

CHAPTER - I

INTRODUCTION

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1. Introduction:

The Indian constitution guarantees “free and compulsory education to all children up to the age of 14.” Article 45 of the constitution directed that the state should endeavour to provide the necessary facilities within a period of 10 years from the commencement of the constitution. The target was altered later to the year 2000. The constitution gave primary responsibility of elementary education to state government and the technical and higher education to central government. In 1976 After the 42nd amendment to the constitution was passed the situation changed, making all education a joint responsibility of central and state governments.

1.1 Policies and programs for education in India:

Education attainments in different parts of the country reflect the joint impact of policies and programs developed by state and central government, and resources available from both sources. The finance for education from central government was described as ‘small but strategic’ and state government was ‘large but tightly constrained’ (World Bank 1997). On the basis of change in central government policy towards education distinguish phases of educational development are, from 1951 to mid-1960s; mid-1960s to 1986; 1986 to 1991; and 1992 to 2002 and 2002 onwards. These different phases of government policy and associated programs are summarized in Table 1.

Table 1: Education policy in India

Period	Policy framework	Program and Approaches of the central government
1951-1968	Constitution of India	Expansion of the formal schooling system; initiative for primary education with state governments <i>Single track system</i>
1968-1986	National policy on education 1968	Non-formal Education introduced to supplement formal schooling; from the early 1980s, increased central investment in primary schooling
1986-1992	National policy on education 1986	Environment Education 1986 Rajasthan Shiksha karmi project 1987 Total literacy campaign 1988 Mahila samakhya in Karnataka, UP and Gujarat 1989 Bihar education project 1991 Rajasthan Lok Jumbish 1992

Period	Policy framework	Program and Approaches of the central government
		UP basic Education project 1992 Several innovative programs were started as centrally sponsored schemes, mostly with foreign assistance and usually involving NGO's, target group oriented
1992-2002	Program of Action 1992	District primary education project (DPEP) 1993 (Expected to be the channel for all substantial external assistance to primary education) Madhya pradesh education guarantee scheme 1997 Decentralization is emphasized as a Major policy thrust 1993 judgment of the supreme court that education is a fundamental right of citizens has lent urgency to efforts for universalisation.
2002	Sarva Shiksha Abhiyan	In December 2002 the constitution was amended to include free and compulsory education for all children up to the age of 6-14 years as a fundamental right. While expanding the provision for children up-to the age of six, to include early childhood care and education within the directive principles. National policy on education defines UEE in broad framework changing the emphasis from enrolment to participation, retention and achievement. Special schemes targeted at girls, in general schemes. Removal of all disparities, including gender, in primary (class I-V) by 2007 and elementary (I-VIII) by 2010 Achieve sustainable threshold level of 75% literacy by 2007

The first phase of education development was, from 1951 to the mid-1960s, it was assumed that it would be able to draw in all children, and lead within a reasonable period to an educated population.

This phase came to an end in the mid-1960s. The report of the Indian education commission (1964) was followed by the national policy on education (1968) in which emphasis was placed on initialising programs to give equal educational opportunities to all social groups and both sexes. The education of girls was seen as a means of accelerating social transformation. Since the regular system had not been able to extend to all groups, Non-Formal education was introduced as a means of reaching those who had been otherwise by-passed. The National Adult Education Program was started in 1977 (and was to continue till 1988).

The National policy on education (1986) and the accompanying Program of Action (POA) strongly recommended for higher priority to girl's education: education for gender equality and empowerment of women was to be attained through innovative programs, many were to be implemented through NGOs. Some of the programs introduced at this time include the Andhra pradesh primary education project (early 1980s); Mahila samakhya – Education for women's empowerment (1986); the total literacy campaign (1988); Bihar Education Project (1991); Uttar Pradesh Basic Education project (1992) and an innovative program in environmental education (1986). The period after 1986 has seen a sharp increase in allocations and resources for primary education. The other important feature is the increased inflow of foreign assistance for primary education.

