



## BARRIERS AND CHALLENGES FACED BY SCHEDULED TRIBE SECONDARY SCHOOLS STUDENTS: A STUDY OF DISTRICT POONCH

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### ABSTRACT

Education of Scheduled Tribes is of particular importance in the perspective of country planning and resource development as it is one of the primary agents of change towards development and determines employment prospects. Lack of education of Tribal students is a major concern, as they lag behind their socio-economic, cultural and educational background. The investigator in current tries to investigate the social- economic and personal barriers faced by tribal students in Poonch district of Jammu and Kashmir with respect to gender. The information related problems is obtained through the self-constructed questionnaire, scheduled tribe secondary school students are the participant for the present study. The study depicted a noteworthy variance among the male and female students; female scheduled tribe's students have faced more Social, Economic and Personal problems as compare to their male counterparts

**KEYWORDS :** Barriers, gender equity, scheduled tribe

### INTRODUCTION

There are many socially, educationally and economically disadvantages groups in India scheduled tribes (ST) are also among them. Scheduled Tribes have various histories of social, financial hardship, and the hidden reasons for their educational marginalization are additionally strikingly particular. Education plays an essential role in the general development of the people, giving them a more capable mindset, and a better understanding of their social, political, social condition and also encourages them to improve their financial status. These remain constant on account of the Scheduled Tribes in India even though India's education system has gained prominence in recent decades, the literacy of scheduled tribes and a small number of other groups after so many years of independence is a significant concern. Many tribal communities reside throughout the UT of J&K, which contributes to the multicultural and multi-traditional aspect of this union region. Jammu and Kashmir is distinct from the other states because of the tribals' traditions, cultures, and customs. Tribals used to reside in high-altitude locations in Jammu & Kashmir. The Ladakh region is home to the bulk of these tribal communities. Jammu and Kashmir is home to several tribal communities, which is one of the reasons for the union territory's multicultural and multi-traditional nature. Jammu and Kashmir is distinct from other union regions due to the tribes' traditions, cultures, and customs. The pirpangal region is home to the majority of these tribal communities. Gujjars and Bakarwals can be found in significant numbers in Kashmir. Poonch, Rajouri, Kishtiwari, Bhaderwah, Ramban, Chenani, and Kathua are among Jammu's tribal communities. President R. Venkataraman granted scheduled tribe status to eight communities in Jammu and Kashmir state in 1989 after consulting with the government: Balti, Beda, Boto, Changpa, Garra, Mon, Purigpa, and Brokpa, Drokpa, Dard, Shin. The Gujjar, Bakarwal, and Gaddi Sipi populations were designated as scheduled tribes under the constitution (scheduled tribe) order (Amendment) Act 1991, Singh (2014)

### Educational Status of the scheduled tribe in Poonch District

Poonch is deliberated to be one of the most backward and troubled regions of Jammu and Kashmir. According to 2011 census, the total Scheduled Tribe population of the district is 176,101 including 90274 are males and 85827 are females, Constitutes 36.93% of the complete populace of the district. The level of ST in the absolute populace is 11.79%. The tribal community have lower literacy rate than the general population. The literacy rate among Scheduled Tribes in Poonch district is 47.88 percent, of which 57.21 percent are males and 38.06 percent are females. Animals are the only source of economic for these tribal people. Most of the Scheduled Tribe population of Poonch district is migrating

with their cattle, sheep, goats, and buffaloes to high villages, and high peaks in search of their flocks, because of which their kids are denied education. More than 20,000 people migrate every year from the twin places of Poonch and Rajouri to Pir Panjal as part of seasonal migration methods. Due to this situation, the literacy rate in the district is low, especially among the Scheduled Tribes (ST) people. (kavitasuri 2014). Mostly people of the tribal's communities are residing in high reaches and did not have road connectivity they cut down from the population of the country. So they lag behind educationally, Socially and Economically. Livestock along with miner agriculture activities are the only source of income for these people. Children's of these peoples are also engaged with the lively hood activities like animals rearing so they cannot get opportunities to go schools regularly. If the in any schools in these areas where tribal's communities lives they have in pathetic conditions and have low infrastructure, dilapidated walls and well qualified teachers shortage. These schools building also need to repairs and need even basic teaching equipment's.

### Review

The educational and socio-economic backwardness of scheduled tribal Gujjar and bakerwals of the vijaypur block are the nomadic nature of these communities. They are also lacking agricultural land so Gujjar and bakerwals are largely dependent on the livestock as the economic source for their livelihood. Literacy rates are also low and parents of school-going children did not know the value and importance of education and even education can bring change in their lives, which is why most children are absent from school. The children of these native Gujjars cannot get an education because of their way of life and low income. The most significant deterrent to transhumance methods is to guarantee formal guidance for children. ( Nanda, R. & Sharma, V. (2018)). Another study revealed that Sixty years had passed since independence, But the objective of primary education had not been accomplished. There are still around 10 million children who have schools left. The tribal people establish 8% of the entire Indian population, and their literacy is a long way behind. The Composition of India considers the gatherings of some ethnic minorities as extraordinary thinking, commonly known as tribal's or tribesmen, such as the Scheduled Tribes (STs) who spend every penny of the nation's total population. (Soniya, P.&Vezhaventhan, D.(2017)). Furthermore studies revealed many schools in tribal's areas did not have basic teaching learning equipment's. Many parents, particularly at the higher primary level, are opposed to sending their girls to co-educational schools. As a forceful technique for bringing about a conclusive girls' school environment, especially there is urgently need of separate

girls schools at middle standers. If there is a need for top quality schools for girls, there must be a sufficient supply (Gul & Khan, 2013).

