



## DEVELOPMENT OF SCHEDULED TRIBES IN INDIA THROUGH EDUCATION FOR A BETTER SOCIETY

**Prof. NIMMA VENKATA RAO**

Professor & Head, Department of Education, Andhra University

**GANTA SUMAN**

Research Scholar, Department of Education, Andhra University

### ABSTRACT

The directive principles of Indian constitution referred the development of Scheduled Tribes in the society. Though policies are vast implementation is not proper so both state and central government have to take proper steps. Since 1951 governments are implementing number of programmes and schemes for the development of Scheduled Tribes. But the implementation is not effective. Besides this, lack of awareness about the programmes is also strong factor due to illiteracy among tribes. Therefore, there is need for extension of contribution from government side and other voluntary organizations and likeminded NGOs for effective implementation of programmes and bringing awareness among Tribes. Then only the future of the Scheduled Tribes will be in good prosperity become only through education. The objective of the paper is to analyses of tribal education with literacy rate, gross enrolment ratio, dropout rates and Gender Parity Index in India. The analysis is based on secondary data of Census of India, 2011. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. At least 5 per cent of existing Government elementary schools in all EBBs with more than 50 per cent tribal population would be converted into residential school complexes (RSCs) having provisions for pre-school (non-residential), primary and middle schools. There should be provision of seasonal hostel facilities for children of migrating families both at the place of origin and of migration in urban and rural areas. These hostels will follow norms set out in the KGBV scheme. In EBBs with over 50 per cent tribal population, government schools would be converted into RSCs and seasonal hostels for migrating tribal children. A few State Governments, such as that of Andhra Pradesh, have integrated Ashram schools (regular residential schools) under the RTE-harmonized SSA.

**Key Words:** Drop out, Education, Enrolment, Literacy, Tribes.

### INTRODUCTION

Education is the most important lever for social, economic and political transformation. A well educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socioeconomic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity. Recognizing the importance of education in national development, the Twelfth Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted



and on ensuring that educational opportunities are available to all segments of the society.

### **Defining ‘Education’ in the Tribal Context**

For us ‘education’ is an integral part of the empowerment process. Empowerment of the tribal community means capacitating tribal communities to secure access and control of their land, forest and water resources as well as sustain and promotes viable alternatives for security of their livelihoods. Empowerment thus is an interactive process whereby tribal communities are enabled to participate actively in local governance (decision making that affects their own life situation).

It is in this context that we need to define the role of adult education. For us, educating tribal communities in a more concrete sense means to facilitate processes, which will enable tribal representatives to:

- ❖ develop an analytical capacity for assessing their external and internal environment impacting on their own communities;
- ❖ develop confidence and capacity to articulate their interests and perspective thereby participating in decision making processes leading to better governance;
- ❖ develop skills to initiate local relevant alternatives to improve livelihoods and challenge external pressures;
- ❖ Value self and community history with a critical appreciation of traditional knowledge systems.

### **THE SUPPORT WITHIN THE EDUCATION SYSTEM INCLUDES**

- Using both tribal and state languages during the pre-primary and primary levels
- Creating supplemental tribal relevant learning materials
- Introducing monetary/non-monetary incentives for teachers in tribal areas
- Addressing the health and nutritional needs of tribal children
- Improving community participation by training tribal teachers and youth as peer educators
- Establishing and strengthening transitional education centers which focus on mainstreaming tribal children
- Creating seasonal hostels and residential schools for children of migratory parents
- Training female teachers for single sex classrooms

These support mechanisms listed above address some of the issues facing tribal children inside the classroom. However, based on the analysis of the eight reasons and descriptions of case studies as best practices, it is evident that there needs to be more philanthropic investment in building community cultural wealth



(aspiration, linguistic familial, social, navigational and resistant capital) 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 tribal's in mainstream society.

Higher education is necessary for upward mobility. It plays an important role as a powerful instrument of economic and social change. It makes a significant contribution in raising the quality of life of people. It is through higher education that the all round progress of weaker sections of the society is possible. Hence an attempt is made to understand the role of higher education in all-round progress of scheduled tribes.

