

Empowerment of Scheduled Tribes through Education : A Sociological Study with Special Reference to Tumkur Taluk



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Abstract

India is the country of diversification based on various aspects like region, religion, race, and locality. Especially on the basis of tertiary India has been divided into two groups majorly such as civilised and uncivilised. This paper focused on the people who away from the civilised society and who located in the forest, hill station, or in the deep valley are called tribal. So called tribal are socially excluded because of their own tradition and culture, they are entirely different from others. Tribal treated as stigmatised and physically isolated category that named as marginalised. In the modern scenario government of India has taken into consideration to uplift and include to main stream of the society through various schemes and programmes especially educational and employment provisions. This paper intended to study the participation of tribal in the educational provision and changing trends of their life style of the village Nayakanapalya, Tumkur Taluk and Tumkur District of Karnataka State. The data has been collected from both primary and secondary sources. Secondary data has been collected from related books, journals, newspapers, and websites. The primary data is major source of the study collected from the same village through structured interview schedule. The sample size is 96. The collected source is analysed with research technical tools such as mean, mode, average and percentage to find out the results. The study found that scheduled tribes namely Nayaka people have educationally stronger and have utilised employment opportunities provided by both Government and private sector which helps lot to change their socio-economical life.

Keywords: Tribal, Education, Employment, socially excluded, Livelihood, Participation.

Introduction

Unity among diversity is the basic and unique characteristic of India. On the basis of locality total India has been divided into modern community and primitive community is known as civilised and uncivilised people. The people who resided in the deep forest, at the top of the hill, and away from the civilised society. As the part of India people who located at the forest is considered to be improved their livelihood. Independent India has taken serious action to uplift them in terms of provide education as well as employment. These neglected group may be called as in various names such as forest people, aboriginals, tribes etc. tribal people have their own special and wonderful culture some time unimagined. As per the simon commission (1928) and Government of India Act(1935) listed out to provide social privileges for these people who are away from the civilised society. They are called in different names like britishers called them as scheduled tribes, Girigana by Mahatma Gandhiji and famous Indian sociologist called as Hindulida Hindugal. Also called as Adivasis is the collective form of indigenous people. They are around 8.6 percent of total population of India as per the 2011 census. Adivasis are located majorly in Andrapradesh, Chhattisgarh, Gujarat, Jharkhand, Madya pradesh, Maharashtra, Odissa, West Bengal and some north-eastern states. The people who are located in the forest area have lower status. The degraded people have number of discrimination and exploited by socially graded due to their locality. These people had no any privileges, suffering from many disabilities to utilise social, economic, political, religion and educational provisions. People who are somewhat away from the main steam of the

society and have not qualification to use of existing socio-economic resources to fulfil their basic needs. In a way, these are the people who are members of certain groups or strata which can easily be identified in a graded in a developing society like India. These recognized groups may be termed as marginalised groups on the basis of their least admission to the present socio-economic resources and power and not merely go by their number whether majority or minority in the total population of the country. Such people are also practically located outside the main group.

ST are deprived not only in socially, but also economically, because which tribe had, socially degraded were not eligible to have the ownership of economic goods and services, property, no freedom to selection of occupation, no educational opportunity, henceforth almost they are poor. Poverty is the basic problem of India, after independence poverty became a serious issue, eradication of poverty is greater challenge of the country. India has taken several schemes and programmes to eradication of poverty among them. Education and employment are the powerful keys to eradication of India's poverty and improve the livelihood as well. They play a significant role in the process of tribal transformation in modern scenario. The Government of India has provided educational provisions for the scheduled tribes as per the constitution. For example article 15/4 provides special provisions for advancement of other backward classes includes scheduled tribes. Article 29 protect the interest of minorities which includes ST. Article 46 says that the state shall promote them with special care, educational and economic interests of the weaker sections of the people and in particular of the scheduled caste and scheduled tribes and shall protect them from social injustice and all forms of exploitation. Article 350 tells about right to conserve distinct language and their mother tongue. In the recent times that belong to weaker section they would have given much importance to their children education almost they came to know that education is the major weapon to eradicate all the obstacles which covered them. And it is foot step to change the situation and mean of transformation. In this context the people who belonging to scheduled tribes have started to utilise the educational provisions and get eligibility to have employment in various sectors such as government and private. Employment opportunity leads to improve their socio-economic condition.

