Directorate of Elementary Education
State Survey Unit Orissa.

TABLE 3.05
NUMBER OF HABITATIONS WITH AND WITHOUT UPPER (MIDDLE) PRIMARY SCHOOLS/
SECTIONS IN DIFFERENT POPULATION SLABS

Distance	Items	Population Slab						Total
		5000 and above	2000-4999	1000-1999	500-999	below 500	8	
	1	2	3	4	5	6	7	8
With a Upper Primary Schools habitation	a	20	122212	640	2444	3041	1977	8122
	b		100	1694209	3279371	2154277	647745	7897814
	c			86.50	60.20	26.88	6.23	30.45
At a distance of 1 km.	a			63	713	2919	12737	16432
	b			160849	912278	1975467	2742689	5791283
	c			8.21	16.75	24.65	26.39	22.33
At a distance of 1.1 to 2.0 km.	a			26	507	2602	11408	14543
	b			62060	636583	1757392	2451728	4907763
	c			3.17	11.69	21.93	23.59	18.92
At a distance of 2.1 to 3.0 km.	a			8	266	1571	7799	9644
	b			19102	331334	1068201	1603214	3021851
	c			0.98	6.08	13.33	15.42	11.65
Sub-Total	a	20		737	3930	10133	33921	43741
	b	122212		1936220	5159566	6955337	7445376	21618711
	c	100		98.86	94.72	86.79	71.70	83.35
At a distance of 3.1 to 4.0 km.	a			5	117	721	4518	5361
	b			10968	146312	483803	858929	1500012
	c			0.56	2.69	6.04	8.24	5.78
At a distance of 4.1 to 5.0 km.	a			3	60	430	3396	3889
	b			7048	72545	284623	600532	964748
	c			0.36	1.33	3.55	5.78	3.72
More than 5 km	a			2	56	457	11024	11539
	b			4302	68906	291129	1488828	1853165
	c			0.22	1.26	3.62	14.28	7.15
TOTAL	a	20		747	4163	11741	52859	69530
	b	122212		1958538	5447329	8014892	10393665	25936636

Source - All India Educational Survey, 1986, Directorate of Elementary Education State Survey Unit, Orissa

TABLE 3.06
DISTRICT-WISE PERCENTAGE OF RURAL POPULATION SERVED BY UPPER PRIMARY SCHOOLS/SECTIONS WITH DIFFERENT DISTANCE RANGES

Sl. No.	Name of the District	% of Population Served						
		Within habitation	Within 1 Km.	Within 2 Km.	Within 3 Km.	Within 4 Km.	Within 5 Km.	Beyond 5 Km.
1	2	3	4	5	6	7	8	9
1.	Balasore	35.01	36.78	18.74	5.99	2.51	0.68	0.03
2.	Balangir	32.77	8.56	20.56	17.62	10.13	5.61	4.75
3.	Cuttack	37.12	34.90	19.71	6.10	1.12	0.65	0.40
4.	Dhenkanal	36.23	22.15	19.73	9.73	5.53	3.26	3.37
5.	Ganjam	36.06	17.06	17.64	13.02	5.61	3.65	6.96
6.	Kalahandi	22.95	8.09	16.84	18.16	10.82	7.72	15.42
7.	Keonjhar	35.47	17.02	18.53	13.15	5.27	4.43	6.13
8.	Koraput	17.37	6.57	11.89	13.65	9.79	9.09	31.64
9.	Mayurbhanj	24.05	24.69	22.12	14.20	6.70	3.81	4.43
10.	Phulbani	19.30	15.40	17.20	15.20	9.20	5.80	17.90
11.	Puri	27.06	34.47	22.03	8.21	5.35	1.34	1.54
12.	Sambalpur	35.00	11.70	20.10	15.70	6.80	5.00	5.70
13.	Sundargarh	21.10	20.36	20.15	18.25	7.41	5.14	7.59
TOTAL STATE		30.45	22.33	18.92	11.65	5.78	3.78	7.15

Source : Fifth All-India Educational Survey, 1986 Directorate of Elementary Education State Survey Unit, Orissa

TABLE - 3.07

CLASS-WISE ENROLMENT IN CLASSES I TO V IN DIFFERENT DISTRICTS

Sl. No.	Name of the District	Sex	CLASSES					Total
			I	II	III	IV	V	
1	2	3	4	5	6	7	8	9
1.	Balasore	B	47111	43683	41390	34977	29858	197019
		G	36563	36148	34012	27626	23140	157489
		T	83674	79831	75402	62603	52998	354508
2.	Balangir	B	28192	24424	22588	15980	13425	104609
		G	23142	17700	14429	8449	6181	69901
		T	51334	42124	37017	24429	19606	174510
3.	Cuttack	B	73856	75982	78035	64331	56228	348432
		G	61962	62938	63149	51208	43738	282995
		T	135518	138920	141184	115539	99966	631427
4.	Dhenkanal	B	37601	28955	22560	18201	14890	122207
		G	30692	23159	16349	12606	10218	93024
		T	68293	52114	38909	30807	25108	215231
5.	Ganjam	B	41626	42534	43839	32020	25013	185032
		G	29563	28916	29051 72890	18833	14093	120456
		T	71189	71450		50853	39106	305488
6.	Kalahandi	B	37611	20259	16180	11747	9872	95669
		G	24677	10291	7519	4697	3714	50898
		T	62288	30550	23699	16444	13586	146567

7.	Keonjhar	B	29764	18622	14380	11650	19501	83917
		G	24936	13730	9874	7517	6136	62193
		T	54700	32352	24254	19167	15637	146110
8.	Koraput	B	52399	41313	40413	20383	16559	171067
		G	31070	21904	22378	10750	8481	94583
		T	83469	63217	62791	31133	25040	265650
9.	Mayurbhanj	B	39651	21626	16931	14342	12454	105004
		G	31095	15184	11268	9009	7733	74289
		T	70746	36810	28199	23351	20187	179293
10.	Phulbani	B	18195	13073	11675	7432	6018	56393
		G	14189	9225	7247	3974	2934	37569
		T	32384	22298	18922	11406	8952	93962
11.	Puri	B	45030	47812	49004	41440	35072	218358
		G	38322	39611	40177	32012	26970	177092
		T	83352	83423	89181	73452	62042	395450
12.	Sambalpur	B	43177	33328	30144	25015	20437	152101
		G	36392	26363	23386	16007	12800	114948
		T	79569	59691	53530	41022	33237	267049
13.	Sundargarh	B	28443	17051	14833	13872	12609	86808
		G	22871	13291	10817	9566	8568	65113
		T	51314	30342	25650	23438	21177	151921
Total		B	521671	426662	401972	311390	261936	1923631
		G	405474	316460	289656	212254	174706	1398550
		T	927145	743122	691628	523644	436642	3322181

Source : Fifth All India Educational Survey – 1986 Directorate of Elementary Education State Survey Unit, Orissa Reference date – 30-9-86

Table 3.08

CLASS-WISE ENROLMENT IN CLASSES VI TO VIII IN DIFFERENT DISTRICTS, R + U

Sl. No.	Name of the District	Sex	Classes			
			VI R + U	VII R + U	VIII R + U	Total R+ U
1.	Balasore	B	20584	18842	18128	57554
		G	13961	12495	10050	36506
		T	34545	31337	28178	94060
2.	Balangir	B	9853	8690	7902	26427
		G	3754	3200	2389	9343
		T	13589	11890	10291	35770
3.	Cuttack	B	46511	40882	41243	128636
		G	32034	28989	25962	86935
		T	78545	69871	67205	215571
4.	Dhenkanal	B	13370	11034	10411	34815
		G	8369	6601	5278	20248
		T	21739	17635	15689	55063
5.	Ganjam	B	17423	15883	14279	47585
		G	8821	7447	5478	21746
		T	26244	23330	19757	69331
6.	Kalahandi	B	7975	6792	5935	20702
		G	2441	2012	1575	6028
		T	10416	8804	7510	26730
7.	Keojar	B	8600	7839	7454	23893
		G	5430	4813	4104	14347
		T	14030	12652	11558	37240

8. Koraput	B	9382	8349	7017	24748
	G	4336	4254	3761	12351
	T	13718	12603	10778	37099
9. Mayurbhanj	B	10957	10357	10132	31446
	G	6104	5646	4813	16563
	T	17061	16003	14945	48009
10. Phulbani	B	4029	3409	2967	10405
	G	1733	1443	968	4144
	T	5762	4852	3935	14549
11. Puri	B	26566	23125	21659	71350
	G	17835	14795	11730	44360
	T	44401	37920	33389	115710
12. Sambalpur	B	17305	15390	12971	45666
	G	9528	8150	5730	23408
	T	26833	23540	18701	69074
13. Sundargarh	B	11600	10188	10464	32252
	G	7394	6857	6496	20747
	T	18994	17045	16960	52999
Total	B	204137	180780	170562	555479
	G	121740	106702	88334	316776
	T	325877	287482	258896	872255

Source : Fifth All India Educational Survey – 1986, Directorate of Elementary Education
State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.09
CLASS-WISE ENROLMENT IN CLASSES IX TO XII IN DIFFERENT DISTRICTS

Sl. No.	Name of the District	Sex	Classes				Total
			IX	X	XI	XII	
1	2	3	4	5	6	7	8
1.	Balasore	B	18930	15160	14		34104
		G	10061	7943	15		18019
		T	28991	23103	29		52123
2.	Balangir	B	5980	5599			11579
		G	1589	1699			3288
		T	7569	7298			14867
3.	Cuttak	B	37384	32529			69913
		G	21232	19307			40539
		T	58616	51836			110452
4.	Dhenkanal	B	8981	6751	193	193	16118
		G	3832	3217	110	133	7293
		T	12813	9968	303	326	23411
5.	Ganjam	B	11545	9874			21419
		G	4174	3699			7873
		T	15719	13573			29292
6.	Kalahandi	B	5036	3799			8935
		G	960	938			1898
		T	5996	4737			10833
7.	Kenojhar	B	6119	5373			11492
		G	2873	2802			5675
		T	8992	8175			17167

8. Koraput	B	5497	4902			10399
	G	2291	1959			4250
	T	7788	6861			14649
9. Mayurbhanj	B	9490	7486			16976
	G	3788	3301			7089
	T	13278	10787			24065
10. Phulbani	B	2401	1981			4382
	G	805	703			1508
	T	3206	2684			5890
11. Puri	B	18563	15839	334	283	35019
	G	8501	8684	152	139	17476
	T	27064	24523	486	422	52495
12. Sambalpur	B	11047	9486			20533
	G	4477	4122			8599
	T	15524	13608			29132
13. Sudargarh	B	8796	7145	274	246	16461
	G	4875	4366	167	165	9573
	T	13671	11511	541	411	26034
Total	B	149769	125944	815	722	277250
	G	69458	62740	444	437	133079
	T	219227	188684	1259	1159	410329

Source : Fifth All India Educational Survey – 1986, Directorate of Elementary Education
State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.10
DISTRICT-WISE SCHEDULED TRIBE ENROLMENT AT DIFFERENT SCHOOL STAGES

Sl. No.	Name of the District	Sex	Classes I-V		Classes VI-VIII		Classes IX-XII	
			Enrolment	%	Enrolment	%	Enrolment	%
1	2	3	4	5	6	7	8	9
1.	Balasore	B	15458	7.85	2312	4.02	1037	3.04
		G	8677	5.51	907	2.48	420	2.33
		T	24135	6.68	3219	3.25	1457	2.68
2.	Balangir	B	17660	16.88	3349	12.67	1072	9.26
		G	10426	14.95	614	0.58	147	4.47
		T	28086	15.91	3963	6.62	1219	8.19
3.	Cuttack	B	7683	2.21	1355	1.05	660	0.94
		G	4594	0.73	567	0.65	293	0.72
		T	12277	1.47	1922	0.85	953	0.83
4.	Dhenkanal	B	14077	11.52	1737	4.99	625	3.92
		G	8260	8.89	484	2.39	110	1.51
		T	22337	10.20	2221	3.69	735	2.71
5.	Ganjam	B	17343	9.37	1565	3.29	605	2.82
		G	11222	9.31	285	1.31	94	1.19
		T	28565	9.34	1850	2.30	699	2.00
6.	Kalahandi	B	26276	27.47	3557	17.18	1333	7.93
		G	12181	23.93	421	6.98	109	0.58
		T	38457	25.70	3978	12.08	1442	4.25
7.	Keonjhar	B	32838	39.13	6694	28.02	2916	9.66
		G	20986	33.74	2570	17.91	789	2.2
		T	53824	36.43	9264	22.96	3705	5.93

8. Koraput	B	87749	51.29	4917	19.87	1607	15.45
	G	38800	41.02	1169	9.46	303	2.07
	T	126549	46.15	6086	14.66	1910	8.76
9. Mayurbhanj	B	58018	55.25	13822	43.95	6713	21.23
	G	33963	45.71	4766	28.77	1590	4.10
	T	91981	50.48	18588	36.36	8303	12.66
10. Phulbani	B	20835	36.95	2730	26.24	940	2.18
	G	13085	34.83	806	19.45	286	0.62
	T	33920	35.89	3536	22.84	1226	1.40
11. Puri	B	6471	2.96	1045	1.46	450	1.29
	G	3826	2.16	242	0.55	139	0.26
	T	10297	2.56	1287	1.00	589	0.77
12. Sambalpur	B	40464	26.60	8632	18.90	3509	4.81
	G	26549	23.10	3335	14.25	946	1.16
	T	67013	24.85	11967	16.57	4455	2.98
13. Sundargarh	B	45694	52.63	13009	40.34	5401	5.50
	G	32097	49.29	7466	35.99	2855	2.65
	T	77791	50.96	20475	38.16	8256	4.07
Total State	B	390566	20.30	64724	11.65	26868	9.69
	G	224666	16.06	23632	17.46	8081	6.07
	T	615232	18.52	88356	10.13	34949	8.56

Source : Fifth All India Educational Survey – 1986, Directorate of Elementary Education
State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.11

DISTRICT-WISE ESTIMATED POPULATION ON 30.9.86 IN THE AGE-GROUP 6-11 YEARS AND 11-14 YEARS AND GROSS ENROLMENT RATIOS AT PRIMARY AND UPPER PRIMARY STAGE

Sl. No.	Name of the District	Estimated population in age group 6-11 (000)		G.E.R for Classes I - V		Estimated population in age group 11-14 (000)		G.E.R for Classes VI - VIII	
		Rural	Total R+U	Rural	Total R+U	Rural	Total R+U	Rural	Total R+U
1	2	3	4	5	6	7	8	9	10
1.	Balasore	277	302	118.77	117.55	169	185	49.70	50.81
2.	Balangir	175	193	87.43	90.67	109	120	24.77	30.00
3.	Cuttack	554	611	100.90	103.10	334	371	52.82	58.22
4.	Dhenkanal	196	209	101.02	102.87	124	132	39.52	41.67
5.	Ganjam	307	357	83.71	85.83	194	226	22.68	30.53
6.	Kalahandi	162	172	83.33	85.47	104	110	20.19	24.55
7.	Keonjhar	133	147	100.00	98.65	81	91	40.74	41.57
8.	Koraput	270	303	85.24	88.12	175	195	12.00	18.97
9.	Mayurbhanj	198	210	85.86	85.24	127	134	33.07	37.21
10.	Phulbani	90	95	97.78	98.95	57	60	21.05	25.86
11.	Puri	330	388	101.52	102.06	209	246	41.15	47.15
12.	Sambalpur	247	290	91.50	92.07	155	182	33.55	37.91
13.	Sundargarh	121	175	89.26	86.86	76	111	38.16	48.18
	Total	3,060	3,452	95.49	96.24	1,914	2,163	35.79	40.71

G.E. R = $100 \times \text{Enrolment in Classes} / \text{Estimated Population in the age Groups}$

Source : All India Educational Survey, 1986, Directorate of Elementary Education
State survey Unit, Orissa. Reference date 30. 9. 86

Table 3.12

DISTRICT-WISE AGE SPECIFIC ENROLMENT RATIO FOR AGES 6-11 YEARS AND 11-14 YEARS

Sl. No.	Name of the District	Age group 6-11 Years			Age group (11-14) Years		
		Boys	Girls	Total	Boy	Girls	Total
1.	Balasore	94.86	78.24	86.67	69.67	34.09	56.02
2.	Balangir	78.36	48.61	63.57	41.56	17.21	29.18
3.	Cuttack	92.81	75.50	84.18	67.12	46.01	56.75
4.	Dhenkanal	89.20	66.94	78.17	44.84	26.94	35.92
5.	Ganjam	83.11	53.43	68.33	42.45	22.38	32.43
6.	Kalahandi	73.02	38.55	56.67	35.83	10.96	23.84
7.	Keonjhar	86.00	64.12	75.17	49.31	30.76	40.07
8.	Koraput	77.73	81.78	61.67	30.73	14.91	23.10
9.	Mayurbhanj	71.31	48.80	60.07	48.00	25.14	36.55
10.	Phulbani	88.02	58.30	73.23	44.15	19.78	31.92
11.	Puri	94.39	78.10	88.62	54.82	33.84	44.40
12.	Sambalpur	78.81	59.50	69.35	53.53	27.45	40.67
13.	Sundargarh	72.32	54.44	63.52	54.26	35.34	44.89
	Total	84.87	62.23	73.67	51.32	29.88	40.71

Age Specific Enrolment Ratio = Enrolment in the Age-group / Population in Age-group \times 100

Source : All India Educational Survey, 1986, Directorate of Elementary Education

State Survey Unit, Orissa. Reference date 30. 9. 86

Table 3.13

**PERCENTAGE OF GIRLS IN CLASSES I – V IN RURAL/URBAN AREAS AND AMONG
S.C. & S.T. STUDENTS IN DIFFERENT DISTRICTS**

Sl. No.	Name of the District	% of Girls Students in Class I – V				
		Rural	Urban	Total	S.C.	S.T.
1	2	3	4	5	6	7
1.	Balasore	44.20	47.17	44.42	41.36	35.95
2.	Balangir	39.34	45.16	40.05	38.08	37.12
3.	Cuttack	44.67	45.91	44.81	41.84	37.41
4.	Dhenkanal	42.93	46.42	43.22	37.58	36.97
5.	Ganjam	38.30	45.31	39.43	34.36	39.28
6.	Kalahandi	34.25	40.32	34.72	35.48	31.67
7.	Keonjhar	42.55	42.99	42.56	42.59	38.99
8.	Koraput	34.21	44.86	35.60	36.80	30.66
9.	Mayurbhanj	41.09	47.11	41.43	42.61	36.92
10.	Phulbani	39.54	46.69	39.98	39.39	38.57
11.	Puri	44.45	46.06	44.78	41.79	37.15
12.	Sambalpur	42.45	46.30	43.04	41.23	39.61
13.	Sundargarh	42.01	44.95	42.85	41.97	41.26
Total State		41.61	45.63	42.09	39.94	36.51

Source : Fifth All India Educational Survey – 1986, Directorate of Elementary Education
State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.14

**PERCENTAGE OF GIRLS IN CLASSES VI - VIII IN RURAL/URBAN AREAS AND AMONG
S.C. & S.T. STUDENTS IN DIFFERENT DISTRICTS**

Sl. No.	Name of the District	% of Girls Students in Class VI - VIII				
		Rural	Urban	Total	S.C.	S.T.
1	2	3	4	5	6	7
1.	Balasore	38.81	38.77	38.81	30.41	28.17
2.	Balangir	22.06	38.44	26.11	22.25	15.49
3.	Cuttack	39.87	43.34	40.34	35.38	29.20
4.	Dhenkanal	36.09	42.28	36.77	24.93	21.79
5.	Ganjam	26.46	29.98	31.36	20.82	15.40
6.	Kalahandi	18.73	36.94	22.55	17.38	10.58
7.	Keonjhar	36.71	42.55	37.51	36.77	24.74
8.	Koraput	26.22	42.33	33.29	26.18	19.20
9.	Mayurbhanj	32.87	45.41	34.49	33.23	25.64
10.	Phulbani	24.94	42.08	28.48	21.96	22.79
11.	Puri	37.28	41.30	38.33	31.15	18.80
12.	Sambalpur	30.58	43.78	33.88	29.51	27.86
13.	Sundargarh	35.12	44.00	39.14	36.58	36.46
Total State		34.78	41.91	36.32	29.76	26.74

Source : Fifth All India Educational Survey - 1986, Directorate of Elementary Education
State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.15

**PERCENTAGE OF GIRLS IN CLASSES IX – X IN RURAL/URBAN AREAS AND AMONG
S.C. & S.T. STUDENTS IN DIFFERENT DISTRICTS**

Sl. No.	Name of the District	% of Girls Students in Class IX – X				
		Rural	Urban	Total	S.C.	S.T.
1	2	3	4	5	6	7
1.	Balasore	34.32	36.53	34.56	23.77	28.82
2.	Balangir	16.98	34.57	22.11	14.21	12.09
3.	Cuttack	36.13	40.02	36.70	33.48	30.74
4.	Dhenkanal	29.62	38.87	30.94	22.56	14.96
5.	Ganjam	19.17	36.15	26.87	16.63	13.44
6.	Kalahandi	12.55	32.61	17.68	11.97	7.55
7.	Keonjhar	31.92	38.68	33.05	31.73	21.29
8.	Koraput	21.56	35.94	29.01	26.48	15.86
9.	Mayurbhanj	25.45	49.04	29.45	26.39	19.14
10.	Phulbani	20.38	36.78	25.60	21.44	23.32
11.	Puri	31.20	38.31	33.31	27.97	23.47
12.	Sambalpur	23.94	41.30	29.51	22.64	21.23
13.	Sundargarh	29.17	42.90	36.69	28.09	34.59
Total State		30.24	39.04	32.40	26.27	23.11

Source : Fifth All India Educational Survey – 1986, Directorate of Elementary Education
State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.16
ENROLMENT IN CLASSES - II TO VIII AS PERCENTAGE OF ENROLMENT
IN CLASS I (URBAN+RURAL)

Sl. No.	Name of the District	Sex	Classes							
			I	II	III	IV	V	VI	VII	VIII
1	2	3	4	5	6	7	8	9	10	11
1.	Balasore	B	100	92.72	87.86	74.24	63.37	43.69	39.99	38.48
		G	100	98.86	93.02	75.56	63.28	38.18	34.17	27.49
		T	100	95.40	90.11	74.81	63.33	42.47	37.45	33.68
2.	Balangir	B	100	86.63	80.12	56.68	47.62	34.89	32.44	28.02
		G	100	76.48	62.35	36.50	26.70	16.22	13.83	10.32
		T	100	82.06	72.11	47.59	38.19	26.47	23.16	20.04
3.	Cuttack	B	100	102.84	105.66	87.10	76.13	62.97	55.35	55.84
		G	100	101.58	101.91	82.64	70.59	51.70	46.79	41.90
		T	100	102.28	103.93	85.06	73.55	57.83	51.44	49.58
4.	Dhenkanal	B	100	77.00	60.00	48.41	39.60	35.56	29.34	27.70
		G	100	75.46	53.27	41.08	33.29	23.20	18.30	14.62
		T	100	76.31	56.97	45.11	36.77	31.83	25.82	23.41
5.	Ganjam	B	100	102.18	105.32	76.92	60.09	41.86	38.16	34.30
		G	100	97.81	98.27	63.70	47.67	29.84	25.19	18.53
		T	100	100.40	100.38	71.43	54.93	36.87	32.77	27.75
6.	Khalahandi	B	100	53.90	43.02	31.23	26.24	21.20	18.06	15.78
		G	100	41.70	30.50	19.03	15.05	9.90	8.15	6.38
		T	100	49.04	38.04	26.40	21.81	16.72	14.13	12.06
7.	Keonjhar	B	100	62.56	48.31	39.14	31.92	28.90	26.34	25.04
		G	100	55.06	39.60	30.15	24.60	21.78	19.30	16.46
		T	100	59.14	44.34	35.04	28.59	25.65	23.13	21.13

8. Koraput	B	100	78.84	77.12	38.90	31.60	17.90	15.93	13.89
	G	100	70.50	72.02	34.59	27.29	13.96	13.69	12.10
	T	100	75.73	75.22	37.30	30.00	16.43	15.10	12.91
9. Mayurbhanj	B	100	54.54	42.70	36.17	31.40	27.63	26.12	25.55
	G	100	48.83	36.24	28.97	24.87	19.63	18.16	15.48
	T	100	52.03	39.90	33.00	28.54	24.12	22.62	21.12
10. Phulbani	B	100	71.85	64.17	40.84	33.07	22.14	18.74	16.31
	G	100	65.02	51.07	28.00	20.68	12.21	10.17	6.82
	T	100	68.85	58.43	35.22	27.64	17.80	14.98	12.15
11. Puri	B	100	106.18	108.82	92.02	77.89	59.00	51.35	48.09
	G	100	103.36	104.84	83.53	70.38	46.54	38.61	30.61
	T	100	104.88	106.99	88.12	74.43	53.26	45.49	40.05
12. Sambalpur	B	100	77.18	69.81	57.93	47.33	40.07	0.64	30.04
	G	100	72.44	64.26	43.98	35.17	26.18	22.40	15.75
	T	100	75.01	67.27	51.55	41.77	33.72	29.58	23.50
13. Sundargarh	B	100	59.95	52.15	48.77	44.33	40.78	35.82	36.79
	G	100	58.11	47.30	41.83	37.46	32.33	29.92	28.40
	T	100	59.13	49.99	45.68	41.27	37.02	33.22	33.05
TOTAL	B	100	81.78	77.05	59.69	50.21	39.13	34.65	32.69
	G	100	78.04	71.53	52.34	43.08	30.02	26.31	21.78
	T	100	80.15	74.60	56.48	47.10	35.15	31.01	27.92

Source : Fifth All India Educational Survey – 1986, Directorate of Elementary Education
State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.17

ENROLMENT OF SCHEDULED TRIBES IN DIFFERENT CLASSES OF SCHOOL EDUCATION AS PERCENTAGE OF CLASS - 1

Sl. No.	District	Class-I	Class-II	Class-III	Class-IV	Class-V	Class-VI	Class-VII	Class-VIII	Class-IX	Class-X
1	2	3	4	5	6	7	8	9	10	11	12
1.	Balasore	100	96.73	83.16	61.29	49.44	21.94	18.45	17.77	17.62	11.08
2.	Bolangir	100	75.87	68.00	40.37	26.92	17.11	13.21	10.23	7.31	6.19
3.	Cuttack	100	87.19	76.94	50.56	38.79	24.37	17.62	14.77	13.35	9.05
4.	Dhenkanal	100	68.26	43.69	27.11	18.28	10.51	7.35	5.46	4.26	2.47
5.	Ganjam	100	90.45	83.29	37.10	25.32	6.52	6.09	5.07	4.28	3.06
6.	Kalahandi	100	52.04	38.14	20.05	17.36	10.21	8.25	2.69	2.31	2.13
7.	Keonjhar	100	61.32	44.06	28.73	24.57	24.20	20.77	12.00	10.62	9.82
8.	Koraput	100	87.34	81.99	45.59	29.00	13.57	8.49	4.02	3.30	2.29
9.	Mayurbhanj	100	44.76	32.76	22.41	16.90	13.94	12.76	9.03	8.72	6.70
10.	Phulbani	100	86.85	67.34	36.35	28.76	16.42	14.75	8.98	7.98	6.65
11.	Puri	100	84.02	78.48	61.20	51.15	31.34	26.24	15.56	13.62	13.17
12.	Sambalpur	100	68.21	56.25	41.28	31.91	17.45	16.40	10.42	9.31	8.58
13.	Sundargarh	100	62.67	55.96	44.90	41.04	34.35	30.59	21.67	17.40	10.86
	ORISSA	100	67.13	56.52	35.61	20.22	18.58	15.79	10.37	8.83	6.60

Source - Fifth All India Educational Survey - 1986 Directorate of Elementary Education
State Survey Unit, Orissa. Reference date 30. 9. 86

Table 3.18

DISTRICTWISE TEACHERS AT PRIMARY AND UPPER PRIMARY STAGES OF EDUCATION

Sl. No.	Name of the Districts	Primary Stage					Upper Primary Stage				
		No. of Teachers		% of Female Teachers		P.T. Ratio	No. of Teachers		% of Female Teachers		P.T. Ratio
		3	4	4	5	5	6	7	8	9	10
1.	Balasore	6453	15.65	95.61	1:55	3298	8.58	75.50	1:29		
2.	Balangir	5251	9.05	84.97	1:33	1235	12.39	83.89	1:29		
3.	Cuttack	13670	19.39	90.17	1:46	6301	13.03	67.91	1:34		
4.	Dhenkanal	5494	15.58	94.94	1:39	1578	8.87	75.35	1:35		
5.	Ganjam	8378	13.82	91.96	1:36	1828	15.75	88.18	1:39		
6.	Kalahandi	4317	6.05	83.53	1:34	1082	8.32	80.50	1:25		
7.	Keonjhar	3955	13.02	92.34	1:37	1226	5.63	77.08	1:30		
8.	Koraput	7706	16.48	64.72	1:34	1700	12.71	76.29	1:22		
9.	Mayurbhanj	5867	16.60	91.94	1:31	1916	11.12	65.66	1:25		
10.	Phulbani	3702	12.40	81.17	1:25	634	8.68	85.33	1:23		
11.	Puri	8774	23.08	89.25	1:45	3118	20.75	75.34	1:37		
12.	Sambalpur	7216	13.39	84.71	1:37	2453	12.23	72.16	1:28		
13.	Sundargarh	4538	24.20	85.92	1:33	1780	23.82	73.99	1:30		
	TOTAL	85321	16.08	87.66	1:39	28149	13.14	75.08	1:31		

Source - Fifth All India Educational Survey- 1986, Directorate of Elementary Education
State Survey Unit, Orissa. Reference date 30. 9. 86

Table 3.19
DISTRICTWISE TEACHERS AT SECONDARY AND HIGHER SECONDARY STAGES OF EDUCATION

Sl. No.	Name of the Districts	Secondary Stage				Higher Secondary Stage				P.T. Ratio
		No. of Teachers	% of Female Teachers	% of Trained Teachers	P.T. Ratio	No. of Teachers	% of Female Teachers	% of Trained Teachers	P.T. Ratio	
1	2	3	4	5	6	7	8	9	10	
1.	Balasure	4112	10.63	73.10	1 : 13	6	33.33	100	1 : 5	
2.	Balangir	1381	19.99	73.86	1 : 11	—	—	—	—	
3.	Cuttack	8514	16.41	77.34	1 : 13	—	—	—	—	
4.	Dhenkanal	2242	12.36	67.35	1 : 10	37	27.03	54.05	1 : 17	
5.	Ganjam	2758	17.04	81.80	1 : 11	—	—	—	—	
6.	Kalahandi	1014	9.74	72.32	1 : 11	—	—	—	—	70
7.	Keonjhar	1796	13.42	71.77	1 : 10	—	—	—	—	
8.	Koraput	1565	19.87	82.04	1 : 10	—	—	—	—	
9.	Mayurbhanj	2259	13.59	67.95	1 : 11	—	—	—	—	
10.	Phulbani	531	16.57	80.79	1 : 11	—	—	—	—	
11.	Puri	4635	18.90	75.25	1 : 11	86	22.09	96.51	1 : 11	
12.	Sambalpur	2509	17.30	70.19	1 : 12	—	—	—	—	
13.	Sundargarh	1997	32.95	85.28	1 : 12	154	64.28	66.23	1 : 6	
	TOTAL	35313	16.40	75.61	1 : 12	283	45.94	74.56	1 : 9	

Source – Fifth All India Educational Survey– 1986 Directorate of Elementary Education
State Survey Unit, Orissa. Reference date 30. 9. 86

Table 3.20
DISTRICT-WISE PRIMARY SCHOOLS ACCORDING TO NO. OF TEACHERS IN POSITION

Sl. No.	Name of the Districts	No. of Teachers in Position							Total
		Zero	One	Two	Three	Four	Five	More than five	
1	2	3	4	5	6	7	8	9	10
1.	Balasore	—	690	825	621	201	89	41	2467
2.	Bolangir	—	1139	688	332	88	57	62	2316
3.	Cuttack	—	1758	1176	1233	495	243	165	5070
4.	Dhenkanal	—	745	445	506	116	87	82	1981
5.	Ganjam	—	1403	768	480	219	132	164	3166
6.	Kalahandi	1	933	540	265	100	58	60	1957
7.	Keonjhar	—	574	382	329	87	64	57	1493
8.	Koraput	182	2386	1124	373	90	61	93	4309
9.	Mayurbhanj	—	887	650	596	145	57	55	2390
10.	Phulbani	11	886	463	237	67	36	33	1733
11.	Puri	6	973	628	585	354	152	149	2847
12.	Sambalpur	—	1117	712	559	176	120	111	2795
13.	Sundargarh	—	621	395	359	115	83	81	1654
TOTAL		200 (0.59)	14112 (41.29)	8746 (25.59)	6475 (18.94)	2253 (6.59)	1239 (3.63)	1153 (3.37)	34178 (100.00)

Source : Fifth All India Educational Survey, 1986,
Directorate of Elementary Education State survey Unit, Orissa, Reference date 30. 9. 86

Table 3.21

DISTRICTWISE PRIMARY SCHOOLS ACCORDING TO TYPE OF BUILDINGS

Sl. No.	Name of the District	Area	No. of Schools Having				Total
			No. Building (Open space Tent, Thatched hut)	Kachcha building	Party pucca building	Pucca building	
1	2	3	4	5	6	7	8
1.	Balasore	R	92	1319	606	325	2342
		U	11	35	31	48	125
		T	103	1354	637	373	2467
2.	Bolangir	R	207	50	246	1726	2229
		U	9	3	9	66	87
		T	216	53	255	1792	2316
3.	Cuttack	R	302	970	1266	2274	4812
		U	10	7	52	189	258
		T	312	977	1318	2463	5070
4.	Dhenkanal	R	143	368	403	998	1912
		U	13	—	12	44	69
		T	156	368	415	1042	1981
5.	Ganjam	R	288	129	548	1985	2950
		U	17	11	29	159	216
		T	305	140	577	2144	3166
6.	Kalahandi	R	168	245	771	707	1891
		U	4	2	7	53	66
		T	172	247	778	760	1957
7.	Keonjhar	R	94	492	441	395	1422
		U	5	5	14	47	71
		T	99	497	455	442	1493

8. Koraput	R	1382	122	233	2320	4057
	U	74	1	8	169	252
	T	1456	123	241	2489	4309
9. Mayurbhanj	R	193	926	878	368	2335
	U	8	7	20	20	55
	T	201	933	898	388	2390
10. Phulbani	R	264	240	156	1034	1694
	U	6	—	4	29	39
	T	270	240	160	1063	1733
11. Puri	R	193	434	724	1298	2649
	U	11	8	35	144	198
	T	204	442	759	1442	2847
12. Sambalpur	R	60	264	888	1365	2577
	U	1	5	98	114	218
	T	61	269	986	1479	2795
13. Sundargarh	R	53	410	450	628	1541
	U	—	12	10	91	113
	T	53	422	460	719	1654
TOTAL	R	3439	5469	7610	15393	32411
	U	169	96	329	1173	1767
	T	3608	6065	7939	16566	34178

Source : Fifth All India Educational Survey - 1986,

Directorate of Elementary Education State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.22

DISTRICT-WISE PRIMARY SCHOOLS ACCORDING TO NO. OF ROOMS AVAILABLE

Sl. No.	Name of the District	Area	No. of Schools having Room	No of Schools having					Total
				1 Room	2 Rooms	3 Rooms	4 Rooms	5 or more Rooms	
1	2	3	4	5	6	7	8	9	10
1.	Balasore	R	53	495	612	615	357	210	2342
		U	11	24	20	27	23	20	125
		T	64	519	632	642	380	230	2467
2.	Bolangir	R	129	1133	505	249	134	79	2229
		U	2	22	12	16	7	28	87
		T	131	1155	517	265	141	107	2316
3.	Cuttack	R	94	1751	1469	837	380	281	4812
		U	10	56	58	52	30	52	258
		T	104	1807	1527	889	410	333	5070
4.	Dhenkanal	R	54	619	493	412	169	165	1912
		U	8	15	9	15	6	16	69
		T	62	634	502	427	175	181	1981
5.	Ganjam	R	226	1256	874	351	150	93	2950
		U	12	39	40	36	28	61	216
		T	238	1295	914	387	178	154	3166
6.	Kalahandi	R	150	624	732	199	97	89	1891
		U	4	10	14	5	9	24	66
		T	154	634	746	204	106	113	1957
7.	Keonjhar	R	51	191	434	273	222	251	1422
		U	4	11	14	4	11	27	71
		T	55	202	448	277	233	278	1493

8. Koraput	R	1321	1097	1207	256	95	81	4057
	U	72	68	40	19	17	36	242
	T	1393	1165	1247	275	112	117	4309
9. Mayurbhanj	R	111	544	795	437	281	167	2335
	U	—	7	12	7	12	17	55
	T	111	551	807	444	293	184	2390
10. Phulbani	R	210	565	671	149	53	46	1694
	U	6	5	10	7	3	8	39
	T	216	570	681	156	56	54	1733
11. Puri	R	60	951	654	488	254	242	1649
	U	7	47	27	33	24	60	198
	T	67	998	681	521	278	302	1847
12. Sambalpur	R	20	698	709	509	352	289	2577
	U	1	28	36	34	29	90	218
	T	21	726	745	543	381	379	2795
13. Sundargarh	R	31	359	466	326	184	175	1541
	U	—	11	10	22	13	57	113
	T	31	370	476	348	197	232	1654
TOTAL	R	2510	10283	9621	5101	2728	2168	32411
	U	137	343	302	277	212	496	1767
	T	2647	10626	9923	5378	2940	2664	34178

Source : Fifth All India Educational Survey – 1986,

Directorate of Elementary Education State Survey Unit, Orissa, Reference date 30. 9. 86.

Table 3.23 (A)
RESULTS OF H & T.W. DEPARTMENT HIGH SCHOOLS
FROM THE YEAR 1985 TO 1992.

Sl. No.	Year	Students appeared					Student passed					Percentage of pass			
		S.C.	S.T.	Others	Total	S.C.	S.T.	Others	Total	S.C.	S.T.	Others	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1.	1985	448	1280	585	2313	161	546	274	981	36.0	43.0	47.0	42.0		
2.	1986	508	1301	684	2493	155	458	282	895	30.5	35.0	41.0	36.0		
3.	1987	513	1374	627	2514	168	449	258	865	31.0	33.0	41.0	34.0		
4.	1988	415	1310	520	2245	215	668	295	1119	52.0	51.0	57.0	50.0		
5.	1989	478	1396	612	2436	213	657	296	1166	44.0	41.0	48.0	46.9		
6.	1990	513	1435	646	2594	290	920	422	1631	56.5	64.2	65.1	62.8		
7.	1991	556	1562	647	2765	214	747	359	1320	38.4	47.8	55.4	47.7		
8.	1992	622	1730	740	3091	360	1161	510	2051	57.8	65.8	68.9	66.3		

Source - Harijan and Tribal Welfare Department, Govt. of Orissa.

TABLE - 3.23 (B)

ANNUAL H.S.C. EXAMINATION RESULT, 1993 (REGULAR) IN THE STATE.

Sl No.	Name of the District.		No. of Students appeared.			No. of students passed.			Percentage of Pass.									
	Sch.	Caste.	Sch.	Tribe.	Others.	Total.	Sch.	Caste.	Sch.	Tribe	Others.	Total	Sch.	Caste.	Sch.	Tribe	Others	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1.	Cuttack	5167	240	43756	49163	2304	112	26224	28640	44.59	46.66	59.93	58.25					
2.	Dhenkanal	987	381	11646	13014	423	185	6981	7589	42.86	48.56	59.94	58.31					
3.	Puri	1989	206	24244	26439	861	110	13713	14684	43.28	53.40	56.56	55.54					
4.	Baleswar	2275	281	18080	20636	1243	144	12120	13507	54.64	51.25	67.04	65.45					
5.	Mayurbhanj	746	3306	6532	10584	342	1379	3952	5673	45.84	41.71	60.50	53.60					
6.	Keonjhar	757	1680	6096	8533	407	735	3746	4888	53.76	43.75	61.45	57.28					
7.	Ganjam	965	268	11284	12517	372	102	5946	6420	38.55	38.06	52.69	51.29					
8.	Phulbani	487	551	1756	2794	186	222	905	1313	38.19	40.29	51.54	47.00					
9.	Koraput	710	631	4599	5940	307	226	2842	3375	43.24	35.82	61.80	56.82					
10.	Sundargarh	730	3766	6016	10512	290	1510	3888	5688	39.72	40.10	64.63	54.11					
11.	Sambalpur	1690	1997	11392	15079	847	937	7124	8908	50.12	46.92	62.53	59.07					
12.	Bolangir	1233	685	6167	8085	505	264	3315	4064	40.96	38.54	53.75	50.51					
13.	Kalahandi	1067	906	4675	6648	277	184	1839	2300	25.96	20.31	39.34	34.60					
TOTAL		18803	14898	156243	189944	8364	6110	92595	107069	44.48	41.01	59.26	56.37					

Source - Harijan and Tribal welfare Department. Govt. of Orissa.

TABLE - 3.23 (C)

ANNUAL H.S.C. EXAMINATION RESULT, 1993 (REGULAR) IN TRIBAL WELFARE DEPARTMENT SCHOOLS

Sl. No.	Name of the district	No. of student appeared			No. of student passed			Percentage of pass			Total		
		S.C.	S.T.	Others	Total	S.C.	S.T.	Others	S.C.	S.T.		Others	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
1.	Cuttack	26	79	61	166	12	57	43	112	46.15	72.15	70.49	67.47
2.	Dhenkanal	41	69	58	168	19	40	15	74	46.34	57.97	25.86	44.05
3.	Puri	30	35	45	110	18	24	37	79	60.00	68.57	82.22	71.82
4.	Balasore	5	37	4	46	3	32	2	37	60.00	86.49	50.00	80.43
5.	Mayurbhanja	43	408	84	535	35	336	61	432	81.40	82.35	72.62	80.75
6.	Keonjhar	26	180	63	271	20	137	56	213	71.43	76.11	88.89	78.60
7.	Ganjam	22	110	41	173	12	63	28	103	54.55	57.27	68.29	59.54
8.	Phulbani	100	189	100	389	46	126	58	230	46.00	66.67	58.00	59.13
9.	Koraput	190	342	197	792	81	137	107	325	42.63	40.05	54.31	44.58
10.	Sundargarh	37	278	62	377	23	192	44	259	62.16	69.06	70.97	68.70
11.	Sambalpur	69	183	70	322	34	88	33	155	49.28	48.09	47.14	48.14
12.	Bolangir	68	67	52	187	34	35	25	94	50.00	52.24	48.08	50.27
13.	Kalahandi	89	107	87	283	37	42	42	121	41.57	39.25	48.28	42.76
Total :		748	2084	924	3756	374	1309	551	2234	50.00	62.81	59.63	59.48

Source - Harijan and Tribal welfare Department Govt. of Orissa.

TABLE - 3.23(D)

COMPARATIVE STATEMENT OF PERCENTAGE OF PASS IN ANNUAL H.S.C. EXAMINATION, 1993
(REGULAR) BOTH FOR STATE AND TRIBAL WELFARE DEPARTMENT SCHOOLS.

Sl No.	Name of the District.	S T A T E			T R I B E			T. W. Department Schools.			Total.
		Sch.Caste	Sch. Tribe	Others.	Total.	Sch. Caste	Sch. Tribe	Others	Total.		
1.	2.	3.	4	5	6	7	8	9	10		
1.	Cuttack	44.59	46.66	59.93	58.25	46.15	72.15	70.49	67.47		
2.	Dhenkanal	42.86	48.56	59.94	58.31	46.34	57.97	25.86	44.05		
3.	Puri	43.28	53.40	56.56	55.54	60.00	68.57	82.22	71.82		
4.	Baleswar	54.64	51.25	67.04	65.45	60.00	86.49	50.00	80.43		
5.	Mayurbhanj	45.84	41.71	60.50	53.60	81.40	82.35	72.62	80.75		
6.	Keonjhar	53.76	43.75	61.45	57.28	71.43	76.11	88.89	78.60		
7.	Ganjam	38.55	38.06	52.69	51.29	54.55	57.27	68.29	59.54		
8.	Phulbani	38.19	40.29	51.54	47.00	46.00	66.67	58.00	59.13		
9.	Koraput	43.24	35.82	61.80	56.82	42.63	40.05	54.31	44.58		
10.	Sundaigarh	39.72	40.10	64.63	54.11	62.16	69.06	70.97	68.70		
11.	Sambalpur	50.12	46.92	62.53	59.07	49.28	48.09	47.14	48.14		
12.	Balangir	40.96	38.54	53.75	50.51	50.00	52.24	48.08	50.27		
13.	Kalahandi	25.96	20.31	39.34	34.60	41.57	39.25	48.28	42.76		
TOTAL ::		44.48	41.01	59.26	56.37	50.00	62.81	59.63	59.48		

Source - Harijan and Tribal welfare Department Govt. of Orissa.

TABLE - 3.23 (E)

A B S T R A C T
State's Total H.S.C. Examination Result (Annual, 1993)

Category of Examination	S.C.			Others			Total			Pass			%age of pass			
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	S.T.	Others	Total
Regular	18803	14898	156243	189944	8364	6110	92595	107069	44.48	41.01	59.26	56.37				
Regular C.C.	555	658	5591	6804	128	109	1299	1536	23.06	16.57	23.23	22.57				
Ex-Regular	9239	7903	50608	67750	3222	1978	20746	25946	34.87	25.03	41.00	38.30				
Ex-Regular C.C.	236	369	1919	2524	53	67	643	763	22.46	18.16	35.51	30.23				
Ex-Regular Old	3333	3319	13813	20465	1102	894	5646	7642	33.06	26.94	40.87	37.34				
Ex-Regular C.C. Old	59	97	754	910	18	18	209	245	30.51	18.56	27.72	26.92				
STATE TOTAL :	32225	27244	228928	288397	12887	9176	121138	143201	40.00	33.68	52.92	49.65				

Source - Harijan and Tribal welfare Department, Govt. of Orissa.

Table 3.24

**YEARWISE PERCENTAGE OF S.T. STUDENTS PASSED IN H.S.C.
EXAMINATION IN SELECTED TRIBAL DISTRICTS OF THE STATE (ALL SCHOOLS)**

Sl. No.	Year	Kalahandi	Sundergarh	Koraput	Phulbani	Keonjhar	Mayurbhanj
1	2	3	4	5	6	7	8
1.	1982	22.35	33.65	28.25	24.95	27.04	40.24
2.	1983	12.77	26.43	13.52	20.16	27.51	29.29
3.	1984	17.42	22.74	19.12	15.92	24.58	23.62
4.	1985	15.37	21.47	12.89	15.12	22.42	23.08
5.	1986	11.71	15.96	9.93	13.26	25.33	18.79
6.	1987	14.55	19.51	9.69	13.64	25.58	16.87
7.	1988	19.68	20.37	15.66	15.61	23.10	23.25
8.	1989	19.26	21.53	16.08	16.87	22.79	24.43
9.	1990	28.76	24.91	19.77	19.58	23.90	23.79
10.	1991	37.94	26.29	25.07	24.04	25.65	28.63
11.	1992	29.85	33.03	29.91	29.30	39.22	34.99

Source : Harijan and Tribal Welfare Department, Govt. of Orissa.

Table 3.25

**YEAR AND CLASS-WISE SCH. TRIBE STUDENTS ENROLMENT IN DIFFERENT
LEVELS OF EDUCATION IN H & TW DEPARTMENT SCHOOLS**

Class	I			II			III			IV			V			VI		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1980-81	10185	5048	15233	6778	3153	9931	6075	2636	5711	5538	2426	7964	4960	2247	7207	2221	556	2777
1981-82	10304	4725	15029	6879	3206	10085	6192	2516	8708	5742	2404	8146	5461	2079	7540	2278	512	2790
1982-83	11224	5111	16335	6890	3314	10204	6333	2763	9096	6264	2538	8802	5701	2351	8052	2426	499	2925
1983-84	10587	5373	15960	7022	3883	10905	6396	3082	9478	6325	3099	9424	5890	2802	8692	2449	570	3019
1984-85	9865	6944	16809	6720	3238	9958	5897	2784	8681	5948	2619	8567	5560	2273	7833	2251	505	2756
1985-86	11397	5154	16551	7752	3535	11287	6831	3123	9954	6755	2819	9574	6666	2542	9208	2526	589	3115 ⁸⁹
1986-87	12426	4473	16899	8719	2786	11505	8329	2234	10563	8083	2039	10122	7505	1814	9319	2485	635	3120
1987-88	12320	5270	17590	8793	3708	12501	7822	2819	10641	7673	2708	10381	6955	2338	9293	3168	956	4124
1988-89	12386	5278	17664	8945	3900	12845	8080	3197	11277	7789	3327	11116	7488	2812	10300	2840	845	3685
1989-90	13235	6259	19494	9263	3780	13043	8569	2869	11438	8406	3105	11511	7858	2652	10510	3874	1108	4982
1990-91	13487	5094	18581	9783	4757	14540	8658	3565	12223	8413	3865	12278	8092	3002	11094	3340	1207	4547
1991-92	14063	5312	19375	10201	4960	15161	9028	3717	12745	8773	4030	12803	8438	3130	11568	3483	1258	4741

Source - Harijan and Tribal Welfare Department (Cont.)

Class	VII				VIII				IX				X				Total		
	Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
		20	21	22		23	24		25	26		27	28		29	30		31	32	33	34
1980-81	1841	413	2254	2326	539	2865	1114	196	1310	661	106	767	41699	17320	59019				
1981-82	1785	473	2258	1916	479	2395	1880	515	2395	848	204	1052	43305	17113	60418				
1982-83	2060	438	2498	2076	495	2571	1625	389	2014	1521	387	1908	46120	18285	64405				
1983-84	2014	424	2438	2242	502	2744	1585	370	1955	1344	277	1621	45854	20382	66236				
1984-85	1788	377	2165	2299	538	2837	1507	318	1825	1096	205	1301	42931	19801	62732				
1985-86	2111	480	2591	2161	553	2714	1618	456	2074	1132	233	1365	48949	19484	68433				
1986-87	1988	586	2574	2343	600	2943	1706	436	2142	1269	323	1592	54853	15926	70779				
1987-88	2417	669	3086	2935	774	3709	1993	540	2533	1452	296	1728	55508	20078	75586				
1988-89	2457	690	3147	3088	748	3836	2252	550	2802	1434	172	1606	56759	21519	78278				
1989-90	2826	772	3598	3688	801	4489	2525	713	3238	1644	354	1998	61888	22413	84301				
1990-91	2468	842	3310	3319	779	4098	2391	531	2922	1475	290	1765	61426	23932	85358				
1991-92	2574	878	3452	3461	812	4273	2493	555	3048	1538	303	1841	64052	24955	89007				

Source - Harijan and Tribal Welfare department.

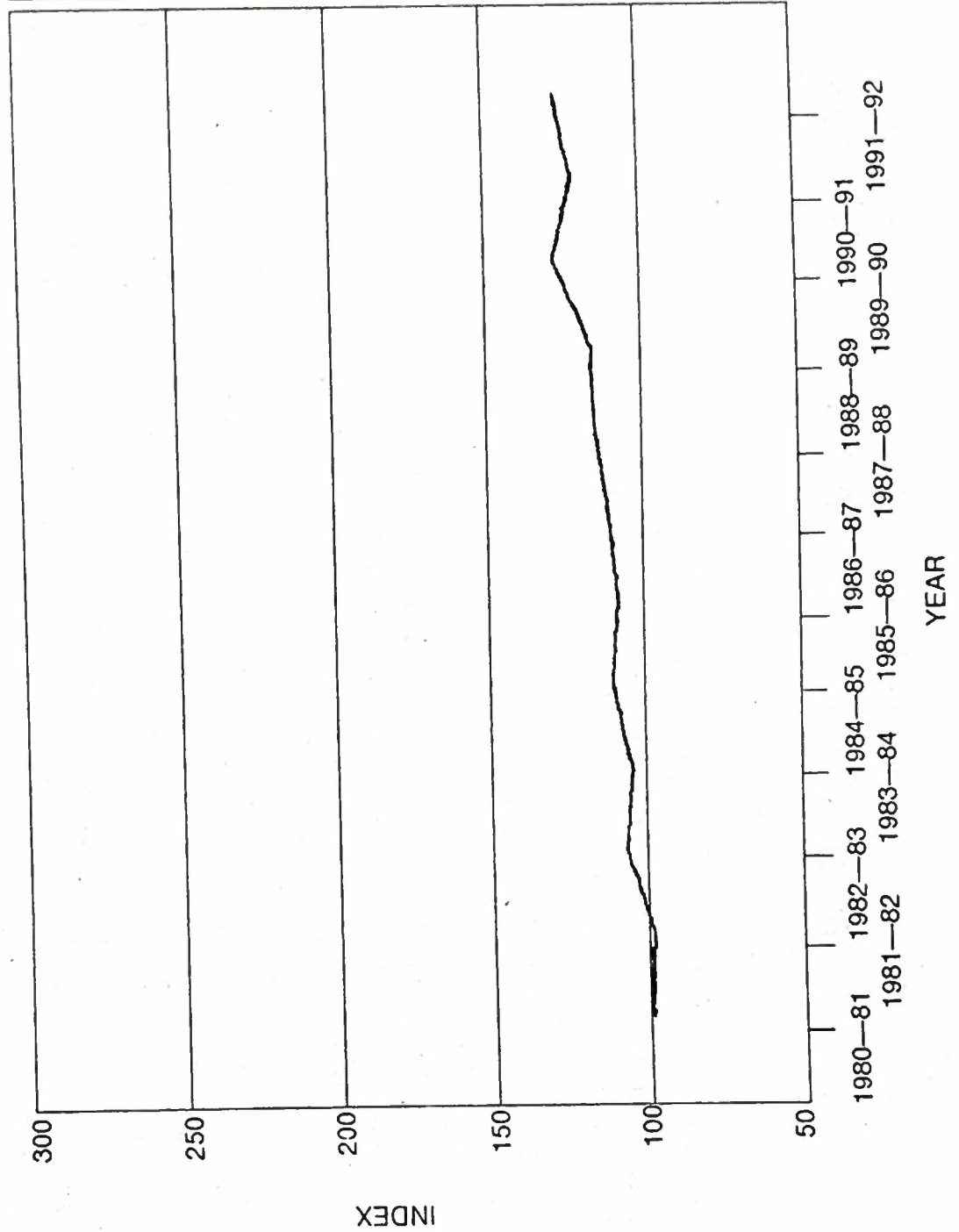
Table 3.26

**TREND SHOWING GROWTH RATE IN ENROLMENT RATES OF
SCH. TRIBE STUDENTS IN H. & T.W. DEPARTMENT SCHOOLS (ESTIMATED)**

Sl. No.	Class/Year	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
		3	4	5	6	7	8	9	10	11	12	13
		B a s e Y e a r										
1.	1980-81											
2.	1981-82	-1.34	+1.55	+52.48	+2.29	+4.62	+0.47	+0.18	-16.40	+82.82	+37.16	+2.87
3.	1982-83	+8.69	+1.18	+4.46	+8.05	+6.79	+4.84	+10.63	+7.35	-15.91	+81.37	+6.60
4.	1983-84	-2.30	+6.87	+4.20	+7.07	+7.95	+3.21	-2.40	+6.73	-2.93	-15.04	+2.84
5.	1984-85	+5.32	-8.68	-8.41	-9.09	-9.88	-8.71	-11.20	+3.39	-6.65	-19.74	-5.29
6.	1985-86	-1.53	+13.35	+14.66	+11.75	+17.55	+13.03	+19.68	-4.34	+13.64	+4.92	+9.09
7.	1986-87	+2.10	+1.98	+6.12	+5.72	+1.21	+0.16	-0.66	+8.44	+3.28	+16.63	+3.43
8.	1987-88	+4.09	+8.66	+0.74	+2.56	-0.28	+32.18	+19.89	+26.03	+18.25	+8.54	+6.79
9.	1988-89	+0.42	+2.75	+5.98	+7.08	+10.84	-10.65	+1.98	+3.42	+10.62	-7.06	+3.56
10.	1989-90	+10.36	+1.54	+1.43	+3.55	+2.04	+35.20	+14.33	+17.02	+15.56	+24.41	+7.69
11.	1990-91	-4.68	+11.48	+6.86	+6.66	+5.56	-8.73	-8.00	-8.71	-9.76	-11.66	+1.25
12.	1991-92	+4.27	+4.27	+4.27	+4.28	+4.27	+4.27	+4.29	+4.27	+4.31	+4.31	+4.27

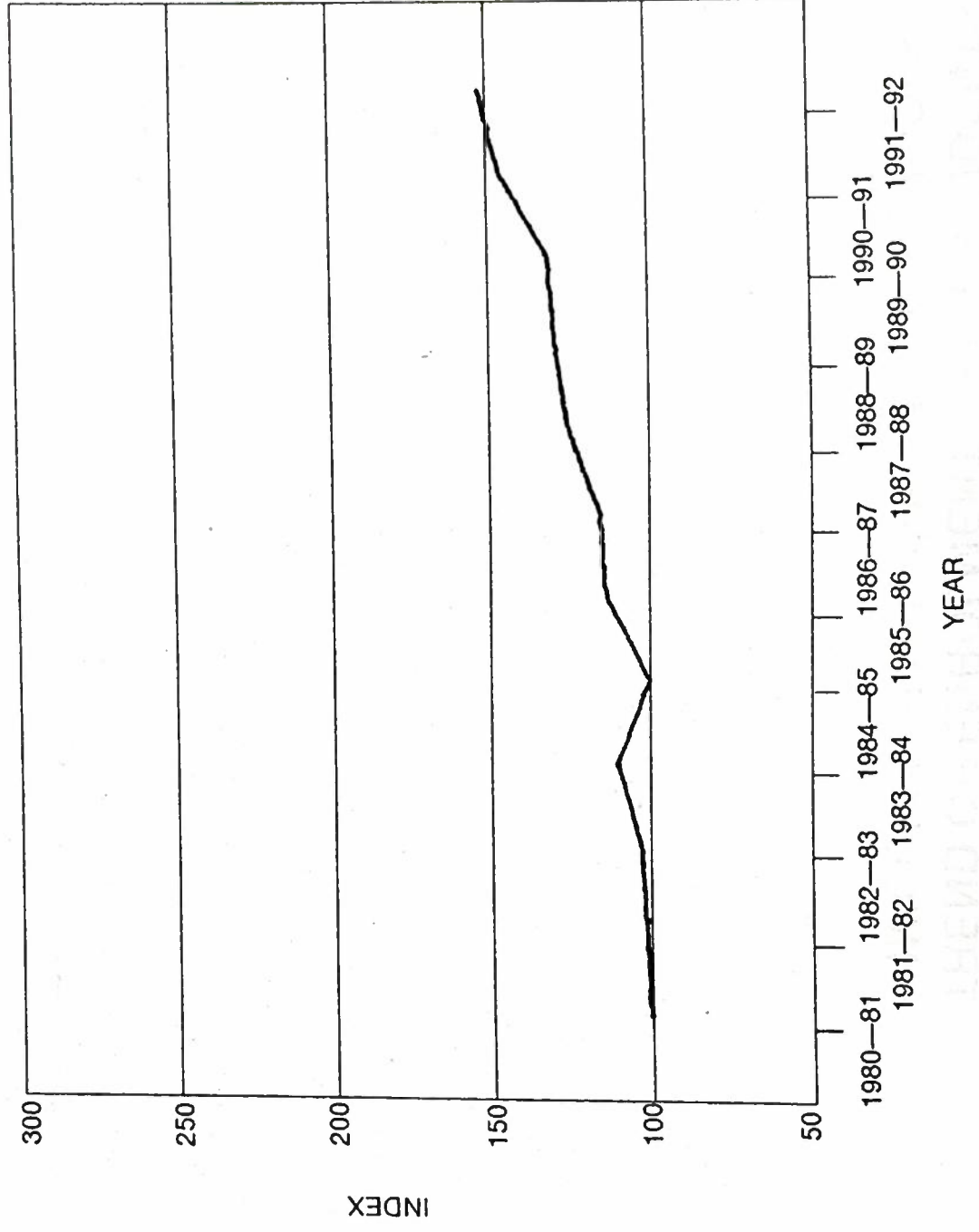
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-I IN H&TW DEPTT. SCHOOLS

1



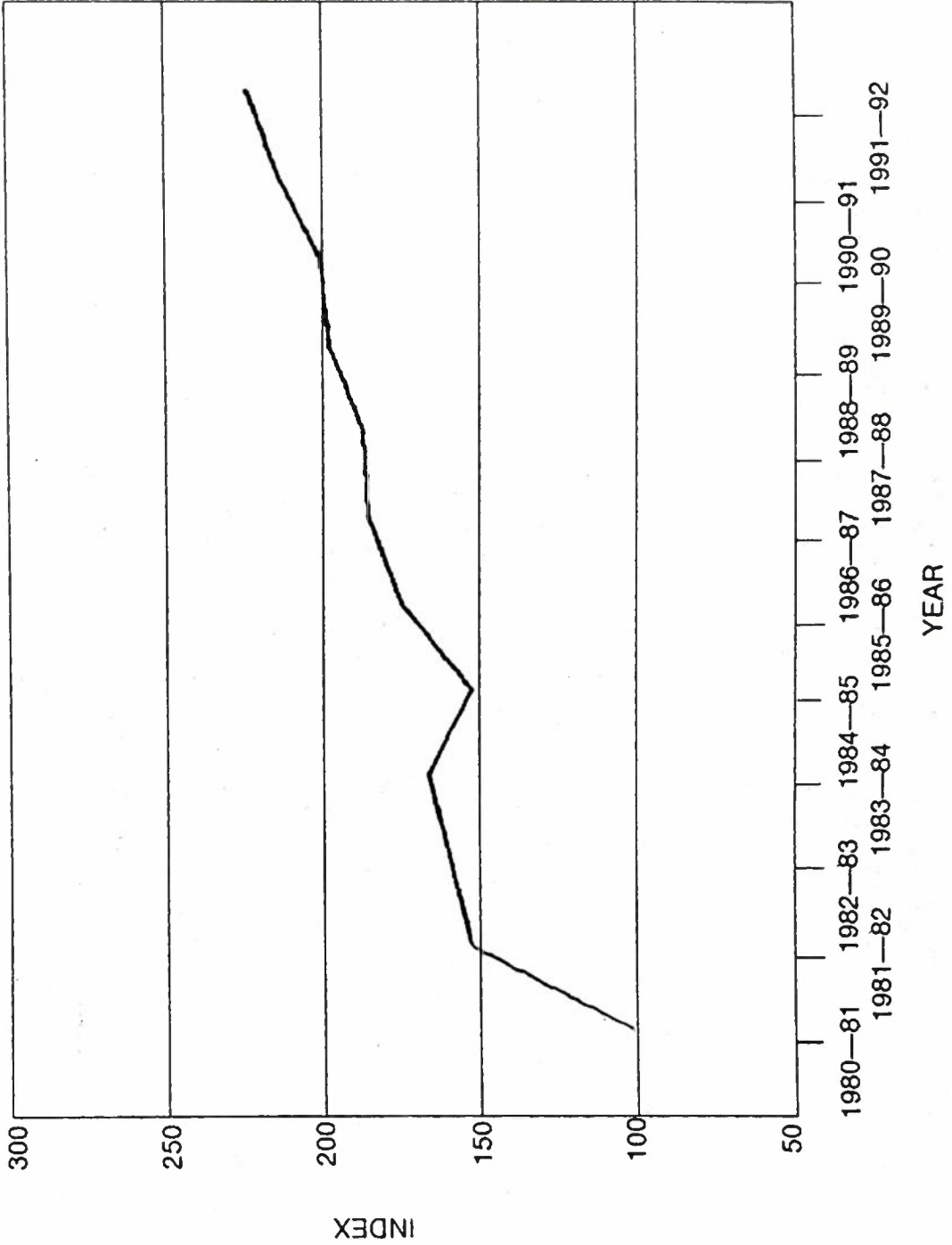
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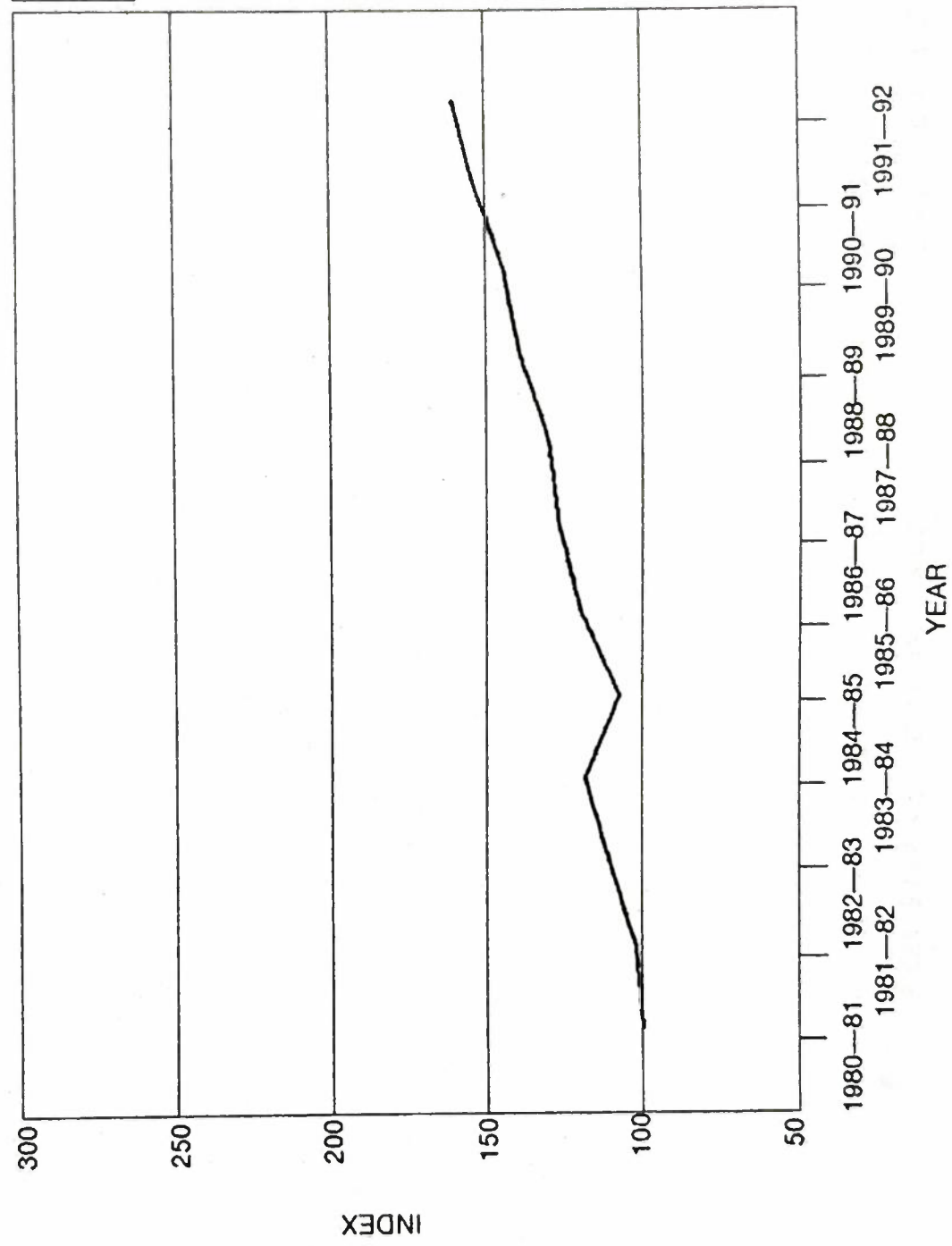
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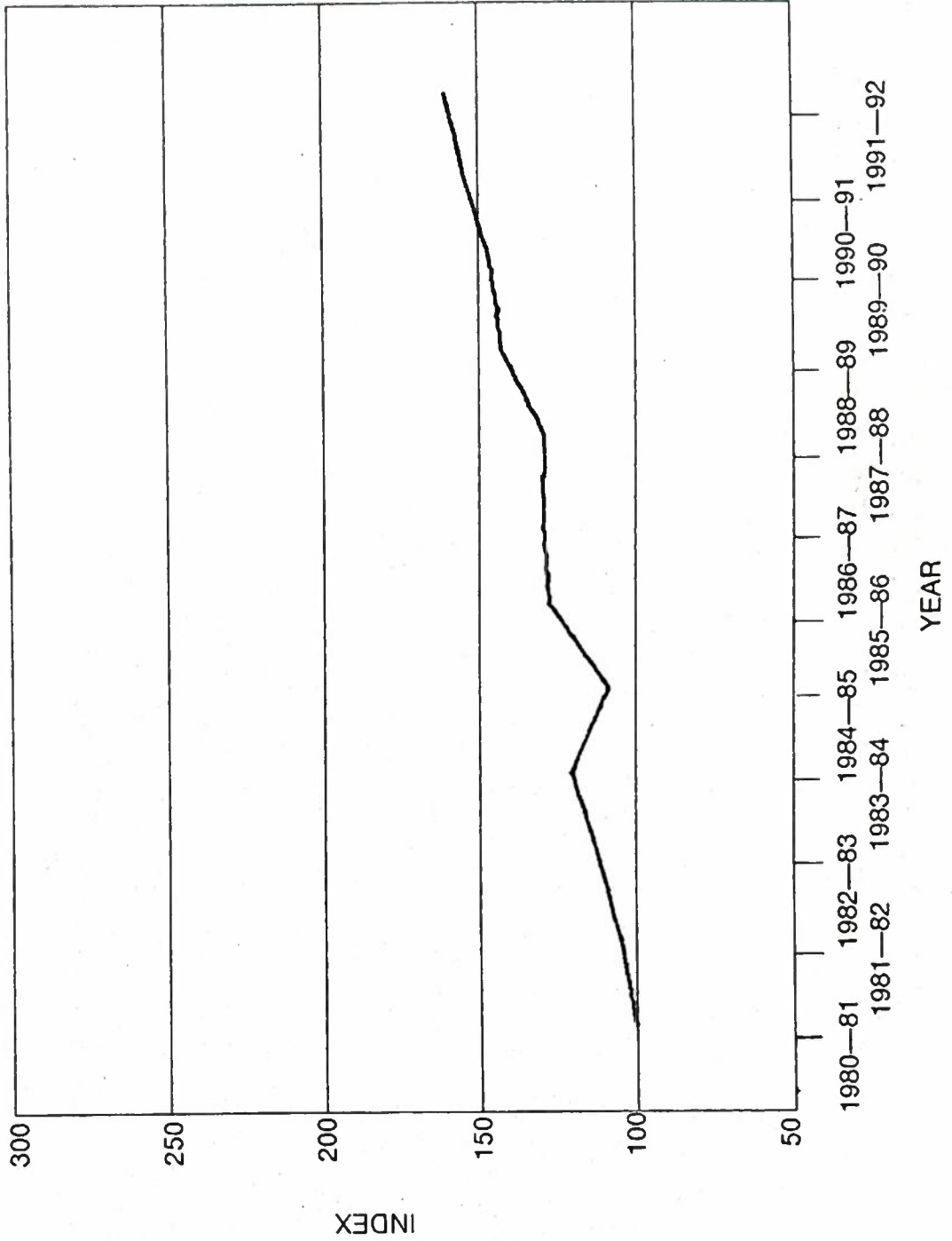
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-IV IN H&TW DEPTT. SCHOOLS

