



**THE PROBLEMS OF TRIBAL EDUCATION IN JHARKHAND: SPECIAL REFERENCE TO LATEHAR DISTRICT**

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**Abstract**

*Education is most effective instrument for ensuring equality of opportunity but the tribal people are lagging far behind non-tribals due to one or more reasons. The problems associated with the education of tribal children in Jharkhand is manifold, complex and inter – related. Factors like poverty, apathy of the parent and children superstition and prejudice, lack of suitable teacher. Alien language, inadequate facilities in the educational institutions and wastage and stagnation causes major hindrances in the process of education in the tribal schools, schools located in tribal area and spread of tribal education. In this context educating tribal needs concerted effort of the government and officials, dedication and sincerity of the teachers awareness of the tribals and their involvement. Education of the tribals is not a mere learning process rather .it should be a process for creativity and occupation as per the requirements of the tribal community and national necessity. This paper attempts to examine and understand the low literacy level and problems of tribal education in Jharkhand.*

**Keywords:-** Tribal, Education poverty, Dropout



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**Introduction:-**

Education is a dynamic process that starts from birth. Education is the mirror of the society and base of the socio – economic development. It transforms human being from ignorance to enlightenment, form underdevelopment to faster economic and social development. Education is a process of Character building and expansion of intellect.

The analysis clearly demonstrates the extent problem of low literacy rates and lack of education among tribal children in remote villages in Jharkhand. The average literacy rate of Jharkhand state is 67.63 percent. But among tribal particularly among the female, Literacy rate is 46 percent, Although the overall literacy rate among the STs has increased from 14 percent (2011 census) but despite this improvement, the literacy rate among the tribes is much below in comparison to that of all STs at the national level (59 percent). In Jharkhand

over all literacy rates among the STs, male and female (68.5 percent and 49.4 percent) are national level.

Literacy is one of the most basic parameters for the a success of democratic system of governance. But in Jharkhand education statistics depicts a very poor situation .particularly is terms of providing primary education to tribals. Literacy rate among the tribal population is less than the literacy of the general (67.63\_) population in Jharkhand, The 2011 census shows that among the five numerically larger tribes. Bhumij, Ho Lohra,Santhal and kharwar have over all literacy rates lower than that of the national average. Oraon and kharis have done better and more than half of the population in the age og seven years and above are literates while Munda have the literacy rate almost equal to that of all STs at the national level.

**Table 1 : Tribal Literacy rate in India**

year	All categories			Scheduled tribe		
	Boys	Girls	Total	Boys	Girls	Total
1961	39.44	12.95	24.04	13.83	03.16	8.53
1991	64.13	39.29	52.21	40.65	18.19	29.6
2001	75.3	53.7	64.8	59.02	34.8	47.1
2011	82.14	65.46	75.04	60.03	35.07	48.6

**Source – census-2011**

**Objective:–**

The main objective of this study is to analyse the prevailing educational backwardness in tribal areas of Jharkhand state. In the present study the main emphasis is given to the problem facing educational level in India schedule Tribe children in Jharkhand and school Drop-out rates among the I-X students.

**Methodology: –**

The present study was taken is village Mail in Latehar district of Jharkhand. Where Total population is 1000 and literacy rate is 6.41 %. The research tools used for the present study are interview- schedule and quasi-participant observation method. This study was conducted on anthropological basis. The respondents were personally interviewed through structured interview schedule for the collection of primary data.

**Analysis and Discussion -**

**Table 2 : Tribal Literacy rate of Mail Village in Latehar District (Jharkhand).**

Class	Male	Female	Total	%	All STs India
Primary	20	30	50	0.05	28.2
Middle	20	15	35	0.03	14.4
Matric & Inter	24	20	44	0.04	16.3
Graduate	08	12	20	0.02	3.3
Post Graduate	00	03	03	0.003	
Technical (B.Ed)	00	04	04	0.004	9.2

Thus an overview in representing the whole scenario about the problems of tribal education in Jharkhand.

**Poverty:-**

The poor economic condition accompanied by subsistence economy is a great hindrance to successful education of the tribal children. Since the economy is not viable and the very survival being at stake, the importance of education touches only the periphery of the tribal life. Almost all the tribes-whether food gatherers, hunters, fisherman, shifting cultivators, or settled agriculturalists lack adequate food to maintain the family for the whole year. In this situation, they find it difficult to afford their children to go to school. Rather, they see children as an economic asset in the family and contributes to the family income by working along with the parents and with others (Hasnain, 2006) boys work in the field with their parents and girls give every help to their mothers at the housework. Children going to school means that the entire burden of their maintenance goes on the hands of the parents. In this way the family has gone to face extra economic problems.

