CHAPTER – I

SIGNIFICANCE OF THE STUDY

1.1. INTRODUCTION

The tribal are the aborigine and the only surviving remnants of the primitive human societies of India. Tribal in India, traditionally known as “adivasi” constitute 8.2% (2001 Census) of the total population of the country. The major identified tribal groups in the country amount to 250. They speak over 150 languages and 225 subsidiary languages and are scattered along the length and breadth of India from the Himalayas to the Indian Ocean and from the Arabian Sea to the eastern frontier. On the basis of geographical distribution, ethnic characteristics and linguistics connections, the tribal areas can be broadly divided into three distinct zones wise – north eastern, central and southern. The tribal areas of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala form part of the southern zone. The main tribal communities residing there are Kadar, Irular, Toda, Kota, Yerukula, Malayali and Yenadi. As a result of the long term isolation from the main stream of the nation, the tribal communities have remained undeveloped. Owing to poverty and illiteracy they are being exploited by the non-tribal. The development of tribal possess a challenge to policy makers and administrators.

Education is the key catalyst to the development of human resources. In the past education was one of the main considerations for hierarchical classification in Hindu society. Lack of it is largely responsible for the dependants. Education
disseminates knowledge. Knowledge gives inner strength which is very essential for the tribal for attaining freedom from exploitation and poverty. Due to ignorance arising out of illiteracy, the tribal have not been able to take advantage of new economic opportunities. Opening of the tribal areas in the wake of developmental process have brought in juxtaposition two distinct value systems—one based on tradition and ignorance and the other on technology and innovations. Harmonious synchronization of the two systems is essential for development of tribal people. In this process, education has to play a key role. The most important aspect of education in the tribal areas is that of informing the community of the new innovations in science and technology as well as the developments in the economic and political fields. Education must be meaningful to the people.

The tribal areas are rich in natural resources. A number of projects, both major and medium viz., irrigation, energy generation and industrial, have been set up in the tribal areas. The tribal, due to lack of education and requisite skill are not able to take advantage of the new economic opportunities which have been grabbed by the outsiders migrated to the tribal areas. It not only deprives them of the opportunity in the new ventures but also alienates them from their resources base, i.e., the land and subjects them to exploitation by the middlemen and contractors in forestry operations and also by the money-lenders.

1.2. THE TRIBES OF INDIA

According to racial anthropologists, about six different races have migrated to India from outside from time to time and have taken root here. These are Negrito, the Proto – Australoid, the Mangoloid, the Mediterranean, the Western
Brachycephals and the Nordic. The dominant physical type in India are Proto – Australoid, the Negrito and the Mangoloid. The Constitution of India provides for special care to the tribal under the provisions of Article 46 and constitutionally they have been classified as the "Scheduled Tribes". There are about 212 Scheduled Tribes in India constituting approximately. 7.7% of India's total population. Growth of tribal population is very slow. According to the census reports of India they were only 39 million in 1971 and in 1981 they became 52 millions. They only added another 10 million by 1991 and in 12 million by 2001. In spite of the steady growth in the rate of their population some of the tribes are facing the danger of extinction.

Considering their historical, ethnical and socio-cultural relations the tribal landscape in various regions of India is classified into seven geographical zones:

1. The North-East India comprising the hills of Assam, Arunachal Pradesh, Nagaland, Manipur, Mizoram and Meghalaya. This is represented by the tribes "Garo", "Mikir", "Naga", "Abor", "Bodo", "Angami" and "Khasi". They live in the mountain valleys and are at a higher plane of development and not quite primitive. Physically they are Mongoloid with a light skin and muscular body.

2. The Sub-Himalayan region of North and North-West India comprising Uttar Pradesh and Himachal Pradesh. The representing tribes are "Tharus", "Gujar", "Lodhs", "Majhi", "Nats", "Gonds" and "Gaddis". They live in the foothills of Himalayas in the Kumaon region and have Mongoloid features.

3. The Eastern India comprising West Bengal, Bihar and Orissa. The important tribes living in this zone are "Oraon", "Rabha", "Saora", "Asurs", "Santhals", "Ho"
and "Munda". They are black skinned and thin built. They use bow and arrow for hunting and for self-defense even today.

4. The Central India comprising Madhya Pradesh and represented by the "Gonds", "Maria", "Koya" and "Kurku" tribes. They are primitive, dark skinned people with a heavy nose and thick lips. Hill Marias are tall and handsome.

5. The Western India comprising the States of Rajasthan, Gujarat and Maharashtra. This is mostly represented by the "Bhils" which are the third largest tribe in India. Other tribes are "Grassias" the "Rajput Grassias", "Dhankas", "Gamits" etc. They are at a higher plane of development and have undergone the largest amount of acculturation from their Hindu neighbors and have borrowed their customs and practices liberally. Some of them are nomadic and always carry arms with them.

6. The South-India comprising Tamil Nadu, Kerala, Karnataka and Andhra Pradesh. The important tribes are "Toda", "Kota", "Badaga" etc. They live under primitive conditions and are mostly located in the Nilgiri hills of South India.

7. The Indian islands comprising the Andaman and the Nicobar Islands. "Onges" and "Jarawa" are the important tribes of this region. Ethnologically Negrite, they live practically naked and are versatile users of bow and arrows. They were about 200 in 1911 and now only 31.
1.3. STATUS OF THE TRIBAL IN INDIA

Though, the Government of India has several reservations in accepting the UN definition of the indigenous peoples as applied to the tribal of India (Singh K., 1993) India has special reasons to observe 1993 as the UN International Year of the Indigenous Peoples, review the status of the tribal in India, particularly in the Post-Independence period, and prepare an action plan for the improvement of the quality of life of the tribal.
IMPORTANCE OF THE TRIBAL IN INDIA

Though the tribal constitute only about 8.2% of the Indian population, (according to the Census report of 2001) they have a very special position in the Indian society because of the following factors:

_ The tribal are the oldest settlers, if not the first settlers, in India. The Hindi word Adivasi, means the original habitants.

