Chapter – VII

PROBLEMS OF EDUCATIONAL ATTAINMENT – A FIELD BASED INVESTIGATIVE STUDY

7.1 INTRODUCTION:

The poor educational attainment of the people in the study area was found to have link with their socio-economic status. An attempt has been made in the previous chapters to explain the educational characteristics of the Vadodara district at *taluka* level. Educational attainment has relationship with well being of the population at the individual as well as at the societal level. This chapter deals with educational attainment at village level and the perception of the population about educational attainment through the primary investigation. It attempts to explain the various factors affecting the educational attainment at household level, societal level, school level, and teachers' level. This chapter also tries to find out whether the perceptions and the factors are same for the whole sample or there is a variation.

7.2 SIGNIFICANCE OF EDUCATION IN THE STUDY AREA:

Education acts as a catalyst for the social upliftment, enhancing the return on investment made in all the aspect of development – like health, hygiene, environment fertility, mortality, sex-ratio and occupation (Mishra and Singh, 2015, 1). Education can be linked with livelihood, peace as well as social justice. Through education, a farmer is able to increase his productivity. With education, a person is also able to understand the impact of climate change, consequences of racism and communalism on humanity. Skilled and unskilled workers are able to negotiate their wages with education (Ramachandran, 2006, 4856). Education in one way means drawing out or extracting out our latent talent. The word 'Kelavani' in the Gujarat state educational programme called Kanya Kelavani, also stands for 'extracting out our inner talent'. Thus, education awakens the qualities of our spirit (Ibid.). Education helps in increasing labour productivity, irrespective of whether the area is rural or urban. The economic returns to the investment in the education are of course more in the urban areas. Education helps to build confidence that boosts up diversity. Education

empowers people and can bring happiness to the people (Sengupta and Guha, 2002, 1621).

7.3 EDUCATIONAL PROGRAMME IN THE STUDY AREA:

Education Programme of the State - Gujarat Council of Elementary Education (GCEE) is the agency for Sarva Shiksha Abhiyan Mission (SSAM) in all the districts of Gujarat. All the districts and Municipal Corporations in Gujarat are covered under Sarva Shiksha Abhiyan (SSA). National Programme for Education of Girls at Elementary Level (NPEGEL) works in 78 rural Educationally Backward Blocks (EBBs) and 13 urban slums in 21 districts of the State. Under NPEGEL one more scheme to enhance the female literacy was Kasturba Gandhi Balika Vidyalaya (KGBV) scheme. The state had around 29,682 mid-day meal centers in Gujarat in 2005-06 to provide mid-day meal to the schools. Kanya Kelavni is an initiative by the Government of Gujarat for the girl child education or access of education for the female child. The scheme of Vidya Laxmi Bond has been introduced to encourage parents to send the girl child to school and provide education at least up to primary level. Praveshotsav Programme was initiated to enroll the students in primary schools every year in the month of June-July by the State Government. Gunotsav was started to augment quality of education in schools. To improve computer literacy in rural and urban area, Computer Aided Literacy Programme (CALP) has been initiated in the government schools in the rural areas from I-VII. Pragna is an activity based approach so that children have learning by doing approach throughout the year (Gupta, 2013, 11).

Apart from the various educational programmes, parents need to be made aware about female education. Anganwadi could be linked with the female education, where they become financially independent - that can be one of the sources of coming out of the rigidity of the culture and custom which till date impacts female education (Jhala and Kothari, 2008, 80). The remote areas should be linked with more infrastructural facilities like transport, health, education to improve the level of education. Drop-outs rates are linked with the poverty (Buragohain, 2009, 169).

7.4 MEASURING LEVELS OF DEVELOPMENT:

Vadodara district comprises of twelve *talukas* including four with pre-dominance of ST population. An attempt has been made in this section to work out the levels of development of all the twelve *talukas* of the district to enable the research to select four representative *talukas* for detailed field investigation.

The Committee chaired by Dr. I. G. Patel in December 1983, assessed the levels of development in the State for the very first time. It submitted its report in August 1984. It used a number of indicators, such as, Economic, Industry, Infrastructure and Quality of life. The details of which are given below:

I. Economic Indicators

Agriculture: Indicators pertaining to agriculture included, (i) Net cropped area per agricultural worker, (ii) Percentage of area sown more than once to net area sown, (iii) Percentage of gross irrigated area to gross cropped area, (iv) Number of electric pump sets and diesel engines per 1000 hectors of gross cropped area, (v) Number of tractors per 1000 hectors of gross cropped area, and (vi) Percentage of villages having milk co-operative societies to total inhabited villages.

Urbanization: (vii) Percentage of urban population to total population.

II. Industry Indicators:

Indicators pertaining to industry included, (viii) Number of registered factory workers per one lakh population, (ix) Number of registered small scale industries unit per one lakh population, (x) Percentage of workers in household industries to total workers, and (xi) Percentage of secondary and territory workers to total workers.

III. Infrastructure Indicators :

Power: (xii) Percentage of population of electrified villages and towns to total population of *talukas.*

Transport and Communication: (xiii) Length of surfaced pucca roads per one lakh population, (xiv) Length of surfaced pucca roads per 100 sq. kms. of area, (xv) Percentage of villages having all weather facility to total inhabited villages,

(xvi) Number of post and telegraph offices per 100 sq. kms. of area, (xvii) Number of bank offices of scheduled commercial banks per one lakh population, and (xviii) Number of co-operative banks and primary agricultural co-operative credit societies per one lakh population.

IV. Quality of Life Indicators :

Education: (xix) General literacy rate of *Taluka,* (xx) Female literacy rate of *taluka*. (xxi) Rural literacy rate of *taluka*, (xxii) Number of secondary and higher secondary schools per one lakh population.

Health: (xxiii) Number hospital beds per one lakh population, (xxiv) Percentage of villages having an allopathic or ayurvedic doctor to total inhabited villages, and (xxv) Percentage of villages having drinking water facility to total inhabited villages (Jha and Nayak, 2014, 39).

On the basis of the recommendation of Dr. I.G.Patel Committee, the Gujarat Government appointed a committee in 2003, under the Chairmanship of Additional Chief Secretary (Planning) for reviewing 56 backward *talukas*. The Committee submitted its report in 2004. Yet another Committee was constituted under the chairmanship of V. R. S. Colwagi in October 2004. The Colwagi Committee ranked all the 225 *talukas* of the State in order of backwardness. The Committee did so by using 44 indicators which were grouped into four main categories, like demography, economic, social and infrastructural indicators. Each *taluka* obtained ranks individually as a total of 44 indicators. These 44 indicators included the following.

I. **Demographic Indicators:** It included, (i) Density of population, (ii) Percentage of SC and ST to total population, (iii) Percentage of children in age group of 0 to 6 to total population, (iv) Percentage of cultivators and agricultural labourers to total workers, (v) Percentage of urban population to total population, (vi) Number of persons employed in non-agricultural establishments to total population, (vii) Percentage of households without electricity facilities, (viii) Percentage of households without latrine facilities, (ix) Percentage of households without drainage facilities, (x) Percentage of

households without access to tap water facilities, and (xi) Percentage of families living below poverty line.

II. **Economic Indicators**: Included, (xii) Percentage of gross irrigated area to gross cropped area, (xiii) Percentage of area sown more than once to net area sown, (xiv) Area under food crop to gross cropped area, (xv) Number of electric pump sets and diesel engines per 1000 hectares of gross cropped area, (xvi) Number of power operated farm equipments other than above, per 1000 hectares of gross cropped area, (xvii) Percentage of milk animals to total population, (xviii) Mechanization in live stock management, (xix) Total number of poultry birds per 1000 population, (xx) Number of registered SSI units per one lakh population, (xxi) Employment in registered SSI units per one lakh population, (xxii) Investment in SSI units per one lakh population, (xxiii) Number of medium and large scale industrial units per one lakh population, (xxiv) Employment in medium and large scale industrial units per one lakh population, and (xxv) Investment in medium and large scale industrial units per one lakh population.

III. **Infrastructural Indicators:** Included, (xxvi) Percentage of villages getting three phase power supply for 24 hours, (xxvii) Length of surfaced roads (pucca) per one lakh population, (xxviii) Length of surfaced roads (pucca) per 100 sq. kms. of area, (xxix) Number of scheduled commercial bank branches per one lakh population, (xxx) Number of cooperative bank branches per one lakh population, (xxxi) Number of banks available in the district, (xxxii) Percentage of villages having number of trips by state transport bus services to total inhabited villages, (xxxiii) Percentage of villages having one trip of state transport bus to total inhabited villages, and (xxxiv) Number of post offices per one lakh population.

IV. **Social Development Indicators:** Included, (xxxv) General literacy rate of *talukas,* (xxxvi) Rural female literacy rate, (xxxvii) Extent of physical amenities available in primary schools, (drinking water, electricity, toilet facility, compound wall and play ground), (xxxviii) Number of secondary and higher secondary schools per one lakh population, (xxxix) Number of schools

with science stream in higher secondary schools per one lakh population, (xl) Number of students appearing in HSC examination (average of last 3 years) per one lakh population, (xli) Number of hospital beds per one lakh population, (xlii) Doctor (Ayurvedic and Homeopathic) population ratio, (xliii) Percentage of Institutional deliveries, and (xliv) Percentage of malnourished children (0 to 6 age group) (Ibid,40-41)

Using these 44 indicators, the Committee identified the most backward *talukas* of the State, which were positioned at the bottom of the development index (between the state average and lowest score that were divided into four equal parts) (Mehta, 2009, 69). The Committee has identified Kavant taluka of Vadodara district as the most backward *taluka* of the State. This *taluka* is depressed in terms of demographic factors including nature of employment and amenities available. The backwardness of this taluka is due to poor industrial development and lack of infrastructural facilities (Ibid.).

It is clear from the above that economic, social and infrastructural variables are considered important indicators of development on the basis of which different regions can be categorized.

7.5 DEVELOPMENTAL CHARACTERISTICS OF TRIBAL AND NON-TRIBAL *TALUKAS*:

For the purposes of the present study, the *talukas* of Vadodara were assessed on the basis of selected indicators of development. Poor industrial development, poor infrastructure, agricultural backwardness, poor demography and less development of social sector are the characteristics of backward *talukas.* Illiteracy and low level of education are persistent in such *talukas*. Thus, because of these characteristics, the prospect of economic diversification is the minimum in these *talukas.* Agriculture is the most common occupation of the population, which has the least return on the GDP. These are the typical characteristics of the tribal *talukas* of Vadodara district. Particularly, after the reservation and depletion of forests, the tribes have limited access to any productive resource other than agricultural land, which itself is agriculturally less productive. The tribal people are isolated. Poverty is the common phenomena observed among the tribal people. Reverse is the characteristics of the non-tribal *talukas* which are high on the parameters of development with better

industrial, infrastructural, agricultural, demographic as well as social development (Ibid).

7.6 INTERLINKING TRIBES AND EDUCATION:

Much has been already been discussed about the tribes and their education. The Constitution of India has separate provisions with regard to the education of the SC, ST and other deprived sections of the society. Many a times, the Government machinery fails to deliver and convert these provisions into reality. Most of the ST population in the country has remained deprived in the matter of education since long. Because of their pre-literate character, custom and culture, spread of education amongst the tribes has not only been difficult but also painstakingly slows (Swamy, 2010, 32).

Tribal societies are equally impacted by poverty (Jha and Dash, 2014, 331). A lower level of education among the tribe is mainly due to parental indifferences and large participation of the children in the labour force (Drèze and Sen, 2002, 39). Non-attendance, drop-outs are high in the study area because of lack of awareness, inactive classrooms and teachers, and social discrimination in the classroom (Midatala, 2009, 140).

7.6.1 The *Adivasi* Academy:

The *Adivasi* Academy located 90 kilometers east of Vadodara, at Tezgarh in Chhota Udaipur *taluka* of Vadodara district is a project of "Bhasha Research and Publication Centre", Vadodara. It was started in 1996 as a public trust for the study and conservation of the tribal cultures. The objective of the Trust was to study all the *adivasis* of India addressing their culture, history, rights and development.

The *Adivasi* Academy is established for the welfare of the adivasi by Padmashri Prof. Ganesh Devy. It has unique educational environment in order to understand the tribal communities. It is an institute which teaches the tribal history, folk lore, cultural geography, and social dynamics of the tribes. Economics, development studies, medicine, art and theatre too were included in the studies of the Academy.

This academy started a new approach in academic activism. The mission of this academy was to look over the value of tribal self reliance, self confidence, hard work and building capabilities by uplifting their dignities and cultural heritage through festival, songs, dances, and rituals. All these took place in order to up hold the socio-economic dimension of tribal life.

The Academy is the place of learning of the down to earth realities of the tribes. The curriculum was drawn in the manner as to understand the realities of the tribes and to motivate them to draw their potential in the field of study. The Academy through its courses actually understands how *adivasis* perceive the world. The courses also include all aspects of developmental activities concerning the tribes. The Academy binds together the view of the tribal artist, migrant wage workers and the local youth.

The Academy also deals with the problem of primary education of the tribes and started non-formal courses for their children;

- With the view of providing education to the non-literate as well as for the school drop-outs.
- To bridge the learning gap so that after bridging the gap, they could be admitted to the formal educational institution.
- To incorporate knowledge of local culture and environment.
- To equip tribal children with functional literacy and a sense of cultural identity for formal education.
- To incorporate component of formal education with community knowledge system and tradition.
- To reintroduce children to formal schooling.
- To encourage education among the girl child (adivasiacademy.com).

7.7 SELECTION OF THE VILLAGES FOR THE PRIMARY INVESTIGATION:

It is an established fact that education and development are closely interlinked with each other. Thus, on the basis of the parameters of development, two highly developed *talukas* i.e. Vadodara and Savli were randomly selected. At the same time,

two *talukas* at the bottom liners of development parameters were also selected randomly. These *talukas* were Kavant and Chhota Udaipur. As, discussed earlier, according to the Colwagi Committee Kavant is the most backward *taluka* of the State (Mehta, 2009, 69). The linkage between the tribal regions with development was also discussed in the earlier paragraphs, where it was noticed that the *talukas* dominated by non-tribal population are relatively more developed than the *talukas* dominated by the tribal population. Based on this understanding, two sets of *talukas* were selected for primary investigation as mentioned below.

- Vadodara and Savli *talukas* - developed and dominated by non-tribal population.
- Kavant and Chhota Udaipur *talukas* – less developed and dominated by tribal population.

In each of the randomly selected *talukas*, two villages from each *taluka* were randomly selected as sample villages. A detailed investigation of two villages of each tribal *taluka*; Kavant (Gojariya and Dhanivadi villages) and Chhota Udaipur (Achhala and Dhandhoda villages) and two villages of each non-tribal *taluka*; Savli (Bautha and Paldi villages) and Vadodara talukas (Kashipura and Hetampura villages) has been undertaken to understand the level of literacy and educational attainment at the grass root level and the perception of the people regarding its various attributes. For the purpose of the present study, a total of 442 households were selected randomly from the eight villages. The surveyed households account for 17.42 per cent of total households in the eight villages and covering 16.26 per cent of their total population.

All the villages have less than 2,000 persons excepting Dhandhoda village. The tribal *talukas* of Kavant and Chhota Udaipur are a part of Vindhyan Escarpment with larger parts covered with monsoonal forests, whereas the non-tribal *talukas* of Vadodara and Savli are a part of the Gujarat Plains, without much forest cover and with industries and urban spaces.

The data has been generated using the household schedules, schedules for teachers in the schools of the concerned villages as well as the schedules for the school authority, personal observation and group discussion in addition to the application of Rapid Rural Appraisal (RRA) method. The schedules contained questions pertaining to

extract information on demographic, economic, social and psychological attributes of the target population, which were further enriched by conducting group discussion and RRA in each village. The information generated has been used to analyze the levels of literacy and educational attainment of the target population.

At village level, land is the most productive and important resource. Earlier the tribes were more dependent on the forest but now the trend has changed. Pathy emphasized that nearly, forty per cent are dependent on the land and four per cent are landless (Pathy, 1984, 111). Access to land has been considered the basis for classifying the households in the study villages and dividing them into different economic strata. After, classifying the households into different economic strata, the households were selected randomly from each category. Various attributes pertaining to demographic, economic, social, educational were assessed by classifying the household by different land size categories. The households were classified under different land size holdings as - landless, below 1 acre, 1 to 2 acres, 2 to 3 acres, 3 to 4 acres, 4 to 5 acres, and 5 acres and above.

7.8 AN INTRODUCTION TO THE SAMPLE *TALUKAS* AND VILLAGES:

Kavant, located in the south eastern part of Vadodara District is a forested and hilly *taluka*. River Narmada crosses through this *taluka*. As per the 2011 Census count, the *taluka* had a total population of 9,553 persons including 4,913 males and 4,640 females. The *taluka* has a predominance of the ST population which accounts for 93.51 per cent of its total population. It has a total literacy rate of 46.96 per cent, with 56.54 per cent male literacy and 35.28 per cent female literacy according to 2011 Census. The *taluka* is well known for its famous tribal fair, which organized every year by the Rathwa tribes a few days after the festival of *Holi*.

Gojariya village is located in the Kavant *taluka* of Vadodara district. It has 224 households in which 1,297 persons live as per the 2011 census. Out of this total population, 636 are males and 661 are females. Around a fifth (19.35%) of the village population is under six years of age. It is a tribal village with 99.92 per cent ST population. Average sex-ratio of the village is 919. The total literacy rate in the village (46.37%) is much lower than the State average (78.03%). While around 60 per cent (59.92%) of the males have attained the skill of literacy, their female

counterparts lag miserably behind with only 33.52 per cent literacy rate. The survey has covered 22.32 per cent of the households of the village where around 20 per cent (21.28%) of the population lived. Out of the total persons surveyed 22.64 and 19.97 per cent were males and females respectively (Table 7.1).

Dhanivadi village is also located in Kavant *taluka* with 145 house-holds and 776 persons. Out of which, 392 are Males and 384 are females, with 17.40 per cent of population under six years of age. It has low literacy rate 58.89 per cent with 67.31 per cent of male and 39.21 per cent female literacy. Almost the entire (99.09%) population of Dhanivadi village belongs to ST category, and the remaining population belongs to the SC category. The households surveyed in this village accounted for 35.17 per cent of all the households in the village. Here, the sample population was 28.09 per cent which included 27.55 per cent of males and 28.65 females.

Chhota Udaipur is a predominantly tribal *taluka* with 87.62 per cent ST population (2011 Census). This *taluka* is endowed with rich forest and mineral resources. The Gujarat Mineral Development Corporation (GMDC) mines dolomite, fluorite, granite and sand from this *taluka*. The Rathwa community of this *taluka* is famous for the Pithora paintings, which they make by mixing colour with liquor and milk. The Pithora paintings are generally made on the walls of their houses depicting their lifestyle. It has a total literacy rate of 43.51 per cent, with 51.60 per cent male and 35.37 per cent female literacy (2011census).

Achhala: This village is located in the Chhota Udaipur *taluka* of Vadodara district. It has 396 households with 1,982 populations, out of which 1,021 are males and 961 are females. Around 15 per cent (15.64%) of the population is below six years age. It has a lower literacy rate of 50.54 per cent male literacy and 31.62 percent female literacy. The entire population of the village belongs to ST community. The number of households surveyed in this village accounts for 12.63 per cent of total households in the village. The sample population was 13.32 per cent which included 13.91 per cent of male population and 12.70 per cent of female population.

Dhandhoda is a large village located in the Chhota Udaipur *taluka*. It has 627 households with 3,312 populations, out of which 1,730 are males and 1,582 are females. Population below six years of age in the village accounted for 13.95 per cent

of its total population. It has a literacy rate of 62.60 per cent with male literacy of 71.86 per cent and female literacy of 52.65 per cent. It has 73.91 per cent ST and 24.43 per cent SC population. For this study, 10.21 per cent of the households were surveyed, covering 9.30 per cent persons, which included 10.00 per cent of males and 8.53 per cent female population.

Table - 7.1: Brief Profile of the Sample Villages

Village	Total Number of Households and Population				Number and Percentage of Sample Households and Population			
	HHs	Persons	Male	Female	HHs	Persons	Male	Female
Gojariya	224	1297	636	661	50 (22.32)	276(21.28)	144(22.64)	132(19.97)
Dhanivadi	145	776	392	384	51 (35.17)	218(28.09)	108(27.55)	110(28.65)
Achhala	396	1982	1021	961	50 (12.63)	264(13.32)	142(13.91)	122(12.70)
Dhandhoda	627	3312	1730	1582	64 (10.21)	308 (9.30)	173(10.00)	135 (8.53)
Bautha	321	1541	802	739	50 (15.58)	231(14.99)	119(14.84)	112(15.16)
Paldi	151	749	398	351	51 (33.77)	276(36.85)	148(37.19)	128(36.47)
Kashipura	241	1117	578	539	50 (20.75)	248(22.20)	124(21.45)	124(23.01)
Hetampura	317	1504	785	719	56 (17.67)	176(11.70)	94 (11.97)	82 (11.40)
Total	**2422**	**12278**	**6342**	**5936**	**422(17.42)**	**1997(16.26)**	**1052(16.59)**	**945(15.92)**

Source: District Census Handbook, Vadodara, 2011 and Primary Survey

Savli *Taluka*- Savli is the northern most *taluka* of the Vadodara district. It is one of the developed *talukas* of Vadodara with industrial regions under its lap. It has Gujarat Industrial Development Corporation (GIDC) owned industrial estate which is spread over an area of 800 hectares. It has several engineering and electronics industries. Bombardiers, ABB, FAG, and Siemens are some the renowned companies having their units located in Savli *taluka*. The significance of the taluka has increased with the prominence of Savli-Halol route of Delhi Mumbai Industrial Corridor (DMIC). It also has export promotion industrial park, which is a part of Special Economic Zones (SEZ). It has a total literacy rate of 78.56 per cent with 88.02 per cent male and 68.44 per cent female literacy rate (2011census).

Bautha is located in the Savli *taluka* of Vadodara district with 321 households and 1,541 persons, out of which 802 are males and 739 are females. Literacy rate of this village is higher compared to the State average. Male literacy was 89.32 per cent and female literacy 72.64 per cent. The village has 10.45 per cent ST and 3.96 per cent SC

population. A total of 15.58 per cent of the households were surveyed in this village. Here, the sample population was 14.99 per cent which included 14.84 per cent of male and 15.16 females.

Paldi is a small village of Savli *taluka* with just 151 households and 749 persons. Out of which, 398 are males and 351 are females. Slightly less than 15 per cent (14.65%) of the village population is below six years of age. It has comparatively lower literacy rate of 77.14 per cent. Male literacy is 87.13 per cent, while female literacy is 65.13 per cent. The village has 22.30 per cent of ST population. The number of households surveyed for this study accounted for 33.77 per cent of the total households in the village. Here, the sample population was 36.85 per cent which included 37.19 per cent of males and 36.47 of females (Table 7.2).

Table - 7.2: Share of SC and ST Population in the Total Population of the Sample Villages

Village/District	Schedule Caste (%)			Schedule Tribe (%)		
	Total	Male	Female	Total	Male	Female
Gojariya	0.00	0.00	0.00	99.92	99.84	100.00
Dhanivadi	0.90	1.02	0.78	99.10	98.98	99.22
Achhala	0.00	0.00	0.00	100.00	100.00	100.00
Dhandhoda	24.43	24.68	24.15	73.91	73.82	74.02
Bautha	3.96	3.62	4.33	10.45	10.47	10.42
Paldi	0.00	0.00	0.00	22.30	22.36	22.22
Kashipura	16.92	15.74	18.18	33.57	36.16	30.80
Hetampura	0.13	0.25	0.00	1.06	1.02	1.11
Vadodara (Rural)	3.96	3.98	3.93	49.56	49.10	50.03
Vadodara(Urban)	6.71	6.66	6.75	5.29	5.33	5.25
Vadodara (Total)	**5.32**	**5.32**	**5.32**	**27.60**	**27.24**	**28.00**

Source: District Census Handbook, Vadodara, 2011.

Vadodara *Taluka*: This is the most developed *taluka* of the district. It is located on the Delhi-Mumbai Industrial Corridor (DMIC), making it a significant destination for investors. It is known for industrial growth with lot of industries under its packet. It is known as the education hub. It has the highest literacy rate of 89.86 per cent among the all the *talukas* of the district with 93.53 per cent male and 85.88 per cent female literacy (2011census).

Kashipura is a medium sized village of Vadodara *taluka* with 241 households and 1,117 populations, out of which 578 are males 539 are females. The population below six years of age is 11.82 per cent in the village. It has literacy rate of 81.42 per cent, which is more than the State average of 78.03 per cent. Around 88.17 per cent males and 74.27 per females of the village are literate. It has 33.57 per cent ST and 16.92 per cent SC population. The households surveyed covered 20.75 per cent of all the households in the village. Here, the sample population was 22.20 per cent which included 21.45 per cent of males and 23.01 of females.

Hetampura is a medium sized village of Vadodara *taluka* with 317 households and 1,504 persons, out of which 785 are males and 719, are females. 14. 49 per cent population is under six years of age. It has a literacy rate of 79.39 per cent, a little higher than the State average. While 84.05 per cent of the males are literate, 74.31 per cent of their female counterparts had attained literacy. The village has only 1.06 per cent ST and 0.13 per cent SC population in its total population. Out of the total 317 households, 17.67 per cent of the households were surveyed. The sample population included 11.70 per cent of 1,504 persons, covering 11.97 per cent of males and 11.40 per cent females.

All the non-tribal villages are located near the urban centers with proper transport (six lane roads) and communication facilities, which boost their literacy and educational attainment rates. On the other hand, the predominantly tribal villages are negatively affected by the absence of such infrastructural facilities. It is clearly observed that the *talukas* and villages nearer to urban-industrial centers linked to better transport and communication facilities have higher literacy rates for both males and females.

For the surveyed villages, share of workers in primary, secondary, and tertiary sectors has been worked out from the data generated through the household schedules. As is clear from Table 7.3, in the four predominantly tribal villages of Gojariya, Dhanivadi, Achhala and Dhandhoda, the share of workers engaged in secondary activities is nil.

Table - 7.3: Sector-Wise Share of Workers in the Sample Population

Village	Primary	Secondary	Tertiary	Total
Gojariya	87.44	0.00	12.56	100.00
Dhanivadi	86.93	0.00	13.07	100.00
Achhala	86.10	0.00	13.90	100.00
Dhandhoda	83.35	0.00	16.65	100.00
Bautha	66.67	6.14	27.19	100.00
Paldi	65.91	14.39	19.70	100.00
Kashipura	56.06	2.27	41.67	100.00
Hetampura	53.54	4.04	42.42	100.00

Source: Field Survey

Rather, between 83 to 88 per cent of the workers in these four villages are involved with primary activities. Only a small proportion (12 to 17%) of the workers of these villages has found economic avenue in the tertiary sector (Table 7.3). Thus, in the absence of secondary activities and very limited scope of tertiary activities in these predominantly tribal villages, the level of literacy and education has remained low with high gender disparity.

The four villages of Bautha, Paldi, Kashipura and Hetampura, which are located in the vicinity of urban-industrial areas and dominated by non-tribal population, have significant proportion of workers in secondary and tertiary sectors. Proportion of workers engaged in secondary activities varies between 2 to 15 per cent in the four villages. The tertiary sector accommodates between 16 to 43 per cent of the workers in these villages. These *talukas* not only have higher literacy but also lower gender as well as rural urban literacy disparity. This proves that "the level of literacy and educational attainment increases and disparities decreases with the increase in the share of secondary and tertiary workers", which was hypothesized at the outset of this research.

7.9 SPATIAL PATTERN OF LITERACY IN THE SAMPLE VILLAGES:

Less than half the population of the sample villages with predominantly tribal population was had attained literacy by the 2001 Census. On the other hand, between 50 to 84 per cent of the population in the non-tribal sample villages had acquired the skill by that time. The impact of urbanization and industrialization is clearly reflected

in the non-tribal villages. The lowest literacy was found in Gojariya village. The highest literacy rate was recorded in Dhandhoda village. During the next decade, there was perceptible improvement in the levels of literacy in all the villages, both non-tribal and tribal. Initiatives of the Government as well as non-government agencies seem to have exerted positive impact on the literacy scenario in the rural areas of the district. The highest literacy rates among all villages were in Kashipura village (81.42%). All the four sample villages with dominance of non-tribal population recorded more than 65 per cent literacy at the 2011 Census. Contrarily, none of the tribal villages could reach this mark by the said census year. The maximum literacy any tribal village had was 62.60 per cent (Dhandhoda). Rather, the lowest literacy of 49.09 per cent in Achhala village was too behind the literacy of the non-tribal villages. It is worth noting that, Dhandhoda is a large village with mixed population, while Achhala village has cent per cent tribal population. It may be recollected that, Dhandhoda village has a mixed population and is located on the Vadodara-Chhota Udaipur State Highway. It also has better educational infrastructure in comparison to the other sample tribal villages. The implication is, exposure to non-tribal traits and availability of educational infrastructure have contributed to the spread of literacy in Dhandhoda village. Achhala, on the other hand, is a completely tribal village, with much exposure and educational infrastructure. Despite interference of NGO and proximity to the *Adivasi* Academy, the literacy rate in Achhala increased by only 5.19 points during the last decade, while the same increment in Dhandhoda was around 17 (16.95) points.

Table - 7.4: Sample Villages - Literacy Rate and Gender Disparity Index (2001 and 2011)

Village	Literacy Rate-2001			Literacy Rate-2011			Gender Disparity Index	
	Total	Male	Female	Total	Male	Female	2001	2011
Gojariya	19.49	32.12	5.94	46.37	59.92	33.52	0.8	0.33
Dhanivadi	40.32	60.89	21.23	52.89	67.31	39.21	0.57	0.32
Achhala	35.9	46.4	25.03	41.09	50.54	31.62	0.32	0.26
Dhandhoda	45.65	50.97	39.93	62.6	71.86	52.65	0.14	0.2
Bautha	66.58	81.82	48.57	81.34	89.32	72.64	0.33	0.15
Paldi	59.35	74.38	43.7	77.14	87.13	65.78	0.33	0.2
Kashipura	74.13	93.42	63.99	81.42	88.17	74.27	0.27	0.13
Hetampura	85.29	93.05	76.99	79.39	84.05	74.31	0.14	0.09

Source-District Census Handbook, Vadodara, 2001 and 2011; GDI Calculated.

