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# Systematic Review On Tribals With Special Reference To Their Education And Sociological Issues

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## ABSTRACT:

The Scheduled Tribes have been socially isolated and have lived outside the mainstream of society, unlike the latter group, which is deemed dirty or unclean and is at the bottom of the social order hierarchy. The sections of the country that are underdeveloped are largely those where tribal people live. One of India's most economically disadvantaged and marginalized groups is the population of Scheduled Tribes. Numerous studies have shown that tribal people in India's education and aspiration levels are directly correlated with their socioeconomic condition and vice versa. In this article, systematic review on tribals with special reference to their education and sociological issues has been discussed.

**Keywords:** Tribals, Education, Sociology, Issues.

## INTRODUCTION:

Reviewing relevant studies and literature serves to inform researchers about the body of information that has been established regarding a certain subject as well as its advantages and disadvantages. It is important for all kinds of research projects. The investigator can successfully implement his work when appropriate sources of relevant information are available and used. The researcher must gather current knowledge about the work that has been done in that particular field. A thorough evaluation of research journals, books, dissertations, and other sources of information on the issue to be studied is one of the crucial elements in the design of any research study. Studies on tribal society during the pre-independence era mainly concentrated on the unique culture, education, aspirations, socioeconomic condition, various qualities, and peculiarities of their lives.

## RELATED REVIEW OF LITERATURE:

According to Chennakrishnan, P. (2020), education is a process that plays a crucial role in empowering people, particularly the weakest segments of society. Education is seen as a tool for the emancipation of oppressed groups as well as a facilitator of their radical manifestations and discussions. However, it has been noted that the delivery of education in the current context serves to perpetuate a particular hegemonic power structure in

society. Because there is no equality in terms of knowledge and culture provided in educational processes, democratic values have been breached. In every aspect of their lives, the lengthy history of exploitation and oppression is still present in the tribal culture and consciousness. As a result, the current investigation of the schooling system among tribal people is carried out by examining various circumstances that expose flaws in the established patterns. In this study, the learning environment at school, tribal children's socioeconomic profile, their own stated preferences and perceptions, and the challenges they confront are all addressed. The investigation aims to determine qualitatively how much the formal knowledge matters to the tribal people in the current environment and how much it matters to the indigenous people. [1]

Shambhu Prasad Chakrabarty et al. (2019) conducted research on how indigenous and tribal rights have consistently been disregarded by practically all international jurisdictions. The turnaround envisioned by ILO 169 has, nevertheless, given the global movement momentum in recent decades. With UNDRIPS, the indigenous movement later attained a considerable level. Only 23 countries have ratified Convention 169, which was signed thirty years ago. India, like the majority of signatory nations, has not ratified this agreement and continues to use the archaic ILO 107, which was denounced as a historic error. India is required to submit the UPR, much like the majority of other countries, but regrettably, none of them go into great detail about the state of the tribal communities there. This study examines the socioeconomic situation of West Bengal's tribal populations. A collection of suggestions for improving the implementation of development plans and livelihoods is made after some perceptions of the employees, social workers, and NGO professionals have been made. [2]

According to Parikshit Chakraborty (2019), one of the most crucial components of human resource development is education. India has not yet attained the necessary level of education since gaining independence. Scheduled Tribes have historically resided in more rural sections of the nation, close to natural resources such as forests. They reside in a certain geographic region. They are distinct from other communities since they have their own culture, traditions, religious beliefs, and so forth. Each tribal community has its own distinctive traditional culture, and most are also very underprivileged. Because of their economic, social, political, and educational backwardness, they live in marginalized, impoverished communities. With particular reference to Paschim Medinipur District, the current study intends to emphasize the educational situation of the Scheduled Tribes in West Bengal. In West Bengal, there are 9,13,47,736 people in total; 52,96,953 of them are tribal people, making up 5.79 percent of the total population, according to the 2011 census data. According to the 2011 Census, the literacy rate among tribes (58.96%) is much lower than the national average (74.04%), while in West Bengal, the literacy rate among tribal communities (57.97%) is significantly lower than the state's average (77.08%). Finally, the current study provides a portrait of the literacy status of tribes in West Bengal as well as the Paschim Medinipur District. According to the 2011 census, the district's tribal literacy rates are significantly higher than those of West Bengal's tribes as well as those of other Indian tribes. However, the report also made clear that West

