

CHAPTER VIII
ANALYTICAL INTERPRETATION
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CHAPTER VIII

ANALYTICAL INTERPRETATION:

MAJOR FINDINGS AND SUGGESTIONS FOR EDUCATIONAL IMPLEMENTATION

8.1 INTRODUCTION

Utharat Thunghunwala points out, "Commissions for scheduled castes and scheduled tribes are set up with great pomp and reports are made together dust. The bureaucratic layer get all the benefits and poor remain poor forever". This is true for all the fields including education. In spite of various educational incentives, there is marginal growth in tribal education. At times this is because planners are providing tribals what they feel is the best for the tribals, which is neither their needs nor is it relevant to their surroundings.

The educational planning meant for the tribals should merge from the concerned area, in discussion with the people for whom it is meant. When the tribals chalkout the programme, they themselves will take the responsibility of making it successful.

Investigator feels that, in tribal area there is a need to relate education to economic gains, which has been suggested previously, by many researchers, reformers and commissions. Unless education in the tribal area is not made craft centered,

with the aim to relate education to productivity, there would not be any substantial growth in tribal education.

In this chapter major findings are highlighted and various suggestions are put forward for educational implementation to relate education to economic development.

8.2 MAJOR FINDINGS:

1. TRIBAL LITERACY

TABLE: XXX SCHEDULED TRIBE POPULATION AND LITERACY

Source: Census 1981.

Srl No.	Tehsil	Total S.T. population		Literates		Percentage		
		Male	Female	Male	Female	Total	Liter-	
ate								
1.	NAHAPUR	65,808	46,329	132137	18699	5793	24482	18.52%
2.	ALPALEHUWA	43,426	43,907	87419	7237	2142	9379	10.72%
3.	ALPANI	30,061	30,208	60269	2274	656	2930	4.86%
TOTAL		139295	140530	297825	28200	8591	36791	24.10%

Average percentage of the tribal literates in the three tehsils
11.56 percent.

It is observed that out of 2,78,825 tribals only 36,791 are literate i.e. all the three tehsils i.e. average of only 11.36 percent are literates while 88.64 percent are illiterate. Female literacy is even lower. Out of 1,40,530 only 8,591 are literate i.e. only 6.11 percent of females are literates.

Literacy rate in Alirani tehsil is the lowest. Male literacy is 7.56 percent while the female literacy is as low as 2.17 percent. The over all percentage of tribal literates in Alirani tehsil is 4.94 percent, which stands in sharp contrast to the national literacy of 42 percent.

The condition of the other two tehsils is better but not very encouraging. In Akhalpura tehsil out of 13,422 males only 7,277 are literates, that means only 16.5 percent are literates, while 83.4 percent are illiterate. Out of 13,793 females only 7,117 females are illiterate i.e. only 4.86 percent of females are literates while the remaining 94.14 percent are illiterate. The average literacy is better than Alirani tehsil but not promising, it's only 10.72 percent.

Out of the three tehsils it seems that Navapur tehsil has received more facilities than the other two. In most of the village of Navapur tehsil there are schools. The literacy of Navapur tehsil is higher than the other two tehsils. Out of 65,000 males 10,600 are literates that means male literacy is 78.37 percent and out of 66,719 females 5,793 are literates i.e. female literacy is 8.73 percent. The total literacy of Navapur

tehsil is 13.50 percent.

It is quite interesting to note that though the male literacy is 38.72 percent in Navapur tehsil female literacy is only 6.73 percent. On an average the female literacy is 6.13 percent for the three tehsils, Navapur, Allalawa, and Arrani. Therefore, there is an urgent need to pay attention towards female education. Sex-ratio of admission in school is eight boys to one girl i.e. 8:1 ratio. There is a need to open more hostels for girls.

3. EDUCATIONAL FACILITIES

TABLE XXVI EDUCATIONAL FACILITIES PROVIDED IN THE SCHEDULED

Source: Census 1981.

Srl. No.	Tehsil	Total No. of villages in tehsil	No. of villages with Primary schools	No. of villages with no education facilities
1.	NAVAPUR	178	124	4
2.	ALLALAWA	105	111	74
3.	ARRANI	160	95	25
TOTAL		473	330	147

Out of 473 villages in three tehsil educational facility in the form of primary school is provided to 330 villages that mean 69.76 percent of the villages have primary schools, whereas the

remaining 30.24 percent villages do not have even primary schools.

