

Impact of Ashram Schools Issues and Challenges of Tribal Education in India

Satyasavitri V. B. *, and Dr. P. M. Honakeri **

*Researcher, Dept. of Economics, Karnatak University, Dharwad, Karnataka, India

**Professor, Dept. of Economics, Karnatak University, Dharwad, Karnataka, India

Abstract- The present study is to analyse the growth of education and the literacy gap between Scheduled Tribes and other social categories from the year 1961 to 2011. Along with this it tried to highlight the current issues and challenges of tribal communities in the segment of education. Tribal community in both rural and urban is facing various social and psychological problems to get education. Educating tribals is not common task like educating non-tribals. It needs a special efforts by the Government. So the Government has initiated many policy programmes to sought-out the educational problems of tribals. The present study has taken Ashram Schools as one of the remedial measures. The study is purely depends on secondary data of census of India, published and unpublished reports of Government and Non- Government organisations and the researcher's observation in the field. To justify above objectives there are four questions have been framed to correlate the present thrust of the paper.

Index Terms- Ashram Schools, issues and challenges, education and Scheduled Tribe

I. INTRODUCTION

Education is one of the means of the development which transfer society from backward to develop one. The nation's culture, socio- economic progress is based on educational status of the citizen. Since India is pluralistic country which inhabited large variety of cultures, religions, languages and economic stages. Some of the communities notably, Scheduled Tribe is economically marginalised and educationally stands at the bottom stage among the total population of the country. Educational empowerment is the most effective parameter to economic development and to bring out people from poverty trap.

The Government has recognised the importance of education and added many amendments to constitution like RTE (Right to Education) act enacted on 4 August 2009, which describes the importance of free and compulsory education for children between 6 and 14 under article 21A which came in force on 1 April 2010. Article 15, 17, 46 safeguard the educational interests of the weaker sections of the society, that is, socially and educationally backward classes of citizens and Scheduled Castes and Scheduled Tribes. The Sarva Shiksha Abhiyan a flagship programme

was launched to achieve universal elementary education in a time bound manner. There are many provision in the act that prohibit corporal punishment, detention and expulsion which need to be fore fronted in SSA interventions to ensure that we move towards a system that provides a warm, welcoming and encouraging approach for children to learn (Saraswati 2016).

An educationally deprived group, Scheduled Tribe is provided various provisions through Ministry of Tribal Affairs and Ministry of Human Resources Development. Education deprivation of Scheduled Tribe children through creating better provisions, relaxing norms for opening primary schools in tribal areas by, establishing residential schools like Ashram Schools, Kasturba Gandhi Balika Vidhyalaya, Ekalavya Model Residential Schools and Vocational Training Centres are made available. Along with these, Pre Matric and Post Matric scholarships for top class education like Rajiv Gandhi National Fellowship is being provided to Tribal children for higher education.

II. LITERATURE REVIEW

Literature in the concerned field gives relevant information about research gap and scope for further research. Likewise in the field of education there are flinty of works available, which provide information about literary trends, enrolments, dropouts and consequences in tribal education. In this regard some works have been reviewed as follows.

Kamat et al, (2008) focused on the issues of school access and educational equity of Scheduled Caste and Scheduled Tribe. Social marginalisation and oppression are causing for lower literacy of SCs and STs. Even, educated SCs and STs are not getting sufficient jobs and facing illequippness problem. Thus there is uneven progress in the education among Scheduled Caste and Scheduled Tribe. So the Government has to take a special attention to educate the same categories.

Shweta et al, (2009) focused on issues of tribal education. Tribal education is lagged behind because of their internal and external factors. There should be recognition of tribal culture, cognitive strength of tribal children, curriculum, context and learning ability of tribal children then only a suitable policies could be framed by the Government.

Kabita Kumari (2014) examined challenging issues of tribal education in India with the help of literacy rate, enrolment ratio and drop-out rates. Study reveals that there is increasing tendency of tribal literacy rates from 1961 to 2011 (8.54 per cent to 63 per cent). There is increase in the Gross Enrolment for the classes I to V but there is slow increase in the girls' enrolment ratios. The study suggests that, appointment of sufficient teaching faculty, awakening the tribal parents, focusing on female education and giving importance for higher education will serve objectives of tribal education.

Haseena (2014) focused on problems of tribal education and causes for drop-outs. Tribal literacy is lagged behind because of their economic backwardness, social customs, lack of awareness about education, cultural ethos and distance between home and schools etc. Thus the policy framers have to focus on long term strategy which should enhance the educational status of tribal children.

Saraswati (2016) analysed the educational status of tribal community with the help of literacy rate. The paper highlighted the challenging issues of tribal education in Odisha. The Central and State Governments are initiated various education supportive measures like establishment of Ashram Schools, Ekalavya Model Residential Schools and Pre Matric and Post Matric scholarships etc. if these facilities fully available to needy tribal students ,then there will be increase in the educational status of tribal children.

III. RESEARCH QUESTIONS

1. Whether there is gap between tribal and all category literacy rates?
2. What are the challenges hindering for tribal education in India?
3. Whether there is any impact of Ashram Schools on tribal education?
4. What are the actionable suggestions to solve these problems?

