
CHAPTER - V

ANALYSIS AND INTERPRETATION

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What is the exact measure of educational development, is a critical question for the analysis of any traditional society. This is probably due to the fact that, educational development of any society is greatly affected by cultural, social and political forces that operate in the environment. The variety of subtle overt and covert mechanisms, such as race, sex and socio-economic position become powerful determinants of educational attainment. With this in view, an attempt has been made to understand the functioning of education and the educational development of tribals in Kalahandi district of Orissa state, from a broader perspective. The information collected from various sources have been analysed in this chapter under three sections mentioned below:

- I - Formal Education in Thuamul Rampur Block
- II - Non-Formal Education in Thuamul Rampur Block
- III- Educational Inputs in Development Programmes in Thuamul Rampur Block.

SECTION - IFormal Education in Thuamul Rampur BlockStructure of Formal Education in Thuamul Rampur Block:

In this section the structure of formal education has been analysed from two perspectives, viz., administrative and academic. The formal education programme of this block pertains essentially to school education. It does not have facilities for higher education. The variety of school education programmes, the block had, belong to two different

ministries viz., Ministry of Education and Ministry of Tribal and Rural Welfare, of Orissa State. The former was responsible for making an over all policy of education and the latter for making special educational policies for scheduled castes, scheduled tribes and other backward classes.

At the state level, the Minister of Education is assisted by a Secretary. Under the secretary there is a Deputy Secretary who is assisted by a Special Officer-cum-Under Secretary and an Assistant Secretary. Next in the hierarchy is the Director of Public Instruction (D.P.I.). The plans and proposals prepared by the D.P.I. are submitted to the Minister for approval after the same have been examined by the secretariat staff. After they have been approved the D.P.I. has to act on them. The other important work of the Secretariat staff is to consider the financial implications of the plans and proposals and prepare the budget in consultation with the Department of Finance and get it approved by the Legislative Assembly.

The Director of Public Instruction is responsible for the operation, administration and implementation of the educational programmes of the State. He is assisted by two Additional Directors, one Director of State Council of Educational Research and Training (SCERT), one Deputy Director, SCERT, Readers, SCERT and Lecturers, SCERT. Further, there are eight Deputy Directors and four Assistant Directors who also assist the D.P.I.

Orissa has thirteen districts which are grouped into fifteen educational circles and each circle is in charge of an Inspector of Schools (CI), who is primarily responsible for administration of High schools in the State. For the purpose of administration of elementary education the state

is divided into fiftysix educational districts each of which is under the charge of a District Inspector of schools. A number of subordinate Inspecting Officers like Deputy Inspector of Schools (DIS) and Sub-Inspector of schools work under the District Inspector of schools (DI), in the state. The D.I. of schools is primarily responsible for the administration of Middle Schools in his district and has to supervise the work of Deputy Inspectors and Sub-Inspectors of schools who are subordinate to him.

Administration of elementary education at the block level is under the dual charges of the D.I. of schools and the B.D.O. of each block under the jurisdiction of educational district. Since there are 314 C.D. Blocks, each educational district comprises a number of Blocks. The D.I. of schools has powers to make appointment of teachers out of the list prepared by the district selection committee. But the transfer of the teachers is affected within the Panchayat Samiti by the B.D.O. in consultation with the S.I. of schools. Transfer of teachers from one Panchayat Samiti to another is made by the D.I. of schools on the recommendation of S.I. of schools. Under special circumstances the D.P.I. can also transfer a teacher from one district to another. In matters of grant of leave the Chairman of the village committee, the S.I. of schools, the D.I. of schools and the B.D.O. are involved. The S.I. of schools is to maintain leave account of the teachers.

At the village level, the management of the schools is entrusted to a committee with some of the important persons of the village as its members. This committee is supposed to meet every month and chalk out programmes for the welfare and proper functioning of schools. The local school teacher gets his salary on the basis of a certificate issued by the Chairman of the School Committee to the effect

that he had worked satisfactorily and the school was functioning during the month.

Apart from this, the Panchayat Samiti and School Committee are also responsible for ensuring the maximum participation and involvement of the local people in the educational programmes. The Panchayat Samiti has to ensure peoples' contribution towards construction of the school building and to take appropriate steps to increase the number of school going children. The School Committee also is to pay attention to the greater participation of villagers in the educational programmes by persuading them to send their children to school, to help the school in the construction of its building, repair and such other aspects.

Besides the general provisions made for the spread of education all over the State, special attention has been paid to educate the tribal children. There is a separate department known as the Department of Tribal and Rural Welfare under a Cabinet Minister to look after the development of the scheduled tribes, scheduled castes, and other backward classes. The Minister is assisted by a Secretary, a Joint Secretary, a Financial Advisor-cum-Deputy Secretary, an Under Secretary, and another Under Secretary-cum-Assistant Financial Advisor, who is also to look after other departments like labour, health, forest and co-operation. There is also a Special Officer incharge of the Educational Improvement Schemes and Pre-matric and Post-matric scholarships.

For organization and superintendence, this department is headed by the Director, T.R.W., who also functions as ex-officio Deputy or Joint Secretary to the Government according to his seniority in the I.A.S. Cadre. He is assisted by a Deputy Director, a Special Officer, a Lady Welfare Officer, an Assistant Director and other official staff.

At the head of the field staff that is at the district level, there is the District Welfare Officer, who looks after the work of tribal education and Welfare. He is assisted by Assistant District Welfare Officer who is posted in every sub-division. At the block level there are Tribal and Rural Welfare Extension officers. Supervision of the work of the field staff in the Division is done by the Divisional Commissioner assisted by a Deputy Director, drawn from the Orissa Administrative Service. Besides this, if a block is under Integrated Tribal Development Agency, the Project Administrator, is empowered to inspect the schools falling under his jurisdiction.

The fundamental structural split in the block's educational system is between schools that have adequate infrastructural facilities and the free lodging and boarding facilities for scheduled caste and scheduled tribe students and are consequently known as "T.R.W. schools" and those that do not have free lodging and boarding facilities and are consequently known as "General schools". All the T.R.W. schools are part of the state-wide educational system controlled by the Ministry of Tribal and Rural Welfare, Government of Orissa. And all the General schools are part of the state-wide educational system controlled by the Ministry of Education, Government of Orissa. This bifurcation into T.R.W. schools and General schools is found throughout Orissa and hence in this respect the block's formal education system may be taken as representative of that of the whole state.

The "General Schools" are divided into three stages: Primary (I-V), Middle (VI-VII), and High (VIII-X) school. At the end of Class X, students sit for a High school certificate examination. Further, the Primary and Secondary

schooling have been divided into different stages of schooling. There are two types of Primary Schools, viz., Lower Primary schools (L.P. school), which offer the first three years of the primary Curriculum, and Upper Primary schools (U.P. School), which offer the full five year Primary course. Similarly, at the Secondary stage there are Middle English schools (M.E. School), which offer only the Middle school curriculum (Classes VI-VII) and High schools, which offer the full Secondary school curriculum (Classes VIII-X). Besides there is another type of Middle English school i.e. Upgraded Middle English schools (U.G.M.E. School), which teach the Primary and Middle School curriculum, (Classes I-VII.). Generally Primary schools are upgraded and converted into U.G.M.E. school. Table 5.1 summarizes the above mentioned terms in tabular form.

TABLE - 5.1
Levels of General Schools

Name of the School	Classes
Primary Level:	
Lower Primary School	I - III
Upper Primary School	I - IV
Secondary Level	
Upgraded Middle English School (U.G.M.E. School)	I - VII
Middle English* School (M.E. School)	VI - VII
High School	VIII- X

* Note that the block does not have a Middle English School, of the type. The term "Middle English" was originally employed to distinguish middle schools that taught English from those that did not. Today all M.E. and U.G.M.E. schools teach English and hence the specification Middle English school is in use only in name.

Besides the general schools, there are some special types of schools such as Residential Ashram and Sevashram schools, for the scheduled tribes and scheduled castes and other backward classes, run by the Tribal and Rural Welfare Department. Such schools are also found in this block.

The "T.R.W. Schools" are divided into three stages viz., Non-Residential Sevashram schools, which offer the first three years of Primary curriculum (Classes I-III), Residential Sevashram schools, which offer the full five year Primary Curriculum (I-V), Ashram schools, which offer both Upper Primary and Secondary Curriculum (Classes IV-X). Table 5.2 presents these details for both the "General School" and "T.R.W. School" system, indicates the point at which High School Certificate Examination occurs, and names of the various types of schools according to the levels of instruction they offer. From Table 5.2 it can be observed that besides the peripheral differences in class composition in both the types of schools, together they were offering the High School Certificate Examination at the end of Class X.

Underlying the structure and terminology of schooling in Th. Rampur Block presented so far, it was found that within each of the different aspects of education system there was a high degree of centralized control over academic matters evaluation and certification of students, at the same time, tribal people had the access to both the types of schooling. It is against this back drop the growth of school education in Th. Rampur Block has been examined.

TABLE - 5.2

Class Composition in General and T.R.W. School

GENERAL SCHOOL		T. R. W. SCHOOL						
L.P. School	U.P. School	U.G.M. School	M.E. School	High School	Non-residential Sevashram School	Residential Sevashram School	Ashram School	Ashram High School
Class 1	Class 1	Class 1	Class 1	Class 1	Class 1	Class 1	Class 4	Class 4
Class 2	" 2	" 2	" 2	" 2	" 2	" 2	" 5	" 5
" 3	" 3	" 3	" 3	" 3	" 3	" 3	" 6	" 6
--	" 4	" 4	" 4	" 4	" 4	" 4	" 7	" 7
--	" 5	" 5	" 5	" 5	" 5	" 5	" 8	" 8
	" 6	" 6	Class 6	Class 6	" 6	" 6	" 9	" 9
	" 7	" 7	" 7	" 7	" 7	" 7	" 10**	" 10**
	" 8	" 8	" 8	" 8	" 8	" 8	" 10**	" 10**
	" 9	" 9	" 9	" 9	" 9	" 9	" 10**	" 10**
	" 10*	" 10*	" 10*	" 10*	" 10*	" 10*	" 10**	" 10**

* High School Certificate Examination

** High School Certificate Examination

Growth of School Education in Th. Rampur Block:

The Educational structures in this block consisted of forty-seven Lower Primary (including two Non-Residential Sevashram) schools, nine Upgraded Middle English schools, two High schools (including one Ashram High School). There was no provision of Higher Secondary school in this block. Out of the total of seventyseven schools, only two schools belong to pre-independence period. Th. Rampur U.P. school was started as early as 1919 and Dhamanguda L.P. school was started in 1947. This shows that after 1919, it took nearly three decades for adding another primary school. However, concerted effort in opening more primary schools, was made only in the post-independence period. Details regarding the growth of school education over the years are presented in Table 5.3. It is pertinent to restate that the block came under the jurisdiction of Kalahandi district of Orissa on 1st April, 1962, therefore, the base year for analysis of data is taken as 1962-63.

TABLE 5.3

Growth of Formal Education Facilities in Th. Rampur Block between 1962 & 1988.

		Year	1962-	1967-	1972-	1977-	1982-	1987-
			63	68	73	78	83	88
GENERAL SCHOOL	Lower Primary Level		9	19	38	40	45	45
	Upper Primary School		6	7	7	12	17	17
	U.G.M.E. SCHOOL		1	1	1	1	8	9
	High School		-	-	-	1	1	1
	Total No. of General Schools		16	27	46	56	71	72
T.R.W. SCHOOL	Sevashram School (Non-Resi.) (L.P.)		3	3	5	3	3	2
	Sevashram School (Residential U.P.)		-	-	-	2	1	2
	Ashram School (High School)		-	-	-	-	1	1
	Total No. of TRW School		3	3	5	5	5	5
Total No. of General & T.R.W. Schools.			19	30	51	61	76	77

- = Indicates no schooling facility.

From Table 5.3, it was found that during 1962-63, the block has nineteen schools, out of which twelve were L.P. schools (both General and T.R.W. schools), Six, U.P. Schools, and one M.E. school. There was no High school in 1962-63. Between 1962-63 and 1982-83, the number of L.P. schools increased fourfold (from 12 to 48 both General and T.R.W. schools), the number of U.P. schools increased threefold (from 6 to 18 both General and T.R.W. schools), the number of M.E. schools increased one to eight, the number of High schools increased from Zero to two, and the overall schooling facilities increased threefold. But between 1982-83 and 1987-88 in five years time only one school was added to the schooling facilities in the block. The first decade that is from 1962-63 to 1972-73 was characterised by a rapid growth in the schooling facilities, the next decade, 1972-73 to 1982-83 as slow and steady growth; followed by almost no growth in the last five years that is upto 1987-88.

When the growth in schooling facilities was seen separately, in the case of General schools, the growth was very rapid in the first decade, slow in the next decade and no growth between 1982-83 and 1987-88. In the case of T.R.W. school except for the initial growth from 3 in 1962-63 to 5 in 1972-73, there was no growth between 1972-73 and 1987-88. However, there was internal upgradation in the level of schooling within the existing number of T.R.W. schools. The analysis further revealed that there was no schooling facility beyond VII standard till 1972-73. Between 1972 and 1977, the exact year being 1976-77 one High school (General) came into existence and in 1982-83 one T.R.W., U.P. school was converted into High school. Throughout the period of twentyfive years only the L.P. schools(General) has increased rapidly.

In brief regarding the growth of schooling facilities it can be observed here that systematic effort was made to enhance the schooling facilities only upto 1982-83 and between 1977-78 and 1987-88 effort was made to enhance the level of schooling facilities.

Qualitative and Quantitative Indicators of Educational Development in Thuamul Rampur Block.

In this section the qualitative and quantitative indicators of school education have been examined in terms of availability, expansion, adequacy and utilization of school education facilities. More specifically, availability, expansion and adequacy of facilities pertains to distribution of school education facilities in different gram panchayats and the population they serve, physical facilities and staff structure; and utilization of facilities pertaining to enrolment, dropout and performance of students in school education programme.

Distribution of Formal Education Facilities:

The previous section on growth of school education facilities has clearly shown the existing number and types of schools the block had and thus it has set the stage to examine the adequacy of these facilities as per their distribution in different areas of Th. Rampur Block. Table 5.4, presents the distribution of formal education facilities and population served by these facilities in different gram panchayats. It was found in Table 5.4, that the Badchhatrang gram panchayat had the highest number {ten} of schools and the G.Ps. Nakrundi and Kerpai had the lowest number of schools (3 in each). Further only two G.Ps., had formal education facilities upto X class, seven had upto VII class, two had upto V class and the remaining two GPs.

TABLE - 5.4

Distribution of Schooling Facilities in Different Gram Panchayats in Th. Rampur Block

Sr. No.	Name of the Gram-Panchayats	Badchhatraing	Dumerpader	Ghutukhal	Gopalpur	Gunpur	Jubrajpur	Kaniguma	Karlapat	Kerpai	Mahulpatna	Naurundi	Total
	Total No. of Villages	16	17	35	27	20	26	32	29	32	16	26	19 295
	Total Population	4011	3225	4907	4102	3302	4538	3406	2342	2458	3804	1637	4398
	& % of ST Population	52%	48%	53%	65%	61%	49%	66%	64%	74%	54%	75%	53%
	Lower Primary School	6	2	6	5	4	5	3	1	3	5	3	2 45
	Upper Primary School	3	2	2	1	-	1	2	2	-	-	-	4 17
	Middle English School	1	-	1	2	1	1	-	2	-	1	-	9
	High English School	-	-	-	-	-	-	-	-	-	-	-	1 1
	Sevashram School, Non-Residential	-	1	-	-	-	-	-	-	-	-	-	1 2
	Sevashram School, Residential	-	1	-	1	-	-	-	-	-	-	-	2
	Ashram School, Residential	-	-	-	-	1	-	-	-	-	-	-	1
	TOTAL	10	6	9	9	6	7	5	5	3	6	3	8 77

* The percentage refers to total population of the respective Gram panchayat.

had upto III class. Significantly the two G.Ps which had the lowest number of schools, had a higher concentration of tribal population, but were not served with any school beyond lower Primary stage. This means that majority of the tribal population in these two gram panchayats were deprived of even a complete primary education facility on the one hand, and all those children who pass III standard had to reluctantly stop continuing further schooling on the other.

When the adequacy of formal education facilities was examined against the population it served, it was found during 1987-88, there were seventy five Primary schools (including nine M.E. schools because all these were upgraded Primary schools) and two High schools for a projected population of 42120 thousand. Accordingly the figures obtained per thousand population was 1.67 Primary schools, 0.20 Middle schools, and 0.04 High schools. When these figures were compared with that of the figures of 1981 (which was 1.63 Primary schools, 0.19 Middle schools, and 0.04 High schools per thousand population), almost no difference was found between the figures of 1981 and 1988. This was perhaps an indication of inadequate formal education facilities.

Thus on the basis of the analysis of the distribution of formal education facilities, it can be stated that, there was an uneven distribution of schooling facility in different group panchayats in the block, and the over all schooling facility was poor to meet the educational demands of the people in general and tribal people in particular.

Adequacy of school education facilities has been further examined on the basis of certain inputs provided in these schools. More specifically, accepting the prescribed curriculum as the main instructional input, other necessary

inputs can be the school building and furniture, instructional and sports material, mid-day meal scheme, drinking water facility, staff quarters, play ground, organization of medical check up, etc., Broadly the details are discussed below under three captions Viz., Physical Facilities, Instructional and sports material and organization of Extra-curricular Activities.

Physical Facilities:

It may be recalled here that the block had seventy-seven schools, out of which seventytwo were General schools and five were T.R.W. schools. It was found that except twentyseven General Primary schools, all other fifty schools were housed in pucca buildings. From among these fifty schools only nine schools (five T.R.W. schools, one General High school and three General Middle schools) had sufficient number of class rooms i.e., one room for each class; whereas the rest fortyone schools (thirtyfive General Primary and Six General Middle schools) had either one room (nine schools) and two rooms (thirtytwo schools). This means that majority of the schools had to conduct more than one class in each room. While most of the schools having building were over crowded, the condition of these twenty-seven schools which had no building were much worse. These schools function either in the varahdah. Of the house of the Chairman of the school committee or of some villager, where hardly twenty students can sit. It is very difficult to run such schools during rainy season. During peak monsoon period these schools virtually remain closed.

So far as the condition of school building and its maintenance are concerned, there was a great deal of difference between the T.R.W. schools and General schools.

All the T.R.W. schools were properly maintained and their condition was very good whereas, except the General High and a few Middle and Primary schools, almost all schools were in a deplorable condition. The roofs leaked in the rainy season and the floods, was not worth sitting. Even buildings of some of the General Primary schools were in a dilapidated condition too. The deplorable condition of the school buildings were due to variety of reasons. The teachers did not remain in the village as there was no residential facility for them; only the T.R.W. High school provided houses for all teachers, three other Sevashram schools and the General High school houses only the head-masters. Quite often the teachers do not even get a room to stay in the village. Sometimes the villagers want to provide accommodation to the teachers but they do not want to stay in such places, and so they want to remain in their villages. Under such circumstances, if the teacher belongs to a distant place, he usually uses one of the class-room as his residence. It may be significant to mention here that most of the teachers working in the block neither belong to the village where they are posted nor belong to a very distant area. Therefore, all of them remain in their villages. Due to lack of proper communication and teacher's non-serious nature, they remain frequently absent. Thus the classes are virtually not conducted regularly and the condition of the school deteriorates. Neither the authority nor the villagers care to repair it. Of course, callousness of the villagers with regard to the maintenance of the school building can be attributed to their economy; as almost all of them remain at the subsistence level, but governmental apathy is very conspicuous. Although funds are available under National Rural Employment Guarantee Programme (NREP) and Rural Labour Employment Guarantee Programme (RLEGP),

but generally they are utilised in only construction of new school buildings rather than repairing the old schools.

With regard to other physical facilities—such as playground, furniture, drinking water facility, kitchen garden for T.R.W. schools etc., it was observed that only five schools (Two General Primary Schools, one middle school and two General and T.R.W. High Schools) have a playground. Apart from this some of the schools were using the barren land, if available, within the village as their playground. Similarly, only nine schools (five T.R.W. schools, three General Primary schools, and one General High school) had drinking water facility. Although it is mandatory on the part of the government to provide Kitchen garden to all the T.R.W. schools, only the T.R.W. High school was having it. In so far as the furniture is concerned, it was observed that none of the schools were having adequate furniture. Neither the high school nor the middle schools were having furniture for the students to sit in the class. With regard to the furniture for the teachers, Ashram schools were better equipped than the General schools, except the High school, three middle and thirteen Primary schools, rest of the schools were without any furniture. So far, as the maintenance of the furniture is concerned, T.R.W. schools had well maintained furniture, whereas in General schools, they were not being maintained properly. However, it may be mentioned here that during 1985-86, eleven General Primary schools were newly constructed and only in these schools the furniture was in better conditions.

Instructional and Sports Materials:

Examining these facilities it was found that, except blackboards and chalk sticks no other teaching aids were available. In some cases enthusiastic teachers would blacken

some portion of the ^{cl} class-room wall and use it as blackboard. But these were very rare cases. In fact most of the schools impart ^{ed} instruction without any blackboard and in some cases even if blackboard ^{was} ~~is~~ there, it remains ^{ed} virtually unutilised. However, it does not mean that by and large teachers did not use blackboard. Apart from these, other teaching aids like text-book and slates were provided free of cost to the scheduled castes and scheduled tribe students upto Primary level in all the schools. At the secondary level, only the T.R.W. school students who stay in the hostel were provided with free text-books whereas, in General schools these also were not provided.