1



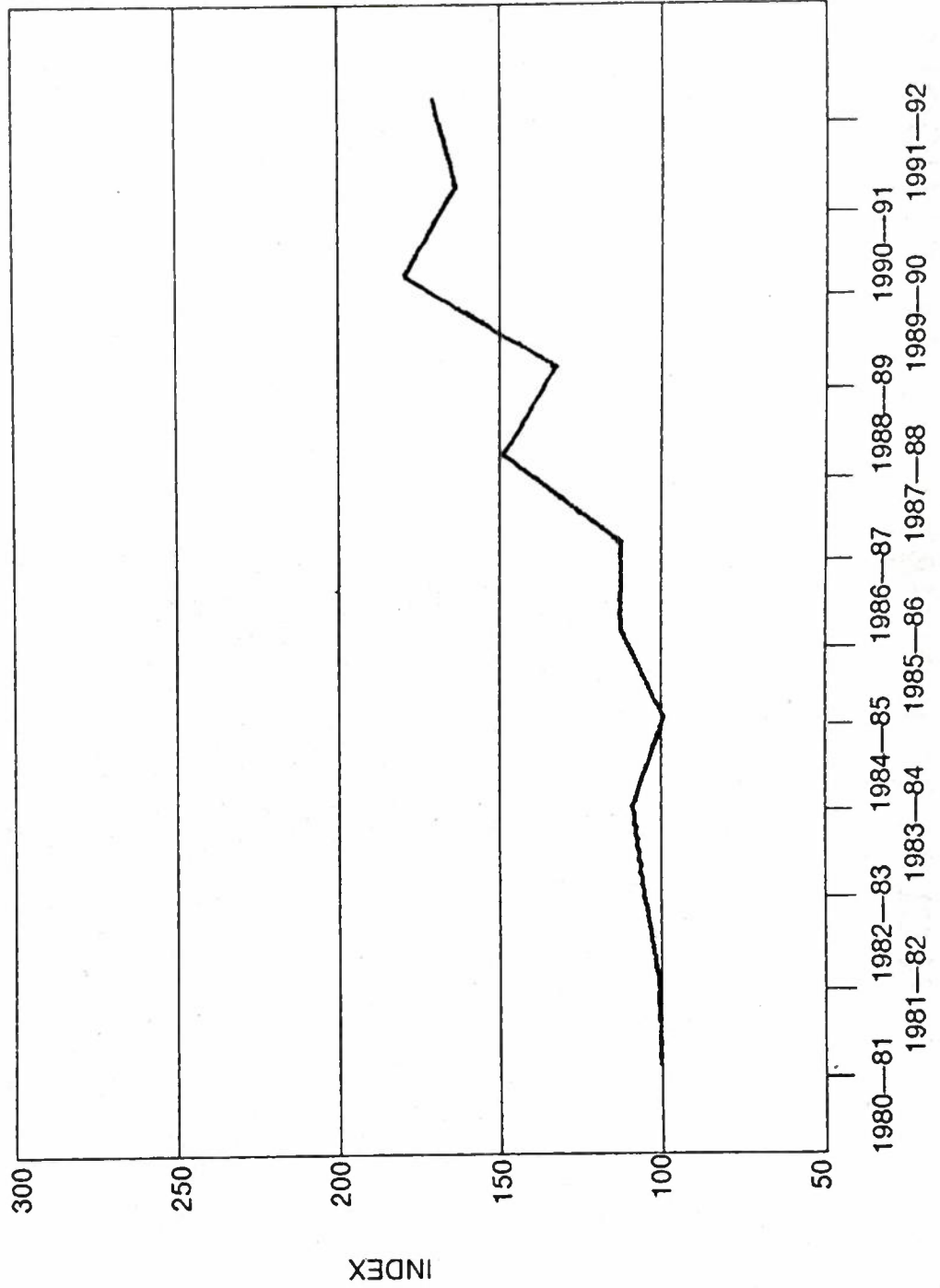
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-V IN H&TW DEPTT. SCHOOLS

1



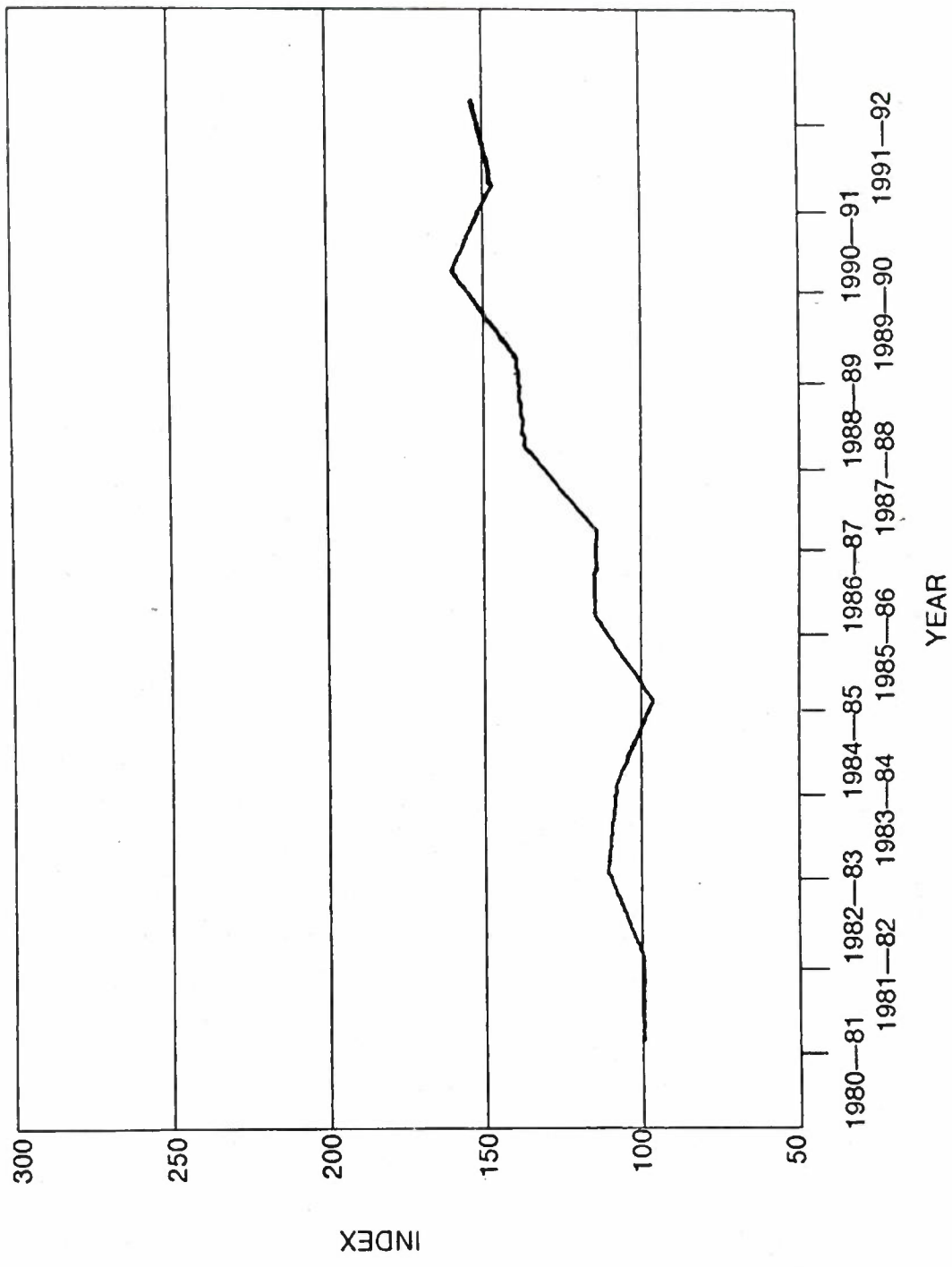
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-VI IN H&TW DEPTT. SCHOOLS

1



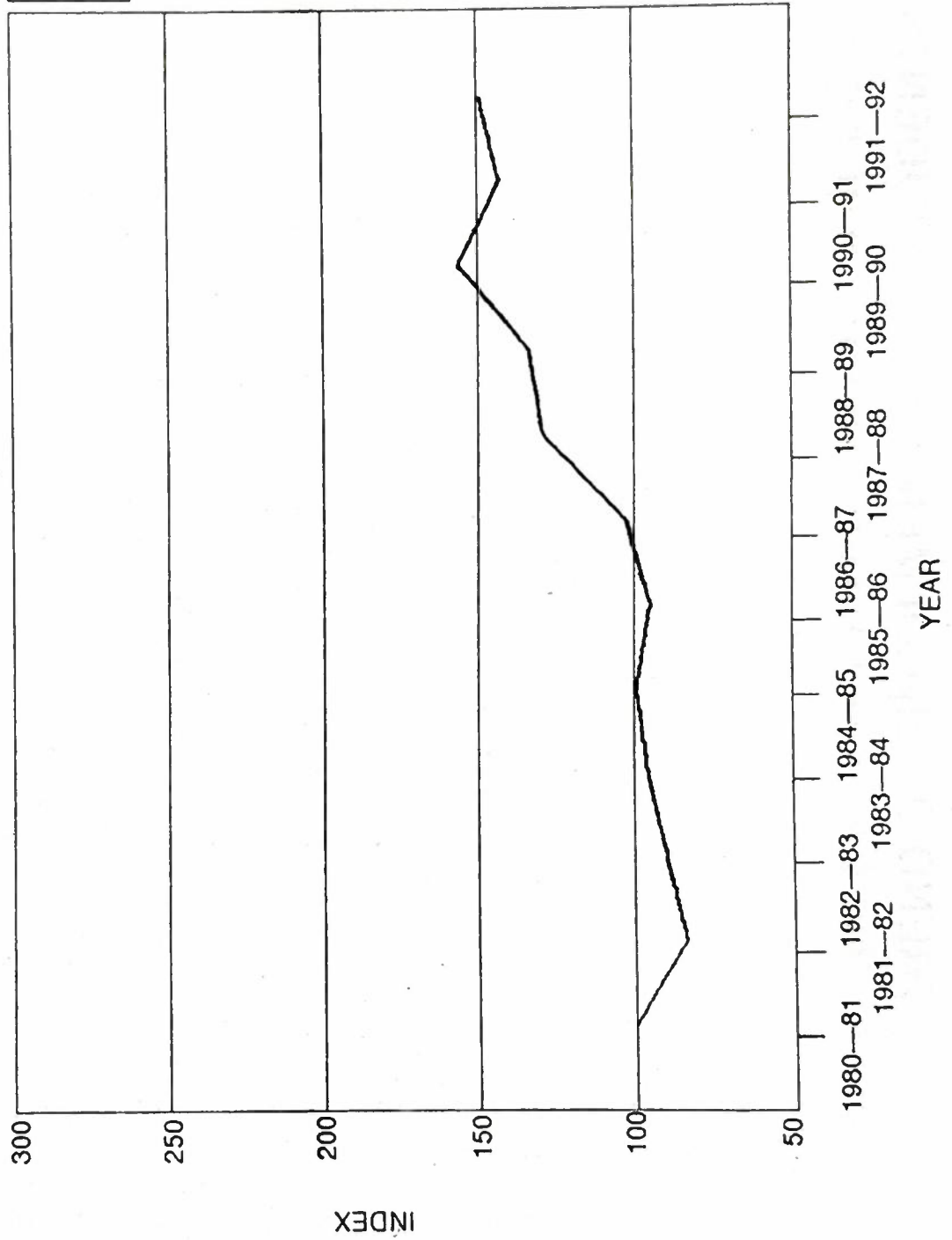
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-VII IN H&TW DEPTT. SCHOOLS

1



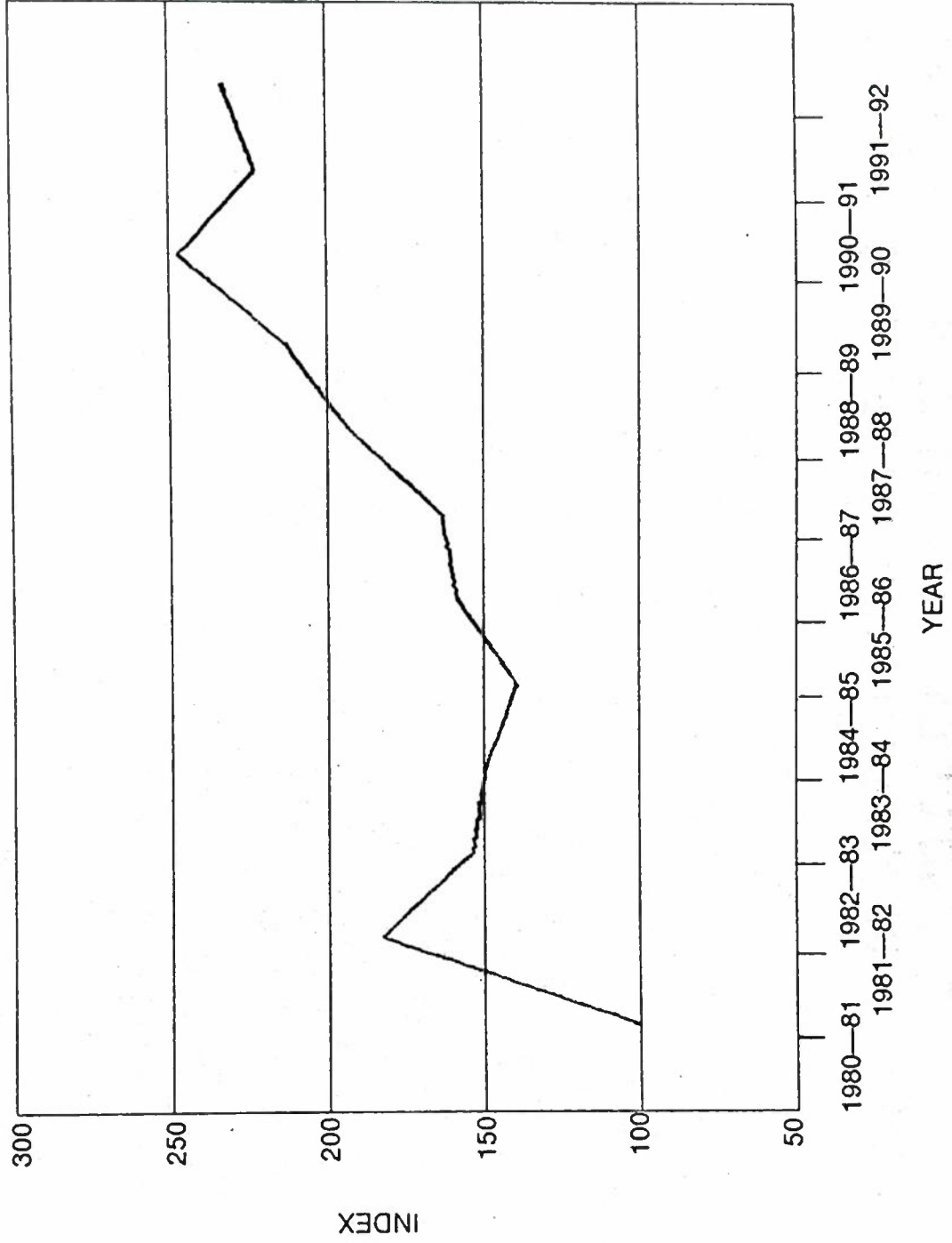
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-VIII IN H&TW DEPTT. SCHOOLS

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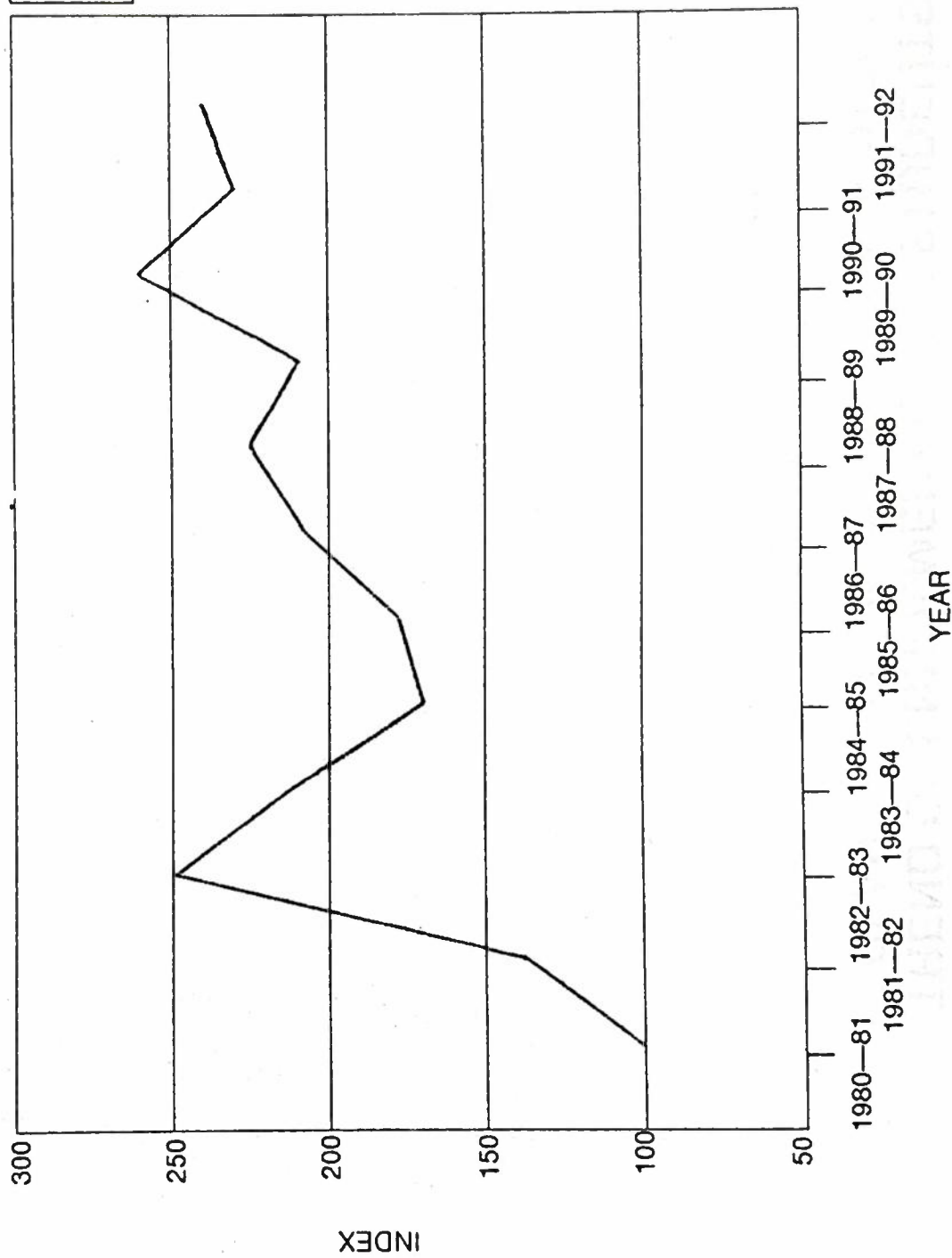
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-IX IN H&TW DEPTT. SCHOOLS

1



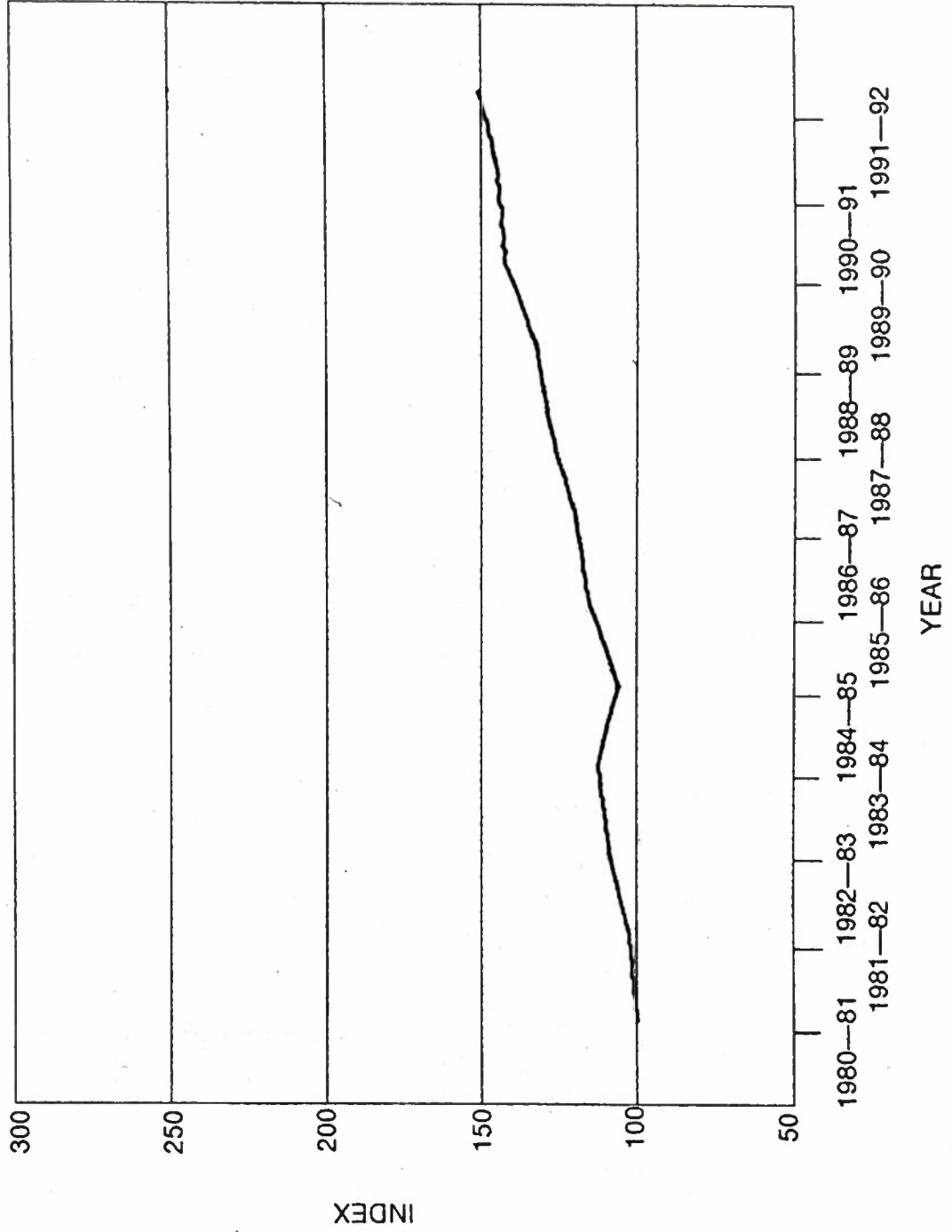
TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-X IN H&TW DEPTT. SCHOOLS

1



TREND OF ENROLMENT OF S.T STUDENTS IN CLASS-TOTAL IN H&TW DEPTT. SCHOOLS

1



3.9 A COMPARATIVE PROFILE : REF : ANNEXURE – IV

The total geographical area of Orissa State is 155,707.0 sq. kms. constituting 4.85 per cent of the total geographical area of the country which is about 3,208,825.0 sq. kms. From the district-wise data as presented in the comparative table it is seen that the district of Koraput has the largest area having 26,961.0 sq. kms. and Balasore is the smallest district with an area of 6,311.0 sq. kms.

According to 1981 Census the total population of the State is 26,370,271 constituting 3.96 per cent of the total population of 665,287,849 of the Country. When districtwise population is taken into consideration it is seen that Cuttack district has the highest population among all the districts and Phulbani has the lowest population. The population in the tribal concentrated districts varies from 7 lakhs to 25 lakhs whereas in non-tribal districts it varies from 23 lakhs to 46 lakhs. The tribal population of the State as per 1981 Census is 59,15,067 constituting 22.43 per cent of the total population as against 7.76 per cent in India. The distribution of tribal population in different districts is uneven. The comparative Table shows that tribal population is maximum in Koraput, Mayurbhanj, Sundargarh, Keonjhar, Phulbani and Kalahandi. In the coastal areas of Cuttack, Puri and Balasore they are found in small number compared to tribal concentrated districts.

Among all the districts Koraput has the maximum number of tribal population i.e., 1,371,550. Next comes Mayurbhanj (912,320) followed by the district of Sundargarh (685,765). On the basis of percentage of tribal population to the total population of the district Mayurbhanj comes first with 57.67 per cent and Cuttack occupies last place with 3.12 per cent. Other districts having more than 50 per cent tribal concentration are Koraput and Sundargarh.

Their percentage is also higher in Keonjhar, Phulbani and Kalahandi. The proportion of Sch. Tribe population varies from 3.12 per cent to 6.84 per cent in Cuttack, Puri and Balasore districts.

The percentage of literacy among the general population in the State as per 1981 Census is 34.12 per cent as against 36.23 per cent for the country. The comparative table (Annexure-IV) shows that percentage of literacy among the general population is higher in the districts of Cuttack, Puri and Balasore than the tribal concentrated districts. The percentage of literacy among the Sch. Tribes is 13.96 in the State and 16.35 per cent in the country. Among the nine districts under reference the tribal literacy is the highest in the district of Sundargarh where it is 22.70 per cent. This may be due to the concentration of Christian tribal population in the district who are educationally more advanced than the rest of the Sch. Tribe population. Besides, the industrialization and urbanization of the tribal pockets in the district might have some influence for the enhancement of rate of literacy percentage, as the general literacy rate in this district is also the highest (36.17%) among all tribal districts. Other districts which record higher percentage than overall average are Mayurbhanj, Keonjhar, Phulbani and Puri. Koraput district records the lowest percentage in tribal literacy although in respect of tribal population and percentage of tribal population to the total population of the districts, it occupies the first and second position, respectively. The female literacy among the tribal people is very low both in the State and the Country which comes to 4.76 per cent and 8.04 per cent, respectively as against male literacy of 23.27 per cent and 24.52 per cent for the State and the Country respectively.

Of the 578,682 number of inhabited villages in the Country as many as 46527 villages are located in the State. The district of Cuttack has the highest number of inhabited villages followed by Koraput, Puri, Balasore, Mayurbhanj, Phulbani, Kalahandi, Keonjhar and Sundargarh. As regards number of habitations Koraput has the highest number (10,156) out of total habitations of 69,530 in the state. Minimum number of habitations (2,642) are found in Keonjhar district. Except Koraput district, the number of habitations is less in other tribal concentrated districts when compared with non-tribal districts of the State.

Out of total number of 529,392 Primary Schools in the Country, 39,293 Schools are located in the State. Among the districts under reference maximum number of Primary Schools are located in the district of Cuttack followed by Koraput, Puri, Balasore, Mayurbhanj, Kalahandi, Phulbani, Sundargarh and Keonjhar.

As regards distribution of Middle Schools it is seen that Cuttack district tops the list with 1,880 Middle Schools followed by Balasore, Puri, Mayurbhanj, Koraput, Keonjhar, Sundargarh, Kalahandi and Phulbani. Similar pattern is also observed in respect of districtwise distribution of High Schools. It is seen that educational institutions of Middle and High School level are located more in number in non-tribal districts than the tribal concentrated districts.

The Serial No. 10 of the comparative table gives an idea about the location of the educational institutions on area basis in different districts and the State. At the State level an area of 3.96 sq. kms. is served by one Primary School and the corresponding figures for the districts are 1.84 sq. kms. in Cuttack, 2.23 sq. kms. in Balasore, 3.10 sq. kms. in Puri, 3.78 sq. kms. in Mayurbhanj, 4.74 sq. kms. in Keonjhar, 5.17 sq. kms. in Sundargarh, 5.54 sq. kms. in Koraput and 5.86 sq. kms. in Phulbani. This shows that

except Mayurbhanj other tribal districts are served on area basis by less number of Primary Schools. Similar trend is also found in case of Middle Schools and High Schools. One Middle School serves an area of 17.06 sq. kms. in the State. In the districts of tribal concentration one Middle School serves comparatively larger area varying from 15.92 sq. kms. in Mayurbhanj to 48.34 sq. kms. in Koraput. As regards High School it is seen that larger areas are covered by one High School in tribal concentration districts than the non-tribal districts.

When population is taken into consideration it is found that as many as 802 population in the State is covered by one Primary School, the corresponding district-wise figures being 615 population in Koraput, 679 population in Mayurbhanj, 838 population in Sundargarh, 756 population in Keonjhar, 454 population in Phulbani, 694 population in Kalahandi, 905 population in Cuttack, 1090 population in Puri and 974 population in Balasore. This reveals that larger number of population is covered by one Primary School in non-tribal districts and smaller number of population in tribal concentrated districts. One Middle school serves more population than the overall average of the State (3,453) in the districts of Koraput (5,367), Kalahandi (4,575) and Puri (3,692). One High School covers 7,434 population at the State level and 19,230 in Koraput, 6,281 in Mayurbhanj, 8,299 in Sundargarh, 5,414 in Keonjhar, 11,602 in Phulbani, 9,950 in Kalahandi, 5,685 in Cuttack, 7,183 in Puri and 5,336 in Balasore districts. Except Mayurbhanj and Keonjhar districts in all other tribal districts the area and population served by one High School is more than the state average. This means that the tribal concentrated areas are mostly having less number of schools.

Serial No.12 of the comparative table gives information about the availability of Primary School facilities to the rural population.

It is seen that 77.08 per cent of the total number of Primary Schools of Orissa are located within the habitations as against 80.34 per cent at the Country level. In both tribal and non-tribal districts maximum number of Primary Schools are located within the habitations varying from 61.10 per cent in Sundargarh to 81.48 per cent in Kalahandi. If one km. is accepted as easy walking distance for Primary School children as many as 92.83 per cent Primary Schools are located within one K.M. at the state level as against 94.60 per cent at the Country level. A comparative picture of location of Primary Schools in non-tribal districts and in the tribal concentrated areas is as follows.

Koraput	----	82.55 per cent
Mayurbhanj	----	91.44 per cent
Sundargarh	----	89.26 per cent
Keonjhar	----	92.20 per cent
Phulbani	----	89.70 per cent
Kalahandi	----	89.36 per cent
Cuttack	----	97.08 per cent
Puri	----	92.50 per cent
Balasore	----	92.85 per cent

The above statement shows that except the district of Keonjhar no other tribal districts has reached up to the State average. The tribal area is hilly, undulating and forest clad area intercepted by hill streams and rivulets. Therefore, it is difficult on the part of the tribal children to cover even 1 km. distance for attending Primary Schools. In view of this, cent per cent schools should be located within 0.5 kms.

The comparative table deals at sl. 13 about the percentage of rural population served by Middle Schools within different distance ran-

ges. It is found that Middle Schools serve 30.45 per cent of rural population of Orissa within the habitation where as at the Country level about 36.98 per cent of rural population are served with Middle School facilities within the habitations. The percentages of rural population served with Middle School facilities within the accepted walking distance of 3 Kms. in the State and Country are 83.35 per cent and 85.39 per cent respectively. In tribal concentrated and non-tribal concentrated districts of Orissa State the figures are given below :

Koraput	49.48 per cent
Mayurbhanj	84.46 per cent
Sundargarh	79.86 per cent
Keonjhar	84.17 per cent
Phulbani	67.10 per cent
Kalahandi	65.54 per cent
Cuttack	97.83 per cent
Puri	91.77 per cent
Balasore	96.52 per cent

The above figures show that maximum percentage of population in non-tribal concentrated districts are served with Middle Schools facilities within the range of 3.00 kms. Except Mayurbhanj and Keonjhar districts other tribal districts are found to be below the State average.

Serial No.14 to 16 reflect data on enrolment of students at Primary, Middle and High School levels in the Country, State and different Districts under reference. The percentage of enrolment of tribal students, both boys and girls at different levels of education are given in Sl. No. 17. The tribal student's enrolment in class I-V constitute 18.58 per cent of the total enrol-

ment in these classes. The enrolment of tribal students in the Middle Schools constitutes 10.13 per cent of the total enrolment in the State. In High Schools the tribal students represent 8.56 per cent of the total enrolment. Compared to state figures the enrolment among the tribal people presents a gloomy picture at primary stage and it is more pronounced at the Middle and High school levels. The enrolment percentage of girls at Primary, Middle and High school levels constitute 16.06 per cent, 7.46 per cent and 6.07 per cent of the total enrolment of girl students in the same sections respectively. These figures show that the enrolment position of tribal girls is more deplorable at all stages of education.

Sl. No. 18 in the comparative table presents the enrolment ratio of child population in the age group of 6–11 years and 11–14 years which are 73.67 per cent at the Primary level and 40.71 per cent at the Middle level in the whole State. The ratio for boys and girls in the age group of 6–11 years is 84.87 and 62.23 respectively out of 73.67 per cent of total children in the State. Similarly age specific enrolment ratio for age group of 11–14 years is 40.71 for the State. The percentage for boys and girls are 51.32 and 29.88 respectively. The position of Koraput, Mayurbhanj, Sundargarh and Kalahandi districts in respect of enrolment in the age group of 6–11 years and the position of the districts of Koraput, Mayurbhanj, Phulbani and Kalahandi in respect of enrolment in the age group of 11–14 years are below State average. The position in non-tribal concentrated districts of Cuttack, Puri and Balasore is highly encouraging.

The percentage of girls to total enrolment in the Primary, Middle and High Schools are indicated in Sl. 19, 20 and 21 in the comparative table which also reveal the enrolment position

for general and tribal girl students. A comparison of percentages of girl students from the tribal population at all stages has shown higher declining trend than those of the general girl students.

The item at Sl. 22 reflects the pupil-teacher ratio at the Primary, Middle and High School stages. At the Primary stage the pupil-teacher ratio at the State level is 1:39 as against 1:44 in the Country. In the State the districts having higher concentration of tribal population have low pupil-teacher ratio than the non-tribal concentrated districts. This is mainly because of low enrolment of Sch. Tribe students in the tribal districts. At the Middle School stage pupil-teacher ratio is 1:31 for the State and 1:29 for the Country. This ratio is below the State average in all tribal concentrated districts as well as in Balasore which is predominantly a non-tribal district. This shows that number of pupils per teacher is less in tribal areas. At the Secondary stage the number of pupils per one teacher is 12 at the State level and 21 at the Country level. In the districts with high concentration of tribal population the ratio is lower than those of the non-tribal districts of Cuttack and Balasore. This shows that enrolment of students at the higher level of education is less in the tribal districts compared to non-tribal areas.

The percentage of female teachers to the total teachers at different levels of educational institutions has been given in Sl. No.23 of the comparative table. In the Primary schools the percentage of female teachers is 16.08 in the whole State where as in the Country it is 30.56. This shows that in Orissa either adequate number of female teachers are not available to serve in Schools or attempts have not yet been made to appoint a large number of women teachers for Primary School which is a must

for development of education. Their percentage is comparatively low in tribal districts of Kalahandi (6.05%), Keonjhar (13.02%) and Phulbani (12.40%) as the female teacher might not be willing to work in these backward districts. Usually local female teachers are appointed at the Primary schools. The educated women may not be available in these districts to serve as teachers. The percentage of female teachers at Middle school level is 13.14 in the whole State and 32.18 in the Country. Their percentage is very low in the districts of Keonjhar (5.63%), Phulbani (8.68%), Kalahandi (8.32%) and Balasore (8.58%). In the High school the percentage of female teachers is 16.40 where as in the Country as a whole their percentage is much higher i.e., 28.12 per cent. The percentage is comparatively low in the tribal districts of Mayurbhanj (13.59%), Keonjhar (13.42%) and Kalahandi (9.74%) and in the non-tribal districts of Balasore (10.63%).

The position of trained teachers at different levels of educational institutions has been shown in Sl. No.24 of comparative table. It is seen that the trained teachers constitute 87.66 per cent of the total teachers at the Primary level in the State and 86.66 per cent in the whole Country. When the position of trained teachers in different districts is taken into consideration it is found that Koraput district has the lowest number of trained teachers compared to total teachers, the percentage being 64.72 per cent. Except Mayurbhanj and Keonjhar other tribal districts have less percentage of trained teachers than the State average whereas in all non-tribal districts like Cuttack, Balasore and Puri the quota of trained teachers is higher than the state average. At the Middle school stage the percentage of trained teachers is 75.08 in the state and 87.33 in the Country as a whole.

Except Mayurbhanj (65.66%) and Cuttack (67.91%) other districts have more or less equal proportion of trained teachers. At the secondary level the percentage of trained teachers to the total teachers is 75.61 in the State and 90.23 in the Country. Mayurbhanj district (67.95%) has the minimum quota where as in all other districts both tribal and non-tribal the percentage of trained teachers vary from 71.77 per cent to 85.28 per cent.

Sl. No. 25 of the comparative table gives the number of Primary Schools according to teachers in position. In the whole state there are 200 schools which have no teachers where as in the Country the schools having no teacher number 2,628. In Koraput district only 182 Primary schools have no teacher. It is found that 14,112 Primary schools are single teacher schools and 8,746 schools are with two teachers as against 148,033 single teacher schools and 171,389 double teachers schools in the Country. Primary schools having one teacher are maximum in all the districts. Two-teacher schools constitute about 50% of the schools except in the districts of Mayurbhanj, Cuttack, Puri, Balasore.

Sl.No. 26 of the comparative table gives information about the number of Primary schools having different types of buildings. Out of 71,495 schools having no building in the Country as many as 3,608 Primary schools are located in Orissa State (5.04%). Besides there are 6,065 Primary schools having katcha buildings and 7,939 schools having partly pucca buildings. The pucca buildings for the Primary schools in this State number 16,566 as against 299,474 in the Country. Among all the districts under reference Koraput has maximum number of schools having no buildings. However maximum number of schools having pucca buildings are also located in this district. In Mayurbhanj

district mostly the Primary school buildings are either Katcha or partly pucca. The total number of schools having no building, kacha building or partly pucca building in different districts are presented below which will show the over all picture in the State.

Koraput	-----	1,820
Mayurbhanj	-----	2,032
Sundargarh	-----	935
Keonjhar	-----	1,051

Phulbani	-----	670
Kalahandi	-----	1,197
Cuttack	-----	2,607
Puri	-----	1,405
Balasore	-----	2,094

The above figures show that there are a large number of primary schools both in tribal and non-tribal districts having no buildings or katcha or partly pucca buildings.

EDUCATIONAL PROBLEMS

4.1 INADEQUACY OF EDUCATIONAL INSTITUTIONS :

As per the national norms there shall be one Upper Primary School (M.E.School) for every 3 Primary Schools within a distance of 3 Kms. Further, the National Educational Policy emphasises access to Primary education within a distance of 1 km. and the Upper Primary School within a distance of 3 Kms. But we are far away from the norm. The situation is reflected in Table 3.02. It is a fact that there are habitations in tribal concentrated districts which have no Primary Schools at all. In this context we may illustrate the situation in Koraput, Kalahandi and Phulbani districts. As many as 3,474 habitations in Koraput and 1,025 in Kalahandi and 470 in Phulbani have remained unserved by Primary Schools within a distance of 1 km. More or less 40 per cent of tribal children in tribal concentrated districts do not have access to Primary education. The condition is still worse in M.E. and H.E. school levels.

4.2 INFRASTRUCTURAL PROBLEMS :

Educational expansion becomes inconceivable without adequate infrastructural facilities such as school buildings usable in all weather, black boards, maps, charts and other learning materials. As envisaged by the National Educational Policy such facilities are to be provided in a phased manner under a special drive called Operation Black Board. It is alarming to note that atleast 10 % of Primary Schools

of the State go without a school building and about 20% have kucha buildings. For example, in Koraput district 1,456 Primary Schools have no class room and in Phulbani district 270 Primary Schools have no class room. It is also a fact that whatever little infrastructure is available the condition deteriorates because of lack of timely maintenance and repairs.

4.3 ADMINISTRATIVE PROBLEMS :

The existing tribal education scenario in Orissa State reflects dualism in the administrative system. The education in TSP areas is managed and controlled by both Education and Tribal Welfare Departments and there is hardly any co-ordination between the two. It leads to discontent, inharmonious and inconsistent endeavour defeating the very purpose of envisioning an expanded horizon of education for the backward and disadvantaged denizens of hills and forests, and more spectacularly for the most backward groups- the primitive tribes, for whom equal educational opportunity appears to be disenchanting and infructuous. *Hence, there is need to revalorise and revamp the existing dual administrative system and strengthen the Tribal Welfare Department to control and manage all educational institutions from the Primary to the Secondary levels, comensurate with the emerging 'Single Line of Administrative Structure' in TSP areas.* This non-dual system envisaged would ensure 'trickle-down' effect by eliminating impervious layers and the flow of educational

opportunity shall reach the poorest of the poor and the gender-specifics disparity could be minimised to a large extent. By vesting powers with one Department to look after education in tribal concentrated areas it would eliminate duplication of efforts and ensure the thrust for decipherable accountability while taking stock of accomplishments. It may be added further that there have been multiplicity of agencies and managements which cater to the need of education in tribal concentrated areas, hence there is no uniformity in the educational system and the facilities provided.

4.4 ECOLOGICAL PROBLEMS :

The tribal ecology poses certain external constraints and impedes educational development in tribal areas. The tribal ecology is usually idyllic, serene, antique in consonance with the tribal ethos and their traditional culture. Of course, the inroad of modernisation, social movements and social mobility have been creating change in their eco-cultural nexus. The existing eco-cultural system in tribal areas is not congenial to the formal education which have been introduced. The consequence is deterioration of interests of tribal students to the present day educational system rather than a stimulant. A cursory view of the spatial distribution of Sch. Tribes in Orissa presents before us a scenario of environmental niche and spatial personality configuration, especially in TSP areas. Physiographically the northern TSP areas and southern TSP areas show a series of similarities and differences. Characteristically, in common, there are rolling plains, small and big hills and mountains, undulating plateau, terrains, valleys studded with big and small rivers, rivulets and streams. The tribal areas are mostly vegetated by thin and dense forest, barring some monogonos and barren hills without forest cover, contributing to relative inaccessibility. The general settlement pattern in tribal villages

is more a geographical phenomenon with small and dispersed hamlets in tune with the topographical features. The settlement units because of constraints of geographical location is complementary to their relative isolation. The construction of roads in interior areas is a myth rather than reality because of a series of physical impediments requiring huge investment of funds. The educational institutions therefore need be situated within negotiable limits so that it becomes easier for tribal students to avail of the schooling opportunity.

4.5 TEACHERS :

Due to lack of right type of teachers in the tribal areas the educational development has not been achieved its desired goal. Many of the teachers are from the plains areas and not well-versed with the culture, language and educational need of the local tribal children. The teachers are neither friendly to the parents/guardians nor teach sincerely. Hence a gap is clearly marked between the objectives and actions. In many cases the teachers are not having house for their accommodation. In many tribal villages rented house is not available which compels the teacher to remain away from the village. Due to lack of supervision of work of the teachers they become irregular and mechanical in performing their duties. There are instances that the teachers do not devote attention to their primary job i.e. teaching but keep themselves engaged in other activities. Sometimes their posting in a particular hill area for a pretty long time discourages them to discharge their duties properly. Some teachers are sent to tribal area on punishment transfer which develops frustration among them. Recruitment of disinterested teachers and their low estimation of the tribal people sometimes acts contrary to the study atmosphere and set back the educational development in the area.

The teachers develop lethargy due to slow work in the tribal areas. There is no sincere supervision of the work of the teachers. The modern facilities are also not available in the tribal areas. These make them irregular and they do not take adequate initiative in teaching the children. Sometimes they go to the place of their posting only to receive their salary and emoluments but don't bother whether the children come to the school or not. They also do not undertake door to door visit to motivate the parents/guardians about the usefulness of schooling.

As all teachers posted in tribal areas are not conversant with the tribal language/local lingua franca it creates problems of communication.

4.6 STUDENTS :

The students of the tribal area are by nature home-sick and freedom loving. To them the schooling through formal education appears to be a drudgery. They do not like to be taught by an outsider in a prescribed pattern. Sometimes the instructions of the teachers are not liked by the students. At the late childhood they develop intimacy more with their forest and fields and domesticated animals and finally it refrains them from going to schools. During the pubescent period they show inclination towards their girl friends and dormitory life. It practically keeps them away from the school. A lot of feasts and festivals, ceremonies and celebrations divert their attention from the school. Above all, the financial condition of the parents compels them to leave the school. Besides, some factors like the detention in the class, frequent ailment and early marriage act as barriers from their education.

The tribal students are very much cautious about their daily life. Their whole day labour in the field helps them in getting their

food. While working, co-operation of the family members is sought for. The tribal children, from their early childhood have been socialised in the way so as to help the family in earning its livelihood. The children do not care to go to school, while working in the field or forest is considered as primary and hunting as the secondary pursuit. For formal education going to school has been relegated to the tertiary position by the children.

Their economic condition does not allow them to continue their studies. The tribal students are comparatively poor and it is their low economic status that compels of them to leave the school at the tender age and join hands with their household members to eke-out their living.

Besides, the tribal children have been socialised in a line at par with their traditional customs, beliefs, attitudes, rituals, sacrifices etc. They feel that knowledge means only to get themselves acquainted with their traditions and they are experts in that matter. For them, school is not an Institution where their traditions and customs can be practised and preserved. Therefore, they alienated from formal education in the very beginning or in the mid-way resulting in the high incidence of stagnations and drop-outs.

4.7 PARENTS / GUARDIANS

Due to several socio-economic and cultural factors the parents show unwillingness either to send their children to the school or withdraw their children from the school. The economically unsound tribal parents need the assistance of their children who contribute their share towards the family income pool. The illiterate parents are less prone to send their children to schools because of their unawareness about the practical utility of education. The cultural milieu stands as barrier for sending their girls to schools. It is believed that the children

after their education will not stay with the parents, hence they do not allow their children to continue their education even during the late childhood. The educated tribal girls do not get a suitable marriage-partner and this discourages the parents to send the girls to the school. Some of the drop-out students become misfit in their community and are unable to earn their livelihood in the long run for survival. It discourages the tribal parents for sending their children for formal education. The parents are more or less disillusioned to notice that their children do not derive gain out of schooling. The condition appears to be worst in case of first generation education facilities.

4.8 MEDIUM OF INSTRUCTION :

The medium of instruction in the field of tribal education has evoked certain pertinent issues and problems since the introduction of formal education in TSP areas. The framework of action in order to meet the challenge of providing basic learning needs has been emphasized since decades. There are recommendations of learned Committees, Commissions, Seminars and Workshops in order to teach the tribal students at the elementary stage in their respective mother tongues, as they are not conversant with the dominant State language. As most of the teaching, learning materials are in the regional language, the tribal students are unable to assimilate properly the courses, contents and alienate at the beginning stage of schooling and hardly there is any scope to compete with the non-tribal counterparts. This results in creating a vacuum in the assimilation process and jeopardises learning at the elementary level which is crucial because of the malleability and plasticity of the mental make-up of pupils. The medium of instruction other than their mother tongue positively contributes to stagnation and drop-out, leading to colossal wastage of money, manpower and materials.

4.9 CURRICULUM, TIMINGS AND HOLIDAY PATTERN :

The attendance of tribal students in schools is considerably affected because of the existing curricular timings and standardized and uniform pattern of holidays. The attendance goes down and the maintenance of normalcy is well nigh impossible in this regard during the periods of harvesting of crops, of the collection of minor forest produce and of feasts, fasts and festivals. An exercise to illustrate the situation has been attempted to suggest as to how best we may tackle this problem (elsewhere in the text). As the curricular timings and holiday pattern are not tuned up with the daily routine of activities in tribal societies and also with the calendar of rituals and festivals, we notice poor response of tribal students in the educational niche. The planners and policy makers of our nation who had eulogized and appealed for upholding the tribal traditions and sentiments without too much of external impositions, had paved the path for rethinking in order to do away with these concurrent problems.

4.10 EDUCATIONAL TECHNOLOGY :

Our potential educational/instructional technology need re-orientation in order to make it more meaningful, adaptable and pragmatic. The quality and delivery of basic education through formal schooling are far from satisfactory. It is a serious challenge for the scholars, researchers and experts in the National/State level Institutes of Educational Technology, N. C. E. R. T. / S. C. E. R. T.s and various research institutes undertaking studies of society, culture, language and the like to develop appropriate instructional technology, especially in the sphere of tribal education, keeping in view the deficiencies, inadequacies and short-comings. Moreover, the management of education in tribal areas becomes difficult due to inappropriate instructional technology. The instruc-

tional technology is intended to be innovative rather than imitative, as sheer imitation will not fit into our cultural fabrics. It is possible through synergistic efforts to eradicate this problem taking the help of radio, television, audio-visual aids and computers. In this connection, it seems sensible to quote the framework for action suggested in the World Conference on Education for All held in Jomtien (Thailand), March 1990 (ref: Chapter on concluding suggestions elsewhere in the text).

4.11 STAGNATION AND DROP-OUT :

It is a fact that the stagnation and drop out cancer the progress of education and create wastage in the field of educational attainments, especially in tribal societies. It results in creating a disequilibrium in the in-put out-put ratio and obliterates the benefit cost situation. Therefore, adequate steps are necessary to arrest such wastages by way of stagnation and drop out. Otherwise the entire educational intervention would be affected seriously by these malignant cancerous elements. The planners, development administrators and evaluators have been equivocal in identifying this black spot and in suggesting from time to time the remedial measures. But situation has not improved. While thinking of amelioration of the situation, measures have been suggested, taking into account intellectual thirst already available, elsewhere in this report. The principal causes of stagnation and drop outs are stated as follows:-

Economic Causes :

1. Low economic status of the parents.
2. Negation of the provision of Mid-Day meals.
3. Participation in household economic pursuits and seasonal collection of minor forest produce.

Social Causes :

1. Communication gap among students, teachers and parents/guardians.
2. Indifference of parents/guardians for educating their children, especially girl children.
3. Early Marriage.
4. Fear of punishment.
5. Delivery of care to infant siblings.
6. Homesickness.
7. Regular attendance in youth organisations (dormitory).

Religious Cause :

1. School holiday pattern not in consonance with the rituals and festivals in tribal areas.

Educational Causes:

1. Unsuitable timing of schools.
2. Lack of adequate learning-teaching materials.
3. Lack of 'bridge course' from primary to middle and from middle to secondary stage.
4. Teachers absenteeism.
5. Lack of suitable medium of instruction.
6. Lack of knowledge of teachers in the local tribal language.
7. School curriculum not relevant to practical life.
8. Lack of games and sports.
9. Schools far away from habitation.
10. Untimely disbursement of stipends and scholarship and reading and writing materials.

4.12 ENROLMENT vis-a-vis DROP-OUT:

The 'Base paper on Education in Orissa' issued by Government of Orissa, Education Department for the State Level Convention held

Enrolment Rate (S.T.)	GER (%)			NER (%)		
	Boys	Girls	Total	Boys	Girls	Total
Primary	64	55	52	55	46	43
M. E.	80	13	21	28.5	11.5	19.5
Secondary	NA	NA	0.39	NA	NA	0.67

at Bhubaneswar on 22-23 October, 1992 discusses various issues with special reference to the Scheduled Castes and Scheduled Tribes. The Gross Enrolment Ratio (GER), which includes both under-age and over-age children and the Net Enrolment Ratio (NER) which refers to children of the specific age-group have been shown for Scheduled Tribe boys and girls in the Primary, M.E. and data of Secondary level for boys and girls are not available. We have presented it in the above table. Which shows drop out rate (S.T.) as follows.

Primary level (Cl. I to V) = 72%

Middle level (Cl. I to VII) = 89%

High School level (Cl. I to X) = 93%

The methodology in computing the GER/NER is clear. But the fact of 'target-oriented enrolment' at the class I stage without any attempt for follow up action for retention coupled with lack of motivation and incentive for both pupil and parents/guardians is likely to act as a subterfuge, rather than explaining the real situation. This may further lead to erroneous computation of drop out rate, requiring calculation of the Gross Drop out Rate (GDR) and the Net Drop out Rate (NDR).

4.13 Field Relevant Research Information :

Study of gross enrolment, stagnation and drop out in the Primary Education level (1984-87) in Phulbani and Koraput districts may be cited here as an illustrative case-study at the empirical level conducted by the T.H.R.T.I.,

taking both Residential and Non-Residential Schools into consideration. The data-based findings and suggestions (Annexure-VI (1) & (2)) throw light on the situation prevailing in the Primary Schools managed by the Harijan & Tribal Welfare Department.

4.14 Perspective Action Plan :

As stated earlier, Tribals rank at the bottom in regard to their rights to access to education. Despite recommendations of the various Committees and Working Groups, from time to time, stressing on the needs for special attention to tribal education, there have not been enough efforts to bring them at par with others. The special steps to be taken, as per recommendations, have fallen by the way side. The low literacy percentage is being attributed to the high drop-outs, without analysing the infrastructural weaknesses. The national norms for opening of schools are yet to be followed in tribal areas.

The percentage of literacy / education, has a direct linkage with availability of infrastructure. Without necessary infrastructure like learning and teaching facilities, expansion of education can not be conceived. In fact, the rate of literacy in the State of Orissa is lesser, primarily because 26% of the children in the age group of 6 to 11 have no access to Primary schooling and 40% of children in the age group of 11 to 14 have no access to Upper Primary Primary schooling. More than 11,000 habita-

District	Area in Sq. Km.	Populat ion (1981)	% of litera cy (1981)	No. of Villa ges (1981)	No. of G . P s (1981)	No. of Blocks	No. of Education Institutions			Average area covered under each institution (Sq. Kms)		
							Primary	ME	HE	Primary	ME	HE
1	2	3	4	5	6	7	8	9	10	11	12	13
Koraput	26961	2484005	16.13	6347	515	42	5153	585	267	5.20	46.10	101.90
Kalahandi	11772	1339192	19.42	2846	249	18	2381	368	244	4.90	32.00	48.20
Mayurbhanj	10418	1581873	25.71	4001	278	26	2817	738	383	3.70	14.10	27.20

tions have not been provided with Primary schooling facilities within 1 km. distance. The Upper Primary school stage is the weakest link in the State for education. More than 50% of the adults in the age group of 15 and above have no access to reading and learning materials. The higher rate of literacy in the relatively better off districts i.e. Cuttack, Puri and Balasore could be attributed to the availability of better infrastructure in terms of teaching and learning centres within reasonable distance. The poor literacy rate of the educationally most backward districts i.e. Koraput, Kalahandi and Mayurbhanj, could similarly be attributed to the lesser availability of infrastructure. While the National Education Policy envisages access to Primary Education within a walking distance of

1 km, Upper Primary school within 3 kms. , the objective has remained a far cry in the educationally backward districts i.e. Koraput, Kalahandi and Mayurbhanj, of the State, as the table above indicates above :

The infrastructure available in the 3 highest literate districts indicated below may be compared with the 3 least literate districts. Better infrastructure, naturally, results in higher outputs.

3474 habitations in Koraput and 1025 in Kalahandi have remained unserved by Primary Schools within easy walking distance of 1 km and the habitations having U.P. schooling facilities within 3 kms. distance in these district are 6700 and 2002 respectively. There are 5635 High Schools (excluding public / purely private schools) in the 4393 G.Ps & 101 Urban Local

District	Area in Sq. Km.	Populat ion (1981)	% o f litera cy (1981)	No. of Villa ges (1981)	No. of G . P s (1981)	No. of Blocks	No. of Education Institutions			Average area covered under each institution (Sq. Kms)		
							Primary	ME	HE	Primary	ME	HE
1	2	3	4	5	6	7	8	9	10	11	12	13
Cuttack	11142	4628800	45.43	6595	690	41	6140	2130	1219	1.8	5.2	9.1
Puri	10182	2921045	45.50	4826	396	29	337	1117	675	3.00	9.1	15.1
Balasore	6311	2252808	42.06	4365	339	19	2926	1306	705	2.2	4.8	8.9

Body areas of the State. 1204 G.Ps, which do not have High Schools are mostly located in the tribal areas. Approximately 40% of the tribal children in the TSP area do not have access to the Primary Education. The accessibility to education at High School and M.E. School level is limited within 10 to 25%. Non-availability of infrastructure is thus, one of the main contributory factors to the high incidence of non-enrolment, drop-outs and forced-outs, in tribal areas.

It is worth noting that 358 G.Ps in the least literate district i.e. Koraput do not have any High School though the national policy envisages establishment of minimum one High School in each G.P. Large number of G.Ps in this district do not have any U.P. school. In the Southern Revenue Division alone, more than 2700 primary schools are without buildings, 3500 institutions are single roomed schools and 2700 institutions are single teacher schools. The fact remains that even in the numerical terms, the existing institutions are grossly inadequate. The existing number of institutions and additional requirement of schools in T.S.P. area are mentioned at *Annexure - I*.

Various studies carried out have identified the following causes for low rate of literacy in the tribal areas -

- (i) Lack of access to education.
- (ii) Extreme poverty.
- (iii) Poor health conditions.
- (iv) Irrelevant school timings and curricula.
- (v) Sudden switch-over from mother tongue to script language.
- (vi) Migration of the parents.
- (vii) Helping parents in seasonal work to supplement family income.
- (viii) Unattractive environment and infrastructure of the school.
- (ix) Teacher ineffectiveness and absenteeism.
- (x) Lack of parental support.
- (xi) Poor supervision and monitoring system.
- (xii) Less involvement of the community.
- (xiii) Social inhibition and cultural taboos.
- (xiv) Taking care of the sibling and helping in the domestic work (specially in case of girls).

STRATEGY PROPOSED :

In order to enhance the rate of literacy among the tribals living in the most backward areas in the acute scarcity conditions, it is necessary to create conducive atmosphere for education through various special steps to attract and motivate the tribals towards education. The modern formal education expects enormous discipline from children and literacy at home, among the parents. Unfortunately, both these qualities are absent among tribals. Special attention on the part of State is, therefore, extremely important for educational development among tribals. The special steps to be taken are summarised as follows :-

I. Pre-school education and linkage with the ICDS feeding programme

The Social Welfare Directorate of State Government has introduced feeding programmes in all the Sub-plan Blocks in the State. The Anganwadi Centres with some additions should be utilised as pre-school education centres. The Bal sevikas / Anganwadi workers should not only be engaged in educating the nursing and pregnant mother in health, hygiene and sanitation measures, but also teach the children within the age group of 1 to 5. The Anganwadi Centres, in large number are functioning without specific goal at present. In a district like Koraput, which has 10156 habitations and 5978 inhabited revenue villages, there are 3686 Anganwadi Centres with 437000 of beneficiaries. Although

the target group of the entire district seems to have been taken into account and allotment to the district is provided accordingly, villages having Anganwadi Centres are limited to 3688. The number of Anganwadi Centres should, therefore, be enhanced, which will minimise / avoid the leakage in the feeding programme, in addition to covering the entire target group. Anganwadi workers / Bal Sevikas could also work as village education motivators / workers. All the villages having Anganwadi Centres should also have Primary Schools.

II. Mid-day meal and Primary School Hostels

Introduction of Primary School hostels and mid-day meal in all the Primary Schools will certainly motivate tribals towards education. Engagement of minor children in various activities to support the family income is widespread in the tribal areas. Once the children start getting free food in the schools located within a reasonable distance, the enrolment would go up arresting drop-outs. All the Primary Schools should also have residential facilities, in the tribal Sub-plan Blocks, which are lagging behind in the field of education. As per National Education Policy and guide lines for universalisation of Primary Education, there should be one Primary School for 300 population, within a walking distance of one KM, considering the constraints of tribals, who have little exposure to education. If one Primary School alongwith hostel is opened for every unit of 400 population, the distance factor would not effect much and tribal children would find better atmosphere for education in hostels. The total number of Primary Schools in the Tribal Sub-plan area of the State as on date is 11,501, as against the requirement of 21,729 (at the rate of one Primary School for 400 population). The approximate requirement of funds to achieve the goal would be

Rs. 1078.63 crores. The tentative requirement of funds in brief is listed at *Annexure – II*

III. Upgradation of Primary Schools or opening of M. E. Schools and High Schools in large number

It should be the endeavour to up-grade atleast one primary school to the U.P. level (M.E. level), out of every 4 Primary schools. The up-graded Primary schools or M. E. Schools should have residential facilities, particularly for the tribal children. Alternatively for every 4 primary schools, there should; be one High School starting from Class – VI to Class – X with residential facilities. Although the National Policy envisages establishment of one Upper Primary School (M. E. School) for every three primary schools, within a distance of 3 kms., it would be more viable, if the Upper Primary Schools alongwith High Schools are opened for every 4 primary schools with residential facilities. As most of the students would stay in the hostels, there would be hardly any case of drop out on account of distance factor. The total number of M. E. Schools (U. P. Schools) and High Schools in the T.S.P. area in 2229 and 1106 as against the minimum requirement of 5432, each. Large number of G.Ps in the T.S.P. area do not have High Schools and even M. E. Schools. The tentative requirement of funds as indicated in brief at Annexure – III is Rs. 1873.05 Crores.

