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WASTAGE AND STAGNATION IN PRIMARY EDUCATION IN TRIBAL AREAS

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BY

Mustaali Masavi

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Ramesh Shroff
Rash Bihari Lal
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P R E F A C E

The problem of educational Wastage and Stagnation have been widely discussed at different levels since the publication of Hartog Committee's Report in 1928. The wastage and stagnation at primary stage in tribal areas is also one of the most acute problems of the tribal society which has been engaging the attention of planners, administrators, political leaders and social workers since last several years.

At the instance of Ministry of Home Affairs (Tribal Unit) Government of India, a study of educational wastage at the primary level in tribal areas of Gujarat was undertaken by the Institute. In this study two tribal development blocks were selected from eight tribal districts of the State. Altogether 104 Primary schools and seven Ashram shalas have been selected for the study. For calculating wastage, attendance registers and result sheets of each year of the selected schools have been examined. Moreover in order to get a proper insight of the problem a brief questionnaire had been circulated to the teachers; and focused individual and group interviews were taken.

The Institute is very grateful to Dr.M.B.Buch, then Head Faculty of Education and Psychology, Centre of Advanced study in Education, Vadodara for his valuable comments and suggestions on the draft report. The Institute also express its gratitude to the concerned Taluka / Project Development Officers, extension officers, education of each taluka, teachers of the schools, teachers and Sanchalaks of all selected Ashram schools as well as Social Workers of the areas without whose help and cooperation the present study would not have been materialised.


(T. B. Naik)
Director

CHAPTER I
INTRODUCTION

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FOREWORD

PREFACE

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ONE of the most important problems in primary education in Tribal areas is that of "WASTAGE". This term refers to that section of children who participate in primary education without acquiring literacy in regular course of time. They either stagnate in the same grade through failure in the examination or failure to appear in the annual examinations or because they drop out of schools before completing their primary education. As a result, this group of children is particularly vulnerable to relapse into illiteracy after some time. If the purpose of primary education is to impart permanent literacy to all the children who are enrolled in schools, this phenomenon must be considered wasteful.

ACCORDING to the 1971 census the tribal population in Gujarat was 13.99 per cent of total population in the State while its proportion in the field of primary education in the year 1969-70 was 9.51 per cent, 2.99 per cent in secondary education and 1.17 per cent in college education only. The primary stage of education is the base on which the pyramid of secondary and higher education is built. On account of the compulsory Primary Education Act in operation in the State, the number of tribal students on the primary school registers appeared to be very large, and an impression was created that almost all the tribal children coming under this age group attended schools. But when these figures were examined closely an altogether different picture emerged.

AS per the definitions given by the Hartog Committee, the term "WASTAGE" stands for "the premature withdrawal of children from school at any stage before the completion of the primary course", and the term "STAGNATION" is defined as "the retention

in a lower class of a child for a period of more than one year". In the present study both wastage and stagnation have been taken as defined above, with the assumption that both are the result of the same set of socio-economic causes.

OBJECTIVES

THE main objectives of the investigation are (i) to find out the nature and extent of Wastage and Stagnation at the stage of primary education in the tribal areas of the State, (ii) to identify the causes responsible for it, and (iii) to suggest appropriate remedial measures.

METHODOLOGY

Use of official records

THE attendance register and result sheet of each year of the selected schools have been thoroughly examined to estimate the extent of wastage and stagnation in those schools. On examining the attendance registers, examination results and other records of the schools, the career of a cohort of school students, who entered the first grade of the primary stage during a period of four years, was followed up in the subsequent years till the last grade was reached. The number of students who dropped out or were withdrawn from school before completing four grades constituted cases of Wastage. The number of attempts made by students to pass out of any one grade constituted cases of stagnation.

TO collect data for identifying the causes of wastage and stagnation a brief questionnaire had been circulated among the teachers of the selected schools. Beside this, focussed individual and group interviews of local leaders, parents, teachers and educational inspectors were made to ascertain their views about this problem and its possible remedies.

SELECTION OF AREA

FROM each of the eight tribal districts¹ two tribal development blocks were selected on the basis of the literacy rate, one having the highest literacy rate and the other having the lowest. As Banaskantha district had only one tribal development block, the total number of tribal development blocks covered under this study was fifteen. From each of the tribal development blocks 10 per cent of the schools which provided instruction upto the fourth grade were selected on the basis of a stratified random sampling. Altogether 104 schools were selected from the fifteen tribal development blocks. Apart from this, one Ashram school from each Tribal Development Block was also selected in order to get a comparative picture of the incidence of wastage and stagnation. The names of the blocks covered under the study, from different districts alongwith the names of Ashram schools have been given in Table I.

-
1. The tribal districts are: Banaskantha, Sabarkantha, Panchmahals, Bharuch, Surat, Vadodara, Valsad and Dangs.

CHAPTER II

EDUCATIONAL FACILITIES IN THE BLOCK

BEFORE independence very few facilities existed in the tribal areas for providing opportunities for education to the tribals. Most of the tribal areas of the State were under the rule of native rulers who should no concern about the education of tribals. They even discouraged (an exception being the State of Baroda) any attempt by the tribals themselves or by voluntary agencies in this sphere. But after independence the situation has been changing gradually, due to the measures taken by the government and also due to the efforts of voluntary organisations who came forward to undertake the work for the advancement of education among the tribal communities.

FOR more than two decades the tribal development blocks, the government machinery as well as the voluntary organisations, in close collaboration with each other, have been working for the educational development of the tribals. This has resulted in enabling a large number of tribal boys and girls to receive primary education. This contention can be supported from the figures of school-going children at the primary stage in all the fifteen blocks given in Table II.

IT can be seen from Table II that quite an appreciable number of children were enrolled in the schools of all the blocks except the Zoz (1.6 per cent) tribal development block.

AS can be seen from Table III, the school-pupil ratio in the forward blocks was more than the one in the backward blocks. The school-pupil ratio was the highest in the Rumla and Limdi blocks, whereas it was the lowest in the Zoz and

TABLE I
Zone wise number of selected schools and Ashram Schools.

Sr. No.	District	Name of selected Block	Literacy rate in the block	Total No. of schools	No. of selected Schools	Name of the selected Ashram Schools.
1	2	3	4	5	6	7
I NORTH						
1.	Banaskantha	Danta	3.43	48	5	Sanali
2.	Sabarkantha	Khedbrahma	5.71	48	5	Ambamahuda
3.	Sabarkantha	+Vijaynagar	18.88	52	5	Antarsumba
II CENTRAL						
1.	Panchmahals	Kathla	7.45	49	5	Kathla
2.	Panchmahals	+Limdi	10.99	31	3	Itadi
3.	Vadodara	Zoz	2.88	25	3	Aslipur
4.	Vadodara	+Naswadi	16.13	92	9	Vaghach
5.	Bharuch	Dedlapada	11.04	96	10	-
6.	Bharuch	+Moriyana	28.12	88	9	Moriyana
III SOUTH						
1.	Surat	Uchchnal	7.71	54	5	Khalida
2.	Surat	+Vyara	26.70	155	16	Borakhadi
3.	Valsad	Ambajungle	3.16	49	5	Ankur & Fatepur
4.	Valsad	+Rumla	22.17	42	4	Achvani
5.	Dang	Dang - 2	4.93	83	8	Kalibel
6.	Dang	+Dang - 1	13.31	121	12	Baripada
				1,033	104	

+ Forward Block Source: Handbook on Tribal Development Blocks, Bureau of Economics & Statistics, Gujarat State, Ahmedabad, 1969.

TABLE II

Block-wise number of school-going children at the primary level (1971-72)

	Name of the block	Number of school going children	Percentage of school going children to total population
I	<u>NORTH ZONE</u>		
	1. Danta	4,787	17.7
	2. Khedbrahma	1,831	5.4
	3. Vijaynagar	6,574	21.9
II	<u>CENTRAL ZONE</u>		
	1. Kathla	2,775	6.3
	2. Limdi	4,475	10.7
	3. Zoz	731	1.6
	4. Naswadi	6,373	11.2
	5. Dediapada	6,870	15.3
	6. Moriyana	7,490	13.1
III	<u>SOUTH ZONE</u>		
	1. Uchchhal	3,811	11.9
	2. Vyara	8,551	16.8
	3. Ambajungle	6,212	19.4
	4. Rumla	6,226	19.5
	5. Dangas I & II	13,618	18.9

Source: Office of ^{the} Taluka Development Officers.

