

A REPORT ON STATUS OF
EDUCATION IN TRIBAL
AREAS OF MADHYA PRADESH

BY
M. AMANULLAH
JOINT DIRECTOR
M.P. TRIBAL RESEARCH
AND DEV. INSTITUTE
BHOPAL

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M.P. TRIBAL RESEARCH AND DEVELOPMENT INSTITUTE
BHOPAL

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F O R E W O R D .

The scheme of 'Universalisation of Elementary Education' launched by the Govt. of India with the help of European communities have envisaged a District Primary Education Programme in Madhya Pradesh. In this state this project is being implemented in 19 districts in which 5 educationally backward tribal predominant districts have also been included. In the tribal areas of the state the main responsibility of imparting education has been entrusted to the scheduled tribes, scheduled castes and Backward classes Welfare Department. As a pre-requisite of the project DPEP, a status report on tribal education had to be prepared.

According to the instructions of the state Govt. in Scheduled tribes, Scheduled castes and Backward classes Welfare Department the then Director of Tribal Research Institute Shri M.M. Dahima, IAS, was nominated as the Nodal Officer for preparation of this report, who in his turn assigned this task to Shri M. Amanullah, Senior Joint Director and Anthropologist of the Institute. Accordingly the status report has been prepared by the State Tribal Research & Development Institute, Bhopal as desired by the NCERT, New Delhi.

The information and the data included in the report was collected from the statistical information and the plan documents of School Education Department as well as Tribal Welfare Department and from the information collected by the data-bank section of the Institute.

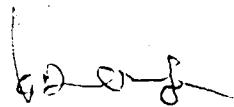
The report throws light on various aspects of status of education in tribal areas of the state. I hope the report will prove useful to the planners, administrators and the financiers of the DPEP Project.

I would express my thanks to Shri M. Amanullah, Joint Director who has prepared this report within the prescribed time frame.

I am also grateful to Dr. C.J. Daswani, Professor and Head of Department of SC and ST education, NCERT, New Delhi for extending his kind co-operation in the preparation of the report.

Bhopal,

Dated : The 21st Feb. 1994.



(K. DEVGAN) (As)
Director,
Tribal Research Institute,
Bhopal (M.P.)

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C H A P T E R - I

INTRODUCTION - TRIBAL AREA & TRIBAL PEOPLE OF M.P.

Madhya Pradesh lying between 17.60° and 26.52° North latitudes and 74.55° and 84.23° East longitudes, as its name indicates the State is located in the heart of India surrounded by seven states viz. Bihar, Orissa, Andhra Pradesh, Uttar Pradesh, Maharashtra, Rajasthan and Gujarat. The Present state of Madhya Pradesh was re-organised in November 1956 by merging the erstwhile states of Madhya Bharat, Vindhya Pradesh, fourteen (Mahakoshal) districts of old Madhya Pradesh, Bhopal and Sironj sub-division of Kota Distt. of Rajasthan.

M.P. is watershed for hundreds of rivers that flow out of the state in all directions - feeding the Ganga and the Yamuna in the North, the Narmada and Tapti flowing westward to the Arabian Sea, and the Wardha, Venganga and Mahanadi flowing North and East towards the Bay of Bengal. The catchment areas of these drainage systems indicate that Madhya Pradesh has to play a vital role in the development of India.

The State lies mainly on the table land of Central India. To the North, it is bounded by the Upper Gangetic valley. The Plateau continues into the State of Andhra Pradesh to the South, and Orissa to the East. The arid tracts of Rajasthan lie to the West. In such a watershed area, the ranges of low mountains intersected by river valleys break up the state into regions between which communication is not well developed.

The topography of M.P. is characterised by low hills, narrow valleys, plateaus and plains. The general elevation varies from 100 meters to over 1200 meters above MSL. The Doopgarh peak (1350 meters) near Pachmari is the highest point. The main hill ranges are Vindhya, Satpura, Mahadev, Bhandar, Panna, Kymore, Maikal, Mainpat, Samaraipat and the Bastar Hills.

The state could be broadly divided into seven district physical regions, viz; Northern low lying planes, covering part of Gwalior, Bhind and Morena districts extended into Bundelkhand and Kymore Hills of Baghelkhand region. The Malwa and Vindhian Plateau covers tableland of Malwa, north of Narmada valley and south of Bundelkhand. It spreads from Malwa plateau in the East of Maikal and Korea hills of Satpura ranges in the east. Narmada valey covers the state between the Vindhya in the north and the Satpuras in the south. The Satpura stretch covers East Nimar, Seoni, Mandla, Bilaspur and Surguja districts. Chottanagpur plateau covers the northern portions of Raigarh district and north and north eastern portions of Surguja district. Chhatisgarh plains extend along the eastern face of satpura range north of Bastar Hills. Bastar Plateau covers the areas of South Bastar.

The main valleys of the Narmada and the Sone run diagonally across the state. Both rise, close together, in the Maikal ranges - the Narmada flowing west by South between the Vindhya and the Satpura ranges, creating a fertile zone between the hills, while the Sone does the same as it flows north-towards the Ganges. The Vindhya and other ranges to the north taper off into a broken plateau and finally merge with the Gangetic planes. Most of this area is covered by Deccan lava but there is a narrow strip of

Alluvial soil in the North. On this sloping land, with inadequate forest cover, erosion is a serious problem, specially towards the north west. The Southern Hills, are generally higher and spread over a large area, running down with some breaks into Andhra Pradesh. The highlands of the Sone and Maikal which form the eastern shoulder of these hills descend into the Chhatisgarh plain the rice bowl of the State-extending over the districts of Raigarh, Bilaspur, Raipur, Durg and the northern parts of Bastar. South of these plains is another range of low hills eventually yielding to a strip of plain on the west and south west fringes of the state.

Seasonally, the rainfall in the state can be classified into (i) Monsoon (June to September), (ii) Post-monsoon (October to November), (iii) Winter rainfall (December to March) and (iv) Pre-monsoon (April to May). The major part of the rainfall is in monsoon season alone.

Most parts of the state experience mean annual temperature between 24° to 26° centigrade. The mean annual temperature varies from 21.4° to 26.6° in the various parts of the State. May and June are the hottest months while December and January are the coldest months in the year.

The State has rich mineral resources and mining potential. It has also a very large forest area, though much of this badly needs rehabilitation. Despite these natural resources the State has remained overwhelmingly agricultural. Its tribal population is largest amongst all the states. On the whole the state is sparsely populated, underdeveloped and poor and backward in its economic

organisation. The industrial potential of the state is not fully exploited and the industrial development is not commensurate with its industrial potentials.

Madhya Pradesh covers an area of 442,841 sq. kilometers accounting for 13.5% of the country's area. In terms of area, it ranks first amongst the state and union territories of the country. But in population it ranks sixth. As per 1991 census figures the total population of the state is 661.8 lakh persons out of whom 342.14 lakh are males and 319.4 lakh are females. The sex ratio was 941 females per 1000 males in 1981 which had been reduced to 932 in 1991 census. The rural population was 415.9 lakhs and the urban population was 105.9 lakhs in 1981 which grows to 507.9 lakhs and 153.5 lakhs respectively in 1991. The density of population (per square kilometer) was 118 in 1981 and in 1991 it has grown to 149. Population growth rate (1971-1981) was 25.27% and (1981-1991) is 22.11%. The scheduled caste population in the state as per 1991 census is 14.55% and the Scheduled tribe population is 23.27%. The Scheduled tribe population of the state accounts for about one fourth of the country's total tribal population concentrated in four whole and 31 part districts.

The Percentage of literacy in the state as per census 1991 is 43.45% against the all India percentage of 52.11%. Male literacy is 57.43% and female literacy is 28.39%. The rate of literacy in rural areas is 28.39% and in urban areas is 58.82% as per 1991 census (provisional figures).

Hinduism is the pre-dominant religion of the state. More than 94% of the state's population has been

returned as Hindu. Islam has got the second largest following with more than 5% of the population being returned as Muslims. The other religions in the state include christianity, Jainism, Budhism and Sikhism.

Hindi is the dominant language of the state with more than 84% of the population returning Hindi as mother tongue.

According to Census 1981, 38.41 percent of the State's total population have been returned as workers. Of the total working population 52.00% workers are engaged in cultivation of land and 24.17% of the working force are agricultural labourers. Household industries angage 3.52% of the working force.

Administratively the state is divided into 12 Revenue divisions viz; Gwalior, Chambal, Rewa, Indore, Ujjain, Bhopal, Hoshangabad, Sagar, Jabalpur, Bilaspur, Raipur and Bastar. These twelve divisions are divided into 45 districts. In terms of area, Bastar is the largest district of the state with an area of 39,060 sq. kms. The area of Bastar district is even more than the area of Kerala state. Datia is the smallest district with an area of 2034 sq.kms. Bastar, Mandsaur and Khargone districts have the maximum number of Tahsils in each district. While the minimum number of Tahsils are found in Datia, Damoh, Seoni and Narsinghpur districts.

Agriculture is the main stay of local economy. The black soil occupies almost half of the space and mainly covers the area of Malwa plateau, Narmada Valley and Satpura Ridges. Mixed red and black soil are found in the

eastern parts of the gird region and Vindh region. Red and Yellow soil is found in Chhatisgarh plains; and in Balaghat district. It is also found in parts of Raigarh, Surguja and Bastar districts. In Durg, Raipur and Bilaspur districts, deep clay soil is found in most of the areas. The skeletal soil is found in the uplands of Vindhya and Satpura ranges. It usually grows inferior millets and oilseeds. Laterite soil is found in pockets of district Mandasaur in the west and districts of Bastar, Raipur, Durg, Bilaspur and Raigarh in the east.

Forest in Madhya Pradesh is rich and in abundance. The forest area roughly accounts for 35% geographical area of the State and about 25% of the total forest area of the country. Major part of the forest area is located in districts Bastar, Surguja, Raipur, Bilaspur, Mandla, Balaghat, Sidhi, Durg, Khandwa, Khargone, Shahdol, and Raigarh. The forest area in these districts accounts for about 65% of the forest area of the State. Land use wise 70% of the area of Bastar district, 50% of the area of Sidhi, Balaghat, Surguja districts and about 40% of the area of Mandla, Khandwa, Betul and Raisen districts is under forests. The forests of the State comprise about 30% of Sal, 30% of teak and about 40% of mixed species. The Sal forests are mostly located in the eastern parts of the state in the districts of Bastar, Mandla, Raipur, Raigarh, Bilaspur, Surguja, Sidhi and Shahdol. The teak forests are found mostly in the middle and eastern region of the state, in Hoshangabad, Betul, Bastar, Chhindwara, Jabalpur, Mandla, Khandwa, Raipur and Durg districts. The mixed dry deciduous forests are found in dry northern and western areas of the state.

Relative to its land area, M.P. has fewer animals than their average for India. Cattle account for 67% of the live stock population.

The Inter-district population migration indicates that 22 districts lead in out migrations. The maximum loss was found in Rewa districts and the minimum in Raigarh district. In 21 districts, the in-migration had exceeded the out-migration, thus registering a net gain in inter-district migration. The highest gain was observed in Sehore district and the lowest in Chhindwara district. The percentage of out-migrants to total migrants in rural areas of the State was found to be maximum in Sidhi district and minimum in Indore district. Regarding rural immigrants, the maximum percentage was found in Surguja district while the minimum was found in Jhabua district.

In Madhya Pradesh, agriculture and its allied activities provide by far the most important source of employment. Mining taken separately is more important in all India. Small scale and cottage industries are relatively more important in Madhya Pradesh. But the employment in large scale industries indicates a lower level of industrial development in the State. Agricultural processing and forest based industries have more than 40% of all factory workers. From the standpoint of economy as a whole, not only the level of per capita income but also the range of its variation or the evenness of its distribution is important. In this respect, the state of Madhya Pradesh appears to be quite backward. The most striking fact about agriculture in Madhya Pradesh is its low productivity. There are two main reasons for this, the most important is poor yield rate and the second reason is that the farmer in Madhya Pradesh put a much larger portion of his land and effort into low value crops. On the poor and thirsty soil, the farmers of M.P. employ fewer ploughs and fewer fens per acre. The number of work cattle is high but of inferior

breed. Parts of the growing area are malarial so there is a scarcity of labour and low work capacity. Therefore, the rice is broadcast rather than transplanted. The farmers cannot afford much chemical fertilizer. Use of green manure is remote.

The problems faced by the trading community are three fold viz. controls and procedures, revenue, Generation approach and infrastructural constraints.

The controls and procedures have multiplied over the years effecting investment, production, distribution and prices. The worst effected is the distributive system.

Revenue generation approach through different types of taxes like sales tax and entry tax, etc. had been one of the major irritants for the trade, for reasons.

In the field of infrastructure problems, the main irritants are poor soil, transport facilities, problems in road transport, non-availability of bank credit and poor banking services.

Tribal Scene :

According to census 1991 Madhya Pradesh has a total population of 661.81 lakhs. The tribal population of the state is 153.99 lakhs accounting for 23.27 percent of the state's total population. The geographical area of the state is 442841 sq.kms. and the area of tribal concentration is about 40% according to census 1981. Out of the state's total tribal population of 119.87 lakhs, about 87.70 lakhs tribals live in 4 whole and 31 part districts of

the state in the areas of tribal concentration. This population size accounted for 73.16% of the state's total tribal population. The total population in areas of tribal concentration in 35 districts was 147.25 lakhs (census 1981) and the tribal population therein (87.70 lakhs) accounted for 59.56% of the total population, in the areas of tribal concentration.

The tribal population living outside the areas of tribal concentration in this state was 32.17 lakhs (census 1981). This population was more than total tribal population of some states like Andhra Pradesh (31.16 lakhs), west Bengal (30.71 lakhs) and Karnataka (18.25 lakhs). In fact the population of the dispersed tribals in M.P. (32.17 lakhs) was more than the total tribal population (21.83 lakhs) of six states viz. Himachal Pradesh, Kerala, Manipur, Uttar Pradesh, Tamil Nadu and Tripura.

There are 431 scheduled tribes in the country. The number of scheduled tribes in the state is 46 divided into more than 100 ethnic groups. Seven scheduled tribes of the state viz. Abujhmaddia, Baiga, Bhariya, Birhor, Kamar, Korwa and Sahariya enjoy the status of Primitive tribes.

As stated earlier the tribal population is concentrated in 4 whole and 31 part districts of the state. The 4 whole and parts of 17 districts declared as Tribal sub-plan area of M.P. in fifth plan period had also been declared as scheduled area. The areas of tribal concentration in the remaining 14 districts have been declared as NADA pockets. So far there are 174 T.D. Blocks, and parts of 100 C.D. Blocks in the identified area of Tribal concentration out of 459 Development Blocks in the state. There are 7,10,736 villages in the state, 30042 (4.23%) villages are located in the areas of tribal concentration.

The scheduled area in the 21 districts accounts for about 35% of the geographical area of the State. According to census 1991 the scheduled tribe population of the state is 153.99 lakhs and the scheduled tribe population in the scheduled areas is about 72% of the scheduled tribe population of the state.

There were 1851 forest villages with about 65,000 tribal families living in these villages. Out of them 506 villages have been transferred to Revenue Department. Most of the area of tribal concentration is coterminus with the forest area in the state.

According to Census 1981 the 4 numerically most predominant tribal communities of the state were as follows:

(1981)		
1.	Gond	37,69,547
2.	Bhil	6,18,786
3.	Kol	4,77,734
4.	Oraon	3,70,652

There are 10 major areas of mining and industrial pockets in the state, affecting the tribal life. These area as follows :

	Area	District
1.	Bailladila	Bastar
2.	Dallirajhara	Durg
3.	Korba	Bilaspur
4.	Pali	Shahdol
5.	Amarkantak	Shahdol
6.	Jamai	Chhindwara

7.	Chirmiri	Sarguja
8.	Bisrampur	Sarguja
9.	Sarni	Betul
10.	Pithampur	Dhar

The tribal population of the state is not evenly distributed in all the districts of the state. In one district viz. Jhabua the tribals account for 85.67% percent of the total population. In four districts the tribal concentration is within a range of 50 to 70 percent. In nine districts this percentage varies from 25 to 50. Seventeen districts have a tribal content of 10 to 25 percent. The remaining fourteen districts are such where the tribal population is less than 10 percent. Districtwise tribal population of the state is given at annexure-I.

The tribewise population of the state and their location in different districts is given at Annexure-II.

Tribal Madhya Pradesh is ethnically not a homogenous unit. On the basis of physiographic conditions and distribution tribes livings in different parts of the State are culturally and socially distinct. The area of Tribal concentration can be broadly divided into five such district zones.

1. North Eastern Zone - This zone comprises Surguja, Shahdol, Raigarh, Bilaspur, Sidhi, and areas of other adjoining districts. Most parts of Surguja and whole of Jashpur tehsil, in Raigarh district are hilly, while in Shahdol only pushprajgarh tehsil is hilly. Practically all the tribal tracts in the districts of Shahdol, Raigarh and most of Surguja are inaccessible from the second week of June or as soon as the monsoon sets in. The height of the

hills in this zone ranges between 1,000 feet to 4,000 feet above the sea level. The main peaks are Mailan (4,024 feet) and Partagharsa (3,804 feet) in Surguja, and Bharamureo (3,390 feet) in Jashpur tehsil (Raigarh).

Oraon, Korwa, Kol, Gond and Panika are the dominant tribal groups of the zone. The area is also the abode of a number of primitive tribes. The hills of Surguja and Jashpur shelter Pahari Korwas who are one of the most primitive tribes of the State. The Oraon and the Kanwar live in the relatively plain portion of these districts. The bulk of the tribal population of Pushprajgarh is composed of Baiga, Gond and Bhaina tribes.

2. Central Zone - This zone comprises Mandla, Betul, Chhindwara, Seoni, Balaghat and areas of other adjoining districts. The area is mostly hilly but geographical features vary from place to place.

The Mahadeo hills and the plateau region of the districts of Chhindwara and Betul are covered by a thick formation of horizontal flows of basaltic lavas of cretaceous age. Coal-bearing Gondwana sandstones and Shales occur in Mahadeo hills. Raisen in the lap of Malwa plateau is interspersed with rich fields of black cotton soil. To the south lies the main line of the Vindhyas and the fertile valley of the river Narmada.

Gond, Korku, Kol and Baiga are the prominent tribal groups of the zone.

2. Southern Zone - Southern Tribal Zone comprises Bastar and Southern parts of Raipur, Durg and Rajnandgaon districts.

Topographically, this region, particularly Bastar, is full of regged hills and plateaus. The hills are of various altitude but in Bastar, which is more mountainous, the average altitude is about 4,000 feet above the sea level. In Durg, however, the average altitude is much less being only 2,000 feet above the sea level.

The important rivers of this zone are the Indravati, Sabri and the Tel in Bastar and the Tandula in Durg district. The Indravati enters into the district in the plateau near Jagdalpur, and flows across the centre from east to west, dividing the districts into two portions. The Sabri river divides Bastar from Jeypore on the east while the Tal rising in the districts itself flows down south-west to the Godavari. In Durg the principal river, Tandula, flows south to north. Apart from these big rivers, the small rivers and other seasonal streams are the only sources of water of this region.

Maria, Muria, Halba, Dorla, Bhatra and Kamar are the prominent tribal groups of the area. This zone is the home of some of the most important tribal groups of the state. The Principal groups are Maria, Muria, Sawara, Halba and Bhatra.

4. Western Zone : This zone comprises Jhabua, Dhar, Khargone, Khandwa, Ratlam and areas of adjoining districts. The area consists mainly of hilly and sterile land, though the general topography of the region presents some varied features. It has some picturesque parts. alongwith a succession of ranges and valleys covered with thick forest. In these valleys, particularly in Dhar district, traces of former prosperity are met with, such as ruined forts and royal places, news overgrown with jungles but at one time

used by the Moghal nobles and Pathan kings of Malwa. Bhil, Bhilala, Patlia and Barela are the tribal communities of the area.

5. North-western zone : This zone comprises Morena, Shivpuri, Guna, and areas of other adjoining districts. Saharia are the main tribal people living in this zone.

Various tribal groups inhabiting the state have a considerable variation in their population. The level of development, acculturation and assimilation also varies from group to group as also from area to area. The social and cultural traits, religious beliefs and norms as well as the traditional economic pursuits of different tribal people vary from tribe to tribe and area to area.

Brief account of some of the tribes of the State is as follows :-

The Gonds :

Gonds are the most important and numerically the largest tribe of Madhya Pradesh. They occupy two main tracts, namely, the wide belt of broken hills and forest country in the central part of the state which forms the Satpura Plateau and comprises Chhindwara, Betul, Seoni and Mandla districts and the inaccessible hill ranges south of Chhatisgarh plane. In Mandla they constitute nearly half the population. They, however, are to be found in every district. Much of the country, included in the Mahakoshal region of the State was at one time known as Gondwana on account of the numerical strength, and political influence of the Gonds.

Gonds do not constitute a distinct tribe any more. They are more properly to be considered, as a section of people among whom a number of separate tribes such as Agarias, Ojhas, Pardhans and Sotahas are found.

Among the Gonds there are two aristocratic sub-divisions. The Raj gonds and Khatolias. The Raj Gonds are, probably the descendants and products of martial alliances between the Rajputs and the Gonds, but the term practically applies to the landholding sub-division of the Gonds, The Raj Gonds rank higher with the Hindu castes as compared to other Gonds.

Besides agriculture the primary occupation of the Gonds was hunting and fishing, in former times. But opportunities in this respect have been greatly circumscribed by the rules of conservation of game in forests. Their principal occupation now is cultivation but a great number of them work as farm servants and forest labourers. They own property only in the inland areas but, even there, they are being ousted by money-lenders and cultivator landlords.

In some regions the Gonds retain their old method of shifting cultivation locally known as Dahia or bewar and, some times prefer to pay a fine to follow this ancient method of primitive cultivation.

The Gonds have a developed aesthetic sense. Dancing and singing constitute their principal social recreation. But with the increased impact and influence of outsiders, most of the Gonds have been reduced to poverty and indebtedness.

THE BHILS :

The Bhils live in the hilly tract forming the western part of the Satpura range, comprising Jhabua, Dhar, Nimar and Ratlam Districts.

The name of the tribe is derived from the Dravidian word for bow which is their characteristic weapon. Formerly, the chief occupation of the Bhils was hunting and free exploitation of forest produce. The free exploitation of the forest and the indiscriminate killing of game being no more possible, they have adopted the cultivation of land as their primary occupation. Some of them live as farm servants and labour working in the forests or in fields of the Bhilalas. The Bhils are very reliable, and are often employed as watchmen. They are simple and thus offer themselves as easy prey to money-lenders.

THE BHILALAS :

The Bhilalas live in the districts of Jhabua, Dhar, Ratlam and Nimar in the western end of the Satpura range. They are supposed to be of mixed stock, having sprung from the alliances of emigrant Rajputs, who acquired castes in the Bhil country, and the daughters of the Bhils whom they took as wives.

The primary occupation of the Bhilalas is cultivation of land, but a large number of them are employed as farm servants and forest labourers. Some have taken up Government jobs. Formerly, the Bhilalas also held the office of a superior kind of Kotwal or village watchman.

The Bhilalas occupy the highest position in the local hierarchy of tribes. They consider themselves superior to the Bhil's and are so recognized by the latter. The Bhilalas practise the Hindu rituals and are increasingly adopting the Hindu deities as well.

THE HALBAS :

The Halbas, a primitive tribe are also found in the area south of Raipur and in Chhindwara, Balaghat and Mandla districts. But they are mainly concentrated in Bastar district.

Nearly all the Halbas now practice cultivation. They are considered as the best cultivators next to the Tella in the forest tracts of Dhamtari and they are quite proficient in agriculture in the open country, where their villages are located and which are usually, prosperous too. In some areas of Bastar they continue to practice shifting cultivation, despite discouragement from the Government.

THE MARIAS :

The home of the Maria tribe is south Bastar district. They have been classified into different sections by Grigson, one of the important writers on the tribe. The names adopted here are those used by him. They are discussed below.

The Hill Marias are the least influenced by the outside world and have retained most of their original religious and cultural institutions. Most of them live in the Abujhmar hills and are often, also referred to by that

name (that is, Abujh Maria). They are shy, but friendly, they practise shifting cultivation.

The second section of Marias called Bisonhorn Marias, live south the Indravati in the Dantewara, Konta, Jagdalpur and Bilaspur tehsils. They have a characteristics marriage dance which they perform with a Bison-horn headger, from which they have derived their name. The Bison-horn Marias have a food-gathering economy. They live, for most of the year, on forest produce. The Major means of subsistence are the collection and sale of Mahua, and Mangoes.

THE MURIA :

The home of the Muria tribe is in Bastar district. Like the Marias they are also lumped together with the Gonds and, therefore, their exact number is not known. Literally the word Muria means aboriginal and it has long been used in this sense by the State officials. Muria actually refers to a particular tribe Kondagaon and Narayanpur tehsils whose life centres round the gotul. The name Muria has been derived from Mur, the palas tree. The Murias are good cultivators They are industrious and clean.

The economy of the Murias includes agriculture, food gathering and hunting. At places they practise axe-cultivation which resembles that of the Marias in Many ways. But despite the fact that shifting axe cultivation plays a very important part in their lives, many Murias have permanent fields which they use for paddy cultivation.

Liquor drinking among the Murias is both an obligation and a pleasure. It is offered to the Gods at every ceremony. A major part of the mahua flowers is used for the production of liquor.

THE BHAINAS :

The Bhainas are members of a primitive tribe peculiar to Madhya Pradesh, and are found in the wild forest tract between the Satpura range and the area south of the Chota Nagpur plateau in Bilaspur, Raigarh, Bastar, Rajpur and Mandla districts. The tribe appears to be of mixed origin. The members are principally descended from the Baigas and Kanwars, who might have been driven to these areas forced by circumstances.

The occupation of the Bhainas is mainly agriculture. They do not practise shifting cultivation. They are comparatively enlightened and have adopted Hindu usages in all walks of life.

THE BHATRAS :

The Bhatras are a primitive tribe who live in Bastar and the southern part of Raipur district. Akin to the Gonds, the Bhatras are often lumped together and enumerated with them.

The word Bhatra means a servant. The majority of Bhatras are employed either as village watchmen or domestic servants. They practise settled cultivation. Formerly, they practised shifting cultivation, but owing to restrictions they are taking more and more to settled agriculture.