TADIF 1971 points out the uneven distribution of educational facilities.

In Nawapur Tehsil out of 122 villages, 124 villages have primary schools, that means 96.87 percent of villages have primary school. Only 1 village do not have the facility of primary school.

Whereas, in Allahnagar Tehsil, out of 195 villages 111 villages are provided with primary school and remaining 74 villages do not have primary school. that means 56 percent villages are provided with primary school and remaining 44 percent villages still do not have primary school.

Same is the condition in Akranj Tehsil, out of 160 villages, 95 villages are provided with primary school, that means 59.37 percent villages do not have primary school whereas, the remaining 40.62 percent villages still lack educational facilities.

From the above discussion it is clear that in Nawapur Tehsil only 3.12 percent of villages do not have primary school.

Whereas, in Akhailuwa and Akirani Tehsils 40 percent and 40.65 percent villages respectively do not even have primary school.

This may be, as Navapur region is less hilly as compared to Akhailuwa and Akirani Tehsils.

It's surprising to note that in the three scheduled tehsils there is no adult education centres inspite of the alarming low literacy rate.

Moreover, what is observed TABLE XXVI is an official record collected from census, whereas actual condition is worse. In the interior hilly region Akhailuwa and Akirani the schools do not function. These schools are there just on records. In spite of many visits to various villages Investigator could not meet the teacher or pupils. In many villages there is no proper place allotted for school. In a village Chholi Pajmori villagers pointed out to the verandah of a stable, as school.

In some of the interior hilly areas the Investigator found that high grass growing in the class-room meant for school.

TABLE XXII

PRIMARY SCHOOLS IN SCHEDULED AREA

Source: Census, 1981.

Srl. No.	Tehsil	Total No. of villages	No. of village with primary school	No. of village with no education facility	No. of village from where child ren will have to walk up to 5 kms to reach school	No. of village from where child ren will have to travel between 5-10 kms to reach school	No. of village from where child ren will have to travel above 10 kms to reach school
1.	NAVAPUR	128	124	4	4	-	-
2.	AKPALPUWA	195	111	74	43	17	14
3.	ALPANI	160	65	95	39	14	12
TOTAL		483	300	183	86	31	26

Out of 473 village in the three tehsils 143 villages are not provided by education facility, i.e. 30.23 percent of villages are deprived of even primary school.

In three tehsils of one district there are 143 villages which are not provided even primary school, so in all over India there may be so many villages without primary school.

Pupils from 57 villages in the 3 tehsils will have to travel more than 5 kms every day to reach the nearest school, if they intend to study. Moreover, most school are one teacher

schools, so after traveling 5 kms the pupil can't be sure whether the teacher will attend the school. The situation becomes very difficult during the rainy season, out of 123 villages in Nawapur tehsil only 40 villages can be approached by metalled roads, i.e. only 31.75 percent villages are connected with metalled roads, the remaining 83 villages cannot be approached and so there is no inspection of these schools during the rainy season. The teacher is well aware of the fact that no one will come to the village to inspect the school, so the teachers remain busy with their agriculture activities neglecting school duties completely.

In Alakhwa out of 187 villages only 49 villages can be approached by metalled road, i.e. only 26.48 percent of the villages are connected by metalled roads.

Condition in Akami is worse, out of 160 villages not a single village is connected with metalled road. The reason given is that it is difficult to construct metalled roads in the hilly region.

TABLE XXXIII DROPOUT IN THE SCHEDULED AREA

Source: School Records.

Sl. No.	Year	Average attendance in STD I	Year	Average attendance after four years when pupil appears for STD IV Exams	Total drop-outs in the first four years	Percentage of dropouts
1.	1977-78	54	1980-81	11	43	79.62 %
2.	1978-79	47	1981-82	11	36	75.90 %
3.	1979-80	43	1982-83	6	37	86.04 %
4.	1980-81	45	1983-84	9	36	80 %
5.	1981-82	49	1984-85	9	40	81.6 %
6.	1982-83	70	1985-86	17	23	33.66 %
7.	1983-84	78	1986-87	12	26	38.42 %
8.	1984-85	42	1987-88	12	30	71.12 %
AVERAGE		44		10.37	33.62	75.74 %

Average dropout in the first four years= 75.74 percent

If TABLE XXXIII is observed carefully the pathetic condition of tribal education is apparent. 75.74 percent of the tribals pupils dropout in the first four years of formal education.

