

IMPACT OF E-COMMERCE ON TRIBALS EDUCATION IN INDIA

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Abstract

Ecommerce study studies tribal cultural socioeconomic disparity in India. Ecommerce has been instrumental in integrating tribal students into the mainstream Indian education system and has transformed their lives. Previous studies have attempted to analyze this in this research article from four theoretical perspectives: primary, secondary, higher secondary and university. Participation of Indian tribal students in the Indian education system is important. The present article attempts to identify factors that are incompatible with tribal culture and the differences in educational attainment between tribal elites and their Dalit counterparts, assessing the social status of tribal graduates. It is necessary to examine the concept of teachers of tribal students through e-commerce. There are 74 types of tribes in India like Andha Kolam Bhil Birhor, Kharia and Lodha tribes Bankura, Birbhum, Purulia. School research conducted with tribal students, graduates, parents, teachers and tribal principals in tribal-dominated areas has shown that the modern education system is at a very low level. It is necessary to try to pay attention to cultural characteristics through e-commerce while designing educational policies for tribals. which will develop a positive self-image. Moreover, although the Indian government claims that education is free, education has become a barrier for poverty-stricken tribal families. The problem is further complicated by the inclusion of subsidiary costs such as private tuition in the Indian education system that represents affluent families. Developmental strategies designed by educational planners fail because of teachers' unsatisfactory attitudes and beliefs and misconceptions.

Keywords - tribal culture , E-commerce, Tribal education, education system.

Introduction

The greatest challenge that the Government of India has been facing since independence is the proper provision of social justice to the scheduled tribe people, by ameliorating their socio-economic conditions. Scheduled Tribes, constitute the weakest section of India's population, from the ecological, economic and educational angles. They constitute the matrix of India's poverty. Though the tribal are the sons of the same soil and the citizens of the same country, they born and grow as the children of the nature. From the historical point of view, they have been subjected to the worst type of exploitation social. They are practically deprived of many civic facilities and isolated from modern and civilized way of living since so many centuries. The British rulers really did something in providing certain facilities in villages and towns such as, education, transport, communication, medical etc. though inadequate and mainly with self-interest. But it did nothing for ameliorating the socio-economic conditions of tribal people, except to the people in North-east region of the country, because of certain reasons.

Firstly, the British administrators thought it expedient generally to leave the tribal alone, as the task of administration in the hill areas was difficult and costly. Secondly, it was considered desirable to keep away the tribal from possible political influence from the world outside world. Thirdly, some of the British officers genuinely felt that left to themselves, the tribal people would remain a happier lot. The Scheduled

District Act of 1984 had therefore kept most of these areas administratively separate, the same situation was allowed to continue under the Govt. of India Acts of 1919 and 1935. However, after independence this policy was abandoned and new policy of tribal development and integration was initiated. The Constitution of India has made definite provisions for the welfare and uplift of the tribal people throughout the country

Government Policy for Tribal Development

The special commitment of the National Policy on Education, 1986 to improve the educational status of tribal continues to be the major strength in launching special interventions and incentives to improve the accessibility for the tribal who live in the far-flung remote areas and remain isolated. Therefore, efforts for universalising primary education continued, especially through the programme of SarvaShikshaAbhiyan. One of the special features of this programme is the participation of tribalparents in the activities of schools, which ensures ownership of the programme, even by the most disadvantaged. The National Programme of Nutritional Support to Primary Education or the MidDay Meals acts as a support service to increase retention rates.

Although, there has been a substantial increase in the literacy rates of tribal during the last three developmental decades, the gap between the literacy rates of tribal and those of the general population is not only persisting, but also found to be widening. Adding to this, are the problems of intra and inter-state variations in the literacy rates amongst tribal. The progress made by tribal in comparison to the general population is as shown Table

Table No.1
Literacy Rate of STs and total Population

(In per cents)

Category	1971	1981	1991	2001	2011
Population	34.45	43.57	52.21	64.84	72.99
ST	11.30	16.35	29.60	47.10	58.96
Gap Between STs and total Population	18.15	19.88	22.61	18.28	14.03

Sources-1. Educational Development of SCs and STs, 1995, Department of Education, Ministry of Human Resource Development, GOI, New Delhi.

2. Census of India, 2001: Provisional Population Totals, Registrar-General & Census Commissioner of India, GOI, New Delhi.

As shown in Table 1, the most discouraging sign was the increasing gap between the literacy rates of tribal and of the general categories between 1971 and 2011. While the literacy rate for the general population including STs stood at 72.99% the same for tribal was 58.96% in 2011.

