

Tribal Education in India: Issues and Challenges

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Abstract

The tribes and the tribal situation of North East India may be measured as existing specimens of the theme of alteration and diversity of bio-social and traditional life in terms of inborn strains, languages, viewpoints social administrations, cultural societies, political organizations financial life, etc. The Scheduled Tribes remain dreadfully backward and socially excepted, still living in exacting regions. Education is one of the most vital resources to recover tribal individual contributions, build competences, overcome constraints and in the process, enlarge available set of opportunities and choices for a sustained development in well-being. As per Article 45 of the Constitution of India, Universalization of basic education is a directive principle of State policy that underscores the essential to deliver free and mandatory schooling for entirely offspring up to the 14 years. The tribal assemblies have modified themselves to variable environmental situations of North East India with the help of their original technical knowledge. One of the most important developments amid the tribes of North East India is the traditional individuality activities based on factors like area, language, religion etc.

Keywords: Literacy rate, Tribal education, Government policies, Tribal culture, Geographical distribution.

Introduction

North East India in the framework of India lives in an idiosyncratic residence due mainly to its topographical, ancient, social, cultural, and political features. North East India includes eight states – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. North East India inhabits a zone of 262,230 square kilometers (101,250 sq. mi), nearly 8 % of that of India, and is one of the major noticeable (panhandles) in the sphere. This mostly hilly zone encompasses about 7 % land of India. The gorge of the river Brahmaputra in the state of Assam is the most extensive prairies part in North East India. North East India is the motherland of a large number of traditional groups who came from dissimilar directions at diverse historic periods. These groups belong to diverse racial frameworks, speak different languages and have diverse sociocultural customs. This state has been occupied by dissimilar brooks of the Mongoloid publics who emanated from the north and the east at different eras.

Education is only of the prime reasons of change on the way to development. Education is in statistic, a contribution not only for fiscal growth of tribes but also for internal asset of the tribal societies which assistances them in gathering the novel trials of life. It is an action, or a sequence of activities, or a progression which may either progress the instant existing conditions or increase the possible for upcoming living. It is the single most significant means by which persons and society can recover personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. Famous economist Prof. Amartya Sen just highlighted education as an imperative stricture for any comprehensive development in an economy. So, education is an important way for promotion the economic and social situations of the Scheduled Tribes. Education is information, an effort not only for economic growth of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. Literacy and educational attainment are powerful indicators of

social and economic progress among the backward groups in India. Presently, the tribes lag behind not only the general population but also the Scheduled Caste inhabitants in literacy and education. The impartial of this paper is to evaluate the drift of literacy rate, gross enrolment ratio, dropout rates and Gender Parity Index of tribal education in India.

Eminence of tribal inhabitants in India:

State	Population	Males	Females	Sex Ratio	Literacy %	Rural Population	Urban Population	Area (km ²)	Density (/km ²)
Arunachal Pradesh	1,383,730	713,915	669,815	938	65.4	870,089	227,881	83,743	17
Assam	31,205,580	15,939,445	15,266,135	958	72.2	23,216,290	3,439,240	78,438	397
Manipur	2,570,395	1,290,173	1,280,222	992	79.2	1,590,825	575,970	22,327	122
Meghalaya	2,966,892	1,491,834	1,475,058	989	74.4	1,864,741	454,151	22,429	132
Mizoram	1,097,210	555,342	541,868	976	91.4	447,570	441,010	21,081	52
Nagaland	1,978,506	1,024,651	953,855	931	79.8	1,647,250	342,796	16,579	119
Sikkim	610,580	323,073	287,507	890	81.5	480,984	59,876	7,096	86
Tripura	3,673,920	1,874,378	1,799,542	960	87.22	2,653,455	545,755	10,486	350

