EDUCATIONAL STATUS OF SCHEDULED TRIBES IN INDIA

Mili Maity

State Aided College Teacher, Department of Education, Debra Thana Sahid Khudiram Smriti Mahavidyalaya, Debra, Paschim Medinipur, West Bengal, India

Abstract:

Scheduled tribes are most indigenous inhabitants of our country, but they are minor in number as compared with other social castes. They live primitive and isolated life from mainstream society even in 21st century. Lack of educational development is main cause of this isolation. Though from independent government has taken many actions but result is very poor. Educational development of Scheduled tribes is a difficult and important task to government for ultimate development of nation. This research attempt to identify educational status of Scheduled Tribes, it also highlight on challenges of educational development of Scheduled Tribes. Descriptive study method was fallowed in this research.

Keywords: scheduled tribes, educational status, challenges.

Introduction:

India is a developing country with multi religion, caste, culture, and language using people and community. Based on these and economical factor there are many social differences, stratifications, and classes. Some of those are not in mainstream of society, called backward class. Scheduled tribes are one of the most backward and deprived section of society and it is also believed that they are oldest indigenous inhabitants of country. India has large number of tribal. The term tribe comes from the word 'Tribus' means living land of community having same anthropological features, culture, rituals, language, and leader etc. The term schedule tribe first appeared in Indian constitution. As per census report (2011) 8.6% schedule tribes of total population lives in India. They live primitive life style which is so far from educated, modern mainstream society even in 21st century (Preet, 1994). They strictly want to preserve their culture and not interested to accept new approaches. Illiteracy is the main cause of their isolative primitive life from mainstream society. Mainstream society is now become a global demand because it is very important indication of sustainable development. Citizens are main power of any nation, and each of them is equally important like a various part of body. Until unless these man power develop equally, nation cannot reach to the goal of sustainable development (Sen, 1999). As India is a multi religion, multi caste, multi cultural, and multi linguistic country by its character (Thorat, S., & Motilal, M., 2005) so it is very difficult to bring all under one roof. But education is universal. It has no caste, no color, and no religion bound. It is the key of total development. After independence government has taken educational development for whole nation as an important task and especially for backward classes. As scheduled tribes are one of the most backward sections so government has taken many actions like----

- Approve some special provision in article 46, 275, 330, 332, 335, 338, 340 of Indian constitution for upliftment and as safe guard for scheduled tribes from social and other injustice (Oraw,D. & Toppo, D., 2012).
- Approve various scholarships- pre-matric scholarships, post-matric scholarship (1945), Rajiv Gandhi National Fellowship (2005-2006), National Overseas Scholarship.
- Schemes- hostels for ST boys and girls, Ashram School in tribal sub-plan area, vocational training center in tribal areas, book bank, and coaching for ST.

- Jawaharlal Nehru, the first prime minister of India after independence build five principles for development of tribal, called as Tribal Panchsheel, written by Verrier Elwin.

Except all these others basic facilities like- free and compulsory education for 6-14 ages children, SSA, mid-day meal, free book, and study material supply etc also there. Even government set rules for ST candidates so that they can get economical consideration at the time of from fill-up for various academic course and examination. But in spite of these scheme and facilities development ratio of scheduled tribes in case of education and other purpose is too poor

For sustainable development and inclusive society, development of scheduled tribes as all backward classes is very important. As per Abdul Raheem (2011), "Education is an important parameter for any inclusive growth in an economy and the policies have to focus on inclusive rather than divisive growth strategies."

Challenges faced by ST for educational development:-

Some challenges play important role as hindrance between educational scheme, policies, facilities for ST, and their success rate. Some of these important challenges are—

Poor Economy:-

Whereas ST parents cannot give their children sufficient food for two times of a day, then sending children to school is like luxury to them. Their poor economical status is one of the most challenging causes of their un-enrollment in education.

Uneducated parents:-

In most of the families' seniors are illiterate and children who enrolling their name in school is first generation learner. For being illiterate parents and other senior persons are not interested to encourage their children for education. Though in often cases they send their boy children to school but very strict about sending girl children to school.

Language problem:-

Language difference create big problem in communication and understanding the syllabus and related education. Especially in primary level ST children is much habituate in mother language but in most schools state language is used for teaching, learning, and communication. So they become uninterested to go to school (Pradhan & Pattanaik, 2011; Gautam, V. 2004).

Isolative attitude:-

Generally for behavior, physical structure, language, traditional views, and minor number of ST student in classes they feel isolation from non tribal students. On other side non tribal students also keep distance from them. For this awkward situation they lose their interest to go school.

Inadequate institution:-

Most schedule tribe communities' lives in isolated places from non-tribal communities and society. Often they cannot go to those educational institutions for distance and traditional views located at or near to non-tribal areas. Schools and other educational institutions especially higher educational institutions are not adequate in tribal areas.

Lack of representative teacher:-

Generally non tribal trained teachers are more available than tribal specially ST teacher. But due to language and others problem non tribal teachers don't show interest to teaching in tribal schools. So due to lack of trained good teachers and representation's quality education not maintained in institution in tribal area.

Poor infrastructure:-

Though as per government scheme educational institutions are established in tribal area but these have low infrastructural facilities like room, sanitary, drinking water and another side these institutions not maintain minimum teaching learning materials, so that ST children can be motivate.

Demotivational community attitude:-

For illiteracy and poor economy ST community much prefer to send their children to work than school or other educational institutions. Education or higher education is luxury to them. Sometimes children or students doing

higher education face criticism by their own community. These processes demotivate all young and younger generations.

