



EDUCATIONAL STATUS OF TRIBAL CHILDREN IN INDIA: AN ANALYSIS

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In India tribals comprise 8.6% of total population and for Jharkhand it is 26%. Tribals represent one of the most economically and socially disadvantaged groups. Education is most important for overall development of tribal communities and it is particularly helpful to build confidence among tribes to integrate themselves in the mainstream. So education is an important tool for improving the economic and social condition of tribals. Present paper aims to examining the educational status of tribal children in India as well as in Jharkhand. The indicators taken for the purpose of this paper are Gross Enrollment Ratio, Drop-out Rate and Gender Parity Index.

Keywords : Gross Enrollment Ratio (GER), Dropout Rate

INTRODUCTION

Education is one of the primary agents of transformation towards development. 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 may play an important role in bringing tangible benefits by developing the skills of the people. It may expand livelihood opportunities and increase earning potential and thus help in tackling the problem of poverty at large. The major role that education has been able to play is with regard to knowledge inculcation and skill-improvement of the persons.

The neo-liberal policies adopted in the period of reforms have not only neglected the issue of distributive justice but even intensified exclusion. The growth process, of late, has not been initiative; education, health and basic amenities sectors have been the worst sufferers. While the government continues its celebration through reflecting on increased access to the basic facilities, based on apparent increase in enrollment-ratios, number of hospital beds and other infrastructural facilities; deeper look reveals the progress to be grossly un-satisfactory. If we evaluate in terms of provision of quality education, returns to beneficiaries, commitment of the service provider as well as the response of receiver towards education, the progress has been almost negligence. Keeping this in mind, it is essential to redefine the process of evaluation and conceptualization of access to bare amenities.

Place of education in the current rural development debate is very crucial. The rural dimension of basic education issues in most developing countries was largely overlooked in the 1990's.¹ In India with a view to enhance enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support of Primary Education (NSPE) was launched as a centrally sponsored scheme in 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP- SPE was introduced in all blocks of country. Later it was resized and in 2004 Mid-Day Meal (MDM) scheme was introduced. The primary objectives of the scheme was to give boost to universalization of primary education and to impact the nutritional make to student in primary classes.² It is believed that mid-day meal alone cannot hold high enrollment as well as retention. According to Pratham's annual status of education report: 2014, suggests that 96.7% children (in the age group 6-14 years) are enrolled

in rural India. Report also suggests that attendance in month of September to October is only 71%. However there is a variation of attendance across the state. Bihar, Uttar Pradesh and West Bengal have reported lowest attendance rates. Apart from the attendance enrollment in rural private schools is increasing day by day. In West Bengal enrollment at rural private school increased to 8.4%. It is worthwhile to mention that this figures reached more than 50 % in some states like UP (52.8%) and Haryana (53.8%) in 2014.3

The education commission (1964-66) termed Primary Education (Classes: I to VII or VI to VIII) and as per the National Policy on education (NPE-1986) the educational structure is defined as "The 10+2+3 structure with the further break-up of the first 10 years efforts toward Elementary Education (5 years of Primary Education and 3 years of Upper Primary Education with 2 years of High .School.)"

Education Play a very important role for development in every society.it is an important instrument which can help to move upward and be a part of mainstream of life. Standards of living are also reflected by level of education. All the socio-economic indicators of development are depending in level of education. Education makes socially and economically stronger.

In India tribals are one of the most economically and socially disadvantaged groups. So education is crucial for economic development of tribes. Education improves tribals to know and make them aware about their right to education, health, shelter, food and clothing. It improves them to fight against all type of discrimination they face. Education makes them more conscious about health, sanitation and decent way of living.

Objective of the study

1. To analyze educational status of tribal children in India
2. To study about causes of drop-out among tribal children

REVIEW OF LITERATURE

Sahu (2014), studied about challenging issue of tribal education in India. According to Sahu, main problems of tribal education are economic condition of tribal people, Attitude of parents, location of the village, medium of language, teacher related problems and Lack of proper monitoring.

Singh and Ekka (2010), studied about educational status of tribal women in India. According to Singh and Ekka, the low educational status of tribal women is reflected their lower literacy rate, lower enrollment rate and higher drop-out in school. To improve the status of tribal women the focus has to be on the tribal and the focus has to on the tribal girls, empowerment of women is basic need for survival and protects the human rights of the humanity.