THE BHARIAS :

The Bharias are concentrated mostly in Mandla, Bilaspur and Chhindwara districts. Though the proper appellation of the tribe is Bharia, it is not infrequently referred to as Bharia-Bhumia a nomenclature they themselves prefer. The exact origin of the tribe is unknown. Several accounts of their origin have been recorded. It is probable that the Bharias belong to the great Bhar tribe to Eastern U.P. They speak a dialect of the Gondi language with slight local variations.

The primary occupation of the Bharias is cultivation but they derive a substantial part of their subsistence from agricultural labour. Some also practice the minor occupation of basketry and weaving. The inhospitable nature of soil, their pre-occupation with the production of their means of subsistence and the exploitation by the traders have circumscribed their activities in other directions. They possess a crude material culture.

THE BAIGAS :

A Primitive tribe of Dravidian stock, the Baigas live mainly in the Eastern Satpura hills in Mandla, Balaghat and Bilaspur districts. A major portion of them are concentrated in Mandla and Shahdol districts.

Formerly Baigas practised shifting cultivation but on account of legal restrictions they are taking to settled agriculture. In Mandla district they had been allotted a special area where shifting cultivation was legally permissible and is still practised by them. In this

area, the Baigas have refused to take to settled cultivation, because they harbour the belief that by ploughing the fields the breast of Mother Earth is lacerated. Moreover, they say that Gods made the jungles to produce the necessities of life, and made the Baigas, the king of the forest, giving them wisdom to discover the things provided for them. The inferior occupation of tilling the land was assigned to the other tribes.

ANNEXURE-I

Districtwise Tribal Population Census 1991

S.No.	District	Total Population	Tribal Population	%
1	2	3	4	5
1.	Morena	1710574	95216	5.57%
2.	Bhind	1219000	3291	0.27
3.	Gwalior	1412610	40976	2.90
4.	Datia	396317	6780	1.71
5.	Shivpuri	1132977	127762	11.27
6.	Guna	1310317	157426	12.01
7.	Tikamgarh	940829	38850	4.13
8.	Chhatarpur	1158076	43482	3.75
9.	Panna	687945	102520	14.90
10.	Sagar	1647736	139467	8.46
11.	Damoh	898125	111114	12.37
12.	Satna	1465384	202412	13.81
13.	Rewa	1554987	193105	12.41
14.	Shahdol	1743869	807764	46.32
15.	Sidhi	1373434	418004	30.43
16.	Mandsour	1555208	74625	4.79
17.	Ratlam	971888	226156	23.27
18.	Ujjain	1383086	29160	2.11
19.	Shajapur	1033248	24452	2.37
20.	Dewas	1033807	155493	15.04
21.	Jhabua	1130405	968372	85.67
22.	Dhar	1367412	731272	53.47
23.	Indore	1835915	100913	5.49
24.	West Nimar	2028185	937710	46.23
25.	East Nimar	1431662	383231	26.77
26.	Rajgarh	992764	32775	3.30
27.	Vidisha	970388	42689	4.39
28.	Bhopal	1351479	41205	3.04
29.	Sehore	841358	85643	10.17
30.	Raisen	876461	126254	14.40

1	2	3	4	5
31.	Betul	1181501	443132	37.50
32.	Hoshangabad	1267211	220038	17.36
33.	Jabalpur	2649962	474466	17.90
34.	Narsinghpur	785496	101368	13.90
35.	Mandla	1291263	785587	60.83
36.	Chhindwara	1568702	540708	34.46
37.	Seoni	1000831	369827	36.95
38.	Balaghat	1365870	298665	21.87
39.	Surguja	2082630	1117577	53.66
40.	Bilaspur	3793566	873741	23.03
41.	Raigarh	1722291	821477	47.69
42.	Rajnandgaon	1439951	362355	25.16
43.	Durg	2397134	298059	12.43
44.	Raipur	3908042	714027	18.27
45.	Bastar.	2271314	1529888	67.35

Tribewise population and Distribution (Census 1981)

S.No.	Name of Tribe	Population	Districts in which mainly found
1	2	3	4
1.	Agariya	55,753	Panna, Shahdol, Sidhi, Mandla, Raigarh, Bilaspur
2.	Andh	154	Hoshangabad, Raigarh.
3.	Baiga	248949	Shahdol, Mandla, Sidhi, Bilaspur, Durg.
4.	Bhaina	39,134	Bilaspur, Mandla, Surguja, Raigarh, Raipur, Durg.
5.	Bharia, Bhumia or Bhuinher - Bhumia, Bhumiya, Bharia, Paliha, Pando	195491	Jabalpur, Chhindwara, Shahdol, Sidhi, Narsinghpur, Mandla, Seoni, Surguja, Bilaspur, Raigarh.
6.	Bhattra	117297	Bastar
7.	Bhil, Bhilala Barela Patelia	2500534	Jhabua, Dhar, Ratlam, Khargone, Khandwa.
8.	Bhil Mina	5,359	Vidisha
9.	Bhunja	9,525	Raipur
10.	Biar, Biyar	7,370	Tikamgarh
11.	Binjwar	92,082	Bilaspur, Raipur, Raigarh
12.	Birhul, Birhor	562	Durg, Surguja, Raigarh
13.	Damor, Damarla	112	
14.	Dhanwar	34,386	Bilaspur, Surguja
15.	Gadaba, Gadba	3,254	Bastar

1	2	3	4
16.	Gond, Arakh, Arrakh, Agaria, Asur, Badi Maria, Bhatola, Bhima, Bhuta, Koilabhuta, Koilabhuti, Bhar, Bisonhorn Maria, Chhota Maria, Dandami Maria, Dhuru, Dhurwa, Dhoga, Dhulia, Dorla, Gaiki, Gatta, Gatti, Gaita, Gond Goweri Hill Maria, Kandra, Dra, Kalanga, Khatola, Koirar, Koya, Khairwar, Kucha Maria, Kuchaki Maria, Madia, Maria, Mana, Mannewar, Moghya, Mondhya, Mogia Modia, Muria, Nagarchi, Nagwansi, Ojha, Raj, Sonjhari, Jhareka, Thatia, Thatya, Wade Maria Vade Maria, Daroi.	5349882	Most of the districts.
17.	Halba, Halbi	236385	Bastar, Durg, Rajnandgaon
18.	Kamar	17,515	Raipur
19.	Korku	472	Raisen
20.	Kawar, Kanwar, Kaur, Cherwa, Rathia, Tanwar Chattri	562197	Raigarh, Surguja, Bilaspur
21.	Keer	9,893	Sehore, RAisen, Bhopal
22.	Khairwar, Kondar	14,375	Surguja, Bilaspur, Raigarh
23.	Kharia	6,691	Raigarh, Bilaspur, Surguja
24.	Kondh, Khond Kandh	1,669	RAigarh, RAipur, Bastar

1	2	3	4
25.	Kol	1,23,808	Rewa, Shahdol, Jabalpur, Mandla, Satna, Panna, Bastar.
26.	Kolam	298	Bastar
27.	Korku, Bopchi Mouasi, Nihal Nahul, Bondhi Bondeya	66,781	Khandwa, Betul, Chhindwara
28.	Korwa, Kodaku	15,340	RAigarh, Surguja, Bilaspur
29.	Majhi	11,074	Rewa, Satna, Shahdol
30.	Majhwar	6,509	RAigarh, Bilaspur, Surguja
31.	Mawasi	11,012	Panna, Satna
32.	Mina	382	Sironj sub division of Vidisha
33.	Munda	1,579	Surguja, RAigarh, Raipur Bastar.
34.	Nagesia, Nagasia	14,473	Raigarh, Surguja
35.	Oraon Dhanka Dhangad	88,820	Surguja, Raigarh
36.	Panika	2,689	Sehore, Raisen
37.	Pao	7,222	Shahdol
38.	Pardhan, Pathari Saroti	17,651	Mandla, Chhindwara
39.	Pardhi	2,689	Sehore, Raisen
40.	Pardhi, Bahelia Bahellia, Chitapardhi, Langoli Pardhi, Phanse Pardhi, Shikari, Takankar, Takia.	7,206	Surguja, Bilaspur, Raigarh
41.	Parja	1,407	Bastar

1	2	3	4
42.	Sahariya, Seharia, Sosia, Sor.	2,61,800	Shivpuri, Guna, Morena, Gwalior
43.	Saonta, Saunta	3,172	Raipur
44.	Saur	68,034	Tikamgarh, Chhatarpur
45.	Sawar, Sawara	63,772	Narsinghpur
46.	Sour	48,653	Tikamgarh

C H A P T E R - II

STATUS OF PRIMARY EDUCATION IN MADHYA PRADESH

The state of Madhya Pradesh was reorganised in November, 1956. After reorganisation, a common integrated system of education was adopted and the entire system was put under the control of the Directorate of Public Instructions. Subsequently, separate Directorate of Collegiate Education and Technical Education were established in 1962-63 and 1963-64 respectively. The Directorate of Public Instruction was hence forth responsible for school education only. In order to address the special educational needs and problems of the state's large tribal population, the responsibility for education in tribal areas was entrusted to the Tribal Welfare Department of the state Govt. in 1964-65.

I. School Education Department :

School education in the state is managed primarily by the school education department and the scheduled castes, scheduled tribes and other backward classes welfare department. Policy matters are decided by the Department of School Education.

II. Tribal, Scheduled castes and Backward Classes Welfare Department :

The responsibility of educational development in tribal areas rests with the scheduled castes, scheduled tribes and backward classes Welfare Department. About 21% of the schools in the state are being run by it. They function under the administrative control of the Commissioner, Tribal Development, Bhopal.

At the divisional level, there are five Deputy Commissioners in predominantly tribal divisions and five Deputy Directors in the remaining five divisions. At the district level, there are Assistant Commissioners in 19 districts and District Organisers in 26 districts. At the block level, Block Educational Officers and Circle Organisers are posted.

The department runs schools from Junior primary/Primary level to Higher Secondary level in the Tribal sub-plan area. Support schemes in the education sector like disbursement of scholarships, free supply of text books to Class I & II students, running of Ashram schools, etc. are also implemented.

The Additional Commissioner at the divisional level and Project Administrators posted at the Integrated Tribal Development Project level look after, among other programmes, the school education programme of Tribal Welfare Department. The educational administrative set-up of School Education Department and Tribal Welfare Deptt. is shown at Appendix - 1

III. LOCAL Bodies and Private Agencies :

Before 1962-63 a large number of educational institutions in urban areas, particularly in the Mahakoshal region of the State, were managed by Education Committees of Municipalities and Corporations. In 1962-63, all the teachers working in primary schools run by Janpad Panchayats in rural areas and Municipalities Corporations in urban areas were absorbed by the Govt. The role of local bodies in primary schools since then has been limited to the provision of physical facilities and maintenance of school building in such schools. Due to a shortage of funds, they have not been able to perform this role satisfactorily.

Nearly 7.6% of the schools in the State are run by private agencies of which nearly 22% receive grant-in-aid from the State Govt. Aided schools follow the grant-in-aid rules framed by the State Govt. Unaided schools follow their own pattern. The Education Department has the power to maintain educational standards in these institutions by inspecting them and giving recognition.

IV Non-formal Education :

The non-formal education programme was taken up in the State in 1975-76 as a part of the strategy to achieve the Universalisation of Elementary Education. Major objectives of the programme are (1) to make elementary education facilities available to children in the age-group 9 to 14 who have either not been able to attend schools or have dropped out to carry out their occupational activities, (2) to enable these children to seek entry into the formal system at multiple points, and (3) to provide facilities for further education to those who have passed the primary stage but are unable to continue upper primary education to formal schools.

Financing Primary Education :

About 78.9% of the Primary schools in the State are run and fully funded by the State Govt. and another 0.3% by the Central Govt. and its undertrakings. About 13% schools are nominally under management of local bodies. In these local body schools, salary of teachers and contingent expenditure is borne by the State Govt. local bodies, provide and maintain school buildings, furniture, and equipment only. In private aided schools, which constitute about 1.6% of the total primary schools in the State, the salary of teachers is fully provided by the State Govt. and an additional 5% of the amount

on salaries is provided for meeting contingent expenditure. Thus, about 93.8% of the primary schools in the State are almost fully funded by the Govt. and only 6.2% are private unaided schools. These unaided institutions are concentrated in urban areas. In Govt. local body and private aided schools, no fee of any kind is charged from the students while in private unaided schools no such restriction is imposed.

On the basis of the above facts, one can safely say that primary education in the State is almost fully funded by the State Govt.

Contribution by other State Departments :

Management of primary schools in tribal areas is the responsibility of the Tribal Welfare Department. Various incentive programmes like provision of scholarships, cash awards on successful completion of primary education, special scholarships in low literacy pockets, etc, are implemented by this Department. In sparsely populated areas Ashram Schools and Hostels are also run by this Department. Non-plan expenditure on these institutions and programmes is borne by the Tribal Welfare Department Expenditure on plan schemes related to school education is met out of the plan outlay of the school education department which is transferred to the plan budget of Tribal Welfare Department.

The Women and Child Development Department of the State also contributes to the field of primary education. The programme of free mid-day-meal is implemented by them in primary schools located in tribal sub-plan areas. All Govt. Primary ^{schools} are covered under the scheme. An average amount of Rs. 1006 lakh is being spent annually on this programme.

Under the scheme of "Jawahar Rojgar Yojana", the Department of Rural Development gets funds, some of which are used for the construction of primary school buildings. In 1991-92, 1500 primary school buildings were constructed in rural areas under this programme.

The State Planning Department also provides some funds to the District Planning Boards for doing works in the districts. In many districts, the Boards have used these funds for the construction of primary school buildings.

Special Schemes with Central Assistance :

With the introduction of the National Policy on Education 1986, many schemes have been launched in the State with the assistance of Govt. of India. Some such schemes in the field of primary education are (1) Operation Black Board (2) Non-Formal Education (3) Education Technology and (4) Establishment of District Institutes of Education and Training.

II. STATE OF EDUCATION IN M.P.
(Basic Information)

Introduction :

According to census 1991 the total population of India and M.P. is as follows :

(in crores)

	<u>INDIA</u>		<u>M.P.</u>		
<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
43.78	40.65	84.43	3.42	3.19	6.61

The rural urban position is as follows :

	<u>INDIA</u>			<u>M.P.</u>		
	Rural	Urban	Total	Rural	Urban	Total
	61.71	21.72	84.43	5.08	1.53	6.61

The decennial growth rate is as follows :

	<u>INDIA</u>			<u>M.P.</u>		
	Rural	Urban	Total	Rural	Urban	Total
	19.71	36.19	23.56	22.11	44.98	26.75

The above information shows that the decennial growth rate (81-91) is much higher in M.P. than in India in both the categories. The following Table No. 1 shows Educational Institutions in M.P.

TABLE NO. 1

	<u>Type Institutions</u>			<u>Enrolment (in lakhs)</u>			<u>Teachers</u>		
	Boys	Girls	Total	Boys	Girls	Total	Male	Female	Total
Pre-Primary	665	430	1095	0.74	0.39	1.13	460	2024	2484
Primary	66581	4741	71322	46.13	33.20	79.33	137571	43854	181425
Middle	14747	1499	16246	18.25	8.92	27.17	62167	21105	83272
High School	2135	208	2343	3.52	1.70	5.23	12653	3552	16205
H.S.S.	2177	473	2650	9.35	3.94	13.29	32551	11869	44420
Total :	86305	7351	93656	78.00	48.15	126.15	245402	82404	327806

The above table reveals that there are 1095 pre-primary, 71322 primary, 16246 middle 2343 high school and 2650 higher secondary schools in the state. Thus the total No. of schools in the state is 93656. The boys schools are 86305 and the girls schools are 7351. If the population of school going boys and girls is equal then it becomes very abvious that the Institutions for girls education are much less than for boys education. In each category of institutions, consequently, in the total enrolment position of 126.15 lakhs, the boys enrolment is 78.00 lakhs and the girls enrolment is 48.15 lakhs. Although there is less disparity in no. of schools at the primary level but it goes on increasing thereafter showing systematic high drop out rate among girls. The same disparity can be seen in the No. of male and female teachers. The No. of male teacher is 245402 whereas the No. of female teachers is only 82404. Unfortunately, this distinction is most glaring at the primary school level, where the No. of male teachers is 137571 and the No. of female teachers is 43854. May be one important reason for the girls large No. of dropout is less No. of female teachers at the primary school level.

The following table No. 2 shows the coverage by the schools at different levels.

TABLE No.2

	Population per school	Covered area per school sq.km.	No.of schools per lakhs	Teacher pupils ratio	Average Enrollment per schools
1	2	3	4	5	6
Pre-Primary	60349	405.00	2	45	103
Primary	927	6.21	108	44	112

1	2	3	4	5	6
Middle	4073	27.29	25	33	167
High	28246	189.29	4	32	223
H.S.S.	24974	167.34	4	30	501

The following table No. 3 shows managementwise No. of educational institutions in M.P.

TABLE No. 3

Schools	Schools Edu. Deptt.	TWD	Central Govt. & Others	Total	Local bodies	Non Govt. aided	Govt. Non aided	Total
Pre-Primary	191	87	31	309	59	86	641	1095
Primary	40462	15812	243	56517	9269	1112	4424	71322
Middle	8909	3233	57	12199	933	360	2754	16246
High School	1156	399	5	1560	10	91	682	2343
H.S.S.	1388	390	93	1841	40	345	424	2650
Total :	52106	19921	399	72426	10311	1994	8925	93656

The above table reveals that 52106 schools are run by education department, 19921 schools by tribal welfare department and 399 schools by central government and others similar department. The Institutions run by NGO's

are 10919. It becomes obvious that role on NGO's is insignificantⁱⁿ the dispersal of education in this state.

The following Table No. 4 shows No. of trained and untrained teachers.

TABLE No.4

Schools	<u>Total Teachers</u>			<u>trained teachers</u>			<u>% of Trained teachers</u>		
	Total	Man	Women	Total	Man	Women	Total	Man	women
1	2	3	4	5	6	7	8	9	10
Primary	2484	460	2024	1413	138	1275	56.84	30.00	62.99
Primary	181425	137571	43854	121127	95325	25802	66.29	69.28	58.84
Middle	83272	62167	21105	57277	44824	12453	68.78	72.10	59.00
High School	16205	12653	3552	10665	8313	2352	65.81	65.70	66.22
H.S.S.	44420	32551	11869	33717	24860	8857	75.90	76.37	74.62
Total:	327806	245402	82404	224199	173460	50739	68.39	70.68	61.57

The above table reveals that 68.39% teachers are untrained and the No. of untrained women teachers is as high as 61.57%. The following table No. 5 shows the stagewise enrolment in the State.

TABLE No.5

State	Boys	Related agewise % Boys	Girls (in lakhs)	Related agewise (in lakh) Girls	Total (in lakhs)	Related agewise
1	2	3	4	5	6	7
Pre- Primary	0.98	-	0.56	-	1.54	-
Primary	49.25	98.05	35.22	75.14	84.47	87.00
Middle	17.40	64.92	8.53	35.36	25.93	50.51
High School	6.55	55.88	2.39	21.63	8.94	39.25
H.S.S.	3.82	32.59	1.45	13.12	5.27	23.13
TOTAL :	78.00	-	48.15	-	126.15	-
<u>Scheduled Caste</u>						
Pre- Primary	0.05	-	0.04	-	0.09	-
Primary	7.7	105.00	5.02	73.46	12.72	90.00
Middle	2.62	67.18	0.92	26.28	3.54	47.83
High School	1.18	69.41	0.24	15.00	1.42	42.90
H.S.S.	0.39	22.94	0.09	5.62	0.48	14.50
TOTAL :	11.94	-	6.31	-	18.25	-
<u>Scheduled Tribe</u>						
Pre-Primary	0.04	-	0.03	-	0.07	-
Primary	9.83	84.08	5.95	54.54	15.78	69.82
Middle	2.52	40.45	0.89	15.83	3.41	28.80
High School	0.78	28.68	0.21	8.17	0.99	18.68
H.S.S.	0.34	12.5	0.09	3.5	0.43	8.11
TOTAL :	13.51	-	7.17	-	20.68	-

The above table reveals that at the Primary school level age-group the No. of boys enrolled is 49.25 lakhs and the No. of girls is 35.22 lakhs but in terms of enrolment only 98.05% boys and about 75.14% girls are enrolled. This disparity becomes more glaring in the higher classes and is very significant at the higher secondary school level. The table also reveals that No. of SC boys enrolled is 7.7 lakhs and the No. of SC girls enrolled is 5.02 lakhs, when the SC population in the state is 96.27 lakhs. The table reveals that No. of ST boys enrolled is 9.83 lakhs and the No. of ST girls enrolled is 5.95 lakhs, when the ST population in the state is 153.999 lakhs. The districtwise gross enrolment ratio 1992 and literacy rate 1981, 1991 are given in Annexure No. I & II respectively following table No. 6 shows the drop out rate in different age groups.

TABLE No.6

	Boys	Girls	Total	<u>Scheduled Castes</u>			<u>Scheduled Tribes</u>		
				Boys	Girls	Total	Boys	Girls	Total
1-5	28.40	42.27	34.32	35.73	48.73	40.98	46.56	48.11	47.13
6-8	12.65	18.18	14.44	16.63	19.04	17.22	24.20	24.84	24.35
1-8	45.85	64.74	53.52	52.79	75.58	61.43	63.39	81.45	70.08

The above table reveals that in classes 1-5 the general dropout rate is 34.32%. The SCs dropout rate is 40.98% and the STs dropout rate is 47.13%. Among the girls the general dropout rate is 42.27% whereas the SCs drop out rate is 48.73% and ST dropout rate is 48.11%. It is revealed that in this age group the dropout rate for girls in SC & ST is almost the same. In classes 6-8 the total general dropout rate is 14.44% whereas among the SCs it is

17.22% and among the STs is 24.35%. It reveals that in this age group the STs dropout rate is much higher than even the SCs dropout rate. Among the girls, in this age group in general population the drop out rate is 18.18% and in the SCs it is 19.04% but among the STs it is almost the same as for boys. In the classes 1-8 the general drop rate is 53.52% whereas in SCs case it is 61.43% and in scheduled tribe it is 70.08%. It reveals that out of every 100 students enrolled in this age group, among the ST 70 students leave the School. Among the girls, the total drop out rate is 64.74% and in SCs it is 75.78% and in STs it is 81.45%. It means that the dropout among the STs is highest in this age group and out of 100 girls enrolled 81 girls leave the school.

SCHOOL BUILDINGS :

School Education Department and the Tribal Welfare Department are mainly responsible for providing physical facilities and adequate human and material resources to the system of education both formal and non-formal. The building facilities are as under :

Level	Schools with building	Schools without building
<u>Education Department</u>		
Primary	43276	6042
Middle (Upper Primary)	6606	1901
<u>Tribal Welfare Department</u>		
Primary	12777	2693
Middle (Upper Primary)	2460	859

Schools under operation Blackboard Scheme :

Phase & Year	Buildings sanctioned	Buildings completed	Buildings under const.
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Education Department :

First 1987-88	2749	1709	1040
Second 1988-89	2346	1201	1145

(1990-91 data)

Building - Construction and Maintenance :

The following problems exist at present in regard to buildings for Primary Schools :

- i) A substantial number of schools do not have their own buildings,
- ii) Large number of school buildings need additional classrooms.
- iii) Maintenance of School buildings is generally poor, and a number of them are unsafe and/or otherwise unusable, and
- iv) Many school buildings lack basic facilities like playground and toilets.

Main sources of funding for building construction have so far been :-

- i) Jawahar Rozgar Yajna of the panchayat and rural development department under which works are sanctioned at district and lower levels,
- ii) Allocations under State Plan of the school education deptt. most of these funds are given to the Rural Engineering Service (RES) for execution of works, while the rest are reflected in the budget of, and used by the PWD.
- iii) Funds received for building construction under Finance Commission awards - a sum of Rs. 18 crores was received under the award of the last (Ninth) Finance Commission in 1989-90.
- iv) Educational Cess levied and Land Revenue - a sum of Rs. 1.75 crores has generally been allocated annually under this head in the recent past. It can be utilised on construction, maintenance and equipping of schools, depending on the decision District level committees headed by Collectors, Average amongst allocated per district being about Rs. 4 lakhs, not much new construction can be undertaken from this source.

The average cost of a Primary school building (2 class rooms and a varandah, plinth area-1000 sqft) and that of one class room of 300 sqft. at 1993-94 prices, as per RES norms, is likely to be Rs. 2.25 lakhs, and Rs. 0.70 lakhs respectively. This is exclusive of the cost of water supply, toilets etc.

24% of the outlay under DPEP would generally go towards buildings. Looking to the requirement, even this is likely to fall short.

Expenditure on School Education & Percentage of Exp. on Primary Education is given belows :-

Year	Exp. on School Education (in crores)	Exp. on Primary Education In crores)	% of Exp. on Primary Education to the total Exp on School Education
1985-86	316.70	171.80	54.2
1986-87	376.40	212.41	56.5
1987-88	461.40	253.90	55.0
1988-89	517.90	276.40	53.4
1989-90	596.20	322.20	54.0
1990-91	727.00	430.20	54.2
1991-92	828.20	465.80	56.2

III. State of Education in the Scheduled Tribes of M.P

According to census 1991 the total population of M.P. is 661.81 lakhs and the scheduled tribes population is 153.99 lakhs 23.27%. The percentage of literacy in India is 52.11%. Male literacy in India is 63.86% and the female literacy 39.42%.

According to census 1991 the percentage of literacy in Madhya Pradesh is 43.45%, male literacy is 57.43% and the female literacy is 28.39%. The literacy among the scheduled tribe is approximately 13.72%, male literacy is 22.78% and the female literacy is 4.62%. The decennial growth rate of literacy in the state is shown in the following table No.7.

TABLE NO.7

Year	General			Schduled Tribes		
	T	M	F	T	M	F
1961	17.13	27.03	6.37	5.10	9.52	0.97
1971	22.24	32.70	10.92	7.62	13.05	2.18
1981	27.87	34.49	15.68	10.68	17.74	3.60
1991 (app)	43.45	57.43	28.39	13.72	22.78	4.62

The above table No.7 reveals that the increase in literacy percentage, in comparison to the population literacy percentage in the State during 61-71 among the scheduled tribes is not encouraging, but the literacy percentage has doubled in the 1981 census, if it is compared to the 1961 census. The decadal increase in literacy percentage in females has increased to 65% from 25% during 1971-81 as compared to 1961-71.

