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An Overview of Educational Disparity among Scheduled Tribe Population: A Case Study of Banswara District, Rajasthan



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ABSTRACT

Education is very basic and fundamental to human life, and it impacts differently to different sections of people creating disparities among people and places (Desai, 1993). The Scheduled Tribe population represents one of the most economically impoverished and educationally marginalised groups in India. This constitutes 8.6 percent of the total population of the country (Census of India, 2011). Tribal communities in India not only lag behind from general population but also from the SCs in literacy and quality of education. An inter-state, intra-state disparities, gender gap in tribal education can be widely seen. Therefore, an insight of demographic, economic and educational profile of STs need an in-depth enquiry to find out their problems and to make an appropriate strategy for further development. The existing pattern of literacy depicts that the proportion of literates among the scheduled and non-scheduled population has been increasing over the last three decades. In fact, the literacy gaps between scheduled population and non-scheduled population and have declined from 1991 to 2001 but yet the literacy rates of the scheduled population (STs and SCs) still lag far behind that of the non-scheduled population. The areas with high tribal population shows high degree of disparity then the area of low tribal population. Besides, the areas with relatively high degree of urbanization, more diversified economy, greater agricultural prosperity, efficient administration and high proportion of non-agricultural workers show lower male-female disparity and rural-urban gap in literacy level both among the scheduled and non-scheduled population.

Key Words Disparity, Dropout, Gender parity, Literacy Rate, Out of School

Introduction

Education is considered to be the hallmark of modern Society. It is one of the prime indicators for socio-economic development. Education of people is deeply embedded in and to a large extent conditioned by factors rooted in prevalent socio-cultural and economic milieu. Education is viewed as sub-system of larger social

and economic system (Raza, 1990). In this context, developing countries like India view literacy and education as necessary and basic ingredients of economic and social developmental planning (Sharma; Retherford, 1987). The diffusion of literacy in India has neither been uniform in its spatial spread nor in its social coverage. The



prevalence of low literacy level and its slow growth in India is primarily due to poor level of economic conditions of STs, SCs and other backward sections of Indian population (Nayak; Syiem, 2002). Tribal communities in Indian not only lag behind from general population but also from the SCs in literacy and quality of education. In inter-state as well as intra-state disparities, gender gap in tribal education can be widely seen. Therefore, the socio-economic conditions of these primitive sections need an in-depth enquiry to find out their problems and to make an appropriate strategy for further development.

Before highlighting the problems of the tribes, several dimensions of social and cultural change in tribal society can be understood in the light of literacy and their education attainment level. In this background, the present chapter provides a brief outline of demographic, economic and educational profile of district in general and tribal communities in particular. The present paper also aims to analyse the progress, spatial variation, rural-urban differential, gender disparity, tribal and non-tribal variation in literacy and educational attainment among tribal communities.

Objective

The main objective of the study is to examine the intra district disparity and analysing the regional discrepancies in the level of educational development in the district.

◆ To analysis the spatial pattern of literacy among the schedule tribe and other social groups and measure change over time.

◆ To analysis Tribal – non Tribal disparity in literacy, Male-female Disparity in district.

Data Base

To reach the objectives of the study, data from primary as well as secondary sources have been used. The secondary source of data includes-

◆ Town and Village Directory, Primary Census Abstract, 2011, office of the Registrar General and Census Commissioner, Ministry of Home

Affairs, Government of India.

Tools and Techniques for Data analysis.

◆ **Sopher’s Index of Disparity** has been used to measure the level educational disparity between tribal–non-tribal, rural-urban etc.

◆ **Gender Parity Index:** has been calculated to measure the gender differentials

Status of Tribal Education in India

Scheduled tribes are geographically, socially isolated and economically backward communities in India. They constitute 10.4 percent of the total rural population and 15 percent of country geographical area (Census of India, 2011). There are 75 vulnerable tribal groups (PVTGs) in India which are concentrated in two distinct geographical areas i.e- Central India and North East India. About 83.6 percent of tribal population is concentrated in central Indian states i.e, Madhya Pradesh (21 percent), Chhattisgarh (30.6%), Jharkhand (26.2 percent), and Rajasthan (13.5 percent). Whereas, Northeast India includes Assam, Meghalaya, Nagaland, Tripura, Mizoram, Bihar, Manipur, Arunachal Pradesh, account 15.3 percent of the total Scheduled Tribe population of the country (Census of India, 2011) (Appendix I, Table No. 1).

