

Sociological Analysis of Skill Education among Scheduled Tribes in Karnataka**Dr.S.J. Mahesha S/o Javaraiah**

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Abstract

Human Society is based on likeness as well as difference; the people of different age, sex, and individual tendencies constitute it. This dissimilarity has caused the inequality in doing things and gaining status, this is called social differentiation. India is the unique country possessing of different language, Religion, race and caste and cultural groups. Caste system is the prominent and peculiar form of social stratification found in India, fostered from the vedic varna system throughout the ages. In spite of having made sociological study of the caste by the eminent scholars of inside and outside the country still its complex nature deserves to be studied objectively. Caste, joint family and rural style of living are the bases of Indian social organization. This caste system being one of the forms of social stratification and is unique and native in its growth and development.

Keywords: Scheduled tribe students, education, profession, aims, forms, conclusion

I. Introduction

India is the unique country possessing of different language, Religion, race and caste and cultural groups. Caste system is the prominent and peculiar form of social stratification found in India, fostered from the Vedic Varna system throughout the ages. Caste system being peculiar in its feature has divided the country into different segments. According to the statement of Risley "Caste is the aggregation or group of families recognized by the common dialect or heredity". Thus caste is hereditary, endogamous and usually a localized group having a traditional association with hereditary occupation and occupying a particular position in the social hierarchy with the concept of purity and pollution (M.N.Srinivas). In this way every caste is different in food habits, dress, marriage, death rituals etc., like that, every caste is subdivided into different of sub-caste practicing religious, regional language, customs etc. The two prominent racial people occupied the lowest bottom in the India strata being kept under privileged and yet suffering from social stigma are called as Scheduled Castes and Scheduled Tribes in the legal term. Even after independence these two groups are being exploited classes.

Concept of Scheduled Tribe:

The English word "Tribe" is originated from the Latin language "Tribes" implies the group of people come from same race. The Scheduled Tribes

are the primitive or aboriginal race living in India. Dr. D.N.Majumdar has defined a Scheduled Tribe as "a collection or group of families bearing a common name, occupying the same territory, speaking the same language and observing certain taboos regarding marriage, profession or occupation" Scheduled Tribes are so called as "Advises", "Girijan" or "Tribal people". Thus, the tribe in India possessing their own culture, dialect, racial characteristics and being nomadic in nature constitutes the lowest layer of society live in primitive and sordid conditions. Most of the Scheduled Tribes in India belongs to the three racial stocks such as Mongoloids, Negritos and Austroloids. Scheduled Tribes, according to the constitution of India are "such tribal communities or parts or groups, within such tribes or tribal communities as are deemed under article 342 to be Scheduled Tribes for the constitution (article 366(25))", Before independence of India to recognize and provide special provision for the forest people who are nomads and lead unsettled life "Scheduled Tribes" has been introduced by Simon commission, the concept has been adopted by the Indian Government for the administrative convenience.

Thus, today, most of the tribal people live in rural areas, living in particular territory with particular name; the tribal people are the most backward people in the Indian society, their conditions of housing, feeding and clothing verge on animal conditions. The per capita income of the

tribal people is much less than the national per capita income. Most of them live in debts, they are exploited by money lenders and forest contractors, and their purchasing capacity is very low.

Meaning and Definition of Education: Many eminent educationists have given the meaning of education, among them Socrates, the great philosopher, Plato and John Dulois are prominent in giving the meaning of education, we can find the change in the meaning of education in different ages. For the Vedic Saints, education is the means of forming future life of the child, education is not only the means freeing the individual from all clutches of life, is the continuation of responsibility, social improvement and the protection of right type of living. It is the “knowledge acquisition” while making the person self dependent and confident, helps in building the strong civilization. The English word „Education” is derived from the Latin term educate which means to brings out the best hidden in the person.