Districtwise literacy figures among the S.Ts are shows in Annexure-III of chapter No-II.

It is revealed that 23 districts have literacy rate below 10% among the STs. Only 5 districts namely Bhopal and Durg have literacy rate above 25%.

The distribution of districts by literacy percentage among the Scheduled tribes is shown in the following table No.8

TABLE No.8

(Census 1991)

Literacy percentage range		No. of districts.
1.	Below 10%	23
2.	10 to 15%	12
3.	15 to 20	3
4.	Above 20%	7
Total		45

The above table reveals that in 23 district the percentage of literacy among the tribals is below 10% as against the state average of 10.68% for ST literacy. It is only in 7 districts that the ercentage of ST literacy is better than the state average for scheduled tribes.

Tribal M.P. is divided into five cultural and economic regions shown in map of chapter-I. The following table No.9 shows regionwise ST population viz-a-vis literacy ratio.

TABLE No.9

Region	ST population vis-a-vis literacy ratio.
Western	94.6
Central	89.11
North-Eastern	94.6
Eastern	87.12
Southern	87.13

The above table reveals that in terms of literacy western region and north eastern region are very poor (94.6) in these two region the ratio of illiterate and literate population is 94.6. In the central region the literacy situation is slightly better. In this region the ratio of illiterate and literate population is 89.11. And the ratio of illiterate and literate population in Eastern and Southern region is 87.13. This position has been shown in the annexure No. IV of chapter-II.

The regionwise districtwise S.T. literacy position is given in Annexure No.V . Within the regions the districtwise literacy rates for the scheduled tribes reveal that :

- (a) In the Western region, the literacy percentage is below the State average literacy rate (10.68%) in this region the ST population is above 20%.
- (b).. In the central region situation is reverse i.e. the districts having ST population more than 30% have a literacy percentage more than the State average, except Betul in which the ST population is 30.18%, while, literacy is 7.37%.
- (c) In the north eastern region, the literacy percentage is below the state average in these districts in which ST population is more than 30% in the remaining districts of this region, the ST population is below 15% and the percentage of literacy is also low except in Bhind;

- (d) In the eastern region, the ST population is between 20% to 55% in all three districts and the percentage of literacy rate ranges between 9% to 20%.
- (e) In the southern region except Bastar, the ST, population is between 15% to 25% and the percentage of literacy is higher than the state average. The literacy percentage of Scheduled tribes in Bastar is 7.45%. But between 1971 and 1981, the rise in male-female literacy percentage in Bastar district is 30% which is the highest in the State.

Tribewise Literacy in M.P.

Tribewise literacy figures of census 1991 have not been released so far, census 1981 tribewise literacy is given in Annexure No.VI of Chapter -II. The information reveals that :-

- i) The highest percentage of literacy is among the Halbas including the Halbi tribal community, 28.75%. Next to them, are the Oraons including the Dhanger, Dhanuk and Andh tribal communities. Among them the literacy percentage is 22.61% and 22.22% respectively. The lowest literacy % age (below 5%) has been reported in the following

Tribes :

- | | |
|----|------------|
| 1 | Abujhmaria |
| 2. | Baiga |
| 3. | Kamar |
| 4. | Korwa |
| 5. | Sahariya |
| 6. | Sonar |

The overall distribution of literacy among the tribal communities are as follows :

Range	No. of tribal communities
Below 5%	11
5-10	15
10-15	10
15-20	5
20-25	4
25 and above	1
	<hr/>
	46
	<hr/>

The scheduled tribe wise distribution of literacy percentage have been shown in the graph at annexure-VII of chapter-II.

ii) The literacy percentage of five tribal communities namely Andh, Baiga, Kol, Pardhi and Pardhi Bahelia has declined during the 1971-81 decade. Among Andhs literacy has gone down by 55% during 1971-81 decade.

iii) The literacy has risen remarkably among 8 tribal communities namely keer, Gadaba including Gadaba, Korcu, Mandhi, Munda, Bhatra, Mina and Paraja. The percentage of literacy among the keer tribal community was 0.83% according to 1971 census. In 1981 census it is reported to be 20.15% (2327% growth). Among the Bhatra, Kamar, (Primitive tribes) Mina, Khairwar and Paraja, the growth of literacy percentage is between 100 to 200, among the Manjhi and Munda, it is between 200-300 and among Korcu and the Gadaba or Godba, it is above 300 percent respectively .

The tribewise population and literacy rate in the rural urban areas is given at Annexure No.VIII of Chapter-II.

The information reveals that the urban percentage of literacy among 5 tribal communities namely, Andh, Birhul or Birhor, Gadabi or Gadaba Korku and Oraon including Dhanka and Dhangad is more than 50%. It is between 30% to 50% among 15 and 20% to 30% among 13 tribal communities, 10-20% among 8 and below 10% among 8 tribal communities, respectively. It needs special mention here that a majority of the tribal communities having total population below 10,000 have a higher percentage of literacy in the urban areas.

According to tribewise poverty of literacy the picture in the tribal areas of the state is shown in the following table No-10.

TABLE NO.10

Tribewise poverty of literacy percentage in ascending order
(census 1981)

S.No.	Tribes with poorest orders of literacy rate.	Literacy rate
1	2	3
1.	Pradhi (in Bhopal)	1.52
2.	Birhul-Birhor	2.14
3.	Sahariya, Saharia	2.74
4.	Korwa, Kodaku	2.82
5.	Pardhi, Bahelia	3.39
6.	Sanota, Sanuta	3.43

1	2	3
7.	Baiga	3.62
8.	Majhwar	3.91
9.	Mawasi	4.08
10.	Kamar	4.50
11.	Sonr	5.00
12.	Dhanwar	5.34
13.	Bhil, Bhilala, Barela	5.38
14.	Agaria	5.39
15.	Kol	5.39
16.	Saur	5.50
17.	Bhatra	6.23
18.	Korku, Bopchi, Mausai	6.54
19.	Dharia, Bhynia	6.70
20.	Biar, Biyar	6.95
21.	Pao	6.97
22.	Parja	7.17
23.	Kharia	8.28
24.	Khairwar, Kondar	8.38
25.	Nagesia, Nagasia	8.43
26.	Panika	9.58
27.	Bhil, Mina	10.92
28.	Bhaina	11.24
29.	Majhi	11.63
30.	Bhunja	11.84
31.	Gond	12.45
32.	Binjhwar	23.65
33.	Kolan	13.37
34.	Mina (in Sironj)	14.36
35.	Korku	14.71
36.	Gadaba-Gadba	14.87
37.	Damore, Damararia	16.27
38.	Sawar, Sawara	16.40
39.	Kondh, Khond, Kandh	17.84

1	2	3
40.	Munda	17.92
41.	Kawar, Kanwar, Kaur	19.02
42.	Keer	20.15
43.	pardhan, athari, Saroti	21.92
44.	Andh	22.22
45.	Oraon, Danka, Dhangad	22.61
46.	Halba, Halbi	28.05

IV State of Education among the tribal women :

It is being increasingly realized that women in general and women of the weaker section, especially in the rural, remote and hilly areas, they constitute a vital segment of our agricultural work force, have been either neglected or overlooked while formulating strategies for development. Although, the International Decade for women (1975-85) has already been over since nine years, it is a sad fact that they are not getting equal opportunities even in the most basic necessity of life like education.

The literacy status of women has shown improvement from being 8.86% in 1951 to 39.42% in 1991, which when compared with the male literacy status (27.16% in 1951 and 63.86% in 1991) indicates the widening gap in the availing of educational facilities for universal literacy. Also, there has been wide gaps in enrolment of girl child for universalisation of elementary education as well as school education. In a recently published UNICEF study, it is reported that drop-out rate at primary stage of education is more among girls than boys, and it is

higher in rural girls and the highest in tribal girls. Besides, there is decline in sex ratio in Indian society reflecting on the plight of women. This state of affairs is more acute in the rural areas and particularly for the socially disadvantaged groups, namely, scheduled castes, scheduled tribes and other backward classes of society.

There is a shift from the 'Welfare' to the 'development' aspect of women. The Eighth Plan (1992-97) identified the intensity of problem of education and population growth corresponding to the degree of lack of development in the rural areas as inequitous distribution of assets in terms of land and water supply in a given rural community, and educational deprivation of women.

A review of researches in women's education (Desai, 1991) shows that problems for women taking education could be grouped mainly in the categories of:

- i) employment of educated women
 - ii) institutional
 - iii) dropping out of the educational system and education of scheduled caste and scheduled tribes female students.
- In the similar review of researches pertaining of education of the disadvantaged sections, Schchidananda (1991) identified four major areas, namely, the scheduled tribes, the scheduled castes, other backward communities and economically backward individuals and the physically handicapped and the mentally retarded. He has observed that tribal education cannot achieve its objectives unless it is based on the identification of educational needs and problems of tribal communities. The major areas pertaining to the issues of tribal education may be listed for review of some pertinent studies :

- i) The school in the tribal community.
- ii) Drop-out, wastage and stagnation in the school education.
- iii) Intellectual and non-intellectual correlation of educability.
- iv) Family structure, parental behaviours and conservation among tribal communities.
- v) Effect of deprivation on cognitive, non cognitive abilities and performance levels of tribal students.
- vi) Education, social changes and modernization in the tribal communities.

The educational development of the scheduled tribes in different regions of the country focusing on various dimensionalities especially with reference to women has been studied by a number of researchers (Naik, 1972; Rathnaiah, 1977; Rayappa and Murtharayappa, 1997; Toppo 1979; Vidyarthi, 1981; Patel 1984; Singh 1984; Waghmare et al. 1988 Pathy and Satapathy, 1989; Reddy 1991. While studying the formulatin of coefficient of equality for determining the educational development of tribal communities with reference to general population, kulkarni and krishnamoorthi (1992) has made an effort to measure gender inequality in literacy. The socio-economic backwardness amongh women has been taken into account through an in-depth empirial study by Mukherji and Verma (1987) so as to determine the socio-cultural issues concerning the society at large for emancipation of women

vis-a-vis men, both for general population and for the disadvantaged sections. The causation of educational backwardness has been investigated by using secondary sources of data (NIEPA, 1986) and through survey studies focusing on women in general (Upadhyaya, 1983) and tribal women in specific (Chauhan 1989) bringing to the fore the existing social relationships acting as barriers to the educability of women in general and tribal women in particular.

Deprivation and its effects on the development of the tribal children have been studied in the context of Havighurst's (1964) concept of socially disadvantaged (Rath et al. 1979, Misra, 1983, Tripathi, 1993) reflecting on the causation and consequences of deprivation.

Issues :

In the light of the above discussion it would be desirable to deliberate on the following issues of education of tribal women in India :

1/ The status of educational development of tribal women in different regions and states all over the countries need to be determined through compilation of data from census of India and reports of various agencies and educational backwardness among tribal women vis-a-vis men and general population be measured for the purpose of identification of population groups for initiating innovative educational programmes at micro-level.

2/ State wise and district wise surveys of causes of non-enrolment of female child in tribal

communities as well as general population be made so as to devise means for long cherished goal of universalization of elementary education in the age group 6-14 years in a holistic manner.

3. The problems of drop-out wastage and stagnation in school education in tribal areas in different regions of country needs to be explored in a comprehensive way for increasing retention and hence educationality of tribal women.

4/ The status of tribal women pursuing higher education and professional education need to be determined vis-a-vis the general population so as to identify model personalities among educated women for uplift of educational status of tribal women.

5/ The occupational mobility among tribal communities as a resultant of modernisation, education and social change need to be studied.

6/ The changes in traditional living style of tribal communities and their effect on women's status need to be determined.

7/ The ongoing integrated tribal development programme in tribal areas of the country under the tribal sub plans need to be evaluated through performance appraisal with reference to (1) improvement in social and economic status of the people (ii) health modernity (iii) use of science and technology in agricultural/horticultural production and (iv) environmental conservation.

8/ The role of mass media in educational social and economic development of tribal communities need to be assessed through field studies and surveys to develop scientific temper and outlook among people for better physical quality of life.

9/ Longitudinal research projects, under broadly drawn national level guidelines for uplift of tribal women, need to be initiated in the different regions of the country so as to generate empirical data base for coordinating the efforts of educational ~~lan~~ners, development administrators and voluntary activities to evolve linkages between education, both formal and informal with development, use of mass media for better life conditions and enhancing awareness among tribal communities to avail the inputs of development programmes for their healthy interaction with the general population while maintaining their unique cultural identity and traditions.

10/ Lastly, it would be worthwhile to deliberate on evolving multi-disciplinary approach to tribal development programme with reference to women their effective imlementation in the broad frame of develoment for mainstreaming of women in the modern are not only within tribal population, but with respect to their socialization with general population for developing an egalitarian society with equal opportunities to all irrespective of gender, race and region.

State of education among the tribal women M.P. :

According to the census 1991 the percentage of literacy among womens in India is 39.42% and the

percentage of women's literacy in M.P. is 19.80%. The percentage of tribal women's literacy in M.P. is 4.62%. The decinial growth rate of literacy (women) in the state is given in the following table no.11

TABLE No.11

Year	General		Scheduled Tribe	
	<u>T</u>	F	T	F
1961	17.13	6.37	5.10	0.97
1971	22.24	10.92	7.62 (49%)	2.18 (25%)
1981	27.87	15.68	10.68 (40%)	3.60 (65%)
1991 (Approx)	43.45	28.39	13.72	4.62

The above table reveals that by 1991 the female literacy in General population has raisen from 6.37% (census 1961) to 28.39 percent (census 1991). A growth rate of more than times. Among the scheduled tribe women by 1991 the literacy has raisen from 0.97 percent (census 1961) to 4.62 percent (census 1991). A growth rate of 4 times. But still the percentage of female literacy in the tribe is about five times less then in general population. It shows that although there is a rise in female literacy among the tribes but its growth is much poor as compared to the women in general population. The tribewise female literacy position in the state is given in Annerxure-IX. The following table No. 12 shows level of literacy, among the ST women of the state.

TABLE No. 12

S.No.	Literacy %	No.of tribes.
1.	1% & below	8
2.	Above 1% to 2%	15
3.	Above 2% to 3%	4
4.	Above 3% - 4%	5
5.	Above 4% to 5%	3
6.	Above 5%	11

The following table No. 13 gives women's literacy tribewise, districtwise and regionwise in the state.

TABLE No.13

S.No.	Percentage of literacy	No.of tribes	Name of tribes	districts	Regions
1	2	3	4	5	6
1.	1% & above	8	Baiga, Birhul Birhor, Korwa-Kondaku Maghwar, Mawasi. Pardhi Sahariya-Saharia & sub tribes, Saonta- Saunts.	Shandol, Mandla, Sidhi Bilaspur, Durg, Surguja, Raigarh, Panna Satna, Sehore, Raisen, Gwalior, Guna, Morena, Shivpuri, Raipur.	Central tribal region

1	2	3	4	5	6
2.	Above 1 to 2%	15	Agariya, Bhariya- Bhumia & subtribes, Bhattra, Bhil-Bhilala Barets-patells Khairwar-kondax, kol, korku-Bopchi Mawasi, Nagesia- Nagasia, Pao, Parja, saur, sonr	Panna, Shahdol, Sidhi, Mandla region. Raigarh, Bilaspur Jabalpur, Chhindwara, Narshinghpur, Tikamgarh, Raipur Sarguja, Rewa, Satna, Bastar, Khandwa, Betul, Chhatarpur.	Western Tribal region.
3.	Above 2 to 3%	4	Bhaina, Binjhar, Kharia, Panika and sub tribes.	Bilaspur Mandla Sarguja, Raigarh, Raipur, Durg Shahdol, Sidhi.	North-eastern tribal region.
4.	Above 3 to 4%	5	Bhil, Mina, Gond-Arakh Arrakh and sub tribes, kondh- kond-kand-Mina Pardhi-Bahelia.	Vidisha, Gond in most of distt. Raipur, Raigarh, Bastar, Sarguja, Bilaspur.	North-eastern tribal region.
5.	Above 4 to 5%	3	Bhumia, Majhi, Sawar-Sawari	Raipur Rewa Satna Shahdol Damoh Sagar.	Central India tribal region
6.	Above 5%	11	Andh, Damor, Korku, kawar, kanwar, kauras 4 sub? tribes, ker and sub tribes, kolam, Munda- origion Dhanks- Dhangad, Pardian Pathari-Sarai.	Hoshangabad Raigarh Bastar, Durg Rajnandgaon, Raisen Surguja, Sehore Bhopal, Raipur Mandla, Chhindwara.	North tribal region.

The tribewise literacy decending order have been shown in Annexure-X of chapter - II.

The districtwise decadal growth of literacy in the state have been shown in Annexure- XI&XI(A) chapter-II and Tribal pridominant districts have been shown in Annexure ~~XI~~ of chapter - II.

The districtise literacy in decending order (1981 census) have been shown in Annexure ~~XIII~~ of chapter-II.

The earlier description shown that the state of Education among the tribal women of the State is poorest for any section of the society in M.P. Besides so many factors responsible for this state of affair the most important factor is the status of education in the tribal society in General and among the tribal women in particular.

The women's educational status can be developed if only the tribal socity accepts women's education as a status factor for tribal women. Since olden times tribal women have had their own social status indicators in the tribal society, determined by the societies norms. For example the prevelance of brideprice as contrasted to dowary in the non-tribal society. Other important indicators are tribal women as a worker sharing 2/3rd of the workload (besides the domestic work and child bearing) for the work force, her contribution in collection of minor forest produce, her contribution in collection of roots and tubers in the forest, in fishing and hunting expeditions, in social ceremonies, in fairs and festivals, in marketing in the market and also as casual labourer in works including forests, P.W.D. irrigation projects, and what not.

According to the Fifth All India Educational Survey (1986) the Gross Enrolment Ratio (GER) of girls among the Scheduled Tribes is 67.96 at the Primary Level (Class IV) as against 111.05 of the boys (S.T.) and 77.55 of the girls (all communities) and 104.88 of boys (all communities). This shows that the scheduled tribe girls in particular are far too less enrolled. These figures (GER) in respect of Upper Primary Level (Classes VIII) are : S.T. boys 45.64, ST girls 21.87 compared to all communities boys 60.03 and all communities girls 35.03. As we know the GER is given by :

No. of children enrolled in the particular stage of Education. x 100

No. of child population in that specific age group relevant to that stage of education.

Tribal women specially lactating and expectant mothers are the reverse-victim of malnutrition. All these leads to the drudgery of the tribal women.

"Literacy programme among tribal women has been lagging behind all other sections, urban males, urban females, rural males, rural females, S.C. males (Urban and Rural) S.C. female (urban and rural) and tribal males. It is at the lowest rung'.

...

PROBLEMS AND PROSPECTS

An analysis of the educational scene of the State, reveals that there are certain vulnerable areas with numerous problems and issues. They are :

1. Inadequate Coverage :

All the villages and habitations do not have schools within walking distance. The factors primarily responsible for it are :

- (a) Small, sparsely populated hilly and difficult areas of habitations.
- (b) Inadequate participation due to illiteracy of parents.
- (c) Education being not related to needs of life.
- (d) Low achievement and lack of proper educational monitoring.
- (e) Economic constraints - parents being not able to buy books, stationary, uniform and other materials and provide transport facilities for the school going children.
- (f) Malnutrition and frequent intermittent illness leading to continuous abstaining. Lack of facilities for frequent health checkup and potable drinking water leading to high drop out.

- (g) Social cultural factors leading to discrimination on grounds of caste - hierarchy, linguistic differences, gender disparity and lack of language-sensitiveness creating indifference of the community for education.
- (h) Educational backwardness of women leading to socio-cultural constraints in the context of educational development of women. Lack of adequate facilities for the education of girls and women working in labour and agriculture forces, mothers not allowing the girls to go to schools because of their assistance in house-hold sibling care and after entering the teenage the problem of their puberty and mansutruation.
- (i) School hours not suiting to persons belonging to work-force.
- (j) Non-formal stream being not flexible to fix learning hours accordance to the facility of learners.

Efforts by the State :

Madhya Pradesh has tried to attach these problems and issues by a twofold strategy :

- (i) Universalisation of the primary education and providing adequate facilities and

easy access to every child of school going age, and

- (ii) Qualitative improvement in the existing system of public instruction.

In order to achieve the above two goals, the state has envisaged to adopt following measures :

(a) Formal :

- (i) Junior Primary, Primary and Upper Primary schools are opened for continuous wider enrolment.
- (ii) Tribal Welfare Department has been entrusted with the responsibility of managing the education of tribal areas separately.
- (iii) Strengthening the educational administration and management done for adequate supervision and monitoring Block Education Officers.
- (iv) State Council of Educational Research and Training constituted for qualitative improvement through curricula, textbooks, training, research and projects.
- (v) Teacher training being made more effective and field oriented by setting up District Institutes of Education and Training in 45 districts.

(vi) Ashram Schools, Kanya Shiksha Parisars and Model Schools are being set up in tribal areas with facilities of complete free education.

(b) Non-Formal :

(i) Expansion of non-formal education centres for non-detention and drop-outs.

(ii) 34,000 centres of NFE covering about 6-7 lacs of learners.

(c) Voluntary :

(i) Out of 17,000 habitations below population of 200, 13,000 habitations have been provided educational facilities through voluntary organisation.

(ii) Literacy campaigns being undertaken by voluntary agencies are being given adequate state resource support.

Earn While you Learn Scheme :

'Earn while you Learn' schemes are introduced in the year 1978 which proved to be a major break-through in the existing system of education. Through this innovation, the children were provided opportunities to earn while learning. The Primary teacher training institutions (known as TBIs) were made responsible to materialise this scheme by involving students in producing educationally useful materials for schools and thereby earn their livelihood. It was

also a positive move towards access, enrolment and retention.

Nationalisation of Text books :

(a) The production and distributions of school text books is done by the M.P. Text Book Corporation, In the State. The corporation was established by the State Government in 1968 and under M.P. Text Book Act, Textbooks upto primary and Upper primary school levels have been nationalised.

(b) In the year 1982 the State Government constituted the SCERT and since 1985-86 the development of curricula and textbooks is being done by the SCERT and the corporation has been mainly responsible for their printing and distribution. For the academic session 1991-92 the total number of 350 lacs of books were printed under 153 titles.

(c) The curricula and textbook development process has been streamlined by making it more democratic through the involvement of educationists, teachers, subject specialists, creative writers and social workers in order to ensure better academic quality of the content and methodology in the transaction of the materials.

Recent Special Project - Education for all :

In order to attain the goal of the EFA by the end of this century, the following special projects have been undertaken by the State.

1. Roopantar :

It is mainly a project of the EFA in four districts and 8 development Blocks of the State with major emphasis on the education of the poor, backward, SC/ST classes alongwith girls and women.

2. Manisha :

This project is specifically meant for the education of girls in the 14 backward districts of the State.

3. Teacher Empowerment Project :

This is a project of the EFA through teachers being started in 5 districts of the State. It envisages to ensure enrolment, retention, community involvement, and good quality education through exchange of resources and ideas on Teacher Resource Centres.

4. Dhumkuria :

This is mainly a project of the EFA in 5 districts of the tribal areas.

5. FCCE :

It is a UNICEF assisted project being run in the tribal district of Mandla through 16 development blocks. It is mainly a pre-primary education project for school reradiness and in turn for high rate of enrolment and retention.

6. PIED :

This is a project of Integrated Education

for the disabled being run in one block of the Bilaspur district of the State.

7. MLL :

This is a project mainly for the qualitative improvement being run in 3 districts of the State.

Centrally Sponsored Schemes

There are following centrally sponsored schemes being run in the state :

(i) Operation Blackboard :

Under the scheme about 34,000 primary schools have been provided minimum adequate facilities as envisaged in the scheme.

(ii) Teacher Training :

For improving the quality of the Primary education, in all the 45 Revenue districts of the state, district institutes of education and training have been set up.

(iii) Science Improvement Programme :

Books and equipment necessary for science education have been provided.

(iv) Educational Technology :

TV sets and other video and audio facilities have been provided to selected schools.

(v) Environment Education Programme :

Instructional materials and necessary resources input provided, teachers oriented and environment education included informal/non formal learning materials.

The general scenario given above leads to two major problems of education in the State. They are :

1. Inadequate coverage; and
2. External Factors

1. Inadequate coverage :

All the villages and habitations do not have schools within walking distance. The following factors are primarily responsible for it.

(i) Small Habitations :

According to existing norms, there is a provision of school in village with a population of 200 and above in tribal areas and 300 and above in other areas. Despite this, there are 17,904 small habitations which do not have either schools or any other mode of learning.

(ii) Sparsely Poulated Area :

The forest and hilly regions where the population is in sparse are still unapproached through education.

(iii) Inadequate Participation :

The figures of enrolment are only symbolic and there is a very high rate of drop out. The factors responsible for such a State are :

(b) The classroom process is drab and uninteresting.

(c) The examination system is demotivating.

(d) Learning materials emphasis learning in groups and ignore individual needs.

(e) The learning do not have adequate participation in curriculum transaction and learning process.

(f) The learners, even if regular in their attendance do not achieve minimum level of learning which results in high drop-out.

(g) External Factors :

There are three major problems which are hindrances to achieving universal primary education and total eradication of illiteracy :

(a) Economic :

Despite the constitutional directive for free education, even primary education implies expenditure on the part of parents for buying books, stationery, uniform and other materials. There is no adequate transport facility for the school going children.

(b) Health and Nutrition :

Economic backwardness results in malnutrition and frequent intermittent illness to continuous abstaining. Lack of facilities for frequent health check-ups and potable drinking water also lead to high drop out.

(c) Socio-cultural :

Discrimination on grounds of caste-hierarchy, linguistic differencers, gender disparity and lack of languages sensitiveness and culture-sensitiveness have created indifference of the community for education. Since the educational backwardness of women is a consequence primarily of socio-cultural factors, they have to be appropriately taken care of for educational advancement of women. In this context educational development of women has necessarily to be come an important part of the major and wider efforts for women's development and social transformation.

Teaching Through Tribal Dialects :

The state of Madhya Pradesh is surrounded by seven states viz. Uttar Pradesh, Bihar, Orissa, Andhra Pradesh, Maharashtra, Rajasthan, and Gujarat. Consequently the culture and language of the state has been influenced by the neighbouring states. In northern part of the state there is Aryan culture, in southern part there is Dravidian culture, and in the north eastern part Dravidian and Munda culture is found. In the western part the influence of Rajasthan culture and Gujarat culture can be observed. This

influence has reached in tribal culture and tribal dialects of the state. The variations are too obvious Hindi is the main language of the state, due to regional differences it is found in different sheds also, such as Malvi, Bundelkhandi, Baghelkhandi, and Chhatisgarhi. There are some pockets of Lingua-Franca such as Nimari, Sadri, and Halbi.

