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**Tribal Education in Gujarat: An Evaluation of  
Educational Incentive Schemes**

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## Abstract

This paper provides a comprehensive review of the working of various incentive schemes and assesses their utility coverage and quality of benefits received by the tribal children, besides an analysis of secondary data on tribal education in the state. A survey of 885 tribal households was done in 40 villages of four tribal districts of the state. The following are the major findings:

Literacy among tribals is low in all districts. Female literacy is abysmally low. Three out of four tribal females are illiterate. Very small proportion of tribal habitations have upper primary and secondary schools and quality of education measured in terms of per school number of teachers, classrooms and other basic facilities such as drinking water, toilet etc. is quite poor in tribal areas. Non-enrolment and dropout rates are also high among tribals and poverty as well as low quality of education are the important factors for more children to be out of schools.

An evaluation of incentive scheme reveals that education is free for almost all tribal children. Though about 95 per cent of children received free books only 56 per cent school going children received cash scholarship and three-fourth of them received less than Rs. 100. This paltry sum is quite inadequate and also received late. It hardly helps in increasing school enrolment and retention rates. While fifty per cent of children reported receipt of school uniform only half of them received two pairs of uniforms, and five per cent received it in time. The study also found that the benefits of most of these schemes hardly reached to the poorest of the poor among tribals such as the landless and agricultural labourers.

Since *Ashram* schools and hostel schemes have benefited only a small proportion of tribal children, their relevance needs rethinking both from administrative and economic point of views. The study finally suggests revamping of several schemes. It needs proper planning and identification of the most deserving candidates and improving and strengthening of existing schools in tribal areas by providing adequate facilities and infrastructure. In short, tribal areas need more and better schools.

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The responsibility of interpreting the data and any other shortcomings, however, rest with me.

# **Tribal Education in Gujarat: An Evaluation of Educational Incentive Schemes**

**B. L. Kumar**

## **1. Introduction**

Education is important for social and economic development of any community, more so for tribals who are economically poor and educationally backward. As per the 1991 census, around 36.5 per cent of the tribal population in the state was literate as against the general literacy rate of 61.3 per cent. Nevertheless, literacy rate of Scheduled Castes was almost on par with the general population with 61.1 per cent. Moreover, literacy among tribal females is depressingly low; three out of four tribal females are still illiterate even after 50 years of planning and development. Looking at the district-wise distribution, the literacy among tribals (both male and female) was lower than that of the general population in almost all districts. Female literacy was extremely low in the districts of Banaskantha, Kachchh, Panchmahals and Vadodara, (for details see Annexure 1).

Furthermore the spread of education has not been uniform among tribal communities. There are large inter-tribe group disparities in the educational attainments. For example, among different tribal groups, while Chaudhary and Dodia are the most educated, Koli and Halpati are the least educated (GOG, 1995). Quality of education is also poor among tribals. According to 1981 census, about 60 per cent of the tribals have been declared as educated, though most have received education up to primary level only. Less than one per cent of the educated tribals are graduates or above. The non-enrolment and dropout rates are also high among tribal children of Gujarat (NCERT, 1998; Shariff and Sudarshan, 1996). This shows that all is not well with the system of education that is being followed for the tribals. It also points to the fact that a great deal still remains to be done if the tribals are to be brought at par with the rest of the population.

The Government of Gujarat is providing sustained support and protection to improve literacy and education among tribals in the state. From the Fifth Five Year Plan (1974-79) onwards, the state government has been implementing a special programme called Tribal Area Sub-Plan (TASP). Under the TASP programme, the

state government has laid special emphasis on the provision of free and universal education for all children up to the age of 14 years, by starting primary schools in the remote villages.

In addition to that several educational incentive schemes have been designed and are in operation in the state for the educational development of tribals. These schemes are being implemented by way of granting scholarships, free-ships, supply of free books and school uniforms. A host of other incentives are also provided such as special assistance, stipends, reservation in seats etc. under the TASP. Financial assistance to a large number of *ashram* schools and hostels also merit special attention in the area of educational development of tribals in the state. According to development plan of TASP for the year 1997-98 about 350 development schemes were being formulated and implemented through different departments under TASP of which more than 60 schemes were for educational development only. Annexure 2 presents a list of the incentive schemes and scheme-wise annual plan outlay for the year 1997-98 (GOG, 1997). These schemes aimed at spread of education in general and of promoting higher levels of general as well as technical education. Major thrust of these efforts has been to increase access to schools and improvement in the quality of education of tribals in the state.

The TASP document further shows that during the Eighth Five Year Plan, (1992-97) a total of Rs. 14,000 lakhs was provided for the tribal welfare programmes of which Rs. 8,825 lakhs (or 63 per cent of total outlay) was for education. In Ninth Plan (1997-2002) the total plan outlay for tribal welfare has been raised to Rs. 35,000 lakhs, and for education it has been raised to the tune of Rs. 25,255 lakhs (or 72 per cent of the total outlay). Thus, both in relative as well as absolute terms there has been large increase in plan outlay for education of tribals in the state.

These efforts and elaborate arrangements give us an impression of the state's concern for the educational development of tribals in the state. In such a context, it is essential and imperative to examine the actual implementation of various educational incentive schemes and to know whether benefits of various schemes introduced by the state government have reached the tribals or not.

## **2. Objectives of the Study**

With this perspective, this study envisaged to review all tribal education programmes including schools run by the state department of education, *ashram* schools, and other facilities such as hostels, scholarships to tribal students, free supply of books, school uniforms and other micro level schemes meant to benefit individual tribal children.

The objectives of the study are to:

1. examine schooling facilities available for the development and promotion of tribal education and also to see whether these are adequate to meet the need;
2. study the working of the *ashram* schools and identify the differences between them and regular schools;
3. review the implementation of various educational incentive schemes;
4. understand the extent and utilization of these schemes by tribal children; and,
5. suggest some policy options to improve the working and effectiveness of incentive schemes so that tribal children can continue their studies uninterrupted.

## **3. Survey Design and Methodology**

This study presents the results of the survey conducted in four tribal talukas namely Dohad, Kaprada, Rajpipla and Palanpur belonging to the tribal dominated districts of Dohad, Valsad, Narmada and Banaskantha respectively. The Commissionerate of Tribal Development, Government of Gujarat, commissioned this study and the survey was conducted between August to December of the year 2000.

Multi-stage random sampling method has been used for the selection of samples. First of all, all the villages in each taluka were arranged in an ascending order of their population size and were divided into ten equal groups. Following a random start, one village was selected from each group. Thus, in each taluka, ten villages of different population size were selected.

In the second stage, a short schedule was canvassed to every household in the selected village, adopting a census method. The information elicited from each household pertained to their socio-economic characteristics and enrolment status of children aged 6-14 years. It helped us to build a sample frame to proceed to the third stage.

In the third stage, all households were first divided into tribal and non-tribal and 25 tribal households were selected randomly from those who had at least one child of school going age i.e. 6-14 years. In the villages where less than 25 tribal households were reported with at least one school going age child, all households were interviewed. Thus, a detailed schedule was canvassed and information was collected from 885 sample households, on the extent of and utilization of different educational incentive schemes meant for tribal children, besides their demographic details.

The enquiry was also extended to the visits to 65 schools working in the sample villages and some randomly selected *ashram* schools and hostels. Information on schooling facilities available in these institutions was gathered along with students' socio-economic background and their perceptions about the quality of education in these institutions.

In addition to the above, meetings were held with the project functionaries at the state, district and lower levels to improve our understanding of the implementation of different educational development schemes for tribal children.

The house listing, household and school/hostel schedules were used to collect various data required for the study.

#### **4. Educational Incentive Schemes**

As stated earlier, a large number of educational incentive schemes are in operation for the promotion of tribal education in Gujarat state. From the administrative point of view these schemes can be divided into two groups: (1) General education schemes; and (2) Welfare schemes. While the former are implemented by the state education department and are basically meant for improving various schooling facilities at the primary, secondary and higher levels. The latter are implemented through the Social Welfare and Tribal Development Department (SW&TDD). Under

the general education schemes, provisions are made for additional teachers, for additional enrolment, construction of additional classrooms and supply of necessary teaching materials to the school such as blackboards, maps, charts, equipment etc. Implementation of mid-day-meal scheme and provision of free textbooks, school uniforms and annual scholarships to tribal children are other schemes aiming to improve enrolment and retention of children in the schools. Whereas under welfare schemes scholarships and other financial support is given to the tribal children who are studying and staying in various educational institutions such as *ashram* schools, hostels etc., yet the benefits of the welfare schemes are mostly routed through the educational institutions working in tribal areas. The types of educational institutions found working in the tribal areas of Gujarat and the rates of scholarship and other financial support provided to the tribal children are examined here.

#### **4.1 Educational Institutions**

Basically two types of educational institutions exist for the promotion of tribal education in Gujarat state. One is schools and the other is hostels. The schools are of three types; (1) day schools, (2) *ashram* schools and (3) *Adarsh Niwasi Shalas*. Day schools form part of the general education system common for all, while *ashram* schools are managed by the voluntary organizations but financially supported by the SW&TDD. *Adarsh Niwasi Shala* is a special scheme for talented tribal children and is directly supported by the Social Welfare Department. The hostel facilities available for tribal children in Gujarat state are mainly of two kinds: (1) Government hostels and (2) Grant-in-aid hostels. The former are fully supported by the state Social Welfare Department on the cost-to-cost basis, and the latter are run by the voluntary agencies. SW&TDD provides annual grants to both these hostels. The government hostels provide boarding and lodging facilities to post SSC and college students, while grant-in-aid hostels are meant for SSC students. There are separate hostels for boys and girls. In a few government hostels only lodging facility is provided. These are called Dry Hostels. In these hostels students are allowed to stay in hostel building but for food and other things they have to make their own arrangements. These hostels are meant mainly for male college students. The type of educational institutions and their monitoring mechanism are shown in Table 1. Thus, there are three types of officials who look after the implementation of various incentive schemes at the level of ITDP area. The District Education Officer is in-charge of implementing general education schemes for primary schools. The Joint Director, Secondary Education, monitors schemes related to secondary and higher level. The *Ashram* School Officer is responsible for *ashram* schools and

implementation of school scholarships and the District Vigilance Officer looks after grants to hostels. However, the *Adarsh Niwasi Shalas* are looked after directly by the Social Welfare Department of the state Government.