The final phase started in 1992, following the national policy on Education (1992). The Universal Primary Education Program was reaffirmed, and could be seen in the down ward trend in the expenditure of higher and technical education. In this period the District Primary Education Programme (DPEP) (1994) started. The top priority was eliminating the gender disparities and tribal education.

The Dakar conference of the world education forum met in April 2000 to review the progress made to achieve the goals of Education for All (EFA). The framework of action adopted in Dakar identified the following six goals of EFA:

- Expanding and improving comprehensive early childcare and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances including those belonging to the ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and the adults are met through equitable access to appropriate learning and life skills programs.
- Achieving a fifty percent improvement in adult literacy by 2015, especially for women and equitable access to basic and continuing education for all.
- Eliminating gender disparities in primary and secondary education by 2005; and achieving gender quality in education by 2015, with a focus on ensuring girls full

and equal access to and achievement in basic education of good quality in all especially in literacy, numeric and essential life skills.

- Improving every aspect of the quality of the education, and ensuring excellence so that recognized and measurable learning outcomes.

Recognizing the importance of elementary education, the government of India has been working with the state government for achieving the goals of Universalization of Elementary Education (UEE) in this context, the major initiative has been the launch of Sarva Shiksha Abhiyan (SSA in 2002), the National Program to implement the fundamental rights to free and compulsory education. Other initiatives include the District Primary Education Program (DPEP in 1994), Teacher Education Program, activities under the National Literacy Mission and special programs for promotion of Early Childhood Care and Education, inclusive education etc. major part of planned action will take place in individual states, which may not get fully responded in national plans and perspectives it is within this frame work that the following national goals, corresponding to the six Dakar goals have been drawn.

- Integrated child development services schemes being universalized - early childhood care and education an important component of the scheme (Dakar Goal 1)
- Sarva Siksha Abhiyan (movement for education for all) launched with the aim of providing eight years of quality education to all children in the age group of 6 to 14 yrs by 2010. (Goal 2-6)
- A comprehensive plan for adolescent especially girls, in the tenth five year plan (goal 3) National literacy mission to provide functional literacy to all illiterate adults in age group 15-35 (Goal 3-4).
- Achieve sustainable threshold level of 75 % literacy by 2007.
- Special schemes targeted at girls in general schemes (Goal 5)
- Removal of all disparities including gender, in primary class (I- V) by 2007 and elementary (I - VIII) by 2010.

Along with the national policy, the parallel focus was given to most disadvantage sector of society for education to tribal community and numbers of initiatives were taken up on the same.

1.2. Policy and Program for Tribal education:

First time the Hunter commission in 1882 voiced concern for education of the tribes, related to the turbulence in the tribal areas. It comprise of simple teaching of elementary skills.

In forties the nationalist felt the need of 'interation' policy for tribes with the mainstream. Education was seen as important tool for the social regeneration of the tribes as well as integration in national mainstream. One of the major scheme for the education of tribes conceived of in the forties and which continues to be major thrust of education policy today was the Ashram shala initiated by Thakkar Bappa, a follower of Gandhiji.

Several provisions are laid down in constitution of India that direct state policy pertaining to the administration, protection and development of tribal communities. Crucial to education in Article 46 by which the state is directed to promote 'with special care' the educational interests of the tribes.

Number of new programs that are being implemented to universalize elementary education during the past decades, they include District primary education program (DPEP), the Andhra Pradesh education project, Lok Jumbish etc. These program targets educationally backward areas. These programs emphasized on the importance of community participation, formation village level participatory structures to facilitate local involvement in schooling and decentralization. Alongside these developments government has 'pragmatically' emphasized specific solutions to address the issue of education of tribal children such as the Non formal education program (NFE) which is seen to incorporate flexibility, relevance, and sensitivity to local needs. The program is viewed as 'indispensable for providing education to children who would otherwise remain deprived of it' (GOI, 1990a: 53) It was

estimated that nearly one third of the children in the age group would be served by the NFE by 1995' (ibid: 53)

1.3 Socio cultural Context of Tribal Communities

There are 698 tribes (with many overlapping communities in more than one State) as notified under Article 342 of the Constitution of India, spread over different States and Union Territories of the country. Each one of the tribes is associated with a specific geographic area; some are more dispersed than other. Most have their own language, which is generally different from the 'mainstream' language of the state in which they live.

