

Prosperous and Blockades of Tribal Education in India**M. Arivanandan**

Assistant Professor

Department of Social Work

Central University of Tamilnadu

Thiruvavur

Abstract

Education is one of the developmental indicators in human development index. But it has seriously denied to certain people of the society. However with the efficient efforts by the government and other voluntary organizations education has reached into the socially and economically marginalized people of the Indian society. Tribe is one among them, they are in low educational status in the national average of educational development while compare to other communities in India. This situation leads to isolate the community and prevent enter into the main stream of the society. It is contradiction to the development agenda of the developing nation like India. Therefore this study would like to discuss prosperous and barriers of the primary level of tribal education in India. Hence this study has formulated the following objectives: to analyses the tribal education status in India, to describe the barriers of educational development of the tribal communities and to find out the remedial measures to improve the tribal education status.

Key words: tribal education, dropouts, development

"We should judge results, not by statistics or the amount of money spent, but by the quality of human character that is evolved."

-Jawaharlal Nehru, 1958

Introduction

India is one of the heterogenic populated countries in world. Also it is home for a large number of aboriginal/tribes people. They are categories into two major groups such as Primitive (Vulnerable) Tribal Groups (PTGs) and Scheduled Tribes (STs). There are around 705 Tribal groups are living in India. Tribal population is mostly concentrated in the central belt of India and parts of the North-East. According to 2011 census of India the tribal population is 10, 42, 81,034 and it is constituted 8.6% in the total population of the country. They are differed among themselves in respect of language and linguistic traits and ecological settings. They are spread over the length and breadth of the country in the state like Odisha, Madhya Pradesh, Chhattisgarh, Jharkhand, Maharashtra, Gujarat, Rajasthan, Andhra Pradesh and West Bengal. About 12 per cent inhabit the Northeastern region, about five per cent in the Southern region and about three per cent in the Northern States.

Table:1 State wise Population of Scheduled Tribes in India in 2011

S. No.	Name of the State/UT	Total Population	ST Population	% of STs in the State to total State population	% of STs in the State to total ST population in India
00	India	1210569573	104281034	8.61	--
1	Andaman & Nicobar Islands	380581	28530	7.49	0.02
2	Andhra Pradesh	84580777	5918073	6.99	5.67
3	Arunachal Pradesh	1383727	951821	68.78	0.91
4	Assam	31205576	3884371	12.44	3.72
5	Bihar	104099452	1336573	1.28	1.28
6	Chandigarh	1055450	0	--	--
7	Chhattisgarh	25545198	7822902	30.62	7.50
8	D & N Haveli	343709	178564	51.95	0.17
9	Daman & Diu	243247	15363	6.31	0.01
10	Goa	1458545	149275	10.23	0.14
11	Gujarat	60439692	8917174	14.75	8.55
12	Haryana	25351462	0	--	--
13	Himachal Pradesh	6864602	392126	5.71	0.37
14	Jammu & Kashmir	12541302	1493299	11.90	1.43
15	Jharkhand	32988134	8645042	26.20	8.29
16	Karnataka	61095297	4248987	6.95	4.07
17	Kerala	33406061	484839	1.45	0.46
18	Lakshadweep	64473	61120	94.79	0.05
19	Madhya Pradesh	72626809	15316784	21.08	14.68
20	Maharashtra	112374333	10510213	9.35	10.07
21	Manipur	2570390	902740	35.12	0.86
22	Meghalaya	2966889	2555861	86.14	2.45
23	Mizoram	1097206	1036115	94.43	0.99
24	Nagaland	1978502	1710973	86.47	1.64
25	NCT of Delhi	16787941	0	--	--
26	Odisha	41974218	9590756	22.84	9.19
27	Puducherry	1247953	0	--	--
28	Punjab	27743338	0	--	--
29	Rajasthan	68548437	9238534	13.47	8.85
30	Sikkim	610577	206360	33.79	0.19
31	Tamil Nadu	72147030	794697	1.10	0.76
32	Tripura	3673917	1166813	31.75	1.11
33	Uttar Pradesh	199812341	1134273	0.56	1.08
34	Uttarakhand	10086292	291903	2.89	0.27
35	West Bengal	91276115	5296953	5.80	5.07

Source: Census of India, 2011. (Note: Excluding 3 Sub-divisions of Senapati District of Manipur)

