

Tribal Education-Implications For Development, Edited by S.N.Chaudhary, 2012, pp. 334, price ₹ 950.

India has large tribal population, constituting around 8 per cent of the total population of the country. There are 573 individual tribal groups with diverse socio-cultural life who are at various levels of social and economic development, with different degrees of exposure to modernity and social change. The literacy rate among tribals is low, but also varies widely among different groups and regions. More importantly, a considerable portion of tribal children continue to be outside the school system.

Education is the most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. In the context of tribal education, finding a balance between preserving tribal cultural identity and mainstreaming for economic prosperity means building education programmes that ensure a tribal child's success in mainstream schools.

Planning for education is very often norm-based. These norms, especially pertaining to distance and population size, do not reflect the local specifics of requirements of tribal areas. This implies that planning for tribal groups need to be seen as a special case, rather than applying the norms applicable for the general population. The national and state governments in India have recognised these special features of tribal groups and they have adopted, at times, approaches and norms which are flexible. Many programmes and schemes have been designed to address the education concerns of the scheduled tribes. Many innovative approaches are also being tested in various states.

This book is a collection of papers presented in a National Seminar on Tribal Education organised by Barkatullah University, Bhopal. The papers try to examine whether the new education system introduced during British and post-British period has contributed to either assimilation, isolation or integration of tribal masses with the mainstream or non-tribal society. There are twenty papers in all, most of which are empirical and field based.

The papers examine variety of issues like the system of traditional education found among tribes; introduction of modern education and its status today; historical roots of lower educational status of tribes in general; status of education among Christian and non-Christian tribes; the state of tribal education at the higher classes; the changing status of tribes with special reference to the tribes of North-East States; policy conflicts in tribal education, in particular and traditional societies in general; the challenges of globalisation; the problem of dropout; tribal female literacy and the related problems in two tribal States of Madhya Pradesh and Maharashtra; functioning of primary and middle schools and the issues of enrolment; teacher absenteeism; quality of teaching and learning; functioning of Mid Day Meal (MDM) as perceived by different stakeholders and other State initiatives; infrastructural facilities in school; attitudinal change in favour of girls' education; state of college education among tribal boys and girls; difficulties experienced by students and parents at different levels of education etc.

Some of the papers identify the causal factors of problems of stakes and access of tribes to education in India and emerging conflicts of identity. One of the papers reviews the education policies of inclusion and pattern of access and linkages between education and economic well-being. One of the papers examines the quality of education for the tribal women as an instrument of socio-economic

and political empowerment and its role in the achievement of a wide range of individual and development goals—from better health to higher incomes and stronger economic potential. It also looks at certain crucial problems such as inadequate admission of girls, dropouts, stagnation, defective curriculum, irregular attendance, lack of study materials, poor nutrition of children and so on. One of the papers examines the issues of tribal education among Particularly Vulnerable Tribal Groups like Sahariya and Baiga.

This book is an attempt to comprehend factors and conditions responsible for the present level of literacy and education, quality of education and implications of education received by cross section of tribes from their human rights, development and empowerment perspective. About tribal education the book has positive note. The increasing literacy rate and positive change in the field of education especially at the primary and middle level is a testimony to such conclusion. It is also an attempt to suggest ways and means to ensure quality education for the tribals.

Providing a comprehensive and analytical review of various issues of tribal education, this book will attract the researchers, planners, policy makers, social workers and social anthropologists interested in tribal issues.

– *Dr. N.V.Madhuri*

Rural Development – Under Decentralised Governance, edited by M. R. Biju, Concept Publishing Company Pvt. Ltd. New Delhi, 2012, Price : ₹ 1200.

The book 'Rural Development – Under Decentralised Governance' is a compilation of 23 articles written by eminent development administrators and academicians. The focus of the book is multi – faceted growth of rural India. The author highlights the Development

Administration, Rural Development policies, programmes, rural institutions, the problems in implementation of RD programmes and provides suggestions for quality implementation of RD Programmes. Initially the Rural Development was identified with agriculture development. As time passed the spectrum of Rural Development was broadened and multi-dimensional approach was initiated to eliminate rural poverty.

According to Rakesh Hooja, an eminent civil servant in India, development administration is synonymous with rural development administration. Numerous rural development programmes are adopted to alleviate poverty, but the development administration in actual practice, remained with the district collectors and the collector continued to play a significant role in development administration.

S. M. Vijayanand, is an Additional Secretary, MoRD, Gol. He is an ardent supporter of decentralised governance and gave an impetus to People's Planning in Kerala. With the implementation of MGNREGA, the PRIs were given legal importance of planning and implementation of the scheme and there is no parallel authority to PRIs in implementation of this programme. He suggests new Anti – Poverty Sub - Plan with MGNREGS as the nucleus to remove rural poverty.

According to Palanithurai, there is a mismatch between the decisions, allocation of resources and the needs of stakeholders due to lack of scientific data. The data collection is an art and science and professionals should be trained to collect data from Gram Panchayat to District level. Every Gram Panchayat should be provided with computer to store the data. This facilitates better policy planning and better management of resources.

Biju points out that in an era of globalisation, the benefits of rural