#### **4.2 Rates of Scholarship/Stipend for Tribal Children**

Various types of scholarships and stipends are offered to the tribal children. However, the rates of scholarship/stipend are linked to the level of education. It is clear from Table 2 that almost every tribal child studying up to tenth standard is eligible to receive scholarship. However, at the SSC level, children of below poverty line families receive a higher rate of scholarship. This is meant to meet the opportunity cost of the labour of the child, which he/she forgoes while attending school. The children studying and staying in *ashram* schools and grant-in-aid hostels are paid Rs. 350/- per month per child for at least ten months, in a year. However, this amount is paid to the voluntary organizations that run these institutions. Tribal children staying there are provided free education and boarding/lodging facilities, hostels managed and run by the government are fully supported by the SW&TDD, on the cost-to-cost basis. The children living in dry hostels and pursuing their studies are also getting a fair amount of support. ITI students are given Rs. 200 a month as stipend.

It could also be seen from Table 2 that the tribal children pursuing post-SSC education are getting a larger financial support compared to the children studying in primary schools. This is quite inadequate compared to the private expenditure on elementary education of Rs. 342 per student per year for rural areas of Gujarat (NCAER, 1994). The stipend paid to ITI student is small for encouraging technical education among tribal children.

### **5. Schools, Teachers and Other Facilities**

#### **5.1 Schools**

Table 3 shows that in 40 villages where survey was conducted, there were 65 schools. It included 22 primary schools up to fourth standard, 35 upper primary schools (I-VII standards), four secondary schools and four *ashram* schools. Thus, on an average, there were 1.62 schools per village. The number of schools per village was higher in Dohad and Kaprada talukas, which had high concentration of

tribal population living in scattered habitations. The other two talukas namely, Rajpipla and Palanpur are situated largely on plain areas. The distribution of villages by number of schools indicates that 35 per cent of villages have more than one school and the number of schools in the village increases with population size of the village. However, the number of secondary schools seems to be much lower in these areas. There was only one secondary school for every 14 primary schools, whereas at the state level this ratio was 1:6. The data by district on schools showed that the number of primary schools per secondary school was much lower in non-tribal districts compared to tribal districts (GOG, 2003). It was also observed that many large size villages with population more than 3,000 did not have secondary schools. Following was the situation regarding teachers, classrooms and other facilities in primary schools visited by us.

## **5.2 Teachers**

It is encouraging to note that in the recent past more schools have been opened in the tribal areas and efforts are on to equip all schools with at least two teachers (GOG, 2000). However, in most remote areas, still several schools are operating with one teacher only. Such schools remain closed when teacher is absent or has to proceed on leave. Out of 22 primary schools (I-IV), two schools were found to be of one-teacher school and incidentally both these schools were found closed on the day of our visit.

Moreover, wherever two teachers were posted, only one teacher was found available on the day of our visit. The fellow teacher told us that no arrangement is being made by the department to fill the leave vacancy of teachers. Under such circumstances one teacher attends to all the classes. For practical purpose all students are put together in such schools and obviously, teacher is unable to devote enough attention to all the classes.

The situation in upper primary schools with I-VII standards was relatively better compared to primary schools as far as number of teachers per school was concerned. Table 4 shows that average number of teachers per school in the study area was 2.0 for primary school (I-IV) and 5.66 for upper primary. Thus, almost every teacher in primary school teaches to more than one class at a time. In order to find out the regularity of the schoolteachers in attending schools, we compared the number of teachers present on the day of our visit to school against their sanctioned posts. Interestingly, at any day, about 20.0 per cent of teachers were

found absent and the rate of absence was higher in primary schools located in more remote and interior areas. It was also observed that teachers' absenteeism was found to be quite low in villages, located on *pucca* roads and well linked with the transport facilities for easy commutation.

The development of roads and transport facilities has certainly improved the linkages between rural and urban areas. However, it had adversely affected the tendency of teachers to stay in the village. Now it is easy for the teachers to stay in urban areas and commute. According to Table 4 it is clear that 7 out of every 10 teachers were not staying in the village of their posting but commuting from the nearby village or town. Many teachers including the principal teacher were reported to be commuting and the percentage of teachers commuting was found to be much higher in Dohad and Palanpur talukas. Teachers were not staying in the village even where residential quarters were provided for them to live.

The right type of qualification, experience and training of teachers is important for improving the quality of education in tribal areas. Whether teachers available for tribal areas are suitable to teach in such areas? Most of the teachers, as we have just observed do not stay in the villages; they also come from non-tribal areas. It could be seen from the table that only 44.2 per cent of teachers serving in the tribal dominated areas were from tribal communities. The percentage of female tribal teachers was even lower. Most of the non-tribal teachers were not familiar with the life and culture of the tribals. Therefore, it hardly helped them in appreciating the tribal way of life and take keen interest in their educational upliftment.

More recently, two experiments have been initiated in the state to achieve the objective of universalization of primary education in record time. One is of appointing Vidya Sahays, i.e.; teachers employed on contractual basis at salaries lower than those of regular teachers. Though they are trained teachers but they lack experience and majority of them are from non-tribal areas and are not from the tribal community. Second, is an innovative experiment of Alternative schools (initiated in DPEP districts). Under this scheme poorly qualified local youths are appointed as teachers on incentive basis to start schools in smaller habitations where no schools previously existed. Both these schemes are, no doubt, cost effective. Though, it is important to understand the experience of these programmes particularly in tribal areas, yet assessment of these programmes is possible only later since they have been introduced very recently. However, the

poor qualification of the para-teachers and a minimal training given to them could limit their competence in teaching tribal children.

Also these teachers lack adequate pedagogic skills to effectively teach subjects such as language, maths and science particularly in tribal areas. There have been repeated recommendations in education policy documents (GOI, 1962; 1986) that tribals be taught at least for the first two years in their mother tongue and tribal youths be recruited as teachers. But still majority of teachers in primary schools are from non-tribal communities and their pedagogic skills are rarely improved through special training in handling multi-class schools.

The importance of teaching in local tribal dialects is all the more great for tribals of Gujarat who live in border areas of neighbouring states. The mother tongue of majority of tribals living in these areas is very much different from the language spoken in that region. It has a great influence of neighbouring states. Hence, even a tribal teacher of the same region may find it difficult to teach. The simple solution could be to prepare the teaching and learning materials in local language by using pedagogic resources that exist in the tribal culture. It will help in making the classroom environment less alien for tribal children.

### **5.3 Classrooms**

In tribal areas improving access to school is one aspect but whether the space and the facilities available to the teacher and the taught are adequate to make both teaching and learning a happy and enjoyable event, is another important aspect. Thus Table 4 shows that, on an average, a primary school (I-IV) has 1.77 rooms and an upper primary school (I-VII) has 4.37 rooms. However, the distribution of schools by number of rooms suggests that 5 out of 22 former schools are operating in one room. Similarly about 60 per cent of upper primary schools have facilities of four rooms or less. During our visit to the schools, we found that in several schools classes were held either in the veranda or in the open space. Although majority of school building were *pucca*, several rooms were found with broken windows and doors and floor damaged. Many teachers told us that the repair work is hardly done on request. Even the newly constructed school buildings were of poor quality.

#### **5.4 Other Facilities**

It was also enquired to see whether the school had other facilities such as library, electricity, drinking water, toilet etc. As could be seen from the Table 4, 50 to 80 per cent of the schools had drinking water facility. They have mostly hand pumps for drinking water purpose. However, the toilet facilities were found to be quite inadequate. Only 10 per cent schools in Rajpipla and 20 to 25 per cent schools in Kaparada and Dohad had toilet facilities. Separate toilets for girls were found only in very few schools. The schools of Palanpur taluka were found better placed so far as basic minimum facilities such as library, electricity, drinking water and toilets were concerned. The furniture, maps, charts etc. were found to be quite inadequate in several schools.

To sum up, the conditions of most of the primary schools are deplorable. Although enrolment is high in primary schools, the attendance is low. Most of these schools lack basic inputs such as adequate number of teachers, classrooms, supply of teaching and learning materials and other facilities such as drinking water, toilet etc. Our discussions with teachers revealed that schools located in remote areas were hardly visited by inspector of schools. Moreover, there seems to be a complete lack of concern for schooling among the people. Village headman seldom visits the school. The inspector of schools neither visits the school nor meets the village leaders to find about the problems of the school. There is hardly any effective control and vigilance of Village Panchayats on the functioning of the schools. This is particularly true for remote villages. On the whole, schools and schooling in the tribal areas provide a gloomy picture. Still much more is required for improving the schooling facilities in tribal areas.

#### **6. Ashram Schools: Their Role and Relevance**

Joshi (1980) studied the development of *ashram* schools in a historical perspective and their role in the education of tribals of Surat district. He found that the coverage of the *ashram* schools in the education of tribal children was only marginal. Out of 76,345 tribal children enrolled in different schools in 1951-52, only 702 or less than one per cent of total were enrolled in the *ashram* schools. Despite limited coverage of tribal children, it must, however be admitted that *ashram* schools did a great service to tribal education, in the sense that most of these schools were located in remote areas where there were no day schools during that period. He also noted

that the teachers of the *ashram* schools were more sincere and the quality of education given in these schools was better compared to what was being taught in the day schools. He, further, observed that the dropout rate was lower in *ashram* schools compared to day schools. This was the pre-1953 situation. In 1953, a scheme was implemented in the then Bombay state known as 'Ashram School Scheme, 1953'. It was mainly based on the pattern of *ashram* schools run by Shri Jugatram Dave in Surat district and by Shri Thakkar Bapa in Panchmahals district. In the 1953 Scheme, it was suggested that government would provide 100 per cent grant for school building and salaries of teachers; and 80 per cent for the hostels attached to these schools, rest 20 per cent was to be borne by the voluntary organization to run the hostels. With this arrangement, it was envisaged that the contribution of government money and the organizational excellence of voluntary agencies would yield better results. After 1953, a number of *ashram* schools have been started with government support in different parts of tribal dominated areas of Gujarat. The number of such schools in Gujarat has increased from 135 in 1973 to 506 by March 2000.