Figure - 7.1: Literacy - Gender Disparity Index in Sample Villages (2001 and 2011)

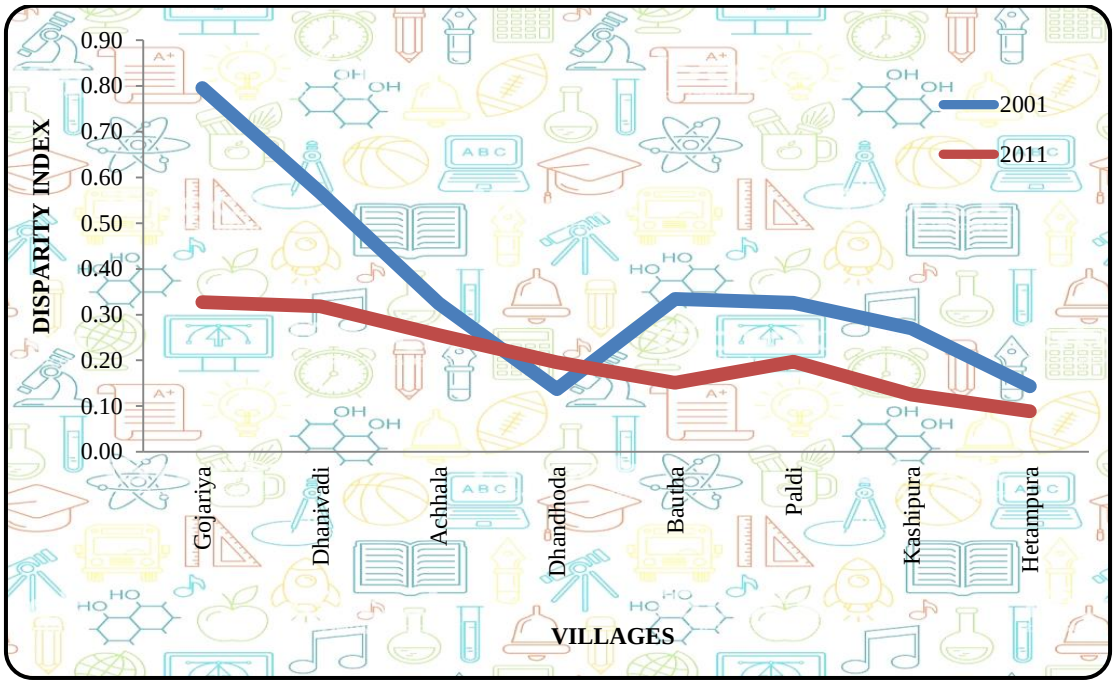
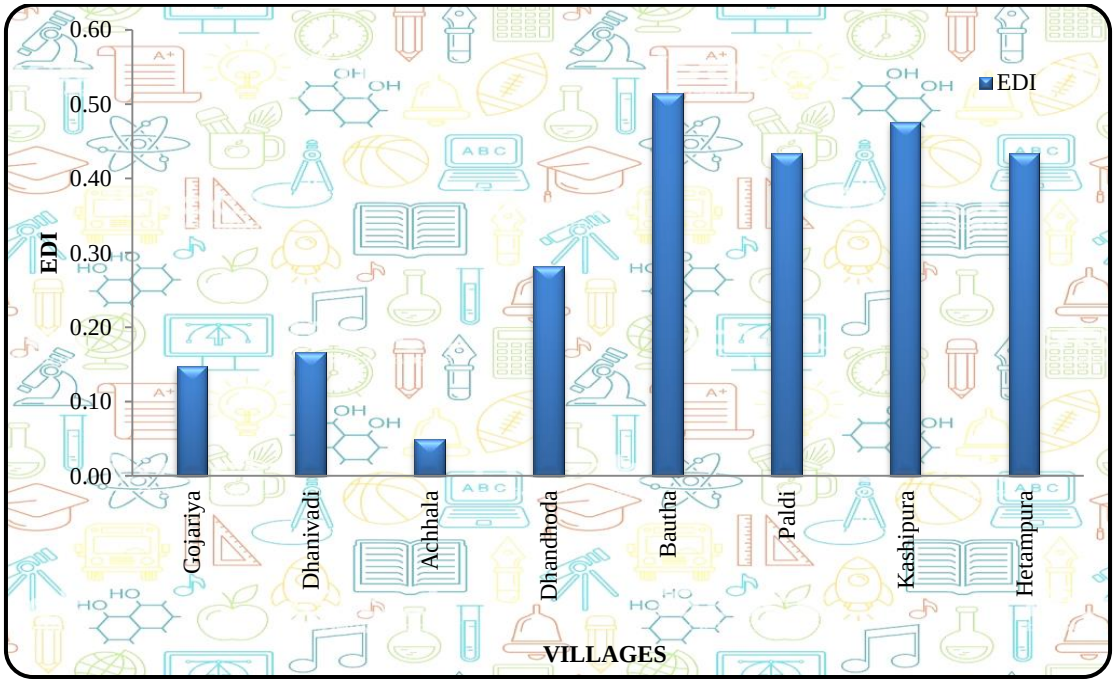


Figure - 7.2: Educational Development Index - Sample Villages



Analyzing literacy rate of the surveyed villages at the two census years of 2001 and 2011 (Table 7.4), it can be said that all the villages experienced a good leap during the decade. The highest point percentage growth is seen in the village of Gojariya (26.88 point %), followed by Paldi (17.79 point) and Dhandhoda (16.95 points). The only village where the literacy rate has declined is in village Hetampura, which may be due to large outmigration of the literate and educated segment of the village population. The villages of Vadodara *taluka* registered the highest male literacy with more than 93 per cent of the males having attained the skill.

Comparing the *talukas* of Vadodara district on the basis of levels of development, it was observed that the predominantly tribal *talukas* are the least developed in the district. It was also observed that literacy rate remained lower in the less developed *talukas.* Even from among the sample villages, the villages of less developed *talukas*, like, that of Kavant and Chhota Udaipur *talukas* have comparatively lesser literacy rate than the village of the developed *talukas.*

The SC, the ST and the females are designated as the socially and economically deprived sections of the society. Referring to tables 7.2 and 7.4, it can be said that higher SC and ST population, lesser is the literacy rate. Female literacy rates compare poorly with male literacy rates in the sample villages (Table 7.4). Even at *taluka* level (Tables 6.3, 6.4 and 6.7), the SC, ST and female literacy rates have been lower. These facts prove the second hypothesis which states, "Level of literacy and educational attainment is lower amongst the socially and economically deprived segments of the population including the females.

Comparing the share of SC and ST population to the total population (Table 7.2), it can be said that, village Dhandhoda is having the highest share of SC (24.43%) SC population followed by Kashipura (16.92%) village. The other surveyed villages have marginal (5 to 7%) share of SC population in their respective total populations. With regard to the ST population, the village Gojariya, Achhala, and Dhanivadi have 100 per cent tribal population, while the village of Dhandhoda has74.02 per cent tribal population. Rest of the four villages have 10 to 30 per cent of ST population. Comparing the literacy rates (Table 7.4) of these villages, it can be said that higher the proportion of ST and SC population in the total population, lower is the literacy rate. The literacy rate of Gojariya (46.37%), Dhanivadi (52.90%), and Achhala (41.09%)

with 100 per cent ST population is lower than Dhandhoda (62.60 %) which has a substantial share (27.02%) of non-tribal population. At the *taluka* level too, it was noticed that all the pre-dominantly tribal *talukas* have lower literacy rate than the non-tribal *talukas.* These, observations prove the first hypothesis which states that the "levels of literacy and education are lower in the predominantly tribal areas".

7.10 DISPARITY INDEX OF LITERACY IN THE SURVEYED VILLAGE:

The gender disparity index of literacy of the eight surveyed villages has been worked out using Sopher's modified index for the year 2001 and 2011 (Table 7.4, Figure 7.1). The disparity index was highest in the villages of Gojariya followed by Dhanivadi in 2001, which reduced in 2011 by 0.47 and 0.25 points respectively. Although, characteristically gender discrimination is uncommon in the traditional tribal societies, with regard to literacy and educational attainment this principle does not hold true particularly for Gojariya and Dhanivadi villages of Kavant *taluka.* Both these villages have higher share of tribal population and display high male-female literacy disparity. However, the principle seems to in force for the other two tribal villages of Achhala and Dhandhoda. The two villages compared well with the non-tribal villages at the 2011 Census count. Rather, the latter village had the lowest male-female disparity along with the non-tribal village of Hetampura at this census. However, the reduction in the levels of disparity in the villages of Gojariya and Dhanivadi of Kavant *taluka* during the decade has, of course been satisfactory and might have been caused due to the government and non-government initiatives in the area.

At the 2011census, disparity level has reduced in all the eight sample villages excepting for Dhandhoda village. The disparity in Gojariya and Dhanivadi of Kavant *taluka,* however remain the highest even at this census. The increase in disparity in Dhandhoda village disturbing and can be understood after closer scrutiny. The negligible decrease of 0.07 points in Achhala village is similarly unexpected as the *Adivasi* Academy located nearby makes all round efforts to improve the level of education among the tribes of the area. The improvement in the level of literacy and consequential decrease in the level of male-female literacy disparity in the sample villages may be due to the government and non-government initiatives taken with respect to female education during the recent years.

7.11 EDUCATION DEVELOPMENT INDEX IN THE SURVEYED VILLAGE:

Education Development Index (EDI) has been worked out for all the eight villages using the variables like literacy rate (2011) and enrollment rates (Number of enrolled students has been taken from the school records during primary survey) (Figure 7.2).

Table - 7.5: Educational Development Index of Sample Villages

Villages	Literacy Rate	Enrollment Rate	EDI
Gojariya	46.37	28.68	0.148
Dhanivadi	52.89	12.48	0.166
Achhala	41.09	17.40	0.049
Dhandhoda	62.60	14.04	0.281
Bautha	81.34	20.32	0.515
Paldi	77.14	10.58	0.434
Kashipura	81.42	8.63	0.476
Hetampura	79.39	3.03	0.433

Source - District Census Handbook, Vadodara, 2011; Field data.

The EDI has been much higher in all the non-tribal villages of Bautha (0.515), followed by Kashipura (0.476), Paldi (0.434), and Hetampura (0.433) (Table 7.5). Thus, there is clear cut distinction between the tribal and non-tribal villages. All the four non-tribal villages are ahead of tribal villages. Bautha in the Savli *taluka* is in the midst of the industrial estate of the GIDC and the six lane highway with comparatively higher share of secondary and tertiary workers. Educational infrastructure happens to be the best in Bautha village. All these are the contributing factors of better education development index of the village. All the tribal villages are behind the non- tribal villages. The highest EDI among tribal villages is in Dhandhoda (0.281) village followed by Dhanivadi (0.166) and Gojariya (0.148) villages. The least EDI is of Achhala (0.049). All the tribal villages lack in the educational infrastructure, drop-outs remains higher in these villages. There is also the issue of non-tribal teachers in the tribal villages. The tribes have their own dialect. Bhili (dialect of the Bhil community) and Rathwi (dialect of the Rathwa community) are the two dialects spoken in the surveyed villages. The state language Gujarati at times created disinterest for studies among the tribal students who are comfortable with their dialect. The tribal students feel alienated among the non-tribal students and

teachers. Soon they began to have inferiority complex, which leads to absenteeism to even drop-out.

Dhandhoda is comparatively better equipped village in terms of the educational infrastructure among all the tribal villages. This is reflected in its EDI (0.281). Over all, there is an urgent need of change in the dynamism of the plan and policies especially towards the tribal education.

Availability of the infrastructure can be related to the level of development. As mentioned earlier, at *taluka* level, the developed *talukas* of Vadodara, Savli and Padra, have better educational infrastructure and higher levels of literacy (Section 7.9). At the village level, the same is also proved to be true. With better infrastructural facilities provided under the State Government's Tribal Education Programme, the predominantly tribal village, Dhandhoda has relatively higher literacy rate as compared to those without proper infrastructural facilities. In other words, it can be said that educational attainment remains higher with the better educational infrastructure as in Dhandhoda village, thus the third hypothesis is proved.

There remains a gap by the secondary data. In order to fulfill the gap, the primary investigation with the help of structured scheduled, informal discussion, and Rapid Rural Appraisal (RRA) were undertaken. The importance of primary investigation is to give the true picture of the situation in the village to the policy-makers which cannot be over stated. The objective of the survey was to generate new information which the secondary data do not state.

To analyze the investigation, in a more lucid manner, all the four tribal villages have been clubbed according to the land-size category. The same method is followed for all the four non-tribal villages. Further, the share of the each of the categories of the tribal as well as the non-tribal villages has been taken for interpretation.

7.12 ASSOCIATION OF DIFFERENT VARIABLES THROUGH REGRESSION AND CORRELATION:

Table - 7.6a: Different Variable for Regression affecting Literacy in the Sample Villages

Village	Y	X1	X2	X3	X4
	Literacy Rate	Share of people engaged in Secondary sector	Share of people engaged in Tertiary sector	Gender Disparity Index	Education Development Index
Gojariya	46.37	0.00	12.56	0.33	0.148
Dhanivadi	52.89	0.00	13.07	0.32	0.166
Achhala	41.09	0.00	13.9	0.26	0.049
Dhandhoda	62.6	0.00	16.65	0.20	0.281
Bautha	81.34	6.14	27.19	0.15	0.515
Paldi	77.14	14.39	19.7	0.20	0.434
Kashipura	81.42	2.27	41.67	0.13	0.476
Hetampura	79.39	4.04	42.42	0.09	0.433

Source: District Census Handbook, Vadodara, 2011; Field data.

A regression analysis has been attempted taking literacy rate (Table 7.6a) (Y) as the dependent variable and share of people engaged in secondary sector (X1), share of people engaged in tertiary sector (X2), gender disparity index in literacy (X3) and education development index (X4) as independent variables.

Table - 7.6b: Regression Statistics

Multiple R	0.995497
R Square	0.991013
Adjusted R Square	0.979031
Significance F	0.021674

Source: Calculated

The Multiple R of 0.995497 makes it clear (Table 7.6b) that the relationship between the dependent and the independent variables is very close to perfect positive relationship. R Square value of 0.991013 for the dependent and independent variables also indicates that all the independent variables are having very good association (99%) with the dependable variable, i.e. the literacy rate. In other words, 99 per cent of the variation in the dependent variable (literacy rate) is explained by these

independent variables. Here, significance F value is 0.021674, thus the result is significant.

Table - 7.6c: Regression Coefficients

	Coefficients
Intercept	40.4393166
Share of Secondary Worker	0.18895542
Share in Tertiary Worker	0.12270344
GDI	-15.055071
EDI	78.3298352

Source: Calculated

The regression coefficient provides the expected change (Table 7.6c) in the dependent variable (literacy rate) for one-unit increase in the independent variable. With regard to the regression coefficients between the individual variables and the dependent variable i.e. literacy rates, it can be said that the variables like, the share of people engaged in secondary sector, share of the people engaged tertiary sector and education development index have positive impact on the literacy rate while gender disparity index has negative impact on the literacy rate. In other words, with increase in the share of the people in secondary and tertiary sectors and education development index, literacy rate increases, and with the increase in gender disparity index in literacy, literacy rate decreases. The surveyed villages also display the same. The share of the secondary and tertiary workers and education development index was higher among the non-tribal villages with the higher literacy rate. The tribal villages, on the other hand, have lower literacy rate and higher gender disparity index.

Table - 7.7a: Association of Literacy Rate with Social Composition

Village	Y	X1	X2	X3
	Literacy Rate	Muslim (%)	SC (%)	ST (%)
Gojariya	46.37	0.00	0.00	100.00
Dhanivadi	52.89	0.00	0.00	96.23
Achhala	41.09	0.00	0.00	100.00
Dhandhoda	62.6	0.00	14.06	85.94
Bautha	81.34	0.00	6.00	12.00
Paldi	77.14	31.37	47.06	3.92
Kashipura	81.42	32.00	36.00	0.00
Hetampura	79.39	0.00	2.00	4.00

Source: DCH, Vadodara - 2011; Field data.

An attempt was made to work out the regression between (Table 7.7a) literacy rate (Y) as the dependent variable and share of Muslim population (X1), Share of SC population (X2) and Share of ST population (X3) as independent variables.

Table - 7.7b: Regression Statistics

Multiple R	0.978303
R Square	0.957077
Adjusted R Square	0.899846
Significance F	0.006158

Source: Calculated

The regression statistics indicate that there is strong positive (Table7.7b) relationship between the dependent variable and the independent variables. Here, Multiple R is 0.978303, which means that it is very near to the perfect positive relationship. R Square value for the dependent and independent variables is 0.957077, which indicate that all the independent variables are having very good association (95%) with the dependable variable, i.e. the literacy rate. In other words, 95 per cent of the variation in the dependent variable (literacy rate) is explained by these independent variables. The significant F being 0.006158, the result is significant.

Table - 7.7c: Regression Coefficients

	Coefficients
Intercept	81.46916
Muslim (%)	-0.69539
SC (%)	0.495027
ST (%)	-0.34192

Source: Calculated

The regression coefficient (Table7.7c) provides the expected change in the dependent variable (literacy rate) for a one-unit increase in the independent variable. Regarding the regression coefficients of individual variables with the dependent variable i.e. literacy rates, it can be said that the share of SC population has positive impact with the literacy rate while the share of Muslim population and share of ST population has negative impact with the literacy rates. Among the sample villages, it is observed that

villages with higher proportion of ST and Muslim populations, have lower literacy rates, while it is not so with the villages where the share of SC population is higher.

Table - 7.8a: Educational Characteristics and Perception in the Sample Villages

Village	Y	X1	X2	X3	X4
	Literacy Rate	Share of children who become Help in work	Perception of Parents for children in participating in Harvesting (%)	Jobs Opportunity (%)	Dropouts at Primary Level (%)
Gojariya	46.37	70.00	68.38	80.00	45.00
Dhanivadi	52.89	68.63	66.67	35.29	32.26
Achhala	41.09	82.00	72.00	68.00	42.42
Dhandhoda	62.6	93.75	63.75	85.29	44.17
Bautha	81.34	82.00	45.63	80.00	35.50
Paldi	77.14	87.66	59.26	82.02	44.84
Kashipura	81.42	86.00	50.00	90.43	40.00
Hetampura	79.39	78.28	60.71	77.09	45.45

Source: DCH, Vadodara-2011; Field Survey

Another regression has been done taking (Table 7.8a) literacy rate (Y) as the dependent variable, and share of children who become help in work (X1), perception of parents for children in participating in harvesting (X2), Job opportunity (X3) and dropouts at primary level (X4) as independent variables.

Table - 7.8b: Regression Statistics

Multiple R	0.740386
R Square	0.548172
Adjusted R Square	-0.05427
Significance F	0.053439

Source: Calculated

The result can be interpreted (Table 7.8b) from the Multiple R of 0.740386 as the there is positive relationship between the dependent and independent variables. Even the R Square value for the dependent and independent variable of 0.548172, indicate that all the independent variables have fairly good association (54%) with the dependable variable i.e. the literacy rate. In other words, 54 per cent of the variation in the dependent variable (literacy rate) is explained by these independent variables.

Here, significance F is more than the prescribed value, which means that it is statistically insignificant, but as per the study it was found to be relevant.

Table - 7.8c: Regression Coefficients

Intercept	86.66767
Share of children who become Help in work	0.044752
Perception of Parents for children in participating in Harvesting	-0.46261
Jobs Opportunity	0.599602
Dropouts at Primary Level	-0.94349

Source: Calculated

The regression coefficient (Table 7.8c) provides the expected change in the dependent variable (literacy rate) for a one-unit increase in the independent variable. Regarding these individual variables, it can be said that the variable like share of children who become help in work, perception of parents with regard to participation of children in harvesting, and dropouts at primary level exert negative impact, unlike job opportunity which exerts positive impact on literacy rate. People in the sample villages perceive attainment of literacy as the media to get job. Implication is, because of the involvement of children in helping parents in the household chores in the sample villages and agricultural operations, particularly harvesting, and drop-outs, literacy rates remain low. Controlling these would increase definitely increase literacy rate of the concerned region.

Table - 7.8d: Correlation Matrix

	Literacy Rate	Share of children who become Help in work	Perception of parents for Children in participating in Harvesting (%)	Jobs Opportunity (%)	Dropouts at Primary Level (%)
Literacy Rate	1				
Share of children who become Help in work	-0.17745	1			
Children in participating in Harvesting (%)	-0.59148	-0.06515	1		
Jobs opportunity (%)	0.486618	-0.08556	-0.63368	1	
Dropouts at Primary Level (%)	-0.17064	0.353679	-0.13907	0.535853	1

Source: Calculated

Statistical correlation (Table 7.8d) literacy rate with share of children who become help in work, perception of parents for children in participating in harvesting and dropouts at primary level is also negative, while with job opportunity it is positive. Drop-outs remained positively correlated with the help in work and children participating in harvesting which remained true in the sample village. Children drop-out at primary level to be help in work for their parents and for job opportunity in informal sector while perceptions of parents for children in participating in harvesting were without discontinuing their studies.

7.13 DEMOGRAPHIC, ECONOMIC AND SOCIAL CHARACTERISTICS OF THE SAMPLE VILLAGES:

Primary information was gathered from the eight sample villages (four tribal and four non tribal) and analyzed by demographic, economic, social and psychological categories. The educational characteristics of the sample villages have also been examined in this section to understand the nature of problems associated with the two sets of sample villages. Ample importance has been given perception of the population towards education and educational attainment. The data for the analysis have been collected with the help of structured household schedules as well as RRA. For convenience of analysis, the household level data have been aggregated by land size categories, such as Land Less; 0 to 1, 1 to 2, 2 to 3, 3 to 4, and 5 acres and above categories.

Taken together from the entire eight sample villages, a total of 422 households have been surveyed, which includes 215 from the four tribal and 207 from the non-tribal villages. The sample size was invariably more than 10 per cent for all the villages, whether tribal or non-tribal. Majority of the households in the tribal village are small and marginal farmers, with 1 to 2 (24.19%) and 2 to 3 (18.14%) acres of land. Only 12.09 per cent have more than 5 acres. However, landlessness is much less in the trial villages (15.35%) in comparison to the non-tribal villages (37.68%). Higher proportion of landlessness in the non-tribal villages may be due to the influence of urban-industrial expansion in the vicinity of these villages. Although the share of small and marginal farmers in the non-tribal villages is relatively lesser, the share of medium and large farmers is by and large similar to that of the tribal villages. (Figure 7.3)

7.13.1 Demographic Characteristics:

Various aspects of demography of the sample villages have been analyzed in the following section with an intention to unravel their relation with attainment of literacy and education.

7.13.1.1 Age Composition (Male):

The proportion of child population in the tribal villages, on an average is less than 5 per cent. The aged people in the 60 plus age group account for another 5.47 per cent of the total population surveyed in these villages. Nearly, 23 per cent people were in the school going age group of 6 to 14 years, while nearly two-thirds (66%) of the population were in the working age groups of 15 to 59 years (Table 7.9a).

Table - 7.9a: Share of Male Population by Land Size Category in the Tribal Villages

Land Size (in Acres)	Households (%)	Age Group (in Years)							
		< 6	6-14	15-24	25-34	35-44	45-59	60+	All Ages
Landless	33 (15.35)	4.55	21.59	29.55	12.5	14.77	14.77	2.27	100.00
0.01-1.00	20 (9.30)	3.92	23.53	19.61	15.69	19.61	9.80	7.84	100.00
1.01-2.00	52 (24.19)	6.72	29.10	13.43	19.4	15.67	11.94	3.73	100.00
2.01-3.00	39 (18.14)	2.17	25.00	23.91	14.13	19.57	9.78	5.43	100.00
3.01-4.00	27 (12.56)	1.35	24.32	28.38	14.86	13.51	12.16	5.41	100.00
4.01-5.00	18 (8.37)	7.27	16.36	23.64	14.55	12.73	18.18	7.27	100.00
5.01 & Above	26 (12.09)	4.11	21.92	21.92	17.81	12.33	12.33	9.59	100.00
Total	**215 (100)**	**4.41**	**23.99**	**22.22**	**15.87**	**15.52**	**12.52**	**5.47**	**100.00**

Source: Field Survey

Table - 7.9b: Share of Male Population by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	Households (%)	Age Group (in Years)							
		< 6	6-14	15-24	25-34	35-44	45-59	60+	All Ages
Landless	78 (37.68)	1.71	25.14	23.43	10.86	21.71	12.00	5.14	100.00
0.01-1.00	27 (13.04)	3.77	20.75	11.32	16.98	13.21	24.53	9.43	100.00
1.01-2.00	34 (16.43)	1.06	30.85	20.21	7.45	19.15	10.64	10.64	100.00
2.01-3.00	22 (10.63)	0.00	33.33	16.67	8.33	25.00	6.25	10.42	100.00
3.01-4.00	12 (5.80)	0.00	15.38	19.23	19.23	19.23	11.54	15.38	100.00
4.01-5.00	9 (4.35)	11.54	23.08	15.38	11.54	19.23	15.38	3.85	100.00
5.01 & Above	25 (12.08)	1.59	20.63	20.63	11.11	20.63	17.46	7.94	100.00
Total	**207 (100)**	**2.06**	**25.36**	**19.79**	**11.13**	**20.21**	**13.40**	**8.04**	**100.00**

Source: Field Survey

The male population distribution in the working age groups in the non-tribal villages is by and large similar to that of the tribal villages. However, significant difference in the percentage share of male population in the below six years and above 60 years age groups can be observed between the sets of villages. The non-school going child population in the non-tribal villages is mostly less than two per cent in all the land size categories excepting 0.01 to 1.00 acres and between 4.01 to 5.00 acres. Nearly 25 per cent of children are in the school going age group of 6 to 14 years and around 64 per cent are in the working age group of 15 to 59 years. The share of elderly people in the non-tribal villages is relatively higher (8%) than in the tribal villages (Table 7.9b). It may be pointed out here that, in the tribal villages, males generally join the workforce after attaining 10 years of age, particularly among the small and marginal land owning and landless households, thus enhancing the chances of drop-out from the school.

7.13.1.2 Age Composition (Female):

Age composition among the females in the tribal villages remains by and large similar to the age composition of the males in these villages. On an average, around seven per cent of the total female population in the sample households of the surveyed villages is below six years of age. Around a quarter (24.05%) of this population is potential school student. Among the landless households, the share of such girls is the highest (31.87%). The shares of working (51%) as well as the elderly female population (4 %) are however, much smaller than their male counterparts (Table - 7. 10a).

Table - 7.10a: Share of Female Population by Land Size Category in the Tribal Villages

Land Size (in Acres)	Household (%)	Age Group (in Years)							
		< 6	6-14	15-24	25-34	35-44	45-59	60+	All Ages
Landless	33 (15.35)	5.49	31.87	15.38	10.99	18.68	12.09	5.49	100
0.01-1.00	20 (9.30)	4.55	22.73	13.64	18.18	15.91	20.45	4.55	100
1.01-2.00	52 (24.19)	10.48	22.86	18.10	17.14	16.19	11.43	3.81	100
2.01-3.00	39 (18.14)	10.59	23.53	16.47	16.47	16.47	14.12	2.35	100
3.01-4.00	27 (12.56)	0.00	16.95	27.12	22.03	18.64	15.25	0.00	100
4.01-5.00	18 (8.37)	10.00	22.00	12.00	24.00	6.00	20.00	6.00	100
5.01 & Above	26 (12.09)	1.54	24.62	20.00	26.15	12.31	10.77	4.62	100
Total	**215 (100)**	**6.61**	**24.05**	**17.64**	**18.44**	**15.43**	**14.03**	**3.81**	**100**

Source : Field Survey

Table -7.10b: Share of Female Population by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	Household (%)	Age Group (in Years)							
		< 6	6-14	15-24	25-34	35-44	45-59	60+	All Ages
Landless	78 (37.68)	5.49	28.66	17.68	15.85	18.9	7.93	5.49	100
0.01-1.00	27 (13.04)	3.57	33.93	12.5	23.21	5.36	17.86	3.57	100
1.01-2.00	34 (16.43)	1.33	25.33	17.33	20	17.33	13.33	5.33	100
2.01-3.00	22 (10.63)	2.27	18.18	29.55	15.91	18.18	13.64	2.27	100
3.01-4.00	12 (5.80)	4.17	25	20.83	25	16.67	4.17	4.17	100
4.01-5.00	9 (4.35)	16.67	8.33	20.83	12.5	16.67	16.67	8.33	100
5.01 & Above	25 (12.08)	5.08	27.12	10.17	11.86	23.73	8.47	13.56	100
Total	**207 (100)**	**4.71**	**26.23**	**17.49**	**17.26**	**17.26**	**10.99**	**6.05**	**100**

Source : Field Survey

Nearly 5 per cent of the female population of the non-tribal villages is in the age group of below six years. The working age groups from 15 to 59 accommodate around two-thirds (around 63%) of all females in the four non-tribal villages. The school going age group of 6 to 14 years too has a large share (26.23%) of this population (Table 7.10b).

7.13.1.3 Age Composition (Total):

The distribution of male and female population considered together across different age groups in both tribal and non-tribal villages is by and large similar to the distribution of males and females in these villages (Table 7.11a & 7.11b).

Table - 7.11a: Share of Population by Land Size Category in the Tribal Villages

Land Size(in Acres)	Household (%)	Age Group (in Years)							
		< 6	6-14	15-24	25-34	35-44	45-59	60+	All Ages
Landless	33 (15.35)	5.03	26.82	22.35	11.73	16.76	13.41	3.91	100
0.01-1.00	20 (9.30)	4.21	23.16	16.84	16.84	17.89	14.74	6.32	100
1.01-2.00	52 (24.19)	8.37	26.36	15.48	18.41	15.90	11.72	3.77	100
2.01-3.00	39 (18.14)	6.21	24.29	20.34	15.25	18.08	11.86	3.95	100
3.01-4.00	27 (12.56)	0.75	21.05	27.82	18.05	15.79	13.53	3.01	100
4.01-5.00	18 (8.37)	8.57	19.05	18.10	19.05	9.52	19.05	6.67	100
5.01 & Above	26 (12.09)	2.90	23.19	21.01	21.74	12.32	11.59	7.25	100
Total	**215 (100)**	**5.44**	**24.02**	**20.08**	**17.07**	**15.48**	**13.23**	**4.69**	**100**

Source: Field Survey

Table - 7.11b: Share of Population by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	Household (%)	Age Group (in Years)							
		< 6	6-14	15-24	25-34	35-44	45-59	60+	All Ages
Landless	78 (37.68)	3.54	26.84	20.65	13.27	20.35	10.03	5.31	100
0.01-1.00	27 (13.04)	3.67	27.52	11.93	20.18	9.17	21.10	6.42	100
1.01-2.00	34 (16.43)	1.18	28.40	18.93	13.02	18.34	11.83	8.28	100
2.01-3.00	22 (10.63)	1.09	26.09	22.83	11.96	21.74	9.78	6.52	100
3.01-4.00	12 (5.80)	2.00	20.00	20.00	22.00	18.00	8.00	10.00	100
4.01-5.00	9 (4.35)	14.00	16.00	18.00	12.00	18.00	16.00	6.00	100
5.01 & Above	25 (12.08)	3.28	23.77	15.57	11.48	22.13	13.11	10.66	100
Total	**207 (100)**	**3.33**	**25.78**	**18.69**	**14.07**	**18.80**	**12.24**	**7.09**	**100**

Source: Field Survey

7.13.1.4 Marital Status

The population covered under the household survey in the tribal villages included on an average 84.83 per cent married, 5.73 per cent widow/widower/separated and 9.44 per cent unmarried persons.

Table - 7.12: Marital Status of People in the Sample Villages

Land Size (in Acres)	Percentage of Persons to Total Population Above 18 Years of Age					
	Tribal Villages			Non-Tribal Villages		
	Married	Unmarried	Widow/ Widower/ Separated	Married	Unmarried	Widow/ Widower/ Separated
Landless	77.36	16.98	5.66	87.31	9.64	3.05
0.01-1.00	83.64	12.73	3.64	95.77	1.41	2.82
1.01-2.00	93.43	0.00	6.57	95.74	0.00	4.26
2.01-3.00	95.74	0.00	4.26	94.34	0.00	5.66
3.01-4.00	87.50	3.75	8.75	86.67	6.67	6.67
4.01-5.00	85.71	14.29	0.00	72.22	16.67	11.11
5.01 & Above	69.23	22.12	8.65	70.97	19.35	9.68
Total	**84.83**	**9.44**	**5.73**	**86.76**	**8.01**	**5.23**

Source: Field Survey

The scenario in the non-tribal villages is slightly different from that of the tribal villages (Table 7.12). While the proportion of married persons is higher (86.76%), the proportion of unmarried (8.01%) and widowed / widower / separated (5.23%) is lower in the non-tribal villages in comparison to the tribal

villages. It is however interesting to note that the proportion of married persons remains lower among the landless and large land owners in both tribal and non-tribal villages. The small land owner households of the tribal villages also display a similar tendency. The incidence of widowhood and separation is also higher in these categories of households in both types of villages. Absence of married persons below 18 years of age indicates growing consciousness of the populations regarding human biological cycle as well as the legalities concerning marriage, which may be due to the impact of education.

7.13.1.5 Family Type:

Environment at home plays a significant role in the realization of the importance and utility of in practical life (Bhatty, 1998, 1863). It was revealed through the primary investigation that more than half the households live in joint families in both types of villages. Under normal circumstances, joint families can be assumed to provide favourable environment for the members in the school going age to attend school, as the economic burden of the family is shared by the elderly members. Difference between the two sets of villages and across different land size categories in the matter is marginal**.** (Table 7.13, Figure 7.4).