There are 23 tribal dialects spoken by different tribal communities in the different regions of the state. (Annexure No. XIV The main dialects and the No. of speakers according to census 1981 are as follows :-

No.

1.	Gondi	13,45,53,26
2.	Bhili	16,04,884
3.	Korku	25,37,81
4.	Kuduk	35,00,59
5.	Halbi	41,07,68

More detail information since census 1961 is given in Annexure No.XV.

The speakers of the tribal dialects in mostcherast form in Madhya Pradesh are those tribal communities which had been found to be most change resistant like Pahadi Korwas or tribals living in remote and inaccessible areas like Abujhmarias. One of the reasons why the linguists have not been able to study the Pahadi Korwa dialect as on date. Another example is Kamar tribe of Raipur district. In the year 1944 Prof. S.C. Dube wrote his first monograph on

kamars of Gariaband Tahsil in Raipur district. Writing about the tribal dialect of kamar tribe which had also been known as Jungle tribe Dube has mentioned in his monograph that Kamars do not have their own tribal dialect. They speak an adulterated form of Chhatisgarhi language. In the last decade the Tribal Research & Development Institute of Madhya Pradesh could identify Kamari dialect and is in the process of preparing primers in this dialect. It has also been found that the tribals speaking tribal dialects in its crudest form have poor percentage of literacy. This fact is established by the percentage of literacy in Pahadi Korwas - is an example. The Problem of Mother tongue (tribal dialect) is one of the factors why the percentage of literacy is poor in Dorly speaking areas of south Bastar district.

During the year 1981 the state Govt. of M.P. took a policy decision to prepare primers in tribal dialects of the state upto class III std. The decision was to prepare primers in five major tribal dialects viz. Gondi, Bhili, Korku, Halbi, and Kuduk dialects. This project was completed by the Tribal Research & Development Institute, Bhopal under the guidance of Kendriya Hindi Sansthan, Agra.

While preparing the text books for students of class-I, II & III the following points were kept in view.

1. In the text books local physical culture was used as a base material.

2. It was presumed that the tribal children through the local physical culture will be able to find friends in the Alphabets more easily.

3. Through these text books which will be taught in class I & II in the tribal dialects and in class III in the mixed language .The students will be attracted to learned Hindi and prepare themselves for education through Hindi medium in the next higher classes. The curriculum involve a certain ratio of tribal dialect in Hindi learning in primary classes as follows :-

Class - I	70 : 30
Class - II	50 : 50
Class - III	30 : 70
	or 25:75
Class - IV	All Hindi
Class - V	All Hindi

4. In preparing the text books and selection of subjects matter The vocabulary of the tribal dialects was given weightage on tapering basis.

5. While preparing the text of the books the facts of tribal culture and social life formed the base of the contents. This was done to make the student at home and to make him feel the familiarly, with his surroundings.

For attaining the aforesaid objectives teachers conversent with the tribal dilects were given preference in appointment. And teachers were imparted one month training to make them more familier with the grammer, pronounciation and teaching methodology with tribal dilects as media of communication Text books in language and maths were prepared in five tribal dilects of the state and were introduced in 20 schools of the dilect seaking areas, on experimental basis, as follows :

1. Bhili dilect In Jhabua and Rama T.D. Blocks of Jhabua districts.
2. Korcu dialect Khaknar and khalwa T.D. Blocks of Khandwa districts.
3. Gondi dialect Ghughari T.D. Block of Mandla district.
4. Halbi dialect Bastar and Tokapal T.D. Blocks of Bastar district.
5. Kudukh dialect Jashpur and Manora T.D. Blocks of Raigarh district.

With a view to assessing the utility of these text books a comperative study of 20 schools without dialects and 20 schools with dialects was conducted, keeping in view that all the schools in other factors were similar. These factors included :

1. Village population
2. Means of conveyance.
3. Number of teachers.

The selected schools were in the same surroundings. The experimental period and the classes were as follows :

<u>Year</u>	<u>Class/Classes</u>
1982-83	1
1983-84	1,2
1984-85	1,2,3
1985-86	2,3,4
1986-87	3,4,5
1987-88	4,5
1988-89	5

The comparative study revealed that as per the school records and examination results, the position of enrolment was better, wastage and stagnation was less and the performance of students in examinations of class 5th had been better in the schools where the students were taught through the tribal dialects. The results of the study were evaluated by a committee of experts constituted by the NCERT New Delhi. The committee comprised the representatives of the following institutions :

1. NCERT New Delhi
2. CIIL Mysore,
3. SEI Bhopal
4. DPI, Bhopal
5. Kendriya Hindi Sansthan Agra, and
6. T.R.I. Bhopal

Therefore, according to the recommendations of the committee teaching through tribal dialects has been introduced in 755 primary schools of the state run by Scheduled tribes, Scheduled Castes and Backward Classes Welfare Department of the State.

Very recently the Tribal Welfare Department in the State Govt. of M.P. has launched a one month drive to orient school teachers of the Department in tribal dialects, in efforts in the direction of using tribal dialects as media of communication in the schools run by Department.

However, the experiment to teach through Lingua-Franca and to take up teaching through tribal dialects in the communities small in population and resistant to adoption of hindi language had not been tried so far.

...

THE NEW APPROACH OF PRIMARY EDUCATION

The Government of India is continuing its efforts to meet the challenge of providing education for all. High priority is given to achieving universal primary education and mass literacy by the year 2000. Among the major steps being taken to ensure that its target for education is met in the mobilization of internal and external resources towards expending educational opportunities. Recognizing the tribal groups among the most disadvantaged, the Government took the decision to improve their access to educational opportunities as a matter of priority. In the context, the State of Madhya Pradesh with its large tribal population was selected to undertake a project for improving access and quality of education in tribal areas.

Although the average literacy rate in Madhya Pradesh has improved from 27.87 percent in 1981 to about 35.5 in 1991, it is still below the national average of 52 percent. The average female literacy rate is 28 percent and the picture is even more dismal for tribal groups among which female literacy rate in some areas is less than one percent.

The policy underscores the need for education to be relevant to tribal groups and simultaneously to preserve their culture through its organisational structure and delivery (transactions). High priority is to be given to early child care and development. Day care centres are to be provided and emphasis to be given to a child-oriented approach. Operation blackboard which provides essential school facilities will be expended. Modern education technology will be used to reach larger

and more distant groups, particularly in respect of teacher training.

Access to education is steadily being increased through the establishment of non-formal education centres in the State. In 1990 there were approximately 260,000 centres and the Government plans to increase the number as needed to achieve education for all.

In order to increase educational opportunities among tribals who live in more remote villages, hostels and residential schools (Ashrams), managed by the Tribal Development Department, have been established. These residential schools serve the residents to primary school age children in the surrounding villages.

-District wise Gross Enrolment Ratio
(as on 30.9.92)
Madhya Pradesh

DISTRICT	G E R		
	Boys	Girls	Total
MADHYA PRADESH	98.05	75.14	87.00
1 MORENA	108.52	69.00	90.13
2 BHIND	105.43	80.71	93.01
3 GWALIOR	110.00	86.20	98.86
4 DATIA	109.85	85.10	97.90
5 SHIVPURI	103.47	48.88	77.12
6 GUNA	95.60	60.24	78.53
7 TIKAMGARH	105.63	74.78	90.74
8 CHHATARPUR	110.70	68.79	90.47
9 PANNA	91.63	72.17	82.23
10 SAGAR	96.65	77.19	87.25
11 DAMOH	86.28	69.52	78.19
12 SATNA	91.92	68.97	80.84
13 REWA	104.50	79.80	92.60
14 SHAHDOL	83.79	61.86	73.20
15 SIDHI	82.62	47.78	65.80
16 MANDSOUR	103.43	77.10	90.72
17 RATLAM	87.46	62.95	75.63
18 UJJAIN	91.41	66.96	79.61
19 SHAJAPUR	90.74	57.61	74.74
20 DEWAS	91.51	64.95	78.69
21 JHABUA	77.16	47.54	62.86
22 DHAR	86.35	60.47	73.86

DISTRICT	G E R		
	Boys	Girls	Total
24 KHARGONE	79.85	59.97	70.25
25 KHANDWA	104.37	83.75	94.42
26 RAJGARH	92.57	63.56	78.56
27 VIDISHA	107.21	92.50	96.28
28 BHOPAL	88.64	80.32	84.62
29 SEHORE	106.60	89.39	98.29
30 RAISEN	87.20	68.95	78.39
31 BETUL	95.85	86.16	91.17
32 HOSHANGABAD	107.41	87.44	97.77
33 JABALPUR	96.20	77.70	87.27
34 NARSINGHPUR	108.60	87.12	98.23
35 MANDLA	95.04	74.59	85.17
36 CHHINDWADA	94.48	80.17	87.57
37 SEONI	110.69	77.35	94.59
38 BALAGHAT	75.78	89.89	82.59
39 SRGUJA	90.51	73.18	82.15
40 BILASPUR	92.27	70.03	81.54
41 RAIGARH	76.84	68.84	72.98
42 RAJNANDGAON	89.05	78.93	84.17
43 DURG	94.33	87.92	91.24
44 RAIPUR	91.08	79.06	85.28
45 BASTAR	87.89	64.90	76.79

DISTRICT WISE LITERACY RATE OF M.P.

DISTRICT	T O T A L		M A L E		F E M A L E	
	1981	1991	1981	1991	1981	1991
MADHYA PRADESH	34.2	43.5	48.4	57.4	19.0	28.4
MORENA	32.2	39.8	48.1	56.1	12.7	20.0
BHIND	39.0	47.5	55.8	64.1	18.2	27.3
GWALIOR	47.9	57.9	61.7	70.8	31.4	41.8
DATIA	34.3	42.8	50.4	69.3	15.1	23.5
SHIVPURI	25.7	31.9	38.7	46.1	10.2	15.1
GUNA	27.2	33.4	40.4	47.4	11.7	17.4
TIKAMGARH	24.0	33.6	35.6	46.1	10.6	19.0
CHHATARPUR	25.4	34.0	36.0	45.5	12.9	20.4
PANNA	24.4	32.7	36.7	44.9	10.8	18.9
SAGAR	42.8	51.8	57.3	65.4	26.3	36.2
DAMOH	37.6	45.2	53.2	59.1	20.6	29.9
SATNA	33.2	43.1	48.8	58.0	16.3	26.7
REWA	31.4	42.7	48.3	58.4	14.0	26.0
SHAHNOL	23.9	34.0	36.3	47.5	10.8	19.7
SIDHI	18.7	27.5	30.6	41.1	6.0	12.7
MANDSOR	38.4	48.6	57.1	67.8	14	28.2
RATLAM	36.0	43.6	49.8	57.6	21.4	28.8
UJJAIN	40.2	49.5	54.9	64.6	24.0	35.2
SHAJAPUR	29.2	38.5	45.7	56.0	11.4	19.4
DEWAS	33.2	43.3	49.4	60.0	15.7	25.0
JHABUA	14.1	17.0	20.1	23.9	58.0	10.5
DHAR	25.4	33.7	37.4	46.5	12.9	20.2
INDORE	58.4	67.8	71.1	79.9	43.9	54.4
KHARGONE	29.0	34.8	41.8	46.4	15.3	22.5
KHANDWA	38.3	45.0	52.0	57.0	23.5	32.1
RAJGARH	22.3	31.0	34.7	45.6	8.8	15.2
VIDISHA	32.1	42.8	45.6	56.7	16.5	26.8
BHOPAL	56.8	65.0	66.5	74.2	45.4	54.5
SEHORE	29.0	39.1	44.1	55.1	12.1	21.2
RAISEN	29.2	39.8	42.1	53.1	14.7	24.7
BETUL	34.5	44.4	74.4	55.5	21.3	32.9
HOSHANGABAD	43.4	51.9	58.3	65.3	26.8	37.0
JABALPUR	49.7	59.5	63.7	72.5	34.1	45.8
NARSINGPUR	41.0	55.4	54.5	68.2	26.1	41.8
MANDLA	27.7	36.8	42.0	51.3	13.4	22.1
CHHINDWADA	34.6	44.2	47.8	55.9	21.8	31.9
SEONI	33.1	43.7	47.0	56.5	18.9	30.5
BALAGHAT	41.2	53.5	57.6	67.7	24.9	39.8
SURGUJA	19.8	29.2	29.8	40.9	9.3	16.9
BILASPUR	34.9	44.7	52.2	61.9	17.4	27.0
RAIGARH	30.9	41.5	43.4	56.2	16.5	26.7
RAJANANDGAON	32.4	44.0	49.4	7.4	15.9	27.7
DURG	45.9	58.7	62.6	74.0	28.9	42.8
RAIPUR	37.4	47.9	54.6	64.6	20.3	31.0
BASTAR	17.2	24.4	25.7	33.6	8.7	15.1

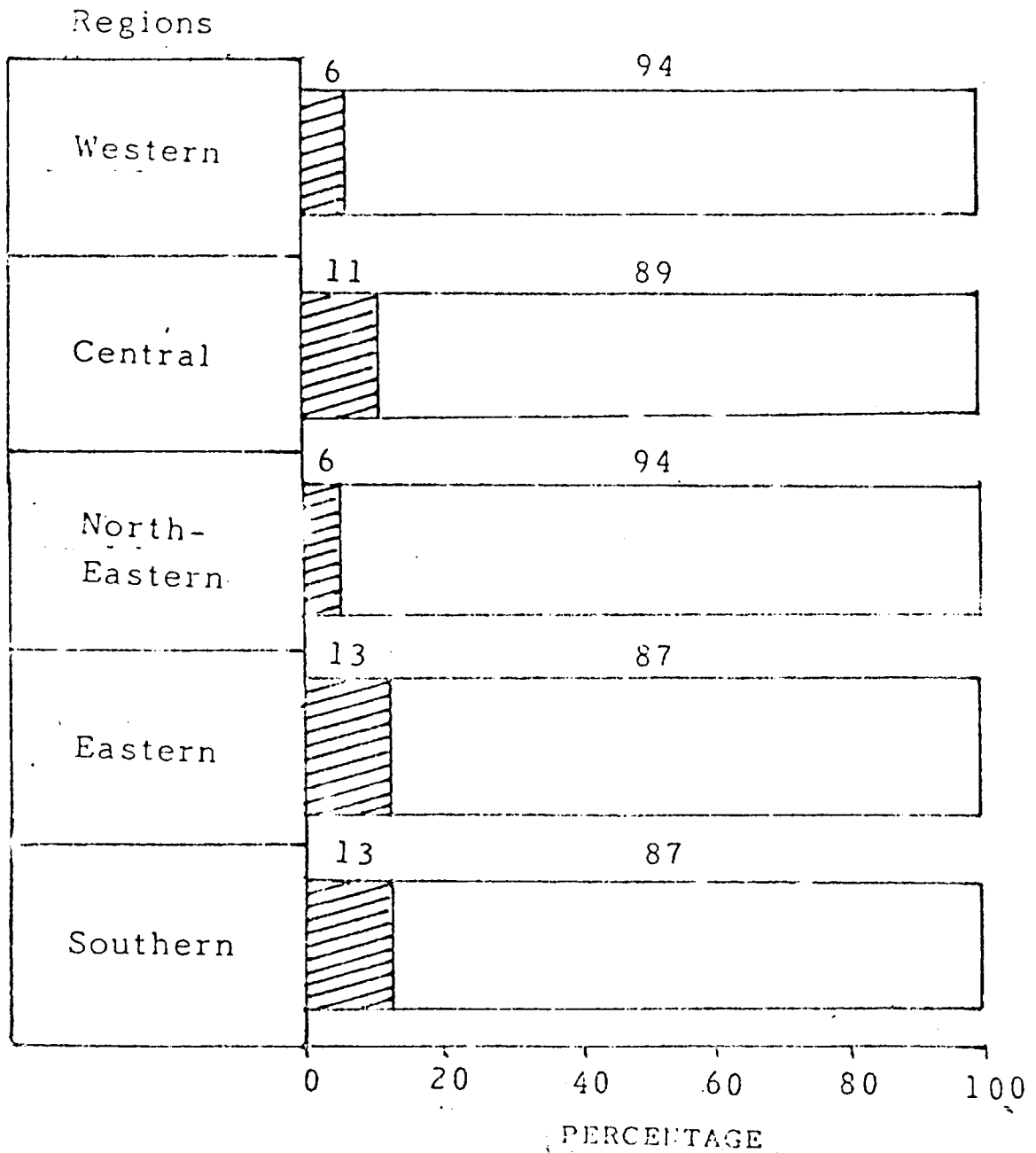
GENERAL LITERACY RATE, 1981 AND 1991 AND ESTIMATED CRUDE
LITERACY RATE FOR TOTAL SCHEDULED CASTES POPULATION
AND TOTAL SCHEDULED TRIBES POPULATION DISTRICTWISE

Sl.No.	Name of District	general Literacy Rate 1991	Literacy ¹⁹⁹¹ Rate		General Literacy 1981	Lite ¹⁹⁸¹ racy Rate	
			S.C.	S.T.		SC.	ST
1	2	3	4	5	6	7	8
1.	Morena	32.51	20.97	3.37	25.60	16.60	2.94
2.	Bhind	38.88	25.15	9.98	21.25	21.07	15.19
3.	Gwalior	47.14	30.37	10.01	39.63	25.90	8.88
4.	Datia	35.01	23.28	3.36	27.70	18.46	3.32
5.	Shivpuri	26.08	15.44	2.70	20-51	12.19	2.41
6.	Guna	27.33	14.08	2.70	21.59	11.09	2.43
7.	Tikamgarh	27.39	16.29	3.91	19.16	12.35	2.77
8.	Chhatrap	27.76	11.42	2.58	20.31	8.57	2.37
9.	Panna	26.62	10.47	6.64	19.51	7.84	4.69
10.	Sagar	42.35	17.69	9.67	34.26	22.37	8.03
11.	Damoh	32.03	22.96	13.62	29.99	17.96	11.45
12.	Satna	35.17	12.58	6.34	26.84	10.42	4.89
13.	Rewa	34.95	10.23	5.31	25.21	7.56	3.92
14.	Shahdol	27.86	16.17	11.76	19.49	12.22	7.66
15.	Sidhi	22.46	6.49	7.67	14.96	4.61	6.05
16.	Mandsaur	39.75	24.20	7.03	31.26	19.13	5.54
17.	Ratlam	35.61	22.17	5.74	29.50	17.22	4.85
18.	Ujjain	46.45	19.09	14.89	33.08	15.48	13.44
19.	Shajapur	31.40	16.27	12.19	23.73	12.37	9.98
20.	Dewas	35.34	17.78	6.22	26.61	13.47	5.31
21.	Jhabua	14.17	16.92	5.33	11.1	12.91	4.11
22.	Dhar	27.59	23.03	07.69	20.26	16.27	5.53
23.	Indore	55.44	33.22	12.64	49.00	29.91	11.32
24.	West Nimar	28.40	23.35	7.50	22.99	17.67	10.99
25.	East Nimar	36.77	24.94	10.01	30.71	21.51	8-01

Contd...2

1	2	3	4	5	6	7	8
26.	Raigarh	25.31	11.48	9-10	18.17	8.23	7.44
27.	Vidisha	34.98	16.45	5.31	25.43	11.59	3.91
28.	Bhopal	53.07	23.15	20.58	47.03	22.11	23.75
29.	Sehore	31.96	16.86	7.39	23.28	12.13	6.15
30.	Raisen	32.61	16.10	8.76	23.01	11.19	5.96
31.	Betual	36.34	38.70	9.07	22.95	30.55	7.37
32.	Hoshangabad	42.35	26.89	11.58	35.35	23.35	9.65
33.	Jabalpur	48.68	39.79	16.24	41.00	35.24	13.13
34.	Narsimhapur	45.41	28.73	17-04	33.23	21.48	12.20
35.	Mandla	30.11	41.36	19.33	22.92	31.94	14.60
36.	Chhindwara	36.11	37.7	13.63	28.19	29.34	10.85
37.	Seoni	35.72	36.58	14.43	26.39	28.15	13.28
38.	Balaghat	43.73	46.37	26.92	33.89	39.92	20.64
39.	Sarguja	23.94	12.94	14.45	16.40	11.42	9.47
40.	Bilaspur	36.51	26.47	20.20	28.60	21.65	16.17
41.	Raigarh	33.90	22.53	27.55	26.18	10.39	20.10
42.	Rajnandgaon	35.97	31.28	25.55	26.63	24.81	13.76
43.	Durg	47.95	38.09	37.58	27.95	32.04	28.47
44.	Raipur	39.15	25.53	25.81	30.81	21.15	19.79
45.	Bastar	19.96	1.74	10.68	1.25	13.93	7.43
Madhya Pradesh		35.52	22.60	13.72	27	18.97	10.68

REGIONWISE SCH. TRIBE POPULATION VIS-A-VIS LITERACY RATIO



LITERATE



ILLITERATE

Resional Tribal Literacy - According to 1991

S.No.	Name of the Zone	Districts	Literacy rate	Dominant tribal group
1	2	3	4	5
1.	Western tribal region	1. Jhabua	5.33	Bhil - Bhilalas
		2. Dhar	7.69	
		3. Khargone (W.N)	7.50	
		4. Khandwa (EN)	10.01	
		5. Ratlam	5.74	
2.	Central tribal region	6. Mandla	19.33	Gond, Korkus, Kils, and Baigas.
		7. Betul	9.07	
		8. Chhindwara	13.63	
		9. Seoni	14.43	
		10. Balaghat	26.92	
		11. Shahdol	11.76	
3.	North-eastern tribal region	12. Surguja	14.45	Oraons, Karwas, Kil, Kanwars, Panika
		13. Raigarh	27.55	
		14. Bilaspur	20.20	
		15. Sidhi	7.67	

1	2	3	4	5
4.	Southern tribal region	16. Bastar	10.68	Marias, Murias
		17. Raipur	25.81	Halbas, Dorlas,
		18. Durg	37.58	Bhattras and
		19. Rajnandgaon	25.55	Kamars.
5.	North-Western tribal region	20. Morena	3.37	Sehariyas
		21. Shivpuri	2.70	
		22. Guna	2.70	

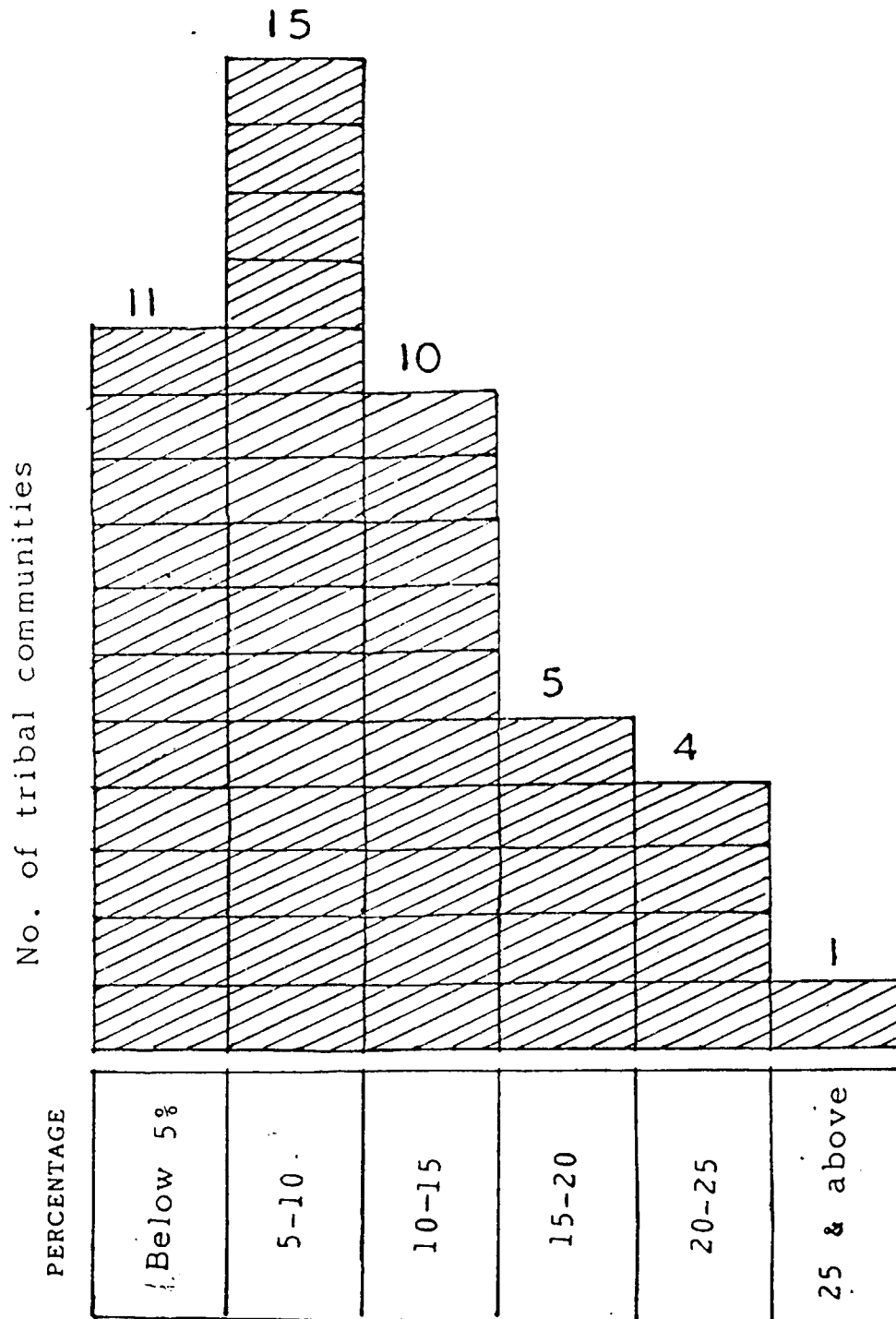
STATEMENT SHOWING TRIBE WISE POPULATION AND LITERACY

S.No.	Name of Tribe	Population 1981 Census	No. of Literates	% of Literacy
1.	Agariya	55757	3009	5.39
2.	Andh	153	34	22.22
3.	Balga	248949	9011	3.62
4.	Bhaina	39136	4401	11.24
5.	Bharia-Bhunja etc.	195490	13102	6.70
6.	Bhatra	117297	7303	6.23
7.	Bhil, Bhilala, Barela 2500530	134620	5.38	
8.	Bhil Mina	5358	585	10.92
9.	Bhunja	9524	1137	11.94
10.	Biar-Biyar	7369	512	6.95
11.	Binjhar	92079	11656	12.65
12.	Birhul-Birhor	561	12	2.14
13.	Damor, Damaria	1112	181	16.27
14.	Dhanwar	34386	1838	5.34
15.	Gadaba-Gadba	3254	484	14.87
16.	Gond, Arraka, Arakh	5349883	666448	12.45
17.	Halba, Halbi	236375	67973	28.75
18.	Kamar	17517	789	4.50
19.	Karku	469	69	14.71
20.	Kawar, Kanwar, Kaur	562200	106967	19.02
21.	Kee (in Bhopal)	9894	1994	20.15
22.	Khairwar, Kondar	14374	1205	8.38
23.	Kharia	6892	571	8.28
24.	Kondh, Khond, Kandh	1670	298	17.84
25.	Kol	123811	6683	5.39
26.	Kolam	299	40	13.37
27.	Korku, Bopchi, Mouasi	66781	4370	6.54
28.	Korwa, Kodaku	15340	433	2.82
29.	Majhi	11074	1288	11.63
30.	Majhwar	6509	255	3.91
31.	Mawasi	11012	450	4.08
32.	Mina (in Sironj Sub-Div)	383	55	14.36
33.	Munda	1579	283	17.92

Contd.....