Stigma problem:-

However we come to 21st century but our thinking, views, and attitude are same in some case. Somewhere till the date social stigmatization towards tribal are almost same. Non tribal or general caste students and society don't want to accept these scheduled tribes

Objectives of the study:-

The study has been done to identify educational status of scheduled tribes in India. It also highlights on barrier or challenges to meet sustainable educational development of scheduled tribes and relevant recommendations.

Method of the study:-

Researcher fallowed descriptive study method in this research work. All data used in this study are secondary data collected from previous research studies, educational statistic reports of MHRD on level-wise enrollment of All Category, SC and ST from 2000-2001 to 2015-16, Government of India, New Delhi, National Commission for SCs & STs, Fifth Report, & Census, 2011 Report on literacy trend of ST from 1961-2011, National Institute of Educational Planning & Administration, New Delhi Report on average drop-out of All Category, SC, and ST in primary, upper-primary and secondary level in india from 2013-14 to 2014-15 through internet.

Educational Status of Schedule Tribes in India:

Table-1: Total enrollment of All Category, SC, and ST in Primary Education from 2000-2001 to 2015-2016 in India
(In lakh)

Level/Year	Primary(I-V) of All Category			Primary(I-V) of SC			Primary(I-V) of ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000-01	640	498	1138	121	91	212	63	47	110
2005-06	705	616	1321	140	113	253	75	66	141
2006-07	711	626	1337	145	118	263	76	88	144
2007-08	711	644	1355	137	126	263	77	70	147
2008-09	706	647	1353	140	127	267	78	72	150
2009-10	697	639	1336	135	125	260	77	72	149
2010-11	701	646	1347	140	129	269	77	72	149
2011-12	726	672	1398	148	139	287	79	74	153
2012-13	696	652	1348	141	132	273	78	74	152
2013-14	686	638	1324	136	127	263	76	71	147
2014-15	676	629	1305	134	126	260	73	68	141
2015-16	669	622	1291	133	124	257	71	66	137

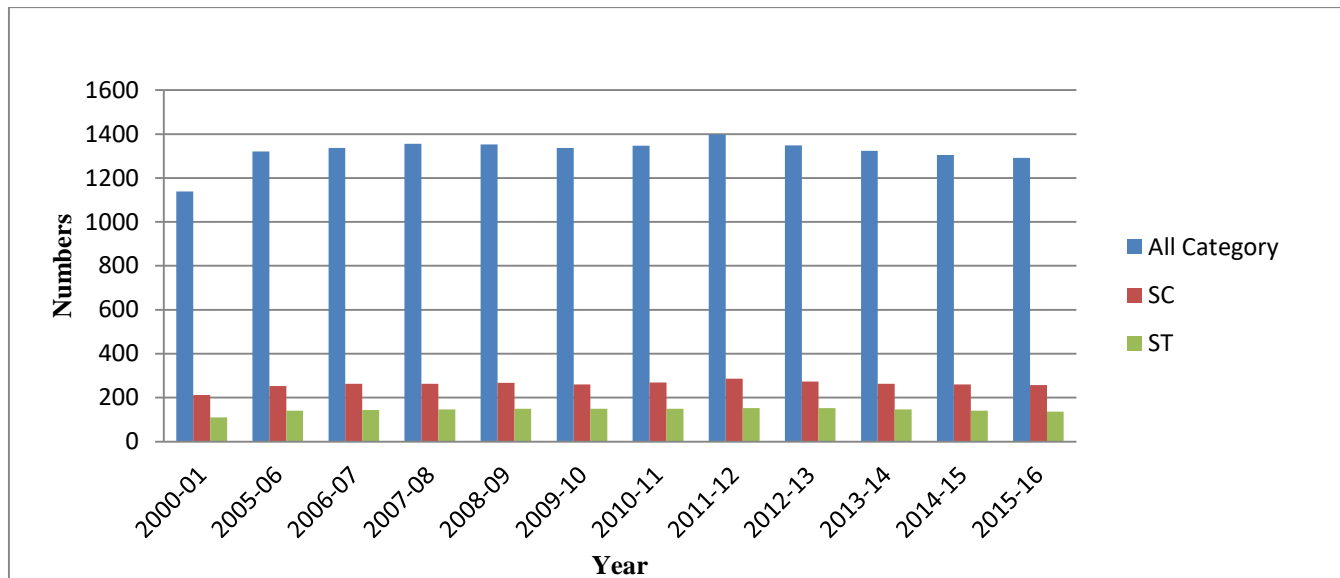**Source: MHRD, Government of India, New Delhi**

Figure-1: Total enrollment of All Category, SC, and ST in Primary Education from 2000-2001 to 2015-2016 (In lakh)
Source: MHRD, Government of India, New Delhi

Evidence of table 1 and figure 1 showing that enrollment of ST in primary education has been increased from 2000-2001(110) to 2015-16 (137), but it is a very poor amount as compared with all category enrollment. Even being backward class enrollment amount of Schedule castes are also greater than ST in primary education from 2000-01(212>110) to 2015-16(257>137).