From the above table we can understand the strength of the STs in India. However due to their livelihood style, culture, customs, social, economical and education status still these population living in underdeveloped status. Therefore governments take many efforts to include the community into the mainstream of the population. The inclusive development is one of the significant agendas for the government's year plans. It has focused on social, economical, educational, political and technological growth of the all people of the society. Therefore while we look-into a welfare and democratic state, any one group of people should not remain outside in the mainstream of society. The educational based development is leading to all other developments in the society. Education gives internal strength to the individual and social strength to the community. It helps to acquire knowledge and also push forward to face the challenges in the society. As Professor Amartya Sen rightly mentioned that education is an important parameter for any inclusive growth of an economy. Therefore education is a major means for upgrading any individual in the society. However better standard and quality education is a distant dream to majority of the tribal population in India still. The reasons are barriers like location, transformation of infrastructural facilities, language, and social cohesiveness etc. The consequence of this situation leads to a wider gap in the literacy level of the tribal and non-tribal communities and male and female among tribal population. It should be removed for the inclusive development of the developing country like India. In this background this paper examines the status and development of tribal education in India. The following objectives have formulated to carry-out the study:

- To analyse the tribal education status in India
- To describe the barriers of educational development of the tribal communities
- To find out the remedial measures to improve the tribal education

Review of Literatures

When analyse the education issues of the tribal education, the dropout is one of the major hinders. There are some reasons such as lack of personal interest, parents education status, level of awareness, the distance between school and residence, motivation of the teachers, family economic condition etc., Joy and Srihari (2014) study describes, for the Paniya tribe the poverty and financial problem of the parents are not an issue but the individual attitude on education is matter of concern, because they are considering education is boring process and the other reasons such as influencing of peers, alcoholism of parents for the dropouts. Gautam, (2003) and Lal, (2005), Kabita Kumari Sahu (2014) Rani, (2000), have cited in their articles the false medium of instruction, the appointment of non-tribal teachers in tribal areas and communication gap between the teachers and tribal children are the causes of high dropout rates in tribal schools. Singh and Jabbi (1996) cited that in their empirical analyses many parts of India have low health, education and employment status of the tribes. It is lower than other social groups, including the Scheduled Castes. Aphale and Bairagi (1984) mentioned in their study, there is slight increase in tribal literacy rate; however low student enrollment rate, low quality of education, less number of secondary schools and poor hostel facilities also in the tribal areas.

Education Status of Tribal People in India

Education is the most important indicator in the human resource development. It gives wider knowledge to the human being in all areas such as social, economical political and technological. Also it motivates a person to think rationally and make the person to get good employment opportunity. Education is widely accepted and an essential tool for the attainment of the developmental goals and leads to political consciousness, awareness of rights and duties among the people. The schools are like an instrument for providing education. The schools are not only provided education to the children but also keep them away from the social evils. They are playing a major role in shaping a person's basic ideas, habits and attitudes. They play a crucial role in social changes and bring perfections in human life, an upward mobility in social status, radical transformation in

outlook and perception. But the fact is that how far education and schools are helping to the tribal development of community. It is major concern in the process of tribal educational development. Even though governments and other NGOs had been take some efforts for tribal education development, still the quality education is a distance dream for the people. The following table shows the gradual development of the education status of the tribal community in India.

Table: 2. Year wise Entrollment of STs in 1980-81to 2010-11 for Primary, Upper primary, Secondary and Higher education (in Lakhs)

Year/Level	Scheduled Tribes					
	Primary (I-V)			Upper Primary (VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
1980-81	31	15	46	5	2	7
1990-91	49	29	78	11	6	17
2000-01	63	47	110	19	12	31
2005-06	75	67	142	25	20	45
2006-07	76	68	144	26	20	46
2007-08	76	70	146	26	21	47
2008-09(P)	79	73	152	27	23	50
2009-10(P)	79	73	152	28	23	51
2010-11(P)	77	72	149	28	26	54
Year/Level	Sec./Sr. Sec (IX-XIII)			Higher Education		
1980-81	2	1	3	NA	NA	NA
1990-91	7	2	9	NA	NA	NA
2000-01	10	5	15	NA	NA	NA
2005-06	13	9	22	4	2	6
2006-07	15	10	25	4	3	7
2007-08	14	10	24	6	3	9
2008-09(P)	16	11	27	6	3	9
2009-10(P)	17	13	30	7	4	11
2010-11(P)	18	14	32	NA	NA	NA