Table No 1- Growth of Literacy among Social Groups in India

YEARS	ALL SOCIAL GROUPS			SC			ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1961	40.4	15.35	28.3	16.96	3.29	10.27	13.83	3.16	8.53
1971	45.96	21.97	34.45	22.36	6.44	14.67	17.63	4.85	11.30
1981	56.38	56.38	43.57	31.12	10.93	21.38	24.52	8.04	16.35
1991	64.13	64.13	52.21	49.91	23.76	37.41	40.65	18.19	29.60
2001	75.26	75.26	64.84	66.64	41.9	54.69	59.17	34.76	47.10
2011	80.89	80.89	72.99	75.17	56.46	66.07	68.53	49.35	58.96

Source- Census of India, 1961-2011.

Scheduled tribe occupy the lowest position in terms of the educational attainment and achievement level. Although the spread of education in the country has been quite fast during the past five decades, the process in respect of SC and STs has not been proportionate. The literacy level among tribal has improved but not to a satisfactory standard. In 1961, the literacy rate among the Scheduled Tribes was only 8.53 percent as against 10.27 percent for the Scheduled Castes and 28.3 percent for the general population, which increased to 47.10 percent in 2001 and finally reached 58.9 percent in 2011 (Table No. 1). The literacy gap between tribal and non-tribal population has not declined significantly over the years. In fact, the gap has increased from 19.77 percentage point in 1971 to 22.61 percentage point in 1991, falling thereafter and reached 14.03 percentage point in 2011.

The gender gap in literacy among the scheduled tribes has been continuously increasing from 10.67 percentage point in 1961 to 24.41 percentage point in 2001, then slightly decreased to 19.18 percentage point in 2011. Whereas for the total population, the gender gap has declined from 21.59 percentage points in 2001 to 16.25 percentage points in 2011 (Table No.1). High incidence of Poverty, socio-cultural norms and backwardness are the major obstacles of low literacy status among tribal women (Mitra and Singh, 2014). The literacy rate of STs by rural and urban areas indicates that the tribal literacy in the urban area has risen by around 2.7 times compared to around 5.3% times in rural areas from 1971 to 2011 (Census of India). This signifies educational development of STs is quite uneven in the country. The Regional disparities, inter-state as well as intra-state and the gender gap in educational attainment can be widely seen among the STs across the country.

Examining the educational status of scheduled tribe indicates that the Gross enrolment rate (GER) for STs in the elementary stage has improved considerably from 69.6 percent in 1980

to 103.3 percent in 2016. The most remarkable improvement in enrolment rate has been seen among ST girls from 51.1 percent in 1980 to 103.1 percent in 2015-2016 (MHRD, 2018). But the drop-out rate among the ST population continues to be high as compared to the other social groups. At the primary level, average annual dropout for ST has recorded 6.93 percent as compared to 4.13 percent for the other social groups. Similarly, at the elementary level, a high (24.68 percent) annual dropout rate has been recorded for STs as compared to 17.06 percent for the other social groups (MHRD, 2018). The Gender parity at the primary level among the scheduled tribe is recorded 0.98 as compared to 1.03 for all social groups (MHRD, 2018). Thus, this indicates that, despite the steady growth in literacy, the tribal community in India is lagging behind in terms of level and quality of education as compared to other social groups.

Status of Tribal Education in Rajasthan

The landlocked state of Rajasthan is the largest state in the country with an area of more than 342 thousand square kilometres. About one-third of its area is covered by desert and Aravalli range of hills and hillocks run across the state, making it a part of both the arid zone and a tribal belt. According to census data 2011, around 92.38 lakhs or 13.48 percent of Rajasthan population is tribal and is spread over the south-eastern part of the state. Meenas and Bhils account 93 percent of the tribal population of the state. In comparison to other western states, proportion of tribal population is high in Rajasthan, but the education status is comparatively low.

Rajasthan constitutes 5.66 percent of the total population of India. According to census 2011, Rajasthan recorded the 33rd worst literacy rate across India. Despite high decadal growth rate (21.44 percent), the challenge of education for all is still a matter of serious concern, especially for women, scheduled castes and scheduled tribes population. Tribal literacy in the state has recorded

only 52.8 percent as compared to the national average of 58.96 percent. About 67 percent of tribal male and only 37 percent of the female are literate in Rajasthan as compared to 69.7 percent for the male and 55.97 percent for the female at the national level (Table No. 2). So far as the level of education is concerned, slightly more than half (50.8 percent) of tribal literate persons are either without any educational level or have attained below the primary level of education. Around 24.2 percent of tribal population in the state are educated up to the primary level and only 2.5 percent have qualification graduate or above (Census of India, 2011).