Review of Literature

Wadia A.R.(1961) stated that the history of the tribal population in India as aborigines as well as Indigenous people. They may be called as pre-Dravidians who were identified as black race and inhabitants in forest. A little information has been available to find this group. The British anthropologists and administrators had much interest to study about different race people like Hutton, Reeves, Enthoven, Hislop and others. There was a typical controversy about who are tribal? Hunter defined as who resides in a definite geographical territory with comes common biological, mythical ancestor, has common

history, speaks a common language. Mallinowski and others explained that the isolated primitive group in forest with simple economic life such as gathering, hunting, fishing, and has social organization with different culture such as food, dress, housing, singing, dancing. But tribal culture is no more when modernity comes into contact. Then due to acculturation significant social changes take place. Gradually they were opened up to modernity by utilise government policies and programmes. But still they are somewhat isolated physically such as in Assam, Madhya Pradesh, Bihar and Orissa. Eventually and direct contact with urban and rural people by communication slowly tribal began to take advantages of railways, economic interaction especially education opportunity. Education is multiplier instrument which brings radical changes in various aspects in social life as concern. Hence after the independence the Government of India has taken several educational provisions to the tribes. Many committees were conducted in order to introduce education in tribal area. Ex; the Elwin committee report has rightly pointed out that for some years to come education of tribal children must be according to basic education principles and must remain closely associated with the development of agriculture and forestry. In respect of this during last few decades the Tata Institute of Social Sciences has given deep attention to educational problems and needs. Because it is not an easy task to introduce modern education. Hence greater efforts have been made to create a proper environment and atmosphere for educational institutions in tribal areas. The problems of recruitment and training of teacher's s also been given consideration. Many problem arise while implementing the education such as mainly language, basic education, recruitment of teachers, constructing school building, curricula, etc.

Jai Shankar Prasad (2017) Explained that right to education and how people belonging to scheduled tribes were utilised this act which is given by the constitution of India to bring them into education stream. Elementary education is made up of the fundamental right and declared that the great responsibility of the Government to introduced safeguards and enforced to implementation. As per the 14 article of the constitution of India everything that related to social life of the Indian citizen including education is equal to all. Article 21A enacted education is the matter of right and provide equal opportunity to all without discrimination. Hence Government of India has introduced Sarva Siksha Abhiyana(SSA) during the Tenth plan included among other things the bridging of all gender and social gaps at primary stage by 2007 and at elementary level by 2010. Eleventh plan documents says that have brought down the significant number of out of school children from 32 million in 2001-02 to 7.0 million in 2006-07. The study of social research institute (2005) estimated that 6.9% of total children in the 6-13 age group were out of school, especially among Muslims (9.97%) Dalit's(8.17%) and adivasis(9.54%). In Bihar huge number that is 23.6% of the out of school children in the country. the study said that the reasons

which impleads the total community to not going to school such as the most important reason was economic hardships, like poverty pushed them to work rather than education. The poverty compelled their children to work. Poverty and lack of education go together always, because they closely inter connected each other. One could not be removing without other. The study found some of reasons to lack behind the education of tribal children, such are Irregularity of teachers, inadequate supply of provisions that mid-day meals, books stationaries, etc. language controversies, no sufficient teachers, teachers do not take tribal's education seriously, lack of coordination between parents and teachers. Teachers engaged in different work out of education, lack of their own community teachers,

B.B.Sinha(2016) Stated the importance of education in the context of India which most pre-requisite for change of social life of its citizens. The Indian education commission of 1882 defined primary education as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life. The education commission recommended in 1883 that the elementary education of the masses is provision extension and improvement should form part of the entire educational system to which the strenuous efforts of the state should be directed in a still larger measure than before. The Government of India fully accepted the proposition that the active extension of primary education was one of the most important duties of the state. They undertook this responsibility not merely on general grounds, but because as lord Lawrence observed in 1866. "Amongthe entire source of difficulty in our administration and of possible danger to the stability of our Government there are few serious as the ignorance of the people".

