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Issues and concern of tribal education for among the Iruliga: A sociological study

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Abstract

This paper made an attempt in examining and understanding the level of literacy and educational attainment among the Iruliga tribal community in Karnataka, India. The paper discusses the present scenario of literacy level of Iruliga Tribal community as well as the role of government institutions and their programme enhances the link between education and development. Various programmes and schemes have been taken initiated in for the educational up liftment of tribal children so far few of them have reached them. As many programs have not reached them since it has no contextualised and localised Many of the programmes did not benefit the tribal community because the programmes were not contextualized and localized considering regional, geographical and physical differences and barriers. The Other reasons of not getting the benefits by the programs to the tribal's are lack of political will, corruption, and lesser attention on development of tribal areas. The paper highlights the need for special focus on tribal education, which includes context specific traditional and innovative interventions.

Keywords: Community, education, corruption, programmes

Introduction

India is encompasses with indigenous people lives in India. The Tribal population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2 crores, India has the single largest tribal population in the world. According to the 2011 census, this constitutes 8.6 percentage of the total population of the country. Education plays an key role as a primary agents of transformation towards the development. Education is in fact, an input not only for the economic development of tribes but also for their inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improvise personal endowments, build capacity levels, overcome barriers, and expanding their opportunities for a sustained improvement in their well-being. Professor Amartya Sen recently emphasized education as an important parameter for any inclusive growth in an economy. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. The male-female gap in literacy and educational attainment among the scheduled tribes is significant. Especially in its elementary form, considered to be the utmost importance for the tribes because it's crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the programmers and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. In this context, the need for special focus on tribal education, which is inclusive of context specific traditional and innovative interventions ^[8] are needed.

Objectives of the Study

Following are the main objective of this study may.

1. To know the status of Tribal Population in India.
2. To study the literacy trends of Tribes of India
3. To analyse the level of education among the Iruliga of Karnataka.
4. Govt. Policies and programmes for the tribal education in India.

Methodology

Both quantitative and qualitative data were gathered for the study, this has ensured both statistical and non-statistical analysis which was used in order to support the findings of the results of the study. Primary data was collected using questionnaires from the study area. Beside this, Secondary data was gathered from different sources such as enrolment records, and various documents from the School Register book that was available in the schools. Census 2001 & 2011.

Tribal Population in India

The tribal population constitutes a major portion in the north eastern states of Mizoram and Lakshadweep (94.4 per cent), Meghalaya (86.1per cent), and Nagaland (86.5per cent). The states with no Scheduled tribe groups are Punjab, Chandigarh, Haryana, Delhi and Pondicherry Out of the total population of India 2011 census ^[2]. 10.43 crores (Table-1) is the total tribal population.

Table 1: Indian Tribal population in 2011 Census

Rural Populations	93,819,162
Urban Populations	10,461,872
Total Populations	104,281,034

Source: Census of India, 2011

Table 2: Literacy Trends of Tribal population in India from 1961 to 2011 (in Percentage)

Year	Male	Female	Total
1961	13.83	3.16	8.54
1971	17.63	4.85	11.39
1981	24.52	8.05	16.35
1991	40.65	18.19	29.60
2001	59.17	34.76	47.10
2011	71.70	54.4	63.1

Source: National Commission for SCs & STs, Fifth Report & Census, 2011

Literacy is considered to be an important indicator of development among tribal groups. The trend of literacy of tribes in India from 1961 to 2011 is shown in table – 3. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. But female literacy of tribes is only 54.4 per cent compared to male literacy of 71.7 per cent. During the post-Independence period, the Indian government implemented legislation and allocated funds to facilitate more enrolment in primary education (grades I-V) in India. As a result, both literacy rates and gross enrollment ratios of boys and girls across the general population have increased substantially during the past 50 years. The literacy rate among Schedule Tribe (ST) boys is 71.7 per cent and among girls is 63.1 per cent. During the period of 1961 (8.54 per cent) to 2011 (63.1 per cent) a significant improvement in ST literacy rate can be witnessed.

