



# AN ANALYTICAL STUDY ON THE EDUCATIONAL PREVALENCE AMONG THE TRIBES IN THE NILGIRIS DISTRICT

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## Introduction

India is a country with various tribal groups with assorted eco-social, financial, and topographical foundations. As per the 2011 Census, Scheduled Tribes (told by the Government of India under Article 342 of the Indian Constitution) constitute 8.14% of the aggregate populace of the nation, numbering 84.51 million. In the condition of Tamil Nadu, 1% of the aggregate populace is the tribal populace, containing 36 remarkable Scheduled Tribes (ST) whose employments are additionally changed: chasing gathering, moving development, settled agribusiness, contract work and so on are some of them. As per the 2011 Census, the education rate of the Scheduled Tribes of India is just 47.10%. Against the National education rate of 65.8%, this is horrifying. In the State of Tamil Nadu proficiency rate of 54.34%, that of the Scheduled Tribes is a long way behind, at just 64.5%.

## Objectives

1. To find out the issues and challenges of educational upliftment of tribal women in the study area
2. To analyse the severity of issues and challenges of educational upliftment of tribal women in the study area

## Significance of the Study

The general standing of women is stated in terms of their degree of education, work, and income as well as the roles they play in their families, communities, and societies. This also applies to the manner in which women are regarded in indigenous societies. Because they put in a lot of labour and support their entire family, tribal women

are valued more highly than women in other cultures. They live a traditional lifestyle and engage in work related to forestry and natural resources.

At minimal salaries, they are more honest and diligent workers. Tribal women, however, encounter numerous issues and difficulties in obtaining a living that is sustainable. More focus needs to be given to the tribal development strategy, particularly to the empowerment of tribal women. This is possible through the promotion and spread of the need for education to these communities. This shows the significance to study the problems faced by them for getting a proper education.

### Area of study

A study has been conducted on "AN ANALYTICAL STUDY ON THE EDUCATIONAL PREVALENCE AMONG THE TRIBES IN THE NILGIRIS DISTRICT". For this, we have covered visited six taluks where tribal communities are settled within the Nilgiris district and covered 150 samples for the purpose of data collection.

### Results and Discussion

By comprising the data collected from the study area we are going to analyse the issues and challenges faced by the tribal students. For this we are analysing the current education of the respondents in the study area, their attitude towards education, and also the problems faced by them against the upliftment of their education.

### Educational Status of the Respondents

The attitude to children's education is influenced by adult literacy. There is a general belief that the education of the head of the family has a significant positive impact on the attitude towards the education of their children. Table 1 represents the educational status of the head of the family.

Table 1  
Educational status of the Respondent

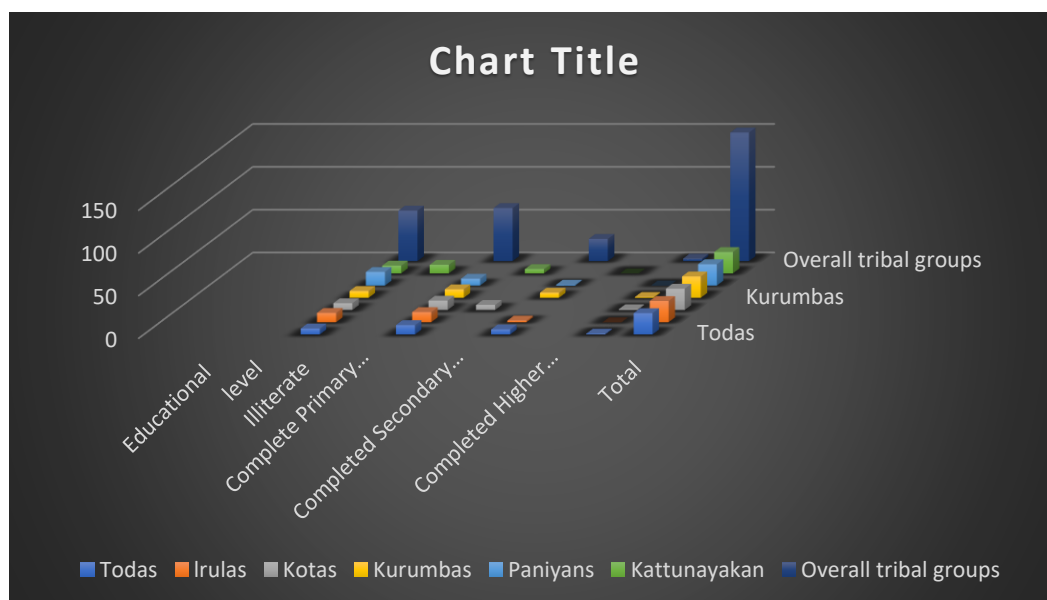
Tribal Group Educational level	Todas	Irulas	Kotas	Kurumbas	Paniyans	Kattunayakan	Overall tribal groups
Illiterate	7	11	8	8	16	9	59
Complete Primary Education	11	12	11	10	8	10	62
Completed Secondary education	6	2	6	6	1	5	26
Completed Higher Secondary Education	1	-	1	1	-	-	3
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>150</b>