IV. Accommodation for Teachers

The main reason for teachers absenteeism in schools under tribal sub-plan is non-availability of suitable accommodation for teachers. Each school should have provision for accommodation of teachers. If it is not possible to provide accommodation to all the teachers in all the schools, atleast, one teacher in each Primary School, two in each M. E. School and 4 in each High School should be given residen-

tial accommodation. This should work as an incentive for them. Incentives like free residential facilities would give a sense of security and motivation to the teachers, who normally avoid postings in difficult areas due to infrastructural weaknesses.

V. Necessity for Residential Schools :

It is an accepted fact that the drop-outs, in the residential schools is negligible in the tribal areas. The result of residential schools managed by Tribal Welfare Department would prove that the residential schools contribute much more compared to the non-residential schools of Education Department towards good results. While 10,515 tribal students passed matric examination from 5,447 non-residential High Schools of Education Department in 1991 in the entire State, the total number of students having passed matric examination from 160 residential High Schools of Harijan and Tribal Welfare Department was 1141. Residential schools will take care of villages not having access to educational institutions, within the stipulated distance.

VI Uniformity in the Educational System:

In order to avoid multiplicity of management, approach, curriculum and modus operandi, the entire school education upto High School level, should be managed by one Department, preferably Tribal Welfare Department, through a separate directorate, in the TSP area. Under the present system, G.Ps already having High Schools in the TSP area are further getting such schools opened, due to co-ordination gap etc.,

where as G.Ps not having High Schools / M. E. Schools, have remained unattended

VII. Other Infrastructure Development :

Adequate infrastructural facilities viz., school buildings, hostels, electricity, water supply, road communication etc. should be provided in the tribal areas, which would ultimately contribute to the development of education.

VIII. Relaxation of Qualifications in Appointment

As far as possible, teachers in the Primary Schools should belong to the same area / district. The minimum qualification may be relaxed for S. T. teachers in the TSP area, in the primary schools.

In addition to the steps suggested above, Government may also consider the following measures :

- (a) Incentives should be given to the tribal parents for sending their children to schools.
- (b) School timing and vacation should be in accordance with their social, cultural activities and values.
- (c) In the initial stage, the tribal students should be taught in the local language and teachers should be made conversant with their language.
- (d) Dresses, reading and writing materials should be supplied to the tribal students at the time of their enrolment in schools.

CONCLUDING SUGGESTIONS

In order to streamline the educational development intervention and pave its path for goal-attainment especially in tribal societies, we need to sharpen our tools, develop appropriate strategies, renew our commitment with dedicated zeal and enthusiasm, mobilise resources, priorities actions and improve the quality of environment and the quality of life. We further need expanded horizon of intellectual input for educating and communicating with the pre-literate communities who expect delivery of learning package at their door steps. Since education is the essential pre-requisite for sustainable development, there is need for a participatory approach which would involve the vision of planners and policy makers, the dedication of development practioners, the active co-operation of community members, the commitment of teachers, the involvement of parents and pupils in the spheres of planning, implementation and evaluation. The indigenous learning systems in tribal societies are to be rejuvenated as complementary components in order to ensure effective learning achievements. It is apt hereunder to give the interpretive and concluding suggestions which are in tune with the tribal educational nexus in Orissa State:-

1. Keeping in view the norms and conditions for establishment of Primary, Upper Primary and Secondary School, vil-lages/habitations in the T.S.P. area not yet served by schools shall be provided with educational institution on priority basis.
2. The small habitations where establishment of Primary Schools will be neither viable nor economical can be covered by providing residential facilities to some existing schools located in some central villages. In such habitations there shall be provision for pre-school education in all tribal villages by establishing linkage with I.C.D.S. feeding programmes which include running of Angan-wadi.
3. Residential Primary and Ashram Schools should be opened in low literacy areas on priority basis. Schoolless villages/ham-lets with minimum number of children say 30 within age-group of 6-11 years should be covered by Primary Schools on the top priority basis.
4. Correct stress should be laid on the es-tablishment of Kanyashrams co-or-dinated with the strengthening of the Anganwadi system so that more girls may be educated by weaning them away from domestic cores like rearing of younger siblings, collection of fuel and minor forest produces.
5. Adequate infrastructural facilities viz- school buildings, hostels, electricity, port-

- able water supply, toilet and road communication shall be provided to schools in the tribal areas.
6. Suitable teaching-aids, play ground, orchards and library facilities shall be provided to schools.
 7. Multiplicity of management shall be avoided and administration shall be rested with one Department preferably Tribal Welfare Department with the help of a separate Directorate in order to look after tribal education singularly for interlinking and integration of educational programmes including pre-primary (Anganwadi) and adult education implemented by various agencies.
 8. There should be participatory management for each school consisting of teachers, parents, Government officials, N.G.O., tribal leaders and elites. The teacher should be put under the control of this committee.
 9. School mapping is essential for educational planning. Micro planning may be made through involvement of teachers and the community in order to design and implement a family-wise, child-wise, plan of action for universal access/enrolment and participation.
 10. The students shall be taught in their mother tongue at pre-primary level. Since there is some amount of conscious stepping of dominant State language i.e Oriya, better exposure and comprehensive attempts shall be made to switch-over to Oriya language from primary stage itself.
 11. The contents of the curricula should be revised to make them more relevant to the tribal culture and environment so that the education becomes more acceptable to the tribals. Due importance should be given to the sports in the curricula.
 12. Teachers absenteeism shall be curbed by providing residential accommodation to them within the school premises as an incentive and by posting adequate number of teachers and minimum two-teacher pre-primary school with strict adherence to the teacher-pupil ratio of 1:20 in the T.S.P. area.
 13. In order to obviate locking out of school because of the absence of single teacher and maintain continuity of educational environment in the school complex it is necessary to pull a number of schools under canopy of the main school thereby a substitute can be provided in any satellite school in the area as per need. The main school also be strengthened to emerge into a leading educational institution not only to cater the needs of the main school but also satellite schools.
 14. As far as possible Primary Teachers shall be from the same area/district and Sch. Tribe teachers shall be recruited by relaxing minimum qualification if necessary with the provision of in-service training.
 15. Persons having working knowledge on tribal dialects / local language shall be posted as teachers in Primary level.
 16. Persons having genuine aptitude for service in tribal areas shall be selected for posting as teacher.
 17. Cultural primer may be prepared as a kind of handbook for the teachers at Primary level. This should cover Pre-Primary, Anganwadi and other network of institutions.
 18. Provision of mid-day meals shall be made to enhance the enrolment and continuity.

19. Dress, reading materials shall be supplied to the tribal students at the time of enrolment in the schools and thereafter at every academic session.
20. Timely disbursement of stipend/scholarship to the tribal students preferably in the first two months of the session shall be ensured.
21. Vocational training should be imparted to the tribal students with an objective of earning while learning.
22. Incentives shall be given to the head of the household, preferably to the housewife in kind for sending children to schools.
23. The school session may start from 1st April instead of July which is not only a period of scarcity but also busy season for various economic activities.
24. The school timing and holidays shall be in accordance with their socio-economic and cultural activities and values. In this connection the calendar of rituals (feasts, fasts and rituals) in the northern and southern zone of the T.S.P. area and the calendar of collection of minor forest produces in the Similipal and Belghar areas have been appended as illustrations. (Tables 5.01, 5.02 & 5.03). The month of July and from mid-January to mid-February (a festive period) may be declared as holidays.
25. The model of Action Plan suggested in the education chapters in the Development Handbooks for the Bondos and the Kutia Kandhs may be considered for implementation in the primitive tribal pockets. (Annexure-VIII & IX).
26. Data concerning all aspects of education shall be retained so that it would facilitate future planning, policy implementation and recommending remedial measures.
27. Non-formal education and adult education should be planned as complementary to formal education. Citizen education should be assigned a special role to the educational scheme in the tribal areas.
28. Priority should be given with the establishment of I.T.I., Polytechnic, Nursery school, A.N.M. training Centres, Teachers training Institute in the tribal areas.
29. While planning for the development of tribal education in our State care should be taken to estimate the requirement of funds keeping in view the increasing trend in the tribal population during the decade 1981-91. The 1991 Census shows the percentage of growth of total population at 20.06 whereas in case of Scheduled Tribe population it has been worked out at 18.89 per cent which is higher than the previous decade.

Table 5.01

CALENDAR OF RITUALS

(Feasts, Fasts and festivals)

Sl. No	Name of the Tribe	3	4	5	6	7	8	9-	10	11	12	13	14
		April-May	May-June	June-July	July-Aug.	Aug.-Sept.	Sept.-Oct.	Oct-Nov.	Nov.-Dec.	Dec.-Jan.	Jan.-Feb.	Feb.-March	March-April
1	SANTAL	(i) Jomsim	Eroksim	Hariar-simko	Irigundli-nanwani	Gamm-purnima	Karam Porob	Jantahar Porob	-	Sohari	Mokor	Magh Sim	Baha
		(:.) Sin Bonga	Maran Buru, Jaher Era, Monrenko	Village deities	Jaher Era, Marantlor Gosane Era.	Cattle	Jaher Era	Jantahar deity	-	JAHER ERA	Ancestors	Hill deity	Jaher Era Goser Era
		(iii) One day	Three days	One day	One day	One day	One week	Two days	-	One week	One day	One day	Three days
		(iv) Specific clan festival	First agricultural festival	For better harvest of paddy	ceremonial offering of Millets	Harvest ceremony and cattle worship	Amusement and village welfare	Ceremonial eating of low-land paddy	-	Winter harvest festival	Appeasement of ancestral spirits	Ceremonial cutting of thatching grass	Ceremonial eating of honey and use of Sal and mahua flowers
2	ORAON	(i) Bisusikar	Jeth-Jatra	-	-	-	Karam	Saharai	-	-	-	Phagun Parab	Sarhul
		(ii) Chandi	Village Goddess	-	-	-	Karam Raja	Gosal deota	-	-	-	Forest deity	Ancestral spirit
		(iii) Three days	One week	-	-	-	One week	One day	-	-	-	One day	One day
		(iv) Ceremonial hunting	Ceremonial dancing	-	-	-	Ceremonial eating of new rice	Safety and welfare of Cattle	-	-	-	Ceremonial collection of Mahua flower	Eating of new Mango, Neem flower and edible leaves

Table 5.01
(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
3.	BHUYAN	(i) Tirtia	Raja	-	Bihira Puja	Gahma	Nua-Khia	-	Karama	Maker Jatra	Magh Podoi	Am-Nua	(a) Gilor-Jatra (b) Akhani
		(ii) Village deity	-	-	Hill deity	Cattle	Village deity and ancestral spirits	-	Karam deotas	Lord Siva	Forest deity and village deity	Village deity and ancestral spirits	(a) Gillor deity (b) Forest deity
		(iii) One day	One week	-	One day	One day	One day	-	One day	One day	Three days	One day	(a) One day (b) One day
		(iv) Sowing of paddy and Gulji	Merrimaking and swing play	-	For good rainfall and better agriculture	For welfare of the cattle and borrowing of grains	Ceremonial eating of rice.	-	After harvest and before threshing for bumper harvest.	Worship of Lord Siva for economic prosperity.	Distribution of swidden plots.	Ceremonial eating of Mango.	(a) First eating of gillor flowers. (b) Communal hunting.
4.	JUANG	(i) -	Raja	Asadhi	Machuri Puja or China Nua	Gudabua-Nua	Kimiyang, Kalar-Aba	Gunda Dia	Push-Punei	-	-	Am-Nua	Tirtia
		(ii) -	-	Agricultural deities	Agricultural deities.	Ancestral worship	Ancestral worship	Hill-deity	Gram-Siri	-	-	Village deity, Forest deity, Ancestral spirits.	Gramsiri
		(iii) -	Three days to one week	One day	One day	One day	One day	One day	One day	-	-	One day	One day
		(iv) -	For enjoyment and merrimaking and swing playing.	Ceremonial eating of fruits and weeding and debushing	Ceremonial eating of vegetables.	Ceremonial offering of paddy to ancestors.	Ceremonial offering of Saru, Kalart to ancestors.	Ceremonial harvest of oil seeds.	Ceremonial distribution of swiddens and starting of marriage negotiation.	-	-	Ceremonial eating of mango.	Ceremonial sowing of paddy.

Table 5.01
(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
5.	KANDHA	(i) Ghantha Parab	Salangi	-	Mandia-Rani	Dhan-Nua-Khia	Pidika	Puna-Padi	Dangar-Puja	-	Meriah-parab	-	Bihan-Puja
		(ii) Sita Penu, Tkarani Penu, Hira Penu, Jatra Kudi Penu	Ancestral Spirit	-	Kotiasal	Jhankad Penu	Jatra Kudi Penu	Jatrakudi Penu	Haru Penu	-	Dhami Penu	-	Dhami Penu, Sita Penu, Haru Penu.
		(iii) Three days	One day	-	One day	One day	One day	One day	One day	-	One week	-	One day
		(iv) For fulfillment of vows and improvement of economic condition	Welfare of the cattle.	-	Bumper harvest of ragi.	Ceremonial offering of new rice.	Bumper growth and protection of castor plants.	Ceremonial eating of new Kosala, Jana from swidden.	For bumper crop in swidden.	-	for welfare and prosperity of the village and villagers.	-	Good germination and growth of seedlings.
6.	BONDA	(i) -	-	Gent-gige (bandapan parb)	-	-	Kumbug-Uda	Geursune-Gige or Kimdargige	-	Sumegelirak	-	Susu-gige. (Mgha Parb)	Gia-Gige (Chait-parb)
		(ii) -	-	Hundi deota	-	-	Pat-Khanda Mahaprabhu	Sindibor deota and Hundi	-	Malideota, Hundi deota, Sun God.	-	Hundi deota Burusung.	Mali deota, Hundi deota.
		(iii) -	-	Three days	-	-	One day	One day	-	Eight days	-	Three days	Seven days
		(iv) -	-	For bumper crop	-	-	Welfare of Bad, jangal area.	For safety and security of unmarried youths.	-	For ceremonial eating of beans and cutting of Kerang fibre.	-	Seedsantifica-tion ceremony and occasion for selection of new secular head	Ceremonial eating of Mango, Sowing of paddy, ragi and minor millets.

Table 5.01
(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
7.	SAORA	(i) -	-	Gonaina-bdur	-	-	-	-	Lajap	Ragonabdur Guar	Karya	Udanabdur	
		(ii) -	-	Forest deity, village deity	-	-	-	-	Village deity and supreme deity.	Agriculture deity Village deity	Ancestral spirit	Ancestral Spirit	Village deity and Forest deity.
		(iii) -	-	One day	-	-	-	-	One day	One day	One week	A fort-night.	One day
		(iv) -	-	Ceremonial eating of tuber collected in the forest.	-	-	-	-	Ceremonial eating of rice by SHAMAN.	Ceremonial eating of Kandul.	For admission of the dead ancestors to heaven.	For admission of the dead ancestors to heaven.	Ceremonial eating of Mango.
8.	KOYA	(i) Bijja Pandu	Bijja Witanad	-	-	Kurumi Pandu	Kodta Pandu	Sikud Pandu	-	-	Bimud Pandu	-	Ikk Ponda
		(ii) Forest deity	Agricultural deity	-	-	Village deity	Village deity	Village deity	-	-	Rain God	-	Village deity and Ancestral spirit.
		(iii) One week	One day	-	-	One day	One day	One day	-	-	One day	-	One day
		(iv) Ceremonial hunting.	Sowing ceremony.	-	-	New Suan eating ceremony	Ceremonial eating of new rice	Ceremonial eating of new bean.	-	-	For good rain and bumper agricultural production	-	New Mahul eating ceremony.

TABLE 5.02
Mirror Forest Produces Collected by the tribes of Similipal Hills – (mainly Khadia, Kolha and Santal)

Sl. No	Name of the Minor Forest Collection	Months of collection												Remarks	
		January	February	March	April	May	June	July	August	September	October	November	December		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Honey	✓	✓	✓	✓	✓	✓	x	x	x	x	x	x	x	This root in available in all season but the peak period is from Oct. to March
2.	Resin	✓	✓	✓	x	x	x	x	x	x	✓	✓	✓	✓	
3.	Arrow-root	✓	✓	x	x	x	x	x	x	x	x	✓	✓	✓	
4.	Mahua Flower	x	✓	✓	x	x	x	x	x	x	x	x	x	x	
5.	Hill broom	✓	x	x	x	x	x	x	x	x	x	x	✓	✓	
6.	Mallika/ Madaka root	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	This mushroom is used for medicine and not edible
7.	Edible mushroom	x	x	x	x	x	✓	✓	✓	x	x	x	x	x	This mushroom is used for medicine and not edible
8.	Katha Chhatu (wood mushroom)	x	x	x	x	x	x	x	x	✓	x	x	x	x	
9.	Edible roots	✓	x	x	x	x	x	x	x	✓	✓	✓	✓	✓	
10.	Ediblegreen leaves	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	
11.	Girli (A type of Orchid)	x	x	x	x	x	x	x	x	x	✓	✓	✓	✓	The leaf and flower is consumed but the seed and stem is sold to Calacutta traders.
12.	Amla	x	x	x	x	x	x	x	x	x	✓	✓	✓	✓	

TABLE 5.02
(Continued)

	2	3	4	5	6	7	8	9	10	11	12	13	14	15
35. Kapu leaf		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
36. Panialaha Vine		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
37. Ghodachama bark		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
38. Lac		x	x	x	x	✓	✓	x	x	x	x	x	x	Now-a-days Lac is very scarce.
39. Tasar Cocoon		x	x	x	x	x	x	x	x	x	x	✓	✓	- do -
40. Siali Vine		✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	Generally, from Oct, to May the Khadia able bodied male members leave their habitat in a group and go inside the Similpal forest for collection of forest produces.
41. Siali leaf		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	They stay inside the forest at a stretch for 4 to 5 days.
42. Sal leaf		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
43. Silk Cotton		x	x	x	x	✓	x	x	x	x	x	x	x	
44. Sauli (Thatching grass)		✓	✓	x	x	x	x	x	x	x	x	✓	✓	
45. Rangana Seed		x	x	x	x	x	x	x	x	x	✓	✓	✓	
46. Mango		x	x	✓	✓	✓	x	x	x	x	x	x	x	
47. Jack fruit		x	x	✓	✓	✓	✓	x	x	x	x	x	x	

TABLE 5.03
Minor Forest Produces Collected in Belghar Area of Phulbani District
(Chief Concentration : The Kutia Kondh)

Sl. No	Name of the Minor Forest Collections	Months of collection												Remarks	
		January	February	March	April	May	June	July	August	September	October	November	December		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Kanda	√	√	√	√	√	x	x	x	x	x	√	√		
2.	Mushroom	x	x	x	x	x	√	√	x	x	x	x	x	x	
3.	Thatching grass	√	√	x	x	x	x	x	x	x	x	x	√		
4.	Green Leaves	x	x	√	x	x	√	√	√	√	√	√	x		
5.	Honey	√	√	√	x	x	x	x	x	x	x	√	√		not in plenty
6.	Sal seed	x	x	x	√	√	√	x	x	x	x	x	x		
7.	Ludra bark/ Masina bark	x	x	x	√	√	x	x	x	x	x	x	x		
8.	Siali Seed	√	√	x	x	x	x	x	x	x	x	x	√		
9.	Siali bark	√	√	√	√	√	√	x	x	x	x	x	√		Peak period in April and May
10.	Nakudtola root	√	√	√	√	√	√	x	x	x	x	√	√		Used for forming the salop-brewing
11.	Hill broom	√	√	x	x	x	x	x	x	x	x	x	x		
12.	Patal Garuda (Rawfleshia Serpent'ina)	√	√	√	x	x	x	x	x	x	x	x	x		

TABLE 5.03
(Continued)

Sl. No	Name of the Minor Forest Collections	Months of collection												Remarks	
		January	February	March	April	May	June	July	August	September	October	November	December		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
13.	Resin	✓	✓	✓	x	x	x	x	x	x	x	✓	✓	✓	Not in plenty -- do --
14.	Lac	✓	✓	x	x	x	x	x	x	x	x	✓	✓	✓	
15.	Myrobolium (Anla)	✓	✓	x	x	x	x	x	x	x	x	x	✓	✓	
16.	Sikakai	x	✓	✓	x	x	x	x	x	x	x	x	x	x	
17.	Ghirid flower	x	x	x	✓	✓	x	x	x	x	x	x	x	x	Eaten as green leaf and also used for dye
18.	Cane	✓	✓	✓	x	x	x	x	x	x	x	x	x	x	Not collected extensively after the close of the cane training Centre at K.K.D.A.
19.	Tamarind	✓	✓	✓	x	x	x	x	x	x	x	x	x	x	
20.	Mango	x	x	✓	✓	✓	x	x	x	x	x	x	x	x	
21.	Jack fruit	x	x	✓	✓	✓	✓	x	x	x	x	x	x	x	
22.	Bamboo Shoot	x	x	x	x	x	✓	✓	x	x	x	x	x	x	
23.	Mahua flower	x	✓	✓	x	x	x	x	x	x	x	x	x	x	Extremely rare in the study area.
24.	Mahua seed (Tola)	x	x	x	✓	✓	x	x	x	x	x	x	x	x	-- do --
25.	Bamboo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	General deservation :- Medicinal herbs, plants and palua (arrow-root) are not collected by the Kutia-Kondh but by the local Gonds.

ANNEXURE-I
EXISTING SCHOOLS AND REQUIREMENTS

1.	Total population in TSP area as per 1991 Census (projected)	86,91,503
2.	Total No. of revenue villages	18,995
3.	Total No. of G.P.s	1,542
4.	Total No. of existing Primary Schools (including H&TW institutions)	11,501
5.	Total No. of existing U.P. (M.E.) Schools (including H&TW institutions)	2,229
6.	Total No. of existing High Schools (including H&TW insitutions)	1,106
7.	Total No. of children in the age group of 6—11	8,40,000
8.	Total No. of Primary Schools required as per population norm (one for every 400 population)	21,729
9.	Net requirement of Primary Schools	(21,729-11,501= 10,228)
10.	Total No. of M.E. Schools (Class VI to Class VII) required	5,432
11.	Net requirement of M.E. Schools in the TSP area	(5,432-2,229= 3,208)
12.	Net requirement of High Schools in the TSP area	(5,432-1,106 = 4,326)

ANNEXURE - II
REQUIREMENT OF FUNDS (PRIMARY SCHOOLS)

Primary School	Amount (Rs.) in Crores
<p>No. of Primary Schools required 10,228 with student strength of 40:2 teachers in each Primary School (@ Rs.2000 per month). Annual requirement of funds towards salary (10228 × 2000 × 12)</p>	49.10
Buildings	
Requirement of funds towards accommodation including teachers accomodation excluding available building for holding classes.	
(i) For new Primary School @ Rs.3.00 lakhs, per school (10228 × 3 lakhs)	306.84
(ii) For existing school @ Rs.2.00 lakhs per school (11501 × 2 lakhs)	230.02
	536.86
Hostel	
For construction of Primary School hostels excluding the existing PSH (21729-1286=20439) @ Rs.1.5 lakhs per PSH	306.65
Scholarship	
Scholarship to SC/ST students (i.e., 67% of the total strength of 869169=582337) @ Rs.200/- per month	116.48
Mid-day meals	
Mid-day meal @ Rs.3/- per student for 25 days, for a period of 10 months (for 21729 Primary Schools in TSP area × 40 students=869160 × 3 × 25 days × 10 months)	65.19
Recurring expenditure per Primary School @ Rs.2000/- per year (21729 × 2000)	4.35
Grand Total	1078.63

ANNEXURE – III
REQUIREMENT OF FUNDS (M. E. SCHOOLS)

	Amount Rs. in crores
M.E. SCHOOLS	
(i) Pay and allowance :- Requirement of funds towards salary excluding existing teachers @ Rs. 16000 per school, per month for 3203 M. E. Schools. Annual expenditure (3203 × 16000 × 12 months)	61.50
(ii) Accommodation :- Requirement of funds towards accommodation excluding existing infrastructure available and including class rooms and residential Qrs. for teachers, @ Rs. 8.00 lakhs per school (3203 × 8 lakhs)	256.25
(iii) Scholarship :- Requirement of scholarship for SC/ST students @ Rs. 200 per student, assuming tht 67% of total student population in the TSP area (5,82,337) comprises of SC/ST (582337 × 200 × 10 months)	116.47
(iv) Requirement of funds towards utensils, furniture, science articles and etc. @ Rs. 1000 per student (582337 × 1000)	58.23
(v) Requirement of Books and furniture @ Rs. 1000 per student (58233 × 1000)	58.23
(vi) Recurring expenditure per school, @ Rs. 2000 per year (3203 × 2000)	0.64
Grand Total	551.32
HIGH SCHOOL	
(i) Pay & allowance :- Requirement of funds for each High School, towards salary of teachers Rs. 53000 per month (per year 53000 × 12 × 4326)	275.14
(ii) Requirement of funds towards school building, residential Qrs. for teachers and hostel building etc. @ Rs. 20 lakh per school (4326 × 20 lakh)	865.20
(iii) Scholarship :- Annual requirement of funds towards ST/SC students for scholarship @ Rs. 200 P.M. per student (200 × 582337 × 10 months)	116.47
(iv) Requirement of funds for utensils, furniture, science laboratory etc. @ Rs. 1000 per student (5,82,337 × 1000)	5.82
(v) Recurring expenditure @ Rs. 2000 per schools = 4326 × 2000	0.87
(vi) Requirement of funds towards books, furniture etc. @ Rs. 1000 per student, 5,82,337 × 1000	58.23
Grand Total	1321.73

ANNEXURE - IV

BASIC FEATURES OF TRIBAL EDUCATION IN DISTRICTS OF ORISSA WITH HIGH CONCENTRATION OF TRIBAL POPULATION VIS-A-VIS COASTAL DISTRICTS HAVING LOW CONCENTRATION

Sl. No.	Basic Features	Unit	Districts with high Concentration of tribal population							Districts with low concentration of tribal population			Orissa	India
			Koraput	Mayur-bhanj	Sundarg arh	Keonj-har	Phulbani	Kalah-andi	Cuttack	Puri	Balasore	10		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1.	Area	Sq. Km.	26,961.0	10,418.0	9,712.0	8,303.0	11,119.0	11,772.0	11,142.0	10,182.0	6,311.0	155,707.0	3,208,825.0	
2.	Population (1981 Census)	Number	2,484,005	1,581,873	1,337,871	1,114,622	717,280	1,339,192	4,628,800	2,921,045	2,252,808	26,370,271	6,65,287,849	
3.	Sch. Tribe Population (1981 Census)	Number	1,371,550	912,320	685,765	499,567	279,276	418,871	144,708	100,827	154,153	5,915,067	51,628,638	
4.	Tribal Population to total Population (1981)	Percentage	55.21	57.67	51.25	44.81	39.83	31.27	3.12	3.45	6.84	22.43	7.76	127
5.	Literacy (1981)	Percentage												
	(a) Male		23.17	37.01	47.34	42.61	41.96	31.18	58.00	59.48	45.07	46.90	46.89	
	(b) Female		8.44	13.82	24.12	16.95	11.26	7.65	32.30	39.38	28.32	21.11	24.82	
	(c) All persons		15.83	25.47	36.17	28.89	26.61	19.35	45.33	45.71	41.84	34.12	36.23	
6.	Literacy among Scheduled Tribe-1981	Percentage												
	(a) Male		11.05	24.59	32.88	25.78	32.98	21.25	18.45	32.71	19.36	23.27	24.52	
	(b) Female		1.65	4.52	12.52	4.86	4.74	2.14	2.93	5.81	2.90	4.76	8.04	
	(c) All persons		6.31	14.50	22.70	15.26	18.59	11.54	10.78	19.32	11.21	13.96	16.35	
	No. of inhabited villages	Number	5921	3722	1660	2042	3399	2685	6027	4436	3829	46527	578682	(Contd.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
8.	No. of habitations	Number	10156	5455	4306	2642	4705	3955	8499	6739	6173	69530	979065
9.	No. of institutions	Number											
	(a) Primary School stage		4875	2755	1872	1740	1890	2294	6078	3275	2870	39293	529392
	(b) Middle School stage		559	654	459	465	255	348	1880	967	1127	9125	44473
	(c) High School stage		156	298	189	243	74	160	968	497	524	4239	15373
10.	Educational Institutions	Sq. Km.											
	on area basis.												
	(a) Primary School		5.54	3.78	5.17	4.74	5.86	5.16	1.84	3.10	2.23	3.96	-
	(b) Middle School		48.34	15.92	21.08	17.72	43.41	34.01	5.96	10.51	5.68	17.06	-
	(c) High School		173.21	34.94	51.19	33.91	149.59	73.97	11.58	20.44	12.20	36.73	-
11.	Educational Institutions	Number											
	on Population basis.												
	(a) Primary School		615	679	838	756	454	684	905	1090	974	802	-
	(b) Middle School		5367	2862	3417	2829	3367	4575	2927	3692	2483	3453	-
	(c) High School		19230	6281	8299	5414	11602	9950	5685	7183	5336	7434	-
12.	Rural Population served	Percentage											
	by Primary School.												
	(a) Within the habitation		72.66	70.02	61.10	80.20	69.00	81.48	79.29	64.90	67.46	77.08	80.34
	(b) Within 1.0 Km.		9.89	21.42	28.16	12.00	20.70	7.88	17.80	27.60	25.39	15.75	14.26
	(c) Within 1.5 Km.		2.12	1.97	3.98	1.64	1.60	1.48	1.24	4.14	3.44	1.87	1.75
	(d) Within 2.0 Km.		5.03	4.35	4.20	3.33	4.50	3.08	1.10	2.08	2.66	2.60	3.47
	(e) Beyond 2.0 Km.		10.30	2.24	2.56	2.83	4.20	6.08	0.58	1.28	1.05	2.70	1.43

(Contd.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
13.	Rural population served by M. E. School.	Percentage											
	(a) With in habitation		17.37	24.05	21.10	35.47	19.30	22.95	37.12	27.06	35.01	30.45	36.98
	(b) With in 1 Km.		6.57	24.09	20.36	17.02	15.40	8.09	34.90	34.47	36.78	22.33	17.83
	(c) With in 2 Kms.		11.89	22.12	20.15	18.53	17.20	16.84	19.71	22.03	18.74	18.92	17.64
	(d) With in 3 Kms.		13.65	14.20	18.25	13.15	15.20	18.16	6.10	8.21	5.99	11.65	12.94
	(e) With in 4 Kms.		9.79	6.70	7.41	5.27	9.20	10.82	1.12	5.35	2.51	5.78	6.07
	(f) With in 5 Kms.		9.09	3.81	5.14	4.43	5.80	7.72	0.65	1.34	0.68	3.78	3.82
	(g) Beyond 5 Kms.		31.64	4.43	7.59	6.13	17.90	15.42	0.40	1.54	0.30	7.15	4.72
14.	Enrolment at Primary stage (Class I - V)	Number	171067	105004	86808	83917	56393	95669	348432	218358	197019	1923631	51006646
	(a) Boys		94583	74289	65113	62193	37569	50898	282995	177092	157489	1398550	35676643
	(b) Girls		265650	179293	151921	146110	93962	146567	631427	395450	354508	3322181	86683289
15.	Enrolment at Middle School stage (Class VI - VIII)	Number	24748	31446	32252	23893	10405	20702	128636	71350	57554	555479	52246200
	(a) Boys		12351	16563	20747	14347	4144	6028	86935	44360	36506	316776	32347000
	(b) Girls		37099	48009	52999	37240	14549	26730	215571	115710	94060	872255	84593200
16.	Enrolment at Secondary stage (IX - XII)	Number	10399	16976	16461	11492	4382	8935	69913	35019	34104	277250	10216966
	(a) Boys		4250	7089	9573	5675	1508	1898	40539	17476	18019	133079	4698859
	(b) Girls		14649	24065	26034	17167	5890	10833	110452	52495	52123	410329	14915825
17.	Sch. Tribe enrolment at Primary (I - V)	Percentage											
	(i) Boys		51.29	55.25	52.63	39.13	36.95	27.47	2.21	2.96	7.85	20.30	-
	(ii) Girls		41.02	45.71	49.29	33.74	34.83	23.93	0.73	2.16	5.51	16.06	-
	(iii) Total		46.15	50.48	50.96	36.43	35.89	25.70	1.47	2.56	6.68	18.58	8.07

(Contd.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
	(b) Middle (VI - VIII)	Percentage											
	(i) Boys		19.87	43.95	40.34	28.02	26.24	17.18	1.05	1.46	4.02	11.65	-
	(ii) Girls		9.46	28.77	3.99	17.91	19.45	6.98	0.65	0.55	2.48	7.46	-
	(iii) Total		14.66	36.36	38.16	22.96	22.84	12.08	0.85	1.00	3.25	10.13	5.07
	(c) Secondary (IX - XII)	Percentage											
	(i) Boys		15.45	21.23	5.50	9.66	2.18	7.93	0.94	1.29	3.04	9.69	-
	(ii) Girls		2.07	4.10	2.65	2.20	0.62	0.58	0.72	0.26	2.33	6.07	-
	(iii) Total		8.76	12.66	4.07	5.93	1.40	4.25	0.83	0.77	2.68	8.56	6.98
18.	Age Specific enrolment Ratio	Percentage											
	(a) Age group 6-11 Years												
	(i) Boys		77.73	71.31	72.32	86.00	88.02	73.02	92.61	94.39	94.86	84.87	-
	(ii) Girls		81.78	48.80	54.44	64.12	58.30	38.55	75.50	78.10	78.24	62.23	-
	(iii) Total		61.67	60.07	63.52	75.17	73.23	56.67	84.18	88.62	86.67	73.67	130
	(b) Age group 11 - 14 years	Percentage											
	(i) Boys		30.73	48.00	54.26	49.31	44.15	35.83	67.12	54.82	69.67	51.32	-
	(ii) Girls		14.91	25.14	35.34	30.76	19.78	10.96	46.01	33.84	34.09	29.88	-
	(iii) Total		28.10	36.55	44.89	40.07	31.92	23.84	56.75	44.40	56.02	40.71	-
19.	Enrolment of Girls in Class I - V	Percentage											
	(a) Sch. Tribe		30.66	36.92	41.26	38.99	38.67	31.67	37.41	37.15	35.95	36.51	-
	(b) General		35.60	41.43	42.85	42.56	39.98	34.72	44.81	44.78	44.42	42.09	-
20.	Enrolment of Girls in Class VI - VIII	Percentage											
	(a) Sch. Tribe		19.20	25.64	36.46	24.74	22.79	10.58	29.20	18.80	28.17	26.74	-
	(b) General		33.29	34.49	39.14	37.51	28.48	22.55	40.34	38.33	38.81	36.32	-

1	2	3	4	5	6	7	8	9	10	11	12	13	14
21.	Enrolment of Girls in Class IX - X	Percentage											
	(a) Sch. Tribe		15.86	19.14	34.59	21.29	23.32	7.55	30.74	23.47	28.82	23.11	-
	(b) General		29.09	29.45	36.69	33.05	25.60	17.68	36.70	33.31	34.56	32.40	-
22.	People - Teacher Ratio	-											
	(a) Primary Stage		1:34	1:31	1:33	1:37	1:25	1:34	1:46	1:45	1:55	1:39	1:44
	(b) Middle School Stage		1:22	1:25	1:30	1:30	1:23	1:25	1:34	1:37	1:29	1:31	1:29
	(c) High School Stage		1:10	1:11	1:12	1:10	1:11	1:11	1:13	1:11	1:13	1:12	1:21
23.	Female - Teachers	Percentage											
	(a) Primary Stage		16.48	16.60	24.20	13.02	12.40	6.05	19.39	23.08	15.65	16.08	30.56
	(b) Middle School Stage		12.71	11.12	23.82	5.63	8.68	8.32	13.03	20.75	8.58	13.14	32.18
	(c) High School Stage		19.87	13.59	22.95	13.42	16.57	9.74	16.41	18.90	10.63	16.40	28.12
24.	Trained Teachers	Percentage											
	(a) Primary School Stage		64.72	91.94	85.92	92.34	81.17	83.53	90.17	89.25	95.16	87.66	86.66
	(b) Middle School Stage		76.29	65.66	73.99	77.08	85.33	80.50	67.91	75.34	75.50	75.08	87.33
	(c) High School Stage		82.04	67.95	85.28	71.77	80.79	72.32	77.34	75.25	73.10	75.61	90.23
25.	Primary Schools according to number of teachers in position	Number											
	(a) 0 teacher		182	-	-	-	11	1	-	5	-	200	2628
	(b) 1 teacher		2,386	887	621	574	886	933	1758	973	690	14112	148,033
	(c) 2 teachers		1,124	650	395	382	463	540	1,176	628	825	8,746	171,389
26.	Primary Schools according to type of buildings	Number											
	(a) No building		1,456	201	53	99	270	172	312	204	103	3608	71,495
	(b) Kacha building		123	933	422	497	240	247	977	442	1,354	6065	72,777
	(c) Partly pucca building		241	898	460	455	160	778	1318	759	637	7939	85,646
	(d) Pucca building		2,489	388	719	442	1063	760	2463	1442	373	16566	2,99,474

- Sources :
1. Census of India - 1981
 2. Fifth All India Educational Survey - 1986 NCERT, New Delhi
 3. Fifth All India Educational Survey - 1986 S.S.U, Orissa

ANNEXURE – V (1)
EXCERPTS FROM THE REPORT OF THE STUDY
TEAM ON SOCIAL WELFARE AND WELFARE OF BACKWARD
CLASSES – VOL. 1, 1959
(RENUKA RAY COMMITTEE REPORT)

36. Pattern of Education – We have laid considerable emphasis on the education of tribals. The main recommendation in this behalf makes out a plea for extending the national pattern of education to tribals with a provision for bifurcation at the secondary stage. In our

opinion, this would help to open up avenues for tribal children for pursuing higher education without necessarily alienating them from their tribal background.

ANNEXURE – V (2)
EXCERPTS FROM THE REPORT OF THE COMMITTEE
ON SPECIAL MULTIPURPOSE TRIBAL BLOCKS
(ELWIN COMMITTEE REPORT, 1960)

EDUCATION

The fundamental problems of education in the tribal areas are not very different from those in other rural areas and so much has been written on the subject and so many admirable policies and high ideals put forward (not always with very much result) that it is not necessary for us to repeat what has already been discussed so frequently.

Moreover, the Renuka Ray Committee has already made a number of important recommendations regarding the pattern of education, the importance of not alienating tribal students from their own cultural milieu, the necessity of imparting instruction at the primary level in the tribal languages, the problem of the choice and training of teachers (it urges that there should be at least one woman teacher in every tribal school by the end of the Third Five Year Plan). It suggests that tribal education should be primarily dealt with in the Education Departments of the State Governments in collaboration with representatives of the Departments of Tribal Welfare. Details of this Committee's recommendations will be found at pages 146-150 of volume I of its Report and we ourselves agree with its recommendations and support them.

We will quote one passage from this Report which sums up the present situation in the Multipurpose Blocks.

'The main question is about the pattern of education. Have we been able to evolve a pattern of education, which on the one hand will not create a wide gulf between the educated tribals and their own way of life and, on the other, provide an adequate basis for further social and economic advancement of the tribal communities? Our studies reveal that two altogether different patterns exist in the country. In some States it is an exclusive pattern for tribals with separate schools on the Ashram pattern, a different syllabus and a separate system of examination. It is claimed that an attempt was made in these Ashram schools to provide education suited to the tribal ways of life. The other pattern is more similar to the general system of education prevalent in the country. The emphasis is on a literary type of education altogether unconnected with the texture of tribal life. In some States one finds an ineffective combination of the two patterns. The schools are located in tribal areas. They have an Ashram-like atmosphere but the courses offered are the same as in other general schools. The examinations are also common. Provision of instruction in one or two crafts such as spinning and weaving and a little practice on the attached farms no doubt form a part of the routine in the schools. But they are not included as subjects for examinations. The arrangements made for instruction in these crafts and agriculture are

very often far from satisfactory and the standard of proficiency attained by students is not adequate enough for them to take to their indigenous vocations with any better competence. There are instances which carry this inadequacy to the other extreme. More than half the time is spent on craft education, leaving little or no time for general education. Apart from the fact that these students remain weak in general subjects, their proficiency in the craft is not of a very high standard either. Little, if any, use is made of the skills acquired in the occupational life of a living school.'

In the tribal area education thus presents two distinct problems. The first is to provide a type of education which will produce young men and women who will either remain in their own districts as leaders of their people or be elected to the State Assemblies or to Parliament, and to provide administrators, doctors, engineers, agriculturists, teachers and other who will be able to take the place of the outsiders who at present work in the tribal areas and who often find the life there difficult and frustrating. Such men and women will not of course be confined to the tribal areas and we may hope that in time we will find them occupying responsible posts in other parts of India as well. But the fundamental need is, as the Prime Minister has said, to build up a team of tribal people who, with a broad and liberal outlook, will be able to administer their own areas and fill the posts which are at present occupied (all too often reluctantly and for a short time) by non-tribals.

The second problem which is rather sharply distinguished from the first, is to provide a type of education for the mass of the people who will be likely, for many years to come, to continue to live by agriculture in the hills and forests and for whom a very simple and practical type of teaching is required.

For both types there is a fundamental need to create a real love for the village in order to prevent the ever-increasing drift to the towns. That this is happening has been reported from many places. When parents in the Tamia Multipurpose Block were asked why they did not send their boys to school they replied that it was because they invariably left the village permanently after the termination of their education. From Bastar it is reported that in areas where too many secondary schools of the general type have been opened they are being faced with the problem of the semi-educated tribal boys or girls who do not want to go back to their villages and for whom an adequate number of jobs cannot be found elsewhere. In one of the Assam Multipurpose Blocks, a Jaintia declared that for many years education had been regarded as the door by which young people could escape from the dullness of village life into a more exciting and progressive life in urban surroundings. Similar instances could be given from many other parts of India.

The result is that it is becoming almost as difficult to find, except at the highest level, tribal officials willing to return to their own villages to work for them as to obtain outsiders. The Tamia Report says that from the point of view of the tribal people themselves as well as from the point of view of the larger interest of the nation, it is vital that the consequences of education should not take away the best human element in the village to outside areas'. In the case of the most intelligent tribal boys and girls, whom we may expect to become leaders, technicians and administrators, this may be expected, at least for a time, and may not matter greatly provided the type of education they have received is such as to create a pride in their own culture and their own homes, but in the case of the semi-educated the results can be disastrous. In towns and cities the condition of migrants from villages

(and not only tribal villages) is often deplorable. They are not sufficiently qualified to obtain jobs that will make them economically self-sufficient. They live in slums or in miserable rooms in back streets which are far less healthy than even the poorest huts in the hills. They become rickshaw-pullers, coolies, inferior domestic servants or even in some places sweepers. The semi-educated boy, who has been given inflated promises as to what will happen when he has passed through school, becomes frustrated and resentful: he is a ready field for the sowing of the seeds of political discontent. This is even more of a problem in the tribal than in other rural areas in India. For generally teachers and others in order to persuade tribal children to go to school give them an exaggerated idea of the possibilities of education. The contrast between the hard life in the hills and forests and what appears at first to be an easy and comfortable life in the towns is very sharp and there is no doubt that the boys and girls are tempted by it, even though it means a loss of so many things that they hold dear and no real enrichment of their economic life.

There are many reasons for this. In spite of the laudable sentiments that are now so common, schools at the lower primary stage in the hills are seldom adapted to the rural scene. The buildings when they are Katcha are extremely bad and when they are pakka are so elaborate and unfamiliar that the children who study in them subconsciously develop a sense of superiority to their parents and friends. There are still far too many untrained teachers, especially in the private schools which have sprung up in their hundreds in some districts. Although, in Assam, nearly all the teachers are local tribal people, in many States there are few teachers who know the local language and there are few, if any, text-books in these languages. The words used, the stories told, the ideas presented in

text-books, and the general teaching are unfamiliar to the children. They are seldom taught their own traditional games and dances and are introduced to other games which involve expense and are not normally played in the villages. The class-rooms are dull, without pictures or decoration, and the artistic soul of the tribal child rebels against the drab and ugly. Even now in many schools particularly private schools there are no crafts, no teaching of art, and gardening to say nothing of agriculture is neglected. Some schools are used for political or religious propaganda which confuses the local people. On going to school boys and girls almost inevitably change their style of dress, the way they do their hair and acquire sophisticated habits which create additional needs and they thus become an additional economic burden on their families. where there are local institutions, such as the Naga Morung, the Muria Ghotul or the Adi dormitory once a boy goes to school he too often looks down on them and no longer attends them, in defiance of the traditions of his tribe. In a word, the majority of schools in the tribal areas are alien to the local culture and tradition and, in some places, alien even to the fundamental culture of India.

The result is that there is great variety in the demand for education. In the Kushalgarh Multipurpose Block only three per cent of the total population is educated. In the Lungleh Block in the Mizo hills of Assam about ninety per cent of the people are said to be literate. The percentage varies greatly between these two extremes in the other Blocks. There is a very strong demand for education wherever missionary influence has penetrated and it is here that the majority of the private schools are started. There is a similar demand, though on a lower scale, in other areas also. At the same time, however, many tribal parents regard the spread of education with apprehension, for they feel

that their boys and girls will be turned into 'sahibs' and 'memsahibs' with new and expensive habits which they can ill afford and that when they have left school they will leave their homes.

What can be done about this? One of the most important needs is to preserve a real simplicity in the style and equipment of the schools. A report on the Bastar Blocks has observed that the majority of schools are too highly urbanized or westernized.

'The boys learn to sit on chairs and use desks, they are supplied with cots in the hostels, and on the whole they have a very much easier time than they would have in their own homes. This is one of the main reasons why such children are unwilling to return to their villages after their education. It is also one of the reasons why tribal parents are reluctant to send their children to schools.'

'The tribal school should reproduce as far as possible the village atmosphere. The children should do all their own work and except for fetching water, no domestic servants should be employed. They should be taught a discipline life which merely means that they should do more or less what they would do at home (civilised people could learn a lot from the atmosphere of a tribal home if this atmosphere could be duplicated in urban areas we would have no student problem).

A policy of simplicity is recommended, in the first place, for the architecture of the buildings. we find that there are two points of view about buildings of this kind. One based on the PWD outlook is that they should be pakka buildings with cement floors and CGI roofs in order to avoid the expense of maintaining them. The other is that it is perfectly possible to put up good buildings in the local style and that if they are properly built, they will last for a reasonable time

and will not involve too great an expense on maintenance. The great advantage of having local-style schools is that they grow out of the landscape and are not alien to it. They do not have the psychological result of making the children feel superior to their own families and villages. With a real simplicity in equipment—a mat to sit on and a low desk in the traditional Indian style—the children study in school in the same manner as they live at home. If the teacher, instead of sitting above his pupils on a high chair and dominating them from a high table sits with them on the ground as the old Indian gurus sat with their pupils, the sense of distinction between the teacher and the taught is avoided. Another advantage is that the school building can be made a model building which may by example improve the condition of housing in the entire village. If the school is built of materials not obtainable locally it is regarded as a Government building and few people are inclined to copy it. If it is made in the familiar local style, but with a better tiled or thatched roof, with walls of bamboo more carefully woven or of mud more carefully plastered, well ventilated and perhaps with carved doors made by local craftsmen. it can certainly inspire the local people to improve their homes. Where the walls are made of mud they can be carefully washed with red or white clay. The children themselves can make designs in clay on the walls or paint them with local materials.

This is being done for official buildings in the Narsampet Block and the result is startlingly successful. Another excellent example is the Umari Nursery School in the Tamia Block. It will be indeed a positive advantage if some maintenance has to be provided by the villagers for a school building and compound, for this will help them to feel that the school really belongs to them and is not something imposed by Government. From time to time the men can

repair the roof, the women can wash the floor with cow-dung and the walls with white or red clay and they can help the children to decorate them in traditional style. The entire village should join together to make a school a success.

The present tendency to put up school buildings with cement walls and floors and CGI sheet roofing designed on a type-plan prepared in some distant town has had deplorable effects in certain areas. Particularly in Orissa the school buildings are not only hideous but far too small, as is inevitable when the size of a building is dependent on the cost. If instead of putting up these ugly and peculiar buildings we could be content with substantial houses in the local styles with local materials, they could be made much bigger at the same expense. In some States owing to the fact that the buildings have to be so small, there are often three or four classes being taught by more than one teacher in one room at the same time.

Another matter against which it is essential to protest is the universal tendency to judge the progress of education by statistics. School-teachers and their Inspectors almost invariably praise or blame a school according to the size of the enrolment and the average attendance. They forget that even if there are only ten boys in a school one of them may be a future President of India. Teachers are far too concerned (often as much for their own reputation as for the children's good) in forcing boys and girls to go to school to swell the numbers with the result that a conflict arises with the parents who are thereafter less inclined to co-operate with the development programme in other fields and the children themselves do not attend regularly. The same tendency leads to the enormous wastage which is noticeable in most of the tribal areas. Children who have been forced against their own will and that of their parents to go to school

drop-out as soon as they can find a reasonable excuse. It would be better to let education grow naturally, without forcing the pace and without any kind of compulsion.

We feel there should be great caution in starting compulsory education in the tribal areas. It was recently introduced in the Tamia Multipurpose Block and forty-five matriculate teachers with no knowledge of the local language and no orientation to tribal life suddenly arrived and began their work. How can education forced upon at least partly unwilling people be successful under these circumstances ?

Compulsory education must, of course, come in the end. But so far as the tribal areas are concerned, we agree that it should be delayed until it can be done properly. For this we must first have a sufficient number of either teachers recruited locally or experienced and well-qualified teachers who are completely familiar with the local language. It is equally necessary to have Inspectors oriented to the tribal outlook and way of doing things. We should then ensure that there are text-books in the tribal languages for the lower classes and books for the more advanced classes specially prepared with reference to tribal needs. Perhaps more important than anything else is that, before compulsory education is brought to these areas, an educational policy suitable for them which will be implemented at every stage and by every organization which is dealing with the subject should be, properly worked out. At present there is a great deal of confusion, for often several different agencies are conducting school in the same area. In one village there may be a school which is teaching the philosophy of Bhoodan. In the next a missionary school may be teaching the exact opposite. In a third there is a school managed by the Tribal Welfare Department; in a fourth the school is run

by the Block Officials; in yet another village a school is looked after by the District Council or some similar organization. Surely the control of such a vitally important matter as education should be entrusted to the experts and not to miscellaneous official or private agencies. There should be one policy, implemented by the State Education Department.

It should be impossible to make a school a real function of tribal life. Beginning with the architecture of the building and the type of furniture, there are many ways whereby school, teachers and children can contribute to the life of a village.

School holidays should be adapted to the local festivals and no child who absents himself for a wedding or funeral should ever be rebuked. It must be remembered that there is a full rich life in the village which is not planned on the stereotyped schedules of the Education Department and it would be wise not to bring the two into conflict. It is also important that the holidays should be spaced out so as to allow part of the boys' time being spent in the school field (about 1/4th) and the rest at home, where they can help in the family cultivation. In Bastar, holidays are not given in the hot weather but at the time of harvest, sowing and weeding.

Wherever there are local tribal institutions which in their own way have always provided some sort of education to the village children, they should be used if possible and on no account should the school and the local educational institution become rivals. The Ghotuls of Bastar, the Naga Morungs, the Garo Nokpantes, the Adi Moshups, the Uraon Dhumkurias have for centuries been providing a simple basic education. They are the centres of community services for the boys in them provide a sort of labour force which can be called on by villagers who need help and they may go as a

body to repair the home of some old widow or to rebuild a house that has fallen down. They have their functions at weddings and funerals and they often provide certain services to visiting officials. They learn self-reliance, co-operation among themselves and the service of the larger community. Since there is a rule that these institutions must be kept clean and that younger boys must see to this, they also receive education in cleanliness. Some of them at certain festivals go on what would be called hiking trips, dancing from village to village. These institutions are also centres of tribal art-dancing, singing, wood-carving and the elder people sometimes come to teach the younger useful crafts like basketry and mat-making.

It is most important that these valuable institutions should not fall into decay as a result of the introduction of ordinary education. Unhappily it is reported from a number of places that this is what is happening. For example Dr. B. S. Guha reports from the Uraon districts in Bihar that :

'The Dhumkuria system, which had a recognised place in the tribal life, as the centre of festivities and amusement, where young unmarried boys and girls used to mix freely, has suffered a set-back due to its being frowned upon as an institution of questionable morals both by the Christian church and Hindu leaders. Fortunately, there are signs of its revival now and the efforts of Shri Julius Tigga may be commended in this connection. The place and importance of amusements in tribal life such as folk-dancing and music is very high. It not only gives them a balanced view of life but acts as an outlet for the surplus energy and vitality of the people. No alien moral ideology should interfere in suppressing this healthy institution.

In some parts of NEFA a sort of conflict has arisen between the school-boys and the

dormitory-boys. In the Naga Hills school-boys who have changed their religion are not permitted to attend the Morungs. In the Dambuk Aga Block it was said that the Garo Nokpantes were disappearing in the neighbourhood of its Headquarters at Baghmara. From the Narayanpur Block, it is reported that with the opening of schools, the boys are deserting the Ghotuls. Every effort should be made to check this tendency and to encourage these institutions and work through them as is being done in Bastar. This has often been recommended and some such policy was accepted at the recent Seminars in Ranchi and Pachmarhi, but few officials seem to have taken the matter very seriously.

An important reason why the schools do not fulfil their real function in tribal society is the astonishing indifference on the part of educationist to the local languages. The Estimates Committee of the Ministry of Home Affairs noted in their report for 1958-59 that :

'The policy of the Government of India is to encourage the tribal dialects as it is desirable that instruction in the primary schools should be imparted to the Adivasis in their own mother tongue as far as possible. But one of the greatest hurdles in teaching the Adivasis in their own language is the absence of a script of their own and consequent absence of primers and text-books. The State Governments in such cases have, therefore been encouraging either the Devanagari script or the regional script. The Committee suggest that the teaching of Hindi be encouraged after the primary stage in tribal areas and the task of preparing text-books in tribal languages in Devanagari script be tackled vigorously in the States concerned where the Adivasis have no script of their own.

Yet only in a few States text-books have been prepared. Long ago under the inspiration of a distinguished anthropologist a few Gondi

text-books were produced in the Adilabad Multipurpose Block area. There are text-books in the local languages in all the autonomous Districts of Assam (except Mikir Hills) and here the local language is used as a medium of instruction almost every where, for the teachers are all local tribal people. But in other places the situation is rather disappointing. In the Narayanpur Block in Bastar, although it is reported that 80 per cent of the teachers are local tribes men. It is at the same time stated that gondi is nowhere the medium of instruction and there are no text-books in this language. In Narsampet it is reported that twenty Koya teachers are to be trained but this plan remains in the future. The preparation of text-books in the local language with illustrations which will be familiar to the children and adapted to the local background, should be given high priority every where.

The class-rooms are often very drab. There are usually either no pictures at all or else, just a few posters issued by the Ministry of Community development which, though doubtless admirable for other parts of India, are often unintelligible here, for they show people and scenes which are unfamiliar to the tribal children. There is one poster about cleanliness widely distributed in the tribal areas, which shows a bearded punjabi gentleman smoking a hookah with the caption that it is unhealthy to pass it on to someone else. Pictures of horses, ships or the sea, to take another example, which illustrate posters and text-books in areas where the people have never seen these things, are also unsuitable. Here is an enormous scope for artists and photographers to prepare suitable pictures of local scenes and subjects which will decorate the schools and make them more familiar. Where there is a tradition of wood-carving, the pillars of a school might will be carved and doors too, might very well be carved where this art is known.

It is important to develop the children's pride in their own history and their own leaders. In the Aheri Block in Chanda, for example, where Gond kings ruled for centuries and where there is an imposing fort and many tombs of the old rulers, there is not in any school the slightest attempt to remind the children of their not undistinguished history. There are pictures of other parts of India, but not a single picture of the Chanda fort. There is a special device of the Gond kings which might certainly be introduced as a decorative element in architecture and reproduced on the covers of books and as a design-motif in weaving.

In some schools there is little attempt to integrate the people psychologically with India as a whole. One of the great dangers of the development of the tribal areas is that of creating a separatist mentality. It has been found that this xenophobic attitude does not generally arise in areas which have been left alone. It comes up in places which are visited by large numbers of outsiders and, unless the growing consciousness of the people is carefully guided, there may be political movements of a separatist character in the future. Every school should have really attractive pictures of the national leaders, and we would specially commend a charming coloured picture of Pandit Nehru and Mahatama Gandhi sitting and laughing together. All too often where there are such pictures, the national leaders are made to appear grim and inhuman with expressions hardly likely to appeal to the happy laughter-loving tribal people.

Many school-teachers throughout the country seem to feel it their duty to change the dress, ornaments, style of hair and general appearance of a child directly he joins a school. This has the unfortunate effect not only of destroying something which is often attractive

but of creating two classes in the village-boys and girls who have gone to school and boys and girls who have not. This is most undesirable and emphatic directives should be issued by all States Education Departments that, while the children are of course free to dress and decorate themselves in any way they like, no pressure should ever be put on them to change their own style and in fact they should be encouraged to retain all that is good in it. In some places prizes have been awarded on special occasions for the boy or girl who is best dressed and decorated in traditional style. With the very general decline of weaving it is difficult to introduce a hand-woven blazer with traditional designs as has been done in NEFA. But this idea might be explored and adopted where it is possible.

Basic Schools

On the face of it, basic education seems to be the ideal method for the tribal people, especially for those in the remoter areas though it will, of course, have to be considerably adapted to local needs; only in very few areas, for example, old spinning be adopted as a basis craft: and the difficulty of obtaining instructors for other crafts in sufficient numbers makes agriculture the only feasible basis for instruction.

There is, however, a certain difficulty. The criticism has been made by the more advanced tribal people that basic education is a deliberate attempt to keep them backward. They ask how many high officials or politicians in their State send their own children to Basic Schools. They point out with considerable force that practically all of them send them to schools where they get a good English education. There is a common pun that a Basic School is a Basik School where you don't learn any thing. Even the children criticize the agricultural programme

in relation to their school by pointing out that they themselves and their parents know a great deal more about agriculture than their teachers. So deeply entrenched is the belief that a school is a place where you learn to read and write and in fact is a place where you are freed from the burden of labour in the fields, that it may be difficult to build up basic education on agriculture in the tribal areas. This does not mean it should not be tried but it can hardly be said to have succeeded in other parts of India, and some of the educated tribal people feel that they are being used as guinea-pigs in an experiment which has failed elsewhere. In spite of this we feel that an attempt should be made to introduce a carefully-adapted form of basic education with a special syllabus, such as has been done in Bastar and NEFA.

We are not concerned with the question whether these criticisms are right or not, whether basic education has succeeded or failed, we are simply giving the tribal point of view which we have found in many of the Blocks we visited.

But at the same time it will be essential to have a number of schools where a first-class modern education can be provided.

Clothes are often given free to the children in schools and these are not always of the most appropriate kind. It is better not to give white clothes, for they so soon begin to look shabby and dirty. In some of the Orissa schools uniforms of an attractive green colour have been given. Similarly girls should not be dressed up in frocks of the western style, but there should be some attempt to dress them at least in Indian fashion if there is no suitable tribal dress available.

It is important to maintain the spirit of self-reliance in the schools. There is a danger that we may make education too cheap; in the

desire to attract boys and girls to school everything is given free. This has not been a tradition in the past. In the Khasi hills, for example, there are hundreds of schools maintained by public subscription; every Christian woman puts aside a handful of rice whenever she cooks a meal. This is then collected and sold and the proceeds used for paying the teachers or feeding the children. In the Buddhist areas, where there are hostels attached to temples as in the Khampti area of Lohit, each house in the village contributes food regularly to feed the boys. In many missionary boarding schools the boys support themselves and do all their own work.

Schools with Agricultural and Forestry Bias

It has been urged that all primary schools in tribal areas should be based on agriculture and forestry. At least two days in the week should be set apart for practical training in these subjects. Every school should have at least half an acre of land for practical work, and this land should not be used for gardening but for the growing of the common crops of the area. No hired labour should be engaged. There should also be an attempt to relate the programme to basic forestry.

It has been suggested at a high level that we should not at this stage at least open too many secondary schools in the tribal areas, for they tend to produce large numbers of boys and girls whose only desire is to get away from their villages and obtain clerical jobs in towns, we do however need a few really first-class secondary schools as we have already said, to train up the brightest boys and girls to be the leaders of the future. Other secondary schools should aim at agriculture and vocational training; they should aim at turning out proficient technicians and not merely boys who have some smattering of agriculture or of trade. These boys and girls,

when they leave the secondary school should be capable of earning a fairly good living by working at the trade they have been taught. It has been pointed out that for the next fifteen or twenty years at least the welfare of the tribal will depend entirely on agriculture and it would be wise to concentrate on this subject rather than on general education. Under agriculture, of course would be included such veterinary knowledge as is necessary for the cultivator- the proper protection of cattle selective breeding timely inoculation and so on.

Orchards

The Orissa Government is making orchards of fruit-trees in the compounds of all their schools, the idea being to have about fifty trees attached to every school. This is a most admirable idea and we recommend that it should be followed with enthusiasm throughout the country.

Libraries

Some minor points may be suggested. Though we should not waste money on libraries in villages where everyone is illiterate, more attention should be paid to secondary school libraries which should not consist only of publications supplied free by the Ministry of Community Development. Indeed it will be hard to imagine a more unfortunate method of creating the habit of reading than to provide boys with literature of this kind. There should be books of adventure children's stories' books about animals and birds, books about other countries- simple well-illustrated books that will catch the eye and attract the attention of the child. This will be expensive, but if we are to have education at all in the tribal areas, it ought to be expensive.

Literature should not only be for the young, but also for neo-literates, where possible in their own language,

Scholarships

The machinery for the award of scholarships has frequently been criticised. We suggest that:

- (a) scholarships should be sufficient to cover all expenses while at school and college, and not merely part of those expenses. Most tribal boys have no private resources;
- (b) such scholarships should be available to a boy at least a fortnight before he actually joins the school or college, so that he may have the funds to join;
- (c) at present the quantum of the scholarship in college particularly is very inadequate, and payment is usually made after 8 or 9 months' delay. The result is that usually only those tribals who have private resources and who do not, therefore, really need scholarships, can afford to go to college;
- (d) for the next five years at least all tribal boys and girls who wish to go forward with their education should be given opportunities to do so provided they pass the necessary examination, irrespective of the marks they may obtain. Every attempt, however, should be made to persuade boys and girls to take up technical rather than arts subjects, for otherwise we may well produce a large number of unemployable matriculates or Graduates who will suffer distress and frustration later on.

In the schools also there is considerable delay in receipt of the scholarships but here it is possible for the local authorities to make arran-

gements for loans etc. to tide over the lean period before governmental assistance becomes available. Unfortunately all local authorities do not render such assistance. We do not blame them, because a fairly heavy financial expenditure is involved. In one case, a person had practically to stand surety for a loan of several thousand rupees so that a Vanwasi Sewa Mandal school could continue to function until its grant was received.

Art

The teaching of art is greatly neglected. In some ways this is perhaps fortunate. for the low level, art teachers, who would normally be available, can do much more harm than good, and it has been found in India itself as well as in other countries that the stiff and formal drawing and painting instruction commonly given has deplorable results. On the other hand, plenty of raw materials are provided, such as drawing-paper and paints or crayons, the development of free drawing and painting among tribal children has immense possibilities. This has proved successful in Africa and Australia and in recent painting competitions in NEFA, where the teachers were asked not to interfere in any way but to give their pupils full scope for their imagination. The children were given a number of subjects such as agriculture, dancing, religion, hunting or village life and asked to illustrate them in any way they liked. The results were often first-class.

Pets

An experiment, which has been tried in Tripura, is to encourage the children to keep pets in their schools. There may be only two or three birds or animals, but the task of looking after them does create some sense of the need for the preservation and a love of animals. Since

wild life in the tribal areas of India is in danger of being exterminated, this is a matter of importance.

Little Plays

Some of the tribes have a remarkable facility for producing completely informal little dramas or one-act plays, as we may call them. They always represent something familiar to them—sometimes they show an oppressive official demanding free food and being rebuffed; sometimes they represent a quarrel over land; there may be hunting scene or a parody of a wedding ceremony; the essential thing about such dramas is that they are not and never should be written down. The dialogue is always spontaneous and, because of this, is fresh and exciting.

Talks by Officials

More attention should be given by touring officers of all Departments to visiting schools and giving talks on their own subjects. It is still all too common for a visitor to confine himself to asking the children 'What are you going to be?' and in some schools a regular technique has now been evolved whereby, before the arrival of a visitor, the children decide what they are going to say, allotting ambitions to each other in due proportion with a view to pleasing him. If agriculturists, doctors, forest officers and others on tour could give talks according to a regular plan, it would considerably assist them in their own propaganda work. This is **already being** done in some places, but it is **generally too** haphazard, and insufficient attention is paid to it. It should be recognized that the entire administration in a tribal area is engaged in one great task of education. Education, in fact is far too important to be left to the educationists; a school should be the concern of everyone.

Ashram Schools

In areas where villages are small and widely separated from one another, there is scope for transforming some of the schools into inter-village schools or Ashram schools. Ashram schools, however, should not be of a puritanic type and the children should not be over-strained by being asked to get up very early in the morning for prayers and so on. Tribal children, indeed all children, must be thoroughly happy in their schools if they are to do them good. Sometimes the hours are too long, even in day-schools, for tribal children, most of whom have to work very hard when they are at home.

It is of great importance that the crafts introduced in the Ashram schools should be those which the boys and girls are likely to carry on in later life and which will be of real economic value to them. In many of the schools spinning and weaving is adopted as an important craft. Unhappily there are many tribal areas where weaving is taboo and though this may gradually be broken down, it is unlikely that it will succeed to any great extent. Moreover, is there any point in turning out boys by the hundred to be professional weavers? There is no point at all introducing spinning in Ashram schools in areas where cotton is not grown. A boy may spend several years becoming an expert spinner but he is almost certain (as even the teachers and managers of these schools whom we interviewed admitted) to abandon this craft once he has left the school. The universally valuable industries for the Ashram schools are agriculture, horticulture and vegetable and flower gardening. About these there can be no dispute, but if this is to be of any real use it is essential to have teachers who are well trained in these subjects. Otherwise, the boys will say, as they have said so often in the past, that they can learn better from their own parents than from teachers who, being

so often town-bread, really know nothing about agriculture.

