

# EMPOWERMENT OF TRIBALS THROUGH EDUCATION IN KARNATAKA - A LITERATURE REVIEW

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## ABSTRACT

A new dimension envisaged in the role of education in the developmental activities of the country. The economic co-relation and expectations from formal education have been correctly delimited to urban areas. It is anticipated that formal education will continue to be expanded to rural areas in order to guarantee formal education and universal literacy. That realisation makes the importance of education for tribal development clear.

Tribal societies are remote societies that inhabit densely packed communities in forest areas. The national average for literacy rates among tribes is 29%; Gujarat has the highest literacy rate of tribes at 36% (48% males and 24% women), while Rajasthan has the lowest literacy rate at 19.44% (female rates at 4.22% and male rates at 33.29%).

Today more than 40 million tribal groups require special attention from the government even though they live largely isolated from the national culture. In India the government created so many policies and plans of education and development for tribal groups but there are so many problems also occurred to implement these policies. The objective of the paper is to analyze the trends in literacy rate in Karnataka with regard to region, and gender social groups over the census periods 2001 and 2011 based on secondary data of Census of India.

Keywords: Empowerment, Education, Tribes

## 1. INTRODUCTION

Scheduled tribes (STs), often known as adivasis, tribes, or tribals, make up around 9% of India's total population. Tribal society falls far behind in terms of education, improving its members' social and economic standing, and including them into local development. India has a long and illustrious history, but a sizable portion of the population has yet to benefit from it. They still exist as primitive tribal societies in remote locations (Verma 1996). The government has made efforts to develop them because they are economically and materially underdeveloped. Today, the governments in all countries are paying special attention to development of the tribes (Nithya 2014). Though our national leaders and constitutional makers are committed to uplift the tribal people, a desired level of development has not been achieved yet (Chandra Guru et. al: 2015).

Due to the low adoption of educational technologies, the majority of the population in tribal communities lags behind the times. Even before independence, as part of community development, attempts were made at education related to rural development. In 1961, only 8.54 percent of tribes were literate; by 2011, that number had risen to 63.1 percent. This essay explores Karnataka's tribal education laws, tribal population, literacy rates, and problems and difficulties related to tribal education.

### 1.1 Tribal statistics in Karnataka

There are 50 scheduled tribe communities in Karnataka; the Jenu Kurubas, who live primarily in the districts of Mysore, Chamarajnar, and Kodagu, and the Koragas in Dakshina Kannada district, are considered "primitive tribes." In the state, scheduled castes (16.2%) and scheduled tribes (6.6%) made up more than one fifth of the population. Their proportion of the population has grown over time. In terms of scheduled tribes, Raichur, Bellary, and Chitradurga had a larger share. The ST population made up 10 to 20% of the total population in 8 districts of Karnataka. Even though there are other ethnic tribes, 6.95 percent of the population is made up of the Scheduled Tribes, which include some of the most well-known tribes including the Soligas, Yeravas, Todas and Siddhis.



Fig1: Map of Karnataka showing tribal population as percentage of total population in each of its 30 districts.

**2. LITERATURE REVIEW :**

In his research, Ghosh (2011) looked at the geographical differences in India's health, education, and human development. His research on tribal education has provided a summary of regional variations in literacy rates throughout Indian states. In Karnataka, Ahamed M.A. et al. (2012) examined district-level changes in literacy rates between the 2001 and 2011 censuses. According to geography, gender, and social classes, Mohammed Ashfaq Ahamed (2012) examined trends in the literacy rate in Karnataka across the census periods of 1991, 2001, and 2011. Based on the above literatures, the study is aimed to analyse the literacy rates in Karnataka with regard to gender social groups only for two census period 2001 and 2011 census.

**3. OBJECTIVES OF THE STUDY:**

The main aim of this study is to identify the educational problems in tribal Areas in Karnataka to revitalize tribal education and suggest suitable measures to overcome these problems.

- 1) To examine the tribal population and literacy rate in the state of Karnataka
- 2) To identify the problems and issues faced by tribes for Education.