Apart from free text-books, library facility was provided only in the two High schools. In T.R.W. High school there were 328 books, whereas, in General High school there were 1362 books. These books comprise; Novels, Autobiographies, Detective stories etc. No text-book or reference book was available in both the libraries. Similarly with regard to sports material, only these two High schools were provided with foot-ball and volley ball whereas, the rest of the seventyfive schools were without any sports materials.

Besides, these facilities, there was also the provision of scholarship and uniforms for all those scheduled caste and scheduled tribe students who stay in the hostel of T.R.W. schools and pre-matric scholarships for students studying in general schools.

Organization of Extra-curricular Activities:

Organization of extra-curricular activities largely depends upon the resources available. In the absence of school building, play-ground, sports material, health centre;

at a convenient distance from the school; virtually most of the schools did not organise any extra-curricular activities. Even the National days like Independence day and Republic day were not observed in some of the General Primary schools. In fact, for most teachers, 15th August and 26th January, were holidays and they did not go to the school. In case the teacher was present in the school the day before on such occasions, they usually fly the National Flag before closing the school for the day, in order to save themselves from public embarrassment. Examination of school records revealed certain other facts. Occasionally some schools organised some sports events like Kabaddi, Football and Volleyball on some festive days. Only three schools (two General Primary and High school and one T.R.W. High school) organised regular medical check up of students once in a year. This is because these three schools were having access to medical facilities nearby. All the T.R.W. schools and a few General schools organised some other activities like village road cleaning, debates and discussions on the eve of Independence day and Republic day, and occasional sports. Thus the description on the organization of extra-curricular activities in the schools reveals that teachers did not take much interest in it and even where organised, they were not adequate enough to create a congenial atmosphere in the schools. Such a situation directly affected the enrolment and reduces the quality of education on the other. The description, further reveals that all T.R.W. schools were better equipped than the General schools, and of the schools deficient in these inputs were general schools.

Of course, availability of various kinds of educational inputs provide only one measure of the quality of a school, which was responsible to attract more number of students. Perhaps even more important is the nature of its teaching staff. The following section discusses about the same.

Staff Structure:- The adequacy of staff structure, has been examined from three angles viz., teacher-school ratio, teacher student ratio, teacher student ratio and qualification and training of teacher. The details are discussed below:

School-Teacher Ratio: In Th. Rampur Block during 1987-88, there were 77 schools with 170 teachers, indicating 2.2 teachers per school. Details of school-teacher ratio in different types of schools have been presented in Table 5.5. It may be mentioned here that, the school-teacher ratio, has been calculated together, for all the 9 M.E. schools, in the block were Primary schools, upgraded to M.E. schools. Although separate staff was provided for the M.E. section in the Upgraded Primary schools, together they shared the teaching work of Primary and Middle section. It was found in Table 5.5 that the ratio in 1962-63 at the Primary and Middle school level was 1:1.7. It declined to 1:1.4 in 1972-73 and increased to 1:1.9 in 1987-88. This means that within two and a half decade there was barely an increase of 0.2 per cent. When the ratio was examined separately, a similar trend was also found in General Primary and Middle schools, whereas in the T.R.W. schools showed a consistent increase. Again the General Primary and Middle schools indicated a very low ratio of 1:1.8(1987-88). This was due to the fact that more than fifty per cent (38 out of 71 schools) of schools were single teacher schools. Even if these single teacher schools were separated and the ratio was calculated, it came to 1:1.28, which was still a low ratio considering the school levels. This means that each teacher had to engage more than two classes at a time. Earlier it has been observed that quite a large number of General Primary schools did not have building and that, those schools which had buildings, engaged more than one

TABLE - 5.5

Teacher School Ratio in Different Types of Schools

Types of School	Year	1962-63	1967-68	1972-73	1977-78	1982-83	1987-88
GENERAL SCHOOLS & T.R.W.	No. of General and T.R.W. Primary & Middle Schools	19	30	51	60	74	75
	No. of Teachers	33	45	70	93	130	144
	No. of Teachers per School	1:1.7	1:1.5	1:1.4	1:1.6	1:1.8	1:1.9
	No. of High Schools (General and T.R.W.)	-	-	-	1	2	2
	No. of Teachers	-	-	-	7	24	26
	No. of Teachers per High School	-	-	-	1:7	1:12	1:13
GENERAL SCHOOLS	No. of Primary & Middle Schools	16	27	46	55	70	71
	No. of Teachers	27	39	58	79	117	130
	No. of Teachers per School	1:1.7	1:1.4	1:1.3	1:1.4	1:1.7	1:1.8
	No. of High Schools	-	-	-	1	1	1
	No. of Teachers	-	-	-	7	11	11
	No. of Teachers per High School	-	-	-	1:7	1:11	1:11
T.R.W. SCHOOLS	No. of T.R.W. Primary & Mid. Schools	3	3	5	5	4	4
	No. of Teachers	6	6	12	14	13	14
	No. of Teachers per school	1:2	1:2	1:2.4	1:2.8	1:3.3	1:3.5
	No. of High Schools	-	-	-	-	1	1
	No. of Teachers	-	-	-	-	13	15
	No. of Teachers Per Hg.School	-	-	-	-	1:13	1:15

- = Indicates no Schooling facility.

class in each room. Coupled with the responsibility of engaging more than one class alongwith inadequate class room facility, neither the teacher could do justice to their work nor the students could concentrate in their studies. However, the situation was not all that poor in T.R.W. schools. Although they enjoyed a better school-teacher ratio compared to general schools, but considering the level of schooling, they offer, it appeared that most of the teachers had to engage more than one class, at a time. Therefore, it can be said that, neither the General Primary and Middle schools nor the Residential and Non-residential Sevashram schools had adequate staff facilities in Th. Rampur block.

Table 5.5, further reveals a different picture of teacher-school ratio at High school level. The ratio has shown an increase from 1:7 in 1977-78 to 1:13 by 1987-88. This means that, there was consistent effort on the part of the Government to provide adequate staff in High schools. When the ratio was separately examined, it was found that the T.R.W. High school had a higher ratio (1:15) compared to General High school (1:11). This is due to the fact that in T.R.W. High Schools it is incumbent on the part of the government to provide additional staff like Agriculture teacher, Craft teacher and Hostel superintendent, which is not necessary in General High schools.

Teacher-Student Ratio:- Another indicator of adequacy of staff structure have been seen through the measure of teacher-students ratio. Table 5.6, presents the details of teacher-student ratio over the years in different types of schools. It was found that during 1967-68, the number of students per teacher at the Primary and Middle school level was 1:16.9 and during 1987-88 it was 1:35. Similarly at the High school stage during 1977-78, the number of students per teacher was 1:3.7 and in 1987-88, it was 1:10.7. Over the years the teacher-student ratio has consistently

TABLE - 5.6

Teacher-Students Ratio in Different Types of Schools

Types of School	Years..	1962-63	1967-68	1972-73	1977-78	1982-83	1987-88
GENERAL AND P.R.W. SCHOOLS COMBINED	No. of teachers in Primary & Middle Schools	33	45	70	93	130	144
	Number of Students	NA	761	1105	1725	3039	5043
	No. of students per teacher	NA	1:16.9	1:15.8	1:18.5	1:23.4	1:35
	No. of teachers in High Schools	-	-	-	7	24	26
	No. of students	-	-	-	26	277	278
	No. of Students per teacher	-	-	-	1:3.7	1:11.5	1:10.7
GENERAL SCHOOLS	No. of teachers in Primary & Middle schools	27	39	58	79	117	130
	Number of students	NA	612	872	1378	2678	4625
	No. of students per teacher	NA	1:15.7	1: 15	1:17.4	1:22.9	1:35.6
	No. of High Schools	-	-	-	7	11	11
	Number of students	-	-	-	26	84	109
	No. of students per teacher	-	-	-	1:3.7	1:7.6	1:9.9
GENERAL AND P.R.W. SCHOOLS	No. of teachers in Primary & Middle Schools	6	6	12	14	13	14
	No. of students	NA	149	233	347	361	418
	No. of students per teacher	NA	1:24.8	1:19.4	1:24.8	1:27.8	1:29.9
	No. of teachers in High School	-	-	-	-	13	15
	No. of Students	-	-	-	-	193	169
	No. of students per teacher	-	-	-	-	1:14.8	1:11.3

-- = Indicates no schooling facility

NA = Not available

increased. This trend clearly shows that the student's enrolment has increased for the same number of teachers. In the initial years the teacher-student ratio was very low meaning thereby the availability of more number of teachers, in schools. For instance during 1981-82, the teacher student-ratio in the block was 1:23.4 at the Primary and Middle school level and 1:11.5 at the High school level. In the same year, the teacher student ratio at the district level was 1:26.3 at the primary and Middle school level and 1:21 at the High school level. The comparison shows that the block had no access of teachers in schools. In fact this is not true because, it has been pointed earlier that the block had inadequate schooling facility in relation to the population it had. So, if the teacher-student ratio was less it was not because the number of teachers were more but because adequate number of students, were coming to the school. To illustrate it further, for instance, during 1977-78, the estimated child population in the age group of 6-14 was 7334, whereas the actual enrolment in that year in the same age group was 1725. Similarly the estimated child population in 6-14 years in 1987-88 was 9386, whereas the actual enrolment in the same year was 5043. Thus on the basis of earlier analysis and its further corroboration it can be said that the staff position in the block at the Primary and Middle school level was not adequate; whereas at the High school the staff position was adequate.

Qualification and Training of Teachers:

Data pertaining to the qualification and training of teachers have been presented separately in Table 5.7a and 5.7b. 5.7a is related to the Primary and Middle school teachers and Table 5.7b. is related to the High School teachers.

From Table 5.7a it was found that during 1962-63 out of the total 33 teachers, nearly three fourth teachers, (72.77 per cent) were middle pass, one fourth (24.24 per cent) teachers were matriculates, and one graduate teacher. From among these, one third (33.33 percent) teachers were trained and twothird (66.67) teachers were untrained. By the year 1987-88, the percentage of middle pass teacher's decreased to 23.61 per cent and the percentage of matriculates, intermediate pass and graduates increased to 54.86, 7.64 and 13.89 per cent respectively. Similarly the percentage of trained teachers also increased to 71.53 per cent and the percentage of untrained teachers decreased to 28.47 per cent by 1987-88. Over these years it was observed that after 1977-78, there was a sharp decrease in the percentage of middle pass and untrained teachers and increase in matriculates, intermediate pass, graduates and trained teachers. Interaction with the education officials and examination of official records revealed that after 1975 recruitment of trained teachers was made compulsory, matriculation was made as the essential qualification for the recruitment of teachers, and in-service training was made compulsory.

In separate examination of General and T.R.W. school teachers, it was found that teachers at the Primary and Middle school level did not differ much with respect of their qualifications which range from middle pass to graduation. However, the only exception was that in the T.R.W. schools, over the years, there was not even a single graduate teacher; whereas in General schools during 1962-63 there was one graduate teacher and by 1987-88 there were twenty graduate teachers. This exception is due to the fact that at the Middle school level the post of headmaster is a trained graduate post and all the General Middle schools were upgraded Primary schools. But in case of T.R.W. schools the middle classes have been attached to High school and

therefore, it is not necessary, that the headmaster at the Primary level should be a trained graduate.

With regard to the qualification and training of teacher's at the High school level, it was found from Table 5.7b that the qualification of teacher range from middle pass to post-graduation. Though by rule no middle pass teacher is eligible for becoming a High school teacher, yet, their presence at the T.R.W. school indicated that U.P. sections have been attached to the Ashram school. In 1982-83 out of the total twentyfive teachers, seventeen (70.83) per cent were graduates and twenty 83.33) per cent were trained teachers. By 1987-88 the proportion of graduate teachers decreased to 57.69 per cent but the proportion of trained teachers increased to nearly eightyfive per cent. Over these years General schools had better qualified teachers compared go Ashram school teachers, but in terms of training Ashram school had more trained teacher than the General school teachers. Thus on the whole it is difficult to state definitely whether the staff structure at the High school level was adequate or not, in so far as the qualification and training of teachers is concerned. However, compared to Primary and Middle school level, High school level presents a better picture.

On the basis of analysis of staff structure, in brief, it can be observed here that at the Primary and Middle school level the block had inadequate staff structure and at the High school level it was ~~more or less~~ satisfactory.

Utilization of School Education Facilities:-

Another indicator of educational development of tribal people of the Th. Rampur Block has been studied in terms of the way people ~~have~~ responded to it. This has been examined, as stated earlier, with reference to students enrolment,

dropouts and performance of students in school education programme. ✓

Students Enrolment:

The stagewise consolidated enrolment figures with specific reference to tribals has been presented in Table 5.8. It is pertinent to recall that these figures have been studied over the years i.e., from 1962 to 1988 for every fifth year. But as proper official records for the initial years were not available, the year 1967-68 has been taken as the base year. Appendix B contains stagewise enrolment of tribal students in different schools.

So far as the enrolment of tribal students at the Lower Primary and Upper Primary was concerned, it was found in Table 5.8 that during 1967-68, out of the total enrolment of 700 students (538 boys and 162 girls), tribal students enrolment was 42.7 per cent (45.35 per cent for boys and 39.95 per cent for girls). Between 1967-68 and 1977-78 tribal students enrolment increased from 42.7 per cent to 54.42 and by 1987-88 it further decreased to 45 per cent. This means that in a quarter century tribal students enrolment had increased only by two per cent. Regarding the tribal students enrolment at the Upper Primary stage, it was found that, during 1967-68 out of the total enrolment of fiftyeight students (52 for boys and 6 for girls), eighteen (31.03 per cent) were S.T. students (sixteen for boys and two for girls). Between 1967 and 1977-78, tribal students enrolment decreased from 31 percent to 20 per cent and between 1977-78 and 1987-88, the enrolment increased to 35 per cent. This shows that between 1967-88, and 1987-88 tribal students enrolment had increased by 4 per cent only.

From the above description and a closer scrutiny of Table 5.8 it was observed that between 1977-78 and 1987-88

	MIDDLE SCHOOL VI-VII			
	1972-73	1977-78	1982-83	1987-88
Total enrolment (communities)	5	31	153	148
	4	25	140	115
	1	6	13	33
Total ST enrol	Nil	5	59	26
	Nil	5	59	22
	Nil	Nil	Nil	4
Percentage of total enrolment	Nil	16.13	38.56	17.57
Percentage of ment to total	Nil	20.00	42.14	19.13
Percentage of enrolment to enrolment.	Nil	Nil	Nil	12.12

TABLE 5.8 con

Total enrolment (communities)

Total S.T. en

Percentage of total enrolment

Percentage of ment to total

Percentage of enrolment to enrolment.

the tribal students enrolment had fluctuated very much. Over the years (between 1967-68 and 1987-88) tribal students enrolment was substantially higher at the Lower Primary stage and lower at the Upper Primary stage Tribal girls enrolment was very poor at the Upper Primary stage. Examination of official records, investigators field observations and informal discussion with tribal parents revealed certain explanations for these observations. The great deal of variation (sudden increase and decrease) with regard to the enrolment of tribal students can be attributed to the improper maintenance of records by the teachers and subsequent supply of these records to the higher level officials. Apart from this the occasional entry of a non-enrolled child into the school also inflates the enrolment figures. About the higher enrolment at the Lower Primary stage it was found that whenever a teacher notices a child below eleven years of age (as per the teachers' guess), the child is generally admitted into the school. Further, tribal parents usually allow their children for initial schooling only. Regarding the poor enrolment situation at the Upper Primary stage, the main reason responsible was inadequate ^{level} Upper Primary schooling facility followed by their uneven distribution in different parts of the block. The supportive reasons observed by the investigator were lack of school building, irregularity in the attendance of teachers in the school and general apathy of tribal parents.

In order to assess the overall enrolment situation of tribal students at the primary stage, the enrolment figures of 1987-88 was compared with their 1987-88 estimated child population figures. It was found that during 1987-88, the block had 2906 tribal children, in the age group 6-11 whereas the actual enrolment in that age-group was 2201. This means nearly twentyfive per cent tribal

children were out of school. Thus it shows that by and large enrolment of tribal students at the Primary stage was satisfactory. But in reality this was not true because heavier concentration of tribal students was found between I to III standard.

With regard to the enrolment of tribal students at the Middle and High school level it was found that for the first time five tribal students (boys) only had enrolled at the Middle school stage during 1977-78. The enrolment increased to fiftynine (boys) in 1982-83 and decreased to twentysix in 1987-88 (twentytwo boys and four girls). Significantly for the first time during 1987-88 four tribal girls had enrolled at the Middle school stage. Examination of school records of General and T.R.W. school ^{has} ~~was found~~ ^{it revealed} that one T.R.W. Upper Primary School was upgraded, as a result of which thirtynine students were enrolled at the Middle class. Because of this the enrolment during 1982-83 had suddenly increased. But in 1987-88, the enrolment situation again showed a poor picture. Out of the total twentysix students, ten students were from T.R.W. school. This means that ^{where} ~~for~~ nine General Middle school there were sixteen students. If inadequate Middle School facilities can be attributed to poor enrolment equally, it can be said that even the existing facilities are not utilised by tribal people properly. Regarding the enrolment of tribal students at the High school level, it was found that from 1977-78 onwards (the year High school started) tribal students enrolment was increasing and for the first time only two tribal girls had enrolled. However, unlike Middle school enrolment, the enrolment of tribal students at the High school level was also discouraging. The main reason is inadequate schooling (Table 5.3). Observing such a poor enrolment situation of tribal students at the Middle and High school stage it became necessary to assess ~~as to~~ how

many tribal students were out of school in the age-group 11-14 and 14-16. Accordingly it was found that during 1987-88 the estimated tribal child population, in the block in the age group 11-14 was 1851 and in the age group 14-16 was 1159, whereas the actual enrolment was twentysix for the age group 11-14 and 43 for the age group 14-16. This shows that nearly 90 per cent students in 11-14 age group and nearly 96 per cent students in 14-16 age group were out of school. These figures clearly indicate how acute the situation was with regard to the enrolment of tribal students at the Middle and High school stage. From the quinquennial analysis of enrolment figures, it can be observed that tribal students enrolment at the Lower Primary was satisfactory and from Upper Primary onwards till High School stage it was highly unsatisfactory over the years heavier concentration of tribal students was found between I to III standard only. With the increase in the level of schooling the enrolment has also decreased substantially. *Girls' enrolment is quite* ~~was~~ *more alarmingly low* ~~and quite~~ *alarming.*

Dropouts:

In this study the dropouts ~~has~~ been considered as those ~~level~~ students who ~~are~~ admitted in a given class in a given year, but did not complete the course either by failing in the annual examination or left the course before the annual

examination of the said year.

Table 5.9, represents the number of tribal dropouts and percentage of tribal dropouts at different stage of schooling (also see Appendix C). It can be observed in Table 5.9, that the over all dropout rate of tribal students in Class I - X has shuttled between 41.26 per cent and 58.10 per cent. Over the past two and a half decades, the dropout trend was marked by increase and decrease in every fifth year. However, between 1967-68 and 1987-88, the dropout rate had decreased from 51.73 per cent to 42.38 per cent. This is despite the fact that eventhough the total enrolment of tribal students at all levels of schooling and increased by eightysix per cent from 1967-68 to 1987-88, the dropout rate had decreased by only ten per cent. As might be expected with the increase in educational facilities the awareness level of tribal people is likely to be increased, but the modest decrease in the dropout rate did not indicate that the awareness level has increased.

When the dropout rate was seen across different levels of schooling, it was observed that with the increase in the level of schooling the dropout rate has also increased. For instance during 1987-88 the dropout rate at the Lower Primary was 40.17 per cent, at the Upper Primary it was 56.31 per cent, and at the High school it was 51.73 per cent. These figures indicate that dropout rate was higher beyond V standard and lower at the lower standard. Earlier, it has been observed that with the increase in the level of schooling tribal students enrolment has substantially decreased (Table 5.8). Together these two observations point out a fact that, irrespective of student's success or failure at the Lower Primary level, they do not join higher schooling, and those who stay at the higher level, drop out either by failing in the annual examination or because of lack of proper motivation to continue further.

studies. It was further observed that with the increase in the enrolment of tribal students from Upper Primary level onwards the dropout rate has also increased correspondingly. Whereas, at the Lower Primary stage the trend was just the opposite. On separate examination of school records (see Appendix C) it was found that dropout percentage was much higher in General schools and lower in T.R.W. schools. This suggests that the consolidated dropout figures arrived for both T.R.W. and General schools, if shown separately the dropout picture for tribal students will be entirely different.