Table-2: Total enrollment of All Category, SC, and ST in Upper- Primary Education from 2000-2001 to 2015-2016 in India (In lakh)

Level/Year	Upper-Primary(VI-VIII) of All Category			Upper-Primary(VI-VIII) of SC			Upper-Primary(VI-VIII) of ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000-01	253	175	428	41	26	67	19	12	31
2005-06	289	233	522	53	38	91	25	20	45
2006-07	299	246	545	55	40	95	26	21	47
2007-08	311	262	573	53	46	99	26	21	47
2008-09	314	270	584	56	49	105	27	23	50
2009-10	317	278	595	58	51	109	28	24	52
2010-11	327	292	619	60	53	113	28	26	54
2011-12	331	299	630	63	59	122	29	27	56
2012-13	333	317	650	65	61	126	33	31	64
2013-14	341	323	664	66	63	129	33	31	64

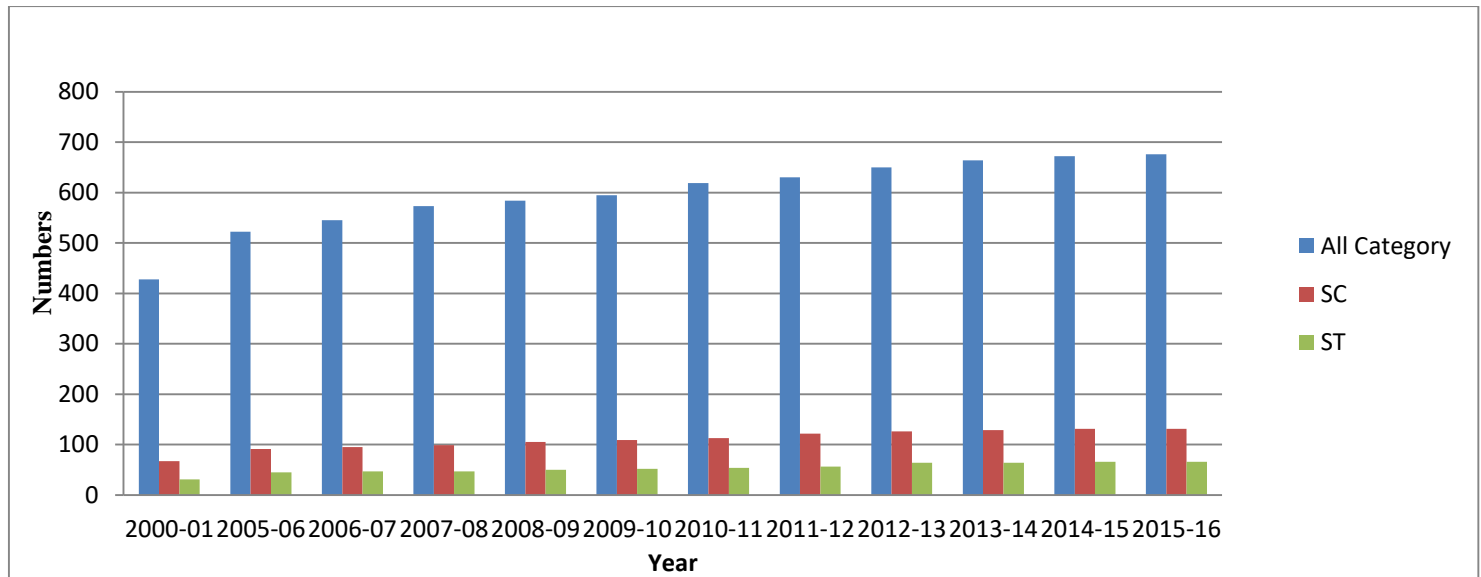| 2014-15 | 345 | 327 | 672 | 67 | 64 | 131 | 34 | 32 | 66 |
| 2015-16 | 347 | 329 | 676 | 67 | 64 | 131 | 34 | 32 | 66 |

Source: MHRD, Government of India, New Delhi

Figure-2: Total enrollment of All Category, SC, and ST in Upper- Primary Education from 2000-2001 to 2015-2016 in India (in lakh)

Source: MHRD, Government of India, New Delhi

Data of table 2 and figure 2 also showing the same trends of enrollment in upper primary education as table 1. In upper-primary level of education enrollment of ST is too poor as compared with all category in 2000-2001(428>31) and in 2015-2016 (676>66). Even data showing that enrollment of SC is greater than ST (67>31) in 2000-2001, and (131>66) in 2015-2016.

Table-3: Total enrollment of All Category, SC, and ST in Secondary Education from 2000-2001 to 2015-2016 in India (In lakh)

Level/Year	Secondary (IX-X) of All Category			Secondary(IX-X) of SC			Secondary(IX-X) of ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000-01	116	74	190	18	11	29	7	4	11
2005-06	145	105	250	23	15	38	9	6	15
2006-07	149	110	259	25	16	41	10	7	17
2007-08	159	123	282	24	18	42	10	7	17
2008-09	165	130	295	28	22	50	11	8	19
2009-10	169	138	307	30	24	54	12	9	21
2010-11	175	143	318	31	26	57	12	10	22
2011-12	186	155	341	35	31	66	14	12	26
2012-13	183	163	346	NA	NA	63	NA	NA	29

2013-14	197	176	373	36	32	68	17	15	32
2014-15	201	182	383	37	34	71	17	16	33
2015-16	205	186	391	38	35	73	17	16	33