Khedbrahma blocks. This implies that in the forward blocks people were more conscious about the schooling of their children. The School-teacher ratio also pointed out that schools in the forward blocks had more teachers per school than those of the backward blocks. The highest school-teacher ratio was in the Vyara block, and the lowest was in the Uchchhal block. Similarly the teacher-pupil ratio was highest in the forward blocks than that in the backward blocks. The teacher-pupil ratio was highest in the Ambajungle block whereas lowest in the Khedbrahma block. The strength of girls in the schools of the forward blocks was greater than that of the backward blocks. This, therefore, indicates that there was greater interest in girl's education in the forward areas than in the backward areas. The figures of the strength of girls in various blocks would also indicate that girl's education enjoyed a low priority in tribal areas.

TABLE III

Block-wise school-pupil, school-teacher, teacher-pupil and boys-girls ratio

Sr. No.	Block	Total No. of school	Total strength	School pupil ratio	Total teachers	School teachers ratio	Teacher pupil ratio	Total No. of girl students	Percentage of Girl students to total No. of students.
1	2	3	4	5	6	7	8	9	10
I	<u>NORTH ZONE</u>								
	1. Danta	92	4,787	52	131	1.4	37	1,116	23.31
	2. Khedbrahma	57	1,831	32	71	1.2	26	357	19.49
	3. Vijaynagar (F)	52	6,574	126	127	2.4	52	1,929	23.34
II	<u>CENTRAL ZONE</u>								
	1. Kathla	42	4,792	114	85	2.2	56	1,258	26.25
	2. Limdi	31	4,475	144	66	2.1	68	1,308	29.22
	3. Zoz	25	731	29	26	1.0	28	65	8.89
	4. Naswadi	92	6,373	69	161	1.8	40	2,055	32.24
	5. Dediapada	96	6,870	72	189	1.6	45	1,475	21.47
	6. Moriyana	88	7,490	85	153	2.1	40	2,150	28.70
III	<u>SOUTH ZONE</u>								
	1. Uchchhal	54	3,811	71	54	1.0	71	1,152	30.22
	2. Vyara	70	7,843	112	213	3.0	37	3,321	42.34
	3. Ambajungle	56	6,212	110	57	1.0	109	2,301	37.04
	4. Rumla	42	6,226	148	127	3.0	49	2,411	38.72
	5. Dangas I & II	301	13,618	45	463	1.5	29	4,859	35.68

(F) = Forward Blocks. Source: Tribal Development Block Office.

TABLE V

Block-wise strength of Teachers in various schools

Sr. No.	Name of the Block	Single Teacher	Two Teachers	Three Teachers	Four Teachers	Five and more Teachers	Total
1.	Danta	72 (78.3)	6 (6.5)	3 (3.2)	4 (4.3)	7 (7.7)	92 (100.0)
2.	Khedbrahma	53 (92.9)	-	1 (1.8)	-	3 (5.3)	57 (100.0)
3.	Vijaynagar	22 (42.2)	12 (23.1)	3 (5.8)	3 (5.8)	12 (23.1)	52 (100.0)
4.	Kathla	27 (64.2)	5 (11.9)	3 (7.1)	3 (7.1)	4 (9.7)	42 (100.0)
5.	Lindi	17 (54.8)	6 (19.4)	1 (3.2)	1 (3.2)	6 (19.4)	31 (100.0)
6.	Zoz	24 (96.0)	1 (4.0)	-	-	-	25 (100.0)
7.	Naswadi	55 (59.7)	22 (23.9)	5 (5.4)	3 (3.3)	7 (7.7)	92 (100.0)
8.	Moriyana	51 (57.9)	11 (12.5)	4 (4.5)	6 (6.8)	16 (18.3)	88 (100.0)
9.	Dedlapada	69 (71.8)	13 (13.5)	5 (5.2)	4 (4.3)	5 (5.2)	96 (100.0)
10.	Uchichhal	N. A.	N. A.	N. A.	N. A.	N. A.	N. A.
11.	Vyara	36 (51.4)	13 (18.6)	5 (7.1)	7 (10.0)	9 (12.9)	70 (100.0)
12.	Ambajungle	8 (19.0)	15 (35.7)	3 (7.1)	3 (7.1)	13 (31.1)	42 (100.0)
13.	Rumla	55 (98.2)	1 (1.8)	-	-	-	56 (100.0)
14.	Dang I & II	215 (71.4)	58 (19.3)	15 (4.9)	9 (2.9)	4 (1.5)	301 (100.0)

Figures in brackets indicate percentage.

Source: Tribal Development Block Office

AS has been observed earlier, after independence there has been a steady rise in the number of schools in all the fifteen blocks. The figures given in Table IV will support this contention. At the time of this investigation, the majority of villages in all the blocks had schools of one type or another.

LOOKING at the type of schools in all the blocks, it was apparent that some facilities for receiving education beyond the IVth grade existed in all the blocks except the Danta, Zoz and Ambajungle blocks. But it can also be seen from the figures that the number of schools running the V-VII standards was deplorably low.

IN the forward blocks the percentage of the I-VII grade schools was some what better. In the Vijaynagar tribal development block 37 per cent, in Rumla T.D. Block 33 per cent of its total number of schools were such schools. It was also indicated that the backward blocks had not received much attention where the expansion of education was concerned. It was due to this fact that the number of schools running beyond the IV grade was small in all these blocks. Thus the demand for educational facilities was reflected in the difference in number and type of schools between the different blocks.

THE number of one teacher schools in different blocks was one of the factors responsible for the difference in educational progress in different blocks. It can be seen from Table V that the number of single-teacher schools was quite high in nearly all the fifteen blocks except the Ambajungle block. This means that the teachers in single teacher-schools faced greater difficulties in controlling more than one grade at a time than their counter parts in

6 TABLE IV
Block-wise distribution of schools according to grades.

Sr. No.	Name of the Blocks	Standard upto which tuition provided							Total
		I	I to II	I to III	I to IV	I to V	I to VI	I to VII	
1.	Danta	12 (13.0)	21 (22.8)	35 (38.1)	23 (25.0)	-	-	1 (1.1)	92 (100.0)
2.	Khedbrahma	7 (12.3)	2 (3.5)	14 (24.6)	29 (50.9)	1 (1.7)	-	4 (7.0)	57 (100.0)
3.	Vijaynagar	3 (5.7)	-	3 (5.7)	14 (26.9)	7 (13.5)	6 (11.5)	19 (36.7)	52 (100.0)
4.	Kathla	-	-	1 (2.4)	34 (80.9)	7 (16.7)	-	-	42 (100.0)
5.	Limdi	1 (3.2)	-	3 (9.7)	20 (64.5)	1 (3.2)	1 (3.2)	5 (16.2)	31 (100.0)
6.	Zoz	2 (8.0)	1 (4.0)	6 (24.0)	15 (60.0)	-	1 (4.0)	-	25 (100.0)
7.	Naswadi	2 (2.2)	6 (6.5)	29 (31.5)	43 (46.7)	2 (2.2)	2 (2.2)	8 (8.7)	92 (100.0)
8.	Moriyana	-	1 (1.1)	5 (5.7)	54 (61.4)	2 (2.3)	1 (1.1)	25 (28.4)	88 (100.0)
9.	Dediapada	-	1 (1.0)	8 (8.3)	67 (69.8)	4 (4.2)	6 (6.2)	10 (10.5)	96 (100.0)
10.	Uchchhal	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
11.	Vyara	2 (2.9)	1 (1.4)	16 (22.9)	26 (37.1)	4 (5.7)	3 (4.3)	18 (25.7)	70 (100.0)
12.	Amabajungle	-	3 (5.4)	51 (91.1)	2 (3.5)	-	-	-	56 (100.0)
13.	Rumla	1 (2.4)	4 (9.5)	6 (11.9)	12 (31.0)	2 (4.8)	3 (7.1)	14 (33.3)	42 (100.0)
14.	Dangs I & II	4 (1.3)	13 (4.3)	81 (26.9)	146 (48.5)	30 (9.9)	12 (3.9)	15 (5.2)	301 (100.0)

Figures in brackets indicate percentage. Source: Tribal Development Block Office.
N.A. = Not available

the multi-teacher schools. As a result, the standard of education and the attention of the teachers to the students would naturally be of a low order.