Bengal's and India's general literacy rates are much higher than the tribal literacy rates. [3]

According to Daripa Shyamal Kumar (2017), the paper's goal is to support the educational position of West Bengal's tribal people, with a focus on the district of Purulia, which also happens to be the state's most vulnerable district in terms of health, poverty, and literacy. A person who can read and write in any language with comprehension and who is at least 7 years old is considered to be literate in India. Census data from 2011 shows that West Bengal has a total population of 91347736, of whom 5296953 are tribal people, making up 5.79% of the total. The tribal populations of this country are thought to be the most underdeveloped, outcast, and impoverished. These folks are obviously cut off from the benefits of modernization and technological development. Everyone agrees that education is the only tool that can free the lower classes from their enduring burden of poverty and backwardness. [4]

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Singh, P., and Choudhary, G. (2015) carried out a study on the effect of socioeconomic status on school students' academic performance. The results were gathered using a normative survey method on 450 samples from class XI. The total marks earned by students in the preceding class, or standard X, were used as an achievement criterion, and the Socio-economic Status Scale (SESS) was used. Mean, SD, one-way ANOVA, and t-tests were used for data analysis. The study's key findings were: (i) the difference between high and low socioeconomic status groups is revealed; (ii) gender influences academic achievement at the secondary school (Standard-XXI) level; and (iii) socioeconomic status influences academic achievement, with those in high and middle socioeconomic status demonstrating better performance. Based on these findings, some recommendations were given with significant implications. [6]

The social and economic position of tribal women in India: Challenges and the Road Ahead was explored by Chatterjee, P. (2014). The study's main conclusions are: (i) tribal women in India work harder than tribal men and contribute significantly to the family income, but their income-generating sources are limited; (ii) low income necessitates more hands in labor, so they are reluctant to send their children to formal schools; (iii)

their awareness level is also low due to a general low level of education, so they tend to ignore the basic conditions of health; and (iv) statistics show that tribal women in India are less likely to [7]

S.K. Ghosh (2014) stated that a study on the political and educational awareness of Scheduled Castes and Scheduled Tribes was conducted. In this regard, the purpose of this paper was to explain and research the educational (EDA) and political awareness (PA) of SC and ST individuals. To gauge their level of awareness, 30 SC and 30 ST residents of Burdwan district were chosen as a sample. The data were analyzed using the proper methodologies. The study's key conclusions are: (i) both SC and ST participants have average levels of awareness; (ii) the SC group has higher socioeconomic status (SES) scores than the ST group; and (iii) both SC and ST groups have a relationship between SES and both EDA and PA. [8]

Kispotta (2014) has done research on the deplorable socioeconomic situation of the tribal people in Chhattisgarh (A Case Study of Dhanwar, Surguja district, C.G.). The study's main conclusions are that the people are extremely poor economically, socially, and politically; that they barely have enough to eat; that they depend primarily on agriculture and forestry products for their survival; that government officials need to pay much more attention to the uplift and development of the tribal people; and that there are almost no government programs other than the MGNREGA program, which is also enmeshed in corruption. [9]