NA - Not Available
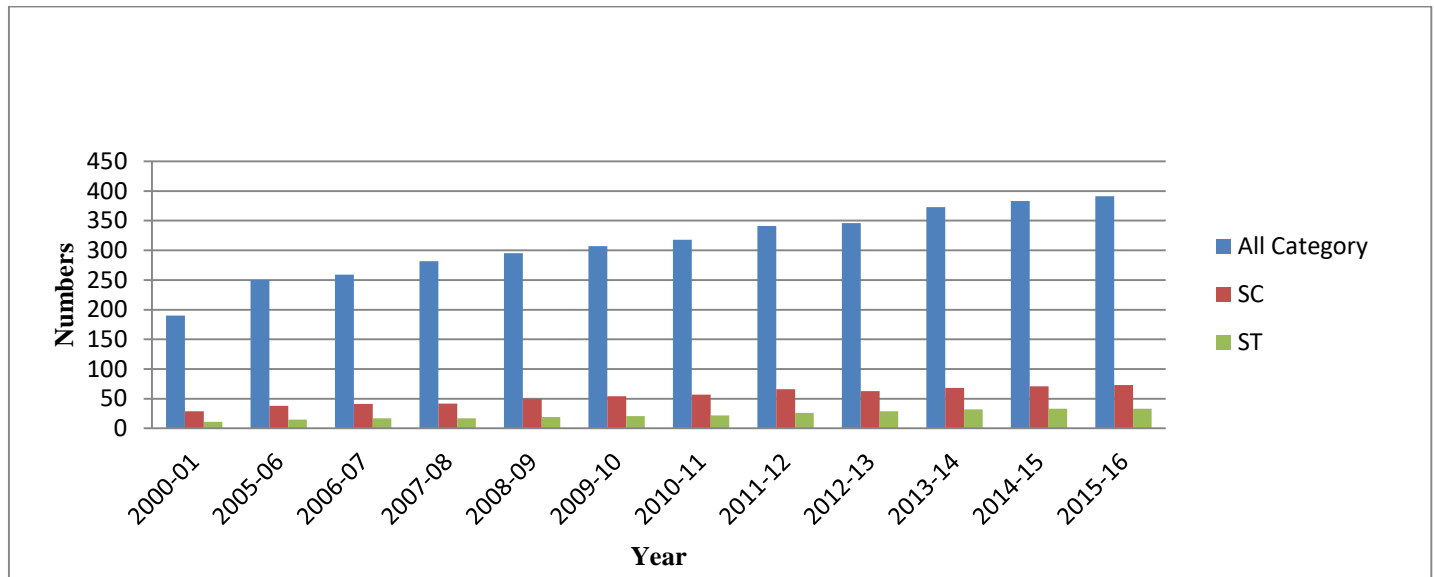**Source: MHRD, Government of India, New Delhi**

Figure-3 Total enrollment of All Category, SC, and ST in Secondary Education from 2000-2001 to 2015-2016 in India (In lakh)
Source: MHRD, Government of India, New Delhi

Table 3, and figure 3 showing poor enrollment result of ST as compared with SC and all category 11<29<190 in 2000-2001 and 33<73<391 in 2015-2016.

Table-4: Total enrollment of All Category, SC, and ST in Senior-Secondary Education from 2000-2001 to 2015-2016 in India (In lakh)

Level/Year	Senior Secondary (XI-XII) of All Category			Senior Secondary (XI-XII) of SC			Senior Secondary (XI-XII) of ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000-01	61	38	99	8	5	13	3	2	5
2005-06	78	56	134	11	7	18	4	2	6
2006-07	81	60	141	12	8	20	5	3	8
2007-08	93	70	163	13	9	22	5	3	8
2008-09	95	74	169	15	11	26	5	4	9
2009-10	99	79	178	16	12	28	6	4	10
2010-11	109	86	195	17	13	30	6	5	11

2011-12	116	94	210	20	18	38	7	6	13
2012-13	107	93	200	NA	NA	35	NA	NA	12
2013-14	118	105	223	20	18	38	7	6	13
2014-15	124	111	235	21	20	41	8	7	15
2015-16	130	117	247	22	21	43	9	8	17

NA-Not Available
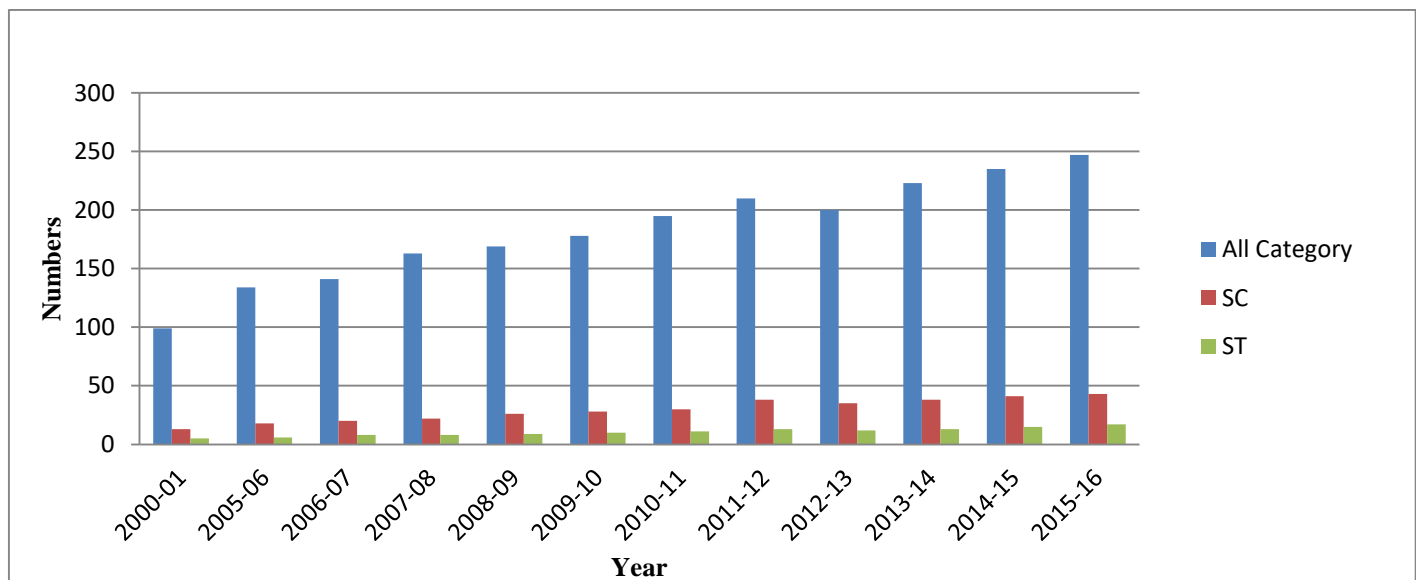**Source: MHRD, Government of India, New Delhi**