Source: Educational Statistics at a Glance-2012, MHRD. Note: P-Provisional, NA-Not Available. For the Year 2008-09 data on Higher Education is Final

Table: 3. Educational Growth of Tribes in India

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	29.35
2001	59.17	34.76	47.10
2011	71.70	54.4	63.1

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

There was a phenomenal growth in education in the years between 1991 to 2011. It is one of the indicators for education development of the tribal community but there are many other constraints are still existing in the tribal education development

The Barriers of Tribal Education Development

The educational development in the tribal areas is an integrative activity, it has involved in various stakeholders such as government, teachers, parents and students. In this concern the teachers should be acted as a mediator between the government and parents of the students. Though, it is a most significant position in the field of education the effective, dedicated and quality teaching by the teachers in the tribal areas is unsure in the tribal educational development. Another major barrier is the distance between the tribal settlements and towns, because majority of the tribal areas school teachers are living in the urban and semi urban locations. Their travelling time to the school itself takes minimum 3 to 4 hours in a day. And the consequence is that not attending the classes regularly. This is major setback in the tribal education development. Also, it creates problems in the enrollment of the students, lack of interest in education among the students, lack of interest among the parents of the tribal students to send of their children to schools and its leads to dropouts.

Table: 4. Dropout Rate of Scheduled Tribes and other (1990 to 2011) in Percentage

ST Students	Scheduled Tribe						Scheduled Castes						All Categories					
	Classes (I-VIII)			Classes (I-X)			Classes (I-VIII)			Classes (I-X)			Classes (I-VIII)			Classes (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-91	76	82	79	83	88	85	64	73	68	74	83	85	59	65	61	68	77	71
2000-01	-	-	-	-	-	-	-	-	-	-	-	-	50	58	54	66	72	69
2001-02	67	73	69	80	83	81	59	64	61	71	75	73	-	-	-	-	-	-
2002-03	67	71	69	78	83	80	58	62	60	70	75	72	-	-	-	-	-	-
2003-04	69	71	70	78	81	79	57	62	59	71	76	73	-	-	-	-	-	-
2004-05	65	67	66	78	81	79	55	60	57	69	74	71	-	-	-	-	-	-
2005-06	63	63	63	78	79	79	54	57	55	68	74	71	49	49	49	60	64	62
2006-07	63	62	63	77	79	78	52	55	53	67	72	69	46	45	46	59	62	60
2007-08	63	62	63	76	78	77	54	51	53	68	69	68	44	41	43	57	57	57
2008-09(P)	58	59	58	76	77	76	51	44	48	67	67	67	45	39	42	56	56	56
2009-10(P)	55	61	58	75	76	75	51	52	51	59	60	59	41	44	42	53	52	53
2010-11(P)	55	55	55	71	71	71	47	39	43	57	54	56	40	41	41	50	48	49

Source: Educational Statistics at a Glance-2012, MHRD. Note: P-Provisional

Dropout from the school is major hamper in the tribal educational development. The level of dropout has varied depends on the standard which the students studied in the schools. It is more in middle and high schools. Nearly half of the children dropped out before attaining middle level, over three fourths dropped out before attaining secondary levels and 9 out of 10 students could not complete schooling. The dropout rate was least in those belonging in rich and the middle and poor were high. There are many reasons such as: lack of interest of the parents, economic condition of the family force to work for wages and looking after younger siblings. Also school and teaching curricula related factors such as unfriendly atmosphere in schools. Gautam, (2004) found in his study that high "dropout" rates among tribal children, due to wrong medium of instruction, the appointment of non-tribal teachers in tribal areas and communication gap between the teachers and tribal children.

