CHAPTER - 1

PROFESSIONAL EDUCATION AMONG SCHEDULED TRIBES: A SOCIOLOGICAL STUDY

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INTRODUCTION

Human Society is based on likeness as well as difference; the people of different age, sex, and individual tendencies constitute it. This dissimilarity has caused the inequality in doing things and gaining status, this is called social differentiation.

India is the unique country possessing of different language, religion, race and caste and cultural groups. Caste system is the prominent and peculiar form of social stratification found in India, fostered from the vedic varna system throughout the ages.

Inspite of having made sociological study of the caste by the eminent scholars of inside and outside the country still its complex nature deserves to be studied objectively. Caste, joint family and rural style of living are the bases of Indian social organization. This caste system being one of the forms of social stratification & is unique and native in its growth and development.
Caste system being peculiar in its feature has divided the country into different segments. According to the statement of Risley “Caste is the aggregation or group of families recognised by the common dialect or heredity”. Thus caste is hereditary, endogamous and usually a localised group having a traditional association with hereditary occupation and occupying a particular position in the social hierarchy with the concept of purity and pollution (M.N.Srinivas). In this way every caste is different in food habits, dress, marriage, death rituals etc., like that, every caste is subdivided into different sub-caste practicing religious, regional language, customs etc.,

The two prominent racial people occupied the lowest bottom in the India strata being kept under privileged and yet suffering from social stigma are called as Scheduled Castes and Scheduled Tribes in the legal term. Even after independence these two groups are being exploited classes.

According to S.V.Ketkar, the word ‘Caste’ finds its origin in the Spanish word “Casta” which means ‘race’, ‘breed’, or ‘a complex or hereditary qualities’. Thus, the Portuguese used this term for naming the people who belonged to the same breed. Caste is the institution formed for maintaining the racial purity.
**Concept of Scheduled Castes:**

These are the class of people suffer from many social, civil, religious and economic disabilities. These are underprivileged and exploited castes called as ‘Dalits’ for example Harijan, Madiga etc.

Social class is the open form of social stratification found in almost all industrialised and western societies and in the class system, the skill, education and expertness of the person determine the position of an individual.

**Concept of Scheduled Tribes:**

The English word “Tribe” is originated from the Latin language “Tribis” implies the group of people come from same race. The Scheduled Tribes are the primitive or aboriginal race living in India. Dr. D.N.Majumdar has defined a Scheduled Tribe as “a collection or group of families bearing a common name, occupying the same territory, speaking the same language and observing certain taboos regarding marriage, profession or occupation” Scheduled Tribes are so called as “Adivasis”, “Girijan” or “Tribal people”. Thus, the tribe in India possessing their own culture, dialect, racial characteristics and being nomadic in nature.
constitutes the lowest layer of society live in primitive and sordid conditions. Most of the Scheduled Tribes in India belongs to the three racial stocks such as Mongoloids, Negritos and Austroloids.

Scheduled Tribes, according to the constitution of India are “such tribal communities or parts or groups, within such tribes or tribal communities as are deemed under article 342 to be Scheduled Tribes for the constitution (article 366(25))”, Before independence of India to recognize and provide special provision for the forest people who are nomads and lead unsettled life “Scheduled Tribes” has been introduced by Simon commission, the concept has been adopted by the Indian Government for the administrative convenience. Thus, today, most of the tribal people live in rural areas, living in particular territory with particular name, the tribal people are the most backward people in the Indian society, their conditions of housing, feeding and clothing verge on animal conditions. The per capita income of the tribal people is much less than the national per capita income. Most of them live in debts, they are exploited by money lenders and forest contractors, their purchasing capacity is very low.
The tribal people are the most backward section of the Indian people. The percentage of literacy among the tribal is less than 10 percent, one of the prime cause of the illiteracy among the tribal is the hold of the superstition on them.

As per the 1991 census report 8.8% of the tribal population in the Indian population, today has reached to 67 million. In the beginning only the constitution has recognized 414 tribal groups. Most of the tribal people are found in Nagaland, Meghalaya, Orissa, Bihar and Uttar Pradesh.

Scheduled Tribes are the most widest and complex part of the Indian society facing many problems of poverty, illiteracy and ignorance and some of the tribes have become divisive tendencies and have been causing the threat to National integration. Therefore, there is need of reinstating them into common pool of Indian life while removing all their problems.

In order to increase the quality of human resource the educational and health facilities should be extended. In the economic development of any group of people, the development of human resource plays the prominent role. As it is said “Education is power” increases working efficiency and competency of the people.
Educationally attained nations develop very fast, today most of the backward nations which we see are educationally lagging behind. "Education protects person from all the evils" as the educationist Dr. H. Narasimhia said, unlettered man is equal to animal, education while increasing the consciousness of development causes of social reorganizations and economic development, therefore education the prominent means of all round development of a nation.

**Meaning and Definition of Education:**

Many eminent educationist have given the meaning of education, among them Socrates, the great philosopher, Plato and John Dulois are prominent in giving the meaning of education, we can find the change in the meaning of education in different ages. For the vedic Saints, education is the means of forming future life of the child, education is not only the means freeing the individual from all the clutches of life, it is the continuation of responsibility, social improvement and the protection of right type of living.

It is the "knowledge acquisition" while making the person self-dependent and confident, helps in building the strong civilization. The English word "Education" is derived from the Latin term ‘Educare” which means to brings out the best hidden in the person.
Eminent educationists have defined education as follows:

Mahatma Gandhiji has defined education as “the means of spreading the best potentiality of the man”. Kautilya has defined education, as “It is the means of imbibing self-confidence, patriotism and thereby helping to national development”. As per Swamy Vivekanand “It is the education which brings out the hidden divine qualities in the man”.

Dr. Radhakrishnan said that “It is the education while converting children into human civilised, amicable beings and making them to lead respectable and dignified life”, Rabindranath Tagore defined education as “Education is the training process which makes the man to find out the basic truth” and according to Socrates, “Education is the means of knowing the truth about career and thereby making an individual to involve in day to day activities”

**Prominence of Education:**

Providing education is one of the basic functions of the modern societies, for continuing cultural heritage makes the education more important need.