Shri Jugatram Dave, one of the members of the Committee of 'Ashram School Scheme, 1953' noted in his autobiography that providing free and compulsory primary education to each and every child was the responsibility of the state government. But way back in 1953, it was not possible for the government to start school in each tribal village, as these villages were mostly backward and unapproachable. Moreover, it was quite difficult at that time to get adequate number of children to run a school in each village. Under such circumstances, it was considered worthwhile to gather children of the dispersed habitations at one place and start a residential school. He suggested that voluntary organisations working in the tribal areas through establishing *ashrams* might be provided grants for running such schools, (Dave, 1975). Thus, *ashram* schools were recommended for the education of tribal children living in sparsely populated habitations. These schools being residential in nature are supposed to cater to the most specific economic and cultural needs of the tribals. For example, the children of the seasonal migrating tribal families can stay and study in these schools and the craft taught in the *ashram* school can be of a real economic value to the children when they finish their school. Moreover, the A like environment also provides a cultural milieu to the tribal children. But are *ashram* schools really catering to the educational needs of the tribal children today? What is the role of these schools in achieving the objective of universalization of elementary education? How different are *ashram* schools from the formal schools in terms of quality of education? And more importantly, what is

the relevance of these schools in present education system when there exists a primary school in almost every village? These are some of the questions, addressed here.

### **6.1 Student Coverage by Ashram Schools**

According to the latest data available as on March 2000, there were 506 *ashram* schools (426 primary and 80 post-basic schools) benefiting 58,671 tribal children in Gujarat state. Thus, the average number of tribal children studying in an *ashram* school worked out to about 116. The limited role *ashram* schools play in promoting tribal education could be seen from Table 5. Children enrolled in primary section of *ashram* schools formed less than five per cent of the total enrolment of Scheduled Tribes children in the state. However, the percentage of children enrolled in post-basic *ashram* schools was 10.16. On the whole, children benefiting from *ashram* school education formed only 5.13 per cent of the total children enrolled in classes I to X.

### **6.2 School Enrolment, Teachers and Other Facilities**

To know more about the working of the *ashram* schools and the quality of education imparted as compared to formal schools, we visited 16 *ashram* schools out of the 44 such schools registered in the study regions. While selecting the *ashram* schools for detailed study, care was taken to include both new as well as old schools. Basic information collected from these schools is presented in Table 6.

Out of 16 *ashram* schools, 13 were running primary section up to seven standards and three were post-basic schools. Total number of tribal children enrolled in 15 schools (for which information was available) was 1,926 giving us an average of 128.4 children per school. The sanctioned seats per school are 120 students and the grant is made available for 120 students only. However, the number of children admitted varied from 98 to 150 or more. As many as 11 out of 15 schools reported more than 120 children on their rolls.

It is nice to note that large numbers of *ashram* schools are over utilizing their capacities by enrolling more than 120 children for which the grant is being given. However, it would be interesting to look at, how the fixed grant and limited facilities such as space (rooms for accommodation, teaching and other facilities) are stretched to meet the needs of additional children.

*Ashram* schools are generally managed by the voluntary organizations but government provides grants to run the hostel facilities attached to these schools. Currently it is given at the rate of Rs. 350 per child per month for ten months in a year, along with hundred percent grant for salaries of teaching and non-teaching staff and some grant for maintenance. This grant is meant to provide food, school uniform, soap, hair oil etc., to the children and also to meet miscellaneous school expenses such as fuel, light bill, etc. Similarly, the sanctioned post of teachers per school is four including the Principal. Four non-teaching staff includes a cook and two helpers and one person known as *Kamati* to help doing agricultural activities on school land. It could be seen from Table 6 that several *ashram* schools had limited space for teaching and living accommodations. Average number of dual purpose rooms (for teaching as well as living) was less than four per school. A few schools do not have even residential quarters for teachers and other staff. In few schools, we found *ashram* schoolteachers commuting from the nearby town. The availability of teachers per school was also inadequate. As many as 5 out of 16 schools had less than four teachers and the percentage of tribal teachers in *ashram* schools was only 55 per cent.

On asking the question to the school principal and managers, as how they manage for the space, food and other facilities for additional children when grant per school is limited to 120 children, many of them were silent. However, some of them tried to explain the phenomenon in two ways. One is that most of the additional children come from the same village where *ashram* school is located, hence, they do not stay in the school. Others reported adjustment in the menu of food served. However, it was learnt from the anonymous sources that the usual practice followed by some organizers was to persuade children to go to their native places on holidays and sometimes on Saturdays and Sundays. Also least care is taken to ask children to return to school in time. This was also validated by our survey to some extent. For example, several schools reported very thin school attendance during our visit. An average attendance on the day of our visit varied from about 40 to 80 per cent in sample *ashram* schools. Moreover, attendance register is hardly properly maintained in these schools.

Providing two school dresses each year to a student is the part of the grant given to these schools, but we hardly found significant number of students with school dresses. The percentage of children wearing proper school uniform was found to be in the range of 30 to 40 per cent on any day of our school visit. Late supply and

improper stitching was the other complaints made by the children. Supply of soap, hair oil and milk were the rare things, told by many children. Although majority of *ashram* schools had electricity, yet many classrooms were poorly illuminated. In many schools there was only one 40-watt bulb for 40x15 feet room where children stay. Fans were missing in almost all the schools.

It was reported that 13 schools had library facilities. The number of books (reported) ranged from 150 to 300, but who uses them and how frequently is not known as no records are being maintained. Similarly, most *ashram* schools are subscribing for daily newspapers. However, the students hardly read them, as there is no such arrangement like newspaper stand, where it is displayed for students. Often teachers and the principal read the paper and for rest of the time, it is found lying on the table of the school principal.

### **6.3 Ashram Schools: How Different?**

*Ashram* schools established during forties and fifties by the Gandhian workers like Shri Jugatram Dave in Surat and Shri Thakkar Bapa in Panchmahals had basic pattern of education. In these schools craft based education was provided. But basic pattern of education was not introduced in other tribal areas of Gujarat (Joshi, 1980). Although agriculture is included as a craft in these schools but it is taught as one of the other subjects only. A tribal child hardly gets a special training in agriculture through these schools for the following reasons:

1. Several *ashram* schools do not have land for cultivation. For example, in Dohad, ITDP area 44 out of 114 *ashram* schools reported to have no land. Similarly in Valsad ITDP area only 60 per cent *ashram* schools had reported land.
2. Whatever little land *ashram* schools are having is getting reduced either due to increasing construction activities in school premises or encroachment by villagers.
3. No scientific knowledge about agriculture is given to tribal children because neither the teachers nor the *kamati* who looks after agriculture in these schools had ever received proper training of modern agricultural practices. The children usually get some preliminary understanding about agriculture from their parents. In fact, parents of the tribal children had more knowledge of new agricultural practices than the *ashram* schoolteachers and *kamatis*.

4. 0Children were found involved in agricultural activities like weeding, irrigating the field, harvesting etc., which even otherwise are known to them, because agriculture is their way of life.
5. Majority of *ashram* schools hardly possesses adequate agricultural implements and financial resources to do scientific cultivation. On most of the school land monsoon crops are grown which had very limited yield. Thus, in majority of cases agriculture is a losing proposition. We did not come across any case, where *ashram* school had earned substantial profit out of agriculture, which can contribute to the income of the school.
6. Moreover, educated tribal children are less interested to go back to village life and pursue agriculture. Desai (1974) observed that tribal society is entering into a second and new phase of change. The change is towards industrialization and urbanization. For educated tribal children there is no question of going back to village and pursue agriculture. His aspirations have changed. Both parents as well as child presently are more interested in non-agricultural jobs.

Thus, agricultural training given to the children in *ashram* schools is only a formality. It has no practical use and relevance with the activities and aspirations of the children. Also, the production realized on the school lands, hardly adds to the income of the school.

So far as the quality of education is concerned, we did not find much difference between the teaching and learning methods of *ashram* schools and the formal schools. The curriculum and the subjects taught in both types of schools are same. The evaluation procedure is also similar. Practically, there is no difference in teaching methods in both types of schools except one that *ashram* schools are residential in nature. Although, we could not carry out detailed performance test of children of two groups, apparently, it appeared on the basis of the interviews of several children that the level of knowledge and understanding was not significantly different of two groups of students. There was also not much difference in the results of both categories of schools.

#### **6.4 Are They Relevant Today?**

What is the relevance of *ashram* schools in today's context, when there are primary schools in almost every village? This question has been asked from time to time (Desai, 1975; Joshi, 1980). According to the '*Ashram* Schools Scheme, 1953', *ashram* schools were supposed to be started in areas where there were no school

facilities. But today more than ninety per cent of the population of the tribal dominated areas of Gujarat has school facility within one-kilometer distance. Under such circumstances, what is the role of the *ashram* schools to cover un-reached tribal children is a moot point. Our survey of *ashram* schools brings out two observations. One is that all the villages where *ashram* schools are located also have primary schools. Second, that majority of *ashram* schools, including Post-Basic schools are located in large or medium size villages. Thus, *ashram* schools play only a limited supplementary role rather than their envisaged role of being a complementary one. It seems there are duplication of efforts in reaching out the tribal children of medium and large villages. On the other hand, the children of very remote areas are still left uncovered by either of the school facility.

Another thing, which attracted our attention, was that the *Ashram* School Officer, who is working independently of the state education department, implements the scheme of *ashram* schools. The grants given to these schools also come from the Social Welfare Department of state Government, hence, there is hardly any coordination between the offices of *Ashram* School Officer and the District Education Officer to prepare and implement district education plan. This leads to the unequal distribution and under utilization of both *ashram* schools as well as the formal schools. Earlier *ashram* schools were under the state education department; hence these schools were a part of general education scheme. Therefore, the inspector of schools visited these schools. Today, the situation is different. The entire *Ashram* School Scheme is planned and implemented by those who are from the administrative cadre. They hardly have any background or training to supervise the educational institutions. Therefore, it is very difficult for them to appraise of the problems of *ashram* schools.

Moreover, the management of the *ashram* schools rests with the voluntary organizations and all voluntary organizations are not equally competent to run the educational institutions. Our survey reveals that the management and the style of work vary from organization to organization. All are not equally sincere to the cause of tribal education. Nor all of them are good managers. Some are committed while others are simply involved in this business to harness economic and political gains. Supervision of *ashram* schools by the district official is weak where political influence is more in the management of these schools. The former do not want to come in confrontation with the latter. Both believe in the policy of compromise and try to avoid confrontation. Efficiency of the institute is the casualty in the process.