Table:5.Dropout Rate, 2004-05- 2011 Scheduled Tribe (Provisional)

Year	Sex	Classes 1 st to 5 th			Classes 1 st to 7 th			Classes 1 st to 10 th		
2004-05	Boys	31.8	42.6	-10.7	50.4	65.0	-14.6	60.4	77.8	-17.4
	Girls	25.4	42.0	-16.6	51.3	67.1	-15.1	61.9	79.0	-17.1
	Total	29.0	42.3	13.3	50.8	65.9	-15.1	61.9	79.0	-17.1
2011	Boys	25.7	37.2	-8.5	40.3	54.7	-14.4	50.4	70.6	-20.2

Source: Selected Educational Statistics 2004-2005, Ministry of Human Resource Development, Government of India and Statistics of School Education 2010-2011

The tribal people settlements or the residential places are major hamper to the education development of tribal community. Generally they are living in the forest areas or near to forest areas, which is isolated from the main land. Therefore the connectivity is a limitation for them. Though Government and NGOs are build schools in the tribal areas, they are walked miles together to reach the schools.

The infrastructure facilities and educational achievement are integrated aspects of educational development. But majority of the tribal schools are facing the problem of lack of infrastructural facilities like blackboards, electricity facilities, adequate class rooms and ventilation. The teaching materials such as textbooks and notes, training materials are distributed in late to the tribal schools; due to these kinds of barriers, the teachers as well as students are losing their interest. The teaching related problems such as, suitable teachers, relevance of content and curriculum, medium of instruction, pedagogy, and special supervision. These problems are leading to the low quality of education, more dropouts, lack of interest both parents and students, and lack of opportunity to get place in higher education institutions and job opportunities. At the same time governments are taking some efforts to overcome these problems. There are some examples like National Policy on Education (NPE), SarvaSikshaAbian (SSA) and Right to Education (RTE). The national education policy has enforced the following points:

- Priority will be accorded to opening primary schools in tribal areas.
- To develop curricula and devise instructional material in tribal language at the initial stages with arrangements for switchover to regional languages.
- Tribe youths will be encouraged to take up teaching in tribal areas.
- Ashram schools/residential schools will be established on a large scale in tribal areas.
- Incentive schemes will be formulated for the STs.

SarvaSikshaAbian (SSA) programme

The SSA programme gives a special focus to tribal education development. The following are some of the significant interventions being promoted in States under SSA such as:

- Setting up schools, education guarantees centres and alternative schools in tribal habitations for non-enrolled and drop out children.
 - Textbooks in mother tongue for children at the beginning of the primary education, where they do not understand the regional language. Make the curriculum in locally relevant teaching learning materials.
 - Special training for non-tribal teachers to work in tribal areas, including knowledge of tribal dialect
 - Bridge Language Inventory for use of teachers
 - The school calendar in tribal areas may be prepared as per local requirements and festivals.
 - Build Anganwadis and Balwadis or creches in each school in tribal areas so that the girls are relieved from sibling care responsibilities.
 - Special plan for nomadic and migrant workers.
 - Engagement of community organizers from ST communities with a focus on schooling needs of children from specific households.
 - Ensuring sense of ownership of school communities by ST communities by increasing representatives of STs in VECs / PTAs etc. Involving community leaders in school management.
 - Monitoring attendance and retention of children.
 - Providing context specific interventions eg. Ashram school, hostel, incentives etc.
- (Education of Tribal Children in India)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009

The constitution of India has provided a special provision to children is Right of Children to Free and Compulsory Education (RTE) Act in 2009, under Article 21-A, which means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The Act came into effect on 1st April 2010. The 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. The 'Compulsory education' means that the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group.

Even though governments are taking some efforts to provide quality education to the tribal students, the cooperation from the tribal community is less while compare to other community people. There are many reasons such as: life style, habituations, lack of awareness on education, condition of occupation, economic condition, knowledge on outside communities, connectivity between government and tribal people etc. All these are working as pulling factors for their education development.

Suggestions for Improve the Educational Status of Tribal Areas

- The basic infrastructure facilities should be provided to the all tribal schools invariably
- Promote the condition of residential / Ashram schools and need for regular monitoring in periodically
- Organize exposure visits to the tribal students to visit the education institutions in urban areas. It will be motivated them in the educational achievement and set goals in their education and career.