_ The tribal population of India (67.6 million) is larger than that if any other country in the world. In fact, it is almost equal to the tribal population of 19 countries with substantial tribal populations. Myanmar has the second largest tribal population of 14 million tribal. Though the tribal constitute 8% of the total Indian population, they constitute a majority in several States and Union Territories and substantial numbers in others. The Constitution of India has promised several protective measures for the well being of the tribal. Article 46 assures educational and economic benefits and protection against social justice and exploitation. Article 335 promises reservation in recruitment

1.4. LIST OF TRIBES IN TAMIL NADU

Nearly forty varieties of tribes are there in Tamil Nadu. They are as follows: Adiyian, Aranadan, Eravallan, Irular, Kadar, Kammara, kanikaran, Kanikkar Kaniyan, Kanyan, Kattunayakan, Kochu Velan, Konda Kapus, Kondareddis, Koraga, Kota, Kudiva, Melakudi, Kurichchan, Kurimbas Kurumans, Maha Malasar, Malai Arayan, Malai Pandaram, Malai Vedan, Malakkuravan, Malasar, Malayali, Malayekandi, Mannan, Mudugar, Muduvan, Muthuvan, Palleyan, Palliyan, Palliyar, Paniyan, Sholaga, Toda and Uraly.
Tamilnadu - District Outline Map

Salem District
1.5. PROFILE OF SCHEDULED TRIBE STUDENTS IN ADI DRAVIDAR SCHOOLS IN TAMIL NADU

Adi Dravidar and Tribal Welfare of Tamil Nadu, the population of Scheduled Tribe in Tamil Nadu, as per 2001 census, 3.45% in Salem District next only to Nilgiris district which 3.72%. The percentage of literacy of Scheduled Tribe in Tamil Nadu is the highest in Chennai (75.4) followed by Kanyakumari (73), Karur (72.6) the least being Ramanathapuram (21.4), Villupuram (28.7), Salem is only better than Theni (36.4) and Kanchipuram (36). In Salem district, only one Adi Dravidar Higher Secondary School is function, and it stands in between Dharmapuri and Namakkal, with Scheduled Tribe student strength 450 boys And 321 girls spread over VI to XII standards.

PROFILE OF MALAYALIS AND IRULAS IN SALEM DISTRICT

The census 2001 indicates, the following educational level attained by Scheduled Tribes in Salem District. Malayalis those who have completed Matric /Higher Secondary 10.8%, Technical / non-technical 0.6% and graduation 0.9% compared to Irulas 8.1, 0.3 and 0.5 respectively.

Tamil Nadu stands below the National level literacy rate of Scheduled Tribes(34.76%), better only than Andhra Pradesh (32.78%) in South India and Bihar in Central India (15.54). Statewise dropout rate of Scheduled Tribe students in class I to X indicates 71.78% whereas the national level in 77.14%.

1.6. EDUCATION AMONG TRIBAL IN TAMIL NADU

Education is one of the important agents of social change. Most of the tribal communities are educationally very backward. In Tamil Nadu, there are three types of educational schools in the tribal areas. They are 1) Government
Tribal Residential Schools 2) Forest Departmental schools and 3) Government general Schools. And there are also some Christian mission schools for tribal children. According to 1981 census, there was 20.4 per cent literacy among the tribes in Tamil Nadu. As per 1991 census the literacy rate of among the tribal is 27.89 per cent as against the general literacy rate of 63.72 per cent. The literacy rate among the tribal girls is 20.23 per cent which is much less than that of tribal boys i.e. 32.25 per cent. According to 2011 census the literacy rate of Scheduled Tribes are 80.33 per cent. Among them male are 86.81 per cent and female are 73.86 per cent.

The enrolment of students in Tamil Nadu during 2000-2001 is 116.07 lakhs of students, only 1.10 lakhs (0.94 per cent) belongs ST category. Out of 1.10 lakhs, 0.69 lakhs (63 per cent) ST students were enrolled in primary schools. Out of which 0.37 lakhs (54 per cent) are boys and the remaining 0.32 lakhs (46 per cent) are girls followed by 0.30 lakhs in middle School education (0.19 lakh boys and 0.11 lakh girls); 0.04 lakh in High school education (0.02 lakh boys and 0.02 lakh girls); where as in the Higher secondary schools the enrolment of students was 0.07 lakh. Out of which 0.04 lakh (57 per cent) are boys and the remaining 0.03 lakh (43 per cent) are girls.

It is clear from the analysis that the enrolment of STs is only 0.94 per cent of the General enrolment during the year 2000-2001 which is evident that in spite of constitutional safeguards and welfare measures, they are not able to be brought to the mainstream to get education for their children.
Moreover, Students' Strength in Governmental Tribal Residential Schools during 2000-2001 shows totally among 245 Schools, the number of students are 30,931 gives a clear cut idea about the number of tribal residential schools and the enrolment of tribal students in respective schools.

The details show the students' strength in Governmental Tribal Residential (GTR) schools. Out of 245 schools, majority of 195 (79.59 per cent) schools are primary schools followed by 32 middle schools (13.06 per cent), 9 High Schools (3.67 per cent), and 9 Higher Secondary Schools (3.67 per cent). It is clear from the analysis that the Government is interested in establishing many primary schools but has not given much importance to the establishment of High Schools and higher secondary schools. This demands further investigation to examine the underlying factors viz. whether the STs are not interested to continue the education of their children beyond Primary education or whether the Government is not interested in establishing more High schools and Higher secondary schools due to financial constraints.

