

A Study on Educational Achievements of Secondary School Tribal Students

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ABSTRACT

It's keeping in your mind that the tribal folk of Kerala aren't a homogeneous team. The cultural qualities of theirs are extremely depended on the surroundings of their inhabitation, traditions, customs and rituals, method of farming and livelihood methods. Rashtriya Madhyamik Shiksha Abhiyan's viewpoint for secondary education is actually delivering quality education today, affordable and accessible to other young people in the 14-18 season age group. Thanks to this dream all of the above is typically to be done in mind. This must be five kilometers for secondary schools as well as 7 to 10 kilometers for higher secondary schools in order to deliver a secondary school within a fair distance of any habitation. Ensuring universal access to secondary education by 2017 (100 percent GER), and Equal retention by 2020. Providing access to secondary education with exclusive references to economically disadvantaged areas of society, backward education, women as well as children with disabilities living in outlying areas along with other oppressed groups such as SC, ST, OBC and Educationally Backward Minorities (EBM).

1. Introduction

Education is the most important and dominant face of human life since it enables individuals. Spread and diffusion of education can lead to the establishment of created society which shows advancement in science and innovation, communication and trade. In the unpredictable present day, industrialized social orders education has great social importance that remains the prime reason why the rationalists of all periods, the ancient sages, gave quality endeavors to enhance it. Values which are explicit to certain occupation are inculcated through education. Its arrangement of education that finishes the procedure of socialization, imperial task of transmitting cultural heritage, reforming attitudes and all these enables occupational placement for an individual which leads to the formation of social personality.

Indian Tribal people or "Adivasi" is an umbrella stint for a heterogeneous group of ethnic people living in various states in India. They are counted as a minor category but they occupy the larger part of the country. They are primitive people who live away from the so called civilized society. Thakur and Thakur, (1994) defines that "the tribal people being the original inhabitants of India constitute a significant part of the vast nation. They have been dwelling in the forests surrounded by hills for a long period. Article 366 (25) of the Constitution of India refers Scheduled Tribes as these communities, who are scheduled in accordance with Article 342 of the Constitution. Tribal societies have undergone an array of remarkable and long lasting changes particularly during the last fifty years. Their poverty, social and economic backwardness are highly observable in the literature. The Human Development Indices (HDIs) of the ST population are much lower than the rest of the population in terms of all parameters such as education, health, income, etc. (Annual Report 2006, Ministry of Tribal Affairs, Government of India). Their situation of life is not different in Kerala. Even though there is a considerable amount of growth, the sector of the society that depend on traditional resources for livelihood and the disadvantaged sections like Scheduled castes and tribes were left out from Kerala's development experience. When comparing the status of these communities to the general population it can be observed that the factors that exposes in the chariot of Kerala's development experience- like high literacy, favorable sex ratio, better health

indicators etc. have played only a restricted role in the holistic development of these communities. . The huge allocation of money is either not spent or reaching to undeserving hand because of poor planning or poor monitoring.

2. Review of literature

Radhika (2018) Education is viewed as basic for the advancement of the people, yet in addition for the improvement of network and country. So as to achieve upgrades in all perspectives, and use current and creative strategies and techniques, people need to produce mindfulness and improve their educational abilities. The primary reason for this exploration proposal is to comprehend the variables that impact the scholarly exhibition of the students in secondary schools in India.

Riggon (2016) The present analysis examined the Intelligence and Academic Achievement of Arunachal Pradesh Secondary School Students. The study focused on (800) Class X students by providing correct representation to young men and women as rustic and urban territories of two Arunachal Pradesh regions, to be specific: East Siang and Lohit. The schools were selected using stratified irregular inspection method, and the students were selected using simple arbitrary examination technique.

Dim and Malins (2004) the survey of literature isn't simply a descriptive script; it rather speaks to researcher's ability of developing understanding of issues raised by past researcher (Daniel Chandler, 2004). The perspectives displayed in different researches by various researchers, mutual by the researcher in their work enables these researcher to acknowledge various commitments and furthermore urge the researcher to state reactions to them, both positive and negative Desai (2004) Studied execution of optional schools of Vadodara with the goals of studying the school execution dependent on teachers profile as far as their qualifications, skills and strategy for instructing and study of school execution dependent on foundation facility accessible in the school. Sample was chosen by multistage sampling technique.

