

## Problems and Government Initiatives for Tribals in India: Some Issues

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**ABSTRACT:** This article is a conceptual frame work and understanding related to tribal education in India scenario the present researcher conducted study with both primary and secondary sources of data. The present structure of the society and its diversity within the cave of caste system in India projected through critical analysis. Integration of development theory and practices in Indian context with special references to the tribals are needed. The first-hand experience of different social reformers, educator and the researchers' perceptions are also critically examined with statement forms in the article. Suggestions and need based education in the provision of Indian constitutions are drawn time to time in order to strengthen the need based education specific to Tribal Education system of India. Lastly the suggestions are also given for the upliftment of the provision as tribal education of India. However, based on the analysis of the factors contributing to no enrolment and/or dropout and descriptions of case studies, it is evident that there needs to be more philanthropic investment outside the classroom too. This would provide a solid foundation that leverages these assets and develops stronger individual potential that can transcend the barriers experienced by tribals today.

**KEYWORD:** Challenges Education, Indian constitutions, Tribal Education.

### Introduction:

Education of scheduled tribe is a vital component of the overall strategy of securing equality and social justice in the country like India, A substantial proportion of the total population belong to socially disadvantaged sections and the empowerment of these sections continues to be on the priority list of the country's development agenda. The scheduled tribes constitute 8.2 per cent of population as per the 2001 census. In recognition of wide spread illiteracy, ignorance and low level of educational attainment among them that account largely for their economic disadvantages, the removal of educational backwardness has been adopted as the key strategy for their overall development.

<b>Sub-Caste of Scheduled Tribes</b>	<b>Population % out of total ST in WB</b>	<b>M (%)</b>	<b>F (%)</b>	<b>Population % out of total ST(0- 6 yrs) in WB</b>	<b>M(%) (0-6 yrs)</b>	<b>F(%) (0-6 yrs)</b>
Asur	0.072948	49	51	0.08	47.32	52.68
Baiga	0.25341	50	50	0.25	52.46	47.54
Bedia, Bediya	1.675907	51	49	1.66	50.39	49.61
Bhumij	7.104009	51	49	7.24	50.78	49.22
Bhutia, Sherpa, Toto, Dukpa, Kagatay, Tibetan, Yolmo	1.257836	50	50	0.81	51.65	48.35
Birhor	0.042307	52	48	0.05	53.94	46.06
Birjia	0.021201	51	49	0.02	50.61	49.39
Chakma	0.008798	51	49	0.01	52.50	47.50
Chero	0.103399	49	51	0.10	48.37	51.63
ChikBaraik	0.403553	50	50	0.37	49.20	50.80
Garo	0.038494	49	51	0.03	50.63	49.37
Gond	0.255524	53	47	0.22	52.40	47.60
Gorait	0.047159	50	50	0.08	49.43	50.57
Hajang	0.011724	53	47	0.01	50.00	50.00
Ho	0.44333	50	50	0.49	50.43	49.57
Karmali	0.046555	51	49	0.05	51.45	48.55
Kharwar	0.382673	51	49	0.38	50.93	49.07
Khond	0.01246	51	49	0.01	53.85	46.15
Kisan	1.858314	52	48	2.13	50.98	49.02
Kora	3.009353	50	50	3.06	50.51	49.49
Korwa	0.054975	50	50	0.06	52.05	47.95
Lepcha	0.641161	50	50	0.47	52.32	47.68
Lodha, Kheria, Kharia	2.052255	50	50	2.34	50.45	49.55
Lohara, Lohra	0.467873	50	50	0.52	51.16	48.84
Magh	0.151634	50	50	0.10	50.80	49.20
Mahali	1.540395	50	50	1.64	50.12	49.88
Mahli	0.049255	51	49	0.06	51.49	48.51
Mal Pahariya	0.840823	50	50	1.01	50.71	49.29
Mech	0.778599	51	49	0.64	52.74	47.26
Mru	0.003719	48	52	0.00	36.67	63.33
Munda	6.91692	50	50	6.91	50.61	49.39
Nagesia	0.309197	50	50	0.32	52.08	47.92
Oraon	12.14868	50	50	11.88	50.76	49.24
Parhaiya	0.017387	49	51	0.02	45.00	55.00
Rabha	0.525208	51	49	0.50	51.64	48.36
Santal	47.42974	50	50	48.83	50.52	49.48
SauriaPaharia	0.065698	49	51	0.09	47.84	52.16
Savar	0.762212	50	50	0.96	49.66	50.34
Limbu (Subba)	0.884414	50	50	0.63	51.65	48.35
Tamang	2.760134	50	50	1.81	50.92	49.08

India with a variety of eco-systems, presents a varied tribal population throughout its length and breadth. As per 2001 census there are 41,685,411 tribal women out of total scheduled tribe population of 8, 43,26,240. Out of a total of 77,338,597 tribal in rural areas, tribal women numbered 38,292,947. There were 6,986,643 tribal in urban areas, of which 3,392,464 were women. Tribal social structure reflects a more sex ratio, 972 females per 1000 males, than the national average as per census of India, 2001. The population of the tribal people in 2001 was estimated to have reached 84.3 million. This represented 8.19 percent of country's population. The largest concentration of ST population is found in North-Eastern States i.e., Mizoram (94.8%) Nagaland (87.7%), Meghalaya (85.5%) and Arunachal Pradesh (63.7%); Union Territories like Lakshadweep (92.2%), Dadra and Nagar Haveli (79%), Andaman and Nicobar Island (5.5%) and other states of India i.e., Madhya Pradesh (23.3%), Orissa (22.2%), Rajasthan (12.4%) and Maharashtra (9.3%).