Franky D. and Chamundeswari, S. (2014) conducted research on the psycho-social factors affecting students' academic progress. 96 students from state board secondary schools were chosen at random for the study's sample size in order to examine the psycho-social predictors of academic achievement among adolescent pupils. Data analysis reveals that pupils at coeducational state board schools for boys and girls at the secondary level exhibit a comparable adjustment pattern. The study's key results are that schools are the most important educational institutions, where students learn not only academics but also social skills that help them fit in with their communities and the wider community. The defining characteristics of a person's family heritage have a significant impact on how they are perceived socially. The most crucial factor in predicting a student's career is found to be their academic achievements. Numerous psychological and sociological variables, including attitude, teacher effectiveness, adaptability, socioeconomic position, home environment, and school environment, have a significant impact on a student's academic progress. Adolescence is a critical era where peer group influence and adjustment changes fluctuate quickly. In the socioeconomic standing of state board schools, coed students perform better than boys. Due to the competitive spirit between the opposing genders, each of whom tries to perform better than the others, co-educational children perform better academically than boys and girls in state board schools. [10]

Haseena, V.A. and Mohammed, A.P. (2014) studied a study on the scope of education and dropout rates among tribal kids in Kerala—A Study of Scheduled Tribes in Attappady—was conducted. The study's key conclusions were that rather than being assimilated into the general Hindu community, the tribes have been restricted to low status and are frequently physically and socially isolated. Psychologically, the Scheduled Tribes frequently encounter passive apathy, which may manifest as a lack of access to their own land, social involvement, and educational possibilities. Each tribal community is unique. They are the result of many historical and social circumstances. They speak various dialects and come from various racial and religious origins. The majority of mainstream culture's characteristics of discrimination against women, occupational difference, emphasis on status, and hierarchical social ordering are typically absent among the tribal communities. In contrast to how the Scheduled Caste group is viewed by the majority culture, Adivasis are typically not considered dirty or polluting. The broad tribal community is viewed as primitive, technologically outdated, and ignorant by the majority of Hindus. Since the 16th century, the tribes have been thought of as savage, subhuman people. Cynical attitudes and behaviors against primitive tribals are the main causes of tribal alienation in schooling and dropout rates. They are minimizing the importance of schooling by placing more emphasis on other activities in the tribal hamlet. [11]

Mukherjee, S. (2014) found that the investigation was solely founded on primary data sets collected through in-depth field research. The study's main conclusions are that, despite the fact that tribal women participate in all family and societal decisions and share the economic burden, they still suffer disproportionately from a lack of education and a decent standard of living from a materialistic development point of view. The levels of tribal female education are particularly low in three major tribal communities: Santal, Kheria Sabar, and Birhor (a Particularly Vulnerable Tribal Group of India). It is important to comprehend the Female Literacy Index (FLI) and the Combined Enrolment Index (CEI). [12]

K. Sahu (2014) conducted an analysis of a study based on primary information gathered from tribes in 13 villages inside the Similipal forest area of the Mayurbhanj district of Odisha. Odisha has 62 tribes, which together make up 22.21% of the state's population. Odisha is a state that has to solve serious issues in the area of tribal education. One of the districts in Odisha with a predominance of tribal people, Mayurbhanj, has been designated as a fully scheduled district of the State. Out of the 26 Blocks, the tribes are concentrated primarily in Udala, Khunta, Bijatala, Jamda, and Baripada Blocks, where they make up between 70% and 80% of the entire population. The study's main conclusions are that literacy rates in the Similipal area are much lower than those in Mayurbhanj district, Odisha, and India, which are 51.91%, 63.08%, and 64.8% respectively. When comparing literacy rates in the study area by gender, it is found that male literacy rates are 80% and female literacy rates are 20% of the total literate in the studied villages. [13]

Kadu, S.S. and Pandya, S.R. (2014) carried out a study on boosting tribal students' career aspirations with a personal effectiveness invention program. The personal effectiveness program, which was created using a pre-test/post-test non-equivalent group design and was executed on tribal kids at two ashram schools, is an actively based, complete program that is founded in the indigenous tribes and culture. The study's key conclusions were that the personal effectiveness program significantly influences tribal students' professional aspirations and that this program is highly effective. [14]

