

A Study On Tribal Literacy Rates In Karnataka- A Literature Review Approach

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ABSTRACT

The tribal societies are isolated society living in compact groups in the forest areas. The national average literacy rate in educational development among tribes is 29%, the highest literacy rate of tribes is 36% in Gujarat (48% male and 24% female) and in Rajasthan literacy rate is just 19.44% (with female rate 4.22% and male rate 33.29%).

Anew 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. The extension of formal education to rural areas is expected to continue to provide coverage so as to ensure universal literacy and formal education. In that insight the role of education for tribal develop becomes extremely significant.

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: Education, Community development, Tribes

1. INTRODUCTION

Traditionally referred to as a divas is, tribes, or tribals, scheduled tribes (STs) constitute about 9% of India's population. Tribal society is far behind in education and in raising their social and economic status and thus integrating them with the community development. India has a rich glorious heritage, but a sizeable part of Indian population is yet to get benefits out of it. They are still tribal communities which are primitive and live in secluded areas (Verma 1996). Since they are materially and economically backward, attempts have been made by the Government to develop them. 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).

The majority of population in tribal areas is backward due to the least adoption of educational technology. Education pertaining to rural development has been attempted even before independence and as part of community development. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. This paper examines the government policies for tribal education, tribal population and literacy rate and issues and challenges of tribal education in Karnataka.

1.1 Tribes in Karnataka

In Karnataka, there are 50 scheduled tribe communities living; out of these, the Koragas of Dakshina Kannada district and the JenuKurubas who are concentrated in the districts of Mysore, Chamarajnanagar and Kodagu are classified as ‘primitive tribes’. More than one fifth of the population of the state belonged to scheduled caste (16.2) and scheduled tribes (6.6 percent) category. Over the years their share in the total population has increased. Raichur, Bellary and chitradurga had bigger share of scheduled tribes. In 8 districts of Karnataka, the ST population comprised of 10 to 20 percent. Although there are other ethnic tribes, the Scheduled Tribepopulationcomprises some of the better known tribes likeSoligas, Yeravas, Todas and Siddhis and constitutes 6.95 per cent of the total population of Karnataka.



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

2. LITERATURE REVIEW :

Ghosh(2011) in his study examined the regional disparities in education, health and human development in India. His study on tribal education has given an overview of regional disparities in literacy rates across states of India. Ahamed M.A et.al (2012) has analysed the district wise progress of literacy rates in Karnataka over two census period 2001 and 2011. Mohammed Ashfaq Ahamed(2012) has analyzed the trends in literacy rate in Karnataka with regard to region, gender and social groups over the census periods 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 period2001 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 analyse the District- wise tribal population and literacy rate in the state of Karnataka

2) To identify the issues and challenges of tribal 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 are as 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. ANALYSIS OF SCHEDULED TRIBES LITERACY RATES

Table1: Scheduled Tribe Population 2011-karnataka Districts

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

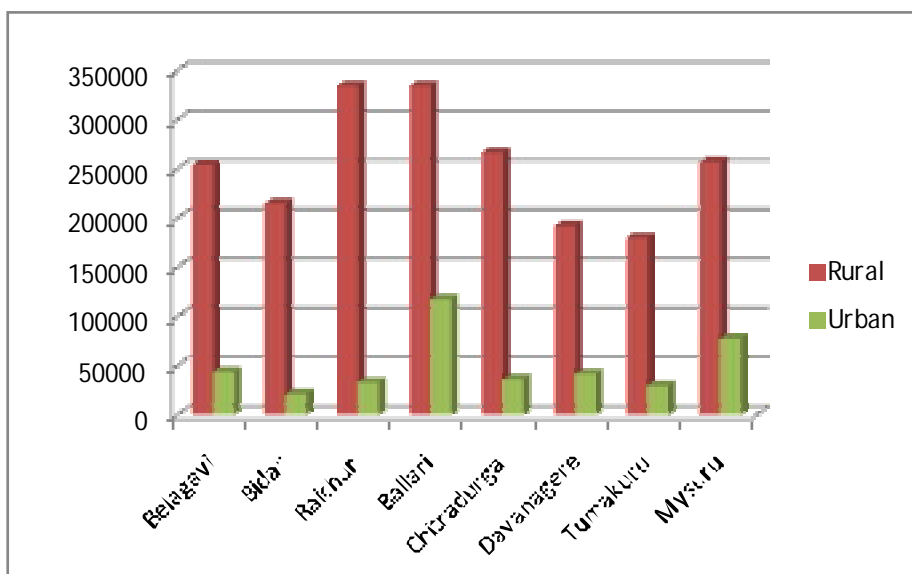


Fig2: Scheduled Tribe Population 2011-Karnataka districts

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

State/Districts	Literates 2011			Literacy rates 2011		
	Total	Rural	Urban	Total	Rural	Urban
KARNATAKA	4,06,47,322	2,26,49,176	1,79,98,146	75.36	68.73	85.78
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

