CHAPTER 1

CONCEPTUAL FRAMEWORK OF THE STUDY - I

(Tribal Children)

1.1 INTRODUCTION

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1.3 TRIBAL EDUCATION AND NATIONAL POLICY ON EDUCATION - 1986

1.4 TRIBAL EDUCATION AND NATIONAL POLICY ON EDUCATION MODIFIED IN 1992

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1.7 PREVAILING SCENARIO OF TRIBAL EDUCATION IN GUJARAT
1.1 INTRODUCTION

The school has always been the most important means of transferring the wealth of tradition from one generation to the next. So education in general, literacy in particular, assumes significant importance in our society.

In India, elimination of mass illiteracy from the country has been one of the main concerns of Government since independence. Provision of free compulsory education to all the children until they complete the age of 14 years is a Directive Principle of the Constitution. Article 45 of Nation’s Constitution promised free compulsory education for all children in the age group 6-14 by 1960. Accordingly, this programme of universalization of elementary education, to root out illiteracy at the source, always has got a prominent place in the educational planning since independence.

The First Five Year Plan irrevocably stressed that, “Economic planning has to be viewed as an integral part of human facilities.” ¹ The Second Five Year Plan recognised that “the system of education has a determining influence on the rate at which economic progress can be achieved and the benefits which can be derived by it.” ² Stressing the need for quality education, it further states, “Economic development naturally makes growing demands on human resources in a democratic set-up, it calls for values and attitudes in the building up of which the quality of education is an important element.” ³

The Third Five Year Plan ⁴ emphasised:

Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. Programmes of education lie at the base of the effort to forge the bounds of the common citizenship, to harness the energies of the people and to develop the natural and human resources of every part of the country.

Realising the deficiencies in the planned effort to provide education to all, the third plan strongly pleads to “extend and intensify the educational effort and to bring everyone within its fold, so that in all branches of national life, education becomes the focal point of planned development.” ⁵
The National Education Commission (1964-66) described education as a key input to development. It states

In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons passing out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of our people.

In 1968, National Education Policy resolution was adopted in the light of the recommendations of the National Education Commission (1964-66). In line with aforesaid national documents, the Draft Fourth Five Year Plan reiterates.

Education as an investment in human resources plays an important role among the factors which contribute to economic growth. It secures returns in the form of skilled manpower geared to the needs of development and also creates the right attitudes and climate for development. It exposes the farmers and workers to new ideas, stirs their ambition and bends them to change. It seeks to create an environment of discipline, harmony, understanding and team work which is conclusive to the implementation of production plans. Both for accelerating economic development and for improving the quality of society, it is essential that planning should establish a firm and purposive link between education and development.

In the fifth and the subsequent five year plans, elementary education has been included under Minimum Needs Programme. The Draft Fifth Five Year Plan makes candid observation regarding vital role of education. It observes:

Education plays a crucial role in economic development and social modernization. As a key factor in production, it supplies the requisite number and quality of persons needed for various tasks and by inculcating among the mass of the people appropriate attitudes, skills and personality traits, it creates the proper climate for development. By creating a well-informed and educated citizenry, it ensures the effective working of the basic institutions on which the economic and social well-being of the country depends. Education also provides the individual with the major means for personal enrichment and social economic development.

The Sixth Five Year Plan visualizes the primary goals and tasks of planning as, inter alia, to "establish dynamic and beneficial linkages between education,
employment and development with due regard to the economic and social aims of the country. Educational planning must effectively be co-ordinated with manpower planning at all stages and aspects of skill development."  

The summary of national document “Challenge of Education - A Policy Perspective (1985)” notes that:

Education helps to bridge the gap of disparities between people, socio-economic groups and regions, and thereby reduces disintegrative tensions. It develops human resources, which has a multiplier effect on utilisation of all other resources. Then it is an investment in development.

According to Seventh Five Year Plan, “one of the primary tasks must be for harnessing of the country’s human resources and improving their capabilities for the development with equity.”

National Policy on Education (1986) conceives education as a “high investment in the present and future.” In national planning in education, there has been continued mismatch between the professed priorities and the allocation of resources.