Education is the breathe of human and the important character of every society, civilization attainments and efficiencies depend on
education, in modern days education is the prominent and powerful determinant of all dimensional development of the nation, hence educational progress is complimenting to the national development.

As the education is very essential to the individual development, it is very essential for the societal security, it serves as the means of social change and social control. Therefore in these modern societies, the prominence of educational institutions is increasing, the equal and free opportunity of providing education helps to social mobility, because of this, most of the countries of the world investing lot of money for educational achievement like this, India has been spending money for education is all these five year plans. The money, which spent in Five-year plan, can be recognized as follows:
Table 1.1

Educational Expenditure in Five Year Plans

<table>
<thead>
<tr>
<th>Five year Plan</th>
<th>Money spent in Crores of Rs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Five year Plan</td>
<td>133</td>
<td>6.8</td>
</tr>
<tr>
<td>Second Five year Plan</td>
<td>208</td>
<td>4.5</td>
</tr>
<tr>
<td>Third Five year Plan</td>
<td>418</td>
<td>4.9</td>
</tr>
<tr>
<td>Fourth Five year Plan</td>
<td>823</td>
<td>5.2</td>
</tr>
<tr>
<td>Fifth Five year Plan</td>
<td>1285</td>
<td>3.3</td>
</tr>
<tr>
<td>Sixth Five year Plan</td>
<td>2977</td>
<td>2.6</td>
</tr>
<tr>
<td>Seven Five year Plan</td>
<td>7,686</td>
<td>3.5</td>
</tr>
<tr>
<td>Eight Five year Plan</td>
<td>19,600</td>
<td>4.5</td>
</tr>
<tr>
<td>Ninth Five year Plan</td>
<td>51,365</td>
<td>-</td>
</tr>
</tbody>
</table>


For the easy fulfilling of individual and social functions, education is very useful means in modern days, women are being empowered through getting education, for the development of backward classes and enriching their social status, education is helping modern education has been making the Scheduled Tribes to have in the line of development.
Education can be categorized into two forms, one is general education and another one is professional education. General education is the theoretical education which lacks the practical applicability cause for the problem of educated unemployment and the second form of education is the professional education, it is job-oriented education in which certain skills are taught and made perfect in some jobs, such type of educated people would be self-employed and would not be burden on the society. Thus professional education is the skilled and self-fulfilled education makes the person have practical and employed.

Professional or job-oriented education is the need of the hour to solve the problem of educated un-employment, thus, knowing the importance of job oriented education. Mahatma Gandhiji introduced it in his basic education system called as “Nai Talim”, where he inducted the knowledge for developing the head, heart and hand in doing activities. For fulfilling the following needs of our society, the professional education must be introduced.

To make any nation industrially developed, skilled and competent labour is required, as our nation is industrially developing, for this skilled expert and efficient man power is required and this can be provided only by professional education.
After the advent of British in India, independent India and after the industrial revolution many revolutionary changes have taken in different fields as the result the state as well as Central Government while establishing many formal educational institutions started to provide variety type of education has caused the problem of educated unemployment therefore to remove the problem, the need of introducing professional education courses emerged. Keeping this point in view, the educational commission of Mudaliar, Kothari and Ishwar Bhai Patel stressed for the introduction of professional courses in education. These type of education is called as “Life education”. The credit of using work force in human resource development goes to the then British because they gave importance to knowledge workers and also the physical workers.

The British had framed an educational plan for all ready existed many small-scale industries, they gave a particular frame to the agriculture. They gave impetus to professional courses and career education in India.

A nation’s progress is depending upon the man-power and natural resources. As India has got huge man power and natural resources, these
can be made scientifically and technologically educated and can be used for making the nation industrially and economically developed for the scientific and technological empowerment of man power. Professional education must be introduced. Thus by converting the huge man power into human capital as the wealth of nation with all the above needs, we should give much preference to professional education.

**Meaning of Professional Education:**

Professional education is the education of gaining some proficiency and skill in some job or profession thereby an individual maintains particular job efficiently and perfectly. It is the career education which makes an individual to be proficient, skilled and perfect in doing some work, it helps him to involve in some job according to his tastes and attitudes and thereby to get some income and lead proper life.

It is the job-oriented education which a person learns and acquires techniques of trade and help himself independent life. It is more than the knowledge of letters which brings out the latent capacities of an individual and makes him useful to the society.

It is the type of education prepares to insert social values in profession. It is due to the change in economic condition of the country
and failure of general education, this practical education gaining much importance in these days.

The education which gives useful information and training to the individual in commerce, industry, agriculture, business, house maintenance and other technical knowledge and thereby to prepare them to do job is called as the professional education, According to J.H.Smith, “Professional education is the education which makes the people to involve in essential services”. It is the professional education which provides life maintenance of himself and his dependents, it is the job education through which it helps an individual to have proper social relation in the society. It is the education which makes an individual best person in the society.

**Importance of Professional Education:**

Professional education is prominent for the following points of view:

1. Professional education enables the economic development of a nation, while skilled education causes the establishment of the industries, commercial activities, business and service industries and these provide highly secured and more remunerative jobs, it is the industrial
and technical progress for the proper utilization of natural resources and producing more, all these conveniences enable the economic development of nation. The increasing of national wealth improves the standard of living of the people.

2. Professional education is essential for Scheduled Tribe students to get involve in profitable jobs and thereby to become self-dependent and efficient. Really, the students involving in multi-purpose education with multi-skills make them efficient and rich.

3. This skilled and job-oriented education is essential for removing educated unemployment, professional education provides employment to the youths.

4. The professional education helps for all-round development of an individual. Professional education comprehends the present life conditions, learning theory and practical method. They are different professional courses according to the tastes and eligibility of the students. Professional education helps to the development of mind and body, human resource and natural resources are utilized properly in professional education.

5. The professional education is creative and reproductive, an individual get life-spirit, life scarcity and unique skills by professional education
and professional education motivates the people who produce more while investing little human capital.

**Aims of Professional Education:**

The aims of professional education are formed on the basis of real situation though the nature and scope of professions may be different, but the aim of such profession would be same.