Informal discussion with some of the teacher and tribal parents and investigator's field observation revealed certain explanations for the above mentioned observations. With regard to the low dropouts at the Lower Primary stage it was observed that ~~mostly~~ teacher's were ^{generally} not maintaining proper records of attrition statistics. Very often children remain frequently absent from the school and at the year end their names are simply entered to the next class. This is one reason why the large enrolment is seen at the **Lower** Primary stage (Table-8). Tribal parents just allow the child to be in the school till he is perceived as an economic Unit. Specific reasons on the same line have been presented in a separate section in this chapter. Regarding the higher dropout at the Middle and Higher level of schooling, the teachers reported that the presence of tribal students at the higher level of schooling affects much to the economic viability of his family. It is only when a child's income is unwarranted in the family, he ^{is} then send to the school. At the higher level tribal students find it difficult to cope with the syllabus as a result they either fail in the examination and dropout or leave the school before completion. Investigators field observations indicated that almost no pressure was emerging from the school authorities to counteract

the students decision to leave the school. Other specific reasons are mentioned in a separate section of this chapter. The ~~sexwise~~ ^{by gender} analysis of tribal dropouts revealed that over the years accross different levels of schooling tribal ~~girls~~ ^{among tribal girls} dropout was much higher than the tribal boys. At the Lower Primary stage, tribal girls dropout rate had settled down at fiftyfive per cent between 1967-68 and 1987-88. At the Primary stage it was 100 per cent in 1977-78, eighty per cent in 1982-83 and 57.89 in 1987-88. Similarly at the Middle and High school stage it was 100 per cent. In fact these percentages did not mean much for as it has been observed that at the higher stages of schooling tribal girls enrolment was almost nil or negligible. The sheer low number has inflated the figures. On the whole it can be observed that tribal girls dropout was much severe compared to tribal boys dropout. Some of the reasons for this high dropout rate have been discussed in the previous paragraph. About the tribal girls dropout it was observed that a tribal girl in the Kandha family is considered a much valued commodity because she not only earns and add to the family but also looks after the family as well. Further in Kandha society it is a taboo to attend the school after they attain puberty. Social embarassment was also another reason for their non-enrolment and dropout at higher classes. It has been mentioned earlier that the enrolment pattern over the years indicates the extent to which formal education system has reached the tribal population. Further the dropout rate has indicated the extent to which formal education has retained them resulting thereby the extent to which tribal people have utilised or misutilised them. While on the one hand enrolment, retention & dropout represent some significant dimension of educational development of tribals on the other it is equally important to know it how long they progress in the educational ladder. This is the subject-matter of analysis in the following section:

Stagewise Performance of Students:

The performance of students has been seen in terms of the total number of pupils who have successfully completed the course requirement at each level and have been promoted to the higher subsequent grade. Table 5.10, presents stage-wise performance of students. Details of the same are given in Appendix D.

It can be observed in Table 5.10, that the over all performance of tribal students in class I to X between 1967-68 and 1987-88 has increased from 48.26 per cent to 58.06 per cent. This means that in twentyfive years of educational expansion barely ten per cent increase in the performance level has been noticed. Across different levels of schooling it was found that, at the Lower Primary level the performance level has increased from 48.16 in 1967-68 to 60.33 by 1987-88. At the Upper Primary level the performance level has decreased from 50 per cent in 1967-68 to 43.60 per cent. Similarly at the Middle and High school level also the performance level has decreased. Thus, these findings show that with the increase in the level of schooling the performance level of tribal students has decreased. Earlier it has been observed that the enrolment decreases with the increase in level of schooling and the dropout rate increases with the increase in the level of schooling. All these observations indicate that irrespective of success or failure in the lower classes tribal students do not join higher stages of schooling and those who stay in, majority of them fail in the class examinations. Interaction with some of the tribal students who were studying at the High school, it was observed that subjects like, English, mathematics and science pose them a great problem in comprehending the contents mentioned therein. Even discussion with the High school teachers also confirms this observation. Regarding tribal girls' performance it was observed that not even a single girl had succeeded in the class examination at the Higher stages of schooling. Whereas

at the Lower Primary stages the level had increased from 32.73 in 1967-68 to 46.89 by 1987-88 and at the Upper Primary stage it had decreased from 100 per cent to 42.11 per cent. In fact, between 1967-68 and 1987-88 out of the total enrolment of 1039 tribal girls enrolment at the Lower Primary stage only 464 had passed and at the Upper primary stage thirty out of thirtythree had passed. Thus these facts along-with the observation of no pass student at the Middle and Higher schooling stages indicate the the situation was very poor so far as the tribal girls performance at the class examination was concerned.

This data i.e., the analysis of academic performance of tribal students, (for more than the enrolment patterns and the dropout rates discussed in the previous sections) substantiates the differences in differential utilization of schooling facilities by the tribal people. For, as it was seen, while a bulk of tribal children who are enrolled in schools do not proceed beyond third standard, many dropout before completing the academic term and those who stay in, do not succeed in the class examination.

Reactions of Functionaries About School Education Programme:

Interaction with the district level functionaries of formal education programme, revealed five major problem areas viz., administration and supervision, availability, appointment and regularity of teachers, enrolment, dropout and retention of tribal students, infrastructural facilities, and school-community relationship. In the areas of administration and supervision, the district level functionaries had expressed that they were not in a position to pay adequate attention for proper supervision of formal education programme in the block; because of their pre-occupations in the official work and the vast number institutions to be inspected by them. The supervision work was further getting

affected in the absence of a very clear cut guidelines regarding their definite role. For instance, the Circle Inspector of schools was primarily responsible for the administration and supervision of High schools in his circle. Besides, as an educational leader of the circle he is expected to take initiative in all educational activities and also to inspect the Primary and Middle schools. But in actual practice he had no definite role in universalization of elementary education programme and government had not specified as to how many Primary and Middle schools he should visit per year. With regard to administration of school education programme it was observed that ^{here} was lack of co-ordination between and among various office, involved in the formal education programme. For instance, the type of formal educational institutions, the block had called for a greater co-ordination of offices like District Welfare Office, Integrated Tribal Development Agency office, Block Development office and Office of the Circle Inspector of schools, District Inspector of Schools, Sub-Inspector of schools. While the administrative control of the T.R.W. schools was under T.R.W. department, the Primary education programme was under the dual charge of District Inspector of schools and Block Development Officer. In such situation mere supervisory power of either the Circle Inspector of schools or the District Inspector of school was not helping much for the improvement of formal education programme. Availability, appoint and regularity of teachers was another major problem area ~~expressed~~ ^{expressed} by the district level functionaries. Since ^{the} majority of the population in the block were tribals, adequate number of qualified people as teacher were not available to be appointed. In such situations when outsiders were appointed as teacher, the functionaries had experienced a lot of difficulties, like

political pressures from local non-tribal people, stiff resistance from tribal people in predominantly tribal populated villages, lack of accommodation for the newly appointed teachers, and so on. Apart from this the functionaries had also experienced problem from the teachers-side too. For instance, most local teachers very often engaged themselves in their own family activities rather than teaching and teachers staying outside the village were frequently remaining absent. The investigator in course of his field work observed a situation wherein the teacher of a particular school was regularly coming to the school from a nearby village as long as the investigator was there in the village. But soon after the investigator left the place the teacher showed his irregularity in coming to the school. In his subsequent visit to the same village the investigator was informed about this typical behaviour of the teacher. However, based on all such instances, it cannot be said that local teachers were irresponsible and outside teachers were irregular. Nevertheless, it certainly indicated ^{that} ~~was~~ a problem area. The next problem area pointed out by the district level functionaries was enrolment, dropout and **retention** of tribal students in the school. Earlier it has been observed that enrolment, dropout and retention ~~was~~ more or less satisfactory only upto III standard from IV standard onwards the situation was very poor. In this connection the functionaries had mentioned that lack of adequate infrastructural facilities, poor quality of instruction, indifferent attitude of parents and teachers, poverty and indebtedness of tribal people, and lack of motivation for education among tribal students were the main reasons for this poor schooling situation. At this point it would not be out of place to quote two significant remarks

made by the functionaries, in support of the reasons they had mentioned. "It is pitiable to find the tribal people who are accustomed to the climate of the place are sturdy and strong and very active and painstaking when occasion demands; wasting away their time, energy and what little they have in drinking wine, and idle gossips. It is still more pitiable to find children here and there without going to school. It was because of the economic inefficiency of their parents which is offered as an excuse and is certainly a cause. Further it was due to their natural apathy and indifference to education, which none has yet attempted to change". In one of the tour diary of functionary mentioned the following. "In course of my visits to these areas it has been found that the quality of instruction imparted in schools is so far below the expected standard that it cannot encourage the people to send their children to schools. Teacher's enroll children to justify their existence but the students hardly come to school and the teacher's remain frequently absent". The investigator during his field work observed that apart from the poverty of tribal people, lack of knowledge about the exact age of their children, addiction to liquor and religious beliefs and rituals were some of the reasons contributing to the poor enrolment, dropout and retention situation in schools. Closely related to this was the problem of infrastructural facilities. In this connection it has been observed earlier that T.R.W. schools had better facilities than the General schools. The functionaries had mentioned that due to inadequate funds most schools were not having proper facilities. The T.R.W. schools had better facilities because of the differential grant-in-aid system of the government. The last problem area highlighted by the functionaries was that of the school community relationship. In this connection the functionaries had mentioned that one of the strongest

points in the success of school education programme is the between school and community but unfortunately in Th. Rampur block it was hanging on a very weak thread. ~~But~~ the tribal people and educational personnel involved in it were responsible for such a situation. While on the one hand tribal people's lack of faith about the benefits of formal education programme was keeping them away from the school, on the other hand lack of knowledge about tribal language on the part of the functionaries was keeping them away from the tribal people. Consequently, a distance was still maintained between the tribal people and the functionaries of school education programme; and this was seriously hampering ~~in~~ the educational development of tribal people in this area.

Uptill now the ~~perception~~ analysis was centered around district level functionaries. It may be relevant to mention here that these functionaries were ever all in charge of the operation of formal education in the district and therefore, their views were quite broad and general; though they had reacted keeping in view the block under study. However, another set of functionaries viz., the Sub-Inspector of schools and the Block Development officer, were contacted to get their specific reactions regarding the formal education programme in the block. Interaction with these functionaries revealed five major problem areas viz., Supervision, quality of instruction, peoples' participation, regularity of teachers, and regularity in the functioning of village school committee, in the formal education programme in the block. In the area of inspection and supervision of schools. The B.D.O. had mentioned that as he was in charge of all the developmental work (education being one of the developmental work) in the block, he was not in a position to pay adequate attention to the formal education programme.

In this connection examination of official records pertaining to his visits, revealed that there was no systematic record available regarding his visits to schools. There were two reasons for this, ~~one~~, there was no clear cut guidelines as to which aspects of the school, the B.D.O., was expected to visit, and second, as a part of his regular field visits the B.D.O. was visiting the schools. Further the B.D.O. had mentioned that though he was an integral part of the formal education system, in matter of selection of teachers' he was not considered at all. In such a case mere supervisory power was not helping much for the development of formal education system in the block. Regarding the problem of inspection and supervision, the school inspectors had mentioned that, because they were placed under two different authorities, the school inspection work was getting affected. Though they were primarily responsible for school inspection work, but owing to their official work load, they were spending very little time for proper inspection and ~~suggestion~~ ^{in making} for the qualitative improvement of Primary education. While interviewing the school inspectors, the investigators observed that the inspectors had no power to take any independent decision regarding the school affairs. Further they were asked to do many clerical jobs like preparation of the absentee statement of the teachers; paybill, pension papers, maintenance of leave accounts, provident fund accounts, and so on. Because of these reasons the inspectors were not in a position to devote adequate time for proper inspection and supervision of schools. Apart from these reasons the inspectors had also mentioned that communication was another major hurdle coming in the way of school inspection. This problem was very acute particularly during rainy season. As most of the schools were situated in totally inaccessible area, ~~virtually~~ ^{the} majority of schools would remain uninspected. It is pertinent to mention here that out of 295 villages of Th. Rampur block only 95 villages had proper road communication

Apart from the problem of supervision, the next major problem area was the quality of instruction imparted in the schools. In this context the school inspectors had mentioned that the quality of instruction imparted in the schools was far below the expected level. There were so many factors responsible for this situation. Lack of adequate infra-structural facilities, lack of involvement of teachers and parents, irregularity of students in attending the school, and inadequate inspection and supervision by the higher authorities, all these factors were contributing for the poor quality of instruction in the schools. Regarding peoples' participation, the inspectors had mentioned that tribal people were not much interested to talk to them about the functioning of the school. In predominantly tribal populated villages teachers were not even getting rented accommodation. During field work the investigator observed that the lack of tribal people's involvement in the school education programme was very much related to the functioning of the school. If the teacher is regular in his duties and teaches well, tribal people had shown much interest and enthusiasm. About the accommodation problem the investigator observed that tribal people live in very small houses because of their nuclear family structure. The houses are so small that hardly any room can be spared for rent purpose. It was precisely because of this reason that the teachers were not getting any rented accommodation in predominantly tribal populated villages. Beside peoples' participation, the next major problem area indicated by the block level functionaries was about the regularity of teachers' in opening the schools. The functionaries had expressed that because they were not in a position to frequently visit the schools; taking this opportunity many

teachers were frequently remaining absent in the school. In fact during field work the investigator observed that irregularity of teachers' was not solely dependent upon the inadequate supervision by the functionaries, but a host of factors were responsible. They were lack of interest and enthusiasm on the part of the teachers to educate the tribal people, lack of physical facilities, ~~in~~ schools, lack of proper accommodation and communication, and non-attendance of children in the schools. It was further observed that most of these factors were predominantly operating in extreme interior tribal dominated village schools and such schools were not functioning regularly. Earlier it has been observed that peoples' participation was closely associated with the functioning of village schools. Thus together these two observations show why tribal people's participation in school education programme was poor. The last major problem area highlighted by the block level functionaries was about the regularity in the functioning of village school committees. In this connection the functionaries had mentioned that by and large village school committee's were not functioning regularly. The school committees have been empowered for proper and timely supervision of schools but they were **not** exercising the powers properly. As a result the school education programme was suffering. Informal discussions with some of the Chair~~men~~ and members of village school committees revealed that, though education department has given many powers to the village school committees but there was no written constitution made available to them. As a result most of the members were using their positions to gain social status. Even instances were found where the members were not sending their children regularly to the schools. Meetings of the Committee were not held regularly for variety of reasons. In many cases there were informal

meetings and as such proceedings of the meeting were not systematically maintained. At times resolutions passed in the village committee meetings were not duly followed up. Many members were remaining indifferent even after passing good resolutions for the welfare of the school. Apart from these problems, the interactions had also revealed the negligence of block level functionaries and teachers'. Some of the members had expressed that they were told to do many things, but no inspector or B.D.O., was interested to know whether they have to it or not. Teachers were frequently remaining absent and they were taking signature from the Chairman, either by applying political pressure or by telling lie-"you were on the field and untraceable". Such facts as reported by the people, investigator's field observations and functionaries reaction about the irregularity in functioning of village school committee, it can be observed that irregularity was due to the non-serious nature of tribal people, teacher and block level functionaries.

In brief the reactions of the district and block level functionaries has revealed Six major problems areas in the formal education programme in the block. They are: one, administration and supervision of schools, two, availability, appointment and regularity of teachers, three, infrastructural facilities, four, enrolment, dropout and retention of tribal students, five, quality of instruction, and six, school-community relationship. On the basis of these problems areas the functionaries had suggested the following in order to bring improvement in the formal education programme in the block. To begin with, structural change is required wherein the roles and responsibilities of different functionaries are clearly defined. Provision ^{needed to} be made to provide basic minimum infrastructural facilities in each school ~~and~~ ~~Provision be made to provide~~ accommodation at least to the

Head-masters of each school. Incentives be given to the teachers working in tribal areas and they should be given special training to teach tribal children. As far as possible more number of residential schools be opened in predominantly tribal pockets and in sparsely tribal populated areas. Tribal children be provided with adequate scholarships. The present position of mid-day-meal programme needs to be strengthened. Efforts be made to strengthen the functioning of the village school committee by providing written constitution and the school inspectors be made responsible for the effective functioning of the Committees.

In the area of formal education programme, next to the block level functionaries, are the teachers, who remain in charge of actual implementation of the programme. In the following paragraphs their reactions have been analysed. For this purpose, a questionnaire was prepared and views from Seventyseven teachers were collected. Analysis of the responses obtained through questionnaire revealed four major problem areas to which the teachers had reacted. The problem areas are, one, problems related to teacher and school; two, problems related to class-room teaching, training and inspection; three, problems related to tribal students and parents, four, problems related to school community relationship. The specific problems related to each area have been presented in (Table 5.11) and discussed, below:

It can be seen from Table 5.11 that, ^{for} inadequate ^{supply} teaching aids, inadequate training, students absenteeism, and negative attitude of tribal parents towards girls education were the major problems faced by all the teachers. Eighty per cent teachers had expressed assessment of

TABLE 5. 11
Problems Faced by Teachers.

Problems	N = 77
1. <u>Problems related to teacher and school</u>	
- Accommodation	50 (64.94)
- Identification non-enrolled children	62 (80.52)
- School building	27 (35.06)
- Infrastructural facilities	54 (70.13)
2. <u>Problems related to Classroom teaching and Inspection:</u>	
- Inadequate teaching aids	77(100.00)
- Language difficulty	59 (76.62)
- Irrelevant Syllabus	22 (28.57)
- Mul-tigrade teaching	27 (35.06)
- Inadequate training	77(100.00)
- Irregular supervision	45 (58.44)
3. <u>Problems related to students and parents:</u>	
- Irregularity of students	62 (80.52)
- Absenteeism	77(100.00)
- In difference attitude of parents	59 (76.62)
- Negative attitude parents towards girls education	77(100.00)
4. <u>Problems related to School Community relationship:</u>	
- Irregular functioning of village school committee.	45 (58.44)
- Casual attitude among tribal leaders	45 (58.44)

Figures within parenthesis indicate percentages.

non-enrolled children and irregularity of students were the major problems. Seventysix per cent teachers had expressed language difficulty and indifference attitude of tribal parents were the major problems. Problem of infrastructural facilities was expressed by seventy per cent teachers.

Accommodation problem was expressed by sixtyfour per cent teachers and so on. From the expressions of these problems it can be observed that, problems related to students and parents was the major problem area followed by the problems related to class-room teaching and so on.

In the area of problems related to teacher and school, all those teachers who had mentioned **identification of non-enrolled children** as a major problem had stated that majority of the tribal parents were carrying their children to working site, as a result most young children were remaining in the village during day time. Apart from this, teachers pre-occupations in their classroom teaching was leaving no time for them to go round the village for **identifying the non-enrolled children**. About the problem of accommodation the teachers had mentioned that getting a rented house was a major problem for them. And the available rented houses, were not conducive to live in from hygiene point of view.

Regarding the problems related to classroom teaching and inspection, examination of relevant records pertaining to teaching aids and analysis of the reactions revealed that majority of the schools had no teaching aids except chalk sticks and black boards. Even in some of the schools (19) black boards were also not available. In case of General and T.R.W. High school there were some maps and globes but hardly they were usable. Thus, it is quite evident why all the teachers had expressed inadequate teaching aids as the major problem. With regard to language difficulty, it was found that thirteen tribal teachers, ten scheduled caste teachers and five other caste teachers knew tribal language and so they had no difficulty in teaching the tribal children. These teachers were using book language, regional language and tribal language while

teaching in the class. Regarding special training to teach tribal children, all the teachers had unanimously agreed the need for it. The reasons were: i) Teachers working in tribal areas should be familiar with tribal language and culture. ii) Tribal students' knowledge about book language is very minimum. iii) Tribal students' intelligence is quite low compared to even other mediocre non-tribal students. iv) Tribal students do not feel academically stimulated. In this connection, study of relevant records pertaining to language training revealed that, the Academy of Tribal Dialects and Culture, Bhubaneswar, Orissa, had requested the Collector, Kalahandi district /Project Administrator, Th. Rampur ITDA to start Tribal Language Training Centre. The duration of the programme was four months. The maximum number of person to be trained per batch was fixed at twenty. But since the training programme was not compulsory, many did not show much interest. Moreover, among others, for education department it was meant only to senior educational officers, Headmasters/ Mistress, and Principals. However, the programme did not run successfully, as reported by ITDA officials and by 1985 it became disfunctional.

With regard to multigrade teaching and relevance of curriculum for the tribal children, though very few teachers had expressed, as problems they nevertheless were important problems. Informal discussions with some of the teachers and field observations revealed that, multi-grade teaching demands more time from the teacher in preparing for effective teacher pupil interaction, the teacher needs to be more innovative. These two things call for the availability of better instructional inputs, such as text-book and other teaching aids. In this connection it has been observed earlier that all the schools of the block had

inadequate teaching aids. In addition to this twentyseven schools had no building. Thus these two facts, question the effectiveness of teaching and its consequent effect on students' learning. About the suitability of text-books though nearly twentynine per cent teachers had expressed it to be unsuitable for the tribal children, but all those teachers who had expressed it to be suitable, felt that some of the illustration content organization and language of the text-books need modification. Thus both these two views suggest that the text-books were not suitable for tribal children. Regarding school inspection nearly fifty-nine per cent teachers had mentioned that because the authorities were not paying adequate attention to their school problems they were facing lot of problems and this situation was consequently creating dissatisfaction among the villagers. Informal discussions with the school inspectors revealed that many a times the teachers have complained to them about the school problems but as the inspectors had no power to take any independent decision many of the problems had remained unattended and such situations had created dissatisfaction and discontent among the teachers and villagers.

The most important problem area expressed by the teachers was the problems related to students and parents. In this area, with regard to the negative attitude of tribal parents towards girls education all the teachers had mentioned that dominance of traditional beliefs and values was the main sources of problem. In Kandha society it is believed that girls are meant only for household work and therefore, they do not need education. Very surprisingly, this view had also been endorsed by all the tribal teachers. About the problem of absenteeism all the seventytwo general school teachers had mentioned that tribal students were invariably remaining absent during festivals, rainy season and harvesting

period. Further they had specified that, although by and large most tribal people did not own land, but during harvesting period they were working as labourers and peddy pickers. This apart, adult tribal students were very often engaging themselves as labourers in construction works. As a result, students were frequently remaining absent in the schools and consequently dropping out of the schools. On the same problem of absenteeism all the five T.R.W. school teachers had mentioned that their students were remaining absent from the school only during festivals and harvesting time. About the problem of irregularity of students all the sixtytwo teachers had mentioned that lack of proper study atmosphere at home, lack of motivation among the students to learn, inappropriate school timing, and poverty of parents were the main source of problem. Regarding the problem of indifferent attitude of tribal parents, fifty-nine teachers had mentioned that, lack of awareness regarding the benefits of formal education and indebtedness of tribal people were the main sources of problem.