Kaur, M. (2014), did a study on the effect of parental education level on secondary school girls' academic achievement and aspirations. The study's main conclusions are that the academic achievement of a child greatly depends on their parents' educational level, as well as their personalities, socioeconomic status, adjustment, environment, and self-concept, among other factors. The study is based on the theoretical presumption that parents' educational levels affect the child's educational achievement and aspiration level. All people are striving to achieve more and more in all spheres of life, and it is important to observe how parental education levels affect the academic success and aspirations of secondary school girls, especially in cases where students are maturing to make choices on their own at the senior secondary level. [15]

Pattanayak, M.B. and Naik, P.K. (2014) stated that in the Salboni Block of the Jangal Mahal, on the professional aspirations and career development barriers of tribal students. The purpose of this study was to examine the future life orientation, the factors influencing the choice of career desire, various challenges, and the support required to overcome them among tribal secondary school students in the Salboni block of Jangal Mahal. 400 tribal students in the ninth and tenth grades made up the study's purposive sample, which consisted of focus group interviews. The sample's age is between 13 and 16 years old. Using questionnaires, participants were questioned about their future aspirations, the reasons they chose them as significant life objectives, their relationships with their parents, socioeconomic issues, and the assistance they needed to achieve their goals. 46.375% of them said they wanted skilled employment, and 27.50% said they wanted to pursue a professional career in the future. The most popular approach to problem-solving was having conversations with friends. The main conclusions of the study were that parental expectations, teacher attitudes, and the gendered occupational landscape in which they exist all have an impact on tribal students' aspirations, and that there is a strong need for significant roles for government agencies, parents, and teachers who will assist tribal students by dismantling gender-role stereotypes or perceptions of roles society considers appropriate for girls or boys. [16]

Ahmar, F. and Anwar, E. (2013) study on "Socio-economic Status and its Relation to Academic Achievement of Higher Secondary School Students" was undertaken in 2013 by Anwar, E. The sample consists of 102 males and 98 females between the ages of 15 and 19 from five higher secondary schools in Lucknow, Uttar Pradesh (India). Data were collected using the R.L. Bharadwaj (2005) Socioeconomic Status scale, and the overall grade earned by students in standard X was used as an achievement criterion. The terms

"mean," "standard deviation," "standard error of the mean," and "t-test" were employed. The study's key findings were: i) gender has no bearing on science achievement at the upper secondary school (Standard XI) level; ii) there is a difference between groups with high and low socioeconomic status; and iii) academic achievement was influenced by socioeconomic status, with higher socioeconomic status students performing better. Some recommendations with significant implications for both practice and future research were made in light of these findings. [17]

Kainuwa, A. and Yusuf, N.B.M. (2013) conducted a study titled "Influence of Socio-economic and Educational Background of Parents on Their Children's Education in Nigeria," which looked at how parents' socio-economic status and educational backgrounds affect their kids' education and what impact they have on that process. The study's main conclusions are: (i) that parents' socioeconomic status and educational background have a significant impact on their children's educational outcomes; and (ii) that parents' educational and socioeconomic backgrounds have an impact on their children's educational outcomes. [18]

Mallick, M.A. (2013) conducted a study titled Marginalization of Tribal People in West Bengal: A Case Study was undertaken. The major findings of the study are the tribal people should have to be properly organized, politicized and mobilized imparting a sense of participation among them in view of productive resources, productive relations, manpower position and socio-economic orientation and in view of their dissociation from the control of the resources, dissociation from decision-making in resource utilization and productive resources, participatory culture has not yet developed among the tribal people, decision-making process is controlled by the party and panchayat leaders, mobilization of middle class intellectuals and concentration and consolidation of party politics have become the reality, participation of the tribal people in party politics has remained confined to the level of formality, with the introduction of modern panchayats the traditional authority of the tribals has not disappeared, the political life of the tribals is an admixture of both traditional and modern elements and tribal societies are now intertwined with both the modern institutional developments and traditional institutional arrangements. [19]