II. Review of Literature:

The attitude of tribal parents towards education is very vividly studied by different scholars. In this direction, Das (1962) reported that since after being educated, new generation tribal's did not like to be tied up with the traditions of their community; hence, tribal parents did not like to give this type of education to their children. Vyas and Choudhary (1971), Mandke (1971), Srivastava and Pandey (1979) attempted to find out attitude of tribals towards prevailing educational system and to know how far it fulfills the cultural needs of the people. Singh (1974) found that majority of ST students did not have congenial home atmosphere that facilitates their education. Shah and Thakre (1974) revealed that high proportion of ST students did not receive any motivation with regard to their education.

Srivastava (1981) revealed that unproductive and traditional type of educational system for the tribals was the cause of indifferent attitude of tribal parents towards their children's education. Besides, lack of necessary facilities and equipments for teaching, lack of motivation among tribal parents for education of their children resulted in high dropout rate.

Punalekar (1980) found that parental outlook, belief and unfavorable attitude towards girl child

education (due to taboos and prejudice of tribal community) acted as constraints in the advancement of their education. Nanda (1994) admits that parents are often re In the context of educational background of tribal parents, Desai and Pandoor (1974) reported that majority of ST students were first generation learners. Quite a good number of studies have reflected that home background is the chief cause and has a very significant impact on students” learning.

Malik (1994) found that, “children of illiterate parents had significantly lower academic achievement after controlling for their socioeconomic status and intelligence”. Jagannadhan (1985) has also reported that, “there is a discernible positive influence of home background on student's learning”.

Nanda (1994) posits that, “a walk in the forest with Bonda tribe children in eastern India. While some children wandered off to explore the forest and collect edible items, those who had been to residential school, kept to the path and were very indifferent to their surroundings”. Nambissan (1994) is very candid enough to express that, “the denial of schooling in the mother tongue to children of tribal communities assumes significance in the context of their poor response to formal education and high attrition rates. A growing body of research on language and ethnic minorities in western societies highlights the crucial issues pertaining to the medium of instruction at the primary stage and review policy and practice relating to mother tongue education for tribal children in India”.

Velaskar (2001) views that, “new socio-political forces combine with the old and mediate through community, family, culture and ideology to adversely affect dalit and tribal communities and influence educational access and participation of their children”. Sujatha (2000) observes that, “language poses another major challenge for tribal education. Tribal's normally speak local dialects rather than the main state language. Consequently, tribal students feel further alienated when the teachers are not well trained to communicate in the tribal dialects.” The above discussed studies addressed on the areas of physical facilities, enrolment, retention, drop out, parental involvement and teacher preparation. As tribal students normally hailed from poor background, they are always

vulnerable to financial trouble owing to economic exploitation by landlords, lack of enriching and stimulating environment at home that considerably deprive them developing proper learning skills. One may find common factors that are affecting the education of tribes. However, the structures and processes that contribute to various common factors may qualitatively differ from tribal community to other. Therefore, the present investigation attempts to highlight the existing infrastructural facilities offered in one of the model tribal school namely Kalinga Institute of Social Sciences (KISS) to the tribal children that has not yet been explored.

III. Higher Education In Karnataka:

We have already made a beginning in the field of higher education. Considerable progress has been made in Karnataka with the establishment of more than twenty universities and a large number of undergraduate colleges. More importantly, its first university is on the verge of completing hundred years. Such progress needs to be taken into consideration before we proceed further. The aim of this chapter is to give an overview of the present situation of higher education in Karnataka; number of institutions of higher learning and their functions, types of these institutions and a cursory glance at the tertiary education system in Karnataka

Table 1

Higher Education Matrix

Type of Institutions	No
State Sponsored Universities	24
Deemed to be Universities	16
Private State Universities	2
Central University	1
Undergraduate Colleges	3360*
* The data is subject to correction.	

Source: H.R.K. "Bharathada Arthika Vyavasthe" Swapna Book Centre", Bangalore, 2001.