Source: Field survey

A careful perusal of Table 1 makes it evident that among Todas, 7 percent of the head of the households were illiterate and majority of head of households of Todas (11 percent) had completed primary education. Only a

meagre number of head of households have finished higher secondary education. With regard to Irulas, 11 percent of the selected head of the families were illiterates and 12 percent have studied upto primary level. This is depicted in the below mentioned column chart (Figure 1).

**Figure 1**  
**Educational status of the Respondents**



Source: Field survey

In contrast to this, among the Kotas, 8 percent of the head of the family were illiterates and 11 percent had completed primary education. Of the total head of the families of Kurumbas, 8 percent were illiterates and 1 percent had studied upto higher secondary level. However, among the selected group of Paniyans, 16 percent of the head of the households were illiterates and one had completed higher secondary education. The overall picture indicated that nearly two fifth of the head of the households were illiterates.

### Attitude Of Tribal Parents Towards Education of Boys And Girls

One of the greatest impediments to education In India, particularly among scheduled tribes has been their attitude towards education. Historically, society has never considered them worthy of necessary education and educational isolation have made its impact on the psychology of these people. The psychological impediment is fully reflected in their attitude towards education.

The decision to send children for education in most of the tribal societies is a function of several features like the economic position they enjoy, the educational status and occupational status of the parents. The families with a strong economic position exhibit a strong inclination for sending their children to school.

Household demand for education depends on the attitude or the desire to be educated by the household. In order to examine whether the parent's attitude creates a difference in demand for education, the current study tried to find out the attitude of tribal parents towards the education of their children

Table 2 shows the attitude of both boys and girls toward education in their respective tribal communities. Among the six tribal groups, a majority of 63 respondents from the Kota community have shown a favourable attitude towards education. That is, 35 boys and 28 girls responded that they found that education have a positive influence on the betterment of their living standard.

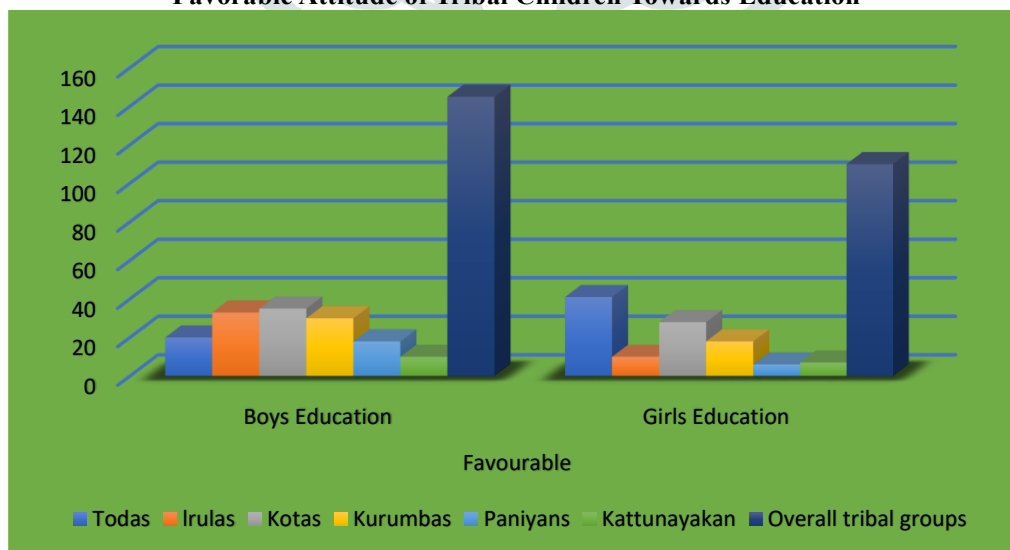
**Table 2**  
**Favorable Attitude of Tribal Children Towards Education**