## 6.5 Problems of the *Ashram* Schools

There are, mainly, three stakeholders of the *Ashram* School Scheme: (1) voluntary organizations who manage these institutions, (2) teachers and non-teaching staff who run these institutions and (3) tribal children who are the actual beneficiaries of these schools. They reported the following problems during our visit to these schools.

1. Student grant per month of Rs. 350 given to the voluntary organization is inadequate to meet food and other requirements as listed in the guidelines. It includes 15 items. It was suggested by almost all organizations to revise it to Rs. 500 or more. Or the alternative was also suggested of separating grant for food and other items like school dress, soap, hair oil etc. as follows; food Rs. 350, school uniform Rs. 150 and other supplies such as soap, hair oil etc. Rs. 50. Thus, total monthly grant per child could be raised from present Rs. 350 to Rs. 550.
2. The medicine allowance given per child of Rs. 7 per year is quite inadequate. It must be doubled.
3. At present, government provides Rs. 150 as rent to those *ashram* schools, which are running from rented buildings. This is given for the first three years. The amount paid as rent is very inadequate. Two suggestions were made. One the amount of rent may be raised significantly so that a good building can be hired in the rural areas. The other was to continue grant of rent till the school building is constructed with 100 per cent grant as per the plan.
4. The repair and maintenance grant given at present of Rs. 1,000 per annum also needs to be increased sufficiently.
5. Adequate financial support should be provided to the *ashram* schools for teaching materials such as maps, charts, laboratory equipments etc.
6. Library grant should be increased and if possible each *ashram* school be given a television set. It will help the children to know more about the world around them and improve their knowledge.
7. The approved number of teachers per school is four, which includes principal. This is quite inadequate number to run school with seven standards. The post of two more teachers should be sanctioned. Necessary steps may be taken to make the teachers' job more attractive.

8. The teaching staff should be given equal pay and other benefits as received by the teachers of the Panchayat schools. The salary may be paid monthly. Currently school grant is released quarterly and most frequently it reaches late.
9. Both teaching and non-teaching staff should be made eligible for pension. It will help in controlling the high turnover of the teaching staff who shift to Panchayat or other schools as soon as they get a chance. The job in *ashram* school is accepted as a last resort, at present.
10. Since *ashram* schools are residential schools, the teaching and non-teaching staff serve for 24 hours and all days without holidays on Sundays and other holidays. So they should be equally compensated for this. The current '*Grahpati*' and '*Grahmata*' allowances of Rs. 30 per month are inadequate. It should be raised appropriately in relation to their responsibility and time spent on it.
11. Each school should be adequately provided with games and sports materials.
12. Additional funds are needed for the organization of educational and recreational tours.
13. Special grants are required for cultural programmes.

Thus, all suggestions are to increase flow of funds to these institutions but hardly any indications are there, to make these schools better centre of education. Several of the *ashram* school teachers and the managers were of the opinion that a lot more is required to improve the school environment and quality of education in these schools to make tribal children more competitive and bring them on par with the non-tribal children.

Average annual expense per *ashram* school works out to approximately Rs. 8 lakhs consisting of salaries; Rs. 3.60 lakh, student grants Rs. 4.20 lakh and other 0.20 lakh. This is for 120 students. Thus, average expense per child per year works out Rs. 6,667 approximately. This is not a small sum.

Although *ashram* schools are expensive, they are necessary agencies for promoting education among tribals. The major beneficiaries of these schools are the children of those tribal families who use to migrate for a major part of the year. However, despite its much-needed utility, these schools serve presently, only a limited role in the education of tribals because of two reasons. First that the coverage of these schools is small; second the lopsided development and unequal

distribution over the tribal belt limits its benefits to only a small number of migrating families. At present only those households could utilize these schools in whose vicinity they are located. Some policy guidelines are required for the future location of such schools.

## **7. *Adarsh Niwasi School***

As stated earlier, the *Adarsh Niwasi School Scheme* was introduced in 1986. These schools were established for talented students of scheduled tribes. The objective of this scheme was to provide secondary education in standards VIII to X and higher secondary education in science stream for XI and XII standards. These schools are basically residential schools and have all teaching and education facilities comparable to Central schools or Navodaya schools. The scheme envisages admission of 200 children in each school at the rate of 40 students per class from VIII to XII standards. Thus, all facilities in each school are created according to the requirements of 200 students. Each school has a separate school campus with residential quarters for teachers, non-teaching staff and hostel facility.

At present there are 29 such schools (19 for boys and 10 for girls) benefiting about 3,000 children, giving an average of about 103 children per school. This is about half of the capacity created in these schools. Thus, most of these schools are operating sub-optimally. For, these schools, the government is spending around six crores annually. In these schools entire facilities are provided free of cost. This is one of the most expensive education scheme aiming at to provide quality education of science stream to tribal children. We visited two such schools. Since we got some data from one school only, a case study of that school is provided below. Though it is difficult to generalize anything on the basis of the study of one school, however, this case study provides a good illustration to depict the working conditions of this noble institution.

### **7.1 *Adarsh Niwasi School, Dohad***

The school was started in 1986 with the admission of 30 students in class VIII. The school has a large campus, located in an institutional area of Dohad town, about 10 kilometers away from the main town. About one crore rupees were spent by the government on the development of the campus. It has residential quarters for both teaching as well as non-teaching staff, a three storied hostel building to

accommodate about 200 students, a big school building with all facilities including well equipped laboratory to teach science education. At present only 92 students were found enrolled in this school.

## 7.2 Teaching and Non-teaching Staff

There were eight teachers and 16 non-teaching staff on the pay roll of the school. The sanctioned posts of the teachers are ten. Posts of teachers of crucial subjects such as maths and physics were reported to be vacant since 1996. However, all the teachers present in the school were found well qualified. The school also had a fairly good number of supporting staff. Following are the details of the school staff:

Particulars	Qualifications	Nos.
Teaching staff	M.Sc., M.Ed.	One
	M.Sc., B.Ed.	One
	B.Sc., B.Ed.	One
	B.A., B.Ed.	Five
Non-teaching staff	Hostel Warden	One
	Accountant	One
	Clerk	Two
	Cook	One
	Kitchen Helper	Three
	Hamal	Two
	Cleaner	Two
	Watchman	Three
	Peon	One

Earlier the school had one bore-well but for the last two years it is defunct. At present water supply is being made through tankers. The quantity is quite inadequate. The principal told us that the school had a hostel facility to accommodate 200 students but at present there are 92 students staying and studying in the school. The following is the distribution of students by class.

Class	No. of Students
8 <sup>th</sup>	47
9 <sup>th</sup>	23
10 <sup>th</sup>	16
11 <sup>th</sup>	5
12 <sup>th</sup>	1
<b>Total</b>	<b>92</b>

The main objective of *Adarsh Niwasi Shala* as stated earlier was to give education of science stream in standard XI and XII to the Scheduled Castes children. However, a very poor strength of science stream students, only 6 children in higher secondary classes (5 in class XI and only 1 in class XII) indicates towards a colossal under utilization of school capacities. Moreover, despite a high teacher student ratio (1:12) quality of education is very poor. The results of the school show a dramatic decline since 1992-93. Besides poor performance, the school has had a very high rate of dropouts. For detail see Table 7.

The lack of adequate number of science teachers is the explanation given to us for the poor performance and high dropouts. However, it does not seem to be so because almost all teachers are working in the school for more than three years. Another explanation given was of recent change in the admission policy. Earlier admission was centrally done after passing an examination. At present, all those who have secured 50 per cent or more marks at secondary or seventh standards are given admission. Thus, most of the students admitted now are weak, as the quality of education in rural school is generally poor, told by the principal of the school. Some of the above reasons may affect the performance of the school in the long run but one is unable to appraise of current situation when school has all the facilities to provide science education and also at free of cost. A detailed enquiry is required to look into the real reasons for such a pathetic condition of the premier institution. It was surprising to know that not a single soul from the management side is living in the campus, except students. Even the warden is living in Dohad town. The reason given was that there was a dacoity in 1998, which frightened them to vacate the quarters. No proper security arrangements are done thereafter. The need for evaluation is more and urgent because government is spending annually on average, about 30 lakhs or more on this school. It works out to more than thirty thousand rupees per child per year. Such a colossal wastage needs to be stopped as early as possible.

## **8. Hostel Facilities - Government and Grant-in-Aid**

We visited 15 hostels, which included 5 government hostels, 3 dry hostels and 7 grant-in-aid hostels. It was a mix of both boys and girls hostels. The details of these hostels are presented in Table 8. The following are our observations:

### **8.1 Government Hostels**

1. The space created to accommodate students is adequate in almost all government hostels, but the facilities attached to it were inadequate.
2. Half of the toilets were found out of use due to lack of proper maintenance. For years together, no white wash was done.
3. Almost all hostels face drinking water problem. Old systems are defunct or inadequate.
4. The furniture, mattresses, bulbs, fans etc. need replacement.
5. Sanitary and/or food inspector hardly visits to these institutions.
6. Last but not the least, most of the students staying here have opted for arts streams and very few of them are studying science subjects.

### **8.2 Dry Hostels**

Since government hostels have a limited space capacity, dry hostels are started as an alternative for those students who want to pursue their college education. Most of these hostels are either placed in one part of the government hostel or in some rented building. There is no proper supervisory mechanism to look into the activities of the inmates. The students are provided a fix amount of grant per month but for rest of the things they are left on their own to manage. Thus, the entire scheme is run on an ad hoc basic, with no proper supervision and care. Although some departmental person is made in-charge of dry hostel, he/she considers it as an additional work, hence, has little or no interest in its activities.

### **8.3 Grant-in-Aid Hostels**

This scheme was initiated to encourage secondary education among tribal children. Such hostels are permitted to start in those villages, where there is a secondary school. These hostels are managed by voluntary organizations, on the lines of *ashram* schools. Students' grant given to these hostels is also equivalent to what is given for *ashram* schools. Therefore, these hostels have all the limitations and problems that the *ashram* schools have. One of the major problem, which was encountered during our visit was that majority of these hostels are operating in rented buildings. So they lack several basic facilities in adequate quantity, such as

electricity, drinking water and toilets. The supply of adequate number of mattresses etc. is a common problem reported by many. However, the management struggles to provide as many facilities as possible within a limited grant received for these hostels.

