



Educational Situation Of Tribal Community: A Study

Shinde Jitendra Subhash

Assistant Professor, Department of Education,
Dr. Babasaheb Ambedkar Marathwada University, Sub Campus-Osmanabad
E-mail:- jeetshinde1@gmail.com

ABSTRACT:

When India was counted as one of the developing nations, Dr. A.P.J. Abdul Kalam dreamt of making India a super power. But for making India a super power, a level of intellectual maturity should be reached amongst Indian citizens. For creating this level of maturity, the factor which plays a key role is the current situation of education in all the communities. Even though superficially literacy and education are considered to be one and the same, they are actually different from each other. Even though it is true that the situation of literacy has been on rise as compared to earlier times, yet we have to accept the fact that each one of us is getting exhausted while treading on the path of becoming a super power and avoiding the obstacles coming in the way.

When we think why such a situation has arisen from the viewpoint of a teacher – trainer, we come to know that there is imbalance in a number of aspects. It is obvious that however we try to deny but the fact remains that our society still is a society based on caste. We can't deny this truth even though we have to state that we belong to the middle class of society. If we want to speak in terms of facts and figures, it has become very difficult to get many higher posts of ST community. In many universities, the administrative posts for ST category are vacant from a number of days. On exploring the reasons behind it, it is found that since ST category people/ candidates were not included in the mainstream, they remained aloof in society. Through the current research, it is sought to explore / know whether other members of society are also responsible for the inequality that is caused as the community in question.

SIGNIFICANCE OF STUDY:

Many authors have attempted to present the current situation through the medium of their writing. Girish Prabhune, through his novel 'Paradhi' has sketched moral life. Laxman Mane, through his novel 'Uchalya', took an account of social life. But this analysis has been done by comparing it with reality, but in these works, the reasons have been ignored. Through the current research, the researcher has taken a special note of it.

Moreover, Mr. Kokate C. M. has acquainted himself with social, educational and economic

Please cite this Article as : Shinde Jitendra Subhash , Educational Situation Of Tribal Community: A Study
: Golden Research Thoughts (Sept ; 2012)



situation of the Tribal community but didn't discuss what led to this situation. Mehkar A. S. has researched the extent to which govt. schemes have benefitted society. In the present research, primarily educational position of the Schedule Tribe community is made known. Secondly, the reasons which have resulted into current situation and which factors are responsible have been explored.

OBJECTIVES:

- 1) To study current educational position of students from ST community,
- 2) To find out the standard as per educational standard of students from ST community,
- 3) To explore educational problems of students from study current educational position of students from ST community,
- 4) To explore the reasons or the educational problems of students from ST community

METHODOLOGY:

In the current research, survey method has been used. By using simple purposive method, 10 students from 10 schools of Osmanabad district thus in all 100 students were selected. In this, students have been classified as per their educational status by purposive method. As tools of research, questionnaire has been used and for teachers, interview (questionnaire) is used. Moreover, the researcher purposely gave visit to Schedule Tribe families and tried to know factual position by way of direct interaction method and noted the observations there and then itself promptly. The inferences have accordingly been recorded.

ANALYSIS OF DATA

Table No. 1
Proportion of Educational spread in ST community of Osmanabad District

Total Population	14,86,586
Population of ST	27,827
Total Literacy Rate	69.02
Literacy Rate of ST	3.86

ANALYSIS:

The proportion of ST community is only 1.85% of the total population and the literacy rate is also 3.86% only. On further analysis, it is found that the spread of education is better in Mahadev Koli community from ST category, whereas that of Thakur community is less.

Table No. 2
Proportion Based on Educational Level

Educational Level	Total Population of ST	Proportion
Primary	27,857	3.78
Secondary		3.49
Higher Secondary		3.41
Under Graduate		2.61
Post Graduate		1.07

Analysis:

From analysis of population of ST category at educational level, it is known that very few percentage of students take education up to post graduate level as compared to the students who have taken primary education. There is no appreciable difference between the students who have taken primary education and those who have taken higher secondary education. But in the two levels which follow, it is observed that there is appreciable decrease in the level.