TABLE XXXIV DROPOUT RATES OF SCHEDULED TRIBE PUPILS - 1981-82

Source: Ministry of Human Resource Development (Government)
(Department of Education)

Srl No.	State	Primary stage Class I to V			Middle stage upto Class VIII		Secondary stage Class I to X	
		Boys	Girls	Total				
1.	MAHARASHTRA	70.11	80.18	74.22	85.08		90.55	

TABLE XXXIV shows the data from the Ministry of Human Resource Development which also points out that in Maharashtra 74.22 percent tribal pupils dropout in the first five years of formal education.

From TABLE XXXIII and TABLE XXXIV it can be observed that nearly 75 percent of pupils dropout at primary level.

TABLE XXXIV further points out that 90.55 percent tribal pupils dropout up to the Secondary stage.

8.3 MAJOR CAUSES THAT HINDER THE EDUCATION GROWTH OF TRIBAL PUPILS OF WEST KHANDESH.

1. INCENTIVES:

Most of the incentives are provided to tribal pupils beyond class V, by them more than 75-94 percent of tribals dropout and

All those who continue education are the children of elite parents and are mostly second generation learners. Their parents have reaped the benefit of education. Incentives at higher level gives benefit only to the upper crust of tribal pupils, and less than 10 percent of tribal pupils are benefited by all those incentives. If more incentives are provided at the primary level it will ensure the pupils attendance and retention upto successful completion of course.

2. FICTITIOUS ATTENDANCE:

Though the enrollment of tribal children has increased consistently every year (on records). But the dropout rate remained stagnant, as in many schools there is a practice of entering fictitious names on the rolls of the school to meet the criterion of minimum number of pupils to be enrolled.

When investigator visited village Survani, there were just four pupils in the class and on school record there were 40 pupils. In another village Nala the Bill Parichal school showed some 70 pupils on roll. In the same village there is an Achram school which showed the same pupils as day scholars on its roll.

It is apprehended that a part of steep dropout rate, 75.54

percent, in the first four years is attributed to such a practice.

3. MIGRATION:

West Chandesh (Dhule District) is agriculturally backward and a food deficit area. Irrigation facilities are uneven.

Lack of irrigation, uneven agricultural development and uncertain economic prospects lead to conditions of instability. The traditionally tried and tested alternative is migration to the areas where some employment opportunities are available.

The tribals of West Chandesh seasonally migrate to Bardoli, Vyasa and V. taluk talukas of Gujarat State. They work as sugarcane cutters or casual farm laborers.

Some tribals from the interior hilly regions of Alirani and All-ikner talukas migrate to Taloda, Shahada and Mandurbar talukas and work as farm laborers in the fields of rich landlords.

Due to migration, the education of tribal pupils are affected, as parents take their children along to the place where even they migration.

4. TEACHERS

The teachers play the most important role in the extension of education in a community. The success or failure of the school mostly depends on the type of teachers recruited.

It is observed that inaccessible tribal areas do not attract good quality teachers and therefore education generally suffers.

Not a single Ashram school run by the Government was working smoothly when the Investigator visited. At Lalanda, teachers were busy conducting medical camp. At village Sirvi, out of 13 teachers, 11 teachers had gone to Adilab with the STs & pupils for S.F.C. Examination. On one pretext or the other, the Investigator found, that the Ashram school, run by the Government, were not working.

The condition of the Jilla Parishad school is worse. More than 60 percent are single teacher school. Teachers are very irregular and so that few pupils studying in the schools discontinue their studies and when the teacher comes back, it becomes very difficult for the teacher to muster sufficient pupils strength in the school. So, single teacher schools are the most important cause for dropout in the tribal area of West Bhander. Time and again many researchers have pointed out the need to

convert single teacher school to two teacher schools, so that one will keep the watch on the other and the school will work systematically.

The interesting fact that the investigator observed was, that in most of the two teacher schools only one teacher was managing the school, the teachers take turns to manage the school.

5. AWARENESS:

It was observed that parents' awareness plays a major role in pupils' education. In certain interior hilly areas of Afrani and Alkalawa, parents are not aware of the various incentives given by the different departments for the children's educational advancement. There is an urgent need for more wide spread dissemination of the information among the tribals about these measures. Information must reach the more inaccessible and remote areas.