Table - 7.13: Share of Type of Families by Land Size Category in the Sample Villages

Land Size (in Acres)	Percentage of Households			
	Tribal Villages		Non-Tribal Villages	
	Joint	Nuclear	Joint	Nuclear
Landless	51.52	48.48	51.28	48.72
0.01-1.00	55.00	45.00	57.14	42.86
1.01-2.00	61.54	38.46	41.18	58.82
2.01-3.00	53.85	46.15	63.64	36.36
3.01-4.00	55.56	44.44	33.33	66.67
4.01-5.00	50.00	50.00	66.67	33.33
5.01 & Above	50.00	50.00	56.00	44.00
Total	**54.88**	**45.12**	**51.74**	**48.26**

Source: Field Survey

Figure - 7.3: Share of Surveyed Households by Land Size Category in the Sample Villages

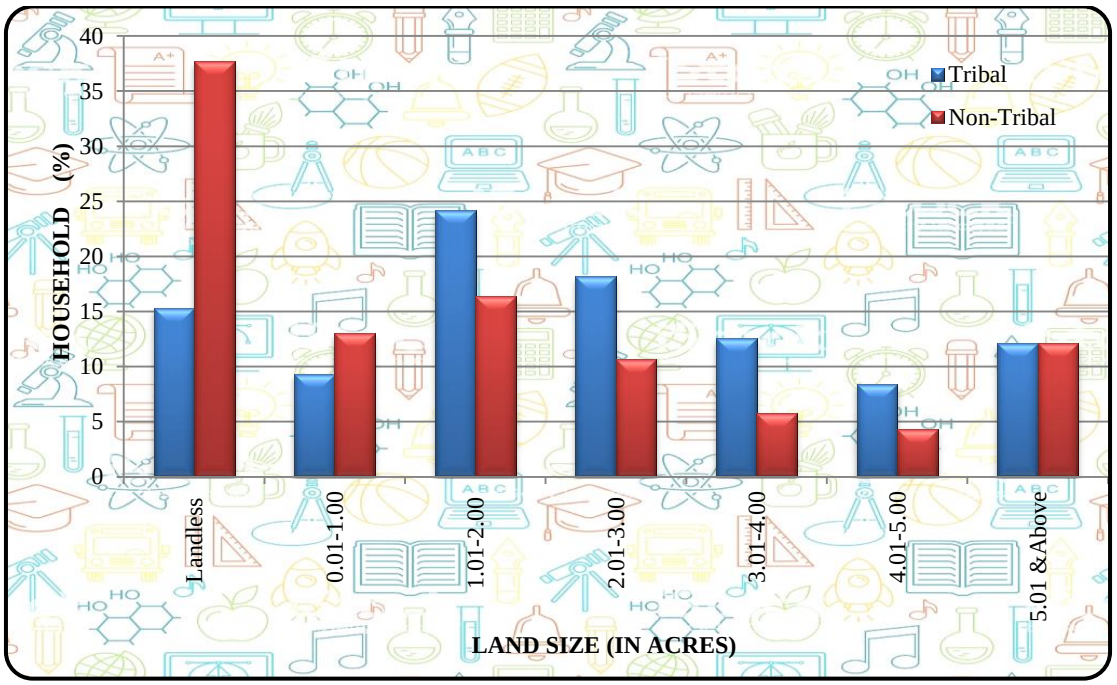
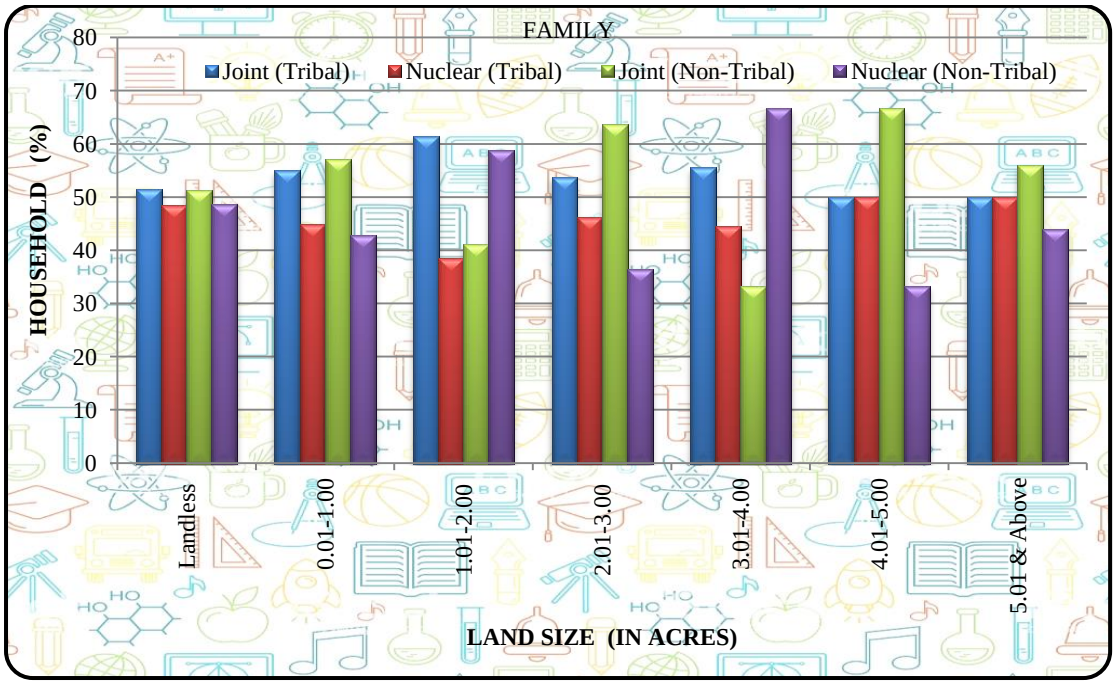


Figure - 7.4: Share of Type of Families by Land Size Category in the Sample Villages



7.13.2 Social Characteristics:

Influence of social characteristics of a population, particularly its religious, caste/tribe background has been found to be playing a significant role in the attainment of the literacy and educational skills. Therefore, it is considered imperative to analyze the religious and caste background of the households studied.

7.13.2.1 Religion:

The study villages have only Hindu and Muslim populations (Table 7.14). All the households in the tribal villages belong to Hindu religion. Unlike south Gujarat and other tribal areas of the country, Christianity has not spread into the tribal *talukas* of Vadodara district. Not a single Christian family was seen in any of the eight sample villages. The Muslim population is confined only to two non-tribal villages, Kashipura (32%) of Vadodara *taluka* and Paldi (31.37%) of Savli *taluka* (Appendix -6). Majority of these households are landless or small and marginal farmers. The Muslim households migrated to these villages around a hundred years back in search of job and settled in there. Location wise these two villages have the advantage of proximity to the industrial areas of Vadodara and Savli. (Figure 7.5)

Table - 7.14 Religious Compositions of Households by Land Size Category in the Sample Village

Land Size (in Acres)	Percentage of Households			
	Tribal Villages		Non-Tribal Villages	
	Hindu	Muslim	Hindu	Muslim
Landless	100.00	0.00	78.21	21.79
0.01-1.00	100.00	0.00	90.48	9.52
1.01-2.00	100.00	0.00	82.35	17.65
2.01-3.00	100.00	0.00	81.82	18.18
3.01-4.00	100.00	0.00	83.33	16.67
4.01-5.00	100.00	0.00	100.00	0.00
5.01 & Above	100.00	0.00	96.00	4.00
Total	100.00	0.00	84.08	15.92

Source: Field Survey

Figure - 7.5: Religious Composition of Households by Land Size Category in the Sample Villages

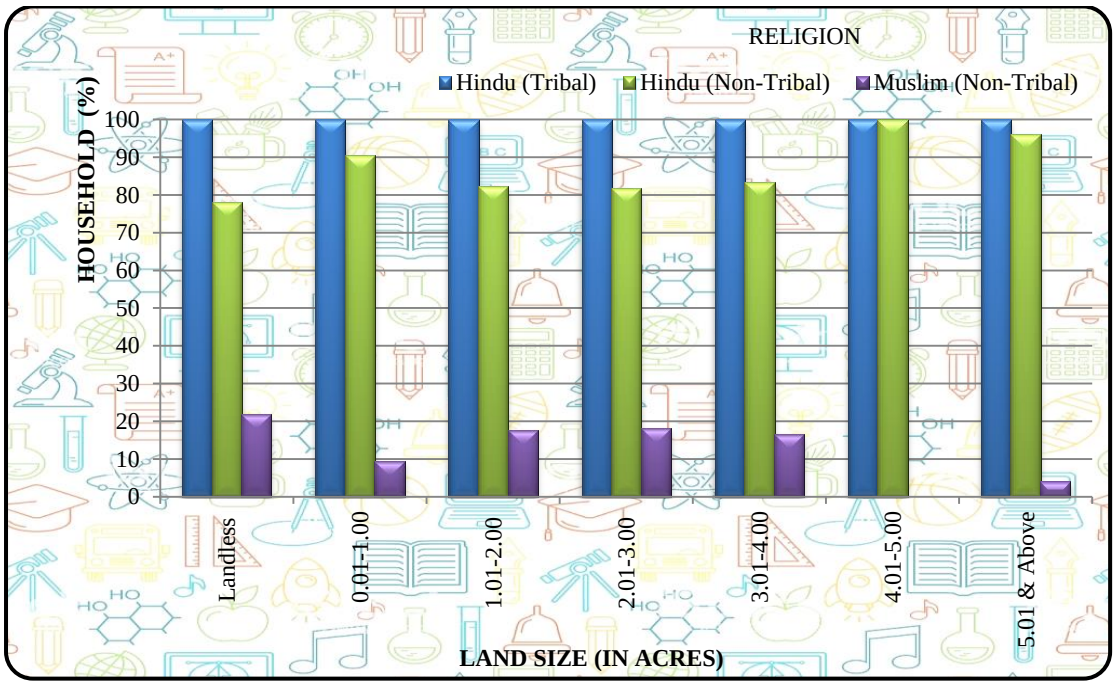
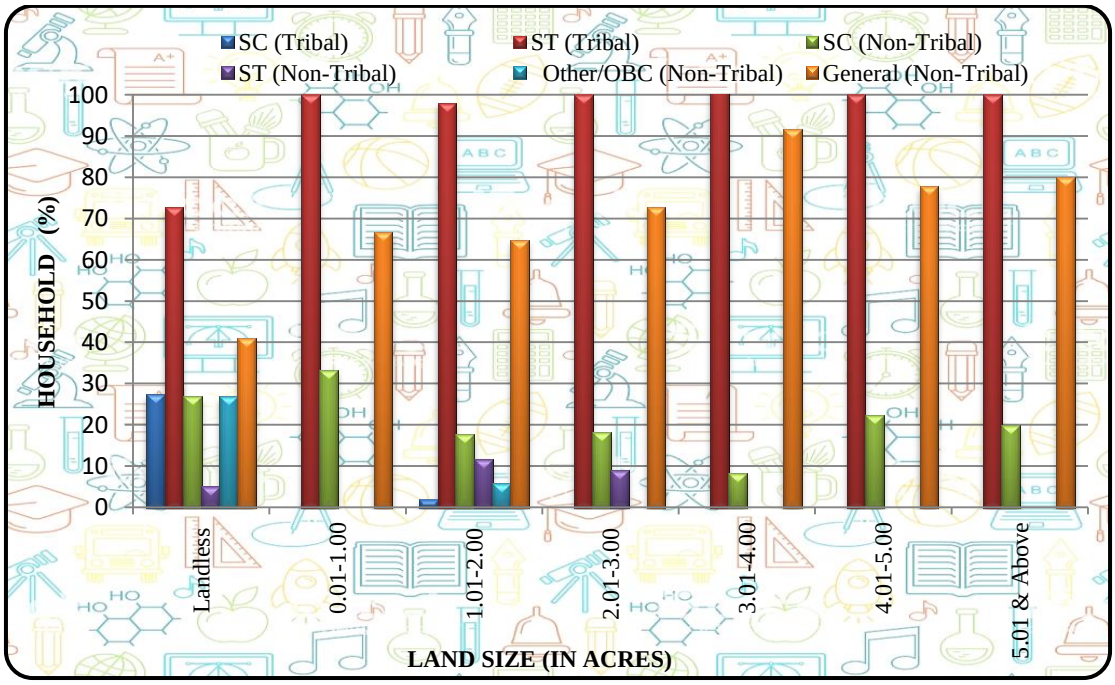


Figure - 7.6: Social Composition of Households by Land Size Category in the Sample Villages



7.13.2.2 Caste/Tribe:

Traditionally tribal societies are unstructured and egalitarian. Over time, these societies have experienced several changes, particularly pertaining to their economy, which has disturbed their egalitarian character to a great extent. However, the tribal societies have retained their social and ethnic homogeneity. Three out of the four tribal villages selected for study, have hundred per cent ST population and are homogenous in their social composition. It is only in Dhandhoda village, there a few SC households, who had migrated in, a few decades back and are mostly landless (27.27%) (Table 7.15, Figure 7.6)

Table - 7.15: Caste/Tribe Composition of Households by Land Size Category in the Sample Villages

Land Size (in Acres)	Percentage of Population					
	Tribal Villages		Non-Tribal Villages			
	SC	ST	SC	ST	Other/OBC	General
Landless	27.27	72.73	26.92	5.13	26.92	41.03
0.01-1.00	0.00	100.00	33.33	0.00	0.00	66.67
1.01-2.00	1.92	98.08	17.65	11.76	5.88	64.71
2.01-3.00	0.00	100.00	18.18	9.09	0.00	72.73
3.01-4.00	0.00	137.04	8.33	0.00	0.00	91.67
4.01-5.00	0.00	100.00	22.22	0.00	0.00	77.78
5.01 & Above	0.00	100.00	20.00	0.00	0.00	80.00
Total	**4.44**	**95.56**	**22.89**	**4.98**	**11.44**	**60.70**

Source: Field Survey

The non-tribal villages on the other hand have a heterogeneous population. The households during the survey covered all the caste groups of the non-tribal villages. Majority of the ST and OBC households were landless or marginal farmers. The SC households of these villages however, display wide variation in their land owner status. Majority of the large land owners belong to the general / non-scheduled castes. Landlessness is also the least among this group (Table 7.15). Thus, in the context of social composition, both the tribal and non-tribal villages significantly differ from each other.

7.13.3 Economic Characteristics:

Economic characteristics, such as occupational and income etcetera of a population, influence its literacy and educational attainment to very great extent. Therefore, it is considered pertinent to analyze different aspects pertaining to the economic characteristics of the population in the sample villages.

7.13.3.1 Occupation:

Tribes residing in the hilly, forested and agriculturally negative parts of the country practiced a primitive form of agriculture as well as depended on the forest and its resources for their sustenance (Ahmad, 1999, 115). Since almost the period when the British started reserving the forests and debarring the tribes their traditional rights on the forests, a policy which continues until now, the tribes have by and large resorted to peasant way of living (Pathy, 1984,40). Most of the tribal population of the country is fast losing its traditional economic characteristics and becoming the part of mainstream economic occupation (Talesra, 1989, 157).

The landless in the tribal villages depend mostly on wage earning from agriculture (52.71%) (Figure 7.7a).in and around the village or from construction activities (24.03%) in the nearby urban centers. The construction workers migrate to the nearby urban centers along with family including children in the school going age during the non-agricultural and non-festive season. Consequentially, the accompanying children either do not join the school or abstain/drop out from school. More than 85 per cent of the households (52.36 + 21.39 + 13.86 = 87.61) in all the surveyed tribal villages are involved with activities where one can manage without formal education. A limited proportion (11.51%) of households is engaged in activities like, running a shop, business and service, where the skill of literacy and education are essential requirements (Table 7.16a). This characteristic is observed irrespective of the size of land holding. However, it can also be observed that with increase in the size of land holding, share of households in the wage earning activities decreases and participation in activities where literacy and educational skill is required increases. With attainment of education a tendency of taking up non-agricultural and off-field jobs in place of agricultural activities is generally noticed (Ibid, 155). With increase in the size

of land holding, increase in off-field occupations can also be seen in these villages. Thus, it would not be wrong to assume that there is an inverse relationship between agriculture and education. Education encourages taking up jobs outside the agricultural sector (Ibid).

Table - 7.16a: Occupation-Wise Percentage of Persons by Land Size Category in the Tribal Villages

Land Size (in Acre)	Cultivators	Agr. Labourer	Shop	Construction Worker	Service	Business	Auto rickshaw	Driver	Industry / GIDC
Landless	0.00	52.71	10.08	24.03	9.30	0.00	0.00	3.88	0.00
0.01-1.00	32.53	15.66	9.64	31.33	3.61	7.23	0.00	0.00	0.00
1.01-2.00	58.90	22.70	1.84	11.66	4.29	0.00	0.00	0.61	0.00
2.01-3.00	81.03	7.76	2.59	8.62	0.00	0.00	0.00	0.00	0.00
3.01-4.00	76.79	8.93	0.00	5.36	8.93	0.00	0.00	0.00	0.00
4.01-5.00	78.00	2.00	4.00	10.00	6.00	0.00	0.00	0.00	0.00
5.01 & Above	69.14	14.81	4.94	0.00	8.64	2.47	0.00	0.00	0.00
Total	**52.36**	**21.39**	**4.87**	**13.86**	**5.46**	**1.18**	**0.00**	**0.88**	**0.00**

Source: Field Survey

Table - 7.16b: Occupation-Wise Percentage of Persons by Land Size Category in the Non-Tribal Villages

Land Size (in Acre)	Cultivators	Agr. Labourer	Shop	Construction Worker	Service	Business	Auto rickshaw	Driver	Industry / GIDC
Landless	0.00	42.39	19.57	8.15	15.76	4.35	1.63	1.09	7.07
0.01-1.00	28.81	10.17	3.39	27.12	11.86	0.00	1.69	6.78	13.56
1.01-2.00	25.00	56.52	2.17	10.87	1.09	0.00	0.00	1.09	3.26
2.01-3.00	53.13	15.63	6.25	6.25	3.13	0.00	0.00	3.13	12.50
3.01-4.00	70.37	14.81	3.70	0.00	0.00	0.00	0.00	0.00	11.11
4.01-5.00	72.73	18.18	0.00	0.00	9.09	0.00	0.00	0.00	0.00
5.01 & Above	79.66	3.39	0.00	0.00	10.17	3.39	0.00	0.00	3.39
Total	**29.26**	**31.79**	**9.05**	**9.05**	**9.68**	**2.11**	**0.84**	**1.68**	**6.95**

Source: Field Survey

Occupations such as running as shop, service in government and non-government organizations, and industries, which demand a formal educational qualification, have accommodated a significant proportion in the non-agricultural villages. From among the members of the landless households in these villages, around 43 per cent of are engaged as agricultural labourer, 20

per cent run shops, 8 per cent are engaged in construction work and 16 per cent in services. With increase in the size of land holding the share of cultivators increases and share of agricultural labourers decreases. On the whole around 60 per cent of the population is engaged in cultivation, agricultural wage earning and construction works taken together. Remaining segment of the population is engaged in occupations where in literacy and educational skills are required (Table 7.16b). With increasing levels of education, more and more people get engaged in secondary and tertiary sectors of the economy. The relatively higher level of literacy and education in the non-tribal villages in comparison to the tribal villages corroborates the observation (Figure 7.7b).

7.13.3.2 Income Category:

Income of the households were assessed by the researcher herself by observing the living and housing conditions of the members and possession of material assets etcetera. Based on subjective assessment, the households were categorized in the ordinal scale of high, medium and low income groups. This was done purposefully to avoid the inherent problem of assessing the income in terms of money. It is clear from table 7.17 that majority of the landless, small and marginal farmers of both types of villages have been categorized under the low and medium income categories. In other words, with increasing size of land holding, the proportion of households in the medium and high categories of income increases. Comparing the tribal and non-tribal villages, it emerges that the proportion of high income households among the large land owners in the tribal villages does not compare well with their counter parts in the non-tribal group of villages (Table 7.17). It is obvious to expect two situations. The poorer households in general would be less able to afford utilization of available educational opportunities. Relatively more households from among the large land owners in the non-tribal villages would be in comfortable position in comparison to their counter parts in the tribal villages to access education.

Figure - 7.7a: Occupation-Wise Percentage of Persons by Land Size Category in the Tribal Villages

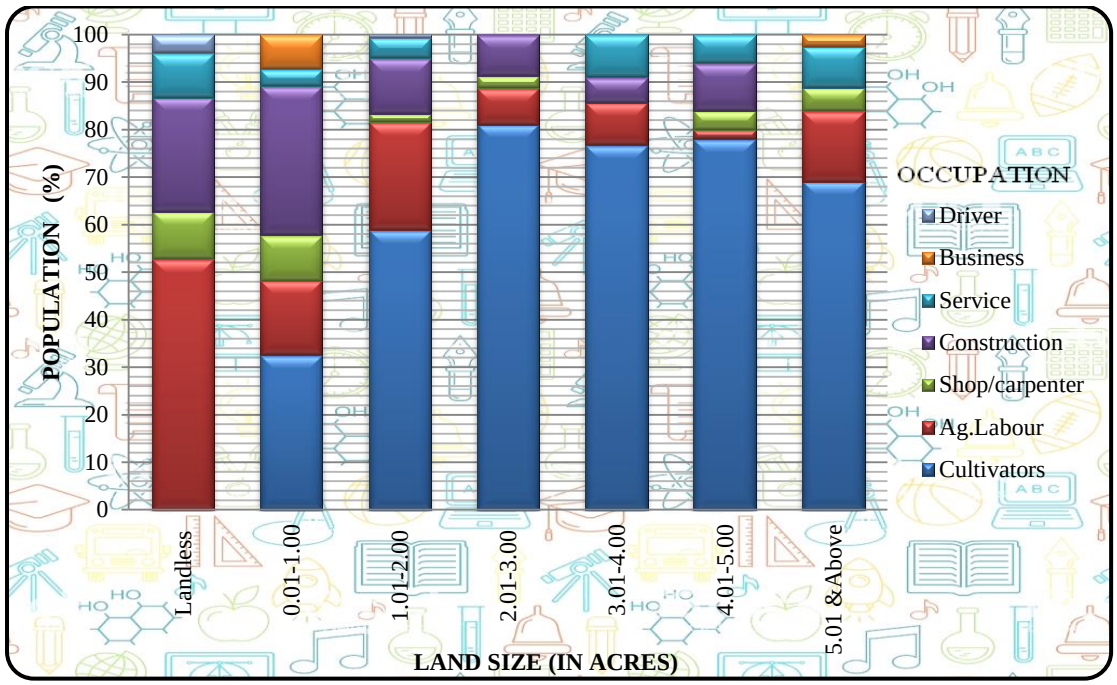


Figure - 7.7b: Occupation-Wise Percentage of Persons by Land Size Category in the Non-Tribal Village

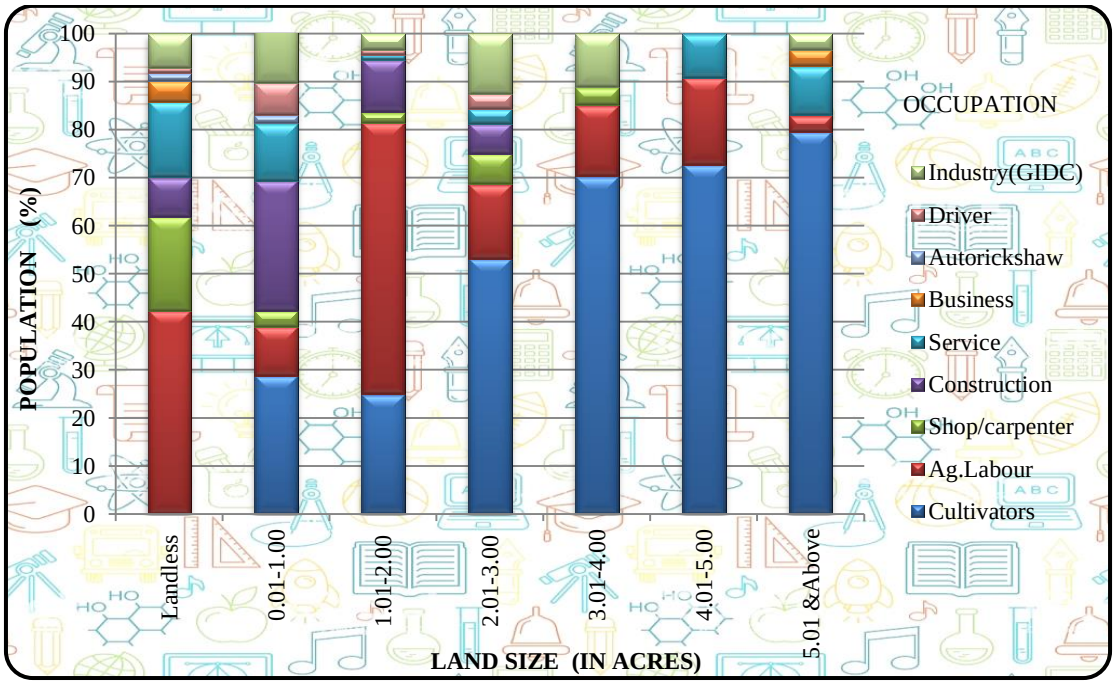


Table – 7.17: Income level of Households by Land Size Category in the Sample Villages

Land Size (in Acre)	Percentage of Households in Different Income Categories					
	Tribal Villages			Non-Tribal Villages		
	Low	Medium	High	Low	Medium	High
Landless	57.58	39.39	3.03	47.44	42.31	10.26
0.01-1.00	60.00	30.00	10.00	57.14	38.10	4.76
1.01-2.00	48.08	48.08	3.85	35.29	55.88	8.82
2.01-3.00	33.33	53.85	12.82	18.18	68.18	13.64
3.01-4.00	48.15	40.74	11.11	8.33	66.67	25.00
4.01-5.00	5.56	50.00	44.44	11.11	66.67	22.22
5.01 & Above	11.54	65.38	23.08	0.00	32.00	68.00
Total	**40.00**	**47.44**	**12.56**	**33.33**	**48.26**	**18.41**

Source: Field Survey

Among the non-tribal area, for the income group, 47.44 percent of the landless and in the low income group 42.31 percent were in the moderate income group and 10.26 percent are income group whereas, in the 5 and above categories- no body are in the low income group . 32 percent are in the moderately income group. On the totality, in the non-tribal area 48 percent were in the moderately income group, 33 percent in the low income group and just 18 percent in the high income group.

Income category decides the economic status of the people and purchasing power of the people. It can be said that non-tribal people were in the better economic status than the tribal people.

7.13.3.3 Basic Amenities at Home:

All households surveyed in the eight villages by this researcher were occupied by the owners of the house themselves. With regard to amenities, such as electricity and toilet facility within or outside the house, significant difference is observed between the tribal and the non-tribal villages. The two amenities were included in this research considering their indirect but important association with education of the population in question. Availability of electricity connection at home helps children in utilizing it during evening

hours for studies. Presence and utilization of toilet inside or outside the house reflects the level of awareness of the members regarding hygiene.

With regard to either amenity, the tribal villages lag much behind the non-tribal villages. While almost all households in the non-tribal villages have electricity connection, the share of such households in the tribal villages is much less (85.58%). A clear difference between the landless and small farmer and the rest of the households in the non-tribal villages exists where; a few of the households in the former do not have electricity connection. However, no such pattern emerges among the tribal households (Table 7.18).

Table - 7.18: Percentage of Households having Amenities by Land Size Category in the Sample Villages

Land Size (in Acre)	Electricity Connection		Toilet Facility	
	Tribal Villages	Non-Tribal Villages	Tribal Villages	Non-Tribal Villages
Landless	87.88	96.15	3.03	39.74
0.01-1.00	95.00	90.48	10.00	23.81
1.01-2.00	78.85	100.00	28.85	38.24
2.01-3.00	82.05	100.00	17.95	45.45
3.01-4.00	85.19	100.00	37.04	75.00
4.01-5.00	94.44	100.00	44.44	66.67
5.01 & Above	88.46	100.00	30.77	80.00
Total	**85.58**	**97.51**	**23.72**	**46.77**

Source: Field Survey

The situation pertaining to presence of toilets inside or outside the house is equally precarious in both the types of villages, although it is relatively better in the non-tribal villages. While more than half the households in the non-tribal villages defecate in the open, proportion of such households in the tribal households is more than three-fourth. Both type of villages, however display increase in the availability of the amenity with increasing size of land holding.

It was observed during the survey that, despite having toilet inside or outside the house, many people in both the tribal and non-tribal villages did not use it. Rather, it is used as store room and people go for open defecation. This is

indicative of the low level of awareness about hygiene among both tribal and non-tribal people.

7.13.3.5 Economic Status and Financial Assistance:

Maximum financial assistance has been received by the landless households of both tribal (42.42%) and the non-tribal villages (34.62%). The financial assistance is however, meant for construction of house under Indira Awas and Sardar Awas Yojanas. Such assistance has been received by households of all land size categories in varying proportions, excepting for the households in the largest land size category of the non-tribal villages. Overall percentage of households which received financial assistance is higher in the tribal villages in comparison to the non-tribal villages.

Around 16 to 35 per cent of the people have got benefitted from the government schemes like Indira Awas and Sardar Awas Yojana in the non-tribal villages. Households having more than four acres of land have not reaped any benefits. Here, Household between 1-3 acres also gets the benefits from the MNarega (Table 7.19).

Table - 7.19: Economic and Financial Assistance Status by Land Size Category in the Sample Villages

Land Size (in Acre)	Percentage of Households					
	Financial Assistance Received		BPL Households		APL Households	
	Tribal Villages	Non-Tribal Villages	Tribal Villages	Non-Tribal Villages	Tribal Villages	Non-Tribal Villages
Landless	42.42	34.62	87.88	44.87	12.12	55.13
0.01-1.00	20.00	33.33	60.00	47.62	40.00	52.38
1.01-2.00	25.00	5.88	66.67	58.82	33.33	41.18
2.01-3.00	28.21	18.18	41.03	36.36	58.97	63.64
3.01-4.00	14.81	16.67	33.33	33.33	66.67	66.67
4.01-5.00	22.22	0.00	27.78	77.78	72.22	22.22
5.01 & Above	34.62	0.00	19.23	24.00	80.77	76.00
Total	**27.44**	**20.90**	**50.73**	**44.78**	49.27	55.22

Source: Field Survey

Poverty is one of the major constraints of school education (Drèze and Sen, 2003, 158). The proportion of BPL households in a village can be considered to roughly assess the level of poverty in the population. (Figure 7.10).The survey revealed that most (87.88%) of the households without land in the tribal villages are below the designated poverty line. The share of BPL households in these villages keeps decreasing with increase in the size of land ownership. The share of BPL households in the non-tribal villages does not show any correspondence with the land size holdings.

7.13.3.6 Household Assets:

Possession of different assets reflects upon the economic characteristics of the household. An assessment of the possession of a few assets in terms of per household possession in different land size categories was undertaken in the study to understand the differences in the economic characteristics across land size categories and between the two types of villages. A perusal of Table 7.20a and 7.20b clearly brings out the difference in the possession of different assets across land size and between tribal (Figure 7.8a).and no-tribal villages (Figure 7.8b). With increasing size of holding, the number of assets per house tends to increase in both tribal and non-tribal villages. The number of assets in the non-tribal villages is relatively more than the tribal villages. It is worth noting that the tribal households are yet to acquire modern household assets, like refrigerator, and agricultural implements like, tractor. However, televisions, mobiles and motorbikes seem to be very common among all the households. It would not be wrong to expect that the population in question, irrespective of its economic or social background, has easy access to information disseminated through social media.