Tribal people tend to live in two main types of situations: (a) in 'mixed' (tribal and non-tribal) rural communities, within reach of educational and other opportunities and resources; and (b) in habitations that are small in size and located in relatively inaccessible hilly or forested areas of the country. Majority of these habitations have less than 200 persons. The distribution of tribal people in these two types of settlement varies markedly by state, district and even block, calling for different strategies to be used in different areas to provide elementary education to tribal children. Demographically tribal habitations are small in size, scattered, and are sparsely populated. Because of this, most of these villages were bereft of basic infrastructure facilities like transport and communication. Formal education was also not available to these people and localities for a long time. The literacy rate for the ST communities was only 29.6 percent in 1991 as against the national average of 52.19 percent. In 2001 this has improved to 47.1 percent with female literacy improving from 18.2 to 34.8 (Census 2001). According to Census 2001, there were 12.56 million ST children aged 6-10, and 7.68 million ST children aged 11-14 years in March 2001.

1.4 Trends in literacy and education:

The literacy data of India of census 1991 shows that the literacy of general population was total 52.5%, male 64.1% and female 39.2%. The literacy of tribal population was total 29.6, male 40.7% and female 18.1%, which in census 2001 raised for general population total 65.38%, for male 75.85% and for female 54.16%. The tribal literacy increased to total 47.1%, male 59.2% and female 34.5%.

The 1981 census revealed that there were as many as 10 tribal communities with a population of more than 500 thousand, but among whom rural female literacy rates were less than 5 per cent. Among the Bhil tribal group in Rajasthan state, the literacy rate among rural females was only 0.7 per cent (NCW, 1994).

The enrolment status of tribal children increased to 8 million in 1991-92 from 4.7 million in 1980-81. However in the 43rd round of the NSSO survey (1990) conducted at the level of the household, revealed that only 45 per cent of tribal boys as compared to 63 per cent of non-tribal boys were attending the schools (including the other educational institutions) in rural areas in 1987-88. The 1994 NCAER household survey estimates that the gap in net enrolment rates between tribal and non-tribal children in the 6-14 years age group was as large as 17 percentage points (world bank, 1997:129). There is a sharp gender differential in school participations: 26 per cent of tribal girls as compared to 45 per cent of tribal boys were attending the rural schools towards the late eighties (NSSO, 1990). The official gross enrolment ratios for 1995-96 are given in table 3. As can be seen enrolment ratios have been raising and appear to be higher in class I-V (primary school) for tribal children than for the general population. In classes VI-VII (upper primary school) disparities in enrolment ratios between tribal children and the general population as well as gender differentials in enrolments can be sharply seen. In 1987-88 only 32 per cent of rural tribal children in the 5-9 age group and 41 per cent of those in the age group of 10-14 were actually attending schools (NSSO, 1990). The NCAER (1994) house hold survey shows in rural areas tribal children had the lowest ever enrolment rates (EERs) (68 per cent among boys and 52 per cent among girls) as compared to children in general (77 per cent among boys and 65 per cent among girls) and other Hindus in particular (83 per cent among boys and 71 per cent among girls) (Sharriff and Sudarshan, 1996: 97).

Majority of tribal children dropouts after few years of enrolment in the school, official rate of tribal children dropout rate from school in 1988-89 are as high as 78 per cent between classes VIII and I. In the general population 65 per cent of children dropout of the school by class VIII. Dropout rates are extremely high among girls in general (68 per cent) and tribal girls in particular (82 per cent). Class wise enrolments at the

primary stage also suggest that the sharpest drop in enrolment of tribal children is between classes II and I (NCERT 1998).

SSA addressed these issues with opening of 1,33,000 primary schools and 1,06,000 upper primary schools from the date of reference of Seventh All India Survey (30 September 2002). Most of these schools have been provided to unnerved habitations and tribal habitations are clearly benefited from it, thus, achieving almost universal access at primary level. Apart from this there are about 1,00,000 EGS centres that are providing education in not served habitations.