Kumar (2008), studied about education of tribal children in Jharkhand the paper, help to understand the context and background of education system in Jharkhand to the question of providing equal access of education to tribal various programme and schemes have been initiated by government, but very few have reached to the tribal children. Many programmes did not benefit tribal community because programmes were framed according to considered about regional, geographical and physical barriers. Beside it lack of political will corruption and lesser attention on development of tribal education is also responsible for the poor education status of tribal girls.

Mitra (2008) in their article entitled "Trend in Literacy Rate and Schooling among Scheduled Tribes in India" conceived the fact that in eastern state of tribal group, women possess high status in family. Therefore it put positive impact on enrollment of girls, in literacy rate and reduces the rate of drop- out from schools.

Rustagi and Menon (2012), studied about literacy status in Jharkhand. According to Rustagi and Menon, literacy rate and enrollment at school was reduced much lower among tribal girls than other social group. Gender gap in enrollment found many areas. Drop-out rate was significant high among tribal girls.

Bandhopadhyaya (2008), in her article entitled "Gender Equity in Education- A Review of the Trend and Factor", pointed out that it has been significant improvement found in general literacy rate of tribes. But yet wide gap persists between male and female literacy rate.

Gautam (2013) in her paper entitled "Education of Scheduled Tribe in India" pointed out that various government programme and schemes has been launched for improving educational status of tribal girls but due to lack of awareness about these schemes among tribals peculiar nature of their dwelling and apathy of government official in implementations of these schemes and programmes are bottleneck in tribal education.

Nair (1991) in his article "Flying on wing" quoted the statistical data which revealed that nearly 73 per cent of the total non enrolled tribal children were in 6-11 years age group. The dropout rate for girls at both elementary and secondary levels of education continues to be high. The reasons for the poor enrollment may be the involvement in domestic work and also at the farm.

METHODOLOGY

The study is based on secondary sources of data. Relevant secondary data are taken, census of India (2011), reports of ministry of human resource Development, Government of India, Economic survey of Jharkhand, district information system of education (DISE) etc.

Collected data has been analyzed by using statistical tools like percentage, ratio etc. Data and results have been presented in tables and shown in statistical graphs like bar chart, pie chart etc.

Variables of the Study

The study analyzed different variables affecting tribal education, which includes Gross Enrollment Ratio, Drop- out Rate and Gender Parity Index.

Gross Enrollment Ratio (GER) - Gross Enrollment Ratio is used as educational indicator to know about education status of a country.

GER indicates overall coverage of an educational system in relation to the population eligible for participation in the system.

GER can be defined as total enrollment in any class regardless of age expressed as percentage of eligible official school age population in a government school year. GER is widely used to show the general level of participation in school education.

$$GER = \frac{Ea_i^t}{Pa^t} \times 100$$

Where,

E_a - Enrollment of age group 'a'

I - Grade/Class of Enrollment

t - Time Period of Government School

P_a - Population of age group officially eligible to particular grade.

Drop-Out Rate (DOR) - It is an indicator of efficiency of education system. Drop-out is one of the important indicators of educational development. It is computed grade-wise. It can term as those student who are not promoted or have repeated is known as drop out. Drop-out rate is annual rate which measure the proportion of students who drop-out in single year without completing particular grade in school stage.

$$(D^t)_g = \frac{D_g^t}{E_g^t} \times 100$$

Where,

D_g^t = Number of Student Dropping out from Grade 'g' in year t

E_g^t = Total number of Student enrollment in Grade 'g' at Specific Year t.

Gender Parity Index (GPI) - Gender parity is socio-economic index usually designed to measure the relative access to education of males and females. The index is related by UNESCO. It is calculated as quotient of the number of females by the number of males' enrollment in a given stage of education.

