

CHAPTER 5

ANALYTICAL INTERPRETATION :

AVAILABILITY AND UTILIZATION OF EDUCATION FACILITIES:

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CHAPTER 5

ANALYTICAL INTERPRETATION :

AVAILABILITY AND UTILIZATION OF EDUCATION FACILITIES:

5.1 INTRODUCTION

In the whole of India the tribal children are only 2.09 per cent at plus two stage. It reflects the continuing of backwardness of the tribals. Still, they are far behind and there exists a long educational gap between them and other advanced sections. The hard core of the non enrolled children specially at primary level belongs to scheduled tribes. It is due to their historical, socio-economic disadvantage.

To bring tribals to par with others, various incentives are being provided by the state of Maharashtra and various coluntary agencies. In this chapter availability and extent of utilization of educational incentives given by the government and voluntary agencies in the scheduled area of west Khandesh are discussed and described on the basis of data collected.

5.2 EDUCATION FACILITIES PROVIDED BY VOLUNTARY AGENCIES

There are two types of voluntary agencies working in the scheduled area of West Khandesh.

1. Grant-in-aid agencies
2. Non-grant-in-aid agencies

Grant-in-aid agencies are those that receive financial aid from the State Government. While non grant-in-aid agencies are those that do not receive financial support for running of hostels. The non grant-in-aid agencies are mainly Christian organization that are doing remarkable work of educational upliftment of tribals in the scheduled area of West Khandesh. Hereby, the education facilities provided by Christian organization to the tribal pupils for their educational upliftment are discussed:

5.3 CONTRIBUTION OF CHRISTIAN ORGANIZATION TOWARDS EDUCATION IN WEST KHANDESH

No Christian organization were visited during the field survey and information regarding the education facilities provided by them to the tribal pupils of West Khandesh

were collected. The two organization visited were:

- (1) The Suvarta Alliance Ministries Trust
- (2) The Evangelical Alliance Mission Trust

5.4 EDUCATIONAL FACILITIES PROVIDED BY THE SUVARTA ALLIANCE MINISTRIES TRUST

The Suvarta Alliance Ministries Trust started its work in the year 1904, from the village Mandulwar of Akrani tehsil, which is a scheduled area of West Khandesh. The Trust runs a primary school and hostel for the school children in village Madulwar. Beyond this Suvarta Alliance Ministries Trust runs 7 more hostels and 5 primary school and 1 secondary school, in West Khandesh. All the hostels together accommodate more than 1100 inmates of which more than 75 percent are tribals.

The school run by the Suvarta Alliance Ministries Trust receive grant-in-aid from the zilla parishad but the hostels are run by grant from the Swedish Alliance Mission, Sweden.

The Suvarta Alliance Ministries Trust provides boarding and lodging to the tribal pupils at a meager sum of Rs. 30/- p.m., in this amount the inmates of the hostels in Mandulwar of Akrani

tehsil are provided stay, food, soap and oil etc, and medical facilities also. The inmates of the hostel at Mandulwar of Akrani tehsil all belong to the tribal community.

The Suvarta Alliance Ministries Trust gives freeship, half freeship to the needy pupils i.e. a child under the freeship category does not pay any fees but enjoys all the facilities provided to other and beyond gets books, clothes etc., the half freeship category child pays half fees i.e. 15 Rs. p.m. and enjoys all the benefits granted to other students.

The suvarta Alliance Ministries Trust run hostels have a fixed time-table for the day. Pupils are made to study 2 hours a day regularly besides the study in the school. The hostel superintendent supervises the study.

It is seen that the Suvarta Alliance Ministries Trust has meaningfully contributed towards educational upliftment of tribals in West Khandesh. But, this effort is very little as compared to the alarming low tribal literacy of 11.39 percent. Mushroom growth of such organizations, as Suvarta Alliance Ministries Trust, can only make some remarkable difference.

5.5 EDUCATIONAL FACILITIES PROVIDED BY THE EVANGELICAL ALLIANCE

MISSION

The Evangelical alliance Mission runs many hostels and school in Nawapur tehsil of West Khandesh. Their hostel and school was surveyed, this hostels and school is in the village Borchak of Nawapur tehsil. The school gets grant-in-aid from the zilla parishad while the hostel is financially supported by world vision, world vision is an International organization which provides financial assistance for socioeconomic and educational upliftment of poor and needy regardless of religion, caste or creed.

