

## **A study of educational status of tribal in India**

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### **Abstract**

Educational of tribal is a major problem in India. They are often illiterate of less educated despite several efforts from the government policies. Formulating policy for their education is a complex process. The purpose of this research paper was to know the level of education of tribal in India. This study based on secondary data. In this paper we discuss the characteristics of tribal, their culture and their literacy level. The reasons for his educational backwardness were also stated.

Keyword:- schedule tribes, education, literacy

### **Introduction**

India is a country of diversity. Even today, there are such human group in the inaccessible areas of India, who have lived away from the world's civilization for thousands of years, living in areas that are away from the mainstream of social civilization and society, while maintaining their social and culture consciousness and identity. They are also called social representatives of ancient social and economic life. These human groups are referred to by names like tribal.

Any human community which has characteristics like man traits, distinct culture, geographical isolation, hesitancy with the community at large, backwardness is called tribal. In these, the characteristics of their native species are more pronounced. That is, their ethnic mixture is not much. The term tribal can be defined as any collection of local primitive groups that live in a common area, speak a common language and follow a common culture, they are called tribal. In the 5<sup>th</sup> schedule of Indian Constitution, these are referred to as "Schedule Tribes".

The largest part of the world's tribal population is present in India only. Except for the continent of Africa, most of the tribes in the world live in India. There are almost 697 tribes in India with a population of 10.45 crore. Some of them are Munda, Khadia, Bodo, Bhil, Santhal, Meena, Lohar, Pradhan, Sahariya, Oraon etc. The population of these tribes is more in the states of MP, Chhattisgarh, Maharashtra, Orissa and Jharkhand. The basis of declaring any community as a Schedule tribes is archaic belief, special culture, geographical isolation, hesitancy and backwardness among other communities. Their socio-economic participation is also very less. Whether it is infant mortality, the size of arable land owned or the availability of potable water or access to electricity, the tribal community is far behind the common people.

### **Characteristics of Tribes**

- Tribal live in inaccessible place in the mountains and forests far from civilized society.
- They belong to a group of Negritos, Austroloids or Mongoloids.
- They believe in primitive religious and ghost or spirits are worshiped in their religions.
- These people use native language.
- They are mostly carnivorous.
- They adopt tribal occupations such as collection of useful natural things, hunting, collection of forest produce etc.
- They have a special interest in dance and games.

### **Culture of tribal**

The tribal have a distinct identity due to their distinct culture. Forests have influenced the lifestyle of most of the tribal of India as they have been getting their means of livelihood from the beginning. The economic and social system is an inseparable unit among the tribal. This community is often dependent on many natural powers, which makes several legal efforts, individual and group worship etc. to make them favourable. These people worship like Gods and Goddesses of Nature because many types of herbs, fruits, flowers, honey, gum and wood etc. are obtained from nature itself. Who feeds them. For them the forest is everything. Hunting is very important in the lifestyle of tribal. They have to kill animals not only for their food but also for their protection. That is, the entire culture is based on the forest itself.

### **Rationale of the study**

Currently India is moving towards educational development, but a large part of the tribal of the country are backward. The main reason for this backwardness is illiteracy.

Education in this community has not fully promoted. It can be deduced from this that literacy percentage in the tribal population of India is very low. Therefore the researcher selected this problem to find out the educational status of the tribal in present.

### **Statement of the problem**

### **A study of educational status of tribal in India**

### **Review of literature**

- Raghavendra, R.H. (2020) accessed the literacy and health status of scheduled castes in India. The finding revealed that they face difficulty in accessing these provisions due to ignorance and sometimes due to social boundaries such as caste or race. However, in order for significant progress to be made in increasing the human development status of Scheduled Castes, development organizations must continue to explore varying levels of incentives and pursue national social equality in India.
- Maqbool, Maria and Akhtar, Mafara (2019) studied on Academic achievement of underprivileged society scheduled castes and scheduled tribes. It was found that majority of the scheduled caste and scheduled tribe people are illiterates and among the literates, majority has minimal educational attainment. It was further found that throughout all the three generations of the scheduled castes, illiteracy is high.
- Das, Tapash and Halder, Dr. Tarini (2018) studied on causes educational backwardness of scheduled caste women students at higher education level in West Bengal. The study found that family environment is a significant positive cause or factor regarding educational development of scheduled caste women in West Bengal. The reasons for dropout are, poverty, inaccessibility for good educational institutions, lack of awareness about advantage and utility of education, language problem (medium of instruction), lack of sufficient infrastructure facilities and teaching aids, lack of good number of qualified and committed teachers for the scheduled caste areas and local cultural traditions.
- Ravikumar (2018) conducted a study on development of scheduled tribes in India-An overview. The finding revealed that there is increasing trend of STs Population i.e., from 7.8 to 8.6 during the Census period 1981 to 2011. The sex ratio of STs stood at 990 which are more favourable than for general population. There is increasing trend of literacy rate of STs during the census period from 1981 to 2011 but as compared to general population there is widening gap between STs and general population.

