

Impact of Literacy in Tribal Population on Income and occupational Opportunities

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Abstract:

The present study proposes to develop the regional dimension of tribal literacy by emphasizing the spatial patterns. The study also highlights the impact of illiteracy on the implementation of various Government schemes. A well-structured questionnaire based on the objectives of the present study was formed. Data was collected from tribal people from Jharkhand, Assam Chhattisgarh, MP and Odisha.

The Ministry of Social Welfare, Tribal affairs & Ministry of Education have started more than 100 such schemes that can uplift the living standard of tribal people. Illiteracy is considered to be one of the most unfavorable social problems that tribal people are experiencing. A sample size of 200 respondents was randomly selected to ascertain the impact of Illiteracy on various government projects. The majority of respondents were in favor of formal educational institutions for women. Findings reveal that literate tribal parents have a better attitude towards education of their children than their illiterate counterparts. Findings also reveal that tribal parents from high socio economic have better attitude towards literacy than tribals from low socio-economic back grounds.

Findings suggest that the literacy level of the tribal people is not having much impact on their earning capacity. The job opportunities for tribal people have improved based on their literacy level which is explained by the factor that is formed. Increased rate of literacy has a positive impact on overall growth of tribes, in improving income, Job opportunities for tribal people improved with improvement in literacy. The factor analysis of the study reveals that literacy level has improved the earning capacity of the tribal people and in a way Mother's and Infant's Mortality rate has decreased significantly. - The factor of Various government's welfare Scheme (0.856) and Exploitation (Physical & Financial) in Job (0.560) also significantly decreased by literacy level which is explained by the factor analysis

A large number of respondents 37 (N=100) that constitutes approximately 41.11 % are illiterate because of non-specified reasons. Eighteen respondents that constitutes 20 % replied that they did not go to schools because of their parents. Ten respondents (11.12%) left schooling because of their poor family back ground and had to work as a wage labour to support family, attitude of teachers and students (6.67%), because of domestic work (13.34%) were left illiterate.

Study also reveals that 24 % of respondents 48 (N= 200) did not get seeds and fertilizers because they were not informed by the officers, 29 % of respondents 58 (N=200) did not get their genuine wage from contractor because they don't know what fixed minimum wage are decided for them, 12 respondent did not get benefit of DBT (Direct Benefit Transfer) because they don't have bank account. Four percent respondent 8 (N=200) did not get benefit of free ration because their ration card was not made and a huge number of respondents 18 % (N=200) could not avail facilities of Ayushman Bharat health card as their adhar card was either not made or was not linked properly.

Introduction

India has raised the current literacy rate of Tribals up to 73.04% (2021) from 12% at the time of Independence in 1947, its still lagging behind the world average literacy rate of 84%. When compared with other nations, Republic of India has the largest illiterate population. As per Census 2011, literacy rate of Scheduled Tribes (STs) was 59% whereas the overall literacy rate was 73% at all India level. As per Periodic Labor Force Survey (PLFS) report 2017-18 published by Ministry of Statistics and Programme Implementation, literacy rate for STs is 67.7% and corresponding over all figure is 76.9%. The PLFS 2018-19 report reveals an improvement in literacy rate of STs at 69.4% as compared to 78.1% over all. The Union and the state governments have spent considerable sums of money for tribal youths' education, but the results are meager. The Commissions for Scheduled Castes and Scheduled Tribes asserts that unless exploitation of the tribals is combated and eliminated through education, no improvement in tribal welfare will take place. Tribal communities face many problems, including poverty, exploitation, health issues, and cultural loss.