Table No 2: Some of the Key Indicators of Rajasthan and India

Indicators		Rajasthan	India
Total Population (In Crore)		6.86	121.01
Decadal Growth (%)		21.44	17.64
Proportion of Schedule Tribe population to total Population (%)		13.2	8.62
Total Literacy Rate	Male	80.51	82.1
	Female	52.66	65.56
	Total	67.0	74.04
ST Literacy Rate	Male	67.6	69.7
	Female	37.27	55.97
	Total	52.80	58.96
ST Gross Enrolment Rate (Primary)	Male	105.81	107.8
	Female	99.97	105.7
	Total	103.07	106.7
ST Gender Parity Index (at primary level)		0.94	0.98
ST Average Annual Dropout Rate (%)		10.04	7.98
Number of Institutes (Primary)		42577	840546

Source- Census of India, 2011, Educational Statistics at Glance, Department of school education and literacy, Ministry of Human Resource Development (MHRD), Government of India, 2018

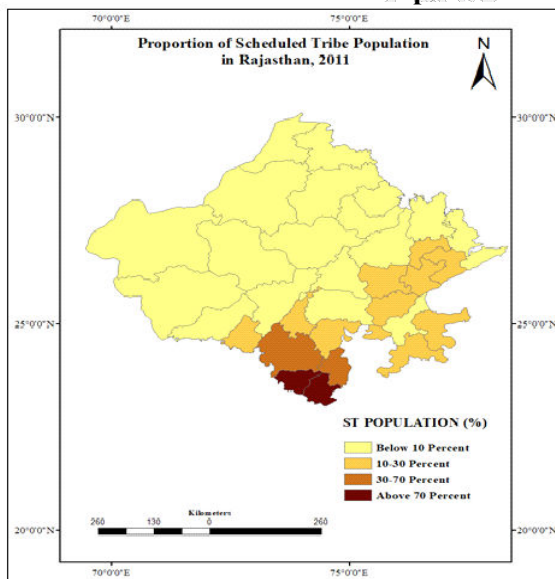
Despite substantial improvement in educational infrastructure in the last few decades, the rural-urban and gender disparities in education are vividly captured in all the districts of the state. Rajasthan recorded bottom 5th position in learning outcome (ASER, 2018), only 17.3 percent of children at the primary level in both government and private schools can do basic mathematics such as subtraction and addition compare to 28.1 percent at the national level. Further, the state recorded fourth highest position in out-of-school girls in the country, around 20.1 percent of girls in the age group of 5-16 years were out of schools against the national average of 13.5 percent of girls (ASER, 2018). Thus, this persistence of illiteracy, especially among women, low enrolment, early dropouts and low achievement level at the primary level clearly depicts the educational backwardness and deficiency in the quality of education in the state

Scheduled Tribes Population in Rajasthan

The Rajasthan is the largest state of the Republic of India occupying 10.4 percent of country geographical area. Rajasthan consists of 5.66 percent of country’s total population (Census of India, 2011). According to census data 2011, around 92.38 lakhs (13.48 percent) of Rajasthan’s total population is tribal and is spread over several districts. Banswara (76 percent) and Dungarpur (70.9 percent) are the main tribal districts besides Pratapgarh (63.4 percent), Udaipur (48.7 percent), Sirohi (28.22 percent), Baran (22.64 percent) and Chittorgarh (13.05 percent) (Map no-3.1). All these districts are situated in southern and south-eastern part of the state, which is mainly situated in foothills of Vindhya and Aravali mountain Ranges. The proportion of schedule tribe population in western and central Rajasthan is below 10 percent.

Majority of population of scheduled tribe live in rural area. Around 94.6 percent of tribal population reside in rural areas and Scheduled Areas of Rajasthan consisting of eight districts

and 5697 villages of south eastern part of the state, having more than 50 percent tribal population of the total population (The President of India order: Government of India, 114 Dated 12th February, 1981) also comprising Banswara, Dungarpur Chittorgarh (in Pratapgarh Tehsil) and Sirohi (in Abu Road Tehsil) districts (Gazette of Rajasthan, 2018). Out of 12 tribal groups in Rajasthan, Mina is the most populous tribe constituting 57.5 percent of total ST population, followed by Bhils (44.38 percent), and these two tribal groups together account 91 percent of the total tribal population in the state (Census of India, 2011). Other tribal groups are Garasia, Damor, Dhanka and Saharia jointly constitute 6.6 percent and Bhil, Mina, Naikda, Kathodi, Patelia, Koknaand Koli Dhor along with the generic tribes constitute the residual 0.3 percent of the total tribal population in Rajasthan. Koli Dhor is the smallest tribe with population of 100 persons. The Sehariaya is the only Primitive Vulnerable Tribe (PVT) found in Rajasthan. Each of these tribes has its unique customs and rituals, thereby making the culture of Rajasthan quite enriched. Due to their distinct culture, styles and structure of houses, festivals, clothes and attires, Rajasthan has been land of great diversity. (Table no.1) **Map No-1**



