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**EMPOWERMENT, SOCIAL JUSTICE, INCLUSIVE DEVELOPMENT :  
ISSUES & PERSPECTIVES OF TRIBAL TAMILNADU**

**Editor**

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# TRIBAL EDUCATION IN INDIA

P.Parameswari

## Introduction

India is a home to a large variety of indigenous people. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2 crores, India has the single largest tribal population in the world. This constitutes 8.6 per cent of the total population of the country (Census of India, 2011). Education is one of the primary agents of transformation towards development. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. The sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the programmes and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social condition of the Scheduled Tribes. In this context, the objective of this paper is to analyse the problems facing by the Indian Tribal in education and also suggested some recommendations as such.

## Problems of Tribal Education

There are many critical issues and problems in the field of tribal education. They are categorized into Internal and External factors as such;

### A.Internal Factors

#### 1. Language of Instruction - State or Tribal language?

As a child's first exposure to education, there is debate around the language used for instruction and communication. Tribal children have limited contact with the state language, and tend to speak in their own local dialect. Government schools use the state language for teaching and communication, which is most often not familiar to a tribal child at the pre-primary and primary levels. They are thus unable to fully comprehend classroom teaching and activities, read in the state language or understand

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