**Lack of Interest in Formal Education:-**

In formal education system one has to undergo through the common syllabus. The content of books rarely appeals to the tribal children who come from different cultural backgrounds. Stories of scientific and technological progress, founders of modern India, history and geography of the country etc. of course form necessary part any curriculum but the situation demands that their education should start with the teaching of demography, history and ecology of their own region, their neighbourhood and the state.

The tribal people are living in the lap of natural beauty having their own language, literature, culture, identity, folklore, customs, rules & grasp the information, about the industrial and technical development and about the important personalities unknown and unheard of in tribal areas.

As per the census 2011 conducted by GOI. The literacy rate in Jharkhand is 67.63 % where male literacy rate is 78.45 % and female literacy rate is 56.21 %. The state has 26.03 % population of STs.

### **Problems of suitable Teacher:-**

The competency and interest of the teachers is of prime importance in generating interest of the student towards education .In the schools of tribal belt the teachers are mostly non-tribal who do not have any idea about the life and culture of the tribals. The teachers show little appreciation of the tribal way of life and value system. They consider themselves superior to the tribal people. So they do not teach the students with that sincerity with which a teacher is expected to do. The feeling of superiority and inferiority fail to establish proper rapport with the children. Some teachers take their posting in interior areas as a punishment posting. So they do not remain dedicated to their job. Some take it as a job and do not attempt to cultivate interest among their pupils. In this way we find that though the teachers are well qualified but they are not suitable for the tribal belt.

The scheduled Areas and scheduled Tribes commission's Report says that a teacher in the tribal areas must have a thorough knowledge of tribal life and culture. It is also recommended that appointment of teachers should be made from the tribal community itself.

The teachers are one of the basic ingredients for improving the quality of education. So the teachers in primary school should be tribal's the adults in a tribal society have the right to mould their own children, the children have the right to be taught by adults who believe in them and understand their values etc.

### **Problem of Language:-**

Language provides social psychological and emotional expression of an individual in a society. But in the absence of knowledge on tribal dialect both students and teachers face the problems of communication and teaching learning .It is found that tribal students are often ridiculed, humiliated and reprimanded for speaking in their own language and are punished for failing to talk in their standard language or continuously

Lapsing back in the mother tongue (Nambisson 1994). It is major problem in tribal education. The medium of instruction in Hindi language which appears alien to the tribal students, specially in primary stage of education. Many tribal students are not able to understand what is being taught in the class. Hence, the problems of medium of instruction has been a great irritant. It is most unfortunate that the tribal language, which is the fountain

head of the tribal civilization and the symbol of cultural unity has also become a major casualty in the present educational set-up.

Education through the respective tribal language or mother tongue provides opportunity to develop the personality and intellect of the child. This concept has already been accepted by the UNESCO in 1952.

In fact before entering into the formal cause of education language is learnt informally, in the context of both family and community society. As a result, without entering into the fold of formal education, the child is educated spontaneously. Thus medium of instruction through their own

Language has no many advantages in educational development as well as socio-cultural life.

### **Inadequate Schools: -**

It is also the important aspect of attracting the students. Thus, care has also to be taken in the infrastructure of the school. Credit goes to the Christian missionaries working in tribal areas of jharkhand for starting modern formal education among the tribal people. The Christian missionaries, after understanding the socio-cultural way of life of the tribal, started school education in the year 1831. Since then different missionaries have been educating them by opening hundreds of schools in different parts or tribal India.

The sad plight relating to the primary education is that the number of schools in the tribal belt is much less in comparison to need. These schools are rarely self sufficient at least up to the stage of imparting minimum education to the disciples. If the school building is present there, there is no teacher and if a teacher is posted, there is no building for the school. Moreover, due to such imbalance the number of tribal students actually getting education is much less than those enrolled in the attendance register.

Tribal students generally get ill treatment in the hands of non-tribal teachers. So some of the tribal's demanded having separate schools for them.

### **School Timing:-**

It is now a well-accepted fact that educational development is a fundamental requirement for social and economic development of any community and it is particularly true for the backward communities. The constitution of India also provides for free and compulsory primary education for every till he reaches the age of 14 years.

The routinised school timing is not suitable for the different seasons in tribal belt. So this system should be made flexible suiting to their economic activities.