Source: Census of India, 2011

Banswara: Administrative Setup

The district of Banswara is situated in the southernmost part of Rajasthan, covering an area of 4522 Square Kilometre (Census of India, 2011). The Banswara is bounded on the north by the Udaipur district, on the Northeast by the Pratapgarh District, on the North West side by the Dungarpur district. The district shares border with the states of Madhya Pradesh on the southeast and Gujarat on South- west side (Map no 1). The Banswara district is one of the six districts coming under the Udaipur Division in Rajasthan.

For Administrative and Development Purposes, the district of Banswara is divided into 5 sub-districts or Tehsils namely Ghatol, Garhi, Banswara, Bagidora and Kushalgarh. Each of the sub-divisions is headed by a Sub-divisional Officer (SDOs)/Magistrates, who is responsible for implementation of law and order. There are five Tehsil headquarters in Banswara District and each one is headed by Tehsildar as an administrative officer who is responsible for maintaining the revenue matters in his/her respective tehsil.

Table No 3

Administrative Setup in Banswara

S. no	Tehsils	Panchayat Samiti	No. of Gram Panchayat	No. of Villages	Census Towns
1	Ghatol	Ghatol	53	239	
2	Garhi	Garhi	53	208	Garhi (CT), Partapur (CT)
3	Banswara	Banswara	54	245	
		Chhoti Sarvan	18	111	-
4	Bagidora	Anandpuri	26	136	-
		Bagidora	41	172	-
5	Kushalgarh	Kushalgarh	26	213	-
		Sajjangarh	29	189	-
6	Total		300	1513	2 Census Towns

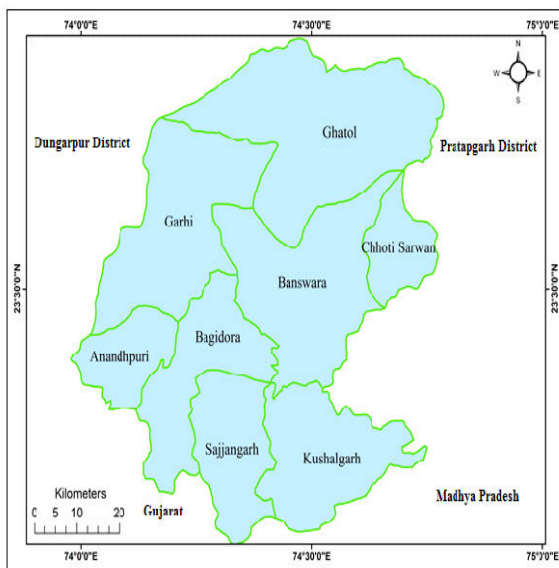
Source- District Census Handbook, Series 09, XII-B, Banswara 2011.



For implementation of rural development projects under Panchayati Raj System, the district is divided into 8 Panchayat Samities called blocks. Each block is headed by Block Development Officer (BDO). The district consist of 1513 villages and two statutory Town i.e Banswara (M) and Kushalgarh (M) and two Cenusus Town i.e. Garhi and Paratpur (Table no 3). Out of all sub districts, Kushalgarh tehsil has the highest number of villages (402) whereas Garhi tehsil has the lowest number of villages (208) (Table no 3). Out of total villages in the district, 1485 villages are currently inhabited and 28 villages are uninhabited. About 104 new villages and 1 census Town have been added in the census 2011 (District Census Handbook, 2011)

Map No-2

Administrative Division: Banswara



Source: Census District Handbook, Banswara,2011

Literacy and Educational Profile

Literacy is a key indicator for socio-economic development of a region. The concept of literacy varies from country to country depending on the minimum levels of reading and writing skills. In India, the definition and method of assessment of ‘literacy’ varies across various

sources, such as the Census of India, the National Literacy Mission (NLM), the National Sample Survey Organization (NSSO) and the National Family Health Survey (NFHS). However, the definition provided by census is widely accepted and frequently quoted the estimation of literacy in country. According to the definition of the census, ‘a person, who can read and write with understanding in any language, is considered to be ‘literate’, though a person may or may not have received any formal education.