Table No. 3
Analysis of Educational Problems

Major Factors	SA	A	U	D	SD
Lack of awareness regarding govt. schemes	82	05		09	04
Lack of education at family level	92	02	03	03	
Dominance of religion	78	17	04	01	
Compulsion of traditional employment / work	61	20	08	05	06
Pathetic economic status/ position	71	17	06	04	02
Father being the only source of income for family	92	07		01	
Discrimination between boy and girl	84	13	01	01	01
Marriages taking place at a younger age	89	08		01	02

Analysis:

On exploring educational backwardness in ST category, it is found that student agrees to almost all the statements which mean that the problems mentioned above are the main problems. From this, it is understood that these are the problems which become obstacles in taking higher education and these main problems harassing all have been presented in a tabular form giving the gist of the problems. Those students who lightly or completely disagree with these seem to come from secure family background. From this, it becomes clear that the problems found in ST category people are found to be the same everywhere.

Summary regarding discussion of Objective No. 4:

The researcher has prepared a list of 38 statements as per 34 factors in order to take information about ST category by taking the help of books, interviews and observations. A discussion by 20 teachers was carried out regarding this list and from this discussion, the important reason which emerged was the apathy of family members towards education and it is also known as to how this basic problem led to a number of education – related problems from this communication. Many parents allow their ward to take education up to higher secondary level but as they realize that he is the income source of the family then they turn him towards earning and in this way, their education is left halfway. Some parents consider that doing their conventional way is their only duty and thus they overlook education. Moreover, these people fall a prey to the conventional thinking that only a male child will be able to take their generation forward. Due to these main problems, they seem to remain backward on the educational background.

DISCUSSION WITH RESULT:

On exploring the reasons responsible for educational status/ position/ spread of education, educational problems and the reasons behind these problems of the ST category, it is observed that in order to bring about educational and economic welfare of the weaker sections even though schemes are chalked with a foresight, yet it can be safely concluded that these schemes aren't implemented properly. If we consider the educational situation of this section of the society, the population of this category is almost negligible as compared to the total population of Osmanabad District. It is brought forth as the proportion in population is less; similarly, it is a matter of equal concern is the spread of education. If we look at literacy, it is only 3.86% whereas if we look at the spread of education as per educational level, it is only 2.87% on an average. Even in that if we compare the proportion of higher education, it is merely as low as 1.84%. This

low percentage was also taken note of at government level as is evident in the formation of Start Commission, D. Simington and Mr. D. N. Wandrekar Committee. But it is a matter of grief that none of these committees worked in order to take an overview of the instructions that were put forward. As a result, we have to come to the conclusion that the govt. couldn't break the barrier of traditions and customs going on from the past. This was the finding with which the researcher has come up with confidence and firmness. The government built hostels for backward class students, gave maintenance allowance to students taking education in military schools. The govt. also provided hostel allowance, stipend, scholarship to students. The govt. provided reservation in govt. and semi-govt. institutions. The govt. provided informal education through the agency of informal education centers, established ashram schools, built school buildings in backward settlements and villages, came up with Kinder Gartens (K. G. s) and started adult education centers. But in spite of all these schemes, it was inferred from the discussion that all these govt. schemes were total failure. From this, it became clear that only initiating newer schemes isn't sufficient, but what is needed is to give capable administrators for running these schemes. Therefore, the researcher has come to the conclusion that it is the govt. which is responsible for this state of affairs in the society.

