

## **EDUCATIONAL STATUS AMONG THE TRIBES OF KASHMIR VALLEY: A STUDY OF EDUCATIONAL SYSTEM IN DISTRICT BUDGAM**

**Dr. Kounsar Jan**

Assistant Professor, Department of Education, University of Kashmir

### **ABSTRACT**

*The study was taken to decipher the special features of the educational system in the tribal areas of Khansahib. The study used a non-experimental, cross-sectional research design with the main tools of data collection being observation and personal interviews and self-constructed questionnaire to decipher the opinion of all the stake holders associated with schooling in the study area. The study revealed that under the flagship programme of Sarva Shiksha Abiyan (SSA), government has been partially able to uplift the educational infrastructure. The SSA run schools have been able to enhance the enrollment in the schools but quality dimensions of education are still below standard. Physical structures in the form of buildings, bathrooms have been erected but quality education is still a dream in the schools. Study revealed a complete absence of female teachers in the schools.*

**Keywords:** Tribes, Education, School, Local teachers.

### **Introduction**

In India the tribes are known to be the autochthonous people of the land. Tribals are often referred to as Adivasi, Vanyajati, Vanvasi, Pahari, Adimjati and Anusuchit Jan Jati, the latter being the constitutional name (Basu 2000). According to Singh (1995), “The notion of a tribe was introduced by colonial administrators. It was part of the universal trend to dichotomize the indigenous peoples and colonizers, the savage and the civilized, the tribals and non-tribal”. The term, “tribe” has been defined in different ways by different individual scholars and hence there is no universally accepted definition. The Constitution of India though made a several provisions for safeguard to tribal but it is nowhere defined in the Constitution. It only declares that the Scheduled Tribes are “the tribes or the tribal communities or parts of or groups within tribes or tribal communities” which the President of the country may specify by public notification (Article 342). The most acceptable definition of tribes in the Indian context is propounded by D.N. Majumdar (1958). According to him, “a tribe is a collection of families or groups of families bearing a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well-assessed system of reciprocity and mutuality of obligations .Education means the overall system of education in government schools from primary level to secondary level.School means a formal institution established by state government in tribal areas.

### **Objectives of The Study**

1. To know the gross enrollment ratio of ST students in schools.
2. To understand the extent of Gender dissonance in enrolment in tribal schools of khanshaib.
3. To decipher the opinion of stakeholders about infrastructure and facilities available in tribal schools.

### Sample

Five Panchayat halqas Kaichwari, gurwaith, mujhpathri, rayar ich and rayar beeru were taken as research areas in the community development block of khanshaib of district Budgam of J&K state. The information about above panchayat halqs was gained from the office of block development officer khanshaib. These five panchayat halqs further include a cluster of two or more villages. Some of the tribal people migrate to Jammu region during winter season alongwith their flocks but, most of them have established permanent settlements and practice cultivation of maize and other cereals. The tribal population of the area mainly includes Gujjar and Bakkarwal.

### Methodology

A non-experimental cross sectional mixed method research methodology was employed. Self-constructed Questionnaire was supplemented by interviews; both structured and unstructured. Teachers and other stakeholders were taken as respondents. Qualitative data in the form of narratives was subjected to content analysis manually. Purposive sampling technique was used to gather data from respondents. All teachers and administrators of schools enrolling ST students falling in the zone khansahib were considered as respondents.