INCIDENCE OF WASTAGE AND STAGNATION

AFTER dealing briefly with the existing facilities for primary education in all the fifteen blocks let us now find out how much has been achieved in reality with regard to the educational development of the tribals of these regions. Our objectives as to find out how many tribal children came forward to fully utilize the existing facilities, how many of them completed their primary education, and how many left in between and why.

TO begin with, let us first examine the number of pupils in each grade in all the blocks. The figures given in Table VI will show the successive diminution in number of students from grade I to grade IV and VII.

THE diminution has been enormous. The diminution was mainly due to two causes, which we could be termed as "WASTAGE AND STAGNATION".

ON a careful examination of the figures given in Table VI one can get a correct picture of the rate of diminution in the number of students in subsequent grades. Considering the percentage of students in different grades having been given, taking those in standard I as 100 on careful examination of these data, certain facts emerged regarding wastage in primary education in these areas.

(i) In all the ten blocks except the Vijaynagar block about one fourth of total number of students in the standard I reached the IVth standard. If these figures are taken as an indicator, it means that as many as 77 per

TABLE VI (2)

CLASS	VYARA BLOCK			N.S.WADI BLOCK			RUMLA BLOCK			DEDIAPADA BLOCK			DANG I & II BLOCK		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	1628 (100)	1355 (100)	2983 (100)	2041 (100)	1240 (100)	3281 (100)	1428 (100)	1097 (100)	2525 (100)	1746 (100)	792 (100)	2538 (100)	4993 (100)	3009 (100)	8002 (100)
II	804 (49)	570 (42)	1374 (46)	863 (42)	325 (26)	1188 (36)	683 (48)	393 (36)	1076 (43)	842 (84)	170 (21)	1012 (40)	1489 (30)	906 (30)	2395 (30)
III	554 (34)	399 (29)	953 (32)	573 (28)	180 (15)	753 (23)	512 (36)	270 (25)	782 (31)	607 (35)	147 (18)	754 (30)	964 (19)	446 (15)	1410 (17)
IV	515 (32)	347 (26)	862 (29)	386 (19)	132 (11)	518 (16)	395 (28)	241 (22)	636 (25)	468 (27)	145 (18)	613 (24)	622 (12)	249 (8)	871 (11)
V	468 (29)	316 (23)	784 (26)	234 (11)	64 (5)	298 (9)	308 (22)	161 (15)	469 (19)	349 (20)	111 (14)	460 (18)	309 (8)	106 (4)	415 (5)
VI	269 (17)	185 (14)	454 (15)	163 (8)	49 (4)	212 (6)	299 (21)	151 (14)	450 (18)	238 (14)	66 (8)	304 (12)	247 (5)	75 (2)	322 (4)
VII	284 (17)	149 (11)	433 (15)	92 (5)	30 (2)	122 (4)	190 (13)	98 (9)	288 (11)	145 (8)	44 (6)	189 (7)	185 (2)	68 (2)	253 (3)

* Data on this aspect are only given of 10 blocks.

Data on this aspect are not available in four blocks namely Kathla, Limdi, Moriyana and Uchchhal.

Source: TRIBAL DEVELOPMENT BLOCK OFFICE.

Figures in brackets indicate percentages.

Source: Tribal Development Block Office

CLASS	DANA BLOCK		KHEDER-HMA BLOCK		ZOO BLOCK		ANER-JUNGLE BLOCK		VIJAYN.G.R BLOCK						
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
I	1587 (100)	582 (100)	2169 (100)	631 (100)	173 (100)	804 (100)	385 (100)	43 (100)	428 (100)	719 (100)	299 (100)	1018 (100)	1025 (100)	450 (100)	1475 (100)
II	651 (41)	194 (33)	845 (39)	351 (56)	102 (59)	453 (56)	117 (30)	10 (23)	127 (30)	494 (69)	179 (60)	673 (66)	900 (88)	325 (72)	1225 (83)
III	464 (29)	111 (19)	575 (26)	234 (37)	31 (18)	265 (33)	84 (22)	9 (21)	93 (22)	284 (29)	85 (28)	369 (36)	826 (81)	320 (71)	1146 (78)
IV	392 (25)	97 (17)	489 (23)	133 (21)	23 (13)	156 (19)	61 (16)	1 (2)	62 (14)	14 (19)	1 (Negligible)	15 (1)	726 (71)	300 (67)	1026 (69)
V	235 (15)	54 (9)	289 (13)	55 (9)	17 (10)	72 (9)	3 (1)	1 (2)	4 (1)	-	-	-	500 (49)	250 (55)	750 (51)
VI	204 (13)	50 (8)	254 (12)	38 (6)	5 (3)	43 (5)	-	-	-	-	-	-	400 (39)	200 (44)	600 (41)
VII	141 (9)	28 (5)	169 (8)	32 (5)	6 (3)	38 (5)	2 (Negligible)	1 (2)	3 (1)	-	-	-	268 (26)	84 (19)	352 (24)

Block-wise number of boys and girls in different primary schools in year 1970-71

(1) IN TABLE

cent in Danta, 81 per cent in Khedbrahma, 86 per cent in Zoz, 99 per cent in Ambajungle, 76 per cent in Dediapada, 89 per cent in Dang I & II, 84 per cent in Nasvadi, 75 per cent in Rumla, 71 per cent in the Vyara tribal development blocks out of the total number of students entering the first grade could not complete the IVth standard. These are of course, tentative generalizations, but nonetheless provide some insight into the magnitude of wastage. In all the ten blocks there had been steep fall in the number of students in subsequent grades.

(ii) In all the blocks there had been a steeper fall in the number of girl students in subsequent upper classes than that of boy students.

(iii) In all the blocks, the sharpest and the steepest decline in the number of both boys and girl students was among students who passed from standard I to standard II.

(iv) In all the blocks the rate of decline had reduced in subsequent class beyond V class. This might be taken as reflection of the fact that greatest number of drop outs occurred in first few grades, not later.

The figures given in Table VI do not give us an accurate idea of the incidence of wastage due to the simple fact that cases of stagnation were not known. Apart from this, the number of students migrating to other schools during the period of seven years and similarly the number of students coming from outside during that period was also not known. And hence it was difficult to come to any conclusion as to what actually happened to those students who had left their respective schools. It is true that such transfers among tribal students at the primary level was significant, but even then it was difficult to come to any definite conclusion. For that reason,

the career of a cohort of students entering in the first grade at a given period was traced by us in the selected schools of all the blocks. In this way definite incidence of wastage and stagnation could be known separately.

CHAPTER III

WASTAGE AND STAGNATION IN TALUKA PANCHAYATSSCHOOLS

The data presented in the next table were used to calculate the rate of wastage and stagnation. As it can be seen from the table VII the rate of wastage in the period between 1966-67 and that between 1969-70 was 59.8, 65.7 and 65.9 per cent in the North, Central and South Zones blocks schools respectively. The block-wise figures indicate that the rate of wastage was greater in the backward regions than that in the forward regions. The highest rate of wastage among all the fifteen tribal development blocks was in Zoz (79.3 per cent). The lowest rate of wastage among all the fifteen blocks was in the Vijaynagar tribal development block (32.0 per cent). Taking into consideration the overall figures it can be maintained that in the tribal areas the rate of wastage was to the tune of 65 per cent. Actually, however, only 9.1 per cent of the total enrolled in grade I had been able to complete grade IV.

Similarly it can be seen from the figures given in table VIII that the rate of wastage in the period between 1967-68 and that between 1970-71 was 62.1, 58.8 and 62.4 per cent in the North, Central and South Zone blocks schools respectively. The highest rate of wastage among all the fifteen blocks was in the Dang I & II tribal development block (73.3 and 68.9 per cent). The lowest rate of wastage among all the fifteen blocks was in the Rumla and Moriyana tribal development block (42.6 and 49.5 per cent only). Considering the overall figures it can be maintained that in the period between 1967-68 and that between 1970-71 the rate of wastage was to the tune of 61.2 per cent. Actually

however, only 9.1 per cent of the total enrolled in grade I had been able to complete grade IV.

Let us now see that the grade in which the greatest number of students dropped out. As can be seen from the figures given in tables IX and X, the greatest number of drop-outs occurred right in the Ist grade. The block-wise figures indicate that in both the forward as well as the backward blocks, a large percentage of students dropped out in the Ist grade. In the period between 1966-67 and that between 1969-70 the drop out in the Ist grade was 66.4 per cent in the North zone, 69.4 per cent in the Central zone and 70.6 per cent in the South zone blocks. In the forward blocks, the drop-outs in grade II, III and IV appeared to be considerably controlled, while in the backward blocks this was not so. In the backward blocks, dropout continued to be considerably high in upper grade also. Similarly in the period between 1967-68 and that between 1970-71 the drop-outs in the Ist grade was 53.4 per cent in the North zone, 58.5 per cent in the Central zone, 64.2 per cent in the South zone blocks.