The Mission provided free boarding and lodging to the pupils but parents have to make arrangements for academic needs like books, slates and clothes.

During the survey it was observe that there is a great rush for admission to the hostels run by Christian organizations, though, the tribal parents do have to pay fees for their children's education, yet the elite parents make sure to send their children to such hostels and schools run by Christian organizations, as they get qualitative returns for the money spent. Such a trend is not observed in Ashram school, though education is free and so is the lodging and boarding.

From the above discussion it can be well concluded that tribals should be charged according to their capacity to pay fees. Free education has made education very cheap and hence less important, and therefore tribal parent do not take keen interest in educating their children.

To uplift the educational level of tribals, of West Khandesh, help from voluntary agencies should be taken with sound financial assistance. The selection of the voluntary agencies should be made on the basis of merit.

5.6 GRANT-IN-AIDED VOLUNTARY AGENCY

Besides Christian organizations there are other voluntary agencies that provide educational facilities to tribal pupils in West Khandesh. One of such organization visited during the field survey was, Vanvasi hostel at Survani village of Akrani tehsil, run by Bhil Seva Mandal.

5.7 EDUCATIONAL FACILITIES PROVIDED BY BHIL SEVA MANDAL

Bhil Seva Mandal runs many schools and hostels in the tribal area of West Khandesh, one of it's hostel at Survani, in

Akrani tehsil was surveyed and information regarding the educational facilities provided by them was collected.

The hostels and the school run by Bhil Seva Mandal at Survani receive grant-in-aid from the zilla parishad. Pupils are provided free lodging and boarding besides this pupils are also provided educational facilities like books, slates and uniform etc.

On the investigator's visit it was observed that the rooms were not well ventilated. The building was used for dual purpose i.e. for both school and hostel. Such a situation does not provide required educational environment.

However, Bhil Seva Mandal is putting in an effort towards the upliftment of education among the tribals.

5.8 EDUCATIONAL FACILITIES PROVIDED BY GOVERNMENT

In the scheduled area of West Khandesh the State Government of Maharashtra provides educational facilities for the tribals in the form of:

1. Zilla Parishad run Schools
2. Ashram Schools

5.9 SCHOOLS RUN BY ZILLA PARISHAD

The State Government of Maharashtra provided free education, books, uniform, mid-day meals, scholarships etc, to achieve the goal of universalization of primary education, through the schools run by the Zilla Parishad. It is expected that all these incentives will attract large number of tribal pupils to school.

Education is basically the responsibility of the state Government. In 1976, it was kept on concurrent list. And now the State and Central Government are running different welfare schemes for the spread of literacy and educational progress of the tribals.