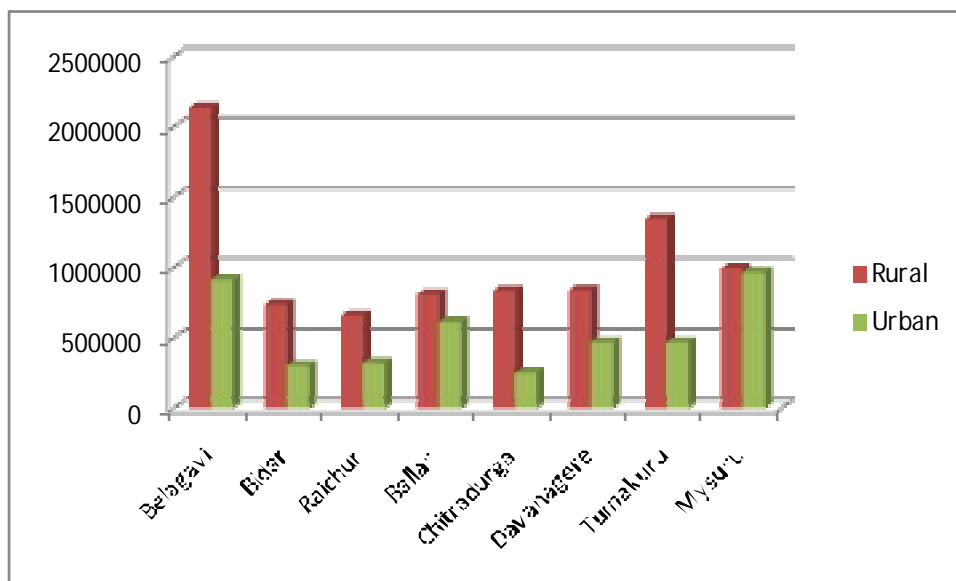


Fig 3:Scheduled Tribe Literates 2011-Karnataka Districts

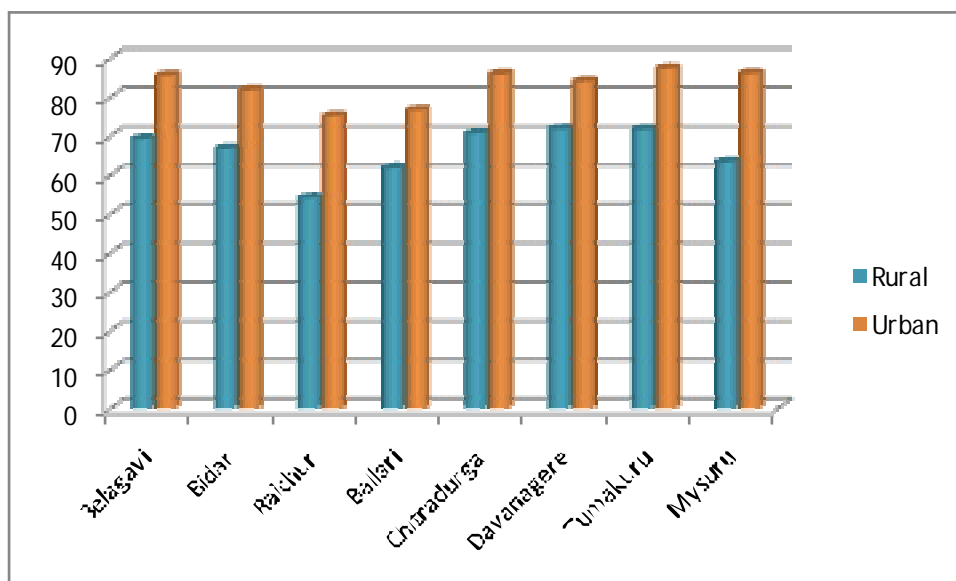


Fig4:Scheduled Tribe Literacy rates 2011-Karnataka Districts

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 Rates 2011			
	Male		Female	
	Rural	Urban	Rural	Urban
KARNATAKA	77.61	90.04	59.71	81.36
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

