

CHAPTER VII

ANALYTICAL INTERPRETATION :-

CAUSES THAT HINDER THE EDUCATION GROWTH OF TRIBAL PUPILS OF WEST KHANDESH

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ANALYTICAL INTERPRETATION :-

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7.1 INTRODUCTION

In a country like India, where formal education is 200 years old, has left 400 million illiterate. Education has not reached all children of school going age and has left 88 out of every 100 tribals reached as drop outs by the end of school. Institutional education in India has resulted in providing education only for low percentage of population. It is responsible for the widening gap between few well trained and millions of illiterates. These illiterates mainly belong to the backward classes.

Education is the potent instrument for social change and modernization. Yet, it is not an independent variable. Educability of an individual and groups in a society depends upon external as well as internal factors of the school system.

Extension of education among the tribals not only depends on the enrolment but also on retaining them till they complete prescribed course. The school set up, should interest the tribal child and it should have a power to retain the child in school till he successfully completes the course.

It has been observed from TABLE XXV that the present setup has failed to retain tribal pupils in school as 75.94 percent of the pupils in the scheduled area of West Khandesh dropout at lower primary stage. There are various factors responsible for such steep dropouts.

To identify the various causes that hinders the educational growth of tribal pupils of West Khandesh, views of different personals related to the educational setup were collected using various tools for data collected. Data was collected from

1) Teachers 2) Tribal pupils 3) Tribal parents 4) Leaders of voluntary Agencies.

7.2 CAUSES THAT HINDER THE EDUCATIONAL GROWTH OF TRIBAL PUPILS AS PERCEIVED BY THE TEACHERS WORKING IN THE TRIBAL AREA

Teacher is the most important unit in an education system. Success or failure of the various educational schemes depends on the types of teachers required.

It is noticed that, in the tribal area of West Khandesh, most of the teachers do not stay at the place of their work. The

following description shows the relative distance from where the teacher commutes.

From the TABLE XXVII it is depicted that only 14 teachers out of the 108 teachers interviewed either stay in the village where they work or reside within the radius of 10 kms i.e. only 12.96 percent of the teachers interviewed reside within the radius of 10 kms from the school.

24 out of 108 primary school teachers that were interviewed have their native place between the distance of 10 to 50 kms i.e. 22.22 percent have their native place within the radius of 50 kms. and they all commute from their native place.

TABLE XXVII

Native place of primary teachers from their place of work (distance)

Source : From the data collected

Distance	Number of teachers	Percentage
More than 200 kms	20	18.59
Between 100 - 200 kms	38	35.19
Between 50 - 100 kms	12	11.11
Between 10 - 50 kms	24	22.22
Less than 10 kms	14	12.96

Remaining 70 teachers out of the 108 teachers interviewed in the sample village of West Khandesh, have their native place more than 50 kms away from their place of work i.e. 64.81 per cent teachers work more than 50 kms away from their native place. Most of these teachers have made arrangement to stay in the villages where they work, but tend to go to their own native place during week ends. These teachers mostly leave their family, at their native place or in the plains. Such teachers tend to be irregular, specially if their school is in the interior hilly regions. During the rainy season when the roads are marshy and communication is distrupted they irregularly increases.

The reasons given by the teachers for not staying in the place of appointment are :

- 1) Isolation.

- 2) No medical facility.

- 3) No facility for their children's education.

- 4) Cut off from civilization etc..

Due to irregularities of such teachers, the pupils who are interested in studies, lose interest and dropout, and when such teachers come back to work it is different for them to bring back the pupils to school.

One teacher school

In one room school wherein the pupils of four classes sit

together for their education and if in such a school teacher is irregular then it leads to lack of interest among the pupils. Therefore, the pupils discontinue their studies. In such cases, entering fictitious names on the roll of the school is in vogue, so as to avoid closing down of the school, owing to less number of pupils, e.g. in village Survani there were just four pupils present whereas the school record showed more than 40 pupils. This system of entering fictitious attendance apprehend for steep dropout rate of 75.94 percent after Std. I.

This study and many researchers and committees have also suggested the need to convert one teacher school to two teacher school and this should be done at war-footing.

It was assumed that in two teacher schools, both the teachers will keep a watch at each others work and when one is on leave, school will not close down as the other teacher will look after the work.