TABLE XVIII

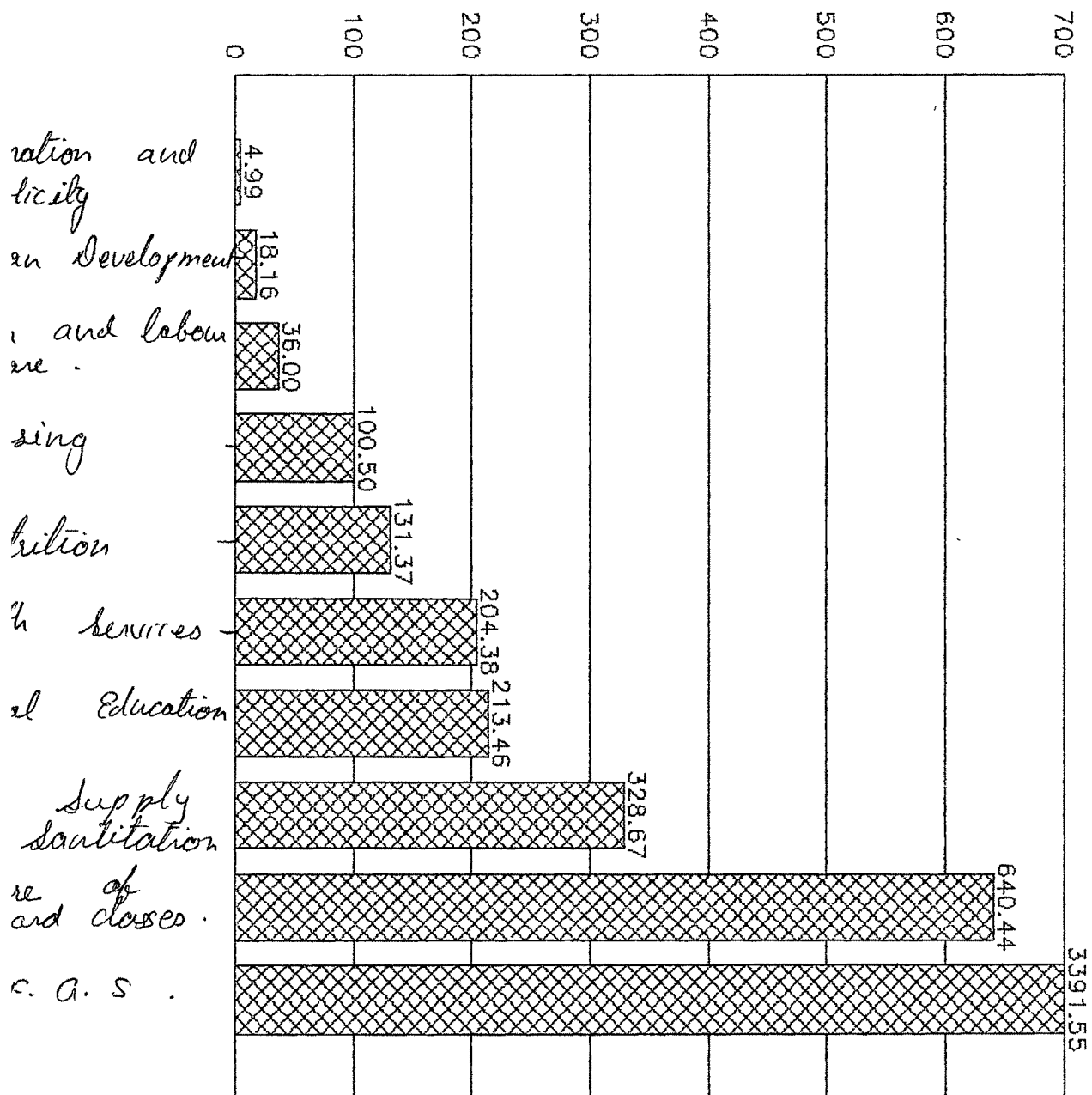
Amount spent to open book banks

Source: Tribal project office report.

Year	Amount spent in Rupees
1985-86	30 thousand
1986-87	17 thousand
1987-88	30 thousand
1988-89	Not available
1989-90	60 thousand

Exp.Rs.in lakhs from 1976-77 to 1984-85

Tribal Sub plan Dist. Dhule Social & community Services Sub-Sectorwise exp.



Zilla Parishad provides Rs. 1/- per day to every girl child who attends school regularly. Boys get Rs. 50/- per month as scholarship beyond class V. Table XIX shows that from the year 1976-77 to 1984-85, 213.46 lac rupees have been spent on general education and Rs. 640.44 lac have been spent for the welfare of backward classes through the tribal development office. In the year 1989-90, Rs. 19,125/- was spent toward uniform for tribal pupils. The clothes are provided at the rate of Rs. 45/- per child. Books are provided to tribal pupils, under the scheme of provision of book banks. table XVIII points out the amount spent to open the scheme of book bank in various schools.

The amount sanctioned is insufficient, to provide educational facilities to all the tribal pupils. Moreover, under this scheme the books are meant to be used by the next batch after the first passes to the next class. When the second batch gets the books it is not in proper condition, and therefore, the tribal pupils are not attracted toward the books.

This amount provided for book bank should be increased if books need to be provided to all the needy pupils. At times, educational facilities do not reach the school in the beginning of the academic year. Therefore, it is difficult for the teachers to teach efficiently due to late delivery of educational material.

TABLE XX

The total amount spent under tribal supply scheme

Source: Tribal project office report

Year	Amount in lacs (rupees)
1984-85	47.88
1985-86	10.03
1986-87	06.05
1987-88	17.98
1988-89	45.61
1989-90	80.71

Two sets of clothes are provided to all the tribal pupils annually, under tribal supply scheme. Amount spent under this scheme from the year 1984-85 to 1989-90 is given in TABLE XX.

Under this scheme, blue skirts and white blouse for girls and khaki short pants and white shirts for boys are provided. Clothes reach the tribal pupils very late during the academic year. Provision should be made to provide clothes in the beginning of the academic year as tribal pupils were seen shabbily dressed.