1.7. PROBLEMS OF TRIBAL EDUCATION

The review clearly brings out that in spite of constitutional guarantees and persistent efforts tribal communities continue to lag behind the general population. The reasons for this can be categorized as external, internal and socio-economic and psychological. The external constraints are related to the problems and difficulties at the policy level, planning, implementation and at administration level. Internal constraints refer to problems associated with schools system, content, curriculum, medium of instruction, pedagogy, teacher
related problems, academic supervision and monitoring. The third set of problems relate to social, economic and cultural background of tribal and the psychological problems of first generation learners.

**EXTERNAL CONSTRAINTS**

The perspective adopted for education development among the tribal communities, fails to property address the specific disadvantages characterizing the tribal population. For instance, the population and distance norms formed by the Government have not been beneficial to the tribal locations because of the sparse population and sporadic residential patterns. Further, in formulating policies and programmes for tribal education it is essential to understand the complex realities of the tribal life and the expectation of tribal from the system and this has never been done either by the tribal welfare department or by the education department. Consequently, no worthwhile policy for tribal education has been formed.

One of the major constraints of tribal education at planning level is the adoption of dual system of administration. The tribal welfare department deals with tribal life and culture and administers the development work at the local level including education. But the tribal welfare department lacks expertise in educational planning and administration in general and academic supervision and monitoring in particular. On the other hand, the education department is the sole authority for planning of education development at the state level. They formulate implementation guidelines and instructions regarding curriculum, textbook, teacher recruitment, transfer policies and so on. In this, the education
department tends to form uniform educational policies for the whole state. The school calendar is a case in point where vacations and holidays cater to the need of the formal school set up in a non-tribal context with little consideration for local context and festivals of the tribal. This lack of sensitivity to the problems and the failure in understanding the tribal social reality coupled with the faulty selection and appointment of teachers in tribal areas have resulted in poor performance and teacher absenteeism among tribal schools.

Under the system of dual administration, absence of coordination and complimentarily as well as inadequate scope for reciprocal use of respective expertise and experiences between the two departments has invariably stunted educational development among the tribal.

**INTERNAL CONSTRAINTS**

The internal problems of tribal education refer to the qualification of school provision, suitable teachers, relevance of content and curriculum, medium of instruction, pedagogy and special supervision. A majority of schools in tribal areas are with thatched roofs, dilapidated walls and non-plastered floors. Research evidences shows that a large number of tribal schools do not have teaching learning materials and even blackboards. In tribal areas the opening of a school is equated with the posting of a teacher and same is the case with the *ashram* schools which are residential in nature there is not enough space for the children to sleep. Due to lack of minimum sanitary provisions it is not uncommon to find that many children studying in *ashram* schools are afflicted by
contagious diseases like scabies, diarrhea etc. leading to high dropout rate. The schools in tribal areas just function within a bare minimum facility.

**CONTENT AND CURRICULUM CONSTRAINT**

Though the demand for changing the content and curricula to suit the tribal context has been an old one, no serious effort has been made in this direction in any state except for some sporadic pilot projects. The uniform structure and transaction of curriculum has put the tribal children at a disadvantage. In respect of pedagogy, it has been found that the rigid systems of formal schooling, which emphasize discipline, routine norms, teacher-centered instruction, etc., have made the children wary of the school. This goes against the culture of free integrations, absence of force as embedded in tribal ethos and culture prevalent at home. This has led to sharp division between home and school leading to lack of interest among the children towards school and research findings have shown this as a major factor behind non enrollment.

Another area is the inherent fear of tribal children towards the teacher and their inability to establish a communication link with the teacher and this is reflected in low attendance and high dropout. This could be tackled to a great extent by using the regional language as the medium of instruction. The Constitution of India allows the use of tribal dialect (mother tongue) as the medium of instruction in case the population of the said tribe is more than one lakh. But this has not been adopted on the pretext of feasibility and viability of introducing and sustaining such a change. In recent years, some efforts have been made for preparing
primers in tribal dialects but again they have been nullified in the context of intertribal rivalry, hierarchy etc. and also being on a very small scale incapable of influencing the mainstream practices.

**SOCIO-ECONOMIC AND CULTURAL CONSTRAINTS**

In a broad sense, these socio-economic and cultural factors can be outlined as poverty and poor economic conditions, social customs, cultural ethos, lack of awareness and understanding of the value of formal education, conflict and gap between the home and school etc. Studies on educational deprivation of tribal have inevitably linked it to their poor economic condition and poverty. The main occupation of tribal is agriculture, practiced either through the method of shifting cultivation or terrace cultivation where the productivity remains very low. Consequently, children play an important role contributing directly or indirectly to the family income by participating in family occupation and household works like cattle grazing, fuel and fodder collection etc.

Even though elementary education is deemed free and additional incentives are given to the children, in practice, it is not free due to several reasons. First, the incentive schemes do not have full coverage and thus have a limited value at the community level. Secondly, many of the benefits do not reach the hands of the beneficiary. Thirdly, even though incentives like slates, uniforms and other aids are given, they are of poor quality and do not reach in time thus nullifying the entire purpose. It should also be noted that considering the impoverished economic status of the tribal even the small amount of private expenditure involved in procuring writing material, clothing etc. become a serious burden on
the family. Under these dominated by struggle for survival options are limited. Since, education does not provide any visible and immediate benefit and tribal do not see beyond their present state, the participation of tribal children in education also become limited. Another reason for low participation is the opportunity cost involved, as majority of the non-enrolled children are required to work in the households or on family occupations. Even if the economic contribution of children is indirect, they certainly facilitate the participation of parents in economic activity.