In the area of school community relationship, forty-five teachers had mentioned that because the school committee was not functioning regularly, they were not getting adequate scope to discuss the school problem with them. Further they had mentioned that, tribal leaders were not showing much interest in the school activities unless it was felt essential from political stand point. Whereas, thirtytwo teachers had mentioned that they were getting full cooperation from the tribal leaders. Qualifying further they had mentioned that tribal leaders' interest in school activities was very much dependent upon the approach adopted by the teachers in seeking their cooperation.

On the basis of the problems expressed by teachers, the following were some of the possible, suggestions offered by them. Provision be made to provide quarter at least for the Headmasters. Schools with no building and with dilapidated building be attended on a priority basis. Minimum essential teaching aids be made available in the schools. Teachers working in tribal areas should be given special training to teach tribal children. Massive motivational camps should be organised for the tribal people in order to create awareness regarding the benefits of formal education. School vacation should coincide with the harvesting and festival time. All tribal children studying in general schools should be given scholarships or more number of Ashram schools should be opened.

An Overview:

From the analysis of the reactions of different levels of functionaries, the following were of the important problems found commonly expressed by them. The problems, were lack of clear cut guide lines regarding the specific roles and responsibilities of the district level and below level functionaries, dual control of primary education, inadequate supervision of schools by the higher authorities and sub-ordinate inspecting authorities, lack of co-ordination between and among various departments involved in the school education programme, non-availability of adequately qualified local teachers, lack of accommodation for teachers, inadequate teaching aids and other physical facilities such as school building, furniture etc., language difficulty, poor-enrolment and retention and high dropout rate, and irregular functioning of village school committee. In addition to these, the district and block level functionaries had expressed some other problems like lack of funds, means

of communication and irregularity of teachers. The teachers had expressed the problems like, multigrade teaching, irrelevant syllabus, assessment of identification of non-enrolled children, and students absenteeism.

Regarding peoples' responsiveness to school education programme, the functionaries were of the opinion that tribal people were not showing much interest and enthusiasm to benefit from school education. Indifferent attitude of parents, lack of faith about the benefits of formal education, lack of proper motivation to learn, dominance of traditional beliefs and values, indebtedness of tribal people and inadequate schooling facilities were the important reasons for poor response from tribal people.

The following were some of the common suggestion offered by the functionaries. They are, ~~the~~ clear cut guidelines regarding the roles and responsibilities of higher level functionaries be made available to them. Provision be made to ~~provide~~ the basic minimum infrastructural facilities and teaching aids. Teachers teaching in tribal areas be provided with proper incentives and training to teach tribal children. Provision be made to ~~provide~~ accommodation facilities at least to the Headmasters. Provision be made to open more number of Ashram schools or tribal students studying in general schools be provided with scholarships. Curriculum be made more need based and the syllabus be modified properly to create interest and enthusiasm among the tribal people.

Problems Faced by Parents:

In order to study the reactions of tribal parents regarding the problems in adopting the benefits of school education programme sixty tribal parents were interviewed.

Table 5.12, presents the major problems as expressed by them.

TABLE - 5.12
Problems Faced by Parents

Problem Faced	N = 60	Percentage
Economic hardship	52	86.66
Emphasis on tradition	60	100.00
Health and Hygiene	44	73.00
Poor knowledge of world outside	42	70.00
No time to attend to children's education.	48	80.00
Unable to meet the education requirement of children.	45	75.00
Inadequate facilities in the School.	60	100.00
Inadequate knowledge received	36	60.00
Language difficulty	46	76.77
Teachers absence	26	43.33
Inappropriate school timing	21	35.00

It can be seen from the above table that all parents interviewed were found ^{to} so much attach to their traditional life that they would not allow their children to be parted ^{from} with them. This means that ^{the} cultural factor was strongly acting as a barrier in ^{the} adopting ^{the} benefits of formal education. Further, all parents had expressed that facilities provided in the schools were very poor. Absence of school building and irregular supply of instructional materials were the subsidiary problems associated with inadequate facilities in the schools. Also they had mentioned that there was no schooling facility beyond Primary standard in their villages or nearby. In this connection, it has been observed earlier that the block had only ~~even~~ ^{few} schools beyond primary level and majority of the schools had inadequate

infrastructural facilities. Seventyseven per cent had expressed language difficulty as a major problem. Since Oriya is used as the medium of instruction, majority of tribal students were facing difficulty in comprehending the subject matter. Economic hardship was another major problem expressed by nearly eightyseven per cent parents. As a result, eighty per cent parents were not getting time to attend to their children's education owing to their pre-occupations in economic activities. Further seventyfive per cent parents had expressed that they were not in a position to meet the educational requirements of their children. Seventythree per cent had perceived health and hygiene as a major problem. They were not found to have been careful about their health. Their children were suffering from skin diseases, cough, malaria, diarrhoea, etc., for which they were unable to attend the school regularly. As many as seventy per cent were found indifferent to what has been going on in schools of the community and they were found ignorant of the world outside. Nothing seemed to worry them. They were not serious about treating education as a crucial investment.

Usefulness of School Education as Perceived by Parents:

Table 5.13, presents the perception of sixty tribal parents regarding the usefulness of school education programme.

It can be seen from the above table that all the parents wanted their children to learn reading and writing but their intension behind this purpose fall in two separate categories. While ^{but} majority of parents

TABLE - 5.13Usefulness of School Education as Perceived by Parents

Usefulness of School Education	N = 60	Percentage
1- To learn reading and writing in order to:		
a - avoid exploitation		
b - get benefits from ITDA	42	70.00
c - improve economic condition		
2. To learn reading and writing in order to gain social status:		
a - gain social status		
b - gain knowledge about the educational facilities, available for them.	18	30.00
c - to get a job.		

(seventy per cent) had expressed economic usefulness of school education programme, thirty per cent parents had expressed educational and social relevance of school education programme. On the basis of the response pattern as obtained from the reactions of parents, it can be observed that ^{the} majority of parents were viewing school education programme in terms of immediate gain whereas, the actual language usefulness of the programme was ~~viewed~~ ^{viewed} ~~only~~ ^{viewed} by, thirty per cent of parents.

On the basis of the problems faced and usefulness of the school education programme the following suggestions had been offered by them. As far as possible provision be made to ~~provide~~ ^{provide} adequate facilities in the schools and higher level schooling facilities be made available to them. Their children should get at least one ^{meal} time food regularly in the school or they should be given financial assistance.

Their mother tongue should be used as medium of instruction in the schools and Oriya should be used as second language. Authorities should ^{ensure that teachers attend} induce ~~regularity~~ ^{in the} teachers. School vacation should coincide with harvesting period and festival.

Problems Faced by Students:

The following were the major ^{mentioned} problems expressed by fortyeight students in ^{relation to} adopting the benefits of school education.

TABLE - 5.14

Problems Faced by Students

Problems Faced	N = 48	Percentage
Inadequate knowledge received	48	100.00
Inadequate higher schooling facility to continue further studies	26	54.17
Economic hardship	39	81.25
Inadequate Study atmosphere at home	26	54.17
School building	45	93.75
Learning materials	42	87.50
Teachers absence	20	41.67
Language difficulty	32	66.67
Shyness & inferiority feelings	19	39.58

It can be seen from the above table that all the forty-eight students interviewed were found to have perceived the knowledge gained was too inadequate to be used for any practical purpose. They also felt that the curriculum was not need based and the syllabus was uninteresting and alien to their culture. As a result much of the learning was irrelevant for them. More than eightyfive per cent students had expressed the problems of school building and learning

materials. They were not getting adequate place to sit and there was irregular supply of learning materials. As many as eightyone per cent ^{of the} students had expressed economic hardship as another major problem for them. Very often they were asked by their parents to help them in their work. During harvesting period they were ~~getting~~ ^{had} more opportunity ^{to} work as daily labourer. As a result, frequently they were ~~remaining out of the~~ ^{frequently absent from} school in order to financially support their families. Twentysix (fiftyfour per cent) students had expressed that they were not getting proper study atmosphere at home because of the presence of their brothers and sisters and parents addiction to liquor. Further, equal number of students had expressed that even if they were interested to continue their studies, ~~but~~ due to the non-availability of higher schooling facility near to their villages their parents were not interested to send them out for further education. As a result, whatever they achieved from the school was found ^{not} ~~to be~~ ^{useful}. Sixtysix per cent of students, had expressed that language was a major problem for them in understanding the lessons as the teachers were not using their language.

Usefulness of School Education as Perceived by Students:

Regarding the usefulness of the benefits accrued from school education, analysis of students responses revealed three important areas, viz., academic, economic and social. Almost all the students had indicated the usefulness of the benefits in these three areas. The specific academic usefulness visualised by the students were; a. to be able to read and write well; b. to get further education; c. to provide education to other family members; d. to know about the educational facilities available for them.

In the area of economic usefulness of the benefits visualised by them were: a) to get a job; b) to improve the financial position of the family; c) to get benefits from the government. The social usefulness of the benefits visualised by them were: a) to gain social status; b) to know about their own surrounding; c) to serve their class-mates; d) to be able to interact with people freely and frankly. From the variety of usefulness indicated by the students it appears that they had very high expectations. However, preference-wise when the responses were seen, it was observed that economic usefulness was given top priority followed by social and academic usefulness. This shows that students had not been able to visualise the actual long term usefulness of the benefits of formal education programme.

Besides the expressed problems and usefulness of school education programme, they had given the following suggestion. To begin with provision be made to provide financial assistance to tribal students studying in general schools. Provision be made to provide proper school building with adequate infrastructural facilities in the schools. Tribal language should be used as medium of instruction. Curriculum should be made need based so that they can utilize the knowledge productively.

Problems Faced by Dropouts:

The following were the major problems faced by sixtytwo dropouts in utilizing the benefits of school education.

It can be seen from Table 5.15 that almost all dropouts interviewed had indicated that, their requirement at home was the major source of the problem. They had expressed *the view* that as their assistance was very much required at home,

TABLE - 5.15
Problem faced by Dropouts

Problems faced	N = 62	Percentage
Assistance required at home	58	93.54
Parents' unwillingness	20	32.25
Food and dress	32	51.61
Prolonged illness	18	29.03
Fear of examination	23	37.09
Early marriage	8	12.90
Lack of interest in School Education	42	67.74
Subjects were difficult	37	59.68
Language	39	62.90

they had to remain frequently out of school and consequently dropping out from the school. According to them they were helping their families in three main ways viz., working with parents in the field, working as daily labourers, and looking after younger brothers and sisters. Further, fortytwo of them (67.74 per cent) had expressed that as the school curriculum was of little practical value, they were not very much interested to continue their studies. Nearly sixty-three per cent dropouts had indicated language as another major problem. Sixty per cent of them had expressed that understanding of subject like English, mathematics, science and social studies were their major problems. Nearly fiftytwo per cent dropouts had mentioned food and dress as another major problem for them. Further they had reported that quite often they were not getting proper food to eat and had to manage with one pair of dress.)

The ^Mvery nature of this category of beneficiaries, indicates that they had not realised^{2le} the benefits of school education programme. ^{why?} As a result, they discontinued their studies. From the problems mentioned by these dropouts it can be observed that economic hardship, ^{irrelevant} dull Curriculum, and lack of proper motivation for study were the main problems that prevented them from utilising the benefits of school education programme.

An Overview:

From the analysis of the responses of three categories of beneficiaries, it was found that the problems in ^{recurring} adopting the benefits of school education programme were more or less similar in case of each group of beneficiaries, excepting a few areas where each group exhibited some peculiar response pattern. The following were the major problems commonly expressed by them. Economic hardship, inadequate knowledge received, inadequate facilities for higher schooling, inadequate facilities in the school, language difficulty, teachers' absence, health and hygiene problem were some of the major stumbling blocks coming in the way of adopting benefits of school education programme.

Apart from these problems there were some other problems found peculiar to each category of beneficiaries.

Inappropriate school timing, lack of time to devote for children's education, dominance of traditional beliefs and values, and poor knowledge of the world outside, were the major problems expressed by the tribal parents.

School building, irrelevant curriculum, inadequate learning materials, inadequate study atmosphere at home, and shyness and inferiority feeling were the major problems faced by the students.

Parents unwillingness to allow for further studies, food and dress, fear of examination, difficulty in understanding the subjects and early marriage were the problems expressed by the dropouts.

Regarding the long range usefulness of the programme the beneficiaries had visualised three different areas where the knowledge gained from school education programme could be utilised. The areas were academic, economic and social. While the parents had visualised ^{the economic and social relevance of} the benefits, the students had visualised the relevance of benefits in all the three areas. However, from their responses it was observed that both parents and students had visualised the relevance in terms of immediate economic gain followed by social and educational usefulness. This means that the beneficiaries had not been able to realise the actual long range usefulness of school education programme.

Apart from the ~~above referred~~ ^{referred to above} problems and usefulness of school education programme, the following were the suggestions offered by them. Financial assistance be given to all tribal students studying in General schools. Provision be made to provide adequate higher level schooling facilities. All school should have minimum basic infra-structural facilities. Provision of free medical check up be made available to them. Curriculum and syllabi be suitably modified to suit their daily life and culture. Instruction should be given in their mother tongue.

Major Observations:

This section throws light on the role of formal education in the educational development of tribals in Th. Rampur block in the Kalahandi district of Orissa. In this connection it was observed that the block had a diversified educational

structure controlled by the Ministry of Education and Ministry of Tribal and Rural Welfare, Government of Orissa. As a result two types of schools viz., General schools and T.R.W. schools, were found in this block and tribal people had the access to take benefit from both these schools. ?

With regard to the growth of formal education facilities, it was observed that though there has been a systematic effort since 1962 towards enhancing educational facilities, still they were not adequate to meet the educational demand of the people in general and tribal people in particular. Further, it was observed that not all tribal people had equal access to educational facilities because of their uneven distribution nature and not all tribal people were able to make use of the facilities available to them. In terms of basic infrastructural facilities all T.R.W. schools had better facilities compared to general schools but on the whole for both the types of schools it was found unsatisfactory. In terms of staff structure at the Primary school level (in both types of schools), it was inadequate, whereas at the High school level it was satisfactory for both types of schools.

Of course, providing schooling facility is an important aspect in the total endeavour of educational progress but unless adequate enrolment is ensured, the effort will go waste. In this connection it was observed that, the block being a predominantly tribal area, over the years, tribal students enrolment was less than the non-tribal students. Tribal students enrolment at the Lower Primary stage was satisfactory but from Upper Primary onwards, till the high school stage, it was highly unsatisfactory. With the increase in the level of schooling the enrolment had decreased. Girls enrolment was quite acute and alarming.

Even after ensuring enrolment/^{increase of children} it becomes imperative to check high rates of dropouts generally found in tribal areas. In this connection it was observed that dropout rate in the block was very severe. With the increase in the level of schooling the dropout rate had also increased. Neither the teachers nor the parents seemed to have taken serious note of this problem. Even the dropouts themselves were not bothered about the consequences of their behaviour. Regarding tribal students performance, it was observed that in two and half decades of educational expansion in the block barely ten per cent increase in the over all performance (at all levels of schooling) level was noticed. With the increase in the level of schooling the performance level of students had decreased. On the whole regarding enrolment, dropout and students performance it was observed that a bulk of children who are enrolled do not proceed beyond third standard, many dropouts before completing the academic term and those who stay in do not succeed in the class examination.

From the reactions of functionaries about the school education programme it was observed that lack of co-ordination between and among various departments involved in the school education programme, lack of clearcut guidelines regarding the roles and responsibilities of the higher level functionaries, dual control of primary education, inadequate facilities because of lack of resources, unfamiliarity with the tribal life and culture, language problem, accommodation for teachers, and lack of interest and enthusiasm among tribal people, were the major problems coming in the way of implementation of school education programme.

From the reactions of ^{the} beneficiaries ^{of the education provided} it was observed that economic hardship, inadequate knowledge received, inadequate facilities in the schools, irrelevant curriculum

language problem, difficulty in comprehending the content of different subjects, and health and hygiene, were the major problems coming in the way of ^{utilising} adopting the benefits of formal education. Regarding the long range usefulness of the benefits of school education programme, it was observed that "immediate economic gain was of paramount importance for them rather than viewing education as an investment for economic gain.

In the context of examining the educational development of tribal, so far only the role of formal education programme has been examined. In the following Section, the role of NFE in the development of tribals in Th. Rampur block has been examined.

SECTION - II

Non-Formal Education in Thuamul Rampur Block

Eradication of illiteracy and universalization of elementary education has been the major concern of the Central government. For illiteracy is a real handicap in the way of both social and economic development, and out of school children and youth cumulatively add to the problem of illiteracy. Therefore, after independence, the national government realised the need to educate the masses so as to enable them to meaningfully participate in the developmental programmes initiated in the country. Considering the then formal system of education to be inadequate for this purpose, adult education and non-formal education programmes were planned and undertaken throughout the country. In line with the national government policies, Orissa government has also consistently felt the need to educate ^{the} masses. For this purpose

several adult ~~education~~ and non-formal education programmes were ~~also~~ undertaken throughout the state. However, it is relevant to mention here that, prior to the launching of National Adult Education Programme (N.A.E.P.) in Orissa, no special effort was made at the government level to educate the tribals through the non-formal education programmes particularly, although, some weightage was given to the implementation of different literacy programmes in the backward regions of the state. It was only after 1978, that vigorous efforts have been put by the Orissa government for the implementation of NAEP and other non-formal education programmes in the rural and tribal regions. As one of the thickly tribal populated region, Th. Rampur Block have also been benefitted in this endeavour. The programme of adult literacy and non-formal education in Orissa had two distinct features - one related to the scheme of universalization of elementary education for the children in the age-group of 6-14 and the other for adult literacy and non-formal education programme, directly relevant to the socio-economic and socio-cultural needs of the people and the society. With these two distinctive features, the programme of adult literacy and non-formal elementary education were in operation in Th. Rampur Block.

Structure of Non-Formal Education Programmes in the Block:

The types of non-formal education ~~programme~~ ^{offered in} the block ~~had~~ ^{has} were a part of the ^{State} Ministry of Education and Social Welfare, Government of Orissa. The programme was administered at the State headquarters by an Additional Director of Public Instruction Adult and Non-Formal Education who is assisted by a Deputy Director. At the District level, each district had a District Organiser of Adult Education

(D.O.A.E.) or Project officer (P.O.), to look after the Adult Literacy programme and the District Inspector of schools (Formal Education) was looking after the Non-Formal Elementary Education Programme, or the Prathamik Chatasalis. At the village level for adult education, there were Supervisors, Prerakas (Motivators), and Instructors. Each Supervisor had ~~the power~~ to supervise thirty A.E. Centres, each Preraka was in charge of ten A.E. Centres, and each Instructor was teaching one A.E. centre. For Prathamik Chatasalis, at the village level, the Sub-Inspector of schools (Formal education) was supervising the Chatasalis. From 1987 onwards supervisors have been appointed. Each Supervisor was supervising five to seven centres. There was one teacher for each Chatasalis.

Since the non-formal education programmes are sponsored both by the Central and State government, a number of voluntary agencies are also involved in the implementation of the programmes. But with specific reference to this block no voluntary agency was involved in the non-formal education programmes.

*voluntary
agency*

Thus the above description about the structure has revealed that, within the diversified structural arrangement for the implementation of non-formal education programmes, there was centralized control over its actual functioning. And that, only the State government machinery was in charge of running all the NFE programmes in the block.

Types of Non-Formal Education Programmes in the Block:

Two types of NFE programmes viz., Rural Functional Literacy Programme (R.F.L.P.) and Prathamik Chatalis were in operation in the block. Both these programmes were being

run by the Additional Director of Public Instruction (Adult and Non-Formal Education), government of Orissa. Details regarding these programmes have been separately presented in the following paragraphs.

Rural Functional Literacy Programme :- This was meant for the age-group 15-35. It started in the block in the year 1969 under the scheme of Farmers' Training and Functional Literacy, which was taken up throughout the country during the Fourth Five Year Plan. In 1977, government of Orissa brought some change in the adult education policy. Accordingly F.F.L.P. was redesignated as Rural Functional Literacy Programme with effect from 1977. The essential components of the RFLP were farmers' training, functional literacy and farm broad-casting. Further, on October 2, 1978, the National Adult Education Programme was launched throughout the country. The programme sought to enable the bulk of ^{the} our population to play an effective role in bringing about social, economic and cultural changes so that social justice and equity can be achieved. The programme had three main components - awareness, functional development and literacy. These components were not exclusive to one another and had to be integrated in order to achieve the objective of the NAEP. Even after the introduction of NAEP, the RFLP continued in the block and the component of social awareness was added to its earlier three dimensional aspect. Accordingly, the RFLP was linked up with the development programmes under Agriculture, Health and Family Welfare, Small-scale industries, Irrigation, Co-operatives and so on. This was done in order to give ~~proper~~ justice to the backward and deprived section of the population in general and weaker section of the community in particular.

During 1987-88 in Th. Rampur block there were ninety RFLP Centres (forty Male and fifty Female) with a clientele of 2700. From among these fortyfive centres (twenty Male and twentyfive Female) were exclusively meant for the tribals. Instructional and other necessary inputs were provided by the Directorate of Adult Education through the District Project Officer, RFLP, Kalahandi district of Orissa.

Prathamik Chatasalis:- This programme was exclusively meant for the children in the age group 6-11. During the Sixth Plan period such schools were opened all over Orissa in order to boost the enrolment of the deprived children in Primary Schools in accordance with the pattern approved by the government of India under the centrally sponsored Experimental Non-Formal Elementary Education Programme. This programme was started in 1981 in Th. Rampur block. The basic objective of the programme was to provide educational facilities in sparsely populated areas for the non-attending children who do not find it possible to attend the Primary Schools. It was a part of the larger programme of Universalization of Elementary Education (UEE) for the children of (6-14) age group.