Table 3: Major Scheduled Tribes in Karnataka

Sl. Number	Tribes Name
01	Adiyan
02	Barda
03	Bavacha, Bamcha
04	Bhil, Bhil Garasia, Dholi Bhil, Dungri Bhil, Dungri Garasia, Mewasi Bhil, Rawal Bhil, Tadvil Bhil, Bhagalia, Bhilala, Pawra, Vasava, Vasave.
05	Chenchu, Chenchwar
06	Chodhara
07	Dubla, Talavia, Halpati
08	Gamit, Gamta, Gavit, Mavchi, Padvi, Valv
09	Gond, Naikpod, Rajgond
10	Gowdalu
11	Hakki Pikki, Harnshikari
12	Hasalaru
13	Irular
14	Iruliga
15	Jenu Kuruba
16	Kadu Kuruba
17	Kammara (in Dakshina Kannada district and Kollegal taluk of Chamarajnagar district).
18	Kaniyan, Kanyan (in Kollegal taluk of Chamarajnagar district).
19	Kathodi, Katkari, Dhor Kathodi, Dhor Katkari, Son Kathodi, Son Katkari.
20	Kattunayakan
21	Kokna, Kokni, Kukna
22	Koli Dhor, Tokre Koli, Kolcha, Kolgha.
23	Konda Kapus
24	Koraga
25	Kota
26	Koya, Bhine Koya, Rajkoya
27	Kudiya, Melakudi
28	Kuruba (in Kodagu district)
29	Kurumans
30	Maha Malasar
31	Malaikudi
32	Malasar
33	Maleyakandi
34	Maleru
35	Maratha (in Kodagu district).
36	Marati (in Dakshina Kannada district).
37	Meda, Medari, Gauriga, Burud
38	Naikda, Nayaka, Cholivala Nayaka, Kapadia Nayaka, Mota Nayaka, Nana Nayaka, Naik, Nayak, Beda, Bedar and Valmiki.
39	Palliyan
40	Paniyan
41	Pardhi, Advichincher, Phanse Pardhi.
42	Patelia
43	Rathawa.
44	Sholaga
45	Sholigaru
46	Toda
47	Varli
48	Vitolia, Kotwalia, Barodia
49	Yerava
50	Siddi (in Uttara Kannada district)

Source: Directorate of Tribal Welfare, Karnataka

Problems of Iruliga Tribe Education in the Study

There are several critical issues associated in the field of Bhumij Education which are as follows:

- Medium of language:** Language is one of the important constraints of tribal children which prevent them in accessing towards the education.

- b. **The Location of the Village:** The physical barriers create a hindrance for the children of a tribal village to attend the school in a neighboring village.
- c. **Economic Condition:** The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools.
- d. **Lack of Proper monitoring:** Proper monitoring is hindered by poor coordination between the Tribal Welfare Department and School Education Department.
- e. **Teacher Related Problems:** In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.

Government Policies and Programmes for Tribal Education

Starting from the First Five Year Plan Period¹ (1951-1956) the government is steadily allocating financial resources for the purpose of tribal development. Towards the end of the plan (1954), 43 Special Multipurpose Tribal Development Projects (MTDPs) was created. During the Third Five Year Plan Period (1961-1966), the government of India adopted the strategy of converting areas with more than 66 per cent tribal concentration into Govt. Policies and programmes for the tribal education in India and named its Tribal Development Blocks (TBDs). By the end of Fourth Five Year Plan (1969-1974), the number of TBDs in the country rose to 504. Additionally, in 1972 the Tribal Sub-Plan Strategy (TSP) was implemented by the Ministry of Education and Social Welfare. TSP was based on twin objectives of socio-economic development and protection against exploitation. It was generally implemented in the areas where the Scheduled Tribe population was more than 50 per cent of the total population. The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996 in fact, has made it mandatory for the States having scheduled areas to make specific provisions for giving wideranging powers to the tribes on the matters relating to decision-making and development of their community. The Janshala Programme is a collaborative effort of the Government of India (GOI) and five UN Agencies – UNDP, UNICEF, UNESCO, ILO and UNFPA, a community based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalized groups, Scheduled Caste/Scheduled Tribes/minorities, children with specific needs.

Suggestions

Some suggestions for improvement of Iruliga education in the study area are as followsa)

- a) Literacy campaign - Proper awareness campaign should be organized to create the awareness about the importance of education.
- b) Attitude of the tribal parents - The attitude of the tribal parents toward education should be improved through proper counseling and guidance.
- c) Relevant study materials in local languages - All study materials should be supplied in local languages of tribes.
- d) Appointment of Local teachers and female teachers - It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural,

psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.

- e) Residential schools - More residential

Conclusion

Education, especially in its elementary form, is considered of utmost importance to the tribals because it is crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. In price rising world the schemes are insufficient to the development of tribal education. So the government should plan the policies that help the people to overcome the present state should analyse the result of the policies.

Recommendations

1. Develop a comprehensive policy on tribal development, which derives inputs from people at the grassroot level to ensure sustainable development that is ecologically sound, people oriented, decentralised and culturally acceptable.
2. Encourage nutrition security by promoting kitchen gardens.
3. Conduct a rapid survey of the health status of the tribals and prepare region-specific and tribe-specific health plans
4. Encourage need-based economic activities that use locally available raw materials
5. Empower tribals at village level to participate effectively in Gram Sabhas, by promoting community based organisations.

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