**4. METHODOLOGY OF THE STUDY:**

This study is descriptive in nature. The information is based on the secondary data collected from various documents like books, journals, government reports, abstracts and published unpublished material from Census of India 2011 Primary Census Abstract Data Highlights Karnataka Series 30. Karnataka - The research areas for this study are the villages in the eight districts of Karnataka viz: Belagavi, Bidar, Raichur, Ballari, Chitradurga, Davanagere, Tumakuru and Mysuru. The proportion of Scheduled Tribe population is less than 5 per cent in 12 districts, between 5 to 9 per cent in 7 districts and above 10 per cent in the remaining 8 districts. Therefore, the study selected the eight districts of Karnataka in India as the study.

**5. SCHEDULED TRIBES LITERACY RATES**

**Table1: Scheduled Tribe Population 2011-karnataka Districts**

State/Districts	Scheduled Tribe Population 2011			% Change of improvement (decadal change 2001-2011)		
	Total	Rural	Urban	Total	Rural	Urban
<b>KARNATAKA</b>	<b>42,48,987</b>	<b>34,29,791</b>	<b>8,19,196</b>	<b>22.66</b>	<b>16.88</b>	<b>54.72</b>

Belagavi	2,97,198	2,53,876	43,322	22.08	19.38	40.74
Bidar	2,35,822	2,14,759	21,063	29.42	26.23	74.22
Raichur	3,67,071	3,34,023	33,048	21.13	20.19	31.52
Ballari	4,51,406	3,34,131	1,17,275	23.80	18.77	40.77
Chitradurga	3,02,554	2,66,526	36,028	13.64	12.88	19.60
Davanagere	2,33,112	1,91,754	41,358	11.16	9.09	21.90
Tumakuru	2,09,559	1,80,024	29,535	8.12	5.94	23.63
Mysuru	3,34,547	2,57,081	77,466	23.29	14.64	64.48

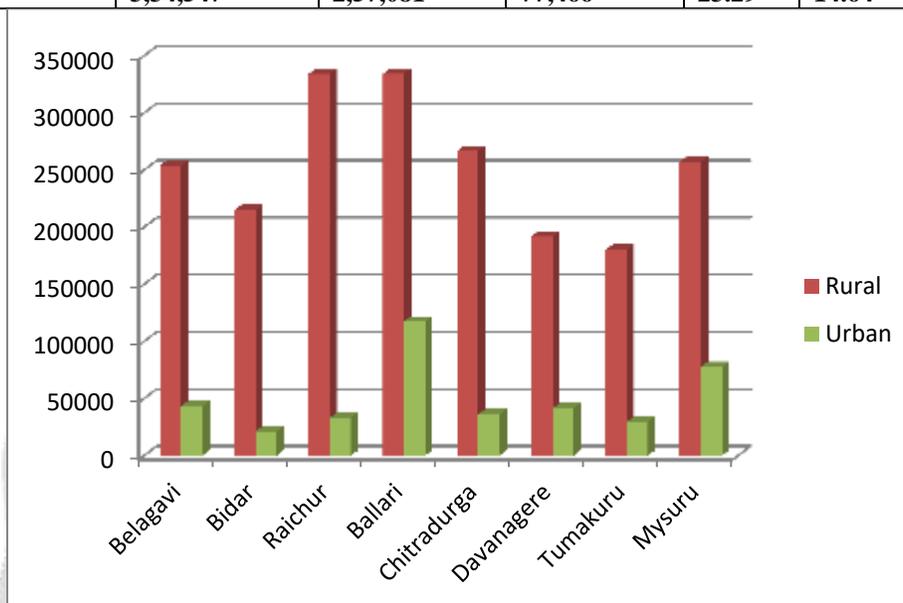
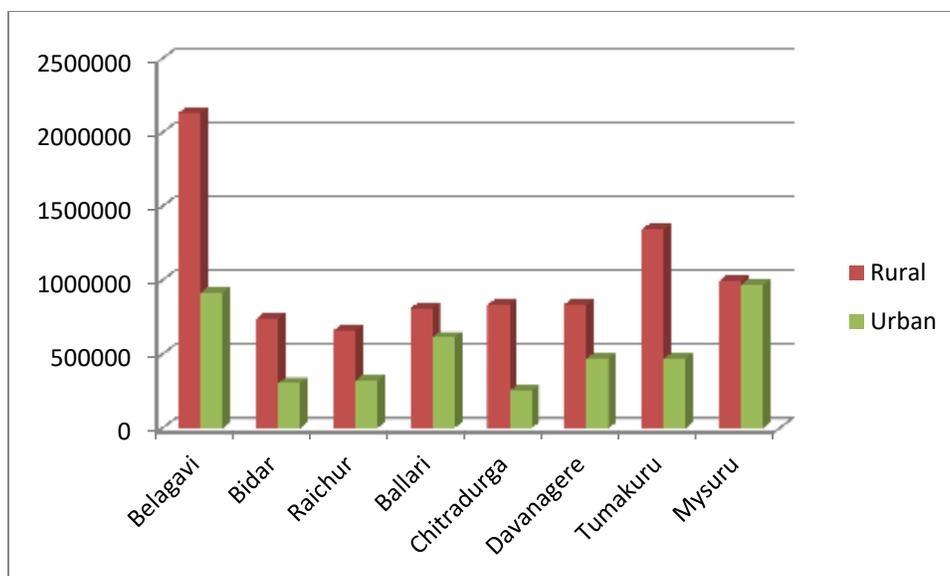