(Source: Tribal Population in 2011 Census)

## REVIEW OF RELATED LITERATURE

**NCERT (1995)** conducted a research study on 'Effectiveness of Various Intervention for Improving Tribal Education'. The study aimed at reviewing the status of various interventions planned for improving education of scheduled tribe children in DPEP states, viz., Assam, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Orissa and Tamil Nadu.

**Ambasht and Rath (1995)** carried out a study on the 'Effect of household, community and school factors on enrolment, retention and achievement among tribal students.

**Pathy and Khandanga (1997)** conducted a study on mastery learning in language among tribal children. The objective was to assess the existing levels of language competency among the tribal children based on the language competencies as enlisted in the MLLs documents.

**Basantia et.al. (2000)** studied the effect of psychological factors and achievement of tribal students. The purpose was to study the difference between gender and achievement (High & Low achiever) of tribal students in relation to their psychological constraints and the relationship between psychological constraints and academic achievement of the Tribal students

## Rationale of the Study

Every society that values social justice and is anxious to improve the lot of common man and cultivate all available talent must ensure progressive equality of opportunity to all section of the population. Indian society after independence has committed itself to its all-round development. It has started taking measures for its social and educational development also along with its political and economic development. It is striving to eradicate whatever inequalities exist between its different social groups. In our country, some social groups have remained backward for centuries and the scheduled tribes are the most backward among them. The tribal communities were the most ancient resident of India, The quality of education is also dependent upon the academic achievement.

## OBJECTIVES OF THE STUDY

The objectives of the study are the following:

- To know the existing educational status of the Tribals in India.
- To find out the educational problems related to enrolment & retention of the Tribal students in elementary schools.
- To suggest some strategies for enhancing Tribal education in elementary schools.

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### Research Questions:

- What is the educational status of the Tribal community in India?
- What are the educational problems related to enrolment & retention of the Tribal students?

### Methodology of the studies

This is a descriptive study Document analysis is applied for the development of this paper. This study is based on primary sources and secondary sources. The primary sources are govt. reports and books. The secondary sources are different books and journal published by different writers and scholars.

### Interpretation

**Table – 1: Dropout rate among ST students Class wise:**

Class	Boys		Girls		Total		
	ST	All	ST	All	ST	All	Gap
Primary level	37.2	28.7	33.9	25.1	35.6	27.0	8.6
Upper primary	54.7	40.3	55.4	41.0	55.0	40.6	14.4
Secondary level	70.6	50.4	71.3	47.9	70.9	49.3	21.6

**Source: statistics of school education 2010-2011**

The above table displays that, in I-V class the rate of drop-out of ST boys is 37.2% and all boys is 28.7%, and ST girl's drop-out rate 33.9% and all girls drop-out rate is 25.1%. It's indicate that the ST boys and girls drop-out rate higher than all boys and girls drop-out rate and total ST drop-out (35.6%) is higher than all drop-out rate (27%). Class I-VIII the rate of drop-out is ST boy are 54.7% and all boys are 40.3%, the rate of drop-out ST girl 55.4% and all girl is 41%.It's indicated that the ST girls and boys drop-out rate is higher than all boys and girls drop-out rate and the total drop-out rate of ST (55%) is higher than all drop-out rate (40.6%). In class I-X the ST boys and all boy drop-out is 70.6% and 50.4% and ST girls is 71.3% and all girls 47.9%.It's indicated that the ST boys and girls is higher drop rate in all girls and boys drop-out rate, total ST and all drop-out rate is 70.9% and 49.3% that is high drop-out rate to than total all drop-out rate.

**Table – 2: Dropout rate among ST students' school wise:**

Class	Dropout rates for ST students in government schools			Dropout rates for ST students in private schools	
	Boys	Girls		Boys	Girls
Primary level	5.51	4.93		9.65	11.02
Secondary level	2.3	14.65		38.15	37.63

**Source: statistics of school education 2010-2011**

The above table displays that, in the dropout rate amount ST students' school wise analysis. Government schools were consistently high till Class 5 in which they were 11.02% and 9.65% for ST boys and girls respectively.

**Table - 3: Promotion rates for all categories in state government schools**

Promotion rates for all categories in state government schools						
	Class 8		Class 9		Class 10	
	Girls	Boys	Girls	Boys	Girls	Boys
<b>General</b>	87.87	87.41	80.53	76.87	74.31	77.89
<b>OBC</b>	70.69	72.56	87.92	83.08	60.22	58.1
<b>SC</b>	73.87	75.13	80.93	75.37	62.75	61.45
<b>ST</b>	73.93	72.88	76.13	67.86	56.92	57.49

**Sources: Census of India, 2011**

The above table displays that, all students recorded a promotion percentage of above 90% but the rates saw a drop from Class 8 onwards. SC and ST students recorded the lowest, according to the UDISE+ report. The high promotion rates till Class 8 could also be a result of the no-detention policy of the Right to Education Act that banned schools from making primary school students repeat classes. However, the RTE Act was amended to drop that provision in 2019.