In fact the elementary sector got “words” rather than “funds”. This is also evident from Table 1

### TABLE 1.1

**DIFFERENT PLANS WITH OUTLAY ON EDUCATION**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Out-lay on education in crore</th>
<th>% to total outlays for all ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>I&quot;</td>
<td>169</td>
<td>7.2</td>
</tr>
<tr>
<td>II&quot;</td>
<td>277</td>
<td>6.2</td>
</tr>
<tr>
<td>III&quot;</td>
<td>560</td>
<td>7.5</td>
</tr>
<tr>
<td>IV&quot;</td>
<td>822</td>
<td>5.2</td>
</tr>
<tr>
<td>V&quot;</td>
<td>1285</td>
<td>3.3</td>
</tr>
<tr>
<td>VI&quot;</td>
<td>2524</td>
<td>2.6</td>
</tr>
<tr>
<td>VII&quot;</td>
<td>6300</td>
<td>3.5</td>
</tr>
</tbody>
</table>
We are in no way near the target of universalization of elementary education. The expansion in education has been inconsistent within the education structure itself. The crude literacy rate even after three decades of planning is barely 36%. For rural areas as a whole and rural females in particular, this was as low as 29% and 10% respectively. Amongst the scheduled castes and scheduled tribes, the literacy rate for rural females in 1981 was just 8.4% and 6.8% respectively. During the post-independence period, though the number of children in schools increased from 2.20 crores in 1947 to 13.40 crores in 1983 and number of schools from 2,23,000 to 6,75,000, yet the number of illiterate and non-enrolled children in the age group 6-14 years today is much more than what it was at the time of independence. In 1951, the total number of non-enrolled children in the age group 5-14 years was 7.28 crores which has increased to 10.23 crores in 1981. Table 1.2 presents these data categori-wise.

**TABLE 1.2**

**MAGNITUDE OF ILLITERACY AND NON-SCHOOL GOING CHILDREN IN 1951 AND 1981**

<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1951</th>
<th>Year 1981</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total illiterates</td>
<td>24.64</td>
<td>34.06</td>
</tr>
<tr>
<td>Number of adult illiterates</td>
<td>17.36</td>
<td>23.86</td>
</tr>
<tr>
<td>(15 years and above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of non-enrolled children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - 9 Years</td>
<td>4.02</td>
<td>6.50</td>
</tr>
<tr>
<td>10 - 14 Years</td>
<td>3.26</td>
<td>3.73</td>
</tr>
<tr>
<td>Total</td>
<td>7.28</td>
<td>10.23</td>
</tr>
</tbody>
</table>

Source: Census of India, 1951 and 1981
1.2 TRIBAL EDUCATION - RECOMMENDATIONS OF KOTHARI COMMISSION

It was only after the independence that greater thrust has been made towards educational development of the Schedule Tribes (ST). It was realised that reservation of seats and posts were not the only solution for their age-old apathy towards education. So in 1948-49, the Government of India started scholarship for them. In the first three five year plans, importance was given to the expansion of facilities and provision of schools and teachers even in remote areas. Thereafter, in the Fourth Five Year Plan, the scheme of economic incentives were introduced:

- to provide reservation in admission,
- to provide facilities and concession to the students to pursue their studies;
- to provide incentives to the parents to send their children to schools; and
- to provide scholarships etc., to attract the students for higher education.

Kothari Commission: 64 - 66

It stressed to pay special attention to the education of ST. It agreed with the observations of commission on Scheduled Areas and Scheduled Tribes under the Chairmanship of U.N. Dhebar for ensuring all round development of the tribals. They were as follows:

- Percentage of ST enrolment was very much lower in most areas indicating the extent of the education backwardness.
- Education of tribals was relatively better developed at the lower primary state only in few states like Assam, Gujarat and Maharashtra.
- Wastage among the tribals was much greater than that in the population as whole.
- The principal weakness in tribal education was really in the age group 11 - 17 which needed greater attention.
Vocational education was more popular with tribal students everywhere. The tribals had a natural aptitude for such practical programmes which deserved every encouragement.

The following recommendations were made by Kothari Commission for strengthening primary education of STs:

1. Intensive efforts will have to be made among the tribal people to provide five years effective education for all children by 1975-76.

2. There will be an intensive programme of parental education.

3. Special encouragement should be given to the education of girls.

4. The teachers should be invariably conversant with the tribal languages. The medium of education in the first two years of the schools should be specially prepared in these languages for use at this stage. During this period, the children should be taught by oral instruction in the regional language and their familiarity and command over it should be improved.