In recent years the efforts of the Government are directed towards improving economic conditions of tribes by introducing various developmental programmes and schemes, mostly related to agriculture, horticulture, cattle rearing etc., backed by subsidies, monetary and non-monetary inputs. A critical analysis of development programmes and their effect on tribal households shows that, till the tribal households reach a threshold level of income and land size, the economic development programmes can come into conflict with other activities like education. In a way it can be said that these development programmes, seems to be adversely affecting the education of tribal children (Sujatha, K. 1994).

Poor health is another major hindrance in the promotion and participation of tribal children in education. Contagious diseases like scabies, eye infection, malaria, diarrhea, etc. are common in tribal areas, which too affect the children's attendance at school. Further, some tribal communities are seasonal migrants and their absence in a particular place for a year lead to absenteeism among their children and make it difficult for them to effectively benefit from schooling.
PERSPECTIVES FOR THE FUTURE

Education of the tribal cannot be left merely to short term plan strategies. It is important that planners take a long term view which is embedded in a meaningful policy framework. Following are some important points emerging from the review.

- Emphasis should be on quality and equity rather than quantity as it has been done during the past. The prime focus should be on provision of quality education that makes the tribal communities economically effective and independent.

- Looking at the tribal context it is of absolute necessity that the school schedule be prepared as per the local requirement rather than following a directive from the State. It has been found that vacations and holidays are planned without taking into cognizance, local contexts and thereby unnecessarily antagonizing tribal communities and keeping them out of school.

- Though it has been highlighted time and again no concrete step has been taken to provide locally relevant materials to tribal students. Availability of locally relevant materials will not only facilitate faster learning but also help the children to develop a sense of affiliation to the school.

- In order to make education effective and sustainable building partnership between the community and the Government. Results from pilot projects in Andhra Pradesh shows that community partnership not only augments state
expenditure on education but also guarantees supervision and monitoring thus addressing an intractable problem for the State.

- Environment building is of immense importance in the context of educational development among tribal communities. Community awareness and community mobilization which are the core elements in should receive adequate importance and attention.

- Decentralization of education management is another aspect that needs special consideration in the context of tribal areas. In fact, considering the geographical terrain and communication problems in tribal areas, it is crucial to restructure the existing system of educational management. Adaptation of structures such as school complexes and VECs to the tribal areas need careful consideration.

- Skill development, competency building and motivating the teachers also need to be strengthened for sustaining educational development. Teacher should be made the center of educational transformation and therefore, must remain as the primary facilitator.

1.8. EXPLOITATION OF TRIBAL

The tribal people living in hills and forests for many centuries led a solitary life of their own, generally not influenced by the currents of latest development outside. Today they are at different stages of economic development. On one extreme, they are primitive tribes still at food gathering in remote hilly areas and other extreme the tribes eking out their livelihood in the vicinity of industrial and mining complexes. The percentage of scheduled tribe workers to the total tribal
population in India, according to 1991 census is 51.33. Of the total main workforce, the percentage of cultivators is 54.43 and agricultural laborers are 32.67 which together in primary sector constitute 87.10 per cent.

The percentage of literates among scheduled tribes in the country during 1991 census works out to 16.5. The tribal who constitute a considerable number of the country's total population are mostly employed as farmers and agricultural laborers, are at different stages of economic development living in remote areas and hilly tracts and are subjected to exploitation in spite of many protective measures provided since Colonial rule. In his foreword Sharma (1984), "while describing the present plight of tribal observed that the tragedy of the present situation is that although at no period in history, the Government of India had supported the cause of tribal with so generous allocation of material resources as it was done during the past years, there has never been a time when exploiters succeeded in making such deep inroads into the tribal as they visibly today, whatever laws the government may pass with the intention of safeguarding the tribal's interested and sheltering them against the commercial and political forces arranged against them. There appears to be no public will to insist on the implementation of such protective legislation".
EXPLOITATION OF TRIBAL BY MONEY-LENDERS

The tribal continue to be the victims of exploitation by the money-lenders. The indebtedness among the tribal is a symptom of economic malaise. At the household level it is indicative of poverty, of an imbalance between income and minimum consumption requirements as well as lack of resources for carrying on gainful activity and unemployment. Although there is no scientific data to assess the exact magnitude of the problem of indebtedness, it is roughly estimated that about 85 per cent of the tribal families are affected by indebtedness. According to a sample survey of the Planning Commission, the incidence of indebtedness among the tribal had increased from 14.47 per cent in 1975-76 to 33.77 per cent in 1982-83 52.86 per cent in 2000-2001. On an average the debt liability per household also increased from Rs.419 in 1975-76 to Rs. 819 in 1982-83 to Rs.2090 in 2000-2001. The tribal borrow money from both the organized or institutional sources represented by banks and co-operative societies, and the unorganized sources represented by private money-lenders, shopkeepers, friends and relatives. As far as the unorganized sources are concerned more than 72 per cent of the tribal were indebted to private money-lenders and the remaining met their credit and consumer requirements from shopkeepers, friends and other sources. However, the study indicates the intensity of the malaise and does not reflect the exact extent of indebtedness which may be much more. Some of the regulations specifically provide protection against exploitation of Scheduled Tribes by money-lenders.
TRIBAL LABOUR

The term laborers includes among others, migrants and bonded laborers. According to the Census data, there is a sharp increase in agricultural laborers from 19.71 per cent in 1961 to about 35 per cent in 1991 to about 52 per cent in 2001. The State Governments have enacted labor laws including the Minimum Wages Act for protection of the interest of the laborers. But they are not strictly enforced. It is necessary to ensure effective enforcement of the labour laws as far as the tribal laborers are concerned particularly about the payment of the minimum wages.