During 1987-88, in this block, there were 17 Chatasalis (fifteen for Male and two for Female) with an enrolment of 574 children. Teaching learning materials were provided to the children free of charge through the District Inspector of schools. There was flexibility in regard to admission requirements, duration of the course. Timing of the Chatasalis was 10.30 A.M. to 4.30 P.M.. As and when the children could join in the Chatasalis, depending upon the childrens' background knowledge; the necessary knowledge was provided so as to enable them to understand their environment more meaningfully and to function effectively.

Growth of Non-Formal Education Centres:

Table 5.16, presents the growth of non-formal education centres over the years in the block. As far as the growth of Adult Education Centres in the block was concerned, it can be seen from Table 5.16, that, it started with 15 Centres in 1969-70 and in 1987-88 it had 90 centres. Between 1969 and 1976, the position more or less remained the same. Although block level figures for 1970-77 could not be obtained, but the available district level figures for the same period indicated that on an average fifty three Centres were functioning in each year. This figure was much less than the estimated target ^{which was 120} of opening 120 centres in each district throughout the state during Fourth and Fifth Five Year Plans. It was from 1978 (the year NAEF was launched throughout the country and the state as well), that a gradual increase in the number of centres was noticed. However, between 1978 and 1988, no clear cut trend could be observed. The growth of A.E. Centres has been very erratic (both for males as well as females). For instance, between 1980 and 1982 the number of centres doubled from twentyfive to fifty (100 per cent increase) and in 1982-83, it came down to thirty (60 per cent decrease). Similarly, between 1984 and 1986, the number of centres doubled from 30 to 60 (100 per cent increase) and in 1986-87 there was no Centre at all; but in 1987-88 there were 90 centres. Interaction with the concerned officials revealed that in the Sixth Plan period special emphasis was given to Adult Education and Non-Formal Elementary Education programmes and so, in 1981-82, more AE Centres were opened and simultaneously seven Prathamik Chhatrasalis were also opened. Further it was observed that, as the A.E. grant could not reach to the District Project Office, in time, no centres were opened in 1986-87.

TABLE 5.16

Growth of Non-Formal Education Centres in Th. Rampur Block

Year	Non-Formal Adult Education Centre (R.F.L.P.)		Type of AE Centre		Total no. of centre	Type of Chatasali		Total no. of A.E. and Prathamik Chatasali	
	Total No. of Centre	A.E. Centre	Male	Female		Total no. of centre	Type of Chatasali		
							Co-educational		Male / Female
1969-70*	15		15					15	
1970-77	NA								
1977-78	15		15					15	
1978-79	20		20					20	
1979-80	20		20					20	
1980-81	25		24	1				25	
1981-82*	50		45	5	7		7	57	
1982-83	30		23	7	7		7	37	
1983-84	30		30	-	13		11	43	
1984-85	30		27	3	17		15	47	
1985-86	60		30	30	17		15	77	
1986-87	-		-	7	17		15	17	
1987-88	90		40	50	17		15	107	

* Indicates the beginning of the programme

- No facility

NA - Not Available.

Since the block was having predominantly tribal population and as has been emphasized in the NAEP to provide adequate Adult Education facilities to the deprived and weaker sections, it was found that during 1983-84, there were four centres (all male) exclusively meant for tribal people, in 1984-85, there were five, in 1985-86, there were two (one male one female), and in 1987-88 there were forty-five (twenty for Male and twentyfive for female) centres. This shows that special efforts to educate the tribals through AE Centres have been made only from 1983-84. Nonetheless tribal people had the access to join any AE centre which was nearer to them.

So far as the growth of Non-Formal Elementary Education was concerned, it can be observed from Table 5.16 that it started with Seven Chatasalis in 1981-82 and increased to Seventeen in 1987-88. Between 1981 and 1985 there was a steady rise in the number of Chatasali (from Seven to Seventeen) and between 1985 and 1988 status quo was maintained. Two exclusive Chatasalis for female were started in 1983-84 and they remained the same till 1987-88. This indicates that apart from the provision of having Chatasalis both for boys and girls, special emphasis was also been given for girls education at the elementary stage. However, no special provision was made to educate the tribal children through Prathamik Chatasalis.

Thus on the basis of the analysis of growth of non-formal education in the block, it can be stated that, after two decades of independence tribal people of the block ^{were} ~~got~~ the opportunity to ^{receive} ~~get~~ education through the non-formal channel. However, the school dropouts and out of school children continued to remain without education till 1981. While the growth of female Adult Education centre was sporadic, the growth for female Chatasalis was constant. But together

the number of female non-formal education centres was totally insufficient.

Nature of Inputs Provided in Non-Formal Education Centres.
in Th. Rampur Block.

Apart from the provision of formal education facilities, providing education through non-formal channel, is another way of ensuring greater quality of educational opportunity. But mere provision of non-formal education facilities does not ensure the success of the programme. What is more important is the availability of various types of inputs, either provided by the authorities or generated by the people, which by and large determines the success of the programme. In this connection, accepting the prescribed curriculum as the main instructional input, the nature of other types of inputs have been identified and are discussed in the following paragraphs.

Examination of official records regarding the non-formal education programmes of the block and interaction with the concerned officials revealed that, each AE Instructor was provided with teacher's guide, ((one) teaching charts (one set), rolling cloth black board (one) Lantern (two), and thirty rupees towards Kerosene charge. Similarly, each AE learner was provided with one primer, one supplementary reader, one exercise book, two lead pencils, one slate and a few slate pencils. In Prathamik Chatasalis, each instructor was provided with a rolling cloth black board and three text-books; and all the SC and ST students were provided with a set of text-books, slates and slate pencils.

Regarding physical facilities, it was found that the NFE programmes were functioning either in the school building or instructors house (provided the Instructor belonged to the same village where the centre was located)

or in the residence of villagers. Due to paucity of funds chairs, tables and mats were not provided in the NFE Centres. However, efforts have been made by the Project Officer (RFLP) and District Inspector of schools to request the TIDA and DRDA officials to help them in procuring chairs, tables and mats for the NFE Centres, school buildings for the Prathamik Chatasali, and district and village maps for the AE Centres.

Regarding drinking water facility in the NFE Centres, it was found that no special effort was made to provide adequate drinking water facility in the NFE Centres. But, as far as possible, while opening the NFE Centre, this point was always kept in mind.

Apart from the physical facilities and curricular inputs, the most important aspect of NFE programmes is the organization of extra-curricular activities. In this connection, it was found that all the NFE Centres were provided with a National Flag and strict order was given to the instructors to observe Independence day and Republic day. Small write up containing the importance of observing such days was also provided to the instructors. Besides, the Project Officer (RFLP) had made special efforts to arrange talks about different socio-economic development programmes in different AE Centres. Between 1982 and 1986 as many as Six officials of different programmes had given talks in twentyfour AE Centres. Also encouragement was given to the instructors, both by the Project Officer and the District Inspector of Schools, to organise any extra-curricular activities that were possible.

Thus the above description about the various types of inputs provided in the NFE programmes reveals an encouraging picture. Concerned officials had shown much enthusiasm to arrange and organise various types of inputs

in the NFE programmes. However, as might be expected, the real field situation sometimes reveals a different picture; and therefore, the investigator had visited thirty AE centres and seventeen Chatasalis to collect information directly from the centres. Details regarding them are presented in Table 5.17.

It can be observed from Table 5.17 that generally the NFE centres were functioning in the residence of villagers, instructors' house, school building and open spaces. Nearly 24 per cent AE centres and 30 per cent Chatasalis were functioning on open spaces. The location of 76 per cent AE centres and 70 per cent of Chatasalis were in the Varandh of the places mentioned above. Nearly 57 per cent AE centres and 65 per cent Chatasalis had inadequate sitting arrangement. All the learners of NFE programmes had to sit on the floor. Thus, while all the centres running in open spaces had to be closed during rainy season for want of proper accommodation, the learners of other centres who had to sit on the floor were also not comfortable.

Lighting facility was provided through kerosene lamps in all the AE centres. Interaction with AE instructors revealed that, each centre was provided with the Lanterns and thirty rupees per month towards kerosene charge. Since on an average each AE centre runs for 55 to 60 hours and had a clientele of 30 in each, the number of Lanterns and kerosene charge provided in these centres were quite inadequate. Sixty per cent AE Centres and nearly fiftynine per cent Chatasalis had no drinking water facility nearby. All the NFE instructors were provided with instructional materials, but most of the Charts and roller cloth black board were in a very poor condition. While majority (57 per cent) of AE instructors were using translation method to impart

TABLE 5.17

Observation Report of the Investigator Regarding the various Types of Inputs available in the NFE Programmes.

	Total No. of AE Centres N = 30	Total No. of Chatasalis N = 17
1. <u>Location of Classes held:</u>		
a- School building	6(20.0)	3(17.65)
b- Instructor's residence	7(23.33)	4(23.53)
c- Village Headmaster's house/ residence of Villagers.	10(33.33)	5(29.41)
d- Open space	7(23.33)	5(29.41)
2. <u>Furniture:</u>		
a- No. of chairs	6(20.0)	3(17.65)
b- No. of Tables	Nil	3(17.65)
3. <u>Lighting:</u> - a- Lantern(Kerosene Lamp)	30(100.0)	
4. <u>Sitting Capacity:</u>		
a- Adequate	13(43.33)	6(35.29)
b- Inadequate	17(56.66)	11(64.71)
5. <u>Sitting Facility</u>		
a- Cement Floor	6(20.0)	3(17.65)
b- Mud/Ground	24(80.0)	14(82.35)
6. <u>Drinking Water</u>		
a- Well (nearby)	6(20.0)	3(17.65)
b- Hand Pump (nearby)	6(20.0)	4(23.53)
c- Not Available	18(60.0)	10(58.82)
7. <u>Instructional Materials</u>		
a- Teachers' guide for AE Inst- ructor.	30(100.0)	
b- Pictorial charts	30(100.0)	
c- Text-books for Chatasali		17(100.0)
d- Rolling Cloth black-board	30(100.0)	17(100.0)
8. <u>Method of Instruction:</u>		
a- Direct method	13(43.33)	11(64.7)
b- Translation method	17(56.66)	6(35.24)
9. <u>Extra-Curricular Activities:</u>		
a- Observation of Independence day & Republic day.	18(60.0)	
b- Bhajan and Kirtan	18(60.0)	
c- Tribal folk dance	12(40.0)	2(11.76)
d- Kho-kho/Hide & seek		12(70.59)
e- Sur or Kabbadi	10(33.33)	
f- Village cleaning	6(20.0)	3(17.65)
g- Talk by officials of Deve- lopment programmes	2(6.66)	

(Figures in parenthesis indicate percentages)

instruction, majority (65 per cent) of Chatasali instructors were using direct method. This is because illiterate tribal adults were never exposed to book language and to enable them to understand the information clearly, use of local and tribal language was inevitable for the AE instructors. Whereas, tribal children were beginning to learn and therefore, that was the right time to induce them to book language.

Organization of extra-curricular activities was a significant aspect of the NFE centres. All the Chatasalis and sixty per cent AE centres were observing the Independence day and Republic day. But the instructors reported that people in general and tribal people in particular were not attending on such occasions.

Instructors' and Supervisors' in Non-Formal Education Centres:

Guidelines for both Non-Formal Adult Education and Non-Formal Elementary Education suggests that, greatest attention should be paid to the selection of instructors and supervisors. The instructor and supervisor should be a local person who is motivated to serve the community, particularly the deprived and weaker sections of the population. Interactions with the Project Officer (RFLP) and District Inspector of School also revealed that, generally Instructors and supervisors for NFE centres were selected from the same community background. Keeping this in view, the community background of the instructors and supervisors have been analysed in this section; mainly highlighting the tribals.

Table 5.18 presents the community background of the Instructors and Supervisors over the years in the NFE centres in the block. It can be observed from table 5.18 that between

TABLE - 5-18

Background of Supervisor and Instructors in the Non-Formal Education Programmes over the year in the Th. Rampur Block

Year	Non-Formal Adult Education Centre (RFLP)			Non-Formal Elementary Education Centre (Chatasalis)			Total no. of Super- visors.
	Total No. of AE Centres	Total No. Instructors	Total No. S.T.Ins- tructors	Total No. Supervi- sors	Total No. of Chata- salis	Total No. of Ins- tructors	
1969-70	15	15	NA	NA	-	-	-
1970-77	NA	NA	NA	NA	-	-	-
1977-78	15	15	NA	1	-	-	-
1978-79	20	20	4(20.0)	1	-	-	-
1979-80	20	20	4(20.0)	1	-	-	-
1980-81	25	25	7(28.0)	1	-	-	-
1981-82	50	50	8(16.0)	2	7	7	1(14.3)
1982-83	30	30	5(16.6)	1	7	7	1(14.3)
1983-84	30	30	5(16.6)	1	13	13	2(15.38)
1984-85	30	30	5(16.6)	1	17	17	2(11.76)
1985-86	60	60	12(20.0)	2	17	17	2(11.76)
1986-87*	-	-	-	-	17.	17	2(11.76)
1987-88	90	90	NA	3	17	17	2(11.76)

Figures in the parenthesis indicate percentages

* No centre was opened during 1986-87

- Facilities not available.

1978-79 to 1985-86 the percentage of tribal Instructors to total instructors in AE centre has more or less remained the same (20 per cent). The lowest percentage (16 per cent) was noticed during 1981-82 and the highest percentage (28 per cent) was noticed during 1980-81. Examination of official records revealed that during 1982-83, 1983-84 and 1985-86, the AE Centres had one tribal female instructor in each year. In the case of Chatasalis, between 1981-82 to 1987-88, the percentage of tribal instructors to total instructors has come down from 14.3 per cent to 11.76 per cent. The highest percentage (15.36 per cent) of tribal instructors was noticed during 1983-84. Supervisors in AE centres were quite consistent depending upon the number of Centres, but not even a single tribal supervisor was appointed between 1977-78 to 1987-88. Whereas in Chatasalis the number of supervisors were more, because till 1986-87, supervision of Chatasalis was under the jurisdiction of the Sub-Inspector of schools (formal education). From 1987-88 onwards, supervisors exclusively for Chatasalis have been appointed and hence, there was one supervisor for seventeen Chatasalis during the same year.

The problem of finding out adequate number of tribal instructors on the NFE Centres was discussed with the concerned officials. It was observed that, generally qualified tribal people who can teach either in the AE centre or in Chatasalis were not available, and finding out tribal female instructors was almost impossible. Hence the poor representation of tribal instruction in NFE centres. Furthermore, finding out an instructor from the same village has been a difficult task, as tribal hamlets are distributed far and wide in the hilly and forest region. In such a situation, instructors from the nearby places were selected.

Enrolment of Tribals in Non-Formal Education Centres:

Table 5.19 presents the yearwise enrolment of tribals Visa-vis the non-tribals in the block. Analysis of tribal peoples' enrolment in the AE centres revealed that, their enrolment had increased from 160(26.66 per cent) in 1978-79 to 1350 (50.0 per cent) in 1987-88. With the increase in the number of AE centres, tribal peoples' enrolment had also increased, except in 1983-84. But when the tribal peoples' enrolment was seen against the total enrolment, no clear trend was observed. Tribal peoples enrolment was very erratic. The lowest enrolment was found in 1983-84 (20.55 per cent) and the highest enrolment was found in 1984-85 (64.22 per cent). Except 1984-85 and 1987-88, tribal peoples' enrolment had never gone beyond fifty per cent in the past one decade (1978 to 1988). Considering the tribal peoples' proportion to total population in the block which was 51.80 per cent as per 1971 census and 57.0 per cent as per 1981 census, their enrolment in AE centres was very low, except 1984-85. Interaction with AE officials revealed that, due to the uneven distribution of tribal population erratic trend in the tribals enrolment was noticed. But regarding tribal people's low enrolment, it was observed that tribal peoples general apathy toward education of any form was one of the main reasons of their poor enrolment.

So far as the tribal female enrolment in AE centres was concerned, it was found that for the first time 60 females (40.0 per cent) had been enrolled in 1982-82. Between 1981-82 and 1987-88 the enrolment figures had fluctuated very much. The highest percentage of tribal female enrolment was noticed during 1984-85 (77.77 per cent). Though this percentage indicates quite a big number but seen against the actual enrolment figures, 77.77 per cent was only 70. In fact quite

a large number (750) of tribal females had been enrolled in 1987-88. The tribal females actual enrolment (750) in 1987-88 was even higher than the tribal male enrolment (600). This was because during 1987-88, there were twentyfive exclusive tribal women AE Centres in the block. Examination of official records revealed that the sudden increase and decrease in the tribal female enrolment was due to the fact that, there were five female AE centres in the block during 1981-82, seven during 1982-83, none in 1983-84, three in 1984-85, thirty in 1985-86, and fifty in 1987-88. Thus it suggests that tribal female enrolment was closely related to the number of female AE centres.

Regarding tribal students enrolment in the Chatasalis Table 5.19 reveals a gradual increase in their enrolment from 50.28 per cent in 1981-82 and 54.89 per cent in 1984-85 to 59.63 per cent in 1986-87. But in 1987-88, the enrolment had declined to 43.55 per cent. Further sexwise analysis of tribal students enrolment reveals that, in the case of tribal boys the enrolment had increased from 50.28 per cent in 1981-82 to 79.35 per cent in 1984-85, and between 1984-85 to 1987-88 the enrolment had gone down from 79.35 per cent to 48.16 per cent. Whereas, in the case of tribal girls a fluctuating enrolment trend was noticed. However, on the whole, except in 1987-88 tribal boys and girls enrolment was more or less satisfactory, between 1981-82 to 1986-87. Interaction with the Chatasali instructors revealed that, the instructors were taking special care to enrol all the non-enrolled children from the nearby areas. This, the instructors were doing with a feeling that, if they show good enrolment and performance of their Chatasalis, the educational authorities may be pleased to send them Primary Teacher Training Certificate (PTC). This feeling was further reinforced by the fact that obtaining a P.T.C. training Certificate was a sure case of getting permanent

employment in the schools. However, reactions of the educational officials had not supported this feeling of instructors. About the low enrolment of tribal students in 1987-88, it was observed the inadequate number of Chatasalis, inadequate sitting facilities in Chatasalis, and almost complete enrolment of tribal students from the nearby areas to the existing Chatasalis, were some of the reasons.

Dropouts in Non-Formal Education Centres:

In this study the term dropouts has been considered as those persons who were admitted in the NFE centres in a given, year but left the Centre before completing the course. The tribal dropout percentages have been calculated from the total tribal enrolment. Table 5.20 present the yearwise dropout figures in NFE Centres in Th. Rampur block. It can be observed from table 5.20 that between 1978-79 to 1985-86 tribal dropouts in AE centres had increased from 30 per cent to 59.33 per cent, of course, with intermittent decrease and increase in the dropout percentages between these years. The lowest dropout percentage was observed during 1983-84 (11.89 per cent) and the highest dropout percentage was noticed during 1985-86 (59.33 per cent). As might be expected with the increase in non-formal education facilities and the consistent effort of government to check the dropouts, tribal dropout rate was supposed to have come down, but the situation was not so. Over the years between 1978-79 and 1986-87 on an average per year thirty per cent tribal people had dropped out of AE Centres. Further ~~sex~~^{on the basis of gender} wise analysis of tribal dropouts in AE centres reveals that tribal female dropout rate was very severe. During 1981-82 and 1982-83, all those tribal females enrolled in AE Centres had dropped out (100 per cent). In 1984-85, 30 per cent and in 1985-86, 60.39 per cent tribal females had dropped out of the AE centres. Compared to 1981-82 and 1982-83 though low female dropout percentage was noticed, the overall tribal female dropout rate in AE centres was extremely severe.

So far as the tribal students ~~dropout rate in~~ the Chatasalis was concerned it was observed in table 5.20 that, over the years the dropout percentages had slightly increased from 41.30 per cent in 1981-82 to 1986-87, on an average per year 41 per cent tribal students had dropped out of Chatasalis. The sexwise analysis of tribal students who dropped from Chatasalis reveals that tribal girls dropout rate was more than the tribal boys dropout rate. Between 1981-82 and 1986-87 tribal girls dropout rate in Chatasalis had fluctuated between 66 to 66 per cent, except 1982-83 when it was 43.75 per cent.

Thus on the basis of the analysis of tribal dropouts in NFE centres it can be stated that the overall tribal dropout situation was alarming; tribal male dropout situation was very drastic and tribal girls dropout situation was very severe in the block.

Performance of Tribals in the NFE Centres:

The performance of tribals has been seen in terms of the number of persons completed the course in a given year. Table 5.21 presents the yearwise performance of tribals in NFE centres. It was observed that initially the performance level of tribal people in AE centres had increased from 70.0 per cent in 1978-79 to 80.95 per cent in 1980-81. During 1981-82 and 1982-83 the performance level had suddenly ~~gone down~~^{Advised} to 66 and 55.31 per cent respectively; and with sudden increase in 1983-84 (88.11 per cent), the performance level of tribals had shown a declining trend. Similarly the performance level of tribal females had also shown a declining trend. Taking into consideration the basic objective with which tribal people were provided with Adult Education facilities, it was expected that all those who joined AE centres should have completed the course. But practically

the situation was very different. The more disturbing aspect in the performance level of tribals was its declining trend.

Regarding the performance of tribal students in Chata-salis, it is observed from Table 5.21 that between 1981-82 to 1985-86, the performance level of tribal students had more or less remained the same (58.69 per cent in 1981-82 and 57.28 per cent in 1985-86). It was only in 1986-87 a slight decrease (55.80 per cent) was observed. However, on the whole, over the years the performance level of tribal students had consistently remained more than 55 per cent. Further the sexwise analysis revealed that over the years the performance level of tribal boys was better compared to tribal girls. Approximately per year 60 to 65 per cent tribal boys and 30 to 35 per cent tribal girls had completed the course.