5. By the third year, the regional language shall be the medium of education.

6. It is necessary to improve the provision of educational facilities which are often very meagre.

7. To attract children to schools and to hold them, the working and programmes of the schools should be harmonized with the environment.

8. Vacations and holidays should coincide with agricultural and forest operations and social festivities.

9. The school hours should be fixed to suit the work, the children are required to do for their families.

10. The introduction of work-experience and emphasis on art education would attract the tribal children as would the teaching of folk songs, stories and riddles which are very popular with the tribals. Tribal games and archery as well as tribal music and dances should be introduced as extra curricular activities.
In several tribal areas, there is a lack of rapport between the teachers and the tribal people. So there should be separate sub-cadres in which persons will be selected for their competence and aptitude for work among the tribals. They will have special incentives.

The young tribals should be given special training to develop leadership among them.

In tribal areas, each group and area should be studied closely and proper educational programmes, institutions and priorities should be proposed.

There should be separate sections in centre and states to study the needs of the tribal people and assist them in developing educational systems best calculated to promote their welfare and development.

It is necessary to collect sufficient statistical information regarding the spread of education among the tribal people. There should be special investigations also regarding important aspects of the spread of education amongst the tribals and their effects. A continuous programme of research and evaluation has to be developed for this purpose.

The education of tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose.

1.3 TRIBAL EDUCATION AND NATIONAL POLICY ON EDUCATION, 1986

According to the National Policy on Education, 1986, the proportion of enrolment of ST children continued to be much less than the proportion of their population and the drop-out rate continued to be very high at all levels of education. The problem was more severe in case of girls. It called for systematic efforts directed towards the educational development of ST. It advocated the following policy, targets and implications for strategy.
The focus is on educational development of ST so as to achieve equalization with the non-ST population at all stages and levels of education.

It aims at attaining cent percent enrollment of ST children in the age group 6-11 (Classes I-V) ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream by 1990.

The operational strategy for achieving the above goals and targets for implementation will be as follows:

- Incentives to indigent families to send their children to school regularly till they reach the age of 14.
- The coverage will be cent per cent of all eligible ST children.
- There will be Pre-metric scholarship for children of families engaged in occupation like scavenging, flaying and training.
- Constant micro-planning and verification will be done to ensure that enrolment, retention and successful completion of courses by ST students do not fall at any stage.
- Recruitment of teachers from ST.
- Provision of hostel facilities for ST at district head quarters.
- Location of school buildings, balwadis in tribal villages.
- Utilisation of National Rural Employment Programme (NREP), Rural Labour Employment Guarantee Programme (RLEGP) resources to provide educational facilities for ST.
- Content and value orientation of the deprived class particularly in respect of ST. Preparation of primers for classes I and II in respect of tribal languages having more than one lakh speakers should be completed by the end of VII plan.
- Measures will be further strengthened to ensure that incentives in the form of scholarships, uniforms, books and stationery etc. reach the clientele groups

- A single nodal agency for co-ordination of all programmes leading to development of ST may be developed at the Central and State levels.

Inspite of this, the proportion of enrolment of ST children continued to be much less than their population proportion. In case of primary education, the enrolment ratios were found comparable to the general enrolment. This might be due to higher proportion of over-age children amongst these categories. The drop-out rate continued to be very high, which could be obvious from the data of 1987-88.

<table>
<thead>
<tr>
<th>DROP-OUT RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes (I - V)</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>65</td>
</tr>
</tbody>
</table>

National Policy on Education (NPE), 1986 was unambiguous about removal of disparities and attainment of equalization of educational opportunities for STs, specially for girls. Despite the policy pronouncements in 1986, the implementation of the various schemes had not commensurated with the goals set up for each scheme.

1.4 TRIBAL EDUCATION AND NATIONAL POLICY ON EDUCATION MODIFIED IN 1992

A number of centrally sponsored schemes were continued in the 8th Five Year Plan (1992-97) for STs. They covered (i) Post-metric scholarships, (ii) Grant-in aid to voluntary organisations (iii) Pre-metric scholarships for children of those engaged in scavenging occupations, (iv) Book banks, (v) Boys' and Girls' Hostels, (vi) Coaching and allied schemes (vii) Educational complex in low literacy tribal pockets for development of women's literacy.
Taking into account the experience gained in the implementation of NPE, 1986 and Programme of Action (POA), 1986, the following strategies were proposed in POA, 1992:

1. Every Scheduled Tribe habitation will be provided with a primary school or other suitable institution before the end of 8th Five Year Plan in order to ensure universal enrolment and participation.