1. **Removal of Unemployment:** This is one of the prominent aims of professional education. It will avoid unnecessary wandering of generally educated youths for white collar jobs. As the professional education is the job-oriented education, the youths will be self-employed. Thus, it removes the problem of unemployment.

2. **Maximum utilization of resources:** As professional education is the trained education regarding proper use of human and natural power on time and at place and for a particular purpose, it creates the jobs, for instances, unskilled and untrained population of a country keeps the natural resources unutilized.

3. **Economic Progress:** As personal skills and efficient techniques are used for exploitation of sources, the goods and services are produced and generated naturally this causes the economic growth.
4. **Eco-friendly:** Professional education implies the preparation of the youths to do work with the things available in the particular environment. The training is given to youths in complimenting with raw material available in a particular area. Thus, it is eco-friendly.

5. **Opportunity for invention and Research:** Professional education is pertained to creation of new avenues and techniques for meeting new needs and jobs, usually this gives impetus to invent new techniques or methods and their application. Therefore, professional education would be research-oriented education.

   Thus, economic, environmental and social progress are the main objectives of professional education. These included rural development and removal of unemployment of all forms.

   One more aim of professional education is to reduce the unnecessary pressure of students on general education and higher education, making students self employed and self-reliant is the important aim of professional education.

**Forms of Professional Education:**

The professional education pertaining to variety of aspects of job skills in different fields can be categorized as medical, engineering and
technology, law, agriculture, home science, business, co-operation, textile and market.

**Professional Education in India:**

Under the leadership of Dr. D.N. Kothari the Central Government had established an educational commission in the year 1964. This commission has brought many noticeable changes in the educational field. According to 10+2+3 pattern of education has been bifurcated as general education, professional education and higher education. In the year 1968, the ministry of Education of Central Government agreed and accepted some of the suggestions. In 1976 the book “Higher Secondary Education and its vocationalisation” published by NCERT mentions about varied courses of professional education. Clarification about the relationship of education and occupation, the need for professional education at present situation mentioned with fact and figures in this book is most laudable.

**Professional Education in Karnataka:**

Karnatak is the first state in introducing professional Education under the Central government sponsored scheme. As a result during the
period 1977 – 78, so many professional educational courses have been introduced in state’s Pre-university Colleges. Now about 50,000 students opting 1363 courses belonged to 39 departments are studying in 808 colleges. These courses are to be conducted successfully. At present 1186 professional courses are being taught in 165 Pre-university colleges of the state, in this there are 27 study aspects with 261 methods. Lot of improvement has been made, especially after establishing separate Directorate such as State Council of Vocational(professional) education(SCVE) with regard to admission and conducting exam etc.,

In recent days, universities of the state are able to divert 30 percent of the students towards professional education, there is more recognition for professional education in rural areas, along with fundamental subjects Kannada and English languages are also taught in professional courses. Even many plans are going to be made to attract post-matric students towards professional course teaching.

The facilities and jobs availed by professionally qualified students is not satisfactory, even though it encourages self-reliance. Canara bank has come forward to offer lot of economic assistance. The directorate had started with 5 courses in 1979-80, today it has been progressing that
is 7 professional courses in urban zone in 1981-82, in rural zone 25 professional educational institution have been started and are functioning successfully.

Forty percent of the professionally educated students are job aspirants. Lot of improvement has been made in the method of selecting the students for such courses, on the basis of local need of employment opportunities, with the consultation of local people, admissions would be given. Starting the particular course keeping the local need in view is the prominent purpose of professional education department. Study material, syllabus provided and framed in accordance with the suggestion and opinions of government order, educational experts, middle class people. It insists that a student must gain knowledge about some skill, understanding of the subject during two years period, and 25 percent of time for language teaching, remaining 75 percent of time for professional subjects teaching should be kept apart and in the 45 percent of time the practical study and 30 percent for teaching should have been distributed.

Many institutions are showing lot of interest towards professional education, therefore most of the associations and institutions are helping through providing building, library, furniture, laboratory, teaching staff and other facilities. A rule has been fixed for the student seeking
admission to state institutions, must have passed secondary or its equivalent examination from two to twelve weeks of period has been fixed for the practical study to be completed. At present, pertaining to professional education, there is the scarcity of separate textbooks, even though some consultation, review classes are conducted for the convenience of students

There is scarcity of teaching staff and as most of the teachers are part timers, and they do not have service security and proper salaries and as a result the teachers do not stay for much long in their workplace or they remain dishonest in their work. To overcome this problem the state government is trying to provide teachers and other facilities with assistance of central government. The students studying in agriculture and Engineering courses are stressed on practical knowledge to enhance their capacity.

Professional education completes in 4 semesters with 2 and 4 public examinations, one language paper has been prescribed and 6 papers pertain to professional subjects. There are 3 paper for practical study and 40 marks have been fixed to pass the examination and he/she should have minimum score of marks i.e., 50 marks for theoretical as
well as practical study and 35 percent for passing the language paper, and 75 percent for attendance has been made compulsory.

Some of the departments in Karnataka have changed the rules with regards to the appointment of the candidate. In the case of appointment, preference is given to the professionally educated. Keeping the demand for the professional education, the government has agreed to open 40 additional colleges in the state.

After the basic education, government has taken interest towards professional education. Therefore, in this regard in 1985-88, 100 secondary schools had been selected for spending Rs.4000/- on each school out of Rs.10 lakh scheme, Rs.10, 927 under other plan scheme are given and these schools have advanced in offering professional education.

**Professional Education in Dharwad:**

The programme of introducing professional education in 13 colleges of the state has been started in Pre-degree classes in 1977-78. Among these, some of the centre are in Dharwad district, Vidyaranna Pre-University College, Basel Mission Pre-university college are much prominent. Professional education is introduced in J.S.S. College, Education College, Law College of Karnataka University, Agricultural
University, Medical and Engineering colleges. These are the most prominent colleges in the district for professional Education.

At present in 38 professional colleges about 26 varied courses are taught, this education which is equal to pre-degree have 4 semesters of 2 year duration. Tenth class passed students are eligible to admit in these colleges.