Moreover, based on the specific circumstances in which tribes live, the norms for establishing primary schools have been relaxed to suit tribal areas in order to improve access to education. There has been an over all increase in the enrolment of children belonging to Scheduled Tribes. At the Primary Stage, against overall increase of 15% in enrollment, ST enrollment increased by 25%, whereas that of ST girls increased by 36% against overall increases of 23% from 2000 to 2004. At the Upper Primary Level against overall increase of 20%, ST enrolment increased by 35%, whereas that of ST girls increased by 47% against girls overall increase of 30%. The dropouts at primary level declined by 10-percentage point.

A national level study was launched in the year 2006-07 in 20 major States and the NCT of Delhi, to capture students' attendance. It provides disaggregated data by social category. The priority from 14 States with substantive tribal populations shows that attendance among ST children is almost same as among students of other categories.

The DISE data shows an increasing trend in school completion rates among scheduled tribe students. At the Primary level, the dropout rates have reduced by 10 percent points both overall and for STs.

Still persisting high dropout rates gap between overall and ST children (13 percent points) remain an issue of concern. Reduction of this gap remains a key focus area in SSA.

Physical access to schooling, especially at the upper primary stage, is still an issue in some parts of the country in remote tribal areas. But targeted coverage of all eligible habitations for the upper primary school facilities will be a priority. In some remote sparsely populated areas, it may be difficult to set up primary schools due to small number of children. This may necessitate residential schools/ hostels. Seasonal migration is common in several tribal areas. Facilities like seasonal hostels may need to be provided in all such blocks with high level of migration to help retain children in villages when parents migrate.

The two main challenges in education of tribal children are physical access to schooling at upper primary level and diverse socio-cultural context. In 2001, there were 14 million tribal children enrolled in elementary schools as against 20.24 million in the 6-14 years age group. Thus 6.24 million were still out of school in 2001. The cohort dropout rate among tribal children was as high as 52.3% for primary and 69.5% for upper primary. For 20% of the habitations at the primary stage and 33% at the upper primary stage, access was still an issue in 2002.

1.5 Concerns for tribal girls education:

Major issues:

The precarious living conditions and poverty are more serious constraints in case of tribal girl child education. In wage labour and migrant families the sibling care and the domestic tasks are the major responsibility of girls, they are involved in particularly the activities as collecting the fuel, fodder and water which is critical for survival. This task is becoming more and more burdensome as the environmental degradation and shrinking of forest cover. The economic vulnerability of tribal families leads them for migration in search of work sets concrete limits to the possibilities for educating children. It is hence necessary to place schooling, particularly of girls, within the large development context that constrains enrolment and retention of children in tribal areas. Physical accessibility of schools (with child care facilities within easy reach) is hence of critical importance of girls education. The relevance of education to tribal women is more pertinent as most of them are waged workers or cultivators. This needs attention to curriculum and to spread awareness among tribal communities of the importance of girl's education. Hence

schooling must not be merely physically but also socially accessible to tribal girls. While the overall SSA strategy will continue to be in the same direction.

1.6 Strategies for tribal education in India:

The SSA program will strengthen community ownership of educational activities through effective decentralization. This will involve Panchayati Raj Institutions, local tribal bodies, Village Education Committee (VECs), NGOs and women's groups. The program will continue to involve tribal people in decision-making at several levels. At the district level, representatives of tribal people will continue to participate in the annual Planning and local-level decision making. Both the SSA and local government systems call for and facilitate such involvement. At the block and village levels, locally elected ST representatives and teachers are members of VECs (which include the ST members of the local village panchayat) and other user groups such as School Management Committee, PTAs, etc. In predominantly tribal areas, ST men and women will continue to be involved in community mobilization efforts which include enrolment drives village meetings etc. Traditional tribal organization and local leaders are often involved in these activities. Local approaches to community mobilization will continue to be used, such as tribal fairs and festivals to promote education, and traditional media and art forms for communication. Finally, there will be an emphasis on recruiting tribal para-teachers as well as on selection of tribal candidates to fill vacant teacher posts in formal schools. Teachers will also be consulted in the preparation of district plans.