The overall figures of both the years for all the fifteen blocks would indicate that the Ist standard was the weakest point in the sphere of tribal education. In the study conducted by NCERT¹ also, it had been found that the highest rate of wastage occurred when children moved from Standard I to II. According to that study this rate was 39.33 per cent, while our study revealed that this rate was 69.6 per cent (1966-67 and 1969-70) and 61.2 per cent (1967-68 to 1970-71). We found from these figures that the proportion of Wastage in tribal areas was much higher than that of the other areas.

¹ Wastage & Stagnation in Primary and Middle Schools in India. National Council of Educational Research & Training, New Delhi - 1962.

TABLE VIII

Wastage during the four years from 1967-68 to 1970-71

Sr. No.	Block	Total enrolment in Class I		Dropped out in between before completing Class IV		Completed class IV		Continued their studies between I-IV Class	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
NORTH ZONE									
1.	Danta	17	100	11	64.7	1	5.9	5	29.4
2.	Khedbrahma	50	100	31	62.0	3	6.0	16	32.0
3.	Vijaynagar	123	100	76	61.8	13	15.4	28	22.8
	Total	190	100	118	62.1	23	12.1	49	25.8
CENTRAL ZONE									
4.	Kathla	90	100	59	65.6	6	6.7	25	27.7
5.	Limdi	51	100	30	58.8	4	7.9	17	33.3
6.	Zoz	5	100	3	60.0	1	20.0	2	40.0
7.	Naswadi	101	100	50	49.5	18	17.8	33	32.7
8.	Moriyana	114	100	69	60.5	13	11.4	32	28.1
9.	Dediapada	139	100	83	59.7	13	9.4	43	30.9
	Total	500	100	294	58.8	54	10.8	152	30.4
SOUTH ZONE									
10.	Uchchhal	70	100	40	57.1	5	7.1	25	35.7
11.	Vyara	373	100	232	62.2	29	7.8	112	30.0
12.	Ambajungle	63	100	41	65.1	5	7.9	17	27.0
13.	Rumla	115	100	49	42.6	16	13.9	50	43.5
14.	Dang I	165	100	121	73.3	6	3.6	38	23.0
15.	Dang II	119	100	82	68.9	7	5.9	30	25.2
	Total	905	100	565	62.4	68	7.5	272	30.1
TOTAL.....		1595	100	977	61.2	145	9.1	473	29.7

F = Forward Block

TABLE VII

Wastage during the four years from 1966-67 to 1969-70

Sr. No.	Block	Total enrolment in Class I		Dropped out in between before completing class IV		Completed Class IV		Continued their studies between I-IV class	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
NORTH ZONE									
1.	Danta	59	100	38	64.4	5	8.5	16	27.1
2.	Khedbrahma	220	100	139	63.2	20	9.1	61	27.7
3.	Vijaynagar	149	100	79	53.0	34	22.8	36	24.2
Total		428	100	256	59.8	59	13.8	113	26.4
CENTRAL ZONE									
4.	Kathla	160	100	112	70.0	8	5.0	40	25.0
5.	Limdi	250	100	163	65.2	20	8.0	67	26.8
6.	Zoz	58	100	46	79.3	5	8.6	7	12.1
7.	Naswadi	298	100	195	65.4	26	8.7	77	25.9
8.	Moriyana	310	100	171	55.2	37	11.9	102	32.9
9.	Dediapada	282	100	206	73.0	23	8.2	53	18.8
Total		1358	100	893	65.7	119	8.8	346	25.5
SOUTH ZONE									
10.	Uchchhal	120	100	84	70.0	4	3.3	32	26.7
11.	Vyara	716	100	456	63.7	62	8.7	198	27.7
12.	Ambajungle	99	100	63	63.6	11	11.1	25	25.3
13.	Rumla	288	100	166	57.6	43	14.9	79	27.5
14.	Dang I	241	100	178	73.9	9	3.7	54	22.4
15.	Dang II	257	100	188	73.2	11	4.2	58	22.6
Total		1721	100	1135	65.9	140	8.1	446	26.0
TOTAL.....		3507	100	2284	65.1	318	9.1	905	25.8

F = Forward Block

TABLE IX

Incidence of Wastage by Standards 1967-68 to 1969-70

Sr. No.	Block	I Standard		II Standard		III Standard		IV Standard		Total	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
NORTH ZONE											
1.	Danta	30	79.0	4	10.5	-	-	4	10.5	38	100.0
2.	Khedbrahma	92	66.2	33	23.7	8	5.7	6	4.4	139	100.0
3.	Vijaynagar	48	60.8	20	25.3	6	7.6	5	6.3	79	100.0
	Total	170	66.4	57	22.2	14	5.5	15	5.9	256	100.0
CENTRAL ZONE											
4.	Kathla	100	89.2	6	5.4	5	4.5	1	0.9	112	100.0
5.	Limdi	137	84.1	23	14.1	3	1.8	-	-	163	100.0
6.	Zoz	33	71.7	11	23.9	2	4.4	-	-	46	100.0
7.	Naswadi	131	67.2	44	22.6	15	7.7	5	2.5	195	100.0
8.	Moriyana	116	67.8	45	26.3	7	4.1	3	1.8	171	100.0
9.	Dediapada	103	50.0	64	31.1	31	15.0	8	3.9	206	100.0
	Total	620	69.4	193	21.6	63	7.1	17	1.9	893	100.0
SOUTH ZONE											
10.	Uchchahal	58	69.1	17	20.2	8	9.5	1	1.2	84	100.0
11.	Vyara	350	76.7	80	17.5	16	3.5	10	2.3	556	100.0
12.	Ambajungle	29	46.0	28	41.3	6	12.7	-	-	63	100.0
13.	Rumla	135	81.3	29	17.5	1	0.6	1	0.6	166	100.0
14.	Dang I	126	70.8	41	23.0	11	6.2	-	-	178	100.0
15.	Dang II	103	54.8	60	31.9	17	9.0	8	4.3	188	100.0
	Total	801	70.6	255	22.4	59	5.2	20	1.8	1135	100.0
TOTAL.....		1591	69.6	505	22.1	136	5.9	52	2.4	2284	100.0

2.

TABLE X
Incidence of Wastage by standards 1967-68 to 1970-71

Sr. No.	Block	I Standard		II Standard		III Standard		IV Standard		Total	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
NORTH ZONE											
1.	Danta	8	72.7	1	9.1	1	9.1	1	9.1	11	100.0
2.	Khedbrahma	17	54.8	8	25.8	3	9.7	3	9.7	31	100.0
3.	Vijaynagar	38	50.0	33	43.4	5	6.6	-	-	76	100.0
	Total	63	53.4	42	35.6	9	7.6	4	3.4	118	100.0
CENTRAL ZONE											
4.	Kathla	45	76.3	10	16.9	3	5.1	1	1.7	59	100.0
5.	Limdi	24	80.0	2	6.6	-	-	4	13.4	30	100.0
6.	Zoz	2	66.7	-	-	1	33.3	-	-	3	100.0
7.	Naswadi	28	56.0	11	22.0	10	20.0	1	2.0	50	100.0
8.	Moriyana	30	43.5	31	44.9	4	5.8	4	5.8	69	100.0
9.	Dediapada	43	51.8	28	33.7	11	13.3	1	1.2	83	100.0
	Total	172	58.5	82	27.8	29	9.8	11	3.9	294	100.0
SOUTH ZONE											
10.	Uchchnal	28	70.0	12	30.0	-	-	-	-	40	100.0
11.	Vyara	156	67.2	60	26.0	14	6.0	2	0.8	232	100.0
12.	Ambajungle	24	58.5	13	31.7	4	9.8	-	-	41	100.0
13.	Rumla	34	69.4	13	26.5	2	4.1	-	-	49	100.0
14.	Dang I	71	58.7	43	35.5	7	5.8	-	-	121	100.0
15.	Dang II	50	60.9	20	24.4	10	12.2	2	2.5	82	100.0
	Total	363	64.2	161	28.4	37	6.5	4	0.9	565	100.0
	TOTAL.....	598	61.2	285	29.2	75	7.7	19	1.9	977	100.0