Government Schemes through-Commerce for Tribal's

1. Strengthening education among tribal Girls in low Literacy District

It is a gender scheme of the Ministry. The scheme aims to bridge the gap in literacy levels between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified Districts or Blocks, more particularly in naxal affected areas and in areas inhabited by Primitive Tribal Groups and reducing drop-outs at the elementary level by creating the required ambience for education. The scheme recognises the fact that improvement of the literacy rate of tribal girls is essential to enable them to participate effectively in and benefit from, socio-economic development.54 identified districts, which has scheduled tribal populations 25% or above, and tribal female literacy rate below 38% or

its fractions, as per 2011 census, are covered. The scheme is implemented by non-governmental organizations and autonomous societies of the State Governments.

The scheme primarily envisages the running and maintenance of hostels linked with schools running under SarvaShikshaAbhiyan or other schemes of Education Department. Where such schooling facilities are not available, the scheme has provision for establishing a complete educational complex with residential and schooling facility. The scheme has provision for tuitions, incentives and periodical awards to encourage the ST girls. The scheme does not provide and construction cost. The scheme prescribes fixed financial norms. The scheme also envisages the establishment of District Education Support Agency which would be a non-government organization or a federation of non-governmental organizations, for varied functions like ensuring 100% enrolment, reducing drops outs, arrangement of preventive health education, monitoring the performance of NGOs, etc.

2. Post-Matric Scholarship for Scheduled Tribes Students

The objective of the scheme is to provide financial assistance to students belonging to Scheduled Tribes pursuing Post-Matriculation recognized courses in recognized institutions. The scheme covers professional, technical as well as non-professional and non-technical courses at various levels and the scheme also includes correspondence courses including distance and continuing education. The scheme is implemented by the State Government which receives 100% Central Assistance over and above the committed liability which is required to be borne by them from their own budgetary provisions. The committed liability is equal to the expenditure reached in the last year of the Plan period. Accordingly, the expenditure incurred in the last year of the Xthplan period, i.e. 2006-2007, has become the committed liability of State which is required to be borne by them during each year of the 11th Five Year Plan period. The requirement of committed liability of North Eastern State has been dispensed with from 1997-98. The Scheme is in operation since 1944-45.

The value of the existing scholarship includes maintenance allowance, reader charges of blind students, study tour charges, thesis typing/printing charges, book allowance to students pursuing correspondence course and compulsory non-refundable fees charges by the educational institutions. The maintenance allowance for hustlers is between Rs. 235/- p.m. to 740/- and for day scholars from Rs. 140/- p.m. to Rs. 330/- p.m., depending upon the level of courses. The prescribed annual income ceiling of both the parents/guardians, under the scheme is up to Rs. 1,08,000/-, as applicable w.e.f. 1-4-2007. The income ceiling has been linked with the consumer price index for industrial workers.

3. Up gradation of Merit of ST Students

The objective of the scheme is to upgrade the merit of ST students by providing them remedial and special coaching in classes IX to XII. While remedial coaching aims at removing deficiencies in various subjects, special coaching is provided with a view to prepare the students for competitive examinations for seeking entry into professional courses like Engineering and Medical disciplines. The scheme provides for 100% central assistance to the States. A package grant of Rs. 15,000/- per student per year is provided and the State is not required to bear any financial burden.

4. Girls Hostels for Scheduled Tribes

The scheme of Girls' Hostels, which started in the Third Plan, is a useful instrument of spreading education among ST Girls, whose literacy still stands at 39.76% as per 2011 census as against the general female literacy of 58.28%. Under the scheme, Central assistance is given to States for construction of new hostel buildings. In this scheme the cost of the construction of the hostel building is equally shared between

the Centre and the State in ratio of 50:50. In case the Central Government bears the entire cost of the building. The cost of construction is based on the State PWD schedule of rates or local CPWD schedule of rates, whichever is lower. Maintenance of the hostel is the responsibility of the concerned States. The number of seats in a hostel is up to 100. The hostels are for ST girl's primary, middle, secondary, college and university.