Tribal Group	Favorable	
	Boys Education	Girls Education
Todas	20	41
Irulas	33	10
Kotas	35	28
Kurumbas	30	18
Paniyans	18	6
Kattunayakan	10	7
<b>Overall tribal groups</b>	<b>145</b>	<b>110</b>

Source: Field survey

But from the Kattunayakan community both the girls and boys have not shown any interest towards education. Only 10 boys and 7 respondents found the education as favorable or useful. This has illustrated separately in figure 2 for both boys and girls.

**Figure 2**  
**Favorable Attitude of Tribal Children Towards Education**



Source: Field survey

The second highest tribal community where the respondents showed their interest towards education is Toda. From this community 20 boys and 41 girls have responded that they like to go for educations and found that it has positive influence on their future life.

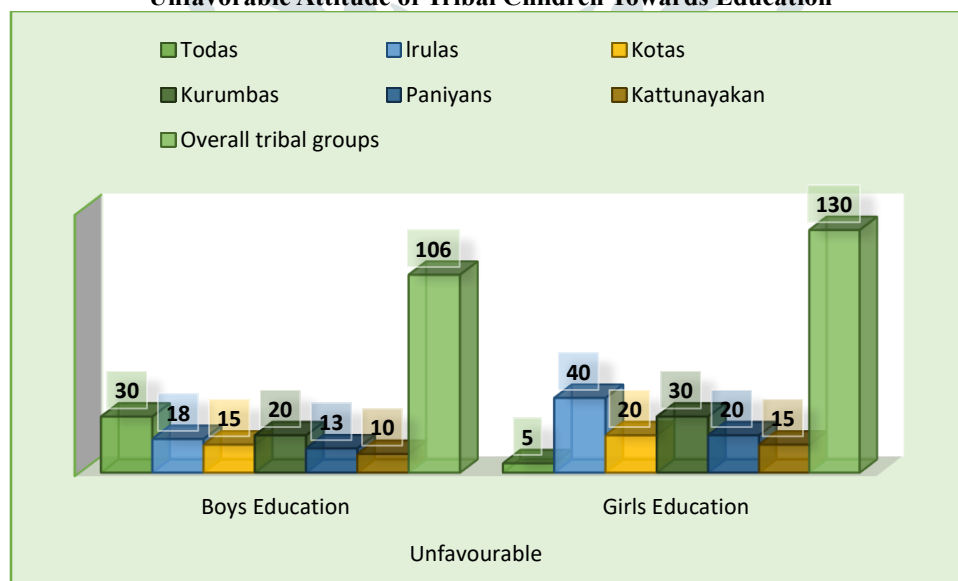
**Table 3**  
**Unfavorable Attitude of Tribal Children Towards Education**

Tribal Group	Unfavorable	
	Boys Education	Girls Education
Todas	30	5
Irulas	18	40
Kotas	15	20
Kurumbas	20	30
Paniyans	13	20
Kattunayakan	10	15
<b>Overall tribal groups</b>	<b>106</b>	<b>130</b>

Source: Field survey

As we have analyzed the favourable attitude of the tribal children toward education, we are also going to analyse the unfavourable status towards education. This is explained through table 3 and illustrated with a bar chart in the figure 3. Here we can see that majority of the respondents who are not interested in education or found it less influential in their life are Irulas (58) followed by Kurumbas (50).

**Figure 3**  
**Unfavorable Attitude of Tribal Children Towards Education**



Source: Field survey

### Problems Faced by the Tribals for Attaining Education

In this table shows that the problems faced by todas tribes in Nilgiris district. A majority of 72 respondent of toda people faces non – availability of school us the main problem faced by them . second problem faced by them are Inadequate facilities in schools (41) responds.