Fig2: Scheduled Tribe Population 2011-Karnataka districts

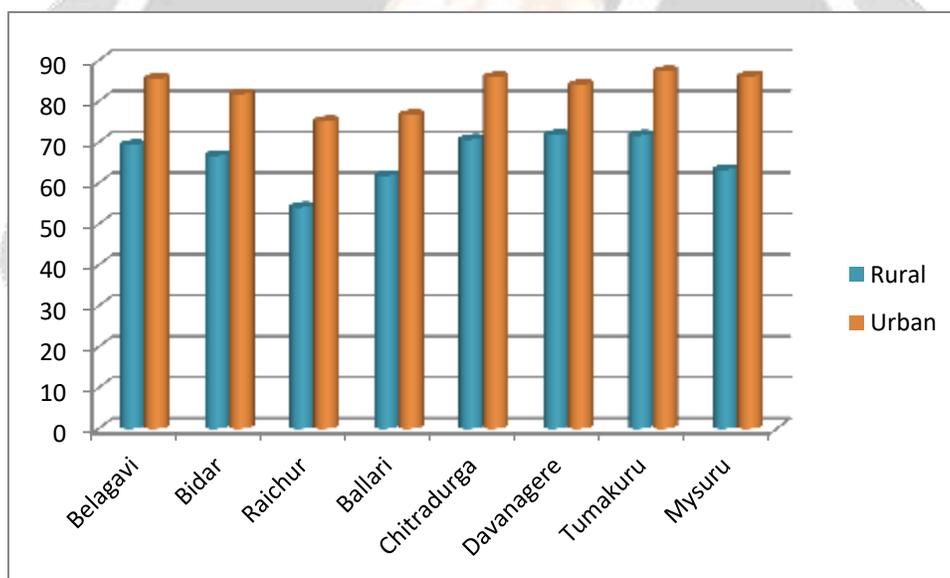
Table2: Scheduled Tribe Literates and Literacy rates 2011-Karnataka Districts