There are twenty-four State Universities. They may be categorised as Affiliating General Universities, Affiliating Professional Universities, Non-Affiliating Professional Universities, University for Distance Education and Specialised Universities. Among them, at least two universities have a very long history – the University of Mysore, Mysore and

Karnataka University, Dharwad. Four universities have been established recently with the special mandate of catering to local needs. They are Tumkur University, Tumkur; Davangere University, Davangere; Ranni Channamma University, Belgaum; Vijayanagara Sri Krishnadevaraya University, Bellary. The Karnataka State Women’s University, Bijapur, a full-fledged multi-faculty affiliating university, caters exclusively to women’s education.

Prominence of Education: Providing education is one of the basic functions of the modern societies, for continuing cultural heritage makes the education more important need education is the breathe of human and the important character of every society civilization attainments and efficiencies depend on education, in modern days education is the prominent and powerful, determinant of all dimensional development of the nation, hence educational progress is complimenting to the national development. As the education is very essential to the individual development, it is very essential for the societal security, it serves as the means of social change and social control. Therefore in these modern societies, the prominence of educational institutions is increasing, the equal and free opportunity of providing education helps to social mobility, because of this, most of the countries of the world investing lot of money for educational achievement like this, India has been spending money for education in all these five year plans. The money, which spent in Five-year plan, can be recognized as follows:

Table-2

Educational Expenditure in Five Year Plans

Five year Plan	Money spent in Crores of Rs	Percentage
First Five year Plan	133	6.8
Second Five year Plan	208	4.5
Third Five year Plan	418	4.9
Fourth Five year Plan	823	5.2
Fifth Five year Plan	1285	3.3
Sixth Five year Plan	2977	2.6
Seven Five year Plan	7,686	3.5
Eight Five year Plan	19,600	4.5
Ninth Five year Plan	51,365	

Source: H.R.K. "Bharathada Arthika Vyavasthe" Swapna Book Centre", Bangalore, 2001

IV. Statement Of The Problem:

After independence of our country, many socio-cultural, economic, political and educational changes have taken place due to the efforts of great leaders, After independence constitution and the government implement many schemes and programmer to improve the condition scheduled tribes in different fields. Efforts are being made to understand the influence of education and professional education on improving the socio-economic conditions of the tribal communities in general and to know the problems of students in gaining education and professional education in particular. It is also to know about the importance of professional education in solving the problems of unemployment and enhancing the quality of life of tribal life. Thus, it is to know and do research about the professional education and social change taking place among Scheduled Tribe students.

V. Objectives Of The Study:

1. To study the educational level of the scheduled tribe student.
2. To know the constitutional privileges and facilities for the development of the scheduled tribe students
3. To understand the prominent problems of the scheduled tribes students pursuing professional education
4. To suggest welfare measures to the scheduled tribe students pursuing professional education on the basis of the study.

VI. Methodology:

Selection of field: The Undivided Bellary district has been selected for the present study "Occupational aims and objectives of scheduled tribe student's Since ancient das, Ballari is the educational center, moreover it is the natal for literatures after the re organization and distribution in 1998, the district has possessed six talukas, these are Bellary, Kudligi, Sandur, Hosapete, H B Halli and Huvinahadagali. The divided Bellary district, statistics has been used in this study.

Tools of data collection: To extract information the following methods are employed the significant methods are interview, participate observation, question ere Method etc

For studying of the aims and objectives of scheduled tribe students the following tables are indicate the importance and the problem of the research.