During the time of independence, Banswara was considered to be one of the most socially and economically under developed areas of the country. However, over the years, the district has made remarkable progress in literacy status from meager 8 percent in 1951 to 26 percent in 1991 and finally reached 56.33 percent in 2011 .A significant difference in literacy has been observed in rural and urban areas. The literacy rate in the rural Banswara has recorded 53.96 percent, which is comparatively lower than urban area (i.e. 85.20 percent). The gap between male and female literacy rates has been observed 26.42 percent point in the 2011 census. Fairly high literacy rate of 91 percent for male and 79.26 percent for females has been recorded in urban areas as compare to 67.7 percent for males and 40 percent for females in rural areas respectively (census of India, 2011). Among the towns of Banswara district, the highest literacy rate (86.27 percent) has been attained by Kushalgarh (Municipality) and the lowest by Garhi (Census Town) (census of India, 2011).

At the block level, the literacy rate varies from the highest in Garhi and the lowest in Kushalgarh from the decades 1991 to 2011. The literacy rate in Garhi was 34 percent in 1991, followed by Banswara (33 percent), which finally reached to 63.81percent and 61 percent in 2011. Kushalgarh occupied the lowest position in comparison to other blocks in terms of literacy from 17 percent literacy rate in 1991 to 47.33 percent in 2011. Among males, the highest literacy

rate 76.38 percent has been registered by the Garhi block and the lowest by Kushalgarh (54.14 percent) in 2011. A remarkable improvement can be seen in literacy among female population particularly in tribal dominant blocks of the Ghatol and Kushalgarh. In the Kushalgarh block, it increased from 0.59 percent in 1991 to 35 percent in 2011, whereas in the Ghatol block, it went up from 6.65 percent in 1991 to 38.2 percent in 2011

Scheduled Tribe Literacy Rate (1991-2011)

Level of literacy is undoubtedly one of the most important indicators of social and cultural development among tribal communities. Change in socio-cultural dimension in a tribal society can be understood in the light of level of literacy and education. The figure no 3.5 is showing the trend of tribal literacy from 1991-2011, which indicates that tribal population in the district have recently been exposed to literacy. The literacy rate of the STs population in Banswara was only 14.15 percent in 1991, which increased to 31.3 percent in 2001 and finally reached 44.7 percent in 2011 (Fig no 3.5). The most remarkable change has been observed in female literacy status from 3.25 percent in 1991 to 36.16 percent in 2011

The spatial variation of literacy among the STs population in the district has become clear, when it is considered separately for rural and urban areas. As elsewhere in the country and among different population groups, the significantly high literacy rate among the tribal population are found in the urban areas as compared to the rural counterparts which has kept the rural-urban differential quite high. In the decade 2011, the urban literacy rate among the STs population of the district stands at 61.96 percent as compared to the rural literacy rate of 44.5 percent. The corresponding figures were 41.83 percent and 13.87 percent for 1991 and 53.91 percent and 30.93 percent for 2001 census (Fig no 3). Thus, it clearly reveals that the rural-urban disparity in the district has been declining from 0.63 percent in 1991 to 0.32 percent in 2011. Prevalence of decline

in rural-urban differences in literacy among tribal population in the district could be the result of the availability of educational institutions and facilities accompanied by educational consciousness among the rural residents.

Educational Level

Educational level not only provides information about literacy of population but also their completion level of schooling. Examination the level of education among different tribal groups in Banswara indicated that around 40 percent of literate population in the district are either without any educational level or have attended below the primary level of education. About 31 percent of tribal literate population in the district has qualification upto the primary level and 6 percent upto the secondary level. Only 2.4 percent of tribal literates have qualification upto the graduation level or above which is comparatively very low than the average of the state (5 percent). Within the tribal groups of Banswara, the highest percentage of literates who have qualification above the graduate level is recorded in Danka tribe (22.2 percent) followed by Mina (10.6 percent), and Bhil Meena (7.1 percent). Bhils constitute significant proportion of the total of the district (98 percent) and they are the most backward tribe comprising only 2.4 percent of literates with academic qualification above the graduation level and 8 percent of literates with technical and non-technical Diploma .