"The large difference between the incidence of wastage in tribal areas and other areas right in the 1st standard implied basic cultural difference between tribals and non-tribals. Due to the cultural environment in which a tribal child was reared, the process of formal education was hard for him to comprehend and undergo. This might be the most important factor for the high incidence of dropout right in the 1st grade in the tribal area."²

While discussing earlier about the rate of diminution in the number of enrolment from one grade to another (see Table VI (i) and (ii)), it has been seen that the percentage of students in the IVth grade (keeping the enrolment of students in the grade I as 100) was nearly one fourth in all the blocks except the Vijaynagar block. If these figures were seen together with the figures regarding the percentage of students completing the IV grade in reference year (Tables VII & VIII), it could be easily deduced that more than 90 per cent of the school going children would constitute cases of wastage and stagnation, in all the fifteen blocks. In this respect it was essential to keep in mind the figures regarding those students who were still continuing their studies. Of the total 905 of such students, 265 were fresh entrants, and 640 were actually cases of stagnation. If the number of 640 students was added to the number of the total drop-out i.e. 2284 (640 cases of stagnation + 2284 dropout = 2924) then combined rate of wastage and stagnation for all the fifteen blocks in the period between 1966-67 and that between 1969-70 would be 83.6 per cent. The zone-wise combined rate of wastage and stagnation would be 80.6 per cent for North zone, 83.9 per cent for Central zone and

2 'Wastage and Stagnation in Primary Education among the tribals', By R.E.Lal, Tribal Research & Training Institute, Gujarat Vidyapith, Ahmedabad, p.25.

TABLE XI
Block-wise Incidence of Wastage and Stagnation

Sr. No.	Block	1966-67 to 1969-70 Wastage	1969-70 to 1970-71 Stagnation & Wastage	1967-68 to 1970-71 Wastage	1970-71 to 1971-72 Wastage & Stagnation
<u>NORTH ZONE</u>					
1.	Danta	64.4	72.8	64.7	82.4
2.	Khedbrahma	63.2	86.8	62.0	88.0
3.	Vijaynagar	53.0	74.5	61.8	83.7
	Total	59.8	80.6	62.1	84.7
<u>CENTRAL ZONE</u>					
4.	Kathla	70.0	86.8	65.6	83.3
5.	Limdi	65.2	80.0	58.8	84.3
6.	Zoz	79.3	89.7	60.0	80.0
7.	Naswadi	65.4	84.2	49.5	74.3
8.	Moriyana	55.2	79.4	60.5	82.5
9.	Dediapada	73.0	89.4	59.7	83.5
	Total	65.7	83.9	58.8	82.0
<u>SOUTH ZONE</u>					
10.	Uchchhal	70.0	87.5	57.1	80.0
11.	Vyara	63.7	79.3	62.2	82.8
12.	Ambajungle	63.6	83.8	65.1	87.3
13.	Rumla	57.6	77.4	42.6	75.7
14.	Dang I	73.9	93.4	73.3	93.3
14.	Dang II	73.2		68.2	
	Total	65.9	91.4	62.4	89.9
	TOTAL.....	65.1	83.6	61.2	84.9
<u>ASHRAM SCHOOLS</u>					
1.	North zone	65.2	84.8	45.7	87.2
2.	Central zone	41.1	58.9	49.6	66.7
3.	South zone	42.6	68.1	17.5	35.1
	TOTAL.....	51.8	72.5	41.6	71.6

cent for North zone, 83.9 per cent for Central zone and 91.4 percent for South zone blocks. Similarly in the period between 1967-68/that between 1970-71 the combined rate of wastage and stagnation for all the fifteen blocks would be 84.9 per cent. The zone-wise combined rate of wastage and stagnation would be 84.7 per cent for the North zone, 82.0 per cent for Central zone and 89.9 per cent for the South zone blocks. The block-wise figures given in Table XI would indicate that among all the fifteen blocks the highest rate of wastage and stagnation was in Dang I & II blocks, whereas the lowest was in the Danta and Vijaynagar blocks. Thus these figures implied that out of 10 students only 3 had completed the IV grade.

The block-wise wastage among boys and girls are given separately in Table XII. The figures in table XII shows that the wastage was greater among girls than the boys in almost all the Blocks.

STAGNATION IN BLOCK SCHOOLS

We shall now turn to the phenomenon of stagnation. As already mentioned stagnation means that many of the students who move up from one standard to other, take more than the normal period to do so. The figures given in Tables XIII and XIV, point out that tribal children particularly in the Ist grade, made more than one attempt to move up to the II grade, In the period between 1966-67 and that between 1969-70 in all the fifteen blocks, of the total students who could pass out standard I, only 51.7 per cent did so in their first attempt, while 48.3 per cent had to make more than one attempt. Similarly in the period between 1967-68 and that between 1970-71, of the total students who could pass out the Ist

TABLE XII

Block-wise wastage among Boys and Girls

Sr. No.	Block	<u>1966-67 to 1969-70</u>			<u>1967-68 to 1970-71</u>		
		Boys	Girls	Total	Boys	Girls	Total
<u>NORTH ZONE</u>							
1.	Danta	62.5	100.0	64.4	64.7	--	64.7
2.	Khedbrahma	59.6	70.3	63.2	57.1	68.2	62.0
3.	Vijaynagar	45.7	65.4	53.0	59.4	68.7	61.8
	Total	55.7	68.9	59.8	55.5	68.5	62.1
<u>CENTRAL ZONE</u>							
4.	Kathla	69.6	72.0	70.0	65.2	66.7	65.6
5.	Limdi	66.0	63.4	65.2	61.3	55.0	58.9
6.	Zoz	79.3	--	79.3	60.0	--	60.0
7.	Naswadi	59.6	73.8	65.4	49.2	50.0	49.5
8.	Moriyana	49.6	59.2	55.2	59.1	61.4	60.5
9.	Dediapada	67.2	84.9	73.0	57.5	63.5	59.7
	Total	63.9	68.8	65.7	58.2	59.7	58.8
<u>SOUTH ZONE</u>							
10.	Uchchhal	69.4	71.4	70.0	58.0	55.0	57.1
11.	Vyara	61.8	65.6	63.7	60.3	64.6	62.2
12.	Ambajungle	67.5	52.0	63.6	67.3	57.1	65.1
13.	Rumla	56.8	58.9	57.6	45.2	39.6	42.6
14.	Dang I	69.1	80.4	73.9	68.1	80.3	73.3
15.	Dang II	68.4	80.0	69.3	69.7	67.9	68.9
	Total	64.1	68.5	65.9	61.5	63.7	62.4
TOTAL.....		62.9	68.7	65.1	59.6	62.8	61.2

standard only 43.3 per cent did so in their first attempt, while 56.7 per cent had to make more than one attempt. This means that the rate of stagnation in the very first standards, is very high. In subsequent standards, the rate of stagnation became considerably reduced. It can be seen from Table XIII that in the period between 1966-67 and that between 1969-70 the rate of stagnation in the II and III standards amounted to 20.2 and 7.7 respectively. Similarly period between 1967-68 and that between 1970-71 the rate of stagnation in II, III and IV standards amounted to 20.5, 6.0 and 0.7 per cent respectively. These figures also revealed

TABLE XIV

Block-wise stagnation by standard (1967-68 to 1970-71) (Percentage)