Another important point which arises in some areas is the question of caste. As the tribal people come more and more into contact with the outside world they tend to take from our society its bad rather than its good points and to adopt the very things which India as a whole is eliminating from its life. There is an increasing emphasis on caste distinctions. In Orissa particularly, whereas ten years ago you would never hear a tribal speak of himself as an Adivasi or of a Dom as a Harijan, today these expressions are all too often used. In nearly all the otherwise admirable Ashram schools in this State the parents of the tribal boys refuse to send them as boarders if Harijans are admitted. At present this seems to have been accepted and there are quite a number of schools where there are only tribal boys in the hostels and if Harijans boys are to go to school it must be as day-scholars. This is a rather serious matter and needs very careful consideration.

Another policy which may well be questioned is that of having residential Ashram schools in the actual villages from which the boys are enrolled. It is a question whether it is a good thing to take boy away from their homes and keep them twenty-four hours in a school which is actually in their own village, for it is very expensive and creates a drastic distinction between school and home. It is another matter where there is no school for a long distance and the boys have to go as boarders. It is another things too when there is a school of a very special kind to which boys intended to be future administrators and technicians will be sent. It is argued that it is only by taking the boys away from their homes that they will learn better habits and ways of cleanliness. If this is true, it condemns the vast majority of tribal, indeed of all

village children, to an insanitary way of life. Surely, it would be equally true (and indeed this has been proved in many cases) that a boy who learns lesson of discipline and cleanliness at school takes it back and improves his own home.

There is a further danger in this type of school. It creates snob-values, separates the school-boys from the other boys in a village and will undoubtedly make it more likely that when they grow up they will want to go away from their villages and home; there is a danger that it may make them soft. Moreover, It will obviously be impossible to spread this type of education throughout the country, for it is far too expensive.

Many parents do not like these schools and complain that they teach their sons to look down on them and to treat their elders with disrespect.

A special problem arising in many of the hostels maintained by private agencies concerns the food of the boys and girls. In a great many cases the voluntary workers who manage these institutions are themselves vegetarians and we must recognize and respect their convictions. It is doubtful, however, whether it is wise to insist on vegetarianism for boys and girls whose own traditional practice it to eat meat and fish. They are likely to revert to this diet after leaving school and when they do so they may

suffer from a subconscious sense of guilt and feel that they have betrayed the high ideals taught them by their instructors. Some of them may become lifelong vegetarians.

We feel that it is not even desirable that the tribals should be deprived of a very important aspects of their diet. The Community Development Programme gives a fairly high place to the improvement of poultry, goats, pigs and other livestock and it seems rather inconsistent that on one side the tribals should be encouraged to breed these animals, either for personal use or for sale, and on the other should be taught that to eat them is wrong.

Conclusion

A carefully worked-out programmed of tribal education, adjusted in some such way as we have suggested in this chapter, would be a great adventure. Original if not unique, and might do much to save the younger tribals from the frustration and disappointments that have been experienced by the preceding generation, while on the one hand we will ultimately have well trained tribal officers to develop their own areas, a process which is bound to continue for many years to come, we will have on the other a contented and enlightened peasantry who will not be ashamed to work with their hands and who will see in the farmer's life one of the ideal professions.

ANNEXURE - V(3)
EXCERPTS FROM THE REPORT
OF THE SCHEDULED AREAS AND SCHEDULED TRIBES
COMMISSION-VOL-I, 1960-61-U. N. DHEBAR

EDUCATIONAL DEVELOPMENT

The country is growing more and more education-conscious. This is reflected among the tribals, and the State Governments are increasingly becoming aware of their duty to them. The Prime Minister has recently approached the question, not only from the standpoint of intellectual training and equipment, but from that equality of opportunity. In the case of the Scheduled Tribes we have to face problems both of equipment and equality of opportunity. The commission, therefore, places the greatest emphasis upon the aspect of development.

Tribes Education-Part of States Responsibility

18.2 Education is primarily the responsibility of the State Governments. This is a salutary provision. One of the aims of education in India is to promote integration in all fields. Had there been division of responsibility, it would have led to a psychological division in the minds of the tribal children. Education, in that event would have been regarded as something to be developed through the State for non-tribal children and through the Centre for the tribals. This would have promoted a wrong idea that they were the Centre beneficiaries and were separated from the general bulk of the children in the State.

Centre's Role

18.3 The Union Government's responsibility is co-ordination facilities and determination of standards in respect of higher education, research, scientific and technical education. We had the benefit of discussing this subject with the representatives of the Union Ministry of Education. That Ministry, while it accepted its responsibility for the education of tribal children, explained that it had so far left the matter to the Ministry of Home Affairs which was chiefly concerned with tribal problems. It was stated to us that the Ministry of Home Affairs and the Ministry of Education had not had any occasion to discuss the question of a proper system of education for tribal children. This is hardly understandable. The education of tribal children is and should be the concern of the Ministry of Education to the same extent as the education of the children of the non-tribal. The Ministry of Home Affairs should, of course, be associated at the thinking level. We would recommend a Board or Committee to be established to study this question and formulate procedures that would ensure smooth and efficient functioning. We understand that recently a Co-ordinating Committee has been appointed. Our suggestion, however, goes beyond the limits of administrative problems. It touches the question of fundamental policies and curriculum, as well.

18.4. The representatives of the Ministry of education made the following points about the system of education in the tribal areas :-

- (i) For many a decade to come India will continue to be a land of villages with mainly agricultural economy as its principal source of livelihood.
- (ii) There has been a continuous drain of vitality and intellect from the villages to the urban areas. The general interest of the country demands that this drain be arrested and the only way to do this is to Provide social amenities and employment opportunities to the villagers in their own surroundings and satisfy their aspirations for progress and development.
- (iii) It was a tragedy that the basic education was first started in the villages. Basic education satisfies all the tests and requirements of a sound system of education under Indian conditions. It is not a discriminatory system.
- (iv) In the United States, the Federal Government had to intervene when they found that the intellectuals and people with some creative ability or initiative in them were leaving the villages for the urban areas. They tried to arrest this flow by establishing schools and colleges orientated to cater to the needs of the land-based section of society and at the same time trying to satisfy their other requirements.
- (v) The Ministry of Education was trying to ensure that ordinary schools attain the standards of basic schools, but they had to follow the policy of gradualness until they could train a sufficient number of teachers, and secure the necessary equipment.
- (vi) Basic education should not stop at the primary level. It must go even beyond the secondary stage and have collegiate courses. The Ministry of Education thought in terms of the expansion of post-basic schools and rural institutes which would satisfy this need.
- (vii) The system of basic and post-basic education together with rural institutes is an appropriate system to be introduced in the tribal areas.

18.5 We were glad to observe this faith in the representatives the Ministry of Education. We appreciate the handicaps under which they are working. These handicaps ensue partly from the confusion that prevails about the social order for which we are preparing our young men and young women and partly from the paucity of resources available to the Union and the State Governments. There are a few other difficulties to which we shall refer hereafter. Before however we enter into the question of difficulties. We will give below a factual account of what has been achieved on the educational front.

ANNEXURE - V (4)
EXCERPTS FROM THE REPORT OF
THE EDUCATION COMMISSION
1964- 65

EDUCATION OF SCHEDULED TRIBES

6.59 The Problem. It is necessary to pay special attention to the education of children from the backward classes which include the Scheduled Castes, the Scheduled Tribes, denotified communities and a few nomadic and semi-nomadic groups.

- (1) In so far as the Scheduled Castes are concerned, the problem has become a little easier because of the diminution in the rigour of untouchability. For its early solution, however, we recommend that the existing programmes for the education of the Scheduled Castes should continue and be expanded.
- (2) With regard to the last category, it may be stated that there are several nomadic and semi-nomadic groups in the country whose educational needs have been hitherto neglected almost completely. It will not be easy to provide educational facilities for such groups. To the extent possible, such groups have to be assisted in developing more settled ways of living. This calls for a degree of fundamental reorganization in their economy and their way of life and, therefore, for close study of their problems with a view to evolving solutions which will meet their needs and secure their co-operation. While such a process of

change would only be carried out over several years, efforts have to be made to provide marketing credit, health and educational facilities in a mobile form wherever there are sizable nomadic groups similar facilities are required for communities which migrate from their homes for several months in the year.

- (3) The problem of denotified communities is small in magnitude, but extremely difficult. Patient work over years is needed. Provision of hostels where the children from these communities can live and grow up in a proper atmosphere is probably the best solution in the long run.

In this section, we shall deal mainly with the education of the Scheduled Tribes which, in our opinion, deserve special emphasis.

6.60. Tribal people generally live in forest areas which are difficult of access and where conditions of life can be very trying. Some of them live in small concentrations in the midst of a non-tribal population; but the larger proportion of tribal people live in areas which are predominantly inhabited by the tribals themselves. Examples of these are groups of districts in Madhya Pradesh, Bihar, Orissa, the hill districts of Assam and other areas in the North-Eastern region.

6.61 The problem is comparatively simple in the former case where the tribals live

in 'small pockets' or they are mixed up as it were with the rest of the population and constitute a smaller part. In such cases, special attention will have to be paid to the needs of the tribals to ensure that they receive a fair share of the benefits of educational development. But the situation becomes uniquely challenging in the predominantly tribal areas because here is presented an ideal opportunity for an integrated development to which we referred earlier. In all these areas, three tasks stand out above all others. These are, firstly, development of communications; secondly, transformation of the present system of shifting cultivation into a developing agricultural economy, including care of forests, improved systems of shifting cultivation, settled cultivation and pasture; and thirdly development of a system of education related to the scheme of economic and social development and responsive to the cultural and economic needs of the people.

6.62 The problems of education among the tribals have received a good deal of attention in recent years. They were examined in detail by the Commission on Scheduled Areas and Scheduled Tribes under the chairmanship of Shri U.N.Dhebar. They were also discussed in two seminars organized by the Planning Commission in New Delhi and by the NCERT at Udaipur. We broadly agree with their recommendations.

6.63 Present Position : The latest available statistics for the education of the Scheduled Tribes are for 1960-61 and have been summarized in Table 6.16. The principal object of the table is to compare the education of the Scheduled Tribes with that of the general population of the State. For instance, if the proportion of the Scheduled Tribes population in Madhya Pradesh is 20.6 per cent, and if their educational progress were the same as that of

the general population, we should expect that the percentage of enrolment would also be the same. But this is never the case. In some cases (e.g., primary education in Assam), the enrolment of tribal children is greater than that of the general population, showing thereby that the tribals are a little more educationally advanced than the average citizen. On the other hand, the percentage of their enrolment is very much lower in most areas and shows the extent of their educational backwardness.

It will be seen from Table 6.16 that the education of tribals is relatively better developed at the lower primary stage only in some States, e.g., Assam, Gujarat or Maharashtra. Even at this stage, the position is far from happy in States like Madhya Pradesh or Rajasthan. There is a sudden drop in enrolments after the lower primary stage in all parts of the country. This shows that the wastage among the tribals is much greater than in the population as a whole. The principal weakness in tribal education is really in the age-group 11-17 or higher primary and lower secondary education where the programme of scholarships and other assistance is not adequately developed. This is where talent is either eliminated or remains underdeveloped and, in our opinion, it is this area to which greater attention will have to be paid in the future. There is a slight improvement of enrolments in higher education because of the Central programme of scholarships. Vocational education is obviously more popular with the tribal students everywhere. The tribals have a natural aptitude for such practical programmes and these deserve every encouragement.

6.64 Primary Education : Intensive efforts will have to be made among the tribal people to provide five-years effective education for all children by 1975-76. This will need an intensive programme of parental education.

TABLE 6.16 EDUCATION AMONG THE SCHEDULED TRIBES (1961)

State	Percentage of Scheduled Tribes population to total population of the State	Percentage of enrolment of Scheduled Tribes to total enrolment					
		Lower Primary	Higher Primary	Seco-ndary	Higher Education	Vocational and Professional Education	Grand total
Andhra Pradesh	3.7	2.3	0.7	0.6	0.4	1.8	1.9
Assam	17.4	24.0	16.2	9.3	9.8	32.9	20.9
Bihar	9.1	8.7	7.4	3.7	2.4	7.1	7.6
Jammu & Kashmir	..	..	..	..	..	..	..
Kerala	1.2	0.5	0.4	0.2	..	0.1	..
Madhya Pradesh	20.6	12.3	6.5	2.2	2.2	5.0	9.0
Madras	0.7	0.5	0.1	0.2	0.8	0.3	0.4
Maharashtra	6.1	6.6	0.1	1.0	0.6	2.6	3.4
Mysore	0.1	0.7	0.2	0.2	0.1	0.4	0.6
Orissa	..	..	..	..	..	..	..
Punjab	0.1	0.1	0.1	0.1	0.2	0.3	0.1
Rajasthan	11.5	2.3	0.9	0.6	0.5	4.5	1.9
Uttar Pradesh	..	..	..	..	..	..	..
West Bengal	5.9	3.5	3.2	1.4	0.3	8.5	3.4

Source Ministry of Education, form A. Data for Orissa were not available. Population of Scheduled Tribes in Jammu and Kashmir and Uttar Pradesh was negligible.

Special encouragement should be given to the education of girls and this will not be difficult because women have a good status in tribal life. The teachers should be invariably conversant with the tribal languages. The medium of education in the first two years of the school should be the tribal language and books should be specially prepared in these languages (using the script of the regional language) for use at this stage. During this period, the children should be given oral instruction in the regional language and their familiarity and command over it should be improved. By the third year, the regional language should be the medium of education. There will be no difficulty in this because the children will already have learnt the script and become familiar with the language.

6.65 It is necessary to improve the provision of educational facilities which are often very meagre. In very sparsely populated areas, Ashram Schools will have to be established in large numbers. To attract children to schools and to hold them, the working and programmes of the schools should be made to harmonize with the environment. Vacations and holidays should coincide with agricultural and forest operations and social festivities. The school hours should be fixed to suit the work, the children are required to do for their families. These measures are needed for the rural population as a whole. But they are of special significance for tribal education. Moreover, the introduction of work experience and an emphasis on art education would attract the tribal

children as would the teaching of folk songs, stories and riddles which are so popular with the tribals. Tribal games and archery as well as tribal music and dances should be introduced as extra-curricular activities.

6.66 *Secondary Education* : Far greater attention will have to be paid, as stated earlier, to the development of higher primary and secondary education among the tribals. For this a programme of hostels is very essential. Brighter children should be picked up at the lower primary stage and admitted to hostels. Careful arrangements should also be made for giving personal guidance and some extra tuition to these children so that they will be able to perform better in comparison with the non-tribal students. The additional expenditure on such extra tuition will be small; but it will greatly enhance the effectiveness of the large expenditure on hostels which we incur at present. The scheme of Ashram Schools is very good from this point of view. It should be developed as largely as possible.

6.67 Tribal children find difficulties in getting admission to good higher primary or secondary schools. The Education Department would have to make special efforts to secure such admission and, if necessary, offer some inducements to the schools for this purpose. Where admission to such schools requires a better preparation on the part of the students, special measures should be taken to provide this coaching to tribal students and to bring them up to the required standard. As stated earlier, tribals are fond of vocational courses. Special efforts should, therefore, be made to place them in good vocational schools, the junior technical schools, the industrial training institutes, polytechnics, etc. Special vocational schools should be also be organized for the grown-up children who leave school at the end of the lower primary stage.

6.68 *Higher Education* : It is necessary to streamline the administration of the scholarships programme instituted by the Government of India. In this context, we make the following recommendations;

- (1) The administration of scholarships and other aids needs to be decentralized a great deal. Heads of institutions should be authorized to grant scholarships, along with admission, on their own authority. For this purpose, the necessary amount should be placed at their disposal well in advance of the academic year. This could be done on the basis of the previous year's expenditure with a margin for increase.
- (2) The scope of the programme should be expanded to include, not only the provision of funds but also the provision of such additional coaching facilities as may be required, watching of progress, planning ahead of careers and ensuring placement in appropriate institutions, or in other words to provide for a personal followup. The staff necessary for this purpose should be made available.
- (3) The scope of scholarships should cover all courses available to secondary school leavers; and special preference should be given to vocational and technical courses, including those at industrial training institutes.

6.69 *General*. The basic issue in the development of tribal life and education is the provision of leadership of the right type. For the next few years at any rate, this leadership will have to come from the non-tribal people-officials and non-officials- but the ultimate solution of the problem requires the development of a proper leadership among the tribals themself-

ves. Our attempt in this field should therefore, be directed to both these objectives.

6.70 There are not many non-tribal persons who want to live and work among the tribals. But a few individuals and institutions are devoted to this cause. They should be encouraged and provided with necessary funds so that they could recruit and train batches of young persons who would be willing to adopt the service of the tribals as their mission in life. Among the officials the main difficulty is that of continuous transfers. No officer remains long enough in the tribal areas to understand their problems and to be able to identify himself with the tribal interests. Many of them are not even aware of the tribal language. In several tribal areas we found a lack of rapport between the officials and the tribal people which probably was a major reason for the inadequate implementation of developmental schemes. To overcome this difficulty, it is necessary to have sub-cadres amongst officers in all departments. The persons in these sub-cadres will be selected for their competence and aptitude for work among the tribals. Once an officer is recruited to this cadre, his work should be watched for an year or two in the first instance and if it is found satisfactory, he should be retained in it for a period of 10 to 15 years at least and posted to work with the tribals. There should be special allowances or privileges to go with the cadre which should be attractive enough for the better type of officers to compete for admission to it. Such special cadres are very necessary for teachers.

6.71. To develop leadership among the tribal people themselves, some unorthodox approaches are necessary. It is but natural that young tribals who have received secondary or higher education should go out of their areas in search of employment. The work among the

tribal areas would, therefore, have to be done, for some years to come, by tribals who have received comparatively less formal education but whose identification with their people would be deeper and greater. It is necessary to pick up such young persons, give them training through specially organized courses and use them as our workers for tribal uplift. In doing so, several of the formal rules of recruitment will have to be set aside. But probably this is the only way in which some tangible progress can be made in the immediate future.

6.72 Different tribal people are at varying stages of economic and cultural development. There is much difference in the skills they have attained and in the technology they employ. Therefore, in predominantly tribal areas, each group and the area in which it lives, should be studied closely, and appropriate patterns of development worked out in close co-operation with the people. It is in terms of such a design of development that educational programmes, institutions and priorities should be proposed. A uniform approach as between different tribal areas applied in a mechanical manner, will not secure the purpose in view.

6.73 To be able to do justice to the tasks and problems of tribal education, it is important that the Ministry of Education at the Centre and the Departments of Education in those States which have sizable tribal populations, should be equipped with special sections or units whose task it would be to study the needs of the tribal people and assist in developing educational systems best calculated to promote their welfare and development. These section or units should work in close collaboration with other Ministries or Departments involved in the programme. Aspects of tribal education which might call for special attention will vary from area to area and no pains should be spared in

understanding the problems which arise in different contexts.

6.74 There is very great dearth of statistical information regarding the spread of education among the tribal people. It is necessary to collect this data and we welcome the introduction of the new forms designed for this purpose by the Ministry of Education. In addition, it is necessary to carry out special investigations regarding important aspects of the spread of education amongst the tribals and their effect. A continuous programme of research and evaluation has to be developed for this purpose. Al-

though the tribal research institutes have a special role to play in this. It would be desirable to involve the universities also. We recommend that the UGC should set aside a fund for such research to be conducted through selected universities and special institutions.

6.75 The education of the backward classes in general and of the tribal people in particular is a major programme of equalization and of social and national intergration. No expenditure is too great for the purpose.

ANNEXURE-V (5)
EXCERPTS FROM THE REPORT OF THE WORKING GROUP
ON TRIBAL DEVELOPMENT DURING SIXTH PLAN,
1980-85 OCTOBER, 1980

EDUCATION

1. We feel that while the core economic sectors might hold primacy in planning, education is the key to tribal development. The tribal segment of the society is placed in a position of handicap vis-a-vis the non-tribal sections as it has little access to education and, hence knowledge of the modern affairs. The isolation of the tribal communities has limited their world-view severely and in dealing with the present day administrative systems like law courts, police, revenue, forest, money-lending, trading etc.; they find themselves incapacitous. Education is, there fore, an input not only for economic development but also for inner strength of the tribal communities so that they can meet the new challenge on terms of some degree of equality.

2. Education has to be tackled on both the non- formal and formal levels.

3. Since it is a concurrent subject, the connected problems should engage the attention of both the Central and State authorities. A substantial programme of non-formal education and citizenship training has to be mounted in order to disseminate widely among the Scheduled Tribe people knowledge and information which should enable them face confrontation with non-tribal forces. In the non-formal education programme organised by the Ministry of Education, coverage of tribal areas and en-

rolment of members of scheduled tribes have been given a high priority. These need to be quantified. But apart from mere numbers the preparation of curricula and reading material need perceptive and sensitive handling by both the Central and State agencies. The course content should include instruction as to how to deal with problems connected with land, credit, currency, weights and measures, hygiene, local geography, local administration, lower Government functionaries, liquor vendors etc. Organisational effort should be looked into carefully. Periodical evaluation of the programme should enable a plateau of continued optimality.

4. On the formal educational side also, both the qualitative and quantitative aspects should engage serious attention. The current conventional syllabi might not suit children of the tribal communities. Steps should be taken to work out syllabi for education taking into account their culture, technology, ethos and assimilative power. The new syllabi should not, however, place the tribal students in any position of disadvantage with reference to entry into higher educational institutions or employment. At the national level, the Ministry of Education, the National Council of Educational Research and Training, the National Institute of Educational Planning and Administration might set up a body to evolve broad guidelines for imparting

the requisite orientation to the conventional system. But since there is considerable variation in the socio-cultural backgrounds even among the various scheduled tribe communities in a State, the content and bias may have to differ from one tribe to another. The question of evolving relevant courses of study for the various tribes should receive the earnest attention of State Education Department, the Tribal Development Department, the State Institute of Education. The State Council of Educational Research & Training and the Tribal Research Institute, Expert Committees may be constituted to prepare syllabi and courses, in accordance with the guidelines to be issued by the aforesaid national body. For the purpose, it will necessary to establish strong separate wings in bodies like NCERT, SCERT, NIEPA, SIE, TRI, etc. financed by the Education Ministry.

5. Article 350 A lays down that it shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minorities groups. We feel that the Education Ministry might ask the States to what extent it has been possible for them to provide instruction in the mother-tongue of tribal children and, if as appears to be the case, the provision has remained largely un-operative for want of books, teacher etc., the State might be asked to take definite steps in this direction. We recommend that the use of mother tongue should be extended to adult education.

6. By the end of Sixth Plan period, atleast 5% of schools in tribal areas in a State should run primary classes as per the revised syllabi.

7. In an adequate number of the usual educational institutions, vocational facilities should be provided e.g. agriculture training, in-

dustrial trades, sports etc. so that services become actually available to the tribal. In the context of resource constraint, priorities will have to be worked out. The low literacy pockets and backward communities, as also areas where intensive economic programmes have been or are being taken up should be identified for special educational effort. In the periphery of growing industrial and mining complexes education is the only investment which would enable the concerned community to take advantage of new opportunities. The pattern of education in these zones should be linked with job opportunities also.

8. Inability on the part of members of scheduled tribe communities to utilise secondary and higher education facilities as well as job opportunities in full can partly be explained by defects in their education at the successive lower tiers. For example, it has been reported that the tribal boys & girls are not able to gain entry into ITIs and other technical institutes due to their weakness in science learning. In order to overcome it, science teaching should be strengthened in the middle and high schools. For science teaching and coaching in other concerned subjects, special classes outside the school hours might be held for which result linked honorarium may be paid to teachers.

9. In the field of employment, absence of contacts, in fact, absence of nexus between tribal areas and the concerned urban centres, stands in the way of exploitation of employment potential. Employment Exchanges seem to have been established in certain tribal areas without much results. Vocational guidance centres should be set up in these areas so that tribal boys & girls get sound advice regarding their ability and qualifications vis-a-vis job opportunities. Such centres will promote utilisation of employment facilities.

10. Low enrolment ratio (comparison of enrolment to corresponding schoolage population, reported to be 66.4% in 1978-79 as compared to 84.5% for all communities), sparseness of educational institutions serving tribal habitations, high wastage rate, absentee teachers are some of the features of educational programmes in tribal areas. Some of them stem from the economic status of tribals, some from neglect in establishment of educational institutions and some others from lack of facilities for government employees obtaining in the tribal areas. We feel that all these need attention. Inducement to tribal children for better enrolment might come in the form of a more comprehensible educational system, scholarship assistance, attendance incentive, uniforms, mid-day meals etc. But apart from these inducements, compensation need to be paid to tribal parents for opportunity costs.

11. Pre-matric and post-matric scholarships are being disbursed by the States to students belonging to scheduled tribe communities. There have been complaints of delay in disbursement, so much so that on account of late availability of the first instalment some students have been unable to join the institutions as they have no funds to make advance payment of the initial fees, caution money, hostel dues etc. The scholarship amounts should be disbursed in advance in order to meet such contingencies, with appropriate safeguards. The procedure in this regard may be evolved by the State Government.

12. Elsewhere, we are suggesting incentives to be provided to government employees posted in tribal areas. Along therewith, there should be a consistent effort to improve infrastructural facilities like communications, health institutions etc. Efforts in these two direc-

tions is likely to reduce the inhospitability of tribal areas and thereby the incidence of absentee-teacher. Further, the teachers and other serving personnel need to be given orientation courses. In fact, the teacher should become the fulcrum of development activities in the village.

13. The norms for establishment of educational institutions at the Primary, Middle and Secondary level need to be scrutinised once again to ensure their relevance for tribal areas particularly on account of the facts that the density of population is low and habitants are spread far apart. The structural balance among the Primary, Middle and Secondary institutions should be properly struck and maintained. The problem of remoteness and inaccessibility can be overcome by decentralisation of the educational institutions and hostels. Accent on building up of hostels will be necessary. Residential institutions will be of advantage, but their initial and running costs should be curtailed.

14. Multiplicity of governmental organisations running educational institutions might be rationalised. Co-ordination with Education Department should be ensured by the concerned organisations. Special effort will be needed to boost education among tribals children and among tribal girls particularly. For the purpose, availability of women teachers would have to be paid special attention.

15. We feel that there can be considerable improvement in education among tribals provided teachers are located and appointed in schools. In some States, there may be paucity of educated tribal men and women, but efforts to locate them will yield dividends. There should be a special drive to identify and train them in concerned teachers-training institutions.

16. One of the major constraints in the expansion of educational programme is finance. Large investment in pucca buildings curtail the programme. Further limited and delayed availability of construction material like cement, iron rods etc. acts an effective brakes. At the same time, it has been found that in case of certain tribal communities, modern structures run counter to the grain of tradition and sensibility of the children of those tribes. With a view to economy in construction and harmony of environment, indigenous material and specifications, with such refinement as may be necessary may be adopted.

17 . We are aware that some progress has been made in the field of education among tribals since independence. The Ministry of Education is, however handicapped in assessing the extent of the progress in the want of feedback from the States. We feel strongly that a sound monitoring system should be set up from the grass-root level through State to National level. There is a need, in fact to appoint in the State Directorates of Education specific officers in the rank of Joint Director or Deputy Director to specifically attend to the problems of education among scheduled tribes and to monitor data.

ANNEXURE – V (6)

EXCERPTS FROM THE REPORT OF THE WORKING GROUP ON TRIBAL DEVELOPMENT DURING SEVENTH PLAN, 1985 – 90

EDUCATION AND CULTURE

In the chapter on objectives and strategy, the priority we have assigned to education reflects our concern for the sector. We feel that education is the key to development. It can broaden the world view of tribals, equipping them to meet the present-day challenges. Education can be an input for their economic development; it can also build up the inner strength of tribal communities. Almost all commissions, committees, groups and study teams have emphasised the importance of education in tribal development in the most unambiguous terms.

2. On the special problems of educational development in tribal areas and the scheduled tribes, the Working Group had occasion to discuss the related issues at length. The Group also took note of several evaluation reports, e.g. of Ashram Schools by the National Institute of Educational Planning and Administration, New Delhi and inter-State study of tribal education by the Centre for Social Studies, Surat.

3. Ever since the plan era started, governmental efforts in the field of tribal education have been directed to remove educational disparities between the tribals and non-tribals. Development of formal education in India has interesting historical features, central tendencies of which have been brought out by several studies. It has been recognised that spread of education is dependent upon several social and

economic forces. As regards tribal education the impact of two social movements needs to be noted. The first was the national movement led by Mahatma Gandhi, Gandhian Workers started Ashram Schools in some parts of Gujarat and Maharashtra. The concept of Ashram Schools has done a great service to tribal education. Another social movement with significant bearing is the one by Godavari Parulekar among the Warlis of Thane district in 1940s. Since Independence, it needs to be noted, tribal education has been conceived by the State as an area of special effort. In the Five Year Plans, special provisions were made for educational development of scheduled tribes. Direct educational incentives like free scholarships, stipends, hostel facilities, material aids in shape of stationery, books, uniforms, etc. have contributed to increase enrolment of scheduled tribes in various stages of education as also in increase of literacy.

4. With the efforts made so far, a comparison of progress of the percentage of literacy during the past five decades is instructive:

	Total literacy percentage	ST literacy percentage
1931 Census	7.5	0.7
1961 Census	28.29	8.54
1971 Census	34.5	11.29
1981 Census	36.2	16.35

Between 1931-71, the disparity between the national literacy percentage and ST literacy percentage continued to grow, while in the decade 1971-82 it has come down somewhat as compared to the gap in the decade 1961--71. Nevertheless, one cannot fail to notice the painfully slow progress that tribal education has been making. This is also evident from the figures of enrolment of ST children:

	(Number of Lakhs)		
	Classes		
	I-V	VI-VIII	IX-X
1955-56	10.45	1.24	0.54
1970-71	24.63	3.79	1.71
1980-81	46.60	7.42	2.66
1983-84 (Estimated)	54.00	10.00	3.86

An important decelerating factor has been heavy drop-out rates particularly in the elementary stage notwithstanding several incentives and improvement in educational infrastructure in the tribal areas. The following figures of retention percentage of ST children cited from the publication of Ministry of Education and Culture Trends of Educational Development of Scheduled Castes and Scheduled Tribes 1983 illustrate:

	Classes	Classes
	I-V	VI-VIII
1971-72	20.3	58.6
1974-75	22.3	64.7
1977-78	23.3	68.5

The drop-out rate is alarmingly high in the elementary stage and calls for massive corrective steps. One measure which has been suggested in the Working Group is that of payment of opportunity cost. It is well-known that not-

withstanding the incentives mentioned earlier in the form of free supply of uniforms, books, equipment, mid-day meals etc. ST parents do not afford the cost of education to them in terms of the labour of the children denied when they go to school. In other words, it is necessary not only to give free tuition but also to cover the actual private cost of education. A pertinent fact is that drop-out is not always of academically weak students but of economically poor ones.

5. The publication "Classification of Selected Scheduled Tribes by Literacy" of the Ministry of Home Affairs, 1982 provides State-wise levels of literacy in 1961 and 1971. It is alarming to find common near zero levels of female literacy for a good many of the scheduled tribe communities. It hardly needs any emphasis that female literacy has to be provided massive impetus if any dent is to be made. We touch on this aspect again a little later.

6. It has been observed that certain factors and processes have been operating leading to relatively more rapid spread of higher education as compared to dissemination of primary education among many tribal communities. These call for close shifting and analysis.

7. As a first step to upgrading the level of education in tribal areas, the required infrastructure in the shape of establishment of schools (whether in government or non-government buildings), building up of teachers' cadres, provision of equipment have to be ensured in accordance with norms, particularly the norms of the minimum needs programme. For the purpose, each State should draw up master-plan as per the norms and locate deficiency areas. The deficiencies must be made good as per a target scheduled. The accent should be on construction of low-cost buildings which harmonise with the tribal surroundings; they will have not only the advantage of tribal students

feeling at home therein but will be cheap, while enabling their use for community purposes outside school hours. Quite often, they are rejected out of hand on the ground that their maintenance renders them over-expensive in the long run. This may not be totally true as experience shows. Secondly, the effort must be to recruit teachers from amongst members of tribal communities of the area as that engenders confidence among tribal children. Several States have taken special steps in this regard and others might do so. This is important because absenteeism among non-ST teachers drawn from distant areas for work in tribal areas renders schools practically non-functional. Thirdly, serious thought has to be bestowed on the mode of management of the schools. It has been found that remote control is hardly effective. It might be advisable to try vesting the management in local management committees, putting the teachers also under these committees. This is different from the mode of management through the Gram Panchayats where virtually the Sarpanch acts as the sole manager: in the suggested more, decentralisation is proposed to be taken further. We cannot help referring to the role of voluntary organisation in this regard. In some States like Gujarat and Maharashtra, they have been rendering yeoman service. They should be tried elsewhere too. One cannot forget the experience of spread of education by Christian missionaries in the North Eastern States. Social mobility movements in tribal societies also have helped spread of education.

8. During the past three decades and odd, most of the educational programmes for scheduled tribes have been aimed at quantitative expansion. To a certain degree, this was not only desirable but also inevitable in the context of sparse educational facilities available hitherto and indifferent attitude of the tribal people

towards the conventional type of education. Though it cannot be said that there has been a sea-change since, there is reason to believe the education is now sought after in many tribal parts of the country. The qualitative aspect is, however, being neglected. In fact, the situation has not been studied as yet from the qualitative point of view. Nevertheless, it appears that the neglect of quality has tended to inhibit dissemination and expansion. Some studies have revealed that the hiatus in the cultural idiom of conventional education and tribal ethos has eroded its acceptability to the tribals. In certain cases, the cultural idiom of education is alien to tribal thought and culture. Part of the reason for the heavy percentage of drop-outs of ST children could be explained in terms of their socio-economic situation, but another part is attributable to strangeness of the cultural idiom of the conventional education. Moreover, it is noteworthy the prevailing curriculum is not only unsuitable to the specific needs of SC and ST children, but it also provides a distorted view of social reality to all children. In other words, the vision of the non-SC and non-ST children needs to be reoriented, while the SC and ST children are enabled to view the world through the educational glass. About three years ago, the Ministry of Education set up a Committee comprised of educationists, social scientists, anthropologists, administrators etc. to examine the relevance of educational curricula and contents to the tribal context and make appropriate recommendations. We are not aware of the reasons why this committee has been allowed to languish. We would urge that it should be revived and asked to consider the matter actively and seriously. Several other ways of upgrading the quality of education are open, institution of merit scholarships, remedial teaching being among them. The area is open to vast fruitful research.

9. One issue which has hung fire for a long time concerns medium of instruction for tribal children in the context of the provisions of Article 350A of the constitution which lays down that adequate facilities for instruction in the mother tongue at the Primary stage of education shall be endeavoured to be provided. We are aware of the efforts of a number of organisations working in this field. The Central Institute of Indian Languages, Mysore has been working towards research input and production of textbook materials. The National Council of Educational Research and Training and the State Tribal Research Institutes have been making their contributions, we are also aware that in evolving a policy in this regard, there are political and sociological factors which require close attention. Nevertheless, there is need for a well-conceived policy of medium of education and identification of organisations for implementation of the policy. The Central Institute of Indian Languages could act as a nodal organisation for the purpose.

10. Apart from the constitutionally recognised Scheduled Castes and Scheduled Tribes (as weaker sections), other groups which have been added to the list for educational purposes are women, people living in rural areas and people living in backward and remote regions of the country, Hence a system of priorities needs to be evolved. It has also been pointed out that the question of fixing of priorities among weaker sections themselves is important. In the first instance, there is need for reducing disparities in educational levels between the Scheduled Caste and the Scheduled Tribe groups on the one hand and non-SC and non-ST groups on the other. For the purpose, well-thoughtout plans and programmes backed up by adequate resources and sustained implementation are indispensable. Further, evidence seems to be emerging that intra-group inequalities among

Scheduled Tribes also have been arising as also between males and females within the broad group e.g. Scheduled Tribe. Hence, special attention to subgroups of the broad scheduled tribe group is necessary for overall reduction of inequalities. Similarly females have to be accorded greater attention.

11. Another aspect which calls for specific attention is inter-regional disparities within a state. It has been known that inter-district differences in a state are sometimes greater compared to inter-state differences. The Ministry of Education have identified 140 educationally backward districts in the country. The National Institute of Educational Planning and Administration (NIEPA) have identified backward districts from the view point of women's education on the basis of number of indicators. Such districts may be taken up for priority attention in the Seventh Plan period.

12. In the field of administration of educational institutions in tribal areas we have noticed that in some States like Madhya Pradesh and Orissa a large number of educational institutions are under the control of Tribal Welfare Department. Earlier several other bodies had occasion to go into this question and had recommended that educational institutions should be brought under the administrative control of Education Department as they have the necessary expertise and supervisory infrastructure in the matter which the tribal development department might lack. Since our basic strategy is to involve all Ministries and Departments in the total effort of tribal development, bringing all educational institutions under the control of Education Department is only a logical step. We are told that there is likely to be some resistance to the change-over. We believe that the administration and the political leadership would see the advantages and will be able to convince and persuade a gradual change-over. In the

initial stage however, till the tribal education comes to be on par with the general level of education, a separate wing for tribal education should function in the Education Department.

13. We have had occasion to peruse some of the salient features of the youth policy and sports policy. There is ample scope to promote physical education and sports in tribal areas. We feel that while organising rural sports tournaments, Education Department should hold such tournaments in sufficient number in tribal areas. We would also urge that while giving grants to the District Sports Councils or such other bodies it should be ensured that the tribal interests are adequately taken care of. In the matter of developing playgrounds etc. the Ashram schools and regular schools in tribal areas should get a reasonable share.

14. The present-day dynamics indicate that in respect of not quite of few tribal communities, the fast march to modernisation might obliterate any trace of their traditional cultural heritage. For other tribal communities, the transformation might take a longer time. It is necessary that experts in the field might segregate those elements of tribal culture which ought to be preserved, taking steps for their preservation and further development. In fact, measures should be adopted to ensure that, by and large, tribal culture is given a boost and the tribal themselves take pride in it. While this may be possible generally in the cultural field, specifically in the educational field the curricula and the educational activities should reflect the spirit. Further, action at the local, state and national level is necessary for documentation of tribal life and culture particularly in the fields of music, dance, plastic arts etc. Institutions like a Sahitya Academy, the Lalit Kala Academy, the Sangeet Natak Academy, Central Institute of Indian Languages, Centre for Cultural Resources and Training have already acquired a good deal of

material. There should be scientific action for their documentation and preservation.

15. In the light of the above perspective, the Group would recommend as follows :-

- (i) During the Seventh Plan period, education in tribal areas should be given the highest priority. Due emphasis should be laid on the induction of larger number of ST boys into vocational courses.
- (ii) Current educational incentives should continue to be provided on a stepped-up scale to reduce non-enrolment drop-outs and absenteeism.
- (iii) Low literacy areas and low literacy groups amongst the Scheduled Tribes, including the Primitive Tribes, should be identified by the Education Departments of the State Governments and suitable matching programme taken up for them, Larger number of Ashram Schools / Residential Primary Schools should be established in such areas.
- (iv) The administration of education in tribal areas should be rationalised by bringing all such institutions under the control of Education Department through a process of gradual change-over. Adequate supervisory infrastructure for inspection and supervision of these schools and a separate tribal wing should be provided by the State Education Department.
- (v) An element of exploitation has entered into the tribal arena through educational institutions permitted to be run by non-government outside agencies. Permission/ affiliation to such new schools to be opened hereafter may not be granted and, in particular,, no foreign funds be allowed to flow to the educational institutions in scheduled areas, whether through foreign agencies or through

voluntary organisations within the country, unless a specific clearance has been obtained.

- (vi) A policy decision has to be taken in regard to adoption of tribal language as medium of instruction at the primary stage. The effort of different agencies like the central Institute of Languages and the Tribal Research Institutes in preparation of text-books and reading materials in tribal languages should be co-ordinated.
- (vii) The extent to which seasonal variation in school timing will improve enrolment and continuance of education by Scheduled Tribe students should be examined alongwith change in curricula. Pilot studies for change in school timing may be taken up by the Tribal Research Institutes/ Education Departments and State Council of Educational Research and Training while studies of change of curricula in general already initiated by NCERT may be completed without delay.
- (viii) To improve the inspection and quality of work in the educational institution run by the Tribal Welfare Departments of the States the Headmasters / Principals of the existing schools at the high and middle school level be empowered to inspect schools at the subordinate levels.
- (ix) Adult education has an important role to play. Greater effort in promoting Adult Education including adult women's education in tribal areas, particularly with association of voluntary organisations and traditional tribal social institutions, should be taken up.
- (x) The State Plan should earmark adequate funds of expansion of hostel facilities at the Primary, Middle and High School stages of education in the tribal areas, both for boys and girls and matching contribution should be made available to the States from the Centrally-sponsored scheme operated by the Home Ministry.
- (xi) Adequate funds for improvement of infrastructure in the shape of equipment, sports facilities within the premises of the educational institutions in the tribal areas should be earmarked.
- (xii) Institutions like Sahitya Academy, Lalit Kala Academy and Sangeet Natak Academy, besides Tribal Research Institutes should take up encouragement alongwith documentation of various aspects of tribal culture in the sphere of art, painting, music and dance under the auspices of the Department of Culture.

ANNEXURE-(V) (7)
EXCERPTS FROM THE REPORT OF THE WORKING GROUP ON
DEVELOPMENT AND WELFARE OF SCHEDULED TRIBES
DURING EIGHTH FIVE YEAR PLAN, NOV. - 1989,
MINISTRY OF WELFARE GOVT. OF INDIA

EDUCATION AND CULTURE

EDUCATION

Education as reflected in levels of literacy, is an area in which the STs are undoubtedly much behind the rest of the population.

The National Policy on Education-1986, recognises this and in addition to the general objectives, states in regard to the education of Scheduled Tribes.

The following measures will be taken urgently to bring the Scheduled Tribes on par with others :

- (i) Priority will be accorded to opening Primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the NREP, RLEGP, Tribal Welfare Schemes etc.
- (ii) The socio-cultural milieu of the STs has its distinctive characteristics including in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.

- (iii) Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- (iv) Residential schools, including Ashram Schools, will be established on a large scale.
- (v) Incentive schemes will be formulated for the STs, keeping in view their special needs and life styles. Scholarships for higher education will emphasise technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- (vi) Anganwadis, Non-formal and Adult Education Centre will be opened on a priority basis in areas predominantly inhabited by the scheduled Tribes.
- (vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

Operation Blackboard, which aims at substantial improvement in the facilities to be provided in all Primary Schools, has the following components :

- (i) Provision of at least two reasonably large rooms that are usable in all weather with a deep verandah along with separate toilet facilities for boys and girls.
- (ii) Provision of at least two teachers, as far as possible one of them a woman, in every Primary School.
- (iii) Provision of essential teaching and learning material including blackboard, maps, charts, a small library, toys and games and some equipment for work experience.

Annexure XXXIX shows the literacy rates, for STs and general as per the 1971 and 1981 Census, in the 19 TSP States/ UTs overall for STs and for ST males. Andhra Pradesh had the lowest literacy rates (7.82% and 12.02%) in 1981. The five States of Madhya Pradesh, Orissa, Rajasthan, Andhra Pradesh and West Bengal returned ST female literacy rates of 5% or less in the 1981 Census.

Annexure XL gives the estimated total and ST population of children in two age groups, 6-11 and 11-14 years. Annexure XLI gives the enrolment of ST children from 1984-85 to 1986-87 at the Primary and Middle levels. Annexure XLII gives the enrolment ratio for the same years at the Primary level for ST students and all students. It needs be noted that in certain States, there were drops in enrolment ratios from one year to the next.

The figures for 1986-87 show that only in M.P. and West Bengal the enrolment ratios for ST boys is 10 percent or lesser than that for all boys. Gujarat, A.P., Assam, Tripura, Manipur, Kerala, U.P., Sikkim and Daman & Diu (incl. Goa) showed enrolment ratios for ST boys higher than that for all boys. The enrolment ratios in Karnataka for both ST boys and girls, showed large fluctuations from year to year.

In the case of ST girls the enrolment ratio at Primary level in 1986-87 was 63.79% for the 19 TSP States/ UTs as against 79.21% for all girls in the same 19 TSP States/ UTs. Assam, Manipur, U.P., Sikkim and Daman and Diu (incl. Goa) showed higher enrolment ratios for ST girls at Primary level than for all girls.

The gross enrolment ratios, however, tend to conceal irregular attendance, drop outs, detention in classes and consequently over-aged children in the class.

The dropout rates (1983-84) for ST students and all students at Primary and Middle levels were as follows in 8 TSP States.

	Primary level		Middle level	
	STs	All	STs	All
A.P.	N.A.	60.73	N.A.	73.65
Bihar	76.52	66.34	88.76	81.86
Gujarat	71.28	47.84	81.18	68.93
H.P	33.51	26.87	58.30	37.94
M.P	67.39	51.61	79.17	64.56
Maharashtra	71.87	51.50	84.08	70.16
Orissa	73.38	42.81	88.35	79.68
Rajasthan	63.32	48.93	78.11	64.75

The Fourth Educational Survey had assessed the educational facilities available in the country in 1978. The Fifth Educational Survey has assessed the educational facilities available as on 30.9.86.

Annexures XLIV and XLV show the coverage of predominantly ST habitations. with more than the specified population, by Primary and Middle Schools / Sections in 1978 and 1986, The following facts emerge :-

- (i) That the coverage of predominantly ST habitations is less than the coverage of all habitations.

- (ii) That the percentage of coverage of predominantly ST habitations has generally increased from 1978 to 1986.
- (iii) However, the percentage of coverage at Primary level has apparently remained static or apparently gone down in the states of Assam, Bihar, Himachal Pradesh, Kerala, Manipur, and Orissa over the period 1978-86.

The apparent decrease or lack of increase may of course, be attributable to an increase in the number of ST habitations. In fact, the number of ST habitations with more than 300 population has increased in the country (including in non TSP States), from 41,550 in 1978 to 54,943 in 1986.

The Fifth Educational Survey did not take into account the ST villages/hamlets with less than 300 population.

Annexure XLVI shows the percentage of ST teachers to total teachers at various levels (1986). The percentage of ST teachers to State total was half or more of the percentage of population of STs to state total in Bihar, Gujarat, Himachal Pradesh, Maharashtra, Manipur, Sikkim, Tripura, A & N Islands and Daman & Diu.

Five Centrally Sponsored Schemes of the Ministry of Welfare are now under operation in the educational sector for STs. There are :-

- (i) Hostels for ST girls.
- (ii) Post-Matric Scholarships.
- (iii) Book Banks.
- (iv) Coaching & Allied Scheme; and
- (v) National Overseas Scholarships.

Annexure XLIII gives the allocations to and physical achievements by TSP States and UTs under the Centrally Sponsored Scheme for ST girls hostels. Certain States have made no use or very limited use of the scheme. An outline of the above schemes is given in Annexure-XIX.

The Ministry of Welfare is formulating two new schemes in the educational sector.

- (i) For SC/ST boy's hostels in educationally backward areas
- (ii) Incentive to indigent SC/ST parents to send girls to schools.

The Ministry of Welfare has sponsored several research projects in the field of education. The gists of the findings of some of the recent ones are as follows:--

- (i) The impact of education has not been felt, as it has not led to employment or scope for self employment.
- (ii) The infrastructure available in schools in TSP areas is grossly inadequate.
- (iii) Coverage of population and area by schools is inadequate.
- (iv) Economic factors are primarily responsible for preventing ST children from going to schools.
- (v) Even within STs dropouts are higher among the lower socio-economic strata.
- (vi) That teachers are not sufficiently trained and motivated.
- (vii) That agriculture and other vocations should form a part of the curriculum.
- (viii) That proportionately, Ashram/Residential schools attract a larger number of children compared to normal schools.
- (ix) That ST parents are often unaware of the potential benefits of education.

The Working group was of the view that Ashram/ Residential schools have played an important role in imparting education to ST children, though the cost of education in residential mode is higher than the cost of education in non-residential Primary Schools. Since many of the ST children were first generation students, the provision of an environment

conducive to learning was as important as providing education. This has also been recommended by the National Commission for SC/STs and the Central advisory Board on Education (CABE) Ashram/Residential schools are being established now under State schemes. Their total number in the country is over 3500. Such schools are being run by voluntary organisations also.

The buildings, teaching material and other facilities offered in the Ashram schools, however, are not of the desired standard. Further the rates of stipend / pre-matric scholarships to boarders are often inadequate to meet the requirements of diet, clothing, bedding, toiletries, utensils and medicare. Imparting vocational training, particularly in agriculture and related activities, was one of the important objectives of establishing Ashram schools. They have generally not been able to fulfil that objective.

Certain States have schemes for giving pre-matric scholarships or for giving incentives, in cash or in kind, to students at pre-matric levels. Incentives in kind (mid day meals, uniforms etc.) are generally given in the States where such schemes are under implementation, to all students including SCs/STs. Cash incentives / scholarships generally involve small amounts and disbursements are often delayed.

The Working Group observed that teachers not belonging to TSP areas are often unwilling to work in TSP areas. The lack of suitable residential accommodation is an important demotivating factor.

The Department of Education (Ministry of Human Resource Development) has a scheme for upgrading the merit of SC/ST students. An outline of the scheme is given in Annexure XIX. Though the scheme is particularly suited to the brighter among the ST students. State Govern-

ments have not been making full use of the scheme.

Under the TSP approach, certain state Governments have been establishing vocational training institutes like I.T.I.s, Polytechnics, Colleges of Nursing, A.N.M. Training Centres, Teachers Training Institutes etc. in TSP areas.

Adoption of tribal Languages/ dialects as the medium of instruction at the Primary stage had been recommended by the last working Group. The N.C.E.R.T. State C.E.R.Ts. and the Central Institute of Indian Languages (C.I.I.L.) Mysore have done some work in this area.

C.I.I.L. has identified 23 languages spoken by one lakh or more persons. In Bodo, Garo, Khasi and Mizo, primers are available upto high school level. In Kurukh, Santali and Tripuri, some primers are available. Primers have been prepared recently in Bhili, Saora and Gondi. The Soara text books for classes I and II. using the Oriya script. are in use in 120 Primary Schools in Orissa on an experimental basis. Textbooks for Irula children of Tamil Nadu has been taken up. Material for instruction in Santali in non-formal centres has been prepared.

The Working Group was of the view that the contents of standard curricula in schools was not always suitable to tribal children and needed to be revised. So far, such revised curricula have been prepared in Orissa and Andhra Pradesh for Saora and Gond Children.

Adult Education

Several schemes of adult education are being implemented through different agencies. At the end of the first quarter of 1988-89 of the total enrolment of 7.27 lakh learners, STs learners constituted 11.39 lakhs (figures include tribal majority States/UTs.).

The Working Group made the following recommendations in regard to the Education Sector :-

1. As envisaged in the National Policy on Education, 1986, emphasis of Elementary Education should be on :-

- (a) universal enrolment and universal retention upto 14 years of age. and
- (b) a substantial improvement in the quality of education.

2. A Substantial improvement should be effected in the coverage of ST habitations by Primary and Middle Level Schools.

3. School-less villages/hamlets with a certain minimum number of children (say 30) in the age group 6-11 years should be identified and Primary Schools opened in such villages/hamlets.

4. Buildings and other facilities in the schools in TSP areas should be brought up to the standards envisaged under "Operation Blackboard." Apart from State Plan funds, the funds made available under the Jawahar Rozgar Yojana and "Capital Outlay for Tribal Villages" under the award of the IX Finance Commission could be used.

5. Residential quarters be provided to all teachers serving in TSP areas. The funds provided under the "Housing outlay" of the award of the IX Finance Commission should be used in addition to other funds.

6. Monetary and non-monetary incentives may be given to teachers serving in TSP areas.

7. A new Centrally Sponsored Scheme for establishing Ashram Schools be started by the Ministry of Welfare. The detailed requirements of funds for the proposed scheme are given at Annexure XLV-A.

The scheme would be funded equally by the Centre and the State concerned, except in the case of PTGs for whom 100% of the cost would be borne by the Centre as a part of the integrated developmental scheme for the tribe or for the area. This scheme could also cover upgradation of facilities in existing Ashram Schools.

The location of the new Ashram Schools and admission policy should be so decided as to give priority to ST girls and children of FTGs, shifting cultivators, forest villagers, migrant ST labour and nomadic tribes.

8. All schools in TSP areas may be placed under the control of the State's Education Department.

9. The tribal language/ dialect may be adopted as the medium of instruction at Primary level in TSP areas. To achieve this end, primers and other teaching material in the tribal language/ dialect will have to be devised. The NCERT, SCERTS and Central Institute of Indian Languages, Mysore can help in this respect.

10. All schools, residential or non-residential, should provide facilities for sports and games.

11. School timings, vacations etc, may be adapted to suit local needs.

12. Starting with the Ashram/Residential Schools, vocational education, particularly in agriculture, should be introduced.

13. Teachers at Primary level should be recruited from among local STs, for this purpose. Qualifications required may be relaxed at point of entry and suitable post recruitment training imparted.

14. The establishment in TSP areas of ITIs Polytechnics. Colleges of Nursing, ANM Training Centres, Teachers' Training institutes etc. currently being done by some States,

should be emulated by the others. This would ease the shortage of skilled / trained manpower in TSP areas and open up fresh employment opportunities for ST youth.

15. Elementary and adult education are fields in which non-governmental organizations (NGOs) have been notably active. There is unlimited scope for involving and assisting NGOs to work in this field.

16. The scheme for upgradation of merit of SC/ST students being operated by the Department of education (Govt. of India) should be continued and given wide publicity. The ITDPs could be requested directly to identify bright ST boys and girls for placement in good residential schools under this scheme.

17. The working group recommended that the existing educational schemes of the Ministry of welfare be continued and those being formulated started at the earliest possible. The rates of post-matric scholarships should be revised to compensate for inflation. The existing scheme for ST girls' hostels should be made better use of by the States to improve the educational status of ST girls.

18. The contents of curricula and text books may be revised to suit tribal children.

Tribal Culture

The tribal population of India has, for centuries, lived in virtual isolation. It is only after the advent of the British and more so after Independence that they came in contact with other communities. The link has come about at a time when there has been rapid modernisation with industrial and technical growth in the country and the pace of developmental activities has also accelerated. Industrial, mining and irrigation projects have been set up in the tribal areas and communication systems, including telecommunication have been extended to

these areas. All this has had a tremendous impact on the lifestyle and culture of the tribal communities. To some extent, change is inevitable and essential to life, but change should be brought about at a desirable pace so that it is easily assimilated in the cultural and social pattern of tribal life. The steps to preserve and promote tribal culture is to be viewed from this broad perspective. Alongwith the various developmental policies which have been initiated to bring the tribal people into the mainstream of life, a need has been felt to promote and foster various aspects of tribal culture, that include music and dance, literature and language, festivals and fairs. It also includes projection of tribal culture. Promotion of research in various fields of tribal art and culture, promotion of traditional skills and documentation of various aspects of tribal life. Against this background, the Working Group made the following recommendations :-

- (i) There is need to integrate general education with the art and culture of the tribal community, in order to make education socially more acceptable and meaningful for them.
- (ii) There is need to have a programme of documentation and cataloguing of different aspects of tribal culture. There should be a provision in the State Plans for this purpose. The Ministry of Welfare and the Ministry of Information and Broadcasting may prepare small documentary films, if necessary, through suitable expert agencies.
- (iii) Viable marketing systems should be developed for the arts and crafts of the tribal community. If necessary. Government subsidy may be made available for their marketing within the country and abroad.

- (iv) The skills and services of the traditional tribal craftsmen such as painters, stone cutters, wood carvers & bronze casters should be used for the interior and external decor of buildings in rural and urban areas specially Government buildings or those financed by the Government buildings or those financed by the Government. This would ensure dissemination of tribal crafts and create local markets for the skills available in these areas.
- (v) Steps should be taken to promote and foster tribal dances, sports music and literature and project the same through the media and through festivals etc. The Department of Culture, the Department of Youth Affairs & Sports, should take this up. Organisations such as Lalit Kala Academy and Sangeet Natak Academy should have a distinct curricula for tribals in this regard and play a lead role in this direction.
- (vi) There are a number of tribal museums (which include 10 in the Tribal Sub-Plan areas) with a fairly large stock of exhibits on tribal art and culture. The requirement of these museums should be properly assessed to make them fully equipped for national and international exhibitions and academic research works.
- (vii) The efforts of the Central Institute of Indian Languages, Mysore, National Council of Educational Research & Training and State Tribal Research Institutes in the field of research input and preparation of primers/ text books in tribal languages should be accelerated. Promotion of tribal literature and language should be a major area of work for these institutes.

ANNEXURE - V (8)
EXCERPTS FROM THE REPORT OF THE COMMISSIONER
FOR SCHEDULED CASTES AND SCHEDULED TRIBES
GOVT. OF INDIA (TWENTY-EIGHTH REPORT), 1986-87.

**Educational Development of
Scheduled Castes And Scheduled Tribes**

The role of education in traditional societies was largely confined to cultural accomplishment. However, it had also been used as a source of power in matters like religious, economic and political. With the growing importance of technology which itself has been changing at a very fast rate education came to be acknowledged as a crucial investment for economic development. Acquisition of knowledge in the early phase of life and continuing access to it later on are crucial for an individual's advancement in life. Education has yet another vital role for the weaker sections of the community. During the transformation of a traditional society into a modern one the traditional institutions are gradually replaced by formal institutions. The centre of authority passes over from the known informal traditional systems, albeit inequitable, to distant unknown formal systems which are based on principles of equity and justice. Yet the people may be seriously handicapped because of lack of understanding about their functioning and the class character of the people who may be occupying commanding position in the new system. In this context ignorance about the system is the biggest weakness of the weaker sections and, therefore, education assumes a crucial role as a key to the understanding of these institu-

tions and claiming of rights as members of a democratic society. Education is essential for liberation of the poor in the modern world.

2. It was in realisation of this social and economic dynamics that universal and compulsory education for all children upto the age of 14 was enshrined in the Constitution as a Directive Principle. It was expected that while the earlier sources of inequity in the social and economic life of the nation would be stamped out with suitable measures in accordance with the spirit of the Constitution, the new opportunities in the national life would be available to the people irrespective of their social and economic background on terms of equality according to their intrinsic merit. Education was expected to develop full potential of every child in the country so that an equitable place could be claimed by everyone according to merit. Universalisation of education has been accepted as a goal in all formal forums including the successive Five Year Plans. Nevertheless, the pace of universalisation has been extremely slow compared to the critical role of education in social equity and justice and the objectives set in the Constitution itself.

3. Education is not only a means for betterment of one's position in life but is also indicative of the socio-economics. Educational advancement can be taken to be the best indicator of the development of a community. The

most important single indicator in this regard is the literacy rate which is estimated as a part of the Census operations once in every decade.

Position of literacy

4. The Statewise literacy rates for all communities, the Scheduled Castes, the Scheduled Tribes and all communities excluding S.Cs and S.Ts according to 1981 Census are given at Annexure I. It may be seen therefrom that literacy percentage among the Scheduled Castes is low in Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh in comparison to the all India Scheduled castes literacy percentage. But if we compare it with column 6 of the Annexure (all communities excluding SC&ST), we would find the Scheduled caste literacy percentage to be deplorable in these States. The position in case of the Scheduled Tribes in comparison to the all India Scheduled Tribes' literacy is poor in case of Andhra Pradesh, Madhya Pradesh, Rajasthan, Orissa, West Bengal and Arunachal Pradesh. Again comparing the Scheduled tribe literacy figure with column 6 of the Annexure we would find that literacy is extremely low in the above mentioned States. Even in overall comparison with column 6 the Scheduled Tribes lag far behind in literacy rate.

5. The progress of literacy amongst SCs and STs from 1961 to 1971 and from 1971 to 1981 is given below:

Table 1

	Literacy rates			Growth rate	
	1961	1971	1981	1961-71	1971-81
General	24.00	29.45	36.23	22.71	23.02
Scheduled Castes	10.27	14.67	21.38	42.84	45.74
Scheduled Tribes	8.54	11.29	16.35	32.20	44.82
All communities excluding SCs and STs	27.91	33.80	41.30	21.10	22.19

Although the rate of growth of literacy amongst SCs and STs was faster during 'seventies compared to 'sixties, yet it is quite slow. The gap in the literacy rate between SCs and STs on the one hand and the other communities has widened notwithstanding the growth of literacy as will be evident from the following figures:

	1961	1971	1981
Gap between literacy rates among the Scheduled Castes and non-SC/ST Communities	17.64	19.13	19.92
Gap between literacy rates among the Scheduled Tribes and non-SC/ST Communities	19.37	22.51	24.95

The above position indicates that much more concerted effort is necessary in this area.

6. The global figures of literacy for SCs and STs are not indicative of the real situation of many communities among whom these rates are very low. Special tables for the Scheduled

Table 2

Literacy rates 1981 Census (Scheduled Castes)

Sl. No.	State/UT	Non-SC/ST Comm unities	Sche- duled Castes	Name of the Sch. Caste having maximum literacy rate	Name of the Sch. Caste having minimum literacy rate
1	2	3	4	5	6
1.	Haryana	30.90	20.14	Pasi (33.6)	Deha, Dheya, Dhea (2.3)
2.	Himachal Pradesh	47.37	31.50	Kamoh, Dagoli (61.9)	Barar, Burar, Berar (14.4)
3.	Jammu & Kashmir	27.05	22.44	Basith (29.1)	Dhyar (11.6)

cont.

1	2	3	4	5	6
4.	Manipur	42.11	33.63	Dhupi, Dhobi (58.1)	Yaithibi (21.2)
5.	Meghalaya	44.97	25.78	Kaibaratta, Jaliya (59.2)	Bansphor (7.1)
6.	Orissa	44.22	22.41	Mediga (50.2)	Mundapotta (3.9)
7.	Sikkim	34.84	28.06	Damai (Nepali) (31.0)	Sarki (Nepali) (16.6)
8.	Tripura	53.93	33.89	Mahisyadas (42.0)	Chamar, Muchi (2.1)
9.	Arunachal Pradesh	36.39	37.14	Sutradhar (48.0)	Dhupi, Dhobi (19.4)
10.	Chandigarh	69.33	37.07	Ad Dharmi (66.2)	Sirkiband (0.6)
11.	Dadra & Nagar Haveli	64.41	51.20	Mahyavanshi, Dhedi (61.1)	Chamar (40.5)
12.	Delhi	66.44	39.30	Adi-Dharmi (70.0)	Singiwala, Kabelia (3.1)
13.	Goa, Daman & Diu	57.38	38.38	Mahyavanshi (59.2)	Mahar (25.6)
14.	Pondicherry	60.32	32.36	Valluvan (49.2)	Vetan (3.9)

Source : For Cols. 3 and 4 Selected Statistics on Scheduled Castes, Ministry of Home Affairs, June 1984.

Note : Communities having population less than 100 have been ignored for the purpose of this table. Hence Mizoram has been omitted.

Castes based on 1981 Census and giving individual castewise data have been published so far by the Office of the Registrar General, India, in respect of 15 states/UTs only. Similar special tables for the scheduled Tribes have been published in respect of 11 States/UTs. These special tables, inter alia, contain information relating to literacy rates. The big gap in the literacy rates among the different Scheduled

castes within the same State is evident from the following table:

7. Similarly there are wide gaps in the literacy rates among the different scheduled

Table 3

Literacy rates 1981 Census (Scheduled Tribes)

Sl. No.	State/UT	Non-SC/ST Comm unities	Sched-uled Tribe	Name of the Sch. Tribe having maximum literacy rate	Name of the Sch. Tribe having minimum literacy rate
1	2	3	4	5	6
1.	Himachal Pradesh	42.37	25.93	Bhot, Bodh (50.3)	Gujjar
2.	Manipur	42.11	39.74	Koirao (64.2)	Maram (14.6)
3.	Maghalaya	44.97	31.55	Naga tribes (81.9)	Mikir (13.1)
4.	Orissa	44.22	13.96	Kulis (36.4)	Mankirdia (1.1)
5.	Sikkim	34.84	33.13	Bhutia (32.6)	Lepcha (30.2)
6.	Tripura	53.93	23.07	Lushai (68.1)	Munda, Kaur (8.0)
7.	A & N Islands	54.31	31.11	Nicobarese (31.5)	Shompen (2.7)
8.	Arunachal Pradesh	36.39	14.04	Khamiyang (57.9)	Panchen Monpa (0.8)
9.	Dadra & Nagar Haveli	64.41	16.86	Dhodia (38.8)	Koli Dhor including Kolgha (8.7)
10.	Goa, Daman & Diu	57.38	26.48	Siddi (40.6)	Varli (12.5)
11.	Mizoram	63.53	59.63	Mizo tribes (67.8)	Chakma (14.7)

Source : For Cols. 3 and 4 Selected Statistics Scheduled Tribe, Ministry of Home Affairs, June 1984.

Note : Communities having population less than 100 have been ignored for the purpose of this table.

tribes within the same State as will be seen from the following table:

8. The level of literacy amongst the females is extremely low. The progress of literacy amongst the female population of SCs and STs is given in the below.