With a view to supplement the efforts of the State Governments, a Centrally Sponsored Scheme has been launched by the Ministry of Labour in 1978-79 under which the State Governments are provided Central Financial Assistance on matching grant basis (50:50) for rehabilitation of bonded labourers, the scheme made a provision of Rs.6250 per bonded labourer, half of which is given as Central share. The pattern of assistance under this scheme is of three kinds, viz., land based, non-land based and skill/craft based. The land based scheme comprises (i) allotment of land (ii) provision of pack up services and facilities such as ploughs, bullocks, seeds, fertilizers and other inputs. The non-land based schemes comprise supply of productive assets such as milk animals, other animals, husbandry components, and linkage with market. The skill/craft based scheme involves identification of skills/crafts, supply of raw materials, working capital and linkage with market for sale of finished products. In order to ensure rehabilitation of the bonded laborers on a permanent basis Centrally Sponsored
programmes are linked with anti-poverty programmes such as Integrated Rural Development Projects, National Rural Employment Programme, etc. During the Seventh five Year Plan, a provision of Rs. 15 crores has been made as a Central share of the assistance.

Although the programme has been under implementation for over a decade, the desired results have not been achieved due to various weaknesses in the administrative system. To ensure permanent rehabilitation of the bonded labourers it is necessary to formulate need based schemes. The programme also needs to be continuously monitored at various levels.

**BONDED LABOUR**

The system of debt bondage in India has a long history and the malady has gone deep into the society. The system is the result of indebtedness which has been prevailing for a long time among certain economically exploited and weaker sections of the society. The system originated from the uneven social structure characterized by feudal and semi-feudal conditions. The existence of bonded labor system in one form or the other has been noticed in 11 states, viz., Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan, Gujarat, Karnataka, Kerala, Maharashtra, Orissa, Tamil Nadu and Uttar Pradesh. Varying estimates have been made about the number of bonded laborers. Gandhi Peace Foundation, which had conducted a survey in 1978-79 in the states of Andhra Pradesh, Bihar, Gujarat, Karnataka.

Article 23 of the Constitution prohibits *begar* traffic in human beings and forced labour. This expression has wide implications and includes not only
prohibition of slavery but also traffic in human beings for immoral and other purposes. With the enactment of Bonded Labor System (Abolition) Act, 1976, the bonded labor system has been abolished in the country. The Act stipulated release of all the bonded laborers and simultaneous liquidation of their debts.

Section 13 of the Act provides for vigilance Committees at the District and sub-divisional level to ensure proper implementation of the provisions of the Act particularly relating to identification and rehabilitation of freed bonded laborers. Under the Act, identification and release of bonded laborers from debts is the direct responsibility of the concerned State Governments. The District Magistrate of all the districts in the country has been vested with necessary powers for the purpose. At the Central level, the Ministry of Labor monitors this scheme. It advises the State Governments, from time to time to conduct periodic surveys through their existing agencies for identification and release of the bonded laborers.

**MIGRANT TRIBAL LABOR**

Connected with traffic in human beings is the problem of the migrant tribal labor. This has assumed serious proportions. Several factors like erosion of the resource base, alienation of land, restrictions on rights over forest produce and lack of employment opportunities in the areas of their domicile have forced the tribal to seek jobs outside the region especially in the enterprises employing unskilled laborers like brick kilns, agriculture and excavation work. In the wake of development activities a large number of industrial, mining, irrigation, power and other projects are coming up in the tribal areas but the tribal have not been
benefited by the new opportunities mainly because of the lack of required skills, training and other wherewithal to participate in the new ventures. Their unpreparedness to face the socio-economic and cultural impact of the process of the industrialization has also been partly responsible for their migration to other areas. Besides, large scale displacement of the tribal from their lands has forced them to migrate to other areas in search of employment.

The migrant tribal laborers in their off-season, generally move out in search of employment to the rich agricultural areas like Punjab, Haryana, West Bengal, Uttar Pradesh, etc. They are also recruited by the contractors and their agents from the areas of their domicile with the promise of high wages, better working conditions and employment opportunities. But in the process they are badly exploited by their employers and even the public functionaries coming in contact with them. They are not paid even the minimum wages and are asked to work against their will even though they are not physically fit due to illness or other reasons. They are physically assaulted if they make any attempt to escape or show any slackness in work or protest against their working conditions. Women laborers are exploited sexually. They along with their men-folk are maltreated and forced to work in inhuman conditions and kept in bondage. In agriculture, the big farmers use migrant laborers not merely for field deployment but also for depressing the wages in the labor market and thus reducing the bargaining power of the local workers. The local workers are deprived of their share in job opportunities and the migrant workers are underpaid. This kind of exploitation
has been generally noticed in brick kilns and irrigation works where laborers are hired from far-off places and brought to the work centers.

The simplicity and innocence of the tribal has been the main factor for their exploitation. The guileless tribal take for granted the false promises of the shrewd and cunning contractors, their agents, the middlemen and other recruiting agencies. Because of extreme poverty even the females including young girls are forced to migrate to far off places for seeking employment and face the life as it goes. They tolerate exploitation because they have no choice but to face the situation in which they are placed.

Generally, at the time of recruitment, the laborers are given some advance which is later on adjusted to their wages. Once the laborers reach the place of work the employers treat them as they like. They are made to work for long hours in unhygienic conditions. There are no medical facilities, crèches or child-care centers. The laborers put up with the exploitation partly because of lack of awareness about legal provisions and partly because of lack of awareness about legal provisions and partly because they are terrorized by the employers and their agents. Their lives are in danger if they complain against their working conditions and exploitation to the administration. Whenever they had complained and exploitation to the administration, the results have been very disappointing. The officials were generally found in collusion with the contractors and the employers. Instead of initiating any action against the employers, the laborers were subjected to harassment. The migrant women laborers are afraid to report
about their exploitation because of the fear of losing employment as well as social stigma.