- **Strategies for tribal girls education in India:**

Under the NPEGEL program, special focus will continue to be given to education of girls from ST communities. The scheme is targeted to educationally backward blocks where the level of rural female literacy is less than the national average and the gender gap is above the national average, as also in blocks that have at least 5% ST population and where the ST female literacy rate is below 10%. Kasturba Gandhi Balika Vidyalaya (KGBV) schools will continue to be provided for girls in educationally backward blocks, where a minimum of 75% girls enrolled are to be from ST, SC, OBC Minority Communities.

Tracking progress towards achievement of gender parity in enrolment at primary and upper primary stages. Facilitating a gender perspective in all planning and implementation aspects of SSA identify and promote good practices in the area of girls' education. Promoting good practices under the innovative funds for education of girls. Promoting convergence of ICDS and other State programs with SSA and NPEGEL for ECCE.

1.7 Program and Innovative schemes in primary education and girls education given by government of India:

There have been several innovative schemes in the sector of elementary education following the National Policy on Education in 1986 such as Operation Blackboard, Teacher's education, Non Formal Education, Mahila Samakhya, National Program for Nutritional Support for Primary Education, State Specific Education Projects in Bihar, Rajasthan, UP and Andhra Pradesh and DPEP in 248 districts of 18 States. It is proposed to integrate these in the fold of Sarva Shiksha Abhiyan in the following manner:

▪ Operation blackboard:

Operation Blackboard aimed to improve physical infrastructure of education whereby school space was expanded and more teachers provided. However, Operation Blackboard could not cover the entire spectrum of schools. The SSA will qualitatively improve and expand the existing structure.

▪ Strengthening of Teacher Education:

The revised scheme of Teacher Education provides for a Memorandum of Understanding with the states in order to ensure that they receive priority attention of state governments, especially with regard to filling up of vacancies through a rigorous selection criteria. The scheme will be a part of the SSA framework till the end of the IX Plan, after which it will merge in the SSA programme.

▪ National Program of Nutritional Support for Primary Education:

Evaluation of the National Program of Nutritional Support for Primary Education indicate that the supply of food grains leads to improvement in student attendance

while raising their nutritional standard. It is proposed to continue the scheme with suitable modifications, in consultation with States.

▪ **Mahila Samakhya:**

Evaluation studies on the Mahila Samakhya approach indicate the progress made in empowerment of women. This in turn generates demand for elementary education of girls. There is a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school.

Though the scheme of Mahila Samakhya will retain its distinct identity at the State and the district level, it will provide support for the planning and implementation of SSA in districts implementing Mahila Samakhya.

▪ **Education Guarantee Scheme and Alternative and Innovative Education:**

Studies on the Non-Formal Education scheme have pointed out the lack of flexibility, which impedes effective implementation across different States. Efforts to provide for a diversity of interventions have been made in the revised scheme that has been approved such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shivir, 'Back to School' camps, etc. The restructured NFE scheme called EGS and AIE will be a component of the SSA and be absorbed in it. SSA programme will provide planning and management support to operational the EGS and AIE scheme.

▪ **District Primary Education Programme (DPEP):**

DPEP districts indicate that decentralized planning and implementation facilitates community involvement in the process of school management. DPEP has met with varied degree of success in different States. Some have availed of DPEP benefits and have improved their elementary education sector. A large number of teacher vacancies have been filled up in many DPEP states. Setting up of Block and Cluster Resource Centers has facilitated academic interaction among teachers. Development of new textbooks with the participation of teachers and experts has been encouraging in most DPEP states. All DPEP districts would also be part of the SSA framework. Efforts to prepare comprehensive District Elementary Education Plans will be made

in DPEP districts. The focus will be on vertical expansion into Upper Primary Education and on consolidation of the primary schooling efforts.