Figure - 7.8a: Per Household Number of Material Assets by Land Size Category in the Tribal Villages

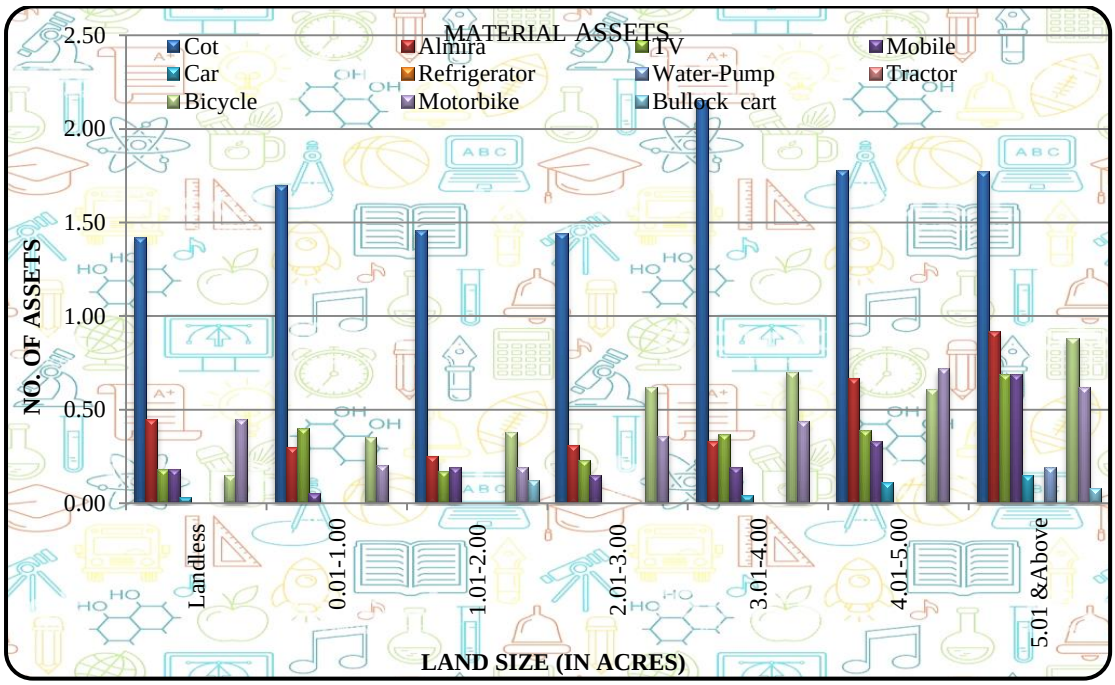


Figure - 7.8b: Per Household Number of Material Assets by Land Size Category in the Non-Tribal Villages

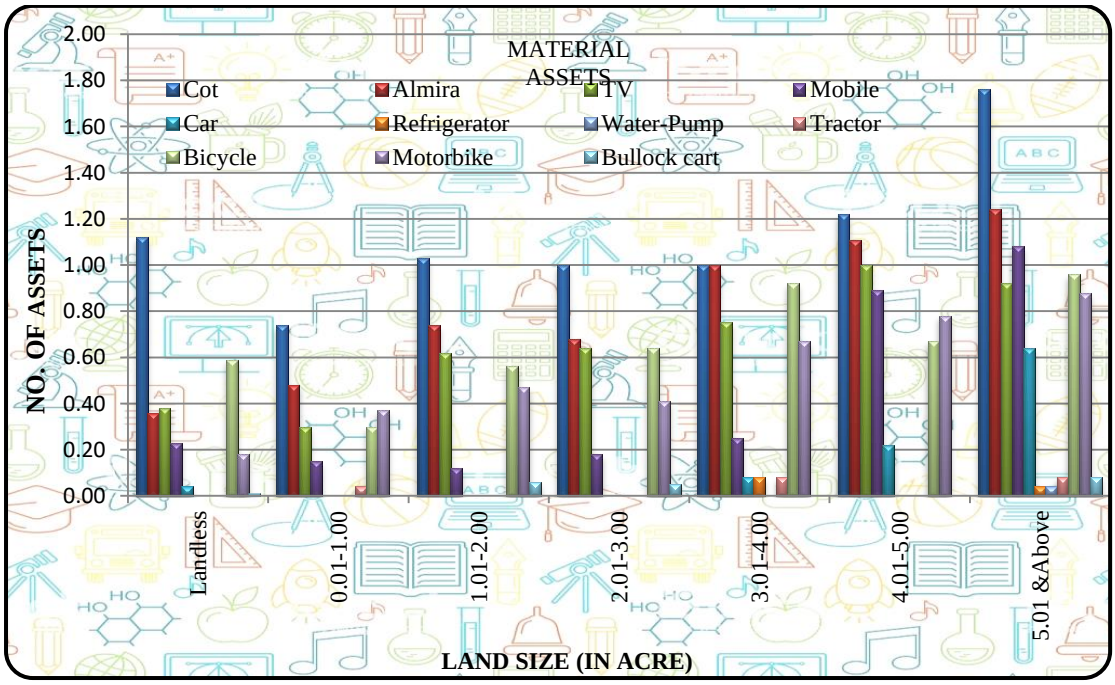


Table - 7.20a: Per Household Number of Material Assets by Land Size Category in the Tribal Villages

Land Size (in Acres)	Cot	*Almira*	TV	Mobile	Car	Refrigerator	Water-Pump	Tractor	Bicycle	Motorbike	Bullock cart
Landless	1.42	0.45	0.18	0.18	0.03	0.00	0.00	0.00	0.15	0.45	0.00
0.01-1.00	1.70	0.30	0.40	0.05	0.00	0.00	0.00	0.00	0.35	0.20	0.00
1.01-2.00	1.46	0.25	0.17	0.19	0.00	0.00	0.00	0.00	0.38	0.19	0.12
2.01-3.00	1.44	0.31	0.23	0.15	0.00	0.00	0.00	0.00	0.62	0.36	0.00
3.01-4.00	2.15	0.33	0.37	0.19	0.04	0.00	0.00	0.00	0.70	0.44	0.00
4.01-5.01	1.78	0.67	0.39	0.33	0.11	0.00	0.00	0.00	0.61	0.72	0.00
5.01 & Above	1.77	0.92	0.69	0.69	0.15	0.00	0.19	0.00	0.88	0.62	0.08
Total	**1.62**	**0.42**	**0.31**	**0.24**	**0.04**	**0.00**	**0.02**	**0.00**	**0.51**	**0.39**	**0.04**

Source: Field Survey

Table - 7.20b: Per Household Number of Material Assets by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	Cot	*Almira*	TV	Mobile	Car	Refrigerator	Water-Pump	Tractor	Bicycle	Motorbike	Bullock cart
Landless	1.12	0.36	0.38	0.23	0.04	0.00	0.00	0.00	0.59	0.18	0.01
0.01-1.00	0.74	0.48	0.30	0.15	0.00	0.00	0.00	0.04	0.30	0.37	0.00
1.01-2.00	1.03	0.74	0.62	0.12	0.00	0.00	0.00	0.00	0.56	0.47	0.06
2.01-3.00	1.00	0.68	0.64	0.18	0.00	0.00	0.00	0.00	0.64	0.41	0.05
3.01-4.00	1.00	1.00	0.75	0.25	0.08	0.08	0.00	0.08	0.92	0.67	0.00
4.01-5.01	1.22	1.11	1.00	0.89	0.22	0.00	0.00	0.00	0.67	0.78	0.00
5.01 & Above	1.76	1.24	0.92	1.08	0.64	0.04	0.04	0.08	0.96	0.88	0.08
Total	**1.12**	**0.65**	**0.55**	**0.33**	**0.11**	**0.01**	**0.00**	**0.02**	**0.62**	**0.42**	**0.03**

Source: Field Survey

7.13.4 Educational Characteristics of the Sample Villages:

The discussion on the demographic, economic and social characteristics of the sample villages in the earlier section has revealed the variations across the households of different land size categories within and between the tribal and non-tribal villages. An attempt has been made in the following section to assess the educational characteristics of the households in the two types of villages.

7.13.4.1 Level of Education:

Willingness and educational background of parents, especially of the mothers, exerts tremendous influence on the level of education a child achieves (Sengupta and Guha, 2002, 1630). Because of the traditionally preliterate nature of the tribal societies, the educated among them are the first generation learners. The possibility of being encouraged to pursue formal education by parents remains the minimum in the tribal villages, particularly where education has started spreading only recently among the present generation. However, the situation in the villages that are predominantly tribal and those with mixed population tend to differ. The level of education in the predominantly tribal villages invariably remains lower than the villages with mixed population or entirely non-tribal population.

The level of education of a population is a very important parameter of its level of development. The survey reveals that among the non-tribe males only around 13 per cent is yet to attain any level of education (Table – 7.21a & 7.21b). However, such population among the males in the tribal villages exceeds the 20 per cent mark. The proportion of males educated up to primary level is almost equal among both the communities.

Table - 7.21a: Level of Male Education by Land Size Category in the Tribal Villages

Land Size (in Acres)	Percentage of Persons						
	Illiterate	Literate Only	Primary	Secondary	Higher Secondary	Graduate	Others
Landless	11.49	8.05	29.89	20.69	22.99	5.75	1.15
0.01-1.00	24.07	11.11	18.52	25.93	12.96	7.41	0.00
1.01-2.00	34.85	6.06	38.64	10.61	6.82	1.52	1.52
2.01-3.00	15.31	5.10	34.69	24.49	18.37	2.04	0.00
3.01-4.00	21.13	5.63	26.76	14.08	23.94	8.45	0.00
4.01-5.01	23.44	4.69	23.44	21.88	14.06	3.13	9.38
5.01 & Above	12.50	1.56	43.75	20.31	17.19	3.13	1.56
Total	**21.40**	**5.96**	**32.11**	**18.77**	**15.96**	**4.04**	**1.75**

Source: Field Survey.

Table - 7.21b: Level of Male Education by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	Percentage of Persons						
	Illiterate	Literate Only	Primary	Secondary	Higher Secondary	Graduate	Others
Landless	27.32	3.61	29.38	16.49	21.65	1.55	0.00
0.01-1.00	31.82	3.03	24.24	34.85	6.06	0.00	0.00
1.01-2.00	29.29	5.05	23.23	29.29	12.12	1.01	0.00
2.01-3.00	27.42	11.29	24.19	22.58	12.90	1.61	0.00
3.01-4.00	21.88	3.13	34.38	15.63	18.75	6.25	0.00
4.01-5.01	37.93	3.45	13.79	6.90	37.93	0.00	0.00
5.01 & Above	21.13	1.41	29.58	19.72	22.54	4.23	1.41
Total	**12.85**	**5.23**	**32.03**	**25.93**	**21.57**	**2.18**	**0.22**

Source: Field Survey

However, it is interesting to observe that the proportion of males with higher education is relatively higher among the tribes in comparison to their counterparts among the non-tribes. While around six per cent of tribal males have attained graduate and other higher level of education, the proportion of such males among the non-tribes is only 2.5 per cent. It seems majority of the non-tribal males tend to discontinue after school education, while the tribal males do not do so. Across different land size categories, one does not find any consistent pattern of male education in either of the communities. Rather, one finds relatively more educated males among the members of the landless households of both the communities.

Table - 7.22a: Level of Female Education by Land Size Category in the Tribal Villages

Land Size (in Acre)	Percentage of Persons						
	Illiterate	Literate Only	Primary	Secondary	Higher Secondary	Graduate	Others
Landless	39.19	2.70	37.84	14.86	4.05	1.35	0.00
0.01-1.00	47.50	0.00	27.50	12.50	12.50	0.00	0.00
1.01-2.00	57.29	7.29	18.75	13.54	3.13	0.00	0.00
2.01-3.00	45.33	5.33	29.33	12.00	8.00	0.00	0.00
3.01-4.00	41.07	3.57	19.64	17.86	8.93	7.14	1.79
4.01-5.00	38.46	3.85	21.15	19.23	9.62	7.69	0.00
5.01 & Above	30.65	4.84	40.32	17.74	3.23	0.00	3.23
Total	**43.74**	**4.40**	**27.69**	**15.16**	**6.37**	**1.98**	**0.66**

Source: Field Survey

Table - 7.22b: Level of Female Education by Land Size Category in the Non-Tribal Villages

Land Size (in Acre)	Percentage of Persons						
	Illiterate	Literate Only	Primary	Secondary	Higher Secondary	Graduate	Others
Landless	25.56	6.77	43.61	9.77	12.78	1.50	0.00
0.01-1.00	28.26	8.70	43.48	19.57	0.00	0.00	0.00
1.01-2.00	21.05	9.21	43.42	22.37	3.95	0.00	0.00
2.01-3.00	23.91	15.22	28.26	21.74	8.70	2.17	0.00
3.01-4.00	13.64	13.64	40.91	22.73	4.55	4.55	0.00
4.01-5.01	31.82	0.00	27.27	13.64	27.27	0.00	0.00
5.01 & Above	17.86	3.57	39.29	21.43	10.71	3.57	3.57
Total	**23.44**	**7.98**	**40.15**	**17.21**	**9.23**	**1.50**	**0.50**

Source: Field Survey

With regard to female education too, the levels in the two communities remain by and large same as that of the males. However, proportionately a much larger segment of the females are yet to attain literacy and education. While almost half (43.74%) of the tribal females are still illiterate, the share of such females among the non-tribes is less than a quarter (23.44%). Among the educated, a larger proportion of the non-tribal females seem to drop out after the primary level in comparison to the tribal females. This is also evidenced from the fact that a higher percentage of tribal females have attained post-higher secondary education than the non-tribal females. As in the case of the males, there is no consistent pattern in the attainment of literacy and education among the females across different land size categories in either type of villages (Table 7.22a & 7.22b).

Table - 7.23a: Level of Education by Land Size Category in the Tribal Villages

Land Size (in Acre)	Percentage of Persons						
	Illiterate	Literate Only	Primary	Secondary	Higher Secondary	Graduate	Others
Landless	24.22	5.59	33.54	18.01	14.29	3.73	0.62
0.01-1.00	34.04	6.38	22.34	20.21	12.77	4.26	0.00
1.01-2.00	44.30	6.58	30.26	11.84	5.26	0.88	0.88
2.01-3.00	28.32	5.20	32.37	19.08	13.87	1.16	0.00
3.01-4.00	29.92	4.72	23.62	15.75	17.32	7.87	0.79
4.01-5.00	30.17	4.31	22.41	20.69	12.07	5.17	5.17
5.01 & Above	21.43	3.17	42.06	19.05	10.32	1.59	2.38
Total	**31.32**	**5.27**	**30.15**	**17.17**	**11.71**	**3.12**	**1.27**

Source: Field Survey

Table -7.23b: Level of Education by Land Size Category in the Non-Tribal Villages

Land Size (in Acre)	Percentage of Persons						
	Illiterate	Literate Only	Primary	Secondary	Higher Secondary	Graduate	Others
Landless	18.09	5.46	39.25	15.36	20.14	1.71	0.00
0.01-1.00	21.21	6.06	36.36	32.32	4.04	0.00	0.00
1.01-2.00	18.24	7.55	35.22	28.93	9.43	0.63	0.00
2.01-3.00	17.71	14.58	29.17	25.00	12.50	1.04	0.00
3.01-4.00	13.73	7.84	39.22	19.61	13.73	5.88	0.00
4.01-5.00	25.00	2.27	22.73	11.36	38.64	0.00	0.00
5.01 & Above	12.82	2.56	36.75	22.22	18.80	4.27	2.56
Total	**17.81**	**6.52**	**35.86**	**21.89**	**15.83**	**1.75**	**0.35**

Source: Field Survey

The overall scenario of literacy and educational attainment in the eight sample villages also indicates higher illiteracy among the tribes (Figure 7.9a).The proportion of such persons is around one-eighth (17.81%) in the non-tribal villages in comparison to around one-third (31.32%) in the tribal villages. While proportion of school educated (73.58% of non-tribes against 59.03% of tribes) is higher among the non-tribes(Figure 7.9b), the proportion post-school educated (graduate and above) among the tribes is higher than that among the non-tribes (4.39% of tribes against 2.10% of non-tribes). This may be because drop out after school level of education is higher among the non-tribes. Lack of correspondence between land size and level of literacy and educational attainment is also clearly evident at the overall scenario.

Figure - 7.9a: Level of Education by Land Size Category in the Tribal Villages

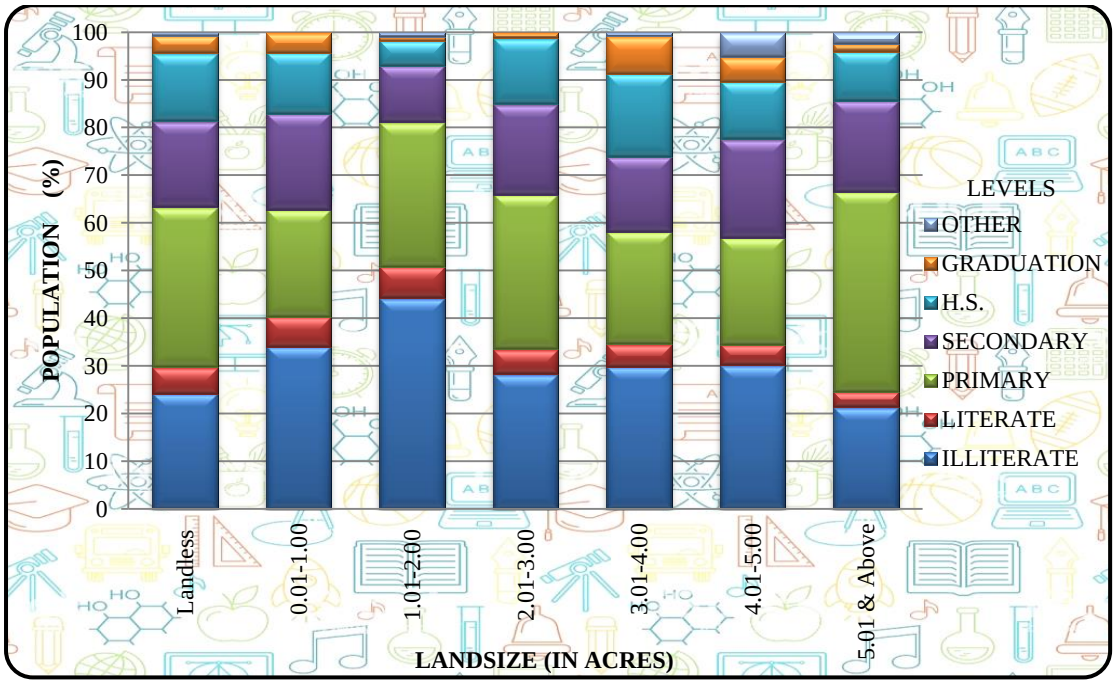
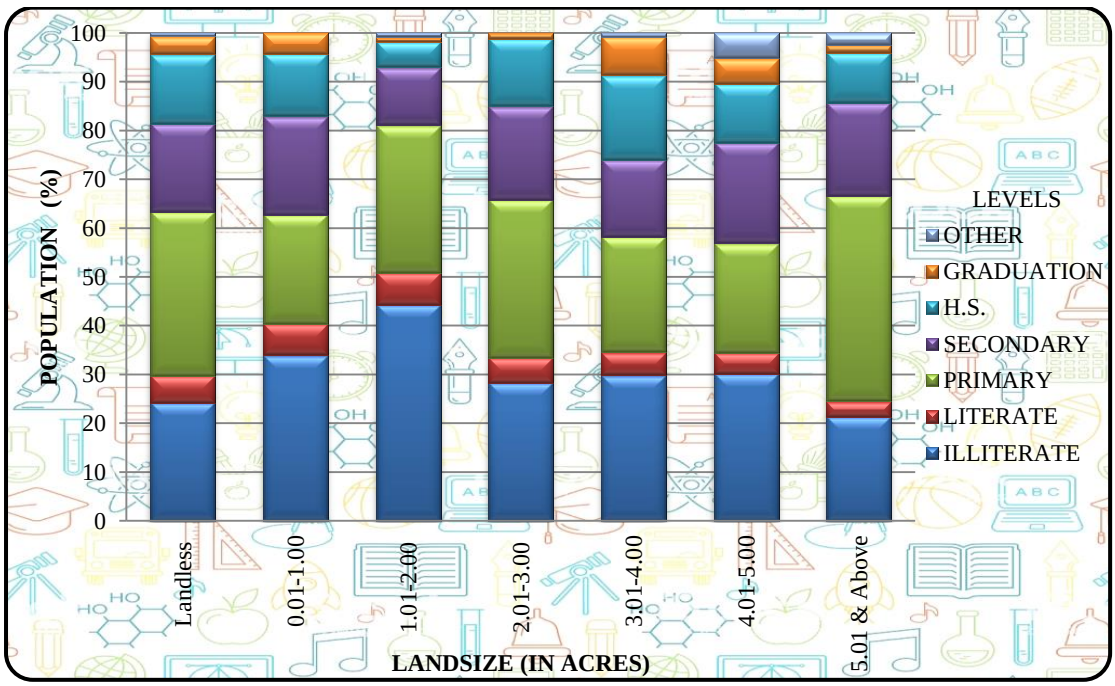


Figure - 7.9b: Level of Education by Land Size Category in the Non-Tribal Villages



Nevertheless, it is clear that the proportion of attaining higher education is relatively higher among the large land owners in both category of villages (Table 7.23a & 7.23b). The implication is with increase in the size of land ownership, drop-out decreases. In other words, better economic conditions of the people enable their children to continue their education.

7.13.4.2 Scholarship:

Education for both boys and girls up to primary level and female education for all levels has been made free since the Gaekwad rule. Besides, there are several other provisions, like mid-day meal, school dress, text books, scholarships to poor students and students belonging to the backward communities and bi-cycle to girl students etcetera to promote education among the masses. Out of these provisions, the provision of giving scholarship to the students was studied by the researcher. It was observed that the ST students received Rs. 550/- per year and the poor students among the non-tribal segment of the population were given Rs. 125/- for the same period. Although students belonging to every social category are being given scholarship, there is discrepancy not only in the amount paid but also in the proportion of students receiving scholarship. Between 20 to 60 per cent of the students of the predominantly tribal schools received scholarship, while the share of such children in the non-tribal schools varied between 3 to 7 per cent only. It was also observed that despite such provisions, households with larger land size holdings prefer to send their children to private schools, where education is not free. This observation also suggests that spread of education has less correspondence with the government provisions designed to promote education among the masses.

7.13.4.3 Dropouts and Their Reasons:

Poor motivation by parents, lack of aspiration and lack of opportunities boost drop-outs (Drèze and Sen, 2003, 156). Lack of interest of parents, working of the child in order to supplement family income, household chores, looking after younger siblings are the main reasons for drop-outs (Govt. of India, 2007, 18).

Table - 7.24a: Dropouts and Their Reasons by Land Size Category in the Tribal Villages

Land Size (in Acres)	Percentage of Dropouts by Levels			Percentage of Dropouts by Reasons					
	Primary	Secondary	Higher Secondary	Help in Work	Taking Care of Sibling	Financial	Punish ment	No interest	Others
Landless	58.33	33.33	8.33	75.76	3.03	54.55	0.00	45.45	30.30
0.01-1.00	50.00	33.33	16.67	75.00	0.00	80.00	5.00	5.00	0.00
1.01-2.00	56.25	25.00	18.75	19.23	26.92	38.46	3.85	13.46	9.62
2.01-3.00	47.06	35.29	17.65	25.64	0.00	38.46	2.56	20.51	7.69
3.01-4.00	33.33	55.56	11.11	62.96	7.41	7.41	3.70	7.41	7.41
4.01-5.00	20.00	60.00	20.00	16.67	0.00	0.00	5.56	55.56	27.78
5.01 &Above	33.33	50.00	16.67	38.46	19.23	0.00	0.00	38.46	46.15
Total	**46.48**	**38.03**	**15.49**	**48.84**	**10.23**	**33.02**	**2.79**	**24.65**	**17.21**

Source: Field Survey

Table - 7.24b: Dropouts and Their Reasons by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	Percentage of Dropouts by Levels			Percentage of Dropouts by Reasons					
	Primary	Secondary	Higher Secondary	Help in Work	Taking Care of Sibling	Financial	Punish ment	No interest	Other
Landless	52.63	28.95	18.42	24.36	23.08	35.90	6.41	17.95	6.41
0.01-1.00	50.00	33.33	16.67	37.04	25.93	37.04	0.00	18.52	0.00
1.01-2.00	46.15	30.77	23.08	47.06	8.82	20.59	5.88	29.41	8.82
2.01-3.00	44.44	33.33	22.22	68.18	13.64	4.55	9.09	13.64	13.64
3.01-4.00	40.00	40.00	20.00	83.33	16.67	8.33	0.00	25.00	8.33
4.01-5.00	25.00	50.00	25.00	55.56	22.22	11.11	22.22	22.22	33.33
5.01 &Above	50.00	50.00	0.00	40.00	20.00	4.00	4.00	40.00	4.00
Total	**47.62**	**32.38**	**20.00**	**41.06**	**19.32**	**23.67**	**5.80**	**28.50**	**7.73**

Source: Field Survey

The need to support the household income is an important parameter for drop-out. Whether children take up productive work either out of choice or under parental pressure, which is technically designated as default occupation (Ibid), it becomes essential for them to initially abstain and finally drop-out from school (Figure 7.11).

Figure - 7.10: Poverty Level by Land Size Category in the Sample Villages

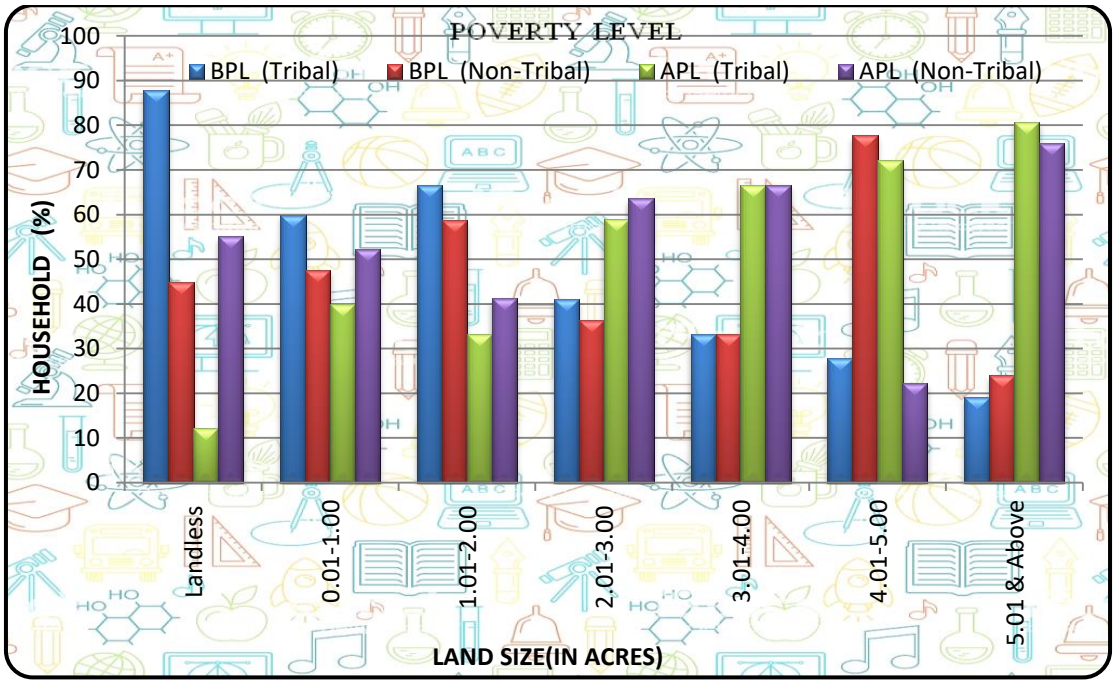


Figure - 7.11: Dropouts by Land Size Category in the Sample Villages

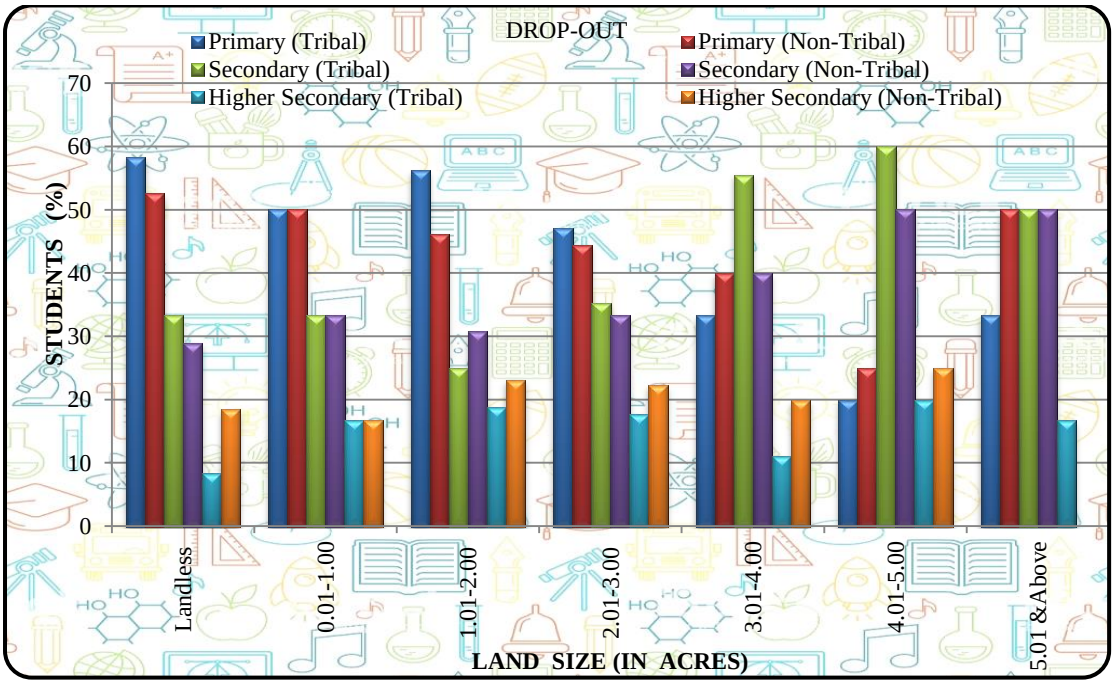


Figure - 7.12a: Reasons of Dropout by Land Size Category in the Tribal Villages

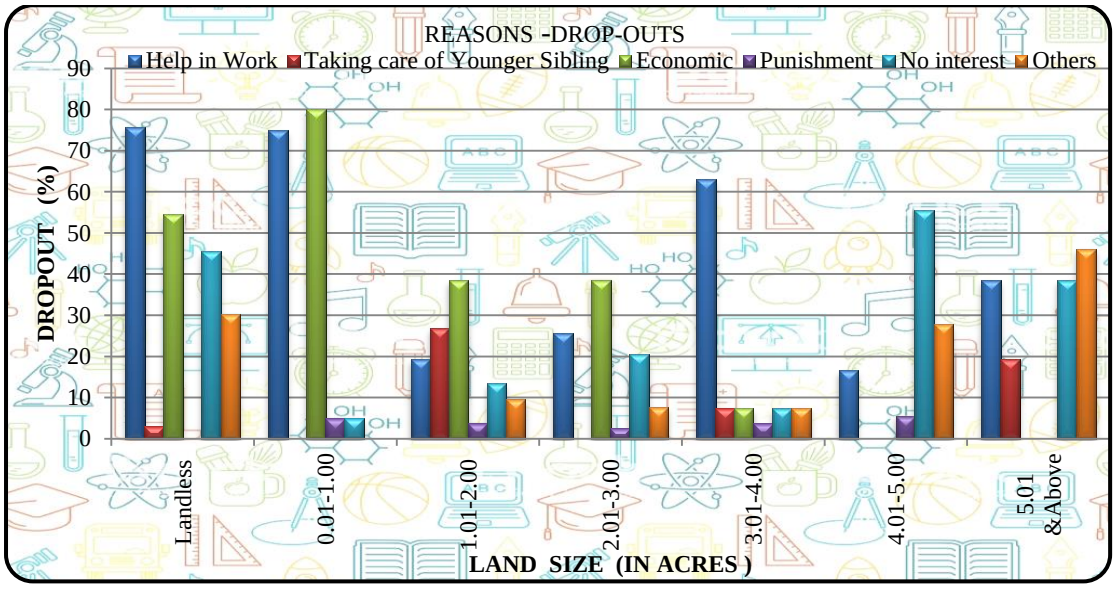
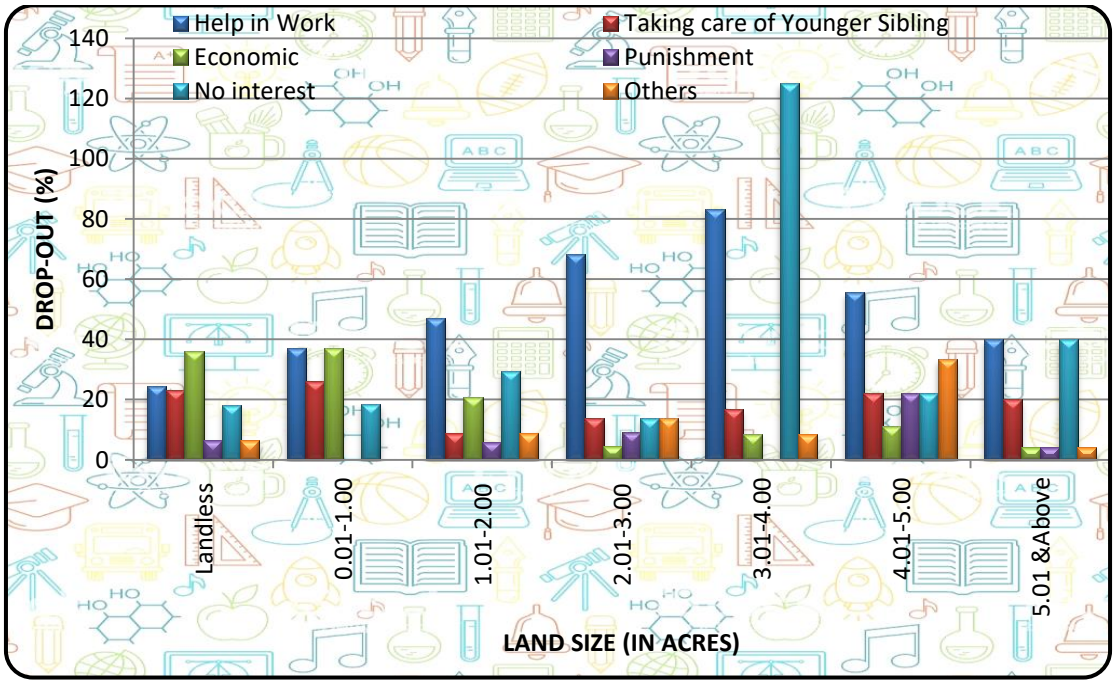


Figure - 7.12b: Reasons of Dropout by Land Size Category in the Non-Tribal Villages



Lack of teaching, overcrowded class-rooms, absence of classroom activity, poor teaching standard also lead to poor attendance and drop-outs (Drèze and Sen, 2003, 158). In the tribal society, those with better land holding have accepted education up to secondary. Nevertheless, drop-outs still remain an issue with the landless and small land owning households (Talesra, 1989, 154). Many tribals drop-out or discontinue their education to take up wage employment in the agricultural sector (Ibid, 155) (Table 7.24a & 7.24b).

