

Tribal Education and Quality of Life: Issues and Challenges

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Abstract

The living style or patterns of tribal people are different from civilians and they follow their certain culture. States like Madhya Pradesh, Jharkhand, West Bengal, Orissa and North-eastern states have the maximum tribal population. The lives of tribal people are as miserable as they live in lack of resources and technology. Tribal people face several issues and challenges due to the lack of literacy, weak finance, food scarcity, housing, unemployment, and more. The major problem faced by the tribal people are issues related to education, the government to overcome this challenge implemented a few specific laws. The prime objective of the study is to identify and discuss the major challenges and issues occurring in front of tribal communities of India for achieving an education. The study focuses on the laws implemented by the government of India and their impact on uplifting the tribal communities. Challenges related to tribal education would be solved to provide quality of life with the context of the paper with illustrated results and recommendations.

Keywords: Tribes, Laws, Quality of life, Challenges, Unemployment.

Introduction

Background of the Study

Education is the key instrument to achieving quality of life and solving socio-economic issues. Tribal communities are an important part of Indigenous India that is still far away from the modern digital world. Most of the tribal communities are from poor families, and their parents cannot provide them with school necessities and usually, parents are unemployed, so their children find themselves compelled to leave school in order to find a job and to earn some money to support their family. On one side where Indian people are doing so great and achieving lots of higher sparkle on the same tribal communities faces lots of issues in getting the proper education. The social and economic status of an area could be identified through its condition of education and literacy. Education of ST children is important not just due to a Constitutional obligation to equality of its citizen or special entitlements to ST, but because it

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is a crucial input in the nation’s strategy of total development of tribal communities. However, despite the nation’s efforts to ensure constitutional equality, dignity and development that they themselves wish for, the tribal people have lagged behind in education owing to external as well as internal constraints, socio-economic and cultural background of the tribals and psychological problems of first-generation learners etc. The lifestyle of scheduled tribe people could be uplifted through the development in education. The study focuses on discussing the educational issues and the challenges faced in solving those problems.

Review of Literature

Life of Tribal Community People of India

Tribal communities of India are still following their culture and living a different lifestyle. They are untouchable by modern life, technologies, and resources. The survival of tribal people is not as easy as it is full of challenges. Discrimination against caste, class, and custom keep them discriminated from the society as shown in table 1. Tribal people face boundness in a different form in different states and the base is discrimination. The social, educational, health and economic conditions of tribal communities are pathetic. In 1961, the literacy rate of tribal communities was 8.5% of the total, which was later improved in 2011 and became 63.5% (Nedungadi et al. 2018). The educational status of tribal communities improved in the last few decades yet some challenges are present in solving the educational problems.

Table 1. Discrimination with tribal communities in India
(Source: Created by Author)

State	System for Discrimination Against Class
Orissa	Gothi system
Uttar Pradesh	Colta and Doms Tribe
Rajasthan	Sagri System
Karnataka	Jetha System
Andra Pradesh	Vetti System
Chhattisgarh	Naukrinama System

Major Issues faced by Tribal People of India and Laws for the Development

Tribal communities are recognized as an oppressed and deprived part of the country. Social, educational problems, economical, unemployment, the problem of housing, transportation, exploitation, lack of infrastructure, parental attitude, and communication gap are the major issues faced by the tribal people. The majority of the tribal communities live in marginal areas, are isolated, and have a lack of resources. Socio-economic issues of tribal people are not having a proper source of income. The Educational status of tribal people is

poor due to the demanded fee of schools. Due to their poor income, they are not able to afford schools for their children. Illiteracy is the major problem that keeps tribal communities far away from modern society. The rate of literacy is very low for the tribal communities and that deprived them of development. The condition of tribal health is very poor due to the lack of proper housing, food scarcity, lack of clean drinking water, and poor health services.

The development of a person could be achieved through education as it plays an important role in overall growth. The major social problem of tribal communities is the source of income as they do not have a proper source. They had to borrow money from landlords and conditions became worse. The government has started multiple programs and policies for the development of tribal communities of India. Providing the development of scheduled tribes is the responsibility of the central and state government of India and thus they implemented laws for promotion. These laws include; Article 154 (4), Article 29 (1), Article (46), Article (17), and Article 350 (A) (Rahman et al. 2019). Promoting the spread of education through these laws and policies the government has provided book banks in primary schools; girls are given attendance allowances, improvement of higher secondary education, and opening of private schools for tribal. SarvaSikshaAbhiyan was started in 2003 to provide elementary education to everyone. Later in 2010, it worked for children of age 6 to 12. Free uniforms, books, and mid-day meals were given to promote education in tribal communities.