**Table 4**  
**The Problems Faced by The Respondents (Todas)**

<b>Problems</b>	<b>Opinion</b>
<b>Non-availability of school</b>	<b>72</b>
<b>Long distance to school/college</b>	<b>24</b>
<b>Harsh attitude of teachers</b>	<b>12</b>
<b>Inadequate facilities in schools</b>	<b>41</b>
<b>Tough syllabus</b>	<b>31</b>
<b>Inconvenient timings</b>	<b>14</b>
<b>Inadequate number of teachers</b>	<b>14</b>
<b>Difficult language</b>	<b>6</b>
<b>Sick parents</b>	<b>12</b>
<b>Unfamiliar language</b>	<b>22</b>

Source: Field survey

Followed by Tough syllabus number of respondent (31).the least problem faced by the todas is Sick parents (12) and Difficult language (6) of the respondent.

**Table 5**  
**Mean Rank Of The Problems Faced By The Respondents (Kota)**

<b>Problems</b>	<b>Opinion</b>
<b>Non-availability of school</b>	<b>92</b>
<b>Long distance to school/college</b>	<b>21</b>
<b>Harsh attitude of teachers</b>	<b>18</b>
<b>Inadequate facilities in schools</b>	<b>23</b>
<b>Tough syllabus</b>	<b>31</b>
<b>Inconvenient timings</b>	<b>8</b>
<b>Inadequate number of teachers</b>	<b>8</b>
<b>Difficult language</b>	<b>3</b>
<b>Sick parents</b>	<b>15</b>
<b>Unfamiliar language</b>	<b>30</b>

Source: Field survey

This table shows the problems faced by Kotas tribes in the Nilgiris district. A majority of 92 respondent of Kotas people faces non – availability of school as the main problem faced by them. The second problem faced by them is the tough syllabus (31 responses). Followed by the least problem faced by the Kotas is the inadequate number of teachers (8 responses) and the difficulty in language (3).

**Table 6**  
**The Problems Faced by The Respondents (Kurumba)**

<b>Problems</b>	<b>Opinion</b>
<b>Non-availability of school</b>	<b>92</b>
<b>Long distance to school/college</b>	<b>15</b>
<b>Harsh attitude of teachers</b>	<b>30</b>
<b>Inadequate facilities in schools</b>	<b>25</b>
<b>Tough syllabus</b>	<b>22</b>
<b>Inconvenient timings</b>	<b>0</b>
<b>Inadequate number of teachers</b>	<b>24</b>
<b>Difficult language</b>	<b>6</b>
<b>Sick parents</b>	<b>14</b>
<b>Unfamiliar language</b>	<b>22</b>

Source: Field survey

In this table shows the problems faced by Kurumbas tribes in the Nilgiris district. A majority of 92 respondent of Kurumbas people faces non – availability of school as the main problem faced by them. The second problem faced by them are the harsh attitude of teachers (30 responses). Followed by the least problem faced by the kurumbas is difficulty language (6 responses).

**Table 7**  
**Mean Rank Of The Problems Faced By The Respondents (Irula)**

<b>Problems</b>	<b>Opinion</b>
<b>Non-availability of school</b>	<b>84</b>
<b>Long distance to school/college</b>	<b>48</b>
<b>Harsh attitude of teachers</b>	<b>16</b>



<b>Inadequate facilities in schools</b>	<b>49</b>
<b>Tough syllabus</b>	<b>42</b>
<b>Inconvenient timings</b>	<b>75</b>
<b>Inadequate number of teachers</b>	<b>0</b>
<b>Difficult language</b>	<b>7</b>
<b>Sick parents</b>	<b>3</b>
<b>Unfamiliar language</b>	<b>8</b>

Source: Field survey

In this table shows that the problems faced by Irulas tribes in Nilgiris district . A majority of 84 respondent of irulas people faces non – availability of school us the main problem faced by them . second problem faced by them are Inconvenient timings (75 responses). The least problem faced by the irulas is the sick parents (3) where they can't go for education and has to go for any job to look after their and Inadequate number of teachers (0)of the respondent