**Table - 4: Comparative analysis of literacy rates among the ST population in 2011**

	Overall Literacy Rates (%)	Tribal Literacy Rates (%)	Gap between total & Tribal Literacy Rates (%)
India	74.04	58.96	15.08
West Bengal	77.08	57.92	19.16

**Sources: Census of India, 2011**

The above table displays that, it has been observed that tribal literacy is not much positive in India. According to the 2011 census, the tribal literacy rate in West Bengal and India the tribal literacy rates are comparatively better, which are 57.92% and 58.96% respectively.

## MAJOR ISSUE AND PROBLEMS:

### a) Socio- Economic Problem:

Generally, we can find the conditions of tribal communities in most of the countries including India are very distressful. People / population of schedule tribe don't have a proper source of income.

### b) Illiteracy

Illiteracy rate among tribal is very low while in 1961 it was 18.53%. In 1991 it increased to 29.60. If we compare it to general literacy rate (52.21%). It's very low. Mizoram is 82.71% in Nagaland, Sikkim and Kerala. It is between 57% and 61%. Lack of literacy among tribal people has been identified as a major development problem.

### c) Unemployment and starvation:

The tribes are basically hill and forest dwellers. There are no industries and no opportunities of jobs so the tribes unemployed. They use secondary source of income such as husbandry, poultry, farming, handloom, weaving and the handicraft work for their livelihood.

### d) Drinking water problem:

Scheduled tribes don't have the regular drinking water supply. They are inhabited of using the water which is collected in small ditches. this proves hazardous to their health.

**e) Transport problem attitude:**

The road facilities are inadequate and a large number of villages are still unconnected with the network of existing road system.

**f) Negative Parental:**

Attitude As the literacy rate of the tribe is below from the general population. Parents of tribal children not well educated and are educationally backward.

**g) Lack of Trained Teachers:**

Due to shortage teachers, tribal schools are unable to attract students and create interest of tribal students in study. Without proper training, they will not get enough knowledge, which teaching method be opted to teach particular group of students.

**h) Lack of Transport Facilities:**

Most of tribal areas are hilly. The road facilities are inadequate so the child faces transport problems to reach school. They have to walk a longer distance which creates irregularity in school.

**SOLVE THE EDUCATIONAL PROBLEM:**

**a) Lack of interest in school:**

Parents of tribes child is not enough educated. They don't know the value of education so they unable to create interest of their child toward education.

**b) Economic burden and unemployment:**

In tribal areas source of income is farming, poultry, handloom and weaving so parents involve their children in their work to reduce economic burden and don't send them to school.

**c) Lack of Family Support:**

Sometime parents don't support their child to continue their education. Especially in case of girl child.

**d) Child Marriage:**

Child marriage is a big problem. After marriage a girl have a responsibility of household work. There in laws don't allow her to continue her studies so the girls dropped out. Fear of Expenditure Parents often noted that the schemes given by government to promote education did not provide enough cover in real, hidden costs and extra money was needed to cover the excess.

**e) Narrow Mentality:**

The parents of a girl child have an old mentality regarding education of a girl child. They think there is no need to educate a girl. She should do household work that's enough for her so the parents don't take initiative to send the girl child in school.

**SUGGESTIONS:**

- Literacy campaign should be done in different tribal areas to promote education of tribes.
- Relevant study material in local language should be used to teach tribal students.
- In tribal areas schools should be appointed local area teacher and female teacher also in school.
- Various scholarship and stipends should be given to attract pupil toward school.
- In tribal area problem of transport prevail to overcome this there should be residential schools.

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- Learning-supportive residential accommodation and climate
- The teaching experience of the tribal teachers teaching in the tribal schools significantly had positive impact on their attitude towards the education of the tribal children.
- Teachers should try as far as possible to overcome this barrier so that teachers can become friends with students belonging to these tribes.
- A Study of test anxiety and achievement of tribal children reading in elementary schools.
- A Study of parental involvement in the education and rehabilitation of the tribal children.
- Study of the career opportunities for the tribal children and their potentialities in comparison the non-tribal children.
- Comparative study of the motivational support and academic achievement of the tribal and non- tribal children.

## Conclusion

This study has found a wide range of issues and problems faced by the tribal in India. A Study of learning supports and academic achievement of the tribal learners in the secondary schools. Article 46 of the Indian constitution stress to promote the ST and SC people with special care in the educational and economic establishment. The spread of education among the ST during the last four decade has been quite uneven. Ignorant and illiteracy among tribals should be minimized and rooted out, by providing proper education and awareness programme. Government should make available adequate grants for education of tribal. To improve the educational and economic status of the tribal, opportunities for basic and adult education with training leading to better employment should be provided. Hostel facilities to tribal students should be surveyed and improved.

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