In the district, professional education courses are conducted by and affiliated to Deputy Director of professional Education Board. Belgaum and Bijapur districts also belong to this jurisdiction. These colleges get 50 percent of grant in aid from state government and 50 percent of the same from central government. Among the pre-university colleges of the district, 44 different courses and in Polytechnic colleges 13 courses are taught. Medical, Engineering, law and teaching colleges are more prominent in use.

ORIGIN AND DEVELOPMENT OF SCHEDULED TRIBES

The term ‘Aboriginal’, ‘Tribes’, is being used in sociology and anthropology literature, it indicates the culture of pre-literature. The illiterate and uncivilized people living in hilly and forest areas for long
time are usually recognized as ‘aboriginals’ or ‘Scheduled Tribes’, they are being recognized as ‘native original inhabitants’ and are found in all parts of the country. They lack sense of civic life and live in caves, hills, forest, valleys and even in coastal areas, they live in human habitat pockets. In India, they are more in number and according to 1991 census, they are 8.8 percent of the country’s population.

‘Adivasi’ is the Indian originated word implies the basic inhabitants of the region. Riseley Elvin called them ‘aboriginal’. The census officer, Sir Byre did call them as ‘Hill tribes’, Dr. Hutton as ‘Primitive tribes’, Thakkar Bapa one of the reformers called them as ‘Adipraja’, Dr. Ghurye recognised them as ‘Backward Hindus’ and International workers organisation used to call them as ‘Indigenous people’, ‘natives of the country’, along with these words, they are also called as ‘forest dwellers’, ‘forest people’ etc., Gandhiji popularised this community as ‘Girijan’ and constitution of India according to its article 342, they are recognised as Scheduled Tribes.

Tribal people who live on the banks of Ganga and its tributary Thapassa river and forest are originated from the group leader, Shanbacha became world renowned poet as Valmiki, the great saint after writing the
great epic “Ramayana” from there onward these are started to be called as ‘Tribes’.

These tribal people who live in different vernacular states of India with their occupation and customary practices are recognised as Beda, Shabara, Kiratha, Kulinda, Valmiki, Balmiki, Thalawar, Palegar and Nayakars, there are 63 sub-castes called as ‘Bedagu’ among Scheduled Tribes. Among these, 33 sub-castes existed in Karnataka and Andhra Pradesh and some Gotras(sub-castes) are originated and named after Maharishi Valmiki and the children of his pre-state of life called as Muda Nayaka, Kamaketha Nayaka, Mallenayaka, Muchcha nayaks, Meena Nayaka and Malli Nayaka, these seven gotras are originated from these seven persons.

‘Valmiki’, the saint is the original person of this race, these gotras are considered very important in arranging marital relations by the race. These people of tribe migrated from the bank of Ganga towards the south parts of the country such as Rajasthan, Gujrath, Maharashtra and Karnataka and some other groups migrated towards Bihar, Orissa, Andhra and Tamil Nadu. The tribal man ‘Vishwa’ was the ardent devotee of Shri Krishna, in Orissa ‘Bedar Kannappa’ was the ardent
devotee of Lord Shiva. In Karnataka the tribal people played prominent role in establishing the empire of Vijayanagar.

After the downfall of Vijayanagara Empire these tribal people started to move towards forest and hilly areas, away from civilized living they went away towards open places in search of their livelihood. Since then increased exploitation of these people by upper castes, they started to suffer from the problems of poverty and illiteracy. Though India has become an independent nation, they do not enjoy full freedom; this shows a very miserable state of affairs and precarious condition of these people.

PRESENT POSITION OF SCHEDULED TRIBES:

The programmes undertaken under the Five year plans for the development of Scheduled Tribes is not so satisfactory in achievement, at present their condition is miserable. As the official recognition of Sixth Plan agreed that, the economic, social and educational development is made in three decades has not impacted expectantly on backward classes, because of the lack of integrated view. This is due to the existence of red tapism, insincere, disinterested, inefficient officers and the bad tactics of vested interests, expected development of Scheduled Tribes has not been achieved yet even by spending Rs..5 crores in the Sixth five year plan.
In our country, in recent days government is taking special efforts in connection with the development of Scheduled Tribes. Along with this, national devoted associations and institutions are also involved in the welfare programmes of Scheduled Tribes.

With regard to the present position of Scheduled Tribes development, for the success of any planned development, political will and commitment on the part of bureaucracy is required, because of this the development have become more governmental. Therefore for the success of any programmes or for the development of Scheduled Tribes, the preparation of plans and their implementation, sincere care, efforts and continuous political support is required, even the bureaucracy should be oriented in this regard.

CASTE HIERARCHY

Inter-differentiation can be found in the Scheduled Tribes, the Scheduled Tribes are divided as ‘Urubedaru’ and ‘Myas bedaru’. Since many days the marital relations have not taken place between these two sub-castes, therefore the difference among the sub-castes and castes makes them educated and broad-minded.
RELIGION

Scheduled Tribe people are more religious and custom bound, they have nature worship, ancestor worship and animism and they believe that all natural things such as water, air, fire, each have spirit and control their life, and worship the same called as fetishism. They have toteism in which certain things, particularly animals and plants are regarded as an emblem of the clan (E.B. Tylor). James Fraejer has put forth the view that all the political, economic system of Tribal societies are determined by their religious faiths.

CONSTITUTIONAL PRIVILEGES TO SCHEDULED CASTES AND SCHEDULED TRIBES:

Since the beginning of Independence, government of India has provided many constitutional safeguards, legislative programmes and plan for the upliftment of Scheduled caste and Scheduled Tribes. Among these, the prominent are as follows:

1. According to the Article 17 of the constitution, perform caste practices in public is punishable offence.

2. Article 330 and 334 speaks of the reservation of seats in Lok Sabha and Rajya Sabha by 1977-78. Out of 502 seats in Lok sabha 78 were reserved for Scheduled castes and 38 for Scheduled Tribes out of 3997
Legislative seats 541 seats were reserved for Scheduled castes, 294 seats were reserved for Scheduled Tribes.