IV. OBJECTIVES

1. To examine the literacy status of tribals of India in comparison with all social groups from 1961 to 2011
2. To find-out current challenging issues for tribal education in India
3. To know the impact of Ashram Schools on tribal education
4. To offer suggestive policy measures

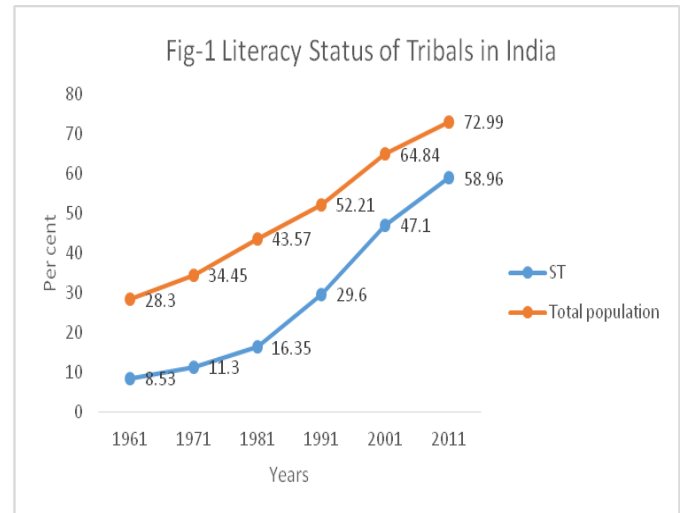
V. METHOD AND MATERIALS

The study is based on secondary sources. The data has been collected from census of India (2011), Annual Reports of Ministry of Tribal Affairs and the Reports of MHRD and

published and unpublished records of Government and Non-Government Organisations. Qualitative data is collected regarding Ashram Schools. The graph is used to show the literacy status of tribals and all social groups of India.

VI. RESULT AND DISCUSSION

To examine the literacy status of tribals of India in comparison with all social groups from 1961 to 2011



Source: Statistical Profile of Scheduled Tribes in India 2013

Above figure depicts the literacy status of Scheduled Tribes and total population from the year 1961 to 2011. Over the period of time the literacy rates of both STs and all social category is increasing. In the year 1961 literacy rate of Scheduled Tribe was 8.53 per cent and 28.3 per cent of total population. In 1991 it has increased to 29.6 percent and 52.21 percent of STs and all social categories respectively. In 2011 Scheduled Tribe literacy rate is increased to 58.96 per cent and 72.99 percent that of total population.

VII. CURRENT CHALLENGING ISSUES FOR TRIBAL EDUCATION IN INDIA

There are many challenging issues emerging in the field of tribal education in India, those are mentioned as follows.

A. Poor Economic Background

In India tribal people are depends on agriculture or traditional economic activities for their livelihood. They generate less income from such works through which they can't afford good education for their children. In this situation they send their children to earnable work but not for school.

B. Isolation (Interior Inhabitation)

The tribal population in India are located at isolated hilly and forest areas where modern facilities are not available. They have to move to far distance to

the schools. Which leads to absenteeism and drop-out and also they will not join to school also.

C. Medium of Teaching

English or regional languages are used as the medium of teaching in the schools. The tribal people have their own separate dialect so that their children couldn't understand whatever taught in the class rooms. This phenomena lowers the educational level of tribal children.

D. Attitude of the Parents

Tribal people are illiterate and ignorant and do not know the value of education. They concentrate only on survival of their family. They think that their children also should have earned it would be better. This is the reason tribal parents send their children to work not for school.

E. Teacher Related Problems

Tribal locations do not have proper accommodation facilities so that teachers have to come from far distance city places. This inconvenience will lead to absent or skip of school. Due to this students will be delink from the school. Teachers may not understand tribal language and they teach in specified formal languages. Thus the appointment of untrained outside teachers also diminish the value of tribal education.

VIII. IMPACT OF ASHRAM SCHOOLS ON TRIBAL EDUCATION

Ashram Schools provide free boarding and lodging facilities to the students and also provide conducive educational environment. Tribal parents cannot afford present costlier education and they send their children to work which fulfil the objective of division of labour. Poverty is the major factor contribute to their educational backwardness. The tribal parents whose children study in Ashram Schools would be engaged in agriculture or traditional activities, which will not support them to provide better education. Educational expenditure not only include boarding and fooding but also have cost on note books, reference books and stationeries, dresses for student, money for better treatment in private hospital and traveling from home to school and back to home by the students during holidays and vacation, private tuition fees for various causes like celebration of puja and picnic etc. (saraswati 2016). Expenditure on these put economic pressure on poor tribal parents, such poor children could join Ashram Schools and absorb better education with lodging and fooding facilities at the free of cost under one roof.

IX. SUGGESTIONS FOR ONGOING PROBLEMS

A. Provision of study Materials in Local Languages

Basic level of education is given priority and at this stage, if education is imparted in tribal dialect they will understand teaching in better way. That's why the schools should appoint a trained local teacher who knows local language.

B. Tribe Related Learning Arrangements

The schools should provide learning materials like cloths, note books, stationaries bedding etc.

C. Motivational Programmes

Parents and children are should be provided motivational programmes by experts in various fields. The value of education should teach to tribal parents.

D. Stipends and Various Scholarships

Scholarships will help the students to purchase study related materials and thus present scholarship norm should be revised and rupees should be increased.

E. In a broader level an important steps are taken in the field of tribal education like, parent's motivation, provision of study materials, building of school buildings, residential schools, flexible teachers etc.

X. CONCLUSION

Education is the key for tribal development in India. But tribal children have low level participating in the field of education. Though the tribal development is taking place in India but the increasing rate is very slow. If the government will not take this problem seriously, the tribal education will become distress and despair. So it is the time to think seriously that the tribal education and inclusive growth. Thus there is an urgent need of thinkers, planners and policy makers to put efforts to address the problem and allocate more funds from central and state budget for tribal education. Easy access and more opportunities should be given to tribal children in order to bring them to the main stream of economic development.

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AUTHORS

First Author- Satyasavitri V. B., Researcher,
Department of Economics, Karnatak University,
Dharwad, Karnataka, INDIA.
Satyaylpr76@gmail.com

Second Author- Dr. P. M. Honakeri, Professor,
Department of Economics, Karnatak University,
Dharwad, Karnataka, INDIA.