Shankar, R., and Manimaran, S. (2013) analyzed a study on the Pachamalai Tribes' Socio-Economic Conditions. The indigenous people of our nation are known as the tribal population. They have established cultural patterns that are compatible with their physical and social environments over many years of leading a basic life depending on the environment. It has been discovered that the economic, health, nutritional, and medico-genetic issues that different tribal groups face are distinctive and pose a difficult challenge for which suitable answers must be discovered through organizing and developing pertinent research projects. An independently created questionnaire was utilized to evaluate the socioeconomic standing of the tribal members. The main conclusions of this study are the socio-economic position of the tribes, their state of

health, and their socio-economic situation. This was done using quantitative and descriptive analysis. [20]

In the Maldah District of West Bengal, India, scheduled castes' literacy and educational achievement were examined by Chouhan, P. (2013). Despite the socioeconomic protections for scheduled castes established by the constitution and the government, scheduled castes still have lower levels of education and literacy than the general population. This may be due to a number of factors, including early marriage, high female illiteracy because of the value placed on male children, child labor, superstition, the dominance of higher castes, a lack of socioeconomic status, etc. The main conclusions are that education is a significant factor in determining demographic behavior with regard to marriage, fertility, mortality, migration, and labor force participation. In a number of research studies, a definite inverse relationship between women's educational attainment and fertility has been found. The educational status of mothers is found to have an impact on infant mortality, and there is a need to analyze the literacy and educational attainment of scheduled castes in the Maldah district for their educational development. The age of women at marriage is also influenced by their educational attainment. [21]

Varghese, A., and Nagaraj, P. (2013) carried out research on indigenous learners and English language instruction. The study was conducted among one of Kerala's most illiterate tribal populations in the Palakkad District. The study's main conclusions were that Schedule Tribes learners' inability to speak English well is a significant barrier to their education, that the incorrect English curriculum and teaching methods foster a negative attitude toward learning, that their fear of learning a foreign language is one of the things that has kept them from continuing their education because English is a requirement rather than an option at higher levels, and that the tribal students are not motivated to learn. [22]

Garnaik, I., and Barik, N. (2012) studied a particular block of the Jharsuguda District, which is a part of the Tribal Sub Plan region. A representative sample of 100 children from several Ashram Schools in the block served as the source of the data. The study's main conclusions were that poverty was a significant factor in the educational underachievement of tribal children, that ashram schools had developed to meet their socioeconomic and educational needs by offering free boarding and lodging, and that the cost of the children's education, in addition to food and lodging, also included the cost of note books, reference books, stationery, and student dresses. [23]

Hart, L. (2012) explored that the degree of education, income, and professionalism of an individual or group were studied. Even if kids from both higher and lower socioeconomic statuses attend school, it is difficult to overlook how lower socioeconomic status affects student achievement. The study's key conclusions are that children from lower socioeconomic backgrounds frequently encounter additional difficulties, such as a lack of



learning resources, challenging learning environments, and low motivation, all of which have a negative impact on their academic performance. [24]

Xiang Zhang (2012) examined how parental education and household income affected connections between parents and their children, as well as those between fathers and their children and the environments in which they lived. 407 Chinese children between the ages of 3 and 5 and their parents made up the sample. The study's main findings were that income positively predicted family cohesion among girls but not boys, maternal education positively predicted closeness in mother-child and father-child relationships, family cohesion, and intellectual-cultural and active-recreational environments, and that income negatively predicted conflict in father-child relationships and positively predicted family active-recreational environments. [25]

In his study, Kaur, P. (2012) examined 200 adolescents who were enrolled in secondary schools in the Amritsar district. The key study shows that teenagers' aspirations for education are influenced by their levels of intelligence rather than their gender or the sort of school they attend. [26]