Incentives are playing a major role in narrowing down the economic deprivation of the scheduled tribe pupils. It is also fulfilling the Constitutional obligations, to provide better

Out Come / Achievements

Sr. No.	Particulars	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
1	Book Bank (pupils)	41983	-	7490	-	660	416	13200	6387	17799
2	For primary school building to Zilla Parishad (Rooms)	50	-	25	31	6	29	15	8	-
3	Improvement of sports Facilities (School)	-	-	3	3	-	-	-	-	-
4	Primary teacher quarter	-	-	10	7	-	-	-	-	-
5	Open New Primary Schools	-	-	-	-	-	1	13	34	34
6	To convert one teacher School to two teacher (School)	-	-	9	-	-	80	-	-	-
7	Facilities provided to tribal Pupils of primary school	-	-	-	-	-	2781	2300	2374	-

opportunities to them. The constitutional commitment is also related with educational development of the backward section, with state and central financial support.

Policies at times are provided with sufficient financial grants but these policies are not properly implemented. The sanctioned grants are at times not used to the fullest, hence the funds available are under-utilised. Therefore, the tribal pupils are deprived of the facilities that they are entitled to.

TABLE XXI shows the estimated cost that was sanctioned and the actual amount utilized in West Khandesh, from the year 1976-77 to 1984-85. The TABLE XXI if studies carefully, will clearly show that the funds sanctioned have been under utilized. The estimated budget is much more than the actual expenditures.

The TABLE XXI points out that Rs. 10.96 lac was sanctioned to provide book bank facilities to tribal pupils, out of this amount only Rs. 7.77 lac were actually utilized, therefore, leaving Rs. 3.19 lac un-utilized, this amount could have well been utilized to provide books to many more needy tribal pupils. The above discussion shows that only 70.89 per cent of the sanctioned funds were utilized. In all 87,935 pupils were benefited from the amount of Rs. 7.77 lac spent for book bank.

The total amount sanctioned for building school was Rs.18.91 lack whereas Rs. 17.74 lac were actually utilized, this shows that 93.81 per cent of the sanctioned funds were utilized

while the remaining 6.19 per cent of the sanctioned funds were left un-utilized. With this amount of 17.74 lakhs 164 rooms were constructed for running primary schools, in number of villages of West Khandesh.

In 9 years, from 1976-77 to 1984-85 a meager sum of Rs. 11000/- was spent for improving sports facilities. Under this scheme only six schools were benefited.

In the year 1978-79 and 1979-80 Rs. 1.55 lakhs out of the sanctioned Rs. 1.86 lakhs was spent in building quarters for teachers working in primary schools of West Khandesh. With this amount of Rs. 1.55 lakhs, 17 quarters were built. Rs. 9,117:60 was used to build each quarter. This points out that in the 9 years i.e. from the year 1976-77 to 1984-85 only 17 primary school teachers working for Zilla Parishad schools, provided with residential facilities.

In between the years 1978 to 1986 Rs. 4.57 lakhs were spent to build new primary schools whereas the sanctioned amount was Rs. 4.71 lakhs, therefore, the remaining Rs. 0.14 lakhs was left un-utilized, with the amount of Rs. 4.57 lakhs 82 new primary schools building were constructed. The cost of each new primary school was Rs. 5,573:17.

In the year 1978-79 and 1981-82 Rs. 10000 and Rs. 16000 were used to convert one teacher school into two teacher school. Under this scheme 89 one teacher schools were converted to two teacher schools.

Rs. 4.75 lakhs were sanctioned between the year 1981-82 to 1984-85 to provide educational facilities to tribal pupils studying in primary schools. Out of the sanctioned amount of Rs. 4.75 lakhs, Rs. 4.38 lakhs were spent to provide educational facilities to the tribal pupils. Under this scheme 455 pupils were benefited.

During the survey it was observed that schools run by the Zilla Parishad do not have proper school buildings, proper educational facilities nor proper sport equipments, in such conditions the schools fail to attract the tribal children.

Scholarship and other incentives are provided by the end of the academic year, as grants are not sanctioned till the end of financial year. The poor parents of tribal pupils are forced through extreme hardships to keep their child in school untill the stipend grants are released. This creates undue delay in implementation of incentives and also making payments to tribal pupils. The tribal pupils have to suffer the whole year and some of them even discontinue their studies. The amount that is paid by the end of the academic year is also not used for the education of tribal pupil. It is all due to defected system of implementing the incentives.

