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“A STUDY ON TRIBAL STUDENTS IN ELEMENTARY EDUCATION OF RANCHI DISTRICT.” (RURAL AREAS).

Carlus Toppo,
Assistant Professor,
Radha Govind University,
Ramgarh Cantt., Ramgarh,
Jharkhand.

Summary: This Article attempts to examine and understand the low literacy level and education among tribal children in Jharkhand. The Article discusses the role of government, institutions, programmes and linkages between education and development. Various programmes and schemes have been initiated but very few of them have reached the tribal children and benefited them. Many of the programmes did not benefit the tribal community because the programmes are not contextualized and localized considering regional, geographical and physical differences and barriers. Other reasons for not reaching the benefits of the programs to the tribals are lack of political will, corruption, and lesser attention on development in tribal areas. The Article highlights the need for special focus on tribal education, which is inclusive of context specific traditional and innovative interventions. Education is one of the primary agents of transformation towards development. It is an activity, or a series of activities, or a process which either improves the immediate living conditions, social, economic, political, human, cultural, environmental, or increases the potential for future living. It plays an important role in bringing tangible benefits by developing the skills of the people. It expands livelihood opportunities and increases earning potential and thus helps in tackling the problem of poverty at large. The major role that education has been able to play is with regard to skill inculcation and skill improvement of the persons. **Amartya Sen's** argument for faster development of India has been to repeatedly stress on the criticality of Primary Education. He feels that the only way our colossal State Machinery can be made more accountable to the people, it purports to serve, is to be assessed regularly by the people themselves. Education plays a decisive role in this process.

Key Words : Education, Tribal Community, Literacy, Poverty, Tribal Students.

INTRODUCTION:

This research synopsis attempts to examine and understand the low literacy level of education among Tribal Children in Jharkhand specifically two Blocks of Ranchi District. The research discusses the role of Government, Institutions, Programmes and Linkages between education and development of Tribal students. Various schemes have been initiated but very few of them have reached the Tribal Children which benefited them. This research highlights the need for special focus on Tribal education at elementary level which is inclusive of context to traditional and innovative interventions.

Education is one of the basic agents of transformation towards development in life. It is an activity, a series of activities or a process which may both improve the immediate conditions and increase the potential for future living. The Elementary Education may play an important role in bringing tangible benefits by developing the skills of the Tribal people. It may expand livelihood opportunity and increase earning. It can also help in tackling the problems of poverty at large. The major role the Elementary Education has to play, will be with regard to knowledge and skills of the persons.

Amartya Sen has stressed repeatedly the Elementary Education which is assessed to serve regularly by educating the people. To achieve Universal Literacy, Elementary Education is a factor for overall development of the State. Jharkhand State is primarily considered as a Tribal State. Universal Elementary Education to Tribal is one of major challenges which the State is facing. It is an important issue that Tribals are denied equal opportunity in the past by the Government and the Policy Makers.

Obviously it is very crucial and important for the development of the Tribal Communities. Tribal children in Jharkhand are trapped in an inter-generational vicious of poverty, illiteracy and deprivation of jobs due to their primitive nature and isolation from the mainstream of life and strata of the society. Displacement from their parental land for the industries, dams and factories have played havoc among Tribal lives.

Realizing the fact that no meaningful development of the deprived tribal people can take place without enhancing the literacy and promotion of Universal Elementary Education and growth of literacy among Tribals. Various schemes and programmes have been started by the State Government and the Ministry of Tribal Affairs to promote education among Tribals.

Scheduled Tribes the most disadvantaged groups in India are enlisted in Article 341 and 342 of the Constitution. The Article 342 notifies the opportunity of education for Scheduled Tribes. They are one of the most deprived and marginalized groups with respect to education. Education to Scheduled Tribe children is important not just due to a Constitutional Obligation to Equality of its citizens but it is a crucial input in the nation's development of Tribal Communities. So far 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. In spite of Constitutional Guarantees, the Tribal children continue to lag behind the general population in education.

According to Article 46 under Directive Principle of State Policy of Indian Constitution, the State shall promote, with special care, the educational and economic interests of weaker sections and in particular of Scheduled Caste and Scheduled Tribes and shall protect them from all social injustice and all forms of exploitation.

Thus, having education will lead the Tribal children to the personality development. With the personality development the society and the respective community will develop. With the social development, the nation-building will be strengthened. The individual society and the Tribal groups will be enriched with the primary education.