Sr. No.	Block	1970-71 to 1971-72 (Percentage)											
		I Standard Attempts			II Standard Attempts			III Standard Attempts			IV Standard Attempts		
		1	2	3	More than 3	1	2	3	More than 3	1	2	3	More than 3
NORTH ZONE													
1.	Danta	30.0	20.0	50.0	-	88.9	11.1	-	-	66.7	33.3	-	-
2.	Khedbrahma	26.3	50.0	13.1	10.6	85.7	10.7	3.6	-	94.1	5.9	-	-
3.	Vijaynagar	40.8	29.6	26.5	3.1	82.9	17.1	0.9	-	97.9	2.1	-	-
	Total	36.3	34.2	24.7	4.8	84.1	15.0	0.9	-	95.7	4.3	-	-
CENTRAL ZONE													
4.	Kathla	38.8	24.5	24.5	12.2	74.2	22.6	3.2	-	93.7	6.3	-	-
5.	Limdi	35.5	29.0	19.4	16.1	90.9	9.1	-	-	100.0	-	-	-
6.	Zoz	33.4	33.3	-	33.3	100.0	-	-	-	100.0	-	-	-
7.	Naswadi	55.7	35.4	6.3	2.6	78.6	19.7	1.7	-	100.0	-	-	-
8.	Moriyana	41.4	39.1	11.5	8.0	88.3	10.0	1.7	-	97.7	2.3	-	-
9.	Dediapada	43.2	40.2	12.7	3.9	72.5	24.6	2.9	-	95.3	4.7	-	-
	Total	44.2	35.6	13.1	7.1	80.0	18.0	2.0	-	97.4	2.6	-	-
SOUTH ZONE													
10.	Uchchnal	42.5	30.0	22.5	5.0	76.5	23.5	-	-	75.0	12.5	12.5	-
11.	Vyara	45.8	38.8	11.7	3.7	78.0	19.1	2.9	-	94.5	5.5	-	-
12.	Ambajungle	45.3	32.1	16.9	5.7	67.6	20.6	1.8	-	73.7	26.3	-	-
13.	Rumla	51.7	32.6	10.1	5.6	81.5	15.4	3.1	-	93.2	6.8	-	-
14.	Dang I	45.9	23.1	16.3	14.7	76.3	18.4	5.3	-	86.7	13.3	-	-
15.	Dang II	31.6	36.8	22.4	9.2	80.9	16.7	2.4	-	94.4	5.6	-	-
	Total	44.6	33.7	14.9	6.8	77.7	18.4	3.9	-	90.4	9.0	0.6	-
	TOTAL.....	43.3	34.4	15.7	6.6	79.5	17.7	2.8	-	94.0	5.7	0.3	-

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TABLE XIII
Block-wise stagnation by standards (1966-67 to 1969-70) (Percentage)

Sr. No.	Blocks	I Standard Attempts				II Standard Attempts				III Standard Attempts				IV Standard Attempts			
		1	2	3	More than 3	1	2	3	More than 3	1	2	3	More than 3	1	2	3	More than 3
NORTH ZONE																	
1.	Danta	34.4	28.1	25.0	12.5	86.4	13.6	-	-	100.0	-	-	-	100.0	-	-	-
2.	Khedbrahma	36.7	33.8	19.1	10.4	84.4	14.4	1.2	-	90.0	10.0	-	-	100.0	-	-	-
3.	Vijaynagar	45.1	44.2	8.8	1.9	90.1	9.9	-	-	98.6	1.4	-	-	100.0	-	-	-
	Total	39.9	37.4	15.7	7.0	87.2	12.3	0.5	-	97.8	2.2	-	-	100.0	-	-	-
CENTRAL ZONE																	
4.	Kathla	58.3	25.0	10.0	6.7	65.9	29.3	4.8	-	95.5	4.5	-	-	100.0	-	-	-
5.	Limdi	60.3	27.6	9.5	2.6	87.3	11.4	1.3	-	86.5	13.5	-	-	100.0	-	-	-
6.	Zoz	62.5	18.7	9.4	9.4	52.6	47.4	-	-	76.9	23.1	-	-	100.0	-	-	-
7.	Naswadi	54.0	31.0	13.4	2.0	79.2	16.9	3.9	-	95.1	4.9	-	-	100.0	-	-	-
8.	Moriyana	51.9	34.4	8.9	4.8	77.9	18.6	3.5	-	90.1	9.9	-	-	100.0	-	-	-
9.	Dediapada	52.1	30.9	13.9	3.1	74.2	23.3	2.5	-	88.9	11.1	-	-	100.0	-	-	-
	Total	54.7	30.3	11.3	3.7	76.8	20.3	2.9	-	90.0	10.0	-	-	100.0	-	-	-
SOUTH ZONE																	
10.	Uchchnal	45.0	36.7	13.3	5.0	79.4	20.6	-	-	82.4	17.6	-	-	100.0	-	-	-
11.	Vyara	53.1	34.4	9.9	2.6	83.9	15.5	0.6	-	92.7	7.3	-	-	100.0	-	-	-
12.	Ambajungle	59.1	27.3	9.1	4.5	74.1	16.6	9.3	-	88.5	11.5	-	-	100.0	-	-	-
13.	Rumla	58.1	23.9	11.6	6.4	78.4	19.8	1.8	-	96.3	3.7	-	-	100.0	-	-	-
14.	Dang I	50.8	28.8	10.6	9.8	73.9	21.7	4.4	-	86.2	13.8	-	-	100.0	-	-	-
15.	Dang II	49.4	35.9	12.2	2.5	80.5	15.9	3.6	-	86.1	13.9	-	-	100.0	-	-	-
	Total	53.0	31.4	10.8	4.8	79.7	17.7	2.6	-	91.4	8.6	-	-	100.0	-	-	-
	TOTAL.....	51.7	31.9	11.8	4.6	79.8	17.8	2.4	-	92.3	7.7	-	-	100.0	-	-	-

that the Ist standard was the main obstacle in the development of tribal education.

The block wise and zone-wise figures in the above tables did not speak of any particular trend except that in the North Zone the rate of stagnation in the Ist standard was higher than what it had been in the Central and South Zone tribal development blocks.

On account of such a high rate of stagnation in the Ist standard, it is clear that this factor alone contributed to a large extent in the increase of the rate of wastage.

CHAPTER IV

WASTAGE AND STAGNATION IN ASHRAM SCHOOLS

In comparison with the schools run under the Taluka Administrations, the Ashram schools which were being managed by voluntary Institutions were doing much better work in the sphere of primary education in the tribal areas. On examination of the career of a cohort of students who entered the Ist standard in the Ashram schools, it was found that the incidence of Wastage and Stagnation was much smaller. Ashram Schools were residential schools where there was a provision of a hostel for a 60 boys and 60 girls. Thus, all the children studying in the Ashram schools were residents on the school campus. Nearly 90 per cent of the expenses of each pupil were borne by the Government, and rest of expenses were raised by voluntary institutions under whose guidance the Ashram Schools were run. At present in eight tribal districts of the State there are 105 Ashram Schools and 11 Post-Basic Ashram Schools. District wise figures of Ashram Schools are given in Table XV..

TABLE XV
District-wise number of Ashram School

Sr.No.	District	Ashram Schools	Basic Schools	Total
1.	Dang	10	1	11
2.	Valsad	20	1	21
3.	Surat	27	4	31
4.	Bharuch	14	1	15
5.	Panchmahal	16	2	18
6.	Vadodara	11	1	12
7.	Sabarkantha	6	1	7
8.	Banaskantha	1	-	1
TOTAL.....		105	11	116

In the tables

In order to get a comparative picture of the incidence of wastage and stagnation, fifteen Ashram Schools, six each in Central and South Zone blocks and three in North Zone blocks were covered under this investigation.

In tables XVI and XVII the figures regarding the incidence of wastage in all the Ashram Schools of the fifteen blocks have been given. It can be seen from the figures that the overall wastage in all the Ashram schools was 51.8 per cent and 41.6 per cent during the reference year. These figures also indicate that in the period between 1966-67 and that between 1969-70 the rate of wastage was higher in the North zone Ashram Schools (65.2 per cent) than in the Central and South Zone Ashram Schools and during period 1967-68 and that between 1970-71 the rate of wastage was lower in the South Zone Ashram schools than in the North and Central Zone Ashram Schools. Even otherwise, the percentage of students in the Ashram schools who had already completed the IV standard during the reference years was found to be much higher when compared to a similar percentage for other schools. In the year 1966-67 to 1969-70, of the 324 total students in all the Ashram schools 24 per cent had completed standard IV, similarly in the year 1967-68 and 1970-71 of the 274 total students in all the Ashram schools 30 per cent had completed standard IV, whereas in other schools, of the total students in both the reference years only 9 per cent had completed standard IV (see tables VII and VIII).

TABLE XVI

Incidence of Wastage in Ashram School during the four years from 1966-67 to 1969-70.

Sr. No.	ZONE	Total enrolment in Class I		Dropped out in between before completing Class IV		Completed Class IV		Continued their studies between I to IV	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
1.	NORTH	138	100.0	90	65.2	10	7.2	38	27.6
2.	CENTRAL	95	100.0	39	41.1	39	41.1	17	17.8
3.	SOUTH	91	100.0	39	42.6	29	31.9	23	25.5
4.	ALL ASHRAM SCHOOLS	324	100.0	168	51.8	78	24.1	78	24.1

TABLE XVII

Incidence of Wastage in Ashram schools during the four years from 1967-68 to 1970-71.