The incentives are provided by the Central and State Governments. The various departments are related with it like, tribal development office, project office, tribal corporation,

social welfare department and education department. The multiplicity of departments causes delay in the release of resources and their distribution. Besides, there are difficulties in implementation, supervision and co-ordination. There is a need to reduce this multiplicity of departments for quick and effective implementation of the various incentives.

It is further observed that the tribal community in the interior hilly areas, specially of Akkalkuwa and Akrani tehsils are not aware of the various incentives provided by the various departments for their educational advancement. There is an urgent need for more widespread propaganda of information among the tribals about the various scheme for their educational upliftment. Information should reach the inaccessible and remote regions of West Khandesh.

It was also observed that the real poor and needy do not avail the benefit of the incentives provided. Only the upper crust of the tribal community make use of all the benefits, they are usually second generation learners, who are aware of the importance of education and the benefits provided to the tribals for their educational upliftment.

5.10 ASHRAM SCHOOLS

One of the most important reason for the slow progress of the education among the scheduled tribe is lack of residential

facilities, for whose homes are generally far off from schools. Provision of residential facilities help in asserting the problems of dropouts, resulting in increasing enrollment of scheduled tribe pupils. Renula Ray Committee, Elwin Committee and Dhebar Commission has suggested, "Ashram schools as an improvement over the existing pattern of education".

To attract a large number of tribal children the Government of Maharashtra sanctioned the scheme of, "Ashram school complex" for the area development approach vide Government resolution No. BCP 1072/13893 -G- dated 14 Aug. 1972. According to this scheme Balwadi, Ashram school, agricultural demonstration farm, health centre, vocational training centre and dairy unit were included in. "Ashram school complex". The main objective of the scheme was social and educational upliftment.

Before the year 1972 the ashram schools were managed by voluntary agencies on grant-in-aid or non-grant-aid basis. As per the Government resolution dated 14th Aug, 1972, the tribal welfare department of the Government of Maharashtra was entrusted the management of its, "Government ashram school complex" which were started in the academic year 1972-73 and no ashram school from that year has been sanctioned to the voluntary agencies.

According to the Ashram school complex scheme, the Government Ashram school will be the primary residential school where

TABLE XXII

Government Ashram School in West Khandesh

Source :- Tribal Development Officer.

Tehsil	Srl Nos.	Name of Village	Classes	<u>Residential</u>		<u>Day Scholar</u>		Total
				Boys	Girls	Boys	Girls	
NAWAPUR	1.	Sangadi	1-10	211	125	56	42	434
	2.	Dhanrat	1-10	255	129	50	40	474
	3.	Navadi	1-10	217	97	17	15	346
	4.	Bandare	1-7	157	88	17	15	277
	5.	Borchak	1-7	163	92	19	17	291
	6.	Kolde	1-7	158	94	34	37	323
	7.	Bhadwad	1-7	169	90	45	41	345
	8.	Vadak Lambi	1-7	180	48	24	21	273
	9.	Khekda	1-7	163	99	37	31	330
AKKALKUWA	1.	Bagdari	1-7	139	74	-	-	213
	2.	Talamba	1-7	172	87	3	2	264
	3.	Dab	1-7	179	70	3	2	254
	4.	Kubharkhan	1-7	131	85	16	16	248
	5.	Vardi	1-7	180	63	8	3	244
	6.	Alvihir	1-7	163	109	2	4	278
	7.	Nala	1-10	246	115	32	38	431
	8.	Bhangarapani	1-10	235	118	48	37	438
AKRANI	1.	Toranmal	1-7	167	55	1	-	223
	2.	Kakarda	1-7	187	73	92	9	275
	3.	Hatdui	1-7	159	53	4	4	220
	4.	Chulwad	1-10	288	74	2	4	368
	5.	Mandavi	1-10	280	41	14	3	338
	6.	Alarv	1-5	156	57	-	-	213
	7.	Shashmal	1-7	161	24	-	-	185

tribal boys and girls will be provided free lodging and boarding, free education and practical education regarding agriculture. For the purpose of agriculture ashram school complex are supposed to acquire 40 to 50 acres of land, where agricultural demonstration farm was to be established. Thus, it was thought that the agricultural demonstration farm will demonstrate to the nearby farmers the use of fertilizers, manure and modern method of agriculture.

The curricula of ashram school includes teaching of handicraft like weaving, bamboo work, gardening, Clay-modelling etc. which are intended to make tribal pupil self sustained. Facilities of ashram schools are expected to work as incentives to motivate both tribal parents and children towards education besides creating conducive atmosphere for better studies. Thus ashram schools while giving relief to poor tribal parents, will create the much needed congenial environment for the development of education in the tribal society.