Challenges in Solving the Educational Issues

Despite providing multiple facilities in education yet the interest of children for going to school is less. The parents of tribal children are not well educated so they do not value school or education. The major source of income for tribal people is farming, handloom, weaving, and poultry in which they involve their children too. The economic burden for tribal people is so high that they keep their children engaged in works and do not send them to school (Tripathy and Padhi 2020). Social discrimination is the major challenge faced in achieving an education. Girls are dropped out of school due to discrimination and fear of being teased. Families do not support education as they did not understand its importance. Major challenges that occurred in solving the educational problems of tribal people are child marriage, economical burden, poor mentality, corruption, lack of interest, and more.

The Objectives of the Study

The objectives of the study are as follow:

- To identify the current situation of tribal education with gross enrolment ratio, literacy rate, gender parity index, and dropout rates.
- To determine the major issues faced by the tribal people in achieving education.
- To evaluate the major challenges occurring in solving the education issues of tribal communities.
- To analyze the role of education in providing quality of life to tribal communities of India.

Significance of the Study

The study is important to understand the impact of education in uplifting the quality of life. Major issues faced by tribal communities of India could be identified through the context of the study. The present paper is important to acknowledge the issues and challenges of tribal education. Husson et al. (2018) stated that backdrops of tribal education and the law implemented by the government of India could be acknowledged through this study. The study plays a significant role in identifying the impact of implemented law on the upliftment of tribal communities of India. The role of education in achieving a better life and standard of living could be understood in the context of this paper.

Methodology

As per Snyder (2019), the methodology is an important part of the study as it consists of selected procedures or approaches that are used to identify, analyze, select, and process the information related to the topic. The validity and reliability of the study could be checked through the selected methodology. The methodology consists of research philosophy, research approach, research design, data collection, analysis, and interpretation. The brief about data related to the phenomenon are collected, analyzed, and implemented are described in research philosophy.

Positivism, pragmatism, interpretive, and realism are four different types of research philosophy among which positivism has been selected. Positivism research philosophy is selected as it provides factual information gained through observation. Positivism research limits the role of research for data collection and its interpretation. Plan and procedure that consists of steps for broad assumptions for the methods of data collection, analysis, and used are termed as research approaches (Andrade et al. 2018). Inductive and deductive are two types of the research approach.

According to Fardet et al. (2021) deductive research approach has been selected by the researcher of the study as it explores a known phenomenon and theory to check its validity. The framework of the research approach and methods selected by the researcher are termed as research design. Research designs are categorized into various parts among which descriptive research design has been selected. The descriptive design aims to describe a situation, phenomenon, or population systematically and accurately. Primary and secondary data types are two distinct data types.

Secondary data are collected by the researcher from published newspapers, books, websites, journals, articles, etc. Data is collected through a sampling technique that allows the user to select a specific sample from the entire population. Simple random sampling techniques have been used as it provides equal chances for being selected and it helps in providing authentic and unbiased conclusions (Iliyasu and Etikan 2021). Qualitative data analysis methods have been used to analyze data collected in the form of text. All ethical considerations are well maintained throughout the process of the study.

Result and Discussion

Socio-economic Status of Tribal Communities

Table 2. Tribal Population in India
(Source:Asha 2020)

Report based on Year	Rural	Urban	Total	Percentage of Total Population of India (%)
2001 to 2010	8,58,10,102	94,26,713	8,67,52,815	8.1
2011	9,38,15,151	1,02,69,142	10,40,84,293	8.5

Graph 1.The tribal population of India
(Source: Created by Author)