For the easy fulfilling of individual and social functions, education is very useful means in modem days, women are being empowered through getting education, for the development of backward classes and enriching their social status, education is helping modem education has, been making the Scheduled Tribes to have in the line of development. Education can be categorized into two forms, one is general education and another one is professional education. General education is the theoretical education which lacks the practical applicability cause for the problem of educated unemployment and the second form of education is the professional education, it is job-oriented education in which certain skills are taught and made perfect in some jobs, such type of educated people would be self-employed and would not be burden on the society. Thus professional education is the skilled and self-fulfilled education makes the person have practical and employed. Professional or job-oriented education is the need of the hour to solve the problem of educated un-employment, thus, knowing the importance of job oriented education. For fulfilling the following needs of our society, the professional education must be introduced. To make any nation industrially developed, skilled and competent labor is required, as our nation is industrially developing, for this skilled expert and efficient man power is required and this can be provided only by professional education. After the advent of British in India, independent India and after the industrial revolution many revolutionary changes have taken in different fields as the result the state as well as Central Government while establishing many formal educational institutions started to provide variety type of education has caused the problem of educated unemployment therefore to remove the problem, the need of introducing professional education courses emerged. Keeping this point in view, the educational commission of Mudaliar, Kothari and Ishwar Bhai Patel stressed for the introduction of professional courses in education. These type of education is called as "Life education". The credit of using work force in human resource development goes to the then British because they gave importance to knowledge workers and also the physical workers.

The British had framed an educational plan for all ready existed many small-scale industries, they gave a particular frame to the agriculture.

VII. Professional Education in India:

Under the leadership of Dr. D. N. Kothari the Central Government had established an educational commission in the year 1964. This commission has brought many noticeable changes in the educational field. According to 10+2+3 pattern of education has been bifurcated as general education, professional education and higher education. In the year 1968, the ministry of Education of Central Government agreed and accepted some of the suggestions. In 1976 the book "Higher Secondary Education and its vocationalization" published by NCERT mentions about varied courses of professional education. Clarification about the relationship of education and occupation, the need for professional education at present situation mentioned with fact and figures in this book is most laudable.

Present position of scheduled tribes:

The programmers undertaken under the Five year plans for the development of Scheduled Tribes is not so satisfactory in achievement, at present their condition is miserable. As the official recognition of Sixth Plan agreed that, the economic, social and educational development is made in three decades has not impacted expectantly on backward classes, because of the lack of integrated view. This is due to the existence of red tapism, insincere, disinterested, inefficient officers and the bad tactics of vested interests, expected development of Scheduled Tribes has not been achieved yet even by spending Rs..5 corers in the Sixth five year plan. In our country, in recent days government is taking special efforts in connection with the development of Scheduled Tribes. Along with this national devoted associations and institutions are also involved in the welfare programmers of Scheduled Tribes. With regard to the present position of Scheduled Tribes development, for the success of any planned development, political will and commitment on the part of bureaucracy is required, because of this the development have become more governmental. Therefore for the success of any programmers or for the development of Scheduled Tribes, the preparation of plans and their implementation, sincere care, efforts and

continuous political support is required, even the bureaucracy should be oriented in this regard

Scheduled Tribes in Bellary District:

Caste is the unique feature of Hindu society. Caste is the group of families related and recognized by a particular hereditary or charismatic leadership, they have their own food, dress, marriage, birth and death ceremonies etc., with particular occupation and these differ from caste to caste and Scheduled Tribes, according to the constitution of India are such tribes or tribal communities or parts or group within such tribes or tribal communities as are deemed under article 342 to be Scheduled Tribes for the constitution [article 366(25)]. In Dharwad district Scheduled Tribes population is living and they are called as Bedar, Talawar, Nayaka, Valmiki, Nayaka, Makkalu and many more names. According to Second Backward class commission of Karnataka (1984), the population of Scheduled Tribe is about 1,64,131. Most of them are recognized with Valmiki, Bedaru, who have traditional professions like hunting and serving as village assistants. In recent days, most of the tribal people work as field workers. Actual cultivators and marginalized coolies speak Kannada. And these are sub-divided into different sub-castes or Bedagus such as Chinnamure, Minigalar, Batlidar, Muchalar, Gujjalar. Marital relation does not take place between male and female belonging to same Bedagu called Gotra. They don't have independent priest to initiate religious functions, either the Brahmin or Shaiva purohit propitiate the religious rituals that is the tribes are Shaiva and Brahmin traditionalists. For most of the Nayakas Anjaneya used to be particular family God and generally they worship and follow the rituals of Savadatti Yallamma, Huligemma, Chandraguttemma, Manjunath swamy of Dharmsthala, Dyamavva, Milara Guddadaih, Honnethemma and other Gods and Goddesses. They have the tradition of burying and burning the dead bodies, they have the custom of observing three days as Suthakada dina or mourning period, they celebrate ninth day of death as Pitru shradda or ancestor worship and on this day they offer food to all kiths and kins. As recognized by the Article 342 of Indian constitution, a tribal communities or groups are considered as Scheduled Tribes.