Education is related to employment in the long run. There are many tribal pupils who have failed in the S.S.C. Examination. Such pupils, neither, do they get employment nor do they take up their ancestral occupation.

due to education, parents lose an economic unit and after bearing the loss for 10 years they do not get any returns. Moreover, such children demand good clothes and other accessories and put the parents in further debt. Seeing such a fate of parents of literate children many tribals have started avoiding, sending their children to school.

6. POVERTY:

Time and again researchers have pointed out that poverty is the main cause of tribal illiteracy. But why are tribals poor? They are poor because they are exploited by merchants, Sahukars and the Government. Most of the tribals are in debt. Though Agriculture is the only wealth producing unit. Yet, tribals are poor. As at times they have to sell their agriculture produce at a lower price than the production cost. So they do not have money, for various function and festivals. So, for such occasion they take loan and then remain in debt.

Moreover education does not ensure long term economical returns and therefore parents do not send their children to school.

Besides the other reason, language, alcoholism, multiplicity of funding agency, corruption, lack of proper administration and supervision and curriculum are the major reasons that hinder the educational growth of tribal pupils.

8.4 SUGGESTIONS FOR EDUCATIONAL IMPLEMENTATION

There is a need to make necessary changes in the present system of education to attract the tribals pupils to school. Hereunder some suggestions are given for consideration and implementation:

1) It is observed, that tribal parents are unaware of the benefits of formal education that is why they do not send their children to school, as they do not want their children to leave the village and go to the towns and cities in search of jobs and leave their ancestral occupation.

The present education system is not relevant for them, it prepares the child for office job and therefore tribal parents are reluctant to send their children to school. It is therefore, suggested that education given to tribal children should be agricultural like and craft centered, so they do not divert from their hereditary calling.

2) The percentage of tribal girls going to school is very low. To encourage girls education there is a need to open more girls Hostel.

3) Generally the teachers are not keen to serve in the tribal areas, with a view to overcome these problems, the following suggestions are recommended:

i) Teachers, as far as possible, should be recruited from tribal.

ii) Teachers should be orientated in tribal life and culture before recruiting them in tribal areas.

iii) Teachers should be provided with quarters and it should be made compulsory for the teachers to stay at the place of recruitment during school days.

4) Additional primary schools in the scheduled area of West Phandesh must be opened, as there are 147 villages without schools.

5) One teacher school should be converted to two teacher schools.

6) Teaching aids provided to schools are inadequate, therefore, there is a need to provide more teaching aids and in time.

7) Special legal action should be taken to curtail child marriage, as when the pupils get married they discontinue studies.

8) Special coaching should be given to tribal pupils for subjects like, English, Mathematics and Science, as they find these subjects difficult.

9) Free education has made education so cheap that people have not realized its importance. New yard stick should be intro-

duce. They should be charged according to their capacity.

10) Medium of instruction should be in tribal language at initial stages.

11) Reputed voluntary agencies' help should be taken to eradicate illiteracy.

12) There is a need to control the large scale corruption in the educational field.

13) The present inspecting machinery should be expanded. The inspectorial staff should pay visit to the schools 2 to 3 times in a year and actually check the authenticity of the name enrolled in the muster roll. Retired military official should be appointed for administration and supervision.

14) Teachers should not be entrusted with other work except teaching, as doing other work they neglect their duty.

15) Educational facilities should be provided to pupils studying in the school run by voluntary agencies.

INDIGENOUS SYSTEM FOR EDUCATIONAL IMPLEMENTATION

Under British rule the models, practices and values of the West were imported into India and imposed upon us wholesale without regard to our different cultural values and social practices. Indeed, almost the entire system of modern Indian education, from primary to the university level is based on western models, institution and practices. Naturally, it could not benefit the country as well as any indigenous system could

do, in indigenous system that developed according to the needs and aspiration of the people, accepting or rejecting ideas, values outside according to their suitability and unsuitability. The net result is that in spite of our rich cultural heritage we are far behind other developed countries almost in every field. Literature, Agriculture, Science, Technology, - and have to depend on others for solution for some of our problems.

This is well observed, when a tribal child joins school, he is torn off from the socially useful activity, and what he is taught in school is by and large irrelevant.