ANALASIS

Literacy Status of Scheduled Tribes in India

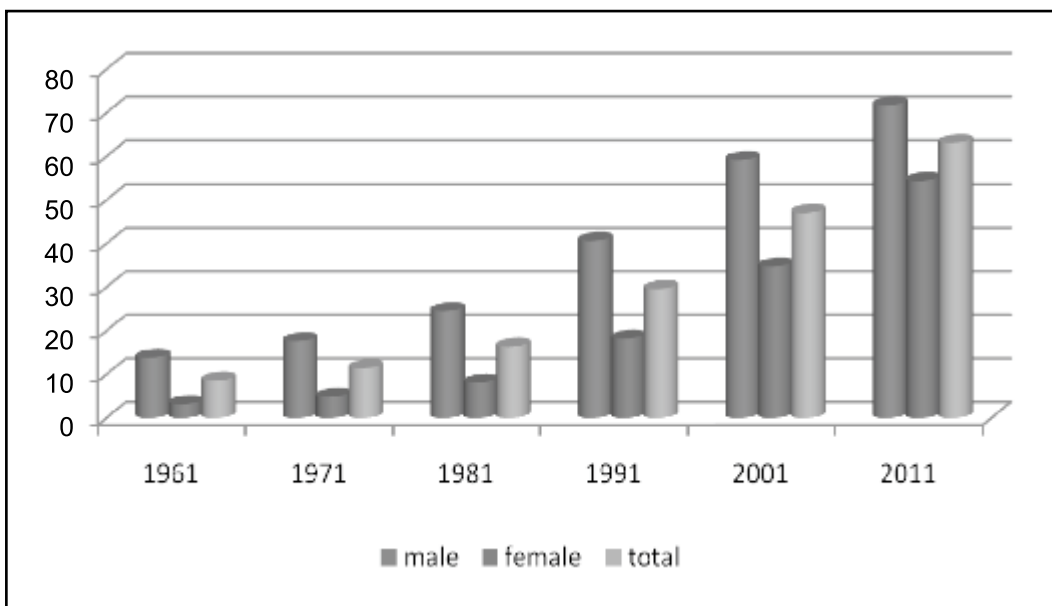
To know about educational status of tribals in India, it is very important to know about literacy status of tribal in India.

Table-1: Gender Wise literacy Rate of Scheduled Tribes in India During 1961- 2011

Year	Male	Female	Overall	Gap Between male and Female literacy
1961	13.83	3.16	8.54	10.67
1971	17.63	4.85	11.39	13.18
1981	24.52	8.05	16.35	16.47
1991	40.65	18.19	29.60	22.46
2001	59.17	34.76	47.10	24.41
2011	71.70	54.4	63.1	17.3

Source- Census Report 2011

Figure-1: Gender Wise Literacy Rate of Scheduled Tribes In India During 1961- 2011



Above table represents literacy rate of scheduled tribes in India from 1961 to 2011. From this table it is clear that the literacy rate among male and female both are increase in 2011. Male literacy rate was 57.87% increase and female literacy was 51.24% increase but literacy gap between male and female was also increase 6.63% in 2011.

Gross Enrollment Ratio

It gives idea of enrollment ratio level wise. It is ratio of enrollment at school at particular level in the given year to the population of that age group who were officially corresponded to the level.

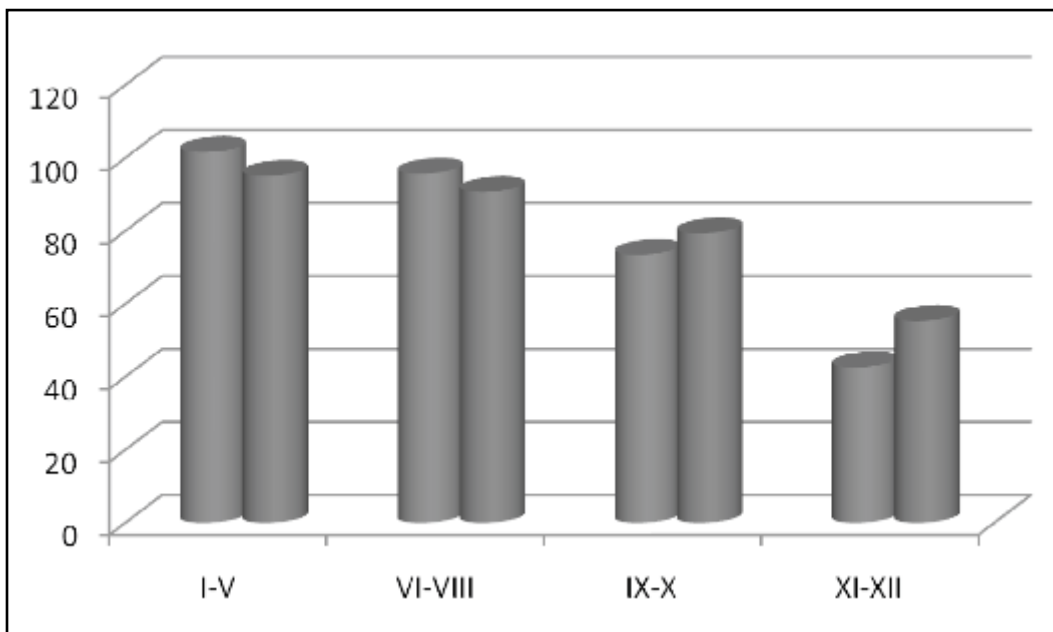
Gross Enrollment Ratio of Scheduled Tribes and All Categories in India