**Late Admission:-**

Some parents are aware about their children’s education. They send their children to the primary schools at the age of 6-7 years because the children cannot speak Hindi or other teaching language. The children become shy are nature and like to sit in last row and corners of the class rooms. After 2-3 years of getting admission, the tribal children try to adapt themselves to the environment of schools. Thus, language problem is prime barrier in educational development. The children have to learn three to four other languages. As a result most of them cannot succeed in the final examination.

The teachers have become money-minded. They always try to earn money by private tuition in their residence. The poor economic condition of the tribal parents does not allow tem to send their children for private tuition in different subjects.

**Drop-out and exploitation**

**Table -4 Enrolment and dropout of Scheduled Tribe Children**

Year	Enrolment (in Millions)		Dropout Percentage				ACD
	Total	ACG %	I-V	VI-VIII	IX-X	Avg	
<b>2006-07</b>	20.76	3.04	33.1	62.5	78.1	57.90	-4.13
<b>2007-08</b>	21.14	1.83	31.3	62.5	76.9	56.90	-1.72
<b>2008-09</b>	21.88	3.50	35.6	59.2	76.0	56.93	0.05
<b>2009-10</b>	22.15	1.23	36.8	56.8	74.9	56.16	-1.35
<b>2010-11</b>	22.44	1.30	35.6	55.0	70.9	53.63	-4.14
<b>AVG</b>	19.79	3.31	40.71	63.31	77.51	60.51	-2.23

Source : Ministry of Human Resource Development

A data revealed by the eleventh five year plan also indicated the high drop out of the STs at different levels of study. As per the data at the primary level, the drop-out rate. Among STs in 2010-11 was 68.21% and 88.17% at the upper primary level. It indicates the apathy of the tribals and tribal students for the existing curriculum and system and problems of teaching-learning process. When a student takes more than one year to pass a class it is considered a case of stagnation. As per the 11 five year plan report, stagnation at the primary level was 67.3 % where it was 63.31 % at the upper primary level. Their may be various reasons of drop out in diffirent segments. But recent study published in EPW count the cause of drop out in rural area as follow-

### Causes of drop-out (in %)

1	Household at atmosphere	14
2	Access to infrastructure of school	05
3	Alternative source of work in household duties	12
4	Financial constraints	22
5	Quality of education	40
6	Other	07

**Source- EPW, Jan 07, vol. XLVII, NO 1 2012 P. 27-31.**

But in tribal area the quality of education can't be the most important cause of drop-out. The financial constraints and lack of consciousness about important education appear to be the most important factor.

Most of the tribal communities are below the poverty line. To satisfy their economic needs there is a clear cut division of labour. In this way children have also to do their major role in economic activity of family.

Many parents find it difficult to support their children in school. Social pressure compels them to send children to school but economic pressure compels them to withdraw the children sooner or later. Thus dropouts among them appear to be mainly due to economic and psychological reasons.

Teachers are also causing wastage and stagnation among the tribal children because at the time of admission of the children they play important role in approaching and convincing the parents. But once the children have

been admitted, the teachers think that their responsibility is over. They do not try to visit the tribal village again and again. The teachers have no idea about the tribal language and cultural so they can not teach and guide them in proper way.

The exploiters of the tribal people are also the cause of wastage and stagnation. The exploiters have been taking services from the tribal people on a petty remuneration. They become conscious of the fear that many methods of their exploitation might be exposed if the tribal people would become conscious and educated. The educated tribal would not be prey to their exploitation so easily. So they try to propagate among the tribals that education of children is not possible for the poor people like the tribal community.

### **Conclusion:-**

The above analysis envisages that education is one of the most important social indicators, which are directly linked with economic development.

Tribal education is one of the various types of tribes are illiterate due to which our country is facing many problems. There are various behind the tribal education. They may be the economic, social and cultural problems. Language is also one of the major problems to raise the level of tribal education lack of interest of parents as well as teacher is also responsible for that problems. As a whole, the highest dropout rate is recorded in the scheduled tribe community as per the opinions elicited from the local teachers literacy levels of parents and poor economic conditions of the families are found to be the major reasons for dropouts. The Jharkhand had set for itself the goal of achieving universal primary education by 2005 and achieving 35 percent literacy by 2011 which requires for reaching changes in policies and rules, tremendous efforts in community mobilization and continued innovations in teaching methodologies. The state promises initiative and commitment need to be translated on ground especially in the case of marginalized and tribal population.

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