State/Districts	Literates 2011			Literacy rates 2011		
	Total	Rural	Urban	Total	Rural	Urban
<b>KARNATAKA</b>	<b>4,06,47,322</b>	<b>2,26,49,176</b>	<b>1,79,98,146</b>	<b>75.36</b>	<b>68.73</b>	<b>85.78</b>
Belagavi	30,52,032	21,34,792	9,17,240	73.48	69.28	85.56
Bidar	10,42,673	7,39,711	3,02,962	70.51	66.73	81.81
Raichur	9,79,769	6,59,440	3,20,329	59.56	54.11	75.12
Ballari	14,21,621	8,09,312	6,12,309	67.43	61.81	76.63
Chitradurga	10,87,392	8,34,419	2,52,973	73.71	70.68	85.89
Davanagere	13,08,540	8,38,823	4,69,717	75.74	71.77	84.02
Tumakuru	18,13,391	13,44,438	4,68,953	75.14	71.66	87.32
Mysuru	19,62,180	9,94,670	9,67,510	72.79	63.29	86.09

Source: CENSUS OF INDIA 2011 Primary Census Abstract Data Highlights KARNATAKA Series 30



**Fig 3: Scheduled Tribe Literates 2011-Karnataka Districts**



**Fig4: Scheduled Tribe Literacy rates 2011-Karnataka Districts**

Table 2 presents Karnataka - district wise literates and literacy rates in 2011. Most of the districts selected for study have higher literacy rates in the urban areas. The highest literacy rate during the period 2011 is in Tumkuru district. The lowest literacy rate is in Raichur in urban and rural areas.

**Table3: Genderwise Scheduled Tribe Literacy rates 2011-Karnataka Districts**

State/Districts	Literacy Rates2011			
	Male		Female	
	Rural	Urban	Rural	Urban
<b>KARNATAKA</b>	<b>77.61</b>	<b>90.04</b>	<b>59.71</b>	<b>81.36</b>
Belagavi	79.12	91.10	59.20	79.95

Bidar	76.28	87.42	56.82	75.88
Raichur	66.01	83.10	42.37	67.10
Ballari	72.42	83.58	51.02	69.62
Chitradurga	79.19	90.22	61.91	81.55
Davanagere	79.63	88.19	63.69	79.77
Tumakuru	80.48	90.93	62.71	83.67
Mysuru	70.64	89.50	55.78	82.67

Source: CENSUS OF INDIA 2011 Primary Census Abstract Data Highlights KARNATAKA Series 30

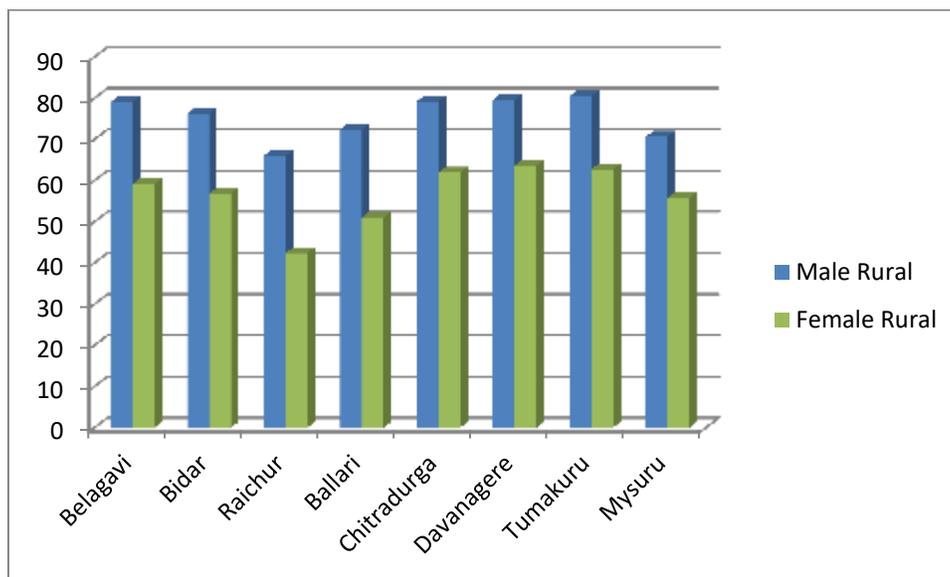


Fig 5: Genderwise- Scheduled Tribe Literacy rates 2011-Karnataka Districts in rural areas