Sr. No.	ZONE	Total enrolment in Class I		Dropped out in between before completing Class IV		Completed Class IV		Continued their studies between I to IV	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
1.	NORTH	94	100.0	43	45.7	7	7.4	44	46.9
2.	CENTRAL	123	100.0	61	49.6	38	30.9	24	19.5
3.	SOUTH	57	100.0	10	17.5	37	65.0	10	17.5
4.	ALL ASHRAM SCHOOLS	274	100.0	114	41.6	82	29.9	78	28.5

TABLE XVIII

Incidence of wastage in Ashram schools by standards (1966-67 to 1969-70)

Sr. No.	ZONE	Ist Std.		II Std.		III Std.		IV Std.	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
1.	NORTH	59	54.1	23	21.1	25	22.9	2	1.9
2.	CENTRAL	12	30.8	10	25.6	12	30.8	5	12.8
3.	SOUTH	9	23.1	12	30.8	14	35.9	4	10.2
4.	TOTAL.....	80	43.8	45	24.1	51	27.3	11	4.8

TABLE XIX

Incidence of wastage in Ashram Schools by standards
(1967-68 to 1970-71)

Sr. No.	ZONE	Ist Std.		II Std.		III Std.		IV Std.	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
1.	NORTH	30	56.6	10	18.9	12	22.6	1	1.9
2.	CENTRAL	29	47.5	20	32.7	5	8.2	7	11.6
3.	SOUTH	2	20.0	4	40.0	2	20.0	2	20.0
	TOTAL..	61	49.2	34	27.4	19	15.3	10	8.1

Let us now examine the position regarding the standard at which the greatest number of students dropped out in Ashram Schools. It can be seen from the figures given in Table XVIII and XIX that in the Ashram Schools also the greatest number of dropouts occurred right in the Ist standard. In the year period between 1966-67 to 1969-70 the dropout in all the Ashram schools in standard I was 43.8 per cent, while in the year 1967-68 to 1970-71 the drop-out in standard I was higher in North zone than in the Central and South zone Ashram schools. This again confirmed the fact that standard Ist was the weakest spot in the sphere of primary education in tribal areas.

Let us now see the rate of stagnation in the Ashram schools. The figures given in Tables XX and XXI point out that the rate of stagnation was exceedingly low in the Ashram schools compared to the board schools. As the figures given in Tables XII and XIII the rate of stagnation in all blocks in standard I in the Taluka Panchayat schools was 51.7 per cent in the period between 1966-67 and period between 1969-70 while the rate of stagnation in the Ashram schools was 29.6 per cent only in the same year. Similarly the corresponding figures for the rate of stagnation was 51.7 per cent and 31.7 per cent in the period between 1967-68 and that between 1970-71. These figures reveal that in the Ashram schools more than 70 per cent of

TABLE XX
Incidence of stagnation in Ashram Schools by Standards (1966-67 to 1969-70)

ZONE	I STD.				II STD.				III STD.				IV STD.			
	Attempts				Attempts				Attempts				Attempts			
	1	2	3	More than 3	1	2	3	More than 3	1	2	3	More than 3	1	2	3	More than 3
NORTH	55.2	35.9	8.9	-	92.7	7.3	-	-	100.0	-	-	-	100.0	-	-	-
CENTRAL	79.6	20.4	-	-	93.1	6.9	-	-	98.4	1.6	-	-	100.0	-	-	-
SOUTH	81.2	18.8	-	-	90.7	9.3	-	-	97.7	2.3	-	-	100.0	-	-	-
TOTAL..	70.4	26.0	3.6	-	92.3	7.7	-	-	91.5	8.5	-	-	100.0	-	-	-

TABLE XXI
Incidence of stagnation in Ashram Schools by standards (1967-68 to 1969-70)

ZONE	I STD.				II STD.				III STD.				IV STD.			
	Attempts				Attempts				Attempts				Attempts			
	1	2	3	More than 3	1	2	3	More than 3	1	2	3	More than 3	1	2	3	More than 3
NORTH	40.0	50.9	9.1	-	92.3	5.1	2.6	-	96.1	3.9	-	-	100.0	-	-	-
CENTRAL	77.9	20.6	1.5	-	93.8	6.2	-	-	98.2	1.8	-	-	100.0	-	-	-
SOUTH	83.3	11.7	1.7	3.3	75.0	25.0	-	-	93.6	6.4	-	-	100.0	-	-	-
TOTAL..	68.3	26.8	3.8	1.1	87.0	12.2	-	-	96.5	3.5	-	-	100.0	-	-	-

schools going children in standard I did move to standard III at the very first attempt. In the case of Ashram schools the rate of stagnation decreased in the upper standard also. In the upper standards, as can be seen from Tables XX and XXI nearly hundred per cent students passed their annual examination in the first attempt.

Forgoing discussions reveal that Wastage and Stagnation did not occur in the Ashram Schools to the same extent as that of the other schools, because of lodging and boarding facilities and personal attention given to each student in the Ashram Schools. But the Ashram Schools in the State are few and far between that they would not provide the answer to this problem.

CHAPTER V CAUSES OF WASTAGE AND STAGNATION

We have so far discussed the magnitude and extent of the two phenomena of wastage and stagnation. Here we shall discuss the underlying causes of wastage and stagnation. It is perhaps worthwhile to point out that though we have so far considered them separately, wastage and stagnation are not two distinct phenomena but are perhaps the results of the same set of socio-economic causes. It is obvious for instance that wastage in some cases might be the direct result of stagnation and in many cases might be very definitely induced by stagnation.

(1) Various factors are responsible for such high incidence of wastage and stagnation at the level of primary education in the tribal areas. An important factor responsible for the greater proportion of dropout was the poor-economic conditions of the tribal people. Majority of the children drops out from the schools because their parents need their help to supplement the income of household. In a tribal society children of school-going age had either to look after young babies in the family or to go to tend cattle. Even a small child had work to do on the family farm or had to find a job on a daily wages. Thus in a tribal society due to poverty there was likely to be a strong economic incentive to withdraw the child from school. Thus the economic backwardness of the tribals was a major factor in arresting the growth of education among them.

(2) It was observed that the tribal parents were not serious about the education of their children, because as they themselves were illiterate they had not realised the value of education. Moreover they did not see utility in the type of education, imparted at present. They did not like their educated children to leave their family in search of jobs, and leave agriculture as their profession. It is therefore suggested that the education

to be given to the tribal children must have an agricultural bias so that they do not get diverted from their hereditary calling.

(3) It is a well known fact that in tribal areas every member of the household is engaged in agricultural operations. On account of this it has been generally observed that during agricultural seasons, children are taken out of school. This would lead to a sharp drop in school-attendance during the harvesting period. Many of these children, once withdrawn from school, would never come back and, even if they came back after the harvest was over, their academic training would suffer leading to stagnation and failure in the examination.

(4) Another significant cause for the high incidence of wastage and stagnation at the primary level in the tribal areas was the age of the pupil. In such areas most of the boys of the non-tribal areas. Thus in tribal areas the possibility is quite obvious that the boys leave schools because they come of an age that makes economically impossible for them to continue in the schools because they are helping to their parents in earning pursuits.

(5) The teachers working in tribal areas are not out to carry the good for which they are meant. Hence tribal education has not progressed to the desirable extent. This is not meant to condemn on the teachers. This is mainly because of recruitment policy of teachers, academical equipment of the teachers, want of proper understanding of tribal tradition culture, philosophy of the life and emotional feelings. The teachers working in the tribal areas are to face great difficulties which does not provide incentives and inspiration to work properly. The difficulties faced by the teachers working in tribal areas are Lack of residential facilities, language problem, Lack of understanding by the local people, apathy of the tribal people towards education,

lack of communication, lack of social life and opportunity for advancement in the profession, lack of educational facilities for the wards of the teachers. Such difficulties are likely to frustrate them and kill their inclination to serve in the tribal areas.

During investigation it was reported by several responsible persons in the block that teachers posted in interior tribal village seldom held the school regularly and properly. This complaint was widely reported and was even observed personally during investigation in some cases. This is mainly because of lack of residential quarters in the village. In some cases it was found that non tribal teachers and even tribal teachers who belonged to the advanced tribal communities are not willing to work in tribal areas because they did not like to live with tribals whom they considered, inferior to them. Hence the teachers ethnic group has also influenced the rate of wastage and stagnation. In the table XXII the proportion of tribals, scheduled castes and non-tribal teachers in the block are given. It can be seen from the above table that the majority of teachers except in the Danta, Khedbrahma, Zoz and Naswadi tribal development blocks were from tribal communities. In all these four blocks of tribal large number of non-tribal teachers are found.