Lord Curzon's Resolution on educational policy dated march 11, 1904 marked the beginning of a new era in the history of primary education. Large grants from Government funds came to be sanctioned for the development of primary education in different parts of the country. There after here interesting to note that free and compulsory primary education was being already imparted in certain parts of country. Hence the Government of India has taking much risk with all difficulties to provide from primary education to the higher education, because India has come to know that the education is the major key that open the bright future of the nation. With the constitutional safeguards, without any kind of discriminations, extended the educational privileges for all including scheduled tribes and every corner of the large country.

Eswara Rao (2016) Studied children education in rural India and impact of child rights on education. The noble state that children are the real asset of the nation. The development of the nation is based on quality of the education surely through the children education. Hence education is become significant factor to change the world as well as India. It is every one's responsibility to provide suitable and appropriate education for children to socialized them that to teachers and parents should be take care of

children schooling. The present condition is not good for children in terms of abuse of children, harassment, molestation etc. It is the right time to protect and promote the rights of the children in school and out of school.

He pointed out the factors in his study that the conditions of the rights being promoted and participated in the rural schools of North Andra Pradesh. He analysed the problems in to awareness of child rights and their participation and promotion by the teachers while dealing with the children in their respective schools. He focused on to find out the awareness, promotion and participation in respect to the children who are deprived and exploited greatly in the rural schools. The right to education Act was implemented in 1982 by the present Government. In 2009 there was an amendment as per the Act provides free and compulsory education up to 14 years of age. By increasing the age of up to 18 years. The RTE is provides legal opportunity for the people who belonging to scheduled tribes.

Prof. Surinder Pal Singh (2015) explained the rural development generally the process of improving the quality of life and economic wellbeing of rural people. It refers to equal utilization of agriculture land and forestry without discrimination. However the changing era has been started in the name of modernisation by producing global production leads to urbanisation directly affected on rural life to transition of their characters. Education is the master key to change the rural communities including agriculture, business. Physical infrastructure etc. Rural development aims at finding the ways to improve the rural people with active participation to reach their needs. Insider can understand culture, Indian settings, and other things , India as developing country has adopted integrated approach to development including education improvement in respect to development of communities. He addresses the basic concepts, elements, paradigms, policy instruments, strategies and development programmms.

Dr. S.K.Panner Selvam and Dr.R.Sumathi (2016) revealed that education is the powerful knowledge to determine the level of lives. Primary education is like a step stone of change but higher education implies as foster increasing the speed of changing. Higher education is being pushed forward by competitiveness. This book is said about that connection between higher education institutions and environment.

Objectives of the Study

1. To understand the socio-economic condition of the STs.
2. To understand the impact of education on STs.
3. To find the problems of education among STs.

Methodology of the Study

Nayakanapalya the villege is one of scheduled tribes resides located in Tumkur taluk of Tumkur district, Karnataka state. The study consists of both qualitative and quantitative approach based on primary and secondary source. Secondary source is collected from publications, journal, newspapers and websites. Primary data formed the major source of data for the present study. The total sample size was

369. Data for the study were collected from the sample units by administering a pre-tested interview schedule. The collected source is analysed with research technical tools such as mean, mode, average and percentage to find out the results.

Significance of the Study

The study is proposed to understanding of socio-economic condition of ST who had educational qualification and employment opportunities comparison with non-educated. To understanding the social changes of Nayakas in general and educated nayakas in particular. This study is an effort to know the multi impact of education in fact. It will useful for the planner as well as the governments to know the facts and figures to be taken into consideration for better implementation of education policies in the soon.

