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SEMESTER II

Paper CC5: Educational Studies and System

Unit IV Changing Contexts of School Education

- **Multiple schools context- rural/urban, tribal, schools affiliated to different boards.**
- **School as sites for curricular engagement, struggle and social change.**
- **Changing role of personals in school management: teachers, headmaster, and administrators, Teacher's autonomy and academic freedom.**
- **Monitoring and evaluation of schools.**

Multiple schools context- rural/urban, tribal, schools affiliated to different boards

Multiple schools context- tribal: Government planners see education as indispensable for helping tribal peoples cope with national integration. Education will also determine their prosperity, success and security in life. The tribes which remain either deprived of or negligent toward education will suffer the consequence.

Compared with the literacy rates of 29.34% for the general population, literacy among tribal peoples in India is at most 6%. The Union and the state governments have spent considerable sums of money for tribal youths' education, but the results are meager.

Government of India has launched number of schemes for the promotion of education and welfare among the tribes. In spite of this the rate of literacy has not been improved. In case of primitive tribes it is very poor and among women it

is very low. Literacy is the key factor for socio-economic development of any section or region.

Constitutional Provision:

- President under Article 342 is empowered to declare communities as scheduled tribes. While Parliament by law can amend the list.

Census Report:

- According to Census 2011, tribes constitute 8.6% of our total population and out of which only 58.96% are literate.

Factors affecting tribal education:

- Attitude of other students
- Social factors
- Economic factors
- Lack of interest in formal education
- Suitable teachers
- Lack of facilities
- Nature of Habitat
- Number of teachers
- Family environment
- Communication
- Cooperation from stake holders

Challenges in Tribal Education:

- Education is one of the primary agents of transformation towards development.

- Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life.
- **Medium of Instruction:** Language has been the biggest constraints in tribal education. The entire curriculum and teachers' module are designed in official/regional language which is alien for tribal student.
- **Economic Condition:** The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools.
- **Teacher Absenteeism:** In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.
- **Attitude of the Parents:** As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.
- **Infrastructural Challenges:** Most of the schools located in tribal areas have minimal infrastructural facilities. These schools are not equipped with teaching learning materials, study materials, even minimum sanitary provisions are not maintained.

Government Intervention: Government introduced the following programmes for the improvement of the status of tribal population socially, economically and educationally:

- **Eklavya Model School:** Residential School based on Navodaya Model to be opened in each tribal block by 2022.

- **Rajiv Gandhi National Fellowship Scheme (RGNF):** RGNF was introduced in the year 2005-2006 with the objective to encourage the students belonging to ST community to pursue higher education
- **Pre and Post Metric Scholarship Schemes**
- **Vocational Training Center in Tribal Areas:** The aim of this scheme is to develop the skill of ST students depending on their qualification and present market trends.

Suggestions: Some suggestions for improvement of tribal education are as follows:

- a. Literacy campaign - Proper awareness campaign should be organized to create the awareness about the importance of education. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to literate the tribal.
- b. Attitude of the tribal parents - The attitude of the tribal parents toward education should be improved through proper counseling and guidance.
- c. Relevant study materials in local languages - All study materials should be supplied in local languages of tribes.
- d. Appointment of Local teachers and female teachers - It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.
- e. Stipends and various scholarships - Since higher education among the tribes is less, special ST scholarships should be provided to the tribal students perusing higher education, particularly in medical, engineering, and other vocational streams.

- f. Residential schools - More residential schools should be established in each states and districts and extended up to PG level in tribal areas.
- g. Social security- Social security of students, especially of adolescent girls is of great concern in residential schools.
- h. Proper Monitoring - Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers

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