In the tribal area, (Figure 7.12a) drop-out is an in-evitable phenomenon. Sincere efforts are made by NGOs and government agencies to get them enrolled but retention is very poor. Maximum (46.48%) of them drop-out at the primary level. As opined by the respondents, the drop-outs have reduced in the recent years but it still taking place. Mostly children drop-out to be a help in the work of the household. While male children work in the agricultural field, female children remain engaged in the household chores. As is clear from Table 7.24a, more than 75 per cent of children of the landless and marginal farmer households in the tribal villages drop-out to work with the family members and contribute to its earning. Financial constraints also affect a large proportion of these and the small farmer households. A significant proportion of households in all categories of land size lack interest in studies as the reason for dropping out. Other reasons like, taking care of younger siblings, punishment in the school etcetera are expressed as the cause of dropping out by a smaller proportion of households. Reasons like non-tribal, (Figure 7.12b) teachers, uninteresting classroom and curriculum, language problem etcetera, which are clubbed under 'other' reasons, also has affected a few households across different land size categories. The student got disinterested and thus, drop-out which could be seen all land size category.

Among the non-tribal households, dropout gradually decreases after primary level with increasing size of land holding. The largest land owning households however behave differently, which could be due to their economic affluence. As far as the reasons for dropping out from studies are concerned, not much of difference is observed from that of the tribal villages. However, proportion of households in which children drop out for helping family members in work,

taking care of younger siblings and financial problems is much lower among the non-tribal land less and smaller farmer households.

7.13.4.4 Awareness about Educational Programmes:

Within the tribal villages, (Figure 7.13a) more than 7 per cent of the sample households are completely ignorant about the ongoing educational programmes. The share of such households is relatively higher among the landless and small and marginal farmers. The most popular among all the educational programmes is the Mid-Day Meal, followed by Khel Maha Kumbh and Sarva Shiksha Abhiyan (SSA). No variation is also observed across the land size category in this context. About 67 to 100 per cent and 57 to 78 per cent of the households expressed awareness about these two programmes respectively. The Computer Literacy and DPEP programmes are known to the least percentage of people. Even the Tribal Educational Plan, which is exclusively meant for the tribes, is known only to a handful of the households (10 to 38%) across different land size categories. Gujarat Government has given relatively greater attention to boost the programmes like Khel Maha Kumbh for sports and Praveshotsav for the new enrollment. Consequently, these two programmes are known to a relatively higher percentage of households in the tribal villages (Table – 7.25a). Over all, it would not be wrong to decipher that, there is limited awareness among the tribes about many of the educational programmes in practice today.

Table - 7.25a: Awareness about Educational Programmes by Land Size Category in the Tribal Villages

Land Size (in Acres)	Percentage of Households Aware of								
	Never Heard	SSA	DPEP	MDM	Kanya Kelavani	Computer Literacy	Tribal Education Programme	Khel Maha kumbh	Prave-shotav
Landless	3.03	66.67	6.06	78.79	24.24	6.06	33.33	75.76	54.55
0.01-1.00	20.00	30.00	0.00	80.00	0.00	0.00	25.00	70.00	40.00
1.01-2.00	15.38	63.46	0.00	76.92	13.46	5.77	9.62	69.23	44.23
2.01-3.00	5.13	82.05	0.00	100.00	10.26	7.69	17.95	76.92	48.72
3.01-4.00	0.00	74.07	0.00	81.48	3.70	0.00	18.52	77.78	40.74
4.01-5.01	5.56	61.11	33.33	66.67	33.33	16.67	38.89	55.56	27.78
5.01 & Above	0.00	53.85	23.08	100.00	23.08	7.69	23.08	61.54	19.23
Total	**7.44**	**64.19**	**6.51**	**85.58**	**14.88**	**6.05**	**21.40**	**70.70**	**41.40**

Source: Field Survey

Table - 7.25b: Awareness about Educational Programmes by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	Percentage of Households Aware of								
	Never Heard	SSA	DPEP	MDM	Kanya Kelavani	Computer Literacy	Tribal Education Programme	Khel Maha kumbh	Prave shotav
Landless	6.41	78.21	1.28	94.87	25.64	10.26	17.95	53.85	32.05
0.01-1.00	0.00	62.96	0.00	74.07	29.63	3.70	11.11	51.85	22.22
1.01-2.00	5.88	76.47	0.00	85.29	29.41	5.88	20.59	47.06	29.41
2.01-3.00	0.00	86.36	0.00	95.45	22.73	0.00	13.64	50.00	40.91
3.01-4.00	0.00	66.67	8.33	83.33	16.67	8.33	16.67	41.67	8.33
4.01-5.01	0.00	88.89	0.00	88.89	11.11	0.00	33.33	11.11	0.00
5.01 & Above	0.00	88.00	24.00	92.00	36.00	28.00	16.00	52.00	24.00
Total	**3.38**	**77.78**	**3.86**	**89.37**	**26.57**	**9.18**	**17.39**	**49.28**	**27.54**

Source: Field Survey

While in the non-tribal villages (Figure 7.13b), less than 4 per cent of the households are ignorant about the ongoing educational programmes. Similar to the tribal villages, non-tribal households which expressed ignorance about any educational programme, belong to the landless and small land owner households. Most the households in the non-tribal villages also know about the Mid-Day Meal Scheme (89.37%) and Sarva Shiksha Abhiyan (77.78%).

Figure - 7.13a: Awareness about Educational Programmes by Land Size Category in the Tribal Villages

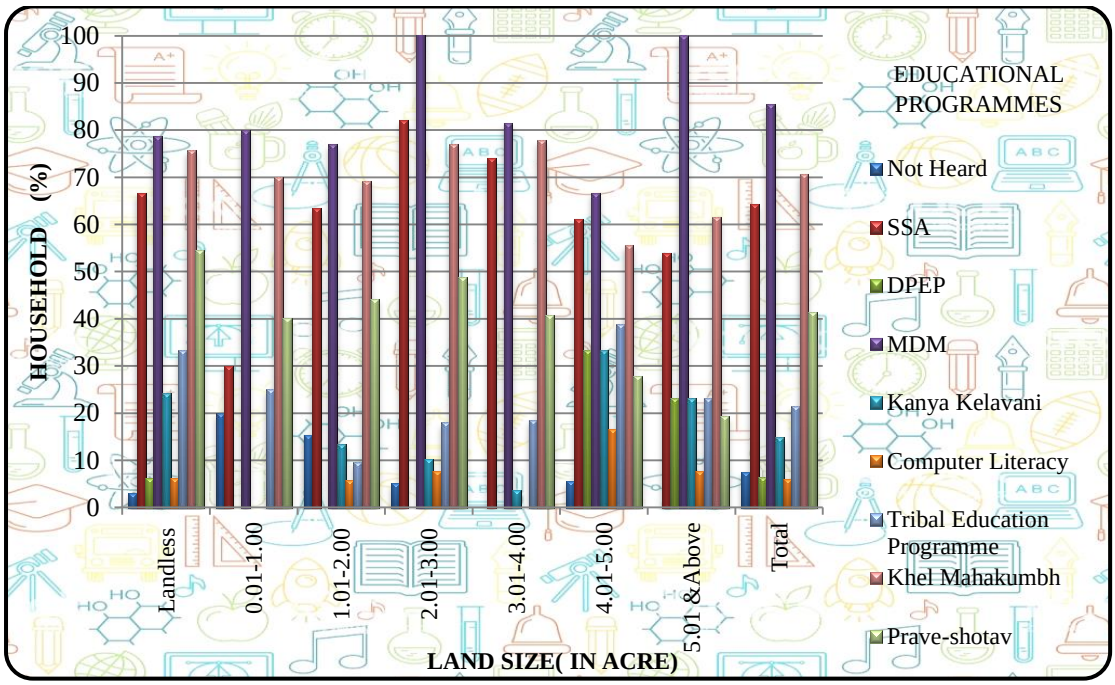
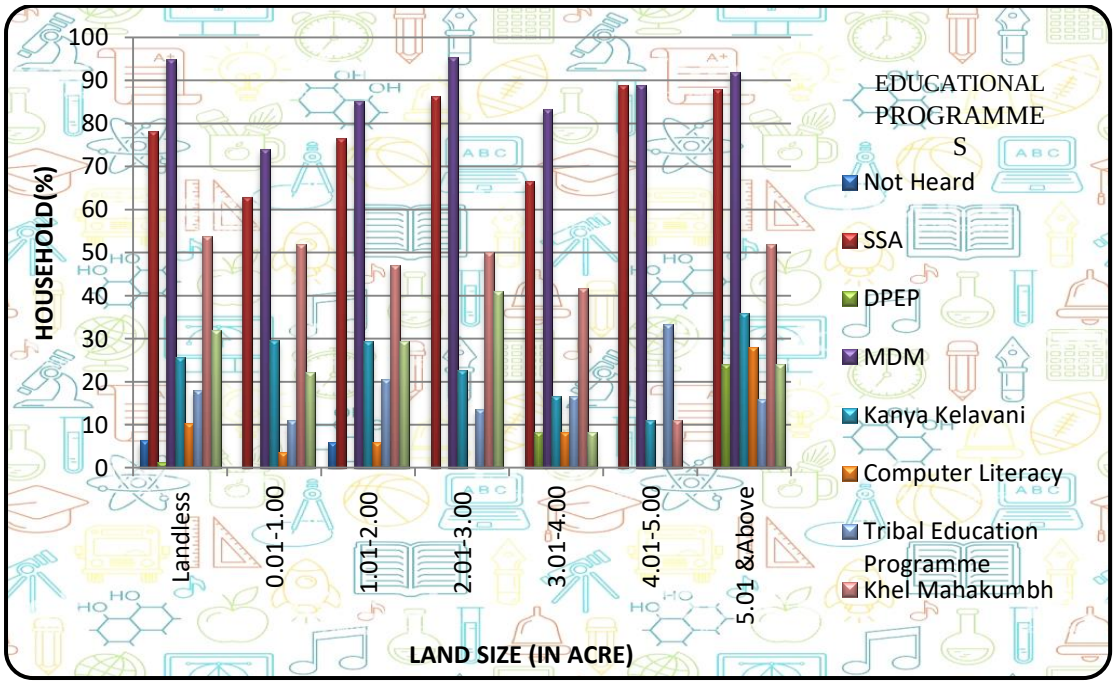


Figure - 7.13b: Awareness about Educational Programmes by Land Size Category in the Non-Tribal Villages



It is disheartening to note that the Kanya Kelavani porgramme is not known to majority of people in both tribal and non-tribal villages. The non-tribal households are also largely unaware of DPED (3.86%) and Computer Literacy (9.18%) progammes. Knowledge about Khel Maha Kumbh and Praveshotav programmes seems to have spread relatively less in the non-tribal villages in comparison to the tribal villages. It is definitely a matter of concern that even in the non-tribal villages, where level of literacy and education is superior to the tribal villages, the level of awareness about educational programmes is poor (Table 7.25b).

7.13.4.5 Perception about Utility of Education:

An attempt was made by the present researcher to understand the way people view the utility of formal education. For the purpose, related questions were asked through the household schedule administered to them. It has generally been observed that the educated among the tribes, particularly the tribal boys, prefer government jobs, such as a teacher, a constable or a revenue officer (Talesra, 1989, 155). As expressed by the respondents, the most important utility in both tribal and non-tribal villages is also getting a job. More than two-thirds (66.98 and 80.68 % respectively in the tribal and non-tribal villages) of the population in all the surveyed villages consider education useful in getting a job (Table 7.26). However, percentage of respondents with such opinion is relatively less in the tribal villages in comparison to the non-tribal villages. Rather, it is interesting to note that more respondents among the tribes consider education useful in increasing awareness on health and hygiene, and status of women. On the other hand, higher proportion of the non-tribal respondents considers education useful in increasing awareness about market principles and banking systems. There is not much of variation in the perception on the utility of education across the land size categories (Figure 7.14 and 7.14b).

Table - 7.26: Perceived Utility of Education by Land Size Category in the Sample Villages

Land Size (in Acres)	Better Marketability		Health and Hygiene		Job Opportunity		Women Status		Banking Facilities	
	Percentage of Households									
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	24.24	58.97	63.64	55.13	93.94	79.49	69.70	43.59	18.18	41.03
0.01-1.00	35.00	48.15	35.00	44.44	75.00	66.67	35.00	18.52	15.00	11.11
1.01-2.00	53.85	61.76	32.69	29.41	40.38	88.24	57.69	52.94	11.54	29.41
2.01-3.00	56.41	59.09	43.59	36.36	51.28	86.36	51.28	36.36	15.38	18.18
3.01-4.00	44.44	50.00	59.26	33.33	74.07	91.67	55.56	33.33	25.93	8.33
4.01-5.01	55.56	33.33	55.56	33.33	94.44	66.67	61.11	33.33	27.78	11.11
5.01 & Above	50.00	64.00	53.85	56.00	76.92	84.00	76.92	56.00	42.31	40.00
Total	**46.51**	**57.00**	**47.44**	**45.41**	**66.98**	**80.68**	**58.60**	**41.55**	**20.47**	**29.47**

Source: Field Survey

7.13.4.6 Reasons for Attending School:

Even if the parents are motivated, many a times they are unable to make their children understand and send their children regularly to school (Drèze and Sen, 2003, 155). At times children get motivated under the influence of the peers (Ibid, 42).

Table - 7.27: Reasons for Attending School by Land Size Category in the Sample Villages

Land Size (in Acre)	To Avoid Disturbance at Home/Work		Parents are Illiterate & don't want their children to be deprived		Presence of School		Parents want them to be Literate		Others	
	Percentage of Households									
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	15.15	26.92	90.91	71.79	3.03	12.82	27.27	33.33	0.00	0.00
0.01-1.00	25.00	18.52	70.00	44.44	0.00	11.11	15.00	40.74	0.00	14.81
1.01-2.00	21.15	17.65	82.69	50.00	5.77	38.24	23.08	32.35	0.00	0.00
2.01-3.00	28.21	22.73	87.18	36.36	17.95	31.82	23.08	50.00	0.00	0.00
3.01-4.00	3.70	25.00	81.48	25.00	37.04	41.67	37.04	33.33	0.00	0.00
4.01-5.01	0.00	11.11	66.67	44.44	16.67	44.44	50.00	55.56	0.00	11.11
5.01 & Above	11.54	8.00	61.54	32.00	19.23	32.00	38.46	84.00	0.00	0.00
Total	**16.74**	**16.91**	**79.53**	**52.17**	**13.49**	**24.15**	**28.84**	**43.00**	**0.00**	**0.48**

Source: Field Survey

Figure - 7.14a: Perceived Utility of Education by Land Size Category in the Tribal Villages

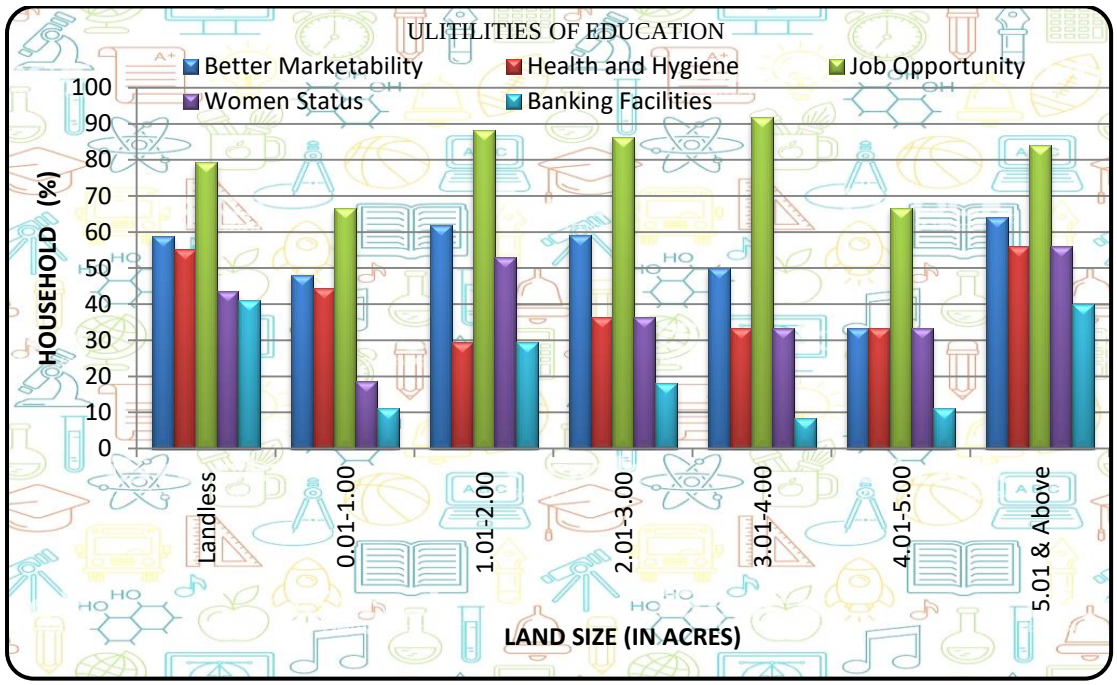
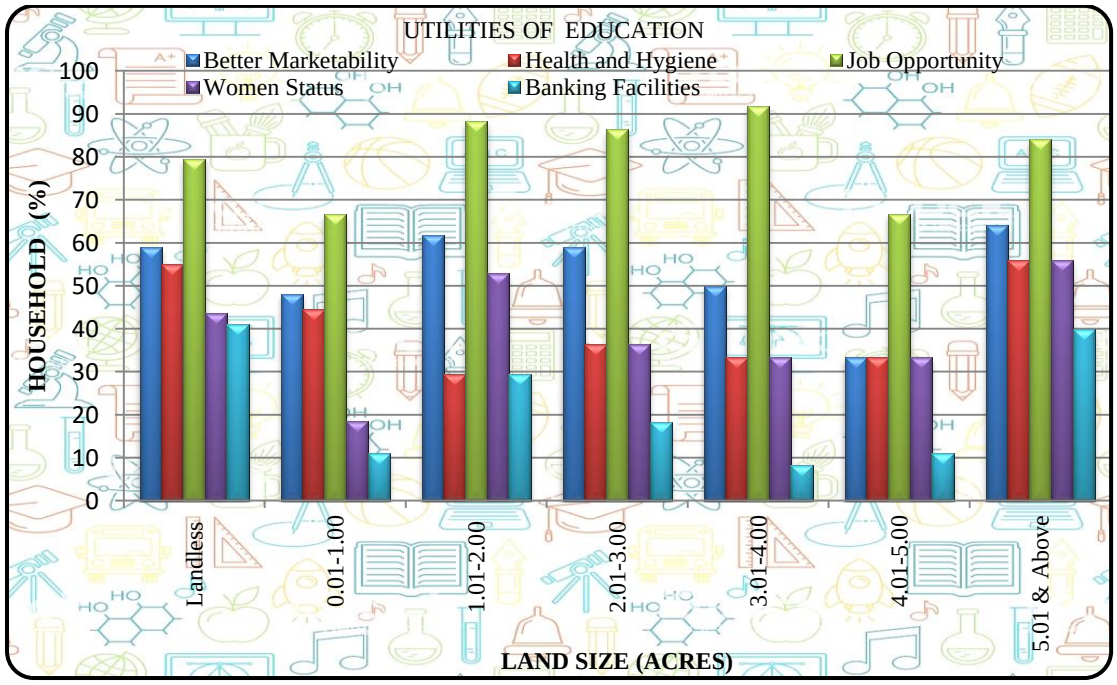


Fig. - 7.14b: Perceived Utility of Education by Land Size Category in the Non-Tribal Villages



On assessing the perception on the reasons for sending the child to school, it was observed that majority of the households in both tribal and non-tribal villages (Figure 7.15a and 7.15b) wish their children to be literate. Both literate and illiterate parents seem to have realized the importance of literacy and education in life today. Almost four-fifth (79.53%) of the households in the tribal villages, where parents are illiterate, wants to get their children educated. This attitude can be observed in a larger proportion of households with no land or very small land holdings in both tribal and non-tribal villages. Presence of the school does not seem to be an important motivating factor for sending children to schools. However, a larger number of households consider it important in the non-tribal villages than in the tribal villages. A larger proportion of medium sized land owners in both categories of villages give relatively greater importance to the presence of schools. A few households in both types of villages send children to school to avoid disturbance at home or in their work. On the whole, the study brings out that contemporarily, irrespective of economic and community background, people understand the utility of literacy and education and feel it necessary to send their children to school (Table 7.27).

7.13.4.7 Reasons for Abstaining from School:

Absenteeism is one of the greatest problems in the rural areas (Midatala, 2009, 141). As is evident from Table 7.28, majority of the parents ascribe absence of their child from school to the assistance the child provides to the family in their work. This is true in case of either type of village. This reason of abstaining from school happens to be the only reason for some of the households in both tribal and non-tribal villages. Improper timing of the school and punishment in the school has also been provided as reasons for abstaining from school by a few households in both types of villages. The households which could not provide any specific opinion pertaining to the reasons for abstaining from school have been counted together as 'Others' (Table 7.28, Figure 7.16a & 7.16b).

Table - 7.28: Reasons for Abstaining from School by Land Size Category in the Sample Villages

Land Size (in Acre)	Render Help in Work		Improper School Timing		Punishment in the School		Others	
	Percentage of Households							
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	45.45	44.87	15.15	25.64	15.15	19.23	27.27	25.64
0.01-1.00	100.00	37.04	20.00	55.56	15.00	22.22	0.00	37.04
1.01-2.00	57.69	61.76	1.92	17.65	19.23	20.59	28.85	35.29
2.01-3.00	64.10	90.91	5.13	22.73	12.82	13.64	25.64	9.09
3.01-4.00	88.89	83.33	3.70	16.67	7.41	0.00	0.00	16.67
4.01-5.01	83.33	88.89	0.00	44.44	27.78	22.22	22.22	0.00
5.01 & Above	76.92	40.00	19.23	8.00	7.69	4.00	38.46	40.00
Total	**69.30**	**57.49**	**8.37**	**26.09**	**14.88**	**16.43**	**22.33**	**27.05**

Source: Field Survey

7.13.4.8 Problems in Sending the Child to School:

Apart from poverty, time and attention of the parents are also important factors for sending children to school (Drèze and Sen, 2003, 158). Many a times, the social forces and norms are found to be so influential that it creates an impact on the developmental economy. Individual decision gets influenced by it that can be called as social dimension. One parent inclined to send his daughter to school due to distance has to rethink as he is strongly influenced by corresponding attitude of other parents in the neighbouring village, and caste or community (Ibid, 155).

Figure - 7.15a: Reasons for Attending School by Land Size Category in the Tribal Villages

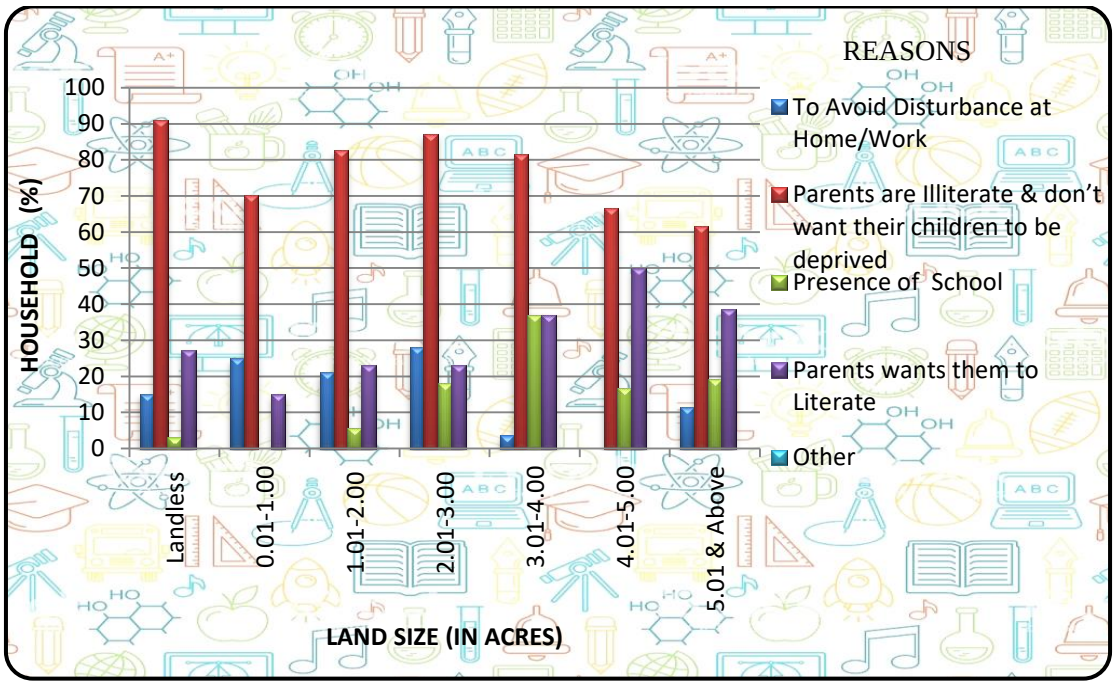


Figure - 7.15b: Reasons for Attending School by Land Size Category in the Non-Tribal Villages

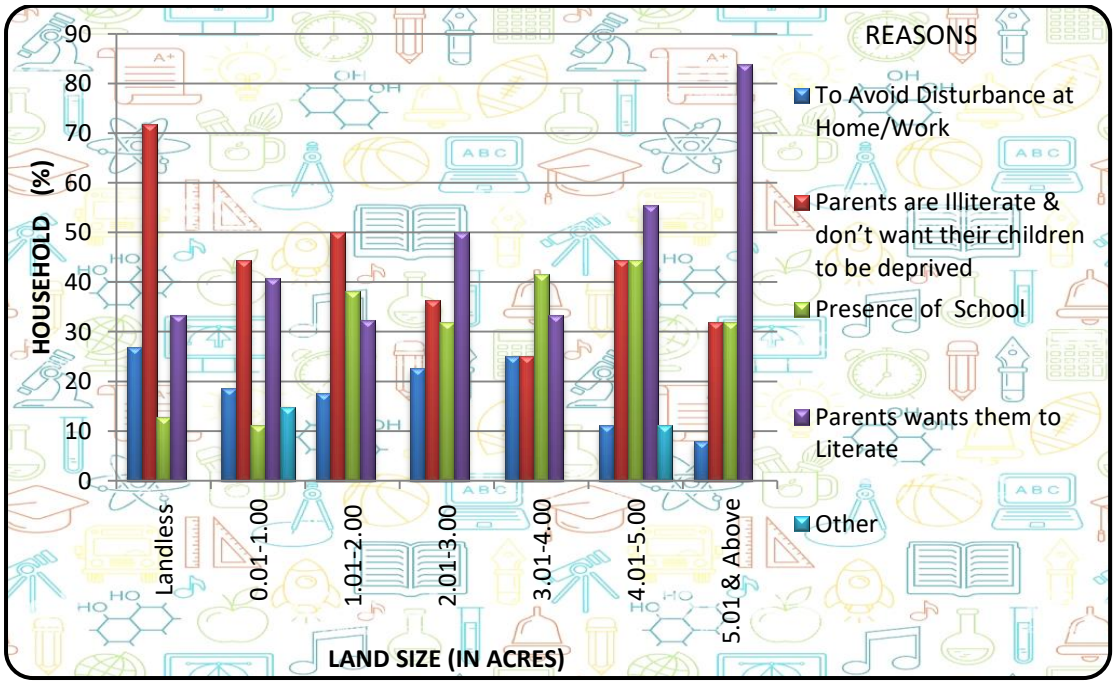


Figure - 7.16a: Reasons for Abstaining from School by Land Size Category in the Tribal Villages