Village Profile

Tumkur district is well known as historic-cultural and educational city located near Bangalore, the capital city of the state. It has connected many districts of Karnataka. Basically it has ten taluks surrounded the town. In this study Nayakanapalya village is taken in to consideration. The tumkur taluk consists of 373 villages and one town for the administrative purpose. It has 562397 total populations as per the 2011 census, out of this 303197 are male and 289200 are female including 140097 households. The sex ratio is 1000:954 in general but, 976 in urban and 932 is in rural area. Literacy rate of the taluk is 82.6%. Literacy among

male is 79.05% and 69.33% in female. In the urban it is 88.9% and 76.1% is in rural area. Particularly in tumkur taluk ST population is 34755, among this 17720 are male and 17035 are female, around 5.9% is there out of the total population. The village Nayakanapalya has been located where nearby cholamballi just 18 km away from the Tumkur town. It is one of the isolated villages in Honnudi grampanchayat has 0.6 km/sq geographical area along with total population of 369, male is 186 and 183 is female population. In the village only scheduled tribes the nayaka people residing, no other caste. Sex ratio is 1000:982 male and female respectively. The literacy rate among nayakas in the village is 78.3 percent.

Findings and Analysis of the Study

To understand the socio-economic status of nayakas in the village is one of the major criteria that helps to involve in education process. Because education leads to enhance the employment opportunities for the needy people are relatively closed one another there is no one without another. So there is a need of understanding socio-economic condition of the scheduled tribes. The intention of socio-economic status is to understanding of the level of participation among the STs. The socio-economic profile consists of gender, age, marital status, education, occupation and income which indicate the standard of living of a person. Socio-economic background of the STs is presented in the below table 1.

Table-1 Socio-economic background of the STs

Variables	Frequency	Percentage
Gender	Male	186
	Female	183
	Transgender	00
Age	Below 30 years	184
	30-40 years	108
	Above 45 years	77
Religion	Hindu	369
	Muslim	00
	Christian	00
Marital status	Unmarried	107
	Married	251
	Widow	07
	Widower	04
Education	Illiterate	43
	Primary	97
	Secondary	136
	Higher secondary	34
	Pre-university	16
	Graduation	08
	Post-graduation	01
	Technical course	34
Family Type	Nuclear	265
	Joint	62
	4-6 members	42
Total	369	100

Source: field survey, 2018

As per source collected from primary data indicates that majority of the ST people selected were male 186 (50.40%) rest of them were female that was 183(49.60%) and no transgender is recorded. It

indicates sex ratio is there were 982 female out of 1000 male means that male educated were dominating and female; that indicates both male and female are came to know the advantages of the

education. Almost nodiscrimination of gender in order to get education. May be government education policy support them along with their changing mind set about girl schooling. Young generation people give much importance to the education for their bright future. Hence below 30 years age group are active participation in education were 184(49.86%) age group of 30-40 years had an education were 108 (29.27%), and above 45 years were only 77(20.87%). It indicates that who are at the age of below 30 years that is new generation are having education at different level which helps to seeking the job opportunities. ST people who reside in the village are Hindu that is 369 (100%). No other either Muslims or Christians in the village. Even though other caste people like Scheduled caste and others living together with harmony, but, there is no caste discrimination. But at their home there some sort of inequality is maintained. If SCs are treated as almost untouchable but, STs are treated as touchable in the village. Majority of ST are married that 251 (68.02%). Remaining 107 members (28.99%) are unmarried due to young age and family difficulties. Further total population includes widow that is 07(1.89%) and 04 (1.08%) are widower. Out of total respondents just 43 are (11.65%) illiterates and 97 respondents (26.30%) had completed primary education, almost 136 (36.87%) were completed secondary education. 34 respondents (9.21%) completed their higher