TABLE XXII shows the list of ashram schools in the scheduled area of West Khandesh. In all there are 24 ashram schools run by the Government in the scheduled area of West Khandesh. It is observed that the number of ashram schools in Nawapur tehsil are 9 whereas, in Akkalkuwa tehsil there are 8 and in Afrani tehsil there are only 7 ashram schools.

Number of boys staying in hostel in Nawapur tehsil are 1073

whereas number of girls are 862. In all 2535 tribal pupils are getting advantage of hostel facilities in Nawapur tehsil. While in Akkalkuwa tehsil there are 1445 boys availing the hostel facilities and 721 girls. In all 1775 pupils are begin benefited by the ashram school facilities in Akkalkuwa tehsil. In Akranı tehsil number of boys in the ashram school are 1098 whereas number of girls are 377. There are 1775 pupils availing the hostel facilities in Akranı tehsil.

From the above discussion it is clear that in Nawapur tehsil though the number of villages are less i.e. 124 as compared to Akkalkuwa tehsil having 185 and Akranı tehsil having 160 villages, number of ashram schools are more i.e. 9. Whereas Akkalkuwa tehsil and Akranı tehsil have 8 and 7 ashram schools respectively. It is also observed that 2353 pupils avail hostel facilities provided by Government ashram school in Nawapur tehsil whereas Akkalkuwa and Akranı tehsil ashram schools accommodate 1775 pupils each. This discussion leads to infer that remote interior hilly areas even today are lacking behind in availing educational facilities.

In all the three tehsils of scheduled area 6476 pupils are making use of hostel facilities provided by ashram schools while 809 pupils are studying in these ashram schools as day scholars. Overall 7285 pupils are studying in ashram schools in the scheduled area of West Khandesh.

Ashram schools started with various objectives like education, vocational training, agricultural demonstration, health education and handicraft. But these Ashram Schools have ended up as residential schools. Observation on survey is described here under:

Availability and utilization of facilities provided by Government Ashram Schools

According to Census 1971, the literacy rate for general population and schedule tribes was 39.18 per cent and 11.74 percent respectively whereas half the males among the general population are literates, less than 1/5th (19 per cent) of the males among the scheduled tribes are literate. The female literacy rate for general and scheduled tribe population are 26.43 per cent and 4 per cent respectively. Thus it is seen that the bulk of the tribal population (88.26 per cent) is illiterate. Out of these, who are literates only 27 per cent had completed the primary education and only 0.5 per cent could complete secondary education. The progress of education of the scheduled tribe as compared with general population was very slow.

"The Ashram School Complex" scheme was started with a view to bring educational and social advancement among the scheduled tribes of Maharashtra State.

The important survey observation made were;

Building

Four out of the six Government Ashram Schools surveyed, were conducted in rented huts. Only two ashram schools had proper school buildings but number of class rooms were not sufficient.

It was observed that pupils are taught in the same room where they stay. Therefore, they do not get study atmosphere.

In the four out of six ashram schools, run by the Government surveyed, it was observed that the problem of building was very acute and the available accommodation in rented houses was not satisfactory as per the standard of the Education Department.

Teachers

It was observed that the number of teachers in ashram schools were less. The reasons given for the less number of teachers were as follows;

1. Delay in appointment of teacher by Government.
2. Delay in joining the school by the transferred teachers.
3. Unwillingness on the part of new teachers to serve in the tribal area.

Medium of Instruction

It was noticed that 45 per cent of the teachers were using tribal dialects in teaching, as they thought that the use of tribal dialect in teaching helps the tribal pupils in understanding the subject.

Sports

Sports facilities were found inadequate. Four out of Six Government ashram schools surveyed had no playground. Under such condition only rural sports were encouraged that do not require sports equipments.

Recreation

None of the schools had equipments for recreation. During free time, the tribal pupils sing and dance on their tribal folk songs.

Educational Material

It was observed that ashram schools do not receive educational material such as slates, exercise books, text books etc.. for all pupils in time. Similarly, uniform is also not provided in time, as a result of it, tribal pupils were noticed in

shabby dress and without educational material. To provide educational material to the pupils and teachers is a pre-requisite of any school, but in majority of the ashram schools, this was not provided in time, resulting in difficulties for the teacher and tribal pupils under study.