Table No 4 Please See on Next Page

Spatial Pattern of Tribal Literacy

Coverage area of literacy is an significant parameter for socio-cultural and economic development in tribal societies. It is not only a primary agent for an inclusive growth but also an important avenue for transformation of tribal communities. An analysis of tribal literacy status in the district depicts that after sixty years of independence, Banswara district is still lagging behind many other districts in the country as far

Table No 4
Educational Level among Tribal Groups in Banswara, 2011

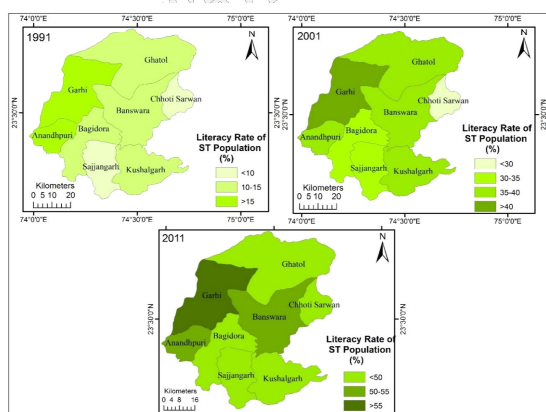
Tribal Groups	Literate without education level (%)	Below primary (%)	Educational Level					
			Primary (%)	Middle (%)	Matric Secondary (%)	Higher Secondary / Intermediate (%)	Technical and Non-Technical diploma (%)	Graduate and above (%)
Bhil	6	32	31	11	6	3	8	2.4
Bhil Mina	4	24	35	17	9	2	2	7.1
Damor, Damaria	6	28	29	21	7	5	0	3.1
Dhanka	0	22	11	33	11	0	0	22.2
Garasia (excluding Rajput Garasia)	5	33	31	17	6	4	0	2.5
Mina	4	22	25	20	9	9	1	10.6
Total Banswara	6	32	31	14	6	3	5	2.4
Total Rajasthan	5	28	30	17	8	8	0.1	5

Source: Computed from Census of India, 2011, Rajasthan, Special tables and Notes on Scheduled Tribe, Banswara, Series VIII,

as tribal education is concerned. The tribal Literacy in Banswara has always below the national average since independence. However, some improvement has been observed in tribal literacy particularly in female literacy but not a significant improvement as comparison to other social groups.

The above map has shown that the literacy rate of the STs population in Banswara indicating that the tribal literacy in district has improved from 14.15 percent in 1991 to 44.7 percent in 2011, but with huge regional variations. Examination of Block level data shows that the Anadhpuri block in the Bagidora tehsil was the most literate block with literacy rate of 18.68 percent in 1991, followed by Garhi (17.70 percent), Bagidora (14.62 percent). However, in decades 2001 and 2011, Garhi emerged as the most literate block in the district with literacy rate of 56.55 percent in 2011 as compared to 43.51 percent in 2001, followed by Banswara and Anadhpuri with literacy rates of 52.94 percent and 52.89 percent respectively in 2011 and 39.88 percent and 39.26 percent in 2001. The Sajjangarh block in the Kushalgarh tehsil was the least literate block in the district with the literacy rate of 1.32 percent in 1991, followed by Chhoti Sarwan (9.86 percent) and Kushalgarh (10.52 percent). In 2001 and 2011, the lowest tribal literacy rate has been observed

Map No: 3
Scheduled Tribe Literacy Rate, 1991-2011



Source: Primary Census Abstract, Banswara, 1991-2011

International Level Double Blind Peer Reviewed, Refereed, Indexed Research Journal, ISSN(Print)-0975-3486, E-ISSN-2320-5482, RNI-RAJBIL-2009/30097, Impact Factor-6.376(SJIF), March-2022, Vol-I, Issue-03 in kushalgarh with the literacy rate of 35.77 percent in 2001 and 41.11 percent in 2011 (Table no 3). The rugged and hilly terrain, remoteness and lack of connectivity, and educational institutions could be the reason of low literacy level in these blocks.

Table No: 5
Block wise Scheduled Tribe Literacy Rate, 1991-2011

Years	1991			2001			2011		
Blocks	Person	Male	Female	Person	Male	Female	Person	Male	female
Ghatol	13.96	25.77	2.17	35.2	53.41	17.13	49.71	65.26	34.35
Chhoti Sarwan	9.86	17.6	1.82	26.87	40.68	12.54	45.16	58.1	31.78
Garhi	17.7	30.71	4.43	43.57	69.87	24.47	56.55	70.2	42.99
Banswara	13.28	24.1	2.5	39.88	59.04	20.58	52.89	68.99	36.93
Bagidora	14.62	25.49	3.45	33.58	50.39	16.6	49.7	62.9	36.37
Anandhpuri	18.68	31.86	4.87	39.26	55.02	22.86	52.94	65.71	39.97
kushalgarh	10.52	18.05	2.72	35.77	52.16	18.78	41.11	52.95	29.3
Sajjangarh	1.32	22.55	3.41	30.43	44.94	15.73	47.74	60.67	34.7
Total	14.15	24.8	3.25	31.18	52.33	18.88	44.7	63.81	36.16