▪ **Lok Jumbish Project:**

Under the LJP, evaluation studies indicate the positive impact of micro planning and school mapping in which the community is involved. There are specific interventions for girl's education through Balika Shiksha Shivirs and Sahaj Shiksha Kendras. While there has been improvement in enrolment and retention, the actual learning achievements have been modest. LJP will be implemented in 13 districts of Rajasthan and holistic District Plans will be prepared for these districts also. LJP will be a part of the SSA framework.

• **Objectives of programme and innovative schemes:**

The SSA envisaged "Quality education for all" as well as Dakar EFA. This requires massive movement by social mobilization that brings all sections of the society on a common platform and with the sole agenda of providing "quality education for all" as envisaged by SSA as well as Dakar EFA declaration.

The principal objective of the various programs is the reduction in gender disparities in enrolment, retention and learner achievement to less than 5%. The aim is to ensure girls in the educational system to grow up as empowered women, to become aware of the range of options available to them and able to make intelligent choices.

The district primary education program (DPEP) is one of the initiatives to achieve the goals of UEE. DPEP as a centrally sponsored scheme was launched towards the end of 1994 in 42 districts across seven states namely Assam, Hariyana, Karnataka, Kerala, M.P, Maharashtra & Tamil Nadu. Over the years the program was extended to A.P., Bihar, Gujarat, Himachal Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal.

Education of girls has been a high priority with the Government of India. The National commitment to provide free and compulsory education to all children in the

6-14 years age group is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December 2002.

Reaching out to the girl child is central to the efforts to universalise elementary Education. Sarva Shiksha Abhiyan, or 'Education for All' program recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. A two-pronged gender strategy has therefore been adopted, to make the education system responsive to the needs of the girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in schools and on the other hand, to generate a community demand for girls' education through training and mobilization.

1.7.1 The targeted provision for girls under Sarva Shiksha Abhiyan:

The targeted provision for girls under Sarva Shiksha Abhiyan includes:

- Free textbooks to all girls up to class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of 50% women teachers
- Early childhood care and Education centres in/near schools/convergence with
- ICDS programs etc
- Teachers' sensitisation programs to promote equitable learning opportunities
- Gender-sensitive teaching-learning materials including textbooks
- Intensive community mobilization efforts
- 'Innovation fund' per district for need based interventions for ensuring girls'
- Attendance and retention.

Efforts are being made to generate a community demand for girls' education and enabling conditions for people and women's participation, to create the push factors necessary to guarantee girls education. Motivation and mobilization of parents and the community at large, enhancing the role of women and mothers in school related activities and participation in school committees, and strengthening the linkages between the school, teachers and communities are some of the ways in which the enabling conditions are being created.

Early Childhood Care and Education (ECCE) is a critical and essential input in freeing girls from sibling care responsibilities, leading to their regular attendance in school and in providing school readiness skills to pre-school children. The SSA works in a convergent mode with the Integrated Child Development Services (ICDS) programme to promote pre-school education by providing for training of Anganwadi workers, primary school teachers, and health workers for a convergent understanding of pre-school and ECCE. The SSA, like other programme in the past, provides funds under Innovative head (Rs. 15 Lakh per district) and under the NPEGEL component (for 3000 educationally backward blocks) to support pre-school component of ICDS or an interim pre-school centre where ICDS does not exist but is needed.

In addition, to target pockets where girls education is lagging behind, the Government of India has launched two focused interventions for girls – the National Program for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) to reach out to girls from marginalized social groups in over 3,000 educationally backward blocks in the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average.

1.7.2 National Program for Education of Girls for Elementary Level (NPEGEL)

The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It provides additional provisions for enhancing the Education of underprivileged/disadvantaged girls at elementary level through more intense community mobilization, the development of model schools in clusters, gender sensitisation of teachers, development of gender sensitive learning materials, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls. All Educationally Backward Blocks have been included under NPEGEL.

1.7.3 Kasturba Gandhi Balika Vidyalaya (KGBV)

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in

educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The scheme is being implemented in 24 States of India. The Kasturba Gandhi Balika Vidyalaya scheme is merged with Sarva Shiksha Abhiyan in the XIth Plan with effect from 1st April 2007.

