

Educational Development of Marginalized Communities: A Conceptual Analysis of Scheduled Tribe of Jammu and Kashmir

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Abstract—Education is the only weapon through which we change the socio-economic scenario of people belonging to different tribes. The education of Scheduled Tribes becomes a challenging issue due to topographical factors. Educational development of Scheduled Tribes as a subject has remained a significant area of discussion at present scenario at state, national and international level in the context to raise their educational status. The constitution of Jammu and Kashmir notified twelve tribes as the Scheduled Tribe in the state. Balti, Beda, Bot, Brokpa, Changpa, Garra, Mon and Purigpa these eight tribes live in Ladakh region and were accorded their status in year 1989. Bakarwals, Gujjars, Gaddis and Sippis however were notified as the scheduled tribes vide the constitution (scheduled tribes) order (amendment) act, 1991. In Jammu and Kashmir the educational status of Scheduled Tribe is very low. According to the Census 2001 the literacy rate of Scheduled Tribe was 3.7% which is very low as comparison to national average literacy rate of India i.e 47.2%. Lack of proper infrastructure, teacher absenteeism and attitude, parental poverty, seasonal migration, lack of interest and parental motivation etc are responsible factor for low literacy among scheduled tribe. It is a conceptual paper based on the reviews of various research article, magazines, journals, dissertations, and newspaper related to scheduled tribes. The main objective of this paper is to find out the various challenges faced by Scheduled Tribes people for receiving their education through primary and secondary sources.

Keywords: Scheduled tribe, Educational Challenges and suggestions.