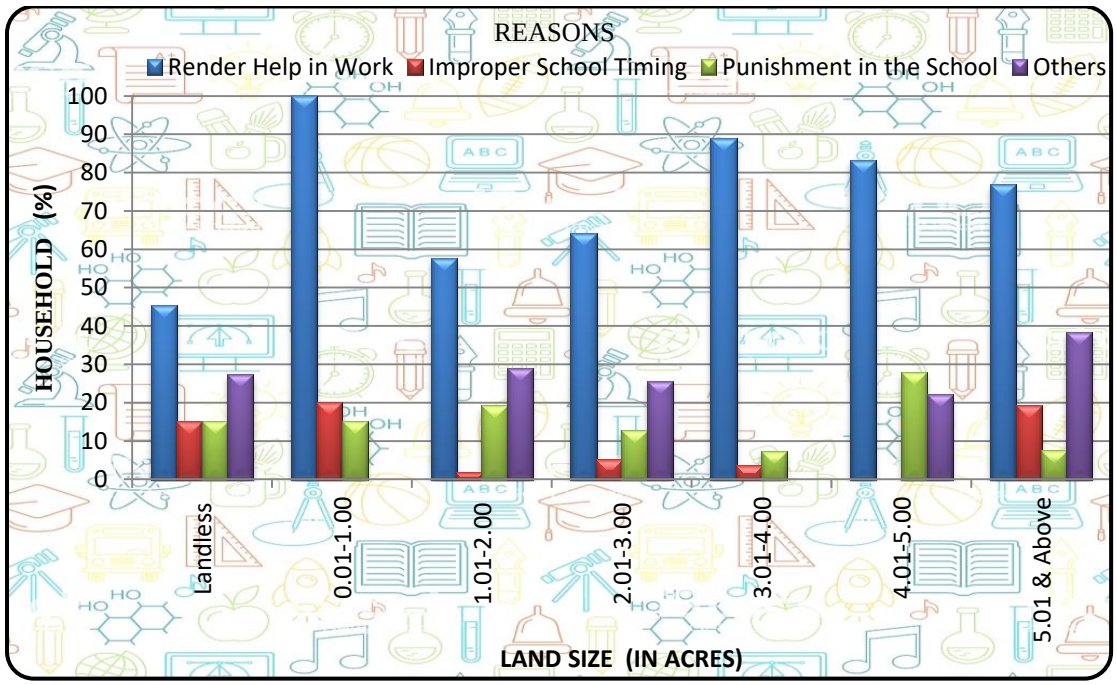


Figure - 7.16b: Reasons for Abstaining from School by Land Size Category in the Non-Tribal Villages

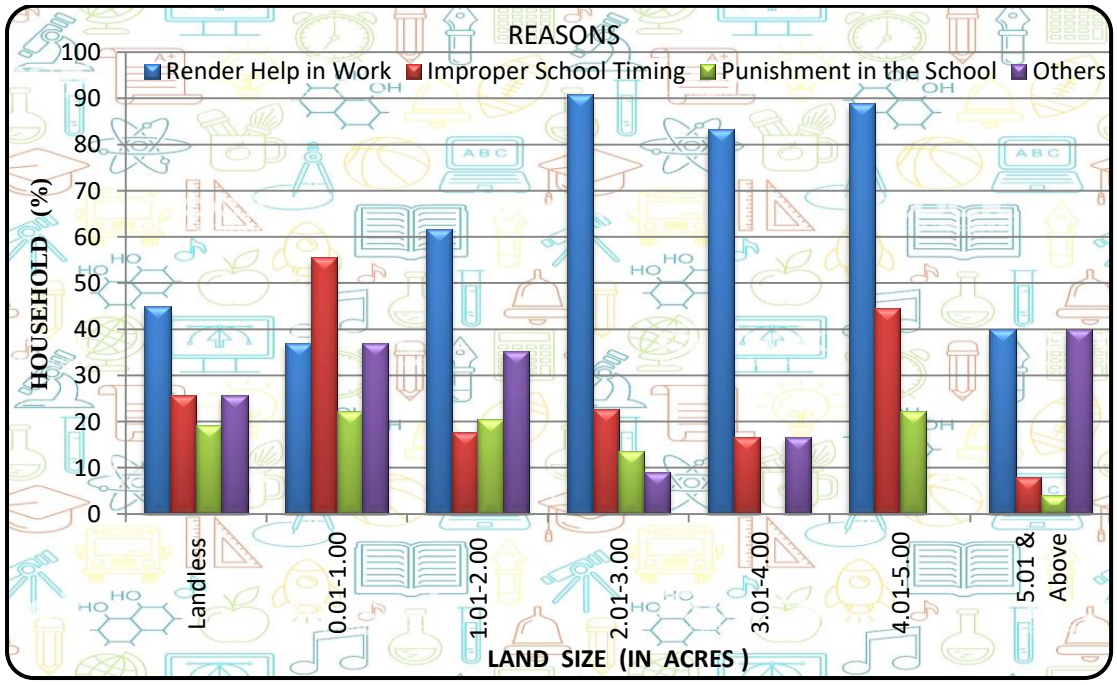


Table - 7.29: Problems in Sending to School in the Sample Villages

Land Size (in Acres)	While Away Time		Agricultural work		Household Chores		Look after Sibling	
	Percentage of Households							
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	9.09	17.95	15.15	51.28	15.15	20.51	36.36	12.82
0.01-1.00	50.00	23.81	60.00	47.62	25.00	19.05	15.00	47.62
1.01-2.00	19.24	20.59	59.62	52.94	17.31	26.47	21.15	26.47
2.01-3.00	17.95	18.19	64.10	45.45	12.82	31.82	38.46	13.64
3.01-4.00	48.15	33.33	55.56	58.33	22.22	25.00	37.04	16.67
4.01-5.01	38.89	22.22	38.89	44.44	5.56	66.67	11.11	77.78
5.01 & Above	23.08	52.00	30.77	28.00	26.92	16.00	11.54	0.00
Total	**26.05**	**16.42**	**47.91**	**47.76**	**17.67**	**24.38**	**26.05**	**20.40**

Source: Field Survey

Absence of school infrastructure does not emerge as a cause, as all the sample villages had at least one primary school within the village. Problems like, helping parents in agricultural work, household chores, looking after younger siblings in the absence of parents at home, and whiling away time in playing, gossiping and other insensible works during school hours, emerged out to be the major causes of children not attending school. It clearly appears from Table 7.29 that, assistance to parents in agricultural work is very important for the success of agricultural operation. Around half the households in either type of village consider it a strong reason behind keeping children away from school. This is particularly true among the marginal and small land owners of both tribal and non-tribal villages. (Figure 7.17a and 7.17b) Even the landless households face this problem as agricultural labourers, as their children join them either as paid labourers or as helping hand. With increasing size of land holding, the importance of this reason decreases. Besides, helping parents in agricultural pursuits; children are also engaged in household chores and taking care of their younger siblings while their parents are at work. These two work as problem particularly for the female child, as helping in household chores and looking after siblings is generally assigned to them. As far as these two problems are concerned, no clear patterns emerge across the land size categories in either type of villages. Similarly, it is difficult to observe any association between land size category and whiling away time as a problem. Rather varying proportion of households face this problem across the land size categories of both types of villages (Table 7. 29).

Figure - 7.17a: Problems in Sending to School by Land Size Category in the Tribal Villages

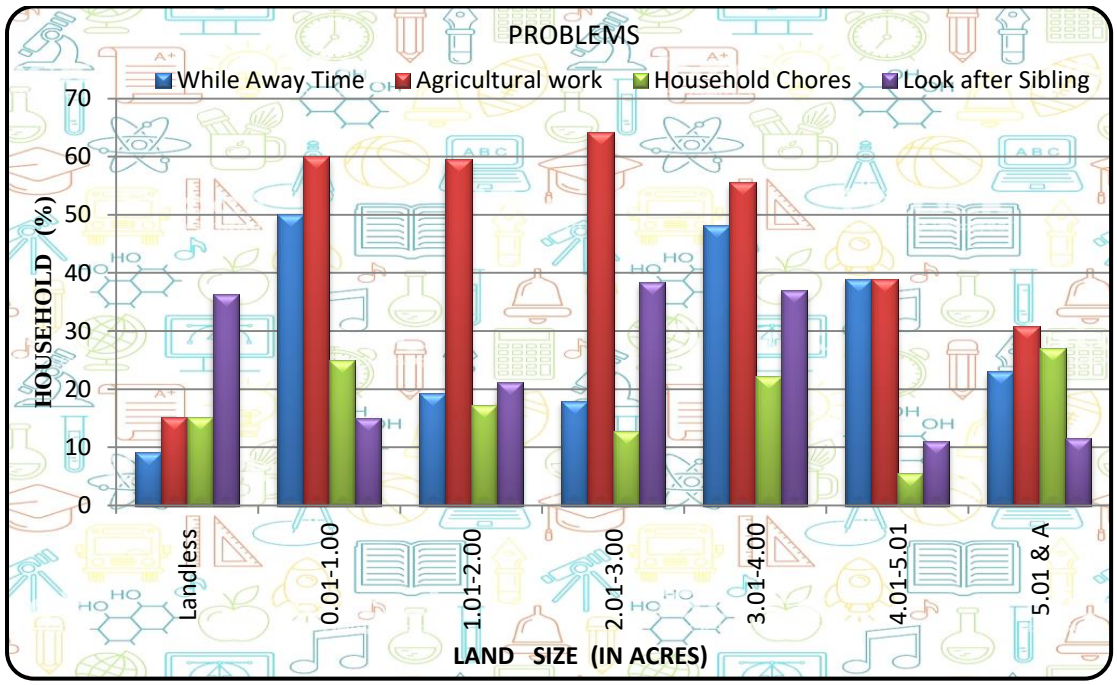
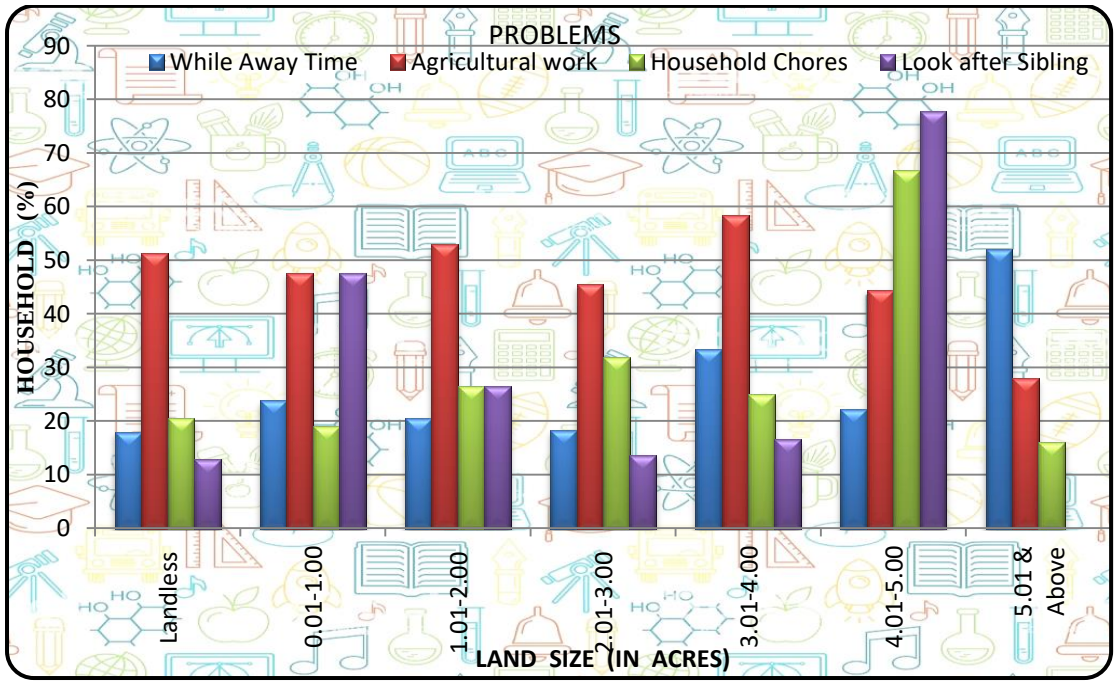


Figure - 7.17b: Problems in Sending to School by Land Size Category in the Non-Tribal Villages



7.13.4.9 Consultation with Teacher:

The role of the teacher is vital in either motivating the student to continue studies or make the classroom interesting and attractive for the child (Midatala, 2009, 140). Being conscious of this fact, more and more parents have stated contacting and consulting the teacher to discuss matters pertaining to their child's education. At the overall level, any difference between the two sets of villages in the frequency of contacting the teacher is not noticed, as by and large, a similar proportion of households contact the teacher at different frequencies. However, it is clearly evident from the table (Table - 7.30) that with increase in the size of land holding, the frequency of contacting the teacher increases in both types of households – an indication of greater concern for child's education among economically well off households.

Table - 7.30: Frequency of Consultation with the Teacher by Land Size category in the Sample Villages

Land Size (in Acre)	Very Often		Sometimes		Rarely	
	Percentage of Households					
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	12.00	36.17	56.00	25.53	32.00	38.30
0.01-1.00	0.00	16.67	28.57	41.67	71.43	41.67
1.01-2.00	13.79	4.17	48.28	58.33	31.03	37.50
2.01-3.00	46.15	15.38	38.46	46.15	15.38	38.46
3.01-4.00	33.33	40.00	42.86	40.00	23.81	20.00
4.01-5.01	46.67	42.86	40.00	28.57	13.33	28.57
5.01 & Above	44.44	15.79	55.56	68.42	11.11	15.79
Total	**27.70**	**24.24**	**45.27**	**42.42**	**27.03**	**33.33**

Source: Field Survey

On verification of the reasons of not contacting and consulting the teacher, it was found that, in the tribal villages(Figure 7.18a), a significant proportion of households from every land size category and also the landless category, considered meeting the teacher for consultation meaningless, and/or they find no time to or feel shy to do so. It is interesting to note that while relatively a higher percentage of large land owning households face the problem of finding time, relatively higher percentage of the landless, marginal and small land owning households feel shy to meet the teacher. The third important reason of feeling shy to meet the teacher was expressed mostly by the illiterate parents. Very less percentage of households opined that (6.98%) the teachers

were not co-operative. Rather, the teachers in general were found to be co-operative. In fact, when a non-tribal teacher is posted in a tribal village, the communication gap between the teacher and the villagers tends to increase because of language difference. The Bhili and Rathwi dialects spoken by the people of the sample villages differ significantly from Gujarat, which is spoken by the teacher and the lingua franca of the State run educational institutions. Non-availability of the teachers was also reported by a few households from different land size categories. Many teachers of the rural schools do not stay in the village and commute daily to attend their duty. Consequentially, they are not available for consultation before or after school hours, when both parents and teachers are free.

Table 7.31a: Reasons for not Consulting Teacher by Land Size Category in the Tribal Villages

Land Size (in Acres)	No Meaning	Non-availability of Teacher	Teacher not Co-operative	No Time	Feel Shy	Not keen on Children Education	Distance	Others
Landless	30.30	6.06	9.09	24.24	45.45	0.00	0.00	0.00
0.01-1.00	30.00	5.00	15.00	40.00	40.00	0.00	20.00	0.00
1.01-2.00	23.08	7.69	7.69	17.31	28.85	3.85	9.62	9.62
2.01-3.00	17.95	10.26	7.69	38.46	12.82	2.56	7.69	5.13
3.01-4.00	22.22	0.00	7.41	59.26	25.93	0.00	3.70	0.00
4.01-5.01	61.11	0.00	0.00	55.56	33.33	0.00	0.00	0.00
5.01 & Above	7.69	26.92	0.00	65.38	15.38	0.00	0.00	0.00
Total	**25.12**	**8.37**	**6.98**	**38.60**	**27.91**	**1.40**	**6.05**	**3.26**

Source: Field Survey

Table - 7.31b: Reasons for not Consulting Teacher by Land Size Category in the Non-Tribal Villages

Land Size (in Acres)	No meaning	Non-availability of Teacher	Teacher not Co-operative	No Time	Feel Shy	Not keen on Children Education	Distance	Other
Landless	32.05	7.69	5.13	29.49	24.36	2.56	2.56	2.56
0.01-1.00	22.22	0.00	0.00	44.44	55.56	7.41	11.11	0.00
1.01-2.00	14.71	5.88	2.94	44.12	38.24	0.00	2.94	2.94
2.01-3.00	45.45	9.09	9.09	59.09	13.64	0.00	9.09	0.00
3.01-4.00	41.67	0.00	0.00	100.00	16.67	0.00	0.00	0.00
4.01-5.01	22.22	0.00	0.00	88.89	0.00	0.00	11.11	0.00
5.01 & Above	12.00	4.00	0.00	80.00	4.00	0.00	0.00	0.00
Total	**27.05**	**5.31**	**3.38**	**49.76**	**25.60**	**1.93**	**4.35**	**1.45**

Source: Field Survey

Figure - 7.18a: Reasons for not Consulting Teacher by Land Size Category in the Tribal Village

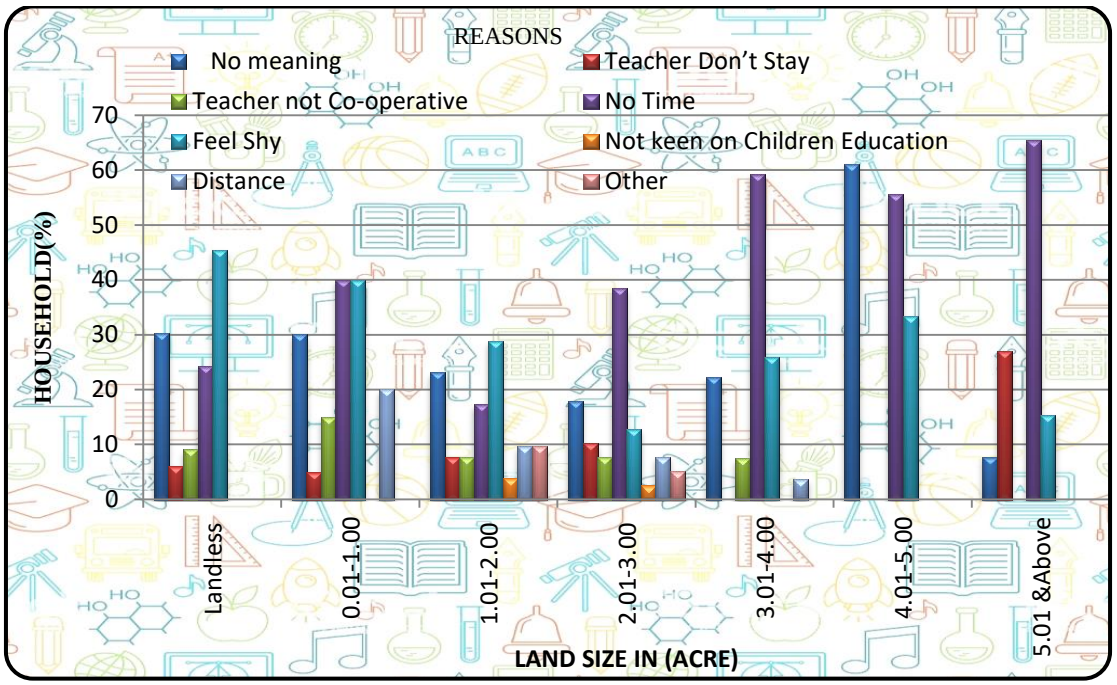
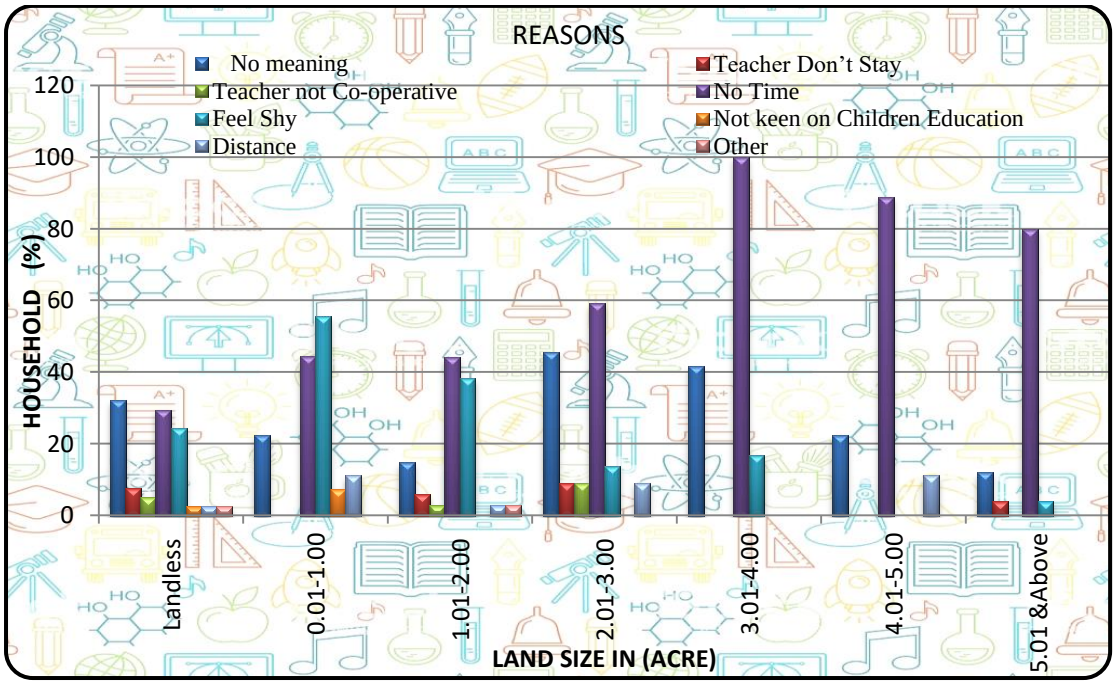


Figure - 7.18b: Reasons for not Consulting Teacher by Land Size Category in the Non-Tribal Village



Opinions of the households surveyed on the reasons for not consulting the teacher in the predominantly non-tribal villages (Figure 7.18b) are found to be very similar to the opinions of the households of the predominantly tribal villages (Table 7.31a and 7.31b). The non-tribal households too expressed lack of time as the most important (49.76%) reason for not meeting the teacher. A significant proportion (25.60%) among them also considers it useless and/or feels shy to meet the teacher. The present researcher observed that the teachers in the sample villages are performing their prescribed roles sincerely. It was also observed that the teachers particularly in the tribal villages even take personal initiative to pursued parents to send their children to school, and counsel against absenteeism.

7.13.4.10 Study Related Problems Faced by the Students:

Many children in the tribal villages were the first generation learners. Thus, they face one problem or the other related to study. Study related problems faced by the children obviously tend to work as discouraging factors and cause absenteeism and drop out etcetera. Among the major problems, around half (44.65%) of the children fail to understand what the teacher teaches. Being first generation learners, they have no one at home to guide them. Although proportion of households in the non-tribal villages which expressed this as a problem is lesser than in the tribal villages (35.27%), a higher proportion (41.55%) among them faces the problem of concentrating on studies (Figure 7.19a and 7.19b).

The available jobs in the unorganized labour market of the nearby urban-industrial centers distract the school going children as they abstain intermittently from school to take up such jobs. The respondents reported irregularity and not taking note of the teacher's advice as some other problems associated with studies. All these problems and the difference in the lingua franca and the mother tongue of the pupils, children not only face the problem of understanding and concentration, but also fail to complete the given home works in time. It is worth to note that not much of difference exists in the study related problems faced by the children belonging to households of different land size categories (Table 7.32).

Table - 7.32: Study Related Problems Faced by Children by Land Size Category in the Sample Villages

Land Size (in Acres)	Unable to Understand		Can Not Concentrate		Unable to Complete Home Work		Others	
	Percentage of Households							
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	66.67	28.21	33.33	42.31	30.30	25.64	12.12	12.82
0.01-1.00	35.00	48.15	30.00	51.85	35.00	18.52	20.00	3.70
1.01-2.00	28.85	35.29	19.23	44.12	34.62	20.59	19.23	14.71
2.01-3.00	28.21	36.36	38.46	22.73	25.64	31.82	17.95	13.64
3.01-4.00	59.26	33.33	25.93	33.33	11.11	41.67	14.81	0.00
4.01-5.01	55.56	55.56	55.56	33.33	33.33	22.22	0.00	0.00
5.01 & Above	57.69	36.00	38.46	48.00	26.92	24.00	0.00	20.00
Total	**44.65**	**35.27**	**32.09**	**41.55**	**28.37**	**25.12**	**13.49**	**11.59**

Source: Field Survey

7.13.4.11 Parents Opinion on Education of Children:

During the survey of the tribal and non-tribal villages, an attempt was made to understand the opinion of parents on education of their children both male and female, maximum people expressed that their children study according to their wish.

Table - 7.33: Opinion on Education of Male Child by Land Size Category in the Sample Villages

Land Size (in Acres)	Wish		Economic Condition		Job		Twelfth	
	Percentage of Households							
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	84.85	47.44	57.58	29.49	18.18	19.23	15.15	7.69
0.01-1.00	75.00	85.19	40.00	33.33	20.00	25.93	15.00	7.41
1.01-2.00	53.85	76.47	25.00	17.65	17.31	17.65	5.77	2.94
2.01-3.00	74.36	86.36	17.95	4.55	12.82	22.73	15.38	40.91
3.01-4.00	74.07	91.67	22.22	16.67	7.41	16.67	7.41	8.33
4.01-5.01	72.22	88.89	11.11	0.00	0.00	11.11	16.67	0.00
5.01 & Above	88.46	80.00	15.38	0.00	0.00	16.00	0.00	8.00
Total	**72.56**	**76.33**	**27.44**	**19.81**	**12.09**	**19.32**	**10.23**	**10.14**

Source: Field Survey

Figure - 7.19a: Study Related Problems Faced by Children by Land Size Category in the Tribal Villages

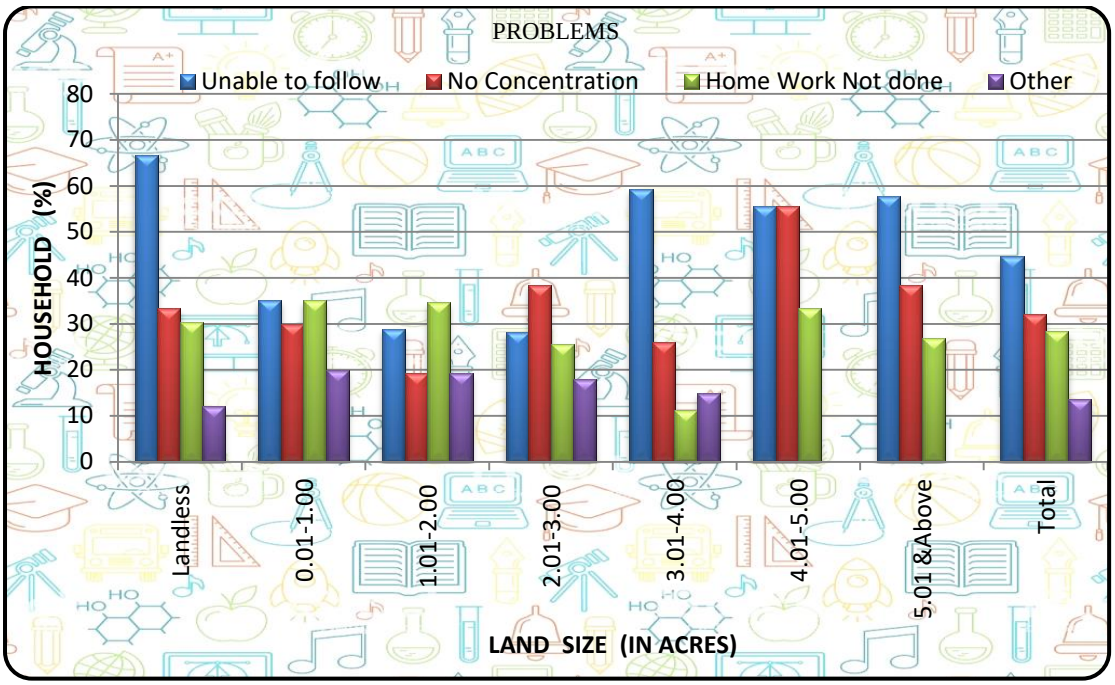
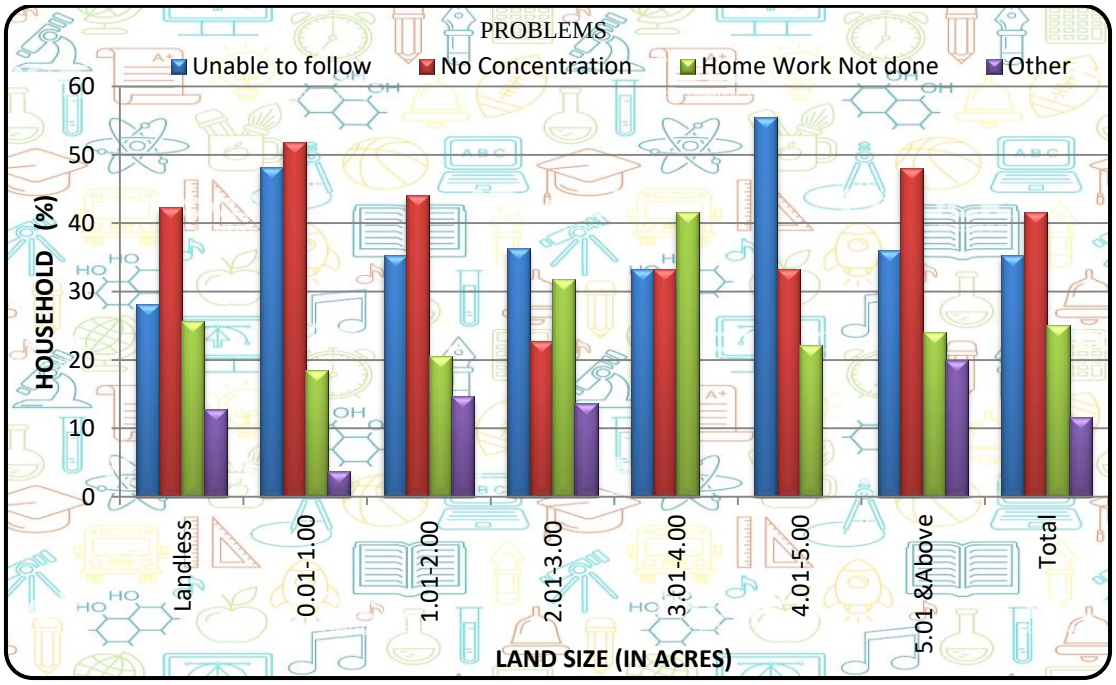


Figure - 7.19b: Study Related Problems Faced by Children by Land Size Category in the Non-Tribal Villages



For the education of the boys, people of the (50.17 %), tribal villages leave it on the wish of their children on how much they want to study. However, those with less of the land, their economic condition (around 23%) become the barrier of those who wants to study. Nearly 10 percent household wanted their children to study for jobs while 9 percent wanted children to study up to 12th only (Table 7.33).

While in the non-tribal area, 60 percent of respondents left on the child wish for studying. 16 percent dependent on the economic condition, same proportion want them to study for jobs and 8 percent want their child to study up to 12th.

Table - 7.34: Opinion on Education of Female Child by Land Size Category in the Sample Villages

Land size(in Acre)	Wish		Economic Condition		Job		Twelfth	
	Percentage of Households							
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	66.67	38.46	57.58	38.46	21.21	10.26	57.58	14.10
0.01-1.00	60.00	55.56	45.00	37.04	5.00	0.00	35.00	11.11
1.01-2.00	40.38	73.53	28.85	32.35	3.85	2.94	32.69	5.88
2.01-3.00	35.90	68.18	23.08	18.18	7.69	13.64	35.90	13.64
3.01-4.00	55.56	81.00	18.52	25.00	7.41	16.67	37.04	41.67
4.01-5.01	33.33	87.11	16.67	22.22	0.00	33.33	72.22	0.00
5.01 & Above	57.69	68.00	7.69	4.00	7.69	40.00	26.92	0.00
Total	**48.84**	**61.35**	**28.84**	**29.47**	**7.91**	**13.04**	**40.47**	**11.59**

Source: Field Survey

Parental commitment to the female education is still low. Low economic and social return boost drop out of female students (Bhatty, 1998, 1733). Though in general, the perception in the rural areas is that girl's education is not required. This does not hold true in the sample villages of the surveyed area. In the tribal villages, 42 per cent of girls have liberty to study according to their wish. The economic condition is still an important constraint for education (26.01%) in the tribal area. 24.22 percent wanted the girls to study till 12th while only 7 percent studied for the job special with higher land size (Table 7.34).

Along the 60 percent of the household, girls have education according to the wish. This condition was better than the tribal villages as the economic condition was better than the tribal villages. Only 17 per cent responded that poverty affected girl's education. 13 per cent wanted their girls to get a job and 7 per cent wanted to stop their education after 12th standard.