### Interpretation and analysis of data

#### Male and Female enrolment:

YEAR	2015
GIRLS	601
BOYS	829
TOTAL ENROLMENT	1430

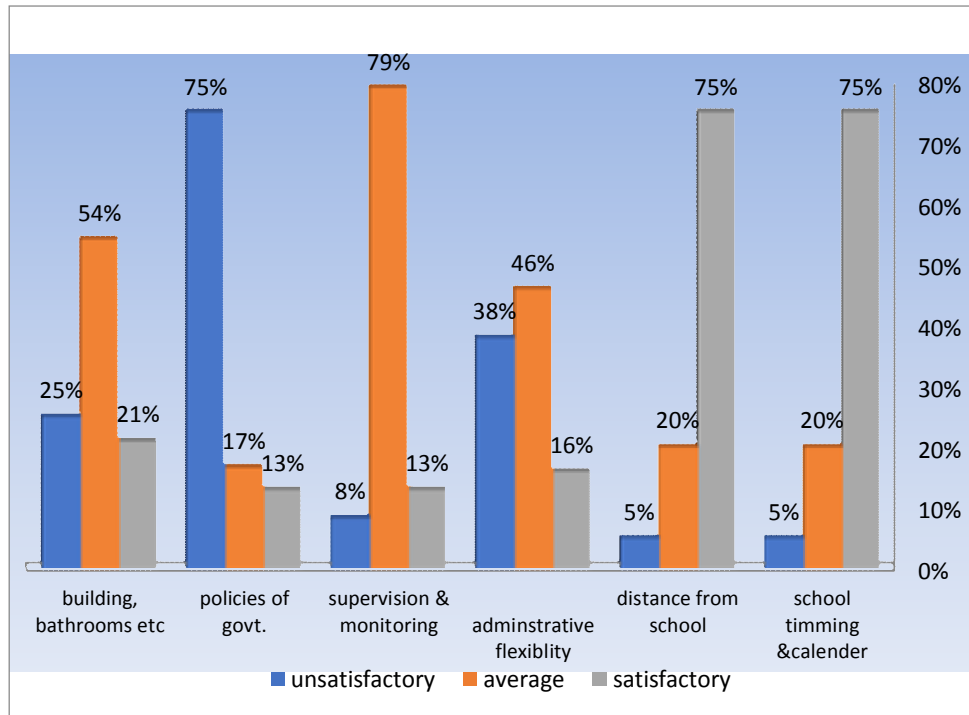
There is no such norm over boys Vs girls' enrollment ratio set by government for schools in tribal areas. But since the equality in educational opportunities for all classes of people and equity for disadvantaged sections of society has become a watch word these days and has also become an indicator of developmental index of a country, priority to girls education is a vital concern of the state policy making, therefore it became imperative to study boys Vs girls ratio in Tribal schools, to see if any efforts were taken to improve the enrollment of girls in schools.

- a) The overall ratio of boys Vs girls enrollment in schools in the present year, is found to be 60:40. That is there is an average of six boys to four girls in each class. Thus, showing that the number of girls enrolled in schools in comparison to boys has is less.
- b) Majority of the respondents think that conservative attitude among community is major reason responsible for low girl enrollment compared to boys.
- c) It was seen that under the SSA scheme satisfactory facilities have been provided to ensure healthy enrollment of girls.

- d) Some of the respondents’ particularly senior administrators who have worked in the neighboring non-tribal areas feel that the dissonance in enrollment of boys and girls is not a special feature of the concerned tribal area but, report that the same trend of dissonance in enrollment is seen in the neighboring non-tribal rural areas.

**Infrastructure in Schools**

**Table showing perception of stakeholders about various indicators of educational infrastructure**



All schools which were surveyed:

- 90% of the middle schools have buildings with more than five rooms and more than one pakka house buildings. Each building having more than 2 rooms.
- The only two high schools present in the area where ST boys and girls are enrolled have more than 10 rooms. They have large buildings with sufficient number of rooms to accommodate the students.
- The classrooms were airy with suitable light and size. Classrooms were comparatively better fulfilling the criteria of a standard classroom.

- 50% of the schools had no bathrooms. Only 25% schools surveyed have separate bathrooms for girls.
- Only 25% schools surveyed had genuine playgrounds. 75% had no playground facilities.
- 20% schools were located at dangerous places like near a river bank or at abnormal height.
- Only 25% of the respondents think that the physical structures like bathrooms, buildings are unsatisfactory rest of the 75% either it is average or satisfactory.
- 75% of the respondents believe that schools to home distance are satisfactory. They think that schools have been established within a walkable distance. Clusters of primary, middle schools and high schools been established, making access to education easy for ST candidates.
- Some teachers said that although schools have been established within walkable distance student teacher ratio is still unmanageable. There is deficiency of teachers in these schools. In most of these schools number of posts are lying vacant. There is least concern being paid to fill these vacancies.
- 75% of the stakeholders believe that school timing and annual calendar is satisfactory and local culture does not cause interference with it.
- Teachers and administrators believe that students are satisfied with the timings and students have readily adapted to it.
- Mobile schools have also been adopted in higher hilly areas.
- Overall most of the teachers are quite satisfied with the annual cycle of schools.
- Only 16% of the respondents believe that administrative flexibility is satisfactory
- 36% believe that it is unsatisfactory
- 46% believe it is average
- c) The recruitment and transfer policy of teachers is faulty
- Political interferences are more prevalent.
- Only 8% of the respondents believe that an unsatisfactory supervision and monitoring exists.
- 79% believe it is average and 13% believe that it is satisfactory. There is less scope in the supervision for improvement of the operational dimension of education.
- Most of the supervision and monitoring process includes surprise visits by the administrators. Teachers think that keeping in view the fact that most of the teachers working are untrained less attention is being done to remedy this weakness.