- Maharana, Subasini and Behera, Alok Ranjan (2018) conducted a research on status and problems of tribal education in Odisha: government initiatives. The finding revealed that despite the government's continued concerns in this area, the current rate of improvement in education amongst the scheduled tribes population is yet insufficient to meet the state's as well as the country's needs. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. The gross enrolment ratio is higher in class I to V which is 137.2 for ST boys and 136.7 for ST girls. The Gender Parity Index for ST children is almost same as all categories of children except for class XI to XII.
- Mitra, Aparna and Singh, Pooja (2018) studied on Trends in Literacy Rates and Schooling among the Scheduled Tribe Women in India. The finding revealed that the high status of women among the tribal groups in the north-eastern states has important effects on the literacy rates, enrolment ratios and dropout rates of girls in that region. High poverty rates pose to be significant obstacles in attaining literacy and education among tribal women in India.
- Radhakrishnan, Aiswarya and Pillai, Nisanth. M. (2018) studied on Awareness and Effectiveness of Educational Schemes for Scheduled Caste and Scheduled Tribes in Coimbatore District. The major findings of this study reveals that most of marginalized communities continue to remain unaware of the educational schemes and are unable to utilize all the provisions of the schemes.
- Satyasavitri, V.B. (2018) studied on impact of Ashram schools issues and challenges of tribal education in India. The finding revealed that in the year 1961 literacy rate of Scheduled Tribe was 8.53 per cent and 28.3 per cent of total population. In 1991 it has increased to 29.6 percent and 52.21 percent of STs and all social categories respectively. In 2011 Scheduled Tribe literacy rate is increased to 58.96 per cent and 72.99 percent that of total population. Poverty is the major factor contribute to their educational backwardness. The tribal parents whose children study in Ashram Schools would be engage in agriculture or traditional activities, which will not support them to provide better education.
- Vasanth, (2018) conducted a research on A study on problems faced by tribal peoples for their higher educations with special reference to Munnar. The finding revealed that the tribal are facing several serious problems. The major among these is poor economic conditions. As they have no regular source of earnings of living most of the tribal lead

of poverty and a majority of them live below the poverty line. As they lead a nomadic life, their children do not get formal education.

- Ramachandran, R. (2017) studied on educational status of schedule tribes in India. The purpose of this study was to find out the literacy of schedule tribes and to find out the dropout rate of students of schedule tribes. After analysis this study suggested that the policy-makers approach is less concerned with cultural education.
- Bramanandam, T (2016) studied on educational status among the schedule tribes: issues and challenges. The purpose of this study was to explore educational opportunities and to suggest appropriate remedies to improve their education. After analyzing the effect of the data it was found that international performance in education was significantly lower than schedule scheduling.

### **Objective**

- To study the educational status of tribal of India.
- To study the educational status of tribal of Rajasthan.

### **Research Hypothesis**

- There is a significant increasing is found in the level of education of tribal in India.
- There is a significant increasing is found in the level of education of tribal in India.

### **Research methodology**

- In this research paper historical and analytical method is used. The population of entire India included. . For this the schedule tribes of India and Rajasthan select as sample of study. To know the educational status of tribal the researcher has used an educational pro forma. The data is compiled through secondary sources (Census of India 2011).