Figure-4: Total enrollment of All Category, SC, and ST in Senior-Secondary Education from 2000-2001 to 2015-2016 in India (In lakh)

Source: MHRD, Government of India, New Delhi

From table 4 and figure 4 it is seeing that enrollment number of ST was just 5 lakh in 2000-2001 where as enrollment number of all category and SC was 99 lakh and 33 lakh in the same year and 15 lakh in 2015-16 where as enrollment number of all category and SC was 247 lakh and 43 lakh in 2015-16. Enrollment of All categories, SC and ST in senior secondary education has increased every year but enrollment of ST is not sufficient.

Table-5: Total enrollment of All Category, SC, and ST in Higher Education from 2000-2001 to 2015-2016 in India (In lakh)

Level/Year	Higher Education of All Category			Higher Education of SC			Higher Education of ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000-01	54	32	86	Na	NA	NA	NA	NA	NA
2005-06	88	55	143	10	6	16	4	2	6

2006-07	96	60	156	12	6	18	4	3	7
2007-08	106	66	172	15	9	24	6	3	9
2008-09	112	73	185	14	8	22	6	3	9
2009-10	124	83	207	15	9	24	7	4	11
2010-11	155	120	275	17	13	30	7	5	12
2011-12	162	130	292	20	16	36	7	6	13
2012-13	166	135	301	21	17	38	7	6	13
2013-14	175	148	323	23	19	42	8	7	15
2014-15	185	157	342	25	21	46	9	7	16
2015-16	186	160	346	26	22	48	9	8	17

NA: Not Available
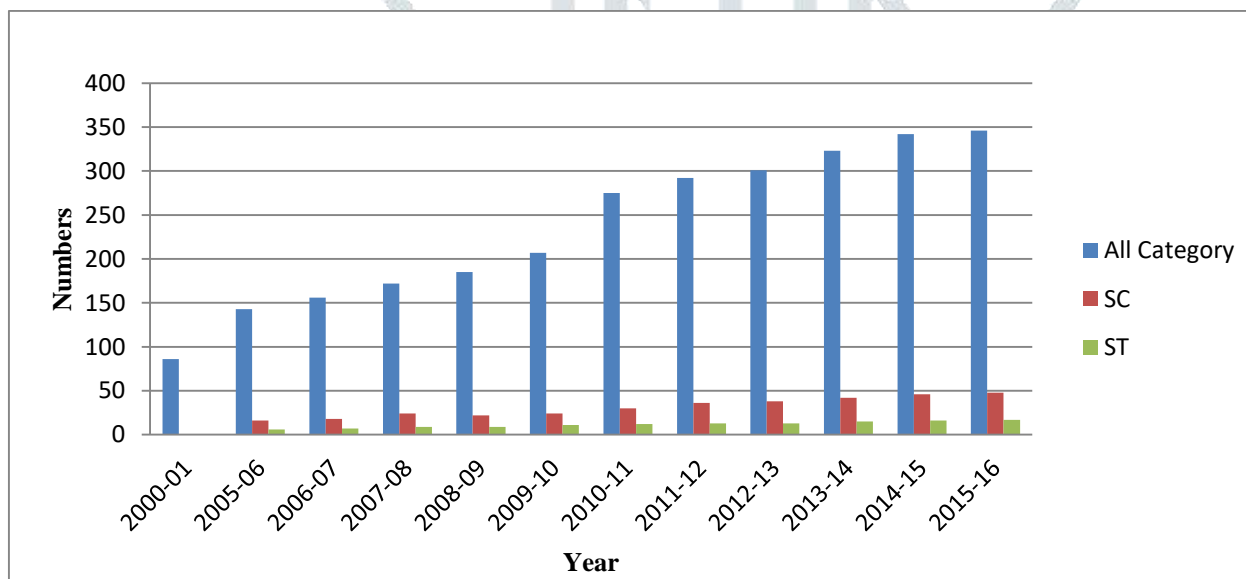
Source: MHRD, Government of India, New Delhi

Figure-5: Total enrollment of All Category, SC, and ST in Higher Education from 2000-2001 to 2015-2016 in India (In lakh)
**Source: MHRD, Government of India, New Delhi**

Table 5 and figure 5 showing that enrollment of ST in higher education increase from 2005-06 to 2015-16
But it is too poor than in other level of education. Enrollment of ST in higher education was lowest than all
category and SC (6<16<43) in 2005-06 as (17<48<346) in 2015-16.