Table 4
Female literacy rates

	Literacy rates		Growth rate
	1971	1981	
Scheduled castes	6.44	10.93	69.72
Scheduled Tribes	4.85	8.04	65.77
All communities excluding SCs and STs	22.25	29.43	32.27

Although the rate of growth of female literacy amongst SCs and STs has been showing an upward trend, yet the gap in the female literacy rate between SCs and STs on the one hand and the other communities has widened as will be evident from the following figures:

	1971	1981
Gap between female literacy rates among the Scheduled Castes and non-SC/ST communities	15.81	18.50
Gap between female literacy rates among the Scheduled Tribes and non-SC/ST communities	17.40	21.39

Even among the different Scheduled Castes and Scheduled Tribes there are significant variations with regard to female literacy. In some of the tribal communities the level of literacy amongst the males and females in the North-East is almost the same but in the case of Rajasthan the tribal women can be said to be still at a pre-literate level with just 1.2% amongst

them being literate. Similarly the position of literacy amongst females belonging to the Scheduled Castes in Bihar is abysmally low (2.5%). The low literacy generally for SCs and STs in certain states and for Scheduled Caste and Scheduled Tribe women in particular shows that the members of SCs and STs in these areas have not only received much benefit from educational inputs but also continue to face deprivation of the most serious kind. It is, therefore, suggested that special measures may be adopted to improve female literacy both among SCs and STs and generally among those communities which are much below the average literacy rate of the Scheduled Castes/Scheduled Tribes within the respective States.

Enrolment

9. Enrolment figures, particularly at the primary stage and in respect of rural and tribal areas, do not always reflect the actual situation. The Ministry of Education and the NCERT also furnish enrolment ratios on the basis of the number of the children enrolled in the primary classes and the number of the children in the age-group 6 to 11. Since the former number also includes children in a lower or higher age-group than 6 to 11 years, the enrolment ratio is sometimes very high. The enrolment ratio of Scheduled Caste and Scheduled Tribe children in the primary classes is reported to have reached 95.46% and 91.58% respectively during 1985-86 compared to 93.38% for the general population. On the face of it these figures are commendable. But the variation in the enrolment of SCs and STs amongst different States is very high. For example, the enrolment in Jammu & Kashmir is only 57.70% for the Scheduled Castes and in Bihar, Rajasthan and Uttar Pradesh it is 68.61%, 69.36% and 64.65% respectively. The enrolment

amongst girls in these three States is dismal, being 35.91%, 31.36% and 38.84% respectively. The scrutiny of these figures also shows that the reporting is not very reliable. For example, the enrolment ratio of the Scheduled Caste students at the primary stage in Meghalaya was 239.13% and in Maharashtra 236.96% for the Scheduled Castes as a whole and 265.67% for Scheduled Caste boys. This can be partly explained by the enrolment of children below the age of 6 and above the age of 11 in the elementary classes, but this cannot account for such a large percentage particularly when it is noted that the enrolment ratio in the age-group 11-14 is also reported to be 119.99%. It is obvious that a large number of children not really belonging to the Scheduled Castes are being reported as belonging to the Scheduled Castes. Similar anomalies may also be there in other States which are reporting more than 100% enrolment for the Scheduled Castes.

10. The position about the enrolment of the Scheduled Tribes is also quite variable but somewhat less than that for the Scheduled Cas-

tes. The level of enrolment at the primary level in Bihar, Madhya Pradesh and Orissa, the three states accounting for more than 44% tribal population, is 88.37%, 74.33% and 78.38% respectively. The enrolment of girls in these states is 59.91%, 48.93% and 49.41% respectively which is quite low. The enrolment ratio is very high in Goa, Daman & Diu (177.35%) and Manipur (160.58%). It may be observed that the method of reporting enrolment in terms of enrolment ratio does not give a clear picture to the layman. It will be better if in the educational survey statistics are so collected that the number of children below the eligible age-group (6-11) and over that age-group are separately reported so that it is possible to know the precise coverage of children in the 6-11 age -group at the primary stage.

11. The actual total number of students and the number of Scheduled Caste and Scheduled Tribe students alongwith the respective percentage at the Primary, Middle, High and Higher Secondary levels of school education are given in the following table:

Table 5

Sl. No	Stage	Total No. of students	No. of SC students	No. of ST students
1.	Primary/ Junior Basic (Classes I-V)	8,64,65,189	1,39,21,012 (16.10 %)	65,80,004 (7.61%)
2.	Middle/ Senior Basic (Classess VI-VIII)	2,81,24,756	36,18,480 (12.87%)	12,82,644 (4.56%)
3.	High/ Post Basic (Classes IX-X)	1,16,17,262	13,96,712 (12.02%)	4,38,742 (3.78%)
4.	Higher Secondary (10+2) New + Old patterns	34,88,672	4,13,096 (11.84%)	1,46,144 (4.19%)

Source : Selected Educational Statistics 1985-86 published by Planning, Monitoring and Statistics Division, Department of Education, Ministry of Human Resource Development, 1987.

Table 6
SCHEDULED CASTES

Primary stage (Classes I-V)		Middle stage (Classes VI-VIII) (Figure in % age)		Secondary stage (Classes IX-X)	
(1)	(2)	(3)	(4)	(5)	(6)
Manipur	(90.45)	Orissa	(90.71)	Orissa	(93.80)
West Bengal	(75.72)	Manipur	(88.81)	Manipur	(93.00)
Punjab	(72.53)	Maghalaya	(84.25)	Madhya Pradesh	(92.99)
INDIA	(59.21)	INDIA	(74.76)	INDIA	(85.72)
Himachal Pradesh	(29.10)	Harayana	(57.37)	Gujarat	(75.51)
Haryana	(28.12)	Himachal Pradesh	(55.46)	Assam	(69.80)
Kerala	(0.0)	Kerala	(23.71)	Kerala	(49.80)

SCHEDULED TRIBES

Manipur	(85.36)	Orissa	(91.23)	Madhya Pradesh	(97.13)
Bihar	(80.58)	Manipur	(90.84)	Orissa	(94.04)
Orissa	(77.99)	Assam	(88.37)	Tripura	(93.93)
INDIA	(74.00)	INDIA	(84.99)	INDIA	(91.65)
Tamil Nadu	(37.59)	Uttar Pradesh	(53.69)	Assam	(71.34)
Kerala	(37.16)	Kerala	(45.10)	Kerala	(69.50)
Uttar Pradesh	(0.0)	Karnataka	(26.98)	Karnataka	(45.53)

17. The Tata Institute of Social Sciences, Bombay, conducted a study of wastage and stagnation in education among the Scheduled Castes and Scheduled Tribes in Maharashtra. The study was conducted at the instance of the Union Ministry of Human Resource Development. Data were collected from September to December 1984 and the report was submitted in 1985. In Maharashtra the rates of wastage and stagnation among SC/ST students are reported to be higher than those among non-SC/ST students at the primary and middle levels of schooling. For this study 60 schools were

randomly selected from three districts of Maharashtra, viz. Osmanabad, Dhule and Sholapur. A total of 482 regulars, 182 drop-outs and their parents, 135 headmasters and teachers from the 60 schools were interviewed besides officials and the public. Four cohorts of students were covered in the study. The cohort of students consisting of 1,346 students were followed up over a period of seven years since enrolment in Std. 1 in June 1977. The second cohort consisting of 808 students were followed up for a period of four years from Std. IV. The third cohort of 700 students were traced over a

period of three years since enrolment in Std. V in June 1981. In the fourth cohort 376 students who were enrolled in Std. V in June 1978 were followed up over a period of six years. The major findings and recommendations are given below:

- (i) Out of the 1,346 students who had been enrolled in the 50 selected schools in Std. I in June 1977, 213 belonged to the Scheduled Castes and 509 to the Scheduled Tribes. The pass percentage at the end of four years was 15% for the Scheduled Castes and 16% for the Scheduled Tribes while it was 2.3% for non-SC/ST students. There were two schools out of the 50 covered by the study where all the students had dropped out before completing Std. IV.
- (ii) In only 9 out of the 60 schools covered in this sample all the students passed Std. I. In five schools more than half the number of students did not pass Std. I. This problem was more acute with single teacher schools and schools having a large percentage of SC/ST students on their registers. These schools had a low percentage of students passing Std. I and a still lower percentage of students passing Std. IV. In 9 out of the 16 schools having a vast majority of students belonging to SCs and STs, there was not a single student who passed Std. IV.
- (iii) At the middle stage of schooling 67% of the students who has enrolled in Std. V in June 1981 had passed Std. VII in three years. There were no differences in the performances of students belonging to SCs and STs and non-SC/ST communities. The percentage of girls completing the middle stage of schooling was lower than that of boys.
- (iv) The performance of students at the elementary level (Std. I to Std. VII) is dismal. Only 9% of the students passed Std. VII in seven years since enrolment in Std. I in June 1977. An additional 14% were at the middle stage of schooling. Those who completed Std. VII or were likely to complete it in an additional year or two constituted 22% of those who enrolled in Std. I in June 1977. About two-thirds discontinued their studies before completing Std. VII. Non-SC/ST students had a lower rate of drop-out compared to the SC/ST students. Boys had a much lower rate of drop-out than girls.
- (v) Examining the performance of SC/ST students in the various schools, there were 14 schools where all the SC/ST students passed Std. I and five schools where the entire batch of SC/ST student passed Std. IV. On the other hand, there were 15 schools where not a single SC/ST student from the batch of SC/ST students enrolled in Std. I in June 1977 passed Std. IV. Comparing the performance of SC/ST students with that of non-SC/ST students at the level of Std. I, in 22% of the schools the performance of SC/ST students was lower than that of non-SC/ST students. However, in 36% of the schools the performance of SC/ST students was better than that of non-SC/ST students.
- (vi) At the high school stage, out of the 324 students who had enrolled in Std. V in June 1978, 21% passed SSC in the first attempt. Compared to the drop-outs the regular children in schools have a more favourable background in terms of having parents belonging to relatively higher socio-economic status groups, more ex-

posed to modernisation, having a higher level of political awareness and having higher aspirations for their children. Further, the regulars were less involved in helping their parents compared to drop-outs.

(vii) The three major reasons for discontinuing their studies according to the parents of drop-outs were (a) the child being required to help at home. (b) poverty and inability to afford education and (c) their lack of interest in education. Among the conditions for rejoining as mentioned by the parents of drop-outs, the provision of teaching-learning materials and board/lodging rank high. Quite a few of the parents of drop-outs mentioned that if the classes were held in the morning or at night, they would send their children to school.

(viii) The quality of inputs and the functioning of schools, specially those which had a large percentage of SC/ST students, left much to be desired. Not only those talukas which had a predominantly ST population, had a very high percentage of single teacher schools, but the physical facilities like teaching-learning materials available at the school were not only inadequate but were also of very poor quality. But what was still more shocking was that a number of schools, especially in tribal areas, had remained closed for certain periods of time and in a number of cases these schools had not functioned since the beginning of the academic year. The policy of transferring teachers, who are to be 'pushed', to schools in tribal areas needs to be immediately stopped. On the contrary, incen-

tives may be provided to teachers in schools located in tribal areas.

(ix) Preference in selection of teachers should be accorded to persons belonging to SCs and STs. If need be, the requirements for such persons may be lowered if suitable candidates are not available. If SC/ST teachers are still not available despite lowering of minimum qualifications, efforts should be made by the Education Department to identify and train such persons for posts of teachers.

(x) In order to ensure that the teacher comes to school regularly, specially in tribal areas, accommodation in the form of quarters or a rent subsidy may be given to such teachers. Special incentives and recognition should be given to teachers working in such areas.

(xi) The medium of instruction, specially at the level of Std. I and Std. II. should be the mother tongue of the pupil and it should be immediately implemented in tribal areas.

(xii) Besides improving, the quantity and quality of the teaching-learning materials, specially of single teacher and predominantly SC/ST schools, the teachers should be encouraged to prepare their own teaching-learning materials using locally available materials.

Pre-Matric Scholarships

18. While the programme of scholarships and stipends has significantly grown there are some weaknesses which have to be noted carefully. The coverage under the assistance programme increases as one moves up the educational ladder. Thus, every student belonging to SCs and STs subject to certain conditions

is eligible for a post-matric scholarship. But at the higher secondary level the coverage is much smaller and there is hardly assistance at the elementary level. This has created a situation in which those people who have been able to cross the initial hurdle at the primary and secondary level are able to move up with comparative ease but those who are unable to cross even the first hurdle are doomed for life. The above analysis also brings out another phenomenon. The number of children attending schools in the age group 11-14 drops sharply. In many cases while the coverage by higher secondary schools is better the facilities at the middle school level are not commensurate with the objective of universalisation of education for the children upto the age of 14. Many children somehow are able to make through the primary school because it is within their easy reach. But for more than half of the tribal children a secondary school is far away, more than 8 Kms. from their homes. It is not possible for these children particularly in the context of the rugged terrain to attend these schools while living at their homes. Consequently, education from class VI onward is beyond reach of these children and the assistance by the State at this level is also meagre. This is responsible for bulk of the students belonging to SCs and STs not being able to move up the educational ladder.

19. The little assistance which pupils receive at the primary, middle and secondary levels also comes too late. It is necessary that scholarships and stipends to the students must simulate the support which a child gets in an ordinary home. A method must be devised whereby a student can claim the assistance the day he joins the school. The States should devise an eligibility card which may be given to the students by the head of the institution at the time when they take their school leaving certificates at the end of the primary school, middle

school, higher secondary school, as the case may be. They should be able to get admission on the basis of this eligibility card and claim due assistance of the state without waiting for the formal sanction which could follow in due course. Moreover, all scholarships to students should be due on the first of the month rather than the end of the month because scholarship is meant to support the child during the forthcoming month.

Improving science education among school students

20. The Homi Bhabha Centre for Science Education (HBCSE) set up as a constituent of the Tata Institute of Fundamental Research, Bombay, in 1974 has been undertaking a variety of action research projects aimed at improving science education in the country and in these efforts it is primarily concerned with identifying socio-economic, cultural, linguistic and pedagogic factors that hamper the progress of the first generation learners and students belonging to the socially deprived sections of the community and prevent them from continuing in the formal stream of education. One of these action research programmes deals with improving the scholastic achievements of the Scheduled Caste students studying in the secondary schools of the Bombay Municipal Corporation. In this programme an effort has been made to investigate why the Scheduled Caste students coming from very poor home background perform so badly at school. An attempt has also been made to identify specific hurdles faced by them and to design remedial measures to overcome these hurdles. This programme is reported to have worked well and the students participating there in are reported to have performed very well at the SSC examination. Details of this experiment have been included in an admirable monograph captioned

'Talent Search and Nurture among the Underprivileged' (October 1985) by Prof. V.G.Kulkarni and Dr. S.C. Agarkar.

Directions of Kerala High Court about Functioning of a School for Scheduled Caste Girls

21. A typical case of how an educational institution in Kerala having majority of Scheduled Caste girls is being run would indicate apathy on the part of the administration. This particular case was brought to our notice by the Registrar of the High Court, Kerala, Ernakulam, in 1986. In the order of the High Court in this case (C.M.P.Nos. 15081/86 and 15082/86 in O.P. NO. 4630/86) it was specifically mentioned that this case be mentioned in the Report of the Commissioner for Scheduled Castes and Scheduled Tribes. The Government High school at Guderale, about 18 miles from Munnar, Idukki District, got wide publicity in the media due to nil performance of the school in SSLC examination for two successive years. The Law Society of India, Cochin, filed a writ petition in the High Court which appointed a Commissioner to make an on-the-spot study and report about the conditions of the school. An advocate of the High Court carried out the assignment and submitted a comprehensive and useful report. It was reported that a portion of a shed constructed by the Tata Tea Company more than four decades back was being used as the school building. The available area for running the class was 19.7 metres in length and 5.6 metres in breadth. There were 400 students for whom there were only 25 benches and 25 desks. Most of the students were forced to sit on the cold and damp cement floor. There was no toilet, latrine or urinal available for use of the pupils. Almost 50% of the students were girls and some of them were grown-ups. The Commissioner (Advocate) had also indicated in his report that the

supply of text-books and note-books was quite inadequate. There were 12 sanctioned posts for the school whereas only 5 had been filled up and at the time of inquiry two teachers were on leave. There was no Headmaster. The Senior Assistant was holding the charge. The environment of this institution was reported to be very dirty as the ground was swampy and there were cow-dung heaps and firewood stock all over the area. Besides, the above mentioned depressing details there were other shortcomings noticed by the Commissioner. Based on his report the High Court issued the following directions:

- (1) construct temporary sheds to safely and hygienically accommodate all the 400 students;
- (2) ensure that the floors are not damp and that there is sufficient protection from wind and rain;
- (3) make available to the school the following items of furniture: 50 benches, 50 desks and 8 more chairs and 8 more tables for the teachers;
- (4) appoint teachers to all the vacant posts immediately and provide them at least temporary accommodation in a place at Munnar and arrange for their transport facilities to enable them to reach the school in time and to impart education to the students effectively and regularly;
- (5) appoint a permanent Headmaster for the school;
- (6) supply the text-books and note-books to all the students;
- (7) remove the firewood stock and cow-dung heap from the school premises and make the area safe and fit for the proper use of the children; and
- (8) provide urinals for the students.

The High Court gave one month's time for complying with the directions referred to at item No. (1). The other directions were to be carried out within a period not exceeding three weeks. A Copy of the order was forwarded to the Secretary to the Government of Kerala, Education Department, and also to the Director of Public Instructions and the District Educational Officer, Kattapana, Idukki District.

My office took up the issue with the State Government and enquired about the action taken on the directions issued by the High Court. A reminder was also issued but no reply had been received from the State Government.

Centrally Sponsored Schemes in the Welfare of Backward Classes / Sector.

22. The table 7 indicates the allocations and expenditure under the various Centrally Sponsored Schemes in the Welfare of Backward Classes/ Sector during the Sixth Plan, 1985-86 and 1986-87:

Table 7

Sl. No.	Scheme	(Rs in crores)						
		Sixth Plan		Allocation for VII Plan	1985-86		1986-87	
		Allocation	Exp.		Allocation	Exp.	Allocation	Exp. Anticipated
1	2	3	4	5	6	7	8	9
1.	Post-matric scholarships to SC/ST students	130.00	140.94	114.57	10.00	10.00	11.00	18.90
2.	Pre-matric scholarships for children of those engaged in unclean occupations	8.00	1.78	10.32	2.50	0.25	1.82	1.82
3.	Book Banks for SC/ST students of Engineering/ Medical Colleges	3.00	0.96	2.25	0.55	0.31	0.50	0.50
4.	Girls' Hostels for SC/ST	13.00	14.06	32.05	5.00	3.02	4.55	4.55

Post-matric Scholarships:

23. The growth of this most important scheme over the years can be judged from the fact that in 1944-45, the first year of its introduction, there were only 114 Scheduled Caste scholarships holders under this scheme. The number of tribal scholarship holders was 84 in 1948-49 when it was introduced for them for the first time. The number of awards of post-matric scholarships to SC/ST students during 1986-87 was likely to be of the order of 10.89 lakhs. The total expenditure on this scheme at the end of the Sixth Plan was Rs. 88.53 crores which became committed expenditure during the Seventh Plan period. The Central Assistance would be over and above this expenditure. An outlay of Rs.10 crores was provided during 1985-86 which is reported to have been utilised in full. The Planning Commission allocated an amount of Rs.11 crores only for this scheme during 1986-87. However, during that year the total requirement of funds under the scheme was reported to be Rs. 18.90 crores. Under the

scheme the scholarship is paid to eligible students by the State Governments/UT Administrations in accordance with the regulations laid down by the Government of India who provide the funds for the Plan scheme on 100% basis. A candidate gets the scholarship through the Government of the State to which he/she belongs irrespective of his/her place of study. It is encouraging to note that there is a proposal with the Ministry of Welfare for increasing the rates of scholarships and upward revision of the income ceiling.

24. The disbursement of Post-Matric Scholarships, which is an open ended scheme, leaves much to be desired. Sometimes the first instalment may not be received even till the middle of the session and in some cases the student may collect the entire amount at the fag end of the session. Consequently, only those who can afford or those who can get some support from a voluntary organisation during the intervening period can continue their education. It is ironical that in many cases some institutions specialise in giving assistance to these children initially from their own funds and then collect the scholarships from the Government on their behalf. This is no doubt invaluable service but these children in the process become dependent on those institutions and cannot claim that assistance from the state as a matter of right. Those who do not have such a benefit have to go without education even though they are eligible for assistance.

25. During the Sixth Plan the Ministry of Home Affairs had assigned the National Institute of Educational Planning and Administration (NIEPA), New Delhi, the task of monitoring the functioning of the Post-Matric Scholarships Scheme. The intention of the Government at that time was to gradually hand over to the NIEPA monitoring of other Centrally

Sponsored Educational Schemes as well. In 1984-85 the NIEPA submitted reports on the functioning, management and utilization of the Post-Matric Scholarships Scheme as well as a report entitled "Retention, Failure, Repetition and Drop-out in Higher Education : A Cohort Analysis of the SC/ST Students." However, this assignment was subsequently discontinued.

National Overseas Scholarships to Scheduled Castes, Scheduled Tribes, Denotified Tribes and Nomadic / Semi-Nomadic Tribes

26. The government of India initiated a scheme for the award of National Overseas Scholarships to Scheduled Castes, Scheduled Tribes, Denotified Tribes, Nomadic / Semi-Nomadic Tribes and other economically backward classes in 1954-55 for pursuing postgraduate studies and research abroad in subjects for which suitable facilities were not available in India. This is a Non-Plan Scheme. The total number of scholarships awarded each year is 21. During 1985-86 the Government of India proposed to award 29 scholarships with a backlog of 8 scholarships of the previous years. However, in the year 1985-86, 25 scholars were selected. The selection process for award of these scholarships for the selection period 1986-88 was reported to be in progress.

Girls' Hostels

27. The scheme is in operation since the Third Five Year Plan. The expenditure on this scheme is shared by the Centre and the States on matching basis (50:50). Initially the scheme provided for construction of hostel buildings. Later the scope was enlarged to incorporate provision of ancillary facilities and non-recurring items. During the Sixth Plan period a provision of Rs. 13 crores was made under this scheme for hostels for both Scheduled Caste

Table 8

Type of accommodation	Old rates of ceiling cost per inmate		Revised rates of ceiling cost per inmate	
	Plain areas (Rs.)	Hill areas (Rs.)	Plain areas (Rs.)	Hill areas (Rs.)
1	2	3	4	5
For accommodation only	5,200	5,680	9,235	12,380
For accommodation plus ancillary facilities like dining hall, kitchen, sanitary block, etc.	7,150	7,790	12,775	17,125

and Scheduled Tribe girls. During the Seventh Plan period an allocation of Rs. 31.95 crores was made. A Central Grant of Rs. 1.67 crores was sanctioned to the State Governments for the construction of 162 SC hostels during 1985-86. During that year an amount of Rs. 1.50 crores was allocated for ST girls' hostels and the actual expenditure was Rs. 1.35 crores. During 1986-87 an allocation of Rs. 4.55 crores was made under the scheme. The expenditure figures for that year are not available. It is encouraging to note that with the rise of price index the Government of India had revised the ceiling cost for the construction of hostels under this scheme in 1985. The approved revised ceiling costs are given in Table 8.

The Working Groups on the Development of Scheduled Castes and Scheduled Tribes during the Seventh Plan recommended that the Central Grant for this scheme should be 100% and the scheme should also be extended for boys hostels. They also suggested that at least two hostels for boys and one for girls should be established in each of the district headquarters in the country.

Book Banks

28. This scheme was started in 1978-79 for SC/ST students pursuing medical/ engineering courses. At present an amount of Rs. 5,000

has been fixed as the total cost for purchase of one set of text-books. One set of books is allowed to be used by four students. The life period of one set of books has been fixed as three years which means that every three years funds will be provided for getting new sets of books. This scheme has proved very useful for SC/ST students pursuing medical and engineering courses. A provision of Rs. 3 crores was made for this scheme during the Sixth Plan but unfortunately the expenditure during that period was only Rs. 0.96 crore. For the Seventh Five Year Plan an outlay of Rs. 2.25 crores has been provided for this scheme. During 1985-86 an allocation of Rs. 0.55 crore was made against which an expenditure of Rs. 0.31 crore only was incurred. The number of SC/ST beneficiaries during that year was 16,822. During 1986-87 an allocation of Rs. 0.50 crore was made. Proposals to cover other professional courses like Agriculture and Law and to provide a set of text-books to each SC/ST student were reported to have been sent to the Planning Commission for approval.

Pre-Matric Scholarships For Children Of Those Engaged In Unclean Occupations

29. The main objective of this scheme is to provide good quality education to children of those engaged in unclean occupations like

scavenging, tanning and flaying, by keeping them away from the dirty and unhygienic surroundings under which their parents live. There were certain inherent defects in the scheme and hence the response of the State Governments towards it was unsatisfactory. The scheme was suitably modified during 1986-87. The children from the families of sweepers who have traditional link with the job of scavenging have also been included in this scheme from the year 1986-87. The other modifications made in the scheme are mentioned here :

- (i) increase of rates of scholarships from Rs. 145 p.m. to Rs. 200 p.m. for classes VI to VIII and Rs. 250 p.m. for classes IX to X,
- (ii) increase of the income ceiling limit from Rs. 500 p.m. to Rs. 1,000 p.m.,
- (iii) provision for renting hostel buildings where hostel facilities are not available,
- (iv) provision for appointment of a full time hostel warden where the number of children is large, otherwise one of the school teachers may be appointed as hostel warden on some extra remuneration.

30. As envisaged in the National Policy on Education, 1986, the question of extending the scope of this scheme to cover children from classes I to V and also inclusion of day scholars under this scheme is reported to have been taken up with the Planning Commission. The covering of children of classes I to V under this scheme had already been approved by the Planning Commission but the same was not agreed to by the Ministry of Finance. An outlay of Rs. 10.32 crores has been approved for this scheme for the Seventh Five Year Plan. During 1985-86 the expenditure incurred on this scheme was only Rs. 0.25 crore against an allocation of Rs. 2.50 crores and the number of students benefited was 9,286. With the

modification of the scheme during 1986-87 the entire allocation of Rs. 1.82 crores was expected to be spent and the number of students to be benefited was 8,948.

Admissions To Universities and Colleges

31. According to earlier guidelines issued by the Ministry of Education (now Ministry of Human Resource Development) the State Governments and Universities had reserved 20% of the seats in all educational and technical institutions with a distinct reservation of 15% for the Scheduled Castes and 5% for the Scheduled Tribes. These reservations are interchangeable between these two categories. The Ministry had also suggested that in case of the seats reserved for them remaining unfilled a further relaxation in marks could be given to them. In the 27th Report of the Commissioner for Scheduled Castes and Scheduled Tribes it was recommended that in line with the proportion of the Scheduled Tribes in the country's population the number of seats reserved for them in various educational and technical institutions should be raised from 5% to 7.5%. It is gratifying to note that the reservation percentage was revised in August 1982 to 7.5% for the Scheduled Tribes.

32. An SCT Cell was established by the UGC in January 1979. It, inter alia, collects regularly on an annual basis information regarding course-wise admissions and appointments of SC/ST candidates to teaching and non-teaching posts by reservation. Such information about the actual position was collected from 1977-78 onwards and analysed. In January 1985 the UGC published a document captioned 'Facilities to Scheduled Castes and Scheduled Tribes in Universities and Colleges'. It contained an analysis on the position of actual

admission and employment of SCs and STs in Universities and Colleges during 1978-79.

33. The actual total number of students and the number of Scheduled Caste and

Scheduled Tribe students alongwith the respective percentages at the undergraduate/postgraduate levels and in professional courses during 1978-79 are given below :

Table 9

Sl. No.	Course	Total	SC (%)	ST (%)
	Undergraduate	9,37,028	91,721 (9.85)	23,124 (2.48)
1.	Arts	4,36,000	19,369 (4.44)	3,559 (0.83)
2.	Science	4,53,472	21,398 (4.76)	5,722 (1.27)
3.	Commerce			
	Postgraduate			
4.	Arts	1,36,004	13,797 (10.54)	2,526 (1.93)
5.	Science	47,359	1,342 (2.93)	365 (0.79)
6.	Commerce	32,449	1,676 (5.42)	372 (1.29)
	Education			
7.	Undergraduate	63,660	3,782 (6.24)	789 (1.30)
8.	Postgraduate	4,139	136 (3.42)	27 (0.68)
	Engineering / Technology			
9.	Undergraduate	99,569	5,454 (6.16)	1,061 (1.20)
10.	Postgraduate	5,151	84 (1.92)	8 (0.18)
	Medicine			
11.	Undergraduate	95,289	7,266 (9.98)	1,324 (1.82)
12.	Postgraduate	10,305	287 (3.69)	39 (0.50)
	Agriculture			
13.	Undergraduate	27,102	1,903 (8.39)	160 (0.71)
14.	Postgraduate	6,108	201 (4.48)	39 (0.87)
	Veterinary Science			
15.	Undergraduate	5,589	266 (7.02)	44 (1.14)
16.	Postgraduate	1,002	9 (1.37)	—
	Law			
17.	Undergraduate	1,65,317	10,475 (7.47)	1,851 (1.32)
18.	Postgraduate	3,085	95 (3.97)	4 (0.17)
	Others			
19.	Undergraduate	11,361	671 (5.93)	48 (0.42)
20.	Postgraduate	3,550	126 (3.56)	20 (0.56)
	Total	25,43,449	1,80,058 (7.08)	41,082 (1.62)

34. Statewise combined enrolment figures for all the undergraduate, postgraduate, professional and technical courses may be seen at Annexure IV. The growth of SC/ST enrolment at graduate level based on comparative figures for 1977-78 and 1978-79 has been shown in Annexure V and that at postgraduate level in Annexure VI. It will be seen from Annexure V that at graduate level (including professional and technical courses) the percentage of Scheduled Caste students for the country as a whole decreased from 7.50% in 1977-78 to 7.33% in 1978-79. On the other hand, there was a slight increase in the percentage of Scheduled Tribe students from 1.57% in 1977-78 to 1.70% in 1978-79. Annexure VI indicates that at postgraduate level (including professional and

technical courses) the percentage of Scheduled Caste students increased marginally from 7.53% in 1977-78 to 7.62% in 1978-79. In the case of the Scheduled Tribes also there was an increase from 1.28% in 1977-78 to 1.46% in 1978-79. It is suggested that the SCT Cell of the UGC may make special efforts to compile and publish the enrolment statistics more expeditiously as at present the time lag between the statistics pertaining to an academic year and their publication is rather too much. The Government of India, State Governments and the Universities should also take necessary steps to increase the number of SC/ST students at the various levels and in different courses of studies.

ANNEXURE - V (9)
**EXCERPTS FROM REPORT ON DEVELOPMENT OF TRIBAL
AREAS, NATIONAL COMMITTEE ON THE DEVELOPMENT
OF BACKWARD AREAS, 1981 - PLANNING COMMISSION**

EDUCATION

Education has always been accepted as an important element in tribal development. However, the pace of educational development has not been satisfactory and in practice education has not always been accorded high priority even though, in principle, it is always conceded readily. It will therefore, be necessary for us to clearly spell out the role of education even at the risk of some repetition and examine in detail why such an obvious programme has, time and again, not claimed due attention. We consider that education should be accepted as the first charge on available resources for tribal development-financial, material and personnel since it holds the key to the protection and development of tribal communities during a very critical period of their history.

8.2 We have seen that many tribal areas have rich natural resources. A number of projects had been taken up for exploitation of these resources. Many areas are gradually getting opened up and new industries are being established. However, the tribal community, in many cases, is not as yet ready to participate in the new economic activities at the middle and high levels of the system, sometimes not even as an ordinary wage-earner. This creates serious imbalance since advantage of the new opportunity accrues to the migrant population,

the local tribal community being forced to occupy a lower position in the new socio-economic structure. The loss of opportunity may be of a lasting nature. Further, we have seen that even otherwise, the tribal communities are facing a challenge with ever-increasing contact with the outside world. They are at a considerable disadvantage because of their inability to understand and appreciate the functioning of the new system, its modes and conduct being unfamiliar to them. The process of land alienation, deprivation through usurious practices of money-lender, exploitation in marketing are continuing unabated. We have underlined the need for urgent measures to stabilise the command of the tribal communities on their existing resources.

8.3 The administration can ordinarily function only through formal institutions. Therefore, the community must be able to appreciate the functioning of these institutions. If it has to receive full advantage of the protective and promotional measures which may be taken by the state. This alone is not enough. It may help the community to barely subsist at the existing level. The benefits of science and new technology must reach them so that the productivity of the resources as also of the man himself increases adding to the wealth of the area and the share of the tribal community therein. All these tasks require a broad base of educational effort.

Thus, education in tribal areas is an essential input for providing effective protection to the tribal community during the present transitional phase, for enabling them to take advantage of science and new technology.

8.4 A review of literacy amongst the tribals shows (Annexure VI) that the pace of growth has been rather slow or uneven. While the general level of literacy moved from 24.03 per cent to 29.34 the level of literacy amongst tribal rose from 8.53 per cent to 11.30 during the period 1961-71. On the one extreme are communities like the Mizo with 60% literacy on the other extreme are Koyas and Sahariyas with less than 2% literacy. The highest increase amongst the major tribals was recorded amongst the Nagas (9%). The increase among communities like Khonds was less than 1% (Annexure XVII).

8.5 Expansion of educational facilities in the tribal areas and rise in the enrolment of Scheduled Tribe children has been proceeding at a fast rate since Independence. The figures for elementary schools in the entire tribal areas in the country are not available. A Koraput study, however, shows that the expansion started slowly after 1947-48 and rose sharply in the early sixties. It normalised thereafter but there was again a sharp rise after the Sub-Plans were introduced. The growth of middle schools was phenomenal (Annexure XVIII). The analysis of the enrolment of the Scheduled Tribe children by the Ministry of Education shows that it has broadly followed the above pattern (Annexure XIX & XX). The co-efficient of equality of enrolment as between general and tribes at the primary level was 69 in 1960-61, it rose to 77 in 1965-66 but stagnated and recorded a slide back to 75 in 1970-71 and rose to 97 in 1976-77. At the middle school level rise has been very slow from 41 in 1960-61 to 42 in 1965-66 to 47

in 1970-71 which, however, recorded a significant rise to 56 in 1976-77. The enrolment figures for the primary schools, however are gross figures bulk of which is accounted for by initial enrolment in Class One. Further, the differential between different communities is substantial. The enrolment of tribal children in the age-group 6-11 is about 70% compared to 94% for the general population. However, the variations as between different communities and different areas is very large. Recent studies in Koraput (Annexure XXI to XXIV) and Baster (Annexure XXV to XXVII) bring out that the enrolment in some advanced groups is steady in the elementary classes. In some of the communities like Khonds, Paraja and Saura in some areas, however, it is confined only to lower primary sections and hardly any child moves above grade three. The drop-out in the middle school class and further in Higher Secondary Schools is heavy. In a number of communities not more than 5% of those who enter Class One are able to reach Class Five. In some blocks, the enrolment are as low as 15 to 20% with no child in higher classes. The detailed study in Orissa has also brought out that there are a large number of habitations (Annexure XXVIII) which have been provided educational facilities but many tribal communities in these villages have not taken any advantage of these facilities whatsoever. In the advanced areas, the facilities are largely used by the non-tribal groups or some of those tribal communities which are comparatively smaller and articulate. It is noteworthy that some of the major tribal communities like Khonds in Koraput have not taken advantage of the educational system even in those blocks which have comparatively higher literacy rates. It is possible that the new employment opportunities, scarcity of labour and attraction of higher wages may have led to

withdrawal of children from the educational institutions. The Bastar studies bring out that the utilisation of educational facilities by different communities in the same village may be highly uneven.

8.6 The above review shows that the problem of educational development in tribal areas is quite complex. The educational authorities and others sometimes tend to oversimplify the issue by partial analysis of the problem and generally conclude the discussion with solutions which may be either too idealistic or too expensive. For example, it is generally suggested that since ordinary primary schools have failed to attract tribal children in many areas, government may concentrate on residential schools. It is not realised that such a scheme will mean accepting that a vast majority of children, in these areas would be denied even in the facility of an elementary school for a long time to come. Similarly, in the absence of teachers from the schools in the interior is taken for granted and it is sought to be rationalised by arguments like non-availability of residential facilities etc. Whilst necessary facilities and incentives to the personal working in these areas are necessary lack of facilities cannot be accepted as the only reason. There are areas where even well equipped institutions may remain unused. For example, it has been observed that even though greater facilities are generally available nearer the urban centres but most of the teachers may be residing in the town and may not attend schools regularly. There are no short cuts to effective administration and a situation of organisational failure cannot be corrected merely by providing higher capital investments. Therefore, it is necessary that comprehensive review of the reasons. For the present state of education in the tribal areas is made and a package of schemes for educational development is prepared.

8.7. The reasons for slow progress in education and measures for improvement can be broadly divided in five categories :

- (1) Content of education ;
- (2) structural imbalance;
- (3) supporting services;
- (4) quality of personnel; and
- (5) administration of the educational system.

Content of Education

8.8 The educational system in the tribal areas is just an extension of the general educational system in the country which has been getting increasingly oriented to urban areas. Educationalists are unanimous that the learning in the elementary classes should be organised in the form of exploration by the child leading it to higher levels from what he may already have picked up from his home, his community and his environment. But we find that there is increasing uniformity even in the reading material at elementary level with the central production of text books and guidance from higher levels in the form of model curricula, guide books etc. The text books, therefore, may contain material which may be largely unfamiliar to the child. Learning in this situation becomes a burden with no relevance to his environment. The problem of language makes the situation still worse. Eventhough it has been accepted that teaching in the early classes should be through the mother tongue of the child, no satisfactory arrangements have been made in most cases. The child learns by rote without much understanding. The child misses the opportunity of developing the faculty of conceptualisation which is essential for learning particularly in mathematics and science.

8.9 As we have noted earlier (Annexure XXII to XXVII) a large majority of children in the elementary schools are not able

to proceed beyond the lower primary classes. The defects in the educational system become contributing factors to the differential growth of education amongst different tribes and areas. The more backward communities and areas lag behind while those who are able to negotiate these hurdles either because the community is comparatively advanced or the family is favourably situated, are able to take advantage of the facilities. Some exceptional students in other communities may also be able to move up even under adverse conditions.

8.10 There was considerable enthusiasm about education initially amongst many communities and areas. However, education has served only as an instrument of employment under the government in urban areas. This has created a wrong model in which education has been equated with jobs outside. When educated youths are not able to move out, they find it difficult to adjust. Even though the number of such persons is very small, they create a bad example. Young boys get alienated from their families and traditional occupations. Thus, they become maladjusted in their society. This is a national problem but the tribal communities are being required to face it even before a real beginning has been made in education. This has made some of them indifferent even to elementary education and the enrolment continues to be low in class three onwards notwithstanding the spread of educational institutions.

8.11 We have seen that education must assume a key role during the present phase of tribal development and must be conceived in comprehensive terms to cover all aspects of community life where they come in touch with the new system. Educationists have been discussing these aspects in terms of functional literacy, non-formal education, continuing

education, life long education and so on. However, so far all that has been done in the teaching of the alphabet which is not of much interest to the common man. The children who have missed the opportunity of normal schooling at the right age cannot hope to get benefit of education in the system as is designed today. The most important aspect of education in tribal areas has to be that the community should be enabled to have a clear perspective of their relationship with the modern system. The tribal should understand the reasons underlying the present situation where a community, which has been managing its affairs successfully for ages, finds itself helpless against relentless encroachments on their rights and assets by individuals and the system. Some young scientists have undertaken recently a programme in Hoshangabad in Madhya Pradesh to take the message of scientific method to the poor in the rural areas. The studies clearly show that the people readily come forward for rational analysis of the local situation and are able to identify the basic reasons with a little guidance. They can also be helped to proceed on rational lines for finding solutions to these problems. The Primary Curriculum Renewal Experiment has also got the seeds of the new approach which may be more suitable to the tribal education system.

8.12 The most important aspect of education in the tribal areas, therefore, is the planning of its content and its presentation. It must be meaningful to the people. This was the central theme of basic education in which the children learnt by doing and drew upon the experience in their ordinary life. An impression has been created that in the rural setting this might lead to poorer quality of education. Quality has nothing to do with what path and methodology are adopted for reaching common goals at the end of different stages in school education.

There cannot be a uniform approach for all areas and for all age-groups. Education in the elementary schools should be location specific. A child who may spend eight years in a school should come out better equipped for life in the village. The curriculum should be suitably restructured so as to have elements of agriculture, forestry, animal husbandary, cottage industry and so on. The teaching of subjects should be relatable to specific problems. They come to the student naturally in his studies of life sciences. The student should get an idea of the various institutions which are relevant to the rural economy. This should be a part of his social study course.

8.13 The choice of subjects at the Middle and High school levels should be provided keeping in view the local needs. The tribal children show a greater promise in agriculture. It will be useful if agriculture and such other subjects are introduced as independent subjects at the high and higher secondary levels. Specialisation however, should not be so narrow as may deter the student from pursuing higher studies in general institutions.

Citizen Education

8.14 We may refer at this stage to the need for a comprehensive educational programme for the community as a whole. As we have referred to earlier, the basic problem in the tribal areas is that two different cultures are coming in contact. They have different traditions and different value systems. This is resulting in a situation of cultural conflict. For example, the tribal is used to a high value for his word and the formal agreements have little significance in his system. The new economic system emphasises higher consumption, acquisition and competition. These are alien to the culture of the community. Further, the tribal community has been used to managing its own affairs. His code of

conduct is determined by the tradition rather than the law. The modern administration has tended to supersede this system forcing a new relationship making traditional organisations rather weak. The self-contained economy of the tribal communities is being overtaken by linkages over wider areas and many an institution are being established for the advancement of their economy. However, these communities have not been able to comprehend the nature of the functioning of the institutions. The ways of the money economy are too complex for the simple tribal society in many areas. The pace of change in some region is slow and it will be possible for the tribal community to assimilate it but gradually. In some areas, however, like the regions around the growing urban centres and industrial complexes, the change is too sudden and the tribal community bewildered by the sheer magnitude of the new forces. Disorganisation sets in these areas as an inevitable consequence.

8.15 Thus the problem in these areas is so complex that a general educational programme may not be of much help to the community. It is only the new generation which may go through the full course of the education system which may be able to assume leadership in due course. There are serious problems even in the normal spread of general education. Initially, it may benefit individuals to join the modern economy but the stage when it can be benefit the entire community can be expected to be reached only after a considerable time. The programme of adult education in the country is addressed to those who may have missed the school and is confined largely to literacy, even though problems which an adult is likely to face may be taken up as the supporting reading material. The concept is so limited that it may not be of much use in the complex situation which has arisen in the tribal areas.

Therefore, a programme of citizen education with a comprehensive frame covering the needs of all sections of the tribal population is necessary which should basically aim at protecting the community from a sudden cultural shock and enable it to graduate through the transitional phase without any erosion of their economic base. The tribal communities have a rich cultural heritage but their experience is limited to a small area much of which is losing relevance in the modern context. This wide gulf is to be bridged with understanding so that they are able to appreciate their position in the national life and their sense of pride and self-respect is maintained. The second important aspect would be to acquaint the community about the modern processes particularly in relation to those facets of their social and economic life where they are coming in contact with the new system. This will include administrative organisation, economic institutions and the social system.

8.16 Broadly speaking citizen education should comprise, inter-alia, following elements :

- (i) a basic understanding about the heritage of our country ;
- (ii) the institutional infra-structure, particularly those institutions, which come in contact with the individual.
- (iii) the rights and duties of a citizen;
- (iv) the important channels for redressal of grievances;
- (v) the expected code of conduct of a citizen in different situation, contrasting it with the traditional spontaneous responses of an individual or the community;
- (vi) a better understanding of the economic process, the regulations about exchange economy and handling of money;

- (vii) the basic difference between the traditional economic frame and the modern frame, particularly the value of the written tradition in contrast to the oral tradition.
- (viii) the role and functioning of co-operative and other financing agencies;
- (ix) an understanding of the agricultural extension services emphasising the approach rather than the content; and
- (x) a greater awareness about the achievements of science and technology with special reference to his own surroundings.

8.17 The precise content of the citizen education programme should be decided taking into account the present stage of each community. The programme should be built around the local tradition and should emerge as an organic whole drawing upon the tribals' own world view and should gradually help him to have a better understanding of the new system. Highest emphasis should be laid on the areas which are of day to day concern to him like the points of contact with the authority and methods of getting relief on various counts.

8.18 Mention may also be made of the new scheme of TRYSEM which basically aims at transfer of skills by the master craftsmen to selected individuals who may be working in the area. The programmes of intensive training of young tribal couples in agriculture, animal husbandry, etc. taken up in many States also are steps in the same direction. Any attempt to standardise the reading material or even the contents at the national level may not be very fruitful. The programmes should be developed on the basis of a good understanding of the local, social, religious and economic traditions and systems. The task is a difficult one but it has to be taken up urgently if the progress of chan-

ges is to be harmonised and pressed into the service of the weaker sections.

Institutional Structure

8.19 The expansion of school education in the tribal areas is taken up as a part of the general plan programmes. The targets for enrolment for the Primary and Middle school stages are fixed and the number of schools accordingly are sanctioned on the basis of norms prescribed by the Planning Commission. The number of Primary Schools has increased substantially even in the remote areas though the level of enrolment has not moved up in proportion. The structure of institutional network at the Middle and Higher Secondary School levels, however, is not very satisfactory. The case of Koraput, Orissa, presents a typical example (Annexure XXVIII). The establishment of High Schools is generally determined by demand pull from comparatively advanced areas and articulate people. As a result, the distribution of Higher Secondary Schools is uneven. There were five Blocks in Koraput in 1977 which had no Higher Secondary Schools. There is also considerable imbalance at the Middle Schools level. There are Blocks like Kalimela where there was one Middle School for 53 Primary Schools. Thirty-nine out of forty-two blocks had one Middle School for ten Primary Schools or more. In some areas this state may be simply because there may not be sufficient number of students passing out from the Primary Schools. But in many cases the neglect may be because their case is not properly presented. On the other hand, there may be active demand from other areas which may get major benefit of new institutions. This creates a vicious circle. Since there is no Middle School within a reasonable distance, even those who could be

moved up are discouraged and the drop out is heavy.

8.20 The most significant feature of the tribal areas is the sparseness of population and small size of habitations. This factor has not been taken fully into account for educational planning except for the establishment of some Ashram and Lower Primary Schools. The provision of social services of adequate standard require a minimum population threshold and, to that extent, the tribal areas are naturally handicapped. Nevertheless, at the present stage of tribal economy it is the fulfilment of their economic needs which will determined the location of habitations. It will take some time before the pull of social services will begin to influence the distribution of population. In the meantime, planning of educational infrastructure should be adopted to the existing distribution of population with the clear objective of providing universal coverage to children by the school system and also provide an effective citizen education to the community.

8.21 In some states residential schools were established initially to cater to the needs of the sparsely populated areas and the more backward tribal communities. However, since these institutions provided liberal facilities to the children with free board and lodging as also better education, pressure grew for establishing them even in the comparatively advanced areas and admissions were opened to children from more advanced communities. Thus, better-off sections of the population tended to take advantage and problem of the backward areas of the backward communities got ignored notwithstanding the growing number of these institutions. The residential facilities in Ashram Schools (Sevashrams in Orissa) in some states begin with Class I. The schools may be only upto elementary school level. But in some

states, the Ashrams go upto higher secondary level. We will be considering separately the question of raising the quality of education and to begin with providing better educational facilities in selected institutions. Here we will limit our discussion to the backward areas and the backward communities. Admission to residential institutions at the level of Class I has serious psychological limitations. But it is also necessary that as large a number of children as possible are brought within the educational system at an early age. This dilemma must be resolved. We considered that there should be a local school in all hamlets which may admit children in Class I and at the most upto Class II. This local school should be a part of the formal educational system. It should have a local person i.e., a person belonging to the hamlet preferably a women as the teacher. The first problem in the more backward areas will be to find a suitable person for this job. Since the condition that the individual must belong to hamlet is crucial, it is the qualification which should be kept flexible. Any person willing to work as a teacher and who may have the necessary aptitude irrespective of his own educational qualifications should be selected for this assignment. He would be given necessary training if he may not have formal education so that he can run the school for the children in the age group 5-7 since the local school will be a part of the larger elementary school complex as we presently discuss, this should not prove a serious constraint to educational development. At the next stage, there should be a lower primary school upto Class III or IV with two to three local schools as feeder institutions. This L.P. school may be linked to a Sevashram. The children in these classes will be grown up and may not find it difficult to live as resident scholars. The Sevashram should also cater to the day scholars for those villages in the areas

from where children may be able to walk to the institution. The day scholars should also be provided mid-day meals, a pair of school uniform, books. etc. so that there is no pressure for admission to the Sevashram.

8.22 While the structure suggested above will solve the problem of physical coverage to the extent feasible in the context of the present socio-economic situation, the other important aspects related to the sparseness of population and small size of hamlets are the efficiency and administration. The system of Elementary School Complex introduced in M.P. recently attempts to provide a viable model. It is accepted that in view of the small size of habitations single teacher schools may have to be established for some time at least, in many tribal areas. Besides problems of logistics, single teacher schools also present the problem of providing suitable guidance to all children according to their individual aptitudes. A good institution should have persons with background of science, mathematics, fine arts, language, physical education for providing complete education. It is possible to make provision for all these requirements in bigger institutions having a number of teachers if they are carefully selected. It is simply out of question that a single teacher or even a couple of them can satisfactorily discharge this responsibility. It may therefore, be useful, even necessary, that a group elementary schools including local schools are treated as a unit for elementary education in the tribal areas. A group of 5 to 6 schools may constitute an Elementary School Complex. One of the schools, preferably a middle school may be designated as the focal school of the Complex. A Senior teacher may be responsible for the management of all institutions in the Complex. He may be given one extra hand to make day to day arrangements in case of absence of a teacher from his duty. The

teachers in the Complex may be selected in such a way that the group may have persons with aptitude in mathematics, science, language, fine arts and physical education. While each teacher may continue to work in his school, he should be in constant touch with other teachers in the Complex and help them maintain a good standard in his special subject. The focal School in the Complex may be specially developed. It may have a small library and science laboratory.

8.23 Children and teachers from all constituent institutions in the complex may meet once a week in each school by rotation, This day may be used for common academic programme, exchange of notes amongst the teachers, citizen education and sports. This get-together will give an opportunity to the local community for active participation in the education of thier children as also self education. The Elementary School Complex thus, can develop as an institution for complete education of the entire community by the family of teachers under a common leadership.

8.24 The establishment of Elementary School Complex will help in removing the structural imbalance between the Primary Schools and Middle Schools. However, in the more advance areas with larger villages, it may be possible to follow the general pattern of Primary Schools and Middle Schools. The proportion of middle to Primary School should be gradually increased so that the educational facilities to all children up to the age of 14 becomes universal. In the first stage each group of five primary schools should have one middle school. The schools should also cater to the educational needs of the non-student youth who may have missed the opportunity of attending school.

8.25 The structural imbalance at the higher secondary level should also be corrected

gradually, At this stage, However, the strategy will have to be somewhat different. The need for establishing an institution at the higher secondary level would arise only when there are sufficient number of feeder institutions with good strenght. This network will take sometime to grow. In the meantime attention should be focussed to augment enrolment of students passing out from middle school in appropriate higher secondary schools which may not be located in the neighbourhood. For each area targets should be fixed in towns of preparing a number of students for admission to higher secondary schools. It will ensure that the students from different middle schools even in the remote areas will not be deprived of the opportunity for higher education simply because there is no high school in that area. Once the strength of students from an area is reasonable, an institution can be established which will help in consolidating the system. In the meantime however, greater attention should be given to the students passing at the middle school stage and enabling them to join higher secondary schools by providing suitable residential accommodation, scholarship and follow up them to remove other difficulties which students from backward areas and backward communities may face.

Supporting Services

8.26 It is generally accepted that establishment of institutions in tribal areas by itself is not sufficient to attract the children and retain them in the educational system. There are a number of contributing factors for this situation, the most important being their economic condition.

8.27 The State Governments have provided a number of facilities and supporting services as a part of the tribal education programme in the tribal areas. No fees are charged from tribal students at any stage. In

many states, reading material is provided free to all tribal children in the primary schools. In some states a modest scholarship is also given to a limited number of students in the primary classes. In case of primitive tribal communities in some states, a system of compensating the family for the opportunity cost by payment of a fixed amount in cash or kind has also been introduced. However, there is no financial assistance generally at the primary school level. The assistance increases at the middle school level. In some states there is a provision of scholarship to all tribal students for covering the incidental expenses of education. The rate of scholarship for girls is slightly higher. A limited number of students are provided residential facilities in hostels. Similar arrangements also continue at the higher secondary level. The rates of scholarship and stipend are comparatively higher in some states but the coverage is very limited.

8.27. There is a central scheme for award of scholarships to meritorious students from rural areas at the middle and higher secondary levels. In this scheme, two scheduled tribe students are selected in each T.D. Block in addition to general candidates. If any. These students are required to pursue their studies at selected educational institutions. In addition some states also provide merit scholarships at the middle and higher secondary levels. In many states Ashram Schools have been established at the primary, middle and high school levels with full residential facilities particularly in the backward areas and for students belonging to certain backward communities.

8.28 It may not be possible to universalise all assistance programmes for all areas and for all communities on account of financial constraint. Any scheme to liberalise assistance

is also likely to be absorbed by those sections who have realised the value of education and who are also keen to invest in education themselves, if necessary. But if assistance is available from the state they will also be the first in the queue. We have seen that the spread of education has been quite uneven and many communities have been left far behind. In the case of some tribal communities, the level of literacy during the 1961-71 has even gone down. It will, therefore be necessary that in all educational programme, particularly in the award of stipends and provision of hostel facilities, preference is given to students belonging to educationally backward tribal communities. The criteria for award of scholarships, stipends and admission to the hostel should be suitably changed subject to other eligibility conditions like distance of educational institution from student's residence. Once fixed quota of seats are assigned to different communities on the basis of their respective numbers, the students from comparatively advanced communities will get in on the basis of merit while those belonging to the backward communities will get admitted if they satisfy the eligibility conditions. It is, therefore, necessary that the assistance programme in education are now addressed to those groups and areas which have been left far behind. Even though, general assistance may continue for all communities, special schemes on a more liberal scale should be prepared for the more backward areas and more backward communities. Unless a suitable differential is built into the educational assistance scheme the gap will continue to grow and the process of educational spread may not pick up.

8.29 The level of literacy of a community can be taken as the end-result of all social and economic forces and geographical handicaps

experienced by the community. The Census gives literacy figures for all areas and for each tribal community. There are many communities which are still at less than five or even two percent literacy level. In some cases there is no significant rise in the literacy during 1961-71. The level of literacy of a community and an area, therefore, should be accepted as an important criterion for special assistance programme. The low literacy blocks and low literacy regions within each block, should be identified. Similarly, the communities at low literacy level should also be identified in each state for special assistance. Those blocks which are at less than half the level of literacy of tribal communities in that state may be considered backward. The literacy among the women is particularly very low. Therefore a special programme should be prepared for girls of those communities where the level of literacy amongst women is very low. The assistance in the case of most backward communities should be substantial right from the primary classes. This should continue at the middle school and higher secondary levels.

8.30 The residential institutions also need a second look. In the more sparsely populated areas, the residential institutions like Ashram schools and hostels should be treated as an integral part of the institutional infrastructure for universal coverage. The admission to hostels should be provided on universal basis to students living beyond a specified distance from primary/ middle/ higher secondary schools so that all those who want to pursue their studies are not denied the opportunity simply because there is no institution in their neighbourhood. This will also be a more economical alternative to opening of institutions in the remote areas where initially the number of students is likely to be small. As the position improves, the policy may be reviewed. In the advanced areas,

residential institutions should cater to selected children who are likely to cater make a grade in higher education.

8.31 The central government is at present providing assistance only for Post Matric Scholarships and girls' hostels. In view of the fact that wide disparities have appeared in education, the Central Government should work out a scheme of assisting the States to cover the entire education programme for tribals including scholarship, stipend, hostels and Ashram Schools with differential and higher assistance for the more backward communities and areas. The assistance for this programme may be provided to help the states to achieve the objective within the next 10 to 15 years.

Quality of Personnel

8.32 One of the important problems in the spread of education is the non-availability of teachers with many qualifications. Teachers are generally recruited from non-tribal areas who join the posts but soon after they begin to try for transfer outside. Many of them do not know the local dialects and also are unaware of the social conditions. With growing unemployment persons with higher qualifications are becoming available even for primary schools, but they become a disgruntled lot. Absenteeism is high and in many areas schools may be run only on paper. Unless these problems are satisfactorily solved, establishment of new institutions by themselves may mean only additional expenditure without much benefit. We have recommended the establishment of local schools for smaller hamlets with local teachers which would help in solving the problem in the more difficult areas at the lowest elementary levels. Nevertheless as we go higher from Class 2, when subject study becomes important the problem of recruitment of persons with requisite qualifications becomes important.

8.33 There are two aspects which should be taken care of while prescribing qualifications and making selection. The increasing base of better qualified persons can be used for making good the deficiency in certain subjects by selective recruitment. Mathematics is an important part of elementary education. Science has now been introduced in the curriculum of the primary schools. But suitable arrangements have not been made for their teaching. Teaching in these classes requires greater skills. Therefore, graduates in science and mathematics could be specially inducted in the tribal areas through special recruitment. In every Elementary School Complex there should be one teacher each with background in Mathematics and Science. Another important aspect is the teaching of languages. The command of a language is essential for higher education. It is therefore, necessary that one of the teachers in each Elementary School Complex should be qualified in the local dialect so as to help the student in regional language. Such selective induction of teachers with background in Mathematics, Science and Language will help in improving the quality of instruction in the elementary schools and provide a firm base for higher education.

8.34 The problem is that of the medium of instruction. In those tribal areas, which are getting opened up the regional language is being gradually adopted and easily understood by the children. In the remoter regions and amongst the more backward communities, however, the local dialect may still be the only medium of communication and the child may not understand the regional language at all. We consider that teaching in classes I and II should be through the mother tongue. The text books should be accordingly planned to be suitable transition from the local dialect to the regional language at the stage of Class III. The teaching

in the early classes should be so organised that children may get acclimatised to the translation by careful use of the local and regional language together.

The appointment of local teachers in the local schools suggested earlier will meet this particular problem satisfactorily. A policy of recruitment of teachers at other levels also from the local areas will help in this process.

8.35 The policy of recruitment discussed above will gradually help in improving the quality of teachers. However, measures may also be necessary for improving the quality of personnel who are already working in these areas. Many of them are not even trained, some of them may have been recruited with lower qualifications. In some states, teachers with higher secondary qualifications, have no background of Mathematics and Science. Some of the teachers, particularly those with the background of local dialects only, may be weak in the regional language. On the other hand, the syllabus and the course content even in the elementary schools has now increased phenomenally since a much higher standard is expected at the end of secondary school. Science has been introduced as a compulsory subject from Class III. The load of social studies has also increased which requires greater proficiency in reading and comprehension at an early age. The selective recruitment suggested by us in the elementary school complexes will gradually improve the competence of teachers but the existing personnel and those who may be recruited locally in the near future will need intensive training to remove these deficiencies in Language, Science and Mathematics. It may not be possible to have a long institution based training programme for such a large number of teachers. Therefore, mixed programme of correspondence course and institution based training

during vacation may be organised to cover all teachers in the tribal areas within a period of two to three years or so. Similarly since the number of un-trained teachers is substantial, a programme should be arranged comprising a correspondence course and institutional training so that all the un-trained teachers are trained within a period of five years as the outer limit.

Vacation and School Timings

8.36 We have seen that one of the distinguishing features of the tribal situation is that the children continue to be active partners in the social and economic activity of the community in contrast to the advanced, particularly the urban areas where that age has become a stage devoted exclusively for preparation for a career. Therefore an average tribal family may not be able to afford the children attending schools during certain busy seasons like sowing and harvesting. Some of the new economic activities like (weaving of tussar) are also family occupation where the children may contribute significantly. Collection of minor forest produce is well spread but there are some peak periods in collection of mahua flower or plucking of tendu leaves. These activities are spread over a long period but may be confined only to a well defined part of the day for example mahua flowers are collected only early in the morning.

The school system, therefore, needs to be adjusted both in terms of its timing and its vacation. Busy agricultural periods should be declared as holidays. It may be noted that sowing and weeding coincides with the rainy season when schools may not even otherwise function. When the children are required for economic activity only for a part of the day, school timings should be suitably adjusted. We are aware that such recommendations have been made earlier also but no significant action has been taken. Therefore, even when certain

decisions are taken in principle, they get struck as soon as, the questions of 'where' and 'what' are considered. And no decisions at the state-level become possible and status continues. The situation changes substantially even in tribal areas. Therefore, it will not serve much purpose if a system is prescribed at the state level for the entire tribal area. The district or the Project should be accepted as unit for presenting district school timings and vacations. The Project authorities should be given funds for doing so.

Womens' Education

8.37 The level of literacy amongst Scheduled Tribe women is only 4.85% compared to 17.63% amongst men. The lag in the level of literacy amongst women is a universal phenomenon. The social conditions amongst the tribal communities vary considerably which influence the literacy level amongst the women. There are no social inhibitions amongst a large section of tribal people. In some cases the literacy amongst women like those amongst women of Khasi (26.38%), Kuki (46.49%) and Lushai (47.07%) tribes are keeping pace with that of males in those tribes (31.18%, 57.61% and 65.83% respectively). However, even in the tribal communities, greater family responsibility on girls at an early age results in heavy drop out in the middle schools. The literacy amongst tribal women in Rajasthan (0.49%) is far behind that amongst men (12.03%). These variations in different regions and amongst different communities clearly indicate that the approach to girls' education in each case will have to be specially worked out keeping in view their specific situation.

8.38 One of the important reasons for low enrolment of girls in the tribals areas is the lack of relevance of education for their role and responsibility. A boy can be expected to go out

and compete for higher places in life for which he may have to go to school and pursue studies for long years. Even here now the tribal is questioning its utility but a girl must ordinarily become a housewife. She also shoulders a substantial responsibility in agriculture and animal husbandry. The use of education in these spheres is not clear. The basic question in the immediate context is whether education for girls can be presented in a form which may appear useful to the tribal.

8.39 A recent study in the rural areas of Madhya Pradesh brings out that a large majority of parents may consider sending their daughters to school if arrangements are made for teaching the girls just sufficient to enable them, to read simple literature and read and write a letter. Perhaps some instruction in child care and house keeping may also attract them. 'Grahini Siksha' (Education for Housewife). As distinct from formal school education in Chotanagpur and Eastern M.P. is quite popular even though it does not lead to a formal certificate. These examples make it clear that if education could be made more relevant to the felt needs of the community and aspirations of the people the girls attendance may improve and improve substantially. Eventhough there are no inhibitions in the tribal area to send a girl to a boys school yet the presence of a lady in an institution can be an added attraction to the girls. If the lady teachers could also give special instruction in useful arts, the attendance may improve. Husband- wife teams may be appointed in Sevashram schools on voluntary basis without insisting on the qualifications of the lady teacher. Distance is the most inhibiting factor in the girls' education. A girl may be attracted to a school within the hamlet but if she is required to go out to a distant school it may become a problem particularly in the early stages when there may be only a few girls, even

one or two who may be eligible to join a school. Once the number of girls increases, they may get together and attend even distant institutions.

8.40 The spread of educational institutions itself may help in improving the attendance of girls. The opening of primary institutions with husband-wife teams as suggested earlier will also improve the situation.

8.41 In view of the active demand for greater facilities for education, the number of hostels and Ashram schools has been substantially increasing in the recent years. The number of girls, institutions however, has not increased and their needs have been relegated to a secondary position. For example, the proportion of total number of seats for tribal girls in the residential institutions is less than the proportion of tribal girls amongst total tribal students. Since distance adversely affects girls' enrolment, it is necessary that residential facilities for girls is provided on a more liberal scale than is warranted by their proportion amongst students in general. There should be atleast one girls' hostel in each tribal development block to begin with. It may be in the form of an Ashram school in the more backward blocks in which girls studying in higher classes may also be provided residential accommdation. In blocks, where girls education has picked-up, hostels for senior classes may be established. Even though the general level of literacy amongst the women is low it will be necessary to adopt differential incentives for different communities and areas for girls' education. Girls' in elementary schools may be provided with a pair of uniforms. The rate of scholarships for girls at all levels should be higher. Special stipends may be given to those coming for training in various institutions both short term and long term. Arrangement should be made for fine arts. music. etc. in all

girls' hostels and atleast one selected High School in each project.

Administration

8.42 The administration of educational institutions varies considerably from one state to another. In the states like Gujarat and Maharashtra all elementary educational institutions are run by local bodies or voluntary organisations. The State runs only special institutions like Ashram schools. In Gujarat, the State has also established Higher Secondary Schools in remote areas where voluntary organisations have not come forward to open institutions. In some state like Madhya Pradesh, Bihar and Orissa all educational institutions are run by Government. The responsibility of running these institutions also varies considerably. In Orissa most of the educational institutions are run by the Education Department. The Tribal Welfare Department runs lower primary schools in more backward areas as also the Ashram and Sevashram Schools. In Madhya Pradesh the position is rather confusing. In some tribal areas the Tribal Welfare Department runs all the educational institutions. In other areas, some of the institutions are run by the Education Department and some by the Tribal Welfare Department. Ashram Schools and hostels are run by the Tribal Welfare Department.

8.43 The above situation has emerged as a result of ad-hoc decisions and actions taken from time to time. A uniform pattern for the entire country is not feasible because the situation in different states differ widely. Nevertheless there are certain basic principles, which should be adopted in all tribal areas. In view of the sparse-ness of population and poor communications, it is essential that the first supervisory point should be as near the institutions as possible. We have suggested the establishment of

Elementry School Complexes with the head-master of the Middle school or the Upper Primary school as the case may be, as the head. The Head Master of the School Complex, therefore, should be given full responsibility for administration within the area of the jurisdiction of the Complex and other isolated institutions, if any, outside the Complex.

8.44 A distinction may be made between academic supervision and administrative control at the elementary school complex level. As far as possible only one organisation may be responsible for the administration of all the educational institutions and exercise full control over them. But so far as academic supervision is concerned it must be unequivocally the responsibility of the Education Department and it should be ensured that this responsibility is properly discharged by them. There is a tendency to neglect the academic supervision of those institutions which are not run by the Education Department. On the other hand, where education is responsible for running the institutions they get busy with routine administration and academic supervision gets neglected. With the Elementary School Complex emerging as the first supervision level, it should be possible for the Education Department to concentrate on their primary duty of maintaining academic standards through effective supervision.