1.8 Literacy trend in Gujarat:

The literacy of Gujarat state according to census 2001 is for general population 69.97%, male 80.50% and female 58.60%. Compared to 1991 census there is an increase of 7.85% in Literacy rate; comprising 9.16% rise in Female and 6.54% rise in Male. These figures are encouraging so far as Female literacy rate is concerned.

In Gujarat, 64.64% of villages are having more than 40% Female Literacy. But a grim reality is that, out of 20056 villages/wards/towns, 116 villages are having almost 0% Female literacy, 289 villages are having less than 5% Female Literacy and 682 villages are having less than 10% Female literacy.

On the national chart of female literacy rate, Gujarat is on 21st rank, while in Male literacy rate, its rank is 16th. Within the state, the Male-Female literacy gap (Gender gap) is 26.27% in rural area and 13.84% in urban area.

Dohad District has the lowest Female Literacy rate while Ahmedabad has highest. In literacy, gender gap is highest in Banaskantha (32.07%) and lowest in district Navsari (14.16%). Compared to 1991, highest increase in Female literacy rate (13.30%) is found in district Panchmahal and lowest (2.54%) in district Gandhinagar.

Considering literacy at block level, block Dhanpur in district Dohad has the lowest Female literacy rate (19.82%) and block Vadodara of district Vadodara is at the top (78.65%). While looking at Rural Female Literacy rate block Chhota-Udepur in district Vadodara is at the last position (14.93%) and block Jalalpor of Navsari district is at the top (76.09%). In Gender gap of literacy rate, block Jajalpor has the least (10.90%) and block Tharad in Banaskantha district has the highest (37.73%). In Rural

areas, again block Jalalpor has the least (9.57%) and block Balasinor of Kheda district is on the top (38.70%).

On the population side, 0-6 years population varies from 10.27% to 22.51% of total population. Here the least is in urban area of block Chikhli in Navsari district and the most is in rural area of block Dohad in Dohad district.

Thus, as per the statistics of census 2001, the 22.52% increase in total population has been far greater than the 7.85% increase in Literacy in Gujarat. It implies that population explosion has been too large, too fast and too wide for the state to provide education coverage.

1.9 Trends in literacy and education of tribal blocks of Gujarat:

According to census 2001 the literacy rate of schedule tribe in Gujarat is 47.7% almost same as national level, for male 59.2% and female 36%.

Highest and lowest among tribal blocks:

Literacy Rate: Valsad block of Valsad is highest with 83% and block Chhota Udaipur block of Vadodara is lowest with 31% Literacy Rate among the Tribal blocks.

Percentage % of ST Enrolment in Total Enrolment: Dediapada block of Narmada is highest with 98% & Morva Hadaf block of Panchmahal is lowest with 39% of Enrolment to be ST children. For Enrolment in Government Schools, block Uchhal of Surat, Dediapada of Narmada & Fetehpura of Dahod are highest with 98% and Morva Hadaf & Ghoghamba of Panchmahal are lowest with 40% of ST children in total enrolment.

Gross enrolment ratio (GER): GER for Pardi block of Valsad is highest 102.02 and Chhota Udaipur block of Vadodara is lowest 71.24.

Net enrolment ratio (NER): NER for Bhiloda block of Sabarkantha is highest 99.50 and Ghoghamba block of Panchmahal is lowest 70.16

1.10 Concerns for Tribal girls education in Gujarat:

Major issues:

Major issues of girls' education were identified as priorities for household works, migration and engagement in agricultural activities, lack of awareness and ignorance, Sibling care, distant schools and social insecurity, consumption of liquor, collection of minor forest products.

1.11 Strategies of government of Gujarat in primary education:

Since independence, the central and state governments have been expanding the provision of primary formal and non-formal education to realize the goal of universal Elementary Education (UEE). The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving primary education.

With a view to cushioning the impact of rising costs of textbooks and exercise books, the government has exempted writing and printing paper supplied to all State Text Book Corporations from excise duty. It is expected that this would make school textbooks more affordable for students from weaker sections of society.