Living condition

In the four ashram schools out of six, the rooms for the hostel purpose were not sufficient from the point of view of good accommodation for pupils. In these four ashram schools, there are no lavatories and urinals for the inmates. The inmates were not provided with sufficient boxes, plates, tumblers, blankets etc..

Drinking water facility

Only two out of six Government ashram schools had drinking water facility, others depend on village well or hill stream.

Suggestion for educational implementation

The number of ashram schools are seen to be increasing every year yet due to growing population and enrolment of school going children, the seats in the hostels fall short of the requirements. There is a need to open many more ashram schools to meet the requirement.

The ratio of admission sex wise work out to be approximately 5 boys:1 girl. It brings out the need for opening many more girls hostels as compared to boys hostels in West Khandesh.

Low percentage of pupils avail the hostel facilities. the real benefit is not being actually utilized by those whom this facilities are available. As in the ashram schools the ratio fixed by the Government for admission for the various tribal groups is not followed. More admissions are given to the pupils of particular tribal group of their interest, with the result pupil who really want hostel facilities are deprived of and nominal enrolment of undeserved cases of admission is made on record.

The ratio of admission should be strictly followed. The intention of the Government of fixing the percentage of various groups of backward classes for admission is that there should not be disparity in educational advancement among the various groups of backward classes but it has been found that percentage of admission prescribed by the Government is intentionally overlooked on some pretext or the other.

While giving admission preference should be given to the children of parents who are landless or economically backward.

Conclusion

"Ashram school complex" scheme was started with ideal aims and objectives, but have ended up as residential hostels. In most cases such ashram schools have ended up as feeding centres for tribal pupils. Proper discipline is also lacking as there is no fixed day to day time table.

Pupils are sent home from these ashram schools for days together and false attendance of the pupils is marked in the muster roll, and the ration for this period is misused. Local newspapers often highlight such large scale corruption in these ashram schools.

Government ashram schools are managed by tribal development office, tribal corporation and tribal welfare office. The education officer has the power to inspect the ashram schools but has no power of administration or educational control. The education officer has no right to take any legal action on any teacher for the negligence of duty. Whereas tribal development office has no qualified person for inspection and supervision of educational work. Block Development officer is responsible for inspection and supervision. There are more than 20 ashram schools under one Block. Beyond ashram schools, the Block Development officer, has to look into other projects like, tourism, water development, power development, forest, fisheries, land reform, minor irrigation, social forestry, soil and water conservation, horticulture, marketing and storage, Ware-housing etc. In such a situation it is difficult for

the Block Development Officer to carry out inspection and supervision of ashram schools efficiently. With a view to get the maximum benefits from ashram schools, education department should be given educational control.

The scheme of "Ashram school complex" is being implemented from the year 1971-72. It has been envisaged that the scheme will result in the social and educational advancement of the tribal people. The study of ashram schools have revealed various lacunas in implementing this scheme in true spirit.

It is concluded that though the number of ashram schools has increased every year, with the increase of the budget, yet the real purpose of social and educational advancement of tribal people is not being achieved to the expected standard, the existing facilities are not fully utilized by the backward class pupils in general and the tribal in particular.

There is still overall shortage of hostels considering the needs of tribal pupils of West Phandesh.

5.11 UTILIZATION OF EDUCATIONAL FACILITIES

Various educational facilities have been provided to tribals since more than 40 years, by now there should have been a remarkable increase in the tribal literacy. It is observe that the average literacy rate of West Phandesh according to Census 1981, is 37.51 percent (48.6 percent males and 26.01 percent

female). The literacy rate of scheduled areas i.e. Akrani, Akhaluwa and Nawapur tehsils is less than half of the literacy of the total district and state.

Table XXIII point out that the average literacy of scheduled area is 15.71 percent.

The male literacy of Nawapur tehsil is 34.19 percent and that of female is 14.37 percent. The average literacy of Nawapur tehsil is 24.59 percent. Which is less as compared to the district literacy of 37.51 percent but is considerably more as compared to the two other scheduled tehsils of West Khandesh i.e. Akhaluwa and Akrani.

In Akhaluwa tehsil the male literacy is 23.07 percent whereas female literacy is 8.71 percent. The average literacy of Akhaluwa tehsil is 15.89 percent.

In Akrani tehsil the male literacy is comparatively very low i.e. 10.40 percent and female literacy in Akrani tehsil is the lowest out of the three tehsils of scheduled area of West Khandesh i.e. 03.52 percent. The average literacy of Akrani tehsil is 6.96 percent which is very low.