3. According to the article 15(4), 320(4) and 335, seats are reserved in government services.

4. Article 23 of the constitution makes human exploitation as an offence.

5. Article 15(4) and 29(2) of constitution guarantees educational facilities to these SC/STs.

6. Article 224 in V schedule of the constitution provides administrative and controlling power over the tribal territories.

SPECIAL PRIVILEGES TO SCHEDULED TRIBES IN KARNATAKA:

As per the constitutional guarantees, number of commissions, committees, working groups, study and research groups have been established in development process of the Scheduled Tribes.

The Scheduled Tribes are economically very backward. Keeping this point in view, more attention has been given for their development in Five Year plans. 25 crore of Rupees were spent in First Five Year Plan and in Fifth Five Year Plan under Integrated Tribal Development programme (I.T.D.P) about Rs. 975 crore has been spent. At the level of Tribal development, large sized multi-purpose co-operative societies (LAMPS) have been established throughout the country. Through these,
improved variety of seeds, modern agricultural implements, fertilisers, chemicals, and insecticides to grow more and to preserve food-grains for longtime will be provided. And even these societies will protect tribal people from the exploitation of middlemen and merchants.

Most of the Scheduled Tribe population is found in Bihar, West Bengal, Madhya Pradesh, Orissa and in Assam States. Most of them are working in Mines and Tea Garden, therefore to protect the labour interests, some of the acts have been passed such as Labour Welfare Act in 1961, Tea District Emigrant Labour Act 1982. More than 25,000 labourers have been helped by these acts.

In the same way, for the convenient Tribal development, educational and health facilities are offered, researches are sponsored and more encouragement is given for the establishment of small scale and agro-based industries. Prominent commission, committee and voluntary service association have been established for complementing tribal development.

The following are some of the committees, and commissions and voluntary service Institutions:
1. The Committee on special multi-purpose Tribal Blocks, 1959-60 under the chairmanship of Verrier Elvia.


3. Committee on the Tribal Economy in Forest Areas 1965-67, under the chairmanship of Hari Singh and a Study team on Tribal Development programmes 1966-69, P. Shila.

4. Varanasi Kalyan Parishat, Ramakrishna Mission and various Christian Missionaries are involved in the Tribal development.

As the Independent Indian government has declared that 8.8% of Tribal population's welfare should be achieved to follow the same the State government of Karnataka has placed many policies and programmes for the tribal welfare. Some of them are:

1. Article 16(4) and 320(4) mention about the reservation of job opportunities.
2. According to article 330, 332 and 334, the seats are reserved in Parliamentary and Legislative councils, Article 4 and 29(9) of constitution speak of increasing, educational opportunities in the states for tribals, article 52 guarantees the right of making property in any part of the country.
3. Article 164 emphasizes the assignment of separate ministry to protect the interests of Tribals, article 338, 340 guarantees the President of India to appoint and the separate commission and directorate to protect the tribal rights and their welfare.

4. The column 243 of the constitution guarantees the power of affiliating few more sub-groups of Tribes to Scheduled Tribes.

As per the above privileges and rights provided by the constitution of India, even our Karnataka government is involved in doing economic, health, educational and other services for the development of Tribal communities in the state.

DEFINITIONS OF SCHEDULED TRIBE:

Scheduled tribes have been defined by many anthropologists and sociologists but there is no consensus among them in giving exact definition. The following are the most prominent definitions of the Scheduled tribes.

Imperial gazetteer of India defines “A tribe is a collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous, though originally it might have been so”. S.C.Dube
(1994:119) has defined Tribe as “A group of wide cultural characteristics and in reality, it is a group of families recognised by a common descent” to quote D.N. Majumdar, “A tribe is a collection of families or groups of families bearing a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well assessed system of reciprocity and mutuality of obligations”. Thus a tribe is a group of person having a common definite territory, common dialect, common name, common religion and a common culture, in whom there is a blood relationship and consequently a feeling of unity, who have a peculiar political organization and who generally marry within own group. Scheduled Tribes are also called as the “Advasis”, “Girijans” or “Tribal people”

S.C. Dube’s Perspectives on Scheduled Tribes:

S.C. Dube, the Indian sociologist has put forth some of the prominent views about Scheduled Tribes in the Encyclopaedia of Social work.

1. Even if the Scheduled Tribes may not be aboriginal, they are the ancient inhabitants of India.
2. They are geographically separated people living in forest, hills and caves.

3. They lack the knowledge of the history but they knew the pre-story of 23 generations.

4. They are economically and technologically very backward.

5. The tribal are unique and possessing different language, institution, culture and conviction values.

With all these, Dube opines that, it is very difficult to recognise the tribals in the midst of heavy India population.

CLASSIFICATION OF SCHEDULED TRIBES IN INDIA

In order to suggest remedies and reformations after understanding their level of development, the tribal communities have been classified in different zones as follows:

**Tribal of North-Eastern Zone:** The tribes distributed over the sub-Himalayan region and mountain valleys on the eastern frontiers of India are Mongoloid in their physical characteristics and speak languages belonging to the Tibeto-Chinese family. This zone consists of the tribes that live in Northern Kashmir, Himachal Pradesh, Uttar Pradesh, Assam and their boundary areas. Even Bihar, Sikkim and West Bengal states belong to this zone. Mangols, Nagas, Raba, Khasis, Akka, Miri and Garos are the prominent tribal groups living in this zone.
The tribal who are living in this zone are innocent, hard workers and devotional minded. As the works of Christian missionaries has influenced them very much, they have become western educationised as the result they are facing the problems of cultural conflict and alieniation.

1. **Tribals of the central Zone:** This zone consists of the tribals who live in Madhya Pradesh, Orissa, Bihar, Bengal and other states spread all over the mountain-belt between the rivers of Narmada and Godavari. The most numerous among them are Santhals, Gondas, Khonds, mundas, Bhumia, Baigas and others. These possessing distinct cultural traditions and historical antecedents.