The tribal population calculated in 2001 and 2011 census is distributed sex-wise, area-wise as shown in table-3 & 4.

Table 3

**Sex Ratio (number of females per 1000 males)
among Scheduled Tribes by residence: 2001-2011**

District	Sex Ratio 2001			Sex Ratio 2011		
	Total	Rural	Urban	Total	Rural	Urban
KARNATAKA	972	975	960	990	990	993
Belgaum	980	980	975	999	997	1,011
Bagalkot	996	995	1,000	1,005	1,004	1,011
Bijapur	944	941	973	974	963	1,025
Bidar	950	952	920	969	967	989
Raichur	993	996	961	1,016	1,017	1,002
Koppal	978	977	992	985	982	1,028
Gadag	961	965	941	990	981	1,034
Dharwad	944	937	956	982	958	1,015
Uttara Kannada	985	990	969	1,003	1,000	1,017
Haveri	941	942	936	961	955	1,010
Bellary	985	981	1,000	1,002	993	1,029
Chitradurga	955	956	943	978	971	1,032
Davanagere	961	966	936	979	978	982
Shimoga	969	970	968	1,000	995	1,016
Udupi	1,023	1,020	1,043	1,017	1,016	1,019
Chikmagalur	994	1,000	936	1,045	1,045	1,043
Tumkur	962	966	935	991	988	1,008
Bangalore	913	948	904	918	902	921
Mandya	978	961	1,043	981	970	1,020
Hassan	989	999	890	1,022	1,025	1,009
Dakshina	993	1,004	927	1,008	1,009	1,008
Kodagu	996	997	938	1,036	1,037	1,025
Mysore	983	982	986	1,007	1,004	1,017
Chamarajanagar	994	989	1,016	1,025	1,020	1,047
Gulbarga	956	956	957	988	985	999
Yadgir	989	990	977	996	993	1,016
Kolar	980	983	932	972	979	897
Chikkaballapura	969	971	949	977	980	953
Bangalore	955	959	917	949	947	957
Ramanagara	945	950	916	975	977	964