With the above background, the present research study tries to understand the elementary education of Tribal children of Namkum Block and Angara Block of Ranchi District of Jharkhand.

REVIEW OF RELATED LITERATURE:

Review of related Literature is one of the most important aspects of research. It is not only provides source of the problem, but also helps in formulation of hypothesis, selection of methodology, using appropriate statistical technique etc. It also avoids duplication of research.

Preservation transmission and advancement are three phases of human knowledge. Practically all human knowledge can be found in books, journals and papers so to get a clear picture of the problem, the researcher must be thoroughly familiar with previous theories and researchers. Due to this reason researcher takes advantage of the knowledge which has been accumulate in the past as a result of constant human endeavor. Researcher can never be under taken in isolation of the work that has already been done on the problems which are directly or indirectly related to studies proposed by a researcher.

The review serves the following purposes:

- It enables the researcher to define the limit of his fields.
- By reviewing, the researcher can avoid the unfruitful and useless problem areas.
- The researcher develops an understanding of research methodology.

A few relevant studies which have come under the view of the researcher are given below concerning researches related to Problems of Elementary Education among Tribal Children of Ranchi District (Jharkhand State).

Dr. Anant Kumar (25th March 2018) Education is one of the primary agents of transformation towards development. It is an activity, or a series of activities, or a process which either improves the immediate living conditions, social, economic, political, human, cultural, environmental, or increases the potential for future living. It plays an important role in bringing tangible benefits by developing the skills of the people. It expands livelihood opportunities and increases earning potential and thus helps in tackling the problem of poverty at large. The major role that education has been able to play is with regard to skill inculcation and skill improvement of the persons. Amartya Sen's argument for faster development of India has been to repeatedly stress on the criticality of Primary Education. He feels that the only way our colossal State Machinery can be made more accountable to the people, it purports to serve, is to be assessed regularly by the people themselves. Education plays a decisive role in this process.

Ydappanavar (2012) conducted a case study to identify the major reasons for poor access and retention of children in elementary education in Raichur district, Karnataka.

Jayaswal et al (2013) conducted a study in Indian context with objectives to examine the role of parental support on academic achievement of Tribal school students; to explore the impact of parental need for

achievement on academic achievement of Tribal school students; and to explore impact of parental aspiration, interest and behavior on academic achievement of Tribal school students.

The major objective of the study done by **Vijayalakshmi (2013)** was to identify the problem areas of Tribal students in secondary schools. It was also intended in the study to identify most and least affecting problems of high school tribal children; to identify the problems in relation to the sex of the students and management of the school; and to suggest remedial measures to overcome the problems identified.

R.Govinda, Rashmi Diwan (23 June 2013) It widely recognized that community participation could play an important role in promoting primary education. It also had the potential to increase awareness levels and to bring about improvements in health and living conditions.

The vulnerability of Tribal populations to exploitation by Government officials, as well as money lenders, landlords and other agents of vested interests could largely be traced to their illiteracy and general ignorance of the world outside the narrow confines of their traditional environment. The inability to cope with the many novel forces impinging nowadays on Tribal villages and on an economy which had remained virtually unchanged for centuries was by no means due to an innate lack of intelligence.

Kumar Rana and Samantak Das (2014) conducted the study on Primary Education in Jharkhand and detailed the result of a survey in selected areas of Dumka District, while inadequate infrastructure and the lack of teachers affect the quality of teaching. Poverty was responsible for the alarming rates of non-enrolment, drop-outs and poor attendance of pupils. Scheduled Tribe children were particularly at a disadvantage, as education was not imparted in their mother-tongue.

SIGNIFICANCE OF STUDY:

Empirical evidence suggests that Tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools and their low achievement levels are attributed to school related variables as would apply to non-Tribal students. Poor performance of tribal students and the below average level of primary education in Tribal areas is driven by inter-related factors. Most children tend to be first generation learner whose education is supported their home environments.

“The situation of Tribal education is related to the quality of education in general and not solely to being Tribal. Of course, being a Tribal means that most of the time they are poor, they live in areas where the provision of education is very weak, so the situation is not only because they are Tribals but because of all the inter-related issues. It is therefore important to view the problem in all its complexity.”(**Priyanka Singh, Incharge, Education and Health Programmes, Seva Mandir**).

The major problem that Tribal children face in relation to education is that the opportunities are constrained by the Governmental Policies. They live in scattered remote areas; separated by distances from other children. It is important to examine the level of primary/elementary education of the Tribal children to determine how they fare in the academic field. As Tribal children in India are as much important as others there is a great need for adequate research at the elementary level of education of the Tribals of Jharkhand.