During the survey in West Khandesh it was observed that, in most of the two teachers school only one teacher was found present and conducting the school. It was known that they take turns in running the school and at times both are absent and school remains closed for days together.

To check all the misutilisations, political pressure and local vested interest there is a need for proper supervision and

monitoring. The education department and the tribal area development departments should strengthen their supervisory staff to check the malpractices.

Language problem

In the tribal area of West Khandesh, there are many small groups speaking diverse languages and dialects like Bhili, Konkani, Pawari etc., and there is no common language for communication and education in the tribal region, which accounts for the slow progress in education.

In school, the tribal pupils are taught in region language i.e. Marathi which they fail to understand, and therefore schools do not attract them.

From the data collected it is very clear that 80 teachers out of the 108 teachers interviewed, in the scheduled area of West Khandesh, knew the local tribal language, this means 74.07 percent teachers working in the tribal area know the tribal language but 25.92 percent did not know the language.

It was known from the teachers interviewed that only 49 teachers i.e. 45.37 percent use the tribal language to teach tribal pupils in the initial stage, while the remaining 59 teachers i.e. 54.62 percent teachers did not use the tribal language as medium instruction at all.

Special training of teachers

22.22 percent of the teachers i.e. 24 teachers out of the 108 teachers interviewed, in the scheduled area of West Khandesh, had attended orientation course organized by, Tribal Research Institute, Poona, before joining as teachers in the tribal area. Whereas the remaining 84 teachers i.e. 77.88 percent teachers had not taken any such training.

Those teachers who had taken training felt that it is necessary for non tribal teachers to take training before joining as teachers in the tribal area. It is necessary for such teachers to know tribal culture, socio-economic condition, tradition, religion etc. to enable them to perform their duties efficiently, as many a times non tribal teachers do not treat the tribal pupils properly. They look down upon them. They treat them as second class citizen and therefore pupils avoid coming to school and hence they dropout. 77.88 percent of the teachers who had not attended the orientation course did not feel the need of any such training.

Attitude of tribal pupils towards education

When the teachers working in the tribal of West Khandesh were asked whether the tribal pupils take education seriously.

72.22 percent i.e. 78 teachers out of 108 teachers interviewed opined that tribal pupils do not take education seriously.

Education is not tribal priority. Their priority is basic needs and education does not ensure providence of basic needs. So education does not attract tribal pupils.

When a child is young, as he is a non productive member of the family, he is sent to school but when he grows and becomes productive, he is withdraw from school.

Moreover, education is too literary which is not at all practical. Unless the rural education is made rural and craft centered and is implemented in real sense, till then education won't attract tribal pupils. This is very clear from the low literacy rate of 11.30 percent massive dropout rate of 75.94 percent at the lower primary level. It is observed that no amount of incentives are being useful in attracting tribal pupils to school.

The kind of education exposure that has been given to the tribal has been driven a disaffecting wedge between the educated and uneducated section of the tribals. The uneducated have been left out in the cold, which comprises of majority of population and the educated are pushed in the middle of nowhere. As these literate pupils are then not willing to take up their ancestral occupation, as the educational system prepares everyone for white collar jobs and not for manual work.

These literate children are not an economical asset, as the illiterates, and moreover, these literate children demand various things which their parents can ill afford. These literate children after being educated look down upon others, who are not educated in their own tribal community, and therefore it is seen that the parents do not force their children to go to school, in the tribal area of West Khandesh. This is evident from the low literacy rate of 11.39 percent which is less as compared to national scheduled tribe literacy rate of 17 percent.

The official strategy aims at fighting the dismally low literacy of backward classes on a war-footing, its moves are two folds:

- 1) A series of comprehensive expansion of incentives and
- 2) A result oriented expansion of non formal education channels

Some of the incentives spelled out in the New Education Policy are commendable, so far as they go. These incentives are: 1) "The provision of adequate scholarships and

2) The setting of large number of schools and adult education centres in the tribal villages will take education as it were to their door step".

But practically setting such schools is difficult as the tribals are dispersed in large areas, not always easily accessible. This, coupled with the fact that a tribal village consists of hamlets makes the rational organization of the schools difficult.