2. **Tribals of Southern Zone:** The tribals in this zone appear to be the most ancient. Whom culturally superior groups are pushing, to interior parts of the Jungles. This zone consists the tribals living in Kerala, Tamil Nadu, Andhra Pradesh and Karnataka with their names as Toda, Valmiki, Nayaka, Beda, Soliga, Urali, Chenchus. Among these some tribes hunt animals, involve in food collection and others are in agricultural stage. They have their own cultural and religious life.
Historical Perspectives of Scheduled Tribes in India:

Ill-treating the people as high and low, superior and inferior on the basis of caste has been in practice since ancient days to till today. The caste is the widest and highly complex social institution of India. Thus, the caste is the most unique, ancient and tenacious institution of India with regard to its origin, course and its eradication cannot be predicted certainly.

1. Scheduled Tribes in Ancient period: During this period, they had low position; they had the position of rejection. That is about at 1100 AD, these were considered very inferior people.

2. Scheduled Tribes in Medieval period: Because of the Muslim invasion, the history of the country completely changed. During this period, they went down to the lower rung of the society while being exploited too much in the name of caste. They were suffering from the problem of caste feeling. During 1100 AD to 1757, Brahmin were having the dominance.

3. Scheduled Tribes in Modern Period: That is 1757 AD, these people were recognized by the royals, and as a result they joined as the
commanders in the military of the kings. Thus they had adjusted with other caste people.

British entered into India and had rivalry with the Mughals. British won the battle of Plassey in 1757 and ruled India directly or indirectly for 200 years and during this period, the Scheduled Tribes condition was somewhat better with little ill-feelings.

After independence the feeling of discrimination is lessening and the Scheduled Tribes are going towards the attainment of equality and self-sufficiency.

Scheduled Tribes in Dharwad District:

Caste is the unique feature of Hindu society. Caste is the group of families related and recognized by a particular hereditary or charismatic leadership, they have their own food, dress, marriage, birth and death ceremonies etc., with particular occupation and these differ from caste to caste and Scheduled Tribes, according to the constitution of India are such tribes or tribal communities or parts or group within such tribes or tribal communities as are deemed under article 342 to be Scheduled Tribes for the constitution [article 366(25)].
In Dharwad district Scheduled Tribes population is living and they are called as Bedar, Talawar, Nayaka, Valmiki, Nayaka, Makkalu and many more names. According to Second Backward class commission of Karnataka (1984), the population of Scheduled Tribe is about 1,64,131. Most of them are recognized with Valmiki, Bedaru, who have traditional professions like hunting and serving as village assistants.

In recent days, most of the tribal people work as field workers. Actual cultivators and marginalized coolies speak Kannada. And these are sub-divided into different sub-castes or Bedagus such as Chinnamure, Minigalar, Batlidar, Muchalar, Gujjalar. Marital relation does not take place between male and female belonging to same Bedagu called Gotra. They don’t have independent priest to initiate religious functions, either the Brahmin or Shaiva purohit propitiate the religious rituals that is the tribes are Shaiva and Brahmin traditionalists. For most of the Nayakas Anjaneya used to be particular family God and generally they worship and follow the rituals of Savadatti Yallamma, Huligemma, Chandraguttemma, Manjunath swamy of Dharmsthala, Dyamavva, Milara Guddadaih, Honnethemma and other Gods and Goddesses. They have the tradition of burying and burning the dead bodies, they have the
custom of observing three days as Suthakada dina or mourning period, they celebrate ninth day of death as Pitru shradda or ancestor worship and on this day they offer food to all kiths and kins.

As recognized by the Article 342 of Indian constitution, a tribal communities or groups are considered as Scheduled Tribes. In Dharwad District, according to 1971 census the Scheduled Tribe population was 14,632, it was 1,37,461 in 1981 that is 0.67% and 4.67% of the total population of the district. As per 1991 census, the tribal population in the district was 2,05,099, this is about 3% of the total population. In this 48,138 was rural population and 20,961 was the urban based population, this accounts 2.4 and 0.6 percent of the district population. During the 5 year plans, efforts are being made to improve their economic, social and educational conditions of the Scheduled tribe population.

The tribal population calculated in 1981 and 1991 census is distributed sex-wise, area-wise as shown in the following Table.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dharwad</td>
<td>Rural</td>
<td>1,187</td>
<td>1,121</td>
<td>2,308</td>
<td>1,663</td>
<td>1,527</td>
<td>3,190</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>101</td>
<td>88</td>
<td>189</td>
<td>101</td>
<td>98</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,288</td>
<td>1,209</td>
<td>2,497</td>
<td>1,764</td>
<td>1,625</td>
<td>3,389</td>
</tr>
<tr>
<td>Hubli</td>
<td>Rural</td>
<td>1,499</td>
<td>1,477</td>
<td>2,276</td>
<td>1,218</td>
<td>1,039</td>
<td>2,257</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,499</td>
<td>1,477</td>
<td>2,276</td>
<td>1,218</td>
<td>1,039</td>
<td>2,257</td>
</tr>
<tr>
<td>Kalaghatagi</td>
<td>Rural</td>
<td>612</td>
<td>617</td>
<td>1,229</td>
<td>574</td>
<td>525</td>
<td>1,099</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>06</td>
<td>08</td>
<td>14</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>618</td>
<td>625</td>
<td>1,243</td>
<td>1,218</td>
<td>1,039</td>
<td>2,457</td>
</tr>
<tr>
<td>Kundagol</td>
<td>Rural</td>
<td>2,285</td>
<td>2,174</td>
<td>4,454</td>
<td>1,616</td>
<td>1,503</td>
<td>3,119</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>08</td>
<td>15</td>
<td>23</td>
<td>53</td>
<td>48</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,293</td>
<td>2,189</td>
<td>4,482</td>
<td>1,669</td>
<td>1,551</td>
<td>3,220</td>
</tr>
<tr>
<td>Navalgun</td>
<td>Rural</td>
<td>2,390</td>
<td>2,356</td>
<td>4,246</td>
<td>1,076</td>
<td>1,049</td>
<td>2,125</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>546</td>
<td>515</td>
<td>1,061</td>
<td>506</td>
<td>488</td>
<td>994</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,336</td>
<td>2,821</td>
<td>5,807</td>
<td>1,582</td>
<td>1,537</td>
<td>3,119</td>
</tr>
</tbody>
</table>

**Source:** The Dharwad District census Handbook 2004-05.

**Note:**
1. According to 1991 census Kalaghatagi has not been considered as Urban.
2. Dharwad’ Statistics includes the figures of Alnavar city.
In this district, the Scheduled Tribe people are mainly recognized and called as Valmiki, Nayaka, Nayaka Makkalu, Bedaru. Thus these are the inheritors of adivasis, forest-dwellers, forest castes, hilly people as recognized by the constitution of India and Girijan called by Mahatma Gandhiji.