Pradhan, Sahasrabudhe and Chaudhry (2009) led case investigations of poor outcome optional schools, with the target to discover the reasons for the poor consequences of the poor outcome schools of Baroda and to propose the measures for the improvement of aftereffects of poor outcome schools. The

real discoveries of the study were that the reasons for the poor consequence of poor outcome schools of Baroda were, that the students in the poor outcome school were with extremely frail academic base, to the degree that they don't have even the essential information of perusing and composing, lion's share of students were original student, students were from exceptionally low socioeconomic class and with no enthusiasm for academic exercises.

Vahedi (2009) The inside and out study of above exhibited literature uncovers that there is an extraordinary significance of the home condition or family on understudy's academic execution The home impacts the students_ mental, emotional, social and monetary state. The parents are the principal specialists in mingling the individual, subsequently, their character, and their socioeconomic status matters a ton in the exhibition of the tyke and furthermore on how the kid responds to various life situations.

Mapheleba (2004) focused the analysis on the impact the board structure on the profitability of secondary schools in Lesotho had on education. The research was led with the aim of exploring the components that cause most secondary schools in Lesotho to perform poorly in the authentication assessment of cam ladies abroad. Significant research findings show multiple and interrelated issues that lead to the incapacity of most secondary schools. One explanation at the macro level gives the impression that the senior administration staff lacks adequate ability with respect to the board.

Sujatha (2006) directed a case study on BeemaMaheen Memorial Higher Secondary School, Titled: An Altruistic exertion to improve education. The above expressed school is a poor performing private independent school in Beemappally, Thiruvananthapuram region of Kerala. The case study takes a gander at the particular attributes, get to, infrastructural offices, enrolments, nature of education, understudy teacher profile and management rehearses, etc to comprehend what makes it a poor presentation school.

Hoff,— D. (2009) written article entitled: Schools Struggling to Achieve Key Accountability Target Number Failure to Make AYP (Annual Annual Execution) Rises 28 percent. In the 2007-08 school years, just about 30,000 schools in the United States failed to achieve enough ground annually under the No Child Left behind Act.

3. Education of tribal children

The state stands out from the rest of India with highest literacy rate and it has the lowest dropout rate of school students (0.53%). But among tribes, lack of education is a major problem to be tackled to attain the holistic development. The literacy rate among tribes is very low when compared to the literacy level of Kerala; that is 21.16% less than that of total literacy 93.93 in Kerala. . In this situation the Government has introduced special educational schemes with flexible development projects. But still 17% of them are school drop-outs (Nair 2012). Poverty, lack of access to educational system, Negative attitude towards schooling, peer influence, alcoholism of parents, poor transport facility, unemployment, mother tongue inhibition, family burden, less parental support in schoolwork, low level of motivation, poor self-esteem of children etc. pull them back from the school. School environment is another important cause of their educational deprivation. In many areas they lack the positive school climate, leads to the psycho- social complications and poor achievement. Sujatha (2002) had stated that psychological problems of ST students leads to low levels of education, inherent fear of tribal children towards teacher and their inability to establish a communication link with the teacher results in low attendance and high dropout rates. In tribal societies the parents are strongly adverse to education of their children; they give emphasize to teach their children about income generating works.

Empirical evidences reveal that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools but there is no sufficient intrinsic and extrinsic motivation to achieve the academic goals. Sachidananda explained that lack of ambition and unfavorable attitude towards education were the main reasons for the failure of tribal children. It can be gratified that there is a slight increase in the field of tribal education as a result of implementing different new strategies by the government.