In the context of examining the role of non-formal education and the development of tribals in Th. Rampur block, so far the factual information obtained from the official records has been examined. While the growth of NFE centres was sporadic, the enrolment, dropout and performance of tribals in the existing NFE centres was discouraging and quite alarming. Consequently, an over all poor picture has emerged.

Reactions of Functionaries About Non-Formal Education Programmes:

In this section reactions and perceptions of district level officers, Supervisors and Instructors who were in charge of organization and implementation of non-formal education programmes in the district and block as well, has been analysed. The summarised reactions and perceptions of district level officers and Supervisors and the Instructors of non-formal education programmes has been presented separately, with a view to have better understanding and focused discussion on the problems of educational development of tribals; seen through non-formal education. Also,

presented are certain observations made by the investigator, while in the field personally and through study records.

Interaction with the AE officials revealed that the Project Officer, was an experienced person working as field officer since 1962. He had also enough experience in working in different tribal areas of Orissa. During his tenure as P.O., he had undergone intensive and extensive training and orientation courses regarding co-ordination and awareness building amongst the people. Also he had acted as a resource personnel in Lucknow Literacy House. In contrast to this the AE Supervisors were relatively new in the field of Adult Education. Both were graduates and directly recruited persons. Both of them had only two years of experience each, and had undergone short term training course twice between 1984 and 1985. About the usefulness of training programmes, the Supervisors and Project Officer mentioned that it had helped them in proper planning and execution of AE centres, motivating people to join AE classes, developing social and political awareness among the learners, developing occupational efficiency of the learners and so on. Besides, the supervisors also mentioned that the training programmes had made them aware of the various schemes operating in tribal areas. This suggests that the training programmes had helped the AE officials in very many ways, both personal as well as professional.

Apart from the professional details, the range of problems as stated by the AE officials falls into three categories viz., community support in starting an AE Centre academic problems, and administrative problems. As the block had 295/villages with a population of 42,000 distributed over a vast geographical area, it was not possible to start AE Centres in most villages at a time in any given year.

Therefore, cluster^y of villages were done first on the basis of four criterion viz., percentage of illiteracy, lack of schooling facilities, ST and SC population, and on demand of villagers. Based on these criterion, the number of Centres was decided by the Project Officer. The prepared list was then placed before the District Adult Education Board for its approval. Once the list was approved the next step was to decide the villages to start the centres. The number of villages were decided based on the considerations like, number of adult illiterates in a particular village and its nearby areas, adequate sitting arrangement and drinking water facilities, locating a responsible person to look after the regular functioning of the Centre. While deciding the exact location of the centre, cooperation from the villagers, community leaders, sarpanch and literate (if any) people was sought. In this connection the AE officials reported that in predominantly tribal populated villages, they were not getting cooperation in finding out the number of illiterates getting a clean place to start the Centre, providing adequate drinking water facilities and so on. The reason they mentioned were, tribal peoples' houses were too small to accommodate their own family members, do not have the concept of recreation centre (except their youth dormitories which was non-existent) or Club to arrange community meetings, absence of literate people in their own community, unaware about the consequences of unhygienic atmosphere, and habit of using drinking water directly from the stream. Apart from the reasons given by the AE officials, investigator's field observations revealed that tribal people were busy throughout the day either collecting food from the forest or engaged in podu (slush and burn) cultivation and in the evening they were found in a drunken state. In such a situation, tribal people would hardly bother to provide any cooperation needed by the AE officials. However, the

investigator felt that though the tribal people were non-cooperative but they were not against the starting of an AE centre. Even the AE officials had also endorsed this observation.

Since the AE Centres were situated far and wide throughout the block, supply of reading and writing materials to the centres was a major problem. It has been mentioned earlier that communication facility was very poor in this block. As there was only one pucca road connecting the block and district headquarters, the AE officials had to walk quite a long distance to take the materials to the Centres. But in most cases it was the instructors who used to come and collect the instructional materials from the Project Officer. However, the AE officials mentioned that adequate care was taken to provide the instructional materials to the centres in time. About the cooperation of various developmental agencies, the AE officials reported that they were not providing any active and direct cooperation not because the developmental agency officials were not interested in the AE programme, but because of their preoccupations in the departmental activities. Nevertheless, while providing functional awareness to the people through their socio-economic programmes, the developmental agency officials were giving importance to AE learners. Thus, it was an indication of providing indirect support to the AE programme. About the appointment of instructors in AE centres the major problem was finding adequately qualified tribal instructors and women instructors. In such cases, they were taking very liberal view and at times even the primary pass (V standard) people have also been appointed as instructors.

The administrative problems highlighted by the AE officials mainly focused on the supervision of centres, and attending the official duties. In this connection the Project Officer mentioned that, half the time in a day he was busy in attending to mundane official duties, ensuring that the materials have reached the Centres, learners' and instructors' grievance (if any), and so he was not getting any time to adequately supervise the centres. However, he was giving proper guidance to the supervisors to inspect the Centres carefully and discuss the problems with him after their field visit. Interaction with the AE Supervisors revealed that the Supervisors were visiting the Centres according to their convenience. Before the visit, the supervisors were taking the approval of the Project Officer about their scheduled visit. During their visit the Supervisors were discussing the problems with the Instructors, learners and village leaders. The Supervisors felt that, during rainy season, it was becoming almost impossible to supervise the centres. Also most centres would remain closed during rainy season for want of accommodation. During winter majority of the centres was functioning for one hour only. Very often during inspection, the Supervisors had to stay overnight in the village and in such a situation, accommodation was becoming the major problem for them.

About the perceived responsiveness of beneficiaries regarding the Adult education programme, interactions with AE officials revealed that, due to lack of coordination of various developmental agencies, even the motivated learners attending the course for a few months, were feeling the course to be an isolated literacy course. Consequently, their responsiveness level was diminishing. As a result of this, there was lack of interest and enthusiasm about

AE programme among the people is general and tribal people in particular. That is why whenever, AE officials had approached the tribal people to join AE Centres, they used to ask " Are we to be given some books, pencils and slates only? or is there any possibility of getting some food, utensils, cloths etc.". In this context investigators field observation revealed that, lack of economic resources, limited working opportunity even for daily wages, large families with meagre income and addiction to liquor was forcing the people to develop indifferent attitude towards Adult Education. In an interaction, a tribal adult learner asked the questions like, "how can literacy develop a man? Why should I study?, at this age will I get a job?" Thus all the observations made by the AE officials and investigator points to a fact that, more emphasis on literacy aspect and inadequate emphasis on functional aspect had created a very indifferent and to some extent negative feeling among the tribal people about the Adult Education programme.

On the basis of the perceived problems by the AE officials regarding Adult Education programme, the following suggestions had been offered by them.

There should be two separate programmes for the age-group 15-21 and 22-35. The 22-35 age group being the married group the nature of AE programme should be a separate one. Government instructions from the highest level be issued to different departments to extend cooperation and to maintain coordination with the Project Officer for effective implementation of AE programme. The post of Supervisor be made permanent as it provides economic security for them which is very much essential for the development of proper commitment. Learning-cum-production centre be started to help the tribal adult learners to earn while they learn by providing the needed financial support.

Interaction with Chatasali officials regarding the problems revealed that, the selection of a suitable place for Chatasali was a major problem. This was because, the government guidelines regarding the opening up of Prathamik Chatasali states that as far as possible there should be sufficient number of non-enrolled and dropped children residing in village or in nearby the villages. There should be no Primary school within 2 Km. radius. The village should have predominantly ST and SC population. Although government does not insist to follow the guidelines strictly, still identifying the non-enrolled and dropped children was a major hurdle. No proper population statistics were maintained by any department. Apart from this, finding out the suitable instructors for the Chatasalis was another problem, as very often adequate number of qualified local people are not available. Moreover, the salary of Rs.105 was too low an amount to attract people to work as instructors.

The D.I. and S.I.s further stated that they were already pre-occupied with their official work and supervision of formal schools. Therefore, they felt the supervision of Prathamik Chatasalis was an additional responsibility. This was further compounded by the fact that both the formal schools and Prathamik Chatasalis were situated far and wide across villages. Inadequate allowance and non-availability of vehicles at their disposal was coming in the way of proper supervision of Chatasalis.

About the perceived responsiveness of beneficiaries regarding Chatasali centres, the officials stated that due to the very nature of the timings of Chatasalis (which was 10.30 A.M. to 4.30 P.M.), tribal people were taking it as another form of formal education. Consequently, the same apathetic and indifferent attitude was developed by them about the Prathamik Chatasalis. Since formal education has

so far not shown the tribal people any tangible benefits, the same idea persists in them so much so that they prefer to withdraw their wards out of the school as soon as the children were able to participate in adult activities, either fully or partially.

On the basis of the perceived problems by the Chatasali officials, the following suggestions had been offered by them. Adequate funds be made available to the D.I. to construct proper school buildings for Chatasalis, since most Primary schools in the Th. Rampur block had no buildings, absence of school building for Chatasalis will not attract students. A local person be specially appointed to collect statistics about the non-school going children and school dropouts. Though teachers and school Inspectors are supposed to be collecting this information, it may not be possible for them to collect information about all the villages. Exclusive supervisors be appointed for proper supervision of Chatasalis. Incentives in the form of scholarships and mid-day-meal scheme be adequately provided to the Chatasalis. As far as possible the post of Instructors be made permanent to ensure better functioning of Chatasalis.

Reactions of Instructors About Non-Formal Education Programmes:

Table 5.22, presents the background analysis of 47 Instructors whose views about NFE programmes has been analysed in this section. The background has been analysed in this, on the basis of their age, sex, caste/tribe to which they belong, mother tongue, level of education, occupation, and experience. This has been done with a view to understand and interpret their reactions and perceptions meaningfully. It was found that 16 AE Instructors (53.53 per cent) and 10 Chatasali Instructors (58.82 per cent) were in the age group of 21 to 25 years. Of the 47 NFE Instructors

TABLE 5. 22

Background Information of NFE Instructors

Non-Formal Adult Education (RFLP)		Non-Formal Elementary Education (Prathamik Chhatasalis)	
Particulars of Background Information		Particulars of Background Information	
N = 30		N = 17	
<u>Age Group in Years</u>			
31-35	3 (10.00)		
26-30	6 (20.00)	7 (41.18)	
21-25	16 (53.33)	10 (58.82)	
15-20	5 (16.67)		
<u>Sex:</u>			
Male	27 (90.00)	15 (88.24)	
Female	3 (10.00)	2 (11.76)	
<u>Caste/Tribe:</u>			
Scheduled Caste	13 (43.33)	3 (17.65)	
Scheduled Tribe	5 (16.67)	2 (11.76)	
<u>Mother Tongue</u>			
Oriya	25 (83.33)	15 (88.24)	
Kui	5 (16.67)	2 (11.76)	
<u>Level of Education</u>			
Primary Passed	5 (16.67)		
Middle Passed	19 (63.33)		
Matriculation failed	6 (20.00)	3 (17.65)	
Matriculation passed		14 (82.35)	
<u>Occupation:</u>			
Government Servant	2 (6.67)	--	
Businessman	6 (20.00)	--	
Farmer	13 (43.33)	--	
Daily Labcurer	6 (20.00)	--	
Housewife	3 (10.00)	--	
<u>Experience</u>			
5 - 6 years	--	4 (23.53)	
3 - 4 years	--	4 (23.53)	
1 - 2 years	--	Nil	
0 - 1 year	--	9 (52.94)	

Figures in the parenthesis indicate percentages.

42 were males (27 and 15 AE and Chatasali Instructors respectively) and 5 were females. In terms of the Instructors caste/tribe representation, in the AE centres tribal representation was lowest (16.67 per cent) followed by S.Cs (43.33 per cent) and other castes (40 per cent). In Chatasalis the tribal representation was the minimum (11.76 per cent) followed by other castes (70.59 per cent) and S.Cs (17.65 per cent). Of the 47 NFE Instructors, only 7 Instructors' mother tongue was Jui. In terms of level of education, 19 AE Instructors were Middle passed, 6 were Middle passed but Matriculation failed, and the rest were Primary passed. Whereas in Chatasalis 14 Instructors were Matriculation passed and the rest were (3) Matriculation failed. The occupational background of AE Instructors' revealed that, 13 of them were farmers followed by daily labourers and businessman (6 each). In terms of experience of Chatasali Instructors', as many as 9 of them had less than one year, 4 had 5 to 6 years of experience, the rest 4 had 3 to 4 years experience.

The description of the NFE Instructors' background revealed that majority of them (55 per cent) belonged to the age group of 15 to 25 years. Nearly 11 per cent (5) were female Instructors. Out of the five female Instructors two belonged to SC and ST category. The Caste/Tribe background of the NFE Instructors also revealed that tribal representation was the lowest (only 7 out of 47 Instructors). Together these two facts, point out that there was inadequate representation of female Instructors, and tribal Instructors.

Reactions of higher level functionaries and data presented in (Table 5.18) also supports this observation. Only 7 out of 47 Instructors' Mother tongue was Kui. None the less, of the remaining 40 Instructors 13 S.Cs also knew

Kui other than their own mother tongue which was Oriya. This suggests that nearly 45 per cent NFE Instructors had the knowledge of two languages (Oriya and Kui). The level of education and occupational background of the AE Instructors revealed that not even a single Instructor had passed Matriculation and majority of them were farmers followed by daily labourers and so on. It indicates that most of them accepted such a responsibility with the implicit purpose of supplementing their family income. The level of education and experience of Chatasali Instructors revealed that majority of them (78 per cent) were Matriculates and 53 per cent had less than one year's experience.

Problems Faced by NFE Instructors Regarding Implementation of NFE Programmes:

Table 5.23 presents the problems faced by the NFE Instructors regarding implementation of NFE programmes. It was observed that 17 (56.67 per cent) out of 30 AE Instructors felt that the training programme provided to them was inadequate. About the utility of the training programme majority of them 16(53.33 per cent) said, it had helped them to motivate the people, 8 of them (26.67 per cent) said, it had helped them to develop functional ability of the people and the rest had referred to awareness aspect. Regarding payment of remuneration, majority of instructors 19 i.e. 63.33 had said remuneration was quite inadequate. Whereas, all the 30 Instructors had said light charge was quite inadequate. Further, as many as 18(60 per cent) had said there was irregularity of payment of light charges. Majority of AE Instructors, 60 per cent said, there was irregularity of supply of instructional materials. As many as 23 (76.67 per cent) had said the location was quite convenient, 55.33 percent had mentioned irregular supervision, and 60 per cent centres had no drinking water facility.

<u>Non-Formal Adult Education - (RFLamik Chatasalis)</u>	
<u>Problem Areas</u>	<u>N = 17</u>
<u>Adequacy of Training Programme</u>	10 (58.82)
a - Adequate	
b - Inadequate	12 (58.82)
<u>Utility of Training Programme:</u>	3 (17.65)
a - To motivate the people	
b - To create awarness among the people	2 (11.76)
c - To develop functional ability of the people.	15 (88.23)
<u>Payment of Remuneration</u>	
a - Adequate	9 (52.94)
b - Inadequate	8 (47.06)
<u>Payment of Light Charges</u>	
a - Adequate	7 (41.18)
b - Inadequate	10 (58.82)
<u>Regularity in Payment of Light Charges</u>	
a - Regular	Nil
b - Irregular	17 (100.00)
<u>Regularity in Supply of Instruc- Material:</u>	
a - Regular	3 (17.65)
b - Irregular	14 (82.35)
<u>Location of the Centre</u>	
a - Convenient	
b - Inconvenient	
<u>Attitude of Tribal People</u>	
a - Cooperative	
b - Unccoperative	
c - Antagonistic	
<u>Supervisor's Visit to Centres</u>	
a - Regular	
b - Irregular	
<u>Drinking Water Facility</u>	
a - Available	
c - Not Available	

Apart from the fact presented above, interaction with the instructors further revealed that, majority of them felt that the training programme was inadequate because what is more important in a tribal area is the motivation of the people to join Adult Education Centres. This was reflected in choices given by the Instructors regarding the utility of the programme. Though the choices had been shown independently, but many felt that motivation and functionality aspect was more important than any other combination. Majority of the Instructors had indicated that remuneration was inadequate due to the fact that out of 30 instructors as many as 13 were farmers and 6 were daily labourers. Significantly all the AE Instructors had mentioned the payment of light charges was inadequate. Since each instructor was paid Rs.30 per month towards light charges and was expected to run the classes for at least two hours per day, it was not possible for them to follow the instruction. This problem was further compounded by the fact that majority of Instructors were not receiving regular payment of light charges and regular supply of instructional materials. In such a situation either they were paying from their own pocket to buy kerosene or borrowing from the shop-keeper and somehow managing to run the Centre. In fact this was not true in all cases. The investigator observed during his field visits that, in case of irregular payment the Instructors were simply closing down the Centres. About the attitude of tribal people, though majority of the AE Instructors mentioned as uncooperative. But nobody mentioned antagonistically. This suggests that if the tribal people are approached at personal level, may be, they will develop a positive attitude and render whatever help that can be possible by them. Regarding the supervision of Centres, it was observed that during winter and rainy seasons almost all Supervisors were not visiting the Centres. Interaction with

supervisors revealed that, though they face problems during these two (Winter & Rainy) seasons, but they were visiting regularly. AE Supervisors further stated that those Instructors who remain frequently absent in AE Centres must have expressed irregular visits by the Supervisor.

Problems as stated by the Chatasali Instructors, presented in Table 5.23, revealed that, majority of the Instructors 10(58.82 per cent) felt identifying the non-school going children was a major problem for them. As many as 12 Instructors (70.59 per cent) had felt persuasion of tribal parents to send their children to Chatasalis was another major problem. Regarding school timings which was 10.30 A.M. to 4.30 P.M., 15 Instructors (88.23 per cent) had felt inappropriate. Nearly 55 per cent Instructors had stated that there was regularity of supply of instructional materials. Drinking water facility was not available to most (58.82 percent) Chatasalis. All of them had stated the remuneration was quite inadequate and 82.35 per cent Instructors had complained about the irregular supervision.

The problems stated by the Chatasali Instructors were discussed thoroughly by the investigator. In course of discussion it was observed that, as the tribal people were ignorant of their children's date of birth, they were not knowing the real age of their children at a particular time. Moreover, most children were remaining away from home during day time either in search of food or helping their parents in economic earning; the instructors were facing difficulty in identifying the potential school going child. As the school timing was 10.30 A.M. to 4.30 P.M., most tribal parents were not interested to send their childrens to Chatasalis, **with a feeling that Chatasalis** are another form of formal education. Because of the non-availability of drinking water facilities

in the Chatasalis, most children were taking it as the best opportunity to get out of Chatasalis by requesting the teachers to leave them to drink water, from the nearby stream. As the remuneration of Chatasali Instructor was Rs.105 per month, all of them had felt it to be quite inadequate. They had stated that, the AE Instructors teach for two to two and half hour every day and were getting Rs.100 per month. Whereas they (Chatasali Instructors) were teaching five to six hours a day for a modest sum of Rs.105/- per month. Regarding Supervision of Chatasalis the Instructors had felt that because of the irregularity in supervision, the Instructors were not getting any opportunity to discuss the problems with the Supervisors.

Reactions of NFE Instructors About the Perceived Responsiveness of Beneficiaries:

Responsiveness of beneficiaries as revealed by the NFE Instructors has been presented in Table 5.24. It can be seen from Table 5.24 that, 89.36 per cent of teachers felt that tribal people had low motivation level to take the benefits from non-formal education. This was followed by 85.11 per cent of Instructors who had expressed that tribal people had not realised the importance of NFE education. Nearly 73 per cent had felt irregularity in attendance was another indicator of poor responsiveness and so on.

Interaction with the Instructors revealed that, the general economic backwardness of tribal people followed by exploitation of money lenders and petty traders keeping them always under debt. As a result throughout the day the tribal people were engaged in some sort of economic activities. Because of their constant preoccupations in the economic activities young childrens' were left free at home and hardly the children were bothering to go to

TABLE - 5.24

Instructors Perception about Beneficiaries Responsiveness

Perception Areas	Non-Formal Adult	Non-Formal Elementary	Total
	Education (RFLP) N = 30	Education . N = 17 (Prathamik Chatassalis)	
Irregularity in Attendance	22 (73.33)	12 (70.59)	(72.34)
Lack of Interest & Enthusiasm	18 (60.0)	15 (88.24)	(70.21)
Low Level of Motivation	27 (90.0)	15 (88.24)	(89.36)
Lack of Physical Facilities	14 (46.67)	14 (82.35)	(59.57)
Lack of Realization of the Importance of Non-Formal Education.	25 (83.33)	15 (88.24)	(85.11)
Inadequate Representation of Tribal Culture in the NFE Curriculum	8 (26.67)	12 (70.59)	(42.55)
Deep-rooted Cultural Background and Ideas	17 (56.67)	9 (52.94)	(55.32)
Lack of Participation in Extracurricular Activities	12 (40.0)	10 (58.82)	(46.81)

Figures in the parentheses indicate percentages.