8.45 The preparation of syllabus, its adaptation and preparation of reading material etc. should also be the responsibility of the Education Department. The policies in this regard should be common for the tribal areas with suitable adaptation. It will be necessary that constant watch at the state level is kept on progress of education in the tribal areas. Since education should be given highest priority in the scheme of tribal development and it should be one of the major responsibility of tribal develop-

ment administration. There should be a joint Board for tribal education at the state level with Commissioner, Tribal Development or Secretary, Tribal Welfare as the Chairman and Secretary Education, Director Public Instruction, Director Social Welfare, Director Tribal Welfare as Members. This Board should have the overall responsibility for monitoring progress of education, maintenance of standard, adaptation of programmes and giving guidance for improving the quality and content of instruction and personnel. A closer supervision should be exercised at the district or the project level depending on the conditions of each area. A Committee may be constituted comprising Project Administrator, District Education Officer, Tribal Welfare Officer, Panchayat Officer. This Committee should report to the joint Board at the state level.

8.46 The norms of technical and administrative supervision should be clearly spelt

out. The Education Department should ensure that each institution is inspected once in six months by the first supervisory officer. There should be a higher level check of the standard of education in each institution the method of teaching, etc. by the Education Department once in three years. The Project-level Committee should prepare a quarterly resume of the inspection at the first supervisory and higher levels and submit it to the State level joint Board. The Board should ensure that the necessary follow up action is taken in the case of specific problems brought out in the inspections. Any aspect likely to have a wider relevance should also be identified on which action by appropriate organisations should be initiated. In this way monitoring at the state level should become a positive force for continual identification of the problems of the field and state of education in terms of quality, physical facilities etc.

ANNEXURE – V(10)
EXCERPTS FROM CONFERENCE OF STATE MINISTERS
AND SECRETARIES, TRIBAL DEVELOPMENT AGENDA
PAPERS – DATE NOV. 1992. GOVERNMENT OF INDIA,
MINISTRY OF WELFARE (TRIBAL DEVELOPMENT DIVISION)

IV. REVIEW OF CENTRALLY SPONSORED SCHEMES

A. Girls' Hostels for Scheduled Tribes

Centrally Sponsored Scheme of Girls' Hostel for scheduled Tribes was started during third plan. Under this scheme the Central Assistance is provided to the State Govts on 50:50 basis and to UT Administration on 100% basis for construction of hostel building for ST Girls (upto 100 in number) studyig in middle, high school, higher secondary institutions, colleges and universities for their educational development. The Central Assistance under the scheme is sanctioned at the rate of 50% of the cost of construction subject to the ceiling per inmate.

2. The latest rates of ceiling cost of construction of building for hostels under this scheme are as indicated below :

Type of construction	Rate of ceiling cost of construction per inmate	
	Plain Area	Hilly Area
For accommodation only	Rs. 14,620/-	Rs. 17,700/-
For accommodation plus ancillary facilities like dining hall, kitchen, sanitary block, common room etc.	Rs. 20,220/-	Rs. 24,500/-

3. The amount of Central Assistance released to States/ UTs for Girls' hostels with seats approved for construction/ extension during Sixth Plan, Seventh Plan, Annual Plans 1990-91, 1991-92 and 1992-93 as indicated in the Annexure I.

4. (i) State Govts./ UT admns, are requested to send the proposals with required infomation under the scheme during the first quarter of the financial year.

- (ii) Proposals are generally received without the indication of matching share in the State's budget.
- (iii) They may also be asked to report whether the hostels approved for construction/ extension by the Ministry during Sixth Plan, Seventh Plan, Annual Plans 1990-91, 1991-92 and 1992-93 have actually been constructed/ extended or not. Progress of stage of works undertaken alongwith utilisation of funds may be reported quarterly.
- (iv) Audit reports in the previous years from the AG of concerned States are also required to be furnished by State Govt./ UTs.
- (v) Progress of construction of hostel is generally very slow and it takes three to four years to complete a hostel building.

Annexure - I

CENTRAL ASSISTANCE RELEASED TO THE STATES/ UTs UNDER THE SCHEME OF GIRLS HOSTELS FOR STs - Seats Approved
During 6th Plan, 7th Plan 1990-91, 1991-92 and 1992-93 (as on 6.11.92)

States / UTs	6th Plan			7th Plan			1990-91			1991-92			1992-93		
	Amt. (in lakhs)	H	S	Amt. (in lakhs)	H	S	Amt. (in lakhs)	H	S	Amt. (in lakhs)	H	S	Amt. (in lakhs)	H	S
Andhra Pradesh	174.36	78	3326	275.45	132	5996	40.309	3	300	31.305	4	400	-	-	-
Arunachal Pradesh	10.00	-	-	30.55	12	240	17.125	10	200	-	-	-	-	-	-
Assam	14.75	24	330	20.25	32	463	15.00	30	240	16.00	18	155	-	-	-
Bihar	35.50	*	*	40.69	23	1060	17.13	4	200	68.82	5	360	-	-	-
Gujarat	22.80	30	1592	18.11	17	1098	11.66	5	156	30.13	4	260	-	-	-
Himachal Pradesh	1.70	-	-	10.92	3	180	-	-	-	-	-	-	-	-	-
Karnataka	15.46	*	*	2.36	-	-	-	-	-	6.125	1	50	-	-	-
Kerala	14.60	3	90	18.27	13	640	17.98	4	210	1.00	*	*	21.42	3	150
Madhya Pradesh	53.40	*	*	161.92	78	2835	63.875	20	1000	-	-	-	-	-	-
Maharashtra	20.50	*	*	17.55	4	480	4.67	-	-	32.50	13	780	-	-	-
Manipur	7.70	*	*	27.45	2	168	-	-	-	7.82	3	102	-	-	-
Meghalaya	-	-	-	10.19	12	244	5	5	125	-	-	-	-	-	-
Mizoram	0.56	*	*	-	-	-	-	-	-	6.125	1	50	-	-	-

Nagaland	8.00	*	*	6.00	1	52	-	-	-	-	-	-	-	-	-	-	-	-	-
Orissa	59.50	60	2240	89.50	63	2150	10.00	-	-	-	37.427	7	210	-	-	-	-	-	-
Rajasthan	23.15	10	700	47.82	12	1650	17.12	2	200	36.75	3	300	24.50	2	200	-	-	-	-
Sikkim	3.90	*	*	4.28	2	50	12.841	5	150	-	-	-	-	-	-	-	-	-	-
Tamil Nadu	10.40	2	90	2.26	2	100	4.102	1	200	12.25	2	100	-	-	-	-	-	-	-
Tripura	7.50	7	340	9.47	7	220	3.127	1	20	4.96	2	40	8.00	3	150	-	-	-	-
Uttar Pradesh	6.10	*	*	-	-	-	2.971	1	48	-	-	-	-	-	-	-	-	-	-
West Bengal	23.41	*	817	10.30	12	562	18.00	6	390	14.03	3	240	15.17	3	150	-	-	-	-
A&N Islands	-	-	-	6.75	1	60	3.525	-	-	-	-	-	-	-	-	-	-	-	-
Dadra & Nagar Haveli	5.70	24	100	5.00	-	-	29.203	1	100	0.48	*	*	-	-	-	-	-	-	205
Daman & Diu	-	-	-	-	-	-	3.833	1	30	-	-	-	-	-	-	-	-	-	-
Lakshadweep	-	-	-	8.25	1	48	11.44	-	-	-	-	-	-	-	-	-	-	-	-
Total	518.73	238	9625	823.34	429	18296	308.911	99	3469	305.287	66	3037	69.09	11	650	-	-	-	-

H = Hostel S-Seats

* = Released as balance out of central share for previous works

* = Information not available so far.

The construction should be on time bound basis say, within a period of 18 months as the upper most limit.

- (vi) Sometimes Girls' hostels have been located at far away places from the educational institutions and girl students did not prefer to stay in such institutions. It is, therefore, suggested that the locations/sites for girls hostels should be selected by a Committee of senior officers at the district level.
- (vii) It has been brought to our notice that in certain cases the buildings have been constructed but these are not maintained properly by the State Govts and are deficient in basic amenities like drinking water, store room, etc.
- (viii) Arrangements for the supply of newspaper and coaching facilities to the children have also not been provided in a few institutions.
- (ix) Tribal hostels located in the hill areas should invariably supply winter clothings, school uniforms and woolen stocking to the inmates.
- (x) The Scheduled Tribe students in the hostels are not given boarding grant in some of the States with the result they have to bring ration from their homes. There should be adequate provision made in this regard.
- (xi) The State Govt. may be asked to furnish the name and location of each hostel (District wise and block wise) with total capacity and occupancy i.e. no. of ST Girls inmates and Boys inmates occupying the hostels as on date. This information may be submitted in following manner:-

Sl. No.	Total number of hostels in	Total Capacity		Total Occupancy	
		Girls	Boys	Girls	Boys
	Dist Block Below Block level				

- (xii) Some State Govt neither have drawn GOI share from the State treasuries nor informed the GOI about the decision of not drawing the money.

Indicate the name of the District/ Block alongwith the number of hostels.

IV. B Boys Hostels for Scheduled Tribes

Centrally sponsored Scheme of Boys Hostels for Scheduled Tribes was started during 1989-90 with a token provision of Rs. 17 Lakhs. Under this scheme, the central assistance is provided to the State Governments on 50:50 basis and to UT Administrations on 100% basis for construction of hostels buildings for ST boys (upto 100 inmates studying in middle high school higher secondary institutions, colleges and universities for their educational development. The expenditure on maintenance of these hostels is borne by State Governments/UT Administrations. The Central Assistance under the scheme is sanctioned at the rate of 50% of the cost of construction subject to the ceiling per inmate.

Type of accommodation	Rate of ceiling cost of construction per inmate	
	Plain Area	Hilly Area
For accommodation only	Rs. 14,620/-	Rs. 17,700/-
For accommodation plus ancillary facilities like dining hall, kitchen, sanitary block, common room etc.	Rs. 20,220/-	Rs. 24,500/-

2. The latest rates of ceiling cost of construction of building for hostels under this scheme are as indicated previous page.

3. The Central Assistance released to States/UTs and hostels with seats approved for construction/ extension during the year 1989-90, 1990-92 and 1992-93 are indicated in **Annexure-II.**

4. Issues for discussion / consideration

- (i) State Governments/ UT Administrations may be requested to send the proposals with required information under the scheme during the first quarter of the financial year.
- (ii) Proposals are generally received without the indications of matching share in the State budget and sometimes state budget are curtailed without information to GOI.
- (iii) They may also be asked to report whether the hostels approved for construction/extension by the Ministry during Annual plans 1989-90, 1990-91, 1991-92 and 1992-93, have actually been constructed extended or not. Progress of stage of works undertaken alongwith utilisation of funds may be reported Audit reports in the previous years from the A.G of concerned States also required to be furnished by the States/UTs.
- (iv) Progress of construction of hostel is generally very slow and it takes three to four years to complete a hostel building. The construction should be on time bound basis say within a period of 18 months as the upper most limit.
- (v) Sometimes boys hostels have been located at far away places from the educational institutions and boys students did not prefer to stay in such institutions. It is therefore, suggested that the loca-

tions/sites for boys hostels should be selected by a Committee of senior officials at the district level.

- (vi) It has been brought to our notice that in certain cases the buildings are not maintained properly by the State Govts. and are deficient in basic amenities like drinking water, adequate space for keeping fuelwood.
- (vii) Arrangements for the supply of newspaper and coaching facilities to the children have also not been provided in a few institutions.
- (viii) Tribal hostels located in the hill areas should invariably supply winter clothings. School uniforms and woolen stockings to the inmates,
- (ix) The ST students in the hostels are not given boarding grant in some of the States with the result they have to bring ration from their homes. There should be adequate provision made in this regard.
- (x) The State Govt. may furnish the name and location of each hostel (district-wise & block-wise) alongwith total capacity of inmates and total occupancy by inmates i.e. number to ST girls/boys have actually occupied the hostels. This information may be submitted in the following proforma:-

Sl. No.	Total number of hostels in	Total Capacity of girl/ boys in hostels at	Total Occupancy of girls/ boys in the hostels at
	Dist. Block Below Block level	Dist. Block Below Block level	Dist. Block Below Block level

*Indicate the name of the District/ Block alongwith the number of hostels.

- (xi) Some State Governments neither have drawn GOI share from the state treasuries nor informed the GOI about their decisions in not drawing the money.

Annexure - II
CENTRAL ASSISTANCE RELEASED TO STATES /UTs UNDER THE SCHEME OF BOYS HOSTELS FOR STs WITH SEATS
DURING 1989-90, 1990-91, 1991-92 and 1992-93 (as on 6.11.92)

Sl. No.	States /UTs	1989-90			1990-91			1991-92			1992-93		
		Amount	Hostels	Seats	Amount	Hostels	Seats	Amount	Hostels	Seats	Amount	Hostels	Seats
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Andhra Pradesh	-	-	-	33.215	5	520	49.00	4	400	-	-	-
2.	Arunachal Pradesh	-	-	-	-	-	-	28.175	10	230	-	-	-
3.	Assam	-	-	-	15.00	30	240	16.00	29	160	-	-	-
4.	Bihar	-	-	-	43.34	12	600	-	-	-	-	-	-
5.	Gujarat	-	-	-	10.102	3	333	17.10	1	140	-	-	-
6.	Karnataka	-	-	-	6.422	1	75	-	-	-	-	-	-
7.	Kerala	-	-	-	10.275	3	120	23.58	5	210	-	-	-
8.	Madhya Pradesh	9.46	3	150	28.744	7	450	35.00	10	600	-	-	-
9.	Maharashtra	-	-	-	-	-	-	39.75	13	2060	-	-	-
10.	Manipur	-	-	-	28.138	4	370	1.37	*	*	-	-	-
11.	Maghalaya	-	-	-	6.00	6	150	-	-	-	-	-	-
12.	Mizoram	-	-	-	-	-	-	6.125	1	50	-	-	-
13.	Orissa	1.54	1	50	10.00	5	118	10.98	2	60	-	-	-

14. Rajasthan	-	-	17.12	2	200	-	-	-	-	-	-	-	-	-	-
15. Sikkim	-	-	17.12	7	200	-	-	-	-	-	-	-	-	-	-
16. Tamil Nadu	-	-	8.562	1	100	7.58	1	75	-	-	-	-	-	-	-
17. Tripura	6.00	1	6.00	2	110	15.00	*	18.38	3	150	-	-	-	-	-
18. Uttar Pradesh	-	-	8.158	3	144	-	-	-	-	-	-	-	-	-	-
19. West Bengal	-	-	14.69	3	230	14.94	3	240	24.26	240	-	-	-	-	240
20. A&N Islands	-	-	4.281	1	25	-	-	-	-	-	-	-	-	-	-
21. Dadra & Nagar Haveli	-	-	5.728	1	100	11.41	*	*	-	-	-	-	-	-	-
22. Himachal Pradesh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23. Lakshadweep	-	-	-	-	-	22.05	1	90	-	-	-	-	-	-	-
Total	17.00	5	300	281.95	96	4084	298.12	83	4275	42.64	6	390	-	-	-

*Balance paid for completion of hostels of previous years.

IV (C) ASHRAM SCHOOLS IN TSP AREAS

A new Centrally Sponsored Scheme of establishment of Ashram Schools in Tribal sub-plan Areas has been introduced from the year 1990-91. The Ashram Schools were being run by the State Governments and the Voluntary organisations. It was observed that these schools were not always of desired standard. The main reason for this was stated to be paucity of funds. The scheme is to provide environment conducive to learning to the students belonging to Scheduled Tribes and to arrest the drop-out rates in primary, middle and secondary classes. Under the Scheme, Central assistance is provided to the State Governments on 50:50 basis for constructions of school buildings and upgradation of existing Ashram schools. During 1990-91, an amount of Rs. 200.00 lakhs was released to the 9 State Governments of Andhra Pradesh, Orissa, Gujrat, Sikkim, Tamil Nadu, Tripura, Kerala, Karnataka and Uttar Pradesh as central share for upgradation/ establishment of Ashram Schools in T.S.P. Areas. During 1991-92 a sum of Rs. 256.38 lakhs has been released to 4 states viz, Maharashtra, Orissa, Kerala and Tripura for establishment of 44 new Ashram Schools and upgradation of 2 Ashram Schools.

During the current financial year (1992-93) a sum of Rs. 2.00 crores has been provided in the budget of the Ministry and so far no grant has been released to the State Governments as the proposals received from the State were incomplete.

3. Details indicating the number of schools under construction and upgradation of existing schools along with financial releases are indicated in Annexure-III.

ISSUES FOR CONSIDERATION

1. The location of new Ashram schools and admission policy may be decided. Priority

should be given to ST girls and children of Primitive Tribal Groups, forest villagers, and migrant ST labourers. The State Govt. may indicate if each Block and Taluka in the tribal districts areas has been covered by Ashram Schools, if not the number of Block, Taluka remaining uncovered.

2. Detailed plan estimate, building plans approved by competent authorities are not submitted by the State Government.

3. Details of the Proposals indicating the expenditure. i.e., purchase of equipment, furniture, purchase of a few sets of books for a small library for the use of inmates of the hostel alongwith other items of expenditure like construction cost of school building, hostels and staff quarters are not furnished by the State Governments. Central Assistance will be provided to the State Govts. only for nonrecurring items. Expenditures or recurring items will be borne by the State Govts.

4. State Govts. may be asked to ensure the following before sending the proposals to this Ministry for requirement of funds for Ashram Schools:-

- (i) Clear indication may be given for matching contribution in the State's Budget.
- (ii) A certificate to the effect that land is actually available for the purpose may be furnished.
- (ii) A clear indication, that local Public Works Department or authorised agency has been consulted for space requirements should be given.
- (iv) Actual time frame for undertaking the construction work and completion of Ashram School has also been indicated.
- (v) It is specified that the proposed Ashram School is to be established in low literacy pocket and PTG concentration areas.

5. Instead of going for new Ashram Schools, the views of the State Govts. may be taken to convert the existing hostels into Ashram Schools so that the expenditure on construction of new building can be minimised.

6. The State Govts. may furnish the name and location of each Ashram School (District wise and Blockwise) alongwith total capacity of inmates and total occupancy by inmates i.e., no. of ST Boys, actually staying/on rolls of the Ashram/Residential schools. This information may be submitted in the following proforma :-

Sl. No.	Total number of Ashram Schools in the District	Total Capacity of girls / boys in Ashram School at		Total Occupancy of girls/ boys in the Ashram schools at	
		Dist. Block level	Block level	Dist. Block level	Block level

N.B. Name of the Dist. Block may be indicated alongwith the number of Ashram Schools/Residential Schools.

IV (D) Education of Tribal Girls in Low Literacy Pockets

It is well known that rate of literacy amongst the tribals, particularly, women is much lower than that of the general population. According to 1981 census, the Scheduled Tribe female literacy was 8.05% of general female literacy in the country. There are 48 districts with tribal concentration where female literacy of tribal is less than 2% vide Annexure. Besides there are districts where primitive groups live. The rate of literacy of women in those groups is extremely low.

2. It is proposed to launch a new scheme of educational complex in low literacy pockets

Annexure III

CENTRAL ASSISTANCE RELEASED TO STATES /UTs UNDER THE SCHEME OF ESTABLISHMENT OF ASHRAM SCHOOLS IN TSP AREA AS ON 6TH NOVEMBER 1992.

(Rs. in lakhs)

Sl. No.	States /UTs	1990-91		1991-92		1992-93	
		Amount	Schools	Amount	Schools	Amount	Schools
1.	Andhra Pradesh	30.00	5	-	-	-	-
2.	Gujarat	15.88	20	-	-	-	-
3.	Karnataka	23.06	2	-	-	-	-
4.	Kerala	17.18	3	38.38	3	-	-
5.	Maharashtra	-	-	190.00	38	-	-
6.	Orissa	16.65	4	20.00	4 @	-	-
7.	Sikkim	36.52	3	-	-	-	-
8.	Tamil Nadu	20.44	8	-	-	-	-
9.	Tripura	7.00	4	8.00	1	-	-
10.	Uttar Pradesh	33.50	1	-	-	-	-
	Total	200.00	49	256.38	46	-	-

\$ Including 1 Ashram School for upgradation

@ Including 2 Ashram Schools for upgradation

for development of women literacy in tribal areas. The aim of the scheme is to bring up the level of literacy amongst the tribal girls/women in the indentified districts as mentioned above at par with other tribal areas. The new scheme

would be Centrally sectors scheme with 100% assistance from the Government of India.

3. Suggestions from the State Governments regarding the components of the Scheme keeping in view the local needs are solicited to make the scheme meaningful.

**Districts having less than 2% tribal female
Literacy rate, 1981 Census**

Sl. No.	State	District	Rate of Literacy
1.	Andhra Pradesh	Nizamabad	0.73
		Mahabubnagar	1.19
		Medak	1.31
		Adilabad	1.62
		Karim Nagar	1.61
		Warangal	1.39
		Nalgonda	1.02
2.	Bihar	Paschim- Champaran	1.21
		Purnia	2.00
3.	Gujarat	Kachch	1.44
		Banaskantha	1.84
4.	Madhya Pradesh	Morena	0.46
		Shivpuri	0.20
		Guna	0.25
		Chhatarpur	0.39
		Panna	0.77
		Satna	0.62
		Rewa	0.43
		Sidhi	0.54
		Ratlam	0.99
		Dewas	0.87
		Rajgarh	0.94
Shahdol	1.34		

Sl. No.	State	District	Rate of Literacy
		Jhabua	1.65
		Dhar	1.19
		West Nimar	1.82
		East Nimar	1.93
		Sehore	1.05
		Ralsen	1.32
5.	Orissa	Koraput	1.65
6.	Rajasthan	Tonk	0.67
		Pall	0.45
		Jalor	0.09
		Sirohi	0.58
		Bilwara	0.45
		Udaipur	0.68
		Chittaurgarh	0.46
		Bundi	0.91
		Alwar	1.54
		Sawal-Modhopur	1.35
		Jaipur	1.67
		Dungarpur	1.31
		Banswara	1.07
		Jhalawar	1.57
7.	Uttar Pradesh	Kheri	0.70
		Bahraich	0.61
		Gonda	0.32
8.	Arunachal Pradesh	East Kemeng	1.01

ANNEXURE-VI (1)
EXCERPTS FROM THE REPORT ON STAGNATION AND
DROP-OUT IN PRIMARY EDUCATION IN PHULBANI DISTRICT.
(PREPARED BY TRIBAL AND HARIJAN
RESEARCH-CUM-TRAINING INSTITUTE, BHUBANESWAR).

The study on 'Stagnation and Dropout in Primary Education' was conducted in Phulbani district. Two residential schools namely (1) Sar-taguda U.P. School in Phulbani Sadar Block (2) Dandapadar U.P. School in Nuagaon Block and one non-residential school namely Musulipanga U.P. School in Phiringia Block were taken for study.

(School and class-wise enrolment and rate of drop-out and stagnation is given in Table No. 1

Findings :

1. Incidence of stagnation is highest in class-I.
2. Stagnation is maximum in the non-residential schools and schools located in the interior places.
3. Incidence of dropout is higher in class II and class IV.
4. Dropout is less in residential schools and schools located at accessible places.
5. Parents of Children reading in non-residential schools are less conscious about the regular attendance of their children in the school.
6. Supervision and study atmosphere is comparatively better in the residential schools.

7. Most of the parents of dropout children are illiterate.
8. Parents of majority of the stagnated and drop-out children depend on wage earning and agriculture for their livelihood and all of them are below poverty line.
9. Occupational pattern of the parents demand the child labour and baby sitter.

Causes :

1. Irregular attendance due to the alien environment.
2. Lack of infrastructural facilities and well-furnished class room to attract the children.
3. Illiteracy and lack of interest and awareness of the parents.
4. No stimulation from the parents.
5. Rituals connected with agricultural operation and absence of vocations synchronized with the agricultural seasons.
6. No effort either from the teacher or parents is made to remove the handicaps of the child who is lagging in studies, irregular in attending the school and dis-interested in studies.

Table No. 1
SCHOOL & CLASS-WISE ENROLMENT, STAGNATION AND DROPOUT OF
RESIDENTIAL & NON-RESIDENTIAL SCHOOL OF PHULBANI DISTRICT.

Sl. No.	Item	Residential										Non-Residential				
		Sartaguda U.P. Sevashram					Dandapadar U.P. Sevashram					Misalipanga U.P. Sevashram				
		Period - 1984 - 87					Period - 1984 - 87					Period - 1984 - 87				
Class	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V	
1.	Enrolment	101	44	33	43	33	68	75	85	73	46	68	29	20	22	15
2.	Stagnation	35.64%	47.70%	21.21%	16.30%	6.06%	16.17%	8.00%	36.47%	10.96%	6.52%	58.32%	31.03%	30.00%	21.87%	-
3.	Drop out	21.78%	11.36%	3.03%	20.93%	-	4.41%	17.33%	4.70%	15.07%	17.40%	16.28%	34.48%	20.00%	31.26%	6.8%

- | | |
|---|---|
| <ul style="list-style-type: none"> 7. Termination of the scholarship and stipend for a failed or discontinued student. 8. Fear of physical punishment. 9. Illhealth and frequent occurrence of diseases. 10. Lack of whole-hearted involvement of the teachers to motivate the child. 11. Sometimes schools are closed for days together without any reason. | <ul style="list-style-type: none"> 4. Enhancement of scholarship and stipend. 5. Frequent supervision and inspection by the District Officer in charge of education. 6. Timely supply of reading and writing materials. 7. Incentive to the parents for regular attendance of their children. 8. Arrangement of annual function to bridge the gap between the teachers, parents and students. 9. Provision of stipend facilities in case of stagnated students for the second year. 10. Extra incentives to the teachers working in tribal areas. 11. Emphasis on adult literacy programme in tribal areas. |
|---|---|

Suggestions:

- 1. Establishment of Residential school.
- 2. Appointment of a local lady teacher having good knowledge about tribal language.
- 3. The teaching method and class room environment should be made lively and attractive.

ANNEXURE – VI (2)

EXCERPTS FROM THE REPORT ON DROP-OUT AMONG THE PRIMARY SCHOOL CHILDREN OF KORAPUT DISTRICT. (PREPARED BY TRIBAL AND HARIJAN RESERCH-CUM-TRAINING INSTITUTE, BHUBANESWAR)

The study of dropout among the primary school children was conducted in 4 schools of Lamtaput and 4 schools in Jayapatna Block of Koraput district. Of these 8 schools, 4 schools

belongs to residential type where as the other 4 schools are non-residential type. The highest rate of dropout in both type of school is given below :

School-wise & Class-wise Highest Rate of Dropout of Residential & Non-Residential School of Koraput District

Sl. No.	Name of the School	Type of School	Class showing Highest Dropout	Year showing Highest Dropout	Percentage of highest Dropout	
1.	Tusuba Sevashram	Residential	Residential (L.P)	Cl. I	1986-87	84.27
2.	Dongerchhinhi Sevashram	Residential	Residential (L.P)	Cl. II	1987-88	66.67
3.	Machhakund Sevashram	Residential	Residential (U.P)	Nil	Nil	Nil
4.	Balia Residential Sevashram	Residential	Residential (U.P)	Cl. I	1984-85	100.00%
5.	Montriput Sevashram	Non-Residential	Non-Residential (L.P)	Cl. I	1987-88	100.00%
6.	Kanchana Sevashram	Non-Residential	Non-Residential (L.P)	—	1987-88	54.17%
7.	Jayanagar Sevashram	Non-Residential	Non-Residential (U.P)	Cl. I	1987-88	75.00%
8.	Sombaritota Sevashram	Non-Residential	Non-Residential (U.P)	Cl. I	1988-89	66.67%

Findings :

1. The low rate of enrolment in the schools.
2. The poverty stricken parents prefer to engage their children in different works for earning their livelihood rather than to send them to school.
3. Educational level of parents is very low.
4. The parents need children's help in their work.
5. Dropout is higher in non-residential schools.
6. Posts of teachers remain vacant for long period.
7. Teachers remain frequently absent.
8. School holiday pattern is not in consonance with their festivals and rituals.
9. The teachers do not know the tribal language.

Suggestions :

1. Devoted and local teachers should be appointed in the schools.
2. Lady voluntary social workers preferably tribal women, if available, should be entrusted with the job of contacting parents for sending their children to the school regularly.
3. Residential facilities should be provided to all the existing non-residential schools.
4. Provision of Supply of mid-day meal to Children may be made.
5. Adequate provision should be made for providing different kinds of attractive playing materials.

ANNEXURE – VII

EXCERPTS FROM THE REPORT ON EVALUATION STUDIES CONDUCTED BY T.H.R.T.I. ON HIGH SCHOOLS IN KALAHANDI & KORAPUT DISTRICTS

Evaluation study based on information on Middle-level and Secondary-level Education in tribal concentrated districts of Kalahandi and Koraput was conducted by T.H.R.T.I. during the period from May, 1985 to February 1987. The schools selected for study and their detail information are given below in tabular form.

Evaluation of Boden Boys' High School, Kalahandi

Findings:

It has been observed that the school is functioning smoothly. There are 120 boarders in the hostel. The present Headmaster is very sincere and industrious. Various crafts are being taught in addition to gardening. Food arrangements are usually unsatisfactory. Vegetables are in short supply and there is a great demand

for drinking water supply. In this area the greatest menace to health is malaria.

A strong point was made by the students during our visit that the stipend granted to them is very inadequate. It should be raised to Rs. 100/- per month considering the price rise.

For over all improvements of the school the following recommendations are suggested.

Recommendations :

- Supply of courses of study to the teachers should be made at the beginning of the session.
- Required amount of reading and writing materials should be supplied to the students in time.
- Provisions for orientation training for the teachers should be made so that they be-

Sl. No	Name of the School	District	Curriculum	Residential/ Non-Residential	Period of Evaluation
1.	Boden Boys' High School	Kalahandi	Cl. VI to Cl. X	Res.	Feb 1987
2.	Gumuda Govt. Boys' High School	Koraput	Cl. IV to Cl. X	Res.	Sept. 1986
3.	Baraguda Govt. Girls' High School	Koraput	Cl. VI to Cl. X	Res.	Sept. 1986
4.	Junagarh Govt. Girls' High School (Up-graded from Kanyashram)	Kalahandi	Cl. VI to Cl. X	Res.	May 1985

come well acquainted with the language and the way of life of the tribals.

- Special allowances for the teachers as incentives for working in tribal areas should be given.
- Appointment of a full time Superintendent for the hostel should be made to make the teachers free from their extra duties.
- The stipend of students which is inadequate should be raised.
- Provisions for a science laboratory should be made.
- More science graduate teachers to teach science and Mathematics should be appointed.
- English standard of the students should be raised by appointing a qualified English teacher.
- Invariably the students of class-VI and VII show a very poor performance in almost all the subjects. As such, more attention should be given to the students of the class VI and VII.
- The school has a good number of library books. So it should be provided with almirahs and a reading room.
- Scarcity of water is a major problem of the area which requires immediate attention.
- Teachers' quarters should be repaired and the hostel should be provided with latrines.
- Frequent entertainments and excursions should be arranged for students and teachers.

Lastly school inspection ought not to be fault finding occasion but should be occasion for getting much needed advice and guidance, and for developing a mutual understanding for developing the institution as a whole. Teachers are far from educational planning and have little or no voice in matters that are of direct concern to them. They must be trusted, given respon-

sibility and autonomy. They should have an identity so that they feel confident and can experiment, innovate and contribute, to the educational process. This can be accomplished by a change in administration and modification in supervision.

On the whole, it may be concluded that Boden Boys' High School is functioning smoothly and the performances of the students of the school in Board of Secondary Examinations to some extent is also satisfactory.

Evaluation Of Gumuda Government Boys' High School, Koraput

The present study is an attempt to highlight some major problems and needs of Gumuda school, having the incidence of nil' result in the two successive Board of Secondary Education Examination, i.e. during the year 1982-83 and 1983-84.

The old records of the school revealed that during the year 1982-83 and 1983-84 the total number of 41 students, and 25 students respectively had appeared in the H.S.C. examination. But none of them had succeeded and out of 16 students appeared in the examination in 1984-85 only 2 students had succeeded.

One of the most important fact that emerged from the statement of the teachers is that during these above mentioned period most of the teachers who were local people did not pay much attention for the study in the school. Although they were provided with quarters they were staying in their villages. As they belonged to the locality they did not care to listen to the senior teachers. As a result the teachers who were staying in the quarters did not co-operate with them in looking to the interest of the students.

Most of the teachers were not taking class sincerely. Without completing the courses both the batches were compelled to appear in the H.S.C. examination. Although there is provision for giving special coaching to the X class students, no special coaching was given to both the batches. Therefore the school showed a nil result during the two consecutive years. It is found that in the next year when the local teachers were transferred, 12 percent of the students had succeeded in the H.S.C. Examination.

From the analysis of the performances of the students in different class examinations it is seen that most of the students have secured 'B' & 'C' grade in English, Mathematics, science & Social study & M.I.L. in lower Classes. But in Higher Classes these students have mostly secured 'D' grade (15% to 29%) Marks in the above subjects. This shows that the students reading in higher classes have very low standard. If the teachers do not give intensive coaching with special interest from class IX onwards in those subjects there is every likelihood that not a single student will succeed in the H.S.C. examination.

Again the attendance registers of all classes shows that during these two years the students of class X were spending their most of the time at home and in the hostel in merry-making as the teachers were not available to take classes regularly.

Students were devoting very little time in school. Generally the tribal students do not take their lessons seriously due to their socio-cultural background. Only when compelled by the devoted teachers they show sincerity in study. Under such condition if the teachers do not pay special attention to the students it is likely that the school will inevitably show nil result.

Hostel which plays an important role in the education of the students does not provide the atmosphere for study to the desired extent. In the hostel all the students belonging to different classes reside but it is a pity that all these students are adjusted in a single hall, as there is no other room for accommodation. Under such crowded situation where the students of different classes live, it is difficult for the students who were appearing H.S.C. examination to prepare their lessons. Some amount of segregation of these candidates is essential in view of the fact that they require special attention by the teachers for intensive coaching and devoting of more time for revision and preparation for the examination.

It is also found that, the failed students are given promotion to the next higher classes deliberately in order to allow them to get their stipend because the failed students are debarred from getting stipend if they continue in the same class for second time. At the same time the parents are not in a position to provide money to their children to continue their study. This results in drop-out and to avoid this almost all the students are given promotion. Admission and promotion into different classes is never done on merit basis.

Obviously, these students who are given class promotions in such a manner only to enable them to get stipend get stagnated in class-X where they face with Board Examination.

Again it is found that most of the teachers of the school are from the other caste group and they face a lot of difficulties to adjust themselves with the area and the students and the communities of the locality. There is a considerable communication gap between the students and the teachers which hampers student-teacher relationship. As a result of this they show a

considerable resentment to persuade the parents to send their children to school. It is also found that the teachers who have left their families in their native place pass their days in mental tension and worries which results in giving less attention towards the students. Frequent and undesirable interference of the administrative authorities also create problems for the smooth functioning of the schools.

Further the students of class XI and X, and guardians were interviewed to find out the reasons which caused nil result. Questions were of psychological in nature. Records were made of the students opinion, their aim of education, number of hours they study every day, causes of incompleting the course before examination, their likes and dislikes regarding the tribal and non-tribal teachers with reasons, causes of drop out and stagnation, opinion on syllabus etc.

Analysing these records it is seen that firstly their aim of education is to get a job just after passing the Higher Secondary education.

In between the middle period if they get any service they can easily drop out their study. Responses of parents also revealed that 80% of parents have no favourable attitude towards higher education, So it is clearly seen that the level of educational and income aspirations are extremely low among the tribal students as well as among their fathers.

Secondly, it is assumed that the favourable and unfavourable attitude of students towards the teachers are highly correlated with their academic achievements. Responses of students regarding their liking and disliking the teachers revealed that about 89% of the students liked tribal teachers because they taught well and they understood their difficulties. Again they opined that the non-tribal teachers favoured the students of other castes irrespec-

tive of their merit. The teachers openly expressed that the tribal students have less intelligence. It clearly showed that the non-tribal teachers have low estimation of tribal students in regard to their intelligence and future interest in studies. But we can say that the tribal students are no way inferior to the non-tribal students in intelligence. So such type of derogatory attitude expressed by the non-tribal teachers caused damage to the tribal students who had already harboured strong psychological traits in the strange class room situation which belongs to different sub-culture. All the students who were interviewed have expressed that a teacher coming from non-tribal group do not take interest in teaching. He also creates value conflicts in the minds of the students by speaking against their social and cultural norms.

Besides these, one of the important educational problem is the wastage and stagnation in tribal education. By interviewing the students about the courses it is seen that 90% of the students have opined that syllabus of course prescribed for their class is not congenial for them. If they fail in the annual examination they abandon their studies. In course of the study it is found out that 89% of the students need special coaching in English, Mathematics, Sanskrit and General science. If there would be provision for morning and evening coaching they would be more interested in studying and able to grasp the course content more perfectly what they are unable to learn in the class room teaching. In primary stage the mother tongue or the local dialect should be used as a medium of instruction to avoid a lot of frustration arising out of the foreign language.

A good deal of observations and experiences confirm that not a single student studies regularly for a fixed number of hours. By analysing the tables it is found that students are

not devoting required number of hours in study. About 87% of the students study 4 or 5 hours a day. At the beginning of the academic year they do not study at all. But before examination they study more. Again during holidays the students help their parents in domestic activities and various agricultural operations. Many a time it so happens that the parents ask their children not to go to school but to assist them in their economic activities. The parents being very poor and illiterate, cannot render any academic help to their son or daughter. Most of the students, home environment is devoid of any intellectual or scholastic stimulation as a result their innumerable questions regarding their lessons remain unanswered.

In addition to what have been said about the following points also contribute to the miserable result during the academic years of 1982-83 and 1983-84,. They are:

- (a) No opportunity for learning at home.
- (b) No opportunity for learning outside the home in the neighbourhood.
- (c) Less attention by concerned administrative authorities on the performance of both the students and teachers due to lack of communication facilities.
- (d) Lack of skilled and trained teachers.
- (e) Lack of proper guidance and counselling.

The following suggestions are made which would go a long way in changing these problems and unfavourable attitude of students, teachers and parents.

- (1) Subject wise teacher's, training programmes are highly essential.
- (2) Trained and devoted teachers should be appointed.
- (3) Required reading and writing materials should be supplied in time.

- (4) Selection of students at the time of admission is necessary.
- (5) Special coaching allowance for special coaching should be paid.
- (6) Special allowance provision should be provided to the teachers appointed by H. & T. W. Department.
- (7) Stipend of the students should be raised from Rs.75/- to Rs.100/-which at present is very insufficient.
- (8) Recreational facilities should be developed.
- (9) The students from class VIII to X and failed students may be encouraged to continue in the same class without stopping their stipend.
- (10) Transfer and posting should be made to the place liking to the teachers (only for Ashram Schools).
- (11) Speical appointment should be made for running the students mess with proper remuneration.
- (12) Good accommodation must be provided to all the teachers.
- (13) School building should be extended.
- (14) Furniture should be supplied to meet the needs of the students.
- (15) Teachers vacancies of school should be filled up immediately.
- (16) Sufficient number of reference books should be supplied to the library.
- (17) Science laboratory with apparatus should be improved.
- (18) Administrative interference should be minimised.

Besides, these above common problems the study reveals that some of the relevant points which have direct bearing on the issue of the nil result of the school are:

(i) Due to long absence of local teachers there was a lot of communication gap between the students who appeared in the final H.S.C. examination and the teachers during the period under reference.

(ii) Special coaching was not given to X class students of that period properly although most of the students were very weak in the subjects like English, Mathematics, Science and Social study.

(iii) Students appeared in final H.S.C. examination without completing the course due to lack of co-operation among the teachers.

Evaluation Study Of Barguda Government Girl's High School; Koraput

Findings and Suggestions :

In this chapter, the causes responsible for nil results of the schools consecutively in the Board of Secondary Examination during 1983-84 and 1984-85 and some external and internal constraints regarding enrolment, drop out, problems of teachers have been discussed briefly.

During evaluation it was observed that the Baraguda Girls' High school has a real atmosphere of Ashram. But psychologically the existing school building creates the impression that school is something, alien belonging to Government. The school building is in a decayrising stage. The roofs show cracks and the floor is in a damaging condition. In the school, the equipments such as the cupboards, benches, chairs, tables, laboratory equipments, wall charts etc., are unuseable due to over use. They need repair and replacement . The school teachers said that they had drawn the attention of higher authorities in this respect. But they received no response. Such a situation calls for an immediate attention of higher authorities.

The data regarding enrolment of the tribal girls at various levels of education from the year 1983 to 86 indicate that the non-enrolment incidence is quite high in the school. Informal discussion with the teachers and Parents reveals that most of the parents are very indifferent and apathetic towards female education.

This is due to the differential conception of functional roles of girls in the traditional societies. The tribals consider that girls have to be trained only in their homes so as to be helpful to their mothers doing baby sitting and other household works. As soon as they attain the age of 12 or 14 they get married. In this context education is not considered necessary for the girls. However, the teachers are trying their best to increase the enrolment of the students by moving door to door to persuade the parents to send their children each year. As a result it is found that the enrolment has been increasing gradually.

Efforts were made to find out the rate of drop out and stagnation of the students in the school. It is found that drop out rate is highly below expectation in the school. The teachers have opined that most of the parents are marginal farmers and some are agricultural labourers. They can not afford to employ out side labourers in their agricultural operation. Both the father and mother work in the field. In their absence girls take care of younger children. It clearly indicates that parents withdraw their children from the school mostly for economic and social reasons at any time they need.

To ascertain the facts from parents about the absenteeism a number of open ended questions were asked. From their answers it is inferred that due to lack of interest in formal education they never force their daughters to return hostel timely after the holidays. One easi-

ly can see a number of pupils on rolls, the actual attendance is generally very poor in the school. In such circumstances the teachers are not able to complete the course timely. As such the students could not do better result in the various annual class examinations, However, the failed students are given promotion to the next higher class only to enable them to get their stipend. These students in spite of their poor performances in class X are sent up to appear the examination conducted by Board of Secondary Education, Orissa, and results show a very dismal result. Besides this during our evaluation period all the teachers were interviewed regarding the nil result of the school. They said that the Headmistress who is responsible for both the administration and academic affairs of the school remained absent very often as a result of which academic progress was hampered. Under such slack administration the co-teachers were taking advantages and there was no understanding and co-operation among the teachers. They were not taking classes regularly. Regular and special coaching were not given to the X class students. Under such conditions of the school the students were compelled to face the final Board Examination and secure very poor marks in all subjects.

The success or failure of the school mostly depend on the type of teacher recruited. It is found that 90 per cent of the teachers are non-tribals and belong to other areas. Most of them openly express the unwillingness to work in the school sincerely. They complain that their appointment was quite accidental and they were not given any orientation or training about tribal culture and dialect.

In the light of above findings of a few important suggestions are outlined below:

1. Teachers should be given special training which will be helpful to deal with the tribal

students as there is a communication gap between tribal and non-tribal communities with regard to understanding each other problems.

2. Well trained teachers who are willing to do work in tribal areas should be posted.
3. A hostel superintendent should be appointed to look after the hostel management and well being of the boarders.
4. Writing and reading materials and courses of studies should be supplied timely as far as possible to both the students and teachers.
5. Proper supervision, managements, co-ordination, proper teaching methods, class room interaction are essentially required.
6. The library should be stocked up by purchase of text books, reference books and other story books.
7. The teachers should not be transferred before completion of three years in one particular school.
8. The very high percentage of wastage and stagnation needs to be checked. The teachers should contact the parents for regular attendance of the students.
9. Teachers should be given some sort of incentive which will encourage them to take interest in the class.

Although the suggestions given above pre-suppose generalized shortcoming relating to poor results some specific reasons relating to nil result during years under reference may be stated as follows:

1. The proposal of shifting of school location from Barguda to a distance place Deoghar that, did cause emotional imbalance in the minds of the parents. As a result the enrolment suffered a set back.

2. Special coaching which was essentially needed for the class-X students because of their very poor performances in the previous classes was not imparted by the teachers. This was because there was no internal co-operation between the Head of the institute and other teachers.
3. Absenteeism among the teachers and the Headmistress during these years especially contributed to the dismal result.

Evaluation Of Junagarh Government Girls' High School, Kalahandi:

Conclusion :

The factors and forces which affect the students and are responsible for the worst result are given below.

(1) It is found that the performance of the students in different class examinations are very poor. But the failed students are given promotion to the next higher class deliberately in order to allow them to get their stipend, because the failed students are debarred from getting stipend if they continue in the same class for second time. At the same time the parents are not in a position to provide money to their children to continue their study. This results in poor result in examinations. Admission into class-VIII is never done on merit basis as only a few students come for admission to this school. Obviously, these students who are given class promotions only to enable them to get stipend. They are stagnated in class-x where they face Board examination.

(2) Next important factor on which the success of the students largely depends is the teacher. About 90 percent of the teachers in Junagarh School are from the other Caste communities and they face a lot of difficulties to adjust themselves in an alien situation and at the same time they show a considerable resent-

ment to persuade the parents to send their children to school. It is also found that in case of many teachers who have left their families in their native place pass their days in mental tension and worries which results in giving less attention towards the students. The personal relationship among the teachers is not harmonious and added to this frequent and desirable interference of the administrative authorities create problems for the smooth functioning of the school. Due to all these reasons the teachers fail to devote more time in giving personal attention to the students. But in spite of the above mentioned facts the teachers work hard and look after the students, living twenty four hours with them. They are in a girls' hostel and their responsibility is more. They feel dissatisfied for having same amount of salary with the teachers of the educational department who do not have extra burden. They are also not allowed to take up private tuitions. All these factors contribute to the unhappiness of the teachers which automatically affect the students.

(3) Family background plays an important role in the education of a child. As discussed earlier most of the parents are illiterates. Moreover, they are also economically poor as most of them are agricultural labourers. It is a well known fact that almost all the tribal children of either sex are economic assets of their family and therefore, they are engaged by their parents to help them in different economic pursuits. They do not realise the importance of giving education to their children. During the holidays, when the children come back to home, they forget what ever they are taught in the school. In home neither there is academic atmosphere for them to read nor the parents encourage them to do so. Even after the holidays they do not return to the school immediately. Rather, they return to the school according to their own sweet will or when they are called for by the teachers.

(4) Hostel which plays an important role in the education of the students does not provide the atmosphere for study to the desired extent. In the hostel there are altogether 40 students belonging to different classes. But it is a pity that all these students are adjusted in a single hall as there is no other room for accommodation. Under such crowded situation where the students of different classes live, find it difficult to prepare their lessons.

Moreover, the boarders have to assist not only the teacher in charge of the hostel management, but also the cook in the kitchen room. Besides, they spend a considerable time in preparing the kitchen garden. As such they can not utilize the study hours properly. In actual practice the time devoted for study is very less in comparison to the time spend on other works.

(5) The existing rate of stipend to hostel boarders is not sufficient. The hostel authorities find it difficult to provide square meals, to the boarders with the scanty stipend. Usually, they take very poor meal twice in a day which consists of rice and dal only.

For smooth running of the school and better results the following recommendations are suggested.

- (1) Construction of more teachers' quarters with proper sanitary installation should be taken up immediately in order to give accommodation to all the teachers.
- (2) Provisions for special allowances for the teachers as incentives for working in tribal areas should be made.
- (3) Appointment of a full time superintendent for the hostel should be made to make the teachers free from the extra duties.

- (4) The vacant posts which have been created on account of transfer should be filled up immediately and steps should be taken to see that no transfer is made in the middle of the sessions.
- (5) Provision for orientation training for the teachers should be made so that they become well acquainted with the language and the way of life.
- (6) Supply of courses of study to the teachers and study materials to the students should be made at the beginning of the session.
- (7) More rooms should be added to the hostel for the boarders to overcome the difficulties of over crowdeness. Beside latrines, bathrooms in adequate number should be provided.
- (8) Provision for special coaching for the boarders in the evening and in the morning should be made.
- (9) The stipend of the students which is at present insufficient should be raised.
- (10) The library should be stocked by purchase of text books, reference books and other story books.
- (11) Frequent entertainment programmes should be arranged for the teachers and students.
- (12) The administrative interference should be minimised in day to day administration of the school.

The quality and standard of education in tribal areas suffer due to lack of efficient and devoted teachers who have least inclination to serve in the tribal areas.

Other hurdles for educational development among tribal communities include their perpetual poverty and lack of knowledge about the value of education.

Cultural factor also act as barriers to educational development. These socio-cultural

barriers, fears and psychological complexes have to overcome by the tribal people for carrying forward the educational programmes among them.

ANNEXURE-VIII
EXCERPTS FROM "DEVELOPMENT HAND BOOK FOR
THE BONDO OF BONDO DEVELOPMENT AGENCY,"
MUDULIPADA, KORAPUT DISTRICT

Education

Education has universally been accepted as the most potent instrument of socio-economic transformation in a community. In the context of acceptance of 'Social justice' as the national objective, the formulation of a clear-cut policy for tribal development and the place of education therein, assumes a new significance. The object of tribal development is to make the socio-economic transformation smooth, so that the tribal communities can maintain their identity avoiding social disintegration and become partner in the wider national life. The basic task of tribal development, therefore, is to bridge the gap between the tribal and the non-tribal communities.

It is an admitted fact that due to lack of communication and contact some primitive tribes like the Bondos have remained segregated from the rest of the world. They are not aware of the processes of the modern organised communities and the socio-economic systems. The exploitative processes are well-entrenched in such communities which get reinforced by the forces generated by the development efforts. Elimination of exploitation is one of the important tasks in the tribal areas. All help from outside for providing protection to the tribals from exploitation have proved unsatisfactory. Therefore, building up an inner strength of the tribal communities for effectively

dealing with other groups and forces on terms of equality assumes the highest priority. Education alone can build up an inner strength which is considered as a crucial input into the system of tribal life.

Successful implementation of the development programmes in the tribal areas presupposes thorough understanding and appreciation of the details of the schemes, their objectives modes and methods of implementation and benefits accruing there from. The power of understanding of the programmes can be given by education. Education gives powers to individuals to compare, discriminate, appreciate the relative merits and demerits of schemes. Education should have been utilized as a key to the introduction of development programmes and as such special care should have been taken to educate the tribal communities. As a matter of fact adequate efforts have not been made to bring the people of the Bondo Community to the fold of education. The following sub-sectorwise discussions would reveal that no sincerity of purpose has been exhibited in implementing the education programmes in the Hill-Bondo villages.

Adult Education:

No adult education programme has ever been implemented in the Hill-Bondo areas. Since Hill-Bondos are a primitive tribe and

literacy among them is extremely low, they should have been the first target group for adult education under an appropriate prioritization programme. The Bondo Development Project started to operate with effect from 1977-78. If an adult education programme under R.F.L.P. (Rural Functional Literacy Programme) or SAEP (State Adult Education Programme) could start to operate from 1978, if not earlier, it would have generated awareness among the Hill-Bondos about their problems and handicaps and a lot of improvements could have been achieved.

Introduction of an adult education programme even a decade ago could not only have brought a lot of developments in their economic life but motivated them for education of their children. Unfortunately no thought has gone into the problem of adult education of the Bondo-highlanders.

The adult education branch of the Directorate of School Education, while determining priorities for adult education should have identified the primitive tribes on the first place and prepared regular long-acting programmes for them till the entire community is covered and made literate. The area-based project approach now followed by the Directorate of Adult Education, Orissa is not considered suitable for the primitive tribes. Under the project approach 300 centres are supposed to run for 10 months only and then shifted to some other areas. But when an entire community is illiterate, efforts should be made to completely liquidate illiteracy without any reference to the time limit.

At the advent of creation of a separate Directorate for Adult Education it was naturally expected that a detailed survey of the literacy position of different areas and segments of the population would be made to identify target groups and preparation of priority programmes.

Unfortunately the same approach was continued without any change in the policy. Those who waited to see some spectacular changes in the approach and achievements in adult education sector had to be disappointed. It is no wonder that the entire Bondo community has been left out and no programme has been designed and operated for them under adult education during the post-independence period.

Literacy Position:

As per 1991 census the total population of Hill-Bondo is 5055 of whom 175 persons constituting 3.46 per cent are literate. 152 male persons out of 2382 constituting 6.38 per cent have been returned as literate whereas only 23 females out of 2673 constituting 0.86 per cent are literate. The extremely poor literacy position indicates that no educative effort has succeeded in the entire Bondo Project area in the past. As literacy is an indicator of success of adult and elementary education, the failure of the education system in the Bondo Hills is evident.

No effort has been made in the past to collect information about the literacy position of the Hill Bondo and the lower Bondos (those living in the plains of Khairput block) separately. Information is available about the literacy position of the Bondo tribe in general which includes both the Hill and the plain Bondos. The plain Bondos who spread over the plains of Khairput block are comparatively more advanced than the Hill-Bondos. They have adopted some of the improved modes and styles of non-tribals living in the area including education. Yet, their literacy position was not satisfactory upto 1981 till the census operations were undertaken. A comparative picture would reveal that as per 1961 census the literacy percentage among the Bondos (Both plain and Hill Bondos) was 2.1

which was reduced to 1.4 within a period of 10 years i.e. by 1971. According to 1981 census the literacy percentage rose to 3.6. The present literacy position of the Hill-Bondos only is 3.46. When compared to the state average literacy of 40.97 the position of the Hill Bondos presents a disappointing picture.

The above analysis would prove that the policy adopted by Government in respect of adult education is defective and discriminative as it does not attach due importance to the primitive and other backward tribals. It appears that the primitive tribes have been taken at par with other tribes and non-tribals. The primitive tribes which are extremely educationally backward need special attention and care. The Bondo tribe should have been identified as special target groups for adult education. Specially designed primers suitable to the culture and customs of the Bondos should have been provided to them for facilitating their literacy programme. Action-plan may be referred to for suggestions.

Pre-School Education:

It has been observed that formal education could not make appreciable headway in tribal areas particularly for its rigidity and formality. when direct approach with formal education could not make the desired impact, some school readiness programme could be introduced for motivating the parents and the children.

A school readiness programme is composed of play, music, dance, hearing stories, looking at picture books, action pictures, stories in pictures etc. which are likely to attract children. When the school readiness programme is coupled with the feeding scheme it is likely to fascinate children every day. In the process, children are oriented with the school

system, particularly going to pre-school centre in time, staying there sometime and participating in the activities conducted by the pre-school teacher. The pre-school education prepares the ground for a successful schooling programme. At a later stage of the pre-school education programme recognition of a few alphabets and counting upto 100 could be introduced with the help of pictures, models and other learning materials.

The Anganwadis attempt to combine the feeding and pre-school programmes under the Integrated Child Development Scheme (I.C.D.S.) . There are six Anganwadis in the following villages of the Bondo hills.

1. Bondopada
2. Dumuripada
3. Mudulipada
4. Andrahal
5. Badabel
6. Kirsanipada

The Anganwadis undertake activities in the following broad areas, namely;

- (a) Supplementary nutrition.
- (b) Health check-up,
- (c) Immunisation.
- (d) Pre-school education,
- (e) Referral services.

Under the pre-school education programme, Anganwadi workers utilise play materials, action songs, and counting beads for educational purposes. No reader is introduced at the pre-school stages. Thus pictures which are very attractive and effective media for education of the beginners is not utilised. No pre-school programme can afford to neglect pictures which have an universal language and appeal for every one irrespective of age, education and culture. Children, in particular, are more interested in action pictures, story pictures and pictures in multi-colours.

The Anganwadis of the Bondo Project Area are working well. The response of the Bondo children and women to the Anganwadi activities is good. But the education component is extremely weak. It is not only true of the Anganwadis of the Bondo hills, but also of all the Anganwadis of the State. In theory the pre-school programme is enunciated to be an integral part of the Anganwadis but in practice it is very weak and almost neglected, perhaps the Anganwadi workers feel that it is one of the programmes undertaken by them or they don't find adequate time to conduct the educational activities. Whatever be the cause education component has to be strengthened. Suggestions are given in the Action plan for enriching the education component of the Anganwadis which may be referred to.

Elementary Education:

Universalization of elementary education is a Constitutional mandate. Article-45 under Directive Principles of State policy in the Constitution states to achieve the targets of universalization of elementary education for the children in the age-group of 6-14 years within 10 years of the commencement of the Constitution (i.e. by 1960). Thirty years have elapsed beyond the target year, yet the objectives could not be achieved. The reasons for non-achievement of the objective chiefly are physical and financial constraints. The mountainous terrain of the tribal belts posed problems in the past for extension of educational facilities into such regions. In spite of the physical constraints educational facilities have been created in many tribal areas where people are responsive and enthusiastic to receive education. But such efforts have not been successful in the Bondo hills where the Bondo people live.

The Bondos have been identified as one of the primitive tribes on the basis of their low

level of literacy and pre-agricultural level of technology adopted by them. They live in complete geographical isolation on the slopes of the Bondo hill which are hardly communicated with the rest of the world. The spirit of independence and the sense of superiority coupled with their aggressive tendencies have made them resistant to all developmental programmes including education.

The area inhabited by the Hill-Bondos is inaccessible. They have hardly any contact with the world outside. They speak 'Remo' which belongs to the south Mundari group of languages. While trying to preserve their culture they also try to preserve their language. Language is one of the barriers for spread of education among the Bondos.

Strangely enough the Bondos never felt the need for education in their life. The style of life they lead needs no education at all. They earn a living by gathering fruits, roots and tubers, hunting animals and shifting cultivation. There are rare occasions for reading and writing in the life of the Bondos. Now-a-days under the impact of the development programmes they start to feel that there is a need for putting a signature for availing of the benefits of different schemes.

Provision of schooling facilities:

There are 32 villages in the Bondo Development project area. The following 8 Primary Schools have been established in 8 villages by the State Education Department.

A Sevashram of the Primary standard was established by the Harijan and Tribal Welfare Department at Mudulipada, the Project Headquarters in the year 1960. It was upgraded to an Ashram School of M.E. standard in the year 1979. It was subsequently upgraded to a high school status in 1988. This is the only

Table No. IV 9.1
List of Primary Schools

Sl. No.	Name of the Primary Schools	Posts Teachers working/ Vacant	Enrolment
1.	Patraput Primary School	1. Teacher Working 2. Teacher Working	31
2.	Dumuripada Primary School	1. Teacher Working 2. Teacher Working	53
3.	Dantipada Primary School	1. Teacher placed under suspension 2. Post vacant	19
4.	Pindajangar Primary School	1. Teacher Working 2. Post vacant	23
5.	Bondopada Primary School	1. Teacher Working 2. Post vacant	29
6.	Badabel Primary School	1. Post vacant 2. Post vacant	20
7.	Kirsanipada Primary School	1. Post vacant 2. Post vacant	-
8.	Andrahal Primary School	1. Post vacant 2. Post vacant	20

educational institution in the entire Bondo Hills which is functional since this is a fully residential school in which the entire boarding and lodging expenses of all children are borne by Government.

The entire school facilities provided to the Bondo Development Project area are limited to the above 8 primary schools and one high school located at the Project Headquarters, Mudulipada having classes from I to X.

There is no M.E. School in the Bondo hills except the M.E. section of the High School located at Mudulipada.

It naturally follows that 24 villages of the BDA have not yet been provided with primary school facilities. Bondo villages /habitations being distant from one another a Primary School cannot serve any other village/ habitation except that in which it is located. Therefore,

the existing 8 Primary Schools can serve only the villages of their location. The remaining 24 villages are to be provided with schooling facilities either by opening new primary Schools in the villages or by creating lodging and boarding facilities in a neighbourhood school which preferably may be the Primary School of the cluster Headquarters.

Secondly, the hilly terrain of the Bondo area would not allow any child of Primary school age to attend the neighbourhood school as a day-scholar. There are the dangers of wild animals. Distance is another factor which stands as a barrier.

Building position:

An investigation into the present situation revealed that none of the 8 Primary Schools has a building of its own. Records of the Directorate

of Elementary Education, Orissa reveal that building grants were sanctioned in favour of all the 8 Primary Schools in the year, 1984-85 at the rate of Rs.20,998/-each. These building grants have not yet been utilized in full. The records of the Office of the B.D.O, Khairput reveal that a sum of Rs.78,233/-has been either utilized or paid as advance to the Contractors and remaining portion amounting to Rs.89,751/- are left unutilized. The following statement would indicate the physical progress reported by the block.

While discussing with the Project Leader about the slow progress of building construction, he pointed out a few salient problems in connection with construction. In a nut-shell the problems are:-

- (1) Suitable land is not available for the purpose.

- (2) Building materials like bricks, sand, cement are not available.
- (3) Schedule of rate approved by the P.W. Department is too inadequate to meet the expenses. A revision of rate is necessary and extra carriage cost has to be provided.
- (4) Carriage of materials to the building site is a problem. Trucks cannot play even to the project headquarters. Only mini-trucks are now plying after the approach road to Mudulipada is black-topped.
- (5) Contractors do not come forward to undertake the construction work.
- (6) Advances are demanded by the Contractors before commencement of the work and very often Contractors dictate terms.

These problems are genuine, yet some solutions could be arrived at. Local Materials

Sl. No.	Name of school	Amount Sanctioned	Amount utilised	Balance left	Reported physical progress
1.	Bondopada L. P. School	20,998/-	20,900/-	98/-	Structure completed. Windows and doors not fitted. Flooring not done
2.	Dantipada L. P. School.	20,998/-	6,500/-	14,498/-	Not started Amount advanced.
3.	Patraput L. P. School	20,998/-	20,998/-	-	Completed. Not ready for use
4.	Dumuripada L. P. School	20,998/-	-	20,998/-	Not started
5.	Kirsanipada L. P. School	20,998/-	11,320/-	9,878/-	Not started
6.	Badabel L. P. School	20,998/-	11,915/-	9,083/-	Not started
7.	Pindajangar L. P. School	20,998/-	6,600/-	14,398/-	Not started
8.	Andrahal L. P. School	20,998/-	-	20,998/-	Land not available
		1,67,984/-	78,233/-	89,751/-	

like grante stones could be utilised in place of bricks or wooden structures (as timber is available in plenty) with mud walls and asbestos roofing could be tried. Education Department authorised the Collector to approve modifications in the plan and estimates. The C.D. Department also authorised them to provide additional amounts from the R.L.E.G.P. as and when necessary. There were no difficulties in changing the total plan and estimate in a few cases to suit to the local conditions. It appears that no alternative means have been tried, nor the problem was brought to the notice of the Directorate of Elementary Education, Orissa which was monitoring the building scheme. The unspent balance out of the sanctioned amount has been kept in the P.L.Account of the block. Non-provision of buildings is one of the major factors that contributed to the neglect of education in the Bondo Development Agency area.

Teachers' Position:

Teacher is the single largest factor which is responsible for the quality of education in the schools. In the Bondo Development Agency schools teacher absenteeism is a chronic disease that continues without treatment. "The Bondo and their response to development (1984) published by the THRTI gives a good evidence of teacher absenteeism in the primary schools of Bondo hills. It mentions,

"Prior to the operation of the Bondo Development Agency there were eight single teacher Lower primary Schools located in each of the eight Bondo villages. There was one Ashram school at Mudulipada . All these schools are in existence. The lower primary schools are run by the education department and the Ashram school by the Harijan and Tribal Welfare Department. Except the Ashram school which functions properly all the lower Primary Schools exist only in paper and the teachers

appointed for these schools have rarely visited these schools now are they found anywhere in the Bondo country" (PP-125).

It appears that after publication of the above government report no follow-up action was taken. The information remained confined to the book only. No impact was generated due to lack of pursuant action against teacher-absenteeism.

Referring to the statement it may be said that this is a very serious statement made seven years ago in a Government report which was published in the form of book. It should have agitated both the State Department of Education and Harijan and Tribal Welfare and action should have been initiated against absentee teachers. It seems that nothing has been done even after such a startling information was published. The same position still continues without any change. The teachers are not attending to their legitimate duties of teaching children. Such a state of affairs is deplorable and need be dealt with all seriousness.

It may be seen from Table-1 that out of 16 posts of teachers nine posts are vacant. 3 schools such as Badabel Primary School, Kirsanipada Primary School and Andrahal Primary School are closed. In 3 schools one teacher each is in position. Only in 2 schools two teachers are in position.

On spot visit to Dumuripada it was ascertained from the villagers that the teachers occasionally come to the village almost once in a fortnight and stay there for an hour or so and then go away. Hence the children have not developed a habit of going to the school. Enrolment is made only in pen and paper. A teaching learning situation has never been created.

The people of Andrahal said that they could not remember a teaching-learning situation that had ever been created in the village.

Incidentally both the posts of teachers are vacant and no teacher is supposed to have worked there in the recent past.

In Dantipada which is only 1 1/2 kms distant from Mudulipada the situation is different. There is an elevated spot where, the villagers said that a house for the Primary school existed. But it was blown off by wind. The blown off G.C.I. sheets of the roof were collected and a temporary structure was said to have been built. But on the date of visit no structure was seen. Only one wooden post was seen on the elevated spot. There are two sanctioned posts of teachers-one post was vacant. The other post was filled up by a lady teacher who is reported to have been placed under suspension. The school is virtually non-functional. The villagers seemed to be more conscious about education of their children. They demanded that both the posts of teachers should be filled up and their children should continue to have the practice of attending the school daily.

Thus it may be seen that the D.I. of schools who is the controlling authority of Primary schools has not given due attention to the schools of Bondo hills. His negligence has been reflected in keeping the posts vacant for long periods. Of course the District Inspector of Schools must have been constrained to find out willing teachers for the Bondo hills where a teacher is likely to be inconvenienced for his accommodation, food and other social problems. Yet some solution could be arrived at by selecting teachers from the neighbourhood who are oriented with the language of the Bondos or a short course training could be arranged for the non-Bondo teachers for learning the Bondo language, culture and customs. The teacher-problem had not been taken as special issue and no attempt has been made to solve it.