4. Academic Achievement Motivation

Now our adolescents are living in achievement focused era. The word Education is becoming more and more competitive. Quality of education started to be considered as the key factor for individual progress. Parents want their child to climb the highest level. They are being evaluated on the basis of their academic achievement. Now academic achievement happened to be the key criterion to evaluate ones capability and potential. Therefore there is always a pushing on students from family and school to score the maximum from schools. Academic achievement can be defined as excellence in all academic areas, in class as well as co-curricular activities. It includes excellence in sporting, behavior, confidence, communication, punctuality, skill, Arts, culture and etc. School Academic Achievement is dependent on various factors like study habits, intelligence, school environment, individual aspects of student's personality, their socio economic status, etc. Even though there are number of factors which contributes to academic achievement, motivation is the key factor which affect directly on the academic performance, other elements affect only through motivation (Francis et.al, 2004). Those who are less motivated are likely to be less hard working. The word motivation was originated from the Latin word "mover", which means to move. Motivation is defined as an internal drive that activates behavior and gives it direction. The term motivation is concerned with why and how human behavior is activated and directed (Singh Kulwinder, 2011). In other words motivation is the stimulation of goal oriented behavior. Various theories support that, motivation may be rooted in the basic need of minimizing pain and maximizing pleasure, or it may comprise specific needs such as eating and resting, or a desired object, hobby, goal etc. Academic achievement motivation is possibly an intrinsic motive to achieve more and reach the highest in academic field. Now academic achievement motivation is considered as a key factor to contribute towards academic success. It conquers a very important place in education as well as growing process. Academic achievement motivation is used to mean the pupil's need or drive towards the achievement of success in academic work as quoted by Muola, J. M. 2010. In this paper the researcher made an attempt to analyse the academic achievement motivation among the tribal adolescents of Kerala. Academic achievement motivation test developed and a self- prepared questionnaire for collecting socio-demographic details were administered for data collection.

5. Attitudinal Training For Teachers

Teachers' motivation contributes more to the teaching-learning process than teachers' competence. There is a need to evolve a sensitive model of tribal education rooted in the psychological strengths of the tribal children. The teacher should be able to reach each student during the classroom teaching. A teacher is looked upon as the role model for a child and can often play the part of a surrogate parent. A child's self-image, sense of competence, and self-efficacy can be enhanced – or broken – by a teacher's behavior in the class environment. The teacher should not behave like an autocrat but should be child- friendly. Here what is more important is that the teacher should increase the motivational level of the

tribal students so that they do not develop an inferiority complex in them. In the sample schools, findings show that children are taught by teachers who may or may not be from the tribal community. The presence of tribal teachers, especially from the same community, has shown and improved school participation of tribal children, as these teachers understand and respect the culture with greater sensitivity. Assuming that tribal teachers are a more natural fit, many states have appointed community teachers or para teachers. However, results indicate that special training – on both course materials as well as appropriate conduct with tribal students has to be undertaken – even if the teacher has tribal origins. Instead of a teachers monologue in the classroom, students are encouraged to ask questions, learn through projects/ tours and get involved to complete activities prescribed in the syllabus. Although creating teacher motivation is difficult, high motivation levels are necessary to generate interest among tribal children towards education by attempting to link contents of curriculum with existing realities of tribal communities.

Curriculum Content

A child learns concepts better if these are embedded in contexts that are meaningful i.e. contexts that are local and familiar. Educational content should be moulded in the “relevant” culture of the community. Curriculum is constructed to achieve national goals through the school system in which the teaching-learning process is based on the socio-cultural context of the children. According to Tagore “creative spirit” and “generous joy” are keys in childhood, both can be distorted by an unthinking adult world. The basic philosophy of curriculum frame work is to achieve the desire goal by maintaining the standard of formal education by enabling the children in the subjects they need to study. The guiding principles of NCF are:

- ☞ Connecting knowledge to life outside the school
- ☞ Ensuring that learning shifts away from rote method
- ☞ Enriching the curriculum so that it goes beyond text books
- ☞ Making examinations more flexible and integrating them with classroom life

The Present Curriculum:

According to National Curriculum Framework 2005, our schools are nothing more than agencies of information and delivery, do little towards the construction of knowledge by children and thus inhibit the child’s ability to explore new ways of knowing. The present curriculum lacks developmental appropriateness and logical sequencing and connection between different grades, and overall pacing, with few or no opportunities to return to earlier concepts. Understanding the importance of child centered education in a diversified country like India, National Curriculum Framework-2005 has envisaged the representation of community knowledge in the curriculum to integrate cultural values and identity in education. Community may also have questions about the inclusion and exclusion of particular knowledge and experiences in the school curriculum. The school must then be prepared to engage with communities to listen to their concerns and to persuade them to see the educational value of such decisions. For this reason, teachers must know the reasons why some things are included while something things are not. They must also be able to win the trust of parents in matters like allowing children to use home language in schools, giving them sex education, using play methods in primary school, encouraging boys to sing and dance. (School Knowledge and the Community NCF 2005: 33) Wilbur B. Brookover and David Gottlieb (1970: 9) states that in order to understand the community educational system and its integration into the total life of the community it is necessary to remember the analysis of educational processes as it occurs in the non-school social system of the community and also to