- Organise exhibitions in the schools, colleges and Universities on current science and technological developments and traditional practices of the tribal communities.
- Create connection between tribal people and non tribal people in social, economical, political, educational and technological. The social connectivity should be equal rights, mutual respects and without discrimination. The economic connectivity should be equal employment, no discrimination in wages, no exploitation of labour, the political connectivity should be equal opportunity in political participation and representation in elections. The education connectivity should be provided quality education to tribal students, make connection with other well established educational institutions, and provide all facilities to the tribal schools and hostels.
- To create better working environment to the teachers, adequate class rooms, educational materials, residential facilities and extra incentives.
- The total environment of the tribal education status must be study.
- Provide stipends and various scholarship schemes to the tribal students to peruse higher education.
- Provide relevant study materials in local tribal languages
- Provide proper training to the teachers in the current developments and educational advancements
- Promote/ encourage the non formal education systems in the tribal location.
- Take efforts to provide the proper transport facilities to the teachers who are working in the interior tribal areas' schools
- Encourage the traditional sports of the tribal communities.
- Organize sports and cultural events between the tribal and non tribal students. It helps inclusive the tribal students in the main stream of the society.
- Create awareness on education and its significance to the parents of the tribal students. They need education based counseling and guidance.

Conclusion

Denying access to education to a particular community is judicially immoral. Without education one who can't enjoy the developments in the present scenario. Thus education is key factor for all other developments. Though provide quality education to all is the fundamental right of the government, the same responsibility is necessary for other stakeholders like parents and teachers. Because it is an integrative effort of all the agencies, this effort should be much more serious in the tribal educational development. There are four aspects should be concentrated by the government and other civil society organizations such as to provide basic amenities to the tribal areas schools, strengthening the capacity of the teachers and motivate them to work for tribal people, formulating and strengthening the teachers and parents associations in the tribal schools, framed curriculum based on the tribal life style based vocation training and further provide employment opportunities.

References

1. Akula. S, (2013), Education for Children of Tribal Community, A Study of Adilabad District, American International Journal of Research in Humanities, Arts and Social Sciences, <http://iasir.net/AIJRHASSpapers/AIJRHASS13-377.pdf>, 3734, ISSN (Online): 2328

2. Aphale, M.B. and Bairagi, K.V. (1984), Evaluation study of Integrated Tribal Development Project Thane-I, Jawahar, Tribal Research Bulletin, TRTI, Pune,
http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/25489/10/10_chapter_02.pdf
3. Bagai.S, Nundy.N, (2009), Tribal Education, A Fine Balance,
<http://www.dasra.org/pdf/dasrareports-tribal-education.pdf>
4. Can Nehru's Panchsheel Principles Solve Maoists' Puzzle in Tribal Areas?
<http://www.focusmagazine.in/nehru-panchsheel-principles-solve-maoists-puzzle-tribal-areas/>
5. Chapter III Policies and developmental programs for tribal development in India
http://shodhganga.inflibnet.ac.in/bitstream/10603/222/12/12_chapter3.pdf
6. Education of Tribal Children in India, http://ssa.nic.in/research-studies-docs/education_tribal_children.pdf/view
7. Gautam,V. (2003) Education of tribal children in India and the issue of Medium of Instruction: A Janshala experience,
http://pnglanguages.org/asia/ldc/parallel_papers/vinoba_gautam.pdf
8. Joy.J, Srihari .M, (2014), A Case study on the School dropout Scheduled Tribal students of Wayanad District, Kerala,Research Journal of Educational Sciences, Vol. 2(3),ISSN 2321-0508
9. Lal. M, Education-The Inclusive Growth Strategy for the economically and socially disadvantaged in the Society,
<http://dise.in/Downloads/Use%20of%20Dise%20Data/Meer%20Lal.pdf>
10. Report of the High Level Committee on Socio-Economic, Health And Educational Status of Tribal Communities of India, Ministry of Tribal Affairs Government of India, May, 2014,
<http://www.kractivist.org/wp-content/uploads/2014/12/Tribal-Committee-Report-May-June-2014.pdf>
11. Rani. M, (2000), Tribal Languages and Tribal Education, Social Action, Vol. 50, <https://krex.k-state.edu/dspace/bitstream/handle/2097/1520/AnirbanMukherjee2009.pdf?sequence=1>
12. Sahu, K.K, (2014), IOSR Journal of Economics and Finance (IOSR-JEF) e-ISSN: 2321-5933, Vol. 3, Issue 2. PP 48-52, www.iosrjournals.org
13. Tribal Education in India <http://www.culturalsurvival.org/publications/cultural-survival-quarterly/india/tribal-education-india>
14. http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/25489/10/10_chapter_02.pdf