Efforts were made to register one hundred per cent students from age group 6 to 11 years but what fact has become obvious only after inspection of the presentee registers. From this, it is clear that fake students from other states were presented as the original students of this state. From this, it has become clear that merely fulfilling all the provisions on paper was the only motive of the govt. But due to all these schemes not a single student from ST category has benefitted. On the contrary, a wrong message was spread amongst students that they would gain money only for attending the school. From this, it became clear that what was the spread of education in ST category people today is just what it was in the year 1960.

In the Post-Independence Era, emphasis was given to bring about educational development and thereby to bring the ST category people into the mainstream and concrete efforts were made after the creation of the Maharashtra State. Accordingly, non-governmental organizations (NGOs) and government and semi-government institutions gave momentum to their educational development process, but the opposing forces which were active then are active even today. Unanimity amongst head masters, parents, social activists and reformers was found on this issue and it was unanimously concluded that not much was done in regard to the aspects given below –

in order to bridge the gap between present day syllabus and day-to-day life, illiterate parents, problems of language, pathetic economic situation of the society, lack of communication means and efforts not on par with these problems were made at govt. and semi-govt. level. That's the reason why this community remained apathetic towards education and educationally backward. As a result, literature aimed at creating social awareness was not produced and the road to development of the community remained unexplored. We have to accept this factual position.

Research was also conducted regarding this community but these were conducted without using such qualitative tools such as interactive observation method and objectivity. This is but a fact. Efforts as those made by social scientists such as Dr. M. N. Shrivastava and Dr. S. C. Dube in putting the facts regarding this community before the govt. and the steps which encouraged the govt. to take steps regarding backward (Tribal) community of Orissa State at govt. level are needed to be taken up. For that purpose, efforts need to be made by giving encouragement to different institutions.

The first benchmark of bringing about educational development of this community as to what is the extent of expansion of education in the last 60 – 65 years' period. Out of the total 1 crore 30 lakh students taking education in India, 26% of students are taking education in Maharashtra, but out of these 26%, the percentage of ST category students isn't even 1%. From this, we cannot conclude that education didn't spread in a weak manner but we have to say that spread of education was only one way. Therefore, where, on one hand we find extensive spread of education throughout the state of Maharashtra, yet we have to conclude that the same education system lacks in the courage to fulfill the aspirations of the Schedule Tribe community people. Therefore, it is felt that new avenues have to be explored for bringing about educational development of this community.

SUMMARY:

On exploring the fundamental reasons behind the basic problems of students from backward communities, the gap existing today has come to light due to the present research work.

REFERENCES:

- Acharya, S. 2001 Access to Primary Education: Rural Maharashtra and Madhya Pradesh, in Vaidyanathan, A. & Gopinathan Nair, P.R. (eds.) Elementary Education in Rural India: A Grassroots View, New Delhi: Sage Publications.
- Ambasht, N. K. 1970 A Critical Study of Tribal Education. Delhi: S Chand & Co.
- Bairathi, Shashi 1991 State of Education, Tribal Culture, Economy and Health, Jaipur: Rawat Publications
- Behera, D.K. (et.al.) 1999 Contemporary Society: Tribal Studies, Vol. IV, Social Concept, New Delhi: Concept Publications.
- Chitnis, Suma & U. Naidu 1981 Identity of Scheduled Caste Students, Bombay: Tata Institute of Social Sciences.
- Daswani, C.J. 1993 Tribal Study Synthesis Report (summary of significant findings), New Delhi: National Council of Educational Research and Training.
- Dube, S.C. Indian Society (2011). New Delhi: NBT Publication.
- Sharma, D.K. 1988 Education and Socialization Among the Tribes, New Delhi: Commonwealth Publishers.
- M. N. Panini (Article). M.N. Srinivas and Sociology. Economic and Political Weekly Vol. 35, No. 4 (Jan. 22-28, 2000), pp. 174-177 Published by: Economic and Political Weekly.
- Srinivas, M.N. India: Social Structure. Hardcover: South Asia Books.
- Srinivas, M.N. Caste: Its 21st Century Avatar . Softcover, Penguin Group Australia.