

Tribal Education and North East India

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Abstract—The objective of the paper is to study the status of tribal education in India. The analysis is based on secondary data of Census report of India, 2011. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. The gross enrolment ratio is higher in class I to V which is 137.2 for ST boys and 136.7 for ST girls. There are some barriers for spreading out education in tribal community of the society. This situation deals with the physical as well as socio-economical obstacles of north eastern part of India.

Index Terms— Education; Empowerment; Enrolment; Literacy; Society; Tribes.



Introduction-

According to 2011 census Scheduled Castes and Scheduled Tribes comprise only about 16.6 percent and 8.6 percent respectively in India. In our country the total number of tribal communities recognized by the government is 645. Article 341 and 342 enlisted these tribal groups in Indian constitution. Their villages something like a protective shell, where they can lead a life based on their own values and culture. In modern literature, the Scheduled Castes are sometimes referred to as Dalits, while Scheduled Tribes is used as an official term for 'Adivasi' (translation of Scheduled Tribes should be 'Adivasi', literally meaning original inhabitants or indigenous peoples). In India this tribal community concentrated in some specified regions. These areas are-

1. North Eastern Region.
2. Central Indian Region.
3. Southern Indian Region.
4. Himalayan Region.
5. And
6. Island Region.

Education and Tribal- For the so called "civilized modern society" education is an integral part of the empowerment process. When a baby born the first thing play to his/her mother's mind is to give proper education. But on the other hand "Empowerment" of the tribal community means capacitating the communities to secure access and control of their land, forest and water resources, as well as sustains and promote viable alternative for security of their livelihood. Empowerments thus interactive processes where tribal communities are able to participate actively in the local governance.

Government Laws and Education-

"The National Policy of Education" 1986 updated in 1992 paying greater attention to the education of the educationally backward minorities in the interested of equality and social

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justice. In our country "Programme of Action", (POA), 1992-launched two new centrally sponsored scheme during 1993-94.

These are-

- Scheme of "Area Intensive Programme" for educationally backward minors.
- Scheme of "Financial Assistance" for Madrasa education.

North East India and Tribal-

Northeast India is the homeland of large number of tribes. There are more than 200 tribal communities. It is no wonder the region has ever since captured the imaginations of anthropologists from all over the world. North East Indian tribes have originated from the ethnic groups of Tibeto-Burmese, proto Austrioloids and some groups of Indo Mongoloids. They also show a cultural bridging with the neighboring countries like China, Nepal, Bhutan, Myanmar and Bangladesh.

Some major tribes of North Eastern India are-

- ◆ The **Bodo Tribe** shares a good number of populations in Assam.
- ◆ **Kuki Tribe** the migrant tribes can be found all over the northeastern states.
- ◆ **Adi Tribe** (have two divisions namely **Bogums** and **Bomis**) are found commonly in Arunachal Pradesh.
- ◆ **Nyishi or Nishi Tribe** are one of the most significant inhabited in the lower region of the Subansiri district in Arunachal Pradesh.
- ◆ **Angami Tribe** are one of the major tribal communities of Nagaland and Manipur.
- ◆ **Rengma Tribe** are a Naga tribal community, they are found in both Nagaland and Assam.
- ◆ **Bhutia Tribe** are the prominent tribal community of Sikkim and have migrated from Tibet. The

residing places for the tribes are the Lachen and Lachung areas of North Sikkim.

◆ **Garo Tribe** are the second largest tribal community of Meghalaya. They constitute 1/3rd of the total state population and mainly reside in the Garo hills of Meghalaya, some districts of Assam and West Bengal also.

◆ **Khasi Tribe** are one of the major tribal communities and occupies almost half of the total population of Meghalaya state.

Education and North-East Indian Tribal-

The tribal society is characterized by lack of discrimination against main stream of the society. Most tribal societies value women, this reflects by the high female sex ratio (females per 1000 males) among the vast majority of tribes in North-East India (Census of India, 2011). But it is surprising that a negative relationship occupies in case of education level in this society. Some exclusive obstacles faced by tribal in providing education to the tribal children relates to setting up school facilities in small scattered and remote tribal villages. Because major parts of the tribes live in sparsely populated habitation in the interior and in inaccessible hilly and forest areas of the country. The issue of language is also being debated in the context of tribal education. Most tribal children do not understand the text books, which are generally written in the regional languages. The appointment of non-tribal teachers in the tribal children's school is another problem which creates a vast communication gap between the teachers and students. This situation encourage high dropout rates in tribal schools. Another striking feature is that economic circumstance of tribal people is consequently poor that they do not desire to spare their children to go to schools. They are more eager to engage their children in labor orientated works. Lack of proper monitoring by Tribal Welfare Department and School Education Department also not properly supported for spread out education in these regions.

The tribes and the tribal social system may be considered as the diversity of bio-social and cultural life. Genetic strains, languages, ideologies,

social organizations, economic life are the identification marks in this group which is separated them from other societal groups in Indian sub-continent and all these are the are closely related to the education condition of the tribal society which is neglected largely.

Conclusion:

There is an immediate need for improvement of physical infrastructure in all schools in the remote north east tribal regions. This scenario can be beneficial for the change in perceptions and out looks of the teachers where as a result the tribal student may be benefited. The presence of tribal teachers, especially from the same community, it will believe that the teachers will understand the problem of the tribal children and their psychological problems may be solved out. The teacher student bonding may be strong. It is fact that the tribal children neither culturally inferior nor cognitively less competent than the children of other group. Their skills are highly developed and extremely sophisticated. In spite of that tribal children participation in the school is very low. The programmers related to tribal education may also promote the economic and aspects of tribal development in North East India. It is difficult to bring these groups of minority in the main stream of educational system but only some motivated government laws likely to generate interests of education among tribal children which can give one step forward towards school education through the use of innovative technique.

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