Removal of systemic deficiencies in the implementation of UEE and forging ahead necessitates the creation of informed public opinion and a facilitative environment akin to that of the Total Literacy Campaign. This has to be achieved through effective and sustained advocacy, massive community mobilization and consciousness building. With this perspective, a national program of media publicity and advocacy has been planned. The program will target: i) teachers and all those involved in education of children; ii) students and parents of students, particularly non-literate parents; and iii) community opinion leaders.

The Kasturba Gandhi Shiksha Yojana, a programme to establish residential schools for girls in all the districts, which have a particularly low female literacy rate, has been announced. A sum of Rs. 2500 million has been provided in this year budget. The central government has also decided to grant financial incentives and scholarships for the girl child born in families living below the poverty line.

Several central and state level initiatives have been in operation from the early 1980s. While the design of these projects vary substantially, all of them address the objectives and strategies of the National Policy on Education 1986. They pay special attention to increasing girls enrolment, improving educational outcomes, strengthening community involvement, improving teaching and learning materials and providing in-service teacher training. The joint central and state's initiatives as discussed earlier were operation black board, Decentralization of programme funds and implementation of programme, National Program of Nutritional Support to Primary Education (School Meal Program), District Primary Education Program and Sarva Shiksha Abhiyan (SSA)

1.12 Girls education in Dohad district of Gujarat state:

It is tribal district of Gujarat. It had the literacy rate according to 1991 census, total literacy 35.84%, male literacy 49.74% and female literacy 31.70%. In DPEP a special consideration was given to tribal districts with lower female literacy than national level. Dohad being tribal district was taken up as one of the district under DPEP. DPEP started in tribal district of Gujarat in 1996-97 covering three districts Banaskantha, Panchmahals later in 2000 divided in to two districts panchmahals and Dohad, and Dangs. SSA started from the 20003 in all the districts. It aimed to achieve the long cherished goal of UEE and EFA through district planning with emphasis on participatory processes; empowerment of local communities and weaker section of the society.

DPEP- Panchmahals has specifically focused on addressing the gender disparities in primary education. Major interventions were taken up for mobilization, ST (tribal education) and girls education. Many strategic approaches were taken up to reach the goal of UEE. Amongst these approaches one of the approaches was adopted in Panchmahals district for girls education it was strategy for the lowest girls literacy area, is called gender focus area. Considering the major issues of girl's low literacy such as sibling care, household work, lack of parent awareness. A focus area approach started in Panchmahals to encourage girl's education with approach of: community mobilization, pedagogical improvements, Panchayat members training and linkages of pre primary and primary education.

- Under Sarva Shiksha Abhiyan to encourage girls education the initiatives taken up are NPEGEL program, residential hostel facility, KGBV and the incentive schemes Free textbooks to all girls up to class VIII, Separate toilets for girls, Back to school camps for out-of-school girls, Bridge courses for older girls, Recruitment of 50% women teachers, Early childhood care and Education centres in/near schools/convergence with, ICDS programs etc
- Teachers' sensitisation programs to promote equitable learning opportunities, Gender-sensitive teaching-learning materials including textbooks, Intensive community mobilization efforts, Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.

Table 2: Female literacy of Dohad district

Year	Female literacy in Gujarat %	Female literacy in Dohad district %	Female literacy in Limkheda block %
1991	48.64	21.79	17.34
2001	58.60	31.70	31.40

(Source: Provisional Census 2001)

In Gujarat in Dohad district to encourage primary education since 1997 several interventions are given and particularly for girl's education. The lowest female literacy rate of Dohad district and limkheda block compared to national female literacy rate according to census in 1991 raised by 10% in 2001 female literacy of limkheda block raised by 14.06% in 2001 but it is still lowest compared to state and national level. This motivates to study the dynamics of social, school and classroom environment.

This study focuses specifically on the gender perspective of tribal communities (Bhil, Nayak and Rathvas). It attempts to understand how education policies, Institutional structures and practices affect the schooling of tribal children with gender perspective. The study is within the context of social environment and classroom culture and processes.

In this reference - **A study of the effect of interventions in primary education with gender perspective in Limkheda block of Dohad District of Gujarat state** is done.