Source: Census of India

**Table 4
Percentage of Scheduled Tribes to total
population: 2001 – 2011**

State/District	Percentage of Scheduled Tribes 2001			Percentage of Scheduled Tribes 2011		
	Total	Rural	Urban	Total	Rural	Urban
KARNATAKA	6.55	8.41	2.95	6.95	9.15	3.47
Belgaum	5.78	6.64	3.04	6.22	7.11	3.58
Bagalkot	4.85	5.99	2.06	5.14	6.26	2.74
Bijapur	1.66	1.9	0.8	1.81	1.89	1.53
Bidar	12.13	14.7	3.51	13.85	16.81	4.94
Raichur	18.15	22.25	5.97	19.03	23.22	6.74
Koppal	11.59	12.9	4.98	11.82	13.2	5.01
Gadag	5.6	7.28	2.5	5.79	7.39	2.9
Dharwad	4.39	6.12	2.98	4.74	6.28	3.57
Uttara Kannada	1.76	1.97	1.24	2.38	2.74	1.5
Haveri	8.84	10.16	3.79	8.85	10.16	4.26
Bellary	17.99	21.31	11.79	18.41	21.81	12.74
Chitradurga	17.54	18.99	10.98	18.23	20.04	10.93
Davanagere	11.71	14.08	6.25	11.98	14.57	6.58
Shimoga	3.41	4.07	2.17	3.73	4.43	2.48
Udupi	3.74	3.96	2.79	4.49	4.93	3.38
Chikmagalur	3.6	4.05	1.71	3.95	4.47	2.02
Tumkur	7.5	8.18	4.71	7.82	8.66	4.93
Bangalore	1.32	2.33	1.18	1.98	3.26	1.85
Mandya	0.97	0.91	1.31	1.24	1.16	1.63
Hassan	1.54	1.71	0.74	1.82	1.99	1.18
Dakshina Kannada	3.32	4.66	1.16	3.94	6.02	1.65
Kodagu	8.41	9.49	1.62	10.47	11.89	2.17
Mysore	10.27	13.52	4.8	11.15	14.64	6.22
Chamarajanagar	10.99	10.39	14.33	11.78	11.4	13.59
Gulbarga	2.17	2.63	1.17	2.54	2.89	1.82
Yadgir	11.2	12.04	7.1	12.51	13.5	8.21
Kolar	4.91	6.53	0.99	5.13	6.83	1.4
Chikkaballapura	11.97	13.57	5.26	12.47	14.29	6.15
Bangalore Rural	5.13	5.87	2.59	5.34	6.15	3.16
Ramanagara	1.74	1.92	1.04	2.12	2.35	1.41

Source: Census of India

In this district, the Scheduled Tribe people are mainly recognized and called as Valmiki, Nayaka, Nayaka Makkalu, Bedaru. Thus these are the inheritors of adivasis, forest-dwellers, forest castes, hilly people as recognized by the constitution of India and Girijan called by Mahatma Gandhiji.

Table-5

Extent of Scheduled Tribe Population in India

Year	Total Population (in millions)	STs population (in million)	Percentage
1961	439	30	6.9
1971	548	38	6.9
1981	685	54	7.9
1991	838	67	8.8

Source: India Gazetteer, Government of India, 1999.

Table-5 indicates the Scheduled Tribe population from 1961 to 1991. The total population of India has been increasing from 431 million to 838 million in 1991. It is said for the growing size of population in India, even the increasing Scheduled Tribe population from 30 million in 1961 to 838 million in 1991 is responsible.

Table-6

Extent of Scheduled Tribe population in Karnataka

Year	Total population (in million)	STs population (in million)	Percentage
1961	23,586,772	1,92,061	0.81
1971	23,299,014	2,13,268	0.79
1981	37,135,715	1,825,203	4.26
1991	44,977,201	1,315,691	4.26

The table-6 shows that the Scheduled Tribe population has increased from 0.81% in 1961 to 4.26% in 1991. It implies that the population. Karnataka state has been experiencing the increase in the Scheduled Tribe.

VIII. Conclusion:

Most of the students involved in professional educational courses are coming from poor families, whose parents have no adequate income, definite means of property housing. That is they are economically very backward. It is found that most of the students who did not opt used to come from rural background, as most of the professional colleges are

established in urban area, they are forced to come here and study the same in spite of utter poverty of their families. Most of the parents of these aspirants of professional courses are poor literates, less understanding and unconscious to the changing situations of life, as the result of it, they are not wise in taking decision about the future of their children. This has become obstacle in the way of getting professional education by their children. The enrolment of female students is much lower than that of male students of these communities. This is because of gender bias and social discrimination against womenfolk. As the result of this, the number of female students studying in professional courses is most negligible. It is observed that, more number of scheduled tribe students have enrolled in Arts and commercial nature of professional course than in the science, medical and technical courses. Thus majority of students could not opt these medical and technical courses thinking that they are difficult to understand and costly course to complete.

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