S.No.	Name of tribe	Population 1981 Census	No.of Literates	% of Literacy
34.	Nagesia, Nagasia	14471	1220	8.43
35.	Oraon, Danka, Dhangad	88819	20085	22.61
36.	Panika	52979	5080	9.58
37.	Pao	7223	504	6.97
38.	Pardhan, Pathari, Saroti	18234	3998	21.92
39.	Pardhi(in Bhopal)	1831	28	1.52
40.	Pardhi, Bahella	8066	274	3.39
41.	Parja	1408	101	7.17
42.	Sahariya, Saharia	261816	7179	2.74
43.	Sanota, Saunta	3174	109	3.43
44.	Saur	68034	3744	5.50
45.	Sawar, Sawara	63773	10463	16.40
46.	Sonr	48657	2437	5.00
		10385502	1103278	10.62

SCHEDULED TRIBEWISE DISTRIBUTION OF LITERACY PERCENTAGE



Statment Showing district wise ruralurban distribution
of Sch. tribe population & Percentage of literacy

ANNEXURE-VIII

S.No.	Name of Dist.	Total Pop.	Total St Pop.	% of St Pop.	% of ST Lit. Rural Lite.	Rural ST.P.	% of ST R.P.	% of	Urban ST P.	% of ST Urb. Population	% of ST Urb. Lite racy
1	2	3	4	5	6	7	8	9	10	11	12
1	Morena	1303213	68567	5.26	2.94	67229	98.05	2.61	1338	1.95	0.32
2	Bhind	973816	1277	0.13	15.19	417	32.65	3.52	860	67.35	11.66
3	Gwalior	1107879	30750	2.77	8.88	24393	79.33	2.93	6357	20.67	5.94
4	Datia	311893	4276	1.37	3.32	3819	89.31	2.12	457	10.69	1.19
5	Shivpuri	865930	86471	9.98	2.41	83327	96.36	2.16	3144	3.64	0.24
6	Guna	1001985	109859	10.96	2.43	107971	98.28	2.12	1888	1.72	0.30
7	Tikamgarh	736981	30642	4.15	2.77	29211	95.33	2.49	1431	4.67	0.27
8	Chhtarpur	886660	26511	2.98	2.37	26105	98.47	2.16	406	1.53	0.20
9	Panna	539978	76295	14.12	4.69	74280	97.36	4.45	2015	2.64	0.23
10	Sagar	1323132	114856	8.68	8.03	110933	96.58	7.25	3923	3.42	0.77
11	Domoh	721453	86354	11.96	11.42	85221	98.69	11.04	1133	1.31	0.38
12	Satna	1153387	157637	13.66	4.89	149648	94.93	4.52	7989	5.07	0.37
13	Rewa	1207583	145476	12.04	3.91	137325	94.40	3.39	8151	5.60	0.52
14	Shahdol	1345125	638219	47.44	7.66	597958	93.69	6.86	40261	6.31	0.79
15	Sidhi	990467	309684	31.26	5.04	307924	99.43	4.96	1760	0.57	0.08

S.No.	Name of Dist.	Total Pop.	Total St Pop.	% of St Pop.	% of ST Lit. Rural Lite.	Rural ST.P.	% of ST R.P.	% of	Urban ST P.	% of ST Urb. Population	% of ST Urb.Lite racy
1	2	3	4	5	6	7	8	9	10	11	12
16	Mandsaur	1263399	65645	5.19	5.54	61849	94.22	4.85	3796	5.78	0.68
17	Ratlam	782729	168203	21.48	4.85	162467	96.59	4.15	5736	3.41	0.68
18	Ujjain	1117002	21597	1.93	13.44	17455	80.82	8.35	4142	19.18	5.07
19	Shajapur	840247	18422	2.19	9.97	17733	96.26	8.95	689	3.74	1.02
20	Dewas	795309	109993	13.83	5.31	105020	95.48	4.69	4973	4.52	0.61
21	Jhabua	795168	663796	83.47	4.11	649202	97.80	3.39	14594	2.20	0.72
22	Dhar	1057469	550539	52.06	5.53	534829	97.15	5.00	15710	2.85	0.53
23	Indore	1409473	66816	4.74	11.32	52902	79.18	4.60	13914	20.82	6.71
24	West Nimar	1630943	705424	43.25	6.31	690475	97.88	5.85	14949	2.12	0.46
25	East Nimar	1153580	295842	25.64	8.01	291428	98.51	7.66	4414	1.49	0.34
26	Rajgarh	801384	23777	2.96	7.43	23039	96.90	6.49	738	3.10	0.94
27	Vidisha	783098	33706	4.30	3.91	32932	97.70	3.56	774	2.30	0.34
28	Bhopal	894739	20655	2.30	25.75	7490	36.26	1.97	13165	63.74	23.77
29	Sehore	657381	59890	36.18	6.15	58746	98.09	5.77	1144	1.91	0.37
30	Betul	925387	334873	36.18	7.37	325497	97.20	6.85	9376	2.80	0.51
31	Raisen	710542	109665	15.43	5.96	107511	98.05	5.44	2154	1.96	0.50
32	Hoshang	1003939	160520	15.98	9.64	153640	95.71	8.07	6880	4.29	1.57

S.No.	Name of Dist.	Total Pop.	Total St Pop.	% of St Pop.	% of ST Lit. Rural Lite.	Rural ST.P.	% of ST R.P.	% of	Urban ST P.	% of ST Urb. Population	% of ST Urb. Lite racy
1	2	3	4	5	6	7	8	9	10	11	12
33	Jabalpur	2198743	383391	17.43	13.13	328365	85.65	9.34	55026	14.35	3.78
34	Narsinghapur	650445	83775	12.87	12.19	80081	95.59	10.64	3694	4.41	1.55
35	Mandla	1037394	626155	60.35	14.59	617458	98.61	14.09	8697	1.39	0.49
36	Chhindwara	1233131	411478	33.36	10.85	385441	93.67	8.72	26037	6.33	2.13
37	Seoni	809713	294345	36.35	13.28	291235	98.94	12.84	3110	1.06	0.43
38	Balaghat	1147810	250546	21.82	20.64	242263	96.69	19.37	8283	3.31	1.26
39	Surguja	1633476	895376	54.81	9.47	879370	98.21	8.93	16006	1.79	0.53
40	Bilaspur	2953366	690842	23.39	16.16	668925	96.83	15.01	21917	3.17	1.14
41	Raigarh	1443197	700122	48.51	20.20	684133	97.72	19.10	15989	2.28	0.98
42	Rajnandgaon	1167501	295160	25.28	18.76	289520	98.09	17.99	5640	1.91	0.76
43	Burg	1890467	238923	12.63	28.47	206106	86.26	23.49	32817	13.74	4.97
44	Raipur	3079476	571484	18.55	19.79	549970	96.24	18.54	21514	3.76	1.24
45	Bastar	1842854	1249197	67.78	7.43	1232038	98.63	6.99	17159	1.37	0.43
Total		52178844	11987031	22.97	10.68	11552381	96.38	9.68	434150	3.62	1.00

Tribewise women literacy

S.No.	Name of tribes	Literacy percentage
1	2	3
1.	Pardhi	0.00
2.	Birhul, Birhor	0.00
3.	Sahariya sehariya sub.	0.39
4.	Ganta, Gaunta	0.43
5.	Baiga	0.50
6.	Korku, Kodaku	0.65
7.	Majhwar	0.78
8.	Mawagi	0.96
9.	Kamar	1.02
10.	Gong	1.04
11.	Bhuttra	1.10
12.	Kol	1.13
13.	Korku, Bopchi, Mouasi	1.24
14.	Pao	1.26
15.	Saur	1.27
16.	Agariya	1.30
17.	Parja	1.32
18.	Bhil, Bhilala, Borela	1.40
19.	Dhanwar	1.44
20.	Biar, Biyar	1.47
21.	Nagesia, Nagasia	1.68
22.	Bhuriya, Bhumia	1.75
23.	Khairwar Kondar	1.89
24.	Panika and sub tribes	2.15
25.	Bhaina	2.49
26.	Kharia	2.80
27.	Binjhar	2.91
28.	Bhil, Mina	3.00
29.	Mina	3.16
30.	Pardhi, Bahelia	3.69

1	2	3
31.	Kondh, khond, kandh	3.91
32.	Gond, Arakh, Arrakh and sub tribes	3.98
33.	Bhunjia / ^o	4.43
34.	Sawar, Sawera	4.44
35.	Majhi	4.65
36.	Godbu, Godba	5.02
37.	Kolam	5.56
38.	Kawar, Kanwar, Kaur and sub tribes.	5.86
39.	Munda	7.21
40.	Korku	7.49
41.	Pardhan, Patheri, Saroti	9.86
42.	Damor, Damararia	9.1
43.	Keer	10.62
44.	Halba, Halbi	13.46
45.	Andh ✓	13.70
46.	Oraon, Dhanuk Dhangad	14.58

Tribewise Literacy in Descending order

S.No.	Name of tribes	Literacy percentage
1.	Halba, Balbi	28.76
2.	Oraon, Dhanker, Dhangad	22.61
3.	Andh	22.22
4.	Pardhan, Pathari, Saroti	21.93
5.	Keer and sub tries	20.15
6.	Kawer, Kanwer, Kaour & sub tribes.	19.03
7.	Munda	17.89
8.	Kondh, Khond, Kandh	17.84
9.	Sawer, Sawera	16.41
10.	Damor, Damnia	16.28
11.	Gadaba, Gadba	14.87
12.	Karku	14.71
13.	Mina, (sub Division Sironj)	14.36
14.	Kolam	13.16
15.	Binjhwer	12.66
16.	Gond, Arakh, Arrakh & sub tribes	12.46
17.	Bhunja	11.94
18.	Manjhi	11.63
19.	Bhaina	11.25
20.	Bhil Mina	10.92
21.	Paarkia and sub tribes	9.59
22.	Pardhi, Bahulia	8.58
23.	Nagesia, Nagosia	8.43
24.	Khairwar, Kondar	8.38
25.	Kharia	8.28
26.	Parja	7.17
27.	Pao 6.98	6.98

1	2	3
28.	Biar, Biyar	6.94
29.	Bhariya, Bhumia, & sub tribes.	6.70
30.	Korku, Bopchi, Mawasi	6.54
31.	Bhattra	6.23
32.	Saur	5.50
33.	Agariya	5.40
34.	Kol	5.40
35.	Bhil, Bhilala, Borela, Patelia	5.38
36.	Dhanwar	5.35
37.	Sonr	5.01
38.	Kamar	4.50
39.	Mawasi	4.09
40.	Majhwar	3.92
41.	Baiga	3.62
42.	Saenta, Saunta	3.43
43.	Korwa, Kondaku	2.82
44.	Sahariya, Saharia & sub tribes	2.74
45.	Birhul, Birhor	1.60
46.	Pardhi	1.42
Total:		10.68

Decadal Growth of Literacy in the State

S.No.	District	Population 1991		Lit. Rate 1981	Lit. Rate 1991	Diff. Rate (5to6)
		Total	ST.			
1	2	3	4	5	6	7
1.	Narsinghpur	785496	101368	41.0	55.4	14.4
2.	Durg	2397134	298059	45.9	58.7	12.8
3.	Balaghat	1365870	298665	41.2	53.5	12.3
4.	Rajnandgaon	1439951	362355	32.4	44.0	11.6
5.	Rewa	1554987	193105	31.4	42.7	11.3
6.	Vidisha	970388	42689	21.1	42.8	10.7
7.	Raisen	876461	126254	29.2	39.8	10.6
8.	Seoni	1000831	369827	33.1	43.7	10.6
9.	Raigarh	1722291	821477	30.9	41.5	10.6
10.	Raipur	3908042	714027	37.4	47.9	10.5
11.	Mandsour	1555208	74625	38.4	48.6	10.2
12.	Shahdol	1743869	807764	23.9	34.0	10.1
13.	Dewas	1033807	155493	33.2	43.3	10.1
14.	Sehore	841358	85643	29.0	39.1	10.1
15.	Satna	1465384	202412	33.2	43.1	9.9
16.	Betul	1181501	443132	34.5	44.4	9.9
17.	Gwalior	1412610	40976	47.9	57.7	9.8
18.	Jabalpur	2649962	474466	49.7	59.5	9.8
19.	Bilaspur	3793566	873741	34.9	44.7	9.8
20.	Mandla	1291263	785587	27.7	36.8	9.7
21.	Tikamgarh	940829	38850	24.0	33.6	9.6
22.	Chhindwara	1568702	540708	34.6	44.2	9.6
23.	Indore	1835915	100913	58.4	67.8	9.4
24.	Surguja	2082630	1117577	19.8	29.2	9.4
25.	Ujjain	1383086	29160	40.2	49.5	9.3
26.	Shajapur	1033248	24452	29.2	38.5	9.3
27.	Sagar	1647736	139467	42.8	51.8	9.0
28.	Sidhi	1373434	418004	18.7	27.5	8.8

1	2	3	4	5	6	7
29.	Rajgarh	992764	32775	22.3	31.0	8.7
30.	Chhatarpur	1158076	43482	25.4	34.0	8.6
31.	Bhind	1219000	3291	39.0	47.5	8.5
32.	Datia	393617	6780	34.3	42.8	8.5
33.	Hoshangabad	1267211	220038	43.4	51.9	8.5
34.	Panna	697945	102520	24.4	32.7	8.3
35.	Dhar	1367412	731272	25.4	33.7	8.3
36.	Bhopal	1351479	41205	56.8	65.0	8.2
37.	Morena	1710574	95216	32.2	39.8	7.6
38.	Damoh	898125	111114	37.6	45.2	7.6
39.	Ratlam	971888	226156	36.0	43.6	7.6
40.	Bastar	2271314	1529888	17.2	24.4	7.2
41.	Khandwa	1431662	383231	38.2	45.0	6.8
42.	Shivpuri	1132977	127762	25.7	31.9	6.2
43.	Guna	1310317	157426	27.2	33.4	6.2
44.	Khargone	2028145	937710	29.0	34.8	5.8
45.	Jhabua	1130405	968372	14.1	17.6	3.5
Total M.P.		66181170	15399034	34.2	43.5	9.3

Decadal growth of literacy in Tribal Districts.

Annexure-XI-

S.No.	Name of District(T.D)	Population 1991		Lit.Rate 1981	Lit.Rate 1991	Diference Lit.Rate (5to6)
		Total	S.T.			
1	2	3	4	5	6	7
1.	Durg	2397134	298059	45.9	58.7	12.8
2.	Balaghat	1365870	298665	41.2	53.5	12.3
3.	Rajnandgaon	143951	362355	32.4	44.0	11.6
4.	Seoni	1000831	369827	33.1	43.7	10.6
5.	Raigarh	1722291	821477	30.9	41.5	10.6
6.	Raipur	3808042	714027	37.4	47.9	10.5
7.	Shahdol	1743869	807764	23.9	34.0	10.1
8.	Betul	1181501	443132	34.5	44.4	9.9
9.	Bilaspur	3793566	873741	34.9	44.7	9.8
10.	Mandla	1291263	785587	27.7	36.8	9.7
11.	Chhindwara	1568702	540708	34.6	44.2	9.6
12.	Surguja	2082630	1117577	19.8	29.2	9.4
13.	Sidhi	1373434	418004	18.7	27.5	8.8
14.	Hoshangabad	1267211	220038	43.4	51.9	8.5
15.	Dhar	1367412	731272	25.4	33.7	8.3
16.	Morena	1710574	95216	32.2	39.8	7.6
17.	Ratlam	971888	226156	36.0	43.6	7.6
18.	Bastar	2271314	1529888	17.2	24.4	7.2
19.	Khandwa	1431662	383231	38.2	45.0	6.8
20.	Khargone	2028145	937710	29.0	34.8	5.8
21.	Jhabua	1130405	968372	14.1	17.6	3.5

Tribal Districtwise literacy in descending order 1981

S.No.	Name of Tribal district	Lit.Percentage	Population
1	2	3	4
1.	Durg	45.1	2397134
2.	Hoshangabad	43.4	1267211
3.	Balaghat	41.2	1365870
4.	Khandwa	38.2	1431662
5.	Raipur	37.4	3908042
6.	Ratlam	36.8	971888
7.	Bilaspur	34.9	3793566
8.	Chhindwara	34.6	1568702
9.	Betul	34.5	1181501
10.	Seoni	33.1	1000831
11.	Rajnandgaon	32.4	1439951
12.	Morena	32.2	1710574
13.	Raigarh	30.9	1722291
14.	Khargone	29.0	2028145
15.	Mandla	27.7	1291263
16.	Dhar	25.4	1367412
17.	Shahdol	23.9	1743869
18.	Surguja	19.8	2082630
19.	Sidhi	18.7	1373434
20.	Bastar	17.2	2271314
21.	Jhabua	14.1	1130405

Districtwise Literacy in Decending Order 1981

S.No.	Name of District	Literacy % 1981	Population 1991
1	2	3	4
1.	Indore	58.4	1835915
2.	Bhopal	56.8	1351479
3.	Gwalior	47.9	2649962
4.	Gwalior	47.9	1412610
5.	Durg	45.9	2397134
6.	Hoshangabad	43.4	1267211
7.	Sagar	42.8	1647736
8.	Balaghat	41.2	1365870
9.	Narsinghpur	41.0	785496
10.	Ujjain	40.2	1383086
11.	Bhind	39.0	1219000
12.	Mandsaur	38.4	1555208
13.	Khandwa	38.2	1431662
14.	Damoh	37.6	898125
15.	Raipur	37.4	3908042
16.	Ratlam	36.8	971888
17.	Bilaspur	34.9	3793566
18.	Chhindwara	34.6	1568702
19.	Betul	34.5	1181501
20.	Datia	34.3	396317
21.	Satna	33.2	1465384
22.	Dewas	33.2	1033807
23.	Seoni	33.1	1000831
24.	Rajnandgaon	32.4	1439951
25.	Morena	32.2	1710574
26.	Vidisha	32.1	970388
27.	Rewa	31.4	1554987
28.	Raigarh	30.9	1722291
29.	Shajapur	29.2	1033248
30.	Raisen	29.2	876461

1	2	3	4
31.	Khargone	29.0	2028145
32.	Sehore	29.0	841358
33.	Mandla	27.7	1291263
34.	Guna	27.2	1310317
35.	Shivpuri	25.7	1132977
36.	Chhatarpur	25.4	1158076
37.	Dhar	25.4	1367412
38.	Panna	24.4	687945
39.	Tikamgarh	24.0	940829
40.	Shahdol	23.9	1743869
41.	Rajgarh	22.3	992764
42.	Surguja	19.8	2082630
43.	Sidhi	18.7	1373434
44.	Bastar	17.2	2271314
45.	Jhabua	14.1	1130405
Total MP		34.2	66181170

Table showing tribal dialect spoken in M.P. as per 1961 and 1971 census

S.No.	Tribal Dialect	Dialect family	No. of dialect speaking people as per 1961 census			No. of dialect speaking people as per 1971 census		
			Total	Male	Female	Total	Male	Female
1	2	3	4	5	6	7	8	9
1.	Agariya	Austric family	98	39	59	Not included in 1971 census.		
2.	Birhor	" "	307	159	148	" "		
3.	Kodaku	" "	53	7	46	" "		
4.	Korku	" "	147807	72856	78951	22196	112226	109734
5.	Korba	" "	11995	5838	6157	10743	5383	5360
6.	Khariya	" "	17338	9485	7853	14962	7660	7302
7.	Banjari	Indo-Aryan family	49287	25715	23572	Not included in 1971 census.		
8.	Bhilali	" "	349312	179023	170289	In 1971 census included in Bhili		
9.	Bhili	" "	352749	179142	172607	1299411	660232	639179
10.	Halbi	" "	293493	152074	141419	340460	169467	170993
11.	Bharti	" "	85048	43030	43018	In 1971 census included in arriya dialect.		
12.	Gondi	Dravid family	973094	477129	495965	1194545	590417	604128
13.	Dorli	" "	35455	16991	18464	" do "		
14.	Maria	" "	22309	11625	10694	" do "		

List of tribal dialects spoken by more than 50,000 tribal people in M.P

S. No.	Tribal dialect	As per 1961 census			As per 1971 census			As Per 1981 census		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
1	2	3	4	5	6	7	8	9	10	11
1.	Bhili	352749	179142	172602	1299411	660232	639179	1604884	804134	800750
2.	Bhilali	34912	179023	170289	(In 1971 census this dialect have been included in Bhili)					
3.	Korku	147807	73951	73856	221960	112226	109734	253r781	127746	126035
4.	Gondi	973094	477129	495965	1194545	590417	604128	13455326	662828	622698
5.	Bhatri	85048	43018	43018	(In 1971 census this dialect have been included in uriy dialect)					
6.	Halbi	293493	152074	141419	34060	18946	170993	410768	203883	206885
7.	Kudukh	274379	137523	136876	370652	185939	184713	350059	173155	176904

CHAPTER - III

STUDIES CONDUCTED ON TRIBAL EDUCATION

In Madhya Pradesh a very few studies have been conducted on the education and educational problems of tribals.

Some of the important studies conducted so are as follows :

1. Wastage and stagnation in Primary Education in Manendragarh Tribal Development Block of district Surguja M.P. by Tribal Research & Development Institute, Bhopal published in Tribal Research Institute Bulletin No. Year.
2. Educational attitude of Tribal students by Dr. Khemraj Sharma, Asstt. Professor, Regional College of Education Bhopal Year 1991.
3. Attitude of Tribal women of Jhabua district towards education of their children by TRI 1987.
4. Attitude of Tribals of Bastar district towards education by TRI 1985.
5. Evaluation of the project 'Teaching through Tribal dialect' by TRI 1990.
6. Educational life style of tribal students. K.R. Sharma 1991.

The conclusions and recommendations of these studies are as follows :

1. Wastage and stagnation in Manendragarh T.D.Block

The study reveals that there was considerable wastage and stagnation amongst tribal as well as non-tribal students. This state of affairs was in the schools managed bolts by the Education Department and Tribal Welfare Deartment. Analysis of causal factors has revealed that the family/community area contributes to wastage and stagnation to a maximum extent. It was also revealed that these causes were basically the causes emanating from the economic backwardness of the people. It would thus appear that removal of their economic disabilities may go a long way in ensuring continued and unhampered education of their children. Different programmes for economic uplift under the Backward Classes Sector and also under General Sector are being implemented. These programmes were likely to have their positive impact in that past.

The pupil area which came next in importance indicated two major causal factors, one of which related to pupils academic deficiencies and the other to their being required to help the family in the household chores. Necessity of help by the pupils in the household chores to the detriment of their education is again indirectly related to their economic backwardness. The pupils academic achievement being not upto the mark can be tackled by making suitable changes in the school programme. One of the possible measures could be change in the existing high pupil teacher ratio. These as well as other aspects of the school programme are being discussed in the next paras under the school area.

The school area, even though comes last in order of its importance, assumes greater relevance, because this area being directly under the control and management of the Government can be tackled and improved upon in a more effective and purposeful manner. The main causes that emerged from the analysis of this area relate to the number of teachers available for teaching in a school, school curriculum and equipment and other facilities in school. These aspects of the area are discussed in detail hereafter and an attempt has been made to make suitable suggestions to overcome these deficiencies of the school area so as to bring about some reduction in the incidence of wastage and stagnation.

It has generally been felt that the existing highpupil+teacher ratio does not allow the teacher to devote enough time to teach and guide and student in a desired manner. This state of affairs on the one hand creates an attitude of indifference towards the education in the minds of the parents and on the other fails to inculcate sustained interest for education in the minds of the pupil. Thus there is a strong case for increasing the availability of teachers for teaching purposes. This could be achieved first by making available the existing teachers for teaching alone by not engaging them in works other than pedagogical and second by sanctioning an increase in the number of teachers, In fact, as a matter of principle a school in tribal area should not be allowed to run with a single teacher. The additional strength to teachers so available may be helpful in creating motivation amongst the parents towards education. They will also be able to devote more time with the children whereby their academic deficiencies will be removed and an urge for

acquisition of further knowledge will be created. With the availability of additional hands it would also be possible for one of the teachers to bring children from their homes so school and also accompany them back. This will meet the much emphasised demand of an escort and will also prevent the possibility of children being diverted to play on their way to school.

The existing school curriculum does not take into consideration the cultural background of the people in the area. The subjects taught are usually unfamiliar to the children. This does not help in creating interest towards education whereby they fail to establish emotional attachment with the school. While it may not be practicable to change the curriculum and have different curricula for different areas, it may always be possible to suitably add to this curriculum as per the local needs. This could be done by introducing certain crafts as per the local needs to make the school vocationally oriented. Also certain co-curricular activities in keeping with the cultural background of the area could be introduced. This would not only make the school programme interesting for the children but would also attract the attention of the parents and will perhaps be successful in overcoming their present indifference.