2. In tribal areas, educational plan will be implemented in an integrated manner. The integrated educational complex will be responsible for total education within its area serving all children in the age group 6-14 and adults in the age group 15 and above.

3. It will be the responsibility of the teachers to organise drives at the beginning of every academic session to enrol all school-age children specially girls belonging to STs and others. For this purpose active assistance of voluntary agencies and local communities shall be taken. Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.

4. Adequate incentives will be provided for the children of ST in the form of scholarships, uniforms, text books, stationery and mid-day meals.

5. All schools, Non Formal Education Centres and pre-school centres in ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for Operation Black Board and for achieving Minimum Levels of Learning (MLL).

6. Operation Blackboard shall cover within a period of two years, all schools in tribal areas.

7. The indigent families among ST will be given incentives to send their children, particularly girls, to schools.

8. Children from tribal communities will be taught through the mother tongue in the earlier stages in primary school. Teaching/learning material in the tribal languages will be prepared providing for a transition to the regional language by class III.
9. Standard teaching/learning material will be re-written to make them intelligible to ST children especially in areas where the standard language and the learners’ dialect are different.

10. It will be ensured that MLL already set-up for primary schools will be achieved. Effective methodologies for measurement of MLL will be implemented.

11. Books of proven quality including classics from Indian and foreign languages will be abridged, adopted, translated, reproduced and be made available at subsidised rates to the children and neo-literates in ST communities.

12. Implementation of reservation policy will be notified at all levels and failure to adhere to the same will be made punishable.

13. Reservation in recruitment of teachers from ST communities will be ensured in all educational institutions.

14. Where teachers are not available in schools located in ST localities, crash programmes for giving suitable training to eligible persons from STs will be started. The eligible amongst them will be appointed as teachers in the schools.

15. Specified teacher training institutions such as District Institutes for Educational Training (DIET) will be identified for training of ST teachers on a large scale.

16. Education in tribal areas should be linked with out door activities.

17. There is a need to incorporate among teachers and students about the richness of the culture of ST and their contribution to culture and economy.

18. Monitoring of education in ST areas will be entrusted to the local committee with adequate representation of ST members, specially women.
19. There is a need for systematic utilisation of the findings of the reports for taking corrective action.

20. At state level and national level, joint monitoring system should be evolved.

The data about elementary education pertaining to SC and ST collected from Census of India, 1991 and Eighth Five Year Plan (1992-97) have been presented as Tables A - 1 to A - 6 in Appendix A.

1.5 HISTORICAL BACKGROUND OF TRIBAL PEOPLE IN GUJARAT

Typical tribal groups cluster along the equator belt between 10 degree North and 10 degree South. The main groups of the above area are:

(i) Amazon Indians
(ii) Congo-basin Pygmies
(iii) Dayaks of Bronco
(iv) Samangs of Malaysia
(v) Veddas of Srilanka
(vi) Kubus of Sumatra
(vii) Head-hunters of New Guinea

There are tribal groups in different clusters in many other countries. In each country, they have a different cultural identity and within this, there are a large number of sub-cultures slightly varying and some way separately identifiable.

The main centres of tribal population in India are hills of north-east, the belt that passes over Central India covering the states of Andhra Pradesh, Orissa, West Bengal, Madhya Pradesh, Bihar, Rajasthan, Gujarat, Maharashtra, which account for more than 85% tribals. The tribal population of Indian Union was reported a 51.07 million in 1981 and by 1991 it has reached to 67.76 million.

Central zone of the tribes, lies between 20 degree to 25 degree North latitudes and 73 degree to 95 degree East longitudes. Andhra Pradesh, Southern Rajasthan, Southern Uttar Pradesh, Gujarat, Bihar, Madhya Pradesh and Orissa have the most of tribal habitations. There are number of tribes habitating in the above areas. "Each tribe has typical problems of its own due to its own socio-economic situation, its environment, its historical experience and extent of political
articulation.” 17 On account of these factors, ethnically, as well as culturally, the tribes remain at different stages of socio-psychological orientation and politico-economic development. One of the most predominant tribes are Bhils found in the central region.

They are mainly scattered from south Rajasthan to north Maharashtra along the regions of eastern Gujarat and western MP. Because of their contacts with various kinds of people, the Bhils of the above regions have developed some visual similarity in respect of their cultural traits.