Another thing towards which our attention was drawn by the management of grant-in-aid hostels was related to the wide difference that exists in the remuneration of the employees of government hostels and grant-in-aid hostels. The difference is illustrated below:

<b>Category</b>	<b>Government Hostel</b>	<b>Grant-in-aid Hostel</b>
Warden	Rs. 5,500 basic	Rs. 2,100 fixed
Cook	Rs. 2,550 basic	Rs. 1,000 fixed
Watchman	Rs. 2,550 basic	Rs. 750 fixed
Food bill	On cost basis ranging between Rs. 550 to 750	Rs. 350 Child

Thus, there is a significant difference in the remuneration of the employees of the above two facilities. This has led to the frustration and disappointment among the workers of latter, affecting the quality of services. One should think to minimize difference and improve quality of services.

It is clear from the above discussion that *ashram* school and hostel facilities are quite expensive propositions but they are the necessary educational institutions for promoting education among tribals. In view of the poor economic conditions and the migratory nature of most tribal households, such facilities induce tribal parents to educate their children, particularly girls. Moreover, these institutions provide a much needed and suitable educational environment, which is lacking in most tribal households. However, the role of these institutions, presently, is very limited in the total enrolment of tribal children. This needs to be extended and strengthened appropriately. The lopsided development should be curtailed by proper planning in future so that these institutions can play both supplementary and complementary role in the education of tribals. It should be seen that only genuine voluntary organizations are involved in the management of these institutions. Handing over of *ashram* schools back to the state education department need to be seriously considered for effective utilization of such facilities. In 1984, the Harubhai Committee also recommended transfer of *ashram* schools to the Joint Director, Education, as it would help in the preparation and implementation of education plan for the tribal areas more effectively.

## **9. Coverage and Quality of Educational Benefits**

We have earlier discussed financial assistance given to educational institutes working in tribal areas such as public schools, *ashram* schools, hostels etc. Number of children receiving such benefits and the quality of those benefits is discussed below. The survey results provide some insights on issues like coverage and quality of benefits. Before we discuss the survey results, a brief description of socio-economic characteristics of the sample households is given below.

### **9.1 Socio-economic Characteristics of Sample Households**

A total of 885 tribal households were surveyed in four talukas. The total population of the sample households was 5,063 (2,075 Males and 2,358 Females), giving a sex ratio of 872. The average size of family was 5.7. On average 43.5 per cent tribal households reported literate in the sample villages. Further it was learnt that 73 per cent tribal households were educated only up to primary level. Percentages of household heads reported education up to middle and secondary and above level were 17.8 and 9.2 respectively. Tribals with secondary and above education were reported very low in the study area. The household level information also reveals that on average 17.3 percent households out-migrate to earn out their livings. The percentage of households reported out-migration was considerably large in Dohad taluka. The most common parental occupation of tribal children was farming (72.6 percent) followed by agricultural labour (15.6 percent) and non-agricultural occupations (11.8 percent). Similarly, 61.5 percent households had annual income of less than Rs.10000, while 23.8 percent and 14.7 percent respectively had income of Rs.10000 - 15000 and more than Rs.15000.

### **9.2 Enrolment Status of Tribal Children**

A total of 1,925 children (1,101 Boys and 824 Girls) were reported in tribal households. The enrolment status of these children presented in Table 9 suggests that 16.5 and 10.1 percent of children respectively were reported not enrolled and dropped out from the schools: And 73.4 percent reported currently attending schools. The percentage of children currently attending schools varied from 77.2 for boys to 68.3 for girls. A percentage of non-enrolled was reported to be much higher among girls than boys. However, there were little differences between dropout rates between boys and girls.

The distribution of school going children by standards reveals that 81.5 percent were studying in standards 1 to 5 while 17.7 and 0.8 percent in standards 6 to 8 and 9 to 10 respectively. However, the distribution did not vary much for boys and girls (Table 10).

### **9.3 Benefits Received by School Going Children**

**Cash Scholarship:** Primary education is almost free for tribal children (Table 11). This is true for both boys and girls. However, 52 percent school going children reported to have received a cash scholarship and 48 percent reported non-receipt of such scholarships; and there were virtually no difference between boys and girls receiving cash scholarships.

**Type of Scholarship:** In response to the question of types of scholarship it was observed that 95 percent of the children received pre-SSC scholarship and only 4 percent received for post-SSC studies. The percentage distribution for both boys and girls was almost similar.

**Amount of Scholarship:** Tribal children were given different types of cash scholarship ranging from Rs. 75 to Rs. 500 per annum for different type of studies. The information collected showed that about three-fourths of children reported receiving less than Rs. 100, while only 7 percent were given Rs. 200 or more. Percentages of both boys and girls received less than Rs. 100 was also reported to be higher.

**Adequacy and Timeliness of Scholarship:** More than 90 percent of children reported that the amount of scholarship was insufficient; only 7 percent reported that the amount given was sufficient. The distribution shows that a relatively higher percentage of girls expressed their satisfaction compared to boys.

In response to the question regarding timings of the distribution of scholarship, it was noted that only about 8 percent of the children received scholarship during the first term, while 54.5 percent reported receiving in second term and about 35 percent received scholarship very late. Some differences were reported in distribution by sex of the children.

**Supply of Books:** Government supplies books every year to every child free of cost. The information collected from survey households revealed that about 95

percent children were supplied books from the Government department, while only 4 percent reported that they did not receive books. Interestingly, there were no variations reported in either positive or negative responses by sex. A question was also asked to the children whether the books supplied to them were sufficient or not. It was encouraging to note that more than 80 percent of children who received books expressed their satisfaction. Again no considerable variations were reported by sex (Table 11).

Similar to the above observations, more than 80 percent of the children said that they received complete set of books while 13.5 percent of children were recipients of incomplete sets of books.

**School Uniform:** The scheme of supply of school uniform to tribal children is in operation for quite sometime. It is claimed that every tribal child studying in either Government school or *ashram* school is supplied two pairs of school uniform every year. However, in response to the question whether the child received school uniform last year, it was noted that only about half of the children (50.7 percent) received uniform while others reported that they did not. There were virtually no variations among boys and girls in supply of school uniform.

In response to the question on the number of uniforms provided to the children, it was observed that about 50 percent of the children received only one pair of uniform while 47.5 percent received two pairs and nearly 3 percent did not respond to this question. Further, in response to the question on timeliness of receipt of uniform, more than 90 percent of children reported that they received uniform either in second term or very late. Odd size and poor stitching of uniforms was the major complaint made by the beneficiaries.

The above responses indicated that about 50 percent of the tribal children have received benefits of scholarship and school uniform while more than 90 percent received books. Thus, the effort seems to be inadequate so far as coverage of cash scholarship and school uniform was concerned. However, the quality in terms of adequacy and timeliness of the benefits extended to tribal children was also of great concern because the benefits were either insufficient or were not provided in time. Untimely or insufficient supply of books and school uniforms and mismanagement in its supply at school level, were reported as equally important reason for low coverage.

**Beneficiaries of Food Bill and Cycle Scheme:** Tribal students studying in colleges are provided food bill assistance and both boys and girls students of SSC classes (Standard 8 to 10) are provided with bicycles so that they can commute from their homes to schools. However, number of such students both receiving benefits as well as studying in colleges or SSC classes was reported to be very small. Moreover, besides small number of beneficiaries of cycle scheme most of them were also found to be not using the bicycles for going to schools. In fact, some of the girl students were found unable to ride bicycle and in many cases the beneficiaries had a school located in their village itself, so practically there was no need of bicycles for them. Blanket provision of cycles for all the students studying in SSC classes does not serve much purpose unless students with real needs of cycles are properly segmented and provided with the bicycle. On the whole, the cycle scheme seems to have not been properly administered. At the time of our fieldwork we came across with some reports published in the daily newspapers about the inconsistencies in the distribution of bicycles.

#### **9.4 Who benefited from these Schemes?**

An attempt is also made in this evaluation exercise to examine who are the major beneficiaries of important educational incentive schemes offered to school going children. The distribution of survey household by land ownership, major occupation and income groups are provided in Tables 12.

The distribution of household by ownership of land reveals that children of small land holdings received maximum benefit of scholarship and school uniform, whereas children of landless household received least benefit of school uniform. However, the differences do not vary much across size groups of landholding in the extent of benefit of free supply of books.

Table 12 also showed that the children of households of agricultural labour and non-agricultural occupation were the least recipients of benefits of incentive schemes such as scholarship and school uniform. However, the distribution of beneficiaries of free supply of books did not differ much by different occupation groups.

Table 12 also gives distribution of households by income groups. We believe that the income reported by tribal households was underestimated as about 85 percent of tribal households reported annual income of less than Rs. 15,000. However, the

distribution of households by three major groups shown in this table revealed that households with annual income more than Rs. 10,000 were the major beneficiaries of these educational incentive schemes and households with less than Rs. 10,000 received lower benefits. The above pattern was more or less true for scholarships and school uniform. So far as supply of books was concerned there was not much difference.

## **10. Households' Awareness about Incentive Schemes**

Tribal households were asked whether they have the knowledge of educational incentive schemes. In response to this question, about 96 per cent of households replied in positive terms. Majority of them knew that government provides scholarships, books, school uniforms etc. Moreover, about 23 per cent households said that they have been benefited by various tribal development schemes other than educational schemes. Majority of them got loan-cum-grant for house building. Few of them also got benefit of different agricultural development schemes. A few also received financial assistance for purchase of cows or buffaloes. Almost every one reported that education was important for personal and economic development.

The following suggestions were made by the tribal households to improve educational facilities in tribal areas.

1. Each habitation should be provided with at least one primary school and one *anganwadi*.
2. Upgrade lower primary schools to upper primary schools.
3. Increase number of teachers in tribal schools accordingly so that one teacher can teach one class.
4. Hostel facility should be provided wherever high schools are working.
5. Provide *balwadi* or *anganwadi* in each habitation.
6. Number of *Ashram Shalas* and *Adarsh Niwasi Shalas* should be increased.
7. Schools should have adequate number of classrooms and facilities for drinking water, toilets etc.
8. Teachers must be asked to stay in the village.
9. Scholarships, book and uniforms should be supplied in time.