Table-2: Gross Enrollment Ratio of Scheduled Tribe and All Category Students at Different Stages of School Education in 2016-17

Class	Scheduled Tribe	All Category
I-V	101.62	95.12
VI-VIII	95.72	90.73
IX-X	73.48	79.35
XI-XII	42.67	55.40

Source- U-DISE Flash Statistics (NIEPA 2016-17)

Figure-2: Gross Enrollment Ratio of Scheduled Tribe and All Category Students at Different Stages of School Education in 2016-17



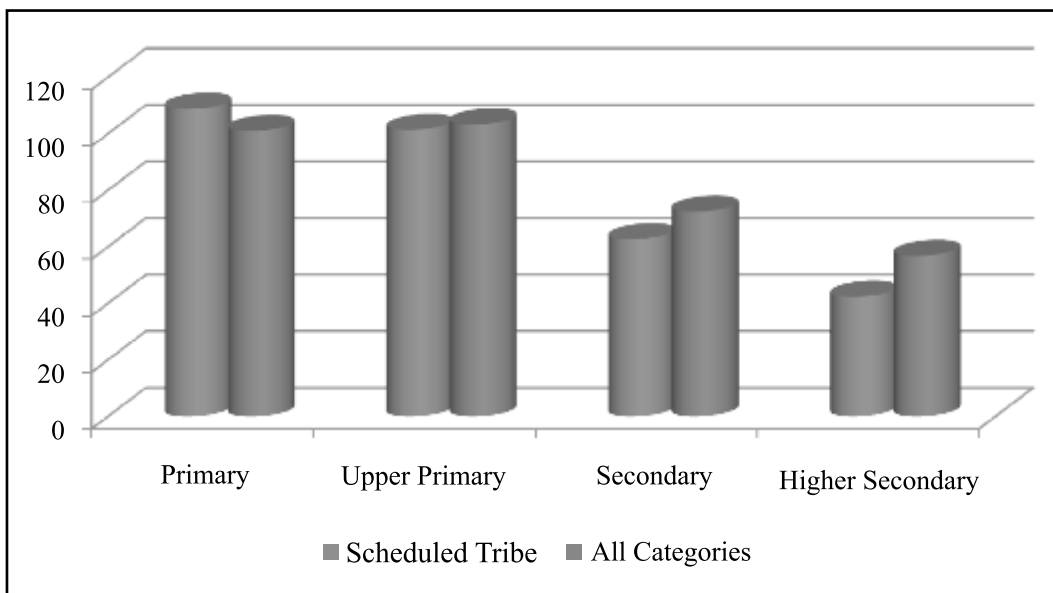
Above table and figure represents that the Gross Enrollment Ratio of Scheduled tribe students and all category students at different stages of school education in India. It is clear from above table in class one to Five the GER of ST students are 6.6% more the all category. In class six to eight GER of ST students are 4.99% more than all categories. In class nine to ten GER of ST students are 5.87% less then all categories and in class eleven to twelve GER of ST students are 12.73 % less then all categories it means after class eight some ST students are dropped out from school.