Erigala A.K. (2012) studied on the exclusion of scheduled tribes in India with regard to education was conducted. Education is one of the variables that makes Scheduled Tribes more susceptible to the issue of social exclusion. Lack of education leads to the exploitation of some groups or individuals and their exclusion from mainstream society, which reduces the human resources of those groups. Compared to the rest of Indian society, Scheduled Tribes confront several challenges to education and literacy because of many exclusionary practices. These populations have found it challenging to acquire education due to social, economic, political, and cultural restrictive factors. Isolation, health, education, hierarchy, displacement, migration, and marketing are all examples of exclusionary processes. The main conclusions of the paper are that there will be a severe case of social exclusion that acts as a barrier to the development of education for Scheduled Tribes, that education among Scheduled Tribes is growing slowly because there is no relevant social policy for eradicating the social exclusion, and that there is a need for new and innovative policies and programs to be initiated to bring about inclusivity for the education of Scheduled Tribes. [27]

Kulkarni V.V. & Shivagunde,S. (2012), did a study on the gender-based factors affecting tribal students' academic performance. The study involved a total of 120 female students and 60 male students. With the use of the School Profile schedule, information regarding school infrastructure was gathered, and parents and teachers were interviewed using the appropriate interview schedules. The main conclusions were that the semester exam grades of students were compiled in order to understand their performance in curriculum-based assessment, that the Minimum Level of Learning test was given to measure the fundamental skills attained at various grade levels, and that the Culture Fair Intelligence Test (CFIT) and Draw-a-Man Test of Intelligence (DMTI) group tests were given to evaluate learning abilities. [28]

Puhan, R.R., and Malla, L. (2012) conducted a study in the Odisha district of Keonjhar on parents' attitudes regarding their daughters' education in tribal areas. The study's sample consisted of 50 literacy workers and 300 tribal parents in total. With the aid of questionnaires, interview schedules, and focus group discussions, data were gathered using the descriptive survey approach. The study's main conclusions were that the majority of parents support their daughters' education, that 70% of tribal parents understand that their children's lack of education makes them a socially backward group, and that 50% of respondents believed that education would help tribal women raise their children properly and contribute to the family's economic development. [29]

Samal R. (2012) conducted a study to compare parents from tribal and non-tribal communities in terms of their attitudes toward children's schooling and education, to determine whether there is a significant gender difference in these attitudes, and to look at the parents' future plans and aspirations for their children's education. 116 parents from tribes and 29 non-tribal parents between the ages of 25 and 35 who had one or more school-age children made up the study's sample. A 23-item questionnaire created by the author was used to gather the data. The main conclusions were that parents' attitudes toward their children's education and schooling were generally favorable, that there was no significant difference between tribal and non-tribal parents' attitudes toward education, and that there was a significant difference between the two groups' plans for sending their kids to college. In comparison to tribal people, non-tribal parents were found to be more optimistic about sending their kids to college. [30]

Sengupta, S. and Ghosh, S. (2012) found that the study's key findings included the Scheduled Tribes children's disadvantages in accessing education, which remain largely unaddressed and remain significant barriers to attending school, as well as the physical distance, social exclusion, extreme poverty, and psycho-social determinants that act as barriers to accessing education. The study also recommended more primary schools and classrooms, shifting systems, evening classes, and flexible scheduling as holistic measures. [31]

In order to gather quantitative information about the socioeconomic status of the parents, their level of involvement, and the methods they used to be involved in their children's education according to Vellymalay, S.K.N. (2012). The study's main conclusions were that there was a moderate relationship between parents' educational attainment and the strategies they employed, that parents' educational aspirations for their kids' academic success were higher the higher their educational attainment was, and that parents with higher educational attainments tended to engage in more involvement activities at home and at school. [32]

## **CONCLUSION:**

Numerous social scientists have expressed interest in these since the government recognized them as the primary driver of the tribal people's overall development and prosperity. It was discovered that despite the enormous variety of socioeconomic origins

represented by the many tribes, there are some common characteristics relating to their difficulties with education and aspiration. Numerous studies have been done on various aspects of tribal education, socioeconomic conditions, and gender differences. For this reason, all the research that was available in this field was analyzed.

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