secondary education and 16 (4.33%) had completed pre-university education. 08(2.16%) have completed graduation and only 01(0.27%) had post-graduation and significantly 34(9.21%) had technical education. This indicates that younger wanted to get vocational courses than non-technical education after the completion of the higher secondary, because may be they come to know that technical courses like ITI, diploma is essential which helps them to get job at any level in different companies. They wanted to have skill orient education rather than knowledge oriented. Hence significant number of the respondents were educated but no significant number in higher education still it is in poor. Greater part of respondents had nuclear family is 265(71.81%) and 62(16.81%) were joint family. Comparatively most of the Youngers wanted to live separately and came out from the joint family due to understanding of joint family is more expensive, and educated younger wanted to reduces the expensive as much as possible, because their earning is smaller. House hold size that 4-6 members in the family is 42 that 9.21 percent.

Living Condition of the STs

The quality of life of ST respondents consists of ownership of house, type of house, number of rooms, kitchen, fuel used for cooking, source of drinking water, toilet facility, toilet used or not, drainage connection. Table 2 is explaining the living condition of the selected respondents.

Table -2 Living Conditions of the STs

Characters		Frequency	Percentage
Ownership	Own house	363	98.37
	Rented house	03	1.63
Type of house	Kachcha	98	26.55
	Semi-pakka	244	66.12
	Pakka house	27	7.33
Number of rooms	1 room	206	55.82
	2-3 rooms	85	23.03
	No rooms	78	21.15
Kitchen	Yes	301	81.57
	No	68	18.43
Source of drinking water	Public tap	291	78.86
	Private tap	78	21.14
Toilet facility	Yes	298	80.75
	No	71	19.25
Used toilet	Yes	287	77.77
	No	82	22.23
Drainage facility	Opened	289	78.31
	Closed	80	21.69
Electricity	Yes	369	100
	No	-	-
Total		369	100

Source: Estimation Based on field survey, 2018

This table shows 363(98.37%) percent of the scheduled tribes living in their own houses and only 03(1.63%) are living in rented house with minimum rate of Rs,300-400, these people wanted to live separately due to difference of opinion among family members that to failure of youngsters to adjust with old parents. Around 98(26.85%) is living in kachcha house that made up of mud bamboo stone, etc. without proper ventilation. 244 (66.12%) respondents

living in semi-pakka house constructed with cement sheet, slabs with somewhat enough ventilation and 27(7.33%) respondents are living in pakka house.

Around 78(21.15%) respondent's houses have no rooms because lack of sufficient space and poor economic condition, 206(55.82%) have one room which is not sufficient but, congested and 85 respondents that is around (23.03) percent have 2-3 rooms for convenient. 81.57 percent of the house

have separate kitchen and 18.43 percent have no kitchen due insufficient space, but food is prepared at one corner of the same house. Among the selected respondents 78.86 percent have drawn the drinking water from public tap and rest of the 21.14 percent scheduled tribes have depend on private tap as their convenient. Majority of the households 80.75 percent have toilet facilities and 19.25 percent have no proper toilet facility in their house. But the fact is even though

they have the toilet facility only 77.77 percent people are used, rest of them not used, because no practice, they would like to go to outside for the purpose. They have opened drainage is 78.31 percent and only 21.69 percent of closed drainage facility. Hence the selected respondents living in poor environmental condition. But all are having electricity in their home that is 100 percent, due to free electricity is given by the government and by self.