Chatasalis. After a day's hard work, in the evening, tribal people were resorting to drinking and idle gossiping. Consequently, there was irregularity in attendance in Adult Education Centres. Since it is the general tendency of tribal people to see any activity in terms of economic gain, of course, for their survival; the inadequate emphasis on functionality aspect was acting as the strongest demotivating factor. Literacy and numeracy skills was meaningless for them. The inadequate emphasis on functionality aspect was because of the lack of proper co-ordination of various developmental agencies. The poor attainment of functional knowledge in NFE Centres was reinforcing their prejudiced attitude and orthodox value system. For instance, they have a belief that a female child is other families (bridegrooms) property and therefore, they should not bother for her education. In fact, this is one instance quoted here. There were many instance the Instructors had revealed to highlight the tribal people deep rooted cultural background. Further, nearly 43 per cent of the Instructors had stated that there was inadequate representation of tribal culture in the NFE curriculum, but they had not substantiated this fact with sufficient evidence. Nevertheless, this fact cannot be altogether rejected, since the Instructors were directly concerned with curricular translation in the NFE Centres. Thus the discussion so far substantiated the point why low motivation level was the main indicator of poor responsiveness of tribal beneficiaries regarding NFE programmes.

Suggestions Offered by the Instructors for the Improvement of NFE Programmes:

The AE Instructors stated that the training programmes be extended to two weeks in which one week be devoted to detail discussions about the developmental programmes accompanied by

field trips. The remuneration be raised from Rs.100 to Rs.150 per month and the light charges should also be raised from Rs.30 to Rs.50 per month. There should be adequate supply of instructional materials and post literacy materials into the AE Centres. As far as possible provision be made for temporary shelter to avoid irregular functioning of AE centres during rainy season. Frequent meetings be arranged for discussion with various developmental agency officials. This should be followed by demonstration through Video shows at the Panchayat headquarters. Such exposure will help the tribal people to develop their functional awareness. Massive motivational camp be organised to attract the tribal people to join AE Centres. The Centres be supervised regularly at least once in a month.

The Chatasali Instructors suggested that adequate school buildings be made available to all Chatasali Centres. Sports material appropriate to the local situation be made available to the Chatasalis. Since drinking water facility is an acute problem in the block, as far as possible each Chatasali be provided with a dug well. There should be provision of mid-day-meal scheme in the Chatasalis. Proper instructions be issued to the Local Primary Health Centre doctor's to arrange for periodic medical check up. The Chatasalis should be supervised regularly at least once in two months. The Instructors post be made permanent and proper training be provided to them to teach very effectively. Instead of giving a consolidated amount as remuneration, they should be placed on a suitable scale.

Reaction of Beneficiaries About Non-Formal Education Programmes:

In order to study the reaction of NFE beneficiaries ^{to} ~~regarding the problems in adopting the benefits of non-formal~~

education programme fortyeight learners who had completed the course were interviewed. The following were the major problems expressed by these beneficiaries.

TABLE - 5.25
Problems Faced by NAE LEARNERS

Problems Faced	Adult Education Learners N = 36	Prathamik Chatasali Learners N = 12
Inadequate knowledge received	32 (88.89)	
No scope for follow-up Education	19 (52.78)	
Limited scope to use the functional knowledge gained	28 (77.77)	
No scope to continue further studies	--	7 (58.33)
No learning material at home to read and write	--	12 (100.00)

Figures in Parenthesis indicate percentage

It can be seen from Table 5.25, that almost all adult learners had expressed that the knowledge gained from adult education programme was of little practical value for them. Further they had mentioned that the knowledge gained was not giving them enough confidence to adopt it in daily life situations. Nearly seventyeight per cent learners had expressed the problem of limited scope to use the functional knowledge gained from adult education programme. According to them the functional knowledge such as knowledge about modern means of cultivation, scientific poultry rearing, diary development, etc., requires some initial investment which they could not afford. As a result, the knowledge gained was becoming obsolete. Closely associated to this was the problem of follow-up education expressed by fiftytwo

From Table 5.26, it can be seen that almost all adult learners perceived the usefulness of the programme in their day-to-day life and they expected that this knowledge will enhance their educational awareness. Nearly sixtysix per cent perceived the usefulness in terms of learning modern farming technology. During interaction with these beneficiaries it was observed that though they perceive the usefulness but because of their poor economic condition they find it difficult to use them in their day-to-day life. Further, eighty per cent had perceived the usefulness in terms of taking advantage from government facilities. Fortyfour per cent had visualised in terms of economic gain.

Regarding Prathamik Chatasali learners it was found that all students wanted to learn reading and writing. Four students had expressed the desire to join in Ashram school.

From Table 5.26, it can be observed that the beneficiaries had visualised the usefulness in three different areas viz., economic, social and political, and educational. From the preferences given to these areas it was found that educational usefulness was preferred by most of the beneficiaries. This means, almost all the learners had viewed education as the main tool for their development.

On the basis of the problems faced by the beneficiaries and the perceived long range usefulness of the programme they had offer the following suggestions. As far as possible provision be made to organise more field trips to gain first hand practical knowledge in the area of agriculture, horticulture, poultry rearing, etc. Provisions be made to provide adequate loan facilities on subsidy basis to all adult learners. Adequate provision be made to provide post-literacy learning materials free of cost in order to increase their knowledge and awareness level.

The Prathamik Chatasali learners had suggested, the following. Provision be made to open more Ashram schools in their area or adequate financial assistance be given to all learners studying in Chatasalis. All Chatasalis should have their own building. Provision be made to get story books free of cost from Chatasali centres.

Reasons Given by the Beneficiaries (Dropouts) for Initially Joining the NFE Centres.

The reasons given by AE beneficiaries for initially joining the Centre as presented in Table 5.27, reveals that fortyeight ~~out of sixty~~ beneficiaries had mentioned the reason to develop functional knowledge about agriculture, etc., fortytwo had mentioned to get benefit from the development programmes, twenty four for developing social and political

TABLE-5.27

Reasons given by the Beneficiaries(Dropouts) for Initially Joining the NFE Centres.

Non-Formal Adult Education RFLP		Non-Formal Elementary Education(Prathamik Chatasala)	
Reasons	N=60	Reasons	N = 17
To learn literacy and Numeracy skills	18 (30.0)	To get food and clothes	14 (82.35)
To develop social, Political & Health awareness	24 (40.0)	Teacher came and enrolled our name	12 (70.59)
To develop functional knowledge about agri., Hort., & Veterinary	48 (80.0)	Parents were attending AE classes & they told us to join	8 (47.06)
To be included in the beneficiary list of development programme	42 (70.0)	Other students were going to Chatasalis	6 (35.29)
To avoid being exploited	18 (30.0)	Wanted to join in Ashram school	2 (11.76)
To become an Adult Education Instructor	1		

Figures in the parentheses indicate percentages.

awareness, and so on. Similarly, the reasons given by the Chatasali beneficiaries revealed that fourteen out of seventeen had joined to get food and clothes, twelve had joined because of the persuasion of teachers, eight had joined because of the persuasion by their parents, and so on. Significantly one AE beneficiary had joined with an intension of becoming an AE Instructor and two Chatasali beneficiary had joined to continue their studies in Ashram school.

While the quantitative descriptions of AE beneficiaries has indicated more of personal economic gain, the Chatasali beneficiaries description has indicated more of teachers' and parents' influence. During interaction with the NFE beneficiaries on the reasons mentioned in Table 5.27, it was observed that majority of AE beneficiaries were practicing Settled and Podu cultivation and had some live stock with them. That is why they had a feeling that joining AE classes will provide them better functional knowledge in their desired areas. This idea was further reinforced by their feeling of being included in the beneficiary list of development programmes. Though entry into the AE classes was not the criteria of being included in the beneficiary list of development programmes, the very presence of some of the actual beneficiaries of developmental programmes, in the AE classes was strengthening this feeling. The one beneficiary who wanted to be an AE Instructor revealed that, generally tribal people with Primary pass qualifications were getting appointed as AE Instructor and as he was fourth class pass person; completion of AE course will perhaps fetch him a job of AE Instructor. Non-availability of adequately qualified tribal people and the liberal policy of appointment of tribal AE Instructors by the AE officials was perhaps the strongest reason behind such false notions.

Interaction with Chatasali beneficiaries revealed that extreme poverty of tribal parents was forcing the people to anticipate the availability of food and clothing in the Chatasalis. Since Ashram school students in the tribal areas do get food and clothing, such expectations were obvious. In such situations, the very approach of teacher was attracting the students to join the Chatalis. The idea of joining the Chatasalis was getting strengthened by the persuasion of parents and peer group influence. Thus majority of tribal students had joined Chatasalis for want of food and because of the persuasion **of teachers, parents and peer group influence.**

Reasons given by the Beneficiaries For Dropping out of NFE Centres:

The reasons for dropping out of the NFE centres as reported by the beneficiaries has been presented in Table No. 5.28. The reasons mentioned by the AE beneficiaries has highlited that majority of them eightyfive per cent had dropped out because of economic problems and lack of time. This was followed by eighty per cent for irregular functioning of AE centres, seventy per cent mentioning excessive emphasis on literacy, fiftyfive per cent inadequate supply of instructional materials, and so on. Similarly the reasons mentioned by Chatalasali beneficiaries revealed that fourteen out of seventeen (82.35 per cent) had dropped out because no food and dress was made available to them. **Lack** of physical facilities and inappropriate school timings was reported by 76.47 per cent of students. Language difficulty was reported by twelve beneficiaries (70.59 per cent). Parents and Peer group influence was reported by 47.06 and 41.18 per cent

TABLE - 5.28

Reasons for Dropping-out of NFE Centres

Non-Formal Adult Educa- tion RFLP	Reasons	N = 60	Non-Formal Elementary Education(Prathamik Chatasalis)	Reasons	N = 17
No. of time to attend the Centre		51 (85.0)	Parents dropped-out of AE Centre		6 (35.29)
Economic problems of the family		51 (85.0)	Parents told us to look after brothers & sisters.		8 (47.06)
Irregular functioning of the Centre		48 (80.0)	Friends dropped out of Chatasalis		7 (41.18)
Excessive Emphasis on literacy		42 (70.0)	School timing was not appropriate		13 (76.47)
Migration to other villages		18 (30.0)	Irregularity of teachers		11 (64.71)
Rigid behaviour of the Instructor		27 (45.0)	No proper place to sit		13 (76.47)
Inadequate supply of instructional material		33 (55.0)	Language difficulty		12 (70.59)
No response		9 (15.0)	No food to eat and no clothes to wear		14 (82.35)

Figures in the parenthesis indicate percentages.

respectively. It was further observed from Table 5.28 that the entire range of reasons given by AE beneficiaries fell in two major categories viz., improper functioning of AE Centre and economic hardship of tribal people. Similarly the Chatasali beneficiaries reasons fell in three major categories viz., lack of incentives, inadequate facilities and functioning of Chatasalis, and parents and peer group influence.

Informal, discussion with NFE Instructors revealed some contradictory reasons. They were of the opinion that

majority of tribal people were irregular into the NFE Centres hence their views regarding the functioning of NFE Centres be taken as invalid. Attendance to AE classes in a drunken state by the tribal people and resistance of Instructor should not be attributed as rigid behaviour of the Instructors. Apart from these two contradictory reasons, by and large, the NFE Instructors had endorsed the other reasons mentioned by the NFE beneficiaries.

The AE beneficiaries stated that steps should be taken by the AE officials towards the regular functioning of AE Centres. Adequate sitting arrangement, lighting arrangement and drinking water facility be made available in the AE Centres. The curriculum be made more functional rather than literacy and numeracy oriented. All those who join AE classes be provided with loan and subsidy facilities without any unnecessary official formalities. As far as possible light refreshment be given to them while they are in the AE classes. The AE Centres should not be closed after the completion of course. It should be continued regularly so that they can join as and when it is convenient for them to attend.

The Chatasali beneficiaries suggested that, before starting the Chatasalis buildings should be constructed. All the children should be provided with a pair of dress and one time meal. School timings be changed from 10.30 A.m. to 4.30 P.M. to 10.30 A.M. to 3.00 P.M. They should be taught through their mother tongue.

On the basis of the reactions of beneficiaries presented so far it can be observed that the beneficiaries of first category, that is the learners, have highlighted more of academic and institutional problems and less of personal problems. Whereas, the beneficiaries of the

second category that is the dropouts, have highlighted more of personal problems and less of academic and institutional problems. Accordingly the suggestions have been directed in the same way. Most suggestions appear to be genuine but in the present context, they do not appear feasible.

Major Observations:

This section throws light on the role of non-formal education towards the development of tribals of Th. Rampur block. The development has been seen in terms of quantitative expansion and qualitative changes among the tribal people of this block. In this connection it was observed that two types of NFE programmes were in operation. There was no NFE programme meant for the age group 11-15. In the previous section of formal education, it was observed that Primary schooling facility was inadequate. So the two observations suggest that most children in the 11-15 age group were deprived of any type of education. Nearly two decades after independence people of this block got the opportunity to get education through non-formal channel and out of school children had been severely neglected. It was only from 1981-82, non-formal schooling facility for the age group 6-11 was started. The growth of non-formal adult education was very erratic and non-formal elementary education was very slow. Non-formal education for the women was very poor. The quantitative information obtained from the official records regarding the nature of educational input provided in the NFE Centres revealed a very encouraging picture but the investigators observation report in this regard revealed no clear cut picture. When this point was cross checked with the responses of NFE Instructors and beneficiaries it was observed that by and large inadequate inputs were provided to the NFE centres

and even the existing facilities were not utilized properly.

Appointment of adequately qualified tribal Instructors and women Instructors was a major problem observed by the Project Officer. Tribal peoples' enrolment in AE Centres was by and large very poor. Tribal students enrolment in Chatasalis had shown an increasing trend but a declining trend was also noticed from 1987-88 onwards. Rate of tribal dropouts in NFE centres was quite alarming. Tribal female dropout was very severe. With the increase in tribal enrolment in Chatasalis an increasing trend in the dropouts was also observed. Performance of tribal people in AE centres had shown a declining trend from 1983-84 onwards. Similarly in Prathamik Chatasalis the performance trend of tribal students had shown a declining trend. The responses of beneficiaries revealed that both personal and institutional factors were equally responsible for the increasing dropout situation. A significant point of peer group and parents' influence on the dropout behaviour was observed. While Chatasali Instructors were taking pain in enrolling tribal students, subsequent negligence in their responsibilities coupled with unattractive instructional environment was also mainly responsible for the dropout behaviour. Economic hardship, excessive addiction to liquor, fatigue after a day's hard work were highly responsible for irregular attendance and subsequent dropout of Adult learners. Inadequate emphasis on functionality aspect in the AE Centres and failure of non-formal education in raising their functional awareness was working as the strongest demotivating factor for the responsiveness of tribal people towards the NFE programmes.

So far, the role of Formal and Non-formal Education for the educational development of tribal in the Th. Rampur

block has been examined. In the following Section, the role of educational inputs provided in different developmental programmes has been examined.

SECTION - III

Educational Inputs in Development Programmes in Thuamul Rampur Block:

Apart from examining the educational development of tribals from the perspective of formal and non-formal education, in this section, effort has been made to examine the educational inputs in various development programmes. The analysis has been done under two phases viz., educational inputs in development programmes between 1962 and 1974 and between 1975 and 1988. There are two reasons for this, one, the block was merged with Kalahandi district in the year 1968, second, the block was converted into an Integrated Tribal Development Project (ITDP) in the year 1975. Over and above this, the year 1975 is marked as the beginning of a new era in the area of tribal development in India.

Educational Inputs in Development Programmes Between 1962 and 1974:

Examining the relevant official records it was found that there were nine major programmes in operation between 1962 and 1974. Details regarding their components and educational inputs have been presented in Table 5.29. It was found that each programme had several components accompanied by a variety of educational inputs. Broadly the programmes can be classified under four categories viz., communication, education, economy, and health and housing. At any given point of time all these four categories of

TABLE - 529

Educational Input in various Developmental Programmes Undertaken
During the period 1962 to 1974 in Th. Rampur Block

Sr. No.	Programmes	Components	Educational Inputs
1.	Control of Shifting Cultivation	Settlement of Adivasis people in Compact blocks or colonies. Irrigation Facilities (Pump Sets) Soil Conservation & Water Shed Management	Training of field Staff.
2.	Cottage Industries	Tailoring Weaving Carpentry Blacksmithy Leaf-plate making Broom making etc.	Training to ST and SC People, Ex-students of Ashram Schools and Village Craftsman in Industrial Schools. Technical Training Institutes.
3.	Poultry rearing	Scientific poultry rearing Unit. Supply of eggs & birds of improved breed.	Discussion & field demonstration by Veterinary personnel.
4.	Graingola	Construction of grain-gola build., in Gram Panchayat headquarters.	Knowledge about the importance of Co-operative Societies through Lecture & discussion.
5.	Distribution of Bullocks, Seeds & Implements	Loans	Knowledge about the procedure of applying for Loan, preparation of utilization Certificate through Direct interaction at Gram Panchayat, H.Q.
6.	Rural Communication	Construction of roads (fair weather & all weather). Subsidies to Contractors @ Rs. 200/- per mile	Expected people's contribution and Gram Panchayat's Contribution.
7.	Rural Water Supply	Location and Selection of Site	Knowledge about the use of clean drinking water through lecture at the Gram Panchayat Headquarters.

contd...

TABLE - (contd.)

Sr. No.	Programmes	Components	Educational Inputs
8.	Housing	Subsidy upto Rs.500/- to ST & SC People for construction of houses as per the Govt.	Knowledge about living in properly ventilated houses. Through posters & occasional meeting at their places.
9.	Education & Training	Sevashram School (Non-residential Lower Primary standard) Residential Sevashram Primary standard. Chatasalis. Madhyamik Vidhyalaya (Ashram Schools of Middle standard) Tribal & Rural Welfare Training Centre for field staff. Training Centre for Primary school teacher (to work in tribal areas)	Apart from the prescribed Curriculum in general Primary & Middle schools, additional educational input of craft education through agricultural garden, tailoring, weaving and carpentary was made available in the Schools. Apart from pedagogy, training about tribal culture, traditions, Custom, etc., were provided in the training programme.

SOURCE -- Report of the Welfare activities undertaken during 1950 to 1974 in Th.Rampur Block, Dist. Welfare Office, Bhabanipatna, Kalahandi, 1975.

programmes focused on the socio-economic development of tribals. But it could not be made sure as to whether these programmes were operating simultaneously or one after the other. Official records revealed that the programmes were both Centre and State sponsored schemes. Some of them had immediate and short range objectives and some had long range objectives. Thus it is quite obvious that all these programmes must not have operated simultaneously. However, the nature of the programme revealed one significant point that is the supportive and income generating aspect. Supportive in the sense that, all those tribal people who who had some means of livelihood, got support to enhance those means and all those who had some means but quite inadequate, also got help to fulfill those inadequacies. Income generating in the sense that, all those tribal people who had no tangible means except their own talent and natural resources also got help to generate some means of livelihood. When these aspects were compared with the objectives of development programmes, it was observed that the supportive and income generating aspects were in conformity with the stated objectives.

Of course, providing facilities to tribal people who were assumed to be at the subsistence level, was just one way of ensuring their socio-economic development. What is more important to know is what sort of educational inputs were organised and how they were provided through these programmes? In this context it was found that, awareness among the tribals about the programmes was created through lecture, knowledge about the relevance of the programme was created through practical demonstrations, and the skills were inculcated through training. Throughout this endeavour maximum emphasis was given to oral media and inadequate emphasis was given to visual media. Though practical

demonstrations were also visual media but they take quite a lot of time to make the tribal people realise about the relevance of the programmes. Seeing the educational inputs in relation to the programmes, it was observed that, some of them were quite inadequate and inappropriate too. For instance, see Table 5.29, under the programme of Control of shifting cultivation. In this programme unless the tribal people are shown the hazards of shifting cultivation through visual media, mere training of field staff cannot bring the desired result. Many other such inadequacies can be found in Table 5.29.

The analysis of educational input in various development programmes so far has revealed that the programmes were inconsonance with their objectives, but the educational inputs provided in some of the programmes were quite inadequate and inappropriate. The nature of the programmes revealed the involvement of different departments, but there was lack of co-ordination among the departments with regard to the implementation of development programmes. It was around this time that is the end of 1974 and beginning of 1975, the central government launched a nationwide programme of integrated development of tribal areas. Accordingly, the Integrated Tribal Development Projects came into existence. Th. Rampur block being one of the thickly tribal populated block was also included in this nationwide endeavour.

Educational Inputs in Development Programmes Between 1975 and 1988:

The Th. Rampur Integrated Tribal Development Project (ITDP) came into operation in the year 1974-75 which was subsequently converted into Integrated Tribal Development Agency (ITDA) in March, 1979. This ITDA comprises of two

blocks, namely Th. Rampur (the block under study) and Lanjigarh of Bhabanipatna sub-division of the district of Kalahandi. The main objective of ITDA is two fold viz., Infrastructural development and Income generating schemes. Its principal beneficiaries are the SC and ST people. With this objective in view Th. Rampur ITDA had launched the following programmes between 1975 and 1988. They were minor irrigation, communication, drinking water supply, primary school hostel building, individual benefit scheme, special input subsidy, agriculture, horticulture, pisciculture, soil conservation, dug well, bee keeping, pre-coaching for higher education, training of tribal language, development of minor forest produce, health, animal husbandry, rehabilitation of podu cultivators, electrification of Adivasi bastis, and so on. It may be relevant to mention here that apart from ITDA, there is another agency at the district level, the District Rural Development Agency (DRDA), which also runs similar programmes. But the target of DRDA is all people throughout the district.