Time and again, various researchers, commission, reformers and national leaders have pointed out the need for vocational education or craft centered education in tribal areas.

Investigator, agrees to the view of Lt. Col. F.W. Penrice, political agent of mshikents agency, that he had expressed in his annual report nearly a century ago (1897-98). He says, "The root of the evil is in the system of education, it is too literary and not at all practical. It is not possible, I admit in impetuous states, such as ours, grouped under the agency to have technical schools or a system of purely technical education, but it is possible to introduce a curriculum that will supply practical educational wants of the people. The Government standards which are taught in school are peculiarly adapted to the preparation of youth, whose purpose is to acquire higher

education and enter Government services."

Even Gandhiji recorded (1937) that, " I am convinced that, the present system of education is not only wasteful, but is positively harmful. Most of the boys are lost to their parents and to the occupation to which they are born. They pick up evil habits, except the urban ways and get a smattering of something which may be anything but education. The remedy lies in educating them by means of manual training.

I hold that the highest development of the mind and the soul is possible under such a system of education. Only every handicraft has to be taught, not merely mechanically, as is done today, but scientifically, that the child should know the why and the wherefore of every process".

Thus, true education should prepare the pupils for life and therefore it should center around some activity of the individual. It should be a system calculated to develop the whole personality of the individual. It should give information correlated to some activity preferably and creative economical work. This system will have stability of its own. Such education will be helpful in developing culture, which will pervade the life of the nation ultimately.

From the above discussion, it is very clear that there is a need to remodel the present system of education specially in tribal areas. If craft centered education is followed, tribals will be benefited educationally as well as economically. Thus,

if education is related to productivity the present trend of urbanization will stop. If the vocational training is related to tribal setting, pupils will not be diverted from their hereditary calling, and parents will not be reluctant to send their children to school, as they will have no fear of losing their children to modernity.

Certain suggestions are put forward which relates tribal education to economical development. If these suggestions are accepted and are implemented, it will not only mould character, expression and thinking of an individual but will become a way to develop the nation.

Hereunder, certain programmes are mentioned for educational implementation along with formal system of education. These programmes link tribal education to economical growth, they are.

1. Agriculture (Bundaring)

As and large the tribals' main occupation is agriculture and India being an agricultural country, if agriculture is introduced in the school curriculum, pupils as well as the tribal community, will be benefited and as the education imparted will be relevant to the tribal setting, parents will take keen interest in sending their children to school to get acquainted to the modern methods of agriculture.

A garden plot should be provided to every school in the village of tribal areas. Where modern techniques of agriculture

be demonstrated. Pupils should be made to work on this garden plot for few hours everyday, this will teach them the importance of manual work. The pupils should be given returns for their manual work out of the produce of the garden plot.

An Agricultural instructor for 10 schools can be appointed to provide practical and scientific knowledge to the school for the management of the garden plot. Thereby, tribal parents will get the benefit of observation of modern agricultural methods and the 1000 million rupees spent each year on agricultural research will be put to use.

The garden plot could be further divided in to four sections viz. 1) Vegetable 2) Fruits 3) Flower and 4) Crops (grains)

Packaging and preservation

Certain fruits like custard apple, tamarind, amla, karonda etc. grow wild in the hilly region of West Khondesh. Processing and packing can be taught to the pupils, on small scale. This will not only generation income for the school but pupils will learn a trade which can be beneficial to the pupil in his future life.

Making Bamboo Articles

Bamboo is found in abundance in the forest area of West Khondesh. Tribals do make baskets, brooms etc. out of bamboos. The income generated from such articles is very meager. Pupils do know to make such articles, but if they are taught to make

agency and decorative articles like, tablemats, footlozys, small furnitures etc. and provision is made to sell these articles in the urban area, the financial conditions of the tribals can be improved and the trade learnt will ensure the future economic growth of the tribals.

Scientific method of cattle rearing :

Though large quantity of cattles are found in tribal area of West Bhundesh quality of cattle is very poor. If scientific method of cattle rearing and improving the quality of livestock is taught with practical demonstration, the quality of livestock will improve. This will provide larger quantity of milk, which will act as a nutritional food for the tribal child who is often seen suffering from malnutrition. Extra milk produced, if sold or processed will provided further economical returns to the tribals.