The educational aids in a school while facilitating the teaching-learning process also go a long way in providing motivation for learning amongst the children. This does not mean that more sophisticated audio-visual equipments be provided to these out of the way schools, since this may be impossible both physically as well as financially. But some basic charts, maps and models could be provided. Some of these could also be prepared locally in the

school by the teacher in keeping with the local material culture. The use of their own material culture will develop in them a sense of attachment to the school environment. Another felt need in this direction is that the teacher posted in the village should be provided with some sort of residential facility and the arrangement should be that one teacher stays in the vicinity of the school while others stay in the village. The teacher in the vicinity of the school will be able to devote more time to the school for building up school environment. The teachers living in the village on the other hands will be able to create educational consciousness amongst the people in the village, whereby a rapport between the school and the people takes roots and gets further strengthened.

2. Educational Attitude of Tribal Students

Today tribal people desire to have education much more than that we generally recognise for them. They want education for different reasons. Some need it for their vocational improvement, others want it so that they can cope up with the requirements of the modern world, still others need it because they value education for its own sake. The difficulty in school education system, arises because the school stresses education for its own sake and not so much as a means for the development of the individual children. It is generally said that a tribal child is in different towards education. This idea has its origin in the following reasons :

- i) Low academic achievements of the students.
- ii) The students are discontented with the school.
- iii) The parents see little value in education.

In the light of these observations it is noteworthy that the tribal community has some what different view about the importance of education. The education is not only important to them but also it is in the forefront of their minds.

The results of attitude scale scores reveal that tribal (Mean = 107.48) students have shown more favourable attitude towards education in comparison to the non-tribal (Mean = 99.59) students from these scores, it can be concluded that non-tribal students are less interested in education in comparison to the tribal students.

There is substantial number of tribal students who feel that education is necessary for them. It is clear that tribal society is not interested in education. Further evidence reveals that the tribal have a great interest in education, with regard to their improvement in academic performance, the increase in interest is shown by the higher rate of attendance (mean on attendance - 83.58) in improved discipline of the children and higher participation in co-curricular activities.

The meaning of education for the tribals :

What does education mean to this group This was the question put to the parents. It is perhaps easier to state that it does not mean much to them. And it does not have the same meaning that it has for the non-tribal people. There is practically no interest in knowledge for knowledge sake. An anti-intellectual attitude prevails. Nor is education seen as an opportunity for the development of self-expression, self-realisation, growth and the like. Consequently, progressive approach is lacking.

There are varied motives for education among the tribals, some more apparent than others. The utilisation value of education is easy to grasp. These people are interested in education in terms of how useful and practical it can be to them. Education provides the means for more and different types of employment opportunities. It provides more provides more secure future jobs in different Govt. Departments. Education is certainly needed to obtain these coveted position.

The tribals are more oriented to vocational education. What is possible well known is that education serves purposes other than getting a job. Tribals want education in order to deal with Govt. officials. Education is desired to enable him to copy with the everyday problems of a complex society. At the time of investigation a tribal students remarked - "Without education the world is vague and blur. Words are powerful and without them you don't understand what is going on in the society. You cannot say what you want or feel. People can be fool you easily and they look down upon you; Education gives you pride".

There are many reasons for the tribals to get education. He feels that through knowledge he exercise control over the complex world. He feels powerless in most spheres of life. He sees education has given him control and strength. A more obvious reason is that a career is much more readily available.

From their attitude towards education it is not much difficult to infer that the tribals do not want to remain out of the mainstream of national life.

3. Attitude of tribal women of Jhabua district towards education of their children :

- A. The Bhil tribal women of Jhabua district are interested in the education of their children but due to poverty, non availability of proper educational facilities in the school, irregular opening of schools and absentism of teachers, the childrens are not getting education.
- B. They desire that their children be given scholarships in elementary education also.
- C. Mid-day-meal scheme attracts the tribal children towards education, hence it should be implementedeffectively.
- D. They desire residential facilities for elementary education.
- E. The tribal students have to walk a long distance to attand the school. The women want cash incentives for conveyance.

4. Attitude of tribals of Bastar district towards education :

- A. The tribal women are indifferent towards education of their children, since they them are illiterate.
- B. Their main occupation is agriculture for which they feel that there is no need for any education. In tribal areas the educational activities may be linked with agriculture so that they may be attracted towards education.

- C. Further improvement in the Text books according to the recommendations of the evaluation committee, have been done.

6. Educational life style of Tribal Students :

The present research is an emperical study of the educational life style of scheduled tribe students (Bhils and Bhilalas) of higher secondary school of Madhya Pradesh. The main purpose of the study was to develop a general understanding and examine the structure variables which constitute the development of what is called the 'educational life style' of the tribal students. It has been done through a study of the selected modes of educational practices followed by them. Another objective was to work out the implications of the findings for the planning and designing of appropriate educational strategies in order to attain the desired educational goals.

Although the focus of the book is on tribal schools of Madhya Pradesh (India), there are possibilities of cross-culture comparison. The study is an attempt to study the different aspect of education among the tribals of Dhar, Jhabua and Khargone districts of Madhya Pradesh and to bring together their data and findings so as to present a comprehensive picture of their educational development. The investigator had also tried to supplement this research by incorporating a brief historical pers pective of educational development of the tribes, a broad narration of their social and comparison of tribal students with their non-tribal counterparts studying in the same settings. The study provide a handy source of reference material and indicates the gaps in our research.

CHAPTER - IV

PLAN PROPOSALS FOR SCHOOL EDUCATION PROGRAMME FOR TRIBAL AREA

VII Plan :

In Madhya Pradesh the primary education is the joint responsibility of Education department and tribal Welfare Department. The education's technical part is the total responsibility of Education Department. But the dispersal of education in non-tribal areas is being done mainly by the education department supplemented by Tribal welfare department for the growth of education among the tribals in the non-tribal area. In tribal areas the dispersal of education is mainly the responsibility of Tribal Welfare Department supplemented by the efforts of education department to cater to the requirements of the non-tribals in the tribal area. In nut shell the implementation of primary school education programme can be broadly divided into two parts.

1. Education in non-tribal area is the responsibility of Education Department supported by the Tribal Welfare Department, specifically for tribal students.
2. Education in Tribal area is the responsibility of Tribal Welfare Department supported by Education department.

Thus the scenerio is of mixed efforts.

Education in Tribal Areas :

Tribal Welfare department is the nodal department for the welfare and development of the tribals.

The schemes of the department are mainly in the sector of education. In addition, the other schemes of the department include economic assistance, grant to voluntary organisations etc. As stated earlier school education in the tribal area is managed by the Tribal Welfare Department for which funds are made available to this department from the plan ceiling of school education department. During the 7th plan period, the position was as follows :-

Education :

1.	Ashram	1158.90 lakh
2.	Hostels	179.85 lakh
3.	Incentives for girls education	10.00 lakh
4.	Technical Education Board	6.00 lakh
5.	Sport Complex	25.00 lakh
		<hr/>
		1369.75 lakhs
		<hr/>

School Education

1.	Direction and administration (inspection & supervision of schools)	65.00 lakhs
2.	Earn and learn scheme	12.00 lakhs
		<hr/>
		1369.75+77.00 lakhs
		<hr/>
	Total budget of the Department	3114.75 lakhs

The details of the scheme are as follows :

Pre-Matric Scholarship

It is an ongoing scheme of the department under which scholarships are paid at specified rates to

scheduled tribe boys from class VI to X and scheduled tribe girls from class III to X. The rates of scholarship were as under :-

Class	Boys (Amount in rupees for ten months)	Girls
III to V	-	150.00
VI to VIII	200.00	300.00
IX to X	300.00	400.00

The level of beneficiaries in the beginning of Seventh Five Year Plan period was 1.98 lakh students, this level rose to 5.15 lakh at the end of seventh plan period (1998-90). The rise in the number of beneficiary, which is slightly on the higher side, is because of granting scholarship to ST girls from class III from 1988-89. The committed level of expenditure under the scheme is 735 lakhs.

Difference in rates of Pre-Matric scholarship/stipend payable to class XI & XII students :

A policy decision was taken in Nov.88 to enhance the rates of state scholarship and stipend. The system of +2 after the High school examination was introduced in the state from the year 1986. As a sequel the students of class XI who were to students of pre-matric stage come in the category of post matric students.

The rates of post matric scholarship for Class - XI to XII were less than the rates of state scholarship. The following table indicates this comoly :

	Class X		Class XI - XII	
	Boys	Girls	Hostellers	Day Scholars
Scholarship P.M.	30.00	40.00	115.00	65.00
Stipend P.M.	150.00	160.00	-	-
Total	180.00	200.00	115.00	65.00

To remove this ecomoly and dissatisfaction among concerned students, this provision was made.

Reimbursement of tutuion & Board Examination fees :

The scheduled tribes students are exampted from payment of tution fees. In case they are not able to get admission in Govt. schools, the amount of fees charged to them by private educational institutions is reimbursed. Similarly, the examination fees charged by the Board of Secondary Education is also reimbursed to the Board in respect of scheduled tribes students.

Free supply of text books to class I & II :

This is an ongoing scheme of the department. The level of beneficiaries under the scheme was 4.49 lakhs during 85-86 which rose to 7.02 lakh during 89-90. Due to special enrolment drive during July and upto 15.8.90 it is expected that this number will go upto 12.00 lakhs.

Merit Scholarships :

These scholarships are granted to meritorious students passing Vth and VIII class Board

Board Examination and prosecuting their regular studies in class VI to VIII @ Rs. 40/- and IX to X @ Rs. 50/- p.m. respectively. These were in addition to the regular scholarships. The number of awards have been fixed district - wise, the total number of award being 1818.

Ashrams :

This is an ongoing scheme under which, earlier, residential schools upto class V were being opened in sparsely populated/remote tribal areas and specially for scheduled tribe girls. Now the component of large ashrams with 100 seats and upgradation of primary level ashrams to Middle level and conversion of primary schools into ashrams have also been added. The inmates are paid stipend/scholarship at prescribed rates.

Ashram schools have very useful in attracting tribal children of remote areas and especially tribal girls towards education. Due to resource constraints, provision for maintenance of 256 ashrams opened during the last two years of the Seventh Five Year Plan and increase in the stipend amount due to enhancement in rates w.e.f. November 1988 has been made in the state plan. Consequently, provision has been made from the SCA for 50 (30 seater) new ashram school.

Hostels :

This is also an ongoing scheme under which pre-matric and post-matric hostels are opened by the department where free residential accomodation, light water charges and free services of cook and waterman are provided. The students of pre-matric hostels are paid stipend/scholarship at the prescribed rates. The students of Post-matric hostels are paid only post-matric scholarship at Govt. of India rates.

Chhatra Griha :

Such scheduled tribe college students who were not able to get admission in post-matric hostels were granted post-matric scholarships at day-scholar rates which were less than the rates admissible to Hostellers whereas, these day-scholars were required to spend some times more on rent etc. To remove this namely, the scheme of Chhatra Griha was introduced. Under the scheme, five or more post-matric boys living in a Vented accommodation and having common mess, such places are recognised as Chhatra Grihas. The Government pays the rent and the students are entitled for scholarship at hostel rates.

Students Welfare Fund :

This is an ongoing scheme under which financial assistance is provided to regular students of pre-matric and post-matric Stage for treatment of specific diseases, emergent needs and encouraging their special talents etc.

Awards to Meritorious studnets :

This scheme of giving cash awards ranging from Rs. 1000/- to 5000/- to students passing in merit in 10th and 12th Board Examination was introduced in 1987-88.

Completion of incomplete departmental works :

About 1134 construction works were in incomplete stage. It was necessary to complete these works at the earliest so that they are put to use and the advantage of all these works, a sum of Rs. 32.65 crores would be needed. It is not possible to provide such a huge sum in one plan period. It has, therefore, been decided to complete those works in a phased manner.

Special Repairs and MOWs :

There were 13536 buildings in the books of the department, the cost of which is about 85-00 crores. As per PWD norms, if provision @ 2% of the book value of these building is provided for annual repairs, a sum of Rs. 170.00 lakhs would be required annually. It is not possible to provide only for annual repairs and maintenance such a big sum. There are also some buildings for which special repairs and MOWs are needed in order that they become more useful.

Teachers quarters :

In the TSP area most of the schools are located in interior tribal area. In the absence of any kind of residential accomodation, the teachers normally do not stay in places of their posting. They sometimes do not reach in time or remain absent, specially during monsoon. It has, therefore, been decided to provide for teachers quarters in the plan proposals.

Teaching through tribal dialects :

The tribal children face difficulty in grasping through hindi medium in preparatory stage. To crouse interest in education in them, a scheme of teaching through five major tribal dialects was introduced. Under the scheme 100 schools (20 for each dialect) were selected. Books in tribal dialects for class I to III were prepared and the teachers were imperted training to teach through tribal dialects. The scheme has proved useful.

Saraswati Sangam Libraries :

In collaboration with Raja Ram Mohan Roy

library Foundation, Calcutta, 2000 rural libraries were established during the Sixth Plan period. This organisation Gives 50% matching grant for purchase of books. This scheme have been proposed to be continued.

II. ACHIEVEMENTS OF SEVENTH PLAN - SCHOOL EDUCATION PROGRAMME FOR TRIBAL AREA :

As mentioned above, the role of Tribal Welfare Department was supplemental till the Fifth Five Year Plan period. After the adoption of sub plan strategy for integrated tribal development the department assumed the role of guiding development departments in formulation of schemes of tribal development and coordination and monitoring of tribal sub plan programme. However, it continues to implement schemes especially in the education sector and for the economic upliftment of scheduled tribes.

During the Seventh plan period as against the approved outlay of Rs. 89.77 crores, the budgetted outlay was of the order of Rs. 86.02 crores. The expenditure during the plan period was Rs. 83.01 crores which works out to about 96% of the budgetted outlays for the Seventh Five Year Plan period.

The achievements during the plan period were also quite satisfactory. The level of beneficiaries of state Scholarships rose from 1.20 lakhs to 3.17 lakhs, and the number of hostels and ashrams actually opened was more than what was targetted.

Resource Constraints :

The plan ceiling for tribal development was of the order of Rs. 13600.00 lakhs. The size of the

plan expenditure as at the end of the Seventh five year plan was Rs. 8,301.05 lakhs, provision during 1989-90 was Rs. 2394.00 lakhs out of which a sum of Rs. 1288.92 lakhs has been committed, leaving a balance of Rs. 1105.08 lakhs which will be a charge on the plan resources. Further the maintenance cost of 256 ashrams and 97 hostels functioning since 1987-88 and schemes of hostels and ashrams funded from the S.C.A. (which were not committed) have also been accomodated in the plan ceiling.

In view of the growing responsibility of BCW Sector in respect of educational schemes, making provision for construction of building for educational institutions, it would not be possible to accomodate all the requirement from the State Plan. Therefore, supplementation from the SCA will have to be resorted to during the VIII plan period also.

A large number of educational institutions are housed in rented buildings. Many a times, buildings are not available on rent in the interior tribal areas. The teaching staff is also not able to stay at the places of their postings in the absence of Govt./rented accomodation, this adversely affects the teaching. This situation cannot be allowed to perpetuate.

Additional requirement of funds during VII plan period was as follows :

(1) Opening of 100 New Ashrams :

As per 1981 census literacy was found to be less than 5% in 14 T.D. Blocks, 23 tribal groups which are mostly more backward or primitive tribes. Similarly 88 blocks are such where percentage of female leteracy is less than 5%. Although due to various steps taken during

the decade for spread of education among scheduled tribes, the situation might have improved, it is necessary to include those Blocks/Tribes in thrust areas where special attention will have to be paid atleast during the eighth plan period. It is, therefore, proposed to open atleast 100 ashram schools in the aforesaid Block/for these tribes.

(2) Opening of Pre-matric hostels :

Presently there are 1669 Pre-matric hostels. In view of the expenses of the tribal areas in the state and large number of scholar, it is necessary to expand the facility of hostels so that, besides, the advantages accruing to the tribal students in the interior areas, the extent of dropout is also minimised. It is proposed to open atleast 140 pre-matric hostels during the plan period.

(3) Post Matric Hostels :

While boys of post matric stages will avail the facility of Chhatra Grihas and existing hostel facilities, it would be necessary to provide hostel facilities for girls to encourage higher education among them. Proposals for 20 post matric Girls Hostels have been incorporated in the draft plan.

Construction :

So far, new institutions (schools, hostels, and ashrams) were opened but provision for their buildings could not be made as availability of funds has always been a problem. Normally suitable accomodation is not available in tribal areas with the result it is not possible to provide desired atmosphere needed for residential institutions.

For completion of incomplete works also, adequate provision could not be proposed as a result of paucity of funds. It is necessary that the incomplete works are completed soon so that the buildings are available for use early and the additional investment may not become necessary due to price escalation.

The details of additional funds required was as under :-

S.No.	Name of Scheme	Targets	(Rs. in lakhs) Amount
1.	Opening of new ashrams	100	417.35
2.	Opening of pre-matric hostels.	140	358.75
3.	Opening of post matric girls hostel.	20	46.90
4.	Construction of ashram, School building.	100	660.00
5.	Construction of hostels buildings	160	455.00
6.	Completion of incomplete educational institutions.	-	162.00
			2100.00

The details of the educational institutions/schemes under Tribal Welfare (Education) Department at the end of the VIIth plan was as under :

Educational Institutions/Schemes under T.W.D.1989-90

Educational Institutions

S.No.	Institutions	No.	Remarks
1	2	3	4
1.	Primary schools	15697	

1	2	3	4
2.	Middle Schools	3194	
3.	Higher Secondary schools	355	
4.	High schools	244	
5.	Model higher Sec. Schools	8	
6.	Gurukul Vidhyalaya	1	
7.	Girls Education complexes	6	
8.	Sports Complexes	24	
	1. Boys	18	
	2. Girls	6	
9.	Pre-matric hostels	1669 seats	41776
	1. Boys	1479 seats	37201
	2. Girls	190 seats	4575
10.	Post matric hostels	87 seats	4870
	1. Boys	51 seats	2980
	2. Girls	36 seats	1890
11.	Ashram schools	598 seats	28255
	1. Boys	282 seats	13215
	2. Girls	217 seats	12070
	3. Conversion of primary schools into Ashram schools.	99 seats	2970
12.	Basic Training Institutions	5 seats	468

Educational Schemes :

S.No	Schemes	No. of Beneficiaries	Remarks
1	2	3	4
(a)	<u>Scholarships :</u>		
1.	State Scholarships	514700	
2.	Post Matric	30387	

1	2	3	4
3.	Merit scholarships	1818	
(b)	<u>Other Schemes</u> :		
4.	Incentive for girls education.	1268	
5.	Reimbursement of Board Examination fees	41198	
6.	Grant to non-official Organisation.	23	

The details of approved outlay, budgetted outlay and expenditure incurred during the VIIth plan period have been shown in Annexure-I of Chapter-IV.

The physical achievements during the VIIth five year plan period have also been shown in Annexure-II of Chapter-IV.

II. VIII PLAN - (School Education Department) :

Under the National Education Policy 1986 and its revised action plan 1992, the programme of universalisation of elementary education have been given top priority. In elementary education the programme of primary and Middle Education are included. So far as the primary education in the state is concerned, as per the position on 30.9.92, about 84.5 lakhs children were studying in primary classes which is 87.3% of the children of age group 6-11, whereas at middle school level 25.9 lakhs students were studying which forms 50.5% of the children of age group 11-14. The percentage of girls was

relatively less. At primary level only 75.3% and at middle level only 35.4% girls are studying.

The state Govt. have also given priority to elementary education. The facilities of Primary education have been provided in the village having more than 300 population and junior P.S. as well as N.F.E. centres have been opened in those villages which have the population between 200-300. For providing the facility of primary education, in the villages having less than 200 population, the N.G.O's are being encouraged by giving them the grant to open the educational institutions.

During the year 1993-94 under the DPEP project in 19 districts of the State, plans have been prepared for the universalisation of elementary education scheme of Govt. of India, with a view to get the foreign assistance. Under this project 85% amount will be received from Govt. of India and 15% amount will be made available by the State.

With a view to encourage the students of economically weaker sections, many schemes of incentives are being implemented, like free distribution of text books and dresses, book-bank project etc. These schemes will be effectively continued in the 8th Five Year Plan period.

The Schemes of non-formal education, operation Black Board, Vocational Education, science improvement project etc. which are being implemented with the assistance of central Govt; will also be effectively implemented by providing the state Govt. share. Apart from this, the teachers training programme will also be effectively implemented. Moreover, the present institutions will be provided with the basic facilities to improve the educational standard.

Proposals under Eighth Five Year Plan 1992-97 and Annual Plan 1993-94 :

During the Eighth five year plan, the plan ceiling of school education department have been fixed to be Rs. 692.33 crores. Keeping in view the needs of the Department this amount is much less. During the first year 1992-93 of the 8th Plan, the Plan ceiling of the department was fixed at Rs. 151.86 crores out of which Rs. 60.00 crores were for the T.S.P. Area and Rs. 21.26 crores were fixed under special component plan. Out of this plan ceiling, the state finance department have asked to surrender about Rs. 22.00 crores. Thus the amount left with the school education Department was only 129.86 crores, out of which an expenditure of Rs. 124.68 crores was incurred during the Ist two years of VIIIth plan. Under the new programmes/items, the main programmes sanctioned were of opening of 1000 junior primary schools, 200 primary schools, 250 middle schools, 100 high schools and 50 higher secondary schools.

Annual Plan 1993-94 :

The Plan ceiling of the school education department for the Annual plan 1993-94 is fixed at Rs. 151.00 crore which is less than the plan ceiling for the year 1992-93 by Rs. 0.86 crores. Out of this plan ceiling Rs. 64.80 crores is provided for general plan, Rs. 68.08 crores for Tribal sub plan and Rs. 18.12 crores for special component plan of the state. Out of the provision an amount of Rs. 144.00 crores have been provided for continued schemes and Rs. 7.00 crores for construction of new school buildings. In the State Budget no provision have been made for the State share amount which is to be given to the central Govt. under the District Primary Education Programme. In this connection action is being taken to make the amendment in the budget provisions in

consultation with the State Finance Department.

During this year the state Finance Deptt. have allotted only Rs. 139 crores out of Rs. 151 crores, thus making a cut of Rs. 12.00 crores.

Annual Plan 1994-95 of School Education Department :

During the year 1994-95 the plan ceiling of the School Education Department have been proposed to be rs. 155.00 crores. Out of this amount a sum of Rs. 140.15 crores will be expended on continued programme during the year 1994-95, and a sum of Rs. 14.85 crores will be available for new programmes, out of which Rs. 10.00 crores have been proposed to be made available to the Govt. of India towards state, share under the 'District Primary Education Programme', here, it is pointed out that under the DPEP project 15% amount is to be made available as the state Govt. share. During this year it is expected to receive/get the assistance of Rs. 85.00 crores from Govt. of India. Accordingly the state govt. will have to make a provision of Rs. 15.00 crores in the state budget plan. But it will not be possible within the state plan ceiling to provide more than Rs. 10.00 crores and it is also not possible to curtail the proposed new programme because apart from the 19 districts of DPEP, the educational activities will also be taken care in other 35 districts otherwise the problem of educational disbalance will be created in the state. It is, therefore, necessary to increase the plan ceiling by Rs. 5.00 crores more during the year 1994-95.

The schemewise progress of expenditure during the Annual Plan 1993-94 and the proposed outlay for the Annual plan 1994-95 of school education department have been show in Annexure-III of Chapter-IV.

The physical targets and achievements during the annual plan 1993-94 and the proposals for the annual plan 1994-95 have been shown in Annexure-IV of Chapter-IV.

The yearwise budget allocations and expenditure under non-plan and plan of school education department, from the year 1980-81 to 1993-94 is shown in Annexure-V & VI of Chapter-IV.

**III. EIGHTH PLAN 1992-97 AND ANNUAL PLAN 1994-95
OF TRIBAL WELFARE DEPARTMENT :**

INTRODUCTION :

The scheduled tribes population in the state is per 1991 census is 153.99 lakhs which is about 23 percent of the total population of the state (661.81 lakhs). These scheduled tribes are divided into 46 groups, some of which are primitive and in most backward condition. So far 15 tribal groups are found to be a primitive state, out of these, Govt. of India have recognised 7 tribes as special primitive tribes, for the purpose of giving S.C.A. for their development.

The efforts of tribal development in the State are made in two ways : in the general sector, under the Tribal sub-plan strategy and under the Backward Classes Welfare sector by way of implementing schemes through the Commissioner, Tribal Development.

The schemes of the department are mainly in the sector of education. Besides, schemes of economic assistance, grant to voluntary organisation etc. are also implemented. In Madhya Pradesh School Education in the TSP area is managed by the Tribal Welfare Department for which funds are made available to this department from the plan ceiling of School Education Department.

Past achievements :

The plan ceiling for 1992-93 was of the order of Rs. 3000 lakhs and actual expenditure amounted to Rs. 3099.04 lakhs. The ceiling for 1993-94 is Rs. 3200 lakhs and it is anticipated that the expenditure would be about Rs. 3289 lakhs. This expenditure is only on ongoing schemes. For the last some years plan ceiling for the department is fixed on a lower side as compared to actual needs as would be evident from the following :

Year	Plan ceiling	Expenditure (Rs. in lakhs)
1991-92	2704.00	2721.73
1992-93	3000.00	3099.04
1993-94	3200.00	3289.00 (Anticipated)

Main reason for excess expenditure is that schemes like, scholarships, stipends, text book to class I and II students, grant-in-aid, reimbursement of Board examination fees are open ended schemes and benefit is extended to all eligible beneficiaries irrespective of the budget provision.

Achievements of certain important schemes, during 1992-93 and anticipated achievements of 1993-94 are as follows :-

S.No.	Name of the Scheme	Level as at the end of VII plan.	Level 1992-93	Anticipated achievements 1993-94
1	2	3	4	5
1.	Prematric scholarships	5.14 lakhs students	7.11 lakhs	7.40 lakhs

1	2	3	4	5
2.	Prematric Hostels	No.1669 Inmates 41776	1813 51075	35 New 1050 seats (From SCA)
3.	Post Matric hostels	No.87 Inmates 4870	102 5620	5 New 250 seats (from SCA)
4.	Ashrams	No. 598 Inmates 28255	906 42645	100 ashrams 4250 seats (From SCA)
5.	Reimbursement of tution and Board examination fees.	41198	51863	61000
6.	Free supply of text books to class I & II students.	7.02 lakhs students	6.91 LAKHS	7.25 lakhs
7.	Grant-in-aid to voluntary organisation.	26	32	32
8.	Family oriented economic programmes.	45706 beneficiaries (Total plan period)	12634	15000

Resource Constraints :

As indicated above the plan ceiling fixed for the department during past years were totally inadequate even for the ongoing schemes. No new items could be incorporated in the plans of past 3 years. During 1994-95 also no new scheme has been incorporated.