One of the causes of teacher-absenteeism is the problem of their living accommodation. None of the Primary schools of the Bondo hills has a building of its own where, in absence of other living accommodation, the teacher could reside. No other accommodation is available in the Bondo villages. The Youth dormitories of the villages (Dhangdaghar and Dhangdighar) are sometimes used for entertaining guests, but that only for a day or two. A teacher cannot be accommodated there for more than a day or two. The youthful activities of the youngmen and women are more important than accommodating a teacher, may be for a temporary period. From humanitarian point of view, the authorities must provide the basic minimum amenities while asking a teacher to work regularly in a school, The situation prevailing in Bondo villages is not favourable for any non-Bondo people. In addition to that non-provision of living accommodation makes it difficult for the teachers to work in the schools regularly.

The chief weakness of the educational administration of the schools of the Bondo hills is lack of inspection. Had there been the fear of inspection the teachers would not have dared to remain absent for long periods. The teacher absenteeism which has been pointed out and recorded in the report quoted earlier in this chapter is mainly due to lack of supervision and inspection. Closure of the schools for long periods is caused due to teachers absenteeism which is the result of lack of inspection.

The Sub-Inspector of schools, Khairput who is in-charge of supervision and inspection of the Primary Schools of the Bondo Project area was asked to produce his check list in order to ascertain the frequency of inspection. He did not produce it as he was not maintaining the check list. There was no other way to ascertain

the frequency of inspection except taking evidence from the people. The people of Dumuripada, Andrahal, Badabel and Dantipada told that they had not come across any occasion of the Sub-Inspector's visit to their respective schools. When the Sub-Inspector of schools did not visit any school it is no use raising the question of the District Inspector of schools, Malkangiri, inspecting any Primary schools. In short the present plight of the educational institutions is due to the negligence and lack of supervision and inspection. No attention has been given to the educational development of the area inhabited by a primitive tribe.

Teaching-learning materials:

It is ridiculous to expect teaching-learning materials in the schools when there are no buildings for the schools. Yet, the importance of teaching aids in the education system particularly in Primary Schools of the tribal areas has to be admitted. Teaching-learning materials can facilitate understanding and create interest in the children. Teaching in our Primary Schools without adequate aids is usually dry, formal and uninteresting. It is through play materials, readers with good pictures and illustrations, charts, flash cards, models-both still and in action, story, pictures that children are attracted to schools. Use of aids in schools of backward areas is one of the motivating factors for education. Realising the importance of aids, teaching-learning materials including games, and sports articles, musical instruments have been supplied to all the 8 Primary schools of the Bondo hills under the "Operation Black Board Scheme".

It transpired from the records of the Directorate of Elementary Education, Orissa that Khairput Block came under the 'Operation Black Board Scheme' in the first phase in the year, 1987-1989. All the Primary Schools of the Block

have been provided with materials worth Rs. 7,315/- each. It is learnt that materials have been supplied to the schools through the Block. Since the schools have no buildings, there are apprehensions about the safety of the materials. To add to this the teachers are absentee teachers who seldom attend schools.

It was informed that the teachers of the respective schools have received the materials supplied to the schools. A few questions arise out of the present situation.

1. where are the materials kept?
2. who is the custodian of the materials?
3. what happened to the materials of those schools where teacher posts were vacant?
4. since no record could be seen in favour of any school, how is the stock maintained?
5. Are these materials made over to the successors when a teacher is transferred?

It is apprehended that teaching-learning materials worth about Rs. 58,000/- will get lost in due course. Since the supply was made recently within a period of 2 years and memory about the supply is fresh, the question of verification of the materials arises at present. Alongwith lapse of time the matter may be forgotten and the materials which were meant to improve the quality of instruction and teaching would be lost and the sale proceeds there of would be misappropriated. It was not even possible to ascertain the present stock position. The Sub-Inspector of Schools who is in-charge of distribution of the materials could not ensure the present stock position. In course of discussion when it was pointed out that since the schools have no buildings of their own, why were the materials distributed ? And after distribution

where are the material stored ? He replied that the teachers concerned might have kept the materials under the charge of some persons of the villages concerned. Any way, an investigation should be made to ensure the stock position and safe storage of the materials for use by the teachers in future.

Non-formal education

There are six non-formal education centres in the following villages of the Bondo project area.

1. Bondopada
2. Mudulipada
3. Andrahal
4. Badabel
5. Dantipada
6. Badapada

It may be seen that there is concentration of formal primary schools, non-formal education centres and Anganwadis in the following five villages.

1. Bondopada
2. Andrahal
3. Badabel
4. Mudulipada
5. Dantipada

Twenty-three villages do not have any educational facilities at all. Even after concentration of the above three types of educational facilities the impact generated is not at all satisfactory. Improvement of literacy position is an indicator of educational development. Since percentage of literacy remains almost constant, it may be taken for granted that the desired impact has not been generated even after concentration of educational efforts. The position remains static over a period of 10 years i.e. from 1981 to 1991.

Non-formal education is different from informal or incidental education which is casual in

nature. But non-formal education is a deliberate attempt to impart education to unschooled and part-schooled children through learning materials specially designed for the target groups. Non-formal education is flexible in administration, especially in respect of timing. The timing suitable to the learner is fixed for instruction. Moreover education is imparted through episodes, modules and capsules composed of local customs, folklores, folktales, characters, legends etc. where in children are likely to be interested.

Terminal competencies at the end of a stage of education, say primary or Middle School remaining the same as in formal education, separate curriculum and text books are prepared for the non-formal education in the shape of modules and capsules. The capsules are prepared in a simple language with local episodes, folktales, beliefs, characters etc. in a short length. It may be composed about the customs, festivals, dances and music, system and type of agricultural patterns or any other materials with which the children are acquainted. A few capsules belonging to one category of contents make a module. These modules are well graded to suit to different standards. At the end of a stage of education the non-formal teacher should ensure that the learners have achieved the competencies prescribed for formal schools.

The type of non-formal education imparted in the Bondo Project area does not confirm to the pattern and curriculum discussed above. The type of administration of non-formal education is entirely different from that practised in other areas of the State. A multi-purpose worker is appointed who is also called as the teacher of non-formal education. He is supposed to do his duties in the field of agriculture, health services and other social work in addition

to the teaching work. He is not in a position to give adequate attention to teaching work. Because teaching is one of the programmes alongwith others not figuring as important programme.

Records revealed that a sum of Rs. 4.60, 241.50 has been spent for non-formal education over a period of 13 years. The annual break-up of the expenditure is as follows:

1978 - 79	—	Rs.	3,939.00
1979 - 80	—	Rs.	18,218.89
1980 - 81	—	Rs.	58,069.95
1981 - 82	—	Rs.	21,438.54
1982 - 83	—	Rs.	44,467.85
1983 - 84	—	Rs.	29,626.45
1984 - 85	—	Rs.	40,599.76
1985 - 86	—	Rs.	1,20,060.90
1986 - 87	—	Rs.	88,297.25
1987 - 88	—	Rs.	—
1988 - 89	—	Rs.	—
1989 - 90	—	Rs.	6,877.00
1990 - 91	—	Rs.	28,646.00
			Rs. 4,60,241.59

The above amount was spent to pay the salary of the multi-purpose workers who, alongwith other social welfare programmes was doing teaching work. Since the amount was not specifically meant for non-formal education, the impact generated (if any) cannot be attributed to education only. As has already been said earlier, there is no indication of educational development over the last one decade. Of course some social awareness is felt to have been generated among the Bondos, a portion of which may be attributed to the educative efforts in general.

Lower Secondary Education (Upper Primary or M.E.School Education)

There is no M.E. School in the Bondo project area except classes VI and VII of Mudulipada High School. There should have been at least one M.E. School for every two Primary schools in the tribal areas as per the norms fixed by Government of India. Although the Education Department is running 8 (eight) Primary Schools since long, the question of opening of M.E.Schools has ever arisen. It is strange that no action has emerged even to fulfil the constitution mandate for universalization of elementary education which includes the M.E. Classes. It is true that non-Govt. M.E. Schools cannot be established in the Bondo project area as no body is interested to open M.E. Schools and run them till Government grant is available. Government in the Education Department could open M.E. Schools by upgrading 3 or 4 Primary Schools which are centrally located.

A possible explanation for negligence of the M.E. School education may be that since the Primary Schools are not functioning and no student has passed from the Primary Schools of the Bondo hills, the question of opening M.E. Schools should not have arisen. Any way serious neglect in the sector of education is corroborated by non-establishment of M.E. Schools.

Secondary Education:

A residential Sevashram (Primary Standard) was established by the Harijan and Tribal Welfare Department at Mudulipada in the year, 1960 which was upgraded to an Ashram School (M.E. Standard) in the year, 1979. That was the first M.E. School in the Bondo project area and is still continuing to be the lone section of M.E. standard. The Ashram School (M.E.) was upgraded to a residential high school in the year.

1988. The high school maintains 10 classes from class-I to X in one campus under the administration of one Headmaster. The school is not yet fully equipped with buildings for school, hostel, teacher's quarters, science apparatus, teaching aids, furniture and other necessary accessories. It has a number of deficiencies and shortfalls which stand in the way of development.

Building position:

There are two blocks of buildings standing face to face with asbestos roof. The buildings are used as office, class-rooms and residential accommodation of students as well. There is a dearth of rooms for holding classes. Hence four lower classes are adjusted in two rooms. One room is used as Headmaster's chamber and school office. Naturally no accommodation is available for teachers' common room. Optional classes, library, store room for game and sports articles, science room etc. Building deficiency reduces school efficiency to a great extent.

Hostel Buildings:

As has been stated above there is no building for the hostel. The students are accommodated in their respective class rooms for residential purposes. Since the school is fully residential, hostel buildings for living accommodation of all the students have to be provided.

There is no kitchen. A shaky structure is now used for cooking. It is an ugly hall without walls but some how covered by old rusted G.C.I. sheets-half exposed to the outside- not suitable for cooking of food materials for such a large number of students. Utensils used for cooking are too old and broken. The aluminium utensils used by students are ugly and unhygienic. Students could be supplied stainless steel trays for taking their food. Cooks and servants are not

provided. Students cook their own food. It is dangerous to entrust such large scale cooking to the students. There are small kiddies among the students. Any time there may be accident. Quality of food is very poor. There is no dining hall. Students take their food on the school verandah.

Lavatories and latrines have not been provided. All the students are used to attend the call of nature in the open air.

Teachers' Quarters:

Living accommodation is one of the most important conditions of service, particularly in these areas where no house is available on rent. There are eight sets of quarters for 22 members of the staff. The existing quarters are a plea for quarters. Requisite amenities are not available there. However, all the teachers share these so-called quarters and somehow manage to live there. No house is available to be taken on rent. It is a dream to think about rented houses in any Bondo village.

Staff position:

There are seventeen sanctioned posts of teachers including the Headmaster, one post of Clerk, one Daffary and 3 Peons for the school. Five posts are lying vacant at present as detailed here:

1. Science Teacher-B.Sc.B. Ed (C.B.Z.)	-	1
2. Arts Teacher - B.A., B.Ed.	-	1
3. Classical Teacher-Acharya or B.A. with Sanskrit	-	1
4. Agriculture Teacher - B.Sc Ag.	-	1
5. Craft Teacher - Craft Training	-	1
	<u>Total -</u>	<u>5</u>

The remaining posts are filled up by the following teachers/ non-teachers who come from different districts.

It may be seen that three Peons have been appointed from Bondo tribe in order to

Sl. No.	Designation	Qualification	Home Dist.	Date of Joining
1.	Headmaster	B.A., B.Ed.	Keonjhar	23.3.91
2.	Sc. Teacher	B.Sc., B.Ed.	Cuttack	11.12.88
3.	Asst. Teacher	B.A., B.Ed.	Keonjhar	12.8.89
4.	Asst. Teacher	I.A, C.T.	Cuttack	4.6.83
5.	Asst. Teacher	I.A., C.T.	Cuttack	10.6.83
6.	Asst. Teacher	I.A., C.T.	Cuttack	25.5.89
7.	Asst. Teacher	B.A., C.T.	Ganjam	29.4.90
8.	Asst. Teacher	Matric	Koraput	19.7.90
9.	Asst. Teacher	Matric	Keonjhar	10.10.90
10.	Hindi Teacher	Matric Kovid	Koraput	15.9.90
11.	Tailoring	Tr. Diploma	Koraput	6.4.91
12.	P.E.T.,	Matric	Koraput	25.1.91
13.	Clerk	Matric	Koraput	4.8.89
14.	Daftary	Non-Matric	Koraput	7.3.90
15.	Peon	Non-Matric	Koraput	20.5.66
16.	Peon	Non-Matric	Koraput	19.7.90
17.	Peon	Non-Matric	Koraput	19.7.90

provide examples to the Bondo children to get education so that they could enjoy similar service and salary facility as their brothers. Moreover, these Bondo Peons would persuade the Bondo parents and children to take up education for their own benefits. These appointments are likely to successfully motivate the Bondos and fascinate towards education. There are three untrained teachers who should be deputed to training as in service candidates. The physical education teacher is untrained. An untrained PET cannot effectively organise games and sports, his training is an immediate need. The vacant posts should be filled up immediately to facilitate teaching learning process.

Furniture:

It was seen that the students were sitting on the floor. No benches and desks have been provided for students. The habit of sitting on floor during school hours would lead to postural defects. Chairs and Tables were not provided for the teachers in some classes. Almirahs have not been provided for class libraries. Map stands have not been provided for safe-keeping of maps and charts.

Games and sports:

A major play-ground is not available for the school where football, hockey, cricket could be played. A small field is available in front of

the school which is being utilised as volley court and for other minor games. Of course it is very difficult to find out plain land for the major play ground. But slightly inclined slope which lies at 1/2 km distance from school can be levelled to make a major play-ground.

Games and sports materials supplied to the school are inadequate. A small number of students are kept engaged in games only. Annual sports are not held since it is not possible to hold the track events. Non-existence of a play ground is itself an evidence of negligence of physical education activities. Archery, in which Bondo children are proficient could be practised as one of the major items in sports.

Science apparatus:

In the syllabus for the high school students the dose of science is very heavy. A number of observations and experiments can only facilitate understanding. It is seen that science apparatus is too inadequate to meet the needs of the syllabus. Science teaching becomes abstract without aids. The tribal children are generally weak in academic studies. Their weakness is enhanced by making science teaching abstract.

The project leader informed that a sum of Rs. 3,000/- has been sanctioned for purchase of science apparatus. But this amount will not be adequate. Further grants are necessary for the purpose.

Teaching aids:

Aids make teaching easy, interesting effective and concrete. Two-dimensional pictures, three dimensional models and audio-visual aids are necessary for quick understanding of the lessons delivered by teachers. Tribal children who are usually slow in learning should be taught with aids so as to understand and consolidate the lessons in memory. It is found that

the school is very poor in teaching aids. Historical maps and charts have not been procured. Models for teaching eclipses, season-change, Baro-meter etc. for teaching geography have not been supplied. Models/pictures of national leaders, historically important figures have not been provided. Teaching aids like epidiascopes, slide projectors, film projectors, televisions, radios could be supplied for enrichment of teaching-learning process.

Enrolment and attendance structure:

The classwise enrolment and attendance as on 27.3.91, the date of visit was as follows :

The attendance was 67 per cent on the date of visit which is unsatisfactory for any fully residential school. An analysis of the enrolment pattern indicates that enrolment of 115 students is a sudden departure from the consistent pattern so far followed. This departure on the plus side indicates that a special drive was made for enrolment in Class-I of the school. This was possible for two reasons (1) Food for the child is ensured, and (2) there was persuasion for such enrolment. However the enthusiasm evinced at enrolment time gradually died down and 40 children dropped out from class-I by the date of visit.

Class	Attendance	Enrolment
I	65	115
II	7	11
III	10	16
IV	8	10
V	5	5
VI	17	23
VII	12	15
VIII	4	4
IX	9	9
X	10	11
	147	219 (67%)

Table No. IV 9.2
Class-wise Tribewise enrolment of Mudulipada High School

Cl- ass	Upper Bondo		Lower Bondo		Paraja		Bhumia		Gadaba		Didayi		Koya		Kutia		S. C.		Others		Total		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T
I	84	19	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	93	22	115
II	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	-	11
III	3	-	5	-	4	-	4	-	4	-	4	-	4	-	4	-	2	-	2	-	15	1	16 ²⁴³
IV	-	1	1	-	-	-	4	1	-	-	-	-	1	-	-	-	1	-	1	-	7	3	10
V	-	-	3	1	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-	5	-	5	5
VI	1	-	7	-	2	-	5	-	3	-	-	-	-	-	1	-	4	-	-	-	23	-	23
VII	-	-	3	-	4	-	4	-	1	-	-	-	1	-	-	-	1	-	1	-	15	-	15
VIII	-	-	1	-	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	4	-	4
IX	1	-	4	-	1	-	2	-	-	1	-	-	-	-	-	-	-	-	-	-	9	-	9
X	2	-	-	-	4	-	3	-	-	2	-	-	-	-	-	-	-	-	-	-	11	-	11
Total	94	20	29	3	16	-	28	2	5	-	4	-	3	1	2	-	10	-	8	3	193	26	219

An analysis of the tribewise enrolment reveals that 52.05 percent of the total enrolment belong to the Upper Bondo tribe. If 40 children who have already dropped out are deduced from the enrolment of upper Bondo tribe the percentage comes down to 33.78. It appears that the current years' enrolment from Upper Bondo tribe is an abnormality. A picture of the stabilized trend of enrolment can be obtained if enrolment figures of all the classes except class-I is taken into account. The total enrolment from class-II to Class -X is 104 out of which enrolment from Upper Bondo tribe is 11 constituting 10.5 percent of the total.

It is encouraging to note that the enrolment from Upper Bondo tribe rose from 10.5 percent (Upto 1990-91) to 33.78 (1991-92) after deducting the drop-outs. It may be hoped that vigorously tried the enrolment of Upper Bondo children can grow if a feeding programme is attached to the school programme.

Since Mudulipada high school is the only high school in the Bondo project area, the enrolment in class-IV and VI from outside the school would indicate the number of pass-outs from the existing eight Primary Schools. Strangely enough it is seen from the records that whatever number of students were enrolled in Class-IV and VI had been promoted from the classes next below. There has hardly been any admission from outside. Analysis of the admission pattern proves that the eight Primary Schools run by Education Department have not sent a single child to the high school.

It is worth observing that children from Lower Bondo, Paraja, Bhumia, Gadaba, Didayi, Koya and Kutia Kondh tribes residing outside the Bondo hills have come to Mudulipada High School for their studies. This is an indication of increase of awareness among other tribes in-

cluding some primitive tribes like Didayi and Kutia Kondh.

The problem of high rate of drop-out is likely to agitate the minds of all educational administrators. 40 students have dropped from Class-I alone during the current year. There were 32 students in Class-I during the last academic session. During the current year only 11 students are continuing, which means 21 students dropped out. It is seen from records that out of the last year's enrolment 41 children dropped out. This being a fully residential school such number of drop out is abnormal. At least the feeding programme would have retained the students. Hence a special study has to be conducted to ascertain the causes of drop out and remedies have to be thought of.

Compound Wall:

The school does not have a compound wall. A green hedge now functions as compound wall. For safety, social security, discipline and other administrative convenience a compound wall around the school should be constructed as early as possible.

Supply of text books, reading and writing materials:

It is learnt that supply of text books, reading and writing materials are inordinately delayed. The delay kills the best part of the year for study purposes. Beginning of the academic session after the summer vacation provides a freshness of mind and inclination for studies. Advantage cannot be taken of this opportunity if text books are not available. There is constant criticism regarding delayed supply of reading and writing materials. Yet the same mistake recurs every year.

Drinking water facilities:

A tube-well has been sunk in the school campus which supplies drinking water to the students and teachers as well. One tube well is not adequate for supply of drinking water to 200 students and 20 families of the teachers and non-teaching staff of the school. At least two more tubewells may be sunk inside the school campus for supply of drinking water.

The high school has a number of deficiencies in respect of buildings, teaching staff, games and sports, major play ground, hostels for boys and girls. Above all an academic atmosphere is lacking. Teachers and students seemed to be mechanically working as if under compulsion. The spirit of education seemed to be wanting. The reasons for such mechanical management of the institution are that no co-curricular activities are introduced and practised in the school. Students did not seem to be having a spirit of adventure and spirit of social service. Scouting, red-cross which, if introduced, could generate a spirit of service to the needy and poor. Students confine their activities to cooking their own food, eating and attending classes. Teachers do not have any incentive for their work. They feel as if they have been forced to work here for some days. Thus it is necessary to put life into the school. It must work like a school full of vigour, activities and studies.

Higher Secondary Education:

There is no higher secondary institution in the Bondo project area, neither there is a need for it at present. Those who pass the H.S.C. Examination may be admitted into Vikram Dev College, Jeypore which is only 50 Kms away from Bondo Hills. Full Cost of the studies of the Bondo children should be borne by Government and seats should be reserved for them in the +2

classes. They should not face any competition for admission into the +2 classes.

Overview:

A Overview of the total educational scenario reveals that sincere efforts have not been made to educate the people and children of the Bondo hills. Eight Primary Schools had been set up in the past with Good intention. But steps have not been taken to ensure functionality of the schools. As a result the Primary Schools did not function. The enrolments shown against the schools were fake. Teachers did not attend their normal duties of teaching. No body has ever thought about the education of the children beyond Primary Schools stage. No M.E. School has been established by the education Department anywhere in the Bondo villages in order to admit the pass-outs from Primary Schools. Perhaps the Education Department was in know of the fact that no child has passed from any of the Primary Schools established by them. They were also conscious that the Primary Schools in the Bondo hills were not functional not even till now. Yet no remedial measure has been taken to improve the situation.

Human resource development was not given due importance in the developmental sector. Development of functional literacy and the consequent awareness should have formed the core sector and key to all-round development. On the whole education has not been treated as it should have been.

A resume of the Annual Educational Plan for 1991-92

In the annual action plan for 1991-92 (approved by the Governing Body in its sixteenth meeting held on 9.7.91), a provision has been kept for Rs. 75,000/- for education and

literacy development of the Upper Bondo area. An extract of the provision is as follows:

1 (a) Development of literacy and socio-economic awareness through non-formal education campaign (supply of reading and writing materials to pre-school children and adults, supply of toys, lamps, radios and remuneration of NFE teachers @ Rs. 750/- P.M.) 200 F	50,000.00
(b) Incentive to Upper Bondo students for school education for U.P. classes @ Rs. 20/- P.M. and for High School students @ Rs. 75/- per month	25,000.00
	75,000.00

The above provision is not only inadequate but also unrealistic. There are 1000 families in the Bondo project area. This provision of Rs. 50,000/- is meant for 200 families which constitute 20 percent of the total number of families.

Secondly, educational developmental programmes should be continuous. It cannot be in piece-meals, 200 families this year and 200 families next year, discontinuing the education of the former 200 families- this is not how educational development can be effectively achieved.

Thirdly, the remuneration of the existing 6 non-formal teachers @ Rs. 750/- per month is Rs. 54,000/- per annum. There will be deficit of Rs. 4,000/- only for payment of remuneration to non-formal teachers. No money will be left for purchase of reading and writing materials, radios, toys for adults and pre-school children. Unless the existing provision is augmented by an additional provision of Rs. 30,000/- the plan cannot be implemented. But while preparing plans the provision should not fall short to achieve the physical targets.

The provision of Rs. 25,000/- kept for the incentive programme of the Upper Bondo children is too inadequate. This amount can be paid only to 150 children at best. It is not clearly mentioned whether the amounts are to be paid to day-scholars or boarders. However, inadequacy of the amount is conspicuous.

ACTION PLAN

A study of the present situation of the Bondo hills indicates that no plan was ever prepared in the past for development of education in the project area. Whatever have been done are only sporadic actions of chance element. For example eight Primary Schools were established in the distant past but no M.E. School has been opened as yet for admission of the pass-outs from the Primary Schools. Was it ever conceived by the planners of Education Department that no student would pass out of the Primary Schools of the Bondo hills?

The Primary Schools are said to be functioning for more than 20 years but no building has been constructed for any of the schools. Building grants were sanctioned only in the year 1984-85. It is not known whether any survey of the area was made before opening of the Primary Schools. The educational authorities must have had the idea that Bondo houses do not have an inch extra space for any activity other than living of the limited family members. How could they expect that the Primary Schools were running without buildings in Bondo villages? These are all evidences of unplanned sporadic actions of the educational administration.

In any good project construction of staff quarters constitutes one of the major programmes. Because good living conditions can only ensure efficient work. It is futile to expect good

work from a person who is constantly in trouble for his living accommodation. One of the major defects of the previous plans prepared and implemented by the authorities of different sectors was creation of posts and appointment of functionaries without providing residential accommodation for them. As a result the functionaries posted here were physically handicapped to work even if they had desire and sincerity for doing their duties. Most of the workers deceived their higher authorities by submission of false figures without any achievement. Workers submitted false reports without any fear, because they knew that no body was going to verify facts. There was absolutely no supervision due to lack of road communication to the Bondo hills. No supervisor or any officer was supposed to cover 12-25 kms on foot to verify the reports. Thus it was difficult to ascertain the magnitude of actual achievement out of the administrative reports.

The cluster approach:

In order to scale over the difficulties pointed out in connection with facility of administration, residential accommodation and social security of the functionaries the cluster approach is considered to be the most helpful. After a discussion among the project consultants it was agreed that the cluster approach would be the best for the functionaries of all the Departments for implementing developmental schemes in the Bondo project area.

The Bondo project area has been divided into five clusters taking into consideration the location of villages, convenient road communication and easy approach to the cluster headquarters.

32 villages of the Bondo project area have been included in the clusters as mentioned here under,

I. Headquarters – Mudulipada

1. Mudulipada
2. Podeiguda
3. Bandhaguda
4. Sileiguda
5. Dumuripada
6. Badapada
7. Dantipada

II. Headquarters – Andrahal

1. Andrahal
2. Katamguda
3. Badabel

III. Headquarters – Bondapada

1. Bondapada
2. Patraput
3. Tuseipada
4. Bajaguda
5. Khalaguda
6. Sindhiguda
7. Bhalipadar
8. Gulangpadar

IV. Headquarters – Kirsanipada

1. Kirsanipada
2. Pindajangar
3. Similiguda/ Ramliguda
4. Kichapada
5. Tagabeda
6. Gophurpada
7. Bandiguda
8. Baunsapada
9. Chalanpada
10. Badaguda

V. Headquarters – Tulagurum

1. Tulagurum
2. Goiguda
3. Uttanguda
4. Sonuguda

For the time being Tulagurum cluster may be merged with Mudulipada cluster and function with Mudulipada Headquarters. In future when road communication to Tulagurum and other villages develops, Tulagurum may be made a separate cluster and Kirsanipada cluster may be split into two clusters in order to have a more effective administration and supervision by reducing the distance of the villages from cluster headquarters. Another cluster with Kichapada as headquarters may be made to work.

A barrack consisting of 8-10 spacious rooms (as per need) may be constructed. Each room is to be an independent unit with a kitchen space on the rear verandah and a latrine with a squatting plate, so that a person may live with family if necessary. All the Primary School Teachers of the cluster villages, non-formal teachers, V.L.W. of C.D. Department. V.A.W of Agriculture Department. A.N.M. of Health Department may be accommodated in the barracks. Provision of a barrack is more economic than construction of a number of quarters for the functionaries of different Departments. The barrack will provide minimum facilities of living, social security, mutual help at times of need and facility of administration as all the villages of the cluster lie around within 3-5 kms from the cluster Headquarters.

Formation of the cluster with a barrack constructed at the cluster Headquarters is the first step for introduction of an effective administration system in the Bondo hills. The jurisdiction of the cluster being within 4-5kms radius the teachers/village level workers of different departments will neither have the problem of covering longer distances nor going to the villages at the time of emergent need. All the inhabitants of the barrack may have a joint mess if all or some of them live without family. In case of necessity more than one person may be

accommodated in a single room. Thus the barracks will solve the problem of accommodation and administration of the villages under the cluster.

Adult Education:

It has already been indicated earlier that a primitive tribe like the Bondo should have received the foremost priority in adult education programme. A tribe having 3.46 percent literacy has not been given any attention as yet. This is the pity of the administration of adult education.

The programmes which have been introduced in advanced areas are not applicable to the areas inhabited by the primitive tribes. The programme of intensive learning for 6 months by the adults for literacy will not succeed in the Bondo hills. At least two years continuous efforts are necessary for making one batch literate because of the language problems. Special bilingual primers are to be developed for these areas with adequate illustrations and action pictures. A lot of oral work should precede any literacy education here.

Secondly, no instructor or volunteer is available in the Bondo hills who could impart literacy education. The Instructors are to be recruited from outside who would be staying in that area. The rate of remuneration of Rs. 100/- per month which is paid to Instructors will be too inadequate for his maintenance. It is, therefore, proposed that the non-formal teachers who are now working in six centres of Bondo hills should be entrusted with the responsibility of adult education of the village concerned and nine additional non-formal teachers may be appointed for other villages. The non-formal teachers may be paid @ Rs. 750/- per month. They will teach children in the morning and adults in the evening. They should be relieved

of their responsibility of other social work which they are supposed to be doing at present.

The total population of the Bondo project area is 5055 of whom 175 persons are literate. 15.6 per cent of the population (790) belonging to 6 years age-group are illiterate and will be covered by the pre-school and elementary education programme. Thus (175+790) 965 persons are to be deducted from the target population for adult education. The remaining 4090 persons are to be covered under the adult education programme within a period of 4 years. The coverage per annum is 1022 illiterates. In a centre-based programme each centre may have 35 learners. 29 centres are to run every year for adult education programme. Post literacy programme should be introduced and sincerely operated to retain literacy of the neoliterates. At least 5 Jana Siksha Nilayam (J.S.N.) should be opened in the 5 cluster Headquarters to provide reading materials to neoliterates through the person incharge of the Jana Siksha Nilayam to every village under the cluster.

Each non-formal teacher is to be allotted 3 specific duties every day. From morning 7

Names of Villages where the non-formal teachers are now in position	Names of villages where the additional non-formal teachers are to be posted.
1. Bondapada	1. Dumuripada
2. Mudulipada	2. Bandhaguda
3. Andrahal	3. Katamguda
4. Badabel	4. Patraput
5. Dantipada	5. Khalaguda
6. Badapada	6. Kirsanipada
	7. Pindajangar
	8. Kichapada
	9. Tulagurum

A.M. to 11 A.M. teaching children, afternoon 2 P.M. to 4 P.M. adult education male centre and 6 P.M. to 8 P.M. adult education female centre. 6 non-formal teachers are in position now. If 9 more non-formal teachers are appointed they can take up the adult education programme alongwith the children's programme in the morning.

After liquidation of illiteracy in the above villages, the non-formal teachers are to take up the neighbouring villages. The programme is to be reviewed every year end and re-adjustments are to be made as per need.

Before the adult education programme is launched adequate motivation should be taken up to prepare a favourable environment. A new strategy has to be evolved not only for the Bondo highlanders but also for all the primitive tribes of the State. The following strategy is recommended.

- (1) A mobile Audio-visual unit with all the accessories including a generator set may be engaged for two specific purposes. (a) Motivation of the people and (b) Actual teaching-learning to be conducted through audio-visual method.
- (2) Films are to be prepared with 'Remo' language as the medium of discourse alongwith Oriya renderings on regular lessons on health, education, animal rearing, animal diseases, treatment thereof, horticulture, agriculture, irrigation etc. still pictures may be utilised but better if action pictures are developed Entertainment pictures are also to be screened for motivation of the people.
- (3) Bondo culture, customs, festivals, and way of life should be given due importance in special primers to be developed for the adult education centres of the Bondo Hills. State Resource Centre,

Orissa may be requested to develop special primers for which they have the expertise.

The audio-visual unit should move from village to village by turns and cover the entire population.

Pre-School Education:

Every village having a population of 100 or more should have an Anganwadi having an enriched pre-school programme. As has been discussed earlier the education component of the Anganwadi should be strengthened and enriched with school-readiness programme so as to cater to the educational needs of the tribe.

There are already 6 Anganwadis in the following villages of the Bondo project area under the ICDS Scheme. The 10 villages mentioned in the right hand side may be allotted one Anganwadi each.

Name of villages having Anganwadi	Names of proposed villages to be allotted Anganwadi
1. Mudulipada	1. Goiguda
2. Dumuripada	2. Bandhaguda
3. Andrahal	3. Dantipada
4. Badabel	4. Badapada
5. Bondopada	5. Katamguda
6. Kirsanipada	6. Patraput
	7. Khalaguda
	8. Pindajangar
	9. Kichapada
	10. Bandiguda

In order to make the pre-school education programme more effective, the Anganwadis should function in the vicinity of the primary schools. When the older child will be in the

primary school, the younger may be in the pre-school centre run by the Anganwadi. In case of any problem with the younger child the elder one may help and tackle the problem.

Elementary Education:

Universalisation of elementary education being a constitutional mandate, it is an obligation of government to (i) provide educational facilities to all children of the country, (2) ensure enrolment and retention of all children upto 14 years of age in the school and (3) ensure suitable participation and attainment by the children. The target year for achievement of the goals of universalization was 1960. Government have not been able to attain the goals as yet. The chief hurdles in the process are the intractable tribal areas and tribal people who are not inclined towards education. The Bondo hills and the Bondo population are at the base level of educational development. The first step of universalization has not been attained in this area so far. Educational facilities have not been provided for all the children.

According to existing norms of the State Government a village having 200 population or more in the tribal areas is eligible to have a primary school. The following villages have more than 200 population and Primary Schools have not been opened.

Sl. No.	Name of the village.	Population
1.	Bandhaguda	239
2.	Badapada	284
3.	Similiguda	242
4.	Kichapada	235

Four Primary Schools are to be opened immediately in these four villages.

Goiguda village having 154 population may have a school as a special case. Because

a low cost hostel is to be attached to this school to accommodate the children of Sonuguda and Uttamguda for their study in this school. The villages Sonuguda and Uttamguda being very small do not justify any other type of Primary Schools.

Non-formal education centres were being recommended as an alternative channel of Primary education. But recent experiences have proved that non-formal education centres are good enough for the drop-outs just for continuance of their studies to higher standards. But they cannot function as a substitute for Primary schools neither are they suitable for un-schooled children.

The following five villages have population between 100 and 200. Five extension schools may be opened in these villages in order to provide primary education facilities to the children.

Extension school

When population of some village does not justify opening of a primary school where usually two teachers work, an additional teacher is allocated to an existing neighbourhood school, who is borne as a staff member of the old school but functions as a teacher of the extension school opened in the smaller village. This new school is an extension of the existing old school. The villages are:

The village Chalanpada with a population of 83 has a special problem. It is situated at the extreme end of the Bondo project area. The population is nearing 100. The children of Baunsapada are also to be admitted here. A low cost hostel may be attached to it to accommodate the children of Baunsapada. Hence an extension school may be opened here for the children of Chalanpada and Baunsapada villages.

Sl. No.	Name of Village	Popu- lation	Original school to be attached
1.	Podeiguda	108	Mudulipada High School
2.	Katamguda	124	Andrahal Primary School
3.	Khalaguda	131	Patraput Primary School
4.	Taglabeda	110	K i c h a p a d a proposed Primary School
5.	Bandiguda	173	Kirsanipada Primary School
6.	Chalanpada Baunsapada	83+ 56	Kirsanipada Primary School

In course of time when the population of these villages reaches 200 each, the extension schools may be converted to regular Primary Schools.

There are 8 Primary Schools in 8 villages and there is a Primary Section in Mudulipada High School. A non-government Primary School is run by a voluntary agency at Tulagurum. Five Primary Schools are proposed to be opened in 5 villages. 6 extension schools are proposed to be opened for seven villages.

Ten very small villages will still be left unserved even after opening Primary Schools and extension schools. The children of these villages are to be provided with schooling facilities in the neighbouring primary schools. Low cost hostels are to be attached to the neighbourhood Primary schools of these villages with free boarding and lodging facilities for the children. The scheme is placed hereunder to indicate the provisions.

- | | | |
|-----|-------------|--|
| 1. | Uttamguda | Low cost hostel to be attached to Goiguda proposed primary school. |
| 2. | Sonuguda | |
| 3. | Tuseipada | Bondopada Primary School. |
| 4. | Bajaguda | |
| 5. | Gulangpadar | |
| 6. | Bhaliapadar | Khalaguda proposed extension primary school. |
| 7. | Sindhiguda | |
| 8. | Sileiguda | Kirsanipada Primary School. |
| 9. | Gophurpada | |
| 10. | Baraguda | Kichapada proposed Primary School |

The above arrangements provide schooling facilities for primary education of all the children of the 32 villages of the Bondo project area. But for universalization of primary education, provision of schooling facilities is the preliminary step. More important programmes are enrolment, retention and effective participation of the children in the educative process.

The causes of non-enrolment and drop-out are many fold. The following few are important among them.

1. All the children will be first generation learners. There is no parental pressure for education of children.
2. All the parents are in abject poverty. Their children do not get two meals a day. An empty stomach resents to education.
3. When both the parents go out to work in the field or forest the old child takes care of the baby if there is any.
4. Children supplement the family income by collecting mohua flower or other forest products.

5. Children are not interested in the curriculum and text books which are far away from their culture and customs.

In order to overcome these problems some positive steps should be taken. The motivation part may be performed by the audio-visual mobile squad and by the teachers who will be staying in the barracks to be constructed in the cluster Headquarters.

Regular feeding programmes should be introduced in the schools at the mid-day. The feeding programme should be good enough to motivate children to come to the school.

Low cost hostels should be constructed in the six schools where the children of the unserved villages are to be accommodated after enrolment.

The Anganwadis should be attached to the Primary schools where pre-school education would be taken up and smaller children may be left under the charge of the Anganwadi worker. In case of difficulty, the elder brother or sister enrolled in the primary school may take care of the younger child if necessary.

The curriculum should be modified and changed to suit to the culture of the Bondos. Terminal competencies being kept in mind the preliminary approach must change. Bilingual primers are to be developed for classes I and II with adequate illustrations and action pictures. The State council of Education Research and Training may be entrusted with the responsibility of developing primers. Children may be required to switch over to Oriya language at class-III stage onwards.

Recruitment of teachers who are conversant with the language of the Bondos is an important task. Mutual intelligibility is the beginning of the education process. Some such teachers who have orientation in the language

of the Bondos and willing to work in the Bondo hills will have to be recruited. If necessary the qualification may be relaxed and teachers may be deputed to training as inservice candidates. Besides that they should be paid an allowances equivalent to 25 percent of their salary as incentive. A special drive for recruitment of teachers may be made. Indiscriminate appointment of teachers has resulted in failure in the past. Hence adequate attention should be given to teacher selection and recruitment.

Supervision of the work of the teachers is more important, than any other programmes. The miserable plight of the primary schools run by the Education Department was mainly due to want of supervision. It is, therefore, suggested that at least one Sub-Inspector of Schools should be posted for Bondo project area schools with Headquarters at Mudulipada. His services should be placed under the project leader including payment of his salary.

M.E. schools:

Classes VI, VII and VIII constitute a part of the programme of universalization of elementary education. In Orissa Class-VIII is not a part of M.E. School education. We may therefore, consider the question of establishment of M.E. schools in the Bondo project area having classes VI and VII only.

As per the norms suggested by the Kothari commission there should be one M.E. School for every 3 Primary Schools. But Govt. of India in their Report of the Working Group on Early Childhood Education and Elementary Education' have recommended for one M.E. School for every two Primary School. The Bondo hills being the abode of a primitive tribe having problems of road communication the recommendation of Govt. of India may be executed.

The distance and population norms for opening of M.E. Schools are: the distance of a newly opened M.E. School should be at least 3 Kms from an existing M.E. School and it must serve a population of 1200. In this area distance will not create any problem. The usual distance of one village is 3 Kms from another. But the population norm cannot be observed if M.E. School education is to be provided for all the children.

The cluster Headquarters have been selected at the geographical centre of a patch of villages. It may be suggested that five M.E. Schools may be established in the five cluster Headquarters out of which there is an M.E. section at Mudulipada in the local high school. Hence four more M.E. schools may be established in the following four cluster Headquarters.

1. Andrahal
2. Kirsanipada
3. Bondopada
4. Tulagurum

It seems that the problem of provision of M.E. Schools within 3 Kms. distance from the home of children cannot be solved with these four M. E. Schools. Two more M. E. Schools may be opened to serve the villages mentioned against each.

1. Patraput- to serve Patraput, Bajaguda, Tuseipada, Khalaguda, S i n d h i g u d a , Bhaliapadar
2. Kichapada-to serve Tagabeda, Baraguda, Pinda / Jangar, R a m l i g u - d a , Simeliguda.

There are 10 existing primary schools. We have proposed to open 5 new primary schools and six extension primary schools. The total number of M.E. Schools shall be seven after opening of these 6 M.E. Schools. The

proportion between M.E. and primary schools shall be 1:3.

Secondary Education :

The State Government norms for opening high schools is that each Grampanchayat should have a high school. There are two Grampanchayats in the Bondo project area. There is a high school in Mudulipada G.P. So there should be another high school in Andrahal Grampanchayat.

Distance and population norms for opening of high schools are: 8 Kms. distance from an existing schools and 6000 feeding population. Viewed from the population norm the entire Bondo Development Agency requires one high school which it has. The distance norm cannot be satisfied in this area.

Six M.E. Schools are now proposed to be established during the coming 4 years. No student is likely to pass M.E. during the coming four years. If some students pass from the M.E. Schools to be opened this years after 2 years, they may be admitted to Mudulipada high school. Thereafter, if the out-turn goes beyond the capacity of Mudulipada high school, another high school may be established.

The deficiencies of Mudulipada high school should be removed during the 8th plan period. The deficiencies are :

1. Construction of hostel for boys.
2. Construction of kitchen and dining hall,
3. Purchase of utensils for the kitchen and students dining trays,
4. Construction of Septic latrines,
5. Levelling of a major play ground,
6. Supply of library books.
7. Purchase of science apparatus.

There are many other problems of the high school like construction of compound wall

training of the students in some vocation or job-oriented courses, medical check up of students, health etc.. But the above deficiencies have been given priority to be taken up as per the plan.

Package Programmes :

It is desirable to have package programmes in this area inhabited by the primitive tribes. In case of disintegrated proposals for plans, it may so happen that a part of scheme is worked out but due to non-sanction of the remaining part of the entire scheme remains inoperative for long periods. As has been seen, schools were opened since more than 20 years but building grants were not sanctioned till 1984-85. Even after building grants were sanctioned and communicated buildings have not been completed as yet. Under a package programme such problem would not arise.

Another advantage of the package programme is that its operation can be regulated when all the components of a scheme are executed at a time. It is, necessary that units should be spelt out in details and unit cost may be worked out to facilitate operation and sanction of funds.

UNIT COST OF PRIMARY SCHOOLS

Non-recurring cost

1.	(a) Building with toilet	75,000.00
	(b) Equipments	8,000.00
	(c) Furniture	7,000.00
		90,000.00

Recurring cost per annum

2.	Matric C.T. Teachers, Salary	1,850.00
	H.R.A.	90.00
	R.C.M.	25.00
	Incentive	300.00
		2,265.00

$$2 \times 12 \times \text{Rs. } 2,265 = \text{Rs. } 54,360.00$$

UNIT COST FOR M.E. SCHOOLS

Non-recurring expenditure

1. (a) Building with toilet	95,000.00
(b) Equipments	
(i) Teaching aids maps and charts	7,000.00
(ii) science apparatus	2,000.00
(c) Furniture	8,000.00
(d) Library books	5,000.00
(e) Games and sports articles	3,000.00
	<u>1,20,000.00</u>

Recurring expenditure

1. One trained graduate Headmaster Rs. 3,000/- × 12	36,000.00
One I.Sc., C.T. Asst. Teacher Rs. 2265 × 12	27,180.00
One Motivator-cum-Peon Rs. 750 × 12	9,000.00
Contingent expenditure	500.00
Annual building repair	1,000.00
	<u>82,900.00</u>
	or
	<u>83,000.00</u>

UNIT COST FOR ADULT AND NON-FORMAL EDUCATION CENTRE

The Primary School building is to be utilised for teaching-learning work.

Remuneration of one non-formal teacher Rs. 750 × 12 = Rs. 9,000	9,000.00
Cost of Primers, Posters, Pictures, teaching aids, Slate, Exercise book, pen, pencil etc.	1,000.00

UNIT COST FOR ANGANWADIS

The toys, learning materials, food materials are to be supplied by the Panchayat Raj Department under the I.C.D.S. programme.

The remuneration of the Anganwadis workers = Rs. 750 per month. Cost per annum is Rs. 750 × 12 = Rs. 9,000.00. Construction of a school measuring 20'X15' is to be taken up at cost of Rs.20,000/- each. The entire cost is to be met by the Panchayati Raj Department.

UNIT COST FOR LOW-COST HOSTELS FOR 40 STUDENTS

Building	1,50,000.00
One Cook and one Helper remuneration @ Rs. 750 × 12 × 2	18,000.00
Stipend per boarder Rs. 120 = 54,600.00 P.M. Rs. 120 × 40 × 12	54,600.00

During the years 1991-92 and 1992-93 extensive construction work may be undertaken for opening of schools. It is not desirable to introduce schemes and appoint functionaries without any venue for work and residential accommodation. Immediate steps may be taken to initiate construction of school buildings for which grants were sanctioned in the year 1984-85 and placed with the B.D.O., Khairput. In case the building construction is not completed before opening a school a delay may be made in opening the school but no chance should be created for waste of money by premature opening of schools.

One audio-visual unit may be created during 1991-92 for motivation of the people. The unit should have a generator set, a 16 mm. projector with screen and stand, a 4 wheeled trolley Rickshaw. The posts of an operator and rickshaw driver-cum-helper may be created. The S.R.C. and SCERT may be requested to prepare scripts for developing films with the help of Educational Television Studio of Education Department. The medium of discourse shall be 'Remo' the language of the Bondos. Films may be prepared for adult, pre-primary and primary schools.

Phasing of the programmes and financial estimates of the plan proposals 1991-92

Non-recurring expenditure

1. Audio-visual unit with a generator set, projector, trolley Rickshaw	35,000.00
2. Opening of two Primary Schools at Kichapada and oiguda Rs. 90,000 × 2	1,80,000.00
3. Opening of two Extension Primary Schools at Katamguda and Bandiguda Rs. 50,000 × 2	1,00,000.00
4. Construction of a Kitchen and a dining hall in the Mudulipada High School.	60,000.00
5. Opening of two Anganwadis centres at Badapada and Kichapada, Construction of sheds.	40,000.00
	4,15,000.00

Recurring expenditure

1. Salary of one Operator and one riskshaw Driver-cum-helper Rs. 1600 × 12 × 1 Rs. 750 × 12 × 1	19,200.00 9,000.00
2. 6 Matric C.T. Teachers for two Primary Schools and two extension Primary Schools for 4 months Rs. 2265 × 4 × 6	54,360.00
3. Creation of one post of Helper for Mudulipada High School Rs. 750 × 12 × 2	18,000.00
4. Creation of two posts of Anganwadi workers Rs. 750 × 12 × 2	18,000.00

5. Creation of 3 posts of non-formal teachers for adult education at Dumuripada, Bandhaguda and Katamguda for six months	13,500.00
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2,40,780.00

Total Non-Recurring + Recurring

6,55,780.00

1992-93

Non-recurring expenditure

1. Opening of two Primary Schools at Badapada and similiguda- Ramliguda (Construction of buildings etc.) Rs. 90,000 × 2	1,80,000.00
2. Opening of 2 Extension Primary Schools at Khalaguda and Tagabeda (Construction of buildings)	1,00,000.00
3. Construction of a hostel for 100 students in Mudulipada High School.	4,50,000.00
4. Opening of two Anganwadis centres at Pindajangar and Patraput	40,000.00
	7,70,000.00

Recurring expenditure

1. Continuance of one Operator and one Rickshaw Driver-cum-helper	28,200.00
2. Continuance of 6 Matric C.T. Primary Teachers and creation of 6 posts of Matric C.T. Primary Teachers for 6 months Rs. 2265 × 6 × 12 = 1,63,080.00 Rs. 2265 × 6 × 6 = 81,540.00	2,44,620.00

3.	Continuance of one post of Cook and one post of Helper	18,000.00
4.	Continuance of 2 posts of Anganwadi workers and creation of two more posts for 6 months	27,000.00
5.	Continuance of 3 posts of non-formal teachers and creation of 3 posts for six months at Patraput, Kirsanipada and khalaguda	40,500.00
		<u>3,58,720.00</u>
	Total Non-Recurring+ Recurring	<u>11,28,320.00</u>

1993-94

Non-recurring expenditure

1.	Opening of one Primary School at Bandhaguda—construction of building and other non-recurring expenditure.	90,000.00
2.	Opening of two extension Primary Schools at Chalanpada (Building)	1,00,000.00
3.	Upgrading of two Primary Schools to M.E. Schools at Andrahal and Kirsanipada—Construction of building and purchase of equipments, furniture, etc.	2,40,000.00
4.	Construction of low-cost hostels at Bondapada Primary School and Kirsanipada Primary School.	3,00,000.00
5.	Purchase of utensils and supply of library books and science apparatus to Mudulipada High School.	25,000.00

6.	Opening of 3 Anganwadi centres at Bandiguda, Goiguda and Dantipada (Construction of shed)	60,000.00
		<u>8,15,000.00</u>

Recurring expenditure

1.	Continuance of one operator and one Rickshew driver-cum-helper	28,200.00
2.	Continuance of 12 Primary School teachers and creation of 4 posts of Primary teachers for six months Rs.2265 × 12 × 12 = Rs.3,26,160.00 Rs. 2265 × 6 × 4 = Rs. 54,360.00	3,80,520.00
3.	Creation of 2 posts of T.G. Headmaster, 2 posts of Asst. Teachers and one Motivator with contingency for six months. 3000 × 6 × 2 = Rs. 36,000.00 2265 × 6 × 2 = Rs. 27,180.00 750 × 6 × 2 = Rs. 9,000.00 Contingency = Rs. 500.00	62,680.00
4.	Continuance of one post of Cook, one post of Helper and creation of two posts of Cooks and two posts of Helper for 6 months Rs. 750 × 12 × 2 Rs. 750 × 6 × 2	36,000.00
5.	Provision for stipend to 80 Boarders of low cost hostel @ Rs. 120 per head per month for 6 months Rs. 120 × 80 × 6	57,600.00
6.	Continuance of 4 posts of Anganwadi workers and Creation of 3 posts for 6 months 750 × 12 × 4 750 × 12 × 3	49,500.00

7.	Continuance of 6 posts of non-formal workers and creation of 3 posts for 6 months at Pindajangar, Kichapada and Tulagurum	67,500.00
8.	Establishment of two Janasiksha Nialayams, creation of two posts of Preraks Salary 750/- per months for six months = Rs. 750 × 6 × 2	9,000.00
		6,91,000.00
	Total Non-recurring + Recurring	15,06,000.00

1994-95**Non-recurring expenditure**

1.	Upgradation of 2 Primary Schools to M.E. Standard at Bondopada and Patraput-Construction of building	1,90,000.00
2.	Opening of 3 Anganwadi centres at Bandhaguda, Katamguda and Khalaguda construction of shed	60,000.00
3.	Construction of Toilets for Mudulipada High Schools/ Hostel	30,000.00
4.	Construction of a low-cost hostel at Andrahal	1,50,000.00
		4,30,000.00

Recurring expenditure

1.	Continuance of one post of Operator and one post of Rickshaw Driver-Cum-Helper	28,200.00
2.	Continuance of 16 posts of Matric C.T. Primary School Teachers Rs. 2265 × 12 × 6	4,34,880.00

3.	Continuance of 2 posts of T.G. Headmasters and 2 posts of I.Sc, C.T. Asst. Teachers and creation of 2 posts of T.G. Headmasters and 2 posts of I.Sc. C.T. Asst. Teachers for 6 months	1,89,540.00
4.	Continuance of 3 posts of Cook and 3 posts of helpers and creation of one post of Cook and one posts of Helper for 6 months	63,000.00
5.	Continuance of provision for stipends for 80 boarders for one year and for 40 boarders for 6 months Rs. 120 × 80 × 12 Rs. 120 × 40 × 6	1,44,000.00
6.	Continuance of 7 posts of Anganwadi workers and creation of 3 posts for 6 months 750 × 12 × 7 750 × 6 × 3	76,500.00
7.	Continuance of 9 posts of non-formal teachers for adult education	81,000.00
8.	Continuance of two Preraks for Janasiksha Nialayam 750 × 12 × 2	18,000.00
		7,35,120.00
	Total Non-recurring + Recurring	11,65,120.00

The schemes are arranged as per priority. While submitting proposal for sanction of funds further details may be worked out.

Efforts should be made to construct the sheds for the Anganwadis close to the Primary School so that school and the Anganwadi will supplement each other.

TOTAL EXPENDITURE FOR THE SCHEME

Year	Recurring	Non-recurring	Total
1991-92	2,40,780.00	4,15,000.00	6,55,780.00
1992-93	3,58,320.00	7,70,000.00	11,28,320.00
1993-94	6,91,000.00	8,15,000.00	15,06,000.00
1994-95	7,35,120.00	4,30,000.00	11,65,120.00
Total	20,25,220.00	24,30,000.00	44,55,220.00

All the Primary Schools- old and new should be covered under the mid-day meal programme. This being an area inhabited by primitive tribes, deserves to be included under the mid-day meals programmes.

The Directorate of Adult Education, Orissa may be requested to establish Jana Siksha Nilayam in the cluster Headquarters under their regular programme. They may be requested to develop special programme for the primitive tribes.

Some assumptions and expectations:

1. Adult education kits for learning of adults are to be supplied by the State Resource Centre, Bhubaneswar free of cost as in other tribal cases.

2. Reading materials may be supplied by the State Resource Centre for the neo-literates to be stored in Jana Siksha Nilayam and distributed among neo-literates in their villages.

3. Learning materials are to be developed along with bilingual primers with discourses in 'Remo' for preparation of films. The S.I.E.T., Orissa may be requested to prepare films for screening.

4. Food materials, toys, learning materials, play materials are to be supplied by the C.D. Department for the Anganwadis to be established in the Bondos villages under the I.C.D. Scheme.

5. The State Council for Educational Research and Training may be entrusted with the responsibility of developing bilingual primers (Remo and Oriya) and materials for developing films for which they have got the necessary expertise being academic wing of Government in the Education Department.

6. State Government norms for different programmes should be relaxed under special consideration for the primitive tribal areas.

7. Schedule rate of the P.W.D. should not be applied to the construction programme in the Bondo hills. Extra carriage cost should be allowed in case of location having no road communication.

A Note on Implementation of the Programmes

A cell may be created for co-ordination of developmental activities in all the micro-projects in addition to the project leaders/Special Officer at the project level. The problems encountered

at the State level should be sorted out and effectively dealt with at Government level in order to ensure successful implementation of the programmes.

The Bondos have been neglected over the last 44 years of post-independence period. These cases are, therefore, to be disposed of on priority basis, so as to give the minimum justice they deserve.

ANNEXURE – IX

EXCERPTS FROM THE DEVELOPMENT HAND BOOK ON THE KUTIA KONDH OF K.K.D.A, BELGHAR, PHULBANI DISTRICT

Education :

Education is one of the basic needs of man. It has been instrumental to the transformation of the savago man of the yore to his civilized form of today. A process of refinement of the internal nature of man and his external social behaviour is set in by education through gradual modification of his conduct. Education makes man rational and free of superstitions. Advancement of a community largely depends upon the quality and nature of education imparted to its members. Education adds colour and brightness to human culture.

Education is an indispensable ingredient for economic development of the society. It enables man to acquire more power and capability to utilize the economic factors in the direction of better productivity. He discovers new ways and means to fulfil his needs by maneuvering his environment. He learns new technology to earn a better living for himself, his family and his community as a whole.

The role of education cannot be over-emphasized in the life of tribals. They hail from a society which is at the base level of development. Their society is extremely simple. Their needs are few. They have a cultural and physical isolation due to communication gap. Their understanding of the developmental schemes and programmes is the key to their upliftment.

The tribal people are governed by oral tradition interpreted by the village elders and leaders of the social organisations. The process of change though a low. In entering into their community through their contact with non-tribal population and the developmental forces are inducted in gradual degrees. Written messages are going to be the medium of communication in the developmental process. The tribal community as a whole must be given the necessary to understand the transactions which they will have to enter in a new context where the oral word is losing its value and the written word is acquiring exclusive authenticity.

A World Bank Study (1980) elucidating the importance of primary education reports. "Primary education has been found to be positively related with agricultural extension and productivity on the farm." This conclusion was arrived at after extensive studies in different countries— those which have universalized primary education and those which have not. The study has rightly pointed out that agricultural extension services become effective when members of a community have developed their receptivity at least through primary education (Primary education here means education upto class-VIII standard). Understanding of the methods of increased production is better with those having Primary education background than with non-literates. Governments of dif-

ferent countries have evinced keen interests in the programme of universalisation of primary education after publication of the aforesaid World Bank report.

There cannot be any doubt about education regulating not only the agricultural production but also the quality of development in all sectors. In this context the educational development of Kutia Kondha Development Agency may be analysed.

The Kutia Kondhs have been identified as primitive tribe in consideration of their low level of literacy, pre-agricultural level of technology, the secluded and archaic mode of life and the distance of their location from the main arteries of travel. Their development was delayed and neglected till the Micro-Project was set up for them.

The Kutia Kondh villages are too small having inadequate population for opening of schools. No school can be viable in the small kutia Kondh villages. When population is arranged slab wise the Project presents the following picture.

Population slab	No. of Kutia Kondh Villages	No. of Non-Kutia Kondh villages
0-50 (Including two uninhabited villages)	33	2
51-100	30	2
101-200	6	2
201-300	-	Nil
301 and above	1	4
	70	10

Out of 33 villages belonging to 0 to 50 population slab 2 Villages are uninhabited.

Almost every Kutia Kondh villages, unless it is too small, has a Dhangidisala (dormitory for young maidens) which is smaller in size than the normal households. This is the only common house available in the village which is sometimes used to entertain either the guests of the village or the guests of a person for a temporary period, say for a day or two. It is ordinarily located at the end of the village. Musical instruments are kept in the Dhangidisala. Dance and music performances are held every evening which are participated by the youngmen and women of the village. Occasionally the youngmen of other villages come in groups to dance with the young girls of the village.

It is generally hoped that the Dhangidisala being a common house of the village could be utilized for adult education or non-formal education purposes. But no instance could be made available in favour of such utilization of the Dhangidisalas. It is worth considering that the type of activities that go on in the Dhangidisalas are not at all conducive to any educational purpose. The youngmen and women would never spare this house for any other purpose unless they are forced to do so. Ordinarily they would object to the idea of utilising their dormitory for other purposes than dance and music.

Adult Education:

Currently no Adult Education Programme is in operation in the Kutia Kondh Development Agency, Belghar. On enquiry it was learnt that Tumudibandh Block was brought under the Adult Education Programme for one term of months duration in the past and being a part of Tumudibandh Block a few villages of Kutia Kondh Development Agency were included in the programme and thereafter the programme was discontinued. Experiences in adult educa-

tion have proved that piecemeal approaches have miserably failed for the following reasons:-

1. There is no continuity of the education programme. As a result, a portion of the area is made partially literate whereas the remaining portion continues to have illiterates.
2. Post-literacy programme and follow-up action for the neo-literates lack and consequently the neo-literates lapse into illiteracy.
3. There are enough opportunities for fake enrolment when the next term is availed of possibly a large portion of those who were made literate but would have lapsed into illiteracy would be enrolled once more.

Area-specific intensive operations in adult education has been the most recent approach with follow-up programmes for the neo-literates which is being discussed in the action plan.

Prioritisation in Adult Education:

In a monograph styled as "Special Problems of Adult Education for Tribal Areas" published by Government of India (1978) it had been clearly indicated that tribal areas should be given top-most priority in adult education irrespective of the financial constraints. The following statement may be quoted:-

"It is clear that tribal areas stand out as the highest priority areas in the programme of adult education. In view of the crucial role of adult education in a delicate phase of the history of tribal communities, financial resources could not be considered as a serious constraint. However, the very special character of the tribal situation imposes certain other severe constraints like preparation of suitable programmes for each region, drafting of dedicated personnel with vision to implement the scheme, reorientation of teachers etc."

No efforts have yet been made to introduce area-specific programmes in adult education, particularly local-specific, bilingual primers have not been introduced, no motivation method has yet been utilized, and no aids could be developed which are within the recognition range of the adult illiterates.

Two important considerations should have been made in respect of introduction of a special programme particularly designed for the Kutia Kondh. (1) Kutia Kondh is a primitive tribe and (2) Adult education holds key to the task of tribal development.

- (1) One of the bases for deciding the Kutia Kondh to be a primitive tribe is that it had a literacy below 5 per cent of its population. In 1980, it was estimated that the literacy position was 2.9 per cent. Hence, there can be no doubt that literacy percentage among the Kutia Kondh was still less when it was identified in 1960 as one of the primitive tribes and as such it deserved immediate attention for introduction of a long operative special programme in adult education.
- (2) Researches have proved that education is positively correlated with agricultural productivity. The adult population is directly shaping the production process. Therefore, they are to be prepared to face the challenges of today and tomorrow. The children of today will be in commanding position only day after tomorrow. While efforts of formal education for the children's group will be necessary for laying a sound foundation for future a massive and effective educational programme addressed to the adult population can help the tribal communities to scale over the problems of to-day.

Literacy Position:

As has been said earlier no adult education programme is in operation at present in Belghar Project. The programme that was launched in the past was introduced in a few villages for ten months only. It did not generate any perceivable result in the literacy position among the Kutia Kondhs. Whatever improvement is now seen in the literacy position is the cumulative effect of the formal and non-formal education.

Percentage of literacy to the total population of an area is an exact index of the outcome of the entire educative process-formal, non-formal and adult education. Education of all types at all stages contribute to the improvement of literacy of any given community or area.

The Kutia Kondh Development Agency, Belghar collected statistics on adult education in the year 1990. As per their report the percentage of literacy among the Kutia Kondhs of Belghar Project was 11 in 1990.

Data on literacy were collected in the last Census of 1991, but the tabulated results in respect of the Kutia Kondh Development Agency have not been made available. However, Census data in respect of Belghar Police station are available which are analysed in the following paragraph.

The total population of Belghar police station is 14,496, Male-7,247 and female-7,249. Total literates of the police station are 1,827 of which 1,586 are male and 241 are females. Total literacy position is $1,827/14,496=12.6$ per cent. Literacy among males $1,586/7,247=21.88$ percent. Literacy among females $241/7,249=3.32$ per cent.

The population of Kutia Kondh Development Agency being 7,475 is almost 50 percent of the population of Belghar police station and

the composition of population of Kutia Kondh Development Agency being almost the same as that of Belghar police station, the percentage of literacy will remain around the literacy position of Belghar Police station. It may be assumed that literacy among the males of Kutia Kondh Development Agency will be around 20 per cent and among females 3 per cent average being around 12 per cent.

The above analysis indicates serious neglect of education in the Kutia Kondh Development Agency. It has a literacy of 12 per cent against the State average of 41 per cent. Similarly it has 20 per cent literacy among males and 3 per cent among females amongst the corresponding State Literacy of 52.51 and 29.1 percent, respectively. Since there has been a total neglect of adult education, particularly in case of women, adequate emphasis should be laid on motivation of women and special programmes may be developed for women folk for quicker achievement.

Pre-primary Education

Almost all the parents of Kutia Kondh children did never have schooling. It is very natural that they would not feel the necessity of education in the life of their children. They are used to engage their children for collecting Mohua flower or other forest products or ask them to perform the work of baby-sitting when both the parents are out for work in the field or forest. It is a fact that 95 per cent of the Kutia Kondh are poor and in need the assistance of children in their economic endeavours, so that they could earn a bare subsistence for the family. They would not be motivated to send their children to schools if there is no provision for feeding children. Naturally any programme having a provision for feeding would attract tribal parents.

It is necessary for the tribal children to be oriented in school-going practices before they are actually required to attend schools. The curricular load on the tribal children immediately after attending school would frighten them and they might run away from schools unless they are given an orientation in attending schools and doing some curricular work.

A gradual process of leading the children to the school system is necessary in the Project area. The school readiness programme with the following components is considered relevant to the tribal situations.

School Readiness Programme:

- (i) Play with and without toys.
- (ii) Dancing and acting with action songs.
- (iii) Seeing still and action pictures.
- (iv) Physical discipline like going in a line, performing simple drills.
- (v) Story-telling within the comprehension range of children.

It is expected that pre-primary education with the above programmes would be attractive and sustaining. But a feeding programme has to be run along with the pre-primary education programme. The parents are more interested to see that their children get good food in pre-school centre-does not matter whatever programme of education is given to them.

The Anganwadis run by the Community Development Department of Government in the Kutia Kondh Development Agency combine the feeding programme along with the pre-primary education components. In addition to the above two these centres adopt a package programme of four more components, namely:

- (a) Immunisation.
- (b) Health check up.
- (c) Referral services.

- (d) Health and nutrition education.

There are nine Anganwadi Centres in Kutia Kondh Development Agency which run a package programme of six items mentioned in the foregoing paragraph.

The Centres are:

1. Guma
2. Belghar
3. Dupi
4. Pageripada
5. Bilamal
6. Dhudusi
7. Rangaparuru
8. Kanibaru
9. Lidranga

Besides these Anganwadi centres twelve Anganwadi sub-centres are also run by the Community Development Department with emphasis on feeding 5-6 year old children and pregnant and lactating mothers and immunisation.

Names of the sub-centres are:-

1. Burlubaru
2. Jhalipada
3. Deogada
4. Khandapanga
5. Batipada
6. Bikapanga
7. Kuchamunda
8. Guma-Harijan Sahi
9. Nuamunda
10. Ushabali
11. Sushabhata
12. Guchhaguda

The Anganwadi programme gives a good coverage by extending the scheme to 21 villages out of 80 constituting 26.25 percent. There are 30 villages with population less than 50. As per 1981 Census data the child population in the

age-group of 4 to 6 is 4.72 per cent. Hence in a village with a population of 50 at best 3 children would be available. It may not be possible to run an Anganwadi Centre with 3 children. But some compensatory pre-school programme should be arranged for these children in order to facilitate their primary education.