Gross Enrollment Ratio of Scheduled Tribes and All categories Children in Jharkhand

Table-3, Gross Enrollment Ratio of Scheduled Tribe Students and All categories Students at different stages of school education in Jharkhand

Class	Scheduled Tribe	All Categories
Primary	108.69	100.93
Upper Primary	101.27	103.27
Secondary	62.63	72.41
Higher Secondary	42.23	56.73

Source- Jharkhand Economic Survey 2018-19



Above Table and figure represents GER of Scheduled Tribe and All Categories students at different stages of school education in Jharkhand. It is clear from above table from above table in every stages of school education GER of Scheduled Tribe children is lower than all categories students.

DROP-OUT RATE

Drop-out Rate of Scheduled Tribes in India

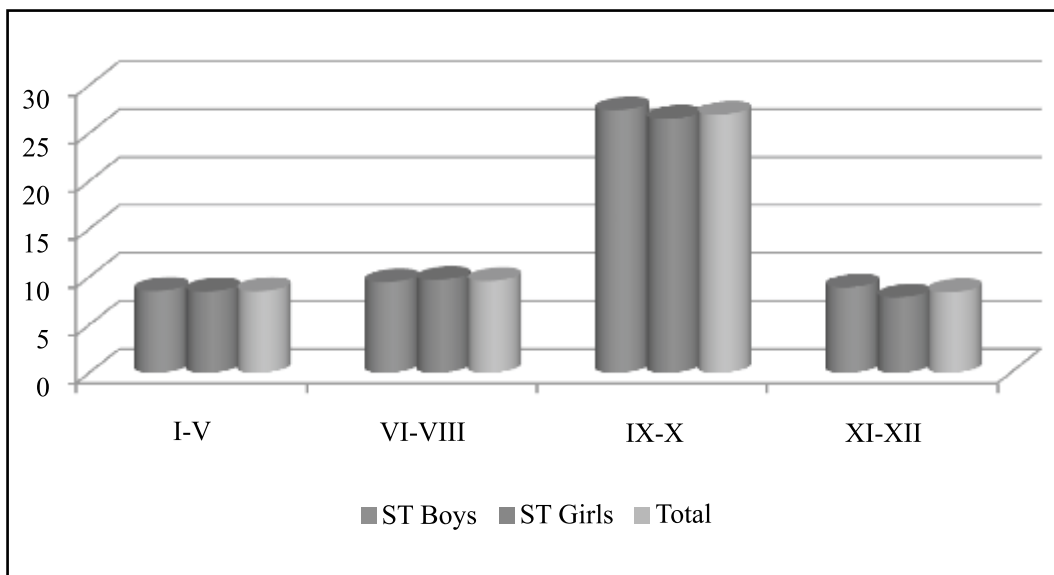
It is annual rate which measure the proportion of students who drop-out in single year without completing particular grade in school stage.

Table-4: Drop-out Rate of Scheduled Tribe Students at Different Stages of School Education in India

Class	ST Boys	ST Girls	Total
I-V	8.57	8.51	8.54
VI-VIII	9.46	9.70	9.58
IX-X	27.41	26.51	26.97
XI-XII	8.94	7.87	8.43

Source- U-DISE Flash Statistics (NIEPA 2016-17)

Figure-4: Drop-out Rate of Scheduled Tribe Students at Different Stages of School Education in India