## 11. Summary and Suggestions

Under the Tribal Area Sub-Plan Scheme a large number of educational incentive schemes are being implemented for the promotion of tribal education in Gujarat. This paper attempts to provide a comprehensive review of the implementation of different educational incentive schemes in the state and assess their usefulness, coverage and quality of benefits extended to the tribal children.

The survey was carried out in 40 villages of four talukas, 10 villages in each, selected randomly on the basis of their population size, and an in-depth survey of 885 tribal households was conducted in these villages.

The tribals constitute about 15 percent of the state population and they have high concentration in 8 districts located primarily in eastern border areas of the state. Majority of the tribals are poor and they live in areas those are economically and industrially backward. As reported earlier the tribals are very much the last in education. According to 1991 census around 36.5 percent of tribal population is literate as against the general literacy rate of 61.3 percent and literacy among tribal females is depressingly low; 3 out of 4 tribal females are still illiterate.

Our survey showed a relatively better position of primary schools in predominantly tribal areas of Gujarat compared to all India level, but still very small proportion of habitations have upper primary and secondary schools. The non-enrollment and dropout ratios are also high among tribals of Gujarat. It was encouraging to note that there were on average 1.6 schools per village in our study area. Anyway this was not a bad average for tribal areas and more importantly the number of schools per village were reported to be higher in villages with high concentration of tribal population. However, there was only one secondary school for every fourteen primary schools. Many large size villages with population more than 3,000 were deprived of secondary school facility.

The non-enrolment and dropout rates among tribal children were high. About 12 percent of boys and 20 percent of girls have not been enrolled in the school. Similarly, about 9 percent of both tribal boys and girls discontinued their education without completing the primary schooling. Thus, about 20 percent of boys and 30 percent of girls remained out of school. Enrollment status of tribal children by socio-economic characteristics indicated that children of educated parents had lower rates of non-enrolment and school dropouts.

The major reasons reported for school dropouts among tribal children included failure in the school and lack of school facilities in the habitation particularly for upper primary and higher education. Children's help in domestic work and looking after siblings were other reasons for withdrawal of children from the school. The latter reasons were more important for girls to discontinue their education.

The availability of teachers, classrooms, and other basic facilities in day schools were found to be poor. Number of teachers per primary school was found to be low compared to upper primary schools. Majority of the schools in most remote areas have only one teacher and the opening of the school depends largely on the availability and regularity of the teacher. The other important observation about availability of teacher was that 7 out of every 10 teachers were not staying in the village of their posting, but were commuting from the nearby towns or villages.

Moreover, only 42.4 percent of teachers serving in the tribal areas were from tribal community. Thus, majority of teachers in primary schools were from non-tribal communities and their pedagogic skills are rarely raised through special training in handling multi-class schools. Although, the importance of teaching in local dialects has been emphasized from time to time, but no teaching and learning materials has been prepared in local language. The syllabus and the evaluation procedure remained same for both tribal and non-tribal children. The situation regarding classrooms and other facilities in the tribal schools was also not encouraging.

*Ashram* schools are considered ideal educational institutions for tribals living in remote and scattered areas. But in terms of course content and learning atmosphere these schools are not different from day schools. About 60 per cent of *ashram* schools do not have land to economically support the schools and impart agricultural knowledge to tribal children.

*Ashram* schools are also located in villages having primary schools. Majority of *ashram* schools including post basic schools are located in large and medium size villages only. Thus, their location also provides a very limited access to tribal children.

The administration of *ashram* schools is also independent of the state education department. It creates problem in preparation and implementation of the district education plan. This leads to unequal distribution and under-utilization of both

*Ashram* schools and of formal schools. Moreover, the management of the *ashram* schools rests with the voluntary organizations and all voluntary organizations are not equally competent and sincere to the cause of tribal education. Nor all of them are good in management. The political influence also affects the working of these schools.

Since the Grant- in-Aid hostels are also run by voluntary organizations and on the similar terms and conditions as those of *ashram* schools, they have the same problems. A rough estimate of per student expenses varied from Rs. 6,667 in an *ashram* school to more than Rs. 10,000 in an *Adarsh Niwasi* School.

In response to the question of how many school going children were benefited from direct support for continuing their education, it was observed that primary education is almost free for both boys and girls in tribal schools. More than 90 percent of children attending school were getting books but, only 56 percent received benefits of cash scholarship and around 50 percent got school uniform. Very small number of children studying in SSC classes got the benefit of cycle scheme. Moreover, the scheme of cycle distribution was not implemented properly. The quality of benefits, particularly in case of cash scholarships and school uniforms, deserve serious concern as only about 5 percent of children received school uniforms in the first term of school whereas the rest got in second term or very late. Similarly, more than 90 percent children expressed that the amount given as scholarship was not sufficient and only 8 percent received scholarship in first term of the school.

### **Suggestions**

1. As stated earlier, tribals are very much the last in education; therefore, what is most urgently required is to speed up the efforts to increase literacy rate among tribals and more particularly to increase in the female literacy. At present, tribal literacy is increasing at an annual rate of less than one per cent, therefore, the efforts are required to be trippled to bridge the current literacy gap of 25 percent between tribal and general population.
2. Sincere efforts should be made at least to raise tribal literacy to the current level of general literacy by year 2010.
3. A relatively faster rate of growth in female literacy during last decade is a potential indicator of raising female literacy in future. However, more incentives will help it to speed up female literacy.

4. More concentrated efforts are required to minimize differences in literacy between districts and between tribal groups.
5. Although a significantly larger proportion of rural habitations in Gujarat have primary school facilities still effort should be made to provide at least one primary school up to fourth standard in each tribal habitation and future planning for location of such schools must proceed by a complete mapping of schooling facilities in each tribal block.
6. There should be an upper primary school for every 3 primary schools and one secondary school for every five upper primary schools. The current ratio is 1:14. Wherever the primary schools are not feasible to be started immediately, the alternative schools as suggested in the DPEP scheme should be started with local teachers.
7. The number of secondary schools needs substantial increase well planned on the survey of present facilities and their future needs, because inadequate availability of such facilities make difficult the transition of children from the primary to middle and secondary levels.
8. All types of schools working in tribal areas must be provided with adequate teaching-learning materials, and minimum facilities of library, laboratory, games, and cultural activities.
9. *Ashram* schools are considered ideal educational institutions for tribals, living in remote and scattered areas, however, the present review of the working of these schools reveals that there are more minus points over plus points. There are two options before us. One is to continue these schools with enhanced grants as the present level of grant is inadequate to efficiently run these schools. The same is true for grants-in- aids hostels. The second option is to go for a change in their administration. It needs to be transferred to education department. It will help both in efficient monitoring as well as planning and implementation of district education plan in a more comprehensive manner.
10. Till *ashram* schools are transferred to the education department the grants given to *ashram* schools and grants- in -aid hostels need to be increased from Rs. 350 to Rs. 500 per student per month. The *ashram* schools should be provided more grants for other facilities such as medical aid for students, development of facilities such as library, laboratory, drinking water, toilets etc.
11. Only genuine voluntary organizations must be allowed to run *ashram* schools and grant-in-aid hostels; and opening of the *ashram* schools in future should

be strictly followed by the complete survey of distribution and location of existing schools and hostel facilities in tribal habitations.

12. More hostel facilities are required in upper primary and SSC level schools in remote and scattered tribal areas.
13. *Adarsh Niwasi Shalas* were started with a good intention to promote interest in science education among tribal children; however, our limited observations indicate that these schools are a complete flop, hence, needs a thorough review. Cost per student is much higher and there is a consistent decline in the quality of education in these schools.
14. The administration of direct incentive schemes such as scholarships, supply of school uniform, bicycle, etc., also need revamping. For example reduce the number and types of scholarships to at the most two or three and increase the amount. Identify the genuine beneficiaries and provide them assistance in time.
15. Since majority of teachers do not stay in the villages of their postings, it affects the working of the schools. Attempts should be made to employ more number of local teachers, preferably from the same areas or if possible of the same village. This needs more number of teachers from tribal community itself. At present, 15 per cent seats are kept reserved for tribals in teachers' training institutions. Either the present quota needs to be increased for tribal or separate teachers training institutes should be started, at least, one each in South Gujarat and North Gujarat region. The pedagogic skills of teachers teaching in tribal schools need to be enhanced to handle multi class schools till adequate number of additional teacher are provided.
16. As the main reason for school dropouts was the failure in school, more detailed inquiry is required to find out why does it happen? While good progress have been achieved in extending the facility of primary education to villages in the state, the quality of education imparted in many schools remains indifferent.
17. It is quite obvious that certain incentive schemes are not quite right, for example, the *ashram* schools and grant-in-aid hostels and cycle scheme supposed to help the needy tribals. However, in actual practice most of these schemes could end up offering unintended benefits to better of tribals. Any meaningful execution of most of these schemes would require the state to identify real needs of the people and provide them in time and adequately. A more detailed habitation level survey in each taluka should be undertaken to know what is required to be done and for whom.

18. Finally, we recognize the importance of financial assistance and supply of books, school uniforms bicycle, etc. to poor tribals, but a petty doll of Rs. 100 to 200 is not the ultimate solution to promote tribal education. Neither it can help much in increasing school enrolment and retention rates. What is required is improving and strengthening of various educational institutions existing in tribal areas and providing additional schooling facilities wherever required. In short, tribal areas need 'more schools and better schools.'

**Table 1: Types of Educational Institutions and Their Monitoring Mechanism**

Type of Educational Institution	Category	Implementing and Monitoring Authority
<b>Schools</b>		
Day school	Primary	District Education Officer Joint Director, Secondary Education
	Secondary	
	Higher Secondary	
Ashram school	Primary	Ashram School Officer
	Post-Basic school	
Adarsh Niwasi Shala	VIII-XII Stds.	Social Welfare and Tribal Development Department (SW&TDD)
<b>Hostels</b>		
Government Hostel (for college students)	Boys	District Vigilance Officer
	Girls	
Dry Hostel	Boys	SW&TDD
	Girls	
Grant in Aid Hostel (for students of VIII & X Std.)	Boys	SW&TDD
	Girls	

Source: Commissionerate Tribal Development, Government of Gujarat, Gandhinagar.