**NATIONAL COMMISSION**

By virtue of the Constitution (Sixth-fifth Amendment) Act, 1990, the Special Officer’s post under Article 338 of the Constitution has been substituted by the National Commission for Scheduled Castes and Scheduled Tribes. It shall consist of a Chairperson, a Vice-Chairperson and five other members to be appointed by the President. It shall be the duty of Commission:

i) to investigate and monitor all matters relating to the safeguards provided for the scheduled castes and scheduled tribes under the Constitution or under any other law;

ii) to enquire into specific complaints with respect to the deprivation of rights and safeguards of the scheduled castes and tribes;

iii) to participate and advise on the planning process of socio-economic development of the scheduled castes and scheduled tribes; and to evaluate the progress of their development under the Union and any state;

iv) to present to the President annually, and at such other times as the Commission may deem fit, reports upon the working of these safeguards;

v) to make in such reports/recommendations as to the measures that should be taken by the Union or any state for the effective implementation of those safeguards and other measures for the protection, welfare and socio-economic development of the scheduled castes and scheduled tribes; and
vi) to discharge such other functions in relation to the protection, welfare and
development and advancement of the scheduled tribes as the President may,
subject to the provisions of any law made by Parliament, by rule.

SCHEMES FOR PRIMITIVE TRIBAL GROUPS

There are 75 Primitive Tribal Groups (PTGs), which have been identified in
15 States/UTs on the basis of pre-agricultural level of technology and extremely
very low levels of literacy. The development of PTGs is undertaken through
micro projects for these tribes. In the Ninth Plan period a separate plan of action
for the development of PTGs has been formulated. An amount of Rs. 2.33 crore
has been sanctioned up to 15 February 1999.

SPECIAL CENTRAL ASSISTANCE

Special Central Assistance (SCA) is given to States/Union Territories as a
part of Tribal Sub-Plan strategy. During 1998-99 the amount released was of Rs.
29.308 lakh as on 15 February 1999. Grants are given to the State governments
under First Proviso to Article 275 (1) of the Constitution to finance schemes to
promote the welfare of scheduled tribes and to raise the administration of tribal
areas at par with other areas in the State. An amount of Rs. 5,385.22 lakh was

GIRLS/BOYS HOSTELS FOR STS

Girl’s hostels scheme was started to Third Five Year Plan with the purpose of
providing residential facilities to tribal girls in pursuit of education. Central
assistance of 50 per cent of construction to the States and cent percent to the
Union Territories is provided under the scheme. During 1998-99, an amount of
Rs. 360.66 lakh has been released for 46 hostels up to 15 February 1999. Boys' hostels scheme was started in 1989-90 under the same pattern for girls' hostels scheme. During 1998-99, an amount of Rs 531.44 lakh has been released for construction of 15 hostels up to 15 February 1999.

**VOCATIONAL TRAINING IN TRIBAL AREAS**

This scheme under the Central Sector introduced in 1992-93 aims at developing the skills of the tribal youth in order to gain employment/self-employment opportunities. The scheme envisages setting up of vocational training centers (VTCs). During 1998-99, an amount of Rs 321.24 lakh has been released for 25 vocational training Centers up to 15 February 1999.

**EDUCATION OF ST GIRLS IN LOW LITERACY POCKETS**

This scheme launched in 1993-94 aims at raising the literacy level of tribal females in 48 identified tribal districts in eight States with female literacy below two per cent. The scheme envisages residential educational complex up to fifth standard. The scheme is implemented by voluntary organizations. During 1998-99 an amount of Rs 215.43 lakh against budget provision of Rs 700 lakh was released up to 15 February 1999.

**TRIBAL RESEARCH INSTITUTES**

Fourteen Tribal Research Institutes (TRLs) have been set up by the States of Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur and Tripura. Some Institutes are also having museums exhibiting tribal artifacts. These institutes are being used by the States and Central government for research,
education, collection of data, training, seminars/workshops, professional input in the preparation of tribal sub-plan, publication of tribal literature, codification of tribal customary laws, etc. During 1998-99, a sum of Rs 109.16 lakh was released up to 17 February 1999 against the budget provision of Rs 650 lakh.

1.9. SIGNIFICANCE OF THE STUDY

Though the tribal constitute only about 8 percent of the Indian population, they have a very special position in the Indian society. The Constitution of India has promised several protective measures for the well-being of the tribal. Article 46 assures educational and economic benefits and protection against social injustice and exploitation. Article 335 promises reservation in recruitment. A review of the studies of the health status of the tribal in India has concluded that the tribal have low health status not because of their rural, poverty and illiteracy. Numerous studies in India have demonstrated a positive correlation of low health status in tribal and non-tribal populations with rural-residence, poverty and illiteracy. The literacy rate in the tribal are very low i.e. 24%. The rural tribal female literacy 13% only. The barriers to academic achievement which, inter alia, include poverty, low motivation, lack of parental support, and low quality school.

Equality of educational opportunity has assumed different connotations. It can be taken as the application of the principle of distributive justice in respect of good education. At the primary level, it means provision of free and compulsory education, of adequate duration and content to all without any discrimination. At the secondary level, it implies provision of diversified curricula to suit the
differing needs and interests of individuals. At the higher education level, it can only mean provision of opportunities to all those who have the required ability to profit from such education.

Despite, expansion of educational facilities during the four decades after independence, glaring inequalities still remain in the education of the STs. The constitution of India prescribes certain safeguards to uplift the tribal. The objective of such safeguards is to promote the educational and economic status of the tribal. The government has been launching various schemes to motivate the tribal to use education as the key for improvement. There are programmes of the central and state governments to extend financial assistance for obtaining education right from the primary to university stage. Special programmes for the tribal provide free supply of school uniforms, slates, books, note-books etc. to primary school students; midday-meals, payment of term and other fees to secondary students; scholarships for meritorious students, reservation of seats in institutions of higher and technical education. Despite all, their enrollment in educational institutions at different levels is not satisfactory (Thiagarajan, 1983). Even among those who have been enrolled in institutions, their academic attainment is not encouraging.