Literature Review

Now occurs a considerable total of literature on the condition of tribal education in India. In a reading on ethnic groups of Andhra Pradesh, K. Sujatha (1994) resists that the viewpoint accepted for educational development of tribal societies be unsuccessful to sufficiently discourse the exact drawbacks symbolizing the tribal inhabitants. She initiate that one of the main limitations of tribal education at the preparation level is the acceptance of a twin system of management. Rani, M (2000) observed in her study that due to the language obstacle the tribal children are incompetent to found communication connection with the educator and therefore foremost to the end of their education in some opinion or the other. Vaidyanathan and Nair, (2001) recommended that teacher incentive pays more to teaching – learning method than teacher ability. Sujatha, K. (2002) exposed that however education was not a serious petition amid Scheduled Tribes, government strategy attentive on education as the key path by which to assimilate them into ‘mainstream’ society. Jha & Jhingran, D. (2002) have sturdily supported the custom of the mother tongue or home language as intermediate of lessons in initial times of edification. This adopts better implication in the setting of tutoring of tribal children because their mother tongue is habitually fairly discrete from the noticeable

vernaculars in the state or regional vernaculars and it is required to have a native educator from the alike tribal communal. The Praitichi Committee Report (2002) recognizes budget of education, privation of enthusiasm of teachers, lack of scrutiny, and the snowballing dependency on private education to be the leading obstacles in the pathway of learning for tribal children. Gautam, V. (2004) in his editorial established that great 'dropout' amounts amongst tribal children He examined that due to incorrect intermediate of teaching, the employment of non-tribal educators in tribal zones and communiqué break between the educators and tribal children are the reasons of tall dropout degrees in tribal schools. Maharatna, A. (2005) the vital test does not apprehend how tribes can be transported in the bends of typical civilization and beliefs, but how a more intended and shared communication between tribes and typical civilization can be established. Lal, M. (2005) brought into being that among all school dropouts, Adivasis and Dalits mark the chief group. Additionally, the prime group among them is girls. Abdulraheem, A. (2011) enlightened that edification as a vital stricture for any comprehensive development in an economy and the strategies have to emphasis on comprehensive somewhat than discordant development approaches.

Literacy rate of tribes in India

Knowledge is a significant instrument of growth amongst ethnic groups. The tendency of literateness of ethnic groups in India from 1961 to 2011 is presented in table. The fraction of literateness of ethnic groups was merely 8.54 in each hundred in 1961 which has amplified to 63.1 parts in 2011. But female literateness of tribes is simply 54.4 in each hundred in comparison to male literacy of 71.7 percent. Throughout the post-Independence era, the Indian government applied legislature and billed reserves to aid admittance to registration in chief tutoring (grades I-V) in India. As an outcome, both literacy tolls and gross matriculation shares of boys and girls through the overall populace have augmented considerably thru the previous 50 years.

Relative Literateness Degrees of STs and Total Population (in per cent)						
Group / Survey Year	1961	1971	1981	1991	2001	2011
Overall Population	28.3	34.45	43.57	52.21	64.84	72.99
Listed Tribes	8.53	11.30	16.35	29.60	47.10	58.96
Gap	19.77	18.15	19.88	22.61	18.28	14.03

Who is Scheduled Tribes?

Article 366 (25) of the Constitution of India mentions to Scheduled Tribes as those groups, who are booked in agreement with Article 342 of the Constitution. This Article states that only those groups who have been acknowledged as such through the President over an early community announcement or through an ensuing altering Act of Parliament will be reflected to be Scheduled Tribes.

Article 342 delivers for description of tribes or tribal communities or shares of or groups in tribes or tribal societies which are considered to be for the determinations of the Constitution the Scheduled Tribes in kin to

that State or Union Territory. In undertaking of these comestibles, the list of Scheduled Tribes are informed for every State or Union Territory and are binding only in the authority of that State or Union Territory and not exterior. The lean of Scheduled Tribes is State/UT comprehensive and a community specified as a Scheduled Tribe in a State basically not be so in another State. The presence of a communal as a Scheduled Tribe is a continuing procedure. The indispensable features, first put down by the Lokur Committee, for a communal to be recognized as Scheduled Tribes are –

- a) Signs of primeval characters;
- b) Distinguishing principles;
- c) Introversion of communication with the public at large;
- d) Topographical seclusion; and
- e) Backwardness.

Tribal populations reside, in many environmental and geo-climatic circumstances fluctuating from grasslands and jungles to mountains and unreachable zones. Tribal assemblies are at altered junctures of communal, financial and edifying expansion. Whereas certain tribal groups have accepted a conventional method of existence, on the other end of the scale, there are some Scheduled Tribes, 75 in figure identified as Particularly Vulnerable Tribal Groups (PVTGs), who are considered by:-

- a) Pre-cultivation level of knowhow;
- b) Still or deteriorating populace;
- c) Tremendously low literateness; and
- d) Survival level of frugality

Difficulties of Tribal Edification

There are numerous grave topics and difficulties in the turf of tribal education. They are as follows:

I. Medium of language – Language is one of the important constraints of tribal children which prevents them access to education.