Table 1.3

Extent of Scheduled Tribe Population in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population (in millions)</th>
<th>STs population (in million)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>439</td>
<td>30</td>
<td>6.9</td>
</tr>
<tr>
<td>1971</td>
<td>548</td>
<td>38</td>
<td>6.9</td>
</tr>
<tr>
<td>1981</td>
<td>685</td>
<td>54</td>
<td>7.9</td>
</tr>
<tr>
<td>1991</td>
<td>838</td>
<td>67</td>
<td>8.8</td>
</tr>
</tbody>
</table>


Table No.1.3 indicates the Scheduled Tribe population from 1961 to 1991. The total population of India has been increasing from 431 million to 838 million in 1991. It is said for the growing size of population in India, even the increasing Scheduled Tribe population from 30 million in 1961 to 838 million in 1991 is responsible.
Table 1.4

Extent of Scheduled Tribe population in Karnataka

<table>
<thead>
<tr>
<th>Year</th>
<th>Total population (in million)</th>
<th>STs population (in million)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>23,586,772</td>
<td>1,92,061</td>
<td>0.81</td>
</tr>
<tr>
<td>1971</td>
<td>23,299,014</td>
<td>2,13,268</td>
<td>0.79</td>
</tr>
<tr>
<td>1981</td>
<td>37,135,715</td>
<td>1,825,203</td>
<td>4.26</td>
</tr>
<tr>
<td>1991</td>
<td>44,977,201</td>
<td>1,315,691</td>
<td>4.26</td>
</tr>
</tbody>
</table>


The above Table No.1.4 shows that the Scheduled Tribe population has increased from 0.81% in 1961 to 4.26% in 1991. It implies that the Karnataka state has been experiencing the increase in the Scheduled Tribe population.

STATEMENT OF THE PROBLEM:

After independence of our country, many socio-cultural, economic, political and educational changes have taken place, due to the efforts of great leaders, social reformer like Mahatma Gandhiji, Dr. Babasaheb Ambedkar and many other leaders. After independence constitution and
the government implement many schemes and programmes to improve the condition scheduled tribes in different fields.

Efforts are being made to understand the influence of education and professional education on improving the socio-economic conditions of the tribal communities in general and to know the problems of students in gaining education and professional education in particular. It is also to know about the importance of professional education in solving the problems of unemployment and enhancing the quality of life of tribal life. Thus, it is to know and do research about the professional education and social change taking place among Scheduled Tribe students.

REVIEW OF LITERATURE:

Many sociologists, educationists and anthropologists have studied about the importance of professional education in making the tribal community to be modernized.

As the professional education is the means of social change, it is helping the tribal people to become economically more secured and thereby to better their social status that is how it determines the line of development of this particular community. The literature pertaining to
the change happened in these communities due to education by various sociologists and educationists are reviewed as follows:

*S.P.Srivastava* (1972:6) "*Education for the children of Scheduled Tribe*" that by providing professional education to Scheduled Tribe children, removes illiteracy, innocence, while making them free from superstitions and poverty and makes the people of a particular society to be economically and socially independent. It also introduces about industrial society.

As mentioned by *Shrikanth* (1857:4) in his study "*Social service among the Tribals*" the credit for putting efforts to the social welfare of Scheduled Tribe goes to the Christian missionaries, because Christians basically being Philanthropists had started educational institution some hundred years ago, because of this impact, we find more number of professionally educated people in Nagpur of the Bihar state and among these, some of them are going to be sent to the foreign countries for further study.

*H.G.Ramayangar*(1994:118 ) in his study ‘Education and planning” stressed that in the educational reform planning, the professional education should be given more importance. Professional education
helps the students to gain work culture, to participate in social service, to experience civil and social responsibilities and ultimately to develop their all-round personalities.

*H.R. Dasegouda’s* work *“Shikshana Sudha”* (1997:57) professional education would be adopted according to community thinking, planning and works. Professional education provides more security and attraction to the youths. Due to the emergence of problems of modern world, such as unemployment, increasing population, urbanization and technology, the professional education is gaining more prominence. Thus it reveals the social responsibility in all the fields of society.

*S. Manchaiah* proved by his study *“Shikshana Samsyegalu”* (1995:154) that there is close relationship between professional education and economic development, one’s programme depending upon the progress of another. While the economic development causing the utilization of resources increases the national income. Sources pertaining to professional education would be increased, thus, the economic development is depending upon the planning of using and training man power. So, the development of a nation is determined by the use of human resources and professional education.
Christian Missionaries being dominant in economic position involved in providing education, removing their superstitions, professional education to tribal communities and thereby helping them to modernize.

Some of the opinions are found and expressed in “Samyukta Karnataka” (26.6.04: 4)” and “Prajavani Paper” (09.05.04:06)” that, as professional education is costly commodity to the poor and middle class talented students, government has to transform all the professional educational institution into aided institutions compulsorily, by this type of facility poor students can also avail professional education. And as more number of professional educational institutions are owned by politicians and masters of Mutts, the professional education has been costly thing as the result, all cannot afford this type of education. So these institutions must make professional education cheaper commodity.

Vidyarthi L.P. in his study “Cultural change in the Tribal India”(1964:242-243) endorsed the view that, the professional education, while removing the inhibitions of students, giving freedom to youths, has changed the parent-children relationship, as the tribal residents of Kanchi being influenced by informal education have made their children to gain
profession free from tradition and age-old practices, the urban attached students regarding education and understanding about the environment are more knowledgeable than their parents.