### **Variable**

- Independent variable- Educational status
- Dependent variable- tribes of India

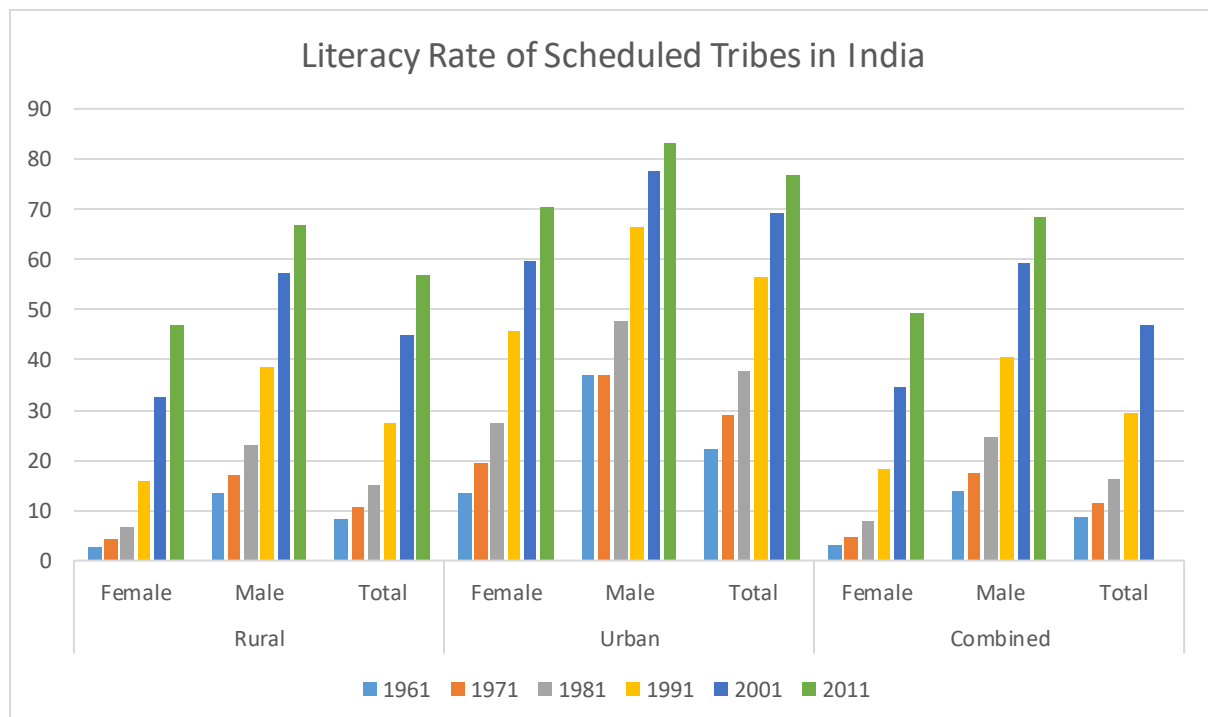
### **Delimitation**

- This research paper is delimited to the tribal of India.

### **Educational status of tribes in India**

According to the 2011 census, tribal constitute 8.6% of the total population of the country and live on 15% of the country's area. Their total population is 10.45 crore as per the 2011 census. But even today their percentage in education is very low.

Literacy Rate of Scheduled Tribes in India									
Year	Rural			Urban			Combined		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
1961	2.90	13.37	8.16	13.45	37.09	22.41	3.16	13.83	8.53
1971	4.36	16.92	10.68	19.64	37.09	28.84	4.85	17.63	11.30
1981	6.81	22.94	14.92	27.32	47.60	37.93	8.04	24.52	16.35
1991	16.02	38.45	27.38	45.66	66.56	56.60	18.19	40.65	29.60
2001	32.44	57.39	45.02	59.87	77.77	69.09	34.76	59.17	47.10
2011	46.90	66.80	56.90	70.30	83.20	76.80	49.35	68.53	58.96



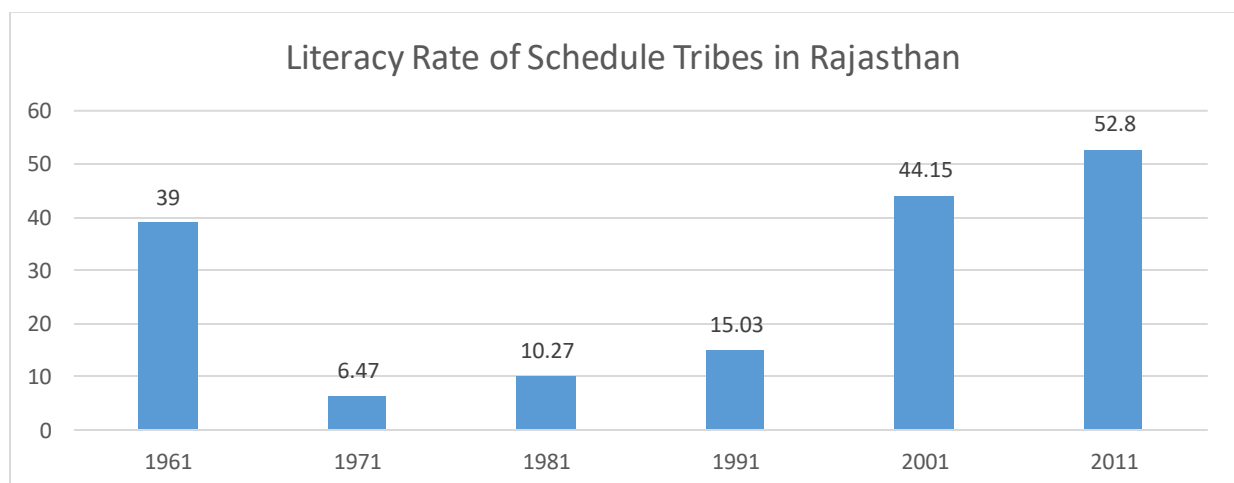
Source:- census of India 2011

On seeing the table it is clear that the literacy of the tribal was 8.53% in 1961 which has increased to 58.96% in the year 2011. Therefore, it is clear that even today tribal are struggling to get education.