**Table 2: Rates of Scholarship/Stipends for Tribal Children**

Category	Sex	Amount*	Remarks
<b>Children Studying/Living in</b>			
Class I-IV	Boys	Rs. 75 annual	For all children
	Girls	Rs. 100 annual	For all children
Class V-VII	Boys	Rs. 125 annual	Government school
	Girls	Rs. 200 annual	Private school
Class VIII-X	Both	Rs. 200 annual	Opportunity cost for children of below poverty line families
	Boys	Rs. 400 annual	
	Girls	Rs. 500 annual	
Ashram schools	Both	Rs. 350 monthly	For 10 months (free lodging and boarding facility)
Govt. hostel	Both	Rs. 500 monthly	
Dry Hostel			
For college students	Both	Rs. 500 monthly	
For SSC students	Both	Rs. 375 monthly	
Grant-in-aid hostel	Both	Rs. 350 monthly	
ITI Students	Both	Rs. 200 monthly	

Note: \* Private expenditure on elementary education in rural areas of Gujarat is Rs. 342 (per student per year) (NCAER, 1994).

Source: Same as Table 1.

**Table 3: Schools in the Sample Villages**

Particulars	Talukas				
	Rajpipla	Kaprada	Palanpur	Dohad	Total
No. of Sample villages	10	10	10	10	40
<b>No. of schools by Type</b>					
Primary schools (I-IV)	4	11	2	5	22
Upper primary (I-VII)	6	5	11	13	35
Secondary school (VIII-X)	1	1	1	1	4
Ashram schools	2	2	-	-	4
<b>Total</b>	<b>13</b>	<b>19</b>	<b>14</b>	<b>19</b>	<b>65</b>
Average number of schools per village	1.30	1.90	1.40	1.90	1.63
<b>Distribution of Villages with No. of schools</b>					
No. of schools	No. of Villages				
0	-	-	1	-	1
1	8	4	7	5	24
2	2	5	1	3	11
3	-	-	-	1	1
4	-	1	1	1	3

Source: Field Survey.

**Table 4: Number of Schools, Teachers, Classrooms and Other Facilities in Sample Villages**

Facilities	Primary Schools (I - IV Standards)	Upper Primary Schools (I - VII Standards)
<b>1. No of Schools</b>	22	35
<b>2. School Enrolment</b>		
Boys	798	3,982
Girls	554	2,736
Total	1,352	6,718
<b>3. Average Enrolment Per School</b>		
Boys	38	121
Girls	26	83
Total	64	204
<b>4. Number of Teachers</b>		
Male	24	121
Female	20	77
Total	44	198
<b>5. Teacher-Pupil Ratio</b>	30.7	33.9
<b>6. Percent Tribal Teachers (All Primary schools)</b>		
Male		48.3
Female		38.1
Total		44.2
<b>7. Percent Teachers Staying in the Village (All Primary schools)</b>		
Male		27.5
Female		34.3
Total		30.1
<b>8. Distribution of Schools by Number of Rooms</b>		
1 Room	5	2
2 Rooms	15	7
3 Rooms	2	7
4 Rooms	0	5
5 Rooms	0	14
Total	22	35
<b>9. Number of Schools having Other Facilities</b>		
Library		22
Electricity		18
Drinking Water		38
Toilet		16

Note: Enrolment data were available of 54 schools only  
Source: Field Survey

**Table 5: Percentage of Children Enrolled in Ashram Schools to Total Scheduled Tribes Enrolment in Gujarat**

Type of School	Total ST Enrolment	Enrolment in Ashram Schools	Percentage
Primary schools (I-VII)	1,061,706	50,214	4.73
Secondary (VIII-X)	83,454	8,477	10.16
<b>Total</b>	<b>1,145,160</b>	<b>58,691</b>	<b>5.13</b>

Source: GOG (2000), Office of the TDC, Gandhinagar

**Table 6: Basic Information about the Selected Ashram Schools**

<b>1. Schools</b>	
Schools with primary section (I-VII)	13
Post basic schools (VIII-X)	3
Total	16
<b>2. Year of Establishment</b>	
Up to 1985 (Old schools)	9
After 1985 (New schools)	7
<b>3. No. of Students *</b>	
Boys	1,066
Girls	860
Total	1,926
Average no. of students per school	128.4
<b>4. No. of Teachers</b>	
Male	39
Female	24
Total	63
<b>5. Schools with No. of Teachers</b>	
2	2
3	3
4	8
5 or more	3
Average Number of Teachers per school	3.9
<b>6. Tribal Teachers</b>	
Male	20
Female	15
Total	35
<b>7. Average no. of rooms for teaching-cum-accommodation purposes</b>	
	3.7
<b>8. Schools with land</b>	
	10
<b>9. Schools with Goshalas</b>	
	5
<b>10. Schools with Facilities Such as</b>	
Library	13
Electricity	13
Drinking water	16
Toilet	15

\* Information is available only for 15 schools.

Source: Field Survey

**Table 7: Yearly Progress of Adarsh Niwasi School, Dohad**

Year	Number of Student			Per cent Passed
	Admitted in 8 <sup>th</sup> std.	Appeared in 10 <sup>th</sup> std.	Declared Passed	
1986-87	30	-	-	-
1987-88	41	-	-	-
1988-89	38	22	14	63.6
1989-90	41	20	14	70.0
1990-91	78	40	33	82.5
1991-92	74	32	29	90.6
1992-93	70	19	15	78.9
1993-94	37	26	7	26.9
1994-95	37	28	15	53.6
1995-96	68	20	8	40.0
1996-97	55	28	18	64.3
1997-98	48	33	13	39.4
1998-99	53	24	4	16.7
1999-2000	38	18	10	55.6

Source: Records of the School.

**Table 8: Details of Government and Grant-in-Aid Hostels Visited**

Govt. Hostels	Meant For	Year of Establishment	No. of Approved Students	No. of Students Staying	No. of Rooms	Students Who Offered Courses in		
						Arts	Commerce	Science
<b>A. Government Hostels</b>								
1	Boys	1991	150	150	25	135	3	12
2	Girls	1981	75	64	13	58	1	5
3	Girls	-	50	37	3	35	-	2
4	Boys	-	105	85	24	-	-	-
5	Girls	1997	64	62	12	62	-	-
<b>B. Dry Hostels</b>								
1	Boys	1998	50	50	3	34	8	8
2	Boys	1998	50	50	5	45	5	-
3	Girls	1981	50	42	2	41	1	-
						<b>No. of Students in Standards</b>		
						8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<b>C. Grant-in-aid Hostels</b>								
1	Boys	1979	22	29	1	9	7	13
2	Girls	1984	28	35	3	17	6	12
3	Boys	1979	48	52	4	13	22	17
4	Girls	1939	147	134	12	31	45	58
5	Boys	-	50	52	6	32	12	8
6	Boys	2000	20	17	-	10	5	2
7	Boys	1970	50	31	-	4	21	6

Source: Field Survey

**Table 9: Enrolment Status of Tribal Children**

<b>Enrolment Status</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Currently Attending schools	77.2	68.3	73.4
Non-enrolled	13.5	20.5	16.5
Dropouts	9.3	11.2	10.1
<b>Total</b>	<b>100</b> (1,101)	<b>100</b> (824)	<b>100</b> (1,925)

Source: Field Survey.

**Table 10: Distribution of School Going Children by Educational Standards**

<b>Standard</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Standard 1 – 5	80.5	83.0	81.5
Standard 6 – 8	18.6	16.3	17.7
Standard 9 – 10	0.9	7.0	0.8
<b>Total</b>	<b>100</b> (850)	<b>100</b> (563)	<b>100</b> (1,413)

Source: Field Survey.

**Table 11: Coverage and Quality of Different Education Incentive Schemes by Sex of Children**

<b>Incentive Scheme</b>	<b>Sex</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>No. of Children (6 – 14 Yrs.)</b>	<b>812</b>	<b>537</b>	<b>1,349</b>
<b>No Fees Paid</b>			
Yes	99.1	99.1	99.1
No	0.9	0.9	0.9
Not Reported	0	0	0
<b>Cash Scholarship</b>			
Yes	56.3	56.3	56.2
No	43.6	43.6	43.7
Not Reported	0.1	0.1	0.1
<b>Type of Scholarship</b>			
Std. 1 – 4	73.7	73.5	73.6
Std. 5 – 10	21.2	21.9	21.5
Post Metric	3.9	4.0	4.0
Not Reported	1.2	0.6	0.9
<b>Amount of Scholarship</b>			
< 100	75.7	72.5	74.4
101 – 200	15.3	18.9	16.7
201 – 400	2.8	1.3	2.2
400 +	4.4	5.0	4.6
Not Reported	1.8	2.3	2.0

**Table 11 Continued...**

Incentive Scheme	Sex		
	Boys	Girls	Total
<b>Adequacy of Scholarship</b>			
Yes	8.5	4.0	6.7
No	90.4	95.0	92.2
Not Reported	1.1	1.0	1.1
<b>Time of Receipt</b>			
During 1st Term	10.3	4.0	7.8
During 2nd Term	49.5	62.3	54.5
Very Late	36.5	30.7	34.3
Not Reported	3.7	3.0	3.4
<b>Free Books</b>			
Yes	94.2	95.2	94.6
No	4.3	4.3	4.3
Not Reported	1.5	0.5	1.1
<b>Receipt of Books Last Year</b>			
Complete Set	82.9	86.5	84.3
Incomplete Set	14.4	12.1	13.5
Not Reported	2.7	1.4	2.2
<b>Receipt school Uniform</b>			
Yes	48.9	53.4	50.7
No	49.0	44.5	47.2
Not Reported	2.1	2.1	2.1
<b>Number of Pairs of Uniform Received</b>			
One Pair	46.1	54.3	49.6
Two Pairs	51.4	42.2	47.5
Not Reported	2.5	3.5	2.9
<b>Time of Receipt</b>			
During 1st Term	4.8	4.5	4.6
Late	92.2	92.3	92.3
Not Reported	3.0	3.1	3.1

Note: Beneficiaries are in terms of percentages.