(6) The curriculum is vague in tribal areas is similar to that in other primary schools of the State. The text books are not suitable to them. They may have to be based on and related to tribal life and culture.

(7) There is no difference in the examination and evaluation of the tribal children and children studying in non-tribal schools. Hence there is a great wastage and stagnation among tribal children.

TABLE XXII

Distribution of Teachers according to their
Ethnic Groups

Sr. No.	Block	Tribal		Scheduled Caste		Non-Tribal		Total	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
1.	Danta	20	15.3	24	18.3	87	66.4	131	100.0
2.	Vijaynagar	79	62.2	17	13.4	31	24.4	127	100.0
3.	Khedbrahma	10	14.1	11	15.5	50	70.4	71	100.0
4.	Zoz	3	11.6	5	19.2	18	69.2	26	100.0
5.	Naswadi	27	16.8	25	15.5	109	67.7	161	100.0
6.	Moriyana +	N.	A.	N.	A.	N.	A.	189	100.0
7.	Dediapada	87	56.9	29	18.9	37	24.2	153	100.0
8.	Kathla	61	71.8	5	5.9	19	22.3	85	100.0
9.	Limdi	43	65.2	3	4.5	20	30.3	66	100.0
10.	Vyara +	N.	8.	N.	A.	N.	A.	213	100.0
11.	Uchchhal	51	94.4	1	1.9	2	3.7	54	100.0
12.	Rumla	3		105		19	14.9	127	100.0
13.	Ambajungle	48	84.2	2	3.5	7	12.3	57	100.0
14.	Dangs I & II	406	87.7	7	1.5	50	10.8	463	100.0
TOTAL.....		838	55.1	234	15.4	449	29.5	1521	100.0

+ Not included in total.

(8) Gujarati is the medium of instruction in schools in tribal areas. For tribal children Gujarati is an alien language. The children of the elementary grades found it difficult to interest themselves with the school on account of the language barrier. This generally affected their general proficiency and achievement in the examinations. This may also be one of the reason of the large percentage of wastage and stagnation.

CAUSES GIVEN BY THE TEACHERS

Teachers were also requested to express their opinion about the causes of school dropout. Altogether 139 teachers expressed their opinion. The following causes were stated by the teachers as being responsible for the pupils dropping out from school.

CAUSES OF WASTAGE STATED BY TEACHERS

Sr.No.	Causes	Percentage
1.	Socio-Economic conditions	77.0
2.	Truancy	21.7
3.	Lack of interest in studies	34.5
4.	Mental retardation	22.3
5.	Language problem	41.6
6.	Physical illness	17.3

CONCLUSION AND SUGGESTIONS

Ever since India gained independence a considerable amount of money has been spent on tribal education by the Central and State Government. But the reality of the situation tells a different story. Tribal people have made some but not enough progress in the sphere of education. The forgoing discussions of the study revealed that the rate of wastage and stagnation is 79.7 per cent by the time children reach standard IV. Out of 100 children enrolled in standard I, about 69 dropout or stagnate in Std.I, 21 in Std.II, 7 in Std.III and 3 in Std.IV. As is evident from these figures about 70 per cent of the total wastage and stagnation at the primary level is in Std.I itself and the incidence of wastage decreases as the children move from the lower to higher standard. It is therefore necessary to take suitable measures to control wastage and stagnation at primary level.

1. The efforts to reduce wastage and stagnation should be concentrated on standard I because at that stage the extent of wastage is highest. For this purpose a separate teacher for standard I should be appointed. A teacher must belong to that locality and knowing tribal dialect of that particular area. In all the tribal areas where this study was made, many of the primary schools had only one teacher who had look after the students of all the standards due to which he could not pay adequate attention to any of the classes. So that one teacher should be made available for only one grade.

In order to attract the children of the level of standard I to attend schools regularly the curriculum of standard I should be made more imaginative and interesting. Hence it is suggested that informal methods will prove more helpful than the formal methods in the early part of a

child's life at school. For this, demonstration and play way methods are recommended.

2. In order to attract more tribal children Balwadis should be opened in a large number in tribal areas.
3. It has been observed that most of the teachers working in tribal areas are not fit to deliver the goods which they are meant. This is mainly because of the hardship faced by the teachers working in tribal areas. To mitigate the existing deffets the following measures are suggested:
 - (a) All teachers working in tribal areas should be provided free residential quarter.
 - (b) All teachers working tribal areas should be given special allowances, medical facilities and facilities for the higher education of their children outside the areas of their posting.
 - (c) Generally a teacher has no scope for promotion, as a result sometimes there is a lack of enthusiasm and interest among those working in tribal areas. A channel of promotion for them should be evolved.
4. It has been observed that suitable teaching aids are not made available to the tribal schools. Hence it is suggested that adequate and suitable aids which are in conformity with the tradition and culture of the tribal areas should be supplied.
5. It has been observed that education imparted in tribal schools attracts neither parents nor the children, who understand very little of what they are taught there. This happens mainly because they are taught a language completely alien to them and subjects they are not at all acquainted with. After their first year of schooling therefore, they lose all interest in education and their parents consider it a sheer wastage of time and money to send their children to school any further. Hence it is suggested that tribal children should be taught in their own language.

6. As far as possible teachers for tribal schools should be selected from the tribal communities. Lady teacher, if available, should be given preference.
7. The teachers working in tribal areas should given orientation training in tribal culture and tradition to enable them to understand the tribals better and to work more effectively.
8. The curricula in vogue in the state should be so adjusted as to include in them a study of the local geographical settings and environment, a very general historical background of the tribals, and provide some elemental work experience for the students through subjects like gardening and agriculture, forestry, fruit gathering, honey collecting etc. moreover one local craft should be taught so as to attract the tribals towards education and send their children to school.
9. Text books written in the tribals dialect should be introduced for the first two years at primary level. These text-books should reflect the various socio-cultural aspects of the tribals. They should contain topics relating to familiar objects of the tribal environment, tribal songs, stories and folklores.
10. It has been observed that there is no difference in the system of the examination and evaluation of the tribal children and children studying in non-tribal schools. Hence there is great wastage and stagnation among tribal children. Hence it is suggested that the whole system of examination and evaluation should be changed at least at the primary stage. Formal examination should be abolished as it has been done in Andhra Pradesh.

11. It has also been observed that multiplicity of schools as a result of sanctioning single teacher schools without proper amenities will not promote the cause of tribal education. Hence, it is suggested that in sparsely populated tribal areas like Dharampur, Uchchhal and Dangs five one teacher schools should be opened to cater to the education of the tribal children of the locality taking into account the terrain and the ecology of the area.
12. In order to attract a large number of children to primary schools, stationery, textbooks, school uniform and mid day meals should be provided. It should be supplied regularly. An adequate amount of scholarship should be given to tribal students on merit.
13. It has been observed that vacations and holidays of the schools do not fit in with the agricultural pursuits and the social festivals of the region. Hence it is suggested that holidays and vacations should be so fixed as to cover the agricultural pursuits and all the socio-cultural and religious ceremonies of specific tribal communities.
14. In tribal areas individual attention is to be given in a class room. So the pupil teacher ratio should not be more than 30:1. Wherever there is one teacher having two classes, the number of teachers should go up even though the $\frac{\text{number}}{\text{of students}}$ is a less than 30.
15. It has been observed that there is no active participation of the tribal people in the educational programme of their areas. No educational programme can achieve its objectives without the whole hearted cooperation of the people, their wards and teachers. Hence to bring this healthy atmosphere it is suggested that all the festivals and cultural programmes of the locality are to be organised near the school with the active participation of teacher, parents and students.

16. The programme of social and a adult education should be accelerated so that the parents will know the importance of educating their children.

Thus, the major implication of such a finding for educational policy in tribal areas is quite clear: There is no easy short cut to the solution of the problem of wastage and stagnation in primary education in tribal areas. More than anything else, it is the outcome of economic and social backwardness and without eliminating these fundamental problems which discourage education, no satisfactory solutions of the problem is possible. In other words, educational backwardness is largely a symptom of economic backwardness. If this is accepted, then we must also admit that any policy which is not directed towards attack the problem of poverty is unlikely to have spectacular results.

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