**OBJECTIVES**

1. To study the Social barriers faced by scheduled tribe students at secondary level with respect to gender in district poonch.
2. To study the economic barriers faced by scheduled tribe students at secondary level with respect to gender in district poonch.
3. To study the personal barriers faced by scheduled tribe students at secondary level with respect to gender in district poonch.

**Hypothesis**

1. There is no significance difference between the Social barriers of scheduled tribe students at secondary level with special to gender.
2. There is no significance difference between the Economic barriers of scheduled tribe students at secondary level with special to gender.
3. There is no significance difference between the Personal barriers of scheduled tribe students at secondary level with special to gender.

**Method and Procedure**

In this present study the investigator used the descriptive research methods in order to examine the social barrier economic barrier and personal barriers faced by scheduled tribe secondary schools students in District Poonch of Jammu and Kashmir in respect to gender. The information related problems is obtained through the self-constructed questionnaire, scheduled tribe secondary school students are the participant for the present study.

**Sample**

A sample is a sample of the entire population. A sample is a small amount or portion of the whole population that has the characteristics of the sample. Random sampling is used as a sampling technique. 115 students were taken as the sample. The objectives of the study were realized with T-test.

**Objective no.1**

**Table 1:- Showing the compare in social barrier faced by Scheduled tribe Secondary School Students with respect male and female.**

Dimensi ons	Groups	No.	Mean	S.D	Df	t.value	Significance
Social Barriers	Male	51	2.39	0.65	113	1.97	Significance difference at 0.05 levels
	Female	64	2.56	0.75			

(Source: - fieldwork)

The above table 1 depicts that there is significance mean difference in social barrier among male and female scheduled tribe students the female scheduled tribes students faced more Social barrier as compare to their male counterparts. The difference is significant at 0.05 levels, Thus hypotheses no.1 stand rejected.

**Objective no. 2**

**Table 2:- Showing the compare in economic barrier faced by Scheduled tribe Secondary School Students with respect male and female.**

Dimensio ns	Groups	No.	Mean	S.D	Df	t.val ue	Significance
Economic Barriers	Male	51	3.01	0.88	113	2.55	Significance difference at 0.05 level
	Female	64	3.10	0.70			

(Source:- field work)

The above table 2 reveals that there is significance mean difference in Economic barrier among male and female scheduled tribe students the female scheduled tribes students faced more Economic barrier as compare to their male counterparts. The difference is significant at 0.05 levels, Thus hypotheses no.2 stand rejected.

**Objective no. 3**

**Table 3:- Showing the compare in personal barrier faced by scheduled tribe Secondary school students with respect male and female.**

Dimensi ons	Groups	No.	Mea n	S.D	Df	t.value	Significance
Personal Barriers	Male	51	2.79	0.71	113	2.03	significance difference at 0.05 level
	Female	64	3.76	0.68			

(Source: - field work)

The above table 2 reveals that there is significance mean difference in Personal barrier among male and female scheduled tribe students the female scheduled tribes students faced more Personal barrier as compare to their male counterparts. The difference is significant at 0.05 levels, Thus hypotheses no.3 stand rejected.

**RESULTS**

- It was found that there is significant differences have been found between the male and female in social barriers faced by the scheduled tribe's secondary schools students.
- It was found that a significant difference have been found between the male and female in economic barriers faced by the scheduled tribe's secondary schools students.
- It was also found that there is significant differences have been found between the male and female in personal barriers faced by the scheduled tribe's Secondary schools students.
- The study finding depicts that there is significant variance in Social barriers faced by the gender wise and locality wise scheduled tribe secondary schools students.

**CONCLUSION**

In the contemporary era education is the very heart & soul of society. The development of every society in this modern age is purely based on skilled and educated youth. Many attempts have been made over the last few decades to improve the quality of life for India's socially disadvantaged people through various laws and programs. The absence of incentives for India's socially disadvantaged to pursue education can be traced back to a long history of oppression and cruelty. Caste harassment affects disadvantaged children's learning surroundings, positions caste homes on the outskirts of towns so that children must walk long distances to school, and economically oppresses them so that they are unable to pay for their children's education. Poonch district has a distinct historical and cultural foundation, as well as a distinct socio-cultural identity.

There are number of barriers that become a hindrance in the way of education of children such as financial, early marriage, help in the study at home, cultural and educational backwardness, lack of guidance inferiority complex, Poor Academic performance and attitude of the teachers and parents toward the education of the girls. As the result, the region suffers from backwardness, poverty, unemployment and illiteracy. The study revealed that there is significant differences have been found in social-economic barriers faced by the scheduled tribe's students, it also suggest that there is significant differences in personal barriers faced by the gender wise scheduled tribe students in the Poonch District.

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