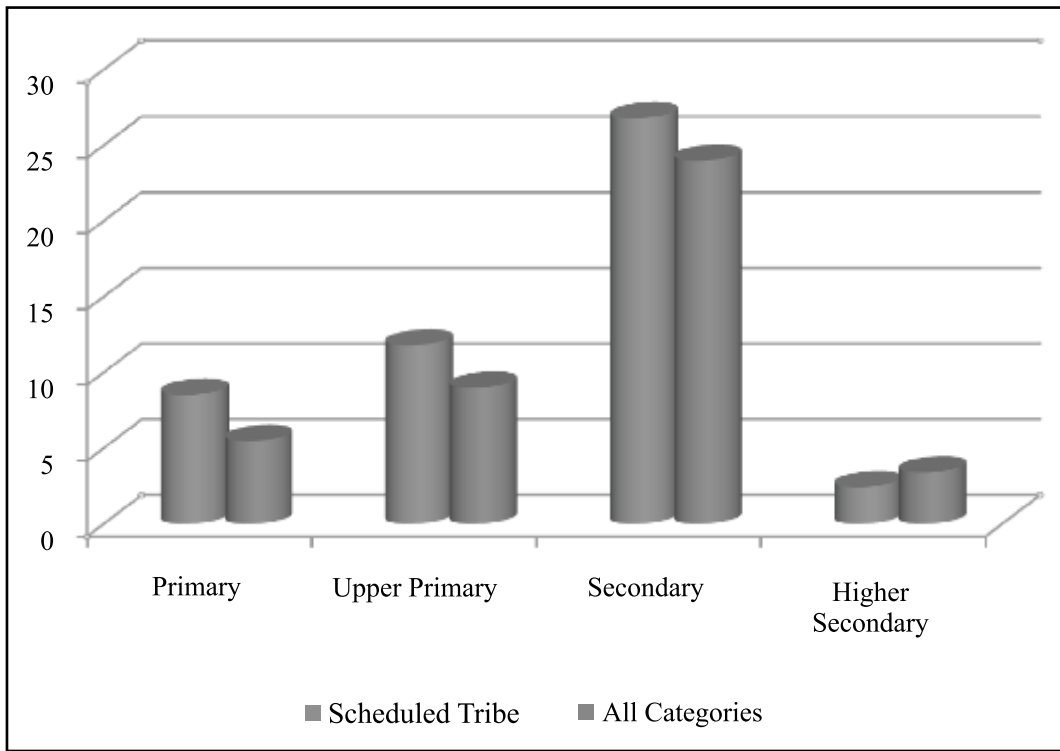
Above table and figure represents that Drop-out Rate of Scheduled Tribe Students at Different Stages of School Education India. It is clear from above table in class one to eight drop-out rate of ST Girls are more than ST boys but after class eight drop-out rate of ST boys are more than ST Girls. In the class IX-X drop-out rate are higher than comparison to other stages of school education.

Drop- out Rate of Scheduled Tribe Students and All categories Students at different stages of school education in Jharkhand

Table-5, Drop- out Rate of Scheduled Tribe Students and All categories Students at different stages of school education in Jharkhand

Class	Scheduled Tribe	All Categories
Primary	8.53	5.48
Upper Primary	11.80	8.99
Secondary	26.78	24.00
Higher Secondary	2.44	3.41

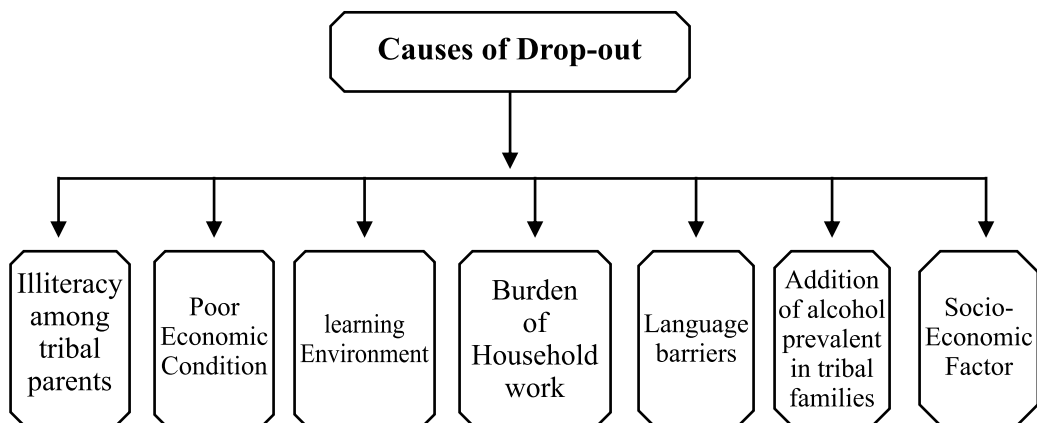
Source-NUEPA, School Education in India (2015-16)



Above table and figure represents Drop-out Rate of Scheduled Tribe and All students at different stages of school education in Jharkhand. It is clear from above table in secondary stage of school education drop-out rate is higher than other stages of school education.

Causes of Drop-out

There are also a number of reasons which are responsible for drop-out in tribal children from school. The main causes of drop-out are presenting in following chart:



Illiteracy and Poor Economic Condition

Due to Illiteracy and poor Economic Condition, tribal parents not give proper attention for sending their children at school.