Adolescents are studying in high/higher secondary schools in Tamil Nadu. Adolescence is an important stage in the development of personality of an individual. A major problem confronting the educational administrators as well as parents in personality development of the adolescents which is influenced by psycho-social factors. Further, academic achievement of the adolescents is
influenced by the factors such as personality, occupational aspiration, intelligence, social attitude and their socio-economic status. Thus the investigator being a teacher educator wants to study the effect of psycho-socio factors on the academic achievement of the scheduled tribe adolescents.

1.10. STATEMENT OF THE PROBLEM

The purpose of this study is to understand the Psychological and Sociological variables of Sex Role Orientation, Occupational Aspiration, Competition and Tribe students of XI standard to the analysis and interpretation.

The Statement of the Problem is “A STUDY OF SOME SELECTED PSYCHO-SOCIAL VARIABLES RELATED TO EDUCATIONAL ACHIEVEMENT OF SCHEDULED TRIBE STUDENTS IN SHERVARAYAN HILL RANGE, TAMIL NADU”.

1.11. OPERATIONAL DEFINITIONS

SCHEDULED TRIBE STUDENTS

The Scheduled Tribes (STs) are of historically disadvantaged people that are given express recognition in the Constitution of India. During the period of British rule in the Indian sub-continent they were known as the Depressed Classes.

Article 342 of the Indian constitution includes a schedule (list) of tribes or tribal communities that are economically and socially disadvantaged and are entitled to specified benefits. The tribes are listed in the Fifth Schedule.
SHERVARAYAN HILLS

The Shervarayan Hills are located in the northern part of Salem district, and occupy an area of 469.9 km$^2$, between latitudes 11°43 and 12°00 N, and longitudes 78°00 and 78°22 E and in the Survey of India (SOI). The soil is red, loamy and Lateritic. The area is made up of Archaean crystalline rock like amphibolites, leptynites, garnetiferous granites and charnockites. Bauxite and magnesite are the Chief mineral resources. The mean annual rainfall is 1638 mm at the upper hills and 850 mm at the foot hills. The temperature ranges from 13°C to 29°C on the peaks, and 25°C to 40°C at the foothills. There are 71 villages under the administration of two taluks i.e. Yercaud and Omalur with a population of around 39,8639 (2001 census). One-fifth of the land area is in private ownership, i.e. coffee estates, and is villages and agricultural lands. Planters of the colonial period had been maintaining and harvesting the coffee estates till independence. Later, the ownership had passed on to local people. All the reserved forests come under the Shervarayan South, North Pappiredipatty and Danishpet ranges of Salem Forest Division.

HIGHER SECONDARY STUDENTS

Higher Secondary level refers to students studying in 11th standard of the Tamil Nadu State Board of School Education.
PSYCHOLOGICAL VARIABLES

Psychological variables refers to the prevailing Psychological Characteristics namely (i) ‘Sex Role Orientation’ which describes Masculinity who have male characters and Femininity who have female characters, and (ii) ‘Occupational Aspiration’ refers to idealistic and realistic characters of scheduled tribe students.

SOCIOLOGICAL VARIABLES

A sociological variable refers to the prevailing Social Characteristics namely ‘cooperation’ and ‘competition’ of scheduled tribe students. Cultural determination means the determination of the culture by the scheduled tribe students.

STUDENTS LEARNING ORIENTATION

Student Learning Orientation profile can be used to understand both the factors affecting students learning and factors affected by students learning. Various antecedent factors of social-economic background, type of school, and other personal variables, study habits etc. would affect the learning orientation. Students learning orientation can be categorized into seven items such as Personal Development Orientation (PEDOL), Assessment Domination in Learning(ADOL), Intrinsic orientation in Job getting & Learning (INJOL), Apathy in Learning (APAL), Involvement in Learning (INVOL), Extrinsic Orientation in Learning (EXOL), and Significant other orientation in Learning (SIGOL).
EDUCATIONAL ACHIEVEMENT

Marks scored by the scheduled tribe students on the 10th standard Public Examination of Tamil Nadu State Board of Secondary Education is considered as academic achievement of the study.

1.12. OBJECTIVES OF THE STUDY

1. To find out the difference among Scheduled Tribe boys and Scheduled Tribe girls in their Educational Achievement.

2. To find out the differences among Scheduled Tribe boys and Scheduled Tribe girls in their **Psychological variables**, namely,
   i) Sex Role Orientation
   ii) Occupational Aspiration

3. **Sociological variables**, namely,
   i) Co-operation Competition
   ii) Cultural Determination

4. **Learning Oriented variable**, namely,
   i) Student Learning Orientation

5. To find out the relationship of variables with Educational Achievement, of Schedule Tribe Boys with their
   a. Psychological variables
   b. Sociological variables
   c. Learning Orientation variables.
6. To find out the relationship of Educational Achievement of Scheduled Tribe Girls with their
   a. Psychological variables
   b. Sociological variables
   c. Learning Orientation variables.
7. To find out the regression among variables found significant in correlation of Educational Achievement of Scheduled Tribe students with their
   a. Psychological variables
   b. Sociological variables
   c. Learning Orientation variables.

1.13. HYPOTHESES

1. Scheduled Tribe boys have higher masculinity than femininity.
2. Scheduled Tribe girls have higher femininity than masculinity.
3. Scheduled Tribe boys differ from Scheduled Tribe girls in their idealistic occupational aspiration.
4. Scheduled Tribe boys differ from Scheduled Tribe girls in their realistic occupational aspiration.
5. Scheduled Tribe boys differ from Scheduled Tribe girls in their cooperation disposition.
6. Scheduled Tribe boys differ from Scheduled Tribe girls in their competition disposition.
7. Scheduled Tribe boys differ from Scheduled Tribe girls in their cultural conformity of cultural determination.
8. Scheduled Tribe boys differ from Scheduled Tribe girls in their cultural rebellion of cultural determination.