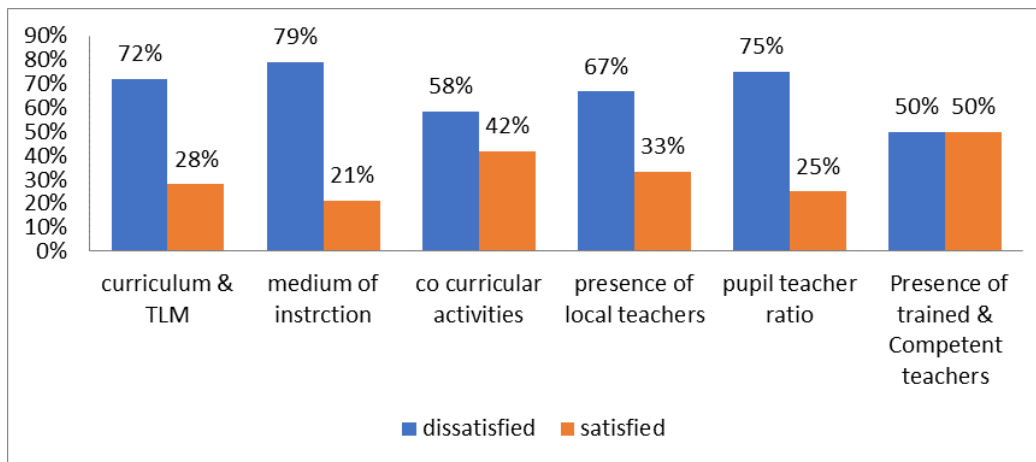
Amid of all this Government has taken so many steps to ensure that the peculiar problems of educating tribal children are rectified. Like Mobile schools have been established in tents in high hilly areas. There is

one mobile school that works in the Grazing lands of Dodhpatri. This school moves with the migration of the Bakerwals to rajori and poonch districts in winters.



**MOBILE SCHOOL IN TENTS AT HIGH ALTITUDE VALLEYS OF DOODPATHRI.**

*Chart showing satisfaction and dissatisfaction of teachers towards various quality dimensions of education.*



As per the norm under SSA, teacher to pupil ratio in a class should be 1:40 but, as far as tribal schools are concerned this ratio is well above the number that a teacher can handle.

1. It has been widely seen in most of the cases of appointment of teachers, teacher’s qualification and training has been compromised and by preference has been given to low qualified local teachers over qualified teachers from surrounding non-tribal areas and towns.

2. 50% of the respondents are satisfied with competence, qualification, and training of teachers working in the tribal areas.
3. 50% are unsatisfied with competence, qualification and training of teachers.
4. Some senior stakeholders believe that presence of female teachers in schools provides attraction for out of school girls and bring positive changes among the parents.

#### **Conclusion and Recommendations:**

It was concluded that the government has partially failed to address the peculiarities of tribal culture in designing educational policies for them. The education provided in the tribal schools is, at best, sub-standard. The research revealed an absolute dearth of female teachers in the schools operating in the tribal areas. Although in most of the schools, government has been able to successfully meet some of the standards of educational development in terms of adequate infrastructural facilities in the form of adequate classrooms, drinking water, and toilets with few exceptions. The availability of physical structures like, buildings and adequate bathrooms has been successfully ensured through SSA, still work needs to be done in terms of providing proper playground facilities and opportunities for co-curricular activities. Satisfactory numbers of local teachers, who are quite familiar with the local culture, have been recruited in schools running in tribal areas. Absolute deficit of female teachers in tribal schools seems to be serious concern which should invite the concern of state administration. Teacher qualification and training still seems to be below average. Untrained teachers have been appointed because of their familiarity with local culture and local residence. Mobile schools have established in tents where ever necessary but their number seems to be little less. There was a significant difference between the enrollment of boys and girls in tribal schools. More boys than girls are enrolled in the schools. Government should take appropriate steps to improve girl enrollment in the schools. Community mobilization should be organized in these areas. Girls should be encouraged to pursue education by providing scholarships and other necessary requirements. Parents in particular and community at large should be educated about the Importance of girl education. The most serious problem to which teachers and administrators showed a lot concern during the fieldwork is the parental attitude, teacher community relations and poverty and apathy of the parents. It was seen that most of the teachers and administrators are not satisfied with the prevailing curriculum and feel that curriculum should be changed. The study shows a vital need of rigorous training of teachers in teaching methodology and overall pedagogy and administrators in terms of leadership in organization planning and management.