Learning Environment

It include lack of infrastructure facilities like separate classrooms, separate toilets for girls and boys, improper school timing, absence of safe drinking water etc.

Burden of Household work

Due to burden of household work tribal girls could not give proper attention and time for study.

Language Barriers

Language barriers are also affects the drop-out rate because children could not understand the teachings of their teacher as the teachers are not aware of the local languages.

Addition of alcohol prevalent in tribal families

It is one of the reasons of drop-out because it effects education of their children from school.

Socio- Economic Factor

It includes different behavior of tribal parents towards their male and female children.

Due to above reason, target zero drop-out rate from school is still lagging behind.

Gender Parity Index

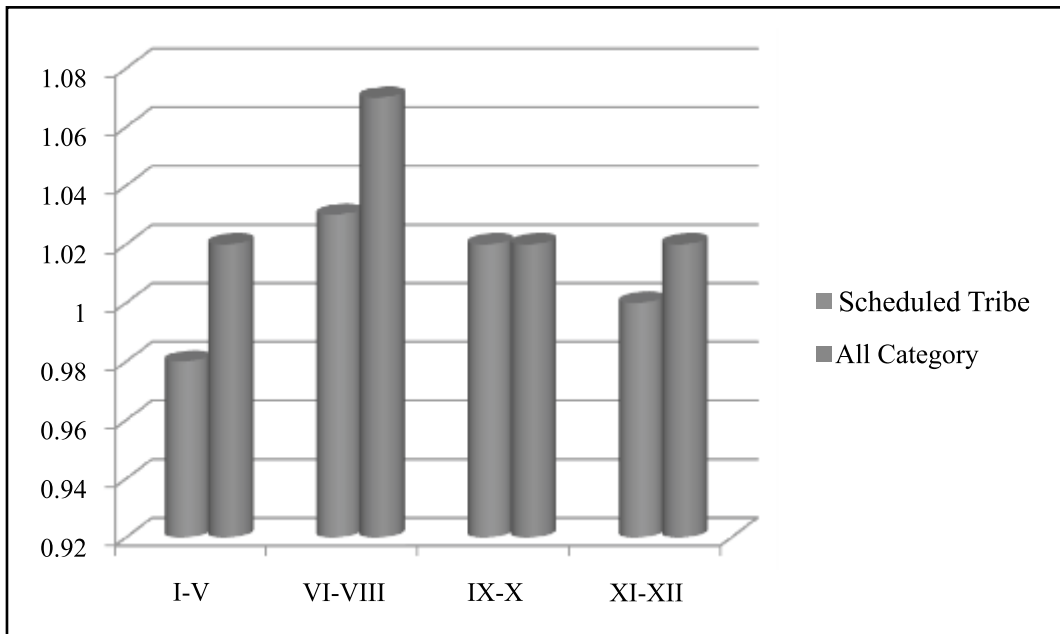
Gender Parity Index of Scheduled Tribes and All Categories in India

Table-6: Gender Parity Index of Scheduled Tribe and All Category Students at Different Stages of School Education in India

Class	Scheduled Tribe	All Categories
I-V	0.98	1.02
VI-VIII	1.03	1.07
IX-X	1.02	1.02
XI-XII	1.00	1.02

Source- U-DISE Flash Statistics (NIEPA 2016-17)

Figure-6: Gender Parity Index of Scheduled Tribe and All Category Students at Different Stages of School Education in India



It is clear from above table and figure in all the stages of school education GPI of Scheduled Tribe students are less than with comparison to all categories students.

CONCLUSION

Present study attempted to analyze the status of tribal children in India. From year 1961 to 2011 literacy rate among Scheduled Tribe are 54.56% increases. During study about Gross Enrollment Ratio it is found that in classes I to VIII GER of ST are higher than all categories students and after class VIII GER of ST students are lower than all categories students in India and for Jharkhand in primary level (class I to V) GER of ST is higher than all categories students. During study about drop-out rate it is found that in India and also in Jharkhand in class IX -X drop-out rate is higher than other stages of school education.

So, to improve the educational status of tribals it is very necessary to promote awareness among parents about need and value of education.

Notes

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