Seva Bharati

A pre-primary institution was running in Jhalipada Harijan Sahi under the name of "Seva Bharati". It provided excellent compensatory pre-primary education to the children and prepared them for primary education. The difference between Anganwadi and Seva Bharati is that Anganwadis provide a package of services including feeding of pregnant, and Lactating mothers along with children in the age-group of 3 to 6 whereas the "Seva Bharati" concentrates more on the education component of children. It is suggested that the Anganwadis should adopt the Seva Bharati programme of pre-primary education and combine the same along with other programmes. It may not be possible to establish a net work of "Seva Bharati" institutions due to financial constraints.

Elementary Education

It has been pledged in Article 45 of the Constitution of India under the Directive Principles that elementary education for children in

the age-group of 6 to 14 years should be universalized within ten years of the commencement of the Constitution in 1950. Universalization of elementary education has three distinct phases, namely: (1) Universal provision of educational facilities, (2) Universal enrolment and retention and (3) Universal participation and attainment.

On review of the situation of Kutia Kondh Project area it is found that the first step of universalization programme has not been completed. Schooling facilities have not been provided to the children of all the 78 inhabited villages. As per State Government norms primary schools are to be provided for a population of 200 in the tribal areas within one kilometre distance from the home of each child. These two norms of population and distance cannot be satisfied in the tribal areas, particularly in the Kutia Kondh areas for the simple reason that Kutia Kondh villages are too small, sometimes having a population of 7 or 8 and are located at long distances from each other, so much so, that clustering of habitations for establishment of primary schools is not possible. Therefore the villages where primary schools have not been opened remain unserved.

A statement of primary schools and primary stages of education attached to M.E. or high schools is given hereunder for a detailed treatment.

Table 4. 10.1

List of primary schools/ stages in Kutia Kondh Development Agency

Sl. No.	Name of school	No of rooms			No. of teachers		Total No. of students	Remarks
		Pucca	Kutch	No. of building	Sancti- oned	working		
1	2	3	4	5	6	7	8	9
1.	Belghar U.P. School	2	—	—	3	3	56	
2.	Bilamal U.P. School	1	—	—	2	2	49	
3.	Batipada L.P.	—	—	√	1	1	17	

1	2	3	4	5	6	7	8	9
4.	Burlubaru L.P.	2	-	-	1	1	31	
5.	Bikapanga L.P.	2	-	-	1	1	21	
6.	Deogada L.P.	1	-	-	1	1	14	
7.	Dupi L.P.	2	-	-	1	1	22	
8.	Dharanimaska L.P.	-	-	√	1	-	11	
9.	Germal L.P.	-	-	√	1	1	30	
10.	Garang L.P.	1	-	-	1	1	28	
11.	Gurlimaska L.P.	-	-	√	1	1	18	
12.	Khadpanga L.P.	2	-	-	1	1	32	
13.	Kineri L.P.	-	-	√	1	1	19	
14.	Guchuka U.P.	2	-	-	2	1	26	
15.	Pikushi L.P.	-	-	√	1	-	11	
16.	Pukuru L.P.	1	-	-	1	1	18	
17.	Rangaparu L.P.	1	-	√	1	-	12	
18.	Randang U.P.	2	-	-	2	2	37	
19.	Sushabhata L.P.	1	-	-	1	1	32	
20.	Dhudusi U.G.M.E.	2	-	-	3	2	60	
21.	Guma Ashram School	4	-	-	4	4	108	
22.	Belghar Residential Sevashram	4	-	-	4	4	140	

School Building:

It may be seen from Table-I that 7 primary schools do not have buildings of their own. The activities and academic programme of schools without building cannot be regulated. In the non-tribal areas the villagers arrange either a community house or a private house for holding the school. But such facilities are not available in Kutia Kondh villages. Of course there is one Dhangadisala in bigger villages (dormitory for the maidens) which is commonly owned by the village. But the dormitory is used to store the

musical instruments and stock of food grains collected for entertainment of guests. The dormitory is occasionally spared for a day or two for guests, but the young boys and girls would not spare the house for long which would cause discontinuance of their music and dance programmes. Preference is always given to the youthful activities with dance and music to any other programme.

Residential accommodation of the teacher is another problem. If there is a school building the teacher might use the building both

for his residential accommodation and also for the school. Teacher absenteeism and teacher irregularity in the tribal areas are mainly due to non-provision of buildings for the schools.

It is learnt from the office of the Director, Elementary Education, Orissa that building grants were sanctioned in favour of the following 4 primary schools at the rate of Rs. 20,998/- each during the year 1984-85.

1. Batipada L.P. School
2. Dharanimaska L.P. School
3. Rangaparuru L.P. School
4. Burlubaru L.P. School.

Only one building has been constructed for Burlubaru L.P. School. Funds sanctioned and placed at the disposal of the Block Development Officer, Tumudibandh remain unutilized as yet. Instructions were issued from Government in the community Development Department to supplement funds from R.L.E.G.P. in case additional amounts were required. In spite of all such instructions the grants have not been utilized causing serious dislocations to the school education programme.

Building grants were also sanctioned by Government in the Education Department in favour of Dupi L.P. School and Pakuru L.P. School at the rate of Rs. 27,770/- each in the year 1986-87 out of the Eighth Finance Commission Award. Buildings have been constructed and utilized in these two schools. A Sikshya karmi who has been posted as teacher in Dupi L.P. School resides in one room of the school and the other room is used as class room. The problem of accommodation of the teacher was solved without any disturbance to school programme. The villagers spoke in favour of the regularity and sincerity of the teacher.

Appropriate steps should be taken to expedite construction of buildings for Batipada, Dharanimaska and Burlubaru Primary Schools

for which building grants have already been sanctioned and the money kept in the P.L. Account of Tumudibandh block should be quickly utilized. Building grants may be obtained for Germal, Gurlimaska and Pikushi. Buildingless Primary schools and buildings may be constructed early in order to carry on the school activities regularly.

Teacher Position

Government of India have decided that there shall be no single teacher primary schools in the country. Single teacher schools are virtually closed when the teacher is absent on account of his illness, or casual leave or is unauthorisedly absent. Single-teacher schools are considered inefficient and unsuitable for various reasons. Therefore, a policy decision has been taken to convert all such schools to at least double teacher schools.

Government of India are providing second teachers to all single-teacher schools under the Operation Black Board Scheme. The Operation Black Board Scheme is being implemented in four phases out of which implementation of two phases has been completed and the third phase though completed in many other States is under operation in Orissa.

Selection of blocks for coverage under Operation Black Board Scheme is made on the basis of backwardness. On application of such a criterion of selection Tumudibandh block should have been selected in the first phase. Tumudibandh block with its primitive tribe and other tribal population, its location in the deepest terrain of Orissa should have been considered as one among the 65 blocks selected in the first phase. It is unfortunate that it could neither be included in the first phase nor in the second phase. Both the phases have covered 50 per cent of the blocks and Municipal areas of the

State. However, it is a matter of consolation that it has been included in the third phase which is being implemented at present.

As many as 15 Primary schools out of 19 run by the Education Department in Belghar Project areas are single teacher lower primary schools. 15 teachers are going to be provided as second teachers to the single teacher primary schools under the Operation Black Board Scheme during the current academic session.

It has been decided by the Education Department that Lower Primary schools having two teachers in the minimum should be upgraded to Upper Primary Schools and will be entitled to maintain five classes from I to V and will be called primary schools. In other words it has been decided to convert all Primary schools to Upper Primary schools in the state and no Primary school shall remain a single-teacher school. Thus, all the Primary schools of Belghar Project area shall be entitled to maintain class-I to V, immediately after second teachers are posted under Operation Black Board scheme. The third phase of the Operation Black Board being in process, the teachers are likely to be posted soon.

Teacher absenteeism

The posts of teachers of three single-teacher schools are vacant. The schools are:

- (1) Rangaparu L.P. School
- (2) Pikushi L.P. School
- (3) Dharanimaska L.P. School

Since these are single-teacher schools and the teacher posts are not filled up virtually the schools are closed. Incidentally the three schools do not have buildings. On spot visit on 25.4.91 the villagers of Rangaparu said that the school was not functioning since one year. Students had discontinued studies since then and

they were otherwise engaged by their parents. Rangaparu is the biggest Kutia Kondh village with a population of 321. Total number of children available in 6-11 age-group is about 40. These 40 children are deprived of education due to the negligence of the D.I. of schools, Baliguda in posting a teacher. Dharanimaska L.P. School and Pikushi Primary school were understood to have remained closed due to non-posting of teachers for long.

Barlubaru L.P. School and Khadpanga L.P. School are two single-teacher primary schools. The posts of teachers are officially filled up. But on spot visit on 25.4.91 the schools were found to be closed. The villagers of both the villages complained that the schools were closed since about one year. The teachers concerned did not attend schools continuously for long periods. Students are not in the habit of attending schools. Both the schools have pucca buildings with asbestos roof. Doors were open. Rooms were found dirty. The villagers evinced interest in the studies of their children. They expressed their worries over continued absence and negligence of the teachers. It was understood that the teachers belonged to Belghar area. Yet they neglected their legitimate duties. When asked in the village, some persons reported that one Headmaster was posted there but he never attended school. It was also informed by the villagers that the school is kept open and one teacher attends school. It was not possible for one teacher to teach in seven classes of the U.G.M.E. School. There had been no occasion when all the teachers attended the school on a particular day. It was just a formality to keep the school open without any teaching and learning activity.

No villager could give any information about inspection of the school by the District Inspector of schools who is competent to in-

spect the school. This being an up-graded M.E. school the D.I. of schools is competent to inspect the school. It was very clear that negligence of supervision work resulted in such a chaotic situation.

Records of the school could not be seen. The teacher who attended school that day was not residing in the village. He was reported to be residing at Belghar. The village is inhabited by Scheduled Castes and others, called Oriyas. The people seemed to be conscious about negligence of the teachers but they were not interested to move the higher authorities against the teachers. One young man said that a move against the teachers in the past had deteriorated the situation.

Paikapada, a non-Kutia Kondh village situated on the road-side was visited on way back to Belghar from Dhudusi. The village has a population of 53. The children of this village attend the non-formal centre opened at Rajam at a distance of half a kilometre.

Rajam is a Kutia Kondh village with a population of 62. The non-formal teacher was present at the time of visit. 15 children were admitted in the non-formal education centre 6 from Rajam and 9 from Paikapada. An untrained H.S.C. passed teacher is working there since 6 months.

There is a Residential Sevashram at Belghar run by the H. & T.W. Department and another U.P. School run by the Education Department. The U.P. School has a pucca building with asbestos roof with two rooms. Students of all the five classes were sitting in one room. The other room was closed. Another building was under construction out of Jawahar Rojgar Yojana. One teacher was present at the time of visit. When asked about other teachers he informed that two other teachers had gone to their residence during recess. He was set to call the

other two teachers. But he came back being accompanied by another teacher who informed that the Head Pandit was on casual leave and the C.L. application was with the Sub-Inspector of schools, Tumudibandh. As a rule the President of the school committee is to grant C.L. to teachers. There was no reason to send the application to the Sub-Inspector of Schools. Only 19 children out of 60 attended school that day. It was understood that the school was closed for two days every month when the teachers go to receive their salary from the Block. Arrangements should be made for disbursement of the salary of teachers of Belghar project area at Belghar which would prevent closure of schools for two days every month.

Enrolment in Primary schools:

Total population of the Kutia Kondh project area, Belghar is 7,475- Kutia Kondh 4,090 and Scheduled Castes and another castes 3,385. The estimated child population in the age-group of 6-11 years is 12 per cent as per 1981 Census calculations. Hence the child population of the Kutia Kondh Project area in the 6-11 years age-group is 897. The total enrolment in the primary schools and primary classes of M.E. Schools is 540. The enrolments of the residential Sevashram, Belghar is 140 and that of Primary classes of Guma Ashram School is 108. Almost 50 percent of the enrolments in Ashram and Sevashram schools are from outside the Project area. Hence while calculating the percentage of children enrolled in schools who may add 124 out of 248. Thus, the total number of children admitted in the Primary schools and classes is 664 out of 897 constituting 74 per cent gross enrolment.

The net enrolment is statistically calculated to be 25 per cent less. Because the child population of 6-11 years age-group is calculated

at 12 per cent of the population. But in actual admissions in Orissa there are provisions for admitting children of 5+. Hence almost all children admitted to class-I are outside the ambit of the child population of 6-11 age group.

In tribal areas some children are usually admitted at late age. Hence for calculating the net enrolment we may deduct 20 per cent from the gross enrolment. Thus the net enrolment, would be 54 per cent of the child population.

Table - 4.10. 2
Class-wise Enrolments of the Primary Schools

Sl. No.	Name of the school	No. of teachers	I		II		III		IV		V	
			B	G	B	G	B	G	B	G	B	G
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Belghar U.P.S.	3	10	8	11	7	9	6	4	2	1	2
2.	Bilamal U.P.S.	1	2	5	4	9	8	2	7	-	3	-
3.	Badaguchuka U.P.S.	1	3	1	2	1	2	1	4	5	5	2
4.	Randaga U.P.S.	2	5	2	4	3	8	3	3	4	4	1
5.	Bikapanga L.P.S.	1	1	3	4	3	7	3	-	-	-	-
6.	Batipada L.P.S.	1	3	4	4	6	-	-	-	-	-	-
7.	Burlubaru L.P.S.	1	7	3	7	-	8	6	-	-	-	-
8.	Khadapanga L.P.S.	1	7	3	9	3	7	3	-	-	-	-
9.	Kineri L.P.S.	1	3	1	5	1	8	1	-	-	-	-
10.	Garanga L.P.S.	1	3	3	6	4	8	4	-	-	-	-
11.	Dupi L.P.S.	1	-	4	5	5	6	2	-	-	-	-
12.	Gurlimaska L.P.S.	1	4	4	4	6	-	-	-	-	-	-
13.	Deogada L.P.S.	1	1	3	1	3	3	3	-	-	-	-
14.	Kukuru L.P.S.	1	4	1	2	5	4	2	-	-	-	-
15.	Sishabata L.P.S.	1	8	7	5	1	8	3	-	-	-	-
16.	Germale L.P.S.	1	3	7	4	6	4	6	-	-	-	-
17.	Dharanimaska L.P.S.	1	3	3	1	2	2	1	-	-	-	-
18.	Pikushi L.P.S.	1	3	1	3	1	3	-	-	-	-	-
19.	Rangapara L.P.S.	1	4	2	3	1	-	2	-	-	-	-

20. Dhudusi U.G.M.E.	2	7	5	10	7	10	2	5	4	10	-
		81	70	94	74	105	50	23	15	23	5
1. Gumma Ashram School	4	48	-	22	-	15	-	18	-	5	-
2. Belghar Residential Sevashram	4	39	9	27	12	20	4	12	6	11	-
		87	9	49	12	39	4	30	6	16	7

The non-enrolments are mainly due to non-provision of Schools in the smaller villages. Out of 78 villages of the Kutia Kondh Project area. Belghar, 22 villages have been provided with primary school facilities. The remaining 56 villages have not been provided with schooling facilities. That is the main reason for the poor enrolments.

The villages are so distant from one another that no child of school-going-age can attend school in the neighbouring village. Moreover almost all the villages are surrounded by jungles through which no parents would like to send their children to the school of the neighbouring village.

Some of the school-going children of the villages where schools have been established are admitted and some other are not enrolled. The reasons are mainly economic. The parents cannot afford to pay for education of the children. On the other hand they desire that children should be engaged in some activity to supplement the family income or at least do the baby-sitting work when both the parents are out for work in the forest or field.

DROP-OUT

There are a large number of causes of drop-out of tribal students from the schools. A statistical study over a period of time would indicate the actual number and percentage of drop-outs of children from schools. In absence

of a longitudinal study a cross-sectional study may be made to have a rough idea of the magnitude of drop-outs from the schools of the project area. Total number of students enrolment in Class-I is 247.

Around 78.5 percent students are retained and 21.5 per cent drop-out at class-III level. But retention at class-V level as only 22.1 percent, which means that 77.9 percent drop-out by the time they reach Class-V. Among other reasons non-provision of facilities stands out to be the most conspicuous. Class-IV and V are provided in 7 schools only against classes I, II and III provided in 22 schools.

The over-all drop-out position of the State of Orissa is 46 percent between Class-I and V. But it is 77.9 in the Kutia Kondh Project Area, Belghar. This should be reduced by providing facilities of Classes-IV and V in the schools where these classes have not been provided.

The Block Development Officer, Tumudibandh Block informed that mid-day meals were being served in 10 Primary Schools - 5 each in Guma and Belghar Gram Panchayat. In the tribal areas where giving two meals regularly to children is a problem for the parents, mid-day meals served as good incentives for enrolment, retention and regularity in attendance of students. The mid-day meal facilities should be extended to all the Primary and Middle Schools of the Project area.

Aids facilitate learning. Conceptualisation without real objects or models or pictures thereof, is extremely difficult for children. Understanding the importance of aids, and the poverty of our schools in respect of provision of aids, Government of India while proclaiming the National Policy of Education, 1986 declared to implement the Operation Black Board Scheme.

Under the Operation Black Board Scheme Government of India provided funds for supply of globes, maps, charts, black-boards with stand, games materials, musical instruments and other materials at a cost of Rs. 7,315/- for each Primary School. It was also decided to supply two-in-ones to all schools and coloured television sets to those Primary Schools which are electrified and are located within the range of transmission of T.V. pictures. Science kits and tool-bags are also supplied to Primary Schools to serve as teaching-learning aids

It has already been mentioned earlier that inspite of its backwardness and location in the terrains of Phulbani district, Tumudibandh Block could not be selected in the first and second phases for its coverage under Operation Black Board Scheme. It is learnt that it has been selected in the third phase and the teaching-learning aids are going to be supplied soon along with other benefits like providing second teachers to all the single-teacher schools of the Block.

During spot visit no teaching aids could be found in any Primary School run by the Education Department. Some schools having buildings which were found wide open at the time of visit. There was nothing inside the rooms. One or two schools have wall black-boards. It can be well imagined that teaching in these schools is abstract and ineffective without any aids. What is still more suprising is that not

a single person of the village said that he had kept the school records with him. The schools run by the H. & T.W. Department do have some aids but are inadequate. Appropriate aids to facilitate learning and formation of new concepts were not seen in any school.

Table, Chair and Almirah which are the minimum requirements of a school have not been provided to the schools visited by us except the Sevashram and the Ashram Schools. The basic minimum requirement of furniture should be supplied to the schools for their use.

H. & T. W. Department Schools

Belghar Residential Sevashram is located in Government High School, Belghar campus. It was established in the year 1960 and upgraded to an Ashram School (M.E Standard) in the year 1966 and again upgraded to a High School in the year 1979-80. After the upgradation of the Ashram School to the High School, the management of the Residential Sevashram was separated in the year 1980. It is not understood under what considerations the separation of managment was made. When efforts are being made now to amalgamate the Institutions located in the same campus for unity of control and better standard of teaching, the separation has been done in the opposite direction. For better standard of education and in favour of integrated administration the management of both the schools should be amalgamated.

There are four sanctioned posts of teachers and three attendants. The number of students being 140, teacher-pupil ratio is 1:35. It conforms to the standard of teacher-pupil ratio prescribed by Education Department. But in case of tribal children the ratio should be still lower in order to enable the teacher to take personal care of the progress of studies of individual children. A teacher-pupil ratio of 1:25

may be fixed for tribal children. At least one more teacher may be provided to the school which will reduce the teacher-pupil ratio to 1:28.

Table 4.10.3
Attendance on the date of visit

Class	Attendance as on 26.4.91	Enrolment	Enrolment of Kutia Kondh children
1	2	3	4
I	21	48	35
II	32	39	18
III	18	24	9
IV	15	18	4
V	9	11	6
Total	95	140	72

There is heavy demand for admission in residential school. Students from other districts sometimes come for admission. The residential schools have to be choosy in respect of students. Only 72 Kutia Kondh children have been admitted in the school which constitute 51.42 per cent. The teachers should have tried for admission of more Kutia-Kondh children in preference to others. The school building consisting of 4 rooms, out of which one room is used as office, one room as store and the two other rooms as class-room-cum-dormitory. A hostel building has been constructed by the I.T.D.A. which is also used as class room-cum-hostel. The main school building is in a dilapidated condition requiring special repair. Two more class-rooms may be constructed to solve the problem of accommodation for classes.

Other deficiencies of the school demand attention of the authorities. There are no tables and Chairs in the class rooms. Maps, Charts and Science Apparatus for teaching elementary

science have not been provided. These deficiencies may be removed shortly when Tumudibandh block comes under the Operation Black Board scheme. The building deficiencies may be removed on a priority basis.

There are two other primary sections-one attached to Guma Ashram School and the other to Dhudusi U.G.M.E. school. which are being analysed in M.E.section.

M.E. School education

There are three schools imparting education at the M.E. School stage.

1. Dhudusi U.G.M.E. School
2. Guma Ashram School
3. M.E. section of Government HighSchool, Belghar.

Building Position

A part of a dilapidated building is used as office room and another part is used as class room. The front portion of the Building has collapsed. The old Sevashram building is used as class rooms.

A 30 seated low-cost hostel is under construction for girls. After completion of this hostel, the problem of buildings will be partly solved. But another building for the school office and class-rooms need to be constructed.

Living condition of the students buildings for kitchen, dining and living should be provided. It is reported that Management of school affairs without adequate building facilities has become extremely difficult.

Teacher Position:

The post of Headmaster is lying vacant. Two Assistant Teachers, one Hindi Teacher and one Agriculture Teacher were present. The posts of Tailoring Teacher, Carpentry Teacher and 3 Sevaks are lying vacant.

There are five sets of Teachers' quarters and two sets of Attendant's quarters. All the teachers and attendants are accommodated in the existing quarters.

There are four Cass-IV employees, one cook-cum-attendant has been appointed on daily wage basis.

Attendance and Enrolment:

130 students have been admitted in the school out of which 120 are boarders and 10 are day-scholars.

The following is the class-wise distribution:

Class	I –	48		
	II –	22	Scheduled Tribe	35
	III –	15	Scheduled Caste	92
	IV –	18	General	3
	V –	6		
	VI –	7		
	VII –	14		
	<u>Total</u>	<u>130</u>		

Total number of students attending school on the date of visit on 24.4.91 was 85 constituting 65.38 per cent. The attendance position for a residential school is not encouraging.

Total number of Kutia Kondh children admitted in the school is 18 constituting 13.8 per cent of the total enrolment. In residential schools students are admitted from far and near villages and there is rush for admission. But where there are primitive tribe children preference should be given to them in admission. The teachers should be entrusted with the responsibility of motivating the Kutia Kondh People for admitting their children in schools. A quota may be reserved for the Kutia Kondh children in residential schools. The education of the primitive tribe children alongwith children of other tribes and non-tribes is educationally sound in so far as, they would

have exchange of ideas with others and their behaviour would be gradually modified.

In spite of paucity of water, the kitchen garden is well maintained. Brinjals, cabbage, cauli-flower, radish, onion and tomato were grown in winter.

At present, only papaya and banana plants are seen in the garden.

The school was inspected by the Inspector of Schools, Southern Division (H. & T. W. Department) on 11.11.87 and by the Deputy Inspector of Schools on 8.10.89. No academic supervision has been done during the last one year and half. The Project Administrator, I.T.D.A., Baliguda visited the school on 25.10.90. Frequent academic supervision can only improve the educational achievements of the students which seems to have been neglected in respect of Guma Ashram School.

Secondary Education

There is only one high school to cater to the educational needs of the entire Kutia Kondh Development Project area i.e. Government High School, Belghar located at the Project headquarters.

A Residential Sevashram established at Belghar in the year 1960 was upgraded to Ashram School (M.E. Standard) in the year 1966. The school was subsequently upgraded to High school in the year 1977. The school presented the first batch of students to the H.S.C. Examination in the year 1983.

Building Position

The High School is managed in the erstwhile Ashram School Buildings. Although the High School is functioning for the last 14 years no additional buildings for class rooms, office, store room or craft sheds have been constructed. Consequently the affairs of the

high school are managed with difficulties. There are nine rooms of the old Ashram school, Belghar out of which one room is used as office, one for carpentry class cum-store, one for tailoring class-cum-store and another for agricultural implements store room. Five rooms are used as class-rooms. The school activities are tightly managed in the old buildings. No accommodation is available for the science Room, Teachers' Common room, Girls' Common room, Library, Store for Sports articles etc.

The old hostel of the Ashram school measuring 12'x 100' (plinth area 1200 sq.ft.) is accommodating 120 boarders who would require 3600 sq. ft. in the minimum. There is enough of conjection in the hostel due to dearth of plinth area.

A building has been constructed for the girls' hostel with 30 seats and another 40 seated hostel building for the boys is under construction. On completion of construction of this hostel the problem of accommodation of the boarders may be solved. But additional buildings for the school will still remain a necessity.

There are 12 sets of teacher's quarters which are old ones requiring repairs. No residential quarters is available for the Headmaster and class-IV employees. Two quarters are under construction for the Class-IV employees.

A compound wall is a necessity for the school campus in order to safeguard the agricultural plants and the kitchen garden. Besides a compound wall is necessary to check encroachment into the school area and to maintain discipline.

Teacher Position

It is a matter of consolation that all the posts of Teachers are filled up except one Trained Graduate Science (C.B.Z) post and the teachers were in position at the time of visit.

There is one Trained Arts Graduate Headmaster and two other trained Arts graduates in the school. One Trained Science Graduate (P.C.M.) is managing all the Science classes. Besides the above, two Matric C.T. teachers for the lower classes, One Sahityacharya Sanskrit teacher, one B.A. Kovid Hindi teacher, one I.A. C.P. E.D. Physical Education Teacher, two I.T.I. Trained Teachers as Tailoring and Carpentry Teachers and one Matric untrained Agriculture Teacher are functioning in the school. One Graduate Clerk, one Duffary and three attendants are also working in the school.

Enrolment

Table 4. 10. 4
Attendance of Students as on 25.4.91 & Tribal / Caste -wise Enrolment Position for the Current Academic Session.

Class	Attend ance on 25.4.91	Enrolment			
		Total	S.C.	S.T.	Others
1	2	3	4	5	6
VI	31	34	7	25	2
VII	22	24	9	12	3
VIII	31	42	14	26	2
IX	24	24	13	9	2
X	15	18	11	5	2
Total	123	142	54	77	11

The attendance being 86.62 per cent of the total enrolment is satisfactory on the whole. But the inter class variation has to be taken care of. In class-IX the attendance is 100 per cent but in class-VIII it is 73.8 per cent. The causes are to be investigated into and problems, if any have to be solved.

The enrolment structure, on analysis, gives an unsatisfactory picture as far as the Scheduled Tribe and Kutia Kondh children are concerned. Scheduled Tribe children constitute only 54.22 per cent of the total enrolment and the number of Kutia Kondh children being only 9 constitute only 6.33 per cent. The school is situated in the Kutia Kondh Development Project area which is a primitive tribe. Priority should have been given to them for admission. If such students were not available measures should have been taken for motivating them to be admitted in Primary Schools and classes, so that there would not have been problems of availability of students for admission in High School classes. Total number of Kutia Kondh children admitted is as follows:

Class VI	-	5
Class VII	-	1
Class VIII	-	3
Total	-	9

Drop- Outs During 1990-91

Drop-out due to long absence is a common feature among tribal children. Such drop-outs in Primary Schools are frequent. It is

expected that since residential schools have feeding programme, there should be no drop-out unless some social problems or maladjustment problems are there. The following statement shows that 17 students dropped out from the High School during one year which is rather uncommon.

It may be seen from the Table 4 to 5 that drop-outs from boarders are more than the day-scholars. Again drop-out from class-VIII is the highest. It is presumed that those students who came from other schools and admitted in class-VIII could not adjust themselves in the hostel. Hence they dropped out. The causes of dropout should have been investigated in order to bring them back or to check recurrence of such cases.

Examination Results:

The first batch of candidates of the school appeared at the High School Certificate Examination in the year 1983. The Table 4.10.6 would indicate the results of the school over the last eight years.

Table 4.10. 5
Statement of Drop-Out Students

Class	Boarders			Day-scholars				Total			
	S.C.	S.T	Total	S.C.	S.T.	Others	Total	S.C.	S.T.	Others	Total
1	2	3	4	5	6	7	8	9	10	11	12
VI	-	-	-	-	-	1	1	-	-	1	1
VII	-	1	1	-	-	1	1	-	1	1	2
VIII	2	8	10	-	-	-	-	2	8	-	10
IX	-	-	-	1	-	-	1	1	-	-	1
X	2	1	3	-	-	-	-	2	1	-	3
Total	4	10	14	1	0	2	3	5	10	2	17

Table 4.10. 6
Results of the School
in H.S.C. Examination

Year	No. of candidates appeared	No. Passed	Percentage of success
(1)	(2)	(3)	(4)
1983 Senior	20	1	5%
Junior	20	Nil	Nil
1984	23	3	13%
1985	11	4	36.3%
1986	13	8	61.5%
1987	10	2	20%
1988	32	9	28.1%
1989	10	10	100%
1990	7	3	42.8%

An analysis of the High School Certificate Examination results of the school over the last eight years shows steady improvement barring the results of 1987 and 1988 when the percentage of success came down to 20 and 28.1, respectively. Similarly the results of 1989 rose up beyond the trend and reached 100 percent. The extent of deviation from the trend would be clear if the percentage figures are represented in a graph.

The years are indicated on the OX axis and percentage of success—along OY axis. It may be seen that it is an irregular curve having downward deviations in the year 1987 and 1988 and upward deviations in the year 1986 and 1989. Such Curves would signify that examination results are chance products rather than outcome of continued development of learning under class-room situations or otherwise. The erratic movement of the curve would indicate that either teachers neglected in their teaching during the years of low achievement or the batch

of students admitted those years were weak. Academic weakness of students can again be attributed to the negligence of teachers. But achievement of 61.5 per cent or 100 per cent success may be due to easy question setting or liberal marking in the valuation. Much of credit cannot be given to teachers for sudden rise of the curve in a particular year. Credits could be given for a gradual rise of the curve.

Science Apparatus :

Science apparatus supplied to the school are inadequate to meet the curricular requirements. A few common items for teaching magnets, prism, light in physics; some apparatus for teaching chemistry are available. But the syllabus has been enriched in the meantime and many new topics have been incorporated in physics, chemistry and biological sciences which need sophisticated apparatus for experimentation in class-rooms. Unless requisite apparatus are provided the lessons would remain abstract to the students beyond their understanding.

Teaching Equipments:

Maps, charts, models etc. are inadequate particularly models in geography, historical maps, civics charts, pictures of men of science and literature are necessary for making learning interesting. These deficiencies need be removed soon.

Other Problems:

- (a) Enrolment of girls :- women of the Kutia Kondh tribe are very laborious and are earning units of the family from early ages. No girl student is seen above class-VII. Number of girls in lower classes also is too meagre.
- (b) Supply of reading and writing materials to S.C. and S.T. students.

Reading and writing materials are not supplied during the months of June and July. The students being poor are not capable of purchasing the books and writing materials, delayed supply of the same causes delayed progress. It is reported by the Headmaster that reading and writing materials were supplied in Mid-November during the academic session 1990-91. Such delays contribute to the unsatisfactory achievement of students because the students do not get adequate time to read and digest the contents of text books and quantum of written works becomes less than the required minimum.

(c) **Problems Of The Boarders:**

(i) Health Problems : Belghar area is endemic to meningitis. There have been incidence of deaths due to meningitis attack. Students are not supplied with the required number of mosquito nets. Meningitis being a fatal disease, students are exposed to it. Students also suffer from malaria, scabies, diarrhoea, dysentery etc. There is a hospital at Belghar but medical officers are not available very often.

(ii) Problem of light : Belghar being the Project Headquarters has not yet been supplied with electric energy. Hence, the question of students getting electric light does not arise. Supply of Kerosine oil is very irregular. Students do not get any chance to read during evening hours.

(iii) Cooking Utensils are not replaced by new ones when damaged. Hence cooking is too often delayed and some days students go to take their food during school hours at the cost of studies.

(iv) Belghar being situated at an altitude of 2700 ft from sea level experiences biting cold during winter. Good blankets are not supplied in requisite number. Hence students are troubled during winter.

(v) Drinking water supply and water supply to kitchen garden : Paucity of water supply for drinking is responsible for a number of stomach disorders. Three tube-wells have been sunk inside the school campus but the platforms have not yet been constructed. Hence drinking water is polluted. It has been difficult to maintain the kitchen garden due to dearth water supply.

(vi) Inadequacy of stipends : Each boarder gets a stipend of Rs. 100/- per month for his maintenance. In these days of escalation of prices of food materials a sum of Rs. 100/- per month is too inadequate for their maintenance. The amount should be enhanced to Rs. 150/- per month per boarder.

(d) **Non-Introduction of Pre-Vocational Courses:**

Three crafts have been introduced in the school in addition to the curriculum prescribed for the High School Certificate examination. But there are opportunities for introducing pre-vocational courses in dairy, goatery, piggery, poultry etc. in order to give the rudiments of these vocational courses so that the students after passing out from here could practise these professions. Self-employment would be the objective of introducing these courses.

It is gratifying to note that the students manage their own mess under the supervision of teachers. The students seemed disciplined and sincere. Teachers guide the students well. This being the only high school catering to the educational needs of the entire Kutia Kondh Development Agency at the secondary stage has to be equipped fully to impart good and useful education to the Kutia Kondh students.

As Overview Of The Educational Activities Of The Kutia Kondh Development Agency:

It is remarked with grave concern that educational development of the Kutia Kondh is not considered a responsibility of the Kutia

Kondh Development Project, Belghar. A sharp difference is drawn between the Central Sector and State Sector activities. Education and Health are State sector responsibilities. Therefore, the project functionaries do not bother themselves about educational development of the people. Neglect of the education sector is proved from the account of the activities furnished by the Special Officer, K.K.D.A., Belghar.

There is a mention of 3 items under education programme.

(a) Construction of non-formal school building, salary of teachers, cost of reading and writing materials, contingency, supply of dress to the students	3,80,328.31
(b) Construction of hostel building at Guma Ashram school.	20,000.00
(c) Construction cost of school buildings of Education Department.	45,000.00
	4,45,328.31

There is a mention of the fourth item i.e. Training of the Kutia Boys but no expenditure has been incurred for this item.

The weightage given in terms of financial assistance is an expenditure of Rs. 4,45,328.31 out of the total expenditure of Rs. 56,97,053.21 constituting 7.8 percent only.

Education should have been considered as the key sector of development wing. If it is argued that in spite of help of the staff of the Micro Project satisfactory results could not be achieved because education has been utterly neglected in this area. Schools are in existence but most of them are not functional. Large number of villages are not provided with even

Primary School facilities. The literacy position (11 percent) indicates that there has been no impact of the Adult and elementary education on the people.

Schools run by the Education Department are mostly dysfunctional. There is no supervision of schools. The teachers remain absent for long periods. Academic progress is never checked up. Such an unfortunate situation could be avoided if the Project staff had taken some interest in checking the teacher attendance position and reporting the same to the higher authorities of Education Department. The educational achievements are far below the minimum level. The spot visits of the Project Consultants revealed disappointing pictures. They found most of the Schools closed. Schools have no building, no equipments and no teaching aids. Absenteeism of teachers has given a hard kick to the development of education.

ACTION PLAN FOR EDUCATION

General Approach:

Education is a crucial input for all sectors of development. The role of education has to be defined as an instrument to achieving the broad objectives of community development. In particular, it should help in creating awareness amongst the tribals and should ultimately build up a capability amongst them for self-directed economic development. To conceive of development without education is a meaningless proposition. There is nothing wrong in attributing the slow pace of development in Kutia Kondh Project area to the neglect of education.

The percentage of literacy of the Kutia Kondh Project Belghar is eleven (11%). It has been mentioned earlier that literacy is the outcome of the combined efforts of all the educative processes of an area- formal, non-formal, and adult education. Level of understanding of the

people about the operational strategies of the schemes introduced in Belghar Projects can be well imagined with its illiterate population of 89 per cent.

It is relevant to quote the observations of an eminent educationist on the tribal situation relating to educational scene. "Another distinguishing feature of the tribal situation is that formal educational system has not as yet made any impact. In some areas the formal system is completely absent. Even in those areas where institutions have been set up, they are hardly functional. Therefore, these areas are amenable to non-traditional innovative programmes where advantage can be taken of the new developments in the methods of education for the formal as well as the non-formal systems." All these observations are applicable to the Kutia Kondh area.

The tribal scene poses a challenge to education in so far as it can provide a protective shield to the community and help them to build an inner strength so that they can have a smooth transition to modernisation. The challenges should be faced with specially designed programmes to suit to the socio-cultural setting and level of material development achieved by them.

Against this backdrop the approach to education of the Kutia Kondh should be designed and executed. The following general approaches may be considered.

- (1) There are strong traditional community leadership in all villages. The community leaders are strictly followed and obeyed by all the villagers. The community leadership should be the focal points and chief help for spread of education in the Kutia Kondh Villages. The Mutha organisation of the Kutia Kondh which was very powerful once upon a time, is now gradually fading. Hence the village leader who is called the "Bada Majhi" or the "Pata Majhi" is now the chief help for spreading education in Kutia Kondh villages.
- (2) The youth organisations play an important role in the community life of the Kutia Kondhs. These institutions are essentially organisations for training the future citizens. They are vibrant with activities of a wide variety. The frame for their training has been the familiar customs, traditions and requirements of the local community. These organisations have been responsible for instilling a sense of participation by each individual in the community life. Each member is prepared to appreciate the individual role and assume the heavy responsibility of adult life. Thus, the youth organisations can provide substantial assistance in executing the educational programmes but utmost care has to be taken to see that their traditions should be the base for building up the structure of the programme designed to be introduced particularly in adult and elementary education.

The Cluster Approach

Empirical evidences indicate that larger units of administration are not successful, particularly when the locations of execution are distant from the administrative headquarters. That is why, units of administration are made smaller for better supervision and monitoring. The cluster approach is an attempt to make execution units smaller so as to ensure better work of the functionaries of different sectors.

The clusters are conceived as sub-centres of execution, supervision, monitoring and control of schemes introduced by different sectors like education, animal husbandry,

health, agriculture, soil conservation etc. Belghar Project has been divided into six clusters of villages in consideration of the geographical location of villages, facilities of road communication and distance from the centres of execution. Cluster headquarters are central villages from where all the villages within the cluster can be easily approached. Schemes can be easily executed, supervised and monitored from the cluster headquarters.

It is observed that very often schemes are introduced and functionaries are posted to villages where there is no accommodation to live in. Expecting any work from a functionary who does not have living accommodation is meaningless. Schools are expected to run in the villages of the primitive tribes without building when people hardly have living accommodations for themselves. Sometimes the functionaries do not have the social security in the places of work. In order to overcome these difficulties it is proposed to construct barracks with 8 to 10 spacious rooms, each room being an independent unit with a kitchen space at the rear verandah and a latrine with a squatting plate. A functionary may live with family in one unit if he likes. The barracks will solve the problem of living and social security of the functionaries. Barracks are more economic than providing family quarters to individuals. When all the functionaries of different sectors are accommodated together they may help each other at times of illness or other difficulties.

The cluster approach is supposed to increase the efficiency of the functionaries and yield better results in execution of schemes.

List of clusters and the villages attached to the cluster :

Cluster-I, Headquarters- Belghar :

1. Belghar
2. Kusumunda

3. Rangaparuru
4. Sanakumudi
5. Germali
6. Tuakola
7. Sanatuakola
8. Sembedapadar
9. Madalkuna
10. Deogada
11. Burulubaru
12. Kadapana
13. Jhalipada

Cluster-II, Headquarters, Bilamal

1. Bilamal
2. Kranjikana
3. Srambuli
4. Michedubaru
5. Bikapanga
6. Mandamaska
7. Anbidikhoh
8. Gumapadar
9. Karlangi
10. Puskadi
11. Guibali
12. Dharanimaska
13. Mundimaska
14. Dhumamaska
15. Muskasaru
16. Saperibhata
17. Dhudsi
18. Khadpanga
19. Rajam
20. Garanga
21. Paikapada
22. Silkudi

Cluster-III, Headquarters- Guma

1. Pukuru colony (Guma)

2. Tidipadar
3. Guchuka
4. Saperi
5. Gambhari
6. Sushabata
7. Pagerpadi
8. Salapata
9. Jamuguda
10. Kineri
11. Ranganga
12. Kranja
13. Kanibhata
14. Peddam
15. Nuamunda
16. Bariguda
17. Pringel
18. Kalanguda
19. Dupi
20. Mahabali
21. Mathaghati

5. Adalangu
6. Girisasa
7. Badakududi
8. Sadangi

Cluster-VI, Headquarters- Ushabali

1. Ushabali
2. Pikusi
3. Sanaguchuka
4. Dahabali

ADULT EDUCATION

Objectives:

Adult Education Programme should clearly define the objectives and prepare implementable plan for realising the objectives. The following objectives may be accepted for this primitive tribal area.

1. The huge number of landless labourers indicate that there have been rampant exploitations of the Kutia Kondhs in the past, so much so that the land owned by these people has been snatched away from them. The adult education should help the tribals to understand how to prevent exploitation of their resources and encroachment on their freshly acquired rights under the new legislations.
2. It should give better understanding of the economic processes, the regulation about exchange economy bringing about the basic difference between their traditional economic frame and the modern frame.
3. It should impart knowledge about functioning of co-operatives and their financial agencies.

Cluster -IV Headquarters- Kanubaru

1. Kanibaru
2. Sipidikhol
3. Golampanga
4. Talamgpadar
5. Bhandarsal
6. Paimal
7. Sindhibali
8. Lindarang
9. Bhaluguda
10. Sukarpadar

Cluster-V, Headquarters- Batipada

1. Batipada
2. Gurlimaska
3. Targabali
4. Gunusupa

4. It should help them acquire skills of learning including literacy so that they may be able to negotiate effectively with the world around them.
5. It should assist them in acquiring appreciation of their culture. They should be able to preserve their vibrant culture, so that it may not be smothered by outside influences.

Target Group:

All the illiterate adults of Kutia Kondh Project area in the age-group of 15-35 years with special emphasis on :

- (i) women, (ii) landless labourers and (iii) marginal and small farmers.

Methods :

An oral approach should be followed in the initial stages. The adults should be encouraged to participate in the discussions, about their land, agriculture, their rights, new rules and regulations and their way of life. After rapport is established and a foundation is made the written approach may be initiated. Reading and writing may be started simultaneously. The discourses and discussions should be made in the language of the Kutia Kondh.

The Strategy :

As discussed earlier the centre based approach for short duration of 6 to 10 months under the present Adult Education Scheme will not work in this primitive tribal area. A longer exposure to reading and writing is necessary with follow-up programme for the neo-literates. It is proposed that the non-formal teachers should be entrusted with the Adult Education Programme. They are now teaching the school going children of smaller villages where formal schools have not been established. They are

paid at the rate of Rs. 400/- P.M. It is proposed to enhance their remuneration to Rs. 750/- per month. They should continue to teach smaller children in the morning and take up adult education in the afternoon and evening. Each non-formal teacher will be allotted two villages. They are to attend each village on alternative days, so that continuity of learning is maintained and the second village may not wait till two years when the learning of the first batch is completed.

The achievements of the non-formal teachers are to be monitored and assessed by the Supervisor who is proposed to be posted exclusively for the Belghar Project area. The teachers are to maintain registers of adult illiterates after survey and list of those who have been made literate. The size of the adult group for instruction should not exceed 30 since the villages are small, the groups may be smaller.

There are 12 non-formal education centre in the following villages. A second village is attached to the original village to form the jurisdiction of the non-formal education teacher.

Name of existing N.F.E. Centre	Name of villages to be attached.
1. Mahabali	Kalamguda
2. Kranja	Khanibhata
3. Saperi	Gambhari
4. Guchuka	Gidipadar
5. Kanibaru	Tulangpadi & Sipidikhol
6. Bhandarsala	Pairamal
7. Golampanga	-
8. Pringala	-
9. Nuamunda	-
10. Lidranga	Sindhibali
11. Rajam	Paikapada
12. Muskasaru	-

It is proposed to open 23 more non-formal centres in the following villages. One non-formal teacher is to be appointed in each centre. The jurisdiction of each centre is indicated at the righthand side in addition to the village where the centre is located.

Sl. No.	Name of the Villages	Name of the village(s) which is included under the jurisdiction of the new centre.
1.	Ushabali	Sanguchuka
2.	Dupi	-
3.	Gumma colony	Kalanguda & Bariguda
4.	Pedam	Salpata
5.	Pagerpadi	Nuamunda
6.	Randanga	Jamuguda
7.	Bhaluguda	Sukarpadar
8.	Ambidikhol	M a n d a m a s k a , Karlangi, Guma
9.	Tuakila	Santuakola, Sanakumudi
10.	Germali	Dahabali
11.	Batipada	Badakumudi, Gurlimaska
12.	Sadangi	Girisasha
13.	Gunusupax	Targabali, Adlangu
14.	Dhumamaska	Mundimaska
15.	Kranjikona	Srambuli
16.	Bilamal	Garang
17.	Rangaparu	Sembedapadar
18.	Burlubaru	Madalkona
19.	Dharanimaska	Puskudi, Guibali
20.	Dhudsi	Saperibata
21.	Deogada	Jhalipada, Kusumunda
22.	Belaghar	Kadapana, Mathaghati
23.	Bikapanga	Muchidibaru

There are Primary Schools in Kineri, Pikusi and Shushabhat. The enrolment of these schools is low. Under Operation Black Board Scheme 2nd teachers are being provided to these schools. They will undertake the adult education activities of the concerned villages.

Under area specific approach the entire Project area will be under operation of Adult Education Programme. Not a single village should remain unattended.

Follow-up Programme For Retention Of Literacy :

Under the literacy programme the adult illiterates may be made literate within a period of two years. But they would lapse into illiteracy if they are not regularly exposed to the reading materials. Therefore, follow-up programme will have to be organised for the neo-literates for retention of literacy.

Government of India have developed a follow-up programme called "Jana Sikshyan Nilayam" for the neo-literates. According to their norms one Jana Sikshyan Nilayam is to be established in each Gram Panchayat. But that norm can not be applied to the Kutia Kondh Project area for two reasons:- (1) Only two Panchayats cover the entire Project area covering 300 sq. kms. and each Panchayat has 38 to 40 villages. 40 villages cannot be covered by one Prerak of the Jana Sikshyan Nilayam, (2) The villages are distant from one another and are surrounded by hills and terrains.

Note : Silkudi and Talangpadar villages will be attached to the nearest adult education centres.

The Modus Operandi Of The J.S.N.

A Jana Sikshayan Nilayam is established at the Gram Panchayat Headquarters which is to be housed preferably in the Primary School building under the charge of a Prerak. The J.S.N. shall have a library containing specially designed books and magazines for the neo-literates. The Prerak goes out with books to a particular village which has already been covered under adult literacy programme. The neo-literates are given books on loan at their

village for about a week. The neo-literates are instructed to read the books and magazines. At the week end the Prerak comes once more, takes the previous book/magazine and issues new books/ magazines. Thus the system continues.

He is provided with a bicycle for his tour. He will also display the posters depicted on the development programmes on the walls of houses exposed to public view.

In order to serve the area conveniently it is proposed to have eight Jana Sikshyan Nilayams in the following central villages and Cluster Headquarters. The Preraks may be paid a remuneration of Rs. 750/- per month :

The Jana Sikshyan Nilayams are to be opened in the year 1993-94. The first batch of illiterates are supposed to be made literate after two years whereafter the need for supply of literatures and magazines to the neo-literates will be required.

1. Batipada
2. Belghar
3. Bilamal
4. Dhumaska
5. Germali
6. Guchuka
7. Gumma
8. Kanibaru

Motivation :

A mobile audio-visual unit may be maintained by the Micro-Project, Belghar for motivation of the people for adult education and through adult education about all the sectors of development, such as; Animal Husbandry, Health, Agriculture, Horticulture, Preservation of Environment etc.. The unit may have a specially designed 4 wheeled Cycle-Rickshaw, one 16 mm. Projector and a generator set. One operator, and two Rickshaw driver-cum-helpers may be appointed. This unit should make

programmes to go to all the villages in the evening for screening the films specially prepared with discourses in kui, the language of Kutia Kondh.

Pre-Primary Education :

The need and importance of pre-primary education has been explained in detail- Realising the crucial importance of rapid physical and mental growth during early childhood, Govt. of India have started a number of programmes of Early Childhood Care and Education (ECCE) with the following objectives :

- (i) Preparation of children for primary school,
- (ii) Support service for girls in universalization of primary education, and
- (iii) Support service for working women in low income groups.

The total development of the young child in age group 0-6 years with special emphasis on children belonging to under privileged groups and first generation learners should be the over-all objective of pre-primary education.

Contents :

Being holistic in approach, ECCE is intended to attend all aspects of child's development. The content of ECCE in addition to the vital and central inputs of health care and nutrition is a programme of structured and unstructured play activities, play materials and learning experiences which promote the social, emotional, mental, physical and aesthetic development of the child.

Target Groups :

- Among others the target groups include ;
- (i) Ecologically deprived areas where children are required to fetch fuel, fodder, water and do other household chores.

- (ii) Landless agricultural labourer
 (iii) Forest dwellers and tribals in remote areas.

The National policy of Education, 1986 attached special importance on the ECCE Programme for the tribals of the interior areas.

It is gratifying to note that Govt. have opened nine Anganwadis and 12 sub-centres of Anganwadi covering twenty-one villages. But all children of this primitive tribe should be brought under the Anganwadi programme with increase importance on the education component of the Anganwadis.

Twenty-three new Anganwadis have been proposed to be opened bringing the total number to 44. The remaining 34 villages have been tagged to the existing or proposed Anganwadi centres in the following arrangement.

It is suggested that 23 new Anganwadis may be opened in the following villages. The name of the villages mentioned on the righthand side are tagged to the Anganwadis mentioned in the left column (both old and new)

Name of existing Anganwadis	Name of villages tagged to the existing Anganwadis
1. Gumma	Bariguda
2. Belghar	Kusumunda & Madalkana
3. Dupi	—
4. Pageripada	Salpata
5. Bilamal	—
6. Dhudsi	Saperibhata
7. Rangaparur	Sembedapadar
8. Kanibaru	Bhadrasal & Paimal
9. Lidranga	Sindhibili

Name of Anganwadi Sub-centres	Name of villages tagged to the sub-centres.
1. Burlubaru	—
2. Jhalipada	—

3. Deogada	—
4. Khadapenga	—
5. Batipada	Badakumudi
6. Bikapanga	Mandamaska, Ambid-ikhol & Muchedibaru
7. Kuchamunda	—
8. Guma Harijan Sahi	—
9. Nuamunda	—
10. Ushabali	Sanguchuka
11. Sushabhata	—
12. Guchaguda	—

Name of proposed Anganwadis	Name of villages tagged to the centres
1. Guchuka	Tidipadar
2. Pikushi	—
3. Kalanguda	Pringel
4. Pedam	—
5. Bhaluguda	Sukarpadar
6. Golampanga	Tulangpadi
7. Kineri	Jamuguda
8. Randanga	—
9. Kranja	—
10. Saperi	Gambhari
11. Talangpadar	—
12. Kadapana	—
13. Tuakala	Santuakela and Sanakumudi
14. Germali	Dahabali
15. Gurlimaska	—
16. Gunusupa	Tarangbali and Adlangu
17. Rajam	Paikapada
18. Dhumamaske	Mundimaska
19. Kranjikana	Srambuli
20. Garang and Dhamanpanga	Karlangi
21. Dharanimaska	Puskudi & Guibali
22. Nahabali	—
23. Sadangi	Girisasa

A survey of the child population in the birth to 6 age group in each village should be made and the requisite feeding materials as per the child population may be given to the Anganwadi Workers. Play materials, Picture books, story books in pictures and other materials required for the Anganwadis should also be issued as per need. The Anganwadi Workers may be required to work two days at Headquarters and the third day he may go to the tagged village, distribute the food materials and take up other programmes as per routine. He may entrust the village headman distribution of food during the two days when she is to be at her Headquarters, That is how all the villages can be covered under the Anganwadi Scheme.

The play materials, picture books, feeding materials may be supplied by the Panchayati Raj Department. The remuneration of the Anganwadi Workers may also be paid by the same Department as in case of the existing Angawadis. Running the Anganwadis as per the programme suggested above shall be the responsibility of the Panchayati Raj Department.

Elementary Education

Kutia Kondh Project, Belghar poses a peculiar problem for providing schooling facilities to children. The problem is that the villages are very small, so much so, that they do not come under any prescribed norm for opening of schools. According to the existing norms of the State Government, a tribal village having 200 or more population is eligible for opening a Primary School if no such school has been established with-in 1 km. distance from the village. In the entire Belghar Project area there is only one Kutia Kandh village having more than 200 population and it has been provided with a Primary School, of course there are non-Kutia Kondh villages in the Project area having more than 200 population and all these villages

have been provided with Primary Schools. Judged against the norms of State Govt. no other Kutia Kondh village justifies establishment of Primary School. Universalization of elementary education is a Constitutional directive. It is obligatory on the part of Govt. to (1) provides schooling facilities to all children in the 6-14 age group (2) ensure enrolment and retention of these children and (3) ensure attainment of the children. Taking the first phase of the programme i.e. provision of schooling facilities it may be seen that there are 22 Primary Schools/ stages distributed over the project area as shown in Table-1. These schools serve only 22 villages, The remaining 56 villages remain unserved by Primary Schools.

It is not possible to provide Primary Schools in all the 56 villages. There are 33 villages having less than 50 population. Total number of children of school-going age in these villages will be 3 to 5 each. In such cases opening of Primary Schools is not a feasible proposal. Providing low-cost hostels with provision for free fooding for the boarders in some of the centrally located Primary Schools and in some proposed Primary Schools is a solution of the low population problem. Some villages having more than 100 population may have Extension schools. (Extension school-when population of a village does not justify opening of Primary School as per norms of Government one additional teacher is provided in the neighbouring Primary School who is borne in the staff of the existing school but functions as a teacher of the new school which is considered as an extension of the old school.)

It is proposed to solve the problem of schooling facilities in the following manner;

1. Providing low-cost hostels to four existing Primary Schools,
2. Opening four Primary Schools with low-cost hostel facilities,

3. Opening two Primary Schools without hostel facilities,
4. Opening extension schools in three villages,
5. Increasing the in-take capacity of Sevashrams run by H. & T. W. Department.

6. Pairamal	15
7. Sindhibali	33
8. Bhaluguda	60
9. Sukerpadar	28
	<u>376</u>

List Of Existing Schools Where Low-cost Hostels Are To Be Provided

Name of existing schools where low-cost hostels are to be provided.	Names of villages from where students are to be admitted.
1. Sushabhata Primary School	1. Saperi. 2. Tidipadar 3. Gambhari 4. Pagerpadi 5. Salapata 6. Jamuguda.
2. Germali Primary School	1. Tuakola 2. Sana Tuakola 3. Sana Kumudi 4. Bada Kumudi 5. Dahabali
3. Bikapanga Primary School	1. Mandamaska 2. Ambidikhoh 3. Gumapadar 4. Karlangi
4. Dharamimaska Primary School	1. Dhumamaska 2. Mundimaska 3. Puskudi 4. Guibali

(2) List Of New Schools To Be Opened with Low-cost Hostels

Name of villages where Pry. Schools to be opened with Low-cost hostels	Name of feeding villages	
1. Kanibaru	1. Lidranga	75
	2. Golampanga	67
	3. Sipidikhol	23
	4. Tulangpadar	58
	5. Bhandarsal	17

2. Pedam	1. Kanibhata	4
	2. Nuamunda	91
	3. Pedam	89
	4. Kranja	67
	5. Bariguda	24
		<u>275</u>

3. Sadangi	1. Sadangi	57
	2. Girisasa	44
	3. Sembeda Padar	35
	4. Gunusupa	70
	5. Targabali	45
		<u>251</u>

4. Kranjikana	1. Kranjikana	84
	2. Srambuli	21
	3. Muchadibaru	31
		<u>136</u>

(3) List Of Villages Where Primary Schools Are To Be Opened Without Hostel

1. Rajam	1. Rajam
	2. Paikapada
2. Ushabali	1. Ushabali
	2. Sanguchuka

(4) List Of Villages Where Extension Schools Are To Be Opened

Name of villages where extension school is to be opened	Name of the existing schools to which to be attached.
1. Kadapana	Belghar Primary School
2. Saperibhata	Dhudusi U.G.M.E. School
3. Kranja	Randanga Primary School

(5) The intake capacity of Belghar Residential Sevashram should be increased to take the children of Kusumunda and Madalkana which are situated at a distance of only one to two Kilometres from Belghar.

The above arrangements will cover all the villages small and big as far as provision of schooling facilities both directly and through hostels is concerned. But there are apprehensions that those villages which have not been provided with schools may not send their children to schools where low-cost hostel facilities are provided. Some of them would not be interested to give education to their children in hostels and others would like to engage their children in economic endeavours rather than sending them to hostels which thrusts on them the responsibility of taking them to hostels and bringing them from hostels at intervals. In order to undo this a strong motivation would be necessary. The teachers of the school should have the responsibility of enrolling the children of the tagged villages.

Enrolment

The problems of enrolment and regular attendance of students are the crux of the issue. It is a matter of consolation that 54 per cent of the school going children have been admitted. There may be some over-reporting in case of enrolment, yet the over-all enrolment minus the over-reports is not unsatisfactory. But it has been observed during spot visit that attendance in some schools where the teachers were present was poor. Schools where teacher were absent attendance was naturally nil.

The drop-out position in Primary Schools has been made clear in the discussions made earlier. The drop-outs being 77.9 per cent at class V stage is a matter of grave concern.

The causes of unsatisfactory enrolment and high drop-out are mainly economic. Yet some other factors are also equally responsible for such a plight. Among many causes the following are considered to be crucial.

- (1) Lack of parental education: Almost all the children would be first generation learners. Parents are not interested in sending their children to schools.
- (2) Lack of interest of children in schools : Children do not find any attraction in the schools. The curriculum is almost foreign to their culture. The language of study and discourse are hardly understood by them. The school building, the teacher, the curriculum and not attractive for the children.
- (3) Teacher absenteeism : In many schools teachers remain continuously absent for months together which discontinues the school attendance habits of children.
- (4) School-going children are very often engaged in baby-sitting work.
- (5) Non-provision of schooling facilities is one of the chief causes of drop-out. Provision of incomplete schools i.e. up to class-III forces children to drop-out after class-III.
- (6) Unsuitable vacation pattern : It is seen that the vacations are not adjusted to the tribal festivals. As a result students run away home when the festivals occur at the cost of studies. Recurrence of such occasions leads to drop-out.
- (7) Unsuitable school timing : School timings are not adjusted to the professional pattern and working hours of the locality. Had this adjustment been made, a child could help his parents in his work and at the time attend school.

- (8) Lack of supervision of the schools leads to many complications : Teachers are not keen in teaching the students and making progress in the school. The students after attending for some days lose interest when no teaching learning activity takes place.

In order to overcome these difficulties, particularly the economic ones regular feeding programme has to be introduced and regularly conducted to provide incentives to students. Midday meals are strong incentives for enrolment and regular attendance of students. It is learnt that Mid-day meals are served only in 10 schools out of 20. Even these 10 schools do not provide Mid-day meals regularly.

Anganwadis should be attached to Primary Schools where pre-school education would be taken up during the working hours of the school, so that smaller children could be left under the charge of the Anganwadi worker and the older child of the same family may be in the school. Those girls or boys who are engaged in baby-sitting could attend schools if Anganwadi is run in the school itself.

Recruitment of teachers should be carefully made. Those local candidates who are conversant with the local dialect and have commitment and sincerity to profession should be recruited on priority basis if they possess required academic and training qualification. Strong action should be taken against the absentee teachers who are mainly responsible for closure of schools for longer periods.

Curriculum revision should form a part of the action plan. The local inspecting officers and higher authorities at district level have never suggested any measures for revision of curriculum. Incorporation of local tribal culture in the text books, development bilingual primers for classes I and II would go a long way in

developing interest of children in schools. The SCERT had developed some bilingual primers in 'Kui' in the past. But those primers do not seem to have been introduced. Liaison may be made with the State Council of Educational Research and Training for the primers in this Project area.

An Orientation programme may be conducted by the H&T.W. Department of all the teachers working in tribal areas in the local tribal culture and language. This orientation course may be organised on regional basis. The schools situated in the area dominated by a particular tribe should be taken at a time. Such orientation in tribal culture and language could remove communication gap.

Improvement of Supervision :

Education Department of Govt. of Orissa has created 377 posts of sub-Inspectors of schools. At least two sub-Inspectors have been provided to every Block. Out of the two sub-Inspector of Tumudibandh block one may be posted at Belghar. The Headquarters of the second S.I. of schools Tumudibandh may be fixed at Belghar. Posting of one S.I. of Schools for the Belghar Project with Headquarters at Belghar would improve the supervision to a great extent.

In fact lack of supervision is the weakest point of educational administration of the tribal areas, particularly in Kutia Kondh area. Teacher absenteeism is an immediate effect of lack of supervision. In some cases, teachers remain absent from duty in the knowledge of the sub-Inspectors of schools concerned. Unholy alliance between the teachers and S.I. of schools is a matter of suspicion. Authorities of Education Department a district and circle levels are not keen in preventing teacher-absenteeism. It is surprising to note that inspite of several re-

quests of the Education Department to the Revenue Administration to look to the teacher attendance of Primary Schools while they are on normal tour and report for action, no good result has been obtained.

It is expected that the Special Officer, of KKDA, Belghar can play an important role in checking teacher-absenteeism, since he is touring over the area almost daily, is in a position to supervise the activities of the S.I. of schools. It is proposed to place the services of the S.I. of schools, Belghar at the disposal of the Special Officer, Belghar including payment of his salary. The un-coordinated action has not generated any good result so far. This type of co-ordination may be tried with the concurrence of Govt. in the Education Department.

Non-formal education

There are twelve non-formal education centres in the Belghar Project area. All these centres have been opened in schoolless villages. The non-formal teachers are taking care of Primary education of the children of school going age of the schoolless villages. Twentythree more non-formal education centres have been proposed to be opened during the coming two years under the adult education scheme. The old and new non-formal education teachers are to take care of younger children in the forenoon and take up adult education programmes in the afternoon and evening. Their monthly remuneration has been proposed to be raised to Rs. 750 per month.

No more posts are to be created under non-formal education sector. But one post of supervisor may be created to supervise the work of non-formal teachers whose number will come to 35. The supervisor should be a trained graduate. He may be paid a consolidated remuneration of Rs. 2500.00per month. The

post may be created after the non-formal teacher-posts are filled up in 1992-93. He is to supervise the adult education as well as non-formal education centres.

M.E. School

There is one Ashram school of M.E standard, one upgraded M.E.School and one M.E. School section in the Govt. High School, Belghar. This provision is too inadequate for the population of Belghar Project area which stood at 7,475 in 1990. Non-provision of M.E. School facilities within easy walking distance has resulted in high rate of drop-outs.

As per State Govt. norms an area having a population of 1,200 and having no M.E. School facilities within a radius of three Kms. justifies opening of an M.E School. The peculiarity of this area is that a population of 7,475 is distributed over 300 square Kilometers. The density of population is 25 per Square Kilometre.

The villages are too small and distant from one another. Two villages cannot be tagged together to attend a school because of the terrain. Under such as circumstance the only way out is to provide hostel facilities in the M.E.Schools with free fooding and lodging arrangements.

As per the norms prescribed by the Kothari Commission there should be one M.E. School for three primary schools. Govt. of India, in the Working Group Recommendations for the Eighth-Plan have suggested one M.E. School for 2 Primary Schools. Even if the recommendation of Kothari Commission are accepted there would be a need for 10 M.E. Schools in the Project area. Since there are 22 Primary Schools in existence and eight more are proposed to be opened.

Taking the present enrolment level and the level of development of the villages, there is no

scope for opening 7 more M.E. Schools in addition to the existing three. It is therefore, proposed that four M.E. Schools may be opened during the Eighth Plan period, one M.E. School per year. The villages where M.E. Schools are to be opened are:-

1. Bilamal – 1991-92
2. Batipada – 1992-93
3. Rangapar – 1993-94
4. Kanibaru – 1994-95

After assessing the progress of education enrolment retention etc. 3 more M.E. Schools may be established in the following three villages during the Ninth Plan period.

1. Dharanimaska
2. Sudhabhata
3. Kineri

It is important to note that the norm for providing M.E. School education within three Kms. from the home of the child cannot be satisfied in this Project area which covers 300 Square Kms. with a population of 7,475 spread over 78 villages wide apart from each other. But provision of low cost hostels in the schools will remove the difficulties of covering longer distances through the terrain.

Secondary Education

There is one Government high school at Project Headquarters, Belghar, to serve the entire population of the Project. Detailed discussions have been made earlier about the High School and its facilities and problems. No recommendation can be made to establish the second or third High School in near future. Since the out turn of the out skirting M.E. Schools is not satisfactory another High School may not be

immediately necessary. But with increase in the Primary Schools, upgradation of the other Primary Schools to Upper Primary standard, establishment of one more M.E. Schools, the number of students requiring admission in class VIII will increase. The new M.E. Schools will be established during the year 1992-93 and 1993-94. There will be a need to upgrade Guma Ashram School to High School standard during 1995-96. Advance steps may be taken to construct buildings for the High School to be opened in 1995-96.

Bilamal is another populated growth centre having a population of 818. It is surrounded by 17 villages. An M.E. School has been proposed to be opened here during the year 1992-93. Ultimately there will arise a necessity for establishing a High School at Bilamal during the 9th Plan period.

Ultimately these three High Schools existing one at Belghar and proposed two at Gumma and Bilamal will meet the secondary education need of the entire Belghar Project area. The proposed High Schools should be fully residential schools as the existing one.

Execution Of The Plan

Unit costs for establishment of Primary Schools, M.E. Schools, Adult and non-formal education centres, Anganwadis and low-cost hostels are tentatively estimated to indicate the broad parameters and approximate cost of establishing institutions. The estimates are likely to vary in pursuance of the variation in price levels.

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