The blue-print drawn up for the non formal education in the New Education Policy seems on the face of it quite impressive. "Of the estimated 64 million who will fall in the 6 to 11 age group by the year 1990, 23 million will come from backward communities. Further, while not more than 25 millions of the total number of these children can be given school education, the remaining 39 millions, including majority of backward class children, will be offered non formal education. This mode of education, it is argued, will be flexible enough to let the learners learn at their own pace and at the time of their own convenience, retaining standards comparable to those of formal school education".

Such incentives and provision for non formal education, however, well intentioned and attractive, cannot work in isolation. This has to operate in the face of not only the existing socio-economic conditions but also the dispiriting attitude and practices of people at large. Incentives, for instance, cannot help the overwhelmingly large majority of tribals, living under the condition of staggering poverty, to subsist, but jobs however exploitable and poorly paid can.

Most of the children of 6 to 14 age group compulsorily attend their family occupation or take up sundry jobs as farm hands and bond factory workers, domestic servants and bonded labourers, at the time they should be spending in school. The

primacy of the struggled for survival in their case continually threatens to short-circuit their need for education.

In spite of all the plannings there are no non formal education centres in the tribal area of West Khandesh except for a few 'cowherd' schools run by Catholic Priests.

Rules and Discipline

67.59 percent i.e. 73 teachers out of the 108 teachers interviewed found tribal pupils obedient and they follow the rule of discipline regularly. According to their opinion it is inferred that tribal pupils are generally peace loving and co-operative.

Teachers' problems in teaching tribal pupils

A tribal pupil has no previous knowledge. Moreover, teaching aids are insufficient so it becomes difficult to teach them. Some teachers were of the opinion that tribal pupils are shy and therefore they hesitate to ask questions if they have some doubt. Some teachers were of the opinion that most of the tribal pupils suffer from inferiority complex. They do not find themselves comfortable in school environment and therefore they drop out. While some teachers pointed out that tribal pupils are generally less intelligent and therefore they fail to understand

what is taught to them. In general it was observed that tribal pupils found English, Maths and Science difficult and it takes extra efforts on the part of the teacher to teach these subjects. Some teachers pointed out that tribal pupils are not ambitious, they frequently remain absent from school and they miss out studies. If the examination coincides with their festival, they prefer celebrating the festival to appearing for examination,

There is no practice of study habits at home among the tribal pupils and illiterate parents are unable to coach them at home. If there are holidays for few days, pupils lose touch with their studies and forget what they were taught earlier. Thus they do not fair well in examination and due to their failure they drop out at early stage.

Educational Facilities

94 teachers i.e. 87.03 per cent of the 108 teachers interviewed in the scheduled area of West Khandesh are of the opinion that educational facilities like books, slates, uniform, mid-day-meal, scholarship should be provided to tribal pupils and if possible be increased. 100 per cent teachers were of the opinion that the educational facilities should be provided in the beginning of the academics as there is delay in providing educational facilities which causes undue inconvenience on the

part of both teachers and pupils.

7.3 CAUSES THAT HINDER THE EDUCATIONAL GROWTH OF TRIBAL PUPILS OF WEST KHANDESH AS PERCEIVED BY THE PUPILS

When the tribal pupils were interviewed, initially they were found reluctant in replying to the question asked but when the same questions were put to them in their own tribal dialect they replied to most of the questions.

TABLE XXVIII]

Size of the family in the tribal area of West Khandesh

Source: From data collected

Srl. No.	Families	Percentage
1. Families upto 4 members	8	8.88
2. Families between 5 to 8 members	69	75.66
3. Families between 8 to 12 members	13	14.44

From the above TABLE XXVIII] it is observed that only 8 families of the tribal pupils interviewed had upto four members in the family. This indicates that only 8.88 percent families of the tribal pupils interviewed was small, remaining 91.10 per cent families had family members more than five. It is also discovered that 87.77 per cent of the families had annual income less than Rs. 7,000:-. With such a low income the tribal parents may

be finding it very difficult to manage the family with more than five members. Therefore, it is necessary, if they want to maintain the family, that the children should work, and hence the education of the children is neglected.

Tribal parents are generally food gatherers, hunters, shift-cultivators and artisans. The education level of their parents is very low. The following TABLE XXIX shows the educational level of the head of the family in the scheduled area of West Khandesh.