*Sachidanand* in his work *"Structural constraints in education of Scheduled caste and Scheduled Tribes development in India"* (1964:14) mentioned that, how the professional education has brought the particular change among the tribal youths. That is the tribal people are going to cities for securing employment, going to school and college and while being influenced by the people of other classes they change their dress, language or living style and spend more money for new things etc.,

*K.N.Rajashekharaiah* in his study *"Shikshanadalli Vruti mattu Margadarshana salahe"* (1996:30) has written that, as the central and state government after the independence of the country have started the general educational institutions, the number of unemployed graduates increased more and more, the unemployment of educated youths can be reduced by replacing general education to professional education. Therefore, the on coming educational commissions like 'Mudaliar Commission', 'Kothari commission' and 'Eashwar bhai' education commission stressed for the insertion of professional education which
help the students to become more self reliable by the job-oriented education.

I.S. Giraddi in his work “Samakalina Shikshana” (1999:198) mentioned that, professional education and learning helps the students to earn money and get basic facilities by their own capacities and thereby it prepares the students to involve in some job.

Prof. H.R. Dasegouda in “Shaikshnik Vichargalu Chintane” reveals that, for the adoption of particular type of professional education, the proper guidelines should be followed, these should be fixed according to the nature and expectations of knowledge, skills and training, that is according to the needs of a particular locality, expectation and employment opportunities the particular type of professional education must be introduced.

Karnataka Economic Survey (2003 – 04 -134) surveyed that Karnataka state is the first state in implementing professional education. Among 738 sanctioned courses, 424 courses are taught in 564 colleges. During the period 2003-04, 54,000 students had registered their names in these institutions and under this plan Rs.5.3 lakh were kept for the development of professional education courses. And at present most of the SC/ST students are being more benefited by these learning.
D.B. Nayaka in his study “Welfare programme for the Tribes of Gujarat” (1969:38) observed that by the influence of professional education, the tribe people were able to gain the awareness about their rights and increase their social status. Therefore, it is helping for their all round development.

C. Parvatham and Sathyanarayan in their study “Scheduled Caste and Scheduled Tribes” (1948:58) revealed that, the government facilities like government support to family, giving scholarship, reservation in public sectors make the students to involve in the study seriously.

Vidyarthi (Ibid:236 -240), according to him, there would be close relationship among the relatives who have the same occupational status, the scheduled tribe people who have changed due to professional education and occupation would not be co-operative with the relatives who would not have education and any job. In this regard, professional education plays very important role.

H.R. Dasegouda (Ibid : 32) explained that, youths are the wealth of our nation, it is the responsibility of professional education to make the youths either the poison or pearl. In this regard, the educationists, social
reformers and bureaucrats should undertake proper measures and help to the national development for the good future of the youth and national economic development, skilled education must have been provided. With the help of professional education the problem of educated unemployment can be solved and also can help to the national progress.

Prof. H.V.Nagesh and G.M.Hegade in their research study “Vriti Parashikshana” (1998:30) proved that, the professional education while increasing the occupational competencies causes for production of things, make the students self-reliant in doing jobs thereby it develop self confidence, it is the professional education which makes the student professionally skilled and more useful for economic development of our nation. As per the extension of educational facilities, the number of educated students is increasing day by day, but due to British type of education more numbers of unemployed youth are increasing and they have realized that this type of education is useless, and now these students are showing interest towards gaining professional education. As a result, there is more demand for professional education thus by gaining professional, the Scheduled tribe students enhance their professional status and get more respect in the society.
S. Krishnappa in his study “Shikshanada tatvik mattu samajic maulya adhargalu” (1976:59) said that, the professional education is the training in some trades which enables an individual to get some job easily, it is the enterprising education by which the person learns some trick of trade, so that he becomes easily employable. It is the duty of Government to provide such education to the citizen of the nation and thereby to solve the problem of unemployment. From the welfare point of view of tribal youths, the tribal youths must have been used as human source for redeeming from unemployment.

According to Rache and Behura in their study “Constraints in tribal culture for formal education” (1990:232), the professional education should help to maintain the balance among the demands of tribal families so that it helps them to bear the expenditure of their family needs.

Sharad Kulkarni’s study “Tribal Education and Development” (1980:46) endorsed the view that by the provision of provision of professional education scheduled tribes, their poverty can be reduced, standard of living can be raised and by these, they can be freed from the exploitation. That is there is connection among the standard of education,
their professional level and level of exploitation. Thus, definitely the professional education helps scheduled tribes to be redeemed from exploitation.

Thus the above literature is reviewed with the intention of knowing the importance of education and professional education in bringing changes in the tribal life and over all development of tribal youths.

**OBJECTIVES**

To study the Professional education among the Scheduled Tribes students the following objectives are framed:

1. To study the educational level of the Scheduled Tribe students.
2. To analyze the socio-economic background of the Scheduled tribe students of Dharwad district.
3. To know the constitutional privileges and facilities for the development of the Scheduled tribe students.
4. To understand the prominent problems of the Scheduled tribe students pursuing professional education.
5. To suggest welfare measures to the Scheduled Tribe students pursuing professional education on the basis of the study.
6. To study the industrial and occupational mobility of the Scheduled Tribe students.
HYPOTHESIS

The present study is undertaken to test the following Hypothesis:

1. Most of the Scheduled Tribe student pursuing professional education belongs to rural background.
2. Most of the Scheduled tribe students pursuing professional education have poor economic background.
3. Illiteracy and little level of education of the parents is an obstacle for the Scheduled Tribe students
4. The Scheduled Tribe students face many problems during the course of acquiring professional education.
5. Government facilities play an important role in imparting education to the Scheduled Tribe students.
6. The Scheduled Tribes are lagging behind in professional education because of poverty.
7. The Scheduled Tribe students acquiring professional education have high educational aspirations.

SCOPE AND LIMITATION OF THE STUDY

The following are the limitations of the Study:

1. The study is confined to the Scheduled Tribe students only.
2. The study covers the Scheduled Tribe students pursuing professional education in Dharwad district of Karnataka state.
3. The Study is mainly based on Primary data collected from the respondents of Dharwad district, which are subjective in nature.