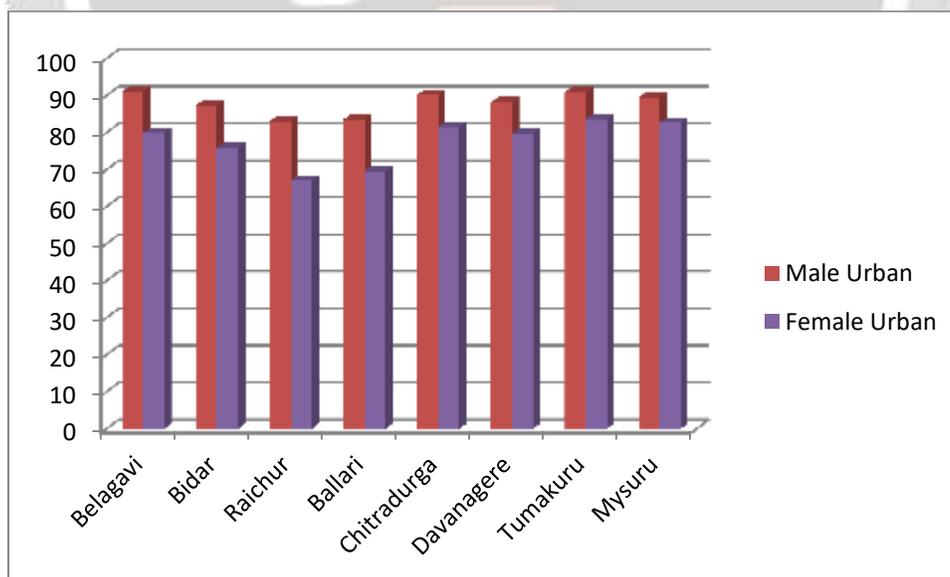


Fig 6: Genderwise- Scheduled Tribe Literacy rates 2011-Karnataka Districts in urban areas

From Table3 the gender wise Scheduled Tribe Literacy rates 2011 in Karnataka Districts, the literacy rates among male and female are almost equal in urban areas. The literacy rates among male and female vary significantly in rural areas of the selected districts of study.

## 6. PROBLEMS AND ISSUES OF EDUCATION OF TRIBALS:

The major problems facing the indigenous community are the higher rates of poverty among them, both in rural and urban regions. Their insufficient resource base, poor status in the socioeconomic and political hierarchy, illiteracy, and insufficient involvement in institutions are the main causes of their backwardness as well as their lack of access to education.

Tribal education faces lots of issues and problems. They are as follows:

- i. Medium of instruction: Language is one of the important constraints of tribal people which stops them to go to school.
- ii. Economic Condition: Their weak resource base and the economic condition of tribal people is so poor that they do not allow the children to attend schools. The parents' wants immediate returns for their daily expenses, they send them to jobs.
- iii. The proximity of school: The physical barrier creates an obstacle for the children of a tribal village to attend the school in a neighbouring village.
- iv. Discrimination with non tribal people and teachers: The teacher absenteeism in the remote tribal areas is a major issue and this affects the quality of education. The criticisms of non tribal people hesitates the tribes for coming to school.
- vi. Lack of Proper monitoring: Lack of coordination between the Tribal Welfare Department and School Education Department hinders tribal education.

## 7. CONCLUSIONS

Since confidence-building inside tribal societies is essential for their overall growth and for treating outsiders fairly, education is regarded as being of the utmost importance to their progress. One-third of people in Karnataka who are 7 years of age and older are illiterate, despite the state's efforts to increase literacy at a quicker rate. Therefore, the government should work to educate the vast majority of illiterate people in the country. Although it made progress toward achieving a high literacy rate in 2011, it is still behind. The scheduled tribes are still far behind in nearly all of the normal development metrics, despite the government's serious attempts to support their overall community development. The tribes are not able to participate in the process of development, as they are not aware of most of the programmes and policies made for their upliftment. The tribes should be educated for easy access of information and more opportunities should be provided to the tribal children in order to bring them to the mainstream of economic development.

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