Source: Field Survey

**Table 12: Percentage of Children Reporting Benefits from Different Educational Incentive Schemes by Ownership of Land, Occupation and Income Groups**

<b>Particulars</b>	<b>Benefit of Cash Scholarship</b>	<b>Benefit of Free Books</b>	<b>Benefit of School Uniform</b>
<b>Land Holding Groups</b>			
Landless	45.5	93.8	21.4
1.00 to 2.50 Ha	60.5	94.6	59.9
2.51 to 5.00 Ha	48.9	97.8	54.3
<b>Occupation Groups</b>			
Agriculture	63.0	95.7	63.9
Agricultural Labour	44.1	95.7	14.8
Others	35.5	95.1	32.6
<b>Income Groups</b>			
Up to 10,000	51.7	94.4	44.3
10,001 to 15,000	65.3	96.4	61.6
15,000 +	59.8	99.1	64.4
<b>All Households</b>	<b>56.2</b>	<b>94.6</b>	<b>50.7</b>

Source: Field Survey

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**Annexure 1: District-wise Effective Literacy Rates by Sex among Scheduled Castes, Scheduled Tribes and General Population, 1991**

District	General Population			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Jamnagar	70.0	47.5	59.0	63.8	31.2	48.0	44.9	26.4	36.5
Rajkot	76.8	56.7	67.0	70.3	36.6	54.1	72.3	49.5	61.7
Surendranagar	67.8	40.7	54.8	72.7	36.4	55.3	51.2	21.4	37.0
Bhavnagar	70.8	44.3	57.9	69.5	35.0	52.8	70.8	43.4	58.2
Amreli	71.3	48.8	60.1	67.2	34.8	51.3	64.3	36.1	52.0
Junagadh	72.4	47.8	60.3	67.3	35.6	51.9	42.4	20.5	32.4
Kachchh	64.3	40.9	52.6	61.8	24.4	43.2	29.0	8.2	19.2
Banaskantha	54.9	22.6	39.3	57.2	23.2	40.7	32.4	9.5	21.5
Sabarkantha	74.5	43.1	59.0	79.5	44.3	62.2	57.8	28.8	43.2
Mahesana	78.2	51.6	65.1	81.3	54.8	68.6	56.6	26.4	42.9
Gandhinagar	93.2	80.5	87.1	95.5	84.2	90.1	87.3	70.2	79.8
Ahmedabad	82.7	62.4	73.1	82.8	57.4	70.9	60.5	34.1	48.5
Kheda	80.5	49.9	65.8	83.3	54.3	69.6	45.7	21.7	34.5
Panchmahals	59.4	27.3	43.8	71.7	37.6	55.0	41.8	14.7	28.5
Vadodara	74.1	52.0	63.6	82.8	55.1	69.6	42.4	16.1	29.7
Bharuch	73.2	49.7	61.9	84.9	54.7	70.3	52.2	25.0	39.0
Surat	72.6	55.1	64.4	81.2	60.0	70.8	48.1	28.7	38.4
Valsad	73.5	54.8	64.4	89.9	72.2	80.9	56.6	35.0	45.9
The Dangs	59.6	35.3	47.6	89.6	72.2	81.2	56.7	32.5	44.7
<b>Gujarat state</b>	<b>73.1</b>	<b>48.6</b>	<b>61.3</b>	<b>75.5</b>	<b>45.5</b>	<b>61.1</b>	<b>48.3</b>	<b>24.2</b>	<b>36.5</b>

*Source: Socio-economic Review, Gujarat State, 1999-2000. Directorate of Economic and Statistics, Government of Gujarat, Gandhinagar, February 2000*

## Annexure 2: Plan Outlay by Schemes, 1997-98

(Rs. in lakhs)

Educational Scheme	Annual Plan Outlay, 1997-98			
	From State Flow	Assumed SCA	Total	Capital Content
<b>A. GENERAL EDUCATION</b>				
<b>i. Elementary Education</b>				
Additional Teachers for additional enrollment for primary schools	54.00	-	54.00	-
Construction of class rooms	1,200.00	-	1,200.00	1,200.00
GIA to school for improvement of physical facility	8.00	-	8.00	-
Supply of free school text books	509.63	-	509.63	-
Financial assistance to talented SC/ST/OBC (Baxi-Panch) Girls	30.94	-	30.94	-
Strengthening of the existing machinery at the state level & district level	-	-	-	-
Scholarship to pupils in tribal area	-	25.00	25.00	-
Tarang ullas scheme for primary schools	5.00	-	5.00	-
Improvement of attendance	159.00	-	159.00	-
Upgrading of primary schools	74.23	-	74.23	-
Strengthening of Resource Centres	49.00	-	49.00	-
Total Elementary Education	2,090.00	25.00	2,115.00	1,200.00
<b>ii. Special Education</b>				
State adult education programme	50.00	-	50.00	-
Total II special education	50.00	-	50.00	-
<b>iii. Secondary Education</b>				
Regulated growth of secondary school	77.00	-	77.00	-
A development of school library (new scheme)	20.00	-	20.00	-
Regulated growth of government secondary school	15.00	15.58	30.58	-
Coaching classes for weak student in secondary schools	6.40	7.00	13.40	-
Setting of book bank	15.00	20.00	35.00	-
Construction of govt. secondary school building	38.90	31.42	70.32	61.42
GIA to secondary schools for vocational guidance	1.00	-	1.00	-
State scholarship to talented student in tribal area	2.00	-	2.00	-
Assistance to non-govt. secondary schools for games and sports	15.00	-	15.00	-
Improvement of education of VI and IX students	2.80	-	2.80	-
Scheme for search of improvement of talented student	1.40	-	1.40	-
Total III Secondary Education	194.50	74.00	268.50	61.42

**Annexure 2 Continued...**

Educational Scheme	Annual Plan Outlay, 1997-98			
	From State Flow	Assumed SCA	Total	Capital Content
<b>iv. Higher Secondary Education</b>				
Development of non-government higher secondary schools	10.00	-	10.00	-
Development of higher secondary education	7.00	-	7.00	-
Total IV Higher Secondary Education	17.00	-	17.00	-
<b>v. University Education</b>				
Development of govt. college with construction	155.00	-	155.00	145.00
Special coaching classes for weak students	1.00	-	1.00	-
Provision of matching share against UGC grants to colleges	1.00	-	1.00	-
Opening of new-non-govt. colleges	5.00	-	5.00	-
Development and expansion of govt. colleges and hostels	195.00	-	195.00	195.00
<b>vi. Technical Education</b>				
Technical High schools	47.00	-	47.00	26.00
Development of govt. polytechnics	186.00	-	186.00	123.68
Construction of staff quarters	84.00	-	84.00	84.00
Construction of Hostels	42.00	-	42.00	42.00
Total (2) Technical Education	359.00	-	359.00	275.68
<b>vii. Sports and Youth Services</b>				
Expansion of activities of sports council opening of new sub-centres	11.00	-	11.00	-
Total (3) sports and youth services	11.00	-	11.00	-
<b>viii. Arts and Culture</b>				
<b>a. Development of Libraries</b>				
Development of libraries	16.60	-	16.60	-
Construction of building	5.00	-	5.00	5.00
Reading material for govt. libraries	-	-	-	-
Sangeet Natak Academy (new scheme)	7.50	-	7.50	-
<b>b. Development of Museums</b>				
Development of Museums	39.55	-	39.55	18.05
Creations of Archaeology at Dohad, Dist. Panchmahals	2.50	-	2.50	-
Total (a+b) Arts & Culture	71.15	-	71.12	23.05
Total V University Education	357.00	-	357.00	340.00
Total (III to V) Higher Education	568.50	74.00	642.50	401.42
Total (A) General Education	2,708.50	99.00	2,807.50	1,601.42
Total (2) Technical Education	359.00	-	359.00	275.69
Total (3) Sports and Youth Services	11.00	-	11.00	-
Total (4) (a+b) Arts and Culture	71.15	-	71.15	23.03

**Annexure 2 Continued...**

<b>B WELFARE OF SCHEDULED TRIBES</b>				
<b>i. Education</b>				
Merit Scholarships for Pre-SSC students	50.00	-	50.00	-
Tuition fees for the ST students studying in Std. VIII to X in recognized schools	3.00	-	3.00	-
Scholarship to ST students studying in Std. I to IV	460.00	-	460.00	-
State scholarship for post SSC girls students not eligible because of income criteria, service, family size	5.00	-	5.00	-
Increase in food bill for post-SSC college hostel students	20.00	-	20.00	-
Scholarships for technical and professional courses	5.00	-	5.00	-
Scholarships to students for pilot training and any other such training	4.00	-	4.00	4.00
Free books and clothes to children of ST whose parents income is up to Rs. 15,000	410.00	125.00	535.00	-
Vidhya Sadhana Yojna	315.00	-	315.00	-
Opportunity cost to boys and girls students belonging to Kokna, kolgha, kotvalia, dubla, pudhar, siddi in ST in Std. X	166.00	50.00	216.50	-
Book bank for students studying in medical and engineering colleges	2.50	-	2.50	-
A.F.A. for purchase to instruments and other stationery for medical and engineering colleges	5.00	-	5.00	-
Grant in aid to backward class/ST hostels including general (cosmopolitan) hostels and electrification of these hostels	280.00	-	280.00	-
Grant in aid for construction of backward class boy's hostel	10.00	-	10.00	-
Grant in aid to backward class girls hostel for building construction	5.00	-	5.00	-
Establishment of new govt. hostels for boys and girls	65.00	-	65.00	-
Technical training to tribal students who fail in Std. IV and onwards (new scheme)	10.00	-	10.00	-
Construction of govt. hostels for boys	35.00	-	35.00	35.00
Construction of govt. hostels for girls	30.00	-	30.00	30.00
Purchase of private land for construction of govt. hostels for boys and girls	1.00	-	1.00	-
Ashram schools	600.00	-	600.00	-
Residential school for talented student	310.00	45.00	355.00	125.00
Award of prizes to the students of ST securing higher rank in public exam of Std. X and XII (new)	1.00	-	1.00	-
Award of prizes of students of std. X <sup>th</sup> to XII <sup>th</sup> at district level (new scheme)	2.00	-	2.00	-
Total B(i)	2,800.00	220.00	3,020.00	194.00
<b>Total of A and B</b>	<b>5,949.65</b>	<b>319.00</b>	<b>6,268.65</b>	<b>2,094.15</b>

Source: Tribal sub-plan (Annual Development Programme - 1997-98), Social Welfare and Tribal Development Department, Tribal Development Division.