**Table 8**  
**The Problems Faced by The Respondents (Paniya)**

<b>Problems</b>	<b>Opinion</b>
<b>Non-availability of school</b>	<b>64</b>
<b>Long distance to school/college</b>	<b>56</b>
<b>Harsh attitude of teachers</b>	<b>29</b>
<b>Inadequate facilities in schools</b>	<b>18</b>
<b>Tough syllabus</b>	<b>28</b>
<b>Inconvenient timings</b>	<b>10</b>
<b>Inadequate number of teachers</b>	<b>12</b>
<b>Difficult language</b>	<b>14</b>
<b>Sick parents</b>	<b>14</b>
<b>Unfamiliar language</b>	<b>24</b>

Source: Field survey

In this table shows the problems faced by Paniyas tribes in Nilgiris district . A majority of 64 respondent of paniyas people faces non – availability of school us the main problem faced by them. The second problem faced by them is long distance to school/college timings (number of respondents are 56). Followed by the least problem faced by the Paniyas is inadequate number of teachers (12) and Inconvenient timings (10).

**Table 9**



The Problems Faced By The Respondents(Kattunayakan)

Problems	Opinion
Non-availability of school	40
Long distance to school/college	2
Harsh attitude of teachers	32
Inadequate facilities in schools	12
Tough syllabus	16
Inconvenient timings	11
Inadequate number of teachers	43
Difficult language	18
Sick parents	24
Unfamiliar language	21

Source: Field survey

In this table shows the problems faced by Kattunayakans tribes in the Nilgiris district. A majority of 43 respondent of Kattunayakans people faces inadequate number of teachers of school us the main problem faced by them . Second problem faced by them are Non-availability of school number of respondent (40) responds. Followed by the least problem faced by the Kattunayakas is Inconvenient timings (11) and Long distance to school/college (2)of the respondent.

Table 10  
The Problems Faced By All Tribes

Problem	Non-availability of school	Long distance to school/college	Harsh attitude of teachers	Inadequate facilities in schools	Tough syllabus	Inconvenient timings	Inadequate number of teachers	Difficult language	Sick parents	Unfamiliar language
Tribal Groups										
Todas	72	24	12	41	31	14	14	6	12	22
Kota	94	21	18	23	31	8	8	3	15	30
Kurumba	92	15	30	25	22	0	24	6	14	22
Irula	84	48	16	49	42	75	0	7	3	8
Paniya	64	56	29	18	28	10	12	14	14	24
Kattunayakan	40	2	32	12	16	11	43	18	24	21
TOTAL	446	166	137	168	170	118	101	54	82	127

Source: Field survey

This table shows the overall problem faced by respondents from all the six tribals groups in the Nilgiris district. Here we can see that the majority of 28.42% of the respondents found that the non-availability of schools in their nearby town area is the main reason that curtails them from getting an education. Correlatedly 10.8% of the respondents from whole the tribal group considered the long distances to school from their hamlet is considered as another reason not for getting a proper education to their communities.

## Conclusion

- Among all the tribes in Nilgiris District Paniya community shows a majority of 16 percent of the head of the households were illiterate. When it comes to primary education both Kota and Toda show the majority of 11% and only negligible persons have gone for higher secondary education.
- On the basis of the attitude of both boys and girls toward education has shown in the analysis part (Tables 2 and 3). Here 56% of boys have shown a favourable attitude towards education. They have realized that education is helpful for them to have a strong education background that can change their living standard like a non-tribal society. Only 43.13% of girls found that it is beneficial which is lower than boys. The main reason behind their less interest in education is demotivation from family members, the prevalence of a patriarchal society, and priorities for the job than education.
- The main problems that hinder tribal students from gaining formal education from schools are non-availability of schools, long distance to school/college, harsh attitude of teachers, inadequate facilities in schools, tough syllabus, inconvenient timings, inadequate number of teachers, difficult language, sick parents, and the unfamiliar language.
- Among these problems, a majority of 28% of respondents from all the tribal groups have considered the non-availability of schools as the main one. Followed by the tough syllabus (10.83%) in the school where they are unable to follow the lessons easily.
- Only 3.4% of the respondents have found that difficult in language and 5.2% in sick parents as the reasons for them to not have proper formal education (primary to higher secondary education.)

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