Review of Literature

Various educational policies and government initiatives have aimed at improving the literacy rate of the tribal communities, there is the issue of high dropout rates (70.9%, according to a recent study) among the tribals. In such a situation Mathew (2022). For wholistic development of tribals, their language, identify or culture cannot be discarded on the process of accessing education, while preservation and recognition of their uniqueness could enhance the result of being educated Joshen (2022). Russell & Lim (2008) found that students from a lower socio-economic status were more likely to dropout from school than a student from a higher socio-economic status. Malnutrition, Anemia, Malaria are curse to the indigenous communities of India, Zehol (1988). Khanum, R., Mahadi, M. S. A., & Islam, M. S. (2022) reveals in their study that women's economic independence is promoted via entrepreneurship, which gives them more control over family finances. Adivasis in the study region of Telangana State, India, have seen negative effects of globalization on many facets of their social and economic lives, including marriage, clothing styles, and diet. Lal (2021). Because youngsters must help their family members with planting, weeding, plantation, and harvesting tasks, the dropout rate is higher during the cultivation period Another important reason why indigenous children drop out of school is economic hardship Prasasti (2021). Tribal women in India work longer hours than men and contribute significantly to their families' income, yet they have less economic prospects than men do. Sathpathy (2020). Pagan (2017) studied the challenges faced by students from scheduled tribe communities in a multicultural classroom setting. Tribal children isolate themselves from the rest when the teachers, parents and society neglect them. Mahanta (2016) In his study titled Impact of Education on Fertility: Evidence from a Tribal Society in Assam, India finds that education is a significant determinant of the fertility level even in a tribal society. Kumari, Devi and Rani (2009) have conducted a study on impact of mid-day meal program in tribal areas of Godavari district of Andhra Pradesh and found that the mid-day meal program has remarkable improved the school attendance, eating habits of children and academic performance as perceived by teachers.

Research Methodology:

A sample size of 200 respondents was randomly selected to ascertain the impact of Illiteracy on various government projects. Universe of the study, is individuals, Groups of people, Community, Society and also organizations, comprising all adult men and women and peoples belonging to the ST age range was

08 to 70 years irrespective of their education and geography from , Jharkhand, Orissa, Assam, Bihar, MP and Chhattisgarh.

Research questionnaire – Research questionnaire was prepared by the researcher. It consist of various items (questions) pertaining to the issue at hand including the general information of the respondent such as Age, Gender, Educational Qualification etc. The questionnaire consists of both open ended and close ended questions as well as, Quantitative and Qualitative types of questions.

Objective: To study the impact of Illiteracy on occupational and improved Job activities of tribal populations.

Hypothesis:

- A. There will be a negative relationship between illiteracy and occupational activity.
- B. There will be a positive impact of Literacy level on income of the tribal people.

Result and Discussion

The study reveals that the majority of respondents were in favor of formal educational institutions for women. Findings reveal that literate tribal parents have a better attitude towards education of their children than their illiterate counterparts. Findings also reveal that tribal parents from high socio economic have better attitude towards literacy than tribals from low socio-economic back grounds. Finding reveals that the literacy level of the tribal people is not having any impact on the earning capacity of the tribal people and it’s not different among various groups of literacy level.

Dimensions of Enhanced Earning Capacity based on Literacy Level of the tribal are measured with the help of different variables which is grouped based on the factor analysis. The analysis helps to group the variables based on the opinions of the tribal people and measure the differences in the opinions of the tribal people.

Table: 1: Relationship between Literacy Level, Age and Income Group on Variables of Earning Capacity of Tribal People .

SN	Variables on Earning	Age	Literacy Level	Income Group
1	Various government’s welfare Scheme	0.526	0.846	0.658
2	Exploitation (Physical & Financial) in Job	0.571	0.630	0.109
3	Occupational and Improved Job activities	0.450	0.518	0.010*
4	Mother and Infant’s Mortality rate	0.612	0.120	0.084
5.	Overall growth and improving Income	0.881	0.051	0.544
6	Knowledge of college education	0.572	0.241	0.205

(*- implies significant pair @ 5 percent level)

A. Literacy Level has no significant impact on the earning capacity of tribal People .. The table explains the relationship is invalid based on the p-values (**0.544**) of ANOVA analysis. Literacy till primary standard (Class I-V) does not increase their employability to any significant level hence the hypothesis **“There will be a negative relationship between illiteracy and occupational activity.”** Is accepted.

B. Age and Earning Capacity of tribal People does not have any relationship with the earning Capacity. It is clear from the opinions of the people involved in the study. The p-values of the ANOVA testing are insignificant which is given in Table Number-1. The insignificance explains the lack of relationships based on different age groups.

C. Education of tribal people is having influence on the variable of improved job opportunities and other variables are having insignificant relationship with literacy and the income group. It is clearly explained by the p-values (**0.010***) of the test. Hence the hypothesis “**There will be a positive impact of Literacy level on income of the tribal people**” is accepted.

Conclusion

Education of the tribal people is having influence on the variable of improved job opportunities but the literacy level of the tribal people is not having any impact on their earning capacity and it's not different among various groups of literacy level. Literacy till primary standard (Class I-V) does not increase their employability to any significant level

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