### **TWELFTH PLAN INITIATIVES ON SCHEDULED TRIBES**

Quality in education is inherently dependent on the following six aspects:

- (i) Curriculum and learning objectives,
- (ii) Learning materials,
- (iii) Pedagogic processes,
- (iv) Classroom assessment frameworks,
- (v) Teacher support in the classrooms, and
- (vi) School leadership and management development.

A new framework for curriculum is needed at regular intervals in order to take cognizance of the developing issues in society and how to address them. A variety of learning packages should be developed at State and district levels, with adequate provision for cluster- and school-level modifications to aid the teacher and provide increased choice. As education is concerned with all-round development of the child (physical, socio-emotional along with cognitive), all aspects need to be assessed rather than only academic achievement. During the Twelfth Plan, however, there will be a system-wide focus on holistic development of children by improving learning outcomes and other non-scholastic areas. Learning enhancement programme (LEP) under the SSA would be continued in the Twelfth Plan, for which specific zones of operation should be identified by the concerned State/District authorities. Every year, States need to articulate the learning goals that are being targeted and the strategies (methods, materials, models and measurement) that will be used to reach those goals. Institutional assessment/accreditation of the elementary schools will be introduced in the Twelfth Plan, and possibly made mandatory from the Thirteenth Plan onwards.

With a dramatic growth in elementary education enrolments and improvements in retention and transition rates in recent years, particularly amongst the more disadvantaged groups, there is an increasing pressure on the secondary schools to admit more students. With the enforcement of RTE Act and further improvement in retention and transition rates, demand for secondary schooling will grow rapidly in the coming years. Meeting this demand is critical for three reasons. First, the secondary education fulfils large manpower needs of the semi-organized and the organized sectors of the economy. Second, it is the supply chain for higher



education. And, finally, it caters to the needs of teachers for primary schooling. Low participation rates and poor quality at the secondary stage are a bottleneck in improving both the higher education participation and the schooling at the elementary stage.

Further, there are both social and economic benefits of secondary schooling. While there are clear improvements in health, gender equality and living conditions with secondary education, investments in secondary schooling have high marginal rates of return. Thus, the country needs to move towards universalisation of opportunity to attend secondary schooling of adequate quality. With enrolment in elementary education reaching near universal levels, there would be an opportunity to move towards universal access to secondary education. The current GER for the combined secondary and senior secondary stages (Classes IX–XII) in 2009–10 at about 50 per cent is woefully low. Thus, the capacity of the secondary schooling system has to be expanded significantly. There are very large inequalities in access to secondary education, by income, gender, social group and geography. The average quality of secondary education is very low. Thus, urgent efforts are needed to improve its quality. The challenge is to dramatically improve access, equity and quality of secondary education simultaneously.

Higher education is critical for developing a modern economy, a just society and a vibrant polity. It equips young people with skills relevant for the labour market and the opportunity for social mobility. It provides people already in employment with skills to negotiate rapidly evolving career requirements. It prepares all to be responsible citizens who value a democratic and pluralistic society. Thus, the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future. Indeed, higher education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined.

## **Conclusion**

Illiteracy is the root cause of backwardness of the STs in our country. Through various programmes and schemes the government has been making serious effort for improving educational standards of them. Multiple reasons have hindered the participation of STs in education. Merely launching the programmes and schemes is not a panacea for evil of illiteracy among tribal masses. The benefits of these schemes have percolated to them scantily. Low level of awareness about these schemes among the tribal masses, peculiar nature of their dwellings, apathy of administrative officials in implementation of these schemes and programmes are bottlenecks in the ST's Education. Local media and ST Intelligences can work jointly for creating awareness among the STs. The administrative machinery should be sensitized towards peculiarities of tribal habitat.

Thus education plays an important role in preparing and training the members of the society for an occupation. Education is more important today than ever before. It also helps people to adjust for change and provides skills for adjusting newer occupations, because there is very close link between educational qualifications and



occupational level. In this connection for the educational advancement among scheduled caste and scheduled tribes government has launched various programmes and facilities.

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