Table-3 Awareness Level of education among scheduled tribes

SL.NO	Issues	Respondents	Percentage
1	Right to Education Act	37	10.02
2	Free and Compulsory Education	289	78.31
3	Government educational provisions	56	15.17
4	Family is first school of child	85	23.03
5	Education leads to employment	358	90.01
6	Education as multiplier	206	55.82
7	Education enhance knowledge	301	81.57
8	Educational policies	21	5.69
9	Budget of education	23	6.23
10	Education minister	11	2.98
11	About syllabus	42	11.38
12	Value based education	56	15.17
13	Quality of education	98	26.55
14	Knowledge is power	57	15.44
15	Skill oriented education	99	26.82
16	SSA	31	8.40
17	NCERT	43	11.65
18	Adult education	87	23.57
19	Distance education	45	12.19
Total		369	100

Source: Estimation Based on Field Survey, 2018

Success and failure of any developmental programme is depends on active participation of all section of people including SC/ST which depressed class in India are suffering from lot of privileges and away from the main stream of the society. It is the greater responsibility of both central and state government to uplift of these people. Unless the people aware of importance of education not to change the life. It is most essential to understand the level of awareness of respondents. May the following table explained as

This table shows that awareness level of the respondents towards education that of only 10.02 percent of respondents were know about right to education act which known as getting education is the civil right of every citizen of India, but majority the respondents did not know the Act. Almost 78.31 percent of the people are aware of free and compulsory education from the government advertisement and communication agencies. About 15.17 percent of the scheduled tribes had come know that government provisions towards education, rest of them did not understand. May be all of the society people says that home is the first school and mother is the first teacher of the child, but only 23.03 percent of the respondents accepted this statement, remaining is said that the greater responsibility of the education to child has taken by school itself. But whatever the education is given by the school will help to get employment opportunity for the child in order to get better life that is 90.01 percent. According to them

education is meant for leading employment. The main aim of education is to get employment. And 55.82 percent respondents agreed that education may bring radical changes in every aspect of an individual as well as community life. Of course education enhances knowledge of individual, almost 81.57 percent accepted. Only minimum that is just 5.69 percent of them came to know about government education policies. Only 6.23 percent people came to know the budget of education. 11.38 percent respondents known about syllabus what taught in the school and 15.17 percent have an idea about value based education. Around 26.85 percent respondents talked about quality of education. About 15.44 percent opined that knowledge is power. And 26.82 percent expected skill oriented education that means they came to know about the importance of skill rather than marks oriented education in order to get job. Only 8.40 percent people were know about SSA and 11.65 percent of the respondents had aware of NCERT. Around 23.57 percent respondents were known about adult education and only 12.19 percent had aware of distance education.

Problems and Challenges Faced by Scheduled Tribes

Education is the major tool for radical transformation in any society. India as developing country must adopt and implement educational policies which ever required for inclusive development. After independence government of India had put huge effort to bring the exclusive group

into main stream of the society through education. But still some of the communities were out of the programme such as scheduled caste and scheduled tribes. It is the greater responsibility of the

government of India to provide educational provisions for excluded. However these groups have some problems and challenges faced by scheduled tribes to obtain education.

Table – 4

S.NO	Variables/Problems	Respondents	Percentage
1	Lack of awareness about education	107	28.99
2	Due to poverty	321	86.99
3	Inappropriate curriculum	256	69.37
4	Language / medium	298	80.75
5	Unhealthy environment in home /school	321	86.99
6	Lack of motivation towards education	287	77.77
7	Low quality of education	354	95.93
8	Inadequate school building	278	75.33
9	Inadequate teachers in school	267	72.35
10	No family support	235	63.68
11	Insufficient educational provision by government	211	57.18
12	Agricultural factors	332	89.97
13	No employment as per education	341	92.41
Total		369	100

Source: Estimated Based on Survey, 2018

As per the survey estimated around 107(28.99%) of the respondents have no proper awareness about education because illiterate and semi illiterate. Poverty is the major problem which impediment to education faced by the respondents that is 321(86.99%). Poor people could not able to fulfil the requirement of their children education. The livelihood has been important taken place rather than education. Almost 256(69.37%) of respondents faced the problem with that inappropriate curriculum. That means formal education would not help to get proper employment whatever the people want, because there is no significant relationship with the employment and education. Around 298(80.75%) of the people are sick and trouble with the language. Almost 321(86.99%) of the respondents have no proper healthy educational environment at home as well as in the school.287(77.77%) of them opied that there is no