TABLE XXIX

Educational status of the Head of the family

Source: From data collected

Srl.No.	Educational status of head of family	No. of Head of family	Percentage
1.	Literate without formal education	4	4.44
2.	Illiterate	68	75.55
3.	Primary school level	12	13.33
4.	Secondary school level	5	5.55
5.	Graduation level	1	1.11

From the above TABLE XXIX it is seen that only one head of the family out of the information of 90 families was a graduate i.e. only 1.11 per cent. Out of the 90 families whose information was collected only 5 head of the families i.e. 5.55 per cent, had studied upto secondary school level. 12 head of the families i.e. 13.33 per cent had studied up to primary level, whereas 4 heads of the families were literate without formal education. But the majority of the head of the families i.e. 68 out of 90 i.e. 75.55 per cent of the head of the families were illiterate.

From the above discussion it is clear that nearly 80 per cent of the head of the families had not been to school at all.

Therefore, they do not understand the importance of education. To avail the benefits of incentives provided, certain amount of literacy is needed and because of their illiteracy they did not avail the benefits of incentives and neither do they encourage their children to go to school, because of their unawareness of the incentives provided to them. Moreover, children do not get any study environment at home because of the illiteracy of their parents.

It was known from the pupils that out of 90 pupils 83 do not contact the teacher if they have any difficulty i.e. 92.92 per cent of the pupils do not get their educational difficulties solved. This is mainly because they are scared and shy of the teachers.

It was discovered that 79 out of 90 tribal pupils interviewed i.e. 87.77 per cent do not study at home. When they are home they help their parents in the house hold work or in their occupation.

66 pupils out of the 90 tribal pupils interviewed i.e. 73.33 percent of the pupils help their parents in their occupation.

87 out of 90 tribal pupils interviewed i.e. 96.66 per cent of the pupils faced difficulties in compulsory subjects like, Science, Mathematics and English. At times these subjects are the reasons for their drop out and stagnation.

67 out of the tribal pupils interviewed i.e. 74.44 per cent of pointed out that it is only the teacher who encourages them

to study whereas 87 tribal pupils pointed out that parents do not compel them to study. In very rare cases relatives or parents were found encouraging their children to study.

From the above discussion it is seen that parents do not encourage or motivate their children for studies and pupils find school subjects like, Science, English and Mathematics difficult, moreover they are shy and scared to get their difficulties solved and also they have to overcome the language barrier. All these difficulties discourages them to continue their education.

7.4 CAUSES THAT HINDER THE EDUCATIONAL GROWTH OF TRIBAL PUPILS PERCEIVED BY TRIBAL PARENTS AND LEADERS OF VOLUNTARY AGENCIES.

Various causes that hinder the educational growth as perceived by the tribal parents and leaders of voluntary agencies are as under:

Teachers

Teachers play the most important role in the extension of education in the tribal areas. The success or failure of all the plans depends upon the type of teachers appointed. Leaders of voluntary agencies and some tribal parents pointed out that the educational growth of tribal pupils is hampered because the inaccessible areas of West Phandesh do not attract good quality teachers. It was observed during the survey that the educational

level of some teachers was very low. Some of them could not fill the questionnaire meant for them. This questionnaire was translated from English to Marathi and given them. Investigator had to fill their responses.

Leaders of the voluntary agencies pointed out that most of the teachers in the scheduled area of West Khandesh lack enthusiasm, and their behaviour towards the tribals is not sympathetic. They at times approach the tribals with a sense of superiority, such behaviour of the teachers keeps the tribals away from school.

Incentives

Incentives play a major role in fulfilling the Constitutional obligations, to provide better opportunities to tribals. The Constitutional commitment to social justice is also related with the educational development of the needy social section.

Various incentives are given at different levels of education to ensure the tribal pupil's progress. The State level programmes are financed by Tribal Area Development of Education. The multiplicity of departments causes delay in the release of resources and its distribution. Besides, there are difficulties in its implementation, supervision and co-ordination.

Tribal parents pointed out that incentives are not provided in time, this leads to difficulty for them to keep their children in school until incentives are provided.