With the spread of education among scheduled tribes, expenditure on schemes like free distribution of text books to class I and II students, reimbursement of Board Examination fees, grant-in-aid to N.G.O's is

increasing every year. Besides, the state liability of construction works under the C.S.P. is also increasing due to inadequate plan ceiling on one hand and higher state share required to be borne by the State on the other hand (actual cost of construction being more i.e. about 2/3rd of the total cost is to be shared by the state). Further, the maintenance cost of hostels and ashrams opened from S.C.A. is also being charged to that budget which, as per Government of India norms, is not permissible. It would therefore, be infitness of things that provision for this is made in the state plan. Details of schemewise additional requirement of funds works out as follows :-

(1) Grant-in-aid to voluntary organisations :

There are 32 voluntary organisations receiving grant from the department. During 1992-93, against a provision of Rs. 100.00 lakhs, the actual expenditure was Rs. 263.32 lakhs. During 1993-94, budget provision under plan is Rs. 225.00 lakhs. Anticipated expenditure would be about Rs. 265.00 lakhs. The number of organisations and their activities also keep on increasing. Employees of these organisations are demanding pay scales (Central scales) equal to the State Employees. During 1994-95, the anticipated expenditure under state plan is likely to be Rs. 300.00 lakhs whereas Rs. 250 lakhs have been proposed, leaving a shortfall of Rs. 50 lakhs.

(2) Construction of Hostels/Ashrams under Centrally Sponsored Schemes :

Under the scheme, GOI gives 50% share towards the cost of construction as per their norms. The present norms are Rs. 20220/- per seat. However, actual cost of construction is much more as a result of which about 60 to 65 percent of the actual cost of construction is required

to be borne by the state. The net result of this has been that the liability of incomplete works by way of state share is increasing every year. Details of liabilities in respect of works at the beginning of the current year was as follows :-

		(Rs in lakhs)
1.	M.P. Housing Board (12 works)	204.58
2.	20 Girls hostel buildings through collections.	153.31
3.	18 hostel buildings for which GOI share of Rs. 111.80 lakhs has been received during 92-93.	389.38
		<hr/> 747.27 <hr/>

During 1993-94 a sum of Rs. 70.00 lakhs has been released for 20 girls hostels (Rs. 35.90 lakhs as state share and 35.00 lakhs as Central Share). A sum of Rs. 111.80 lakhs has been received from GOI and after contributing state share a total amount of Rs. 223.60 shall be released from the budget of 1993-94. The budget provision for 1993-94 under the CSP is Rs. 400.00 lakhs Rs. 200.00 lakhs being state share and Rs. 200.00 lakhs provided towards Central share). After adjusting the sum of Rs. 293.60 lakhs (146.80 + 146.80 lakhs) balance provision of Rs. 53.20 lakhs (50% state share) shall be used for completion of the spill over works. Thus the outstanding liability at the end of 1993-94 shall be Rs. 400.47 lakhs.

(3) Maintenance of hostels/ashrams opened from SCA :

Due to inadequate plan ceiling, hostels and

ashrams were opened during the past years from SCA. As per GOI norms for use of SCA, the recurring expenditure for running these institutions should be the state liability which works out as follows :-

	(Rs. in lakhs)
Maintenance cost of 1915 hostels	3404.00
Less available under plan (1032.00)	3098.00
	<hr/>
Short Fall :	306.00
	<hr/>
Maintenance of 1006 ashrams :	2788.00
Less available under plan (1090.00) and non plan (850.00)	1940.00
	<hr/>
Short Fall :	848.00
Total short fall :	1154.00
	<hr/>
Total Additional funds needed :	
1. Grant-in-aid to voluntary Organisation.	50.00
2. Construction of hostels/ ashrams under CSP	400.00
3. Maintenance of hostels/ashrams	1154.00
	<hr/>
Total :	1604.00
	<hr/>

PROPOSALS FOR ANNUAL PLAN 1994-95 :

The plan ceiling for tribal development is of the order of Rs. 3200 lakhs. This amount is totally inadequate to meet the requirement of even the ongoing schemes. At the same time it is inevitable to continue the ongoing schemes because they are not only open ended schemes but are very important for spread of education among the tribals. Important ongoing schemes are as under :

Teaching through tribal dialects :

This is an ongoing scheme under which teaching through five major tribal dialects viz. Bhili, Gondi, Halbi, Korku and Kudak is being carried out in classes I to III . The scheme is being implemented in all the 755 primary schools of nine blocks of five districts. Under the scheme, text books and other materials are prepared in these dialects and resource persons and teachers are imparted training.

During 1992-93, a sum of Rs. 27.07 lakhs was spent on printing of text books. Training for resource persons and 600 teachers was conducted in May, June, 1993. During 1993-94, a sum of Rs. 5.00 lakhs has been provided in the State Plan.

The Scheme is proposed to be continued during 94-95 for which a sum of Rs 3.00 lakhs has been provided.

Ashrams :

This is an ongoing scheme under which earlier residential schools upto class V were being opened in sparsely, populated/remote tribal areas and specially for scheduled tribes girls. Now the component of large ashrams with 100 seats and upgradation of primary level ashrams

to middle level and conversion of primary schools into ashrams have also been added. The inmates are paid stipend at following rates :

Boys Rs. 150/- p.m. for 10 months.
Girls Rs. 160/- p.m. for 10 months.

In addition they get scholarships at prescribed rates. Due to inadequate plan ceiling the ongoing expenditure under the scheme is partially met from the state plan and new ashrams are opened from the SCA.

State Govt. have decided to enhance the aforesaid rates of stipend by Rs. 100/- p.m. requisite provision has, therefore, been made under relevant continuing scheme of ashrams and hostels.

Budget provision, expenditure and physical progress for 1992-93, 93-94 and proposals for 94-95 are as under :

Budget head	1992-93		1993-94	
	Expdt.	Physical achievement	Anticipated Expdt.	Anticipated achievement
Non Plan	737.13	5-100 seater	773.88	5-100 seater
State Plan	441.94	45 - 50 seater conversion		45-50 seater and conversion
SCA	652.25	of 50 primary schools and upgradation of 45 primary level ashrams to middle level	500.00 1063.00	of 50 primary schools into ashrams
	<u>1801.32</u>			

For 1994-95, a sum of Rs. 1090.00 lakhs has been proposed from the State plan and Rs. 850.00 lakhs from Non-Plan budget leaving a balance of Rs. 848.70 lakhs for the ongoing expenditure which will have to be met from the SCA..

Prematric and Post Matric Hostels :

There is a network for pre-matric and post-matric hostels for Sch. tribes. As at the end of March, 1993, there were 1813 pre-matric hostels with 51075 seats and 102 Post-matric hostels having 5620 seats. The inmates of pre-matric hostels are paid stipend in addition to the pre-matric scholarships. The rates of stipend are Rs. 150/- per month for boys and Rs. 160/- per month for girls, payable for 10 months. Besides rent free accommodation, furniture, bedding, water and electricity and services of cook and waterman are provided free to the inmates. The inmates of post matric hostels are also entitled to these benefits. However, no stipend is paid to them, instead they get post matric scholarship at hostel rates.

Due to inadequate plan ceiling the ongoing expenditure under this scheme also is partially met from the state plan and new hostels are opened from the S.C.A. Expenditure and physical progress for 1992-93, 1993-94 and proposals for 1994-95 are as under :-

Budget head	1992-93		1993-94	
	Expdt.	Physical achievement	Anti. expdt.	Achievement Anti.
1	2	3	4	5
Non Plan	1742.19	34 pre matric hostels (1020 seats) and 5 post-matric hostels(250 seats) opened from SCA.	1878.34	

1	2	3	4	5
State Plan	422.00		485.83	53 prematric and 5 post matric hostels proposed from SCA.
SCA	305.86		599.00	
	2470.05		2963.17	

State Government have decided to enhance the aforesaid rates of stipend by Rs. 100/- p.m. Ruquisite provisions has therefore, been made under relevant continuing scheme of ashrams and hostels.

For 1994-95, a sum of Rs. 1032.00 lakhs has been proposed in the State Plan and Rs. 2066.00 lakh is proposed under Non Plan. Balance amount of Rs. 306.00 will have to be met from the S.C.A.

Chhatra Griha :

Such scheduled tribe college students who are not able to get admission in post matric hostels are given post matric scholarship at day scholar rates which are less than the rates admissible to hostellers whereas the day scholars where required to spend a good amount on rent etc. To help such students, this scheme was introduced. Five or more post matric boys living in a ranted accommodation and having common nessare recognised as 'Chhatra Griha'. The Government pays the rent and the students are entitled to post matric scholarships at hostels rates.

Budget and Expenditure for 1992-93 :

Budget head	Budget Provision (Rs.in lakhs)	Expenditure (Rs.in lakhs)	No.of Chhatra Grihas
State Plan	18.00	18.00	410

During 1993-94 also, a provision of Rs. 18.00 lakhs has been made. The anticipated expenditure is also 18.00 lakhs. For 1994-95 also similar provision has been made.

Students Welfare Fund :

This is an ongoing scheme under which financial assistance is provided to regular students of pre-matric and post matric stages for teatment of specific diseases, emergent needs and encouraging their special talents etc. Assistance is also given to students for meeting the incidental expenses when they are admitted for the first time in Medical, Engineering, Agriculture or voterniary colleges. The rates of assistance very between Rs. 50/- and Rs. 500/-.

Award to Meritorious Students :

This scheme of giving cash award, ranging from Rs. 1000/- to 5000/- to students passing in merit in 10th and 12th Board Examination was introduced in 1987-88. During 1993-94, a sum of Rs. 15.00 lakhs has been provided for the aforesaid schemes, for 1994-95, a sum of Rs. 10.00 lakhs has been proposed.

Saraswati Sangam Libraries :

In collaboration with Raja Ram Mohan Roy Library Foundation, Calcutta, 2000 rural libraries were established during the Sixth Plan period. The scheme wise budget provision for 8th plan 1992-97 and for annual plan 1993-94 is shown in the following tables.

APPROVED OUTLAY BUDGETTED OUTLAY AND EXPENDITURE
DURING VIIth PLAN PERIOD

Code No	Major head/ Minor head of Development	Tortal seventh Plan		
		Approved plan outlay	Budgetted outlay	Expenditure
1	2	3	4	5
277	EDUCATION			
1.	State Scholarships	1187.00	1065.10	2165.23
2.	Merit Scholarships	24.49	24.49	22.44
3.	Reimbursement of tution and Board examination tees	81.37	87.70	120.64
4.	Free supply of text books.	161.50	136.50	146.37
5.	Ashrams	1084.23	1083.36	773.51
6.	Hostels	830.86	771.66	759.15
7.	Chhatra Orihas	40.70	39.70	51.53
8.	Students welfare fund	75.70	85.40	96.22
9.	Award to teachers	7.10	4.20	-
10.	Saraswati Sangam	19.00	19.00	19.68
11.	Scouts & guide	5.50	5.50	2.77
12.	Community welfare centres	12.00	15.00	14.82
13.	Basic Training Institute	37.40	18.90	17.97
14.	Special Training to teachers	12.00	10.50	5.52
15.	Youth Welfare	4.25	-	-
16.	Increase in literacy	11.00	11.30	6.86
17.	Incentives for girls education	20.00	5.00	-
18.	Labour oriented scholarships	13.00	13.00	1.20

1	2	3	4	5
19.	Model H.S. Schools	128.55	96.55	81.04
20.	Girls Education Complexes.	150.10	169.33	141.19
21.	Primary schools	141.25	177.78	271.89
22.	Middle Schools	276.30	329.36	350.62
23.	Higher Sec. Schools	359.40	374.21	502.49
24.	Sainik Schools	8.65	8.55	5.60
25.	I.T.I's	125.15	128.85	99.26
26.	Additional stipend in general I.T.I's.	15.50	15.50	17.39
27.	Construction of educational institutions.	1429.63	1061.86	812.58
28.	Construction by P.W.D.	67.70	263.75	263.75
29.	New Education structure for Bastar	1.00	-	-
30.	Mid day meals	88.00	-	-
Total		6668.83	6263.20	6905.68

PHYSICAL TARGETS & ACHIEVEMENT DURING THE SEVENTH PLAN

S.No.	Items	Unit	Total seventh plan 1985-90	
			Target	Achievement
1	2	3	4	5

STATE SECTOR

1.	Model H.S.S.	Nos.	-	1
2.	Girls Education Complex	"	3	2
3.	State Scholarship	No.of students	1,20,000	3.17 lakh

DISTRICT SECTOR

4.	Ashrams	Nos	50	367
5.	Hostels	Nos	140 Pre.MH 5 Post M.H	137 Pre.MH 19 Post MH
6.	Free supply to text books to students of classes I & II.	"	9,90,000	7.02 lakh
7.	Merit Scholarship	No.of student	567	1818

BUILDING CONSTRUCTED

8.	Hostels	Nos	145	113
9.	Ashrams	Nos	50	100
10.	Sports Hostels	Nos	24	24
11.	School building	Nos	2	91

**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
12	Education for all	1000.00	—	1000.00	—	—	—	—	—	—	—	—	—	—	—	—
13	Supply & Maintenance of Colour T.V & Two-in-One in Primary Schools	98.00	98.00	—	25.00	25.00	—	25.00	25.00	—	30.00	30.00	—	—	—	—
14	Research & Innovation & Improvement in Sc. Ed. at elementry level	100.00	100.00	—	2.25	2.25	—	2.25	2.25	—	11.00	11.00	—	—	—	—
15	Furniture & Equipment in Middle Schools	741.00	—	741.00	—	—	—	—	—	—	50.00	50.00	—	—	—	—
16	Primary & Middle Schools buildings	2885.75	500.00	2385.75	716.00	216.00	500.00	716.00	216.00	500.00	100.00	—	100.00	100.00	—	100.00
17	School Building Cess	950.00	950.00	—	234.00	234.00	—	234.00	234.00	—	275.00	275.00	—	375.00	375.00	—
18	Lady Teacher Quarters Constructions	700.00	100.00	600.00	—	—	—	—	—	—	—	—	—	—	—	—
19	Jeeps for Jt/Dy. Directores	45.00	—	45.00	—	—	—	—	—	—	10.00	10.00	—	—	—	—
20	State share for DPBP	—	—	—	—	—	—	—	—	—	1000.00	—	1000.00	—	—	—
21	Strengthening of SCERT including Bldg. Construction & Purchase of Vehicals	—	—	—	—	—	—	—	—	—	50.00	—	50.00	15.00	—	15.00
22	Share to T.W.D.	17000.00	17000.00	—	3214.00	3214.00	—	3214.00	3214.00	—	3000.00	3000.00	—	—	—	—
23	Grant to Yoga Prachar Samiti	20.00	20.00	—	—	—	—	—	—	—	—	—	—	—	—	—
Total Elementary Education		45137.55	38655.10	6482.45	8308.49	7808.49	500.00	8308.49	7808.49	500.00	9415.50	7974.20	1441.30	490.00	375.00	115.00

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
SECONDARY EDUCATION																
24	Strengthening of D.P.I & Divisional Offices	125.00	125.00	—	8.59	8.59	—	8.59	8.59	—	10.00	10.00	—	—	—	—
25	Improvement in Libraries	200.00	—	200.00	—	—	—	—	—	—	20.00	—	20.00	—	—	—
26	Book Bank in High/HSS	700.00	700.00	—	—	—	—	—	—	—	100.00	100.00	—	—	—	—
27	Govt. High/HSS	5787.00	4765.00	1022.00	1715.35	1715.35	—	1715.35	1715.35	—	1800.00	1800.00	—	—	—	—
28	Furniture Equipment in High/HSS	576.45	—	576.45	—	—	—	—	—	—	50.00	50.00	—	—	—	—
29	Introduction of 10+2 System	2800.00	2800.00	—	1482.15	1482.15	—	1482.15	1482.15	—	1016.50	1016.50	—	—	—	—
30	Vocationalisation of Edn.	—	—	—	—	—	—	—	—	—	414.00	400.00	14.00	—	—	—
31	Staff in School opened previously and additional staff	1400.06	—	1400.00	—	—	—	—	—	—	—	—	—	—	—	—
32	Aid to Non Govt. HSS	746.80	746.80	—	365.05	365.05	—	365.05	365.05	—	365.00	365.00	—	—	—	—
33	Residential School of Sports Sehore	160.00	160.00	—	3.00	3.00	—	3.00	3.00	—	3.00	3.00	—	—	—	—
34	Science Kit Workshop	200.00	200.00	—	11.00	11.00	—	11.00	11.00	—	12.00	12.00	—	—	—	—
35	Class Project	35.00	35.00	—	5.00	5.00	—	5.00	5.00	—	5.00	5.00	—	—	—	—
36	Grant to Sainik School Rewa & Airforce School Gwalior	100.00	100.00	—	—	—	—	—	—	—	15.00	15.00	—	—	—	—
37	School Complex & Model School	175.00	—	175.00	—	—	—	—	—	—	—	—	—	—	—	—
38	Encouragement of Sports	120.00	120.00	—	—	—	—	—	—	—	—	—	—	—	—	—
39	Human values in Education	50.00	—	50.00	—	—	—	—	—	—	—	—	—	—	—	—
40	HSS Buildings	1410.00	511.10	899.00	776.25	576.25	200.00	776.25	576.25	200.00	200.00	200.00	—	200.00	200.00	—
41	Improvement in Play Ground	300.00	—	300.00	5.50	5.50	—	5.50	5.50	—	15.00	15.00	—	—	—	—
42	UNICEF Projects	—	—	—	20.94	20.94	—	20.94	20.94	—	25.00	25.00	—	—	—	—
43	Conferances & Meetings	10.00	10.00	—	1.00	1.00	—	1.00	1.00	—	1.00	1.00	—	—	—	—
44	Teacher Education	100.00	—	100.00	187.95	187.95	—	187.95	187.95	—	23.00	23.00	—	—	—	—
45	Creation of Vocational Ed. Cell in SCERT State Share	—	—	—	—	—	—	—	—	—	10.00	—	10.00	—	—	—
46	Share to T.W.D	9100.00	9100.00	—	2209.89	2209.89	—	2209.89	2209.89	—	2000.00	2000.00	—	—	—	—
TOTAL SECONDARY EDUCATION		24095.25	19372.90	4722.45	6791.67	6591.67	200.00	6791.67	6591.67	200.00	6084.50	6040.50	44.00	200.00	200.00	0.00
GRAND TOTAL (E1e+Secondary)		69232.80	58028.00	11204.90	15100.16	14400.16	700.00	15100.16	14400.16	700.00	15500.00	14014.70	1485.30	690.00	575.00	115.00

Annexure-IV

Physical Target and Achievement during the annual Plan 1993-94
and Proposals for the annual Plan 1994-95

Sno	Item	Unit	Eighth Plan	Annual Plan 1993-94		Annual Plan	Remark
			1992-97	-----	-----	1994-95	
			-----	Target	Anticipated	-----	
			Target		Achievement	Target	
1	2	3	4	5	6	7	8
Elementary							
1	Opening Of Jr Primary School	School	5000	---	---	300	
2	Opening Of Primary School	"	1000	---	---	200	
3	Opening Of New Middle School	"	1000	---	---	200	
4	Non formal Education Centre	Centre	10000	---	---	5000	
5	Additional Teachers in Primary & Middle Schools	Teacher	5000	---	---	500	
6	Purchase Of Jeeps	Jeep	35	---	---	4	
7	Construction of Primary & Middle School buildings	School Building	500 PS 400 MS	150 PS 70 MS	150 PS 70 MS	20 PS & 15 MS	
Secondary							
1	Opening Of New High Schools	School	500	---	---	---	
2	Opening Of New Higher Secondary Schools	"	250	---	---	---	
3	Provision Of Staff in High & Higher Sec.Schools opened previous year	Teacher	1094	---	---	---	
4	Construction of High/HSS Building	School Building	80	10	10	---	
5	Additional Staff in High /HSS	Teacher	2000	---	---	---	

Part-7 : Budget allocations & Expenditure

School Education.

1- Non-Plan

(In lakh)

r Year	Provision			Expenditure		
	Total	Elementary	%	Total	Elementary	%
81	13275.33	10078.87	75.9	13575.40	10294.29	75.8
82	15362.88	11514.33	74.9	15762.16	11890.79	75.4
83	18268.23	13860.92	75.9	18476.32	13905.77	75.3
84	21641.70	16364.42	75.6	22246.12	16372.05	73.6
85	24007.51	18138.50	75.6	24537.65	18619.85	75.9
86	27686.20	20939.75	75.6	28200.00	21150.00	75.0
87	32412.00	24309.00	75.0	33100.00	24825.00	75.0
88	38383.66	28787.00	75.0	38384.00	28788.00	75.0
89	42632.25	31974.00	75.0	42632.25	31974.00	75.0
90	48520.75	36390.00	75.0	48521.00	36390.00	75.0
91	56034.30	48010.00	85.7	61834.00	46375.50	75.0
92	68064.25	53354.75	78.4	70818.68	53114.00	75.0
93	77069.20	61284.28	79.5	77069.20	61284.28	79.5
94	88232.35	69823.60	79.1	96232.35	75823.60	78.8

2- Plan

	Provision			Expenditure		
	Total	Elementary	%	Total	Elementary	%
-81	1027.00	799.00	77.8	986.00	698.00	70.8
-82	1167.18	793.94	68.0	940.52	620.18	65.9
-83	1200.00	871.82	72.7	1159.34	731.44	63.1
-84	2325.95	2025.15	87.1	2859.64	2366.13	82.7
-85	2641.80	2200.00	83.3	2961.80	2252.00	76.0
-86	3470.22	1766.23	50.9	3470.00	1766.00	50.9
-87	4521.50	3390.00	75.0	4713.00	3534.00	75.0
-88	7759.00	4992.00	64.3	7759.00	4992.00	64.3
-89	9156.15	6000.00	65.5	9156.00	6000.00	65.5
-90	11100.00	6831.81	61.5	11100.00	6832.00	61.5
-91	12030.00	8044.00	66.9	10875.00	7038.00	64.7
-92	13805.00	8865.00	64.2	12000.00	8000.00	66.7
-93	15186.00	9340.00	61.5	12468.34	7496.66	60.1
-94	15100.00	8458.68	56.0			

Table Showing VIII Plan 92-97 outlay ,Annual; Plan 93-94 and Annual Plan 94-95

Code No	Major head/ Minor head of Development	Eighth Plan 92-97 Outlay			Annual Plan 1993-94			Annual Plan 1994-95		
		Total	Continu- ing scheme	New scheme	Total	Conti- nuing scheme	New scheme	Total	Conti- nuing	New scheme
1	2	3	4	5	6	7	8	9	10	11
<u>EDUCATION</u>										
1.	State scholarship	5500.00	5500.00	-	955.00	955.00	-	1000.00	1000.00	-
2.	Merit Scholarship	39.00	39.00	-	7.84	7.84	-	7.84	7.84	-
3.	Reimbursement of tuetion and board examination fees.	300.00	300.00	-	70.00	70.00	-	98.00	98.00	-
4.	Free supply of Text books to students of class I & II.	400.00	400.00	-	70.00	70.00	-	108.00	108.00	-
5.	Teaching through tribal dialects.	50.00	50.00	-	5.00	5.00	-	3.00	3.00	-
6.	Ashrams	2000.00	2000.00	-	450.00	450.00	-	1090.00	1090.00	-
7.	Hostels	2000.00	2000.00	-	485.83	485.83	-	1032.00	1032.00	-
8.	Chhatra Grihas	85.00	85.00	-	18.00	18.00	-	18.00	18.00	-
9.	Students Welfare fund/award to meritous students	75.00	75.00	-	15.00	15.00	-	10.00	10.00	-

1	2	3	4	5	6	7	8	9	10	11
10.	Saraswati Sangam libraries	25.00	25.00	-	5.00	5.00	-	3.00	3.00	-
11.	Industrial Training Institute.	60.00	60.00	-	13.53	13.53	-	10.00	10.00	-
12.	Patwari Training	5.00	5.00	-	1.00	1.00	-	1.00	1.00	-
13.	Construction of building through departmental agencies.	1400.50	1400.50	-	305.86	305.86	-	132.66	132.66	-
14.	Construction of buildings through PWD.	51.00	51.00	-	-	-	-	-	-	-
15.	Special repairs and MOWs.	390.00	390.00	-	50.00	50.00	-	50.00	50.00	-
Total :		12380.50	12380.50	-	2452.06	2452.06	-	3563.50	3563.50	-

CENTRALLY SPONSORED SCHEME

<u>S.No.</u>	<u>Name of the Scheme</u>	<u>Pattern of funding</u>	<u>Eighth Plan 92-97 outlay</u>	<u>Annual Plan 92-93 Provision · Expdt. in the Annual Plan</u>		<u>Annual Plan 93-94 Provision Outlay in the Annual Plan</u>		<u>Annual Plan 94-95 Proposed Outlay</u>	
1	2	3	4	5	6	7	8	9	10 11

CENTRAL SECTOR

1.	Post Matric Scholarship	100%	2430.00	396.00	393.37	435.00	435.00	460.00	-
2.	Doctoral Fellowship	100%	5.00	1.00	0.44	1.00	1.00	1.00	-
3.	Education of Tribal girls in low literacy pockets.	-	-	-	-	-	267.20	83.00	-
4.	Vocational Training Institute	100%	-	-	-	-	44.34	66.00	-
TOTAL :			2435.00	397.00	393.81	436.00	747.54	610.00	-

1	2	3	4	5	6	7	8	9	10	11
<u>CENTRALLY SPONSORED SCHEMES</u>										
5.	Ashram Schools in TSP areas Ugradation	50%	-	-	-	100.00	200.00	200.00	-	
6.	Book Bank in Medical/Engineering College.	50%	400.00	70.00	65.28	75.00	75.00	84.00	-	
7.	Construction of hostels/Ashrams	50%	1100.00	230.00	161.24	300.00	300.00	300.00	-	
TOTAL			1500.00	300.00	226.52	475.00	575.00	584.00	-	
Grand Total			3935.00	697.00	620.33	911.00	1322.54	1194.00	-	

CHAPTER - V

SUMMARY & CONCLUSION

Madhya Pradesh has the largest tribal population for any one state in the country. According to census 1991 the total population of STs in Madhya Pradesh is 153.99 lakhs accounting for (23.27%) of the states population. The tribal population of M.P. account for about 1/4th tribal population of the country. There are 46 scheduled tribes in the state divided into more than 100 ethnic groups.