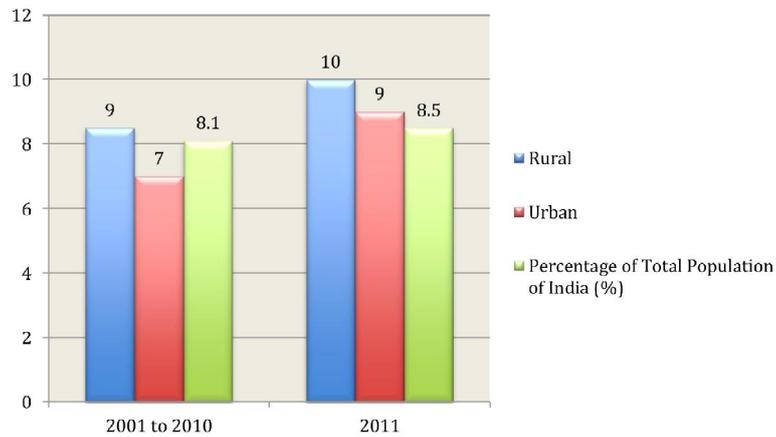


Table 2 describes the tribal population of India as per the report of the Indian population from 2001 to 2010 and for 2011. Table 2 shows the tribal population for the rural area, urban area, and the percentage for the total population. The maximum tribal population lives in rural areas or marginal urban areas. As per kumar et al. (2020) the majority of tribal communities live in the northeast part of India such as Mizoram and Lakshadweep cover 94 % of the tribal population, Nagaland 85%, and Meghalaya 86%. Few states have a 0% population of tribal such as Punjab, Haryana, Delhi, Chandigarh, and Pondicherry.

*Analysis of Tribal Literacy in India***Table 3. Tribal literacy in India from 1960 to 2010**

(Source: Kostecky et al. 2017)

Year	Female Literacy	Male Literacy	Total Literacy Rate for Tribal
1960	3.12	13.5	8.51
1970	4.23	17.52	11.23
1980	8.68	24.06	15.86
1990	17.95	40.13	29.56
2000	34.26	58.96	47.16
2010	54.06	71.52	63.06

Graph 2. Tribal literacy in India from 1960 to 2010

(Source: Created by Author)

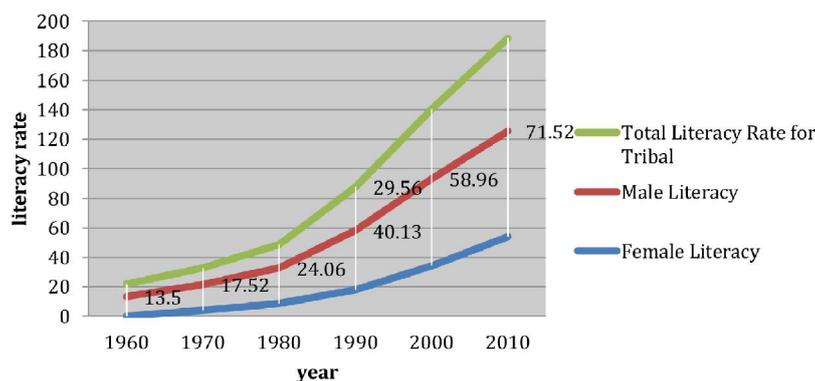


Table 3 shows the literacy rate of tribal communities of India from 1960 to 2010. Table 3 describes the literacy rate among male, female, and total literacy among tribal communities. According to Chattopadhyaya and Mohanty (2018), the literacy rate of tribal people was 8.51 in 1960 which was later improved and reached 63.06 in 2010. The above graph shows the change in literacy rate for males and females of tribal communities in the last 5 decades.

Discussion

The result obtained through the analysis of the socio-economic condition of the tribal population of India in table 2 shows the rural areas have more tribal population in comparison to urban areas. The condition of development is poor as the majority live in the rural area and the source of income is agriculture. Table 3 shows the result of the literacy rate of tribal communities of India from 1960 to 2010. The literacy rates of the female are less in comparison to a male tribe. The literacy rate for female has been increased from 3.12 to 54.06 that show

the impact of laws and policies implemented by the government (Velusamy 2021). The rate of literacy has been improved in the last few decades yet the lack of information or awareness results in being deprived of resources. Tribal development could be achieved through socio-economic development and improving the status of education.

Recommendations

The following recommendation could be implemented for the development and fulfill the existing knowledge gap of the present study:

- Education of tribes should be promoted through literacy campaigns in different tribal areas.
- Study materials should be supplied in local tribal languages that help in easy understanding.
- In residential schools, social security should be provided to students especially adolescent girls.
- Regular guidance and counselling should be given to the parents of tribal children to change their attitude towards the value of education.
- Education should be promoted by providing stipends and different types of scholarships for academic and non-academic activities like painting, sports, etc.
- Unemployment could be reduced through the appointment of female and local teachers.

Conclusion

The study concluded that quality of life could be achieved through education in tribal communities. The participation of tribal children in the educational system is very low due to a lack of awareness or information. The state and central Government of India have implemented many laws and policies for the development of tribal communities yet the rate of growth is slow. The steps taken by the government for the upliftment of tribal communities help in reducing the chance of death, despair, and distress. Education plays a key role in the overall development of a people or community. The challenges occurring in solving the issues of tribal education could be reduced through spreading education awareness. Positivism research helps in collecting appropriate information about the topic and enhances reliability. Research and scholars of further study could take help from the present study for describing the educational issues for tribal education.

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