Table-6: Indian Literacy trend of Schedule Tribes (in percent) from 1961 to 2011:

YEAR	MALE	FEMALE	TOTAL
1961	13.83	3.16	8.54
1971	17.63	4.85	11.39
1981	24.52	8.05	16.35
1991	40.65	18.19	29.60
2001	59.17	34.76	47.10
2011	71.70	54.4	63.1

Data Source: National Commission for SCs & STs, Fifth Report, & Census, 2011
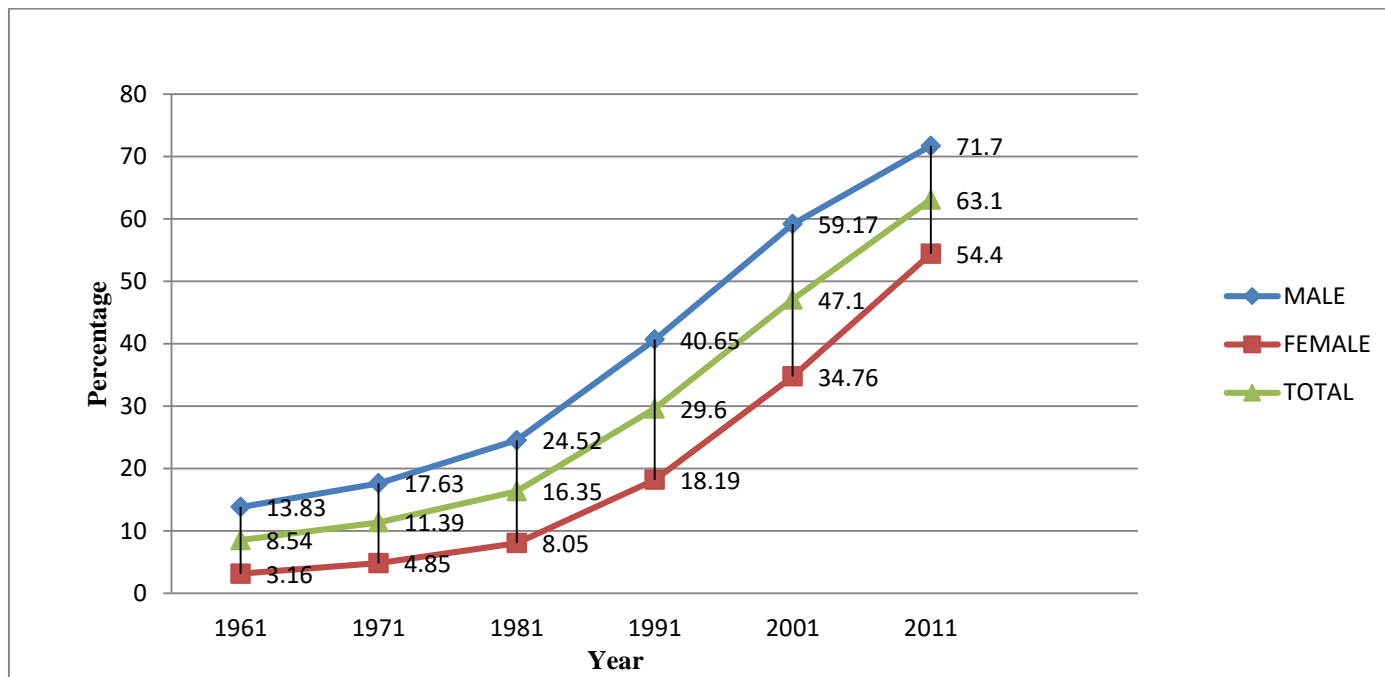
Figure-6: Indian Literacy trend of Schedule Tribes (in percent) from 1961 to 2011 in India

Data Source: National Commission for SCs & STs, Fifth Report, & Census, 2011

Data of table 6 and its graphical representation (figure-6) showing that literacy rate of ST has increase from 1961(8.54%) to 2011 (63.1%), but literacy rate of female was too less than male in every year.

Table-7: Drop-out Rate of Schedule Tribe as compare with All Category and Schedule Cast from 2013-14 to 2014-15 in India

| Classes/Year	Primary			Upper Primary			Secondary		
	Total % of all category	SC	ST	Total % of all category	SC	ST	Total % of all category	SC	ST
2013-14	4.34	4.14	7.98	3.77	4.38	8.43	17.86	18.66	27.20
2014-15	4.13	4.46	6.93	4.03	5.51	8.59	17.06	19.36	24.68