There are some areas where the impact of female education is conspicuously marked. A great disparity also in the attainment of education in various pockets of Bhils is marked. This holds true even for the inhabitants of the same state and at times inhabitants of the same district. Disparities are also seen in the standard male and female literacy. They are basically settled agriculturists. A good number of them is now engaged in service, business and also works as agricultural labourers. Due to their long association with Hindu Castes (specially the Rajputs), a lot of Brahminic rites and rituals have infiltrated into Bhil culture. Childhood among the Bhil is very pleasant upto eight years; they simply play, eat and sleep. From early age, they learn to recognise their lineal and greet a guest. At the age of about 10 years, they usually go out with a food packet to assist in grazing their domestic cattle. Their group consciousness is developed in this phase. They eat, play and collectively sing folk songs. In some localities where the educated ones have been benefitted, the people carry an impression that formal education is good. Inspite of the fact that most of the Bhil villages have schools, the literacy rate has not increased much. There are some handicaps which need to be tackled to improve the process of education. The draw-backs can be seen at three fronts, namely, of the recipient group, of change agents and the nature of education itself. The people remain to be convinced of the utility of such education. To attract children, some Bhil-oriented activities need to be introduced at the school level. Motivation of woman is a
great pre-requisite to educational development. In Bhil society, the woman looks after most of the work, both in and outside the house hold. They would have a great say in sparing the children for schooling. Single-teacher schools and that too, represented by a non-tribal teacher from far place, does not serve the purpose. Local teachers should be preferred. Parent-teacher relationship needs development. Teachers, in interior villages should be given some extra incentive so that they can remain dedicated to the cause of educational development. Other agencies should promote education. All extension agents should be active in school enrolment drive as also in sustaining the interests of the parents and children in education.

1.6 POCKETS OF TRIBAL AREA IN GUJARAT

Gujarat accounts for 9.39% of tribal population in the country. The total population of Gujarat State according to 1991 Census is about 340.86 lakhs of which the tribal population is 48.49 lakhs which works out to about 14.23% of the total population of the state. They mostly live in the areas along the eastern border of the state which are amongst the most backward. Most of these areas are characterised by hilly terrain, rocky soil, uncertain rainfall and presence of forest over large area. They are mostly spread over 8 districts, that is, (1) Banaskantha (2) Sabarkantha (3) Panchmahals (4) Vadodara (5) Bharuch (6) Surat (7) Valsad and (8) Dangs. For the purpose of working out a strategy of development of 32 talukas, 19 pockets and 2 clusters of tribal concentration have been grouped into 9 project areas covering an area of 28,194 sq.kms. out of the total area of 1,95,984 sq.kms. of the state (14.39%). The tribal population of sub-plan area constitutes 80.72% of the total tribal population of the state. Agricultural land, forest and minerals are the main natural resources of the tribal regions. The area under cultivation forms about 54% of the total land. Per capita availability of cultivable land works out to about 0.28 hectares as against the state average of 0.39 hectares. The comparatively steep gradient of the land and the generally poor and rocky soil account for inferior crop economy and poor yields.
The literacy rate among tribals which was 11.69% during 1961 and 14.12% during 1971 rose to 21.14% in 1981 as compared to 43.70% general literacy rate in the state. Much remains to be done.

"The main tribal communities are Bhil, Dubla, Dhodia, Chaudhary, Dhanak, Kokna, Varli, Rathwa, Gamit, Patelia, Naikas etc. The level of economic development of the tribals is, however, considerably lower than average of the rest of the people in the state". 18

The Bhils (18.5 lakhs) are the largest group and constitute about 39% of the tribal population in the State. Literacy rate among them is 11.7. Table 1.3 present data about literacy rate of different tribal communities of Gujarat State.
TABLE 1.3
LITERACY RATE PER TRIBAL COMMUNITY OF GUJARAT