The Th. Rampur ITDA administrative structure comprises of one Project Administrator (PA), one Special Officer (SO), one Assistant Engineer (AE), one Sub-Assistant Engineer (SAE), two Welfare Extension Officers (WEO), and a few secretarial staff members. The Collector Kalahandi district is over all incharge of Th. Rampur ITDA. The sources for the development of the sub-plan area of ITDA are available from state plan, central assistance and special central assistance plan. Funds from these sources are received in lumpsum as grant-in-aid by the PA ITDA, which are allocated to different sectors for execution of development works. For formulation of programmes and review of physical and financial progress in different sectors in the ITDA area, a Project Level Committee (PLC) has been constituted since

its inception. The members in the PLC are Collector Kalahandi district as the Chairman, Project Administrator ITDA as the member secretary, and all the District level Officers, Chairman panchayat samities, MP's and MLA's of the project of the project area as the members. The ITDA prepares the list of different development programmes and seeks the approval of PLC for its execution. The PLC not only reviews the financial and physical achievements made by by different sectors but also, suggests proper solution to the problems faced by the executing authorities in the implementation of the programmes. Thus the above description of the administrative structure shows that the development programmes prepared by the ITDA is properly scrutinised before the final implementation.

The development programmes undertaken by Th. Rampur ITDA between 1975 and 1988 have been classified under eight main categories. Table 5.30 presents ~~presents~~ the eight categories of programmes alongwith their components and educational inputs. ~~It was found that the range of developments and educational inputs.~~ It was found that the range of development programmes had covered all the important aspects of tribal life such as agriculture, economy, health and education. The programme, components mentioned in Table 5.30 revealed that, tribal people of the block have accrued benefits at individual, societal and environmental level. At the individual level they had taken benefits from income generating schemes, at the societal level they had taken benefits from sectoral schemes, and at the environmental level they had taken the benefits from afforestation. The basic objective with which the ITDA was established and the objective with which the programmes has been implemented were found to be compatible with each other. However, what was missing was the absence of tribal culture and traditions in these programmes. No doubt cultural aspects do not fit into the framework of Integrated Tribal Development Project, nevertheless, it

is an important determinant in sustaining motivation level of tribal people.

As mentioned earlier providing facilities just do not ensure the success of any programme unless the needed awareness, knowledge and skills are provided in them. In this regard an early realization among the functionaries has been noticed. It can be seen from the Table-5.30, that the functionaries have used a number of methods and media to provide educational inputs in the development programmes. Broadly they can be classified under five categories viz., lecture lecture-cum-practical demonstration, discussion, individual guidance, and field trips. Apart from these formal means of providing the needed knowledge and skills, certain other non-formal means like distribution of pamphlets, placement of charts and posters on important public places have also been used. When these educational inputs were seen in relation to the programmes, it was found that by and large the awareness, knowledge and skills about the different programmes had been provided properly. However, a little more care in the organization of educational inputs in some of the programmes could have been much more effective. For instance, about the programme of health and housing, apart from using individual guidance and door to door campaign method, use of Video and documentary films would have helped more in creating general awareness among the tribal people. For use of mass media is widely recognised as the better means of creating awareness in people.

The analysis of information obtained from the official records about the development programmes and the educational inputs therein so far revealed a satisfying picture. But at this point, it is difficult to ascertain ~~as to~~ how far the implementation of educational inputs in various development programmes had been successful in influencing the tribal people. This was probed further by taking the

views from a cross section of personnel (both functionaries and beneficiaries) involved in the execution of development programmes and the educational inputs therein

Reactions of Functionaries and Beneficiaries Regarding the Educational Inputs in Development Programmes:

Interaction with ITDA officials revealed that before taking up any development work, first a survey is conducted on the area. The existing facilities and level of development of that area ~~is~~^{are} identified. Problems of SC and ST people and the potential sources of that area are ~~also identified~~. Based on this information a project report is prepared and strategies of development ~~are~~ drawn. Examination of official records revealed many such project reports conducted during 1975 to 1988. The strategies laid down in one such project report is quoted here "Project Report of Th. Rampur ITDA 1980-85". The main strategies ~~were~~, elimination of exploitation of various forms, removal of obstacles to achieve high production level and employment opportunity, adoption of special programmes in under-developed area, provision of infrastructural facilities like roads, minor irrigation projects, and schools, provision of institutional finance, effective distribution of inputs, subsidies for suitable cropping and other development programmes, development of small and cottage industries and marketing agencies, development of animal husbandry and poultry, provision of health and sanitary facilities, provision of drinking water wells". After laying down strategies suitable development programmes were designed by involving personnel from various departments. These programmes were then placed before the PLC for their approval and subsequent government concurrence was sought and thus the programmes were implemented.

In this entire process of programme formulation and implementation, the organization and execution of educational inputs in various development programme has been seen in two phases viz., information diffusion and knowledge and skill inculcation. There were three steps involved in the information diffusion phase. They were, one, awareness regarding the facilities available for the tribal people, second, identification and beneficiary selection, third, orientation to beneficiaries regarding the procedure of applying for the benefit and knowledge about programme details. Details regarding these steps are as follows. A list containing the benefits available for the ST and SC people in the project area was being sent to all the departments, banks, co-operative societies, block office, and gram-panchayats, falling in the project area for the wide circulation of information. It was then the duty of these concerned offices to make it available to all the ST and SC people. Besides, the ITDA also engaged its own extension workers for the wide publicity about the available for ST and SC people. Once the information was widely circulated, the B.D.O. alongwith the VAW's and other extension workers were approaching the people in identifying and preparing the beneficiary list. Generally the BDO was adopting two methods in identifying the beneficiaries. In the case of a loan, the individuals were asked to give atleast two choices. In the case of a free benefit, the B.D.O. was identifying the beneficiaries by conducting village meeting in the presence of village leaders, sarpanch, VAW's and other educated people, if any. While identifying the beneficiaries the B.D.O and extension workers were also orienting the beneficiaries about the procedure of applying for the benefit. The concerned bank officials were orienting the beneficiaries regarding the rate of interest charges in the loan, amount of subsidy in the loan, periodicity of instalment, etc. Thus the entire

first phase of the organization of educational input as stated by the ITDA officials revealed the involvement of a wide variety of people. However, in order to know what were the major sources through which tribal people knew about the ITDA facilities and who were the people from whom they had taken in selecting and completing the official formalities, fifty tribal beneficiaries were contacted. Their responses are presented in Table 5.31

TABLE - 5.31

Sources of Information and Help Received by the ITDA Beneficiaries

Sr. No.	Sources of Information about ITDA facilities N = 50	Help reced., from the people in selecting a scheme. N= 50	Help reced., from people in completing formalities. N = 50
1.	Village Leaders 3 (6.0)	4 (8.0)	4 (8.0)
2.	WLV/Extension Officers. 22 (44.00)	27 (54.00)	17 (34.00)
3.	B. D. O. 9 (18.0)	13 (26.00)	7 (14.00)
4.	Relatives/Friends 2 (4.0)	--	12 (24.00)
5.	Bank / LAMPS 3 (6.0)	--	--
6.	Sarpanch 8 (16.00)	4 (8.0)	8 (16.0)
7.	Panchayat Member 1 (2.0)	--	--
8.	Personal / Self 2 (4.0)	2 (4.0)	2 (4.0)

Figures in the parenthesis indicate percentages.

It can be seen from Table 5.31, that mostly the respondents were told about the programmes by extension workers (44 per cent) (VLW and Extension Officer), BDO (18 per cent) and Sarpanch (16 per cent). The others who had diffused the information were village leaders, panchayat members and so on. Only two respondents knew personally. Similarly in

matters of selecting a particular scheme it was the VLW (54 per cent) and BDO (26 per cent), who had exerted a great deal of influence and two had selected the scheme on their own. Regarding the procedure of completing the formalities for getting the benefit, it was the VLW's (34 per cent), who had helped the people followed by the relatives and friends (24 per cent), and only two had not taken help from anybody.

During interaction with the beneficiaries it was observed that even in matter of selecting a particular scheme they had to depend on others. This shows the extent of tribal people's ignorance about their own requirement. Another significant point was that of the familiarity. The more familiar a person was to them, the greater was their confidence in him. This has been reflected in the help they had taken from people (34 per cent from VLW, 24 per cent from friends) in completing the formalities of applying for a scheme from ITDA. Regarding the awareness of programme details, it was found that all the beneficiaries know about the number of instalments to be paid and the place of payment. But except two none of them were aware about the rate of interest charged for the loan. Even their knowledge of counting was very peculiar. For instance to express Rs.125, they would say six twenties and five. With such inadequate knowledge of counting system, it was quite obvious that tribal beneficiaries may not be knowing exactly about the rate of interest charged for the loan they had taken. While the interaction with functionaries revealed a well organised system of information dissemination, interaction with beneficiaries revealed some lacunae in the communication process. When this point was further explored, the functionaries reported that tribal people were quite apprehensive about the governmental schemes and

therefore, they were not coming forward in accepting benefits. As a result, the functionaries were taking lot of time in convincing them. But owing to their pressure of identifying quite a large number beneficiaries, and that too for a wide variety of programmes, the functionaries were unable to devote much time in convincing the people. So much of the task was resting on the extension workers. Further the functionaries reported that, inadequate number of extension workers and lack of commitment on the part of the extension workers was the stumbling block in the communication process. To this fact, the extension workers reported that they were busy in a variety of activities like attending to official job, maintaining tour diary, providing guidance to old beneficiaries and people in general and identification of new beneficiaries. Besides these, they also expressed that more number of workers were required to make contact with more number of beneficiaries. All these, had a consequential effect on their working efficiency. Investigator's field observations indicated that the extension workers instead of guiding and orienting the tribal beneficiaries, they were influencing them. These two facts put together point to the lack of involvement on the part of extension workers.

On the basis of the discussion so far regarding the organization and execution of the first phase of educational inputs, it can be observed here that, lack of time on the part of the higher level of functionaries, lack of involvement on the part of extension workers, and the non-availability of adequate number of extension workers coupled with the illiteracy, ignorance and apprehensive nature of tribal beneficiaries was affecting the execution of educational inputs in the development programmes. And as far as the system of organization of educational input

was concerned it was quite proper. So, the fault lies not with the system but with the people involved in it.

After providing the initial awareness to the tribal people, the second phase of the organization of educational inputs was that of providing the knowledge and skills needed for understanding, accepting and utilizing them. In this case, it was the responsibility of the concerned departments within the project area to guide them by providing the needed knowledge and skills. Interaction with different categories of functionaries in charge of development programmes revealed a two tier system of organizing the orientation programme. Initially the grass-root level functionaries were being oriented by the district and block level officials and later the grass root level functionaries were orienting the beneficiaries. Further, in order to ensure that the orientation knowledge finally percolates down to the beneficiaries, occasional field visits were made by the higher level functionaries. Apart from the structured orientation being given to the grass root level functionaries, and beneficiaries efforts had also been made to attract and motivate tribal people by way of practical demonstration at the field level. However, in order to know how the orientations were given to the functionaries and beneficiaries, the investigator observed a few orientation sessions. The observation reports are presented below:

Report of a technical orientation session about Coffee plantation. The primary objective of this session was to familiarise the tribal beneficiaries who were to work in the Coffee plantation orchard. The district Soil Conservation Officer and Assistant Soil Conservation

Officer arrived at the Coffee plantation site at 9.30 A.M. After a brief discussion with the junior soil conservation assistants, the soil conservation officer, began explaining the technical details about the preparation of primary bed for sprouting, the distance of sowing seeds, the germination time, transplantation, use of fertilizers, and so on. Throughout this lecture appropriate charts were used to show the actual growth stages, that is starting from the sprouting to the fruit bearing stage and the subsequent maintenance of the plant. The lecture was then followed by field visit to the Coffee plantation area. The total duration of the session was about three hours. After the session the investigator had an informal discussion with the officials. In course of the discussion the investigator asked how the tribal beneficiaries will remember all these technical details and utilize the knowledge properly. The officials reported that the beneficiaries will be divided in groups and will be asked to do one task at a time until they become skilled persons. Then they will be asked to do the next job and so on. In this process through practical experience people will learn about Coffee plantation.

Report of a biweekly meeting of the agriculture
Officials:

The primary objective of the meeting was to discuss the problems faced by the village level workers and Agriculture Extension Officers, with regard to motivating farmers to adopt new technology for higher production. The personnel present were Assistant Director Agriculture (ADA) (Input), Range Plant Protection Officer, (RPPO), District Agriculture Officer (DAO), two Agriculture Extension Officers (AEO's) and eight Village Level Workers (VLW's). The meeting began at 11 A.M. In the process of discussion, questions like how to approach the tribal farmers to use better quality of seeds, how to convince the people regarding

benefits of using fertilizers, insecticides and pesticides what crop should be taken up according to the season, were taken up. The discussion centered around the problems faced by the extension workers while doing their duty. The Assistant Director instructed the VLW's to use personal approach at an emotional level rather than official level. The Plant Protection Officer, explained technical details about the detection of plant diseases and the possible insecticides and pesticides to be used. The DAO explained VAW's about the effective organization of their duties. At the end of the meeting, the DAO instructed certain activities to be taken up before they are scheduled to meet next. The meeting ended at 2.30 P.M. Following the meeting the investigator went to a village to observe how the VAW's used to orient the tribal farmers. On a scheduled day the VLW reached the village at 7 A.M. Soon after reaching the village he started contacting some farmers and after some time all of them assembled together. The VAW distributed some seed and fertilizer packets to the farmers. Told them how to use the fertilizer and when to sow the seeds. After that both the farmers and VAW went near to a crop demonstration plct. The VAW pointed out certain problems which he noticed in the plants and told the concerned farmer (on whose plct the demonstration was being conducted) to use certain pesticides. Then the VAW discussed certain personal problems with the farmers at the field side, instructed them to observe certain rules while using fertilizers and pesticides and left the village. The entire time the VAW spent with the farmers was roughly around two hours. While the VAW was leaving the village, the investigator discussed the following questions with him. Who were the farmers whom you contacted? The farmers were both ITDA beneficiaries and general people.

Why only you contacted them and not all the farmers of the village? They were the 'contact farmers' and it is through them I pass the information to all other farmers. How do you ensure that your information reaches them through contact farmers? I occasionally meet them while they are on the field or at home. Knowing that tribal farmers are not easily motivated to use modern methods of agriculture, how do you ensure motivation in them? Occasionally I provide them free fertilizer, pesticides and seeds which I get from the agriculture department for free distribution. So you think occasional free gifts will ensure the desired motivation in the tribal farmers? What else I can do? I can't force them to accept what I say.

From the above mentioned observation report it was found that the higher level functionaries were very much concerned about the proper organization of educational inputs but they were not taking much care for the proper implementation of the educational inputs. As a result much of the task was left with the grass-root level functionaries. Here again wide discrepancy was observed from one programme to the other. This prompted the investigator to explore further by collecting views from different categories of functionaries and beneficiaries.

Functionaries in charge of agriculture and horticulture programme mentioned that due to lack of assured means of irrigation very often their crop demonstration had failed. Predominance of hilly terrain, uncertainty of rain and low productivity status of the soil was forcing the tribal people to avoid modern means of agriculture. Even those who were interested in dry farming practices were demanding free agricultural benefits and constant guidance. This was neither possible nor feasible for them. Not feasible in the sense that government cannot provide free

benefit always. Not feasible in the sense that, they were not exclusively went to train the tribal farmers only and sufficient number of VLW's were not available to provide constant guidance to the tribal farmers. Tribal peoples' indebtedness and drinking habit was forcing them to misutilise the benefits available to them. Consequently there was lack of interest and enthusiasm among tribal people to learn about better agricultural practices. When the beneficiaries were contacted, it was found that the benefits were not reaching them adequately in time. The initial training provided to them was adequate but they were not given proper guidance, regularly. The VAW was not easily available to them to discuss about their problems. Investigator's field observations revealed that the time lag between the initial guidance and subsequent follow-up was the main demotivating factor amongst the tribal beneficiaries.

Interaction with soil conservation functionaries revealed that tribal people had shown much interest and enthusiasm to learn about the techniques of Coffee and Cashew-nut plantation but they were not interested to have any such orchards. They were mainly interested to work as daily labourers in the Coffee orchards. The reason being the immediate economic benefit. As Coffee and Cashew-nut plants take time to yield any harvest, they were not inclined to wait for a long time. The functionaries, reported that they were having adequate number of field staff to give constant guidance to the tribal beneficiaries. Beneficiaries who were working in the Coffee orchards reported that they were getting adequate training and it was very useful for them. However, because of their poor economic condition they were not interested to have their own Coffee or Cashew-nut orchards. Investigator's field observations revealed that one tribal beneficiary had

engaged his son in the work when he was at home on school vacation. Another female beneficiary reported that she was getting equal status in her family. These observations point to the fact that poor economic condition was hindering the awareness level of tribal people.

Interaction with veterinary officials revealed that they had a well developed networking system of providing adequate guidance to tribal people regarding proper maintenance of live stock. The Veterinary surgeon was visiting once in a month, all the live stock units in the block and checking the progress of live stock inspectors. There were four scientific poultry units to motivate the tribals to rear better quality birds. While distributing any live stock benefit the beneficiaries were told to come for a regular check-up in the nearby live stock unit and maintain the live stock properly. But the tribal peoples' lack of awareness in detecting problems in the live stock, excessive dependence on local medicine to cure the live stock from any disease and callous attitude regarding the proper maintenance of live stock were some of the problems that were withholding them to benefit from the veterinary facilities available to them. Interaction with beneficiaries revealed that the live stock Inspector was visiting their places regularly and there were inadequate number of live stock unit. As a result tribal people were reluctant to go to a distant place. Only when they perceived any major problem with their live stock, they were seeking help from the Veterinary personnel.

Informal discussion with health officials revealed that, they were not using any special method to convince the tribal people to take allopathic medicine in case of illness. Only with the help of Charts and posters, they were showing

the hazards of not providing adequate treatment. However, tribal peoples' response towards this was very poor. Only in case of prolonged illness they were coming to the hospital. It was their Disari (Local tribal doctor) who was treating them in case of minor illness and at times major, illness too. Regarding family planning the health officials reported that, though they have various incentive schemes, still it was not attracting the tribal people. The beneficiaries on the other hand reported that adequate medical facilities were not available in the block. There was no doctor available near their places. Buying medicine was another problem. These factors were responsible for their negligence in taking recourse to allopathic medicine. About family planning, the beneficiaries reported that, no external person should interfere in their private matter. Moreover, once the child becomes eligible for some sort of earning he/she will be an asset to the family. In such case, why should they resort to family planning practice. Investigator's field observations regarding health and family planning practices revealed that, the influence of tribal local doctor and quacks was so rampant that tribal people were not bothering to come to the hospital. Nevertheless, they were aware of the medical facilities available to them. In the entire block only in three places doctors were available. Treating one individual as an economic unit was mainly reinforcing their negative attitude about family planning.

Throughout the interaction with different categories of functionaries and beneficiaries regarding the execution of educational inputs in various development programmes, it was observed that the initial training provided to the beneficiaries was adequate. But due to lack of subsequent guidance and follow-up of the initial training, tribal people were losing interest in knowing about newer

techniques. Even the initially learned knowledge was not helping the tribal people to sustain motivation for a long time. Learning of new knowledge and skills was quite closely related to the economic status of the tribal people. Whenever there was an assured means of livelihood tribal people had shown much enthusiasm to learn new techniques and skills. On the whole about the second phase of the organisation and execution of educational inputs in various development programmes, it can be observed that there was a well developed system of organization of educational inputs. But the execution of educational inputs was not proper. The time lag between the initial knowledge and subsequent knowledge was so much that the learned knowledge was losing its relevance for the tribals. This problem was further compounded by the socio-ecological setting in which tribal people were living. Their lack of knowledge about the benefits they have taken, was forcing them to seek constant guidance and the functionaries' inability to fulfill their training needs was the major factor coming in the way of execution of educational inputs in the development programmes.

Experiencing the organization and execution of educational inputs in various development programmes, the functionaries have suggested the following. Provision should be there to have a team of workers whose main job would be to create awareness among tribal people about the facilities available to them, orient the tribal people regarding the advantages of taking the benefits, and provide adequate knowledge about the programme details. These workers should be exclusively tribal people only. Provision should be there to have at least three extension workers in each gram panchayat of the project area. Their main job should be to provide regular guidance to tribal

people only. In case of any difficulty they should report to the higher authorities rather than acting on their own. Provision be made to involve school teachers, adult education instructors, and Chatasali instructors in order to motivate the tribal people to come forward in accepting the benefits available for them. This will ensure better enrolment in the formal and non-formal educational institutions. Tribal beneficiaries have suggested that, they should be allowed to take two benefits simultaneously. One benefit should fetch them immediate economic gain and the other should fetch them benefit in the long run. Adequate provision should be there to get constant guidance for their work.

Major Observations:

The main focus of this section was to highlight only on the educational inputs involved in the development programmes and not the programmes per se. On the basis of the various development programmes introduced since independence two distinct periods has been observed. The beginning of Tribal Development Block in the First Five Year Plan and the beginning of Integrated Tribal Development Projects in the Fifth Five Year Plan. During the first phase of tribal development period the nature of the programmes revealed two significant aspect viz., supportive and income generating. In the second phase the nature of the programme revealed three aspects, viz., individual benefit, societal benefit and environmental benefit. The media used in the implementation of educational inputs during the first phase were mostly lecture and discussion. For some of the programmes the educational inputs provided were inadequate and inappropriate. The organisation and execution of educational inputs during the second phase had two

distinct phases, information diffusion and knowledge and skill inculcation. A wide variety of methods and media had been used to provide the needed knowledge and skills to the tribal people. In the second phase the organization of educational inputs in both the dimensions was quite appropriate but the execution was severely hampered by the shortage of extension workers, lack of involvement on the part of both higher level and grass root level functionaries. From the beneficiaries side their callous attitude towards the maintenance of the existing facilities, precarious economic condition and inadequate knowledge about the programme details, had seriously hampered the execution of educational inputs. However, with moderate success the educational inputs have made the people aware regarding the facilities available. This was observed in their behaviour of demanding more and more benefits and seeking regular guidance in their works.

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