TABLE XXIII

Percentage of literates to total population in scheduled area of
West Khandesh

Source: Census Report 1981

Srl. No.	Tehsil	Literate percentage		Average
		Male	Female	
1.	NAWAPUR	34.19	14.37	24.39
2.	AKKALKUWA	23.07	08.71	15.89
3.	AKRANI	10.40	03.52	06.96
TOTAL	-	67.66	26.60	47.14
AVERAGE	-	22.55	08.87	15.71

In Akkalkuwa and Akrani tehsils female literacy is 8.71 percent and 3.52 percent respectively. It seems that in this area parents are not in serious mood of educating their girl child. On some pretext or the other, the girl child is not allowed to go to school. Usually in this tribal area of West Khandesh, the girl child looks after the younger siblings at home or help in household work, while the parents are away at work.

To encourage the tribal parents to educate the girl child Government of Maharashtra has started awarding Rs. 1/- every day to each tribal girl who attends school, but this financial support is given by the end of academic year. Therefore, it does

not ensure girl child's attendance.

From the TABLE XXIV it is further observed that the average male literacy is 22.55 percent where as female literacy is 9.87 percent in the scheduled area of West Khandesh.

According to the district census handbook of Dhule district, defines a literate as a person, "----- who can both read and write with understanding in any language". "This includes those who have had no formal education, but who can read and write as a result of others learning. Those children under the age of five are assumed to be illiterate".

According to the above definition of literates, 37.51 percent of the inhabitants of West Khandesh are literate. Urban areas, however, inflate the district average. A case in point is a comparison between Akrani tehsil, one of the most rural tehsil and Dhule tehsil one of the most urbanized tehsil in West Khandesh. Akrani tehsil has the lowest literacy rate of 6.90 percent, while Dhule tehsil has the highest literacy rate of 50.07 percent. Among those villages with less than two thousand inhabitants, which represent eighty percent of the village of West Khandesh, the average literacy rate is 15.71 percent. This point out that the majority of the population of scheduled tribes is illiterate and uneducated.

From the TABLE XXIV it is observed that tribal literacy is

even lower than the general tehsil literacy rate in the scheduled area of West Phandesh.

In Nawapur tehsil the tribal literacy of male is 28.40 percent whereas general literacy is 34.19 percent. Female tribal literacy is 8.73 percent whereas general tehsil literacy is 14.37 percent. The average literacy of tribals in Nawapur tehsil is 18.56 percent while general literacy is 24.29 percent.

In Akkalkuwa tehsil the percentage of tribal male literates is 16.16 percent whereas in general the male literacy is 23.07 percent. The female tribal literacy in Akkalkuwa tehsil is 4.86 percent whereas as the general tehsil's female literacy is 8.71 percent.

Akrani tehsil's literacy rate is the lowest. The percentage of tribal male literates is merely 7.56 percent and the general male literacy rate of the tehsil is 10.40 percent. There are only 2.17 percent of tribal female literates whereas the general female literacy is 3.52 percent of Akrani tehsil.

The average literacy of the tribal males in the scheduled area i.e. Akkalkuwa, Akrani and Nawapur tehsils, is 17.54 percent and that of tribal females is hardly 5.25 percent. The overall tribal literacy of scheduled area of West Phandesh is 11.79 percent.

TABLE XXIV

Percentage of scheduled tribal literates to total population in the scheduled area of West Khandesh

Source: Census Report 1981.

Srl. No.	Tehsil	Literates		Average
		Male	Female	
1.	NAWAPUR	28.40	08.75	18.56
2.	AKKALKUWA	16.66	04.86	10.76
3.	AKRANT	07.56	02.17	04.86
TOTAL	-	52.62	15.76	34.18
AVERAGE	-	17.54	05.25	11.39

5.12 CONCLUSION

From the above discussion it is inferred that with all the incentives given for more than forty years, tribal education has not made any headway. Bulk of tribals are still illiterate. 88.61 percent of the tribals in the scheduled area of West Khandesh are illiterate.

The educational progress of the scheduled tribe as compared to general population is very slow. This clearly indicates that

the present education system does not attract the tribals as it is irrelevant.

A change in education system, specially for the tribal areas is a must, so as to suit their needs. Unless, this is done there would be hardly any progress in the field of tribal education. The next chapter gives us the needed evidence that even today large number of tribal pupils drop out at lower primary level.