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the tribal community</th>
<th>Location</th>
<th>Estimated population in lakhs</th>
<th>Literacy rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Bhils</td>
<td>Panchmahals, Dangs, Saurashtra, Vadodara, Bharuch, Banaskantha</td>
<td>18.50</td>
<td>11.7</td>
</tr>
<tr>
<td>02</td>
<td>Dublas</td>
<td>Surat, Valsad, Bharuch</td>
<td>4.99</td>
<td>13.0</td>
</tr>
<tr>
<td>03</td>
<td>Dhodias</td>
<td>Valsad, Surat</td>
<td>4.67</td>
<td>35.0</td>
</tr>
<tr>
<td>04</td>
<td>Chaudharies</td>
<td>Surat, Valsad, Bharuch, Dangs</td>
<td>2.44</td>
<td>30.0</td>
</tr>
<tr>
<td>05</td>
<td>Dhanakas</td>
<td>Bharuch, Surat, Vadodara</td>
<td>1.80</td>
<td>20.0</td>
</tr>
<tr>
<td>06</td>
<td>Kokhas</td>
<td>Valsad, Dangs, Surat</td>
<td>2.36</td>
<td>—</td>
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<tr>
<td>07</td>
<td>Varlis</td>
<td>Valsad, Dangs, Surat</td>
<td>1.64</td>
<td>5.0</td>
</tr>
<tr>
<td>08</td>
<td>Rathwas</td>
<td>Panchmahals, Vadodara</td>
<td>2.51</td>
<td>—</td>
</tr>
<tr>
<td>09</td>
<td>Gamit</td>
<td>Surat</td>
<td>3.60</td>
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<td>Patelias</td>
<td>Panchmahals</td>
<td>0.65</td>
<td>—</td>
</tr>
<tr>
<td>11</td>
<td>Naikdas</td>
<td>Valsad, Panchmahals</td>
<td>3.05</td>
<td>—</td>
</tr>
<tr>
<td>12</td>
<td>Pardhis</td>
<td>Kutch</td>
<td>0.04</td>
<td>—</td>
</tr>
</tbody>
</table>

— Data not available.

1.7 PREVAILING SCENARIO OF TRIBAL EDUCATION IN GUJARAT

Although the enrolment in Gujarat is very near the target for 1995, there is sizable drop-out especially among girls and among Scheduled Tribes and other back-ward classes. The reasons for the drop-outs are partly social, partly economic and to an extent due to inadequate educational standards particularly in schools in remote villages.
In order to reduce the drop-outs, the Gujarat Government has taken the following measures:

1. **Mid-day Meal Programme**: The State Government has introduced the Mid-day Meal Programme since February, 1992. Every year about Rs.95 to Rs.97 crores are spent on the Mid-day Meal Programme and this has resulted in sizable improvement in the attendance.

2. **Free distribution of school textbooks to ST, SC and other backward classes**

3. **Uniform for ST boys and girls**

4. **Financial assistance to talented girl students in primary schools**

5. **Special scholarships for girls from low literacy areas and communities having low literacy**

In spite of this, the scenario in tribal areas is not very bright. It needs more study and attention. Earlier, education was mostly confined among the upper castes and classes of Indian Society. In 1931, only 1.90% of the “exterior castes” and 0.8% of the “Primitive Tribes” were literates compared to 8% of the total population. The Kaka Kalelkar Commission (1953), which examined the problems of other backward classes (OBCs) found the following factors responsible for educational backwardness in India. It is very much true in context of the respective tribes.

1. **Traditional apathy for education on account of social and environmental conditions or occupational handicaps**

2. **Poverty and lack of means of a large number of communities to educate their children**

3. **Lack of educational institutions in the rural areas**

4. **Living in inaccessible areas and lack of proper communications**

5. **Unemployment among the educated, acting as a damper on the desire of some of the communities to educate their children**
Defective educational system which does not train students for appropriate occupations and professions

Though Kalelkar Commission brought out above factors responsible for educational backwardness in India, as early as 1953, they are equally applicable to prevalent scenario of tribal education of Gujarat even in 90s. In Gujarat, there are many rich but noble philanthropic dignitaries who can generously contribute for uplift of the tribal people, particularly the education of the tribal children. Either the central or state government alone or both will not be able to win the whole battle of tribal illiteracy. It requires devotion and determination which is lacking in both types of governments for one or the other reason.

In this chapter, the present investigator has, thus, tried to give the historical background pertaining to the efforts made for the uplift in “Education” of the tribal people of India, in general and that of Gujarat, in particular. It can be concluded that the central government of India has been trying its best for erasing out the illiteracy of the tribal children from the very day of independence. However, there are certain socio-economic factors that hamper the spread of education among tribal people. To repeat, there is neither firm determination nor genuine devotion.
REFERENCES


3. Ibid., : p.500.


5. Ibid., : p.584.


<table>
<thead>
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