**Further research:** Keeping in view the scope of this work and limitation of time, nevertheless, varied areas for further research remain. For instance, future research might highlight whether tribes around the J&K face the same kinds of educational handicaps. Why are the tribal women lagging behind their male counterparts in educational qualification? It would be interesting to compare the educational hurdles of tribes in the state of J&K to tribes in the educationally developed state of the country. What is the correlation between region (the distance from the metropolitan city) and the educability of the tribals? Why teaching tribal students is different from non tribal students? Research should be conducted how styles of learning and cognition are different among tribal and non tribal students? More studies should be conducted in the field of educational anthropology in terms of effect of tribal culture on education achievement, personality development. Emotional intelligence, need for achievement, locos of control, motivation, and

goal setting among tribal students at different levels. Job satisfaction of teachers in tribal areas can also be an important area of research.

### References

- Annamalai E, (1990). *Linguistic Dominance and Cultural Dominance: A Study of Tribal Bilingualism in India*, Clevedon, England, Multilingualism Matters.
- Annamalai E, (1999). *Tribal Development and Education*, Prakash, Asha-Princeton Newsletter, Vol. 1, Issue 2, Winter 1999.
- <http://www.ashanet.org/princeton/talks/annamalai.html>
- Annamalai E, 2001, *Managing Multilingualism in India: Political and Linguistic Manifestations*, New Delhi, Sage.
- Basu, Salil. *Dimensions of Tribal Health in India*, *Health and Population: Perspectives and Issues*, Vol. 23(2), 2000, 61-70
- Beteille, A. (1974). *Six Essays in Comparative Sociology*, , New Delhi: Oxford University Press
- Budhadeb chaudhari, *Contemporary Society in Tribal Studies, Tribals in Meghalaya*, Concept publishing company, (1987).
- Chaudhari. (1992). "Socio-Economic and Educational development", India Publications,
- Gardner, P. M, (1966), "Symmetric Respect and Memorated Knowledge, the Structure and Ecology of Individualistic Culture", *South Western Journal of Anthropology*, Volume 2, PP.389-415.
- Ghurye, G.S. *The Scheduled Tribes* (2nd ed), (Mumbai, Popular Book Depot 1959).
- Gosh, and Das, "Forest and the Tribals- A study of Inter relationship in the Tribal Development in India", Inter India publications, New Delhi, (1982), P.24.
- Majumdar D.N "The affairs of a Tribe", Lucknow, Universal publishers,
- Mahapatra B. P, 1979, *Santali Language Movement in the Context of Many Language Movements*, in E Annamalai (ed), *Language Movement in India*, Mysore, Central Institute of Indian Languages.
- Maharatna A, 2005, *Demographic Perspectives on India's Tribes*, New Delhi, Oxford University Press 14.
- N.K Ambasht, "Impact of education on tribal cultures", 'Indian science Congress, New Delhi,199, pp.34-45
- Rao, A.and Casimir, M. J. (1982). *Mobile pastoralists of J&K -- a preliminary report on tribal people*, *Journal of Nomadic People*. 10:40-50
- Education in India*" International Conference on Social Science and Humanity IPEDR vol.5 IACSIT Press, Singapore
- Srikanth, L.M. "Measures proposed for the spread of education among the Scheduled Tribes". *Indian tribes*, serials publishers, New Delhi, (1997), pp.90-96
- Srivastava, L.R.N "The problem of integration of the tribal people", 'The Indian journal of Social work". Kurukshethra,(1996) pp.67-76
- Shashi Bairathi, *Status of education among tribals, Tribal culture, economy and health*, Rawat publications, New Delhi, (1992)

Sachchidananda, (1967). Socio-Economic Aspects of Tribal Education in India, in Report of the National Seminar on Tribal Education in India, New Delhi, NCERT.

Warikoo, K. (2000). Tribal Gujjars of Jammu & Kashmir. Himalayan and Central Asian Studies Vol. 4 No.

1

**Websites**

[www.tribal.nic.in](http://www.tribal.nic.in)

[www.wikipedia.com](http://www.wikipedia.com)

[www.ashanet.org/princeton/talks/annamalai.html](http://www.ashanet.org/princeton/talks/annamalai.html)

[www.ajms.co.in](http://www.ajms.co.in)

[www.ncst.nic.in](http://www.ncst.nic.in)

<http://tribal.nic.in/Content/DefinitionpRrofiles.aspx>

[www.ijhssi.org](http://www.ijhssi.org).