any kind of motivation towards education. The significant number354(95.93%) have problem with quality of education, due to inadequate school building 278(75.33%) and insufficient teachers in school that is 267(72.35%). Around 235(63.68%) opined that there si no suitable support in the family. And 211(57.18%) of the respondents have problem with insufficient government educational provisions. They could not able to utilised the educational privileges by the government, due shortage of awareness. Major problem with the respondents was agricultural factors that around 332(89.97%). And 341 (92.41%) of them faced with problem that is no employment opportunities as the development of education. Now the satiation is increasing the unemployed. Employment would not be created as per the demand time to time.

Table -5

Suggestions to improve education by scheduled tribes

Sl.no	Variables	Respondents	Percentage
1	Reduction poverty	329	89.15
2	Create awareness towards education	276	74.79
3	Create healthy environment in school	301	81.57
4	Provide sufficient staff and building	320	86.72
5	Provide infrastructure in school	288	78.04
6	High quality education	357	96.74
7	Modification of syllabus time to time	194	52.57
8	Provide government facilities intime	293	79.40
9	Introduce value based education	358	97.01
10	Introduce skill oriented education	342	92.68
11	Create employment as equal to education level	345	93.49
12	Control the students by teacher	299	81.02
13	Practice with home work	304	82.38
14	Maintain quality of mid-day meal	256	69.37
15	Enhance scholarship facility in higher education	274	74.25
16	School available within the village	311	84.28
Total		369	100

Source: Estimation Based on Field Survey, 2018

As Education is power makes India as self-sufficient and self-dependent country. in this regard even after the independence government of India has enough tried to improve raise the educational level among all citizens without discrimination as per the constitutional provisions. But unfortunately still not possible to achieve the hundred percent due to several obstacles from both society and government side. Hence the people who belonging to oppressed class including scheduled tribes it is the most challenge to reach the end. In this context they would be suggested something to improve the educational level among them. The following table has been shown the suggestion.

As per the survey report 329(89.15%) of the respondents suggested to reduction of the severe poverty, then only people give a significant attention towards education. Around 276(74.79%) of them give prefer to create awareness towards education with the cost of government. And 301(81.57%) opined that there is a need to create healthy environment in school premises along with playground. Almost 320(86.72%) asked to provide sufficient teachers as per the requirement and building with good condition enough class room. Around 288(78.04%) of the peoplesuggested to provide adequate infrastructure in the school. A significant number 357 (96.74%) of the respondents expected high quality education which maintain the competition with other caste and classes. Inappropriate syllabus is another issue around 194(52.57%) of them expected to update the prescribed syllabus would be modified time to time. Almost 293(79.40%) of respondents suggested to improve the education of the scheduled tribes by provide government facilities in time. A significant number 358 (97.01%) of people suggested to introduce value based education. Around 342(92.68%) respondents wanted to introduce skill oriented education which is necessary for getting job. Significant number 345(93.49%) of respondents suggested that to be create employment opportunity as equal to development of education. It would be encourage and motivate to young generation for attract them to have education. Remain 299(81.02%) of the respondents suggested that to little bit control the students by teacher is taken place and to be given the home work for the students that is 304(82.38%).

Around 256(69.37%) of people expected to maintain the quality of mid-day meal in the school. Forwarded almost 274(74.25%) of the respondents suggested to enhance the scholarship facility in higher education for attract the students to the higher education that indicates development of social structure of India. And finally around 311(84.28%) of the respondents expected to establish the school with in their own village, because schooling should be available at nearest area.

Conclusion

The study confined that scheduled tribes people still living in bad condition due to unaware of significance of the education and abusely they need of greater awareness of education. Most of them suffering from some severe problem. The government of India has provided several privileges for to uplift and bring them to mainstream of the society. however majority of the respondents have given better suggestions to the concern authority for better involvement of scheduled tribes in the flow of education stream. The total development of the India is absolutely based of sustainable and inclusive development of even neglected groups.

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