The Elementary Education of Tribal children is affected due to a lack of interest and parental motivation and inability to understand the Medium of instruction (i.e. State Language), teachers absenteeism and their attitude towards Tribal children, opportunity for schooling, seasonal migration and indifferent attention of Political Will and the Rampant Corruption, the displacement from their land and illegal evacuation from the in-habitats and useless blame for Naxalite interruptions.

Low literacy rate in Tribal Communities continues to indicate a need for inner research for the support that tackle issues for better education and health to the Tribal children.

The Education System is currently designed for the dominant group. There is an urgent need felt to invest in creating mechanism for the supplement of the assimilation of Tribal children into the formal education system.

There has been an indication that education support programmes are to be built on the strengths of the Tribal community, value their culture, history and establish integration into main stream of education systems.

Preserving Tribal cultural identity for economic prosperity can be better achieved through creating strong elementary education for developing the Tribal children as individuals. Educational opportunity at the Elementary Level among tribal children will help integration with the mainstream system. The present Government is inserting unnecessary havoc in changing patterns of education and destroying the ethos of entry in education sector. It is attacking the education set up of the poor students and raised the high fees for admissions in the academic institutions.

OBJECTIVES OF STUDY:

- To Study the attitude of the Tribal children towards education.
- To Study the occupation of the parents of the Tribal children.
- To Study the economic background of the Tribal people.

HYPOTHESIS OF THE STUDY:

- To reduce the wastage and stagnation.
- To provide parental awareness of education.
- To enhance children for part time education to having economic upliftment.

DELIMITATION OF THE STUDY:

- The rural Tribal children are taken from the Government schools of Namkum and Angara Blocks of Ranchi District.
- Hundred students are being taken for study from Namkum Block and Angara Block.
- The study covers the Elementary Level.
- Home environment scores are taken for questionnaire in study.
- School environment scores are considered in the study.
- Attitude of parents and teachers are rated in the study.

PLAN AND PROCEDURE OF STUDY:

a. Method:

The present type of research will be utilizing Descriptive Survey Method which endeavours to select the effective Elementary Schools with regard to community participation and teaching of teachers to the students. The Tribal children are being interviewed. The community participation will be considered in the study.

b. Sample and Sampling Design:

The Sample of the present study consists of 100 tribal students. In this 50 students will be from Namkum Block and 50 students from Angara Block which include male and female tribal students.

The samples will be chosen by adopting Random Sampling Design. The five primary schools of each Block will be taken for the study. The ten students will be chosen from each school.

c. Tools / Materials :

The major tools used will be '**Schedule**' as it is flexible tool for collection of data for the study. The Schedule is constructed by the researcher to fulfill the purpose of study.

d. Statistical Technique:

The Statistical Technique will be used in study. The major techniques used will be **Observation** and **Interview** for the collection of data in study.

e. Data Collection:

In order to collect data from the selected Samples, data are important asset for any type of study and for policy formulation. Data collection is depending upon the Schedule and communication of researcher. The data will be collected from Primary and Secondary Sources. In Primary data collection; Observation, Interview, Case study, Source of livelihood and resource map are application. In Secondary data collection; the significance of study, limitation of study and the chapter wise study are taken.

f. Data Analysis:

The data analysis clearly demonstrates the extent of the low literacy and lack of education among Tribal children in Jharkhand. The education statistics in Jharkhand depict a very poor situation in terms of providing primary education to Tribals. Literacy rate of the Tribal population is less than the literacy of Generals in Jharkhand. The data analysis has been done to fulfil the objective of the study. The attempt is being made to examine and understand the low literacy level of education among Tribal children.

Conclusion

There is an immense need to understand the context and background of the education system in Jharkhand to address the question of providing equal access of education to Tribals. Tribal Communities in the State have been historically denied of access to resource and opportunities. The present efforts of the Government to bring these children into formal schools fail at two levels. **Firstly**, it is not able to enroll all tribal children and provide good quality functional schools. **Secondly**, even when tribal children are enrolled into schools, the education system besides doing out some incentives does not do much to improve the school environment to treat first generation learners with respect and dignity. Instead, tribal children are made to put up with an offensive and insulting climate that continuously discriminates and alienates. The State had set for itself the goal of achieving universal primary education by 2005 achieved 85 percent literacy by 2010 which requires

far 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. The article shows that education of tribals has not received whole hearted support of the State and focused effort in this area is still awaited.

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