Source: Computed from Primary Census Abstract, Banswara, 1991-2011

Although, the tribal Literacy status has shown highly progressive results over the years. But, gender differences are still very high in the district. The female literacy rate in 1991 was recorded only 3.25 percent, which increased to 36.16 percent in 2011. Similarly, the male literacy has increased from 24.80 percent in 1991 to 63.81 percent in 2011. This incremental growth of literacy could be the result of expansion of educational facilities, particularly in rural areas under the provision of various central government sponsored schemes and the National literacy mission such as Sarva Shiksha Abhiyan. Examination of the block level literacy status for male and female suggests that the highest male and female tribal literacy in the district has been observed in the Garhi block having 42.99 percent for females and 70.20 percent for males in 2011 and registered the gender gap of 27.21 percent followed by Banswara (i.e. 36.93 percent for females and 68.99 percent for males), which recorded the highest gender gap of 32.06 percent

in the district. The Khushalgarh block remained at the lowest position in terms of tribal literacy for both males and females having 29.30 percent for females and 52.93 percent for males registering the lowest gender gap of 23.65 percent in the district. Although the overall gender gap in tribal literacy has narrowed down from 33.44 percent in 2001 to 27.64 percent in 2011 in the district, a significant gender inequality still exists in district, when it comes to access to education.

Disparity in Tribal Literacy

Disparities in tribal literacy can be examined by looking into the socio-economic structure of the region. Spread of literacy in India is not uniform among all section and class of people for instance, male-female, tribal and non-tribal or rural-urban etc. Situation is no different in the Banswara district of Rajasthan. STs in the Banswara district were exposed to the modern education after the arrival of the Christian missionaries towards the end of the nineteenth



century. Efforts of social workers particularly Jagnath kansara, Chimanlal Malot and Hari Dev joshi, and voluntary social organizations such as Zelia Seva Sangh, Gandhi Ashram, Bhil Seva Mandal also helped them in the field of modern education (Shyamal, 1987). On the one hand, their efforts towards the tribal education, by establishing the primary and middle schools in rural areas, had gradually begun to change their unwillingness to the education in the district

A) Male-female Disparity

The most pronounced differentiation in educational opportunity in Indian society is 'sex' (Gore, 2004). This is because the Indian society is mainly characterized by male chauvinism, where females are not only degraded but also deprived of the right to study (Romatara, 1988). In fact, both, the scheduled as well as the non-scheduled population in India, have witnessed wide range of gender disparity in terms of literacy rate. However, tribal literacy rates in the district have shown highly progressive results over the years, but gender differences are still prominent. Table No-3.8 has shown the gender disparity among STs population, which explains that male-female disparity in literacy has been declining from 0.992 in 1991 to 0.493 in 2011.

Table No: 6
Tribal Male- female Disparity level
(1991-2011)

Blocks	1991	2001	2011
Ghatol	1.194	0.744	0.555
Chhoti sarwan	1.062	0.680	0.474
Garhi	0.980	0.855	0.495
Banswara	1.093	0.745	0.580
Bagidora	0.981	0.708	0.472
Anandhpur i	0.960	0.616	0.459
Kushalgarh	0.897	0.673	0.434
Sajjangarh	0.917	0.641	0.463
Total	0.992	0.673	0.493

Source: Computed from Primary Census Abstract, Banswara, 1991-2011

At the block level, the lowest gender disparity in the district has been observed in tribal populated blocks such Khusalgarh and Sajjangarh. Khushalgarh is only the block in the district, which registered the lowest gender disparity in literacy rate i.e. 0.897 in 1991 to 0.434 in 2011, followed by Sajjangarh (0.917 in 1991 to 0.463 in 2011). In 2001 the Aanandpuri block (0.616) was included in this category. The role of the Christian missionaries in imparting free education in these areas along with state sponsored schemes such as the Adivasi Mahila Sashaktikaran Yojana (AMSY), and the Beti Baccho Betti padao might have played a significant role in encouraging education among the scheduled population. High level of gender disparity in literacy was recorded in Ghatol (1.194), followed by Banswara (1.093), Chhoti Sarwan (1.062) in the year 1991. During 2001, Garhi (0.855) were added to this group. While in 2011, Banswara (0.580) recorded high gender disparity, followed by Ghatol (0.555), Garhi (0.495). The high disparity in these blocks seems to be the outcome of male outmigration for employment and engagement of female in traditional works like daily household activities, looking after their children and other family members etc. from very early ages which do not require any sort of formal education. Thus, it has been evident that the gender differentiation in access to education is comparatively lower in tribal communities in comparison to non- tribal communities.