According to census 1991 the percentage of literacy in India is 52.11% and the percentage of literacy in M.P. is 43.45%. Male literacy in India is 63.86% and female literacy is 39.42%. Male literacy in M.P. is 57.43% and the female literacy is 28.39%.

In Madhya Pradesh the literacy among the S.T. is about 13.72%. Sexwise, male literacy in the S.T. is 22.78% and the female literacy is 4.62%.

The tribal M.P. is divided into five cultural and economic regions. The regionwise S.T. population viz-a-viz literacy ratio is as follows :-

1.	Western region	94.6
2.	Central region	89.11
3.	North-Eastern	94.6
4.	Eastern	87.13
5.	Southern	87.13

Tribewise literacy in the state shows lot of variation As stated earlier the percentage of literacy among the ST is 13.72%. The highest percentage of literacy 28.75% is found in Halba, and Halbi tribes. And the lowest percentage of literacy 1.52% is found in Pardhi tribe. The percentage of literacy below 5% is found in the following tribes with sizeable population.

1. Baiga 3.62%
2. Kamar 4.50%
3. Korwa 2.82%
4. Sahariya 2.74%
5. Sonar 5.00%

The overall distribution of literacy among the S.T.s is as follows :-

Below 5%	11
5 - 10	15
10 - 15	10
15 - 20	5
20 - 25	4
25 and above	1
	<hr/>
	46
	<hr/>

According to census 1991 the percentage of literacy among women in India is 39.4% and the percentage of women's literacy in M.P. is 28.39%. The percentage of tribal womens literacy in M.P. is 4.62%. The decennial growth rate of literacy (women) in the state was as follows :

Year	General		Scheduled tribe	
	T	F	T	F
1961	17.13	6.37	5.10	0.97
1971	22.24	10.92	7.62 (49%)	2.18 (25%)
1981	27.87	15.68	10.68 (40%)	3.60 (65%)
1991 (Approx)	43.45	28.39	13.72	4.62

The level of literacy among the scheduled tribes women is as follows :-

S.No.	Literacy %	No. of tribes
1.	1% & below	8
2.	Above 1% to 2%	16
3.	Above 2% to 3%	4
4.	Above 3% to 4%	5
5.	Above 4% to 5%	3
6.	Above 5%	11

The highest percentage of womens literacy (14.38%) is found in ~~Oran~~ Oran tribe and the lowest percentage of women literacy (0.39 %) is found in Shaharia tribe.

According to percentage of literacy in women among the different tribes of the state the highest percentage of literacy is found among the following five tribes.

S.No.	Tribe	% of literacy
1.	Oraon	14.58%
2.	Dhanuk	14.58%
3.	Dhangad	14.58%
4.	Halba	13.46%
5.	Keer	10.62%

According to percentage of literacy in women among the different tribes of the state the lowest percentage of literacy is found among the following five tribes.

S.No.	Tribe	% of Literacy
1.	Paṁdhi	0.00
2.	Birhul, Birhōr	0.00
3.	Sahariya	0.39
4.	Jamta, Ganuta	0.43
5.	Baiga	0.58

The main reasons for low rate of literacy are:

1. Poor enrollment
2. High degree of wastage and stagnation.

According to available information 9.83 lakh tribal boys are enrolled in the primary school classes.

They form 84.8% of the boys in primary school going age group. Similarly 5.95 lakhs tribal girls are enrolled in the primary school classes. They form 54.54% of the girls in primary school going age group. Thus 15.78 lakhs tribal children are enrolled in the primary school level classes. They form 69.82% of the tribal children in the primary school going age group. It means for 100% enrolment in primary school level classes another 30% children to be enrolled. In case of boys 16% boys are to be enrolled and in case of girls 45% girls are to be enrolled, through special efforts.

According to available information the position of dropouts among the scheduled tribes is as follows :-

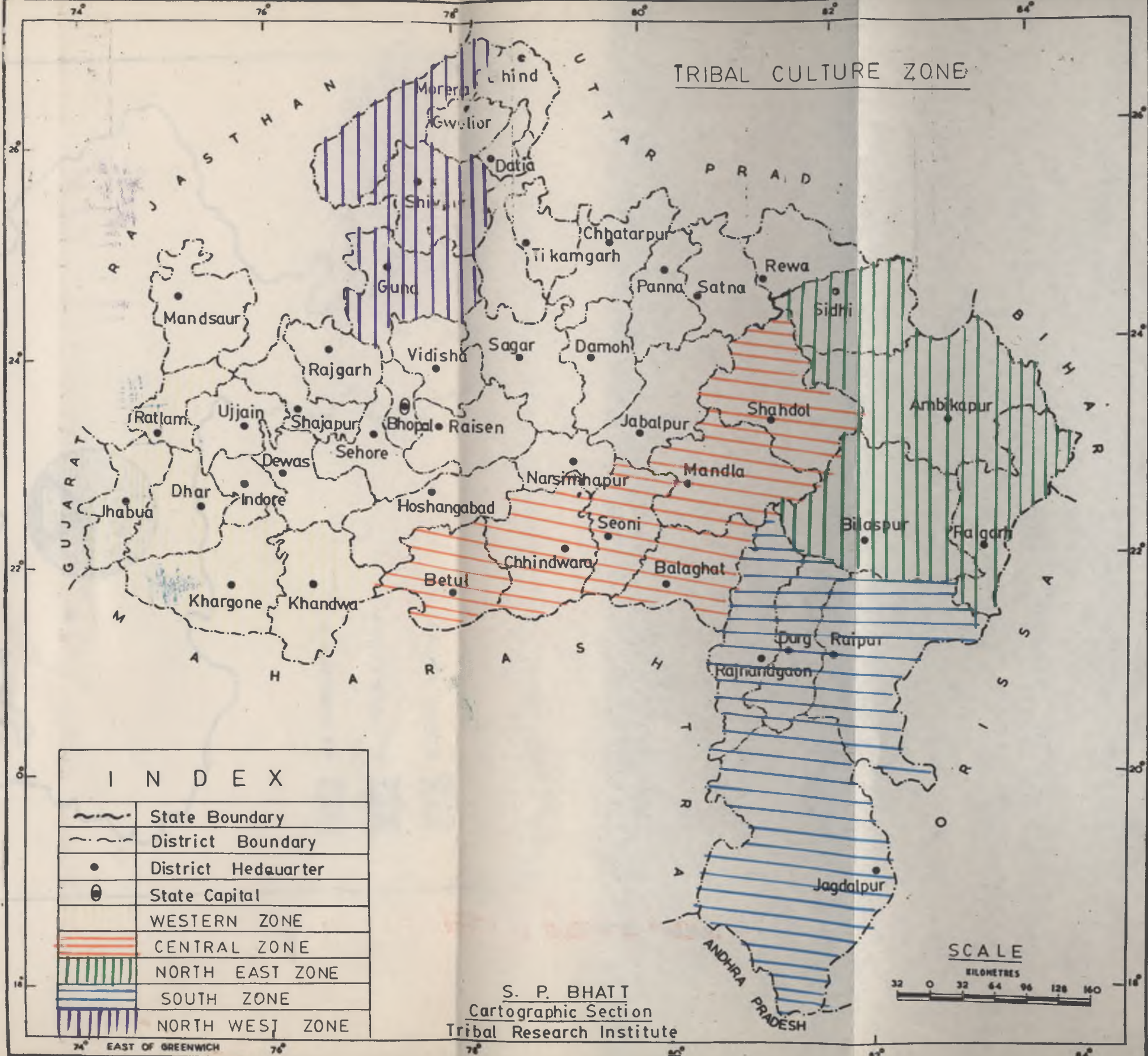
Classes	General			Scheduled Tribes		
	Boys %	Girls %	Total %	Boys %	Girls %	Total %
1-5	22.40	42.27	34.32	46.56	48.11	47.13
6-8	12.65	18.18	14.14	24.20	24.84	24.35

It becomes obvious that in classes 1-5 the general dropout rate is 34.22% whereas in case of S.T. it is 47.13%. Similarly in classes 6-8 the general dropout rate is 14.44% whereas in case of S.T. the dropout rate is 24.35%. Amongst from the S.T. the dropout rate in classes 1-5 is 48.11% in girls which means almost half the girls enrolled in primary level classes leave the school before completing primary school level education.

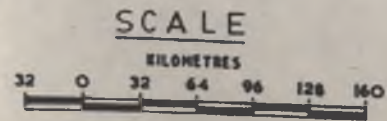
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TRIBAL CULTURE ZONE



INDEX	
	State Boundary
	District Boundary
	District Headquarter
	State Capital
	WESTERN ZONE
	CENTRAL ZONE
	NORTH EAST ZONE
	SOUTH ZONE
	NORTH WEST ZONE

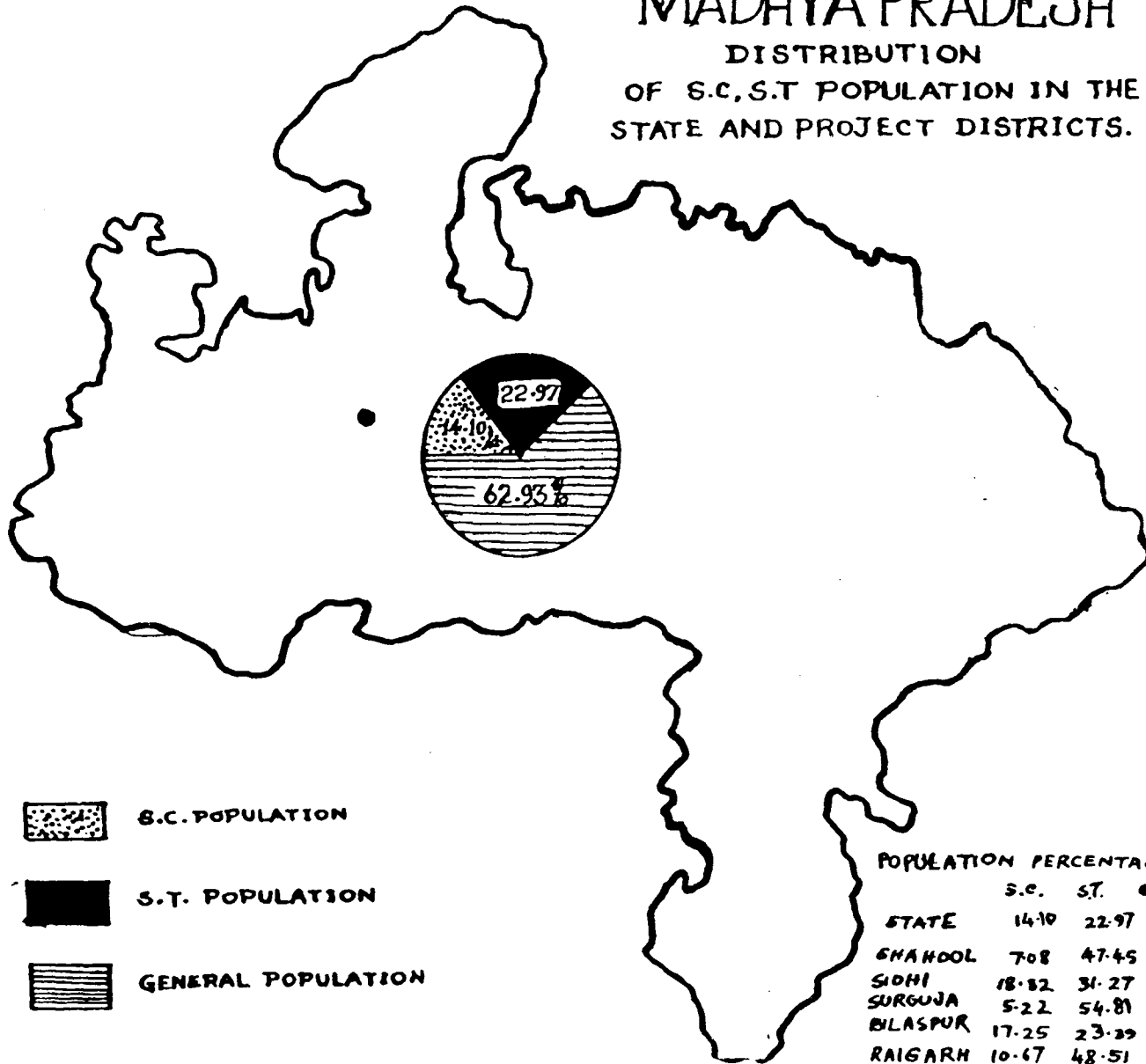





S. P. BHATT
Cartographic Section
Tribal Research Institute

74° EAST OF GREENWICH 76° 78° 80° 82° 84°

MADHYA PRADESH




DISTRIBUTION OF S.C., S.T. POPULATION IN THE STATE AND PROJECT DISTRICTS.

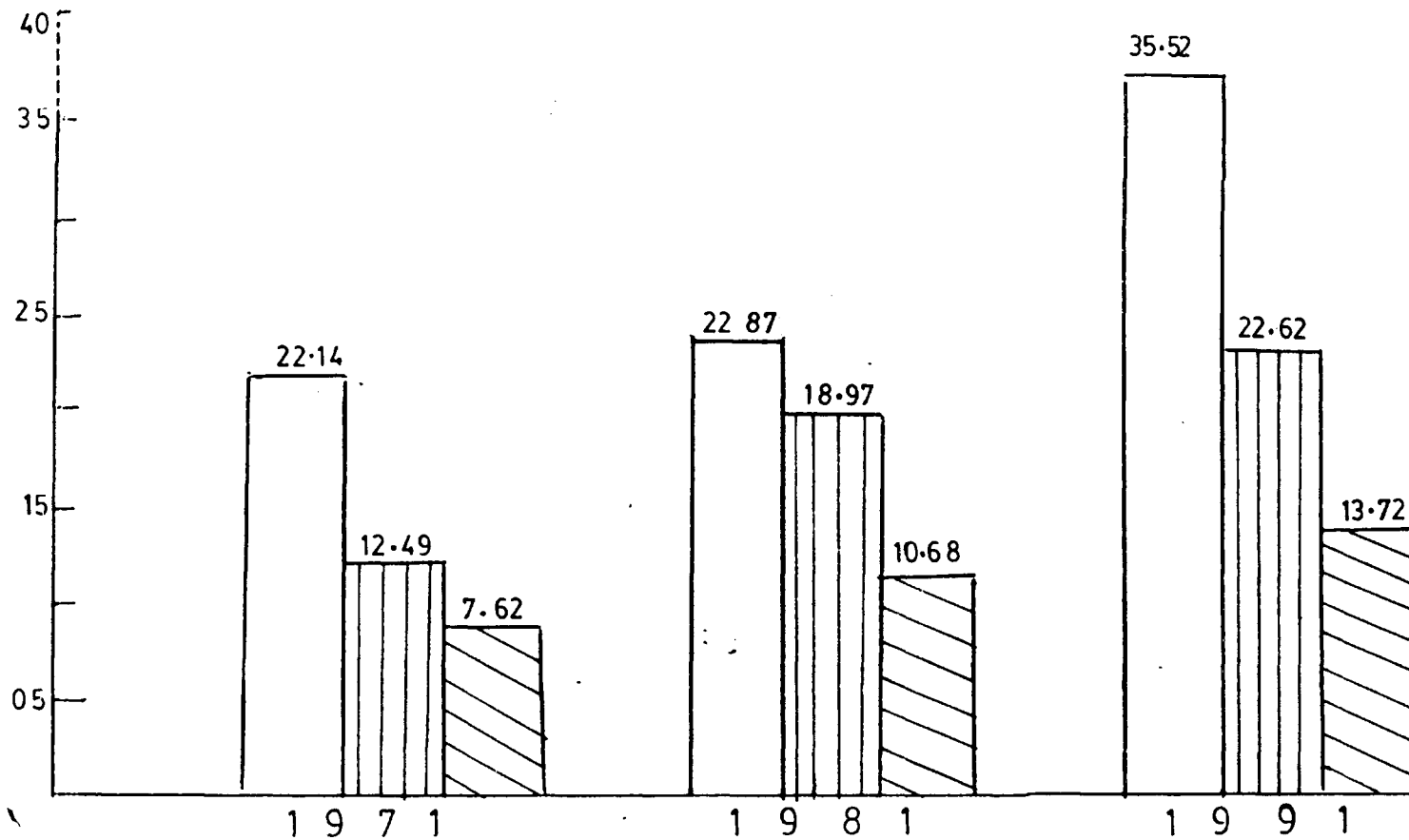


-  S.C. POPULATION
-  S.T. POPULATION
-  GENERAL POPULATION

POPULATION PERCENTAGES			
	S.C.	S.T.	GEN.
STATE	14.10	22.97	62.93
SHAHDOOL	7.08	47.45	45.47
SIKHI	18.82	31.27	49.91
SURGUJA	5.22	54.81	39.97
BILASPUR	17.25	23.39	59.36
RAIGARH	10.67	48.51	40.82

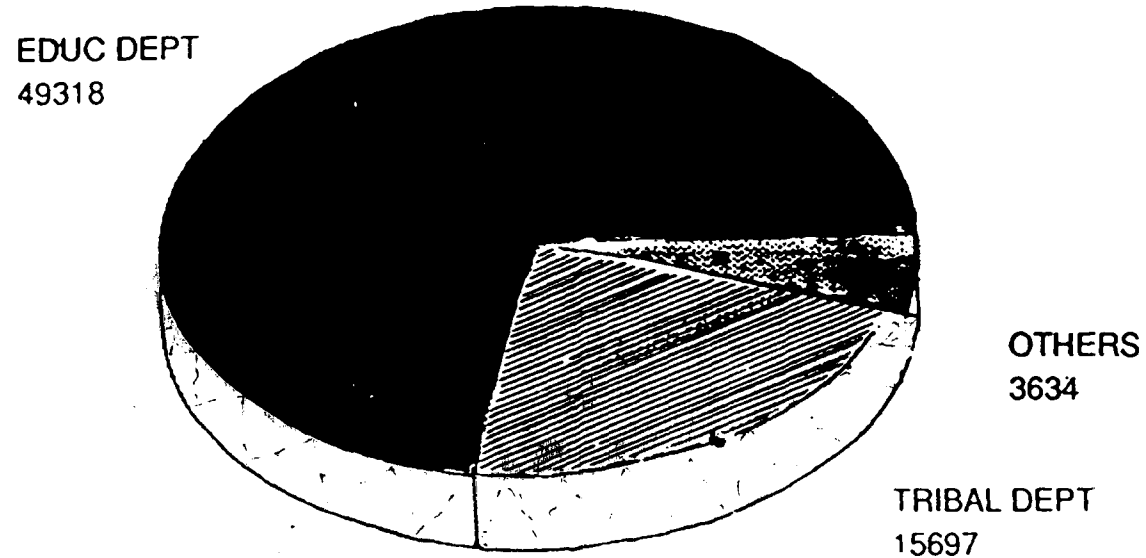
Decadal Growth in Literacy (Percentages)

Index-  General
 Sch. Castes
 Sch. Tribes



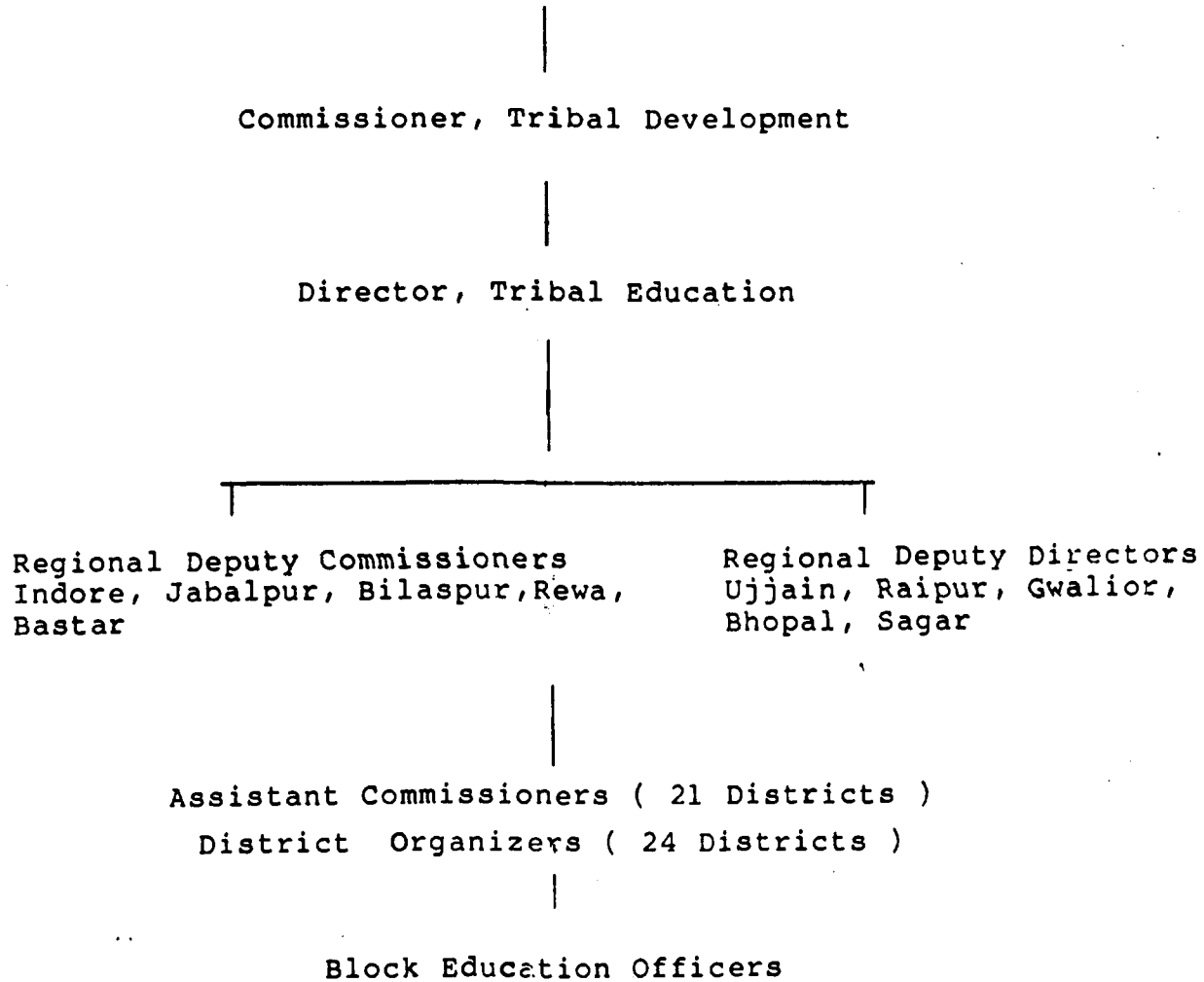
PRIMARY SCHOOLS IN MADHYA PRADESH

TYPE OF INSTITUTIONS

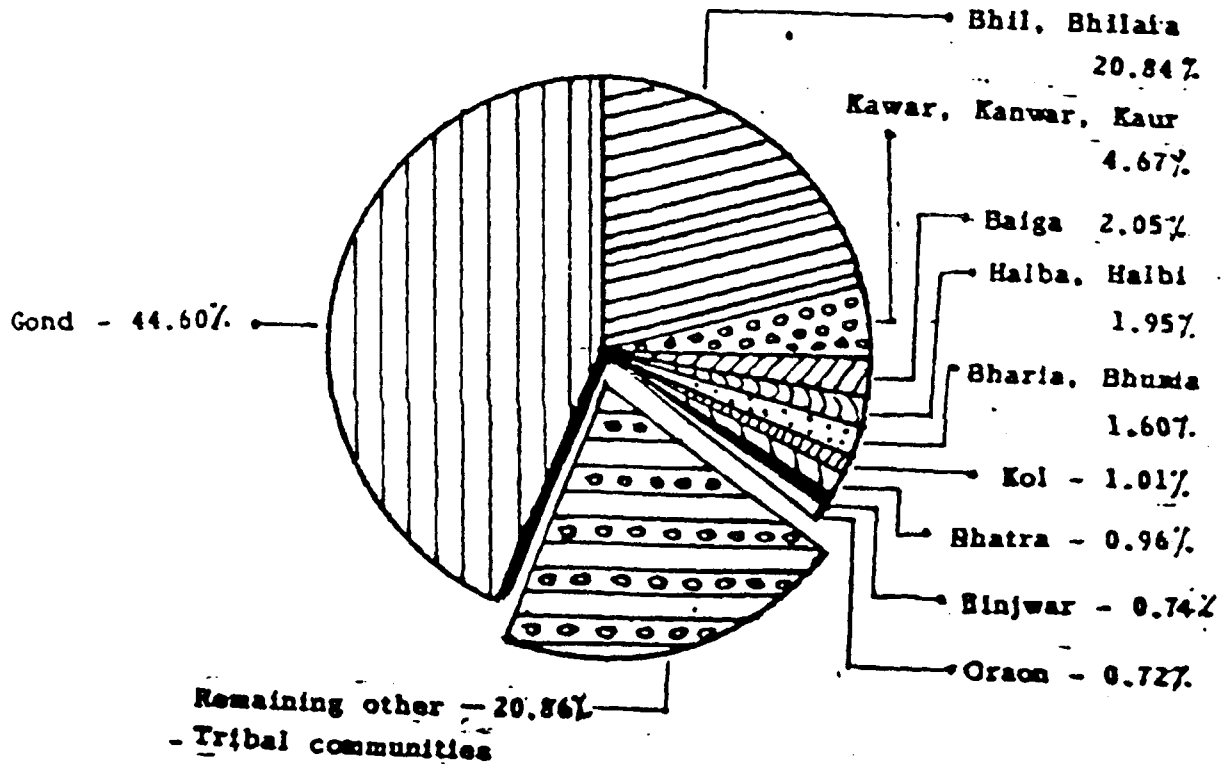


APPENDIX-I

EDUCATIONAL ADMINISTRATION IN TRIBAL AREAS



SCHEDULED TRIBE COMMUNITIES HAVING LARGEST POPULATION IN M.P.



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