Data Source: National Institute of Educational Planning & Administration, New Delhi
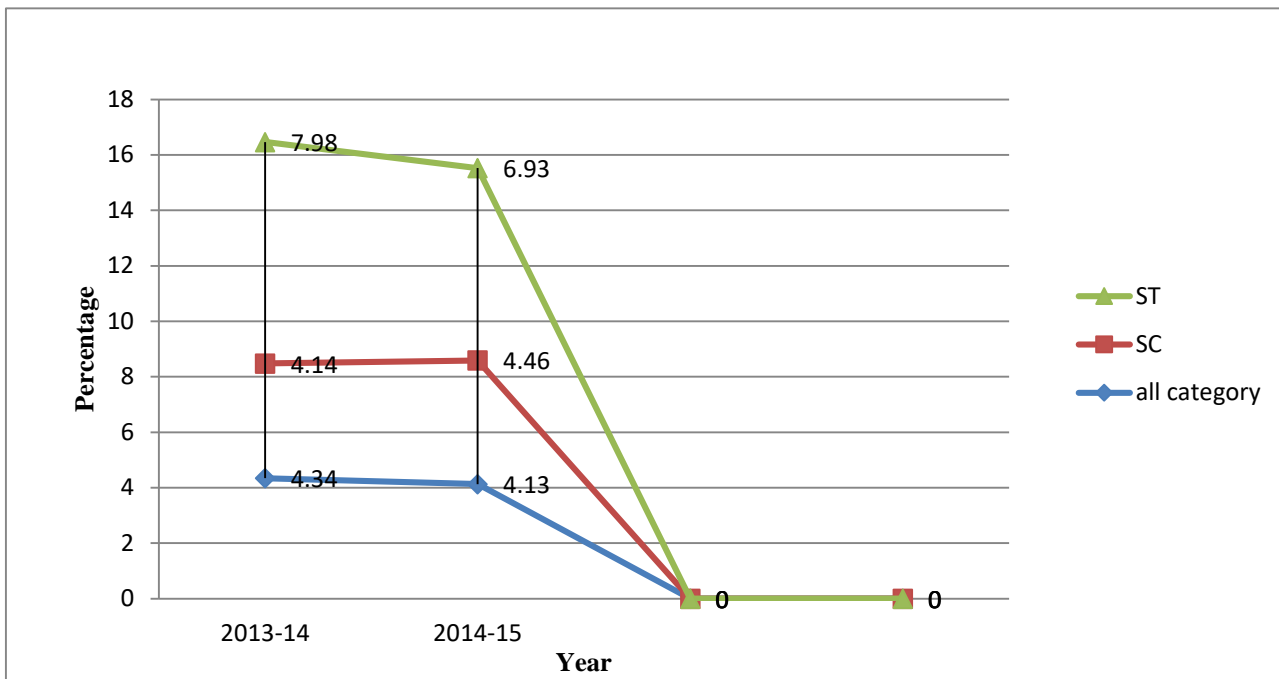
Figure-7.1: Drop-out Rate of Schedule Tribe as compare with All Category and Schedule Cast in Primary Level of Education from 2013-14 to 2014-15 in India

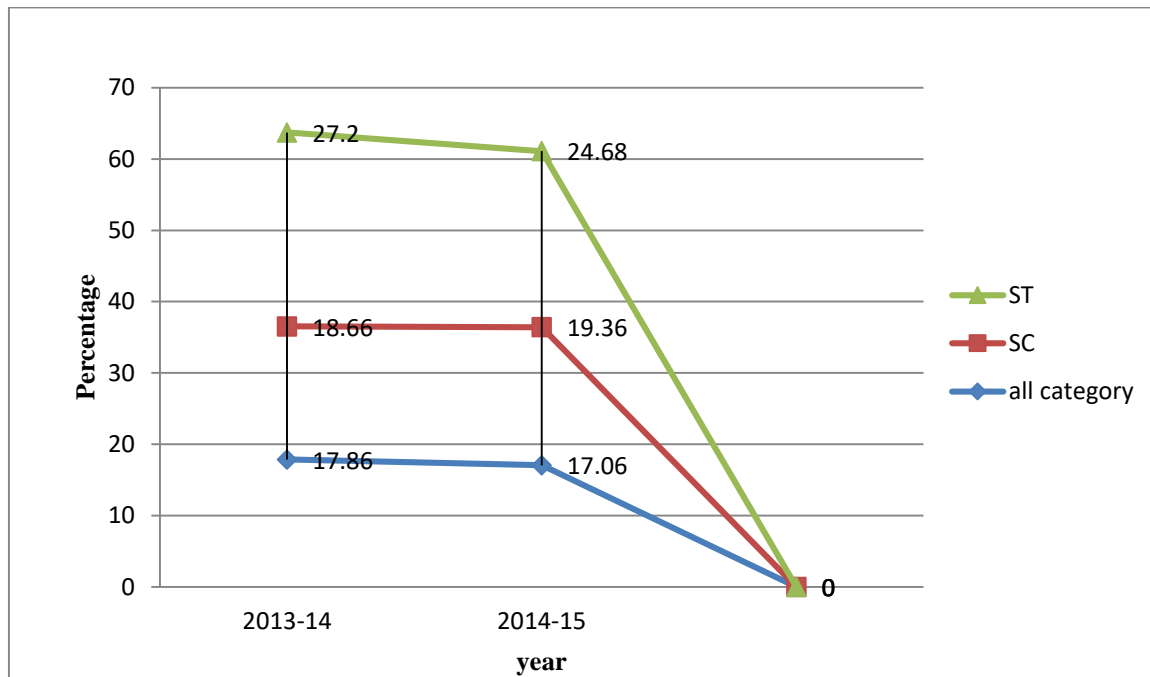**Data Source: National Institute of Educational Planning & Administration, New Delhi**