During the last four decades many tribal families have enjoyed the benefit of the privileged treatment. They can now be regarded as tribal elite. Their children are second generation learners. By now they have enjoyed the benefits of most the incentives. The benefited tribal section are also treated on equal terms of the population with the rest. These children of tribal elite should not be provided with incentives. Among the tribal, incentives should be given to the poor and most needy ones. In this way the really poor and toiling masses will be benefited, otherwise, it will continue to be enjoyed by the advanced section of scheduled tribe.

Most of the incentives are provided to the tribal pupils beyond standard V, by then 75.94 per cent of the tribal pupils drop out and therefore those who avail the facilities is only a fraction of the tribal pupils. Incentives should be provided at lower primary level if the aim is universalisation of primary education.

Fictitious Attendance

The leaders of the voluntary agencies pointed out that, though the enrolment of tribal children has increased consistently every year (on records) but the drop out rate remains stagnant, as in many schools there is a practice of entering fictitious names on the muster roll of the school to meet the

criterion of minimum number of pupils to be enrolled. It is apprehended that the steep dropout rate of 75.94 percent in the scheduled area of West Khandesh, in the first four years is attributed to such practice.

Migration

West Khandesh is agriculturally backward and food deficit area. Irrigation facilities are uneven. Lack of irrigation, uneven agricultural development and uncertain economic prospects lead to condition of instability. The traditionally tried and tested alternative is migration to the areas where some employment opportunities are available.

The tribals of West Khandesh seasonally migrate to Bardoli, Vyara and Valod tehsils of Gujarat State. They work as sugarcane cutters and farm labourers. Some tribals from the interior hilly regions of Ahirani and Akalkuma tehsils migrate to Shahada, and Taloda tehsils and work as farm labourers in the fields of rich landlords.

Due to migration, the education of the children is discontinued as the parents take their children along to the place of migration. Due to such migration many pupils in West Khandesh drop out from school.

Caste system

Leaders of the voluntary agencies pointed out that tribals are strong believers in caste system, which was confirmed during the discussion with the tribal parents. People belonging to scheduled caste community are considered untouchables. If the teacher in the school happens to belong to scheduled caste community, the tribals do not send their children to school. Moreover, they do not give a house on rent to such a teacher. Therefore, while appointing a teacher care should be taken in this respect.

Alcoholism

Mahuwa trees are found in abundance in the forests of West Bhandesh. Alcohol is prepared from the flower of this tree. Nearly every house knows the method of preparing alcohol. During tribal festival, functions and ceremonies, alcohol is consumed freely. Many teachers in this tribal area are addict to alcohol and in their drunk condition are unable to perform their duties. Tribal parents are also seen to consume alcohol regularly. In such a state of mind they hardly think of their and their children's future.

Parents Awareness

It is observed that parent's awareness plays a major role

in their children's education. In certain interior areas of Akranj and Akhalpura tehsils of scheduled area of West Pkhandesh, parents are unaware of the various incentives given by the different Department for their children's educational advancement. There is an urgent need for more wide spread propaganda of the information among the tribals about these incentives. Information must reach to more inaccessible and remoter.

Until, adults are convinced of the benefits of formal education it is not possible to escape the large scale wastage and stagnation. Many tribals have taboos and prejudices against formal education. They feel that boys gaining education will turn insolent and rebellious and the girls will go astray.

Poverty

Poverty is the root cause of tribal illiteracy. Various Government efforts directed at the educational development of tribals have not produced desired results due to the economic condition of tribals. The economic burden is the main reason for not being able to meet the educational expenses of their children and they are not in position to part with the economic services of their children. Therefore, it is observed that tribal pupils drop out abruptly from education without even completing the primary school stage.

Corrupted Officials

Several types of development and welfare programme are operating in the tribal area of West Khandesh. Many of the programmes are reported to have failed to create impression or impact on the tribal people. A close scrutiny of the nature and the content of these programmes reveals that one of the major reason of failure is corrupted officials.

If finances and programmes are honestly implemented and close supervision observed by now there would have been of "protective discrimination".

Administration and Supervision

At the school, there is a tendency of a teacher to enroll more pupils. In some places incentives for the pupils are used by the headmaster and officials for their purpose.

To check all the misutilisation, political pressure, and local vested interest, there is a need for proper supervision and monitoring.