B) Tribal - Non Tribal Disparity

The Tribal population is economically impoverished and marginalized groups in India. Their distinct culture, religious belief, nature and remoteness of habitation, dialect, lack of social adjustment, and economic- cultural backwardness all together form the major obstacles in the process of education. As a result, despite several Government programs for their educational upliftment, the tribal population remains far behind the non-reserved groups as well as the Scheduled

Caste population in terms of literacy and quality of education. The Banswara district of Rajasthan also shows the acute disparity in literacy status between tribal and non-tribal population.

Examination of the regional disparities between tribal and non-tribal population in the district suggested that the disparity level has continuously been declining since the last three decades. In the decade 1991, the district was recorded the disparity of 0.904, which comes down to 0.486 in 2011 (Table no 3.9). At the block level, the highest disparity has been observed in those blocks which are predominately rural and the proportion of STs population to the total population is highest *i.e* Sajjangarh and Kushalgarh. Sajjangarh is only the block in the district, which registered the highest disparity that is 1.879 in 1991 to 0.383 in 2011, followed by Kushalgarh (0.871 in 1991 and 0.388 in 2011). Although, the disparity level in these blocks has shown declining trend, but there still exists a significant gap between tribal and non-tribal population due to inadequate educational infrastructure, particularly in rural areas, low level of urbanization, primarily traditional agricultural economy and high concentration of socio economically backward sections of the society.

Table No: 7
Disparity between Tribal and Non-Tribal (1991-2011)

Blocks	1991	2001	2011
Ghatol	0.318	0.392	0.355
Chhoti sarwan	0.594	0.199	0.348
Garhi	0.701	0.367	0.326
Banswara	0.799	0.380	0.346
Bagidora	0.404	0.522	0.438
Anandhpuri	0.686	0.212	0.327
kushalgarh	0.871	0.345	0.388
Sajjangarh	1.879	0.594	0.383
Total	0.904	0.543	0.486

Source: Computed from Primary Census Abstract, Banswara, 1991-2011

In comparison to other blocks, low level of disparity in the district has been recorded in Anandpuri since the last two decade *i.e.* 0.212 in 2001 to 0.327 in 2011. In 1991 Ghatol (0.318) and Bagidora (0.404) recorded the lowest disparity level. Chhoti Sarwan (0.199), and Anandpuri (0.212) were added to this category in 2001 and Garhi in 2011. All these blocks are predominately rural (90 percent) in character and constitute 80 percent of tribal population. Increased educational disparity in these blocks seems to be result of several factors for instances sex-selective out migration of literate population in search of employment, heavy dependency of tribal population in agricultural, and household activities which do not required any formal education. Remarkable decline in disparity in literacy level between tribal and non-tribal population in the Banswara (0.346) and the Garhi (0.326) blocks over the years are the result of higher degree of urbanization, administrative and industrial base.

Conclusion

The present paper provides an insight of demographic, economic and educational profile of STs in the district. The analysis depicts that the district is predominantly rural in character, which has only 10 percent urban area out of its total area. Work participation, as whole, is low, and agriculture is the main occupational activity of the population. The STs of the district are unevenly distributed and has shown an increase in trend over the decades. But, the decadal growth rate in most of the blocks has shown a declining trend. The existing pattern of literacy in the district depicts that the proportion of literates among the scheduled and non-scheduled population has been increasing over the last three decades. In fact, the literacy gaps have declined from 1991 to 2001, yet the literacy rates of the scheduled population still lag far behind that of the non-scheduled population in most of the blocks. It signifies the deplorable conditions of socially backward classes in the district even after six and half decades of

independence. Disparity in term of literacy indicates that the areas with high tribal population shows high degree of disparity then the area of low tribal population. Besides, the study ensures that the areas with relatively high degree of urbanization, more diversified economy, greater agricultural prosperity, efficient administration and high proportion of non-agricultural workers show lower male-female disparity and rural-urban gap in literacy level both among the scheduled and non-scheduled population. Although, the district has represented a positive growth in literacy status over the decades, but difference along with gender and caste hierarchies is still present.

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