Figure 7.1 on the basis table 7 showing that average dropout rate of ST in primary education in India was greater than all category and SC (7.98>4.34>4.14) in 2013-14. Even in 2014-15 average drop-out rate of ST was high than other two category but in this year drop-out rate of SC was high than all category (6.93>4.46>4.13). The data also showing that average drop-out rate of ST decreased from 2013-14 (7.98%) to 2014-15 (6.93%).
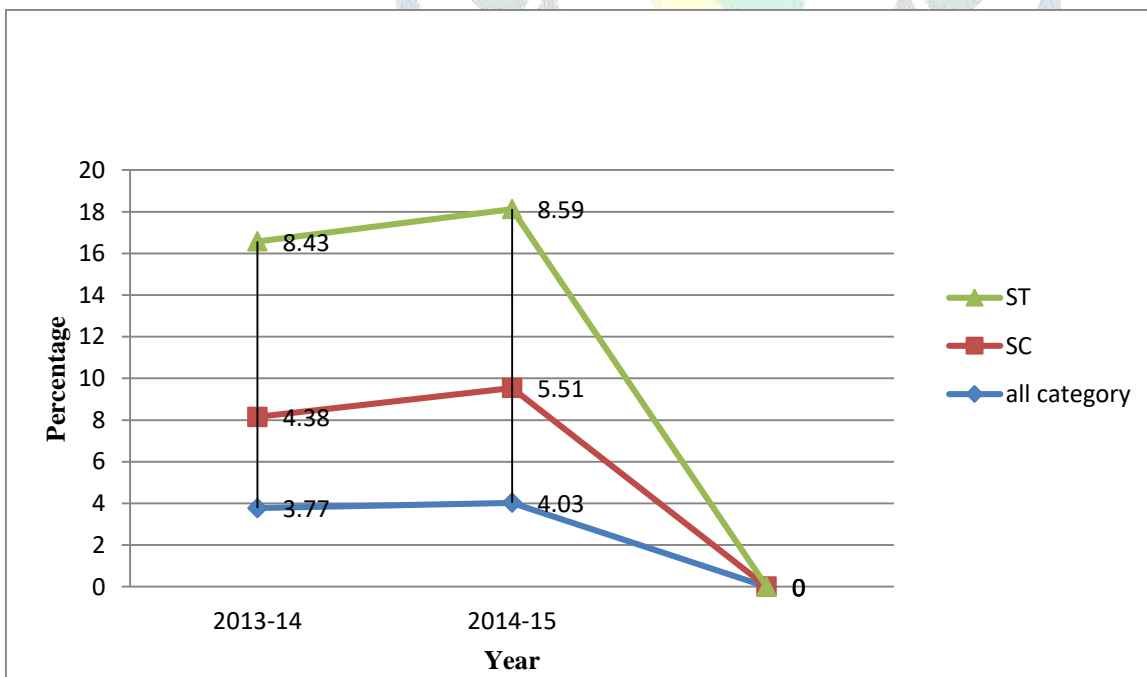
Figure-7.2: Drop-out Rate of Schedule Tribe as compare with All Category and Schedule Cast in Upper- Primary Level of Education from 2013-14 to 2014-15 in India

Data Source: National Institute of Educational Planning & Administration, New Delhi

Data represented in figure 7.2 based on table 7 showing that average drop-out rate of ST in Upper-Primary education was greater than SC and All Category (8.43>4.38>3.77) in 2013-14 as (8.59>5.51>4.03) in 2014-15. This data also showing that average drop-out rate of ST, SC and All Category in upper-primary level increased from 2013-14 (ST-8.43<8.59, SC- 4.38<5.51, All Category- 3.77<4.03) to 2014-15.

Figure-7.3: Drop-out Rate of Schedule Tribe as compare with All Category and Schedule Cast in Secondary Level of Education from 2013-14 to 2014-15 in India

Data Source: National Institute of Educational Planning & Administration, New Delhi

Data represented in figure 7.3 based on table 7 showing that average drop-out rate of ST in Secondary education in India was greater than SC and All Category (27.2>18.66>17.86) in 2013-14 as (24.68>19.36>17.06) in 2014-15. This data also showing that average drop-out rate of ST, SC and All Category in secondary level decreased from 2013-14 (ST-27.2>24.68, All Category- 17.86>17.06) to 2014-15 where as average drop-out rate of SC in secondary education increased from2013-14 (18.66<19.36) to 2014-15.

Discussion:

MHRD reports on level-wise enrollment of All Category, SC and ST from 2000-2001 to 2015-2016 implies that enrollment of ST is too much poor as compared with All Category and SC. Though enrollment of ST in all education level has been increase in this period. National Commission for SCs & STs, Fifth Report, & Census, 2011 also indicate that increment. Literacy rate of ST in 1961was just 8.54 whereas in 2011 it increases 63.1. National Institute of Educational Planning & Administration, New Delhi Report on average drop-out of All Category, SC, and ST in primary, upper-primary and secondary level from 2013-14 to 2014-15 imply ST drop out candidates are more than All Category and SC in these three education level , but it also indicate that ST drop-out case has decrease from past year in these education level in India

Suggestions:

For successful implimentation of government's schemes and plans for ST's educational development some suggestions should fallowed by government

- Government should appoint more representatives from ST communities that student can understand learning subjects and can establish good communication with teacher. It will also motivate them to be a establis citizen by doing higher education (Sahu, 2014).
- Government shoul organise various literacy campaign.
- Adiquate number of institution with sanitary and othar basic facilities should establish.
- Local community specialy those who are educated should involve in activities related with educational and others development of ST.
- Monitoring is also very importan with establish new plans and schemes implimentation.

Conclussion:

As India is one of the developing country with multi religion, caste, culture and language so inclussion of all is a difficult task. But for further and sustainable development inclussion is very important. From caste aspect as scheduled tribes belong to the most backward section government has taken various initiatives for them from independents which are appriciatble. Literacy rate or enrollment of Scheduled Tribes in various education level has increase from past but not sufficient rather it is very poor than All Category and even than Scheduled Castes. There are Many challenges plays role as obstacles so government should first identify and solve them for successful implimentation of schemes. So whatever Scheduled Tribes are most indeginus inhabitants of country, untill and unless of their development and inclussion in mainstream society nation cannot reach to the ultimate development goal. And it can be possible only by education. So government and all other people of society have to take more responsibility for educational development of ST to get peacefull and developed nation.

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