

CHAPTER – I

EXECUTIVE SUMMARY

It is proved that education is the sole means to establish peace and brotherhood in the world. India is a land of a multitude of culture, religion, language and races. Tribal community in India constitute a small portion of the total population with their indigenous culture, language and their unique lifestyle. Tribal people in India are marginalized, underprivileged and deprived in some way or the other. They are still not able to relish the fruits of modernization and technological development. Only education could enable them to cast off their mold of oppression of centuries and bask in the sunshine of socio-economic development. With the help of education they can empower themselves and build confidence and courage to overcome the barriers of their day to day life.

Entitlement approach presents the process of getting goods and services for individual happiness through managing available resources and constraints. The goods and services owned by individuals are named as individual entitlements. These entitlements depend on both what individual owns initially, and what one can acquire through trade, production, own labour and transfer. What an individual owns is obtained from the environment and surroundings and is hereditary. What he acquires is achieved through his efforts on available resources and these efforts come through knowledge and skill which one gets during their education and works. Amartya Sen argues that entitlements; as the ability of people to command commodities, which is legally permissible and prevailing among the members of a society (Sen 1981: 45). It means the individual entitlements also depend upon community acceptance based on their individual position in society, apart from environment and efforts. Social, cultural and political institutions have a critical role in the possession of entitlements of an individual. S.R. Osmani further divides the entitlement approach in three sets, as endowment set, mapping and entitlement set (Osmani 1993: 3). The endowment set is a combination of all resources legally owned by an individual. Resources include both tangible assets as land, equipment and animals and intangibles such as knowledge and skill, labour power, or membership of a particular community (Joshua

2016: 92). Further, entitlement approach comprises with available physical resources, political system to facilitate the problems of transformation between commodities to entitlements, the social and cultural factors prevailing in the locality, and the level of knowledge, both specialised knowledge and educational knowledge acquired by an individual.

The Scheduled Tribes (STs) in India are the oldest inhabitants of the country. These indigenous tribal communities face extreme difficulties in accessing education and are subjected to exploitation in all spheres of life including economic, social, cultural and political which hampers their development and empowerment. Apart from this, tribal communities also face difficulties such as land alienation, homelessness, displacement, illiteracy, poverty, malnutrition, etc. Scheduled Tribes of Kerala are no exception to this case. Development and empowerment cannot be fully achieved without their participation in education and employment. Tribal communities require special attention from the state as well as Central Governments as far as education and development are concerned. Education is essential for helping tribal communities to cope with national integration. Education also ensures their prosperity, success and security in life.

A nation's development is directly related to the accessibility and opportunities to avail educational facilities by the people. Since the attainment of independence special attention has been paid to provide education to the people but unfortunately, even after the passage of seventy glorious years of independence, it has always been a great challenge for the government to provide education to all tribal people. It is a universally accepted notion that education serves as a pivot for the tribals to establish a camaraderie with the rest of the Indian population.

India is a land of various ethnic, multicultural, multi religious and various indigenous people. Most backward and marginalized section are considered to be the tribal community, though they share only 8.6% of the total population (2001 census) which means India is home to more than 10.2 crore tribal people, which makes her the largest tribal populated country in the world. It is quite evident that tribals fail to keep up the pace in every sphere of life in comparison to non tribal communities. Now it is

a fact that India cannot reach its goal of “ development for all” without the development of its 10.2 crore tribal people. And education is considered to be the most important means to enhance potentiality of subaltern class and literacy can cultivate and make them dexterous and transform them from a mere human being to a resourceful person, so they can easily develop their internal quality by themselves and easily overcome the barrier of their day to day life. Government should ensure that this marginalized section enjoys the nectar of economic and social prosperity. The government has taken several programs to promote education among tribals. Even the framers of the Indian Constitution considered the situation of the tribals of our country and laid down several provisions for uplift of their social, economic and educational condition

The Government of India has taken determined efforts towards helping the tribal population. As discussed earlier, the Constitution of India also made special provisions for the socio-economic and educational development of the tribal communities. Though the government-initiated policies are oriented towards inclusive educational programmes along the line of protective discrimination, it remains a fact that pre-independent and postindependent governments in India could not address the concern regarding the development of the scheduled groups.

Kerala is no exception to this case. The very existence of tribal population in Kerala has been neglected to a considerable extent and the indigenous people have lost their human dignity as citizens of the country (Viswanath 1997: 2016). The rate at which they have been displaced from their own habitat illustrates how badly the development processes affect the tribal population. It is in this context that this study attempts to examine the social and educational issues of tribal population with reference to the Kurichiya tribes in Wayanad, Kerala.

Amartya Sen’s sustained efforts in explaining the correlation between inequality, poverty and famine led to the emergence of the term ‘entitlement’ which contributed much to the present study in understanding entitlement issues among the Kurichiyas and Paniyas in Wayanad district in the context of social justice and public action. Thus, education entitlement has proven to be essential for economic growth, social

change and the well-being of individuals as well as society. It contributes to social change, rapid transformations of society, overall inclusive development and reduction of poverty and reduces inter-social and intra-social disparity among all sections of society. Its spread will increase the productivity of labour of the poor, and also enable them to participate better in the economy and society. It is a fact that educational entitlement and its contributions to educational attainments are directly proportional to development, individual freedom and socioeconomic choices. Such societies entail the maximum degree of enjoyment of basic rights and entitlements vis-à-vis those who belong to the lower sections of society.