Sericulture

Experimentally, it has been found that the soil of West Bhundesh is suitable for mulberry trees on which the silk worm survives. So, Sericulture can well be introduced in the school curriculum. When pupils learn the method of silk production, they will be able to set further units for processing, like, weaving, printing, and dyeing. This will give them chance to show their creativity and exhibit their tribal talents. And as

well as increase their socioeconomic status.

Bee Keeping

Tribals from the ancient times are food gatherers. In some parts of West Bengal till today, tribals collect honey from the forest and sell the honey to the people living in the plains. The pupils are aware of this trade, hence if pupils are taught systematic methods of bee keeping, it will not be difficult for them to understand the process and they will be able to manage it efficiently.

Honey is valuable tonic and is in great demand for medical purposes. Hence it will not be difficult to sell the honey produced. Moreover, bee-wax is also used in various products, therefore, both honey and bee-wax will earn the tribals financial benefits.

Carpentry

Rural carpentry can be taught to the tribal pupils. They can be taught to make, bullock-carts, sheep hay cage, fencing, stitching, chairs, tables etc., as good quality of woods is available in the forest of West Bengal. This trade will provide the needs in the rural setting and will generate economic return. Also it will be of great practical utility to them for developing certain Rural Vocation.

Soap making

Soap making is a simple process which the tribal pupils can learn easily. Soaps are needed by every individuals. Soaps

prepared by the tribal school pupils can be easily sold off in their own village. Which will give the pupils satisfaction of their practical achievement.

Further, the use of soap, will lead to cleanliness of the tribal child. This in return will eradicate the disease like scabies, which is very prevalent in the areas of West Bhandesh.

Paper making

From the stem of Jowar, leftover of sugarcane stem after the juice is extracted, and stem of other plants can be used to prepare paper. Technique of preparing handmade papers can be taught to the tribal pupils. Paper thus made can be used for their their own educational purpose and can also be sold to gain income. Bamboos, abundantly found in the forests of West Bhandesh, can also be used to make paper.

Sewing, mending and tailoring

Clothes are the basic need of man. If pupils are taught, the art of sewing, mending and tailoring, they would at least satisfy their own needs.

Weaving

Cotton is a major crops of West Bhandesh. Utilizing this local raw material weaving could be taught to the tribal pupils of West Bhandesh.

Poultry

It is seen that owning fowls is a common practice in the

tribal area of West Bengal. If systematic knowledge of poultry is imparted to the pupils it will be an economical asset to the tribals. Moreover, will provide nutritional food i.e. eggs for the malnourished pupils.

Oil pressing

Various types of nuts and seeds are produced in abundance in the tribal area of West Bengal. Nuts and seeds like, ground-nuts, kardi, sunflower, cheroli etc. can be pressed and oil can be extracted. This is a simple process which can be taught to the tribal pupils easily. Oil extracted can be used for home consumption.

POTTERY

Rural pottery is another project which can be introduced in the school curriculum, as the raw materials are readily available in the tribal area and the product do have enough local demand.

Beyond the above projects there are few more projects worth considering, listed below:

1. Flour Grinding
2. Paints and Ink making
3. Composing and Printing
4. Masonary Work.
5. Bidi Rolling
6. Iron work
7. Making fishing nets and cane articles

PREPARATION OF HERBAL MEDICINES

Tribal parents and pupils are aware of medicinal value of many hilly plants. This knowledge can be used to produce many herbal medicines, which will benefit tribals and non tribals alike.

Such craft centered education will not only generate finances for the school but will also benefit teachers, tribal pupils and their parents.

Co-operation from reputed voluntary agencies should be taken to impart education in West Bhondash with sound financial assistance.

Incentives should be increased at lower primary stage. Incentives given beyond primary level does not serve any purpose as 75.74 per cent of the pupils dropout at lower primary level.

Only one department should be entrusted with the responsibility of disbursement of incentives, multiplicity of department causes undue delay which leads to burden on parents and ultimately leads to pupils dropout.

There is a need to re-organise the education system in our country. As education system today puts all pupils in the uniform mould expecting them to reach a specific goal within a fixed time-frame and prepare them for white collar jobs. Such education is irrelevant to the tribal setting.

Unless, tribal education is related to productivity in the

manner relevant to tribal social life, culture and economy thereby curriculum developed to suit their needs. Education will remain an empty slogan for the tribals.