Here, the response differs from the actual reality. The disparity of male-female literacy already discussed is higher in the non-tribal villages than in the tribal villages. The tribal people do not discriminate between genders.

7.13.4.12 Helping the School:

Village Education Committee (VEC) is supposed to be constituted in every village according to the Sarva Shiksha Abhiyan (SSA) and District Primary Education Programme (DPEP). The members of the VEC are supposed to help the school administration in its functioning. However, none of the sample villages had VEC. A few households informed that they helped the school administration only during the National festivals of 15th August and 26th January.

Regarding the educational characteristics it can be said that the tribal areas are more privileged regarding fund, scholarship and infrastructure compared to the non-tribal villages. Contrarily however, the level of literacy and education is relatively better in the non-tribal villages than in the tribal villages. It is observed that drop-outs or discontinuation of education at an early stage is responsible for the low attainment rate and poor educational condition of the tribal villages.

7.13.5 Perception towards Education in Sample Villages:

An attempt was made to understand the perception of the target population of the sample villages towards education in general and of their own children. For the purpose, respondents were asked a few structured and unstructured questions were included in the household schedule pertaining to attendance and absenteeism, usefulness of education, and compatibility between formal education and tradition, particularly, tribal culture and traditions. The analysis of the responses pertaining to such perceptions have are presented in the following section.

7.13.5.1 Participation of Children in Social and Economic Activities:

The village people understand that children education is important. However, according to them children should also participate in the social and economic activities in order to support their family. For the purpose, it becomes pertinent that they should abstain from school on those days when such activities are carried on. Thus, from the tribal villages, 56.28 per cent of the households felt that children should participate in agricultural operations and 42.79 per cent believe that they should be part of social ceremonies by abstaining from school. The proportions of such households in the non-tribal villages were 41.55 and 45.41 per cent respectively. The households which could not provide any specific opinion regarding participation in agricultural operations and/or social ceremonies at the cost of attending school have been counted together as 'Others' (Figure 7.20).

Table - 7.35: Perception on Participation of Children in Social and Economic Activities by Land Size Category in the Sample Villages

Land Size (in Acre)	Agricultural Operations		Social Ceremony		Others	
	Percentage of Households					
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	69.70	44.87	48.48	37.18	21.79	6.06
0.01-1.00	75.00	55.56	25.00	48.15	11.11	20.00
1.01-2.00	46.15	29.41	38.46	58.82	20.59	17.31
2.01-3.00	51.28	40.91	41.03	31.82	40.91	17.95
3.01-4.00	92.59	50.00	7.41	50.00	41.67	7.41
4.01-5.01	50.00	55.56	88.89	44.44	22.22	0.00
5.01 & Above	19.23	24.00	65.38	60.00	20.00	23.08
Total	**56.28**	**41.55**	**42.79**	**45.41**	**23.19**	**13.95**

Source: Field Survey

It is interesting to note in this context that, neither there is any significant difference between the two sets of villages, nor between the households of different land holding sizes of the two sets. The situation, perhaps can very conveniently related to the low level of mechanization of agricultural operations and strong influence of social customs and traditions in the rural set ups of both tribal and non-tribal areas (Table 7.35).

Figure - 7.20: Perception on Participation of Children in Social and Economic Activities by Land Size Category in the Sample Villages

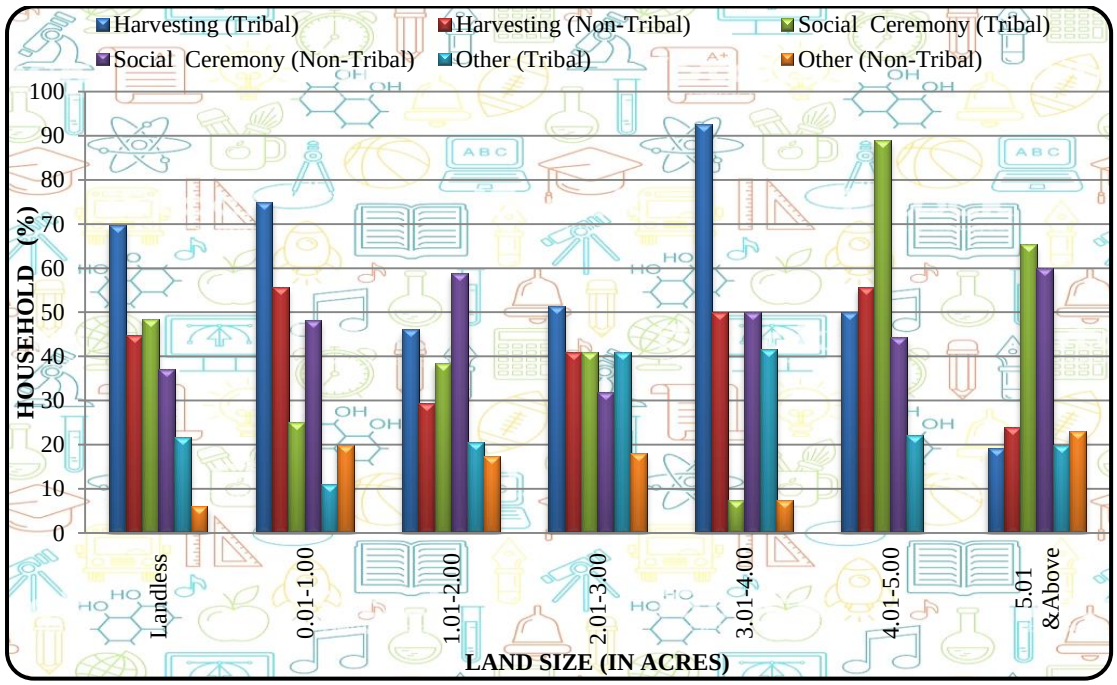
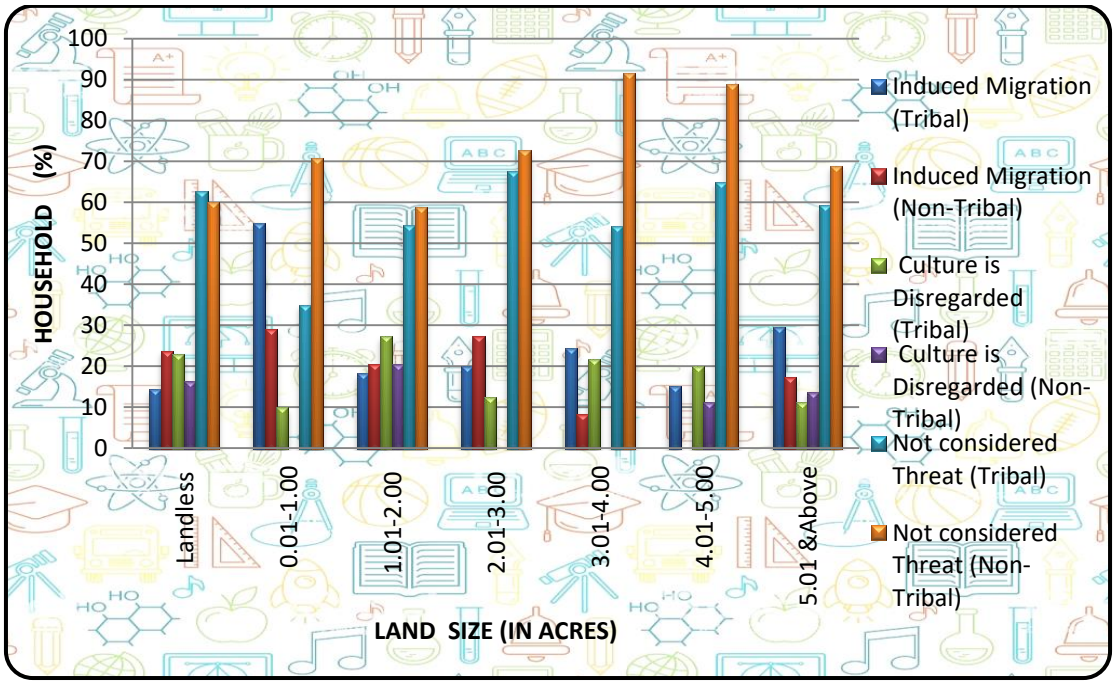


Figure - 7.21: Threat of Education by Land Size Category by Land Size Category in the Sample Villages



7.13.5.2 Acquiring and Transmitting Modern Knowledge and Skills:

Education acts as a medium for acquiring and transmitting modern knowledge. With education people develop the skill to understand, acquire and apply modern knowledge.

Table - 7.36: Acquiring and Transmitting Modern Knowledge and Skills by Land Size Categories in the Sample Villages

Land Size (in Acre)	Acquiring Skills		Interaction with Other Communities		Gaining Knowledge		Others	
	Percentage of Households							
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	81.82	47.18	39.39	23.24	30.30	29.58	0.00	0.00
0.01-1.00	65.00	50.00	40.00	27.78	20.00	16.67	0.00	5.56
1.01-2.00	82.69	43.08	63.46	27.69	59.62	29.23	0.00	0.00
2.01-3.00	82.05	44.44	48.72	27.78	46.15	25.00	0.00	2.78
3.01-4.00	77.78	47.83	33.33	21.74	37.04	30.43	0.00	0.00
4.01-5.01	88.89	47.06	55.56	17.65	33.33	29.41	0.00	5.88
5.01 & Above	88.46	41.67	50.00	31.25	38.46	22.92	0.00	4.17
Total	**81.40**	**81.16**	**48.84**	**45.41**	**41.40**	**47.83**	**0.00**	**2.90**

Source: Field Survey

They get equipped to undertake different kinds of activities more efficiently. Interact with people belonging to different backgrounds and involve in the give-and–take process, which helps in the cultural churning and progress. Without education, chances of the society getting stagnated increases substantially. During the survey, the respondents were asked to express their opinion on the value of education for them and their children. Most respondents (more than 80 %) of both tribal and non-tribal villages opined that education is useful in acquiring skill to get a job. Around half of the respondents (between 40 to 50%) also believe that with education it becomes easier to interact with people and become knowledgeable. Excepting for a few (2.90%) in the non-tribal villages, which have been considered under the 'Others' category, majority of the households in the non-tribal villages and all households in the tribal villages provided their opinion on the utility of education in acquiring and transmitting modern knowledge and skills.

Figure - 7.22a: Acquiring and Transmitting Modern Knowledge and Skills by Land Size Category in the Tribal Villages

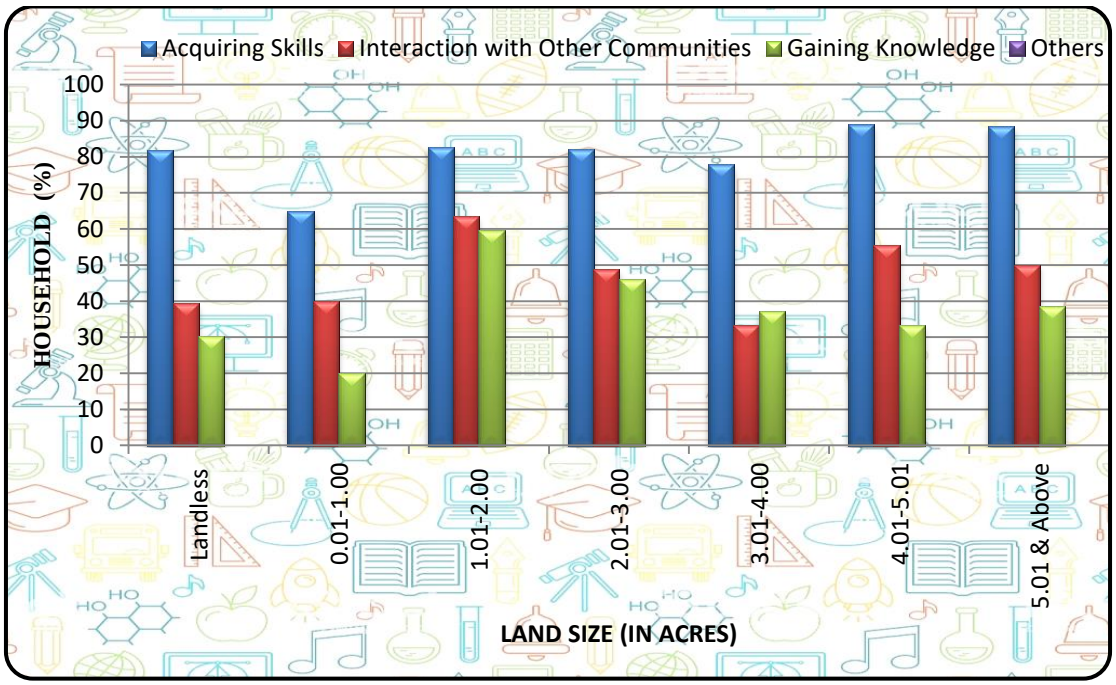
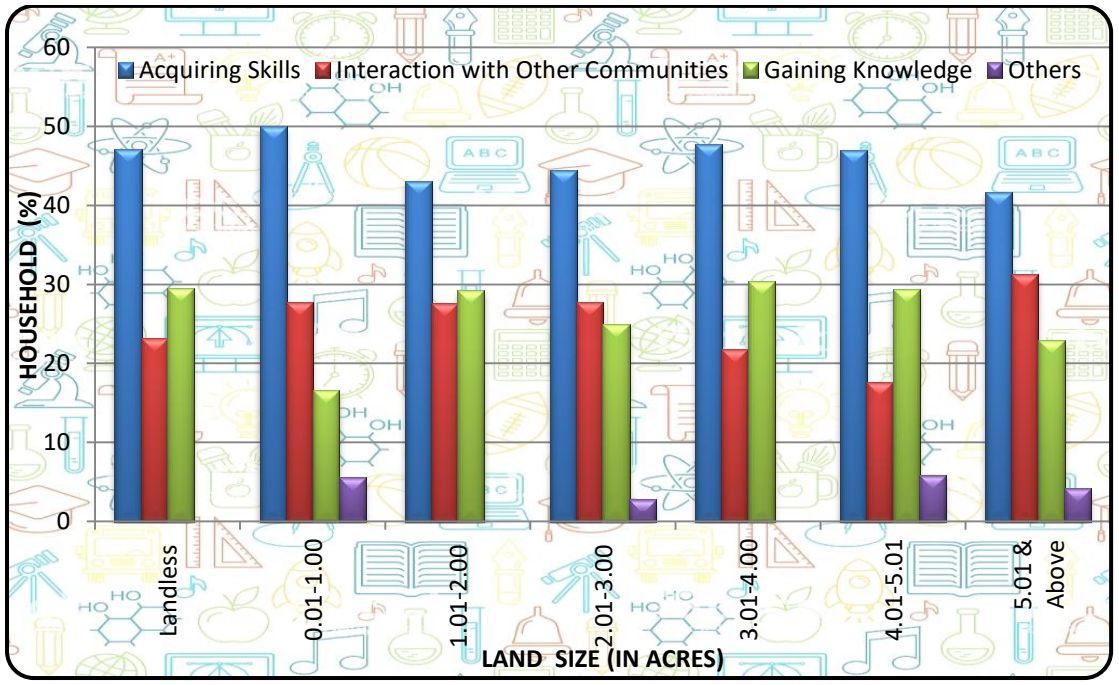


Figure - 7.22b: Acquiring and Transmitting Modern Knowledge and Skills by Land Size Category in the Tribal Villages



Here again, not much of variation is observed between the two types of villages or across different land size categories (Table 7.36).

7.13.5.3 Is Education A Threat?

Studies have shown that some tribal societies consider education as a threat to their society and culture, particularly because it induces migration and with education people get detached from their cultural roots (Aggarwal, 2008, 137). Other studies have demonstrated education not as a threat; rather they reveal that education helps people to easily interact with people, particularly from other cultural backgrounds (Talesra, 1989, 158). The population surveyed for the present research from either type of villages, also indicate that they do not consider education as a threat.

Table - 7.37: Threat of Education by Land Size Category in the Sample Villages

Land Size (in Acre)	Consider a Threat				Consider Not a Threat	
	Induce Migration		Culture is Disregarded			
	Percentage of Households					
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	14.29	23.75	22.86	16.25	62.86	60.00
0.01-1.00	55.00	29.17	10.00	0.00	35.00	70.83
1.01-2.00	18.18	20.51	27.27	20.51	54.55	58.97
2.01-3.00	20.00	27.27	12.50	0.00	67.50	72.73
3.01-4.00	24.32	8.33	21.62	0.00	54.05	91.67
4.01-5.01	15.00	0.00	20.00	11.11	65.00	88.89
5.01 & Above	29.63	17.24	11.11	13.79	59.26	68.97
Total	**23.08**	**21.40**	**19.23**	**12.09**	**57.69**	**66.51**

Source: Field Survey

Irrespective of land holding size and category of villages, majority of the respondents expressed positively on education. They believe education would help in their social and economic progress, and wellbeing. While the share of such households in the non-tribal villages is around one-third (66.51%) of the total surveyed non-tribal households, it is slightly less (57.69%) in the tribal villages. The proportion of households considering education as a threat is much less in both tribal and non-tribal villages(Figure 7.21). Such negative

opinion on education is however, higher among the tribal households, in comparison to the non-tribal households. Households belonging to a few land size categories do not even consider education as a threat, particularly a threat to their culture. Similarly, majority of the large land owners in the non-tribal villages do not feel that education induces migration (Table – 7.37). May be the educated among those with small land holdings find it economically more lucrative to migrate.

7.13.5.4 Causes of Low Educational Attainment:

The respondents were asked to provide their understanding on the low educational attainment in their village. Options to the question included economic, social and infrastructural causes (Table 7.38a & 7.38b).

Table - 7.38a: Causes of Low Educational Attainment by Land Size Categories in the Tribal Villages

Land Size (in Acres)	Percentage of Households						
	Poverty	Ignorance	Medium of Instruction	Identity Crisis	Lack of Teachers	Lack of Infrastructure	Location & Timing
Landless	72.73	93.94	33.33	45.45	30.30	42.42	6.06
0.01-1.00	65.00	50.00	20.00	55.00	50.00	40.00	15.00
1.01-2.00	76.92	75.00	19.23	48.08	21.15	13.46	7.69
2.01-3.00	82.05	71.79	17.95	43.59	28.21	12.82	2.56
3.01-4.00	88.89	51.85	18.52	33.33	33.33	11.11	7.41
4.01-5.01	77.78	83.33	5.56	11.11	16.67	11.11	0.00
5.01 & Above	88.46	69.23	11.54	26.92	15.38	3.85	15.38
Total	**79.07**	**72.09**	**19.07**	**40.00**	**26.98**	**18.60**	**7.44**

Source: Field Survey

While majority of the households of all land size categories of both types of villages consider poverty and ignorance as the primary causes of low educational attainment, these seem to be more prominent in the tribal villages. Identity crisis in the tribal villages (40.00%), (Figure 7.23a),particularly among around 50 per cent of the households of the landless and small and marginal land holding categories, is considered responsible for keeping tribal children uneducated. Identity crisis is

considered a factor in keeping children away from education only in a very small proportion (2.56%) of landless households of the non-tribal villages.

Table - 7.38b: Causes of Low Educational Attainment by Land Size Categories in the Non-Tribal Villages

Land Size (in Acre)	Percentage of Households						
	Poverty	Ignorance	Medium of Instruction	Identity crisis	Lack of Teachers	Lack of Infrastructure	Location & timing
Landless	64.10	43.59	0.00	2.56	14.10	10.26	12.82
0.01-1.00	48.15	37.04	0.00	0.00	37.04	22.22	14.81
1.01-2.00	82.35	38.24	8.82	0.00	26.47	17.65	17.65
2.01-3.00	81.82	63.64	4.55	9.09	9.09	13.64	4.55
3.01-4.00	66.67	58.33	0.00	0.00	16.67	33.33	0.00
4.01-5.01	77.78	66.67	11.11	0.00	0.00	11.11	0.00
5.01 & Above	64.00	68.00	0.00	0.00	36.00	28.00	16.00
Total	**67.63**	**48.79**	**2.42**	**1.93**	**20.77**	**16.91**	**12.08**

Source: Field Survey

Similarly, medium of instruction seems to be playing a negative role mostly in the tribal villages, as around a fifth (19.07%) households consider it a problem. Here again, greater proportion of the landless and the small and medium land owners feel the pinch of the lingua franca. Excepting for a few (2.42%), all respondents in the non-tribal villages (Figure 7.23b), do not find the medium of instruction responsible for low level education in the village. Rather, lack of teachers and lack of infrastructure are considered causative factors of lower level of education by a significant proportion of households (one-fifth to one-fourth) in both types of villages. For both the causes, proportion of households considering so is larger in the tribal villages in comparison to the non-tribal households. Location and timing of the school seem to be the least affecting factors by majority of the households in both tribal and non-tribal villages.

Figure - 7.23a: Causes of Low Educational Attainment by Land Size Category in the Tribal Villages

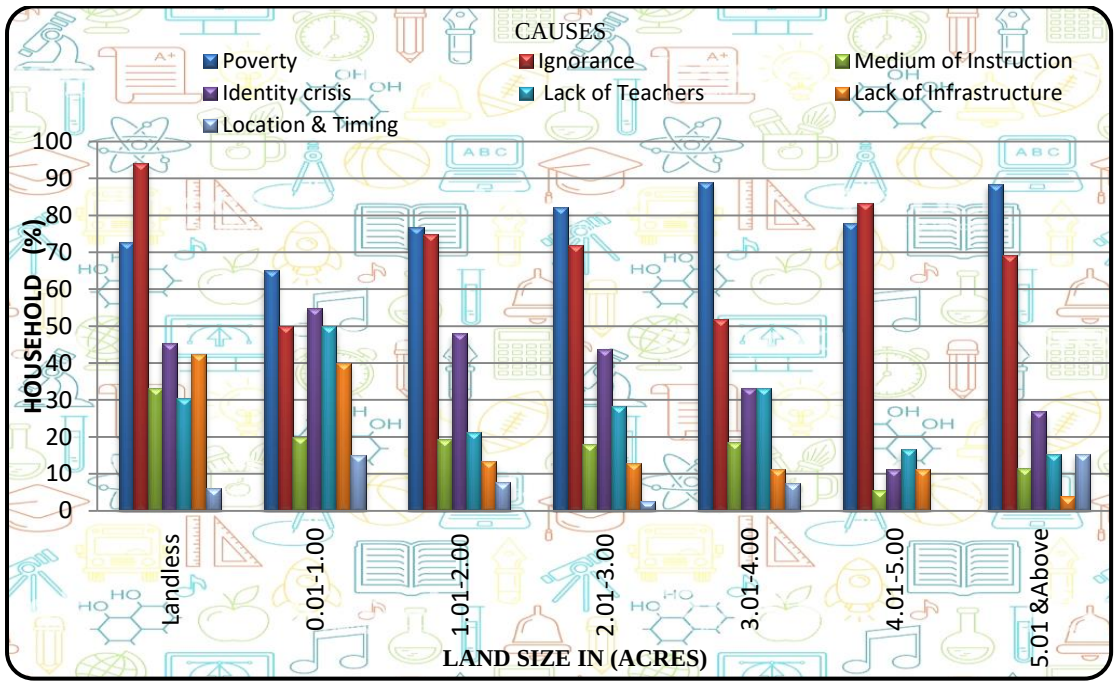
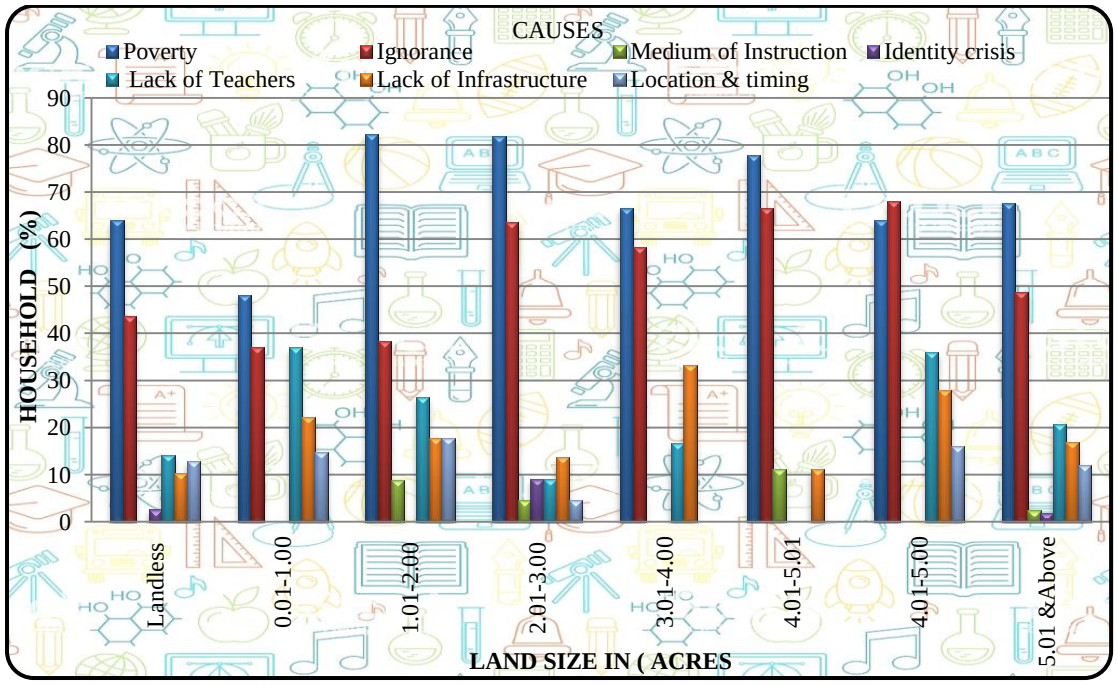


Figure - 7.23b: Causes of Low Educational Attainment by Land Size Category in the Non-Tribal Village



7.13.5.6 Worthiness of Education:

Be it tribal or non-tribal area, most people (more than half) believe that education is worthy, particularly in increasing awareness, improving life conditions and equipping for the job market. More than one-third also considers education effective in improving socio-economic conditions. However, still a significant proportion (slightly less than half) in both tribal and non-tribal villages do not understand the worthiness of education should definitely be a matter of concern. (Figure 7.24a and 7.24b). In fact, a much larger segment of the households in both types of villages with no land or with small and marginal land holdings considers education wastage of time. Rather, they feel working in the wage market, either agricultural or otherwise, is considered much more rewarding economically. This finding corroborates the earlier finding of the role of poverty in keeping children away from school. People find it difficult to emerge out of the clutches of poverty and struggle for making a living. Under the situation, sparing time to get educated through the formal education system appears trivial to them. Also it is interesting to note that a significant proportion of the poorer in the tribal villages and a few households in the non-tribal villages are unable give their impression of the worthiness of education, indicating an extremely low level of awareness among the poor about the issue.

Table - 7.39: Worthiness of Education by Land Size categories in the Sample Villages

Land Size (in Acres)	No Suggestion		Awareness		Better Life		Job opportunity		Socio-Economic Development	
	Percentage of Households									
	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal	Tribal	Non-Tribal
Landless	48.48	6.41	27.27	53.85	27.27	37.18	36.36	56.41	18.18	28.21
0.01-1.00	45.00	29.63	45.00	40.74	60.00	22.22	75.00	33.33	40.00	40.74
1.01-2.00	13.46	17.65	38.46	52.94	42.31	70.59	40.38	44.12	28.85	61.76
2.01-3.00	15.38	9.09	64.10	95.45	53.85	59.09	64.10	54.55	38.46	36.36
3.01-4.00	29.63	0.00	81.48	66.67	77.78	66.67	88.89	58.33	70.37	25.00
4.01-5.01	11.11	0.00	72.22	66.67	61.11	55.56	66.67	77.78	61.11	33.33
5.01 & Above	11.54	20.00	73.08	52.00	57.69	60.00	65.38	52.00	42.31	68.00
Total	**23.72**	**12.56**	**54.42**	**57.49**	**51.63**	**48.31**	**58.60**	**51.69**	**39.53**	**41.06**

Source: Field Survey

Figure - 7.24a: Worthiness of Education by Land Size Category in the Tribal Villages

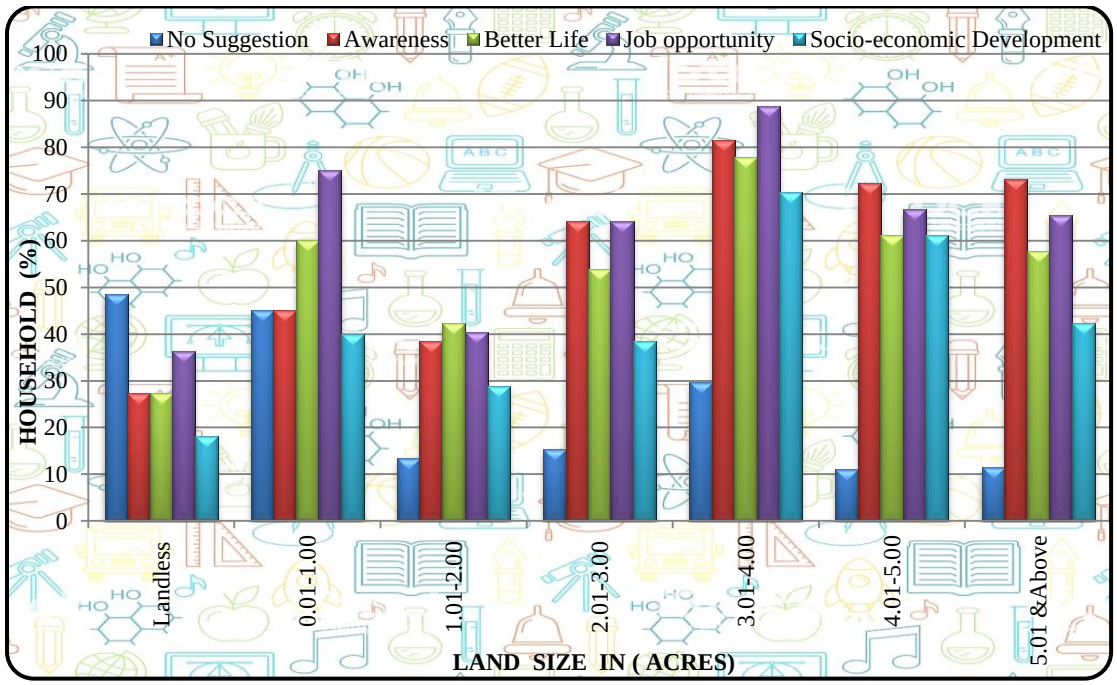
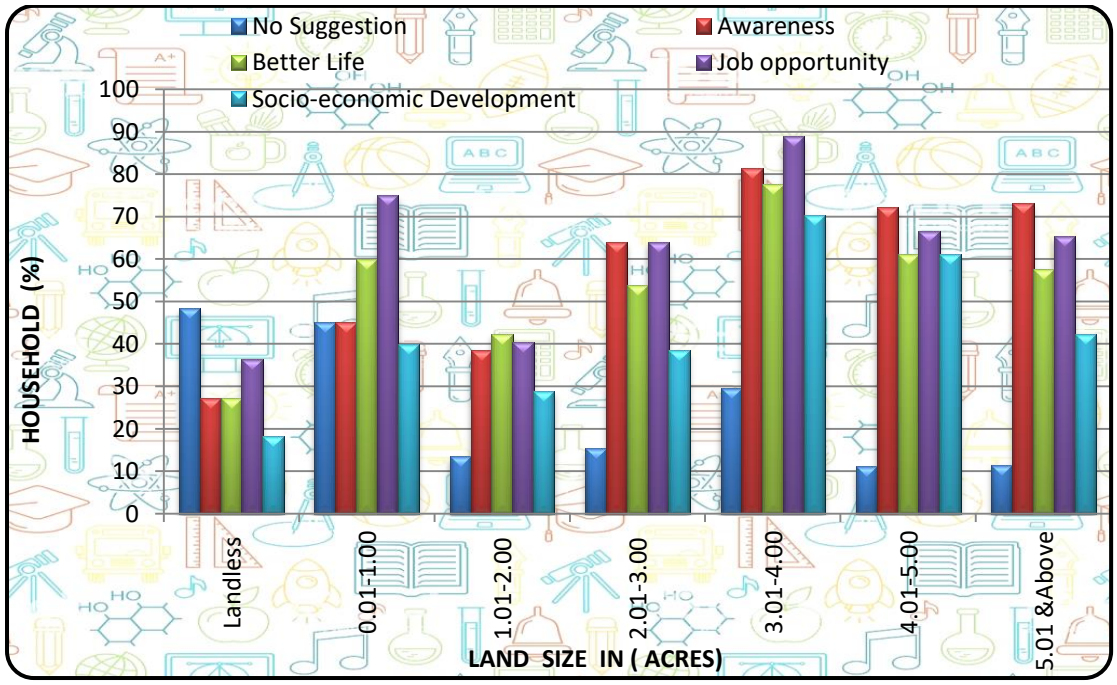


Figure - 7.24b: Worthiness of Education by Land Size Category in the Tribal Villages



Parents in both the tribal and the non-tribal villages (Table 7.39), who perceived of the positive influence of education in life, however think children should participate in harvesting and social ceremonies along with studies. The perceptions regarding acquired modern knowledge through jobs were similar in both tribal and non-tribal villages. The tribal respondents believe that education has put their culture and tradition at a risk, unlike the non-tribal respondents. People in both the tribal and non-tribal villages do strongly feel that education is responsible in inducing migration and poverty and ignorance are the main reasons for the low educational attainment.