Curriculum

Firstly, the education system adopted does not suit the tribal's need. It is irrelevant. It leads to urban mobility, this trend of urbanization requires change.

Secondly, the lessons are such that it is difficult for the tribal pupils to understand as the lessons are not related to their surroundings. The curriculum is not designed considering the tribal needs. The lessons do not have practical utility, therefore, the tribal pupils find education difficult and irrelevant, and hence they drop out.

7.5 General Observations

Alipani, Amlallawa and Hawapur Tehsils are declared as scheduled area of west Jharkhand. This is to indicate that these three Tehsils are backward tribal areas and need special attention on the part of the Government. Yet, this area, is found to be lagging behind in all the fields. Educationally the tribal literacy in this area is merely 11.32 per cent. The reasons given for the educational backwardness are:

1. Poverty.
2. Population.
3. Teacher's irregularity.
4. Language problem.
5. Curriculum.
6. Incentives.
7. Parent's Awareness.
8. Co-Op System.

9. Alcoholism.

10. Administration and Supervision etc.,

Observing the situation in the tribal area of West Bengal, Investigator feels that besides the above factors, the major factor is lack of devotion and dedicatedness towards one's profession and towards the country. As 75.94 per cent of the tribal pupils are seen to drop out at lower primary stage. The figures all over the country is also not encouraging. Half of India's children between the age of 6 and 14 years i.e. 82.2 millions are not in school. Of those who enter the school, one out of four complete four years of schooling. They drop out to join the growing army of child workers, whose ranks are estimated to be between 13.5 millions and 14 millions.

Instead of building more school and insisting that children go to school, our "Socialist" Government decided to make child labour legal. This was done out of the socialist concern. Government did not want children to be exploited so laws were framed, knowing very well that the laws would never work.

To-day, the time has come to face the fact that our educational records is a disgrace. India is famous, the world over, as the country that produces largest number of illiterates. This, after more than 40 years of our commitment to socialism.

Socialistic principles are thoroughly ditched by the Indian Government, there is an urgency to get down to really improving

things. The Human Resources Development Ministry recently conducted surveys of primary schools in India, which confirmed that even those children who do try to go to school learn nothing.

During the survey in the scheduled area of West Khindesh, it was observed that tribal pupils studying the primary schools could not read or even recognize alphabets, basic skills, and that as far as mathematics was concerned it remained a mystery not just to pupils but even to the teachers.

In the survey in the scheduled area of West Khindesh it was further observed that teachers rarely attend school regularly and that supervisors rarely inspect the school to discover what is going on.

In spite of the pathetic state of tribal areas of West Khindesh, Government has not taken nor have they declared any drastic measures, that they will be taking for making primary education compulsory. If education is made compulsory and decent education is provided to the tribals there would be no need for reservations.

In the recent years the Government of India has made many economic reforms. Any amount of economic reforms will not work unless compulsory primary education is insisted.

Modern factories use modern technologies that cannot even begin to be understood by 88.61 percent of illiterate tribals, who cannot even read or write.

Every time the issue of compulsory education is brought up,

Government of India points out various reasons for their ineffective implementation like, India is a poor country, finances are scarce, population is more, tribal pupil live in remote areas, habitation of tribals are scattered etc.. This is all not true. To quote Myron Weiner, "Many countries of Africa with income level lower than India have expanded mass education with impressive increase in literacy. Botswana, Cameroon, Equatorial Guinea, Gabon, Gambia, Ghana, Ivory Coast, Lesotho, Libya, Madagascar, Mauritius, Reunion, Rwanda, Swaziland, Zambia and Zimbabwe have literacy rates in the 50 percent to 75 percent range. China, which an illiteracy rate comparable to that of India 40 years ago, now has half the illiteracy rate of India. South Korea and Taiwan, both poor countries with high illiteracy rates a generation ago, moved towards universal and compulsory education while their per capital incomes were close to that of India".

It is not money that India is lacking but the will and full time devotion of the Education Minister towards primary education.

Instead of wanting to keep the tribals and backward classes illiterates, to keep the social structure intact, it is time for Government and all Indians to realise that an illiterate India is a disgrace to all of us not just to those tribal communities or backward classes..