### **Educational status of tribes in Rajasthan**

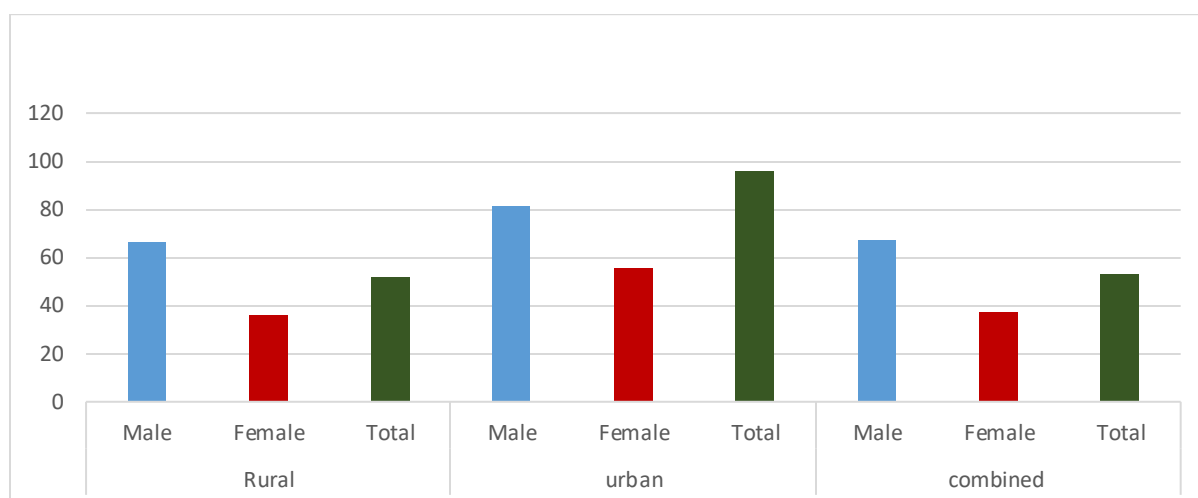
The population of tribes in Rajasthan 13.48% of the total population. Meena, Bhil, Damor, Garasia nad Sahariya are the main tribes here. Rajasthan has the largest Meena tribes. Thereafter Bhil, Garasia, Sahariya, Damor, Bhil-Meena and Damaria tribes are found respectively. The most tribes in Rajasthan is found in the southern part of Rajasthan. A total of 53% of the tribe population lives in this area.

<b>Literacy Rate of Schedule Tribes in Rajasthan</b>						
Year	1961	1971	1981	1991	2001	2011
Literacy percentage	39	6.47	10.27	15.03	44.15	52.8



Source:- census of India 2011

Literacy Rate of ST in Rajasthan (2011)									
State	Rural			urban			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rajasthan	66.7	36.1	51.7	81.0	55.6	96.0	67.6	37.3	52.8



Source:- census of India 2011

It is clear from the view of table that since independence, the percentage of literacy of the tribal has increased in Rajasthan. But at present the literacy percentage of rural area is very less as compared to urban areas. Currently the literacy percentage of urban areas is 96% and the rural areas is 51.7% in Rajasthan. And overall tribal literacy percentage is 52.8% in Rajasthan.

### **Disruptive elements in educational development of tribes**

Education is the cornerstone of human development. The tribal community is very backward in terms of literacy and modern education, mainly because of which there are some elements which obstruct their education, which are-

- Inadequate access and quality of the school.
- Inadequate teacher number and teaching work.



- Poor provision of teaching material.
- Poor condition of school structure.
- Lack of basic facilities.
- Lack of local language of education.

## **Conclusion**

One of the major problems inherent in the development of the country is to educate the tribal society. Therefore, for the development of tribes, it is very important that every problem be treated as a national problem and policies should be formulated keeping in mind the local condition. Because each tribe has its own personal problems. No policy can be beneficial unless it aims to solve local problems. Presently, the educational status of tribal is not satisfactory. It is known from the data the educational status of tribal students is worrying. Formulating policy for their education is a complex process. It should also be kept in mind that how can the benefits of education be extended to the backward society without destroying their social environment. If the government makes a provision of subsidized and government ashram school, free hostel, free food, free educational material and uniform, then the educational level of the tribal can be improved and developed.

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