The village level analysis clearly displays the association of different socio-economic parameters with the levels of literacy and educational attainment and the disparity that occurs because of these socio-economic parameters. Thus, the third objective is fulfilled here.

7.14 CHARACTERISTICS OF SCHOOLS IN THE SAMPLE VILLAGES:

The schools of the sample villages were visited personally by the researcher and information on different infrastructural facilities in them were collected from the teachers and the school authorities. All the surveyed villages have the government primary level schools. Of the four tribal villages surveyed, schools in three have provision up to from standard VIII, where as the forth one has provision up to standard V. The situation is just reversed in the non-tribal villages. Only one village has a school with provision up to standard VIII and rest three villages have schools with provision up to standard V. Since the non-tribal villages are close to the urban area, where better opportunity is available, those who can afford send their children to schools in the urban area rather than to the village school. All the eight schools are co-educational (Table 7.40).

Table - 7.40: Characteristics of Schools in the Sample Villages:

Village	Provision Up to		Student Strength			No. of Class Rooms	Library	No. of Computers	Student - Teacher Ratio
	1 to 5 Standard	1 to 8 Standard	Boys	Girls	Total				
Gojariya	0	1	170	130	300	9	1	9	60
Dhaniwadi	1	0	43	37	80	4	0	6	20
Achala	0	1	145	146	291	9	1	12	73
Dhandhora	0	0	240	160	400	8	1	15	67
Bautha	0	1	136	134	270	9	1	4	45
Paldi	1	0	34	34	68	5	0	0	14
Kashipura	1	0	44	41	85	4	1	0	28
Hetampura	1	0	17	22	39	3	0	0	20

Source: Field Survey

Table - 7.40 (Continued)

Village	Qualification of Teacher						Drinking Water		Toilets	
	B.SC +PTC	HSC +PTC	M.A. B.ED	B.A. B.ED	SSC+ PTC	C.P. ED	Yes	No	Yes	No
Gojariya	0	4	1	0	0	0	1	0	1	0
Dhaniwadi	0	2	0	0	0	2	1	0	0	1
Achala	2	0	1	0	1	0	1	0	1	0
Dhandhora	2	4	0	0	0	0	1-RO	0	1	0
Bautha	0	4	0	1	1	0	1-RO	0	1	0
Paldi	0	0	0	0	5	0	1	0	2	0
Kashipura	1	2	0	0	0	0	1	0	1	0
Hetampura	0	2	0	0	0	0	0	1	1	0

Source: Field Survey

The schools are located in the vicinity of the villages. Students from villages within a distance of less than three kilometers come to the schools excepting in Achhala village in the tribal area and Hetampura village in the non-tribal area, to which students come from more than three kilometers.

7.14.1 Student Strength:

The school in Dhandhoda village had the highest number of 400 students as per the school record, followed by the schools in village Gojariya and Achhala with

300 students each. Surprisingly, the non-tribal villages have very low enrollment. This may be due to the proximity of the non-tribal villages to the urban area, and the well-off section of the population preferred to send their children to schools in the nearby urban area. Only children of the economically deprived section admit their children to the village primary school. Consequentially, the enrollment in the schools of the non-tribal villages is lower.

7.14.2 Number of Classrooms:

Availability of classrooms is one of the most important infrastructural requirements for effectively running of the school. The average number of rooms in the schools of those eight villages was three to six, including the principal's room. The highest number of six class rooms is available in two villages, village Dhandhoda in the tribal area and Bautha in the non-tribal area. Hetampura village has the lowest number of two classrooms. It was observed in the sample villages that classes of different standards are being conducted simultaneously in the same classrooms.

7.14.3 Library and Computer Facility:

All the schools surveyed had a library attached to it with around fifty to hundred books. But, the books are never used by the students or the staff of the school. Similarly, every school in tribal and the non-tribal villages have at least eight to ten computers, which lie unutilized due absence of trained staff. The schools have been given these computers as the result of Government initiative under the Sarva Shiksha Abhiyan (SSA). However, from among the teaching or any other staff, no one who could operate these computers, hence these are lying unutilized.

7.14.4 Student Teacher Ratio:

The strength of the teachers is directly proportional to the enrollment of the student. The norm is, a school should have a minimum of two teachers including one female teacher. Although the norm has been followed in all the villages, student-teacher is much better in the schools of the non-tribal schools and one school in the tribal village of Dhaniwadi. The non-tribal village of Hetampura and

Kashipura have primary schools offering education up to V standard. Being located in the proximity of the urban area, the elite and middle class families send their children to the English medium schools in the city. Resultantly, the numbers of students are less and student-teacher ratio is high.

7.14.5 Qualification of teachers:

Excepting for two teachers working at Gojariya and Achhala villages, who are M.A. and B.Ed., no other teacher in any of the eight schools has a degree higher than H.S.C., PTC.

7.14.6 Sports and Games material:

All the schools are well equipped with good quality sports and games material. These sports goods are supplied to the schools under Khel Mahakumbh of the State Government and Sarva Shiksha Abhiyan of the Central Government. These sport equipments include cricket, badminton, football, carom board and to volley ball. In all villages, the sport equipments are well utilized.

7.14.7 Medical Check-up:

All the schools surveyed had the medical check-up of all the students once a year.

7.14.8 Drinking Water:

Among all the eight schools, only two villages had the R.O. system. Dhandhoda among the tribal villages and Bautha among the non-tribal village have the R.O. for the drinking water. Rest all the villages have drinking water facilities but not the safe drinking water facilities. Even the schools of the non-tribal villages many of the taps were broken and water supply were illegal.

7.14.9 Toilets:

Another very important infrastructure is toilet. However, it was highly disheartening to notice that some schools do not have toilet even for the teachers. Dhaniwadi and Gojariya are the two villages where both teachers and students go out to ease themselves. Existing toilets in the rest of the schools are meant for both

boys and girls, and are in a highly dilapidated condition. None of the surveyed schools have separate toilets for boys and girls.

7.14.10 Playground:

As per the norms of the Central Government, every primary school must have a play ground. The survey revealed that although the school authorities claimed to have their play ground, in reality the same was either non-existent or improper, except in the villages of Bautha and Dhandhoda. Most of the schools did not have compound wall for their playground.

7.14.11 Mid-Day Meal:

The provision of providing mid-day meal to the students under the Government scheme for the same is being practiced in all the eight schools. Besides, the schools provide free uniform, free text book and scholarship to the needy students following the prescribed rules.

7.14.12 Basic Infrastructure:

All the schools have blackboard, chair for the teachers, light and fan. However, excepting the schools of Gojariya and Bautha villages, no other school has chair for the student. All students sit on the floor of the class room. While the schools in the tribal villages have been provided with computers, their counterparts in the non-tribal villages have not. It may be recollected here that not a single school out of the eight studied has trained staff to operate and use computers. These computers along with internet and projector facility, were meant for, apart for other purposes, showing educational programmes prepared and telecasted by Gandhinagar based Bhaskaracharya Institute for Space Application and Geo-Informatics (BISAG), a wing of the Department of Science and Technology, Government of Gujarat. It is interesting to note that none of the schools have been provided with projectors for the purpose. Except Bautha, none other village school has internet service. The benefits of the educational programmes telecasted by BISAC, Gandhinagar are thus reaped only by the school at Bautha village. One of the governments of Gujarat scheme is the BISAC live telecast from Gandhinagar.

7.14.13 Parents Support:

Parents were usually supportive and co-operative in the tribal schools and two of the non-tribal villages. The other two schools of the non-tribal villages (Paldi and Kashipura), the parents are by and large indifferent towards the school and its activities.

7.14.14 Extra-Curricular Activities Organized by the Schools:

All schools organize different sport events, *Bal Mela* and *Khel Mahakumbh* every year. The school in Bautha village organizes *Pragna*, *Mina* and Eco Club programmes in addition to the former. School Management Committee (SMC) is formed only in the schools of the non-tribal villages. None of the schools reported about meeting with the village *Sarpanch*.

7.14.15 Teachers Trainings:

The teachers were usually given the posting of the school by the state government. The teachers of all the schools studied for this research have received special training from the Cluster Resource Center (CRC), Sarva Shiksha Abhiyan (SSA) and BISAG before being posted in the rural schools, so that they can deal even the first generation learners of the village effectively. To be posted in the tribal area, the teachers get the training under the Tribal Education Programme. The teachers were of view that the special training is required for the teachers posted in rural areas as most students come from families where the elders are illiterate and the level of awareness in both student and the elders is low.

7.14.16 Medium of Instruction in the Schools:

As per the general norm, teachers of every school in the State are supposed to use the official State language, Gujarati as the medium of instruction. However, in the schools located in the tribal villages, they need to give emphasis on the local dialect for teaching too. It was observed that these practices are being followed in all the eight schools.

7.14.17 Teachers View on Absenteeism:

According to the teachers, tribal students remain absent during and after the festivals and during the harvesting season, while among the non-tribal students absenteeism limited to the harvesting season only.

7.14.18 Visit of the School Inspector:

The school inspector visits the school once a month. They listen to the problem of the schools, sanction the grant, and take action for the problem as well. The schools in the tribal villages get special grant and packages for the upliftment of the education in those areas.

7.14.19 Social and Gender Disparity:

Presence of gender and social disparity in the schools, particularly at the upper primary level, was reported by the teachers of all the eight schools. Gender disparity was seen because of the social tradition of the village, different gender roles in the family and the mindset of the people. The social disparity too was seen as the students of the financially better off households prefer English medium/private schools instead of the government schools. Most children studying in the government schools belong to the lower income group of households.

7.14.20 Teachers' View on Low Attainment:

The enrollment is low especially in the schools of the non-tribal villages, perhaps due to the availability of the option to enroll in the existing private school there. Low attainment of the enrolled students in the predominantly tribal villages was ascribed by the teachers to the phenomenon of seasonal migration of people along with their children in the school going age to work as casual labourers in the nearby urban centers. The teachers of the schools in the non-tribal villages ascribed poverty to the low attainment of children.

The teachers expressed their displeasure with the 'no detention' policy, as the practice makes the students careless towards studies. They also expressed their

concern on drop-outs. They hold poverty and migration to be the major causes of the drop-outs, especially in the tribal villages. General apathy towards education, pressure of the household chores, and availability of employment opportunity in the informal sector of the nearby urban centers were considered responsible for the drop-outs particularly in the non-tribal villages.

The schools in the tribal villages have better infrastructure in comparison to the schools in the non-tribal villages. The teachers related this difference to the special fund allocation policy of the government to the schools in the tribal villages under the Tribal Education Programme. Enrollments are more in the tribal than in the non-tribal villages. On the basis of the number of enrolments, the number of teachers recruited in the tribal villages is more than in the non-tribal villages. Safe drinking water was not available in the schools of all villages. None of the villages had separate toilets for girls. Most of the schools do not have proper playground. All the schools provide mid-day meal to the students. Most of the schools organized activities following the State Government norms. Teachers get a special training to be posted in the rural, especially tribal areas. They use state language as a medium of instruction. At times they use the local dialect too.

7.15 RAPID RURAL APPRAISAL (RRA):

To supplement the findings based on household level survey with the help of schedules and personal observations, Rapid Rural Appraisal method was used. The application of RRA technique during the survey immensely helped the researcher to gather broad and unbiased information on individual issues, as the RRA process was conducted involving people from almost every segment of the respective village population. Care was taken to involve in the RRA process at least one person from among the tribal and non-tribal households, school going children, women, Hindus, Muslims, landowners belonging to different land size categories, the landless households, village elders including the *Sarpanch* and the school teacher. The participants were instructed to express themselves freely on the issues raised by the researcher and their associated problems during the process. Information gathered through the RRA process revealed clear association between educational attainment and socio-economic condition of the population. The culture and customs of the tribes

as well as their lifestyle was also been made one of the points of discussion. Some of the outcomes were very affirmative in nature.

During the process, the tribal women in particular, stressed on the education of their children. They desire for their children better life and better job. According to them, poverty is the major hurdle for achieving this goal. They aspire for the posting of teachers belonging to tribal community, with the expectation that this would make interaction between students and teachers much easier and better. Tribal women fully supported the cause of education of their children but they do not understand the means of achieving it. They themselves are illiterate and do not want their children to suffer like them. They want them to have better lifestyle and income. At the same time, they apprehend that the educated would migrate out and education would bring in changes detrimental to their culture and tradition.

The tribal students expressed their displeasure with the system as teachers conduct several classes simultaneously in one room. This phenomenon is however common to both tribal and non-tribal village schools. This is primarily because the schools do not have the required number of teachers and while dealing with the students of several classes simultaneously, the concerned teacher is unable to pay the required attention to the students. Being the first generation students in their house, the students lamented that in the absence of any one at home to guide them in their studies, they face problem in completing their homework, and many have discontinued their studies due to this reason. Student participants in the RRA process said that the teachers of their village school always display pro-student attitude and encourage students to continue education and take study seriously. They even take the pains to approach the students who discontinue studies or remain absent for a long period, by visiting and counseling them at their residence. The teachers meet parents and explain about the significance of education in the growth of a child.

The tribes observe several festivals in a year. To participate in these festivals, the tribal children abstain from school and most of the time this absenteeism is prolonged. Apart from it, many tribal families seasonally migrate to earn by working in the casual wage market of the nearby urban center. In the process, their children in the school going age also move with them, resulting in the loss of the child’s education.

With passage of time these children grow up and start sharing the economic burden of the household. Thus, willingly or unwillingly they discontinue their studies.

The tribal men opined they have no issues in sending their children to school, but they do not see any useful outcome of the school education. The opinion is purely based on the fact that even after getting educated, the youth in the village is jobless. They actually do not understand the goal of education and relate it to the job market. The parents raised the issue of infrastructure in the schools, to which the school teachers agreed and said it can be improved only if the required funds are received from the Government.

Another major aspect the participants joined to discuss was the issue of the medium of instruction in the schools of the tribal villages. The children were habituated to their Rathwi and Bhili dialect. Communication in the Gujarati language in the school, confuses children hailing from Bhili or Rathwi mother tongue background to a great extent leading to drop outs. This happens more often with the first generation learners, particularly because their parents and elders in the family, being illiterate themselves, fail to encourage them.

When the researcher raised the issue of low enrollment, parents referred to problems related to infrastructural facilities especially, insufficient classrooms, and corruption in the mid-day meal system, lack of safe drinking water facilities and lack of teachers to teach computers. The primary schools in the tribal villages were ineffective due to scarcity of competent teachers who could actually understand the needs of the tribal children.

In the non-tribal villages the views that have come up during RRA process are almost similar. The employment opportunities in the informal sector of the nearby urban-industrial center act as magnet for the youth who drop-out from school to work as wage labourers there. The Muslim population in the non-tribal villages considers female education as wastage. They opined, if girls are given education, either they would rebel or they would not get suitable grooms. Thus, they did not support female education.

The non-tribal villages are located nearby Vadodara city, which makes it possible for the affluent households of these villages to send their children to the English medium schools in the city. The government schools in the villages lag much behind such private English medium schools in terms of facilities, infrastructure and quality of teaching. The group opined that the quality of teachers in the government schools in the non-tribal villages is also not good. They are not as caring as the teachers of the schools in the tribal villages. Most of the teachers commuted daily from the city, hence were not available for interaction with parents or students excepting during school hours. These schools are up to V standard only. Students enrolled in these schools are mostly from economically poor families. In the absence of government aided schools for higher classes and inability to finance children to study in the private schools, the economically poor students tend to discontinue study. The participants of the RRA process in the non-tribal villages stressed on the urgency of establishment of government aided middle and higher secondary school and vocational training centers like Industrial Training Institute (ITI) in the vicinity of the village so that their children can pursue higher studies rather than drop out of it.

The participants in the RRA process of all the eight villages, particularly those who were educated, expressed the benefit of education. Education helps them in one aspect of life or the other, including government office, market, hospital, school, bank and post office etcetera. They feel more awakened and enlightened after getting educated. The females realize their enhanced social and economic status due to education. The uneducated too, lamented for not getting the opportunity to get educated and strongly feel that their children should not lose this opportunity and its benefits.

On the whole, with the use of the RRA technique, deeper insight into the actual situation could be developed and certain gaps of the household schedule could be covered. The primary investigation at the household level with the help of household schedules and RRA process revealed that people have realized the benefits of education in different walks of their life. It was deduced that the low levels of educational attainment in the surveyed villages are mainly because people discontinued their studies at various levels. The reasons of discontinuation of the studies were poverty, agricultural activities and wage labour in the urban unorganized sector, medium of instruction, to look after the younger siblings, lack of interest,

household chores, family conflict, and non-tribal cultural context of the education imparted.

7.16 CONCLUSION:

The literacy rates of the eight villages show the striking difference between tribal and the non-tribal villages, with the non-tribal villages remaining much ahead of the tribal villages for the total, male and the female literacy rates. Two of the tribal villages have crossed 50 per cent mark in literacy while the other two were still below it. Concerted efforts of the State Government through various planned programmes to improve the levels of literacy and education and strong drives involving both government and non-government agencies during the decade of 2001 and 2011, there has been significant improvement in the literacy and educational levels and reduction in the gender disparity. Over all, there has been an improvement in the level of literacy and education in all the sample villages during the last census decade, excepting in the village of Hetampura. Being closer to Vadodara city, most of the literate and educated have moved into it, leaving behind those who are not literate and educated.

The disparity index in literacy was higher in the tribal villages. The lowest male–female disparity index is observed in the villages of Dhandhoda and Hetampura. Dhandhoda is a large tribal village with considerable proportion of migrant scheduled caste population and a small proportion of non-scheduled population. Since there were more of the migrant population who were engaged in service sector, their cravings for literacy is more, hence the literacy of this village is comparatively better than the other tribal villages and the disparity between male-female literacy too is the minimum. Hetampura is a non-tribal village lying in the urban vicinity and having a higher proportion of people engaged in secondary and tertiary activities has higher levels of male and female literacy and low literacy disparity between the two segments.

Although literacy situation in all the villages has improved, the villages have still a long way to go. Non-tribal villages are relatively better. Even for the EDI, which has been worked for the surveyed year, there is a big difference between tribal and non-tribal villages. There is clear cut distinction between the tribal and non-tribal villages.

All the four non-tribal villages are ahead of the four tribal villages. Bautha village in the Savli taluka located in the midst of the Gujarat Industrial Development Corporation (GIDC) industrial estate, with the six lane highway passing beside it, a relatively higher share of secondary and tertiary workers, and better educational infrastructure, has the best EDI among all the sample villages. In this context also all the four tribal villages lag behind the non-tribal villages. The schools in the tribal villages lack in educational infrastructure and drop-outs remain higher. There is also the issue of the non-tribal teachers in the tribal villages, which does not permit free teacher-student or teacher-parent interaction. Also for this reason, the tribal students feel alienated from the non-tribal students as well as the non-tribal teacher which lead to the absenteeism and drop-outs. Thus, the EDI in these villages remain very low.

The multiple regression analysis was attempted with the literacy rate and various indicators. It can be deduced that the share of people engage in secondary sector, share of the people engage tertiary sector and education development index, share of SC population have positive impact on the literacy rate while gender disparity index, the share of Muslim population, and share of ST population has negative impact on the literacy rate. With some variable, it remains statistically not significant but as per the study it was found to be relevant. Correlation of literacy rate with share of children who become help in work, perception of parents for children in participating in harvesting and dropouts at primary level is negative, while correlation of literacy rate with job opportunity is positive.

Primary investigation was undertaken in the eight sample villages. Whole of the investigation were divided into demographic, social economic, educational characteristics in addition to the perception towards education in the sample villages.

For the demographic characteristics, the age and sex composition in both the tribal and the non-tribal villages were assessed. Both the tribal and non-tribal villages had similar condition. Maximum persons were in the age group of 6-59. Maximum (70-90%) people in all the villages were concerned about their social institution - marriage. It was seen in both in tribal and non-tribal villages that the age at marriage has increased because of the impact of education and better lifestyle. The family holds significance in both the tribal and non-tribal villages with 50-60 per cent of people living in the joint family system, which proved to be a better environment for the

school goers as the other members in the family look after the economic needs of the family leaving the children free to study. Demographically, both the tribal and non-tribal households by and large have the similar condition.

Hinduism is the dominant religion followed in the sample villages of the tribal area where as in the non-tribal villages Muslims accounted for nearly 20 per cent of the population. The tribal villages have 90 to 100 per cent tribal population where as non-tribal villages have between 10 to 15 per cent of the SC and ST population. Thus, social composition-wise the tribal and non-tribal villages differ from one another.

Between 15 to 35 per cent of the households are landless in the tribal villages, indicating greater access of the households to land among the tribes. It should however be noted here that the land available for cultivation in the tribal areas is less productive. On the other hand, a minimum of 37 per cent and a maximum of 68 per cent of the households are landless in the non-tribal villages. The landless households in the non-tribal villages, other than the lower caste households who are not traditionally land owners, are either the migrants or are those who lost their land due to government acquisition of land for industrial, mining and road construction purposes. Rural to urban migration is a common phenomenon in the non-tribal villages. Majority of the landowning households in either type of villages are small and marginal farmers with 1 to 2 acres of agricultural land. The proportion of large farmers among them is the minimum.

The most dominant occupation in tribal villages is cultivation and agricultural labourer. While members of the limited number of large land owning households depend only on cultivation, their counter parts in the smaller land owning households go for both. Other than agriculture related occupations, the tribes greatly depend on casual wage earning in the urban unorganized sector, particularly as construction workers. A very small section of the population in the tribal villages undertakes tertiary activities, like running a shop etcetera. The proportion of agricultural labourers in the non-tribal villages is much less as compared to that of the tribal villages. On an average, nearly 14 and 40 per cent of the population in the non-tribal villages are engaged in manufacturing and tertiary sectors respectively. With an enhanced level of literacy and education, the shares of worker in the secondary and tertiary sectors are increasing in the non-tribal villages.

Income category decides the economic status and purchasing power of the people. It can be said that in general, the non-tribal households are better off than the tribal households. The entire target population is found to be residing in the house owned by it. Some of the households in both tribal and non-tribal villages are yet to get electricity connection. The concept of toilets is still not clear to the people of the sample villages, particularly in the tribal villages. The households having a toilet use it as a store room and go for open defecation. The situation in this context is better in the non-tribal villages.

More people from the tribal villages have taken financial help from the bank than in the non-tribal villages. Proportionately more households have benefitted from the MNarega programme in the non-tribal villages, while proportionally more households are BPL in the tribal villages. Incidence of poverty is more conspicuous in the tribal villages. Nevertheless, possession of material assets, particularly televisions, mobiles, bicycles and motorbikes is a common phenomenon in both tribal and non-tribal villages. Some of the large landowners and also a few of the landless households, who earn their living from sources other than agriculture, are in possession of motor cars, refrigerators, tractors etcetera. On the basis of economic parameters, it would not be wrong to suggest that the non-tribal villages are economically much better than the tribal villages.

It is observed that with increase in the land holding size, drop-outs decrease. Better economic conditions of the people enable their children to continue education. Over all, there is not much difference between the tribal and the non-tribal villages in this context.

The government sponsored provisions for the tribal students are relatively more as compared to the non-tribal students. Thus, more tribal children are found to have availed scholarship. Large land owners of the non-tribal villages prefer to send their children to the private English medium schools of the nearby city rather than to the government schools. The basic reason of doing so, apart from the financial capacity of the households to send their children to private schools, is to avail better facilities and quality education.

The drop-out phenomena has gone down over the years although it is still common. Drop-out was the major problem of educational attainment in the sample villages. Poverty was found to be the most important reason for drop-outs in the tribal villages. On the other hand, drop-outs in the non-tribal villages are mostly to get employment at an early age. Most of the drop-outs try to seek jobs in the informal sector of the nearby city.

Awareness of the target population regarding different government programmes is limited to Mid-Day Meal scheme, Sarva Shiksha Abhiyan and Khel Mahakumbh. Ignorance about most of the educational programmes is found to be very common among the target population of both types of households.

The target population considers the usefulness of education mostly in terms of equipping oneself for the job market. The most important usage of education was to get job in both types of villages. There has been progress in the status of women and understanding of matters pertaining to health and hygiene too.

The biggest motivation of sending the child to school is the level of illiteracy among the parents. With the realization of the benefits of education, even the illiterate parents do not want their children remain deprived of education and its benefits. Absenteeism was the major problem which affects the regularity of the child. Children abstain from the school mostly to help parents in their work. Child labour was rampant in the study area which boosted absenteeism and drop-outs. As children participate in work in large number, be it in agriculture or household chores including taking care of siblings, it becomes difficult for the parents to spare them to attend school.

Contacting the teacher to discuss about the child's education is mostly uncommon. The respondents of the tribal households particularly, consider it of no use. In reality, besides being mostly illiterate and uneducated, they are busy eking their bread out all through the day and do not find time to meet and consult the teacher. The reason for not contacting the concerned teacher in the non-tribal villages in this context is by and large similar to that of the tribal villages.

Wherever children are the first generation learners, they face the problem of personal guidance in their studies as the elders in the house are illiterate. Though most of the

respondents did not confess that they face problem, 31 per cent in the tribal households confessed that the children are not able to follow what the teachers teach and say. Non-tribal children mainly face the problem of concentration. Also not completing homework was persistent more among the children of tribal households.

Finance seems to be the major constraint in educating children of both tribal and on-tribal villages. Otherwise, parents in the both tribal and non-tribal were quite supportive of the child's education and most parents wish and allow the child to study as per his/her wish.

The tribal villages are relatively better privileged with regard to funds, scholarships and infrastructure than the non-tribal villages. Ultimately however, the outcome is much better in the non-tribal villages. Drop-out and/or discontinuation in education at an early stage are responsible for the low attainment rate and poor educational condition in the tribal villages.

Maximum proportion of parents in both tribal and non-tribal villages is of the view that children should not get involved in any activity other than studies. The realization is, education helps in acquiring modern knowledge and skills, jobs and inter-community interaction becomes easier. Nevertheless, there are a few who believe in involving children in social ceremonies as well as in agricultural operations. Some even apprehend the risk of cultural change and break in traditions with the spread of education, and suggest not educating children beyond primary level. Tribes in general and in the sample villages, celebrate a large number of festivals which is attended by each and every member of the community wholeheartedly. Children of all ages including those in the school going age also do so, and in the process abstain from school for large number of days in an academic year. The situation in the non-tribal villages is however, different from the tribal villages in this context. Abstaining from school in the non-tribal villages is mostly due to involvement of children in agriculture and allied activities.

Education is not seen as a threat in the sample villages, rather it is treated as a medium for social and economic upliftment. However, migration is seen as a result of education because of which some consider it as a threat. They believe that after attaining education, they would migrate to the urban area leaving their homeland and

culture behind. However, among the non-tribal population, despite migration of the educated from rural to urban areas, education has created an affirmative attitude and is not considered a threat to culture and tradition.

Poverty and ignorance are the most important reasons for low educational attainment in the sample villages. Problems of less number of teachers and lack of infrastructure are also very important factors in both the tribal and non-tribal villages for low educational attainment. Besides, medium of instruction in non-tribal language and feeling of identity crisis of the tribal children discourages them to get educated.

Schools of tribal villages have better infrastructure like blackboard, chairs, fan, light, library, computer, sports goods and books in comparison to the non-tribal villages. Enrollment is proportionately higher in the tribal villages. Even the teacher student ratio is higher in the tribal villages. Safe drinking water is not available in any of the schools in question. None of the villages have separate toilets for girls. Most of the schools do not have proper playground with properly defined boundary. All the schools provide mid-day meal. Most of the schools organize activities according to the State Government norms. Teachers get a special training to be posted in the rural, especially tribal areas. They use state language as a medium of instruction. At times they use the local dialect too to converse with the students. Some of other problems in the schools of the sample villages are short supply of teachers, low student-teacher ratio, employment of the poorly trained teachers, poor learning achievement in class, insufficient learning and instructional materials and distance factor especially for the girls.

The technique RRA gave the insight story of the people which filled the gaps of the household schedule. People from all social and economic strata were made part of the discussion process. The RRA process revealed clear linkages between attainment of education and socio-economic conditions of the people. The tribal culture, custom and their way of interpretation of life also emerged as a matter of concern.

It was deduced that the low levels of educational attainment in the surveyed region is mainly because children discontinued studies at different stages. Migrations of the parents for seasonal work in the tribal villages prevented the school going children attending school regularly. Non-formal education is imparted in *Adivasi* Academy,

Tezgarh, Chhota Udaipur, but parents are unaware of the facility. Children in both tribal and non-tribal villages joined the labour force to support their family to generate more income, therefore were unable to attend school regularly. Another problem of both tribal as well the non-tribal villages is that students of different classes are taught by one teacher in one class simultaneously.

The RRA process brought out an interesting revelation peculiar to the tribal villages. The participants opined that one of the important reasons of low enrollment or drop-outs is non-tribal teacher and/or the medium of instruction, which make the pupils feel alienated in their classroom. The drop-out ratio remains high in the tribal villages since the tribal child finds the contents of the formal education difficult as it is imparted in the Gujarati language and not their dialect. They were unable to relate any of the content of the learning with their culture. Besides, non-availability of jobs after completion of education works as a discouraging factor for others, and many drop-out for this reason. The primary schools in the tribal villages were ineffective due to scarcity of competent teachers who could actually understand the needs of the tribal children. At times, the distance of the school is more.

Contemporarily, learning outcome has acquired greater significance compared to enrollment. Spread of literacy and education among the masses has gained momentum even among the preliterate societies. Enrollment at primary school level has been quite satisfactory across space and society during the recent decades as a consequence of different initiatives, programmes and plans. However, the quality of education that is being imparted is poor and drop outs after or during primary stage have become very common. The affluent prefer to send their children to private schools to avoid the poor quality education in the government aided schools. There is not much of difference between the non-tribal and tribal villages with respect to the education scenario, excepting for the level of literacy and education, and reasons for dropping out of school or absenteeism. Infrastructural facility-wise the schools are deficient, although the schools in the tribal villages are better off. Whatever facility is available remains under or unutilized without the required number of teachers and trained staff. People are not aware of the different ongoing government programmes related to education, excepting for a few, like Mid-Day Meal and Khel Mahakumbh. Most students in the tribal villages being the first generation learners do not get proper

guidance from the elders in the family. General awareness regarding the utility of literacy and education is poor and mostly limited to job opportunities. A smaller segment among the tribal population still considers formal education wastage of time and resources. Seasonal migration of parents along with children in the school going age to seek casual labour work in the nearby urban center, particularly from the tribal villages, affects enrollment and increases drop outs and absenteeism.

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