II. The place of the Community - The corporal fences creates a interference for the children of a tribal community to appear the school in a adjacent village.

III. Financial Condition - The financial condition of tribal societies is consequently deprived that they do not desire to extra their children or their labor influence and consent them to appear schools.

IV. Defiance of the parents - As education does not harvest any instant fiscal return, the tribal parents desire to involve their children in remunerative service which additions the family earnings.

V. Educator allied problems -In the distant tribal zones the teacher malingering is a steady spectacle and this affects mostly the excellence of education.

VI. Lack of proper observing- Apposite observing is delayed by deprived coordination between the Tribal Welfare Division and School Education Division.

Government Strategies and Programs for Tribal Education

Starting from the First Five Year Plan Period (1951-1956) the government is progressively assigning economic possessions for the resolution of tribal growth. Towards, the culmination of the plan (1954), 43-Special Multipurpose Tribal Development Projects (MTDPs) were formed. Throughout the Third Five Year Plan Period (1961-1966), the government of India assumed the policy of adapting parts with more than 66 per cent tribal attention into Tribal Development Blocks (TBDs). By the conclusion of Fourth Five Year Plan (1969-1974), the number of TBDs in the country design to 504. Moreover, in 1972 the Tribal Sub-Plan Strategy (TSP) was applied by the Ministry of Education and Social Welfare. TSP was grounded on identical goals of socio-economic progress and defense against mistreatment. It was generally applied in the areas where the Scheduled Tribe people were more than 50 per cent of the total population.

The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996 in datum, has prepared it obligatory for the States consuming scheduled regions to kind exact supplies for generous extensive influences to the tribes on the substances linking to decision-making and growth of their community. A centrally-sponsored government scheme of ashram schools entirely for ST children from basic to higher secondary levels was introduced in the 1970s. But the poor eminence of education in ashram schools, however, has destabilized sureness in education as a vehicle for social agility.

The Janshala Programme is a cooperative determination of the Government of India (GOI) and five UN Agencies – UNDP, UNICEF, UNESCO, ILO and UNFPA – a public based major education programme, aims to make primary education more available and active, particularly for girls and children in destitute communities, downgraded groups, Scheduled Caste/Scheduled Tribes/minorities, children with precise needs.

Recommendations

Certain recommendations for enhancement of tribal education are as follows:

- a) Appropriate consciousness crusade should be prepared to generate the consciousness about the reputation of education. Wide knowledge operation in the tribal conquered regions may be assumed on an importance base to well-educated the tribal.
- b) The insolence of the tribal parents on the way to education should be enhanced through correct analysis and direction.
- c) Entirely education resources should be provided in local languages of tribes.
- d) It is recommended to hire more tribal teachers and female teachers in the tribal ranges. The ecological, cultural, psychological characteristics of tribal children should be measured prudently by the teachers in tribal zones.
- e) Remunerations and various allowances should be provided to the tribal students inspecting higher education, predominantly in medical, engineering, and other professional streams.
- f) Additional inhabited schools should be recognized in each states and districts and protracted up to post graduation level in tribal zones.
- g) Social safety of students, particularly of teenage girls is of inordinate apprehension in inhabited schools.

h) Higher level administrators should appropriate monitoring the operative of schools regularly relating to the teaching procedures, working hours, and attendance registers.

Conclusion

Education is the utmost significant strategic to tribal expansion. Tribal children have very stumpy heights of contribution. However the progress of the tribes is captivating residence in India, but the stride of development has been somewhat dawdling. The Constitution of India, in Article 350A, confirms that each state needs to offer passable amenities for training of scholars in their mother tongues. If administration will not take certain radical strides for the improvement of tribal schooling, the eminence of tutoring among tribes will be a story of suffering, gloom and bereavement. Henceforth time has arisen to ponder upon it utterly about ethnic edification and comprehensive development. So, there is a crucial necessity for several govt. interferences, developers and strategy fabricators to discourse this difficulty and assign more resources in the dominant and public finances for ethnic edification. Stress-free admission and more prospects ought to be provided to the ethnic progenies in order to convey them to the standard of economic advance.

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