know the demography and ecological factors of the community in relation to the school organisations. If the educational processes of the community do not understand then it becomes difficult for curriculum framers to build on the children’s experiential knowledge. The community has played a major role in shaping school functions in the context of multilingual education. This happened when the Sarva Shiksha Abhiyan (Education for All) was introduced in the state in which tribal education was one of the major interventions. Under the government program Sarva Shiksha Abhiyan (SSA), words, terminologies, messages, topics reflected in the syllabus and textbooks are most often alien to tribal students, and can reinforce their “differing” identity. The new National Curriculum Framework however recommends a plurality of textbooks, meant to create a theoretical space for local specificity. Development of appropriate curriculum is a futile exercise in the absence of appropriate training in the use of materials. Although effective learning for a child rests on the methodology of teaching and the relevance of the content/ curriculum, a teacher is the glue holding these pieces together. It becomes difficult for the average students and obviously boring for the dull students to understand the teaching. The worst sufferers are the tribal students who are given least attention. The respondents said that they find the teaching quite dry as they do not find the course content to be of any interest to them. This makes them to lag behind as compared to the other students in the class. In addition to developing culturally sensitive programs of school education that ensure dignity of tribal groups. The curriculum should incorporate programs that sustain children in their respective environments instead of forcing them to move out. Such attempts can provide tribal children with culturally meaningful, ecologically valid and viable alternatives, by reinforcing the dignity of their culture and identity.

Educational Content that is Most Relevant to the Tribal Students

Developing primers and picture dictionaries in the tribal dialect involving content from the local context can help improve the quality of teaching. Value-based education that develops social, moral and spiritual values through group activities, sports, games, social work etc. needs more emphasis for more rounded development of the tribal child. What is lacking beyond the classroom teaching is imparting career guidance. The respondents said that as they do not get any academic guidance when they are back at home, they strongly feel that they should get such guidance from their teachers. Regular subject teaching must be supplemented with, tribal/non-tribal mentoring, exposure visits to mainstream institutions and speaking sessions by local heroes.

Purpose of Educational Content and Curriculum

Curriculum should be culturally sensitive and provide children with economically viable options for life. In addition to developing culturally sensitive programs of school education that ensure dignity of tribal groups, curriculum should incorporate programs that sustain children in their respective environments instead of forcing them to move out. Such attempts can provide tribal children with culturally meaningful, ecologically valid and viable alternatives, by reinforcing the dignity of their culture and identity. The educational content should be such that tribals need to be “employable”. Education can include knowledge of agriculture in all its dimensions, skills of various vocations like carpentry, crafts, wood etc. The sample respondents are rich with skills which need to be explored so as to enable a child to become independent in their own environment. The focus would be on providing literacy along with the creation of an environment in which the child’s innate potential flowers out. Education, apart from increasing

the awareness levels should also focus on imparting values, skills and the ability to think independently.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) seeks to extend and improve the secondary education quality— IX-X. The RMSA would also take secondary education to each edge of the nation by ensuring a secondary school (up to class X) within a radius of 5 km for each area. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is Indian government's new action plan to achieve the goal of universalizing secondary education (USE). The Government of India, on CABE's advice, prepared a centrally funded programme for universal access to secondary education known as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th year at a total cost of Rs. 20,120 crore. This initiative was initiated in March 2009 with the goal of improving access to and standard of secondary education. The plan's implementation began in 2009–10.

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6. Conclusion

The study shows that the poor socio-economic condition of tribal people reflects in their academic performance and their academic achievement motivation. Majority of the tribal children possess low academic achievement motivation. Their gender, community, family system ect are some of the factors influencing the academic achievement motivation. It can be summarized that these people need special care and attention in academic part of life otherwise their holistic development is impossible.The study reprimanded the adequacy, fitness, helpfulness of the plans and programs actualized by the legislature and functional inefficiency and disorganization in its execution level. The present investigation improves the existing supply of knowledge on Rashtriya Madhyamik Shiksha Abhiyan for improving Secondary Education in schools of Haryana. Rashtriya Madhyamik Shiksha Abhiyan is a push to universalize secondary education by network responsibility for school framework and change schools with the assistance of society.