



## Professional Education Among; Scheduled Tribes; Socioological Analysis

Parashuram B. Jogin

Department of Sociology, Karnataka Arts College Dharwad, Karnataka, INDIA

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### Abstract

*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. In spite 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 and is unique and native in its growth and development.*

**Keywords:** Scheduled tribe students, education, profession, objectives, problems, concept, aims, forms, conclusion.

### Introduction

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. 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 recognized by the common dialect or heredity". Thus caste is hereditary, endogamous and usually a localized 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 of 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.

**Concept of Scheduled Tribe:** The English word 'Tribe' is originated from the Latin language "Tribes" 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 "Advises", "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<sup>1</sup>.

**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 clutches of life, 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<sup>2</sup>.

**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**  
**Educational Expenditure in Five Year Plans**

Five year Plan	Money spent in Crores of Rs	Percentage
First Five year Plan	133	6.8
Second Five year Plan	208	4.5
Third Five year Plan	418	4.9
Fourth Five year Plan	823	5.2
Fifth Five year Plan	1285	3.3
Sixth Five year Plan	2977	2.6
Seven Five year Plan	7,686	3.5
Eight Five year Plan	19,600	4.5
Ninth Five year Plan	51,365	

Source: H.R.K. "Bharathada Arthika Vyavasthe" Swapna Book Centre", Bangalore, 2001.<sup>3</sup>

## Methodology

**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, After independence constitution and the government implement many schemes and programmer 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.

**Objectives:** i. To study the educational level of the scheduled tribe student. ii. To know the constitutional privileges and facilities for the development of the scheduled tribe students. iii. To understand the prominent problems of the scheduled tribes students pursuing professional education. iv. To suggest welfare measures to the

scheduled tribe students pursuing professional education on the basis of the study.

**Selection of field:** The Dharwad district has been selected for the present study "Occupational aims and objectives of scheduled tribe students" Since ancient das, Dharwad is the educational center, moreover it is the natal for literatures after the re organization and distribution in 1998, the district has possessed five thalukas, these are Dharwad, Hubli, Kalagatagi, Kundagol And Navalgund. the divided Dharwad district, statistics has been used in this study.

**Tools of data collection:** To extract information the following methods are employed the significant methods are interview, participate observation, question ere Method ect

For studding of the aims and objectives of scheduled tribe students the following tables are indicate the importance and the problem of the research.

For the easy fulfilling of individual and social functions, education is very useful means in modem days, women are being empowered through getting education, for the development of backward classes and enriching their social status, education is helping modem 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 labor 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<sup>4</sup>.

**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.

**Importance of Professional Education:** Professional education is prominent for the following points of view: 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.

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.

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

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.

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. i. Removal of Unemployment, ii. Maximum utilization of resources, iii. Economic Progresses, iv. Eco-friendly, v. Opportunity for invention and Research.

**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 vocationalization" 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<sup>5</sup>.

**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 Karnatak 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.

**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<sup>6</sup>.

**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 Dharmsthal, Dyamavva, Milara Guddadai, 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.<sup>7</sup>

The tribal population calculated in 1981 and 1991 census is distributed sex-wise, area-wise as shown in table-2.

**Table-2**  
**Area-wise and Sex-wise population distribution in Dharwad District<sup>8</sup>**

Talukas	1981				1991		
	Area	Males	Females	Total	Males	Females	Total
Dharwad	Rural	1,187	1,121	2,308	1,663	1,527	3,190
	Urban	101	88	189	101	98	199
	Total	1,288	1,209	2,497	1,764	1,625	3,389
Hubli	Rural	1,499	1,477	2,276	1,218	1,039	2,257
	Urban	-	-	-	-	-	-
	Total	1,499	1,477	2,276	1,218	1,039	2,257
Kalaghatagi	Rural	612	617	1,229	574	525	1,099
	Urban	06	08	14	-	-	-
	Total	618	625	1,243	1,218	1,039	2,457
Kundagol	Rural	2,285	2,174	4,454	1,616	1,503	3,119
	Urban	08	15	23	53	48	101
	Total	2,293	2,189	4,482	1,669	1,551	3,220
Navalgund	Rural	2,390	2,356	4,246	1,076	1,049	2,125
	Urban	546	515	1,061	506	488	994
	Total	2,336	2,821	5,807	1,582	1,537	3,119

**Note:** i. According to 1991 census Kalaghatagi has not been considered as Urban. ii. Dharwad' Statistics includes the figures of Alnavar city. iii. Hubli-Dharwad Statistics belongs to Hubli-Dharwad corporation.

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<sup>8</sup>.

**Table-3**  
**Extent of Scheduled Tribe Population in India**

Year	Total Population (in millions)	STs population (in million)	Percentage
1961	439	30	6.9
1971	548	38	6.9
1981	685	54	7.9
1991	838	67	8.8

Source: India Gazetteer, Government of India, 1999.

Table-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<sup>9</sup>.

**Table-4**  
**Extent of Scheduled Tribe population in Karnatak**

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

The table-4 shows that the Scheduled Tribe population has increased from 0.81% in 1961 to 4.26% in 1991. It implies that the population. Karnatak state has been experiencing the increase in the Scheduled Tribe<sup>10</sup>.

## Conclusion

Most of the students involved in professional educational courses are coming from poor families, whose parents have no adequate income, definite means of property housing. That is they are

economically very backward. It is found that most of the students who did not opt used to come from rural background, as most of the professional colleges are established in urban area, they are forced to come here and study the same in spite of utter poverty of their families. Most of the parents of these aspirants of professional courses are poor literates, less understanding and unconscious to the changing situations of life, as the result of it, they are not wise in taking decision about the future of their children. This has become obstacle in the way of getting professional education by their children. The enrolment of female students is much lower than that of male students of these communities. This is because of gender bias and social discrimination against womenfolk. As the result of this, the number of female students studying in professional courses is most negligible. It is observed that, more number of scheduled tribe students have enrolled in Arts and commercial nature of professional course than in the science, medical and technical courses. Thus majority of students could not opt these medical and technical courses thinking that they are difficult to understand and costly course to complete.

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