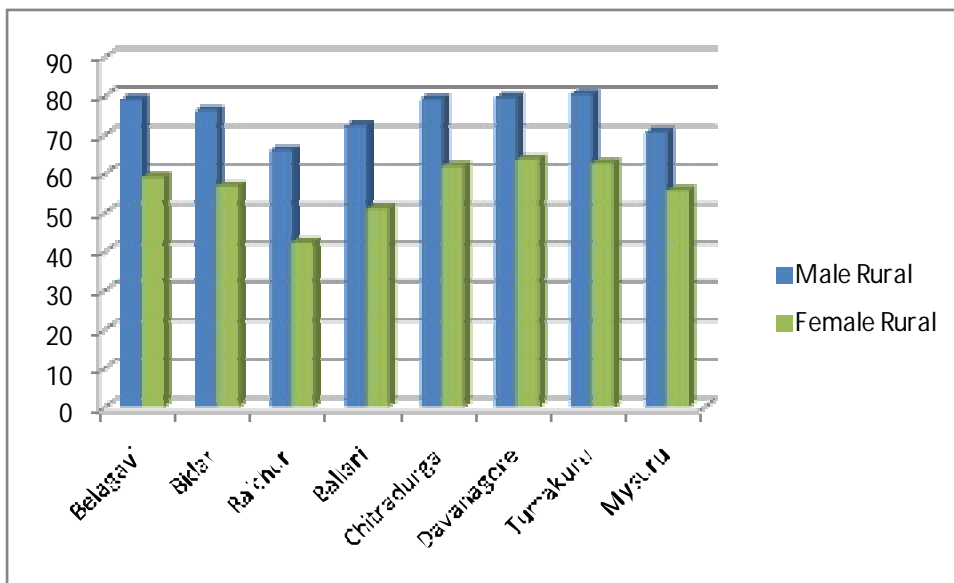


Fig 5:Genderwise- Scheduled Tribe Literacy rates 2011-Karnataka Districts in rural areas

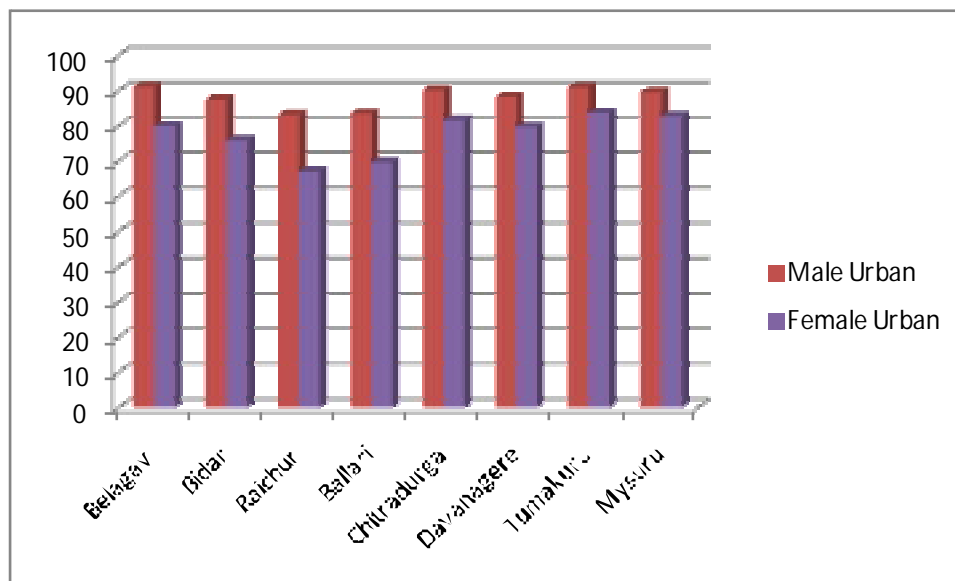


Fig 6:Genderwise- Scheduled Tribe Literacy rates 2011-Karnataka Districts in urban areas

From Table 3 the genderwise 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. ISSUES OF EDUCATION OF TRIBAL POPULATION:

The real issues of tribal population are higher concentration of poverty among the tribal population in both the rural as well as urban areas. The main reason for their backwardness as well as access to education are their weak resource base, their low position in socio-economic and political hierarchy, illiteracy and their inadequate participation in institutions.

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

Education is considered of most importance to the tribal’s development because it’s crucial for total development of tribal communities to build confidence among the tribes to deal with outsiders on equal terms. Though the state of Karnataka is attempting towards achieving

literacy at a faster pace, but still one-third of the population of age group 7 years and above is illiterate. Therefore Government should look forward to educate the illiterate masses of the nation. It has fared well in terms of attainment of literacy rate during 2011, but still is lagging behind. Despite the sincere efforts by the government for the overall community development of the scheduled tribes, they are still far behind in almost all the standard parameters of 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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