9. Scheduled Tribe boys and Scheduled Tribe girls differ in their Personal Development Orientation.

10. Scheduled Tribe boys and Scheduled Tribe girls differ in their Assessment Determination in Learning.


12. Scheduled Tribe boys and Scheduled Tribe girls differ in their Apathy in Learning.

13. Scheduled Tribe boys and Scheduled Tribe girls differ in their Involvement of Learning.


15. Scheduled Tribe boys and Scheduled Tribe girls differ in their Significant other Orientation in Learning.

16. Scheduled Tribe boys and Scheduled Tribe girls differ in their Educational Achievement.

17. Significant correlation exist between masculinity and Educational Achievement of Scheduled Tribe boys.

18. Significant correlation exist between femininity and Educational Achievement of Scheduled Tribe girls.
19. Significant correlation exist between idealistic aspiration disposition and Educational Achievement of Scheduled Tribe boys.

20. Significant correlation exist between idealistic aspiration and Educational Achievement of Scheduled Tribe girls.

21. Significant correlation exist between realistic aspiration and Educational Achievement of Scheduled Tribe boys.

22. Significant correlation exist between realistic aspiration and Educational Achievement of Scheduled Tribe girls.

23. Significant correlation exist between cooperative disposition and Educational Achievement of Scheduled Tribe boys.

24. Significant correlation exist between cooperative disposition and Educational Achievement of Scheduled Tribe girls.

25. Significant correlation exist between competition disposition and Educational Achievement of Scheduled Tribe boys.

26. Significant correlation exist between competition disposition and Educational Achievement of Scheduled Tribe girls.

27. Significant correlation exist between cultural conformity and Educational Achievement of Scheduled Tribe boys.

28. Significant correlation exist between cultural conformity and Educational Achievement of Scheduled Tribe girls.

29. Significant correlation exist between cultural rebellion and Educational Achievement of Scheduled Tribe boys.
30. Significant correlation exist between cultural rebellion and Educational Achievement of Scheduled Tribe girls.

31. Significant correlation exist between Personal Development Orientation in Learning and Educational Achievement of Scheduled Tribe Student.

32. Significant correlation exist between Assessment Domination in Learning and Educational Achievement of Scheduled Tribe Student.

33. Significant correlation exist between Intrinsic Orientation Job Getting and Learning and Educational Achievement of Scheduled Tribe Student.

34. Significant correlation exist between Apathy in Learning and Educational Achievement of Scheduled Tribe Student.

35. Significant correlation exist between Involvement in Learning and Educational Achievement of Scheduled Tribe Student.

36. Significant correlation exist between Extrinsic Orientation in Learning and Educational Achievement of Scheduled Tribe Student.

37. Significant correlation exist between Significant Other Orientation in Learning and Educational Achievement of Scheduled Tribe Student.

1.14. LIMITATIONS OF THE STUDY

1. The subject group of XI standard students were not considered to find out the differences in variables of this study nor in the calculation correlations. Overall X standard Public Exam Marks taken into consideration.
2. Since the time duration of the investigator is limited, it is not possible to study more than six schools and the sample consist of 300 included 150 boys and 150 girls. Moreover the number of students available in each selected schools are below 50 only.

3. The study is limited to only the scheduled tribe students and not of all other students. So the sample is very limited in every selected school.

4. The study is limited to higher secondary school only in particular to the student of XI. Though number of high schools, middle schools and higher secondary schools are present in the belt of Shervarayan hill range, the investigator considered higher secondary schools only because of XI standard students available only in higher secondary schools.

5. The total number of samples taken for the study are limited to 150 boys and 150 girls totally 300. Due to the high cost in printing questionnaire and transport facility availability, transport expenses in meeting school students and teachers and the samples available in a particular school, the investigator could contact only a limited section of students of selected groups.

1.15. SCOPE OF THIS STUDY

To achieve Scheduled Tribe status in a high level manner, the investigator find a solution to enrich the research level to find out the problems facing day to day life of the tribal students.

Present study revealed the nature of the Scheduled Tribe students to get a number of facilities from the government and non government organizations when and where needed. Special amendments and reservation bills are needed to
the development of the tribal especially to the tribal students, then only the duty of the government to give priority of all will be fulfilled. The government have been launched a number schemes to motivate the tribal to attain high status level of tribal students. The recommendations of the present study leads to get number of facilities to improve the educational status and occupational aspiration.

1.16. CHAPTER ORGANIZATION

The present study include the following chapters to entitle the research in legible manner. The chapters are as follows:

Chapter 1. Introduction
Chapter 2. Conceptual Framework
Chapter 3. Review of Related Literature
Chapter 4. Methodology
Chapter 5. Analysis and Interpretation and
Chapter 6. Summary, Conclusions, Recommendations and Suggestions. The above said chapters have been followed to present study.

1.17. SUMMARY

The present investigation is a survey study of scheduled tribe students of Higher Secondary level in the pocket of Shervarayan hill range. This study consists psychological variables, sociological variables and educational variable manifesting the masculinity, femininity cooperation competition cultural conformity and cultural rebellion. Finally the student learning orientation has been tested by the way of utilizing following tools. They are psychological sex role orientation, occupational aspiration, cooperation competition disposition,
cultural determination and students learning Orientation profile. By using this tool to conduct questionnaires were administrated to find out the various aspects of objectives.

The ensuring chapter deals with conceptual framework of Chapter - II.