5. Scheme of Top Class Education for tribal Students

Ministry of Tribal Affairs has introduced a new Central Sector Scholarship Scheme of Top Class Education for ST Students from the academic year 2007-08 with the objective of encouraging meritorious ST students for pursuing studies at degree and post degree level in any of the identified institutes. There are 127 institutes identified under the scheme in both the Government and private sectors covering the field of management, medicine, engineering, law and commercial courses. Each institute has been allocated five awards, with a ceiling of total 635 scholarships per year. The family income of the ST students from all the sources shall not exceed Rs. 2.00 lakh per annum. The ST students will be awarded scholarship covering full tuition fee and other non-refundable dues in respect of Government/Government-funded institutions. However, there will be a ceiling of Rs.2.00 lakh per annum per student for private sector institutions and Rs.3.72 lakh per annum per student for the private sector flying clubs for Commercial Pilot Training. In addition to the above, the scholarship also provides for (i) living expenses @ Rs.2200/- per month per student subject to actuals, (ii) books and stationery @ Rs.3000/- per annum per student and (iii) cost of a latest computer system along with its accessories limited to Rs.45000/- as one time assistance during the course.

6. Vocational Training in Tribal Areas

The main aim of this scheme is to develop the skill of the tribal youth in order to enable them to gain employment opportunities. This scheme was introduced in 1992-93 and is being implemented through the State Governments, Institutions or Organizations set up by Government as autonomous bodies, educational and other institutions like local bodies and cooperative societies and Non-Governmental Organizations. The capacity of each vocational training centre is 100 with hostel facility for 50. Each centre may cater to five vocational courses in traditional or other skills depending upon the employment potential of the area. Each tribal boy/girl is trained in two trades of his/her choice, the course in each trade being for duration of three months. Each trainee is attached at the end of six months to a Master Craftsman in a semi-urban area for a period of six months to learn his skill by practical experience, the practical experience in each trade being of three months duration. There is provision for monthly stipend and for raw material for the trainees.

Tribal Rural Development Strategies through E-Commerce

As majority of tribal live in abject poverty, the Ministry of Rural Development plays a vital role in raising their status above the poverty line through implementation of various poverty alleviation programmes and providing them with financial and other support for taking up self-employment and income-generation activities. In addition to the poverty-alleviation programmes, this Ministry also provides basic amenities like housing, drinking water, etc. Under the Integrated programme of Swarnajayanti Gram Swarozgar Yojana 50 % of benefits were earmarked for tribal. Under Swarnajayanti Gram Swarozgar Yojana 7.49 lakh tribal swarozgaris, accounting for 13.2 % of the total number of swarozgaris, were benefited during the Ninth Plan during the Ninth Plan, 220 million man-days were provided for tribal accounting for 15.9 % of total employment under this scheme.

Under the Employment Assurance Scheme which is open to all rural poor including tribal, 308million man-days were provided for tribal, accounting for 20.8 % of the total employment under this scheme during the Ninth Plan. The two schemes of Employment Assurance Scheme were brought under the purview of the mega scheme of Sampoorna Grameen Rozgar Yojana in September 2001. The SGRY focuses on generation of wage employment, creation of durable rural assets and infrastructure and provision of food security to the rural poor including tribal. During the Ninth Plan, a total of 7.68 lakh dwelling units were constructed for tribal whom accounts for 20.3 % of the total houses constructed under the scheme. Similarly, under the Accelerated Rural Water Supply Programme, 10 % of total funds were earmarked for tribal. During the Ninth Plan a total population of around 11.9 million tribal were benefited. Also, under the Central Rural Sanitation Programme, sanitary latrines are provided to rural population and 20 per cent of total funds are earmarked for providing subsidy to individual households of tribal living below the Poverty Line. During the Ninth Plan, as many as 6.4 per cent sanitary latrines were provided to tribal.

Conclusion

Government's approach to tribal development has kept on changing over time British policy was to leave the tribal as they were in their pristine natural environment. Tribal development was given impetus in the post-independence era when various measures were taken to ameliorate the measurable educational predicament of the tribal. Educational Policies were framed to protect the tribal. The educational strategy for tribal rural development stressed on 'development around people' under centralised planning. But with passage of time, the strategy changed to 'people around development'. Focus of this strategy was on 'sustainable livelihood security', inclusive growth and educational development through participatory planning. The tribal societies continue to be characterized by unemployment, indebtedness, poverty. Application of uniform laws in many sectors has led to loss of autonomy in governance of tribal societies, further, with constitutional provision of right to property, the tribal were dispossessed from their development. They were displaced from their traditional habitats for execution of large projects. Educational Policy measures designed for the development of the tribal have not been very effective in helping them out. Solution to the problems of the tribal does not lie in mere pronouncement of high sounding policy measures, but on effective implementation of the same with concessions for tribal transparent manner.

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